

# Effectiveness of a Blended Learning Model for Teaching Chinese Listening Skills to Mathayom Suksa Four Thai Students

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## ABSTRACT

This mixed methods study aimed to investigate the effectiveness of a Blended Learning (BL) Model in improving Chinese listening skills and to evaluate satisfaction towards the blended teaching model of Mathayom Suksa Four Thai students. The experiment was conducted at Ratwittaya School in Term 1, from June to July, Academic Year 2021. The sample consisted of 31 students of Mathayom Suksa Four by purposive sampling. Achievement Tests, Satisfaction Questionnaires and Semi-structured Interviews were utilized as the research tools. The IOC result of the satisfaction questionnaire was 0.99 and that of the semi-structured interview was 0.84. The results of the pre-posttest indicated that the students performed better after the intervention. The mean score of the pre-test was 32.39 and the post-test was 36.16. The significant value of 0.0001 ( $p < 0.005$ ) confirmed the effectiveness of BL Model. The results of the questionnaires showed that student satisfaction was found in all aspects with teaching quality, learning skills and learning experiences getting higher percentages than learning resources, learning environment and assessment and feedback. The semi-structured interviews revealed that the students were satisfied with blended learning with reasons such as friendly class atmosphere and freedom of discussion in groups. Besides improving the students' listening skills, blended learning also developed the students' 21<sup>st</sup> century skills such as self-directed learning skills and problem-solving skills. The results of this study showed that Blended Learning was an effective teaching approach for Chinese listening skill enhancement.

**Keywords:** Blended Learning Model, Chinese Listening Skills, Thai High School Students

## Introduction

More and more Thai people start to get interested in learning Chinese (Xi, 2016). With the One Belt One Road Policy, Thailand has

shown greater interest in Chinese as a second foreign language for students after English (Fan, 2020) for communication in the service businesses. Consequently, a large number of

students aim to secure jobs in various companies (Zhang, 2017). Thus, Chinese has become an important language for them (Da, 2020).

Wilt (1950) explains that in a person's lifetime, listening accounts for 45% of the total communication. Similarly, Yavuz and Celik (2017) claim that listening is a pre-requisite for other language skills, reflecting the belief that language is primarily oral with listening and speaking as the most important skills (Asassfeh, 2015).

However, many problems in teaching the Chinese language, especially in primary and secondary schools of Thailand have hindered the success (Sea-Jia, 2015). The problems are 1) Outdated Chinese textbooks making it hard for students to set up a complete Chinese learning system (Zhou, 2019; Li, Huang & Ma, 2020). 2) The lack of multimedia classrooms resulting in infrequent use multimedia courseware (Wang & Geng, 2019); 3) The use of traditional methods, especially Grammar translation method (Wang & Geng, 2019). 4) Inappropriate curriculum and insufficient Chinese class hours (Zhou, 2019). The Government of Thailand stipulates that the teaching hours of Chinese are 5-10 class hours per week, and each class is 40 to 50 minutes long. Learning Chinese is disrupted from time to time due to extracurricular activities in learning Chinese (Su, 2016).

For Chinese listening teaching, how to improve students' listening skills and listening comprehension ability are often a major point of concern (Cai, 2019). Synonyms and inference ability has become a research focus (Yavuz & Celik, 2017). It is necessary to improve Chinese teaching materials, update and innovate the Chinese listening teaching methods (Wu, 2015). Looking for a new teaching method and learning model to solve these problems has become a challenge for teachers of Chinese as a Foreign language (Ma, 2020). According to Murati and

Ceka (2017), technology should be an important part of their educational experience.

E-learning, MOOC (Massive open online courses) and flipped classroom are replacing traditional teaching models in recent years (Chu & Ma, 2017). However, according to the report of the World Economic Forum (2020), people believe that the teaching effect of pure online teaching or online learning is poor. Comments on online teaching while students study from home due to the spread of the Covid 19 point out that negative comments outnumber positive ones (Maulida, 2021). Therefore, a new learning model—blended learning appears to be a good choice (Feng, Sun & Cao, 2019). Husain (2020) states that education will be moving towards a blended model. Zhu (2019) also claims that blended learning that combines the traditional classroom and online learning may become the school of the future and the main teaching approach.

