

The Effect of Blended Learning in Students' Achievement in Comprehension.

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Abstract

The study aims at finding out the effect of using blended learning on the achievement of second-year students in comprehension. The study sample consists of (30) Iraqi EFL students enrolled in the English language department at College of Basic Education at Diyala University. It is distributed into two groups: the experimental group (15 students) is taught by using blended learning and the control group (15 students) is taught by using the traditional method. The main tool of the present study is measured by using an achievement test. Means, standard NCOVA were used to analyze the data. The study analysis reveals the following results: There are statistical significant differences in the mean scores between the experimental group students, and the control group students in favor of the experimental group.

"اثر التعليم المدمج في تحصيل الطلبة في مادة الاستيعاب"

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المخلص :

هدفت الدراسة الحالية الى الاجابة على ما اثر استخدام التعليم المدمج لطلبة المرحلة الثانية في الاستيعاب. وتألقت عينة الدراسة من (٣٠) طالبا من المرحلة الثانية في قسم اللغة الانكليزية بكلية التربية الأساسية في جامعة ديالى, تم توزيعهم الى مجموعتين: المجموعة التجريبية وتم تدريس مادة الاستيعاب باستخدام التعليم المدمج, وتضم (١٥) طالبا, والمجموعة الضابطة وتم تدريس مادة الاستيعاب بالطريقة المعتادة السائدة, وتضم (١٥) طالبا وقامت الباحثة بقياس تحصيل الاستيعاب القرائي كاداة رئيسية للبحث, وتم التحقق من صدقه وثباته, كما تم تحليل البيانات باستخدام تحليل التباين المصاحب (ANCOVA) وأظهرت نتائج التحليل الإحصائي وجود فروق ذات دلالة إحصائية في الاستيعاب في الاختبار البعدي لأفراد عينة الدراسة, إذ أن هناك أثراً لاستخدام التعليم المدمج في اختبار الاستيعاب لدى الطلبة الذين تم استخدام التعليم المدمج معهم.

1-Introduction

Usta, and Özdemir (2007) studied students' opinions about blended learning environment and their findings proved that students have generally positive opinions about blended learning environment. The educational process is characterized by its different levels and the multiplicity its practices and purposes, as its problems are renewable and changing due of to the changing patterns of humanity and its progress on the runways of civilization, and need to confront, overcome and treat them remains an urgent necessity in an effort to achieve a higher level and broader service Blended learning is one of the modern means of learning that works to excite the learner's senses, which is reflected on performance in a good way, as well through which scientific content can be presented in a clear and accessible way, which may contribute to increasing the learner's abilities and skills .The system of online learning has been largely used in higher education, and a lot of studies have been done to discover both its strengths and weaknesses (Wang,2010). In addition, blended learning has the potential to change students experiences and outcomes through learning (Davis and Fill,2007). The importance of the research lies in the development of students '

achievement in the subject of comprehension using blended learning. Using it as part of the lessons at a good level for second-stage students in the English department and improving it through the use of traditional and technological methods.

The comprehension is one of the most important subjects in English language department and this is paired to reasons: learning skills related to the methods used in teaching English language . Teaching comprehension subject-matter which include passages aren't teach except by blended learning method which attention on terms contained in memorizing passages of the comprehension subject the normal method that only represent blended learning in a way to suspense students as well as promote their achievement comprehension. This problem of the research clarified , which concentrate on discovering the effect of using blended learning in achievement comprehension for English department students in basic education college.

2-Blended Learning : An Overview

Definition

Blended learning is the process of using modern technologies in teaching, during which emphasis is communication, such as computers and the internet. This learning is described as how information, attitudes and educational experiences are organized that are provided to through modern technologies and information technology. It is one of the learning techniques in which e-learning merges with classroom learning in a single framework where computer-based e-learning tools are used, or on the internet and other modern means during the lesson."(Zaban, 2005). Driscoll (2002) defined blended learning as a combination of instructional methods. Delialioglu and Yildirim (2007) claimed that systematic and strategy combination of ICT tools into academic courses introduces a new way to approach instructional goal.

Characteristics of Blended Learning

There are some main features of blended learning

Students have the option of the two modes: students in blended learning can select either the traditional mode of classroom teaching where they can get personal interaction with teacher and their

classmates or they can choose ICT supported teaching learning. This largely depends on the nature of content and objectives being targeted. Sometime course designer or teachers themselves decide on the mode appropriate for topic being dealt with.

