

The Impact of Blended Collaborative Learning on the English Reading Comprehension

DOI: <https://doi.org/10.47175/rielsj.v4i1.608>

| Mohsen Akbari Motlagh^{1*} | Esmaeil Zaraii Zavaraki² | Mehdi Vahedi³ |
| Aruish Noroozi⁴ | Morteza Bakhtiarvand⁵ | Yaghub Azizi⁶ |

^{1,2,3,4,5,6}Faculty of Psychology and
Education, Allameh Tabataba'i
University, Tehran, Iran

*mohsen_akbari@atu.ac.ir

ABSTRACT

The aim of this research was to examine the impact of blended collaborative learning on Iranian learners' understanding concept of English texts. Among the statistical population of eighth grade male students in Birjand in the academic year, 2021 which numbered 637 people, 30 students were purposefully separated into two experimental and control groups using the available sampling method. After taking the Oxford Placement Test and the purposeful appointment of learners in experimental and control groups, a pre-test was taken. Students in both groups were trained in English text comprehension techniques and skills for 4 weeks. Analysis of test results showed that students who were taught by the blended collaborative method, compared to students who were taught by the individual blended method, in understanding the concept of English texts, correct understanding and recognition of words and proper vocabulary in order to complete incomplete texts in the post-test and delayed the post-test stages have been performed much better. In understanding the reading of English texts, there was a meaningful difference between the performance of the experimental and control groups in the post-test, but no meaningful difference was obtained in function of the control and experimental groups in the delayed post-test.

KEYWORDS

E-learning; Collaborative Learning; Blended Learning, Blended Collaborative Learning; English Texts Reading Comprehension.

INTRODUCTION

Collaborative learning is an approach in which students discover different aspects of culture and unity in thinking through their interactions with others. This method helps students to reach generative ideas by placing learners in a discussion context (Smith & Robertson, 2003).

CL is an educator approach to teaching and learning that incorporates bunches of learners working together to light an issue, add up to a task, or make a thing. Inside the CL environment, the learners are challenged both socially and candidly as they tune in to distinctive points of see, and are required to precise and protect their considerations. In so doing, the learners begin to make their possess extraordinary conceptual frameworks and not depend only on an expert's or a text's framework. In a CL setting, learners have the opportunity to speak with peers, display and guard thoughts, trade assorted convictions, address other conceptual systems, and are effectively locked in (Srinivas, H., 2011).

Concurring to Yulia (2020), Online Learning should be included within the learning and educating stage since it gives more adaptable get to substance and training anytime,

anyplace. Typically too getting to be celebrated since online learning upgrades the amplexness of information and abilities through get to an expansive sum of data.

Edmodo may be a free social learning stage that gives a safe gate for understudies and teachers to put through and collaborate. Edmodo may be a private social organizing for the educator and understudies with spare social stage. The demonstrate of Edmodo comparable to other social arrange, Edmodo can be an extraordinary network special for the educator and understudies to share thoughts, record, news, and task (Shelly, 2011). Whereas others said that Edmodo may be a social arrange and a micro blogging which was planned uncommon for instruction that can be worked similar to other social organize like Twitter. By restricting the get to extraordinary bunch, instructor and understudies can share note, connect, record, declaration, task, and share the data within the recognizable environment (Wankel, 2011).

Yang (2012) focused “the online perusing exercises in Mixed Learning course empowered understudies to broadly hone what they had acquired within the onsite instruction without the confinements of time and location” (p.393). For this cause, it is vital to consolidate online perusing methodologies that lead understudies to be locked in and realized a content since “a peruser doesn’t basically rely on words and sentences but moreover relies on the recollections, encounters, information, and voices that the learner is reminded of from the displayed text” (Sheik, Soomro & Hussain, 2019, p.128).

For occasion, Kurucova, Medová, and Tirpakova (2018) expressed that BL altogether impacts ESP learners’ English authority, counting perusing, talking, tuning in, and lexicon since virtual engage recreated true work conditions that permitted learners to upgrade these aptitudes. Moreover, Mixed Learning has been specified as a down to earth learning approach due to its flexibility, which empowers understudies to memorize and get it the dialect freely whereas expanding their levels of inspiration and interest (Mulyadi, Arifani, Wijayantingsih & Budiastuti, 2020).

