

A Study of e-Learning, Blended learning, and Traditional Teaching Methods to Enhance English Reading Comprehension Ability of Thai Learners

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Abstract: *The purposes of this study was to compare the student's reading comprehension ability using e-Learning, blended learning and traditional teaching methods for Tourism Hospitality students. The informants were 90, second year students majoring in the Tourism and Hospitality Industry which were divided by using the purposive sampling method into three groups of 30 learners, Group A received the e-Learning method, Group B received the Blended Learning method, and Group C received the Traditional teaching style. The research instruments used for data collection were the lesson plans, the e-Learning program, and the English Reading Comprehension test (Pretest and Posttest). Quantitative data were collected and analyzed by mean, standard deviation, and t-test with SPSS.*

The results of this study indicated that the teaching delivery method using e-Learning assisted students to significantly improve their English reading comprehension. The relationship among groups of students and the different levels of the pre-test and post-test scores showed that the students in each group (A, B, C) had higher posttest scores after they studied with the teaching delivery method that they received. The English reading ability of the students through each teaching delivery method after the experiment was significantly higher at the .001 level.

Keywords: e-Learning, Blended Learning, Traditional Teaching, English Reading Comprehension Ability

Introduction

In a global communicative world, studying English is more important for all learners. English is one of the most important languages in the world today in terms of international communication. Thailand, as a part of the modern world, has an authentic need to assimilate English into the daily lives of ordinary Thai people, through both the spoken and written word. Because of this, English has a profound impact on the Thai educational system, economics, business, political situation, and many other aspects of life (Genc & Bada, 2005). With regard to this, the Ministry of Education of Thailand is attempting to raise the priority of English studies among public and private institutions in order to emphasize the significance and value of English in education. It should also be noted that English is also the official language of the AEC.

Many educational institutions offer a variety of program for learners to study English and are taught by both Thai teachers and teachers who are native English-speaking instructors (Baker, 2008; Kilickaya, 2009; Dueraman, 2013). In the Thai educational system, English is one of the dominant languages and it has become almost a necessity for learners to study because people all over the world use English as a common language and can bind the region together (Nagi, 2012). It is very clear that the English language is playing a major role in the process of globalization. Therefore, teachers should provide an effective method to teach English language for the students in Thailand. However, one of the important changes in the area of learning during the past decade is the paradigm for teacher - centered to learner - centered learning by using digital and electronic tools (Tsai, 2009). The appearance of using e-learning has gone beyond supporting learner - centered and the learners are becoming more autonomous learners (Lee, Cheung & Chen, 2005).

At the present time, the innovations produced in the Thailand education 4.0 with the new age technology for education learning is produced with virtual reality technology. The challenge is a new

concept for online teaching with individual and team-driven methods. Simulating the learning environments leads to realization of everything looking almost like the students actually participating in the laboratory experiments as a real experience. The development concept is to close the gap between traditional teaching and online learning. Moreover, technology also provides the support and conditions by increasing freedom of choice, flexibility in scheduling, authentic materials and electronic communication. In English as a second language (ESL) and English as a foreign language (EFL) students, it is necessary that teachers have access to a variety of methods which give opportunities for learners to practice and develop their English skills.

The Thai educational system tends to focus on the “four skills” of English: speaking, writing, listening, and reading. However, it is found that among these skills, reading is quite often either overlooked or under-valued by teachers (Baker, 2008). In fact, reading is crucial for Thai people in a variety of careers. Reading is also very essential for students studying English as a foreign language (EFL) because most textbooks and the information are published in English. As a consequence, reading is the foundation of advanced studies which require reading abilities to access both textbooks and other reading sources. Thai university EFL students need to read textbooks, articles, or magazines written in English to acquire knowledge and gather information for both their careers and their academic studies. Consequently, the ability to comprehend expository texts of foreign reading material is very important for them.

English as a second language (ESL) and English as a foreign language (EFL) students have problems in reading English texts. For instance, word difficulty, limited knowledge of lexical, complex sentence structure, topic, and complex noun groups are also the main causes of the problem in reading comprehension (Egbert and Ernst-Slavit, 2010). It is shown that word difficulty, topic, and complex structures of the language create reading problems for ESL/EFL students. In addition, the students lack of ability to guess meaning from the context are exhibited as problems in skimming for main ideas, scanning for details, making inferences, and finding the topics. Topic and content are also the problems for the students to inspire them to practice reading because of their needs. Thai students have the problems with many aspects while reading the text. All of these problems are the main causes of difficulties in reading comprehension. The students also are not able to comprehend what they have read, the contents or topics that they aren't interested in, and lack of reading comprehension ability.