Therefore, blended learning can lend itself as an alternative teaching and learning approach if schools continue to exist. In recent years, more and more scholars have noticed the benefits of blended learning and have started to investigate the blended learning models in different areas, such as reading, writing and speaking (Kusmaryati & Amertaningrum, 2017; Al Rouji, 2020; Chen, 2020). However, there are few researches about teaching Chinese as a foreign language listening class based on the blended learning model (Qian, 2019).

This is why this study was an attempt to investigate the effectiveness of a listening class based on blended learning to enhance student learning achievement and to move away from old techniques that are commonly believed to be ineffective. This study was worth conducting as the findings from it will shed some light on whether a blended learning Chinese listening class could benefit students.

### **Research Questions**

1) Can a Blended learning model improve students' Chinese Listening skills?

2) Are students satisfied with the blended teaching model?

### **Research Objectives**

1) To find out the effectiveness of the blended learning model in students' Chinese listening skills.

2) To investigate the satisfaction of Mathayom 4 Thai students toward the blended learning model adopted for teaching Chinese as a Foreign Language.

### **Research Hypotheses**

1) The students' Chinese listening skill after the intervention by blended learning was better than before.

2) The participating students were satisfied with their listening classes.

### **Literature Review**

#### **1. Blended learning**

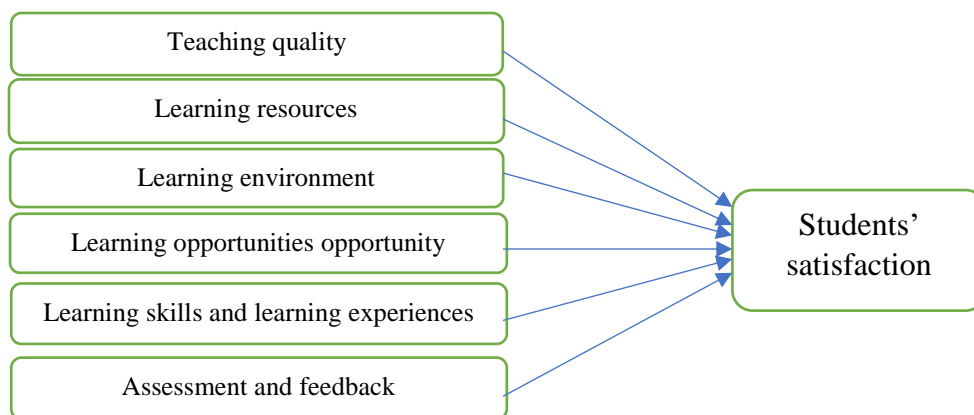
Blended learning is an innovative approach of learning that incorporates the benefits of both traditional classroom teaching and ICT enabled learning. It includes offline learning and online learning (Lalima & Dangwal, 2017). Blended learning has many benefits (Zaka, 2013). Hadisaputra, Ihsan, Gunawan and Ramdani (2020) claim that blended learning encourages student-centered learning, independent learning skills and critical thinking capacities. Autonomous learning skills have also been enhanced (Ahn, 2017). Blended learning through online learning provides students with more opportunities to learn outside

of school hours and use resources anytime, anywhere as well as flexible time to learn (Tucker & Wycoff & Green, 2017). What's more, blended learning can help students set their own learning space easily and conveniently ((Luthan, Misra & Lutan, 2021). As a result, students can improve their personal skills (Tyley, 2020).

In class, teachers and students have more time to interact and so does online communication (Lalima & Dangwal, 2017). When students have problems with learning, they can interact with teachers directly (Dziuban, et al, 2018). Arney (2015) states that blended learning can help teachers find more methods to adapt to this generation of students. Teachers can send instructional materials to students immediately and students can automatically learn. It does not only enrich teachers' teaching resources but also gives classes a new life (Cleveland-Innes & Wilton, 2018).

#### **2. Students' Satisfaction**

Students' satisfaction refers to the evaluation of students' attitude towards learning experience, teaching services and facilities (Weerasinghe & Fernando, 2017). It helps highlight the advantages and disadvantages of the program, including the staff, environment, curriculum and even policies (Abbas, 2018). However, satisfaction is affected by numerous different factors. The factors that influence student satisfaction are listed below (See Figure 1).



