

## أثر التعلم المدمج علي تحصيل الطلاب في مادة طرق تدريس

### اللغة الإنجليزية كلغة أجنبية

دعاء سمير حسن إبراهيم

أستاذ مساعد طرق تدريس اللغة الإنجليزية

قسم المناهج وطرق التدريس، كلية التربية، جامعة الملك خالد

#### ملخص الدراسة :

تهدف الدراسة الحالية إلى تنمية تحصيل طلاب قسم اللغة الإنجليزية العلمين في مادة طرق تدريس اللغة الإنجليزية كلغة أجنبية باستخدام التعلم المدمج بكلية التربية بجامعة الملك خالد بالمملكة العربية السعودية. ولقد تبنت الباحثة التصميم التجريبي في إجراءات الدراسة. وتم اختيار مجموعتين لعينة البحث إحداهما تجريبية يتم التدريس لها عن طريق التعلم المدمج بينما يتم تدريس المجموعة الضابطة بالطريقة المعتادة، وكان عدد كل مجموعة 35 طالباً.

واستخدمت الباحثة مقياس اتجاه لتحديد اتجاه الطالبات نحو التعلم المدمج، واختبار إلكتروني

تحصيلي للكشف عن مستوى أداء عينة الدراسة

كما صمت الباحثة مقررا إلكترونيا مدجا تم من خلاله تدريس مادة طرق التدريس بواسطة التعلم المدمج بتقنياته المتعددة وأيضا تم شرح بعض المحاضرات في قاعات الدرس بالكلية لشرح بعض الدروس لتبادل الآراء وإعطاء التعليمات اللازمة للمقرر الإلكتروني المدمج. وأثبتت الدراسة فعالية التعلم المدمج في تنمية تحصيل الطالبات في طرق تدريس اللغة الإنجليزية، كما أثبتت اتجاهاتهن الإيجابية نحو هذا النوع من التعلم.

**الكلمات المفتاحية:** التعلم المدمج - التحصيل في مادة طرق تدريس اللغة الإنجليزية.

### **Abstract**

The present study investigated the effect of Blended Learning on Fourth year students' achievement in EFL methodology at the Department of English, Faculty of Education, King Khaled University. The researcher adopted the experimental design. The participants were randomly assigned into one experimental group and one control. Each group included 35 students. The experimental group received the researcher instruction whereas students in the control group received regular instruction. To determine the students' attitudes towards Blended Learning, an attitudinal questionnaire was administered. Then an achievement e-test was administered to check the students' progress. The experimental group performance outperformed that of the control group. The findings also suggested that Blended Learning was effective in enhancing the students' achievement in EFL methodology.

**Keywords:** Blended learning - Achievement in EFL Methodology

### **INTRODUCTION**

The progress students make toward the goals and objectives of the curriculum and their ability in a specific content area indicates their achievement. Assessment of learners' academic achievement in a second language presents important challenges to the field of educational research and educational practice. The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course.

The evolution of incorporating technology in EFL settings has enhanced the implementation of new instructional strategies to improve, students' performance and increase variation in teaching English language states there is now a new landscape in educational technology where physical and virtual environments are blended to support learning in university course. In the 21<sup>st</sup> century, information and communication technologies have developed rapidly and offered a favorable environment for the development and use of various methods and tools.<sup>(1-2)</sup>

With the developments in technology, blended learning has gained considerable popularity in recent years. It uses a variety of delivery methods to best meet the course objective by combining face-to face teaching in a traditional classroom with teaching online. The goal of a blended approach is to join the best aspects of both face to face and online instruction. Classroom time can be used to engage students in advanced interactive experiences. Unlike e-learning classes where students are physically separate from their teacher and classmates, blended learning occurs within a face-to-face class that happens at a specific place and time.

Blended learning combines the support of classroom learning with the flexibility of e-learning <sup>(3)</sup>.

Considered that blended learning centered around the learning effectiveness for a student using suitable approach in appropriate time, so that the student can master the knowledge and technique, divided blended learning into two parts: offline learning and online learning, and investigated that the concept of blended learning should be introduced into curriculums to promote the learning effectiveness. Therefore, online discussion should be integrated with traditional discussion to improve learning result<sup>(4-5)</sup>.

With blended learning, universities are able to expand on their current geographical reach in order to capitalize on new perspective students, and to establish themselves as global educational providers. Blended learning in educational research refers to a mixing of different learning environments as shown in figure (1). It combines traditional face-to-face classroom methods with more modern computer-mediated activities such as students information system (SIS), mobile leaning. According to its proponents, the strategy creates a more integrated approach for both instructors and learners. Formerly, technology-based materials played a supporting role to fact-to-face instruction. Through a blended learning approach, technology will be more important.

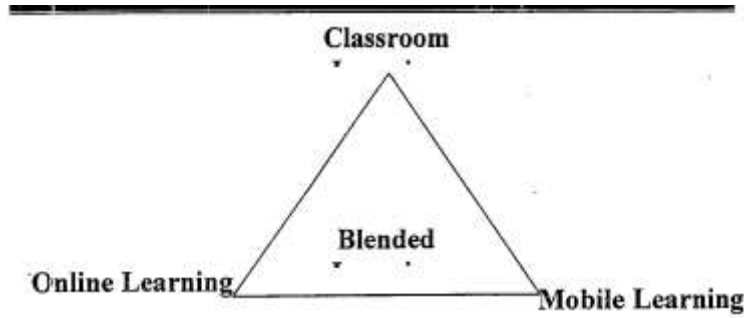


Figure 1: Blended learning methodology<sup>(6)</sup>.

### The pilot study:

From the researcher's experience as an associate professor of TEFL, it has been noticed that, students in the faculty of Education, Department of English in Abha, Saudi Arabia have some difficulties in commending the basic elements of the four skills of English: listening, speaking, reading, and writing and consequently their ways of teaching. To document the problem, a pilot study was conducted in 2013 containing various questions that measured the four skills of English in an achievement test. The pilot study also contained an opinionnaire about the students' attitudes towards blended learning. The results of the test revealed the unsatisfactory marks of the students. The positive attitude towards blended learning and using computer in learning EFL was primarily noticed. Statement of the problem:

On the bases of the results of the pilot study and the researcher's observations, it could be inferred that the students lacked the necessary skills of English which primarily affect the students achievement in EFL methodology. In order to overcome these gape, the researcher suggested using blended learning to enhance their achievement.

Accordingly, the problem under investigation in this study could be represented in the following major question:

How could EFL prospective teachers' achievement in methodology be developed by using the blended learning approach?

*This main question could be subdivided into the following questions:*

- 1- To what extent do students master the basic skills of English and the components of the syllabus?
- 2- What are the students' attitudes towards using blended learning?
- 3- What is the effect of blended learning approach on developing the students' achievement in EFL methodology?

