University of Tehran press

JOURNAL OF FOREIGN LANGUAGE RESEARCH
p-ISSN:2588-4123 e-ISSN:2588-7521
https://jflr.ut.ac.ir **Email**:jflr@ut.ac.ir

Evaluating the Effectiveness of Blended Learning on Students' Self-concept and Academic Enthusiasm in Arabic Course

Mahdi Torkshavand ✉* 0000-0001-9306-2259
Department of Arabic Language and Literature, Sayyed jamaleddin Asadabadi University, Hamadan, Iran.
Email: Torkshavand@sjau.ac.ir

Morteza Shahmoradi ** 0000-0001-5084-930X
Department of Educational Sciences, Sayyed Jamaleddin Asadabadi University, Hamadan, Iran.
Email: m.shahmoradi@sjau.ac.ir

Majid Sharifi Rahnemo *** 0009-0004-0197-4007
Department of Curriculum Studies, Allameh Tabatabai University, Tehran, Iran.
Email: m.sharifirahnmo.70@gmail.com

Saeid Sharifi Rahnemo **** 0000-0002-1601-1674
Department of Educational Science, Faculty of Humanities, Bu-Ali Sina University, Hamadan, Iran.
Email: s.sharifirahnmo@ltr.basu.ac.ir

ABSTRACT
The aim of the present study was the effect of integrated education on students' self-concept and academic enthusiasm in Arabic. The present research method was a quasi-experiment of pre-test and post-test type with two groups. The statistical population of the research included all the students of the second secondary level of Kangavar city, who were selected as the research sample by cluster sampling method. The research tools included Self-Concept Questionnaires (SCQ) by Karzel Rogers and Shafli et al.'s (2005) academic enthusiasm questionnaires, the reliability of the questionnaires was obtained using Cronbach's alpha 0.79 and 0.75, respectively, and their validity was also obtained with the help of Professors of psychology and specialists in the field of educational sciences and psychology were investigated and approved after the necessary investigations. To analyze the data, SPSS version 24 statistical analysis software was used in the descriptive (variance, standard deviation, skewness and kurtosis) and inferential (univariate covariance analysis) section. The findings of the research showed that integrated education had a significant effect on students' self-concept and academic enthusiasm and their components ($p<0.01$). Also, the results of the research showed that the integrated teaching method increased students' self-concept and academic enthusiasm. In this way, it is suggested to plan to increase the use of integrated education method in order to improve other psychological factors of students..

ARTICLE INFO
Article history:
Received: 07 May 2023
Received in revised form 02 August 2023
Accepted: 04 August 2023
Available online: Automne 2023

Keywords:
Integrated education, academic self-concept, academic enthusiasm, students, Arabic Course.

Torkshavand, M.; shahmoradi, M.; sharifi rahnemo, M., & sharifi rahnemo, S. (2023). Evaluating the Effectiveness of Blended Learning on Students' Self-concept and Academic Enthusiasm in Arabic Course. *Journal of Foreign Language Research*, 13 (3), 423-437. http//doi.org/ 10.22059/jflr.2023.358805.1036

Publisher: The University of Tehran Press.
DOI: http//doi.org/ 10.22059/jflr.2023.358805.1036

✉* PhD in Arabic language and literature from Tehran University and has ten scientific and research articles.
** PhD in Curriculum Planning from Bo Ali Sina University and has five research projects, thirty scientific research articles and twenty eight conference articles.
*** PhD student of Curriculum Planning from Allameh Tabatabai University and has six research projects and thirty-two scientific research articles and ten conference articles.
**** PhD in Curriculum Planning from Bu Ali Sina University and has fifteen research projects, fifty scientific research articles and twenty conference articles.

1. Introduction

The ever-increasing advancement of technology and the changing of needs and tastes of students towards the use of educational system technologies have led countries to make changes in their education systems (Subekti, 2021). Students were passive learners in the old education system and teachers as the exclusive source of knowledge acted as providers of knowledge to students who made no effort to acquire this knowledge and received and used everything that the teachers provided to them (Sharifi Rahnemo, Seraji and Khakbaz, 2022). Thus, due to the change in the nature of students from passive individuals to dynamic, thinkful, and searcher students, the educational system of the countries changed their educational methods from teacher-centered education to cooperative or student-centered education so that students can make use of class interaction and discussion as a learning opportunity (Umarjonovna, 2023). Accordingly, various educational methods were created and tailored to the educational content that blended learning is one of these new educational methods (Prestridge, 2012).

