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| **RESEARCH ARTICLE**

The Effect of Blended Learning on The English Students' Course Performance

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| **ABSTRACT**

According to Zeqiri and Alserhan (2020), the growing use of blended learning (BL) and online delivery (OL) in higher education is very evident. Combining online content delivery with conventional face-to-face delivery, blended learning offers a beneficial mix of online and conventional approaches. Blended learning is a hopeful substitute for remote learning since studies show it raises student happiness. There is definitely a need for further study on the relationship between satisfaction and general performance in courses offered through blended mode. The inclusion of information technologies in education is crucial for creating a more efficient learning environment for students. The study aimed to determine the effects of blended learning to the English Course performance of the students in a university in China. According to the study, teachers disagreed with the emphasis on development and continuous assistance in blended learning as well as the acceptance of developing technologies. They also preferred conventional lectures over the supposed confidence and drive acquired via blended learning. Notwithstanding these differences, blended learning greatly raised English course performance in some Chinese colleges and universities.

Introduction

The advent of new technologies has impacted the learning process among students in higher education. The new technologies have been embraced by students and led to the growth and popularity of learning using the internet. Nowadays, many universities use online teaching in higher education (Qiu, 2019). Online learning represents the use of the internet as a means of interaction between students and teachers. Blended learning (BL) and online delivery (OL) are used by many universities in order to embrace the new challenges in higher education. (Zeqiri & Alserhan, 2020). The combination of online content delivery and traditional face to face delivery comprises blended learning (Heirdsfield et al., 2011).

Research suggests that the right combination of online and traditional delivery represent an effective methodology in higher educational institutions. The use of blended learning is thought to facilitate this kind of combination of delivery. In this context, the new communication technologies provide educational institutions with a new learning environment that fuel and improve the learning process (López-Pérez et al., 2011).

Significant studies have been carried out in recent years concerning the use and integration of Information Technologies in education (Tselios et al., 2011). Blended learning has been seen as a promising alternative for distance learning since it uses a mix of face-to-face and online learning (Diep et al., 2017).

Many scholars have tried to investigate the role of blended learning on students' satisfaction (Sadeghi et al., 2014; Sajid et al., 2016; Vernadakis et al., 2012; Wu et al., 2010). In a study, Melton et al. (2009) have also found out that blended learning is preferred over a traditional learning delivery. In this line, Lim and Morris (2009) have noticed that blended learning increases student satisfaction. Thus, student satisfaction with blended learning helps in evaluating the effectiveness of using this form of the

class mixture in higher educations. Understanding what method leads to student satisfaction provides an insight into educational institutions to create a more effective learning environment for students (Wu et al., 2010).

However, even though there has been a significant number of studies that investigated students' perception concerning online learning and face to face learning, a few pieces of research have been carried out about satisfaction and its relation to students' overall performance in courses delivered through blended mode.

Blended Learning

The concept of blended learning was established at the beginning of the 21st century since this terminology was a substantially long time ago in the early 20th century (Banditvilai 2016). Blended learning is considered as the combination of face-to-face instruction with technology-mediated instruction or online learning that reached the most popular among the 21st - century skills in today's higher education (Bolandifar 2017). The term blended learning, then appeared in the domains of English language teaching and learning lastly to take its commonplace in teaching and learning the English language (Whittaker 1976). In other words, blended learning is viewed as facilitating collaboration, abridging the assessment process as well as providing the reference and expanding the engagement among the students to improve their skills in language learning.

"Blended learning" appears to have been in use since the popular advent of the Internet and the World Wide Web in the late 1990s. However, like many other Internet buzzwords around this time (e.g., new economy, e-learning), its precise connotations have changed and subsequently converged and stabilized. From 2006 to the present, blended learning has been understood as a combination of face-to-face and technology-mediated instructional forms and practices. At the same time, the phrases "face-to-face" and "technological mediation" themselves may generally benefit from further definition and contextualization. As a result, it traces out the etymology of the evolving meaning of the term "blended learning," and it also maps out analytically the significance of the opposed terms that have come to be seen as "blended" in it. It offers these etymological and analytical accounts in order to provide clarity on the current meaning of "blended learning" (Friesen, 2012)."

Blended learning is one of the most modern methods of learning helping in solving the knowledge explosion problem, the growing demand for education and the problem of overcrowded lectures if used in distance learning, expanding the acceptance opportunities in education, being able to train, educate and rehabilitate workers without leaving their jobs and teaching housewives, which contributes to raising the literacy rate and eliminating illiteracy; blended learning increases the learning effectiveness to a large degree, decreases the time environment required for training, decreases the training costs, allows the learner to study at his favorite time and place, allows for live interviews and discussions on the network, provides updated information suiting learners' need, and provides simulations, animations, practical events and exercises and practical applications (Al- Shunnaq and Bani Domi, 2010).

Blended learning is one of the contemporary trends of education and one of the new trends of the teacher in the twenty first century; it can be described as an educational method in which more than one means is used for transmitting knowledge and experience to learners to achieve the best of the learning outputs (Freihat, 2004); accordingly, this model combines the advantages of e-learning and the benefits of classroom education; this education is based on the integration between the traditional learning and e-learning (Al-Rimawi, 2016).

Blended learning has long been with the traditional approach and extensively implemented in schools and at universities since the 1980s (Pappas, 2018) and has got the broad interest of researchers in the field of English language since the late 1990s (Mingyong, 2015). Besides, Sharma & Barrett (2007) stated that the term blended learning emerged in the business field to corporate training and then applied in higher education. It offers a range of inspiring and adaptive learning experiences and engages students in a positive and insightful learning environment (Rybushkina & Krasnova, 2015). It gets more important because of its flexibility in consent, the learner's needs, individual differences, different learning styles, competency in learning. It also provides an exciting teaching and learning environment for the English language and affects the whole process of FL learning (Challob et al., 2016). Furthermore, it provides flexible resources to make the learning environment more active, offering students a new learning experiment (Oh & Park, 2009; Davis & Fill, 2007). Moreover, it equips teachers to be more helpful in utilizing technology as well (Fakhir, 2015) and saves time (McCarthy & Murphy, 2010).

