The Importance Of Blended Learning In Teaching The Second Language To Non-Native Speakers In Palestinian Universities

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Abstract

This study aims to identify the importance of blended education in teaching a second language to non-native speakers in Palestinian universities and in order to achieve the objectives of the study was based on the descriptive analytical approach, by referring to a group of previous studies that were concerned with this topic, and their number was (8) previous studies, where they were randomly selected so that they are according to a variety of years, including modern and somewhat old, and after the researcher presented them and reviewed their results, a group was extracted of the results, the most important of which was the difficulties that students and teachers face in implementing flipped learning. This includes the fact that many students and teachers lack computers and good Internet connection in their homes and the nonexistence of Internet connection in some rural areas. there is resistance of teachers and students, sometimes, to use modern learning strategies and their preference for traditional learning, most teachers face difficulties in managing time and designing content and activities for the flipped classroom, This includes the fact that many students and teachers lack computers and good Internet connection. The most important recommendation is undoubtedly asked to provide sufficient computer labs, Wi-Fi, technicians, and all necessary requirements, that education stakeholder should adopt the blend in teaching English, hold educational courses and workshops for teachers in employing blended learning to enrich the teaching-learning process.

key words: Blended Education , Teaching the Second Language to Non-Native Speakers ,Palestinian University

Introduction

Learning a second language memories contain applying grammatical structures, lists of vocabulary and memorizing. (Center for Language Teaching Advancement, 2014). All these practices have extended in the classroom and now it's include more than the communication. Languages now means to understanding messages, providing comprehensible listening, and reading opportunities (Van Patten, 2017; Krashen, 1985).

A baby hear language, so when the baby have more and more input he/she has the potential to acquire and use when producing messages for others, that is what exactly happens to the new learners to a new language. The only difference between them is the second language learners have the ability to speak and write so they can express their understanding.

In the past, although languages taught by using a rule presented by a model applied that role, then it was tested. (Center for Language Teaching Advancement, 2013), giving and receiving meaning and communication were not at the heart of this model. Van Patten (2017), said "in order to approach acquisition, learners need to understand a lot of input through reading and listening so they can begin to mimic and absorb natural usage of a language (Krashen, 1998)". As long the time go on they are both produce and internalize the language and how it is work. Now we can understand that we have to focus on the communicative goals more than grammatical. (Center for Language Teaching Advancement, 2014; Van Patten, 2016). We can give the example on this by saying that students maybe communicate about some subjects with a context instead of a fill-in-the-blank worksheet. Therefore, the point here is to use the context .

When learners are having communication on a subject, they are speaking and listening. It is important to consider the significance of communication as it fits the main requirement for learning a second language. All what we need is creating a context and keep in mind that we explore new pedagogical ideas and environments.

Blended learning is a learning opportunity for students. It include multiple combinations of face-to-face time (F2F) which can occur virtually or in-person— and individual student online time (Conrad & Donaldson, 2012; Rice, 2012).

Blended learning is also a synonym to a hybrid learning which interaction between the instructor and students happens within a hybrid, or blended framework (Godev, 2014). Blended learning has the framework for engagement; investigate learner perceptions, and the possibility for improved learning outcomes.

According to Naqvi and Al Mahrooqi (2016) "educators have started looking for techniques that could enhance learner motivation, engagement, and autonomy" (p. 49). Blended learning gradually becomes for higher education students. It allows the developments of face -to -face interface between teachers and learners, using internet or computer based techniques (Morris, 2010).

Blended learning courses have been classified between 30% and 79% of the learning materials are online activities and 29% are face -to -face courses (Allen, Seaman, & Garrett, 2007). According to Garrison and Vaughan (2008, p.5) blended

learning as "the thoughtful fusion of face -to -face and online learning experiences . . . such that the strengths of each are blended into a unique learning experience. It is a fundamental redesign that transforms the structure of, and approach to, teaching and learning". Blended learning is regarded as an importance aspect of the activities, which contains two different areas: in person and online.

