

The Effect of Blended learning Approach in EFL Teaching New Vocabulary for Fifth Iraqi Preparatory Students

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الملخص

تقيس هذه الدراسة طريقة التعلم المدمج في تدريس مفردات اللغة الإنجليزية كلغة أجنبية التي تثير اهتمام كل من المعلم والمتعلم في العالم. هدفت الدراسة للتعرف على أثر التعلم المدمج في تدريس مفردات اللغة الإنجليزية كلغة أجنبية. ساهم في الدراسة ٩٠ طالبة من اعدادية عراقية من فصلين كانوا يدرسون اللغة الإنجليزية كلغة أجنبية لمدة ١٠ سنوات. وقد تم تقسيم إجمالي عدد المتعلمات إلى مجموعتين ؛ المجموعة التجريبية التي تم تعليمها المفردات المستهدفة مع التعلم المدمج بينما قامت المجموعة الضابطة أيضًا بدراسة نفس المفردات خلال التدريس التقليدي. وفي وقت لاحق من فترة فصل دراسي واحد ، تم إجراء اختبار المفردات لمجموعتي الطلاب. وبناءً على علامات المتعلمين في اختبارات المفردات ، انتهت الدراسة على فائدة استراتيجية التعلم المدمج في تعلم المفردات. الكلمات المفتاحية: التعلم المدمج ، تدريس المفردات ، المفردات الجديدة.

Abstract

This study measures blended learning approach in teaching new EFL vocabulary which has amusing and interest for both teacher and learner in the world. The paper aims at looking for the effect of blended learning in teaching EFL vocabulary. 90 Iraqi preparatory students from two classes who have been studying English language as a foreign for 10 years language contributed in the study. The total number of learners is separated into groups ;experimental group who has been taught the target vocabulary items with blended learning instructions while the control group also taught the same vocabulary items throughout conventional teaching. Later on in the period of one semester term, the vocabulary test was run for both groups of students. Based on the learners' marks on vocabulary tests, the study lasted on the usefulness of blended learning strategy in learning vocabulary.

Keywords: Blended learning, Teaching vocabulary , The new vocabulary .

Introduction

Since the growth of technology is fast rapidly and its combination with education, there has been a need to examine the result of technological tools in teaching and learning EFL language. This paves the way for efficient teaching and learning EFL instructions. One of these tools is blended learning which draw attention of both instructors and students . In recent times, blended learning is used as a fitting method of teaching . It is a mixture of traditional approaches of student- teacher lessons with technological-integrated approaches. Pappas (2018:23) stated that " it is associated with the traditional language teaching and learning methods, it was used in school and university since the 1980s".

Aims

The research intends at:

- 1-Looking for the outcome of blended learning instruction in teaching new vocabulary for Fifth EFL Iraqi preparatory students.
- 2-Is there any considerable differentiation between post-test marks of students who are taught traditionally and the students who exposed to blended learning instruction with consideration to their vocabulary knowledge?

Limits

The current study is limited to:

- 1- The academic year 2022/2021.
- 2- Um AL-Mumneen Preparatory School for Girls.
- 3- Blended learning instruction in teaching new EFL vocabulary language.

Significance of the study

Due to COVID-19 ,teaching is moving from the traditional classroom to online. Blended learning was emerged. This was a completely new model for most teachers and students. To profit from the merits of e-learning , the beneficial instructional strategy was shown. It is a associated

traditional learning with e- learning ; it means the emergent of blended leaning .The researcher sought that a little studies has been examined this new paradigm of learning .In fact, it is the first study conduct in the field of language teaching in Iraq. Therefore the study may be significant :

1. For systematizing useful learning setting in the illumination of implement blended learning to develop learners' vocabulary knowledge.
2. For assisting students utilize e- media to develop their language vocabulary.
3. For discovering the result of employing blended learning in teaching new vocabulary for Fifth EFL Iraqi preparatory students.

Explanation of Blended Learning

Blended learning as a term emerged in the commerce world in association with schooling (Sharma and Barrett, 2007) and engaged in superior studies (MacDonald, 2006) ,later it was showed in language educations. Although, it was hard to define the term blended learning, because some educators arguing that it was basically the word connoted with training rather than to be an approach of teaching and learning Oliver and Trigwell (2005:65) .

Masie, in Bonk and Graham (2006: 22) agrees along with this statement and says that all education is blended learning. While in the same time Masie (2006: 22) "stated that blended instruction (is) a main component of the training, learning and instruction which occupied different teaching strategies".

Regardless of its use in connection with training and higher education , later in the field of language education.

(Kerres and de Witt, 2003; Oliver and Trigwell, 2005; Sharpe et al. 2006; MacDonald, 2006; Sharma and Barrett, 2007) they go on it is difficult to raise ultimate definition. Many of them like(Stracke, 2007: 57) referred to it ,as a mixed of learning, 'e-learning' (Shepard, 2005) or 'b-learning' (Banados, 2006: 534). Smith and Kurthen (2007) in Gruba and Hinkelman (2012: 4) try to distinguish among these terms by using percentages .