There are several definitions of blended learning; (Ismail, 2009) defined it as the employment of technological innovations in blending the two methods of education face-to-face as well as distance education to bring about an interaction between the faculty member being a teacher or a mentor with learners face-to-face through these innovations, which are not required to have specific electronic tools or specific quality with the availability of learning sources linked with content and learning activities. Hassan (2010) sees that it is a way of learning aiming to help the learner achieve the targeted learning outcomes through the blending between the forms of traditional education and e-learning with its patterns inside and outside the classroom. (Salamah, 2005) indicated some features and characteristics that distinguish blended learning as providing a face-to-face communication, which increases the interaction between the student and the trainer, (teacher) and students, students among each other, and students and content, and reduces the teaching costs through increasing the learning proportion to cost, enhancing the humanitarian aspects and the social relations between learners and teachers, meeting the needs of each learner according to his abilities, integrating the structural and final evaluation systems, transmitting from the collective learning pattern to the learning

concentrated on the student and using the physical and virtual materials in the best way. Blended learning is also beneficial in using the technological development in the design, implementation and use, supporting the traditional teaching methods used by the faculty staff in appropriate interactive learning, providing training members in the job or study environment through using a minimum amount of efforts and resources to gain the maximum results, and finally enabling individuals to continuously apply skills to become a habit with practice.

Blended learning is an extension of the physical and online learning approaches where the teachers facilitate students to engage in activities that fulfill their educational objectives. Online learning software include Edmodo, Moodle, Easyclass, and others with features that support students in communicating, sharing information and learning resources, working in groups, submitting assignments, and performing other learning activities. Online learning helps the conventional classroom to adequately fulfill the educational requirements of students. In blended learning, students are allowed to initiate interaction, learn from others, enhance their own learning outcomes, improve their intellectual capacity, and develop their knowledge and skills. Teachers also have the ability to manage and control an online class in a much easier and more flexible manner (Broadbent, 2017). Furthermore, through blended learning the students are expected to optimally explore and acquire course knowledge and practice 21st century soft skills such as communication, IT, numeracy, Learning, problemsolving, and teamwork. Hard skills are equally acquired through the online learning process.

Blended Learning not only provides more options for students, but it also has other benefits, such as improving access to learning materials and enhancing the quality of learning. Various academic activities such as lecturing, group and individual projects, presentations, resource sharing, and free discussions can be applied in a combination of face-to-face classroom and online learning (Khan et al., 2012).

Blended learning activities provide an explicit focus on course content that improves students' academic performance and encourages 21st century skills, including soft and hard skills. These are both improved when students interact through various activities inside the classroom and outside through online learning (Singh & Singh, 2017; Witherspoon, 2011). Delialioğlu, (2012) and Schober et al. (2008) also stated that blended learning gives the opportunity and enables the environment for students to communicate actively with other students, which ultimately leads to communication, teamwork, problem-solving, and learning hard skills.

In the previous studies investigated the effectiveness of the blended learning approach. They mostly reported that blended learning meets the educational needs of students such as satisfaction of learning, enhancing convenience and flexibility, achieving and improve language learning skills as well as to developing critical thinking skills. Some writers say there is students' satisfaction towards blended learning and enjoyable with this new method of teaching in general. Bendania (2011) is one of those who clarify positive attitudes and the factors related to attitudes; mainly experience, confidence, enjoyment, usefulness, intention to use, motivation and whether students had ICT skills were all correlated. Al Zumor (2013) cited by Aliweh (2011) also take a similar position, investigated Egyptian EFL students' learning styles and satisfaction with web-based materials. Findings of the study showed highly positive perceptions because of an array of benefits (e.g., usefulness, enjoyment, accessibility, convenience, and richness of resources). Moreover, students' gender had a significant effect on students' learning style preferences; it had no bearing on their satisfaction with web-based materials. Adas, D. and Wafa, A. (2011), similarity in his study approved that the students' attitudes toward Blended Learning were positive in terms of the process, ease of use and content. Moreover, this study reflected the students' internet and IT skills and interests due to Internet availability and accessibility.

The Complex Adaptive Blended Learning System

Figure 2 presents a diagram that outlines all the components of the Complex Adaptive Blended Learning System, or CABLES framework. The learner sits at the center of the model, but all components impact each other. There are six elements in the system, all with their own sub-systems. These six elements are: The learner; the teacher; the technology; the content; the learning support; and the institution.

Not only does each element have its own character and subsystem, but each acts in relationship to all the others. As in any complex system, the relationships are dynamic and integrative. This adaptive system of blended learning emerges from the relationships and the effects of each element acting with and on the other elements.

Figure 2. CABLES framework

LEARNERS	The role of learners changes, or adapts, as learners engage for the first time or in new ways with the elements in the system. Most important is the well-researched change from passive to active learner. This is key to the support and training of lifelong learners, a characteristic identified as important in 21st-century society.
TEACHERS	The of teachers is also new in blended environments and will co-evolve with students as both engage with and adapt to each other and the other four elements in the system. The assumption is that teachers engaging in blended learning will adapt to pedagogies appropriate not only for blended learning but for learners preparing to engage productively in 21st-century societies, which are characterized by significant diversity. These "teachers" will be identified by new labels, such as facilitators, mentors, advisers and moderators.
CONTENT	Subject matter is still an important influence on the delivery of learning.Contents refers to subject matter and the material elements used to engage learners in the process of mastering that subject. The interactive, dynamic,media-rich materials available online create opportunities for teachers and learners to add content before, during and even after the course experience. The dynamic between the learner,the teacher,the technology, The learning support and the institution impacts the choice and use of content.The opportunity for deep learning of content is available via this complex engagement of multiple learning modes influenced by many elements.
TECHNOLOGY	Technology in general terms refers to any equipment or mechanism that extends the human capacity to get things done, the creation and use of technical means, and their interrelation with life. Emerging technologies are tested and then either adapted for new uses or discarded if not of significant value. Technology for learning requires new roles for the learner and teacher and new ways of accessing and working with content. Much research is available on technology for learning in many settings with diverse learner groups, resulting in a large range of outcomes. There is still much testing and research needed to identify the applications, challenges and outcomes of technology for learning. In this theoretical framework, the technology has to be seen as part of the system of blended learning, one that includes all elements working in relation to each other.

