EFL リーディングクラスの
リアルタイムオンライン授業に関する学生の反応

Student Perception of Real-Time Online Lessons for an EFL Reading Course

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要旨

2020年度はコロナウイルス感染拡大による混乱の中スタートした。教師はこれまでの対面授業からオンライン授業への早急な転換が求められ、学生もほとんど経験のない授業形態への即応を強いられた。本研究は、このような状況下で筆者が大学のリーディングクラスに導入したオンライン授業の有効性を検証することと、検証結果からコロナ収束後のリーディングクラスの指導法について一考することを目的に実施した。本稿では、まず2020年度に通年のリーディングクラスで筆者が実施したリアルタイムオンライン授業を紹介する。そして、本実践の有効性を学期末に実施したアンケート調査の結果から考察する。最後に、実践の成果・課題を基に今後のリーディング指導の方向性について論じる。

Abstract

The purpose of this action research study is twofold: 1) to analyze the effectiveness of real-time online lessons for an EFL reading course; 2) to explore pedagogical implications for post-COVID reading classes. The academic year 2020 started amid the unprecedented confusion and anxiety caused by the COVID-19 pandemic. Teachers were obliged to make an abrupt, yet drastic change in their teaching, quickly shifting from traditional face-to-face instruction to online instruction. Students, on the other hand, needed to adjust to the new way of teaching most of them had not experienced. This paper first introduces the real-time online reading lessons specifically designed for and implemented in a year-long reading course by the author in 2020. Then, it reports the results of a survey study on this delivery mode. In closing, the paper discusses a possible implication of the findings to the reading course in the upcoming year.

1. Introduction

Prior to the outset of the academic year 2020, COVID-19 forced teachers around the world to urgently shift from traditional face-to-face instruction (FTFI) to online instruction. In my case, being a novice Internet and SNS user with no experience of teaching online, I needed to start from learning the basics of online platforms for educational purposes before actually thinking about lessons. Thanks to the help and support from other teachers and staff members at a computer lab, I managed to get the knack of using Microsoft Teams, one of the most well-used communication platforms in various contexts, and CalaboBridge Learning Management System (CBLMS), an e-learning software application, both of which were available at our school. As for teaching method, due to the limited time, access to the school facilities, and skills to use the available platform and application, I decided to modify the lessons and materials I had used in the previous years, rather than creating something new from scratch. The

modified lessons were, then, executed via Microsoft Teams and CBLMS platforms in the spring and fall semesters of 2020.

After the completion of the two semesters, an action research study was conducted in order to investigate students' perception of this real-time online lesson. Specifically, the study tried to: 1) examine the effectiveness of the live online reading lessons; 2) explore a new approach to the post-COVID FTFI based on the findings of this study. This paper first describes the live online lessons specifically designed for and implemented in an EFL reading course of the academic year 2020. Then, it reports the effectiveness of these lessons based on the results of a questionnaire survey. At the end, it discusses a possible pedagogical implication of the findings to the reading course for the post-COVID years.

2. Literature Review

It is not a recent phenomenon to use communication platforms in educational contexts. In fact, the effectiveness of online lessons in various disciplines has been well documented in the literature (Kawinkoonlasate, 2020). At the same time, as more language classes have been taught online synchronously or asychronously, a large amount of research on various aspects of communication platforms in EFL or ESL classrooms has also been accumulated. Albashtawi and Bataineh (2020), for instance, assert that Google Classroom is one of the best online platforms for language learning and teaching because of its numerous functions to integrate technology into traditional classroom activities. Similarly, Halverson et al. (2017) recommend that face-to-face classes be supplemented with online learning through Google Classroom for better learning outcomes. Islam et al. (2020) compared EFL students' preference of pre-recorded video lectures and live Zoom lectures, and found that the students preferred the former to the latter mainly because they could refer to the lessons as many times as they wanted. Rojabi (2020), on the other hand, states that Microsoft Teams supports the students' learning environment optimally by promoting both student-student and student-teacher interactions.