**Figure 1** Factors indicating students' satisfaction

### 3. Chinese listening skills

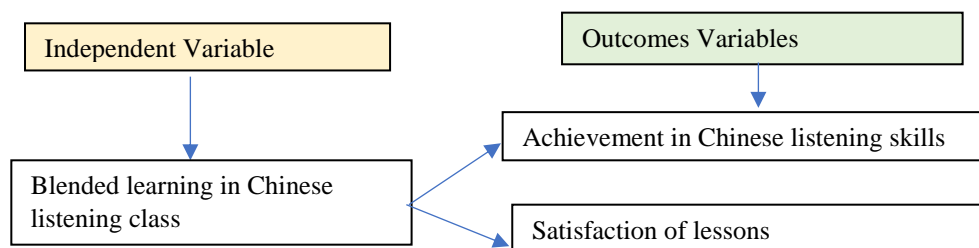
Listening is a highly complex process in daily communication or in a language (Rost, 2002; Sahin, 2020). Listening is a crucial skill. It helps language learners to receive information with language input and interacts with other language skills (Vandergrift & Goh, 2012). Khuziakhmetova and Porcheskub (2016) state that listening is the basic skill for the development of speaking, reading and writing. Kim and Pilcher (2016) also mention that the quality of listening ability can affect the quality of both speaking and writing. No listening skill, means no language learning, even no communication (Ahmadi, 2016). Strengthening listening training and facilitated students' listening comprehension

ability should be paid more attention to (Cai, 2019). In order to achieve better listening comprehension, different listening sub-skills must be practiced and developed (Wang, 2017). Dai and LYU (2017) state that with the emphasis on listening teaching of Chinese as a foreign language, many scholars are committed to using new theories to guide teaching and create new approaches.

### Research Methodology

This study adopted a one group pre-posttest experimental design. There was only one class of Thai Mathayom Suksa Four with a total of 34 students. Based on Krejcie and Morgan (1970) formulae, 31 students could be used as the sample of the study.

Figure 2 below shows the conceptual framework of the study.



**Figure 2** Conceptual framework

The instruments consisted of achievement tests, Satisfaction Questionnaires and Semi-structured interviews. One intervention instrument was the lesson plans. All instruments were submitted to three experts to verify the content validity by using Item Objective Congruence Index (IOC). The IOC score result for the questionnaire was 0.99, while the IOC score result for the semi-structured interview was 0.84, and that of the lesson plans was 1. Thus, the instruments used in the study showed high validity. The Cronbach's Alpha of the Questionnaire was 0.922, so the questionnaire was highly reliable.

The Pre-Post Test conducted before and after the intervention aimed to evaluate the effective of the model according to the first research objective. The test papers adopted are HSK Level 4 paper which is solely supervised by the Ministry of Education of China and contain 45 listening items. The quality report of the new Chinese Proficiency Test (2012) showed that most HSK tests have a reliability of 0.90.

The Satisfaction Questionnaire and the semi-structured interview were aimed to examine the satisfaction of the students. The former contained six dimensions including the teaching quality and teaching opportunities, the

learning resources, the learning environment, the learning experience, assessment and feedback and overall satisfaction. The 5-point Likert Scale was used. At the end of the course, a survey questionnaire was sent to each student in the sample group. The semi-structured interviews were organized to collect qualitative data from 5 volunteering interviewees after the questionnaire step.

The lesson plans were designed following the blended learning model steps (See Table 1). The blended learning model in this study consisted of 3 steps: 1) Online self-learning; 2) Offline discussion learning; 3) Evaluation. Before the class, the students did their self-study on the online learning materials provided by the teacher and the self-learning tasks. The students were asked to record the problems that they had encountered. In the classroom, they discussed the problems that they had in small groups and then a group representative was selected to present the results of the group's discussion and learning. Finally, the teacher commented on their work and added knowledge highlights. The duration of the study was one month, with 12 blended listening sessions of 45 minutes each.

Based on the blended learning model.  
The main steps of the teaching lesson plans are shown below.

