

The Use of Blended Learning in Sawa Private University and Its Effect on English Department Students' Language Achievements¹

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ABSTRACT

Including technology in a classroom is no longer a benefit. It turns out to be a crucial component of successful education. Let us rewind a few decades to a time when educators had very few tools at their disposal in the classroom. What was the outcome of that? A teacher had to go to a lot of trouble to secure the supplies he required for his classroom. Assuming that technology can simply be used for presentations is misleading when considering its potential to enhance the learning process. Teachers should view technology as a means through which they and their students may more quickly and efficiently gain access to relevant information. Teachers and students alike may do everything from accessing library materials to conducting virtual experiments to collaborating with subject matter experts to recording courses to organizing curriculum to taking virtual field excursions. In the classroom context, preparing for some of these activities may take weeks. As a result, many educators don't bother with them, despite the fact that their students would benefit much from them.

INTRODUCTION

Background of the study

A mixed learning approach, however, makes these kind of events simpler to organize and carry out. The conventional method of studying sometimes requires students to spend a whole day at the library, but with online resources, they may browse library catalogs and locate the books and other materials they need without ever leaving their desks or beds (Bath and Bourke, 2010).

There is still widespread skepticism about the usefulness of technology in the classroom, despite the fact that it offers a wealth of educational options and facilitates efficient learning. They view it as an unnecessary diversion that requires too much talent to master. The potential for interruptions to class operations at any point only compounds this problem. These may all be true, but they pale in comparison to the benefits for both students and instructors.

Blended learning provides students with several opportunities to grasp concepts through multiple senses. This helps them go from theory to application. They may learn more about the underlying concepts behind each of the various abstractions they encounter. This allows for more personalized instruction according to each student's needs and learning style. High achievers have the ability to broaden their knowledge and study topics not covered in the classroom. The slower learners, however, have the opportunity to review material and receive constructive criticism from their instructors in order to accelerate their progress. For example: (Bailey & Martin, 2013).

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It would be irresponsible to present blended learning as a panacea that will immediately eradicate all of education's ills. However, this new approach is far more successful than the old. The few negatives are outweighed by the many positives. As the conduit between their students' inner lives and the outside world, teachers should make technological integration a top priority in the classroom. In a safe and progressive manner, students may now experience the real world thanks to technological advancements. Reference: (Jackson, 2014).

Learners who do not acquire and demonstrate proficiency in information technology will find themselves unable to compete for employment in the real world. In a mixed classroom, students acquire these abilities as a byproduct of their primary coursework. The added exposure to real-world materials helps kids learn more effectively. It is no longer acceptable to dismiss the importance of technology in the classroom. While many of us are still trailing behind in debating the legitimacy of utilizing such tools or not, the world is speeding ahead towards more creativity and originality by employing such tools. (Van, 2010).

Adopting a strategy like blended learning, which aims to improve the quality of education throughout the world, requires a great deal of bravery and firm judgments. Rather than irrationally fighting the use of technology in the classroom, educators would be well to begin learning how to use it themselves. The management of schools should make concerted efforts to aid educators in their quest to hone their ICT abilities. Traditional methods and approaches to education will not be sufficient for the future, thus it is imperative that we adopt a mixed learning strategy as soon as possible.

Blended learning is a strategy that has been gaining popularity in the education sector in recent years, and for good reason: it appears to be effective at its stated goal of providing students with an education that is tailored to their individual needs and preferences. Blended learning is defined differently by different teachers based on how it is implemented in their own classes. Russell T. Osguthorpe and Charles R. Graham (2003) define blended learning as follows:

In blended learning, both in-person and online methods of instruction are used. ... There is use of the internet, but it goes beyond just projecting a web page for students to see. Again, this circles back to the need of adaptable pedagogies in the classroom. Blended learning environments are an attempt to take advantage of the strengths of both traditional classroom instruction and internet resources by making the most of both in a single setting. (p. 227)

State of the problem

As education is seen as a real investment for any country and its people, many nations are now working to improve their education systems by adopting these technologies and modern learning methods (such as blended learning in the field of education) in order to keep up with technological advancements and achieve satisfactory results. In an effort to advance the educational process and give better learning and education, this calls for making appropriate use of the technology in preparing students, instructors, curriculum creation, and the diversity of teaching techniques. Accordingly, the study looks at how pupils in private primary schools' sixth graders fare when exposed to blended learning and how they feel about it being used to teach them English.

It is unacceptable when some children obtain a better education than others in a university setting, and teachers must inquire, "If this is the case, why?" The answer may be boiled down to a few simple factors, including the location of the university, the demographics of the student body (race, gender, sexual orientation, religious affiliation), the students' family circumstances, and the quality of the teacher they are assigned. While it's crucial for educators to have a firm grasp on how these external circumstances affect their students' learning, there's plenty that can be done within the classroom itself to ensure that each student gets the most out of their education, regardless of the aforementioned issues.

Any time a teacher takes proactive steps toward improving their classroom's learning environment, they run the risk of encountering resistance from students and administrators. The teacher's overarching goal should be to help students succeed in the classroom by providing instruction in a manner that is most beneficial to them. Students who are forced to learn using the essentialist methods used in today's classrooms will not develop their full intellectual potential. The challenge then falls on the educator to answer the question, "what strategies can be employed to make this learning relevant, engaging, and consequential for students' futures?" Blended education is one possible solution. One study concluded that "blending learning" allowed children to "learn at their own speed and (help enhance) other

Objectives of the Study

The major purpose of this research is to

1. Determine whether or if Sawa Private University students' perform better after utilizing blended learning, and what those results may be.
- 2) Analyzing their views on the implementation of blended learning strategies in the English department classroom.

