

# EFFECTIVENESS OF USING THE BLENDED LEARNING IN TEACHING THE ENGLISH COURSE FOR SECONDARY FEMALE STUDENTS IN RIYADH

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**ABSTRACT\_** This study aimed to identify the effectiveness of using the blended learning in teaching the English course at the cognitive levels (recognition, comprehension, application, analysis, synthesis and evaluation) by third year secondary adult female students in Riyadh. The study employed the quasi-experimental approach. The study sample consisted of (35) students, divided into two groups: an experimental group of (20) students and a control group of (15) students from the same school. The research tool was an achievement test (prepared by the researcher) focusing on the six levels of Bloom's taxonomy of cognitive goals. The designed test was pre- and post- applied to the study sample. The research concluded the following maor result, namely: There are statically significant differences at the (0.05) level between the average test scores of the group of students who learned by using blended learning and the controlled group of students who learned by using the traditional method in post application of the achievement test at the six levels separately. And there are statically significant differences at the (0.05) level between the average test scores of the group of students who learned by using blended learning and the controlled group of students who learned by using the traditional method in post application of the achievement test at all levels as a whole. Based on the above –mentioned result the study suggest train and encourage teachers to use blended learning in teaching English for its positive effect on students' achievement. And Prepare laboratories and classes with all requirements of blended learning.

**KEY WORD:** Blended Learning, achievement, English Language.