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An Investigation into the Role of Blended Learning as a Motivational Factor to Enhance Learners' Paragraph Writing

The Case of third-year Students of English at Biskra University.

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Declaration

I, Khawla SOUYEH, do hereby declare that the present research, which is entitled “ An Investigation into the Role of the Blended Learning as a Motivational Factor to Enhance EFL Learners’ Paragraph Writing”, is wholly my own work, and has not been submitted to any university or academic institution for a degree.

This study was accomplished at the level of Mohamed Kheider University of Biskra, Algeria.

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Dedication

This work is dedicated to:

My mother Saoudi Louiza and my father Rezki. They were and still the source of my
strength and success

My beloved family,
and everyone whom I consider as a family.

Acknowledgements

In this work, we make thankful acknowledgements to all people who helped us to complete it.

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Abstract

The mastery of language skills is the most recommended requirement for successful language learning. This mainly concerns the writing skill. In the same vein, the success of the language learning process is also linked to motivation. Therefore, it has been observed that the majority of English as a foreign language (EFL) learners have difficulties in writing since they lack the necessary motivation to perform better in this skill. Hence, in this study, we raised the following questions; will the use of Blended Learning (BL) improve learners' writing performance? And could this method be a source of motivation for these learners'? In addition, what are the teachers' attitudes towards such a strategy? Following this investigation, we hypothesised that the implementation of BL would enhance learners' level in paragraphs writing. In addition, we advanced that this method could increase their motivation towards the writing skill. The aim behind conducting this study is to investigate the effects of BL method on EFL learners' motivation to improve their performance of paragraph composition and to elicit EFL teachers' attitudes towards it. This study targeted EFL learners at Biskra University and the third-year students as a sample. As for this investigation, we chose a volunteer sampling technique. To check to what extent the proposed hypotheses are valid, we believed that a Mixed-methods approach is the most suitable. In relevance to this approach, three data collection methods were selected: a test, a students' questionnaire, and a teachers' interview. After the analysis and interpretation of the obtained data, the findings revealed that BL can help in the improvements of EFL learners' writing and motivation. The findings also indicated that the majority of EFL teachers

showed positive attitudes towards the use of BL. They also expressed their agreements with the implementation of this teaching method.

Keywords: The BL method, EFL learners, motivation, third-year students, writing skill

List of Abbreviations and Acronyms

BL: **B**lended **L**earning

EFL: **E**nglish **F**oreign **L**anguage

FTF: **F**ace-**T**o-**F**ace

SPPS: **S**tatistical **P**ackage for **S**ocial **S**ciences

ICT: **I**nformation **C**ommunication **T**echnology

(n.d.): **N**o **D**ate

EL: **E**nglish **L**anguage

TEFL: **T**eaching **E**nglish **F**oreign **L**anguage

RQ: **R**esearch **Q**uestion

H: **H**ypotheses

APA: **A**merican **P**sychological **A**ssociation

TP: **T**eaching **P**rocess

LP: **L**earning **P**rocess

SD: **S**tandard **E**rror

DF: **D**egree of **F**reedom

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GENERAL INTRODUCTION

Introduction

The teaching/learning process is one of the most complex and challenging processes that practitioners each time try to innovate. Nowadays, teaching English as a foreign language (TEFL), as well, has witnessed a significant development due to the widespread technology. In fact, the emergence and the application of technology as a useful tool of teaching has consequently led to the entrance of new teaching/learning methods/ approaches in the academic field. Among these methods; namely, the flipped classroom and the Blended Learning (BL) method. Regarding the latter, we are going to spotlight on the BL, which is a recent method in our country, Algeria, and somehow has become an old method in advanced countries since it was difficult at that time to get digital devices, such as laptops and smartphones. In addition to the fact that the internet was not as prevalent as now. Recently, due to the availability of digital devices and the ability to access easily to internet, this method of teaching has become more used by teachers and students alike.

The BL Method may motivate EFL learners during the learning process (LP) at certain levels. Firstly, it may offer different and interesting activities using the web, and other platforms. Besides, it can provide better learning experiences. In this way, it may affect positively learners' motivation to engage, and get better performance in the LP. Motivation, as a crucial factor, is one of the most important components of a successful LP. In fact, we believe that it has a strong relationship with the language learning outcomes since it may affect learners' performance in the four skill: Listening, speaking, reading and writing.

In light of what is mentioned so far, writing is a sophisticated and basic skill in teaching/learning EL. Actually, it has a vital role in today's communication. It is an important skill since it can help to express thoughts, ideas and knowledge. That is why EFL

learners at the university level are required to write different types of assignments, simply because this skill can enable us to know the level of the learners through their written productions. Although writing is a significant part of language learning, it is considered as a difficult task to do which needs more efforts from learners. Due to its complexity, a great deal of students often face difficulties in producing good paragraphs. Therefore, in the sphere of these stated assumptions, the present work aims to conduct a study in order to overcome these learners' difficulties and hence achieve a good level in writing through increasing their motivation based on the BL Method.

1. Statement of the Problem

Nowadays, it is worthwhile that EL is the most used language in the world. The process of teaching/learning this foreign language requires high motivated learners, in addition to a motivating environment. Ostensibly, we usually can deduce that there is a link between motivation, including learners and environment, and the good learning outcomes. Being an EFL learner at the section of English in Biskra University, we have observed among English learners during the last academic years that most of them lack the required motivation to engage, and participate positively in the LP. We believe that it is mainly due to the absence of some essential motivating factors.

The actual problem that we have noticed, particularly among master students, is that they do not know how to write comprehensive and accurate paragraphs relying on their own abilities. Very often, when their teachers ask them for homework or research paper(s), the great deal of learners go and copy/paste the texts from the internet or books as they are presented. It simply means they do not make any efforts to carry out their tasks by

themselves because they lack the required competence in writing. Most of them write by using their own ideas, and style only when they are obliged to do that.

Inside this problematic, the present study attempts to suggest the use of the BL Method as an innovative method of teaching inside and outside the classroom to discover its effects on learners' motivation to write well-formed, structured and well-comprehended written products. In its essence, the present method in teaching EFL is based on the combination of the advantages of face-to-face (FTF) learning, or what we also call traditional learning, on one hand, and the advantages of e-learning, on the other one. We believe that experiencing this method could be interesting for EFL learners. Ultimately, this may increase learners' motivation. In addition, it could help them in the enhancement of their level in writing.

2. Significance of the Study

We hope that this study will be a significant endeavour in creating a good learning environment. It will also be beneficial to learners because when we apply this teaching method (BL), they may become more motivated to write better pieces of writings. On the other hand, it is interesting for teachers to obtain well-written products from high motivated learners. Moreover, this study will be helpful for learners to enhance and improve their performance in the EL, in general, not only the writing skill. More importantly, this research will show EFL learners how to increase their motivation, and write through relying on themselves while using e-learning methods hand in hand with traditional teaching methods inside and outside the classroom.

3. Aims of the Study

General Aim

The major aim of the present study is to investigate the effects of BL method on EFL learners' motivation to write good paragraphs. These paragraphs are required to be significant in their contents for learners.

- Specific Aims

The specific aims are to:

- . highlight the difficulties that the EFL learners face during the writing process;
- . spotlight on the significance of BL as a useful method to increase EFL learners' motivation for positive interaction between students-students and teacher-students to write effectively.

4. Research questions

This research seeks to answer the following research questions (RQs):

RQ1: Will the use of Blended Learning method for learning the English language improve EFL learners' paragraph writing?

RQ2: Could the Blended Learning method be a source of motivation for EFL learners to improve their paragraphs writing?

RQ3: What would be teachers' attitudes towards the use of Blended Learning method?

5. Research Hypothesis

Based on the above research questions, we propose the following research hypotheses (H):

H₁: If EFL teachers apply the Blended Learning Method, this would enhance the learners' motivation to write good paragraphs.

H₀: The integration of the Blended Learning (BL) Method when teaching written expression will not be a motive for EFL learners to improve their paragraph writing.

H₃: We advance that EFL teachers have a positive attitude towards the use of BL.

6. The Research Methodology for the Study

6.1 The Research Approach

For the sake of confirming or disconfirming the hypotheses of this study, and to obtain the required data, we opted for a Mixed-methods Approach, i.e., the work is a combination between qualitative and quantitative approaches. However, we believe, it will be more qualitative than quantitative because our study is carried out at the level of a small-scale study; besides, it is a case study.

6.2 Research Design

In the current study, we relied on a qualitative design, which was represented in a Case Study. Furthermore, we have also used another quantitative design, which is the quasi-experiment due to the nature of the present study.

6.3 Data Collection Methods

In the present work, we opted for a quantitative data collection method, which is the test. Before the treatment, we have used the pre-test to collect data about learners' level. Afterwards, we have used the posttest at the end of the treatment. In addition, we opted for qualitative data collection methods; namely, students' questionnaire and teachers' interview.

6.4 Data Analysis Procedure

To analyse the obtained data, we are going to use different data analysis techniques. For the quantitative data analysis procedure, we will rely on descriptive statistics because we believe it is a suitable one to measure the obtained data from tests. On the other side, as a qualitative data analysis procedure, we are going to use the Content-Based Approach.

6.5 Population and Sampling Technique

In the current study, we decided to choose third-year students of English at Biskra University, because they have already dealt with how to write a paragraph from different perspectives. At the same time, the third year students are required to prepare themselves for writing essays and dissertations in the following years. Consequently, from the population around 400 students, we chose 14 students voluntary. Furthermore, five EFL teachers were selected purposively. These participants are experienced teachers in the written expression module.

7. The Choice of the Writing Style

In the present dissertation, we opted for the American Psychological Association (APA) writing style. It is worthwhile to say that our choice is justified by the nature of our study that falls under the descriptive of educational research. Furthermore, as an agreement between the researchers and supervisor, the running ahead of starts from the second page, excluding the cover page, and for the 'justify function'; we have used it across the text.

8. Structure of the Dissertation

The present dissertation consists of three main chapters. The first two Chapters are purely theoretical which are planned in order to define some concepts and explain the

relationship between the variables of this research study. The Third Chapter is concerned with the analysis of the results obtained from the used data collection methods.

Chapter one: It included some theoretical issues related to the concepts of “Motivation and Writing” in addition to the relationship between motivation and writing.

Chapter two: It dealt with different works and studies that are related to the BL method.

Chapter three: The Practical Chapter highlighted the effects of the BL on EFL learners’ motivation to write through the analysis and the interpretation of the data obtained from the aforementioned tools.

Chapter one: Writing Paragraphs: An Overview

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Introduction

This chapter is divided into two sections: the first one is about writing and the second one is about motivation. The first section includes initially a general view about writing by considering, first, the definition of writing from different perspectives and its nature in addition to the tools that are used in writing. Second, it displays the difficulty of writing then moves to key issues in writing, i.e. to which factors writing is clearly related. Next, the section accounts a number of reasons that make students write. Finally, the section of writing ends with mentioning the writing approaches, in addition to the factors that affect writing. The second section is devoted to motivation. It starts by defining the term and, its relation with writing. Next, the second section includes a short discussion about how writing is an interesting activity not only academic task, in addition to Self-Regulation of Writing. Then, it tackles the Self-Perception of Competence in Writing and motivation. Finally, the section ends with some de-motivating features for writing.

1.1 Writing Definitions

Many scholars defined writing from multiple angles of study. Thus, the definition of the term differs in relation to the term associated. Therefore, writing skill, writing system, the writing process and writing genres all of them indicate that the definition of the concept differs from one associated term to the other.

1.1.1 Writing as a skill. Writing is considered as a productive skill. Learners are required to write accurately in order to express their ideas, beliefs and feelings in well-written forms. Weigle (2002) claimed that writing is not only a matter of putting one's thoughts or ideas in a paper, but it is actually used to create new knowledge. In other words, being a good writer means to have the skill of producing new knowledge effectively.

1.1.2 Writing as a system. Writing as a system refers to the use of graphic symbols that represent sounds of text in a visible form. It does not just involve, representing through using symbols, but also it involves respecting rules that govern those symbols, to produce effective language. As an illustration, Rogers (2005) defined writing as the process of making the Language visible using graphic marks.

In the same vein, these graphic marks stand together to form words following certain rules, words to make sentences and sentences to form paragraph. Byrne (1993) believed, “Writing is clearly much more than the production of graphic symbols, just as a speech is more than the production of sounds. The symbols have to be arranged, according to a certain convention, to form words and words have to be arranged to form sentences” (p.01).

1.1.3 Writing as a process. Writing is a logical process that considers certain steps. This process respects the specific order of stages to produce a meaningful piece of writing and express thoughts easily. In connection to this point, Zamel (1982) said, “Writing is a process through which students can explore their thoughts” (p. 207).

In addition, writing is somehow a difficult process. That is what Lado (1983) agreed on when he asserted, “ We mean by writing in a foreign language the ability to use structures, the lexical items and their conventional representation in the ordinary matter of fact writing” (p. 248). Simply means, writers must be competent and knowledgeable about rules when they produce a piece of writing, and high efforts are required from writers to write a coherent written discourse.

1.1.4 Writing as a genre. Different scholars consider writing as a genre. According to Harmer (2007), genre mainly refers to the various types of writing. This means that there are different forms of writing that are called “Genre”. He also stated, “Students who are writing

within certain genre need to consider a number of different factors. They need to have knowledge of the topic, the conventions style of the genre and the context in which their writing will be read as well as by whom” (p. 327). Each form of writing has its own rules and some regulations. In other words, writers must pay attention to a particular structure, grammar, vocabulary and punctuation of a particular genre.

1.1.2 Nature of writing. In fact, Richards (1990) indicated that the importance and nature of writing have been strongly related to language teaching. This simply means when referring to teaching a foreign language, writing unintentionally is linked to teaching grammar and sentence structure. Moreover, in terms of its difficulty and complexity, Nunan (1989) claimed, “It is easier to learn to speak than to write no matter if it is a first or second language” (p.12).

Furthermore, the nature of writing is highly affected by the extent to which learners are influenced by their first language and its impact on their production. In that sense, it is worthwhile to rely on the quotation, “Writers will transfers writing abilities and strategies, whether good or deficient, from their first language to their second [or third] language” (Friendlander, 1990, p. 109).

The nature of writing might be linked to writers and their nature, such as students or other people. According to Stark (2005), Writing is just ideas we put them on paper. That is to say, students and writers prefer to express their thoughts in a piece of paper. On the other hand, some of them consequently attempt to protect their ideas and keep them in their minds for themselves. Therefore, a large number of ideas and information will never exist, since their creators do not prefer to express them.

1.1.3 Writing tools. Most writers rely on two tools when they want to transfer their ideas from the abstract into the concrete forms, which are *Pen* and *computer*. Some of students or writers, in general, prefer to use a pen; while, others would like to use a computer since it contains correction forms and to save time. It first refers to the writers and his/her choice. This is what Fowler (2006) agreed on, "You can write only with your brain, but whether to process your thoughts with a computer or pen and paper is your first practical choice as writers" (p. 01).

1.1.4 The Difficulty of writing. According to Byrne (1993), writing is considered to be a difficult skill to master even in the mother tongue. This is mainly due to three factors: physiological, linguistic and cognitive reasons. From the linguistic side, language learners often have to look for an alternative for the absence of speaking features. In addition, they have to make efforts in order to keep the communication act open by considering the selection of sentence structure, as well as the sequence sentences, and how sentences are linked to each other. Regarding the cognitive side, these learners have to learn and master the written forms of the language and to know the right writing structures by following certain procedures of instruction. In addition, learners have to be able to present their ideas clearly to make it easier and understandable for the reader even S/he does not know the writer. The psychological part is about, when learners write, they write on their own, without taking into consideration the feedback or possible interaction and since writing is a solidarity activity, this what makes it difficult.

Writing as a process seems too simple. It is just to gather words and put them into sentences, and link these sentences together to have a paragraph. However, it is not easy to that extent. Writing is difficult, Grenville (2001) asserted on, "In movies, you just sit down

take your pen for a while, and then the ideas come to your mind without any efforts or procedures” (p.07). Conversely, he stated, “The trouble is, how you think up that attention-grabbing first sentences? Where do you go find that really interesting stuff? What do you do if your mind is as blank as the paper you are staring at?” (p. 07).

1.1.5 Key Issues in Writing. Context, literacy, culture, technology, genre and identity are key issues that contribute to create and understand written pieces.

1.1.5.1 Writing and context. Context is considered as a crucial factor to understand writing. The meaning or message of the written pieces does not enclose on the words we write, but the meaning. In reality, it is generated through the interaction between the reader and the writer. Hyland (2009) agreed on the aforementioned idea. He claimed,

The way we understand writing have developed through increasingly sophisticated understandings of context. We recognize that meaning is not something that resides in the word we write and send to someone else, but is created in the interaction between a writer and reader as they make sense of these words in different ways, each trying to guess the intentions of the other.
(p.44)

He also noted that the situation in which language is used in addition to its variation are strongly interrelated. Simply means, situation and language variety have a direct effect on one another. From the other side, Jamieson (1975) believed that social circumstances hand in hand with cultural tradition have a clear relationship with written pieces form and meaning. He denoted, “Both text form and meaning are socially constructed and respond to demands of immediate circumstances and cultural tradition” (Jamieson, 1975, pp. 414-415, as cited in Motta-Roth, 2009, p. 320).

1.1.5.2 Writing and literacy. Literacy is the ability to read and write. Writing could be improved by intensive reading. This often leads to increase one's literacy whether through school or relying on ourselves (Hyland, 2009; Deford, 1981). Hyland (2009) also pointed out, "Modern conception of literacy encourages us to see writing as a social practice rather than as an abstract skill separable from people and the places where they use texts" (p.48). In this case, he explained that literacy does not mean simply mastering reading and writing, as an abstract system, but the application of this knowledge in a specific context to achieve specific social purposes.

1.1.5.3 Writing and culture. Culture plays an important role in writing. Kramsch (1993) referred to the inseparable nature of culture and language as, "a single universe or domain of experience" (p. 227, as cited in Shukri, 2014). In fact, there is no doubt that culture has a great impact on learner's writings. On the light of this idea, she declared that cultural awareness while learning the target/second language aids in the attainment of L2 proficiency. In her view, second and foreign language learners necessarily become learners of the second culture because language cannot be learnt without understanding the cultural context in which it is used (cited in Shukri, 2014). To put it differently, learners have to be knowledgeable about the target culture of the target community in order to attain rhetorical purposes and acquire significant writing competence since there is no language without culture. In this way, these learners have to master the culture of the foreign language in order to master the language itself and enhance their writing.

1.1.5.4 Writing and technology. Technology has a great impact on today's life. It is a useful tool that facilitates the learning process to acquire the four skills. Nowadays, technology allows learners to increase their writing level by offering a wide range of sites,

videos, online teaching and learning, and other useful options. Being able to have control over electronic media and use appropriately today, it is considered to be a skill and the only one who is skillful on that is the literate person (Hyland, 2009). The author also counted a number of impacts that technology has on writing. It influences the type of writing (genre) and generates the shape or feature of the final product. It also affects the way writers interact with readers.

Urquhart and McIver (2005) stated, "Part of technology's appeal is that it lends itself to creative uses, allowing teachers to approach traditional topics in new ways or to introduce new topics that would otherwise have been inaccessible to students" (p.43). As an illustration, technology allows teachers to make traditional ideas clear using new ways. It also helps in clarifying new ideas and topics in order to make them easier for students. In the same connection, they indicate that few would disagree that technology allows teachers to bring new materials, which are more diverse, interesting, and rich materials into their classrooms. Another important idea that the authors agreed on is that technology encourages collaboration work. This simply means it allows discussion between teachers and students, students and experts, among students themselves from various states and countries.

1.1.5.4.1 Effects of electronic technology on writing. Hyland (2009) highlighted a number of factors that express the effects of technology on writing; these factors are stated below:

- It helps in changing the form, editing, proofreading and formatting processes;
- It combines written texts with visual and audio media more easily;
- It encourages non-linear writing and reading processes through hypertext links;
- All writers access to more information and to connect that information in new ways;

- It facilitates entry to new online discourse communities;
- It challenges traditional notions of authorship, authority and intellectual property; and
- It offers writing teachers new challenges and opportunities for classroom practice (p. 58).

1.1.5.5 Writing and identity. Identity means the way that people express their personalities and show who they are to each other. It has a strong relationship with writing since it affects directly the way of writing. Ivanič (1998, p.32) believed, “ Writing is an act of identity in which people align themselves with socio-culturally shaped subject possibilities for self-hood, playing their part in reproducing or challenging dominant practices and discourses, and the values, beliefs and interests which they embody” (as cited in Saha, 2014, p.11). This simply means, he declared a strong connection between writing and a writer’s identity. As writers, our identity is structured in terms of the texts we are engaged in, and the linguistic choices we make when we write. Further, he added that writing makes the identity moves from privacy into social publicity (Hyland, 2009). That is to say, almost all, what we write often could say something about us and about our identity. It is a clear sign of the type of relationship we want to create with others.

1.1.6 Reasons for Writing. Expressing ideas, thoughts, feelings, give arguments and opinions regarding certain topics are the purposes of the students behind the writing, in addition to their wishes to improve their writing ability. In another way, students’ motives and encouragement to write refers mainly to a number of reasons. Barrass (2005, pp. 11-19) claimed that writing helps students to remember, to observe, to think, and to communicate. An attempt to elucidate these concepts is presented in what is coming.

1.1.6.1 Write to remember. Noting the main points of a lecture, seminar, meeting or other academic events requires a good writing ability to remember. The author stated that writing is a useful tool for remembering through making good and comprehensive notes.

1.1.6.2 Write to observe. Again, the author asserted that writing is a helpful tool for learners to observe. As in a lecture, learners may prepare in advance a data sheet that includes the essential elements of the observation. This may help to increase their concentration on the event and take precise notes.

1.1.6.3 Write to think. Writing works like taking a picture to the ideas and thoughts in mind. One can make it a habit that is useful to increase the thinking area. In connection to this, Barrass (2005) declared, "We may think in words or picture situation in our imagination, and then use words to capture our thoughts and feelings for later consideration" (p.17). Since writing is a creative process, there is a strong link between writing and thinking.

1.1.6.4 Write to communicate. Communication is a great motive to learn the English language, and writing is one of the shapes of communication, which might be via either speaking or writing. Again, Barrass (2005) stated, "The development of writing was a great innovation, and it is still by writing, whether using pen and paper or a computer keyboard and electronic media, that important communications are prepared even if they are not delivered in writing but, for example, as songs, plays, speeches or talks" (p. 19). In other words, writing whether through different tools is still an important skill that we need in different domains. Of course, it depends on whether their origins are written forms, which we use to communicate with people or to send messages either direct or hidden ones.

1.1.7 Approaches to Teaching Writing. Being a good writer is not something innate or born with; rather, it is learnt through practice usually in informal settings. Writing can be taught in different ways using different approaches.

1.1.7.1 The product approach. One of the oldest approaches is the product approach, which focuses on finished written products of learners. The main objectives that the product approach put emphasis on are writing coherent and relevant pieces and to make students more competent linguistically. Nunan (2000) defined the product approach as, “ A product-oriented approach, as the title indicates focuses on the end result of the learning process, what is expected from the learner is to do as fluent and competent uses of the language” (p.86). Accuracy is the distinguishing characteristic of the product teaching approach. About the same point, Nunan (1989) stated that the final product of the students has to be grammatically correct, and the teacher who applies this approach has to work on that. In addition, Mc Donough and Shaw (1993) claimed that the product approach could be seen as a traditional way to teach writing. Its focus is on the reinforcement of grammar.

1.1.7.2 The process approach. Learning and teaching how to write is a process that includes a set of steps writers have to go through to arrive at the final product. That is to say, good writers plan what they have as ideas, write them in a rough draft, revise that draft, edit it, and proofread the final copy. Zamel (1982) believed, “Writing is a process through which students can explore their thoughts” (p.147). This means EFL writers start their writing process from some thoughts, and try to generate and organise them following some steps to have a final product. This is what Leki (1991) agreed on the writing process is "The wandering path learners use to get the final product" (p.10). It is a clear indication of the

numerous stages that any piece of writing goes through. In other words, learners spend time in the planning stage, editing, re-drafting before the produce their final product.

1.1.7.2.1 Stages of writing paragraphs process. Clark (2003) noted that the process of writing moves through interrelated phases, which are planning, drafting, revising and editing. Since they are in connection with each other, the success of one phase is determined by the success of the preceded one. In the same context, he claimed that the process approach focused on the point that writing is a result of what has already been formulated in the writer's mind. In short, for a good and well-organised piece of writing, learners are advised to follow the stages of the writing process one by one.



Figure1. The processing wheel (Source: The practice of English language teaching, with DVD (4thed), Harmer, 2007, p. 326)

- **Planning (pre-writing)**

Planning is supposed to be systematic and simple; it is the initial stage to start writing. Lipson (2005) claimed that there is no need for drawing a plan; the most important thing is to have that plan in your mind. In addition, he added that this plan is not a final version; it

might be modified whether by adding new ideas or by deleting others. When students write they have to have a clear message, and clear purpose, as well as the audience or the target people, have to be selected from the beginning. After writers have generated ideas about the topic, they start to focus on developing a plan for the piece they are going to write.

- **Drafting**

Focusing on the form, not content, learners start their first draft by writing their ideas on a paper even without organising them (Smith, 2003). Definitely, they do not have to put more emphasis on spelling mistakes or the choice of words; all that is important is what they have in their minds, and the messages they want to convey. At this stage, writers have clear ideas, which later on make it easy for them through writing some notes to make the necessary changes and modifications.

- **Revising**

To write a piece of paper you should consider the layout, the style of the text, correct spelling, accurate grammar and punctuation, which are the key aspects of any piece of writing. Following the same idea, “Good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation and grammar until later” (Hedge, 1988, p.23). To put it differently, after generating the ideas in the second stage (draft), and put them on a paper without taking into consideration any aspects, the content, later on, must be revised. Hence, revising is the first review of the paragraph and the organisation of the content has to be regulated by some global aspects of clarity, such as coherence, unity, consistency of purpose and topic, and the appropriateness of the style to the content.

- **Editing.**

Editing is the last stage in the writing process; it deals with the mistakes at the level of a sentence and tries to correct them. Writing makes writers able to communicate thoughts and useful writing allow making errors and mistakes since there must be an editing process later. The editing stage tends to check whether there is a mistake in the sentence structure and try to fix it, and correct other mistakes (Smith, 2003). These mistakes may include subject-verb agreement, punctuation, word choice and usage, spelling, fragment and grammatical errors in a sentence, check wordiness, and misplaced modifiers.

1.1.7.3 Genre approach. The genre approach can be regarded as a stretch to a product approach. Both genre approach and product approach consider writing as pre-dominantly linguistic. However, the genre approach emphasizes that writing differs according to the social context in which it is produced. In this context, writing in a genre approach is considered as a social act that often leads, therefore, to successful communication. Swales (1990) asserted that members of the same community share a number of communicative purposes through genre approach as a type of communicative event.

Likewise, Hyland (2004) demonstrated, "The concept of genre enables teachers to look beyond content, composing processes, and textual forms to see writing as an attempt to communicate with readers to better understand the ways that language patterns are used to accomplish coherent, purposeful prose" (p. 05). In other words, one feature of the genre approach is that the writer's selections depend on the context, the relationship between the writer, and the reader, and the purpose.

1.1.8 Factors that Affect Writing. Writing is the core of learning. Therefore, teachers can use writing to teach and improve content learning. Since writing is an ordinary process, learners must learn new techniques and strategies to write. That is to say, when teachers come to teach writing in the content areas, they have to take into consideration certain assumptions to work on.