However, Albalawi (2015) mentions that there are many teaching delivery methods such as virtual classes and blended as well as traditional face-to-face classes. Teachers should select an effective teaching delivery method to teach the students as Gregoriades, Pampaka & Michail (2009) indicated that understanding students learning style assists teachers to adapt their teaching method to better support the students' learning and using suitable teaching delivery method lead to meaningful learning. At the present, technology and learning have become important roles in professional lives. They have also been playing powerful roles in the classroom teaching and learning. Blended Learning is a combination of different learning methods, techniques and resources and applying them in an interactively meaningful learning environment (Sharma & Barrett, 2007). The blended application is a learning application that integrates technology and traditional classroom teaching. It is constructed for classroom teaching and learning to enhance traditional teaching methodologies that include face-to-face activities in the regular classroom. The key to a successful blended course is planning and good design. The significance of element in blended learning is a suitable balance of traditional teaching methods and technology usage. The technology applications are supplements to teacher-developed teaching plans, and technologies are able to provide numerous benefits, including the development of independent learners, a source of instant feedback, and students' motivation (Macdonald, 2008).

To address this problem, there are many teaching delivery methods such as e-Learning, blended as well as traditional face-to-face classes which will be useful for teachers to prepare and provide lessons for the students. Hence, an effective reading strategy instruction must be hastily carried out to promote Thai university EFL students' reading ability. In this study, the researcher tries to help the students who enroll English Specific Purpose course majoring in Tourism (TR) and Hospitality Industry (HI) have better skill especially in English reading comprehension because the students who study in the field of tourism in education are now quite important to promote tourism and economy of the country after their graduation.

Purpose of the study

This study aimed to isolate methods which could help to improve learners' reading comprehension skills through the use of e-Learning program, blended learning, and traditional teaching method. Therefore, the following objective was set:

To compare the student's reading comprehension ability using e-Learning, blended learning and traditional teaching methods for TR and HI students.

Research Question

The central research question for this study was:

Are there any differences in student's reading comprehension ability using e-Learning, blended learning and traditional teaching methods?

Literature Review

1. e-Learning Strategies Instruction and English Language Learning

Firstly, e-Learning has become a widely accepted method of learning and teaching in educational institutions and organizations all over the world. The e-Learning as a strategy to teach English model is developed to assist Thai students in addressing the many obstacles that challenge them. The e-Learning, as a strategy to teach English model additionally is proven to be effective, because it is perceived as being useful and addressed the authentic needs of learners, student-centered, and allows students to read their own interested materials (Quigley, 2011). Moreover, e-Learning is playing its effective role in learning a language by providing activities in each language skill in an innovative and motivating manner. It has been observed that language acquisition through e-Learning is better than traditional classroom in the era of technology (Farooq, Umar, Javid, and Zahid, 2012). Recent advances in Internet and Web-based technologies have redefined the boundaries and pedagogies of distance learning by stretching its scope and deepening its interconnectedness. New learning interactions that are not perceived possible before can now be facilitated, such as the coupling of experts from around the world with novices, the instantaneous access to global resources (Dabbagh & Bannan-Ritland, 2005).

In addition, e-Learning, like all instructional technology delivery environments must be rooted in frameworks to be effective for teaching and learning. e-Learning offers many advantages compared to conventional learning. One of its advantages is the learning method which can be more adaptive than conventional learning (Budi Santoso, 2007). In the digital world, e-Learning is becoming increasingly popular among students. The issue of learning in e-Learning environments must be given a thorough attention. Moreover, e-Learning is also an innovative approach for delivering electronically mediated, well-designed, learner-centered and interactive learning environment to anyone, anytime and anyplace by utilizing the internet and digital technologies in concern with instructional design principles (Hedge & Haward, 2004). Similar to above, Nwokike (2010) mentions that e-Learning as the use of computer as a key component of the education environment.

