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كلية التربية بالوادي الجديد

المجلة العلمية

**Using An E- Program Based on Active Learning Strategies to Promote
Faculty of Education English Majors' Integrated Language Skills**

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العدد الثالث والعشرون - نوفمبر ٢٠١٦

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Abstract

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By

Hanaa Elsayed Imam

The present study investigated the effectiveness of using a suggested E-program based on active learning strategies on developing First year English majors' integrated language skills. The study used the quasi experimental design. Fifty students from first year English majors at the New Valley Faculty of Education, Assiut University, were voluntarily chosen to participate in the study. Tools and materials of the study included a list of the integrated language skills to determine the skills needed to be developed through the suggested E- program, an E-program based on active learning strategies, an integrated language skills test. Results showed that using the suggested E- program significantly improved the students' language skills. It was recommended that the E-program based on active learning strategies should be used in designing and teaching EFL courses for EFL learners at the college level. Suggestions for further studies are provided in the light of the results of the present study.

Key Words: Integrated Language Skills, Active Listening, Communicative Speaking, Critical Reading , Reflective Writing, E - Role Play, Digital Storytelling, KWL Strategy.

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مستخلص الدراسة باللغة العربية

عنوان البحث: فاعلية برنامج الكتروني قائم على إستراتيجيات التعلم النشط لتنمية مهارات اللغة الانجليزية تكامليا لدى طلاب قسم اللغة الإنجليزية بكلية التربية بالوادي الجديد

هدفت الدراسة الحالية الى التعرف علي فاعلية برنامج الكتروني قائم علي استراتيجيات التعلم النشط في تنمية مهارات اللغة الانجليزية تكامليا لدى طلاب الفرقة الاولى شعبه اللغة الانجليزية بكلية التربية بالوادي الجديد. وبلغ عدد أفراد الدراسة ٥٠ طالبا وطالبة من طلاب الفرقة الاولى شعبه اللغة الانجليزية بكلية التربية بالوادي الجديد، جامعة أسيوط. واستخدمت الدراسة الحالية التصميم شبه التجريبي ذو المجموعتين التجريبيتين والتطبيق القبلي والبعدي لأدوات الدراسة. وقد تضمنت أدوات الدراسة اختبار مهارات اللغة . وقد بلغت مدة تدريس البرنامج ٤٥ ساعة. وتم استخدام اختبار ت لتحليل البيانات التي تم الحصول عليها من التطبيق القبلي والبعدي لأدوات الدراسة لمعرفة مدى تحقق أهداف الدراسة. وقد أظهر التحليل الاحصائي للنتائج بواسطة اختبار ت فروق دالة احصائيا لصالح التطبيق البعدي. وقد أوضحت النتائج ان البرنامج الالكتروني المقترح والقائم علي استراتيجيات التعلم النشط كان فعلا في تنمية مهارات اللغة الانجليزية اللغة الانجليزية.

الكلمات المفتاحية: التكامل في مهارات اللغة ، الاستماع النشط، التحدث التواصلي، القراءة الناقدة، الكتابة التأملية، استراتيجيات التعلم النشط، لعب الادوار، السرد القصصي الالكتروني، الجدول الذاتي الالكتروني

Introduction

English is a spoken language in the international world. It is considered as an effective means of international communication. It is widely used in all fields of human activity throughout the world and is used as the medium of information flow in science, technology, and culture. Abu Armana (2011: 1) points out that English is not only used when people communicate with English speakers, but it is also used when people from different nations meet.

English language proficiency includes four skills, named listening, speaking, reading, and writing that should be achieved by the students who learn English. The basic goal of teaching these skills is to help students interact successfully with native and nonnative users of English in a variety of social and academic settings. Richards and Bohlke (2011:1) state that "all the language skills are vital in teaching and learning process, and combination of the language skills has positive effects on the student's success."

Of the four language skills, listening and reading are considered as receptive skills that "help students get information as the input of language" (Brown 2010: 10), whereas speaking and writing are both considered as productive skills that "make language output possible and require sufficient language input as their basis" (Brown 2010: 10).

Pre service training programs for preparing EFL teachers should be organized mainly to improve their proficiency level in the previous four language skills (reading, writing, listening and speaking). One of the objectives in the document of pre service preparation standards of student teachers majoring English (2009) is that in service teacher program must help student teachers to implement the basic skills of English in communicating with others and to be able to use language skills in their work.