#### **Significance of the study:**

The results of the study are hopefully expected to be beneficial to:

1. Students of the fourth year at Faculty of Education, department of English in developing the level of their achievement in EFL methodology using the courses and variable activities of blended learning.

Teachers of English in universities as they would be provided with a model to use the blended learning approach to develop the students' achievement in EFL methodology and check their performance through Achievement E- Tests.

#### **Delimitations of the study:**

- 1- The study was limited to the fourth year university students at the department of English as they could be mature enough to be able to use the blended learning activities effectively, especially to make use of them

in understanding and practicing the components of the EFL methodology syllabus.

2- The study would be confined to some simple activities of blended learning as the students are not trained enough upon it such as blogs, forum discussions, on- line lectures, recorded lectures with Camtasia studio, on-line groups and syllabus e- mails.

### **Aims of the study:**

This study aimed at:

1- Determining the students' attitudes towards blended learning and its online courses.

2- Identifying the applicability of the activities of blended learning which are suitable for the fourth year students of the department of English.

3- Determining the efficacy of the blended learning approach to develop the students' achievement in EFL methodology.

### **Procedures of the study:**

This study could be conducted according to the following order:

1- Surveying the relevant literature and previous studies to determine the characteristics of the variables of the study: blended learning approach and achievement in EFL.

2- Designing a blended learning attitudinal questionnaire to identify the students' motivation, confidence and satisfaction to the blended learning course.

- 3- Designing an achievement E-Test in EFL methodology and computing its validity and reliability.
- 4- Surveying the views of the experts and the jury members regarding the designed instruments.
- 5- Drawing a random sample of the fourth year university students at the department of English and randomly dividing them into two groups: one experimental group and one control.
- 6- Administering the blended learning questionnaire before treatment to all the groups to specify their attitudes towards using the blended learning courses.
- 7- Administering the Achievement E-Test before treatment to all the groups to recognize their performance and mastery of the basic skills of English.
- 8- Administering the blended learning to the experimental group.
- 9- Administering the blended learning questionnaire after treatment of all the groups to check the students' attitudes after practicing the blended learning course.
- 10- Administering the Achievement E- Test after treatment to all the groups to identify the effect of blended learning upon achievement in EFL.
- 11- Comparing the pre to post results of the blending learning questionnaire and the Achievement E-Test.
- 12- Performing pertinent statistical analysis of the data to test the hypotheses.



- 13- Presenting results and discussions.
- 14- Conclusion, recommendations and suggestions for further research.

### **Definition of terms:**

#### **A) *Achievement:***

Stated that achievement is the result of what an individual has learned from some educational experiences<sup>(7)</sup>.

Additionally, stated that achievement is the expectancy of finding satisfaction in mastering challenging and difficult performances<sup>(8)</sup>.

Based on the opinion above, concluded that achievement is the result, the successfulness, the extent or ability, the progress in learning educational experiences that the individual indicates in relation with his /her educational learning<sup>(9)</sup>.

The research would adopt the foregoing definition as it illustrates the requirements for the process of achievement in a subject matter. However, the researcher would add some illustrations to the process of achievement regarding the implementation of Blended Learning as follows: Achievement can be operationally defined as the students' ability to make progress in practicing the techniques of Blended Learning, comprehending the principles of teaching the language elements and skills and performing the required on- line tasks in a definite time.

**B) Blended learning:**

Stated that blended learning is a mixture of the various learning strategies and delivery methods that optimizes the learning experience of the user <sup>(10)</sup>.

Suggested that blended learning can be defined as a method of educating at a distance that uses technology combined with traditional education<sup>(11)</sup>.

Noted that according to, blended learning is a hybrid of traditional face to face and online learning so that instruction occurs both in the classroom and online, and where the online component becomes a natural extension of traditional classroom learning. Blended learning is thus a flexible approach to course design that supports the blending of different times and places for learning, offering some of the conveniences of fully online courses without the complete loss of face-to-face contact<sup>(12-13)</sup>.

Operationally, the research would adopt the foregoing definition because it explores the result of blended learning which could be potentially a more robust educational experience than either traditional or fully online learning can offer. Moreover, the definition clarifies the nature of the blended learning approach. However, the researcher would add some definitions to the techniques of Blended learning which were used along the present study experimentation. They are: blogs, wikis, discussion forums, illuminate live lectures , Camtasia studio and syllabus e- mails.

1- *Blogs* can be defined as a discussion or informational site published on the **World Wide Web** and consisting of discrete entries ("posts") typically displayed in reverse chronological order (the most recent

post appears first). With blogs, students can write down any suggestions, ideas and modifications,

2- *Wiki* is usually a **web application** which allows students to add, modify, or delete content in a **collaboration** with others.

3- *Discussion forum* is a web link predetermined by the teacher to give the students ample chance for interaction and changing opinions related to the subject matter. Moreover, the teacher can pose an argumentative topic to be discussed.

4- *Elluminate Live* is a **web** conferencing program developed by Elluminate Inc. This program is used in this study to present lectures on Ime. Communication tools include integrated voice and teleconferencing, public and private chat, quizzing and polling, emotions, and a webcam tool. The software includes several visual tools, including whiteboard, application sharing, file transfer, and web tour. The software also includes a record feature that allows the moderator to record the class for others to watch later as well as a graphing tool, breakout rooms for group work, and timer. The whiteboard supports the uploading of presentations for viewing on the whiteboard for class or meeting.

5- *Camtasia Studio* is a software application for creating video tutorials and presentations (**screen video capture**), published by **Tech Smith**. The Screen area to be recorded can be chosen freely, and audio may be recorded at the Same time or added Separately from any other source.

6- *Syllabus email* is a method of exchanging Messages from the teacher to one or more recipients and vice versa. Students can send e-mails, attributed to the subject, for questions and their teacher responds.

### **C) Methodology:**

It can be defined as "a system of methods used in a particular area of study or activity"<sup>(14)</sup>.

Defines methodology as the systematic, theoretical analysis of the methods applied to a field of study. It encompasses concepts such as paradigm, theoretical model, phases and quantitative or qualitative techniques <sup>(15)</sup>.

However, methodology can be also defined as " a system of broad principles or rules from which specific methods or procedures may be derived to interpret or solve different problems within the scope of a particular discipline. It is not a formula but a set of practice <sup>(16)</sup>.

The researcher would adopt this definition as it describes the nature of rules and practices that constitute methodology which differs from algorithm that can be defined as the procedure designed to perform an operation. Moreover, the researcher would add some parts to the foregoing definition as “ EFL methodology is a set of rules of how to teach the four main skills: Listening, writing, reading and speaking as well as the way of teaching some elements of English language: grammar, pronunciation and vocabulary.