1.1.8.1 The role of time. Whatever the content area, time plays a major role since it is a critical aspect of learning. According to Robinson (2016), one of the most important things that can have an influence on our writing is time. He also claimed that a successful writer is the one who is able to manage his/her writing time effectively. When he said, “Time management in writing is very essential and if you are capable of managing time well, you will be successful as a writer” (Robinson, n.d, para. 06). Urquhart and McIver (2005), concerning writing topics, believed that everything has to be organised in accordance with time. The authors also indicated, “When you provide your students with the time they need to prewrite, draft, revise, and edit, you are helping them improve as writers” (p. 23). As an illustration, time is a necessary factor for the writing process. This simply means the needed time should be devoted to each stage.

1.1.8.2 The role of assessment. Identifying the purpose of writing, modelling the process, and relying on useful applications of educational technology, are the main goals of writing instruction, especially in the content area (Urquhart and McIver, 2005, p. 05). To put it differently, relying on good assessment methods pave the way to identify the purpose of any piece of writing, which may help in motivating the students to write whether inside or outside the classroom, and improve their writing performance.

1.1.8.3 The role of the teacher. According to Dominican University of California (2018),

To effectively foster a community of budding young writers, teachers need to create an environment that is safe, encourages risk, and provides the support for learning the skills essential to the craft of writing. Balanced Literacy provides the teacher with many opportunities to model writing for their students, thereby infusing the skills necessary for their students to develop (para. 6).

As a teacher inside the classroom, your role is very crucial which is strongly to help in the creation of good future writer through providing learners with effective support and encouraging them to overcome their obstacles and fears. Urquhart and McIver (2005) focused on the idea of giving substantive feedback to the students, “When you integrate reading and writing, use writing-to-learn, provide students with substantive feedback, and use exemplary examples in your classroom, students become better writers”(pp. 70-71). In addition, they believed that it is very necessary to share knowledge with your learners about the learning content through conferring and discussing some important issues and considering the writing requirements, which are particular to that discipline.

Regarding another important point, the authors claimed that learners need a high level of assistance when they tackle difficult tasks, such as reading complex texts and writing interesting essays. They also stated, “You play an essential role in helping your students understand and use written language adeptly” (p. 62). Moreover, they considered motivation

as a key factor for writing; one of the ways suggested by the authors to enhance learners' motivation is through doing by heart what you ask them to do as a teacher.

1.2 Motivation Definitions

Motivation is a desire, energy, encouragement that someone has and affected by and that pushes him/her to achieve and fulfil a task and to satisfy a need. Many researchers and scholars show their interest in the concept of motivation which means pushing people to do things or act in certain ways. In addition, this term is basically related to external and internal factors that push people to do things. Therefore, it is a drive that causes people to do something to attain certain goals.

A definition was given by Pritchard (2008) in which he states:

The word motivation is sometimes used to describe how hard someone is willing to work to accomplish something: you might say that a colleague is highly motivated to finish a project. It is motivated by recognition; another by raises [...] motivation is how we chose to allocate that energy to different actions to achieve the greatest satisfaction of our needs (p. 06).

The Collins Dictionary (n.d), in fact, defined motivation as the willingness of action, especially in the behaviour of the learners while doing a certain activity. Yet, it is the incentive or the reason that lead anyone to accomplish something. Therefore, motivation is followed by the ability to achieve the results of a particular activity in many ways.

Another definition highlighted by Jensen (2010) is that motivation aims to build a relationship between teachers and learners and to fix this positive relationship, in addition to

increasing learners' self-esteem, confidence, and value. It also activates their thoughts, curiosity, and creativity (as cited in Masie, et al., 2017).

1.2.1 The Relationship between motivation and writing. Hidi and Boscolo (2007) claimed that two questions that language skills teachers frequently pose to writing researchers. First, why are students so often not motivated to write? Second, how can their motivation to write be increased? The authors also stated that motivation is a broad field of research, which its different aspects are difficult to be analysed. The easiest way of investigating the constructs of motivation is through dividing it into three main areas, taking into consideration how each area related to writing. The first area is to about activates the learner's behaviour; it regards the motives such as goal orientation, needs, values, interests.

Concerning the second area, it deals with writers themselves and their evaluation of their writing level, in addition to the difficulties, they face (Hidi and Boscolo, 2007). The authors stated, "The second area regards to the writer's perceptions of his/her ability to write in relation to the difficulty of the task and the resources of the context. Again, a novelist's concern with critics' comments and audience response to his/her work is probably different from a student's concern with his/her teacher's evaluation" (p. 02).

Finally, the third area has to do with a demanding task, both professional and learner writers try to manage it using different productive strategies: from planning time to adopting metacognitive tools, to resisting the temptation of giving up writing.

In fact, Hidi and Boscolo (2007) suggested three main factors that can motivate the learners in doing their writing activities, which are Research, theory and strategies. First, Researches including systematic observation and interviews. Second, Cognitive Learning Theory in which Educators know more than before about the mental processes involved in

learning. Strategies are the classroom practices and methods work in any content area that incorporates research, as well as theory.

Writing motivation, like reading motivation, can be intrinsic or extrinsic. The first comes from inside the student when he/she has the desire to develop the skill of writing, and the second is to satisfy others; in other words, to be recognised by others as a good writer (Mohammad and Hussein, 2013; Masie et al., 2017)

1.2.2 Writing as an Interesting Activity. Interesting in a topic, as an individual difference among learners is associated with specific aspects of writing quality and quantity (Hidi & Boscolo, 2007). It depends on the writer's degree of interest whether it is high which will affect writing outcomes in a positive way, or low level of interest, which, in turn, affects their written production in a negative way. Their study also confirmed that interest in writing and attractiveness of the topic is considered as a main source of motivation to write.

Situational interest refers to the interest in writing on a particular topic that is triggered stimulating or involving topic (Hidi & Boscolo, 2007). The type of task in which the topic is included can also be considered as an aspect of situational Interest. As an illustration, they claimed that learners find writing an interesting task this is in case the instructional situation enables them to practise and explore the attractive and challenging aspects of the activity. Thus, by experiencing new aspects of writing, learners feel more competent and able to face the difficulties of writing. In turn, it increases their interest and motivation to write.

Writing is an interesting activity that helps learners communicate their ideas and information. It also recalls their experiences and entertains them. Through writing, learners are able to express their feelings easily. The authors believed that two basic instructional conditions should be regarded in order to help learners consider that writing is an interesting

and meaningful task or activity; in addition, to making them feel motivated towards writing tasks. The first condition sheds lights on linking writing with other classroom activities, and overcomes its traditional isolation. The second condition refers to the social nature of writing.

1.2.3 Self-regulation of writing. It is clear that self-regulation is an important factor that plays a major role in EFL writing and motivation. Accordingly, writing competence developments highly depends on high levels of self-regulation as Harris and Graham (2000) claimed (as cited in Kadri, 2014). The authors further added that the processes of self-regulation, such as planning, revising, and self-evaluating enhances writing performances (as cited in Kadri, 2014).

Moreover, when writing, writers have to blend different processes: linguistic, cognitive, and metacognitive one in order to produce well-written texts as asserted by Hidi and Boscolo (2007). That is to say, a writer has to be self-regulated at certain levels, such as the selection of sources, the choices of ideas to be included, and considering the amount of time. They also mentioned that besides cognition and metacognition factors self-regulation contains others. For instance, we can mention they should have positive feelings, self-initiated thoughts, and interest, which may help them to obtain several positive results, for example, improving their writing skill, their motivation toward writing, and the good quality of the text they create.

1.2.4 Self-perception of competence in writing and motivation. Another important writing factor that is related to motivation is the self-perception of competence in writing. Macintyre et al., (1998) saw the significance of self-perception in their model of willingness to communicate, and to write in a foreign language. Nothing that a high level of writing

ability does not obligatorily correspond with a high willingness to write and to communicate. Macintyre et al., (1998) proposed a number of cognitive factors among which motivation takes a place in addition to personality, group work, and confidence. Therefore, self-confidence assumes important roles in determining one's willingness to write.

Furthermore, they stated that being a competent learner or writer, specifically, means being able to select and manage challenging, but solvable problems. This self-perception about themselves helps them to believe and foster their engagement and motivation in different activities. Since motivational aspects are different, the authors also stated that self-efficacy for writing reflects individuals' beliefs to write about particular types of texts.

1.2.5 De-motivating features for writing. Two main de-motivating features for writing are suggested by Hidi and Boscolo (2007) in order to answer the question, why are learners so often not motivated to write?

The researchers believed that the major aspect that contributes in learners' lack of motivation to write is the cognitive approach, which has shown the complexity of writing processes and the difficulties learners have to deal with, especially for novice learners' writers. For instance, for expert writers a difficulty or complexity is perceived as a problem to be solved relying on their own abilities; while, novice learners see it as an obstacle which makes a writing task for them dangerous and unattractive.

They further stated that the inherent role of writing in the traditional curriculum is the second de-motivating aspect for learners to write. This curriculum includes not only the rigidity of genres, but also the separateness of writing from other school subjects. Consequently, they found that it is just an academic task; it is not an interesting one.

Concerning the same point, their studies showed, “Over the past two decades, teachers have been more concerned with how to improve children’s ability to write than with how to increase their interest in writing” (Hidi and Boscolo, 2007, p. 05). What was important in teachers and researchers' point of view is writing rather than the motivational aspects or interest in writing though they work together and increase each other.

Conclusion

From what has been previously mentioned, we come to conclude that the mastery of writing is a complex task that requires certain efforts, in addition, to motivation, which is the critical and sensitive factor for successful language learning. In this chapter, we presented a theoretical background about writing, as well as motivation, in addition to their relationships.

The following chapter will investigate what blended learning is. Furthermore, we are going to spotlight on blended learning advantages and disadvantages, as well as its models, in addition to other significant aspects that are tied to this recent method.

Chapter Two: Blended Learning Method: An Overview

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Introduction

The present chapter aims at reviewing the related theoretical literature of the BL method. It actually tackles the theoretical literature that discusses the historical background, and the various definitions of BL, in addition to defining its components, as well. Next, the chapter also identifies the need for change, the main characteristics of the method, and its advantages and disadvantage. It further includes different models and types of blended learning, learners' background towards it, and its design features. Finally, this chapter discusses some difficulties and challenges faced by BL, requirements to apply it, its learning outcomes, dimensions and ingredients of the method, and the role of learners and teachers in the blended environment.

2.1 What is Blended Learning?

The elements to be discussed are a brief history of the recent method, various definitions of BL, and the definitions of its components, in addition to their relationship and differences.

2.1.1 Blended Learning: A historical background. BL has been a developing process over time and learning. However, Pappas (2015) claimed that the first implementation of this method was in workplaces and industries. At that time, companies invented video network as a training tool for new employees. He also reported that in the 1970s to 1980s it shifted from industry and training into higher education. In the 1980s and 1990s, it gradually started using and developing CD-ROMS to support their instruction and deliver lessons using the characteristics of video and sound. This e-learning strategy facilitates the process of learning just like the role of the teacher in traditional teaching.

At the beginning of 1998, there was a great shift in the interest from CD-ROMS to the creation of web sites (Pappas, 2015). Students can find different materials in the webs

instead of waiting for the CD-ROMS. It is easy for them to be accessed with a single click. Finally, the author asserted that from 2000 to nowadays, mixing this e-learning with FTF learning has led to the emergence of the new teaching and learning method “BL”.

2.1.2 Blended learning definition. There are several definitions of BL. Bonk and Graham (2006) defined it as a system that combines face-to-face instruction with computer-mediated instruction. In the same direction, Graham (2006) presented BL as “A combination of instruction from two historically separate models of teaching and learning: traditional FTF learning systems and computer-mediated learning” (p. 01). Another important definition is that blended learning is a mixture of operative methods of learning and teaching that needs practice (Smythe, 2012). It supports the use of computer technologies to facilitate learning and motivates students. Additionally, Thorne (2003) stated that blended learning is an educational model that can integrate e-learning with all of its improvements and enhancements of new technological developments with traditional learning to support students’ interaction in the classroom.

BL has multiple forms. It can consist of PowerPoint slides in a classroom lecture, and extra homework online after a face-to-face class. Bates (2016) claimed that a ‘flipped’ classroom can be included within blended learning, where the lecture is recorded and available online, and the class time is used for discussion and questions about the video. BL could also consist of a completely re-designed course in which careful choices are made about what is done online and what is done in class. He also emphasised that hybrid learning requires the redesign of teaching to enable students to do the majority of their learning online and come to campus only for specific in-person sessions that cannot be done online (Bates, 2016).

The Commonwealth of Learning (COL) (2015) introduced BL as an approach to teaching and learning that combines different methods, technologies, and resources to improve student learning, they also emphasised the student-centred approach, offering autonomy and flexibility. That is, the terms BL, hybrid learning, technology-enabled learning, technology-mediated instruction, web-enhanced instruction, and mixed-mode instruction are all references to the same concept and strategy of learning, in which learning takes place by using two different styles of interaction (Bates, 2016; Commonwealth of Learning, 2015).

2.1.3 Blended learning components. Two main methods are considered as the components of this recent method, which are FTF learning or what is called traditional classrooms, and the e-learning including all digital devices in connection to the internet.

2.1.3.1 Face-to-face (FTF) classroom (teaching) definition. On one hand, it presents a kind of traditional learning that requires the existence of instructors and students in one place at the same time (The World Bank Institute, 2008). On the other hand, this method of teaching refers to FTF interaction in the classroom, which highly depends on the role of the teacher for guiding students in their learning process through discussion and gives them feedback concerning their level, and achievements. So and Brush (2008) stated that the traditional classroom is characterised by the existence of an interaction between teacher and students, and students and students. In order to simplify the meaning, face-to-face teaching refers to the common and most used method by teachers. That is, the teacher explains the lesson and the students should take notes and write down their lesson.

2.1.3.2 E-learning definition. E-Learning refers to the use of technology or as what is known as technology-enhanced learning. It necessitates the use of Information Communication Technology (ICT). Wentling et al., (2000) defined e-learning as the form of

learning that depends on networks and computers as they are gradually developed and adopted. Simply means the main role of e-learning is to facilitate the learning and teaching process.

2.2 Identifying the Need for Change

In traditional classrooms, the learning process is like a spoon-feeding where the learners just receive what the teacher gives them. Collis and Moonen (2001) asserted that where knowledge is transmitted (written and oral) from the instructor directly to the learner and the learner predominantly. It plays the role of the recipient (as cited in Abu Hassana & Woodcock, 2007). However, there are many problems due to traditional learning. Most students, for instance, feel bored with the traditional method and relying on FTF instruction without searching for an alternative motive to obtain the intended result from the process of teaching.

2.3 Main Characteristics of Blended Learning

According to Dangwal and Lalima, (2017, p. 132), BL characteristics are

1. Learners have the chance to select between two modes: It is well known that BL includes two methods of learning. In this case, students can opt for personal interaction with teacher and classmates or support their learning by ICT. This selection highly depends on the nature of the subject. According to the content and objectives of the lesson, the course designers or the teachers can decide about the used mode.
2. Learners increase their experience concerning the use of technology: Since the present witnessed the sophistication of ICT, it recommended in most professions

and domains. Accordingly, BL helps learners to enrich their level and makes them able to have control over ICTs.

3. Learners get training in different life skills: The BL helps the learners to practice these skills. They are acquainted with few skills like love, empathy, patience in the classroom through his teachers, classmates, and few like self-management, decision-making, critical thinking, communication through the online experiences.
4. It makes the physical development possible for students: When ICTs are used as a supportive tool of the learning content, it is always criticized being ignored the physical development of learners. Therefore, BL ends this problem by combining ICTs with FTF classrooms where students can play and do different physical works.
5. Learners get wide exposure and gain more perspectives about the course content: This is due to learners' experience of using different platforms and see various new dimensions of the same content. When students related their knowledge about the course from the classroom and from ICTs to enrich their knowledge and get a practical one.
6. It provides a multi-cultural and multi-dimension approach to teaching/learning process: Learners from different countries and cultures can discuss a topic content and benefit from each other about the process of learning and teaching using BL method. This interaction can also be regarded as a chance to exchange different culture backgrounds particularly the target language culture.
7. Using the BL, teaching/learning process becomes learner-centred reverse to their role in the traditional classes they were only recipients all that is done in the classroom came from the instructor. That is to say, in the traditional classes teacher

plays the major role, he is a motivator, organizer, resource, but in a blended learning environment, he just guides his learners and let them learn (Dangwal & Lalima, 2017, p. 132)

2.4 Advantages and Disadvantages of Blended Learning

Regarding the teaching and learning process, any used method has some positive, as well as, negative sides. In light of this point, some advantages and disadvantages of BL are going to be presented in what is coming.

2.4.1 Advantages of blended learning. BL forms a new style of learning; it pedagogically aims at integrating FTF learning with traditional learning to get the benefit and the advantages of this mixture. At home or even in the classroom, students can easily get access to the internet, which is connected to their devices, such as laptops and smartphones, and find a various and wide range of learning resources while being seated to their comfort and safety. Moreover, teachers can vary their pedagogy, and enhance it by accessing libraries.

Wingard (2004) claimed that the idea of accessibility motivates students as, “They like to have the ability to access course materials anytime, anywhere and are positive about the convenience and flexibility this provides them. Because blended learning courses help in providing them with the flexibility they need to juggle jobs, school and family” (p. 27)

Al Fiky (2011) reported that BL remodels the educational setting with features, such as moving from lecturing to student-centred learning, maximising teacher-student, student-student, student-content, student-outside resources interaction, integrating evaluation techniques for teachers and students, supporting course management activities (e.g., communication, assessment submission, marking and feedback), and supporting the

provision of information and resources to students. For Bowen (2006), using technology can be an effective solution for instructors to cover the rest of the course. He clarified that the blended class is the continuity of faculty, and classroom interaction and discussion.

Huang, Zhou, and Wang (2006) highlighted that BL can be characterized, firstly, with its flexibility of providing learning resources; through it, students can reach to various resources at different times and places that are not limited to their teacher's cited resources or even the school books. Secondly, it enables teachers to select and prepare different learning materials and contents that fit different learning levels of the students. This simply means the BL method supports learning diversity and differences in learning styles.

Chen and Jones (2007) suggested another advantage that is the deep understanding of the already handled topics by using web-based resources as well as active sharing of information by students in the class. That is to say, it is helpful to enrich lesson content comprehension through covering the gap in knowledge in the traditional classroom by the use of web and reverse.

2.4.2 Disadvantages of blended learning. Besides the aforementioned advantages, like any other method of learning, BL also has a number of disadvantages or negative effects. Some of these are stated in what is coming.

Lu and Chen (2013) highlighted some negative effects or uses of BL. These effects can be divided into four main parts: negative effects on teachers, on students, on learning resources, and on evaluation:

First, the authors stated that there are some negative effects and disadvantages of BL on teachers. It is difficult for them to select the right learning mode and hard to have control over the whole proportion of FTF learning and e-learning. They also added that teachers

face many difficulties and challenges when they try to do their best and collect useful resources both traditional resources (papers) and online resources (web pages).

Second, on the learners' side also there are some difficulties and problems concerning the use of BL. Sometimes, some teachers misunderstand the right implementation of this method; they pay much more attention to network platform activities that might affect students negatively when their cognitive load increased in an undesired way. In addition, learners have different learning styles and different backgrounds, which means that they will respond differently to the same content or method. It might fit the needs and learning styles of some students but not others. Also, getting sources and some network platforms access might be difficult for some students.

Third, the third section deals with the negative effect of BL on learning resources. The authors claimed that the design of resources lacks interaction and selection. Some teachers select electric resources to communicate with learners, such as an e-book, which means that this kind of learning highly lacks interaction, which is the most important element for language learning.

Finally, the last negative effect is on the assessment. Evaluation in the BL environment is varied. About the components of blended learning assessment, Lu and Chen (2013) claimed, "It contains classroom performance, examinations, and practical in traditional classroom teaching, and online learning, online discussion, online quizzes, and online assessment in online learning" (p. 30). This diversity makes learners' effective evaluation difficult to grasp in BL.

2.5 Blended Learning Modes and Models

BL comes in different models of production. The following paragraphs summarise a number of models suggested and classified by some scholars. They can serve as a helpful way to understand how e-learning blends with and supports the use of traditional learning strategies.

BL indicates a continuum that covers a wide range of activities, which link between traditional FTF and online sources (Bath & Bourke, 2010). Referring to the authors' study, they stated that BL strategies present the use of technology in teaching and learning in relation to FTF learning. Three main modes can be highlighted that indicates the application level of technology.

The three modes suggested by Bath and Bourke can be explained in a simple way. Initially, the first modes regard technology as a supportive or facilitative tool for course management and help students in their learning process without neglecting the role of traditional classrooms. Secondly, the second mode is the most used one, not only in Griffith University but also in a number of other universities. It regards technology as a support for communication and collaboration. In the third mode, lectures deliver fully online. It also involves collaborative and interactive activities.

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

Figure 2: The use of technology within three different modes of BL (Source: Getting Started with Blended Learning, Bath and Bourke, 2010, p. 02)

Valiathan (2002) claimed that BL is divided into three models in terms of their drive. Firstly, the skill-driven learning model, which refers to the improvement of learners' level of knowledge and skills, regards certain topics through the integration of self-directed learning with teacher's support. Secondly, the attitude-driven learning model, which develops certain behaviours by blending different activities and delivery media. Thirdly, the competency-driven learning model, which integrates action support tools with knowledge resources to develop classroom competencies.

Dream box learning (2013) stated that BL could be categorised into six different models in terms of their delivery.

First, **the FTF model**, which allows teachers to use technology in the classroom in particular situations. It is also suggested to help those students who have high capabilities more than their peers to allow them to advance ahead, and achieve better learning or to help students who face problems with keeping up with the class pace, mainly in language learning classes.

However, **the rotation model** requires students to rotate their learning setting from a traditional classroom to a lab according to pre-scheduled sessions. It gives students the chance to learn through online resources and figure out how things work.

On the other hand, **the flex model**, which involves full online learning under the supervision and help of a teacher, is introduced for those students who have behavioural, academic, and social challenges. It provides them with a safer learning environment.

Similarly, **online lab model** involves students to go to an online lab in order to take some courses, not because of the challenges that have been already mentioned with the flex model, but because of the limitations, the school has such as not offering that course. Moreover, the students' work in the lab goes under the supervision of adults, but not teachers. In addition to having courses that are not offered by the school, students can work at a pace that suits them.

The self-blend model, which involves self-selected subjects to learn, meets the demands of high school students who look for extra courses to help them in university admission or getting a job.

The last model is **the online model** where students of limited time can meet their teachers the online and selectively come to have FTF classes or attend meetings. This model offers a high level of flexibility (Dream box learning, 2013).

2.6 Learners' Background and the Use of Blended Learning

For successful implementation of a BL environment, some learners' characteristics and backgrounds about the method need to be discussed in order to face the challenging obstacles. Several aspects need to be taken into consideration, such as learners' age, gender,

social support and family, self-regulation, attitudes towards blended learning, computer competence.

2.6.1 Age. Age can be considered as a critical factor that affects students' achievements. Hoskins and Hooff (2005) noted that in online learning older students achieve better than younger ones. However, in online environments, there is no difference in learners' performance between old and young learners as Colorado and Eberle (2010) claimed.

2.6.2 Gender. There is a clear distinction between males and females in terms of the use of technology, few would disagree that girls are not competent as boys in the use of technology either internet or computer programmes, in general. Crombie and Abarbanel (2000) confirmed that female learners do not comparatively do well in science and technology. They further added that males dominated these fields. However, the study of Yasar and Demirkol (2014) showed that there is no significant difference in academic achievement grades of male and female.

2.6.3 Social Support and Family. It is well known that encouragement plays a vital role in the learning process and parents will welcome any new strategy that would enhance the level of their children. Parents will find that the use of technology to teach very useful and teachers, as well, will work at ease due to family support. In fact, Bimber (2000) proved that the existence of family support, especially concerning information technology applications is known to decrease anxiety related to information technology usage. In the context of this study, some students may be less or more than the age of 24 in university still supported by their parents. Therefore, for blended learning success in this intervention, we examine the need for support emotionally, financially or otherwise.

2.6.4 Self-Regulation. Self-regulation is a critical and crucial factor in the learning process. Learners become able to manage learning activities when self-regulated learning strategies are adopted (Boekaerts & Corno, 2005). Pintrich (2000) stated that students have to have control over the available resources while learning, such as learning time, available help from their peers and teachers, as well as, the study environment. To put it differently, for successful implementation of blended learning students need to control different aspects, such as time, the environment, in addition to their relationship with classmates and instructors.

2.6.5 Attitudes towards blended learning. The effective application of BL increases positive attitude among students towards it. The study of Yilmaz and Orhan (2010) showed that there has been satisfied with BL thereby showing a positive attitude to such a learning environment. That is to say, the use of online sources as support to FTF learning increase students' motivation to develop positive attitude and pleasure of experiencing this new teaching and learning method

2.6.6 Computer competencies. Learning by the blended method requires competent learners in terms of the use of technology to improve their technical skill. In fact, those who have problems or low level in using technology will face difficulties that prevent the success of this implementation. Lofstram and Nevgi (2007) asserted that learners' knowledge and skill in computer applications could be a drive in the use of technology in learning while deficiency makes it difficult for them to learn.

2.7 Blended Learning Design Features

Through this study, the design features that are going to be discussed are interactions, technology with its quality, FTF support and learning management system tools and resources.

2.7.1 Interactions. Learners' interaction with each other helps them to meet together online in order to get a feeling of community belonging. According to Willging and Johnson (2009), failure and drop-out in online courses might be caused strongly by the absence of students' interaction. The authors go further to illustrate that students may not succeed in e-learning and BL if it is not possible for them to make friends. Therefore, they develop a feeling of isolation. Besides, Chickering and Gamson (1987) added that frequent contact improves student motivation, as well as involvement. From another view, Chen, Gonyea and Kuh (2008) emphasised that the value of students' interaction represented in encouraging students' engagements, satisfaction and successful results of the learning process.

2.7.2 Technology quality. Good performance in e-learning and BL can lead to learner satisfaction. Overall, Piccoli, Ahmad, and Ives (2001) claimed that users are not satisfied with poor quality technology because it does not contain the needed effects. Consequently, satisfaction is significantly affected by the quality of technology. It is noted that students' satisfaction with e-learning executive system can be an essential factor for blended learning effectiveness. The authors again shed lights on the role of technology quality, including internet. They stated that quality has a significant effect on satisfaction in online learning. Therefore, high learning effects are strongly linked to high quality and reliability in information technology.

2.7.3 The use of a learning management system and its tools. In BL, learner's success can be affected by the perceived functionality of any learning management system. Berg and

Lu (2014) indicated that Moodle makes learners satisfied with its easy search for course information on the system, as well as downloading and uploading assignments with ease and convenience on the system. According to Amandu, Muliira and Fronda (2013), learners are able to get course materials like notes, PowerPoint slides, videos, journal articles and handouts through Moodle that aid learners in self-directed learning.

2.7.4 Face-to-face support. According to different studies, the proportion of FTF against online sessions vary considerably. Ranganathan, Negash, and Wilcox (2007) proposed that consideration should be given to learners, professors, institutions to determine the proportions of online, and FTF sessions.

However, the investigation of Marriot, Marriot and Selwyn (2004) showed that FTF learning is the preferred one by learners because it facilitates communication skills and social interaction acquired from classroom environments. They also stated that their preference for the online session was only in as far as it complemented the traditional FTF learning. Kelley and Gorham (2009) indicated that teacher presence in FTF sessions reduces the psychological distance between them and leads to greater learning.

2.8 Challenges Faced by Blended Learning

Educators believed that the application of BL method highlights a number of difficulties and challenges, which have some results that affect the quality of the learning process, and may constrain its expansion and implementation in different learning settings.

