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Insights into Oversea Hybrid Learning: Unveiling Students' Perspectives on Language Mastery, Digital Proficiency, Cultural Integration, Confidence Cultivation, and Motivational Learning

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Abstract

This qualitative study aimed to examine the perceptions of students participating in hybrid overseas courses through Zoom application and in-house face to face abroad regarding the development of language skills, digital literacies, cultural adaptation, confidence, and motivation. 96 students engaging in such courses were selected from a pool of 300 individuals using multiple-stage random sampling, with the effect and size of this selection process calculated using G*Power. The researcher utilized semi-structured interview questions, segmented into five distinct components, to delve into participants' perceptions. These interview items were theoretically crafted by the researcher to align with the context of Thai students. Before conducting the interviews, three experts in language education and educational technology evaluated the interview items using the Index of Item Objective Congruence (IOC). Subsequently, the researcher transcribed the interview recordings, facilitating the conversion of raw data into coherent, aggregated units (Coffey & Atkinson, 1996). This transcribed data underwent a coding process and was subsequently organized into overarching themes. The findings unveiled that the participants perceived their engagement in the hybrid courses as significantly beneficial. They considered these programs instrumental in fostering language development, enhancing digital literacy, facilitating adaptation to diverse cultures, and cultivating increased confidence and motivation.

Introduction

Overseas study courses for the English language development takes students experienced in countries where English is used as the first language, namely New Zealand, Australia, the USA, Canada, and the UK as it has been often believed that study abroad was superior to instruction at home as its experience might provide students greater opportunities to use the target language as a tool for exchanging information and participating socially and in interpersonal functions (Batstone, 2002). Bennett (2004) also explained about how international cross-cultural experiences can bring into relief a person's cultural unconsciousness, transforming his or her worldview (Bennett, 1993, 1998, 2004). Attending overseas language courses, therefore, seems to have a lot of benefits according to

the students' perceptions. Apart from English language development, the students joining such courses were believed to be more familiar with the cultural differences and be more motivated compared to ones who have never experienced such settings (2004) as the students who attend a full immersion program can experience joining the classes with the local students at a school where students are able to naturally acquire the English language skills surrounded by the English-speaking contexts which enables them to apply the language skills while living in English speaking countries, or study English at a language center where students develop their English skills through the provided courses (Freed, 1990). The students are encouraged to express their knowledge through the activities prepared by the native English-speaking teachers to achieve the goals of improving their language skills in particular situations. As a part of the program, students are normally required to stay with a host family where they can truly live their lives with the authentic English-speaking environments. They were from time to time brought to visit some of the attractions, landmarks, monuments, and museums of the country they visited, and these mentioned activities are hoped to leverage their language skills and achieve the goal of joining such courses (Erdelyi et al., 2018).

However, the nature of the courses has been recently changed from joining the courses face-to-face by visiting the native speaking countries, living, and learning in the authentic environment to be a hybrid learning setting, a combination of face-to-face instructional methods with online learning processes through assisted online learning platforms such as Zoom, Google Classroom, and so on (Jehma, 2022) as stated by Meurant (2010) that English language digital resources and its channels in the near coming future will be implemented for learning language of the non-native language of English learners. To illustrate, Stepp-Greany (2002) has done a study on perspectives on language learning in a technological environment, concluded that the technology has played an important role in online learning which was in line with the study of Hendrayati and Pamungkas (2016) who have identified that the technology as a platform for learning language was crucial in an online learning and the digital skills can be also developed. This mixed-method pedagogy has brought the concept of having both traditional face-to-face classes together with the online or virtual ones as a hybrid teaching and learning pedagogy in this oversea-language summer courses for the hybrid learning pedagogy can be a solution since it combines innovation and technological advances in online learning with interaction and participation from face-to-face traditional learning models (2016), meaning that it will be such a learning model integrating innovation and technological progress through online learning platforms with the same interaction and participation from traditional learning models (Thorne, 2003). Though the aggregate numbers of students studying abroad has increased dramatically (Erdelyi et al., 2018) and the numerous studies concerning joining such courses, the only conventional settings of joining the courses by visiting and learning in the native speaking countries were found. The setting of hybrid learning in such courses have been found limited. This research, therefore, aimed to explore qualitatively data concerning the perceptions of the students, joining the hybrid oversea summer courses towards different interesting aspects.