Although the programs for preparing EFL teachers focused primarily on developing the pre service teachers' proficiency level in the four language skills, however, the outcome of those programs does not seem to come out, as it should be. Salem (2013) explains the reasons, saying that the part of the program, which is responsible for building students' language proficiency, does not actually seek to develop all the different language skills interactively. Instead, it gives much weight to the grammar teaching as well as the literacy skills, while at the same time neglects listening and speaking altogether. Researchers now as Chang

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(2000) and Elli, (2002) agree that there is no solution, but reform by changing the way English is taught.

A reasonable solution to reform the preparation programs of pre service teachers is to adopt the integrated approach which usually follows the principles of the communicative approach. This integration of language skills can add richness and flexibility to College English students. Brown (2001: 218) suggests that "the integration of the four skills is the only plausible approach to take within a communicative, interactive framework". He adds that wealth of integrating -skills, promote greater students' motivation in order to convert to better retention of principles for effective speaking, listening, reading, and writing. Integrating skills get the students' motivation to open up the window toward better retention of the four skills. As Jen (2003: 17) states, "various combinations and permutations that integrate the teaching of reading, writing, speaking, and listening English are essential to the pedagogy."

Active learning is widely accepted by many EFL researchers. It can provide a natural environment for learning English language. Active learning approach highlights the importance of integrated skills involved in language learning. Building on the considerations above, it is obviously clear that any of the four skills will be developed best in association with other language skills, along with various active learning strategies. According to Han-Yi Lin (2007: 1) "an integrated approach involving active learning to College English teaching has gained momentum in recent years". Seen in this light, Sumerset (2010) states that the different language skills for university-level work are not sparse and simply haphazardly thrown together. Within a natural and participatory framework, two or more interrelated skills are taught in an integrated manner and within a holistic approach, involving active learning in a collaborative process of teaching and learning. So the present study tries to explore the impacts of active learning strategies in developing the four language skills of university EFL students.

In order to increase the effects and the validity of active learning strategies for EFL university students, the present study supports these strategies by one of the technological tools (CMC by Skype medium and Google Docs application). The use of technological tools can give alternatives to traditional learning environment and offer the chance to use different communication possibilities for interaction. Stahl,

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Koschmann & Suthers (2006: 409) claim that a possibility to promote active and collaborative practices is that of fostering the change of a traditional teaching system to adopt and incorporate technology in learning. Active learning is not only an effective instructional strategy in the traditional learning environment, but also, it is effective in an online environment.

Despite the increasingly recommendations of researchers for using active learning strategies that are supported by technology for language teaching and learning Salmon (2013), Stutzman (2007), Keengwe et al (2009) Stahl, Koschmann & Suthers (2006); systematic investigations of the impact of this new approach and instruction on students' language skills are scarce. More research needs to be done to identify the most effective means of incorporating active learning enabled by technology in the EFL classroom to help teachers adapt to the changes caused by technology. Besides, to my knowledge, no study has attempted to examine the impact of active learning strategies E- program on improving English language skills of the Egyptian university students.. Therefore, it is hoped that the present study would fill a gap in the literature and have potential implications for future uses of active learning enabled by technology in EFL classrooms.

Context of the Problem

Through instructing First year English majors at the New Valley faculty of Education- Assiut University, the researcher observed the poor performance of first year English majors while practicing the four language skills despite they studied each skill separately the following were observed also:

1. Related to listening and speaking: They were rarely able to communicate using English language skills. They can hardly develop or maintain a conversation with each other using correct English words and structures. Their oral performance lacked order and fluency. When they tried to respond to instructor's speech or questions, they just use non verbal gestures or they hardly use one word or two at most. Reluctance to participate freely and spontaneously in oral activities is clearly observed in several students' behaviors. They showed little interest in the oral activities, also they rarely asked questions when they do not understand

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anything during the class. The students could not use the language to communicate fluently.

2. Related to reading and writing skills: first year English majors have low level in reading and writing skills. Most of the students showed difficulties in solving inferences and conclusion questions, they hardly could state a main idea of the reading text, and most of their complaints were from the difficulty of critical and creative questions. They also had difficulty in writing skills; Their writings were full of grammatical errors, they lack organization of the written sentences or paragraphs, their writing lack purpose and development.

