



Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of English

MASTER DISSERTATION

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:
Dounia KAIB

**The Effectiveness of the Blended Learning Approach on EFL Learners’
Paragraph Writing: A Case Study of First Year Pupils at Mohammed
Bousbiaat Secondary School -Biskra**

Dissertation Submitted to the Department of English and Literature as Partial Fulfilment of
the Requirements for the Degree of Master in Sciences of Language

Board of Examiners

Chair: Mrs. Amina MANSOURI

Supervisor: Pr. Saliha CHELLI

Examiner: Mrs. Theldja AICHAOUI

Biskra University

Biskra University

Biskra University

Academic Year: 2021-2022

Declaration

I, **Dounia KAIB** do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed Kheider University of Biskra.

Algeria

Certified:

Mrs. Dounia KAIB

Master student, Department of English

Signature:

Dedication

I would like to dedicate this work to:

The soul of my dear grandmother

*My dearest mother, my source of encouragement and hope, who has always
been on my side.*

My dear father who has always been a source of power.

*My beloved husband, my mother and father in law and all the Tour
family.*

My beloved and cute Angels who mean the world to me.

*My sisters and brothers: Salah Eddine, Line Elabidine, Nadjib,
Rima and Fousra.*

To my shadow at the university Hadjer.

To Soulef, Dina and Farida

*All those who gave me love, patience and support, and without whom my life
is worthless.*

Acknowledgements

First of all, I would like to thank Allah the Almighty, the Most Gracious, and the Most Merciful for having supplied me with patience and strength throughout my studies and the process of accomplishing this dissertation.

My sincere gratitude goes to the one of a kind supervisor **Pr. SalihaCHELLI** for her constant replies to my calls, e-mails, precious guidance and patience.

I would like to express my thanks to the Board of Examiners; namely, **Mrs. Amina MANSORI** and **Mrs. Theldja AICHAOUI** for their valuable advice and insights.

My sincere gratitude to my teachers throughout the past two years, for their guidance, advice, and kind words, **Pr. SalihaCHELLI**, **Mrs. Samira MESSAIBI**, **Ms. KenzaMERGHMI**, **Dr. Barket TOURKI**, **Dr Elameri SEGNI**, **Dr. Moustafa MEDDOUR** and **Mr. Billal ZENNOU**

Special thank and gratitude for the participants, the first-year high school pupils who worked with me.

Abstract

Teaching writing in the era of technology has required from teachers' innovative and helpful strategies due to the difficulty of the skill for English as Foreign Language (EFL) learners in general and Algerian pupils in particular. Thus, the major aim of the research was to investigate the effectiveness of using the Blended Learning (BL) approach in enhancing secondary school pupils' paragraph writing in terms of organization. According to the nature of the research, a quasi-experimental design was used under the umbrella of the quantitative research approach. The latter was used in order to answer the research question and to test the hypothesis if the BL approach was used in teaching paragraph writing, first-year learners' paragraphs would be improved in terms of organization. For this purpose, two intact groups: a control group (n=20) and an experimental group (n=20) from Mouhamed Bousbiaat secondary school, Biskra participated in this study. The research was carried out throughout the comparison of the pre and post-tests means in the first phase: descriptive statistics. After that, an independent t-test was run through the SPSS package for hypothesis testing. The results revealed that the p - value (00.00) was less than the significance level (0,05); thus, the null hypothesis was rejected in favour of the alternative hypothesis. This confirms the significant effect of the BL approach on the pupils' paragraphs. It is deduced that the unusual BL environment could be an effective suggestion to Algerian secondary school teachers to encourage their learners to write adequate paragraphs.

Keywords: Blended Learning; paragraph writing; EFL learners.

List of Abbreviation and Acronyms

BL:Blended Learning

CMC: Computer-Mediated Communication

EFL:English Foreign Language

EL:English Language

ELT: English Language Teaching

ESL: English as a Second Language

FTF:Face-To-Face

H:Hypotheses

ICT:Information Communication Technology

LMS:Learning Management Systems

(n.d.):No Date

P-value: Probability Value

RQ:Research Question

SPPS:Statistical Package for Social Sciences

Sts: Students

TEFL:Teaching English as a Foreign Language

TIMeS:Taylor's Integrated Moodle eLearning System

Generation Z:the generation of people born in the late 1990s and early2000s.

Generally, members of *Generation Z* are tech-savvy, pragmatic, open-minded,individualistic but also socially responsible.

List of Tables

Table 3.1 Paragraph Writing Rubric and Scoring.....	79
Table 3.2 Control Group Pre-test Achievement.....	81
Table 3.3 Control Group Post-test Achievement.....	82
Table 3.4 Experimental Group Pre-test Achievements.....	84
Table 3.5 Experimental Group Post-test Achievements.....	85
Table 3.6 Group Statistics.....	86
Table 3.7 The Shapiro-Wilkand Kolmogorov-Smirnov Normality Tests.....	88
Table 3.8 Levene’s Test for Equality of Variance and T-test for Equality of Means.....	92

List of Figures

Figure 1.1 The Cycle of Writing Process.....	14
Figure 1.2 English Writing Organization Style	17
Figure 1.3 Slide ToDoc.com (How to Write an Effective Paragraph).....	18
Figure 1.4 Identifying the Major and Minor Supporting Sentences	19
Figure 1.5 Model Paragraph.....	21
Figure 1.1 The Emergence of Blended Online Learning.....	32
Figure 1.2 Blended Learning Environment	36
Figure 1.2 Key Elements of Blended Learning Environment.....	38
Figure 1.3 The Difference Between Synchronous and Asynchronous Learning	39
Figure 1.4 Hybrid Zone of Blended Learning.....	42
Figure 3.1 Pretest-Posttest Control Group Design.....;;.....	59
Figure 3.1 Control Group Pre-test Achievements Histogram.....	82
Figure 3.2 Control Group Post-test Achievements Histogram.....	83
Figure 3.3 Experimental Group Pre-test Achievements Histogram.....	84
Figure 3.4 Experimental Group post-test Achievements Histogram	85
Figure 3.5 Q-Q Plots Showing Distribution of Values (Pre-test.....	88
Figure 3.6 Q-Q Plots Showing Distribution of Values (Post-test).....	89

Table of Contents

Declaration.....	II
Dedication.....	III
Acknowledgemnt.....	IV
Abstract.....	V
List of abbreviations andAcronyms.....	VI
List of tables.....	IX
List of figures.....	IX

General Introduction

1. Background of the Study.....	03
2. Statement of the problem.....	02
3. ResearchAim.....	03
4. Research question.....	03
5. Research hypothesis.....	04
6. Significance of the study.....	04
7. Research methodology.....	05
7.1 Research approach.....	05
7.2 Population and sampling.....	05
7.3 Data gathering tools.....	05
7.4 Analysis Procedure.....	06
8. Structure of the Dissertation.....	06

Chapter One: Paragraph Writing

Introduction	08
1. Definition of writing.....	08
1.2 The Nature of Writing.....	11
1.3 The Aspects of Writing.....	12
1.4 The Writing Process.....	13
1.5 Paragraph Writing.....	14
1.5.1 What is a Paragraph?.....	15
1.5.2 Paragraph Organization.....	16
1.5.2.1 The Topic Sentence.....	17
1.5.2.2 Supporting Sentences.....	19
1.5.2.3 The Concluding Sentence.....	20
1.6 Paragraph Types.....	21
1.7 The Importance of Writing in EFL and ESL Classrooms.....	24
1.8 Writing in the Era of Technology.....	26
Conclusion	27

Chapter Two: The Blended Learning Approach

Introduction	29
2.1. D- learning, E-learning, and M-learning: Definition of concepts.....	29
2.2. Blended Learning.....	33
2.2.1 Blended Learning over Time.....	33
2.2.2 Definition of Blended Learning.....	34

2.3. Key Elements and Techniques of Blended Learning.....	37
2.3.1 Key Elements of Blended Learning.....	37
2.3.2 Techniques of Blended Learning.....	39
2.4. Blended Learning Modes and Models.....	40
2.4.1 Modes of Blended Learning.....	40
2.4.2 Models of Blended Learning.....	41
2.5 Using Blended Learning in EFL Education.....	44
2.6 Blended Learning Course Design.....	46
2.6.1 Guide lines and Factors for Blended Learning Course Designers.....	47
2.6.2 Blended Learning Course Design.....	48
2.7 Benefits of Blended Learning in Foreign Language Teaching.....	49
2.8 Challenges of Blended Learning.....	51
2.9 Teachers' and learners' Roles Shift in Blended learning.....	53
2.9.1 Teachers' Role Shift.....	53
2.9.2 Learners' Role Shift.....	54
2.10 Blended Learning in a Time of a Global Pandemic.....	55
Conclusion.....	56

Chapter 3: Data Analysis and Interpretation of the Results

Introduction.....	57
3.1 Research Design and Methodology.....	57
3.2 Aim of Experiment.....	58
3.3 Population/Sample.....	58
3.4 Data Gathering Tools.....	60

3.5 Experimental Procedure.....	61
3.5.1 The Pre-test.....	61
3.5.2 The Treatment.....	62
3.5.3 The Post-test.....	63
3.6 Content of the Experiment.....	64
3.6.1.1 The First Session (Paragraph Format and Components)	65
3.6.1.2 The Second Session (Topic Sentence Structure)	68
3.6.1.3 The Third Session (Supporting Details)	70
3.6.1.4 The Fourth Session (The Concluding Sentence)	73
3.6.1.5 The Fifth Session (The Use of Sequencers)	76
3.6.1.6 Post -test Session.....	78
3.7 Scoring Criteria.....	78
3.8 Analysis of the Results.....	79
3.8.1 Descriptive Statistics (Control Group Quantitative Results).....	80
3.8.1.1 The Control Group Pre-test Achievements.....	82
3.8.1.2 The Control Group Post-test Achievements	83
3.8.2 Descriptive Statistics (Experimental Group Quantitative Results).....	83
3.8.2.1 The Experimental Group Pre-test Achievements.....	83
3.8.2.2 The Experimental Group Post-test Achievements	86
3.9 Normality Testing.....	87

3.10	Inferential Statistics (Testing the Hypothesis).....	90
3.11	Interpretation of Results	93
	Conclusion	96
	General Conclusion and Recommendations	
	Limitations of the Study	
	Pedagogical Recommendation	
	List of References	
	Appendix	
	الملخص	

List of Appendices

Appendix 01	111
Appendix 02	111
Appendix 03	112
Appendix 04	113
Appendix 05	114
Appendix 06	115
Appendix 07	116
Appendix 08	117
Appendix 09	118
Appendix 10	119
Appendix 11	120
Appendix 12	121
Appendix 13	122
Appendix 14	122
Appendix 15	123
Appendix 16	124

General Introduction

1. Background of the Study

Throughout recent years, the world community has lived in an era of globalization. This era has given the English language EL an international outstanding position due to its wide spread and use among people and in several fields, as economics, tourism, and education is not an exception. Owing to the importance and the constant demand of EL, significant attention has been drawn towards teaching English as a foreign language TEFL. This latter has become a great challenge for teachers due to the complexity of the teaching and learning process itself. Thus, the traditional teaching and learning methods were an obstacle because they did not fulfil learners' needs since they were edged by the teacher's schedule, classroom's time, and the lack of technological competencies.

Traditional classrooms are no longer suitable places for teaching and learning in comparison to the technological era in which they are living. The integration of the various network tools, applications and distance learning has revolutionized teaching. Besides, integrating Blended Learning (BL) is one of the approaches. In the domain of TEFL, we noticed that EFL learners had difficulties in acquiring the EL skills, particularly writing. Because of the importance of writing as a means of communication, integrating BL into TEFL has become a requirement. Moreover, the facilities provided by the best aspects of the traditional method and the positives of online environment under the umbrella of BL can enhance the writing skill as an appropriate tool.

Writing is as important as the other EL skills because learners need it for communication. However, it was thought that BL as a technological method would be

General Introduction

effective for teaching speaking and listening skills only, whereas studies proved its effectiveness in teaching writing skills as well.

2. Statement of the Problem

It is worth noting that EL nowadays is the most widely spoken language in the world. Thus, the process of teaching and learning this foreign language requires innovative methods by EFL teachers. Moreover, the rapid development of technology, as well as, Information and Communication Technologies (ICTs) and their integration in the teaching and learning process in general and Teaching English as a Foreign Language (TEFL) in particular has highly, helped EFL teachers. Due to the importance of writing as a language communicative skill, teachers find themselves looking for new approaches to enhance their learners' capacities in writing meaningful paragraphs. Having been an EFL teacher for ten years, we noticed that paragraph writing is an obstacle for first year secondary school pupils', particularly when it comes to paragraph writing as home assignments. It is much more complex for them in terms of spelling, punctuation and flow, as well as generating and organizing ideas into a comprehensible piece of writing.

The actual problem we have observed, especially among first year secondary school learners' is the deficiency they had in writing organized and accurate paragraphs in EL based purely on their own ideas. Besides, writing paragraphs in homework assignments as well as in the examwritten expression has become a challenge for them. EFL learners' deficiencies with paragraph composition are due to the necessity to master various sub-skills. Writing a topic sentence, followed by supporting details, and a clincher is one of them. Therefore, teaching generating ideas and organizing them via board and text-book methods has become less effective for the Generation Z, which was born and raised in a technological area.

General Introduction

For the sake of enhancing first-year secondary school pupils' paragraph writing, a technological environment had been integrated to overcome this difficulty. Due to the limited and insufficient time allotted to writing classes at the secondary school level, Hussin et al. (2015) suggested an online learning environment for practicing writing in ESL/EFL context. Likely, the use of technology in education has opened the way for successful EFL activities (Rahim, 2019). One of the new methods is BL which is an instruction combining the advantages of both face-to-face teaching in the classroom and online sessions (Challob, Bakar & Latif, 2016). In other words, experiencing online teaching which is regarded as an extension of the traditional classroom may enhance EFL learners' paragraph writing.

3. Research Aim

The primary aim of the current study was to investigate the effects of the BL approach on improving EFL learners' outcomes in writing organized paragraphs in English at Mohammed Bousbiaat Secondary School in Biskra.

3.1. Research Objectives

The specific objectives of the present study were:

- To shed light on the difficulties first year Secondary school pupils faced during the process of paragraph writing.
- To examine the effect of integrating the BL approach in enhancing EFL learners' paragraph writing in terms of generating and organizing ideas.

4. Research Question

The study was guided by the following research question (RQ):

- **RQ1:** To what extent could the use of the BL approach in teaching the writing skill affect first year pupils' paragraph writing in terms of organization?

5. Research Hypothesis

In light of the aforementioned research question, we proposed the following hypothesis:

- **H1:** If the BL approach was used in teaching paragraph writing, first-year pupils' paragraphs would be improved in terms of organization.
- **H0:** If the BL approach was used in teaching paragraph writing, first-year pupils' paragraphs would not be improved in terms of organization.

6. Significance of the Study

The major challenge for the current study was the lack of research studies on the use of BL approach in instructing paragraph writing in Algerian instructional settings, particularly at secondary schools. To fill in this gap, the current study investigated the impact of the BL method on improving first-year secondary school EFL learners' English paragraph writing at Mohammed Bousbiaat Secondary school. Therefore, the significance of the study is threefold. Firstly, the study findings will be added to the limited literature on BL in the Algerian secondary school contexts. Secondly, the outcomes may inspire Algerian secondary school EFL teachers to use technology in teaching the writing skills, guiding their learners to depend on themselves while using e- learning and face-to-face methods in parallel. Finally, this study will be more helpful and beneficial for EFL learners to improve their performance in composing well-written paragraphs in English.

7. Research Methodology

7.1. Research approach

The present study was held to investigate the effects of the BL approach on paragraph writing skills of Algerian EFL learners. It was conducted at Mohammed Bousbiaat Secondary school, Biskra. A quantitative research methodology was considered appropriate for gathering the required data for the present study. The quasi-experimental design was used within the quantitative research method. This design was regarded as suitable for the primary goal of the study. This is due to the fact that it entails manipulating the independent variable in order to investigate its effect on the dependent variable. Therefore, this design incorporated a pre-test and a post-test designed for control and experimental groups. The latter received the treatment whereas the control group was taught writing through face-to-face learning.

7.2. Population and Sampling

Being an EFL teacher at the secondary school, my first-year EFL learners were the research case study during the academic year 2021-2022. Since the writing skills are crucial in their syllabus and writing paragraphs, particularly, are needed in their exams' written expression section; therefore, this is the reason behind opting for this sample. Among the five literary stream groups', two groups which contain 40 pupils were chosen randomly. The participants were divided into two equal groups of 20 pupils in each.

7.3. Data Gathering Tools

For the sake of answering the research questions and testing the hypothesis two groups from first-year EFL learners were used in this study. The control group (n=20) was subjected to the traditional face-to-face paragraph writing teaching and learning approach. The experimental group (n=20) was subjected to the BL approach. A pre-test and post-paragraph writing test were used to measure the effectiveness of BL in improving their paragraph writing.

7.4. Analysis Procedure

The obtained data from the pre and post-tests that were collected and corrected under a particular scoring criterion should be analysed. Furthermore, the collected data were entered in the Statistical Package for Social Science (SPSS) program which processed many results that were analyzed. Descriptive statistics was used to describe and organize data. Inferential statistics was used to analyze sample data and make inference about the population. Before testing the hypothesis, a test of normality was computer to measure the distribution of data before choosing the appropriate statistical test.

8. Structure of the Dissertation

The present dissertation is divided into three sections as follows: the first chapter sheds light on writing skills in general and paragraph writing in particular. Besides, the second chapter is devoted to present an overview of the BL approach: definition, modes, models, and focuses on the BL course design and the shift of teachers' and students' roles. The first two chapters provide an overview of the two variables, while the third chapter focuses on the analysis, interpretation and discussion of the results. Recommendations were set at the end to help teachers and learners in the field of TEF

Chapter One: Paragraph Writing

Introduction08

1. Definition of writing.....08

1.2 The Nature of Writing..... 11

1.3 The Aspects of Writing.....12

1.4 The Writing Process.....13

1.5 Paragraph Writing14

1.5.1 What is a Paragraph?.....15

1.5.2 Paragraph Organization.....16

1.5.2.1 The Topic Sentence.....17

1.5.2.2 Supporting Sentences.....19

1.5.2.3 The Concluding Sentence.....20

1.6 Paragraph Types.....21

1.7 The Importance of Writing in EFL and ESL Classrooms.....24

1.8 Writing in the Era of Technology.....26

Conclusion27

Introduction

In the teaching and learning process, FL learners need to master the four skills: listening, speaking, reading, and writing. Writing is one of the fundamental skills in learning FL and one the most important skills for learners as it can determine their literacy level. EFL learners must develop and master English writing after the four skills to acquire language proficiency. This chapter provides varied definitions regarding writing according to different perspectives; the nature of writing, the aspects, and the process of writing will be highlighted. As paragraph writing is the core of any piece of writing, a part of its definition, organization, and types will be recognized. At the end of this chapter, an overview of the importance of writing in EFL/ESL classrooms and integrating technology into writing will be provided.

1.1 Definition of Writing

Throughout history, writing has been a common concern among researchers and scholars because of the complexity of this skill. It has been regarded as the most inflexible skill to be acquired and taught. Besides, learners are supposed to learn it after mastering the other skills. Due to its importance in teaching and learning, the term is not framed in a single definition. Thus, writing was defined by researchers according to several perspectives.

Writing is one of the communication mediums and one of the four important language skills to teach. It is a skill that requires students to write down their opinion, thoughts, and feelings properly and naturally. This is what Spratt, Pulverness, and Williams (2005) confirmed:

Very simply, we can say that writing involves communicating a

message (something to say) by making signs on page. To write we need a message and someone to communicate it to. We also need to be able to form letters and words, and to join these together to make words, sentences or a series of sentences that link together communicate that message. (p.26)

So, in writing, learners should consider the used language's accuracy and communicate a message to an audience. Moreover, Kern (2000) states "Writing is functional communication, making learners possible to create imagined worlds of their design." (p.172). writing allows learners to express themselves differently. In the same vein, Miller (2001), as cited in Richards & Renanya (2003) "even though the writing production is an expression of one's individuality and personality, it is important to remember that writing is also a social endeavour, a way of communicating with people" (p.25). Hence, learners should construct between words or sentences coherently and organize ideas and opinions meaningfully to accomplish their writing competence. However, a special procedure should be followed to accomplish the skill.

In addition, writing is a process that occurs over time. More opportunities are required for the writers to undertake their internal feelings and process in writing skills (Sulisworo et al., 2016). Thus, it is a series of sentences arranged in a specific order and linked meaningfully. Likewise, the sentences are linked to other sentence structures as a whole to be understood. Besides, writing is a complex cognitive activity, and writers are required to control the content, format, structure, and other related linguistic component at the sentence level (Flower & Hayes, 1981). According to (Boardman & Frydenberg, 2002), writing is a continuous process of thinking and organizing, rethinking, and reorganizing. In other words, during the writing process, the writer should first consider the idea to be written, then recognize the idea into sentences, and finally organize those sentences into a

good paragraph or text. These processes are repeated until one can create a meaningful paragraph or text.

Writing is a productive skill used to transform thoughts into words and messages to convey. It is regarded as one of the most difficult skills in language production (Akhtar, Hassan, Saidalvi, & Hussain, 2019) because it involves ideas following, capturing mental demonstrations of knowledge, and subject practice (József, 2001). Along the same line, the complexity of writing skills lies in arranging and producing a concise, coherent, and readable text (Richards & Renandya, 2005), which necessitates organizing the idea by a specific intention (Johnstone et al., 2002). The final aim learners is to write accurate and correct and structured pieces of writing and this will be achieved as coherent, concise, and organized as the paragraph is. In brief, writing effectively means evolving the skills of embodying abstract thoughts and feeling into concrete ones.

Writing is regarded as a system that refers to the use of realistic signs to represent visual text. For example, Rogers (2005) defined writing as the process of formulating visible language through graphic marks. It involves not only representing through symbols but also sticking to the rules that govern those symbols to produce effective language. In addition, other researchers and experts consider writing as a "genre". The different types of writing refer to "genre"; as Harmer (2007) stated, genre mainly refers to the various types of writing. He also asserted

"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).

In other words, learners should know the different types of writing to know about the topic they are writing about and the audience they are addressing.

To conclude, writing is a difficult teaching and learning skill for teachers or students. To achieve writing competence, teaching writing as a system necessitates following the stages of the writing process. However, the different styles of writing "genre" are one of the characteristics of writing needed for language proficiency and writing mastery. So, writing is a means of communication, a process, a skill, and a genre.

1.2 The Nature of Writing

Writing is a crucial communication medium that is most needed in educational settings. The nature of writing has made it different from speaking skills in numerous ways. They are as follows: Physical, mental, cognitive activities, and a means of communication.

Writing is also a physical and mental activity to express and impress (Nunan, 2003, p. 88). It is classified as a physical activity because a writer is expected to be able to do the act of producing thoughts or words. When doing mental work, writing activities concentrate more on the act of originating ideas and thinking about how to organize and express them into well-defined sentences and paragraphs that enable readers to understand the written ideas.

Writing is also viewed as a cognitive activity as well. According to Hayes (as cited in Weigle, 2002), writing involves three major cognitive activities: text production, reflection, and interpretation. The three cognitive processes are used in both the drafting and the revising processes. Besides, writing is regarded by Nunan (2003) as a form of communication that is commonly used to impress and express. It signifies that writers usually have two main goals when creating writing works. The nature of writing could be

associated with the teachers' and learners' nature, and according to Stark (2005), writing is simply putting ideas on paper. In other words, students and writers prefer to express themselves on paper.

In short, identifying the nature of writing is related to the skill itself as a productive skill and the EL learners. The latter need it to convey their thoughts and messages. Thus, its aspects must be highlighted to have an overview of writing.

1.3 The Aspects of Writing

Due to the importance of writing to communicate ideas and thoughts in the teaching and learning process, conveying messages is required. Although writing correctly, including correct spelling, punctuation, suitable vocabulary, and grammar, is necessary, having a message and conveying it is as important as generating it.

Learners interested in writing must consider fundamental aspects before they engage in writing. On the same line, the aspects were asserted by Brown (2001) as follows. Firstly, contents related to elaborating thoughts via facts, opinions, illustrations, and personal experience. Secondly, the efficiency of the introduction, the logical order of ideas, the conclusion, and the length of writing are within the sphere of organization. Thirdly, paragraph unity, transition words, the topic sentences, and supporting details structure are related to the discourse. The fourth aspect deals with the syntax framework's word sequence or sentence organization. The fifth one includes vocabulary related to word choice in writing. The last aspect of writing comprises punctuation, word spelling, effectiveness, and the emergence of words in terms of mechanics.

Concisely, the above aspects are the ground for all learners before they start producing any piece of writing. They are valuable points for enhancing writing skills.

1.4 The Writing Process

Writing is a crucial skill in TEFL syllabuses, where learners need it to express their thoughts and ideas properly. Since it is a productive skill, it can be acquired at any time, unlike speaking, which must be acquired at a very young age. Therefore, writing an accurate and successful piece requires the following particular stages.

