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## The Effect of Blended Learning Strategy on Developing Linguistic Communication Skills of University Students at English Department

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### Abstract:

The aim of this research is finding out whether using blended learning strategy effect on students' face to face and online communication skills and investigating that using of blended learning strategy in teaching English as a foreign language can develop EFL Iraqi students' language proficiency . In order to verify the hypotheses of the current research and to achieve its intended aims, the researcher adopts a questionnaire, The study was applied to (110) students who attend to Tikrit University / in Salah Al-deen Governorate during the academic year(2019-2020) and take Introduction to Computers Course. During the application, students took the lesson face to face, online and blended. Blended learning environment has been designed in the form of online material sharing, forum, exam, text, picture and lesson summaries supported by videos. Following the training, a questionnaire had been applied to the students on the effect of blended learning environment. According to the results of the analysis, a significant difference between students' achievement in relation with blended learning environment as well as online and face to face learning environments. In their answers, students have expressed that they learn more effectively in a blended learning environment.

**Keywords:** Effect; Blended Learning; Developing; Linguistic communication skills.

### Introduction

#### Statement of the Problem

Blended learning strategy is "a very effective teaching approach that has developed rapidly during the past decades, English language teachers complain that EFL learners face difficulty learning English language at university level. In Iraq English language students show low achievement in English language due to the use of conventional teaching methods". (AL-Madani,2011).

The educational system is in a transition stage. To meet the challenges of expansion and for catering individual needs it is trying to adopt new technologies and exploring new paths to reach the goal of quality educational opportunities for all, at the same time due to various factors like deficient budgets, lack of facilities, advantages of face to face interaction, it is not completely ready to leave the traditional modes of knowledge transfer. Even the students are in a state of dual mind.

The traditional mode of teaching in spite of its few shortcomings provides a much needed human touch to the teaching learning process.

Personality and behavior of the teachers directly influences the blooming personality of the students. Only face to face interaction meets the affective objectives along with cognitive and psychomotor. Face to face traditional approach helps in developing a strong value system. Social skills like cooperation, sharing, expression and respecting other's views are more easily developed in traditional mode of teaching. Students learn not only from books, or from teachers teaching inside classroom but also from the co-students, through their peer group interaction, they learn many skills in playground and their small social interactions in canteens, lounge etc. All this is necessary for a proper personality development (Lalima1&Kiran , 2017)

### **Aims of the Research**

The present research aims at:

- 1-Finding out whether using Blended Learning Strategy effect on students' face to face and online communication skills.
- 2-Investigating that the use of Blended Learning strategy in teaching English as a foreign language can develop EFL Iraqi students' language proficiency at Tikrit University

### **Hypotheses of the Research**

- 1-There is no statistically significant difference between students' achievement for the effect of blended learning environments (face to face and online learning).
- 2-There is no statistically significant difference between students' achievement for face to face and blended learning environment.
- 3-There is no statistically significant difference between students' achievement for online and blended learning environment.

### **Limits of the Research**

The present research is limited to:

1. The use of Blended Learning strategy (face-to-face and online learning environments)

2. Iraqi EFL University students (first grade) at English department at Tikrit University during the academic year(2019-2020)

### **Value of the Research**

The value of the present research can be stated as following:

1-It helps EFL curricula designers and EFL methodologists develop teaching school and university subjects.

2- It helps teachers by facilitating their role as well as students by helping them in using new strategies.

3- Finally it motivates students to employ the four skills (writing, reading, speaking and listening) in their daily lessons.

### **1.6 Procedures of the Study**

To achieve the aims of the study, the following procedures are applied:

1. Selecting a sample of Iraqi EFL university students.

2. Constructing an open questionnaire.

3. Applying a questionnaire to the sample, and

4. Presenting conclusions, recommendations as well as suggestions for further studies.

### **Definitions of the Basic Terms**

#### **Effect**

-It is" the effect of an experimental factor on a given group under controlled conditions which lead to the change of competence whether positively or negatively ". (Good, 1959:14).