Method

Participants

The participants in this study were 96 students selected from 300 students participating hybrid oversea summer

course for three months, a month online at their home country and another two months face-to-face abroad via a multiple-stage random sampling and calculating its effect and sample size using G*Power. They were from eight different Thai school programs in different regions of Thailand which the programs were taught following the same regular Thai National Curriculum. They all shared a variety of backgrounds: genders, ages, and study background. However, they were studying at the same grades' levels of between grades 10 -11.

Research Procedure

The research has been designed and divided into four main phases as shown in Figure 1.



Figure 1. The Research Procedure of the Study

Figure 1 shows that after reviewing the literature related to the study, the researcher initially constructing and qualifying the interview questions before asking the experts to consider the validity of the questions through the IOC procedure. The 96 participants in the study, then, were selected from 300 via a multiple-stage random sampling and calculating its effect and sample size through G*Power. Each was, then, asked to participate in a one-hour-interview. After the interview has been done, the data were transcribed, coded, and themed before the researcher analyzed, interpreted, and presented the research results.

Research Instrument

The research instrument was a semi-structured interview constructed in the 1st phase of the research procedure, consisting of five aspects in assessing the students' perceptions toward joining the hybrid oversea summer courses: language development, digital literacies, cultural adaptation, confidence building, and learning motivation. All items in the interview questions were constructed by the researcher to meet Thai students' context.

Data Collection and Analysis

The selected participants were interviewed immediately after coming back from the trip of joining hybrid overseas summer courses which were taught online for a month, staying at their home country and another two months conducted face-to-face abroad. The participants were asked to answer all items in the interview questions according to their perception. The follow up process of data collection has been done to ensure the sufficient data for the data analysis stage. The statistics employed in this study were divided to be presented according to each phase as follows:

The 1st Phase: In terms of the content validity of the interview questions, three experts in the areas of language education and educational technology were asked to view the items in the questions to ensure the congruence and appropriateness of each item with what it measures and correctness of the use of language through the Index of Item Objective Congruence (IOC) to qualify the content validity of the questions. If an expert thinks the item is appropriate, 1 point will be given to that item. If an expert thinks the item is not appropriate, -1 point will be given to that item whereas if an expert is not sure about the appropriateness of the item, 0 point will be given to that item. Thus, three experts will consider each item collaboratively and the mean score of each item will be calculated to justify the appropriateness in using that item. The IOC mean score is between 0.00 – 1.00 whereas the mean score on each item equally to 0.5 is the minimal acceptance.

For each question in the IOC index for the questions, the results indicated that 100% of the items were rated higher than 0.5 of the IOC indexes, meaning that they were acceptably congruent with each aspect. All items in the questions were reserved. The questions were tried out with the pilot group before implementing with the selected participants. The IOC scores and its meaning can be explained in Table 1.

Table 1. IOC Scores and Its Meaning

IOC Mean Score	Meaning
0.5	The item is appropriate
0.49 – 0.00	The item is not appropriate

The 2nd Phase: coding and theming have been employed by the researcher in analyzing the data. First, the researcher transcribed the interview tapes before coding process, which assisted in transforming the raw interview data into aggregated, meaningful units (Coffey & Atkinson, 1996). The transcripts were initially coded based on the questions from the interview guide. In terms of scrutinizing each transcript, the researcher, however, was able to identify common themes and patterns.

Moreover, each interviewee was assigned a unique English alphabet from 1 to 8, and this number, along with the applicable code, was listed in a coding matrix. So that the procedure enabled the researcher to note which codes were evident within each interview when several interviewees discussed similar issues or concerns within any given theme. From this procedure, a code matrix, that was a list of common codes and themes, was constructed

as shown in Table 2.