To look at whether BL improves students' perusing capacity and comprehension through learning stages based on site media, Kara (2018) and Syakur et al. (2020) administered diverse inquire about ponders. In Kara’s (2018) ponder; a portion of the members had get to Edmodo as a virtual instructive phase. The consideration found that working by means of Edmodo persuaded understudies to total their perusing homework whereas association and sharing data. Moreover, Syakur et al. (2020) proposed that understudies reacted emphatically towards English perusing based on a learning stage. Participants’ credits and inspiration to utilize unused and imaginative shapes to peruse in English expanded. Hence, the creators affirmed the adequacy of the BL approach to cultivate perusing aptitudes advancement and comprehension in English. Rombot, Boeriswati and Suparman (2020) too concurred with these comes about. They illustrated that BL gave learners the chance to re-read content without time limitation whereas getting a charge out of interesting interactive digital content.

RESEARCH METHODS

The Oxford capability test as a broadly identified solid and substantial test which has been pre-tested and approved was utilized and those with a score of one standard deviation over and underneath the cruel were chosen. Thus, among the statistical population of eighth grade male students in Birjand in the academic year, 2021 which numbered 637 people, 30 students were purposefully separated into two experimental and control groups using the available sampling method. After taking the Oxford Placement Test and the purposeful appointment of learners in experimental and control groups, a pre-test was taken. Students in both groups were trained in English text comprehension techniques and skills for 4 weeks. The number of English sections arranged per week was two sessions and the duration of each class was

1 h and 30 min. The difference was that the students in the control group were trained individually in blended method (n=15) and the students in the experimental group were trained in blended collaborative method (n=15).

Instruments

Two standard research tools were applied to gather the data of this study;

1. The Oxford Placement Test (OPT) was taken from all learners. This test is very efficient for determining the language level. According to each person's level of grammar, it determines which grammars need effort. Also, that test can be useful in determining the level of listening and speaking skills and expanding English vocabulary. As a result, with the aim of determining the general skill level of learners in understanding the concept, this test was held for both groups under the same conditions. This test has 100 multiple-choice questions and its unwavering quality was calculated based on the Kuder-Richardson (KR-21) strategy. Its unwavering quality was 0.73 which shows the tall unwavering quality of the test. That test is adjusted from the TOEFL planning book (Sharp, 2014).
2. The second research tool is a researcher-made test that is utilized as a pre-test, post-test and delayed post-test which is held two weeks after the post-test and its purpose is to check the stability of educational effects. This test consists of 20 questions, 5 questions measure the skill of recognizing the meaning of words and understanding words, 8 questions measure the skill of understanding and recognizing suitable words to complete blank texts and 7 questions measure the skill of reading comprehension of English texts. The questions of the test were given to some English language teachers and some test takers, and they were asked whether the upcoming test examines our target or not, and whether the entire content of this test is consistent with the purpose of our test or not? Then, according to the agreement of experts and others on the validity of this test as a result, it has high content validity.

Procedure

The gathered data to answer the research questions were collected in the following way. At first, the participants were selected by the available sampling method. The Language proficiency test was held for 30 selected participants. According to this method; at the beginning of research, the Oxford Placement Test (OPT) was conducted to determine the general skill level of learners in understanding the concept. Then the learners were split into two groups of 15 people, control and experimental. Both control and experimental groups had the same trainer who was the researcher of this study. In addition, the taught objects were the same for both groups (lessons 7 and 8 of the 8th grade English books in Iranian schools).

In the next step, a pre-test was taken from learners of both experimental and control groups. Before the start of teaching, learners of each group were given the necessary explanations about the group they are in. Then the learners of both groups were trained for 4 weeks. The number of classes held in a week was two sessions and the span of each class was 1 hour and 30 minutes. Techniques and skills to understand the concept of English language texts were taught. The teaching time was the same for the groups with the difference that the students of the control group were trained individually and the learners of the experimental group were taught cooperatively. Considering that it was possible to use different models of blended collaborative learning, but blended collaborative learning in the present study was only done with the specified interventions of the researcher based on face-to-face blended collaborative learning. For this purpose, the members of the experimental

group appeared in the class and used mobile phones or tablets at the same time and participated in the group that was created on Edmodo social network, but the training of the members of the control group was done individually in both face-to-face and virtual environments. Also, the learners of the experimental group could get feedback for their assignments and answers and comment on the assignments of other learners.

