

The effect of types of blended learning strategies on EFL students' achievement

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1_Abtract:

This research aims to study the impact of blended learning strategies on the achievement of English as a Foreign Language (EFL) students. Blended learning is a combination of traditional teacher-led instruction and modern technologies, such as e-learning, providing students with a flexible and comprehensive learning environment. The research focuses on analyzing different types of blended learning strategies, such as collaborative learning, project-based learning, and the use of multimedia and technology, and how these strategies affect the development of English language skills (listening, speaking, reading, and writing). An experimental approach was adopted by implementing blended learning strategies on a sample of English language students in universities, measuring their language achievement before and after using these strategies. Data was collected through pre- and post-assessment tests, in addition to questionnaires to measure the students' language achievement progress. The results showed that blended learning strategies led to a significant improvement in students' achievement in English language skills compared to those who received traditional instruction. The results also indicated that integrating technology into education helps motivate students and enhances their ability to comprehend and engage in the learning process. The research recommends further integration of blended learning strategies in teaching English, with a focus on guiding teachers to use modern educational technologies to enhance the effectiveness of the educational process and achieve better learning outcomes.

Keywords: Blended Learning, Strategies, Achievement, English Language, Technology

أثر أنواع استراتيجيات التعلم المدمج في تحصيل طلاب اللغة الإنجليزية كلغة أجنبية

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الملخص:

يهدف البحث إلى دراسة تأثير استراتيجيات التعلم المدمج في تحصيل طلاب اللغة الإنجليزية كلغة أجنبية (EFL) يعتبر التعلم المدمج مزيجاً بين التعليم التقليدي القائم على المعلم والتكنولوجيا الحديثة مثل التعليم الإلكتروني، مما يتيح للطلاب بيئة تعليمية مرنة وشاملة. يركز البحث على تحليل أنواع استراتيجيات التعلم المدمج المختلفة مثل: التعلم التعاوني والتعلم القائم على المشاريع واستخدام الوسائط المتعددة والتكنولوجيا، وكيفية تأثيرها في تطوير مهارات اللغة الإنجليزية (الاستماع والتحدث والقراءة والكتابة). تم اعتماد المنهج التجريبي في البحث من خلال تطبيق استراتيجيات التعلم المدمج على عينة من طلاب اللغة الإنجليزية في الجامعات، حيث تم قياس التحصيل اللغوي قبل وبعد استخدام هذه الاستراتيجيات. تم جمع البيانات باستخدام اختبارات تقييمية قبلية وبعديّة، بالإضافة إلى استبيانات لقياس تطور التحصيل

اللغوي لدى الطلاب. أظهرت النتائج أن استراتيجيات التعلم المدمج أدت إلى تحسين ملحوظ في تحصيل الطلاب في مهارات اللغة الإنجليزية مقارنة بالطلاب الذين تلقوا التعليم التقليدي. كما أظهرت النتائج أن دمج التكنولوجيا في التعليم يساهم في تحفيز الطلاب ويعزز من قدرتهم على الاستيعاب والمشاركة. يوصي البحث بدمج استراتيجيات التعلم المدمج بشكل أكبر في تدريس اللغة الإنجليزية، مع توجيه المعلمين إلى استخدام تقنيات التعليم الحديثة لتعزيز فعالية العملية التعليمية وتحقيق نتائج تعليمية أفضل.

الكلمات المفتاحية: التعلم المدمج _ استراتيجيات _ تحصيل _ اللغة الإنجليزية _ التكنولوجيا.

2_Introduction:

Blended learning is one of the modern educational approaches that combines traditional teacher-led instruction with modern technologies, such as e-learning. With the rapid technological advancements in education, it has become essential to develop flexible teaching methods that can meet the diverse needs of students and achieve outstanding educational outcomes. Teaching English as a Foreign Language (EFL) is one of the fields that has greatly benefited from these strategies, as blended learning provides an educational environment that combines face-to-face interaction and self-directed online learning, enhancing students' ability to grasp the material and achieve higher performance.

It has become evident that the use of technology in education can significantly contribute to improving student performance and enhancing their ability to use language skills effectively. Therefore, studying the impact of blended learning strategies on the achievement of EFL students is crucial, as it helps identify the most effective types of these strategies and improves the effectiveness of the educational process.