According to Ngwoke and Numonde (2011) e-Learning have the following worth:

1. It enables you to learn when and where you want at your own pace
2. If you have commitments which make it harder for you to attend a regular course: e-Learning provides learning opportunities;
3. When you live a long way from a training area, and work irregular hours or shift, e-Learning provides learning opportunities.

Therefore, e-Learning offers a great valuable in learning process. Electronic learning is both convenient to the teacher and the learner. Learning can take place anywhere and anytime. e-Learning is a learning tool to motivate the students to study by themselves. Learners also enjoy having the opportunity to learn at their own pace and their own time.

Moreover, it helps students to develop knowledge of internet. All these show that e-Learning has advantages for corporation, education, teachers and learners.

2. Motivation for Reading Comprehension

Motivation and learning attitude were important predictors of achievement (Nunan, 2003). In relation with that statement, Slavin (2009) says that students who were highly motivated to learn something were more likely than others to consciously plan their learning, to carry out a learning plan, and to retain the information they obtain. Motivation contributes to reading comprehension. It was evident that the acquisition of reading strategies and reading comprehension skills demands an enormous amount of effort and motivation and that outstanding teacher invest substantial time and energy in supporting students' motivation and in their reading. Moreover, motivation might influence the development of reading comprehension was that motivated students usually want to understand text content fully. Consequently, the process information which they read frequently with these cognitive purposes, motivated students increased their reading comprehension proficiency (Guthrie & Humenick, 2004).

Many researchers became increasingly concerned with the ability to meet student's individual reading objectives. Many educators found that the foundation to enhance reading comprehension skills was increasing their students' motivation to read. As Williams, Hendrick, and Tuschinski (2008) pointed out that increasing motivation to read in students would result in improved reading comprehension skills. Several factors could be considered when reviewing techniques for the increase of motivation. Wigfield, Guthrie, and Perencevich (2004) supports the increase in intrinsic motivation proves to be the most effective form of motivation. Increasing intrinsic motivation requires the educator to focus on the child's needs and interests versus external rewards for improvements (Williams, Hedrick, & Tuschinski, 2008).

To assist the students improve their reading comprehension skill, Pardo (2004) agreed that the student should have a chance to select choices in their reading and educators, in turn, should select themes and texts based on interests of the students. Furthermore, a selection of material encourages the use of authentic literacy. In the same way, Ivey and Broaddus (2001) promoted the same study results as Pardo (2004) in term of conducting a student survey regarding the interest of the process of personal reading for a student body from a school group. They would like to know what the students' needs and interests. They focus on how to select material suitably for the students. According to many researchers, increasing reading skill was related to increasing motivation to read. Students with high motivation to learn English would better prepare themselves to engage the process of teaching and learning in the classroom. They would prefer to read more books, ask many questions to teachers, produce the exercises, expose themselves to English language using, trying to use their English skill to communicate with others, or happily engage in the process of teaching and learning English.

3. Blended Learning Context

Technology and learning have become important roles in professional lives. They have also been playing powerful roles in the classroom teaching and learning. Blended Learning was a combination of different learning methods, techniques and resources and applying them in an interactively meaningful learning environment (Sharma & Barrett, 2007). The blended application was a learning application that integrates technology such as e-Learning and traditional classroom teaching. It was constructed for classroom teaching and learning to enhance traditional teaching methodologies that include face-to-face activities in the regular classroom. The figure below was presented as blended learning.



Figure 3.1: Blended Learning (Sharma & Barrett, 2007)

The key to a successful blended course was planning and good design. The significance of element in blended learning was a suitable balance of traditional teaching methods and technology usage. There were many ways to design a blended learning course. Firstly, the blended learning model by Khan (Khan, 2005) pointed out that the institutional policies about the curriculum, technology, pedagogical components, interface design, and management were the main consideration when teachers plan to design both the offline and online activities. Secondly, Dudeney and Hockly (2007) mentioned that it was important to keep in mind some considerations regarding the pedagogical implementation when designing the course with bended approach, such as the delivery mode, task design, materials, learners' and teachers' roles, tutors, assessment and evaluation. Stein & Graham's (2014) designed for a single lesson. It was based on a "backward" design approach, which aligns course goals and objectives with course assessments and activities.

