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The Impact of the Blended Learning on EFL Learner'sWriting Skills

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DECLARATION

We, hereby, declare that this dissertation, entitled “The Impact of The Blended Learning on EFL Learner’s Writing Skills”, has been undertaken by us for the requirement for Master Degree in English (linguistics) under the supervision ofSouadMiroud. we also declare the materials of this research are the pure outcome of our investigation and do not incorporate any substances previously written or published by other researchers except those indicated in quotations, citations or in the references list.

We are duly informed that any person practicing plagiarism will be subject to disciplinary sanctions issued by the university authorities under the rules and regulation in force.

Date:

Signed:

Dedication

First of all, I want to thank God for the countless blessings.

I would like to dedicate this work to myself and the most important people in my life

To my mother who is the most beloved and beautiful woman in the world

To my father, my dearest and most precious in the universe, their unconditional love and sacrifices have shaped me into the person I am today.

This work is also dedicated to my beloved sisters: Rihab and Lina .

I graduated by the grace of God, and all praise is due to God until praise reaches its ultimate limit .

Nihed

Dedication

To my loving family,This thesis is dedicated to you, the pillars of my strength and the unwavering support throughout my academic journey. Your love, encouragement, and belief in me have sustained my spirit and fueled my determination to reach this milestone, family of Zaoui and Laidoudi

Mom and Dad, .you have been my guiding lights, illuminating the path to success with your boundless wisdom and unwavering faith in my abilities. Your sacrifices, both seen and unseen, have shaped me into the person I am today. Your ceaseless encouragement and unconditional love have instilled in me the courage to dream big and the resilience to overcome any obstacles that come my way. To my siblings, who have been my best friends and constant companions, your unwavering belief in me has been the wind beneath my wings. Through the highs and lows, you have always been there, offering a listening ear, a shoulder to lean on, and a comforting presence. Your unwavering support has given me the strength to persevere, even in the face of adversity. To my siblings,Abdelbasset ,Alaa , Rimass , Romaissa and my beloved princess Seren your unwavering support and love have given me the strength to persevere.

To myself, I express gratitude for the commitment, resilience, and self-belief I have demonstrated. I am thankful for the sacrifices made and the personal growth achieved throughout this journey. This dedication is a celebration of my accomplishments and unwavering spirit. . I am thankful for the moments of self-belief that pushed me forward when doubt crept in, and for the determination that kept me going even when the path seemed uncertain. I am grateful for the sacrifices I have made, the sacrifices of time, personal pursuits, and comfort, all in the pursuit of knowledge and personal growth. Thank you for embracing the challenges and embracing the opportunities for growth that this thesis has presented. Thank you for pushing through moments of frustration and setbacks, and for finding the strength within myself to overcome them . As I reflect upon this achievement, I recognize the person I have become—the person who took on challenges, surpassed limitations, and discovered hidden potential. This dedication is a testament to my resilience, determination, and the belief that I am capable of achieving great things. So, thank you, dear self, for staying committed, for believing in your abilities, and for never giving up. You have proven that with passion, dedication, and a strong will, you can conquer even the most daunting of tasks. This thesis is a celebration of your growth, your accomplishments, and your unwavering spirit.

To my friends, both old and new, you have enriched my life in countless ways. Your friendship has provided solace during challenging times, laughter during moments of joy, and inspiration when I needed it most. Thank you for being my pillars of support, my cheerleaders, and my sounding boards. Your presence in my life has been an invaluable gift.To my mentors, your expertise and dedication have inspired me to push the boundaries of knowledge.

As I conclude this chapter of my academic journey and embark on new endeavors, I carry with me the love, support, and lessons learned from each and every one of you. This thesis stands as a testament to our collective triumphs, the power of human connection, and the beauty that can be found in the pursuit of knowledge

With love and gratitude,

IchrakLaidoudi

Abstract

In this quasi-experimental study, the researchers aimed to compare the impact of blended learning and traditional face-to-face instruction on the writing skills of university-level EFL students. Over a period of six weeks, a group of 23 participants was divided into two groups: the blended learning group and the traditional group. The blended learning group received online writing courses in addition to the traditional instruction, while the traditional group received only face-to-face instruction. A pretest, post-test, and survey were used to collect data on writing performance and perception towards blended learning. The results showed that the blended learning group outperformed the traditional group on the post-test and had more positive attitudes towards the writing activities. The study concludes that blended learning can enhance EFL students' writing skills and attitudes towards writing tasks by providing more opportunities to practice and improve writing skills. These findings suggest that integrating online writing activities into traditional face-to-face instruction provides insights for teachers and educators to adopt more effective teaching practices that can improve students' writing performance and engagement.

Key words:

Blended Learning

Writing Skills

Experimental Group

Quasi-experimental method

Pre-post Tests

الملخص

تهدف هـذه الدراسـة إلى التحقـق من تـأثير التعلم المدمج على مهـارة كتابـة الطلاب في تعلم اللغـة الإنجليزية كلغة أجنبية. وقد تم استخدام تصميم شبه تجريبي لمقارنة أداء الكتابة بين 23 طالبًا جامعيًا تم توزيعهم بشكل عشوائي إما إلى مجموعة التعلم المدمج أو المجموعة التقليدية التي تعتمد على التدريس وجهًا لوجه. تلقت كلتا المجموعتان تعليمًا متماثلًا في الكتابة على مدار 6 أسابيع، ولكن مجموعة التعلم المدمج تلقت دورات كتابة عبر الإنترنت من خلال منصة زووم.

وقد استخدمت الدراسة تصميم اختبار قبلي وبعدي،وتصميم استبيان لجمع البيانات حول أداء الكتابة ومدى استيعاب التعلم المدمج،وتم تزويد المعلم بأسئلة للحصول على معلومات عن طريقته التقليدية للتدريس. وأسفر الاختبار الأولي عن تقييم قدرات الكتابة الأساسية للطلاب، في حين قاس الاختبار النهائي أداءهم في الكتابة بعد الانتهاء من التدخل. وبالإضافة إلى ذلك، تم تنفيذ استبيان للمجموعة التجريبية لجمع آرائهم حول التعلم المدمج. أظهرت النتائج أن مجموعة التعلم المدمج تفوقت على المجموعة التقليدية في الاختبار النهائي، مما يشير إلى أن التعلم المدمج كان أكثر فعالية في تحسين مهارات كتابة الطلاب. وعلاوة على ذلك كشفت نتائج الاستبيان أن مجموعة التعلم المدمج كانت لديها مواقف أكثر إيجابية تجاه أنشطة التعلم المدمج.

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List of Abbreviations

BL: blended learning

YFUM: Yahia Fares University of Medea

EFL: English as a foreign language

LMD: Licence, Master, Doctorate

STs: Students

ExpGrp: Experimental group

ContGrp: control group

General Introduction

General Introduction:

1. Introduction
2. Problem of the Research
3. Questions of the Research
4. Hypotheses
5. Objectives of the Research
6. Structure of the Research

Introduction

Teaching and Learning are fundamental processes in education. Effective teaching plays a vital role in achieving significant learning outcomes, allowing learners to acquire new knowledge, and skills. Among these skills, writing, particularly in English as a Foreign Language (EFL), is often regarded as one of the most challenging and critical areas for learners to master. Scholars as Zemach and Islam (2007) emphasize on the difficulties associated with mastering writing in both native and second languages. It demands careful attention to grammar, punctuation, capitalization, and spelling, while also ensuring their writing is well-organized and coherent to effectively convey their thoughts. EFL learners require substantial exposure to the English language and many opportunities for practice. While in-class practice is necessary but, it may not be sufficient on its own. Thankfully, modern technology has opened up new avenues for learning, and online platforms can greatly enhance language acquisition outside the traditional classrooms. However, neither face to face teaching nor online learning in isolation is an ideal solution. As teaching and learning strategies continue to develop and evolve, a blended learning approach has emerged as an effective method to enhance students' learning outcomes. BL integrates the strengths of both face-to-face instruction and online learning enabling students to engage with a variety of learning styles and skills, particularly in writing. By utilizing visual and interactive tools, BL motivates learners, fosters their curiosity and encourage them to study independently thus their abilities in writing develop. In this context, teachers guide and support students throughout their learning journey, providing necessary guidance and feedback. This approach creates an interactive and dynamic learning environment, which encourages students to take an active role in their education. Furthermore, it fosters the students-centred learning experience and enhances students' engagement.

This research attempts to apply the Blended Learning method in teaching the writing skill in order to know its impact on the students' performance and results.

2. Problem of the Research

To what extent can blended learning affect students' performance in writing skill?

3. Questions of the Research

- Does BL affect students' performance and perception in writing skill (writing paragraphs)?
- Does BL method encourage independent learning?
- Does BL method affect students' achievements and results in writing skill compared tothe traditional method?

4. Hypotheses

- BL will affect students' perception of information and writing comprehension.
- BL will influence positively Students' performance in writing and results.
- BL will facilitate the teaching and learning process.

5. Objectives of the Research

- This research aims to develop and enhance students writing skill and achieve better results.
- This research aims to replace the traditional method of teaching in higher education.
- It aims to implement BL method in university classes.

6. Structure of the Study

This research is divided into a general introduction, three chapters, and a general conclusion. The thesis starts with a general introduction that contains an overview of the study, research problem, research questions, hypotheses, and the objectives of the research.

The first chapter deals with the literature review, and shed light on the previous studies. This chapter covers the historical background of the blended learning besides, it includes the advantages and the disadvantages of the BL.

In addition to the BL models, definition of the writing skill, and the traditional method.

The second chapter represents the methodological part of the research. It includes the population and sample, research design, procedures of applying the BL approach, and the instruments used during the experiment.

The third chapter is devoted to data analysis, findings and results discussions. This chapter analyses the results obtained from the pre-test and post-test, and the survey (questionnaire) using statistics and different graphs (including pie charts, line and bar graphs) made with Microsoft Excel 2010. This was followed by a discussion of each of them.

At the end, we concluded by a general conclusion about the research that contains implications, limitation of the research, recommendations and further research.

Chapter One:
Review of Literature

Chapter one: Review of Literature

Introduction

1. Historical Background

1.1. Previous Empirical Studies

2.Blended Learning Tools

3.Blended Learning Models

3.1. The Rotation Model

3.2. The Flex Model

3.3. The Self-Blend Model

3.4. The Enriched Virtual Model

3.5. The Flipped Classroom Model

4. Traditional Method of Learning

4.1.Traditional Vs Modern Teaching Methods

5. Advantages of Blended Learning

6. Disadvantages of Blended Learning

7. Definition of Writing Skill

7.1. Application of Blended Learning in Writing

Introduction

This chapter focuses on defining the blended learning method of teaching and its tools, the historical background of the study, and the empirical studies. This chapter also deals with the advantages and the disadvantages of the blended learning, as it sheds light on the traditional and the modern method of teaching. In addition to the blended learning models, this chapter also talks about of writing as a skill and the application of the blended learning in writing.

Blended learning is an educational method. It has its roots in the early 2000s. It emerged as a response to the limitations of both traditional face-to-face teaching and online learning. The term "blended learning" was coined in 2000 by Harvard Business School Professor Clayton M.Christensen, who supported the use of what he called Disruptive innovations (computer, cell phone, MP3) in all sectors. Disruptive innovations fundamentally transform asector by replacing expensive, complicated, and inaccessible products or services with much less expensive, simpler, and more convenient alternatives (Christensen, 200, P. 18).

Blended Learning means the combination of traditional face-to-face instruction with online learning activities. That is, two different learning environments are incorporated toteach the target subject; classroom interaction and e-learning or what is known as technology-enhanced learning. According to Garrison and Vaughan (2008), blended learning is "a thoughtful integration of classroom face-to-face learning experiences with online learning experiences" (p.5). Graham et al (2013) in his turn define the blended learning as “a combination of traditional face to face instruction and online learning experiences that occur synchronously or asynchronously. This blending of modalities creates a new instructional environment that combines the effectiveness and the socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment” (p.2). This definition emphasizes the integration of face to face instruction and online learning, highlighting the benefits of combining the strengths of both modalities.

