Royal University of Phnom Penh

Institute of Foreign Languages

Department of English

Research Methodology (RM 301)

Research Proposal

Students' perspectives toward blended learning at Institute of Foreign Languages

Lecturer: VANN Moniroath

Class: E3.6

Group members:

1. **TAUCH Pichchomnan**
2. **SAM Chanlida**
3. **KEA Kanika**
4. **PAY Monineath**

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Chapter 01: Introduction

Chapter Overview

In the first chapter, we will mainly portray about blended learning and how it was introduced to the student. We will also point out some significant benefits of blended through some of the feedback from students all around the world. Moreover, we will cover the research questions and state concerns. At the end of this chapter, we will describe the significance of the study that lead to further analysis in the next chapter.

1.1. Background

Blended learning has been introduced to lecturers and students around the world and has been recognized as one of the most essential instruments that are needed in the modern academic world. Many authors have been defined as blended learning, but we have decided to choose two that we think had provided the best possible. First, blended learning is the perfect program that includes web-based training supported by human touch and media. It optimizes the achievement of learning objectives with the appreciation of appropriate learning technologies to match the personnel learning style (2017, Kamy). Second, blended learning is a model that combines online and face-to-face learning spaces and experiences (2019, TeachThought Staff). By just reading the definition of it, you can truly see an activity map of blended learning, but the history of creating this method took a long time to proceed which involved a lot of experiments and changes. Throughout the years, blended learning finally has given new life and successfully shown its true potential by the innovation of technology in the classroom (2007,TeachThought Staff). According to TeachThought Staff, blended learning has 12 different types, so it means that each university and school have to understand the flexible concept that would work with the majority of the students. They must make sure that their academic learner can adapt to the model of blended learning that have chosen (2019). Blended learning has been playing roles reducing some of the problems most students face daily, which

we can generate comments from students such as "The video material was divided into clear sub categories and topics. This provides a lot of structure and a good overview. The videos served like an online library, where we could easily go back and select a topic and then watch the videos again, for instance, for the exam." And the other one stated "When I try to learn about theory, I often feel that I need more frequent breaks. So in class, I often feel forced to keep on learning even though my brain is not ready for this. But with the video, I could just pause have a five minutes break and then press play again. {…} I can reflect on what we said in the video, take notes and see if I got everything right, and only then continue." (2018, Panopto).

1.2. Problem Statement

As I was stated in the paragraph above, blended learning needs technology to operate on the most part, so according to Arunima most organizations are not, however, completely abandoning traditional modes to favor a new model which is blended learning. Blended learning is often a preferred route where the best delivery methods available are utilized for specific objectives (2015). It seems like it only works with best with organizations that have a common problem, so what about organizations that do not fit any of the models that they have? For instance, in IFL, not every student has access to the internet or can afford technologies that school requires students to have been able to process of blended learning. We have concerned that the method that the school uses might not be the best model that fits the majority of the students. Thus, according to Scott, "Some students may choose to linger around for a while and then watch a bunch of video classes in one sitting, while others would rather make the interactive class part of their daily/weekly routine. At the end of the day, an instructor trying to sync up both streams with ongoing offline activity is faced with daunting tasks."(2017). These are some of the problems that we think have happened at IFL. Blended learning is used worldwide, but it is somehow still a limited class to some area.

1.3. Research Questions

1. Does everyone understand why blended learning was introduced to IFL, and do they know how to use it correctly based on the original method?

