






نوقشت هذه الرسالة

فاعلية استراتيجية التعلم المتمازج في تنمية مهارات القراءة الاستيعابية في اللغة الإنكليزية

دراسة شبه تجريبية على طلبة السنة الثانية معلم صف في كلية التربية في جامعة البعث

وأجيزت يوم الثلاثاء الواقع في ٢٠١٦ / ٥ / ٤ من قبل السادة أعضاء لجنة الحكم
الآتية أسماؤهم:

الاسم	الصفة	التوقيع
أ.د. علي سعود حسن	عضواً مشرفاً	
أ.د. هاشم إبراهيم	عضواً	
د. سوسن الجزائري	عضواً	
د. سيناء الخطيب الجشي	عضواً	
د. وفاء أحمد دقماق	عضواً	

تم إجراء التعديلات المطلوبة وأصبحت الدراسة صالحة لمنح
درجة الدكتوراه في التربية/ قسم المناهج وطرائق التدريس.

Faculty of Education
Department of Curricula and
Methods of Instruction



Effectiveness of a Blended Learning Strategy in Improving English Reading Comprehension Skills

A Quasi-Experimental Study on Second-Year Class-Teacher Students at the Faculty
of Education, Al-Ba'ath University

A Dissertation Submitted in Partial Fulfillment of the Requirements of
Doctoral Degree in Educational Technology

Prepared by
Areej Shabaan

Supervised by
Prof. Ali Saud Hasan

2014 -2015

1435 -1436

Abstract

The research beforehand investigated the effectiveness of utilizing blended learning as an instructional strategy on improving the achievement as well as the ability of information retention in English reading comprehension skills of the second-year class-teacher students in the Faculty of Education at Al-Ba'ath University. Additionally, the research aimed at highlighting the experimental group students' attitudes towards the effectiveness of implementing the blended learning strategy in English language instruction. The target skills were: understanding facts and details, identifying negative facts, locating referents, understanding vocabulary in context, making inferences, determining purpose, recognizing paraphrases, recognizing coherence, summarizing important ideas and organizing information.

The researcher adopted the quasi-experimental and the descriptive-analytical designs for answering the questions of the research. The sample consisted of (60) female students. (30) students represented the experimental group and were selected purposefully. The control group members were chosen randomly (30 students). Instruction was delivered to the experimental group via the blended learning strategy, whereas the traditional method was utilized in the control group instruction. The experiment took place in the first term of the academic year (2014/2015).

An achievement reading comprehension test with (22) items was designed and validated to be applied as a pre/post-test and postponed test. Additionally, a questionnaire to measure students' attitudes towards implementing the blended learning strategy in English language instruction was designed and validated. The first division of the questionnaire included five categories (Motivation, Instructor, Interaction, Reading Comprehension Skills and Methodology) with

(52) closed-items. In the second division, experimental group students were asked to arrange some obstacles. The third division was an open-ended question that students could add any extra obstacles that faced them. These instruments were designed by the researcher. SPSS statistical package was utilized for data analysis.

The results indicated that statistically significant differences were found between both groups' means of scores in the immediate post-test and postponed/post-test in favor the experimental one. The result was ascribed to the effect of the blended learning strategy. The results of the questionnaire revealed an overall positive attitude toward the blended learning strategy.

Based on those findings, the research recommended the significance of implementing the blended learning in teaching English language instruction. It also suggested conducting further research on the effect of the blended learning strategy on learning other English language skills and various school subjects.



Acknowledgment

My deep thanks and gratitude to Allah, the Almighty, Who granted me knowledge and bestowed His everlasting mercies and bounties upon me.

Without His support and guidance, this research was not possible.

I would like to acknowledge and extend my heart-felt gratitude and appreciation to my supervisor Professor Ali Hasan for his patience, precious assistance and insightful guidance throughout the research.

I would like to thank the refereed committee members for their considerable suggestions in assessing the validity of the research instruments.

My special thanks go to Dr. Ahmad Hasan for his inestimable help.

Besides, I would like to thank Dr. Manar Sabri, Dr, Samer Omran, Dr. Suhail Hamoud, Mrs. Nouf Al-Mrai and Mr.Tarek Al-Jerdi for their support and encouragement.

I am also thankful to the dean of the Faculty of Education and the second-year class-teacher students at the Faculty of Education in Al-Ba'ath University.

Thanks for everyone who participated in establishing and developing Internet for the benefit of the entire humanity.



Dedication

I would like to dedicate my research to:

*Allah, Who is the source of wisdom, patience and
Love.*

My beloved country, Syria.

My father, who is my ideal example to be followed.

My mother, who has sacrificed everything in her life for us.

*My husband, who tolerated a lot to
let me continue my education.*

My beloved sons, who endured a lot to let me continue.

*My brothers, who have been
supporting and
encouraging me.*

<i>Table of Contents</i>		<i>Page</i>
<i>Abstract</i>		<i>I</i>
<i>Acknowledgment</i>		<i>II</i>
<i>Dedication</i>		<i>III</i>
<i>Table of Contents</i>		<i>V</i>
<i>List of Abbreviations</i>		<i>X</i>
<i>List of Tables</i>		<i>XII</i>
<i>List of Figures</i>		<i>XVI</i>
<i>List of Appendixes</i>		<i>XXII</i>
<i>Chapter One: Identification of the Research</i>		
<i>1.1.</i>	<i>Preface</i>	<i>1</i>
<i>1.2.</i>	<i>Problem of the Research</i>	<i>2</i>
<i>1.3.</i>	<i>Significance of the Research</i>	<i>4</i>
<i>1.4.</i>	<i>Aims of the Research</i>	<i>5</i>
<i>1.5.</i>	<i>Questions of the Research</i>	<i>5</i>

1.6.	<i>Hypotheses of the Research</i>	6-7
1.7.	<i>Limitations of the Research</i>	8
1.8.	<i>Methodology</i>	9
1.9.	<i>Terminology & Procedural Definitions</i>	12-18
1.10.	<i>Summary</i>	18
<i>Chapter Two: Reading</i>		
2.1.	<i>Introduction</i>	19
2.2.	<i>Definition of Reading</i>	20
2.3.	<i>Steps of the Reading Process</i>	20
2.4.	<i>Reasons for Reading</i>	21
2.5.	<i>Types of Reading</i>	23
2.6.	<i>Trends of Reading</i>	28
2.7.	<i>Reading Process and Schema Theory</i>	30
2.8.	<i>Reading Comprehension</i>	31
2.9.	<i>Reading Comprehension Skills</i>	32
2.10.	<i>Factors that Affect Reading Comprehension</i>	37
2.11.	<i>Summary</i>	37

Chapter Three: Blended Learning

3.1.	<i>Introduction</i>	38
3.2.	<i>Factors that Affect the Implementation of Technologies in an Educational Setting</i>	40
3.3.	<i>Blended Learning</i>	44
3.3.1.	<i>Perspectives of Blended Learning</i>	45
3.3.2.	<i>Types of Blend</i>	47
3.3.3.	<i>Blended Learning Approach</i>	50
3.3.4.	<i>Components of Blended Learning</i>	51-56
3.3.5.	<i>Design Process of Blended Learning</i>	56
3.3.6.	<i>Famous Designs of Blended Learning</i>	57
3.3.7.	<i>Methods of Implementing Blended Learning</i>	64
3.3.8.	<i>Characteristics of Blended Learning</i>	65
3.3.9.	<i>Challenges Facing Blended Learning</i>	70
3.4.	<i>Summary</i>	72

Chapter Four: Literature Review

4.1.	<i>Introduction</i>	73
4.2.	<i>Studies related to utilizing blended learning in</i>	73-102

	<i>English Instruction</i>	
4.3.	<i>Position of Current Study among Previous Studies</i>	102-104
<i>Chapter Five: Procedures of the Research</i>		
5.1.	<i>Introduction</i>	105
5.2.	<i>Justification of Implementing the Blended Learning Strategy</i>	105
5.3.	<i>Aim of the Research</i>	111
5.4.	<i>Design of the Research</i>	112
5.5.	<i>Population of the Research</i>	112
5.6.	<i>Sample of the Research</i>	113
5.7.	<i>Variables of the Research</i>	114
5.8.	<i>Instruments of the Research</i>	114-155
5.8.1.	<i>An Achievement Test</i>	114-120
5.8.2.	<i>An Attitude Questionnaire</i>	120-123
5.8.3.	<i>A Multimedia Program (Multimedia-Based Activities)</i>	124-144
5.8.4.	<i>A Website on the Internet</i>	144-155
5.9.	<i>Implementing the Blended Learning Strategy</i>	155

5.10.	<i>Procedures of Data Collection</i>	157
5.11.	<i>Obstacles of Implementation</i>	159
<p style="text-align: center;"><i>Chapter Six: Analysis and Discussion of Results</i></p>		
6.1.	<i>Introduction</i>	160
6.2.	<i>Data Analysis</i>	160
6.2.1.	<i>Results of Tests</i>	160
6.2.2.	<i>Testing the Hypotheses of the Research</i>	162
6.2.3.	<i>Results of the Questionnaire</i>	185
6.3.	<i>Answering Research Questions</i>	188
6.4.	<i>Conclusion</i>	195
6.5.	<i>Recommendations</i>	195
6.6.	<i>Suggestions for Future Studies</i>	196
	<i>Summary</i>	198-205
	<i>Summary in Arabic</i>	206-215
	<i>References</i>	216-241
	<i>Appendixes</i>	242-446

List of Abbreviations

ACMC: Asynchronous Computer-Mediated Communication

BL: Blended Learning

BLS: Blended Learning Strategy

BLSISs: Blended Learning Strategy Instruction Scores

CALL: Computer Assisted Language Learning

CCS: Classroom Community Scale

CORELL: Computer Resources for Language Learning

CG: Control Group

CMC: Computer-Mediated Communication

CBPT: Computer-Based Post-Test.

EAP: English Academic Purpose

EFL: English as a Foreign Language

EGSs: Experimental group students

EG: Experimental Group

ELT: English Language Teaching

GPA: Grade Point Average

html: Hyper Text Markup Language

IELS: Intensive English Language System

L2: Second Language

ICT: Information Computer Technology

IELC: Intensive English Language Center

MLPA: Minnesota Language Proficiency Assessments

PPPT: Pen and Paper Pre-Test

PLI: Personal Learning Environment

SCMC: Synchronous Computer-Mediated Communication

SPSS: Statistical Package for Social Sciences

SCMC: Synchronous Computer-Mediated Communication

TBI: Teacher-Based Instruction

TBISs: Teacher-Based Instruction Scores

TBISs: Teacher-Based Instruction Scores

UNRWA: United Nation Relief and Works Agency

VLE: Virtual Learning Environment

<i>N.</i>	<i>List of Tables</i>	<i>Page</i>
<i>1.1</i>	<i>Distribution of Students according to Gender Variable</i>	<i>8</i>
<i>1.2</i>	<i>The Sample Distribution according to Research Groups</i>	<i>11</i>
<i>3.1</i>	<i>Computer and Non-Computer Based Educational Components</i>	<i>51</i>
<i>3.2</i>	<i>Online and Off Line Components</i>	<i>52</i>
<i>5.1</i>	<i>Distribution of Students according to Gender Variable</i>	<i>113</i>
<i>5.2</i>	<i>Distribution of the Sample according to Research Groups</i>	<i>113</i>
<i>5.3</i>	<i>the Basic Independent and Dependent Variables of the Research</i>	<i>114</i>
<i>5.4</i>	<i>The Reading Skills Checklist</i>	<i>115</i>
<i>5.5</i>	<i>Pearson Correlation Coefficient of Each Domain with the Overall Score and Other Domains</i>	<i>119</i>
<i>5.6</i>	<i>The Initial Attitude Questionnaire (First Division)</i>	<i>121</i>
<i>5.7</i>	<i>The First Division of the Final Attitude Questionnaire</i>	<i>122</i>
<i>5.8</i>	<i>Pearson Correlation Coefficient for Every Category of the Questionnaire with the Total Degree of the Questionnaire</i>	<i>123</i>

5.9	<i>Reliability of the Questionnaire</i>	124
5.10	<i>T-test Results of Controlling the Age Variable</i>	126
5.11	<i>T-test Results of Controlling the Variable of English Language Achievement</i>	127
5.12	<i>The Difference between the Experimental and Control Groups in the Pre-Test.</i>	127
5.13	<i>Educational Content</i>	130
5.14	<i>Design of the Instructional Process</i>	131
5.15	<i>Designing and Producing the Educational Media</i>	132
5.16	<i>Number of Activities in Each Skill</i>	138
5.17	<i>Stages of Collecting Data</i>	158
6.1	<i>Means of Scores and Standard Deviation of Pre-Test, Immediate Post-test and Postponed Post-Test of Blended Learning Strategy Instruction Scores (BLSISs)</i>	161
6.2	<i>Means of the Scores and Standard Deviation of Pre-Test, Immediate Posttest and Postponed Post-Test of Teacher-Based Instruction Scores (TBISs)</i>	161
6.3	<i>(t-test) of Means of Scores for Both Groups in the Immediate Post-Achievement Test</i>	162
6.4	<i>The Difference between the Mean Scores of Students in the Experimental and Control Group in Relation to “Understanding Facts And Details” Skill in the</i>	164

	<i>Immediate Post-Achievement Test</i>	
6.5	<i>The Difference between the Mean Scores of Students in the Experimental and Control Group in Relation to “Identifying Negative Facts” Skill in the Immediate Post-Achievement Test</i>	166
6.6	<i>The Difference between the Mean Scores of Students in the Experimental and Control Group in Relation to “Locating Referents” Skill in the Immediate Post-Achievement Test</i>	168
6.7	<i>The Difference between the Mean Scores of Students in the Experimental and Control Group in Relation to “Understanding Vocabulary in Context” Skill in the Immediate Post-Achievement Test</i>	169
6.8	<i>The Difference between the Mean Scores of Students in the Experimental and Control Group in Relation to “Making Inferences” Skill in the Immediate Post-Achievement Test</i>	170
6.9	<i>The Difference between the Mean Scores of Students in the Experimental and Control Group in Relation to “Determine Purpose” Skill in the Immediate Post-Achievement Test</i>	171
6.10	<i>The Difference between the Mean Scores of Students in the Experimental and Control Group in Relation to “Recognizing Paraphrases” Skill in the Immediate Post-</i>	173

	<i>Achievement Test</i>	
6.11	<i>The Difference between the Mean Scores of Students in the Experimental and Control Group in Relation to "Recognizing Coherence" Skill in the Immediate Post-Test</i>	174
6.12	<i>The Difference between the Mean Scores of Students in the Experimental and Control Group in Relation to "Summarizing Important Ideas" Skill in the Immediate Post-Achievement Test</i>	175
6.13	<i>The Difference Between the Mean Scores of Students in the Experimental and Control Group in Relation to "Organizing Information" Skill in the Immediate Post-Achievement Test.</i>	177
6.14	<i>The Difference between the Mean Scores of Students in the Experimental and Control Group in the Postponed Post-Achievement Test</i>	181
6.15	<i>(t-test) Experimental Group's Means of Attitudes Scores</i>	185
6.16	<i>Arrangement of Obstacles</i>	186

N.	<i>List of Figures</i>	<i>Page</i>
3.1.	<i>Technology Acceptance Model (Davis, 1993, p.985)</i>	41
3.2	<i>Dimensions of Perceived E-Learning Satisfaction</i>	42
3.3	<i>Conception of Blended Learning (Heinze, 2004)</i>	46
3.4	<i>The First Type of Blend (Online, 2014)</i>	48
3.5	<i>The Second Type of Blend (Online, 2014)</i>	49
3.6	<i>The Third Type of Blend Beyond Four Walls</i>	49
3.7	<i>A Blended Learning Model (Holden & Westfall, 2009, p.29)</i>	53
3.8	<i>Blended Learning Map (Holden & Westfall, 2009).</i>	54
3.9	<i>Bloom's Revised Taxonomy Mapped to Instructional Media</i>	55
3.10	<i>The Blended Learning Design Process</i>	57
3.11	<i>ADDDIE Design</i>	58
3.12	<i>Khan's Octagonal Framework for Blended Learning Design</i>	59
3.13	<i>Al-Fiky Blended Learning Model</i>	60
3.14	<i>Huang Design Procedures for Blended Learning</i>	62
3.15	<i>Al Jazar Model</i>	63

5.1	<i>Al-Jazar Model for Designing and Producing Multimedia Interactive Programs</i>	125
5.2	<i>Formative and Summative Evaluation during the Evaluation Phase</i>	133
5.3	<i>The Interface of the Multimedia Program</i>	135
5.4	<i>The (Practice & Study) Slide</i>	135
5.5	<i>The Texts Menu Icon</i>	136
5.6	<i>A Text Slide</i>	137
5.7	<i>The Skills Menu Frame</i>	139
5.8	<i>An Instance of “Yes ”or “No” Activities</i>	140
5.9	<i>An Instance of the Multiple Choice Activities</i>	140
5.10	<i>An Instance of the(Incomplete, False or Correct) Activities</i>	141
5.11	<i>An Instance of “Add a Sentence” Activities</i>	142
5.12	<i>An Instance of “Add a Sentence” Activities</i>	142
5.13	<i>An Instance of “Summarizing Important Ideas” Activities</i>	143
5.14	<i>An Instance of “Organizing Information” Activities</i>	143
5.15	<i>An Instance of Moodle</i>	146
5.16	<i>An Instance of Moodle</i>	146

5.17	<i>Sending & Receiving E-Mails by Means of Moodle</i>	147
5.18	<i>Ruffini's Model for Designing an Educational Web through the Internet</i>	148
5.19	<i>The Research Website Interface</i>	150
5.20	<i>Website Components (Blended Learning Strategy)</i>	151
5.21	<i>Website Components (The Behavioral Objectives)</i>	151
5.22	<i>Website Components (Tests & Quizzes)</i>	152
6.1	<i>Means of Scores of Both Groups in the Immediate Post-Achievement Test</i>	163
6.2	<i>The Difference between Students' Means of Scores in Both Groups according to "Understanding Facts and Details" Skill in the Immediate Post-Achievement Test</i>	164
6.3	<i>The Difference between Students' Means of Scores in Both Groups according to "Identifying Negative Facts" Skill in the Immediate Post-Achievement Test</i>	166
6.4	<i>The Difference between Students' Means of Scores in Both Groups according to "Locating Referents" Skill in the Immediate Post- Achievement Test</i>	167
6.5	<i>The Difference between Students' Means of Scores in Both Groups according to "Understanding Vocabulary in Context" Skill in the Immediate Post-Achievement Test</i>	169
6.6	<i>The Difference between Students' Means of Scores in Both Groups according to "Making Inferences" Skill in the Immediate Post- Achievement Test</i>	170

6.7	<i>the Difference between Students' Means of Scores in Both Groups according to "Determine Purpose" Skill in the Immediate Post-Achievement Test</i>	172
6.8	<i>The Difference between Students' Means of Scores in Both Groups according to "Recognizing Paraphrases" Skill in the Immediate Post- Achievement Test</i>	173
6.9	<i>The Difference between Students' Means of Scores in Both Groups according to "Summarizing Important Ideas" Skill in the Immediate Post-Achievement Test</i>	176
6.10	<i>The Difference between Students' Means of Scores in Both Groups according to "Organizing Information" Skill in the Immediate Post-Achievement Test</i>	177
6.11	<i>Arrangement of Obstacles</i>	187

N.	<i>List of Appendixes</i>
<i>(Appendix A-1)</i>	<i>The Initial Status Study Questionnaire</i>
<i>(Appendix A-2)</i>	<i>The Status Study</i>
<i>(Appendix A-3)</i>	<i>Results of the Status Study Questionnaire</i>
<i>(Appendix B-1)</i>	<i>A Paper for the Referees of the Achievement Test</i>
<i>(Appendix B-2)</i>	<i>The Final Achievement Test</i>
<i>(Appendix B-3)</i>	<i>Pearson Correlation of the Items of the Achievement Test</i>
<i>(Appendix B-4)</i>	<i>Test Items Difficulty Coefficient</i>
<i>(Appendix B-5)</i>	<i>Test Items Discrimination Coefficient</i>
<i>(Appendix B-6)</i>	<i>Answer Key of the Achievement Test</i>
<i>(Appendix C-1)</i>	<i>Student's Guide</i>
<i>(Appendix C-2)</i>	<i>Behavioural & General Objectives</i>
<i>(Appendix C-3)</i>	<i>Blended Learning Strategy</i>
<i>(Appendix C-4)</i>	<i>English Reading Comprehension Skills</i>

<i>(Appendix C-5)</i>	<i>Website Quizzes</i>
<i>(Appendix C-6)</i>	<i>Website Tests</i>
<i>(Appendix C-7)</i>	<i>Enrichment Related Websites</i>
<i>(Appendix D-1)</i>	<i>Answer Key of the Activities Quizzes</i>
<i>(Appendix D-2)</i>	<i>Answer Key of the Activities Tests</i>
<i>(Appendix D-3)</i>	<i>Answer Key of the Skills Activities</i>
<i>(Appendix E)</i>	<i>List of Referees</i>
<i>(Appendix F-1)</i>	<i>The Initial Attitudes Questionnaire</i>
<i>(Appendix F-2)</i>	<i>The Final Attitudes Questionnaire</i>
<i>(Appendix F-3)</i>	<i>Pearson Correlation of Every Item in the Attitude Questionnaire</i>
<i>(Appendix G-1)</i>	<i>Equivalence between Groups according to Age Variable</i>
<i>(Appendix G-2)</i>	<i>Equivalence between groups according to (Score of English in the 2nd Semester of the 1st Year Semester</i>
<i>(Appendix G-3)</i>	<i>Equivalence between Groups according to the Pre-Test</i>

<i>(Appendix H)</i>	<i>Steps of English Language Reading Comprehension Skills (Research Sub-Strategies)</i>
<i>(Appendix I)</i>	<i>Experimental Group Students' Questionnaire Scores</i>
<i>(Appendix J)</i>	<i>Experimental Group Students' Questionnaire Items Means of Scores</i>
<i>(Appendix K)</i>	<i>The Agreement for Applying the Blended Learning Strategy</i>
<i>(Appendix L)</i>	<i>A Translated Text of the Second-Year students' Course Book</i>
<i>(Appendix M)</i>	<i>A Paper for the Referees of the Website</i>
<i>(Appendix N)</i>	<i>Photos of the Experimental Group's Mediated Immediate Post-Test</i>
<i>(Appendix O)</i>	<i>Photos of the Control Group's Traditional Immediate Post-Test</i>

Chapter One

Identification of the Research

1.1. Preface

Developments in Information and Communication Technologies (ICTs) have impacted all sectors of life, including the education sector. The widespread use of ICT in education has significantly changed teaching methods and materials as well as the learning environment. Adopting technology in the teaching-and-learning process has helped in emerging new sorts of academic learning such as the “Virtual Learning” and the “E-Learning”. Many problems have been solved by adopting these new types of learning such as the shortage in the academic staff members, the need for extra labs, libraries and classrooms and the freedom in determining learning time, place and pace are amongst many.

In many universities, however, these new modalities of learning have not succeeded in fulfilling their targets in improving students’ achievement levels due to the misuse of modern technology and emotionless learning environments. Instruction has become a completely e-Learning technology-based process and the human factor has completely been neglected.

Learning English is one of the most crucial demands of students in the 21st century. English is very essential for students’ future jobs being the language of globalization, international communications, modern sciences, the worldwide trade and the most wide-spread language. Acquiring English language has become an urgent need for the third millennium generation

who should master its basic skills, especially the reading skill. When learners cannot properly read, their general knowledge and productivity suffer. Consequently, their future academic and occupational chances for success will be passively affected. Since learners differ in their learning methods, helping learners to improve their English reading comprehension standards should not be restricted to a certain instructional methodology, but the methodology should be driven from the learning objective.

The “Blended Learning” approach has risen as an intensive need for a new type of learning that respects the individual differences and does not neglect the human factor through merging different learning methods, educational technologies and educational environments. It is a modern approach which has the features of both e-learning and face-to-face learning. It is based on utilizing technology in designing new educational settings which increases the opportunities for utilizing the active learning strategies and the learner-centered strategies.

Nowadays, implementing a blended learning strategy to instruct the English language reading skill is very significant. This strategy provides students with keys which help them read and comprehend English texts properly and consequently improve their achievement standards.

1.2. Problem of the Research

The researcher has observed through her work as an instructor of English language in the Faculty of Education that the students’ general level of English language reading comprehension skills is low due to several factors. Firstly, English courses instructors have adopted the direct (behaviorist) approach and the Grammar-Translation Method in an instructor-centered environment. Besides, the course has already been translated into Arabic (Appendix L). Secondly, reading comprehension skills have not been given the attention they deserve and they have traditionally been taught by

Chapter One.....Identification of the Research

presenting a translated text and many translated questions about it without any clear strategies. Additionally, the whole teaching-and-learning process has been instructor-centered, and there have been no modern methods of evaluation applied.

To investigate the reality of English instruction in the Faculty of Education at Al-Ba'ath University, the researcher conducted a present study on a sample of the second-year class-teacher students. The outcomes reflected students' complaints of the traditional method of English instruction which lacked attraction and interaction. Besides, they complained of the monotonous instructional environment and the lack of motivation in English language classes. They expressed their need to learn English courses at a higher level of technology-based environment.

In contrast, the researcher noticed throughout her work at the virtual university at Al-Ba'ath University that courses in the virtual education focused on the cognitive domain at the expense of the affective and the psychomotor domains. Besides, the method of presenting courses and materials were technology-based.

Accordingly, it can be perceived that there is extra reliance on technology in the virtual instructional environment and poor use of technology in the traditional one. Therefore, adopting an instructional strategy that can meet students' needs and achieve the educational objectives seems very essential. This strategy should be capable of motivating learners to interact with the learning material and can consequently improve students' English language reading comprehension skills. It should also take into consideration the individual differences and benefit from the advantages of both traditional and technology-based e-learning environments. Thus, the problem of the research can be summarized in the following question:

What is the effectiveness of a blended learning strategy in improving English reading comprehension skills?

1.3. Significance of the Research

The significance of the research emerges from the following points:

1.3.1. The research is expected to present a useful design of a blended learning strategy for instructing the reading comprehension skill for the second-year class-teacher students in the Faculty of Education at Al-Ba'ath University.

1.3.2. The research is expected to help students improve their English reading comprehension skills as it tries to utilize the benefits of both the electronic and traditional environments.

1.3.3. Positive gains of this study can supply instructors with empirical data to apply the blended learning strategy.

1.3.4. It presents an outstanding strategy which respects the individual differences and provides extra opportunities for learning round the clock and anywhere.

1.3.5. This research is expected to improve students' searching skills on the Internet, e-mail, English proficiency and computer skills.

1.3.6. It highlights English instructors' new roles in the third millennium as a facilitator and a guide of the teaching-and-learning process in a blended environment.

1.3.7. It may assist students to adopt positive attitudes towards English language and utilize it in their future careers.

1.3.8. The free online website of this research can be considered an excellent resource for helping not only students participating in the study but also all the Syrian students who want to improve their achievement standards in the reading comprehension skills and prepare for the TOEFL certificate.

1.3.9. It can be considered as one of the first studies in Syria as it combines between the advantages of self-learning, electronic learning and face-to-face learning.

1.4. Aims of the Research

The research aims at achieving the following:

1.4.1. Investigating the effectiveness of utilizing the blended learning as an instructional strategy on improving students' achievement in English reading comprehension skills (individually or collectively).

1.4.2. Investigating students' attitudes towards the effectiveness of implementing the blended learning strategy in English language instruction.

1.4.3. Investigating the effectiveness of the blended learning strategy on increasing the experimental group students' ability of information retention in comparison with the traditional method of instruction.

1.4.4. Investigating the obstacles that face application of the blended learning strategy in English reading comprehension skills instruction.

1.5. Questions of the Research

The research tries to answer the following questions:

1.5.1. What is the effectiveness of the blended learning strategy on improving the achievement of students of the second-year class-teacher in the Faculty of Education at Al-Ba'ath University in English reading comprehension skills?

1.5.2. What are the students' attitudes towards the effectiveness of implementing the blended learning strategy on improving students' English reading comprehension skills?

1.5.3. What is the effectiveness of the blended learning strategy on increasing the experimental group students' ability of information retention in comparison with the traditional method of instruction?

1.5.4. What are the obstacles that face application of the blended learning strategy in English reading comprehension skills instruction?

1.6. Hypotheses of the Research

A- The Null Hypotheses:

The following null hypotheses will be tested at the significant level ($\alpha = 0.05$):

1.6.1. There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in English reading comprehension skills **collectively** in the immediate post-achievement test. This hypothesis is categorized into ten sub-hypotheses:

1.6.1.1. There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the **“Understanding Facts and Details”** skill in the immediate post-achievement test.

