

إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل عنوان :

The Effectiveness of a Blended Learning Program on Developing and Retention of Palestinian Tenth Graders' English Writing Skills

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DECLARATION

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

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**The Effectiveness of a Blended Learning Program on
Developing and Retention of Palestinian Tenth Graders'
English Writing Skills**

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نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة عمادة الدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحث إسماعيل إبراهيم أحمد حرب لنيل درجة الماجستير في كلية التربية / قسم مناهج وطرق تدريس موضوعها:

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واللجنة إذ تمنحه هذه الدرجة فإنها توصيه بتقوى الله ولزوم طاعته وأن يسخر علمه في خدمة دينه ووطنه.

والله ولي التوفيق،،،

عميد الدراسات العليا

ج

أ.د. فؤاد علي العاجز



"Nun. By the pen and that which they write"

(The Holy Quran, Al-Qalam, verse 1)

Abstract

The Effectiveness of a Blended Learning Program on Developing and Retention of Palestinian Tenth Graders' English Writing Skills

This study aimed to investigate the effectiveness of using a blended learning program on developing and retention 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 and tools: 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. After examining the validity and reliability of the tools and instruments, they were implemented on the study sample represented in (40) students from Shohadaa' Rafah Basic School who were randomly selected from the original population of (1774) students in Rafah Directorate of Education 2012-2013.

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 and 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 blended learning program had a large effect size favoring the experimental group. Based upon the previous findings, the study recommends 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. It also suggests that further research should be conducted on the effect of blended learning on other English language skills, other school subjects, students' creative thinking skills as well as in the treatment of learning difficulties in English.

ملخص الدراسة

فاعلية برنامج التعلم المدمج في تطوير واستبقاء مهارات الكتابة باللغة الإنجليزية لدى طلاب الصف العاشر في فلسطين

هدفت الدراسة إلى التعرف على فاعلية استخدام برنامج التعلم المدمج في تطوير واستبقاء مهارات الكتابة باللغة الإنجليزية لدى طلاب الصف العاشر في فلسطين، ولتحقيق أهداف الدراسة استخدم الباحث المنهج التجاري المعتمد على تصميم قبلي بعدي لمجموعتين (التجريبية والضابطة)، وصمم الباحث أدوات ومواد بحثية لتحقيق الأهداف تمثلت في: تحليل المحتوى، واختبار تحصيلي مكون من (40) فقرة، واختبار لقياس استبقاء المهارات ، وبرنامج تعليمي مدمج في مهارات الكتابة من كتاب اللغة الانجليزية للصف العاشر، وبعد التأكيد من صدق أدوات الدراسة، وثباتها، تم تطبيقها على عينة الدراسة العشوائية المتممّلة في طلاب الصف العاشر الأساسي بمدرسة شهداء رفح الأساسية، والتي تكونت من (40) طالباً قسمت إلى مجموعة تجريبية مكونة من (20) طالباً، ومجموعة ضابطة مكونة من (20) طالباً آخرين من المجتمع الأصلي البالغ عدده (1774) طالب في مديرية التربية والتعليم - رفح للعام الدراسي 2012-2013، وقد تم تطبيق برنامج التعلم المدمج لتدريس المجموعة التجريبية والطريقة التقليدية في تدريس المجموعة الضابطة في الفصل الدراسي الثاني للعام 2012-2013م، واستغرق تطبيق الدراسة مدة عشرة أسابيع بواقع حصة دراسية واحدة أسبوعياً. وقد استخدم الباحث عدداً من الأساليب والمعالجات الاحصائية وصولاً إلى نتائج الدراسة تمثلت في (معادلة هولستي، والمتوسط الحسابي، والانحراف المعياري، ومعامل ارتباط بيرسون، ومعادلة كيودر ريتشاردسون 20، ومعامل ألفا كرونباخ، ومعادلة سبيرمان براون، واختبار (ت) ومعادلة حجم الأثر)، وبعد إجراء التحليل الإحصائي توصلت الدراسة إلى النتائج التالية : وجود فروق ذات دلالة إحصائية عند مستوى الدلالة (0.05) في مستوى تحصيل طلاب المجموعتين لصالح المجموعة التجريبية ويعزى ذلك إلى فاعلية برنامج التعلم المدمج. كما أظهرت الدراسة وجود فروق دالة إحصائياً عند مستوى دلالة (0.05) في مستوى التحصيل الدراسي بين طلاب المجموعة التجريبية لصالح التطبيق البعدى، كما توجد فروق دالة إحصائياً عند مستوى الدلالة (0.05) في مستوى التحصيل الدراسي البعدى بين طلاب المجموعتين التجريبية والضابطة

لصالح الطلاب ذوي التحصيل المرتفع والمنخفض في المجموعة التجريبية، كما توجد فروق ذات دلالة احصائية في مستوى التحصيل بين طلاب المجموعتين الضابطة والتجريبية في اختبار استبقاء المهارات لصالح طلاب المجموعة التجريبية، وبنطبيق معادلة حجم الأثر تبين أن لبرنامج التعلم المدمج أثراً كبيراً على تحصيل الطلاب في مهارة الكتابة لصالح المجموعة التجريبية، وفي ضوء ما سبق أوصت الدراسة بتوصيات عده أبرزها: تبني معلمو اللغة الانجليزية التعلم المدمج في تعليم مهارات الكتابة لحسين وتطوير قدراتهم على الكتابة، وعقد دورات ومشاغل تربوية للمعلمين بشكل عام ومعلمي اللغة الانجليزية بشكل خاص في توظيف التعلم المدمج مما يثيري العملية التعليمية ، ويساعد في تتميم التحصيل الدراسي للطلاب، كما اقترحت الدراسة إجراء دراسات علمية في فاعلية التعلم المدمج في تدريس جميع مهارات اللغة الإنجليزية وتبنيه أيضاً في تدريس والمواضيعات الدراسية الأخرى لدى طلاب التعليم العام، وكذلك دراسة أثر التعلم المدمج في علاج صعوبات التعلم في اللغة الإنجليزية لدى طلاب التعليم العام.

Dedication

I would like to dedicate this work to:

- *the soul of my father*
- *my mother who sacrificed her life for us..... .*
- *my wife, sons and daughter whose love, continual support, and patience encouraged me to reach my goal..... .*
- *my adorable brothers and sisters who supported me until the finish of this research*
- *all those who gave me love, strength and patience..... .*

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Chapter I

Introduction

Chapter I

INTRODUCTION

1.1 Study background

English is an international language for communication that is spoken by a lot of people in many countries all over the world. It is the language of technology, science, medicine, tourism, airlines, computer, literature and commerce. When we learn a language, there are four skills that we need for complete communication; listening, speaking, reading and writing. The success of our students is based on their ability to communicate and express their needs, feelings, thoughts and experiences in written words. Baron (2001: 36) confirms that over the past two decades, there has been significant increase in the number of people who speak English as a second language around the world. In the same respect, Harmer (2001: 14) argues that various countries are placing more importance on learning English as a second language and it becomes the 'lingua Franca" for business transactions between countries. Keshta (2000: 4) indicates that in the Middle East area, governments provide programs for English language in almost every school and university.

Writing is one of the four language skills that requires special attention as it is a productive language process. Writing proficiency plays a great role in conveying a written message accurately and effectively. Moreover, writing is necessary in everyday life, in business, in creativity, and in scholarly pursuits. In short, it is a tool of survival. The more clearly one can write, the more easily one can survive and navigate the world. Writing has an Islamic concept, where it receives special emphasis in the Holy Quran and Sunnah. The Holy Quran devotes special emphasis to writing where Allah says in Surat Al Qalam, verse 1 "Nun. By the pen and by what they (the angels) write. Allah swears in three letters "nun" then in the pen which is the tool of writing and finally in what the angels write in the records of men. This verse shows the importance of writing in Islam. Also, in a long Hadith, Al Albani (1982: 86) narrated that Prophet Mohammed (Peace and blessings of Allah be upon him) said, "The first thing that Allah created was the pen..." Furthermore, Prophet Mohammad (peace and blessings of

Allah be upon him) encouraged his followers (Al Sahaba) to broaden the horizons by seeking knowledge even to the depth of China (Bukhara).

Writing is an important language activity and a major classroom procedure. It is an effective technique for reinforcing oral language. It is important for providing evidence of our students' achievements.

It is a communicative skill to send, store and retrieve messages with the help of written symbols. Writing can be expressive, poetic, informative and persuasive. Depending on the type of writing, the writer concentrates either on the subject matter of the written piece, on the reader or on one's own feelings and thoughts. (Millrood, 2001: 134)

Additionally, Carroll (1990: 1) asserts that writing is the most important invention in human history because it provides relatively permanent record of information, opinions, beliefs, feelings, arguments, explanation and theories. It allows us to share our communication not only with our contemporaries, but also with future generations. It permits people from the near and far distant past to speak to us. Carroll also says that students hate writing because it is often taught in such a way that students` failures, rather than successes, are focused on. The process of writing is learned in an environment of constant criticism and repeated failure. He assumes that the student should know: how to construct a sentence, subjects and verbs must agree in number, the reference of pronouns should not be ambiguous, there should be consistency of person and tense in writing and correct spelling, punctuation, capitalization, and word usage are required.

It is vital for teachers to employ effective methods of teaching that enhance students' ability to communicate ideas and feelings via writing. Albertson and Billngsly (2001) as cited in Monaghan (2007: 2-14) found that improved teaching techniques are needed, as shown by a lack of student improvement in writing in both elementary and secondary levels. He also states that students are weak in writing because teachers concentrate on teaching grammar, spelling drills and punctuation rather than involving students in the writing process. In spite of the fact that these are means that help students learn language in general and writing in particular, students need to be taught how to produce language communicatively.

Research findings have supported the use of technology in teaching language. For example, Tsou, Wang, and Li, (2002) conclude that technology has positive influences on students' motivation. In a similar study, Ware and Warschauer, (2005) point out that technology programs have been encouraged as cost effective ways that could be used to replace or enhance direct human input.

Sharma and Barrett (2007) stress that technology should not be used just for the sake of using, but it should fit appropriately into each lesson plan. Technology should be used to enhance instructors' lesson plans and create interactive and motivating lessons for both teachers and students.

Using the internet for emails and sharing files gives students the chance to collaborate with peers and teachers (Belisle, 1996). The use of the Internet and the World Wide Web has affected the educational process, the way teachers teach students, and the field of English as a foreign language (Chuo, 2007). The Internet serves both as a communication tool and as an information resource (Cunningham, 2000 and Lee, 2000). Pennington (1993), Sullivan and Pratt (1996) and Braine (1997) found that the writing skills of English as a foreign language students who used a computer- mediated networked environment and web-based materials improved significantly.

Online learning provides major benefits to both students and teachers. The benefits include convenience, time and geographic flexibility. Moreover, multimedia tools simulate real task environments which can motivate learners as well as facilitate learning. However, the adoption of technology in development, delivery, and administration is not a simple process which requires minor modification. Educators and educational institutions must be aware that it is a fundamental shift of philosophy, policy, and instruction (Bates, 2000).

Hussein and Ali (2008: 31-32) point out that e-learning enables us to update and modify the information easily, maximizes the communication to exchange ideas, experiences and opinions between students, their teachers and students themselves, overcomes the crowded classes, supplies students with on-going feedback during the learning process and varies learning resources as well as evaluation methods.

However, the technological development will not completely replace the traditional methods of teaching and learning and the scientific studies and researches Delacey, and Leonard, (2002), Rossett, Douglis, and Frazee, (2003) have proved the existence of several problems facing e-learning : e-learning programs cost a lot, students who learned electronically are less efficient or skilled in conversation and the ability to express their ideas. Teachers' traditionally written reports are more efficient than those written electronically by their colleagues in the same learning syllabus and the technological means will cause boredom to users in time. In addition, Graham and Robinson (2007: 34-54) argue that this led to the appearance of a new approach; approach that combines the advantages of both e-learning and face-to-face methods.

Blended learning is natural evolution of e-learning towards a complete program of various multimedia applied in an ideal way to solve problems, taking into account the individual differences and achieving a distinguished teaching. It 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. Blended learning combines the advantages of face-to-face and e-learning to satisfy individual differences (Bersin and Associate, 2003). Graham (2006: 3-5) points out that the essence of blended learning is the combination of face-to-face instruction and computer-mediated instruction. Blended learning is not just about using technology because it is available; blended learning is about finding better ways of supporting students in achieving the learning objectives and providing them with the best possible learning and teaching experiences, as well as supporting teachers in their role (including the management and administration of courses). Of course, the integration of blended learning in courses will naturally vary according to such factors such as: discipline, year level, student characteristics and needs, course or program learning objectives.

The goal of blended learning should be to unite the best features of in-class teaching with the best features of online learning, to promote active, self-directed learning opportunities for students (Garnham and Kaleta, 2002). Several studies like Tsou, Wang and Li, (2002), Al-Jarf, (2004), Chuo, (2007), Tsou,

(2008), and Al-Haq and Al-Sobh, (2010) have proved the effectiveness of computer assisted programs or web-based programs on developing students' writing skills.

The above mentioned viewpoints and discussions support developing teaching approach to develop writing skills and highlight the importance of blending various multi-media with face-to-face.

1.2 The need and rationale for the study

The researcher is the Technical Director in the Directorate of Education-Rafah and he worked as a teacher of English for fifteen years and a supervisor of English language for eight years. During his work, he has noticed that students have got low marks in writing compositions, letters and essays. He thinks that teachers still adopt traditional methods of teaching writing despite the information revolution and availability of all technology resources. In the Palestinian schools, nearly every school is equipped with a computer lab and has access to the World Wide Web. At the same time, a lot of our students have personal computers at home and internet access as well. This could be a rich learning environment to apply blended learning programs inside schools.

However, according to the researcher's knowledge, it seems that no study investigated the effectiveness of a blended learning program on developing writing in Governmental schools. Therefore, the researcher designed this blended learning program which can be used to develop students' writing skills. This study offers Palestinian teachers and students the opportunity to use a blend of various media in writing lessons. The findings of this study might encourage educational leaders to reconsider blended learning for schools to create effective learning environments inside the classroom which justifies the implementation of this study.

1.3 Statement of the problem

In the age of globalization, information technology and the Internet, written English is becoming a critical demand for any individual who intends to follow up the vast change in our modern world. However, teaching and learning

writing is not an easy job for both teachers and learners. The researcher believes that the problem of the present study springs from students' low achievement in writing skills in achievement tests, lack of motivation and weak participation in class. In addition to common observations of many teachers and specialists, this problem was documented through English exam-marking experiences and consultation with English supervisors and teachers as well. Although our students have good access to modern technologies, they do not make use of them in their learning in general and English learning in particular. Hence, the importance of using blended learning program in developing students' writing skills appears as a proposed solution, where the use of various multi-media could help students employ writing skills into daily writing tasks such as emails to a friend, posting or sharing ideas through texts or short paragraphs which may assist students become more effective communicators through writing.

1.4 Research questions

The problem is stated in the following major question:

What is the effectiveness of a blended learning program on developing tenth graders' English writing skills in Palestine and their retention of them?

The following minor questions emanated from the above major one:

1. What is the framework of the proposed program based on blended learning?
2. Are there differences in the achievement level in writing skills in the post test between the students of the experimental group (blended learning) and their counterparts of the control group?
3. Are there differences in the achievement level in writing skills between the students of the experimental group (blended learning) in the pre-post test?
4. Are there differences in the achievement level in writing skills between high achievers of the experimental group and their counterparts of the control group?
5. Are there differences in the achievement level in writing skills between low achievers of the experimental group and their counterparts of the control group?
6. Are there differences in the average of students' scores of the experimental and their counterparts of the control group in the final evaluation card?

1.5 Research hypotheses

In order to address the research questions, two corresponding non-directional hypotheses and three null hypotheses were tested:

1. There are statistically significant differences at ($\alpha \leq 0.05$) in the achievement level in writing skills in the post test between the students of the experimental group (blended learning) and their counterparts of the control group.
2. There are statistically significant differences at ($\alpha \leq 0.05$) in the achievement level in writing skills between the students of the experimental group (blended learning) and in the pre-post test.
3. There are no statistically significant differences at ($\alpha \leq 0.05$) in the achievement level in writing skills between high achievers of the experimental group and their counterparts of the control group.
4. There are no statistically significant differences at ($\alpha \leq 0.05$) in the achievement level in writing skills between low achievers of the experimental group and their counterparts of the control group.
5. There are no statistically significant differences at ($\alpha \leq 0.05$) in the average of students' scores of the experimental group and their counterparts of the control group in the final card.

1.6 The purpose of the study

The purpose of this study is to examine the effectiveness of the blended learning program on developing and retention of Palestinian tenth graders' English writing skills. The study aims at achieving the following objectives:

- 1- Investigating the effectiveness of using the blended learning program on Palestinian tenth graders' writing skills.
- 2- Familiarizing teachers with methods of designing blended instructional programs to help facilitate teaching writing inside their classrooms.
- 3- Enhancing English language teachers competencies in using blended learning to improve their students' writing skills.
- 4- Making a sort of distinction via the effect of technology in general and blended learning in particular on 10th graders' writing skills.

1.7 Significance of the study

The significance of this study emerges from the fact that it is the first study, according to the researcher's knowledge, to be conducted in the field of English language teaching in Palestine. For this reason, the study may be of a high significance for:

- 1- English language teachers to organize effective learning environment in the light of implementing blended learning to improve students' writing skills.
- 2- Teachers to help students to use multi-media so as to improve their writing skills.
- 3- Specialists and supervisors to stimulate their interests in conducting training courses for teachers to sustain their skills in using blended learning in teaching.
- 4- Syllabus designers to modify, organize and enrich English language curricula with various instructions, techniques and activities for teaching based on blended learning.
- 5- Methodology planners to develop English teaching methods based on learner centered classes.
- 6- Researchers to carry out researches and studies on e-learning.

1.8 Limitations of the study

- 1- The study is limited to develop English language writing skills of the tenth graders in Governmental schools in Gaza Southern governorates.
- 2- The study is restricted to teaching English writing skills (Form, Coherence, and Cohesion) in "English for Palestine 10" second term through implementing blended learning.
- 3- The study is applied in the second semester of the scholastic year 2012– 2013.
- 4- The experiment lasts for ten weeks from February to April 2013.

1.9 Operational definition of terms

1. Effectiveness: " Effectiveness is the capability of producing a desired result. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression" (Wikipedia, 2013). Based on the researcher's experience; Effectiveness is the degree of improvement in the

students' achievement level in English language as a result of using blended learning in English language classes. It is statistically measured.

2. Blended Learning: "The term blended learning is used to describe a learning situation that combines several delivery methods with the goal of providing the most efficient and effective instruction experience by such combination." (Harriman, 2004 and Williams, 2003). The researcher defined blended learning as a method where a variety of online resources is provided to learners by the teacher in addition to face-to-face contact

3. Program: Afana (2000:75) described the program as " A well-designed and arranged instructional unit that includes a group of experiences, activities, aids, techniques and means of evaluation for the purpose of developing defined skills". According to Al-Jamal and Al-Laqqani (1999: 51), "It is a curricular program related to students' study at school, which aims at attaining the objectives of the curriculum and it is designed by instructors and experts in the school subject."

In the light of the definitions above, the researcher defined the program as a group of well-planned and designed activities that aim to develop the students' writing skills by using selected content, systematic procedures, instructional multi-media resources and constant process of evaluation.

4. Writing Skills : The researcher defined them as the basic writing skills required for tenth graders as defined and planned in the Palestinian curriculum "English For Palestine 10 textbook and workbook second semester.

5. High achievers: The researcher defined them as students whose total score in the achievement test in writing lies among the highest 25% of other students' scores.

6. Low achievers: The researcher defined them as students whose total score in the achievement test in writing lies among the lowest 25% of other students' scores.

Chapter II

Literature Review

Chapter II

LITERATURE REVIEW

2.1 WRITING

This section deals with the writing skill; definition, importance, nature, types of writing, teaching writing, writing sub-skills, writing as a process, writing a paragraph and the mechanics of writing.

Learning a foreign language bridges some of the gaps among nations and reduces isolation. Each culture can benefit from the positive sides of other cultures and keep in touch with the latest developments all over the world. Writing is a highly demanding productive skill. It is also not a naturally acquired skill, a fact that makes writing different from speaking. To elaborate, every human being is capable of acquiring the speaking skill without receiving professional or formal training. On the other hand, writing skill, whether in one's native language or foreign language, requires much training and practice in order to get developed. Writing remains the commonest way of examining student performance in English. All public examinations include a composition. It is tangible- parents and students can see what has been done and what has been achieved. So, it has high 'face validity' (Long and Richards, 1987).

2.1.1 Definition of Writing

There are a lot of definitions of writing. For example, Byrne, (1995) defines writing as the use of graphic symbols: that is, letters or combination of letters which relate to the sounds we make when we speak. In the same context, Abu Shaaban, (2003) defines writing as "a complex process involving the construction of recorded messages on paper or on some other material and, more recently, on a computer screen". On the other hand, Gebhardt and Rodrigues (1989: 11) describe writing as both process and result. It is a way to explore material, a way to discover insights into subjects.

According to Chastain (1988: 244) "Writing is a basic communication skill and a unique asset in the process of learning a second language". Sokolik, (2003)

describes writing as the mental work, which involves inventing ideas, thinking about how to express them, and organizing them into sentences and paragraphs that will be clear to readers. In describing writing, Olshtain, (2001), and Reid, (2002) point out that it is the process of documenting thoughts and experiences. It is viewed as a communicative social activity through which one can communicate a variety of messages to a close or distant, known or unknown reader(s).

2.1.2 The importance of writing

Needels and Knapp (1994) assure the importance of writing as the skill that draws on sub-skills and processes such as handwriting and spelling; a rich knowledge of vocabulary; mastery of the conventions of punctuation, capitalization, word usage, and grammar; and the use of strategies (such as planning, evaluating, and revising text). All are necessary for the production of coherently organized essays containing well developed and pertinent ideas, supporting examples, and appropriate details. This agrees with Keys, (2000), and Sperling and Freedman, (2001) who indicate that writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising texts) to accomplish a variety of goals, (such as writing a report or expressing an opinion with the support of evidence). Second, it is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter.

Students' writing can provide useful evidence of success and failure, of confusion and errors, and the teacher can diagnose individual as well as general problems on the basis of such written work (Long and Richards, 1987: 7-16).

2.1.3 The nature of writing

Writing is a skill that needs knowledge and proficiency in many areas. It is a multidimensional skill that results from the interaction of the writer's knowledge, experience, skills and the cognitive demands of the task (Archibald, 2001: 153-160). Bello (1997: 1) says that writing is a continuous process of discovering how to find the most effective language for communicating one's feelings and thoughts. He maintains that writing is challenging, whether it is in a native language or in a second one.

Many researchers such as Celce-Murcia, (2001) and Olshtain, (2001) agree that writing is essential but a difficult skill for EFL students to accomplish. Unlike speaking skill, writing imposes greater demands on the text as written interaction lacks immediate feedback from the writer who has to try to write a clear, relevant, and interesting text.

Writing is not merely putting down word after word to form a sentence or writing one sentence beside the other to form a paragraph. The difficulty lies in generating and organizing ideas as well as in translating these ideas in writing in English Language (EFL Writing) into coherent, accurate, informative and readable text (Richards and Renandya, 2005). Langan (2007: 10-12) summarizes the difference between writing and speaking "In writing, any idea that you advance must be supported with specific reasons or details".

Writing is not always spoken words put onto paper. Brookes and Grundy (1998: 112) list a number of differences between speaking and writing:

1. Writing has text-types different from those of speech, e.g. letters and e-mails.
2. Writing can use devices not used in speech. These are visual devices different from stress and intonation patterns used in speech.
3. Spelling sometimes differs from spoken sounds.
4. Writing and speaking are used for different social activities.
5. The writer does not get immediate feedback from the reader. (Mohamed, 2003) and;
6. In writing, students frequently have more time to think than they do in oral activities (Harmer, 2004:31).

Richards (2003) explains the difference between written language and spoken discourse saying that written language employs different syntax and vocabulary. It uses complex rather than simple clauses, a greater variety of clause types, more specific vocabulary, more complex verb phrases and tenses and more devices. According to Dixon, (1986), Haring, (1994) and Johnstone et al., 2002) writing is not limited to using orthographic symbols, according to a certain purpose. It also requires selecting and organizing experience according to a particular purpose. Massi (2001) considers writing as a tool for the creation of ideas and the consolidation of the linguistic system by using it for communication

in an interactive way. Writing is an interactive process by nature, since it results from the symbolic interplay between the writer, the text, and the reader.

2.1.4 Types of writing

Britton cited in Hudelson, (1989) and Mahmoud, (1997) divide writing into three categories:

1. Expressive writing:

This type of writing reveals the person as an individual and focuses on his feelings, emotions, and ideas. Examples of expressive writing are diaries, journalism and personal narratives.

2. Poetic writing:

This refers to writing that uses artistic or literary aspects of language to produce certain genres, e.g. stories, poems, jokes and songs.

3. Transactional/ Expository (informative/ persuasive) writing:

This type focuses on writing to get things done. The writer writes clearly for an audience and needs to describe, explain, argue, address, summarize or answer questions. Examples of this type of writing are reports and summaries.

Millrood (2001: 134-142) agrees with Britton that in expressive writing, the emphasis is made on the writer him/herself expressing one's own thoughts as in a diary. While, in poetic writing, the emphasis is made on the language, as the choice of language creates the necessary poetic effect. He also assures that the emphasis, in informative writing, is on the subject matter. While in persuasive writing, the emphasis is on the reader who is in the focus of the writer's attention and whose train of thought is intending the change.

Hedge (2001: 224) classifies writing into six domains as shown in Table (1.1).

Table 1. 1 – Hedge, (2001): Types of Writing

Institutional Writing		Study writing	Social writing
Posters	Agendas	Making notes while reading	Letters
Instructions	Manuals	Taking notes from lectures	Invitations
Speeches	Memoranda	Making a card index	Notes of Thanks
Applications	Reports	Summaries	Condolence Or congratulations
Specifications	Reviews	Synopses	Cablegrams
Note-making (doctors and other professionals)	Contracts Business letters	Reviews Reports of – experiments Workshops	Telephone messages
	Public notices	Visits	Instructions-to friends to family.
	Advertisement	Essays Bibliographies	

Creative writing	Public writing	Personal writing
Diaries	Letters of – enquiry	Poems
Journals	Complaint	Stories
Shopping lists	Request	Rhymes
Reminders for oneself	Form filling	Drama
Packing lists	Applications(for memberships)	Songs
Addresses		Autobiography
Recipes		

2.1.5 Teaching Writing

Harmer (2001: 79-84) explains four reasons for teaching writing to students of English as a foreign language. They are reinforcement, language development, learning style and writing as a skill:

- **Reinforcement:** some students acquire languages in an oral /aural way; others get benefit from seeing the language written down. The visual demonstration of

language construction is invaluable for both understanding and memory". It is useful for students to write the new language shortly after studying it.

- **Language development:** the process of writing is different from the process of speaking; the former helps us to learn as we go along. "The mental activity of constructing proper written texts is part of the ongoing learning experiences".

- **Learning style:** some students are quick at acquiring language just by looking and listening. Others may take longer time to spend in producing language in a slower way, thus making writing appropriate for those learners.

- **Writing as a skill:** the most essential reason for teaching writing is that it is a basic language skill like speaking, listening and reading. Students need to know how to write letters, compositions, essays, reports, and how to use writing's conventions.

In addition, Long and Richards (1987: 7-16) see that writing may be used as one of a number of techniques to help add variety and interest to the lesson. The teacher may also use writing as a testing device to provide a feedback on what the students have learned. Monaghan (2007) notes that teaching writing would include writing strategies, defined as methods of imparting necessary knowledge of the conventions of written discourse and the basis of grammar, syntax through various pedagogical methods. Ultimately, teaching writing means guiding students toward achieving the highest ability in communicating in words.

The researcher indicates that writing as a skill is not as simple as a physical movement of fingers or holding pencils or pens on sheets of papers. This implies that when students write they should have already developed other sub-skills which could lead them to write correctly.

2.1.6 Purposes of Teaching Writing

Teachers of English often choose writing tasks from textbooks [to](#) help students improve their writing ability. The writing tasks that teachers select from textbooks and assign to students can help them become confident writers and independent thinkers.

Foong (1999: 30-47) points out four purposes for teaching writing:

1. Writing for Language Practice

Writing can be taught for practicing language forms to develop accuracy and correctness. It is basically for reinforcement, training and imitation of language forms. In language-based writing tasks, students would be given writing exercises that would reinforce language structures that have been taught through the manipulation of grammatical patterns. For example, students would be given a paragraph and asked to perform substitutions, transformations, expansions or completion exercises.

2. Writing for Rhetorical Practice

In writing tasks that teach rhetorical forms, teachers would provide the content and use model essays as stimuli for writing. Students will imitate the rhetorical and syntactic forms by following the chosen model passage. Examples of such tasks are: writing guided compositions in which the content and organization are given by the teacher, reading a passage and writing a composition with parallel organization, reading an essay and analyzing its organizational pattern, and writing a similar essay on a related topic.

3. Writing for Communication

Teaching writing began to shift its emphasis on accuracy and patterns to the ability to understand and convey information content. Completing communicative writing tasks would require greater awareness of writer's purpose, audience and the context of writing. Here, writing has a social function. Such communicative writing tasks stimulate real life situations where a writer will write to convey some information to a reader.

4. Writing as a Discovery and Cognitive Process

Writing tasks in the classrooms have begun to shift their focus to the process of writing which has been influenced by the humanistic and cognitive approaches. The process approach has two main schools of thought: the expressive and the cognitive. The expressive school of thought stresses the importance of self-development. Writing is viewed as an expressive mode through which student writers use writing as a means to explore or discover meaning by themselves and develop their own voice. According to the cognitive school,

writing researchers begin to study the mental processes during the act of composing. They find that good writers do not only have a large repertoire of strategies, but also they have sufficient self-awareness of their own process.

In addition to the previous purposes of writing, Foong recommends some classroom practices for teaching writing to the teachers to follow in their schools:

- Allow students to generate their ideas through pre-writing strategies and by writing the topics that are related to the students` world experiences for writing to be meaningful.
- Create opportunities for students to select their own topics.
- Provide feedback on drafts to stimulate and encourage students to rethink and revise ideas instead of focusing on form and accuracy.
- Conference with students to help them gain insights and understanding of their writing process and to provide them with support.
- Promote collaborative rather than competitive learning in the classroom.

The researcher benefits a lot from these four purposes of teaching writing. He thinks that the most important purpose is writing for communication. Students interact, share and process information in their writing to convey the message to the reader, especially on the Internet. The researcher sees that while students write to each other, they practice some social aspects like cooperation, interaction, leadership, communication as well as producing a comprehended written message.

2.1.7 The Principles of Teaching Writing

Tang (2006) applies some principles for developing writing skills in teaching writing and how they can be applied in a Chinese ESL classroom:

- Raise students` awareness:** Students should be helped to see the role of writing in language learning.
- Students have ideas:** Students have not only the exposition of ideas, but also the "working out of ideas". It is teachers` responsibility to help students analyze their own ideas through teaching.

- **Read to write:** Writing does not exist alone. Before a learner starts to write, he/she needs to read so as to learn the language and get familiar with certain patterns or rhetorical structures.
- **Teach process writing:** Process writing is characterized by the awareness of the writer of the writing process and the intervention of a teacher or peers at any time during the process of writing to improve writing skills instead of fixing mistakes. This approach aims at enabling students to share information, make personal choices about reading and writing, take the responsibility of their own learning task, take writing as process, and develop cooperation.
- **Create a learner-centered classroom in active communication:** Basically, writing is a verbal communication. The view that writing is a verbal communication finds the strongest support in Bakhtin's dialogic theory of language. It implies the interactive nature of writing.

2.1.8 The Role of the Teacher in Writing Lessons

To help students become better writers, teachers have a number of tasks to perform. Harmer (2004: 41-42) discusses five tasks a teacher can do before, during and after student writing. They are:

- 1- **Demonstrating:** Students should be aware of writing conventions and genre constraints in specific kinds of writing, so teachers have to be able to put these features into their consideration.
- 2- **Motivating and provoking:** Teachers should motivate, help and provoke students to get ideas, excite them with the value of the task and persuade them what fun it can be.
- 3- **Supporting:** teachers need to be supportive in writing lessons and help students to overcome difficulties that students face in writing.
- 4-**Responding:** Teachers should react to the content and construction of a piece of writing supportively and make suggestions for its improvement.
- 5- **Evaluating:** When evaluating students' writing, teachers can indicate the positive points, the mistakes that students made and may award grades.

Borich (1992: 2) sees the teacher should be organized, disciplined, authoritative, dedicated and insightful. Chandra and Sharma (1996: 204-243)

indicate that teaching is not a light task and it is not something that anyone can do without any kind of training. To create an effective teaching, it is essential that the educator must have education of the highest level accompanied by training techniques and principles of teaching that help him/her perform the task properly. The required principles of teaching are: principles of motivation, thinking with the life, interest, selection, planning, creativity and entertainment, individual differences and principle of democratic behavior. Moreover, teachers should be aware of the modern strategies used in teaching – learning process to enhance interaction with students. Teachers should be facilitators, feedback providers, guides and organizers of the teaching – learning process. From psychologists` points of view, writing anxiety should be reduced in schools and universities. In the same context, Zhan (2007: 121) sees language two writing teachers use the process approach to help students work through their composing process-getting started, drafting, revising and editing. The teacher functions as an ideas generator, encourager, coach and collaborator.

A writing teacher could do a good job by giving assignments, marking papers, and providing readings and by recognizing the complexity of composing. Siew-Rong (2003: 1) believes that the teacher plays an important role as a facilitator and a guide in learning process, especially in collaborative learning which is beneficial in facilitating learning because through active participation, students can engage deeply in their knowledge construction as they integrate the new knowledge into their own schema and present it in a meaningful way. We cannot improve the teaching and learning process if we ignore the effective role of the teacher at school.

The researcher thinks that the teacher plays very essential and various roles in writing classes. From the researcher's experience, the teacher should be a planner, facilitator, feedback provider, organizer, helper, monitor and participant.

2.1.9 Writing skills

Palmer (1986) analyzes the skills attached to writing under five headings:

A) Graphical or visual skills:

1. Writing graphemes (letters of the alphabet).

2. Spelling.
3. Punctuation and capitalization.
4. Format (such as the layout of a letter or a shopping list).

B) Grammatical skills: These refer to the pupils' ability to use a variety of sentence patterns and constructions successfully.

C) Expressive or stylistic skills: They include the pupils' ability to express precise meanings through various styles.

D) Rhetorical skills: They refer to the pupils' ability to use linguistic cohesive devices. The elements of rhetoric were treated under five headings: invention, arrangement, diction, memory, and delivery.

E) Organizational skills: These are skills concerned with organizing pieces of information into paragraphs and texts. This involves the sequencing of ideas and the avoidance of irrelevant information.

Hobelman and Wiriyachitra (1990) state that at the intermediate level in foreign language classrooms, the teaching of writing reflects the teaching of basic sentence- level writing skills, with organizational skills added. El- Naggar et al. (2002) and Al- Mutawa and Kailani (1989) mention sub- skills of writing to be developed in this stage:

1. Knowledge of the English alphabet.
2. An understanding of the orthographic system (the relationship between sounds and written symbols)
3. Knowledge of mechanics of writing: i.e. spelling, capitalization, punctuation, paragraph indentation, leaving spaces between words, syllable division.....etc.
4. Knowledge of possible sentence structures.

Willis (1996) stresses the integration of language skills stating: "With the exception of reading or listening for pleasure, it is rare for anyone to use one skill in isolation for any length of time. Writing usually involves reading, checking and often revising what we have written".

2.1.10 Writing as a Process

Heald-Taylor (1994) was cited by Jarvis describing her method of the process writing in the following way:

"Process Writing is an approach which encourages ESL youngsters to communicate their own written messages while simultaneously developing their literacy skills in speaking and reading rather than delaying involvement in the writing process, as advocated in the past, until students have perfected their abilities in handwriting, reading, phonetics, spelling, grammar, and punctuation"(cited by Javris, 2002).

Lynch (1996: 155) says that teaching of writing has been shifted since 1970s. It was concerned with the product, with the learner's answer. The focus was on accuracy of mechanics of writing (spelling, grammar, vocabulary and punctuation marks). Since 1970s, there has been a great interest in the process of writing . Min and Li (2007: 42) emphasize that "Process writing is learning how to write by writing." This current emphasis in writing instruction focuses on the process of creating writing rather than the end product. The basic premise of process writing is that all learners can write and the focus here is on creating quality content and learning the genres of writing. Sharples (1999) suggests that writing can be seen as a process of "design", a skill that is grounded in the way we use our intelligence to create and share things in the world. Crucial to this view is the recognition of a set of internal and external constraints. These constraints are not restrictions on writing. Instead, they are a means of focusing attention and channeling mental recourses.

Johnstone et al. (2002) assure that writing is an interactive process involving the following elements:

- 1. The writer's long-term memory:** This includes knowledge of topic, audience and writing plans developed through previous experience.
- 2. The task environment:** This involves the specific rhetorical problem the writer encounters (e.g. topic and audience).
- 3. The writing processes:** These involve planning, translating, reviewing and monitoring sub-processes.

Interaction between these elements is important for developing writing skills. For example, writers whose long-term memory is updated in a rich meaningful task environment are likely to develop better writing skills.