Milheim (2006) presented challenges faced by BL, such as the high-pressure teachers face when they respond to learners inquiries and contacting most of them persistently. In addition to the fact that students have difficulties attached to their low skill in terms of the

use of the given technologies either; it could be different devices, such as laptops and smartphones or various sources and webs.

Graham, Allen and Ure (2005) also showed other challenges that encounter a BL method. Among these challenges, we can mention the role of live collaboration in the intervention of blended learning in learning environments, the need for models for sustenance and training, the role of learner selection and self-organisation, the need for cultural adaptation, the need to create balance between novelty and production, and the skill to handle the digital world.

Other challenges encounter the use of BL are added by Hofmann (2011), including ensuring the ability of participants to use a variety of technology successfully, the administration and control of learners' progress is a challenging point in blended learning. In addition, other challenges are changing teachers' attitudes towards the use of blended learning, finding the close link between the medium of delivery and performance goals, and maintaining that online resources offer interactivity rather than just instructing learners. He also added challenges in evaluation, observation and classroom management. In addition, obstruction, misperception, irritation, and unease may be accompanying interaction can undesirably affect productivity, learning, social relationships and overall achievement.

2.9 The Requirements for Implementing Blended Learning

Researchers identified a road map for effective implementation of BL. For planning and implementing BL, Darrow, Friend, and Powell (2013) introduced six-elements strategy including professional development, leadership, operations/administrative systems/policies, teaching/instructional practice, technology and content. It takes into consideration the diversity that each school has in relation to students' needs, teachers' skills, and content

variation. It offers school educators general guidelines to follow in implementing their blended learning programmes.

Moreover, they asserted that people including students and staff are the most important components which are responsible for implementing blended learning. Therefore, they need to be supported, empowered and encouraged to facilitate more effective and lasting learning. Therefore, having consistent, effective blended learning requires having a key factor, which is collaborative, innovative, and supportive leadership.

The essential sides to focus on to present an effective framework for the implementation of BL include vibrant and assessable short and long-term goals that are evaluated continuously, offering ongoing tailored professional development based on the needs of teachers and staff that focuses on pedagogy, technology tools and content, and employing and choosing the right teachers. Additionally, identifying the indicators of ongoing formative assessments that help in measuring the success of the programme, preserving and supporting the technological infrastructure and devices available, and specifying the financial and human resources to implement blended learning are other requirements to implement BL (Darrow et al., 2013).

2.10 Learning Outcomes in Blended Learning

The application of BL has certain results in specific domains. In the following lines, we are going to discuss BL outcomes as intrinsic motivation, satisfaction, knowledge construction, and learning performance.

3.10.1 Intrinsic motivation. Since it is used to measure learners' experiences taking into consideration the experimental tasks set in the implementation of BL, intrinsic motivation considered as a learning outcome of this implementation. On the other hand, emotional-

feelings could negatively influence students' intrinsic motivation when they take part in the BL environment. These emotional-feelings may include tension, nervousness, and anxiety. Saadè and Otrakji (2007) stated that anxiety as a state of student can result from the use of a learning management system and the tasks to be attempted therein. Students' intrinsic motivation can be represented in terms of doing work with ease, fun, enjoyment and competence.

2.10.2 Knowledge construction. Lai (2013) claimed that doctoral programmes include High level of knowledge construction in which the teacher had well-designed learning programmes and assigned roles geared towards learner acquisition of their own knowledge. According to Rahman et al., (2011), in online learning, the construction of knowledge produced results through learners exchanging ideas, as well as sharing information since the process of learning from others is a way of knowledge construction.

2.10.3 Learning performance. Various studies found that BL yields better performance when doing a comparison between FTF traditional instructions, and BL instruction; this is what Hill, Chidambaram and Summers (2013) asserted on. Kwak, Menezes and Sherwood (2013) reported that there is no effect of BL on the performance of students in a statistics course.

2.10.4 Satisfaction. Under the BL environments, students' satisfaction is the basic requirement for a successful implementation plan as noted by AbuNaaj, Nachouki and Ankit (2012). In the same vein, Bower and Kamata (2000) asserted that the reliability and accessibility of technology plays a vital role in increasing students' satisfaction. It is important to note that Debourgh (1999) found that there is a strong relationship between

students' satisfaction and the course performance of the instructors particularly concerning the availability of time to students.

2.11 Dimensions and Ingredients of Blended Learning

BL has different levels and can happen in various dimensions. Dimensions of BL differ according to the scholars who dealt with.

In this connection, Sylvestre (2004) concerning customisation counted a number of dimensions, such as integrating off-line learning with online learning, integrating structured and unstructured learning, and integrating self-reliance with live collaboration learning, in addition to the combination or the blend of the different above dimensions. He further added that there are different ingredients to be included in the BL process. These components are divided into three main classes. First, synchronised physical format, which includes FTF classroom instruction through the participants of the process interaction and the delivery of the lesson content in a traditional environment, hands-on worksheets, and exercises through the sight training. Second, synchronised online classroom, which includes virtual discussion using different sources, a virtual classroom in which lessons are delivered, in addition, to the web live seminars. Third, non-synchronous self-paced format, it involves web/CD-ROM courseware, recorded live events and videos, such as lessons in the classroom, and chat/discussion tools.

Moreover, Clark (2002) also illustrated the other five main ingredients. The first ingredient consists of live events that involve synchronised and teacher-led learning events on which students take part in a class activity at the same time. For instance, live virtual classroom. The second one is online content that involves what students should achieve individually to have learning competencies, regarding his/her ability in his limited time. For

instance, interaction by using web-based or CD-ROM training. The third ingredient refers to communication among learners and increases collaboration through the available settings, such as progressive discussions and online chats using e-mails and other platforms. The fourth important ingredient is an assessment where teachers' measure students' understanding and achievements. On one hand, self-paced activities can be preceded by prior-assessments in order to decide prior learning requirements, on the other hand, in order to measure learning transference post-assessments can take place after online or planned learning activities. The last and fifth ingredient, suggested by the author is reference materials boost learning retention and transfer through including on-the-job reference materials.

2.12 Teachers and Learners' Role in the Blended Learning

Since learners and teachers are the basic participants of the learning process, their role is very significant for a successful process. Because their work completes each other. This is not confined only to the traditional environment, in a blended learning environment; also, they have certain functions for effective application.

2.12.1 Learners' role in blended learning. Few would disagree that in the past students in traditional classroom instruction are most of the time just recipients. Later on, some researchers proved that their function in the blended classrooms totally changed. Stracke (2007, p.1 as cited in Marsh, 2012) claimed, "The pedagogical rationale behind BLL [blended language learning] is the desire to allow for a higher degree of learner independence in the teaching and learning of second/foreign languages" (P. 12).

BL supports learner-centred learning, taking into account certain elements (Marsh, 2012). The first element, managing and planning independent study time. The second one is

learning independently which means the online learning environment offers students the freedom to study where and when they want. Also, it gives total flexibility to choose time without being tied up with fixed classroom hours. Therefore, this will push them to work independently and be responsible for their own decisions. In addition, another element we consider important in learning individually which is working collaboratively with other students using different online platforms and reviewing and self-correcting many online learning materials are automatically “marked”. Therefore, students receive an immediate “score”; they correct themselves through the provided correction form or direct scores without the need for teachers’ feedback and assessment.

2.12.2 Teacher’s role in blended learning. In the traditional FTF classroom, teachers had control over the whole process, but with blended classrooms, everything has changed even the role of the teachers and students become active participants. Jones (2007, p.25 as cited in Marsh, 2012) believed,

Students can’t be “taught” – they can only be helped to learn. In a student-centred classroom, our role is to help and encourage students to develop their skills, but without relinquishing our more traditional role as a source of information, advice, and knowledge. In a student-centred classroom, the teacher and students are a team working together. Together our role is to make sure everyone benefits from the lesson, supporting one another (p.8).

The teaching process has always been depended on the teacher to engage students in the learning process. He also added that technology could achieve a higher extent of engagement with the help of the teacher as an organiser, motivator in order to integrate learners in online and classroom learning (Marsh, 2012). Therefore, the role of the teacher in

the traditional environment remains the same as in the blended environment with slight changes.

Regarding the blended learning classes, the same author also stated that the teacher has several roles for successful teaching and learning process. First, it is to promote learner-centred learning in the classroom. This simply means, in this environment, teachers focus their planning, teaching, and the assessment on the needs and abilities of students in order to make students actively engaged in understanding, creating, and connecting to knowledge. The author further suggested another teacher's role, which is facilitating the blend. It refers to the role as a facilitator; hence, training and support are a crucial part to be dealt with when using technology.

Moreover, Marsh (2012) also highlighted the teacher's third role concerning the use of blended learning, which is encouraging autonomous and collaborative learning. As an illustration, he claimed that flexibility works as a helper for students and enables them to study anywhere, anytime they want; however, the teacher's role here is to develop the skills they need to use autonomously. The fourth role is creating a supportive online community, which means one of the aims of a blended learning course, is to boost autonomous learning. The last role is managing and facilitation online interaction. It uses technology and several tools in order to offer opportunities for online interaction. Teacher's role here is to monitor this interaction and manage it.

Conclusion

This chapter tackled different theoretical standards of the BL method, starting from a theoretical background concerning the method to the elements that are characterising this method and highlighting its advantages and disadvantages. Since teachers and learners are

the most important participants in the learning process, their roles and perception concerning the recent method had been discussed, in addition to other different aspects related to the method.

The next chapter will be dedicated to the practical part of the study that includes the analysis of the collected data using different data gathering tools in order to investigate the effects of this recent method on learners' paragraph writing and motivation.

Chapter Three: Fieldwork and Data Analysis

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Introduction

The current chapter describes the fieldwork of the study and the analysis of the earned data through investigating the role of the BL method as a motivational factor and its effects on learners' paragraph writing. It comprises two sections. The first one presents the theoretical background of the research methodology underlying this research. It provides a theoretical background about research paradigms, approaches, designs, data collection method, in addition to data analysis procedures and sampling techniques. It also includes the rationale for each data collection method and the strategy that is used to test the hypotheses under study. Then, the second section of the chapter provides analysis and discussion of the findings for the aim of answering the questions and examining the suggested hypotheses.

3.1 Research Methodology: Theoretical Background

A general theoretical background of a research methodology is presented in what is coming.

3.1.1 Research paradigms in educational research. A research paradigm is a theoretical framework or philosophical background that form the scientific research. Mackenzie and Knipe (2006) believed that in educational research, the term paradigm is used to describe a researcher's 'worldview' (cited in Kivunj & Kuyini, 2017). The latter refers to the ideas, set of shared beliefs, and school of thoughts, that implies an interpretation of research data. The authors also added that worldview could help the researcher to examine the methodological aspects by selecting the research methods that will be used in the study, and how the earned data will be analysed. This simply means, in the beginning, researchers have to have a clear idea about what the work is and how they will do it.

Research paradigm includes three essential elements, which are ontology, epistemology, and methodology.

- **Ontology:** Ontology of a paradigm refers to “the nature of our beliefs about reality” (Richards, 2003, p. 33, cited in Abdul Rehman, 2016, p.51). In other words, it refers to the branch of philosophy that deals with the assumptions researchers make in order to believe that something makes sense or exists in the real world.
- **Epistemology:** (Gall, et al., 2003, p.13) defined epistemology as, “The branch of philosophy that studies the nature of knowledge and the process by which knowledge is acquired and validated” (cited in Abdul Rehman, 2016, p.52). The term is used to describe the process we rely on in order to know something, i.e. truth or reality.
- **Methodology:** Methodology of a paradigm “Is concerned with the discussion of how a particular piece of research should be undertaken” (Grix, 2004, p. 32 cited in Abdul Rehman, 2016, p.52). That is to say, it contains all that is related to research, such as research Design, approaches, methods, and procedures that are used to find true results.

In the literature, researchers have proposed three different schools of thought about knowledge, or research paradigm in the educational research, namely classified by Hoadjli (2016): Post-positivism, constructivism, and pragmatism. A presentation of these paradigms is what is coming.

- **Post-positivism:** This world-view is sometimes called the ‘scientific method’, or ‘doing scientific research’ (p. 31). Post-positivism is the research paradigm that the quantitative approach relies on. He also stated that it is characterised by being reductionist, empirical, deterministic, and replicable.

- **Constructivism:** In the constructivist assumptions, “The role of the research is to rely as much as possible on the participants’ views of the situation being studied” (p. 31). This simply means that it relies on the qualitative approach. He further added some other characteristics related to the constructivist paradigm, which are interaction, interpretation, and deduction.
- **Pragmatism:** This research paradigm is associated with Mixed-Method approach (Hoadjli, 2016). The author presented a number of features that characterise this research paradigm which is pluralistic, purposive, and researchers are free to draw from both qualitative and quantitative assumptions.

3.1.2 Research approaches. A research approach is the theoretical framework for particular study researchers have to draw before starting their work. Each research approach is guided or highly depends on a particular research paradigm. Research approach includes three main approaches, namely qualitative approach, quantitative approach, and a Mixed-method approach.

Initially, a qualitative approach refers to the interpretation of the meanings of individual experiences, perceptions, and beliefs. It involves primarily social sciences domain. Dörnyei (2007) explicated,

Qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical methods. Typical example: interview research, with the transcribed recordings analysed by qualitative content analysis (p.24).

The author also defined a quantitative approach as, “Quantitative research involves data collection procedures that result primarily in numerical data which is then analysed

primarily by statistical methods. A typical example: survey research using a questionnaire, analysed by statistical software such as SPSS” (p. 24). Simply, it can be considered as an approach that examines the relationship between variables and understanding the cause and effects of the studied phenomenon.

The last approach is the Mixed-method approach which contains the combination of both qualitative and quantitative approach in order to crosscheck the results and avoid the weaknesses of one of the two approaches. Tashakkori and Creswell (2007, p.04) provided this explanation, “Research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches in a single study or program of inquiry” (cited in Mackey and Gass, 2016, p. 277).

3.1.3 Research design(s)/strategy (ies). For Kerlinger (1986, p. 279), a design is defined as:

A research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. The plan is the complete scheme or programme of the research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data” (cited in Kumar, 2011, p.95).

To put in another way, a research design/ strategy can be described as the systematic plan of action that is used as a guide in conducting a study, including clear instructions about what is to be done, and how, in addition to how data will be analysed.

As it is stated by Hoadjli (2016), a research design/ strategy can be classified according to the research approach. On one hand, quantitative research relies on experiments as a

research design/ strategy either true-experiment or quasi-experiment. On the other hand, a qualitative research can opt for a number of research strategies, including case study, ethnographic studies, phenomenology, grounded theory, action research, and Longitudinal Studies. Finally, for the Mixed-methods approach researchers rely on both qualitative and quantitative strategies.

3.1.4 Data collection methods. Gathering data is a significant stage in conducting research. According to Sajjad Kabir (2016) data collection can be introduced as, “The process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes”(p. 202). Therefore, in a research process, the used data collection methods vary in accordance with the nature of the study. In a qualitative research, the most appropriate methods are a questionnaire, interview, observation, and focus group. On the other side, a quantitative research relies on other methods, such as a test and a questionnaire. Ultimately, concerning the Mixed-methods research researchers often opt for both qualitative and quantitative tools including, semi-structured questions.

3.1.5 Data Analysis Procedures. As research is a systematic process. Following the collection of data, these data have to be analysed using different procedures. Dörnyei (2007) classified data analysis procedures according to the type of research, either qualitative or quantitative procedures. On one hand, he reported various quantitative procedures, such as computerised data analysis and SPSS, descriptive statistics, comparing two groups: t-tests, comparing more than two groups: analysis of variance (ANOVA), and correlation. On the other one, the author highlighted useful procedures to be used in analysing a qualitative.

Research examples of these methods are Content-based approach, Grounded theory, Computer-aided qualitative 'data analysis (CAQDAS).

3.1.6 Sampling techniques. The sample is the group of participants whom the researcher actually examines in an investigation. In quantitative research, there are two main sampling procedures: probability sampling and non-probability sampling (Kumar, 2011). The author further added that probability sampling could be categorised into simple random sampling, stratified random sampling, systematic sampling, cluster sampling, and stage sampling. He also noted that non-probability sampling includes other sampling techniques, such as convenience or opportunity sampling, snowball sampling, quota sampling, purposive sampling, dimensional sampling, and volunteer sampling. In qualitative research, regarding the used sampling techniques the author clarified, “As the main aim in qualitative enquiries is to explore the diversity, sample size and sampling strategy do not play a significant role in the selection of a sample”(p. 193).

3.2 Research Methodology for this Study: Choices and Rationale

The current sections tackle the justification of the used methodology in this dissertation. It presents the selected research methodology, including research paradigm, research approach, and research designs. Is also discusses the used data collection method, data analysis procedures, and the sampling technique.

3.2.1 Research paradigm. This research has been rooted in the philosophical ideas and beliefs of the pragmatic paradigm because it is conducted through a Mixed-methods approach. “As a philosophical understanding for mixed methods, researchers convey its importance for focusing attention on the research problem in social sciences research, and using pluralistic approaches to derive knowledge about the problem” (Hoadjli, 2016, p. 32).

This simply means that the selection of this research paradigm is based on some reasons, which are the varied availability of philosophical views to be used, the purpose to be achieved is primarily selected, and it gives the researcher the chance to combine both qualitative and quantitative ideas.

3.2.2 Research approach (es). As the aim of the research was to determine the effects of BL method on learners' motivation and writing, and drawing on the philosophy of pragmatism, the current study has been conducted relying on the integration of qualitative and quantitative methods. This Mixed-methods approach was selected because it is served the nature of our study and we believe it could provide effective data through the variety of its data collection methods. "This combination has a great potential for future research as it can bring out the best of both approaches while neutralizing the shortcomings and biases inherent in each paradigm" (Dornyei, 2003, pp. 130-131).

3.1.3 Research design(s) / strategy (ies). Through this study, we opted for a qualitative design, which was represented in a Case Study because "A case study is a strategy of inquiry of which the researcher explores in-depth one or more individual programme, process, event, or activity" (Creswell, 2009, p.13, as cited in Hoadjli, 2015). Furthermore, we also used another quantitative design, which is the quasi-experiment due to the nature of the present study, in addition to the intention of evaluating the effectiveness of the phenomenon under the investigation.

3.2.4 Data collection methods. The selection of data collection methods clearly was determined by the opted research strategies. As the Mixed-Methods approach is the adopted approach in the current work, the choice of different tools for gathering data were divided into qualitative data collection methods and quantitative data collection methods, including

questionnaires, interviews, and tests. We decided to use this triangulation in order to give more credibility to the research work by crosschecking the results obtained.

3.2.4.1 Test. This data collection method was designed based on specific aims in order to be achieved. The process of piloting the tests was also explained briefly in the coming lines.

3.2.4.1.1 Structure and aim. The first used data collection method was the test i.e., pre and post-test. The goal behind relying on this method was to investigate the outcomes of applying this recent method in real situations and to test the research hypothesis. In addition, to answer the first question of the research that was formulated as follows, “Will the use of blended learning method for learning the English language improve EFL learners' paragraph writing” also to answer the first research question. Activities of the test were designed in accordance with the delivered lessons. The structure of the test was similar in both the pre and post-test. The first activity included five statements about “Subject-Verb” agreement that aimed to determine the students’ ability to create correct sentences. It contained the right use of plural and singular forms of verbs. The second activity included four statements with four gaps in which the appropriate transition is needed; the aim of this activity was to make students able to write coherent paragraphs. The third activity was about sentence errors, which aimed at paving the way for students to write correct paragraphs from the appropriate use of modifiers, and the avoidance of fragments, run-ons, and comma splices. Finally, the designed test was concluded by a short paragraph in seven lines to explore students’ writing abilities before and after the implementation of the BL.

3.2.4.1.2 Piloting and validation. Both the pre and posttest were designed in accordance with the lessons to be delivered. Then, they were submitted to the supervisor for the needed correction and feedback. The supervisor stated that there were no problems. Then, these

tests were printed and the students were asked to sit for the pretest before the treatment and the posttest after the treatment.

3.2.4.2 Students' questionnaire. This questionnaire was structured and used to investigate students' attitudes towards BL. In addition, the process of piloting and validation was discussed in what is following.

3.2.4.2.1 Structure and aim. The first used data collection method is the questionnaire because questionnaires "are extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily processable" (Dornyei, 2003, p.1). The aim through using this method is to explore learners' perception towards the use of blended learning and to answer the second research question that was stated as "Could the blended learning method be a source of motivation for EFL learners to improve their paragraphs writing". It consisted of four sections. The first one aimed at gathering general information about the participants, the second section included six questions under the title "Perceptions about the Writing Skill". The third one was about the learners' perception of BL through four questions. Moreover, the last section dealt with the learners' point of view towards teachers' application of BL divided into six questions. All the aforementioned questions are mentioned in details in the section of analysing the results, in addition to the clarification of each question aim. This is for both the final and the preliminary stages; there was another section, which is the opinionnaire. It was designed to get insightful information in the piloting stage of this data collection method.

3.2.4.2.2 Piloting and validation. Students' questionnaire was piloted through the distribution of the preliminary questionnaire to five students from the selected population, in addition to two teachers. After gathering the questionnaires, we found that most students'

opinions agreed upon the absence of any difficult questions to be answered and that the layout was attractive. Moreover, some students stated that question 12 was ambiguous; they did not understand the abbreviation ICTs without spelling it for the first time. Therefore, we reformulated this question by spelling the abbreviation. Regarding teachers' feedback, there was no problem in the questions. However, they highlighted that there were some mistakes that need to be revised.

3.2.4.3 Teachers' interview. Teachers' feedback is highly required in this study. Therefore, the interview was structured and piloted according to the methodological requirements.

3.2.4.3.1 Structure and aim. Teachers' interview is the third used data collection method. This qualitative tool was designed to explore teachers' perception towards the implementation of this method, and to answer the third research question that was formulated as follows, "What would be teachers' attitudes towards the use of Blended Learning Method". It included six questions divided dually, every two questions had a goal. The first two questions were designed to investigate EFL teachers' perceptions and awareness towards the BL. The next two questions sought to examine EFL teachers' attitudes towards the implementation of the method. Finally, the last two questions dealt with EFL teachers' implementation of the BL. This simply means how the teacher applied it inside and outside their classrooms.

3.2.4.3.2 Piloting and validation. In order to check the interview validation, the piloting stage was an obligation. This interview had been piloted through interviewing one teacher and a classmate did the same task with another teacher. Then, after listening to the recorded interviews, both of us transcribed them to check the inter-reliability agreement. Therefore,

we found that their answers were approximated to one another. This simply means the interview was ready for the real application.

3.2.5 Data collection procedures. Methodologically, data collection methods have certain procedures to be done. Concerning tests, it is well known that treatments have to be preceded by a pretest and followed by a posttest. Before starting the treatment, the researcher designed a test of four activities and asked the pretest-posttest group to sit for the pretest around one hour and a half in room 24 in the faculty. Afterwards, after finishing with the treatment, the researcher also prepared another test with the same structure and asked the same group to sit again for the posttest, which was also for one hour and a half in room 15 in “Betaibi Bloc” in our University.

After the posttest, we spent nearly two weeks the time to pilot the questionnaire, and have the final version. We uploaded this questionnaire online and shared it on the same Facebook group, “Blended learning and writing skill”. It took one week to have the responses from all the respondents.

Concerning the interview, five teachers were chosen on purpose to be interviewed i.e., teachers of written expression course. The teachers were informed about the purpose of the interview at the beginning of each interview. The researcher asked six questions, and sometimes used probes in order to increase the richness, and depth of the responses. All the interviews were audio-recorded. The time devoted to each one was between 10 to 20 minutes. These interviews were transcribed at the end before being analysed.

3.2.6 Data analysis procedures. To analyse the earned data, we have used different data analysis techniques. For the quantitative data analysis procedure, we relied on descriptive statistics using SPSS software in order to analyse the results of the test because, we believe,

it is a suitable technique for such an analysis. On the other side, for the qualitative data analysis procedure, we used the thematic analysis for the teachers' interview and the Content-Based Approach for the students' questionnaire.

3.2.7 Population/sampling technique. In the current study, we decided to choose third-year students of English at Biskra University, because they have already dealt with how to write a paragraph from different perspectives. At the same time, the third year students are required to prepare themselves for writing essays and dissertations in the following years. Consequently, from the population around 400 students, we chose 14 students non-probably mainly voluntary due to some circumstances. The sampling technique, which we used was the volunteer sampling technique because It is the most appropriate sampling technique that can be used in cases where access is difficult. Concerning this sampling technique, participants were self-selected to become part of this study. In other words, they respond volunteer to our advert. Furthermore, five EFL teachers were selected purposively. These participants are experienced teachers in the written expression module.

3.3 Study Description and Rationale

The choice of this research topic is motivated by a number of reasons. Among these reasons the overuse of traditional teaching methods, which may affect negatively the performance of EFL learners to understand and engage in because most of the time they feel bored. In addition, we cannot neglect that EFL learners often have different learning abilities and styles. Thus, we have not to expect that all of them interact or participate in the same way. Some of them feel shy to express their thoughts in front of their teachers or classmates. Consequently, they prefer to ask questions through social media, such as Facebook. Besides, another important reason is that when we discuss through the Facebook group a lesson or

some points from the lesson that some learners have understood them in the wrong way in the classroom. This discussion may help them to get access to the right idea and help them to improve their writings.

We asked these 14 students (sample of the study) to sit for a pre-test that included different activities about paragraph writing. Afterwards, we started preparing for the treatment by deciding the lessons' content, in addition to the activities and practices. Then, we started the eight sessions in which lessons of FTF classrooms were delivered in parallel with documents and videos posted on the Facebook group that we created for that purpose. After we finished the treatment sessions, we asked the participants again to sit for the posttest. Both the pre and posttest were corrected carefully, and the section of paragraph was corrected by the researcher based on the paragraph-scoring rubric, which was adopted from the book of Ocshima, and Hogue (2007) with the necessary modification

On the other side, we asked the students some questions in the form of the questionnaire after we finished the treatment sessions and the posttest. We used the questionnaire in order to check the authenticity of the previous data collection method (test), and the reliability of the earned data. Most of the questions were about students' opinions concerning the studied teaching method, writing level, and how this method increases their motivation to write.

At the end of the work, teachers' point of view concerning how they define the BL and whether they have used it, or not is highly needed for the accomplishment of the current study. For that reason, we designed the interview For the sake of investigating their perceptions towards it. Then, we selected five teachers to be interviewed.

3.3.1 The educational phenomenon description. The quasi-experiment method is considered to be the most appropriate method for the current study in order to investigate the

effects of BL on enhancing EFL learners' writing skill and motivation. The one group preand posttest help in exploring the effects of the dependent variable on the independent variable. Accordingly, this group plays a significant role in the implementation of the treatment by scheduling two sessions per week in which the scores of pretest and posttest would present the needed data about the quantitative side of that study. However, due to some circumstances, such as the absence of students in some sessions and the non-availability of free rooms, we found ourselves under-pressure to solve that problem. Consequently, lessons four and six were repeated because the number of students who attended was very few.

As the invented method is a kind of combination between e-learning and FTF learning, regarding the treatment sessions, the lessons were delivered in two ways. Before the class, the researcher got in touch with students via Facebook by asking them questions or posting a video in order to obtain their feedback by checking their commentaries in the group. Following this, in the classroom, the researcher delivers the lesson in a traditional way of explaining and ending each session with activities and practices or present some lessons in the form of videos or PowerPoint using data-show. On the other hand, Concerning the homework, sometimes the researcher asked them to check the Facebook group where the researcher shares some tests' links in order to check their understanding of the lesson, and then these students are asked to do their simple test (homework) and put their screenshots in commentaries. Other times, the researcher just give them the homework in the classroom immediately after finishing the lesson and ask them to bring it next session. For more comprehension sometimes the researcher, integrate both online homework in the Facebook group and traditional homework given in the classroom.