Additionally, EFL methodology explains the principles of lesson planning, preparing teaching aids, forming language tests, teaching cultural features and practicing classroom procedures.

**Review of Literature:**

To theorize for the present study, the variables have been reviewed as: Achievement in EFL methodology and Blended Learning.

**\* Achievement in EFL methodology:**

Students learning English as a foreign language face a number of challenges. Probably the most critical is the attainment of the knowledge and skills needed for success in academic subjects. Achieving academic competence requires far more than merely becoming proficient in English, as students also need knowledge proficient in English, as Students also need knowledge about the subject matter, skilled and the ability to learn successfully<sup>(17)</sup>.

Evaluation of the achievement of students in EFL classes has to reflect the objectives of the curriculum and its suggested methods of teaching. As the curriculum has adopted a thematic content-based approach whose major features are integration of language and content as well as language skill integration, the traditional .paper and pencil tests cannot cover the great variety of activities and performance tasks that take place in advanced EFL classrooms <sup>(18)</sup>.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a subject. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of

student work on the basis of established criteria, and assigning a value to represent that quality.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- accommodate the needs of students with special education needs, consistent with the current strategies;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and include the use of samples of students' work that provide evidence of their achievement<sup>(19)</sup>.

All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific contents of the knowledge and skills.

Therefore, the researcher has expected that the technology of computer and on-line interaction might provide continual feedback and

encouragement to senior students. Hence, previous studies have been surveyed to make sure that blended learning might have an effect on students' achievement.

Showed a discussion of second-language leaning and the use of computer assisted language learning (CALL) that focused on a study in an elementary school in Korea. It determined ways in which computers can best be used to enhance language learning by evaluating the relative effectiveness of contrasting instructional approaches for designing CALL environments <sup>(20)</sup>.

The effect of computer-assisted-instruction on ESL reading achievement of non-native speakers of English was investigated in a study conducted in 1997 by Howard. The study indicated that those students receiving computer-assisted instruction (CAI) made higher reading achievement gains than students not receiving CAI.

Discussed student evaluation policies and practices that should go hand in hand with the new Lebanese English language curriculum that was introduced. The main argument in the paper was that the evaluation of the achievement of young learners in ESL classes had to reflect the objectives of the curriculum and its suggested methods of teaching. The paper considered alternative forms of assessment, mainly performance-based assessment and portfolios <sup>(21)</sup>.

Indicated that teachers ought to establish a positive relationship with their students in order to provide the learning opportunity as well as motivation they needed to be successful in both academic and life lessons. The study investigated the pre-service teachers' perceptions regarding

teacher-student relationship factor affecting students' motivation and academic performance in ESL classroom. The findings revealed the great effect of continuous interaction between the teachers and their students on the students' achievement .

Reported the effects of *Success for All Model* of instruction on the achievement of English language learners. This model was operated through on-line courses, and conducted upon additional elements such as support team and one-to-one tutoring. Findings of the study proved the on-line courses to be helpful in enhancing the achievement of English language learners .

### **Blended learning:**

The birth of personal computer and internet have resulted in wide spectrum of instructional strategies taking advantage of these two wonders. Although benefits of distance learning are many, its drawbacks if relied upon exclusively are physical isolation, lack of social support or interaction and high attrition rates. Hence, an alternative is to blend distance learning best practices with that of face-to-face teaching giving rise to blended learning which created opportunities for students to interact with their peers, faculty, and contents in an effective manner both inside and outside of the classroom<sup>(24)</sup>.

There are no rules in place to prescribe what the ideal blend might be. The term "blended" encompasses a broad continuum, and can include any integration of face- to- face and online instructional content. The blend of face- to- face and online materials: varies depending on the content, the needs of the students, and the preferences of the instructor.



Mentioned that to design blended training, the instructional designers start by analyzing the training or course objectives and braking them down into the smallest possible chunks. After the course or training has been chuncked, the best approach to deliver each segment of instruction is identified. The course is then aggregated by grouping the instruction logically while taking into account the medium of delivery. In this way, one may require a few lessons online and some others live <sup>(11)</sup> .

However, there are some challenges of blended learning; they are:

- How to manage instructional complexity.
- How to design it.
- How to mange the roles and responsibilities.
- How to create a seamless learning experience.
- How to meet expectations.
- How to control costs.

How to manage instructional complexity: In blended learning the instructor has a wider choice of delivery mediums to combine. With that wider choice also comes greater complexity on the instructor. This is due to the variety of combinations of technology and the lack of patterns to follow. It is easier to finish an online module and start another online module. Time, guidelines, and even brief demos might need to be provided for the learner.

How to manage the roles and responsibilities. Unlike traditional classroom learning in which there usually is a single instructor, in blended

learning one might have multiple individuals, each taking a modality or role in the blend.

How to create a seamless learning experiences: Good communications among instructors and careful planning is another important element in the success of blended learning. Instructors and assistants communicate with one another throughout the instruction, not just before the course.

How to meet expectations: Management of expectations is important for instructors and learners to realistically perceive the benefits and work to be performed during the training or course.

How to control costs and meet goals: Blended learning offers great flexibility and great effectiveness as it can choose the best medium for every objective. However, the challenge is to make the blend not only effective but also efficient.

### **Advantages of blended learning:**

Stated that the obvious advantage of blended learning is its ability to maximize effectiveness by matching the best medium for each learning object. Blended learning has the potential of offering courses or training that, through the wise choice of the blend, can have results that are better than the sum of the parts <sup>(24)</sup>.

According to, there are as many blended learning models as there are organizational challenges. One can blend his own mixture to meet the learning needs of the workforce. Some of these models are: course model, reference-based learning and pre-assessment <sup>(25)</sup>.

Course model indicates learners complete a series of online modules that make up a course for certification. They are at remote locations, so they submit their assessment tasks by email to a tutor. An online forum provides for discussion of topics and shared feedback between learners and tutor.

Reference-based learning offers a regular program of online or written assessment to confirm that the learners are acquiring the knowledge they require during their induction and follow up.

Pre-assessment is a model where learners of varying abilities complete an online pre-assessment to ascertain their level of knowledge in a certain area. Those assessed at a lower level may be nominated for a further online course to fill some of the information gaps. Once they have gained this pre- qualification, all the learners can be brought together in a face- to-face session that provides a forum for them to discuss their knowledge and practice their skills. This structure provides more targeted learning experiences for all levels of experience, and also gives meaning to the online tasks by making them stages in a process that will be practiced and reviewed in the face-to-face session.

The researcher would adopt this model in the present study.

There are various studies investigating the importance of blended learning and its effect upon the students' learning environment, attitudes and performance. They can be clarified according to the following citation.