Copper (1997) sees writing as a constructive process. A writer has some purpose for writing and begins to think about what he knows or needs to know about the topic. Kral (1994) thinks that writing is the gist of the four skills. He considers it the natural outlet for the pupils' reflections on their speaking, listening and reading experiences in their second language. Flower and Hayes (1981) as cited in Conner (1996: 75) say that writing as a cognitive process consists of four interactive components: task, environment, the writer's long-term memory, and the composing processes themselves. The task environment consists of writing topic, the audience, the degree of the urgency of the task, and the text produced so far. The writer's long-term memory retains definitions of the topic, the identity of the audience, and possible writing plan. The writing processes include planning, translating and reviewing. Planning involves generating ideas, goals, and procedures. Translating involves expressing ideas and goals in verbal forms, and reviewing includes evaluating and revising.

Harmer (2004: 4-6) writes about the process of writing – that is the stages a writer goes through so as to produce a piece of writing. He suggests four main elements: Planning, the writer has to think about three issues (purpose, audience and content structure.) Drafting, is the first version of a piece of writing. The final stages are editing (reflecting and revision) as well as the final version. He represents these stages in the following way:

Planning ► drafting ► editing ► final draft

Oshima and Houghu (1981: 4-15) identify four stages of the writing process: (prewriting, planning, writing as well as revising drafts, and then a final copy)

Stage 1: prewriting: two steps should be focused on: choosing and narrowing a topic and brainstorming.

Prewriting (step 1) Choosing and Narrowing a Topic: This means the topic should not be too broad to write in one paragraph because it is impossible to cover a topic like "environment" in only one paragraph.

Prewriting (step 2) Brainstorming: Brainstorming means generating ideas that help students write more quickly on the topic they are interested in through using three techniques: listing, free writing and clustering. Smalley et al. (2000: 4-5) describe brainstorming as a sudden insight to associate ideas and stimulate thinking. It includes listing ideas as quickly as possible without looking back or organizing. Similarly, Gebhardt and Rodrigues (1989: 44) describe brainstorming as rapid writing which stresses the ease with which words and ideas flow.

Stage 2: planning: students are asked to organize the ideas they generated by brainstorming.

Stage 3: writing and revising drafts: students are asked to write a draft or more until they produce a final copy. This can be done by: writing the first draft, revising content and organization, proofreading the second draft for grammar, spelling and punctuation.

Stage 4: writing the final copy: after making the needed corrections, students can write the final copy.

Lindsay and Knight (2006: 94-95) break down the writing process into three stages:

1- Preparation: Think about the reader, consider why we are writing, think about the content, and decide the appropriate layout and style.

2- Drafting: Put our ideas together in a draft form. This is probably all we need for things like shopping lists and memos. Gebhardt and Rodrigues (1989: 45) indicate that drafting and redrafting can be done several times during writing process.

3-Editing and Rewriting: Write several times so that the text is coherent and clear.

The researcher believes that EFL learner need more practice in order to focus on these stages and thus develop their writing skill.

2.1.11 Writing a Paragraph

Stern, (1976: 253-257) and Smalley et al. (2000: 13-17) argue that the paragraph is a unit of thought, writing that includes several sentences focusing on one single idea or topic. A well-written paragraph has a controlling idea,

supporting points, and a conclusion related to the idea. Maclin (1996: 227) agrees with them and says that the length of a paragraph varies according to the purpose of writing. Academic writing, business writing, journalism, scientific and technical writing have different purposes. They may require paragraphs of different lengths. In academic writing the paragraph body is often 75 to 125 words long. Sometimes it is much longer. The organization of a paragraph depends on the purpose of the writing. In a short paper, each major point in an outline may be developed into a paragraph. In a very long paper, several paragraphs may be necessary to develop one point. The topic sentence of a paragraph tells what the paragraph is about and how the ideas are developed.

Smalley et al. support Maclin that the topic is the subject of the paragraph which also states an idea or an attitude about the topic. In describing what a topic sentence is, Stern (1976) states that a topic sentence makes a statement about the controlling idea. However, not all paragraphs have topic sentences. The purpose, content, organization, and length of a paragraph can vary widely according to student needs and interests and the level of detail needed to support the controlling idea. Choices about paragraph length and structure should reflect the proficiency levels of the students in the class.

Maclin (1996) highlights the appearance of a paragraph. In handwriting, *indent* the first line of each paragraph. *Do not indent* every time you begin a new sentence. *Leave* margins on both sides of the paper; use blue or black ink on white paper. Three kinds of paragraphs make up every formal composition. *An introductory paragraph* begins the paper, stating what the paper is going to be about in the form of a thesis statement. *Body paragraphs* develop the thesis statement. *A concluding paragraph* restates the thesis, usually in different words, and shows briefly how the development relates to it. Sometimes short transitional paragraphs join the ideas in the body paragraphs, but many writers include transitional elements in the body paragraph.

2.1.12 Planning and organization of a paragraph

Hajjaj (1999: 262) clarifies that when you write a paragraph or a complete essay you need to express your ideas clearly and effectively in sentences in sequence. In order to do that, it is important to put in mind the following things:

- **Purpose:** Why you are writing.
- **Subject-matter** or content of writing.
- **The reader** or to whom you are writing.
- **Choice of words, phrases, idioms and expressions.**
- **Grammar:** sentence structure, verbs, nouns, pronouns, articles, agreement and sequence of tenses.
- **Stylistic variations** such as formal or informal, narrative, descriptive, comparative or argumentative writing.
- **Mechanics of writing:** handwriting, spelling, capitalization and punctuation.
- **Organization into paragraphs,** their internal structure and the relation between them.

Moreover, when planning the paragraph, learners should know that every paragraph consists of a sequence of more than one sentence. One sentence, but usually not always, is the topic sentence and the remaining sentences support that topic sentence. Whether the paragraph is intended for its own (for example an answer to a question, a summary or a short report.) or as the beginning of an essay, a part of the body or the conclusion of an essay, it often maintains the above mentioned structure.

2.1.13 Qualities of a Good Paragraph

Kailani and Muqattash (1996: 164) state that a good paragraph has the following qualities:

- 1- It is unified.** This means that all the sentences in it are connected in meaning and connected one main thought or idea.
- 2- It is clear.** This means that the central thought or idea in the paragraph is developed clearly and logically. One sentence leads naturally to the next sentence within the paragraph.

3- It is part of a whole. This means that, while each paragraph is unified in itself, it is nevertheless a part of a larger composition, and as of a larger whole, each paragraph must clearly, naturally, and smoothly develop from the paragraph before it and lead to the paragraph after it.

The researcher thinks that readers cannot understand written paragraphs if they do not have a unified systematic subject, so writers should utilize their skills of unifying the sentences by following what Kailani and Muqattash (1996) have suggested.

2.1.14 Mechanics of Writing

Mechanics of writing is a writing sub-skill. Norman et al. (2005) define it as "the sub-skill that includes such things as punctuation, spelling, abbreviations, acronyms ...etc ". Smith (2003: 2) also states that "The term 'mechanics' refers to the processes involved in getting words into print-handwriting or typing, spelling, grammar and formatting. Similarly, Sun (2003) simply states that mechanics of writing specifies the established conventions for words that one uses in his / her documentation. These conventions include capitalization, contractions, gerunds, participles, numbers, numerals, pronouns, technical abbreviations, acronyms, units of measurement and punctuation marks.

The current study focuses on developing all the above mentioned components of mechanics of writing especially: punctuation marks, capitalization, pronouns and abbreviations.

2.1.14.1 Punctuation

2.1.14.1.1 Punctuation: Identity and Importance

Angelillo, (2002) points out that punctuation marks are one of the components of writing mechanics. These marks are divided into internal marks – referring to the punctuation marks within the sentence – and end marks – which are used at the end of a sentence or a question. Another classification of punctuation marks by Sun, (2003) divides them into marks within the word like apostrophes and hyphens, marks between words and end marks.

In describing punctuation, Rude (2006: 173) points out "Punctuation helps people read sentences accurately. Internal marks – commas, semicolons, dashes –

as well as end punctuation reveal sentence patterns and relationships of clauses and phrases. Incorrect punctuation may create document noise and confusion. Knowing where to punctuate and why contributes to accurate editing."

Angelillo (2002) asserts the importance of punctuation marks as she recommends that students should regard punctuation as a primary act of composition and not only a step in editing, and that they should use punctuation as they compose to help them shape meaning. Gibaldi et al. (1988) argue that the primary purpose of punctuation is to ensure the clarity and readability of one's writing. They add that although punctuation is, to some extent, a matter of personal preference, there are many required uses; and while certain practices are optional, consistency is mandatory. In the classroom, students have to use punctuation correctly in all types of sentences. Students have to know the use of full stop, comma, apostrophe, question marks and so on.

The researcher applied the achievement test where students used punctuation marks in the test correctly; they knew how to use these punctuation marks. (Full stop, comma, question mark, pronouns and abbreviations).

2.1.14.1.2 Punctuation: Chronological Interest

King (2003: 12) traces the chronological interest in using punctuation marks:

- Two centuries ago, most punctuation took its cues from speech. This was a period when the predominant practice of reading aloud was translated into written punctuation.
- A hundred years on, with increased literacy, the spoken word gave way to the written. The emphasis now was on meaning, and punctuation bowed to a more logical system.
- Punctuation probably reached its top in the late 19th century, helping to make sense of the then fashionably interminable sentences.
- Nowadays sentences, due to the brevity of newspaper style, are shorter. Thus, the punctuation today is a blend of both: a system capable of conveying force, intonation, urgency, doubt, rhythm, tension and passion, and another system whose duty is to achieve consistency and clarity in meaning. Harmer (2004: 49-

52) points out punctuation marks are very important as people judge the product of writing not only on the content but also on the use of punctuation. Incorrect punctuation makes negative impression and makes the text difficult to understand as well.

2.1.14.2 Capitalization

2.1.14.2.1 Capitalization: Identity and Usage

The negligence of applying capitalization standard rules is formerly observed by Warriner (1982: 424-425) as he refers to the fact that one may very well find examples of capitalization or cases of a lack of capitalization that do not agree with the standard rules in one's reading of books, magazines and newspapers. This fact is attributed to the change of capitalization practices. Similarly, King (2003) regards capital letters as a form of punctuation in that they help guide the eye and mind through a text. He adds that the common usages of capital letters to start sentences and surnames are clear enough; however, a good deal of mystery surrounds the use of capitals in some other areas of writing.

2.1.14.2.2 Functions of Capital Letters

Capital letters do at least three useful jobs in written English:

1. Capital letters indicate the beginnings of sentences as readers do not have the rise and fall of a speaker's voice to show them when one sentence ends and another begins.
2. They distinguish proper nouns and titles from the other words of a sentence so that readers can grasp the meaning quickly.
3. Capital letters show respect in such sentences as "The Lord is my shepherd." or "The President is speaking on television." (Warriner, 1982: 425- 426).
4. They prevent ambiguity and misunderstanding of some lexical items sentences eg. (Turkey/turkey), (China/china) ...etc.

In our schools, as the researcher notices, tenth grade students are taught to use capitalization in some positions. They capitalize the beginning of the sentences, surnames, proper names, countries and towns, abbreviations, languages and nationalities, titles of books, days of the week, months of the year, and popular days. The researcher in this experiment gave students various sentences

with different patterns to capitalize in the textbook or on the Facebook. Nearly all the students were able to punctuate and capitalize them appropriately.

2.1.14.3 Coherence and cohesion

Coherence is very essential in enabling the reader to follow the flow of ideas and the intended meaning of the writer. Richards, (1990) supports the effectiveness of coherence as an important quality of effective writing. Gebhardt & Rodrigues (1989: 81-83) point out the importance of coherence in making ideas stick together where each sentence should relate to the proceeding and following sentences. They mention four tools that enhance coherence:

1. Repetition of words, ideas, phrases ...etc.
2. Synonyms.
3. Pronoun reference.
4. Transitional markers

However, coherence is often considered an abstract and fuzzy concept which is difficult to teach and difficult to learn (Roberts and Kreuz, 1993). At the same time, Cerniglia, Medsker and Conner, (1990: 229) assert the difficulty of teaching coherence:

Although most teachers consider coherence an essential element of good writing, it remains difficult to teach. Teachers acclaim its benefits, demonstrate its effects, and exemplify good models, but students still do not know how to write coherently

As coherence is the implicit links in a text, it exists in how people interpret texts rather than in the texts themselves (Yule, 1996).

There are two types of coherence: prepositional coherence and interactional coherence (Lautamatti, 1990 and Redeker, (1990).

1. Prepositional coherence

One resource people use in interpreting texts is background knowledge which allows readers to identify implicit links between the concepts and propositions in the text. These conceptual links are the basis of propositional coherence. Propositional coherence generally plays a greater role than in providing unity to written texts

2. Interactional coherence

A second resource people use to identify the implicit links in a text involves the communicative functions or acts in the discourse. Based on implicit links in illocutionary force. Widdowson, (1998) argues that interactional coherence provides unity to a text through a linked series of pragmatic functions or speech acts. Although more likely to play a dominant role in spoken discourse, interactional coherence may still be a consideration in written texts, as evinced by the successes of genre analysis, much of which is founded on analysis of functions in providing useful descriptions of written genres.

Concerning cohesion, many researchers agree that cohesion, on the macro level is related to linking ideas whereas on the micro level, it is concerned with connecting sentences and phrases. "The concept of cohesion is a semantic one; it refers to relations of meaning that exist within the text, and that define it as a text" (Halliday, and Hasan, 1985). Many other researchers have highlighted the importance of text cohesion claiming that a text stands as a text by means of cohesion. But for cohesion, sentences would be fragmented and would result in a number of unrelated sentences (Hinkel, 2004).

Tanskanen (2006) indicates that cohesive devices allow the speaker to provide indications of coherence in the message, and they provide interlocutors with a means to interpret the message. McNamara, et al. (1996) and McNamara (2001) indicate that cohesive devices also allow interlocutors to make links between pieces of discourse and conceptualize the transition of information from one section of discourse to another. Gaps in cohesion force participants to either make inferences or, if inferences are not possible, to negotiate meaning.

Cohesion, as noted above, refers to the explicit linguistic devices that link the sentences in a text. These cohesive devices include reference, substitution, ellipsis, conjunction and lexical cohesion (Halliday & Hasan, 1985), and since they are manifested at the surface level of a text, cohesion should be relatively straightforward to identify.

To analyze cohesion in a text, there are two main approaches. First, we could use the taxonomy of cohesive devices of Halliday and Hasan (1985). Second, we could use the lexical analysis of Hoey (1991), which stresses lexical

cohesion but also accounts for other types of devices. While Hoey's lexical analysis allows the identification of cohesion breaks in a text, Halliday and Hasan's taxonomy does not.

Good writing provides the maximum amount of new information from a sentence to the next, with the maximum coherence of the topic. Pronoun referencing can contribute to coherence if it is clear or to confusion if it is not (Scholes and Comley, 1981). Mani, (2001) argues that an integration of these two kinds of discursive information would yield significant improvements in the task of writing.

The researcher thinks that both coherence and cohesion play a very important role in writing and constitute an essential factor of good writing. Consequently, cohesive devices are like road signals that direct the driver; the reader, smoothly along the road towards better understanding of the message delivered.

2.2 BLENDED LEARNING

This section deals with blended learning; concept, the blend environment, technology and blended learning, the characteristics of blended as well as the ingredients of blended learning. Levels of blend are also discussed along with blend design, factors influencing the blend and blend's modes. The chapter ends with dimensions of blending, blend design process, advantages, challenges and factors that promote successful blended learning.

In the information revolution age, the invention of the World Wide Web, that is available to all countries and individuals, enables learners to access information easily and quickly as well as the appearance and employment of multimedia in transferring and introducing information. This requires new educational techniques like blended learning to enable learners to make the best use of the computer with its tremendous speed blended with human abilities which depend on intelligence and innovation.

2.2.1 What is blended learning?

There are many definitions of blended learning, but the most common is that which recognizes some combination of virtual and physical environments. Graham (2004: 3-5), describes the convergence of face-to-face settings, which are characterized by synchronous and human interaction, and information and communication technology based settings, which are asynchronous, and text-based and where humans operate independently. Mason and Rennie (2006: 12) extend this definition to include “other combinations of technologies, locations or pedagogical approaches” while Garrison & Vaughan (2008: 5) define blended learning as “the thoughtful fusion of face-to-face and online learning experiences” emphasizing the need for reflection on traditional approaches and for redesigning learning and teaching in this new terrain.

According to Bullen and Alltree (2006: 4), blended learning is an “educational provision where high quality e-learning opportunities and excellent campus-based learning are combined or blended in coherent, reflective and innovative ways so that learning is enhanced and choice is increased”. Littlejohn and Pegler (2007: 9) also recommend a different approach that they term ‘blended

e-learning'. This is a useful approach because it changes the focus in learning design by shifting the emphasis from simply considering the face-to-face and online environments to that of considering the design issues of (1) introducing e-learning and (2) the process of blending [the online and face-to-face environments]. As Garrison and Kanuka (2004: 96) comment, this combination of classroom and online settings has simplicity, but there is also a complexity to the concept which is evident in the wide variety of settings, diversity of the student population and consequent learning designs. Different blends of technology and pedagogy have been documented in both campus-based and distance programs.

At the Sloan-C Workshop on blended learning, Laster, Otte, and Picciano (2005) define blended learning as courses that integrate online with traditional face-to-face class activities in a planned, pedagogically valuable manner; and where a portion (institutionally defined) of face-to-face time is replaced by online activity. The North American Council for Online Learning (NACOL, 2008: 5-10) defines the blended learning setting as the combination of online delivery of content with the best features of classroom interaction and live instruction to personalize learning, allow thoughtful reflection, and differentiate instruction from student to student across a diverse group of learners. This definition allows for flexibility of instruction as teachers begin to experiment with the possibilities of a blended learning approach; an approach that combines the effectiveness and socialization opportunities of the classroom with the technology enhanced, active learning possibilities of the online learning environment across a group of diverse learners. Hassan (2012) depicts the relation between traditional learning, e-learning and blended learning as shown in Figure (2.1).

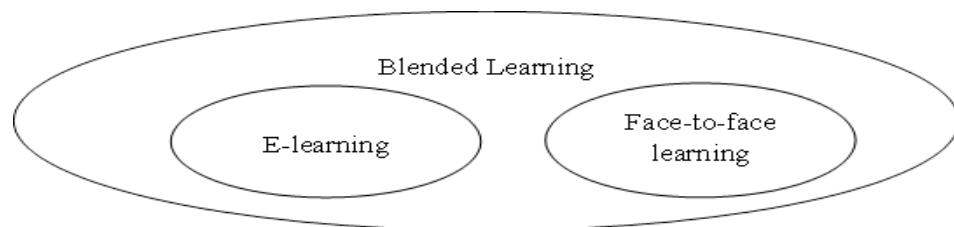


Figure 2 .1 – The relation between traditional learning, e-learning and blended learning

Al Fiky (2011: 21-22) describes blended learning as a whole compact system that blends traditional learning style (face-to-face) with web-based e-learning to direct and help the learner during each learning stage as one of the modern approaches based on the use of education technology in designing new educational situations. Blended learning is one of the teacher's arts to combine between varied resources and activities within learning environments that enables learners to interact and construct ideas. Graham, Allen, and Ure (as cited by Bonk, 2006) documented that the three most commonly mentioned definitions are (a) Combining instructional modalities (or delivery media) (Bersin and Associates, 2003, Orey, 2002, Singh and Reed, 2001 and Thomson, 2002), (b) Combining instructional methods (Driscoll, 2002, House, 2002 and Rossett, 2002), and (c) Combining online and face-to-face instruction (Reay, 2001, Rooney, 2003 Sands, 2002, Ward and LaBranche, 2003, and Young, 2002).

To sum up, blended learning is a modern strategy that blends the advantages of both face-to-face method and the e-learning. It also shifts from teaching to learning, and from teacher centered class to student centered class. This leads to developing the teaching learning process quality, improving its outputs, opening new potentials for self-learning as well as long life learning, and raising students' achievement level in English.

2.2.2 Blended learning environment

Blended learning is the natural progress of e-learning towards a complete program of various multi-media and applying it in an ideal way to solve problems. Blended learning, as mentioned above, blends both e-learning and face-to-face learning. Figure (2.2) depicts the rapid growth of distributed learning environments and its convergence with face-to-face learning environments. The intersection of the two archetypes depicts where blended learning systems are emerging (Graham, 2004: 6)

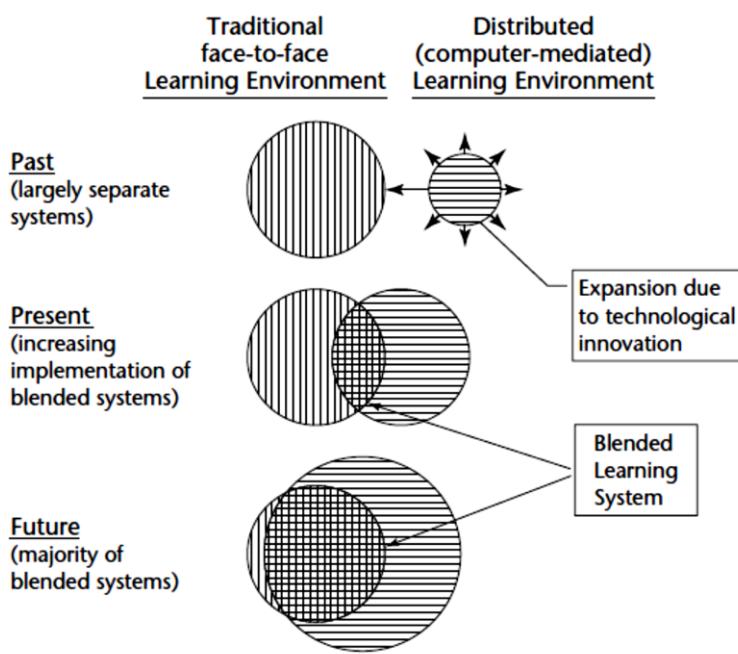


Figure 2. 2 – Progressive convergence of traditional face-to-face and distributed environments allowing development of blended learning systems

Blended learning environment which is regarded as a type of distance education integrates the advantages of distance education with the effective aspects of traditional education, such as face-to-face interaction. In contrast to classical learning environment which poses restrictions on place and time, e-learning provides an environment where the learners can study regardless of time and place restrictions. The factors such as learners' individual differences, personal characteristics and learning styles have significant impacts on the learning environment. For instance, the learners who have difficulty in establishing communication in the classroom environment find it easier to communicate in the electronic environment. It is obvious that the weaknesses and strengths of online environment and the weaknesses and strengths of face-to-face education integrate in blended learning (Finn & Bucceri, 2004).

In the case study research carried out by Osguthorpe and Graham (2003), it was concluded that the aim of using blended learning approaches is to find a harmonious balance between online access to knowledge and face-to-face human interaction. In other words Heterick and Twigg, (2003) describe the aim of

blended learning is to find the balance of instructional strategies that are tailored specifically to improve student learning. There is evidence that blended learning has the potential to be more effective and efficient when compared to a traditional classroom model. Martyn (2003) suggests that a successful blended e-learning environment consists of an initial face-to-face meeting, weekly online assessments and synchronous chat, asynchronous discussions, e-mail, and a final face-to-face meeting with a proctored final examination. Assuming such an environment results in:

1. Students' having more control over their learning (Hooper, 1992, Saunders and Klemming, 2003);
2. Increasing social competencies (AzTEA, 2005);
3. Improving student morale and overall satisfaction (Byers, 2001);
4. Enhancing information skills acquisition and student achievement
5. Respecting differences in learning style and pace (Kendall, 2001) and;
6. Fostering communication and closeness among students and tutors (Joliffe, Ritter, and Stevens, 2001 as cited in Wood, 2009).

The integration or combination of different learning/ teaching methods is of profound importance for the achievement of the blended learning environment. Reay (2001) emphasizes that blended learning is not just adding online materials to a conventional training environment; it must be relevant, and demands a holistic strategy taking the best characteristics of all learning interventions. The selected techniques should be appropriate to the subject. Sharma and Barrett (2007: 7-8) stress the importance of blended learning in bringing the outside world into the class and which maximizes motivation as well as interest in learning. McCampell (2001) emphasizes that blended e-learning will be a suitable approach for incorporating online applications into an existent course program for the first time, and highlights that some parts of the course content should be transferred to the online environment (forum, e-mail, web environment), without offering the whole courses online. However, it is important to establish the equilibrium between face-to-face and online environments, in view of the advantages of both methods.

As Ostguthorpe and Graham (2003) state, factors such as instructional objectives, characteristics of students, the condition of online resources and the experience of trainers play an important role in the establishment of this equilibrium. That is why, it is important, in the process of deciding on blended learning environments, to establish the equilibrium between face-to-face and online environments (determining how often teachers and students will encounter, how often they will meet in the discussion environment, etc.) rather than how to present the course. The results of Akkoyunlu and Soylu (2008) revealed that students enjoy participating in the blended learning environment and their achievement levels have developed. At the same time, their views on blended learning process, and face-to-face interactive environment were positive.

2.2.3 Technology and Blended Learning

According to Thornburg (2002), the increasing globalization of work and the rapid advancement of technology are making age-old teaching methods irrelevant. Thornburg mentions that one of the greatest challenges to incorporating new practices in schools would be of a human nature not technological because the examination of the validity of assumptions that have been held for generations would be the deciding factor about whether schools reform their practice.

The trend toward virtual learning in the kindergarten to twelfth grade setting is exploding. Yet it may remain the teacher who is the critical element and resource for student achievement, learning, and engagement (Pierce, 2005). It is the developer and designer (teacher) who defines the specific process being learned and the approach that could foster learning (Munro and Rice-Munro, 2004). In time, schools may offer courses in multiple settings for a myriad of reasons, including the ability to attract and retain students for state funding (Bonk & Graham, 2006) or perhaps for flexibility in credit recovery or schedule alleviation (NASSP, 2004). Technology offers a way to increase access to knowledge and a way to promote learning (Bransford et al., 2000, 2002). Blending different approaches (online and face-to-face) to learning is not a new idea, and blended learning represents a combination of a variety of approaches, but the distinct difference in the discussion of blended learning currently is that

“information technology and the development of virtual learning environments are used to support learning” (Graham and Robinson, 2007: 85).

2.2.4 Characteristics of blended learning

Huang and Wang (2006) assume that blended learning has three characteristics. The first is flexibility of providing learning resources. Blended learning is treated as an instructional strategy, which is developed in a networked environment. The second is support of learning diversity. As learners are diverse in terms of learning styles, learning proficiency, as well as learning ability, blended learning can come to the rescue by making it possible for individualized learning and self-regulated learning to happen. The third is enrichment of e-learning experience. From the faculty’s perspective, blended learning can enable them to improve their existing teaching practices.

According to Al Fiky (2011: 23-24), blended learning redesigns the educational model with these characteristics:

1. Moving from lectures to student centered learning.
2. Maximizing teacher-student, student-student, student-content, student-outside resources interaction.
3. Integrated evaluation techniques for teachers and students.
4. Broaden the spaces and opportunities available for learning. (Bath and Bourke, 2010: 1);
5. Support course management activities (e.g., communication, assessment submission, marking and feedback).
6. Support the provision of information and resources to students.
7. Engage and motivate students through interactivity and collaboration.

2.2.5 Blended learning Ingredients

In describing the blended learning ingredients, Carman (2005: 2) has pointed out that the blended learning process includes five key ingredients:

1. **Live Events:** Synchronous, instructor-led learning events in which all learners participate at the same time. For many learners, nothing can replace the ability to tap the expertise of a live instructor.

2. Online Content: Learning experiences that the learner completes individually, at his own speed and on his own time. Self-paced, asynchronous learning events add significant value to the blended learning equation. In order to get maximum value—real business results—from a self-paced learning offering, it must be based on effective implementation of instructional design principles.

3. Collaboration: Learners communicate and create with others. E-mail, threaded discussions, and wikis are all examples.

4. Assessment: A measure of learners' knowledge. Pre-assessments can come before live or self-paced events to determine prior knowledge, and post-assessments can occur following scheduled or online learning events to measure learning transfer. Assessment is not limited to conventional tests, quizzes, and grades. Narrative feedback, portfolio evaluations and, importantly, a designer's reflection about a blended learning environment's effectiveness or usefulness are all forms of assessment. Assessment is one of the most critical ingredients of blended learning, for two reasons:

- 1) It enables learners to “test out” of content they already know, fine-tuning their own blended learning experience.
- 2) It measures the effectiveness of all other learning modalities and events.

5. Support Materials: These include reference materials both physical and virtual that enhance learning retention and transfer. They include: printable references, job aids and personal digital assistant.

2.2.6 Levels of blended learning

As pointed out by Graham (2004: 10-12), blended learning can occur at different levels, such as the student activity level, course level, program level, and institutional level. Students at different levels of their university studies need a teacher to support their learning activities, but in all levels the teacher should soon draw back and emphasize student's self-regulation in learning. Al Fiky (2011: 42-45) classified it according to its nature, quality and the degree of blend to four categories:

1. Component level: This depends on the combination between several information transfer media and the learning content to form a whole which

consists of several separated components that differ according to the learners' nature and available traditional or electronic learning resources. Examples of this level of blended learning are:

- Two-component model: It depends on learning through using electronic learning resources and tools followed by face-to-face classroom learning.
- Three-component model: This depends on diagnosing learners' learning using feedback and then modifying learning using traditional methods and finally using the electronic learning to enhance and enrich learning.

2. **Integrated level:** It is integration among different elements of the electronic learning based upon the internet. Each component supports other components and evaluation is one of these integrated components to measure the learners' ability to perform the assigned learning tasks. Examples of this level are;

- Integrated blend between three components (available information resources on the internet, discussion group on the internet and direct evaluation on the Internet)

3. **Collaborative level:** It is based on blend between the teacher (as a guide) and the co-operative learning groups in the traditional classroom or the collaborative learning groups on the internet. Examples of this level are:

- Blend between the traditional role of the teacher and the learners and the electronic teacher on the Internet.
- Blend between the traditional role of the traditional teacher and the learners inside the classroom and the collaborative learning groups on the internet.
- Blend between the electronic teacher and the traditional learners through individualized learning or the electronic teacher and the collaborative learning groups on the Internet.

4. **Expansive level:** The blend between traditional classroom learning and offline electronic learning resources (email, electronic documents and books, programs)

2.2.6.1 Al Fiky Levels Model: (Al Fiky, 2011: 45)

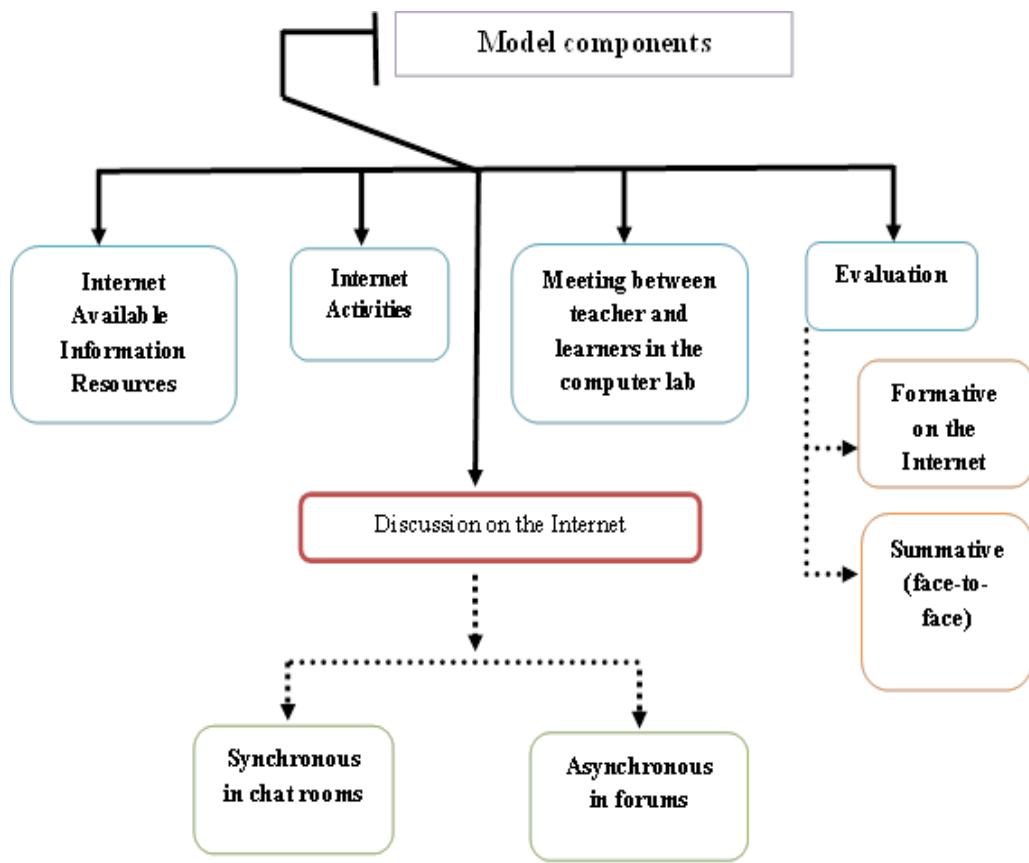


Figure 2 .3 – Al Fiky Model components

The components of the previous blended learning model, as illustrated in Figure (2.3), are as follows:

1. Computer lab where the face-to-face interaction between teacher and learners and learners together takes place
2. Electronic learning via the Internet
3. The teacher
4. Chat rooms for synchronous discussion via the Internet between the teacher and students and students themselves
5. Forums for asynchronous discussion via the Internet between the teacher and students and students themselves.
6. Activities presented via the Internet in the form of assignments after each unit which is handed electronically to the teacher.
7. Evaluation (formative and summative)

2.2.7 Elements and design of blended learning

Blended learning designs differ according to the elements that are blended, the percentage of these elements in the course credit, and the objectives of the courses. According to Garrison and Kanuka (2004, 96), there is a shortage in blended learning designs that can be followed by instructors. They state that “There is considerable complexity in its implementation with the challenge of virtually limitless design possibilities and applicability to so many contexts”.

2.2.7.1 Al Fiky Blended Learning Model: (Al Fiky, 2011: 90)

This 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 (2.4).

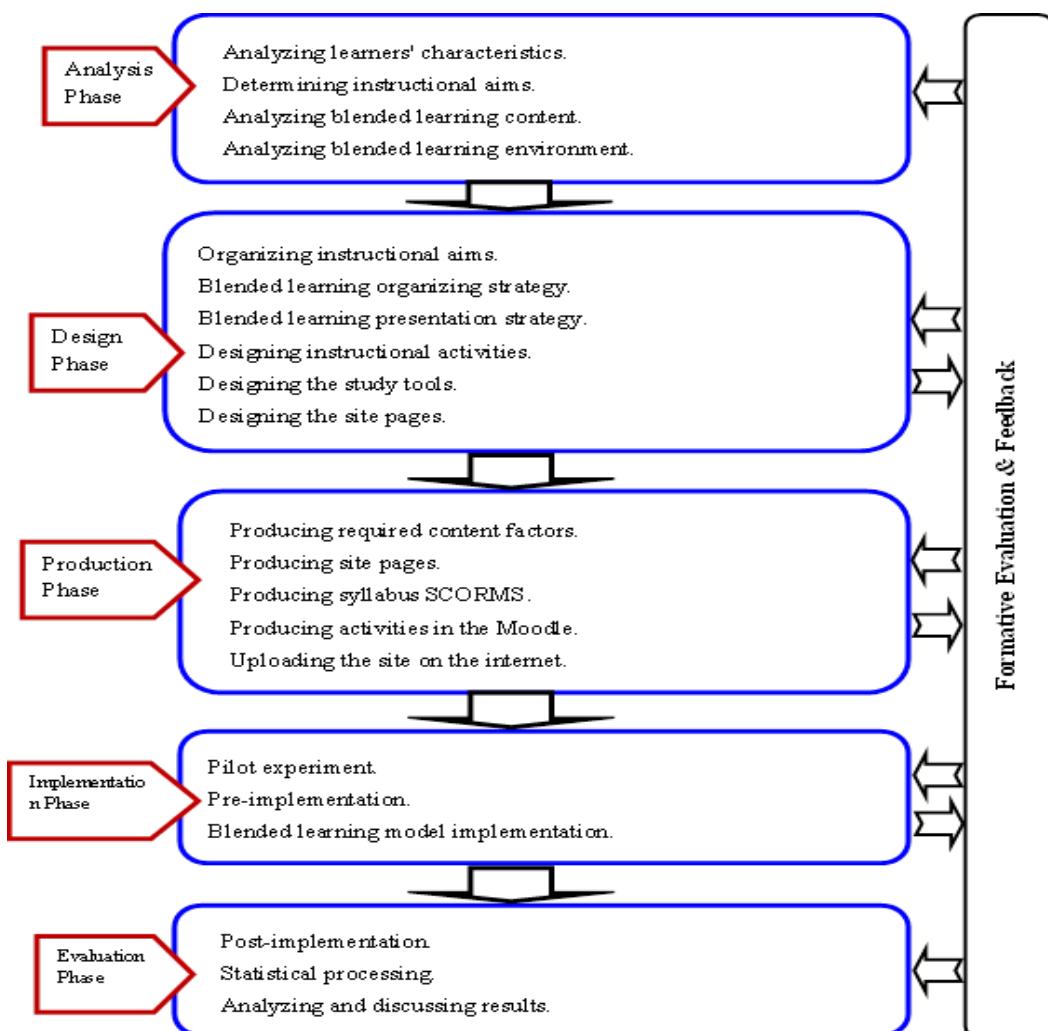


Figure 2 .4 – Al Fiky Blended Learning Model

2.2.7.2 Khan's Octagonal Framework:

There are several integrated factors to achieve an effective learning environment. These factors are elements or ingredients of Khan's octagonal framework (cited in Singh, 2003: 2): Instructional dimension, Pedagogical dimension, technological dimension, Interface design, Evaluation, Management, Resources support, and Ethics as stated in Figure (2.5).

