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ACTION RESEARCH ON INTEGRATING A BLENDED LEARNING READING COURSE IN HIGHER EDUCATION

Abstract

Adopting a Blended learning approach in higher education is often a daunting task mainly if the e-learning based instruction model is not approached for fear of obstacles that may hinder rather than advance the teaching/learning process. Developing reading skills with learners necessitates the continuous integration of multiple teaching methods and strategies. Students' tendency for information and computer technologies encouraged the teacher-researcher to think about blending face-to-face with online instruction in the design of a reading course. This action research project was used to answer the question – how does blended learning environment impact students' academic performance and learning engagement within the class? Accordingly, this study describes a research utilizing blended learning approach to teach reading to second year students at the Ecole Normal Supérieure “Assia Djebbar” of Constantine (ENS). The intervention was designed to fit into individual lessons needed to improve students' reading skills mainly summarizing and responding to narrative texts and to get through their personal blended learning experience. Results of this action research may help to prove whether or not the blended learning approach has a positive impact on students' academic achievements and learning attitudes. This is to provide solutions to the teaching/learning impediments when this approach is adopted at a tertiary level education.

Keywords: action research, academic achievements, blended learning, EFL learners, face-to-face Instruction, higher education, online learning.

1. Introduction

The traditional face-to-face (F2F) instruction fails to satisfy individual learners' interest and learning styles diversity because the course activities offered are generally one-size fits all. Hence, all learners are exposed to the same teaching instruction during a F2F lesson delivery. With the introduction of Information Computer Technologies (ICTs) in the teaching/learning environment, new pedagogical opportunities that were impractical or even impossible to implement in the traditional educational contexts are created. ICTs that bring to surface new teaching/learning approaches such as e-learning courses, computer mediated learning via e-mails, podcasts, computer facilitate for the educational system a safe shift from traditional mode of learning to an online one. An innovative teaching/ learning model where the best online learning and Face-to-Face instruction are merged together gains popularity in higher education level. It is all about blended learning (BL). The latter offers consecutively a learning style that is mostly preferred by students and assists language teachers. The manipulation of this kind of network learning proved effective in enhancing language skills, students' learning motivation, and learning engagement.

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Lecture delivery at the ENS is effectuated via F2F mode. Most teachers do not approach technology based courses for fear of obstacles that may hinder rather than advance the teaching/learning process. Teaching Reading techniques (RT) extends over two years of training. During the first year, students experience reading short texts by manipulating some comprehension strategies mainly scanning, skimming for the main idea, and summarizing. In the second year, the course objective extends to include reading complex and long materials such as fiction and non-fiction works. Developing post reading skills mainly critical reading becomes the target during this year. To improve students' reading skills by enabling them to vary the use of the different comprehension strategies when reading different types of materials such as short stories, books, magazines, newspapers, articles, and then to respond in a written form to their reading experiences necessitates the continuous integration of multiple teaching methods and strategies. Learners' inclination for ICTs motivated the teacher/researcher to think about blending Face-to-Face with online instruction in the design of a reading course. The purpose of this action research design is to bring evidence from a BL classroom project. By reviewing the current practice of BL model through the participants and the researcher (lecturer)'s reflection and discussion, future BL course design will be improved.

2. Literature Review

2.1. Blended Learning Definition and Characteristics

Blended learning or hybrid learning is identified as a flexible approach to course design where different times and places of learning are combined. This approach to education where online learning instruction is combined with traditional classroom instructional methods creates a new innovative teaching/learning procedure. The concept has been approached from different perspectives. From a holistic perspective, BL is achieved when multiple media is utilized in instruction delivery via the integration of instructional media into a traditional classroom or into distance learning. If reached from an educational scope, it is a course where online instruction is integrated with traditional classroom activities in that a portion of F2F time is replaced by online activity (Kaur, 2013).

