إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

## The Effectiveness of Blended Learning on the Palestinian Seventh Graders' English Listening Skills and their Attitudes toward it

فاعلية التعليم المدمج في تطوير مهارة الاستماع لدى طلبة الصف السابع واتجاهاتهم نحوه

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# The Effectiveness of Blended Learning on the Palestinian Seventh Graders' English Listening Skills and their Attitudes toward it

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## نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنـــة الحكم على أطروحة الباحثة/ ميرفت محمود عبداللطيف عبدالنبي لنيل درجة الماجستير في كلية *التربية*/ قسم مناهج وطرق تدريس وموضوعها:

### فاعلية التعليم المدمج في تطوير مهارة الاستماع لدى طلبة الصف السابع واتجاهاتهم نحوه

### The Effectiveness of Blended Learning on the Palestinian Seventh Graders' English Listening Skills and Their Attitudes Towards it

وبعد المناقشة العلنية التي تمت اليوم الثلاثاء 14 ربيع الآخر 1436هـ، الموافق 2015/02/03م الساعة الواحدة ظهراً بمبنى طيبة، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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| د. صادق سالم فروانة | مناقشاً داخلياً | ............ |
| د. باسل سليم سكيك | مناقشاً خارجيًا | ............ |

وبعد المداولة أوصت اللجنة بمنح الباحثة درجة الماجستير في كلية *التربية* /قسم مناهج وطرق تدريس.

واللجنة إذ تمنحها هذه الدرجة فإنها توصيها بتقوى الله ولزوم طاعته وأن تسخر علمها في خدمة دينها ووطنها.

### والله ولي التوفيق ،،،

مساعد نائب الرئيس للبحث العلمي و للدراسات العليا

٢٠١٥

أ.د. فؤاد علي العاجز

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

وَٱللَّهُ أَخْرَجَكُم مِّنۢ بُطُونِ أُمَّهَٰتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ ٱلسَّمْعَ وَٱلْأَبْصَٰرَ وَٱلْأَفْـِٔدَةَ لَعَلَّكُمْ تَشْكُرُونَ ﴿٧٨﴾

## سـورة النحـل

**"Allah brings you forth out of the wombs of your mothers knowing nothing, and He gives you hearing, sight and heart, that you may give thanks"**

**(Quran, Al-Nahl, verse 78 )**

# Abstract

## The Effectiveness of Blended Learning on the Palestinian Seventh Graders' English Listening Skills and their Attitudes toward it

This study aimed to investigate the effectiveness of blended learning on the Palestinian seventh graders' English listening comprehension skills and their attitude approach. The sample of the study consisted of (88) students distributed into two groups. One of the groups represented the control group of (44) students and the other represented the experimental one of (44) students. The groups were randomly chosen from a purposive sample from Beit-Hanoun Prep. Girls' School (A) where the researcher works as an English teacher of the seventh graders.

A blended learning program was used in teaching the experimental group, while the traditional method was used in teaching the control one in the second term of the school year (2013-2014).

To collect data, the researcher used the following tools. First, an achievement listening comprehension test with (25) items was designed and validated to be used as a pre and post-test. Second, an attitude scale was used to measure students' attitudes towards blended learning in acquiring listening comprehension skills. The scale was divided into three scopes: scope one was about students' attitudes toward using the blended learning in learning English language and it consisted of five items; scope two was about students' attitudes toward the teachers' role and classroom management during the application of blended learning, and it consisted of six items and scope three was about the students' attitudes towards using blended learning in learning listening skills and it consisted of five items.

The data of the study was analyzed using t-test independent sample, which was used to determine the significant differences between the groups. Effect size technique was used to measure the effect size of the blended learning program on the experimental group.

The results indicated that there were statistically significant differences at ($\propto$ ≤0.05) between the scores of the experimental group on the post test of listening skills

and those of the control group. Also, the results revealed that there were statistically significant differences between the mean scores of the experimental group on the post application of the attitude scale and those of the control group.

Based on the findings, the study recommended the necessity of using blended learning program to enhance listening comprehension skills for the seventh graders. It was also suggested that further research should be conducted on the effect of blended learning on other English language skills.

# ملخـــــص الدراســـــة

**فاعلية التعليم المدمج في تطوير مهارة الاستماع لدى طلبة الصف السابع و اتجاهاتهم نحوه.**

هدفت الدراسة إلى التعرف على أثر استخدام التعليم المدمج في تطوير مهارة الاستماع لدى طالبات الصف السابع. و للإجابة على أسئلة الدراسة، استخدمت الباحثة المنهج التجريبي، حيث طبقت الدراسة على عينة ممثلة مكونة من (88) طالبة من مدرسة بنات بيت حانون الإعدادية "أ" ، و قد وزعت عينة الدراسة على مجموعتين إحداهما تجريبية تكونت من (44) طالبة، و الأخرى ضابطة تكونت من (44) طالبة، و استخدمت الباحثة برنامج التعليم المدمج في تدريس المجموعة التجريبية، بينما استخدمت الطريقة التقليدية في تدريس المجموعة الضابطة، و ذلك في الفصل الثاني من العام الدراسي (2014/2013).

و من أجل جمع البيانات، قامت الباحثة ببناء أدوات الدراسة و هي اختبار تحصيلي مكون من (25) فقرة، و استبانة للتعرف على اتجاهات الطالبات نحو استخدام التعليم المدمج في تعلم مهارة الاستماع. حيث تكون هذا المقياس من (16) فقرة موزعة على ثلاثة محاور و هي : اتجاهات الطالبات نحو استخدام التعليم المدمج في تعلم اللغة الانجليزية، اتجاهات الطالبات نحو دور المعلمة و الإدارة الصفية أثناء تطبيق التعلم المدمج، و اتجاهات الطالبات نحو استخدام التعليم المدمج في تعلم مهارة الاستماع.

بعد تحليل النتائج و معالجتها إحصائياً أظهرت الدراسة وجود فروق ذات دلالة إحصائية في مستوى تحصيل طالبات المجموعتين لصالح المجموعة التجريبية، و يعزى ذلك إلى فعالية برنامج التعليم المدمج، و باستخدام مربع إيتا تبين أن حجم تأثير البرنامج على تحصيل الطالبات كبير. كما و أوضحت نتائج تحليل استبانة التقييم الذاتي إلى وجود اتجاهات إيجابية لدى طالبات المجموعة التجريبية نحو استخدام التعليم الندمج في تعلم مهارة الاستماع. و باستخدام مربع إيتا تبين أن هناك حجم تأثير كبير للبرنامج على اتجاهات الطالبات.

هذا و قد أوصت الدراسة بضرورة توظيف التعليم المدمج لتطوير مهارة الاستماع. و اقترحت الباحثة ضرورة إجراء المزيد من الدراسات للتعرف على أثر التعليم المدمج في تطوير مهارات اللغة الإنجليزية الأخرى.

# Dedication

## I would like to dedicate my humble work to:

**My Parents,**

whose love and prayers day and night made me able to get such success

**My Beloved Husband,**

who is the source of my knowledge and inspiration

and without his love, protection, guidance and assistance, this work wouldn't have been accomplished

**My Father & Mother in law,**

whose encouragement and love have helped me to complete this study

**My Brothers  & Sisters,**

who are my nearest in my life

**My Brothers  & Sisters in law,**

who have provided me with appreciated opinions

**My Friends and Colleagues,**

who always encouraged me

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**In the name of Allah, the most gracious, the most merciful.**

All praise to Allah, the One to Whom all dignity, honor and glory. Peace and blessing of Allah be upon all the prophets and messengers, especially on Mohammad, the last of all prophets. All praise to Allah for enabling me to write this research.

All appreciation to those whose kindness, support and patience helped me finish this study.

Firstly, I would like to thank my supervisor, Prof. Awad Keshta for his support, advice and encouragement throughout this study.

Secondly, I am also thankful to the principal, teachers and students of Beit-Hanoun preparatory Girls "A" School where the study was carried out.

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**Table of Contents**

# Chapter I

## Study Background

# Chapter I
## Study Background

## 1.1 Introduction

Because English is the language of science, technology, tourism, commerce, medicine, literature and computer, it has become the most popular language in the world and the most important foreign language in many Arab countries. Soliman (2008: p.1) states that English has become the world's most widely used and studied foreign language.

English as a foreign language has been of a huge importance in most of Arab countries' curriculum, especially in Palestine, to enable students to cope with the developments of recent life and develop their countries.

For the researcher, the general aim of teaching English as a foreign language is to improve the four skills: listening, speaking, reading and writing, especially listening because it is very important to support the other English skills.

The Holy Qur'an is the first and the greatest reference which mentioned the importance of listening. It is cited in **Sura Al Molk** : ( Aya : 23)

**"Say, it is He who brought you into being and made for you the faculties of hearing and seeing and heart: little is it that you give thanks"**

Despite the importance of listening skill in language teaching, English language classes in many countries emphasize the skills of reading and writing, especially in the case of English as a foreign language in which English language is taught as a subject at the academic institutions and used only inside, but not outside (Abu Hatab, 2010: p.2). Also, Zahran (2012: p. 3) mentions that inside EFL classes, listening is the skill with the shortest time during class time.

Since most teachers spend most of their classroom time trying to teach their students reading and writing, and they do not use enough activities in teaching listening, most of the students are not interested in listening.

As a result, many studies were conducted to improve students' achievement in listening and to change their attitudes toward learning listening such as  Amin those of (2012), Haffor (2012), Zahran (2012), Abd El-Salam (2011),Genaidy (2011) ,   Skheta (2010), Abu Hatab (2010), Abo El- Kassem (2009), Elhefnawi (2008) and Othman (2007).

Education aims to provide learners with the experience and attitudes to help them face the problems and the challenges of the future. However, we will not be able to achieve the aim with our traditional methods in teaching, so we need to use educational technology in teaching. Educational and psychological researchers emphasize the importance of attracting students to participate effectively in educational process and make them less nervous via limiting the nervous level and make them more confident and interested (Al Helaa , 2001:  p.78-79). Therefore, it is vital for teachers to employ effective methods of teaching that develop students' achievement in listening skills and their attitudes.

Badawi (2009: p. 2-3) says that e-learning has grown and expanded in exponential ways at the expense of traditional face-to-face learning that has been around for centuries. Making good use of computers and Internet, e-learning has become the fastest-growing online model for delivering education.

However, the technological development will not completely replace the traditional methods of teaching and learning.  Studies and researches like those of Delacey, and Leonard (2002) and Rossett, Douglis, and Frazee (2003) have proved the existence of several problems facing e-learning: e-learning programs cost a lot and students who learned electronically are less skilled in conversation.

Keeping one eye on traditional face-to-face learning benefits and another on e-learning advantages has paved the way to the emergence of "Blended learning". Blended learning is considered one of the modern trends based upon employing information technology in designing new learning situations which increase active learning and learner-centered strategies. It aims at combining the advantages of both face-to-face and e-learning environments.

Several studies were conducted by (Harb 2013, Dawood 2013, Jad 2013, Ali 2012, Diabat 2012, El Zoghbi and Bany Doumy 2012, Abanmy and Hussein 2011and El Ghamdi 2010). They all concluded that blended learning has positive results on the students' achievement and on their attitudes toward blended learning.

Therefore, using blended learning in teaching listening lessons may help students to improve their achievement in  listening skills  and their attitudes toward learning listening, for it gives the students the chance to interact with the text and creates an amusing and entertaining environment.

This research tries to participate at increasing the interest in the teaching and developing listening skills in English for the seventh grader students by using blended learning.

## 1.2  Need for the study

The need for this study emerged from these major reasons: Firstly, The researcher, who has been working as an English teacher in Beit-Hanoun School, has noticed the students' sever weakness in listening comprehension skills. As a result, the researcher desires to improve her students' listening comprehension skills. Secondly, after the researcher has reviewed some previous studies about blended learning, she found that using blended learning motivated students to learn and created an entertaining environment for them. Thirdly, after the exploration of several studies related to the topic of this research, it is clearly observed that not only listening has been neglected in schools, but also it has been unattended as an area of research.  There are few researches on listening skills here in Gaza because there is an increasing interest in other skills rather in listening in spite of its importance. Accordingly, the researcher realized the great need of working on developing listening comprehension skills via conducting this research, which aims at investigating the effectiveness of blended learning  on  developing the Palestinian seventh graders' listening comprehension skills and their attitude towards blended learning.

## 1.3  Statement of the problem

The main problem of this study is that the researcher throughout her career in teaching English to seventh graders felt that students are not good at listening because listening has been less emphasized in teaching in favor of other language skills such as reading and writing.

## 1.4  Research questions

The problem of this study is stated in the following major question:

**What is the effectiveness of blended learning on the Palestinian seventh graders' English listening skills and their attitudes toward it?**

From the above mentioned question, the following sub-questions were derived.

- What are the listening skills suitable for seventh graders?

- What is the blended learning program which may develop the seventh graders' listening skills?

- Are there statistically significant differences at ($\propto \leq 0.05$) between the scores of the experimental group on the post test of listening skills and those of the control group?

- Are there statistically significant differences between the mean scores of the experimental group on the post application of the attitude scale and those of the control group?

## 1.5 Research hypotheses

Based on the questions, the researcher hypothesizes the following:

- There are no statistically significant differences at ($\propto \leq 0.05$) between the scores of the experimental group on the post test of listening skills and those of the control group.

- There are no statistically significant differences between the mean scores of the experimental group on the post application of the attitude scale and those of the control group.

## 1.6 Purpose of the study

The purpose of this study is to examine the effectiveness of using blended learning on developing listening skills of seventh graders in UNRWA schools. The study aimed at achieving the following objectives:

1. Investigating the effectiveness of using blended learning on developing listening comprehension skills of seventh graders in (UNRWA) schools.
2. Identifying the listening comprehension skills suitable for seventh graders.
3. Designing a blended learning program for developing seventh graders' listening comprehension skills and attitudes as well.

## 1.7 Significance of the study

This study may benefit:

- **Students:**

It may encourage and motivate students to use multi- media to improve their listening skills.

- **Teachers:**

  The study may attract the attention of English teachers to the importance of using blended learning as means of developing students' listening skills. Also, it may help them to facilitate their wok.

- **Decision makers:**

  This study may help decision makers to employ blended learning in teaching English language.

- **Supervisors:**

  This study may attract supervisors' attention to hold training courses for teachers in the importance of using blended learning on developing listening skills and other skills.

## 1.8 Limitations of the study

- **The Academic Limit**

  ➢ The study is limited to teaching English language textbook " English for Palestine 7"every listening lesson in Unit (12 – 13 – 15 – 16 - 17).

  ➢ The study is limited to these listening Comprehension skills (identifying the main idea – extracting specific information – recognizing words – understanding the meaning of words in context –note taking)

- **The time and place limit**

The study is limited to seventh graders, Beit-Hanoun Prep. (A) School for Girls in North Gaza in (UNRWA) schools. It was implemented in the second semester of the school year (2013– 2014).

## 1.9 Operational definition of terms

The researcher adopts the following clear and direct operational definitions through reviewing related literature and other previous studies.

**1-Effectiveness:**

Effectiveness is the positive change in the learners' achievement level in listening skills that may result from implementing blended learning and assessed by eta square.

**2- Blended learning:**

Blended learning combines face to face learning and teaching and the e- learning in order to use the advantages of both types in teaching listening for seventh graders.

**3- Seventh graders:**

Seventh graders are the students who enrolled at $7^{th}$ grade at the basic schools in Gaza Strip. They are between twelve to thirteen years of age.

**4- Listening:**

In this research, listening means the process in which seventh graders understand and get the meaning of the text listened to.

**5- Listening skills:**

The researcher defines them as the basic listening skills required for seventh graders. They are listening for specific information, identifying the main ideas, recognizing the words, understanding the meaning of words in context and taking note.

**6- Attitudes:**

The researcher defines the attitude as seventh graders' favor or disfavor towards using blended learning in developing listening skills. It consists of beliefs, feelings and behaviors. It is measured by the scores the subjects get on the attitude scale especially prepared for the current study.

## 1.10 List of Abbreviations

| | |
|---|---|
| **L1** | First Language |
| **L2** | Second Language |
| **EFL** | English as a Foreign Language |
| **TEFL** | Teaching English as a Foreign Language |
| **CAI** | Computer Aided Instructions |
| **CALLA** | Cognitive Academic Language Learning Approach |
| **SLI** | Strategic Listening Interview |
| **SLC** | Strategic Listening Checklist |
| **SPSS** | Statistical Package for the Social Sciences |
| **MI** | Multiple Intelligences |
| **TOFEL** | Teaching Of English as a Foreign Language |
| **UNRWA** | United Nations Relief and Works Agency |

# Chapter II

## Literature Review

# Chapter II

## Part one

### Theoretical Framework

# Chapter II
# Literature review

## 2.1 The First Domain of part one: Blended Learning

This era is characterized by rapid changes resulting from scientific and technological progress, so it becomes necessary that the educational system keep up with these changes. These changes have led to the emergence of several methods in teaching and learning such as blended learning.

## 2.1.1 Blended Learning Definition

The first question asked by most people when hearing about blended learning, of course, is just "what is blended learning?". Blended learning is defined in different ways by different authors. Khamis (2003: p. 255) says that blended learning is a completed system that aims to help learners in every stage of learning. It depends on the integration between e-learning and traditional learning inside the classroom. In the same context, Singh (2003: p. 51-54) describes it as a combination of offline and online forms of learning where the online learning usually means "over the internet or intranet" and offline learning happens in a more traditional classroom setting.

According to Graham (2004: p. 3) blended learning systems combine face to face instruction with computer-mediated instruction. Moreover, Richardson (2006: p. 4) says that blended learning is mixing different kinds of media and resources in order to achieve an optimum training solution.

In describing blended learning, Garrison and Vaughan (2008: p.6) mention that blended learning means replacing aspects of face-to-face learning with appropriate online learning experiences, such as labs, simulations, tutorials and assessment. Also, El Gabani (2010: p.5) describes it as a pattern of learning styles in which e-learning with its elements integrates with traditional education. As a result, it employs the tools of e-learning – depending either on internet, computer in learning lecture activities, or practical lessons and training sessions - in traditional classrooms.

Abu El Reesh (2013: p. 14) defines blended learning as a method of teaching designed to help the learner to achieve the targeted learning outcomes. Also, it allows the transition from teaching to learning and from teacher-center to learner-center by mixing traditional learning methods with e-learning methods.

Abramovici, Borilski and Stekolschik (2004: p. 2) illustrate the concept of blended learning through the following figure:
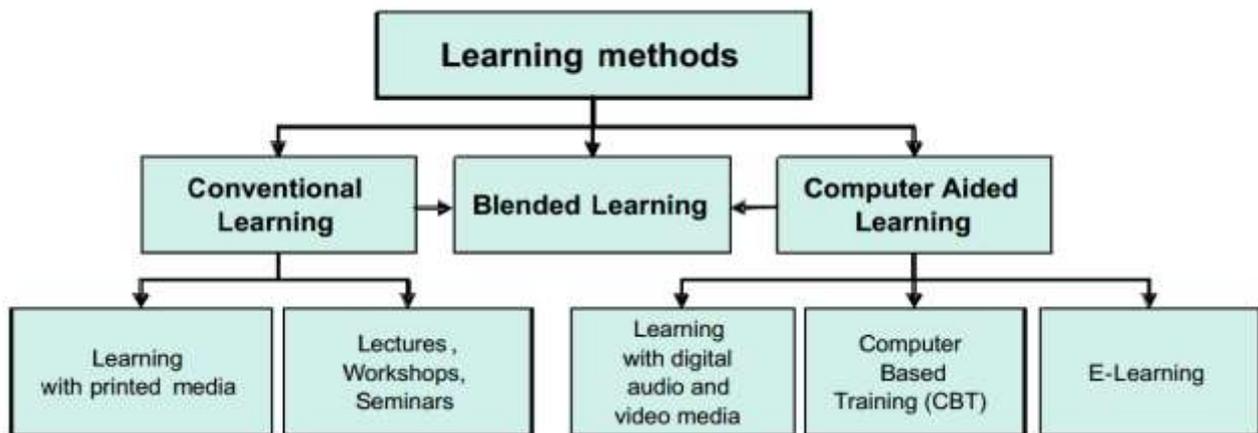


**Figure (2.1) The concept of blended learning**

Through the previous figure, the researcher concludes that blended learning depends on the interaction between e-learning and traditional learning.

To sum up, blended learning is a recently developed learning technique which combines the advantages of both face-to-face method and e-learning. Moreover, it shifts from teaching to learning and from teacher-centered class to student-centered one.

## 2.1.2  Advantages of Blended Learning

According to Al Fiky (2011: p. 23-24) and Al Ranteessi & Akel (2011: p. 162), blended learning has many advantages:

1. Shifting from lectures to student-centered classes.
2. Increasing the interaction between student-teacher, student-student, student-content and student-outside resources.
3. Maximizing the possibility to access information.
4. Integrating evaluation techniques for teachers and students.
5. Achieving the best in terms of development, cost and time-needed.

Barhoom (2013: p. 45) assumes, as shown in Figure (2.2) below, that the most important advantage of blended learning is providing a high degree of interaction between students themselves and between students and teachers whether this interaction is  within or outside the classroom.

# Classroom

E-mail

Voice Conversation

Video-Conference

Forums

News Groups

Student

Teacher

Student
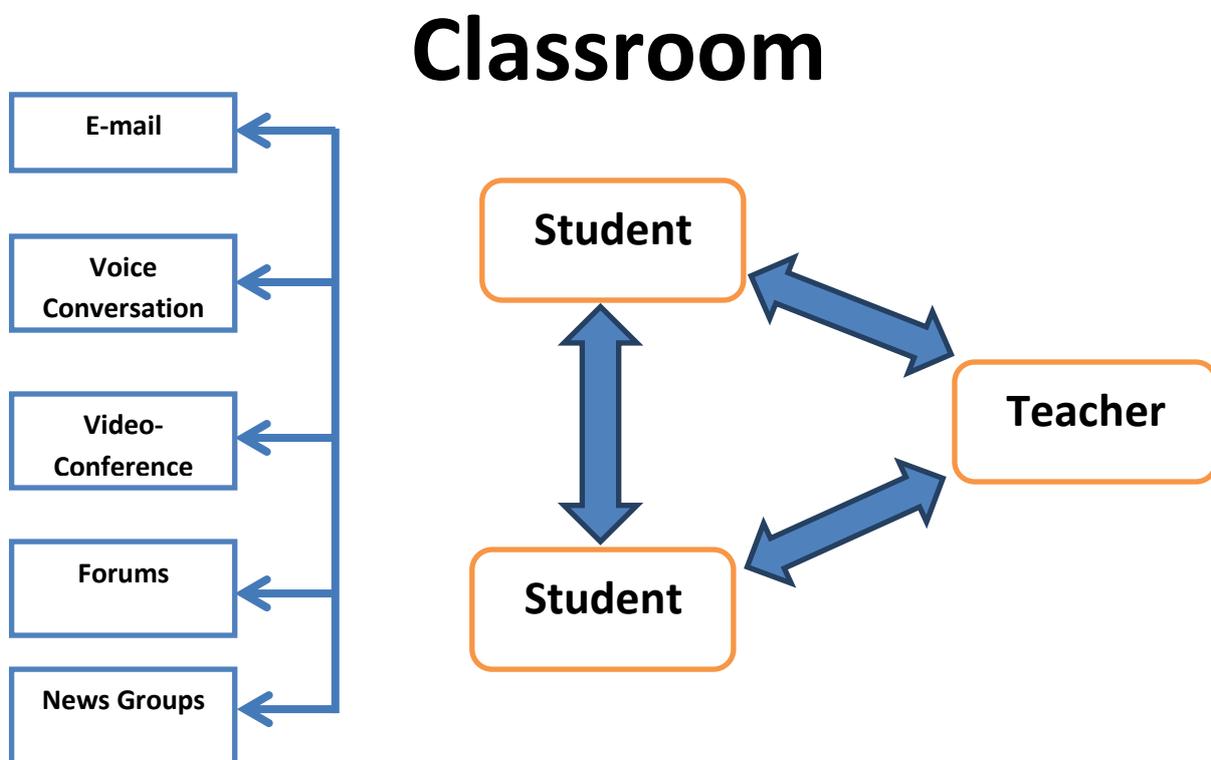
**Figure (2.2)  The interaction in a blended learning environment**

From all the above mentioned advantages, it is clear that blended learning covers the advantages of both e-learning and traditional learning. Also, the most important advantages are increasing the effectiveness of the education, diversity of knowledge means and achieving active learning.

### 2.1.3 Development of Blended Learning System (Past, Present and Future)

Blended learning is part of the continuous convergence of two archetypal learning environments which are face-to-face learning environment and e-learning.