Research Questions

This study tried to answer the following two questions:

- 1-What is the effect of using blended learning on the achievement of Sawa private university students'?
- 2-What is the attitudes of Sawa private university students' about using blended learning?

Hypotheses of the Study

To answer the two questions the researcher tested null hypotheses:

- 1- There were no statistically significant differences on the achievement of the English department students' after using blended learning.
- 2- There were no statistically significant differences on the attitudes of the English department students' toward blended learning.

Significance of the Study

According to the researcher's understanding gained through a survey of relevant literature and prior studies, this is the first study of this kind to be done in the field of English language instruction. This study has the potential to be significant since it aims to:

The primary goal of this project is to (1) create a productive classroom setting in preparation for the introduction of blended learning in an effort to boost student performance.

Two, to assist students in making better use of media resources to advance their education.

Three, to examine the effect of adopting blended learning on the achievement of students'.

Limitations of the Study

The duration of instructing the students is only two weeks; each week consists of three classes. Small sample size prevents extrapolation of the study's results to the entire population. The research can only go so far as the sample and methods used here.

Definition of Key Terms

Face to Face Learning:

This is the "classic" model of education, in which teachers and students attend classes in the same physical location and at the same time (The World Bank Institute, 2008). The operational face-to-face component refers to the standard classroom setting, when students listen to a lecture from an instructor and engage in group or individual discussion on the material being covered.

E-learning:

E-learning, according to Wentling et al. (2000), is defined as "knowledge acquisition and application made possible principally through electronic means of distribution and facilitation. This kind of education now relies on networks and computers, but it is expected to expand into 13 systems comprised of a wide range of channels (such as wireless and satellite) and technology (such as mobile phones and PDAs) when these are introduced and become more widespread." In practice, e-learning refers to a learning unit studied individually by students that was supplied in an asynchronous fashion via a virtual classroom.

Blended Learning:

Historically, face-to-face classrooms and online courses have been two distinct pedagogical approaches. Blended learning, as defined by Graham (2006), combines these two methods (p1). It is also understood to refer to the combination of online resources like a virtual classroom with traditional classroom instruction (Welker and Berardino, 2006).

Achievement:

The Free Online Dictionary by Farlex (2007) defines achievement as something that is completed effectively by effort, expertise, practice, or persistence.

According to Algarabel and Dasi (2001), a person's level of success may be gauged by looking at how well they do in a certain area of expertise. In this context, success is defined as the quantity of information and knowledge a premedical student has gained after studying a unit with the use of Web Course Tools, in comparison to that which would have been gained in a traditional classroom setting.

METHODOLOGY

In this study quasi-experimental method will be used in collecting and analyzing data.

Sample of the Study

Students from 3 different stages formed the study's population, 60 female students and 30 male students. The sample will be chosen on purpose because of its usefulness to the study's methods. Female and male students will be randomly assigned to the experimental and control groups, respectively.

Instrumentation

Three instruments were used in this study:

1. Treatment:

This program will cover some material from the English Grammar in use. There will be five lessons taken from the "English Grammar in use: textbooks. Following are the steps taken to prepare the material:

a-Five textbook chapters will be selected.

b- Preference will be given to the rules governing the use of the present perfect tense and the past tense of simple sentences.

c- Using these ideas as a starting point, we developed broad and narrow objectives to help our students master these four competencies.

Data visualization and the computer helped establish the ideas of the present perfect and the simple past.

2. Procedures of Applying Blended Learning Method

Students in the control group numbered 45 in total. All those students will be participating in a face-to-face lecture. At least three times a week, the class would get together with their instructor.

The textbook, a regular whiteboard, and a pen will be all staples of conventional education.

There will be 45 students in the control group. Three times a week, students supposed to have class with their instructor. They will be taught using a blended learning strategy that required them to meet in person with the instructor and used both oral and visual instruction, with students interacting with the teacher during the course of the lesson. Blended learning incorporates several media into regular classroom education, such as PowerPoint presentations, flash cards, computer, data display, and resources. Students will participate in online exercises designed to test and improve their understanding.

3. Achievement Test

In order to assess the students' proficiency in English across all eight levels of Bloom's Taxonomy (knowledge, understanding, comprehension, application, analysis, synthesis, and assessment), an accomplishment exam consisting of 20 multiple-choice questions was designed.

Data Collection

To answer the study research questions and testing the relating two hypotheses. The researcher used the pre and posttests, and the attitudes scale will be entered in SPSS (Statistical Package of Social Sciences) for analysis which will be discussed in the results section. Then the covariance analysis by (ANCOVA) will be carried out to compare the post means after naturalizing the pre-test effect.

Data Analysis

After settling on a topic, the researcher will conduct background reading on the effects of blended learning on student performance and perceptions of the practice.

The developed questionnaire and test questions will be checked for validity and reliability.

After two units of instruction, a test will be given, and the researcher will distribute and collect questionnaires in February of the following semester.

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