LEARNER SUPPORT	Helping learners master the content and become competent has to be part of their education. Learner support is included in this framework to emphasize the development required to be a competent blended learner and the ongoing support needed when the system includes complexity. Support can involve technology troubleshooting, material access and learning to communicate effectively online, as well as all the other usual support around understanding content and assignments. In addition, there is a measure of independence attached to online learning that, once mastered, is a lifelong asset. However, it does require the scaffolding of support across diverse learners and over time. For Wang et al. (2015), learner support means "academic support focusing on helping learners to develop effective learning strategies, such as time management and collaborative skills, and technical support aiming to help students improve their knowledge of the technological tools and the fluency with which they use the tools to complete specific learning tasks" (p.384).
INSTITUTION	Just as classroom-based learning requires buildings,desks,lighting and other accessories of brick-and-mortar institutions,blended learning requires technological infrastructure and digital janitors. Institutional support is a necessary if not sufficient condition for successful blended learning.

Table 1.The six elements of the CABLS framework.

The CABLS framework is designed to "facilitate a deeper, more accurate understanding of the dynamic and adaptive nature of blended learning" (Wang et al., 2015). This systems approach allows someone new to blended learning to consider key interacting components at work as they create and offer a blended learning course or programme. Teachers will be most interested in the relationship between content, learners and technology.

English Language Used for Blended Learning

English is one of the widespread languages and used almost by all people around the world because of the constant development of technology such as the internet (Pakir, 1999). It plays a crucial role in education and student are required to use it efficiently since it is essential for all professionals and in the job market nowadays (Flanegin & Rudd, 2000). The English language contains four main skills (speaking, listening, reading, and writing). Writing skill is considered an essential part of everybody's life, in business, in creativity, and scholarly activities (Keshta, 2013) but it is considered as a complex skill than other language skills since it requires comprehensive and systematic instructions (So & Lee, 2013). It requires writers to make compositions involving content, organization, structure, and mechanics appropriately to convey meaning through writing simultaneously (Brown, 2007). Therefore, English as Second Language (ESL)/English as Foreign Language (EFL) students face problems in communicating their ideas effectively because of the lack of creativity and sufficient knowledge in English writing skills (Adas & Bakir, 2013), and writing becomes much more complicated. On the other hand, Melor & Nur (2011) specified that ESL/EFL students' performance in English language skills has been unsatisfactory over the years. Therefore, to overcome this problem So & Lee (2013) suggested giving more opportunities for learners to write and activities on the components of these skills in a systematic and organized manner. In other words, writing as an important skill requires effective methods of practicing and teaching to enhance students' ability to communicate ideas and feelings via writing. Recognizing this, several associations have made attempts to find a way of improving learning and practicing English writing skills (Mourtaga, 2010).

One of the new approaches is blended learning, which has been practiced and applied by many high institutions all over the world. Blended learning is focusing on the use of information technologies in the creation of new learning situations that promote constructive learning and learner-centered methods. This teaching approach combines the advantages of face-to-face and online learning to suit individual differences (Bersin & Associate, 2003), which is a flexible, accessible, and meaningful way of teaching and learning (Seffner & Kepler, 2015). On the other hand, Bonk & Graham (2006) stated that this approach is not only about applying available technology, but it seeks to find better ways of supporting students and providing them with the best possible learning and teaching experiences, as well as supporting teachers. So, despite the intensive implementation of this approach in other fields, it is also linked with English teaching methodology, instructional technologies, and computer-assisted language learning (Picciano, Dziuban & Graham, 2013). Correspondingly, according to Zhang & Zhu (2018), to find out the best environment for all students is a challenging task. However, the blended learning approach makes possible an "accessible, flexible, active, interactive, encouraging, and inspiring" teaching and learning environment (p. 268). Wold (2011) suggested that blended learning is required to be applied as a useful instructional model for practicing writing skills instead of solely using an online learning model. So, the blended learning approach in English language teaching and learning provided this opportunity to overcome this problem and enhance students' performance in English (Wasoh, 2016). It is supposed to assist students in improving

their skills and help them overcome their writing challenges and promote learning through a creative combination of teaching and learning strategies (Geta & Olango, 2016).

Writing is defined as "a basic communication skill and a unique asset in the process of learning a language" (Chastain,1988: 244). It is a mental activity involving formulating ideas, considering how to express them, and arranging them in a way to be clear for the addressee (Sokolik, 2003) and social activity as a means of communication in which one can convey their message to readers. It is considered significant, but one of the complicated skills in language production (Akhtar, Hassan, Saidalvi, & Hussain, 2019) since it involves idea follow, capturing mental demonstrations of knowledge and practice with subjects (József, 2001). The complexity of the writing skills lies in arranging and producing a coherent, concise and readable text (Richards & Renandya, 2005) and requires organizing the idea corresponding to a specific intention (Haring, 1994; Johnstone et al., 2002).