As was mentioned previously, writing is an acquired skill; as Langan (2008) stated "writing is a skill, not a "natural gift." It is like driving, typing, or cooking; and, like any skill, it can be learned" (2008, p. 13). To learn it appropriately, the writer must follow several nonlinear stages: prewriting, composing/ drafting, revising, editing, and publishing (Terrible, 1996). Besides, Richards and Renandya (2002) stated that teaching the writing process contains four main stages: planning, drafting, revising, and editing. Each stage suggests different activities to support learning writing. In the planning phase or prewriting clustering, brainstorming, and English Foreign Language (EFL) teacher proposes free-writing activities to develop the writing skill of his students. Later on, drafting is about fluency of writing on the students' part without paying much attention to the accuracy of the paragraph. The revising stage has to do with the general organization and content of the written piece in terms of going over the ideas to attract the reader's attention. The final stage is editing the final draft to be given to the teacher regarding spelling mistakes, punctuation, sentences, and grammar.

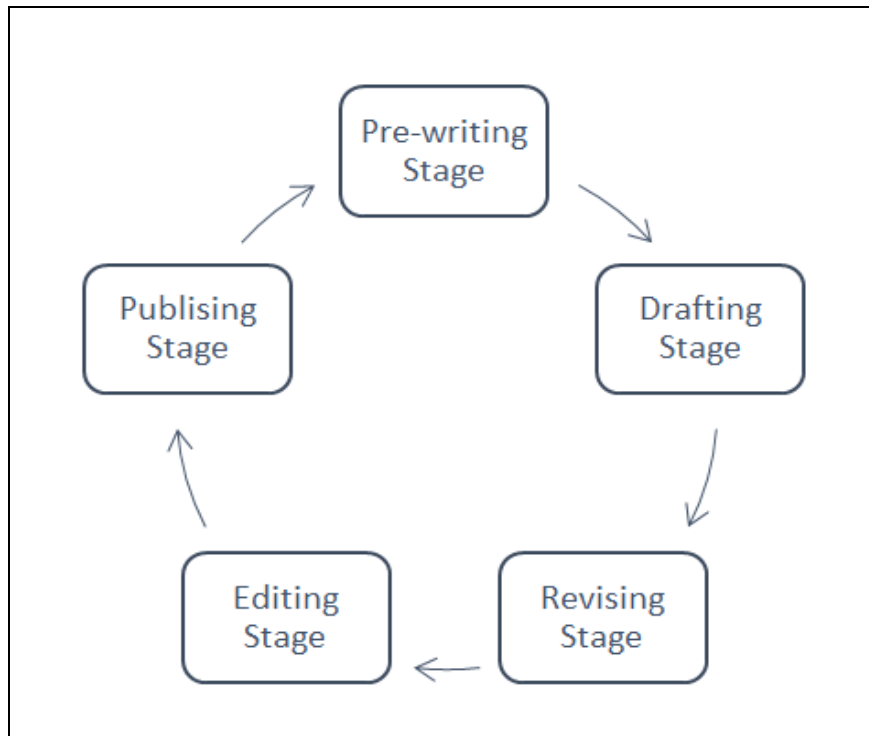


Figure 1.1 The Cycle of Writing Process

Tompkins (2004)

To conclude, the effectiveness of the writing process is linked to the writer's commitment to the stages, as Tompkins summarized the writing process in **Figure 1** in the form of a cycle. The stages in the cycle are related to each other; the writer starts with the prewriting stage, which means planning for writing. Then, moves to the drafting, revising, and editing stages. The final publishing stage is about sharing the written product with the readers.

1.5 Paragraph Writing

Writing is a crucial skill for students in their education because it helps them effectively write their ideas, opinions, and attitudes in different forms. Among the different forms of writing, paragraph writing is one of the most significant and needed types for

learners in their educational background i.e., they need it from primary to higher education. So, an overview of paragraph writing as a medium of conveying messages will be presented next.

1.5.1 What is a Paragraph?

Various types of writing convey ideas, such as essays, letters, paragraphs, dissertations, and articles. Among the various types of writing, paragraphs are the most important, and EFL learners face numerous difficulties in writing and creating a coherent piece of writing.

The paragraph is the cornerstone of any piece of writing which contains sequences of sentences arranged and organized meaningfully. According to Juzwiak (2009), a paragraph is "a distinct section or portion of a piece of writing, usually intended" (p. 4). Similarly, a paragraph is usually a part of a long piece of writing, for instance, an essay, letter, or story. However, under certain circumstances, learners require only one paragraph to accomplish their interests. A paragraph is a group of linked sentences dealing with a topic sentence that presents the main idea of the whole paragraph, and then supporting details give more instances and explanations to the main idea, ending the paragraph with a concluding sentence that summarizes the entire idea of the paragraph (Aldera, 2016). This means that the paragraph structure is composed of a topic sentence that carries the general idea of the paragraph. It is followed by a series of sentences that support the topic sentence. The final sentence is a clincher that concludes the paragraph properly. Zemach and Islam state that the paragraph is just one topic developed in about 6-12 sentences to give information, tell an opinion or explain something (2006, p.1). Thus, a paragraph that carries only one topic is illustrated in the first sentence. The following interrelated sentence supports the main topic.

As far as the previous definitions are concerned, and referring to what has been noticed is that all the definitions share the same concept. Therefore, a well-formed paragraph starts with a well-developed topic sentence followed by a group of interconnected sentences support thought. The final sentence should restate the topic. So, writing a good paragraph necessitates following a framework.

1.5.2 Paragraph Organization

As mentioned previously, a paragraph is the most fundamental and primordial unit of any piece of writing: essays, reports, letters, and articles. Its importance expands to the field of TEFL, whether for secondary school or university students, due to the need for well-organized academic writing compositions. Thus, the paragraph should be organized under certain steps followed by learners to achieve organization and coherence.

Writing a well-constructed paragraph requires keeping on a straightforward English writing organization style. Students who want to study at a college or university must learn to write a paragraph because all other academic writing styles are based on paragraphs. Academic paragraphs follow a very particular organizational pattern. Following this pattern, the written paragraph will be simple and understandable for your readers. This straightforward pattern is composed of a beginning (topic sentence), a middle (supporting sentences), and an end (concluding sentence). Here is a brief diagram (Boardman & Frydenberg, 2008) of the English writing organization style for your convenience.

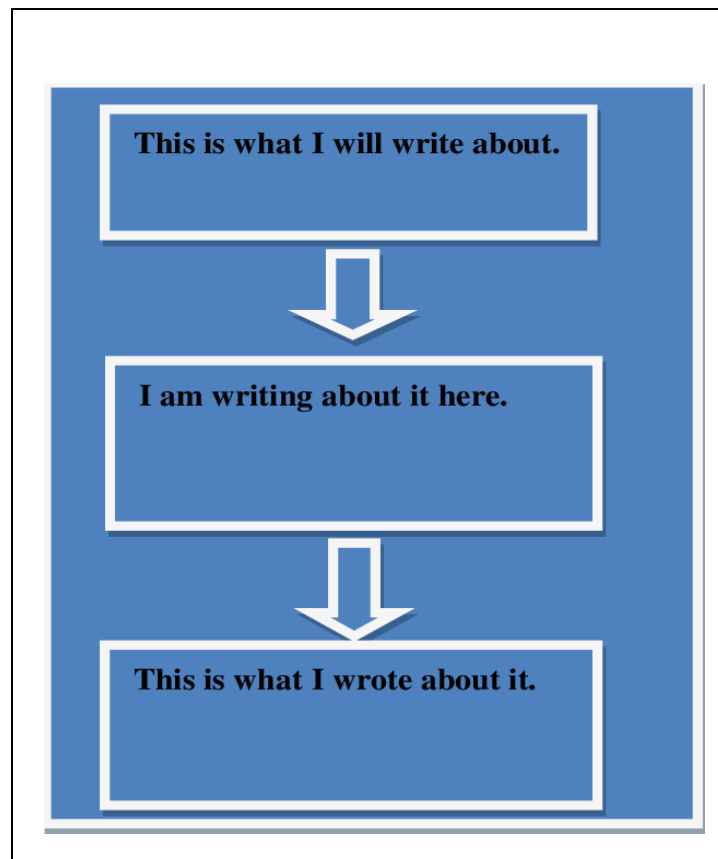


Figure 1.2 English Writing Organization Style

Boardman & Frydenberg (2008)

The above figure demonstrates the paragraph organization pattern divided into three main parts. The first part is "this is what I will write about," which refers to the topic sentence. The second part, "I am writing about it here," denotes the supporting sentences. Moreover, "this is what I wrote about" signifies the last concluding sentence.

1.5.2.1 The Topic Sentence

The topic sentence is the opening sentence in a paragraph that introduces and states the main topic. It is usually situated at the beginning of the line after an indentation. A topic sentence includes two parts: topic and controlling idea. According to (Wali&

Madani,2020),"The topic is a word or a phrase, which introduces what the entire paragraph is going to be about, and the controlling idea is the writer's opinion about the topic" (p.45).

The topic sentence is usually the first sentence in a paragraph. Accordingly, Hogue (1996) stated that "It is the top piece of bread in our paragraph "cheeseburger sandwich," where he proposed that the paragraph is like a cheeseburger sandwich, in which the top piece of bread is the topic sentence.

Similarly, controlling ideas is further required to limit a topic (Boardman & Frydenberg, 2008). In other words, the topic is guided by the controlling idea. In the opinion of Boardman and Frydenberg, a good topic sentence should have the next characteristics. Using descriptive adjectives before the noun, using several and many, and using numbers are the main features of a well-formed introductory sentence.

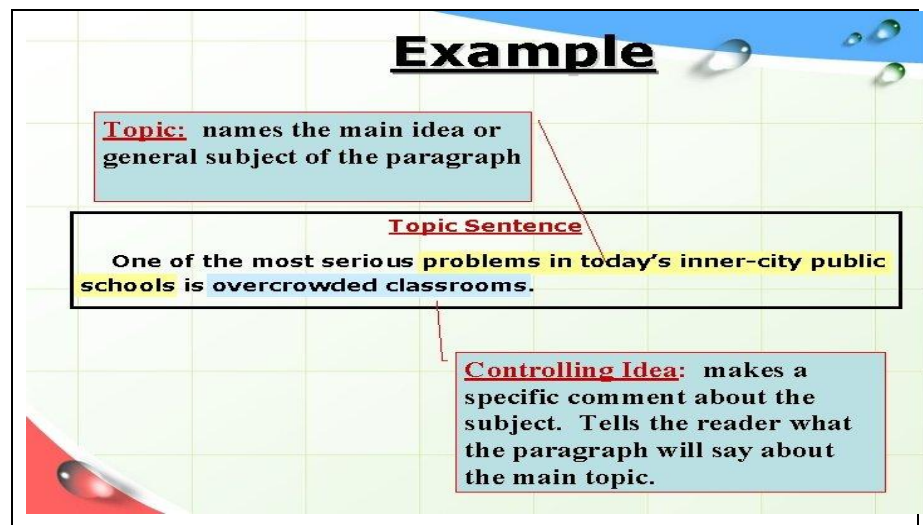


Figure 1.3 Slide ToDoc.com (How to Write an Effective Paragraph)

The above figure explains the topic's place and the controlling idea's position through the example. It should be general with a particular comment which is the writer's point of view.

1.5.2.2 Supporting Sentences

The sentences which stand after the topic sentence are called supporting sentences. They construct the body of the paragraph. These sentences offer support in the form of definitions, facts, examples, and shreds of evidence in order to convince the readers of your piece of writing. There are two different kinds of supporting sentences, as stated by Wali&Madani: **major supporting sentences** and **minor supporting sentences**. In a paragraph, major supporting sentences directly support the topic sentence, whereas minor supporting sentences support the major supporting sentences and indirectly support the topic sentence. Consider the modal outline below (O'Donnell & Judith, 1993).

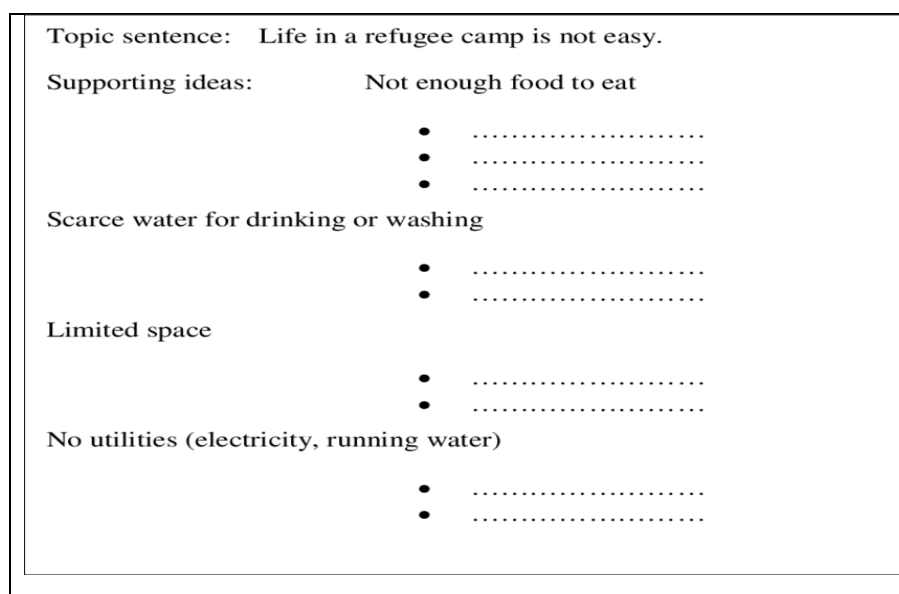


Figure 1.4 Identifying the Major and Minor Supporting Sentences
adopted from O'Donnell & Judith, 1993, (pp.7-9)

The topic sentence is written right at the beginning of the above figure. Several significant supporting details directly support the topic sentence. Other minor supporting sentences can be written under each major supporting sentence. Besides, the number of

minor supporting sentences is determined by the writer's ability to elaborate on the topic sufficiently. There could be one or more minor supporting sentences.

1.5.2.3 The Concluding Sentence

The final sentence that wraps up the paragraph is a concluding, a clincher, or a wrap-up sentence. It is situated at the end of the paragraph, restating the topic sentence. In other words, it is a sentence that provides the same idea of the topic sentence but differently. In addition to restatement concluding sentences, summary concluding sentences are another concluding sentence. A concluding sentence of this type summarizes all major supporting sentences and is presented as a concluding sentence, as Wali&Madani have stated. A concluding sentence generally begins with a transition such as in short, all in all, in conclusion, in summary. Not all concluding sentences require a transition. The writer will decide if it is needed (Boardman & Frydenberg, 2008). Besides, Hogue (1996) defined the concluding sentence as:

"Paragraphs that stand alone (that is, paragraphs that are not part of a longer composition) often have a concluding sentence at the end. A concluding sentence closes the paragraph so that the reader is not left expecting more. Do NOT introduce a new idea in your concluding sentence." (p.48)

Thus, a concluding sentence should review what has been mentioned in the topic sentence to avoid confusing the reader. The different parts of a paragraph are demonstrated in the below paragraph model proposed by Hogue.

Flight Attendants

Flight attendants have three important characteristics. First of all, flight attendants are friendly. They enjoy greeting passengers and making them feel comfortable. Sometimes passengers are afraid of flying. A friendly flight attendant can talk to them and help them feel calm. For example, he or she can explain strange noises made by the aircraft. Second, flight attendants are self-confident. They give instructions to passengers, and they must be firm enough so that passengers obey them. This characteristic is especially important in emergencies. Third, flight attendants are physically strong. They push heavy carts of food and drinks up and down the aisles. They also have to open and close the heavy doors of airplanes. In short, flight attendants are friendly, self-confident, and strong.

Figure 1.5 Model Paragraph adopted from Hogue, 1996, (p.37)

The above model shows the parts of a well-academic paragraph, the topic sentence, the supporting sentences, and the concluding sentence.

1.6 Paragraph Types

The types of paragraphs are related to the purpose of the paragraph itself. The goal behind writing the paragraph determines its kind: description, expository, narration, definition, examples and details, cause and effect, comparison and contrast, and classification are the different types of paragraphs. However, the following section will focus only on the three major types: narrative, expository, descriptive, and paragraphs.

Narrative paragraphs tell a story and direct the reader through the most important steps. In the same line, the simplest way to tell a story is through a narrative paragraph concerned with past events. It is organized like the other paragraphs (Topic Sentence, Supporting

Sentences, and Concluding Sentence).Anker (2010, p. 121) enumerates the following points as the foundation of narrative Writing:

- "It reveals something of importance to you (your main point)": this will be your topic sentence
- "It includes all of the major events of the story (primary support)": these will be the support, as discussed in the paragraph writing document, there should provide enough context.
- "It brings the story to life with details about the major events (secondary support)": while such details can be important in several cases if you have a word limit (e.g., a Proficiency Exam essay should be about 300-400 words long), you can include the secondary support as descriptive clauses in the primary support
- "It presents the events in a clear order, usually according to when they happened": because you want to guide your reader through the main steps, by using chronological order, you can make sure they can follow your story without confusing time jumps.

In addition,Wali and Madani asserted that transitions must be known and used when writing any type of paragraph. We have specific transitions for narrative paragraphs that give chronological order to the supporting sentences in the body of the paragraph. It is also worth noting that every transition must be followed by a comma (Boardman, 2008). Transitions in Time Order: first, at first, second, third, then, finally.

The second kind is **descriptive paragraphs** that describe how something looks, smells, tastes, or feels to your reader. The goal of a descriptive paragraph is to portray a realistic picture in the reader's mind. According to Walli and Madani, writing a descriptive paragraph attempts to convey a mental image or emotion through words. Besides, the reader should be able to visualize the scene you are describing in his or her mind. If you

say the new film actress is very attractive, your audience's next question will almost certainly be, "How does she look?" (Amiri, 2008).

Similarly, the crucial points to be taken into account, according to Anker (2010, p. 155), are as follows:

- "It creates a main impression – an overall effect, feeling, or image – about the topic": When writing your topic sentence, think about the big picture of what you want to describe
- "It uses specific examples to support the main impression": With your assistance, you will need to contextualize whatever you are describing so that the reader has a similar impression.
- "It supports those examples with details that appeal to the five senses: sight, hearing, smell, taste, and touch": You do not have to include all five senses in your descriptions; just the ones that make sense in the context of your writing.
- "It brings a person, place, or physical object to life for the reader": This commonly applies to experiences, but the main idea remains: provide enough detail for your reader.

In short, a descriptive paragraph enables the reader to imagine the scenes, the characters, and even the feelings in a written manner.

The **expository paragraph's** main goal is to explain a process following a chronological order. As a writer, explaining something in this type of paragraph necessitates following different ways; one popular method is to provide examples (i.e., for example, for instance, and so on). In the same way that space order is important in descriptive paragraphs, the logical order is important in expository paragraphs. Because everyone's logic is different, as a writer, you decide and order the major supporting sentences in your way. Transitional phrases that can help us give logical order to ideas are: *first, first of all, second, third, next, finally....* (Boardman, 2008).

Furthermore, expository paragraphs are used to explain something. They can provide information, explain concepts, or give directions. Expository writing frequently employs logical order because its information can be classified. Moreover, they use them to define terms, make comparisons, and demonstrate cause and effect.

All in all, the previous types are the main types of organizing ideas in the form of a paragraph following the same style of organizing the different types. The purpose of the writer determines the kind of the paragraph. Thus, other types were not mentioned.

1.7 The Importance of Writing in EFL and ESL Classrooms

Teaching EFL/ESL is challenging for tutors because they are asked to achieve the final aim of their learners. The final purpose is to master the four skills under the umbrella of language proficiency. Writing is among the most difficult skills for both teachers while teaching the process and the learners while learning it. They should master the writing skills of the FL because of its importance in the learner's educational career. Besides, learners should know how to communicate in written form with EFL/ESL.

Writing is a must-required skill for EFL/ESL learners' education life. As stated, "writing is not only a goal but also a channel of language learning to learners to successfully complete their college study and have access to further study" (Haiyan & Rilong, 2016). It is a communication medium to complete assignments, tests, and exams. The same idea is that "writing provides an important means to personal self-expression" (Mc Arthur et al., 2008, p.1). All that a person writes express in one way or another themselves comfortably. Moreover, writing expresses the social relationships through the individual's creation in his/her writing style.

Writing in EFL is a complicated skill requiring several stages such as brainstorming, multiple drafts, revision, and final editing (Jun 2008, p.96). It is not like writing in the mother tongue, and that is why students must work hard to succeed in the writing task. Writing in a second language can be frustrating and embarrassing for students with no prior knowledge of the language (Nation, 2003, p.2). EFL/ESL learners pass through various stages of the writing process, which are unconscious and mental. Thus, they are asked to write and re-write intensively and for a significant period of time to enhance their writing skills, which causes learners to become bored.

Writing is considered a mirror of the writer's identity, personality, and culture. According to Hyland (2003), "writing is one of the main ways that we create a coherent social reality through engaging with others" (p.69). In other words, a strong combination is drawn through writers' written texts and social experiences. Barrass (2005, pp. 11-19) claimed that writing helps students remember, observe, think, and communicate. The final aim of the teaching and learning process is to help students write properly. As claimed Xin, "what teachers need to do is to help learners find the real purpose to write to show them how to do it, to give learners the internal impetus to reflect on their own and to evaluate and correct it at the right time "(2007, p. 20). It means assisting students in discovering the true purpose of writing, demonstrating how to do so, providing learners with the internal impetus to reflect on their own, and evaluating and correcting their work at the appropriate time, is tutors.

EFL writing teachers should be motivated to provide students with adequate grammar, vocabulary, and spelling knowledge. Teachers should be conscious also that they are dealing with non-native speakers of the language, but with students whose, first language rules influence their second language. EFL teachers should act as facilitators of

the writing process, taking into account students' desires and the types of writing tasks applicable to their level.

1.8 Writing in the Era of Technology

Nowadays, technology has a significant impact on modern life. It is a helpful device that aids in learning the four skills. Technology has allowed students to improve their writing skills by providing a variety of applications, videos, websites, and online teaching. Besides, having control over technological devices and programs is a skill that should be mastered by both the teacher and the learner. However, technology's impact on learners while producing their written assignments is not neglected due to its influence on the final product. It also opens doors towards constructing new writing styles with the help of Computer-Mediated-Communication (CMC) and the available web programs that help them correct their spelling, punctuation, and grammar mistakes.

Technology helps learners enhance and develop their writing skills, whether with the accessibility of the internet or not. Using their personal computers or smartphone technology can support them in the writing process. Similarly, technology is not a substitute for a comprehensive writing curriculum; these tools should be integrated as scaffolds and supports. Besides, as with all technologies, learners need direct instruction and guided practice in using the tools to facilitate productivity rather than cause frustration. (Based on the report by George Peterson-Karlan & Phil Parette. About the TEAL Center, 2010). This means that direct instructions in the writing skill are not abandoned completely, but they are used in parallel with technological support.

In addition, using ICTs in the teaching and learning process would be a helpful medium if the teachers and learners have technological competence. Furthermore, having control over electronic media and use today is considered a skill, and the only one who is

skillful in that is the literate person (Hyland, 2009). It is also a key evidence-based method for supporting struggling writers (Graham & Perin, 2006). This is on one side. On the side of the teacher is a helpful means of teaching the writing skill through integrating technology, for instance: the use of videos, including print, hyperlinks, images, and sounds.

As far as it has been mentioned before, technology's expansion and integration into writing help develop the learner's competencies in writing. Even though students are exposed to a paper-and-pencil essay assignment, writing with technology will play a major role in their academic achievements. Technology has provided an important service in assisting both teachers and students in becoming acquainted with writing skills and being productive in using the technologies that best suit their needs.

Conclusion

Competent writers should owe the mastery of the writing skill due to the importance of the written assignments in their educational background. Since the writing skill is the most crucial and difficult among the four language skills, the writer must understand the fundamental and theoretical principles of writing, which allow him or her to progress in the practical phase. The latter was highlighted in the current chapter. Furthermore, having an overview of the writing skill, its nature, its process in general, and spotting the light on paragraph writing as well as its organization, in particular, could help EFL learners. The role of writing in communicating thoughts and transmitting messages, and integrating technological tools in writing, gives it a vital status in the EFL classroom.

Chapter Two: Blended Learning Approach

Introduction	29
2.1. D- learning, E-learning, and M-learning: Definition of concepts	29
2.2. Blended Learning	32
2.2.1 Blended Learning over Time	33
2.2.2 Definition of Blended Learning	34
2.3. Key Elements and Techniques of Blended Learning	37
2.3.1 Key Elements of Blended Learning	37
2.3.2 Techniques of Blended Learning	39
2.4. Blended Learning Modes and Models	40
2.4.1 Modes of Blended Learning	41
2.4.2 Models of Blended Learning	41
2.5 Using Blended Learning in EFL Education	44
2.6 Blended Learning Course Design	46
2.6.1 Guide lines and Factors for Blended Learning Course Designers.....	47
2.6.2 Blended Learning Course Design	48
2.7 Benefits of Blended Learning in Foreign Language Teaching	49
2.8 Challenges of Blended Learning	51
2.9 Teachers' and learners' Roles Shift in Blended learning	53
2.9.1 Teachers' Role Shift	53
2.9.2 Learners' Role Shift	54
2.10 Blended Learning in a Time of a Global Pandemic	55
Conclusion	56

Introduction

The noticeable development of technology lead researchers to apply it as a valuable tool in education in general and in TEFL, in particular, owing to the need for EL in any teaching/ learning environment. So, with the help of Computer-Mediated Communication CMC, the various network tools and applications, new teaching methods, and approaches have been integrated into the academic field. BL is one of the demanded approaches in the education because teaching is no longer limited to the four walls, a whiteboard, and a teacher (the unique source of information). Therefore, this chapter aims to review the theoretical literature related to the BL approach. It will shed light on e-learning, D-learning, and M-learning concepts; the historical background of BL, its various definitions, its essential elements, techniques, modes, and models are also included. In addition, the current chapter will cover the benefits of the approach in foreign language teaching and the challenges of the approach. Lastly, a selected BL course design was proposed and highlighting the position of the approach in a global pandemic was left to the end.

