Blended Learning Outcome vs. Traditional Learning Outcome

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Abstract: *The development of education technology and education teaching strategies and approaches affected students learning and teachers teaching strategies, blended learning approach has developed through the last two decades, however it is not a preference for many teachers and students, the researcher of this study used the quantitative experimental method. The sample of this study was two sections (30 students each) of female students at College of Science & Arts Muhayil who were studying Basic English Course as university general requirement. One group was taught using the traditional approach, the second group was taught using the blended learning approach for eight weeks. The instrument for the study was a test which was taken at the end of the 8th week, and the test was analyzed using t- test value to find the effect of blended learning on students learning outcome, the analysis showed that there is a positive impact on students learning outcome for those who were taught by blended learning approach compared to those who were taught by traditional approach. The researcher of this study recommended making use of any means of technology available in teaching to support teaching performance and to have best desired learning outcome.*

Keywords: *Blended Learning, Outcome, Traditional Learning.*

1. INTRODUCTION

Education systems and styles have developed rapidly in last decades, the traditional approaches and methods are affected with technology invention and started to vanish as Jeanne Lam(2014)stated traditional learning has been the majority learning mode until the end of last century. ... the advent of using internet technology, e-learning has been intensively used in higher education.., KheFoon Hew Wing Sum Cheung (2014) said blended learning is any time a student learns at least in part at a supervised brick-and-mortar location away from home and at least in part through the Internet with some element of student control over time, place, and/or pace "Blended Learning" has been used to describe a sort of teaching using face-to-face and fully online education, whileJan Welker, Lisa Berardino(2005)showed that Blended learning is any combined use of electronic learning tools that supplement but do not replace face-to-face learning. Harvey Singh (2003) stated that the original use of the phrase "blended learning" was often associated with simply linking traditional classroom training to e-learning activities, such as asynchronous work (typically accessed by learners outside the class at their own time and pace). However, the term has evolved to encompass a much richer set of learning strategies or "dimensions".

Kingdom of Saudi Arabia, has changed its educational system of ministry of higher education to be adapted to the global development and gained no efforts to supply universities with all resources needed for teaching and learning, so e-learning, blackboard collaborate and blended learning became a necessity for better learning, this study is done by the researcher to find the impact of blended learning on learning outcome.

The problem of this research appeared when the researcher of this paper has come to teach a course of Basic English as university general education requirement, the students background of English language was very weak, and they were very reluctant to blended learning , using the blackboard and e-learning , asking for traditional methods of teaching using the whiteboard and markers, saying that they don't need to pay effort for a subject that is only university general education requirement and they have a strong believing that their knowledge of the subject will vanish with the end of the exam, and they don't need it in their specialization which is Arabic,

moreover, they complained about the net access in their areas although they have electronic lab at university. The researcher of this study hypothesizes that blended learning will motivate the students towards learning English Language, moreover, it will affect learning outcome positively.

2. LITERATURE REVIEW

Gustavo Zurita, Beatriz Hasbun, Nelson Baloian,Oscar Jerez (2005) in their study showed that there is a significant increase in meaningful learning by the end of the course taught using blended learning beside the potential that blended learning environments offer for higher education. Mukaddes Erdem, Pınar NuhoğluKibar (2014) in their study which has been done to determine students' opinions on blended learning and its implementation stated that students have also positive opinions on the blended learning, while MswaziTshabalala, Charity Ndeya-Ndereyaand Tiana van der Merwe (2014) in their study that investigated the perceptions academic staff have about blended learning and to identify challenges facing academic staff that affected the adoption of blended learning in a faculty of education at a developing university in South Africa, pointed that there are various perceptions and practical problems hindering academic staff from adopting blended learning. Also Ibrahim YasarKazu, Mehmet Demirkol (2014) in their study analyzes the students' academic performance by comparing the blended learning environment and traditional learning environment and found that the final test grades, the experiment group using the blended learning has been found more successful than the control group using the traditional environment. Another study for BaharIsiguzel (2014)to determine the effects on motivation and success within the application of blended learning environments in the foreign language class revealed that students attending the German classes in blended learning environments have more success and higher motivation compared to the control group attending German language classes in the traditional learning environment. R.Obiedat, L. Nasir Eddeen, O. Harfoushi, A. Koury, M. AL-Hamarsheh, and N. AlAssaf (2014), in their study is to evaluate the effectiveness of blended learning on the academic achievement ofstudents in the University of Jordan reported that there is a significant and positive impact of blended learning on academic achievement of the students in university of Jordan, another paper for BiljanaVitošević, Anita Janković, ZdravkoVitošević (2014) in Serbia about is based on piloting of blended learning as a transformative learning process in order to keep pace with technological innovation, showed that blended learning is a good choice for the students who are professionally engaged in sports and they can follow the course and complete their assignments in addition to sports commitments. Harvey Singh (2003) stated: Blended learning programs may include several forms of learning tools, such as real-time virtual/ collaboration software, self-paced web-based courses, electronic performance support systems (EPSS) embedded within the job-task environment, and knowledge management systems. Blended learning mixes various event-based activities, including face-to-face classrooms, live e-learning, and self-paced learning.