Taxonomy of terms related to blended learning (Smith and Kurthen 2007, in Gruba and Hinkelman 2012: 4)

Term	Definition
Web- improved	lessons which construct the minimal use of e-learning such as redistribution a syllabus and course announcement.
Blended	Subject that utilizes some significant e-drills in or else
Hybrid	Student- instructor learning, but less than 45 per cent.

Fully online	mixture materials in which e- tasks return 45–80 per cent
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Sharma and Barrett (2007: 7) refer to blended method in a language course as a combination of student- teacher instructions through suitable use of electronic knowledge. The word electronic knowledge now covers a broad array of recent e- education, such as the internet, CDs, and smart white boards . Dudeney and Hockly (2007: 137) use the word online delivery as a substitute of the term technology .They agree that blended method is a concoction of e-learning and learner- instructor delivery course.

Employment of Blended Learning Approach

Hockly (2011: 58) ,Sharma and Barrett (2007:34) give us causes for make use of blended instruction in English language teaching:

- 1- Students' opportunities : student have a chance to use technology to be included into their language classrooms.
- 2- Suppleness : student can suit learning into their demanding lives, particularly expert adults and university students.
- 3- Ministry of Education : Teachers are predictable to present blended learning choices.

Teaching Vocabulary

In any language to communicate effectively one should have great growth of vocabularies in a language . As an utterance has meaning ahead of their appearances, it is very essential to have a clear accepting to these shapes and their purposes. So, vocabulary seems to be the central part in language learning. Due to this fact ,Wallace, states ,," Learning a foreign language is basically a matter of learning the vocabulary of the language" (1988:9).Acquiring, adequate utterance enables someone to convey his/her own speech accurately and efficiently. EFL learners are vastly predictable to utilize the mother tongue language as well as probable in their every day talk through oral and written fabrication tasks. Nowadays approaches to terminology teaching give a reasonable duty to the instructor and the students to increase the speech power of the target language, as that they could use the language as successfully as possible . To know the relation between any item and its reference that we need to know about it in our familiarity of the actual world. The reference connotation can help us. So, intellect relation is supportive to differentiate the meaning of entity items and what they mean in the existent information McCarthy(1990:16).

These connections among items are the essential association which mainly language instructors convene with most occurrence. Teaching

terms can be best done through teaching these relations such as, synonym, antonym and hyponym and etc...

Methodology

The researcher follows the quasi-experimental method in this study.

Population : The population of study is from English students who studies English Language at Um- AL-Mumneen Preparatory school for Girls at the academic year 2022/2021.

Sample : The researcher chooses a sample from the population of study poised of (90) female students who study English Language.

Instruments

Two tools employ in this study: pre and post-tests .

In selecting the pre and post-tests items from the textbook of the first course , the researcher wanted to cover all the drills and exercises from the four textbook chapters on diverse vocabulary knowledge. At the beginning of the semester, all the students accomplished a pretest of thirty multiple choice items. A post-test includes the same questions was given to the students at the end of the course. To assurance the validity of the tests questions, it was given to five experts of the English language, then reviewed according to their notes and advices. A pilot test study was also performed to test the power and consistency of the internal reliability (Cronbach's alpha) of the test. The test was completely reliable as the reliability coefficient for the pilot study was measured at (0.93) .

Procedure of the study

The using of pre-test was to evaluate the learners' obtainable vocabulary knowledge and to make sure that the learners were all at the same level of language capacity. The experimental group was taught the target vocabulary items through blended learning strategies while the control group studied the same vocabulary items through traditional teaching. Blended instruction model was designed by the researcher to suggest learners occasions to use the language within and outer the class. In the first two weeks, control group was taught in-class session to present activities and drills and to make sure that students trained the target vocabulary items of the units in their textbooks. In-class sessions, on the other hand, the teacher focused on communicative activities through pair and group work, creating a collaborative atmosphere. While experimental group was taught in a very enjoyable and engaging activities through an electronic- class in Google classroom, Google meet, platforms created by teacher to trail the students' progress online. After 6-weeks of the instruction period, post-test was administered to both groups of students.

To compute the test scores, independent t-test was used to analyze the findings.

Data analysis & Discussion

To examine and confer the findings of this study by comparing the scores of both pre and post-tests in control group students the results showed the mean of pre-test (15.0 ± 8.8 ; Median=12) is higher than the mean of post-test (16.4 ± 7.1 ; Median=17), but statistically it was not significant ($P=0.417$). This indicates that there is a little non-significant difference between the students' control group performances who were taught traditionally in both pre and post- tests. Since the control group did not receive the treatment “the students did not practice blended learning” (Table 1 & Figure 1).