1.1 D- learning, E-learning, and M-learning: Definition of Concepts

The accessibility of information has increased the use of digital devices in education. Even so, the terms electronic learning (e-learning), mobile learning (m-learning), and digital learning (d-learning) are used interchangeably or in parallel to refer to technological learning. Basak et al. (2018) demonstrate that e-learning and m-learning are both subsets of d-learning. E-learning is an alternative to traditional education and a complement to it. E-learning (electronic learning), m-learning (mobile learning), and d-learning are all ways of learning digitally.

Firstly, d-learning is an educational approach that benefits pupils in the long term and employs a wide range of technology-enhanced instructional practices. It encompasses

blended learning, flipped learning, customized learning, and other methodologies that rely on digital technologies. D-learning is a word that is gradually replacing e-learning and refers to the use of information and communication technology (ICT) in open and distance learning. According to Yoon et al. (2012), Jay Cross was the first to suggest digital learning (E-Learning) in 1999. Different explanations and terminology emerge as technological tools advance, such as Internet-based training, web-based training, online learning, network learning, and distant learning. Thus, d-learning technologies assist learners in absorbing concepts more quickly and thoroughly, allowing them to connect theory and application more effectively. D-learning broadly describes a wide range of educational opportunities made possible by digital technologies (Dobrovolny., Edwards., Friend., & Harrington, 2015). In addition, Holzberger et al. (2013) defined it as the delivery of digital forms of media (e.g., texts or pictures) via the Internet; and the provided learning content and teaching methods were designed to enhance learners' learning and improve teaching effectiveness or to promote personal knowledge and skills. Moreover, d-learning enhances educational strategies by saving the instructor time and facilitating knowledge exchange. Bersin (2017) pointed out that:

Digital learning means bringing this together in a format that fits today's digital world of work. All great learning organizations should deliver learning solutions through simulations, collaboration, meeting other people, and learning from experts.

Therefore, digital learning is not all digital, but it should take advantage of digital tools in an integrated way. (p. 1)

In the era of the rapid flow of knowledge and information, the application of digital learning covers different fields and industries. Thus, distinct positions or points of view create different definitions.

Secondly, e-learning also has various definitions according to researchers' perspectives. As Basak et al. (2018) note, it is an alternative to traditional education and a supplement to it. The term "e-learning" was coined in the mid-1990s when the Internet was

beginning to gain pace (Garrison, 2011), and its use includes both computer-based and web-based learning. Fallon & Brown (2002) define e-learning as "any learning, training or education facilitated by using well-known and proven computer technologies, specifically networks based on Internet technology." Furthermore, e-learning contains many components that are pretty familiar with traditional learning, such as learner presentations, group discussions, conflicts, and other various communication methods and obtaining knowledge (Bencheva, 2010). The definition offered by the American Society of Training and Education is the most representative (ASTD). It describes e-learning as how students use digital media to study. The Internet, business networks, computers, satellite broadcasts, audiotapes, videotapes, interactive TV, and compact disks are all examples of digital media. Network-based learning, computer-based learning, and virtual classrooms are all part of the application. The third technological term related to the two previous ones is m-learning.

Although m-learning is regarded as an extension of e-learning, the quality of m-learning may be given with an understanding of mobile devices' unique constraints and advantages. Alan Kay originated the notion of the mobile educational instrument in the 1960s (Najmi and Lee, 2009, as cited in Pollara, 2011). They are interrelated as Sa'nchez-Prieto et al. (2016) confirmed that m-learning is a method of directly learning linked to e-learning, and it belongs to the independent typology, where the teaching and learning process can have an electronic context. Besides, Kothamasu (2010) argued that mobility helps expand teaching and learning beyond the traditional classrooms, and m-learning can increase flexibility and open new opportunities within the classroom for instructors and learners. Furthermore, it assists the next generation of instructors in upgrading their abilities to learn pedagogies of the present teaching force to 21st-century tools. According to Mohanna (2015), m-learning may be incorporated with various software and hardware

technologies into multimedia apps that can facilitate communication of the educational format in multiple formats such as games, short messages, quizzes, and multimedia resources. Similarly, m-learning may be used in various disciplines at many levels of education, including primary, secondary, higher, lifelong, community, and professional education.

As a result, the development of technological tools and programs requires integrating technology into education. This has led to the emergence of new approaches, for instance, BL. Like many approaches, it was set to improve the teaching/ learning process, particularly in teaching foreign languages.

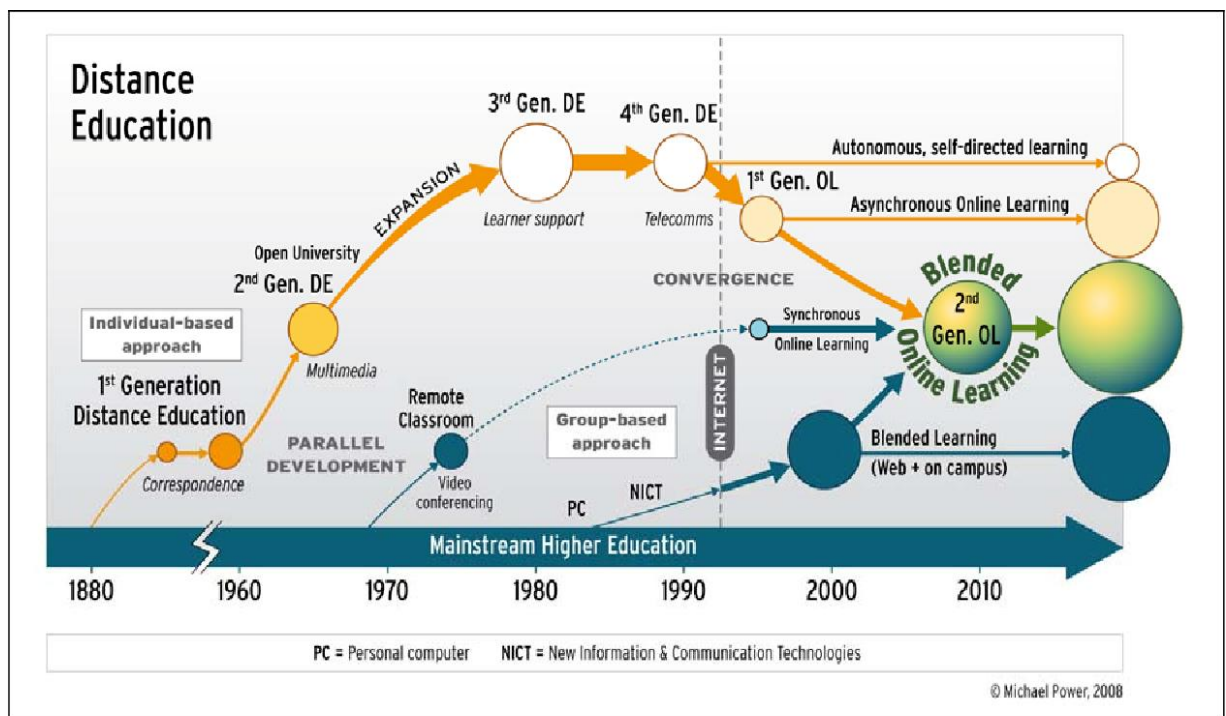


Figure 2. The emergence of Blended Online Learning

Figure 1.1 The Emergence of Blended Online Learning

(Michael Power, 2008)

Figure (1) illustrates the emergence of the BL since the integration of distance learning in education and online learning turned out to be a requirement. Blended Online Learning

appears under the umbrella of distance learning as a major force worldwide that bridges the two types of learning synchronous and asynchronous instructions and face-to-face and online environments. The numerous forms of BL have become the new wave in learning and teaching for generations.

The era of technology requires the three technological tools (d-learning, e-learning, and m-learning), which are significant at all the levels of today's education system.

2.2 Blended Learning

The following section will present the BL approach over time, different definitions of the approach and its components.

2.2.1 Blended Learning Over Time

The BL approach has been a learning and evolving process throughout time. Before defining it, we should first shed light on how it was generated and the historical context that formed its concepts. Pitman Training, which dates back to the 1800s, is credited with being one of the oldest examples of distant learning. Sir Isaac Pitman created shorthand and founded his teaching firm in 1837. He distributed shorthand texts to his pupils via postal postcards, and they were supposed to return them for grading and correction. Even though computers and mobile devices were not involved and would not be produced for another century, effective feedback and evaluation remained an important process element. It progressively began using and creating CD-ROMs to supplement its training and offer classes using video and sound features in the 1980s and 1990s Pappas (2015).

On the other hand, they said this method was primarily used in workplaces and industries. Companies created video networks as a training tool for new workers at the time. He also claimed that from the 1970s to the 1980s, the emphasis changed from industry and training to higher education. Besides, the growing use of computer-based learning and computer-assisted learning (CAL) from the 1960s to the 1970s permitted learners to integrate computers into their conventional educational settings (Bersin, 2004). Despite multiple variations on the notion that existed before, Pitman's concept resembled distant learning as we know it today (Pappas and Nicholas, 2015). Thus, this e-learning technique helps the teaching/learning process. Finally, from 2000 to nowadays, mixing this e-learning with face-to-face learning has led to the emergence of BL as a teaching and learning method.

2.2.2 Blended learning Definition

The BL method is a strategy that has developed and gained acceptance in educational communities over the last few years. It is set out to educate learners in ways that suit their learning styles and the technological era. However, discussing the precise meaning of the word "blended learning" is still ongoing (Kaleta, Skibba & Joosten, 2007; Graham & Allen, 2009). Several practitioners and researchers have tried to define it according to the way that works best in their classes and their trends and approaches; thus, definitions vary. However, there seems to be widespread agreement that blended learning involves a combination of face-to-face and online learning (e.g., Stacey & Gerbic, 2008; Graham & Dziuban, 2008). The term blended, or 'hybrid,' emphasizes that online included activities are just as significant as face-to-face activities.

In recent years, BL has become a mode of instruction for teachers that could offer an alternative to the traditional classroom. It is best defined as the "combination of face-to-

face instruction and distance learning" (Kazu &Demirkol, 2014, p.79). Applying this transmission strategy in the classroom is reasonably straightforward for a teacher familiar with technology and educated about his or her subject matter. Moreover, it is described by Russell T. Osguthorpe and Charles R. Graham (2003):

Blended learning combines face-to-face with distance delivery systems...the Internet is involved, but it is more than showing a page from a website on the classroom screen. And it all comes back to teaching methodologies -pedagogies that change according to the unique needs of learners. Those who use blended learning environments are trying to maximize the benefits of both face-to-face and online methods— using the web for what it does best and using class time for what it does best. (p. 227)

The pre-mentioned definition stated that BL joins face-to-face to distance transmission framework, but it is more than illustrating a page from a website on the screen... The ones who utilize blended learning environments attempt to boost the positives of both face-to-face and online strategies. Furthermore, Graham (2013) provides a more straightforward definition of blended learning, which is the combination of "online and F2F instruction." according to Driscoll (2019, p. 1), blended learning implies different things to different people. The definition of the term changes all the time as new concepts and technologies are introduced, demonstrating blended learning's potential for growth. Driscoll says that blended learning can include web-based technology, pedagogical methods, instructional tools, and actual work responsibilities. According to Albiladi&Alshareef (2019), blended learning is accomplished as a creative idea for linking major fields like teaching approaches, educational technology, and online learning and teaching platforms. The integration of technological tools and the traditional way of learning and teaching directed to set the new teaching method.

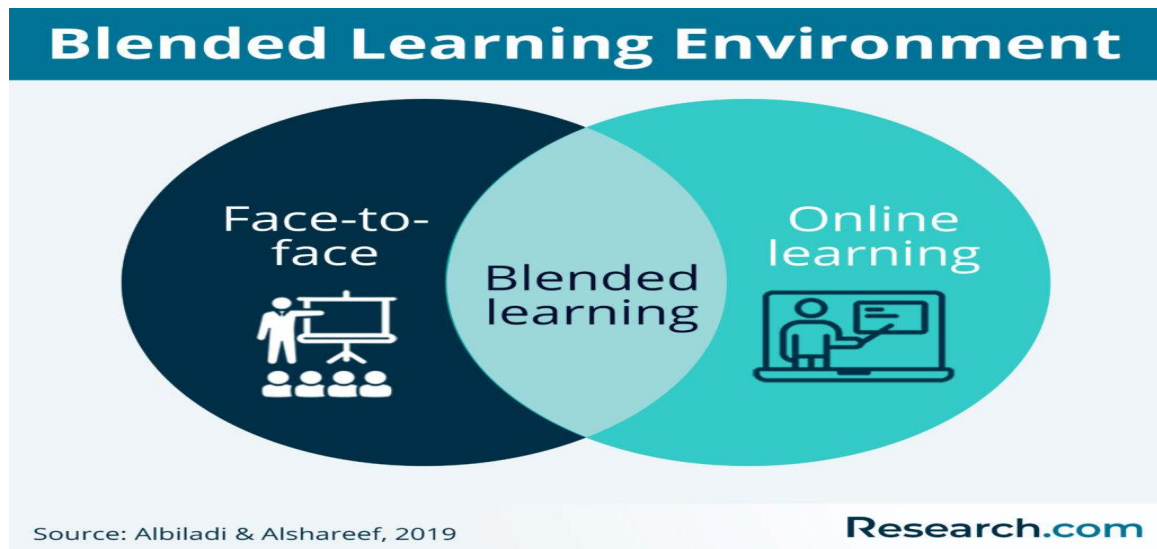


Figure 1.2 Blended Learning Environment

(Albiladi&Alshareef, 2019)

Figure (2) demonstrates the hybrid learning environment that combines traditional face-to-face classroom learning and online learning that includes technology. In addition, "Blended Learning" is defined as "an innovative concept that embraces the advantages of both traditional teachings in the classroom and ICT supported learning, including both offline learning and online learning" (Lalima& Lata Dangwal, 2017, p. 1). In other words, hybrid learning uses all technological tools to support the teaching/learning process.

More importantly, it is frequently part of a formal, structured, and considerate learning program implemented under a teacher's supervision and guidance to achieve excellent results (Boitshwarelo, 2009; Gatens, 2015). The online activities are as significant as F2F activities because they collaborate to achieve the teacher's specific educational goals. Also, Zhang and Zhu (2018,p. 268.) noted that finding a suitable environment for all learners is a difficult task, but the blended learning approach facilitates an "accessible, flexible, active, interactive, encouraging, and inspiring" teaching and learning environment . The hybrid learning environment encourages students to become

more self-confident, critical thinkers, and interactive due to the helpful and inspiring setting in contrast to conventional learning.

Thus, referring to what has been mentioned before, the BL method integrates traditional face-to-face learning with online learning in a motivating environment. This method facilitates both practitioners' and learners' teaching/learning processes, especially in EFL. It has become a revolution in EFL teaching and learning (Rahim, 2019) due to the importance of student-centered learning. Also, its implication in education proves its efficiency in enhancing learners' proficiencies and skills.

2.3 Key Elements and Techniques of Blended Learning

As far as the BL environment is concerned, hybrid learning is an efficient and highly needed approach in education. It has elements (components) and techniques that facilitate the correct implementation of the approach.

2.3.1 Key Elements of Blended Learning

Hybrid learning integrates face-to-face, person, or in-classroom teaching with online learning for group learners sitting in the same learning context. The learners attend a traditional classroom setting and, at home, complete their activities online. The critical elements of the BL method vary from one researcher to another. Thus, Baragash&AlSamarraie (2018) noted that online teaching includes **(i) synchronous and asynchronous e-activities, (ii) e-Learning objects and resources, and (iii) e-assessments**, which are frequently used to supplement weekly face-to-face lectures and in-class peer discussion in a typical (BL) setting. The following diagram illustrates the three previous elements.

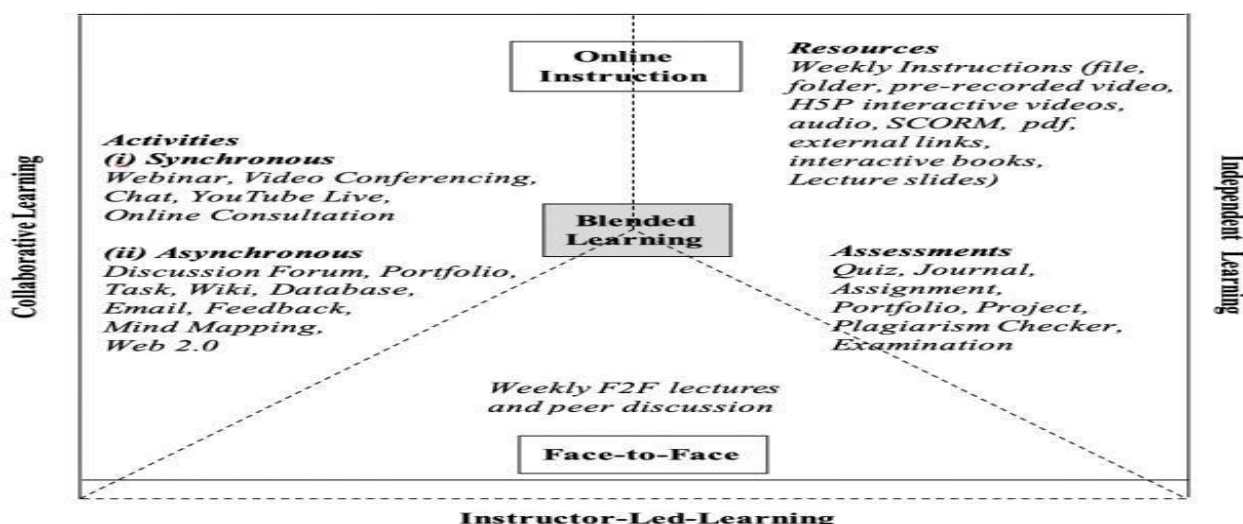


Figure 1.3 Key Elements of Blended Learning Environment

(Baragash&AlSamarraie, 2018)

As is demonstrated in Figure (2), Course instructions should make full use of Learning Management Systems (LMS) technologies, encompassing key elements such as resources, activities, and assessments, to enable the diversity of blended learning activities in delivery. This is done to encourage collaborative and autonomous learning among students while maintaining a mix of instructor-led and student-led learning. In addition, everyday BL activities include online lectures and tutorials created with a lecture capture system, discussion forums using Taylor's Integrated Moodle eLearning System (TIMeS) or (LMS), and social networking sites like Facebook and Google Plus. Interactive content like gamification, simulation, and animation; online collaboration using third-party tools like Wikis, Google Docs, and Google Classrooms; and the use of mobile devices. Moreover, "the use of virtual simulation, augmented reality and virtual reality in content delivery; "Bring Your Own Device" (BYOD) concept in classroom teaching and the use of audience response system to enhance student's engagement" (Lim et al. 2020).

Hybrid learning has expanded worldwide due to its positive effect on primordial fields and education in particular. It is related to the development of ICTs and the latest

networking platforms that facilitate practitioners' function using the BL approach. The last vital elements may provide an overview of this method, as well as the following techniques, will do.

2.3.1 Techniques of Blended Learning

The BL approach is a challenging design, especially while integrating face-to-face and online learning, inside and outside the classroom context. Due to the nature of hybrid learning regarding transformation, the method had to be guided by techniques that effectively facilitate its use. The techniques used in (BL) are Synchronous learning and Asynchronous learning.

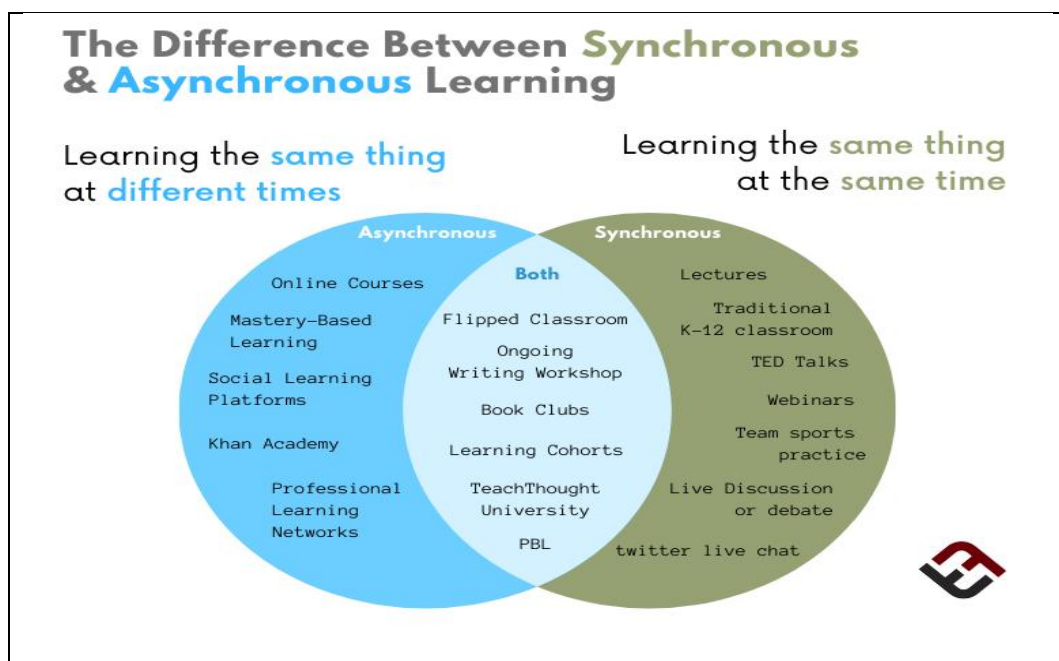


Figure 1.4The Difference Between Synchronous and Asynchronous Learning

(Terry Heick, 2022)

The above figure summarizes the differences between synchronous and asynchronous learning. The first one means that learning happens simultaneously but not precisely at the same place. In other words, the interaction between the tutor and the

learners occurs in the same period. The conventional brick-and-mortar classroom is the best example of such a type of instruction. Besides, TED Talks, lectures, whole class remote learning, real-time collaboration in project-based learning, face-to-face discussion, and debate are other forms of synchronous learning. Also, in BL courses, synchronous interaction occurs through live chat, live webinars (seminars) with participants, and Twitter live chats. However, the second one means the interaction does not need to co-occur and place, owing to Internet availability and accessibility. For instance, thanks to the Internet, sending e-mails, messages, or commenting on posts does not need face-to-face interaction. Moreover, without interaction, online courses, pre-recorded webinars, learning through video playlists, "digital platforms like Khan Academy," reading and audiobooks, and social learning forums.

In short, the digital era paved the way for the appearance of BL, which combines traditional methods of learning with online learning. Both synchronous and asynchronous learning were identified as facilitating techniques thanks to the hybrid learning approach, which bridged them.

2.4 Blended Learning Modes and Models

The nature of the BL approach connects two elements as Graham (2006) proposed in his definition that "Blended learning systems combine face-to-face instruction with computer-mediated instruction." The combination of the mentioned elements leads to the emergence of modes of delivery and teaching models that we will shed light on in the following part.

2.4.1 Modes of Blended Learning

Within the sphere of BL development in education and the mixture of the significant elements of the approach requires modes of delivery. The modes of BL are needed due to different activities in both face-to-face and online learning. According to Bath and Bourke (2010), BL represents a continuum span that includes numerous activities between traditional face-to-face interactions and online interactions. They distinguish three modes of operation to highlight how web-based technology is used in learning and teaching. Bath and Bourke suggested three modes that highlight using technology following a brick-and-mortar environment. It can be explained as follows: to begin with, the first mode considers technology as a facilitating tool for course organization, as well as helping students in their learning process, without minimizing the importance of traditional classrooms. The second mode regards that technology is employed to enhance the quality of learning through interactive learning activities and traditional classroom teaching methods such as reading and writing. Finally, in the third mode, lectures are delivered entirely online. Also, self-directed learning, interactive, and collaborative learning activities are helped by technology. In short, the above modes are supporting strategies in hybrid learning.

2.4.2 Models of Blended Learning

To facilitate the use of the BL approach, many researchers and scholars have proposed different models to illustrate combining the good elements in traditional classrooms with the good ones in computer-mediated contexts. The following diagram shows the most popular models among BL users.