Furthermore, academic writing skills demands constant practice and students are supposed to develop their writing skills in formal instructional circumstances (Giridharan, & Robson, 2011). Mastery of the writing skill is essential for the students since it allows them to express their feeling, thoughts, knowledge efficiently. It helps the writers to express their feelings and thoughts in the meaningful form and sequence of words and mental interaction through written messages (Knoch et al., 2016; Jani & Mellinger, 2015). It also assists them in developing their confidence, 43 fluency, and creativity. So, getting sufficient knowledge of writing allows learners to communicate effectively in different ways to share their feeling and thoughts (Sulisworo et al., 2016).

In contrast to this, nowadays, many students feel difficult and bored when writing. Many students think unenthusiastic, afraid, and have difficulties in writing. According to Abderraouf (2016), students have problems beginning to write and difficult to develop ideas. Most EFL students also experience coherence and cohesion problems when writing (Belkhir & Benyelles, 2017). Several factors cause those problems. Huy (2015) mentioned that the factor that underlies students' difficulties in writing is the use of several aspects of language in writing such as grammar and they often experience problems when in punctuation when writing. Besides, there are also intrinsic factors to the students such as learners 'motivation that affect students' writing abilities (Dhanya & Alamelu, 2019). Meanwhile, according to Fareed et al. (2016) ineffective teaching methods are among the main factors of students' writing problems. Regarding this matter, (Rico, 2014) also stated that the most relevant factor influencing students 'writing ability is teachers' teaching methodology. That is because learning methods can influence students' interest in learning, especially in writing. The use of learning methods can also affect the quality of students' writing and students' motivation. Therefore, teachers have to try new teaching methods other than traditional methods to achieve learning goals (Adas & Bakir, 2013).

There are various learning methods used by teachers from ancient times until nowadays. These teaching methods include the audio-lingual method, community language learning, silent way, suggestopedia (Freeman, 1990). In line with science and technology development, new and more effective learning methods are starting to emerge. One of the latest learning methods that are beginning to be applied nowadays is the blended learning method.

Both teachers and learners must engage in blended learning, especially since the shift from teacher-centered education to learner-centered education means the learner actively takes a major part in the learning process by utilizing online learning. Nevertheless, there are different models representing the implementation of blended learning, such as an online driver, self-blended, labs, flex, rotation, and face-to-face driver (Horn & Staker, 2015). For the current study, a face-to-face driver model is adapted, using digital tools to drive EFL education.

Evidence from a wide range of disciplines including English language supports the use of blended learning to improve student learning processes and outcomes. The study conducted by So & Lee (2013) explored the influence of blended learning approach on improving EFL learners' writing skills. The study found out that the participants in the blended learning groups received higher scores for their writing at the end of the study. Guangying (2014) carried out an experimental study on the influence of blended learning on improving learners' speaking and listening skills. The finding of the study indicated that the experimental group participants (taught with blended learning) scored higher in the exams than the control groups participants did. Schechter et al (2015) examined the influence of blended learning approach in reading skills. The result indicated that the participants in the treatment groups exposed to blended learning approach surpassed in the reading scores compared to the participants taught traditionally. A study by Enriquez (2014) on the students' perceptions of the use of Edmodo showed that Edmodo allows students to improve their learning through active participation in online discussions and tasks.

The department of English language and literature has begun to consider online learning and attempted to integrate it into basic skills and grammar classes. However, EFL learning is a complicated process that requires substantial efforts to successfully immerse EFL learners in the language. Further, learning grammar is considered the most tedious skill in learning English, even though failing to comprehend grammar rules often leads to communication failures (Schulz, 2001). It is assumed that blended learning can help both EFL teachers and learners reach higher grammar proficiency by improving their learning practices and utilizing technology to create innovative learning experiences. Thus, many learning management systems (LMS) have been designed to support learning and teaching experiences, such as Moodle, Easy LMS, OpenEdX, LearningCart, and many others. Moodle, the Modular Object-Oriented Dynamic Learning Environment, is utilized by the majority of Jordanian universities (Bataineh & Mayyass, 2017).

On the other hand, blended learning can be a challenge if it is not implemented properly. For instance, university learners and their teachers should be confident and supported, as they are the most vital members of successful and permanent

implementing blended learning (Darrow et al., 2013). According to previous scholars (Graham et al., 2005; Hofmann, 2011; Milheim, 2006), potential challenges to blended learning include: The accessibility of technology and the internet; the need for an LMS matching all the learners' and teachers' needs; aptitudes and attitudes to cope with new technology; live and easy interaction to address learners' questions; cultural adaptation to balance modernity with maintaining one's identity and values; and anagement of the class to assess and observe the learners.

As a part of blended learning, online learning allows the students to connect with classroom activities at any time in any place (Nathan & Rajamanoharane, 2016). Singh and Singh (2017) reiterated that it allows students to work together and report back or present to the class as a whole, thereby encouraging student-to-student interaction. Furthermore, teachers are able to provide clear directions and realistic goals for group and individual assignments. Their roles include designing blended activities for face-to-face and online learning and giving directions and instruction to enable students to acquire 21st century skills through academic activities within and outside the classroom. Hadiyanto (2019b) and Shulamit and Yossi (2011) stated that these activities can be managed through online learning to boost their 21st century skills. Students interact, read, question, and discuss the resources provided by the teacher. A class member can upload multiple resources to share with all class members to learn, compare, analyze, and extract the necessary information from them.

Student-centered learning approaches widely recognize that blended learning is a strategy for implementing academic activities in face-to-face and online learning (Bryan and Volchenkova, 2016). This is an innovative method applied to deliver course content to students in order to obtain a measurable learning outcome. Not only does it develop their academic performance, but it also improves communication, critical thinking, problem-solving, numeracy, teamwork, and IT skills during the learning process and activities. Teachers can observe and guide students while they engage, communicate, discuss, and work as a team to fulfill learning objectives. (Partnership for 21st Century Skills, 2008), Wilson-Ahlstrom et al. (2014) observed that the development of 21st century soft and hard skills occurred during the learning process. Appropriate teaching and learning methods create an opportunity for students to practice soft skills by which they eventually gain hard skills. Students are expected to possess observable 21st century skills and measurable academic performance as discussed previously.