1.6.1.2. There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the **“Identifying Negative Facts”** skill in the immediate post-achievement test.

1.6.1.3. There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the **“locating referents”** skill in the immediate post-achievement test.

1.6.1.4. There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the **“Understanding Vocabulary in Context”** skill in the immediate post-achievement test.

1.6.1.5. There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the **“Making Inferences”** skill in the immediate post-achievement test.

1.6.1.6. There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the “**Determine Purpose**” skill in the immediate post-achievement test.

1.6.1.7. There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the “**Recognizing Paraphrases**” skill in the immediate post-achievement test.

1.6.1.8. There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the “**Recognizing Coherence**” skill in the immediate post-achievement test.

1.6.1.9. There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the “**Summarizing Important Ideas**” skill in the immediate post-achievement test.

1.6.1.10. There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the “**Organizing Information**” skill in the immediate post-achievement test.

1.6.2. There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in English reading comprehension skills **collectively** in the **postponed post-achievement** test.

B-The Attitude Hypothesis:

1.6.3. The experimental group students have positive attitudes towards the effectiveness of implementing the blended learning strategy in English language instruction.

1.7. Limitations of the Research

The research was carried out during the first semester of the academic year (2014/2015).

1.7.1. Human Limitations:

The population of the research consisted of all the second-year class-teacher students (298 students according to the Faculty of Education records) in the Faculty of Education at Al-Ba'ath University. (7.05 %) was the rate of males, whereas (92.95 %) was the rate of females, as table (1.1) shows.

Table 1.1: Distribution of Students according to Gender Variable

<i>Gender</i>		<i>%</i>
Males	21	7.05
Females	277	92.95
Total	298	100

However, there was no possibility to enroll male students in the research because attendance in the English course classes was not compulsory and the males did not attend the classes regularly. Therefore the researcher neglected the gender variable.

1.7.2. Time Limitations:

The treatment of the research lasted from (15/10/2014) to (28/11/2014).

1.7.3. Spatial Limitations:

The research was applied in the Faculty of Education classrooms and computer laboratory. Instructions were delivered to the control group in the

Faculty of Education classrooms, whereas the experimental group was instructed in the computer laboratory in the Faculty of Education at Al-Ba'ath University.

1.7.4. Educational Limitations:

Both groups dealt with the same course content, (*Life Lines*). However, the difference was in the instructional methodology.

1.8. Methodology

1.8.1. Design of the Research:

1. The descriptive-analytical design was adopted in:

a) The present study which was conducted to investigate the reality of English language instruction in the Faculty of Education at Al-Ba'ath University.

b) The basic research to investigate the experimental group students' attitudes towards implementing the blended learning strategy in English language instruction.

2. The quasi-experimental design was utilized by implementing the blended learning strategy on a sample of the second-year class-teacher students in order to investigate its effectiveness on improving the experimental group students' achievement in English reading comprehension skills (collectively and separately).

1.8.2. Variables of the Research

1.8.2.1. The Independent Variable

1.8.2.1.1. Method:

- a) A blended learning strategy.
- b) Traditional (face-to-face) method of instruction.

1.8.2.2. The Dependent Variables

- 1.Second-year class-teacher students' achievement.
- 2.Experimental group students' attitudes towards utilizing the blended learning strategy in the English language instruction.

1.8.3. Sample of the Research

There were three kinds of samples:

1.8.3.1. The Present Study Sample:

The present study was applied on a random sample of the second-year class-teacher students (25 students) on (27/5/2013) in the Faculty of Education at Al-Ba'ath University. The target after that study was to reveal the reality of English instruction. The results of that study helped in clarifying the research problem (Appendix A-2).

1.8.3.2. The Pilot Study Sample:

The pilot study was applied on a random sample of the second-year class-teacher students (20 students) in the Faculty of Education at Al-Ba'ath University. The reasons for conducting the pilot study were:

- 1. Ensuring the website validity.
- 2. Experimenting the website components before its final application.
- 3. Examining the suitability of the website components to students' level.
- 4. Determining the time needed for each quiz and test.
- 5. Identifying difficulties of implementation if any.
- 6. Modifying what was necessary in the initial draft before applying it on

the basic research sample. The pilot study lasted from (30/3/2014) to (4/5/2014).

1.8.3.3. Basic Sample of the Research:

Forty students were selected randomly (4 males and 36 females) to form the control group, whereas the experimental group members (4 males and 36 females) were chosen purposefully. Table (1.2) shows the distribution of the sample:

Table (1.2): the Sample Distribution according to Research Groups

<i>Group</i>	<i>Experimental</i>	<i>Control</i>
	40	40

After commencing treatment, six females from the experimental group were excused for their inability to make an access to the website in the area where they lived. Additionally, two females were excused for being employees and were not able to attend the classes on time. Four more females withdrew in the coming classes without giving any reasons for their absence. Besides, the males in each group did not attend regularly. Therefore, the researcher excluded the males from both groups. The research final sample consisted of (60) females from the second-year class-teacher students in the Faculty of Education at Al-Ba'ath University.

1.8.4. Tools of the Research

The researcher designed the following instruments to achieve the aims of the research:

- 1.8.4.1. A present study questionnaire.
- 1.8.4.2. A Multimedia Program (Multimedia-Based Activities).
- 1.8.4.3. An Achievement Test.
- 1.8.4.4. An Attitude Questionnaire.

1.8.4.5. A Website.

1.9. Terminology & Procedural Definitions

1.9.1. Effectiveness

It means “the standard of achievement which reflects the degree of fulfilling the knowledge, psychomotor and affective objectives” (Al-Kala & Naser, 2001, p.267).

Effectiveness is defined as “the extent to which the activities stated objectives have been met” (OECD, 2002).

The researcher defines “effectiveness” as the ability of the blended learning strategy to improve the second-year class-teacher students’ English language reading comprehension skills; that (80%) of the experimental group students should obtain (80 %) in the post-achievement-test. Besides, similar effect is hypothesized on the experimental group students’ attitudes towards the blended learning strategy.

1.9.2. Blended Learning

Blended Learning is defined as “a mixture of multimedia technology, CD ROM videos, virtual classrooms, voicemail, email and conference calls, online text animation and video streaming- and that all these are combined with traditional forms of classroom training and one-to-one coaching” (Klapwijk ,2008, p.4).

Blended Learning is “a mixture of the traditional face-to-face teaching approach and the self-directed online approach. Within the boundaries established by their course, learners can study at their own pace as well as where and when it suits them. Learners have a measure of assurance and motivation in the knowledge that they will be given the opportunity to try

out what they have learned in a teacher-led face-to-face session” (UCLES, 2010, p.1).

Blended learning in this research is a hybrid-learning strategy that has the positive features of each of the technology-based environment and the traditional environment. This strategy tries to merge three dimensions which are self-learning, (multimedia-based) electronic learning and traditional learning. This strategy tries to motivate the experimental group students and help them improve their achievement standards in English reading comprehension skills. Additionally, this strategy respects individuals' differences and highlights the importance of instructor's role as a guide of the teaching-and-learning process.

In other words, within face-to-face lectures students learn directly from the instructor and from the website (or by means of the multimedia-based materials). Students can directly interact with the instructor and work cooperatively with their colleagues. For enhancing the learning materials, outside the faculty, the experimental group students have to visit a specific website and get benefit from the enrichment links at the place, time and pace that suit them. They can also interact with each other via the e-mail or the chat room. Besides, they can directly send their inquiries to the instructor via the e-mail. They can train as much as they desire; and as soon as they finish, they get the score and the time. Therefore, they can gradually increase their pace of learning.

1.9.3. Strategy

It is defined as “a process or manner by which an instructional phase or an entire course is delivered” (Business Dictionary, 2014, Online). It is “a well-constructed plan with flexibility in application that enables the optimum application of all available capabilities and tools for fulfilling the planned objectives” (Al-Hielah, 2007, p.172).

A strategy “determines the approach a teacher may take to achieve the learning objectives” (Ekwensi, Moranski & Townsend-Sweet, 2006, p.4).

It is “a tool, plan or method used for accomplishing a task and helping the second-language learners to become more aware of ways in which they read most effectively, ways in which they can enhance their own comprehension of the target language and ways in which they can continue learning after leaving the classroom” (Klapwijk, 2008, p.2).

The researcher defines strategy as the well-constructed and sequenced steps that the researcher will apply in a scientific method, which mixes numerous instructional methods by means of the available resources in the traditional and electronic environments in the Faculty of Education at Al-Ba'ath University to fulfill the learning objectives.

1.9.4. Teacher-Based Instruction

It means an instructional environment in which students exist at the same time in the same place and receive information arranged in a certain sequence from the instructor's view (Tanner, 2007).

1.9.5. Reading Comprehension

Reading

It is defined as “a visual and cognitive process to extract meaning from writing by understanding the written text, processing information and relating it to existing experience” (Millrood, 2001, P.117).

- **Comprehension**

It is defined as “the ability to construct meaning from a text through decoding the writer's words in order to expand and modify one's understanding and knowledge” (Lenz, 2005, p.1).

- **Reading comprehension**

Reading comprehension “means the ability to interact with a text to construct meaning or to convey the author's message through employing an

integrated process that involves cognitive and metacognitive strategies” (Elradii, 2014, p.8).

The researcher believes that “reading comprehension” is an effective interaction between the reader and the text. It does not mean just decoding letters and words, but it must include: visual decoding, mental processing of what was decoded and connected with the person's prior knowledge.

• **Reading Comprehension Skills**

Reading comprehension skills are necessary for meaningful and effective reading. Reading skills are specific abilities which enable a reader to read something written with independence, comprehension and fluency. They are appropriately used to understand facts and details, identify negative facts, locate referents, comprehend vocabulary in context, make inferences, determine purpose, recognize paraphrases, recognize coherence, summarize important ideas and organize information.

• **English Reading Comprehension Skills of the Research**

1. Understanding Facts and Details Skill:

Facts represent true information which is available in a text. Facts can be easily found such as numbers, dates, times and names of places, cities, people and events (Mifflin, 2003). A **detail** is “a bit of information such as an example, a reason, a statistic, a description, or an illustration” (Gallagher, 2006, p.16). There are three sub-skills that can help students to master and answer fact questions: skimming, scanning and scrolling.

2. Identifying Negative Facts Skill:

This skill means “presenting a false bit of information, or it may be omitted from the passage” (Gallagher, 2006, P.30).

3. Locating Referents Skill:

This skill means the ability of recognizing pronouns referents and other lexical equivalents as clues for cohesion (Mikulecky, 1986).

4. Understanding Vocabulary in Context Skill:

Understanding vocabulary in context refers to “the reader's attempt to predict meaning of unfamiliar words taking help of clues from the context” (Bader El-Deen, 2009, p.9 & El-Khateeb, 2012, p.15).

5. Making Inferences:

Inference is “reading behind the literal meaning and the superficial information of the text. It is based on primary reading processes” (Jouini, 2006, p. 82).

6. Determine Purpose Skill:

This skill means identifying why something is done by the author in a passage (Roell, 2015).

7. Recognizing Paraphrases Skill:

This skill refers to “students’ ability to weave different ideas using different markers such as pronoun references, definite articles and anaphoric references and others” (Bielby, 1999, p. 55-57).

8. Recognizing Coherence Skill:

This skill helps students to recognize relationships in a text. Therefore, they can distinguish the events order, the relationships in the text and how a writer presents his passage. Additionally, they notice what keywords he uses as clues such as first, then, finally, next and later (Teacher Vision, 2013).

9. Summarizing Important Ideas Skill:

This skill refers to students’ ability to differentiate between the basic ideas and the minor ones. Summarizing “means distinguishing important

dramatic events from relatively trivial details” (RALLY Education, 2006, p. 3).

10. Organizing Information Skill:

This skill means to “see how information from different parts of the passage fits into logical category” (Rogers, 2007, p.151).

1.9.6. Achievement

It is defined as “an achievement means success. When you succeed in doing something good, usually by working hard” (Cambridge University Press, 2009). Moreover, achievement refers to the amount of knowledge acquired by a student after learning a course, depending on the scores that he gets in the achievement tests (Al-Masree, 2009)

Achievement in this research is defined as the mean of scores that the experimental group students achieve in the post-achievement test.

1.9.7. Second-Year Class-teacher Students

They are the students who study in the second-year in the class-teacher in the Faculty of Education at Al-Ba'ath University.

1.9.8. Attitude

Attitude is defined as “a characteristic that is an indicator of individual’s understanding and emotions towards a subject which motivates him/her to show either positive or negative behavior” (Saracaloglu, Serinb, Serinb, & Serinc, 2010, p.3495)

Attitudes in this research mean the total scores got by the experimental group students after answering the questionnaire items.

1.9.9. Test

It is a test designed by the researcher, aiming to cover the chosen reading comprehension skills. The same test was applied three times:

1. Before treatment: to check both groups' equivalence. It is called (the pre-test).
2. Immediately after treatment: to compare the experimental group students' achievement with the control group students' achievement, and it is called (the immediate post-test).
3. Two weeks after treatment: to highlight students' ability to remember information fifteen days after treatment, and it is called (the postponed post-test).

1.10. Summary

In brief, students face many obstacles when they deal with English texts. Therefore, the researcher attempted to develop students' reading comprehension skills by utilizing a blended learning strategy. Students will be given the chance to practise reading comprehension through various multimedia resources in association with the instructor's assistance.

Reading

In this chapter, a distinction between reading as a skill and as a process is clarified. Then, identification of reading process steps, reasons and types is covered. Correlation between reading and comprehension is clarified. Additionally, reading comprehension models and the selected skills of the research are presented. Finally, the factors that affect reading comprehension are listed.

2.1. Introduction

Reading is the most essential skill by means of which knowledge is acquired (Abu-Shamllah, 2010). Reading affects all aspects of people's lives: academically, socially, economically and psychologically (Gisler & Ebert,s 2009). Academically, reading is the most essential skill of academic success. This means that students who are good readers have the ability to achieve better results than students who have weakness in reading (Shoebottom, 2007).

Reading in English as FL helps readers to think in a new language, get more vocabulary, deal easier with written texts and improve their English as a means of academic achievement (Mikulecky, 1986 & Cziko et al, 2000). Moreover, the latest sources of information are available in English, therefore improving English reading comprehension skills, especially the TOEFL skills, seems to be an urgent need for students who want to complete their academic study.

2.2. Definition of Reading

There are different definitions of reading either as a process or as a skill. Reading as a skill means “students’ ability to read texts they encounter in their daily lives properly and fluently by using right methods” (Özbay, 2006, p.5). Another meaning perceives reading as “the ability to transfer written symbols into meaning and use them to communicate effectively” (Chamot, 2005, p.125). Furthermore, reading is “a means of language acquisition, communication and sharing information and ideas. Effective readers use decoding skills, morpheme, semantics, syntax and context cues in order to identify the meaning of unknown words, activate prior knowledge (schemata theory), use comprehension, and demonstrate fluency during reading” (FARLEX, 2009, p.3).

In addition, reading is “a cognitive process of understanding a written linguistic message and a mental representation of the meaning” (Bhlool, 2013, p.78). It is “a complex process involving a network of cognitive actions that work together to construct meaning” (Johnson & Keier, 2010, p.20).

To sum up, reading is a complex process which includes many processes. It is a cognitive process of understanding a written linguistic text. To see beyond the literal meaning of the words, readers have to utilize variety of clues to comprehend writer’s intention (Harmer, 2001).

On the students’ part, reading requires thinking, feeling, imagining and utilizing previous experiences. Besides, students should recognize words, predict the meaning, utilize certain strategies, activate previous knowledge, comprehend the reading passage, extract the meaning and then evaluate the outcome (El-Khateeb, 2012).

2.3. Steps of the Reading Process

Reading process means how readers should understand what has been read and what clues must be utilized to achieve that target (Klapwijk, 2008). Generally, the reading process passes throughout the following steps (Johnson & Keier, 2010):

1. Lexical Citing:

This means recognizing words and looking for others. Besides, it requires predicting the meaning of certain words by gathering information from context, background knowledge and other sources.

2. Monitoring readers' reading:

This means providing continuous check to assure that students comprehend what they are reading. Moreover, fix-up strategies might be used when they are confused.

3. Knowledge Connecting:

It means deriving meaning needs, activating prior knowledge and combining that information with the author's words.

4. Words Spelling and Grouping:

Grouping words into phrases can be achieved by using punctuations.

5. Visualizing and questioning what has been read.

6. Text Evaluation:

Reading between lines to infer what the author has meant in a particular section. Besides, "thinking about what readers know about the structure of this text. Criticizing and deciding whether they like or dislike the text, agree or disagree with the information, or would recommend it to others" (Johnson & Keier, 2010, p.21).

2.4. Reasons for Reading

When the purpose of reading is known, it greatly enhances the effectiveness of reading. Also, "the knowledge of the purpose can help one adopt a style of reading, best suited for that purpose" (Harmer, 2001, pp.200-201). There are many reasons for reading:

2.4.1. Instrumental Motivation

It means that reading provides people with something they need and it is of great significance in their life such as reading instructions at work, road, bank, airport, etc. (Harmer, 2001).

2.4.2. Pleasure

Reading for pleasure means to read for “amusement, intellectual prompts and stimuli” (Walch, 2003, p.21) such as reading a journal, poetry book and magazines.

2.4.3. Practical Application

Readers read certain books to grasp information that can be of certain benefit in practical situations, for instance, books such as laboratory manuals, computer manuals, instruction booklets and recipe books (Klapwijk, 2008).

2.4.4. Getting an Overview

The purpose here is either to get the general idea of a material, or to determine if it is relevant, useful or up-to-date. Besides, the purpose is to extract how the text has been organized by the author, for instance, if a reader has an assignment he has to search for an essay, tutorial, report or similar assignment then to decide which texts are useful for the assignment (Beare, 2009).

2.4.5. Locating Specific Information

Here the reader is aware of what he is looking for, but he does not know where to find it. The reader’s eyes move quickly over the lines searching for specific details about a person or an event, a map, a diagram or a table of statistics. There is no care about the text ideas (Sethi & Adhikari, 2010).

2.4.6. Identifying the Central Idea or Theme

It means getting the original idea that the author wants to deliver throughout a text such as highlighting the central issue of a discussion paper (SAISD, 2005).

2.4.7. Developing a Detailed and Critical Understanding

When the reader wants to evaluate the contents and ideas in a text, he has to read the text thoroughly, to make relevant notes and keep an open mind by stating his ideas and opinions towards the text he is dealing with (Kurland, 2000).

In conclusion, determining the purpose before reading can be of enormous benefit for students. In other words, knowing the reason for reading may add amusement, decrease boredom and increase academic achievement.

2.5. Types of Reading

There are many types of reading and each type has deep correlation with the purpose of reading.

2.5.1. Extensive Reading

This type of reading is built on the assumption that engaging learners with a lot of meaningful and interesting foreign language (FL) materials will lead to a positive effect on the learners' control of the FL. Extensive reading includes reading long texts for pleasure and it is used to obtain a general understanding of any subject. The purpose of extensive reading "is to read for pleasure, information and general understanding" (Schorkhuber, 2008, p.2). The essential point in extensive reading is that students should read a material which they can understand because pleasure cannot be got from reading difficult texts "if they are struggling to understand every word, they can hardly be reading for pleasure" (Mark, 2005, p.1).

Moreover, the extensive reading contributes to improving comprehension skills, develops automaticity and promotes confidence and motivation. It improves production skills (speaking and writing). Furthermore, extensive reading enhances background knowledge (schemata, both content and formal) and builds vocabulary and grammar knowledge (Ferris & Hedgcock, 2009). "This type of reading is sometimes called supplementary reading because it is supposed to supplement intensive reading. The supplementary material is usually read at home and covered

at a speed higher than intensive material” (Mark, 2005, pp.1-2), for classroom purposes.

2.5.2. Intensive Reading

Intensive reading is “the careful, intentional examination of a text for comprehension” (Ferris & Hedgcock, 2009, p.191). It means improving students' knowledge of language features and their control of reading strategies (Nation, 2008). Intensive reading “involves learners in details with specific learning aims and tasks” (Abu-Shamlah, 2009, p.15). Though intensive reading requires a lot of patience and attention, it strengthens reader’s knowledge.

According to the Intensive reading, the reader’s focus is on language rather than text. Thus, the reader may answer comprehension questions, learn new vocabulary, study the grammar and expressions in the text, translate the passage, or do other tasks that engage him in looking intensively inside the text (Query CAT, 2011).

The main goal of intensive reading is getting a detailed understanding of a text. Therefore, it is made use of when the reader encounters a difficult foreign language text (Bhloul, 2013).

Intensive reading needs a long time and great effort due to dealing with a lot of new vocabulary and new structure. In intensive reading, learners usually read a page to discover the meaning and to be familiar with writing mechanisms. In the intensive reading, the instructor should offer continuous help to ensure students' comprehension (Schorkhuber, 2008).

2.5.3. Top-down and Bottom-up

Bottom-up reading focuses on individual information such as, words, phrases and consequently blends them to attain the whole picture, whereas top-down reading focuses on the overall picture. “Top-down seems to be whole-to-part reading and bottom-up seems to be part-to-whole reading” (Damabacher, 2010, pp.8-10).

While reading a continuous interaction between two types of reading takes place: “top-down and bottom-up”. These types of reading form two aspects of human information processing systems. First, the “top-down reading” means focusing on the previously acquired schema, networks of previous explanations while trying to understand a text. On the other hand, “bottom-up” reading means depending on the information that is available in a text to comprehend it (Al-Khateeb, 2012).

Second language readers, especially beginners tend to depend heavily on the text; they prefer “bottom-up” reading. They read and translate word-by-word. They try to put the words together to comprehend the text, but this may not always lead to a successful explanation of the meaning of the text which the author has in mind if the readers' explanations are based on cultural schemata that do not associate with those that the author has in mind.

To understand English texts, readers need to improve a new schema of language, text and explanation. They need to change the habit of learning every word. They need to learn how to shake and tap their background knowledge in order to apply the top-down processing in a better way. Readers “need to acquire some of the skills which fluent readers of English employ unconsciously for strengthening their bottom-up processing abilities, and enhancing the interaction of top-down and bottom-up processing modes” (Mikulecky, 1992, p.3-4).

2.5.4. Reading Aloud

Reading aloud is “a planned oral reading of a book or print excerpt, usually related to a theme or topic of study. It can be used to engage the listener student while developing background knowledge, increasing comprehension skills and fostering critical thinking” (Wesley, 2001, p.1).

Reading aloud creates motivation that all students like to read aloud to show their ability of reading. Moreover, it helps students to master intonation, stress and pitch. After presenting a model, reading aloud might be utilized as a means to investigate students' pronunciation, word stress, pauses and intonation (Haboush, 2010).

2.5.5. Model reading

Before being able to read aloud effectively, students need a model to imitate. Instructors usually perform this model. Therefore, after silent reading and discussion and before students' reading aloud, the instructor may read the whole passage and students listen to him without repetition. On the other hand, the instructor may read a text sentence by sentence and students repeat after him. If the sentence is long, the instructor can divide it into meaningful units and pause after each one to provide students with enough time to repeat the sentences (Caine, 2010).

2.5.6. Word-by-Word Reading

This type of reading requires deep concentration and needs a lot of time. Readers pause after each word to check its meaning. This type of reading is utilized while dealing with unfamiliar words or concepts (Mikhailov, 2008).

2.5.7. Speed Reading

It does not mean to read quickly, but to read in a speed that suits the reading text and enables the reader to remember the information of the text. Speed Reading “is a collection of reading methods which attempt to increase rates of reading without greatly reducing comprehension or retention” (Abela, 2004, p.1). On the part of learners, it requires a lot of training. However, this type of reading is affected by some factors such as clarity of purpose, familiarity with subject related terminology, difficulty of text, urgency and stress levels. Moreover, good attitude towards reading, familiarity with the language related to the subject and good vocabulary, good background knowledge of subject and practice may affect learning speed reading (Konstant, 2003).

2.5.8. Critical Reading

It means to read critically the information which has been stated in the text. Post reading, the reader has to decide whether the context is an opinion or a fact (Harmer, 2001). “Critical reading extends the notion of comprehension beyond simply understanding what has been presented by linking it into your existing corpus of knowledge. It involves evaluating what has been comprehended” (Bielby, 1999, p.159).

2.5.9. Silent Reading

This sort of reading is based on fast movement of eyes over a written text. It is applied by readers in all stages for reading any material. Moreover, it is considered the most significant sort of reading as it is faster than reading aloud and better than word-by-word reading because more comprehension is obtained by it (Haboush, 2010). Therefore, it is very necessary to teach students strategies that enable them to recognize the greatest number of words in a glance (Abu-Shamla, 2009).

2.5.10. SQ3R (Survey, Question, Read, Recall & Review)

This sort of reading aims at helping students to understand reading materials in some depth.

a. Survey

It is a pre-reading stage where the reader surveys the material before his actual reading by scanning the title, heading and abstract that in order to grasp the general idea of the target material.

b. Question

Prior reading, the reader puts down a specific question. This step highlights the purpose of reading, helps in concentration and assists in remembering what has been read.

c. Read

The reader reads the material twice. In the first reading, the reader does not take notes. But, he compares the diagrams and illustration within the written text and rereads the unclear parts. This step reduces the pace of reading. In the second reading, the reader takes notes and searches for important details, supporting evidence and examples.

d. Recall

The reader tries to recall what he has read by closing the book and making notes of what he remembers. Recalling helps in keeping the main points for a long time in memory. Recalling should be applied regularly to check reader's understanding of the material.

e. Review

The reader makes sure that he answered all the questions he put down at the beginning. Then, he writes down some important notes (Pound, 2009).

2.6. Trends of Reading**2.6.1. Traditional Trend:**

In the traditional view of reading, new readers gradually build their comprehension ability through acquiring a set of hierarchically ordered sub-skills. When readers obtain these skills, they will be considered as experts who comprehend what they read (Dole, Duffy, Robert, & Pearson, 1991). On the other hand, the readers' role is negative as they just receive the information in the text. However, they have to elicit the meaning which lies in the text. For Nunan (1991), "reading in this trend is basically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text. He has referred to this process as the "bottom-up" view of reading" (p.51). McCarthy (1999) has called this trend "outside-in" processing, referring to the idea that meaning lies in the printed page and is explained by the reader then taken in. This

model of reading was attacked for being inadequate and defective, that it depends on the formal features of the language basically words and structures.

2.6.2. Cognitive Trend:

The term “Cognition” is used to clarify the method of processing information. In other words, it highlights the manner through which information is recognized, encoded, stored in memory and retrieved for a specific target (Skehan, 1998).

This trend focuses on the interactive nature of reading and constructive nature of comprehension. Trying to get the inner meaning of a text, the reader applies certain strategies which can be named “the cognitive skills” (Mikulecky, 1992). The cognitive strategies are a set of flexible methods, which the reader can rely on, to comprehend a text and control understanding (Dole & Others, 1991).

2.6.3. Metacognitive Trend:

Metacognition exceeds cognition by making learners be able to be aware of the significance of certain strategies and how to use and evaluate them. “Metacognition emphasizes board control processes rather than highly specific task strategies” (Mikulecky, 1992, p.28).

Metacognition assumes that while reading, the reader must think about what s/he is doing. It is “thinking about thinking or cognition about cognition” (Rasekh & Ranjbary, 2003, p.3). Metacognition refers to the control that students should have over their cognitive processes. This means knowing when, where, and how to use strategies. Metacognition includes awareness and control of planning, monitoring, repairing, revising, summarizing, and evaluating. Students learn strategies that support their comprehension and they learn how to transfer these strategies to new situations. Metacognition is very essential in the teaching-and learning process. If students do not know when comprehension breaks down and what they can do about it, strategies supplied by the teacher will fail. “Successful readers are more aware of strategic reading and they probably use strategic reading techniques” (Sen, 2009. P.2302).

2.7. Reading Process and Schema Theory

Reading is a multileveled and interactive process in which the reader builds a meaningful presentation of text using schemata. Schemes or schemata are the cognitive systems that help readers to store information in the long-term memory. Additionally, the schemes reveal the previously obtained conceptions, attitudes, values, experience, skills and strategies which readers offer to the events in a text. “Schemata have been called 'the building blocks of cognition'; because they represent collaborate networks of information that people use to make sense of new stimuli, events and situations” (Al-Issa, 2006, p.1).

Schema theory assumes that the reader's previous information immediately affects the new reading situations. It is the framework that estimates knowledge in memory by putting information into the correct spots. After entering the memory, the new information must be carried to the suitable spot before comprehending the text (Arieta, 2006). Usually, when a person reads a continuous interaction between two strategies takes place: “top-down and bottom-up” strategies. These strategies form two aspects of human information processing systems. On the first hand, the concept-driven or "top-down" strategy means focusing on the previously acquired schema, networks of previous explanations in trying to understand a text. On the other hand, data-driven or “bottom-up” strategy means depending on the information that is available in text to comprehend it.