Thus, first year English majors have problems using English correctly either orally or in the written form when they are required to do so.

Seeking to identify the teaching state in EFL courses, the researcher conducted a semi structured interview with a sample of lecturers and professors of English department at the Faculty of Education. The interview revealed that:

- The methodology was teacher-centered with a focus only on reading or writing.
- Writing lessons consisted of memorization and writing of model compositions, combined with grammar and vocabulary exercises. Speaking skills were not taught as they should be (students were not expected to interact).
- Most of the teaching activities are of the traditional modes, such as reading the dialogue, reciting texts, doing translation, and the materials chosen for the students are non-authentic.
- Many instructors only emphasized on accuracy with no thought of fluency, which makes students worry too much about their mistakes.
- Almost all important examinations did not consist of an organized oral test, which causes both the teachers and students to neglect oral English.

Based on the above mentioned reasons, the present study attempted to conduct an E- program based on active learning strategies that may

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develop integrated English language skills of first year English majors at the New Valley Faculty of Education.

Objective (s) of the Study

The present study investigated the effectiveness of an E- program based on active learning strategies on developing the integrated language skills. This objective is branching into the following minor objectives:

- Investigate the effectiveness of using an E- program based on active learning strategies on developing the active listening skills
- Investigate the effectiveness of using an E- program based on active learning strategies on developing the communicative speaking skills.
- Investigate the effectiveness of using an E- program based on active learning strategies on developing the critical reading skills. Investigate the effectiveness of using an E- program based on active learning strategies on developing the reflective writing skills.

Questions of The Study

The present study attempted to answer the following major question:

1. What is the effectiveness of using an E- program based on active learning strategies in developing New Valley Faculty of Education first year English majors' integrated language skills?

This major question can be branched out into the following sub questions:

1. What is the effectiveness of using an E- program based on active learning strategies on developing New Valley Faculty of Education first year English majors' some active listening skills of?
2. What is the effectiveness of an E- program based on active learning strategies on developing Valley Faculty of Education first year English majors' some communicative speaking skills?

3. What is the effectiveness of an E- program based on active learning strategies on developing Valley Faculty of Education first year English majors' some critical reading skills?
4. What is the effectiveness of an E- program based on active learning strategies on developing Valley Faculty of Education first year English majors' some reflective writing skills?

Hypotheses of the Study

The present study tested the following main hypotheses:

1. There would be a statistically significant difference between the means of scores obtained by the subjects of the first experimental group on the pre and post tests of the integrated language skills (in favor of the post test).
 - A. There is a statistically significant difference between the means of scores obtained by the subjects of the first experimental group on the pre and post tests of some **active listening skills** (in favor of the post test).
 - B. There is a statistically significant difference between the means of scores obtained by the subjects of the first experimental group on the pre and post tests of some **communicative Speaking skills** (in favor of the post test).
 - C. There is a statistically significant difference between the means of scores obtained by the subjects of the first experimental group on the pre and post tests of **some critical Reading skills** (in favor of the post test).
 - D. There is a statistically significant difference between the means of scores obtained by the subjects of the first experimental group on the pre and post tests of **some reflective writing** (in favor of the post test).

Significance of the Study

This study was supposed to be signed for:

1. First year English majors: as the active learning strategies are supposed to improve EFL students' proficiency of language skills.

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2. Instructors, as it may improve teaching methodology. It may also develop their awareness on the benefits of active learning and that of technology as a supporting tool for active learning in improving language skills. Additionally,
3. The results of the study will be significant for teachers who are interested in providing more attractive and interactive environment for learners by using active learning strategies in their classes
4. Decision makers in the education field: as it may pay their attention to design valuable strategies based on active learning which can promote the positive perceptions and attitudes towards EFL learning.
5. Course designers, as it may help them to consider technology as an appropriate environment for active learning in the process of designing EFL syllabus.
6. Researchers: It may contribute in modifying and strengthen theories that focus on active learning and its advantages in EFL classrooms. It may also serve as a supporting document for further study in the area of EFL researches.