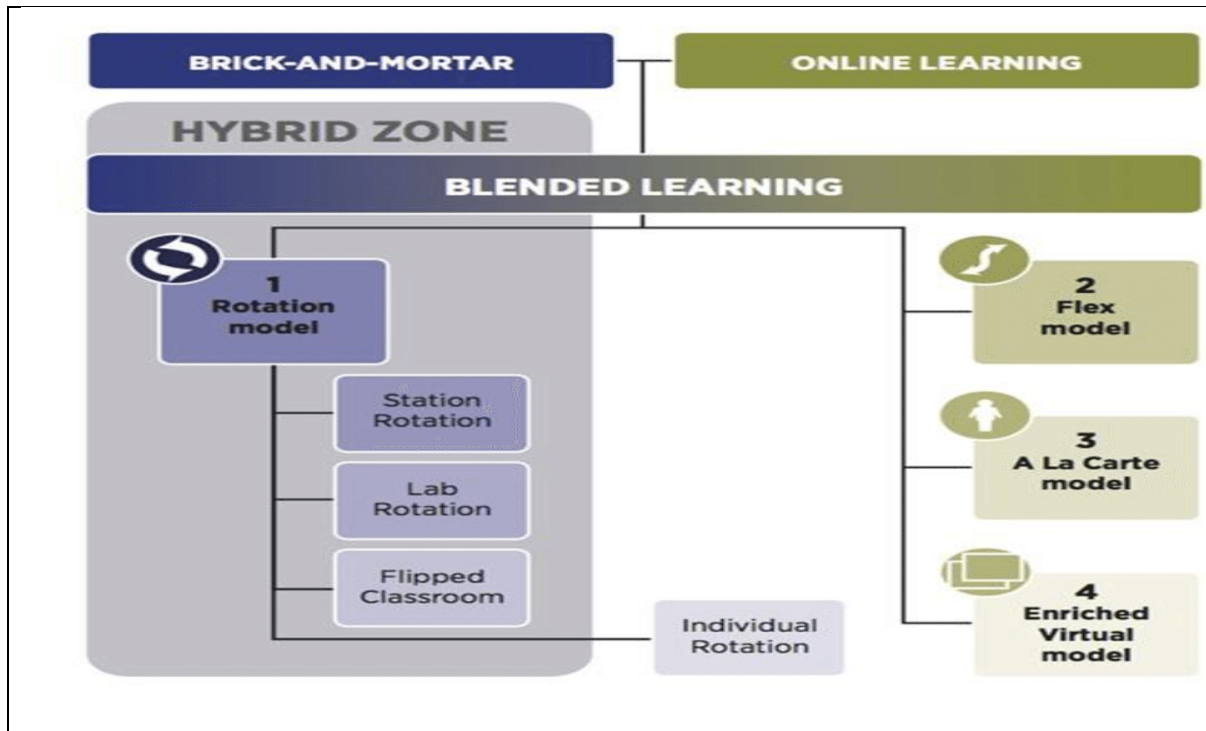


Figure 1.5 Hybrid Zone of Blended Learning

(Christensen., Horn., &Staker, 2013)

Figure (5) highlights the four BL models proposed by Christensen et al. (2013) in their book entitled *"Is K-12 Blended Learning Disruptive? An introduction to the theory of hybrids"*. They tried to combine the benefits of the traditional brick-and-mortar delivery method with the positives of online learning. Hence, the four principle models are Rotation, Flex, A La Carta, and Enriched Virtual. However, the Rotation model includes four sub-models: Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation.

The Rotation Model was explained by Christensen et al. (2013) as students rotate between learning modes. One of which is online education., within a specific course or subject (e.g., math) on a predetermined schedule or at the teacher's discretion. Other modalities include small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper homework assignments. Besides Station Rotation, Lab Rotation, Flipped classroom, and Individual Rotation is the Rotation Model's four sub-models.

Firstly, in the station rotation model (classroom rotation) learners' cycle across all the classroom locations in a course or subject. Secondly, the lab rotation paradigm encourages students to learn online and in classrooms. However, flipped learning is described as a model for blended learning by Zainuddin and Halili (2016) and Limniou et al. (2018). In the flipped classroom model, direct instruction (or lecture) is converted to video and distributed to students for viewing outside of class time. It is considered student-centered learning, where the learners are responsible for acquiring knowledge individually. According to Christensen et al. (2013), in this model, instructions' delivery occurs at first online, and later on, the learners on face-to-face interaction rotate on a fixed schedule. In other words, they receive the instructions and homework assignments online, whereas; in the classroom, the teacher guides the students in other activities. The individual rotation paradigm differs from the others regarding the learners' rotation, where they cycle only to the activities.

On the other hand, as Christensen et al. (2013) determined, the flex model is based on teaching students online, even if it occasionally directs students to offline activities. Likewise, they defined the A La Carta Model as is within which students take one or more courses entirely online with an online teacher of record while continuing to receive traditional brick-and-mortar education. Students can take online courses on-campus or off-campus. As they named the Enriched Individual Model, the last model refers to a quiet school experience in which students separate their time between joining a brick-and-mortar school and learning digitally via online content and instruction within each course (e.g., math).

It is worth noting that the previous models were designed to meet both learners' needs and practitioners for a successful implementation of hybrid learning. Because of the

technological development in education and distance learning, other models were suggested for the same purpose.

2.5 Using Blended Learning in EFL Education

The last few years have witnessed a significant development in technology, which has led to its integration into all fields, particularly in education. The adoption of technological tools and approaches paved the way for the evolution of technological education, especially in TEFL. Therefore, 9EQ leads to utilizing the BL approach in TEFL. ICTs in classrooms shift the teaching/learning process and oblige schools, tutors, and administrations. to integrate them as an effective tool in EFL. Hence, the following part will shed light on the significant reasons behind the use of BL in EFL teaching.

Teaching EFL has been the interest of both researchers and practitioners across time. Currently, the need to teach EFL in this digital era requires using BL as it was stated by Mondejar (2013) "that Blended learning (BL) is the out-of-class use of online and mobile learning tools to supplement traditional classroom environments." In other words, it facilitates learning outside conventional classrooms. BL is mainly a hybrid of two distinct learning models, in which students use online devices and materials outside of class to support face-to-face interactions in a conventional classroom setting. Consequently, there are various causes behind choosing this approach. Graham, Allen &Ure (2005) proposed three reasons behind employing the BL as a practical approach in teaching.

To begin with the first reason, teachers need to develop their pedagogy by generating a more engaging, student-centered learning environment for their students through BL, moving from the old-fashioned teaching method, teacher-centered, adopted in an on-campus context, to student-centered, where the whole focus is on the learner who is the core of the teaching/learning process. The second reason is that the use of BL offers

students more extensive access and flexibility to online materials and tools without giving up the human interaction of face-to-face contexts. This is helpful for students to learn both independence and self-reliance while planning for their lessons, whether face-to-face or online. Studies on BL (Rovai& Jordan, 2004; Tayebinik&Puteh, 2012) also indicate that a stronger sense of community is generated by BL courses generated between learners in a particular context than in both complete distance learning and brick-and-mortar classrooms. The final reason for incorporating BL is that it is considered more effective than traditional classrooms. In other words, modern technological tools suit the Z-generation way of thinking and work for hand in hand with their pedagogical needs. Thus, the teacher is no longer the only source of knowledge. However, a guide directs you at any time and any place flexibly. Thus, shy learners will have the chance to express themselves on electronic platforms rather than in traditional classes.

In addition, the reasons mentioned earlier enhance the incorporation of BL in teaching foreign languages. According to Ja'ashan (2015), BL can be implemented as a fundamental method for learning a foreign language with the standing trends of education. Besides, BL supports the EFL instructors in achieving multi pedagogical goals and helping the language learning process. Accordingly, it is effective for the teaching/learning process as it was supported by both Sharma & Barrett (2018), who stated that the BL approach positively has a place in the ELT (English Language Teaching) sector and, for certain institutions, BL platforms offer a range of new and inventive teaching opportunities. As a result, the hybrid approach gives EFL educators a chance and encourages them to practice the language both inside and outside classroom walls. Also, it is highly demanded as an EFL teaching approach universally. According to Zhang and Zhu (2018), developing a suitable learning context for all learners is challenging, but the BL approach facilitates a flexible, interactive, encouraging, and inspiring teaching and learning environment. It has

become the favorite method for learners. According to Rahim (2019), the inappropriate use of traditional methods in language teaching previously led to the appearance of BL as a movement in teaching and learning EFL.

Furthermore, while most institutions are concerned about student-centered learning, it is not broadly used in traditional methods. Furthermore, the flexibility of the electronic platforms used in the BL model aligns it with the current demand for foreign language learning. Because of its global significance, BL's significance extends beyond the boundaries of education to teaching EFL.

In brief, technology has advanced significantly in recent years, leading to its incorporation in all fields, especially TEFL. This urges researchers to generate and develop new approaches and techniques to enhance the teaching and learning process by combining the best of the face-to-face environment and online learning. As far as the reviews on implementing BL in EFL have shown positive effects, tutors and schools have been competing to use it in teaching foreign languages to accomplish their learners' needs.

2.6 Blended Learning Course Design

The current teaching methods need structured frameworks based on the approach's principles and models. The same is true for BL approach practitioners who are caught between a nutcracker in designing double-structured courses based on the benefits of traditional face-to-face learning and modern online learning. In other words, designing a lesson based on the two previous aspects and putting them in one bowl. Hence, there is no specific model for teaching due to the different BL models adopted by the teacher. This generates numerous BL course designs.

Nevertheless, BL is a teaching approach based on in-school tasks and online tasks, and there is not only one design that fits all learners and teachers. Accordingly,

Alpala and Flórez (2011) confirmed that applying a Blended Course should have an educational groundwork in each setting where it is planned to be developed. The tutor should design the pedagogical instructions parallel to their environments to accomplish the blended course aims and maintain students' interests. Before designing such a course, tutors should follow specific guidelines and consider factors to construct a practical blended course.

2.6.1 Guide lines and Factors for Blended Learning Course Designers

Owing to the different range of the BL environments and contexts, there is no particular type of a blended course. However, tutors were provided by recommendations that facilitate their course design. Practically, Tomlinson & Whittaker (2013) stated that before beginning a design or redesign process, identify your change drivers and propose four helpful guidelines.

Firstly, goal orientation refers to what the learners need their English for in the end. Secondly, there is sustainability in content stability, instructor fit, and cost-effectiveness. In other words, the content length and strength. Besides, how easy the courses will be for unqualified officer instructors to teach, and cost-effectiveness, and how cheap the centers/courses will be to run/maintain). Moreover, user experience in which feedback on the original blend's faults and the tutor's opinion on structuring a BL course in our context provided the best learning experience, funded by his slightly limited experience. Finally, they added, " my belief on how to design a blended learning course in our context to provide an optimal learning experience, which was supported by my somewhat limited knowledge and previous experience"(Tomlinson & Whittaker, 2013). (p.183). The most favourable learning knowledge has to be offered to design a BL course.

On the same line, designing a successful BL course Muxtorjonovna (2020) highlighted several factors that may affect the course construction. Initially, the enrolment

of the students has to be supervised and counted by the teacher before starting the lesson. In addition, a well-organized syllabus to pull them toward the course. Then, the planned activities are essential and must be distinctive and creative. Also, the teacher ensures that students do tasks or interact with the lesson content throughout the course. Afterward, completing the courses and submitting homework assignments should be completed during the lesson. The teacher should motivate and support the learners to engage positively to compile statistics on how many students complete the course or make it to the end. To end with the **score** factor, which concerns the modules scores, the graded scale of the subject, and the number of the scores should learners take to pass the subject. The last factors are a guiding map and helping notes in lesson designing.

In brief, the last provided BL guidelines-related recommendation and factors will be helpful for course designers in terms of highlighting the needs and interests of the students. They paved the way for tutors to structure courses following the suggested course design by

2.6.2 Blended Learning Course Design

Teaching foreign languages has been the interest of many practitioners, particularly TEFL, in a digital era that requires using BL. Along the same line, Huang, Ma, and Zhang (2008) created three models for instructors to use when creating a hybrid course for EFL learners. The first model depicts the three significant stages of hybrid development. The three stages are 1) pre-analysis, 2) activity and resource design, and 3) instructional assessment. The second model is known as the "process model." It consists of three modules to be completed once you reach the second stage of the first model. 1) Curriculum lead-in, 2) teaching new knowledge + tasks, and 3) review and assessment are the three modules. The final model is known as the "activity model." This model depicts

the activities that students should complete in each unit. They are as follows: 1) lead-in, 2) planning, 3) acting, and 4) review.

Planning the BL course on the part of the tutor required elements as Stracke (2007) recommended teachers to include three components in their hybrid course: knowledge of technology, printed materials, and complementarity between virtual and face-to-face sessions. So, a three-parts pattern of a good blended course was suggested by Marsh (as cited by Nantina Nilayon, 2019) as follows. Start with the online part, where learners are expected to watch grammar lectures and learn new vocabulary individually. The next part occurs in class, where students engage in communicative activities and re-invest the structure and vocabulary they have already learned. The final stage should take place online, where they should "review, extend, and consolidate" what they have learned. In this section, teachers can provide some online activities.

2.7 Benefits of Blended Learning in Foreign Language Teaching

Since the appearance of the BL approach and its implementation in FL education, researchers have shed light on it from all its aspects. Studies about its application in natural environments proved its effectiveness in language proficiency. As it joins the positives of its two components, it offers numerous advantages to the foreign language Learners that support them in accomplishing their learning needs.

The benefits of the BL approach encourage both learners and tutors to adopt it as an effective teaching method. As Neumeier (2005, p. 164) stated "the most important aim of a Blended Learning design is to find the most effective and efficient combination of the two modes of learning for individual learning subjects, contexts, and objectives." It is adopted to find the meaningful connection between the traditional method of teaching and online learning for the benefit of the learners in terms of topics, settings, and aims. The BL

benefits were identified by Marsh (2012), who has argued that it could offer the following advantages to learners more than conventional classrooms. First of all, more personalized educational experiences are provided by BL. Thus, it permits students to obtain and investigate online materials of their selection. Second, BL offers more personalized educational support to learners by enabling tutors and colleagues to provide more instant feedback on students' work.

Moreover, BL actively supports independent and cooperative learning via online interactive devices like social media networks and online meetings. In addition, it facilitates a wide range of learning styles by providing online access to a virtually limitless quantity of multimodal components. More importantly, it offers foreign language learners the opportunity to perform the target language outside the classroom. Consequently, it raises contact hours. Furthermore, BL supports learners in practicing the target language in a relaxing environment due to the lack of physical contact between peers. This leads to the improvement of foreign language practice more and more. Likewise, BL" provides flexible study, anytime or anywhere, to meet learners' needs (Marsh,2012, pp. 4-5). In other words, it offers flexible learning outside the walls of classrooms whenever and wherever they want. The final benefit of the BL approach is that it assists learners in up-date unique and crucial 21st-century skills, for instance: word processing, distance communication, and web searching. This is on the one hand.

Correspondingly, Wingard (2004) inserted the idea of accessibility which motivates learners as:

They like to have the ability to access course materials anytime, anyplace 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).

The approach proved its effectiveness in the available accessibility of information that was a helping factor for the student. This latter can learn everywhere and at any time flexibly and helpfully.

Evidently, (Saidalvi. et al. 1 2019) proved that BL technologies assist ESL learners in improving their language skills. It gives them a wide range of cooperative and communicative activities. Moreover, implementing BL provides ESL teachers with contextually relevant content for language transfer. According to Albiladi and Alshareef (2019), BL improves language skills progress, spreads English language learning contexts, and encourages learners to learn the language in contact with an authentic environment. It has advantages on the part of teachers as it was stated by Hughes (2007) that blended learning allows teachers to assess all learners while separating and providing personalized instruction. All these approved that implementing BL applications and technologies enhances ESL learners' skills and even enlarges critical thinking, and face-to-face learning is not the unique means of delivering information.

Thus, BL has raised its profile in education because of its benefits. Besides, it is worth noting that the results of the different studies proved its effectiveness in ameliorating learners' proficiency in almost all aspects of foreign language mastery. However, the application of the approach leads to several barriers that hinder the application of the BL model correctly.

2.8 Challenges of Blended Learning

Regardless of the advantages mentioned above of the BL approach and its effectiveness in enhancing education in general and teaching foreign languages in

particular, its implementation may cause challenges for tutors and practitioners. These challenges affect the implementation of the BL process.

The BL approach, whether in higher or secondary education, explains particular challenges especially during heavy periods. The Covid-19 obliged educational institutes to adopt it as an SOS plan to facilitate learning. The BL process was held back by particular challenges. Starting Staker & Horn (2020) state that online courses may be appropriate for older learners because they have more control over time, place, path, and pace. Nevertheless, younger learners who require additional learning assistance may find it challenging to learn their online courses individually.

Moreover, Yu (2015) adds that BL is more than just combining online and shared physical learning areas. It is a teaching and learning process that incorporates a multitude of elements such as learning environments (school, online, home, workplace, others), affective field (motivation, satisfaction, discouragement, frustration), and people (learners, teachers, parents, and other staff). Competence improvement process (lifelong learning and professional), The success of the approach is in the combination. As a result, it is a benefit as well as a difficulty. In other words, different factors integrate into the teaching and learning process such that it is a challenge for both teachers and learners to accomplish the approach's aim. Another challenge that faces teachers and schools in integrating the BL process, as confirmed by Stein & Graham (2014), is that blending efficient face-to-face teaching with flexible distance learning necessitates a high level of competence and innovation for teachers and school leaders. Also, teachers should develop their technical skills not to break down the teaching process and the quality of the approach. Therefore, all these pillars may affect the BL approach negatively if their involvement is wrong.

Lastly, learners, tutors, and schools are all towers of strength in teaching foreign languages through implementing the BL model. This is due to their complementary functions that drive each participant to do it correctly.

2.9 Teachers' and Learners' Roles Shift in Blended Learning

The teaching and learning process include teachers and learners as the essential participants in the procedure. Despite the progress of educational technologies and the implementation of modern approaches and tools, tutors and learners are still the pillars of the process. Their roles differ according to the applied approach, participants' needs, and the environment. As partakers in the process, the teachers and learners fulfill each other in the conventional or BL environment.

2.9.1 Teachers' Role Shift

Recently, leaders at the head of the world's educational systems have adopted BL as the non-traditional model of teaching to attract and encourage students. In addition, skillful teachers holding technological tools may be vital in motivating, enrolling, and changing the students' way of thinking about learning. The role of the teacher has changed while blending the best of face-to-face settings and the positives of online learning.

Previously, the teacher was the information provider, but recently he is not anymore due to the integration of distance learning. Ten roles of the BL teacher were stated in the document entitled "The Role of the Teacher in a Blended Learning Classroom" (nd). Firstly, the teacher has to understand the used technology by the learners because it is half of the road. Secondly, creating a data-driven culture is the role of the teacher to drive the limitless available information for the benefit of the learner and the syllabus. Thirdly, setting a high expectation of trusting and encouraging learners raises

their learning achievements. The fourth role is planning offline activities to re-invest, re-write, and re-collaborate the online ones, enhancing learners' deeper learning and checking their understanding on the part of the BL teacher to attain skilfulness. The keystone of an effective BL is when the students will be able to ask questions, monitor, and explain their knowledge using self-regulation skills.

Furthermore, the teacher has to create involving and related learning on-and offline. The next one is monitoring and checking data by the teacher in order not to fall into problems. The ninth role is the positive feedback that has to be provided by the teacher and celebrating the learners' success. The last role of the teacher is to encourage online discussion to increase the digital contact between e-learners.

In brief, the teacher's roles have shifted according to the technological area where learners live. However, from teacher-centered to learner-centered does not decrease the role of the teacher. On the contrary, he becomes a guide, monitor, and data checker.

2.9.2 The Learners' Role Shift

The learners' role has changed due to the transition of the BL model. They are no longer passive and are more active and motivated than in a face-to-face environment. According to Anthony (2019), students in well-implemented BL environments will achieve more autonomy in their learning. Hence, BL learners in hybrid settings will develop independence and self-sufficiency due to the flexible nature of the blended course that enables learners to develop their autonomy without being jailed neither to time nor to the four walls place. Because of the conversion to a newly embraced teaching model, the shift of the learners' roles was necessary that opened the door toward learners-centered learning. Marsh (2012) claimed that BL promotes learner-centered learning by incorporating certain elements and features in this context. Therefore, BL encourages learners to progress their

skills via planning their study time at any place they want because of the flexibility of the approach. So, being responsible for their own choices is another obtained skill too. The online platforms help learners collaborate. Consequently, students receive an instant "score" and correct themselves. In the end, mastering technology on the part of both teachers and learners will facilitate the roles in the Bl approach.

2.10 Blended Learning in a Time of a Global Pandemic

Recently, the world has witnessed during the last three years the COVID-19 pandemic. This latter has caused many effects on human beings in all aspects of life. Education was one of the domains that were damaged by the pandemic. Thus, schools, institutions, and even universities were locked because of the quick expansion of the pandemic among students. This problematic situation has obliged governments to shift into teaching using distance learning and BL technologies.

Due to the importance of education as a human right and a means for countries' economic growth, governments paid it a great attention during the COVID-19 pandemic. For that, UNESCO (2020) mentioned that almost 1.38 billion students from pre-primary to higher education were affected by the closure of their schools and universities. So, governments have been focusing on saving the years' progress. Online learning, as well as BL approaches, were the urgent solution. Correspondingly, an article from World Economic Forum (Li & Lalani, 2020) states that learning online can be more useful in many aspects than physical classroom learning but merely for learners who know how to access the Internet and how to use the technological tools. To overcome internet accessibility, UNESCO (2020) outlines distance learning solutions for schools and school administrators, teachers, students, and families/caregivers, comprising learning solutions with powerful offline capacity for anyone with limited digital access. However, the reality

is that COVID-19 can reshape the education system for better and for worse (Li & Lalani, 2020). Its appearance brings a new vision towards life's aspects in general and education in particular because teachers, schools, and academic institutions shift to distance learning as a solution to reopen schools and universities.

To close, the recent pandemic has pushed governments to use the BL approach and online learning to resolve the current crisis. Since the learners and tutors have missed the face-to-face contact and the physical environment, distance learning has bridged them under the umbrella of BL technologies to save the learners' future and stay in contact with them.

Conclusion

As far as the BL approach is concerned, this chapter has highlighted the most significant aspects of the BL approach in line with the available literature. It focuses on the shift of the teachers' and learners' roles under the umbrella of the educational technologies. Moreover, a simple and clear BL course design proposed by Marsh (2012) and provided a demonstration.

Chapter 3:

Data Analysis and

Interpretation of the

Results.

Chapter 3: Data Analysis and Interpretation of the Results

Introduction.....	57
3.1 Research Design and Methodology.....	57
3.2 Aim of Experiment.....	58
3.3 Population/Sample.....	58
3.4 Data Gathering Tools.....	60
3.5 Experimental Procedure.....	61
3.5.1 The Pre-test.....	61
3.5.2 The Treatment.....	62
3.5.3 The Post-test.....	63
3.6 Content of the Experiment.....	64
3.6.1.1 The First Session (Paragraph Format and Components)	65
3.6.1.2 The Second Session (Topic Sentence Structure)	68
3.6.1.3 The Third Session (Supporting Details)	70
3.6.1.4 The Fourth Session (The Concluding Sentence)	73
3.6.1.5 The Fifth Session (The Use of Sequencers)	76
3.6.1.6 Post -test Session.....	78
3.7 Scoring Criteria.....	78
3.8 Analysis of the Results.....	79
3.8.1 Descriptive Statistics (Control Group Quantitative Results).....	80
3.11.1.1 The Control Group Pre-test Achievements.....	82
3.11.1.2 The Control Group Post-test Achievements	83
3.11.2 Descriptive Statistics (Experimental Group Quantitative Results).....	83
3.11.2.1 The Experimental Group Pre-test Achievements.....	83

Chapter Two: The Blended Learning Approach

3.11.2.2 The Experimental Group Post-test Achievements	86
3.12 Normality Testing.....	87
3.13 Inferential Statistics (Testing the Hypothesis)	90
3.14 Interpretation of Results	93
Conclusion	96

Introduction

In the two previous chapters we offered a brief literature study regarding the BL approach and the writing skill particularly composing paragraphs. Meanwhile, the current chapter is concerned with the results' analysis and interpretations. It is divided into two sections: the first one describes the dissertation approach, and the second discusses the findings of the data obtained. The ultimate aim of this dissertation was to investigate the effectiveness of using the (BL) approach in enhancing first year high school learners' paragraph writing in terms of organization; therefore, the quantitative method, and more specifically the quasi-experimental is the most appropriate for this study. This latter was conducted at Mohammed Bousbiaat Secondary school, Biskra. The experiment is discussed in detail by stating its research design and methodology, its aims, the population under research, the sample, and the experiment's contents. Furthermore, the current research intends to determine if the treatment has a positive effect on first-year high school students' paragraphs throughout the quasi experimental design. Hence, descriptive and inferential statistics will be needed at this level. Therefore, the outcomes of the study are analyzed and interpreted to answer the research question and test hypothesis formulated previously.

3.1 Research Design and Methodology

A research design is the map used to answer the research questions, however; the strategy for carrying out that map or plan is research method or methodology. Research design is divided into three main methods, the first is the qualitative method, which is interested in understanding a phenomenon. The second is the quantitative method depends

on numerical data which is the adopted approach in the current study. The last is the mixed-method that combines both methods.

The present study was designed to investigate the effect of the (BL) approach on first year secondary school learners' paragraph writing in terms of organization. For gathering the necessary data for this study, a quantitative research method was used because of the empirical nature of the research. As a result, a quasi- experimental design was suitable for the main aim of the research which was drawn to explore the influence of the (BL) approach on EFL learner's paragraph writing at Mouhammed Bousbiaat Secondary school, Biskra.

Within the quantitative approach the quasi-experimental design particularly the non-equivalent pre-test post-test control group type was used in this study. At the beginning, a paragraph writing pre-test was utilized as a starting point for both the control group and the experimental group. The objective was to measure their background knowledge about writing organized paragraphs in comparison with post-test results after applying the treatment on the experimental group.

3.2 Aim of the Experiment

As it was mentioned in the introduction, secondary school learners face a challenge in writing well-organized paragraphs while correcting their copies in the baccalaureate examination .Therefore, the major aim of the present study is to ameliorate first year pupils' paragraph writing in terms of organization throughout using the BL model at the secondary school.