The many definitions provided for this concept enlarge from the number of the characteristics used to describe it. One major feature in a BL course is that it enhances the quality of instruction. The blending of different times and places for learning offers learners a new learning environment featured by some conveniences of fully online courses without the complete loss of face-to-face contact (Rovai & Jordan, 2004). Because these two different learning environments require the integration of different types of materials and activities, learners are given an opportunity to exchange ideas, build their own cognition (Littlejohn & Pegler, 2007) and enrich their critical thinking skills (Caner, 2012).

Individualization and personalization are noticeable aspects in a BL approach. Individualizing is achieved when the learners' learning styles are addressed (McDonough & Shaw, 2003). BL promotes the individualization of course activities. According to Krasnova and Ananjev (2015), instead of one size fit all activities, a major feature of F2F course, online delivery grants highly motivating activities that positively affect students' performance and promote their progress. Because through an online-mediated learning approach, learners can work not only with course materials but also access any web resource. Personalizing which is to increase the relevancy of the content in relation to learners' motivation, interest, academic and professional needs (McDonough & Shaw, 2003) is insured in a BL course. The latter can

accommodate students who have different expertise levels, prefer different learning strategies and who are self-directed learners (Dennis, et al. 2006).

Two distinct learning environments necessitate different modes of communication. BL varies for students and teachers ways of interacting, sharing, collaborating and asking questions either in real-time via Synchronous technologies support; or allowing more time for student reflection via Asynchronous technologies support (Bonk & Zhang, 2006). The Face-to-Face communicative activities are more synchronous in orientation in that teacher/learners interaction is focusing around free-flowing face-to-face discussion and immediate feedback. In the technology-supported communicative activities, the rely is on the use of asynchronous online forums (Littlejohn and Pegler, 2007). Different from the synchronous mode, the asynchronous modality offers more opportunities for students' interaction far from any kind of pressure that is due to time or place. Despite the fact that there is no single accepted definition of BL among researchers; yet to fit the purposes of this action research, BL is described as an approach to course design where computer-mediated delivery and face-to-face interaction are combined.

2.2. Achievements when Blending Reading Courses: Evidence from Literature

Aiming to involve learners in learning experiences where the best features of online learning are harmoniously integrated with direct F2F classroom instruction motivated educators and researchers to explore BL course design. Because BL is often thought as a way on how both educators and students can meet their teaching and learning needs (Krasnova & Vanushin, 2016), researchers explore the possibility of manipulating this instructional model for teaching and learning reading skills in EFL contexts (Norberg et al., 2011; Yang, 2012; Behjat et al., 2012; Zehedi & Tabatabaei, 2015; Krasnova & Vanushin, 2016; Ghazizadeh & Fetemipour, 2017).

Behjat and his associates (2012) conducted their study on 107 Iranian university students. The main objective was to test the utility of BL on EFL students reading skills. Findings confirmed that BL can help EFL learners perform better in their reading comprehension. And that online reading encourages learners' autonomy to read more materials independent of what is presented in the classroom. In an experimental design, Yang (2012) conducted their study on 108 Taiwanese students; the results revealed that BL was effective in enhancing students' reading proficiency. Additionally, it provided students more opportunities to discuss their reading difficulties during group discussion and obtain their peers' feedback. Norberg et al.'s inquiry (2011) revealed that BL promotes highly engaged and motivated learners. They concluded that these new classes where F2F instruction is mixed with online-based instruction require learners' motivation for continuous and active learning engagement. Within the same field of interest, Ghazizadeh and Fetemipour (2017) investigated the effect of BL on Iranian EFL learners' reading proficiency. Results confirmed that BL positive effect was statistically significant. Additionally, it was proved that BL works as an accelerator of learning to read in Second or Foreign language in and outside the classroom.