2. What are opinions students have toward blended learning, and how satisfied are they toward the method?

3. What are the challenges they have faced while using blended learning?

1.4. Significance of the study

The study of students' perspectives on blended learning at IFL has brought up as the topic of this research as we want to understand deeply the history of blended learning and how it was created. This study would benefit people from different positions such as Students, Lecturers, organizations and so on. The first paragraph gives us clues to be able to develop knowledge on the advantages of blended learning since we could see that blended learning has come a long way through a lot of tests until it finally introduced formally because of the explosion of technology. Blended learning indeed has effectively featured that help students upgrade their study styles. Blended learning is important because it breaks down the traditional walks of teaching, ones that don't work for all students and now with access to present-day technologies and resources we can tailor the learning experiences for each student (2019, TeachThought Staff). Blended learning was chosen wisely which require a lot of research so that organizations would know what types of blended learning that are fit into their need in term of improving their employees or students' abilities to do their tasks effectively. Besides, the study would help us unravel the students' thoughts on blended learning and how blended learning has helped them within their learning process.

To sum up, this study would be a lot of help to refurbish a better environment and system of blended learning that fill in missing gaps.

Chapter 02: Literature Review

In this chapter, in order to understand better about the particular topic, we have searched the literature by examining the previous studies related to blended learning, which it includes the themes such as the history of blended learning, the definition of blended learning, and the students' perspectives toward blended learning when it is implemented. In addition, this research aims to analyze along with understanding the students' perspectives toward blended learning and to examine the result compared to the previous studies.

2.1. The history of blended learning

Internet has been making life more continence in workforce as well as in education system. Blended learning is a new form of learning through internet to deliver more effective education, more affordable and easier to access individually. Moreover, blended learning also allows students to communicate with teacher. In 1840, teaching student' shorthand via correspondence by Isaac Pitman. Then in 1924, testing machine was invented allowing student to test their own self. In 1954, teaching machine was founded to school program enable students to administer program instruction to the students. Until 1960, the first computer base training was created. The computer base training was being known as PLATO (Programed Logic for Automated Teaching Operation) for students. Within 20th century, after the introduction of internet, blended learning is expanded. In 1980s, the first MAC which enable students to carry individually at their home and easier for leaning. Throughout the decade, blended learning was going thrive and gaining more accesses to blended learning. Blended learning has been spreading more new experience and opportunity for workers in the industry to expand their knowledge and skill. Offering them an ability to gain more convenience. In 2010, blended learning has been inspired by social media, massive open course and selective open online course. For the future, blended learning is improving and giving all hope about Artificial

Intelligence. Now everyone can access to internet and to blended learning easier. Schools have been introducing this new learning to student for obtain the knowledge more convincible.

2.2. The definition of blended learning

Blended learning is defined by many scholars with the similar meaning. One of the most cited articles is written by Russel T. Osguthorpe and Charles R. Graham in 2003. According to Osguthorpe and Graham's (2003), they defined blended learning on the platform as follow: "Blended learning combines face-to-face with distance delivery systems… but it's more than showing a page from a website on the classroom screen…those who use blended learning environments are trying to maximize the benefits of both face-to-face and online methods." Blended learning is the offline and online learning, self-paced and collaborative learning, structured and unstructured learning, custom content with off-the-shelf content, learning, practice and performance support (Singh, 2003). Moreover, Garrison and Kanuka (2004) stated that "blended learning is the thoughtful integration of classroom face-to-face learning experiences with online learning experiences." Many researchers give the meaning of blended learning with the similar understanding.

2.3. The effectiveness of blended learning toward the students

The important numbers of studies were based on effectiveness. There are some research studies that effectiveness was evaluated with respect to some independent variables that are achievement, satisfaction, behavior, critical thinking skills, learner support, participation, interaction, affect and retention (Akyüz and Samsa, 2009; Hughes, 2007; Melton et. al., 2009). The study which is conducted by Hughes (2007) is planned to measure effectiveness of blended learning on learner support and retention. Melton et. al. (2009) used quasi-experimental research design and measured students' course grades, satisfaction and teacher evaluation. The result showed that students in blended learning were more satisfied than students in traditional learning. Akyuz and Samsa (2009) were interested in the effectiveness of blended learning on

critical thinking skills of students. The study is measured about the students' critical thinking skills. The results indicated that there are no significant differences between pre-test and post-test scores. This result indicated that effectiveness of blended learning on critical thinking skills has not been observed in the study (Akyuz and Samsa, 2009). According to the research conducted by Deliağaoğlu and Yıldırım (2008), it is aimed to talk about the similarities and differentness effectiveness of blended learning with traditional learning. Their study showed that both groups had similar achievement levels and knowledge retention. In all the studies of blended learning, many researchers measured effectiveness of blended learning on different variables.