3.3 Population/Sample

To collect data the study sample was selected randomly and divided equally into two separate groups. The sample of the study was, almost, homogenous includes 40 first year secondary school pupils belonged to literary stream from a total population of 98 pupils at Mouhammed Bousbiaat Secondary school, Biskra district. This sample was divided into a control group (n=20) and an experimental group (n=20); their ages range between 14 and 17 years old. The pupils in the control group were exposed to the traditional face-to-face mode of teaching and learning paragraph writing. While the experimental group pupils were taught paragraph writing via the BL approach that combines both face-to-face and online instructions. In addition, the experimental group members were invited to join a messenger group created by the same teacher who taught both groups and were required to check and comment on the posts on the messenger group and answer the online practices about paragraph writing. On the other hand, the pupils of the control group were not allowed to use any technological tool.

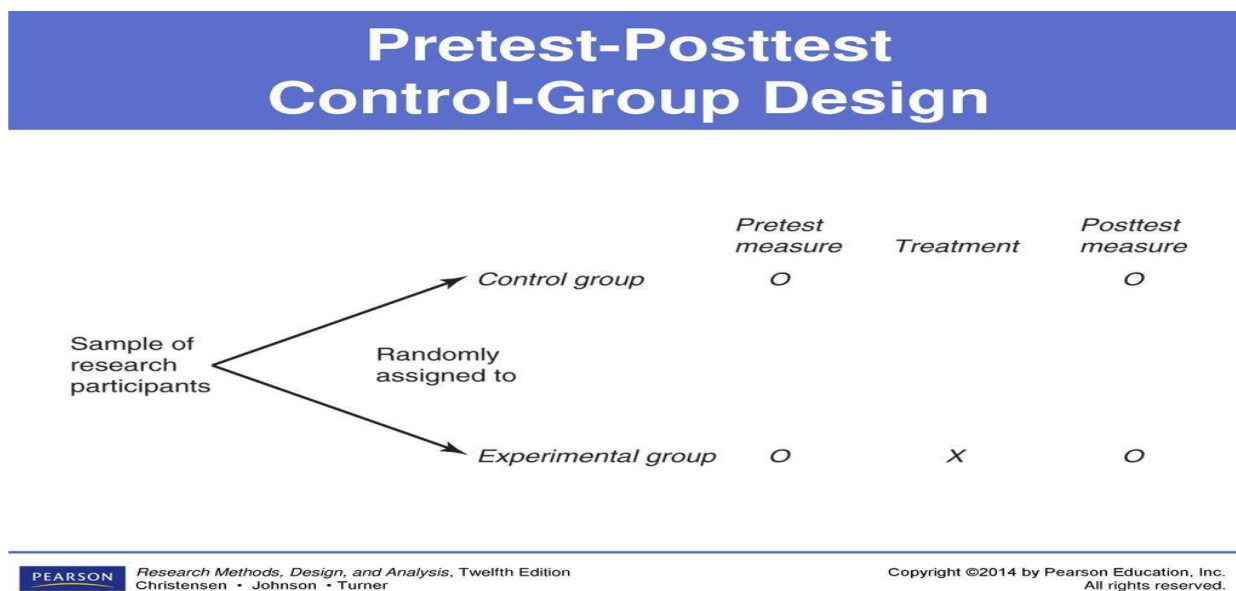


Figure 3.1 Pretest-Posttest Control Group Design

(Christensen, Johnson & Turner, 2014)

The above figure represents the design of the experiment that the study adopted. A pre-test was given to the control and experimental group at the beginning of the year while the control group members were taught paragraph writing using the conventional method, the experimental group was taught via the (BL) model. After the treatment phase both groups sat for the post test.

3.4 Data Gathering Tools

Data gathering tools refer to the instruments used to collect information for studies like questionnaires, interviews, and surveys. The nature of the present study required a quantitative research method and a quasi-experimental design.

The present research adopted the quasi experimental design which includes the following types: one-group pre-test-post-test, one-group post-tests alone, post-tests only non-equivalent groups, pre-test-post-test non-equivalent group, and one-group time series (Cohen et al., 2007). The pre-test-post-test non-equivalent groups design is appropriate to the research because its major aim is assessing the effectiveness of the new method for instance the (BL) approach. This design employs two groups a control group and an experimental group. Both groups should eventually be tested to evaluate the dependent variable before implementing the treatment. Following that, a post-test should be performed to measure the same independent variable, looking for any differences among the scores of the two groups.

Pre-post treatment investigations are another term for quasi-experimentation. The quasi-experimental design, like many others, investigates the influence of a certain treatment on the study's participant group (Rogers &Revesz, 2019) In terms of concepts, quasi-experimentation is the closest design to actual experimentation; yet, it takes place

outside the laboratory (Cohen et al., 2007) and lacks randomisation. This is due to the fact that it requires modifying the independent variable in order to investigate its influence on the independent variable. Thus, this design was used to examine the extent of difference in paragraph writing growth between first year learners in a course taught using a blended learning model (experimental group) and those instructed in a face-to-face learning setting (control group).

3.5 Experimental Procedures

The experiment was divided into three stages as follows: the pre-test and the post-test were given to both groups to measure learners' writing ability. Moreover, the second stage is the treatment which was used after the pre-test and before the post-test to measure learners' progression in writing paragraphs.

3.5.1 The Pre-test

The study was conducted at the beginning of the academic year (2021/2022) on October and lasted for almost ten weeks (intermittent weeks because of the Covid-19 pandemic and continuation of the annual syllabus). The same teacher taught the two groups paragraph writing and they sat for the pre-test on the same day and under the same conditions. Hence, the pre-test was conducted to gather data, analyze and compare the level of proficiency of both selected groups in paragraph writing. Moreover, the two groups undertook a paragraph writing pre-test about a topic which was chosen from the first unit of the first-year literary stream syllabus entitled "Getting Through" and Intercultural Exchanges is its theme. The participants in both groups were asked to write a short expository paragraph in no more than 70 words, individually and in 1 hour about the following topic: what social

media network do you prefer? This pre-test was for the sake of assessing their knowledge about writing organized and meaningful paragraph as well as determining both groups level of proficiency. The feedback written paragraphs should include a topic sentence, supporting sentences and a concluding sentence. At this level the undertaken pre-test is a kind of a diagnostic test that enabled the teacher to know better learners' difficulties in writing paragraphs and to be compared with the post-test at the end of the experiment.

3.5.2 The Treatment

The Pretest-posttest Control Group Design required an experimental group under treatment. The participants in the experimental group, who passed the pre-test at the beginning of the year (October, 2021) were taught how to write well-organized paragraphs throughout using the (BL) model. Additionally, with the rapid advancement of technology and its effectiveness in teaching English, teachers tend to use technology to develop their students' writing (Al-Naibi et al., 2018). Consequently, the experimental group members were invited to join a messenger group which was created by the teacher. On the other hand, the control group participants were confined and taught, only, to what they regularly had to receive in traditional classroom contexts (white board - pen – papers). Thus, in this current research the independent variable was the given instructions or the variable to be manipulated while the dependent variable was the one on which we find the effect of the treatment on it. The latter was carried out for ten weeks (online teaching from 3 to 4 hours per week).

For the sake of applying the (BL) approach in the treatment phase as it was mentioned before, the teacher invited the members of the experimental group to join the messenger group. The electronic group was used to back up and enrich their face-to-face

learning in paragraph writing. At the end of October, the teacher explained to the participants of the experimental group the steps they are going to pass through in order to write organized paragraphs. After joining the messenger group, the participants were asked to be serious and committed to the online learning. The teacher started by posting a video about how to write a short simple paragraph (The cheeseburger sandwich paragraph model adopted from Hogue, 1996). Then, they were asked to comment on it and to write what they had understood from the video. Later on, they received on the group flashcards about paragraph writing steps. Later on, they received new flashcards about the different components of a paragraph every week. For instance, flashcards about topic sentence parts, how to write a good topic sentence and at the week-end they were asked to answer the given activity on the group and send it to the teacher's messenger (in private) for the assessment. The same is done with the supporting sentences, the concluding sentence, and sequencers.

Accordingly, the various activities were sequenced according to paragraph writing process. In this respect, they were chosen to suit the learner's proficiency level. The first lesson aimed to identify the structure of a paragraph through exposing learners to the Cheeseburger Sandwich Paragraph Model (Hogue, 1996) by highlighting the topic sentence, the supporting details and the concluding sentence in addition to select topic sentences to given paragraphs or even matching topic sentences to paragraphs. The BL method aim is to facilitate paragraph writing outside the traditional classroom environment where the learners may contact the teacher about any obstacle they may face while answering the online activities.

3.5.3 The post-test

After the treatment phase, both groups the control and the experimental sat for the post-test for almost ten weeks of treatment (intermittent because of the Covid -19 pandemic). Between the pre-test and the post-test there were a significant period for the sake of avoiding any effect of the first test. Remarkably, both groups sat for the test under the same conditions and on the same day (March 15th, 2021). They were asked to write a short paragraph about: “The benefits of social media networking (Facebook, Instagram, Tiktok, ...) on teenagers. The experimental group participants were asked to write a paragraph as they were tutored on a BL environment which includes online and face-to-face learning during the treatment stage. In other words, using the new technique of paragraph writing under the umbrella of the BL method, whereas; the control group members were asked to write a paragraph as they had seen it in the classroom using the conventional learning model.

To sum up, the three stages of the experiment were used in order to investigate the effectiveness of the applied approach in enhancing learners writing skill. More precisely, the “tests” were used as data-gathering instruments to achieve the study's goal, which was chiefly focused on investigating the effect of implementing BL as a method on EFL learners' on enhancing their English paragraph writing. This included a pre-test and a post-test, which were administered prior to and after the treatment sessions.

3.6 Content of the Experiment

The BL approach necessitates a combination of in-person and online learning. In terms of treatment delivery, five lessons were delivered over the course of eleven sessions

(containing the pre-test and post-test sessions). We were unable to conduct this study in a sequential period of time due to several constraints, particularly time constraints (the COVID-19 pandemic and the continuation of the annual syllabus). As a result, the lessons were designed to run concurrently with the students' curriculum. In addition, we started treatment planning by deciding on the content of the lessons, as well as the activities and practices. Then we began sessions in which face-to-face lessons were delivered concurrently with online course publications and videos.

3.6.1.1 The First Session (Paragraph Format and Components)

Phase 01: In-class Lesson 01

In the first part learners were exposed to a brief explanation about paragraph definition, format and components which was traditionally delivered in the classroom.

Material Used:

Handouts, pen, whiteboard

Aim: By the end of the lesson, students (sts) will be able to recognize paragraph format and identify its components.

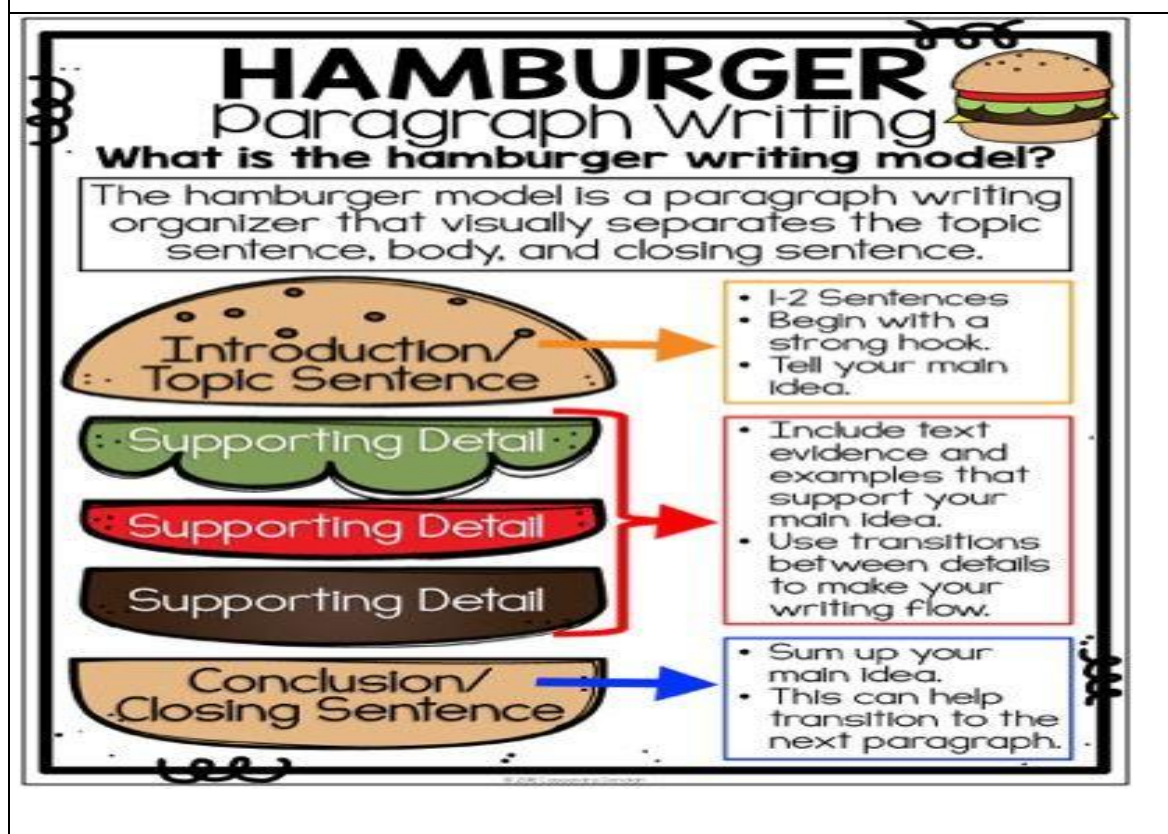
Timing	Steps	Output / Input	Aim
10mnts	Warming up	-(T) distributes handouts to the (sts), then asks a question: What does the picture show? - The students look at the picture and answer.	-To introduce the topic by interpreting pictures of the cheeseburger paragraph

35mnts	Presentation	<ul style="list-style-type: none"> -(T) asks (sts) questions: What is a paragraph? - What does it consist of? -The (sts) answer; --(T) asks (sts) to listen and to identify the parts of the paragraph - (T) writes for them on the white-board and read for them loudly. - (T) checks and corrects - (sts) write on the handouts 	<ul style="list-style-type: none"> -To interact, define a paragraph and identify its different parts. -To get new vocabulary items related to paragraph writing.
15mns	Practice	<ul style="list-style-type: none"> -(T) asks (sts) to draw the format of a paragraph. -(sts) do the task. - (T) asks them to identify the different parts of the given paragraph. (Appendix 1) -(sts) do the task. 	<ul style="list-style-type: none"> -To work in pairs - Errors correction

Phase 2: Online Lesson 01

After the face-to-face lesson, the second part of lesson delivery was online. In which, the teacher focused on the most important part of the lesson, "paragraph structure," by making the students aware of the three main parts of any paragraph: topic sentence, supporting sentences, and controlling sentence. The online platform allows the learners asking questions about the posted video and the flashcards in order to obtain feedback through reviewing their comments on the group. (See appendix 2)

Teacher: Mm. DouniaKaib	Date: 03/ 01/ 2022
Course: Written expression	Source: Hogue, (1996), Internet flashcards
Topic: Paragraph Structure and Components	Level: First year secondary school learners (Literary stream)
Lesson aim: By the end of the session, students will be able to recognize the format of a paragraph and Identify its different components.	



Follow-up Activities:

In addition, the teacher proposed a series of activities about paragraph structure to check their understanding.

- **Activity 01:**

Read the paragraph and distinguish the three different parts of the paragraph. (See Appendix 3)

- **Activity 02:**

Re-order following sentences to get an organized paragraph. (See Appendix 4)

Aim:

- Through these activities the teacher checked the students' capacity to distinguish between paragraph parts.

3.6.1.2 The Second Session (Topic Sentence Structure)

Phase 01: In-class Lesson 02

Due to time constraints, the teacher presented a brief explanation of "the topic sentence" components and how to write a good topic sentence theoretically. Later on, practically throughout the writing examples on the board. The allocated time was between 10 and 15 minutes. Then, the learners were requested to write at home topic sentences about the following topics: internet, social media, email, and snail mail. Besides, the teacher asked the students to be available in the group to check the posted video and the flash cards on topic sentence structure.

Used Materials:

The teacher used in the class the following: pen, whiteboard, handouts.

Aim:

- By the end of the session students will be able to recognize and write the two parts of a topic sentence (topic and controlling idea).

Phase 02: Online Lesson 02

After class and in the same vein, the students watched the “**topic sentence structure video**” and the posted flash cards that illustrate its parts. Meanwhile, the teacher checked the students’ written topic sentences.

Teacher: Mm. DouniaKaib	Date: 11/ 01/ 2022
Course: Written expression	Source: video and Internet flashcards
Topic: Topic sentence structure	Level: First year secondary school learners (Literary stream)
Lesson aim: By the end of the session students will be able to identify and to construct atopic sentence.	

Example

Topic: names the main idea or general subject of the paragraph

Topic Sentence

One of the most serious problems in today's inner-city public schools is overcrowded classrooms.

Controlling Idea: makes a specific comment about the subject. Tells the reader what the paragraph will say about the main topic.

Video link: <http://youtube.com/watch?v=40jRtuh4rUK&feature=share>

Follow-up Activities:

Additionally, and for better understanding the teacher provided the students with series of activities about recognizing and writing a topic sentence and the following are just examples.

- **Activity 01:**

The test is divided into two parts (a) and (b) in which students were asked to identify the different parts of the given topic sentences. (See Appendix 5 and 6).

- **Activity 02:**

The second test is divided into sections (1) and (2) in which the students were requested to match between the title and the topic sentence. (See Appendix 7 and 8)

Aim:

- The teacher's aim from these activities is to check students' recognition to topic sentence components.
- To write a good topic sentence.

Remark: The allocated time given to the students was two weeks because of the period of exams.

3.6.1.3 The Third Session (Supporting Details)

Phase 01: In-class Lesson 03

In the third lesson the teacher began activating prior knowledge and connecting it to the lesson by asking students to write down their previous topic sentence. Then, he requested them to identify the main idea's key words and explain them in sentences that supported the idea. After the fifteen-minute lesson, the tutor invited the students to return to the group for additional explanations and practice.

Used Materials:

The teacher used pen and white board.

Aim: By the end of the session students will be able to distinguish and determine supporting sentences related to the main idea.

Phase 02: Online Lesson 03

As a warm-up exercise in the virtual course, students were asked to categorize details under the main idea. Following that, the instructor gave them time to read the assigned paragraph and respond to the questions. (See Appendix 9)

Teacher: Mm.DouniaKaib	Date: 26/ 01/ 2022
Course: Written expression	Source: Internet flashcards
Topic: Supporting Details	Level: First year secondary school learners (Literary stream)
Lesson aim: By the end of the session students will be able to construct good supporting details.	

Name: _____

Main Idea and Supporting Details

Drag the details under the correct main idea.



They will run, bark, and chase after sticks or balls.

They will purr when their backs are stroked.

They like to play with balls of yarn and will chase mice.

They are sometimes called man's best friend.

Cats can be nice pets.	Dogs can be very fine pets.

Read the paragraph below, then answer the questions that follow.

Camels have special features that help them survive in the desert. They have double rows of eyelashes, hairy ear openings, and nostrils that can be closed down. All of these protect them from blowing sand. Camels also store fat in their humps. They lose body water very slowly. They can go for several days without any food or water.

1. What is the topic of this paragraph? _____
2. Which sentence gives the main idea of the paragraph?

3. Give two detail sentences that support the main idea.
I _____
II _____
4. Give one special feature that protects the camel from the sand.

5. Why can Camels go several days without water?

Follow-up Activities

The teacher provided a series of posted activities to the students in order to consolidate the learned instructions. The selected activities differ in terms of identifying, matching, and constructing supporting details. The next activities are just samples.

Activity 01

In the first activity the students were asked to extract the main idea and two details that support it. (See Appendix 9 and 10)

Activity 02:

After reviewing the students' feedback, the teacher assigned them an extra activity in which they form three supporting details for the given main idea.

- **Main idea:** Smoking cigarettes has many harmful effects on adults.
Support detail 1:
Support detail 2:
Support detail 3:

Aim:

- To encourage the participants to determine the supporting details.
- To build a good relevant supporting detail.

3.6.1.4 The Fourth Session (The Concluding Sentence)

Phase 01: In-class Lesson 04

The teacher began the lesson by writing a topic sentence on the board and asking the students to paraphrase it. After they had written their suggestions, the teacher instructed them on how to write a concluding sentence. In other words, he made it clear to them that a concluding sentence should not contain any new ideas. At last, he requested them to visit the group for more practice.

Used Materials:

Pen, copy book and whiteboard

Aim: By the end of the lesson, the participants will be able to write a concluding sentence following their teacher's instructions.

Phase 02: Online Lesson 04

During the online interaction they had a look on the concluding sentence flashcards for more illustration. This lesson was kind of revision for all paragraph components. In addition, the teacher added another post regarding some helpful concluding expressions. (See Appendix 10).

Teacher: Mm.DouniaKaib	Date: 17/ 02/ 2022
Course: Written expression	Source: Internet flashcards (See Appendix 11)
Topic: Concluding Sentence	Level: First year secondary school learners (Literary stream)
Lesson aim: By the end of the session students will be able to construct a good concluding sentence.	

Paragraph writing

A paragraph can be like a hamburger

The top bread is the Topic Sentence

The fillings are the details

The **bottom bread is the concluding or final sentence.**

The Perfect Paragraph

1st Sentence: Main Idea
 2nd Sentence: Detail
 3rd Sentence: Detail
 4th Sentence: Detail
 5th Sentence: **Concluding Sentence**

Concluding Sentences- this is your last sentence in the paragraph. It is your final thoughts on the subject you wrote about. It is not any new information.

For Example:

Topic sentence: Dogs are better pets than cats.

Detail 1: They are more friendly than cats.

Detail 2: I can take dogs on walks.

Detail 3: They can protect me from bandits, cats cannot.

Concluding Sentence: Dogs make the best pets in the world.

Dogs are better pets than cats. They are more friendly than cats. I can take dogs on walks. They can protect me from bandits, cats cannot. *Dogs make the best pets in the world.*

Follow-up Activities

In order to strengthen the learned instructions, the teacher sent a series of posted activities to the students. In terms of selecting and constructing a suitable concluding sentence, the selected activities differ. The following activities are only examples.

Activity 01:

In the first worksheet, the participants were asked to choose among the proposed topic sentences the best concluding sentence.

Activity 02:

The teacher in the second activity requested the participants to construct concluding sentences to the given topic sentences.

Aim:

- To train the participants to recognize the most suitable closing sentence.
- To practice forming a good closing sentence.

Remark: The teacher posted flashcard about sequencers and asked the participants to have a look on it and download it for the next session.

3.6.1.5 The Fifth Session (The Use of Sequencers)

Phase 01: In-class Lesson 05

The teacher began the lesson by writing a five-sentence paragraph on the board and instructing the students to use the sequencer flashcards they had downloaded. Then, using the appropriate sequencer, they attempted to connect the ideas. Finally, he invited them to return to the group for additional practice.

Used Materials:

Cell-phones, pen and whiteboard.

Aim: By the end of the lesson, the participants will be able to use sequencers in their suitable position to connect between ideas.

Phase 02: Online Lesson 05

For more practice, the teacher provided the participants with an illustrative flashcard for more consolidation.

Teacher: Mm.DouniaKaib	Date: 28/ 02/ 2022
Course: Written expression	Source: Internet flashcards (See Appendix 12)
Topic: The Use of Sequencers	Level: First year secondary school learners (Literary stream)
Lesson aim: By the end of the session students will be able to put the sequencers in their places.	

Follow-up Activities

At this level, the teacher provided the students by different types of activities to re-invest their previous learnings regarding paragraph organization. (See Appendix 13)

Aim:

- To practice the use of sequencers.
- To consolidate students' previous knowledge.

Remark:

After finishing the in-class sessions, the teacher encouraged the experiment participants to complete their learning online for almost two weeks before taking the post-test (because of the exam period that interrupted the flow of the treatment).

3.6.1.6 Post -test Session

Finally, participants will be asked to write their paragraphs as a final output so that the adopted approach feedback can be corrected.

Teacher: Mm.DouniaKaib	Date: 15/ 03/ 2022
Course: Written expression	Duration: 1 hour
Topic: Post-test (See Appendix 14)	Level: First year secondary school learners (Literary stream)
Test aim: To evaluate the effectiveness of the BL approach on students' paragraphs.	

3.7 Scoring Criteria

The aim of a paragraph writing is evaluating it according to a rubric that fits its abilities and knowledge. After obtaining the post-test outputs, the teacher has chosen a paragraph writing rubric to facilitate paragraph assessment. Accordingly, “Rubrics make it easy for students to understand class expectations and allow you to easily and fairly grade writing projects”(Paragraph Writing Rubrics, 2016). In spite of the different writing rubrics outline designed by practitioners and researchers, the teacher had designed one which was in harmony with the organization of a paragraph. Thus, the scoring criteria includes, the topic sentence, the supporting details, the concluding sentence, the appropriate use of sequencers, the correct format of the paragraph and mechanics. The following suggested table will clarify the aspects.