According to Krasnova and Vanushin (2016), successful blended learning courses strongly depend upon students' perception. In study undergone at a Russian university involving 46 participants, the two researchers recommended the adoption of BL in English language classes. For them this instructional approach offers EFL teachers an opportunity to integrate innovative and technological advances of online learning with interaction and the participation of the best traditional practices. Meaning that besides being effective in enhancing EFL skills, BL is proved to be efficient in developing learners' positive attitude

towards this innovative approach. This new adopted attitude is due to EFL learners' appreciation to the convenience of online access with the support of face-to-face instructors when needed (Rovai & Jordan, 2004). In short, mixing the online delivery of educational context with the best features of face-to-face (F2F) interaction becomes a new mode of instruction delivery that fits the wants of both teachers and learners.

2.3. *Blended Learning Reading Course: An Action Research Project*

The need to review the different characteristics of a BL reading course when put into practice (implemented) so that future courses could be re-planned necessitates the adoption of a frame work. When implementing classroom teaching/learning projects, Kurt Lewis suggests a four-stage frame work model which he called Action Research (AR). According to Arora (2017), this cyclic process starts by the planning stage that ends when the teachers puts into practice his plans or acting. During the implementation phase, the researcher goes through a systematic observation during which he makes his own reflections on the project and then re-plans future classroom projects (Arora, 2017, p. 164). This means that via AR, the teacher is enabled to plan, act, observe, and then reflect on his classroom practices for the sake of improving future classroom instructions. According to McNiff and Whitehead (2010), this alternative research method that helps the teacher fulfills the role of a researcher via getting engaged in a classroom practice- based investigation is characterized by the following:

- a. AR focuses on improving learning, not on improving behaviours;
- b. It emphasises the values base of practice;
- c. It is about research and knowledge creation, and is more than just professional practice;
- d. It is collaborative, and focuses on the co-creation of knowledge of practices;
- e. It involves interrogation, deconstruction and decentering;
- f. It demands higher-order questioning. (McNiff & Whitehead, 2010, p. 17).

This implies that no action research is complete if the above listed characteristics are not seriously regarded by the researcher prior to the project design. For the sake of improving future BL practice, Lewis' four stage frame work was adopted to implement my BL reading course. The latter enables the teacher/researcher to review the current practice of a BL reading course through reflection and discussion where the new generated BL practice-based knowledge will serve as a basis for future BL reading course design.

3. Study Procedures

Study Objectives and Research Questions

Based on the above discussed literature review, the characteristics of BL Reading instruction seem to serve a circumstance that is required to solve the problems in the research setting: developing students' post reading skills. To achieve the study main objective, improving BL practices through generating living knowledge when implementing this teaching/learning approach, a BL Moodle –based reading course action research project was carried out in this inquiry to address a pedagogical concern of EFL learners at the ENS. On the one hand, this project was designed to observe if BL has an effect either positive or negative on students' post reading skills mainly summarizing and responding via discussing favorite parts or elements of a story. On the other hand, it determines the extent to which the executed project meets its objectives stated prior to the beginning of the training. This action research project that aims to facilitate the integration of BL model at a tertiary level was used to answer the following questions:

1. Does the implementation of BL foster second year EFL learners' summarizing skills and ability to discuss story major theme(s)?
2. How do students react towards the benefits of F2F instruction in a BL reading course?
3. How do students view the use of Moodle e- learning instruction in a BL reading course?
4. How do students react about the impact of BL in developing their reading skills?
5. Which mode of course delivery students prefer in their EFL future learning?

3.1. Project Context: Subjects and Instrumentations

To explore the above questions, a quasi-experimental pre/posttest control group design was carried out on a sample of population selected from 2nd year EFL students where individual students were not randomly assigned neither to the control or experimental conditions. The rationale behind selecting 2nd year students is that all the participants have experienced during their first year reading short texts and manipulating comprehension strategies mainly scanning, skimming for the main idea, and summarizing. As the main objective of this subject (RT) in the second year is to develop students' post reading skills; second year students are convenient and appropriate to attain the objectives of this project.