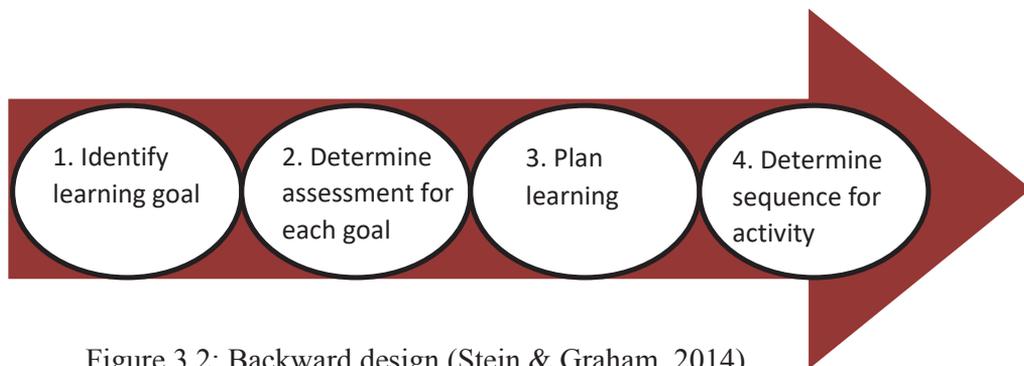


Figure 3.2: Backward design (Stein & Graham, 2014)

Consequently, in this study, blended learning is learning that combined the best of online learning and face-to-face instruction for the purpose of enhancing learning and the researcher designs this approach for classroom teaching and learning as the following.

1. Combination of Technology (e-Learning) and Textbook: selecting the best combination of teaching materials for students was an increasingly important part of the teacher's role because it used to enhance instructors' lesson plans and create interactive and motivating lessons for students. e-Learning was selected as a technology to support in the learning process.

2. Using Computer-Mediated Communication: computer-mediated communication refers to some older teaching tools that most learners were now familiar with such as e-mail, audio, e-Learning, and so forth.

3. Using Portable Devices: a portable device was anything which students and teachers can carry including mobile phone, digital devices, laptop, and so on. Sharma & Barret (2007) mentions that using portable devices could get students engaged in the classroom but probably not a concrete example of how the technology could be useful in language instruction.

As EFL or ESL teachers have used the technological tools to help students expand their dedication to the lessons and explore different resources to learn a foreign language. However, it was important to highlight how the traditional teaching classes and the virtual environment interact. In the studies presented, EFL or ESL teachers emphasize that why

blended learning was able to use as a pedagogical model in the EFL or ESL classroom context because it could also be implemented through several perspectives and with different learning goal. Consequently, blended learning could be models from teachers that can make a difference and assist students during their learning process. In this study, the researcher use e-Learning as a blended learning combined with traditional teaching method to teach the students in classroom. One of the most highlighted aspects was the fact that students could enhance towards the English reading learning process.

4. Traditional Teaching Method

Traditional teaching was concerned with the teacher being the controller of the learning environment. The teachers illustrated the concept to the students with the help of chalks and blackboard. Every important thing regarding the topic is written on the blackboard and students make important notes from the blackboard. The instructor dictates the structure of the lesson and the division of time, also. The components of traditional learning include blackboard, books, instructor and students in a classroom. Traditional learning also as a single path helps learners identify a clear direction and goal, thus a learner has a lower chance of getting lost or having trouble (Martin, 2008). In addition, traditional approach is mostly teacher centered, occurs frequently with the whole class, teacher talk exceeds student talk, and use of class time is largely determined by the teacher.

Research Methodology

This study was taught and conducted by the researcher for 15 weeks with a total of 15 sessions. The participants in this study were the sophomore students majoring in Tourism and Hospitality Industry and they were divided by purposive sampling method into three groups of 30 learners for each group as a total 90 students, the experimental group A received e-Learning, group B received Blended Learning, and group C received Traditional Teaching Method.

The first session, the students of each group (A, B, C) produced the pre-test. Next, each group of students studied with their teaching delivery methods which they received. After that the students of each group (A, B, C) produced the post-test. The statistics used for interpretation of the scores and the scores of pre and posttest were analyzed by t-test into mean (\bar{X}) and standard deviation (S.D.).