**Table 1** Blended Listening Teaching Process

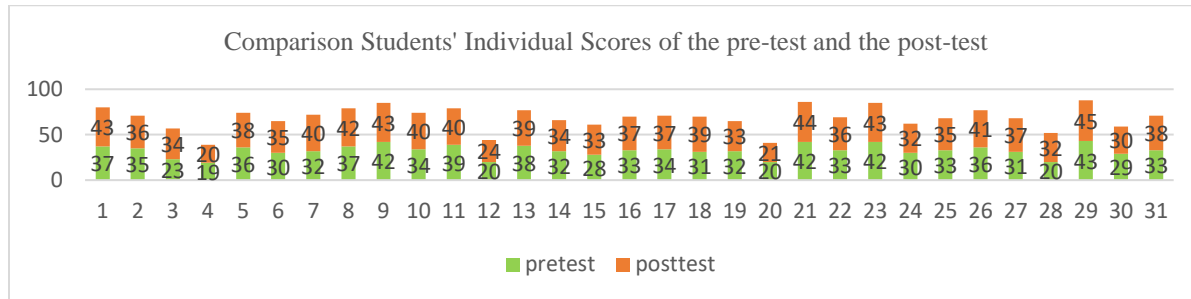
<b>Subject</b>	<b>Chinese listening</b>	<b>Participants</b>	<b>31</b>
<b>Level</b>	<b>Mathayom Suksa Four</b>	<b>Teaching materials</b>	<b>PowerPoint, video, audio,</b>
<b>Time</b>	<b>45 minutes/per lesson</b>	<b>Total sessions</b>	<b>12</b>
Teaching Process	<p><b>Step 1: Online self-learning</b></p> <ol style="list-style-type: none"> <li>1) The students click the link to Quizlet posted by the teacher, learn vocabulary, and complete the exercise on the Quizlet.</li> <li>2) They previewed the topic of the class, watch the video and answer the questions.</li> <li>3) Students write down the questions which cannot be solved by themselves.</li> </ol> <p><b>Step 2: Face to face learning</b></p> <ol style="list-style-type: none"> <li>1) Group discussion.</li> <li>2) Students' presentation.</li> <li>3) The teacher's supplements.</li> <li>4) The groups watch the video or listen to the audio, strengthen the listening skills.</li> <li>5) Conversation in small groups.</li> </ol> <p><b>Step 3: Evaluate</b></p>		

Data analysis of the pre-post test scores was completed with the use of a computer program (SPSS), T-test dependent, Mean, and Standard Deviation. The data analysis of the questionnaire was done with a computer program (SPSS); the descriptive statistics of frequency and percentage of all items in the questionnaire were calculated in order to find the result of the students' answer question by question. The data analysis of the

semi-structured interviews was done with a computer program (Hyper Research), which took the following steps: 1) Select the resources 2) Create theme code book 3) Select the interview content and apply the corresponding code 4) Click on the report generator to display the analysis results. The program was used to analyze the interview qualitative data so as to maintain the objectivity of the data analysis technique.

## Findings

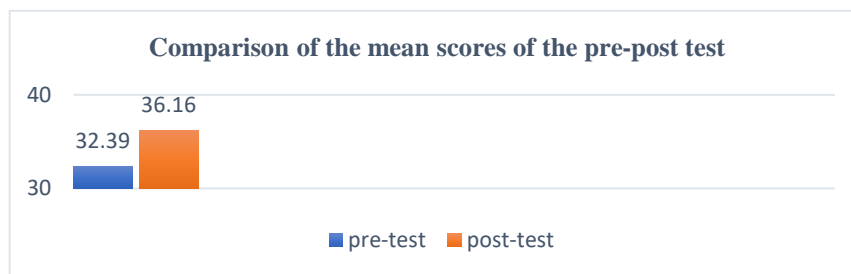
1. The results of the pre-post test scores from 31 students were presented in Figure 3, Figure 4 and Table 2 as follows:



**Figure 3** Comparison of the Scores of the Pre-test and the Post-test

Figure 3 shows the individual scores of each student on the pre-test and post-test. The graph clearly describes the difference in scores

for 31 students on the pre-test and post-test. This proves that blended learning approach can be very helpful for students.



**Figure 4** Comparison of the Pre-test and Post-test Means

Figure 4 shows that the mean score of the post-test (36.16) was higher than that of the pre-test (32.39). It suggests that the scores of the post-test increased compared to the

scores of the pre-test after using the Blended Learning approach.