Blended education is a thoughtful combination of face-to-face and virtual education.(Lighthill,2023). The fundamental principle of this approach is to properly combine and integrate face-to-face oral communication and virtual written communication in a way that it combine the strengths of each of them within an exploratory learning experience tailored to the expected educational context and goals (Suma and Rinold, 2014). According to Driscoll (2010), blended learning was defined according to various goals as follows 1. Combining web-based technology methods to achieve educational goals.2. Combining various pedagogical approaches to generate optimal learning outputs with or without educational technologies.3. Combining any form of educational technology with face-to-face training.4. Combining educational technology with real job tasks to create a harmonious effect between learning and work(Supriyadi et al,2023). This way of learning encompasses the integration of educational methods, media, experiences, informational and educational components, simultaneous and non-simultaneous learning, and self-paced and self-directed learning (Baghlin, 2009).

Blended learning is used to effectively solve problems and issues with an appropriate method. This type of education not only reduces the weaknesses of face-to-face and online training but also contributes to reduce costs and save learning time (Boonk and Graham, 2004). Blended learning (education) is a novel educational method associated with easier, broader, and more attractive convey of concepts and teaching materials along with texts, audio, images, and videos, which nowadays is extensively used to convey concepts in childhood and adolescence. The teacher-learner orientation, reasonable costs, qualitative-oriented perspective, high quality of learning, taking advantage human and facilities, making use of the right place and time, controlled self-learning, and flexibility in education are some of the features of blended education (Najafi, 2017). The use of blended learning provides education experts with greater freedom of action and equips them with more insights related to benefiting from educational tools and environments. On the other hand, the importance and necessity of creativity and its growing process in the current period have drawn the attention of teachers and researchers to

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the analysis and evaluation of creativity from an educational perspective(Emadi, 2018).

The blended education method influences the thoughts, attitudes, and perceptions of the individual towards himself as well. Self-concept is the attitude and perception that a person has about himself. Bang (2018) also considers academic self-concept as a person's personal perception of self-efficacy in academic subjects. Therefore, comprehensive self-concept is one of the important factors that determine the path of a person's academic life. In other words, it can be stated that self-concept is a person's evaluation of himself. This evaluation is the result of a person's subjective evaluations of his own characteristics, which may be positive or negative. Negative self-concept causes the individuals to have personality conflicts and reduces the normal responses of teenagers and causes severe problems and disturbances, mental disorders, suicidal behavior, drug and alcohol use and delinquency in this period. (Ghaffarian and Khiazan, 2018). A positive self-concept indicates that the individual accepts himself as a person with strengths and weaknesses and it enhances their self-confidence in social relations and also leads them to achieve what they have the talent for. This positive self-concept increases their efficiency and the realization of their goals. (Kaheh et al., 2018).

Psychologists and sociologists consider self-concept and its components as the main elements forming the personality and the central core of social adaptation and introduce the youth period as one of the most critical periods of life in terms of self-concept development . Self-concept or the concept of self has been emphasized for three reasons. First, self-concept represents a significant aspect of human mental experience. Second, a considerable number of studies have demonstrated how the feeling of an individual about himself can influence his behavior in many situations, and thirdly, the concept of self is utilized to describe the organized and integrated aspects of the character's action (Alborzi and Dasht Bozorgi, 2018).

