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Advancing Comprehension Skills Using Blended Learning Intervention - The Role of Motivation

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Abstract

The current study investigated whether a Blended Learning, tutor-based, individualized intervention program will be beneficial in promoting comprehension skills in first graders at risk of low literacy. Forty Arabic-speaking first-grade students participated in the study: 20 assigned to the intervention program, and 20 assigned as control group. In the intervention group, the students were categorized in one of 4 sub-groups: high student and tutor motivation, low student and tutor motivation, high student motivation/low tutor motivation, and low student motivation/high tutor motivation. Students' comprehension scores and advancements were assessed before, during and at the end of the program. Findings indicate that the intervention succeeded in advancing students' skills beyond motivation level, although the greatest improvement was found when both students and tutors had high motivation, and the lowest when both student and tutor lacked motivation. Findings emphasize the importance of blended learning and individualized attention to efficiently close the gap in comprehension skills among students at literacy risk, as well as the importance of motivation of both students and tutors in the learning process.

Keywords: Blended Learning; Primary School Education; Technology Enhanced Learning; Intervention; Motivation.