Heather Staker(2011) defines theBlended learning as “any time a student learns at least in part at a supervised brick and-mortar location away from home and at least in part through online delivery with some element of

student control over time, place, path, and/or pace"(P.5). He distinguishes Blended learning from other varieties of learning by two clauses. First, the student has to learn in a “supervised brick-and-mortar location away from home”; here a school building is the most traditional location. Furthermore, there must be a responsible adult present to oversee the learning process. Second, to qualify as blended learning, the student must experience online delivery with some control over the time, place, path, and pace.

Blended learning is a flexible and innovative way to deliver educational content to students, allowing for personalized learning experiences and different situational design models to be developed. Its flexibility comes from the complexity of the concept of blended learning, which leads to the different understanding of teachers and practitioners about what it exactly means. Shaw and Igneri (2006, p3) claimed that there is no unique well- defined blend. A successful blended learning experience can be determined in terms ofthe learning objectives, Information Communication Technology (ICT) tools and the different circumstances of the teaching/ learning process.

Blended learning has gained popularity in recent years due to its capacity to provide adaptable learning experiences that cater to various learning styles and schedules. Additionally, blended learning has been shown to improve student engagement and achievement, as well as to enhance the overall learning experience (Garrison & Vaughan, 2008). That is blended learning promotes active learning by providing students with opportunities to engage with course materials in a variety of ways. For example, students can work on online activities and participate on online discussions, which can help them stay engaged and motivated. They can also complete interactive quizzes, and access multimedia resources such as videos that can enrich their learning experiences.

Blended learning has become very useful in recent years, especially with the rise of online learning platforms and the COVID-19 pandemic forcing many schools to adopt remote learning. As stated by So, Wu, and Wei (2021), "Blended learning has become a popular trend and a mainstream approach in the educational context, and it has gained more attention during the COVID-19 pandemic" (p. 1).

Overall, blended learning is a versatile and effective approach to education that has the potential to transform the way we teach and learn. As

technology continues to evolve, we can expect to see even more innovative approaches to blended learning in the future.

One example of blended learning is the flipped classroom model, where students watch pre-recorded lectures or videos or online activities before coming to class, and devoting time in class for interactive discussions and activities. Another example is the rotation model, where students rotate between different learning activities, such as online modules, small group instruction, and independent study.

1. Historical Background of Blended Learning

"In order to create a successful blended learning strategy , it's wise to learn as much a possible about its key ideas and values to understand these , however , you must first know how it all got started and the historical highlights that shaped its core principles along the way . "(Christopher papas, October 08, 2015).

Historically speaking, the first blended learning was applied in1840's.Sir ISSAK PITMAN started a distance course. His concept of distance learning is similar to what we know today. His method was about sending shorthand text via mailed postcard to his students, who were supposed to send it back with the same way in order to be corrected and graded. In the letters Pitman received, he began recognizing andcorrecting errors in their orthography and sending them backwith words of feedback and encouragement, (Archibald1 *and* Worsley, 2019, p100). In 1960's & 1970's modern computer-based training has its roots in the field of economy. For the first time training could be distributed to a large number of employees within organization without relying on printed materials and in-person instruction..To obtain the information, staff members needed just to log in to their character-based terminals. One of themost notable systems was Plato, which was developed by Control Data and the University of Illinois back in 1963(Jayanthi, 2019, p 392).The 1970's and 1980'shave witnessed a TV-Based Technology to support Live Training. Companies started using video networks to train their personnel in the blended learning timeline. They aimed to train new employees or increase the skill sets of current staff members.The instructor was no longer required to be physically present on the job site;he could just be seen on TV. After that, CD-ROM Training and LMS appear in 1980's and 1990's. Schools and organizations began using CD-ROMs to deliver more

interactive learning experiences, such as those that feature video and sound. This delivery format could hold larger quantities of information, which made them ideally suited for distance learning.In 1998with the first generation of web-based instruction, Computers were no longer just for organizations and the wealthy few, but for all people. Moreand more households began purchasing personal computers for their families. Then computers started to offer greater interactivity. Graphics sound, and video became more immersive, while connection speeds were increased and access to internet learning resources was available for every one (Jayanthi, 2019, p 392).From 2000 until today blended learning integration has began with the union of the face to face instruction and technology-based learning.Study conducted by Two Colorado chemistry teachers Aaron Samsand Jonathan Bergmann (2007, p3)whoafter discussing the potential of software, they realized that it might be a way to keep their studentswho missed class from missing out on learning.So, in the springof 2007, they began to record their live lessons using screen capturesoftware. They posted their lectures online so students couldaccess them.

1.1. Previous Empirical Studies

Many researchershave been conducted about the effectiveness of the Blended learning method in applied linguistics. The studies and experiments dealt with different topics concerning reading, writing, listening, and grammar and so on. The following researches represent a sample of such studies.

1- GofaoneKgosietsileKebualemang& Alpheus WananoMogwe (Vol. 8, No. 6, 2017) Faculty of computing university of Garborono , Botswana, investigated a research under the title of An Empirical Investigation into Blended Learning Effects on Tertiary Students and Students Perceptions on the Approach in Botswana. The purpose of the study was to perform an empirical inquiry of the effects of blended learning (BL) on tertiary students and student's views of the strategy. This purpose was goal-driven and built around three specific goals: 1- to evaluate the impact of BL on students enrolled in tertiary institutions; 2- to evaluate how tertiary students perceive the BL mode; 3- to determine how widely BL is accepted in a typical institutional or university learning environment. Two research topics were chosen to be used to fulfill the goals and purposes of the study after a thorough literature review exercise was conducted. They wanted to know

whether blended learning BL had changed students' attitudes about learning and increases academic performance. The Results showed that BL mode had a favorable effect on the learners.Student's opinions of the BL mode were favorable as well. These results supported the findings of the literature analysis and led to affirmative conclusions of the BL mode. The researchers concluded by proposing a framework that could be used to track BL impact on tertiary students and student's impressions of the approach in light of the findings and the study's aims as the findings showed a positive outlook in the BL mode.

2- Dr.Boughuebs, R. (2019) wrote Blended Learning Impact on EFL Readers 'Abilitytosummarize and Respond to Narrative Texts. Revue Tradition et langue (18(1),22-37).The aim of the study was to investigate blended learning impact on developing student's ability to summarize , and then respond in writing to narrative texts. The results showed that when using technology to combine in-class and out-of-class learning, EFL learners can reach a better level of expertise in reading comprehension skills.

3- Heba EL-Deghaidy,Hand Nouby, A. (2008,Elsevier Ltd). Wrote Effectiveness of a blended e-learning cooperative approach in an Egyptian teacher education program. The paper describes the results and implications of a study intothe effectiveness of a blended e-learning cooperative approach on Pre-Service Teachers, achievement, attitudes towards e-learning and cooperativeness. Quantitative and qualitative methodologies were used with participants of the study. The findingssuggestthat Pre-Service Teachers in the experimental group have higher achievement levels in their post-overall-course test, comprehensive-score, and attitudes towards e-learning environments comparedto those of the control group. The specific design of the course may be responsible for these changes.

Our study in its turn aimsto investigate the impact of blended learning on the writing skills of EFL learners. Specifically, we hypothesized that learners who participated in a blended learning course would show greater improvement in their writing skills compared to those who received traditional classroom-based instruction. To test our hypothesis, we conducted a quasi –experimental experiment, where we had a controlling group, who dealt only the traditional method and the experimental group, from EFL university learners who were assigned to the blended learning method. Then we compared the writing performance of the two groups through pre- and post-tests and analyzed their writing samples using home works and exams.

The results of this study have significant ramifications for EFL teachers looking to improve their instructional strategies and boost their students' writing abilities through blended learning.

2.Blended Learning Tools

According to the universal journal of educational research : Improvement of English Writing Skillsthrough Blended Learning among University Students in Malaysia (IsyakuHassan,abdulrahman,December 2020) it is stated that " The blended learning tools could be generally classified into three groups: LMS tools, social networking tools, and synchronized tools. LMS refers to web-based technologies such as Moodle and Blackboard that support the development, delivery, and assessment of particular learning material. Social networking tools consist of Facebook, WhatsApp, Twitter, Skype, and Facebook used for discussion and sharing of educational content. The third category consists of the synchronized tools that are openly accessible, such as Dropbox, Google Apps, and Zoho Apps (p7695-7696).These online resources have allowed people with common interests to meet, share ideas, opinions, discuss different topics and collaborate in innovative ways (Nedeva and S. B. Dineva, 2012, p. 471). In addition, the implementation of blended learning tools in higher learning institutions promotes engagement and interaction among students and thus creates a more learner-centered learning environment (Wang et al, 2014,p 842). Nedeva and Dineva also mentioned that the blended learning approach utilizes flexible and collaborative communication tools to develop a content-specific platform. Blended learning tools are particularly used to support group members in editing online documents, exchanging thoughts and insights related to the subject matter. Thus, instructors are encouraged to inspire their students to employ blended learning tools for formal learning activities and support them to possess online learning competencies. Most of the commonly used LMS have facilities that offer different forms of communication for collaborative knowledge construction. Students could access online materials and track their progress irrespective of where they reside (Wang, 2014). Facebook, Twitter, Skype, and WhatsApp were found to be the most commonly used tools for collaborative learning purposes (Al-Samarraie and Saeed, 2018). Besides, blended learning tools such as multimedia and web-platforms were found to be effective in improving teaching and learning experience. According to Sarfo and Yidana(2016)

blended learning tools are used to enhance critical thinking, communication, and collaborative skills. Various learning tools are combined to support learning activities to face the challenges of today's higher education. Today, blended learning has evolved to encompass a much richer set of learning strategies such as live events, online content, collaboration, assessment, and reference materials.

3. Blended Learning Models

In the literature, numerous models of blended learning have been put forth. A few of the models that are most frequently cited include:

3.1. The Rotation Model: It is the model most inbetween the traditional face-to-face classroom and online learning because it involves split between the two and, in some cases, between remote and onsite.In this model, within a given course, students rotateon a fixed schedule between learning online in a one-to-one, self-paced environmentand sitting in a classroom with a traditional face-to-face teacher(Staker, 2011, P 7).

3.2.The Flex Model: In the Flex Model, Teachers provide on-site support on a flexible and adaptive as-needed basisthrough in-person tutoring sessions and small group sessions(Staker, 2011, P 7).Students complete the majority of their coursework online, but attend face-to-face sessions for specific activities, such as labs or group discussions.

3.3.The Self-Blend Model: This model encompasses any time students choose to takeone or more courses online to supplement their traditional school's catalog(Staker, 2011, P 8).This means that students have the flexibility to choose which online courses or modules they would like to take in addition to their traditional face-to-face classes.

3.4. The Enriched Virtual Model: Itisa course or subject in which students have required face-to-face learning sessions with their teacher of record and then are free to complete their remaining coursework remote from the face-to-face teacher. The Enriched Virtual model differs from the Flipped Classroom because in Enriched Virtual programs, students seldom meet face-to-face with their teachers every weekday. It differs from a fully online course because face-to-face learning sessions are more than optional office hours or social events; they are required. (Horn &Staker, 2014).

3.5.The Flipped Classroom Model: In this model that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class .Clearly the class is centered on the students and notthe teacher. Students are responsible for viewing the videosand asking appropriate questions. The teacher is simply thereto provide expert feedback. The students are responsible forcompleting and sharing their work.(Bergmann &Sams, 2012, P13).

4.Traditional Method of Learning

The traditional method is known as conventional education is anold- way of teaching. It is widely used in schools. The teacher is the source of ideas and information, and the student receives and interacts with them, as a recipient of knowledge (Alessa1 and Hussein, 2023, p66).

In their study entitled "Traditional teaching method Vs Modern teaching method,Serroukh, (2015).p 1 , 2) stated that : Traditional teaching lasted 600 hundred years from middles ages without major changes. Thisway of teaching is failing. Some Highereducation performance assessments measure worldwide mainly based on the growth on numberof students enrolling in universities.