3. METHODOLOGY

3.1. Data Collection

This study has been carried at College of Science & Arts / Muhayil of King Khalid University in the second semester of academic Year 2013- 2014

3.2. Population of the Study

60 female students studying in two sections at College of Science & Arts / Muhayil - from Arabic department who were studying Basic English course as university general requirement were the sample of this study.

3.3. Study Instrument

A paper test was the instrument of this study, the students were divided to two sections (groups), one section was taught by traditional approach using the white board and markers, and the second was taught using blended learning approach for 8weeks. Each section consist of 30 students, they were taught the same subject -content and at the end of the 8th week the students in both sections have taken the same test, (regular paper test) the results of the two tests were analyzed using independent T- test to identify significant of the tests results difference of learning outcome of both approaches.

3.4. Data Analysis

After having the paper test in the 8th week the test results were analyzed, to validate the hypothesis of the study "blended learning will motivate the students towards learning English Language, moreover it will affect learning outcome positively" the researcher applied the T-test to compare between the two sections results who are studying same Basic English language course by finding the mean difference of the two sections learnt by traditional approach and blended learning approach. See (Table 1) and (Figure1)

Table1. *The difference between students learning outcome*

Sections of the study	Mean	Std. Deviation	Value of (T) calculated	df	Sig(one-tailed)	Reality of . 0.05	Prediction
Experimental Section	17.3667	3.56693	4.589	58	0.001	significant	High value
Control Section	13.6000	2.73672					
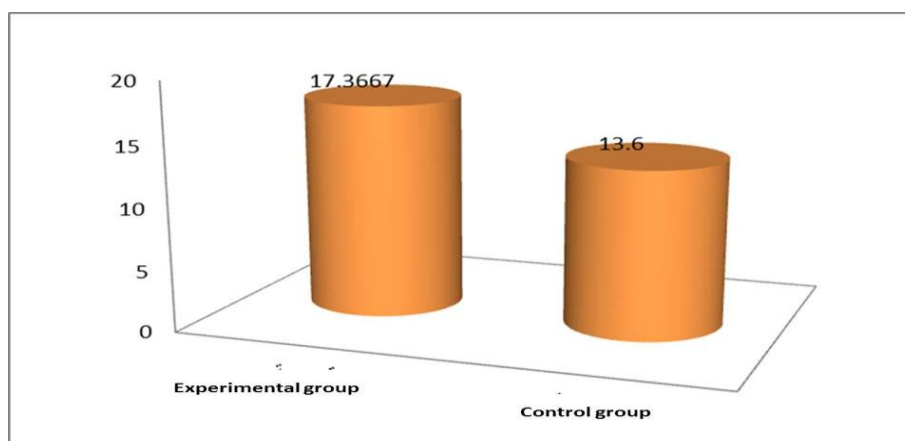
Fig1. *The difference between students learning outcome*

The results in the table above which reflects using T- test of two independent sections shows the differences between students learning outcome learning Basic English course using the traditional approach and the blended learning approach, we find that the in dependent sample t-test calculated was (4.589) with (58) degree of frequency, and Sig(one-tailed)(0.001) which approve there is a significant difference between the students outcome learnt Basic English Language course for those who learnt by blended learning approach to those who learnt by traditional approach with (0.001) degree of frequency.

It also shows that there is significant differences between the average of students learning outcome who are studying Basic English language course using the blended learning approach, compared to students who are studying the same subject learnt by the traditional approach.

4. RESULTS AND DISCUSSION

The results of this study showed that there is a better learning outcome for those who learnt using blended learning compared to the learning outcome of those who learnt by traditional approach, these result agrees with Gustavo Zurita, Beatriz Hasbun, Nelson Baloian , Oscar Jerez which also showed that there is a significant increase in meaningful learning by the end of the course taught using blended learning, and it also agrees with Ibrahim YasarKazu, Mehmet Demirkol performance by comparing the blended learning environment and traditional learning environment and found that the performance of, the experiment group using the blended learning was more successful than the control group using the traditional Environment, moreover. The result of this study got agreement with. R.Obiedat, L.Nasir Eddeen, O.Harfoushi, A.Koury, M. AL-Hamarsheh, and N. AlAssaf, result which approve that there is a significant and positive impact of blended learning on academic achievement of Jordan university students.

5. CONCLUSION

Although the students were reluctant to using blended learning approach and electronic homework at the beginning, they became more motivated to be taught using blended learning approach at the end of the study, they became very enthusiastic to be taught by blended learning

approach when they got their test's results and developed their English language skills, that some students claimed that they have never thought they will be able to use English language in their daily life, moreover, they started to complain if the lesson is not taught by blended learning approach after 8th week. The result of this study should motivate all teachers to use blended learning in their teaching to have best teaching performance and desired learning outcome.

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