Graham (2004: p. 27) depicts in figure (2.3) the rapid growth of distributed learning environments and its convergence with face-to-face learning environments which leads to the development of blended learning systems.
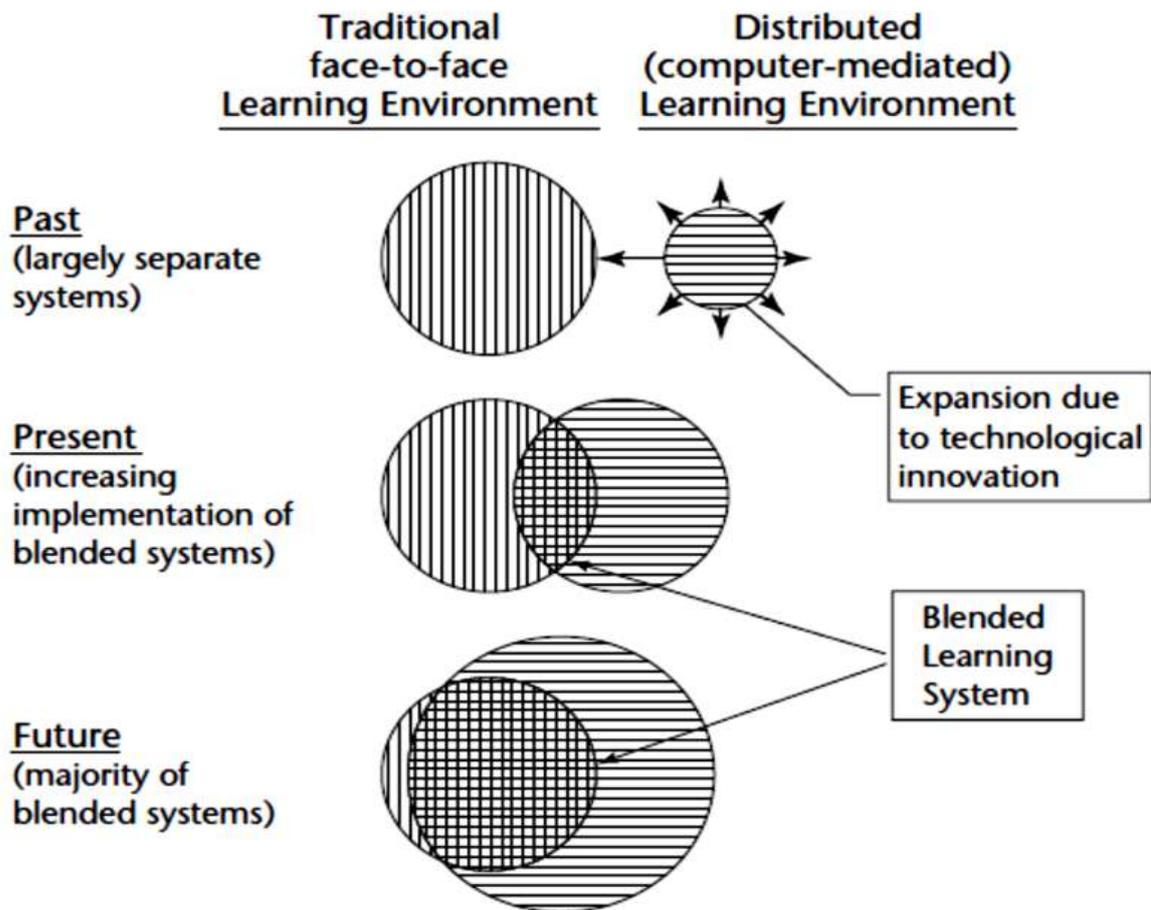
**Figure (2.3) Progressive convergence of traditional face-to-face and distributed environments allowing development of blended learning systems**

According to Graham's figure, in the past, these two learning environments remained largely separated because they used different media and methods combinations and addressed the needs of different audiences. For example, traditional face-to-face learning occurred in a teacher-directed environment with person –to-person interaction in a live synchronous, high-fidelity environment. On the other hand, e-learning environments emphasize the interaction between learners and learning materiel.

## 2.1.4 Blended Learning Design Process

Bath and Bourke (2010: p. 7-8) say that designing blended learning requires a systematic approach, starting with:

1. **Planning** for integrating blended learning into your course, followed by;
2. **Designing** and developing the blended learning elements;
3. **Implementing** the blended learning design;
4. **Reviewing** (evaluating) the effectiveness of your blended learning design, and finally;
5. **Planning** for the next delivery of your course then involves improving the blended learning experience for both staff and students. (See figure (4.2)).
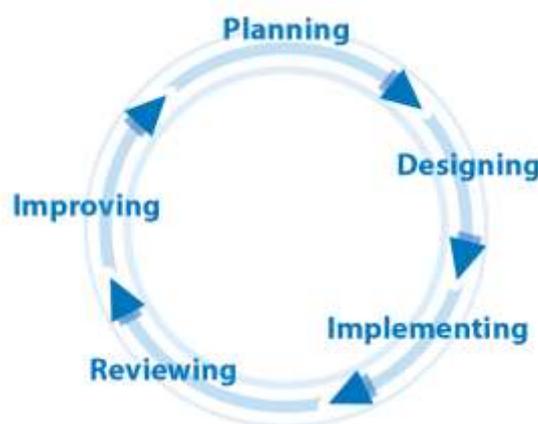


**Figure (2.4) Blended learning design process**

According to Bersin and Associates (2003), blended learning goes through some processes. shown in figure (2.5).



**The Blended Learning Process**

Identify Business Challenge

Define Learning Challenge

1

Characterize Audience

Develop Learning Plan

Develop Measurement Strategy

2

Implement Infrastructure

Develop or Buy content

3

Launch Program

Track progress

Measure Results

4
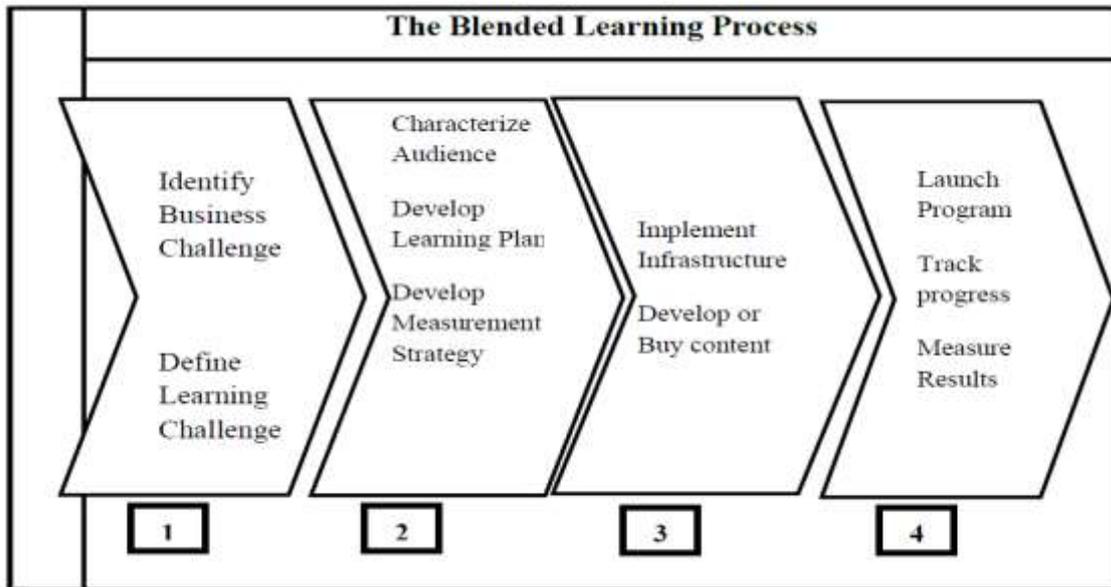
**Figure (2.5) Blended learning process according to Bersin & Associates**

## 2.1.5 Models of Blended Learning Design

### 2.1.5.1 Khan's Octagonal framework

A variety of factors are required to be addressed to create a meaningful learning environment. Many of these factors are interrelated. A systematic understanding of these factors can enable designers to create a meaningful distributed learning environment. These factors comprise Octagonal Framework. The framework has eight dimensions: instructional, pedagogical, technological interface design, evaluation, management, resource support and ethical (see figure (2.6)) (Singh, 2003: p. 2).
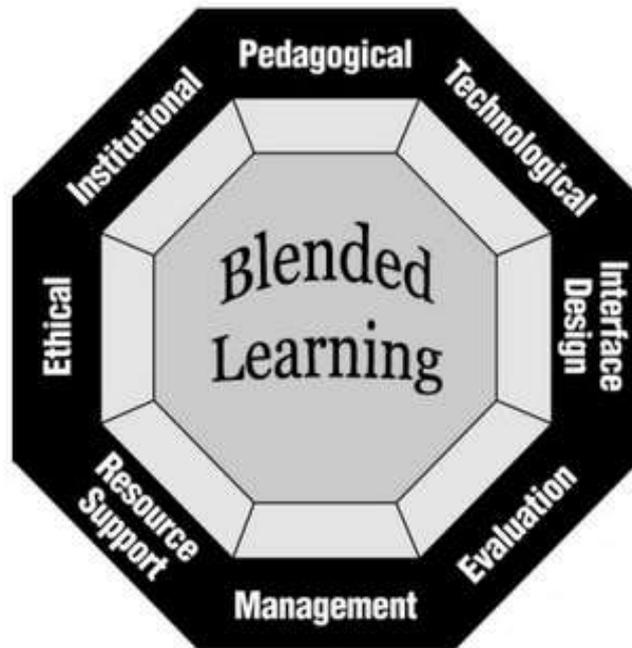
**Figure (2.6) Khan's Octagonal framework**

### 2.1.5.2 Gerlach and Ely model for blended learning

Gerlach and Ely have developed a model for planning educational program focusing on that the teacher is organizer, director and monitor of the educational process. This is done through the educational program, which consists of nine phases stated in figure (2.7).
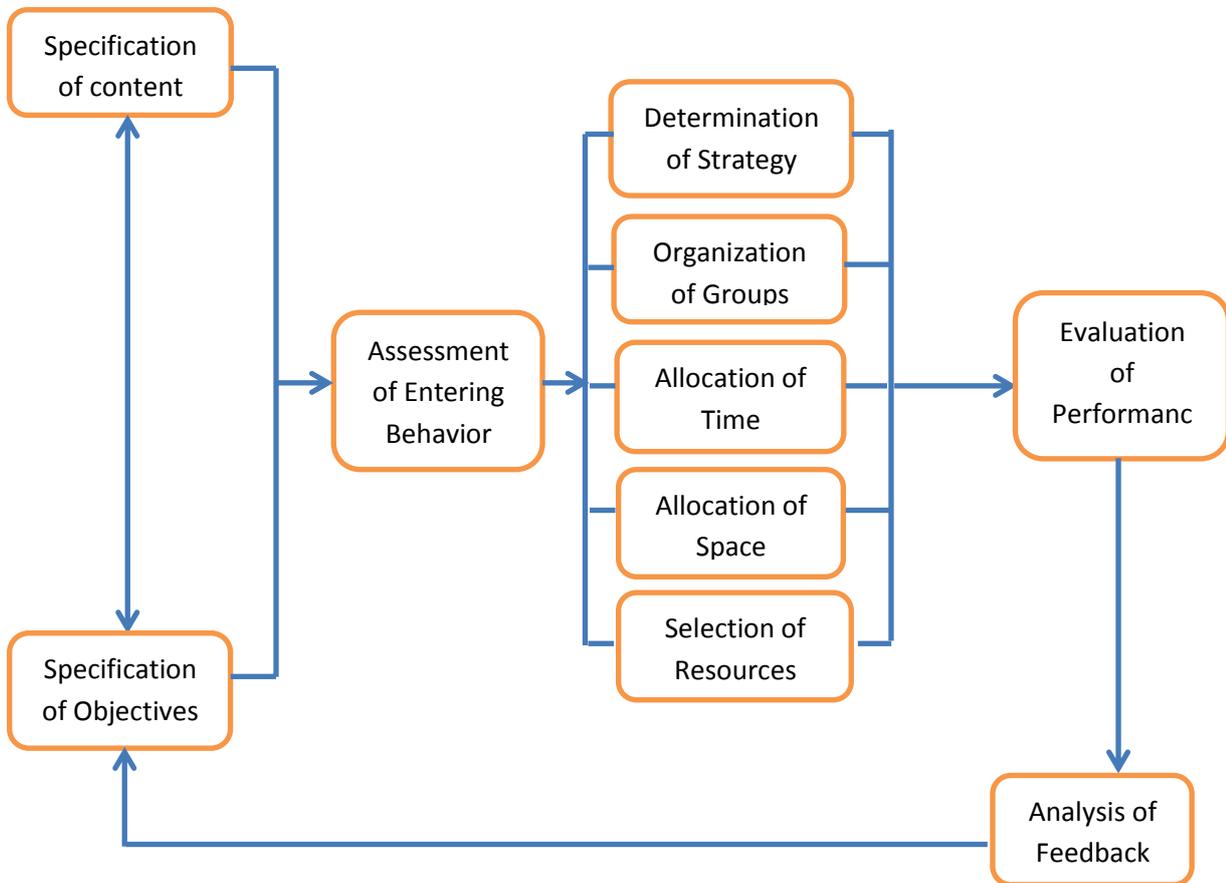


**Figure (2.7) Gerlach and Ely model for blended learning**

### 2.1.5.3 Al Fiky Blended Learning Model: (Al Fiky, 2011: 90)

Al Fiky model consists of five phases; analysis phase, design phases, production phase, implementation phase, and evaluation phase. Each phase includes several steps and procedures as seen in figure (2.8).

**Analysis Phase**
- Analyzing learners' characteristics.
- Determining instructional aims.
- Analyzing blended learning content.
- Analyzing blended learning environment

**Design Phase**
- Organizing instructional aims.
- Blended learning organizing strategy.
- Blended learning presentation strategy.
- Designing instructional activities.
- Designing the study tools.
- Designing the site pages.

**Production Phase**
- Producing required content factors.
- Producing site pages.
- Producing syllabus SCROMS.
- Producing activities in the Moodle.
- Uploading the site on the internet.

**Implementation Phase**
- Pilot experiment.
- Pre-Implementation.
- Blended learning model implementation

**Evaluation Phase**
- Post-implementation.
- Statistical processing.
- Analyzing and discussing results.

**Formative Evaluation and Feedback**

**Figure (2.8) Al Fiky Blended Learning Model**

### 2.1.5.4  A.A.A. Model. Striwongkol (2008)

The A.A.A. model is based on the philosophy of Sufficiency Economy and consists of three components:

a. **Analysis** comprising of analyses on needs, learner, context, content and learning task.
b. **Activities** consisting of drills and practice, questions-answers, demonstrations, elaborations, reports, group discussions, project work, reflections and etc.
c. **Authentic Assessment** is integrated in every step of learning. This is shown in figure (2.9).



**Figure (2.9) A.A.A. Design Model**

### 2.1.5.5  Abed Elatif Al Jazar's Model (Al Jazar, 2002):

Al Jazar model consists of five phases; study and analysis, design, production, evaluation and usage as clarified in Figure (2.10).

| Study & analysis | • Determining learners' characteristics.<br>• Determining educational needs.<br>• Analyzing educational resources. | |
|---|---|---|
| Design Phase | • Writing behavioral objectives<br>• Determining educational content.<br>• Designing the pre-posttest.<br>• Selecting learning experiences and teaching techniques and students' organization.<br>• Selecting media, educational tools and facilities.<br>• Designing the educational mission on the media required.<br>• Designing teaching process elements.<br>• Setting the educational strategy to be followed. | **Feedback** |
| Production Phase | • Accessing the media and required facilities.<br>• Having what is available.<br>• Modifying what is available. | |
| Evaluation Phase | • Micro experimenting of formative evaluation.<br>• Macro experimenting of summative evaluation. | **Modify & review processes** |
| Usage Phase | • Field usage.<br>• On-going follow up and evaluation. | |

**Figure (2.10) Al Jazar Model: Designing and Producing Multimedia Interactive Programs**

The researcher adopted Al-Jazar model for her blended learning program following all the five phases; analyzing learners' characteristics, educational needs and resources, program design, producing the required media and facilities, evaluating the program and finally implementing the program with on-going assessment and evaluation.

## 2.1.6 Challenges of Blended Learning

There are many difficulties and challenges which may affect using blended learning in teaching. Ismail (2009: P. 98) mentions some of these challenges as the following:

1. Limited time to use.
2. Students' electronic skills are weak.
3. High cost compared to traditional education.
4. Slow internet connection, which disrupts the functioning of the educational process.

According to Hofmann (2011), there is a variety of technical, organizational and design challenges facing blended learning:

1. Ensuring participants can successfully use technology.
2. Resisting the urge to use technology because it is available.
3. Overcoming the idea that blended learning is not as effective as traditional classroom training
4. Redefining the role of facilitator.
5. Managing and monitoring participant progress.
6. Looking at how to teach, not just what to teach.
7. Matching the best delivery medium to the performance objective.
8. Keeping online offerings interactive rather than just talking at participant.
9. Ensuring participant commitment and follow-through with none-live elements.
10. Ensuring that all the elements of blend are coordinated.

The researcher thinks that we can overcome these challenges by the provision of the appropriate teaching environment, the required financial support, and benefiting from advanced countries.

## 2.2   The Second Domain of part one: Listening Comprehension

### 2.2.1  Listening

The listening skill is one of the four language skills that should be developed at all stages.

As a result, this section deals with the listening skill definition, process, importance, styles and sub skills.

### 2.2.2  Definition of Listening

There are many definitions for listening. According to Chengxing (2005: p.113), listening is a complex process in which listeners interact with a speaker to construct meaning. Vandergrift (2006) defines listening as the ability to understand direct information and to make inferences. Moreover, Supornsirisin (2007: p.10) states that listening is considered as an activity in which listeners employ a variety of processes in trying to comprehend information from oral texts. Therefore, listeners construct meaning from the passage and relate what they hear to their existing knowledge. Moreover, Al – Yami (2008: p.25) clarifies that listening is an active, complex and intellectual process in which leaners  receive sounds, construct meaning and respond to the verbal as well as non – verbal messages. Finally, Ghoneim (2013: p.100) describes listening as an active skill requiring listeners to deal with a variety of complicated tasks, such as discriminating between sounds and interpreting stress and intonation.

The researcher believes that listening is an active and complex process through which the listener concentrates on what she / he hears and tries to understand it.

### 2.2.3  Listening Vs. Hearing

Schmitz (2012) states that hearing is an accidental and automatic brain response to sound that requires no effort while listening is active, focused and concentrated attention for the purpose of understanding the meaning expressed by a speaker. See figure (2.11) below:
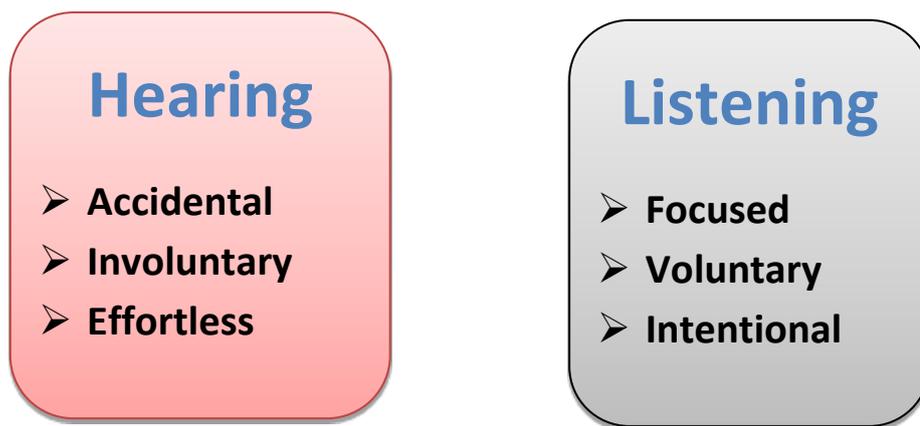
**Figure (2.11) Listening Vs. Hearing**

For Hellesvig (2014), hearing is the physical measurement of the sound waves that are transmitted to the air and into brain when they are processed into audible information. However, listening is paying attention to the words that are being spoken with the interaction of understanding the other person.

Dunn (2004) explains the difference between listening and hearing saying that hearing is to perceive all apprehend by the air, but listening is to pay attention to sound to hear something with thoughtful attention.

The researcher thinks that hearing is something everyone does without any effort whereas listening requires paying conscious attention.

## 2.2.4 Listening difficulty

Brown (2001: p. 238-241) cites eight factors that make the listening process difficult:

**1) Clustering**

In spoken language, due to memory limitation and our tendency for "chunking", or clustering, we break down speech into smaller groups of words. Therefore, we need to help students to pick out manageable clusters of words.

### 2) Redundancy

Spoken language has a good deal of redundancy (repetition, elaboration and insertions of I mean, well, I know). Learners can train themselves to profit from redundancy by first becoming aware of it and by looking for its signals.

### 3) Illiteracy with colloquialisms.

In spoken discourse, utterances are not neatly divided into sentences; a grammatical structure may change in mid-utterance; unfinished clauses are common. Besides, colloquial vocabulary, idioms, slang, reduced forms, idiosyncratic pronunciation, vague articulation, ungrammatical forms and shared cultural knowledge are all obvious at some point in spoken discourse. They pose a barrier to learners, especially those who have been confined to classroom learning environment.

### 4) Performance variables

In spoken language, except in planned discourse (speeches, lectures, etc.), hesitations, false starts, pauses, and corrections are common.

### 5) Rate of delivery

Virtually every language learner initially thinks that native speakers speak too fast. He often feels overloaded with incoming information. Actually, the number and length of pauses used by a speaker is more crucial to comprehension than sheer speed. A capable listener, nevertheless, needs to be able to comprehend language delivered at varying rates of speed and, at times, delivered with few pauses.

### 6) Prosodic features (stress, rhyme and intonation)

The prosodic features of the English language are very important for comprehension. Because English is a stress-timed language, English speech can be a terror for some learners as mouthfuls of syllables come spilling out between stress points. Also, intonation patterns are very significant not just for interpreting such straightforward elements as questions and statements and emphasis but more subtle messages like sarcasm, endearment, insult, solicitation, praises, etc.

### 7) Noise

In listening, for any number of reasons, there are bits of the discourse that are unintelligible to the hearer, and therefore, as far as he or she is concerned, they are meaningless "noise". Since we usually comprehend somewhat less than 100 percent of

what is said to us, we make up for the shortage by guessing the missing items or simply ignoring them and gathering what we can from the rest. But with these incomprehensible "noise bits", the learner listeners often feel they are failing and get worried and stressed.

**8) Single exposure**

In authentic listening, the discourse will not be repeated word for word; normally it is heard only once, though this may be compensated for by the redundancy of the discourse, and by the possibility of requesting repetition or explanation. To learner listeners, single exposure poses another difficulty: "I need to hear things more than once in order to understand."

## 2.2.5  Listening Process

Different definitions of listening would lead to different models of the listening process. (Adelmann, 2012: p. 517)

Mitchell (2009: p. 188-191) mentions that receiving, recalling, rating and responding are the stages of listening process as shown in figure (2.12.).

| Stage 1 | Receiving ⟶ Acknowledging the message |
|---|---|
| Stage 2 | Recalling ⟶ Remembering the essence of the message |
| Stage 3 | Rating ⟶ Evaluating the message |
| Stage 4 | Responding ⟶ Providing feedback |
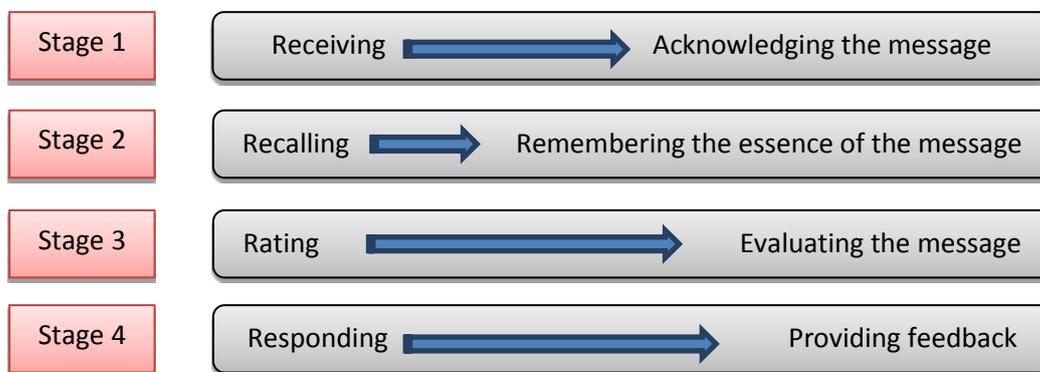
**Figure (2.12) Listening process according to Mitchell**

- **Receiving** involves the verbal and non-verbal acknowledgement of communication.
- **Recalling** means understanding a message, storing it for future encounters and remembering it later.
- **Rating** means evaluating or assessing a message.
- **Responding** means providing observable feedback to a sender's message.

Moreover, Devito (2000) has divided the listening process into five stages: receiving, understanding, remembering, evaluating and responding. See figure (2.13)
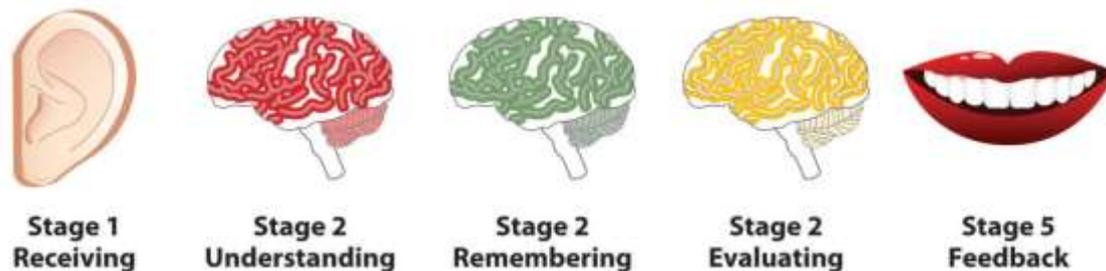


**Figure (2.13) Listening process stages according to Devito**

- **Receiving stage** is the basic stage where an individual hears a message being sent by a speaker.
- **Understanding stage** occurs when a receiver of a message attempts to figure out the meaning of the message.
- **Remembering stage** occurs when a listener either places information into long-term memory or forgets the information presented.
- **Evaluating stage** occurs when a listener judges the content of the message or the character of the speaker.
- **Responding stage (Feedback)** occurs when a listener provides a verbal or nonverbal message.