Another factor affected by the teaching method is the academic enthusiasm because whatever the teaching method and process is accepted by the students, it increases their desire to learn. Pentrich (2000) defined academic enthusiasm as students' psychological capital and their direct effort to learn and acquire skills and the desire to improve their level of success, which would lead to effective participation in school activities, participation in class activities, adapt to school culture, and establish an appropriate relationship with teachers and other students. Academic enthusiasm also refers to behaviors related to learning and academic achievement. Individuals with academic enthusiasm have additional attention and focus on issues and positions targeted by learning, they do their best to enjoy doing academic tasks, they show more commitment to the rules of the place of study, they avoid doing incompatible and undesirable tasks, and perform better in exams (Closson and Boutilier, 2017). Cognitive academic enthusiasm involves the use of cognitive and metacognitive strategies in learning. Motivational (emotional) academic enthusiasm includes three components: The sense of value and emotion, liking the educational environment, and interest in university work. Behavioral academic enthusiasm involves active presence with enthusiasm in the educational environment (Safari et al., 2015). Academic enthusiasm is a multidimensional construct with three cognitive, motivational, and behavioral dimensions

(Archambault et al., 2009). Artakis, Sebalo, and Suarez (2013) defined the construct of academic enthusiasm from two approaches: 1.The American approach: It considers academic enthusiasm as a multidimensional construct that has three dimensions including cognitive, motivational-emotional, and behavioral dimensions.2. The European approach: It is based on the theories of Beyker and Oyerlzmanz (2011) and considers academic enthusiasm as a positive interaction to accomplish a task and a proper working mental state with three characteristics including attraction (immersion in activities), strength or (energy) high flexibility of the mind in studying, and self-adaptation (academic commitment and attachment).

According to the above, it can be stated that integrated education is a new and effective method to improve the learning process and create a positive attitude in students towards learning and acquiring knowledge. Therefore, according to the desirable characteristics of integrated education and the effects of self-concept and academic enthusiasm in improving the academic and psychological process of students, the present research was conducted to investigate the effect of integrated education on students' self-concept and academic enthusiasm in Arabic lessons. Or, in better words, seek to answer the question of what effects integrated education has on students' self-concept and academic enthusiasm in Arabic lessons?

2.background research

In a research by Saeed (2018) entitled "Examining the impact of blended learning on students' self-determination and academic engagement", he concluded that blended learning had an effect on students' self-determination and its dimensions as well as academic enthusiasm. Self-determination suggests that the needs of competence, communication, and autonomy are essential for psychological growth and well-being, and academic enthusiasm is the effort of learners to learn and acquire skills, which provides favorable conditions for them to learn more in a real sense. Naimi and Naimi (2017) found that information and communication technology has a significant effect on the motivation of academic progress and academic self-efficacy of learners. According to the results, making use of information and communication technology in Arabic language education can be considred as an effective intervention to improve students' motivation to progress and academic self-efficacy. In a research by Bahadori Khosrowshahi (2018) aimed at evaluating the effectiveness of teaching time management skills on the self-concept and academic persistence of the students, it was concluded that teaching time management skills influence the self-concept and general, school, and non-school self-concept components and the academic persistence of students. Therefore, the academic self-concept and academic persistence of high school students can be enhanced by teaching them time management skills. Mahmood et al. (2020) examined the effect of blended learning based on Google Meet and Mock on students' academic self-concept, behavioral problems, and executive functions and resulted that blended learning significantly predicts academic self-concept and there is a significant relationship between blended learning and academic self-concept. In a study entitled "Examining the effect of using blended learning on increasing academic enthusiasm and motivation", Setiyani et al. (2020) concluded that blended learning enhances students' academic enthusiasm and motivation.

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In a study by Ahmadi and Nokhostin Ruhi (2014) aimed at evaluating the impact of blended, traditional, and electronic education on students' learning of the math course, it was discovered that the blended learning method performed more effectively in learning math lessons compared to traditional and electronic methods. In explaining the success of blended learning,

3. Methodology

The resreach method used in this research was a quasi-experimental approach of pre-test and post-test type with two groups. The study's statistical population included all students of the secondary schools of Kangavar city. The subjects were selected by a cluster sampling method and by drawing lots from one of the secondary schools of this city. Then, the 11th grade was randomly chosen from educational grades. Out of its students, those students with a good or very good score in the Arabic course and good and very good conduct grades were selected as the research sample. Eventually, 40 students were chosen as the research sample. The research tools are as follows:

3,1.Self-concept Questionnaire (SCQ): This questionnaire was devised by Carl Rogers from 1938 to 1957 to measure people's self-concept in 48 items and six physical, social, temperament, educational, moral, intellectual, and general self-image dimensions. The reliability of the questionnaire in Aghajani's research (2013) was obtained between 0.67 and 0.88 for the self-concept dimensions and equal to 0.83 for the whole questionnaire. The opinions of experts were used to determine the validity of the questionnaire. Thus, 100 questions were given to 25 psychologists to be classified by them according to different subjects. The questions with at least 0.80 agreement were chosen. Hence, the content and construct validities of the questionnaire were determined. The reliability of the questionnaire was obtained using Cronbach's alpha equal to 0.79 in this study, which indicates the reliability of the questionnaire itself. Its validity was also evaluated with the help of psychology professors and specialists in the fields of educational sciences and psychology, which was approved after the necessary evaluations. The scoring method of the questionnaire is as follows: The respondent has 5 choices, of which, he should choose one from the maximum acceptance to the minimum according to his self-concept description. The choices or answers are in an order that the scoring system remains the same for all questions; i.e., 1-2-3-4-5- whether the question is positive or negative. If the respondent marks (P) the first choice, the score is 5, the score of 4 is for the second choice, 3 for the third choice, 2 for the fourth choice, and finally, 1 for the fifth choice. The total score of 48 questions indicates the total score of a person's self-concept. A high score in this questionnaire represents a higher self-concept and a low score reflects a lower self-concept.

3,2. Academic engagement: Shafli et al.'s (2002) questionnaire was used to measure academic enthusiasm, which was translated by Noami and Piriaei (2011). This questionnaire contains 17 items and has 3 dimensions of strength (6 items), self-dedication (5 items), and attraction (6 items), which are rated based on a 5-point Likert scale from Never (1) to Always (5). Schaufeli et al. (2002) obtained the content validity of the questionnaire by referring to the opinions of some experts and professors of psychology. Schaufeli et al. (2002) achieved the overall reliability of the academic engagement questionnaire using as 0.73 Cronbach's alpha

coefficient. They also reported the internal consistency of the dimensions of the questionnaire for the dimension of attraction, strength, and dedication equal to 0.73, 0.78, and 0.91 respectively. Piriaei and Naami (2012) also reported the reliability of the mentioned questionnaire in their research as 0.89. They also obtained the comparative fit index (CFI) and Root Mean Square Error of Approximation (RMSEA) index by the confirmatory factor analysis technique as 0.99 and 0.06, respectively, which are acceptable. Moreover, the reliability of the questionnaire was obtained as 0.75 using Cronbach's alpha, indicating the good reliability of the questionnaire.

The research was performed based on the process used as follows: A total of 40 students were divided into two equal and identical groups who did a pre-test. Then, each of the groups was taught chapters 1 to 5 of the 11th-grade Arabic language course during 6 sessions by one of the conventional and blended methods. The statistical analysis SPSS software, Ver. 23 was used to analyze the data in the descriptive analysis section (variance, standard deviation, skewness, and kurtosis) and the inferential analysis section (one-variable covariance analysis).

4. Results

The following table shows the descriptive indices of students.

Table 1. The descriptive indices of students

Index		**Frequency**	**Frequency percentage**
Arabic Course Score	Good	16	40
	Very good	24	60
Conduct	Good	4	11
	Very good	36	89

According to Table (1), one can suggest that the number of students who got a very good score in the Arabic course and had very good conduct is higher than other students.

Table (2) shows the type of distribution of variables in terms of descriptive indices (skewness and kurtosis). If the absolute values of skewness and kurtosis are less than 3 and 10, respectively, the distribution of variables will be normal (Klene, 2015).