Various ways of using Learning Management System (LMS) in language teaching has also been recommended in the literature. Rather than being used exclusively for the entire period of instruction, LMS is often recommended to be integrated into other forms of teaching or learning (Krasnova & Vanushin, 2016). Zainuddin et al. (2019) used an LMS application called the LMS TES BlendSpace to foster students' self-directed learning for an EFL class in which flipped-class instruction was implemented. The findings of their study revealed that the LMS promoted students' self-directed learning

skills and improved learning performance.

Meanwhile, some research findings warn that simply adopting technologies in language classes does not guarantee better learning. Srichanyachon (2014), for instance, integrated LMS into FTFI in an EFL class and evaluated this blended teaching by conducting a questionnaire survey. The results showed that students had positive attitudes toward LMS but preferred the traditional FTFI, by which he concluded that multiple variables such as teacher performance, teaching material, and student readiness should always be taken into account when adopting LMS. Similar results were reported by Dang and Robertson (2010). They used web 2.0 LMS, an open source Moodle site, for out-of-class activities of an EFL class and investigated its effect to enhance learner autonomy. The results revealed that the effect of LMS would be influenced by several variables such as learner's familiarity of online systems, duration of instruction, and the quality of the lesson.

The influence of online instruction on certain skills has also been reported in various studies. Lim and Pyun (2016) state that video lectures can contribute to the improvement of learners' listening and speaking skills. Lu et al. (2014) reported the advantages of implementing video lectures for the development of students' oral proficiency and pronunciation. Kim (2020) explored the efficiency of Zoom technology in an EFL reading class and affirmed that real-time Zoom video lectures could help learners improve their reading skills. Based on the findings, she concluded that the use of Zoom or other technological tools should be promoted to better cope with diverse language teaching settings.

3. Methodology

3.1. Background

The course in which this study was conducted is a sequential EFL reading course, called English Reading I (ERI) and English Reading II (ERII), which is offered to English major freshmen at a private university in Japan. The class (90 minutes long) meets twice a week and there are 31 sessions in each semester. Up until the academic year 2019, I had implemented an integrated curriculum of intensive and extensive reading in ERI and ERII. Basically, intensive reading was treated as in-class activity and extensive reading as out-of-class activity.

The intensive reading lessons were designed based on skills-based and text-book-based teaching suggested by Nuttall (1996, 2005). Within the framework of this approach, the main teaching objective was to help students acquire necessary reading skills to understand various texts. This intensive reading instruction consisted of three

stages: pre-reading (warm-up, review, oral introduction), while-reading (silent reading, comprehension check) and post-reading (referential question, discussion). All the in-class activities were done in pairs and the medium of instruction was mainly English.

The objective of the extensive reading, on the other hand, was to foster top-down processing of reading comprehension and autonomous learning, as suggested by Bamford and Day (2004). It was done outside of the class at students' own pace based on their proficiency level and interest, using graded readers which can be checked out from the school library. The out-of-class activities were graded based on reading logs, submitted once a week, which showed the title and level of the book read, and the number of pages and words read in a week.

However, faced with the urgent situation where I needed to change all FTF lessons into online lessons due to the outbreak of the new Coronavirus, I decided to use the previously designed intensive reading lessons and execute them via Teams and CBLMS. As for extensive reading, because of the COVID-19 restrictions such as social distancing and limited access to school facilities during sporadic campus lockdowns, I decided to exclude the extensive reading from the grading criteria, making it a strongly-recommended out-of-class activity by use of the online library service of our school.

Eventually, the content of the real-time online lessons became almost the same as the intensive reading lessons employed in the previous years except that all student-student interactions were turned into teacher-student interactions. In other words, the modified version was more toward teacher-initiated intensive reading instruction.