Delimitations of the study

The study was limited to:

1. 50 first year English majors at the New Valley Faculty of Education, Assiut University.
2. The following integrated Language skills:
 - Active Listening
 - Communicative speaking,
 - Critical reading
 - Reflective writing.
3. The following active learning strategies:
 - a. E- Role play
 - b. Digital storytelling
 - c. E- KWL

Definition of terms:

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Active Learning:

The present study adopted the following definition: "Active Learning is a process where students are actively engaged in building understanding of facts, ideas, and skills through the completion of instructor directed tasks and activities. It is any type of activity that gets students involved in the learning process" (Kahrhoff and Bell 2006)

Active learning strategies

The present study adopted the following definition: "Active learning strategies involve providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject" (Buehl, 2001: 6).

Integrated language skills:

The definition adopted in the study was Su (2007:27) who defines it as " the teaching of language skills of listening, speaking, reading and writing in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing.

Method

The Experimental Design of the Study:

This study is a quasi-experimental design. One experimental groups were exposed to pre post means of getting data. The participants of the first experimental group were instructed through an E- program based on active learning strategies developed by the researcher with an objective to promote their integrated language skills.

Sample of the study:

Twenty five male and female first year English majoring students were chosen voluntarily from a larger population of New Valley Faculty of education, first year English majors as the sample of the present study.

Tools of the study:

The researcher designed and built a number of tools for the purpose of the present study.

4. The Integrated Language Skills Pre- post Test including:

- A. A Pre-post written test.
- B. A pre- post oral test

Results and Findings

Testing Research Hypotheses

Hypothesis one:

There is a statistically significant difference between the means of scores obtained by the group (A) on the pre and posttest of some **integrated language skills** (in favor of the posttest).

Table (3): Analysis of Scores of Group (A) in the Pre and the Post-Testing of the Integrated Language Skills

Administration	No of Ss	Mean	Standard Deviation	"t" Value	Degree of Freedom	Significance	η^2
Pre	25	41.3000	5.48293	29.77	24	0.01	0.973
Post		90.4000	5.91080				

Table (3) shows that the mean scores gained by group (A) are higher on the post-testing of the integrated language skills (90.4000) than those obtained on the pretesting (41.3000). "T" value is (29.77), which is significant at (0.01) level. These high gains of the students in the post-testing of the integrated language skills could be due to the training they had on the suggested E- program. The results of hypothesis one provided an answer to the first question of the study as the results indicate that the suggested E- program was effective in improving first year English major's integrated language skills according to Blake's modified gain ratio (1.06) and Etta's square (0.973).

The hypothesis one was branched into the following sub hypotheses:

- a) There is a statistically significant difference between the means of scores obtained by group (A) on the pre and posttests of some **active listening skills** (in favor of the posttest).

Table (4): Analysis of Scores of Group (A) in the Pre and the Post-Testing of The Active Listening Skills

Administration	No of Ss	Means	SD	"t" value	DF	Sig	η^2
Pre	25	14.2800	2.32325	17.22	24	0.01	0.925
Post		23.9400	1.86704				

Maximum Score= 35 For raw scores, see appendix (F)

Table (4) shows that the mean scores gained by the students of the group (A) are higher on the post-testing of active listening skills

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(23.9400) than those obtained on the pretesting (14.2800). "T" value is (17.22) which is significant at (0.01) level. These high gains of the students in the post-testing of active listening skills could be due to the training they had on the suggested E- program. The results of this hypothesis provided an answer to the first question of the study as the results revealed that the suggested E- program was effective in improving the active listening skills of group (A) according to Blake's modified gain ratio (0.94) and Etta's square value (0.925).

b) There is a statistically significant difference between the mean scores of the group (A) on the pre-post communicative speaking test

Table (5): Analysis of Scores of group (A) in the Pre and the Post-Testing of Communicative Speaking Skills

Administration	No of Ss	Mean	Standard Deviation	"t" Value	Degree of Freedom	Significance	η^2
Pre	25	13.1200	2.63897	17.71	24	0.01	0.928
Post		28.2200	3.16912				

Table (5) shows that the mean scores gained by the students of the study are higher on the post-testing of communicative speaking (28.2200) than those obtained on the pretesting (13.1200). "T" value is (17.71) which is significant at (0.01) level. These high gains of the students in the post-testing of communicative speaking skills could be due to the training they had on the suggested program. The results of this hypothesis provide an answer to the second subquestion of the study as the results indicated that the suggested E- program was effective in improving the communicative speaking skills of group (A) according to Blake's modified gain ratio (1.09) and Etta square value (0.928).

c) There is a statistically significant difference between the mean scores of group (A) on the pre-post critical reading test.