Investigated the effectiveness of blended learning in the study of business studies as related to the learning management system (LMS) in a University College. A questionnaire with twenty-seven items was designed

to evaluate the aspect of blended learning distributed to thirty four students. Findings showed that blended is very effective in accomplishing the goal of making students active learners in the study of business .

A study on students' views on blended learning environment was conducted in The study was examined on sixty four student from department of Computer Education and Instructional Design Technologies. The results showed that the students enjoyed taking part in the blended learning environment. Students' achievement levels and their frequency of participation to forum affected their views about blended learning environment <sup>(26)</sup>.

Identified the quality in blended learning. They explored the relationship between on-line and face-to-face teaching and learning. The results revealed that the approaches students take to learning is closely related to their perceptions of their learning experience <sup>(27)</sup>.

Investigated the effect of Arab Open University students' use of blended learning using the metrics of confidence, motivation, satisfaction and performance. A quantitative research methodology was used based on an online questionnaire survey. The findings indicated that blended learning has a significant contribution to the students' degree of confidence, motivation and overall performance <sup>(6)</sup>

From the previous survey of studies, it can be inferred that blended learning has a notable effect on enhancing students' interaction, participation and motivation. The present study differs in the way of investigating the effect of some techniques of blended learning on enhancing the senior students' achievement in EFL methodology. It shows

how to mix the suitable techniques with procedures performed inside the classroom. Forum discussions, wikis, Blogs, electronic tests, syllabus mails and other techniques are mingled together to enhance the students' performance and acquisition of the elements of the syllabus. Online lectures helped the students communicate with their teacher and their mates, as well.

### **Hypotheses of the Study:**

Based on the previous discussion, the study hypotheses have been formulated as follows:

1- There is a statistically significant difference between the mean scores of the experimental group and that of the control group in the post administration of the blended learning questionnaire in favor of the experimental group.

2- There is a statistically significant difference between the mean scores of the experimental group and that of the control group in the post administration of the Achievement E-Test in favor of the experimental group.

3- There is a statistically significant difference between the mean scores of the experimental group in the pre and post administration of the blended learning questionnaire in favor of the post administrations.

4- There is a statistically significant difference between the mean scores of the experimental group in the pre and post administration of the Achievement E-Test in favor of the post administrations.

**Methodology:****- *The participants:***

At the beginning of the second term of 2012-2013, 70 students were selected from senior students at the Department of English, Faculty of Education, King Khaled University. They were divided equally into the experimental group (n=35) and the control (n=35).

Instruments of the study were prepared by the researcher as follows:

1- The Blended Learning Questionnaire.

2- The Achievement E-Test.

**1- The Blended Learning Questionnaire:****• *Purposes:***

The blended learning questionnaire, prepared by the researcher, aimed to identify whether the study sample had negative or positive attitudes towards blended learning.

**• *Design:***

Many previous questionnaires of e-learning and blended learning were reviewed to form the present questionnaire's dimensions and items. These questionnaires have been taken from the following sources <sup>(6,26,28)</sup>.

**• *Description of the Blended Learning Questionnaire:***

The questionnaire includes 35 items written in English. Each item has a five-point Likert format: 1- never, 2- rarely, 3- sometimes, 4- often, 5- always. The items of the questionnaire were included in the following dimensions: Confidence, satisfaction, motivation, students' attitudes

towards BL courses, students' attitudes towards BL content, availability of computers and training programmes and students' performance. In Appendix two, items of each dimension are clarified and the final form of the questionnaire after rotating the items is presented. The items of the questionnaire were

Number	Dimensions	Items
1	Confidence	1,8,15,21,27
2	Satisfaction	2,9, 16,22,28,32
3	Motivation	3,10,17,23
4	Students' attitudes towards BL courses.	4,11,18,24,29,33
5	Students ' attitudes towards BL content.	5,12,19,25,30,34
6	Availability of computers and training programmers.	6,13,20,26,31,35
7	Students' performance.	7,14

**Table (1) Distribution of the Blended Learning Questionnaire Items through the Seven Dimensions**

***Piloting the Questionnaire:***

At the beginning of the second term of the academic year 2012-2013, the Blended Learning Questionnaire was administered to a group of fourth year University Students at the Department of English, Faculty Of Education, King Khaled University, Kingdom of Saudi Arabia. Results of

piloting the questionnaire indicated that the instructions were clear enough as well as the items.

- **Validation:**

For assigning the face validity of the Blended Learning Questionnaire, it was submitted to a jury of professors of curriculum of teaching methodology and professors of educational psychology (Appendix one) who suggested some modifications to the rewording of some items. The suggested changes were made. Statistical package for social science (SPSS) computer software was used to estimate the validity and reliability of the questionnaire.

- **Reliability:**

The questionnaire was administered to a group of fourth year university students at the department of English. Reliability of the questionnaire was sought through the use of the split-half technique. To do so, the researcher prepared a new form of the questionnaire on the design of a Likert-scale with five responses. The questionnaire was divided into two halves: odd and even numbers, using Pearson formula, the correlation coefficient was (0.7254). Then using Sperman- Brown Prophecy Formula, the reliability coefficient was (0.708) and (0.79) using Guttman Split- half formula which were both statistically significant at 0.01 level. Alpha coefficient of the questionnaire was calculated where it was 0.78 for odd number items, 0.75 for even number items and 0.85 for the whole questionnaire. Hence, it can be concluded the questionnaire was reliable.



- ***Correction of the questionnaire:***

The items of the questionnaire were corrected using the scoring sheet. The positive items were corrected using a rating scale from 5 to 1, where 5 represents the highest level and 1 represents the lowest level as indicated before. Correction of the questionnaire can be clarified in the following tables:

<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
5	4	3	2	1

**Table (2) Correction of the Positively Stated Items of the Blended Learning Questionnaire**

<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
1	2	3	4	5

**Table (3) Correction of the Negatively Stated Items of the Blended Learning Questionnaire**

<b>Positively Stated Items</b>	<b>Negatively Stated Items</b>
1,2,3,4,6,7,8,10,11,12,13,14,16,18,19, 21,22,23,24,25,26,27,31,32,33,34 and 35	5,9,15,17,20, 28,29 and 30

**Table (4) Numbers of the Positively and Negatively Stated Items of the Blende Learning Questionnaire**

### 3- The Achievement E -test:

- **Purposes:**

The Achievement E-Test, prepared by the researcher, was used as a pre and posttest to identify whether the students' achievement in EFL methodology was developed as a result of using blended learning.

- **Design of the test:**

- **Sources:**

Some achievement tests in EFL methodology were reviewed as well as surveying the components of the methodology course of senior students at the Department of English. Items of the test were chosen and prepared according to the content of the students' syllabus in the fourth academic year.