Table 2. The analysis of descriptive indices of the research variables

Variable		**Group**	**Test**	**Skewness**	**Kurtosis**
Self-concept	Physical	Control	Pre-test	0.28	-0.61
			Post-test	0.31	-1.15
		Test	Pre-test	0.17	-0.81
			Post-test	-0.13	-1.34
	Social	Control	Pre-test	0.20	-0.05
			Post-test	0.55	-1.04
		Test	Pre-test	0.18	0.06
			Post-test	-0.23	-1.01

	Mood	Control	Pre-test	0.10	-0.78
			Post-test	0.61	-0.34
		Test	Pre-test	0.02	-0.98
			Post-test	0.13	-1.50
	Ethical	Control	Pre-test	-0.20	-1.20
			Post-test	0.09	-0.74
		Test	Pre-test	-0.02	-1.32
			Post-test	-0.13	-0.53
	Rational	Control	Pre-test	-0.33	-0.71
			Post-test	0.28	-1.01
		Test	Pre-test	-0.17	-1.23
			Post-test	-0.12	-0.65
	General Self-concept	Control	Pre-test	0.04	-1.35
			Post-test	0.20	0.80
		Test	Pre-test	0.40	-1.09
			Post-test	-0.83	1.28
Academic engagement	Strength	Control	Pre-test	-0.42	-0.98
			Post-test	0.31	-0.82
		Test	Pre-test	-0.16	-1.06
			Post-test	-0.18	-1.19
	Self-dedication	Control	Pre-test	-0.12	-1.15
			Post-test	0.63	-0.36
		Test	Pre-test	-0.20	-1.16
			Post-test	0.21	-0.66
	Attraction	Control	Pre-test	-0.25	-0.66
			Post-test	0.92	-0.01
		Test	Pre-test	0.20	-1.46
			Post-test	0.17	-1.20

According to Table (2), one may say that the absolute values of skewness and kurtosis of all variables of the research are lower than 3 and 10, respectively. Therefore, it can be said that the distribution of research variables is normal.

Prior to make use of the multivariate analysis of the covariance test, we needed to understand whether the variances are homogeneous or not. To do so, Levene's test was used. After performing the multivariate covariance analysis (MANCOVA) test, two tables are displayed; the first table indicates the homogeneity or heterogeneity of the variances.

Table 3. Levine's test to examine the homogeneity or heterogeneity of variances

Levin's test for equality of variances			
Variables		F value	Significance level (Sig)
Self-concept	Physical	0.75	0.52
	Social	1.32	0.27
	Mood	0.92	0.43
	Ethical	0.03	0.99
	Rational	1.87	0.14
	General self-image	1.35	0.26
Academic engagement	Strength	0.46	0.70
	Self-dedication	0.07	0.97

	Attraction	0.77	0.51

According to Table (3), since Sig > 0.05, i.e., hypothesis H1 is rejected and hypothesis H0 is accepted. This implies that the variances are equal and because the precondition of equality of variances has been met, therefore, we can make use of the multivariate analysis of the covariance test.

Table 4. The results of the multivariate covariance analysis test to determine the impact of blended education on the dimensions of self-concept and academic engagement

Test Name	Value	F	Degree of freedom of the hypothesis	Degree of freedom of the error	Significance level	Parabolic Eta Squared	Statistical power
Pillai's trace	0.99	128.818	9	68	0.00	0.99	1
Wilks' Lambda	0.00	128.818	9	68	0.00	0.99	1
Hotelling's trace	17.490	128.818	9	68	0.00	0.99	1
Roy's Largest Root	17.490	128.818	9	68	0.00	0.99	

As shown in table (4), since the value of sig (significance level) in all 4 tests (Pillai's trace, Wilks' Lambda, Hotelling's trace, and Roy's Largest Root) is lower than 0.01, thus, one may conclude that there is a significant difference between the control group and the experimental group in terms of the dependent variable of self-concept and academic enthusiasm and its components with a probability of 99% (by controlling the pre-test factor).

Accordingly, one can suggest that there is a significant difference between the two experimental and control groups at least in one of the components of self-concept (physical, social, mood, ethical, intellectual, and overall self-image) and academic enthusiasm (strength, self-dedication, and attraction). Another indicator to be considered is the "effect size", which is specified in the table as Eta squared. Eta squared represents the percentage of the variance of self-concept and academic enthusiasm scores, which resulted from implementing the experiment. The effectiveness of blended education, in general, is equal to (0.99) 99% in this research; i.e., 99% of the changes in the scores of the components of self-concept and academic enthusiasm come from blended education. In other words, blended education has caused a 99% change in the scores of the components of self-concept and academic enthusiasm, and the statistical power is equal to 1.