Table (6): Analysis of Scores of Group (A) in the Pre and The Post-Testing of Critical Reading Skills

Administration	No of Ss	Mean	Standard Deviation	"t" Value	Degree of Freedom	Significance	η^2
Pre	25	7.7600	1.94251	18.19	24	0.01	0.932

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Post		16.0800	1.44106				
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Table (6) shows that the mean scores gained by group (A) are higher on the post-testing of critical reading skills (16.0800) than those obtained on the pretesting (7.7600). "T" value is (18.19) which is significant at (0.01) level. These high gains of the students in the post-testing of critical reading skills were due to the training they had on the suggested E- program. Results of this hypothesis provide an answer to the third sub question of the study as the results indicated that the suggested program was effective in improving the critical reading skills according to Blake's modified gain ratio (1.27) and Etta square value (0.932).

d) There is a statistically significant difference between the mean scores of group (A) on the pre-post reflective writing test

Table (7): Analysis of Scores of Group (A) in The Pre and The Post-Testing of Reflective Writing Skills

Administration	No of Ss	Mean	Standard Deviation	"t" Value	DF	Significance	η^2
Pre	25	7.1400	2.03879	18.16	24	0.01	0.932
Post		23.1600	3.62491				

Table (7) shows that the mean scores gained by the students of the group (A) were higher on the post-testing of reflective writing skills (23.1600) than those obtained on the pretesting (7.1400). "T" value is (18.16) which is significant at (0.01) level. These high gains of the students in the post-testing of reflective writing skills were due to the training they had on the suggested E- program. The results of this hypothesis provide an answer to the four subquestion of the study as the results indicated that the suggested E- program was effective in improving reflective writing skills of the group (A) according to Blake's modified gain ratio (1.03) and the Etta square value (0.932)

4.2. Discussion

The present study investigated the effectiveness of using an E- program based on active learning strategies in improving First year English majors' integrated language skills: active listening, communicative speaking, critical reading and reflective writing. The researcher used the post test to compare the performance of both groups (A) and group (B).

The results obtained on the post test indicated that the participants of group (A) achieved significant improvements in the integrated

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language skills after being instructed through the suggested E- program. That could be due to the following reasons:

One of these reasons was that the E- program was based on three major theories.

- A. The active learning approach, which helped in creating an appropriate and attractive environment for learning English language skills. Active learning shifted the focus from teachers to students and their active engagement with the material. The studies of Ashsha 2012, Wilke (2003), Akinoğlu & Tandoğan (2007) and Kalem & Fer (2003) revealed that active learning instruction and direct engagement of the learner in learning process have positive effect on learner's achievement, learning and success. Through the active learning strategies used in the present study, the traditional role of students as passive receptors were changed, as they learn and practice the language skills meaningfully. Those active learning strategies provided opportunities for students to meaningfully talk, listen, write, read, and reflect on personal experiences, ideas, concerns or topics of their interests. The results of the present study add to the results of Alatawi's study (2016) which aimed to investigate (a) the teachers' views on using active learning strategies, and (b) how active learning strategies are effective in developing students' performance. It revealed that 90% of the study sample agree that using active learning strategies have a positive effect on teaching English and developing students' performance.
- B. The integration of the English language skills (reading, writing, listening and speaking). One of the purposes of this study was to suggest that teaching language skills integratively would make the students more successful and perform better in the four language skills. In each lesson, the students read, wrote, listened and spoke to achieve the objectives of the lesson. The most important advantage of the integrative approach is that it gives students more time to communicate using the English language. Another advantage of this approach is that the students were

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exposed to language input (reading and listening) which helped them to improve their own output (speaking and writing). Based on these advantages, an integrative approach is proposed to improve EFL students' language skill. Many researchers assert the significance of language skills integration in developing learners' communicative competence, and enhancing their language proficiency level (e. g., Akar (2007), El Hamshary (2010), Atta-Alla (2012), Darn, (2006) Stewart etal (2014), and Zúñiga (2016).