Fifty (50) participants were assigned either to the BL condition or to the traditional F2F condition. Prior the beginning of the training, a pretest was administered to students. During a period of six (06) weeks, whereas the participants in the BL group (BL-G) were exposed to two modes of instruction delivery: traditional F2F interactive learning and e-learning activities via Moodle platform blog (<http://www.elearning.ensc.dz/course/view>), the participants in the control group (C-G) received the reading materials, instruction and feedback through traditional F2F in-class instruction only.

By the end of the study and in order to check the effectiveness of BL program, a post evaluation training questionnaire was administered to the focus group (BL-G). The twenty five (25) participants under the BL conditions expressed their attitude towards the program objectives, characteristics, and the different attained gains. For collecting reliable data, the questionnaire was carried out immediately after the BL training got over and the informants answered it in the classroom.

3.2. The Action Research Project Procedure

As explained above to fulfill the research objectives, this action research project went through four stages. The planning phase starts from the 7th of January to the 14th of January 2019. During the **"Plan Stage"**, the classroom PowerPoint presentations, the classroom tasks, and the online assignments were prepared. The two stages **"Act and Observe Stages"** began in the 3rd week of January and extended over a period of five weeks, from the 21st of January to the 7th of March 2019. After administering the pretest to the participants, the BL was implemented for a period of five weeks followed by collection of data via the posttest and the administration of the post-evaluation survey to the focus group. The last phase of this AR, **"the Reflect Phase"** started immediately after data was collected (the 14th of March 2019). To reflect on the BL model, the researcher began the analysis of data where pre-test and posttest scores are compared, the learners' responses to the questionnaire are analyzed, and the researcher's observations are discussed.

3.3. Moodle- based Blended Teaching/ Learning Design

For an appropriate implementation of a BL reading course, the researcher adopted Wang and Chen's five stages Moodle-based BL mode (2010) (cited in Tang, 2013). This teaching model involves previewing, class activities design, online learning process, class learning and feedback, and assignment and evaluation (Tang 2013). These five stages represent the frame work of each week.

During the “**Preview**” stage, my task as a teacher was to upload the weekly related documents to the platform. This would facilitate for learners to preview and to refer to the leaning materials when they login to the Moodle platform. At the “**Online learning process**” phase, students were asked to visit the Moodle platform blog (<http://www.elearning.ensc.dz/course/view>) after the class to do their homework. During e-learning instructions, users of the blog benefitted from two modes of communication: live via synchronous technologies, and delayed via asynchronous technologies. When it comes to “**the class learning and feedback**” phase, students took reading lessons in the classroom in the form of traditional face-to-face instruction. All my reading lessons were presented to learners via a data show. For example, in one of the designed courses where the objective was to develop students' ability to organize a story plot, the below listed steps were followed:

- a. Providing a narrative reading material
- b. After making some predictions from the title of the story, students engage in a silent reading
- c. Checking students initial understanding of the material
- d. Presenting a lesson about the main components in the plot of a story (exposition, raising events, climax, falling events, and the resolution)
- e. Putting into practice the presented theory through asking learners to identify the main elements of the story in the material at hand: characters (major, minor), setting (time and place), events (major and minor)...etc
- f. Organizing the story plot

During the above listed steps, a direct corrective feedback was provided to students. In the last phase, “**Assignment and Evaluation**”, after the weekly reading assignment was uploaded (see **Appendix 1**), all the participants posted their responses on the Moodle weblog. The online feedback was sent once students' responses were evaluated.

4. Data Analysis

To reflect on the BL model, the analysis of data started. Due to the fact that in this study the teacher/researcher relied on different tools to collect research data, the latter was analyzed from different perspectives. First, pre-test and posttest scores are compared to answer research question one. Second, the learners' responses to the questionnaire are analyzed to answer research questions: two, three, four and five. At last, the researcher's observations are discussed in relation with the research findings so that to generate some pedagogical implications.