Regarding data analysis of the students' performances who taught in blended method the comparison between the mean pre and the post-test; mean post-test was 26.0 ± 6.0 ; Median=29 ranging from 10 to 30 which is significantly higher than the pre-test (15.1 ± 8.1 ; Median=15; Range=2-30) ($P=0.0001$), which means that students have better performance when taught in blended learning rather than traditional learning as they share their ideas, through their new experiences in an electronic class (Table 1 & Figure 1).

For the purpose of equal of variance t-test formula for two samples is used. It has shown that there are no significance differences ($P=0.980$) in students' performance in pre-tests for both experimental and control groups which means that the students in the two groups are nearly have the same performances, since the performance of students in experimental group may not affected in the first week of the experience. They did not receive enough treatment in the first time. Apparently, students in control group are taught traditionally.

Table 1:

	Blended learning		Control	
	Score before	Score after	Score before	Score after
Mean±SD	15.1±8.1	26.0±6.0	15.0±8.8	16.4±7.1
Standard Error of Mean	1.21	0.89	1.31	1.06
Range	2-30	10-30	2-30	2-30
Percentile 05 th	2	11	3	5
25 th	8	25	9	10
50th (Median)	15	29	12	17
75 th	21	30	21	21
95 th	29	30	30	29
99 th	30	30	30	30
P value compared to before	-	0.0001 [^]	-	0.417
P value compared to control	0.980	0.0001 [#]	-	-
#Significant difference between two independent means using Students-t-test at 0.05 level.				
[^] Significant difference between two dependent means using Paired-t-test at 0.05 level.				

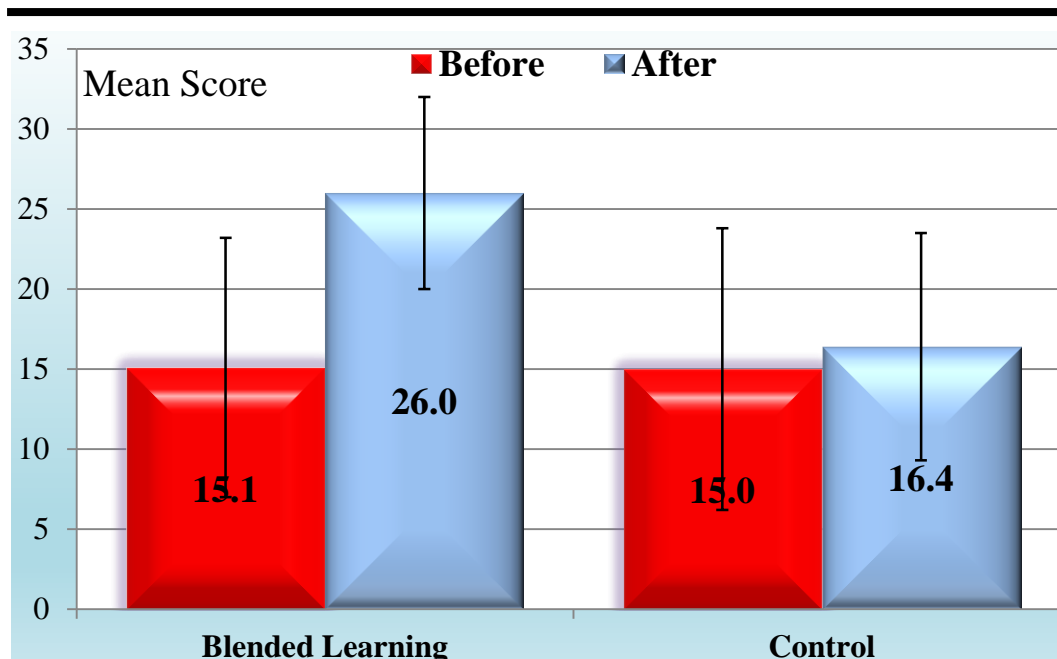


Figure 1:

Conclusion

From the comparison between the scores of the fifth preparatory students who was taught by utilizing blended learning method with the students taught by the traditional method. The results showed that there is an effect on the performance of the students who receive treatment. This can be explained by some of reasons. First of all is that the use of blended strategy provided the opportunity for the experimental group to learn generously. It also offered them with encouraging setting. Moreover, throughout learning sessions, learners go by the practice of employment a variety of e-media in getting knowledge, cooperating and talking with their lecturer. Blended method is rely on contact between lecturers and learners in lack of restrictions of learning class and that allowed learners to share and respond questions, and afford them with self- self-assurance, sense of self-important of their presentation as having the capacity to reply the instructors' questions. They developed both their vocabulary and grammar skills. The study revealed that the blended instruction was superior to traditional instruction because the

educational procedures were advanced and as were students' accomplishment.

The significance of this strategy appears from the learners' reaction towards it. They realize that they take a major part in learning since they have the selection to decide which method of learning appropriate to them. Finally, utilizing blended strategy as a teaching method, replicate on increasing student accomplishment and developing their thoughts towards learning. Moreover. Blended learning method keeps the time for both the lecturer and the learner.

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