#### **-Blended Learning**

The definition of blended learning is" a method of learning that combines face-to-face and online instruction". (teachthought.com/learning/6-blended-learning-models-platforms)

### **Linguistic Communication Skills**

Communication skills are" abilities you use when giving and receiving different kinds of information. Some examples include communicating ideas, feelings or what's happening around you. Communication skills involve listening, speaking, observing and empathizing. It is also helpful to understand the differences in how to communicate through face-to-face interactions, phone conversations and digital communications, like email and social media".( <https://www.indeed.com/career-advice/resumes-cover-letters/communication-skills>).

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## Theoretical Background and Previous Studies

### The Concept of Blended Learning

Blended learning is an education program that combines online digital media with traditional classroom methods. It needs both teacher and student their psychological presence, with some element of student control over time, place, path, or pace. While students still attend "brick- and mortar" schools with a teacher present, in-person classroom practices or combined with computer-mediated activities regarding content and delivery. Blended learning is also used professional development and training settings. A lack of consensus on definition of blended learning has led to difficulties in research on its effectiveness in the classroom. Blended learning is also highly context-development and therefore a universal conception of it is hard to come by.

Blended Learning is also called as "personalized Learning ", "differentiated instruction", "hybrid learning", "technology-mediated instruction", "web-enhanced instruction" and "mixed mode instruction". The concepts behind blended learning first developed in the 1960s, the formal terminology to describe it did not take its current form until the late 1990s. In 2006, the term became more concrete with the publication of the first Handbook of Blended Learning by Bonk and Graham.

[qle.sumdu.edu.ua/images/2017\)presentations/blended-learning.pdf](http://qle.sumdu.edu.ua/images/2017)presentations/blended-learning.pdf)

Online Learning is "a form of education that is confined to content that can be delivered through the internet. The courses can be synchronous or asynchronous courses are constructed to include both assignments and discussions that take place through the chosen software" (Watson & Kalmon, 2005).

### Advantages of Blended Learning

Hancock & Wong (2012) states that there are five advantages explained as follows:

1-One of the advantages of blended learning is that, It represents a switch from passive learning to active learning. The focus of the classroom shifts from a presentational format to one of active learning. It obliges students to read, speak, listen and think and putting learners in situations to participate in the class.

2-It offers the opportunity for learners to be either together or apart. The model of blended learning emphasizes bringing together the online and face to face classroom components. In addition, a blended delivery system allows

students to learn and access material in a variety of modes an important feature.

3- The interactive content enables the instructor to create a high level of interests, a count ability and real assessment; it means add a human touch to the teaching process.

4- It lets the instructor learning content to the unique needs of different audience segments then it enhances individualization, personalization and relevance

5-The model offers students the best of both worlds because instructors and students have greater flexibility and accessibility without sacrificing face to face contact. A blended learning approach is an effective and low-risk strategy aimed at meeting the challenge of the transformational changes that technological developments bring to higher education.

### **Blended Learning Model for Higher Education**

Blended learning is progressively becoming a prospect for higher education students. It permits for the improvement of face-to-face interface between teachers and learners using internet or computer based techniques (Morris,2010)

The suggested blended learning model is based on student's self-learning at home.

Our blended learning model is based on self-learning through e-Learning and face-to-face classes. We suggest a blended learning process model as a reference model for constructing learning environment

The blended learning style course based on our

Suggested model has the following four characteristics:

1-students can study basic course in face to face lecture at University.

2-students can implement the practical part of lecture in the Lab.

3-instructor can give lecture and additional learning contents via e-learning environment.

4-The practical part of the lecture can be simulated and available via e-learning.

In this blended based course, the instructor can also

check whether students prepare and review by e Learning, self-tests, simulators and the result of self-tests. ( Khan&Skaik ,2012:26).