### 2.2.6 Importance of Listening

Listening is very important and it equals speaking in a successful communication. There are many reasons why educators are focused on the ability to understand and contribute to communication. Firstly, students at school are encouraged to develop listening abilities in their mother tongue so that they can be successful in everyday communication. Secondly, students have to develop effective listening strategies that will enable them to learn another language (Machackova, 2009: p. 8).

Iwamkovitsch (2001: p. 6) says that gaining information, and establishing better relationships with people and maturing value are the basic elements for listening importance.

Because we listen for a variety of reasons as shown in figure (2.14), listening needs to be in a high priority in our lives (Mitchell, 2009: p. 192).
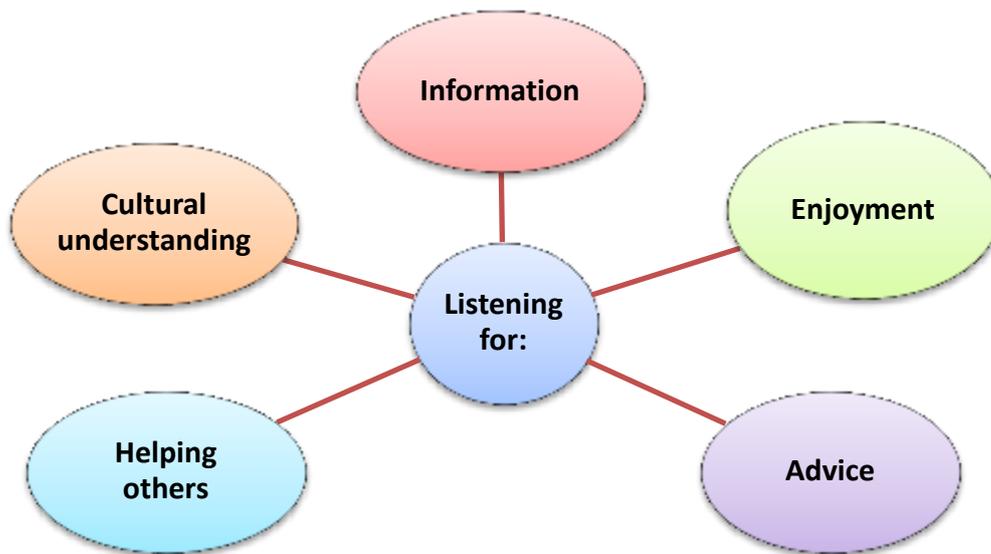


**Figure (2.14) Reasons for listening according to Mitchell**

The researcher thinks that listening can help students to become strong speakers of foreign language, effective in their interpersonal relations and exposed to significant listening input inside and outside the classroom.

## 2.2.7   Listening styles

Listening styles refer to the different ways people listen and analyze the contents of a conversation. Jalongo (2008: p. 112), Mitchell (2009:  202-204), and Schmitz (2012) mention listening styles which are as follows:

- **People-oriented:**  listeners pay attention to the personal details of a speaker and not to the speaker's actual message.

- **Action-oriented:** listeners pay attention to the physical action that a speaker wants the listener to engage in.
- **Content-oriented** listeners pay attention to the meaning and the credibility of a speaker's message.
- **Time-oriented** listeners pay attention to messages that are short and concise as a result of limited attention spans or limited time commitments.

## 2.2.8  Listening Comprehension

Rost (2005: p. 503) mentions that listening comprehensions is a complex cognitive process that allows a person to understand a spoken language. Also, it encompasses receptive, constructive, and interpretive aspects of cognition, which are utilized in both first language $(L_1)$ and second language $(L_2)$ listening.

For Chengxing (2005: p. 113), listening comprehension is a complicated decoding process, which involves a number of basic processes, some depending upon linguistic competence, some depending upon previous knowledge that is not necessarily of a purely linguistic nature, and some depending upon psychological variables that affect the mobilization of these competences and knowledge in the particular task situation.

Amin, et al. (2011: p. 13) define listening comprehension as a complex process in which listeners have the ability to use information in the auditory text to guess meaning of new items, predict outcomes, understand meaning, find specific facts and determine the central thought represented in the text. According to Gilakjani and Ahmadi (2011: p. 979), listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input - from meaning or from passages -  and associate what they hear with existing knowledge. While Wang (2011: p. 1164) states that listening comprehensions is an active, complex, and constructive process. Listeners play a role in constructing the meaning.

## 2.2.9  Factors affecting listening comprehension

There are different factors affecting listening comprehension. According to Chengxing (2005: p. 113-114), these factors are as follows:

- Incorrect and insufficient codes.
- Lacking necessary listening skills.
- Inappropriate listening materials.

## 2.2.10 Listening comprehension sub-skills

There are number of sub-skills that students need to develop in order to improve their listening comprehension skills. Harmer (2007: p. 135) and Brown (2006: p. 6) record the following as listening comprehension skills:

### 2.2.10.1 Listening for identifying the main ideas

When we listen to something to get a general idea of what it is about, we don't need to understand every word.

Mewald, et al. (2007 : p. 8) state that listening for main ideas or important information requires more careful listening, but solution is still to be found in clearly stated information in the input text. There is no need for making inferences or deductions in order to identify the correct answer.

### 2.2.10.2 Listening for extracting specific information

Listening for specific information is one of the EFL listening comprehension sub-skills. This sub-skill refers to students' ability to find out specific facts or ideas stated directly in the text. (Amin, et al, 2011: p. 23)

- **Listening comprehension strategies for finding specific information**

For Amin and et al (2011: p. 23), there are listening comprehension strategies that help students to find specific information as:

1- Advance-organization to be prepared for the listening task.
2- Elaboration strategy to help students use the prior knowledge to remember specific new information stated in the listening text.
3- Auditory representation to help students recall specific information.

### 2.2.10.3 Listening for understanding the meaning of words in context

Hewings (2012: p. 18) mentions that if we find a word in a context that we do not understand, we can use the context to help us. Determining the context and the meaning of individual words, as well as assigning meaning in language, is essential to understanding sentences. This, in turn, is essential to understand a speaker's message (Boundless: 2014). As a result, the researcher thinks that understanding the context is very important because the meaning of the words usually changes according to the context.

### 2.2.10.4 Listening for recognizing words

Word recognition in listening refers to two processes: identification of words and immediate activation of lexical knowledge linked to words that have been recognized (Rost, 2005).

### 2.2.10.5 Listening for Note taking

Alam and Sinha (2009:  p. 51) report that effective note taking can only be accomplished if learners can comprehend and know how to take notes. Therefore, learners need to be taught the following skills:

- Distinguishing between important and less important information.
- Deciding when to record points.
- Writing clearly and concisely.
- Deciphering and recalling the essence of the lecture.

## 2.3 The Third Domain of part one: Attitudes

### 2.3.1 Definition of Attitude

Latchanna and Dagnew (2008: p. 1) define attitude as a complex state involving beliefs and feeling. Also, Gajalakshmi (2013: p.1) mentions that attitude is determined by individual's beliefs about outcomes or attributes of preforming the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes.

Furthermore, Albarracin, et al. (2005: p. 4) say that attitude is a psychological tendency to view a particular object or behavior with a degree of favor or disfavor.

### 2.3.2 Importance of Attitude

Alhmali (2007: p.13) states that the importance of attitudes in understanding psychological phenomena was given formal recognition early in the history of social psychology. For Visser (2008) attitude is considered as an essential factor influencing language performance. Thus, it is important to recognize that students will develop their own attitudes. Curricula, examinations and teachers may place little or no emphasis on attitudes but, nonetheless, attitudes related to learning experiences will develop.

### 2.3.3 Components of Attitude

Attitude concept has three components which are behavioral, cognitive and affective. These three attitudinal aspects are based on three theoretical approaches of behaviorism, cognitivism and humanism.

#### 2.3.3.1 Cognitive component

The cognitive component refers to the knowledge, beliefs and opinions the person has about the object. Asiegbu, et al. (2012: p.41) say that the cognitive component is the individual's information and knowledge about an object or concept.

The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge and applying the new knowledge in many situations (Lubbad: 2013; 57).

### 2.3.3.2  Affective component

Fazio and Olson (2003: p. 141) state that attitude formed from affect stems from emotional reactions to the attitude object. The affect component of an attitude reflects feelings, evaluation or emotions regarding the attitude object (Asiegbu, et al. : 2012; 42). Feng and Chen (2009: p. 44) mention that learning process is an emotional process. It is affected by different emotional factors. As a result, attitude can help students to express whether they like or dislike the objects.

### 2.3.3.3  Behavioral component

The behavioral or conative component deals with the way one reacts in a particular situation.

# Chapter II

## Part Two

### Previous Studies

## 2.4  Part Two: Previous Studies

This part of chapter two is divided into two parts. The first part reviews studies conducted to examine the effectiveness of using blended learning in teaching. The second part includes presentation of the previous studies conducted in the field of listening comprehension skills.

## 2.4.1  Studies related to using blended learning in teaching

To examine the effectiveness of blended learning program on developing dictation skills among preparatory stage students who have difficulties in learning, Dawood (2013) adopted the experimental approach to achieve the aim of the study. The sample consisted of (20) students (male and female) from eight grades. They were divided into two groups: the experimental group who studied through blended learning program and the control one who studied through traditional way. Dictation skills' test and blended program were the tools of the study. The findings of the study revealed that there were statistically significant differences in the mean scores of the dictation skills' test between the control group and the experimental one in favor of the experimental group. It was recommended that educational courses and workshops should be conducted for teachers in employing blended learning in teaching-learning process.

Blended learning was also used by Harb (2013) to enhance students' writing ability. In his study, he tried to investigate the effectiveness of using a blended learning program on developing and retention of Palestinian tenth graders' English writing skills. To achieve the study aims, the researcher adopted the experimental approach with two groups' pre-post design (experimental and control). To collect data, the researcher designed the following study instruments: content analysis, achievement test consisting of (40) items, a test to measure the retention of the skills and a blended learning program in writing skills. The sample of the study consisted of (40) students from Shohadaa' Rafah Basic School, who were randomly selected. The sample was divided into two groups: the experimental group consisting of (20) students and the control one consisting of (20) other students. The two groups were similar in their age, previous learning, achievement in general and achievement in English language. The blended learning program was used in teaching the experimental group, while the traditional method was used with the control one in the second term of the scholastic year (2012-

2013). The experiment lasted for ten weeks (1 lesson per week). The researcher used the following statistical methods to reach the results: (Holesti Formula, mean, standard deviation, Alpha Cronbach, Pearson Coefficient, Kuder-Richardson (K_R20) Formula, Spearman Brown Equation, effect Size Formula and T-Test).

After the statistical analysis, the findings of the study revealed that there were significant differences at ($\alpha = 0.05$) in the scores of the control and the experimental groups in favor of the experimental group, which is attributed to the blended learning program. The findings also pointed out that there were statistically significant differences at ($\alpha = 0.05$) in the participants' achievement level before and after implementing the blended program in favor of the post-application. Additionally, there were statistically significant differences at ($\alpha = 0.05$) in the participants' achievement level of the control and the experimental groups (high and low achievers) in favor of the experimental group. There were also statistically significant differences at ($\alpha = 0.05$) in the participants' achievement level of the control and the experimental groups (in the retention test) in favor of the experimental group. Finally, the implementation of the effect size equation revealed that the blended learning program had a large effect size favoring the experimental group. Finally, it was recommended that teachers are advised to adopt the blend in teaching writing skills, holding educational courses and workshops for teachers in general and of English in particular in employing blended learning to enrich the teaching learning process and develop students' achievement level.

In addition, Jad (2013) study aimed to examine the effectiveness of Biological Science program based on blended learning on developing the achievement, life skills, and critical thinking among tenth graders. To achieve the aim of the study, the researcher used the experimental approach. The sample of the study consisted of (70) students who were divided into two equal groups. To collect data, the researcher used the following study tools: an achievement test, a life skills test and a critical thinking test. The findings of the study revealed that there were significant differences at ($\alpha = 0.01$) in the mean scores of the achievement test between the control and the experimental groups in favor of the experimental group. The findings also pointed out that there were statistically significant differences at ($\alpha = 0.01$) in the mean scores of the life skills test between the control and the experimental groups in favor of the experimental group. Additionally, there were statistically significant differences at ($\alpha = $

0.01) in the mean scores of the critical thinking test between the control and the experimental groups in favor of the experimental group.

Similar to the previous study, Ali (2012) tried to explore the effectiveness of blended learning on developing the seventh graders' achievement and creative thinking in Mathematics. To achieve the study aims, the researcher adopted the experimental approach with two groups. To collect data, the researcher designed the following study instruments: achievement test in algebra unit, achievement test in geometry unit, and creative thinking test. The sample of the study comprised of (60) students, who were randomly selected. The sample was equally divided into two groups: the experimental group and the control one. After the statistical analysis, the findings of the study revealed that there were statistically significant differences at ($\alpha = 0.05$) in the scores of the achievement test between the control and the experimental groups in favor of the experimental group. Also, there were statistically significant differences at ($\alpha = 0.05$) in the scores of the creative thinking test between the control and the experimental groups in favor of the experimental group.

Another study was conducted by Diabat (2012) to investigate the effectiveness of programmed learning based upon blended and traditional learning. The sample of the study consisted of (58) students randomly selected from the students of Child Education and Classroom. An achievement test was designed for the purpose of the study. This test consisted of (45) multiple-choice items, with a stability rate of (86%). The researcher also used another criterion to measure students' attitudes toward blended learning with a stability rate of (0.79). The findings of the study showed there were statistically significant differences in the achievement of the students who learnt through blended learning (experimental group) and those who learnt through traditional ways (control group) in favor of the experimental group. The study also revealed some positive attitudes among the students toward blended learning. Diabat highly recommended that blended learning models should be adopted and used as a medium of teaching different courses and specializations.

Moreover, El Zoghbi and Bany Doumy (2012) study, aimed at examining the effectiveness of using blended learning on the fourth graders' achievement in Mathematics and their motivation toward blended learning. The researchers used quasi

experimental approach to achieve the aims of the study. The sample of the study consisted of 71 students (male and female). They were divided into two groups: 38 students (male and female) in the experimental and 33 students (male and female) in the control one. To achieve the objectives, the researchers used an achievement test and a motivation scale. The results of the study revealed that there were statistically significant differences between the marks of the control group and the experimental one in favor of the experimental one. Moreover, there were statistically significant differences between the performance of the control group and the experimental one in the motivation scale in favor of the experimental one. Conducting training courses for teacher in using blended learning in teaching and applying blended learning in teaching were the recommendations provided by the study.

In order to reveal the effectiveness of teaching Physics via using blended learning on the correction of alternative concepts and the development of creative thinking skills among the students of secondary school, Hussein (2012) applied the quasi- experimental approach to achieve the aim of the study. The sample of the study consisted of (80) students from a school in Asuot who were randomly selected. The sample was divided into two groups: the experimental group consisting of (40) students and the control one consisting of (40) other students. The tools of the study were an achievement test and a scale for measuring the creative thinking skills. The results of the study revealed that there were significant differences at ($\alpha = 0.05$) in the mean scores of the achievement test between the control and the experimental groups in favor of the experimental group.

Abanmy and Hussein (2011) in their experimental study aimed to determine the effectiveness of using e–learning Approach in developing student teachers teaching skill, and defining skills of teaching implementation which confronts students of the teachers college in King Saud University. The research used an empirical approach, with two groups: experimental and control group. The research was limited to the students of practical course in the second term of (2010 – 2011) academic year. Additionally, it investigated skills of teaching implementation which were not excelled by student teachers. The research used observation skill card for skills of teaching implementation with pre- post applied, while preparing and implementing a suggested proposal for developing skills of teaching implementation of student teachers. Results of statistical procedures indicated that there were significant differences between the

means of pre- post treatment in experimental group in favor of post treatment. As students thought, these results indicated that blended e-learning helped them to improve their teaching skills.

Similarly, to examine the effectiveness of blended learning Alaifari (2010) conducted a study to identify the impact of using blended leaning on 8th grade pupils of the primary school (government and private) in the capital secretariat in the acquisition of the social concepts and their attitudes toward it. The researcher followed a descriptive and a quasi-experimental design. The tools of the study were a pre and post-test, teacher's guide and a questionnaire. The sample of the study consisted of seventy 8th graders from Khaled Ibn Al Waleed School chosen and randomly distributed into two groups: control and experimental. In respect of Alnabras private school, the number of 8th grade pupils was 50 who were randomly distributed on into two groups. The results of the study were the following: Firstly, the presence of statistically significant differences at the level of significance 0.05 between the mean scores of pupils in the experimental and control groups in test the acquisition of the concepts of social courses in the government and private schools in favor of the experimental group, due to the blended learning. Secondly, the presence of statistically significant differences at the level of significance 0.05 between the mean scores of pupils in the experimental and control groups on the pupils attitudes toward social courses in government and private schools in favor of the experimental group, due to the blended learning. Based on the finding, the following were recommended: First, training teachers of social studies at the basic stage of blended learning based on multimedia and communication technologies and information. Second, the adoption of blended learning in teacher training institutions as one of the modern educational strategies in comply to the spirit of the times, taking advantages of equipment and media used in this study.

In the same context, Boyleand, et al. (2010) aimed at improving student success rates in learning to program. The project team introduced a number of changes in module organization, tutorial support and online resources. The blend represents a mixture of traditional and novel elements, with the novel elements more marked in the online developments. More than 600 students in two higher education institutions used the new blended learning environment. The results showed marked improvements in pass rates in both institutions. Detailed evaluation was conducted on students' use of the new environment. The results indicated a generally positive

evaluation of the main elements of the blend, and widespread use of the new online features.

El Ghamdi (2010) aimed to examine the effectiveness of blended learning in teaching presentation program skills (PowerPoint) for eleventh graders. Also, it was aimed to identify the difficulties which students face in studying presentations program skills (PowerPoint), and the proposed solutions to overcome those difficulties. The researcher used descriptive and quasi-experimental approach to achieve the objectives of the study. The tools of the study were: a questionnaire to identify the difficulties which face students in studying presentations program skills (PowerPoint). An achievement test and an observation card were designed to identify the effectiveness of blended learning in teaching presentations program skills. The sample of the study consisted of (58) students who were randomly and equally divided into two groups, one of them is the control group who studied by the traditional way and the other experimental group who studied by the blended learning. The results of the study revealed that there were statistically significant differences in academic achievement between the control group and the experimental group in favor of the experimental group. Also, there were a lot of difficulties which face the students in studying presentations program skills (PowerPoint). It was recommended that training courses should be conducted for training teachers to use blended learning in teaching.

In their study Adas and Bakir (2009) sought to find out the effect of the blended learning on supporting the teaching of English as a foreign language. The researcher used the experimental approach to achieve the aim of the study. The sample of the study consisted of two sections from El -Najah National University. The researcher applied the new method to one section as an experimental group and used the traditional face-to-face lectures for the other section as a control group. The number of the students who participated in the study was 60 students in two sections. 30 students of the sample studied the selected course with blended learning activities. The researcher developed an achievement exam (a pre-test) to investigate students' level in the two groups at the beginning of the course, and to indicate that any significant differences at the end of the course in favor of the experimental group are due to adopting blended learning. Another tool was the unified final exam which was developed by Language Center at the university. The result of the study revealed that using blended learning develops

teaching English as a foreign language. Depending on the results, the researcher made the following recommendations: First, Working on supporting the notion of blended learning among both teachers and students. Second, training courses should be conducted for training teachers to use blended learning in teaching.

Furthermore, Bawadi (2009) conducted a study to explore the effectiveness of using blended learning model in developing EFL prospective teachers' pedagogical knowledge and performance. The study sample included 38 EFL Saudi prospective teachers (fourth-year students) at the Faculty of Education & Arts, University of Tabuk, KSA. The participants were divided into two equal groups in terms of their number, accumulative grade point, and pedagogical knowledge. The first group studied four TEFL units using the traditional face-to-face model, while the second group studied the same four units using the suggested blended learning model. To collect the data required, a blended TEFL course, a pedagogical knowledge test, and a pedagogical performance scale were designed and implemented during the first term of the academic year 2008-2009. The main conclusion was that blended learning model was more effective than face-to-face learning in developing EFL prospective teachers' pedagogical knowledge. However, both blended learning and face-to-face proved to have almost the same effectiveness in developing EFL prospective teachers' pedagogical performance.

The study of Abu Mosa (2007) aimed at examining the effect of using a teaching strategy based on blended learning on pre-service teachers' achievement of CAI course and attitudes toward the strategy in Arab Open University- Jordan branch. A blended learning was used to teach pre-service teacher's a course in using computers in teaching (CAI) for 6 weeks period and a test was used to measure the achievement. Moreover, a questionnaire was used to measure the attitudes. Tools validity and readability were tested in proper ways. The participants were 35 pre-service teachers for the summer semester 2006-2007. The sample was divided randomly to two groups: experimental (taught by blended learning), control (taught by traditional method). The results showed a statistical significant difference ($\alpha < 0.05$) between the two groups in both the achievement and attitudes in favor of experimental group.

Finally, El Shamri (2007) explored the effect of the blended learning in teaching geography on the achievement of students at 3$^{rd}$ middle grade in Hafer Al Baten and their attitudes toward it. The sample consisted of 64 students distributed in two equal

groups: one is experimental, which studied geographic subjects by using the blended learning method and the other is the control one, which studied through the ordinary learning method. The tools of the study were pre-posttest and a questionnaire for measuring students' attitudes toward blended learning. The results were the following: First, there were statistically significant differences between the achievement of the control group and the experimental one in favor of the experimental. The students of the experimental group had a positive attitude toward learning geography through blended learning. It was recommended that it was necessary to train geography teachers to use blended learning in teaching.

## 2.4.2 Studies related to teaching listening

Amin (2012) aimed at developing secondary school students' EFL strategic listening and listening comprehension skills via using the Cognitive Academic Language Learning Approach (CALLA). The sub-skills were identified according to students' textbook, teacher's guide, and Ministry of Education Directives for secondary school teachers (2010-2011). The tools of the study were an EFL listening comprehension test, a Strategic Listening Interview (SLI), a Strategic Listening Questionnaire, and a Strategic Listening Checklist (SLC). The sample of the study was randomly drawn from two classes at El-Shimaa Secondary School for Girls, Benha, Qalyoubiya Governorate, Egypt. Both groups were at the same level of EFL strategic listening and EFL listening comprehension skills as indicated by the pre-test. The experiment lasted for five weeks at a rate of three sessions a week (90 minutes each). After that the tools of the study were administered to each group. Findings of the study were statistically treated with the Statistical Package for the Social Sciences software (SPSS) version 17. T-value, means, standard deviations, and degrees of freedom were calculated. It was found out that the experimental group achieved more gains in their strategic listening as well as in their overall EFL listening comprehension skill and its sub-skills.

To investigate the effectiveness of a proposed multiple intelligences (MI) - based program on developing the listening comprehension skills of English Department students at the Faculty of Education, Haffor (2012) used a sample of 56 male and female web-literate students- at the Faculty of Education who were randomly selected and assigned to two groups: the experimental group of 28 who studied the proposed

program and the control group of 28 who continued to study the prescribed English course. The instruments of the study included a listening comprehension pre- post test. The test consisted of 40 multiple-choice four-alternative items to assess the 13 pre-identified listening comprehension skills. Results of the study revealed a significant difference at the 0.05 level between the mean scores of the experimental and control groups in literal, critical and total listening comprehension in favor of the experimental group, whereas there was no significant difference in inferential comprehension. Also, there was a significant difference at the 0.05 level between the pre-test and post-test mean scores of the experimental group in literal, inferential, critical and total listening comprehension in favor of the post-test. The study found that the MI- based program was effective in developing literal, critical and total listening comprehension skills, but not that effective in developing inferential comprehension skills. The study recommended the use of MI-based instruction in EFL contexts and suggested further research in this area.

In his attempt to show the effect of using dramatic activities on developing English language listening skill of preparatory stage students, Zahran (2012) adopted the experimental approach for answering the questions of the research. The sample of the study was from second year preparatory stage pupils from Shagaret El-Dor prep School for girls in Mansoura Dakahlia Governorate. The researcher used teacher checklist and pre-posttest. The results showed that students' listening skills increased through the use of dramatic activities. It was recommended that training courses should be held to show the teacher the importance of dramatic activities and how to apply them in the class.