4.1. Research Question One: “Does the implementation of BL foster second year EFL learners’ summarizing skills and ability to discuss story major theme(s)?”

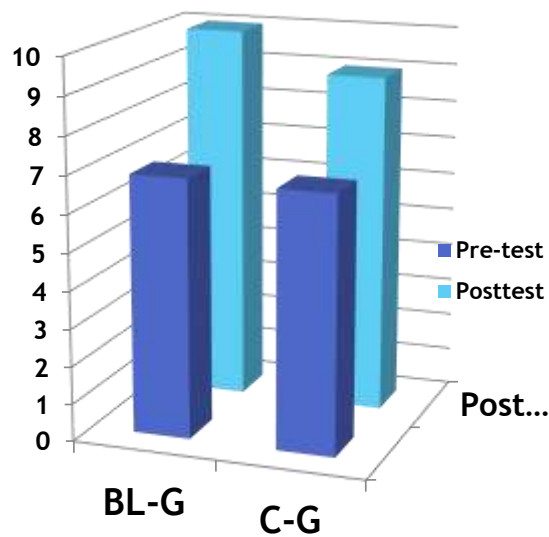


Figure 1: Pre vs Posttest Summary Results

When looking at **Figure 1**; it is easily perceived that BL-G and the C-G manifested similar performance in the pre-test summary scores. Yet the performance of the BL-G in the posttest is remarkably different than the attainment of CG in the posttest whose scores have slightly increased since the pre-test. This implies that the BL-G exhibits an eye-catching progress in summary skills. Differences in posttests mean scores were statistically validated by the t-tests analysis (see **Appendix 2**) and confirmed true the positive effect of BL procedure on Summarizing skill progress.

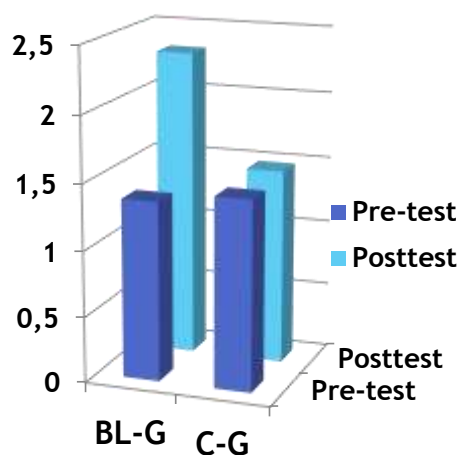


Figure 2: Pre vs. Posttest Reading Response Results

From the results presented in **Figure 2**, it is noticeable that the participants’ response scores in the pre-test were a bit the same. However, the BL-G outperforms the C-G in the posttest. The BL-G divulges an improvement in reading response scores which is not the case of the C-G whose scores have slightly increased since the pre-test. To give more significance

for this comparison, a statistical testing is needed. Differences in posttests mean scores were statistically validated by the t-tests analysis (see **Appendix 3**) and confirmed true the positive effect of BL procedure on students' writing a story response progress.

4.2. Research Question two: "How do students react towards the benefits of F2F instruction in a BL reading course?"

When asked to express their reaction towards F2F course objectives, content, design, and mode of classroom interaction; the participants manifested a positive attitude. (67%) of them expressed their willingness for more F2F instruction in a BL reading program. Students found that both classroom modes of interactions whether with their peers (73%) or with their instructor (86%) were beneficial for their learning and contributed in improving their reading skills. This positive attitude was supported by the same assertion shared among participants holding that "*in-class instructions enable us to learn more effectively*". Yet, few of them displayed a negative attitude towards F2F classroom interaction mainly with their peers (7%) by holding the assumption that this kind of classroom interaction had no influence on their learning progress. However, none of the students (0%) exhibited a negative attitude towards F2F teacher-students' interactions. "*The gained benefits from F2F teacher-students' interactions put the latter at the forefront in an effective BL reading course*", argued most of the informants.