Table 2. The Criteria of the Interview Description

Themes	Subthemes	Codes	Examples
Cultural adaptation	-	A	<i>"I can understand the native speakers' gestures"</i>
Language skill development	Reading	B	<i>"I can read and understand the story faster"</i>
	Writing	C	<i>"My writing skill is better"</i>
	Speaking	D	<i>"I can communicate with my host family more easily"</i>
	Listening	E	<i>"I can understand people speaking English while having conversation more"</i>
	Digital literacies	-	F
Confident building	-	G	<i>"I feel more confident in speaking after the program passed"</i>
Learning motivation	-	H	<i>"I think I got motivated to learn and improve my English skills".</i>

Results

After collecting the data, students' perceptions towards attending the hybrid oversea course have been transcribed following the procedure of coding and theming. At the interviews, the participants joining this research study revealed their perceptions towards attending the course as a useful and effective way for their English language development as one of them mentioned *"it was such a very good course, and I will join the program again if I have a chance"*. Another student said, *"the class was very interesting though I was struggling with the language at the beginning and the online sessions were helpful"* and it was like the perception of the male student joined the same course who revealed that *"I have more confidence to speak English language after the first month of the program even it was the online session"*. The research findings showed that after their return to Thailand, the participants felt that they understood English utterances and were able to converse in English better. For example, one of the students from the school in Bangkok mentioned that *"you know, the program was amazing. I can absolutely confirm that my English language skills have been improved and I can understand their cultures while having a conversation with the native speakers of English well compared to the previous background before joining this course"*

To be more specific, the findings also yielded students' perceptions towards attending this course can also make them feel more comfortable and familiar with the technology platforms such as Zoom and Google Classroom while having the online session before flying to join the course face-to-face later, *"it was ridiculous. I did not*

know how to use Zoom before, but after joining this course at the first session online my computer skills were better as I know how to get into Zoom, use microphone online and submit the assignments through the Google Classroom program". The examples of their perceptions mentioned earlier can be qualitatively described in detail following the descriptive analysis as follow:

Before Joining the Hybrid Oversea Course

Worrying about living abroad: the participants all agreed that before attending this course, they felt it could be challenging for them to stay in a native country of English as one of them mentioned *"I just scared at the beginning of the trip to Canada since I have never experienced living abroad before"* and another students revealed the same idea *"I was thinking about how to live in the country spoken English and I totally have null good English skill especially speaking skills"*. They gave similar reasons revealing that they felt English was not their mother tongue and they felt they never had enough chances to use the English language in real-life situations like the student from another school mentioned that *"in Thailand, the English classroom is listening to teacher's lecture and repeating grammar lessons so that experiencing of speaking to people was absolutely none"*. This repeated situation happened to another student who mentioned that *"I am a science program student, and I have a little interest in English, that's the reason why my English is very poor"*.

However, it has been found some interesting statements mentioned about the course as it was not the traditional face-to-face course solely, yet it was conducted a half of the course online as a hybrid learning through the online platforms. One of the participants mentioned *"I know it is not easy to stay with the native speaking family, but I decided to join this course because there will be one session online before we are flying to Canada and this, I think I can prepare myself before living there"*. Similarly, a student from the South of Thailand revealed that *"Online session may help me practice English and know other friends and teachers before I go to study there. I think I can learn cultures and reduce my stress because it is an online session"*. *"Though I had never used Zoom and Google Classroom programs before, I felt really comfortable to learn how to use them especially it can help me reduce my stress and make me more confident to speak out loud online before I go to study in the real environment"*. *"Yes, the good thing is the course price was cheaper as we had online sessions which we did not need to pay living expenses there for a month"*.

Uncertainty of language development: the research findings showed that all the participants were a bit uncertain whether this course would be worth attending. They gave the reasons that they were concerned whether their parents would spend their money on something that would not be any of the benefits to their English language development like the boy from a famous school stated that *"I just wonder and I am not so sure that my parents' investment will benefit me or my education since I am not sure the duration of the program would help me improve much my English skills"*. This was like another girl student also said that *"I asked my parents many times if the money invested for me will improve my language skill since I am not sure if I can do that within a limited duration, yet they resisted to pay for me"*. They were unsure whether it would be worth attending an overseas study program because they would have to trade their free time during their school break here in Thailand with the full study time abroad as one of the students mentioned *"at the beginning, I thought that wasting my free time spending life*

in Thailand and go abroad for the program in Canada. It is such a stupid idea because spending time in Thailand can enjoy myself with friends and study many other tutoring subjects". Another student also said that "I have never had the idea of attending oversea program abroad since I think I better spend summertime studying many subjects at good tutoring schools in Bangkok for admission preparation". Nevertheless, the hybrid course which was conducted online for a month before flying to Canada have been revealed positive. One of the students expressed that "It is ok if I can study online at home for a month before flying there as my parents paid less and we did not need to pay living expenses at least for a month". "I think study online for a month before flying there could help me more confident to speak and practice and it can make sure that when I go there, I can develop my skills".