Second language readers tend to depend heavily on the text; the “bottom-up” strategy. They read and translate word-by-word. They try to put the words together to comprehend the text, but this may not always lead to a successful explanation of the meaning of the text which the author has in mind if the readers' explanations are based on cultural schema that do not associate with those that the author has in mind.

In order to understand texts in the English language, readers need to improve a new schema of language, text and explanation. They need to change the habit of learning every word. They need to learn how to shake and tap their background knowledge in order to apply the top-down processing in a better way. Readers “need to acquire some of the skills which fluent readers of English employ

unconsciously for strengthening their bottom-up processing abilities, and enhancing the interaction of top-down and bottom-up processing modes” (Mikulecky, 1992, p.3-4).

2.8. Reading Comprehension

The correlation between reading and comprehension is very tight. Without comprehension, reading becomes a meaningless process.

Comprehension is the ability to grasp meaning from a text throughout decoding the authors’ words and blending previous knowledge related to the target text in order to widen one’s understanding and knowledge (Griffith & Rasinski, 2004). “Reading comprehension is the process of meaning construction as a result of blending content and message of the text with the readers existing knowledge and skills during reader text interaction” (Pardo, 2004, p.272). This can be done by implementing cognitive and metacognitive strategies (Elradii, 2014, p.8).

Reading comprehension is the process of extracting meaning from the written text. It does not mean focusing on words or sentences solely but on the general meaning of the text. “Reading comprehension is a complex interactive set of operations requiring complex cognitive functioning at a number of levels simultaneously” (Woolley, 201, p. 15-17).

In conclusion, comprehending and dealing with materials and subjects is an outstanding purpose of reading. Comprehension occurs when the reader mentally combines the prior knowledge and experience with information in the text. To monitor understanding, instructors need to apply suitable strategies and discuss various kinds of texts with students at any time during the reading process. For instance, instructors can resort to rereading the text for several times, summarizing long texts, depending on the pre-experience and knowledge, asking several kinds of questions, clarifying the vague ideas (Al-Yousef, 2005).

2.9. Reading Comprehension Skills

The effect of reading comprehension on people's lives has never been as crucial as in the modern society. Nowadays, there has been an increase in the requirements for students to comprehend what they read in all different genres, email, internet, advertising, television and the print media.

Reading is a complicated thinking process; therefore instructors should focus on the main skills and sub-skills that make significant gains in reading comprehension lessons to help students become purposeful and active readers. The better students understand these skills the better they interact with the text (Cziko, Greenleaf, Hurwitz & Schoenbach, 2000).

2.9.1. The Significance of Focusing on Specific Skills

Since reading is a complicated thinking process, instructors should focus on the main skills and sub-skills that make significant gains of reading comprehension lessons to help students become purposeful and active readers (Cziko et al., 2000).

Dividing the reading process into a series of sub-processes is a valuable procedure. Emphasizing specific reading skills while training students helps them to transfer these skills into new reading situations. After obtaining some specific skills, intensive reading lessons can provide additional practice in applying the reading skills, monitoring comprehension and deciding what to do when comprehension does not occur. "Once learners have learned to use specific skills, they can learn to decide which ones to apply to make sense of a passage" (Al-Yousef, 2005, p.152).

Moreover, the TOEFL Test (Reading Section) skills were adopted in this research for their significance in students' future career.

2.9.2. Understanding Facts and Details Skill

A **fact** is “something demonstrated to exist or known to have existed. It is information based on real occurrences” (The Free Dictionary, 2015, p.1).

A **detail** “is a minor or an inconsequential item or aspect” (The Free Dictionary, 2015, p.25).

There are three sub-skills that can help students to master and answer facts questions: skimming, scanning and scrolling.

a.Skimming

This skill means to read quickly aiming to find out the main idea in a certain text especially if the time of reading is previously restricted. Learners are trained to read quickly as if they were reading in their native language (Hasan, 1993). It means to run your eyes over a text to get a quick idea of a text. While skimming, the reader moves his eyes throughout the passage and he does not read every word (Harmer, 2001). It is “the ability to take in a stream of discourse and understand the gist of it without worrying too much about details” (Harmer, 2001, p.202). Skimming means to read a text quickly in order to get the “gist” (Bhlool, 2013). Therefore, a general idea of the text is formed before getting into the details of the text (Al-Khateeb, 2012).

b. Scanning

Scanning means students’ ability to read a text quickly searching for particular bits of information. It is not necessary to comprehend all the passage or to understand every word (Beare, 2009). It “is the ability to extract specific information out of a text. In this case the reader roughly knows what he is looking for. He searches for details in a text and pays no attention to any kind of other information” (Troschitz, 2005, p.6).

c. Scrolling

This skill means that the reader moves his eyes quickly throughout text on the computer by means of the scroll bar. Scrolling is a useful skill when you skim a

passage for overall meaning and when you scan a passage for specific information” (Gallagher, 2006, p.16).

2.9.3. Identifying Negative Facts Skill

It means students ability to recognize if a piece of information is false or true and available or not in a passage. Answering negative facts questions requires scanning the passage to be sure if this bit of information is true or false (Rogers, 2007).

2.9.4. Locating Referents Skill

Referents are words in a passage that other words refer to. The referents usually come before the reference words. The referents might be personal pronouns, personal adjectives, reflexive pronouns, reflexive adverbs, demonstrative pronouns, demonstrative adjectives, etc.(Gallagher, 2006 & Rogers, 2007). Mastering the "locating referents skill" means learning how to think comprehensively by identifying referents and other equivalent words (Mikulecky, 1986).

3.9.5. Understanding Vocabulary in Context Skill

The context is the setting in which a word or phrase is put. A word might have several meanings according to the setting in which it is applied. Students must take into consideration the nearby words and sentences as clues to get the meaning of the new word or new phrase (Bhlool, 2013). These adjacent words might be synonyms, examples, contrasts, word analysis, or general context (Gallagher, 2006 & Rogers, 2007).

“It refers to the reader’s attempt to predict or to assume meaning of an unfamiliar word taking help of clues from the context” (Bader El-Deen, 2009, p. 9). This proposes four steps of guessing the meaning of words from context: 1) the reader has to guess what part of speech the word is after looking at it as well as the words surrounding it, 2) he has to pay attention to the grammar in which the context has been written, 3) he has to read more words and sentences around the word and 4) he has to check the correctness of the meaning which he has guessed

(Al-Khateeb, 2012). However, students can get the meaning of some words from context when understanding the idea in general (Udaini, 2011).

2.9.6. Making Inferences Skill

This skill means to read between the lines to get the indirect idea of the author (Bhlool, 2013). It involves making use of what the reader knows, his background knowledge and mixing it with clues in the text to come up with some information that isn't clearly stated (Harvey & Goudvis, 2008).

Furthermore, "to infer as we read is to go beyond literal interpretation and to open a world of meaning deeply connected to our lives. We create an original meaning born at the interaction of our background knowledge (schema), the words printed on a page and our mind capacity to merge that combination into something uniquely ours" (Cunningham & Shagoury, 2005, p. 96).

2.9.7. Determining Purpose Skill

This skill means identifying the reason for which the author has written a passage. It refers to the reason for which the author has focused on some words or phrases (Roell, 2015). "It is the way in which the author wants you to understand a passage and it is directly related to the major points in the topic" (Gallagher, 2006, p.105).

2.9.8. Recognizing Paraphrases Skill

This skill means restating sentences in the reader's own words. A paraphrase "is a restatement of another sentence that gives the same information as the original sentence but in a different way" (Gallagher, 2006, p.125). Mastering this skill enables students to merge various ideas by means of different markers such as pronoun references, definite articles, anaphoric references, etc. (Bielby, 1999).

2.9.9. Recognizing Coherence Skill

“This skill tests one’s understanding of correct sequencing of paragraph organization” (Rogers, 2007, p.131). It is the ability to know in which order certain events happen. This skill helps students to recognize relationships in a text. Therefore, A good reader can decide the events order, the relationships in the text and how a writer presents his passage and what keywords he uses as clues; such as first, then, finally, next and later (Teacher Vision, 2013).

2.9.10. Summarizing Important Ideas Skill

This skill means focusing on the main ideas and giving a short report of the major points in a passage. The target of this skill is to enable students to distinguish between major and minor points and between correct and incorrect information (Pearson Education Incorporation, 2009). It means the ability to outline a text by focusing on the main points and major details so the student can get a summarized text (Bailey, 2013).

2.9.11. Organizing Information Skill

This skill means reordering some ideas in a passage logically (Rogers, 2007). So, the reader has to decide which ideas are related to a certain category. Since this skill depends on student’s comprehension of the text he is dealing with, it helps him to retain information for a longer time (Gallagher, 2006).

The ten above-mentioned skills were applied according to some sub-strategies in the face-to-face classes. Students have been supplied with directions and hints to help them in learning each skill (Appendix H).

2.10. Factors that Affect Reading Comprehension

There are different factors that affect the process of reading comprehension and can be categorized into: a) linguistic knowledge, b) mental abilities and skills, c) participation and motivation, d) type of instruction and e) quality of material.

The instructional methodology instructors adopt splendidly affect students' comprehension. Instructors have a prominent role in helping students get the message of written texts. Moreover, the more students are involved and motivated the better they understand. Instructors have to guide students and help them acquire skills and strategies that assist them in dealing with FL texts. These skills and strategies are very essential in increasing students' ability to decode texts and find answers in a short time (Lenz, 2005).

On the other hand, students' mental abilities, previous knowledge and familiarity with the text as well as the fertility of vocabulary and structure they own influence their understanding of FL texts (American Book Works Corporation, 2010).

2.12. Summary

This chapter proposed different definitions of reading as a skill or as a process and concluded that reading should be considered as a means of communication, sharing information and ideas and language acquisition. It also tackled the relation between reading, comprehension and metacognition. In addition, it discussed reading trends and the importance of focusing on some skills. Students' reading skill proficiency could be enhanced by dividing the reading skill into sub-skills. In the next chapter, blended learning will be discussed in some details.

Blended Learning

This chapter explains why traditional education has been criticized by educators, why e-learning has not achieved the targets of educational institutions in higher education and why these institutions have turned to blended learning. Additionally, blended learning concept, types, components, environment as well as blended learning design process and most famous designs are introduced. Levels and methods of implementing blended learning are also discussed along with blended learning characteristics. Finally, this chapter concludes with challenges that face implementing blended learning.

3.1. Introduction

Traditional education is criticized because it makes learners passive consumers of course content and dependent so that they do not learn until they are requested to do so (Stein, 2008). “The traditional classroom interaction of the teacher-question/ student-response evaluation of reading comprehension means that the teacher remains the primary interpretive authority” (Van Keer, 2004, p.39). Moreover, factors like large numbers of students in classrooms, lack of interaction with faculty academic members, scarcity of discussion sections, inadequacy of classroom facilities and environment as well as lack of frequent testing and assignments have directed higher institutions towards integrating technology in the teaching-and-learning processes.

In the last decades, there has been a dramatic increase in the development of technology-based teaching and learning in the form of e-learning (Sharma & Barney, 2007). Higher education application of ICTs in the form of e-

learning is clearly affecting the teaching-and-learning process (Sife, Lwoga, & Sanga, 2007). The increase of the integration of e-learning in the teaching-and-learning process has indicated the significance of understanding how this kind of technology-based learning improved the teaching-and-learning process.

Educational institutions have turned to making benefit of the Information and Communication Technologies (ICTs) which have impacted all sectors of society including the educational sector.

E-learning is “a modern method in learning which provides learning opportunities to enhance knowledge and skill throughout internet and computer networks and has turned the nature of knowledge acquisition from teaching to learning” (Zanjan & Ramazani, 201, p.19). E-learning means “the convergence of Internet and learning, or Internet-enabled learning; the use of network technologies to create, foster, deliver and facilitate learning anytime and anywhere” (Nejdl & Tohtermann, 2006, p. 273).

Moreover, there are many pedagogical and socio-economic factors that have driven higher learning institutions to adopt e-learning. These include enhancing teaching and learning outcomes, supporting student-centered learning (any time any place learning), providing an interactive learning environment between student and teacher and between student and his classmates, providing fun in learning and enabling students to learn individually (self-learning), in pairs and in small groups (cooperative learning) or in larger groups outside classroom. Additionally, e-learning is utilized as a medium for enriching education and covering the continuous growth of knowledge.

E-learning forms a response to instructors’ need for distinctive teaching methods to present courses. E-learning encourages lifelong learning that it doesn't require students to be within a certain age to practise it (Amer, 2007). It offers a marvelous opportunity for combining text, graphics and

multimedia resources offering a wide range of educational applications. It takes individual differences into consideration that each student can learn according to his own pace (D'atrim, Marco & Casalinom, 2008). Besides, it helps students to access to different online resources, enjoy new learning experiences and receive immediate feedbacks. It saves students' time and allows them to update the content they are dealing with easily (Mathis & Jackson, 2010). Moreover, e-learning increases cost-effectiveness (e.g. by reaching different students and in greater numbers) and pedagogical improvement throughout simulations, virtual experiences and graphic representations (Fisser & Hedgcock, 2009). Furthermore, e-learning provides students with unlimited range of learning materials. On the other hand, it helps trainers to acquire new skills to improve their job qualifications or satisfy their personal interest (Pour, 2005).

3.2. Factors that Affect the Implementation of Technologies in the Educational Setting

It is important to know the factors that affect the successful use of information and communication technology (ICT) in education. The Technology Acceptance Model (Davis, Bagozzi & Warshaw, 1989) is an information system theory that models how students accept and utilize a technology. The theory explains that when students are introduced to a new technology, there are some factors that affect their decision concerning how and when they can use it.

3.2.1. Students' Satisfaction

Students' satisfaction is one of the most important factors in assessing the implementation of technology (Delone & McLean, 1992). The Technology Acceptance Model Theory explains students' attitude and behavior towards utilizing information technology (Davis et al., 1989).

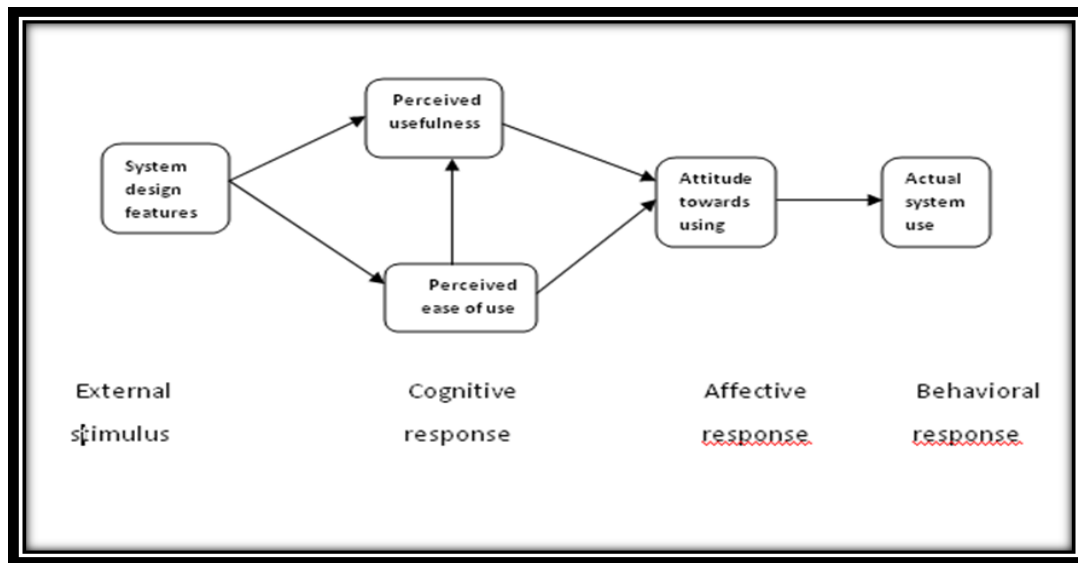


Figure 3.1: Technology Acceptance Model (Davis, 1993, p.985)

Figure (3.1) shows that “perceived usefulness” and “perceived ease of use” have significant roles in the actual application of information technology. “Perceived usefulness” is the level to which a person believes that a particular system will enhance his job performance (e.g. by reducing the time he needs to complete a task or providing timely information). “Perceived ease of use” is the degree to which a person believes that applying a particular system will be free of effort. The attitude towards using technology is the student’s evaluation of the significance of implementing a particular information system application. Behavioral intention (response) means the student's desire to use the application and it is affected by the “perceived usefulness” and the “perceived ease of use”.

There are seven factors that affect students’ perceived satisfaction, as follows: learner computer anxiety, instructor’s attitude towards e-learning, course flexibility, e-learning course quality, perceived usefulness, perceived ease of use and diversity in assessment.

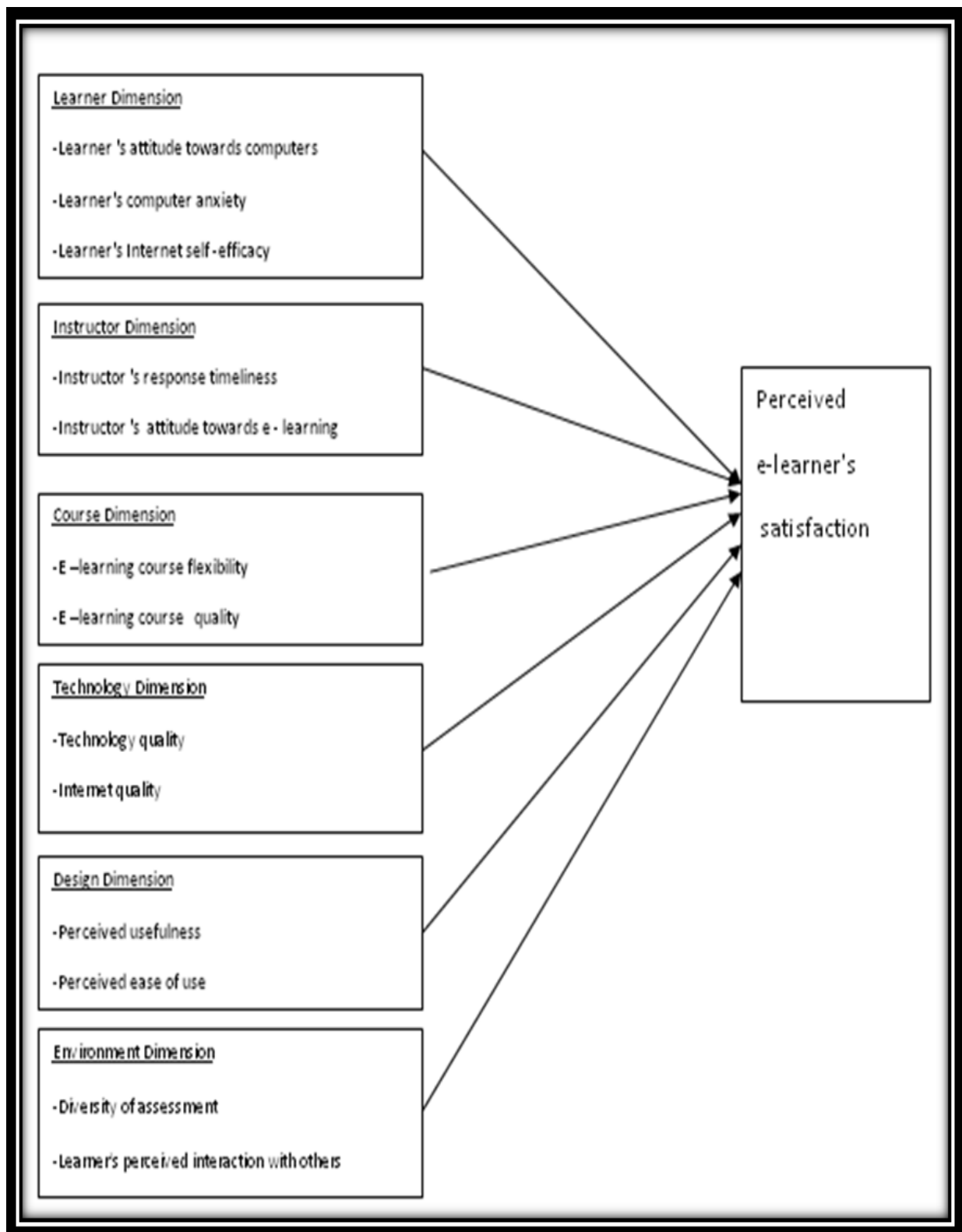


Figure 3.2: Dimensions of Perceived E-Learning Satisfaction (Hammoud, 2010, p.13)

3.2.2. Evaluation

Evaluation is another important factor that affects the successful implementation of technologies in an educational setting. Students should be provided by immediate evaluation that will motivate them to continue learning; “it is very important to take the evaluation factor into consideration if we are to integrate these new learning technologies into educational processes” (Hammoud, 2010, p.3).

3.2.3. Learning Styles

Cognitive learning styles greatly impact the instructional environments due to their potential in fostering learning. The learning style instructors use can attract students continue learning and get the message of L2 texts. Therefore, instructors carry a considerable responsibility in this spot (Hammoud, 2010).

3.2.4. Individual Differences

Individual differences and personal characteristics should be taken into consideration when implementing technology in an educational setting. The educational technology suits shy students who avoid face-to-face contact with other students and prefer to communicate with others electronically, (Harb, 2013).

However, adopting technology-based courses have highlighted the fact that higher education institutions in many countries highly adopted technologies in the teaching-and-learning process. The outcomes of utilizing e-learning in many higher institutions highlighted that the feeling of isolation was a source of stress for many students. In traditional environments, students used to be guided by an instructor and receive immediate feedback; whereas in e-learning environment, they have to learn independently. Consequently, many students become confused and anxious during learning, because they cannot comprehend E-courses (Kistow, 2011).

“Many institutions fail to integrate ICTs into teaching and learning because they are using ICTs to replicate their traditional practices, content and control. Their plans appear to be driven by ICTs and not by pedagogical rationale and focus” (Ehrmann, 1995, pp.4-43). Many colleges have gone to the extreme in utilizing technology and have not changed the way of planning and presenting courses “the effective use of technology requires a revolution in thinking about teaching and learning” (Bates, 2000, p.13). Moreover, in some colleges e-learning fees have been very high so that many students have not been able to enroll e-courses.

Nowadays, there is great demand for learning opportunities as well as for reducing learning costs without impacting the instructional quality. Educators face challenges which are: what sort of learning can join the live and virtual courseware delivery methods and what are the variables that should be taken into consideration? There is a need for new educational strategies like blended learning that assists learners “to make the best use of the computer with its tremendous speed blended with human abilities which depend on intelligence and innovation” (Harb, 2013, p.32).

3.3. Blended Learning

The term “blended learning” is referred to as “hybrid learning” or “mixed-mode learning”. This term is not new but as old as the term “CALL” (Stracke, 2007). Its first emergence has been in the 1980s in the world of corporation when some companies have wanted to improve the professional standard of their workers without wasting time, cost or product. To solve that dilemma, administrators have managed to train workers in their workplace by devoting some hours for watching videos and later on synchronous online lectures. Throughout website, workers have been able to learn individually and immediately (Motteran & Sharma, 2009).

There are many definitions for blended learning, the most common of which are four definitions: a) Combination of web-based technology to

fulfill an educational goal (Driscoll, 2002), b) combination of pedagogical approaches (e.g., constructivism, behaviorism and cognitivism) to produce the best learning outcome with or without instructional technology (Driscoll, 2002 & Rossett et al., 2003), c) Combination of online and face-to-face instruction (Reay, 2001) and d) combination of instructional technology with actual job tasks (Oliver & Trigwell, 2005). The goal of blending variety of methods, media and learning styles is to maximize the benefits of each method and medium to enhance the overall learning outcomes (Heinze, 2004 & Klapwijk, 2008).

Blended learning “is a synthesis of three areas: less thinking about delivering teaching and more about producing learning, reaching out to students throughout distance education technologies and promoting a strong sense of community among learners in a learning-centered environment emphasizing on active learning throughout collaboration and social construction of understanding” (Rovai & Jordan, 2004, p.11). So, blended learning assures significance of the human factor in the teaching-and-learning process.

In higher education, blended learning is considered as a sort of learning which is simplified by utilizing a mixture of different delivery modes, teaching models and learning styles. It is the integration of e-learning tools and techniques with traditional methods. Generally, blended learning is based on two significant factors: time needed for fulfilling online activities and number of used technologies (Heinze, 2004,).

3.3.1. Perspectives of Blended Learning

There are different perspectives of blended learning: Holistic, pragmatic, training and educational.

3.3.1.1. A Holistic Perspective

It means integration of instructional media into a traditional classroom or into a distance learning environment. Blended learning in this perspective means any synchronous or asynchronous combination of media for

strengthening instruction (Thomas, Vitelli & Vitelli, 2012). Blended learning is described as “a whole compact system that blends traditional learning style (face-to-face) with web-based e-learning to direct and help the learner during each learning stage” (Al-Fiky, 2011, p.21). Merging different media and activities in the instructional environment is instructors’ responsibility the target of which is motivating students get and build ideas (Al-Fiky, 2011).

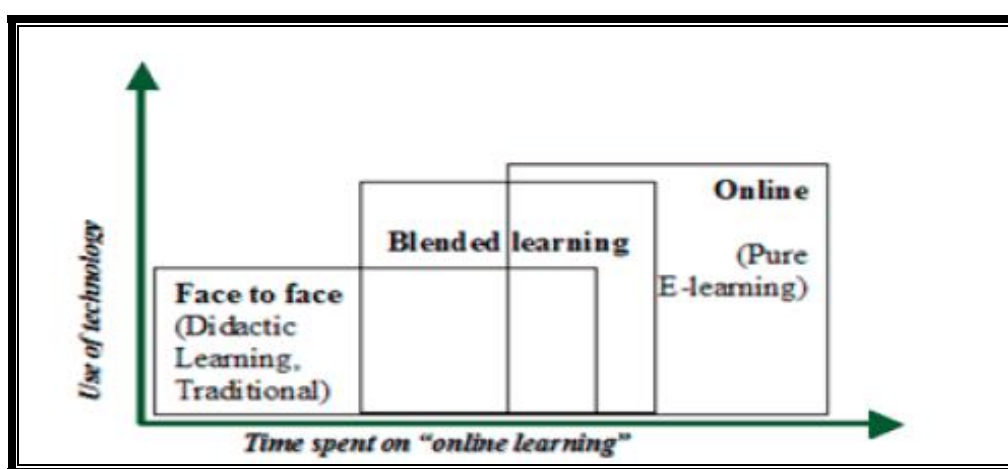


Figure 3.3: Conception of Blended Learning (Heinze, 2004, p.35)

3.3.1.2. A Pragmatic Perspective

Blended learning from this perspective means utilizing various sorts and modes of web-based technology to achieve an educational goal. These modes may include live virtual classroom, self-paced learning, and collaborative learning, streaming video, audio and text. Moreover, it may refer to the combination of various pedagogical approaches (e.g., constructivism, behaviorism and cognitivism) to get the best learning results with or without instructional technology. Besides, it may include a mixture of instructional technology with actual job tasks aiming to create a harmonious effect on working (Farmer, 2006).

3.3.1.3. A Training Perspective

Blended learning from this perspective means utilizing multiple instructional delivery media to present a course such as sales training course with pre- reading, asynchronous online product knowledge training, synchronous lectures and role play practices. Additionally, it may include a mixture of online and face-to-face training such as self-paced Web-based training followed by classroom instruction accompanied by printed job aids and supplemented by virtual classroom follow up sessions (Garrison & Vaughan, 2008).

3.3.1.4. An Educational Perspective

Blended learning is considered as “a hybrid of traditional face-to-face and online learning so that instruction occurs both in classroom and online and where the online component becomes a natural extension of traditional classroom learning” (Rovai & Jordan, 2004, p.3) (Valiathan, 2002; Bluic, Goodyear & Ellis, 2007 and Klapwijk, 2008). The strong components of both learning environments are mixed to get a stronger learning experience that is able to fulfill the educational purposes (Garrison & Vaughan, 2008).

To sum up, blended learning is a modern strategy which combines the advantages of face-to-face instruction and the e-learning. It replaces teacher-centered educational setting by student-centered educational setting. This leads to developing the teaching-and-learning process quality, improving students’ achievement standards, opening new opportunities for self-learning as well as long life learning.

3.3.2. Types of Blend**3.3.2.1. Face-to-Face with Online**

In this type of blend, the course is delivered throughout face-to-face

Chapter Three.....Blended Learning

lectures and distance tools. It is considered as, “a hybrid of traditional approach and online approach so that instruction occurs both in the classroom and online and where the online component becomes a natural extension of traditional classroom learning” (Rovai & Jordan, 2004, p.3). This approach may include implementing Virtual Learning Environment (VLE) such as Blackboard or Moodle. The distance delivery may involve the use of synchronous tools, such as chat, asynchronous tools and bulletin boards. This type of blended learning enables instructors to select the medium of course delivery. Besides, students can progress at their own speed anytime and anywhere (Motteran & Sharma, 2009).