- C. The use of E- learning environment. The E- learning is often promoted as an exciting new educational medium that attract the students' interest. MacLellan (2015) assumed that contemporary youth are as comfortable in virtual worlds as in face-to-face contexts. His study revealed that the absence of face to face interaction automatically generates students' involvement and increasingly motivates them to actively participate in the online lessons. In the present study, there were many evidences that proved the students' increasing involvement such as their presence in all the online lessons, their achievements of all the required oral and written tasks and their participation in the evaluation and reflections.

Many studies have proven that E -learning changes students' attitudes positive towards learning and increases their engagement and interaction. Ru-Si and Chin-Chung's study (2007), Ahmed and Abdulaziz (2006) Aytakin (2004) and Hong et al, (2003). The present study agreed with the study of Hercik et al (2015) which confirmed the effect on the practice of three language skills (reading comprehension, listening comprehension and writing) in e-learning language courses by combining various types of technological exercises used in e-learning applications with techniques used in foreign language teaching methodology. Furthermore, the present study agreed with the results of Banditvilai's study (2016) which showed that online practice is directly beneficial to enhance the four language learning skills as well as autonomous learning and learner motivation.

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According to the present study, the participants of the group (A) who was instructed through the E- program were allowed to communicate together and with the instructor using the Skype Program. The Skype Program let the students work in small groups and allowed them to work intensively on their communication skills, by engaging them in vital communication with each other under the supervision of the instructor while maintaining each group's attention on the spoken language. The benefits of Skype as a platform for communication was revealed by Tawatchai and others (2015) who applied Skype Program to convey part in speaking activities, students felt free to take risk speaking English in class. Most significantly, while taking part in the learning activities, students were active to speak and never anxious with English speaking.

The activities used in the suggested E- program contributed in improving the participants' target language skills. The students involved in various activities in each lesson such as reflecting, asking questions, taking notes, analyzing and role playing. Furthermore, the Participants were asked to work individually, in pairs and groups to achieve the tasks of each lesson. Yu (2008: 48) reported that "through the peer negotiation the learners in interactive situations would learn and retain more L2 words".

Varied Evaluation techniques included in the suggested program such as the oral or written contributed to the improvement of the students' performance. After each oral task either individually or in groups, the participants were given an immediate feedback explaining the errors involved and correction. Moreover, after the reading and writing tasks, participants were given written feedback. These directed feedback has a remarkable effectiveness in improving the participants' language skills. The E- program gave every participant the opportunity to rectify his errors out of the eyes of their peers. Miao et al (2016) revealed that students used teacher and peer feedback to improve their writing but that teacher feedback was more likely to be adopted and led to greater improvements in the writing

With regard to the **active listening skills**, the participants showed moderate improvement and that could be due to the using of the suggested E- program. The participants' responses in the pre test showed that they were in a low level of active listening skills. Most of their responses were of nonverbal, they hardly produce a word or two to

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show their understanding or not. 90% of the participants had difficulty in how to reflect on the speaker's feelings, as they hardly could restate the speaker's message, and they couldn't show any response reflecting on his/her feelings. 85 % of participants had difficulty in encouraging speakers to keep talking or paraphrasing the speaker's words in a fluent way.

After being instructed through the suggested E- program based on active learning strategies, the participants' active listening skills improved moderately. These results may be due to several reasons: the students were not exposed to enough experience of active listening skills, and therefore, lack of training on the part of the students could be a reason for their inability to perform better. Related to the reflecting and paraphrasing skills, some students were hesitant while answering questions and lack of comprehension. This result agreed with Rautalinko and Lisper (2004) who reported that past interventions involving training in active listening skills have not always resulted in a change that is perceptible to the communication partner. This study provides evidence that focused training in the use of active listening skills can produce observable improvement in communication skills and that the use of these skills is valued by both preservice education professionals and the parents of young children. Furthermore, McNaughton (2008) adds "Practicing active listening and particularly reflective responses can feel artificial when these skills are isolated from a real communication need. Still, only by practicing can you develop these skills and then integrate them with your other communication skills".

The results of the present study also indicated the effectiveness of the suggested E- program on the **communicative speaking skills**. Based on group (A) students' scores in the pre-test, students' communicative speaking skills were not statistically significant. The students had problems in fluency, language use and comprehensibility. While asking the participants the questions on the pre test, most of them did not understand the oral questions. They could not respond appropriately. The students were unable to produce appropriate vocabulary items to the required situations.