Teachers are well versed with both the modes : it is an important feature of the blended learning that teachers are very dynamic, techno savvy and fully trained to work efficiently in both the formats- traditional classroom format and ICT supported format. They will be well equipped in using traditional methods and other modern technologies

Students get full experience in using new technology: the present century is the century of ICT. Today the illiterate is not only the one who cannot read and write but a person who is not well versed with modern technologies is also illiterate. Today all professions demand expertise in ICT so blended learning help to make student's ICT experience rich. Students involved in blended learning gain capability to exploit available technologies to the fullest of their benefit

Students get training in different life skills: life skills are those skills that are needed to lead a happy peaceful and successful life. The major life skills are empathy, decision making capability, love, patience, communication, self-management, critical thinking. The blended learning helps the students to practice these skills. Students get acquainted with few skills like love, empathy, patience in classroom through his teachers, classmates, and few like self-management, decision making, critical thinking, communication through the online experiences.

All round development of personality is targeted: In blended learning the students get full opportunity for all round development of the personality. All the aspects of personality namely- cognitive, physical and emotional are developed through blended learning which is difficult to achieve in traditional mode or ICT approach if followed in isolation. Tradition classroom teaching is helpful in memory level and understanding level of teaching and so help in cognitive domain development and at same time teacher's behavior, playground experience and social group with classmates develop affective and physical domain at same time online experiences which help in reflective level of learning so develop higher faculties of min and social networking sites and other social interactions though internet help in right type of value development.

Diverse role of teacher: teacher in blended learning is playing different role, traditional role of a teacher in classroom, she acts as motivator, as a resource person, as an organizer, as a developer, when she develops content to be provided through ICT, as a guide on the side. Thus teacher gets freedom from the monotonous traditional roles and she can try her hands in diverse areas that are good for her professional growth also.

Student constructs knowledge rather than just consuming it: Blended learning also includes constructivism. Students construct their own knowledge.

Advantages of blended learning

Parallel with the growing use of ICT in the educational setting, blending learning approach can be contributing tools to complete face to face experiences (Ginns & Ellis, 2009). Besides, blended instruction offers an active learning environment with flexibility in using resources for the students and provides more time for faculty members to spend with learners in small groups or even individually (Oh & Park, 2009). Hameed, Badii, and Cullen (2008) in their study considered the efficiency of e-learning when mixed with traditional learning; they concluded that blended learning approach provides the most flexible method to e-learning. Chen and Jones (2007) outlined other advantages of blended learning such as deep understanding of topics by using web-based resources as well as active participation of students in class. Furthermore, online learning engagement provides an interactive setting for communication among teachers and students in the classroom and may facilitate cooperative activities even beyond the classrooms .

Why We Use Blended learning

Harrington (2010) coined the combination of traditional classes with online ones as 'hybrid classroom' and stressed that educators are increasingly engage in hybrid classes as they have become aware of the benefits. Moreover, she emphasized that most EFL/ESL students enroll in hybrid classes too. According to Owston et al. (2006, as cited in Bdawi, 2009) there are three rationales for supporting blended learning: fulfilling the learner's needs and motivating critical thinking skills; the flexibility of blended learning since the learning occurs online and face-to-face and its cost effectiveness.

3- Methodology

3.1. Sample

The study sample consist 30 students considering of 23% of the population are chosen intentionally from the second stage students . Two groups (A, B) are chosen traditionally to consider the two groups of the study (the control group and the experimental group); division (A) consist of (15) students is chosen to be the experimental group and division (B) included (15) students to be the control group.

Table (1) below in this study, shows the partition of the sample according the independent variables for the study and the number of students in each distribution

Table (1)

Distribution of the sample according to the independent variables and the number of students in each group

Total	Students		Independent variables	Group
	Female	Male		
15	7	8	Blended learning method	Experimental
15	8	7	Traditional method	Control
30				

3.2. The Model

The researcher develops a test to measure achievement comprehension in the light of some previous studies like Al Maleki, (2013). The test has been distributed to Jury members like Nagam Majeed, Dalia Husain, Samia Mohamed. They modified the test to take its final version, all scientific demands (validity and reliability). The following can be a clarification for this tool: The researcher uses the test on an exploratory sample 10 students of the second level of English language department in the college , and calculated the reliability coefficient Cronbach's alpha which was 0.84 as this value was considered suitable for meeting the aims of the study

The researcher set the objectives for the study unit and analyzed of the comprehension material that is intended to be taught by using the blended learning from the comprehension book of the second level students in the Department of English at the college of Basic Education, teaching plan is improved for five passages of the

synonym specified in the book (Developing skills) that is assigned for the second stage students, English / department for the years 2021-2022 .