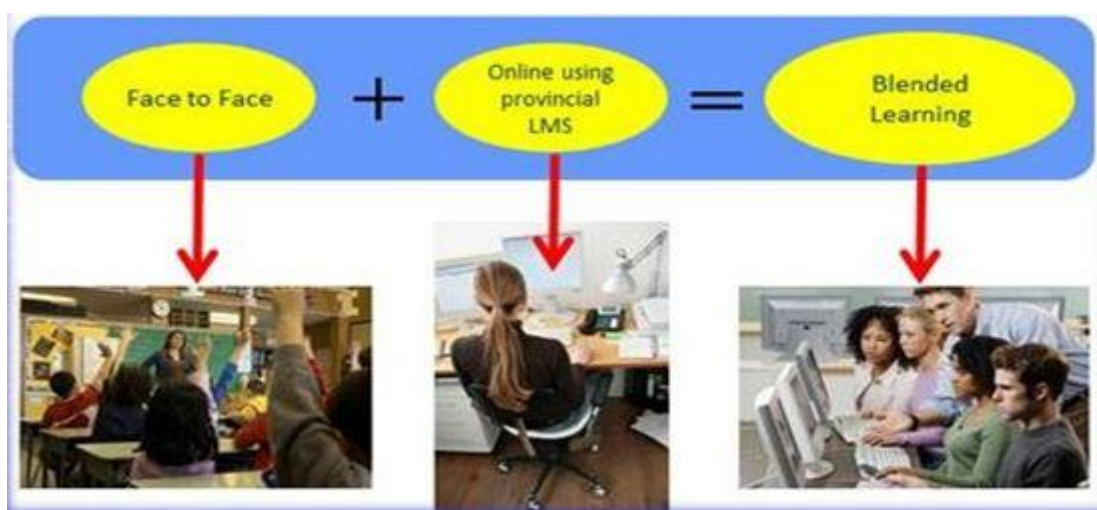


Figure 3.4: the First Type of Blend (Face-to-Face with Online)

3.3.2.2. Combination of Technologies

This type of blend means “a combination of media and tools employed in an e-learning environment” (Oliver & Trigwell 2005, P.17). Face-to-face lessons in this type of blended learning are not taken into consideration. A purely online writing course may use a wiki communication between students and an e-instructor and may take place via combination of any number of technological media, such as E-mail, Skype, Wiki, Second Life and Moodle (White, 2003). This type of blended learning involves providing

“frameworks for enhancing active online learning” (Salmon 2002, p.3), which would help instructors to use such technologies in a meaningful way.



Figure 3.5: the Second Type of Blend (Combination of Technologies)

3.3.2.3. Beyond Four Walls

This type of blend means “a combination of a number of pedagogic approaches irrespective of the learning technology used” (Oliver & Trigwell, 2005, p.17). It is an approach that includes both drill and practise elements for more communicative practices. This combination is affected by the students’ needs and course level (Wong & Tatnall, 2009).

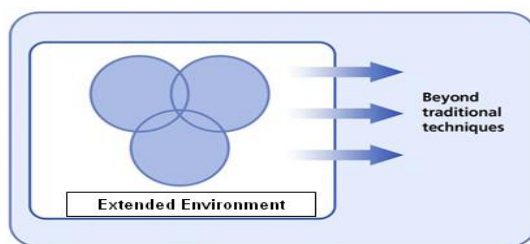


Figure 3.6: the Third Type of Blend (Beyond Four walls)

3.3.2.4. Combination of Real and Virtual World

In this type of blended learning, face-to-face lessons take place in reality then instructors put a time plan to follow up the lessons with students in a virtual world (Wong & Tatnall, 2009).

3.3.3. Blended Learning Approach

Blended learning approach is defined as “finding a harmonious balance between online access to knowledge and face-to-face human interaction” or the “thoughtful integration of classroom face-to-face learning experiences with online experiences” (Dziuban et al., 2005, p.6). It is “an approach to the design of a course or program that integrates the best of face-to-face and online learning while significantly reducing traditional class contact hours” (Vaughan & Garrison, 2005, p.2, Bluic et al., 2007, p.235 & Klapwijk, 2008, p.34). Moreover, it is a new approach which utilizes technology for designing new educational settings the aim of which is implementing the interactive e-learning and learner-centered learning strategies. Blended learning approach is “an approach that combines the effectiveness and socialization opportunities of the classroom with the technology enhanced, active learning possibilities of the online learning environment across a group of diverse learners” (NACOL, 2008, pp. 5-10).

3.3.4. Components of Blended Learning

Before selecting blended learning components, it is very important to take into account that students do not learn via one unique method. Students are either active or negative ones.

First, active student likes cooperative learning in the classroom. He prefers to be tested electronically. On the other hand, negative student prefers to learn alone. Therefore, he likes electronic learning, because this kind of learning provides him with the time he needs for thinking and he can learn at his own pace. Besides, he prefers the traditional pen and paper test (Harrison, 2003). However, blended learning components might be divided into computer and non - computer based educational tools (Klapwijk, 2008) or into offline and online components (Harrison, 2003).

Chapter Three.....Blended Learning

Table 3.1: Computer and Non-Computer Based Educational Components (Klapwijk, 2008.p.43)

<i>Non-Computer Educational Components</i>	<i>Computer-Based Educational Components</i>
. Classroom based audio-tape resources (language laboratories).	. Multimedia technology.
. Auditorium multimedia visual resources (movies, projectors, slideshows, VCRs).	. CD ROM video streaming.
. Home learning resources (video, recording, audio recording).	. Virtual classrooms.
. Black board and white board resources.	. Printing whiteboards and online whiteboards.
. Demonstration resources including: museum exhibits, laboratory experiments, live theatre, historic reenactment, hands-on workshops, role-playing, etc.	. Online text animation and video streaming (the Web).
. Nontechnical educational resources such as, examination, quizzes, invigilation and test-grading.	. Mobile learning or (PDAs, handle computers).
. Classroom discussion, group discussions and written notes.	. Voicemail, email, SMS and conference calls.

Table 3.2: Online and Offline Components (Harrison, 2003, p.5)

<i>Online Components</i>	<i>Offline Components</i>
<ul style="list-style-type: none"> •Online learning content. •E-tutoring, e-coaching or mentoring. •Online collaborative learning. •Online knowledge management. •The Web. •Mobile learning. 	<ul style="list-style-type: none"> •Workplace learning. •Face-to-face tutoring, coaching or mentoring. •Classroom. •Distributable print media. •Distributable electronic media. •Broadcast media.

All of these can be combined to build a variety of different blends to suit students' needs and learning content.

Though, blended learning means mixing various things to suit different people (Driscoll, 2002), but this does not mean just adding online materials to a conventional training environment. The selected techniques should be appropriate to the subject and share in instructing, a whole strategy that applies the best characteristics of all learning interventions (Reay, 2001). When constructing a **blended learning model**, it is very essential to take into consideration: the instructional objectives, the appropriate mix of instructional media and the important related variables (Holden & Westfall, 2009) (Figure 3.7).

Blended learning mode is consisted of major components and subcomponents. Learning environment component, instructional component and media component form the main components (Figure 3.7).

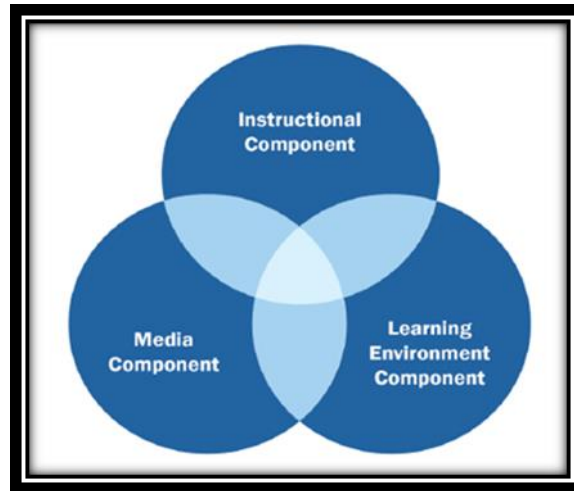


Figure 3.7: A Blended Learning Model (Holden & Westfall, 2010, p.30)

3.3.4.1. Learning Environment

Blended learning environment “is the result of the combination of online delivery of content with the best features of classroom interaction and live instruction to personalize learning, allow thoughtful reflection and differentiate instruction from student to student across a diverse group of learners” (NACOL, 2008, p.5). Besides, a learning environment can either be synchronous or asynchronous and the target of implementing blended learning is to get the best advantages of both to achieve the instructional objectives. Moreover, learning environment can be either didactic or dialectic depending on the level of interactivity. However, there are some variables that should be taken into account:

- Time and space
- Interaction
- Collaboration
- Pacing
- Flexibility in content delivery
- Timeliness of completion
- Reinforcement of ideas

- Reflection on ideas (Holden & Westfall, 2010).

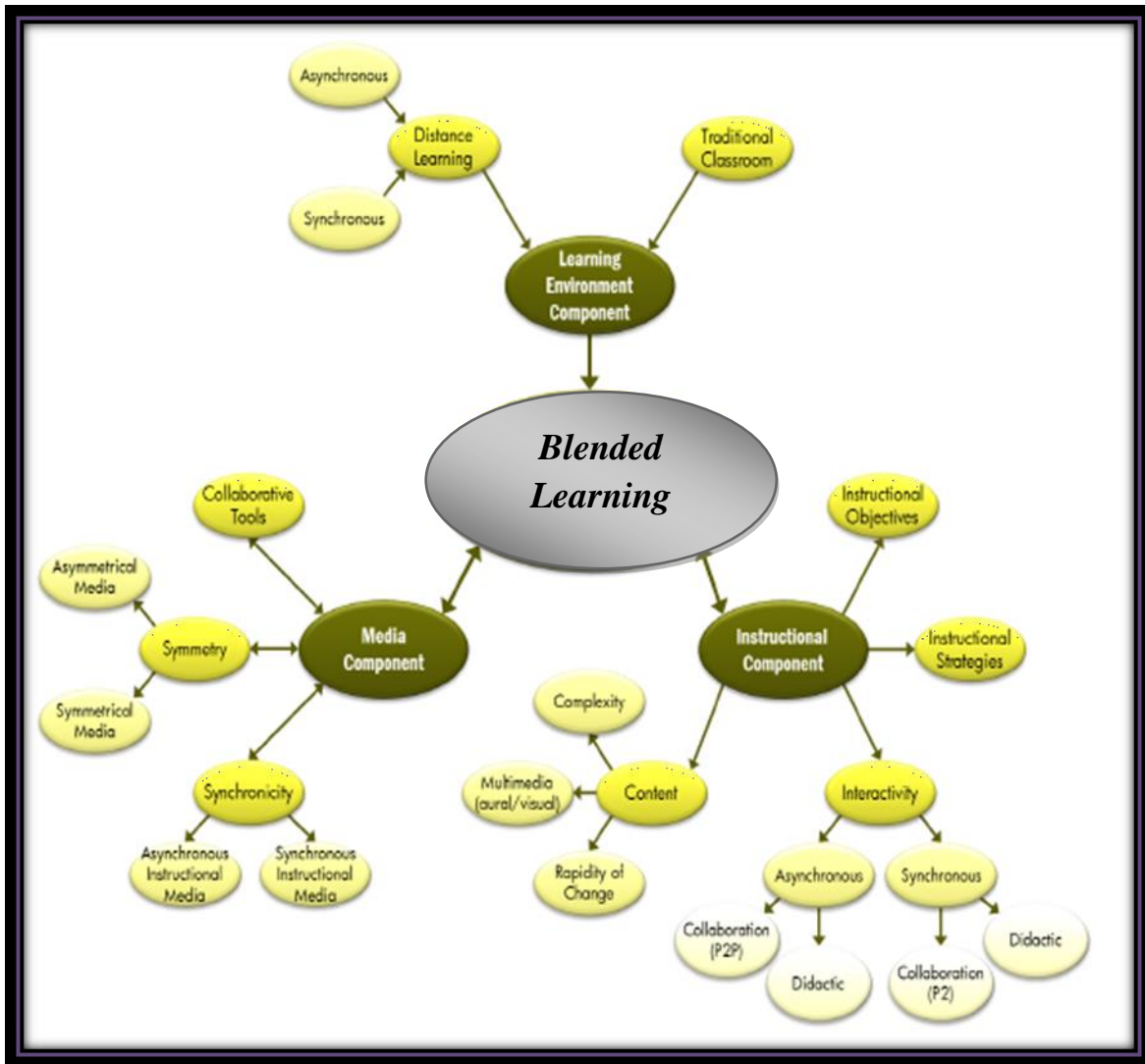


Figure 3.8: Blended Learning Map (Holden & Westfall, 2009, p.33).

3.3.4.2. Instructional Component

It means choosing the best instructional strategies for supporting the objectives and simplifying learning transfer. The following variables should be taken into consideration while selecting the instructional strategy:

- Level of Interactivity

1. Spontaneity
2. Collaboration

Chapter Three.....Blended Learning

3. peer-to-peer
4. Instructor-Student (didactic)
5. Instructor-Student-Instructor (dialectic)
 - Cognitive Load
 - Reinforcement of ideas/ thoughts (immediate/delayed)
 - Rapidity of content change
 - Complexity of content


Learning Environment	Instructional Media	Bloom's Revised Taxonomy	Level of Interactivity
Synchronous	<ul style="list-style-type: none"> ➤ Web Conferencing ➤ Audiographics ➤ Satellite e-Learning ➤ Audio/video teleconferencing ➤ Virtual Worlds 	Creating evaluation Evaluating synthesis Analyzing analysis	Dialectic  Didactic
Asynchronous	<ul style="list-style-type: none"> ➤ Computer/Web-based Training (CBT/WBT) ➤ Instructional TV (ITV) ➤ Pre-recorded audio/video (CDs/DVDs, video/audio tapes/iPods) ➤ Correspondence 	Applying application Understanding comprehension Remembering knowledge	

Figure 3.9: Bloom's Revised Taxonomy Mapped to Instructional Media (Holden & Westfall, 2009, p.32).

3.3.4.3. Media Component

Content is delivered by media. Media may be utilized asynchronously or synchronously. Additionally, for lower cognitive levels of students asynchronous media are better. Whereas, synchronous media are more

appropriate for higher cognitive levels. The following variable should be taken into consideration while selecting the instructional media:

- Media richness (motion handling, visual clarity/pixel resolution)
- Dispersion of workforce/distribution of content
- Ability to update content quickly
- Technological infrastructure
- Capital & recurring costs (Holden & Westfall, 2010)

However, context, culture, field and country in which blended learning is applied in or tools, materials and approaches that it deals with must be taken into consideration while implementing blended learning strategy (Motteran & Sharma, 2009).

3.3.5. Design Process of Blended Learning

Instructional design is defined as “a systematic process that is employed to develop education and training programs in a consistent and reliable fashion” (Reiser & Dempsey, 2007). In any educational environment, the instructional design forms the foundation stone. The selection, organization and presentation of course content as well as the design and development of learning activities and assessment are instructors’ responsibility (Billigmeier, 2011). Generally, blended learning design process goes throughout five stages:

- a. Planning for integrating blended learning into the course.
- b. Designing and developing the blended learning elements.

- c. Implementing the blended learning design.
- d. Reviewing (evaluating) the effectiveness of the blended learning design.
- e. Planning for the next presentation of the course that requires improving the blended learning experience for both staff and students (Bath & Bourke, 2010).

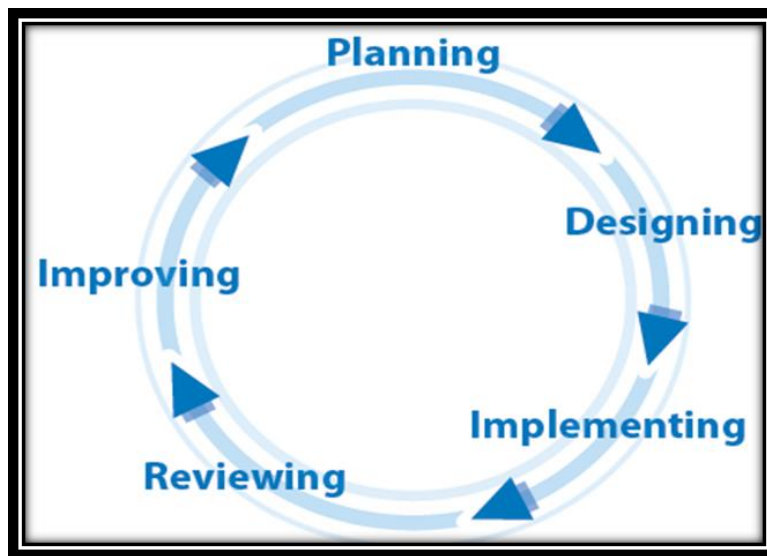


Figure 3.10: the Blended Learning Design Process

3.3.6. Famous Designs of Blended Learning

Blended learning designs differ according to the elements that are mixed, the percentage of these elements in the course and the courses objectives (Al-Khateeb, 2012).

3.3.6.1. ADDIE Model

The ADDIE model is the most common instructional design model used

by designers and trainers in any educational setting (Figure 3.11). It is considered as “a common approach widely used in the development of instructional courses and training programs. This approach provides educators with useful, clearly defined stages for the effective implementation of instruction” (Peterson, 2004, p. 3). “The five phases-Analysis, Design, Development, Implementation and Evaluation-represent a dynamic, flexible guideline for building effective training and performance support tools” (Instructional Design, 2015, p.1). Furthermore, it is a systematic instructional design model consisting of five phases: 1) Analysis, 2) Design, 3) Development, 4) Implementation and 5) Evaluation (Instructional Design, 2015, p.1). Each stage of this ADDIE instructional design model includes a set of sub-steps that must be taken into account (Shelton & Saltsman, 2011).

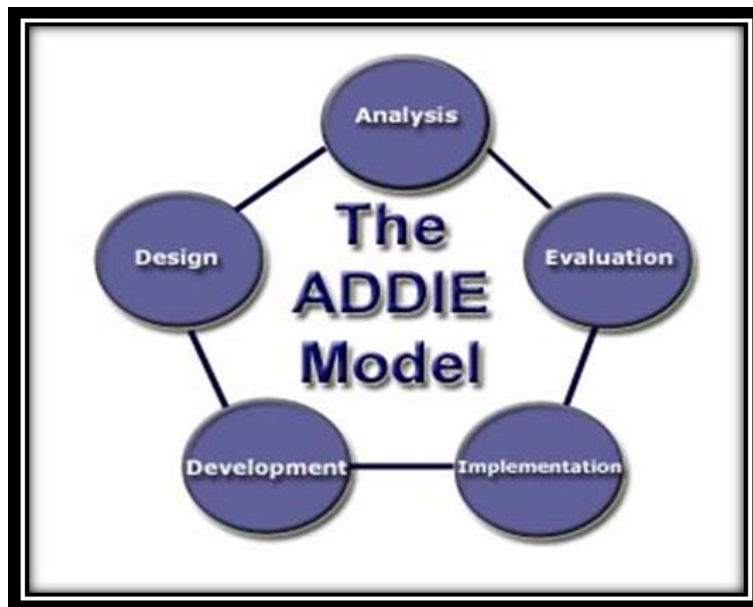


Figure 3.11: ADDIE Design

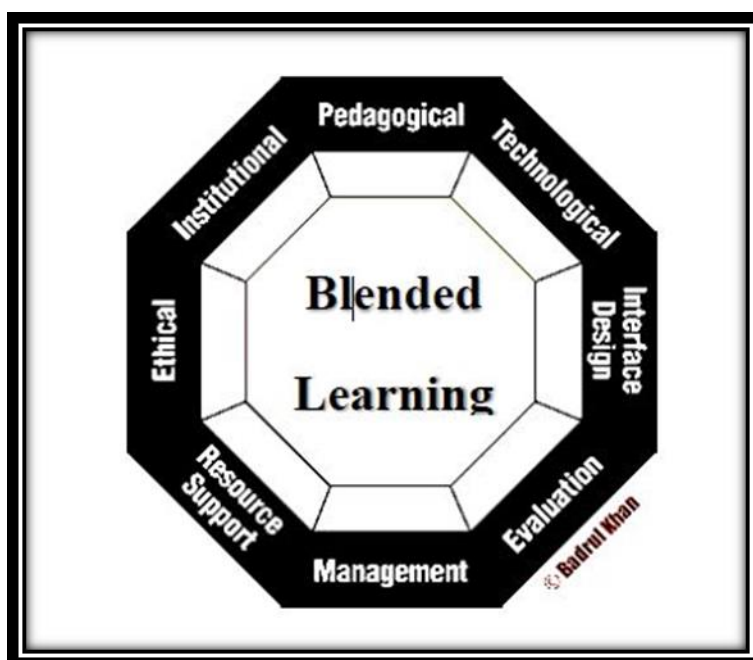
3.3.6.2. Khan's Octagonal Framework

Figure 3.12: Khan's Octagonal Framework for Blended Learning Design (Shahin, p.115)

Khan suggests a general blended learning framework. It is a guide for blended learning programs planning, improving, managing, delivering and evaluating. Besides, Khan thinks that building an effective learning environment requires integration of several factors or dimensions and a whole comprehension on the part of the designers. His framework is consisted of eight dimensions: Institutional dimension, Pedagogical dimension, Technological dimension, Interface design, Evaluation, Management, Resources Support and Ethics (Figure, 3.12) (Singh, 2003).

3.3.6.3. Al-Fiky Blended Learning Model

This model contains five phases; analysis phase, design phases, production phase, implementation phase and evaluation phase. Each phase includes several steps and procedures (Figure, 3.13) (Al-Fiky, 2011, p.90).

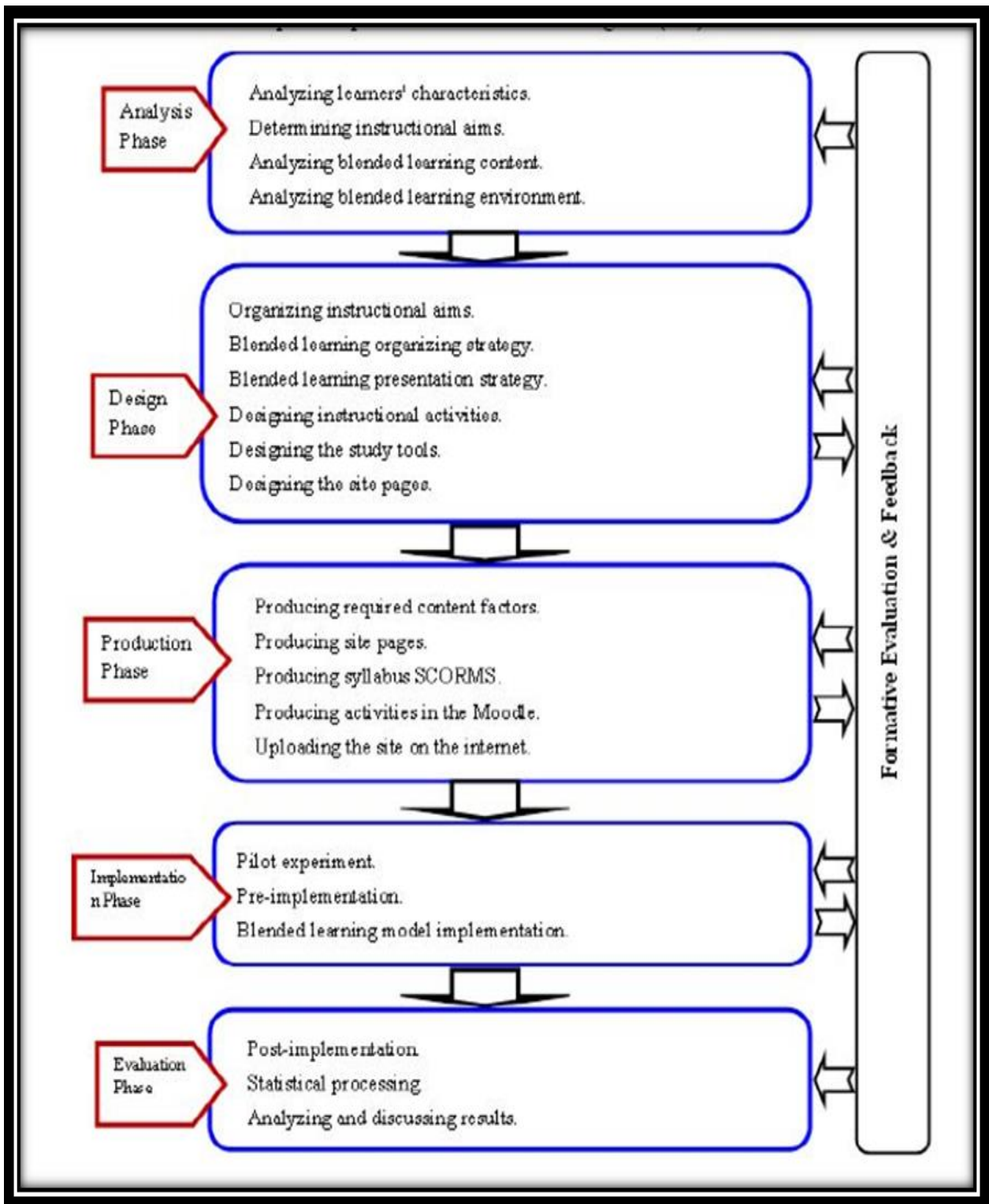


Figure 3.13: Al-Fiky Blended Learning Model

3.3.6.4. Huang Model for Blended Learning

This model is consisted of three stages:

a. Pre-Analysis

There are three factors that should be taken into consideration in this stage:

- 1) regular assessment of students' prior knowledge, learning styles and strategies.
- 2) curriculum content analysis according to certain criteria
- 3) environmental features analysis.

b. Activity and Resource Design

Activities classification takes place in this stage. Activities are arranged according to the e-learning context and the traditional classroom context.

c. Instructional Assessment Design

Instructional assessment design is affected by the activity objectives, performance definitions and the general environment of blended learning. It mainly utilizes the assessment of the learning process, the examination of curriculum knowledge and the organization of learning activities (Huang, Zhou & Wang, 2006).

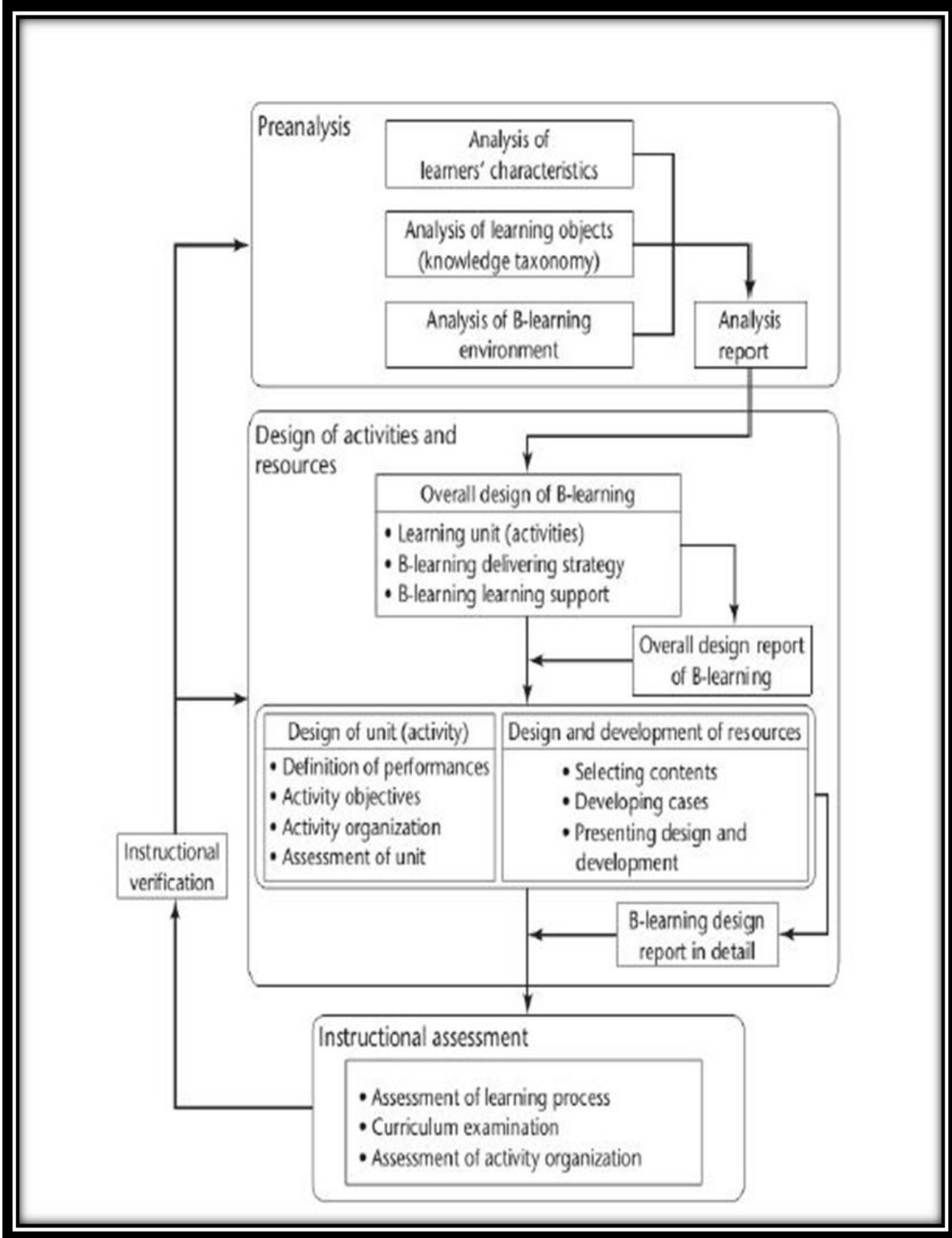


Figure 3.14: Huang Design Procedures for Blended Learning

3.3.6.5. Abed-Elatif Al-Jazar Model

This model is consisted of five phases: study and analysis, design, production, evaluation and usage (Figure 3.15) (Al-Jazar, 2002).