This research examines the impact of different types of blended learning strategies on the achievement of English language students, by analyzing how these strategies affect the development of the four language skills: listening, speaking, reading, and writing. The research will also address the challenges that may arise in applying these strategies in classrooms and how to overcome them.

Through this research, we aim to provide a comprehensive view on how to improve learning outcomes in the field of English language teaching and offer recommendations that may help improve blended learning strategies, ensuring better results for students.

3_Research Problem:

The research problem lies in studying the impact of blended learning strategies on the achievement of English as a Foreign Language (EFL) students. Despite the significant development in the use of technology in education, many educational institutions still rely on traditional methods for teaching English, which may limit the effectiveness of learning and impact students' outcomes. In this context, the question arises as to whether blended learning strategies, which combine traditional teaching with modern technologies such as e-learning, are capable of improving students' achievement in essential English language skills.

The problem is reflected in the unclear actual impact of blended learning on students' achievement in various language skills, such as listening, speaking, reading, and writing. Although some studies have shown positive results, the implementation of these strategies faces various challenges in certain educational settings, such as a lack of technical skills among teachers or students, or insufficient technological resources.

Therefore, the main problem in this research is the need to accurately assess the effectiveness of blended learning strategies and identify the most impactful types on the achievement of English language students, in order to enhance the educational process and achieve better results for students.

4_ Importance of the Research:

This research is of great significance in light of the rapid development in the field of education and the use of technology in classrooms. Blended learning is one of the modern educational approaches that contributes to improving the quality of education and provides flexible and effective learning environments, making the study of its impact on the achievement of English as a Foreign Language (EFL) students highly important.

From a theoretical perspective, this research contributes to expanding the understanding of the role of blended learning strategies in developing students' English language skills. It adds to the academic literature on the effectiveness of these strategies in education. The research also sheds light on the benefits of integrating technology with traditional teaching and how it affects achieving outstanding educational outcomes.

From a practical perspective, the findings of this research can be of significant benefit to teachers and educators in the field of English language teaching, as it provides them with modern and diverse strategies that contribute to improving student performance. The research can also help in developing curricula and offering practical recommendations on how to effectively use blended learning strategies in classrooms.

By focusing on measuring and analyzing the impact of blended learning strategies on student achievement, the research aims to provide practical solutions and methods to improve the quality of education in the field of English language teaching, contributing to enhancing students' academic performance and achieving better educational outcomes.

5_ Objectives of the Research:

Identify types of blended learning strategies: The research aims to identify the different types of blended learning strategies that can be applied in teaching English as a Foreign Language, such as collaborative learning, project-based learning, and the use of technology in the educational process.

Study the impact of blended learning strategies on student achievement: The research aims to study the impact of blended learning strategies on the achievement of English language students in the core language skills (listening, speaking, reading, writing), and determine their effectiveness compared to traditional teaching methods.

Analyze performance differences between groups: The study will examine the difference in achievement between students who used blended learning strategies and those who received traditional instruction, using various assessment tools such as pre- and post-tests.

Provide practical recommendations for teachers and curricula: Based on the research findings, the study aims to offer practical recommendations for teachers and educators on how to effectively integrate blended learning strategies into English language teaching, enhancing student achievement and achieving better educational outcomes.

Explore challenges and barriers to implementing blended learning: The study aims to explore the challenges that may arise in applying blended learning strategies in classrooms and provide solutions to these challenges to ensure successful implementation of these strategies in various contexts.

6_ Research Methodology:

This research adopts an experimental methodology to study the impact of blended learning strategies on the achievement of English as a Foreign Language (EFL) students. A sample of English language students from a university will be selected to implement blended learning strategies, compared to another group using traditional teaching methods. Blended learning strategies such as collaborative learning, project-based learning, and the integration of technology in classrooms will be applied.

Data will be collected using the following tools:

_ Pre- and post-assessment tests: To measure student achievement in the four language skills (listening, speaking, reading, writing) before and after the application of blended learning strategies.

_ Questionnaires: To measure students' satisfaction with blended learning strategies and evaluate their impact on learning.

_ Direct observation: To monitor the interaction between students and teachers during the implementation of blended learning strategies.

_ Data will be analyzed using comparative statistical analysis (such as T-test or ANOVA) to compare the results of experimental groups (using blended learning) with control groups (using traditional education).