Criteria	Indicators	Score (20/20)
Topic sentence	- The sentence is clear and stated the topic and the controlling idea.	(02 pts)
Supporting details	- Three supporting details at least. - Fully developed details. - They support the main idea.	3×3= (09 pts)
Concluding sentence	- The sentence started with a concluding word (To conclude, in short, to sum up...) - The closing sentence restate the topic sentence and no new ideas are mentioned.	(02 pts)
Transition words	- The correct use of sequencers to link between ideas (first, second, then, next, finally).	(03 pts)
Mechanics	- Capitalization, punctuation and spelling.	(02 pts)
Format	- Indenting the first line. - The rest of the written lines are well organized linearly.	(02 pts)

Table 3.1 Paragraph Writing Rubric and Scoring

3.8 Analysis of the Results

In the attempt of analysing the data, the scores were carefully gathered and entered into the Statistical Package for Social Science 20 (SPSS 20). Following that, plenty of statistical analyses were run to generate descriptive statistics, then to test the hypothesis using inferential statistics. In other words, to determine the effect of integrating the BL

approach in enhancing learners paragraph writing after the treatment regarding the experimental group. The data represents the scores of the control group and experimental group tests.

3.8.1 Descriptive Statistics (Control Group Quantitative Results)

In this section, we will present the descriptive statistics of the control group after the pre-test in terms of achievement. The pre-mentioned scoring criteria were followed for the evaluation of students' pre-test paragraphs. Besides, the calculation of mean and standard deviation was done according to the following formulas which were calculated automatically via (SPSS).

\bar{x} : Mean	Fx : Score Frequency
N : Number of scores	Σ : The sum

- **The mean**

The mean is the mathematical average of two or more numbers that can be computed with the arithmetic mean method or the geometric mean method. 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 following formula.

$$\bar{x} = \frac{\Sigma Fx}{N}$$

- **Standard deviation**

It is a measure of how dispersed the data is in relation to the mean. It is the average difference of the scores from the mean of the distribution (Howitt and Cramer, 2005, p. 58). Low standard deviation means data are clustered around the mean, and high standard deviation indicates data are more spread out. A standard deviation close to zero indicates that data points are close to the mean.

3.8.1.1 The Control Group Pre-test Achievements

This part is concerned with presenting data and commenting on it on the part of the control group pre-test results that was before the treatment. The mean and standard deviation were done automatically and are represented in table 3.2.

N	Test	Mean	Standard Deviation
20	Pre-test	7,15	3,646

Table 3.2 Control Group Pre-test Achievements

The findings were also displayed in the following histogram to be demonstrated more.

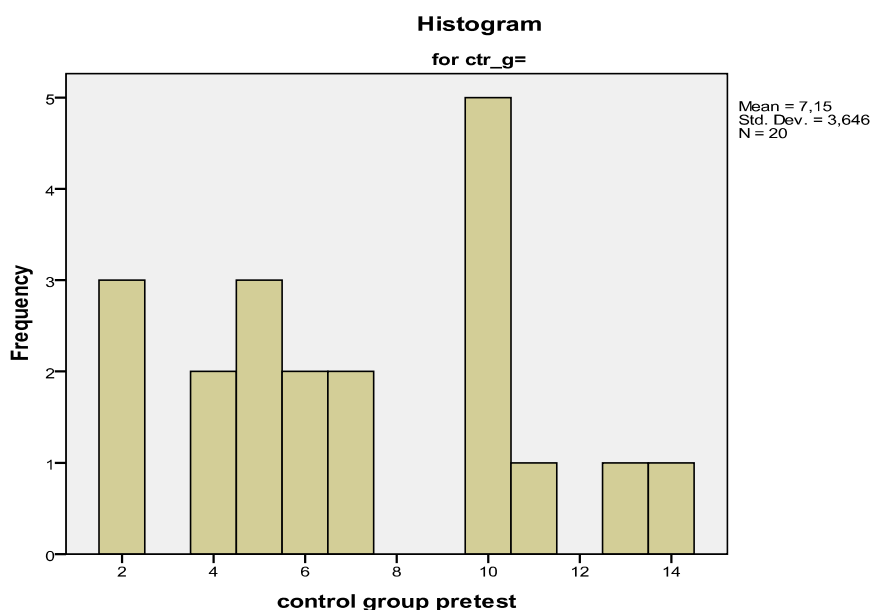


Figure 3.2 Control group Pre-test Achievements Histogram

From the above figure, the mean is 7.15. Thus, the average performance in the student’s paragraph writing is low, this also goes in hand with the treatment group pre-test result, as we will discuss in the following section. Additionally, the standard deviation (3.646) indicates that data are more spread out from the mean which means that the students are not aware of paragraph organization. Moreover, the results show their deficiency in producing well organized paragraphs that starts with topic sentences, followed by supporting details and ends with a closing sentence.

3.8.1.2 The Control Group Post-test Achievements

In this section, the control group post-test results in terms of their achievements after face-to-face sessions about writing organized paragraphs following the paragraph process. The mean and standard deviation are represented in the table 3.3.

N	Test	Mean	Standard Deviation
20	Post-test	7,8	3,636

Table 3.3 Control Group Post-test Achievements

In addition, the results are displayed in the following histogram 3.2 for more illustration

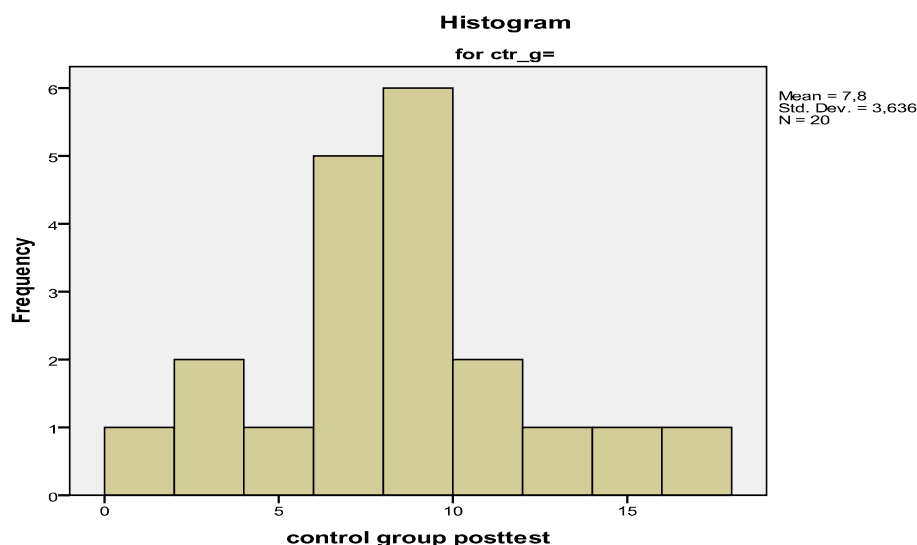


Figure 3.3Control Group Post-test Achievements Histogram

According to the above figure, the mean is 7.8, which got higher than the pre-test. That can be attributed to the effect of the face-to-face paragraph writing courses. Hence, the average performance in the student’s paragraph writing is low, this also goes in hand with the controlled and treatment groups’ pre-test results. Additionally, the standard deviation (3.636) is low, in comparison to the one of the pre-test standard variation, and indicates that data are clustered around the mean which was expected.

3.8.2 Descriptive Statistics (Experimental Group Quantitative Results)

3.8.2.1 The Experimental Group Pre-test Achievements

This section is concerned with displaying and commenting on data from the experimental group's pre-test results. The mean and standard deviation were calculated automatically and are shown in table 3.4.

N	Test	Mean	Standard Deviation
20	Pre-test	8,75	3,401

Table 3.4 The Experimental Group Pre-test Achievements

The results are also clearly displayed in the following histogram of the pre-test achievements histogram.

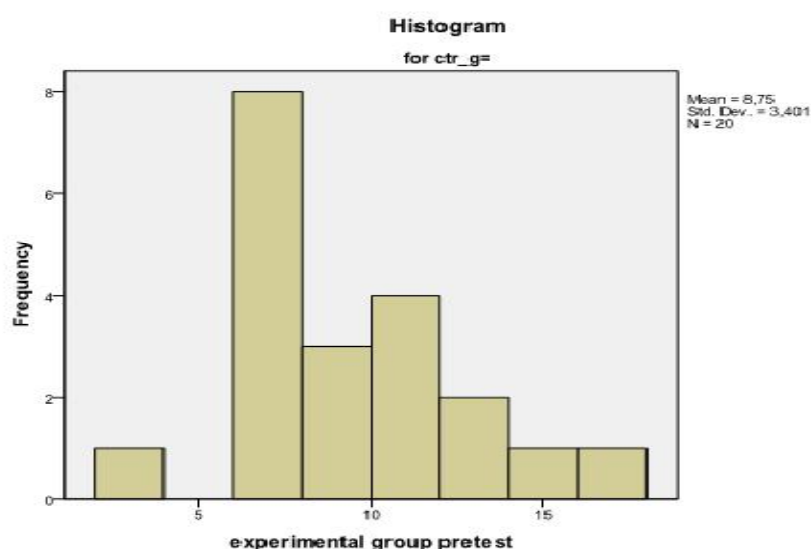


Figure 3.4 Experimental Group Pre-test Achievements Histogram

From the overhead figure, the mean is (8.75), which is close to the mean in the controlled group pre-test. Thus, the average performance in the student's paragraph writing is low because of their poor knowledge in organizing a paragraph properly. Furthermore, the standard deviation is high, equal to (3.401), indicating that the data are spread out from the mean which means that there is much variation between the values (scores) and the center of the data. Therefore, these results will be compared later with those of the post-test

to find out whether the experiment was successful in developing students' paragraph writing in terms of organization.

3.The Experimental Group Post-test Achievements

As previously mentioned, the data collected before the treatment were in the form of pre-test in order to compare them to the post-treatment findings. The mean and the standard variation will be presented in the table of post-test achievements and a Histogram as well.

N	Test	Mean	Standard Deviation
20	Post-test	14,6	3,545

Table 3.5 The Experimental Group Post-test Achievements

As it is shown in the above table, the mean in the post-test (14,6) is higher than the mean in the pre-test (8,75)

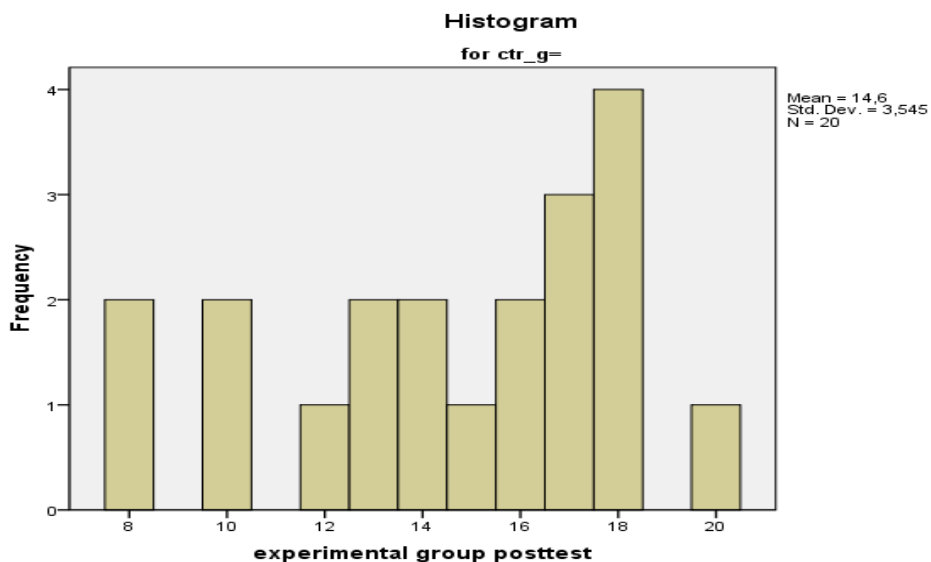


Figure 3.5 Experimental Group post-test Achievements Histogram

Data Analysis and Interpretation of the Results

The mean difference between the post-test and the pre-test the experimental group is equal to 5.85. Thus, the mean of zero does not fall within this range. Also, the results are significantly positive. Which means that there is a significant improvement of the development of writing and using the learned layout of paragraph organization. Moreover, comparing the graphs above, we can notice that there is also a significant improvement of the mark's frequency, for example, 12 learners had less than 10 in the experimental group pre-test. However, the post-test histogram shows that only 4 learners had less than 10. This validates the positive impact the treatment on improving the learner's paragraph writing.

Group		N	Mean	Std. Deviation	Std. Error Mean
Pretest	Control group	20	7,1500	3,64583	,81523
	experimental group	20	8,7500	3,40085	,76045
Posttest	Control group	20	7,8000	3,63608	,81305
	experimental group	20	14,6000	3,54520	,79273

Table3.6 Group Statistics.

From the table above, the mean of the post-test in the experimental group is significantly higher than the pre-test, i.e., the difference is (5.85). The table also demonstrates that the controlled group's mean difference between the post-test and the pre-test is positive (0.65). This can be attributed to extraneous factors such as the curriculum

The mean difference between the post-test and the pre-test for the experimental group is equal to (5.85). Thus, the mean of zero does not fall within this range. Besides, the

results are significantly positive which means that there is a significant improvement in the development of students' paragraph writing in the frame of organization due to the integration of the treatment. Moreover, the table shows that the standard deviation in all tests within the range of 3.40-3,65.

3.9 Normality Testing

Normality tests are used in statistics to determine whether a data set is well-modelled by a normal distribution and to compute the chances that a random variable underlying the data set is normally distributed (*Normality Test*, 2022). In particular, the tests can be interpreted differently according to the researcher's data. Normality tests are supplementary to the graphical assessment of normality (Elliott & Woodward, 2007) and the main tests for the assessment of normality are Kolmogorov-Smirnov (K-S) test, Lilliefors corrected K-S test, and Shapiro-Wilk test which can be conducted in the SPSS.

Due to the small sample size, the test of normality must be computed to determine whether the data are normally distributed or not and the Shapiro–Wilk test (<50 samples) is the most suitable. As it was mentioned, the Shapiro–Wilk test is used to check whether continuous variable follow a normal distribution or not. Thus, if the p value ($p \leq 0,05$) then the null hypothesis (H_0) can be rejected and the variable distribution **will not be normal**. Whereas, if the p value ($p > 0,05$) then the alternative hypothesis is accepted and the variable distribution are **normally distributed**. The obtained results are shown in the table below.

control group		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
control group pretest	dime nsion 1	,183	20	,078	,935	20	,196
control group posttest	dime nsion 1	,178	20	,096	,952	20	,392
experimental group pretest	dime nsion 1	,159	20	,197	,933	20	,180
experimental group posttest	dime nsion 1	,154	20	,200*	,926	20	,132

Table 3.7 The Shapiro-Wilk and Kolmogorov-Smirnov Normality Tests

The SPSS package provided the Shapiro Wilks Normality Test and the K-S (with Lilliefors correction). The test rejects the hypothesis of normality when the sig is less than or equal to 0.05. Failing the normality test allows us to state with 95% confidence that the data does not fit the normal distribution. Hence, from the table above, the sig is greater than 0.05 in all groups. Therefore, we conclude that the data are normally distributed, i.e., They do not deviate from a normal distribution. These are shown in the following plots.

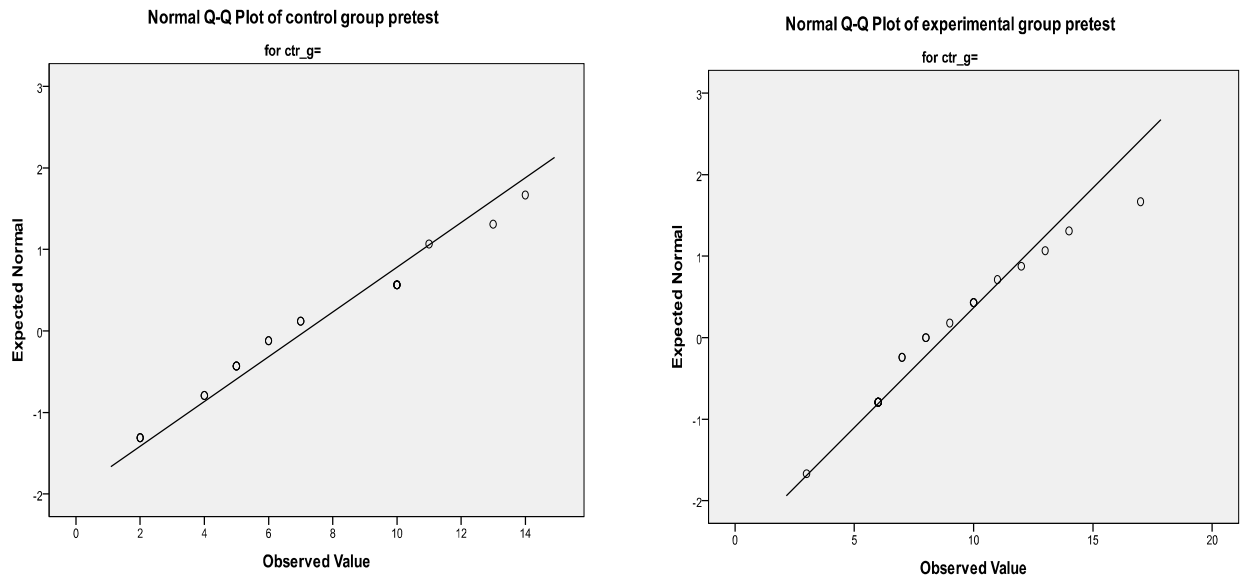


Figure 3.5 Q-Q Plots Showing Distribution of Values (Pre-test)

The histograms in **Figure 3.1,3.2, 3.3,** and **3.4** show the frequency of scores, whereas the Q-Q plots in **Figure 3.5** shows the distribution of values for both the control group and experimental group pre-test. We notice that histograms have the approximate shape of a normal curve after inspecting them. Furthermore, the dots in both Q-Q plots are parallel to the line. As a result of these findings, we can conclude that our data do not deviate from normality, and that using the paired t-test as a parametric test was the correct decision.

On the same vein, the following Q-Q Plots showing in **figure 3.6** illustrates the distribution of values of both group groups post-test. As it is shown the dots in both plots are in the same direction to the line which confirmed the normal distribution of values. Similarly, the Shapiro-Wilk Test was systematically significant s data were considered normally distributed.

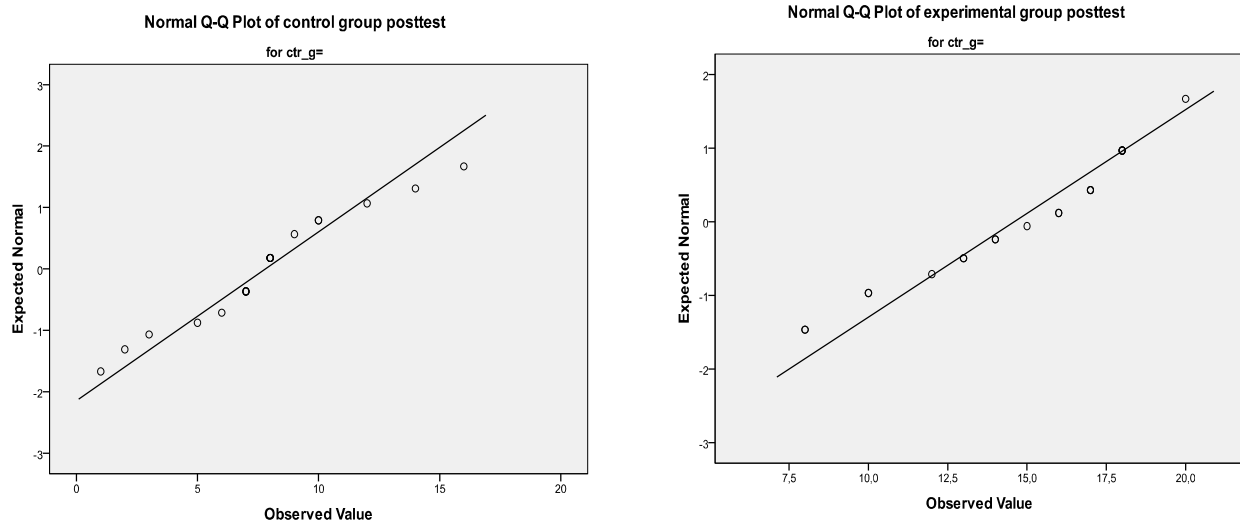


Figure 3.6 Q-Q Plots Showing Distribution of Values (Post-test)

To sum up, all the graphs illustrate the compatibility of the distribution of the data with the expected normal distribution. They are of the same incorruptibility, with an angle near to 45° . Subsequently, we can conclude that the normality condition is confirmed in the pre-test and post-test through the histograms and Q-Q plots.

3.10 Inferential Statistics (Testing the Hypothesis)

Calculating the mean of the two groups is insufficient to determine whether a difference between two tests is statistically significant. It is also not going to help you decide which hypothesis to accept. Therefore, we must go beyond descriptive statistics and compute inferential statistics. The latter would indicate how significant the differences between the groups were. In order to investigate the testthe hypothesis the researcher opted for the following statistics to infer and prove that the treatment has a significant effect on

the learners' paragraph writing. The results were calculated via the SPSS program and are displayed in the following table.

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre test	Equal variances assumed	,357	,554	-1,435	38	,159	-1,60000	1,11485	-3,85690	,65690
	Equal variances not assumed			-1,435	37,818	,159	-1,60000	1,11485	-3,85726	,65726
Post test	Equal variances assumed	,353	,556	-5,988	38	,000	-6,80000	1,13555	-9,09880	-4,50120
	Equal variances not assumed			-5,988	37,976	,000	-6,80000	1,13555	-9,09885	-4,50115

Table 3.8 Levene's Test for Equality of Variance and T-test for Equality of Means

There are two types of t-tests: the independent t-test, an unpaired test, when the groups are different (control/ experimental group) and a dependent test, a paired t-test when we deal with the same group tested before and after the treatment(Mackey &Gass, 2005.p. 273as cited in Chelli,2012). An independent-samples t-test was chosen because of the two groups used in the study which were subjected to two different approaches and the data are normally distributed. Therefore, a t-test was conducted to prove the effectiveness of integrating the BL approach on developing students paragraph writing in terms of organization.

The necessary calculation to test the hypothesis was run in the SPSS and the output are shown in**Table 3.8**. The null hypothesis (H₀) proposes that there is no statistical significance between the pretest and the posttest means. It means that the integration of the

BL approach will not develop students' paragraph writing in terms of organization. In contrast, alternative hypothesis (H_1) suggests that there is statistical significance between the pretest and posttest means. Which means that the integration of the BL approach will develop students' paragraph writing in terms of organization. The overall scores shown in the above table demonstrates that a large difference appeared in the t-value of the pre-test (-1,435) and the post-test (- 5,988). Moreover, the p-value (sig) in the column of t-test for equality of variance show the difference between the two values in the pre-test (,159) and in the post-test (0) which is less than p-value (0,05). Besides, the mean difference of the experimental group is (-6,80000) which means that the post-test mean scores were higher than the pre-test means scores. Moreover, **the p-value (sig) is less than the significance level (0,05)**. Consequently, the **null hypothesis is rejected**. This shows that the difference between the two means is statistically significant. **The alternative hypothesis is accepted** in range of the significant difference between means obtained in the results which **asserted the effectiveness of the used approach in the treatment**.

3.11 Interpretation of Results

The study was conducted to investigate the effect of the BL approach in enhancing first year secondary school learners' (literary stream) paragraph writing in the context of organization. The present section is dedicated to the interpretation and discussion of the current study's obtained and displayed findings. Thus, under the umbrella of the quasi-experimentation, the study outputs were obtained through the use of the test gathering tool. The pre and post tests were administered to a control group and an experimental group after the treatment period. The findings' interpretation will be carried out in accordance to the previous data analysis.

This study was as an attempt to enhance secondary school students' paragraph writing at Mouhammed Bousbiaat High school throughout using the BL method of teaching. More specifically, it was undertaken to investigate students' difficulties in writing organized paragraphs as well as the effectiveness of using the double structured approach that combines between face-to-face learning and online learning as a medium for improving writing. Furthermore, face-to-face learning, or brick-and-mortar learning, which refers to the traditional style of teaching, was carried out along with online learning which includes the use of ICTs and distance learning. In order to achieve the general goal, this study was guided by a unique research question. Hence, the answer to the question summarize the key findings of this study. As a result, the research question will be addressed in the subsequent section.

Research Question: To what extent will the use of the BL approach in teaching the writing skill effect first year learners' paragraph writing in terms of organization?

At the outset, the question was designed exclusively to examine the impact of BL as a method on learner' writing skill in general and paragraph writing in particular. It was hypothesized that using the BL approach would develop learners' paragraph writing. The research design for this investigation was a quasi-experimental design withing the quantitative research. This design incorporated a pre-test and a post-test designed for control and experimental groups. The latter received the treatment, whereas the control group was taught within face-to-face all over the study. Following this design, the participants were tested before and after the treatment was implemented, using a pre and post-test.

Moreover, the tests were graded using the suggested scoring scale, which shows the results for both groups. As can be seen previously in the table of the control and

Data Analysis and Interpretation of the Results

experimental groups pre-tests, both groups' scores were close to each other and did not show a significant score difference in the frame of their written paragraphs. The given paragraphs lacked organization which is at the heart of the study in which the participants' paragraphs in both groups do not contain neither topic sentences nor closing ones. Furthermore, within the realm of organization, the proper format, mechanics, and the use of sequencers can be added. On the other hand, the means of the two groups pre-test also showed that the difference is not large between them. Statistically speaking, and as it was mentioned in table 3.2 the control group pre-test means (7,15) as well as the experimental group pre-test mean (8,75) were close to each other. The same thing for the standard deviation as it was demonstrated in table 3.6. This means, that learners' knowledge about writing organized and formed paragraphs is limited and appeared in their pieces of writing.