Another study was conducted by Abd El-Salam (2011) to examine the effectiveness of a proposed learning strategy training program in developing EFl listening comprehension skills of the preparatory students stage. The proposed Learning Strategy Training Program was conducted to a sample of poor listeners at Al-Emam Al-Shafie School for Boys in Mansoura. Three instrumentations were prepared by the researcher: listening comprehension skills questionnaire, listening comprehension strategies inventory and a pre-post listening comprehension test. Both the experimental group mean scores of listening comprehension and their frequency of learning strategy use were significantly improved after training. More researches were needed in the area

of developing listening comprehension skills and more researches were needed in cognitive and metacognitive strategy training.

In his study on listening skills, Genaidy (2011) investigated the effectiveness of using students' journals on developing tenth graders' listening comprehension skills in English. The researcher used the experimental approach. The sample of the study consisted of tenth graders in a governmental school in Cairo for the possibility of carrying out the experiment at that school. The experiment lasted for six weeks (four periods per week). A pre- post listening comprehension skills test to measure tenth graders' necessary listening comprehension skills was used as a tool for the study. The findings of the study revealed that using students' journals had a positive effect on developing listening comprehension skills of the experimental group students. In the light of the study results, the following recommendations were presented: teachers should integrate listening and writing in order to develop listening comprehension skills. Also, teachers should use different types of students' journals in teaching listening comprehension skills.

The purpose of Abo Skhela's (2010) study was to explore the effectiveness of using storytelling technique in enhancing 11th graders' listening comprehension sub-skills in Gaza Middle Governorate. To answer the questions of the study, the researcher adopted the experimental approach. The sample of the study consisted of 74 female students from Shohada Al Mgazee Secondary School (B); the sample was divided into two groups, experimental (37) and control group (37). The story telling technique was used in teaching the experimental group, while the traditional method was used to instruct the control group in the second term of the school year 2009-2010. The study examined the improvement shown by the experimental group which received story telling technique integrated with 9 weeks through the training materials from the 1st of Feb. to the end of March. The researcher used pre and post-test as the tools of the research. The data of the study were analyzed, t-test paired sample used. In addition, Eta square used to calculate the effect size. Based on the findings, the researcher recommended using story telling as a technique to enhance listening comprehension sub-skills. It was recommended that further researches should be conducted on the effect of storytelling technique of learning English skills.

Moreover, Abu Hatab (2010) identified the effectiveness of a suggested program on improving listening comprehension achievement through aural authentic materials for English language majors at Al-Aqsa University. The researcher used a major tool which is the listening achievement test, a questionnaire to ask students to choose the most important and the missing skills of listening comprehension that affect their academic improvement. The sample was 30 female students enrolled in the first semester of the academic year 2009-2010. The sample represents the experimental group which was pretested before the implementation of the program. The suggested program was taught then a post-test was applied to see how much students get improved. The results were statistically analyzed. The findings revealed that there were significant differences in listening comprehension achievement in the favor of the post-test result due to the suggested program based on aural authentic materials. Based on the above finding, the researcher presented a number of suggestions for course designers, lectures, university system and English majors as well.

In his study, Ahmed (2010) aimed at investigating the effectiveness of a teaching model on developing listening comprehension skills of TOEFL students through the systematic construction of prior knowledge across a graded continuum, which moved from the simplest to the most difficult. Pretest and posttest were administered to the experimental group that consisted of 20 students and the control group of 14 students. The tools of the study were a questionnaire seeking the opinions of TOEFL students, analysis of a TOEFL test administrated at Cairo University, students' needs analysis, four TOEFL test administrations and the proposed teaching model. The results of the study were two folds: Firstly, the students need to be acquainted with the phonological system of English language. Secondly, the instructor was expected to reduce the pace of the taped passages, let the students read the tape script of the aural material while listening and train them in the skill of speed reading. The recommendations of the study included that much attention should be paid to the pre-listening stage. Moreover, the instructor should be an organizer, feed-back provider and a prompter.

An experimental study was conducted by Hana (2010) for exploring the effectiveness of storytelling technique in developing the EFL listening comprehension skills of the primary stage students. The proposed Learning Training Program was administered to a sample of students at Manyet Mahal El-Damana Primary School

during the first semester of the academic year 2009/2010. They were divided into two groups, experimental group which studied listening through the training program and the control group which studied listening through traditional way. The tools of the study were the following: First, listening comprehension skills questionnaire was constructed to determine the most appropriate skills of the primary stage students. The second is a pre-post listening comprehension test which was demonstrated before and after the experimental treatment. The results indicated that there were statistically significant differences between the mean scores of the experimental group students on the pre and the post applications of the listening skills test in favor of the post one. Also, there was a significant improvement in students' listening skill component dimensions.

In Addition, Abo El-Kassem (2009), in his study, aimed at examining the effect of using the storytelling approach in developing listening skill in English language for pupils of the preparatory stage. The sample of the study was 104 girls, who were randomly selected and assigned into two groups: control group and experimental one. The tools used in the study were a checklist of some listening skills, a teacher's guide, a pre-post listening test and some activities based on the story telling technique. The tools were administrated to the experimental group in the first term of the academic year 2008-2009 at El Obour Preparatory School for girls, El Maadi Educational Administration. Results showed that using story telling was effective in developing the experimental group's listening skills.

Elhefnawi (2008), in his study, tried to identify the effectiveness of using some instructional activities on developing tenth graders' English language discrimination and recognition listening skills. These activities were based on the discreet-item approach. The sample of the study consisted of 60 tenth graders, enrolled in two classes in secondary school in Gharbia Governorate. The sample was divided into two groups: the experimental group consisting of (30) students and the control one consisting of (30) other students. Both groups were pre tested in listening discrimination and recognition skills and listening comprehension skills. The sample of the experimental group was taught through the suggested activities in addition to listening activities stated in Hello 6, while the sample of the control group was taught listening activities stated in Hello! 6 only. Then both groups were post tested in the two listening discrimination and recognition skills and listening comprehension skills. The findings of the study revealed

that there were statistically significant differences at (α = 0.05) in the scores of the control and the experimental groups in favor of the experimental group.

Likewise, Soliman's (2008) study aimed to investigate the effect of using the integrated strategy on developing some listening skills in English language for secondary stage students. For answering the questions of the study, the researcher adopted the quasi-experimental method for reviewing related literature and identifying the listening skills. Also, he followed the experimental design in testing the hypotheses. The sample of the study consisted of 80 girls in first year secondary stage. They were divided randomly into two groups; the experimental group (40 girls) and the control group (40 girls). The following tools were employed: A checklist of listening skills, preparing listening activities based on the integrated strategy, a teacher's guide and a pre-post -test. The results of the study were: There were statistically significant differences between the mean scores of the experimental group on the pre-post-test of listening skills in favor of the post-test. There were statistically significant differences between the mean scores of the experimental group and the control one on the post test of the listening skills in favor of the experimental group. Based on the findings, the study recommended the necessity of implementing integrated strategy in teaching listening.

At the end, Othman (2007) explored the effectiveness of a multimedia – based program in developing English language listening comprehension skills of secondary stage students. The researcher adopted the experimental approach to achieve the aim of the study. The sample of the study consisted of a group of first year secondary students from Elminia. They were divided into two groups (experimental and control).The tools of the study was an achievement test. The findings of the study revealed that there were statistically significant differences at (α = 0.05) in the scores of the control and the experimental groups in favor of the experimental group.

### 2.4.3 General commentary on the previous studies

The literatures reviewed for the aim of this study helped the researcher better understand how to construct blended learning program for developing students' listening comprehension skills. As a result, previous studies were beneficial for the researcher's study. There were similarities and differences between this study and the previous ones in many things as follows:

### 2.4.3.1 Commentary on previous studies concerning using blended learning in teaching

All studies examined the effectiveness of using blended learning in the teaching learning process. Also, all of them proved that teaching through blended learning is very effective such as those of Ali (2013) and El Zoghbi and Bany Doumy (2012) which, investigated the effectiveness of blended learning on achievement in Mathematics.

Harb (2013) explored its effectiveness on developing writing skills while Dawood(2013) examined its effectiveness on developing dictations' skills.  In addition, Bawadi (2009) conducted a study to eaxamine its effectiveness on developing EFL prospective teachers' pedagogical knowledge and performance while Adas and Bakir (2009) sought to find out its effectiveness in supporting the teaching of English as a foreign language.

To show its effectiveness in teaching physics, Hussein (2012) conducted a study in physics. Also, Jad (2013) conducted a study to investigate the effectiveness of using Biological Science program based on blended learning on developing the achievement, life skills, and critical thinking.

With reference to students' attitudes, the majority of the studies confirmed that students have positive attitudes toward using blended in learning like El Zoghbi and Bany Doumy (2012), Alaifari (2010), Abu Mosa (2007) and Al Shamri (2007).

The mentioned studies were conducted in various countries such as Egypt, Saudi Arabia, Syria, Jordan, Yemen and Palestine. Also, all the studies are very recent as three of them were conducted in 2013, four studies in 2012, one study in 2011, four studies in 2010, two studies in 2009 and the last two studies in 2007.

Samples of the previous studies were different from one study to another in number, gender and age. Some of the previous studies applied their experiment on students from primary, preparatory or secondary schools as Dawood's (2013), Harb's (2013), Jad's (2013) Ali's (2012), El Zoghbi and Bany Doumy's (2012), Hussein's (2012), Alaifari's (2010), El Ghamdi's (2010), Al Shamri's (2007), while samples of other studies were graduate or college students as Abanmy and Hussein (2011) and Abu Mosa (2007). In this study, the sample consists of 60 female seventh graders.

Concerning the methodology implemented, most of them applied the experimental approach, while El Zoghbi and Bany Doumy (2012) and Hussein (2012) adopted the quasi – experimental approach in their studies. Other studies used the descriptive and experimental approach as those of Alaifari (2010) and Al Ghamdi (2010).

Finally, different tools were used in the previous studies such as pre-post test, questionnaires and observation cards. However, this study used pre-post listening comprehension test to measure the effectiveness of blended learning on developing seventh graders ' listening skills, and an attitude scale to assess students' attitudes toward blended learning.

## 2.4.3.2  Commentary on the previous studies concerning teaching listening

In part 2, all the previous studies used various techniques to develop listening comprehension skills. For example, Zahran (2012) used dramatic activities, Soliman (2008) used the integrated strategy, Genaidy (2011) used students' journals and Elhefnawi (2008) used some instructional activities. On the other hand, Hana (2010), Abo El- Kassem (2009) and Abo Shkela (2010) used storytelling technique to develop listening skills. As a result, this current study is the first study to be conducted on investigating the effectiveness of blended learning on developing Palestinian seventh graders' listening comprehension skills.

Moreover, all the previous studies in part 2 are very recent as three of them were conducted in 2012, two studies in 2011, four studies in 2010, one study in 2009, two studies in 2008 and the last study in 2007.

The samples of the studies were different in age, number and gender. Some of the previous studies applied their experiments on graduate or college students as those of Haffor (2012) and Ahmed (2010). Other previous studies' samples were students from primary, preparatory or secondary schools such as those of Zahran (2012), Soliman (2008), Genaidy (2011) Elhefnawi (2008), Hana (2010), Abo El- Kassem (2009) and Abo Shkela (2010).

Finally, the experimental approach was adopted in all the pre- mentioned studies which were conducted in different countries. Also, pre-post test, questionnaires and interviews were used in the previous studies.

**From the previous studies, the researcher concludes the following:**

1- All the previous studies in part 1 dealt with blended learning as an independent variable, while those in part 2 dealt with listening comprehension as a dependent variable.

2- Only three previous studies dealt with the effectiveness of using blended learning on the English Language: Harb (2013) Bawadi (2009) Adas and Bakir (2009).

3- The recommendations of the previous studies in part 1 highlighted the importance of considering the blended strategy in improving the students' achievements and their attitudes toward EFL skills, while the previous studies in part 2 confirmed on students' low achievement in listening comprehension skills.

4- None of the previous studies examined the effectiveness of blended learning on developing seventh graders' listening comprehension skills. This indicates the importance of this study.

**The researcher benefited from reviewing the previous studies in:**

- Choosing and designing the tools of the study.
- Choosing the sample of the study.
- Designing the blended learning program.
- Choosing the right statistical treatments for the study.

**This study is characterized by the following:**

1. It concentrates on developing listening skills through a suggested blended learning program.

2. It is also focuses on measuring students' attitudes toward using blended learning in teaching listening comprehension skills.

3. As the researcher realizes from reviewing the literature, it is the first study to be conducted in Gaza's schools which deals with bended learning and listening comprehension skills.

# Chapter III


Methodology

# Chapter III
## Methodology

This chapter contains the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample, the instrumentation, the pilot study, detailed description of the blended learning program experimented in the study and the research design. Moreover, it introduces the statistical treatment of the study findings.

## 3.1 Research approach

After determining the study statement and reviewing the related literature, the researcher adopted the experimental approach. Such adoption was due to the nature of the research, which aimed at investigating the effectiveness of blended learning on the Palestinian seventh graders' English listening skills and their attitudes toward it.

## 3.2 Research design

This design requires two groups of the students, the first group is the experimental group and the second is the control one.

**Table (3.1)**
**Research design**

| Group | Pre | Treatment | Post |
|---|---|---|---|
| Experimental Group | O1 | X | O2 |
| Control Group | O3 | Y | O4 |

Note:

O　　　= outcomes of pre-test and post-test.

X　　　= treatment based on blended learning

Y　　　= traditional method.

For the purpose of conducting this research, a pre-test/post-test was used. The experimental group in this research was taught listening through blended learning . The control group was taught listening through the traditional method.

## 3.3  Population

The population of the study consisted of all seventh graders at UNRWA schools in North Gaza governorates for the school year (2013-2014).

## 3.4  Sample

The representative sample of the study consisted of **(88)** students distributed into two groups. The experimental group consisted of **(44)** students and the control group consisted of **(44)** other students. The groups were randomly chosen from a purposive sample from Beit-Hanoun Prep. "A" Girls School where the researcher works as an English teacher of seventh graders.

**Table (3.2)**
**The distribution of the sample**

| Group | Experimental | Control |
|---|---|---|
| No. of Sample | 44 | 44 |

Since the sample had been chosen from UNRWA School, the two groups were equivalent in the economic, cultural and social level. They were similar in their general achievement in accordance with the statistical treatment of their results in the second term of the scholastic year (2012-2013). They were equivalent in their English language achievement according to the statistical treatment of their results in the first term exam of the scholastic year (2013-2014).

## 3.5 Variables

The study included the following variables:

### 3.5.1 Independent variable

The independent variable in this study is the teaching method:

- The blended learning program.

### 3.5.2 Dependent variables

The dependent variables are represented in the students' performance in listening skills and their attitude toward the blended learning program.

## 3.6 Designing the blended learning program

The researcher followed Al Jazar's model to design the proposed educational program which aims at developing seventh graders listening skills. According to (Al Jazar's model, 2002), the five phases of developing the program are study and analysis phase, design phase, production phase, evaluation phase and usage phase as shown in figure(2.10) (p: 20).

**Reasons for choosing Al Jazar's Model**

1- This model was recommended by the referee committee according to Appendix (B1).

2- The model suits the beginner designers.

3- It has been used by a lot of educators and researchers as Harb and Abu Reesh.

4- It follows the scientific approach of thinking.

5- The events of teaching and learning process are covered.

6- The sub-stages are well - organized.

### 3.6.1 Study and Analysis Phase:

In this stage, the researcher identified learners' characteristics, their educational needs, the available learning resources and facilities related to the blended learning program.

### 3.6.1.1  Learners' characteristics:

- The number of the experimental group is (44) female students from grade seven.
- The researcher made sure that all the students had the basic skills in dealing with computer and internet before implementing the experiment of the study.
- A pre-test was used to check the similarity of listening skills between the experimental group and the control one.

### 3.6.1.2  Determining the educational needs

The researcher followed these steps to determine the educational needs:

1- Reviewing the literature related to teaching listening for seventh grade.
2- Preparing a list of listening skills.
3- Referring the list to a panel of expert referees (university professors, English supervisors and English teachers) to choose the five important listening skills that they think seventh graders really need.

### 3.6.1.3  Analyzing educational resources

The researcher tried to benefit from the following available resources as much as possible:

- Using the computer lab at the school where she implemented the experiment.
- Employing LCD, Smart Board, White Board, Scanner and Printer, which are available in the computer lab.
- Using the internet which is available in UNRWA school in her teaching learning process.
- Benefiting from the power generator.

- **The Obstacles:**

1. The disruption or the weakness of the internet.
2. The electricity cut off:

o The researcher overcame this problem through the power generator available at school.

3. Not all the students have computers at home. The researcher managed this problem by the following :

   o Allowing the students to practice in the computer lab of the school during the break.

   o Dividing students into small groups according to their home addresses. In every group the ones who owned computers and internet helped other members of the group.

## 3.6.2 Design Phase

This phase includes a set of minor steps based on the data collected in the analysis phase. The researcher constructed the educational objectives of the program, the educational content, criterion-referenced test to evaluate the learners, determine the sample grouping and the required educational techniques, decide the educational resources and finally set the implementation strategy.

### 3.6.2.1 Constructing behavioral objectives

The educational content of the program, the techniques, the educational resources and the evaluation tools were designed according to the behavioral objectives, as this step is very important.

**The general objective of this program** is investigating the effectiveness of the blended learning program on developing seventh graders' listening skills.

The following sub-objectives were derived from the general one.

a. Recognizing words.
b. Identifying the main idea.
c. Extracting specific information.
d. Identifying the meaning of words in context.
e. Taking notes.

### 3.6.2.2 Determining educational content

Determining educational content consists of five units each unit has two listening lessons. Varied contexts, examples and exercises were used. Multimedia content was used, too, i.e. Videos, PowerPoint, Internet links, emails and Google+ as presented in Appendix (B).

### 3.6.2.3 Constructing Pre-Post test

The test was designed in the light of the following procedures:

1- Preparing a list of listening skills for seventh graders.
2- Having the skills refereed by a panel of experts to choose the five important listening skills that suited seven grade.
3- Analyzing the text content.
4- Constructing the test.
5- Refereeing the test.
6- Applying the test.

### 3.6.2.4 Selecting learning experiences, teaching techniques and students' organization

Learning experiences were selected according to the nature of the content and the objectives. The researcher depended in applying this program on individual, pair group and whole class organization.

### 3.6.2.5 Choosing media, educational tools and facilities

Gmail, Google +, YouTube channel, PowerPoint presentation, LCD, Smart board and videos were employed as shown in appendix (B).

### 3.6.2.6 Designing the educational Content

The content was designed according to the learners' characteristic, needs and abilities.

### 3.6.3   Production Phase

The researcher collected and designed (texts - videos - exercises - links – tests-teacher's guide) as stated in appendix (B).Then the production of the lessons started.

**Table (3.3)**

**The production of the educational media**

| No | Material /Educational Media | Production |
|----|------------------------------|------------|
| 1 | Video | Production |
| 2 | PowerPoint Presentation | Production |
| 3 | Teachers Guide | Production |
| 4 | Test | Production |

### 3.6.4   Evaluation Phase

This Phase aims at examining the achievement of the objectives. According to Al Jazar's Model (2002), the evaluation process should follow this diagram shown in Figure (3.1)
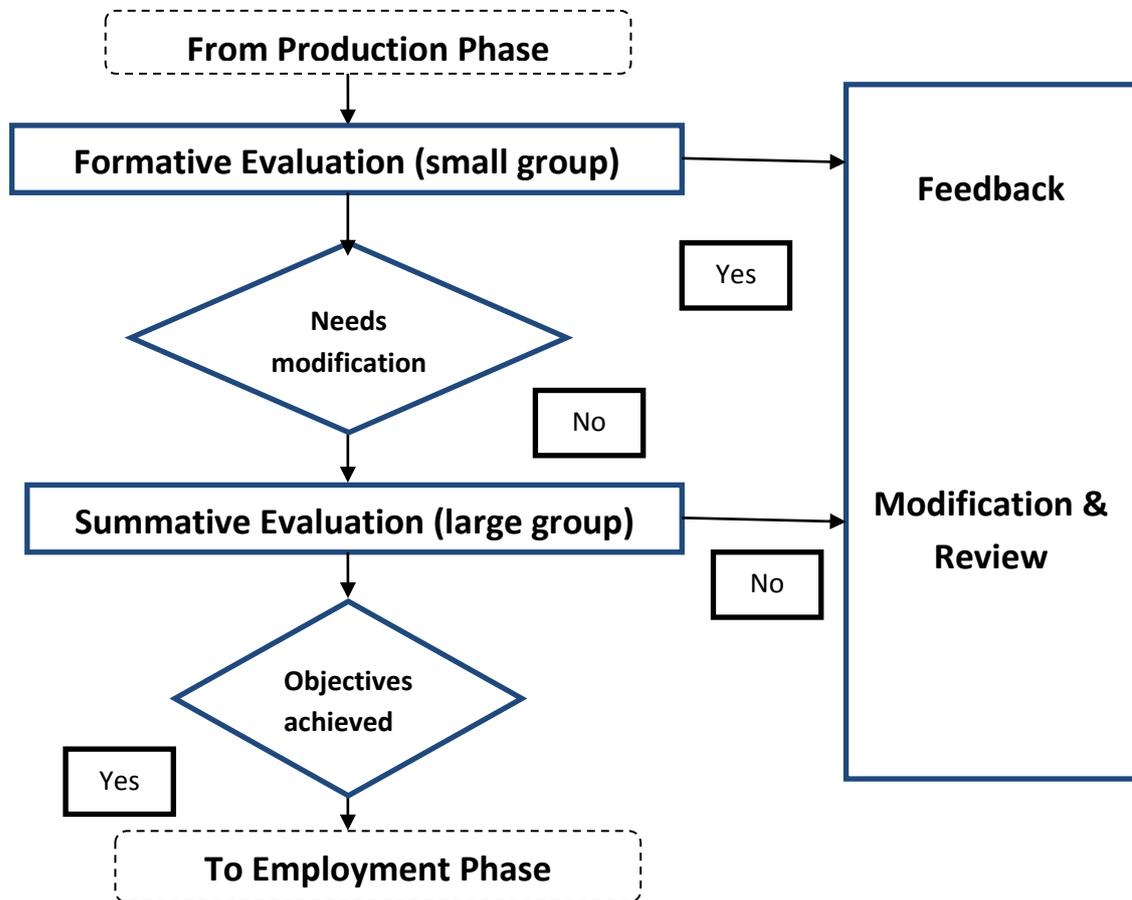


**Figure (3.1) Formative and Summative Evaluation during the Evaluation Phase**

### 3.6.4.1   Formative Evaluation

To recognize the positive and negative points in the program and to have a chance for modification, the experiment was evaluated in each phase of production. This was done by showing the initial copy of the program to some experts.

### 3.6.4.2   Summative Evaluation

To investigate the validity and reliability of the program, it was applied on a large group of students (pilot study).

### 3.6.5   Content of the program

The suggested program consisted of five units, based on the content of seventh grade text-book. The program covered (10) lessons. Each lesson was forty five minutes. This was shown in appendix (B3)

### 3.6.6  Validity of the program

To test blended learning program validity, the researcher submitted CD of the listening blended learning lessons to a group of experts in technology and English. The researcher did the required adjustment according to their recommendations.

### 3.6.7  Implementation the program Phase

After examining the program validity, the researcher implemented the program on the experimental group according to the schedule she designed (See appendix (B3)). The experiment lasted for 5 weeks with two lessons a week.

### 3.7   Preparation of the teacher's guide:

In order to teach the listening comprehension lessons according the blended learning, the researcher developed a teacher's guide to help the English teacher in the teaching process; the teacher's guide included the following:

- An introduction which included the aim of the guide and its importance in teaching the listening comprehension lessons.
- The aims of teaching the listening comprehension lessons through the blended learning program.
- Time table for implementing the lessons.
- The lesson plan which the researcher followed in teaching the listening comprehension lessons and it included:

a. The overall aim,  and the behavioral goals for every lesson.

b. The procedures and the tasks.

c. The evaluation.

The teacher's guide included a number of procedures the teacher followed in teaching with blended learning program, these procedures included the following:

**First, Before starting the lesson:**

1- Preparing the lesson and designing it.
2- Making sure that the links inside the tasks were working properly.
3- The teacher made sure that the Internet was available in the laboratory, and it was ready to work without an Internet connection.

**Secondly, while implementing the lesson:**

1- The teacher introduced an introduction about the multi-media used in the program.
2- The teacher's role in the blended learning program was a facilitator
3- After finishing any task, the teacher discussed with students and gave feedback.

**Thirdly, After implementing the lesson:**

1- The teacher evaluates the students' learning to know to what extent were the aims achieved.
2- The teacher determines the students' homework.

## 3.8 Instrumentation

In order to collect data for the aims of the study, the researcher designed the following tools:

1- Achievement test (Pre-post test).
2- Students' attitude scale.

## 3.8.1 Choice of listening skills checklist

After reviewing related literature, previous studies, the teachers' guide of grade seven English textbook and English language curriculums, the researcher gathered some English listening skills. Then, she put them in a list as shown in appendix (A1)

In addition, she submitted the list to a group of specialists in the field of English language and its methodology to read in order to choose the most important ones that they thought seventh graders really needed. Table (3.4) illustrates these skills

**Table (3.4)**

**The percentage of the listening skills**

| No | Listening Skills | Percentage of importance |
|---|---|---|
| 1 | Identifying the main ideas | 100% |
| 2 | Extracting specific information | 100% |
| 3 | Recognizing the words | 92.30% |
| 4 | Understanding the meaning of words in context | 76.92% |
| 5 | Listening for note taking | 76.92% |

## 3.8.2 Listening achievement test (Pre and Post-Test)

Abu Allam (2010: P. 386-387) states that an achievement test is one of the most important tools for evaluating achievement and identifying students' level. Moreover, it is widely used in the educational researches, especially the researches that examine the effectiveness of teaching methodology.