3.2. Purpose

The purpose of this action research study was twofold: 1) to analyze the effectiveness of the real time online lesson for a college EFL reading lessons; 2) to explore pedagogical implications to post-COVID reading classes. Specifically, this study sought for answers to the research questions below:

(1) What are the perceptions of the participants of the online lessons?
(2) How much was the content understood?
(3) How much was the teacher's explanation and instruction in English understood?

3.3. Participants

The participants of this study were 24 students who were enrolled in ERI and ERII in the academic year 2020. At the end of each semester, the students were given a questionnaire through CBLMS to evaluate the lessons they received online. Even though

there were 42 registered students in ERI and ERII, those who did not upload either of the two questionnaires or did not respond to all the items were eliminated from the study. Thus, out of the 42 students, 24 students were counted as the participants of the current study. According to their self-reported level of proficiency, their English level ranged from upper-beginning to lower-intermediate. None of the participants had 2nd or higher grade STEP certificates at the time ERI started.

3.4. Real-Time Online Lessons

As shown in Figure 1, each class consisted of two sessions: 1st Session = Teams (70 min.); 2nd Session = CBLMS (20 min.). The first session was teacher-initiated learning in which all the activities were introduced and executed under the teacher's direction using PowerPoint materials. This session proceeded with interactions between the teacher and the students in English. During this session, all the students were called on by the teacher at least once and answered questions from the teacher. If there was still time left after all the students had their turn to speak out, the teacher asked extra questions to which the students answered on a voluntary basis.

The second session was self-directed learning in which the students were to read an assigned passage, write the answers to the questions about the passage on a worksheet, and upload the worksheet. Those who submitted worksheets received the answers in return as feedback. A review quiz was also given every four lessons (6 quizzes in total) in this session. Each quiz consisted of 25 vocabulary and 25 grammar questions covering four lessons. (When a quiz was given, the time was equally divided between Teams and CBLMS, i.e., 45 minutes each.)

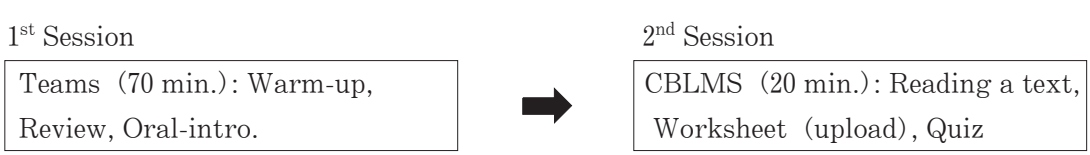

Figure 1. Basic procedure of class

3.5. Data Collection

For the assessment of the lessons, the same questionnaire was administered to the participants during the 30th session of ERI and ERII. The questionnaire, adapted from Gray and DiLoreto's (2016) Student Learning and Satisfaction in Online Learning Environments Instrument (SLS-OLEI), had 16 items presented on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree); Items 1-10 were about Teams and Items 11-16 were about CBLMS (see Appendix). The participants were

informed that the questionnaire survey was not to test them but to evaluate the lessons and improve the quality of the course, and that their responses would not affect their course grades. They were also asked to write their name and comments, if they had any, on the questionnaire sheet.

After all the participants agreed with the objectives of the study, the translated version of the questionnaire was posted in CBLMS during the 30th session of each semester. The participants downloaded the questionnaire, responded to all the items by choosing one point value, and uploaded it. The completely answered questionnaires that were uploaded by the end of ERI and ERII, along with the review quiz scores of ERI and ERII, were then analyzed by using SPSS.

4. Results

4.1. Teams Session

Table 1 shows the descriptive statistics for the participants' responses to the items (1-10) related to the lessons in Teams Session of ERII in which activities were executed through teacher-student interaction in English. There was no problem of the internal consistency for this section (▪ =.88). The mean scores of Items 1 through 6 and Item 10 are above 4 (out of 5). As shown in Table 2, the positive-response rates (the percentage of the participants who chose "agree" or "strongly agree") among these items range from 83.3% (Item 10) to 100% (Item 3). These responses indicate that the online lessons of the current study were evaluated fairly well by the participants in terms of course content, material, and teacher performance.