Lecturing is the famous way of giving information about the lesson topic, where the teacher explains and illustrates things and the student is a passive learner. Lecturing has beenprovedinefficient and any other present methods of teaching are much better compared to the traditional lecturing (Serroukh, 2015, p2). The traditional teaching and learning method makes the Lecturer/Tutor in charge of theclassroom/theatre, where teaching mainly relies on textbooks, emphasizes on basic skills, andlearning assessment placed as separate entity on the number of study hours, rather than on lecturing hours.Lecturer rooms still extensively used because they are economical, and meet University schoolsbudget.Students generally have a culture oflistening (passive learners). In applied Sciences, students are required to participate inteaching and learning, to participate in laboratory experiment, workshops, and other methods thatmake teaching and learning interactive and use participating approach. The traditional teaching and learning method is not working according to Donald Bligh findingsin his book titled what is the Use

of Lectures.). It makes the Lecturer/Tutor in charge, and relieson economic assessment in all teaching and learning resources. Such method makes studentpassive learners(Serroukh, 2015,P2)

4.1.Traditional Vs Modern Teaching Methods

Traditional techniques used repetition and memorization of information to educate students; this means that they are obtaining information and getting formed in a specific field but they are not developing their critical thinking, problem solving and decision-making skills. Modern learning encourages students to collaborate and be more productive. Thereforetraditional and modern teaching methods are both effective and useful in today's education. As with most things, it's all about balance. Teachers need to understand when a traditional method works best and when it's right to try new and innovative approaches.(Mahta 2019).

5.Advantagesof Blended Learning

In their study about blended learning – its importance and concept,R.JayanthiandVidhyaSagar (2019) mentioned some of the importance of the blended learning :(p 394)

- It can keep students focused for longer periods of time.
- The use of computers to look up information/data is a tremendous time saver, especially when used to access acomprehensive resource like the Internet to conduct research.
- This time-saving aspect can keep students focused on a project much longer than they would with books and paperresources, and it helps them develop better learning through exploration and research.

-It makes students more excited to learn when technology is integrated into school lessons, learners are more likely to be interested in, focused on, and excitedabout the subjects they are studying.

-Subjects that might be monotonous for some – like math and science – can be much more engaging with virtual lessons,tutoring, and the streaming of educational videos.

-It enables students to learn at their own pacewith the integration of technology; students are able to get direct, individualized instruction from the computer.

-This form of supplemental teaching allows them to engage with the information at times that are most convenient for them and helps them become more self-directed in the learning process.

-It also gives the teacher more time to accomplish classroom objectives, while freeing them up to help the students whomight be struggling with certain lessons.

-It prepares students for the future by learning to use technology in the classroom; both teachers and students will develop skills essential for the 21st century.

- Students will learn the critical thinking and workplace skills they will need to be successful in their futures.

- Education is no longer just about learning and memorizing facts and figures; it's about collaborating with others, solving complex problems, developing different forms of communication and leadership skills, and improving motivation and productivity.

The integration social networks into education givelearners and teachers the opportunity to create a *community of inquiry* in which each takes apart. Having asense of community means having "a feeling that members have of belonging, a feeling thatmembers matter to one another and to the group, and a shared faith that members' needs willbe met through their commitment to be together" (Kadri, 2018, p 38). The use of technology helps both students to interact with each other on the one part and with the teacher on the other. It also makes it possible to study the content, explore their knowledge and benefit from others' knowledge, reflect upon andameliorate other's understanding.

Concerning the advantages of blended learning to academic writing, one can say that academic writing represents a big challenge for students because of its difficulty marked by formal tone, extensive use of research and evidence and use of citation styles.

Besides, effective academic writing requires both practice and feedback, but classroom time constraints can make it difficult to provide students with sufficient opportunities to practice writing and receive feedback. It is important for instructors to prioritize teaching academic writing skills and allocate adequate time for practice exercises and feedback.

6.Disadvantages of Blended Learning

Indeed, while blended learning has many advantages, there are also challenges that need to be addressed in order to effectively design and implement a blended learning methodology. Graham (2006) mentions the following professional, cultural, and technical challenges when designing and implementing a blended learning methodology: (p15-16)

a. Professional Challenges: These challenges refer to the difficulty of integrating online and offline components of instruction while ensuring that the learning outcomes are aligned with the course objectives. The instructor must have the necessary skills and training to effectively integrate technology into the curriculum and provide support to students.

b. Cultural Challenges: These challenges refer to the cultural differences in attitudes towards technology and learning. For instance, some cultures may prefer face-to-face instruction and may not be comfortable with online learning. It is important to understand and address these cultural differences to ensure that the blended learning approach is effective.

c.Technical Challenges: These challenges refer to the potential technical issues that may arise when using technology in the classroom. For example, students may have difficulty accessing online resources or may experience technical glitches during online activities. It is important to have a plan in place to address these issues and provide technical support to students.

In studies such as R.Jayanthi&Vidhya Sagar,2019 , Albiladi&Alshareef, 2019; Bataineh&Mayyas, 2017; Crawford & Jenkins, 2017; Medina, 2018; Shand&Farrelly, 2018), it has been shown that not all faculty members are inclined towards blended-based instruction, Some still considered the use of ICT as “time-consuming” (Benson et al., 2011, p.148). For example, it was revealed that preparations for lecture or teaching materials design and development on web-based platform require more time than face-to-face interaction.

Some believe that the use of hybrid approach is more rigorous when it comes to teaching and learning preparations. This explains the idea presented by Ma'arop and Embi (2016) where they described blended learning as a burden, both physically and cognitively. Meaning, educators see the need to spend more time like designing the course platform, uploading of

instructional materials, answering queries and evaluating students' online outputs. Thus, it increases their workload, such as the time required.

7.Definition of Writing Skill

According to a study entitled " what is writing " conducted by : Akram J. N. Nasser,3juin,2020,chapter,08) at the university of Baghdad, writing is the creation of written discourse that is, the ability to effectively and clearly communicate ideas or information through written language. It is a practical means for fixing or consolidating various languagecomponents, (vocabulary, syntax, functions, etc). It is a means of reinforcing other skills before and while writing. Writers gathered data or information by observing reading, listening and talking to others (Abbad and Hussein, (2023). Writing skills are essential in both academic and professional settings, as they are used to convey information and persuade others to a particular point of view. It requires knowledge of spelling, grammar, and punctuation norms as well as the capacity to arrange and structure ideas in a clear and logical manner.

In academic writing, the ability to write clearly and concisely is crucial in order to communicate effectively research findings and ideas to a particular audience.
The ability to utilize language in a clearand interesting way that effectively conveys the intended message to the reader is a prerequisite for strong writing abilities. Writing abilities can be strengthened via practice, feedback, and continuing learning.

7.1.Application of Blended Learning in Writing

The implementation of the blended learning method to teach writing skills enhances students' writing abilities by delivering an enjoyable learning experience. It allows the instructor to work in small groups that increases student learning at a higher percentage, but the evaluation should be done for each cycle to ensure the effectiveness of the blended learning model. According to **Ho Ngoc Khuong (2021**), the combination of traditional teaching methods and e-learning in universities today can be applied in the following forms (p1644):

- In-class Learning: it can be conducted in many forms of teaching activities, including group activities, individual activities,presentations, or seminars... in class.

- Self-study Activities: It can be organized as online or offline activities of students. Learners can proceed to participate in other online or offline courses or exploit digital information or databases themselves to have further practice and improve their skills.

- Online Collaborative Learning: It requires learners to complete online learning content by participating in virtual classes on online platforms and interacting with teachers and other classmates.

Here are some ways to use the blended learning method in writing (Handoko and Ayumi, 2021, P 199):

1. Pre-writing: Finding topics and formulating the outline can be done through online activities.
2. Writing process: Face-to-face activities can be used for drafting and revising, while online activities can be used for peer review and feedback.
3. Final writing: The final writing can be done through face-to-face and online meetings, which include both synchronous and asynchronous activities.

Chapter Two

Methods and Procedures

Chapter two: methods and procedures

Introduction

1. Methodology

2. Population

3. Instruments

4. The validity of the Instrument

5. Research Design

6. Procedures

Introduction

This chapter focuses on the methodology and the procedures followed in this research. It also gives information about the population and the study sample. This chapter explains the procedures of applying the blended learning approach in teaching academic writing in addition to the instruments employed in the study. The research design is presented in this chapter as well.

1. Methodology

Research methodology is a set of systematic technique used in research, this simply means a guide to research and how it is conducted. It describes and analyses methods, sheds more light on their limitations and resources, clarifies their pre-suppositions and consequences and relates their potentialities to the twilight zone at the frontiers of knowledge. David Nunan (1992) defines research as "a systematic process of inquiry consisting of three elements or components: (1) a question, problem, or hypothesis, (2) data, (3) analysis and interpretation of data (p.3). Hence, there are three types of research: qualitative, quantitative and mixed method. Marshall and Rossman (2016) define qualitative research as "an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem" (p.3). Moreover, according to Creswell (2014), qualitative research is "a research approach that seeks to understand a phenomenon from the perspective of the individual who is experiencing it" (p.20). Furthermore, Merriam (2009) describes qualitative research as "an umbrella concept that encompasses an array of interpretive techniques which seeks to describe, decode, translate, and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring phenomena in the social world (p.4). The final written report is flexible in structure. Practitioners of this research approach value an inductive methodology, emphasizing personal

meanings and acknowledging the complexity of the situation. On the other hand, according to Creswell (2014), quantitative research is "a means for testing objective theories by examining the relationship among variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures"(p.3). Similarly, Babbie(2016) defines quantitative research as " the systematic empirical investigation of observable phenomena through the use of quantitative measurements and statistical, mathematical, or computational techniques"(p.28).Thus, quantitative research is a systematic method that involves gathering numerical data through standardized data collection techniques and analyzing it using statistical and mathematical approaches in addition to some computer programmes among which Microsoft Excel and SPSS. The emphasis on objectivity and precision is a key feature of quantitative research, which typically involves large sample sizes and standardized methods for data collection to ensure the accuracy and reliability of the findings. Examples of quantitative research methods include experiments, surveys, observation based studies and statistical analysis of existing datasets. Moreover, David Nunan(1992) states that "in metaphorical terms, quantitative research is 'hard' while qualitative research is 'soft' (p3). Regarding the mixed method research, according to Creswell and Plano Clark, 2007, it is a research method that integrates both qualitative and quantitative techniques, theories, and perspective. It goes beyond the mere collection and analysis of data to involve the use of both approaches in a complementary and mutually enhancing manner. This approach recognizes the importance of incorporating multiple philosophical assumptions and approaches in a study, resulting in a strong overall research design. (As cited in Creswell, 2009, para.7).

This study adopted a quantitative method in which a quasi-experimental analysis was performed to examine how the blended learning approach enhances the academic writing performance of the EFL learners.

Furthermore, to strengthen our research and experiment, and to answer the second question of the research, the researchers designed a survey. David Nunan, defines a survey as "a method of collecting data from a sample of individuals using a questionnaire, interview, or observation" (p.80). Nunan explains that surveys are often used to gather information on learner's needs, attitudes, preferences, and experience, as well as to evaluate programs and curricular. Surveys can be conducted through various modes of administration, including face-to-face, telephone, mail, and online. The survey was submitted online to the experimental group. The survey contains several questions and covers various aspects. David Nunan in his book stated that "such qualitative information is often crucial for the interpretation of quantitative data" (p.41). Such qualitative tools can be utilized to complement quantitative data to gather in-depth information and data on the participant's attitude, experience, or needs.

2. Population and the Sample of the Study

Leedy and Ormord (2013) define the population as "the aggregate of cases in which the researcher is interested and that meet the criteria for inclusion in the study" (p.114). Similarly, according to Creswell (2014), the population is "the entire group of individuals or objects to which a researcher wants to generalize the study findings" (p.154). However, according to Trochim and Donnelly (2008), a sample is "a subset of the population selected to participate in a research study" (p.125). And sampling is the process of selecting a representative group of individuals from a larger population to gather information and estimate the characteristics of the entire population. Sampling is a common practice to obtain information about population.

The target population of this study was first year English students; specifically in the writing module. The experiment took place in the

University of Yahiya Fares in Medea. The study sample of this research consisted of 23 students; the participants were divided into a control group and an experimental group. Both groups were taught for six weeks by using the traditional method for the control group and the blended learning method for the experimental group.

	Group	**Number of the students**
University English students	Control Group	11
	Experimental Group	12
Total		23

Table1: Distribution of the sample on both control and experimental groups

3. Procedures of Applying the Blended Learning Method

If the researcher is interested in the efficacy of a new treatment which is an independent variable manipulated by the experimenter, and the exact form of it depends on the type of the study being conducted, then the researcher will randomize the study participants (subjects) into at least two groups: experimental and control groups. The experimental group is the group that receives the intervention or treatment that is being studied. The purpose of the experimental group is to test the effects of the treatment on the participants. The control group, on the other hand, is a group that does not receive the treatment and is taught instead in the traditional way. The purpose of the control group is to provide a comparison or a baseline according to which the effects of the treatment can be measured.