**Table 2** Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	SD	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1	-3.77		.53623	-4.86933	-2.67906	-7.038	30	.0001
pretest	32.39	6.64						
posttest	36.16	6.19						

\*SD=Standard Deviation

Table 2 shows the data analysis results of the pre-test and the post-test. The significance of the study was 0.0001( $p=0.0001$ ), which is clearly lower than 0.05( $p<0.05$ ). It indicated that there is a significant difference in the experiment. The mean score ( $\bar{x}$ ) of the pre-test was 32.39 (SD=6.64) while the mean score ( $\bar{x}$ ) of the post-test was 36.16 (SD= 6.19). The mean score of the post-test was 3.77 points higher than in the pre-test. It proved that students had

improvement in listening skills based on the implementation of blended learning. The SD (6.64) in the Pre-test was wider than SD (6.19) in the Post-test. It indicated that the students' scores of the post-test were closer to the mean than in the pre-test, which means that the group performed better than in the post-test. Therefore, it can be concluded that the blended learning helped to improve students' Chinese listening skills.

2. The results of the questionnaire were presented as Table 3.

**Table 3** Analysis of the Questionnaire Responses

Item	Percentage (n=31)					
	Strongly disagree	Disagree	Neutral	Agree (A)	Strongly agree (SA)	Total A/SA
Teaching quality and Teaching opportunities						
1. My instructor is knowledgeable in the subject content.	0%	0%	25.8%	32.3%	41.9%	74.2%
2. My instructor provided opportunities to ask questions.	0%	0%	16.1%	61.3%	22.6%	83.9%
3. My instructor treated me with respect.	0%	0%	22.6%	48.4%	29%	77.4%
4. My instructor made the subject as interesting as possible.	0%	0%	12.9%	71%	16.1%	87.1%



5. My instructor delivered the subject content effectively.	0%	0%	9.7%	58.1%	32.3%	90.4%
6. My instructor efficiently made the class run smoothly.	0%	0%	25.8%	51.6%	22.6%	74.2%
Average	0%	0%	18.82 %	53.78 %	27.42%	81.2%
Learning resources						
7. The learning resources are easy to access.	0%	0%	41.9%	35.5%	22.6%	58.1%
8. The learning resources are up to date.	0%	0%	19.4%	41.9%	38.7%	80.6%
9. The quality of the listening materials is practical.	0%	0%	32.3%	41.9%	25.8%	67.7%
10. The listening learning materials are enjoyable.	0%	0%	29%	48.4%	22.6%	71%
Average	0%	0%	30.65 %	41.93 %	27.43%	69.36 %
Learning environment						
11.The design of discussion, evaluation, cooperation and other activities in the teaching process are going well.	0%	0%	32.3%	61.3%	6.4%	67.7%
12.The learning atmosphere is good.	0%	3.2%	35.5%	41.9%	19.4%	61.3%
13.The interaction between the teacher and classmates is good.	0%	0%	19.4%	48.4%	32.3%	80.7%
14.This course has provided me with opportunities to explore ideas or concepts in depth.	0%	0%	25.8%	48.4%	25.8%	74.2%
15.I have the right opportunities to provide feedback on my course.	0%	0%	32.3%	58.1%	9.7%	67.8%
Average	0%	0.64%	29.06 %	51.62 %	18.72%	70.34 %
Listening skills and Learning experiences						
16.This course has made me more confident in listening to Chinese.	0%	0%	19.4%	45.2%	35.5%	80.7%
17.This course helps me develop my ability to work as a team member.	0%	0%	32.3%	51.6%	16.1%	67.7%
18.This course helps me develop the ability to plan my own work.	0%	0%	25.8%	54.8%	19.4%	74.2%
19.This course improved my skill in understanding the main idea of a conversation.	0%	0%	19.4%	54.8%	25.8%	80.6%

20.This course improved my skill in doing summaries.	0%	0%	19.4%	54.8%	25.8%	80.6%
21.This course improved my vocabularies that matches each situation.	0%	0%	16.1%	54.8%	29%	83.8%
22. I have received helpful comments on my work.	0%	3.2%	29%	41.9%	25.8%	67.7%
Average	0%	0.46%	23.06 %	51.13 %	25.34%	76.47 %
Assessment and Feedback						
23.Instructor often praised and encouraged good learning behaviors in class.	0%	0%	35.5%	41.9%	22.6%	64.5%
24.Assessment was fair to all students.	0%	0%	32.3%	38.7%	29%	67.7%
Average	0%	0%	33.9%	40.3%	25.8%	66.1%
Overall satisfaction						
25. Generally speaking, I am satisfied with this course.	0%	0%	19.4%	51.6%	29%	80.6%

\*n= number of participants

Table 3 shows that most of the responses from students concentrated on 3 (Neutral), 4 (Agree) and 5 (Strongly agree). The overall satisfaction Item 25, where the “Strongly agree” received 29 % and “Agree” received 51.6%, shows that 80.6% of the students were satisfied with blended learning.