4.3. Research Question three: "How do students view the use of Moodle e- learning instruction in a BL reading course?"

Students' level of satisfaction vis-à-vis Moodle e-learning activities was quite high. An important portion of them (67%) reacted positively towards the utility of online activities on their learning outcome. Since both the organization and content of e-activities satisfied students' learning needs, a distinguished number of the participants (67%) preferred to have more online instruction in a BL program. Yet, (30%) of them held a neutral position simply because they are discovering a new environment of learning "Moodle-based" e- learning they were not used to.

4.4. Research Question four: "How do students react about the impact of BL in developing their reading skills?"

The generated quantitative data from the pre/posttest analysis and the perceived progress in post reading skills set a strong basis for the expected students' attitude towards BL approach. Not surprisingly, the majority of participants (90%) found that all the components in BL course helped them in achieving success and developing their reading skills. Without taking into account students with neutral position (43%), as explained previously, the others agreed that BL course enables them to fulfil their learning goals: they can read, summarise, and then respond to narrative texts. Most participants found that BL provides them with opportunities to read by themselves far from the boundaries of the classroom walls. They gained certainty and self-confidence because they were observing the progress of their reading skills.

4.5. Research Question five: "Which mode of course delivery students prefer in their EFL future learning?"

With the exception of small portion of students (13%) who preferred attending an entirely face-to-face course; the other left portion (87%) welcome BL course design where two different modes of learning are harmoniously merged. The utility of BL environment in students' future learning is supported by a set of reasons such as: the ease, the flexibility, and

convenience of online instruction. Similar assertions were shared among participants. *“Technology offers us ease, flexibility, and convenience via e-instruction. It gives us the opportunity to do more activities without time pressure”* asserted one of them. *“BL Empowers and enables us to become more engaged, self-directed and self-responsible about our own learning”* added another learner. Despite the importance of e-learning, F2F learning is certified focal in any effective learning environment. Most students share the idea that *“e-learning could complement the lacks of F2F one session week contact; but cannot substitute teacher F2F interaction”*. Students’ agreement for future BL course design is expressed via their belief that BL extends their learning beyond the classroom. They could understand from this experience that the class isn’t the only source of learning

5. Reflection on the Study and BL Action Plan

Aiming at improving BL practices through generating living knowledge when implementing it, a BL Moodle –based reading course action research project was designed to observe which learning condition, F2F or BL, will produce a better learning outcome on students’ post reading skills. The purpose of both instructional deliveries was for students to be able to learn how to summarize and then respond in writing via discussing favorite parts or elements of a story. The teacher researcher investigation was about determining the extent to which the executed project meets its objectives stated prior to the beginning of the training.

The BL approach has a positive impact on students’ academic achievements and learning attitude. While both groups manifested noticeable gains, the BL-G showed more improvement in the posttest assessment. As the BL-G gains were statistically confirmed to be due to the training students were exposed to for five weeks. It was concluded that those who practiced reading comprehension via a blended learning environment can enhance their post reading comprehension skills mainly summarizing and discussing one of story major theme(s) in a written form better than those who receive instruction via the traditional F2F method only. For the positive gains exhibited by the F2F- G, it was attributed to the reading-based instruction and at home reading assignments that students under the F2F condition received when the BL-G was receiving reading-based instruction via both F2F and Moodle e-learning platform.

Students’ perceived learning engagement in the BL-G seemed to be related to the information easy access, to the synchronic/asynchronic modes of communication between teacher/students, and to the unlimited access to material and experts, major characteristics in online learning. Students’ reflection on the BL certified that the online asynchronous modality offered them more opportunities to teacher/students’ interaction far from any kind of pressure that is due to time or place. For some experts in the field, the online learning platform provides an interactive environment for communication among students and teachers, and equips teachers to provide scaffoldings for students to engage in collaborative and cooperative activities even beyond classrooms (Yuen, 2010; Krasnova & Ananjev, 2015).