The problem statement:

Arabic Courses faced a challenge for the non-native speakers at the universities. Therefore, the universities need teachers to teach those students so they also need a number of classrooms. In addition to that, the administrations of the universities were interested in the quality of teaching Arabic for this kind of students. Blended learning gives students an advantage; it can extend students' response to language through online tasks and assignments, and its effective teaching type that has improved quickly in the past few years. Arabic language teachers complain that the new learners face difficulty in learning Arabic language at university level.

Research Objectives:

This study will:

1. Examine the significance of using blended learning in teaching Arabic as a foreign language.
2. Investigate the use of blended learning in teaching Arabic as a foreign language in the Palestinians universities.
3. Identifying the problems faced by female teachers and students in blended learning.
4. Identifying the attitudes of faculty members in universities towards blended learning

The Importance of the Study

The study is discover to what extent blended learning has been successful in giving effects to the learners as well as in creating another learning atmosphere based on the selected subject course, In addition, to discover to what extent can the courses and tools help learners to improve their Arabic language skills. In addition, this study investigates the attitudes of Arabic as a foreign language towards the syllabus, Examine the significance of using blended learning in teaching Arabic as a foreign language, Investigate the use of blended learning in teaching Arabic as a foreign language in the Palestinians universities, To design a technology curriculum for teaching Arabic in the department of Arabic Studies at the Palestinians universities.

Theoretical Background:

Blended learning education has been defined in many shapes by different authors. However, nearly all definitions engaged the main concept in which it is mixing two contains face-to-face teaching and online education. Rossett and Frazee (2005) said that blended learning "integrates seemingly opposite approaches, such as formal and informal learning, face to-face and online experiences, directed paths and reliance on self-direction, and digital references and collegial connections, in order to achieve individual and organizational goals" (p. 2). Sharma (2010) had defined BL in three ways. The first one combines face-to-face and online teaching, whereas the second definition contains a mixture of technologies. The third one he defines it as a combination mixture of methodologies ignoring the learning technology used. It seems that many authors have defined BL using its basic concepts. However, this would not be that way. Many authors explain their dissatisfaction with the term 'blended learning' and give different explanations. For instance, Oliver and Trig well (2005) said that the term 'blended learning' is 'ill-defined' and 'inconsistently used'.

Blended Learning has many benefits. For example it gives us the unconventionality and freedom for the learners, also is a way to break out the traditional learning environment. Akkoyunlu and Soil (2004) said that the weaknesses and strengths of online environment and the weaknesses and strengths of face-to-face education integrate in blended learning. O'Connor, Mortimer, and Bond (2011) supports this view "blended learning is thus a flexible approach to course design that supports the blending of different times and places for learning, offering some of the conveniences of fully on-line courses without the complete loss of face to-face contact. The result is potentially a more robust educational experience than either traditional or fully on-line learning can offer" (p. 64). Rastegarpour (2011) also said, "BL provides various benefits over using any single learning delivery medium alone. A single delivery mode inevitably limits the reach of a learning program or critical knowledge transfer. Whereas, a virtual classroom is inclusive of remote learner" (p.41).

Blended Learning Approach in Arabic Teaching for Non Native Speaker Students

The improvement of the information and communication technology has become an important aspect in the digital era. Especially in education. So we can say that we can hold the E-learning by holdings the internet connection between students and lecturers, testing the students' score online, the schedule of college, finances and sending assignments given by lecturers and so on. That is does not mean that the traditional learning is not the mainstay, but the technological advances takes a different of methods which provide more opportunities to learn.

Students do not teach Arabic easily but there interactions and social activities made them able to apply their knowledge. From this point, the Arabic ability of the students is increasing.

Combine the technology suggests the creative teaching methodology of Arabic Language between Non-Arabic speakers in education activity. The technology has become a basic requirement in education to help in the success of teaching and learning process in developing the students' Arabic communication skill.