3.3.Statistical Means

These statistical methods the followings

1-ANCOVA used to answer the two question of the study and to test the hypothesis related to them.

2-Simple correlation coefficient to check the reliability of the consistency of comprehension test.

3.4. Analysis

Results concerning the question: **(What is the effect of using blended learning on listening comprehension for second level students in English language Department at Basic Education College at Diyala University .** To answer the first question, means and standard deviations have been calculated for the students answers on the achievement comprehension test for the second level students of the English language Department in the College of Basic Education in Diyala University differences between the average of the experimental group and the control group in both pre and post- tests, and Table (2) shows that.

Table (2)

Means and standard deviations of the sample answers on the pre-post-tests achievement comprehension

Group	N	Pre-Test		Post-Test	
		Mean	Std. Deviation	Mean	Std. Deviation
Experimental	25	12.43	1.15	16.43	1.489
Control	25	12.63	1.35	14.67	1.758

Table (2) shows that the students who were taught by the blended learning method have the highest mean on achievement comprehension post-test 16.43, while the mean of the control group was the lowest one 14.67. In order to answer the first question, the researcher used ANCOVA, and Table 3 presents the results as follows

Table (3)
The results of ANCOVA of the students' achievement comprehension performance on the post test

Source	Sum of Squares	DF	Mean Square	"F"	Sig.
Pre-Test	51.775	1	52.725	13.704	0.000
Teaching Method	305.684	1	305.693	63.193	0.000
Error	150.193	47	2.646		
Corrected Total	546.803	49			

Table (3) shows a significant differences with the level ($\alpha \leq 0.05$) in the achievement comprehension test, the value of " F " was (63.193) which means rejecting the null hypothesis that states the following:

"There are no significant differences at the level ($\alpha \leq 0.05$) of using the blended learning method in the achievement comprehension, when it is compared with the traditional method for the second level students in English language Department at Basic Education College, at Diyala University ".

The adjusted means and the standard error on the post achievement comprehension test were also calculated for the experimental group that studied the comprehension material by using the blended learning method and the control group that studied using the traditional method and Table (4) shows that.

Table (4)
The adjusted means and standard error for the performance of the members of the study sample on the achievement comprehension post test

Group	Mean	Std. Error
Experimental	16.43	0.30
Control	14.67	0.30

Table (4) shows that the adjusted means for the experimental group was 16.43 and the standard error was 0.30 but the adjusted means of the control group was 14.67 and the standard error 0.30, which means that the significant differences was in favor of using blended learning as teaching method.

3.5. Discussion of analysis

The results indicated that there are statistical significant differences in the achievement comprehension post- test for the sample individuals, where there was an impact of using the blended learning on achievement comprehension test to the second level students who used the blended learning method . These results may caused by many factors, one of these factors as follows Students have improved the four English language skills (reading, writing, listening, speaking) by doing different educational activities. Some of the reasons that helped the blended learning method to succeed according to the researcher the blended learning links the dry and unrelated facts and information, so the students study it with interest which helps to get rid of the sense of dullness within the material which is necessary to improve the creativity among students . the blended learning encourages the students to face to face with their friends in naturally inside and outside college. This method encourages the students in different levels to accept the comprehension material better than before, not as the traditional method that used the classical style in teaching the comprehension. The results of this study is the same as (saunders,1999) which indicates the superiority of both groups in reading and speaking the passages. Reading the passage as the comprehension for the group that had the conversation only, where the control group results did not indicate any progress .The results of the current study is the same as (Al maleki, 2013) which specified that there are statistically significant differences in favor of the experimental group that used blended learning method over the control group in the listening comprehension.

The principles of blended learning and its techniques work on sequencing the educational material in successive steps to ensure the continuation of the learner's activity, provide the learner with feedback at each step to know the result of his work. In order to achieve a good results, the researcher resorted to the use of modern teaching aids, which were combined with the integrated learning method to accelerate and simplify the learning process of research skills, and this is confirmed by (Al-haylah, 2003) that "teaching aids play a fundamental and important role in conveying the content of the educational material to the learner simply and clearly the advantage of blended learning environments is its potential offer

many sources for learners, that utilization of technology in physical classrooms offer extra resources for the students and this is expected to enhance learners confidence and competence as well as improve the quality of learning (Azizan,2010)

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