Description of the Test:

The test consisted of four main questions which were pre and post administered to the two groups: the experimental and the control. The questions examined the students' mastery of the principles of teaching the four main skills of English reading, writing, speaking and listening as well as the rules of teaching some language elements such as: vocabulary, grammar and pronunciation. Some of the test items were designed to check the students' understanding of some topics:

- 1- The components of communicative competence.
- 2- The traditional theories of methods of teaching English as a foreign language (TEFL).
- 3- The modern theories of methods of TEFL.

- 4- The characteristics of designing a good test.
  - 5- The principles and steps of preparing a lesson.
- ***Piloting the test:***

During the second term of the academic year 2012- 2013, the Achievement Test was piloted to a sample of senior Students at the Department of English, Faculty of Education, King Khaled University. Results indicated that the instruction of the Achievement E-Test were clear to all the students.

#### **Validation:**

The Achievement E-Test was submitted to the jury members who indicated that the test is valid in respect of the suitability of the test items to the components of the EFL methodology course.

- ***Reliability of the test:***

For estimating the reliability of the Achievement E-Test the following method was used:

#### **Test- Retest method:**

The writing test was applied at the beginning of the second term of the academic year 2012-2013 to a sample of senior Students at the Department of English, King Khaled University (n=30). Then, the test was re-applied to the same sample after an interval of about two weeks. The correlation coefficient (r) between the results of the first and second applications of the test was measured using Pearson formula. The reliability coefficient was 0.81 which was statistically significant at 0.01 level.

### **Scoring of the Achievement E- test:**

As the Achievement E-Test would be presented to the participants of the study through computers, the researcher has adopted the principles of designing e-tests and assigned suitable marks for each kind of questions according to their nature and length. Then, the marks have been calculated automatically by the computer system and presented at once to the students after finishing the test. Only one kind of questions, which was subjective (an essay writing) was corrected by the researcher herself on line and its marks were added to all the students upon their syllabus websites.

- ***The Experimental Procedures of the Study:***

- ***The Experimental Treatment:***

After the participants of the study were selected, the tools of the study: The Blended Learning Questionnaire and the Achievement E-Test were pre administered to all the students of the two groups. Then, the control group was taught through the traditional method of teaching. The experimental group was taught via the Blended Learning course and activities. Hence, the Blended Learning Questionnaire and the Achievement E-Test were post administered to the students of the two groups.

### **The EFL methodology course including Blended Learning:**

- ***Objective of the course:***

By the end of the course, the students would be able to:

1- Interact with their teacher and their mates continuously through forum discussions, wikis, blogs and e- mails.

- 2- Divide the syllabus into parts by contributing in the assigned groups and completing the required tasks in the limited time.
- 3- Express their problems and difficulties through engaging in illuminate-live lectures with their teacher.
- 4- Prepare some lessons to be discussed in order to have the chance of being pre-service teachers in schools during the training period of teaching EFL to students.
- 5- Develop positive attitudes towards blended learning.
- 6- Acquire the basic principles of teaching EFL by the mastery of how to teach reading, writing, listening and speaking as well as grammar, pronunciation and vocabulary.
- 7- Differentiate among the traditional methods of teaching EFL and the modern ones.
- 8- Compare the various components of the communicative competence.

***Design of the course:***

**Time duration:**

The course lasted for about 3 months at a rate of 36 sessions: 16 sessions inside the classroom and 20 sessions online. The time of using blended learning throughout the course was determined by the researcher from the very beginning. The experimental group was informed by the time duration of the course, its distribution and each technique and procedure that would be performed either from the part of the teacher or from the students themselves.

- ***Content of the course:***

The Blended Learning course was implemented through explaining the EFL methodology syllabus of the senior students at the department of English. Various techniques like: educational videos, online lectures (illuminate live), camtasiastudio (recorded lectures with kinds of movements and effects), blogs, wikis, discussion forums, e-mails, on line groups and e-monthly tests were incorporated with the lectures presented in the face-to-face interaction classes in the course.

Every week along the time duration of the course, two online lectures were presented including one or two chapters of the syllabus. Time of the online lectures was predetermined with the students (participants of the experimental group) in the class. Each illuminate-live lecture lasted for about one hour. The students attending the on- line sessions had the ample chance to interact and communicate with each other as well as their teacher. After the lecture, some home assignments were available at the section of (homework) that should be answered at a definite time. Then, the lectures were recorded to be always available to the students on their sites.

Along the whole course, the teacher discussed some chapters of the syllabus at the university classes and identified the plan of the next week including: the time of on-line lectures, the way of assessing the assignments, how to interact with each other and the time of monthly e-tests. After that, the teacher used some online techniques in order to choose the suitable videos pictures, web links that were related to the topics. They should be available at any time to the students as well as the lectures to be reviewed. This could be effective in facilitating the learning process. Some

lectures were recorded via Camtasia studios using some effects and animation techniques.

In order to enhance the students' communication, the experimental group was divided into minor groups on line. Each group had a definite name and was assigned certain activities and tasks. Special marks were given to the active students who participated in the groups as well as attended the on-line lectures with their teachers.

After each month, a monthly e-test was administered to check the students' achievement. Remarks and feedback comments on the students' marks were added after each month to the sites. The students had the ample chance to ask any

question to their teacher via the syllabus e-mails.

- ***Instructional Aids:***

The following instructional aids were used during the implementation of the course:

- 1- Over-head projector and blackboard inside the classroom of face-to face interaction.
- 2- Computer laboratories.
- 3- Forum discussions, wikis, blogs and e-monthly tests.

- ***Evaluation techniques of the course:***

The evaluation system used in the course consisted of the two ways: formative and summative evaluations. Formative evaluation was conducted for identifying the students' gradual progress in the EFL methodology course. The formative evaluation was applied through the monthly e tests

as well as the assigned questions after each on-line lecture (illuminate live).

On the other hand, summative evaluation was conducted after finishing the implementation of the course sessions for investigating the effect of blended learning on the students' achievement in EFL methodology.

- **Validation:**

The validity of the course was carried out through using the face validity where the course based on blended learning was submitted to the jury members of professors of curriculum and teaching methodology who assured that the course was valid.

### **Study Results and Discussion:**

The results of administering the Blended Learning Questionnaire as well as the Achievement E- Test to the experimental and control groups were discussed while explaining the tables of verifying the hypotheses of the study as follows:

- **Hypothesis 1:**

It has been hypothesized that "There is a statistically significant difference between the mean scores of the experimental group and the control group in their post administration of the Blended Learning Questionnaire in favor of the experimental group". A paired sample t-test was used to



The group	N	Std. error mean	Mean	Std. deviation	Compared mean	T value	Sig. (2-tailed)
The experimental group	35	1.31	<b>130.04</b>	8.51	50.3	1.66	0.01
<b>The control group</b>	35	1.83	77.7	10.22			

Table (5) t-test Results of the Post Application of the Blended Learning Questionnaire Comparing the Experimental and the Control Groups.