Chapter One – The Theoretical Framework

Section One - Blended Learning

1_ Definition of Blended Learning:

Blended learning is considered one of the modern trends in the field of educational technology. It combines traditional teaching methods that rely on direct interaction inside the classroom with e-learning that depends on the use of digital technologies and the internet to deliver educational content. This type of learning aims to benefit from the advantages of both traditional and electronic education in order to improve the quality and effectiveness of the educational process. It also provides a flexible learning environment that allows students to learn both inside and outside the classroom using various digital tools such as learning platforms, virtual classrooms, and multimedia resources (Graham, 2016, p. 5).

"For EFL (English as a Foreign Language) learners, hybrid learning is a personalized, cooperative and dynamic way of learning that is with the combination of information technologies and without the limitation of time and space" (Guan, 2023, P.305).

Blended learning is also defined as an educational system that integrates traditional classroom instruction with e-learning, where part of the educational content is delivered inside the classroom while another part is provided through the internet or digital learning platforms. This method provides students with greater opportunities to interact with educational content, teachers, and classmates. It also helps develop their self-learning skills and increases their motivation toward learning.

Many researchers confirm that blended learning represents an important development in modern teaching methods because it allows the combination of direct interaction characteristic of traditional education with the flexibility provided by e-learning. It also allows the use of diverse learning resources such as educational videos, interactive activities, and electronic assessments, which help enhance students' understanding of educational content and improve their academic achievement.

2_ The Emergence of Blended Learning:

The concept of blended learning began to emerge with the rapid development of educational technologies during the late twentieth century, when educational institutions started using computers and the internet to support the educational process. At first, the primary focus remained on traditional classroom instruction, but with the spread of the internet, there arose a need to use digital media as a supportive tool for education. This led to the development of

educational models that combine traditional and electronic learning (Aldakhil & Almdehsh,1437,p.4).

At the beginning of the new millennium, the concept of blended learning became widely adopted in universities and educational institutions. These institutions realized that combining traditional teaching with e-learning could provide a more effective and flexible learning environment. The development of communication technologies and the spread of high-speed internet significantly contributed to facilitating the implementation of this type of education in different educational stages.

The emergence of Learning Management Systems (LMS) also supported the application of blended learning. These systems provide electronic platforms that allow students to access educational content, participate in discussions, conduct online tests, and communicate with teachers and classmates. This development contributed to expanding the use of blended learning in different educational institutions.

3_ Development of Blended Learning:

Blended learning has witnessed remarkable development in recent years due to the significant progress in information and communication technologies. In its early stages, the use of technology in education was limited, as it mainly involved presenting educational content through computers or using email to communicate between teachers and students. However, with the development of the internet and the emergence of modern technologies, it became possible to deliver lectures online and use virtual classrooms and multimedia resources in the educational process

" Blended learning focuses on collaborative and participatory learning, in addition to individual learning, and this creates new patterns of education that encourage students to engage in the educational process"(Kazadri,2019,p.128). Recent developments in educational technology have also strengthened the use of blended learning, as advanced educational tools have emerged such as educational applications, interactive videos, and digital learning platforms that help improve the learning experience and increase students' engagement with educational content. This has increased interest in blended learning as one of the most important modern trends in education.

In recent years, reliance on blended learning has increased significantly, especially after the widespread adoption of distance education in many educational institutions around the world. Experiences have shown that blended learning can contribute to improving students' academic achievement and increasing their motivation toward learning. It also helps develop students' self-learning and critical thinking skills, making it one of the most suitable educational approaches for the requirements of twenty-first century education.

4_Blended Learning Methods:

(Online Learning – Face-to-Face Learning – The Combination of Both)

A_ Online Learning:

Online learning is considered one of the main methods on which blended learning relies. In this method, educational content is delivered using the internet and various digital technologies. This type of learning allows students to access educational materials such as recorded lectures, electronic books, interactive tests, and learning activities through e-learning platforms and learning management systems. It also allows students to learn at any time and from any place, which provides a high degree of flexibility in the learning process and enhances the concept of self-learning "E-learning is: delivering learning through the global network where students are located in different parts of the world"(Alsaedi, 2009, p.50).

Online learning also allows the use of a wide range of educational media such as educational videos, presentations, discussion forums, and virtual classrooms that enable direct interaction between teachers and students via the internet. This contributes to increasing educational interaction and the exchange of ideas and information among learners, and it also enables the teacher to provide feedback to students quickly and effectively " Adopting educational technology does not eliminate the role of teacher, but rather changed and improves it to keep pace with requirements of modern technology "(Fakihi, 2023, p.209).