Data Collection

In the 1st session, the students of each group (A, B, C) produced the pre-test. The scores were recorded. The pretest was reading comprehension test which came from reading section of the TOEFL test. Next, in the 2nd session, the students of experimental group A started to learn the lesson on reading comprehension strategies and reading passages with e-Learning instructional design program, the students of experimental group B started to learn the lesson on reading comprehension strategies and produce reading passages with teacher for five weeks after that studied with e-Learning program for five weeks, and the students of the control group started the lesson on worksheet. Then the 3rd - 12th session, the students of experimental group A started to learn the reading passage e-Learning program with exercises (1 exercise for 1 session). The students of experimental group B started to learn reading comprehension and produce reading passages with teacher for six weeks after that they studied with e-Learning program for five weeks. At the same time, the students of the control group started the reading passages with exercises on worksheet. The participants produced the exercises by themselves with the teacher as a facilitator. In the 13th session, students in each group produced the post-test. (the same tests as the pre-test). The data were analyzed with the mean (\bar{X}), and standard deviation (*SD*).

Data Analysis

The data obtained and were analyzed and interpreted in quantitative data analysis. The score on the pretest and posttest were computed and converted by f-test into mean scores and standard deviation. The steps of the data analysis process involved determining the mean and standard deviation of each group to check whether or not the mean scores of pre and posttest were significantly different.

Results

In this study, the results would be presented as quantitative data report. Therefore, the student achievement in reading comprehension using e-Learning, blended learning and traditional teaching method including comparison of pre-test of each group (A, B, C), and comparison of post-test of each group (A, B, C) would be presented as follows:

1. The pretest scores and posttest scores of group A were analyzed using F-test and the findings have been presented as the following table.

Table 1-1 Comparison of pretest and posttest scores of group A (n = 30)

Test	N	\bar{x}	S.D.	t	df	Sig
Pretest	30	12.47	2.529	-5.281	29	.000
Posttest	30	14.13	1.795			

According to statistical information from table 1-1, the comparison of differences within groups of students with Pre-test scores (20 points) in this study was analyzed using the test statistics for the F-test. Therefore, the result has showed that the group of students and Pre-test scores (20 points) had statistical significance at the 0.001 level. The posttest scores of the students after receiving their teaching delivery method were higher than the pretest scores. The mean scores of pretest of Group A (e-Learning) were at 12.47 and standard deviation was at 2.529. Whereas, the mean scores of pretest of Group A (e-Learning) were at 14.13 and standard deviation was at 1.795.

2. The pretest scores and posttest scores of group B were analyzed using F-test and the findings have been presented as the following table.

Table 2-1 Comparison of pretest and posttest scores of group B (n = 30)

Test	N	\bar{x}	S.D.	t	df	Sig
Pretest	30	4.00	0.695	-14.087	29	.000
Posttest	30	8.47	1.383			

According to statistical information from table 2-1, the comparison of within groups of students with Pre-test scores (20 points) in this study was analyzed using the test statistics for the F-test. Therefore, the result has showed that the group of students and Pre-test scores (20 points) had statistical significance at the 0.001 level. The posttest scores of the students after receiving their teaching delivery method were higher than the pretest scores. The mean scores of pretest of Group B (e-Learning) were at 4.00 and standard deviation was at 0.695. Whereas, the mean scores of posttest of Group B (Blended Learning) were at 8.47 and standard deviation was at 1.383.

3. The pretest scores and posttest scores of group C were analyzed using F-test and the findings have been presented as the following table.

Table 3-1 Comparison of pretest and posttest scores of group C (n = 30)

Test	N	\bar{x}	S.D.	t	df	Sig
Pretest	30	6.70	0.952	-6.934	29	.000
Posttest	30	8.40	1.102			

According to statistical information from table 3-1, the comparison of within groups of students with Pre-test scores (20 points) in this study was analyzed using the test statistics for the F-test. Therefore, the result has showed that the group of students and Pre-test scores (20 points) had statistical significance at the 0.001 level. The posttest scores of the students after receiving their teaching delivery method were higher than the pretest scores. The mean scores of pretest of Group C (Traditional Teaching Method) were at 6.70 and standard deviation was at 0.952. Whereas, the mean scores of posttest of Group C (Blended Learning) were at 8.40 and standard deviation was at 1.102.

4. The relationship among groups of students and the different levels of the pre-test and post-test scores were analyzed using Chi-square and the result would be presented in the following table.