The above table indicates that there is a statistically significant difference at 0.01 levels between the attained mean scores of the experimental and control groups in favor of the experimental group post application of the questionnaire. The estimated t value is 1.66. It is significant at 0.01 level favor of the post administration of the experimental group. The mean of the experimental group is (130.04) and that of the control is (77.70). So the mean of the experimental group is higher than that of the control. Moreover, the deviation of the experimental group (8.51) is lower than that of the control group (10.22). The results verify the hypothesis.

- **Hypothesis 2:**

It has been hypothesized that "There is a statistically significant difference between the mean scores of the experimental group and the

control group in their post administration of the Achievement E-tests in favor of the experimental group". Paired samples t-test was used to verify the hypothesis as shown in (table 6).

The group	N	Mean	Std. error mean	Std. deviation	Compared -mean	T value	Sig. (2-tailed)
The experimental group	35	124.52	1.41	8.35	47.92	19.12	0.01
The control group	35	79.80	1.84	10.73			

Table (6) t-test Results of the Post Application of the Blended Learning Questionnaire Comparing the Experimental and the Control Groups.

The obtained t-value is 19.12. It is significant at 0.01 levels in favor the post application of the experimental groups.

The mean scores of the experimental group (124.52) is higher than that of the control (79.80). Moreover, the deviation of the experimental group (8.35) is lower than that of the control (10.73). Therefore, these results verify the hypothesis.

- **Hypothesis 3:**

It has been hypothesized that "There is a statistically significant difference between the mean scores of the experimental group in their performance of the pre and post administration of the Blended Learning

Questionnaire in favor of the post administration". A paired sample t-test was used as **shown in** (table 7).

The group	N	Mean	Std. error mean	Std. deviation	Compared mean	T value	Sig. (2-tailed)
The experimental group (pre-application)	35	53.92	16.84	2.84	87.42	21.93	0.05
The experimental group (post-application)	35	142.23	8.10	1.55			

Table (7) t-test Results of Comparing the Pre and Post Applications of the Experimental Group in the Blended Learning Questionnaire

From the previous table, it can be inferred that the obtained t value (21.93) is significant at 0.05 level. The mean scores of the pre application (53.92) is lower than that of the post application (142.23), whereas the deviation of the scores of the pre application of the questionnaire (2.84) is higher than that of the post application (1.55). This means that there is an improvement in the performance of the experimental group due to the implementation of the Blended Learning course.

#### **Hypothesis 4:**

It has been hypothesized that "There is a statistically significant difference between the mean scores of the experimental group in their

performance of the pre and post administration of the Achievement E- Test in favor of the post administration". A paired samples t-test was used to support an evidence of the verification of the hypothesis, as shown in (table8).

The group	N	Mean	Std. error mean	Std. deviation	Compared mean	T value	Sig. (2-tailed)
The experimental group (pretest)	35	70.88	8.77	1.47	55.82	27.86	0.05
The experimental group (posttest)	35	125.72	8.44	1.43			

Table (8) t-test Results of Comparing the Pre and Post Administrations of the Experimental Group in the Achievement E-Test.

The obtained t value (27.86) is significant at 0.05 level. The mean scores of the pretest (70.88) is lower than that of the posttest (125.72), whereas the deviation of the scores of the pretest (1.47) is higher than that of the posttest (1.43). This means that there is an improvement in the performance of the experimental group due to the implementation of the blended learning approach.

#### Discussion of the Results:

On discussing the obtained results, the researcher was quite aware that the improvement in the performance of the experimental group could

be in a way or another attributed to the students' awareness as they are somehow a part of a scientific experiment. It could also be attributed to the experience of dealing with the new technology of computer programmers and the blended learning approach.

A more realistic and even deeper thinking to deal with the results is to investigate the interrelationships underlying the variables and the practices carried out both in the classroom as well as through the activities of blended learning: on-line lectures, blogs, wikis, tasks of the on-line groups, e- mails, forum discussions and the recorded lectures by Camtasia studio. A well- conducted statistical analysis of the obtained results helped the researcher better understand and interpret the apparent improvement in the experimental group's performance. This is provided below:

First of all, comparing the performance of .the experimental group to that of the control in the post administrations of both the Blended Learning Questionnaire and the Achievement E-Test, it can be said that the practices and activities that the experimental group participated in have a notable effect on their desire to learn and acquire the principles found in the EFL methodology course.

The experimental group students were notably excited while participating in such a new and lively experiment. They were satisfied with interaction, especially with their teacher breaking the barriers and boredom that could be found in the traditional way of teaching. They were also confident while **communicating** with their mates, especially in on-line groups discussing with each other the required tasks and assignments. The participants had a wide chance to express themselves through blogs, wikis

and forum discussions; this enhanced their performance and achievement in EFL methodology.

> Accordingly, the statistical results comparing the experimental group performance in their pre and post administrations of the Blended Learning Questionnaire and the Achievement E-Test provided a clear evidence to the outperformed achievement of this group as the t value is significant at 0.05 level. The mean scores of the post administration is higher than that of the pre administration. Similarly, the mean scores of the experimental group is higher than that of the control. The t-value is significant at 0.01 level.

Conversely, the performance of the students in the control group was lower than that of the experimental because the regular way of teaching the course of EFL methodology lacked the activities, procedures performed through blended learning.

### **Conclusion, Recommendations and Suggestions for Further Research:**

#### **Conclusion:**

The Blended Learning course contained some techniques and related activities like: on-line lectures - (illuminate classes), recorded lectures by Camtasia, forum discussions, blogs, videos, wikis, e-mails and on-line groups. The course procedures were hoped to enhance the student's achievement.

The pre-post administrations of the Blended Learning Questionnaire and the Achievement E-Test have been determined after adopting the

experimental group/ control group design. These two groups were randomly selected from the Department of English, Faculty of Education, KingKhaled University.

To determine the students' attitudes towards blended learning, a questionnaire was designed and then approved by the jury members. Moreover, to identify the level of students' achievement in EFL methodology, the Achievement E-Test was designed and administered to the participants of the study.

The conclusion of the study is provided in the following sequence:

A) Blended learning has an effect on developing the participants' achievement in EFL methodology.

B) Blended learning techniques proved to be effective in improving the student's attitudes towards learning the contents of the" EFL methodology course by expressing their ideas, sharing notes and comments, participating in the forum discussions and on-line groups.