Hence, the researchers chose first-year English students as the target population for their experiment, which involved implementing specific treatments to examine the effects on their writing skills.The whole group was divided into two sub-groups; a control group and experimental group. On the one hand, the control group involved 11 students, who were expected to study

with their teacher in a traditional classroom. On the other hand, the experimental group, which contained 12 learners, was instructed through the blended learning approach.The students of the experimental group had to meet three times a week divided as follows: two online sessions and one face to face session. The lessons were submitted online followed by homework or activities while, the third session was on-sight to correct the given activities and assessment for the pervious lessons. The materials used during the experiment were the computer, data show, word documents in addition to zoom application, email and a group messenger. In this research a pre-post test method was used. Creswell (2014) stated that the pre-post test design is used when the primary goal is to determine whether a particular intervention causes a change in the outcome variable. This research design is commonly used in the fields of education, psychology, and healthcare (p.188). It involves testing a group of participants before and after the intervention or treatment to determine if there has been any significant change in their performance or behaviour. The pre-test establishes a baseline level of performance or behaviour, while the post-test assesses any change that has occurred. By comparing the pre-test and post-test results, researchers can determine if the intervention or treatment had an effect on the outcome.

This design is considered as a quasi-experimental design that is useful when a randomized controlled trial is not possible, but it has a control group which helps to evaluate the treatment. Therefore, in this study, a pre-test was given to the experimental group to determine their performance in writing skill before the experiment, the pre-test involved multiple topics for writing, and the learners had to choose one topic to produce a piece of writing about it. The students also received intensive activities during the experiment, followed by a middle test to ensure that the student's level was in progress. After finishing all the syllabus of the academic writing module, a post-test

was submitted to the students of both groups to measure their development in the writing skill.

4. Instruments

Research instruments were defined by Polit and Back (2017) as "methods or tools used to measure or assess phenomena of interest" (p.366). Instruments include questionnaires, surveys, interviews, and other measurement tools. Creswell (2014) categorizes research instruments into qualitative and quantitative types, while Babbie (2016) defines them as forms, schedules, questionnaires, and other devices used for data collection, based on the research question and data type (P.222). Leedy and Ormrod (2015) highlight the significance of selecting appropriate instruments and ensuring their validity and reliability. Therefore, a questionnaire according to Roopa& Rani MentaSatya, is considered as an instrument which is the most important means of collecting quantitative primary data in a standardized manner (p.273). So the data are internally coherent and consisted for analysis. Questionnaires should always have a specific idea related to the purpose of the study and it should be clear from the outset how the results will be used. The questionnaire generally includes a series of questions designed to collect concrete information or views from the respondents whose cooperation can facilitate data collection. In this experiment, a questionnaire was designed and given to the teacher of the writing module to know about his method of teaching. The questionnaire tackled different angles; such as methodology, teaching materials and assessment. The control group was instructed by their teacher using a traditional method. A pre-test was given to both groups, experimental and control ones, and it was submitted via email. The materials used in this study were social media applications, such as messenger to be in touch with the group members and inform them about the link of the lessons and the timing. Email was used to submit homework, in addition to zoom

application in order to deliver and present the lessons, which were designed according to the university syllabus. The researchers also used a data show and computers in face to face sessions. During the experiment, a middle test was assigned to evaluate the students' perception of the blended learning method. Therefore, after finishing all the lessons of the writing module and the experiment treatment, a post-test was given to both control group and the experimental group to know about the impact of blended learning on the experimental group and to assess its progress compared to the control group.

5. The validity of the Instruments

According to Muhartoyo (2007) "validity means (a)the degree of a researchers' honesty that he/she has really observed what he/she observes in his/her research and (b) the extent of generalization from a researcher's finding based on his/her subjects and situations to other subjects and situations (p13). This means that other researchers should be able to replicate the study's methods and get similar results, and that the findings should be useful in other populations and settings. Having a valid study is important to make sure that the results are reliable and meaningful. In our study, the questionnaire, the pre-test, the outline of the experiment, and the designed lessons were made under the supervision of the supervisor. Some adjustments and modifications were made according to her advice.

6.Research Design

According to Creswell (2014), research design involves selecting a research approach, choosing a specific research method, and planning data collection and analysis (p.18). When conducting any research, researchers apply a number of methods and strategies in order to better understand the topic being studied, hence, in this research and in order to find out whether the blended learning method is effective for the EFL students, a quantitative experimental method specifically a quasi-experimental method was applied in this study. Experimental studies are designed to control variables that could affect the result. The design includes decisions about the number of groups, whether participants are tested before the study, how they are treated, how they are assigned to groups, the number of independent variables, and when dependent variable are measured. Once data is collected, it is analyzed to see if it supports or contradicts the hypothesis. Experimental research differs from other forms of quantitative research as the researcher controls or manipulates how groups of participants are treated and then observes how the treatment affects each group. The quasi-experimental design, according to Campbell& Stanley(1963) is a type of the research design, in which the researcher manipulate an independent variable but does not have full control over the experimental conditions (p.14). Quasi-experimental research refers to a type of research design that involves manipulating or observing variables, but does not have all the necessary elements of a true experimental design, such as random assignment of participants to groups or control over extraneous variables. It is a form of research where the investigator has limited control over the manipulation of the independent variable and uses intact groups or assigns participants to groups based on pre-existing characteristics or conditions. Moreover, Muhartoyo(2007) states that "a variable means anything which does not remain constant, for example, language proficiency, aptitude motivation, skill interest, and so on" (p13). Variables are

characteristics or attributes that can change and are used in research to measure and analyze relationships between different phenomena. Researchers use independent variables to manipulate or control their effects on other variables, which is in the current research the application of the blended learning. Dependent variables are measured or observed for changes that are influenced by the independent variable; in our experiment the dependent variable is the test scores. Control variables are kept constant throughout the study to avoid their influence on the dependent variable.

Experimental group	01	×	02
Control group	01	---	02

01: represents the pre-test
02: represents the post-test
×: represents the BL experiment

Table 02: The application of the dependent and independent variables.

7. Procedures

-After selecting the topic and the administration approved it, the researchers read some previous studies on the blended learning;

-The researchers selected the writing skill to be the topic of their experiment and research;

-The researchers identified the population and the sample of the study;

-Permission from the administration of the English department was obtained to do the experiment;

-The teacher's questionnaire was designed;

-After determine the method of the teacher, the whole pedagogical group was divided into a control group and experimental group;

-A pre-test was given to both groups;

-The researchers designed the lessons to teach the experimental group using the blended method during six months;

-Intensive activities and middle test were designed during the experiments;

-After finishing the experiment a post- test was conducted to both groups;

-The results were analysed and calculated to figure out the development;

-The questions of the research were answered and discussed;

Chapter three:

Findings of the research

Chapter Three: Findings of the Research

Introduction

1. Results and Analysis of Research

1.1. Answers to the Questions

1.1.1. Question 01

1.1.2. Question 02

A. Question 01 of the Survey

B. Question 02of the Survey

C. Question 03of the Survey

D. Question 04of the Survey

E. Question 05of the Survey

F. Question 06of theS

1.1.3. Question 03

2.Observation of the Results and Conclusion

3. Limitation of the Study

4. Implications

5. Recommendation of the Study

5.1 Recommendations of Researchers

6. FurtherStudies

Conclusion

Introduction

The third chapter of this study focuses on the analysis of data, as well as the presentation of findings and subsequent discussion. The data is gathered via various means, such as questionnaires, pre-tests, and post-tests, and is then analyzed utilizing tables and charts. Hypothesis testing is employed to either confirm or reject the proposed hypotheses. The results of this analysis are calculated using the Microsoft Excel 2010 software. Following this analysis, the results are discussed and a conclusion is drawn based on the data collected.

1. Results and Analysis of Research

1.1.Answers to the Research Questions

1.1.1.Question01

How can BL affect students' performance and perception in writing skill?

Blended learning according to the findings and results of the experiment, which mixes online and offline learning activities can significantly influence the performance and perception of students' writing abilities, particularly their ability to write a paragraph.

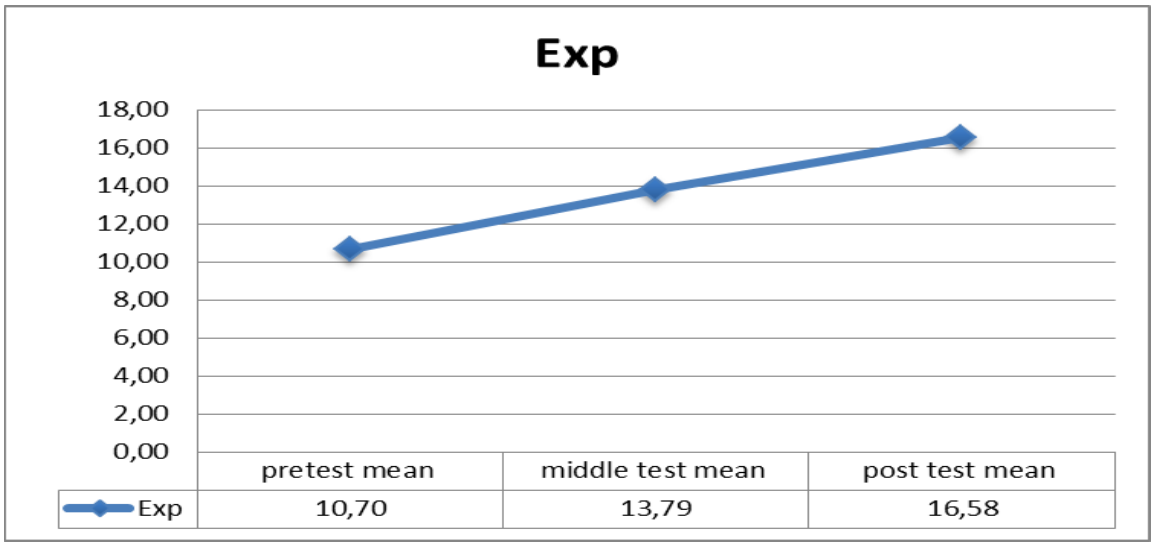


Figure01: development of Experimental group results (mean) in pre-post tests + middle test

(N.B: The Mean is calculated by dividing the sum of the scores by the total number of individual scores) (Nunan,1992, p29)

This line chart represents the development and improvement of the experimental group performance through the whole journey of the experience. The mean in each test is calculated; the pre-test mean is 10, 70 and the middle test mean is 13, 79, while the post-test mean is 16, 58. So, the difference between the means is 5, 88 which is a noticeable difference and a great improvement as a result of the treatment.

Individuals	Pretest marks	Middle test marks	Post test marks
1	9,5	12	14
2	11	13,5	16
3	13	17	18,5
4	12	14	15,5
5	10	16	18
6	9	13	17
7	13	16	19
8	11	13	16,5
9	13	15	19,5
10	9	11	14
11	8	12	15
12	10	13	16
TOTAL	128,5	165,5	199
MEAN	10,70	13,79	16,58

Table: The experimental group's individual scores in pre-post test and middle test

The table above explains the scores in each test; the pretest lowest mark is 8 and the highest is 13 with group total score of 128, 5. While, the middle test' lowest mark is 11 and the highest is 16 with a total score of 165, 5. However, in the post test the lowest score is 14 and the highest is 19, 5 with a total score of 199. We can say that the improvement is remarkable with all students who have improved gradually, the thing which proves the effectiveness of the blended learning method.

Blended learning can give STs Access to a variety of tools and materials that can improve their writing abilities. Online writing platforms can provide STs with opportunities to practice their writing skills and receive feedback from their peers and instructors. Additionally, Online writing tools can give STs the chance to hone their writing abilities and get comments from their instructors and classmates. Online tools like grammar and writing manuals can also offer STs more assistance and resources to develop their writing abilities.