In order to prepare the learners and motivate them in teaching the seventh lesson of the eighth grade English book, pictures of famous people were sent to the learners through Edmodo social network. Then the learners sent assignments about the name of the country and their nationality and answer the questions. In the 8th lesson of the 8th grade English book, a link was sent to the group in order to prepare and motivate them, and the learners converted dates and learned about the names of the months and days using tools and facilities. At the end of the 4-week span, a post-test was conducted for the members of both groups. Two weeks later, in order to check the durability of the training effects, a delayed post-test was conducted. The obtained data were analyzed using SPSS software.

RESULTS AND DISCUSSION

To choose members with roughly the same level of dialect capability, all dialect learners were inquired to take part in Oxford Arrangement Test. The aptitude test comprised of 60 multiple-choice questions and each address had one stamp. 30 members who were at an normal level of dialect abilities were chosen for the show think about based on their scores (between 40 and 45). At that point the members were deliberately separated into two control and test bunches. Table 1 illustrates clear insights counting cruel and standard deviation in control and test bunches.

The scores got from the skill test according to Table 1, the average credits of the two groups of participants were almost the same and there was no meaningful difference between them. For more certainty, independent sample t-test was performed. Table 2 shows the results of the independent sample t-test for learners' performance in the skill test. According to the results of Table 2, the difference between two control and experimental groups in the skill test wasn't significant because Sig > 0.05.

Table 1. The Descriptive statistical results of the performance of control and experimental groups in the proficiency test

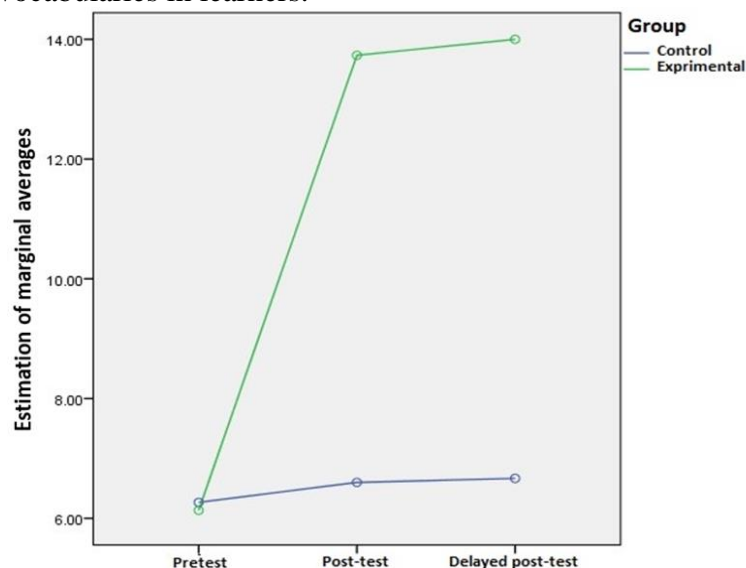
Group	N	Std. Deviation	Std. Error	Mean
Control	15	1.191	.249	42.08
Experiment	15	1.083	.233	41.06

Table 2. Independent sample t-test results for the performance of control and experimental groups in the skill test

	Levine's test for equality of variances		t-Test for equality of means						
	F	Sig.	t	df	Sig.(2-tailed)	Mean difference	Std. error difference	95% confidence inter-val of the difference	
								lower	upper
Equal variances assumed	.639	.423	-1.701	34	.069	-.650	347	-1.352	.052
Equal variances not assumed			-1.658	36.384	.069	-.650	347	-1.352	.052

Addressing the first research question:

Blended cooperative learning increases the ability to understand and correctly recognize the meanings of vocabularies in learners.



In the above graph, it can be seen that in the pre-test phase, the average point of the ability to understand and correctly recognize the meanings of the words of control and experimental groups were almost equal, but in the two phases of the post-test and delayed post-test, this average increased for the experimental group, while it remained almost constant for the control group. And it has increased slightly.