Table 5. The results of the multivariate covariance analysis test (MANCOVA) related to the effect of blended education on the components of self-concept and academic enthusiasm

Variables	Sum of Squares	Degree of Freedom	Mean of Squares	F	Significance Level (sig)	Parabolic Eta Squared	Statistical Power
Self-concept	Physical	۳۶۶۰.۴۴	۱	۳۶۶۰.۴۴	۴۷۵۳.۳۴	۰.۰۰	۰.۹۸	۱
	Social	۳۵۸۰.۱۰	۱	۳۵۸۰.۱۰	۵۴۲۵.۹۶	۰.۰۰	۰.۹۸	۱
	Mood	۳۴۸۸.۳۴	۱	۳۴۸۸.۳۴	۵۰۲۱.۱۰	۰.۰۰	۰.۹۸	۱
	Ethical	۳۶۴۹.۷۵	۱	۳۶۴۹.۷۵	۶۸۱۱.۷۶	۰.۰۰	۰.۹۸	۱
	Intellectual	۳۴۸۹.۱۵	۱	۳۴۸۹.۱۵	۶۲۳۷.۷۳	۰.۰۰	۰.۹۸	۱
	General self-image	۳۷۷۷.۰۸	۱	۳۷۷۷.۰۸	۶۳۳۸.۵۵	۰.۰۰	۰.۹۸	۱
Academic engagement	Strength	۱۲۴۳.۴۳	۱	۱۲۴۳.۴۳	۱۸۸۴.۹۸	۰.۰۰	۰.۹۶	۱
	Self-dedication	۱۲۱۱.۵۶	۱	۱۲۱۱.۵۶	۱۹۴۳.۰۶	۰.۰۰	۰.۹۶	۱
	Attraction	۱۱۸۸.۸۶	۱	۱۱۸۸.۸۶	۱۸۷۳.۰۹	۰.۰۰	۰.۹۶	۱

Table 6. The adjusted averages of self-concept and academic enthusiasm components in two control and experimental groups

Variables		Group	Mean	Standard Error	Confidence Interval of 95%	
					Low estimate	High estimate
Self-concept	Physical	Control	۳۳.۲۸	۰.۱۹	۳۲.۸۹	۳۳.۶۷
	Social	Test	۳۶.۴۰	۰.۱۹	۳۶.۰۱	۳۶.۷۹
	Mood	Control	۳۳.۱۷	۰.۱۸	۳۲.۸۱	۳۳.۵۳
	Ethical	Test	۳۶.۳۹	۰.۱۸	۳۶.۰۳	۳۶.۷۶
	Intellectual	Control	۳۳.۰۶	۰.۱۸	۳۲.۶۹	۳۳.۴۳
	General self-image	Test	۳۶.۲۲	۰.۱۸	۳۵.۸۵	۳۶.۵۹
	Strength	Control	۳۲.۴۱	۰.۱۶	۳۲.۰۹	۳۲.۷۴
	Self-dedication	Test	۳۵.۵۹	۰.۱۶	۳۵.۲۶	۳۵.۹۲
	Attraction	Control	۳۲.۳۳	۰.۱۶	۳۲.۰۰	۳۲.۶۶

	Physical	Test	۳۵.۲۹	۰.۱۶	۳۴.۹۵	۳۵.۶۲
	Social	Control	۳۲.۴۴	۰.۱۷	۳۲.۱۰	۳۲.۷۹
	Mood	Test	۳۵.۶۶	۰.۱۷	۳۵.۳۲	۳۶.۰۰
Academic engagement	Ethical	Control	۲۳.۴۴	۰.۱۸	۲۳.۰۸	۲۳.۸۰
	Intellectual	Test	۲۵.۵۸	۰.۱۸	۲۵.۲۱	۲۵.۹۴
	General self-image	Control	۲۳.۱۵	۰.۱۷	۲۲.۸۰	۲۳.۵۱
	Strength	Test	۲۵.۴۱	۰.۱۷	۲۵.۰۵	۲۵.۷۶
	Self-dedication	Control	۲۳.۱۶	۰.۱۷	۲۲.۷۷	۲۳.۴۸
		Test	۲۵.۴۷	۰.۱۷	۲۵.۱۱	۲۵.۸۲