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## Language Education and Blended Learning

There are many approaches, methods, and techniques (strategies) of teaching languages. One of the teaching strategies that has been a major growth point in the English language teaching (ELT) industry over the last ten years is Blended Learning. It combines face to face teaching with distance education, either computer-based or web-based.

([qle.sumdu.edu.ua/images/2017/presentations/blended-learning.pdf](http://qle.sumdu.edu.ua/images/2017/presentations/blended-learning.pdf)).

Blended learning has been described as "a mode of teaching that eliminates time, place, and situational barriers, whilst enabling high quality interactions between teachers and students . It echoes the practice of distance education that emphasized flexibility of time, place, and pace of student learning" (Kanuka et al, 2009 ).

### The application of blended learning in the classroom

Blended learning is the mix of digital and physical classroom. But sometimes it can be tempting to focus a little too much on the digital aspect. After all, that's where all the innovation is, with the constant creation of new technologies and techniques exciting and inspiring students and teachers alike.

But ultimately a good blended learning solution is one that never loses sight of the balance between digital and traditional. In this week's blog we look at three key ways the two should interact.

1- be clear about the strengths and 'weaknesses' of both

The physical classroom:

- Enables you to see how individual students and the group are progressing and interacting, instantly. This means you can respond directly, and even change things on the go.
- Helps nurture students' 'soft' skills, such as interpersonal relationships, speaking in front of a group, and collaborating.
- Can also be a noisy environment that hinders students' behavior and concentration.
- Relies to an extent on a common pace of learning. This can take students at either end of the spectrum (fast or slow) out of their ideal path.

The digital classroom:



- Gives you a chance to extend learning long after the class has finished.
- Allows you to add more depth to a topic, so students can not only review what they learnt in class, but also reinforce and enrich their understanding.
- Is a way to test and probe students via polls and online discussions, and give on-going feedback.
- Allows a student to carry out one-to-one conversations with a teacher that they might be reluctant to do in class (or that, quite simply, there might not be time for).

## 2- Think of the two as a continuous flow

Most blended classroom advice looks at using the digital space to reinforce and develop what's been introduced in classroom learning as mentioned above.

But the digital classroom can also be used ahead of physical classroom learning, in preparation and as a 'preview'. In this way, you can raise your students' interest in a subject before teaching it. Similarly, you can also assess how much students already know about a subject, enabling you to tailor your teaching to the right level from day one.

This 'continuous flow' means that the two worlds are truly working together, rather than one after the other, making for a much more beneficial approach.

## 3- don't stick to rigid separation

It doesn't need to be the case that all the techniques you use in the digital classroom – video and audio content, online research and so on – then never appear in the physical classroom.

Blended learning can and should be about seamless experiences, so don't feel you have to stick to rigid demarcations of techniques. Play a movie in the physical classroom; allow groups to work online there as well as in their own time – as the word 'blended' implies, it's all about how you mix it up!

([winjigo.com/how-to-apply-Blended-Learning-in-the-classroom/](http://winjigo.com/how-to-apply-Blended-Learning-in-the-classroom/))

## Types of blended learning

### 1. Flipped Classroom:

A flipped classroom is a pedagogical model in which the lecture and homework has actually been reversed. The classroom lecture is viewed at

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home either through online videos or video podcasts. After viewing an online lecture, the students have the ability to chat with each other through a discussion forum and to note questions that they have from the lecture. The homework is then completed in the classroom and will typically include some type of activity such as collaborative work with a team or a hands-on lab. The teacher is available to interact with the students and act a guide.

## 2. Alternative Credit Recovery:

PLATO is an example of an online learning option outside of the realms of traditional schooling. High school students can remain in school and earn the credits necessary for graduation. The PLATO classroom offers self-paced courses which students can work on completing both inside of the school and at home. There are pre-tests given to place students in the appropriate courses, and they have the opportunity to master the content and meet the rigorous academic standards set by the school district. The course is facilitated by a credentialed teacher, and upon completion the student can earn course credit.