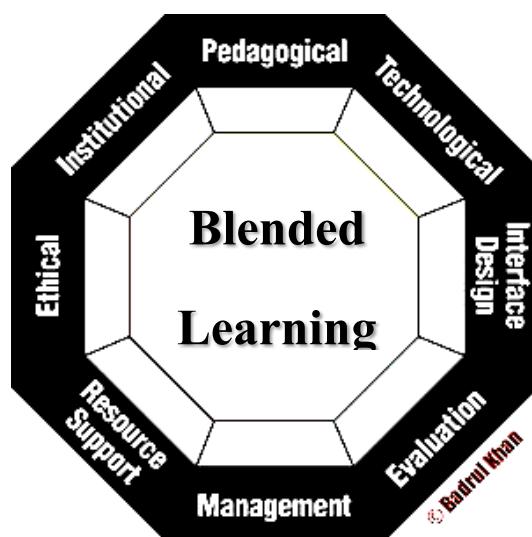


Figure 2 .5 – Badrul Khan's Octagonal Framework for Blended Learning Design

2.2.7.3 Huang model for blended learning: (Huang and Wang 2006: 302-308) as stated in Figure (2.6).

Blended learning should be designed carefully. There are three main stages:

1. **Pre-analysis:** It mainly consists of three factors: (1) regular assessment of learners' prior knowledge, learning styles, and strategies; (2) content analysis of the curriculum according to certain criteria and (3) environmental features analysis.
2. **Activity and Resource Design:** It focuses on which activities and resources fit the e-learning context and which fit the typical classroom context.
3. **Instructional Assessment Design.** The assessment design depends on the activity objectives, performance definitions, and the general environment of blended learning. It chiefly uses the assessment of the learning process (for

example, using e-portfolios), the examination of curriculum knowledge (for example, online tests), and the organization of learning activities.

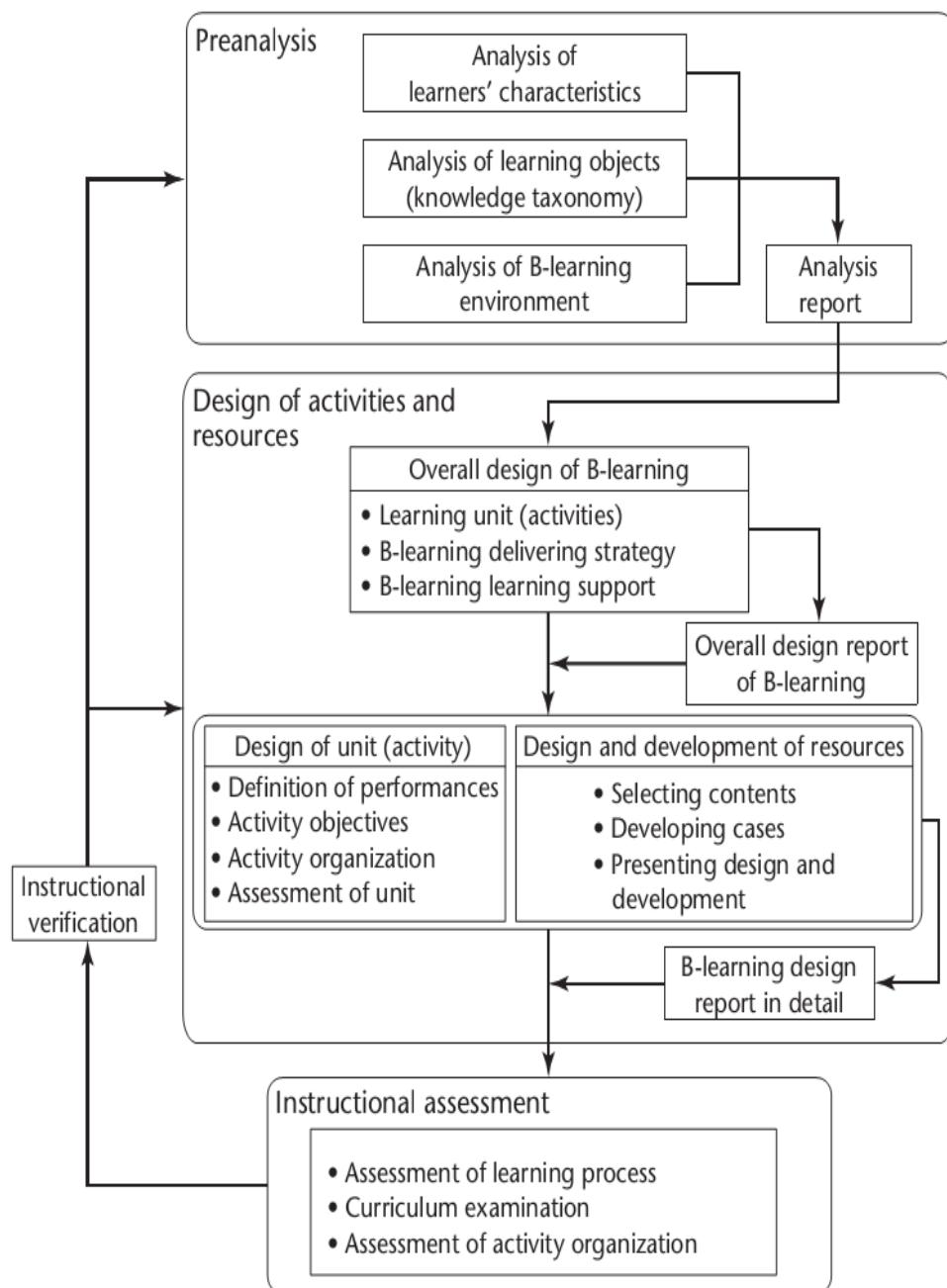


Figure 2. 6 – Huang Design Procedures for Blended Learning

2.2.7.4 Abed Elatif Al Jazar Model (Al-jazar, 2002): It consists of five phases; study and analysis, design, production, evaluation and usage as clarified in Figure (2.7).

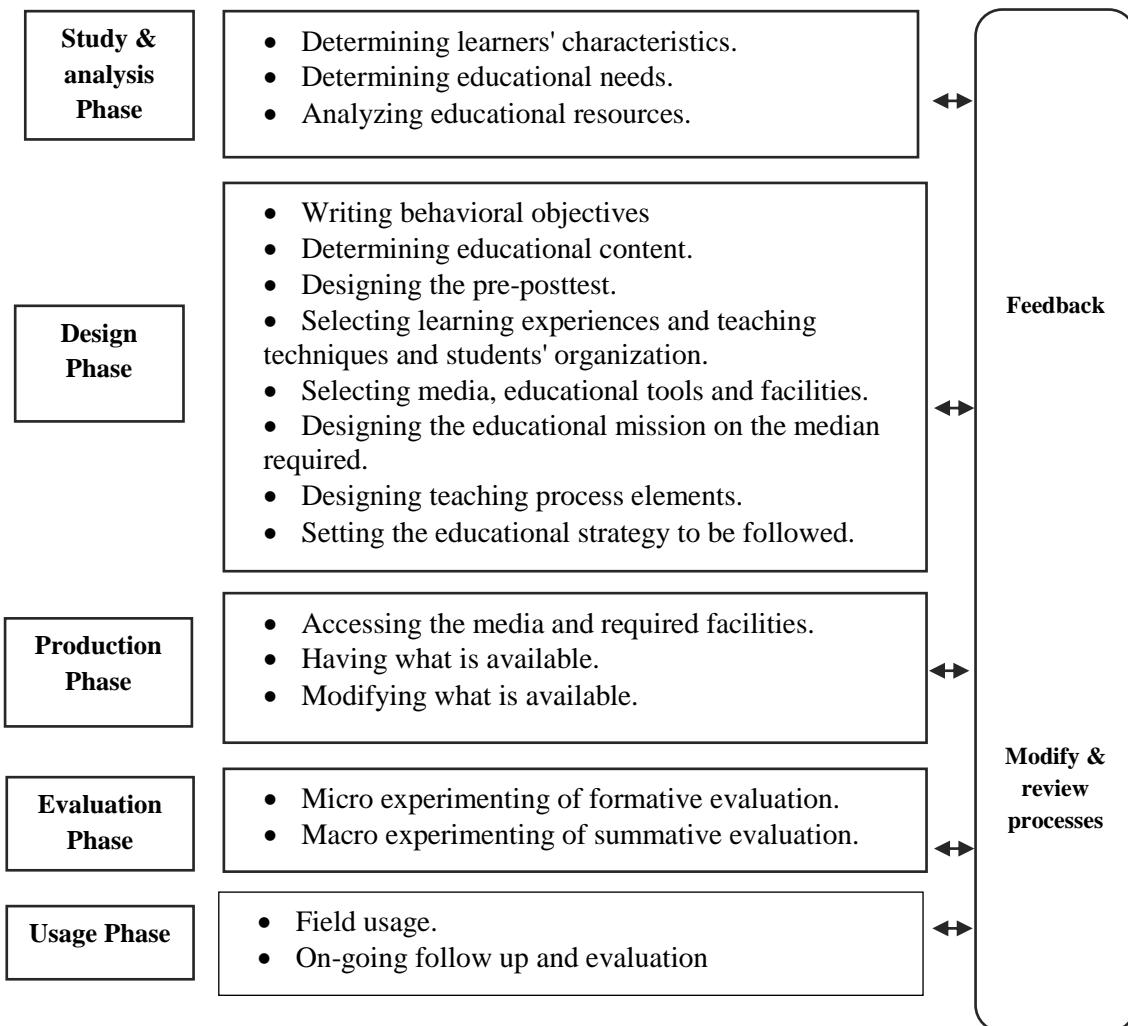


Figure 2. 7 – Al Jazar Model: Designing and Producing Multimedia Interactive Programs

The researcher adopted Al-Jazar model for his 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.

2.2.8 Factors influencing the application of blended learning

A number of factors affect the use of blended learning in language courses:

1. Teachers' and learners' attitudes; positive, negative or neutral.
2. Learner's level may influence the technology to be used and how it is used.
3. The training the teacher has got about employing technology inside the class.
4. Teachers' and learners' access to technology incorporating it in the courses.
5. Cost of supported materials. (Sharma and Barrett, 2007: 12-13)

2.2.9 Blended learning modes

Bathand Bourke (2010) indicate that blended learning spans a continuum that covers a wide range of activities between conventional face-to-face interactions and those that are fully online. There are three modes of operation to indicate the level of use of technology in learning and teaching.

Table 2. 1 - Blended learning modes

Mode 1	Technology is used to facilitate course management and resources for learner support. For example, to provide information and resources to students (e.g., lecture notes or recordings, assessment guidelines), and to perform basic administrative functions (e.g., announcements or course emails).
Mode 2	Technology is used to enrich the quality of the student learning experience through interactive learning activities beyond those attainable through face-to-face classroom interactions. For example, utilising technology to support communication, collaboration, assessment and course management.
Mode 3	Technology is used to support learning that is largely self-directed but also involves the use of interactive and collaborative learning activities. In this mode courses are delivered fully online

2.2.10 Dimensions and methods of the Blend

The advent of new learning technologies, for example, podcasting and vodcasting, internet based audio and video communication, e-portfolios and social networking tools including blogs and wikis create new blending potentials. The cultural diversity of the student population and the technology rich experiences of some Net Generation students raise further issues for blended learning design. Complexity is also evident in the extent to which ICT has been incorporated or embedded within courses (Stacey and Gerbic, 2007).

Some writers, for example (Vaughan, 2007), argue that mere supplementation of a face-to-face course with online learning is not blended learning whereas others (Littlejohn and Pegler, 2007: 29) prefer to talk about ‘strong’ and ‘weak’ blends to indicate a continuum across significant to very small amounts of e-learning.

The blend could be between any form of instructional technology (videotape, CD-ROM, Web-based training, films) with face-to-face instructor-led training (Driscoll, 2002, Joy-Matthews, Megginson, and Surtees, 2004). In the professional development context, the blend of technologies with face-to-face interaction is a means by which a community of practice is established. The notion of a community of practice, developed well in the writing of Wenger (1998, 1999) where he comments on this community as groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis. Garrison and Vaughan (2008), in particular, promote a blended faculty *Community of Inquiry* which combines face-to-face workshops, where personal relationships can be established, with a sustainable online community for critical reflection and discussion of practice.

From a course design perspective, a blended course can lie anywhere between the continuum anchored at opposite ends by fully face-to-face and fully online learning environments (Rovai and Jordan, 2004). Kerres and De Witt (2003) offer a 3C-conceptual framework for blended learning designers. It is to consider the ‘content’ of learning materials, the ‘communication’ between learners and tutors and between learners and their peers, and the ‘construction’ of

the learners' sense of place and direction within the activities that denote the learning landscape. Singh (2003) says that a blended learning program may combine one or more of the following dimensions, although many of these have over-lapping attributes:

Blended learning can be applied as stated by Rossett, Douglis, and Frazee (2003), Kurtus, (2004) and Zaitoon, (2005: 174-176) according to these approaches:

- **First Method:** Based on teaching specific lesson or more in the syllabus according to usual classroom techniques and another lesson using e-learning, then students are evaluated with either traditional or electronic tools.
- **Second Method:** Based on sharing both face-to-face teaching with e-learning alternatively in teaching the same lesson, yet the traditional method is used in the beginning of the lesson followed by e-learning. Finally, students are evaluated with either electronic or traditional tools.
- **Third Method:** Based on sharing both face-to-face teaching with e-learning alternatively in teaching the same lesson, yet the e-learning is used in the beginning of the lesson followed by traditional method. Finally, students are evaluated with either electronic or traditional tools.
- **Fourth Method:** Based on sharing both face-to-face teaching with e-learning alternatively in teaching the same lesson more than once. Finally, students are evaluated with either electronic or traditional tools.

The researcher thinks that blended learning provides the opportunity of determining the method of applying it. This depends on the teacher's ability to choose the relevant technique and employing it effectively. Because of the nature of this study, the writing skill, students' characteristics in this stage and the time available to carry out the study, the researcher adopted the fourth method to be applied in teaching writing skills.

2.2.11 Blended learning design process

The selection, organization and primary presentation of course content, as well as the design and development of learning activities and assessment, is a pivotal responsibility for the instructor (Billigmeier, 2011).

Bath and Bourke, (2010) describe a five phase design for blended learning as 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;
5. Planning for the next delivery of your course then involves **improving** the blended learning experience for both staff and students.

It is useful to keep this approach in mind, with the principles and considerations that are involved in each of the stages, even if you end up moving to and fro between the stages throughout the overall process. Blended learning goes through some process mentioned by (Bersin and Associates, 2003). Figure (2.8) describes four processes:

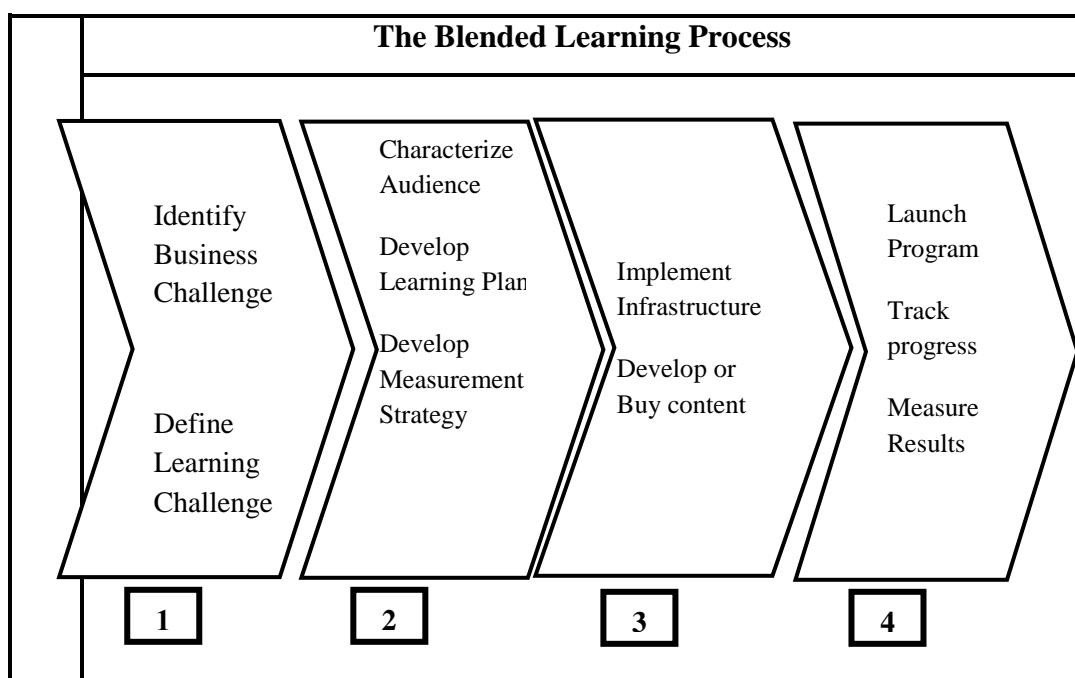


Figure 2. 8 – Bersin and Associates: Blended Learning processes

While Singh and Reed (2001) have summarized that blended learning focuses on optimizing achievement of learning objectives by applying the “right” learning technologies to match the “right” personal learning style to transfer the “right” skills to the “right” person at the “right” time. We all know the

importance of the five “rights” in teaching, but how can we reach these five rights?

The researcher agrees with Singh and Reed that the main purpose of the teacher in blended learning teaching is to plan strategies and employ the relevant technologies which address students' different learning style so as to achieve a well- designed and prepared objectives.

2.2.12 Factors that promote successful blended learning

- Blended learning models should be developed to respond to local community or organizational needs rather than using a generic approach (Sharpe, Benfield, Robert and Francis (2006). However, Mason and Rennie (2006) advocate putting the learners' needs first, ahead of the context or the biases of the teacher in making such choices.
- Organisational readiness, sufficient technical resources, motivated faculty, and good communication and feedback channels with students (Tabor, 2007);
- Blended learning should be introduced as a scholarly and transformative redesign process within the institution, that rebuilds the course rather than simply adding on technology (Sharpe, Benfield, Robert and Francis, 2006);
- Teacher's role in guiding students about the proper time for learning
- Team co-operative learning with specific roles for the members.
- Encouraging creative achievements.
- Flexible potentials for solutions to some questions.
- The importance of dealing with teachers' fears of loss of control
- Ongoing pedagogical and technical support through a blended community of practice is a proven model that sustains such teacher innovation (Garrison and Vaughan, 2008);
- Student expectations, especially their ideas that fewer face-to-face classes mean less work and the need to develop more responsibility for their learning and time management skills must be taken into account (Vaughan, 2007, and Tabor, 2007);

- Consistent and transparent communication around the new expectations is needed in order to help students understand the blended learning process (Sharpe, Benfield, Robert and Francis2006) and;
- It develops learning outcomes.
- Its relevance to students' nature.
- The possibility of measuring its outcomes and effectiveness (Ismail, 2009: 98).

2.2.13 Advantages of blended learning

There are some potential advantages to blended learning that are emerging. Some of these revolve around accessibility, pedagogical effectiveness, and course interaction. Many of today's college students are non-traditional, attempting to balance family jobs and university life. Coming to campus is often difficult for many of them and through reducing the number of face-to-face hours required, blended learning can help them meet this challenge (Carroll, 2003, and Johnson, 2002). Wingard (2004) enhances the idea of accessibility saying that students like the ability to access course materials anytime, anywhere, and are positive about the convenience and flexibility this provides them. Because many students are overaged and working, blended courses help provide them with the flexibility they need to juggle jobs, school and family. By reducing time and space commitment, access is easier and thus many students have come to prefer these courses over the face-to-face counterparts.

Osguthorpe and Graham (2003) identify six reasons why one might choose to design or use a blended learning system: (1) pedagogical richness, (2) access to knowledge, (3) social interaction, (4) personal agency, (5) cost effectiveness, and (6) ease of revision. Graham and Robinson (2007) add three other reasons that encourage people to select the blended learning approach i.e. improved pedagogy, increased access, and flexibility.

Al Fiky (2011: 24-26) summarizes the benefits of blended leaning as follows:

1. Increasing students' interaction and participation.
2. Developing students' learning and performance.
3. Affecting teachers' approaches of other subjects.

4. Developing independent learners, a source of instant feedback, time saving and motivation to learners (Sharma and Barrett, 2007: 10-12);
5. Increasing student learning outcomes and reduce instructional delivery costs. (Dziuban, Hartman and Moskal, 2004) and;
6. Maximizing classroom space and/or reduce the number of overcrowded classrooms. Gould (2003: 55);
7. Allowing institutions to offer more classes at peak demand times of the day, thus maximizing the scant resources by increasing flexibility in scheduling.
8. Reducing paper and photocopying costs. In hybrid courses, all course documents, including syllabi, lecture notes, assignment sheets and other hard copy handouts, are easily accessible to the students on the course web site.

Singh (2003) points out that combining different delivery modes has the potential to balance out and optimize the learning program development and deployment costs and time. A totally online, self-paced, media-rich, Web-based training content may be too expensive to produce (requiring multiple resources and skills), but combining virtual collaborative and coaching sessions with simpler self-paced materials, such as generic off-the-shelf Web-based training, documents, case studies, recorded e-learning and PowerPoint presentations (requiring quicker turn-around time and lower skill to produce) may be just as effective or even more effective.

Wade (2003) emphasizes that blended learning makes learning accessible to all by the fastest means possible and links learning to work practices, keeping line managers happy and contributing to flexible learning and working needs. While Rovai and Jordan (2004) concluded that blended learning produces a stronger socialization feeling to students compared to their counterparts who learn through traditional way or those who learn via complete e-learning. Garnham and Kaleta (2002) note that both students and instructors liked the convenience of the hybrid course model. Time flexibility for both groups was the most popular feature.

A lot of studies confirmed those advantages of blended learning. For example, Oblender's (2002) study revealed that blended learning increased the percentage of students' punctuality in the daily attendance to 99% from the students in general. While a study conducted by Gamble (2005) proved that

blended learning led to expanding and improving students' learning experiences, and the results of Milheim's study (2006) revealed some of the advantages of blended learning like; Immediate feedback for students, face-to-face interaction with the teacher during learning, and the flexibility of handling different content subjects according to the available circumstances.

The researcher concludes that blended learning has the advantages of stirring students' motivation for achievement, taking into account individual differences and students' unique needs, improving their achievement level, saving time, effort and cost of the learning process. It also provides variety of resources, flexibility for implementation in different areas and environments according to the available potentials where learners can acquire skills and knowledge independently according to their unique learning styles, desire, competencies, characteristics and individual differences. It also helps students practice discussion with others without fear of criticism and raise their achievement level through employing various learning resources which enhance learning.

2.2.14 Challenges facing blended learning

The application of blended learning revealed some of the difficulties and challenges which might affect the quality of teaching and learning and hinders the expansion of using it in a wide range in the teaching. Hofmann (2011) describes a variety of technical, organizational, and design challenges facing blended learning:

1. Ensuring participants' ability to use technology successfully.
2. Resisting the urge to use technology simply because it is available.
3. Overcoming the idea that blended is not as effective as traditional teaching.
4. Redefining the role of the 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" participants.
9. Ensuring participant commitment and follow-through with "non-live" elements.
10. Ensuring all the elements of the blend are coordinated.

11. Some adults experience some computer-related phobia (Saade and Kira, 2009) and;
12. Frustration, confusion, anger, anxiety and similar emotional states which may be associated with the interaction can adversely affect productivity, learning, social relationships and overall well-being.
13. Various difficulties in evaluation, monitoring and class administration.

Harriman (2004) confirms that blended learning faces several challenges of offering Blended Learning represented in: how to manage instructional complexity, how to design it, how to manage the roles and responsibilities, how to create a seamless learning experience, how to meet expectations, and how to control costs.

Some studies asserted on existence of these difficulties; Al-Betar's study (2008) revealed some administrative, technical, human, financial and technological obstacles. While Abo-Mosa and Al-Soos's study (2010) concluded that there are some difficulties including balance between creativity and production, cultural adaptation as blended learning when designed takes into account the needs of the local community students rather than the global community.

The researcher thinks that we can overcome the difficulties by making use of advanced countries, having well-equipped infra-structure, securing suitable teaching environment and the required financial support, clear scientific plans on educational principles under supervision of experts in English and technological teaching. This will create a real effective blended learning environment in teaching English in general and writing in particular.

To sum up, writing as a means of graphic communication is equated to speaking as a sound communication. Moreover, writing is considered a difficult skill as it is productive not only to foreign students but also to native speakers. Our students suffer when they are asked to write. The researcher chose to develop students' writing skills by using a more modern method; blended learning. Students should be given the chance to practice writing through various multi-media resources as well as their teacher's guide and assistance. So, teachers of English language should be trained on using blended learning strategies in

teaching writing to their classes for its importance in creating a classroom environment where students use writing in communicating with each other, carrying out the tasks as well as responding to their teacher. This could help students overcome the obstacles that face them in writing lessons.

2.3 REVIEW OF RELATED LITERATURE

Different goals call for different strategies to be achieved. The time our education goal is to build the learner as a whole, certain strategies away from the traditional ones should be followed. Traditional methods based on the teachers' positivity and the learners' negativity cannot appeal to our education goals nowadays. As a result, new methods based on maximizing the learners' active role in the teaching-learning process have appeared (McIlvain, 2004: 26). Active learning has been adopted to enhance the learners' positivity, being the central factor of the teaching – learning process for better learning outcomes. Blended learning instruction is emerging as one of the most promising instructional practices in educational settings. Blended learning instruction combines two learning environments: traditional face-to-face instruction and online instruction.

A lot of studies and researches were conducted to examine the efficiency of blended learning in teaching and creating positive learning environment. This chapter deals with some previous studies that were conducted to identify the effect of using blended learning on the students' achievement. These studies are listed into two categories:

- Literature concerned with using blended learning in teaching in general.
- Literature concerned with using blended learning in teaching English.

2.3.1 Studies related to using blended learning in teaching in general

Several studies were conducted to examine the effectiveness of blended learning on students' achievement in various subjects.

To examine learners' attitudes towards blended learning Abu Shawish and Shaath (2012) used a questionnaire to gather valid data. The questionnaire was distributed to all the students enrolled in blended learning courses at Quds Open University in the second term of the academic year 2009/2010. The study sample consisted of (249). The study revealed that QOU learners have positive attitudes towards BL. Moreover, no statistically significant difference existed in the learners' perceptions of blended learning components, i.e. course structure, course interface, learners' autonomy, interaction and the quality of instructional methods

due to their gender, program, academic level, achievement, and competency in English. Nonetheless, computer literacy and experience in using the internet were significant variables affecting QOU learners' attitudes towards blended learning.

In addition, in his concern about the effectiveness of blended learning in the teaching process, Ali (2012) conducted this study to measure the effectiveness of a blended based program in developing achievement and creative thinking in mathematics for seventh graders in Yemen Republic. The sample consisted of (60) students of the seventh graders divided into two groups; experimental group (30) students and control (30) students. The data were collected through achievement test in geometry unit and creative thinking test. The results of the study revealed statistically significant differences at ($\alpha = 0.05$) in the students' mean scores of the overall achievement post-test in favor of the experimental group

Similar to the previous study, Al-Zoghby and Doumy (2012) examined the effect of using blended learning approach in Jordanian schools on fourth graders' achievement in mathematics and their motivation towards its learning. The study sample consisted of (38) male and female pupils in experimental group and (33) male and female pupils distributed on four classes. Achievement test as well as motivation scale were used to collect data. The study showed that there was significant difference in the mean of pupils' grades in the achievement test in favor of the experimental group, but there was no significant difference in the mean of grades for male and female pupils. There was significant difference in the mean of pupils' performance on motivation scale for the sake of the experimental group.

Another study was conducted by Ahmed (2011) to examine the effect of using blended learning in teaching chemistry on achievement, retention of learning and attitudes towards it for secondary stage students. The researcher followed the experimental design in her study. The subjects of the study were (35) students in the first secondary grade. The data were collected through achievement test and a trend scale. The findings assured the effectiveness of

blended learning on students' achievement. Students attitudes towards blended learning were positive and higher than those who learned by traditional methods.

In a further relevant study, Keshk (2011) aimed at examining the effectiveness of using blended learning in the achievement of chemistry and developing some meta-cognitive skills for first year secondary school students in Al- Mansoura-Egypt . The study sample was 47 students divided into two groups; (23) experimental group and (24) control group. The data were collected using achievement test as well as the meta-cognitive skills scale. Results of the research showed that there were significant differences at ($\alpha \leq 0.05$) in mean scores of the experimental group studying using the blended learning and those of the control group studying using the traditional method on the post application of the achievement test in favor of the experimental group. They also showed there were statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the experimental group studying using the blended learning and those of the control group studying using the traditional method on the post application of the the scale of meta – cognitive skills in favor of the experimental group.

Similarly, to examine the implementation of blended instruction in a high school setting Vandermolen (2010) conducted a study which explored and considered the perspective of teachers and students as they experienced the blended environment for the first time. The study was conducted at two comprehensive high schools in West Michigan. The study collected qualitative data by using multiple data points. The data came from focused interviews with teachers, teacher narrative writing statements, student surveys, online course interaction, direct observation, and the grade distribution of students enrolled in the blended courses. The data were collected over two trimesters during the 2009-2010 academic school years. Results showed that it was critical for each high school to have a vision and purpose for adopting the blended approach. Interaction between students and teachers was different from students experienced in the traditional face-to-face classroom setting. Teachers were able to provide more individualized instruction, and students felt that their peers should have an opportunity to learn in a blended setting. Yet it was critical that teachers were

adequately prepared for the rigors of teaching that were different in the blended setting. Results also indicated that teachers needed support after initial training to reflect and deal with the different working conditions they faced in the blended classroom setting.

To investigate the students' learning styles and their views of blended learning Akkoyunlu and Soylu (2008) conducted a study with (34) students at Hacettepe University, Ankara, Turkey. Two instruments were used: a questionnaire designed to identify students' views on blended learning and Kolb's Learning Style Inventory (LSI) to measure students' learning styles. Additional data were gathered from achievement scores of students'; and records demonstrated students' participation in e-learning environment. Results revealed that students' views on blended learning process, such as ease of use of the web environment, evaluation, face-to-face environment, etc. differed according to their learning styles. Results also revealed that students enjoyed participating in the blended learning environment and their achievement levels developed. At the same time, their views of blended learning process, and face-to-face interactive environment were positive. The overall findings showed no significant differences between students' achievement level according to their learning styles.

In the same respect, Shaheen (2008) revealed the effectiveness of blended learning on achievement and science operations because it blends both face-to-face as well as on-line methods. The researcher adopted the experimental approach to examine the effectiveness of blended learning on achievement and developing science operations for primary students and their attitude towards it. To collect the data, the researcher designed a test in science operations, achievement test and a trend scale towards blended learning. The study experimental sample included (20) pupils in the 5th primary grade. The findings concluded that blended learning is effective in developing science. The results also showed pupils positive attitudes towards blended learning.

Finally, Al-Awad (2005) explored the effect of a blended learning approach on eight graders' achievement in associations and equations units in mathematics and their attitudes towards mathematics. The study sample consisted

of (148) students distributed on two groups; experimental and control which were selected randomly from two schools in Amman Directorate. Results showed there was significant impact of the blended learning approach on students' achievement in mathematics and their attitudes towards it.

2.3.2 Studies related to using blended learning in teaching English

English language teaching has adopted blended learning to create a learner-centered class. Several studies were conducted in this respect.

Al-Masry (2012) investigated the effectiveness of using the electronic blended learning in teaching a unit in English course at the cognitive levels (recognition , comprehension, and application) by second year secondary female students in Makkah. The quasi-experimental approach was used. The study population was all (156) female students in the second secondary school in Makkah. The study sample was (56) students, divided into two groups: an experimental group of (31) students, and a control of (25) students. An achievement test prepared by the researcher was used to collect data. The results concluded there were statistically significant differences at (0.05) level between the average test scores of the group of students who learned by using the electronic blended learning, and the control group of students who learned by using the traditional method in post-application of the achievement test at the "recognition ", "comprehension" and "application" level in favor of the experimental group.

In the same context, Jia et al. (2012) customized the open source course management system Moodle to build the individualized vocabulary review and assessment functions for English instruction. This web-based system was integrated into the regular English instruction of an experiment class of Grade three in a junior middle school, i.e. it was used in one school hour almost every week for an entire school term. Within this blended learning environment, the students' performance of the experiment class in the ordinary and especially vocabulary examinations throughout the school term was improved gradually and was better than that of the control class, so that it achieved number one among

sixteen classes in the same grade at the final term examination, compared with number eight before this experiment. The survey and interview with the students also demonstrated the system's valuable functions for vocabulary acquisition and listening comprehension, and showed the students' favor to such a kind of syllabus design with the intelligent course management system. The results showed that the blended learning of English class with the individualized vocabulary acquisition and assessment system can improve the students' performance in vocabulary acquisition and in an ordinary test. The researchers suggested that this system can also be applied in other English classes.

In her attempt to investigate the effect of the electronic portfolio on developing the English language writing skills for second grade preparatory school students, Sayed (2012) carried out the study on (60 students) selected from Nader El-Riyadh Preparatory School. They were divided into two groups: control (30 students) and experimental (30 students). The students of the experimental group practiced writing on a website under the teacher's guidance and feedback. A post writing test was administered to collect data. The results showed there was a statistically significant difference between the mean scores of the experimental group and the control group at the (0.0 1) level in favor of the experimental group's mean score. It was concluded that the electronic portfolio had a large effect on the writing skills of second year preparatory school students.

To examine the effectiveness of a blended learning approach for a teacher training program designed for in-service English language teachers, Kocoglu, Ozek and Kesli (2011) compared it with a face-to-face Program in English Language teaching. The research involved 39 in-service English language teachers, with 12 studying in a blended course (i.e., they received face-to-face instruction in the classroom and used web-based materials) and 27 in a traditional classroom. The study followed a quasi-experimental study with a non-equivalent groups design. To collect data from the study sample, the researchers used Teaching Knowledge Test (TKT), final course grades (assignments, exams, projects and quizzes), and a feedback questionnaire. Results indicated that there

was no difference in content knowledge acquisition between teachers receiving blended instruction and teachers receiving face-to-face instruction.

In Taiwan, Shih (2011) investigated the effect of integrating "Facebook" and peer assessment with college English writing class instruction through a blended teaching approach. The subjects were 23 first-year students majoring in English at a technological university in Taiwan participating in an 18 week English writing class. Both quantitative and qualitative approaches were employed in the study. Research instruments included pre-test and post-test of English writing skills, a self-developed survey questionnaire, and in-depth student interviews. The findings suggested that incorporating peer assessment using "Face book" in learning English writing can be interesting and effective for college-level English writing classes. Students can improve their English writing skills and knowledge not only from the in-class instruction but also from cooperative learning. In addition, this "Face book" integrated instruction can significantly enhance students' interest and motivation.

Another study was conducted by Al-Haq and Al-Sobh (2010) to examine the effectiveness of a web-based writing instructional EFL program (WbWIP) on Jordanian secondary students' performance. The experiment was carried out on (122) seventeen-year old students in the eleventh scientific grade studying in four secondary comprehensive schools, two male schools and two female ones that belong to Irbid Second Directorate of Education. The researchers used a pre-post achievement test. The experiment lasted for two months (16 normal classes).The results of the study revealed statistically significant differences at ($\alpha = 0.05$) in the students' mean scores of the overall English writing achievement post-test in favor of the experimental group. The results also revealed that there were statistically significant differences at ($\alpha = 0.05$) due to gender in favor of the female students compared with males.

Bataineh (2010) examined and explored the effect of the internet on improving university students' writing performance. The population of the study consisted of all students in the English Language Department at Al-Isra' University who were enrolled in (Writing One), in the first semester of the

academic year 2006/2007. The purposeful sample of the study consisted of 62 students. They were divided into two sections: Section one, which comprised the experimental group, was supported by web-based software while section two, which was regarded as the control group, created their articles via paper and pencil. A web page was designed with a useful link and learning materials were included, and an e-mail address for the course teacher was determined. Statistical analyses were used to analyze data from the pre-test and post test scores. The results showed that students who worked with the internet had significant gains in their writing performance compared with the control group. Additionally, the students who worked with the internet were more motivated to write than the other group. In the light of the above findings, it is recommended that the internet should be incorporated in the teaching of writing and other language skills.

Similarly, Pazio (2010) investigated the effectiveness of the application of the blended approach to teaching English as a foreign language. In this study the element that was blended within the face-to-face component was asynchronous computer mediated communication in the form of e-mail exchanges between a native speaker of English and a Polish learner of English. The effectiveness of the approach was measured in terms of expanding vocabulary knowledge. The project took the form of a single case study. The subject was a 25 year-old intermediate student from Poland (None Native Speaker) corresponding with a 26-year-old native speaker (Native Speaker) of English. To collect data, a correspondence, an interview and a test were used. In accordance with the blended learning definition the course consisted of two components: the online part in the form of e-mail exchanges between the two participants and a regular lesson. The findings revealed that e-mail correspondence treated as an integral part of a language course helped the student to expand her vocabulary, eliminated the majority of spelling mistakes and influenced the complexity of her writing. The correspondence revealed that the (NNS) expanded her vocabulary knowledge mostly due to imitating the NNS's structures, eliminated some of her spelling mistakes and changed her style of writing into a more formal and sophisticated style. The post test revealed that even 2 months after the end of the course the NNS remembered the majority of vocabulary chosen for the test (65%). Out of

Group 1 the NNS remembered 19 (95%) vocabulary items. As far as Group 2 is concerned the NNS gave only 7 (35%) correct answers. This indicates to the fact that the majority of vocabulary that was only practiced during the lesson and was not used in the correspondence was dropped from memory. The results indicated that the blended course proved to be beneficial for the learner.