Table 4-1 The relationship among groups of students and the different levels of the pre-test and post-test

Group	Different Level Scores of Pre-test and Post-test			Total
	Increase	Be the Same	Decrease	
A (e-Learning)	3.3 (1)	30.0 (9)	66.7 (20)	100.0 (30)
B (Blended Learning)	0.00 (0)	0.00 (0)	100.0 (30)	100.0 (30)
C (Traditional Teaching)	6.7 (2)	6.7 (2)	86.6 (26)	100.0 (30)
Total	3.3 (3)	12.2 (11)	84.5 (76)	100.0 (90)

$X^2 = 16.182$ $df = 4$ $Sig. = .003^{**}$

** Level of statistical significance .01

* Level of statistical significance .05

Table 4-1 found that the posttest scores of students in group B (Blended Learning) were higher than the pretest scores from 30 students at 100 %. Then, the posttest scores of students in group C (Traditional Teaching) were higher than the pretest scores from 26 students at 86.6 %. Finally, the posttest scores of students in group A (e-Learning) were higher than the pretest scores from 20 students at 66.7% respectively.

Discussion

According to the research question 1, the three delivery methods of teaching (e-Learning, Blended Learning and Traditional Teaching) influenced students' academic achievement. Comparing the three methods of delivery, the results show that there was difference among the three delivery methods regarding students' achievement. According to this finding of the study, the mean score of achievement test of students who received e-Learning was the highest, followed by blended learning, and traditional teaching respectively. The results of each group would be presented and discussed.

First, the teaching delivery method in Group A (e-Learning) was effective for students to study. The reading achievement level of the students in Group A before and after receiving the treatment (Lessons on reading strategies) and the exercises were significantly different at .001. After the researcher taught the lessons on reading strategies to participants and the participants produced the exercises using e-Learning program. The mean scores of the posttest in the Group A increased from 12.47 in the pretest to 14.13 in the posttest. This also meant that the participants in the Group A were able to produce higher scores of the posttest after receiving the treatment.

The result was congruence with the studied of Muangpruan (2011) who has studied the development of an autonomous model in English reading using metacognitive activities for Industrial Diploma students. The findings of the study revealed the developed model. The student's reading ability is improved and reading comprehension scores were higher than the first one. This delivery method of teaching (e-Learning) could assist the students to progress their learning especially their English reading skill and it was important teaching method to promote autonomous learning. Similarly, Nielsen (2012) discussed in his study that using of e-learning tools will be necessary if all students are to participate, and the students benefit most from using e-learning tools to promote learner autonomy the students practiced their lessons.

Moreover, Madineh, Jahandar, and Khodabandehlou (2013) tried to study the effect of e-Learning task on Iranian EFL learner's reading comprehension ability. The results revealed that the posttest scores of the experiment group were higher than the posttest scores of the control group. There was a difference between two groups. It meant that there was significance difference between experimental and control group. Therefore, it could be concluded that e-Learning has an effect on students reading comprehension ability.

Second, the teaching delivery method in Group B (Blended learning) was effective for the students as well. However, the average scores of students in Group A (e-Learning) was higher than the average scorers of students in Group B (Blended Learning) and Group C (Traditional Teaching). The mean scores of pretest of Group B (Blended Learning) were at 8.47 and standard deviation was at 1.383. The results from students in Group B revealed that the posttest scores were higher than the pretest score. This meant that the blended learning affected on the students learning achievement. This was congruent with the study of Al-Jarf (2007) and the result was assertive that using blended learning would rise the good and average student's reading performance and the performance of the lowest-performing students. Likewise Liang & Bonk (2009) agreed that the implementation of a website as supplementary readings and writing helped the students to improve their academic reading, writing and communication.

Similarly, Kongpet Dennis, (2011) studied the teaching delivery method with blended online learning approach model for English for careers in Technology. The findings supported that students' proficiency post-test scores were significantly higher than the pre-test. The teaching delivery method with blended learning could assist the students to progress in their learning skill especially English reading skill. The students were able to study with traditional teaching and online learning (e-Learning program) which enhance their motivation and comprehension during their learning. Brudermann (2010) also supported that his study, the students had posttest scores higher than the pretest scores and the students improved their skills in English for Specific Purposes (ESP), recognize their mistakes and revise them by using the online pedagogical assistant.