Therefore, the researcher prepared a pre-post achievement listening test to measure the students' achievement in listening skills. It was used as a pre-test, applied before the experiment and as a post test, applied after the experiment as shown in appendix (A3)

### 3.8.2.1    The general aims of the test

The test aimed at measuring the effect blended learning program had on developing the students' listening skills. Being used as a pre-test, it aimed at proving that both groups were equivalent in terms of their current English listening skills. Then being used as a post-test, it aimed at identifying any differences in the achievement of the control group and the experimental one. The exam included these skills: identifying the main ideas, extracting specific information, recognizing the words, understanding the meaning of words in context and listening for note taking.

### 3.8.2.2    The items of the test

The total number of the test items is 25, so every item has one mark. The items of the test were designed as follows:

❖ **Recognizing the words**

This domain included (6) items designed to measure students' ability to listen and recognize words.

❖ **Identifying the main ideas**

This domain consisted of (3) items; three listen and choose questions. The purpose was measuring students' ability to listen to identify the main ideas.

❖ **Extracting specific information**

This domain contained (5) items that measured students' ability to listen to extract specific information.

❖ **Understanding  the meaning of words in context**

This domain included (6) items; three listen and complete questions and three listen and match the sentences with picture questions. The aim of this scope was to examine students' ability to listen to understand the meaning of words in context.

❖ **Note taking**

The components of this domain were (5) items that measure students' ability to listen and take notes.

## 3.8.2.3    The Pilot Study

The test was applied on a random sample of (40) students; from Beit-Hanoun prep. Girls school (A).  The results were recorded and statistically analyzed to measure its validity and reliability.

### 3.8.2.3.1    The validity of the test

A valid test is the one that measures what it is designed to measure (Al Hamadani, et al, 2006: p.  272). The study used the referee validity and the internal consistency validity.

#### (A) The referee validity

The test was introduced to a jury of specialists in English language and methodology in Gaza university, English supervisors and English teachers in UNRWA schools. The items of the test were modified according to their recommendations.

#### (B) The internal consistency  validity

The internal consistency validity indicates that there is a correlation of the score of each item with the total average of the test.  It also indicates the correlation of the average of each scope with the total average. This validity was calculated by Pearson Formula.

According to Table (3.5), the coefficient correlation of each item score with the total score of the test is significant at levels (0.01) and (0.05). According to the following table it can concluded that the test is highly consistent and valid as a tool for the study.

**Table (3.5)**

**Correlation Coefficient of each item of the test with the total score of the test**

| No. | Pearson correlation | Sig. level |
|-----|---------------------|------------|
| 1 | 0.521 | Sig. at 0.01 |
| 2 | 0.453 | Sig. at 0.01 |
| 3 | 0.441 | Sig. at 0.01 |
| 4 | 0.476 | Sig. at 0.01 |
| 5 | 0.541 | Sig. at 0.01 |
| 6 | 0.336 | Sig. at 0.05 |
| 7 | 0.629 | Sig. at 0.01 |
| 8 | 0.384 | Sig. at 0.05 |
| 9 | 0.488 | Sig. at 0.01 |
| 10 | 0.392 | Sig. at 0.05 |
| 11 | 0.333 | Sig. at 0.05 |
| 12 | 0.597 | Sig. at 0.01 |
| 13 | 0.363 | Sig. at 0.05 |
| 14 | 0.337 | Sig. at 0.05 |
| 15 | 0.760 | Sig. at 0.01 |
| 16 | 0.593 | Sig. at 0.01 |
| 17 | 0.374 | Sig. at 0.05 |
| 18 | 0.544 | Sig. at 0.01 |
| 19 | 0.584 | Sig. at 0.01 |
| 20 | 0.535 | Sig. at 0.01 |
| 21 | 0.624 | Sig. at 0.01 |
| 22 | 0.499 | Sig. at 0.01 |
| 23 | 0.724 | Sig. at 0.01 |
| 24 | 0.328 | Sig. at 0.05 |
| 25 | 0.482 | Sig. at 0.01 |

**r table value at df (38) and sig. level (0.05) =  0.304**

**r table value of df (38) and sig. level (0.01)=  0.393**

### 3.8.2.3.2 Reliability of the test

The test is reliable when it gives the same results if it is reapplied in the same conditions. The reliability of the test was measured by the split-half and kuder-Richardson (K-R20) Techniques (Abu Allam, 2010: P. 491).

### (A) By using the split half

O'dah (2002:p.349) mentions that split half depends on splitting the test into two parts, and calculating the correlation between the parts, then making a correction for the correlation coefficient by Spearman Brown or Guttman Formula.

Correlation between two parts and modified by Guttman:

### Table (3.6)

### Reliability Coefficient

| Split Half Technique | | | |
|---|---|---|---|
| Scope | Total | Before | After |
| Achievement listening test | 25 | 0.842 | 0.914 |

From Table (3.6), we can ensure the test has a good reliability. The split-half coefficient is (0.914). This indicates that the test is reliable to be used as a tool in the study.

### (B) Kuder-Richardson (K-R20)

(K-R20) depends on calculating the percentage of correct answers to the test items and also the variance of every item.

The (K-R20) formula is:

$$\textbf{(K-R20): } r_{xx} = (n/n\text{-}1) \left\{ 1 - \left( \sum P^{\delta} / s2 \right) \right\}$$

(Allam, 2010:  p.494)

<div align="center">

**Table (3.7)**

**(K-R20) Coefficients for the test domains**

</div>

| Total | (K-R20) Coefficient |
|:-----:|:-------------------:|
| 25    | 0.841               |

## 3.8.2.4  The experimentation of the test

In order to examine the suitability and appropriateness of the test in terms of difficulty and discrimination coefficients, the test was conducted (as a piloting test) on a randomly selected group of students (40).

### (A) Difficulty Coefficient

Difficulty Coefficient indicates the percent of the wrong answers of each item made by the students to the total number of the students who answered the test.

We can calculate this from the following equation:

$$\frac{No.\ of\ student\ with\ wrong\ answers}{the\ total\ No.\ of\ the\ students\ who\ answered\ the\ test} \times 100$$

<div align="center">

**Table (3.8)**

**Difficulty coefficient for each item of the test**

</div>

| No. | Difficulty Coefficient |
|:---:|:----------------------:|
| 1   | 0.475                  |
| 2   | 0.500                  |
| 3   | 0.550                  |
| 4   | 0.525                  |
| 5   | 0.500                  |
| 6   | 0.350                  |

| | |
|---|---|
| 7 | 0.425 |
| 8 | 0.550 |
| 9 | 0.525 |
| 10 | 0.525 |
| 11 | 0.550 |
| 12 | 0.475 |
| 13 | 0.525 |
| 14 | 0.375 |
| 15 | 0.450 |
| 16 | 0.475 |
| 17 | 0.500 |
| 18 | 0.550 |
| 19 | 0.500 |
| 20 | 0.550 |
| 21 | 0.400 |
| 22 | 0.350 |
| 23 | 0.575 |
| 24 | 0.425 |
| 25 | 0.375 |
| **Total Difficulty Coefficient** | **0.480** |

Table (3.8) shows that the difficulty coefficient wobbles between (0.350 - 0.550) with total average (0.480), that means each item is acceptable or in the normal limit of difficulty from assessment and evaluation specialists' point of view.

### (B) Discrimination Coefficient

Discrimination Coefficient refers to the test ability to differentiate between the high achievers and the low achievers.

$$= \frac{No.\,of\,the\,students\,who\,have\,the\,correct\,answer\,among\,the\,high\,achievers}{No.\,of\,high\,achievers} - \frac{No.\,of\,the\,students\,who\,have\,the\,correct\,answers\,among\,the\,low\,achievers}{No.\,of\,low\,achievers}$$

**Table (3.9)**

**Discrimination Coefficient for each item of the test**

| No. | Discrimination Coefficient |
|---|---|
| 1 | 0.545 |
| 2 | 0.363 |
| 3 | 0.454 |
| 4 | 0.545 |
| 5 | 0.545 |
| 6 | 0.454 |
| 7 | 0.818 |
| 8 | 0.363 |
| 9 | 0.545 |
| 10 | 0.272 |
| 11 | 0.272 |
| 12 | 0.636 |
| 13 | 0.545 |
| 14 | 0.545 |
| 15 | 0.363 |
| 16 | 0.545 |
| 17 | 0.545 |
| 18 | 0.636 |
| 19 | 0.727 |
| 20 | 0.454 |
| 21 | 0.545 |
| 22 | 0.818 |
| 23 | 0.363 |
| 24 | 0.454 |
| 25 | 0.545 |
| **Total Difficulty Coefficient** | **0.509** |

Table (3.9) shows that the discrimination coefficient wobbles between (0.272 - 0.818) with the total average (0.509), which means each item is acceptable or in the normal limit of discrimination according to assessment and evaluation of specialists.

### 3.8.3  Students' attitude scale

#### 3.8.3.1    Aim of the students' attitude scale

This attitude scale was prepared by the researcher to measure the students' attitudes toward blended learning in acquiring listening skills.

#### 3.8.3.2  Sources of building the students' attitude scale

The researcher depended on her experience, previous studies and experts' opinions to construct the attitude scale.

#### 3.8.3.3    Description of the students' attitude scale

This attitude scale consisted of 16 items (See appendix (A5)). It is divided into three main domains. First, domain one was about students' attitudes toward using blended learning in learning English language and it consisted of five items. Second, domain two was about the students' attitudes toward the teachers' role and the classroom management in the application of blended learning and it consisted of six items. Finally, domain three was about the students' attitudes toward using blended learning in learning listening skills and it consisted of five items.

#### 3.8.3.4  The Validity of the students' attitude scale

The study used the referee validity and the internal consistency validity

**(A)  The referee Validity**

The attitude scale was introduced to a group of specialists in English language methodology in Gaza universities, experienced supervisors and English teachers.

**(B) The internal consistency validity**

The internal consistency validity indicates the correlation of the score of each item with the total average of the test. It also indicates the correlation of the average of each domain with the total average. This validity was calculated by using Pearson Formula.

According to the following Table (3.10) , the coefficient correlation of each item within its domain is significant at levels (0.01) and (0.05)

## Table (3.10)
**Pearson correlation coefficient for each item from the first domain with the total score of this domain.**

| Item | Pearson correlation | Sig. level |
|------|--------------------|------------|
| 1 | 0.421 | Sig at 0.01 |
| 2 | 0.474 | Sig at 0.01 |
| 3 | 0.477 | Sig at 0.01 |
| 4 | 0.368 | Sig at 0.05 |
| 5 | 0.545 | Sig at 0.01 |

**r table value at df (38) and sig. level (0.05) =  0.304**
**r table value at df (38) and sig. level (0.01) =  0.393**

## Table (3.11)
**Pearson Correlation coefficient of each item from the second domain with the total score of this domain**

| Item | Pearson correlation | Sig. level |
|------|--------------------|------------|
| 1 | 0.502 | Sig at 0.01 |
| 2 | 0.542 | Sig at 0.01 |
| 3 | 0.540 | Sig at 0.01 |
| 4 | 0.315 | Sig at 0.05 |
| 5 | 0.413 | Sig at 0.01 |
| 6 | 0.453 | Sig at 0.01 |

**Table (3.12)**

**Pearson correlation coefficient for each item from the third domain with the total score of this domain**

| Item | correlation | Sig. level |
|------|-------------|------------|
| 1 | 0.632 | Sig at 0.01 |
| 2 | 0.585 | Sig at 0.01 |
| 3 | 0.590 | Sig at 0.01 |
| 4 | 0.461 | Sig at 0.01 |
| 5 | 0.543 | Sig at 0.01 |

The results of the tables show that the values of these items were suitable and highly consistent and valid for conducting this study.

The researcher also made sure of the correlation between the three domains with the total score of the attitude scale as shown in table (3.13).

**Table (3.13)**

**Correlation between the three domains with the total score of the questionnaire**

| Domains | Pearson Correlation | Sig. level |
|---------|---------------------|------------|
| The students' attitudes toward using blended learning in learning English language | 0.756 | Sig. at 0.01 |
| The students' attitudes toward teacher's role and class room management in the application of blended learning | 0.783 | Sig. at 0.01 |
| The students' attitudes toward using blended learning in learning listening skills | 0.418 | Sig. at 0.01 |

As shown in table (3.13) there is a correlation between the domains and the total score at Sig. level (0.01), which shows a high internal consistency of the students' attitude scale, which reinforces the validity of the questionnaire.

### 3.8.3.5  The reliability of the students' attitude scale

Al Agha and Al Ostaz (2004: p.108) say that the test is reliable when it gives the same results if it is reapplied in the same conditions. The researcher used Alpha Cronbach to measure the attitude scale reliability.

The result of Table (3.14) shows that the attitude scale was suitable for conducting such study.

### Table (3.14)
### Reliability of the students' attitude scale

| Alpha Cronbach Technique | | |
|---|---|---|
| Scope | total | Correlation |
| Self-assessment Questionnaire | 16 | 0.901 |

## 3.9  The Study Procedures

The study progressed according to the following steps:

1- Reviewing literature and previous studies related to blending learning and listening skills.

2- Deciding on the instruments of the study: A checklist of listening skills to decide the five most important skills appropriate for seventh graders, students' attitude scale to measure students' attitudes toward learning listening skills through blended learning, achievement pre post test and blended learning program.

73

3- Identifying the listening skills suitable for seventh graders.

4- Designing a checklist of listening skills and introducing it to specialists, including professors of teaching methodology, supervisors and English teachers to choose the five most important skills suitable for seventh graders.

5- Applying the checklist and recording the results.

6- Constructing a pre-post test and introducing it to specialists, including professors of teaching methodology, supervisors of English and English teachers.

7- Designing the blended learning program and introducing it to specialists, including professors, supervisors and teachers

8- Designing students' attitude scale to measure the students' attitudes toward the blended learning in acquiring the listening skills for the seventh graders. Then refereeing it.

9- Checking the validity and reliability of the test.

10- Checking the validity and reliability of the students' attitude scale.

11- Choosing the sample of the study that includes the experimental group and the control one.

12- Applying the pre-test on the sample of the study and computing the results.

13- Implementing the experiment using blended program according to the plan and the teachers' guide on the experimental group while the control one was taught via the traditional method.

14- Applying the post-test on the sample of the study.

15- Applying the students' attitude scale on the experimental group.

16- Analyzing and interpreting the results.

17- Presenting the suggestions and the recommendations in the light of the study findings.

# Chapter IV

Results
and
Data Analysis

# Chapter IV
## Results and Data Analysis

The study aimed at examining the effect of blended learning on the Palestinian seventh graders' English listening skills and their attitudes toward blended learning. In this chapter, the researcher offers the results according to the statistical analysis of the collected date. With regard to the research questions, the researcher employed different statistical formulae such as means, frequencies, percentages and t-test to show the final results of the collected data. Tables were also used to clarify and present these data with analysis and interpretation.

## 4.1   Data Analysis

### 4.1.1  Hypothesis (1) findings

The researcher tested the following null hypothesis:

**There are no statistically significant differences at $(\propto \leq 0.05)$ between the scores of the experimental group on the post test of listening skills and those of the control group.**

To examine the first hypothesis, the mean and standard deviation of the experimental and control groups' results were computed. T. test was used to measure the significance of differences. Table $(4.1)$ describes the results.

**Table (4.1)**

**T-Test independent sample results of differences between the exp. and the cont. group in the post test**

| Domain | Group | N | Mean | Std Deviation | T | P. value | Sig level |
|---|---|---|---|---|---|---|---|
| **Total Score** | Experimental | 44 | 20.272 | 3.506 | 6.292 | .000 | Sig at 0.01 |
| | Control | 44 | 14.181 | 5.379 | | | |
| **Sub-skill 1 Recognizing the words** | Experimental | 44 | 5.409 | 0.692 | 4.485 | .000 | Sig at 0.01 |
| | Control | 44 | 4.363 | 1.382 | | | |
| **Sub-skill 2 Identifying the main ideas** | Experimental | 44 | 2.613 | 0.492 | 5.271 | .000 | Sig at 0.01 |
| | Control | 44 | 1.795 | 0.904 | | | |
| **Sub-skill 3 Extracting specific information** | Experimental | 44 | 3.659 | 1.461 | 5.152 | .000 | Sig at 0.01 |
| | Control | 44 | 2.022 | 1.517 | | | |
| **Sub-skill 4 Understanding the meaning of words in context** | Experimental | 44 | 4.545 | 1.576 | 3.960 | .000 | Sig at 0.01 |
| | Control | 44 | 3.113 | 1.807 | | | |
| **Sub-skill 5 Note taking** | Experimental | 44 | 4.045 | 1.180 | 4.163 | .000 | Sig at 0.01 |
| | Control | 44 | 2.818 | 1.559 | | | |

**(t) Table value at (86) df at (0.05) Sig level = 2.00**
**(t) Table value at (86) df at (0.01) Sig level = 2.66**

Table ( 4.1) indicates that the (t) computed value (6.292) was larger than (t) table value (2.66) in the post test. This means that there were significant differences at ($\propto = 0.01$) between the scores of the experimental group on the post test of listening skills and those of the control group in favor of the experimental group.

There were also significant differences between the means of both groups in favor of the experimental group. Whereas the mean of the control group was (14.181), the mean of the experimental group was (20.272).

To calculate the effect size of the blended learning program, the researcher used Eta Square $(\eta^2)$ by using the following equation (**Afana, 2000: p.42**):

$$= \frac{t^2}{t^2 + df}$$

Also, the researcher calculated (**d**) value by using the following equation:

$$D = \frac{2t}{\sqrt{df}}$$

**Table (4.2)**
**Effect size level $(\eta^2)$ and (d)**

| Test | Effect Size | | |
|------|-------|--------|-------|
|      | Small | Medium | Large |
| $\eta^2$ | 0.01 | 0.06 | 0.14 |
| D    | 0.2   | 0.5    | 0.8   |

Implementing the above mentioned equation of the effect size, the results of $(\eta^2)$ and (**d**) values as shown in table (4.3) indicated a large effect of the blended learning program on developing listening skills.

Thus, the null hypothesis is rejected and the alternative hypothesis is accepted.

## Table (4.3)
## "t" Value, eta square ($\eta^2$) and (d) for the total score

| Domain | t value | $\eta^2$ | D | Effect Size |
|---|---|---|---|---|
| **Total score** | 6.292 | 0.315 | 0.1.3 | **Large** |
| **Sub-skill 1 Recognizing words** | 4.485 | 0.189 | 0.967 | **Large** |
| **Sub-skill 2 Identifying the main ideas** | 5.271 | 0.244 | 1.136 | **Large** |
| **Sub-skill 3 Extracting specific information** | 5.152 | 0.235 | 1.111 | **Large** |
| **Sub-skill 4 Understanding the meaning of words in context** | 3.960 | 0.154 | 0.854 | **Large** |
| **Sub-skill 5 Note taking** | 4.163 | 0.167 | 0.897 | **Large** |

## 4.1.2   Hypothesis (2) findings:

The researcher tested the following null hypothesis:

**There are no statistically significant differences between the mean scores of the experimental group on the post application of the attitude scale and those of the control group.**

To test this hypothesis, the researcher used T-test independent sample. The following table (4.4) shows that:

**Table (4.4)**

**T. test independent sample for results of differences between the experimental group the control group for all the domains and total degree of the attitude scale**

| Domains | Group | N | Mean | Std. Deviation | t | P. Value | Sig. level |
|---|---|---|---|---|---|---|---|
| Domain One | Experimental | 44 | 21.431 | 1.872 | 3.871 | 0.000 | Sig at 0.01 |
| | Control | 44 | 19.250 | 3.235 | | | |
| Domain Two | Experimental | 44 | 27.250 | 1.793 | 4.936 | 0.000 | Sig at 0.01 |
| | Control | 44 | 23.613 | 4.545 | | | |
| Domain Three | Experimental | 44 | 23.750 | 1.296 | 4.997 | 0.000 | Sig at 0.01 |
| | Control | 44 | 20.795 | 3.701 | | | |
| Total degree | Experimental | 44 | 72.431 | 4.206 | 5.787 | 0.000 | Sig at 0.01 |
| | Control | 44 | 63.659 | 9.134 | | | |

**"t"  table value at (86) df at (0.05) Sig level  =  2,00**

**"t"  table value at (86) df at (0.01) Sig level  =  2,66**

Table (4.4) indicates that the (t) computed value (5.787) was larger than (t) table value (2.66) in the post application of the students' attitude scale. This means that there were significant differences between the mean scores of the experimental group on the post application of the students' attitude scale and those of the control group in favor of the experimental group.

There were also significant differences between the means of both groups in favor of the experimental group. Whereas the mean of the control group was (63.659), the mean of the experimental group was (72.431).

To sum up, table (4.4) shows that there were statistically significant differences between the experimental and the control group in all domains and the total degree of the attitude scale in favor of the experimental group which means that the blended learning program is effective.

To calculate the size effect, the researcher used Eta square "$\eta^2$" and "d" for each scope and the total degree.

**Table (4.5)**

**"t" value, eta square($\eta^2$) and (d) for each domain and the total score**

| Domains | T value | $n^2$ | D | Effect Size |
|---|---|---|---|---|
| Domain one | 3.871 | 0.148 | 0.834 | Large |
| Domain two | 4.936 | 0.220 | 1.064 | Large |
| Domain three | 4.997 | 0.225 | 1.077 | Large |
| The total score | 5.787 | 0.280 | 1.248 | Large |

Table (4.5) shows that the effect size of each domain and the total score is large. That means the blended learning program has a large effect on the attitudes of the experimental group.

Thus, the null hypothesis is rejected and the alternative hypothesis is accepted.

## 4.2 Summary

Chapter four dealt with data analysis and results of each hypothesis were analyzed statistically using different statistical techniques. The results of the first hypothesis showed differences of statistical significance between the scores of the experimental group on the post test of listening skills and those of the control group in favor of the experimental group.

Moreover, the results of second hypothesis indicated differences of statistical significant between the mean scores of the experimental group on the post application of the attitude scale and those of the control group in favor of the experimental group.

In the next chapter, the researcher is going to discuss and interpret results before coming up with suggestions and recommendations.

# Chapter V

**Discussion of findings, Conclusion, Implications and Recommendations**

# Chapter V

## Discussion of findings, Conclusion, Implications and Recommendations

### Introduction

This chapter deals with the results of the study. It summarizes the conclusions that were documented in the light of the study results as well as some pedagogical implications. Moreover, the researcher provides some recommendations which can be beneficial for curriculum designers, educators, teachers and researchers.

The study aimed at examining the effect of blended learning program on the Palestinian seventh graders' English listening skills and their attitudes toward blended learning. To achieve the aim of this study, the researcher adopted the experimental approach of the research in which two equivalent groups were employed. The experimental group consisted of (44) students and the control group consisted of (44) other students. The researcher used an achievement test (pre and post-test) and students' attitude scale as tools for collecting data.

## 5.1  Findings

Based on the results of this study, the researcher concluded the following findings:

1. There were statistically significant differences at ($\propto \leq 0.05$) between the scores of the experimental group on the post test of listening skills and those of the control group.
2. There were statistically significant differences between the mean scores of the experimental group on the post application of the attitude scale and those of the control group.

## 5.2 Discussion of the findings

## 5.2.1 Discussion of the first hypothesis findings

The researcher investigated the first hypothesis which supposed that there were no statistically significant differences at ($\propto \leq 0.05$) between the scores of the experimental group on the post test of listening skills and those of the control group.

The findings indicated that the (t) computed value (6.292) was larger than (t) table value (2.66) in the post test. This means that there were significant differences at ($\propto = 0.01$) between the scores of the experimental group on the post test of listening skills and those of the control group in favor of the experimental group.

There were also significant differences between the means of both groups in favor of the experimental group. Whereas the mean of the control group was (14.181), the mean of the experimental group was (20.272).

In addition, the researcher found that the effect size is large. This high effect could be attributed to the blended learning program which had a lot of advantages like a variety of the activities, techniques and multi-media which included videos, cards, and PowerPoint's. Moreover, taking the advantages of e- learning and the advantages of face to face improved students' achievement and created interactive environment which increased their motivation and interest in learning listening.

The findings were also in agreement with those of previous studies in different school subjects such as those of (Dawood (2013), Jad(2013), Hussein (2012), Al-Zoghby and Bany Doumy (2012), and Ali (2012), which showed the superiority of blended learning and its effectiveness in teaching various subjects. At the same time the results agreed with the study concerned writing skill like that of Harab(2013).

- **Discussion of the findings of the first sub-skill (Recognizing the words)**

The findings indicated that the (t) computed value (4.485) was larger than (t) table value (2.66) in the post test. This means that there were significant differences at

($\propto$ = 0.01) between the scores of the experimental group on the post test of listening skills and those of the control one in relation to recognizing the words favoring the experimental group.

There were also significant differences between the means of both groups in favor of the experimental group. Whereas the mean of the control group was (4.363), the mean of the experimental group was (5.409).