Shih (2010) aimed to establish a blended teaching and learning model combining online and face-to-face instructional blogging for an English for specific purposes (ESP) course named English Public Speaking. The research methodology combined qualitative and quantitative approaches and included peer and instructor feedback, interviews, self-reflection, and a learning satisfaction survey. A total of 44 college seniors majoring in English participated in the study. The results of the study showed that this model could contribute to learning effectiveness and student satisfaction if the blended model is implemented with sufficiently supportive equipment and course plans. Most importantly, peer and instructor's feedback and the blog characteristics like free access, ease of revision, and interesting material for learning were major factors that enhanced students' learning satisfaction by motivating them to learn effectively.

In his study on writing mechanics, Kaoud (2007) investigated the effectiveness of internet blended discussion group on developing some composition writing skills of first year secondary school students, namely language use skill (structure) and the writing mechanics (punctuation, capitalization, spelling and paragraphing). For this purpose (60) EFL students enrolled in the old secondary school for girls in Kafr El-Sheikh city were randomly selected and randomly assigned to two groups; one control and the other experimental. The experimental group was taught using the internet discussion, whereas the control group adopted the traditional method to the teaching of composition. A composition writing skills pre-post test was used to collect data. Results revealed there were statistically significant differences at (0.05) level between the average test scores of the group of students who learned by using the internet blended discussion, and the control group of students who learned by using the traditional method in favor of the experimental group.

Adopting both the qualitative and quantitative approaches, Zhang (2007) investigated the influence of online discussion forums on student achievement in reading, writing, grammar, vocabulary, and critical thinking in English as Second Language (ESL) instruction. Fifty-four senior high school students participated in this study and were divided into three groups. Data were collected from achievement posttests, perception surveys, and procedural interviews. The results showed that online discussion forums did not improve students' performance in reading, grammar, or vocabulary, but could influence students' writing skills and provoke critical thinking in face-to-face discussions. This study also found that instructor interventions had an impact on students' attitudes toward online discussions and promoted critical thinking in online discussions.

Al-Jarf (2004) conducted her study to find out whether there were significant differences in achievement between English-as-a-foreign-language (EFL) freshman students exposed to traditional in-class writing instruction depending on the textbook only, and those exposed to a combination of traditional in-class instruction and Web-based instruction in writing. The study sample consisted of 113 EFL freshman students in first semester of translation program at College of Language and Translation, King Saud University in Saudi Arabia. All students were pretested before instruction and studied the same writing textbook for 12 weeks. In addition, the experimental group received online instruction in which they posted their own threads, short paragraphs, stories, or poems on a discussion board. They located information related to themes covered in the book from Internet sites such as "Yahoo! Movies" and "WebMD." They word processed their paragraphs and checked their own spelling using Microsoft Word. At the end of the treatment, both groups were post tested. Results showed that the experimental group scored significantly higher than the control group. Web-based instruction proved to be an important factor in enhancing the writing quality of unskilled, low ability EFL students and resulted in a significant improvement in their post-test scores.

2.3.3 Commentary on the Previous Studies

It is obvious that nearly all the studies have examined the effectiveness of blended learning in the teaching learning process. Nearly all the studies have displayed blended learning as significant method in sustaining students' achievement, attitudes and perceptions in various subjects where teachers employed it as an alternative for completely face-to-face or on-line learning.

In addition, the majority of the studies have pointed to blended learning positive gains on learning in general such as Ali (2012), Al-Zoghby and Bany Doumy (2012) and Al-Awad (2005) who investigated its effectiveness on achievement in mathematics, Ahmed (2011) and Keshk (2011) in teaching chemistry and developing meta-cognitive skills, and Shaheen (2008) who explored its effectiveness on achievement and science operations.

On the other hand, the following studies examined the effectiveness of blended learning on teaching and learning English as a second language whether at universities like Shih (2011), Bataineh (2010), Pazio (2010), Shih (2010), Al-Jarf (2004) or in schools such as Al-Masry (2012), Jia et al. (2012), Sayed (2012), Al-Haq and Al-Sobh (2010), Kaoud (2007), and Zhang (2007). Other studies were conducted for teachers' training in-service like Kocoglu, Ozek and Kesli (2011).

These studies proved that blended learning was suitable and highly recommended for use inside and outside the classroom. Furthermore, the researchers in most of the studies outlined variant suggestions and recommendations to enhance blended learning employment in the teaching-learning process.

The pre-mentioned studies were conducted in various environments such as America, Taiwan, Poland, Turkey, Saudi Arabia, Egypt, Jordan, and Yemen. At the same time, three studies were conducted in Palestinian Universities namely Quds Open University; Abu Shawish and Shaath (2012) – Gaza.

On the other hand, six studies were conducted to examine the effectiveness of blended learning on writing in English like Shih (2011), Sayed (2012), Al-Haq and Al-Sobh (2010), Kaoud (2007), Al-Jarf (2004) and Pazio (2010). Yet none of

the studies reviewed here were conducted on Arab Palestinian school students dealing with the effectiveness of blended learning in teaching and learning EFL in general or in developing writing skills in particular. So, this current study is the first study to be conducted on investigating its effectiveness in the Palestinian environment for Palestinian 10th graders.

Also, samples of the previous studies were different in number, gender and age. However, it is worth mentioning that the largest sample number was 249 participants in (Abu Shawish and Shaaath, 2012). The smallest sample number was a single case study of a 25 year-old intermediate student from Poland in (Pazio, 2010). Most of the participants were at university and sometimes at high and primary schools. In this study, the sample is (40) male students. They are all about 15 year-old.

Concerning the methodology implemented, most of them used the quasi-experimental approach while some adopted the descriptive one and one study used the case study approach. Some studies explored the effectiveness of blended learning as well as the participants' attitudes towards either the program or the subject taught such as Ahmed (2011), and Al-Awad (2005).

Furthermore, the majority of the previous studies are very recent as six studies were conducted in 2012, four studies in 2011, five studies in 2010, two studies in 2008, and two studies in 2007. The least recent study was Al-Jarf (2004).

To sum up, the varied instrumentation used in the previous studies has shown clear insights to conduct the present study efficiently. The most commonly used tools to conduct these studies include pre-posttest, survey, questionnaires, interviews and observations, but this study used pre-post writing test to measure the effectiveness of using blended learning program on developing 10th graders' writing skills, and an assessment card to assess students' retention in practicing writing skills.

From the previous studies the researcher concluded the following:

1. All the previous studies dealt with blended learning as an independent variable.
2. Several previous studies indicated that there is a strong relationship between blended learning and its positive effect on the students' attitude towards EFL.
3. The recommendations of the previous studies highlighted the importance of considering the blended strategy in improving the students' achievements and their attitudes towards EFL skills.

The researcher benefited a lot from reviewing the related studies which, serving as a guide, helped in:

- Choosing and designing the tools of the study.
- Designing the program to be implemented.
- Choosing the right statistical treatments for the study.
- Writing the outlines of theoretical framework.
- Justifying the study's results.

This study is characterized by the following:

1. Concentrating not only on the correlation between blended learning and writing skills, but also on suggesting a program based on blended learning to develop the students' writing skills.
2. As far as the researcher knows, it is the first study to be conducted in Gaza's schools and which deals with bended learning and writing skills.
3. Unlike the previous studies, this study suggested a program based on blended learning to develop writing skills.

Reviewing the literature, the researcher found that blended based program as an independent tool for teaching EFL is very beneficial if it is administered systematically along with enough period of time. In other words, blended learning

seems to be a good tool for enhancing EFL skills, English learners' confidence, self-evaluation, and interaction as well. Also, it has been argued that it has its positive impact on the students' attitudes, too. However, the gains of blended learning vary in the degrees and size effects due to the context in which they are applied, and the methodology used for constructing such programs.

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, a description of the blended program used 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 quais-experimental approach to suit the nature of the study which aimed at examining the effectiveness of a blended learning program on tenth graders' writing skills in Palestine and their retention of them. To know the effect of the independent variable (Blended learning program) on the dependent variable (Writing skills), two groups of the students were selected: an experimental group and a control one. The blended program was used in teaching the subjects of the experimental group while the traditional method was used with the control group.

3.2 Research design

To test the study hypotheses, the researcher adopted the equivalent groups design (Experimental and Control groups) through selecting two similar groups and applying the experimental factor (independent variable) presented in the blended learning program on the experimental group while the traditional method was used with the control group. As Ebeedat et al. (2005: 230) explain "Researchers adopt this design to avoid the defects of one group design; more than one group are used when applying the experimental factor on one of them and leaving the other in its natural circumstances. Thus, the difference will be the result of the experimental factor effect on the experimental group provided that the groups are completely equivalent except for the experimental variable which

affects the experimental group". So, the researcher depended on the following design to test the study hypotheses as shown in Figure (3.1).

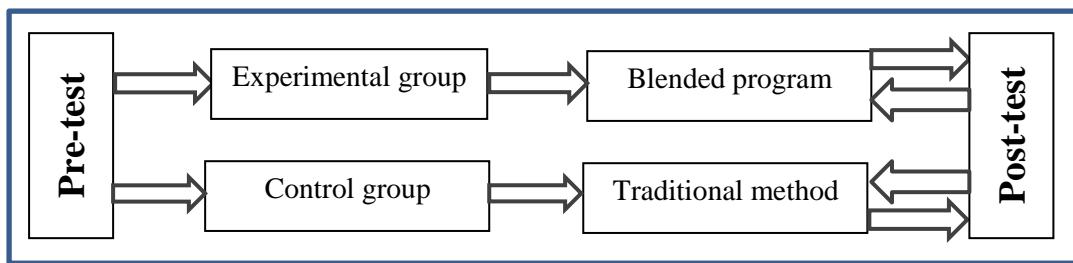


Figure 3. 1 – The study experimental design

3.3 Population of the study

The population consisted of all tenth male graders in Rafah Governorate schools for the scholastic year 2012- 2013 who count (1774) according to the Ministry of Education records.

3.4 Sample of the study

Selecting the study sample is one of the most important steps of the study. Ebeedat et al. (2005: 132) define the sample as " A part of the study main population, chosen by the researcher using various techniques, which includes members of the main population". The study sample was determined through the simple random method. In Rafah, there are nine (male and female) schools that have tenth grade. The researcher used the lot to select the sample from them. Shohada' Rafah Basic School was selected. There are four teachers who teach tenth grade in the school and the researcher purposefully selected a teacher who has good computer competencies to administer the experiment. Then the sample was selected randomly from these classes. It consisted of (40) students distributed into two groups; the experimental group consisted of (20) students and the control group consisted of (20) other students. Table (3.1) shows the distribution of the sample:

Table 3. 1 – The distribution of the sample according to the groups

Group	Experimental	Control
Male	20	20

The subjects in both groups were similar in their general achievement in accordance with the statistical treatment of their results in the second term of the scholastic year (2011-2012). They were also equivalent in their English language achievement according to the statistical treatment of their results in the first term exam of the scholastic year (2012-2013). The age variable of the sample was also controlled before carrying out the experiment.

3.5 Variables of the study

The study included the following variables:

A- The independent variables represented in

1- The teaching program

1.1 Blended learning program 1.2 Traditional method

2- The students' general ability of English language

2.1 High achievers 2.2 Low achievers

B- The dependent variable represented in

1. Tenth graders' writing skills. 2. Students' retention of writing skills.

3.5.1 Controlling the variables

To assure the accuracy of the results and avoid any marginal interference, the researcher tried to control some variables before the study.

3.5.1.1 Age variable

The researcher recorded the students' ages from their school personal files at the start of the scholastic year (2012-2013). T-Test was used to measure any statistical differences.

Table 3 .2 - T-test results of controlling age variable

SAMPLE	N	df	Mean	Std. Deviation	T. value	Sig. (1-tailed)	sig. level
Experimental	20	38	15.05	0.223	1.000	0.165	Not sig.
Control	20		15.00	0.124			

"t" table value at (38) d f. at (0.05) sig. level equals 1.686.

"t" table value at (38) d f. at (0.01) sig. level equals 2.429

Table (3.2) indicates that there were no statistically significant differences at (0.05) level between the experimental and the control groups due to age variable.

3.5.1.2 General achievement variable

T-test was used to measure the statistical differences between the groups due to their general achievement. The subjects' results in the second term test of the scholastic year (2011-2012) were recorded and analyzed.

Table 3 .3 - T-test results of controlling general achievement variable

SAMPLE	N	df	Mean	Std. Deviation	T. value	Sig.(1-tailed)	sig. level
Experimental	20	38	77.00	17.39	0.435	0.333	Not sig.
Control	20		72.55	18.542			

"t" table value at (38) d f. at (0.05) sig. level equals 1.686.

"t" table value at (38) d f. at (0.01) sig. level equals 2.429

Table (3.3) shows that there were no statistically significant differences at (0.05) between the experimental and the control groups due to the general achievement variable.

3.5.1.3 General achievement in English language variable

T-test was used to measure the statistical differences between the groups due to their general achievement. The subjects' results in the first term test of the scholastic year (2012-2013) were recorded and analyzed.

Table 3 .4 - T-test results of controlling general achievement in English variable

SAMPLE	N	df	Mean	Std. Deviation	T. value	Sig. (1-tailed)	sig. level
Experimental	20	38	27.60	10.007	1.221	0.229	Not sig.
Control	20		24.25	7.092			

"t" table value at (38) d f. at (0.05) sig. level equals 1.686.

"t" table value at (38) d f. at (0.01) sig. level equals 2.429

Table (3.4) shows that there were no statistically significant differences at (0.05) between the experimental and the control groups due to their general achievement in the English variable.

3.5.1.4 General achievement in English writing skills variable

To make sure that the sample subjects were similar in their previous English writing skills achievement, the researcher applied the pre-achievement test. The results of the subjects were recorded and statistically analyzed using T-Test technique.

Table 3 .5 - T-test results of controlling previous learning in English variable on the Pre- test

Groups	N	df	Mean	Std. Deviation	T. value	Sig.(1-tailed)	sig. level
Experimental	20	38	13.3500	5.869	0.27	0.489	Not sig.
Control	20		13.300	5.657			

"t" table value at (38) d f. at (0.05) sig. level equals 1.686.

"t" table value at (38) d f. at (0.01) sig. level equals 2.429

Table (3.5) shows the mean and the standard deviation of each group in English previous learning. The analysis of the results indicated that there were no statistically significant differences between the experimental and the control groups at (0.05) level due to their previous learning of English writing skills before the experiment.

3.6 Instrumentation

To achieve the aims of the study, the researcher designed the following instruments and tools:

1. Content analysis.
2. Achievement test.
3. Retention test.

3.6.1 Content analysis

3.7.1.1 Preparing the skills list

A) The initial skills draft

After reviewing the literature, the related previous studies and identifying the required skills for the tenth graders in the second semester, the researcher prepared the skills initial draft which included three domains (Form – Coherence – Cohesion) with (25) items.

B) The referees' validity

"We can achieve this type of validity by offering the test to a number of experts who are specialized in the same field." (Ebeedat et al. 2005: 160). To examine the list's suitability to the English content for tenth graders, the list, in its

initial draft, was introduced to a panel of specialists in English language and methodology from Al-Aqsa University, Al-Quds Open University, Ministry of Education, UNRWA, and experienced supervisors and teachers in Governmental schools as shown in Appendix (D: 214) . The items of the list were modified according to their recommendations.

C) The final draft

After modifying the list according to the referee's recommendations and suggestions, the final draft consisted of the same three domains with (18) items.

3.6.1.2 Content analysis procedures

Content analysis was conducted according to the following procedures:

Purpose of the analysis:

The analysis aimed at identifying to what extent the second semester units in "English for Palestine" for tenth Grade(student book and workbook) included the suggested list of the prepared writing skills.

Sample of the analysis:

The analysis sample included the sub-skills of these domains (Form-Coherence-Cohesion) in "English for Palestine" tenth grade (student book and workbook) in the second semester of the scholastic year (2012-2013).

Category of analysis:

The researcher used the page as the main category for the content analysis, and the number of categories required for the three domains is (40) pages.

Unit of analysis:

The researcher considered the writing skills as units of analysis so as to determine them.

Unit of registration:

The registration unit is the topic (lesson) which includes the writing skills either in the student book or workbook.

Limitations of the analysis:

- The analysis includes all the lessons in units (6-7-8-9-10) in "English for Palestine" tenth grade (student book and workbook).
- The analysis consists of the writing skills in the domains (Form-Coherence-Cohesion).
- Using a card to observe the results and the frequency of each analysis unit.

Steps of analysis:

- Adequate and careful survey of the content and identifying the writing skills.
- Computing the number of indicators to the skills in the card and the frequency of each category.
- Classifying the results and converting them into percentage to be discussed.

Analysis validity

The tool was presented to a panel of supervisors and experienced teachers to discuss the suitability of the analysis for the aim it was prepared for and to make sure that the determined skills are included in the tenth grade curriculum which will be analyzed.

Analysis reliability

To examine the reliability of the analysis, we can use two ways; reliability through people or reliability through time. The researcher used reliability through people. The researcher analyzed the content for the skills in the three domains of the card according to their frequencies. A colleague supervisor carried out another analysis for the same skills. Holesti formula was used to know the percentage of agreement between the two analyses.

$$\text{Holesti Formula: } R = \frac{2(C_1 * C_2)}{C_1 + C_2} * 100 \text{ Appendix (A2: 135)}$$

R = Correlation coefficient

2(C₁* C₂) = Number of agreement between the two analyses

C₁ = Total frequency in the first analysis

C₂ = Total frequency in the second analysis

Table (3.6) shows the coefficient correlation between the two analyses in the domains.

Table 3 .6 - Correlation coefficient of content analysis through people

No.	Domain	Frequency		Agreement	Correlation Coefficient
		1 st Analysis	2 nd Analysis		
1	Form	22	20	20	0.95
2	Coherence	26	20	20	0.87
3	Cohesion	15	11	11	0.85
Total		63	51	51	0.90

According to Table (3.6), the correlation coefficient between the two analyses was 0.90, which is acceptable. This is clear evidence of the reliability of the analysis process.

3.6.2 Achievement test

The test is considered one of the most important and common tools of measurement (Al-Heela, 2005: 359), and it is used to explore the extent the students achieved in a subject at the end of specific period of time according to the determined instructional objectives (Maarouf, 2008: 209).

Since the test is the most suitable tool for collecting accurate data that could help in making more accurate decisions, the researcher used it to measure the subjects' achievement in writing skills mainly (Form, Coherence and Cohesion) before the experiment to examine the subjects' equivalence and as a post test after the experiment to measure the difference in the subjects' achievement. The test was designed according to the content analysis, the objectives of each level and the percentage weight for each domain according to Bloom's taxonomy and the table of specifications. It consisted of (40) varied items as presented in Appendices (A.3: 134 and A.4: 138). It included three domains:

A. Form

This domain includes sixteen items where students are exposed to sub-writing skills related to form such as abbreviations, punctuation marks, short and long forms. It took various text type questions like discrete sentences, a table with abbreviations.

B. Coherence

This domain includes fifteen items where students are exposed to sub-writing skills related to coherence such as identifying relevant connectors to join ideas. It took various text type questions like discrete sentences, personal letter parts, paragraphs with missing parts and jumbled sentences.

C. Cohesion

This domain includes nine items where students are exposed to sub-writing skills related to cohesion such as reordering jumbled words to form appropriate sentences. It took various text type questions like discrete sentences, and sentences with a set of connectors.

3.6.2.1 The general aims of the test

The test aimed at measuring the effect of the blended learning program on the subjects' writing skills in English. It was built according to the criteria of test specification. The objectives of the test were to examine students' ability to:

1. Use capitalization properly.
2. Use punctuation marks appropriately.
3. Differentiate between topic sentence and closing sentence.
4. Use transition words and phrases.
5. Identify the parts of the personal letter.
6. Determine pronoun reference in contexts.
7. Use short forms and abbreviations properly.
8. Write a paragraph well.
9. Write a personal letter appropriately.

3.6.2.2. The validity of the test

Al Agha (1996: 118) states that a valid test is the test that measures what it is designed to measure, and Al-Heela (2005: 400) defines it "The test ability to test the thing it was really designed for and not another thing" The study used the referees' validity, and the internal consistency validity.

A) The referees' validity

The test was introduced to a panel of specialists in English language and methodology from Al-Aqsa University, Al-Quds Open University, Ministry of Education, UNRWA, and experienced supervisors and teachers in Governmental

schools as clarified in Appendix (D: 214), the items of the test were modified according to their recommendations.

B) The internal consistency validity

Al Agha (1996: 118-121) elaborates that the internal consistency validity indicates the correlation of the degree of each item with the total average of the test. It also indicates the correlation coefficient of the average of each domain with the total average. This validity was calculated by using Pearson Coefficient. The correlation coefficient of each item with the total average is significant at level (0.05) as stated in Appendix (A.7: 149).

Table 3 .7 - Pearson correlation coefficient of each domain with the overall score and other domains

Domain	Total Score	Form	Coherence	Cohesion	sig. level
Form	0.979**	1			0.000
Coherence	0.987**	0.947**	1		0.000
Cohesion	0.947**	0.881**	0.926**	1	0.000

(**) *The correlation coefficient is significant at (0.05) level.*

Table (3.7) shows the correlation coefficient of each domain with the whole test and other domains. According to Appendix (A.7) and Table (3.7), it can be concluded that the test was highly consistent and valid as a tool for the study.

3.6.2.3 The pilot study

To examine the appropriateness of the test items, the test reliability, estimating the required time for application, as well as computing difficulty and discrimination coefficients, the test was administered to a random pilot sample of (15) students from Shohada' Rafah Basic School. Clear cut instructions on how to answer the questions were given to students.

Test time, while applying it on the pilot study, was computed according to the following equation:

$$\frac{\text{The time taken by all the students}}{\text{Students' number}}$$

3.6.2.4. The reliability of the test

After applying the test on the pilot study, the researcher used Kuder-Richardson (K_R20) and Spearman Brown and Guttman (Spilt-half) methods to measure the test reliability as it is presented in Table (3.8). (K_R20) depends on calculating the percentage of correct answers of the test items, and also on the variance of every item.

$$r = \frac{K}{K - 1} \left[1 - \frac{\sum_{i=1}^K p_i q_i}{\sigma_X^2} \right]$$

Table 3 .8 – (K_R20) coefficient and Split-half for all the domains of the test

(K_R20) coefficient			Split -half		
Domain	Number of items	(K_R20)	Correlation between forms	Guttman Coefficient	Spearman Brown
Form	16	0.956	0.777		0.875
Coherence	15	0.880	0.588	0.736	
Cohesion	9	0.794	0.492	0.639	
Total	40	0.956	0.925		0.961

According to Table (3.8), the test proved to be highly reliable and could be used confidently in the basic experiment. (K_20) coefficient was (0.953) and the Spilt- half coefficient was (0.961) and they are good coefficients which could be depended on in applying the achievement test.

3.6.2.5. Difficulty Coefficient

Difficulty coefficient is measured by finding out the percentage of the wrong answers of each item made by the students (Abu Nahia, 1994: 308). The

coefficient of difficulty of each item was calculated according to the following formula:

$$\text{Co. of Difficulty} = \frac{\text{Number of students with wrong answers}}{\text{total number of students}} * 100$$

Having applied the formula, the difficulty coefficient of the test items varied between (0.466 - 0.730) with a total mean (0.58). Since the accepted items of the achievement test vary between (0.35-0.65), all the items were accepted as stated in Appendix (A.8: 150).

3.6.2.6. Discrimination coefficient

The discrimination coefficient was calculated according to the following formula: (Abu Nahia, 1994: 311)

$$\text{Co. of Disc.} = \frac{\text{correct answers of higher group} - \text{correct answers of lower group}}{\text{total number of students in one group}} * 100$$

The discrimination coefficient of the test items varied between (0.40-1.00) with a total mean (0.67). And since the accepted achievement test items should have discrimination coefficients larger than (0.25), all the items were accepted as shown in Appendix (A.9: 151).

3.6.3 Assessment card (Retention)

A post retention test was prepared by the researcher to measure the subjects' retention of the writing skills after three weeks from the post achievement test. The test consisted of two questions; paragraph writing and letter writing. Students should apply all the writing skills learned in the program. To assess students' performance and product, assessment card was designed by the researcher. It was introduced to a panel of supervisors to give their opinions and suggestions. The card was produced in its final draft as clarified in Appendices (A.5: 145 and A.6: 146).

The test aimed at measuring the subjects' retention of the writing skills acquired in the blended learning program on writing skills in English. It included (Paragraph writing and letter writing).

A) The referees' validity

The test was introduced to a panel of specialists and supervisors. It was modified according to their recommendations.

B) Internal consistency validity (letter writing assessment card)

Validity was calculated by using Pearson coefficient. The correlation coefficient of each item with the total average was significant at level (0.05) as presented in Appendix (A.10: 152).

Table 3 .9 - Pearson correlation coefficient of each domain with the overall score and other domains (letter writing assessment card)

Domain	Total score	Layout	Language	Cohesion	Coherence
Layout	0.696**	1			
Language	0.968**	0.642**	1		
Cohesion	0.925**	0.554**	0.894**	1	
Coherence	0.918**	0.568	0.867	0.896	1
Total score	1	0.696**	0.968**	0.925**	0.918**

Table (3.9) shows the correlation coefficient of each domain with the whole test and other domains. According to Appendix (A.10) and Table (3.9), the test was a highly valid tool for the study.

C) Internal consistency validity (paragraph writing assessment card)

Validity was calculated by using Pearson coefficient. The correlation coefficient of each item with the total average was significant at level (0.05) as shown in Appendix (A.10: 152).

Table 3 .10 - Pearson correlation coefficient of each domain with the overall score and other domains (paragraph writing assessment card)

Domain	Total score	Language	Cohesion	Coherence
Language	0.923**	1		
Cohesion	0.925**	0.663**	1	
Coherence	0.918**	0.794	0.658	1

Table (3.10) shows the correlation coefficient of each domain with the whole test and other domains. According to Appendix (A.10) and Table (3.10), the test was a highly valid tool for the study.

3.6.3.4. The reliability of the retention test

After applying the test on the pilot study, the researcher used Alpha Cronbach and Spearman Brown and Guttman (Spilt- half) methods to measure the test reliability as shown in Table (3.11).

Table 3 .11 - Alpha Cronbach coefficient and Split-half for all the domains of the paragraph writing test

Alpha Cronbach			Split -half		
Domain	Number of items	Alpha Cronbach	Correlation between forms	Guttman Coefficient	Spearman Brown
Language	4	0.842	0.729		0.843
Cohesion	5	0.893	0.895	0.915	
Coherence	8	0.922	0.883		0.938
Total	17	0.959	0.925	0.952	

According to Table (3.11), the test proved to be highly reliable and could be used confidently in the basic experiment. Alpha Cronbach coefficient was (0.959) and the Spilt- half coefficient was (0.952) and they are good coefficients which could be depended on in applying the retention test.

Table 3 .12 - Alpha Cronbach coefficient and Split-half for all the domains of the letter writing test

Alpha Cronbach			Split -half	
Domain	Number of items	Alpha Cronbach	Correlation between forms	Spearman Brown
Layout	4	0.975	0.535	0.633
Language	4	0.954	0.941	0.970
Cohesion	4	0.881	0.867	0.929
Coherence	6	0.919	0.817	0.899
Total	18	0.954	0.953	0.976

According to total in Table (3.12), the test proved to be highly reliable and could be used confidently in the basic experiment. Alpha Cronbach coefficient was (0.954) and the Spilt- half coefficient was (0.976) and they are good coefficients which could be depended on in applying the retention test.

3.7 The program of the study

After reviewing the literature of education technology and scientific studies of developing and designing educational program models according to design criteria, the researcher decided to follow Al Jazar model to design the proposed educational program which aims at developing tenth graders' writing skills to the extent their competencies allow. The following diagram illustrates the five phases of developing the program according to (Al Jazar model, 2002) (Study and analysis phase, design phase, production phase, evaluation phase, and usage phase as shown in Figure (2.7).

Reasons for choosing Al-Jazar Model

1. The model has a lot of educational applications in the Arab World, which proves its reliability.
2. It follows the scientific approach of thinking.

3. It has logical sequence from analyzing learners' characteristics as well as needs and tries to find appropriate solutions that satisfy them.
4. The sub-stages of the five phases are organized systematically.
5. It covers all the teaching learning events.
6. Its suitability to novice designers.

3.7.1 Study and Analysis Phase

In this stage, the researcher has identified learners' developmental characteristics, their writing needs, the available learning resources and facilities related to the proposed program. Here is the detailed description of this phase steps:

3.7.1.1 Learners' Characteristics:

Learners' characteristics – study sample – were specified and described as follows:

1. All the sample participants are male students.
2. All the learners are about fifteen years old.
3. All are in the same school leading similar social, cultural, economic and academic levels.
4. A pre-test was used to check the similarity of writing skills between the two groups (control and experimental)

3.7.1.2 Determining educational needs

The previous data about learners' characteristics, the environment and present content depicts the real situation. It also shows the need to develop their inefficiency in writing skills. Identifying their needs required preparing a list of the writing skills necessary for tenth graders following these procedures:

- 1- Reviewing the literature for teaching writing for tenth grade.
- 2- Preparing the initial list of writing skills of tenth graders.
- 3- Holding an educational workshop with tenth grade teachers in Rafah Directorate of Education to discuss the list.

- 4- Developing the first draft with three domains (Form – Coherence – Cohesion) including (25) items.
- 5- Referring the list to a panel of expert referees (University professors as well as English language educational supervisors from the Ministry of Education) to decide its validity.
- 6- Designing the final draft according to the referees' comments and recommendations. It included three domains (Form – cohesion – coherence) with (18) items describing the expected needs in writing skills as clarified in Appendix (A.1: 134).
- 7- Content analysis to determine the weight of the skills in the textbooks. This is stated in Appendix (A.2:135) and Table (3.13).

Table 3 .13 - The distribution percentage of the skill

No.	Skill	Percentage
1	Form	40%
2	Coherence	38%
3	Cohesion	22. %
Total		100%

3.7.1.3 Analyzing educational resources

In this phase the facilities and available resources (materials – devices – equipment – labs and rooms), which can be utilized to serve the aims of this study, were identified and determined. Obstacles were determined, too.

3.7.1.3.1 Available possibilities

- 1- A volunteer teacher to carry out the study.
- 2- A computer lab equipped with modern computers and presentation devices (LCD – smart board – Internet access – White board – Scanner – Printer).
- 3- A co-operative headteacher.
- 4- A photocopier ready to be used for facilitating the program.
- 5- Power generator.

3.7.1.3.2 Expected obstacles

The expected obstacle is the electricity cut off. This could be overcome through the power generator available at the school.

3.7.2. 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 (according to blended learning approach), decide the educational resources and finally set the implementation strategy.

3.7.2.1 Behavioral Objectives

This is a very essential step because the educational content of the program, the techniques, the educational resources and the evaluation tool were designed according to it. They were determined according to learners' characteristics and their educational needs.

The general objective of this program is examining the effect of the blended learning program on tenth graders' writing skills.

The following educational sub-objectives were derived:

- Use capitalization in the right places.
- Use punctuation marks appropriately.
- Use abbreviation of certain words properly.
- Write dates in words.
- Use good sentence order.
- Write appropriate topic sentence for the purpose of the paragraph.
- Write relevant supporting details correctly.
- Write relevant closing sentences properly
- Write a coherent paragraph with clear sequence.
- Use cohesive devices appropriately.
- Write personal letters effectively.

3.7.2.2 Determining educational content

After determining the objectives, the researcher determined the content to be used in teaching and achieving these objectives. It consists of five units. Each unit has two lessons. Varied contexts, examples and exercises were used. Multi-media content was used, too, i.e. Videos-PowerPoint-Internet links-electronic tests and Facebook wall as presented in Appendix (B.4: 184).

3.7.2.3 Designing pre-post test

As its input, the test depended mainly on the writing skills which were determined according to the researcher's experience, previous studies, experts and literature review. The test was designed in the light of the following procedures:

1. Preparing a list of the writing skills for the tenth graders.
2. Refereeing the skills.
3. Analyzing the textbook content.
4. Determining the percentage of skills in each unit.
5. Building the table of specifications and deciding the number of questions required.
6. Producing the pilot study test, refereeing it, applying it, and carrying out the required modifications.
7. Producing the test in its final draft.

3.7.2.4 Selecting learning experiences and teaching techniques as well as students' organization

1. Students were exposed to native speakers discussing writing skills.
2. Individual, pair, group and whole class organization were used.
3. Group projects were used, too.

3.7.2.5 Selecting media, educational tools and facilities

PowerPoint presentation, videos, internet links, e-mails, Facebook wall as well as electronic tests were employed as shown in Appendix (B.6: 200).

3.7.2.6 Designing the educational content on the media required

The content was designed according to the learners' characteristics, needs and abilities and the available time using various resources.

3.7.2.7 Designing teaching process elements

The teaching process was designed according to several steps, which included the activities in each step as well as rationale for each activity, as shown in Table (3.14).

Table 3 .14 - Design of the teaching process

Factor	How to design it	Reasons
Warming up	Various activities	To attract students' attention
Identifying objectives	Stating each lesson objectives in the first page	To know what is expected from them
Revising prerequisites	Exercises to revise them	To start the teaching process
Presentation	Implementing various strategies	Involve students
Asking for response	Giving students relevant exercises	To make sure students understand
Feedback	Reinforcing responses (positive and negative)	To reinforce correct information
Evaluating learning	Criterion referenced tests to measure objective achievement and learning	To know the extent of objectives achievement
Improving learning retention	Various samples of compositions and personal letters	To retain the lesson for longer time

3.7.2.8 Setting the educational strategy to be followed.

The blended learning strategy was used in discussing the lessons. Students had various roles in reviewing the content through on-line presentations as presented in Table (3.15). Electronic tests were used by students to evaluate their

progress. Facebook chats, e-mails and electronic tests were employed as formative evaluation tools.

Table 3 .15 - Students' roles in reviewing the content

Factor	Learning resources, media and strategy	Student's role
Warming up	Various activities	participation
Identifying objectives	Self-learning strategy	Watching and reading
Revising prerequisites	Training and practice strategy	Answering questions
Presentation	PowerPoint and videos as well as texts	Discussion, watching film and interaction through questioning
Asking for response	Training and practice strategy	Doing the tasks
Feedback	PowerPoint, Facebook & web links	following triggers & links
Evaluating learning	Criterion referenced tests using training and practice strategy (electronic tests)	Doing tasks
Improving learning retention	Various samples of compositions and personal letters	Studying and doing the tasks enclosed

3.7.3 Production Phase

Here, all the required media were gathered and designed (texts – videos – links - tests) (teacher's guide as well as student's book) as stated in Appendixes (B.2: 154 and B.3: 168). All these resources were collected together from the internet, programs and from the teacher's design, then the production of the lesson project started. The materials were either produced or modified according to their availability.

Table 3 .16 - Designing and producing the educational media

No	Material / educational media	Production / modifying
1	Educational films	Modification
2	PowerPoint presentation	Production
3	Electronic Tests	Production
4	Textbook & Teacher's Guide	Production

3.7.4 Evaluation Phase

According to Al Jazar model, (2002) the evaluation process should follow this diagram as shown in Figure (3.2).

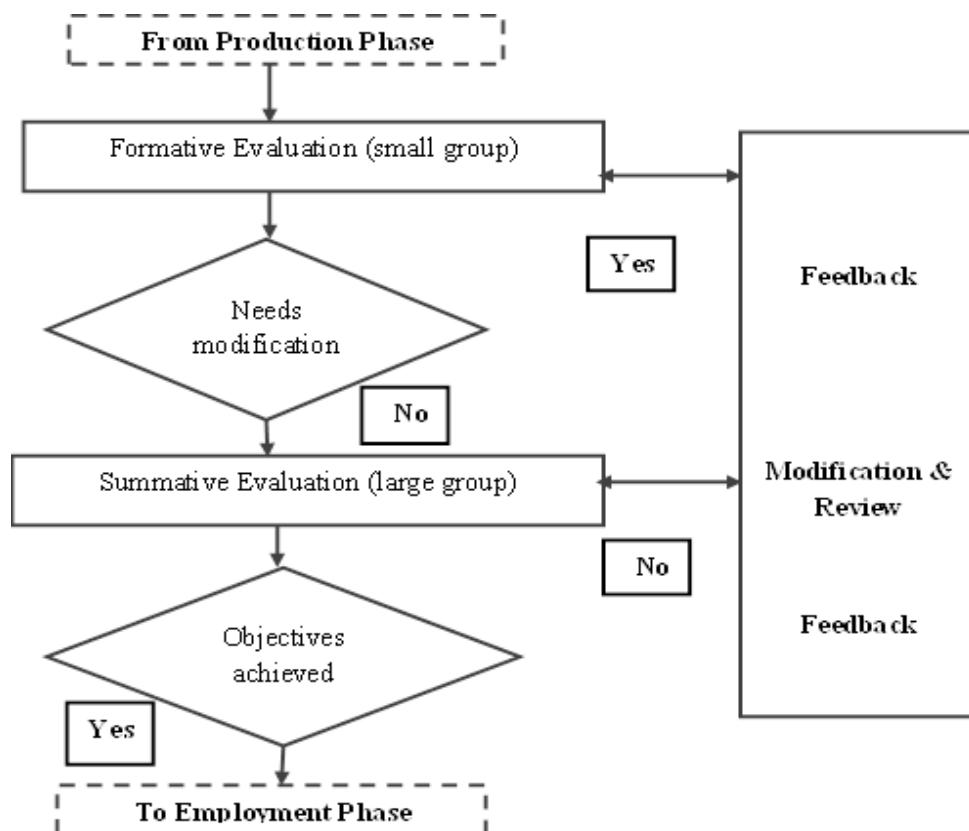


Figure 3 .2 –Formative and Summative Evaluation during the Evaluation Phase

3.7.4.1 Formative evaluation (Mini experimenting):

The experimenting was initially evaluated after each phase of production processes so as to recognize positive and negative points in the program. It also

gave a chance for modification, adding or removing of the program. This was done by showing the initial copy of the program to some specialists and experts to make sure it could achieve the objectives.