Literature Review

Kalmamatova.Z at al(2022)

This article is investigating interpretation of "blended learning" effectiveness in foreign languages teaching. Authors are noting that this phenomenon has more than a dozen definitions, and presenting a classification of terms used in modern research and practice. Our classification based on possible approaches used in learning process. The importance of using blended learning for developing knowledge, skills and competences in English Language teaching in contemporary educational process is justified in the article. In this connection, the great attention given to radical changes in English Language teaching methodology. With the advent of online education, the relationships between lecturers or tutors and students alter and become more open and cooperating, because students get more involved, interested and motivated in learning foreign lang

Ramalingam at al study (2022)

Blended learning in English as a Second Language (ESL) has become a growing trend in sustaining education at higher learning institutions. The impact of the Industrial Revolution 4.0 on education has made the integration of technology vital in the teaching and learning dyad. The COVID-19 pandemic has placed even more emphasis on the incorporation of technology in ESL pedagogy. Nevertheless, the reviews on blended learning in ESL are inadequate despite its great significance in sustaining education. Preferred Reporting Items for Systematic Reviews and Meta Analyses (PRISMA) were adopted for reviewing current studies, and two core journal databases, namely Scopus and Web of Science, with two supporting databases (Science Direct and Mendeley) were utilized. A total of 32 articles were identified through a systematic search of "blended learning" OR "blended learning" OR "blended courses" OR "integrated learning" AND "strategies" OR "techniques" OR "applications" OR "methods" AND "ESL" OR "English as a Second Language." Four main themes emerged from this review, namely collaborative-based learning, learning management systems, social media applications, and technology-based learning. Finally, several recommendations

were presented at the end of this research that should be the focus of future studies.

Khalil study (2021)

This study aimed to review forty-four research papers published between 2015 and 2019 to identify the best strategies for learning and teaching the English language in Palestinian universities to non-native speakers, as well as to explore ways to provide learners with self-learning skills. The study answered the following main question: To what extent does the blended learning that includes face-to-face meetings and electronic activities enhance students' engagement in the process of learning English as a Foreign Language (EFL) in universities? The analysis results showed that 74% of these studies recommend adopting the flipped learning strategy in teaching EFL in universities, as it provides an appropriate environment for implementing active learning and Project-Based Learning (PBL), which increases students' interaction and reduces their withdrawal or failure rate. The analysis results showed the difficulties that students and teachers face in implementing flipped learning. This includes the fact that many students and teachers lack computers and good Internet connection in their homes and the nonexistence of Internet connection in some rural areas. In addition to these difficulties, there is the resistance of teachers and students, sometimes, to use the modern learning strategies and their preference for traditional learning. Furthermore, most teachers face difficulties in managing time and designing content and activities for the flipped classroom. The study recommended that further research be done on how to fully implement flipped learning online and not only through blended learning but also face-to-face lectures.

Nuri study(2021)

This study investigated the effect of a blended learning approach (BLA) on the main English language skills (listening, speaking, reading, writing) when learning English as a foreign language (EFL). In order to reveal the effectiveness of the approach, an experiment was carried out involving 40 participants who were divided into two groups: experimental and control. The experimental group was taught using a BLA whereas the control group was instructed with a traditional approach to teach English. The experiment was conducted during a semester (three months) in which two classes of English were taught every week. According to the results of the study, the BLA had a dramatic effect on improving the main skills of the EFL participants.

Study(2020)

Blended learning has recently been considered a hot topic in education, especially for teachers and students to employ for the enhancement of the English language throughout the world. Therefore, the current paper yields to the related literature of the blended learning effects in teaching and learning the English language. Various related literature has been reviewed to find out the effects of blended learning on the four integrated skills of the English language such as reading, writing, speaking, and listening skills. Hence, the outcome of the reviewed literature present that there are effects of using blended learning in teaching and learning the English language. Blended learning affects each of the integrated skill of the English language positively and it is suggested that using blended learning as one of the 21st-century skills need to be taken into consideration for the teaching and learning the English language in the future.

Study Albiladi (2019)

This paper provides a review of the research related to the use of blended learning in English as a second/foreign language context. Blended learning is a relatively new field that combines traditional teaching approaches with distance and online learning. The use of blended learning has been emphasized by the recent research that examines the academic and social benefits of this teaching approach. Because it combines traditional and online teaching modes, the promise of blended learning rests on the strengths of both teaching approaches. The present review of the literature revealed that blended learning can be used effectively to develop language skills, enhance the English learning environment, and promote students' motivation toward learning the language. There is a dearth of literature that examines the challenges that face language teachers when using blended learning. Hence, more research has to be done to identify and deal with these challenges.