Table 3. Bonferroni test for the separate comparison of the studied groups in three stages of pre-test, post-test and delayed post-test.

Group			Difference of means	Standard error	The significance level
Control	pre-test	post-test	- 0.333	0.126	0.058
		delayed post-test	- 0.400	0.163	0.084
	post-test	pre-test	0.333	0.126	0.058
		delayed post-test	- 0.067	0.118	0.998
	delayed post-test	pre-test	0.400	0.163	0.084
		post-test	0.067	0.118	0.998
Experiment	pre-test	post-test	- 7.600 *	0.163	0.000
		delayed post-test	- 7.768 *	0.274	0.000
	post-test	pre-test	7.600 *	0.163	0.000
		delayed post-test	- 0.267	0.267	0.998
	delayed post-test	pre-test	7.867 *	0.274	0.000
		post-test	0.267	0.267	0.998

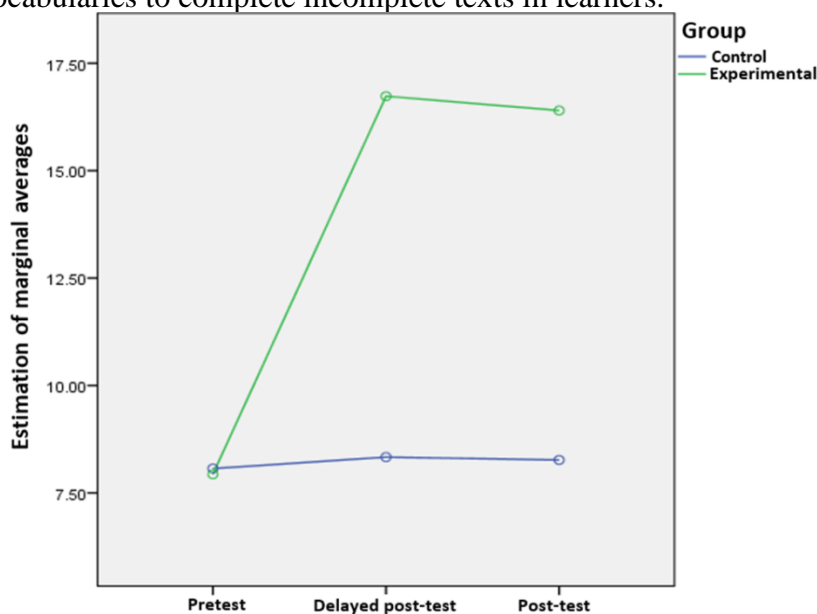
Table.3 demonstrates that the results of comparing the scores of the ability to understand and recognize the correct meanings of the vocabularies of the learners of the two experimental groups and the control group in the post-test. It can be seen that in the control group, the average score of the ability to understand and correctly recognize the meanings

of the vocabularies in the pre-test, post-test and delayed post-test stages aren't meaningfully different from each other. However, in the experimental group, the average score of the ability to understand and correctly recognize the meanings of words in the post-test and delayed post-test stages is significantly higher than the pre-test, but the average score of the delayed post-test and post-test stages aren't meaningfully different.

Based on this and considering the higher normal credits of the test bunch within the post-test and deferred post-test arrange, it can be concluded that the utilize of mixed collaborative learning is compelling and progresses the capacity to understand and recognize the proper implications of words of eighth review understudies. Since within the mixed collaborative learning strategy, learners have more opportunity to collaborate with each other without being restricted by space and time, and at the same time, they have get to instructive substance at the level of their person capacities, so they focus more on recognizing the proper meaning of vocabularies arrived. In addition, learners could use the Internet to access different dictionaries, as a result, they had more opportunities to find the correct meanings of vocabularies and share and discuss about it.

Addressing the second research question:

Blended collaborative learning increases the ability to understand and recognize the appropriate vocabularies to complete incomplete texts in learners.



The graph above indicates that in the pre-test phase, the average credit of the ability to understand and recognize the appropriate vocabulary of control and experimental groups were almost equal. However, in the two stages of post-test and delayed post-test, this average increased for the experimental group, while it remained almost constant for the control group and increased slightly.

Table 4. Bonferroni test for the separate comparison of the studied groups in the three stages of pre-test, post-test and delayed post-test.