On the other hand, the experimental group scores changed positively after the treatment period. The treatment group was subjected to the BL approach as a new strategy of teaching EFL learners in general and as a teaching method for instructing paragraph writing in particular for secondary school students. The displayed results of the study proved the effectiveness of the integrated approach due to the significant changes in the post-test scores of the experimental group. Precisely, the final written products were improved significantly on the part of the experimental group final scores. The slight improvement occurred on the part of the post-test mean scores of the control group (7.80) was due to the face-to-face instruction they were exposed to. However, as shown in table 3.6, the experimental group results were significant in the context of the post-test mean scores (14.60). As a result, it appears that using the BL approach to teach structuring and organizing paragraphs improved students' output, as evidenced by the study results.

On the same vein, the treatment implementation demonstrated the considerable difference between participants' pre and posttest scores. Statistically, there was a

significant progress, confirming the positive impact of the BL method on learners' paragraphs. This was proven in the rejection of the null hypothesis which was illustrated in table 3.8 concerning hypothesis testing. Moreover, the prementioned table depicted the significant improvement in terms of the organization of the learners' paragraphs in comparison to their paragraphs in the pre-test and control group pre-test as well. Thus, the t-value and the p-value of the treatment group were significantly higher than the ones of the control group. This confirmed that learning online in parallel with in-class instructions enabled the students to write organized paragraphs following the provided structure (topic sentence, supporting details and concluding sentence). These results are in line with previous studies conducted on the same field as (AlSmari, 2019; AlTameemy, 2019; and AlNaibi, 2019).

To sum up, the current study proved the effectiveness of the Bl approach in developing first year secondary school students (Literary stream) paragraphs in terms of organization. It proved its usefulness due to the z-generation the teachers are dealing with and who are bored of the brick-and-mortar traditional way of teaching. The latter required physical presence all the time to grasp teacher's instructions, whereas hybrid learning does not require neither total presence nor high technological skills in dealing with virtual learning. The combination between the traditional classroom instructions and the online learning makes learning more interesting for EFL learners particularly in improving their skills in writing. It helps learners to be in contact with the real environment of the EL especially when videos are used as a source of teaching. Consequently, the different environment (online environment) urges students to learn and encourage them to re-invest their in-class knowledge.

Conclusion

This chapter was devoted to the fieldwork of the present study. The theoretical background of the research methodology was briefly discussed in the first section of this chapter. Furthermore, the chapter discussed the results of the test data collection method, where the control and the experimental groups were exposed to pre and post-tests. The test results were statistically analyzed and interpreted descriptively and inferentially using the SPSS program. Finally, all of the findings were discussed and interpreted in order to answer.

General Conclusion

General conclusion and Recommendations

The appearance of the BL model as a new method in the domain of education in general and in TEFL in particular has pulled researchers towards investigating the methods for the sake of ameliorating the learning process. The presented research work aimed at investigating the effects of integrating the BL environment in developing secondary school learners' writing paragraphs under the column of enhancing the writing skill. Hence, testing as a data gathering tool was beneficial in terms of the obtained findings that proved the effectiveness of the approach.

The difficulties that high school students faced in writing structured paragraphs prompted the researcher to conduct the study. It is neither fair nor logical to instruct the generation we are teaching in the traditional manner because they were born in the cradle of technology. In terms of the teaching process, this z-generation should be treated virtually. Similarly, the online environment was supportive, helpful, and motivating to learners to the point where they desired additional writing practice. This claimed that writing instruction was learner-centered, whereas the traditional environment was not motivating.

The current study included an important view of the literature related to the variables, which was presented in the first two chapters. To put it another way, the theoretical side was split into two chapters. The first chapter addressed several issues concerning writing as a skill and writing paragraphs. It defined writing, its nature, the tools used in writing, its difficulty, the process of paragraph writing. While the second was concerned with BL, its definitions, main characteristics, advantages and disadvantages, and stating its models, as well as other BL-related issues. The third chapter was devoted to the study's fieldwork.

General Conclusion.

Furthermore, only one data collection method was used to answer the research question and test the hypothesis, namely a pre-test and a post-test. The findings showed the significant difference in the mean scores of the control group (face-to-face learning) and the treatment group (online learning). Furthermore, the data gathered through the aforementioned method was analyzed, interpreted, and discussed. The statistical tests and findings revealed a significant improvement in EFL learners' paragraph achievement as a result of their concurrent exposure to face-to-face and e-learning settings. Based on the t-test results that p value (00) was less than the significant value(0,5) the alternative hypothesis is certified and the null hypothesis was rejected. On the same line, teaching the writing skill could be improved through virtual learning in which the study proved that the experimental group participants show better results in writing better than their classmates in the control group.

Based on the above-mentioned findings, we could point out that the previous studies have focused on the effectiveness of BL on learners in general. The current study follows in the footsteps of previous research, but it differs in the following way: it asserted that BL could improve Algerian secondary school pupils' proficiency in paragraph writing. Furthermore, the sample differs from the samples used in previous studies, the BL research was conducted on university students. However, none of them have investigated its effectiveness in improving students' paragraph writing skills solely in terms of organization, which is the positive contribution that the researcher hoped to make to assist secondary school teachers in achieving better results in paragraph writing. Thus, we recommend teachers to use it as a helpful teaching method.

To conclude, the research question has been answered, and the null hypothesis has been rejected as well as the alternative hypothesis have been confirmed which was the main goal of the study. Whereas, in order to gain a better understanding of the approach,

General Conclusion.

more detailed and in-depth research on the integration of the BL in teaching writing is required.

Limitations of the Study

The current study was designed to boost EFL learners' writing products through the BL method; however, it encountered some challenges and limitations. Firstly, the study was conducted in almost eleven weeks because of the new procedures during the COVID-19 pandemic. Time constraints because of learners' part-time studies put the teacher in a nutcracker: whether to carry out the treatment or to accomplish the syllabus. Future research should consider extending the study period to more than one semester to allow for more exposure to writing skills. The ministry of education advanced the winter holiday during the week of presenting the supporting details lesson due to the high rate of death from the Corona virus. Finally, for future research, a teachers' questionnaire or interview could be included to increase reliability and also trying to develop other paragraph aspects in addition to organization.

Pedagogical Recommendations

The current study emphasized and investigated the effects of the BL as an innovative approach in developing students' paragraphs in terms of organization. Based on the findings, some pedagogical recommendations are suggested to EFL students and teachers in order to shed light on the importance of the BL in EFL contexts, as well as to develop students' awareness about the new approach and for a successful integration of the approach.

General Conclusion.

To start with, the obtained findings paved the way to a number of recommendations that addressed EFL students. Firstly, students must be involved in and committed to both traditional and e-learning environments to re-invest the in-class instructions in online tasks. Secondly, students are encouraged to cultivate self-regulated learning and self-autonomy and rely on themselves in order to solve real life problems. They must also rely on the BL model of learning to supplement traditional brick-and-mortar weaknesses, and vice versa. Then, BL students should take advantage of the opportunity to use the new approach during times of crisis, such as wars and pandemics. Finally, computing literacy should not be an obstacle for learners because of the availability of smartphones as a substitute device. Since the BL method concerns the teaching process even teachers are concerned with the recommendations.

Therefore, a number of pedagogical suggestions are proposed to EFL teachers for better results. At first, teachers are recommended to use the BL method to shift their teaching style from teacher-centered to learner-centered as well as they must also support learners' autonomy. Besides, they must combine traditional and online activities in order to increase EFL learners' interest, motivation and engagement. Moreover, teachers must raise learners' awareness of the benefits of receiving content at home before it is delivered in the classroom by convincing them to watch videos uploaded online, have a look on flashcards and review PDF or Word documents. Furthermore, training teachers on the strategies, types and integration of BL approach should be compulsory for secondary school teachers. The advantage of BL is in its instant feedback in which teachers are encouraged to use a scoring rubric technique as a helpful tool for assessing students' writing homework or exams immediately. Another significant recommendation is that teachers should work on raising students' awareness of the importance of the writing skills. At the end, students have to integrate BL in teaching the other skills to enhance learners' language proficiency.

General Conclusion.

To sum up, the proposed pedagogical recommendations are delivered to both EFL students and teachers for the sake of ameliorating the teaching and learning process. They are suggested after investigating the effects of BL implementation in enhancing learners writing skills.

List of references

Research Design and Methodology(2019). In E. Abu-Taieh, A. E. Mouatasim, & I. H. A. Hadid (Eds.), *Cyberspace*. IntechOpen. <https://doi.org/10.5772/intechopen.85731>
(n.d.).Edgenuity, Ed.n.d Review of The Role of the Teacher in a Blended Learning Classroom.15(2), 213-231

AbouNaaj, M. a., Nachouki, M. m., & Ankit, A. a. (2012). Evaluating student

Akhtar, R., Hassan, H., Saidalvi, A. B., & Hussain, S. (2019). A systematic review of the challenges and solutions of ESLstudents' academic writing. *International Journal of Engineering and Advanced Technology*, 8(5), 1169–1171.<https://doi.org/10.35940/ijeat.E1164.0585C19>.

Albiladi, W. S., &Alshareef, K. K. (2019). Blended learning in English teaching and learning: A review of the current literature. *Journal of Language Teaching and Research*, 10(2), 232-238.

Aldera, A. (2016). Cohesion In Written Discourse: A Case Study of Arab EFL Students. *Arab World EnglishJournal (AWEJ)*, 7(2), 328-341.
<https://doi.org/10.24093/awej/vol7no2.22>

Ally M (2005) Using learning theories to design instruction for mobile learning devices. *Mobile Learning Anytime Everywhere* (pp. 5–8), London, UK: Learning and Skills Development Agency.

Al-Marroof, R., Al-Qaysi, N., Salloum, S. A., & Al-Emran, M. (2021). Blended Learning Acceptance: A Systematic Review of Information Systems Models. *Technology, Knowledge and Learning*, 1-36.

Al-Naibi, I. et al. (2018). Promoting Students' Paragraph Writing Using Edmodo: An Action Research. *TOJET: The Turkish Online Journal Of Educational Technology*, 17(1).

Anker, S. (2010). *Real writing with readings: Paragraphs and essays for college, work and everyday life*. Boston: St. Martin's.

Anohina A (2005) Analysis of the terminology used in the field of virtual learning. *EducationalTechnology& Society* 8(3): 91–102.

Anthony, E. (2019). (Blended) learning: How traditional best teaching practices impact blended elementary classrooms. *Journal of Online Learning Research*, 5(1), 25-48.

Baragash, R. S., & Al-Samarraie, H. (2018). An empirical study of the impact of multiple modes of delivery on student learning in a blended course. *The Reference Librarian*, 59(3), 149–162. <https://doi.org/10.1080/02763877.2018.1467295>

Barrass, R. (2005). *Students Must Write: A Guide to Better Writing in Coursework and Examinations* (3rd ed.). New York: Routledge.

Based on the report by George Peterson-Karlan & Phil Parette. About the TEAL Center. (2010). [Review of Technology-Supported Writing Instruction].

Bath, D., & Bourke, J. (2010). *Getting started with blended learning*. Griffith Institute for higher education. Retrieved from https://www.dkit.ie/system/files/Getting%20started%20with%20blended%20learning%20Griffith%20University%20AU_0.pdf

Behera SK (2013) E- and M-Learning: A comparative study. *International Journal on New Trends in Education and Their Implications* 4(3): 65–78.

Bencheva N (2010) Learning styles and e-learning face-to-face to the traditional learning. *_aexyb_heljde_a_e_ceycrbz_ybdehcbnet* 49(3.2): 63–67.

Bersin J (2017) How do you define digital learning? Retrieved from www.clomedia.com/2017/06/11/define-digital-learning/

Boardman, C. A., & Frydenberg, J. (2002). *Writing to Communicate: Paragraph and Essays* (2nd ed.). New York: Person Education Inc. Cambridge: Cambridge University Press.

Chelli, Saliha. (2012). *The Effectiveness of the Competency Based Approach on Learners Writing Achievements*. (published Dissertation), Biskra University

Christensen, Clayton M.; Horn, Michael B. & Staker, Heather (2013): *Is K-12 blended learning disruptive? an introduction to the theory of hybrids*: URL: <http://www.christenseninstitute.org/publications/hybrids/>

definitions and directions. *Quarterly Review Of Distance Education*, 4(3), 227-
designing a blended learning environment for language teaching and

Dobrovolny, J., Edwards, D., Friend, B., & Harrington, C. (2015). Keeping pace with K-12 digital learning 2015. Retrieved from http://www.kpk12.com/wpcontent/uploads/Evergreen_KeepingPace_2015.pdf
DOI: <https://dx.doi.org/10.24093/awej/call7.26>

Durrheim, Kevin (2004). Research Design. In Blanche, Martin Terre & Durrheim, Kevin

(Eds.). *Research in practice: Applied methods for the social science.* (pp. 29-53) Cape Town: University of Cape Town Press.

Educational Technology - TOJET, 13(1), 78-87.

e-Learning Standards A Guide to Purchasing, Developing, and Deploying Standards Conformant E-Learning By Carol Fallon, Sharon Brown 2002

Environment. *American Educational Research Association, Instructional Design SIG*, New York, Franca Csoport.

Garrison DR (2011) *E-Learning in the 21st Century: A Framework for Research and Practice.* 2nd ed. New York: Routledge.

Geist E (2011) The game changer: Using iPads in college teacher education classes. *College Student Journal* 45(4): 758–769.

Graham, C. R. (2006). *Blended learning systems.* In: D. C. J. Bonk & C. R. Graham. *The handbook of blended learning: Global perspectives, local designs* (pp. 3–21). San Francisco, CA: Pfeiffer.

Graham, C. R. (2013). Emerging practice and research in blended learning. In M. G. Moore (Ed.), *Handbook of Distance Education, 3rd ed.* Abingdon-on-Thames, England: Routledge, pp. 333–350. ResearchGate

Graham, C. R., Allen, S., & Ure, D. (2003). Blended learning environments: A review of the research literature. Unpublished manuscript, Provo, UT.

Graham, C. R., Allen, S., & Ure, D. (2005). Benefits and challenges of blended learning environments. In M. Khosrow-Pour (Ed.), *Encyclopedia of information science and technology* (pp. 253-259). Hershey, PA: Idea Group.

Graham, Charles & Allen, Stephanie & Ure, Donna. (2005). Benefits and Challenges of Blended Learning Environments. 10.4018/978-1-59140-553-5.ch047.

Graham, S., Perin, D. (2006). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools.* (A report to Carnegie Corporation of New York). Washington, DC: Alliance for Excellent Education.

Retrieved from http://www.all4ed.org/publication_material/reports/writing_next.

Haiyan, M., & Rilong, L. (2016). Classroom EFL Writing: The Alignment-Oriented Approach. *English Language Teaching*, 9(4), 76-82.

Harmer, J. (2007). *The practice of English Language Teaching with DVD* (4th ed.). Harlow, UK: Pearson Longman ELT.

Hassan, I., Abdul Rahman, A. M. ,& Azmi, M. N. L. (2021). Development of English

Writing Skills through Blended Learning among ESL Learners in Malaysia. *Arab World English Journal (AWEJ) Special Issue on CALL (7)*. 377-389.

Hogue, A. (1996). *First steps in academic writing* (Vol. 1). New York: Longman

Holzberger, D., Philipp, A., & Kunter, M. (2013). How teachers' self-efficacy is related to instructional quality: A longitudinal analysis. *Journal of Educational Psychology*, 105(3), 774-786.

<https://hub.msu.edu/digital-learning-what-exactly-do-you-mean/>

<https://www.teachthought.com/learning/synchronous-and-asynchronous/>

Hughes, G. (2007) Using blended learning to increase learner support and improve retention. Accessed

at <https://discovery.ucl.ac.uk/id/eprint/10002022/1/Hughes2007Using351.pdf>

Hyland, K (2003). *Second Language Writing*. Cambridge: CUP.

Ja' Ashan, M. M. (2015). Perceptions and attitudes towards blended learning for english courses: A case study of students at University of Bisha. *English Language Teaching*, 8(9), DOI:10.5539/elt.v8n9p40.

Jie, X. (2008). *Error Theories and Second Language Acquisition*. US- China Foreign Language. 6, 35-42.

Johnstone, K. M., Ashbaugh, H., & Warfield, T. D. (2002). Effects of repeated practice and contextual-writing experiences on college students' writing skills. *Journal of educational psychology*, 94(2), 305.

József, H. (2001). Advanced writing in English as a foreign language. *Lingua*

Jun, Zhang. (2008). *A Comprehensive Review of Studies on Second Language*

Kaklamanou, D., Pearce, J., & Nelson, M. (2012). Food and Academics: A Qualitative Study. Department for Education, 1-23.

Kazu, I. Y., & Demirkol, M. (2014). Effect of blended learning environment model on

Langan, J. (2008). *College writing skills with readings* (7th ed.).

learning. *ReCALL*, 17, 163-178.

Li, C., & Lalani, F. (2020, April 29). The COVID-19 pandemic has changed education forever. This is how. WEFforum.org.

Lim, C. L., Jalil, H. A., Ma'rof, A. M., & Saad, W. Z. (2020). Differences in self-regulated learning (SRL) and online learning satisfaction across academic Disciplines: A

Study of a Private University in Malaysia. *International Journal of Learning and Teaching*, 62–67. <https://doi.org/10.18178/ijlt.6.2.62-67>

Limniou, M., Schermbrucker, I., & Lyons, M. (2018). Traditional and flipped classroom approaches delivered by two different teachers: The student perspective. *Education and Information Technologies*, 23(2), 797-817.

M.N.Rahim.(2019). Language Academy, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia .Retrieval Number:E11630585C19/2019©BEIESP DOI: 10.35940/ijeat.E1163.0585C19

Mc Arthur, A.C, Graham, S. & Fitzgerald, J. (2008). *Hand book of writing a research*. (6PthP ed.) New York: The Guildford Press.

Mofrad, E. (2017). Enhancing EFL Learners' Writing Capability in a Blended Learning Environment: The Effects of Learning Styles. *International Journal of English Language & Translation Studies*. 5(3). 201-209.

Mohammad Naim Rahim(2019) .International Journal of Engineering and Advanced Technology 8(5C):1165–1168 .DOI:10.35940/ijeat.E1163.0585C19

Mondejar, M. (2013). Implementing blended learning in foreign language education: Reasons and considerations. In N. Sonda & A. Krause (Eds.), *JALT2012 Conference Proceedings*. Tokyo: JALT.

Mondejar, M. In N. Sonda & A. Krause (Eds.), *JALT2012 Conference Proceedings*. Tokyo: JALT. (2000). [Review of Implementing blended learning in foreign language education: Reasons and considerations].

Muxtorjonovna, A. M. (2020). Significance Of Blended Learning In Education System. *The American Journal of Social Science and Education Innovations*, 02(08), 507–511. <https://doi.org/10.37547/tajssei/volume02issue08-82>

Chi-Cheng, C., Kuen-Ming, S., Chaoyun, L., Ju-Shih, T., & Yu-Sheng, H. (2014). Is Nantina Nilayon. (2019). [Review of Hybrid Learning: Upgrading English Classrooms with Technology Integration].

Nation, Paul. (2003). *The Role of First Language in Foreign Learning*. *Asian EFL Journal*. The EFL Professional's Written Forum, 1-8.

Neumeier, P. (2005). *A closer look at blended learning: Parameters for* New York: McGraw-Hill Companies, p.13-30

Normality test. (2022, April 9). Wikipedia. http://en.wikipedia.org/wiki/Normality_test

Ochoa Alpala C. A., & Roberto Flórez E. E. (2011). Blended Learning in the Teaching of English as a Foreign Language: An Educational Challenge. *HOW Journal*, 18(1), 154-168. Retrieved from <https://howjournalcolombia.org/index.php/how/article/view/57>

Osguthorpe, R. T., & Graham, C. R. (2003). Blended learning environments:

Pappas, C. (2018, March 22). The history of blended learning. Retrieved from <https://elearningindustry.com/history-of-blended-learning>.

Paragraph Writing Rubrics. (2016, January 26). Retrieved from <https://study.com/academy/popular/paragraph-writing-rubrics.html>.

Power, M. (2008). Responsible outreach in higher education: the Blended Online Learning

Rahim, R. E. A., Der, C. S., and Din, N. M. (2020). Development of an Interdisciplinary Blended Learning Module for Postgraduate Research Methodology Course. *ACM International Conference Proceeding Series*, 15–19.

Rahmat, Noor. (2020). Writers' Block for Writers: How Far is it True?. *Global Journal of Social Sciences Studies*. 6. 51-63. 10.20448/807.6.1.51.63.

Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), p. 172.

Richards, J.C., & Renandya, W.A. (Eds.). (2005). *Methodology in language teaching: An anthology of current practice* (5th ed.). Cambridge: Cambridge University Press.

Rogers, H. (2005). *Writing Systems: A Linguistic Approach*. Blackwell Publishing Ltd.

Rovai, A. P., & Jordan, H. (2004). Blended learning and sense of community: A comparative analysis with traditional and fully online graduate courses. *The International Review of Research in Open and Distance Learning*, 5(2). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/192/274>

Sánchez-Prieto JC, Olmos-Migueláñez S and García-Peñalvo FJ (2016) Informal tools in formal contexts: Development of a model to assess the acceptance of mobile technologies among teachers. *Computers in Human Behavior* 55(Part A): 519–528.

satisfaction with blended learning in a gender-segregated environment. *Journal*
Villegas, R.C. & Gonzales, J.M. (2021). Quasi-Experimental Study of the Predictive Value and Association of Blended Learning to Test Performance Ratings. *The Research Probe*, Volume 1, Issue 1, pp 79 - 99.

Sharma, P., & Barrett, B. (2018). Best practices for blended learning. Hove East Sussex: Pavilion Publishing and Media

Sheerah, H. A. H. (2020). Using Blended Learning to Support the Teaching of English as a Foreign Language. Arab World English Journal (AWEJ) Special Issue on CALL (6).191- 211. DOI: <https://dx.doi.org/10.24093/awej/call6.13>

Spratt, M., Pulverness, A., & Williams, M. (2005). *The TKT Teaching Knowledge Course*. Cambridge: Cambridge University Press.

Staker H., Horn M.B. Classifying K-12 Blended Learning. Available at: <https://www.christenseninstitute.org/wpcontent/uploads/2013/04/Classifying-K-12-blended-learning.pdf> (accessed 03.06.2020)

Stein, J., & Graham, C. R. (2014). Essentials for blended learning: a standards-based guide. New York: Routledge

STRACKE, E. (2007). A road to understanding: A qualitative study into why learners drop out of a blended language learning (BLL) environment. ReCALL, 19(1), 57–78. <https://doi.org/10.1017/s0958344007000511> students? *International Review Of Research In Open & Distance Learning*,

Suhonen J (2005) A formative development method for digital learning environments in sparse learning communities. PhD Thesis, University of Joensuu, Joensuu, Finland.

Tayebinik, M., & Puteh, M. (2012). Sense of community: How important is this quality in blended courses. Proceedings from 2012 International Conference on Education and Management Innovation. Singapore: IACSIT Press.

The History Of Blended Learning. (2015, October 8). Retrieved May 23, 2022, from eLearning Industry website: <https://elearningindustry.com/history-of-blended-learning>

Tomlinson, B., & Whittaker, C. (2013). Blended learning in English language teaching: course design and implementation. London: British Council.

Tompkins, G. E. (2004). Teaching writing: Balancing product and process (4th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

UNESCO (2020). Distance Learning Solutions. Paris, France: UNESCO.

Wali, O., & Madani, A. Q. (2020). The Importance of Paragraph Writing: An Introduction. *organization*, 3(07).

Williams, J. K. (2008). *The Handbook of Blended Learning: Global Perspectives, Local Designs*, by Curtis J. Bonk and Charles R. Graham (Eds.). San Francisco,

CA: John Wiley and Sons, 2006. 580 pages, hard cover
The Handbook of Blended Learning: Global Perspectives, Local Designs, by Bonk Curtis J. and Graham Charles R. (Eds.). San

Xin, Zhuang. (2007). *Reflective Thinking on Communicative Teaching in Writing*. US-China Education Review, 4, 19-25.

Yoon, J., Kwon, S., & Shim, J. E. (2012). Present Status and Issues of School Nutrition Programs in Korea. *Asia Pacific Journal of Clinical Nutrition*, 21(1), 128-133.

Yu, Zhonggen. (2015). Blended Learning Over Two Decades. *International Journal of Information and Communication Technology Education*. 11. 1-19.
10.4018/IJICTE.2015070101.

Zainuddin, Z., & Halili, S. H. (2016). Flipped classroom research and trends from different fields of study. *International Review of Research in Open and Distance Learning*, 17(3), 313-340.