The researcher utilized this model in this research. The following five phases were implemented:

1. Analyzing learners' characteristics, educational needs and resources.
2. Program design.
3. Producing the required media and facilities.
4. Evaluating the program
5. Applying the program with continuous assessment and evaluation.

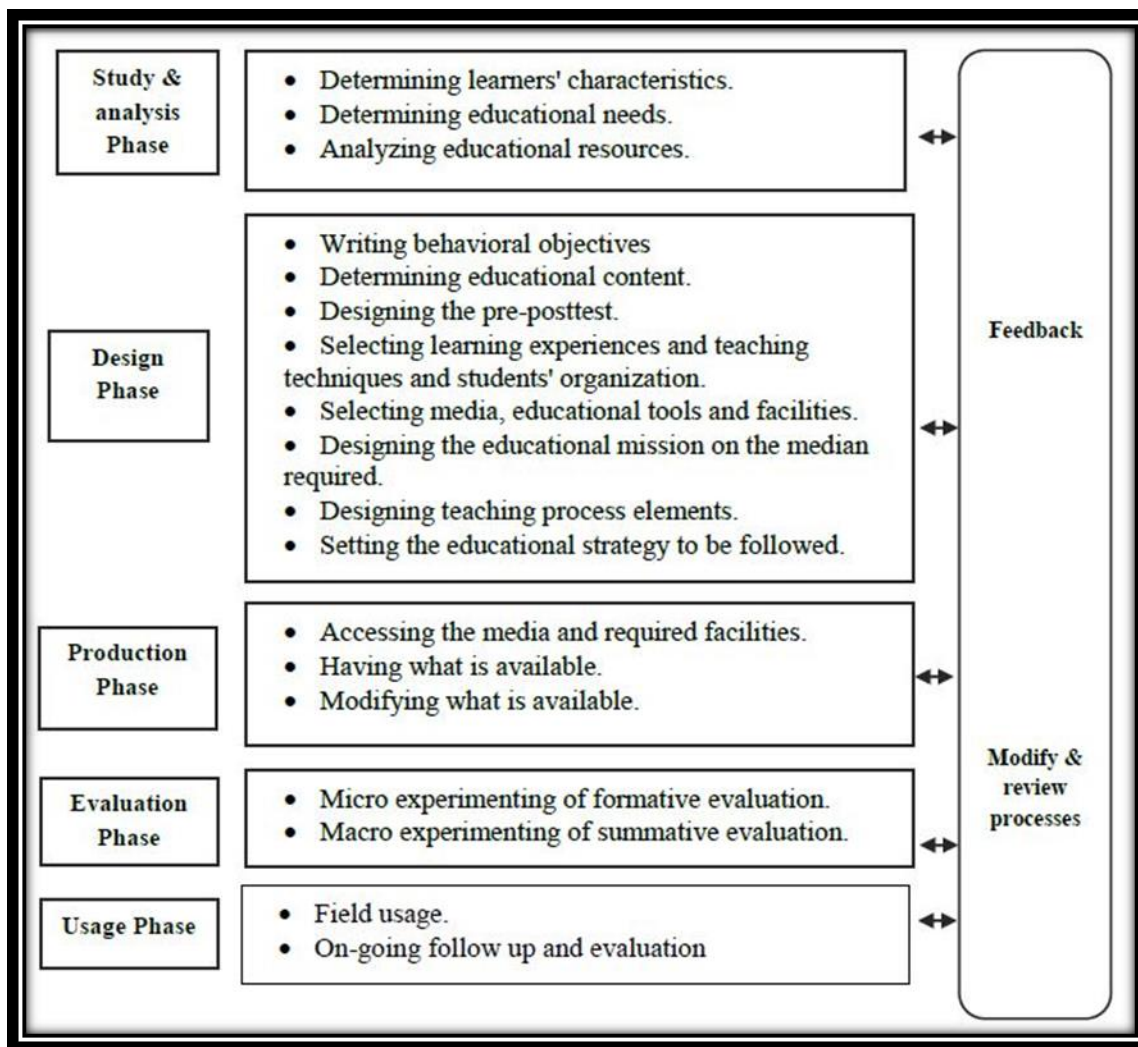


Figure 3.15: Al-Jazar Model

3.3.7. Methods of Implementing Blended Learning

Methods of implementing blended learning “are multiple methods for instructing and delivering content” (Billigmeier, 2011, p.10). Successful method of learning should move students from lower level of learning (memorization) to higher level of learning (critical thinking). Additionally, higher thinking patterns are achieved “by participating in the following: a) arguments and debates, b) conceptual conflicts and dilemmas, c) sharing ideas with others, d) activities targeted toward solutions, e) reflections and concept investigations, f) meeting student needs, g) making meaningful real-life examples” (Kanuka, Rourke & Laflamme, 2007, p.260). However, there are four methods for implementing blended learning (Kurtus, 2004):

3.3.7.1. First Method

It focuses on presenting a lesson by means of ordinary classroom techniques and introducing another lesson via e-learning. Besides, students are evaluated traditionally or electronically.

3.3.7.2. Second Method

This method requires mixing face-to-face instruction with e-learning alternatively in introducing the same lesson. Teachers have to commence the lesson with the traditional method and e-learning is utilized after that. Then, evaluation is done electronically or traditionally.

3.3.7. 3.Third Method

This method depends on presenting a certain lesson by means of face-to-face instruction and e-learning alternatively. E-learning is utilized at the

beginning of the lesson followed by the traditional method. Then, evaluation is done either electronically or traditionally.

3.3.7.4. Fourth Method

This method requires implementing face-to-face instruction with e-learning in presenting the same lesson alternatively and more than once. Students are evaluated via either electronic or traditional media.

To sum up, deciding the method of implementing blended learning depends on the instructor's ability to choose the relevant technique and employ it effectively (Al-Khateeb, 2012). Depending on the nature of this research, the reading comprehension skills that comprise students' characteristics in this stage and the time available to carry out the study, the researcher has adopted the fourth method in introducing the reading comprehension skills.

3.3.8. Characteristics of Blended Learning

3.3.8.1. Mobile Learning

Wireless handled devices would be utilized as media for spreading blended learning in the future. This increases the lifelong learning opportunities and minimizing the possibility of fixing learning in a certain time or place (Harrison, 2003).

3.3.8.2. Personal Interaction

Blended learning mixes benefits of each of the face-to-face learning and the e-learning. In traditional learning, it helps in increasing personal interaction between instructor and students and between students themselves. Besides, students can interact with each other and with their

instructor outside classrooms via e-mail service (Harrison, 2003). Blended learning “increases interaction between student-instructor; student-student; student-content and student-outside resources” (Billigmeier, 2011, p.8).

3.3.8.3. Flexibility and Difficulties in Selecting Learning Materials

Blended learning supports “the provision of information and resources to students” (Al-Fiky, 2011, p. 23). It provides students with extra opportunities to revise lessons according to their own pace and in the place and time they prefer (Bath & Bourke, 2010). Blended learning environment increases students’ accessibility to information. Students can view a set of resources instead of just one example which is the common practice of textbooks (Graham, 2004). On the other hand, throughout the abundance of the presented materials in the blended learning environment it seems difficult for students to decide which courses to select (Harrison, 2003).

3.3.8.4. Diversity

In terms of learning styles, learning proficiency and learning ability, students are different. The blended learning approach takes into consideration individual differences that a more creative type of learning is presented via integrating students in effective discussions, small presentations groups and case studies “Blended Learning can come to the rescue by making it possible for individualized learning and self-regulated learning to happen” (Harb, 2013, p.38). In other words, enabling students to learn as much as they want requires providing them with the opportunity to learn in their favorite style/s. Blended learning creates various learning styles such as group work (with and/or without ICT) and individual work (with and/or without ICT). Methods might include writing tests by hand or throughout the internet, submitting work via e-mail or in hard copy,

discussions in an online or physical forum, creating posters, etc. (Klapwijk, 2008).

3.3.8.5. Evaluation

Students in the blended learning environment are supplied with immediate feedback. They can know their achievement standards via implementing the available techniques. Additionally, the available techniques are excellent means by means of which instructors can supervise students' progress (Al-Fiky, 2011). Blended learning provides students with “integrated formative and summative assessments” (Billigmeier, 2011, p.8).

In the one hand, the goal of the formative evaluation is monitoring students' learning to provide ongoing feedback that can be used by instructors to improve their teaching and students to improve their learning. It helps students identify their strengths and weaknesses. Additionally, it helps faculties recognize where students are struggling and address problems immediately. On the other hand, the goal of the summative assessment is evaluating students' learning at the end of an instructional unity by comparing it against some standard or benchmark (Billigmeier, 2011).

3.3.8.6. A Student-Centered Approach

The student is the focus of the blended learning approach, whereas the instructor takes the role of the guide and assistant “moving from lecturer to student-centered instruction; where the student becomes both active and interactive in the learning process” (Billigmeier, 2011, p.8).

3.3.8.7. Motivation

Blended learning environment helps in integrating students in advanced interactive experiences in classrooms. It supplies them with learning materials via computer-based programs synchronously with Internet-based programs such as videos, pictures and e-mail service. Besides, students are

supplied with enrichment CDs to be learned outside classrooms (Harrison, 2003). Blended learning environment can “engage and motivate students throughout interactivity and collaboration” (Al-Fiky, 2011, p.24). This interactivity helps students to remember learning materials for a longer time.

3.3.8.8. Connectedness and Community Collaboration

The most outstanding feature of blended learning is combining between people, activities and events. Blended learning connects between workplace and learning by enabling learners to learn anywhere. It supplies workers with immediate electronic training programs in work-environment (Harrison, 2003). Furthermore, blended learning environments provide students and teachers with situations to share their questions, comments, and insights both in class and online (Graham, 2004).

3.3.8.9. Authenticity and on-Demand Learning

Blended learning helps in directing students towards learning the most up-to-date courses which are changing continuously. Additionally, blended learning contributes in expanding the concept of lifelong learning and in spreading technology-culture in community (Harrison, 2003). Moreover, blended learning enriches students’ learning experiences (Gamble, 2005) and enables them to handle different content subjects according to certain circumstances (Milheim, 2006).

3.3.8.10. Reducing Costs

Minimizing the hours of face-to-face meetings and lectures helps in decreasing the number of needed classrooms. Blended learning contributes in reducing buildings costs. Additionally, a blended learning environment contributes in solving the problem of large number of students. Blended learning improves students’ achievement level and minimizes instructional delivery costs (Dziuban & et al., 2004). “Reducing paper and photocopying costs. In hybrid courses, all course documents, including syllabi, lecture

notes, assignment sheets and other hard copy handouts are easily accessible to the students on the course web site” (Gould, 2003, p. 55).

3.3.8.11. Teacher’s Role

Integrating technology in the teaching-and-learning process has changed the way of delivering the context, but it hasn't replaced students' need for teacher's support. In blended learning environment, teacher is no longer the sender of information. He becomes the facilitator of the teaching-and-learning process. He supports students and stimulates their participation in the learning process. As a facilitator, he should be empathic and try to understand the situation from the learner's perspective (Pekařová, 2013). Furthermore, his behavior in the class may encourage students to interact more using web-based communication tools “teacher as facilitator is significant for the success of the web-based course and his experience should be taken into consideration” (Arbaugh, 2002, pp. 203-223). Secondly, he becomes an expert who has the knowledge about the topic and leads the lessons and discussions in a supportive way. Thirdly, he represents the formal authority that he sets the rules, structure of lessons, deadlines and supplies students with materials. “The teacher has an administrative task in the direction of working with data and providing individual support to students” (Armes, 2012, p.1). Fourthly, the teacher plays the role of “socializing agent” who creates a feeling of community and friendly atmosphere. Fifthly, he becomes an “ego ideal” who is full of excitement about the subject and students and has a charisma that inspires others (Pekařová, 2013).

Teachers are expected to improve their data-analysis skills to grasp the benefits of blended learning model. Blended learning enables teachers to communicate with their students, to facilitate learning and to provide feedback “when teachers are empowered to address their students' individual needs, they can focus their attention where it matters most: on student progress and achievement” (Edgenuity, Com., 2012. P.1). Teaching students how to learn independently is teachers' new role. In other words, teachers provide students with a lifelong resource of knowledge when they

instruct them how to identify and analyze contexts. Besides, they enable students to progress to the coming stage without any help (Justis, 2012). When students acquire this skill, teachers have enough time to follow the at risk students (Harrison, 2003).

In blended learning environment, the teacher should play a technical role. This means becoming comfortable with computer programs and tools that are part of the blended-learning environment. In addition, it is essential to make students feel confident while using the technology and become students' guides (Pekařová, 2013). Moreover, teachers should be open to new teaching strategies. This means that they should modify their instructional strategies. "Technology can also give teachers crucial information to understand individual needs of students to support and strengthen their learning. When teachers use good technology effectively, it provides them the power to become even greater experts in the content areas they teach" (Armes, 2012, p.1). Guiding students in a blended learning environment requires: 1) modeling learning and showing students how to find information and answers, 2) managing project-based learning activities and 3) motivating and engaging students by means of certain strategies (Armes, 2012).

3.3.9. Challenges Facing Blended Learning

Blended learning application has revealed some challenges that impacted the quality of instruction and learning and has limited utilizing it in a wide range. These challenges have been technical, organizational, human, financial and administrative ones.

Many instructors and students find it extremely difficult to adopt a new method either in instruction or learning. It is very important to overcome the idea that blended learning is not as effective as the traditional one. Some instructors and students have computer-related phobia: "frustration, confusion, anger, anxiety and similar emotional states which may be

associated with the interaction can adversely affect productivity, learning, social relationships and overall well-being” (Saade & Kira, 2009, p.180).

Instructors have to accept the role of the guide and facilitator of the teaching-and-learning process. They should do their best to make online offerings interactive and not to waste time talking and explaining. They should comprehend the idea of how to instruct, not just what to instruct. Moreover, students’ progress should be monitored by them. Therefore, they should redefine strategies related to evaluation, monitoring and class administration. Instructors should be supplied with extra financial resources to develop syllabuses to associate with blended learning strategy.

There are some difficulties relating to cultural adaptation. Designers of blended learning should take into consideration the needs of the local community students rather than the global community (Abu-Mosa & Al-Soos, 2010).

There is a lack in the professional technical experts who are able to design blended learning programs. Additionally, blended learning application requires training students on how to use technology online and offline successfully. On the other hand, there are difficulties related to the lack in number of needed equipment, especially computers.

There are some difficulties related to choosing the best delivery medium. Instructors should utilize the technology that helps in fulfilling the educational objectives and not making use of technology simply because it is available (Hofmann, 2011). “Technology use should be an integral part of the teaching and learning process and not a discrete activity to be undertaken in isolation of the rest of the learning” (Shin, 2010, p.883).

3.4. Summary

To conclude, blended learning has the advantages of saving learning process cost, time and effort. Blended learning can motivate students to participate and help them to improve their achievement standards by utilizing various learning resources which enhance learning and take into account individual differences. Moreover, blended learning is a flexible

Chapter Three.....Blended Learning

learning which can be applied in different environments where learners can acquire skills and knowledge independently according to their unique learning styles, desire, competencies and characteristics. Additionally, it encourages students to discuss ideas and interact with each other away from instructor's supervision.

As long as our students face many obstacles when dealing with English texts, there is a real need to develop their reading comprehension skills. Achieving this target has required adopting a blended learning strategy because it tries to embody the best experiences of face-to-face and electronic environments. Students are granted the chance to practise some reading comprehension skills throughout various multimedia resources in association with instructor's assistance.

Literature Review

4.1. Introduction

The blended learning approach is a universal effort. Throughout the previous decades, a lot of dissertations have tackled it and many conferences have been held about it. The researcher reviewed most of the published articles, theses, dissertations and conference proceedings relating to the implementation of the blended learning strategy in the English language. The search included sources in the Educational Resources Information Center (ERIC), Computer Resources for Language Learning (CORELL), as well as the Google Scholar Internet search engine. The researcher arranged the related literature chronologically starting with the oldest studies and ending with the up-to date ones.

4.2. Studies related to utilizing blended learning in English Instruction:

1. (Al-Jarf, 2007)

Impact of Blended learning on EFL College Readers

The study investigated the effectiveness of combining the web-based (online) course from home with the in-class reading instruction in improving the reading skills of the EFL college students. Besides, the study aimed to know if the frequency of utilizing the online course correlated with students' reading skills

level and if the online instruction had any positive effects on students' attitudes towards reading in EFL. A mixture of the descriptive analytical design and the experimental design was applied. The independent variable was method of instruction, whereas the dependent variables were students' achievement and attitudes towards the web-based (online) course. (74) female EFL freshman students from the College of Languages and Translation at King Saud University in Riyadh registered in the course. The experimental group included 41 students who enrolled optionally in the online course and (33) students formed the control group. Both groups were exposed to the same in-class instruction using the same reading textbook *Interactions I: Reading (Middle East 4th Edition)*. Additionally, students in the experimental group used an online course with Nicenet (www.nicenet.org). They used their own portable computers and the Internet from home. The tools were an achievement test, quizzes an attitude questionnaire, the course book and online program. Data analysis highlighted the following points:

1. There were significant statistical differences at the level of (0.01) in reading skills achievement between the control group and the experimental one. The differences were attributed to the method of instruction and were in favor of the experimental group.
2. Online instruction could raise the good, average and low students' reading performance.
3. Students had positive attitudes towards combining the online instruction with the in-class instruction.
4. Online reading instruction enabled students to learn at their own pace in nonthreatening environment.
5. There was significant correlation between students' post-tests scores and the frequency of utilizing the online course.

2. (Radecki, 2007)

Blended learning for Emirati Women

The study was an action one which aimed at evaluating the impact of a blended learning course in improving the Emirati female learners' acquisition of English as a second language. In cooperation between Zayed University and the English

Language (ELC) Center, (20) pre-Baccalaureate female learners from the upper level in the (ELC) were enrolled in the research. The course was not from the required curriculum and it focused on improving the writing skills, collaborative tasks and communicative interactive activities. The primary targets were: a) improving course design and instructional methods, b) discussing the advantages and disadvantages of the distance instruction and c) offering final extracts to the relevant administrators on e-classroom management and distance program development. The participants studied and interacted in a highly up-to-date mediated environment accompanied by the instructor's timely feedback. Data was collected by the Blackboard course site statistics, teaching logs, learner course evaluation and personal observations. The results indicated the following:

1. Integrating technology into instruction in such a conservative community was a real challenge. Students refused the direct video-conferences or recording any activity to be reevaluated later on and preferred face-to-face interaction with other colleagues.
2. The Blackboard communicative features made students' collaboration easy, fast and reliable.
3. Students' English and information technology skills were improved.
4. There were some repetitions in some activities.
5. Recommendations emphasized the significance of incorporating technology into the English language courses and delivering them in a virtual classroom.

3. (Stracke, 2007)

Spotlight on Blended Language Learning: A Frontier beyond Learner Autonomy and Computer Assisted Language Learning

This study investigated the qualifications of the successful blended-language learning environment in which students' autonomy and centeredness might be strengthened and enriched. In this qualitative study, interviews were held with instructors and students at University of Canberra in Australia to evaluate their experience in the blended-learning environment in a German higher education

context. A sample of (190) students were enrolled in the study. The blended-language learning environment consisted of face-to-face classroom learning and students' independent self-study phases in a computer with a CD-ROM. The findings assured that both instructors and students acknowledged that integrating technology into the learning process could supply students with higher level of independency in their learning of English as a second language. Moreover, students had positive attitudes towards the blended learning environment. But, they believed that there should not be any contradiction between the blended learning environment components. Additionally, the learning environment should contain electronic and printed media from which students could choose what suited them. Besides, student ought to be able to control the time and space of learning. Moreover, the multimedia-based materials should supply students with a great range of choices to increase their feeling of independency. In addition, they ought to attract and motivate students to learn English. In the face-to-face sessions, students highly appreciated the kind guidance of their instructors. On the other hand, instructors of English language were originally from Australia, China and Vietnam. Some of those instructors hardly accepted the changes in the instructor's role in the blended-language learning environment. However, they accepted the idea that the instructor's role could not be neglected in instructing English language and that he remained the assistant, guide and facilitator of the teaching-learning process.

4. (Abu-Mousa, 2008)

The Effectiveness of Utilizing Blended-Learning Instruction on the Achievement of the Education Students at the Arab Open University in the Computer-Based Instruction Course and their Attitudes Towards it

The study aimed at investigating: a) the impact of blended-learning instruction in comparison with face-to-face instruction in improving students' achievement in the faculty of education at the Arab Open University in the computer-based instruction course and b) students' attitudes towards blended learning. The sample consisted of (35) students from the Faculty of Education at the Arab Open

University. (20) students formed the experimental group and were taught by face-to-face classes, the course book and electronic material on a CD, whereas (15) students formed the control group and were taught traditionally. The descriptive analytical design and the experimental design were applied. The independent variable was method of instruction. Whereas, the dependent variables were students' achievement in the computer-based instruction course and students' attitudes towards blended-learning. The instruments were an achievement test, an attitude questionnaire and a CD containing e-learning materials. Results analysis revealed that there were significant statistical differences at the level of (0.05) between the control group and the experimental group means of scores in the post-test achievement. The differences were in favor of the experimental group. Additionally, the questionnaire results analysis showed students' positive attitudes towards utilizing the blended-learning instruction.

5. (Klapwijk, 2008)

A Blended Learning Approach to Strategy Training for Improving Second Language Reading Comprehension in South Africa

The research aimed to investigate the effect of blended learning approach in improving the standards of reading comprehension by applying certain strategies. The experimental design was used. The participants were from two primary schools and the total number was (137) sixth graders. (67) pupils formed the experimental group and the control group contained (70) pupils. The independent variable was the instructional method which was represented by 1) the blended learning approach was applied on the experimental group and 2) the traditional method of instruction which was delivered to the control group. Pupils' achievement was dependent variable. The instrumentation included: a post comprehension test, a printed booklet, an interactive multimedia lesson a CD ROM and an internet-based assessment version of the comprehension test. The findings highlighted the fact that the blended learning approach could improve the pupils' reading comprehension standards if they possessed the suitable computer literacy level and if the instructor

that was given enough classes and was informed how to make use of the blended learning method in teaching the English language.

6. (Cerna, 2009)

Blended learning Experience in Teacher Education: the Trainees' Perspective

The study investigated the pre-graduate English language teacher trainees' perceptions toward utilizing the blended learning in the context of pre-graduate English language teacher education. Besides, the study highlighted the interpersonal interaction in the blended learning environment and the obstacles that faced the trainees while working online. The study was applied at the University of Pardubice in Czech Republic and it was called the "Clinical Year Project". The project was applied on the fourth year of the English Language Teacher Education study. The educational programs consisted of six face-to-face sessions and five e-conferences. The project aimed at supplying the trainees with a high-level provision of real-life school experience. A sample of (47) pre-graduate English language teacher trainees were enrolled in the study. The descriptive analytical design was implemented. Instruments included: MAT (Mentors, Assistants and Tutors), e-forum for interpersonal interaction, a questionnaire, trainees' personal charts and semi-structured interviews. The group size, group principles, pacing, task and managing communication formed the independent variables, whereas, trainees' perceptions formed the dependent variable. Data analysis highlighted the following:

1. The participants found the blending learning experience a suitable design for the specific context.
2. The participants appreciated the asynchronous-computer conferences which made knowledge available anytime and anywhere.
3. The collaborative tasks either face-to-face or o4. The computer-mediated conferencing process was time and effort consuming onnline were of great benefit

on the part of instructors and trainees.

5. Some participants had negative attitudes towards the computer-mediated conferencing process due to the fact that the computer-mediate environment lacked the human connection.

6. (11%) of the participants had access-related problems.

7. (Newbury, 2009)

Measured Impact of Integration of Wimba Voice Tools in a Blended Intensive English Learning Program

This study examined whether students' performance would be affected by integration of Voice Tools in the listening/speaking curriculum. Secondly, the study wanted to know if the integration of Voice Tools would supply students with extra learning opportunities. Thirdly, the study attempted to show students' attitudes towards implementing technology in the teaching-learning process. The dependent variable was methodology. The experimental group received face-to-face classes and two listening and speaking classes that integrated all of the Wimba Voice tools (consisting of voice recorder, voice direct, voice e-mail, voice board, voice presentation and Wimba podcaster) weekly. Besides, they could make an access to a special Website and interact with each other and revise the information whenever they liked. The Website included discussion board, mail, announcements and grade book. On the other hand, the control group was taught traditionally. The study was run at the University of Nevada, Reno in USA. The sample consisted of (440) students who enrolled in the Intensive English Learning Center. However, the study focused on the students in the listening and speaking courses for their flexibility. The study lasted for six semesters. The instruments of the study were exams, IELC (Intensive English Language Center) program surveys and interviews. Data analysis highlighted the following:

1. The integration of technology did not have any positive effect on students' performance. This result might be attributed to the application of an instrument

which was not designed to measure the effect of the technology but to measure the effectiveness of the existing curriculum.

2. The integration of technology into the curriculum motivated the experimental group members and expanded the opportunities of learning.

3. There was a significant change in the perception of students' ability to use English.

8. (Al-Shwiah, 2009)

**The Effects of a Blended learning Strategy in Teaching Vocabulary on
Premedical Students' Achievement, Satisfaction and Attitude towards English
Language**

The purpose of this study was to investigate the effects of a proposed blended learning strategy in teaching vocabulary in English course (151) on the premedical students' achievement, attitudes towards English language and their satisfaction with the online unit in comparison with the face-to-face method. The study sample consisted of (50) premedical students who scored less than (60%) in AGU English Language Entry exam at Arabian Gulf University. The sample contained (15) males and (35) females who were randomly selected. The sample was divided into control group (11 males and 11 females) and experimental group (4 males and 24 females). To fulfill the purpose of the study the experimental design was implemented. The independent variable was the teaching method. Both groups attended the usual English language face-to-face classes. Then, the experimental group was exposed to an online unit on the WebCT as a supplementary unit in learning vocabulary. Students' achievement, attitudes towards English language and satisfaction with the

unit formed the dependent variables. The instruments included achievement exams, an attitude questionnaire and a questionnaire to measure students' satisfaction with the Online Unit. The results indicated that the proposed blended learning strategy did not improve students' achievement and their attitude towards English language. No significant differences were found between the means of the experimental and control groups in the achievement tests except with regard to the second midterm exam total score. Additionally, no significant differences were found between the means of the experimental and control groups in the pre and post attitude scales. Concerning students' satisfaction with the online unit, the experimental group showed high to medium satisfaction with the online unit.