After conducting the study, the results obtained in the post - test showed that the students' fluency and comprehensibility have increased. Additionally, in the post-test they could express valid and fluent ideas related to the topic. Besides, they could pronounce the

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words correctly, and they understood what the examiner asked. Most of the participants could produce correct comprehensible fluent utterances. These results could be due to exposing the students to the suggested E-program. According to the suggested E- program participants involved in some suitable techniques and activities (brainstorming, oral discussion, role playing and narrating) to help them improve their speaking sub skills. The suggested E- program integrated the speaking skills along with the other language skills which may provide richness to the development of their spoken language.

The results of the present study were in agree with Fauziah's (2012) study, which aimed to find out the effectiveness of the use of one of active learning strategy in teaching speaking namely "Who is in Class Strategy". The result of her research is effective as the students can be more active in the learning process of teaching speaking, and they can produce words actively. She mentioned that students can enjoy the learning process so they absorb the material easily. Additionally, the present study was in agree with Askia et al (2016) revealed that the implementation of active learning strategy can improve the speaking skill of the year eight students of Negeri.

With regard to critical reading skills, the group (A) participants showed a remarkable improvement which could be due to the suggested E- program. Which involved the students in various tasks of pre reading, while reading post reading. The suggested E- program required them to look at the reading text in more depth. These results cope with those obtained by Englert, et al (2005). They indicated that "internet based software is effective in improving sight word recognition of at risk students and that these improvements transferred to a standardized measure of critical reading". Levine (2000) showed that exposure to authentic reading materials in a computerized learning environment contributed to the development of EFL critical literacy skills more than did the conventional learning environment.

The results obtained from analyzing the students' scores in the post test showed that the suggested E- program had a significant effect on group (A) participants' reflective writing skills. The participants' performance in the pre testing indicated that they were in an urgent need to have training on the reflective writing skills. Their writings were full of mechanical errors, 83.2% of the participants lack the organization

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skills (either that of ideas or of paragraphs). 95% of the students lack the ability of expressing reflective points of view and writing correct reflective thesis statements nor giving evidence to support their thesis statements. Repetition of words and ideas had been used in their essays.

In the post test, the results obtained revealed how far the suggested E- program effect on the students' reflective writing skills. These results were due to exposing the participants to the suggested E-program which provided them with enough instruction about how to write a reflective essay, training them on the mechanics of writing using interesting prompts to write about. These results disagreed with those obtained by a survey conducted for Electronic Education Report (2014), fifty eight percent of teachers say that some forms of technology and the media negatively affect students' writing. Additionally, only forty four percent of the teachers surveyed described their students' writing as excellent or good. Olson and Clough (2001) revealed that The current technology is negatively impacting the students' understanding of the writing process. Furthermore, they are losing the ability to express complete thoughts and cannot think on their own.

Many scholars proved that e-mail is useful in developing English writing skills and the following are some of them: Alias & Hussin (2002) revealed that web- based activities such as searching for information, exchanging of messages via e-mail and participating in discussion groups are helpful to learners in their writing process. Their study also showed changes in the students' attitude and motivation levels. Ahmed's (2013) study showed that the experimental group outperformed the control group in the post-test of e-mail-writing skills test and the post-test of free-writing. He concluded that the program of e-mail and writing proved to be highly effective in developing first year secondary school students' EFL writing skills.

These results also disagreed with those obtained from analyzing a survey of (2,462) teachers conducted by Purcell, et al (2013) which finds that the internet and digital technologies such as social networking sites, cell phones and texting, generally facilitating teens' personal expression and creativity, broadening the audience for their written material, and encouraging teens to write more often in more formats than may have been the case in prior generations.

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Recommendations

Based on the conclusion of the study, the following recommendations are offered:

1. It is highly recommended to use active learning strategies in the EFL classroom, especially in university to improve students' various language skills and its domains.
2. Using active learning strategies in an E- learning environment to improve the four language skills and its domain.
3. Enrich the EFL textbooks with various exercises and activities to practice the four language skills integrally
4. supply university classrooms with necessary materials to encourage and attract students and instructors to use technology in learning EFL.
5. conduct training courses that help teachers and students enhance their competencies of implementing technology in their classes

Suggestions for Further Studies:

1. The effectiveness of active learning strategies in improving creative language skills
2. The effectiveness of active learning strategies in improving critical thinking skills
3. The effectiveness of active learning strategies in improving oral communication skills.

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