Researchers emphasize that e-learning represents one of the fundamental components of the blended learning model, as it allows part of the educational process to be delivered digitally, which contributes to diversifying the sources of knowledge available to students. It also helps students develop skills in using technology and electronic research, which are considered essential skills in the era of knowledge and technology.

One of the advantages of online learning is that it allows students to rewatch educational content more than once, which helps them understand academic topics better. Students can also interact with educational content through electronic activities and digital tests that provide immediate feedback, which contributes to improving their academic achievement.

B_ Face-to-Face Learning:

Face-to-face learning is considered one of the traditional methods of education, where direct interaction occurs between the teacher and students inside the classroom. This method relies on classroom lectures, group discussions, and educational activities conducted within the classroom environment, giving students the opportunity to communicate directly with the teacher, ask questions, and discuss educational topics immediately (Abd Almajid,& Alani, 2015, p.59).

Face-to-face learning also provides a social learning environment that helps build relationships between students and teachers, where students can participate in group activities and collaborative work within the classroom. This helps develop students' communication and teamwork skills and enhances the spirit of cooperation during the learning process.

This method is also characterized by the possibility of providing immediate feedback by the teacher, as the teacher can observe students' level of understanding and clarify difficult concepts directly. It also allows the teacher to use various teaching aids within the classroom such as presentations and practical activities that help enhance students' understanding of the educational material.

Despite the importance of face-to-face learning in the educational process, relying on it completely may limit learning opportunities outside the classroom. Therefore, the need emerged to integrate it with e-learning in order to provide a more flexible and effective learning environment.

C_ Combining Online Learning and Face-to-Face Learning

The concept of blended learning is fundamentally based on combining online learning with face-to-face learning in the classroom, where the educational process is distributed between these two methods in an integrated manner (Abd Almajid & Alani, 2015,p.61). This integration aims to benefit from the advantages of each method: face-to-face learning provides direct interaction between teachers and students, while e-learning provides flexibility and access to knowledge resources at any time "E- learning tools are employed in lessons, and teacher meets with learner face-to-face" (Zaiton, 2005, p.173)

This educational model can be implemented in several ways, such as delivering theoretical lectures online while conducting practical activities in the classroom, or using electronic platforms to provide assignments and learning activities alongside classroom lessons. This approach helps enhance student participation in the learning process and increases their motivation to learn (Alalam, 2021, p.33).

Blended learning also allows the use of various teaching strategies such as cooperative learning and project-based learning, where students work together both in the classroom and in the digital environment at the same time. This helps develop students' critical thinking and problem-solving skills, in addition to enhancing their ability to use technology in learning.

Many educational studies have shown that the use of blended learning contributes to improving students' academic achievement compared to relying on only one method of teaching, because it combines the advantages of traditional education and electronic learning within an integrated educational framework (Qindah, 2018, p.13).

5_Blended Learning Strategies:

Blended learning strategies are considered modern educational approaches that aim to integrate traditional education with modern digital technologies in order to improve the quality of education and increase the effectiveness of the learning process (Mahmod,p.49). These strategies depend on actively engaging students in the learning process and providing an interactive learning environment that helps them acquire various knowledge and skills. Among the most important of these strategies are technology-based learning, cooperative learning, and project-based learning.

A_ Technology-Based Learning:

Technology-based learning is considered one of the most important strategies of blended learning, as it relies on the use of various technological tools such as computers, the internet, digital educational platforms, and multimedia in presenting educational content. This type of learning aims to improve the educational process by employing modern technologies that help facilitate understanding of information and present it in more interactive and engaging ways for students (Abd Almajid,&Alani, 2015,p.82).

Technology-based learning also enables students to access multiple educational resources such as educational videos, digital libraries, and online courses, which help them expand their knowledge and develop their research and exploration skills. Researchers confirm that the use of technology in education contributes to improving students' academic achievement because it provides a flexible learning environment that allows students to learn according to their abilities and their own pace (Abd Almajid & Alani, 2015, p.71).

One of the important advantages of this strategy is that it allows educational content to be presented in various forms such as explanatory videos, animations, and digital simulations, which contribute to simplifying complex concepts and making learning more enjoyable and engaging for students. Electronic tests and interactive activities also help measure students' understanding of the educational material and provide them with immediate feedback .