For STs, blended learning may also offer a more flexible and individualized learning environment. Students can schedule their study around other responsibilities because they can access the course materials at any time and work at their own speed. This flexibility can help STs feel less under pressure and stressed, which can improve their performance and perception of their writing abilities. Moreover, blended learning can provide STs the chance to learn in groups, which can improve their writing abilities. For instance, peer review exercises and online discussion boards can help STs exchange ideas, get feedback, and pick the brains of their colleagues.

In summary, by offering more flexibility, tailored learning, better engagement, immediate feedback, and improved collaborative learning, blended learning can have a favorable effect on students' performance.

BL can affect students perception according to the experiment conducted through:

- Enhanced accessibility: Students who have difficulties with traditional classroom learning may find blended learning to be more accessible. For instance, blended learning may improve access to education for students who reside in rural areas or who have physical limitations.
-Increased responsibility: Blended learning can give students a greater sense of ownership over their education. With the aid of internet tools, students may take charge of their education and monitor their progress, which fosters a more favorable view of their own skills.

- Access to a greater range of materials: Students who use blended learning have access to a wider range of resources, such as videos, podcasts, and interactive simulations. This may enable students to study in various ways and accommodate various learning preferences, resulting in a more favorable assessment of their educational experience.

-Better teacher-student interactions: Blended learning can support better teacher-student interactions. With the use of online tools, teachers may offer students more specialized support, fostering greater communication and a more favorable view of the educational process.

-Improved workforce readiness: Blended learning can aid in preparing students for the requirements of the contemporary workforce. Students can

learn digital literacy and remote collaboration abilities with the help of online tools, improving their view of their readiness for the workforce.

In conclusion, blended learning can improve accessibility, increase accountability, provide a broader range of resources, strengthen teacher-student connections, and prepare students for the modern workforce, all of which can have a beneficial impact on students' perceptions of learning.

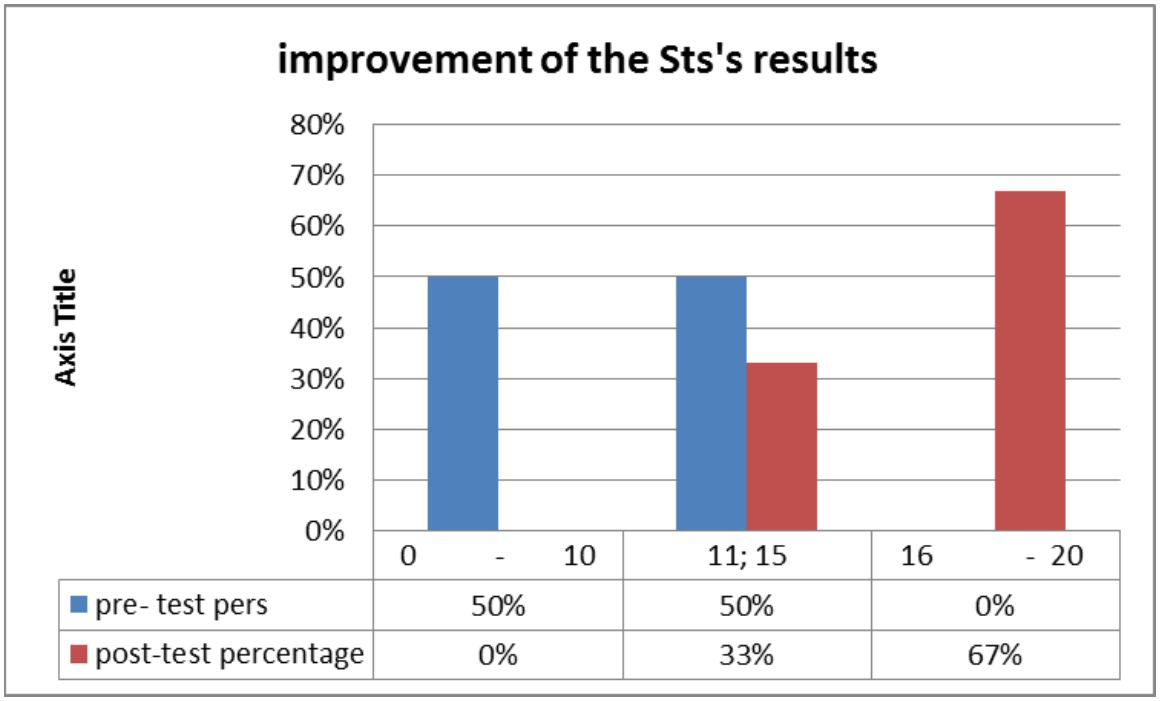


Figure 02: the pre-post test scores and percentages of the experimental group and the improvement of their performance

The table and the chart represent the pre-post test scores and percentage of improvement of the experimental group. Concerning the pre-test marks and percentages, there was 50% of the student who got from (0 to 10) and 50% also got marks from (11 to 15) while 0% obtained marks from (16 to 20) , however in the post-test we find percentages as 0% , 33% , 67% on the same order of marks mentioned .

These statistics show that the improvement is noticeably positive and excellent due to the use of blended learning.

However, Blended learning may have some negative effects on STs' performance and impression of their writing abilities. For instance, in online learning environments, STs might find it difficult to remain motivated or

concentrated, which would lower their performance. Additionally, STs may experience dissatisfaction and anxiety as a result of their inability to adapt to various learning modalities.

In conclusion, blended learning can improve STs' performance and perception of their writing abilities, but it's important to take into account any potential negative effects and create blended learning activities that are specific to STs Needs and preferences.

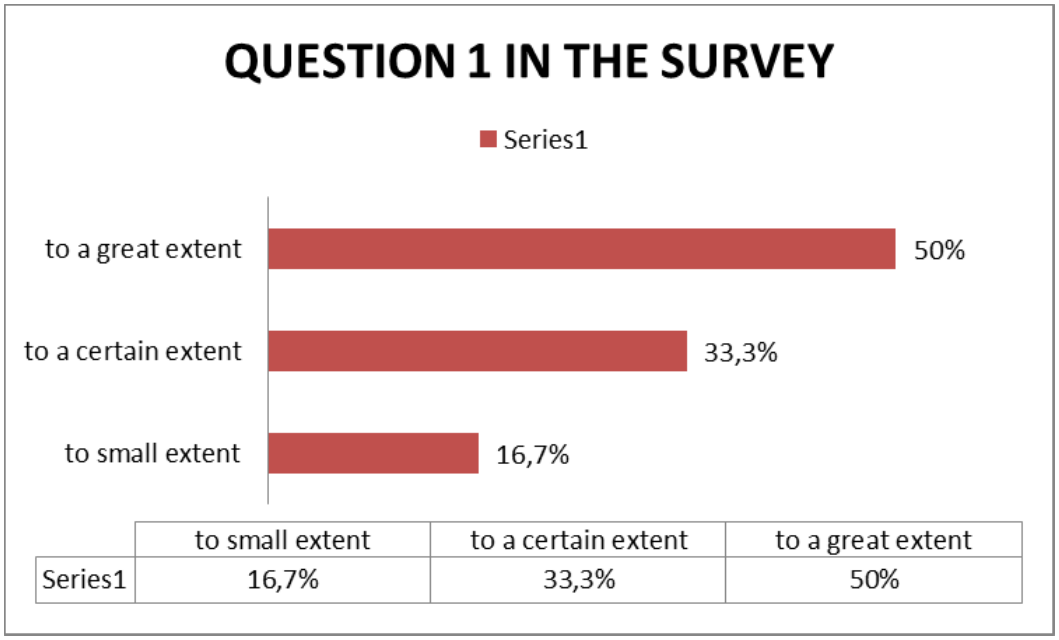
1.1.2. Question2

How does BL method encourage independent learning?

To answer this question, a surveywas conducted where students were given a questionnaire to determine if the blended learning approach enabled the learners to take control of their own learning. The questions covered various aspects of autonomous learning, the answers of these questions can offer valuable and useful information about the effectiveness of the BL method in promoting independent learning and enabling the learners to achieve their learning goals.

A. Question01 of the Survey

To what extent did the blended learning approach allow you to take control of your own learning experience?



	to small extent	to a certain extent	to a great extent
Series1	16,7%	33,3%	50%

Figure 03: shows to what extent the blended learning approach allowed students to take control of their own learning experience.

This question was designed to know if the blended learning method helps the students and encourages them to take the responsibility of their education. According to the table and the results presented in the chart, it is clearly observed that 50% of students answered with 'to a great extent', which means that the BL method allow them to be independent learners, while 33% answered with 'to a certain extent', and 16, 7% answered with 'to a small extent'

B.Question O2 of the survey

Did you feel that you had more control over the pace and direction of your learning with the blended learning approach?

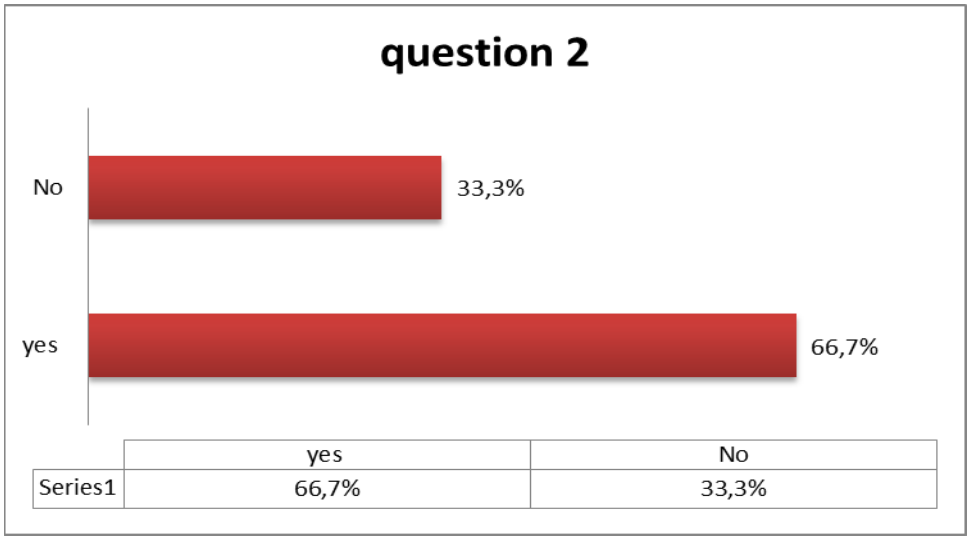
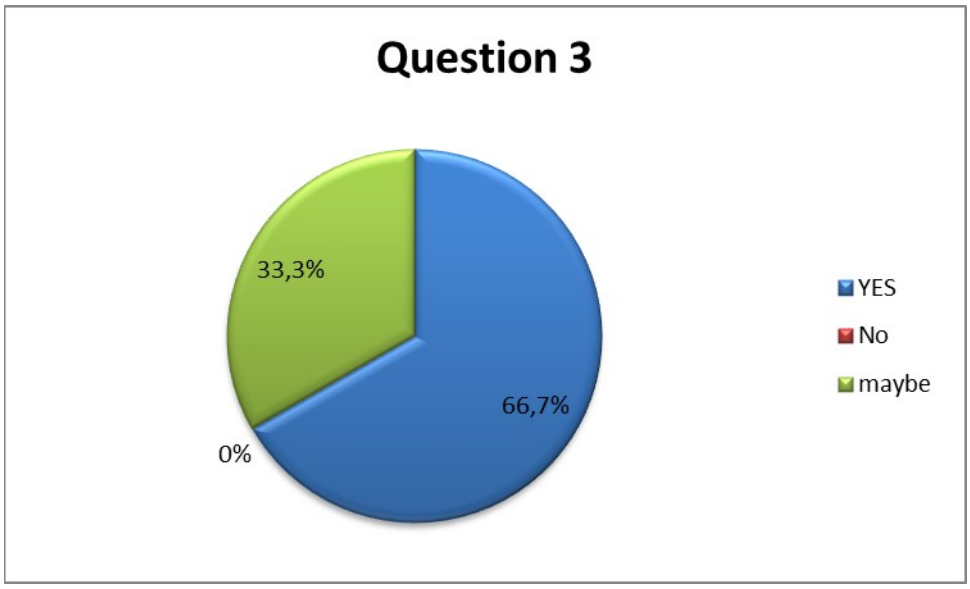


Figure 04: shows whether the blended learning approach help students to have had more control over the pace and direction of their learning.

The purpose of this question is to gather information about whether the BL approach provides control over the pace and the direction of learning compared to the traditional method. As it seems, most of the students answered with 'yes' with a percentage of 66, 7%, while 33, 3% answered with 'no'.