According to Table (5), the results of the MANCOVA test showed that physical scores (F = 4753.34, sig = 0.00), social (F = 5425.96, sig = 0.00), mood (F = 5021.10, sig = 0.00), ethical (F = 6811.76, sig = 0.00), intellectual (F = 6237.73, sig = 0.00), overall self-image (F = 6338.55, sig = 0.00), strength (F = 1884.98, sig = 0.00), self-dedication (F = 1943.06, sig = 0.00), and attraction (F = 1873.09, sig = 0.00) are statistically significant with a probability of 99%. In other words, these findings suggest that blended education in the post-test has caused an increase in all components of self-concept and academic enthusiasm in the experimental group compared to the control group. Also, the effect size (Eta) in the post-test phase in the physical component is equal to 0.98; i.e., 98% of the changes in the post-test score in the physical component related to blended education. Similarly, the effect size (Eta) in the post-test phase in the social component is equal to 0.98; i.e., 98% of the changes in the post-test score in the social component related to blended education. The effect size (Eta) in the post-test phase in the mood component is equal to 0.98; i.e., 98% of the changes in the post-test score in the mood component related to blended education. The effect size (Eta) in the post-test phase in the ethical component is equal to 0.98; i.e., 98% of the changes in the post-test score in the ethical component related to blended education. The effect size (Eta) in the post-test phase in the intellectual component is equal to 0.98; i.e., 98% of the changes in the post-test score in the intellectual component related to blended education. The effect size (Eta) in the post-test phase in the overall self-image component is equal to 0.98; i.e., 98% of the changes in the post-test score in the overall self-image component related to blended education. Also, the effect size (Eta) in the post-test phase in the strength component is equal to 0.96; i.e., 96% of the changes in the post-test score in the strength component related to blended education. The effect size (Eta) in the post-test phase in the self-dedication component is equal to 0.96; i.e., 96% of the changes in the post-test score in the self-dedication component related to blended education. The effect size (Eta) in the post-test phase in the attraction component is equal to 0.96;

i.e., 96% of the changes in the post-test score in the attraction component related to blended education. Finally, the power of the statistical test for the physical, social, mood, ethical, intellectual, general self-image, strength, self-dedication, and attraction components is equal to one.

According to table (6), the average adjusted for the physical component in the control and experimental groups is equal to 33.28 ± 0.19 and 36.40 ± 0.19, respectively. The average adjusted for the social component in the control and experimental groups is equal to 33.17 ± 0.18 and 36.39 ± 0.18, respectively. The average adjusted for the mood component in the control and experimental groups is equal to 33.06 ± 0.18 and 36.22 ± 0.18, respectively. The average adjusted for the ethical component in the control and experimental groups is equal to 32.41 ± 0.16 and 35.59 ± 0.16, respectively. The average adjusted for the intellectual component in the control and experimental groups is equal to 32.33 ± 0.16 and 35.29 ± 0.16, respectively. The average adjusted for the overall self-image component in the control and experimental groups is equal to 32.44 ± 0.17 and 35.66 ± 0.17, respectively. The average adjusted for the strength component in the control and experimental groups is equal to 23.44 ± 0.18 and 25.58 ± 0.18, respectively. The average adjusted for the self-dedication component in the control and experimental groups is equal to 23.15 ± 0.17 and 25.41 ± 0.17, respectively. The average adjusted for the attraction component in the control and experimental groups is equal to 23.16 ± 0.17 and 25.47 ± 0.17, respectively.

5. Discussion

This study was designed to examine the effectiveness of blended education on students' self-concept and academic enthusiasm in the course of the Arabic language.