Looking at Items 7 to 10, which are about teacher-student interaction in which student talk was induced by the teacher's question, Items 7 and 8 are just a little below 4 with relatively high standard deviations (1.23 for Item 7 and 1.14 for Item 8, respectively). In addition, Table 2 shows that the positive-response rates of Items 7 and 8 are much higher than their negative-response rates (the percentage of the participants who chose "disagree" or "strongly disagree") - Item 7: 70.8% positive (33.3% + 37.5%) vs. 12.5% negative (8.3% + 4.2%); Item 8: 62.5% positive (20.8% + 41.7%) vs. 8.4% negative (4.2% + 4.2%). Item 9 ranks the lowest in mean score (3.04), and its positive-response rate and negative-response rate are almost the same: 33.3% for the former and 37.4% for the latter, respectively (Table 2).

In order to find out the factors that affected the relatively low mean scores of Items 7, 8, and 9, the results of ERI and ERII questionnaires were compared (Table 3). The mean scores of all but the 8th item of ERII are higher than those of ERI. The results of a paired t-test revealed that there were statistically significant differences in the

Table 1
Descriptive Statistics: Learner Perception of the Entire Course (Teams Session)

Items	*M* (*SD*)
1. I understood the content of the course well.	4.33 (.92)
2. I was actively engaged in the activities required in the course	4.29 (.86)
3. The PowerPoint materials helped me understand the content.	4.76 (.39)
4. The instructor's explanations and instructions helped me understand the content.	4.71 (.55)
5. The amount of the tasks required in each class was appropriate.	4.25 (.93)
6. The instructor's English was clear and comprehensible.	4.75 (.44)
7. It was easy for me to speak out.	3.88 (1.23)
8. I want the instructor to pick students to speak out.	3.92 (1.14)
9. I want the instructor to let students speak out on a voluntary basis.	3.04 (1.12)
10. I want both ways above to be used to encourage students to speak out.	4.17 (1.13)

Cronbach's α=.88

Table 2
The number and percentage of Learner Response to Each Item (Teams Session)

	Scale				
Items	1. Strongly Disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly Agree
1.	0 (.0%)	2 (8.3%)	1 (4.2%)	8 (33.3%)	13 (54.2%)
2.	0 (.0%)	1 (4.2%)	3 (12.5%)	8 (33.3%)	12 (50.0%)
3.	0 (.0%)	0 (.0%)	0 (.0%)	4 (16.7%)	20 (83.3%)
4.	0 (.0%)	0 (.0%)	1 (4.2%)	5 (20.8%)	18 (75.0%)
5.	0 (.0%)	3 (12.5%)	1 (4.2%)	7 (29.1%)	13 (54.2%)
6.	0 (.0%)	0 (.0%)	0 (.0%)	6 (25.0%)	18 (75.0%)
7.	2 (8.3%)	1 (4.2%)	4 (16.7%)	8 (33.3%)	9 (37.5%)
8.	1 (4.2%)	1 (4.2%)	7 (29.1%)	5 (20.8%)	10 (41.7%)
9.	2 (8.3%)	6 (25.0%)	7 (29.1%)	7 (29.1%)	2 (8.3%)
10.	1 (4.2%)	2 (8.3%)	1 (4.2%)	8 (33.3%)	12 (50.0%)

mean scores of Item 1 and Item 7 at .05 level with relatively small effect sizes (Item 1: t (23)= 2.15, p =.04, d = .34; Item 7: t (23)= 2.30, p =.03, d = .39). Item 8 is the only item whose mean score in ERII is lower than that of ERI (3.92 for ERII and 4.17 for ERI, respectively), but there is no statistically significant difference between the two