9. (Wong & Tatnall, 2009)

The Need to Balance the Blend: Online Versus Face-to-Face Teaching in an Introductory Accounting Subject

This project investigated the effectiveness of utilizing the blended learning approach on students' achievement at Victoria University in Australia. The instruments included a website and an online learning which offered information throughout video, audio, text, images and animation supplied by Blackboard Learning System. The project lasted for four years and covered Victoria University's largest accounting unit (BAO1101 Accounting for Decision Making). The sample consisted of a vast number of accounting and non-accounting students who had to study that introductory unit. The independent variables were gender, age, language spoken at home, country of birth, mode of study, socio-economic status and the ENTER(The Equivalent National Tertiary Entrance Rank) scores, whereas the dependent variables were achievement, retention rate and students' interest. Data was gathered from the university's student database, Victoria University Learner Information System, analytical tools available on the Website course management system and academic performance measures. The findings highlighted:

1. The significance of incorporating technology into the accounting education.

2. Males IELC (Intensive English Language Center) scores were better than females' scores.
3. (41.9%) of the sample spoke a language rather than English at home, but at the end of the project it became (38.4%).
4. The portion of full-time mode students increased from (86.4%) to (88.3%), whereas the portion of part-time mode students decreased from (13.6%) to (11.7%).
5. The percentage of the younger learners increased versus a decrease in the latter age groups.
6. There was an increase in the lower socio-economic status from (30.9%) to (33.2%).
7. Students' achievement level was high depending on the ENTER scores.
8. The usage of the Website and the online teaching led to a larger number of participants at the early stages of the project.
9. The various computer-based (the Website and the online teaching) assessments were very beneficial and had positive effect on students' learning in the weekly tests.
10. Students lost their satisfaction and interest at the project final stages because of the long time of the project and their participation rates in the weekly tests decreased in the project last semesters. Besides, students suggested updating the used learning technology continuously.
11. The Blackboard Learning System enabled the instructors to monitor students' progress and to pinpoint the "at risk" students who should be supported at an early stage.
12. Students' performance in the mid-year exams was not clearly affected by the weekly online tests. Despite the various sources of information, the scores of the mid-year exams were disappointing, whereas the recorded retention rates were better.

10. (Al-Abed Al-Haq & Al-Sobh, 2010)

The Effect of a Web-Based Writing Instructional EFL Program on Enhancing the Performance of Jordanian Secondary Students

This study investigated the effect of a web-based writing program on students' writing achievement. Four public schools in Irbid Second Directorate of Education were chosen purposefully to form the participants of the study. The sample consisted of: a) four-male eleventh scientific sections: two were experimental and the other two were control (52) and b) four female eleventh scientific sections: two

were experimental and the other two were control (70). The quasi-experimental design was adopted to identify the effect of the independent variables (learning method and gender) on the dependent variable (students' achievement). The experimental group received a web-based writing instructional program in combination with the face-to-face learning method, whereas the control group was instructed traditionally. The researcher utilized an achievement test and the instructional program. The findings showed the following:

1. The experimental group achievement level was higher than the control group achievement level in the post-test. This result was attributed to the utilization of the web-based writing program. Moreover, the experimental group females got better scores than the males.
2. In terms of the discourse component "content", statistically significant difference existed between the means of scores of both groups in the post-test in favor of the experimental one. However, the experimental group females' means of scores in "content" and "vocabulary" were higher than the males' means of scores.

11. (Shin, 2010)

Blended learning Using Video-Based Blogs: Public Speaking for English as a Second Language Learners

This study investigated the effectiveness of a blended learning model using video-based blogs in instructing English Public Speaking Course in helping English majors to achieve better outcomes. Secondly, the study aimed at revealing English majors' attitudes towards applying the blended approach. The participants were (44) senior English majors (37 female and 7 male learners) in the second year at Public University in Southern Taiwan. The instruments included participants' blogs and video clips, participants' reflection sheets, Blog Learning Satisfaction Survey, interviews and a questionnaire. The outcomes confirmed the following points:

1. The effectiveness of using a blended learning model by means of video-based blogs in helping the L2 learners to learn public speaking productively and efficiently.

2. The interviews and questionnaire results analysis indicated participants' satisfaction with the blended learning course.
3. Blogging assisted (82%) of participants to improve their professional public speaking skills, such as enunciation, articulation, facial expressions, posture and gestures.
4. The possibility of watching the videos in blogs repeatedly helped the participants to find out their weaknesses and to learn from others' strengths.
5. The blended learning environment enhanced the cooperative learning among learners and taught them using the computer multimedia software.
6. The blended learning environment helped the participants to learn in a pressure-less environment at their own speed and to benefit from their peer feedback on videos or from the instructor's feedback synchronously and asynchronously.
7. The participants' interest in learning public speaking was strongly affected in certain issues, such as the file size of the video, Internet speed, the availability of video cameras and the proper timing for implementing the blended learning model.

12. (Shroff, 2010)

An Investigation on Individual Learners' Perceptions of Utilizing a Blended learning Approach

The study evaluated the impact of blended learning on perceptions of individual interest either online or in face-to-face discussions. A comparison was made between the effectiveness of the face-to-face environment and the online virtual environment in increasing the students' interest in learning at City University of Hong Kong. Blended learning formed the independent variable, whereas the dependent variable was the level of perceived interest. The quasi-experimental design was applied. A sample of (77) students from the Bachelor of Business Administration Program were enrolled in the study. They were taking the FB2501 management of information systems course. The sample received a blended methodology which depended on the traditional instruction as well as the

technology-based instruction. All students filled a post treatment questionnaire. Statistical analysis of results indicated that no statistical differences existed between the online subjects (learning activities) of discussions and the face-to-face subjects of discussions in increasing the students' interest. Additionally, the individual's interest in learning subjects was highly related to the learning environment that the Blackboard Virtual classroom was more attractive than the traditional classroom and could pay students' attention, raise their interests and stimulate them to participate in the online discussions. Besides, the researcher assured the significance of collaborative work and its positive effects on the perceptions of students' interest that blended setting enabled the students and the instructors to interact and share ideas.

13. (Bakir & Adas, 2011)

Developing Teaching English as a Foreign Language in Blended learning Environment

This study investigated the effect of implementing blended learning and its appropriateness in developing students' language achievement. The course selected for applying this method in teaching English as a foreign language was the general English course (10103) taken by all students at An-Najah National University regardless of their different specializations. A sample of (60) students from different specializations were enrolled in the study. The sample included 21 males and 39 females. Participants were distributed into a control group (30 students) and an experimental one (30 students). The experimental design was adopted. The dependent variable was achievement, whereas independent variables were gender, educational specialization and methodology (blended learning method versus the face-to-face learning method). In addition to the materials of the course, experimental group students were provided with assignments throughout the web site. Students were responsible for participating in the assigned online learning activities throughout the semester. Group and individual discussion groups were

formed. Students could contact with the instructor via e-mail. Data was collected by means of a final exam. The outcomes highlighted the following points:

1. Statistically significant difference was found between the means of scores of the experimental group (82.40) and control group (73.47) in favor of the experimental one.

2. Statistically significant difference existed between the scientific specializations and students in the Faculty of Humanities in favor of the scientific specializations. This result was attributed to the fact that the scientific specializations were required to use IT tools every semester in almost all their courses.

3. Statistically significant difference was revealed between the means of scores of the experimental group and control group according to gender variable in favor of the female. Males' achievement means of scores was (76.67) while female' achievement means of scores was (84.86). This result was attributed to two reasons:

- a) Females formed (60%) of the population of the study.
- b) Females' online participation was higher than the males' and led to better performance.

14. (Bijeikiene, Rasinskiene & Zutkieene, 2011)

Teachers' Attitudes towards the Use of Blended learning in General English Classroom

The study aimed to specify English language teachers' attitudes towards technology-based teaching and learning, to know the benefits and inadequacies of the four blended learning courses (of general English for tertiary education at the levels from A1 to B2) supplied by the Center of Foreign Languages at Vytautas Magnus University (VUM) and finally to improve the English language teachers' skills and enable them to make use of the update educational technology appropriately. The sample consisted of (24) English language teachers. The study instrumentations were two questionnaires and interviews. The first questionnaire was applied as pre-

treatment aiming at restricting the participants' ICT experience. The second questionnaire was applied as post-treatment and targeted at highlighting participants' opinions towards the Moodle environment as well as the four blended learning courses. The independent variables were the Moodle environment and the four blended learning courses, whereas the dependent variable was English teachers attitudes. The outcomes indicated the following:

1. Generally, the participants had positive attitudes towards applying the blended learning in teaching English language.
2. They highly appreciated the flexibility of the blended learning environment which enabled them to learn anytime and anywhere.
3. They admired the audiovisual materials and the slide presentations of lexical and grammatical patterns, but they had doubts concerning e-chat and e-consultations due to their lack of experience in that field.
4. They reported that the blended learning environment lacked some components like the face-to-face contact and the need for motivation to participate.

15. (Kocoglu, Ozek & Kesli, 2011)

Blended learning: Investigating its potential in an English language teacher training program

The study was conducted by English Language Teaching Department of the Institute of Educational Sciences at Yeditepe University in Turkey. The aim of this study was to determine the effects of a blended learning program on in-service English language teachers' knowledge related to their profession. Additionally, the study aimed to investigate participants' attitudes and expectations towards the use of web-based learning program in their professional development. The study adopted the quasi-experimental design with non-equivalent groups. Methodology formed the independent variable, whereas participants' attitudes and expectations were the dependent variables. The instruments included a pre/post-test, interviews and a self-report questionnaire. All the participants were English language teachers

with a bachelor's degree. Blended and face-to-face courses used the same textbooks with the same instructors. (37) EFL teachers (27 female and 12 male; age range 24-35 years) participated in the study. (12) English language teachers from four Anatolian high schools volunteered to participate in the study as the experimental group. They were taught in a blended learning environment (they received face-to-face instruction in the classroom and used web-based materials). The control group included (27) teachers who taught by lecture only in classrooms. The study period was from September 2008 to December 2008. Data analysis indicated that there was equivalence in achievement between students of blended and traditional (face-to-face) instruction. The findings supported the benefits of applying blended learning in teacher education at the program level by combining online classes and face-to-face learning. The interviews and questionnaire results highlighted participants' positive attitudes towards participating in the e-ELT program and the impact of blended learning in their professional development. In addition, they had high expectations about implementing what they have gained out of this e-ELT program.

16. (Yang, 2011)

Blended learning for College Students with English Reading Difficulties

The purpose of this study was to design a blended remedial reading program for college students with English reading difficulties in order to maximize their reading achievement level. A sample of (183) college students who were learning EFL voluntarily signed up to participate in a remedial reading program at the University of Science and Technology in Taiwan. Certain criteria were adopted in selecting the participants for the experiment: the individual student's mean score in the pre-test falling within half of the standard deviation of all the remedial students' mean score ($187.64 + 23.25$) in TOEIC test which students had to pass with acceptable grades. Among the (183) students, (108) students met the criteria: (54) of them were randomly assigned to the experimental group, while the other (54) comprised the control group. Students were selected from Department of Applied Foreign

Languages, National Yunlin University of Science and Technology, Taiwan. The instruments of the study included a pre/post-test, a questionnaire, an interview and remedial reading program, and a special website. The program included two main modules: the student interface and the instructor interface. Besides, dialog box, discussion forum, chat room and annotation tools were implemented in the program to support the interactions between the instructor and students and among students themselves. The independent variable was methodology that face-to-face instruction was delivered to the control group, whereas a combination of the face-to-face instruction and online instruction was delivered to the experimental group. The four strategies of prediction, clarification, questioning and summarization were introduced to both groups. Students' achievement and their perceptions regarding the applied blended learning formed the dependent variables. The analytical descriptive and experimental designs were implemented. Data analysis outcomes revealed the following points:

1. Statistically significant differences were found between the means of scores of the experimental group and the control group in the TOEIC test in favor of the experimental group.
2. The results indicated that blended learning was effective in enhancing students' reading proficiency.
3. Experimental group students performed significantly better on reading than those in the control group since they could not only generate new conceptions for integrating face-to-face and online learning, but also, throughout externalizing their reading process online, they were able to reveal their approaches in the reading process.
4. Successful application of blended learning required supplying students with the following factors:
 - a) The content of the face-to-face classes should be available on the website enabling students to train and practise whenever and wherever they needed and at their own pace. Students could choose the strategies and the materials in which they were interested.

- b) Students should be provided with the reading process data (log files) to observe their reading process in strategy usages. Revision enabled students to identify their difficulties in employing the reading strategies of prediction, clarification, questioning and summarization, which might impede their reading.
- c) Social interaction was important for students in their integration of the face-to-face and online reading. Students could discuss their reading difficulties online with their counterparts and obtain individual feedback from them and get benefit from their notices.

17. (Jia, Xiang, Ding, Chen, Wang, Bai & Yang, 2012)

An Effective Approach Using Blended learning to Assist the Average Students to Catch up with the Talented Ones

The study investigated the effectiveness of blended learning in helping the normal students to improve their learning outcomes in three courses (mathematics, English language and Chinese language) and decrease the difference between them and the gifted students. The participants were selected from Grade one of a junior school in Capital Beijing after implementing some pre-tests. (34) students formed the experimental group. They were selected from the primary schools in the entire city for their excellent performance in the pre-tests of the three main subjects, (mathematics, Chinese language and English language). (37) students formed the control group. They were selected randomly from the students with a lower performance in tests of the three main subjects. The quasi-experiment design was adopted. The independent variable was instructional method (the blended learning method versus the traditional one), whereas the dependent variables were: a) participants' achievement in the listening, reading and writing skills-vocabulary acquisition, b) participants' attitudes towards implementing blended learning in instruction. Both groups were taught by one teacher in the second term of the first year of a junior high school. The instruments included an open source course

management system to build the individualized vocabulary review and assessment functions for English instruction, achievement tests, a web-based survey questionnaire and interviews. Data analysis showed the following:

1. Before treatment, the mean of the control group was statistically significant much more than that of the experimental one (13.5).
2. Though the mean difference between the two groups in the post-tests remained statistically significant, the difference was just (3.8) compared with the greater difference (13.5) before the experiment, the difference was decreased by a percentage of (71.9%).
3. Though the vocabulary test performance of the experimental group was worse than that of the control one, the difference was statistically not significant.
4. The integration of the vocabulary and dialogue assessment system into the ordinary English instruction, improved the students' test performance and especially the vocabulary acquisition.
5. Student interview results:
Participants informed that the feedback could motivate them and help them to master the vocabulary.
6. Results of student survey:

A web-based survey questionnaire was implemented to investigate the experimental group students' attitude towards the blended learning instruction. The findings highlighted the following points:

- a) The CSIEC vocabulary assessment system was easy to use for most students due to its simple interface and clear navigation, although it was the first time for most of them to participate in such a blended learning class.
- b) The integration of the vocabulary assessment system into the ordinary English instruction could facilitate students' vocabulary acquisition including English pronunciation comprehension, spelling writing and Chinese meaning's mastering. Additionally, it could improve their learning efficacy and test performance.
- c) Most students (86.5%) hope to continue using this system in the future English class.

18. (Maulana & Ibrahima, 2012)

The Teaching and Learning of English for Academic Purposes in Blended Environment

This study investigated students' perception of blended learning environment and the level of students' engagement in the online hours of a blended course and how these perception and engagement affected their performance. A total of (963) students and (23) lecturers of the University of Technology MARA Melaka took part in this study. Students were divided into two groups an experimental group and a control one. The participants were in the third part of the diploma and enrolled in various programs taking the EAP (English for Academic Purposes) course as a compulsory language. The experimental design was applied to compare the performance of both groups, whereas the descriptive analytical design was used to study students' perceptions towards blended learning environment. The study lasted for ten weeks. Every week, students had six face-to-face hours and two online hours. The instruments were: a discussion (which meant the virtual space where participants of blended learning had their interaction with each other and with the lecturer), a questionnaire and a final exam. The findings showed the following:

1. Regarding students' performance in blended learning environment, statistically significant differences were found between the means of scores of the experimental group and the control group in the writing task in favor of the control group. However, no statistically significant differences were found between the means of scores of the experimental group and the control group in the writing component as well as the overall grade of EAP course in the final exam.
2. Generally, students' perceptions towards blended learning were positive in all four aspects namely the lecturers' role, online interaction, blended learning course and online interaction and writing task.
3. The frequency of students' interacting in the online hours was low.
4. Students' engagement in the aspect of online interaction content showed signs of high commitment.

19. (Sayed, 2012)

The Effect of Using Electronic Portfolios on Developing the English Language Writing Skills for Second Grade Preparatory School Students

This study investigated the effect of the electronic portfolio on developing the English language writing skills for second grade preparatory school students. The sample consisted of (60) students selected from Nader El-Riyadh preparatory School. Students were divided equally into two groups: an experimental group and a control one. To fulfill the target of the study an achievement test was implemented. Experimental group students practised writing on a website under the instructor's guidance. The findings showed the following:

1. There was a statistically significant difference between the means of scores of the experimental group and the control one at the (0.01) level in favor of the experimental group.
2. The electronic portfolio had a large effect on the writing skills of second year preparatory school students.

20. (Adas & Bakir, 2013)

Writing Difficulties and New Solutions: Blended learning as an Approach to Improve Writing Abilities

The study investigated the effectiveness of adopting blended learning in teaching writing in English as a foreign language. The quasi-experimental design was adopted. The sample of the study contained (60) students. The participants were divided into two equal groups: an experimental group and a control one. The independent variable was methodology that students in the experimental group received face-to-face classes supported with materials on an online platform as MOODLE, whereas students of the control group were taught traditionally. The dependent variable was students' achievement in English writing. A pre/post-test was utilized for collecting data. The findings highlighted that there were significant

differences in students' achievement scores in favor of the experimental group. Students in the experimental group performed better than their peers in the control group and that was attributed to the impact of the blended learning. The experimental group students enjoyed joining the inside instructions and illustrations with the outside activities by means of technology. Additionally, the experimental group students improved their: a) writings using a topic sentence, b) spelling and grammar, c) ability to write better coherent paragraphs and d) ability in using punctuation marks and capitalization.

21. (Keshta & Harb, 2013)

The Effectiveness of a Blended learning Program on Developing Palestinian Tenth Graders' English Writing Skills

The study investigated the effectiveness of a blended learning program on developing the achievement and retention of Palestinian tenth graders' English writing skills. The sample consisted of (40) tenth graders from Shohadaa' Rafah Basic School in Rafah Directorate of Education. The sample was randomly selected and divided equally into two groups: an experimental group and a control one. The quasi-experimental design was adopted. The independent variable was represented in the blended learning program, whereas tenth graders' achievement and retention represented the dependent variables. The instruments included a content analysis, the blended learning program and achievement test. Data analysis highlighted the following points:

1. Statistically significant differences were found between the means of scores of the experimental group and the control group in the immediate post-test in favor of the experimental group. This result was linked to the positive effect of the blended learning program.
2. Statistically significant differences were noticed between the means of scores of the experimental group and the control group in the delayed post-test in favor of the experimental group. This was attributed to the effectiveness of the blended learning program in helping students to retain information after two weeks of treatment.

22. (Al-Shaer, 2013)

Effects of a Blended learning Module on EFL Students' Attitudes in an Introductory Reading Course at Al-Quds Open University Setting

The study investigated the impact of using blended learning in teaching/learning a reading comprehension course on English as a foreign language (EFL) and students' attitudes and motivation. (27) students (20 females and 7 males) registered in Reading I (5150) course at the Bethlehem Branch of Al-Quds Open University (QOU) and participated in the study. Students were asked to register in the online part of the course in addition to the face-to-face sessions. The Reading I course was designed to develop students' reading comprehension skills, vocabulary recognition, retention and use, as well as developing critical thinking throughout discussion and evaluation exercises. In addition to face-to-face meetings, the researcher kept in touch with students throughout e-mail and other electronic tools. The researcher also used the discussion forums in the Moodle learning system and uploaded different reading tasks in accordance with the course objectives. Instruments included pre-post questionnaires. The independent variable was methodology (a mixture of e- learning method and face-to-face learning method), whereas students' attitudes formed the dependent variable. The descriptive analytical design was adopted. Data analysis highlighted that students recorded positive attitudes towards utilizing blended learning for learning English in the post-questionnaire. This result could be attributed to the success of computer-based classes embedded in a blended learning module in offering a dynamic and interesting teaching/learning style. However, no statistically significant difference was observed in students' confidence and ease in the traditional English class and attitudes towards handwritten assignments. On the other hand, students realized the potential benefits and applications of the computer in their English language learning and consequently they showed positive attitudes towards using computer in learning in general. Similarly, students' attitudes towards electronic assignments increased positively. Finally, students showed more confidence and ease in the computer-based English classes.

23. (Wu & Liu, 2013)

**An Empirical Investigation of the Critical Factors Affecting Students’
Satisfaction in EFL Blended learning**

This study examined to what extent students are satisfied with EFL blended learning and identify factors affecting students’ satisfaction in EFL blended learning. (360) non-English majors of undergraduates (48.4%) and postgraduates (51.6%) at Dalian University of Technology (DUT) in Finland were the study subjects. They were selected randomly. Males’ rate was (63.4%) and females’ rate was (36.6%). They ranged in age between (18) and (30) years old. The descriptive analytical design was implemented. Tools contained a satisfaction questionnaire. The independent variables were learning climate, perceived enjoyment, perceived usefulness, system functionality, social interaction, content feature and performance expectation, whereas students’ satisfaction was the dependent variable. Findings revealed the following:

1. In general, students showed positive attitude towards EFL blended learning model. They were greatly satisfied with this model and willing to study in EFL blended learning environment.
2. Postgraduate students showed higher satisfaction than undergraduate students.
3. Climate was the most influential factor on students’ satisfaction in EFL blended learning. This result was attributed to the positive impact of blended learning environment on their academic performance. Furthermore, statistically significant correlation was found between the independent variables (learning climate,

perceived enjoyment, perceived usefulness, system functionality, social interaction, content feature and performance expectation) and students' satisfaction in EFL blended learning.

24. (Al-Zumor, Al-Refaai, Bader Eddin & Al-Rahman, 2013)

EFL Students' Perceptions of a Blended learning Environment: Advantages, Limitations and Suggestions for Improvement

This study investigated King Khalid University English (EFL) students' views regarding the advantages and limitations of mixing the face-to-face language instruction and online language learning via the Blackboard learning management system in a new pedagogical approach called Blended learning. The study also examined students' suggestions for improving the quality of Blended learning courses. The sample consisted of (160) male EFL students from the Department of English in Faculty of Languages and Translation at King Khalid University. The descriptive analytical design was adopted to identify the effect of the independent variables (students' level, GPA, experience with blended learning, computer and Internet literacy learning method) on the dependent variable (students' perceptions) and the effect of the independent variable (blended learning mode) on the dependent variables (development of English language skills and students' perceptions). Data was collected by means of a questionnaire. Data analysis revealed the following points:

1. No significant effect was found between students' level, GPA and experience with blended learning and students' perceptions of the influence of technology incorporation on English language skills development. But, significant effect was found between students' computer and Internet literacy and their perceptions regarding the limitations of the blended learning environment. Students with low computer literacy skills may find it more challenging to navigate online courses.

2. Regarding students' perceptions towards the effect of blended learning on the development of English language skills, high rates in reading and vocabulary might be attributed to the manner in which online instruction was applied by most instructors in the English department.

3. In terms of students' perceptions regarding the advantages and limitations of blended e-learning, the highest rated advantage was the development of students' computer and Internet skills followed by the effective use of time that resulted from the various Blackboard tools used for synchronous and asynchronous communication. Students also appreciated learning management system in enhancing their confidence, providing opportunities for useful feedback from both their instructors and their peers and improving communication among students and their instructors. Additionally, students found that blended learning was more effective than the traditional face-to-face mode of instruction. On the other hand, the most outstanding limitations were Internet connectivity problems and technical problems.

4. Students suggested solving technical problems, providing proper training and increasing the number of e-learning labs.

25. (Chansamrong, Tubsree & Kiratibodee, 2014)

**Effectiveness of Cooperative and Blended learning to Assist Thai ESL
Students in Learning Grammar**

The study tried to find out answers to the following questions: a) did the blended-cooperative learning method help the above average students to learn subject-verb agreement of English grammar? b) Did the blended-cooperative learning method help under average students learn subject-verb agreement of English grammar? c) What were the attitudes of above average students towards the blended-cooperative learning method in learning subject-verb agreement of English grammar? d) What were the attitudes of under average students towards the blended-cooperative learning method in learning subject-verb agreement of English

grammar? A sample of (100) students were enrolled in the study (50 were above average and (50) were under average) who studied at Banchang Karnchanakul Wittaya School (BKW), Rayong, Thailand. The quasi-experimental design was implemented. The instruments included grammar tests, questionnaire, electronic-books and weblogs. The independent variables were the blended-cooperative learning method and the students' English learning ability. The dependent variables were students' achievement and their attitudes towards: 1) using technology in learning and 2) Utilizing the blended-cooperative learning method. Firstly, the pretest was conducted and students' grades were used as an indicator to divide students into above-average and under-average students. Face-to-face instruction of four units of grammar was delivered to both groups in the classroom. After classes, students studied independently with an e-book. While they were studying the four units, they could use a weblog to share their personal blogs about what they had learned in the classroom in L1 (Thai) or L2 (English). They could ask questions, read what other learners had learned and answer questions. Data was analyzed to give answers to the above mentioned questions:

1. The means of scores of the above average group's post-test were higher than their pretest means of scores.
2. The means of scores of the under average group's post-tests were higher than their pretest means of scores.
3. Most of the above and under average participant strongly agreed to integrate computers, e-books and weblog in studying English grammar. However, some participants recorded that technology might cause isolation problems for the participants, their peers and their instructor.
4. The above average participants as well as the under average participants had positive attitudes towards the blended-cooperative learning method.

26. (Hat, 2014)

Situating Teacher Education in Blended learning Mode

The study investigated the effectiveness of integrating technology into teacher education programs by Blackboard, a form of asynchronous computer-mediated

communication (ACMC) and Skype, a form of synchronous computer -mediated communication (SCMC) in helping other language teachers to develop the collaborative cross-institutional situations. Besides, the study aimed to explore teachers' views towards blended learning. The study was applied at a large university in the east western area in Korea. Participants in this case study were (6) Korean English teachers. A hybrid course as blended learning was utilized with respect to linguistic, affective, cognitive and socio-cultural aspects. Data was collected by means of: a) Participants' background questionnaires, b) Self-reflection essay that participants were asked to write a self-reflection essay on their experiences with the hybrid course and c) End-of-semester questionnaires aimed to investigate participants' views regarding the BL setting. Data analysis highlighted the following results:

1. Linguistic gains from computer-mediated communication (CMC) interactions were not so positive. Additionally, participants found that CMC exchanges were useful that they were able to compare the differences or similarities between their output and native English speaking students' output.
2. The participants experienced a moderate level of anxiety and discomfort because they were conscious of the linguistic mistakes that they made during CMC discussions.
3. The participants recognized the difference in socio-cultural norms for communicating between Korea and the U.S. like the American classroom management which greatly affected their discussions.

27. (Kim & Kang, 2014)

Development and Application of Blended Teaching and Learning Model Using American Television Programs

The study investigated students' perceptions and attitudes towards blended learning using television programs. Three classes of students enrolled in a mandatory general English course at Y-University, a four-year university in Chung-

Buk province. Among the three classes, one was a control group and the other two formed the experimental group. The researchers developed a blended learning model using American television programs and combining an online lesson in combination with a traditional face-to-face lesson. This study implemented online and offline blended learning model; the online lesson provided vocabulary learning and background knowledge building, while the offline class included listening comprehension, where learners watched a television program based on what they had learned from the online lesson.

The analytical descriptive design was adopted. Methodology formed the independent variable (blended learning method versus face-to-face learning method), whereas the dependent variable was students' attitudes. The tools were pre-post questionnaire. Data analysis revealed that before treatment, no statistically significant differences were found between both groups' attitudes towards the course. Post treatment, experimental group students showed positive attitudes towards the proposed blended learning model.

28. (Zourob, 2014)

The Effectiveness of Using Webinar on Improving Speaking Skills for the Rafah UNRWA Seventh Graders and their Anxiety in Speaking

This study aimed at examining the effectiveness of using Webinar on improving the speaking skills of the Rafah UNRWA seventh graders and their anxiety in speaking. The sample consisted of (48) female students who were randomly chosen from Rafah Preparatory (B) Girls' School. The sample, then, was equally divided into (24) students for the experimental group and (24) students for the control one. The experimental design was adopted to identify the effect of the independent variable (learning method) on the dependent variables (students' achievement in the speaking skills and anxiety in speaking). Instruction was delivered to the experimental group via web-based materials (Webinar) in combination with face-to-face learning method, whereas the control group was instructed traditionally. The researcher designed three tools; an achievement test to measure the students'

speaking achievement, an observation card to observe the students' speaking development and an anxiety scale to measure the students' anxiety level. The experiment was applied during the first term of the (2013/2014) scholastic year and used speaking functions in Grade Seven, *English for Palestine*, Students' book. Data analysis revealed the following points:

1. Statistically significant difference was found between the means of scores of both groups in favor of the experimental group with a large effect size. This large effect reflected the success of integrating the webinar in instructing speaking skills especially for the seventh graders high-achievers, but it did not have a significant effect on the seventh graders' low-achievers. The seventh graders gained a relatively substantial amount of improvement in comprehension, pronunciation, grammar, fluency and vocabulary English language sub-skills. These results could be attributed to the joyous atmosphere of learning during the implementation sessions, new technologies, developing new learning strategies, building self-confidence, asking questions, responding to questions skills and responding to external and internal stimuli. The researcher uses puzzles, songs and games to make the learning process more fun.
2. The strategy helped the students to overcome problems in regards to the hesitation and correction worries. Moreover, webinar affected positively students' motivation, understanding and retention.