C) On-line lectures via elluminate live virtual classes helped the participants understand the chapters of their course and ask their teacher to repeat any difficult topic without hesitation, as well as communicate in groups.

D) Educational videos clarified any difficult topic and focused upon the mixture of pictures and sound.

E) E-monthly tests were effective in helping the researcher evaluate the students' Achievement by on-going assessment.

## Recommendations

In the light of the present study results, the following would be recommended:

1- Blended learning could be implemented through EFL programmes to develop the students' mastery of the basic skills of English: listening, speaking, reading, and writing. As the procedures of the study have been conducted, different components such as syntax, phonology, orthography as well as the principles of teaching the four skills of English have been explained. The accurate explanation of these topics with the blended learning approach has led to the notable improvement of the student's achievement. Therefore, it is recommended that programmes based on blended learning in EFL classrooms be implemented.

2- Teachers and students are recommended to receive training in blended learning through workshops and training courses in order to implement this approach effectively.

3- Blended learning could help the teachers identify their students' interaction and communication abilities through the on-line activities and procedures. Hence, simple versions of computer software could be presented to facilitate BL techniques to students.

4- It would enhance the students' ability to express their own ideas, share positively their own production and assignments with their mates. Therefore, computer appliances should be available in universities as well as schools.



### **Suggestions for Further Research:**

According to the findings of the present study, the following points would be suggested for further research.

1- It would be valuable to examine the effect of blended learning on developing students' English speaking skill as they are engaged in many conversations on line and oral activities.

2- It would be useful to investigate the efficacy of a programme based on blended learning in developing the students' writing skill as there are written activities such as: blogs, e-mails and assignments that could enhance the students' style of writing.

3- It would also be .beneficial to identify the effect of blended learning on enhancing the students' awareness of the technology of educational English computer programmes.

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## Appendices

### Appendix 1 The Jury Members of the Tools of the Study

- I- Dr. BahaaEddin El- Said ESI- Naggar, professor of TEFL, Faculty of Education, ZagaigUniversity.
- II- Dr Mohammed Hassan Ibrahim, , professor of TEFL, Faculty of Education, ZagazigUniversity.
- III- Dr. Azza Ahmed Hamdy El - Marsafy, professor of TEFL, Faculty of Education, ZagazigUniversity.
- IV- Dr. Mohammed El Said Abd El- Rahman, professor of psychology, Faculty of Education, ZagazigUniversity.
- V- Dr. Fatma El-Maghraby , associate professor of TEFL, Faculty of Education, ZagazigUniversity.
- VI- Dr. Michael Abd- El MissehAwad, associate professor of TEFL, Faculty of Education, ZagazigUniversity.
- VII- Dr. Ali El Sagheer, associate professor of TEFL, Faculty of Education, King Khaled University, Saudi Arabia.
- VIII- Dr. Howeida El-Alfy, associate professor of TEFL, Faculty of Education, King Khaled University, Saudi Arabia.

## **A Questionnaire for Judging the Suitability of the Tools of the Study**

**Dear professor,**

This study aims at investigating the effect of Blended learning, as a strategy of E- learning, on the senior students' achievement in EFL methodology in the Department of Curricula and Instruction . An attitudinal questionnaire was designed to examine the students' attitudes towards implementing Blended Learning in EFL methodology courses. The questionnaire contains seven dimensions that could be hopefully related to the topic: confidence, satisfaction,

motivation, attitudes towards BL courses, attitudes towards BL content, availability of (computer systems and training courses, and performance. Therefore, you are kindly requested to check the availability of the items to their dimensions as well as the ' suitability of the whole questionnaire to the students 'level of education. Moreover, an achievement e- test was designed to check the students levels of comprehension and commanding the components of the syllabus. Therefore, you are hopefully requested to give your` opinions about the test items and the time allotted for the test.

*Your responses and cooperation will be highly considered* Thank you very much for your help, the rescarcher.

**Appendix 2**

## 1- The Blended Learning Attitudinal Questionnaire ( BLAO)

<b>Dimensions and Items</b>	<b>Relevance of Items to the Dimensions</b>	
	<b>Relevant</b>	<b>Irrelevant</b>
<p>A: Confidence:</p> <p>1 - I am capable of learning through a computer- based system.</p> <p>2- I feel confident in the use of various methods in the blended learning technology.</p> <p>3- I am able to complete the required tasks using blended learning tools.</p> <p>4- I am confident that it is easy to adopt the blended learning system components.</p> <p>5- I get scared when I operate BL techniques.</p> <p>B: Satisfaction:</p> <p>6- I am satisfied with BL system.</p> <p>7- I prefer that blended learning should be presented to freshmen of Department of English.</p> <p>8- I believe I would learn more in less time with blended learning.</p>		



Dimensions and Items	Relevance of Items to the Dimensions Relevant . Irrelevant	
<p>9- I feel that the EFL courses based on BL would not serve my needs well.</p> <p>10- I think blended learning EFL methodology would raise the quality of education at my faculty.</p> <p>11- I think BL satisfies many learning objectives.</p> <p>C: Motivation:</p> <p>12- B1 can facilitate many learning problems.</p> <p>13- I feel I will learn more when accessing both traditional and blended learning.</p> <p>14- BL makes me able to use a variety of learning sources.</p> <p>15- I do not like using BL in my teaching practices afterwards.</p> <p>D: Students attitudes towards BL courses:</p> <p>16- I find the English methodology course easier when using BL in learning EFL courses.</p> <p>17- I do not enjoy talking with others about BL.</p> <p>18- I find that applying BL to EFL methodology is more useful and relaxing than traditional methods.</p> <p>19- By applying BL to the English methodology course, the chance of interaction with my classmates would be enhanced.</p> <p>20- I believe BL is a waste of time.</p> <p>21- I think BL does not help me manage computer technical problems.</p> <p>E: Students attitudes towards BL content:</p> <p>22- With BL, I could listen to videos more than once to improve</p>		

Dimensions and Items	Relevance of Items to the Dimensions Relevant . Irrelevant	
<p>my pronunciation.</p> <p>23- The online videos help me listen to native speakers.</p> <p>24- BL gives me the chance to learn English through discussion forums.</p> <p>25- The discussion forums develop my communicative competence.</p> <p>26- Using visual aids with BL makes learning English interesting.</p> <p>27- BL activities give me the chance to read and interact with other students on topics related to the material.</p> <p><b>F: Availability of computers and training programmes:</b></p> <p>28- I do not like to have internet access from home.</p> <p>29- I think the quality of hardware in my faculty is not good.30- I think the number of internet connections is not sufficient for students.</p> <p>31- I believe that students should be well trained on the techniques of BL before using them.</p> <p>32- I am able to be trained on some learning materials for blended learning courses.</p> <p>33- The teachers should be willing to undergo some training courses on how to supervise BL courses.</p> <p><b>G: Students performance:</b></p> <p>34- Using BL helps me achieve the desired learning outcome</p> <p>35- Using BL enhances my learning skills.</p>		

Other suggestions and modifications:

The researcher prepared a new form of the questionnaire to be presented to the sample of the study on the design of a Likert - scale with five responses : (Never, rarely , sometimes , often and always).