Besides, the researcher found that the effect size indicated a large effect of the blended learning program on improving recognizing the words sub-skill of the experimental group. This large effect can be attributed to the games and images used in the blended learning program, which developed the sub-skill of recognizing words.

- **Discussion of the findings of the second sub-skill (Identifying the main ideas)**

The findings indicated that the (t) computed value (5.271) was larger than (t) table value (2.66) in the post test. This means that there were significant differences at ($\propto$ = 0.01) between the scores of the experimental group on the post test of listening skills and those of the control group in relation to identifying the main ideas favoring the experimental group.

Moreover, there were significant differences between the means of both groups in favor of the experimental group. Whereas the mean of the control group was (1.795), the mean of the experimental group was (2.613).

Furthermore, the researcher found that the effect size indicated a large effect of the blended learning program in developing identifying the main ideas sub-skill for the experimental group. This high effect assures the potentiality of blended learning program in supporting learners' mental processes to elicit the main ideas of the text.

- **Discussion of the findings of the third sub-skill (Extracting specific information)**

The findings indicated that the (t) computed value (5.152) was larger than (t) table value (2.66) in the post test .This means that there were significant differences at

($\propto$ = 0.01) between the scores of the experimental group on the post test of listening skills and those of the control group in relation to extracting specific information favoring the experimental group.

There were also significant differences between the means of both groups in favor of the experimental group. Whereas the mean of the control group was (2.022), the mean of the experimental group is (3.659).

In addition, the researcher found that the effect size indicated a large effect of the blended learning program in developing extracting specific information sub-skill for the experimental group. This large effect can be attributed to the activities and aids used in the listening classes which aimed at enhancing listening skills. Also, the techniques used in the blended learning program encourage motivation between the students in the English listening classes.

Moreover, the results show that the participants of the experimental group scored higher marks at level of extracting specific information than those of the control group. This result reflects the effective role of the blended learning program in enabling students to retain the target information of the text they have just listened to. This is due to the blended learning environment which raises concentration and activates memory which sustains higher retention.

- **Discussion of the findings of the fourth sub-skill (Understanding the meaning of words in context)**

The findings indicated that the (t) computed value (3.960) was larger than (t) table value (2.66) in the post test. This means that there were significant differences at ($\propto$ = 0.01) between the scores of the experimental group on the post test of listening skills and those of the control group in relation to understanding the meaning of words in context favoring the experimental group.

There were also significant differences between the means of both groups in favor of the experimental group. Whereas the mean of the control group was (3.113), the mean of the experimental group is (4.545).

In addition, the researcher found that the effect size indicated a large effect of the blended learning program in improving understanding the meaning of words in context sub-skill for the experimental group. This large effect can be attributed to the pictures, videos and images used in the blended learning program which developed understanding the meaning of words in context sub-skill.

- **Discussion of the findings of the fifth sub-skill (Note taking)**

The findings indicated that the (t) computed value (4.163) was larger than (t) table value (2.66) in the post test .This means that there were significant differences at ($\propto$ = 0.01) between the scores of the experimental group on the post test of listening skills and those of the control group in relation to note taking favoring the experimental group.

There were also significant differences between the means of both groups in favor of the experimental group. Whereas the mean of the control group was (2.818), the mean of the experimental group is (4.045).

In addition, the researcher found that the effect size indicated a large effect of the blended learning program in developing note taking sub-skill for the experimental group. This high effect could be attributed to the activities, techniques, and the variety of teaching aids used in the blended learning program.

## 5.2.2 Discussion of the findings of the second hypothesis

The researcher investigated the second hypothesis which supposed that there were no statistically significant differences between the mean scores of the experimental group on the post application of the attitude scale and that of the control group. Therefore the researcher analyzed the results of each domain.

- **Discussion of the findings of the first domain of the students' attitude scale**

The findings indicated that the (t) computed value (3.871) was larger than (t) table value (2.66) in the post application of the students' attitude scale. This means that there were significant differences between the mean scores of the experimental group on the post application of the students' attitude scale and those of the control group in relation to using blended learning favoring the experimental group.

There were also significant differences between the means of both groups in favor of the experimental group. Whereas the mean of the control group was (19.250), the mean of the experimental group was (21.431).

Moreover, the researcher found that the effect size indicated a large effect of the blended learning program in developing students' attitudes toward using blended learning program.

This large effect can be attributed to the activities and techniques which facilitated learning process and helped students to work together .Consequently, students felt that they can interact and score good marks which enhanced their attitudes towards using blended learning.

- **Discussion of the findings of the second domain of the students' attitude scale**

The findings indicated that the (t) computed value (4.936) was larger than (t) table value (2.66) in the post application of the students' attitude scale. This means that there were significant differences between the mean scores of the experimental group on the post application of the students' attitude scale and those of the control group in relation to teacher's role and classroom management favoring the experimental group.

Besides, there were significant differences between the means of both groups in favor of the experimental group. Whereas the mean of the control group was (23.613), the mean of the experimental group was (27.250).

In addition, the researcher found that the effect size indicated a large effect of the blended learning program in teacher's role and classroom management favoring the experimental group.

The results indicated that when the students used the blended learning program, they took the responsibility of their learning. They felt that their role was more central and important compared to the traditional way of teaching learning process. The role of the teacher in this blended learning program was a facilitator and an animator of the class. This formed a positive attitude toward the teacher's role and classroom management.

- **Discussion of the findings of the third domain of the students' attitude scale**

The findings indicated that the (t) computed value (4.997) was larger than (t) table value (2.66) in the post application of the students' attitude scale. This means that there were significant differences between the mean scores of the experimental group on the post application of the students' attitude scale and those of the control group in relation to learning listening skills through blended learning favoring the experimental group.

There were also significant differences between the means of both groups in favor of the experimental group. Whereas the mean of the control group was (20.795), the mean of the experimental group was (23.750).

In addition, the researcher found that the effect size indicated a large effect of the blended learning program in learning listening skills through blended learning favoring the experimental group.

This indicated that the blended learning activities, multi-media resources, and techniques had great effect on their attitude since they used more than one sense during learning. The interesting and enjoyable activities developed their achievement in listening skills, so their attitudes toward learning listening skills were developed.

To sum up, the researcher can conclude that there were statistically significant differences between the mean scores of the experimental group on the post application of the attitude scale and that of the control group.

- **Discussion of the findings of the total degree of the students' attitude scale**

The findings indicated that the (t) computed value (5.787) was larger than (t) table value (2.66) in the post application of the students' attitude scale. This means that there were significant differences between the mean scores of the experimental group on the post application of the students' attitude scale and those of the control group in favor of the experimental group.

There were also significant differences between the means of both groups in favor of the experimental group. Whereas the mean of the control group was (63.659), the mean of the experimental group was (72.431).

Furthermore, the results revealed that the effect size of the program was large. At the end, the final result of the students' attitude scale was that the blended learning program developed the students' attitudes toward using blended learning program in learning listening skills.

Finally, the findings were in agreement with those previous studies with different subjects such as El Zoghbi and Bany Doumy (2012), Alaifari (2010), Abu Mosa (2007) and El Shamri (2007) which showed that blended learning program improved students' attitudes toward learning.

## 5.3 Conclusion

Based on the findings, derived from the results of this study, the following conclusions were reached:

1- Blended learning had superiority over the traditional method in teaching English listening skills.

2- Blended learning provided students with a better learning environment through a variety of multi-media resources, which reflects on their achievement.

3- Blended learning developed cooperative learning among students.

4- Blended learning was effective in motivating shy students toward participation and interaction.

5- Blended learning provided students with enjoyment, pleasure, interest and enthusiasm, which were significant enough to affect students' achievement positively.

6- Blended learning stimulated students toward an independent practice of English language instead of direct instruction.

7- Blended learning added a variety of learning situation.

**8-** Blended learning program was effective in motivating low achievers toward participation and interaction.

9- Availability of on-line and off-line resources enabled students to revisit the language at the ease and comfort of time.

10- Adequate lesson preparation including various types of tasks, activities as well as various multi-media was essential in creating secure learning environment to enhance active learning trends

To conclude, the researcher is convinced that blended learning could be a good solution to the crowded classes, language learning difficulties provided that it had

been planned, designed, implemented and evaluated in the proper way. The researcher is also certain that the application of blended learning requires shared efforts on behalf of the Ministry of Education decision makers, school head teachers, teachers, students and the local community.

## 5.4  Pedagogical Implications

The following pedagogical implications are offered for the teachers regarding blended learning method:

1- Teachers should choose the suitable blend for the students according to their needs and abilities.
2- Teachers should use varied techniques of instruction in listening lessons to encourage students to listen.
3- Teachers should apply student-centered classes and avoid teacher-centered classes.
4- Through utilizing all the available resources inside and outside the walls, classroom motivating environment could be created.
5- Teachers should be trained on strategies, types and implementation of blended learning in order to be able to establish blend strategy inside schools.
6- Teaching English listening comprehension skills with blended learning encourages low-achieving students to participate and interact since there are pictures, images and sounds that are designed according to their levels.
7- Teachers should train their students on self-learning strategies to enhance blended learning potentials.

## 5.5 Recommendations

According to the conclusion of the study, the following recommendations are offered.

- **Curriculum designers and decision makers are recommended**
    - To enrich the Palestinian English language curriculum with different activities which enhance blended learning.
    - To supply schools with the necessary equipment for employing blended learning such as computer labs, smart boards, internet access and multi-media resources.
    - To integrate the blended learning program in the educational process in the Palestinian educational institutions.

- **Supervisors are recommended**
    - To prepare and distribute instructional materials that increase teachers' awareness of blended learning significance.
    - To hold training courses that help teachers enhance their competencies of implementing blended learning.
    - To conduct workshops that aim at familiarizing teachers with different techniques and strategies of blended learning.
    - To concentrate on the fact that blended learning is not time- wasting program. Rather, it is a very important tool which is used in different aspects of the language.
    - To activate the role of blended learning in changing teachers' role from instructors who dominate the class into educators whose role is to facilitate, guide, support and direct students towards self-learning and student-centered class.

- **English language teachers are recommended**
    - To shift from the traditional teaching methods to communicative approach that is based on the students' real involvement in the teaching learning process.
    - To use blended learning to create an effective learning environment.

- To take into consideration students' individual differences and learning styles in selecting the blend.
- To adopt modern techniques that enhance students' participation and interaction.
- To help students use English language in "life-like" situations such as emails, chatting, and Google+.
- To apply blended learning program in all English skills, listening, speaking, reading and writing.
- To change their role from instructors who dominate the class into educators whose role is to organize, guide and support the students to communicate and acquire language through fun and enjoyment by using the modern way of teaching not the traditional one.

## 5.6  Recommendations For Further Studies

In order to extend the findings of this study, the researcher recommends the following titles for further studies:

1. The effect of blended learning on developing students' reading skills.
2. The impact of blended learning on developing the students ' vocabulary.
3. The effectiveness of blended learning on developing students' critical thinking.
4. Students' perceptions of English learning through blended learning.
5. The effects of a blended learning program on the achievement and attitudes of prospective teachers.
6. The impact of blended learning program on developing other listening skills.

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### Holy Quran

Surat An-Nahl(78)
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# Appendices


- # **Appendix (A): Tools of the study**
    - o **Appendix (A1): Checklist of listening Comprehension skills**
    - o **Appendix (A2): The test refereeing checklist**
    - o **Appendix (A3): Listening comprehension achievement test**
    - o **Appendix (A4): Students' attitude scale referee**
    - o **Appendix (A5): Students' attitude scale**

- # **Appendix (B): The program**
    - o **Appendix (B1): Blended Learning Models' Refereeing**
    - o **Appendix (B2): Program refereeing checklist**
    - o **Appendix (B3): Teacher's Guide**
    - o **Appendix (B4): List of multimedia software used**
    - o **Appendix (B5): List of students' emails**
    - o **Appendix (B6): PowerPoint Lessons**
    - o **Appendix (B7): Google+**
    - o **Appendix (B8): YouTube Channel**
    - o **Appendix (B9) : Photos of achieved activities**

- # **Appendix (C): Referee committee.**

# Appendix (A) - Tools of the Study

# Appendix (A1) - A checklist of Listening Comprehension Skills

The Islamic University of Gaza

Deanery of Graduate Studies

Faculty of Education

Curriculum & English Teaching Method Department

**Dear Referee,**

The researcher is conducting a study for MA thesis entitled "**The Effectiveness of Blended Learning on Developing the Palestinian Seventh Graders' Listening Skills and their Attitudes toward it"**. This study mainly aims at developing listening comprehension skills of seventh graders by using blended learning. To fulfill the purpose of the study, the checklist was prepared.

The checklist aims at determining the most important listening comprehension skills appropriate for the seventh graders. These skills will be used to build an achievement test and a blended learning program.

I would like you to read the following listening skills in order to tick (√) the five important ones that you think seventh graders really need.

| N | Listening Comprehension Skills | |
|---|---|---|
| 1 | Recognizing the words | |
| 2 | Understanding intonation | |
| 3 | Identifying the main ideas | |
| 4 | Listening for identifying the speaker's feeling | |
| 5 | Extracting specific information | |
| 6 | Distinguishing minimal pairs | |
| 7 | Understanding the meaning of words in context | |
| 8 | Listening for recognizing the stress pattern and speech rhythm | |
| 9 | Making inferences | |
| 10 | Listening for Note taking | |
| 11 | Recognizing reduced forms | |
| 12 | Recognizing grammatical structure | |
| 13 | Recognizing the mismatch between English letters and sounds | |
| 14 | Listening for following verbal directions | |
| 15 | Using the student's  knowledge of the subject to help her understand the listening text | |

## Appendix (A2) - Listening Comprehension Achievement Test
## The test Refereeing Checklist

The Islamic University of Gaza

Deanery of Graduate Studies

Faculty of Education

Curriculum & English Teaching Method Department

**Dear Referee,**

The researcher is conducting a study for MA thesis entitled "**The Effectiveness of Blended Learning on Developing the Palestinian Seventh Graders' Listening Skills and their Attitudes toward it**".

To fulfill the purpose of the study, a listening test was prepared. **You are kindly requested to express your opinion ticking Yes or No.** Your contributions and cooperation will be highly appreciated.

| N | Questions | Yes | No |
|---|---|---|---|
| 1 | Does the test measure the identified listening skills? | | |
| 2 | Is the language of the test questions appropriate to the level of the pupils? | | |
| 3 | Is the number of the questions included in the test as a whole and the number of the questions specified in each section appropriate? | | |
| 4 | Are the rubrics clear? | | |
| 5 | Do you consider the test as a whole valid to achieve its intended goals? | | |

**Other comments:**

………………………………………………………………………………………………

………………………………………………………………………………………………

**Name of the referee**/……………………………

**The degree**/ …………………………………….

**Place of work**/ …………………………………

**The researcher** / Mervat Abd El Nabi

## Appendix (A3) - Listening Comprehension Achievement Test

The Islamic University of Gaza

Deanery of Graduate Studies

Faculty of Education

Curriculum & English Teaching Method Department

# Listening Comprehension Achievement Test

**Grade:**      ……………………..

**Name:**      ……………………..

**Class:**      ……………………..

--------------

25
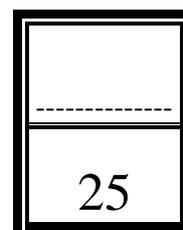
# School Year 2013/2014

| Listening sub-skills | Marks (Numbers) | Marks (Letters) | Signature | Revised by |
|---|---|---|---|---|
| **Recognizing the words** | | | | |
| **Identifying the main idea** | | | | |
| **Extracting specific information** | | | | |
| **Understanding the meaning of words in context** | | | | |
| **Listening for note taking** | | | | |

# اختبار مهارة الاستماع لدى طالبات الصف السابع

**أولا : الهدف من الاختبار**

يهدف هذا الاختبار لقياس مدى اكتساب طالبات الصف السابع لمهارة الاستماع

**ثانيا: تعليمات الاختبار**

- اكتبي البيانات الأولية قبل البدء بالإجابة عن الأسئلة
- اقرأي الأسئلة قراءة جيدة.
- الإجابة بالقلم الأزرق.
- عدد صفحات الاختبار ( صفحتان).
- مجموع درجات الاختبار (25 ) درجة بمعدل درجة واحدة لكل اجابة صحيحة.

# Listening Comprehension Pre Test

Name: …………………………. Class: …………………………..

**Question 1:** (Recognizing the words)

**Listen and number the words in the order you hear them.** (6 marks)

Suggestion ☐          catch ☐                    protect ☐

Route      ☐          nature ☐                    weekend ☐

---

**Question 2:** (Identifying the main idea)                    (3 marks)

**Listen to the following conversation and choose the correct answer.**

1. The number of the speakers is :
   a) One.
   b) Four.
   c) Two.

2. Samy :
   a) is making a video call.
   b) is playing football.
   c) is talking with his friend.

3. Samy is talking to his:
   a) mother
   b) friend
   c) father

---

**Question 3:** (Extracting specific information)                    (5 marks)

**Listen to the following passage about table manners and put (T) or (F):**

1. Food is only about eating.                                        (     )
2. Table manners are different in different places.                  (     )
3. In Palestine, people raise rice bowls to their mouths.           (     )
4. In some countries, it is polite to make noise when you are eating. (     )
5. In China, it is acceptable to make noise when you drink soup.     (     )

**Question 4:** (Understanding the meaning of words in context)        (6 marks)

**Listen and complete the sentences. Then match the sentences with the pictures.**

(Satellite – video call – network – mistake)

1. I made a ................................. I called the wrong number.
2. The video call from the United States went to a ................................. before we received it.

3. The internet is a huge ................................. of computers all over the world.



---
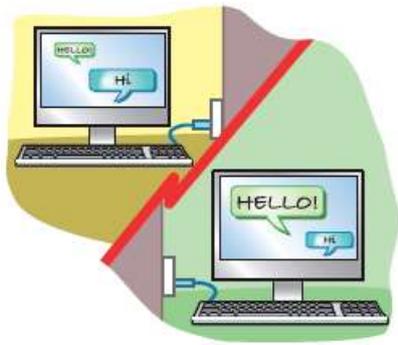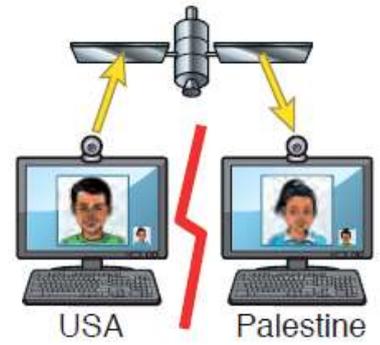
**Question 5:** (listening for note taking)                        (5 marks)

**Listen to the following passage then complete the table:**

| Name | From | Job | bought | visited |
|------|------|-----|--------|---------|
|      |      |     |        |         |

# Listening scripts

## Question 1:

Catch – weekend – suggestions – route – protect – nature.

## Question 2:

Samy makes a video call to speak to his father who works in the United States.

Samy: Hello dad, how are you?

Dad: Hello Samy, I'm fine.

Samy: How is the weather?

Dad: The weather is bad as there is a terrible storm outside.

Samy: When will you come back dad?

Dad: Next June.

## Question 3:

Food is not what we eat, it is also how we eat. Table manners are different in different places. Here are some examples.

First, in some parts of the world, people raise the food to their mouths. However, in China, they raise rice bowls to their mouths.

Second, in some countries, people think it is impolite to make a noise when you are eating. However, in China, it is acceptable to make noise when you drink soup.

## Question 4:

1. I made a mistake. I called the wrong number.
2. The video call from the United States went to a satellite before we received it.
3. The internet is a huge network of computers all over the world.

## Question 5:

My name is Jack. I am a doctor. I am from Britain. I visited Hebron last week where I bought a beautiful vase for my wife.

بسم الله الرحمن الرحيم

الجامعة الاسلامية – غزة

عمادة الدراسات العليا

كلية التربية

المناهج و أساليب التدريس

## الموضوع:

## اتجاهات الطالبات نحو استخدام التعليم المدمج في اكتساب مهارة الاستماع في اللغة الانجليزية

تقوم الباحثة بإعداد دراسة لنيل درجة الماجستيرفي المناهج و طرق التدريس تحمل عنوان:

**أثر توظيف التعليم المدمج في تطوير مهارة الاستماع لدى طالبات الصف السابع و اتجاهاتهن نحوه**

واستلزم ذلك إعداد استبانة التقويم الذاتي لقياس اتجاهات الطالبات نحو استخدام التعليم المدمج في تعلم الاستماع. حيت يتكون هذا المقياس من (16) فقرة موزعة على أربعة محاور: استخدام التعليم المدمج , دور المعلمة و الإدارة الصفية , تعلم مهارة الاستماع من خلال التعليم المدمج.

لذا نرجو من من سيادتكم التفضل بالتحكيم و ذلك من حيث:

- مدى ملائمة الفقرات للهدف الذي أعدت من أجله.

- مدى الدقة في صياغة الفقرات.

- اضافة و حذف و تعديل ما تراه مناسبا.

اسم المحكم:

الدرجة العلمية:

مكان العمل:

التفضل بقبول جزيل الشكر و التقدير

الباحثة \ ميرفت عبد النبي

**مقياس اتجاه لاستخدام التعليم المدمج في تطوير مهارة الاستماع من وجهة نظر الطالبات المشاركات**

**معلومات من أجل الباحثة:**

- هل لديك خبرة في استخدام الحاسوب ؟

  لا ☐    إلى حد ما ☐    نعم ☐

- هل لديك خبرة في التعامل مع البرمجيات الإلكترونية كالنترنت، المدونة، اليوتيوب .. إلخ؟

  لا ☐    إلى حد ما ☐    نعم ☐

- هل سبق أن تعلمت اللغة الإنجليزية بأحد البرمجيات الإلكترونية؟

  لا ☐    إلى حد ما ☐    نعم ☐

أولا : استخدام التعليم المدمج في تعلم اللغة الإنجليزية :

| لا أوافق بشدة | لا أوافق | محايد | أوافق | أوافق بشدة | الفقرات | الرقم |
|---|---|---|---|---|---|---|
| | | | | | يجعل تعلم اللغة الإنجليزية ممتعاً و مثيراً | 1 |
| | | | | | يسهل عملية التعلم | 2 |
| | | | | | يحتاج إلى وقت أقصر من التعلم باستخدام الطريقة التقليدية | 3 |
| | | | | | يتناسب مع مستواي التعليمي | 4 |
| | | | | | يزيد من دافعيتي لتعلم اللغة الإنجليزية | 5 |

ثانيا : دور المعلمة و الإدارة الصفية أثناء تطبيق التعليم المدمج :

| الرقم | الفقرات | أوافق بشدة | أوافق | محايد | لا أوافق | لا أوافق بشدة |
|---|---|---|---|---|---|---|
| 1 | باستخدام التعليم المدمج فإن المعلمة تدير عملية التعليم/التعلم بشكل فعال | | | | | |
| 2 | يختلف دور المعلمة في التعليم المدمج عن دورها في التعليم التقليدي | | | | | |
| 3 | تدخل المعلمة في التعليم المدمج ـ للمساعدة عند الحاجة ـ يسهل فهمي في حل الاسئلة | | | | | |
| 4 | أسلوب المعلمة في الشرح بطريقة التعليم المدمج يسهل عملية التعلم | | | | | |
| 5 | المشاركة الصفية أثناء التعليم المدمج فعالة | | | | | |
| 6 | الانضباط و النظام يسود الغرفة الصفية أثناء تطبيق التعليم المدمج | | | | | |

ثالثا : استخدام التعليم المدمج في تعلم مهارة الاستماع

| الرقم | الفقرات | أوافق بشدة | أوافق | محايد | لا أوافق | لا أوافق بشدة |
|---|---|---|---|---|---|---|
| 1 | يساعدني في حل تمارين مهارة الاستماع | | | | | |
| 2 | يزيد من حصيلتي اللغوية | | | | | |
| 3 | يجعل مشاركتي الصفية فعالة في دروس الاستماع | | | | | |
| 4 | يطور مهارة الاستماع لدي | | | | | |
| 5 | يحببني في تعلم مهارة الاستماع | | | | | |

**أشكرك عزيزتي الطالبة على وقتك و تعاونك**

116

# Appendix (B) - The Program

**Blended Learning Model Refereeing**

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الجامعــة الاسلاميـة – غزة       بسم الله الرحمن الرحيم

عمــادة الدراســـات العليـا

كليـــــــــة التربيــــــــة

المناهج و أساليب التدريس

السيد الدكتور\ الأستاذ ......................................................... حفظه الله

الموضوع: **تحكيم نماذج التعليم المدمج**

تقوم الباحثة بإعداد دراسة لنيل درجة الماجستير في المناهج و طرق التدريس تحمل عنوان:

**أثر توظيف التعليم المدمج في تطوير مهارة الاستماع لدى طالبات الصف السابع و اتجاهاتهن نحوه**

واستلزم ذلك اختيار أحد نماذج تصميم التعليم المدمج التالية:

- نموذج جيرلاش و ويلي       • نموذج خان الثماني

- نموذج عبداللطيف الجزار       • نموذج الفقي

و ذلك لبناء برنامج تعليمي مدمج لتطوير مهارة الاستماع لدى طالبات الصف السابع ,لذا نرجو من سيادتكم التفضل بتحكيم هذه النماذج في ضوء خبرتكم في هذا المجال و ذلك من حيث مناسبتها لـ :

- تدريس اللغة الإنجليزية
- تدريس مهارة الاستماع
- تدريس المرحلة الإعدادية

التفضل بقبول جزيل الشكر و التقدير

الباحثة \ ميرفت عبد النبي

</div>

بسم الله الرحمن الرحيم

الجامعـــة الاسلاميـة – غزة

عمـــادة الدراســـات العليـا

كليـــــــة التربيــــــة

المناهج و أساليب التدريس

السيد الدكتور\ الأستاذ ................................................. حفظه الله

الموضوع: **تحكيم برنامج التعليم المدمج**

تقوم الباحثة بإعداد دراسة لنيل درجة الماجستيرفي المناهج و طرق التدريس تحمل عنوان:

**أثر توظيف التعليم المدمج في تطوير مهارة الاستماع لدى طالبات الصف السابع و اتجاهاتهن نحوه**

واستلزم ذلك بناء برنامج تعليمي مدمج لتطوير مهارة الاستماع لدى الطلبة ٬لذا نرجو من سيادتكم التفضل بتحكيم هذا البرنامج في ضوء خبرتكم في هذا المجال و ذلك من حيث:

- الصحة العلمية
- حذف ٬ إضافة ٬ ما ترونه مناسبا

التفضل بقبول جزيل الشكر و التقدير

الباحثة \ ميرفت عبد النبي

# Teacher's Guide

Dear teacher,

Listening skill is one of the four language skills that should be developed, so I am conducting a study aimed at getting acquainted with **The Effectiveness of Blended Learning on Developing the Palestinian Seventh Graders' Listening Skills and their Attitudes toward it.**

To fulfill the purpose of the study, I have designed a blended learning program that can be used in teaching listening lessons.