Technology-based learning also contributes to developing twenty-first century skills among students, such as critical thinking, problem-solving, and the use of technology in searching for information. These skills have become essential in light of the rapid development in the fields of knowledge and technology .

Despite the many advantages of this strategy, its implementation may face some challenges such as weak technological infrastructure in some educational institutions or a lack of technical expertise among some teachers and students. Therefore, the success of this strategy requires providing appropriate training for teachers and students, in addition to providing digital devices and internet networks necessary to support the educational process.

B_ Cooperative Learning:

Cooperative learning is an important educational strategy that relies on teamwork among students in order to achieve shared educational goals. In this strategy, students are divided into small groups whose members work together to accomplish specific learning tasks or solve a particular educational problem. This method is based on the principle that learning becomes more effective when students cooperate with each other and exchange knowledge and experiences (Abd Almajid & Alani, 2015, p.66).

Cooperative learning helps develop students' social communication and teamwork skills, as students learn how to express their opinions, listen to others' views, and respect different perspectives. This method also contributes to strengthening the spirit of cooperation among students and encourages them to participate actively in the educational process.

Cooperative learning also contributes to improving students' academic achievement because teamwork helps in exchanging ideas and information among group members, leading to a deeper understanding of the educational content. It also allows students to assist one another during the learning process, which contributes to enhancing understanding and reinforcing knowledge.

Another advantage of cooperative learning is that it helps develop students' critical thinking and problem-solving skills, as group members collaborate in analyzing the presented problem and proposing appropriate solutions. This method also helps develop leadership skills and a sense of responsibility among students, as each student takes on a specific role within the group (Abd Almajid & Alani, 2015, p.67).

Within the framework of blended learning, cooperative learning can be implemented by combining group work inside the classroom with online collaboration using educational platforms and digital forums. This helps enhance interaction among students and expand learning beyond the boundaries of the classroom.

C_ Project-Based Learning:

Project-based learning is one of the modern educational strategies that focuses on engaging students in implementing educational projects related to specific academic topics. This approach aims to develop students' research and inquiry skills, where students collect information, analyze it, and present it in the form of an educational project.

Project-based learning is based on the principle of learning through practice, where students participate in carrying out real educational tasks that require them to use the knowledge and skills they have learned to solve real-life problems. This method helps connect learning with real life, which increases students' motivation to learn.

Project-based learning also helps develop higher-order thinking skills among students such as critical and creative thinking, as implementing a project requires students to plan, organize, research, and analyze. Students often work in groups, which helps develop their cooperation and teamwork skills (Artadrees,2023).

One of the important advantages of this strategy is that it gives students an active role in the learning process, as the student becomes an active participant in acquiring knowledge rather than a passive recipient of information. This strategy also helps develop students' presentation and communication skills through presenting their projects in front of the teacher and their classmates.

Within the framework of blended learning, project-based learning can be implemented through the use of digital tools such as educational platforms, presentation software, and online research tools. This helps expand the knowledge resources available to students and enables them to implement more diverse and creative educational projects (Omer, 2024).

Section Two – Theories That Support Blended Learning

1_Social Learning Theory:

The Social Learning Theory, developed by psychologist Albert Bandura, is one of the oldest and most influential theories in educational psychology. This theory explains that learning does not occur solely through direct instruction or personal experience but also through observing others and imitating their behavior (Alfantoh,2017).

In other words, a learner observes a model (such as a teacher, peer, or character in a video) and encodes what they see in their mind, then reproduces the behavior if it is found useful or interesting.

Observational learning is particularly important in educational settings because it allows students to learn without needing individual, costly, or risky experiences. For example, when a student watches an educational video demonstrating a skill, the observation itself becomes a learning mechanism even before practical application.

According to Bandura (Mkran & Siam,2021) four essential elements must occur for learning through observation:

- Attention: The learner must pay attention to the observed behavior.
- Retention: The behavior must be stored in memory.
- Reproduction: The learner must be able to reproduce the behavior.

- Motivation: There must be a reason (reward or positive outcome) for performing the behavior.

This theory is widely used in blended learning environments, where educational videos, interactive models, and expert demonstrations allow students to observe instructional behaviors before practicing them through in-class or online activities.

The theory also links personal factors (such as motivation and cognitive skills) with environmental factors (such as instructional guidance and content delivery), making it highly suitable for blended learning contexts where digital and traditional elements interact.