## 3. Social Media Blending:

There are many ways to integrate social media into the classroom setting. By integrating social media, students can show mastery of content through a variety of digital tools such as blogging, Skype, Edmodo or video conferencing. Classmates have the option to constantly share knowledge and interact with each other well beyond the hours spent in the classroom and online discussions can become engaging.

## 4. Khan Academy:

This is a free website where students can access thousands of tutorial videos, along with interactive practice exercises, on almost any subject. The Khan Academy is a good website to use within the classroom for students that either need remediation or acceleration. Teachers have the option to create classroom accounts and the teacher can monitor each student's progress by accessing data on completed exercises. The data indicates areas of strengths as well as problematic areas. Students are motivated by earning points and badges, and more importantly with being able to see visible progress to specific goals and content mastery.



## 5. Project-Based Learning:

PBL is an hands on inquiry and collaborative based learning model in which students seek answers to a real world challenge or problem. It is a relevant and student-driven project completed in the classroom with presentations given to an audience.

If students access content at home—e.g, researching, compiling data, and general independent work—the majority of their class time can be spent working collaboratively with their teams at school.

## 6. Model:

Model is a course management system that gives teachers options to post assignments, lectures, videos, and much more.

Students can interact with each other through discussion forums, private messaging and chat rooms. Students have the ability to upload completed assignments by attaching files. Grades are added to the grade book on the same site and students can also view feedback given by the teacher. Model performs well when used in addition to face-to-face meetings.

(teachthought.com/learning/6-blended-learning-models-platforms).

## Comparison between Traditional Learning and Blended Learning

The difference between Traditional learning and Blended Learning is highlighted in Table ( I) Traditional learning is more class oriented and less flexible in terms of class schedule, use of latest technology and learning methodology while blended Learning is flexible and support both class room as well as online teaching.

## Comparison between Traditional Learning and Blended Learning

Characteristic of Learning	Traditional Learning	Blended Learning
Place	Mainly in classrooms (not flexible)	Combination of classroom/home, library (flexible)
Learning Methodology	Offline	Offline as well as Online Learning
Time of Learning	Flexed as per the schedule (Not flexible)	Adjustable as per personal choice (Flexible)
Use of Technology	Not must up to the instructor to choose the teaching methodology	Latest use of technology is must

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## Language and communication skills:

There are four capabilities explained as follows: Listening, speaking, reading, and writing. These four skills of language a set of capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication.

### Listening:

Listening is the first language skill we acquire in our native language. It is what is known as a receptive skill, or a passive skill, as it requires us to use our ears and our brains to comprehend language as it is being spoken to us. It is the first of two natural language skills, which are required by every natural spoken language.

Knowing how to listen will help you:

- Comprehend natives when they speak
- Watch and understand movies, television, and online video
- Listen to the radio and podcasts
- Those who wish to listen and understand spoken language can learn through books, courses, and lots and lots of both intensive and extensive listening to native audio. This is common amongst conference interpreters.

### Speaking:

Speaking is the second language skill we acquire in our native language. It is what is known as a productive skill, or an active skill, as it requires us to use our vocal tract and our brains to correctly produce language through sound. It is the second of two natural language skills.

Knowing how to speak will help you:

- Engage natives in conversation
- Address audiences

Those who wish to speak languages with complex writing systems can sidestep the need to read and write by relying solely on romanization.

## Reading:

Reading is the third language skill we may acquire in our native language. As with listening, it is a receptive or passive skill, as it requires us to use our eyes and our brains to comprehend the written equivalent of spoken language. It is one of the two artificial language skills, as not all natural spoken languages have a writing system.

Knowing how to read will help you:

- Read newspapers, books, and magazines
- Interpret in-country signs, alerts, and notices

Those who wish to read the literature of a specific language can practice solely through books and vocabulary lists, without ever needing to speak to a native.