Table 3

Descriptive Statistics: Comparison of Learner Perceptions of Teams Sessions in ERI and ERII

	ERI	ERII				
Items	*M* (*SD*)	*M* (*SD*)	ERII-ERI	t	p	SE
1.	4.00 (.98)	4.33 (.92)	.33	-2.15	.04*	-.34
2.	4.17 (.92)	4.29 (.86)	.13	-.72	.48	-.14
3.	4.68 (.39)	4.76 (.39)	.21	-1.42	.17	-.29
4.	4.42 (.88)	4.71 (.55)	.29	-1.32	.20	-.33
5.	4.08 (.93)	4.25 (.93)	.17	-.60	.56	-.16
6.	4.54 (.42)	4.75 (.44)	.21	-1.31	.20	-.29
7.	3.38 (1.28)	3.88 (1.23)	.50	-2.30	.03*	-.39
8.	4.17 (1.16)	3.92 (1.14)	-.25	1.30	.21	.24
9.	2.38 (1.14)	3.04 (1.12)	.67	-3.11	.01**	-.60
10.	3.96 (1.16)	4.17 (1.13)	.21	-.69	.50	-.18

*p<.05, **p<.001

meanscores (t(23)=1.30, p =.21, d = .24). Item 9, the lowest in mean score in the ERIImean scores (t(23)=1.30, p =.21, d = .24). Item 9, the lowest in mean score in the ERII questionnaire (M=3.04, SD=1.12) is also the lowest in the ERI questionnaire (M=2.38, SD=1.14). However, there is a statistically significant difference between the two mean scores at .01 level with a medium size (t(23)= 3.11, p =.01, d = .60). These results clearly indicate that there were more students in ERII than in ERI who were motivated to speak out in the class.

In order to further investigate the relationship between comprehension of content (Item 1) and willingness to speak out (Items 7-9), the participants' quiz scores in ERI and ERII were also used for multiple comparisons. First, a paired t-test was conducted to see if there was a significant difference between the quiz scores of ERI and ERII. The results of the t-test revealed the difference in the mean scores of the quizzes between ERI (M=28.18, SD=7.49) and ERII (M=39.07, SD=6.38) was statistically significant with a very large size (t(23)=9.28, p =.00, d =1.47). Then, by setting quiz score as the dependent variable and Item 1, and Items 7-9 as the independent variables, two stepwise multiple regression analyses were conducted.

As shown in Table 6, quiz score has a weak correlation with Item 9 (r=.42, p<.05), which indicates that, as more students improve in quiz score, more students tend to feel that teacher-student interaction should be done on a voluntary basis. The test results

also indicate that, among the items from 7 to 9, the strongest predictor for quiz score is Item 9, β= .416 (p<.05), as shown in Table 7. Interestingly, there were weak negative and positive correlations among Items 7-9 (Table 6), which can be interpreted as meaning that the more comfortable the participants feel to speak out, the less they want to be called to do so. Even so, however, Item 10 is the highest in mean score among all the items about teacher-student interaction (Table 1). It is fair to assume, therefore, that, even though more students want to speak out voluntarily as they understand the course content better, they are hesitant to do so in order not to stand out. In fact, there were several comments in the questionnaire requesting self-initiated speaking be used after everyone has his or her turn to speak out because they do not want to dominate the class.

Based on the results of these statistical tests, it can be inferred that the participants in the current study were motivated to speak out as the class progressed in line with improvement of their quiz scores. However, instead of speaking as much as they want, they tend to opt for a fair amount of chance to do so for the sake of the whole class. These findings also confirm the findings of Kojima and Yashima's (2017) study that verified the relationship between intrinsic motivation and learning progress.