3.3.1.1 Content of the treatment. The lesson plans were adopted from “Instructor Web” with the necessary modifications.

Session 1 (Lesson N° 1): Paragraph Writing (Paragraph Structure)

Date: 06 / 12/ 2018

Place: Betaibi Bloc/ Room 01

Time: 08:00 / 09:30

Lesson: Paragraph Writing (Paragraph Structure)

Timeframe: 90 minutes

Targeted Students: Third year English students of Biskra University, Group 3 (G3).

Materials needed: Blackboard and Chalk, handout, writing materials for students, homework assignment sheet.

Lesson Focus

-The lesson focused on checking the students’ background in paragraph’ components and format.

-This lesson was chosen on purpose to discover the students’ hidden skills and talents in writing.

Objectives: By the end of this session, the students will be able to

- Learn the basic definition, parts, and structure of a paragraph.
- Write paragraphs that include the main idea, or topic.

Training content:

Part One: Warm-up activities (10 minutes)

The lesson started with warming the students up by asking them some questions about their prior knowledge concerning paragraph format and structure, in addition to others questions related to the video, which was posted and shared on the Facebook group.

- What is a paragraph?
- How can we write a well-structured paragraph? What does it exactly contain?

We expected some answers from the students. From those opening questions and answers, we started our lesson.

Part Two: Follow-up activities (50 minutes)

Phase one: the teacher started introducing the lesson, and she gave simple definitions.

. The teacher asked the students to give a definition or meaning of a paragraph.

. The teacher took the students answers and wrote the correct and the most appropriate ones on the board.

. She Checked through the definition if the students understand when to start a new paragraph, or not. Then, she gave them more explanations about how to start a new paragraph.

Phase two: The focus was on the paragraph structure.

In the second phase of delivering the lesson, the teacher focused on the most important part which is “paragraph structure” by:

. Making the students aware of the three principal parts of any paragraph: topic sentence, supporting sentences, and the controlling sentence.

. The teacher defined these components and she gave the characteristics of each component.

. She showed the students how to write correct and organised sentences following the required structure of each sentence.

Part three: Follow-up activities (20 minutes)**Part one:** (10 minutes)

- The teacher gave the students a paragraph about “why we learn English”, to read it and understand it.

Why I Want to Learn English

“(1) There are three reasons why I want to learn English. (2) One reason is that English has become an international language. (3) It is now used by most international companies, including the company where I work, for business communication. (4) Another reason why I want to learn English is so that I can travel to English-speaking countries. (5) The United States, England, Australia and many other countries all use English as their primary language. (6) Finally, I want to learn English because I plan to move to the U.S. in the future. (7) I will become a manager for my company soon. (8) For all these reasons, I am very excited about learning English”.

The topic sentence

the conclusion

The first supporting sentence

The second supporting sentence

The third supporting sentence

The supporting detail for the first supporting s

The supporting detail for the second supporting s

The supporting detail for the third supporting s

Part Two: (10 minutes)

- The teacher asked the students to identify the role of each sentence in 5 minutes.
- In the following five minutes, we discussed the answers.

Conclusion/Evaluation (10 minutes)

- The teacher concluded the lesson by reminding the students of the importance of using the right structure to have good paragraphs.
- She gave them homework, which was presented in “writing a paragraph about peace”
- Students were asked to be available on the Facebook group to do the online-test concerning what is paragraph writing.

Session 2 (Lesson N° 2): Characteristics of Good Paragraph

Date: 10/ 12/ 2018

Place: CEIL 08

Time: 11:20 / 12:50

Lesson 2: Characteristics of Good Paragraph (coherence, unity, and development)

Timeframe: 90 minutes

Targeted Students: Third-year English students of Biskra University, G3

Materials needed: Laptop and Data-show, handout, writing materials for students.

Lesson Focus

- Determine certain essential elements that are important for making a paragraph good one.

Objectives: After the lesson, the students would be able to

- Recognise the characteristics of a good paragraph.
- Write a well-formed paragraph from different angles.
- Increase students' awareness about their purposes of writing paragraphs.

Training content:**Part One: Warm-up activities (10 minutes)**

- The students were asked a question “what is needed to write a good paragraph” when the teacher received their answers, she asked them a direct question if they pay attention to unity, order, coherence, and completeness in their writing or not.

Part Two: Follow-up activities (45 minutes)**Phase one:**

-The teacher asked the students about what they have already known about the terms unity and order in the paragraph. After receiving the expected answers, the teacher started explaining what these words mean.

-The teacher provided the students with examples about each element and wrote them on the board.

Phase two:

The teacher moved to coherence and completeness. The teacher explained coherence in details to make it clear for the students since it is the most required for the logical link between sentences inside the paragraph

First, the teacher explained it theoretically by giving a definition and a short introduction, then practically through writing examples in the board and showed them the form of a coherent paragraph.

Finally, the teacher moved to completeness to enrich their knowledge.

Part Two: Follow-up activities (25 minutes)

Part one: (15 minutes) reading the paragraphs.

- The teacher provided the students with a paragraph, and she asked them if it is acceptable, or not.
- She asked them to read the paragraph carefully.

Part Two: (10 minutes) discussing the answers.

- She asked volunteers to read and decide if the paragraph is good or bad and justify their answers by strong arguments from the lesson.

Conclusion/Evaluation: (10 minutes)

- Make a short summary of the lesson's content together i.e., the teacher and students.
- At the end of the lesson, the teacher asked the students to visit the Facebook group to do the online-test to check their understanding.

Session 3 (Lesson N° 3): Transition Words

Date: 12/ 12/ 2018

Place: BC 10

Time: 11:20 / 12:50

Lesson: Transition Words

Timeframe: 90 minutes

Targeted Students: Third year English students of Biskra University, G3.

Materials needed: Blackboard and chalk, handouts, writing materials for students.

Lesson focus:

- The lesson focused on checking students' background about transitional words.
- The lesson also focused on checking the students' ability to differentiate between the transition signals and their logical relationships.
- This lesson has been chosen on purpose because coherence occurs only in complete paragraphs, which contain appropriate transitions.

Objectives: by the end of the session, the students would be able to

- Recognise transition signals,
- Incorporate transition signals in their writing, and
- Consider structural relationships in their writing more carefully.

Training content:

Part One: Warm-up activities (10 minutes)

First, in this part, the teacher asked the students about the uploaded video and picture on the Facebook group about transitions, which preceded the lesson in the classroom, in addition to some other questions to check their prior knowledge such as:

- ✓ Asking them to explain briefly the main characteristics of a good paragraph.

Students' answers: Unity, coherence, format, length, development, and they may give different definitions.

- ✓ What happened in case the paragraph lacks one of them or all of them, especially coherence?

Students' answers: Readers will be lost, confused, bored, and misunderstanding.

After discussing all the students' answers, the teacher wrote the right ones on the board.

Part Two: Follow-up activities (40 minutes)

In this part, the teacher gave the students a short introduction about the transitions. Then, she asked them about an appropriate definition of them. After that:

- ✓ The teacher gave a simple explanation of two usages of transitions, and she discussed them with students.
- ✓ The teacher gave the students the handout which contains further details about the use of transitions.

Part Two: follow-up activities (30 minutes)**Part one:** activity 01(15 minutes)

Aim: To guide the participants to practise the main transitions that are responsible for a well-formed and coherent paragraph and this was the focus of the lesson.

- The teacher asked the students firstly to read the paragraph several times, then to make a plan where they will choose only the appropriate transitions.
- The teacher moved between the rows to check the work's progress and to give feedback.
 - After discussing the different answers proposed by students, the teacher wrote the correct answers on the board.

Part two: activity 02 (15 minutes) Group-work

Aim: Through this activity, the teacher checked the students' ability to recognise the appropriate places of transitions for a smooth transition between ideas and sentences in the paragraph.

- ✓ The teacher asked them to work in small groups, to read the paragraph and choose the appropriate words.
- ✓ The teacher checked the process of doing the activity.

- ✓ The teacher provided the students with the correct answers after deep discussion.

Conclusion/Evaluation (10 minutes)

The teacher ended the lesson by making a brief summary of the main elements that were discussed. She gave the students extra-readings at home and an assignment sheet. Finally, the teacher asked her students to check the Facebook group to do the online test.

Session 4 (Lesson N° 4): Subject-Verb Agreement

Date: 13/ 12/ 2018

Place: Betaibi Bloc, room 01

Time: 08:00 / 09:30

Lesson: Subject-Verb Agreement

Timeframe: 90 minutes

Targeted Students: Third-year English students of Biskra University, G3.

Materials needed: Blackboard and chalk, handout, writing materials for students.

Lesson focus

- The lesson focused on checking students' difficulties regarding the use of appropriate forms of verbs in relation to the appropriate subjects.
- This lesson was chosen purposely because one of the components of a good sentence is the correct use of subject-verb agreements.

Objectives: by the end of this session, the students will be able to

- Recognise the appropriate form of the verb either plural or singular in accordance with the subject, and
- Incorporate correct subject-verb in their writing.

Training content:**Part One: Warm-up activities (10 minutes)**

First, the teachers started by asking the students about the posted “subject-verb agreement” video on the Facebook group, in addition to giving the students the opportunity of asking questions concerning this video. Then, the teacher proposed some questions to check their understanding, we mention:

Q: what subject-verb agreement is?

✓ The majority of the students’ answers were right.

After discussing all students’ answers, the teacher started introducing the lesson by giving examples in order to simplify the definition.

Part Two: Follow-up activities (45 minutes)

✓ In this part, the teacher presented a short introduction about the meaning of the subject-verb agreement. Then, she gave a precise definition of the term.

Together with the students, the teacher discussed deeply eight rules of subject-verb agreement usages. Each rule was discussed independently with further explanation in order to help for the clarification of the ideas.

Part Two: follow-up activities (25 minutes)

Activity: Read the sentences to decide whether the verbs should be singular or plural.

1. The books borrowed from the library (is/are) on my desk.
2. The boy who won the two medals (is/are) a friend of mine.
3. Bread and butter (is/are) our daily food.
4. The famous singer and composer (has/have) arrived.

5. Collecting matchboxes (is/are) one of his favourite pastimes.
6. The quality of the candies (is/are) poor.
7. Neither parent (is/are) fond of playing mahjong.
8. None of my friends (was/were) there.
9. Many a student (has/ have) made the same mistake.
10. Gold, as well as platinum, (has/have) recently risen in price.
11. Ten tons (is/are) a heavy load.
12. Fifty miles (is/are) a long distance.
13. Thirty years (is/are) for a long time.
14. One of the books (has/have) been missing.
15. The poor (is/are) suffering.
16. You should decide which one of the three choices A, B, or C best (answer/ answers) the question.
17. The only one of these most intelligent students who (is/are) under 18 (is/are) Peter.
18. One of these most intelligent students whose example (is/are) being followed (is/are) John.

Aim: To guide the students to practise the rules which were discussed in the lesson.

- ✓ Students were asked, firstly, to read the sentences several times, and then start answering the questions.

After discussing the different answers which were proposed by the students, the teacher recognized that there were two sentences, which were ambiguous for students. Therefore, she asked them to check the sentences again at home and discuss in the Facebook group (see Appendix M).

Conclusion/Evaluation: (10 minutes)

The teacher ended the lesson by making a short summary of the main points and gave them homework to write a paragraph about “their hobbies” at home. Finally, she asked them to check the Facebook-group, and do the online test, in addition to the discussion of the ambiguous points of the activity.

Session 5 (No Lesson): Overall Feedback

Date: 16/ 12/ 2018

Place: Betaibi Bloc, room 11

Time: 09:40 / 11:10

Activity 01: (20 minutes)

In this session, we corrected the last paragraph, which was about “hobbies”, through writing the most repeated mistakes from the students on the board. Then, we gave them time to discuss these mistakes and try to fix them. Afterwards, we corrected them together.

Activity 02: (20 minutes): The teacher prepared the following self-assessment worksheet, and asked the participants to assess their works of the paragraph of “peace”.

Self-assessment worksheet (Paragraph writing)

Format	Yes	No	Comment
My paragraph has a title			
The first line is indented			

Content and Organisation	Yes	No	Comment
My paragraph fits the assignment			
If I used information from another book, I rewrite the information in my own words.			

Punctuation, capitalisation, and spelling	Yes	No	Comment
I put a period after every sentence			
I used capital letters correctly			
I checked my spelling			

Grammar and sentence structure	Yes	No	Comment
I checked my paragraph for subject-verb agreement			
I checked my paragraph from any sentence errors			

General information about paragraph	Yes	No	Comment
Does my paragraph contain all paragraph's component?			
Is my paragraph coherent, unified, and well-developed?			
Did I include the needed transitions?			

Activity 3: (50 minutes)

The teacher asked the students to work in pairs and write freely about “Education”. Moreover, they gave their final production to the teacher at the end of the session.

Session 6 (Lesson N° 5): Common Sentence errors

Date: 30/ 01/ 2019

Place: Betaibi Bloc, room 16

Time: 08:00 / 09:30

Lesson: Common Sentence errors (Comma Splices, Run-On Sentences, and Fragments)

Timeframe: 90 minutes

Targeted Students: Third-year English students of Biskra University, G3.

Materials needed: Blackboard and chalk, handout, writing materials for students.

Lesson focus

- The lesson focused on checking students’ background about sentence errors.
- The lesson also focused on checking the students’ ability to write complete and correct sentences.

Objectives: After the lesson, the students would be able to

- Identify different sentence errors,
- Increase their abilities to correct these errors and write good paragraphs with correct sentences.

Training content:**Part One: Warm-up activities (10 minutes)**

The teacher began the warming-up by asking the students some general information presented in the posted video on the Facebook group, as usual. In addition, she asked other introductory questions to check their prior knowledge such as:

- ✓ What does it mean sentence errors?

Students' answers: sentence being ambiguous/ incomplete sentence/ a sentence that is grammatically incorrect/ or it is a sentence that may miss one of its components/.

- ✓ Can you identify some of these errors?

Students' answers: fragments/ comma splices/ and run-ons sentences/.

The teacher put more emphases on the three aforementioned sentence errors (Fragments, Comma splice, Run-ons).

Part Two: Follow-up activities (60 minutes)

The teacher gave a short introduction to different types of errors. Then, asked them about an appropriate and a simple definition for each one. After that:

- ✓ The teacher gave a further detailed explanation of each type of error with new examples.
- ✓ The teacher distributed a handout that contains further details about the sentence errors, besides the mentioned elements on the Facebook group.

Part Two: follow-up activities (15 minutes)

Activity

Aim: Make the students able to identify sentence errors and showing them the way of correction.

- ✓ The teacher wrote on the board different sentences that included errors and asked the students to identify the type of error in each statement and try to correct it.

- ✓ The teacher moved between the rows to check students' work and to give feedback.

After the given time, all the sentences were discussed through a beneficial discussion between the teacher and students. Students took too much time discussing each sentence together.

Conclusion/Evaluation (05 minutes)

Further information concerning the lesson was posted on the Facebook group, so the teacher asked the students to check them and do the online test at the same time.

Note: Session six and four were repeated because of the students' absence, because there was no study after the examinations only seven students were available during this session. The attendance sheet was signed only by the seven students who attended. For the repeated session, all the students were present. The same procedure occurred with session four.

Session 7 (Lesson N° 6): Dangling / misplaced modifiers

Date: 03/ 02/ 2019

Place: Betaibi Bloc, room 16

Time: 13:10 / 14:40

Lesson: Dangling / misplaced modifiers

Timeframe: 90 minutes

Targeted Students: Third-year English students of Biskra University, G3.

Materials needed: Blackboard and chalk, handout, writing materials for students.

Lesson focus

- The lesson focused on checking students' background about Dangling / misplaced modifiers.

- The lesson also focused on checking the students' ability to write good paragraphs with the right use of modifiers.

Objectives: After the lesson, the students would be able to

- Recognise different dangling and misplaced modifiers,
- Know methods of fixing or correcting mistakes of modifiers.

Training content:

Part One: Warm-up activities (10 minutes)

In this part, the teacher asked the students about the posted video and pictures on the Facebook group about misplaced and dangling modifiers, in addition to some other questions to check their prior knowledge such as:

- ✓ What does it mean modifier?

Students' answers: It is a phrase, adjective or adverb that placed nearly to the word it modifies.

After discussing all students' answers, the practitioner simplified the term and related it to different types (dangling and misplaced).

Part Two: Follow-up activities (60 minutes)

Phase one:

This part, the teacher asked for an appropriate definition for dangling and misplaced modifier from the students. After that:

- ✓ The teacher explained each type of misplaced modifier with simple examples in addition to explaining the position of a dangling modifier.
- ✓ A handout that contains detailed information of the lesson modifiers was given to the students.

Phase Two: It concerned with the methods that were used to fix the problems in modifiers.

- ✓ It is clear that the misplaced modifier has to be placed in its appropriate place, while the dangling modifier has two methods that have to be used in order to correct it.

Part Two: Follow-up activities (15 minutes)

Activity

Aim: Make the students able to correct modifiers problems.

The teacher wrote on the board the sentences, and asked the students to identify the type of error in the modifier (whether misplaced or dangling) in each statement and try to correct them.

- After discussing the proposed answers by the students. Then, the teacher wrote these answers on the board.

Conclusion/Evaluation (05 minutes)

The teacher concluded the lesson by a short summary and asked them to check the Facebook-group to do the posted online test.

Session 8 (No Lesson): General Revision and Activities

Date: 11/ 02/ 2019

Place: Betaibi Bloc, Room 16

Time: 11:20 / 12:50

The first 45 minutes were devoted to correcting the assignment of the paragraph of “Education”, and to give the students the necessary feedback. After writing the most common mistakes on the board there was a discussion with the students.

The last 45 minutes were devoted to three extra activities about misplaced/ dangling modifiers and sentence errors.

3.4 Results of the Study

For the sake of confirming or disconfirming the proposed hypotheses, the obtained data from the test, the students' questionnaire, and the teachers' interview have to be interpreted and analysed. The findings of the used data collection method are going to be presented in what is coming.

3.4.1 Analysis and interpretation of the test scores

The participants' scores of the pre and posttest were collected at the end of the treatment. These data were interpreted, analysed statistically, and represented graphically. Therefore, this calculation was done in order to compare the students' achievement before and after the treatment i.e. the implementation of the BL Method.

✓ Statistical Consideration

In order to realise the difference between the pre and posttest and compare them, these data were computed statistically by calculating the mean and standard deviation. Using the Statistical Package for Social Sciences (SPSS) software, the statistical results were represented in the form of tables and graphs. Then, these results were discussed. The calculation of mean and standard deviation was done according to the following formulas (These were calculated automatically through SPSS):

$$\bar{X} = \frac{\sum F_x}{N}$$

\bar{X} : Mean

F_x : Score Frequency

N : Number of scores

\sum : The sum

- **Mean:** Is the average of the scores. It is the sum of the scores for all the individuals in the sample divided by the number sample (scores) (Howitt and Cramer, 2005, p. 58). It was represented by the formula mentioned above.

$$SD = \sqrt{\frac{\sum x^2 - \bar{X}^2}{N}}$$

- **Standard deviation:** Is the average difference of the scores from the mean of the distribution (Howitt and Cramer, 2005, p. 58). It has the above formula in the box.

3.4.1.1 SPSS Calculation Procedure. In order to check the results of the treatment, the researcher compared the results of the pre and posttest. Initially, we have to start with the test of normality, due to the significance of knowing the normality of our sample in case of using some parametric tests, which its main condition for success is the normal distribution of data. Accordingly, there are a number of tests to check the normal distribution of data since the number of participants is less than 50 ($N < 50$), we use Shapiro-Wilk test as it is illustrated in the table below:

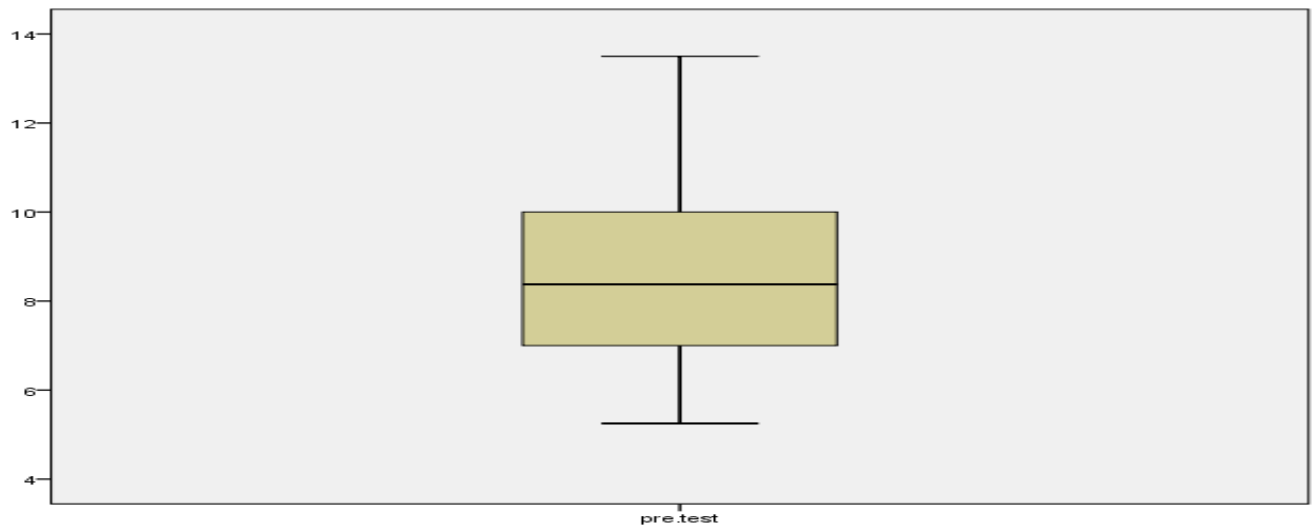
Table 1. The examination of normality through Shapiro-Wilk test

Shapiro-Wilk			
	Statistic	Df	Sig.
Pretest	914	14	180
Posttest	963	14	765

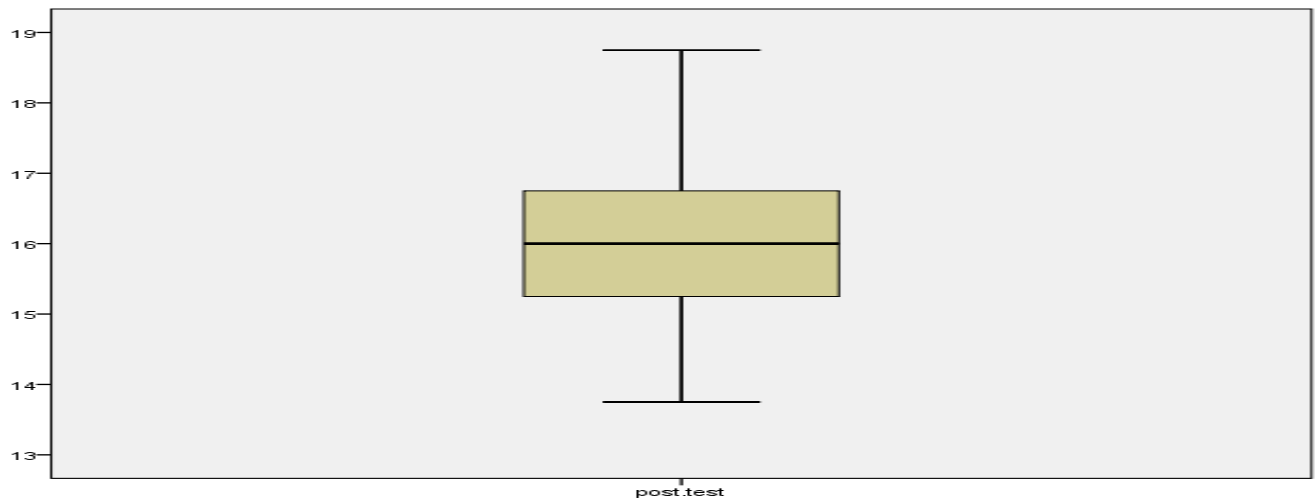
From the above table, we observed that the pretest significance is less than 0.18, and 0.76 for the posttest. This Indicated that both significances were less than 0.05 ($0.18 < 0.05$; $0.76 < 0.05$). Therefore, we deduced that the normality condition was achieved, which

means the workability of the parametric test. In this case, we opted for “the paired samples test” or what is called “the t-test” in order to test the hypothesis of the study.

The normal distribution of the data in the pretest and posttest were proved through the following graphs.