## Writing:

Writing is the fourth language skill we may acquire in our native language. As with speaking, it is a productive or active skill, as it requires us to use our hands and our brains to produce the written symbols that represent our spoken language. Along with reading, it is one of the two artificial language skills, as not all natural spoken languages have a writing system.

Knowing how to write will help you:

- Compose personal emails, letters, and text messages
- Write articles, essays, books, or other long-form texts

Those who wish to write in a foreign language can just practice making and imitating the symbols. This is especially common amongst calligraphers.

Now, are these skills covered equally in language learning plans?

Usually, people read and listen but rarely speak or write.

Here, I'll give an outlook of the practical activities that you can do to keep a balance in your language study routine.

(<https://www.fluentsimple.com/communication-skills-foreign-language/>).

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## Previous studies

### -Larsen (2012)

The aim of this study was to investigate how to prepare ESL teachers to create a productive blended learning environment for their ESL writing students. The procedure of this study was a mixed methods approach was employed which involved quantitative and qualitative .The sample of this study was data collection from (41) ESL students and (5) ESL teachers. The teachers were trained in blended learning pedagogy and give pedagogical and technical support throughout the semester, after which both students and teachers were given questionnaires and were inter viewed in order to determine their experiences in the blended learning environment.

The results of this study indicate that the teachers needed a fairly minimal amount of pedagogical and technical training to employ blended learning successfully. Collaborative planning also proved very beneficial, together with technical and pedagogical support throughout the semester. Students were found to work more autonomously and focused while becoming more responsible for their own learning. This enable the teachers to better provide personalized assistance, keep better track of students' progress and cover more materials. Students also liked learning in blended learning environment and indicated they would prefer this to more conventional classes. Lastly, teacher practice and behavior was found to have minimal influence on student perceptions of the blended environment.

### -Hiett (2016)

The aim of this study was to explore the effectiveness of the rotation model of blended learning in middle school education in order to fill a gap in research. This quantitative study compared the academic achievement of sixth, seventh, and eighth grade students who received education within a traditional model with the achievement of those who received education within a rotation model by means of Edgenuity software program for the 2013-2014 school year. The study determined whether students who participated in the rotation model of blended learning had higher academic achievement in language arts than those who participated in the traditional model of education. The sample of this study was 237 sixth graders, 255 seventh graders, and 272 eighth graders. The specific data collected were criteria Referenced Competency Test (RCT) scores for all sample students.

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Data analysis consisted of both stepwise multiple regression and two-way ANOVA.

The results of this study were found that there is no significant difference in academic achievement of special education or regular education students. However, gifted students who participated in blended model of instruction performed at a lower level than those who participated in the traditional model of instruction. Educational stakeholders may use this study and others like it to make decisions on the adoption of educational model at the middle school level that are beneficial as well as to avoid models for subgroups that might be harmful.

### **Methodology**

#### **Instruments of the Study**

The current research includes a questionnaire, as follows:

#### **Construction of the Questionnaire**

Questionnaires are any written instruments that present respondents with a number of questions or instruments to which they are to react either by writing out their responses or selecting from the existing responses (Dornyei and Taquchi, 2013:3-4).

The items of the questionnaire can be put in a closed form or an opened form. In the current research a closed form questionnaire is used which has a set of options to each item from which the answers can be chosen, as shown in Appendix(A). A Likert scale is used in the current research for studying and measuring answers' stances.

#### **Instructional Material**

In this study, the students who took the lesson “Introduction to Computers” in a b-learning environment which is a combination of both face to face and online environments were asked to evaluate the environments separately and it was aimed to measure the effect of the blended learning environment in comparison with the other environments. The research was applied to the first grade students studying at the English departments at Tikrit University in 2019 – 2020 academic year. The duration of the study was limited to fourteen weeks. Two weeks of these were exam weeks, four weeks were in the form

of online, four weeks were face to face and remaining four weeks were blended education. An open source platform Model software was preferred for the student placement examination, which was required for the study. During the study, which was done with the participation of (110) students, at the end of fourteen weeks a scale whose analysis of acceptability and reliability was done beforehand and which was developed by Cabi and Gulbahar for measuring the effect of blended learning environments. The students filled out the scale through the internet. The scale was composed of a structure with three factors which included 15 items in total.