Table 4 ***Mean Scores of Quizzes in ERI and ERII***

	M	*n*	*SD*
ERI	28.18	24	7.49
ERII	39.07	24	6.38

Table 5 ***Descriptive Statistics: A Paired T-Test of Quiz Scores in ERI and ERII***

			95%CI				
ERII-ERI	*SD*	*SE*	*upper*	*lower*	*t*	*df*	*p*
10.89	5.75	1.17	-13.32	-8.46	9.28	23	.00

**p<.01

Table 6
Correlations between Quiz Scores and Attitudes Toward Teacher-Student Interaction

	Quiz	Item 1	Item 7	Item 8	Item 9
Quiz	-	-.17	.01	-.26	.42*
Item 1		-	.05	.01	-.24
Item 7			-	-.35*	.46*
Item 8				-	-.40*
Item 9					-

*p<.05

Table 7 ***Results of a Multiple Regression Analysis***

Variable	*B*	*SEB*	β
Item 9	2.28	1.06	.416

R^2 = .17 *p<.05

4.2. Calabo Bridge LMS

Table 8 shows the descriptive statistics for the participants' responses to the items about the lesson in CBLMS Session of ERII in which the participants worked all by themselves - from reading an assigned passage, answering the questions about the passage on a worksheet, to uploading the worksheet (or taking a review quiz every four lessons). Items 11 to 13 are about the worksheets, Item 14 is about the assignments, and Items 15 and 16 are about the quizzes. Like the first section of the questionnaire, there was no problem in the internal consistency reliability for this section (α=.97).

Table 8
Descriptive Statistics: Learner Perception of the Entire Course (CBLMS Session)

Items	*M* (*SD*)
11. The amount in each worksheet was adequate.	4.00 (.98)
12. The degree of difficulty for each worksheet was appropriate.	3.83 (.82)
13. The instructor's feedback on worksheets was helpful.	4.38 (.77)
14. There should be other kinds of tasks, besides worksheets.	2.21 (.83)
15. The validity and reliability of each quiz was guaranteed.	4.17 (.87)
16. Other kinds of quizzes or tests should be used besides multiple-choice-question quizzes.	2.42 (.76)

Cronbach's α=.97

Table 9 ***The number and percentage of Learner Response to Item (CBLMS)***

	Scale				
Items	1. Strongly Disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly Agree
11.	0 (.0%)	2 (8.3%)	5 (20.8%)	8 (33.3%)	9 (37.5%)
12.	0 (.0%)	2 (8.3%)	4 (16.7%)	14 (58.3%)	4 (16.7%)
13.	0 (.0%)	0 (.0%)	4 (16.7%)	7 (29.1%)	13 (54.1%)
14.	5 (20.8%)	10 (41.7%)	8 (33.3%)	1 (4.2%)	0 (.0%)
15.	0 (.0%)	1 (4.2%)	4 (16.7%)	9 (37.5%)	10 (41.7%)
16.	3 (12.5%)	9 (37.5%)	11 (45.8%)	1 (4.2%)	0 (.0%)

The participants' perceptions of the worksheets used in this session were overall positive (Table 8 and Table 9). For instance, Item 11 (difficulty of worksheet) received more than 70% of positive responses (Table 9). On the other hand, most of the participants felt there should not be any other assignments besides worksheet in this session. As for the quizzes, the content (vocabulary and grammar) and the style (multiple-choice) are positively received (Item 15: *M*=4.17, *SD*=.87), while adding other kinds of quizzes or tests is strongly opposed (Item 16: *M*=2.42, *SD*=.76).