4.3. Position of Current Study among Previous Studies:

The previous studies differ in some ways concerning methodology and tools, but they generally agree in results. This indicates the significance of implementing the blended learning approach in education generally and especially for instructing English.

To extend prior researches and test the application of the blended learning strategy, this research attempts to assess the impact of blended learning strategy in improving English reading comprehension skills of the second-year class-teacher students in the Faculty of Education at Al-Ba'ath University.

The researcher benefited a lot from the above-mentioned studies in developing the research instruments and enriching the theoretical knowledge. However, the present research goes in line with the above mentioned studies in some aspects like the scientific design and the used tools, but it deals with a different sample and uses different materials and strategy.

The researcher found out that it would be beneficial to adopt an up-to-date strategy that has the positive features of each of the technology-based environment and the traditional environment. This strategy tries to motivate the experimental group students and help them improve their achievement standards in English reading comprehension skills. Additionally, this strategy respects individuals' differences and highlights the importance of the instructor's role as a guide of the teaching-and-learning process. In the blended environment, the teacher becomes the counselor who can connect with his students in a more individualized way that touches their needs. He becomes the moderator of debates and various activities that lead to achieve the instructional goals. Furthermore, outside the classroom, students are able to learn independently from the website which supplies them with the learning materials, activities and tasks. Additionally, through the website students will be able to contact with their peers and send their inquiries to the instructor. By doing this, we are encouraging students to experiment with a long-life learning strategy.

Furthermore, the blended learning strategy in this research helps in monitoring students' progress outside the classroom environment. Besides, it provides them with the opportunity for studying whenever and wherever it suits them and this will increase their self-esteem. Moreover, navigation on the website and learning the downloaded materials will encourage students to learn independently, increase their achievement standards, and establish long-life learning habits. Additionally, it will improve students' searching skills on the Internet, e-mail, English proficiency and computer skills.

This research clarifies the significance of supplying students with reading skills to overcome the difficulties they face when dealing English texts. Even though, the

reading skill is the most dealt with skill in all educational stages there is still an obvious weakness while dealing with English texts. Generally, our students are very slow readers and cannot identify the reading components of the English text. Moreover, they stop reading every now and then when they face new words. Furthermore, the reading skill is taught traditionally without any clear strategies. Since reading is a complex skill, students need to focus on some reading skills. This helps them to become active and read purposefully. Moreover, dividing the reading skill into sub-skills and being aware of the sub-strategies that students are dealing with will help them to transfer learning into new situations. Additionally, training on applying some skills helps them to think critically, retain information and open new doors for academic and occupational success. Furthermore, the researcher adopted the TOEFL reading skills for their significance in students' future careers.

Procedures of the Research

5.1. Introduction

This chapter presents the steps that were adopted throughout the research. It introduces a complete description of the research methodology, population, sample, instrumentation, pilot study, a description of the utilized website package and the research design. Moreover, the procedures of the application of the instruments are explained.

5.2. Justification of Implementing the Blended Learning Strategy

To investigate the reality of instructing English in the Faculty of Education at Al-Ba'ath University, a questionnaire was conducted on a sample of the second-year class-teacher students in the Faculty of Education at Al-Ba'ath University.

5.2.1. The Targets of the Present Study Questionnaire

1. Identifying the implemented educational methodology in instructing English.
2. Identifying the features of the educational environment.
3. Highlighting the obstacles or problems that face students while learning English.
4. Getting benefits from the findings of the present study questionnaire in drawing

a view of the basic research problem.

5. Determining students' educational needs as one of the requirements of the multimedia program analysis phase.

5.2.2. Preparing the Present Study Questionnaire

An initial Present Study questionnaire was designed depending on:

1. The previous studies such as: Sleiman, (2007); Al-Bloushi & Ahmed, (2009) and Harba, (2011)
2. Educational research books such as Mikael (a), (2001); Abu Allam, (2004) and Abbas et al., (2006).

The initial Present Study questionnaire consisted of (25) closed items and an open-ended one (Appendix A-1). The Questionnaire was written in Arabic to get sincere answers.

5.2.3. Validity of the Present Study Questionnaire

“Validity of the scale deals with the accurate interpretability and generalizability of the results” (Abbas et al., 2006, p.175). To ensure validity, the questionnaire was presented to some specialists in the Faculty of Education at Damascus University on Tuesday (12/3/2013) (Appendix A-1). The referees suggested the following changes:

- Removing item (9) from the first category to the second one.
- Deleting items (13) and (17).
- Deleting item 20 because it had the same meaning of item (23).
- Adding an open-ended question related to students' suggestions regarding improving English language instruction.

The questionnaire was represented to the referees who accepted it on Monday (6/5/2013).

5.2.4. Reliability of the Present Study Questionnaire

“Reliability is the consistency in measuring whatever it measures to give similar results for the same individuals at different times” (Abass et al., 2007, p. 266). The questionnaire was applied on a neutral sample of the second-year class-teacher students in the Faculty of Education at Al-Ba’ath University on Monday (20/5/2013). Reliability of the Present Study Questionnaire was calculated by means of the half split method. Alpha coefficient (α) amounted (0.78).

The final present study questionnaire consisted of (22) closed items in the sense that each item was followed by a three-point scale (Always-Sometimes- Never). These items were divided into two categories: 1) Methodology: (8) items, 2) Educational Environment: (12) items and two open-ended items (problems that face students while learning English) (your suggestions regarding improving English language instruction) (Appendix A-2).

5.2.5. Application of the Present Study Questionnaire

The present study questionnaire was conducted on a sample of the second-year class-teacher students (50 students) on Monday (27/5/2013) in the Faculty of Education at Al-Ba’ath University (Appendix A-2).

5.2.6. Findings of the Present Study Questionnaire

The rates of the first category (**English Course Methodology**) reflected the following:

- (76 %) of students assured that the traditional method was the dominant

method, whereas the rate of the interactive method was 16%. The rates of items (2, 3, 4, 5, 6 and 7) were (16%, 0%, 20%, 0% and 12%) respectively. The results were very low and they revealed the reality of implementing modern technology in instruction (Appendix A-3).

-The rates of the second category (**Educational Environment**) reflected the following:

- (72 %) of students answered that the instructor sometimes explained the lesson quickly.
- (52 %) of students reflected the fact that students liked to cooperate with their colleagues in the class in answering lesson questions.
- (68 %) of students assured that the instructor sometimes respected the individual differences.
- (70 %) of students assured their desire to learn English language course in the classroom.
- (88 %) of students assured that students' huge numbers in classes minimized the opportunity of concentration and comprehension.
- (72%) of students answered that they sometimes were bored in classes, whereas (44 %) answered that English course classes were interesting.
- (44 %) of students had enrolled some extra courses to improve their standards in English.
- (68 %) of students answered that they couldn't do English exercises alone.
- (88 %) of students reflected the fact that they found great difficulty in navigation on English websites.
- (60 %) of students answered that instructors never applied the cooperative

learning method.

- (52 %) of students answered that the course time was not sufficient.

•Thirdly: Problems that Face Students while Learning English

- (90 %) of students complained of students' number in classrooms.
- (80 %) of students complained of the huge course and difficulty of concentration FFdue to noisy classes.
- (70 %) of students complained of the boring traditional method in instruction.
- (60 %) of students complained of:
 1. Focusing on instructing grammar at the expense of conversation.
 2. Difficulty of English grammar (such as, learning many tenses).
 3. Weak motivation for learning English.
- (50 %) of students complained of the weakness in the listening skill (they could not understand what the instructor said).
- (40 %) of students complained of the lack of information about the instructional websites that might help them in improving their English.
- (30 %) of students complained of:
 1. The difference between uttered and written words.
 2. Similarity between vocabulary.

• Fourthly: Students' Suggestions Regarding Improving English Language Instruction

- (90 %) of students expressed their need for:

Chapter Five.....Procedures of the Research

1. Instructing the English language course in more attractive methods.
2. Utilizing enrichment programs that focus on reading skill.
3. Increasing English courses classes number.
4. Insuring larger classrooms.

- (80 %) of students suggested:

1. Using up-to-date programs to motivate students and raise their interest.
2. Practicing language to remember new words and expressions.
3. Providing students with enrichment CDs. for extra training outside the classroom.
4. Interacting with instructor via e-mail service.
5. Equipping classrooms with loudspeakers.

- (70 %) of students suggested devoting a class weekly to instruct students navigation on Internet Websites.

- (60 %) of students expressed their need for|:

1. Reducing the course materials.
2. Devoting a class weekly to improve the listening skill.
3. Speaking Arabic as well as English in classes.

- (56 %) of students highlighted their need for:

1. Dealing with texts that were related to their future career.

- (50 %) of students expressed their need for|:

1. Dealing with texts that were related to the daily life.

2. Utilizing the Internet in instructing the course.

3. Holding free courses for improving students' English language standard.

- (30 %) of students emphasized their need for:

1. Learning the correct study habits that could help them in learning English.

2. Moving gradually from the easy to the more difficult in instructing English course.

It could be concluded from the findings of the present study questionnaire that the presentation method was applied by most instructors of English courses. Additionally, that method lacked motivation and attraction. Modern technology was never or rarely integrated into instruction. English language instructors used to speak quickly and rarely paid attention to individual differences. Besides, the huge numbers of students in classes reduced comprehension.

Students suggested that certain strategies like the cooperative learning might be applied to involve students in classes. Students did not have a unique attitude towards educational methodology that (12 %) expressed their desire to study alone at their own pace in a non-threatening environment, whereas (70 %) expressed their need to be guided in English language classes. Additionally, students recorded that there was no proportionality between the English course and the time that was devoted for instructing. Furthermore, (88 %) expressed their familiarity with the up-to-date communication and telecommunication media but they could not make benefit of that in their learning. Finally, they lacked the ability to use modern English information resources, especially the ability of navigation on Internet English websites appropriately.

5.3. Aim of the Research

Depending on the results of the above mentioned present study, the researcher focused on revealing the benefits and values of implementing a blended learning strategy either on students' achievement in English reading comprehension skills or on their ability to retain information. Additionally, the researcher attempted to determine the second-year class-teacher students' attitudes towards applying the blended learning strategy in English language instruction.

5.4. Design of the Research

a. The descriptive-analytical design was utilized in:

1. The Present Study which was conducted to investigate the reality of instructing English in the Faculty of Education at Al-Ba'ath University.
2. The basic research to investigate the experimental group students' attitudes towards implementing the blended learning strategy in the teaching-and-learning process to improve students' English reading comprehension skills achievement standards.

b. The quasi-experimental design is implemented for approximating the conditions of applying the accurate experimental research in a position which had not allowed the possibility of controlling the suitable variables (Jeedouri & Akhras, 2005, Abbas, Noufal, Absi & Abu Awad, 2006).

The quasi-experimental design was utilized for applying the blended learning strategy on a sample of the second-year class-teacher students to investigate its effectiveness on improving the experimental group students' achievement in the selected English reading comprehension skills (collectively and separately).

5.5. Population of the Research

The population covered all the second-year class-teacher students who chose to study English as a second language in the Faculty of Education at Al-Ba'ath University in the academic year (2014/2015) whose number was (298) according to the records of the Faculty of Education at Al-Ba'ath University. (7.05 %) was the rate of males, whereas (92.95%) was the rate of females as it is clarified in (Table 5.1).

Table 5.1: Distribution of Students according to Gender Variable

<i>Gender</i>	<i>Number</i>	<i>%</i>
Males	21	7.05
Females	277	92.95
Total	298	100

5.6. Sample of the Research

The sample is defined as, “a part of the study main population, chosen by the researcher using various techniques, which includes the members of the main population” (Ebeedat et al., 2005, p.132). The random method was used in choosing the control group members, whereas the experimental group members were selected purposefully. The experimental group contained students who owned a computer, possessed the basic Internet skills, wanted to make an access to the Internet outside classes and had the possibility of doing that in the area they lived in. The research sample consisted of (60) females. The experimental group consisted of (30) students and the control group consisted of (30) students. Table (5.2) shows the research sample distribution:

Table 5.2: Distribution of the Sample according to Research Groups

<i>Group</i>	<i>Experimental</i>	<i>Control</i>
Students Number	30	30

5.7. Variables of the Research

Method formed the independent variable that a blended learning strategy was utilized in instructing the experimental group and the traditional (face-to-face) method was used to instruct the control one. The dependent variables were: 1) Achievement standards of both groups and 2) The experimental group students' attitudes towards implementing a blended learning strategy in English language instruction (Table 5.3).

Table 5.3: the Basic Independent and Dependent Variables of the Research

<i>Group</i>	<i>Independent Variable</i>	<i>Dependent Variables</i>
Control Group	Traditional method	Students' Achievement
Experimental Group	Blended Learning Strategy	Students' Achievement
		Students' Attitudes

5.8. Instruments of the Research

Fulfilling the aims of the research required designing an achievement test, a multimedia program, a website and an attitude questionnaire.

5.8.1. An Achievement Test

The test is one of the most important and common tools of measurement (Al-

Heela, 2005). “It is used to explore the extent to which students achieved the determined instructional objectives in a subject at the end of a specific period of time” (Maarroof, 2008, p.209).

The researcher designed an achievement test and used it thrice. Pre-treatment, the test was applied to ensure equivalence between the experimental and control groups. Immediately post-treatment, the test was applied to compare the achievement of both groups. A couple of weeks post- treatment, the test was implemented to check both groups’ retention of knowledge.

5.8.1.1. Choice of the Reading Skills Checklist

Some English reading comprehension skills were selected after:

1. Reviewing related literature, previous studies and the international TEOFL Test reading skills.
2. Consulting the supervisor and other experts of the English language methodology. The researcher found that TOEFL Test reading skills were the most important ones for students' future career. Consequently, they were adopted in the research as displayed in (Table 5.4).

Table 5.4: the Reading Skills Checklist

<i>The Selected English Language Reading Comprehension Skills</i>	
1	Understanding Facts and Details
2	Identifying Negative Facts
3	Locating Referents
4	Understanding Vocabulary in Context
5	Making Inferences
6	Determining Purpose
7	Recognizing Paraphrases
8	Recognizing Coherence
9	Summarizing Important Ideas
10	Organizing Information

5.8.1.2. Objectives of the Achievement Test

An achievement test was designed to compare between the experimental group's achievement after learning the above mentioned reading comprehension skills via the blended learning strategy and the control group's achievement who was instructed traditionally. The test objectives were to examine students' ability to:

1. Understand facts and details.
2. Specify negative facts.
3. Locate referents.
4. Understand vocabulary in context.
5. Make inferences.
6. Determine purpose.
7. Restate sentences.
8. Add sentences to a text.
9. Summarize important ideas in a text.
10. Complete charts.

5.8.1.3. Validity of the Test

“The validity of the scale means its ability to measure what it was designed for” (Mikhael (a), 2001, p.255 & Al- Heela, 2005, p.400). To ensure test validity, referees' validity and internal consistency validity were utilized.

5.8.1.3.1. Referees' Validity of the Test

To ensure the validity of the test, it was refereed by a number of specialists in the Faculty of Education at Damascus University and Al-Ba'ah University and the English Department in the Faculty of Humanities and Social Sciences at Al-Ba'ath University (Appendix-E). Test validity extended for more than six months, from (2/

9/2013) to (14/3/2014). The referees were requested to give their opinions regarding formation of the test items, ability of the test items to cover the selected skills and if they were suitable for the second-year class-teacher students' intellectual age. They were also asked to add any extra proper notes (Appendix B-1).

Generally, the referees found that the test items were suitable for the second-year class-teacher students' intellectual age. Some referees suggested that students should be helped by referring to the paragraph number and not to be asked to search in the whole text (items 14, 20, 21 and 22). Besides, some requested reforming items (7 and 25) (Appendix B-1). The researcher modified accordingly.

5.8.1.3. 2. Internal Consistency Validity of the Test

The internal consistency validity measures whether several items that propose to measure the same general construct produce similar scores. It highlights the correlation between the degree of each item with the test total average. It also shows "the correlation coefficient of the average of each domain with the total average" (Harb, 2013, p.80). This validity was calculated by utilizing Pearson Coefficient. Additionally, the correlation coefficient of each item with the total average was significant at level ($\alpha = 0.05$) (Appendix B-3). (Table 5.5) shows the correlation coefficient of each domain with the whole test and other domains.

It could be concluded that the test was consistent and valid as a tool for the research according to (Appendix B-2) and (Table 5.5).

5.8.1.4. The Items of the Test

The test consisted of twenty eight items that covered the above mentioned skills (Appendix B-1). All the items of the test were multiple choice ones because that sort of items formed one of the highly flexible and effective items. They could be utilized to measure either the simple or the difficult test items. Additionally, they could be applied in different standards, stages and subjects (Mikael (a), 2001).

5.8.1.5. The Pilot Study of the Achievement Test

The targets after conducting the pilot study were ensuring validity and measuring reliability. Moreover, it aimed to test the appropriateness, difficulty and easiness of the achievement test items from the students' point of view. A pilot study (Appendix B-2) was conducted on Wednesday (26/3/2014). It was implemented on a neutral sample of the second-year class-teacher students. The pilot study was applied on (18) students. Students were given clear instructions that clarified how to answer the items. Then, the results were recorded and statistically analyzed to measure the test validity and reliability.

After implementing the pilot test, test time was calculated according to the following formula:

Test Time =

$$\frac{\text{Time needed for the first student} + \text{Time needed for the last student}}{2}$$

2

Applying this formula, the researcher found that the suitable time for applying the test was (75) minutes (Appendix B-2).

5.8.1.6. Reliability of the Achievement Test

The second application of the achievement test took place on Wednesday (9/4/2014) on the same neutral sample to calculate reliability. The correlation coefficient between the two applications according to (Person) was (0.85) and that proved the test high reliability. Thus, it could be applied in the basic experiment.

5.8.1.6.1. Difficulty Coefficient

The difficulty of the test items is indicated by the number of students who answer particular test items incorrectly (Eaves & Erford, 2009). The Statistical Package of Social Sciences (SPSS) was utilized to calculate the coefficient of difficulty of each item. The results indicated that the difficulty coefficient of the test items ranged between (0.39-0.73) with a total mean (0.56) and consequently all the items were accepted (Mikhael (b), 2006) (Appendix B-4).

Chapter Five.....Procedures of the Research

Table 5.5: Pearson Correlation Coefficient of Each Domain with the Overall Score and Other Domains

<i>Domain</i>	Total Score	Understanding Facts & Details	Identifying Negative Facts	Locating Referents	Understanding Vocabulary in Context	Making Inferences	Determine Purpose	Recognizing Paraphrases	Recognizing Coherence	Summarizing Important Ideas	Organizing Information
Understanding Facts and Details	.761 **	1	.478 [*]	.604 [*]	.424 **	.489 [*]	.440 **	.278 **	.386 **	.664 **	.396 **
Identifying Negative Facts	.735 **		1	.577 [*]	.459 **	.502 [*]	.401 **	.459 **	.830 **	.646 **	.600 **
Locating Referents	.598 **			1	.395 **	.426 [*]	.474 **	.871 **	.625 **	.402 **	.444 **
Understanding Vocabulary in Context	.599 **				1	.392 [*]	.481 **	.474 **	.256 *	.502 **	.385 **
Making Inferences	.601 **					1	.376 **	.432 **	.359 **	.392 **	.304 **
Determine Purpose	.486 **						1	.529 **	.404 **	.422 **	.528 **
Recognizing Paraphrases	.473 **							1	.473 **	.423 **	.283 **
Recognizing Coherence	.515 **								1	.474 **	.640 **
Summarizing Important Ideas	.568 **									1	.433 *
Organizing Information	.423 **										1
Total Score	1										

(**) The correlation coefficient is significant at (0.05) level.

5.8.1.6.2. Discrimination Coefficient

Discrimination coefficient means the test ability to distinguish between the high and the low achievers (Al-Khateeb, 2012). The test items discrimination coefficient varied between (0.25-0.64). Since the items of the achievement should have discrimination coefficients larger than (0.25) (Abd Al-Hadi, 2001), all the items were accepted (Appendix B-5).

5.8.2. An Attitude Questionnaire

The questionnaire is considered a main instrument to get data and information (Harb, 2013). A questionnaire was prepared by the researcher to measure the second-year class-teacher students' attitudes towards implementing the blended learning strategy in the teaching-and-learning process. Furthermore, previous studies, experts' opinions and the researcher's experience were the foundation stone of constructing the questionnaire (Appendix F-1).

5.8.2.1. The Aim of the Attitude Questionnaire

The attitude questionnaire was designed to measure the experimental group students' attitudes towards implementing the blended learning strategy in the teaching-and-learning process.

5.8.2.2. Description of the Questionnaire

The initial questionnaire contained three main divisions. Firstly, (46) items were distributed into five categories: motivation, instructor, interaction, reading comprehension skills and methodology (Table 5.6). Those items were closed in the sense that each item was followed by a five -point Likert scale (1= strongly agree, 2= agree, 3= unsure, 4= disagree and 5= strongly disagree). Secondly, students were given five statements that represented five obstacles that might face them while learning by means of the blended learning strategy. Students

were asked to rearrange them according to their importance from their point of view. Thirdly, there was an open-ended item in which students were allowed to add any extra obstacles or attitudes.

Table 5.6: the Initial Attitude Questionnaire (First Division)

<i>N</i>	<i>Category</i>	<i>Number of Items</i>
1	Motivation	10
2	Instructor	7
3	Interaction	6
4	Reading comprehension skills	17
5	Methodology	6
Total		46

5.8.2.3. Validity of the Questionnaire

Referees' validity and internal consistency validity were implemented to ensure the attitude questionnaire validity.

5.8.2.3.1. Referees' Validity of the Questionnaire

"Validity is established if an instrument actually provides a measure of what it purports to measure" (Kember & Leungb, 2008, p.342). Besides, "validity of scale deals with the accurate interpretability and generalizability of results" (Abbas et al., 2006, p.175). To ensure validity, the questionnaire was refereed by some specialists in the Faculty of Education at Damascus University and the English Department-Faculty of Humanities and Social Sciences at Al-Ba'ath University (Appendix F-1). The questionnaire was presented to some referees who were asked to give information about name, job, place of work and comments on the questionnaire. Modifications, deletions and addition of some statements were made according to the referees' following notes:

1. Increasing the number of negative items in the questionnaire.
2. Changing the tense of the questionnaire verbs from the simple present tense to

the simple past tense.

3. Changing the name of the third item in Likert scale from (unsure) to (undecided).

Consequently, six negative items were added to the first division of the attitude questionnaire:

-Item no. (15): (The instructor did not provide extra explanation for the reading skills) was added to the second category (Instructor).

-Item no. (23): (I did not enjoy discussing ideas with my classmates via the forum on website) was added to the third category (Interaction).

-Item no. (28): (Mastering reading comprehension skills did not encourage me to browse on other English websites) and item no. (42): (Learning reading skills did not need to be evaluated by quizzes and tests on the website) were added to the fourth category (Reading Comprehension Skills).

-Item no. (45): (Implementing the blended learning strategy did not facilitate understanding the reading skills) and item no. (50): (Blended learning strategy did not help me to remember what I had learned for a long time) were added to the fifth category (Methodology).

Table (5.7) shows that the first division of the final questionnaire included five categories (Motivation, Instructor, Interaction, Reading Comprehension Skills and Methodology) with (52) items (26 positive items and 26 negative items) (Appendix F-2).

Table 5.7: the First Division of the Final Attitude Questionnaire

<i>N</i>	<i>Category</i>	<i>Number of Items</i>
1	Motivation	10
2	Instructor	8
3	Interaction	7
4	Reading comprehension skills	19
5	Methodology	8
Total		52

5.8.2.3. 2.The Internal Consistency Validity

The internal consistency validity means “the correlation of the score of each item with the total average of the scale. It also refers to the correlation of the average of each category with the total average” (Al-Agha, 1996, pp. 118-121). SPSS was utilized to calculate the internal consistency depending on (Person Correlation) at level (0.05). The results indicated that all the items of the categories were significant at level (0.05) (Appendix F-3).

Table 5.8: Pearson Correlation Coefficient for Every Category of the Attitude Questionnaire with the Total Degree of the Questionnaire

Pearson Correlation	Category One	Category Two	Category Three	Category Four	Category Five
	.889**	.925**	.912**	.892**	.892**

Significant Level: $\alpha = 0.05$

Table (5.8) indicates the correlation coefficient of each scope with the whole questionnaire. According to (Table 5.7) and (Appendix F-3), it could be concluded that the scale was highly consistent and valid as a tool for the study.

5.8.2.4. Reliability of the Questionnaire

Reliability refers to “the degree to which a questionnaire will produce the same result if administered again or the “test-retest” concept.” (Howard & Consultants, 2008, p.1). To ensure the questionnaire reliability throughout its replicability it was piloted on Tuesday (24/4/2014) on a neutral sample of (18) of the second-year class-teacher students. After two weeks, it was reapplied on the same sample. “Alpha Cronbach Coefficient was applied by means of SPSS and the result was ($\alpha = 0.754 > \alpha = 0.05$), and that assured the questionnaire reliability (Table 5.9).

Table 5.9: the Reliability of the Attitude Questionnaire

<i>Reliability Statistics</i>	
Cronbach's Alpha	N of Items
.754	18

5.8.3. A Multimedia Program (Multimedia-Based Activities)

The following multimedia program was designed to be one of the major components of the research website and to be applied offline in the computer lab if there was no possibility to learn online.

After reviewing the related literature of education technology and scientific studies of developing and designing blended learning educational program models according to design criteria, Al-Jazar model was selected to design an educational multimedia program. The following diagram illustrated the phases of designing the program according to (Al-Jazar model, 2002) which consisted of five phases: Study and analysis phase, design phase, production phase, evaluation phase and usage phase (Figure 5.1).

The researcher chose Al-Jazar model due to several reasons:

1. It follows the scientific approach of thinking.
2. It has a logical sequence.
3. It tries to provide appropriate solutions for students' needs.
4. The sub-stages of the five phases are organized systematically.

5. It covers all the teaching-and-learning events.

6. Its suitability to novice designers.

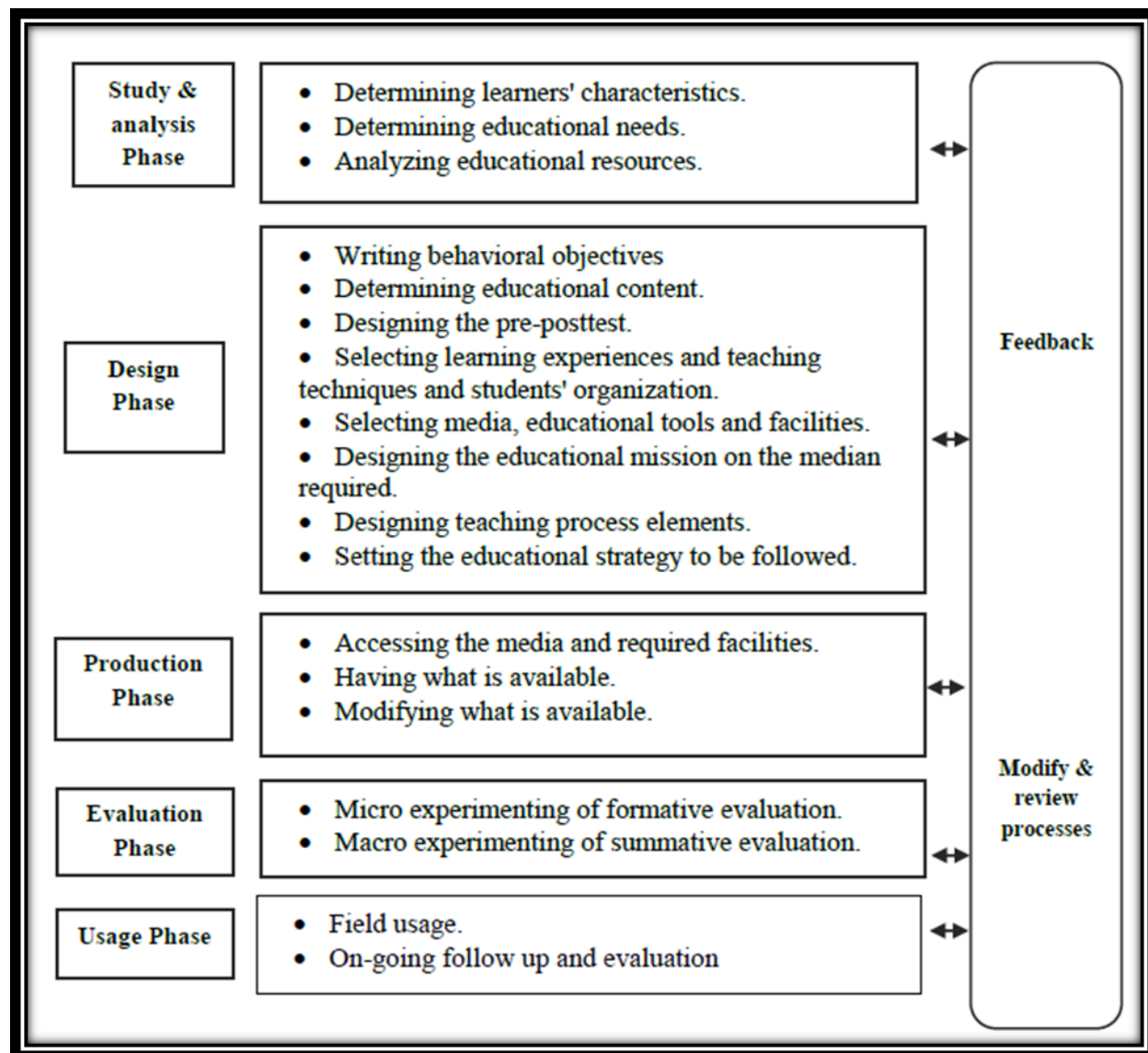


Figure 5.1: Al-Jazar Model for Designing and Producing Multimedia Interactive programs (Harb, 2013, p.45).