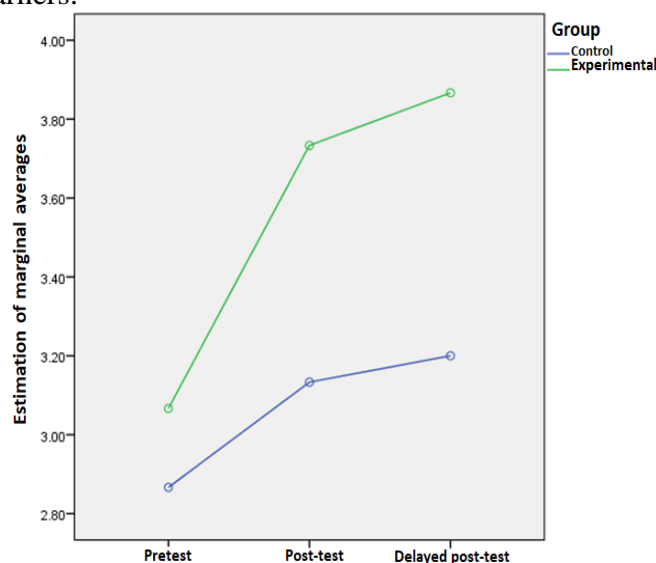
Group			Difference of means	Standard error	The significance level
Control	pre-test	post-test	0.267-	0.118	0.122
		delayed post-test	0.200-	0.145	0.566
		pre-test	0.267	0.118	0.122

	post-test	delayed post-test	0.067	0.067	0.998
	delayed post-test	pre-test	0.200	0.145	0.566
Experiment	pre-test	post-test	*8.800	0.439	0.000
		delayed post-test	* 8.467	0.389	0.000
	post-test	pre-test	*8.800	0.439	0.000
		delayed post-test	0.333	0.333	0.998
	delayed post-test	pre-test	*8.467	0.389	0.000
		post-test	0.333	0.333	0.998

Table.4 demonstrates that the results for the comparison of the appropriate vocabulary recognition test in order to complete the incomplete texts of learners of two experimental groups and control group in the post-test. It is checked that in the control group, there is a meaningful difference in the assessment of understanding and recognition of appropriate words in the pre-test and post-test stages. However, in the experimental test group, the test and recognition of appropriate words in the post-test stages are meaningfully higher than the pre-test, but the scores of delayed post-test stages and the post-test aren't meaningfully different. Based on this and considering the higher normal points of the test gather within the post-test organize, it can be concluded that employing a participle will increment the acknowledgment of suitable lexicon to total fragmented writings in eighth review learners. It is one of the capabilities that create participation for learners that doesn't have a time limit. With the possibility that learners who have been used by the blended collaborative method, compared to the group that was trained by the individual inoculation method, more participate in the groups to find the correct words in order to complete the incomplete texts that are obtained. Also, by using the possibility of participation that they have created on the Internet for reminders, it seems that the learners are successful in choosing the appropriate words for the incomplete texts by taking advantage of the knowledge and experiences of the learners.

Addressing the third research question:

Blended collaborative learning increases the reading comprehension ability of English language texts in learners.



In the graph, it can be seen that in the pre-test stage, the average credit of the reading comprehension ability of the English texts of the control and experimental groups was almost equal. However, in the two stages of the post-test and delayed post-test, this average increased for the experimental group, while it remained almost constant for the control group and increased slightly.

Table 5. Bonferroni test for the separate comparison of the studied groups in the three stages of pre-test, post-test and delayed post-test.

Group			Difference of means	Standard error	The significance level
Control	pre-test	post-test	0.267 -	0.206	0.651
		delayed post-test	0.333-	0.159	0.166
	post-test	pre-test	0.267	0.206	0.651
		delayed post-test	0.067-	0.067	0.999
	delayed post-test	pre-test	0.333	0.159	0.166
		post-test	0.067	0.067	0.999
Experiment	pre-test	post-test	*0.667-	0.159	0.003
		delayed post-test	*0.800	0.223	0.009
	post-test	pre-test	*0.667	0.159	0.003
		delayed post-test	0.133 -	0.133	0.999
	delayed post-test	pre-test	*0.800	0.223	0.009
		post-test	0.133	0.133	0.999