Zhang, W., & Zhu, C. (2018). Comparing learning outcomes of blended learning and traditional face-to-face learning of university students in ESL courses. *International Journal on E-Learning*, 17(2), 251-273

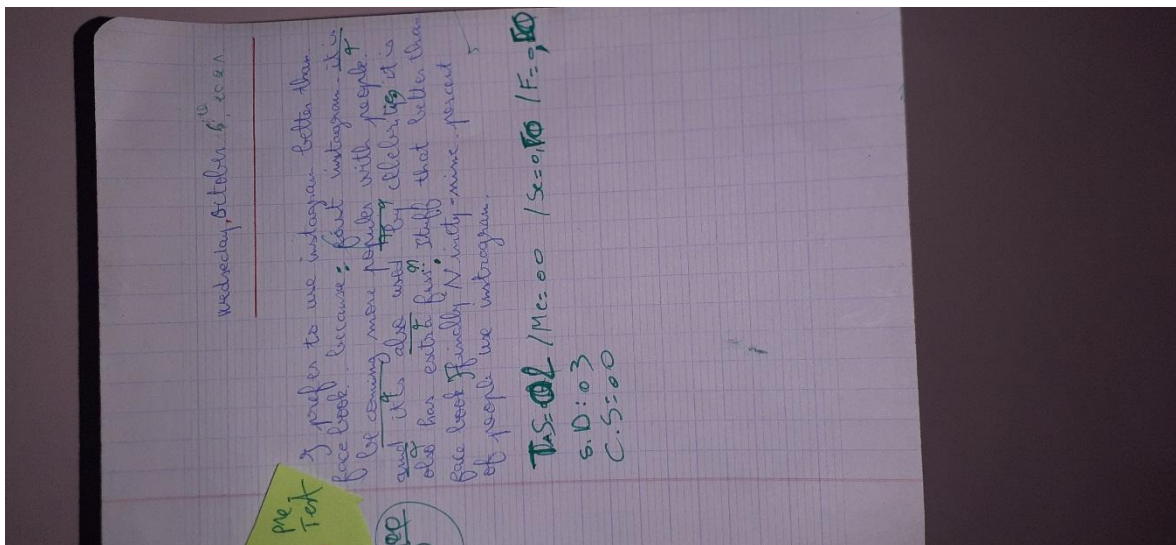
Appendices

Appendix 01

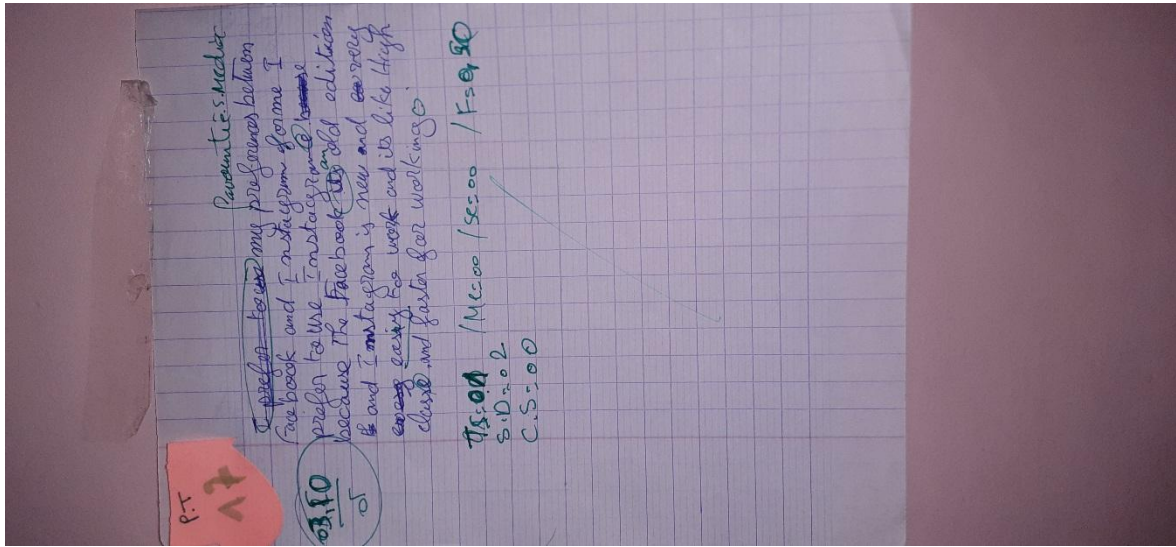
Teacher: Mm. KaibDounia	Date: 06/ 10/ 2021
Course: Written expression	Duration: 1 hour
Topic: Pre-test	Level: First year secondary school learners (Literary stream)
Question: Facebook and Instagram are the most famous social media networks. Write a paragraph about your favorite one.	
Lesson aim: By the end of the test the teacher will diagnosis students' prior knowledge about paragraph writing.	

Appendix 02

Pre-test score (Control group)



Appendix 03 Pre-test score (Experimental group)



Appendix 04

GW4

Writing Test #1

Name: _____

A. Identifying topics and controlling ideas: in each topic sentence below, circle the topic and underline the controlling idea.

1. Hiking is the best way to explore nature closely.
2. My uncle had a frightening experience as a young man.
3. Singapore is a very popular vacation destination in Asia.
4. There are some very specific differences between my part of the world and the western countries.
5. Text messaging has become popular among teenagers.

B. Identifying topic sentences: For each set of sentences, write "TS" next to the topic sentence. There's one topic sentence in each group.

1. _____ a. One of my favorite hobbies is listening to international music.
_____ b. I have a large collection of world music recordings.
_____ c. My friends and I like to introduce each other to new international artists we discover.
_____ d. I enjoy going to concerts by musicians from different countries.
2. _____ a. You can use the Internet to find a great deal of information, but if you don't have the right skills, you can waste a lot of time.
_____ b. The Internet can be incredibly useful if you know how to use it.
_____ c. There are opportunities to buy and sell products on the Internet, but you have to know the proper way to spend money.
_____ d. The Internet is a good place to find a job for people who know how to use search engines.

Appendix05



PARAGRAPH: TOPIC SENTENCES

NAME:


DATE:

A **topic sentence** tells the main idea of a paragraph.
My favorite pet is my snake, Cornwall.

16 Listen and read. What's Cornwall like?

title → **My Favorite Pet**
by Aaron Michaels

topic sentence → **My favorite pet is my snake, Cornwall.**
He is a corn snake. He is 50 centimeters long, and he is red and white. I feed him one small mouse every week. He is friendly. He does not bite people. Some people don't like snakes, but snakes can make good pets.



I. Read and match the titles with the topic sentences.

Title	Topic Sentence
1 A Day at the Zoo	a My sister and I have many pets at home.
2 My Mother's Job	b My favorite time of day at school is art class.
3 My Favorite Class	c I have many jobs to do at home after school.
4 After-School Jobs	d My mother is a chef at an Italian restaurant.
5 Our Pets	e When I go to the zoo, I spend the whole day there.

II. What is your favorite animal? Write a title and a topic sentence.

Appendix 06

Hamburger Paragraph Writing Anchor Chart

[.https://www.pinterest.com/pin/482377810091160968/](https://www.pinterest.com/pin/482377810091160968/)

openMind 2nd edition Level 3 > Unit 4 > Taking care of business

Writing: organizing a paragraph

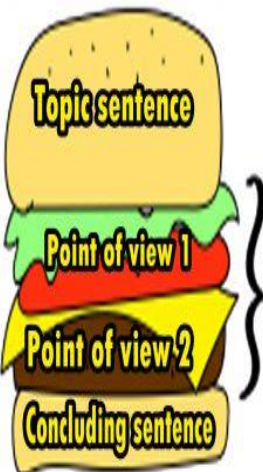
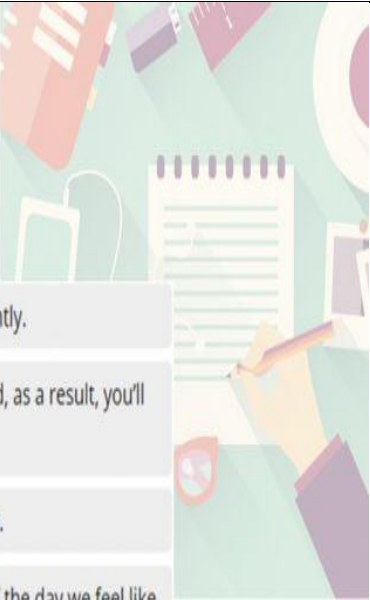
Put the sentences into the correct order to form a paragraph.

In fact, being busy does not always mean that we are using our time efficiently.


If you don't prioritize your goals, you'll waste time on nonessential tasks and, as a result, you'll feel stressed and frustrated.

A good way to start your day is to make a list of goals to prioritize your time.

Many of us have days when we are incredibly busy all day, but at the end of the day we feel like we got almost nothing done.



The diagram shows a hamburger with four layers. From top to bottom, the layers are labeled: 'Topic sentence', 'Point of view 1', 'Point of view 2', and 'Concluding sentence'. A large curly bracket on the right side of the bottom three layers (Point of view 1, Point of view 2, and Concluding sentence) indicates that these three layers together form the main body of the paragraph.



Appendix 07

Reference:

https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Writing/Organizing_a_Paragraph_zr958614dl

Main Idea and Supporting Details

Read the story and answer the questions.

Josh is a great football player. He practises every day after school. Josh plays for his school's football team. This year, he has scored six goals. Josh can kick the ball very far. He can also run very fast with the ball.

Write the main idea of the story.

_____.

Write 2 details that support the main idea.

1) _____.

2) _____.

Reference

<https://www.liveworksheets.com/xs1249041ly>

Reference:

<https://www.liveworksheets.com/dg1326026hn> concluding sentence

Appendix 08

Paragraph writing

A paragraph can be like a hamburger

The top bread is the Topic Sentence

The fillings are the details

The **bottom bread is the concluding or final sentence.**

The Perfect Paragraph

1st Sentence: Main Idea

2nd Sentence: Detail

3rd Sentence: Detail

4th Sentence: Detail

5th Sentence: **Concluding Sentence**

Concluding Sentences- this is your last sentence in the paragraph. It is your final thoughts on the subject you wrote about. It is not any new information.

For Example:

Topic sentence: Dogs are better pets than cats.

Detail 1: They are more friendly than cats.

Detail 2: I can take dogs on walks.

Detail 3: They can protect me from bandits, cats cannot.

Concluding Sentence: Dogs make the best pets in the world.

Dogs are better pets than cats.
They are more friendly than cats. I can take dogs on walks. They can protect me from bandits, cats cannot. *Dogs make the best pets in the world.*

Appendix 09

Topic and concluding sentences 2

Topic Sentences

Exercise 1: Read the paragraph and choose the best topic sentence.

<p>Topic sentences: A: It is summer and it rained yesterday. B: Our country is very big. C: I like the weather in our country. D: It can get to 50°C, for example.</p>	<p>Paragraph: _____ It doesn't rain very often in summer or winter. The sun usually shines all day. In winter, it can get cold in the desert, but in summer it is hot in the desert and in the cities. I love hot weather.</p>
---	--

What is wrong with the other topic sentences? Match them to the problems.

<p>Problems: It is an example. It is not general. It is about something different from the other sentences.</p>	<p>Topic sentence: _____ _____ _____</p>
---	--

Exercise 2: Which is the correct second sentence of the paragraph after the topic sentences?

<p>Paragraph 1: Some people don't like fast food restaurants... A: For example, there are Indian restaurants and many different fast food restaurants. B: They say the quality of food in these restaurants is suspect. C: The service offered has been subject to much analysis and debate.</p>
<p>Paragraph 2: There are lots of different types of restaurants in our city. A: For example, there are Indian restaurants and many different fast food restaurants. B: They say the quality of the food in these restaurants is suspect. C: The service offered has been subject to much analysis and debate.</p>

Exercise 3: Read the two topic sentences. Place the other sentences in order below the correct topic sentences

<p>1. I like doing different kinds of sport. 2. 3. 4. Doing sports brings a wealth of benefits to those who do them. I also like running and cycling in a group.</p>	<p>1. Sport is good for you in different ways. 2. 3. 4. Sport also keeps you fit and healthy. For example, I play basketball a lot, and I like it because I enjoy team games.</p>
---	--

<https://www.pinterest.com/sitinurdinahajimohdali/>

<https://www.liveworksheets.com/cb1528721rp>

Appendix 10

Best Concluding Sentence

Read each topic sentence, choose the best concluding sentence, and rewrite it on the lines.

1. Topic Sentence: The mixture of ginger and honey has many health benefits for treating respiratory problems that are unmatched by any other medicinal remedy.

a) Therefore, you should take this mixture every morning on an empty stomach.

b) In conclusion, this mixture provides instant relief to people suffering from cold, cough, sore throat, and runny nose.



Concluding Sentence: _____

2. Topic Sentence: Acquiring piano skills might seem hard at first, but if you're serious about it, you'll be playing your first songs independently in a very short time.

a) Learning to play the piano is almost like climbing Mount Everest.

b) Piano lessons from experts can make your learning experience less overwhelming and more fun.



Concluding Sentence: _____

3. Topic Sentence: My doctor suggested to incorporate daily exercise in my routine. He told me that it will not only maintain my weight, but regular physical activity will help reduce the risk for several diseases, improve my health conditions, and overall quality of life.

a) Therefore, you should exercise daily, rain or shine.

b) Hence, you should plan to go hiking every Saturday.



Concluding Sentence: _____

Appendix 11

First...Then...After that...Finally

For each box:

- 1) Number the order of events (1,2,3,4, etc...)
- 2) Put the word, **FIRST**, in the first step of the order of activities.
- 3) Use **THEN, AFTER THAT, NEXT or AFTER**, for the next steps. Don't worry about the order of the sequencers
- 4) Put the word, **FINALLY**, in the last step of the order of activities.

___ _____, going to his classes at school, he comes home

___ _____, he does his homework.

___ _____, he goes to bed.

___ _____, Kyle wakes up in the morning.

___ _____, we eat dinner.

___ _____, we get home from work.

___ _____, we wash the dishes.

___ _____, we cook the food.

___ _____, we watch TV after the dishes.

___ _____, we ate the cookies.

___ _____, we gathered the ingredients.

___ _____, we baked the cookies dough.

___ _____, we made the cookie dough.

___ _____, we decide to make chocolate chip cookies.

___ _____relaxing from the school and watches TV, she does her homework before dinner.

___ _____, she goes to school.

___ _____, she eats dinner.

___ _____, she goes to bed.

_____, she woke up to the alarm

_____, she went to work.

_____, she ate breakfast.

_____, she ate lunch.

_____, she left work to go home.

_____, she returned from lunch and worked for the afternoon.

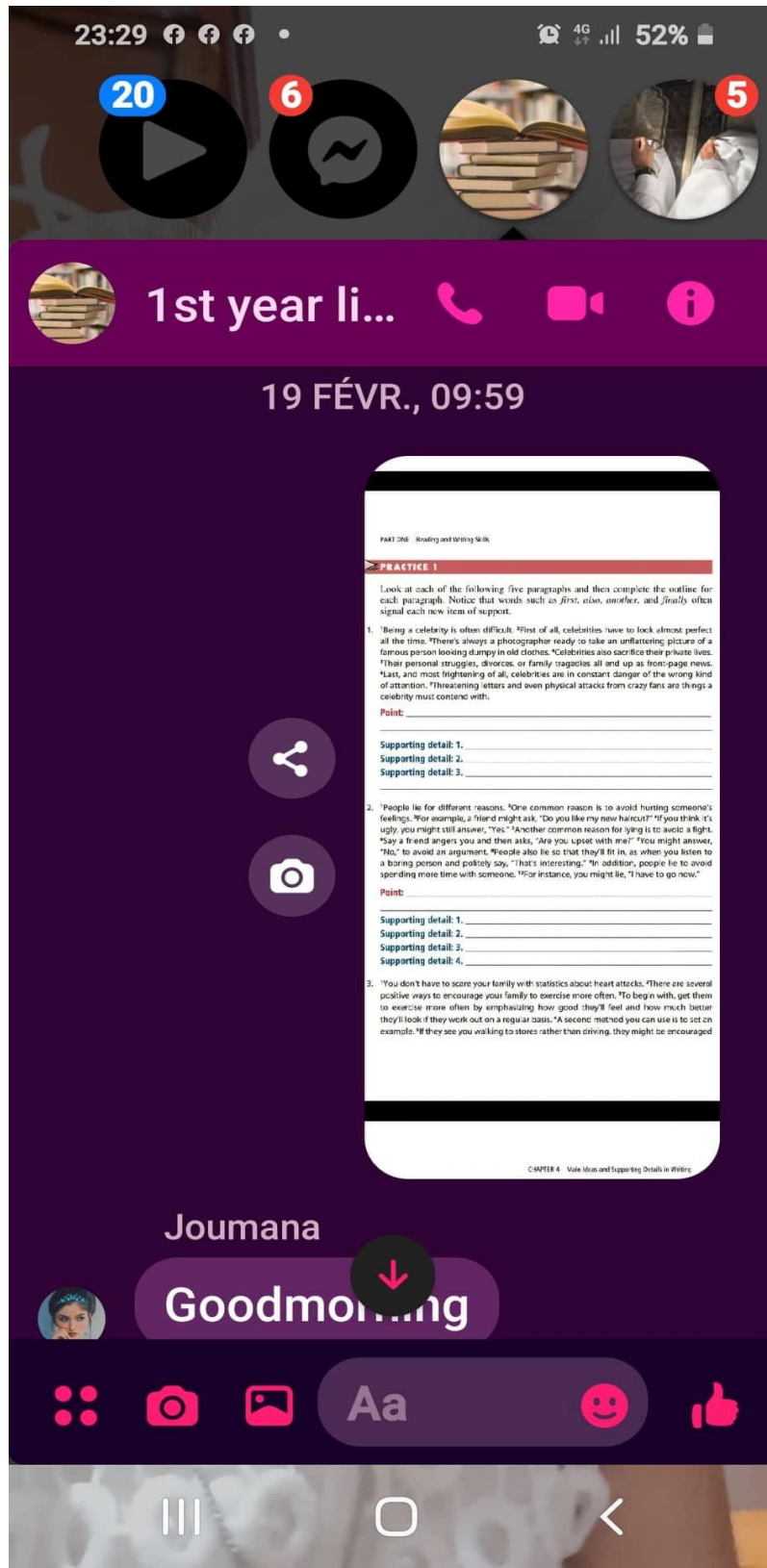
___ _____ going to the grocery shopping, I return home.

___ _____, I go to the bank to get money to go shopping.

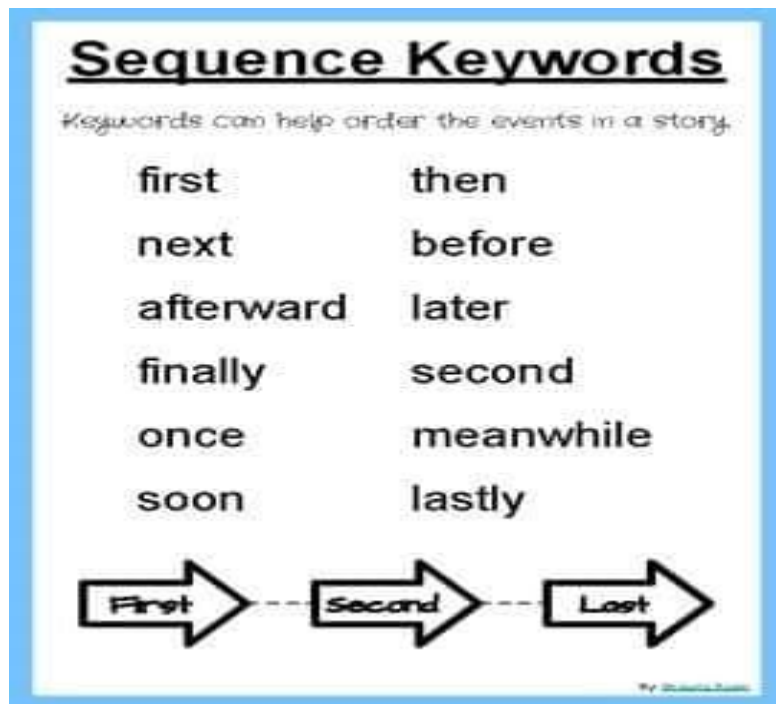
_____, I leave the house for the bank.

_____, I put the groceries away.

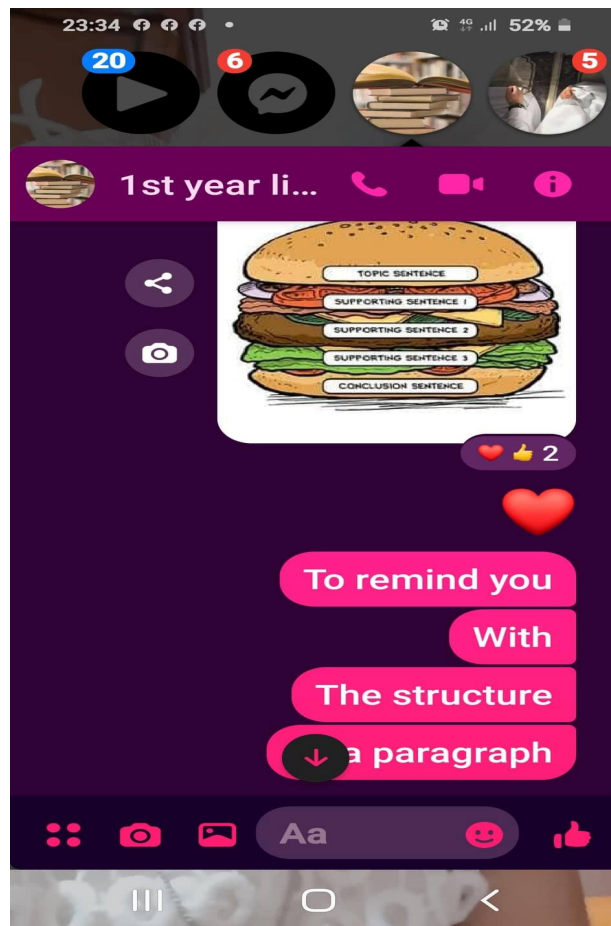
Appendix 12



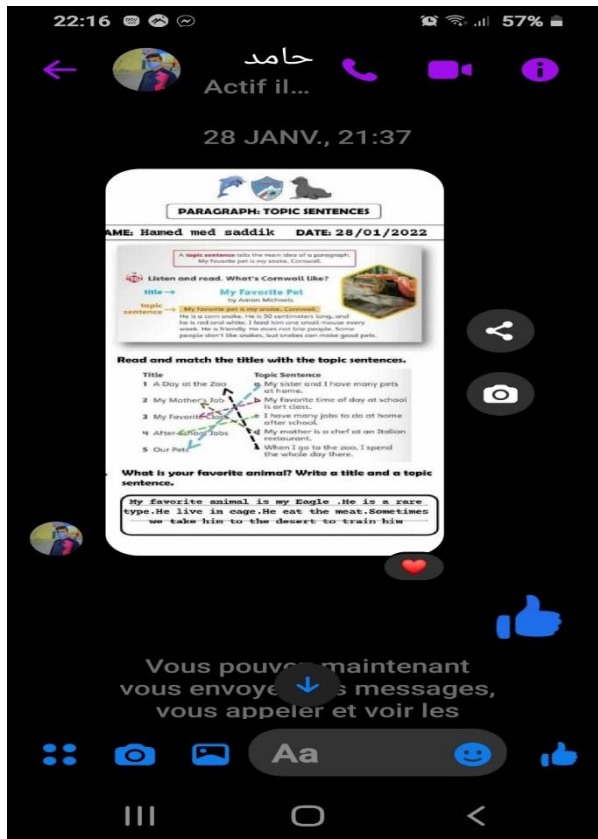
Appendix 13



Appendix 14



Appendix 15



Appendix 16

21:55 59%

← حامد محمد الصديق
2 hr

Main Idea and Supporting Details
Read the story and answer the questions.

Josh is a great football player. He practises every day after school. Josh plays for his school's football team. This year, he has scored six goals. Josh can kick the ball very far. He can also run very fast with the ball.

Write the main idea of the story.
Josh is a great football player

Write 2 details that support the main idea.

- 1) This year, He has scored six goals
- 2) He can also run very fast with the ball

... Plus Modifier

III O <

المخلص

يتطلب تدريس الكتابة في عصر التكنولوجيا من الاستراتيجيات المفيدة المبتكرة للمعلمين بسبب صعوبة مهارة متعلمي اللغة الإنجليزية كلغة أجنبية بشكل عام والتلاميذ الجزائريين بشكل خاص. وبالتالي ، كان الهدف الرئيسي من البحث هو التحقيق في فعالية استخدام نهج التعلم المدمج في تعزيز كتابة الفقرة لطلاب المدارس الثانوية من حيث التنظيم. وبحسب طبيعة البحث تم استخدام تصميم شبه تجريبي تحت مظلة منهج البحث الكمي. تم استخدام هذا الأخير للإجابة على سؤال البحث واختبار الفرضية فيما إذا كان نهج التعلم المدمج قد تم استخدامه في تدريس كتابة الفقرة ، وسيتم تحسين فقرات المتعلمين في السنة الأولى من حيث التنظيم. لهذا الغرض ، شاركت في هذه الدراسة مجموعتان سليمتان: مجموعة ضابطة (ن = 20) ومجموعة تجريبية (ن = 20) من ثانوية محمد بوصبيعات. تم إجراء البحث من خلال المقارنة بين وسائل الاختبار القبلي والبعدي في المرحلة الأولى: الإحصاء الوصفي. بعد ذلك ، تم إجراء اختبار t مستقل من خلال حزمة SPSS لاختبار الفرضيات. أوضحت النتائج أن قيمة (p (00.00 كانت أقل من مستوى المعنوية (05،0). وبالتالي ، تم رفض الفرضية الصفرية لصالح الفرضية البديلة. هذا يؤكد التأثير الكبير لمنهج التعلم المدمج على فقرات التلاميذ. يُستنتج أن بيئة التعلم المدمج غير العادية يمكن أن تكون اقتراحًا فعالاً لمعلمي المدارس الثانوية الجزائرية لتشجيع المتعلمين على كتابة فقرات مناسبة.

الكلمات الرئيسية: التعلم المدمج؛ كتابة الفقرة؛ متعلمي اللغة الإنجليزية كلغة أجنبية.