Blended E-Learning and its Potential in Improving the Collocational Competence of Iranian Advanced EFL Learners

Danesh, Negin

Omid Tabatabaei

Zahra Fotovatnia

The introduction of computers and the Internet into educational system and learning process assisted learners to improve their L2 and it has resulted in new approaches to language teaching. One of these approaches is called blended e-learning which is the integration of face-to-face classroom methods and online learning. The present study aimed to investigate the impact of blended e-learning on EFL learners’ collocational improvement being an important factor in sounding like a native speaker. Analyzing the impact of the frequency of using the online course on learners’ collocation achievement level was the next purpose of the present study. It also aimed to investigate learner’s attitude towards blended e-learning environment. To this end, 50 homogeneous female Iranian EFL learners participated in the study and they were randomly assigned into two groups of experimental (n=25) and control (n=25). The participants of the control group received collocational instruction through traditional techniques while the participants of the experimental group learned and practiced collocations in the blended on-line environment. A pretest and posttest were used to clarify the progress of the participants’ collocational knowledge and pre Blended E-Learning System (BELS) and post BELS questionnaires were used to reveal the learners’ attitude towards blended online instruction. The results of t-test on pre-test and ANCOVA on post-test scoring showed that there is a significant difference between experimental and control group regarding their collocational knowledge. The experimental group outperformed the control group. The comparison of the means scores of active and inactive students by the
use of independent t-test revealed that frequency of using the online course had a significant positive effect on learners' collocational knowledge. The t-test analysis of the questionnaire items also showed that learners had a significantly positive attitude towards the application of blended e-learning instruction. The results of this study suggest that EFL teachers and syllabus designers develop blended online courses to improve EFL learners' collocational knowledge. Key words: Collocation, Computer Assisted Language Learning, Online learning, Blended online instructio