C.Question 03 of the Survey

Did the blended learning approach provide you with opportunities to pursue your own interests and passions?



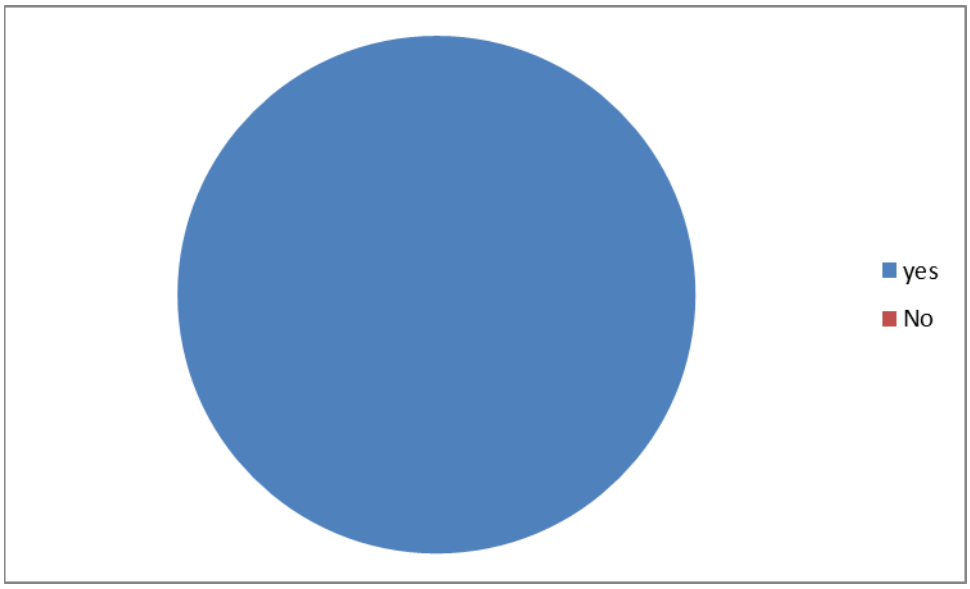
YES	No	maybe
66,7%	0%	33,3%

Figure 05: shows whether blended learning approach provide students with opportunities to pursue their own interests and passions.

This question was an attempt to explore whether the BL can support learners in pursuing their interest and passion; the researchers are likely seeking to understand the potential benefits of the blended learning in fostering learners' motivation and engagement. according to the table and chart the majority of the learners answered with ' yes' with a percentage of 66,7% and the rest answered with 'may be ' with rate of 33,3% , however, no one answered with 'no' which means that most of the students agreed that the BL method gave them the chance and the ability to pursue their own interest.

D.Question 04 of the Survey

- Did the blended learning approach support your ability to identify your own strengths and weaknesses in learning?



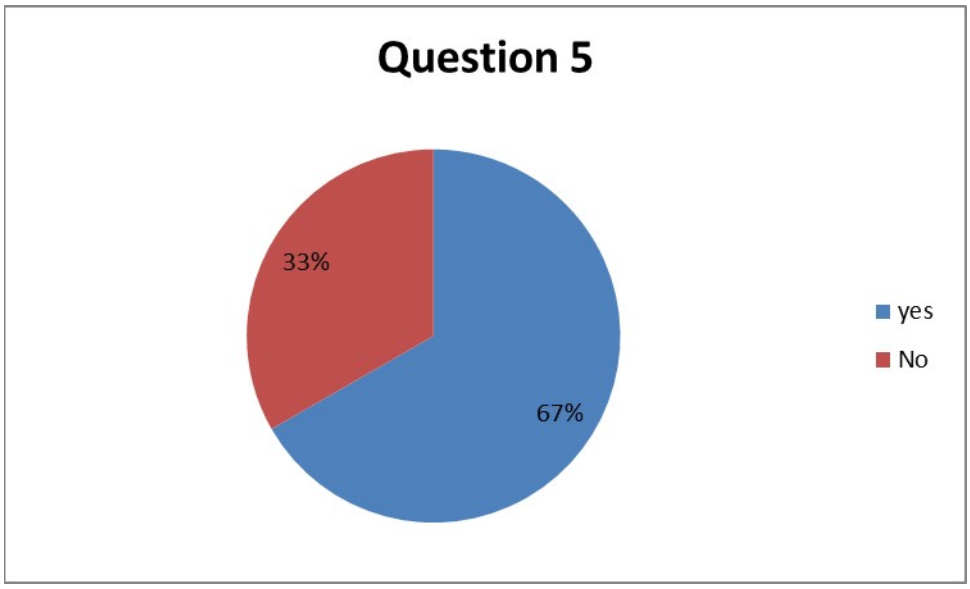
yes	No
100%	0%

Figure 06: Students' answers to the fourth question

By asking this question, the researchers want to know if the blended learning provides the students opportunities for self-assessment, which in turn can help them to identify their areas of strength and address their weaknesses. It is clearly seen from the chart above that all the students answered with 'yes', this means that the integrated method promoted to the learners the opportunity to identify their strength and weakness.

E.Question 05 of the Survey

- Did the blended learning approach provide you with the resources and tools necessary to learn independently?



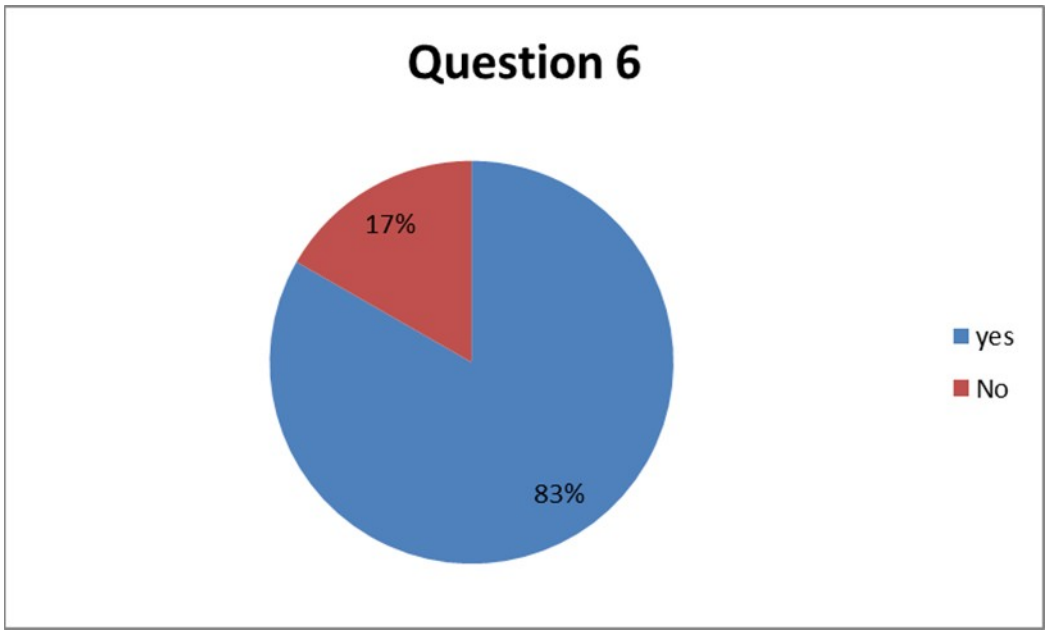
yes	No
66,7%	33,3%

Figure 07: shows whether the blended learning approach provides students with the resources and tools necessary to learn independently.

Figure 0 7 shows the percentage of students answers to the question which seeks to know if the blended learning approach provides the learners with resources and the tools to learn independently, and if this method of learning helps them to work more autonomously. The majority answered with 'yes' with rate of 66,7%, and the rest, which represent 33,3%, answered with 'no', may be the students who answered with no are not interested with the full independent learning .

F.Question 06 of the Survey

- Did the blended learning approach help you to develop critical thinking and problem-solving skills?



yes	No
83,3%	16,7%

Figure 08: represents students' answers about whether the BL helped them to develop critical thinking and problem-solving skills.

This question tries to know whether the BL method has been effective in promoting the development of these crucial skills. Overall, the question aims to gather feedback and insights about the effectiveness of BL in promoting critical thinking and problem-solving skills. The statistics show that 83, 3% is the highest percentage of students who answered with 'yes', whereas 16,7% which is a small rate, picked the choice of 'no'.

During the experiment, the researchers observe that the students become active learners, take the responsibility of their studies, and start to be familiar to the use the technological tools and the important thing they start to be autonomous learners.

Group	Pre-test Mean	Post-test Mean
Experimental	10.70	16.58
Controlled	10.36	13.31

Table: shows the difference between students' scores in the experimental and control groups.

The table above shows the results before and after the experiment. It is clear from the results that there is a big difference between the results of the pre-test and the results of the post-test. It is a significant improvement compared to the group which used the traditional method; there is an evolution in the control group but with slow rate. In summary, the researchers found that the blended learning is an effective approach in promoting independent learning. The researchers found that the use of discussion platforms, cooperative assignments employed in blended learning promote active learning and self-reliance as well. Overall, the experiment and the survey showed that blended learning method encourages independent learning and enable students to become more self-directed learners.

1.1.3. Question 3

How does blended learning affect student achievements and results in writing skill better than the traditional method?

Individuals	Pre-test marks	Post-test marks
1	8	9
2	11	12
3	8,5	13
4	11	12,5
5	9	10,5
6	10	12,5
7	13,5	15
8	10	13,5
9	10	15
10	11	17,5
11	12	16
Total	**144**	**146,5**
Means	**10,36**	**13,31**

Table: Scores of students of the control group in the pre-Test and the post-test.

The table represents the scores of the control group in the pre-test and the post-test. The lowest score in the pre-test is 8 and the highest score is 13.5. The lowest score in the post-test is 9 and the highest score is 17.5. The total score before being taught with the traditional method is 114 while after using this method the total score becomes 146.5. This means that there is an improvement but with a slow evolution of the student's scores after using the traditional method. It is impossible to teach a group using a specific method and the results stay the same as the first time, like this method the development or the progress is in a slow rate that stems from the fact of non-creativity and lack of using technology, unlike the experimental group results.

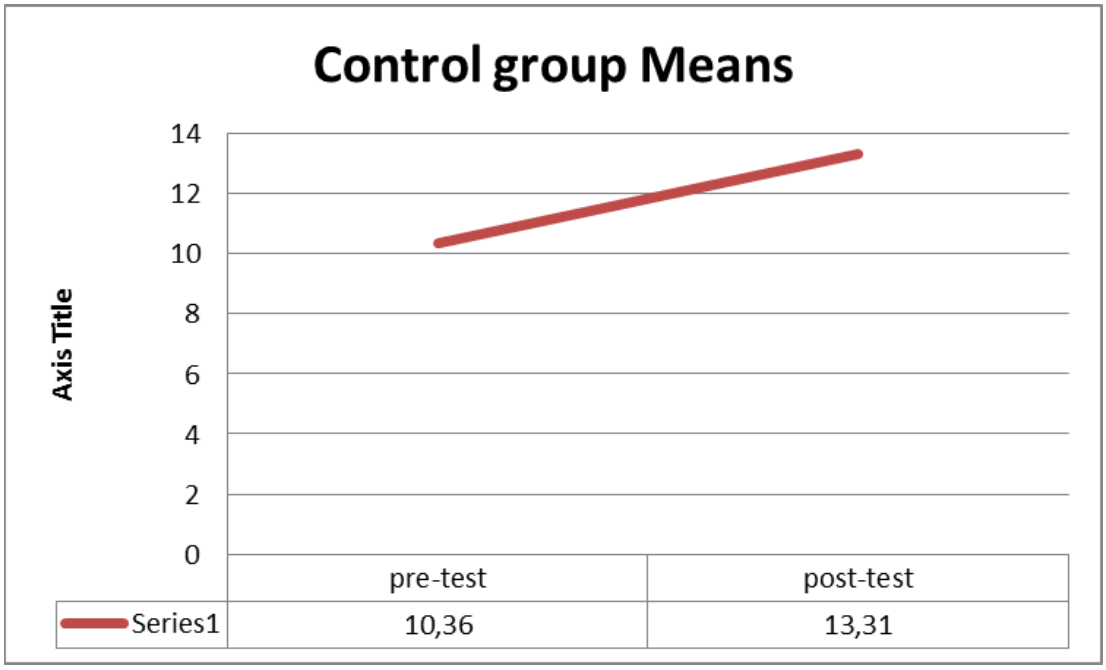


Figure09: Development of control group results and performance in the pre-post tests

This line chart represents the development and the progress of the control group using the traditional method. Each test has its mean, the mean of the pre-test is 10, 36 while the mean of the post-test is 13, 31. Thus, the difference between the two means is 2, 95 which is not really big difference, that means that the development is not really big.