According to Sulisworo et al. (2018), flexible learning opportunities in blended learning can improve students' writing skills. Students can access the material anywhere and anytime through the internet and can discuss without time limits through blended learning. Based on previous research on the blended learning method conducted by Qindah (2018), it was found that blended learning had a positive impact on students' grammar scores. Furthermore, Qindah (2018) also suggested that other researchers examine the effects of blended learning methods on different language skills such as writing.

Conceptual Framework

Guided by the theoretical framework, the researcher will develop a conceptual framework as shown below.

Independent Variable	**Dependent Variable**
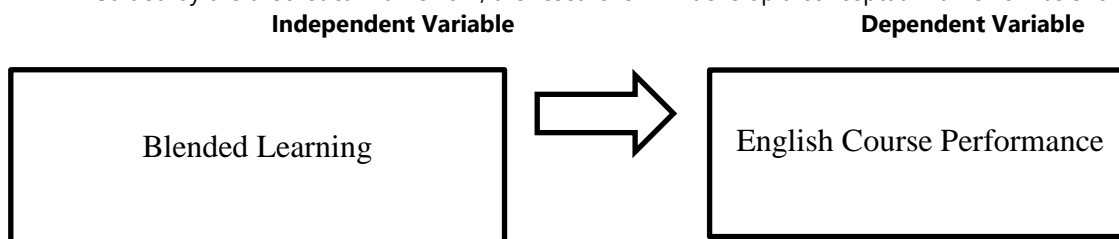
Figure 1. Conceptual Framework of the Study

This illustrates how will the independent variable blended learning affect the dependent variable English course performance of the students.

The study aims to determine the effects of blended learning to the English Course performance of the students in a university in China.

Specifically it will sought to answer the following questions:

1. What is the respondents description on their experience with the implementation of blended learning with respect to:
  1.1 Learners;
  1.2 Teachers;
  1.3 Content;
  1.4 Technology;
  1.5 Learners Support; and
  1.6 Institution?
2. What is the rating of the teachers to the students performance in English course?
3. What is the effect of blended learning to the English course performance of the students in selected universities and colleges in China?

4. How can the results of the findings be used to further enhance the current blended learning applied by the selected universities and colleges towards the continuous improvement of the students performance in English course?

Hypotheses of the Study

This hypothesis will be the tentative answer to the research problems. The null forms will be subjected to statistical testing at .05 level of significance through the corresponding appropriate statistical tests.

Definition of Terms

These key terms in the study are given the following conceptual and operational definitions.

Blended Learning. In this study, it also refers as hybrid learning that is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods.

Content. In this study, it refers to the subject matter and the material elements used to engage learners in the process of mastering a subject.

English course performance. In this study, it refers to the extent to which a student, has attained their learning objectives in English course.

Institution. In this study, it refers to the technological infrastructure and digital janitors especially if support is necessary because of insufficient condition for successful blended learning.

Learners. In this study, it refers to the change from passive to active learner. This is key to the support and training of lifelong learners, a characteristic identified as important in 21st-century society.

Learners Support. In this study, it refers to the emphasis on the development required to be a competent blended learner and the ongoing support needed when the learning system includes complexity.

Teachers. In this study, it refers to the assumption is that teachers engaging in blended learning will adapt to pedagogies appropriate not only for blended learning but for learners preparing to engage productively in 21st-century societies, which are characterized by significant diversity.

Technology. In this study, it refers to learning with using technology that requires new roles for the learner and teacher and new ways of accessing and working with content.

Scope and Delimitation of the Study

The scope of the study will be in selected universities and colleges ion China whereas the respondents are teachers in English department. Total number of teachers in the English department will still be determined for the sample size of the study. This study will be conducted during the Calendar Year 2022-2023.

Methods and Techniques Used

The experimental research design will be structured for this study in which numeric score rating gathered the perception of the respondents observed in a structured pattern. This research design will deal at the problem of the study scientifically, and established a clear cause and effect of blended learning to the students performance in English course. The method of the research will be quantitative whereas, according to Bhawna & Gobind (2015; as cited by Susaie & Shah, 2022), quantitative research is the systematic empirical investigation of observable phenomena using statistical, mathematical or computational techniques. This method will be used to analyze effect between variables and present mathematically through statistical analysis wherein, this is the main purpose of the research.

This study will utilize descriptive statistics to determine the respondents description to blended learning in terms of the learner, the teacher, the technology, the content, the learning support and the institution. The results will examine how the respondents examine the effect of blended learning to the English course performance of the students in a university in China.

The probability sampling method will be utilized in the research, and specifically purposive sampling technique that is according to Hameed (2016), allows the researcher to select a particular setting and respondents to participate in the research, and for this study the English teachers who have been teaching for more than three (3) years in the university. Furthermore, the researcher will compute for the sample size using the sample size calculator by raosoft.com where the confidence level will be set into 95% and a 5% margin of error will be expected. The total number of the English teachers in the university is necessary for the researcher to calculate the final sample size.

Respondents of the Study

The study will focus in the selected schools and universities in China whereas the teachers under the English department are the respondents. The respondents will be teachers who have experienced the implementation of blended learning and observed the English course performance of the students.

Instruments of the Study

The instrument of the study is a channel to collect answers from respondents to test hypothesis. A survey questionnaire through online form will be used as the primary research tool and will be adapted from the Complex Adaptive Blended Learning

System developed by Wang, Han, and Yang (2015). There are six elements in the system, all with their own sub-systems. These six elements are; the learner, the teacher, the technology, the content, the learning support, and the institution. These identified elements will serve as the parameters of the study. In this regard, the proponent will still undergo instrument re-validation by the panel of experts to ensure the questionnaire's accuracy, clarity and reliability. Important concerns will be recognized by the researcher for modification before the pilot testing and conducting the actual survey. The wording and presentation of the questionnaire will be adjusted to make the questionnaire increase reliability. The pilot questionnaire with the components below will be disseminated to selected English teachers of a university in China.