The major aim of the program is to improve the students' achievement of listening comprehension skills. Also, at the end of each lesson students should be able to:

- **Recognize words.**

- **Identify the main ideas.**

- **Extract specific information.**

- **Identify the meaning of words in context.**

- **Take note.**

# Content of the Suggested Program

| Unit | No. of lesson | The Title of the Unit | Concept and Skill | Teaching Aids | Time |
|---|---|---|---|---|---|
| Unit 12 | 2 | The arts and crafts of Palestine | -Recognizing words<br>- Identifying the main ideas<br>- Extracting specific information<br>- Identifying the meaning of words in context<br>- taking note | LCD /You tube / video / power point presentation/ Google + / cards | 90m |
| Unit 13 | 2 | Table manners | -Recognizing words<br>- Identifying the main ideas<br>- Extracting specific information<br>- taking note | Smart board/ CD /You tube / video / power point presentation/ cards/ Google+/ Gmail/ Microsoft word | 90m |
| Unit 15 | 2 | Embroidery | -Recognizing words<br>- Identifying the main ideas<br>- Extracting specific information<br>- Identifying the meaning of words in context | LCD /smart board/You tube / video / power point presentation/ Google + / CD/ board | 90m |
| Unit 16 | 2 | The talking world | -Recognizing words<br>- Identifying the main ideas<br>- Extracting specific information<br>- Identifying the meaning of words in context<br>- taking note | LCD /You tube/ Gmail / CD/ video / power point presentation/ Google + / cards | 90m |
| Unit 17 | 2 | Let's go for a picnic | -Identifying the main ideas<br>- Extracting specific information<br>- Identifying the meaning of words in context<br>- taking note | Smart board /You tube/ / CD/ video / power point presentation/ Google + | 90m |

## ❖ Objectives:

Students are expected to:

- Recognize the words

- Identify the main ideas.

- Extract specific information.

- Identify the meaning of words in context.

## ❖ Revised words:

along – corner – finally – gift – sell- straight ahead – turn – way

## ❖ Teaching Aids

LCD /You tube / video / power point presentation/ Google + / cards/ e-mail (Gmail)

| Headings | Procedures | Evaluation |
|---|---|---|
| Warming Up "Recognizing the words" | (Stand Up Game) <br><br> T. discusses the game through cards <br><br> T. distributes the cards to Ss. <br><br> Ss. read the words silently <br><br> T. explains the game <br><br> the student who has the card of the word they hear should stand up <br><br> T. plays the CD <br><br> Ss. listen and stand if they have the word <br><br> T. checks and gives feedback | Ss' answers |

| | | |
|---|---|---|
| Presentation<br><br>Pre - Listening | T. explains this exercise through PowerPoint presentation:<br><br>(Lesson 12, period 1, slide 3).<br><br>Ss. read the title of the unit<br><br>T. asks Ss. :<br><br>From the title, what do you think our listening text will be about?<br><br>Ss. answer<br><br>T. discusses | Ss' answers |
| Identify the main ideas | T. explains identifying the main ideas' exercise.<br><br>T. asks Ss. to open their Google+ accounts on the Blended Learning Club page.<br><br>Ss. read the exercise<br><br>( listen and answer)<br><br>Ss. watch the video (on Google+) and listen carefully to answer the exercise.<br><br>Ss. listen and answer on their Google+ pages.<br><br>T. goes around and checks the common mistakes. | Ss' answers |
| Extract specific information. | T. send the link of the exercise using e-mail.<br><br>Ss. open the YouTube link.<br><br>Ss. watch the video<br><br>Ss. answer the exercise<br><br>( listen and choose)<br><br>T. listens to Ss.' answer and gives feedback | Ss' answers |

| | | |
|---|---|---|
| Identify the meaning of words in context. | T. explains identify the meaning of words in context through PowerPoint presentation :<br><br>(Lesson 12, period 1, slide 6).<br><br>Ss. read the exercise :<br><br>( listen and complete the sentences then match the sentences with the pictures)<br><br>Ss. listen and answer on their Google+ pages.<br><br>T. corrects answers and gives feedback on Google+. | Ss' answers |
| Homework | Ss. Log on **Google**+ and watch the video. Then, answer the exercise on their Google+ pages. | Ss' answer and interact on Google+ |

## ❖ Objectives:

Students are expected to:

- Recognize the words

- Identify the main ideas

- Extract specific information

- Take note

## ❖ Revised words:

choice – furniture – glass – jug – pattern – plate – vase – wicker- wood

## ❖ Teaching Aids

LCD /You tube / video / power point presentation/ Google+

| Headings | Procedures | Evaluation |
|----------|-----------|-----------|
| Warming Up  "Recognizing the words" | T. discusses this exercise through PowerPoint:  (Lesson 12, period 3, slide 2)  Ss. read the exercise  Ss. listen to the recording of the exercise in the PowerPoint  Ss. number the words in the order they hear  T. checks and gives feedback | Ss' answers |

| | | |
|---|---|---|
| Presentation<br><br>Pre - Listening | T. discusses the pictures (Lesson 12, period 3, slide 3) in the PowerPoint with Ss. by asking:<br><br>"What can you see in the pictures?"<br><br>"From the pictures, what do you think our listening text will be about?"<br><br>Ss. answer<br><br>T. discusses | Ss' answers |
| Identify the main ideas | T. explains identifying the main ideas' exercise.<br><br>T. asks Ss. to open their Google+ accounts on the Blended Learning Club page.<br><br>Ss.  read the exercise<br><br>( listen and answer)<br><br>Ss. watch the video (on Google+) and listen carefully to answer the exercise.<br><br>Ss. listen and answer on their Google+ pages.<br><br>T. goes around and checks the common mistakes. | Ss' answers |

| | | |
|---|---|---|
| Extract specific information. | T. explains Extract specific information's exercise through PowerPoint (Lesson 12, period 3, slide 5)<br><br>Ss. read the exercise<br><br>( listen and put T or F)<br><br>Ss. listen to the passage and answer the exercise<br><br>T. listens to Ss.' answer and gives feedback | Ss' answers |
| Take note | T. send the link of the exercise on their Google+ accounts<br><br>Ss. open the YouTube link.<br><br>Ss. watch the video<br><br>Ss. read the exercise<br><br>( listen and take note)<br><br>Ss. listen to the passage and answer the exercise<br><br>T. listens to Ss.' answer and gives feedback | Ss' answers |
| Homework | Ss. log on their You Tube channel and watch the video<br><br>Ss. then log on Google+ and answer the exercise | Ss' answer and interaction on<br><br> Google+ and You Tube |

## ❖ Objectives:

Students are expected to:

- Recognize the words

- Identify the main ideas.

- Extract specific information.

- Identify the meaning of words in context.

- Take note

## ❖ Revised words:

delicious – magazine – meal – offer – order – stick – tasty – waiter

## ❖ Teaching Aids

Smart board/You tube / video / power point presentation/ Gmail

| Headings | Procedures | Evaluation |
|---|---|---|
| Warming Up "Recognizing the words" | **Find the hidden words Game**<br><br>Ss. read the words silently<br>T. explains the game<br>Ss. cross the word they hear in order to find the hidden words<br>Ss. listen to the words from the recording of the exercise in the PowerPoint (Lesson 13, period 1, slide 2) and answer<br>T. checks and gives feedback | Ss' answers |
| Presentation Pre - Listening | T. discusses the pictures (Lesson 13, period 1, slide 3) in the PowerPoint with Ss. by asking:<br><br>Have you ever eaten Chinese food before? Ss. answer<br><br>T. gives feedback using smart board | Ss' answers |

| | | |
|---|---|---|
| Identify the main ideas | T. explains identifying the main ideas' exercise.<br><br>T. asks Ss. to open their Google+ accounts on the Blended Learning Club page.<br><br>Ss.  read the exercise<br>( listen and choose)<br><br>Ss. watch the video (on Google+) and listen carefully to answer the exercise.<br><br>Ss. listen and answer on their Google+ pages.<br><br>T. goes around and checks the common mistakes. | Ss' answers |
| Extract specific information | T. explains Extract specific information's exercise through PowerPoint (Lesson 13, period 1, slide 5)<br><br>Ss. read the exercise<br>( listen and put T or F)<br><br>Ss. listen to the conversation and answer the exercise<br><br>T. goes around and checks the common mistakes | Ss.' answers |
| Identify the meaning of words in context | T. explains identify the meaning of words in context through PowerPoint presentation :<br>(Lesson 13, period 1, slide 6).<br><br>Ss. read the exercise :<br>( listen and complete the sentences then match the sentences with the pictures)<br><br>Ss. listen and answer on their Google+ pages.<br><br>T. corrects answers and gives feedback on Google+. | Ss' answers |
| Take note | Ss. listen to the passage from the recording of the exercise in the PowerPoint (Lesson 13, period 1, slide 7)<br> ( listen and take note)<br><br>Ss. listen and answer<br>T. writes their answers on the smart board and gives feedback. | Ss' answers |
| Homework | T. asks Ss. to do the task on their e-mail and send it back for correction. | Ss. send their answers by emails T. corrects and sends back |

**Unit 13     Lesson 3     7ᵗʰ Grade     Date: …………………**

## ❖ Objectives:

Students are expected to:

- Recognize the words
- Identify the main ideas.
- Extract specific information.

## ❖ Revised words:

acceptable – consider – empty – however – impolite – normal – raise - remain

## Teaching Aids

Smart board /You tube / video / power point presentation/ Google +/ cards

| Headings | Procedures | Evaluation |
|---|---|---|
| Warming Up "Recognizing the words" | Guessing  Game<br><br>T. discusses the game through cards<br><br>T. distributes the cards<br><br>T. explains the game<br><br>Ss.  listen to the words and guess the student who has the word<br><br>T. plays the CD<br><br>Ss. listen and guess<br><br>T. gives feedback | Ss' answers |
| presentation Pre - Listening | T. discusses the pictures (Lesson 13, period 3, slide 3) in the PowerPoint with Ss. by asking:<br><br>- What's your favorite food?<br>- Are you a good cook?<br><br>Ss. answer<br><br>T. writes  their answers on the smart board | Ss' answers |

| | | |
|---|---|---|
| Identify the main ideas | T. explains identifying the main ideas' exercise.<br><br>T. asks Ss. to open their Google+ accounts on the Blended Learning Club page.<br><br>Ss.  read the exercise<br>( listen and answer)<br><br>Ss. watch the video (on Google+) and listen carefully to answer the exercise.<br><br>Ss. listen and answer on their Google+ pages.<br><br>T. goes around and checks the common mistakes. | Ss' answers |
| Extract specific information | T. explains Extract specific information's exercise through PowerPoint (Lesson 13, period 3, slide 5)<br><br>Ss. read the exercise<br>( listen and put T or F)<br><br>Ss. listen and answer<br><br>T. Goes around and gives feedback. | Ss.' answers |
| Homework | Ss. log on their You Tube channel and watch the video,<br>then log on Google+  and answer the exercise | Ss' answer and interaction on  Google+ and You Tube |

## Unit 15     Lesson 1     7th Grade     Date: …………………

### ❖ Objectives:

Students are expected to:

- Identify the main ideas.

- Extract specific information.

- Identify the meaning of words in context.

### ❖ Revised words:

daughter – design – embroidery – intend – pass on – skill - soft

## Teaching Aids

LCD /You tube / video / power point presentation/ Google + / CD

| Headings | Procedures | Evaluation |
|---|---|---|
| Warming Up | A word Game (The hanged man game) | Ss' answers |
| Presentation Pre - Listening | T. discusses the pictures (Lesson 15, period 1, slide 2) in the PowerPoint with Ss. by asking:<br><br>- Do you think our lesson is about craft? If Yes, which craft?<br>Ss. answer<br>T. checks and gives feedback | Ss' answers |
| Identify the main ideas | T. explains identifying the main ideas' exercise.<br><br>T. asks Ss. to open their Google+ accounts on the Blended Learning Club page.<br><br>Ss.  read the exercise<br>( listen and answer)<br><br>Ss. watch the video (on Google+) and listen carefully to answer the exercise. | Ss' answers |

| | Ss. listen and answer on their Google+ pages. | |
|---|---|---|
| | T. goes around and checks the common mistakes. | |
| Extract Specific information | T. send the link of the exercise on their Google + account. Ss. open the YouTube link. Ss. watch the video Ss. answer the exercise (listen and put T. or F.) T. goes around and checks the common mistakes. | Ss' answers |
| Identify the meaning of words in context. | T. explains identify the meaning of words in context through PowerPoint presentation : (Lesson 15, period 1, slide 5). Ss. read the exercise : ( listen and complete the sentences then match the sentences with the pictures) Ss. listen and answer on their Google+ pages. T. corrects answers and gives feedback on Google+. | Ss.' answers |
| Homework | Ss. log on their You Tube channel and watch the video. Then log on Google+ and answer the exercise. | Ss' answer and interaction on Google+ and You Tube |

## ❖ Objectives:

Students are expected to:

- Identify the main ideas.
- Extract specific information.
- Recognize the words

## ❖ Revised words:

Introduce – strengthen – make up – meaning – pregnant – style – startup - therefore

## Teaching Aids

Smart board /You Tube / power point presentation / board/ CD

| Headings | Procedures | Evaluation |
|---|---|---|
| Warming Up | Ss. log on their You Tube channel and watch a video about embroidery | Ss' interaction |
| Presentation Pre - Listening | After watching the video, asks Ss.  : <br> - What is the topic of the video? <br> - Is Palestinian embroidery important? Why? <br> answer <br> T. writes their answers on the smart board and discusses | Ss' answers |

| | | |
|---|---|---|
| Identify the main ideas | T. explains identifying the main ideas' exercise.<br><br>T. asks Ss. to open their Google+ accounts on the Blended Learning Club page.<br>Ss. read the exercise<br>( listen and answer)<br><br>Ss. watch the video (on Google+) and listen carefully to answer the exercise.<br><br>Ss. listen and answer on their Google+ pages.<br><br>T. goes around and checks the common mistakes. | Ss' answers |
| Extract specific information. | T. explains Extract specific information's exercise through PowerPoint (Lesson 15, period 3, slide 4)<br><br>Ss. read the exercise<br>( listen and put T or F)<br><br>Ss. listen and answer<br><br>T. listens to Ss.' answer and gives feedback | Ss.' answers |
| Recognize the words | Ss. read the exercise from the PowerPoint (Lesson 15, period 3, slide 5)<br>Ss. listen from the recording in the PowerPoint<br>Ss. number the words in the order they hear<br>T. checks and gives feedback | |
| Homework | T. writes an exercise on the board<br>Ss. copy the exercise on their notebook, then listen to their CD in order to answer the exercise | Ss' answer |

## ❖ Objectives:

Students are expected to:

- Recognize the words
- Identify the main ideas.
- Extract specific information.

## ❖ Revised words:

although – camera – inside – microphone – mistake –outside – video call- worry

# Teaching Aids

LCD /You tube / video / power point presentation/ Google +/ cards

| Headings | Procedures | Evaluation |
|---|---|---|
| Warming Up "Recognizing the words" | (Clapping Game)<br><br>T. distributes the cards to Ss.<br><br>Ss. read the words silently<br><br>T. explains the game<br><br>who has the card of the word they hear should clap<br><br>T. plays the CD<br><br>Ss. listen and clap if they have the word<br><br>T. checks and gives feedback | Ss' answers |
| Presentation Pre - Listening | T. discusses the picture (Lesson 16, period 1, slide 3)<br><br>in the PowerPoint with Ss. by asking:<br><br>-What are the people doing?<br><br>- Have you ever made a video call?<br><br>Ss. answer<br><br>T. discusses | Ss' answers |

| | | |
|---|---|---|
| Identify the main ideas | Ss. read the exercise<br>( listen and choose)<br><br>Ss. log on their You Tube channel and watch the video<br><br>Ss. listen to the video carefully and answer<br><br>T. listens to Ss.' answer and gives feedback | Ss' answers |
| Extract specific information. | T. explains Extract specific information's exercise through PowerPoint (Lesson 16, period 1, slide 5)<br><br>Ss. read the exercise<br>( listen and put T or F)<br><br>Ss. listen and answer<br>T. listens to Ss.' answer and gives feedback | Ss.' answers |
| Homework | Ss. log on their You Tube channel and watch the video.<br>Ss. log on Google+ and answer the exercise | Ss' answer and interaction on Google+ and You Tube |

## ❖ Objectives:

Students are expected to:

- Identify the main ideas.
- Extract specific information.
- Take note

## Teaching Aids

LCD/You tube / video / power point presentation/ Gmail

| Headings | Procedures | Evaluation |
|---|---|---|
| Presentation Pre - Listening | T. discusses the picture (Lesson 16, period 3, slide 2) in the PowerPoint with Ss. by asking:<br><br>- Can you name them?<br>- what do they use them for<br>Ss. answer<br>T. gives feedback | Ss' answers |
| Identify the main ideas | T. explains identifying the main ideas' exercise.<br><br>T. asks Ss. to open their Google+ accounts on the Blended Learning Club page.<br>Ss.  read the exercise<br>( listen and answer)<br><br>Ss. watch the video (on Google+) and listen carefully to answer the exercise.<br><br>Ss. listen and answer on their Google+ pages.<br><br>T. goes around and checks the common mistakes. | Ss' answers |

| | | |
|---|---|---|
| Extract specific information. | Ss. read the exercise<br>(Listen and put T. or F.)<br><br>Ss. log on their You Tube channel and watch the video<br><br>Ss. listen to the video carefully and answer<br><br>T. listens to Ss.' answer and gives feedback | Ss.' answers |
| Take note | Ss. read the exercise<br>( listen and take note)<br><br>Ss. listen to the passage from the recording in the<br>PowerPoint (slide 5 )  and answer the exercise<br><br>T. listens to Ss.' answer and gives feedback | Ss' answers |
| Homework | Ss. open their e-mails. Then, they answer the exercise | Ss. send their answers by emails<br>T. corrects and sends back |

## Unit 17    Lesson 1    7ᵗʰ Grade    Date: …………………

## ❖ Objectives:

Students are expected to:

- Recognize the words

- Identify the main ideas.

- Extract specific information.

- Take note.

## ❖ Revised words:

Carry- catch – decide – forget – same – sandwich – suggestion – weekend

## ❖ Teaching Aids

You tube / video / power point presentation/ Google + /Smart board

| Headings | Procedures | Evaluation |
|---|---|---|
| Warming Up "Recognize words" | Repetition Game<br>T. explains the game<br>Ss. should listen then repeat the words<br>Ss. listen from the recording in the PowerPoint ( slide 2)<br>Ss. listen and repeat<br>T. checks and gives feedback | Ss' answers |
| Presentation Pre - Listening | T. explains this exercise through PowerPoint presentation:<br> (Lesson 17, period 1, slide 3).<br><br>Ss. read the title of the unit<br>T. asks Ss.  :<br>From the title, what do you think our listening text will be about?<br>Ss. answer<br>T. discusses | Ss' answers |

| | | |
|---|---|---|
| Identify the main ideas | Ss. read the exercise ( listen and choose)<br><br>Ss. log on their You Tube channel and watch the video<br><br>Ss. listen to the video carefully and answer<br><br>T. listens to Ss.' answer and gives feedback | Ss' answers |
| Extract specific information. | T. asks Ss. to open their Google+ accounts on the Blended Learning Club page.<br>Ss. read the exercise ( listen and put T. or F.)<br><br>Ss. watch the video (on Google+) and listen carefully to answer the exercise.<br><br>Ss. listen and answer on their Google+ pages.<br><br>T. goes around and checks the common mistakes. | Ss.' answers |
| Take note | Ss. listen to the conversation from the recording of the exercise in the PowerPoint (Lesson 17, period 1, slide 6) ( listen and take note)<br><br>Ss. listen and answer<br><br>T. writes their answers on the smart board and gives feedback. | Ss' answers |
| Homework | Ss. log on Google+ and watch the video<br>Ss. answer the exercise | Ss' answer and interaction on Google+ |

## ❖ Objectives:

Students are expected to:

- Recognize the words

- Identify the main ideas

- Extract specific information

## ❖ Revised words:

bring – woods – nature – huge – narrow – protect - route

## ❖ Teaching Aids

Smart board /You Tube / power point presentation / board/ CD

| Headings | Procedures | Evaluation |
|---|---|---|
| Warming Up Recognize words | Ss. read the exercise<br><br>Ss. should listen and number the words in the order they hear<br><br>Ss. listen from the recording in the PowerPoint (slide 2)  and number<br><br>T. Checks and gives feedback | Ss' interaction |
| Presentation Pre - Listening | Ss.  work in pairs and answer this question:<br>   -   Where do you like to go for a picnic?<br>Ss. Answer<br>T. discusses | Ss' answers |

| | | |
|---|---|---|
| Identify the main ideas | T. explains identifying the main ideas' exercise.<br><br>T. asks Ss. to open their Google+ accounts on the Blended Learning Club page.<br>Ss. read the exercise<br>( listen and answer)<br><br>Ss. watch the video (on Google+) and listen carefully to answer the exercise.<br><br>Ss. listen and answer on their Google+ pages.<br><br>T. goes around and checks the common mistakes | Ss' answers |
| Extract specific information. | Ss. read the exercise<br>( listen and Put T or F)<br><br>Ss. log on their You Tube channel and watch the video<br><br>Ss. listen to the video carefully and answer<br><br>T. listens to Ss.' answer and writes their answers on the board<br><br>T. gives feedback | Ss.' answers |
| Homework | T. writes an exercise on the board<br>Ss. copy the exercise on their notebook, then listen to their CD  in order to answer the exercise | Ss' answer |

# Appendix (B4) - List of Multimedia Software Used

- **Programs used in this research :**
  - Microsoft PowerPoint (Office 2010)
  - Microsoft Picture Manager (14.0.6015.1000) SP1 MSO (14.0.6023.1000)
  - Windows Movie Maker 2.6.
  - Audacity 1.3 Beta (Unicode)
  - Total video converter ( HD version 3.71)

- **Websites used:**

  ○ **http://www.4shared.com**

  ○ **https://www.youtube.com/channel/UC-yKDYqkZMNYfQPJmRm1smg**

  ○ **Social Networks Used: Google+ (Blended Learning Club)**

  **https://plus.google.com/u/0/b/117529907352996881523/117529907352996881523/posts**

- **Email used:**
  # www.gmail.com

- **Teacher's nickname and password for G-mail, YouTube and Google+:**
  - Nickname : **mervat.blended@gmail.com**
  - Password: **0599624423**

# Appendix (B5) - List of students' emails

| الإيميل | الاسم | الرقم |
|---|---|---|
| alaa.blended@gmail.com | آلاء أكرم أبو عودة | 1 |
| alaa.kafarna.blended@gmail.com | آلاء زكريا الكفارنة | 2 |
| alaa.maher.blended@gmail.com | آلاء ماهر أبو عودة | 3 |
| aamal.blended@gmail.com | آمال عماد نصير | 4 |
| amal.taha.blended@gmail.com | أمل يوسف طه | 5 |
| eman.blended@gmail.com | إيمان سمير العثامنة | 6 |
| balsam.blended@gmail.com | بلسم منذر العماوي | 7 |
| besan.blended@gmail.com | بيسان حسن الزعانين | 8 |
| tsaheel.blended@gmail.com | تساهيل جمال نصير | 9 |
| taghreed.blended@gmail.com | تغريد رياض البسيوني | 10 |
| hanane.blended@gmail.com | حنان سعيد نصير | 11 |
| haneen.blended@gmail.com | حنين حسين العثامنة | 12 |
| haneen.yasser.blended@gmail.com | حنين ياسر حمدان | 13 |
| khloud.blended@gmail.com | خلود غسان الزعانين | 14 |
| khawla.blended@gmail.com | خولة فايز الكفارنة | 15 |
| diana.blended@gmail.com | ديانا محمد حمد | 16 |
| rehab.blended@gmail.com | رحاب وسيم الزعانين | 17 |
| rsha.blended@gmail.com | رشا بلال الشنباري | 18 |
| rawan.blended@gmail.com | روان إسماعيل أبو غالي | 19 |
| rawan.sobhi.blended@gmail.com | روان صبحي أبو عودة | 20 |
| rola.blended@gmail.com | رولا محمد عاشور | 21 |
| reta.blended@gmail.com | ريتا وائل العثامنة | 22 |
| sajeda.blended@gmail.com | ساجدة شاكر المصري | 23 |
| suad.blended@gmail.com | سعاد محمد أبو عودة | 24 |
| smah.blended@gmail.com | سماح رياض البسيوني | 25 |
| fatma.blended@gmail.com | فاطمة زهير البياري | 26 |
| fatma.saber.blended@gmail.com | فاطمة صابر الكفارنة | 27 |
| gamar.blended@gmail.com | قمر ماجد حمد | 28 |
| mram.blended@gmail.com | مرام سلامة الكفارنة | 29 |
| mlak.blended@gmail.com | ملاك غسان الزعانين | 30 |
| malk.blended@gmail.com | ملك رياض ناصر | 31 |
| mleha.blended@gmail.com | مليحة صلاح الطناني | 32 |
| manar.blended@gmail.com | منار زكي القرمان | 33 |
| myar.blended@gmail.com | ميار جميل نشوان | 34 |
| nabila.blended@gmail.com | نبيلة أكرم الزعانين | 35 |
| narges.blended@gmail.com | نرجس مهدي الزعانين | 36 |
| neama.blended@gmail.com | نعمة رفيق المصري | 37 |
| nour.blended@gmail.com | نور إبراهيم عدوان | 38 |
| heba.blended@gmail.com | هبة جلال ناصر | 39 |
| heba.jmal.blended@gmail.com | هبة جمال سلمان | 40 |
| heba.shabat.blended@gmail.com | هبة جمال شبات | 41 |
| walaa.blended@gmail.com | ولاء أحمد عدوان | 42 |
| aya.blended@gmail.com | آية خالد شبات | 43 |
| Reem.blended@gmail.com | ريم أكرم أبو عودة | 44 |

# Appendix (B6) – PowerPoint lessons' Slides

**PowerPoint Lessons' Slides**

- **Unit 12 Lesson 1 (Period 1)**
- **Unit 12 Lesson 3 (Period 3)**
- **Unit 13 Lesson 1 (Period 1)**
- **Unit 13 Lesson 3 (Period 3)**
- **Unit 15 Lesson 1 (Period 1)**
- **Unit 15 Lesson 3 (Period 3)**
- **Unit 16 Lesson 1 (Period 1)**
- **Unit 16 Lesson 3 (Period 3)**
- **Unit 17 Lesson 1 (Period 1)**
- **Unit 17 Lesson 3 (Period 3)**

# Unit 12
## Period 1

## The arts and crafts of Palestine

## Stand Up Game

**Listen and stand up if you have the word you hear:**

# The arts and crafts of Palestine

❖ From the title of the unit,
what do you think our listening text will be about?