Table 10 shows descriptive statistics for the data obtained from the ERI and ERII questionnaires. Even though the differences are not statistically significant, the mean scores of Item 11 and Item 12 of ERII are lower than those of ERI. This is probably because the average number of words used in reading passages increased from 300 in ERI to 400 in ERII. On the other hand, the mean scores of Item 13 (teacher's feedback on worksheets) increased from ERI to ERII (*M*=4.17, *SD*=.92 for ERI, *M*=4.38, *SD*=.77 for ERII). This increase can probably be attributed to the fact that used PowerPoint materials were posted on CBLMS pages in ERII so that students could review the worksheets repeatedly, besides using the answers they received. This was done upon the request by some students written in the questionnaire of ERI. Although the difference of these two mean scores is not statistically significant, this increase partially supports the claim of Islam et al. (2020) that EFL students prefer pre-recorded video lectures since they can refer to the lessons as many times as they want. It can be said, therefore, that the findings of this section indicate the possibility of CBLMS to foster self-directed learning and better learning performance in that the participants did well on the worksheets and review quizzes, as revealed by the study of Zainuddin et al. (2019).

Table 10 ***Descriptive Statistics: Comparison of Learner Perceptions of CBLMS Sessions in ERI/II***

	ERI	ERII				
Items	M (*SD*)	M (*SD*)	ERII-ERI	*t*	*p*	*SE*
11.	4.08 (1.10)	4.00 (.98)	-.08	.36	.72	.08
12.	3.91 (1.12)	3.83 (.82)	-.08	.18	.86	.07
13.	4.17 (.92)	4.38 (.77)	.21	-1.41	.17	-.23
14.	2.17 (.96)	2.21 (.83)	.04	.21	.83	-.04
15.	4.04 (.86)	4.17 (.87)	.13	-.65	.52	-.15
16.	2.42 (.78)	2.42 (.76)	.00	.00	1.00	.00

5. Discussion

The current study investigated the effectiveness of the virtual online reading lesson employed in two semesters of the academic year 2020. Specifically, it tried to find answers to the research questions below.

(1) What are the perceptions of the participants of the online lessons?
(2) How much was the content understood?
(3) How much was the teacher's explanation and instruction in English understood?

As for the first research question, given the fact that most of the items in the questionnaire were responded positively (Table 1, Table 2, Table 8 and Table 9), the overall lessons that used two formats (Teams and CBLMS) were well received by the participants. With regard to the second research question (understanding of the content), as the items (Item 1, Item 4, and Items 11-13) were responded positively, and the quiz scores improved significantly (Table 4 and Table 5), it can be assumed that the participants understood the course content thoroughly. This also means that the participants comprehended explanations and instructions in English well enough to accomplish the assignments required in the course, which eventually leads to the answer to the third research question (comprehension of English input).

The findings of the current study simultaneously confirmed several results and statements from previous studies. For instance, as researchers such as Srichanyachon (2014), and Dang and Robertson (2010) insist that the effect of online teaching is influenced by a multiple of variables, this study has also highlighted some important factors that are indispensable for the success of online classes. One of them is teaching material, which is a prerequisite for making any kinds of classes attractive to students. In the online lessons of the current study, all the activities in Teams Session were introduced and executed with PowerPoint. By using its various functions along with visual and audio aids, pre-reading activities such as review/warm-up activities, vocabulary/grammar drills, and oral-presentation were enjoyed by the participants as indicated in Table 1 and Table 2.

Another important factor is teacher performance. Although the participants' proficiency level was below intermediate, all the activities were executed mainly in English, along with the effective use of materials and teacher-student interaction. This, in return, has verified that Harmer's (2015) prediction can be achieved even virtually, i.e., the prediction that communicative activities will be promoted by teacher-student interaction. In addition, the participants' preference for both teacher-initiated and

volunteer-based instructions has confirmed Hall's (1995) assertion that teacher-student interaction creates more opportunities for learners to negotiate meaning through communicative activities.

It can also be said that these important factors have subsequently fostered the participants' autonomous learning and intrinsic motivation through the two-format online learning. As the study of Zainuddin et al. (2019) revealed that the LMS helped students acquire self-directed learning skills and improve their learning performance, CBLMS helped the participants complete assignments by themselves, and encouraged them to review the previous lessons outside of the class in order to do well on review quizzes. The fact that the participants became more active and motivated to speak out in the class, in accordance with the progress of their learning, conforms to Kojima and Yashima's (2017) claim that perceived competence such as good scores on quizzes and understanding of content helps learners increase their intrinsic motivation, whereby facilitating active participation in class and autonomous learning.