3.7.4.2 Summative evaluation (vast experimenting):

After finishing the final copy of the program, it was experimented on a large group of students (pilot study) teaching two units to examine its validity and reliability and make any required modifications.

3.7.5 Implementation Phase

The program was implemented on the experimental group according to the designed schedule. The co-operative teacher taught the students writing skills where he had different roles; he sometimes presented the skill giving some examples and then students went on for the practice and evaluation phases alone using the available technology. In other units, the teacher was a facilitator where he gave clear instructions 'on the Facebook', monitoring their practice and communication either inside the class or on the Facebook walls. All the lesson phases and activities were presented using a blend of face-to-face technique as well as employing the available technology.

3.7.6 Content of the Program

The content of this suggested program was carefully selected to help improve the students writing skills through the blended learning program. The suggested program consisted of five units, based on the content of grade ten textbook. The program covered ten lessons. Each lesson was forty-five minutes. The content and the time of the program are shown in Appendix (B.1: 153).

3.7.7 The validity of the program

To test the program validity, the researcher submitted its first version to a group of supervisors and teachers of education technology. The researcher did the required adjustment according to their recommendations. Then the researcher prepared a list of criteria with (10) domains including (70) indicators which were given to a panel of specialists in education technology from the Islamic

University, Al-Aqsa University, Al-Quds Open University, and Ministry of Education. The criteria were modified according to their recommendations into (9) domains with (69) indicators. Then the program package including (the software program – student's textbook – teacher's guide – electronic test) was presented to the panel again to evaluate it according to the criteria list.

The researcher modified the program according to their suggestions and produced the final copy to be implemented to achieve the objectives as presented in Appendix (B.5: 196).

3.7.8 Pilot experimenting of the program

To be sure of the program's suitability, it was experimented on a pilot study of the tenth grade in the same school other than the study sample so that the teacher who would apply it acquire the application experience, identifying difficulties of implementation, determining the time schedule for the basic experiment application and modifying what is necessary in the initial draft before implementing it on the basic study sample. The students liked its motivating and interesting presentation, self- learning strategies with the teacher's guidance. The assistant English teacher also liked it as it lessened the heavy burden of explanation and presentation.

3.7.9 Implementing the program

After examining the program's validity, and adjusting it for implementation, permission was issued from the Ministry of Education to implement the experiment on the study sample. The experiment lasted for ten weeks with one lesson a week.

3.8 Study implementation procedures

The researcher followed the following procedures in implementing the study:

- Preparing the theoretical framework of the study through the related literature and previous researches.

- Studying the previous related studies conducted on blended learning in general and the implementation of blended learning in teaching English in particular.
- Preparing the list of the required writing skills for tenth grade and modifying them according to the specialist refereeing.
- Analyzing the content of the suggested units for writing skills "student book" for the determined skills.
- Designing the achievement test with the help of a group of supervisors and teachers according to the table of specification.
- Consulting experts in English language methodology to assure test statistical validity.
- Making sure of the test's reliability through applying it on a pilot study, recording, interpreting the results and carrying out any required modifications.
- Designing the blended learning program package (the program, student's book, teacher's guide and electronic tests).
- Getting the permission from the Deanery of post-graduate studies on Monday 4th, February 2013 to implement the tools on the study sample as shown in Appendix (C: 213).
- Selecting the study basic sample.
- Having regular meetings with the assistant teacher to explain the goals and the procedures for administering the experiment.
- Implementing the initial draft of the program on the pilot study to explore the difficulties that could face the implementation and do any required modifications.
- Holding a workshop with the subjects of the experimental group to train them on using the program.
- Implementing the blended learning program from February to April 2013 according to the following steps:
 1. Applying the pre-test on the control and experimental groups to identify their learning background of the selected writing content, recording and interpreting the results.
 2. Implementing the blended learning program on the experimental group and the traditional method with control group. The experiment lasted for ten weeks.

3. Applying the post-test on the subjects of both groups to know the effect of the independent variable (blended learning program) on the dependent variable (writing skills). Results were recorded, computed and interpreted.
4. Applying the retention test, recording, computing and interpreting the results.
5. Presenting recommendation and suggestions in the light of the study findings.

3.9 The statistical analysis

The researcher used a number of the statistical techniques that suit the study nature; the data were collected and computed by using (SPSS) Statistical Package for Social Sciences as follows:

1. **The Arithmetic mean** to compare between the study groups in the achievement test to measure the effectiveness of the blended learning program.
2. **Standard deviation** to deduce the dispersion or variation between the scores of the study groups from the mean.
3. **Holesti formula** was used to know the percentage of agreement between the two analyses.
4. **Levene's test** to be sure of the homogeneity of variance
5. **Test of normality** (Shapiro Wilk for small samples)
6. **Alpha Cronbach** to compute the reliability coefficient of the retention test.
7. **Kuder-Richardson (K_R20)** to compute the reliability coefficient of the test.
8. **Spearman Brown & Guttman** to compute the reliability of the test (split-half).
9. **Pearson correlation** coefficient to examine the internal consistency of the test items.
10. **Difficulty equation** to identify the difficulty of the test items.
11. **Discrimination equation** to identify the discrimination of the test items.

12. **Independent samples T-test** to compare between the performance of the experimental and control groups in the achievement test.
13. **Paired samples T-test** to compare between the performance of the experimental group in the pre-post achievement test.
14. **Effect size formula " η^2 "** to identify the effect size of the blended learning program on the sample students' achievement and which computed by Eita square to determine the strength of the relation between the independent and dependent variables and determines the effect size of the independent.

To sum up, the researcher adopted the experimental approach. The sample was randomly selected and distributed. After controlling the variables and designing the study instruments and tools so as to collect the data, the program was designed and implemented to achieve the aims of the study. Several statistical techniques were used to analyze the data collected.

Chapter IV

Results: Data Analysis

Chapter IV

Results: DATA ANALYSIS

The study aimed at investigating the effectiveness of a blended learning program on developing and retention of Palestinian tenth graders' English writing skills. To achieve this purpose, the blended learning program was designed, the study instruments, which included content analysis, achievement test and retention test, were implemented. The researcher adopted the experimental approach for his study. The pre-test was conducted on the groups, then the program was implemented on the experimental group and the traditional (face-to-face) method on the control group. After that, the test was re-conducted on both groups. The retention test was implemented after three weeks on both groups. Finally, data were collected and analyzed statistically to answer the study questions and to test the hypotheses. This chapter tackles the results and data analysis using (SPSS) as follows:

4.1 Data Analysis

4.1.1 The First Hypothesis

There are statistically significant differences at ($\alpha \leq 0.05$) in the achievement level in writing skills between the students of the experimental group (blended learning) and their counterparts of the control group. To examine the first hypothesis, the mean and standard deviation of experimental and control groups' results were computed. T-Test was used to measure the significance of differences. Table (4.1) shows the results.

Table 4 .1 - T- Test results of differences between the exp. and the cont. group in the post-test

Domain	SAMPLE	N	df	Mean	Std. Deviation	T. value	Sig. (1-tailed)	sig. level
Form	Experimental	20	38	11.50	2.212	.822	0.208	Not sig
	Control	20		10.95	2.012			
Coherence	Experimental	20	38	11.45	2.564	4.791	0.000	Sig. At 0.05
	Control	20		7.30	2.903			
Cohesion	Experimental	20	38	6.95	2.012	2.328	0.012	Sig. At 0.05
	Control	20		5.35	2.323			
Total	Experimental	20	38	29.90	4.399	3.818	0.000	Sig. At 0.05
	Control	20		23.60	5.924			

* Mean difference is significant at 0.05 level.

"t" table value at (38) d f. at (0.05) sig. level equal 1.686

"t" table value at (38) d f. at (0.01) sig. level equal 2.429

Table (4.1) shows that "T" computed value (3.818) is higher than "T" tabulated value (1.686) in all domains and the total degree. The P value is (0.000) which means that there are significant differences at ($\alpha = 0.05$) in the students' scores in favor of the experimental group. There is also a significant difference between the mean of both groups in favor of the experimental group. The mean of the experimental group is (29.90), whereas the mean of the control group is (23.60). As a result the first hypothesis is accepted.

To measure the effect size of the blended learning program, the researcher computed " η^2 " using the following formula as stated in Table (4.2).

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

Table 4 .2 - The suggested table for identifying effect size level for each effect size domain

Test	Effect volume		
	Small	Medium	Large
η^2	0.01	0.06	0.14

(Mansour,1997: 57)

Table (4.3) shows the effect size of applying blended learning on the subjects' achievement in writing skills.

Table 4 .3 - "T" value, and" η^2 " effect size for each of the test domain and the total degree

Domain	T value	η^2	Effect Size
Form	0.822	0.017	small
Coherence	4.791	0.376	Large
Cohesion	2.328	0.124	Medium
Total	3.818	0.277	Large

According to " η^2 " values shown in Table (4.3), the effect size of the blended program is large on students' achievement in writing, but it is small in (Form) and medium in (Cohesion). The large significant effect is due to the types of activities and the techniques that the program employed.

4.1.2 The Second Hypothesis

There are statistically significant differences at ($\alpha \leq 0.05$) in the achievement level in writing skills of the experimental group before and after the experiment.

To investigate the second hypothesis, the mean and standard deviation of the experimental group's results in the pre-post application were computed. T-Test

paired sample was used to measure the significance of differences. Results are presented in Table (4.4) below.

Table 4 .4 - T- Test results of differences of the experimental group scores in the pre-post test

Domain	SAMPLE	N	df	Mean	Std. Deviation	T. value	Sig. (1-tailed)	sig. level
Form	post	20	19	11.50	2.212	8.949	0.000	Sig. At 0.05
	pre			5.90	3.416			
Coherence	post	20	19	11.45	2.564	8.393	0.000	Sig. At 0.05
	pre			5.55	2.416			
Cohesion	post	20	19	6.95	2.0124	7.373	0.000	Sig. At 0.05
	pre			3.55	1.761			
Total	post	20	19	29.90	4.399	11.357	0.000	Sig. At 0.05
	pre	20		13.35	5.869			

* Mean difference is significant at 0.05 level.

"t" table value at (19) d f. at (0.05) sig. level equal 1.729

"t" table value at (19) d f. at (0.01) sig. level equal 2.539

Table (4.4) shows that "T" computed value (11.357) is larger than "T" tabulated value (2.539) in all domains and the total degree. The P value is (0.000), which means that there are significant differences at ($\alpha = 0.05$) in students' scores in favor of the experimental group. There is also a significant difference between the mean of students in favor of the post application. The mean of the post application is (29.90), whereas the mean of the pre application is (13.35). This difference is due to the blended learning program. As a result, the second hypothesis is accepted.

Implementing the above mentioned equation of the effect size, the researcher finds that the effect size of blended learning program, as shown in the table, is large. This large effect could be attributed to blended learning

program. Table (4.5) shows the effect size of applying the program on the subjects' achievement in writing.

Table 4 .5 - "T" value, and " η^2 " effect size for each of the test domains and the total degree

Domain	T value	η^2	Effect Size
Form	8.949	0.800	Large
Coherence	8.393	0.787	Large
Cohesion	7.373	0.740	Large
Total	11.357	0.871	Large

4.1.3 The Third Hypothesis

There are no statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the high achievers in the experimental group and their counterparts in the control one.

To investigate the third hypothesis, the mean and standard deviation of the high achievers' results in the experimental and the control groups were computed. T-Test was used to measure the significance of differences. Table (4.6) shows the results.

Table 4 .6 - T- Test results of differences between the exp. and the cont. high achievers in the post-test

Domain	SAMPLE	N	df	Mean	Std. Deviation	T. value	Sig. (1-tailed)	sig. level
Form	Experimental	5	8	13.8	0.836	2.092	0.04	Sig. At 0.05
	Control	5		12.2	2.588			
Coherence	Experimental	5	8	13.2	1.643	3.13	0.007	Sig. At 0.05
	Control	5		10.4	1.14			
Cohesion	Experimental	5	8	8.8	0.447	2.556	0.034	Sig. At 0.05
	Control	5		7.4	2.549			
Total	Experimental	5	8	35.8	1.923	3.810	0.003	Sig. At 0.05
	Control	5		29.8	4.098			

"t" table value at (8) d f. at (0.05) sig. level equal 1.860

"t" table value at (8) d f. at (0.01) sig. level equal 3.896

Table (4.6) shows that "T" computed value (3.810) is larger than "T" tabulated value (1.860) in the total degree. The P value is (0.005) which means that there are significant differences at ($\alpha = 0.05$) in students' scores of the control and experimental groups' high achievers in favor of the experimental group. There is also a significant difference between the mean of both groups in favor of the experimental group in all the three domains (Coherence & Cohesion, Form). The mean of the experimental group is (35.80), whereas the mean of the control group is (29.80). Mean difference is (6.000). As a result, the third hypothesis is rejected.

Table 4 .7 - "T" value, and" η^2 " effect size for the total degree & all the domains

Domain	T value	η^2	Effect Size
Form	2.092	0.353	Large
Coherence	3.130	0.550	Large
Cohesion	2.556	0.449	Large
Total	3.810	0.644	Large

According to " η^2 " values shown in Table (4.7), the effect size of blended program is large on students' achievement in writing. This significant effect may be because of students' care and keen involvement in the program to develop their writing competencies.

4.1.4 The Fourth Hypothesis

There are no statistically significant differences at ($\alpha \leq 0.05$) in the achievement level between the low achievers in the experimental group and their counterparts in the control one.

To investigate the fourth hypothesis, the mean and standard deviation of the experimental and the control groups' results were computed. T- Test was used to measure the significance of differences. Table (4.8) shows the results.

Table 4 .8 - T- Test results of differences between the exp. and the con. low achievers in the post-test

Domain	SAMPLE	N	df	Mean	Std. Deviation	T. value	Sig. (1-tailed)	sig. level
Form	Experimental	5	8	9.800	2.283	0.635	0.271	Not sig
	Control	5		8.800	2.280			
Coherence	Experimental	5	8	10.000	3.162	2.594	0.016	Sig. At 0.05
	Control	5		4.400	3.646			
Cohesion	Experimental	5	8	5.200	1.923	2.951	0.009	Sig. At 0.05
	Control	5		2.400	0.894			
Total	Experimental	5	8	25.000	1.000	4.264	0.003	Sig. At 0.05
	Control	5		15.600	4.827			

* Mean difference is significant at 0.05 level.

"t" table value at (8) d f. at (0.05) sig. level equal 1.860

"t" table value at (8) d f. at (0.01) sig. level equal 2.896

Table (4.8) shows that "T" computed value (4.264) is larger than "T" tabulated value (1.860) in the total degree and the P value is (0.003) which means that there are significant differences in students' scores of the low achievers in favor of the experimental group. There are significant differences in students' scores of the low achievers in favor of the experimental group. The mean of the experimental group is (25.00), whereas the mean of the control group is (15.60). The mean difference is (9.40) and this is essential. As a result, the fourth hypothesis is rejected.

Table 4 .9 - "T" value, and" η^2 " effect size for the total degree & all the domains

Domain	T value	η^2	Effect Size
Form	0.635	0.047	Small
Coherence	2.594	0.456	Large
Cohesion	2.951	0.521	Large
Total	4.264	0.694	Large

According to " η^2 " values shown in Table (4.9), the effect size of blended program is large on students' achievement in writing in general but it was small in (Form) domain. This significant effect may be because of the types of activities that the program employed either in face-to-face phases or the self-learning on the multi-media resources provided. But the small effect on (Form) could be because students do not usually care about capitalization and punctuation.

4.1.5 The Fifth Hypothesis

There are no statistically significant differences at ($\alpha \leq 0.05$) in the students' scores of the experimental group and their counterparts of the control group in the final card. To investigate the fifth hypothesis, the mean and standard deviation of the experimental and the control groups' results were computed. (T-Test) was used to measure the significance of differences. Table (4.10) shows the results.

Table 4 .10 - T- Test results of differences between the exp. and the con. groups in the final card

Domain	SAMPLE	N	df	Mean	Std. Deviation	T. value	Sig. (1-tailed)	sig. level
Letter	Experimental	20	38	2.352	0.532	4.956	0.000	Sig. At 0.05
	Control	20		1.569	0.465			
Paragraph	Experimental	20	38	2.108	0.338	4.326	0.000	Sig. At 0.05
	Control	20		1.558	0.456			

"t" table value at (38) d f. at (0.05) sig. level equal 1.686

"t" table value at (38) d f. at (0.01) sig. level equal 2.429

Table (4.10) shows that "T" computed value (4.956) is larger than "T" tabulated value (1.686) in letter assessment card degree, the "T" computed value (4.326) is larger than "T" tabulated value (1.686) in paragraph assessment card degree and the P value is (0.000), which means that there are significant differences in students' scores of the control and experimental groups in the writing retention test in favor of the experimental group. As a result the fifth hypothesis is rejected.

Table 4 .11 - "T" value, "d" and " η^2 " effect size for the each domain total degree

Domain	T value	η^2	Effect Size
Letter	4.95	0.392	Large
Paragraph	4.326	0.329	Large

According to " η^2 " values shown in Table (4.11) the effect size of the blended learning program is large.

To sum up, chapter four dealt with data analysis and results. The results of each hypothesis were analyzed statistically using different statistical techniques. The results of the first hypothesis showed differences of statistical significance between the experimental and the control one in favor of the experimental group due to the teaching method. The results of the second hypothesis indicated significant differences in the experimental tenth graders' achievement in favor of the post application. The results of the third hypothesis indicated significant differences between the two groups in favor of the experimental group high achievers. The results of the fourth hypothesis indicated differences of statistical significance between the two groups in favor of the experimental group low achievers. Finally, the results of the fifth hypothesis indicated significant differences in the writing retention test between the two groups in favor of the experimental group.

Chapter V

Findings, Discussion,

Conclusions, Implications and

Recommendations

Chapter V

FINDINGS, DISCUSSION, CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

This chapter deals with the interpretation of the statistically analyzed data of the hypotheses of the study presented in chapter four. It sums up the conclusions that were documented in the light of the study findings. It also includes some pedagogical implications that have been reached throughout the research. In addition, the researcher suggests some recommendations which are expected to be beneficial for syllabus designers, supervisors, teachers and researchers. They could help improve the teaching-learning process in general and teaching English writing skills in particular.

5.1 Discussion

The current study aimed at examining the effectiveness of a blended learning program on developing and retention of Palestinian tenth graders' English writing skills.

To achieve this aim, the researcher adopted the experimental approach where there were two similar groups: the experimental and the control groups. The population of the study was all the tenth graders in Rafah Directorate of Education. The sample of the study, namely (40) students were selected randomly from Shohada' Rafah Basic School. Each group has twenty students. Both were proved to be similar in terms of age, general achievement, general achievement in English and English writing skills achievement. The researcher used four instrument and tools to collect data: content analysis, a pre-post test, a retention test and the blended learning program.

5.2 Findings

In the light of the statistical results, the researcher concluded the following findings:

1-There are differences of statistical significance in the tenth graders' achievement level of English writing skills due to the teaching learning method i.e. the blended learning program.

2-There are differences of statistical significance in the tenth graders' achievement level of English writing skills for the experimental group in favor of the post application.

3-There are differences of statistical significance in the tenth graders' high achievers' achievement level of English writing skills in favor of the experimental group.

4-There are differences of statistical significance in the tenth graders' low achievers' achievement level of English writing skills in favor of the experimental group.

5-There are differences of statistical significance in the tenth graders' achievement level of English writing skills in the retention test in favor of the experimental group.

First: Interpretation of results related to the first question

The researcher investigated the first question which is about the framework of the proposed program based on blended learning which may contribute to develop the writing skills.

The researcher designed the suggested program with consideration to writing skills and varied activities to enhance blended learning. It included Teacher's Book, Student's book, multi-media resources, and varied evaluation tools. The content of the program was designed according to students' characteristics and the required writing skills for tenth graders as well as specialists recommendations.

The program started at the beginning of February 2013 and lasted for ten weeks (10 lessons). The program was validated and experimented on a pilot implementation . The researcher employed a variety of techniques either face-to-face or online. The blend was employed in each lesson either in the pre-teaching, presentation, practice or evaluation. Diagnostic, formative and summative evaluation was used, too. The program was validated and experimented by a pilot sample. It was finally applied on the experimental group while the traditional method was used with the control group. At last, a post test was applied on the two groups and the results were statistically analyzed using (SPSS).

Finally, results showed positive effect of the program and clear development in writing skills reflected on students' achievement in the post test.

Second: Interpretation of results related to the first hypothesis

The researcher examined the first hypothesis which investigates whether there are statistically significant differences at ($\alpha \leq 0.05$) in the achievement level in writing skills in the post test between the students of the experimental group (blended learning) and their counterparts of the control group.

The findings indicated that the "T" computed value, (3.818), was higher than "T" tabulated value (1.686) in all domains and the total degree. This meant that there were differences of statistical significance in the students' general achievement of all the writing skills in the post test in favor of the experimental group. There was also a significant difference between the mean of both groups in favor of the experimental group. The mean of the experimental group is (29.90), whereas the mean of the control group is (23.60).

In addition, The researcher found that the effect size is large in the total scores. This high effect could be attributed to blended learning program which had several advantages such as employing more than one sense as well as addressing the students' different learning styles through variety of the activities, techniques and multi-media which included pictures, texts, videos, and PowerPoint slides. This enhanced students' learning strategies, developed their comprehension, improved their achievement, created on-going interactive environment which increased their motivation and interest in learning. The program also offered continuous feedback which reflected in students' progress in learning if the answers were right or modifying them if they were wrong. Furthermore, the program included several stimuli and responses that supported learning and interaction. This finding agrees with what the study pointed out in the literature review.

The findings agreed with the findings of almost all the previous studies such as Bataineh (2010), Zhang (2007), Al-Haq and Al-Sobh (2010.), Al-Jarf (2004), and Shih (2011) that revealed the effectiveness of blended learning on the achievement of English writing skills and showed significant improvement in students' skills in general.

The findings were also in agreement with those of previous studies in different school subjects such as Shaheen (2008) in science, Keshk (2011) and Ahmed (2011) in chemistry, Al-Zoghby and Bany Doumy (2012), and finally Ali (2012) in creative thinking in mathematics which showed the superiority of blended learning and its

effectiveness in teaching various subjects. At the same time the results agreed with the studies concerned with teachers, either pre-service or in-service like; Vandermolen (2010) with in-service teachers.

On the other hand, this result contradicted the results of Akkoyunlu and Soylu's study (2008) which showed no significant differences between students' achievement level in Ankara University in Turkey. This contradiction may be attributed to problems of implementation of the process of blended learning as it was taken into consideration in the evaluation.

It is worth saying that the effect size of the blended learning program concerning the form domain was small. This could be attributed to the nature of this domain which depends on remembrance of some devices like abbreviations, capitalization, other connector and punctuation. At the same time, it was the first domain to be discussed in the program and since it was the start of the experiment for students, they did not have enough experience for self-learning strategies.

Thus, the researcher recommends other researchers to re-examine the effect of bended learning on form of writing.

Third: Interpretation of results related to the second hypothesis

The researcher investigated the second hypothesis which seeks to identify whether there are statistically significant differences at ($\alpha \leq 0.05$) in the achievement level in writing skills for experimental group before and after the experiment.

The findings revealed that the "T" computed value was higher than "T" tabulated in all domains and the total degree. This meant that there were differences of statistical significance in the general achievement between the pre and post application in favor of the post application. This was attributed to the effectiveness of the blended learning program with all its advantages which can be summarized as follows: it helps students to develop self-learning strategies in an interesting way, to recognize the relations between the content components, to re-organize the information presented in various forms, and to give deductions from the available information such as searching for additional information about the writing skill from the searching drives on the internet. It also enables students to express themselves freely via writing, to participate according to their competencies and learning styles. It took into account the individual differences

among students, too. According to " η^2 " values, it was observed that the effect size of the blended learning program was large on the students' total achievement including all the domains (Form, Coherence and Cohesion). This indicated the practical significant of the implementation of the blended learning program and the increase of the experimental group students' achievement level was attributed to the blended learning program.

Fourth: Interpretation of results related to the third hypothesis

The researcher investigated the third hypothesis which examines whether there are statistically significant differences at ($\alpha \leq 0.05$) in the achievement level in writing skills between high achievers of the experimental group and their counterparts of the control group in the post test .

The findings showed that there were differences of statistical significance in favor of the experimental high achievers in the total degree as well as all the domains. This was attributed to the blended learning program that had many characteristics that matched the high achievers' need such as: developing students' communication skills, making decision, applying what learnt in new situations, increasing their interaction with the educational materials presented, increasing co-operation among students, developing problem solving and critical thinking skills, enhancing self-evaluation tools, improving informational search and giving training opportunities which are not found in the traditional method.

This result was in agreement with Zhang (2007) study which asserted the effectiveness of blended learning on developing students' critical thinking skills.

According to " η^2 " values, it was observed that the effect size of the blended learning program was large on the high achievers' total achievement and large in the total degree. Being good at English, high achievers achieved remarkable change in their writing competencies because they were interactive, so cooperative and responsive. This highly reflected on their achievement in the post test. Additionally, high achievers were apparently competing to get full marks especially when the program offered available materials at any time they needed them.

Fifth: Interpretation of results related to the fourth hypothesis

The researcher investigated the fourth hypothesis which tests whether there are statistically significant differences at ($\alpha \leq 0.05$) in the achievement level in writing skills between low achievers of the experimental group and their counterparts of the control group in the post test .

The results indicated that there were differences of statistical significance in favor of the experimental group low achievers in the total degree. This revealed that the low achievers' achievement level was significantly affected by the blended learning program. The program enabled them to co-operate with their colleagues in a safe learning atmosphere free from criticism where they were able to express themselves positively and received help from high achievers especially in on-line sessions, mainly Facebook chat. This resulted in positive interaction with the teacher as well as other students. On contrary to traditional methods, this reflected on their achievement level.

This result agreed with those of some previous studies that proved the role of blended learning in enhancing unskilled students' interest and motivation as well as improving their achievement level such as Sayed (2012), Shih (2011), Bataineh (2010) and Al-Jarf (2004).

According to " η^2 " values, it was observed that the effect size of the blended learning program was large on the low achievers' achievement of the experimental group in the post test. This result showed the positive effect of the blend on a very important sample: low achievers. The blend created an interesting, attractive and tension free learning environment that stimulated students, even low achievers, towards participation and interaction using English either inside the class in general or during peer online interaction, communication and evaluation namely Facebook discussions on the writing matters explained by their teacher. However, size effect was small and not significant on the form domain. This could be attributed to the low achievers' lack of the writing mechanisms needed for appropriate writing.

Sixth: Interpretation of results related to the fifth hypothesis

The researcher investigated the fifth hypothesis which seeks to identify if there are statistically significant differences at ($\alpha \leq 0.05$) in the average of students' scores of the experimental group and their counterparts of the control group in the retention test.

The findings revealed that "T" computed value is higher than "T" tabulated value in the total degree and the P value is (0.000), which means that there were significant differences in students' scores of the control and experimental groups in the writing retention test (letter & Paragraph writing) in favor of the experimental group due to the blended learning program. This indicated that the blended learning activities, multi-media resources, techniques and evaluation tools had great effect on their retention since they used more than one sense during learning. The interesting and enjoyable and activities developed self-strategies for practicing writing skills in an effective way that reflected on their retention test and increased their level.

According to and " η^2 " values shown in Table (4.11), it was observed that the effect size of the blended learning program was large on the students' total achievement in paragraph writing, but it was larger in the letter writing because it is more familiar to students as it has common layout and format of which students may have good practice. This large effect indicated the real effectiveness of the program and the long effect on time.

Finally, the large effect which was found on analyzing all the study hypotheses contradicted undoubtedly the researcher's null hypotheses of the effectiveness of the blended learning program on students' achievement and agreed with the non-directional hypotheses of its effectiveness.

5.3 Conclusion

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

1. Blended learning had superiority over the traditional method in teaching English writing skill.
2. Blended learning provided students with a better learning environment through variety of multi-media resources which enhanced self-learning strategies and reflected on their achievement of English language.
3. Blended learning stimulated students towards an independent practice of English language instead of direct instruction.

4. Blended learning developed cooperative learning among students.
5. Blended learning was very effective in motivating shy students and low achievers towards participation and interaction both in synchronous and asynchronous activities because they were not criticized.
6. The blend provided students with enjoyment, pleasure, enthusiasm and variation which were significant enough to affect the students' achievement positively.
7. Self-evaluation tasks with immediate feedback gave students a chance for self-evaluation to support self-learning strategies.
8. 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.
9. Availability of on-line and off-line resources enabled students to revisit the language at the ease and comfort of time.
10. Blended learning developed collaborative writing among participants. This was clear when students exchanged ideas and corrected each other's mistakes on the Internet. The blend provided great opportunities for low and intermediate achievers to get involved with higher achievers and learn from them.
11. The blend helped shy students to build confidence in learning English writing as they were helped by their teacher, colleagues and immediate feedback from the spelling checker and the teacher.

The program shows that blended learning is useful, powerful and realizable. Teaching English and other subjects with blended learning increases the teaching capacity, broadens the teaching of "space"; to go beyond the classroom walls and extends the teaching of "time"; to overcome class limited time. This allows teachers to easily teach and students to happily learn.

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 be aware of their students' needs and abilities and choose the suitable blend for them.
- 2- Teachers should train their students on self-learning strategies to enhance blended learning potentials.
- 3- Teachers have to identify the students' initial behavior as well as competencies to start teaching.
- 4- Varied techniques of instruction in writing lessons encourage students to write.
- 5- Teachers should not be hunting for mistakes. In fact, mistakes are source of learning.
- 6- Teachers should avoid teacher-centered class and move towards student-centered classes.
- 7- Classroom motivating environment could be created through utilizing all the available resources inside and outside the walls.
- 8- Students like to write and talk about things related to their real life and experiences.
So teachers should always create reasons for learning.
- 9- Training teachers on strategies, types and implementation of blended learning is a pre-requisite for establishing blend strategy inside schools.

5.5 Recommendations

Based on the findings and conclusions of this study, some practical suggestions are presented to meet the concerns of English teachers, supervisors, education policy

makers, educators and parents . Relevant recommendations are also introduced for further studies.

Because of the rapid development of modern science and technology, our society is in the information technology age. Not only are students carrying their mobile phones, laptops, and iPods everywhere, but they are also familiar with different online environments. Instructors need to choose the right technologies to match students' learning style so that students can effectively learn and practice English more inside and outside the classroom.

Curriculum designers and decision makers:

- Enriching the Palestinian English Language curriculum with different activities which enhance blended learning and practicing English inside and outside the classroom.
- Supplying schools with the necessary equipment for employing blended learning such as enough computer labs, interactive smart boards, multi-media resources and Internet access.
- Encouraging teachers to make good use of the computer labs and the Internet access to help create better learning environment which enhance learning all the subjects.

Supervisors:

- Activating 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.
- Preparing and publishing instructional materials that increase teachers' awareness of blended learning as a new method that suits modern trends in teaching and learning.
- Conducting training courses that help teachers enhance their competencies of implementing blended learning in their classes.
- Conducting workshops that aim at familiarizing teachers with different techniques and strategies of blended learning.

English language teachers:

- Shifting from the traditional teaching methods to interactive approach based on the students' real involvement in the teaching- learning process.
- Using blended learning to create effective learning environment.
- Enriching the curriculum with relevant activities that enhance students' use of English inside and outside school either face-to-face or online.
- Taking into consideration students' individual differences and learning styles in selecting the blend.
- Helping students use English language in "life-like" situations such as emails, chatting, forums, text messaging and blogs.
- Adopting modern techniques that enhance students' participation and interaction.

Parents

- Co-operating with school administrations in enabling their sons and daughters to safely access the blended learning online sessions according to agreed schedule.

5.6 Recommendations for Further Studies

The researcher suggests the following titles for further studies;

- A study that would compare and contrast teachers' perspectives regarding blended learning should be conducted.
- A study to examine the effectiveness of blended learning on developing students' critical thinking & problem solving strategies should be carried out.
- A study to evaluate the new English for Palestine syllabus in accordance with international criteria should be conducted.
- A study should be conducted to investigate the impact of blended learning on developing students' reading for comprehension in English language.

- A further study should be conducted on parents' role in motivating their children in utilizing technology in self-learning.
- A further study should be conducted on creating a child friendly school.
- The effectiveness of blended learning on in-service teachers training and their attitudes towards it should be researched.
- A follow up study should be conducted to investigate English language majors' attitude towards utilizing the Moodle in teaching inside the Islamic University.
- The effectiveness of blended learning on the treatment of students' learning difficulties in English language should be investigated.
- Further study should discuss the efficiency of governmental schools in implementing blended learning program.
- A further study to evaluate blended learning courses in the Palestinian Universities should be carried out.

RESOURCES

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APPENDIX (A)

TOOLS OF THE STUDY

Appendix (A.1)

The final list of writing skills (10th Grade)

Domain	No.	Writing sub skills
Form	1	Using short forms appropriately
	2	Using punctuation marks functionally
	3	Using capital letters appropriately
	4	Using the appropriate format of personal letter
	5	Writing abbreviations, dates in full form or in figures
Coherence	1	Writing a related topic sentence correctly.
	2	Writing supporting details correctly
	3	Using complete meaningful sentences to express the connected ideas
	4	Organizing ideas according to clear sequence(topic-details-ending)
	5	Employing varied relevant structures to serve the topic
	6	Keeping coherence of ideas around a central topic in each paragraph.
	7	Ensuring variety and clarity of ideas.
	8	Writing a relevant closing sentence
Cohesion	1	Rearranging words to form correct sentences
	2	Using relevant cohesive devices appropriately
	3	Using transition words (first -also-) appropriately
	4	Using adequate range of vocabulary for the topic (avoiding repetition)
	5	Using pronoun referencing clearly (he – it – she ...etc)

Appendix (A.2)
Content Analysis of writing skills (10th Grade)

D	No.	Writing sub skills	Analysis 1	Analysis 2
Form	1	Using short forms appropriately	5	4
	2	Using punctuation marks functionally	5	5
	3	Using capital letters appropriately	4	3
	4	Using the appropriate format of personal letter	4	2
	5	Writing abbreviations, dates in full form or in figures	4	4
Total			22	20
Coherence	1	Writing a related topic sentence correctly.	4	3
	2	Writing supporting details correctly	2	3
	3	Using complete meaningful sentences to express the connected ideas	4	3
	4	Organizing ideas according to clear sequence(topic-details-ending)	4	2
	5	Employing varied relevant structures to serve the topic	3	2
	6	Keeping coherence of ideas around a central topic in each paragraph.	4	2
	7	Ensuring variety and clarity of ideas.	3	2
	8	Writing a relevant closing sentence	2	3
Total			26	20
Cohesion	1	Rearranging words to form correct sentences	4	2
	2	Using relevant cohesive devices appropriately	3	2
	3	Using transition words (first -also-) appropriately	3	3
	4	Using adequate range of vocabulary for the topic (avoiding repetition)	2	2
	5	Using pronoun referencing clearly (he – it – she .etc)	3	2
Total			15	11
Total (Both analyses)			63	51

Appendix (A.3)

Test Specifications

Bloom's level Writing skills	Knowledge 12 %	Comprehension 33%	Application 35%	HOTs 20 %	Total
Form 40%	5	1	7	3	16
Coherence 38%		6	4	5	15
Cohesion 22%		6	3		9
Total	5	13	14	8	40

- The percentage of objectives = Number of objectives in each level / Total number of objectives * 100%

Bloom's level Writing skills	Knowledge 12 %	Comprehension 33%	Application 35%	HOTs 20 %	Total
Form 40%	-Match abbreviations to meanings. (5)	-Choose the best answer. (1)	-Punctuate the sentences .(7)	-Write these dates in words.(3)	16
Coherence 38%		- Read the passages & circle the best answer. (3) -Choose the best answer. (3)	-Put the parts of the personal letter... (4)	-Rearrange the sentences to form a coherent paragraph. (5)	15
Cohesion 22%		- fill in with the suitable connectors. (5) -Choose the best answer. (1)	-Reorder these words to form meaningful sentences. (3)		9
Total	5	13	14	8	40

Test Specifications

Level: 10 th grade	Writing Skills 10th Grade	Time : 60 m	Marks : 40 m	Skills exemplified: A - Form B – Coherence C - Cohesion
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Exemplification of the Writing Skills in pre-post Test

Skill	Weight %	Points	Time
Form	40%	16	24 m
Coherence	38%	15	20 m
Cohesion	22%	9	16 m
Total	100%	40 points	60 m

Skill	Task	Text Type	Format	No.	Points	Marks
Form	1	1-Discreet Sentences	- Punctuate these sentences.	7	7	16
	2	2-A table with abbreviations	- Match the abbreviation to their meanings.	5	5	
	3	3- Dates in number	- Write these dates in words.	3	3	
Coherence	1	1-Discreet Sentences	- Choose the best answer	5	5	15
	2	2-Personal letter parts	- Put the parts of the personal letter in the correct order	4	4	
	3	3-Paragraphs with missing sentences	- Read the passages, and then choose the best answer	2	2	
	4	4- Jumbled sentences	- Rearrange the sentences to form a coherent paragraph	5	5	
	1	1-Discret words	-Reorder these words to form meaningful sentences	3	3	
Cohesion	2	2-Discreet Sentences	- Choose the best answer	1	1	9
	3	3- Sentences with a set of connectors	- Fill in with the suitable connector	5	5	
Total				40	40	40

Appendix (A.4)

Achievement Test

Name:	Time: (60) m	Mark: 40 m	Class: ()
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Question One:

Choose the best answer: **(5 points)**

1. To start the informal (personal) letter we use

- a. Hi! How are you!
- b. I write this letter to apply for a job in your hospital.
- c. all my friends will come to my party.
- d. see you soon!