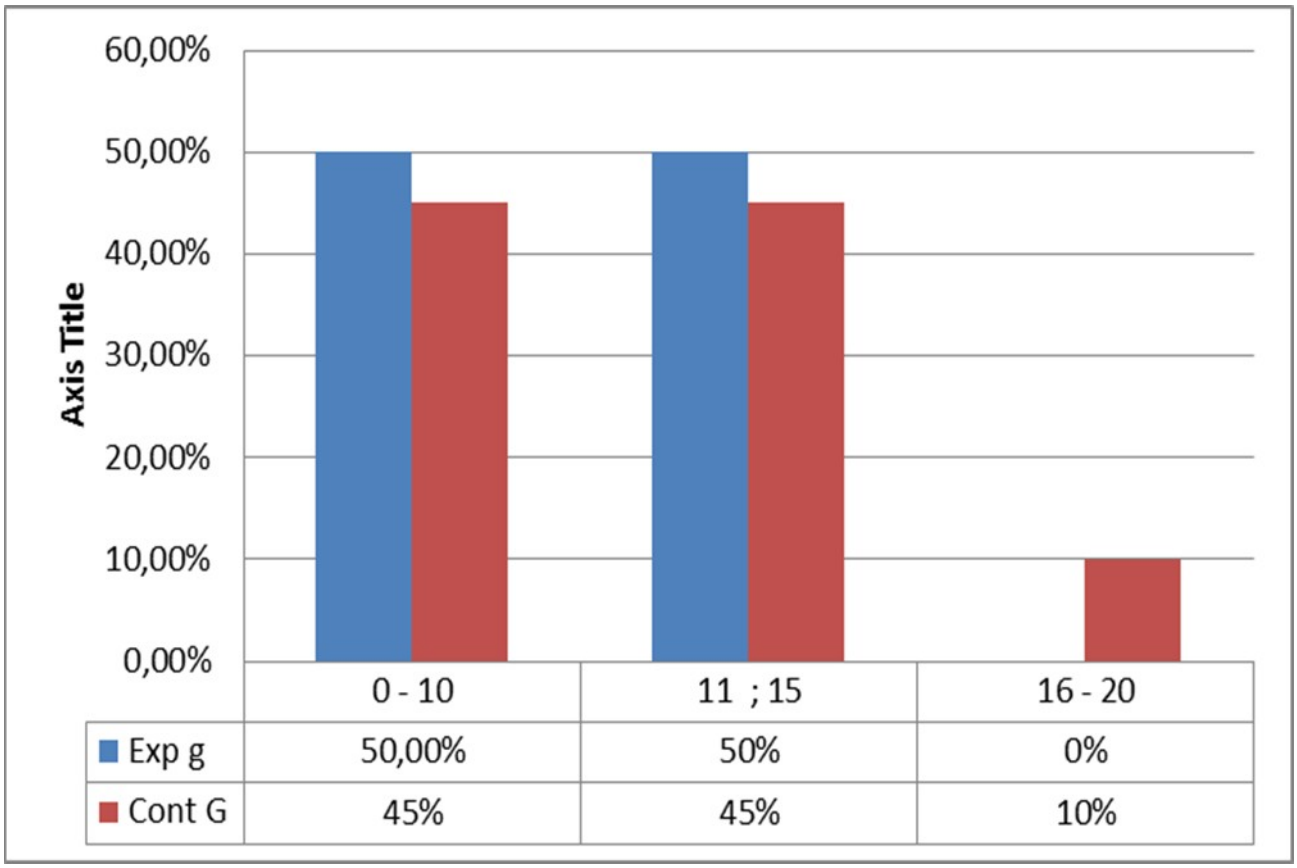


Figure 10: comparison of the pre- test marks between experimental group and Control group

This table and the chart represent the pre-test scores and percentages. As noticed, the level of students is almost the same according to their scores. Concerning the experimental group, there was 50% of the students who got from (0 to 10) and 50% also got marks from (11 to 15); while 0% got marks from (16 to 20) , however; the control group got 45% and 45% plus 10 % in the same order of marks above . This means that there are no excellent marks among both groups and the level of both groups is equivalent.

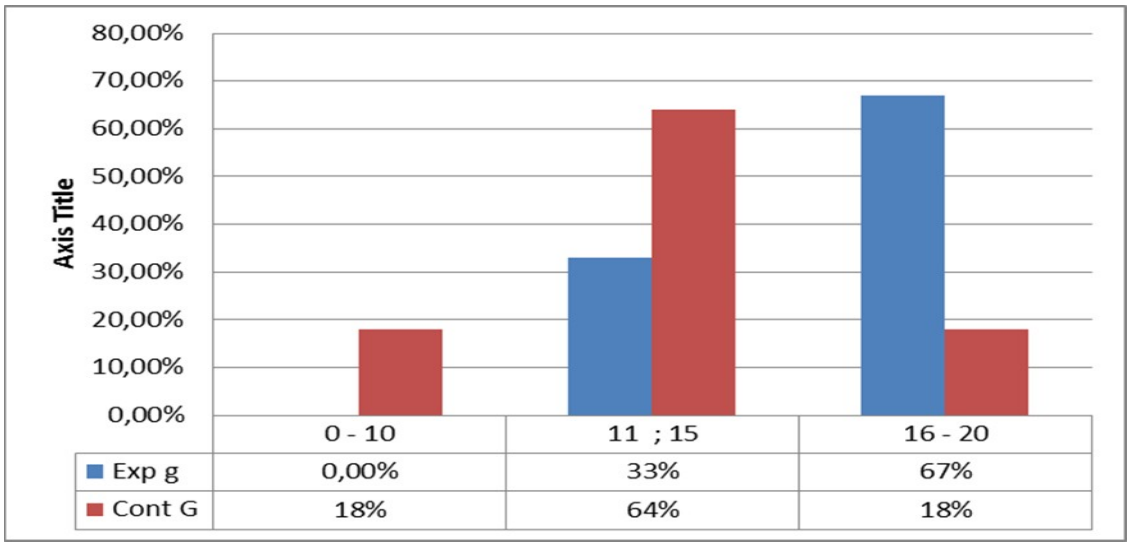


Figure 11: comparison between both groups' post testscores.

The chart and the table represent the scores and percentages of the Experimental and the control group obtained in the post test. Learners of the experimental group who obtained marks between (0 and 10) reached the percentage of 0%. This means that there is no mark under 10. While, in the control group they reached 18%. The second column represents the student's marks from (11 to 15); the percentage increased to the 33% in the experimental group. The third one reveals marks between (16 and 20), it is much better than the percentage of the control group. This means that there is an improvement of individuals' scores after being taught using the blended learning.

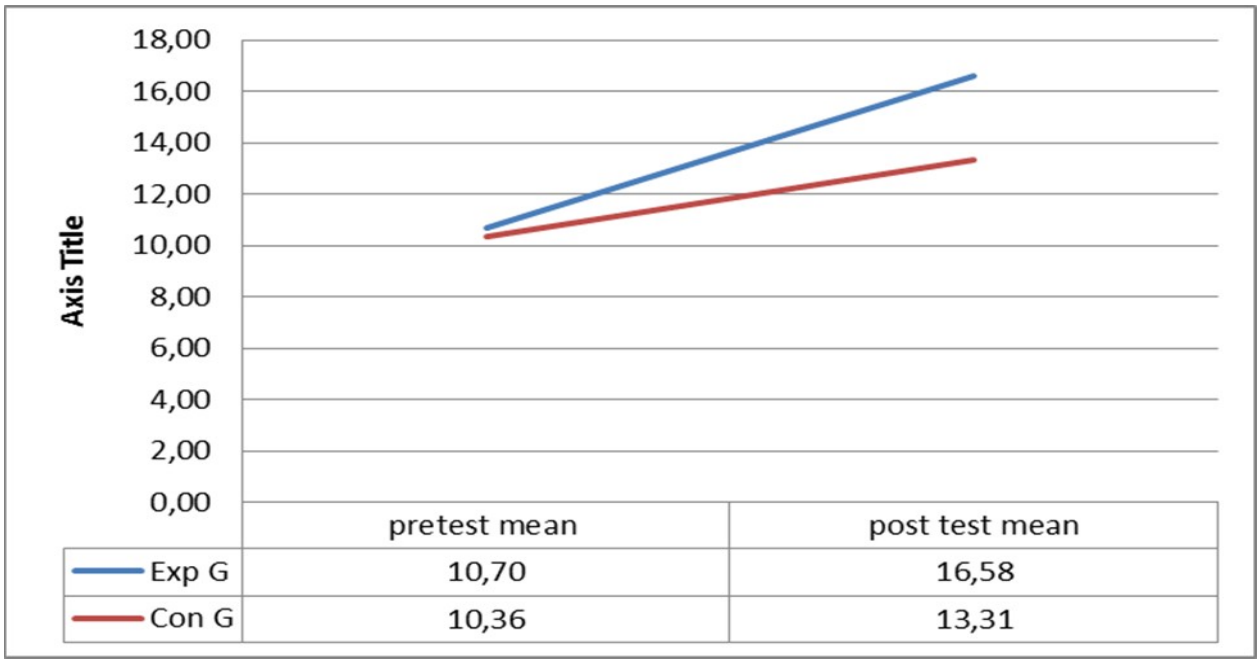


Figure 12 : Difference between the pre-posttests' results of both groups and their development .

The chart and the table represent the pre-post test means of both, the experimental and the control group. The mean of the experimental group's pre-test is 10.70, while, that of the control group is 10.36. The post- test mean of the experimental group is 16.58, however; the mean of the control group inthe post-test is 13.31. This means that there is a significant development in the experimental group compared to the control group whose development is seems to be slow**.**

- After finishing the experiment, calculating the results and analyzing them, it was found that the blended learning method of teaching results and improvement were noticeably higher and preferable than the traditional method of learning results and improvement. So as an answer to the question: yes, the blended learning does affect the student's achievements and results better than the traditional method.

-It has been demonstrated that blended learning enhances learning results in a number of contexts Certainly, here are some examples of studies that have found a positive effect of blended learning on student results and achievements:

A study by Garrison and Vaughan (2008) found that students in blended learning environments had better learning outcomes than those in traditional classroom settings.

A meta-analysis by Means et al. (2013) of research on online and blended learning found that students in blended learning environments performed better on average than those in traditional classroom settings.

A study by Al-Zahrani and Salama (2015) found that blended learning had a positive impact on students' academic achievement in a Saudi Arabian university.

A study by Tuninga et al. (2018) found that students in a blended learning program in the Netherlands achieved higher grades than those in a traditional classroom setting.

A study by Cavanaugh et al. (2004) found that students in a blended learning program in the United States had better learning outcomes and were more satisfied with their learning experience than those in traditional classroom settings.

Our study and these studies collectively imply that blended learning has the potential to improve students' performance and accomplishments. It is crucial to remember that the precise design and implementation of blended learning programs can vary greatly and have an impact on the strategy's efficacy.

2. Observationsofthe Results and Conclusion

In the experiential class, we gained knowledge about students' learning attitudes and evaluated the efficacy of writing skill development using online and classroom techniques, which helped us come up with study questions 1–2–3 about increasing pupils' performance, perception, self-ability to study, and academic achievements and results.

The primary motivation for students to enroll in online classes was their excitement about watching the visual materials created by the teachers. As the students' understanding of the course material grew, they became more receptive to interacting with the teacher and participating in group discussions.

The study findings indicate that during consolidation classes, the classroom environment was dynamic and lively. Notably, the observations revealed that most students were able to retain the information presented in the online lectures and articulate it in their own words after the teachers reiterated it. The students promptly applied their knowledge to find solutions, confidently expressed their opinions, and sought clarification from the teachers when needed.