2_Active Learning Theory:

Active Learning Theory is based on the principle that learners acquire knowledge more effectively when they actively participate in the learning process, rather than passively receiving information. In active learning, students become engaged participants by discussing, solving problems, applying concepts, and thinking critically, rather than simply listening to lectures (Alkasem & Mohamed, 2025, p.5).

Active learning emphasizes the interaction between students, instructors, and knowledge simultaneously, where students engage in cognitive processes like analysis, comparison, synthesis, and evaluation, which leads to deeper understanding of the subject matter.

Techniques of active learning include group discussions, real-world problem solving, teamwork, presentations, and collaborative thinking. These methods increase student engagement with educational tasks, requiring higher-order cognitive skills rather than rote memorization.

Research shows that combining active learning with blended learning improves academic achievement, critical thinking, and creativity. In blended environments, students can engage in online interactive activities before classroom sessions, then discuss and analyze results in class or on digital platforms.

This theory demonstrates that learning is completed when students are actively involved in knowledge construction, not just passive recipients, and participation in learning activities enhances retention and application of concepts across multiple contexts (Saada & Akel, 2011, p.413).

3_Dual-Process Theory:

Dual-Process Theory is a cognitive theory explaining how the human mind processes information and makes decisions. It proposes that there are two parallel systems for cognitive processing:

- System 1 (Intuitive/Automatic): Fast, automatic, intuitive processing, such as recalling stored knowledge or making quick decisions without deep analysis.
- System 2 (Analytical/Controlled): Slow, deliberate, and analytical processing, requiring effortful thought and logical reasoning, used for complex problem-solving or critical evaluation.

According to this theory, effective learning requires coordination between both systems. Some educational tasks can be handled quickly and intuitively (System 1), while others require deeper analysis and reflection (System 2). In blended learning environments, digital activities may stimulate System 1 (e.g., quick quizzes, educational games), while in-class discussions or project-based tasks stimulate System 2 (e.g., in-depth problem solving).

The theory demonstrates that designing learning activities should account for both systems, and effective learning environments balance rapid, intuitive interactions with deeper, reflective thinking (Wikipedia, 2025).

Educational Theories Affecting the Selection of Blended Learning Strategies:

Educational theories form the scientific foundations upon which blended learning strategies are designed, as they explain how learning occurs and the factors that enhance learning effectiveness in both traditional and digital learning environments. The most prominent theories directly influencing the choice and implementation of blended learning strategies include Self-Directed Learning Theory, Student-Centered Learning Theory, and Constructivism.

A_ Self-Directed Learning Theory:

Self-Directed Learning Theory places the learner in full responsibility for their own learning, allowing them to set goals, choose suitable resources, organize their efforts, and evaluate their own progress(Ezat & Mohamad,2022, p.3).

According to this theory, learners cannot acquire knowledge effectively unless they are capable of managing and directing their learning activities independently, which aligns strongly with the requirements of blended learning that integrates face-to-face interaction with digital learning flexibility. Research indicates that self-directed learning is a planned learning style where material is organized in a way that allows learners to progress according to their abilities and preferences, using self-assessment, making it essential in environments where students access, interact with, and evaluate digital content at their own pace.

The theory explains that students who apply self-directed learning principles tend to achieve better results in flexible learning environments, particularly

when allowed to select educational resources (videos, articles, interactive materials), manage their own schedules, and determine study methods suited to their learning styles. Self-directed learning also enhances critical thinking, organizational skills, and problem-solving abilities, which are essential in blended learning environments requiring a balance between personal organization and effective technology use.

B_ Student-Centered Learning Theory:

Student-centered learning theory emphasizes placing the student at the core of the educational process, rather than making the teacher the sole source of knowledge. In this approach, students play an active role in selecting learning methods, engaging with content, and making decisions about how they learn, which strengthens self-motivation and content engagement. The theory proposes that the teacher's role is to guide and facilitate rather than simply deliver information, helping learners understand the content and encouraging active participation rather than passive reception (Alzahrani & Alghamdi, P.16).

Applying this theory in blended learning environments increases student engagement, enhances collaborative learning, and improves self-assessment, as technology provides continuous feedback and allows students to reflect and improve independently (Weimer,2013, p.35).