2. The topic sentence is

- a. a group of sentences that support the topic.
- b. the final sentence in the paragraph that summarizes the main idea of the topic sentence.
- c. the sentence that states the main idea and introduces the topic.
- d. both (a) and (b)

3. We can end the personal letter with

- a. remember me to all!.
- b. lots of happiness and success!
- c. best wishes and good luck!
- d. (a), (b) and (c) are right

4. All the followings are right except

- a. They're searching the boys' room.

- b. Tamer's finished his study, isn't he?
- c. (1/4/1996) = The first of April nineteen ninety six.
- d. We'll sell the computer, the TV, the fridge, and the microwave.

5. All the abbreviations are wrong except

- a. The short form of kilometer per hour is "kmph"
- b. The short form of a married woman is "Ms."
- c. The short form of July is "Ju."
- d. The short form of after midday is "pm"

Question Two:

Punctuate the sentences: (capitals, full stops, hyphens, commas, apostrophes & question marks) (7 points)

1. has Mr Saleem ever been to Britain.

.....

2. tomato cucumber and lemon are all vegetables that grow in gaza aren't they?

.....

3. Happiness isn't something you experience it's something you remember.

.....

Question Three:

Match abbreviations to meanings: (There are more words than needed): (5 points)

<i>east– square kilometers – after midday – miles per hour – meters post minutes – for example – before midday – cubic kilometers - centimeters– estimated</i>
--

pm eg

km³ est.....

cm

Question Four:

Reorder these words to form meaningful sentences: (3 points)

1. are / stay / how / you / long / Cairo / going to / in?

.....

2. people / to / I / other / work / 'm / with / happy .

.....

3. was / doctor / he / because / Ali / the / went / night/ to / last / ill .

.....

Question Five:

Fill in with the suitable connector: (*There are more words than needed*)

(5 points) ***Although – also – in general – however – but – too – either***

1. My dad wants to travel to Cairo next week, we will stay at home.
2. The weather was terrible., my children insisted on going to school.
3. I'm not fond of music, and I'm not interested in geography,
4. Hany is excellent at English, and he is amazing in Arabic.
5. Kareem speaks English well, and he writes Spanish well,

Question Six:

Write these dates in words: (3 points)

1. **22/05/03**

.....

2. **19 /03/ 1984**

3. 5/11/1992

Question Seven:

Put the parts of the personal letter in the correct order: (4 points)

The signature The heading **1** The closing The body

The greeting

Question Eight:

Read the passages then circle the best answer: (3 points)

- _____ . North Americans send cards for many occasions. They send cards to family and friends on birthdays and holidays. They also send thank-you cards; get well cards, graduation cards, and congratulation cards. It is very common to buy cards in stores and send **them** through the mail, but turning on the computer and sending cards over the Internet is also popular.

1- The suitable topic sentence is

- a. Sending cards is very popular in North America.
 - b. Birthday cards are the most popular kind of card in North America.
 - c. It is important to send thank-you cards in North America.

2- The underlined pronoun **them** refers to

- a.** Birthday cards.
 - b.** Cards in general
 - c.** Thank-you cards

- My husband and I are happy to have known each other a very long time. We have been married forty years. We live in Paris and have three children, two dogs and one cat. We work together to build our new villa.

3- The best concluding sentence is

- a. My husband and I are very happy because we have such a lovely family.
- b. My husband and I have got a lovely house.
- c. My husband and I have got lovely house children.

Question Nine:

Rearrange these sentences to form a coherent paragraph: (5 points)

1. Another beautiful flower is the daisy which sometimes grows wild.
2. There are many lovely flowers to consider for your garden.
3. Spring flowers like tulips, daffodils, and crocuses are also very pretty.
4. I think you can have all these flowers to make your garden a pretty one.
5. The most beautiful flower is the rose because it comes in so many different colors.

Good Luck

Retention Test

Name:	Time: (30) minutes	Class: ()
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Question One:

Write about 60 words on only ONE of the following topics:

Note: (Use a topic sentence, details, punctuation marks, connectors and concluding sentence) Take care of coherence and cohesion.

1. **My school**

- **You may expand these ideas:**

Where it is located / Describe the school, subjects & activities Why you like it / What is special about it

OR

2. **A happy day in your life**

- **You may expand these ideas:**

When this happened? / Why do you think it was a happy day? / What did you do? How did you feel?

Question Two:

Write a letter to George inviting him to Palestine. Tell him about the famous places, what he can do, when the best time for the visit is and what clothes he needs. Your name is Waleed and you live at 15 East Road, Al Remal, Gaza.

Good Luck

Appendix (A.5)
Analytic Assessment card of paragraph writing

Name: Class:

Domain	No	Criteria	Scale		
			High (3)	Average (2)	Low (1)
Language & structure	1	Using punctuation marks correctly.			
	2	Using capital letters correctly.			
	3	Abbreviations and short forms are used accurately.			
	4	Accurate spelling and grammar.			
Cohesion	5	Complete and correct sentences are used.			
	6	Transition words and phrases are used properly.			
	7	Using cohesive devices appropriately.			
	8	Sentences are clearly and logically connected.			
	9	Fragment sentences are avoided.			
Coherence	10	The opening sentence states the main idea.			
	11	Details are sufficient and appropriate.			
	12	Ideas are organized according to clear sequence.			
	13	Word choice enhances the main idea.			
	14	Adequate range of relevant vocabulary is used.			
	15	Details are relevant to the topic.			
	16	Using pronoun reference clearly.			
	17	The closing sentence restates the main idea.			

Appendix (A.6)
Analytic Assessment card of letter writing

Name: Class:

Domain	No	Criteria	Scale		
			High (3)	Average (2)	Low (1)
Layout	1	The sender's address is clear and in the correct place.			
	2	The date is proper and in the right order.			
	3	The salutation is suitable and in the correct form.			
	4	The sender's signature is correct and in the right place.			
Language & structure	1	Punctuation marks are used correctly.			
	2	Capitalization is used in the right place.			
	3	Abbreviations and short forms are used.			
	4	Accurate spelling and grammar.			
Cohesion	1	Complete and correct sentences are used.			
	2	Transition words and phrases are used accurately.			
	3	Sentences are clearly and logically connected.			
	4	Fragment sentences are avoided.			
Coherence	1	Relevant opening paragraph is used.			
	2	Ideas are organized according to clear sequence.			
	3	Adequate range of relevant vocabulary is used.			
	4	Details are sufficient and appropriate.			
	5	The content is clear and conveys the letter purpose.			
	6	The ending sentence shows sender's expectations.			

Appendix (A.7)

Pearson correlation coefficient of each item with the total score of the test

Item	Pearson correlation	Sig. level	Item	Pearson correlation	Sig. level
Question 1	0.560	0.015	Question 21	0.505	0.027
Question 2	0.691	0.002	Question 22	0.603	0.009
Question 3	0.477	0.036	Question 23	0.587	0.011
Question 4	0.630	0.006	Question 24	0.456	0.044
Question 5	0.463	0.041	Question 25	0.642	0.005
Question 6	0.648	0.004	Question 26	0.607	0.008
Question 7	0.530	0.021	Question 27	0.489	0.032
Question 8	0.671	0.003	Question 28	0.750	0.001
Question 9	0.556	0.016	Question 29	0.607	0.008
Question 10	0.691	0.002	Question 30	0.677	0.003
Question 11	0.583	0.011	Question 31	0.652	0.004
Question 12	0.567	0.014	Question 32	0.564	0.014
Question 13	0.725	0.001	Question 33	0.564	0.014
Question 14	0.810	0.000	Question 34	0.477	0.036
Question 15	0.560	0.015	Question 35	0.477	0.036
Question 16	0.583	0.011	Question 36	0.648	0.004
Question 17	0.583	0.011	Question 37	0.657	0.004
Question 18	0.599	0.009	Question 38	0.730	0.001
Question 19	0.466	0.040	Question 39	0.576	0.012
Question 20	0.603	0.009	Question 40	0.477	0.036

Appendix (A.8)

Difficulty Coefficient of the test items (Pilot study)

Items	Students' Number	Wrong answers	Difficulty Coefficient	Items	Students' Number	Wrong answers	Difficulty Coefficient
1	15	9	0.60	21	15	10	0.666
2	15	8	0.533	22	15	10	0.666
3	15	9	0.60	23	15	11	0.73
4	15	9	0.60	24	15	10	0.666
5	15	7	0.466	25	15	9	0.60
6	15	7	0.466	26	15	9	0.60
7	15	8	0.533	27	15	9	0.60
8	15	7	0.466	28	15	10	0.666
9	15	7	0.466	29	15	9	0.60
10	15	8	0.533	30	15	9	0.60
11	15	9	0.60	31	15	10	0.666
12	15	7	0.466	32	15	8	0.533
13	15	10	0.666	33	15	8	0.533
14	15	7	0.466	34	15	9	0.60
15	15	9	0.60	35	15	9	0.60
16	15	9	0.60	36	15	7	0.466
17	15	9	0.60	37	15	8	0.533
18	15	8	0.533	38	15	11	0.73
19	15	9	0.60	39	15	8	0.533
20	15	10	0.666	40	15	9	0.60
Total Difficulty Coefficient							0.582

Appendix (A.9)

Discrimination Coefficient of the test items (Pilot study)

Items	SS' No.	High	Low	Discrim. Coefficient	Items	SS' No.	High	Low	Discrim. Coefficient
1	15	4	1	0.60	21	15	4	1	0.60
2	15	4	1	0.60	22	15	3	0	0.60
3	15	3	1	0.40	23	15	3	0	0.60
4	15	4	0	0.80	24	15	3	1	0.40
5	15	4	1	0.60	25	15	4	0	0.80
6	15	5	1	0.80	26	15	3	0	0.60
7	15	4	2	0.40	27	15	3	1	0.40
8	15	5	1	0.80	28	15	4	0	0.80
9	15	4	1	0.60	29	15	4	0	0.80
10	15	4	0	0.80	30	15	4	1	0.60
11	15	4	0	0.80	31	15	4	0	0.80
12	15	4	0	0.80	32	15	5	2	0.60
13	15	4	0	0.80	33	15	4	0	0.80
14	15	5	0	1.00	34	15	3	0	0.60
15	15	4	1	0.60	35	15	3	1	0.40
16	15	4	1	0.60	36	15	5	1	0.80
17	15	4	0	0.80	37	15	5	1	0.80
18	15	4	0	0.80	38	15	4	0	0.80
19	15	3	0	0.60	39	15	4	1	0.60
20	15	3	0	0.60	40	15	3	0	0.60
Total Discrimination Coefficient									0.67

Appendix (A.10)

Pearson correlation coefficient of each item with the total score of the retention test (Paragraph & letter writing)

Paragraph Writing			Letter Writing		
Item	Pearson correlation	Sig. level	Item	Pearson correlation	Sig. level
Question 1	.840	.000	Question 1	.533	.020
Question 2	.745	.001	Question 2	.568	.040
Question 3	.832	.000	Question 3	.783	.000
Question 4	.603	.009	Question 4	.584	.011
Question 5	.769	.000	Question 5	.941	.000
Question 6	.876	.000	Question 6	.911	.000
Question 7	.726	.001	Question 7	.872	.000
Question 8	.727	.001	Question 8	.908	.000
Question 9	.910	.000	Question 9	.911	.000
Question 10	.714	.001	Question 10	.710	.002
Question 11	.816	.000	Question 11	.693	.002
Question 12	.835	.000	Question 12	.856	.000
Question 13	.807	.000	Question 13	.921	.000
Question 14	.558	.015	Question 14	.859	.000
Question 15	.906	.000	Question 15	.784	.000
Question 16	.824	.000	Question 16	.727	.001
Question 17	.698	.002	Question 17	.872	.000
			Question 18	.560	.015

APPENDIX (B)

THE PROGRAM

Appendix (B.1)

Content of the suggested program

Unit	No. of less.	Subject	Concepts and skills	Behavioral Objectives
Unit one	2	Punctuation	<ul style="list-style-type: none"> - Capital letters - The period (full stop) - The comma - The question mark - The exclamation mark - The apostrophe - The colon -The semicolon - the brackets - A hyphen 	<ul style="list-style-type: none"> -Identify capital letters. -Use capital letter appropriately. -Use punctuation marks (full stop-comma-question mark & exclamation mark). -To identify apostrophe, colon, semi colon, brackets & a hyphen. -To use apostrophe, colon, semi colon, brackets & a hyphen.
Unit two	2	Short forms	<ul style="list-style-type: none"> - Abbreviations - Sentence order 	<ul style="list-style-type: none"> -To locate the abbreviations in the sentences. -To abbreviate long forms (dates-time-speed-directions-Maths-ordinal numbers). -Write dates in words. -To identify word order in the sentences. -Write sentence in good order.
Unit three	2	Connectors & Transitions	<ul style="list-style-type: none"> - Time connectors - Contrast - addition - Result 	<ul style="list-style-type: none"> -To identify time connectors. -To use time connectors appropriately. -To identify different transitions. -To use different transitions in context properly.
Unit four	2	Paragraph writing	<ul style="list-style-type: none"> - The topic sentence -The supporting details - The concluding sentence - Coherence - Cohesion 	<ul style="list-style-type: none"> -To define 'the paragraph. -To use topic sentence and supporting details appropriately. -To define concluding sentence. -Use cohesive devices appropriately
Unit five	2	Letter writing	<ul style="list-style-type: none"> - Informal letter -Layout -The content of informal letters 	<ul style="list-style-type: none"> -To define the informal letter. -To write the parts of the informal letter in the correct place (layout). -Identify the parts of the body parts of the informal letter -Identify the stages of writing informal letter (writing process). -Write an informal letter to his sister on her wedding occasion.

Appendix (B.2)

Teacher's Guide

This part of the program (Teacher's Guide) contains a lesson by lesson plan which includes all the objectives, activities, procedures, resources, evaluation techniques as well as teacher's and students' reflections on the educational situation created. The guide includes daily steps of five units; (10 lessons). The content of each unit consists of some writing concepts and skills that are planned, implemented and evaluated according to blended learning approach. Each lesson is accompanied by a PowerPoint presentation, a video, Facebook posts, e-mails, Internet link or electronic tests to discuss, practice and evaluate the lessons of writing skills (paragraph or personal letter). The program is based on Al Jazar model and the writing process as well as strategies. This content is designed for 10th grade learners in Palestine to enable them use blended learning in learning writing skills and how to write communicatively. Writing paragraphs and letters are writing activities required from the students in most of the text books of Palestinian English language curriculum; especially, the 10th graders. Blended learning is employed here in preparation, presentation, practice and evaluation so as to give learners variety of learning environments and create effective learning situations in enhancing learning writing skills and self-evaluation.

Behavioral objectives of the program:

At the end of this program, learners will be able to:

1. Use capitalization in the right places.
2. Use the comma where it is necessary.
3. Put periods (full-stops) in the proper places.
4. Use the question mark in the needed places.
5. Use apostrophes appropriately.
6. Use abbreviations for some words.
7. Write dates in words.
8. Use good sentence order.
9. Write appropriate topic sentence to show the purpose of the paragraph.
10. Organize ideas in a paragraph in clear sequence.

11. Write relevant supporting details correctly.
12. Write relevant closing sentences properly
13. Use cohesive devices appropriately.
14. Write personal letters effectively.

Content of the suggested program

Unit	Function	Concepts and skills	Teaching Aids	Time
Unit one	Punctuation	<ul style="list-style-type: none"> - Capital letters - The period (full stop) - The comma - The question mark - The exclamation mark - The apostrophe - The colon -The semicolon - the brackets - A hyphen 	LCD / YouTube video/PowerPoint & triggers / Facebook video e-mail	90 m
Unit two	Short forms	<ul style="list-style-type: none"> - Abbreviations - Sentence order 	LCD / PowerPoint & triggers / e-mail Facebook post & video / smart board Electronic test	90 m
Unit three	Connectors & Transitions	<ul style="list-style-type: none"> - Time connectors - Contrast - addition - Result 	LCD / smart board / Facebook Electronic test	90 m
Unit four	Paragraph writing	<ul style="list-style-type: none"> - The topic sentence -The supporting details - The concluding sentence - Coherence - Cohesion 	LCD / smart board / PPT presentation Electronic test	90 m
Unit five	Letter writing	<ul style="list-style-type: none"> - Informal letter -Layout -The content of informal letters 	LCD / smart board / PowerPoint presentation	90 m

Objectives		New language	Teaching Aids
Students are expected to:		(Capital letters - The full stop - The comma - The question mark - The exclamation mark)	LCD / YouTube video/PowerPoint & triggers e-mail
Steps	Teaching Learning activities	Evaluation	
Presentation	Warming up: A word game (The hanged man) capital letters	Ss' answers	
Capital letters	<ul style="list-style-type: none"> • T. asks students to read exercise (Ex. A 1) • Ss underline capital letters (group work) • T. listens to students' answers and gives relevant feedback. • T elicits the use of capital letters (why and when). • Ss work in pairs and add capital letters where required. (Ex. A 2) • Ss watch the video on YouTube to reinforce learning. • T. discusses the rule & gives feedback 	Ss' answers	
Full stop-comma-question mark-exclamation mark	<ul style="list-style-type: none"> • T. discusses punctuation mark using PowerPoint presentation discussion and direct triggers for evaluation. (Ex. B – C – D – E) • Ss read all the examples and do the tasks (p. 4 SB) • T. asks Ss to do the tasks in pairs and exchange books for peer evaluation. 	T. observes Ss' answers	
Summative evaluation	<ul style="list-style-type: none"> • Write a Facebook post using capital letters, commas and full stop 	Observation	
Homework assignment	<ul style="list-style-type: none"> • T. asks Ss to write (4) different sentences including (capitals-full stop-commas- question mark & exclamation mark) • Ss log on Facebook and watch 'Punctuation video', then add capitals and full stops. 	Ss send their answers by e-mails T. corrects and sends back	
Teacher's reflection	<ul style="list-style-type: none"> • T writes his own reflection on the techniques, resources, Ss' responses & attitudes. • 		

Objectives		New language	Teaching Aids
Students are expected to:			
1. To identify apostrophe, colon, semi colon, brackets & a hyphen. 2. To use apostrophe, colon, semi colon, brackets & a hyphen.		apostrophe, colon, semi colon, brackets & a hyphen.	LCD / Facebook video PPT& triggers /e-mail
Steps	Teaching Learning activities		Evaluation
Presentation	Warming up: a quick revision of the previous lesson		participation
apostrophe	<ul style="list-style-type: none"> • T. discusses apostrophe through PowerPoint presentation (apostrophe) • Ss do the exercise on the presentation (individually) • T. goes round checks, helps and observes common mistakes. • T. checks answers on the "smart board & gives feedback. 		Ss' answers
colon & semi colon	<ul style="list-style-type: none"> • T. discusses a PowerPoint presentation 'colon & semi colon" with direct triggers. • Ss read all the examples to identify the difference (page 5 SB) • T. clarifies the difference between "colon & semi colon". 		T. observes Ss' answers
Brackets hyphen	<ul style="list-style-type: none"> • T. discusses a PowerPoint presentation brackets - hyphen" with direct triggers. • Ss read all the examples to identify the difference (page 5 SB) • T. clarifies any ambiguity and asks Ss to watch the video on the Facebook page 'punctuation'. • Each student writes any post on his page using punctuation marks. • Ss correct each other's post and writes his comment. 		Observing students'" posts
Summative evaluation	<ul style="list-style-type: none"> • Write a Facebook post using capital letters, commas and full stop 		Observation

Homework assignment	<ul style="list-style-type: none"> T. asks Ss to do the task on their e-mail and send it back for correction. <p>Add (apostrophe-a colon-a semi colon- hyphen)</p> <ol style="list-style-type: none"> 1. Todays Monday. Its Nadias birthday. 2. I can see only one thing the old lighthouse. 3. I'm not going on holiday this year I am very short of money. 4. He lived in the eighteenth century. 	Ss send their answers by e-mails T. corrects and sends back
Teacher's reflection	<ul style="list-style-type: none"> T writes his own reflection on the techniques, , Ss' responses & attitudes. <p>.....</p> <p>.....</p>	

Unit two lesson one 10th Grade Date:

Objectives		New language	Teaching Aids
Students are expected to:			
<ol style="list-style-type: none"> 1. To locate the abbreviations in the sentences. 2. To abbreviate long forms (dates- time-speed-directions-Maths-ordinal numbers). 3. Write dates in words. 		Abbreviations Dates	LCD / PowerPoint & triggers Facebook post
Steps	Teaching Learning activities		Evaluation
Presentation	Warming up: abbreviation game: what is the first letter of each. United Nations Relief and Work Agency (UNRWA)		participation
abbreviations	<ul style="list-style-type: none"> • T. discusses apostrophe through PowerPoint presentation (abbreviations) • Ss do the exercise on the presentation (self-evaluation) • T. goes round checks, helps and observes common mistakes. • T. asks ss to do (ex. A page 6) in pairs. • T. listens to ss' answers and gives any required comments. • Same procedures are followed for (B & C) 		Ss' answers
dates	<ul style="list-style-type: none"> • T. gives some examples on dates (numbers and words) . • Ss do (ex. D and E) in groups. (page 6 SB) • T. goes round checks, helps and observes common mistakes. • T. listens to students and discusses common mistakes. 		Observing students' posts

Summative evaluation	<ul style="list-style-type: none"> T. asks each student to chat with a friend on Facebook giving him some abbreviations and dates to write in full word form. (teacher gives feedback and comments) 	Observation
Homework assignment	<ul style="list-style-type: none"> T. loads the video entitled ' Sentence Structure' on Facebook for students. T. asks students to watch the video for next lesson (answering the questions on the page) in your notebook What must any sentence start with? Can we write a sentence without a verb? Re-arrange these words in the common order for a sentence. (Why-What-When-Who-How-Where) 	Ss' preparation is checked next lesson
Teacher's reflection	<ul style="list-style-type: none"> T writes his own reflection on the techniques, resources, Ss' responses & attitudes. 	

Unit two **lesson two** **10th Grade** **Date:**

Objectives		New language	Teaching Aids
Students are expected to:			
1. To identify word order in the sentences. 2. Write sentence in good order.		Word order in a sentence	LCD / smart board / Facebook video Electronic test e-mail
Steps	Teaching Learning activities		Evaluation
Presentation	Warming up: T. checks Ss' answers on the preparation list.		participation
Sentence structure	<ul style="list-style-type: none"> T. discusses sentence order while ss watch the video (sentence structure) again. T. elicits sentences from ss in good order and writes their suggestions on the smart board T. asks ss to do (ex. A page 7) in pairs. T. listens to ss' answers and gives any required comments. Same procedures are followed for (B & C) 		Ss' answers

Summative evaluation	<ul style="list-style-type: none"> • T. asks each student log on the internet and do the electronic formative test. • The test is corrected electronically and students can evaluate themselves with immediate feedback. • T. goes round checks, helps and gives relevant feedback. 	Ss' results
Homework assignment	<ul style="list-style-type: none"> • T. asks students to complete the sentences according to the indicators: <p>1. Ali bought (what) (where) (when) Ali bought</p> <p>2. (Who) travelled to London (when) (how) travelled to London</p> <p>3. The teacher punished Ahmed (where) (when) (why) The teacher punished Ahmed</p> <ul style="list-style-type: none"> • T. asks to look for words to these abbreviations on the internet (i.e / st. / etc. / et al. / Mrs. / AD / BC) <p>(All answers are to be submitted to the teacher by e-mail)</p>	Ss' answers
Teacher's reflection	<ul style="list-style-type: none"> • T writes his own reflection on the techniques, resources, Ss' responses & attitudes. • • 	

Objectives		New language	Teaching Aids
Students are expected to:			
1. To identify time connectors. 2. To use time connectors appropriately. 3. To identify different transitions. 4. To use different transitions in context properly.		Connectors	LCD / smart board / Facebook Electronic test
Steps	Teaching Learning activities		Evaluation
Presentation	Warming up: T. asks Ss to rearrange this sentence : had - I - the - money - after - I - police - lost - phoned – my.		Ss' answers
connectors	<ul style="list-style-type: none"> • T. discusses connectors using PowerPoint presentation, discussion and questioning. • T. asks Ss to do the self-evaluation test (triggers) on the presentation. • T. asks ss to do (ex. A page 8) in pairs. • T. listens to ss' answers and gives any required comments. • T. asks Ss to write two sentences using connector s on the Facebook for other Ss to correct and give comments. 		Ss' sentences
Summative evaluation	<ul style="list-style-type: none"> • T. asks each student log on the internet and do the electronic summative test. • The test is corrected electronically and students can evaluate themselves with immediate feedback. • T. goes round checks, helps and gives relevant feedback. 		Ss' results
Homework assignment	<ul style="list-style-type: none"> • T. asks students to prepare 'transitional expressions' at home for the next lesson by studying a PowerPoint presentation loaded on Facebook page. (Ss write down any questions they would like to answer the teacher next lesson) 		Ss' questions
Teacher's reflection	<ul style="list-style-type: none"> • T writes his own reflection on the techniques, resources, Ss' responses & attitudes. • • 		

Objectives		New language	Teaching Aids
Students are expected to: To identify transition expressions.. To use different transitions in context properly. To determine the importance of transitions in writing.		Transition expressions	LCD / smart board / Facebook Electronic test
Steps	Teaching Learning activities		Evaluation
Presentation	Warming up: T. revises connector quickly: <ul style="list-style-type: none"> Choose the correct connector: The driver hit the boy and killed him (while – when – after – before) he was driving fast. (When – While – After – Before) She slept, she had turned off the lights. 		Ss' answers
Transition expressions	<ul style="list-style-type: none"> T. asks ss to do (ex. A page 9) individually. T. listens to ss' answers and gives any required comments. T. discusses transitions using PowerPoint presentation, discussion and questioning. . T. asks do (ex. B & C) in pairs. T. goes round checking, helping and observing common mistakes. T. checks answers orally discussing common mistakes. 		Ss' sentences
Summative evaluation	<ul style="list-style-type: none"> T. asks each student log on the internet and do the electronic summative test. The test is corrected electronically and students can evaluate themselves with immediate feedback. T. goes round checks, helps and gives relevant feedback. 		Ss' results
Homework assignment	<ul style="list-style-type: none"> T. asks students to prepare 'writing process" at home for the next lesson by studying the video posted on the Facebook page. (Each student posts a comment on the video" What is the most important thing they benefited from the video) (Mention only one thing) 		Ss' comments
Teacher's reflection	<ul style="list-style-type: none"> T writes his own reflection on the techniques, resources, Ss' responses & attitudes. 		

Objectives		New language	Teaching Aids	
Students are expected to:		Topic sentence supporting details	LCD / smart board / PowerPoint presentation Electronic test	
1. Define 'the paragraph. 2. Define 'the topic sentence. 3. Define 'supporting details. 4. Use topic sentence and supporting details appropriately				
Steps	Teaching Learning activities	Evaluation		
Presentation	Warming up: T. asks students to display their definitions of (paragraph – topic sentence – supporting details)	Ss' definitions		
Topic sentence & supporting details	<ul style="list-style-type: none"> • T. explains the parts of the paragraph 'writing paragraph' PowerPoint presentation. • T. asks students to do the tasks 'self-evaluation' on PowerPoint triggers. • Ss in pairs do ex. A / B / C/ D page 10. • T. goes round checking, helping and discussing common mistakes. • T. explains that the topic sentence is a general one. • T. asks each student to write a topic sentence on any topic. • Each student reads out his topic and T. asks other students to comment. • T. asks students to do ex. E page 10 in pairs. • T. goes round checks, helps and observes common mistakes. • T. elicits the role of supporting details in writing. (They support and add details to the topic sentence) 	Ss' participations		

Summative evaluation	<ul style="list-style-type: none"> • T. asks students to answer the electronic test on the Internet. • After students get their results, T. leads an open discussion for questions from students. 	Ss' results
Homework assignment	<ul style="list-style-type: none"> • T. asks students post definitions of the following on their wall on Facebook: <ol style="list-style-type: none"> 1. A concluding sentence. 2. Unity in paragraph writing. 3. Coherence & cohesion 	Ss' definitions
Teacher's reflection	<ul style="list-style-type: none"> • T writes his own reflection on the techniques, resources, Ss' responses & attitudes. • • 	

Unit four lesson two 10th Grade Date:

Objectives		New language	Teaching Aids
Students are expected to:			
<ol style="list-style-type: none"> 1. Define concluding sentence. 2. Define 'unity'. 3. Define 'cohesion & coherence'. 4. Use cohesive devices appropriately 		concluding sentence cohesion & coherence	LCD / smart board / PowerPoint presentation Electronic test
Steps	Teaching Learning activities		Evaluation
Presentation	Warming up: T. asks students to say their definitions of (concluding sentence – unity cohesion and coherence)		Ss' definitions
concluding sentence	<ul style="list-style-type: none"> • T. discusses the concluding sentence using some examples on PowerPoint presentation. • T. asks students to notice the relation between topic and concluding sentence. • Ss in pairs do (ex. A page 11). • T. goes round checking, helping and discussing common mistakes. • T. explains that the concluding sentence is the final sentence and summarizes the main idea. It could also restate the topic sentence in other words. • T. displays some paragraph and students underline the concluding sentence & notice the relation with the topic sentence. 		Ss' participations

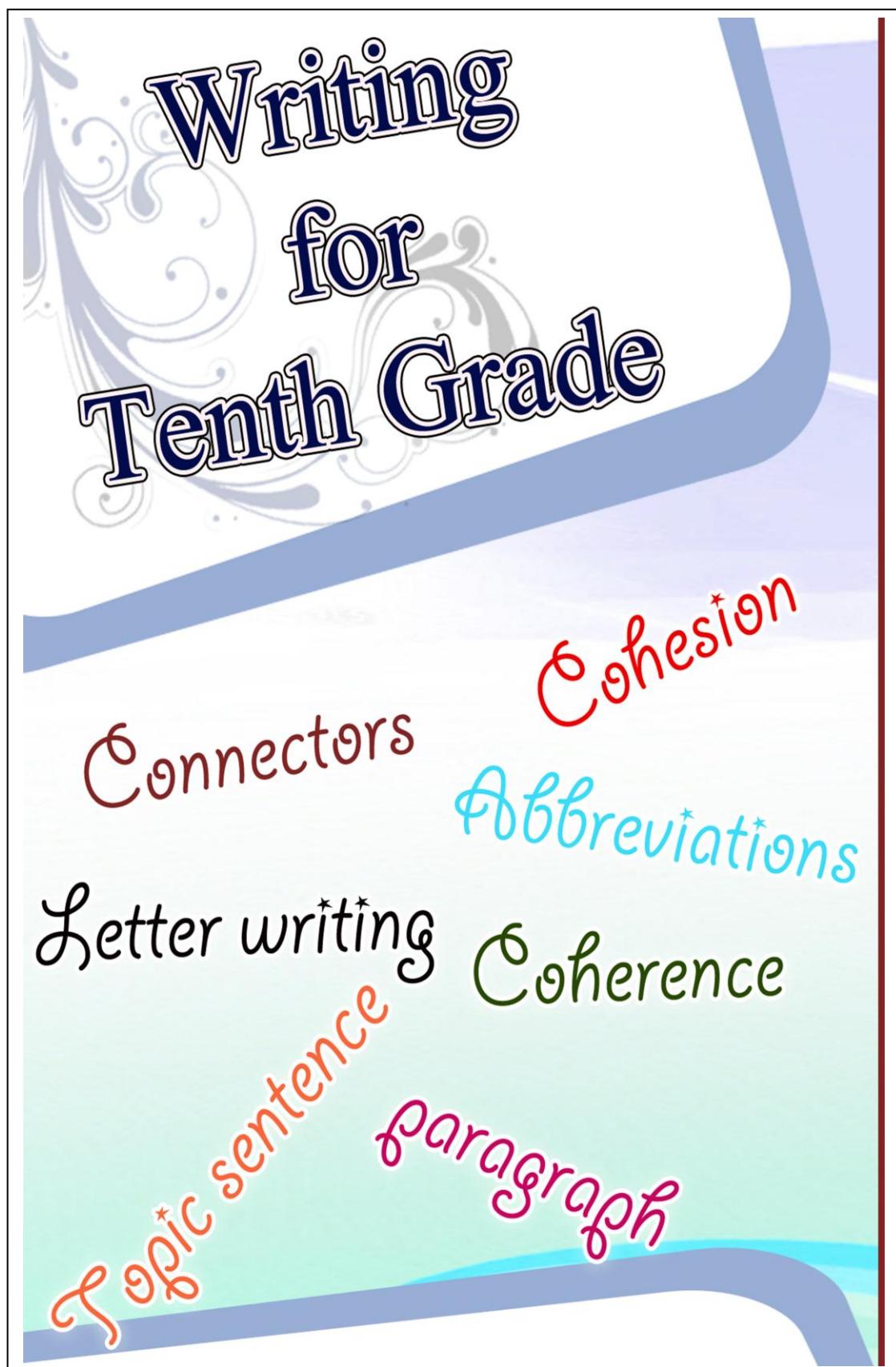
coherence & cohesion	<ul style="list-style-type: none"> T. explains that 'unity' means that every sentence in the paragraph should support the main idea in the topic sentence. T. explains how to keep coherence & cohesion in a paragraph (B page 11/12). T. displays examples of coherence and ensures that coherence is a good way of keeping the logical relation between ideas. T. displays an example of incoherent ideas and asks students to omit them. T. asks Ss to use some connector for cohesion (page 12) 	Ss' answers
Summative evaluation	<ul style="list-style-type: none"> T. asks students to answer the electronic test on the Internet. After students get their results, T. leads an open discussion for questions from students. 	Ss' results
Homework assignment	<ul style="list-style-type: none"> T. asks students prepare the informal letter (layout) for the next lesson. 	Ss' preparation
Teacher's reflection	<ul style="list-style-type: none"> T writes his own reflection on the techniques, resources, Ss' responses & attitudes. 	

Unit five lesson one 10th Grade Date:

Objectives		New language	Teaching Aids
Students are expected to:			
1. Define the informal letter. 2. Write the parts of the informal letter in the correct place.(layout)		Informal letter	LCD / smart board / PowerPoint presentation
Steps	Teaching Learning activities		Evaluation
Presentation	Warming up: T. asks students "when do people write letters?" and writes their answers on the board		Ss' answers
topic sentence & supporting details	<ul style="list-style-type: none"> T. displays some letters on PowerPoint presentation. T. asks ss to tell what type of letters they are. T. asks students to define 'informal letter'. <p>★ Informal letter: is a type of letter which provides communication between a small number of people, usually two. There are many types of informal letters and they are written for a</p>		Ss' answers

	<p>wide variety of occasions: congratulations, condolences, invitations, thanks and apology.</p> <ul style="list-style-type: none"> • T. presents the main components of informal letters and their location in the letter. • T. asks ss to read the letters (ex. A page 16) and do the tasks below in pairs. • T. goes round checking, helping and discussing common mistakes. • T. checks answers on the PowerPoint presentation. 	
Summative evaluation	<ul style="list-style-type: none"> • T. asks students to rearrange the informal letter on their Facebook page and sent it back to their teacher for evaluation <p>32, Nahda Street, Tal Essultan, Gaza. th 12 , March 2013</p> <p><i>Dear Ramy,</i> <i>How are you? What are you doing this New Year? We friends have decided to plan a party and we would love if you can come. We are planning for small party of school friends. There will be music, drinks, lots to eat. And if you have any other idea let us know.</i> <i>Hope to see you let me know when you are coming.</i> <i>Regards,</i> <i>Kamal</i></p>	
Homework assignment	<ul style="list-style-type: none"> • T. asks students write an informal letter to a friend on the occasion of their success and bring it to class next lesson for discussion 	Ss' letters
Teacher's reflection	<ul style="list-style-type: none"> • T writes his own reflection on the techniques, resources, Ss' responses & attitudes. <p>.....</p>	

Objectives		New language	Teaching Aids
Students are expected to:			
<ol style="list-style-type: none"> 1. Identify the parts of the body parts of the informal letter 2. Identify the stages of writing informal letter (writing process). 3. Write an informal letter to his sister on her wedding occasion. 		Informal letter	LCD / smart board / PowerPoint presentation
Steps	Teaching Learning activities		Evaluation
Presentation	Warming up: T. revises the parts of the informal letter and writes them on the board		Ss' answers
body of the informal letter & stages of letter writing process	<ul style="list-style-type: none"> • T. displays some letters on PowerPoint presentation. • T. asks students to read the body of a friendly letter and discuss the (opening – supporting – compliment) in pairs (ex. A page 17) • T. elicits other ideas for each part and writes students' suggestions on the board. • Ss write all the suggestions to use them in their writings. • T. asks ss to do ex. B individually, and then compare their answers in groups of three. • T. checks answers on the board and gives relevant feedback. • T. revises the stages of writing process and writes them on the board. • T. explains the stages of letter writing process on PowerPoint and asks ss to do the test on the presentation. • T. elicits answers for all the questions in the strategies and writes Ss' suggestions. 		Ss' answers
Summative evaluation	<ul style="list-style-type: none"> • T. asks students write a letter to their sisters congratulating them on their wedding. They should follow the writing process stages. • T. asks ss to read their first draft to the class and other ss give comments. 		Ss' drafts
Homework assignment	<ul style="list-style-type: none"> • T. asks students revise and edit their letters at home and sent them by emails to their teacher 		Ss' letters
Teacher's reflection	<ul style="list-style-type: none"> • T writes his own reflection on the techniques, resources, Ss' responses & attitudes. • 		



Student's Book

This part of the program (student's book) contains five units; (10 lessons). Each unit consists of some writing concepts and skills that are planned, implemented and evaluated according to blended learning approach. Each lesson is accompanied by a power point presentation, a video, Facebook posts, e-mails, Internet link or electronic tests to discuss, practice and evaluate the lessons of writing skill (paragraph or letter). This content is designed for 10th grade learners in Palestine to enable them use blended learning in learning writing skills. Writing paragraphs and letters are writing activities required from the students in most of the text books of Palestinian English language curriculum; specially, the 10th graders. Blended learning is employed here in presentation, practice and evaluation so as to give learners variety of learning environments and create effective learning situations in enhancing learning writing skills and self-evaluation.