Accordingly, the factors were face to face learning environments, online learning environments, blended learning environments and technical issues. On the scale, the questions were asked under three different sections regarding face to face, online and blended learning environments. On the 5 point Likert type scale the numbers stand for some adverbs of frequency. That is, 1= Always, 2= Often, 3= Sometimes, 4= rarely and 5 =Never. Since the scale results represent normal distribution, it was decided to use a parametric test. A t-test was used for dependent samplings at the state of analysis.

### Validity of the Questionnaire

Validity refers to the extent to which an instrument actually measures what it sets out to measure (Wilkison and Stein, 2007:699).Content validity is achieved in the process of constructing the questionnaire(ibid).

The constructed questionnaire has been exposed to a jury of specialists in linguistics and methodology. The jurors have been asked to review the questionnaire and reflect their ideas about the validity of the included items and areas of the questionnaire.



## Reliability of the Questionnaire

Reliability is an important property of a good questionnaire. It refers to the consistency of the results gained concerning the extent to which the instrument yields the same results in repeated trails. The questionnaire must be reliable in order to collect appropriate data (Bibbie, 2012:148).

The reliability coefficient of the questionnaire has been found out by using Cronbach's Alpha formula which is a measure of internal consistency. Reliability is how well a questionnaire measures what it intended the items if the numbers of items are increases, Cronbach's Alpha increases as well (Soh, 2016:107).

## Statistical Tools

The following statistical tools are used for analyzing the collected data of the current research:

1. Cronbach's Alpha Formula to calculate the reliability of the questionnaire and test. The formula is as follows:

$$A = \frac{N}{N-1} \left\{ 1 - \frac{\sum S_1^2}{S_2} \right\}$$

Where:

(Schreiber & Anser self, 2011:112)

N=Number of item in a questionnaire

$S_1$  =Variance of the first group

$S_2$  =Variance of the second group

2. Difficulty level formula is used to estimate the difficulty level of each item of the tools of the questionnaire:

$$DL = \frac{H + L}{N}$$

Where:

DL= Difficulty level

H =Number of high correct answers.

L =Number of low correct answers.

N =Total number of students in both group (Bloom, 1971:181).

3. Discrimination power formula is used to compute the discrimination power of each item of the questionnaire:

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$$DP = \frac{RU - RL}{1/2T}$$

Where:

DP= Discrimination power

RU= the number of students in the higher group who get the items right.

RL= the number of students in the lower group who get the items right.

T=the total number of the two groups. (Mehren and Lehman,1973:192) .

### Discussion of Results

As a result of analysis, scale points were added up with item points and by dividing total point to the number of items. On the 5 point Likert type scale the numbers stand for some adverbs of frequency. According to the calculated average, points were rated as Always if it was 1.0-1.8; Often if it was 1.81-2.60; Sometimes if it was 2.61-3.40; rarely if it was 3.41-4.20 and Never if it was 4.21-5.0. According to the findings, the average of scale points regarding face to face learning environment of the students who participated the study have come out as (by  $X = 2.63$  means sometimes); scale points average regarding online learning settings have come out as (by  $X = 2.67$  means sometimes) and scale points average regarding blended learning environment have come out as (by  $X = 1.94$  means often). According to these results it can be interpreted as students' positive achievement for the effect of blended learning environments are higher than the other environments (Table 1).