Part I Respondents description on blended learning in terms of the learner, the teacher, the technology, the content, the learning support, and the institution

Part II Respondents rating on the students performance with the English course.

Presentation, Analysis, and Interpretation of Data

1. What is the respondent's description on their experience with the implementation of blended learning with respect to Learners, Teachers, Content, Technology, Learners Support, and Institution?

Table 2: Respondent's description on their experience with the implementation of blended learning

Indicators	Average rating	Interpretation	Rank
Learners			
1. I accept changes by adapting and engaging in the new ways with the elements of the blended learning system,. in the system. Most important is the well-researched change from passive to active learner.	2.84	Agree	2
2. I am supportive to lifelong learning as it is important in 21st-century society	3.10	Agree	1
Overall	**2.97**	**Agree**	**2**
Teachers			
1. The teachers are engaging in blended learning as they adapt to pedagogies appropriate not only for blended learning but for learners to be productive.	3.81	Agree	1
2. Teachers are observed as facilitators, mentors, advisers, and moderators	2.83	Agree	2
Overall	**3.32**	**Agree**	**1**
Content			
1. Subject matter influence the delivery of learning to the students.	2.61	Agree	2
2. The interactive, dynamic, and media-rich materials are available that create opportunities for learners to add content before, during and even after the course experience	3.22	Agree	1
Overall	**2.92**	**Agree**	**3**
Technology			
1. There are available devices that extend learners capacity to get things done.	1.77	Disagree	2
2. Emerging technologies are tested and then either adapted for new uses or discarded if no longer valuable.	1.82	Disagree	1
Overall	**1.80**	**Disagree**	**6**
Learner Support			
1. Learners support in blended learning emphasize the development required to be a competent blended learner and the ongoing support needed when the system includes complexity.	2.38	Disagree	2
2. Learners support in blended learning includes technology troubleshooting, material access and learning to communicate effectively online, as well as all the other usual support around understanding content and assignments.	2.57	Agree	1
Overall	**2.48**	**Disagree**	**4**

Institution			
1. There are technological infrastructure and digital janitors.	2.07	Disagree	2
2. Institutional support is applied if not in sufficient condition for successful blended learning.	2.49	Disagree	1
Overall	**2.28**	**Disagree**	**5**

Table 2 shows the numerical data of respondent's description on their experience with the implementation of blended learning with respect to Learners, Teachers, Content, Technology, Learners Support, and Institution.

1.1 Learners;

In this section, it quantifies the respondent's description on their experience with the implementation of blended learning with respect to learners. Pertaining to the table above, I am supportive to lifelong learning as it is important in 21st-century society got the weighted mean of 3.10 and a verbal interpretation of Agree. Then on rank two, I accept changes by adapting and engaging in the new ways with the elements of the blended learning system,. in the system. Most important is the well-researched change from passive to active learner with a weighted mean of 2.84 and interpreted as Agree. Overall, the respondent's description on their experience with the implementation of blended learning with respect to learners corresponds to a general weighted mean of 2.97 and interpreted as Agree.

1.2 Teachers;

In this section, it quantifies the respondent's description on their experience with the implementation of blended learning with respect to teachers. Pertaining to the table above, The teachers are engaging in blended learning as they adapt to pedagogies appropriate not only for blended learning but for learners to be productive got the weighted mean of 3.81 and a verbal interpretation of Agree. Then on rank two, Teachers are observed as facilitators, mentors, advisers, and moderators with a weighted mean of 2.83 and interpreted as Agree. Overall, the respondent's description on their experience with the implementation of blended learning with respect to teachers corresponds to a general weighted mean of 3.32 and interpreted as Agree.

1.3 Content;

In this section, it quantifies the respondent's description on their experience with the implementation of blended learning with respect to content. Pertaining to the table above, The interactive, dynamic, and media-rich materials are available that create opportunities for learners to add content before, during and even after the course experience got the weighted mean of 3.22 and a verbal interpretation of Agree. Then on rank two, Subject matter influence the delivery of learning to the students with a weighted mean of 2.61 and interpreted as Agree. Overall, the respondent's description on their experience with the implementation of blended learning with respect to content corresponds to a general weighted mean of 2.92 and interpreted as Agree.

1.4 Technology; and

In this section, it quantifies the respondent's description on their experience with the implementation of blended learning with respect to technology. Pertaining to the table above, Emerging technologies are tested and then either adapted for new uses or discarded if no longer valuable got the weighted mean of 1.82 and a verbal interpretation of Disagree. Then on rank two, There are available devices that extend learners capacity to get things done with a weighted mean of 1.77 and interpreted as Disagree. Overall, the respondent's description on their experience with the implementation of blended learning with respect to technology corresponds to a general weighted mean of 1.80 and interpreted as Disagree.

1. 5 Learner Support?

In this section, it quantifies the respondent's description on their experience with the implementation of blended learning with respect to learner support. Pertaining to the table above, Learners support in blended learning includes technology troubleshooting, material access and learning to communicate effectively online, as well as all the other usual support around understanding content and assignments got the weighted mean of 2.57 and a verbal interpretation of Agree. Then on rank two, Learners support in blended learning emphasize the development required to be a competent blended learner and the ongoing support needed when the system includes complexity with a weighted mean of 2.38 and interpreted as Disagree. Overall, the respondent's description on their experience with the implementation of blended learning with respect to learner support corresponds to a general weighted mean of 2.48 and interpreted as Disagree.