Behavioral objectives of the program:

At the end of this program, learners will be able to:

- Use capitalization in the right places.
- Use the comma where it is necessary.
- Put periods (full-stops) in the proper places.
- Use the question mark in the needed places.
- Use apostrophes appropriately.
- Use abbreviations for some words.
- Write dates in words.
- Use good sentence order.
- Write appropriate topic sentence to show the purpose of the paragraph.
- Organize ideas in a paragraph in clear sequence.
- Write relevant supporting details correctly.
- Write relevant closing sentences properly
- Use cohesive devices appropriately.
- Write meaningful sentences and avoid fragment sentences .
- Write grammatically correct sentences.
- Write without redundancy.
- Write personal letters effectively.

Content of the suggested program

Unit	No. of less.	subject	Concepts and skills	Teaching Aids	Time
Unit one	2	Punctuation	<ul style="list-style-type: none"> - Capital letters - The period (full stop) - The comma - The question mark - The exclamation mark - The apostrophe - The colon -The semicolon - the brackets - A hyphen 	LCD / YouTube video/PowerPoint & triggers / Facebook video e-mail	90 m
Unit two	2	Short forms	<ul style="list-style-type: none"> - Abbreviations - Sentence order 	LCD / PowerPoint & triggers / e-mail Facebook post & video / smart board Electronic test	90 m
Unit three	2	Connectors & Transitions	<ul style="list-style-type: none"> - Time connectors - Contrast - addition - Result 	LCD / smart board / Facebook Electronic test	90 m
Unit four	2	Paragraph writing	<ul style="list-style-type: none"> - The topic sentence -The supporting details - The concluding sentence - Coherence - Cohesion 	LCD / smart board / PPT presentation Electronic test	90 m
Unit five	2	Letter writing	<ul style="list-style-type: none"> - Informal letter -Layout -The content of informal letters 	LCD / smart board / PowerPoint presentation	90 m

A**Capital letters****1. Read the following sentences and circle capital letters:****Remember!**

1. We enjoyed reading the book.
2. Mrs. Clark asked if Amy would help.
3. Uncle Rob took us to Texas.
4. I don't need your help.
5. Read the last chapter of Hamlet.
6. Nadia is travelling to the USA
7. The second Monday in May is vacation.

2. Add capital letters where necessary:

1. liza doesn't go to school on saturdays.
2. have you ever read' lion' magazine?.....
3. paris is the capital of france and jerusalem is the capital of palestine.....
4. rose is from england but she speaks german, French and arabic.....

B**A period (full stop) (.)****Remember!****Read the following examples:**

1. The doctors in the hospital saved my friend's life.
2. Dr. Carle D. Reynolds has M. A. degree in Anatomy.
3. It is 2.50\$.

We use a period (full stop).....

- a) A full stop is used to **end a sentence**.
- b) In **abbreviations** (Mr.-1st. Nov.)
- c) In **decimal fractions**.(10.30)
- d) in e-mails and websites(ss23@ a.org)
- e) In money (23.40\$)



Log on the Facebook and add capitals where

C**Comma (,)****In pairs underline the comma in the text:****Remember!**

There's a toaster oven, a blender, and a can opener on one counter. I have a microwave oven on another. In my cupboard, you can find a mixer and a hot air popcorn popper. On the far side of the kitchen, there is a coffee machine and coffee grinder.

A comma is used:

- ✿ To divide two parts in a long sentence.
- ✿ To separate extra information from the main part of a sentence.
- ✿ Before or after a name (let's go, Ali) (Ali, let's go.)
- ✿ Between adjectives or things in a list.
- ✿ Before a tag question.

✿ Add commas to these sentences:

1. When Nancy opened the door everything was burning.
2. She quickly shut the door but thick black smoke started coming un
3. Tom where are you?
4. You're well Mum aren't you?
5. Tom opened the window turned round looked and then cried.
6. My computer which dad bought for Tom was burning.

D**A question mark (?)**

1. What's that green stuff in your hair?
2. Have you seen the new Mel Gibson movie?
3. "What did you put in this stew?" Grandpa asked.

Learn! A question mark is used after a direct question.**Learn! Exclamation mark is used to show surprise.****E****Exclamation mark (!)**

1. What a lovely night!
2. That's fantastic!

Write (4) different sentences including (Capitals- periods- commas- question marks and exclamation marks. (Send answer by email to your teacher)

Watch the video on Facebook & add capital letters or full stops

Unit 1**Punctuation****Lesson 2****A****Apostrophe (')****Remember!****Look and identify the apostrophe :**

1. You'll do it, won't you?
2. It's a beautiful baby. Have you decided its name?
3. This is Mahmoud's bike.
4. The teacher collected the boys' bags.

Apostrophe is used

To show missing letters (short).

To show possessives.

It's/we've/they're/I'd/don't/can't

Learn! A colon is used to introduce a section or a list.

B**A colon (:)**

Learn! A semicolon is used to separate two parts of a sentence.

1. The bag lady's possessions were few: a shopping cart, a sleeping bag, and a hat.
2. Section 3: Things to bring: tent, cooker, pans, boots, etc.

C**A semicolon (;)**

1. We arrived at 9:00; it was raining again as usual!
2. The lesson was badly given; it went on too long.

Learn! Brackets are used to separate extra information from main part.

To enclose author-date references in the text.

D**Brackets (...)**

Learn! A hyphen is used to join some compound words and to separate parts of a sentence.

1. He (Mr Brown) told him (Mr Jones) that he (Mr Green) had been accepted for the job.
2. A number of experiments (Smith1987; Tan 1990; Wong 1991) indicate that this is correct.

E**A hyphen (-)**

1. I've got twenty-one friends.
2. Samy has finished the geography lesson.

Add (apostrophe-a colon-a semi colon- hyphen)

1. Im not going on holiday this year I am very short of money.
2. I can see only one thing the old lighthouse.
3. Todays Monday. Its Nadias birthday.
4. He lived in the eighteenth century.

Homework

Unit 2

Symbols and Abbreviations

Lesson 1

A

Match the abbreviations and symbols to their meanings

Metres centimeters equals west per cent before midday and approximately after midday miles per hour for example minus kilometers per hour square kilometres cubic kilometers population estimated plus

am	_____	cm	_____
NE	_____	pm	_____
m	_____	&	_____
approx	_____	pop	_____
eg	_____	=	_____
km ³	_____	-	_____
W	_____	+	_____
mph	_____	SW	_____
%	_____	mm	_____
kph	_____	km ²	_____
est	_____	_____	_____

B

Write out these notes in full form:

A speed of 30mph = approx. 45kmp.

Learn!

Jericho (est pop 29,000) lies approx. 400m below sea level.

D

Which sentence is correct?:

1. 1/03/1988= The first of three nineteen eighty eight. ()
 2. 18/08/2003= The eighteenth of August two thousand and three()
 3. 3/07/1900= The third of July nineteen hundred. ()

F

Write out these dates in words:

- | | | | |
|----|-------------|-------|-----------------------|
| 1. | 3/07/2000. | | 9.
4 th |
| 2. | 12/10/1990. | | 10 |
| 3. | 1/1/2001. | | |
| 4. | 22/06/1986. | | |

W

Write out these sentences in note form

The speed of sound is approximately 1,193 kilometers per hour, or 792 miles per hour.

In South Africa's Johannesburg, which has an estimated population of 1,837,000, received 105 millimeters of rain last January.

Kuwait had the world's highest population growth rate of 75.9 per cent from 1990 to 2000.

Abbreviations

- 1. Days of the week** (Sun – Mon – Tue – Wed – Thur – Fri – Sat)
 - 2. Months** (Jan – Feb – Mar – Apr – May – Jun – July – Aug – Sep – Oct – Nov – Dec)
 - 3. Distance** ('cm' centimeter, mm millimeter, m meter km kilometer)
 - 4. Area and volume** (km² square kilometers - km³ cubic kilometers)
 - 5. Time of the day** ('am' up to midday – 'pm' after midday)
 - 6. Speed** ('kph' kilometer per hour – 'mph' mile per hour)
 - 7. Directions** (N north, S south, NE north-east, NW north-west, E east – W west, SE south-east, SW south west) pop = population, eg for example, est estimated, approx approximately.
 - 8. Maths** (& and, % per cent, - minus, + plus, = equals)
 - 9. Ordinal numbers** (1st first, 2nd second, 3rd third, 4th fourth, 5th fifth, ...100th hundredthetc)
 - 10. Types of people** (Mr. – Ms. – Mrs. – Dr.)

A

Put the words into the correct column and form sentences:

1. read / book / I / at home
.....
2. she / the guitar / every evening / plays
.....
3. we / walk / often / in the forest
.....
4. the girl / helping / mother / her / is
.....
5. go / every / to the club / the girls / Saturday
.....

Subject	Adverb	Verb	Object	Place	Time
It	rarely	rains		In Rafah	In summer
She	never	drinks	tea		

Rearrange these words to form correct sentences

1. in / cooking / my /kitchen / mother / the / is
.....
2. Amanda/because/room/her/small/like/doesn't/too/it's
.....
3. wallet / he / was / in / the street / market / while / he / the / lost / going
.....

B

Correct the mistakes:

Learn!

1. It's the place most beautiful I know.
.....
2. I was all day at home.
.....
3. When was built the Eiffel Tower?
.....
4. Yesterday phoned me an Irish man.
.....
5. Visit your teacher when you did was ill you?
.....

A positive sentence usually consists of:

Subject + adverb + verb + object + manner + place + time

A negative sentence usually consists has (auxiliary) before the verb:

I will not tell you the story at school tomorrow.

Watch the YouTube "sentence structure" on Facebook



Electronic Test

★ Do the test on your computer

Homework Assignment

- ★ Complete the sentences with suitable words.
- ★ Look for the words for these abbreviations on the net (*i.e.* / *etc.* / *et al.* / no. / st. / Mrs. / AD / BC) then **send your assignment be e-mail to your teacher**

A**Read the examples , and then do the exercise:**

1. After the teacher had finished the lesson, he distributed the stories.
2. Dad had travelled to Cairo before we moved to our new house.
3. When Kamal phoned you, I was with him.
4. We will not have lunch until you came.
5. I haven't seen Samy since his mother died.

Learn!**Join these sentences:**

1. First I watched the film. Then I slept. (after)
.....
2. I bought my new jacket. I didn't wear the old one. (since)
.....
3. Samir's leg was broken. He was climbing the mountain (while)
.....
4. She joined the faculty of medicine. She succeeded and got high marks.
.....
5. The students were making noise. The teacher entered the class. (when)
.....

**Homework Assignment**

✿ Prepare the (**Transitional Expressions**) on the power point presentation loaded on your Facebook page.

1. **Contrast** (but, yet, although, however, on the other hand, in spite of this)
2. **Result:** (hence, therefore, , thus, , as a result, then, for this reason, that's why)
3. **Addition:** (as well, moreover, besides, and, and then, also, too, again, in addition, next, first, second, third, in finally, last)

Connectors

1.after (past simple + **after** + past simple / perfect)

(future + **after** + present simple)

2.before (past simple/ perfect + **before** +past simple) (future + **before** + present simple)

3.when (past simple/ perfect/continuous + **when** + past simple) (future + **when** + present simple)

4.while (past continuous + **while** + past simple)

5.since (present perfect + **since** + past simple)

6.until (future + **until** present simple)

A**Study this paragraph and underline the connectors:****Learn!**

In general, the southern two-third of Australia has a temperate climate with warm, quite dry summers and cool, quite wet winters. However, the climate varies quite a lot between regions. For example, it is much wetter around Sydney than it is in the center of the country. The average annual rainfall in Sydney is 1,181 mm, whereas the average in Alice Springs is much lower at just 252mm.

B**Add these connectors:**

and - for example - however - whereas - in general

....., Palestine has a Mediterranean climate with long hot dry summers short, cool, rainy winters., the climate varies quite a lot between regions. Gaza is wetter around Jabalia in the north than the area of Rafah in the south. The average annual rainfall there is quite a lot lower at just 233mm the average in Nablus is 1,123mm

Transitional Expressions

1. **Contrast** (but, yet, although, however, on the other hand, in spite of this)

1. Although she is young, she can drive a car.

2. She is young. However, she can drive a car.

3. She is young, but / yet she can drive a car.

2. **Result:** (hence, therefore, , thus, , as a result, then, for this reason, that's why)

1. He studies hard. Hence / thus / As a result / For this reason / That's why / therefore he always gets full marks

4. **Addition:** (as well, moreover, besides, and, and then, also, too, again, in addition, next, first, second, third, in finally, last)

1. Jane speaks French. Sam **also** speaks French.

2. I love chocolate. I love pizza too.

C**Use these connectors to complete the paragraph:**

also – although – however – in general – either - too

Dalia is good at languages. She likes Arabic and she also enjoys English., Sami enjoys science subjects,he is less interested in biology than the others. Iman does not enjoy maths, and she does not like physics very much she really loves biology – and chemistry

**Self-evaluation**

Do the electronic test on Facebook

- ✿ A paragraph: A paragraph is a group of sentences that are about one **topic**.
- ✿ A paragraph consist of three parts: a **topic sentence**, **supporting ideas**, and a **concluding**

The topic sentence is the most important sentence of a paragraph. It states the main idea and introduces the topic.

Learn!

The topic sentence:

- A topic sentence expresses the main idea of the paragraph.
- A topic sentence is a general one.
- The topic sentence answers one or more questions like why, how, or where?
- Every word in a topic sentence is important.
- You must be able to support your topic sentence.
- A topic sentence must be about something you can prove, explain, or show through description.

B

Choose the best topic sentence:

1.) _____. I enjoy summer sports like water skiing and baseball. The weather is usually sunny and hot, so I can go to the beach almost every day. Gardening is my hobby and I spend many summer days working in my garden. Unfortunately, the days pass too quickly in summer.

- I like to garden in summer.
- Summer is my favourite season.
- Summer is to short.

A

Choose the topic sentence from the list

- | | |
|---|--|
| 1. The waves crashed on the shore. | |
| 2. Beach umbrellas blew wildly. | |
| 3. It was a stormy day at the beach. | |
| 4. People ran out of the water. | |
| 1. He eats in the room with us. | |
| 2. Sometimes he brings us a cake. | |
| 3. He always writes nice notes on our papers. | |
| 4. My teacher is friendly and kind. | |

2.) _____. North Americans send cards for many occasions. They send cards to family and friends on birthdays and holidays. They also send thank-you cards; get well cards, graduation cards, and congratulation cards. It is very common to buy cards in stores and send them through the mail, but turning on the computer and sending cards over the Internet is also popular.

- Sending cards is very popular in North America.
- Birthday cards are the most popular kind of card.
- It is important to send thank-you cards.

Learn!

Supporting details are sentences that explain the topic sentence (when, where, why, how much, or how many).

C

Read the following paragraph:

There are so many different things to see at the zoo. There are lions and tigers in the outdoor pens. Wild birds are flying in large, tree-filled cages. Also, a visitor at the zoo can see snakes and reptiles of many different sizes. My favourite thing to see at the zoo is monkey that swings on a trapeze in a cage.

Which is the topic sentence? Which are the detail sentences?

✿ The first sentence is the topic sentence.

✿ The other sentences are the details (all the things to see at the zoo). The writer also adds details to the things to see at the zoo.

✿ **Important:** All the supporting details must refer back to the topic

A

My husband and I are happy to have known each other a very long time. We have been married forty years. We live in Saskatoon and have three children, two and one cat. My husband and I are very happy to have been together for so long because we have such a lovely family.



- Notice how the underlined **concluding sentence** completes the paragraph and to, but not the same as, **the topic sentence**.

The concluding sentence: The final sentence in the paragraph summarizes the main idea of the topic sentence.

Write a concluding sentence for the paragraph.

There are many reasons why I like wearing a uniform to school. First of all, it saves time. I don't have to spend time picking out my clothes every morning. Wearing a uniform also saves money. It's cheaper to purchase a new uniform than to go out and buy lots of school clothes. In addition, I don't have the pressure of keeping up with the latest styles. Most importantly, wearing a school uniform gives me a sense that I belong. I really think that it adds to the feeling of school spirit and community.

B

Unity: Every sentence in a paragraph should support the main idea expressed in the topic sentence.

Coherence in a Paragraph

- Stick to the point:** The ideas have a clear and logical relation to each other.
- Put details or examples or incidents in logical order.

How can I write coherent paragraphs?

When you relate sentences relate to each other, not only in content but also in choice of words and grammatical structures.

Techniques for achieving coherence:

- Using appropriate transitional expressions (also, then, and, finally, for example, thus, but, however, yet, first, before)
- Using pronouns when possible
- Using planned repetition of a key word
- Using coherence techniques to create connections between paragraphs

Using pronouns for coherence

The funniest people I know are often unaware of just how ticked off they are about things until they start to kid around about them. Nature did not build these people to sputter or preach; instead, in response to the world's irritations, they create little plays in their minds—parodies, cartoons, fantasies. When they see how funny their creations are, they also understand how really sore they were at their sources.

C**Cohesion in a Paragraph**

Cohesion: *It is the connection between each sentence and the sentence that is before and after.*

A passage is cohesive when:

- *Each sentence connects with the next and the previous.*
- *Sentences begin with familiar information.*
- *Sentences end with new information..*

**Using transitional for coherence**

Before the days of television, people were entertained by exciting radio shows such as Superman, Batman, and "War of the Worlds." **Of course**, the listener was required to pay careful attention to the story if all details were to be comprehended. **Better yet**, while listening to the stories, listeners would form their own images of the actions taking place. When the broadcaster would give brief descriptions of the Martian space ships invading Earth, **for example**, every member of the audience would imagine a different space ship. **In contrast**, television's version of "War of the Worlds" will not stir the imagination at all, for everyone can clearly see the actions taking place. All viewers see the same space ship with the same features. Each aspect is clearly defined and **therefore**, no one will imagine anything different from what is seen. **Thus**, television can't be considered an effective tool for stimulating the imagination.

—Tom Paradis, "A Child's Other World"

Use connectors:

(*In general – although – because of this – either – too – and – however- but*)

Steffi is in class 10. she likes school very much, she wishes it could be a little different. she is very good at her two foreign language, French and English, and she is quite good at history and geography,

.... She is not so good at physics, She is not very good at Maths, She tries very hard at these subjects, she finds them extremely difficult. she would like to give these subjects up

Unit 5**Letter Writing****Lesson 1****A****Read the letters and answer the questions and answer:****1**

Andrew Moore

123 Green Lane

Lexington, Virginia 24450

2

115, king road ,

York Share .

5th,April.

Hi!

Dear Amy,

How are you? I am writing to tell you about my summer. It has really been fun. I have gone to the pool several times and I have visited several of my friends from school. Next week, I am going to the beach with my family. I hope you are having a fun summer, too.

Your friend,

Andrew

**1**

June 30, 2013

All the best _____

Jane

2

1. Who is the letter written to?

2. Where does Andrew live?

3. When was the letter written?

4. Why was the letter written?

5. Is it a formal or informal letter?

1. Who wrote the letter?

2. Where does Andrew live?

3. When was the letter written?

4. How did Jane end the letter?

5. Is it a formal or informal letter?

**Fill in the blanks with the suitable part:**

1. Body of the letter.
2. Greeting.
3. Address.
4. Signature.
5. Complimentary phrase.

Friendly letters: We write them to people we know like brother, mother, father, wife, friend and a sister.

✿ We start friendly letters with (Dear Samy / Hi /Dear dad / Helloetc.

✿ We finish friendly letters with (Best wishes / All the best / Lots of love and success

AParts of the body of the informal letter**Opening paragraphs:**

How's your project about Hong Kong English going? Sounds like it must be pretty hard!

Hi, how are you doing? I know that you've just moved up a year at school

I'm having a wonderful time here in Palestine.

Supporting paragraphs:

We are planning a special visit to the museum. My mom will call your mom later this week to make all arrangements. Be sure to bring your swimsuit when you come! We're planning an afternoon trip to the lake. Like you say, I've just got too much stuff to do. And yesterday, guess what? The library informed me the book I requested would take between 8 and 10 weeks to arrive!

So please tell Chris this is what I need to know:

- Words / idioms only used in Hong Kong
- Pronunciation - Grammar
- Anything else he thinks would be relevant

Informal compliments and signature:

Love to you!

Ben

Best wishes!

Jane

All the best!

Kate

Thanks a lot!

Tom

Your friend!

Allison

BUse the following words to complete the informal letter below:

Gaza Strip - going well - ice cream - Jabalia - the last time - Would - summer holiday - 17th May - Ahmed - best wishes - no longer - playing - collection - 55 El Awda Street - most - sandcastle - job - vacation

Dear

I feel like such a long time since I saw you. I know it's only been several weeks since I you. So far my has been great! I spend all my weekends at the beach. I am getting a nice tan and you can say I am paler than you. I have been lots of volleyball, surfing and building a nice of sea shells. Just this past weekend I took second place in a Building competition! On the weekdays, I I drive an ice cream truck around and sell to the kids. It is so cool. It is a combination of the two things I love, ice cream and kids. The pay isn't too great, but I love the so much. I hope the summer's been for you too. There's only a month and a half left in summer And after that it's back to school. you like to meet up some time to before school starts?

C**Stages of the writing process (Letter writing)**

Writing process	Strategy	Procedures
Pre writing	Questioning	Who is writing the letter? When is the letter written? Who is the letter written to? Why do I write the letter? What information shall I put to support the purpose of the letter? Where shall I write the address, the date, the salutation, and the signature?
Drafting	Writing without stop	Answer the above questions; just jot the answers of the questions without paying much attention to mistakes of grammar, spelling, punctuation, cohesive devices.
Revising	Individual, pair or group work	Revise the ideas you have written to modify or change any of them, this will improve your writing. Use the approach of A.R.R.R. (Adding, Rearranging, Removing and Replacing)
(Editing) proofreading	Individually or by a classmate	Read again to check: -Are there any words used too many times? -Are there any hard sentences to understand? -Which words can be cut to make a sentence stronger? -Are there any fragment sentences? -Are the sentences in active voice? -Are the sentences grammatically correct? -Are there any spelling mistakes? -Are the punctuation marks used correctly? -Are the cohesive devices used correctly?
publishing	Read to audience	Show your written letter to your teacher. -Read aloud in front of your friends.

D

Write the body of a friendly letter to your sister congratulating her on her wedding and asking her for the present she would like you to bring her; you may use these words (happy – congratulate – happy future life – a present – wishes)

.....
.....
.....
.....
.....
.....
.....
.....

Good Luck

Appendix (B.4) Electronic Tests

(Test One) Connectors

What is your name?*

Choose the correct answer: *

1. He couldn't find his bag _____ the thief had taken it.

- a. because of
- b. **because**
- c. as a result
- d. although

2. The children kept their sweaters on _____ it was not cold.

- a. **even though**
- b. when
- c. despite
- d. so

3. I worked hard _____ pay my bills.

- a. so that
- b. for
- c. **in order to**
- d. before

4. _____ a boat, he also bought an airplane.

- a. Since
- b. Until
- c. **In addition to**
- d. until

5. _____ I had done my homework, I called my friends to go out.

- a. When
- b. Before
- c. **After**
- d. While

6. Ahmed has started to study hard; _____, all his marks are very high.

- a. since
- b. **consequently**
- c. as
- d. when

7. You need to pass the exam, _____ you will not graduate.

- a. not only
- b. or
- c. as
- d. for this reason

8. I can play the piano. I can play the violin, _____.

- a. either
- b. therefore
- c. as
- d. too

9. _____ she was watching the film, the light went out.

- a. When
- b. Before
- c. After
- d. While

10. The service at this restaurant is bad. _____, the food is delicious.

- a. However
- b. But
- c. So
- d. After

11. Cristina loves playing sport, _____ she's not very good at it.

- a. and
- b. but
- c. while
- d. because

12. We didn't win the game _____ all our hard work.

- a. because
- b. in spite of
- c. though
- d. because

13. The children were playing in the garden _____ it began to rain.

- a. when
- b. as
- c. after
- d. while

(Test Two) Sentence Structure

What is your name?*

Choose the correct answer: *

1. The man
 - a. met the manager in Gaza at his office last night.
 - b. met the manager in Gaza last night at his office.
 - c. met the manager last night in Gaza at his office.
 - d. **met the manager at his office in Gaza last night.**

2. I
 - a. didn't answer the test yesterday in the class.
 - b. **didn't answer the test in the class yesterday.**
 - c. didn't answer yesterday in the class.
 - d. didn't answer yesterday the test in the class.

3. We
 - a. **always listen to music at school to relax.**
 - b. listen always to music at school to relax.
 - c. always listen to music to relax at school.
 - d. listen to music always at school to relax.

4.
 - a. She called to ask about me in the evening at 5 p.m. yesterday.
 - b. In the evening she called at 5 p.m. yesterday to ask about me.
 - c. **She called at 5 p.m. in the evening yesterday to ask about me.**
 - d. She called at 5 p.m. in the evening to ask about me yesterday.

5. What is missing in this sentence? "The should be answered"
 - a. A verb
 - b. An adjective
 - c. A time adverb
 - d. **A subject**

6. Which one of these ISN'T a sentence?
 - a. **Milk, newspaper, dog biscuits.**
 - b. Do you have the time, please?
 - c. Be careful, Mark!
 - d. Will you be long?

7. Which one of these is a sentence?

- a. I would like to apply for.
- b. **I would like to apply for the job advertised.**
- c. Would like to apply for the job advertised.
- d. The job advertised.

8. What's missing in this sentence? "Last week Martin a girl called Farah at the bus stop."

- a. a subject
- b. **a verb**
- c. an adjective
- d. an adverb

9. Which sentence is correct?

- a. **I'm going to see him on Monday.**
- b. I'm going on Monday to see him.
- c. I'm on Monday going to see him.
- d. I'm going to on Monday see him.

10. Which sentence is correct?

- a. I want to speak English fluently really.
- b. I want to speak English really fluently.
- c. **I really want to speak English fluently.**
- d. I want really to speak English fluently.

11. Which sentence is correct?

- a. He has been in California since February 1997 working.
- b. He has been working since February 1997 in California.
- c. He has since February 1997 been working in California.
- d. **He has been working in California since February 1997.**

12. Which sentence is correct?

- a. She has spoken never to me about it.
- b. She has spoken to me never about it.
- c. **She has never spoken to me about it.**
- d. She never has spoken to me about it.

Say whether these sentences are "correct" or "incorrect" *

1. A sentence in English generally start with the subject.

- **Correct**
- Incorrect

2. Tamer saw the doctor in town because he was ill a week ago.

- **Correct**
- Incorrect

3. Samir drove his car fast to win the race.

- **Correct**
- Incorrect

You can end a sentence by using a comma.

- Correct
- **Incorrect**

(Test Three) Paragraph Writing

This test will check your understanding of unit FOUR . Read it carefully before answering it. you must answer all the questions.

What is your name?*

• **Choose the correct answer:** *

1. The topic sentence is

- a group of sentences that support the topic.
- the final sentence in the paragraph that summarizes the main idea of the topic sentence.
- **the sentence that states the main idea and introduces the topic.**
- both (a) and (b)

2. The best topic sentence is

2. North Americans send cards for many occasions. They send cards to family and friends on birthdays and holidays. They also send thank-you cards; get well cards, graduation cards, and congratulation cards. It is very common to buy cards in stores and send them through the mail, but turning on the computer and sending cards over the Internet is also popular.

- **a. Sending cards is very popular in North America.**
- b. Birthday cards are the most popular kind of card in North America.
- c. It is important to send thank-you cards in North America.

3. The pronoun "them" in the third line refers to *

- a. Birthday cards.
- **b. Cards in general.**
- c. Thank-you cards.

4. He collects books that were written over a hundred years ago, but he is also interested in the best sellers of today. I counted over 400 books in his office library! His favorite books are about knights and dragons.

4. The best topic sentence is

- A. Reading is fun.
- **B. Books are my father's hobby.**
- C. My father was a main influence in my life.

5. The most beautiful flower is the rose because it comes in so many different colors. Another beautiful flower is the daisy which sometimes grows wild. Spring flowers like tulips, daffodils, and crocuses are also very pretty.

5. The best topic sentence is

- A. Don't you just love spring?
- B. The rose is the most loved flower the world over.
- C. **There are many lovely flowers to consider for your garden.**

6. What is the best topic sentence?? *

.....First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Finally, Canada's cities are clean and efficiently managed.

- A. Canada is our friendly neighbor to the north.
- B. **There are three reasons why Canada is one of the best countries of the world.**
- C. Choose Canada as a great place to vacation.

7. My husband and I are happy to have known each other a very long time. We have been married forty years. We live in Paris and have three children, two dogs and one cat. We work together to build our new villa. *

Which of the following concluding sentences is the best one for the above paragraph?

- a. **My husband and I are very happy because we have such a lovely family.**
- b. My husband and I Have got a lovely house.
- c. My husband and I Have got lovely house children.

8. is a group of sentences that tells about one subject or area. *

- A topic
- A supporting sentence
- A paragraph
- A concluding sentence

9. All these sentences are true except *

- supporting details explain the topic by answering these questions (when, where, why, how, how many ...etc)
- all supporting sentences must refer back to the topic.
- the paragraph consists of two main parts**
- the topic sentence is the least important sentence of a paragraph.

إرسال

(Test Four) Paragraph Unity

Write your name

Choose the best answer *

1. _____ means that every sentence in a paragraph should support the main idea expressed in the topic sentence.

- Coherence
- **Unity**
- Connectors
- Cohesion

2. _____ is the final sentence in the paragraph.

- The topic sentence
- The unity
- **The concluding sentence**
- The cohesion

3-Fill in the spaces with the suitable word (fortunately - however - finally - first of all - on the other hand - moreover)

• John and Carol's "dream vacation" didn't go off as planned at all., their flight was delayed unexpectedly. They had to wait for six hours at the airport., during the flight, there was a lot of turbulence and Carol got sick. When they landed, they found that the rental car agency didn't have a car ready for them., they were able to rent a car from another company., the weather was rainy and cold in Paris. They had to spend more money than they'd planned because everything was so expensive. They were very disappointed., there were many enjoyable moments.

• John and Carol's "dream vacation" didn't go off as planned at all. **First of all**, their flight was delayed unexpectedly. They had to wait for six hours at the airport. **Moreover**, during the flight, there was a lot of turbulence and Carol got sick. When they **finally** landed, they found that the rental car agency didn't have a car ready for them. **Fortunately**, they were able to rent a car from another company. **On the other hand**, the weather was rainy and cold in Paris. They had to spend more money than they'd planned because everything was so expensive. They were very disappointed. **However**, there were many enjoyable moments.

Which sentence is irrelevant?**Apples ***

(I) There is an old saying, "An apple a day keeps the doctor away and helps losing weight." (II) In fact, studies have shown that a number of components in apples help the body to fight many diseases. (III) Apples are also a source of dietary fiber which helps digestion and promotes weight loss. (IV) Blackberries and apples are a traditional duo for pies. (V) Unlike other snacks such as biscuits, raw apples contain almost zero fat and cholesterol.

- I
- II
- III
- IV
- V

*

(I) It is estimated that 15% of worldwide water use is for household purposes. (II) These include drinking water, bathing, cooking, and sanitation. (III) Basic household water requirements have been estimated at around 50 liters per person per day, excluding water for gardens. (IV) In some areas of the world irrigation is necessary to grow any crop. (V) Most household water is treated and returned to surface water systems.

- I
- II
- III
- IV
- V

*

(I) Cats make better pets than dogs. (II) Not only are cats quieter and less messy, but they also require far less maintenance. (III) While dogs need constant attention and upkeep, cats, on the other hand, are independent and can take care of themselves. (IV) Russian Fighting Hamsters also make good pets. (V) Both cats and dogs have their pros and cons, but the cat comes out on top for easiest pet care ever.

- I
- II
- III
- IV
- V

*

(I) My neighbor Wanda is the craziest lady in town. (II) She only comes out at night to look in people's windows. (III) Newspapers from decades ago fill her living room to the ceiling. (IV) Loud singing noises can be heard from her house every morning. (V) My

other neighbor Jake thinks she's weird. (VI) A very strange smell is coming out of her garage. Little kids

- I
- II
- III
- IV
- V
- VI

إرسال

(Test Five) Personal Letter Writing

Answer each question. Then, together your answers will form a complete letter to a pen pal (pen friend) Ayman in Egypt.

Write your name; *

Where exactly do you live? Your address. *

Begin with (house number) + the street. Then your town. Finally your country.



*

Now, write your greeting

*

Start your letter by telling your friend where you got his name and address from.



*

Tell your friend some information about you (age-Palestine-town-school-favourite subjects-hobbies- future plans.



*

Now write a suitable ending. Then ask your friend to write to you about his country, Egypt.



*

Write down an ending of the letter.



*

Write your signature

*

Now write down the whole letter to your friend Ayman.



Never submit passwords through Google Forms.

Appendix (B.5)

Program refereeing checklist



الجامعة الإسلامية

كلية الدراسات العليا

قسم: مناهج وطرق تدريس

الأخ الاستاذ الفاضل / حفظكم الله ورعاكم،،،

السلام عليكم ورحمة الله وبركاته

الموضوع/ تحكيم برنامج التعلم المدمج

بداية نقدم لكم بوافر امتنانا وعظيم شكرنا لما تساهمون فيه من خدمة العلم والمتعلمين، ونعلمكم بأن الباحث يقوم بدراسة بعنوان : "فاعلية برنامج التعليم المدمج في تنمية مهارات الكتابة باللغة الانجليزية لدى طلاب الصف العاشر الأساسي في فلسطين والاحتفاظ بها"، لنيل درجة الماجستير في المناهج وطرق التدريس (الجامعة الإسلامية). ولتحقيق ذلك الغرض تطلب تصميم برنامج. ولقد قام الباحث بتصميم برنامج التعلم المدمج والذي يحتوي على ثلاثة اقسام :

القسم الاول: كتاب الطالب ويحتوي على (5) وحدات دراسية وتشتمل كل وحدة على درسين.

القسم الثاني: دليل المعلم ويحتوي على خطة تحضير يومية لكل درس.

القسم الثالث: البرنامج المصمم لتعليم مهارات الكتابة (على قرص مدمج).

أتمنى من سيادتكم التكرم بتحكيم البرنامج وفق قائمة المعايير المرفقة بوضع اشارة (X) في المكان الذي تروننه مناسباً، علماً بان تحكيمكم وأربكم هام جداً لنجاح البرنامج والبحث.

ولكم جزيل الشكر على تعاونكم،،،

الباحث / اسماعيل ابراهيم حرب

معايير تحكيم برنامج التعلم المدمج

م	المعيار	درجة كبيرة جداً	درجة كبيرة	درجة متوسطة	درجة قليلة	درجة قليلة جداً
معايير (1): يجب أن يتضمن محتوى البرنامج التعليمي توصيفاً واضحاً						
مؤشرات المعيار (1):						
.1.	اسم البرنامج واضح.					
.2.	يتبع البرنامج نموذج تصميم محدد.					
.3.	يعرض البرنامج الاهداف العامة.					
.4.	يظهر البرنامج توزيع المفردات بشكل محدد.					
.5.	اسم مصمم البرنامج يظهر بوضوح.					
.6.	يحتوي على تعليمات وارشادات واضحة للمعلم.					
.7.	يحتوي على تعليمات وارشادات واضحة للطالب.					
.8.	يحدد البرنامج الفئة المستهدفة.					
.9.	تظهر عناوين محتوى البرنامج بشكل واضح.					
.10.	يوفر البرنامج جدولة زمنية واضحة.					
معايير (2): يجب أن يتتوفر في محتوى البرنامج أهداف سلوكية محددة وواضحة						
مؤشرات المعيار (2):						
.11.	يعرض كل درس قائمة بالأهداف المطلوب تحقيقها.					
.12.	الأهداف مصاغة سلوكياً.					
.13.	يتدرج عرض الأهداف منطقياً وسيكولوجياً.					
.14.	تنتمي الأهداف بسهولة التحقيق.					
.15.	تناسب الأهداف السلوكية مع خصائص المتعلمين.					
.16.	تشمل الأهداف السلوكية مستويات تفكير متعددة.					
معايير (3): يجب أن يتضمن البرنامج محتوى مشتق من الأهداف التعليمية، ويتصف بالتنظيم والتكامل والتتابع						
مؤشرات المعيار (3):						
.17.	يرتبط المحتوى بالأهداف التعليمية.					
.18.	يتبع تنظيم المحتوى التعليمي التنظيم الهرمي.					
.19.	يصالح المحتوى صياغة لغوية سليمة.					
.20.	المحتوى مصمم بما يتوافق والتعلم المدمج.					
.21.	يتافق محتوى التعلم المدمج مع محتوى المادة المطبوعة.					
.22.	تنوع الوسائل التعليمية في عرض محتوى البرنامج.					
.23.	يعرض المحتوى كم مناسب من المعلومات في كل شاشة.					