In addition, Khan (2015) pointed out that blended learning was an integrating of different learning methods, techniques and resources and applying them in an interactively meaningful learning situation. Whereas, Banditvilai (2016) presented a case study of using blended learning to enhance students' language skills and learner autonomy, the findings showed that the achievements and attitudes of students in the experimental group were higher than the students in the control group and enhanced the four language learning skills as well as autonomous learning and learner motivation.

Finally, the teaching delivery method in Group C (Traditional Teaching), found that the mean scores of pretest of Group C (Traditional Teaching) were at 6.70, and the mean scores of posttest of Group C (Traditional Teaching) were at 8.40. Hence, the posttest scores of students in group C (Traditional Teaching) were higher than the pretest scores. This showed that the English reading ability of the students improved a bit after the course.

However, traditional teaching method did not motivate every learning style and the right fit for every subject. According to Lui & Long (2014), the problems of traditional teaching method happened when it put teachers as the center all the time, mainly depending on class knowledge, which emphasizes the role of teachers too much. In addition, McKay (2002) claimed that some of the problems of traditional teaching method during classroom as a single path and often limited by frameworks such as a teacher's professional background and material design. Therefore, the teaching delivery method with traditional teaching was concerned with the teacher being the controller of the learning environment.

In conclusion, the three delivery methods of teaching (e-Learning, Blended Learning, and Traditional Teaching) positively impacted students' academic achievement. Comparing the three methods of delivery, results showed that there was difference between the three delivery methods. These research findings led to conclude that the e-Learning was the most useful and effective in EFL / ESL classroom since the students' achievement scores were the highest, followed by Blended learning, and Traditional Teaching respectively.

Recommendations

On the basis of the research results, recommendations on teaching and learning and further research recommendations were made. The researcher hoped the recommendations for future practice would assist instructors to teach and design the learning media effectively. Also, the researcher hoped that the category of research recommendations would encourage other researchers to continue to study this field in order to design the learning media more effective. The following practical recommendations were provided for instructors who were designing or who were planning to teach with an interactive learning program:

1. *Identify learners' background*; e-Learning program was very useful and helpful for students to improve their reading ability. Therefore, this program could be used or modified by the instructors who would like to improve students' reading ability. Instructors should provide and design the appropriate program for students in each educational level in order to get more effectiveness.

2. *Provide course orientation as early as possible*; instructors should give students a course introduction before the class begins. After that, the instructors should demonstrate how to access the program and show students step-by-step procedures on how to use it.

3. *If the instructor assigns tasks, plan ahead early*; instructors should design the various lesson activities in the program in order to motivate and support students' understanding while they were reading.

4. *Provide assistance, and require students to participate as much as possible*; the instructor should provide assistance, and gave consistent and timely feedback. The researcher observed that students were more satisfied with e -Learning program when instructors provided timely feedback during their learning.

5. *Train each Department appropriately with technological skills*; to benefiting the instructors, this study could further assist educational institutions that are considering providing the e-Learning program. Additionally, the outcomes of this study can also assist educational institutions to sufficiently motivate and support instructors to teach the students with this program.

6. *Provide adequate Interactive Learning Program teaching strategies*; the instructors who taught the program, the institutions might need to train the instructors how to design and use technology to handle with the courses. Moreover, e-Learning program institution might need to have experienced interactive learning program instructors train the new instructors.

Conclusion

Education is becoming more accessible and more learner-driven through technology. Information technology has also made a dramatic change in education in terms of creating a new method for teaching/learning and reaching out to students by using new methodology. Therefore, in this study, the student's achievement in reading comprehension using e-Learning, blended learning, and traditional teaching method were different. According to the achievement results, the pretest scores and the posttest scores of group each group (A, B, C) were different. Whereas, the posttest scores of students in each group were not similar. The posttest scores of group A (e-Learning) were higher than the pretest scores. The posttest scores of group B (Blended Learning) were higher than the pretest scores, and the posttest scores of group C (Traditional Teaching Method) were higher than the pretest scores respectively. This showed that the teaching delivery method using e-Learning assisted students to significantly improve their English reading comprehension. However, when the relationship among groups of students and the different levels of the pre-test and post-test scores were analyzed, the finding showed that the students in each group (A, B, C) had higher posttest scores after they studied with the teaching delivery method that they received.

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