However, the participants further stated that they personally believed that attending this course was the best way for them to fully expose themselves to the English language to be able to better improve their English language skills "though spending a lot of money for attending oversea course is not a good idea for me, I still believe that exposing and experiencing English speaking country is the best way to improve my English skills". As a result, they indicated that their primary goal was to discover how a school system abroad differed from their current school systems and whether or not they would find it interesting as a student from the North mentioned that "as I have been forced from my parents to join the program, I am thinking of the main goal of this journey was to discover the different school systems taught in Canada compared to Thai" as well as another student said that "I really want to know how the schools in other countries especially the schools in English speaking countries are different from the Thai school system". They also mentioned about their expectations about the future friends and host families, "I was so excited to know more native friends there and learn their cultures as I think it is important to know if we want to communicate better". "I used to see in the movies so I could not imagine how the real natives act while talking or expressing their feeling including their expressions". "Yes, I think study online with native for a month will help me know their cultures more and I could ask them about that before I travel there".

To conclude, the participants in this study mostly mentioned that they had some ambiguity before joining the summer course for various reasons. To be more specific, they mostly stated that they were not sure if the course will benefit themselves as their parents had to pay a huge amount of money for the course. They also worried about living in English speaking countries which they had to communicate in English all the time since they had a limited English vocabulary together with a low capability in commanding English. Not only what mentioned previously, but they thought that if such duration of stay can really develop their English skills that lead them to get more worried. However, the positive statements have been mentioned. Because it was conducted online for a month before staying abroad for two months as a hybrid course, the hybrid course was perceived useful sessions for them to get ready and reduce their stress as they can prepare themselves before staying abroad with no cost-of-living abroad expenses for a month.

After Joining the Hybrid Oversea Summer Course

English language development: the research findings revealed that not all the participants felt a challenge in attending the course as one of them mentioned that "it was a very great experience I have ever had, and I feel like I will never scare of speaking or communicating with English speakers at all. The online session at the beginning

was very helpful because it can reduce my stress before I went to Canada". Those who did not find it quite challenging gave the reasons that they felt that they had sufficient English language skills to use in communications as they said *"we were afraid of spending life there till we lived there for a month and we feel that everything is not that difficult maybe because we understand more English and we can communicate with people around us and yes, the hybrid online sessions at the beginning helps me a lot"*. *"I realized that my English speaking skill has been improved all the way I have been living there, not only my speaking but other English skills as well as we have to practice and use it all the time both during online session in Thailand and living there"*, and *"I am more confident to use English and my first scaring feeling has been removed"*, whereas some other participants stated that it was quite challenging for them at the beginning of their stay overseas. Those who found it challenging at first gave the reasons that it was because of their lack of English language competency as a student from the Northeast mentioned that *"I know what I was afraid of at the beginning. I cannot fully understand the language and it let me scare of living there at the same time"*. However, they said that they gradually continued understanding more and more of English language lessons taught in class as time passed by *"as the time passed by, I know I felt better and happier living there"*. Additionally, they stated that their English communication skills were consistently improved starting from the online sessions till the time of their stay overseas as the student said revealed *"my English skills have been improved not only because of the classroom with native speakers but people around me who I have to contact with in my everyday life"*.

Worth money attending the course: all the participants agreed that attending this hybrid oversea summer course was worth their time and money as the student from a public school in Bangkok said, *"I now realized that it was such a splendid investment for me in achieving my goal of developing my English skills"*, as well as another student revealed that *"I totally assert that it was such a great opportunity"*. They explained that it was very beneficial to their English language development. They said that being in a target language community really gave them all possible opportunities to use English in their daily lives including listening, speaking, reading and writing both inside and outside the school which this can help them learn about the culture differences and adapt themselves to these circumstances as the student mentioned that *"because the environment living was surrounded by all English native speakers, we all can practice English skills at a very fast pace and learn to adapt ourselves to their cultures"*, *"we all not only can practice English writing, and reading skills in the classroom, but other skills like speaking and listening skills have been practiced automatically and naturally by keeping in touch with homestay host families and people around us. That's the reasons why our English skills were developed faster, and it was worth money"*.