					يراعي المحتوى دقة المعلومات العلمية حداثتها .	.24
					يربط المحتوى بين الجانب النظري والتقنية المستخدمة .	.25
					يراعي محتوى التعلم المدمج تسلسل المعلومات وترتيبها .	.26
					يُ نوع في أساليب عرض المحتوى (صور - صوت - فيديو) .	.27
					ينبع المحتوى من المهام التي تساعد على فهم المادة .	.28
					تناسب لغة محتوى البرنامج مستوى المتعلمين .	.29
معيار (4): يجب أن يشمل محتوى التعلم المدمج أنشطة تعليمية تتناسب مع الأهداف التعليمية.						
مؤشرات المعيار (4):						
					ترتبط الانشطة التعليمية بأهداف المحتوى .	.30
					تعمل الانشطة التعليمية على استثارة دافعية المتعلم .	.31
					تتنوع الانشطة التعليمية بما يناسب خصائص المتعلمين .	.32
					ترتبط الانشطة التعليمية باستراتيجية التعلم المدمج	.33
معيار (5): يجب أن يتضمن مقرر التعلم المدمج أشكال مختلفة للتقويم تتناسب مع خصائص المتعلمين والمحتوى المبرمج والأهداف التعليمية.						
مؤشرات المعيار (5):						
					تتنوع اساليب التقويم المستخدمة في البرنامج .	.34
					تتلاءم الأسئلة ومحنتى البرنامج .	.35
					ترتبط الأسئلة بالأهداف التعليمية التي يسعى البرنامج لتحقيقها .	.36
					تصف الأسئلة بالتفصيل الشاملة .	.37
					تراعي الأسئلة قياس المعرفة والمهارات المقدمة .	.38
					تنسم الأسئلة بالوضوح .	.39
					تعتمد الأسئلة على تنوع مستويات التفكير .	.40
					تقيس الأسئلة مستويات التفكير المتعددة .	.41
معيار (6): يجب أن يوفر المحتوى المبرمج أسلوبات متعددة للمساعدة والإرشاد ومواد لدعم التعلم						
مؤشرات المعيار (6):						
					يقدم المحتوى المبرمج تقنيات متعددة لمساعدة المتعلم .	.42
					يقدم المحتوى المبرمج تغذية راجعة فورية للطلاب .	.43
					يقدم البرنامج إرشادات عند التنقل بين أجزاء المحتوى .	.44
					يوفر البرنامج حلقات النقاش المباشر وغير المباشر	.45
					يوفر شاشات ملاحظة لبعض الأخطاء .	.46
					يوفر شاشات لعلاج بعض الأخطاء .	.47
					يقدم تقارير عن إحراز تقدم المتعلم .	.48
معيار (7): يجب أن يحتوي البرنامج على نصوص مكتوبة مناسبة						
مؤشرات المعيار (7):						
					يسهل قراءة نصوص البرنامج .	.49
					تناسب الوان النصوص مع الوان خلفية الشاشة .	.50

					يراعى في الكتابة نوع وحجم الخط ليتناسب وخصائص المتعلمين.	.51
					يستخدم خصائص محددة للخطوط لتمييز العناوين الرئيسية.	.52
					يستخدم خصائص محددة للخطوط لتمييز العناوين الفرعية .	.53
					يستخدم خصائص محددة للخطوط لكتابه المحتوى.	.54
					يستخدم علامات الترقيم في الكتابة بشكل صحيح.	.55

معيار (8): يجب أن يوفر البرنامج وسائل متعددة في عرض المحتوى.

مؤشرات المعيار (8):

					يوظف البرنامج الفيديو في عرض المحتوى.	.56
					يوظف البرنامج صفحة التواصل الاجتماعي . Facebook	.57
					يوظف البرنامج العروض التقديمية PowerPoint .	.58
					يوظف البرنامج المواد المطبوعة.	.59
					يوظف البرنامج البريد الالكتروني .	.60
					يوظف البرنامج الاختبارات الالكترونية في التقويم.	.61
					يوظف البرنامج بعض الروابط الازلائية عبر الانترنت .	.62

معيار (9): يجب أن يكون التصميم الفني للبرنامج التعليمي مناسب لعرض المحتوى المدمج

مؤشرات المعيار (9):

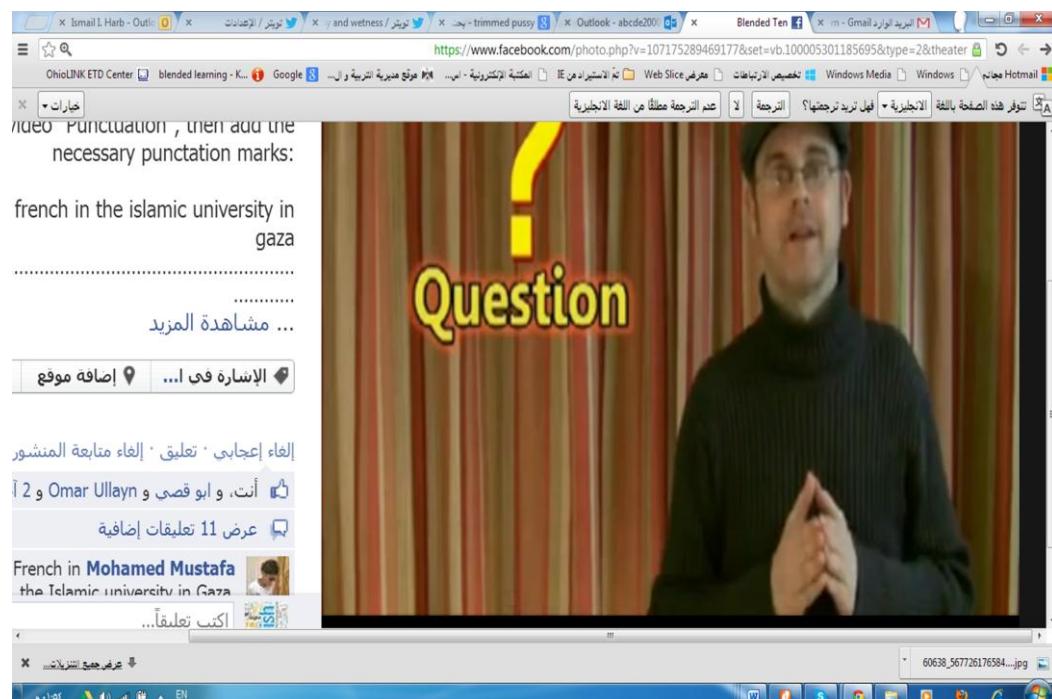
					يتسم تصميم البرنامج بالإبداع الفني.	.63
					يتسم تصميم البرنامج بالبساطة.	.64
					يتسم تصميم البرنامج بالوضوح وسهولة الاستخدام.	.65
					تستخدم صفحات البرنامج قالب تصميم موحد الى حد ما.	.66
					يتجنب التصميم ازدحام الصفحات بالصور والرسوم والنصوص.	.67
					تنتمي شاشات البرنامج بالتنظيم.	.68
					تتميزخلفية الصفحات بالإثارة والمتعة.	.69

ملاحظات وتوصيات أخرى :

Appendix (B.6)

The program's activities

1. Videos



https://www.facebook.com/blended.ten.1?ref=tn_tnmn

Blended Ten

OhioLINK ETD Center | blended learning - K... | Google | موقع مديرية التربية والآداب | المكتبة الإلكترونية - لم... | تم الاستيراد من IE | Web Slice | معرض الإرتباطات | مخصوص الإرتباطات | Windows Media | Windows | Hotmail | مجاناً

نعم | لا | عدم الترجمة مطلقاً من اللغة الإنجليزية | الترجمة | لا | قبول ترجمتها؟ | توفر هذه المصفحة باللغة الإنجليزية | قبول ترجمتها؟

1. We use capital letters in the beginning of all sentences. ()
 2. Never use capital letters for countries and towns. ()
 3. This sentence is correct (i will meet mr. samir on Sunday.)()



الدردشة (1)

عرض جميع التدوينات

60638_567726176584.jpg

https://www.facebook.com/blended.ten.1?ref=tn_tnmn

Blended Ten

OhioLINK ETD Center | blended learning - K... | Google | موقع مديرية التربية والآداب | المكتبة الإلكترونية - لم... | تم الاستيراد من IE | Web Slice | معرض الإرتباطات | مخصوص الإرتباطات | Windows Media | Windows | Hotmail | مجاناً

نعم | لا | عدم الترجمة مطلقاً من اللغة الإنجليزية | الترجمة | لا | قبول ترجمتها؟ | توفر هذه المصفحة باللغة الإنجليزية | قبول ترجمتها؟

6 مارس، 2013 10:53 صباحاً

Watch the video and answer these questions

What must every sentence start with?
 Can we write a sentence without a verb?
 Re-arrange these words in the common order for a sentence.
 (Why-What-When-Who-How-Where)

Sentence Structure

Make sure there is a good reason for emphasising the element that you are putting at the beginning of the sentence, or you will sound unnatural.

الدردشة

Which sentence in this paragraph does not support the main idea?
(I) My neighbor Wanda is the craziest lady in town. (II) She only comes out at night to look in people's windows. (III) Newspapers from decades ago fill her living room to the ceiling. (IV) Loud singing noises can be heard from her house every morning. (V) My other neighbor Jake thinks she's weird. (VI) A مشاهدة المزدوجة very strange smell is coming...

أعجبني . تعليق . المشاركة

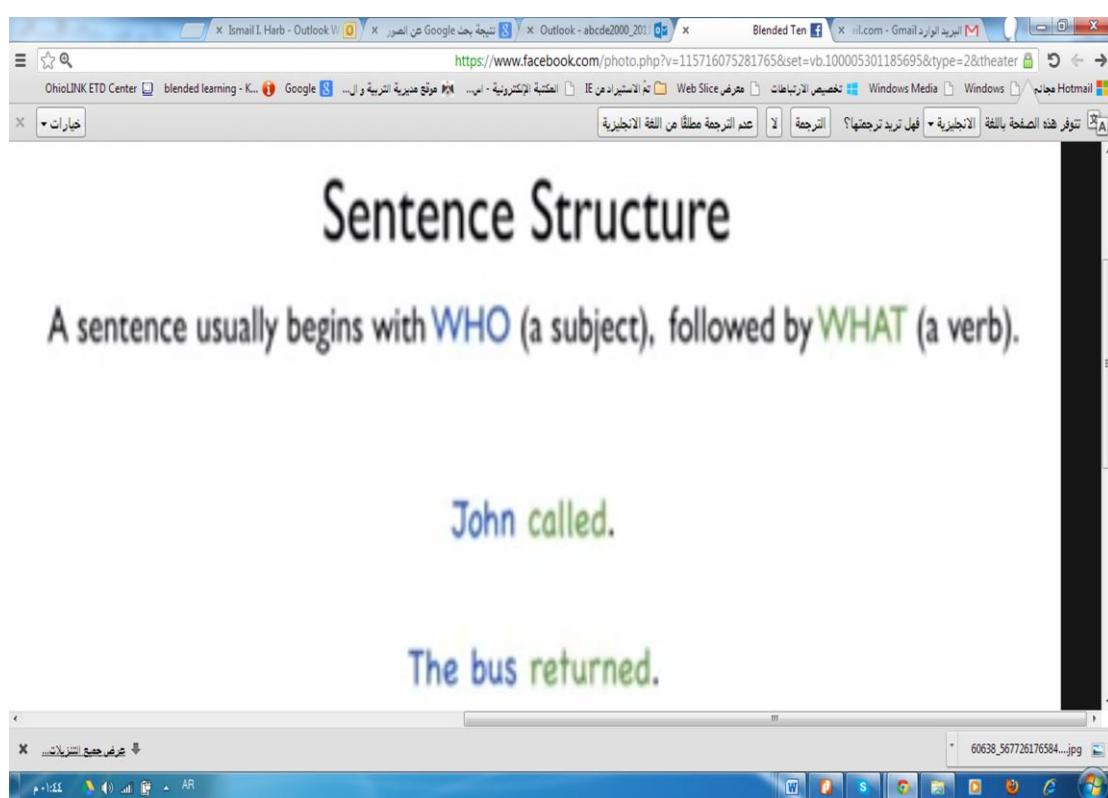
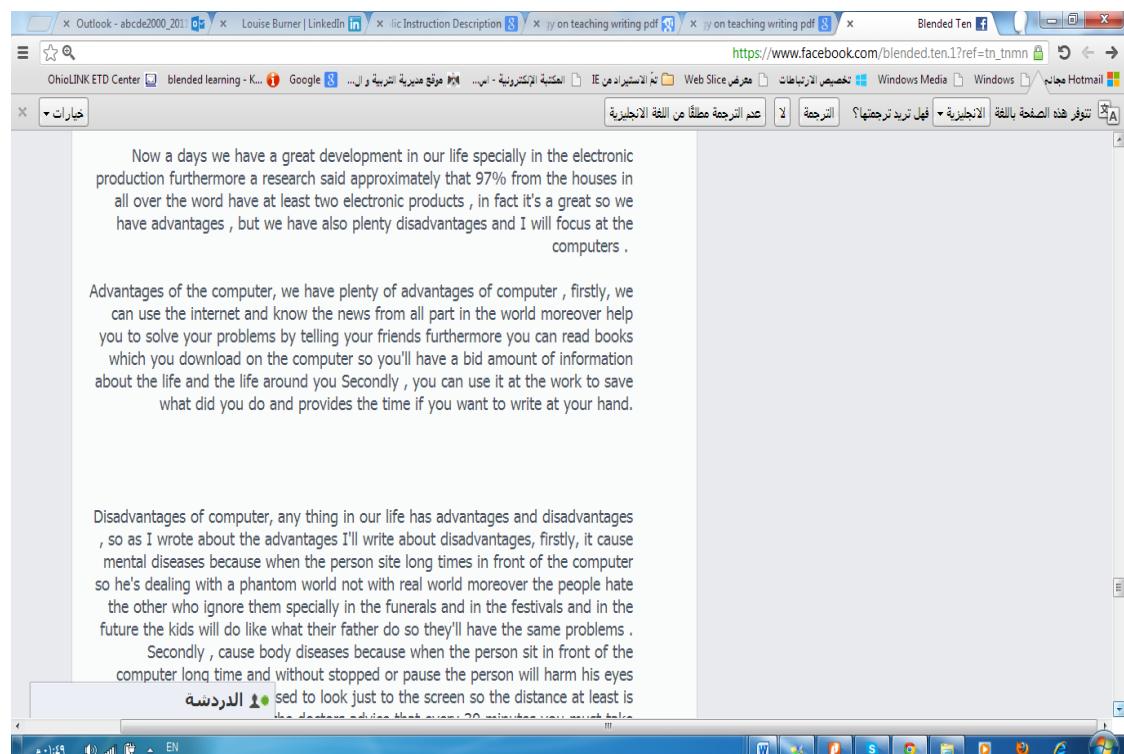
Why don't you do this task dear students? **Blended Ten**
1 26 مارس، الساعة 09:00 مساءً . إلغاء [عاجب] .

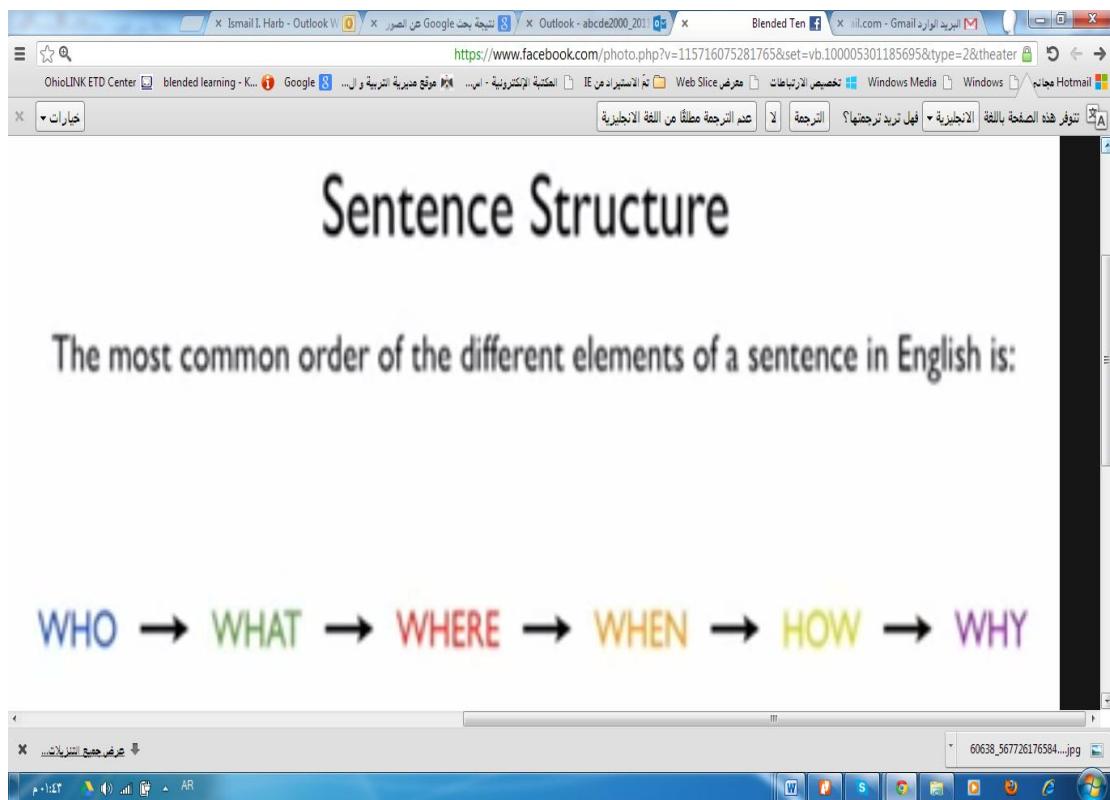
الدردشة

Dear students:
Rewrite these sentences using the short forms where necessary;

1. Madam Kamelia drives along Jalal street on the first Monday of each October, November and December .
2. She was born in 7.5.1978.
3. The population of Rafah has an estimated approximately 200.000 people.
4. He always drive at 100 mph inside the main street.
5. Doctor Samy is going to meet mister Ali next Saturday.
6. One plus one equals two.

الدردشة (1)





3. Online Tests

This test will check your understanding of unit FOUR . Read it carefully before answering it. you must answer all the questions.

https://docs.google.com/forms/d/1FrVDAb2jjd0qBwn-OH_VUyvVQFNZjnYYV3Z1rDiBpA/viewform?pli=1

Paragraph Writing
docs.google.com

الدردشة

Blended Ten

https://www.facebook.com/blended.ten.1?ref=tn_tnmn

تتوفر هذه الصفحة باللغة الإنجليزية فهل تزيد ترجمتها؟

الإنجليزية

نعم الترجمة مطلقاً من اللغة الإنجليزية لا الترجمة

27 مارس

Dear students:
Here is a link of the whole program. You can download it to your computer by one CLICK.

Go forward NOW
<http://www.mediafire.com/view/?23s8229af9dpp48>

MediaFire
www.mediafire.com

MediaFire is a simple to use free service for that lets you put all your photos, documents, music, and video in a single place so you can access them anywhere and share them everywhere.

الدردشة

Blended Ten

https://www.facebook.com/blended.ten.1?ref=tn_tnmn

تتوفر هذه الصفحة باللغة الإنجليزية فهل تزيد ترجمتها؟

الإنجليزية

نعم الترجمة مطلقاً من اللغة الإنجليزية لا الترجمة

26 مارس

الدردشة

Blended Ten

https://www.facebook.com/blended.ten.1?ref=tn_tnmn

تتوفر هذه الصفحة باللغة الإنجليزية فهل تزيد ترجمتها؟

الإنجليزية

نعم الترجمة مطلقاً من اللغة الإنجليزية لا الترجمة

26 مارس

الدردشة

Dear students:
I'd like every one of you to post his opinion of the blended program.
1- Then you can post what you liked about the program.
2- What difficulties you faced.
If we want to have another program next semester, what would you like it to be??
What advice you would give us?

أعجبني تعليق المشاركة

Blended Ten

https://www.facebook.com/blended.ten.1?ref=tn_tnmn

تتوفر هذه الصفحة باللغة الإنجليزية فهل تزيد ترجمتها؟

الإنجليزية

نعم الترجمة مطلقاً من اللغة الإنجليزية لا الترجمة

26 مارس

الدردشة

4. Powerpoint



Aims of the program

1. To use punctuation marks appropriately
2. To use some abbreviations properly.
3. To write sentences in the good order.
4. To use connectors & transitions in writing .
5. To write topic sentences functionally.
6. To write supporting sentences properly.
7. To write a relevant concluding sentence.
8. To write a formal letter appropriately.

Writing

Unit One
lesson one

Unit One
lesson two

Unit Two
lesson one

Unit Two
lesson two

UNIT THREE LESSON ONE & two

Unit four
lesson one

Unit four
lesson two

Unit five lesson one & two

**Watch Video ONE on
Facebook page again, then
answer the questions here.**



HOW TO APPLY CAPITAL LETTERS

HOMEWORK

1. Write **(4)** different sentences including (capitals-full stop-commas- question mark & exclamation mark) & send them by e-mail to your teacher.

http://www.facebook.com/video/video.php?v=107175289469177¬if_t=video_processed

2. Log on **Facebook** and watch “**Punctuation video**”, then add the necessary punctuation marks.

back



Next

1. Beany lives next door to Doctor Ali.

Beany lives next door to Dr. Ali.

Beany lives next door to Dor Ali.

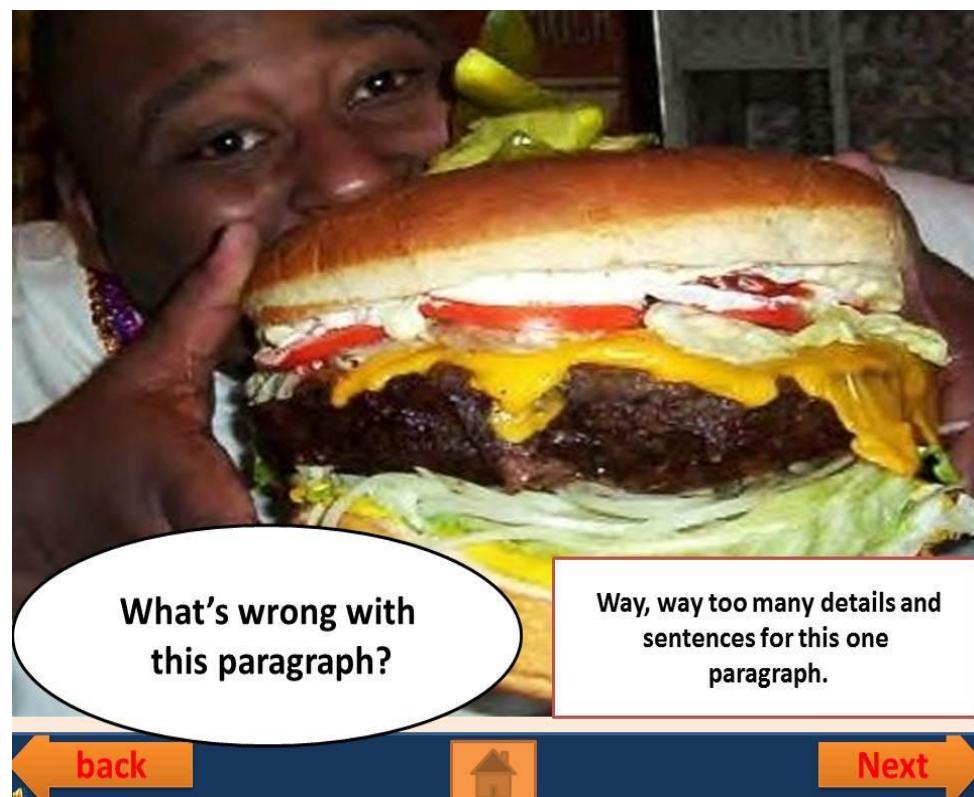
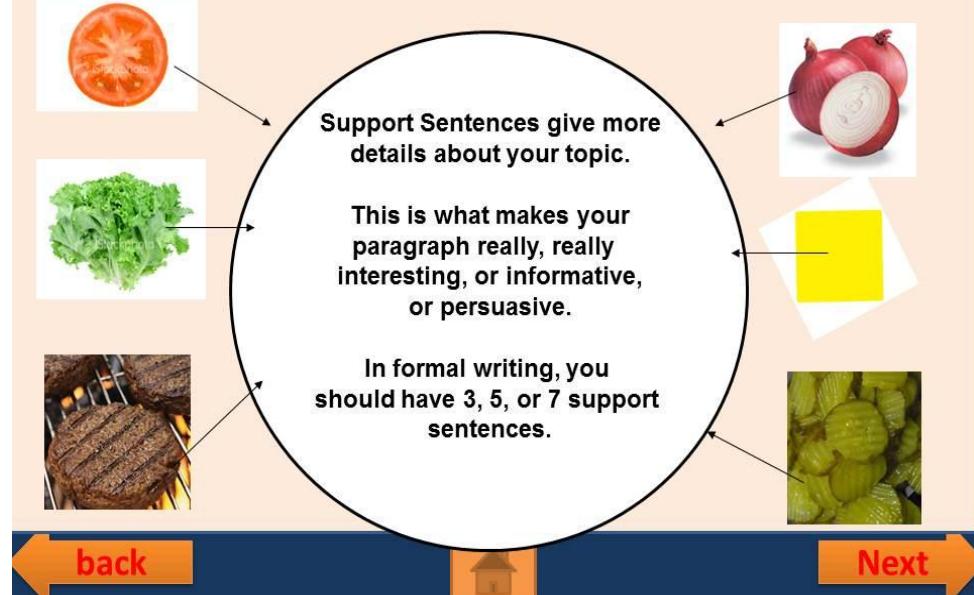


back



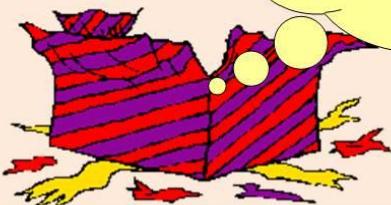
Next

The Support Sentences...



A concluding sentence **never** adds new information.

If it is not in the paragraph or essay, it should not be in the wrap up sentence.



back



Next

Unity in the Paragraph

Every sentence in a paragraph should support the main idea expressed in the topic sentence.



back



Next

Watch the video



Answer these questions :

- **What must every sentence start with?**
- **Can we write a sentence without a verb?**
- **Re-arrange these words in the common order for a sentence.**

(Why-What-When-Who-How-Where)

back



Next

Rearrange the sentences to form informal letter

12th, March
2013

Regards,

Hope to see you let me know when you are coming.

Dear Ramy,

We are planning for small party of school friends. There will be music, drinks, lots to eat. And if you have any other idea let us know.

32, Nahda Street,
Tal Essultan,
Gaza.

Kamal

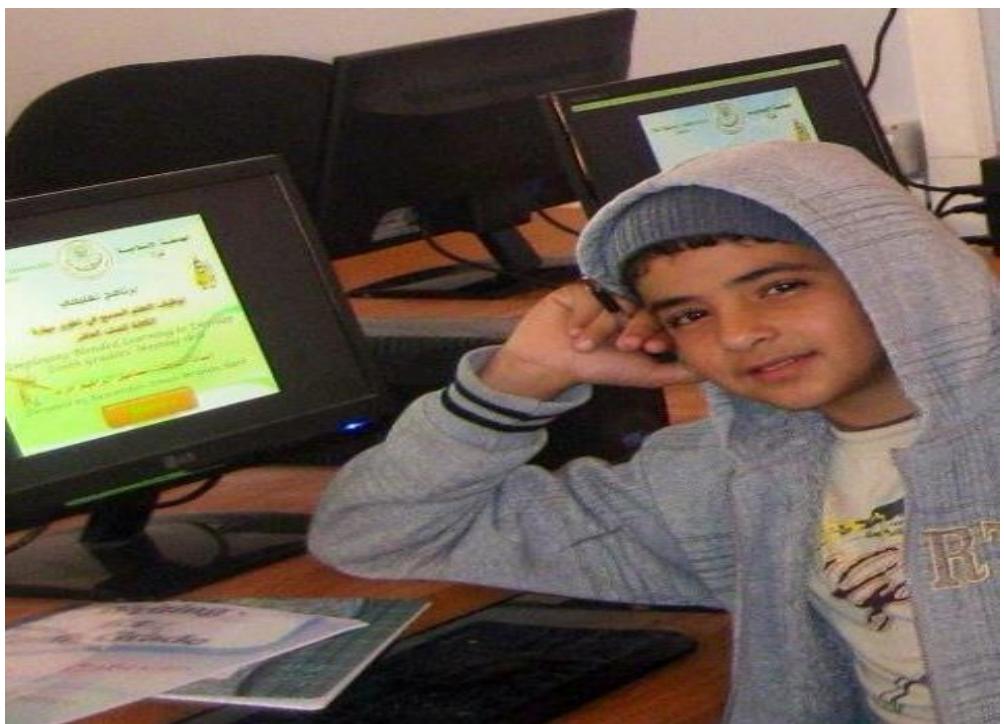
How are you? What are you doing this New Year? We friends have decided to plan a party and we would love if you can come.

back



Next

5. Participants



APPENDIX (C)

LETTER OF PERMISSION AND APPROVAL

University permission



هاتف داخلي: 1150

جامعة الإسلامية - غزة
The Islamic University - Gaza

عمادة الدراسات العليا

الرقم...ج.س.غ/35.....Ref
التاريخ.....2013/02/04.....Date

الأخ الدكتور / وكيل وزارة التربية والتعليم العالي

السلام عليكم ورحمة الله وبركاته،

الموضوع / تسهيل مهمة طالب ماجستير

تهديكم عمادة الدراسات العليا أعزّر تحياتها، وترجو من سعادتكم التكرم بتسهيل مهمة الطالب / اسماعيل ابراهيم احمد حرب ، برقم جامعي 120110492 المسجل في برنامج الماجستير بكلية التربية تخصص مناهج وطرق تدريس ، وذلك بهدف الحصول على المعلومات التي تساعده في إعداد دراسته للماجستير والتي يعنوان

فاعلية برنامج التعليم المدمج في تطوير مهارات الكتابة لدى طلاب الصف العاشر والاحتفاظ بها في فلسطين

The Effectiveness of a Blended Learning Program on Developing Tenth Graders' English Writing Skills and Their retention of Them in Palestine

وَاللَّهُ وَلِي التَّوْفِيقُ

عميد الدراسات العليا

أ.د. فؤاد على، العاجز



صورة إلى:-

APPENDIX (D)

REFEREE COMMITTEE

Appendix (D)

Referee Committee

The list includes names of the referees who refereed writing skills, achievement test, criteria for the program and blended learning program (1= writing skills) (2= the achievement test) (3= the criteria for the program) (4= the blended learning program).

No	Name	Institution	degree	1	2	3	4
1	Prof. Mohamed Asqool	The Islamic University	PHD				X
2	Dr. Majdy Aqel	The Islamic University	PHD			X	X
3	Dr. Adham Al Balojy	The Islamic University	PHD			X	X
4	Dr. Mohammed Atiya	Al-Aqsa University	PHD	X	X		
5	Dr. Yahia Abo Jahjoh	Al-Aqsa University	PHD			X	
6	Dr. Saed Farahat	Al-Aqsa University	PHD	X			
7	Dr. Wael El-Hewitty	Al-Aqsa University	PHD	X	X		
8	Dr. Aladdin Assaiqeli	Al-Aqsa University	PHD	X	X		
9	Dr. Rafat Al- Awady	Al-Quds Open university	PHD			X	
10	Mr. Abdel Bassit El-Masri	Ministry of Education	MA			X	X
11	Mr. Ahmed El Farra	Ministry of Education	BE			X	X
12	Mr. Ahmed Abo Swarikh	Ministry of Education	MA			X	
13	Mr. Shady Abo Aziz	Ministry of Education	MA			X	X
14	Mr. Hamam El Nabaheen	The Islamic University	MA			X	
15	Mr. Moaeen Kuhail	Ministry of Education	BA	X	X		
16	Mr. Mohamed Ashoor	Ministry of Education	MA	X	X		
17	Mr. Majed Salah	Ministry of Education	MA	X	X		
18	Mr. Kamal Abo Shamlah	Ministry of Education	MA	X	X		
19	Mr. Alaa Harb	UNRWA	MA	X	X		
20	Mr. Haidr Abo Shaweesh	Ministry of Education	BA	X	X		
21	Mr. Mohamed Abo Nada	Ministry of Education	BA	X	X		
22	Mrs. Yosra Al-Kahlout	Ministry of Education	MA	X	X		
23	Mrs. Najat Nassr	Ministry of Education	BA	X	X		
24	Mrs. Tagreed Najem	Ministry of Education	MA	X	X		
25	Mr. Mustafa Abo Atwan	Ministry of Education	MA	X	X		
26	Mr. Mohamed Shaat	Al-Quds Open university	MA	X	X		

C. V.

ISMAIL IBRAHIM AHMED HARB

191/ 88 Canada Camp – Tal Essultan

Rafah- Gaza Strip

ismail_harb2005@yahoo.com

Tel: +972-8-2150178 Mob. +972-59-334608

Personal Information:

Name: ISMAIL IBRAHIM AHMED HARB

Gender: Male

Date of Birth: 15th, Nov. 1963

Marital Status: Married

City and Country of Birth: Rafah - Palestine

Country of Residence: Palestine

Current Country of Citizenship: Palestine

Current Position: Technical Director – Directorate of Education – Rafah & Teacher trainer

Institutional Affiliation: Ministry of Education & Higher Education

Tel: +972-8-2150178

Mobile: +972-59-334608

Education:

- ▶ Diploma of Education (The Open University – Rafah) 2005
- ▶ BA of English Language (El Minia University – Egypt 1981.1985)
- ▶ General Certificate of Education (G.C.E.) 1980

Professional Experience :

- ▶ Technical Director – Directorate of Education – Rafah (2012-)
- ▶ Deputy Director for technical affairs – Directorate of Education – Khanyounis (2008-2012)
- ▶ Head Supervisor (Rafah August 2007-2008)
- ▶ Supervisor of English Language (Rafah- August 2001 -2007).
- ▶ Supervisor of English Language (Khanyounis- Dec. 2000- 2001).
- ▶ Teacher of English Language (Gaza Schools- 1987- 2000).
- ▶ Teacher of English Language (Yemen Schools- 1986- 1989- 1993).

Educational Courses & Workshops “Trainer”

- ▶ Teaching English for Young Learners (Special Techniques “English Language Methodology for Young Learners” Gaza- August 2000).
- ▶ Familiarization with the Textbooks (“English for Palestine” 1st Grade Gaza- August 2000).
- ▶ Familiarization with the Textbooks (“Hello 7” “The Spiders” ”Phonology” Gaza- Oct. 2000)
- ▶ Familiarization with the Textbooks (“Hello 8” “The Mask of Gold” ”Phonology” Gaza- Oct. 2001)
- ▶ Familiarization with the Textbooks (“English for Palestine” 2nd Grade Gaza- August 2001).
- ▶ Familiarization with the Textbooks (“English for Palestine” 3rd Grade Gaza- August 2002)
- ▶ Novice Teachers (2001- 2002) (2002- 2003) (2003- 2004).
- ▶ Remedial Teaching (2002).
- ▶ Practical Phonology for Novice Teachers (2003)
- ▶ Familiarization with the Textbooks (“English for Palestine” 4th Grade Gaza- August 2003).
- ▶ Orientation for the New Teachers (Sept. 2003- Nov. 2003)
- ▶ Classroom Management (Nov. 2003- Feb. 2004).
- ▶ Familiarization with the Textbooks (“English for Palestine” 5th Grade Gaza-

August 2004).

- ▶ Familiarization with the Textbooks (“English for Palestine” 10th Grade Gaza-August 2004).
- ▶ Preparing & running various materials for workshops on several topics concerning Teaching & Learning Process as well as developing teacher's competence.
- ▶ Orientation for the Novice Supervisors (April 2009)
- ▶ TOT for Educational Supervisors (2010)(2012)

Educational Courses & Workshops “Trainee”

- ▶ Communicative Approach in teaching English (Ministry of Education- Gaza-March- May 1996).
- ▶ Teaching English Communicatively (Ministry of Education- Gaza- Oct.- Dec.1996).
- ▶ Teaching- Learning Aids/ Lesson Planning/ Games/ Classroom Management/ Error Correction (Ministry of Education- Gaza Aug.1997).
- ▶ Teaching Four Skills Communicatively (British Council- Gaza -Feb1997).
- ▶ Drama’s Role in Teaching English (Ministry of Education- Gaza- Oct.1998).
- ▶ Phonology (Ministry of Education- Gaza- 1999).
- ▶ Communicative Testing and Assessment (Ministry of Education- Gaza April- May 1999).
- ▶ Teaching English for Young Learners (Ministry of Education- Ramallah May 2000).
- ▶ School Review (Ministry of Education- Gaza May 2000/ August 2000).
- ▶ Supervising Competence (2002).
- ▶ Delegation (May 2003).
- ▶ Active Learning (Kanaan Institute+ Ministry of Education Nov. 2003).
- ▶ English for Primary Teachers (Islamic University & British Council Jan. 2004).
- ▶ ICDL Ministry of Education (2010)
- ▶ Inclusive Education (2011)(2012)

Community Experience :

- ▶ Member of the Administration Board of Tal Essultan Community Center (Rafah -

Palestine 2004-2008)

- ▶ Member of the Administration Board of Tal Essultan Community Center (Rafah - Palestine 1996-1998) Responsible for planning & implementing health, educational, sports, women and cultural programs.
- ▶ Director of the computer center in the community center (1996-1998) Responsible for all the computer courses held in the center as well as simultaneous interpreter for all the foreign delegations visiting the center.
- ▶ Community Volunteer in Tal Essultan Community Center (1995-2001)
Participating in planning & implementing health, educational, sports, women, creational and cultural programs.

Community Courses “Trainee”

- ▶ Computer Training Course (Community Center- Gaza- Rafah Nov. 1997).
- ▶ Communication & Project Management (UNDP- UNV- PYA- Sep.1997).
- ▶ Management & Efficient Leadership (Islamic University- Gaza- Feb.1997).

Languages

- ▶ Arabic (Native Language).
- ▶ English (Fluent)