Meanwhile, there are some limitations in this study, namely, in data collection, treatment, and sample size. Firstly, due to the fact that this action research was a survey study, the linguistic effect of the online teaching on reading skill was not investigated, even though vocabulary size and grammar knowledge were examined using the quiz scores. Thus, it can only be said that the effectiveness of the online reading instruction of the present study has partially been confirmed as opposed to the study of Kim (2020) that reported that real-time Zoom video lectures helped learners improve their reading skills.

Secondly, the fact that the students received only teacher-initiated instructions and teacher-student interactions is another limitation of the study considering there are the findings of previous studies (e.g., Ellis, 2003; Geisli, 2009) that support student-centered learning and student-student interaction for communicative activities. Finally, the results of the current study cannot be generalized or applied in other teaching settings because of its small sample. One of the reasons for this small size is the extremely high failure rate of ERI. Eleven (25%) out of 44 students who had registered for this class failed - 9 of them did not participate in any of the classes and 2 of them withdrew before the mid-term. This ironically confirms the statement of Dang and Robertson (2010) that student familiarity with digital tools and online platforms is one of the crucial variables for online language teaching. In fact, only 3 (7%) out of 42 registered students failed ERII.

6. Conclusion

The current study investigated the effectiveness of the virtual online reading lesson employed in two semesters in the academic year 2020 when most face-to-face classes were banned because of the outbreak of COVID-19. The results showed its effectiveness in terms of providing satisfactory learning to the students via teacher-student interaction. The results also indicated the possibility of this approach to develop learners' vocabulary and grammatical knowledge through enhancing autonomous learning and intrinsic motivation. Considering the teacher's responsibility to guarantee the optimal class for students under any circumstances, it is a relief to know that the participants of this study were overall satisfied with this real-time online teaching that was tried out for the first time.

Yet, now that some drawbacks of this approach or the limitations of this research study are clear, pedagogical applications to ERI/ERII for the post-COVID years should be considered. One possibility is to adopt blended learning of CBLMS and FTFI within the framework of the integrated approach of intensive and extensive reading. As described earlier in this paper, intensive reading and extensive reading can be done as in-class activities or out-of-class activities. However, worksheets, extensive reading logs, and other assignments can be uploaded through CBLMS outside of class, which hopefully will facilitate autonomous learning and motivation. However, what is hoped most strongly is, now that Covid-19 vaccinations are underway, active interactions between students will be done not virtually, but in the classroom in the upcoming year.

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Appendix

Directions: The aim of this questionnaire survey is solely for course improvement. Read each statement and use the associated scale to select the point value which best reflects your opinion.

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

	Items	Scale				
	Teams	1	2	3	4	5
1	I understood the content of the course well.					
2	I was actively engaged in the activities required in the course					
3	The power point materials helped me understand the content.					
4	The instructor's explanations and instructions helped me understand the content.					
5	The amount of the tasks required in each class was appropriate.					
6	The instructor's English was clear and comprehensible.					
7	It was easy for me to speak out.					
8	I want the instructor to pick students to speak out.					
9	I want the instructor to let students speak out on a voluntary basis.					
10	I want both ways above to be used to encourage students to speak out.					
	CaLaboBridge LMS	1	2	3	4	5
11	The amount in each worksheet was adequate.					
12	The degree of difficulty for each worksheet was appropriate.					
13	The instructor's feedback on worksheets was helpful.					
14	There should be other kinds of tasks, besides worksheets.					
15	The validity and reliability of each quiz was guaranteed.					
16	Other kinds of quizzes or tests should be used besides multiple-choice-question quizzes.					

If you have any comments or suggests for the course improvement, please write them down.