When students provided feedback on their academic progress to their professors, the majority of them exhibited active engagement rather than passivity. The research team attributed this outcome to the blended learning approach.

In summary, students' eagerness to access visual materials played a significant role in their decision to participate in online classes. As their comprehension and openness to interaction increased, the classroom environment became more dynamic during consolidation sessions. The students demonstrated the ability to retain and apply the knowledge from online lectures, actively expressed their thoughts, and sought clarification from their teachers. Overall, the findings suggest that the blended learning approach positively influenced student engagement and academic progress.

Before class, students studied online, which greatly improved their comprehension of the lectures. They were assured in their viewpoints, which sparked debate and an exchange of opinions on subjects they didn't fully comprehend, helping students to learn and enhance their communication abilities. When students were able to finish the lessons, they demonstrated that their self-study and learning effectiveness had improved. Students were fully aware of the wealth of materials available on the Internet for studying the lesson and figuring out writing skill problems. These students learned while utilizing blended learning techniques, and their work demonstrates independent learning by possessing positive personalities, attitudes, and abilities. They had a positive attitude, took ownership of their education, dared to take on new challenges, and strove to learn more.

Students showed a desire to learn and took initiative to show their academic success. They were highly curious, self-disciplined, determined, and self-assured individuals who achieved their goals. Activities in the classroom, time management for learning, and planning techniques are among

the skill sets that students possess. However, this capability varies according to how well a person uses blended learning. Because of this, a student's capacity for independent research will serve as the main determinant of their future success and as a tool for lifelong learning.

3. Limitations of the Study

The limitations of the research on "The Impact of Blended Learning on EFL Student's Writing Skills" may include:

1. Limited sample size: The study may have had a limited sample size, which could limit the generalize ability of the findings to a larger population.
2. Limited duration: The study may have been conducted over a relatively short period of time, which could limit the ability to assess the long-term impact of blended learning on EFL students' writing skills
3. Confounding variables: There may have been other factors that could have affected the results, such as differences prior knowledge of the students or getting extra lessons.
4. External factors: The study may not have accounted for external factors that could have affected the outcomes, such as differences in students' social backgrounds, access to technology, or language mastery levels. These external factors could have influenced the results.

4. Implications

The implications of the research include the potential for improved writing proficiency among EFL students. Blended learning with its combination of online resources, interactive activities, and feedback, can enhance engagement and motivation, resulting in enhanced writing skills.

Another implication is the increased access to writing resources that blended learning offers. EFL learners can benefit from a wide range of online materials such as grammar tutorials, writing guides, and interactive exercises. This availability of resources supports independent learning and provides additional support for students at different writing skill levels.

Blended learning also fosters collaboration and feedback opportunities. Through collaborative writing projects and peer feedback, students can

develop critical thinking, communication skills, and a deeper understanding of the writing process. Moreover, BL facilitates personalized and timely feedback. Online platforms enable instructors to provide comments, corrections, and suggestions directly on students' writing work, allowing for immediate feedback that helps students identify areas for improvement and make revisions.

Additionally, BL offers flexibility and self-paced learning. EFL learners can engage with writing activities at their own pace and schedule, accommodating different learning styles and preferences.

Overall, the blended learning can lead to improved writing performance, addressing various aspects such as organization, coherence, grammar, and vocabulary, through its integrated approach of combining online and face to face activities targeted at specific writing competencies.

5. Recommendationsof the study

1. Pre-Assessment: The instructor should evaluate the writing skills of the students through an appropriate writing prompt. These assessments will help the instructor understand each student's current level and guide their teaching approach accordingly.
2. Online Instruction: utilizing various online resources to provide instruction on writing skills. This can include video lectures, interactive quizzes, and online writing tools that cover topics like grammar, sentence structure, and paragraph development. These resources should be made accessible to students through an online learning management system (LMS).
3. In-Class Instruction: In-class instruction can be used to build upon the concepts learned online. During class time, the instructor can provide students with feedback on their writing and engage them in writing activities such as peer review and collaborative writing.
4. Practice: To reinforce their learning, students should be given plenty of opportunities to practice writing. They can do this by writing essays, journal entries, or short stories. The instructor can provide feedback on their writing and encourage them to revise and edit their work.
5. Post-Assessment: At the end of the course, the instructor should administer a writing prompt that is similar to the pre-assessment. This will allow the instructor to measure the students' progress and

determine if blended learning has had a positive impact on their writing skills.

5.1 Recommendations for researchers

Depending on the results, the researchers can make the following recommendations:

1. Promoting the acceptance and adoption of blended learning among educators and students.
2. Conducting training programs for teachers and students to enhance their understanding and implementation of BL strategies.
3. Enhancing the technological resources and infrastructure by improving internet connectivity, offering wireless access, and ensuring reliable servers.

Overall, blended learning has the potential to effectively enhance the writing skills of English as foreign languages (EFL) students. By combining online and in-class instruction, students can benefit from personalized learning and receive the necessary support to succeed.

6. Furtherstudies

Blended learning is a dynamic and evolving field, and there are many avenues for further research. Here are some potential research topics related to blended learning:

- Comparing the effectiveness of different blended learning models: There are many different blended learning models, and more research is needed to determine which models are most effective for different learning outcomes, student populations, and subjects.

- Investigating the role of technology in blended learning: While technology is a key component of blended learning, more research is needed to determine how technology can be used most effectively to support learning outcomes and enhance student engagement.

- Exploring the impact of blended learning on student motivation: Blended learning has the potential to increase student motivation and engagement, but more research is needed to better understand how blended learning impacts student motivation and how instructors can design blended learning environments to maximize motivation.

- Investigating the impact of blended learning on diverse student populations: Blended learning may have different effects on different student populations, including non-traditional students, students with disabilities, and English language learners. More research is needed to determine how blended learning can be adapted to meet the needs of diverse student populations.

- Examining the impact of blended learning on teacher professional development: Blended learning can also be used to support teacher professional development, but more research is needed to determine the most effective strategies for using blended learning to enhance teacher learning outcomes.

- Investigating the scalability of blended learning: While blended learning has the potential to reach a large number of students, more research is needed to determine how blended learning can be scaled up to support large-scale implementation and to evaluate the potential challenges that may arise.

These are just a few examples of potential research topics related to blended learning. As blended learning continues to evolve and expand, there will be many opportunities for researchers to explore its potential benefits and challenges in greater detail.

Conclusion

Through the observation and the test's result in addition to the findings of the whole research and the survey which contains several questions about the independent learning, the researchers extracted that the blended learning method encourages independent learning. The BL offers students more freedom, self-direction, also autonomy and flexibility in deciding when and

where they want to learn, which can enable them to take greater responsibility for their education and develop stronger skills in managing their own time. The BL approach encourages independent learning in several ways, and these ways are inferred from the findings, survey, and the experiment. BL typically involves the use of virtual discussion platforms and cooperative assignments, which promote teamwork and enable students to gain knowledge from each other. In addition, BL necessitates that students acquire proficiency in technology-related abilities; such as, browsing digital platforms, performing internet research, and communicating efficiently using electronic communication channels. These proficiencies can be transferred to other aspects of life and promote continuing education. BL typically employs active learning methods such as hands-on tasks, group dialogue, and project-based assignments, such techniques motivate the learners by prompting and influencing them to become active participants in their learning process. BL frequently includes self-assessment tools that enable students to track their progress and recognize their weaknesses. This type of self-assessment motivates learners to take charge of their education and formulate plans for enhancing their skills especially in writing. It is necessary for each student to evaluate his performance from time to time to be aware of his weaknesses and errors. By participating in digital learning experiences, students can assume responsibility for their academic growth and achievements. BL has the ability to enhance student involvement and excitement. Digital learning experiences can be more interactive and visually stimulating than conventional in-class lessons, offering students prompt feedback and positive reinforcement.

General Conclusion

To conclude, the ultimate purpose of this study is to investigate the effectiveness of the blended learning on the EFL students in the writing module. Also to investigate students' attitudes and performance toward the blended learning approach on students' EFL at the University Of Yahia Fares Of Medea.

The research was conducted at YFUM the department of the foreign languages with the first year LMD students in order to achieve our objectives. Hence, after the general introduction, this research was divided into three chapters. The first chapter is related to the literature review. It covers the earlier studies about BL; relevant studies are mentioned about the effect of the blended learning method on the EFL students' writing skill. The literature review defines some concepts like blended learning approach, traditional learning approach, writing skill, and blended learning models. In addition to historical background of the blended learning, this chapter also includes the advantages and the disadvantages of the BL method.

The second chapter deals with the methodology that is used in this study; it includes the population and sample, research design, procedures of applying the blended learning method, and the instruments of data collection which are questionnaire, pre-test and post-test and a survey.

Moving to the next part, which is the third chapter that is concerned with the data analysis, findings, and discussion. In this chapter the research questions are answered and the research hypothesis is confirmed based on the results. The researchers designed a pre-test, and based on which, it is found that the students have a problem in studying the writing module using the traditional method. Besides, the results obtained from the pre-test indicate that the results of both the control group and the experimental group have the same problem. Therefore, after delivering the treatment to the experimental group, the scores show that their level improved with a significant difference compared to the control group results that show the slow rate of their development, consequently this answer the research questions and shows that there is a development in the experimental group thanks to the blended learning method. Furthermore, a survey was designed and directed to the experimental group about the autonomous of learning; and based on the results obtained from the survey, which indicate that the blended learning method encourages the independent learning; we answered the second

research question. Our findings indicate that blended learning have a positive impact on the EFL learners.

Overall, our results show that the integration of online learning and face to face instructions provide the students with more opportunities to practice writing skill, and enhance their level by providing more interactive and engaging learning experience.

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Appendices

Appendix “A”

Teacher’sQuestionnaire

Methodology

01-What are your teaching techniques in teaching writing skills

–

–

–

02- In permissive style of teaching strategy:

A) - only teacher remains active in teaching

b) - only students remain active in teaching

c) - both a and b

d) - non of the above

03-Teacher emphasis interdisciplinary teaching and learning in their own classes through:

A) - topics

b) - examples

c) - teaching methods

d) - all of these

04- Which of the following is the example of permissive style of strategy?

A) - lectures

b) - tutorial

c) - group discussion

d) - all of these

05- Methods give training in:

A) - constructive thinking

b) - reasoning

c) - critical judgement

d) - all of these

06- Consider the following statements:

01) - a good method should provide scope for the creative expression of the student's individuality

02) - agood method should rouse a large range of interests in the mind of the students

03) A good method should shift emphasis from learning to production

A) - only 01

b) - both 1 and 2

c) - all of these

Assessment

01- What does the assessment claim to measure?

02- Does your assessment measure everything within the subject

A) - yes

b) - no

03- If you carry out the assessment more than once do you get similar results?

A) - yes

b) - no

Teaching materials

01- Do you support using technology in teaching?

A) - yes

b) - no

02- How often you use traditional method in teaching

a) -sometimes

b) -always

c) -never

03- What are the materials used in your teaching method

a) - classroom lectures

b) - dictation

c) - activities and homework

04- Which kind of feedback do you use?

a)-peer to peer feedback

b)-evaluative feedback

c) -oral feedback

Objectives

01-Does your method aims at developing student's writing skills

A) -yes

b)-no

02-Are there any additional objectives? If yes mention them

A)-yes

b)-no

03-Does your teaching method have better results

A)-yes

b)-no

04- To what extant you let students practice

A)-until they will be better than the first task

b)-until they commit no mistakes

c)-until they reach the perfect level

Appendix “B”

Students’ survey

Survey

Hello student, As we approach the end of the academic semester I wanted to gather some feedb
regarding the course material, the teaching method , and the overall learning experience.

Your feedback is extremely valuable to us , please take your time to provide us with your honest

* Indicates required question
full Name *

Your answer
Email *

Your answer

1- To what extent did the blended learning approach allow you to take control of you
experience?

*
To a great extent
To a certain extent
To a small extent

2- Did you feel that you had more control over the pace and direction of your learnin
blended learning approach?

*
No
yes
Required

3- Did the blended learning approach provide you with opportunities to pursue your
passions?

*
- Yes
- No
Maybe

4- did the blended learning approach support your ability to identify your own streng
weaknesses in learning?

Yes
No

5- Did the blended learning approach provide you with the resources and tools nece
independently?

Yes
No

6- Did the blended learning approach help you to develop critical thinking and proble