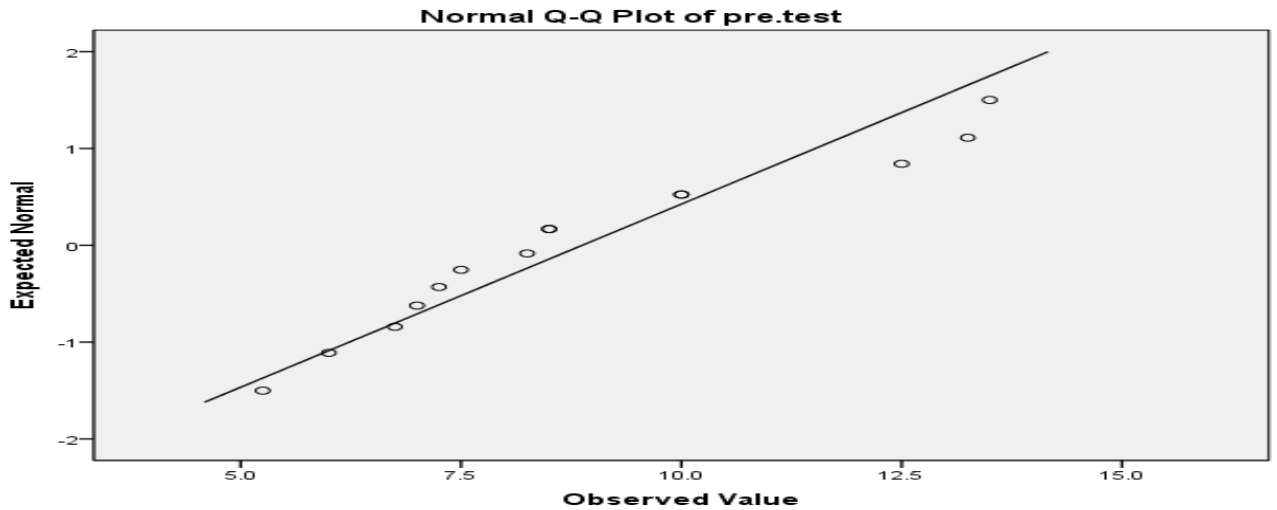


Graph 1. Normal distribution of data (pretest)

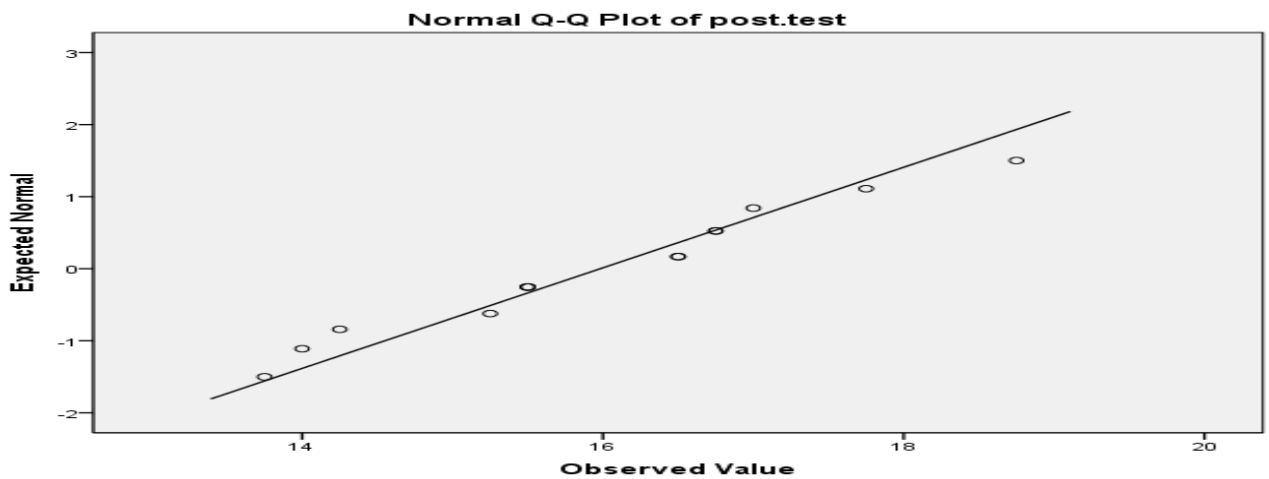


Graph 2. Normal distribution of data (posttest)

✓ **Confirmation of Normality**



Graph 3. Henry's test of normal distribution (pretest)



Graph 4. Henry's test of normality (posttest)

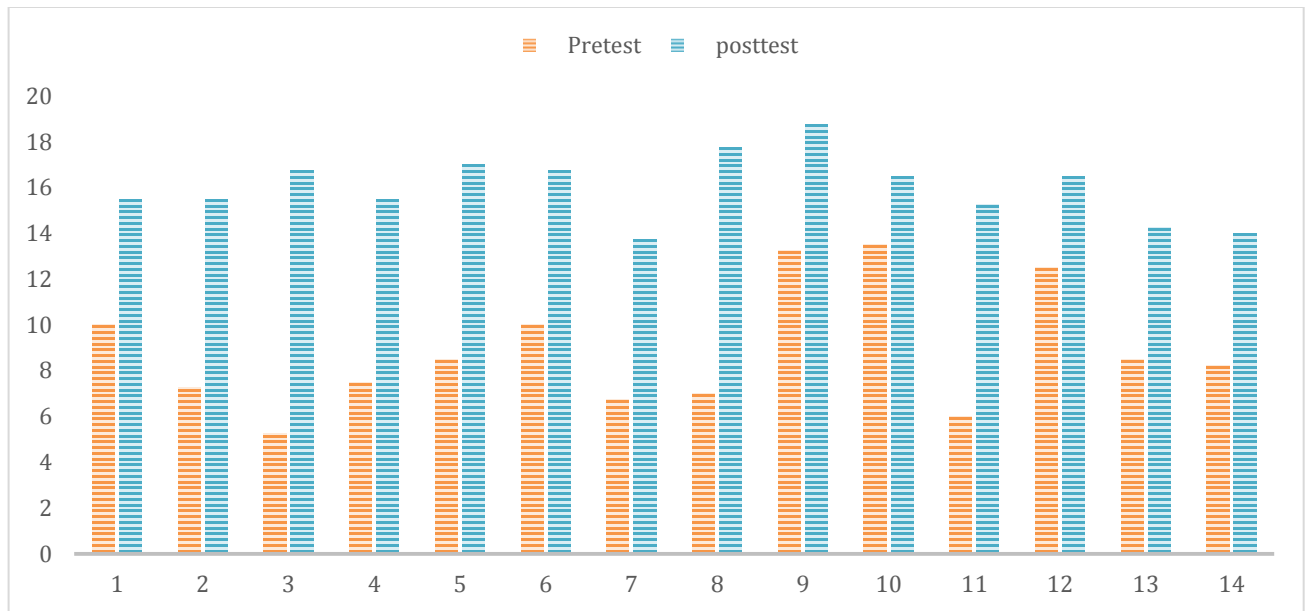
The aforementioned graphs are used to prove the normal distribution of the data using another test, which is called Henry test. As the graphs 3 and 4 adumbrated the general direction of the data, they are in the same incorruptibility, with an angle near to 45° . Subsequently, we can conclude that the normality condition is verified. Thus, the workability of parametric test "the paired samples test" is confirmed through Henry's test.

✓ **Pre and posttest Students' Scores**

In the table below, students' names were coded according to the methodological requirements and they were ordered alphabetically to make the analysis process easier.

Table 2. Pre and posttest students' score

Student's number	Pretest	Posttest
01	10	15.5
02	7.25	15.5
03	5.25	16.75
04	7.5	15.5
05	8.5	17
06	10	16.75
07	6.75	13.75
08	07	17.75
09	13.25	18.75
10	13.5	16.5
11	06	15.25
12	12.5	16.5
13	8.5	14.25
14	8.25	14
Sum of the scores $\sum x$	124.25	223.75
Mean of scores (\bar{x})	8.87	15.98



Graph 5. Pre and posttest students' scores

Table 2 and Graph 5 represented the students' scores of the pre and posttest. There is a considerable increase in scores, which is summarized in the sum of scores (124.25 vs. 223.75), in addition to the difference in the means (8.87 vs. 15.98).

Pretest	
Mean	8.87
Median	8.37
Variance	6.98
Standard deviation	2.64
Minimum	5.25
Maximum	13.5
Range	8.25

Posttest	
Mean	15.98
Median	16.00
Variance	2.05
Standard deviation	1.43
Minimum	13.75
Maximum	18.75
Range	5.00

Table 3. General descriptions of the pre and

posttest' scores

As Table 3 shows, the general descriptions of the scores including the mean, median, variance, standard deviation, minimum score and maximum score, and the range were used. The observed phenomenon is that the mean of the pretest is 8.87, and the posttest is 15.98. The result indicated that the average scores of the posttest better than the average scores of the pretest, this means that the participants' performance improved after the treatment and the implementation of the BL method. On the other hand, the median of the scores that are represented in the pretest is 8.37, which is the score that divides the sample of scores into two equal groups and concerning the posttest is 16. This is another indication of participants' improvement in the posttest.

Another important hint that revealed the participants' achievement is both the minimum score in the pretest (5.25) and the maximum score is (13.5), while in the posttest there is a considerable increase wherein (13.75) is the minimum score, and (18.75) is the maximum score. Moreover, the difference between the lowest and the highest score is represented by the variance. For the pretest, the variance is 8.25, whilst for the posttest, the variance is 5.00. This means that the participants' scores in the posttest are confined between 13.75 and 18.75, with a small difference between them. This is contrary to the pretest, where there is a large difference between the scores. Regarding the standard deviation, or simply the average difference of the scores from the means, in the pretest, it is 2.64, and in the posttest, it is 1.43.

- **The difference in the Means**

Table 4. The means of the scores of the pre and posttest

Tests	Pretest	Posttest	The difference in the means
Means	8.87	15.98	7.11

Table 4 displayed the participants' achievement in both tests by statistically comparing the difference in the means of the students' scores of the pretest and posttest.

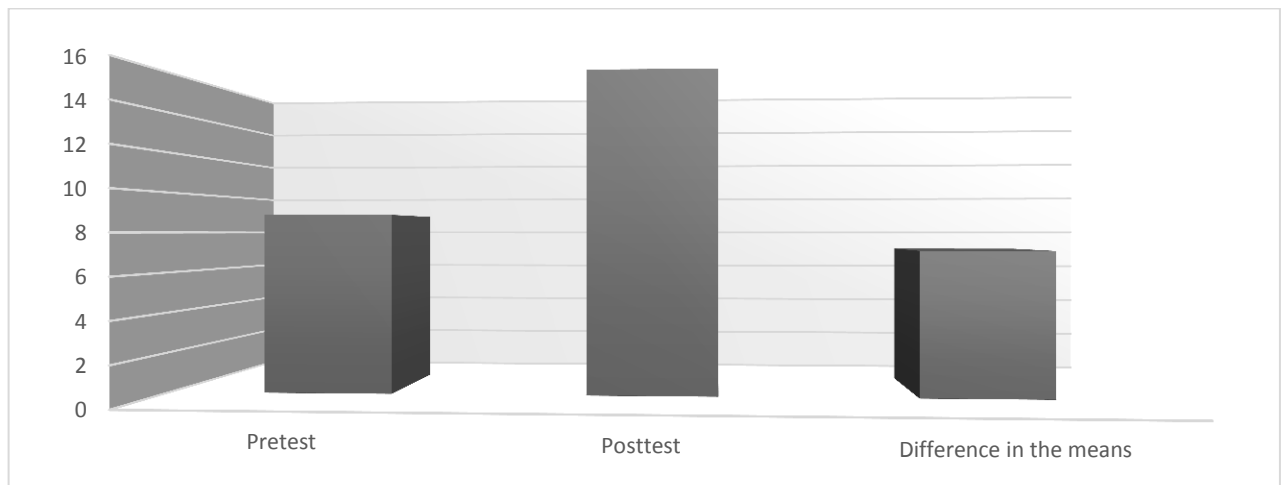
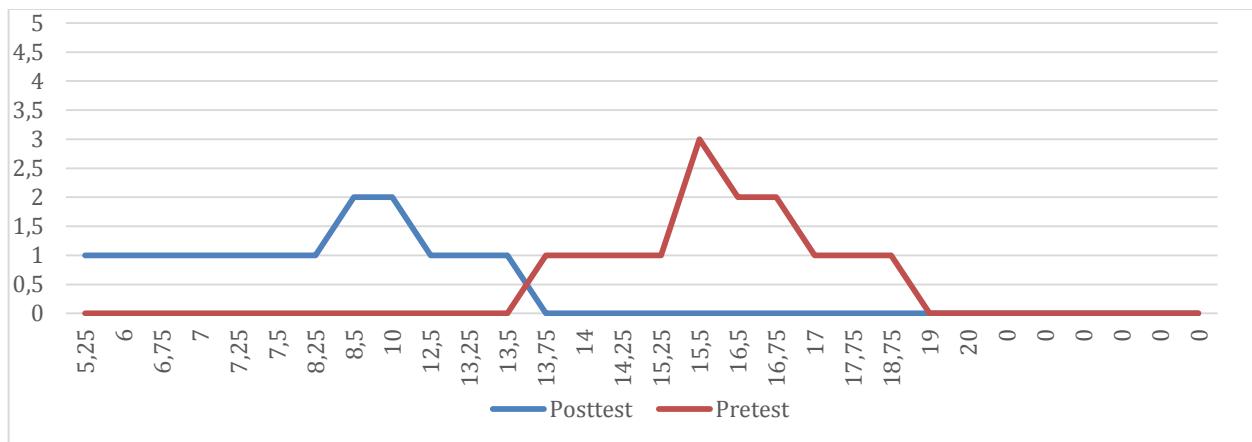
**Graph 6.** The means of the scores of the pre and posttest.

Table 4 and Graph 6 illustrate the differences in the means of both the pre and posttest. There is a significant increase in scores' means from the pretest (8.87) to the posttest (15.98). The difference in the means, which is represented by 7.11, revealed that there is considerable progress in the students' achievements in the test. Therefore, what can we conclude from the aforementioned results is that these improvements in the students' performance are due to the treatment of applying the BL method as an instructional tool?



Graph 7. Frequency score values of the pre and posttest.

- **Frequency Distribution of the Pre and Posttest Scores**

Pretest	
Score "X pre"	Frequency "F"
5.25	1
6.00	1
6.75	1
7.00	1
7.25	1
7.50	1
8.25	1
8.50	2
10.00	2
12.50	1
13.25	1
13.50	1

Sum of "F"	14
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Table 5. Frequency score values of the pre and posttest

Posttest	
Score " X_{post} "	Frequency
13.75	1
14.00	1
14.25	1
15.25	1
15.50	3
16.50	2
16.75	2
17.00	1
17.75	1
18.75	1
Sum of "F"	14

Graph 7 and Table 5 represent the participants' scores in the pretest and posttest. Regarding the pretest, we observe that:

- The score values range from 5.25 to 13.5 with the supremacy of the score (8.5) and (10);

- 9 scores are below the average 10 and 5 scores above the average 10; and
- The score 8.5 and 10 being the highest score frequency.

Concerning the posttest, the researcher deduces the following remarks:

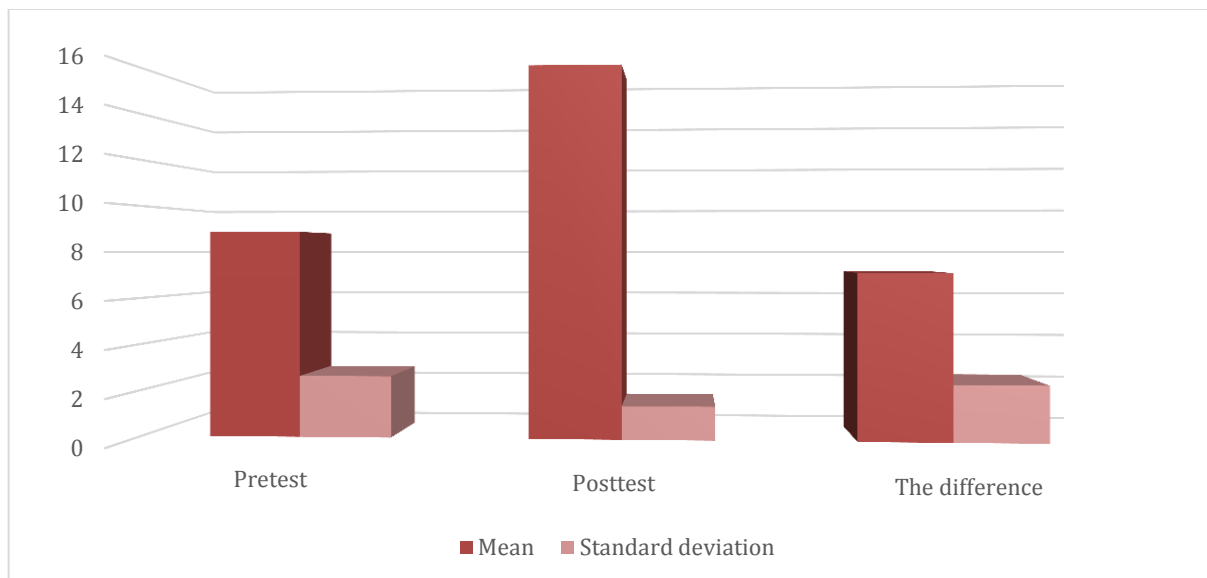
- The score values range from 13.75 to 18.75, with the supremacy of the score is that 15.5;
- All the scores are above the average; and
- The score 15.5 is being the highest score frequency.

To conclude, the observed point is that only five participants were above the average in the pretest. This may mean that these participants had difficulties in writing, and the components of the paragraph, in general. While all the participants were above the average in the posttest. This indicates that their performances had improved due to the use of the BL.

The following table shows the mean and standard deviation of the participants' scores of the pre and posttest, in addition to the difference between them. From the descriptive statistics of the difference of means, which is presented in the table below, we also observe that the difference up lean to the posttest's mean 15.98 observes 8.87 for the pretest with 7.11 as a difference. (As a reminder, all of the calculations were done using SPSS software).

Table 6. Comparison of the pre and posttest's means and standard deviation

Descriptive Statistics	Pretest	Posttest	The difference
Mean	8.87	15.98	7.11
Standard deviation	2.64	1.43	2.42



Graph 8. Comparison of the pre and posttest's mean and standard deviation.

Based on what is illustrated in Table 6 and Graph 8, the participants' scores in the posttest have slightly improved due to the implementation of the treatment of using the BL method since there is a difference between pretest's standard deviation and mean, in addition to the posttest' standard deviation and mean. Therefore, to prove the difference between the two tests, we have to calculate the t-test value.

T-test Calculation

The t-test is the most used comparing test in Applied Linguistics. There are two types of t-test, which are unpaired t-tests (independent-samples t-tests), and paired-samples t-tests (dependent t-tests). In this study, the appropriate one is paired-samples t-tests. It is used to compare two sets of scores earned from the same group before and after the treatment. It is also utilised to check the existence of statistically significant differences between the scores (Cohen, Manion, and Morrison, 2007, p.543). These authors stated that in order to calculate the t value, the following formula is going to be used (in the present study it is calculated automatically using SPSS):

$$t = \frac{\text{sample (or test)one mean} - \text{sample (or test)two mean}}{\text{Standard Error of the difference in means (SE)}}$$

$$SE = \frac{SD}{\sqrt{N}}$$

SD: Standard Deviation

N: The number of the sample, which is N =14

Table 7. The standard error of the mean of pre and posttest

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre.test	8.8750	14	2.64348	70650
	post.test	15.9821	14	1.43267	38290

Table 7 portrayed the standard error mean of pretest and posttest. As for the pretest, the standard error mean is 0.7, while the standard error means of the posttest is 0.38. The results were obtained through the SPSS software.

Table 8. Paired samples correlations of means

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	pre.test & post.test	14	.414	.141

From the above table of correlations, the researcher can notice that the significance is more than 0.05 ($0.14 > 0.05$). This simply means that the participants who had high scores might not have the same scores later on. On the other side, the participants who had low scores is not a hint that they will have low scores later on. Consequently, the aforementioned

results about the absence of correlations refer to the paired samples correlations of the means that are not significant. This is not a surprising result since the sample is paired.

Table 9. Standard error difference in means

Paired Samples Test						
		Paired Differences				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
					Lower	Upper
Pair 1	pre.test - post.test	-7.10714	2.42922	.64924	-8.50973	-5.70455

Table 9 depicted the two tests' difference in the mean (7.11), in addition to the difference in the standard deviation (2.42). Moreover, the standard error difference in means of the two tests is also highlighted in the table by the value (0.64).

Table 10. The t-test and degree of freedom

Paired Samples Test				
		T	Df	Sig. (2-tailed)
Pair 1	pre.test - post.test	10.947	13	.000

- **Degree of Freedom (DF)**

The formula of the degree of freedom that is suitable for this t-test is $DF=N-1$. The value of the DF is 13 as calculated through SPSS software, and highlighted in the above table. The degree of freedom role is to help in finding the critical value for "t".

- **T-test**

As the table above illustrates the t-test value is 10.94.

- **Probability Coefficient (p)**

In social sciences, we typically consider a result being significant if $p < 0.05$. It is illustrated in Table 9 ($0.00 < 0.05$), which means that the difference between the means is significant.

In order to test the hypothesis and after knowing the t-test and degree of freedom (using SPSS), the critical value has to be designated using the table of T distribution of critical values.

- **Critical Value**

Since (p) is less than 0.05, which means only 5 % for one-tailed decision (very small probability of this result occurring by chance), the DF = 13 and the identical critical value for "t" in Fisher and Yates' Table is 1.77.

10.94 > 1.77

Hypothesis Testing

The necessary calculations were done in order to test the hypothesis:

<p>Hypotheses Testing: $H_0: \bar{X}_{post} = \bar{X}_{pre}$ $H_1: \bar{X}_{post} > \bar{X}_{pre}$</p>
--

The null hypothesis H_0 proposes that no statistical significance exists between the means in the pretest and posttest. Whereas, the alternative hypothesis H_1 suggests that there is a statistical significance that exists between the means in the pretest and posttest.

Probability Coefficient (p): $p < 0.05$, one-tailed (directional) decision.

Observed statistics: $t = 10.94$

Critical statistics: $t_{crit} = 1.77$

Degree of freedom: $df = 13$

It is observed in table 10 that the value of t-test is 10.94, which is higher than the critical value (1.77) and $p < 0.05$. This simply means that the results of the participants' scores in both tests are 95%. In other words, $X_{post} > X_{pre}$ ($15.98 > 8.87$) this difference between the means appeared only as 5% by chance. Consequently, the null hypothesis, which is stated as "The integration of blended learning method when teaching written expression will not be a motive for EFL learners to improve their paragraph writing" is rejected. It means we are 95% sure that the improvement in posttest and the use of blended learning did not occur by chance. While, the alternative hypothesis which is stated as "If EFL teachers apply the Blended Learning Method, this would enhance the learners' motivation to write good paragraphs" is accepted.

4.4.2 Analysis and Interpretation of the Questionnaire's Results

Item 1. Gender distribution.

Table 11. Students' gender

Option	Number	Percentage (%)
Male	0	0%
Female	14	100%
Total	14	100%

This question sought to determine if studying English Language mostly selected by females or males. Table 11 shows that out of 14 participants, 14 (100 %) are females. Based on the data offered above, all the students are females. This means studying EFL has been always a female-targeted branch.

Item 2. Age selection.**Table 12.** Students' age

Option	Number	Percentage (%)
Less than 25 years old	14	100%
More than 25 years old	0	0%
Total	14	100%

This question aimed to know the average age of our participants. As table 12 demonstrates, all the respondents were less than 25 years old. This underlined that our participants share the same learning experience.

Item 3. The choice of English language.**Table 13.** The choice of studying English at university

Option	Number	Percentage (%)
Your own choice	11	78.6%
Your parent(s) choice	2	14.3%
Someone's advice	1	7.1%
Total	14	100%

The aim of this question was to identify students' motivation to study EL. According to the above-mentioned table, only one respondent (7.1%) claimed that learning EL is just someone's advice. However, the majority of participants 78.6%, 11 out of 14 asserted that it is their own choice. Finally, two participants (14.3%) reported that their choice highly depends on their parent(s) choice. This result revealed that the majority of students chose to

learn the EL freely. Since the majority of respondents' choice was personal, this indicated that these students are motivated to learn EL at the University.

✓ **If it was your own choice, why do you learn it?**

Table 14. Students' purposes for studying EL

Option	Number	Percentage (%)
a- To get more job opportunities	0	0%
b- To use it for travelling purposes	1	9.09%
c- Because it is the most used language in the world	1	9.09%
d- You would like to be a teacher of English	4	29%
A+b+d	1	9.09%
B+c+d	1	9.09%
C+d	1	9.09%
No answer	2	18.18%
Total	11	100%

This sub-question identified the purpose behind being motivated to learn EL. Table 14 denotes that out of 11 respondents who stated that they chose to study English personally, only one respondent declared that her choice of studying English is to use for the sake of travelling. Another participant stated that her choice has no specific reason just because English is the most used language in the world. However, out of 11 respondents among them, two respondents did not answer. Four respondents, who represented 29%, asserted that their choices are for the sake of being future English teachers. The three other respondents have different reasons, one respondent affirmed that she would like to have a different job opportunity, to be an English teacher, and use the language for travelling

purposes. The second respondent showed that English is the most used language in the world. That is why; she would like to use it, in addition to the opportunity of teaching this language. The third respondent illustrated that since it is the most used language in the world, she would like to be a teacher of that language.

Item 4. The importance of language skills.

Table 15. The importance of each skill for the students

Option	So important		Important		Not important		Total	
	Number	%	Number	%	Number	%	Number	%
Speaking	10	71.43%	4	28.57%	0	0%	14	100%
Writing	8	57.14%	6	42.86%	0	0%	14	100%
Reading	4	28.57%	10	71.43%	0	0%	14	100%
Listening	7	50%	7	50%	0	0%	14	100%

This question aimed at identifying the most important skill for the students. Based on the data stated in the table, speaking is considered so important for 10 respondents who represented 71.43% and as important for the remaining four respondents (28.57%). However, eight respondents (57.14%) claimed that writing is the most important one and six participants (42.86%) confirmed that it is an important skill for learning English. Moreover, reading is regarded as the most important for four respondents (28.57%), and it is regarded as important for 10 respondents (71.43%). Finally, the last skill is listening which is claimed to be so important for seven respondents (50%). Equally, the other seven respondents consider it as important. Notably, according to these respondents, there is an agreement upon unimportant skill or skills. As the findings showed, all skills are important for students in order to learn the EL.

Item 5. The difficult skill.**Table 16.** The students' difficult skill

Option	Number	Percentage (%)
Speaking	2	14%
Writing	9	65%
Reading	0	0
Listening	1	7
Speaking+ writing	1	7
Writing + reading	1	7
Total	14	100%

This question is designed to determine the most difficult skill for learners to master.

Table 16 portrayed that out of 14 respondents, nine respondents who represented 65% demonstrated that writing is the most difficult skill for them. However, speaking is the most difficult one for two respondents (14%). While no respondent indicated that reading is a difficult skill. This means that reading skill is totally neglected by learners. Another participant (7%) stated that listening is considered as the most difficult one for her. Moreover, speaking and writing together are considered as difficult skills for one respondent, while writing and reading are considered as the difficult ones for another respondent. Though respondents consider different skills to be the most difficult one for them, the majority of students agreed upon the difficulty of writing. The aforementioned results are not surprising because writing as a skill includes difficult aspects and processes, which have to be mastered.

Item 6. Do you like writing?**Table 17.** Students' preference for writing

Option	Number	Percentage (%)
Yes	11	78.6%
No	3	21.4%
Total	14	100%

This question sought to determine if learners like writing or not. An analysis of the results of the table above reveals that the majority of respondents 11 with the percentages 78.6% stated that they like writing. However, three respondents who represented 21.4% their responses were no. However, most of the respondents previously believed that writing is a difficult skill, but they like it. These findings reconfirmed that writing plays an important role to learn EFL.

Item 7. Students level in writing paragraphs**Table 18.** Students' self-evaluation of writing level

Option	Number	Percentage (%)
Excellent	0	0%
Good	6	42.9%
Fair	8	57.1%
Poor	0	0%
Total	14	100%

This question is intended to determine the students' level in writing. As for this table, eight participants 57.1%, from the sample, claimed that they have a fair level in writing; six respondents who represented 42.9%, declared that they have a good level. While no respondents reported that her level is excellent or poor. The result denotes that most participants do not consider themselves as good writers. They believe that their level in writing is medium due to its difficulty.

Item 8. The main factors that may affect students' paragraph writing.

Table 19. Factors may affect students' paragraph writing

Option	Number	Percentage (%)
a- Poor Grammar and Vocabulary	3	22%
b- lack of ideas about the topic	1	7%
c- lack of motivation	0	0%
d- The way the course of writing is being taught	0	0%
e- Teacher competence (awarenes, methodology, feedback, etc.)	0	0%
f- All of them	8	57%
A+b	1	7%
A+c	1	7%
Total	14	100%

The aim of this question is to determine the responsible factors for students' paragraph writing. Table 19 showed that poor grammar and vocabulary are the main influential factor of (22%) respondents' paragraph writing. Moreover, only one respondent (7%) consider the

lack of ideas about the topic as the influential factor; meanwhile, lack of motivation, the role of the teacher, and the way the course of writing is being taught, all of them, are regarded as not influential factors for none of the participants. However, 57% of the respondents stated that all the aforementioned factors may affect their paragraph writing. Finally, combining poor grammar and vocabulary with the lack of ideas about the topic is the most influencing factor for one respondent; while the lack of motivation together with poor grammar, and vocabulary are the influencing factors for another respondent. The results revealed that the students had different sources that affect paragraph writing.

Justifications

Respondents were asked to justify their choices and the replies were as follows:

Those who claimed that all factors influence their writing gave their arguments: respondent one stated that good writing depends on very good back up in everything, reading perfectly, grammar, vocabulary, knowledge about the topic. Therefore, the writer should be aware of all the needs. Respondents two, three, four, and five claimed that all of them affect the students' paragraph writing and the writing skill. Respondent six noted that vocabulary is so important to express the exact idea and the correct meaning as well. In addition, Knowing basic grammar is important too in order to be able to organise our writings. The lack of ideas about the topic may affect our writing negatively. Motivation results in perfect writing and creativity. The same respondents further stated, "Personally, I have suffered from the teacher competence and the way the course of writing is being taught because teachers do not organise the session, including examples and activities. Effective teachers should be active to motivate their students".