2. What is the rating of the teachers to the students' performance in English course?

Table 3: Teacher's rating to student's performance in English course.

Indicators	Average rating	Interpretation	Rank
1. I feel more engaged in English conversations and discussions in blended learning than in traditional classes.	3.02	Agree	2
2. Blended learning make me feel more comfortable in conducting classroom discussions in English course.	2.56	Agree	7
3. Blended learning make me feel more motivated to learn English.	2.22	Disagree	10

4. Blended learning play a significant role in improving my oral communications skills in English.	2.60	Disagree	6
5. The lack of face-to-face communication makes it difficult for the students to participate in English class discussions.	3.00	Agree	4
6. I think blended learning help the students overcome their oral communication issues in English.	1.69	Disagree	12
7. In blended learning, it is easier to interact with my classmates in English course.	2.92	Agree	5
8. I feel more confident when I present my reports in English course.	2.36	Disagree	9
9. Commenting on what my classmates say is more comfortable in blended learning than in the traditional classroom.	2.55	Agree	8
10. There is no difference between traditional and blended learning in improving my communication skills in English as a student.	3.19	Agree	1
11. I prefer teacher's discussing English course topics through traditional rather than blended learning.	2.02	Disagree	11
12. In blended learning, there are more opportunities for me as a student to speak on Englisg course concern than in traditional classrooms.	3.02	Agree	2
Overall	**2.60**	**Agree**	

Table 3 shows the numerical data of teacher's rating to student's performance in English course. Pertaining to the table above, There is no difference between traditional and blended learning in improving my communication skills in English as a student ranked one with the highest weighted mean of 3.19 and a verbal interpretation of Agree. Followed by I feel more engaged in English conversations and discussions in blended learning than in traditional classes and In blended learning, there are more opportunities for me as a student to speak on English course concern than in traditional classrooms tied at rank two with a weighted mean of 3.02 and interpreted as Agree. On rank four, The lack of face-to-face communication makes it difficult for the students to participate in English class discussions with a weighted mean of 3.00 and interpreted as Agree. In blended learning, it is easier to interact with my classmates in English course ranked fifth with a weighted mean of 2.92 and a verbal interpretation of Agree. On rank six with a weighted mean of 2.60 and interpreted as Agree, Blended learning play a significant role in improving my oral communications skills in English. On rank seven, Blended learning make me feel more comfortable in conducting classroom discussions in English course having a weighted mean of 2.56 and interpreted as Agree. Commenting on what my classmates say is more comfortable in blended learning than in the traditional classroom with a weighted mean of 2.55 and an interpretation of Agree ranked eight, on rank nine, I feel more confident when I present my reports in English course with a weighted mean of 2.36 and interpreted as Disagree. Blended learning make me feel more motivated to learn English on tenth rank having a weighted mean of 2.22 and interpreted as Disagree. On ranked eleven, I prefer teacher's discussing English course topics through traditional rather than blended learning having a weighted mean of 2.02 and a verbal interpretation of Disagree. Lastly having the lowest weighted mean of 1.69 and interpreted as Disagree, I think blended learning help the students overcome their oral communication issues in English. Overall, teacher's rating to student's performance in English course corresponds to a general weighted mean of 2.60 and having a verbal interpretation of Agree.

3.What is the effect of blended learning to the English course performance of the students in selected universities and colleges in China?
Table 4: Significant effect of blended learning to the English course performance of the students in selected universities and colleges in China

ANOVA						
Source of Variation	*SS*	*Df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	3.03	5	0.61	4.51	0.05	4.39
Within Groups	0.81	6	0.13			
Total	3.84	11				

Table 4 shows the numerical data of the Significant effect of blended learning to the English course performance of the students in selected universities and colleges in China. Since the computed f of 4.51 is greater than the critical value of 4.39 with degree of freedom of 5 and 6 at level of significant at 5 % therefore the result is to reject the null, hence the blended learning has a significant effect to the English course performance of the students in selected universities and colleges in China.

Summary of Findings
The results of the data highlighted the following observations.
The following are the major findings of the study:

1. ***Respondent's description on their experience with the implementation of blended learning with respect to Learners, Teachers, Content, Technology, Learners Support, and Institution***
The respondent's description on their experience with the implementation of blended learning with respect to learners. The results showed that *I am supportive to lifelong learning as it is important in 21st-century* society got the weighted mean of 3.10 and a verbal interpretation of Agree. Then on rank two, *I accept changes by adapting and engaging in the new ways with the elements of the blended learning system in the system. Most important is the well-researched change from passive to active learner* with a weighted mean of 2.84 and interpreted as Agree. Overall, the respondent's description on their experience with the implementation of blended learning with respect to learners corresponds to a general weighted mean of 2.97 and interpreted as Agree.
The respondent's description on their experience with the implementation of blended learning with respect to teachers. The results showed, *The teachers are engaging in blended learning as they adapt to pedagogies appropriate not only for blended learning but for learners to be productive* got the weighted mean of 3.81 and a verbal interpretation of Agree. Then on rank two, *Teachers are observed as facilitators, mentors, advisers, and moderators* with a weighted mean of 2.83 and interpreted as Agree. Overall, the respondent's description on their experience with the implementation of blended learning with respect to teachers corresponds to a general weighted mean of 3.32 and interpreted as Agree.
The respondent's description on their experience with the implementation of blended learning with respect to content. The results showed that, *the interactive, dynamic, and media-rich materials are available that create opportunities for learners to add content before, during and even after the course experience* got the weighted mean of 3.22 and a verbal interpretation of Agree. Then on rank two, *Subject matter influence the delivery of learning to the students* with a weighted mean of 2.61 and interpreted as Agree. Overall, the respondent's description on their experience with the implementation of blended learning with respect to content corresponds to a general weighted mean of 2.92 and interpreted as Agree.
Respondent's description on their experience with the implementation of blended learning with respect to technology. The results showed that, *Emerging technologies are tested and then either adapted for new uses or discarded if no longer valuable* got the weighted mean of 1.82 and a verbal interpretation of Disagree. Then on rank two, *There are available devices that extend learners capacity to get things done* with a weighted mean of 1.77 and interpreted as Disagree. Overall, the respondent's description on their experience with the implementation of blended learning with respect to technology corresponds to a general weighted mean of 1.80 and interpreted as Disagree.
Respondent's description on their experience with the implementation of blended learning with respect to learner support. The results showed, *Learners support in blended learning includes technology troubleshooting, material access and learning to communicate effectively online, as well as all the other usual support around understanding content and assignments* got the weighted mean of 2.57 and a verbal interpretation of Agree. Then on rank two, *Learners support in blended learning emphasize the development required to be a competent blended learner and the ongoing support needed when the system includes complexity* with a weighted mean of 2.38 and interpreted as Disagree. Overall, the respondent's description on their experience with the implementation of blended learning with respect to learner support corresponds to a general weighted mean of 2.48 and interpreted as Disagree.