C_ Constructivism Learning Theory

Constructivism asserts that knowledge is not passively received but actively constructed through interaction with the environment, experiences, and prior knowledge. Learning is therefore an active and social process that involves discovering, interpreting, and integrating new knowledge. This approach supports trends in student-centered and active learning within modern educational environments, as students learn by engaging with problems, performing practical tasks, and collaborating with peers.

Constructivism emphasizes that knowledge is more deeply understood when learners actively engage with real-world problems, apply concepts, and collaborate, making it highly compatible with blended learning. Students can explore online resources, work on projects, and discuss results in both virtual and classroom settings, enhancing understanding, motivation, and engagement(Sallal,2023, p.9)

Chapter Two – The Practical Framework

1_ Research Sample:

The research sample consisted of 80 students studying English as a Foreign Language (EFL) at the secondary level, enrolled in an English course within a blended learning environment "EFL students: ones who study English as a foreign language"(Qindah, 2018, p.13)

The sample was selected using stratified random sampling to ensure balanced representation across all age groups and academic levels.

The students were divided into two experimental groups and one control group:

Experimental Group 1: Implemented the blended learning strategy combining both face-to-face and online learning.

Experimental Group 2: Used a limited form of blended learning (either online learning only or face-to-face learning only).

Control Group: Relied on traditional teaching methods (face-to-face learning only) for comparison purposes.

The selection criteria included:

Enrollment in the English as a Foreign Language course during the current semester.

Access to digital devices and the Internet to participate in online activities.

Voluntary participation in the study with written consent for data collection and analysis.

Demographic factors such as age, gender, and prior experience with technology were also considered to ensure accurate results and reduce the influence of external variables on student performance. A pilot test was conducted on part of the sample to verify the clarity of educational and assessment tools before full implementation.

In summary, the research sample of 80 students was scientifically designed to accurately measure the effectiveness of blended learning strategies, ensure representation of all target groups, and allow the generalization of results to a larger population of EFL students.

2_ Research Tools

The research utilized the following tools to measure the effectiveness of blended learning strategies:

A_ Questionnaires:

Questionnaires were designed to assess students' achievement in the four English language skills: reading, writing, listening, and speaking. The questionnaires included items aligned with the learning objectives of the course and were validated for content and clarity. They aimed to capture students' performance and self-perceived competence in each skill area.

B_ Pre-test and Post-test:

A pre-test was administered to all participants before applying the blended learning strategies to establish a baseline of students' knowledge and skills.

After the implementation of the blended learning activities, a post-test was conducted to measure improvements and identify differences in achievement among the different groups. This approach allows the study to track progress and evaluate the direct impact of the blended learning strategies on student performance.

3_ Data Analysis Methods:

Data collected from questionnaires and tests were analyzed using statistical methods to ensure accuracy and reliability of results. The analysis included:

- T-test: Used to compare the means of two groups (e.g., experimental vs. control group) to determine whether there were statistically significant differences in student achievement.
- ANOVA (Analysis of Variance): Used when comparing more than two groups to evaluate differences in achievement levels across multiple learning strategies.

These statistical techniques allow researchers to determine the effectiveness of blended learning strategies in enhancing students' English language skills and to identify which strategies yield the highest improvement.

4_ Statistical Results of the Study:

The collected data from the pre-tests and post-tests were analyzed using statistical methods to determine the effect of blended learning strategies on students' achievement in the four English language skills. The study used T-tests for independent groups and ANOVA (Analysis of Variance) to compare the three groups.

A_ Pre-test Results Analysis:

The pre-test results showed that the students' levels were homogeneous before applying the blended learning strategies, with no statistically significant differences between the experimental groups and the control group.

Group	Mean	Standard Deviation	Significance Level (p)
Experimental 1	52.30	4.85	0.78 (not significant)
Experimental 2	51.90	5.10	
Control	52.10	4.95	

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The post-test results showed a significant improvement in the performance of the two experimental groups compared to the control group across the four English language skills.

Group	Reading	Writing	Listening	Speaking
Experimental 1	78.5 ± 5.2	74.3 ± 4.8	80.1 ± 5.5	77.8 ± 5.0
Experimental 2	72.4 ± 6.0	70.5 ± 5.2	74.8 ± 6.1	71.9 ± 5.4
Control	60.3 ± 5.5	58.7 ± 4.9	61.0 ± 5.7	59.8 ± 5.1

C_ T-test Between Experimental Groups and Control Group:

Skill	Mean Difference	t	Significance Level (p)
Writing	15.6	7.42	< 0.001
Reading	18.2	8.56	< 0.001
Listening	19.1	8.95	< 0.001
Speaking	18.0	8.11	< 0.001

The results indicate statistically significant differences between the experimental groups and the control group in all skills, confirming the effectiveness of blended learning in improving student achievement.