Concerning the choice of motivation, respondent seven justified her choice by, “Motivation is a crucial factor to write; for example, all these factors are there; but if students are not motivated to write, they can never write effectively”. Moreover, student eight claimed that students have to be highly motivated in order to write. Those who answered with poor grammar and vocabulary justified their choices by stating that, student nine reported that a good paragraph has to be grammatically correct and has to be rich of vocabulary, student ten mentioned that the lack of vocabulary and the knowledge of grammar rules affect our writing negatively.

Student eleven considered the failure in writing good paragraphs refers to the lack of ideas about the topic. Student twelve, concerning the same idea, stated that the students do not have enough ideas about the topic. This will affect negatively the way they write. Moreover, student thirteen declared that the teachers have a direct effect on their writing because the students consider themselves as recipients and they just imitate the teacher. While the student fourteen is not satisfied with the way the course of writing is being taught. She said that they need more time for practices and activities than studying the lesson only theoretically.

What can be concluded is that most of the respondents believe that all the aforementioned factors affect the way they write their paragraphs.

Item 9. Do you prefer to write?

Table 20. The place where students prefer to write.

Option	Number	Percentage (%)
At home	6	43%
In the classroom	3	21%

Both of them	5	36%
Total	14	100%

The present question was designed for the sake of investigating where the respondents feel more comfortable to produce good paragraphs. As indicated in table 20, six respondents who representing 43% from the sample, prefer to write at home; while, three other students with the percentages 21%, stated that they prefer writing in the classroom. However, both writing at home and in the classroom are preferred by five participants who represented (36%). This result might be due to the different learning strategies and styles.

Justifications

These respondents were asked to justify and confirm their responses by their own arguments. Those six respondents who preferred to write at home and they gave the following arguments: at home, there is a lot of inspiration and ideas, there is some space of freedom, prefer to write in a good atmosphere, we are not limited by a short time. Two respondents claimed that they feel more comfortable and relaxed when they write at home. Those students, who prefer to write in the classroom, state that they need to assess their levels with teachers and mates, discuss other ideas about the topic with the classmates and prefer most of the time working in-group. In addition to exchanging knowledge with classmates about the topic itself and writing in general and if there is any difficulty they may ask the teacher directly. Finally, the five respondents who declared that they prefer both of them, justified their choices by some proofs: It depends on the nature of topic, and its difficulty, at home they may rely on the internet and different sources to enrich their ideas and in the classroom they can determine their real level using their own efforts. Moreover,

writing in the classroom is serious and limited by time; while you feel free to write and search about the topic.

Not surprisingly, the results again showed that these students had different preferences concerning the place where they write. This may refer to their different personalities and ways of thinking.

Item 10. If you do not understand written expression lessons in the classroom, for further explanation and information, do you rely on:

Table 21. Other tools for extra understanding

Option	Number	Percentage (%)
Internet websites	8	57%
Reading books	0	0%
Discussion with mates in and out of the class	2	14%
Ask other teachers for clarifications	4	29%
Total	14	100%

The purpose of this question is to check the favourite alternative for students in case they do not understand their lessons. Table 21 indicated that out of 14, eight respondents (57%) relied on internet websites for more comprehension. This might be the easy access to different websites in addition to the availability of a wide range of information, while four students, who represented 29% from our sample; they claimed that in case they have

problems of understanding, they ask other teachers for more explanations. This may indicate that they have problems in using technology, or they prefer traditional methods. Meanwhile, two respondents (14%) preferred to discuss with their mates, there are learners who like to gain knowledge through collaborative learning. However, no student declared that she read books.

Item11. The relationship between motivation and writing performance.

Table 22. Motivation in students' viewpoints

Option	Number	Percentage (%)
Yes	12	86%
No	2	14%
Total	14	100%

This question aimed at identifying students' viewpoints towards the factor of motivation. As table 22 illustrates, the majority of respondents who represented 86% out of 100%, believed that motivation is a crucial factor for paragraph writing. However, two respondents (14%) claimed that motivation is not important for writing. This may mean that learners gave more importance to other factors than motivation.

If yes, what motivates you most?

These respondents were asked again about their sources for motivation. On the one hand, the teacher as a source of motivation was the most agreed on by the respondents, seven

respondents stated that their primer source for motivation is their teachers of the course. On the other hand, three students claimed that the achievements of their mates are their motivation to write. Finally, the last two respondents considered the imitation of good authors through reading books, or articles are their motivational factor to write. Therefore, they are ambitious to be good writers.

Item 12. The use Information Communication Technology (ICTs) in learning English language.

Table 23. Students' use of ICTs

Option	Number	Percentage (%)
Always	3	21.4%
Sometimes	10	71.4%
Rarely	1	7.1%
Never	0	0%
Total	14	100%

Since ICT is one of the components of BL, the purpose of this question was to determine whether student use it or not. Table 23 above indicates that ten respondents (71.4%) declared that sometimes they use ICTs to learn EL. Whilst, three respondents who represented 21.4%, displayed that they always use ICTs to learn EL. This may mean that these students find it useful when they rely on themselves in order to learn. Moreover, only

one student claimed that rarely she uses ICTs. This may indicate that the use of ICTs does not reflect her needs.

Item 13. Do you have particular websites that you use regularly?

Table 24. Students' favourite websites that they visit regularly

Option	Number	Percentage (%)
Yes	3	21.4%
No	11	78.6%
Total	14	100%

This question aimed to identify whether the respondents visit some websites, or not. Out of 14 respondents, 11 respondents (78.6%) reported that they do not have certain websites they visit regularly. This may mean that they have particular websites, but they do not visit them regularly, or it may mean they just take the information without paying attention to the website's name. Three respondents (21.4%) declared that they have certain websites that they use regularly. This result revealed that these students greatly relied on the internet in their learning.

If yes, mention some of them, please?

The respondents, who stated that they have particular websites, were asked to list some of them. The first student mentioned Spark-notes, Facebook, YouTube, and Pinterest. The second one listed the following web sites: Wikipedia, Facebook, Google, and custom-essays.org. The last student reported that her favourite websites are Google, Facebook, Research gates and www.grammarly.com.

Item 14. "Blended learning: Is the mixture of face to face content plus activity with digital content plus activity including offline and online learning; it can be an effective strategy for teaching writing skill".

Table 25. The extent of agreement with the statement

Option	Number	Percentage (%)
Strongly disagree	2	14.3%
Agree	9	64.3%
Neutral	0	0%
Strongly agree	3	21.4%
Total	14	100%

The present question was designed to investigate the students' agreement towards the effectiveness of BL in teaching writing. Nine respondents, with the percentage 64.3%, agreed upon the effectiveness of BL, in addition to three respondents (21.4%) who strongly agreed upon the mentioned statement. This agreement might be due to the treatment they went through by using the BL. However, two students, who represented 14.3%, strongly disagree with the statement mentioned previously. The result could be due to the disagreement between students' learning preferences and the demands of this method.

Justifications

This sub-question aimed at investigating the reasons behind the students' choices. Those who agreed upon the statement justified their answers by several arguments such as a more practical method to improve writing skill are needed; it is useful, and it is the invented way for shy students. It increases the way of thinking, the learning ability and understanding of the lessons effectively, especially using videos. Another student stated that internet is a large

filed. It may contain wrong information, so, everything has to be guided by the teacher. Moreover, a student who agreed upon the statement claimed that this method is timesaving since it gives more chance to practise in the classroom. Besides, students can get access to the lesson and activities twice. This may enrich their understanding of the written expression course, in general. It encourages students to be more collaborative and share their knowledge with others. It is a helpful tool for saving efforts; a student stated that it is a useful tool to improve the writing skill through wide sources, including how to write paragraphs concerning the structure and other aspects. However, no one among those who disagreed upon the statement justified their answers.

Item 15. The use of blended learning in the classroom.

Table 26. Teachers' use of BL in the classroom

Option	Number	Percentage (%)
Always	8	57.1%
Sometimes	4	28.6%
Never	2	14.3%
Total	14	100%

The aim of the question was to identify EFL teachers' use of BL. As table 26 shows, out of 14 respondents, eight of them with the percentage 57.1% assumed that always their teachers use BL in the classroom. This is maybe because of the availability of some motives for such use, for example, time, leaners and right places, or it may reflect the teacher's

technological competence. Moreover, four respondents with a percentage of 28.6% reported that their teachers sometimes use the BL in their teaching. It may mean that these teachers have some difficulties in using the BL permanently. However, two respondents (14.3%) claimed that their teachers never use this method. This result may indicate that these students were not present all the time, as it may indicate that they do not know what BL is.

Item 16. Using blended learning can be a motivate to develop the writing skills.

Table 27. Degree of motivation when learning writing using BL

Option	Number	Percentage (%)
Yes	14	100%
No	0	0%
Total	14	100%

This question aimed to know if the use of BL to teach writing enhances students' motivation to write or not. Table 27 illustrates that all of the respondents believed that BL could be a motivational tool to improve their writing. The aforementioned result revealed respondents' high motivation towards the use of BL method to develop writing skill.

Justifications

This sub-question aimed at identifying the reasons for the students' agreement towards the degree of motivation when using BL. All students gave their arguments concerning the agreement upon the use of BL as a motivational factor to develop writing. First, it facilitates the learning process using a variety of learning methods. Second, when teachers use videos and pictures this makes the learning process more concrete and helps students to get more information in order to develop their writing skill. Third, it enriches students understanding and motivates them to develop their level in writing. Fourth, everything has changed during

the last few decades. So, technology is needed to teach writing because it saves time and efforts. Finally, BL provides learners with a large number of sources for the writing process and difficulties whether hard copies or printed ones.

Item 17. Relying on documents and videos on Facebook and the improvement of the writing skill.

Table 28. The role of Facebook videos and documents in the improvement of writing

Option	Number	Percentage (%)
Yes	13	92.9%
No	1	7.1%
Total	14	100%

This question was intended for the sake of investigating the effectiveness of the implementation of blended learning through the Facebook group. The answers provided in Table 28 demonstrates that the overwhelming majority of respondents (13), who represented 92.9%, pointed out that relying on Facebook documents and videos is very helpful to improve their writing. Whilst, only one student claimed that these kinds of BL application are not useful. This may mean that learning through this recent method does not fit these students' learning style.

Item 18. Doing online-tests or practices after having written expression lesson in the classroom.

Table 29. Students point of view concerning online tests

Option	Number	Percentage (%)
Very helpful	13	92.9%
Somehow helpful	1	7.1%

Not helpful at all	0	0%
Total	14	100%

The aim of this question is to identify students' attitude towards the online-tests that they dealt with. As the table clarified, the majority (13) of respondents, who represented 92.9%, found that doing online-tests and practices after the lesson of written expression course is very helpful. This might be due to their ambition towards getting more knowledge for further understanding and confirmation. However, there was only one student, who stated that she found them not interesting, and they are not helpful. This result indicated that doing such online test is most of the time workable and fits the students' needs.

Justifications

The aim of this sub-question is to explore the motives that make doing online-tests and practices is interesting for respondents. The respondents had their own reasons to justify their admiration for online-tests and practice after the lesson. One student stated that doing these tests is a useful tool for more understanding and discovering one's mistakes. In addition, it is appropriate because of its easiness and availability. It also could be considered as a helpful strategy to check classroom understanding through which students can distinguish their degree of comprehension of the lesson. Another participant added that she appreciated this kind of tests because it provides the immediate correction and she found it funny. Finally, another respondent declared that she liked it because it offers the list of your mistakes immediately.

Item 19. Further suggestions or comments concerning blended learning.

As a conclusion, this open-ended question designed for gathering students' comments and suggestions concerning the present study, showed that the majority of students advocated the use of BL method to learn EL, especially to improve students' paragraph writing. They also reported that they appreciated this method and they would like it to be used in all course due to its significance. Finally, one of the students noted that they stated that it would be helpful and beneficial if teachers can discuss with his/ her students through messenger or other social media.

4.4.3 Analysis and interpretation of the interview' results

We did not ask teachers about their years of experience of teaching EL or the courses they taught, because we have already selected these five teachers on purpose. Therefore, for better feedback, we need experienced teachers and only those who have taught the written expression course.

For the feasibility of research, teachers' identity was kept unknown. Subsequently, we chose numbers that referred to each interviewee.

We started introducing our topic and gave a simple definition for each concept, in addition to reminding the interviewees about the purpose of the study. That is why; we did not ask them introductory questions before the first question (we refer to interviewees as participants).

Theme One: EFL Teachers' perceptions and awareness towards the BL.

Item 1. I want to ask you about the recently used teaching and learning method, the BL, in your personal point of view, what BL is?

This question sought to know EFL teachers' personal definition of the method and their knowledge about it.

P₁: *“It is a kind of harmonizing class learning to deal in harmony with the e-learning. They should be complementary to one another”*

P₂: *“It depends on the context for me personally; from time to time I change my approach”.*

P₃: *“Sometimes teachers need to integrate both techniques; for example, in case there is short time teachers prepare a lesson and send them to students via Facebook or Model. Therefore, these students try to make some efforts to understand the lesson (work dependently or autonomously), so that the teacher does not need to explain everything in the classroom”.*

P₄: *“It is considered as one of the most modern used methods of teaching, especially teaching foreign languages. Learners can use it autonomously at home or in the classroom and the control and instructions of the teacher”*

P₅: *“I think it is the name suggests i.e. the blended, it is the mixture of both settings, classroom and online setting. Therefore, the teacher starts the instruction in the classroom and then follow it by the online instruction or the opposite”.*

Out of five teachers, four teachers approximately gave the same definition that includes the same ideas that are related to the definitions we have mentioned so far in Chapter Two of the present study. However, the P₂ gave an ambiguous and vague definition though at the beginning we have introduced our topic using short and simple definitions. This may mean that this teacher has never heard about this method or he may have heard about it and use it unintentionally. The findings revealed that the majority of teachers had clear ideas and appropriate knowledge about the recently used method. The two main points that are

highlighted by these teachers are that BL is a helpful tool for saving time and it is a way by which one can increase students self-autonomous.

Item 2. In the light of your definition, how can you apply this method of learning in your teaching process?

This question intended to know the teacher's different plans in order to use this method in their foreign language teaching, in general, and the written expression course, in particular. In addition, we used this question to check again their understanding of this method.

P₁: *“For example, I will present the theoretical lessons in the classroom and I will give them guides on how to continue the practical side through online using different sources at home. Also, I may sign to them certain online activities in the form of homework to be done in the light of what have seen in the lesson”*

P₂: *After he asked me to redefine the method, he said, “Teaching is something that should be adaptable, sometimes the teacher can do some online tests for his students, other times he may put the lectures in the University website, but there are some problems which make us not so much ambitious to this approach of teaching”*

P₃: *“I have an experience with my students and I find it really effective method. For me, I prefer using videos in learning English because they give more details. You know most groups now have a Facebook page or groups I just share the link of the video with short direction”*

P₄: *“It is a little bit difficult to be practised in the classroom because the internet rooms are not available all the time. From the other side, it can be implemented without internet rooms, the teacher can bring specific kind of videos on his laptop or using Data show. Then, there will be a kind of discussion. It can also be applied at*

home as a kind of warm-up, not showing all the lesson in details through using videos, short texts, or pictures”.

P₅: *“I think the suitable way is to introduce the lesson or the topic in the class with learners because it is very necessary for me. Further discussions, readings, or practices could have been done online. For instance, I may create a blog, web page, or even recently Model platforms, so we continue what we have started in class”.*

The five teachers explained their ways of applying BL in a manner, which does not contradict with the known process of implementing this method. Again, P₁, who did not give a precise definition, asked us to redefine the method for him another time. When we were tried to simplify the concept, he discovered that unintentionally he used this method before. All the interviewees declared that either they deliver the lesson in the classroom, and follow it by online activities or the opposite. However, in case they start with online instruction, it will be just a kind of a warming up.

Regarding this theme, the findings revealed that the majority of the teachers were aware of this method and they were knowledgeable about the way of its implementation. This combination might be due to the overspread of technology, in addition to their preferences of the traditional method of teaching. However, only one teacher had difficulty in defining the term appropriately.

Theme Two: EFL Teachers’ Attitudes towards the implementation of the method.

Item 3. Do you think that there is a relationship between the use of blended learning, motivation, and paragraph writing achievements?

This question sought to know teachers’ point of view concerning the relationship of BL, motivation and paragraph writing.

P₁: *“Yes, there is a relationship. I think it is going to be considered as a motivating factor for learners to be more autonomous. The BL is a kind of transforming the learner from being just passive in the classroom into active learner outside the classroom or at home”.*

P₂: *“Motivation is crucial factor learners cannot do anything unless they are motivated”*

P₃: *“Motivation is something that we cannot ignore because we cannot teach someone who is not motivated. When you give a task of writing to students who are motivated their performance will be better. So, there is a relationship between motivation and writing in addition to linking them to this new method the blended learning”.*

P₄: she stated, *“Totally yes, there is a relationship because anything that is related to technology and digital devices, learners interested in it. The use of this method breaks the routine and increases learners depends on themselves and motivating them to do well in their writing task”.*

P₅: *“I will not say that there is or there is not, but I think leaning platforms are suitable for all skills. So if the purpose of the teacher is to develop learners’ writing the relationship is established why not?”*

All of the interviewees agreed upon the importance of motivation in order to accomplish any task or skill. P₂ and P₃ clearly highlighted the role of motivation for foreign language learning. Concerning the relationship between BL, motivation and writing the majority of interviewees saw that there is a relationship between them. However, only one interviewee

has a neutral position towards this question at the same time he did not deny the workability of e-learning with all skills.

Item 4. Do you agree that EFL learners will be motivated to write good paragraphs if their teachers use Blended learning?

The aim of this question was to identify students' degree of motivation in the case of using BL.

P₁: *"If they are honest of course, for example, I send them a paragraph outline and ask them to reshaped it into paragraph they may rely on different sources and platforms, but they have to be honest"*

P₂: *"Of course, they will be motivated with the implementation of this approach"*

P₃: *"I think the difficult task for teachers when they use this blend is that there should be a balance. So, when a teacher has this kind of balance of e-learning and face-to-face learning I think it is the best way to motivate their students especially in terms of writing".*

P₄: *"I would say yes, the extent depends on the learners. We have different kind of learners with different strategies, different characters, and different types of intelligences".*

P₅: *"I think it is something relative I cannot say this is really motivational, but as a personal point of view, I know that having other media of learning besides the classroom is something that is motivated leaner to achieve better".*

The five teachers agreed upon the use of BL to make their students motivated to write, but with different extents and conditions. The students have to be honest working with such a method, as the P₁ said. In addition, another condition is mentioned by the P₂, which is

there must be a balance between FTF and e-learning to increase students' motivation. The P₄ agreed upon this improvement in motivation, but whether high or low degree this depends on the student himself.

The results of this theme revealed that EFL teachers have a positive attitude towards the implementation of BL through their beliefs that there is a relationship between the variables of the current study. In addition, the interviewees claimed that motivation is a crucial factor that we have to work on. They also declared that the students would be motivated with this method with different degrees.

Theme Three: EFL Teachers' Implementation of the BL.

Item 5. As a teacher of written expression course, have you ever used this method?

This question was aimed at investigating teachers' implementation of BL in the teaching of written expression course.

P₁: he said, *"Yes, I teach them at the classroom and I give them models to imitate to work on. In addition, I have my own YouTube Chanel and ask them always to watch the videos to emphasize the course Understanding. Also, I ask them to check what I had put below the videos because sometimes I copy some sorts of books of writing or I add more information. Moreover, in some videos, I add some kind of practice to show them the way they should work on themselves. Every time I tell them to watch them because in fact they have the same content of the classroom but sometimes I gave extra information at my video"*

P₂: *"probably yes and no, this year what I did is that I asked my students that I will post lessons on the website of the university for example that we call the model in the website of the university because this year we have short time for written expression"*

module. Therefore, I posted the lessons in order to gain more time for practice. But there were some problems”.

P₃: *“for the module of written expression I have used it, because of time short I have been working in the administration. Therefore, when I was absent I prepare a lesson at home and send to one of the students to share with his/ her mates. Students were really excited and this online learning makes me gain time when coming to face-to-face learning we will have much time to discuss other points”.*

P₄: *“yes, I have tried it. I send lessons through Facebook, each class has its own closed Facebook-group, and so I have tried to be a part of them. For example, I prepare lessons about punctuation or paragraph writing and send them some instructions. In other words, I try to send them some points of the lesson before it is done in the classroom (warm-up). For the written expression session, we have only three hours-per-week, which are not enough, so during the session, we may have a maximum of two activities. Therefore, I send extra practice via Facebook and give them two days or more to do taking into consideration internet access and other factors, then the majority of the students send me their answers via Facebook. While others they do it but wait to the next session to have the feedback”.*

P₅: *“I tried it once, but not for EFL learners. I was teaching computer sciences in the faculty of science and technology. I often ask them to finish the assignment online and send it to me via e-mail to view it and correct it. For EFL learners there are big problems related to the use of any new method, but sometimes in the classroom, I use the downloaded videos from the internet. I ask the students to watch the video and write a paragraph upon it, by collecting some ideas or vocabularies”.*

The findings revealed that EFL teachers have used BL; some of them face difficulties, while others find it as a suitable method for Foreign Language teaching (FLT), especially English. The findings also showed that these teachers have different plans concerning the use of BL. This means the BL method does not have only one way to be followed. We have noticed that P₃ and P₄ probably have the same plans with slight differences. However, all the teachers have used BL unintentionally, but P₁ has a different plan through his YouTube channel because he did not know that this combination is a specific method, which is called BL.

Item 6. a- If yes, Could you please give us some results or statistics that you obtain from your experience of using that method?

The aim of this question was to explore the effects of BL on EFL learners.

P₁: *“Last year I have the first-year student, she was clearly attentive Follower of my YouTube Chanel. In the last exam, she got 20/20 not because she was just watching she was watching, following, and taking notes she was very attentive Student and careful one. She was always in the comments keep asking me interesting questions. Simply, she was motivated”.*

P₃: *“I do not have statistics, but I can say it works with my students”.*

P₄: *“I have tried to advise my students that this is not a test or exam, so no need to cheat or to copy and you have to be honest in order to have valid results. Therefore, as a certain extent, I have convinced them and I have remarked a considerable development. Students who accept to work with me via Facebook their level have been developed at a great extent rather than those who are lazy or passive students, which means their study depends only on the teacher”.*

The results confirmed that BL works with teachers. Simply means, there is considerable progress because of this treatment.

b- If no, could you please explain why and what the difficulties that prevent you from using it?

The aim of this question was designed in order to explore the obstacles that EFL teachers face in the way of implementing BL in their teaching.

The interviewees, who mentioned the difficulties, also answered “yes”, but they encountered a number of difficulties.

P₂: *“I found that there are some problems, for example, the access to Internet for some others it is difficult to use such sort of technology and software”.*

P₅: *“The atmosphere plays a significant role you can the outside voices and noises when you are inside the classroom. In addition, we to go to the administration to bring the data show it is not installed in the class, so it takes too much time to bring it and fix it. Besides this, the overcrowded classes are not suitable for these methods”.*

The findings of this question asserted that the teachers reported that the availability of internet, the difficulties of using technologies (not all the students are literate in technology), the overcrowded classes, the availability of data show, in addition to the unsuitable atmosphere for using technology, are the main difficulties that are faced by teachers in using BL.

The results of this theme confirmed that all the teachers use the BL unintentionally due to its advantages and because supporting the classroom instruction with e-learning saves time and makes students more autonomous. In addition, the results illustrated that the teachers

have nearly the same plan of BL. However, there are some difficulties faced by some teachers in implementing this method although they declared that it is a useful method.

4.5 Discussion and Summary of the Findings

The main purpose of this study was to investigate the effects of using BL on EFL learners' motivation to write paragraphs. It sought to lessen the phenomenon of learners' lack of motivation in addition to their low level of writing. Consequently, the BL method is considered as a suitable one to be applied in the present study in order to increase learners' motivation to develop their paragraphs' writing. The findings of the current study that have been obtained from the analysis and interpretation of three data collection methods were positive to a certain extent in different aspects.

Initially, the treatment implementation depicted the essential difference between participants' scores of the pre and posttest. There was considerable progress that is statistically proved, which confirms the positive effects of the BL on learners' motivation to write paragraphs. The null hypothesis is rejected and the findings are 95% due to the treatment not by chance. The difference in the participants' achievements between the pre and posttest proved again the alternative hypothesis, in which we stated that motivation plays a significant role in writing improvements relying on BL. Since the alternative hypothesis is accepted. We can conclude that the treatment results, more precisely the posttest scores, highlighted the strong relationship between motivation, writing, and the use of BL, and the BL affects writing and motivation positively.

Based on the findings earned from the students' questionnaire, we infer that all the respondents of the study are females and less than 25 years. This proves that learning EL is a female-targeted field, in addition, age and sex do not make changes in the outcomes using

technology. Furthermore, the results showed that the majority of students chose to study EFL personally, which denotes that they are already motivated to learn EL. In addition, the findings also revealed that the majority of students consider writing as an important skill and a difficult one at the same time. Furthermore, the respondents asserted that they like writing, but they do not consider themselves as good writers and they evaluate their level to be average because of the complexity and difficulty of writing as a skill. Hence, the findings of the questionnaire indicated that the students have different learning styles, which leads to different preferences in writing places.

Moreover, the findings also revealed that the majority of the respondents, in case there are difficulties, rely on internet websites. Besides, the overwhelming majority of respondents declared that motivation is a crucial factor for learners to improve their writing performance. This means motivation and writing are interrelated. These results are strongly linked to the “The Relationship between Writing and motivation” in Chapter One. Regarding the use of ICTs, the results demonstrated that the respondents sometimes relied on these tools in order to learn EL. This proved that very often learners depend on technology in their learning. The results of the study also highlighted that only three students have particular websites that they visit regularly. This is a clear indication that those students, who stated that they relied on the internet as a helpful tool for learning EL from time to time, do not have particular websites.

Concerning the BL, most of the students agreed upon the statement, “Blended learning: Is the mixture of face to face content plus activity with digital content plus activity including offline and online learning; it can be an effective strategy for teaching writing skill”. This is what is clearly denoted in the section of defining BL in Chapter Two. In addition, the

findings revealed that most of the students declared that their teachers always use the BL in teaching writing courses.

Additionally, the results indicated that all the students asserted that they will be motivated to write good paragraphs in case their teacher use BL. This proved that the application of this method increases EFL learners' motivation to write, which means that the respondents' feedback answered the second research question "could the blended learning method be a source of motivation for EFL learners to improve their paragraphs writing". The students confirming their answers in the followed questions when they were asked about their appreciations and attitudes towards the use of instructional videos and documents, in addition to doing online-tests and practices. The findings affirmed that the overwhelming majority of participants admired the way BL is implemented. Relying on the results obtained from the administered questionnaire, we conclude that the students showed a positive attitude towards the implementation of BL and they would like to be used in the other courses.

Finally, the analysis of the teachers' interview provided valid feedback towards the use of BL as a motivational tool to enhance EFL learners' writing. The findings showed that EFL teachers were aware of the BL, and its use inside and outside the classroom. EFL teachers discovered that their unintentional use of FTF together with e-learning in their teaching is the BL teaching method. Moreover, the findings also revealed that EFL teacher had a positive attitude towards the implementation of BL through their confirmation of the usefulness of BL in enhancing EFL learners' motivation to write. These findings clearly answered the third research question "What would be teachers' attitudes towards the use of Blended Learning Method". In addition, the teachers believed that there is a relationship

between BL, motivation, and writing, besides that two teachers added learners' autonomy. Concerning EFL teachers' implementation of BL in teaching writing, the results revealed that all the teachers have used this method, but unintentionally and without knowing its name. This might be due to the advantages of combining two teaching methods. Concerning this point, we have to point out that there is an agreement between students' answers to question 15 in the questionnaire about their teachers' use of the BL and the teachers' answers. All teachers claimed that they use the BL in their teaching of written expression course, and this is what most of the students agreed upon. Overall, the EFL teachers represented a positive attitude towards the use of BL to teach the writing skill, the teachers also showed their high satisfaction of this method.