The results of the first and third hypotheses indicated that the blended education method had a positive and significant impact on students' self-concept and its components. Thus, one can say that the blended education method enhances students' self-concept. These findings are consistent with the results of Saeed (2019), Mahmood et al. (2020), and Setiyani et al. (2020) who found the blended education method increases students' awareness of their abilities and talents. In explaining this hypothesis, one may suggest that blended learning is the latest theory in connected and related education. Specialists acknowledges that learners have access to more information in blended learning and they will take responsibility for their own learning and be able to access educational content whenever they want. Blended learning is the natural evolution of e-learning into a completed multimedia program, which is used to effectively solve issues and problems with an appropriate method. An important issue in blended learning is to choose the right combination of teaching materials and methods, which would have the greatest educational impact at the lowest cost. Utilizing the facilities of new learning methods and advanced information and communication technologies, besides engaging learners in diverse electronic learning environments, cultivates the spirit of research and the power of creative thinking in them and provides the learning of educational content that fits the characteristics of students with its learner-centered context. Thus, students should benefit from a high self-concept ability to effectively utilize the benefits of this educational method aimed at optimal learning and academic progress.

The results of the second and fourth hypotheses of the research revealed the positive and significant impact of the blended education method on students' academic enthusiasm and its components. Therefore, one may suggest that the blended education method enhances students' academic enthusiasm. This finding is consistent with the results of Saeed (2019), Mahmood et al. (2020), and Setiyani et al. (2020) who stated that the blended education method increases students' motivation and enthusiasm for learning and academic progress. In explaining this hypothesis, one can say that the blended education method gives high flexibility to the learner. In this training method, access to online resources is possible, so that learners can make use of all information such as documents, videos, images, and laboratory software easily and for free. Moreover, this approach provides the context for creating a virtual class and online discussions for students so that students would benefit from social interaction with the teacher and other classmates even at home. By generating entertaining content and interesting and popular strategies in the blended education method, the education process can be led to game-based learning and create internal motivation in students to learn and academic enthusiasm. One of the most crucial advantages of the blended learning method is the continuous change of its educational process according to the educational content; i.e., various teaching methods are utilized in this educational method according to the characteristics of the students, their mental background, and educational content to improve the level of learning of the students to the highest possible level, aimed at realizing academic progress and, as a result, to improve students' enthusiasm for learning and education. Blended learning has many advantages in training and apprenticeship programs. Some of the advantages of blended learning include expanding the physical boundaries of the classroom by using technology, providing access to learning content and resources, improving the ability of instructors to receive feedback on learners' progress as well as offering multiple opportunities for communication, collaboration, interactions, and learning control. Accordingly, we may expect this process to lead to the development of motivation for learners and students. Hence, blended learning allows the realization of the goals of the training courses using these multiple methods. Learners can achieve academic progress by self-teaching and even repeating parts of the educational course programs. Determining goals and focusing on the educational process in blended learning lead learners to receive favorable and constructive feedback for learning and to develop their inner motivation. Also, students' academic enthusiasm in the classroom is considered as a form of targeted educational activities inside and outside the school environment, which lead to learning, developing personal-social, and a sense of satisfaction. It can be measured by the level of students' involvement in effective educational activities In addition, since blended learning environments are based on e-learning, which operates quite flexibly, the learners can make use of the educational environment at any time and place. They even can make use of the educational content at a time other than the class time using a recorded educational class offline. By attending the class, learners can make use of all the features of the chat room, ask questions and submit assignments by activating the microphone, attend exams, and even make face-to-face contact with

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the teacher and classmates through a webcam (network camera). Besides that, they can benefit from the facilities of face-to-face classes and direct communication with the teacher and classmates. These features promote the academic enthusiasm of students. Following challenge experiences with various scientific assignments, academic enthusiasm can improve their learning skills. Interaction with such challenges seems to cause deep involvement and passion in students and turn them into qualified people with competence and self-confidence.

Like any other research, this study faced limitations such as the educational level, the content of a course, and the gender of the students. Based on the research findings, we suggest generalizing the blended education method to other educational courses and different educational levels in future studies. We also recommend researchers to focuse on enhancing the ability of self-concept and academic enthusiasm of students as one of the effective psychological factors to increase self-esteem, academic progress, and improve students' learning. In general, we suggest to other researchers study and discover the effect of the blended education method on other academic, psychological, and cognitive factors of students. We also suggest that they plan some experiments with the objective of identifying other educational methods with the potential to increase students' self-concept and academic enthusiasm.

6. References

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