**(Table 1) Descriptive statistics for the environments**

	Average	Standard Deviation
<b>Face to face</b>	<b>2,36</b>	<b>0,89</b>
<b>Online</b>	<b>2,67</b>	<b>0,68</b>
<b>Blended</b>	<b>1,94</b>	<b>0,84</b>

For determination of whether there is a significant difference between students' achievement for face to face learning environment and online learning environment, it was analyzed with t test for dependent samplings. According to the analysis results no significant difference could be found between students' achievement for online learning and face to face learning environments ( $p > 0.05$ ). The 0,605 R value shows that there is a middle level positive relationship between students' achievement for online and face to face learning environments (Table2)

**(Table 2) Face to face and online learning environments**

	Average	Standard Deviation	T	P	R
Face to face	2,43	0,89	-	0,555	0,605
Online	2,47	0,68	0,592		

For determination of whether there is a significant difference between students' achievement for face to face and blended learning environment, it was analyzed with t test for dependent samplings. According to the analysis results a significant difference was found between students' achievement for blended learning and face to face learning environment ( $p < 0.05$ ). The 0,360 R value shows that there is a poor level positive relationship between students' achievement for blended and face to face learning environments (Table3).

**(Table 3) Face to face learning environment and blended learning environments**

	Average	Standard Deviation	T	P	R
Face to face	2,43	0,89	5,773	0,000*	0,360
Blended Learning	2,94	0,84			

For determination of whether there is a significant difference between students' achievement for online and blended learning environment, it was analyzed with t test for dependent samplings. According to the analysis results a significant difference was found between students' achievement for blended and online learning environment ( $p < 0.05$ ). The 0,592 R value shows that there is a middle level positive relationship between students' achievement for blended and online learning environments (table 4)

**Table(4) Online learning environment and blended learning environments**

	Average	Standard Deviation	T	P	R
Online	2,47	0,68	8,648	0,000*	0,592
Blended Learning	2,94	0,84			

### **Conclusions:**

In light of the results obtained, the following conclusions can be drawn :

1- Blended learning is not a new concept. Educators have been blending the use of computer technologies within education since 1980s, when personal computers made their debut in the educational arena. However, in recent years, much research and debate have focused on the details of blended learning.

2-Blended learning supports more flexible, interactive, efficient, accessible, and varied learning experience for both teacher and their students. The charm of blended learning approach lies in the adaptation

of technology aided learning methods in addition to the existing traditional based learning.

3-Assessment is a very vital tool for determining the student's knowledge for the subject they enrolled at any levels of education.

4-Blended learning techniques provide teaches to delivered the lecture as well as assess student learning using creative and innovative methods.

5-Blended learning is to some extent is the solution to problems prevailing in our educational system. If implemented in a well-planned, organized way with right type of attitudes it can become the future of our educational system. It is in our own benefit that steps for adapting blended learning are soon initiated.

### **Recommendation**

It is recommended to organize training courses for lectures on blended learning by senior university teachers who are specialized and well equipped in this field.

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## Appendix (1)

### Questionnaire

Each of the following statements refers to who you feel about the Blended learning environments.

Environment	No	Item	Always	Often	Sometimes	Rarely	Never
Face to Face	1	Blended learning permits for the improvement of face-to-face interface between teachers and learners using internet or computer based techniques					
	2	The teacher encourages me to learn in different ways.					
	3	The interactive content enables the instructor to create a high level of interests					
	4	This course improved my reading, writing, speaking and listening skills.					
	5	There was a good balance between online and classroom activities.					
Online	6	Blended learning can promote online collaborative learning.					
	7	I liked the online activities because they helped me learn.					
	8	I am allowed to					

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		work at my own speed to achieve learning objectives.					
	9	I communicate with other students in this subject electronically (email, discussion forums)					
	10	Using online makes me able to interact with other students and the teacher at the same time.					
<b>Blended learning</b>	11	Blended learning is a successful educational model.					
	12	Blended learning is beneficial to higher education.					
	13	Learners and instructors will actively participate into blended learning.					
	14	Blended learning can promote learning outcomes.					
	15	Using Blended learning makes me able to interact with other students and the teacher asynchronously.					