1. Where are the people?
2. What are they doing?

148

❖ **Listen and choose the correct answer:**

**1- Jade asks about:**

shop    library    hospital

**2- Jade wants to buy a gift for:**

friend    aunt    family

**3- There is a gift shop near the:**

bookshop    mosque    market

❖ **Listen and complete the sentences. Then match the sentences with the pictures:**

( sell – corner – gifts – turn )

1- Excuse me, where can I buy ……… near here?

2- The market is on the ………. near the bridge.

3- The craft men ………. their beautiful ceramics in the all city.

4- Where do I …………. left?

**Homework**

❑ Click the following button to access your homework
   exercise (on your google + account):



g+ Google

# Unit 12
## Period 3

**The arts and crafts of Palestine**



❖ **Listen and number the words in the order you hear them.**

**GAME**

( choice – furniture – glass – jug – pattern – plate – vase – wicker- wood )

Let's discuss it!



1- What can you see in the pictures?
2- What do you think the listening text
   will be about?



Listen and put
(True) or (False) :

1- Visitors to Egypt want to buy a gift.

| True | False |

2- Every craft has a different history.

| True | False |

3- Palestine has a short history.

| True | False |

# ❖ Listen and complete the table.

| City | Gift |
|---|---|
| Jerusalem | …… …… …… … |
| …… …… …… .. | glass |
| …… …… …… .. | things made of wood |
| Gaza | …… …… …… … |

# ➢ Listen and answer the question :

1. How many cities are there in the text?

# Homework

❑ Click the following button to access your homework exercise (on your google + account):

**g+ Google**

❑ You can also listen to the video by clicking this YouTube link:

**You Tube**

# Unit 13
## Period 1

# Table manners

❖ **Find the hidden words.**

**Listen and cross the words you hear to find the hidden words :**

delicious – magazine – meal – offer –
order- stick – tasty – waiter

Let's discuss it!



1- What can you see in the pictures?

2- Have you ever eaten the Chinese food?

❖ Listen and choose the correct answer:

1- The number of the speakers is:

| Two | Three | Four |

2- Mira visits her …………

| family | aunt | friend |

3- They are talking about:

| animals | food | crafts |

## Listen and put (True) or (False) :

1- Mira wants to invite Layla to go out for a walk.

True    False

2- The restaurant is called The Great Wall.

True    False

3- Chinese cook meat and vegetables slowly.

True    False

## ❖ Listen and complete the sentences. Then match the sentences with the pictures:

( magazine – order – meal )

a

1- Would you like to come for a
…………….. at our house.

2- This food looks delicious, what
do you want to …………. ?

b                                        c

3- I love to read …………………
About music and singers.

157

## ❖ Listen and complete the table.

| City | Gift |
|---|---|
| Jerusalem | …………………… |
| …………………… | glass |
| …………………… | things made of wood |
| Gaza | …………………… |

## Homework

❑ Open your e-mail, and do your homework.

# Unit 13
## Period 3

## Table manners



❖ **Guessing Game.**

**Listen to the CD and guess which student has the word you hear.**

1- What's your favorite food?
2- Are you a good cook?

## Listen to the CD and answer:

1- This passage talks about a country. Which country?

2- How many times is the name mentioned in the passage?

1- Table manners are the same in different places.

| True | False |

2- Chinese raise rice bowls to their mouths.

| True | False |

3- In China, it's impolite to leave some food in your plate.

| True | False |

# Homework

❏ Click the following button to access your homework exercise (on your google + account):

g+ Google

❏ You can also listen to the video by clicking this YouTube link:

You Tube

# Embroidery





Let's discuss it!

❖ Do you think this lesson is about crafts?
❖ If yes, which craft?

# 1- What are the girls looking at?

1- Sophie promised to buy her mother a traditional gift.

True          False

2- Sophie wants to buy a soap.

True          False

3- Mona wants to make embroidered dresses.

True          False

# Open your student book
## page 41, exercise 3

❖ **Listen to your teacher and answer the exercise:**

**3** **Complete the sentences with words from activity 1. Then match the sentences with the pictures.**

1   Mona's grandmother can embroider with great _____ .
2   I want to learn a lot about _____ so I _____ to do a lot of work.
3   I like the _____ of that modern building – it looks good.
4   The family has had that house for a long time – they _____ it _____ from parents to children.
5   People don't make many clothes now. They made more in the _____ .

a

b

c

d

e

# Homework

❑ Click the following button to access your homework exercise (on your google + account):

g+   **Google**

❑ You can also listen to the video by clicking this YouTube link:

You Tube

# Unit 15
## Period 3

# Embroidery



# Watch the video

Let's discuss it!

**Watch the video (from the following link).
Then answer the questions below.**



❖ What is the topic of this video?
❖ Is Palestinian embroidery important ? Why?

1- How old is the palestinian embroidery ?
2- Why did village women traditionally meet after work?

## Listen and put (True) or (False) :

1- Embroidery in Palestine has a history of more than 4 000 years.

True          False

2- All villages had the same design.

True          False

3- Mothers passed on their skills to their daughters.

True          False

# Listen and number the words in the order you hear them :

introduced – make up – meaning – pregnant
started up – strengthened – style – therefore

# Homework

❏ Copy this exercise on your notebook, then listen to the text from CD to answer the questions.

# Unit 16
## Period 1

## The talking world

## Clapping Game

**Listen and clap if you have the word you hear:**
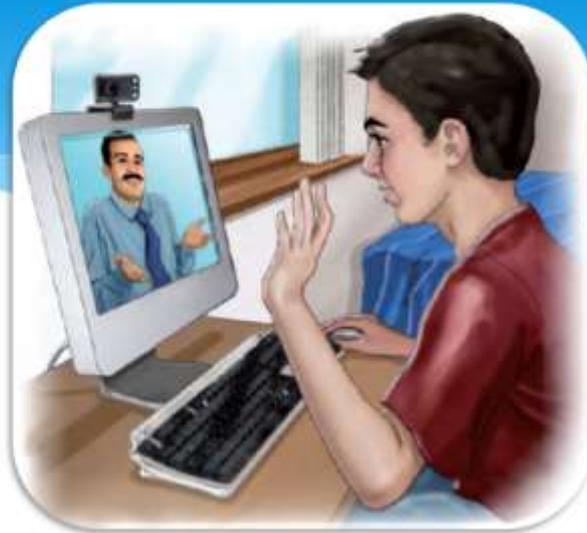
❖ What are the people doing?
❖ Have you ever made a video call?

❖ Listen and choose the correct answer:

1- The speakers are:

| four | two | three |

2- Majed wants to speak to his:

| friend | aunt | father |

3- Majed wants to:

| play | make a video call | eat |

## Listen and put (True) or (False) :

1- Majed wants to speak to his friend.

True    False

2- Majed didn't turn on the camera.

True    False

3- Video call is a good example of modern communication.

True    False

## Homework

☐ Click the following button to access your homework exercise (on your google + account):

g+ Google

☐ You can also listen to the video by clicking this YouTube link:

You Tube

# Unit 16
## Period 3

# The talking world





❖ Can you name the pictures?
❖ What do you use them for?

## Listen and answer:

❑ Make a list of the ways to communicate in the passage.

## Listen and put (True) or (False) :

1- Modern communications allow us to keep in contact.

True    False

2- The first revolution in communication was the mobile phone.

True    False

3- We use mobile phones to talk.

True    False

# Listen and complete the table :

| technology | send text | Send or receive | Use the |
|------------|-----------|-----------------|---------|
|            |           |                 |         |

# Homework

☐ **Open your e-mail inbox, and do your homework.**

# Unit 17
## Period 1

# Let's go for a picnic

## Repetition Game

**Listen and repeat the words**

# Let's go for a picnic

❖ **From the title of the unit,**
**what do you think our listening text will be about?**

## Listen and put (True) or (False) :

1- They will go for a picnic.

| True | False |
|---|---|

2- They will take something and share it.

| True | False |
|---|---|

3- They will go by car.

| True | False |
|---|---|

## 1- The speakers are:

| three | four | five |
|-------|------|------|

## 2- They are making plans for:

| Thursday | Friday | weekend |
|----------|--------|---------|

## Listen and complete the table :

| weekend | go for ............... |
|---------|------------------------|
| food | ......................... |
| drink | ......................... |
| camera | To take ................ |

# Homework

❑ Click the following button to access your homework exercise (on your google + account):

**G+ Google**
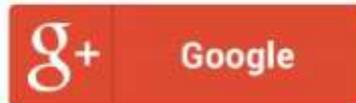
❑ You can also listen to the video by clicking this YouTube link:

**You Tube**

# Let's go for a picnic



❖ **Listen and number the words in the order you hear them.**

(narrow – route – woods – nature – path – protect – bring – huge )

# Work in pairs

❖ Tell each other where you like to go for a picnic.

> Listen and answer the question :

Look at the pictures. Then listen and read to find out which one is Majed's picnic place.

a



b



c

1- Majed likes to go for a picnic with his friends.

True          False

2- Majed likes nature.

True          False

3- The picnic place is usually windy.

True          False

# Homework

☐ Copy this exercise on your notebook, then listen to the text from CD to answer the questions.

# Appendix (B7) - Google+ Account

# "Blended Learning Club"

**Blended Learning Club**
Shared publicly - Apr 25, 2014

Lesson 1. Homework:
** Listen and put (True or False):
1. Nisreen can show Jade the way on the map. ( )
2. The mosque is on the corner. ( )
3. The gift shop is on the left. ( )



Lesson 1 Homework

Hide comments ∧

**Hanine Athamna**
Apr 26, 2014
hello, teacher
1- true
2-true
3- false

ريتا العثامنة Apr 26, 2014
1-( T) 2- (T) 3- (F)  right not left
I hope my answers righrt

**Rehab Zaneen**
Apr 26, 2014
good afternoon
1) the answer is true
2- the answer is true
3- the answer is false
goodbye

**Rawan Abu-Oda**
Apr 26, 2014
true - true - false

رولا عاشور Apr 26, 2014
1- true 2- true 3- false

مرفت عبدالنبي Apr 27, 2014 +7
well done

**Malak Nasser**
Apr 27, 2014
1-F
2-T
3-T

آلاء الكفارنة Apr 27, 2014
1.f
2.t
3.t

مليحة الطناني Apr 28, 2014
thank

**Gamar Hamad**
Apr 28, 2014
1-false

erie de composa... | Sites suggérés | [Protection Palestin... | Google | Foto.Mail.Ru | Go.Mail.Ru | Mail.Ru | Video.Mail.Ru | Web Slice Gallery

ning Club ↗ ∨                                                                 44 followers | 7,654 views

About    **Posts**    Photos    YouTube

Shared publicly · May 3, 2014                                    #Manners

** Listen and choose:
1. Table manners are different in different ..........
( countries - homes - cities).
2. In ..............., people raise rice bowls to their mouths.
( Palestine - China - USA).
3. In some countries, it's ............... to make a noise when you are eating.
( polite - good - impolite).

HOMEWORK

Unit 13 - lesson 2 - Homework

Unit 15 lesson 1        UNIT 15    Lesson 1

HOMEWORK

+16  ↗   Add a comment...

+17  ↗

27 comments ∨

Heba Nasser  May 11, 2014
f  -t  -t

Add a comment...

Blended Learning Club
Shared publicly · Apr 25, 2014                               سكايب

Please donwload the following file, and revise the lesson,
* طلابنا العزيزات ، يرجى تحقيق الدرس الأول من الوحدة 12 من خلال الرابط المرفق و يمكنكم مراجعة كافة
التمارين التي تم شرحها في اللقاء الأول من خلال هذا الملف.
** سوف نرسل لكم هذا الملف أيضاً عبر الإيميل.
* وأي استفسار آخر نحن ساكون متواجدة وناتين على برنامج السكايب (Skype) من الساعة السادسة إلى الساعة
الثامنة مساءً.

Translate

+18  ↗

27 comments ∨

نبيلة الزحلين  May 8, 2014
1- countries
2- china
3- impolite

Narjes El-Zaneen  May 8, 2014
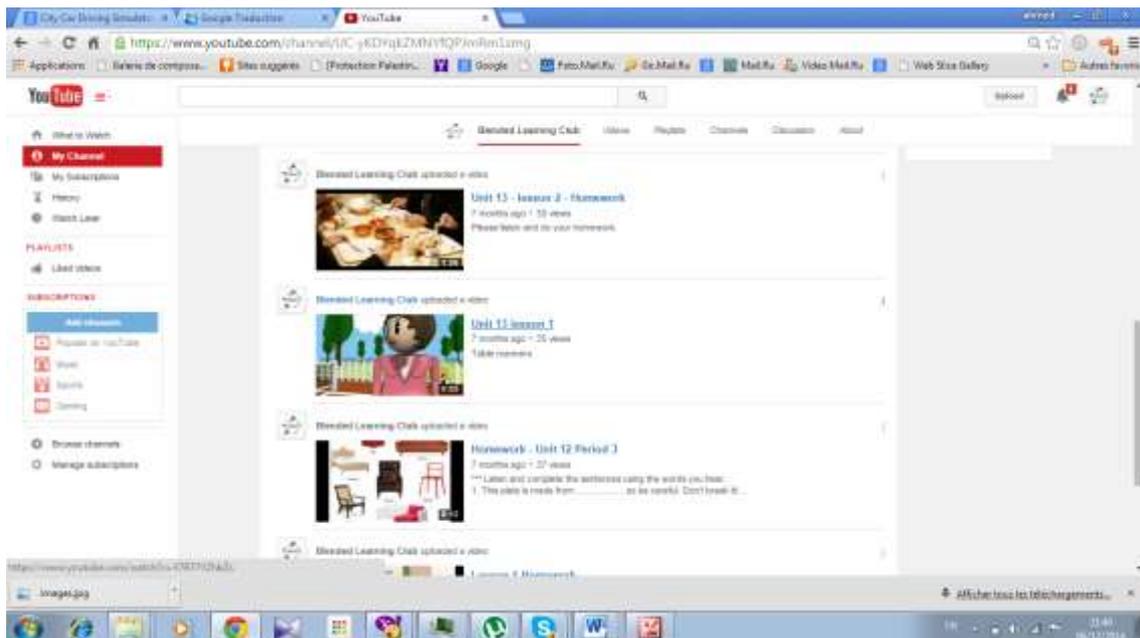
Blended Learning Club
Shared publicly · Apr 25, 2014

Unit 13 lesson 1

Unit 12 Lesson 1
4shared
4

Afficher tous le

# Appendix (B8) - YouTube Channel

https://www.youtube.com/channel/UC-yKDYqkZMNYfQPJmRm1smg

# Appendix (B9) - Photos of achieved activities
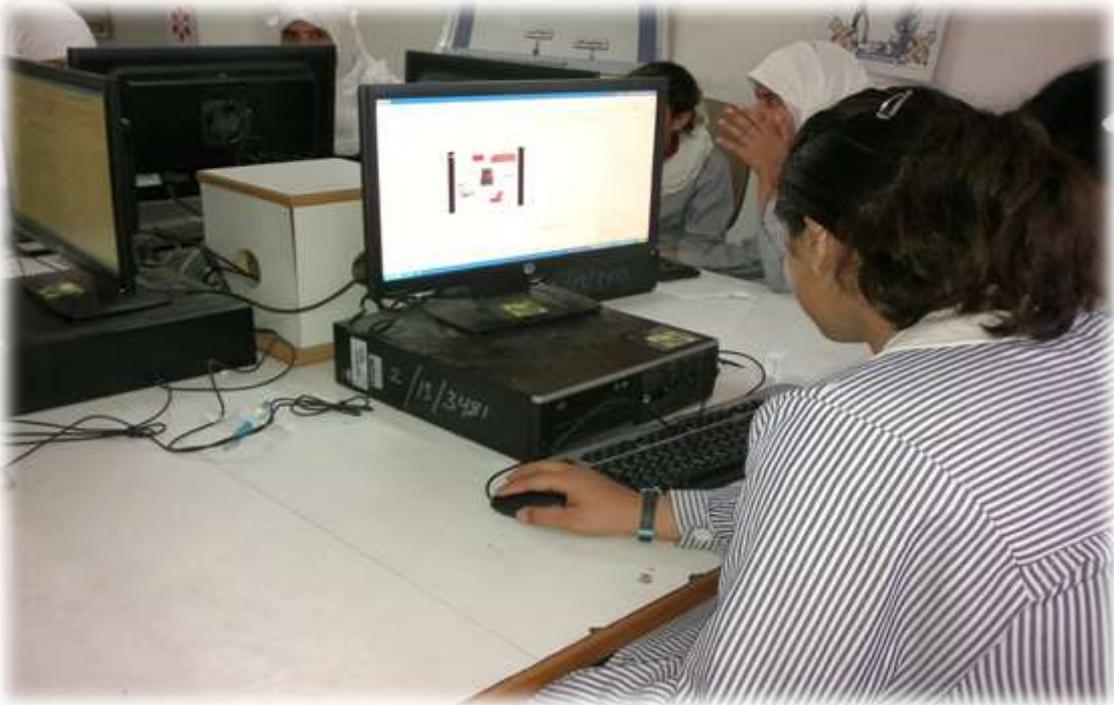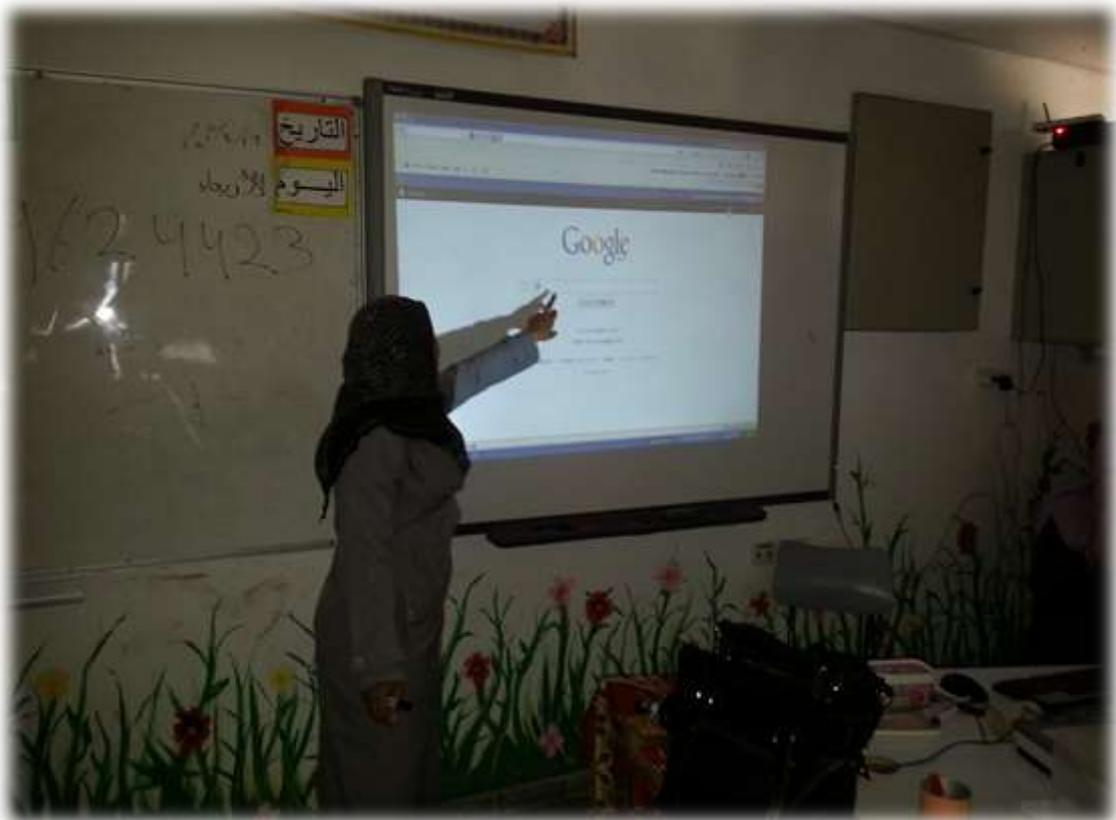
# Referee Committee

This list includes the names and the titles of the referees who refereed the achievement listening comprehension test, the checklist of listening comprehension skills, the suggested program and the students' self-assessment questionnaire:

1. **Test referees.**
2. **Checklist's referees.**
3. **Program's referees.**
4. **Students' self-assessment referees.**
5. **Blended learning models' refereeing.**

| No. | Name | Field | Institution | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|
| 1 | Dr. Awad Kishta | Faculty of Education | IUG* | X | X | X | X | X |
| 2 | Dr. Hani Hennawi | Faculty of Education | Al-Aqsa University | | | X | X | X |
| 3 | Dr. Abdel-Kareem Muheisin | Faculty of Education | Al-Aqsa University | | | X | X | X |
| 4 | Mr. Maher Sharaf | English supervisor | UNRWA** | X | X | X | X | X |
| 5 | Mrs. Sabah Odwan | School principal | UNRWA | X | X | X | X | |
| 6 | Mrs. Heba Abdelrahman | School principal | UNRWA | X | X | X | X | |
| 7 | Mrs. Jehan Ashour | D. school principal | UNRWA | X | X | X | X | |
| 8 | Mrs. Sabah El-Seifi | English teacher | UNRWA | X | X | X | X | |
| 9 | Mrs. Renan Mozanin | English teacher | UNRWA | X | X | X | X | |
| 10 | Mrs. Maha El-Majdalawi | English teacher | UNRWA | X | X | X | X | |
| 11 | Mrs. Hanan El-Raee | English teacher | UNRWA | X | X | X | X | |
| 12 | Mrs. Saadya Zaanin | English teacher | UNRWA | X | X | X | X | |
| 13 | Mrs. Asmaa Abu-Kayda | English teacher | UNRWA | X | X | X | X | |
| 14 | Mrs. Reham El-Shanti | English Teacher | UNRWA | X | X | X | | |
| 15 | Mrs. Tagreed Saftawi | English teacher | UNRWA | X | X | | X | |
| 16 | Mrs. Reham El-Halabi | Computer engineer | UNRWA | | | X | | X |
| 17 | Mr. Husein Redwan | Computer teacher | Ministry of Education | | | X | | X |

**\* IUG: Islamic University of Gaza      \*\* UNRWA: United Nations Relief and Works Agency**