Table. 5 shows the outcomes of the test to compare the semantic comprehension ability credits of the students of the two experimental groups and the control group in the post-test. It can be seen that in the control group, the average point of reading comprehension ability of English texts in the pre-test, post-test and delayed post-test phases are not significantly different from each other. However, in the experimental group, the average score of reading comprehension of English texts in the post-test and delayed post-test phases is meaningfully higher than the pre-test, but the average score of the delayed post-test and post-test phases are not meaningfully different. Based on this and considering the higher normal scores of the test bunch within the post-test organize, it can be concluded that utilize of mixed agreeable learning increments the capacity to perused and get it English writings in eighth grade students. One of the foremost critical reasons for this will be that the selection of blended collaborative learning empowers understudies to put through to the information of other learners within the most limited time and be more fruitful in understanding the meaning of English tense writings. Since the more extensive a person's lexicon is, the more fruitful he will be in understanding the meaning of English writings.

The results of the investigation of this research hypothesis, with the results of Lim, Morris & Kupritz (2007), Siew-Eng & Muuk (2015), Wandell (2015), Spanjers, et al. (2015), Klentien & Wannasawade, (2016). In their research, these researchers came to the conclusion that the use of internet tools and web-based learning methods of English language education increases the level of knowledge and understanding along with students' interest and motivation and academic progress.

Lim, Morris & Kupritz (2007) compared blended learning and online learning on the learning rate of learners, the results of their research showed that blended learning is more effective in the dependent variable. Examining the open-ended questions showed that online course learners were dissatisfied with their workload and claimed to do more work, because they felt they received less support than other educational methods. Swaing et al. (2015) during a research on science education at the level of higher concepts found that teaching by an blended way has an effect on learning science subjects, especially if the teaching subjects require the presentation of concepts in English.

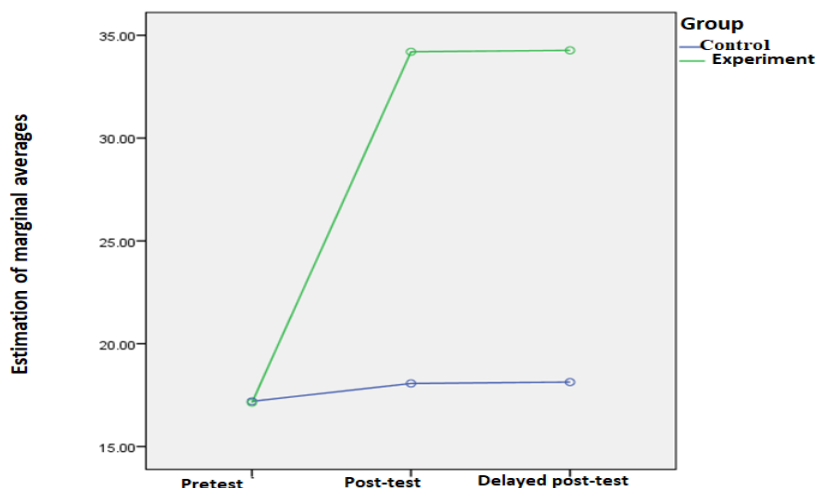
In his research, Wandell (2015) reached the conclusion that the use of visual and audio texts along with written explanations in learning and finding the opportunity to recover is an essential tool for learning in science lessons. Spanjers, et al. (2015) found in a study that the use of the blended teaching method causes the continuation of learning motivation and academic progress. Klentien, & Wannasawade (2016) during a research in order to improve and develop the educational environment using blended learning based on the project-oriented model in the science lesson, found that designing the environment with this approach can increase the ability of high levels of thinking and evaluation of educational activities in students.

Hockly (2013) managed a class-based activity investigate with two progressive bunches of worldwide EFL learners from a private dialect school within the UK and found most understudies were fulfilled with utilizing portable gadgets and craved to keep learning in this way. A few ponders (Motiwalla, 2007; Plana et al., 2013) realized most of the understudies took advantage of moment informing and upheld utilize of versatile gadgets for instructive purposes.