Abas study (2014)

Faced with the challenge of having a huge number of freshman students who need remedial English courses every year, Birzeit University had to follow the footsteps of many educational institutions around the world and opt for using technology in teaching in order to meet the need for teaching all those students, and cut expenses by reducing the number of teachers needed for those courses to almost the third. This study will closely examine and evaluate the experience of applying blended learning to the remedial courses of English Communication 101 and 102 at Birzeit University. These two courses were merged in one blended learning course that uses both face-toface material as well as an online component. The course aims to develop and enhance students' communication skills in English language and foster their skills of reading, writing, listening, and speaking. This study will examine students' attitudes towards using blended learning in this particular course. In addition, it will evaluate their readiness, cooperation, enthusiasm, and seriousness towards the new trend. Finally, it will evaluate the

experiment as a whole and provide some recommendations and suggestions for the future.

Awad study(2013)

This study aimed at investigating the effectiveness of using a blended learning program on developing Palestinian tenth graders' English writing skills. To achieve the study aims, the researchers designed a writing achievement test consisting of (40) items. The sample study consisted of (40) students from Shohadaa' Rafah Basic School in Rafah Directorate of Ed-ucation 2012-2013. The blended learning program was used in teaching the experimental group (20) students, while the traditional method was used with the control one (20) students in the second term of the school year (2012-2013). The ex-periment lasted for eight weeks. The study findings revealed that there were significant differences at (α ≤0.05) in the mean scores of the test in favor of the experimental group. The findings also pointed out that there were statistically significant differences at (α ≤0.05) in the participants' achievement level before and after implementing the blended program in favor of the post-application. This was attributed to the blended learning program in teaching writing. In the light of the study re-sults, the researcher recommended that education stakeholders should adopt the blend in teaching English, hold educational courses and workshops for teachers in employing blended learning to enrich the teaching learning process, create effective learning environment that enhances self- learning and develops students' achievement level.

Results

1. the difficulties that students and teachers face in implementing flipped learning. This includes the fact that many students and teachers lack computers and good Internet connection in their homes and the nonexistence of Internet connection in some rural areas.
2. there is the resistance of teachers and students, sometimes, to use the modern learning strategies and their preference for traditional learning.
3. most teachers face difficulties in managing time and designing content and activities for the flipped classroom.
4. This includes the fact that many students and teachers lack computers and good Internet connection.
5. that many students and teachers lack computers and good Internet connection.
6. Blended learning has become the most used way of teaching and learning in the past two years due to the pandemic.
7. it will be possible to understand how people have seen it as a new way

8. be able to measure how they perform in such a learning environment. We are expecting from what we have seen so far that people prefer it to traditional learning.
9. We also expect to find that people are performing better than traditionally because information and learning more is more direct and to the point.
10. Equip the learning environment with all that is needed for the new way of learning. Lack of resources is one of the major challenges that encountered students in this study.
11. . The first group was in favor of using the flipped learning model but with mature students and after providing the required infrastructure.
12. The second group was not in favor of using the flipped learning model because it might add more responsibilities and tasks to the overloaded teachers and it might distract students as well.

Recommendations

1. adopting the flipped learning strategy in teaching EFL in universities, as it provides an appropriate environment for implementing active learning and Project-Based Learning (PBL).
2. it is certainly asked to provide sufficient computer labs, Wi-Fi, technicians, and all necessary requirements.
3. that education stakeholders should adopt the blend in teaching English, hold educational courses and workshops for teachers in employing blended learning to enrich the teaching learning process.
4. The study recommended that further research be done on how to fully implement flipped learning online and not only through blended learning but also face-to-face lectures.
5. create effective learning environment that enhances self- learning and develops students' achievement level.
6. With the advent of online education, the relationships between lecturers or tutors and students alter and become more open and cooperating, because students get more involved, interested and motivated in learning foreign Lang

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