The study findings were positive for the BL approach; although, the F2F direct instruction teaching/learning approach was far from dropped. Despite favoring an online learning mode, students’ testimonies did not lessen from the importance of their F2F interaction with their teacher, or their peers in their learning achievements. Students overtly expressed their constant need for teacher direct instruction and class discussion. One might speculate here that holding this positive attitude towards F2F mode of learning is related to students’ familiarity with this habitual mode of learning. Hence, learning under F2F condition is the norm for these students. Yet, their unfamiliarity with the online learning makes from it seemed like a novelty. An excessive training may enable students to become more familiar

with this new mode of learning. In a way or in another, without a complete loss of face-to-face contact, BL approach creates an innovative and effective learning experience for EFL students.

I noticed that my students' online participation during the program was low. Sending their reading assignments responses via the platform was not done at the same pace mainly during the first week. The reason behind students' delay in sending their works on time was almost related to the lack of internet at the campus. For some of them, online learning is difficult not only because of the lack of internet access ; yet for other learners their delay in responding to the e-activities was due to the fact not all of them had the necessary tools (personal computers and laptops) to engage in an online learning. The latter may stand as a major obstacle in the success of the BL program if serious attention is not given to the problem. No BL approach is complete without the online learning component, so if students are not encouraged by their faculty to overcome the net problem, students' motivation interest and engagement to learn will decrease.

6. Overcoming BL Challenges

Because the study findings proved that BL works as an accelerator of learning to read in second or foreign language in and outside the classroom, it is high time to implement this teaching/learning approach at tertiary education. However, the implementation of BL teaching is often a daunting task. It requires certain fundamental preparations in all elements of teaching/learning process. Based on this experience, as a teacher/researcher, it was agreed on with Lalima and Dangwal's recommendations (2017) on what to consider for an appropriate and successful BL program. A group of factors including teacher, student, content designing, and infrastructure represent the basic requirements for implementing a successful blended learning (Lalima & Dangwal, 2017, p. 133).

1. Teachers should be well acquainted with the concept of blended learning and fully trained and skilled to blend both types of approaches- tradition and technological.
2. Teacher training programmes for both in-service and pre-service towards should be reoriented to preparing teachers for blended learning approach.
3. The need for teachers with wider outlook and positive approach towards change. Teachers should be flexible, ready to accept the changes and very innovative and dynamic.
4. Students should be enabled to have access to internet at their private computers because BL encourages learner's autonomy to read more materials independent of what is presented in the classroom. Besides, students should have basic hardware support to learn online and offline at their residence also.
5. Facilities like well-furnished computer lab, internet connection, provision for video chatting is the compulsory factor of blended learning.

7. Conclusion

Regardless the challenges faced during the project implementation, BL creates innovative learning experiences that involve students in learning situations which compel them to read, write, listen, speak, and think. This action research project of practicing BL approach to course design reached its main target because it enhanced the students' interest and engagement in learning. Despite the fact that this research is only conducted in one university and the sample is limited where future work is needed to investigate these findings on a larger scale, BL reading course is recommended as a teaching/learning approach because it boosts EFL readers' comprehension and critical reading skills. When expanding the

traditional teaching/learning environment by blending the ICT's tools to complement F2F sessions, both teachers and learners could benefit from the characteristics of this new environment. Through reflection and discussion, our review to the current practice of a BL reading course ends by suggesting Lalima and Dangwal's above listed requirements (2017) to be seriously considered for a successful BL reading course design in the future.