Conclusion

This chapter was devoted to the fieldwork of the present study. The first section of this chapter discussed briefly the theoretical background of the research methodology, in addition to the rationale and choices of the methodology of the current study. Moreover, the chapter dealt with the findings of three data collection methods, namely, a test, a students' questionnaire, and a teachers' interview. The data obtained from the test were analysed statistically and interpreted descriptively while the data earned from the questionnaire were analysed using Content-Based Approach. Additionally, the obtained data of the interview were analysed qualitatively through the thematic analysis and interpreted descriptively. Finally, all the results have been discussed in order to answer the questions and test the hypothesis.

General Conclusion

Investigating new teaching strategies is always the main concern of researchers in order to enhance the learning process. Teachers try to do their best to find an effective method or strategy to improve their students' learning. The present work is an attempt to investigate the effects of BL as a motivational factor to improve EFL learners' paragraph writing at the

level of third-year students at the section of English at Biskra University. In addition, this study aimed at investigating EFL teachers and learners' attitudes towards the use of BL. Therefore, this study was conducted for the sake of confirming or rejecting the hypothesis, which stated that the BL method enhances EFL learners motivation to write good paragraphs.

In the current study, there was an essential view of the literature that is related to the variables; it was presented in the first two chapters. To put it differently, the theoretical side was divided into two chapters. The first chapter was devoted to several issues related to writing paragraphs and motivation. It provided writing definitions, its nature, the used tools in writing, its difficulty, the approaches of teaching writing, in addition to motivation definitions and the relationship between motivation and writing. While the second one was concerned with BL, its definitions, the main characteristics, the advantages and disadvantages, and stating its models, in addition to other different aspects that are related to BL. The third chapter was devoted to the fieldwork of the study.

Moreover, for the sake of testing the hypothesis and answering the research questions, different data collection methods were used, namely, a test, a students' questionnaire, and a teachers' interview. The obtained data from the aforementioned data collection methods were analysed interpreted and discussed. Because of the exposure to the FTF and e-learning components of the used method, the statistical tests and the findings detected a considerable improvement in EFL learners' achievements. Based on these results of t-test the alternative hypothesis is validated and the null hypothesis is rejected.

Furthermore, the students' questionnaire was used in order to provide corroboration support to the test's result. This questionnaire was submitted for the sake of eliciting further

data about the use of BL and investigate students' attitudes towards it. The majority of respondents reported that writing is the most important and difficult skill out of the four skills. On the one hand, the findings revealed that all the students considered motivation as a crucial factor to improve writing, which means that the two variables are interrelated. They also claimed that BL would be a motivational source for them to increase their writing performance. They confirmed their answers by their comfort with the combination of Facebook documents, videos, and online-tests with the traditional FTF learning. What can be concluded from the students' questionnaire is that students showed a positive attitude towards the application of the BL.

Besides, the findings asserted that EFL teachers were aware of BL and its use. They also believed in the relationship among the variables of the study, namely, BL, motivation, and writing. The results of teachers' interview also revealed their positive attitude towards the use of BL, and its relation with motivation and writing. In addition, the teachers expressed their agreement towards the adoption of BL to increase learners' autonomy, as well to exploit its benefits to create interactional atmosphere.

To sum, the current work has totally investigated the effectiveness of the BL method, as a recent instructional approach and exploiting its advantages to improve the learners' learning process, especially the writing skill. The usefulness of integrating the traditional method of learning and e-learning (being online or offline) has been confirmed to be beneficial for the EFL learners' language skill, particularly writing.

Pedagogical Recommendations

Depending on the results obtained from the test, students' questionnaire, and teachers' interview, which have confirmed the positive effects of BL on learners' writing and

motivation as an innovative teaching method, we suggest some pedagogical recommendations for the successful implementation of BL in EFL classes.

For Teachers

- Teachers are advised to change the way of teaching from teacher-centred into learner-centred by implementing the BL method. They have also to assist learners' autonomy.
- Teachers are asked to work on raising students' awareness about writing and reading skill importance.
- Teachers have to increase learners' awareness about the advantages of receiving the content at home before it is done in the classroom through convincing them to watch the videos uploaded online and check the Pdf or Word documents.
- Teachers are asked to adopt a scoring rubric technique as a helpful tool for assessing students' writing concerning homework or examinations.
- Teachers need to vary in the types of activities between traditional and online in order to increase EFL learners' motivation, engagement, and interest.

For Students

- Students are advised to develop their self-regulated learning and self-autonomy.
- Students have to committed and involved in both traditional and e-learning environments.
- Students need to bridge the gap between motivation and writing.
- Students are asked to rely on the alternative BL method to support the weaknesses of traditional teaching and the opposite.

For Future Researchers

Concerning this study, the BL method is applied in teaching writing and its effects are confirmed. So, future researchers are advised to apply it with other skills or other courses in order to investigate whether it works with all of them or just specific ones.

Limitation of the Study

The current study has been conducted to focus on boosting EFL learners' writing performance and increase their motivation through the BL method; however, it has faced some obstacles and limitations. The first limitation is that in sessions four and six about half of the students were absent. The second limitation is that printing the lessons and activities, in addition to the further readings were too expensive for a student researcher. The third limitation was the difficulty to get access to the selected teachers to be interviewed.

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APPENDICES

Appendix A: Pretest

Pretest

Full Name:

Activity 01: Read the sentences and decide the right verb and its appropriate form: to be, to have, to play, to score.

1. One of the most intelligent students who..... Full marks.....John.
2. One of the books.....been missing.
3. The price of these jeans..... Reasonable.
4. Neither his father nor his mother..... mahjong.
5. The boss, as well as his colleagues,.....been robbed by the robber.

Activity 02: Choose the appropriate word: Unless, although, Since, however, therefore.

1. Our company expanded;we hired new personnel.
2. Bernie had seniority;he was laid off.
3.you have not finished your report, you could go home early today.
4.last week, she has not been the same.
5. She was attractive; she was not beautiful.

Activity03: Identify the error's type then correct the sentence form.

1. We have almost found all the pieces of the puzzle.
.....
2. They wanted to start a band, none of them knew how to sing.
.....

3. Confusing and distracting to readers.

.....

4. They gossiped about many things at lunch they always have the most to say about their coworkers.

.....

5. When writing a proposal, an original task is set for research.

.....

Activity 04: write a paragraph

How could the implementation of information communication technologies (ICTs) affect the English language learning/ teaching process? Write a short paragraph (7-10) in which you explain the role of the internet and digital devices in learning English language?

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Good luck ☺

Appendix B: Posttest

Posttest

Full Name:

Activity01: Choose the correct verb form.

1. Alex, as well as his brothers, (have/ has)..... A good full time job.
2. One of the best friend (is/are)..... coming to visit me next month.
3. None of my friends (was/were) there.
4. The boy who win the two medals (is/ are) a friend of mine.
5. The famous singer and composer (has/have)..... arrived.

Activity02: Put the appropriate transition in the right place: furthermore, until, besides, although.

1.the boss arrives, I am the one who makes rules.
2. Tom is a good dancer;, he is an excellent singer.
3. He is intelligent; he is not educated.
4. having the highest sales, Paul is a nice man.

Activity03: Identify the error's type and correct it.

1. Working all the weekend, Jame nearly earned five hundred dollars.
.....
2. Since the drugs have many side effects.
.....

3. Opening a can of tuna, I cut my finger.

.....

4. Last weekend I went to the football game, it was really exciting.

.....

5. My roommate never gets depressed she is always smiling.

.....

6. We were told at midnight the concert would begin.

.....

Activity04: Write a medium length paragraph (no more than 7 lines) describing the advantages of the use of blended learning in teaching and learning English as a foreign language.

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Appendix C: Students' questionnaire (preliminary stage)

**Mohamed Kheider University of Biskra
Faculty of Letters and Foreign Languages
Department of Foreign Languages
Section of English**

Questionnaire for students (preliminary stage)

Dear students,

You are kindly requested to answer the following questionnaire, which is an attempt to gather information to investigate "*The Role of Blended learning as Motivational Factor to Enhance Learners' Paragraph Writing*" to accomplish a Master dissertation. We would be so grateful if you answer the questions sincerely. Please, tick (✓) in the appropriate box (es) or give full answers when they are required. Be sure that your responses are of great importance for the success of this research study.

.Thank you in advance for your participation

Prepared by

Khawla SOUYEH

Supervised by:

Dr. Hoadjli Ahmed Chawki

2018-2019

Section one: Personal Information

Q1: Would you specify your sex please?

Male

Female

Q2: Would you specify your age please?

Less than 25 years old

More than 25 years old

Q3: Was learning English at University

Your own choice

Your parent (s) choice

Someone's advice

✓ If it was your own choice, why do you learn it?

To get more job opportunities

To use it for travelling purposes

Because it is the most used language in the world

You would like to be a teacher of English

Section Two: Perceptions about the Writing Skill

Q4: To what extent each of the following language skills is important

	So important	important	not important
1. Speaking skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Reading skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Writing skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Listening skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5: Among the following skills, mention the most difficult one (s)

- 1. Speaking skill
- 2. Reading skill
- 3. Writing skill
- 4. Listening skill

Q6: Do you like Writing?

- Yes
- No

Q7: How can you evaluate your level in writing paragraphs?

- Excellent
- Good
- fair
- Poor

Q8: According to you, what are the main factors that may affect students' paragraph writing?

- Poor grammar and Vocabulary
- Lack of ideas about the topic
- Lack of motivation
- The way the course of writing is being taught
- Teacher competence (awareness, methodology, feedback, etc)
- All of them

Q9: Do you prefer to write:

- At home
- In the classroom
- Both of them

✓ Justify your answer please

Q10: If you do not understand written expression lessons in the classroom, for further explanation and information, do you rely on: (you may choose more than one option)

- Internet websites
- Reading books
- Discussion with mates in and out of the class
- Ask other teachers for clarifications

If you have other strategies state them please:

.....

Section Three: Learners' Perception of Blended Learning.

Q11: Do you think that motivation is crucial for students to improve their writing performance?

Yes

No

If yes, what motivates you most?

Q12: How often do you ICTs in your learning?

- Always
- Sometimes
- Rarely
- Never

Q13: Do you have particular websites that you use regularly?

Yes

No

✓ If yes, mention some of them, please?

.....

Q14: “Blended learning: is the mixture of face-to-face content plus activity with digital content plus activity including offline and online learning: it can be an effective method for teaching writing skill”. To what extent you agree with this statement.

Strongly disagree

Agree

Neutral

Strongly agree

✓ Justify your answer please

Section Four: The Application of Blended Learning

Q15: How often do your teachers use blended learning in the classroom?

Always sometimes never

Q16: Do you think that using blended learning can motivate you to develop your writing skill?

Yes

No

✓ Justify your answer please

Q17: Do you think that relying on documents and videos on Facebook helps you to improve your writing skill?

Yes

No

Q18: How do you find doing online-tests or practices after having written expression lesson using the blended learning?

Very helpful

Somehow helpful

Not helpful

Q19: If you have any further suggestions or comments concerning Blended learning, please cite them.

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

Thank you for your collaboration

Section Five: Opinionnaire

Q1: Are there any difficult questions to be answered?

Yes No

✓ If yes, please mention them.

Q2: Is the layout of the questionnaire attractive?

Yes No

Q3: Are there any kind of mistakes (Grammar, spelling, structure...)?

Yes No

✓ If yes, please mention them.

Q4: Is the instruction clear?

Yes No

Q5: Are there any repeated questions?

Yes No

✓ If yes, mention them please.....

Q6: Are there any ambiguous questions?

Yes No

✓ If yes, what are they?

Appendix D: Students' questionnaire (final stage)

**Mohamed Kheider University of Biskra
Faculty of Letters and Foreign Languages
Department of Foreign Languages
Section of English**

Questionnaire for students (Final version)

Dear students,

You are kindly requested to answer the following questionnaire, which is an attempt to gather information to investigate "*The Role of Blended learning as Motivational Factor to Enhance Learners' Paragraph Writing*" to accomplish a Master dissertation. We would be so grateful if you answer the questions sincerely. Please, tick (√) in the appropriate box (es) or give full answers when they are required. Be sure that your responses are of great importance for the success of this research study.

.Thank you in advance for your participation

Prepared by

Khawla **SOUYEH**

Supervised by:

Dr. **Hoadjli** Ahmed Chawki

2018-2019

Section one: Personal Information

Q1: Would you specify your sex please?

Male

Female

Q2: Would you specify your age please?

Less than 25 years old

More than 25 years old

Q3: Was learning English at University

Your own choice

Your parent (s) choice

Someone's advice

✓ If it was your own choice, why do you learn it?

To get more job opportunities

To use it for travelling purposes

Because it is the most used language in the world

You would like to be a teacher of English

Section Two: Perceptions about the Writing Skill

Q4: To what extent each of the following language skills is important

	So important	important	not important
1. Speaking skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Reading skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Writing skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Listening skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5: Among the following skills, mention the most difficult one (s)

1. Speaking skill
2. Reading skill
3. Writing skill
4. Listening skill

Q6: Do you like Writing?

Yes

No

Q7: How can you evaluate your level in writing paragraphs?

Excellent Good fair Poor

Q8: According to you, what are the main factors that may affect students' paragraph writing?

Poor grammar and Vocabulary

Lack of ideas about the topic

Lack of motivation

The way the course of writing is being taught

Teacher competence (awareness, methodology, feedback, etc)

All of them

Q9: Do you prefer to write:

- At home
- In the classroom
- Both of them

✓ Justify your answer please

Q10: If you do not understand written expression lessons in the classroom, for further explanation and information, do you rely on: (you may choose more than one option)

- Internet websites
- Reading books
- Discussion with mates in and out of the class
- Ask other teachers for clarifications

If you have other strategies state them please:

.....

Section Three: Learners' Perception of Blended Learning.

Q11: Do you think that motivation is crucial for students to improve their writing performance?

- Yes
- No

If yes, what motivates you most?

Q12: How often do you use Information Communication Technology (ICTs) in your learning?

- Always
- Sometimes
- Rarely
- Never

Q13: Do you have particular websites that you use regularly?

- Yes No

✓ If yes, mention some of them, please?

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

Q14: “Blended learning: is the mixture of face-to-face content plus activity with digital content plus activity including offline and online learning: it can be an effective method for teaching writing skill”. To what extent you agree with this statement.

- Strongly disagree
- Agree
- Neutral
- Strongly agree

✓ Justify your answer please

Section Four: The Application of Blended Learning

Q15: How often do your teachers use blended learning in the classroom?

- Always sometimes never

Q16: Do you think that using blended learning can motivate you to develop your writing skill?

- Yes
- No

✓ Justify your answer please

Q17: Do you think that relying on documents and videos on Facebook helps you to improve your writing skill?

Yes

No

Q18: How do you find doing online-tests or practices after having written expression lesson using the blended learning?

Very helpful

Somehow helpful

Not helpful

Q19: If you have any further suggestions or comments concerning Blended learning, please cite them.

.....

.....

.....

.....

.....

Thank you for your collaboration

Appendix E: Teachers' Interview

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Division of English

Teachers' Interview

Dear teacher,

The main aim of this interview is to gather information for the accomplishment of a master dissertation about "*The Role of Blended Learning as Motivational Factor to Enhance Learner's Paragraph Writing*". Therefore, we would be so grateful if you could answer the following questions; your responses will be of a great help for the success of this research study. Thank you for your time and collaboration.

khawla SOUYEH

Blended Learning

Blended learning: Is the mixture of face to face content plus activity with digital content plus activity including offline and online learning.

Q.1 I want to ask you about the recent used teaching and learning method, the blended learning, in your personal point of view, what is blended learning?

.....
.....

Q.2 In the light of your definition, how can you apply this method of learning in your teaching process?

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

Q.3 Do you think that there is a relationship between the use of blended learning, motivation, and paragraph writing achievements?

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

Q.4 Do you agree that EFL learners will be motivated to write good paragraphs, if their teachers use Blended learning?

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

Q.5 As a teacher of written expression module, have you ever used this method?

.....

Q.6 a- If yes, Could you please give us some results or statistics that you obtain from your experience of using that method?

b- If no, could you please explain why and what the difficulties that prevents you from using it?

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

Thank you for your time and collaboration

Appendix F: Scoring Rubric

Scoring Rubric: Paragraph

AN INVESTIGATION INTO THE ROLE OF THE BLENDED LEARNING AS A FACTOR TO ENHANCE LEARNERS PARAGRAPH WRITING

	Maximum score	Actual score
Format and organization - The first line is indented - The paragraph begins with clear topic sentence - The paragraph contains supporting sentences, including at least one example. - The paragraph ends with an appropriate concluding sentence.	0,25	
	0,25	
	0,25	
	0,25	
	01	
Punctuation and Mechanics - Commas and period are used correctly. - The spelling is correct. - Capital letters are used correctly.	0,5	
	0,25	
	0,25	
	01	
Grammar and Sentence structure - Subject-verb agreement - Fragments - Run-on sentence+ Comma-splice - Tenses - Dangling and misplaced modifier	0,25	
	0,25	
	0,25	
	0,25	
	0,25	
	1,25	
Content -The paragraph fits the assignment. - The use of appropriate transitions. - Coherent and cohesive	0,25	
	0,25	
	0,75	
	1,25	
Vocabulary -Word choice	0,5	
	0,5	
	5	

Appendix G: Students' Attendance Sheet

The Role of Blended Learning Method to enhance EFL learners' motivation to write.

Souyeh Khawla

Third year students

Biskra University- English section-

Attendance Sheet

Full name	Pre-t	S1	S2	S3	S4	S5	S6	S7	S8	Post-t
Djefla Maroua										
Bouchami Amina										
Terghini Djemaa										
Bousouar Chaima										
Boussehel Meriem										
Bouzidi Majda										
Bourouis Rima										
Boulanouar Nessrine										
Boutabba Rasha										
Tiarci Wafa										
Bousseggama Djihad										
Bounab Sabrina										
Haddoud Khaoula										
Hassani Samiha										

- pre-test => Room 24 (faculty) => (Monday 3rd, 12, 2018) => 09:40 to 11:10
- 1st session => Room 1 (bettaybi) => (Thursday 06th, 12, 2018) => 08:00 to 09:30
- 2nd session => CEIL 08 => (Monday 10th, 12, 2018) => 11:20 to 12:50
- 3rd session => BC 10 => (Wednesday 12th, 12, 2018) => 11:20 to 12:50
- 4th session => Room 1 => (bettaybi) => (Thursday 13th, 12, 2018) => 08:00 to 09:30
- 5th session => Room 11 (bettaybi) => (Sunday 16th, 12, 2018) => 09:40 to 11:10
- 6th session => Room 16 (bettaybi) => (Wednesday 30th, 01, 2019) => 08:00 to 09:30
- 7th session => Room 16 (bettaybi) => (Sunday 03rd, 02, 2019) => 13:10 to 14:40
- 8th session => Room 16 (bettaybi) => (Monday 11th, 02, 2019) => 11:20 to 12:50
- post-test => Room 15 (bettaybi) => (Wednesday 13th, 02, 2019) => 09:40 to 11:10

Appendix H : Students' Consent Letter

Informed Consent

Dear Participant,

I am conducting a research into implementing blended learning method of teaching to enhance EFL learners' motivation to write. At this phase of research, I will be carrying a treatment on third year EFL students to examine the effectiveness of using the aforementioned method to reduce their writing difficulties and increase their motivation to write.

Therefore, you are invited to take part in this research study. Within a period of four weeks, two sessions per week will be organised. A pre test, a treatment, and a post test will be held respectively to investigate the utility of the proposed instructional method in improving your writing. Furthermore, questionnaires will be administered, and stimulated recall interviews will be carried out in an effort to explore your attitudes and opinions vis-à-vis the implementation of blended learning method.

Confidentiality, privacy, and anonymity of your personal information and data gathered throughout the process of conducting this research work will be ensured. Your participation in this research project is voluntary, and your consent can be withdrawn at any time.

If you consent to participating in this study, please sign the attached consent form. Your cooperation will be highly appreciated.

For further questions regarding this research project, you are welcome to contact the researcher.

Yours sincerely,

November, 2018

Researcher Contact Details:

SOUYEH KAWLA

Email: souyehkawl@gmail.com

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Department of Foreign Languages

Section of English

THE EFFECTS OF BLENDED LEARNING ON WRITING AND MOTIVATION

I have read and clearly understood the researcher's request. I consent to volunteering as a participant in the research project being undertaken by SOUYEH KHAWLA

Name: ...Bawehanni Amina.....

E-mail: ...mizalondom8@gmail.com.....


University: ...Ma.hamed.kheider.....

Faculty: ...Let.ets and For. em. languages.....

Department: ...For. em. Languages.....

Section: ...English.....

Date: ...06/12/2018...

Signature: 

Informed Consent

Dear Participant,

I am conducting a research into implementing blended learning method of teaching to enhance EFL learners' motivation to write. At this phase of research, I will be carrying a treatment on third year EFL students to examine the effectiveness of using the aforementioned method to reduce their writing difficulties and increase their motivation to write.

Therefore, you are invited to take part in this research study. Within a period of four weeks, two sessions per week will be organised. A pre test, a treatment, and a post test will be held respectively to investigate the utility of the proposed instructional method in improving your writing. Furthermore, questionnaires will be administered, and stimulated recall interviews will be carried out in an effort to explore your attitudes and opinions vis-à-vis the implementation of blended learning method.

Confidentiality, privacy, and anonymity of your personal information and data gathered throughout the process of conducting this research work will be ensured. Your participation in this research project is voluntary, and your consent can be withdrawn at any time.

If you consent to participating in this study, please sign the attached consent form. Your cooperation will be highly appreciated.

For further questions regarding this research project, you are welcome to contact the researcher.

Yours sincerely,

November, 2018

Researcher Contact Details:

SOUYEH KHAWLA

Email: souyehkhawla@gmail.com

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Department of Foreign Languages

Section of English

THE EFFECTS OF BLENDED LEARNING ON WRITING AND MOTIVATION

I have read and clearly understood the researcher's request. I consent to volunteering as a participant in the research project being undertaken by SOUYEH KHAWLA

Name: Boussouan Chaima

E-mail: Chaimaboussouan@gmail.com

University: Mohamed Kheider, Biskra

Faculty: Letters and Foreign Languages

Department: Foreign Languages

Section: English (G.3)

Date: 6/12/2017

Signature: 

Appendix I: Head of Department's Consent Letter

Consent letter for head of department

Dear head of department,

I am conducting an investigation into the role of blended learning method of teaching as motivational factor to enhance EFL learners' written production, as part of my Master dissertation at the level of third year students at the section of English in Biskra University. At this phase of research, I wish to conduct a quasi-experiment where the students of one of your teachers will be asked to sit for a pre-test and post-test.

I am seeking your consent to make one of your classrooms and the students of one of your teachers as my treatment group. During the quasi-experiment, written data will be gathered based on the pre and post-test and later analysed and presented in a written form as part of the final dissertation. No unwished information or student will be named or identifiable in this report.

If you consent to one of your classes being used as a treatment group, please sign the attached consent form and return it back to the researcher. You are entitled to withhold your consent for this project, and you may withdraw your consent at any time.

When the investigation is complete, you may request a copy of any data relating specifically to the treatment group.

If you have any questions or comments relating to this research, you may contact me at the following address.

SOUYEH KHAWLA
ENGLISH DIVISION
FACULTY OF LETTERS AND FOREIGN LANGUAGES
UNIVERSITY OF MAHAMED KHIDER OF BISKRA
Tel: 06 62 60 97 85
E-mail: souyekhawla@gmail.com

Yours Sincerely,

I consent the participation of one of our classes in the quasi-experiment and research project being carried by SOUYEH KHAWLA .

Name of university: Mohamed Khider University of Biskra

Name of head of department: Kerboni Sahi

Telephone number: 0771196136

E-mail: salimkerbon@gmail.com

Signed: 

Date:



Appendix J: Head of Section's Consent Letter

Consent letter for head of section

Dear head of section,

I am conducting an investigation into the role of blended learning method of teaching as motivational factor to enhance EFL learners' written production, as part of my Master dissertation at the level of third year students at the section of English in Biskra University. At this phase of research, I wish to conduct a quasi-experiment where the students of a teacher in your section will be asked to sit for a pre-test and post-test.

I am seeking your consent to make one of your classrooms and the students of one of your teachers as my treatment group. During the quasi-experiment, written data will be gathered based on the pre and post-test and later analysed and presented in a written form as part of the final dissertation. No unwished information or student will be named or identifiable in this report.

If you consent to one of the classes in your section being used as a treatment group, please sign the attached consent form and return it back to the researcher. You are entitled to withhold your consent for this project, and you may withdraw your consent at any time.

When the investigation is complete, you may request a copy of any data relating specifically to the treatment group.

If you have any questions or comments relating to this research, you may contact me at the following address.

SOUYEH KHAWLA
ENGLISH DIVISION
FACULTY OF LETTERS AND FOREIGN LANGUAGES
UNIVERSITY OF MAHAMED KHIDER OF BISKRA
Tel: 06 62 60 97 85
E-mail: souyehkhwala@gmail.com

Yours Sincerely,

I consent the participation of one of our classes in the quasi-experiment and research project being carried by SOUYEH KHAWLA.

Name of university: University Mohamed Khider

Name of head of section: Tayeb Bouhitem

Telephone number: 0772 574698

E-mail: tayebbouhitem@gmail.com

Signed: 

Date: 06/02/2018

Appendix K: Students' Pre- test scores

Student n° 1:

Pre-test

Full Name: B. ch. student N=1 (10)

Activity 01: Read the sentences and decide the right verb and its appropriate form: to be, to have, to play, to score.

- One of the most intelligent students who ~~are~~ ^{has} full marks... ~~is~~ ^{is} John.
- One of the books ~~has~~ ^{has} been missing. (4)
- The price of these jeans ~~is~~ ^{is} Reasonable.
- Neither his father nor his mother ~~play~~ ^{play} mahjong.
- The boss, as well as his colleagues, ~~had~~ ^{had} been robbed by the robber.

Activity 02: Choose the appropriate word: Unless, although, since, however, therefore.

- Our company expanded; ~~therefore~~ ^{therefore} we hired new personnel.
- Bernie had seniority; ~~however~~ ^{however} she was laid off. (3)
- ~~although~~ ^{although} you have not finished your report, you could go home early today.
- ~~Since~~ ^{since} last week, she has not been the same.
- She was attractive; ~~however~~ ^{however} she was not beautiful.

Activity 03: Identify the error's type then correct the sentence form.

- We have almost found all the pieces of the puzzle. /
~~We almost found all the pieces of the puzzle~~
- They wanted to start a band, none of them knew how to sing. /
~~They wanted to start a band, none of them know how to sing~~
- Confusing and distracting to readers. /
~~to readers confusing and distracting~~

1

4. They gossiped about many things at lunch they always have the most to say about their coworkers.

.....
They gossiped about many things at lunch they always have the most to say.

5. When writing a proposal, an original task is set for research.

.....
When writing a proposal, an original task is set for research.

Activity 04: write a paragraph

How could the implementation of information communication technologies (ICTs) affect the English language learning/ teaching process? Write a short paragraph (7-10) in which you explain the role of the internet and digital devices in learning English language.