Most of the participants in this research study implied that they preferred the hybrid learning systems by studying online at home country before living abroad as all the subjects taught during online session can help them get ready and reduce the costs and at face-to-face school abroad really had them involved in the lessons and activities *"I really like the class here more compared to the class in Thailand even the English program since Thai teachers always give a lecture and ask the student to memorize and take note"*, *"we were lucky to have the class online with natives as it made us ready and reduce living abroad expenses. We feel more confident before living in real English-speaking country"*. *"It was very far different from Thai class as here teachers always give us activities to join, and it was such an enjoyable class not boring lecture class like the class in Thailand even during the*

online classes". They explained that the way each lesson taught was very intellectual, interactive, and effective. "The teachers really knew how to make the lessons interesting and easy to understand". Each of which was how they felt that it was different from their school systems in Thailand as the students mentioned "every subject taught here was very fun". "Teachers know how to create fun activities not like Thai teachers who never create anything except carrying books to the class even during the online classes before we went to Canada".

All the participants gave the same answers when they were asked about how they felt after attending the course. They believed that it was the right decision they had made, "I have been changed my perspective after joining this program. I really thank to my parents who forced me to join this program since it was such a valuable opportunity I have been given in my life". Each of the participant felt improvements in their English language skills. Even the participants whose English language skills were already at a high level also stated that they felt their English language skills were as well improved, "since I have been always having English tutoring classes in Thailand, there were a lot of foreigners teach the class in English and my English was not that poor, yet after attending this course I know myself that I am now very far different from the beginning start of the program in Canada not only my language skills but the cultural difference adaptation was counted".

In brief, all the participants have confirmed that their English language skills have been improved since they have practiced English all the time during the program both in online and face-to-face settings. Because living abroad was surrounded by native speakers of English, they can learn how to communicate with them properly culturally. They also stated that it was the right decision of joining the program which they firstly thought that it would waste their parents' money and they all said that if they have another chance, they will surely join such hybrid course again.

Discussion

After the qualitative data were transcribed and coded, the results regarding the students' perceptions toward joining the hybrid oversea summer course can be discussed according to the five themes as follow:

Language Development

Listening: most of the participants in this study shared the similar opinions towards the development of their English listening skills. They believed that their English listening skills were really improved after attending this course as the student mentioned that "only one month after we arrived in Canada and joined the course, I realized myself that I can listen and understand more while having conversation with native speakers even the pronunciation was quite difficult for me at the beginning". The reasons for this were that they spent their time joining the online classes with native speakers and living in the target language community which automatically gave them an opportunity to listen to the spoken English language every day both inside and outside of the classrooms as supported by Batstone (2002) that the study-abroad experience can offer students greater access to native speakers and more varied opportunities to use the target language as a tool for exchanging information and participating in social and interpersonal functions.

The findings also showed that the participants truly believed that their English listening skills were developed throughout the time of joining the course as they could understand what was said to them more and more each day as the student from a school in Bangkok said, *“we can practice English speaking and listening skills every time starting from waking up from bed till coming back from the school”*. However, there was one participant who believed that her English listening skill was not improved much as she had already obtained a high-proficiency level of the English language skills as she has mentioned that *“I am not sure if my listening skill has been developed since I think that I am very comfortable to listen to native speakers since I was in Thailand before joining the course”*. She explained that the English spoken language used was not that much different from what she had in her school, *“there was no difference from my previous listening skill background”*. In short, most of the participants in the study agreed that their listening skill has been developed since they had to communicate with English native speakers around them in both online and face-to-face classrooms that’s what Freed (1990) has confirmed in his study that those students who spend time in study abroad programs are the most likely to pick up the language, become fluent, and achieve the greatest proficiency in their use of the language, and the online or virtual platforms can assist them in developing their receptive skills like listening (Jehma, 2020).