Another test ponder by Barhoumi (2014) was done to assess the impacts of versatile learning exercises through WhatsApp in a mixed learning course called Logical Inquire about Strategies. The exploratory gather experienced two hours of in-class learning and one hour of WhatsApp intervened learning exercises and the control gather was uncovered to as it were in-class learning. It was understands there were positive impacts on the mixed course test consisted of 70% of face-to-face and 30% of online learning through WhatsApp discourses.

Addressing the main research question

Blended cooperative learning increases the ability to understand the concept of English language texts of learners.



Based on the graph, in the pre-test stage, the average point of the ability to understand the concept of English language texts in both the control and experimental groups was almost equal. However, in the two stages of post-test and delayed post-test, this average increased for the experimental group, while it remained almost constant for the control group and increased slightly.

Table 6. Bonferroni test for the separate comparison of the studied groups in the three stages of pre-test, post-test and delayed post-test.

Group			Difference of means	standard error	The significance level
Control	pre-test	post-test	0.267 -	0.206	0.651
		delayed post-test	0.333-	0.159	0.166
	post-test	pre-test	0.267	0.206	0.651
		delayed post-test	0.067-	0.067	0.999
	delayed post-test	pre-test	0.333	0.159	0.166
		post-test	0.067	0.067	0.999
Experiment	pre-test	post-test	* 0.667-	0.159	0.003
		delayed post-test	* 0.800	0.223	0.009
	post-test	pre-test	* 0.667	0.159	0.003
		delayed post-test	0.133 -	0.133	0.999
	delayed post-test	pre-test	* 0.800	0.223	0.009
		post-test	0.133	0.133	0.999

Table 6 indicates that the results of the test to compare the understanding of the concept of English language texts of the individuals of two experimental groups and control group in the post-test. It can be seen that in the control group, the average score of the ability to understand the concept of English language texts in the pre-test, post-test and delayed post-test phase aren't meaningfully different from each other. However, in the experimental group, the average score of the ability to understand the concept of English language texts in the post-test and delayed post-test stages is meaningfully higher than the pre-test, but the average score of the delayed post-test and the post-test stages aren't significantly different. This graph demonstrates that in the pre-test phase, the average score of the ability to understand the concept of English language texts in control and experimental groups was almost equal. However, in the two stages of post-test and delayed post-test, this average increased for the experimental group, while it remained almost constant for the control group and increased slightly. Hence, the invalid speculation is rejected and the investigate theory is affirmed. Based on this, considering the higher normal scores of the exploratory bunch within the post-test arrange, it can be concluded that utilize of mixed collaborative is compelling and makes strides the understanding of English dialect writings of learners.

CONCLUSION

Collaborative learning refers to educational methods in which teachers organize students in small groups to work together in learning academic content and help each other in this matter (Slavin, 2011). Collaborative learning, is a model of education in which students cooperate with each other in order to achieve a specific goal and to complete an assigned task, and has

components of positive interdependence, individual responsibility, group engagement, social skills and communication (Ham and Adams, 2004). Kotnik and Berdondini (2008) consider collaborative learning as a successful educational strategy that in small groups, consisting of students with different levels of capability; use various learning activities to promote the realization of an issue. Interaction in the e-learning environment seeks to combine technology with traditional facilities and is not limited to the instrumental approach. With a unified view in education, the processes and results affected by this approach have been analyzed from the perspective of different experts in the form of different dimensions. In this environment, interactions and social communication are facilitated, many traditional educational problems are reduced, and a flexible, comfortable environment is created for learners, and at the same time benefiting from face-to-face educational advantages (Rooi, Alfred and Jordan, Hope 2004). The upcoming research investigated the influence of blended cooperative learning in increasing the ability to understand the concept of English language texts of eighth grade students. The discoveries appear that Edmodo can be exceptionally valuable as an instructive instrument. The demeanor of learners towards such movement was more positive. Learners invited to utilize of social organizing destinations as a supplement to the educational modules. Most learners demonstrated that they like investing time on Edmodo as a valuable device to progress their composing abilities. There are numerous computer-based dialect plans, but learners anticipate something more proficient and may not see these programs as intuitively encounters (Mazer, Murphy, & Simonds, 2007).

