



The Effectiveness of Blended Learning in Improving the Vocabulary Range of Postgraduate Students

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Abstract

This research attempted to examine the effects of using blended learning on the vocabulary improvement of English as a foreign language (EFL). A quasi-experimental research design was adopted to answer the research questions through a quantitative research approach. The study involved two tests: pre-test and post-test. The pre-test was carried out before the course, and the post-test was carried out after the implementation of blended learning in order to reveal the effectiveness of blending learning on the vocabulary enhancement of students. The tests were comprised of twenty vocabulary items. The data were collected from postgraduate students in an English language course named Ferkary course for the duration of six weeks. The results revealed that the students performed better in the post-test than in the pre-test. Moreover, at the end of the course the data were collected from a Google Form questionnaire to assess the methods of teaching and the students' attitude to improve English vocabulary through the blended learning. The results showed that blended learning method (BLM) helped the vocabulary improvement of the participants intensively.

Introduction

Technology has brought positive impacts on the learning process and teaching (Azeez & Mustafa, 2019). In recent years, technology and Mohammad, 2021). The invention of the latest technological tools and their utilization helps learners to understand the course content and achieve better results. As the foundation of

education have gone hand in hand in Kurdistan Regional Government (KRG) universities, especially after the Covid19 pandemic (Nuri &

English, vocabulary is seen to be a crucial component of language learning. Without enough vocabulary knowledge, a Second Language Learner (SLL) will face many problems