2.4. Students' perspectives toward blended learning

Many scholars are doing a lot of researches because of their curious about the perspective of students toward the blended learning, the new method which is introduced in nowadays learning. A survey of effectiveness and satisfaction conducted by Chen and Jones (2007) indicated that students in blended learning class tended to gain and improve the analytical skills since the students might have some doubt about some points in their learning, so that they can do more research on what they do not understand, and then they can improve the skills of analyzing things. Students viewed the blended learning based on the learning styles (Akkoyunlu and Soylu, 2008). The study also showed about the students' view on blended learning, which are in the good term with the range of 8.44 out of 10. As a result, based on the previous research, it is showed about the insight information on students' perspective toward blended learning.

Chapter 03: Research Methodology

In this chapter, research method, research instrument, and ethical issue will be stated. In this chapter, the appropriate reasons of why each approaches are chosen, is also mentioned. The last content of this chapter will be about ethical issues and problems and limitation of this research paper.

3.1. Research Design

Due to limited resources, cross-sectional study design will be conducted in this research paper with the year 2 and year 3 students of DOE in IFL as a participant. A group of sophomore and junior students is chosen in order to ascertain the perspectives of DOE students toward blended learning using google classroom as a tool. In addition, a mixed method will be carried out to obtain a deeper understanding of students' opinion on blended learning.

3.2. Sample

In this research, a minimum of thirty participants will be selected from year 2 and year 3 students as a sample. As google classroom is practiced in year 2 and year 3 classes, selecting students from these academic levels will give a relevant, valid and verifiable information to answer and solve research questions. More importantly, in order to obtain a comprehensive and accurate information, sample will be chosen from morning, afternoon, and evening shift.

3.3. Research instruments

Both primary and secondary data will be collected to answer research questions. Primary data will be collected to understand students' perspectives, to know how blended learning contribute to students' performance, and to give out a suggestion for school's academic improvement. Secondary data is obtained for study background and literature review. Research instrument will be divided appropriately to each qualitative and quantitative method.

For qualitative method, the researcher will use an in-depth interview for data collection. A voluntary participant will be invited according to their schedule and convenience to do a

face-to-face interview. The participants will be asked opened questions that mainly focusing on their perceptions toward blended learning.

For quantitative approach, a questionnaire will be a research instrument to conduct a survey. Personal information, closed questions, and opened questioned will be included in the questionnaire papers. Last but not least, questionnaire is another convenience tool to study more about students' perception on this topic.

3.4. Data analysis

With a frame of analysis, data collected from the questionnaire will be computerized by using SPSS descriptive analysis. The answer of interviewees will be transcribed from the audio recording to analyze further.

3.5. Ethical issue

As far as ethical issue is concern, all information got from participant will be kept with utmost confidentiality and anonymously. All the participant are completely voluntary, and participants have every right to discontinue their participation at any time.

3.6. Problems and limitation

The main issue of the research process is to approach students to conduct an in-dept interview that might arise mainly from their reluctant and time constraint. Another limitation is that the answers from the questionnaire might be inconsistency to the topic due to different opinions and misinterpretation of the questionnaire instruction; as result, it might pose a significant challenge for the researchers whose main aim is to gather valid and accurate data.

3.7. Work plan

	Jan	Feb	Mar	Apr	May	June
Selecting a research topic	✓					
Conducting a literature review	✓					
Constructing research method		✓				

Designing questionnaire questions			✓			
Administering survey				✓		
Conducting questionnaire and interview					✓	✓
Analysis data					✓	✓
Drafting report						✓
Submitting research report						✓

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