Moreover, the comes about of this inquire about appeared that the utilization of mixed agreeable learning in instructing English increments the capacity to get it and recognize the right meaning of words, the capacity to recognize suitable words to total inadequate writings and increment the semantic understanding of English writings. Based on the outcomes of this research, it can be said that the advantages of blended collaborative learning such as creating a collaborative learning environment among students and eliminating limitations such as class, time and the possibility of correcting assignments and the ease of doing it, and constructive interaction between the learner and the teacher, are received. Feedback has turned this method into one of the useful methods of teaching and learning. Especially in learning English, which has always been associated with problems for students and teachers of English due to encountering a second language, the use of this educational model, many challenges and problems exist in face-to-face classrooms and electronic learning environments. It minimizes waste and has created a positive environment for increasing motivation and academic progress among students.

REFERENCES

- Barhoumi, C. (2015). The Effectiveness of WhatsApp mobile learning activities guided by activity theory on students' knowledge management. *Journal of Contemporary Educational Technology*, 6(3), 221-238.
- Hockly, N. (2013). *Designer learning: The teacher as designer of mobile-based classroom learning experiences*. Monterey, CA: The International Research Foundation for English Language Education.
- Kara, S. (2018). Blended learning: A model to enhance engagement in reading class. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 18(2), 953-970.
- Klentien, U., & Wannasawade, W. (2016). Development of blended learning model with virtual science laboratory for secondary students. *Procedia-Social and Behavioral Sciences*, 217, 706-711.

- Lim, D. H., Morris, M. L., & Kupritz, V. W. (2007). Online vs. blended learning: Differences in instructional outcomes and learner satisfaction. *Journal of Asynchronous Learning Networks*, 11(2), 27-42.
- Motiwalla, L. F. (2007). Mobile learning: A framework and evaluation. *Journal of Computers & Education*, 49(3), 581-596.
- Mulyadi, D., Arifani, Y., Wijayantingsih, T. D., & Budiastuti, R. E. (2020). Blended learning in English for specific purposes (ESP) instruction: Lecturers' perspectives. *Computer-Assisted Language Learning Electronic Journal*, 21(2), 204-219.
- Rombot, O., Boeriswati, E., & Suparman, A.M. (2020). Improving reading comprehension skills of international elementary school students through blended learning. *AL IBTIDA: Journal Pendidikan Guru MI*, 7(1), 56-68.
- Sheikh, I., Soomro, K. A., & Hussain, N. (2019). Metacognitive awareness of reading strategies, reading practices and academic attainments of university students. *Journal of Education and Educational Development*, 6(1), 126-137.
- Shelly, Gary, et al. (2011). *Teachers discovering computers: Integrating technology in a connected world*. Bosto: Cengage Learning.
- Siew-Eng, L., & Muuk, M. A. (2015). Blended learning in teaching secondary schools' English: A preparation for tertiary science education in Malaysia. *Procedia-Social and Behavioral Sciences*, 167, 293-300.
- Spanjers, I. A., Könings, K. D., Leppink, J., Verstegen, D. M., de Jong, N., Czabanowska, K., & van Merriënboer, J. J. (2015). The promised land of blended learning: Quizzes as a moderator. *Educational Research Review*, 15, 59-74.
- Srinivas, H. (2011 Oct. 21, last updated). What is Collaborative Learning? The Global Development Research Center, Kobe; Japan. Retrieved 5 Nov 2011, from: <http://www.gdrc.org/kmgmt/c-learn/index.html>.
- Syakur, A., Fanani, Z., & Ahmadi, R. (2020). The effectiveness of reading English learning process based on blended learning through "absyak" website media in higher education. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(2), 763-772. doi:10.33258/birle.v3i2.927.
- Wandell, B. A. (2011). The neurobiological basis of seeing words. *Annals of the New York Academy of Sciences*, 1224(1), 63.
- Wankel, C. (2011). *Educating educators with social media*. United Kingdom: Emerald Group Publishing Limited.
- Yang, Y. F. (2012). Blended learning for college students with English reading difficulties. *Computer Assisted Language Learning*, 25(5), 393-410.
- Yulia, H. (2020). Online learning to prevent the spread of pandemic coronavirus in Indonesia. *Eternal (English Teaching Journal)*, 11(1), 45-56