Speaking: all the participants stated that their English-speaking skills were improved after attending this course, *“the most valuable thing I got from here was that my English-speaking skill since I have never felt like this before. I feel I can easily communicate with people speaking English, of course, it never happens in my life in Thailand. I have always scared of speaking English”*. This applied to all the participants even with the participants with high proficiency of English language skills, *“I know I can communicate in English before attending this program, but I can now more fluently speak English than that I can do before since I have spent my time with native speakers of English starting from online sessions while staying in Thailand and all day and all night in Canada”*. They also believed that attending the course gave them a chance to really improve their English speaking skills as they were required to speak and express their opinions both online and inside and outside classrooms as the recent research on the effect of study abroad has focused on the role of student interaction with Native speakers in fostering L2 acquisition (Ginsburg & Miller, 2000), *“because we speak English all the time so that our speaking skill is improved and I was very proud of myself”*. This can be clearly seen that the participants in the study confirmed that their English-speaking skill has been developed which can be confirmed by the research supported by professional discussion (Rubin, 1987) was that students who seek to use the target language the most, both in and out of the classroom, will be the ones who ultimately make the most progress.

Reading: the research findings revealed that, even though few of the participants felt that their English reading skills were improved after attending the course, some of the participants with lower proficiency of English language skills indicated that the way they were required to read a class book really helped to improve their English reading skills, *“I think I am the poorest English student from Thailand compared to other students who came together, after a month during online sessions I found myself that my reading skill has been improved since the teacher asked us to read an outside reading which were the ones we really enjoy to read and then we had a discussion online and again in the real classroom with peers”*. This was because of the teaching techniques the teachers applied in the class can enhance their English critical reading skills.

Similarly, the reading sessions in the class were found to be very useful when it came to reading comprehension. They found that they could look for what was meant to be found in the lessons more easily and effectively after the teachers' guided instructions, "*I found that it was easier to read and understand the reading passage after given a guideline such as a guiding question by the teacher before reading and it truly helps me to be a better reader and understand more as we can predict from the things we found every day in English speaking environments*". In short, what helps students improved their language reading skills was that not the amount of time spending on the exercise in the classroom but spending time with family and friends in a variety of social contexts appears to be more meaningful in predicting this change is the time spent interacting with different types of media: books, newspapers, movies, TV, etc. (Freed, 1990).

Writing: even though the writing was not graded, all the participants felt their English writing skills were improved based on how much they could write from what they read in class, "*I realized that my English writing skill has been improved since I know how to write an outline and I know the steps in writing a good essay*". Some of the participants with a higher level of English proficiency did not feel the same, yet their vocabulary lists were dramatically expanded as they felt they could express their opinions towards what they wanted to convey much better in writing, "*Though I have limited vocabulary bank in my mind, after attending this program, my writing skill was improved since I can finish a 250 word essay writing within thirty minutes which I never achieved this level before*".

To the participants with a lower level of English proficiency, they really noticed that their English writing skills were much improved after attending this course. They stated that they could express their opinions more effectively in written English when they were asked as they were properly and silently guided on how to do so by the teachers, "*in terms of writing, I am really sure that my skill is better since I can now write a complete sentence and express my ideas via writing more comfortably compare to in the past that I can spend an hour for only one sentence long paragraph*".

Digital Literacies

As the course was considered a hybrid course which was conducted both online through the online learning platforms, Zoom and Google Classroom as a tool for teaching and learning in the first month of the course and the rest two months staying abroad with the host families, and learning face-to-face in the class surrounded by English native speaking settings, the students revealed during the interview that the hybrid course like this can help them experienced new technological skills especially in terms of interacting with the online learning platforms. "*I have never experienced having classes online before and this made me nervous before the online class started and after a week, I found myself very improved in terms of using computer especially for joining activities with teachers and friends during online study*". "*You know my computer skills were very poor. I can only access to the game online but taking this course for a week made me more skillful as I can learn how to use all the buttons in the Zoom and Google Classroom*". "*It was amazing that I can write a note and submitted assignments online which I can from time to time check my work and got feedback from teachers*". "*I thought I can develop both my language skills and my digital skills while joining this course*". These phenomena can be

affirmed that such hybrid learning pedagogy can assist the students not only their skill development, but the digital literacies were counted (Akaraphattanawong & Jehma, 2022).