On average, 81.21% of the participants agreed and strongly agreed with the teaching quality (Items 1-6). Based on this result, it clearly indicates that students were satisfied with the lessons at the high level. However, among the six items of teaching quality (Items 1-6), Item 5 “My instructor delivered the subject content effectively” got the highest degree of “Strongly agree” and “Agree” (90.3%), while Item 1 “My instructor is knowledgeable in the subject content” and Item 6 “My instructor efficiently made the class run smoothly” got the

lowest degree of “Strongly agree” and “Agree” (74.2%).

In terms of the learning resources (Items 7-10), 69.36% of the participants agreed and strongly agreed. It means that the students were generally satisfied with the learning resources. However, among the four items, Item 8 “The learning resources are up to date” got the highest degree of “Strongly agree” and “Agree” (80.6%), while Item 7 “The learning resources are easy to access” got 58.1%.

As for the learning environment (Items 11-15), 70.32% of the participants agreed and strongly agreed with the items. This result suggests that the blended learning environment meets students' requirements and students had satisfaction with blended learning environment. However, among the five items, Item 12 “The learning atmosphere is good” got the lowest

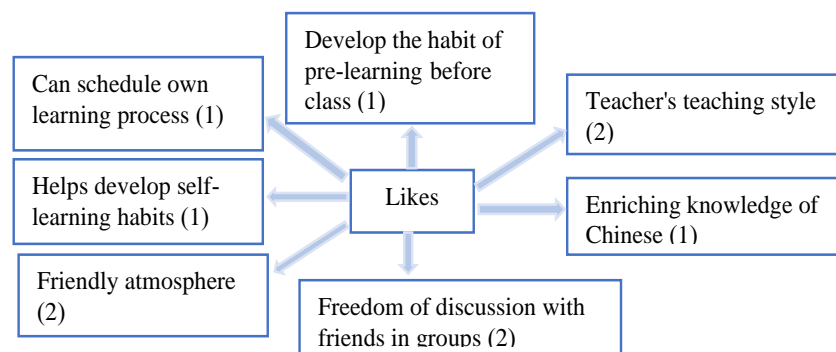
degree of “Strongly agree” and “Agree” (61.3%). while Item 13 “The interaction between the teacher and classmates is good” with 80.6%.

The results of the listening skills and learning experiences, Items 16-22, on average, showed that 68.64% of the participants agreed and strongly agreed with the items. It obviously indicates that most of the students were satisfied with the skills acquired. However, among the seven items, Item 17 “This course helps me develop my ability to work as a team member” and Item 22 “I have received helpful comments on my work” got the lowest degree of “Strongly agree” and “Agree” with (67.7%), while Item 21 “This course has made me more confident in listening to Chinese” got (83.9%).

In addition, on average, among the six dimensions: the teaching quality, the learning

resources, the learning environment, listening skills and learning experiences, assessment and feedback and overall satisfaction. the highest level of satisfaction was found at the teaching quality (81.21%), which means that the teaching quality met most of the students’ requirement. However, the lowest level of satisfaction was found at assessment and feedback (66.1%), which suggests that teachers should improve the way of assessments of blended learning.

3. The results from the Semi-structured Interview data analysis presented the reasons for students' satisfaction with blended learning. It was categorized into four relevant themes to show why the students in the study like blended learning. They are skills development, learning style of students and suggestions from students, which is shown in Figure 5 below.