2. Teacher's rating to student's performance in English course.

The teacher's rating to student's performance in English course revealed that *there is no difference between traditional and blended learning in improving my communication skills in English as a student* ranked one with the highest weighted mean of 3.19 and a verbal interpretation of Agree. Followed by *I feel more engaged in English conversations and discussions in blended learning than in traditional classes and In blended learning, there are more opportunities for me as a student to speak on English course concern than in traditional classrooms* tied at rank two with a weighted mean of 3.02 and interpreted as Agree. On rank four, *The lack of face-to-face communication makes it difficult for the students to participate in English class discussions* with a weighted mean of 3.00 and interpreted as Agree. *In blended learning, it is easier to interact with my classmates in English course* ranked fifth with a weighted mean of 2.92 and a verbal interpretation of Agree. On rank six with a weighted mean of 2.60 and interpreted as Agree, *Blended learning play a significant role in improving my oral communications skills in English.* On rank seven, *Blended learning make me feel more comfortable in conducting classroom discussions in English course* having a weighted mean of 2.56 and interpreted as Agree. *Commenting on what my classmates say is more comfortable in blended learning than in the traditional classroom* with a weighted mean of 2.55 and an interpretation of Agree ranked eight, on rank nine, *I feel more confident when I present my reports in English course* with a weighted mean of 2.36 and interpreted as Disagree. *Blended learning make me feel more motivated to learn English* on tenth rank having a weighted mean of 2.22 and interpreted as Disagree. On ranked eleven, *I prefer teacher's discussing English course topics through traditional rather than blended learning* having a weighted mean of 2.02 and a verbal interpretation of Disagree. Lastly having the lowest weighted mean of 1.69 and interpreted as Disagree, *I think blended learning help the students overcome their oral communication issues in English.* Overall, teacher's rating to student's performance in English course corresponds to a general weighted mean of 2.60 and having a verbal interpretation of Agree.

3. The effect of blended learning to the English course performance of the students in selected universities and colleges in China

Since the computed f of 4.51 is greater than the critical value of 4.39 with degree of freedom of 5 and 6 at level of significant at 5 % therefore the result is to reject the null, hence the blended learning has a significant effect to the English course performance of the students in selected universities and colleges in China.

Conclusions

The following conclusions are hereby drawn on the findings of the study.
1. The respondents disagreed that emerging technologies are tested and then either adapted for new uses or discarded if no longer valuable, and many answered that there are no available devices that extend learners capacity to get things done. Most respondents disagreed that learners support in blended learning emphasize the development required to be a competent blended learner and the ongoing support needed when the system includes complexity.
2. Majority of the respondents disagreed that they feel more confident when they present their reports in English course, and that blended learning make them feel more motivated to learn English. More respondents disagreed that they prefer teacher's discussing English course topics through traditional rather than blended learning, and they do not think blended learning help the students overcome their oral communication issues in English.
3. Blended learning has a significant effect to the English course performance of the students in selected universities and colleges in China.

Recommendations

1. The school administrators and teachers should initiate adapting and testing emerging technologies in learning process of the students particularly in English course. The current technological platforms implemented on the school should be re-evaluated if it's still beneficial for both the students and teachers. Teachers should strongly encourage the students to support changes in the learning system specifically in maximizing the use of technology in the learning process.

2. The school administrators should conduct trainings for the faculty regarding updated teaching methods through an substantial and attractive presentations in English course that should also be acquired by the students. Confidence should start from the teachers to be followed by the students particularly in delivering discussion either online or face to face using English language.

3. The current blended learning implemented by the selected colleges and universities can be enhanced by means of the following:
- *Choose the Suitable LMS for Learner Needs*

   If the school does not have a Learning Management System yet, it's very important when making the research to keep in mind the blended learning strategies and your learners' needs.
- *Communicate the Blended Learning Objectives Internally*

   Learners have to know when and why they will use technology for their training process. Inform them about the combination between technology and face-to-face training so that it will be clear when to use what.
- *Create a Flexible Blended Learning Strategy*

   If the school already have a strategy in place keep in mind that blended learning is a model that needs a lot of flexibility. Before the official launch, the school can organize a focus group of employees who can test the LMS and training materials. Ask

for their feedback with surveys or forms implemented in the LMS. After this, the school can easily optimize the strategy and the content in order to fit your learners' needs.

- *Include Effective Assessments In The Program*

Establish if the school have courses that will be in-class and can develop pre and post-training assessments for the students. If some courses will be online, the assessments can be at the end of the course. The school can use multiple or single choice quiz and other interactive assessments.

- *Build a Blended Learning Community*

Being and feeling as part of a community that supports technology-assisted training is an effective way to increase engagement. The school can start a forum inside the LMS where teachers and students can change opinions or ask questions.

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