Cultural Adaptation

Apart from the language skill and digital literacy development, there were many valuable experiences mentioned by the participants. To be more specific, they got a lot of experiences in dealing with culture differences which are very important in communication as it was explained how international cross-cultural experiences can bring into relief a person's cultural unconsciousness, transforming his or her worldview (Bennett, 1993, 1998, 2004). Similarly, Hall (1998) also confirmed students physically experience a foreign cultural context to understand how their cultural control system influences their understanding of the world and it was one of the factors helps them improved their language skill. This kind of experience has been mentioned by the students. For example, the student from the school in the South said that *"the understanding of the native speaker's culture while communication is very important I think the other good things I got from the course was that I learn how to deal and respect to others' culture properly"*, *"I learnt how to reject an offer politely in English that's the thing I think I cannot learn when I study in Thailand because it is not the real situation happened"*. *"I sometimes can guess from their actions or expressions if I do not clearly understand while talking to my native friends"*. *"It was very fun that my native classmates taught me how the natives react when they need to deny or refuse in some circumstances"*. *"I like the way I can understand when my host family asked me for a favor, and I knew how to refuse politely"*. *"I have studied a lot about the cultural differences starting from the online classes sharing by my teachers and it helps me a lot while living there"*.

Building Confidence

As the confidence is needed in communicating more fluently, students who have joined the program have revealed many kinds of phenomenon that can lead them have more confidence in commanding English. The confident factor is such a needed thing students should have in language acquisition as Mansson (2008) revealed that personal growth, such as increased self-confidence and self-awareness, appreciation for different cultures, and improved language skills were considered important.

There were several comments concerning this issue from the students in the study. To illustrate, the student from Bangkok said that *"after two months here, I felt really confident to speak English with native speaker it was amazing that you can have your daily life speaking English with native speakers without any fears"*. *"I felt more confident since the first week of having classes online with the native teachers and I felt more after spending time with my native host family since the first week in Canada"*. *"I thought studying online with the native speakers during the first month before flying to Canada help me a lot. It made me more confident to speak unless I would feel stressful if I went there without having online class earlier"*. *"I am a shy person and I rarely speak English with natives as I am afraid of making mistakes but having class online help me reduced stress and shy"*. *"I have never believed myself that I can be this far I can surely say that I now can fully understand what the native English speakers say"*.

Learning Motivation

Students in the study mentioned that they felt they have been motivated to study and go to school every day. As the motivation is said by Gardner and Macintyre (1993) that it has referred to these two types of motivation as motivation orientations and mentioned that it depends on learner's orientation (either career/academic-related instrumental or socially/culturally related integrative). Some of them mentioned that they have been even more motivated since they concern of investment their parents put on them for joining this course. That's the reason they have put a lot of effort to achieve their goal, *"I know why I was really motivated to enjoy study and practice very hard because my parents have invested huge amount of money for me"*. However, another student mentioned that *"I got motivated since I know how poor I am if I cannot communicate in English very well and I will not survive to live in English speaking country like this if I do not give a lot of effort to practice"*. Do"rnyei and Otto' (1998) have confirmed the results concerning motivation regarding this phenomenon. They developed an alternative process model of L2 motivation, positing motivation as a dynamically evolving and changing entity. This study can be concluded that exposing to the English culture have a huge effect on students' language development since the environment around them can play a crucial role in building students' motivation and finally achieve their acquiring skills.

Conclusion

In conclusion, this study results have clearly shown how joining hybrid overseas summer course was perceived as a useful mean for developing students in various aspects. It was revealed that the hybrid course can make the students experienced the new ways of learning as they were taught in two different settings, online through learning platforms and face-to-face studying and learning in the real classroom abroad. These were not only perceived as a mean for developing their language skills, but also other important aspects such as digital literacies, and cultural adaptation. It is reflected in a positive perspective toward the course provided by the creative foreigner teachers that can give them a hand to motivate the students to have a better feeling of willingness to develop and concentrate what they are acquiring, but the skills they are acquiring or learning have been mastered along the way due to a positive impact of the approach as many others have found that the students were positive about studying overseas program surrounded by English native speakers and spending life with them. Study abroad is considered superior to the instruction at home because the study-abroad experience offers students greater access to native speakers and more varied opportunities to use the target language as a tool for exchanging information and participating in social and interpersonal functions (Batstone, 2002).

In the meantime, this pedagogy of hybrid learning which was provided a part of learning online can assist the students to get ready and reduce their stress and shy before living in the real authentic settings. Therefore, it is hoped that this study results can benefit not only language educators, non-native English speaking parents, and the language learners themselves to realize the factors affecting language acquiring and improve English language teaching and learning, and how the development can be supported and concerned, but the related educational organizations including schools in non-native English speaking countries are needed to consider the way to develop the students according to the perceptions shown in this study.


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