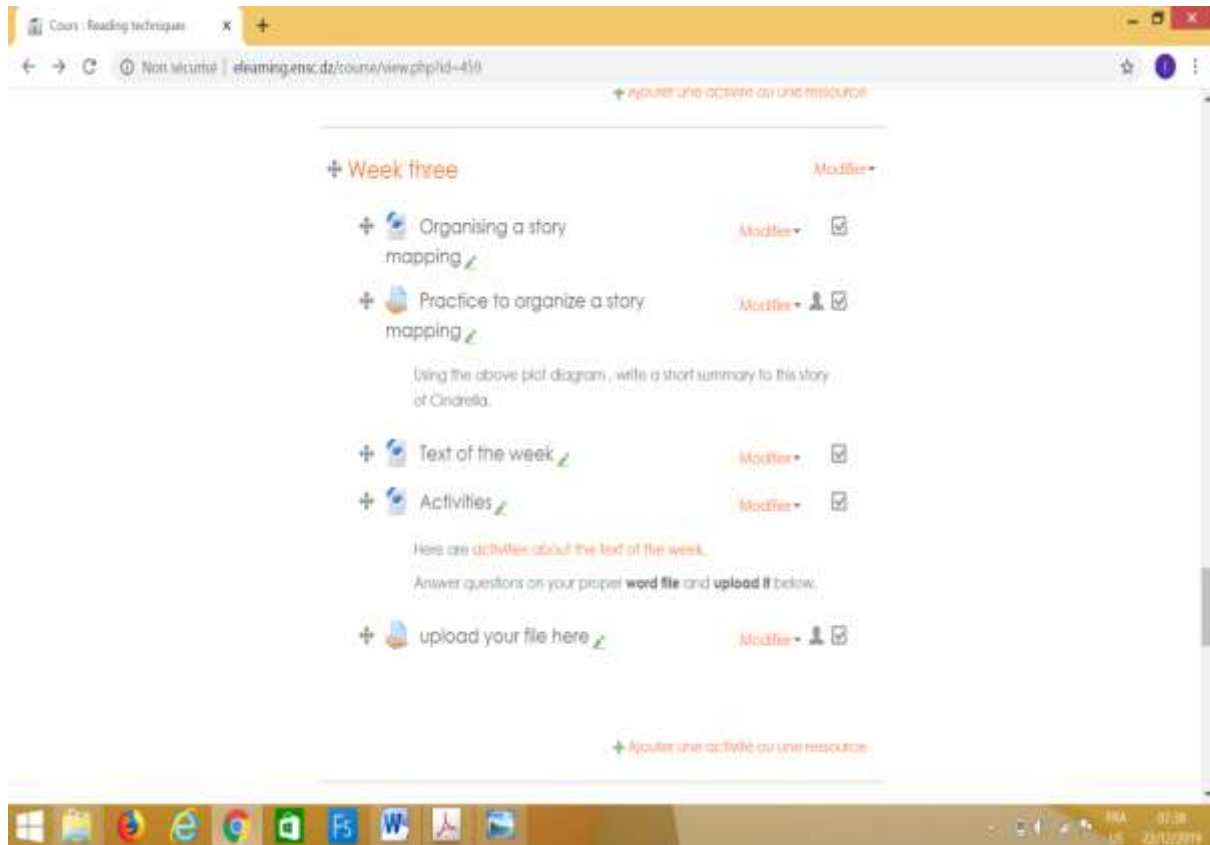
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Appendix

Appendix 1: Sample of the Weekly Reading Assignment



Appendix 2: Pre / Posttest Summary Scores Descriptive Statistics

Descriptive Statistics	BL-G		CG	
	Pretest	Posttest	Pretest	Posttest
N	25	25	25	25
Mean	6.88	10.06	6.82	9
SD	.196	.275	.193	.239
Median	7	10	7	9
MIN	5	8	5	6
MAX	9	12.50	9	12

Appendix 3: Pre / Posttest Reading Response Scores Descriptive Statistics

Descriptive Statistics	BL- G		C-G	
	Pretest	Posttest	Pretest	Posttest
N	25	25	25	25
Mean	1.36	2.32	1.44	1.48
SD	.110	.125	.116	.148
Median	1.00	2.50	1.50	1.50
MIN	0.50	1.50	0.50	0.50
MAX	2.50	3.50	3.00	3.00