**Figure 5** Reasons Why Students Liked Blended Learning

Figure 5 shows that most interviewees enjoyed learning with the blended learning approach, but they had different reasons for their preferences related to teacher's teaching style and friendly learning atmosphere. They can freely discuss with friends in the classroom. One respondent stated that blended learning could help students better than just following the

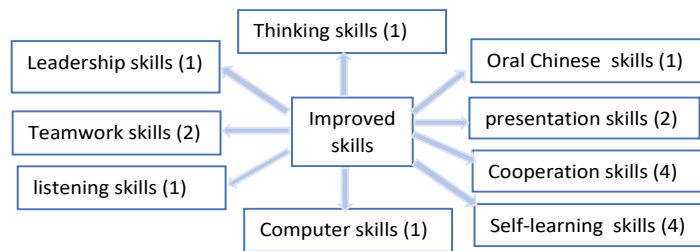
teacher in class and help them better understand and acquire knowledge. One respondent stated that blended learning helped them develop self-learning habits. The interviewees’ actual words are listed below.

- The study atmosphere is active and not as quiet as before. And we can discuss freely in class and be able to say what we want to say.

(Interviewee 1)

- I can schedule my learning process, listen to

what I want to listen to and read the learning materials I want to read. (Interviewee 3)



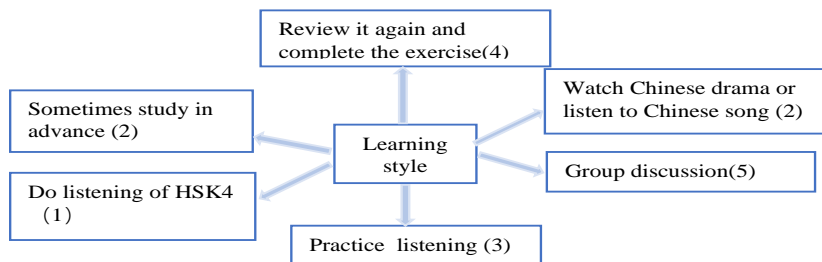
**Figure 6** Skills Development

Figure 6 shows students improve not only their listening skills, but other skills as well in blended learning listening class such as thinking skills, leadership skills, teamwork skills, presentation skills self-learning skills and oral Chinese skills. As some interviewees described:

- I think my self-learning is better than before, and I can easy to understand the meaning of

conversation when I listen. (Interviewee 1)

- Especially teamwork skills, and my oral Chinese skills, I can fluently express in Chinese. My listening skills also. (Interviewee 2)
- It helps me improved my vocabulary. And it has improved my ability to take notes quickly, so that I know how to pick up the key points of the material. (Interviewee 3)



**Figure 7** Learning Styles of Students

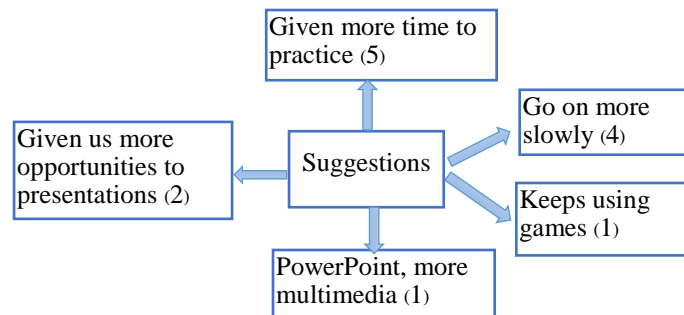
Figure 7 shows that the students had different learning styles during the blended learning listening class. Such as do HSK 4 listening Test, review and learning in advance and watch Chinese drama and listening to Chinese song. Some interviewees said:

- I usually study in advance by myself.....And then practice listening. In the class room, I would like to discuss with my friends. (Interviewee 1)
- If I completed the exercise. I would watch Chinese TV series or listen to Chinese song, this

is a good way to practice listening. (Interviewee 2)

- The lessons we learned are too easy for me. I like to go searching online for teaching materials

that are appropriate for me, and then learn by myself, do listening of HSK4 Test. (Interviewee 5)



**Figure 8** Interviewees' Suggestions

Figure 8 shows students' suggestions for learning in blended listening classes which offer some challenges in the implementation process. Thus, the students voiced that the teachers could give them more time to practice and prepare for the presentation, go on more slowly during teaching and utilize more multimedia. Below were some interviewees' suggestions:

- I hoped that the teacher would go on more slowly. And given more time to practice and given us more opportunities to presentation.” (Interviewee 1)
- I hoped that the teacher would go on more slowly. Give us more time to practice And I hope the teacher keep using games to teach in the classroom in the future to keep the class interesting.” (Interviewee 5)

## Discussion

According to the results of the study, the use of blended learning is considered useful, effective and appropriate way to improve the

performance of Mathayom Suksa Four Thai students in Chinese listening.