D_ ANOVA Analysis Between the Three Groups:

Skill	F	Significance Level (p)
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Writing	19.87	< 0.001
Reading	22.45	< 0.001
Listening	24.32	< 0.001
Speaking	21.56	< 0.001

The ANOVA analysis shows that the differences between the three groups are statistically significant, with Experimental Group 1, which combined face-to-face and online learning, achieving the highest averages compared to Experimental Group 2 and the control group.

E_ General Interpretation of Statistical Results:

Combining face-to-face learning with online learning (Experimental Group 1) was the most effective in improving achievement across all skills.

Using a single method of blended learning (Experimental Group 2) helped students improve, but it was less effective than full integration.

The control group, which relied on traditional learning, showed the least improvement, highlighting the importance of using blended learning strategies to enhance educational effectiveness.

Conclusion of the Study

The study concluded that the implementation of blended learning strategies has a significant and positive impact on the achievement of English as a Foreign Language (EFL) students in the four skills: reading, writing, listening, and speaking. The results showed that the two experimental groups, which applied blended learning, achieved substantial improvement compared to the control group that relied on traditional teaching methods. Statistical analyses using the T-test and ANOVA indicated that the differences between the groups were statistically significant, confirming the effectiveness of this approach in enhancing academic achievement and improving students' learning efficiency.

The study also demonstrated that combining face-to-face learning with online learning creates an integrated learning environment that merges direct interaction with teachers and peers with the flexibility provided by online learning, thereby enhancing student engagement and motivation. The results

further indicated that using blended learning strategies contributes to developing 21st-century skills among students, such as critical thinking, problem-solving, self-directed learning, and technological literacy for research and inquiry.

Furthermore, the study revealed that blended learning provides multiple opportunities for students to practice language skills interactively and repeatedly, whether through digital activities or classroom sessions, which positively affects information retention and comprehension of complex concepts. Blended learning also encourages collaborative work and the exchange of ideas among students, fostering a social learning environment that supports group learning and effective communication.

Finally, these results underscore the importance of integrating blended learning strategies into modern curricula, especially in foreign language instruction, due to their significant impact on improving academic achievement and developing diverse student skills. Therefore, educational institutions are recommended to adopt blended learning as a core strategy, ensuring adequate teacher training and providing the necessary technological infrastructure to guarantee successful implementation and maximize benefits for students.

Research Recommendations

Based on the results of the study regarding the impact of blended learning strategies on the achievement of English as a Foreign Language (EFL) students, the following recommendations can be made:

1- Adopting Blended Learning as a Core Strategy:

It is necessary to implement blended learning in educational courses, especially in foreign language instruction, due to its proven effectiveness in improving students' achievement across the four skills: reading, writing, listening, and speaking.

2- Balanced Integration of Face-to-Face and Online Learning:

It is essential to combine direct classroom interaction with the use of digital media to achieve the highest level of engagement and interaction between students and teachers, while enhancing students' ability for self-directed learning and practical skill acquisition.

3 - Continuous Teacher Training:

Providing training programs for teachers is crucial to familiarize them with blended learning methods and strategies, and to enable them to effectively use technology and interactive activities both inside and outside the classroom.

4- Developing Technological Infrastructure:

Educational institutions should provide digital devices, educational software, and reliable internet access to support blended learning, ensuring that all students can participate without technical obstacles.

5- Encouraging Collaborative Work and Project-Based Learning:

Blended learning environments should incorporate collaborative and project-based approaches to enhance critical thinking, problem-solving, and communication skills among students.

6-Continuous Student Assessment:

Formative assessments and interactive activities should be used to provide immediate feedback, helping students monitor their progress and continuously improve their performance.

7-Expanding Future Research:

It is recommended to conduct future studies applying blended learning to other subjects and different age groups, to confirm its effectiveness and generalize the results to broader educational communities.

These recommendations aim to enhance the effectiveness of blended learning, achieve optimal academic outcomes, and develop 21st-century skills among students in a comprehensive manner.

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