Items of the Blended Learning Questionnaire	Never	Rarely	Sometimes	Often	Always
1- I am capable of learning through a computer- based system.					
2- I am satisfied with BL system.					
3- BL can facilitate many learning problems.					
4- I find the English methodology course easier when using BL in learning EFL courses.					
5- With BL, I could listen to videos more than once to improve my pronunciation.					
6- I do not like to have internet access from home.					
7- Using BL helps me achieve the desired learning outcome.					
8- I feel confident in the use of various methods in the blended learning technology.					
9- I prefer that blended learning should be presented to freshmen of Department of English.					

10- I feel I will learn more when accessing both traditional and blended learning.					
11 - I do not enjoy talking with others about BL.					
12- The online videos help me listen to native speakers.					
13 - I think the quality of hardware in my faculty is not good.					
14- Using BL enhances my learning skills.					
15- I am able to complete the required tasks using blended learning tools.					
16- I believe I would learn more in less time with blended learning.					
17- BL makes me able to use a variety of learning sources.					
18- I find that applying BL to EFL methodology is more useful and relaxing than traditional methods.					
19- BL gives me the chance to learn English through discussion forums.					
20- I think the number of internet connections is not sufficient for students.					
21 - I am confident that it is easy to adopt the blended learning system components.					

22- I feel that the EFL courses based on BL would not serve my needs well.					
23- I do not like using BL in my teaching practices afterwards.					
24- By applying BL to the English methodology course, the chance of interaction with my classmates would be enhanced.,					
25- The discussion forums develop my communicative competence.					
26- I believe that students should be well trained on the techniques of BL before using them.					
27- I get scared when I operate BL techniques.					
28- I think blended learning EFL methodology would raise the quality of education at my faculty.					
29- I believe BL is a waste of time.					
30- Using visual aids with BL makes learning English interesting.					
31- I am able to be trained on some learning materials for blended learning courses.					
32- I think BL satisfies many learning objectives.					

33- I think BL does not help me manage computer technical problems.					
34- BL activities give me the					
35 - The teachers should be willing to undergo some training, courses on how to supervise BL courses.					

### Appendix 3

#### 2- The Achievement Test

The researcher is investigating the effect of blended learning on the students achievement in EFL methodology . You are kindly requested to evaluate each question in terms of content and level of performance measured; moreover to evaluate the test as a whole in terms of correctness, number of questions , scoring the suitability of the test for the students' proficiency , the suitability of the test for students' age and the suitability for its time limitations. The time of the test is one hour and half. Please check (V ) where appropriate:

1- The suitability of each item of the test to measure the components of linguistic competence and the four skills of English.

Strongly agree ( )

Agree ( )

Disagree ( )

2- The suitability of the test as a whole in terms of correctness, number of questions and scoring the suitability for the age of the students.

Strongly agree ( )

Agree ( )

Disagree ( )

3- -The suitability of the test items to the senior students of Faculty of Education, Department of English.

Strongly agree ( )

Agree ( )

Disagree ( )

4 -The suitability of the test for its time limitations.

Strongly agree ( )

Agree ( )

Disagree ( )

*Thank you very much, The researcher*



**Question 1 (10 marks):****Tick ( √) for true statements and (X) for false ones:**

No.	The Statements	The answer
1	Affixes are a general term that denotes prefixes, infixes and suffixes.	
2	Both integrative and instrumental motivation are of primary importance in learning.	
3	Classroom environment refers to all physical objects like chairs, desks and posters.	
4	Learners' spelling consciousness can be developed by the use of copying.	
5	Visual aids are the only ways to present meaning of words.	
6	Cultural features are essential to understand the ideas and meanings entailed in speech acts.	
7	<i>Copying</i> is a kind of free writing.	
8	At the elementary level of listening comprehension, pupils learn to identify sound patterns.	
9	The mechanical practice in teaching speaking introduces the use of translation.	
10	With advanced learners, pronunciation may be done through minimal pairs.	

**Question 2: (10 marks)**

*Complete the following sentences with suitable answers:*

**1- Extensive reading is**

.....

..... whileintensivc reading

Is.....

.....

**2- Daily lesson plans should include:**

..... and .....

**3- The teaching aids can be classified into four types:**

..... ,

.....,

..... and

**4- A good language test should possess the following qualities:**

..... ,....., and.....

**5- The factors affecting the process of listening comprehension are: ....., .....and**

.....

**Question 3: ( 10 marks)**

*Choose the best answer from A. B. C. or D:*

**1- The Direct Method:**

A- gives priority to speech and rejects conjugations.

B- implies the acquisition of oral language skills.

C- is based on classical and inflected language.

D - involves procedures and techniques drawn from methods.

**2- Active and passive vocabulary are called:**

A-function words.

B- content words.

B- determiners

D- affixes.

**3- The Transformational Theory of grammar:**

A- is descriptive.

B- defines the parts of speech and provides simple rules of teaching.

C-tries to reconcile language usage with use.

D- assumes that language is based on a system of rules.

**4- An understanding of the orthographic system means:**

A- to spell and identify letters .

B- to be familiar with lexical connectors.

C - to recognize the relationship between sounds and writing symbols.

D- None of them.

**5- A good teacher should draw up his plan according to his students':**

A- Interests.

B- needs

C- capacities D-all of them.

**6- ..... is a group of words whose meaning is different from the meanings of the individual words.**

A-An idiom.

. B- A cliché.

C- A proverb.

D- None of the above statements.

**7- All of the following are linguistic principles of teaching the foreign language except:**

A- Language is basically oral.

B- Language is fixed.

C- Language is systematic and learnable.

D- Language is arbitrary.

**8- All the following are types of vocabulary except:**

A- Structure/ function words.

B- Content words.

C- Active/productive words

D- ESL.

**9- The requirements for developing the speaking skill include:**

A- a competent teacher who is fluent in conversation.

B- a suitable acoustic environment.

C- writing short essays.

D- the recognition of the alphabetic system:

**10- For testing listening comprehension, students:**

E- listen to a text and recognize the certain vocabulary items.

A- are asked to describe orally a picture or an event.-

B- fill in crossword puzzles and writing letters.

C- read some texts silently.

***Question 4: (10 marks )***

***Write an essay on the following:***

The main characteristics of the Communicative Approach