3
The internet as well as digital devices have a big role in learning English for non-native speakers quickly and easily. The internet provided a platform for the spread of the language's culture, from movies, songs, documentaries and so on, leading people to pick up the language and its culture. Video games are also one of the means that helped in learning English because they are programmed in the English language. Also, the fact that English is a lingua franca, it becomes one because of the US dominance in economics and majority of production, fashion, trade, up phones ... these digital devices and the internet are one good luck of the great help to learning English.

Pre-test Scoring Rubric: Paragraph

**AN INVESTIGATION INTO THE ROLE OF THE BLENDED LEARNING AS A
MOTIVATIONAL FACTOR TO ENHANCE LEARNERS PARAGRAPH WRITING**

student N^o01

	Maximum score	Actual score
Format and organization		
- The first line is indented	0,25	0,25
- The paragraph begins with clear topic sentence	0,25	0,25
- The paragraph contains supporting sentences, including at least one example.	0,25	0,25
- The paragraph ends with an appropriate concluding sentence.	0,25	0,25
	01	04
Punctuation and Mechanics		
- Commas and period are used correctly.	0,5	0,5
- The spelling is correct.	0,25	0,25
- Capital letters are used correctly.	0,25	0
	01	0,75
Grammar and Sentence structure		
- Subject-verb agreement	0,25	0
- Fragments	0,25	0,25
- Run-on sentence+ Comma-splice	0,25	0
- Tenses	0,25	0,25
- Dangling and misplaced modifier	0,25	0,25
	1,25	0,75
Content		
-The paragraph fits the assignment.	0,25	0,25
- The use of appropriate transitions.	0,25	0
- Coherent and cohesive	0,75	0
	1,25	0,25
Vocabulary		
-Word choice	0,5	0,25
	0,5	0,25
	5	3

Student n° 5:

Pre-test Student N: 5

Full Name: B A. 8,5

Activity 01: Read the sentences and decide the right verb and its appropriate form: to be, to have, to play, to score.

1. One of the most intelligent students who ~~score~~ Full marks... ~~is~~ John.
2. One of the books... ~~has~~ been missing.
3. The price of these jeans... ~~is~~ Reasonable. 3
4. Neither his father nor his mother ~~play~~ mahjong.
5. The boss, as well as his colleagues, ~~have~~ been robbed by the robber.

Activity 02: Choose the appropriate word: Unless, although, since, however, therefore.

1. Our company expanded; ~~therefore~~ we hired new personnel.
2. Bernie had seniority; ~~although~~ he was laid off.
3. ~~Unless~~ you have not finished your report, you could go home early today. 3
4. ~~Since~~ last week, she has not been the same.
5. She was attractive; ~~however~~ she was not beautiful.

Activity 03: Identify the error's type then correct the sentence form.

1. We have almost found all the pieces of the puzzle. ~~emphasized... modifiers~~
~~mistake in the form~~
we... have... almost... found... all... the... pieces... of... puzzle.....
2. They wanted to start a band, none of them knew how to sing.
... they... wanted... to... start... a... band... ,... none... of... them... is... singing.....
3. Confusing and distracting to readers. ~~two word with the same meaning and am.~~
... ~~distracting~~ the reader.....

1

4. They gossiped about many things at lunch they always have the most to say about their coworkers.

~~no need for the explanation~~

~~they gossiped about many things at lunch~~

5. When writing a proposal, an original task is set for research. ~~parallel structure~~

~~writing a proposal is an original task for research~~

Activity 04: write a paragraph

How could the implementation of information communication technologies (ICTs) affect the English language learning/ teaching process? Write a short paragraph (7-10) in which you explain the role of the internet and digital devices in learning English language.

21) Nowadays, internet and digital devices are the main tools for every person, and the internet of all the world. They are used in every day life and nearly in any field. Internet and digital devices are ^{useful for} learning English language. People become very interested in learning English language ^{in?} by internet or by using digital devices. First it demands less effort and less time, and it mainly ^{offers} ~~provides~~ all what a learner need to learn the language from apps to different other ways and methods. Internet and digital devices are very important and very helpful in learning ~~and~~ ~~teaching~~ the language.

Good luck 😊

Pre-test Scoring Rubric: Paragraph

AN INVESTIGATION INTO THE ROLE OF THE BLENDED LEARNING AS A MOTIVATIONAL FACTOR TO ENHANCE LEARNERS PARAGRAPH WRITING

Student N^o = 5

	Maximum score	Actual score
Format and organization		
- The first line is indented	0,25	0
- The paragraph begins with clear topic sentence	0,25	0,25
- The paragraph contains supporting sentences, including at least one example.	0,25	0
- The paragraph ends with an appropriate concluding sentence.	0,25	0,25
	01	0,5
Punctuation and Mechanics		
- Commas and period are used correctly.	0,5	0
- The spelling is correct.	0,25	0,25
- Capital letters are used correctly.	0,25	0,25
	01	0,5
Grammar and Sentence structure		
- Subject-verb agreement	0,25	0
- Fragments	0,25	0,25
- Run-on sentence+ Comma-splice	0,25	0,25
- Tenses	0,25	0,25
- Dangling and misplaced modifier	0,25	0,25
	1,25	1
Content		
-The paragraph fits the assignment.	0,25	0,25
- The use of appropriate transitions.	0,25	0
- Coherent and cohesive	0,75	0
	1,25	0,25
Vocabulary		
-Word choice	0,5	0,25
	0,5	0,25
	5	2,5

Appendix L: Students' Post- test scores

Student n°1:

Post-test

Full Name: Bc ch student N°01 11,5

Activity01: Choose the correct verb form.

- Alex, as well as his brothers, (have/ has) has A good full time job.
- One of the best friend (is/are) is coming to visit me next month.
- None of my friends (was/were) were there. 4
- The boy who win the two medals (is/ are) is a friend of mine.
- The famous singer and composer (has/have) has arrived.

Activity02: Put the appropriate transition in the right place: furthermore, until, besides, although.

- Until the boss arrives, I am the one who makes rules.
- Tom is a good dancer; furthermore he is an excellent singer 4
- He is intelligent; although he is not educated.
- Besides having the highest sales, Paul is a nice man.

Activity03: Identify the error's type and correct it. 3

- Working all the weekend, Jame nearly earned five hundred dollars. working... all the weekend!... jame earned nearly five hundred dollars
circumlocution... modifier
- Since the drugs have many side effects. Run on
drugs have many side effects
- Opening a can of tuna, I cut my finger. /
- Last weekend I went to the football game, it was really exciting. comma splice
last weekend I went to the football game. It was really exciting
- My roommate never gets depressed she is always smiling. fragment

1

By... ruminates... never... gets... depressed... she is... always... smiling

6. We were told at midnight the concert would begin. ~~something~~ modifier

we were told the concert would begin at midnight

Activity04: Write a medium length paragraph (no more than 7 lines) in which you describe the advantages of Blended Learning Method in teaching and learning English as a foreign language.

4.5 There are many advantages to blended learning in both learning and teaching the English language. First of all, it helps students become autonomous learners. They learn by themselves and try to search and understand the subjects they do not fully master, and when they can not find what they are looking for they return to the teacher for some help. Second, it allows teachers to do more activities in the classroom. Since the students understand most of the lesson from a video or a document that the teacher put prior to the session, the teacher has to explain only a few points or sum up the lesson. Blended learning has more advantages than people think.

Good luck 😊

Post-test Scoring Rubric: Paragraph

AN INVESTIGATION INTO THE ROLE OF THE BLENDED LEARNING AS A MOTIVATIONAL FACTOR TO ENHANCE LEARNERS PARAGRAPH WRITING

Student N=01

	Maximum score	Actual score
Format and organization		
- The first line is indented	0,25	0,25
- The paragraph begins with clear topic sentence	0,25	0,25
- The paragraph contains supporting sentences, including at least one example.	0,25	0,25
- The paragraph ends with an appropriate concluding sentence.	0,25	0,25
	01	01
Punctuation and Mechanics		
- Commas and period are used correctly.	0,5	0,5
- The spelling is correct.	0,25	0,25
- Capital letters are used correctly.	0,25	0,25
	01	01
Grammar and Sentence structure		
- Subject-verb agreement	0,25	0,25
- Fragments	0,25	0,25
- Run-on sentence+ Comma-splice	0,25	0,25
- Tenses	0,25	0,25
- Dangling and misplaced modifier	0,25	0,25
	1,25	1,25
Content		
-The paragraph fits the assignment.	0,25	0,25
- The use of appropriate transitions.	0,25	0,25
- Coherent and cohesive	0,75	0,5
	1,25	01
Vocabulary		
-Word choice	0,5	0,25
	0,5	0,25
	5	4,5

Student n°5:

student N°5

Post-test

Full Name: B. d. 17

Activity01: Choose the correct verb form.

- Alex, as well as his brothers, (have/ has) has A good full time job.
- One of the best friend (is/are) is coming to visit me next month. 4
- None of my friends (was/were) was there.
- The boy who win the two medals (is/ are) is a friend of mine.
- The famous singer and composer (has/have) has arrived.

Activity02: Put the appropriate transition in the right place: furthermore, until, besides, although.

- Until the boss arrives, I am the one who makes rules.
- Tom is a good dancer; furthermore he is an excellent singer. 4
- He is intelligent; although he is not educated.
- Besides having the highest sales, Paul is a nice man.

Activity03: Identify the error's type and correct it. 5

- Working all the weekend, Jame nearly earned five hundred dollars. Displaced modifier
~~Working all the weekend, Jame nearly earned five hundred dollars.~~
nearly five hundred dollars
- Since the drugs have many side effects. fragment
~~Since the drugs have many side effects.~~
Drugs have many side effects.
- Opening a can of tuna, I cut my finger. fragment
~~Opening a can of tuna, I cut my finger.~~
I cut my finger while opening a can of tuna.
- Last weekend I went to the football game, it was really exciting. comma splice
~~Last weekend I went to the football game, it was really exciting.~~
I went to the football game last weekend; it was really exciting.
- My roommate never gets depressed she is always smiling. Run on
~~My roommate never gets depressed she is always smiling.~~
My roommate never gets depressed. She is always smiling.

1

My roommate never gets depressed; she is always smiling ✓

6. We were told at midnight the concert would begin. Displaced modifier ✓

We were told the concert would begin at midnight ✓

Activity 04: Write a medium length paragraph (no more than 7 lines) in which you describe the advantages of Blended Learning Method in teaching and learning English as a foreign language.

④ Blended learning is a term increasingly used to describe the way e-learning is being combined with traditional classroom methods and independent study to create a new hybrid and teaching methodology. This process improved the level of teaching and learning English as a foreign language because it facilitates the learning of English language by focusing on deeper learning, better information on and feedback on work. Also it supports the face to face teaching approach which make the learner excited and ready to learn more effectively. Blended learning makes learner more independent, and helped it to learn easily and in more interesting way.

Nim/her

Good luck ☺

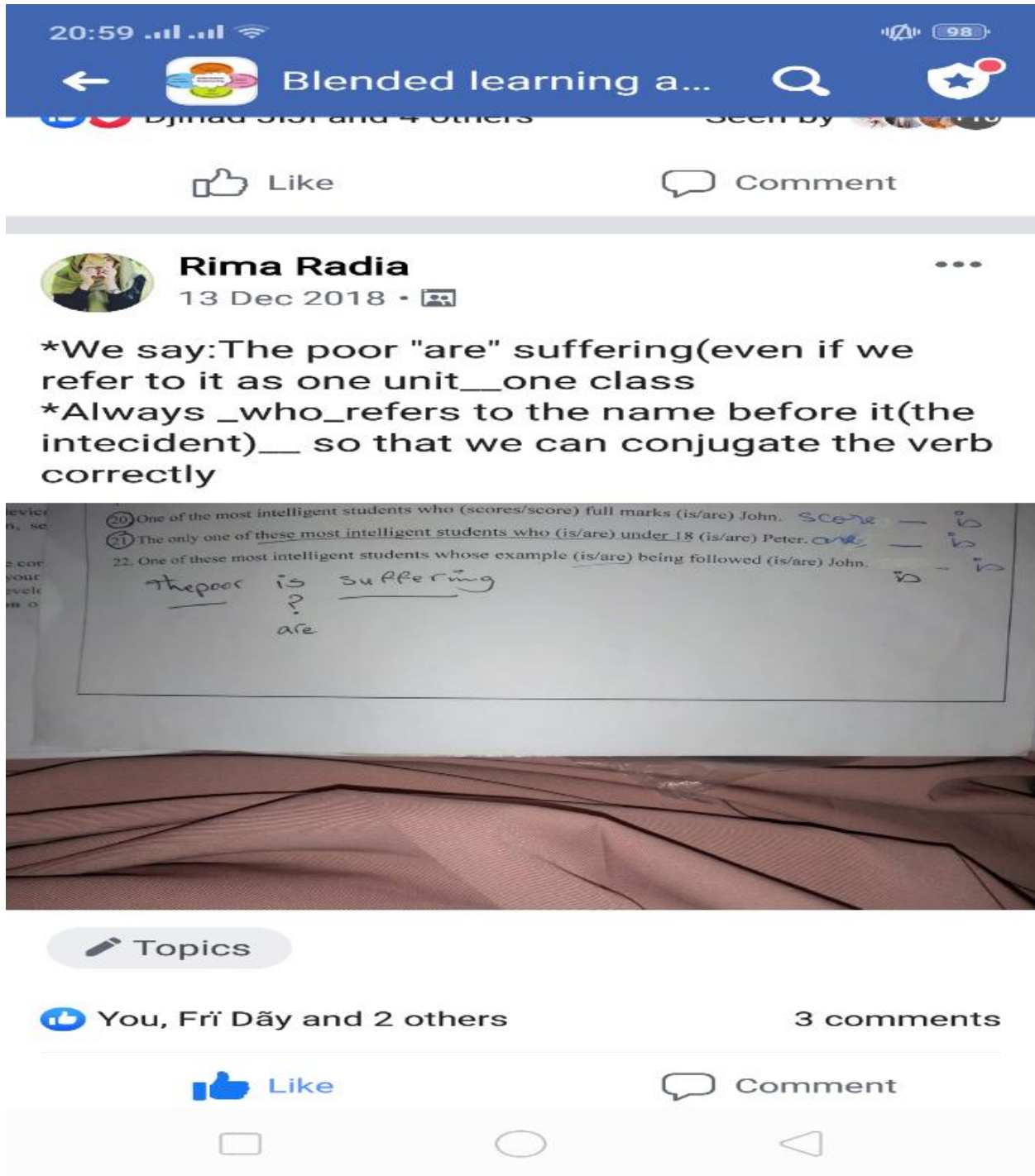
Post-test Scoring Rubric: Paragraph

**AN INVESTIGATION INTO THE ROLE OF THE BLENDED LEARNING AS A
MOTIVATIONAL FACTOR TO ENHANCE LEARNERS PARAGRAPH WRITING**

student N: 5

	Maximum score	Actual score
Format and organization		
- The first line is indented	0,25	0,25
- The paragraph begins with clear topic sentence	0,25	0,25
- The paragraph contains supporting sentences, including at least one example.	0,25	0,25
- The paragraph ends with an appropriate concluding sentence.	0,25	0,25
	01	01
Punctuation and Mechanics		
- Commas and period are used correctly.	0,5	0,25
- The spelling is correct.	0,25	0,25
- Capital letters are used correctly.	0,25	0,25
	01	01
Grammar and Sentence structure		
- Subject-verb agreement	0,25	0
- Fragments	0,25	0,25
- Run-on sentence+ Comma-splice	0,25	0
- Tenses	0,25	0
- Dangling and misplaced modifier	0,25	0,25
	1,25	0,75
Content		
-The paragraph fits the assignment.	0,25	0,25
- The use of appropriate transitions.	0,25	0
- Coherent and cohesive	0,75	0,75
	1,25	01
Vocabulary		
-Word choice	0,5	0,25
	0,5	0,25
	5	4

Appendix M: Facebook Screenshots

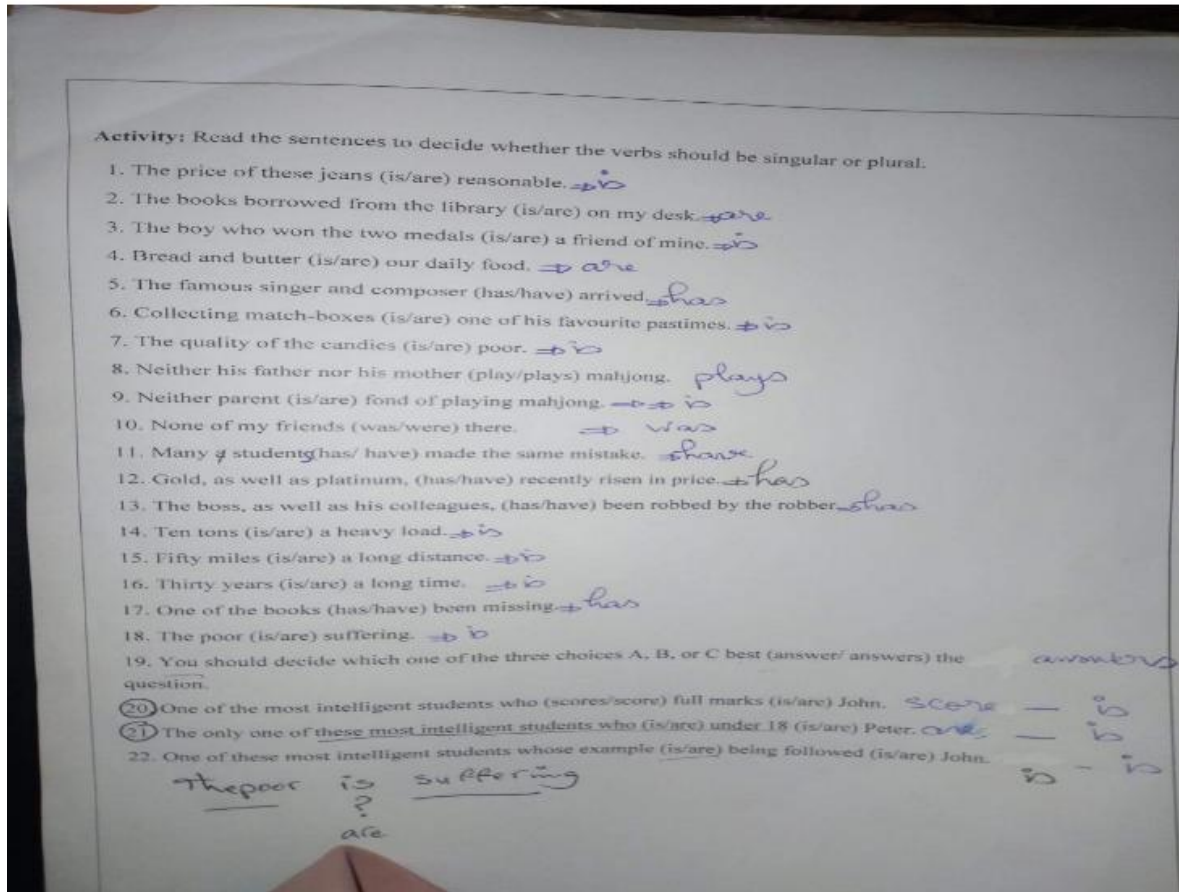




Rima Radia is 😊 feeling excited.

13 Dec 2018 • 👤

The answer of today's activity



Topics





Souyeh Khawla shared a link.

15 Dec 2018 •

concerning the lesson of subject-verb agreement let's check our understanding through this simple quiz.

click on the link below then click on start now



QUIA.COM

Quia - Subject-Verb Agreement Quiz

Choose the correct verb for each sentence below. You will only be able to take this ...



Topics

حنين الماضي and 8 others

10 comments

Like

Comment



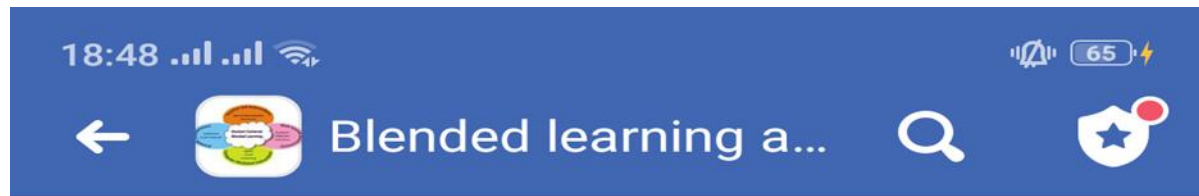
Cha Ima

Thank you. Your responses have been automatically graded. Here are your results.

Score Summary			
(Click on question number to jump to question.)			
		points earned	points possible
Question 1	correct	1	1
Question 2	correct	1	1
Question 3	correct	1	1
Question 4	correct	1	1
Question 5	correct	1	1
Question 6	correct	1	1
Question 7	correct	1	1
Question 8	correct	1	1
Question 9	correct	1	1
Question 10	correct	1	1
Question 11	correct	1	1
Question 12	correct	1	1
Question 13	correct	1	1
Question 14	incorrect	0	1
Question 15	correct	1	1
Question 16	correct	1	1
Question 17	correct	1	1
Question 18	correct	1	1
Question 19	correct	1	1
Question 20	correct	1	1
Score: (95%)		19	20

View 1 previous reply





Cha Ima

Founding member • 15 Dec 2018 •

Concerning example 21 from last session. This is my explanation about how it is "is,is" and not "are,is"

hope u r convinced 😊🙌

21 The only one of these most intelligent students who **is** under 18 is Peter.

- ⇒ The only one= only 1 person/student.
- ⇒ These= the most intelligent students.
- ⇒ Who= **The only one** (the one person/student).
- ⇒ **Is**= verb of the subj (The only one).
- ⇒ Under 18= is the adjective that the speaker wants to say about **the only one**.
- ⇒ Peter= **The only one** (who is under 18).

★if we say "**are**" we attribute the adjective (under 18) to "**These most intelligent students**" and by that the stc is incomplete. because it is said "**the only one**" not "**one of**".

Topics

You, Fri Dãy and 3 others

5 comments

Like

Comment



Souyeh Khawla

Logical analysis dear ❤️



Fri Dãy 🙌

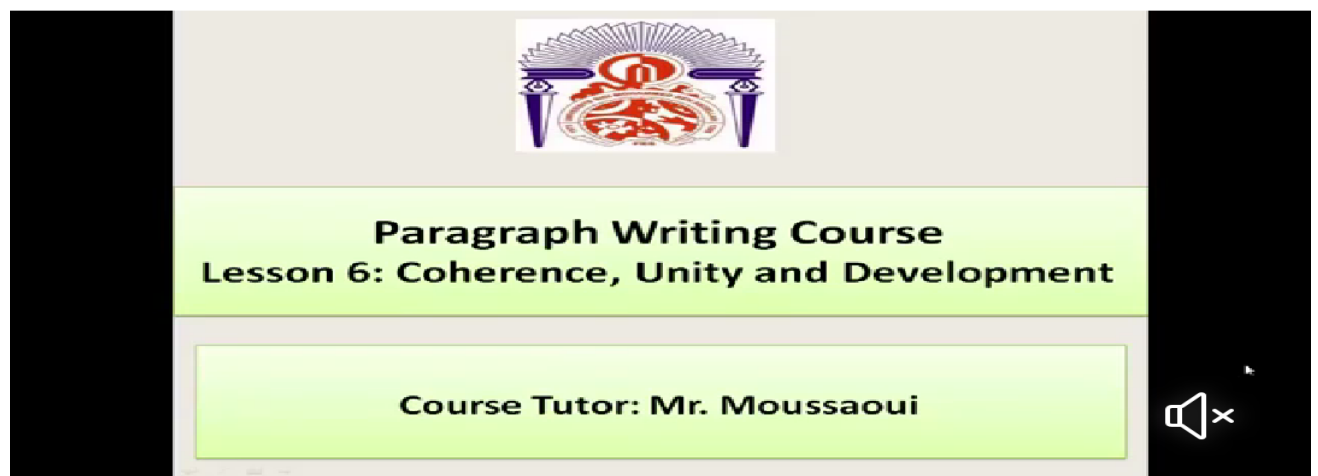
Yeah it is I convinced ❤️❤️❤️



Souyeh Khawla

9 Dec 2018 •

Dear students,
Good morning here it is a video about the coming lesson " paragraph coherence, unity, and development".
Plz concentrate while watching it and leave your opinion or ambiguous ideas in a comment.
Good luck



Watch this video with this group

START

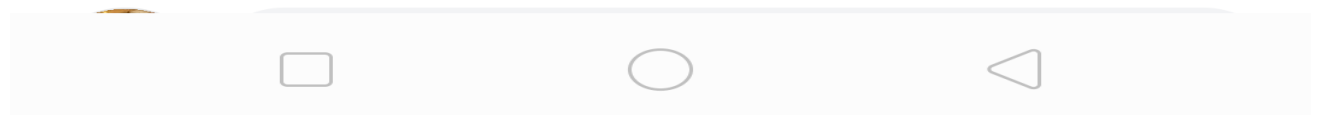
Topics

حنين الماضي and 11 others

13 comments

Like

Comment



الملخص

التحكم في مهارات اللغة هو أكثر المتطلبات الموصى بها لتعلم اللغة بنجاح، هذا يتعلق أساساً بمهارة الكتابة، وفي نفس السياق يرتبط نجاح عملية التعلم اللغوي أيضاً بالتحفيز، حيث لوحظ أن أغلبية متعلمي اللغة الإنجليزية كلغة أجنبية يواجهون صعوبة في الكتابة بحكم افتقارهم للتحفيز اللازمة لتقديم أداء أفضل في هذه المهارة. وبالتالي طرحنا في هذه الدراسة الأسئلة التالية: هل يحسن استخدام طريقة التعليم المدمج أداء متعلمي اللغة الإنجليزية في الكتابة كلغة أجنبية؟ وهل يمكن لهذه الطريقة أن تكون مصدراً تحفيزياً لهؤلاء المتعلمين؟ بالإضافة إلى ذلك، ما هي مواقف المعلمين تجاه هذه الإستراتيجية؟ بعد ذلك افترضنا أن تطبيق طريقة التعليم المدمج يعزز مستوى المتعلمين في كتابة الفقرات وافترضنا أيضاً أنه يمكن لهذه الطريقة أن تزيد من دافعيتهم تجاه المهارة الكتابية. الهدف من إجراء هذه الدراسة هو معرفة تأثير طريقة التعليم المدمج على تحفيز متعلمي اللغة الإنجليزية كلغة أجنبية لتحسين أدائهم في تكوين فقرة، بالإضافة إلى استنباط مواقف معلميها تجاهها. استهدفت هذه الدراسة متعلمي اللغة الإنجليزية كلغة أجنبية بجامعة بسكرة وطلبة السنة الثالثة كعينة. بالنسبة لهذا البحث فقد اخترنا تقنية العينة التطوعية. وللتحقق من مدى صحة الفرضيات المقترحة اعتقدنا أن مقارنة الأساليب المختلطة هي الأنسب. فيما يتعلق بهذه المقاربة تم اختيار ثلاث طرق لجمع البيانات: اختبار، استبيان للطلبة ومقابلة مع الأساتذة. بعد تحليل وتفسير البيانات المتحصل عليها، أظهرت النتائج أن طريقة التعليم المدمج يمكنها أن تساعد في تحسين الكتابة لدى متعلمي اللغة الإنجليزية كلغة أجنبية ومستوى الدافعية لديهم. أشارت النتائج أيضاً إلى أن أغلبية متعلمي اللغة الإنجليزية كلغة أجنبية أظهروا مواقف إيجابية تجاه استخدام طريقة التعليم المدمج وعبروا كذلك عن اتفاقهم مع تطبيق هذه الطريقة التعليمية.