1. Blended learning improved students' listening skills.

From the results of the pre-posttest, the post-test scores of students were significantly higher than those in the pre-test. It proves that blended learning is very helpful in students' Chinese listening. This finding was similar to Banditvila (2016), Lalima1 and Lata Dangwal (2017) and Liu (2017) who stated that the use of blended learning approach can help students to promote their listening skills. It is also in line with Caruso, Colombi and Tebbit (2017), Yang (2018) and Chen (2020) agreed that blended learning is a combination of online and offline teaching and learning which provides students with many opportunities to develop their listening skills in their learning and help students to improve learning outcomes. Ahn (2017) conducted a study on the application of blended learning models in a Korean Language Course, and found that blended learning model help to

effectively develop students' skills in all aspects of Korean language especially in listening skills.

Blended learning encourages student-centered learning. In the blended listening class, students need to do their self-study before the class and enables students to improve their listening skills by helping and supporting group members (Zaka, 2013; Staker & Horn, 2014; Du, 2017). As well as blended learning offered a flexible leaning time, flexible learning places and flexible learning paths. Students can learn independently out of the class. When students learn online independently, they can avoid blindness and inefficiency in independent listening learning, creating effective unity between independent learning and classroom teaching before and after class, and allowing students to target practice according to their weak points (Yang, 2018; Ahn, 2017; Hadisaputra, Ihsan, Gunawan & Ramdani, 2020). In blended learning model, students have more time to practice their listening for successful outcomes. When the students have more time for outcomes, it was easier to achieve success. This finding supported by Lalima and Lata Dangwal (2017); Tucker, Wycoff and Green (2017), Yang and Wang2019) and Chen (2020).

2. Students were satisfied with learning listening with the blended learning model

Most students mentioned that they enjoy learning in friendly learning atmosphere of blended learning and enjoyed independent learning because they could go for targeted exercises for their weaknesses. When the course was easy, enjoyable, active, well organized and offered an equal opportunity for the students;

they were happy with blended learning. This finding was supported by Wang and Yin (2016) and Abbas (2018).

Additionally, Blended Learning helps students to improve their other skills such as presentation skill, computer skill, cooperative skill, independently learning skill, critical thinking skill and leadership skill. When students acquire learning skills, they are satisfied with the learning approach. This finding was supported by Banditvilai, (2016), Dziuban, Graham, Moskal, Norberg and Sicilia (2018) and Li and Carroll (2017).

What's more, when students get a great academic performance they may have higher satisfaction (Siming, Gao & Xu, 2016).

In summary, blended learning encourages student-centered approach with the teacher as the facilitator. Blended learning creates a relaxed and friendly learning atmosphere where students can discuss freely with their friends and provide a cooperative learning environment. Blended learning also offers a flexible learning model. In this model, students can arrange their own schedule of study, can search for their favorite study materials to learning and have more time to practice listening. Thus, blended learning is beneficial for Chinese listening teaching and learning.

## **Conclusion and Recommendations**

According to the analysis of the pre-posttest, it was found that students' listening skills improved under the study with blended learning with 32.39 in the pre-test and 36.16 in the post-test. The results of the questionnaires

also showed that the blended learning have enhanced learners' Chinese listening skills in many aspects. 76.47% of the participants believed they got improvement in listening skills, such as mastery of the key points, summarizing skills, understanding the main idea and enlarging vocabularies.

Other findings from the semi-structured interview data showed that blended learning helps students to improve their skills in various areas such as computer skills, cooperative skills, self-learning skills, critical thinking, problem-solving skills and leadership skills. Since blended listening classes are new and challenging for some students, the students said that they need more time to practice at the beginning. This idea is in line with Alvarez (2020), who is convinced that students often

faced challenges in blended learning and when students did not know blended learning before, they would need more time to work on blended learning.

It is recommended that in the process of listening teaching, teachers should help learners construct their knowledge and encourage them become autonomous learners. Students should be allowed to choose the activities and lessons to ensure that blended learning is carried out successfully. Future researchers should include studies of how students in different countries and at different grade levels are affected by blended learning models. Future research should be conducted on blended learning for a longer period of time. Also, emphasis of future research should be on the application of blended learning approaches to more subject areas.

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