5.8.3.1. Study and Analysis Phase

In this stage, the following things were identified:

1. Students' characteristics.
2. Students' reading comprehension skills needs.
3. The available learning resources and facilities related to the proposed program.

5.8.3.1.1. Learners' Characteristics

Characteristics of the research sample were specified as follows:

1. All the participants were females.
2. All the participants were about twenty years old (Appendix G-1).

Table (5.10) shows that the mean of experimental group students' ages was (20.4) and its standard deviation was (1.3), whereas the mean of the control group students' ages was (20.5) and its standard deviation was (1.27). The value of the computed (t) was (0.30), and its statistical significance was (0.765), which was bigger than ($\alpha = 0.05$). That result assured the equivalence between both groups according to the age variable.

Table 5.10: t-test Results of Controlling the Age Variable

Group	N	df	Mean	Std. Deviation	t Value	Sig. (2-tailed)	Decision
Experimental	30	56	20.4000	1.30252	-.300-	.765	Not significant
Control	30		20.5000	1.27982			

3. Students of both groups were equal in their standard in English according to their scores of English in the second-semester of the first-year (2014/2015) (Appendix G-2).

Table (5.11) indicates that the mean of experimental group students' scores in the English Language 2 Course in the 2nd Semester of the 1st Year was (59.9) and its standard deviation was (12.8), whereas the control group's mean was (59.8) and its standard deviation was (12.35). The value of the computed (t) was (0.020), and its statistical significance was (0.98) and it was bigger than ($\alpha = 0.05$). That result

revealed the equivalence between both groups according to their scores of English Language 2 Course in the 2nd Semester of the 1st Year (Appendix G-2). On the other hand, equivalence between groups was approved after conducting the pre-achievement test.

Table 5.11: t-test Results of Controlling the Variable of English Language Achievement

Group	N	df	Mean	Std. Deviation	t Value	Sig. (2-tailed)	Decision
Experimental	30	56	59.9000	12.84751	.020	.984	Not significant
Control	30		59.8333	12.35142			

Table (5.12) shows that the mean of the experimental group students' scores in the pre-test was (58.96) and its standard deviation was (13.65), whereas the mean of the control group students' scores was (56.90) and its standard deviation was (12.54). The value of the computed (t) was (0.610), and its statistical significance was (0.544), which was bigger than ($\alpha = 0.05$). That result revealed the equivalence between both groups according to their scores in the pre-achievement test (Appendix G-3).

Table 5.12: the Difference between the Experimental and Control Groups in the Pre-Test

Group	N	df	Mean	Std. Deviation	t Value	Sig. (2-tailed)	Decision
Experimental	30	58	58.9667	13.65709	.610	.544	Not significant
Control	30		56.9000	12.54605			

5.8.3.1.2. Determining Educational Needs

The findings of the Present Study highlighted the educational needs from the students' point of view. In other words, they revealed the need to develop students' efficiency in the English language skills especially the reading skill. Additionally,

students expressed their need to learn the English language course by means of more attractive methods.

Responding to these needs, some texts from the course book were analyzed according to the selected reading comprehension skills. Moreover, an up-to-date strategy was determined for instruction and it was the blended learning strategy.

Identifying students' needs required preparing a list of reading comprehension skills that were necessary for the second-year class-teacher students in the Faculty of Education at Al-Ba'ath University (this list was prepared as one of the pre-requirements of the achievement test table 5.3).

5.8.3.1.3 .Analyzing Educational Resources

In this phase, the facilities and available resources (materials, devices, equipment, labs and rooms) which could be used in fulfilling the research aims were identified and determined. The available possibilities were a computer lab equipped with computers and presentation devices (Data Show and an Internet service).

5.8.3.2. Design Phase

This phase included a set of minor steps based on the data collected in the analysis phase:

1. Determining the educational objectives.
2. Determining the educational content.
3. Designing a pre/post-test.
4. Selecting learning experiences and instructional techniques as well as students' organization (individually, pair or groups).
5. Selecting media and educational tools.
6. Designing the student's guide, quizzes and tests.
7. Preparing the suitable pictures and video extracts.
8. Designing instructional process elements.
9. Setting the educational strategy (the blended learning strategy).

5.8.3.2.1. Determining the Educational Objectives

The behavioral and general objectives were written after determining the skills to be instructed (Appendix C-2).

5.8.3.2.2. Determining the Educational Content

Some texts from students' course book (*Life Lines*) formed the educational material: Modern Manners, Christmas Day, Culture Clash, Frogs, Fit for Life or Fit to Drop, Are You a Telly Addict, The Ancients and Modern Olympics, A Year out and What Can be Shown on TV. These texts were chosen for their flexibility. Additionally, the texts were analyzed according to selected skills which were applied in the TOEFL Test (Gallagher, 2006, Rogers; 2007; Sharpe, 2008). The reading comprehension skills were: understanding facts and details, identifying negative facts, locating referents, understanding vocabulary in context, making inferences, determine purpose, recognizing paraphrases, recognizing coherence, summarizing important ideas and organizing information.

One of the targets after implementing the blended learning strategy was supplying students with extra chances for training. Therefore, each text was analyzed in accordance with all of the above mentioned reading comprehension skills. Additionally, a guide for the program was designed (Appendix C-1), and suitable video extracts and pictures were downloaded from either YouTube or Google engines.

5.8.3.2.3. The Achievement Pre/Post-Test

The following procedures were conducted for designing the achievement pre/post-test:

1. Stating the test general aims.
2. Writing test items that covered the selected skills.
4. Ensuring the test validity and reliability (Appendix B-2).

5.8.3.2.4. Selecting Instructional Techniques and Students' Organization

The instructional techniques refer to the means throughout which the objectives and outcomes might be achieved (Centre for the Enhancement of Learning & Teaching, 2013). A blended learning strategy would be applied on the experimental group. Meanwhile, the traditional method of instruction would be applied on the control group. On the other hand, individual, pair and group organization would be implemented.

5.8.3.2.5. Selecting Media, Educational Tools and Facilities

PowerPoint presentations, website package, computers, data show and Internet service were utilized.

5.8.3.2.6. Designing the Educational Content

The content was designed according to the learners' characteristics, needs, faculty capabilities and the time scheme.

Table 5.13: the Educational Content

<i>N.</i>	<i>Educational Content</i>
1	Blended Learning Strategy(Brief Idea)
2	Reading Comprehension Skills (Brief Idea)
3	Training Activities
4	quizzes and tests
5	Guide
6	Ten Lessons

5.8.3.2.7. Designing the Elements of the Instructional Process

Designing the elements of the instructional process passed throughout several steps which included the activities in each step as well as the rationale behind each activity (Table 5.14).

Table 5.14: the Design of the Instructional Process

<i>Factor</i>	<i>How to be designed</i>	<i>Aims</i>
Warming up	Various activities-videos-pictures	To attract students' attention
Revising Prerequisites	(Student's guide) Instances to revise them	To start the instructional process
Identifying Objectives	Stating each lesson objectives	To make students know what is expected from them
Presentation	Explaining a different skill (sub-strategy) in each lesson	To involve students
Asking for response	Giving students relevant activities (Practise and Study Icon)	To be sure students understand
Feedback	Reinforcing responses (positive-negative)	To reinforce correct information
Evaluating Learning	Quizzes and tests to measure objective achievement and learning	To know the extent of objectives achievement

5.8.3.2.8. Setting the Educational Strategy

“Strategy is a systematic plan, consciously adapted and monitored, to improve one’s performance in learning” (Afflerbach, Pearson & Paris, 2008, p.368).The blended learning strategy and ten sub-strategies were utilized in instructing the experimental group.

Students could not read quickly and fluently without paying attention to the reading components. Additionally, they faced many difficulties while dealing with

English texts. Therefore, it was very necessary for them to be strategic while reading. They needed to learn certain strategies as a pre-instructional phase before obtaining reading skills. They needed to be aware of the systematic steps of the strategy they are dealing with. Consequently, students were supplied with certain steps (sub-strategies) to follow while learning of the ten selected skills (Appendixes H).

On the one hand, students attended the classes in the computer lab where they could interact directly with each other and with the instructor. The instructor made use of the multimedia-based activities, pictures, video extracts, student's guide and PowerPoint presentations. Outside the faculty, students could make an access to the website by means of their special user names. On the website, students could revise the skills, do quizzes and tests, talk with each other throughout the Chat Room and contact with the instructor by means of e-mail service.

5.8.3.3. Production Phase

As table (5.15) shows, the researcher designed some materials such as (a guide, activities, quizzes and tests) (Appendixes: C-1, DVD, C-5, C-6 & C-7). Other materials were downloaded from the Internet (video extracts, pictures and educational links) or taken from the course book.

Table 5. 15: Designing and Producing the Educational Media

<i>N</i>	<i>Material/ educational media</i>	<i>Production/ Selection</i>
1	Videos	Selection
2	Photos	Selection
3	Electronic Post-Test	Production
4	educational links	Selection
5	Multimedia program	Production
6	Electronic quizzes and tests	Production
7	Guide	Production

3.8.3.4. Evaluation Phase

According to Al-Jazar model, (2002) the evaluation process ought to follow this diagram (Figure 5.2).

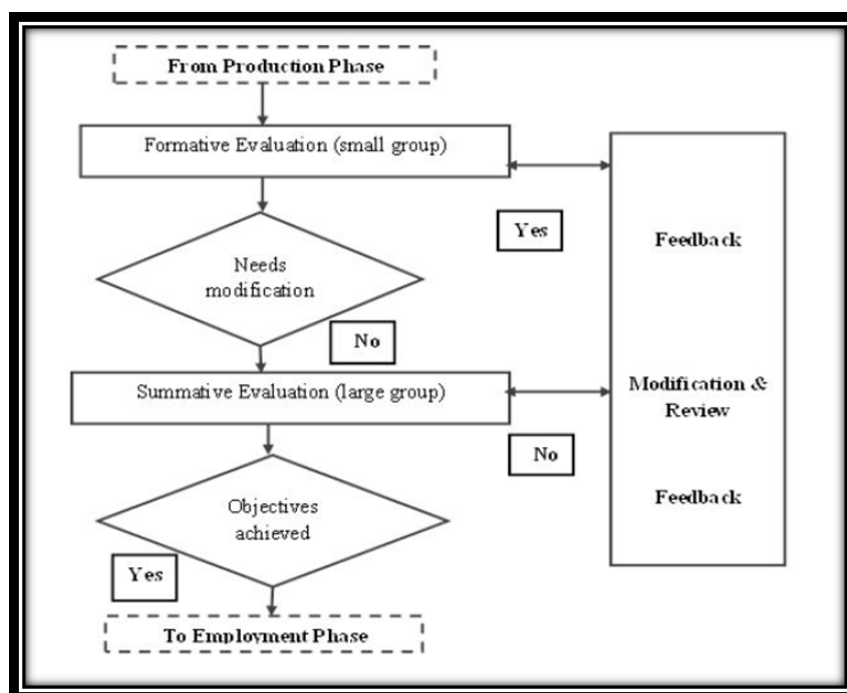


Figure 5.2: Formative and Summative Evaluation during the Evaluation Phase (Harb, 2013, p.92)

5.8.3.4.1. Formative Evaluation (Mini Experimenting)

Formative evaluation means “systematic evaluation in the process of curriculum construction, teaching, and learning for the purposes of improving any of these three processes” (Bloom, Hastings & Madaus, 1971, p.117).

The program was evaluated after each phase of production processes to highlight the positive and negative points. Moreover, modification, adding or removing items could be applied. The Formative evaluation was addressed by presenting the initial copy of the multimedia program to some specialists and experts to be refereed.

5.8.3.4.1.1. Validity of the Multimedia Program (Multimedia-Based Activities)

The first version of the multimedia program was submitted to a group of specialists (Appendix E) to ensure its validity. Consequently, the suggested adjustments were done in the light of their recommendations:

- The emergence of the program title should start from the left direction instead of the right one.
- Shortening the video time related to the Culture Clash text.
- Exchanging the video of Modern Manners text due to its inappropriateness.
- Correcting some typing mistakes.

Then, the multimedia program including (the objectives, the activities, the pictures, the video extracts and the guide) was presented to the referees again to be evaluated. The referees accepted the multimedia program and so it became ready for implementation.

5.8.3.4.2. Summative Evaluation (Vast Experimenting)

Summative evaluation means “the entire range of outcomes associated over a long-period and assesses students' mastery of those skills” (Bloom et al., 1971, p.117).

To verify the suitability of the multimedia program, a pilot study was conducted on a neutral sample aiming at:

1. Identifying difficulties of implementation.
2. Determining the time schedule for the basic experiment application.
3. Modifying what is necessary in the initial draft before implementing it on the basic research sample.

The pilot study lasted from (30/3/2014) to (4/5/2014). Students of the pilot study were highly motivated by the multimedia program. They were interested in the self-learning strategy in association with the instructor guidance.

5.8.3.4.3. Description of the Multimedia Program (Multimedia-Based Activities)

The program first slide represented the interface which contained the title which appeared gradually accompanied by music. Moving to the next slide without waiting the introduction to finish required clicking on the word “**skip**” (Figure 5.4).

Chapter Five.....Procedures of the Research

The next slide was the **(Practise and Study)** frame. Three main icons could be seen in this slide: "Skills Menu", "Texts Menu" and "Exit" (Figure 5.5).

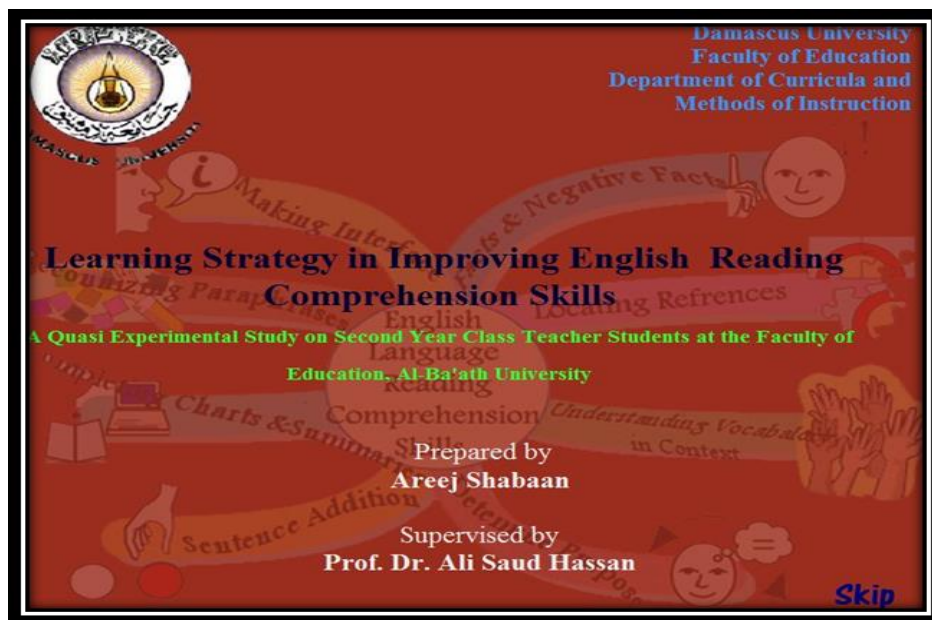


Figure 5.3: the Interface of the Multimedia Program



Figure 5.4: the (Practise & Study) Slide

1. Texts Menu

Clicking on this menu (the yellow pencil), a slide would appear containing images that represented the selected texts; (Modern Manners, Christmas Day, Culture Clash, Frogs, Fit for Life or Fit to Drop?, Are You a Telly Addict, The Ancient and Modern Olympics, A Year out and What Can be Shown on TV). Besides, there were two upper buttons: (Student's Guide and the Main Menu) and two down buttons: (Objectives and Exit) (Figure 5.6).

Reading any text required clicking on the image that represented it. The slide of each text was supplied with a scroll .Inside the text frame, there were two upper buttons (Student's Guide and Texts Menu) and six down buttons: (Next Text, Exit, Image, Video, Objectives and Previous Text) (Figure 5.7).

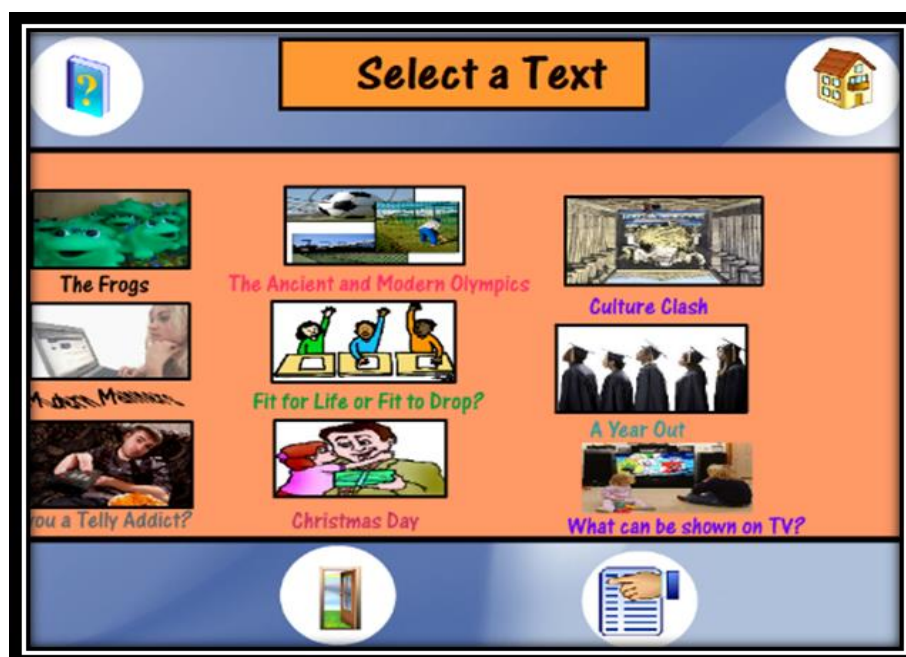


Figure 5.5: the Texts Menu Icon

1.1. Next Text: this button led to the following text.

1.2. Previous Text: this button enabled students to return to the previous text.

1.3. Exit: this button enabled students to quit out of the program.

1.4. Help (Student's Guide)

This icon supplied students with instructions that help them in:

1. Making use of the multimedia program which they could use in the computer lab). Students could use “The Guide” Icon during their practice. As soon as, they finish they had to click on the return button to go back to the activity they were doing.
2. Making an access to the website, how to navigate and move between website pages and how to do quizzes and tests and how to make benefit from the website components.



Figure 5.6: a Text Slide

2. Skills Menu

This menu (the blue pencil) contained three major icons (“Texts Menu”, “Main Menu” and “Exit”) and ten sub-icons that represented the selected skills. Direct connection to the texts menu could be made by clicking on the “Texts Menu” icon, whereas clicking on the “Main Menu” icon meant returning back to the “Practise and Study” Slide.

Chapter Five.....Procedures of the Research

Each skill was applied to all the texts for extra benefit. The number of the training activities varied from one skill to another due to the flexibility of the text and difficulty of the skill (Table 5.16) (Figure 5.7).

Table 5.16: Number of Activities in Each Skill

<i>Skill</i>	<i>Activity</i>
1	31
2	14
3	35
4	32
5	13
6	14
7	7
8	7
9	9
10	7



Figure 5.7: the Skills Menu Frame

2.1. Activities Types

2.1.1. “Yes” & “No” Activities

In these activities, the answer ought to be selected by clicking on either “Yes” or “No”. Then, students would receive either positive or negative feedback and they could retry (Figure 5.8).

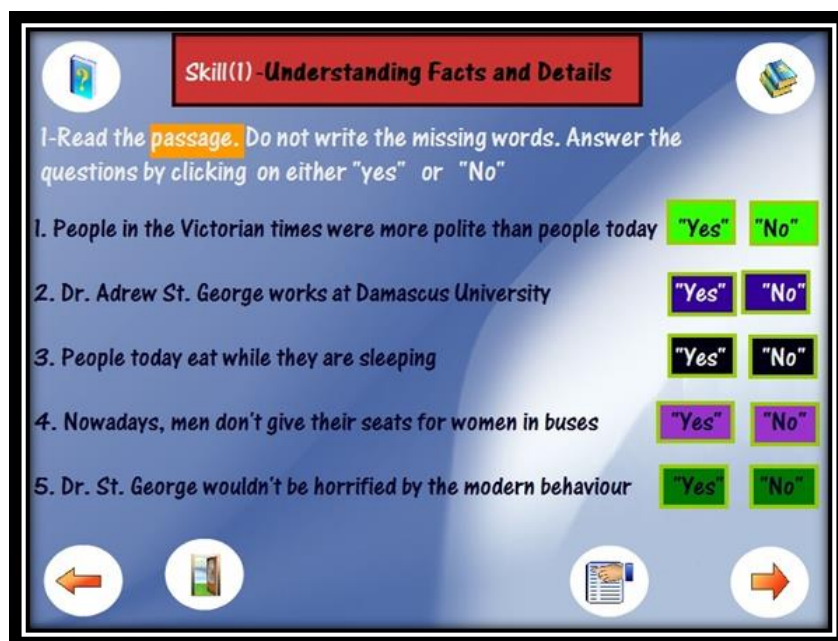


Figure 5.8: an instance of “Yes” or “No” Activities

2.1.2. Multiple Choice Activities

In these activities, students were introduced to four choices and they could answer by clicking on one of them. Consequently, they would receive either positive or negative feedback and they could retry (Figure 5.9).

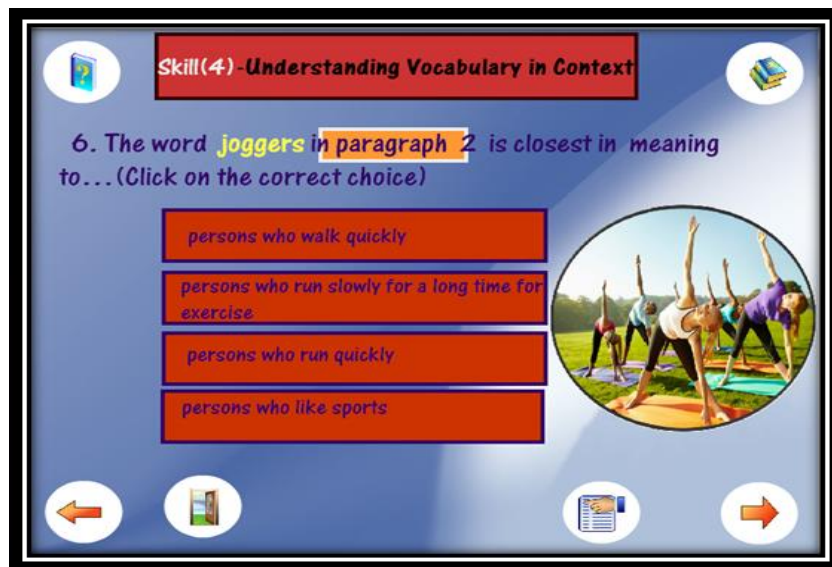


Figure 5.9: an Instance of the Multiple Choice Activities

2.1.3. I-X-C (Incomplete, False or Correct) Activities

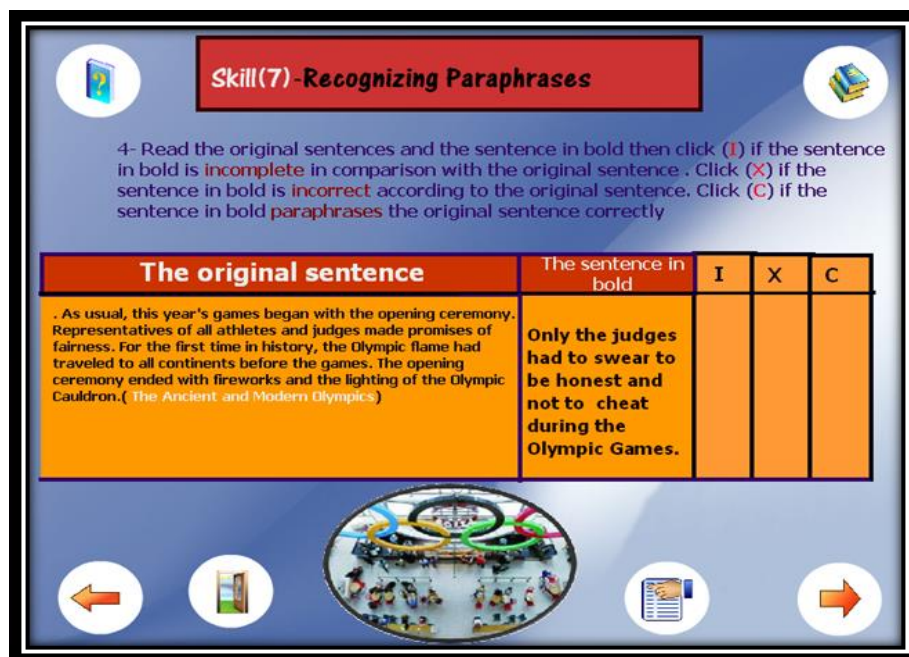


Figure 5.10: an Instance of the (Incomplete, False or Correct) Activities

In these activities, students had to read the sentence in bold and choose:

- 1-(C) if it represented the main ideas of the original sentence.
- 2- (I) if it contained part of the main idea of the original sentence.
- 3-(X) it was completely different from the original sentence. Students would receive either positive or negative feedback and they could retry (Figure 5.10).

2.1.4. “Add a Sentence” Activities

To do this kind of activities, students had to find the best place in the passage to add a sentence. Students would be introduced to a text or paragraph that included four squares (■) that represented four suggested places to add the new sentence. To choose a place for the new sentence students had to click on one of the squares. Students would receive either positive or negative feedback and students can retry (Figures 12 & 13).



Figure 5.11: an Instance of “Add a Sentence” Activities

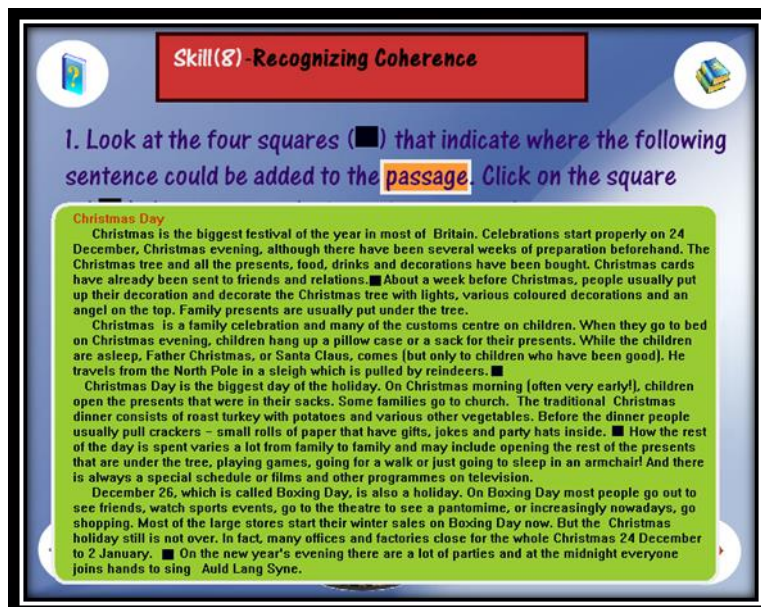


Figure 5.12: an Instance of “Add a Sentence” Activities

2.1.5. To Choose a Brief Summary of a Passage, or to Organize Information (Completing Charts)

Students had to drag the suitable answers and put them in the supplied boxes or in their suitable places in the chart. Students would receive either positive or negative feedback and students can retry (Figures 13 & 14).

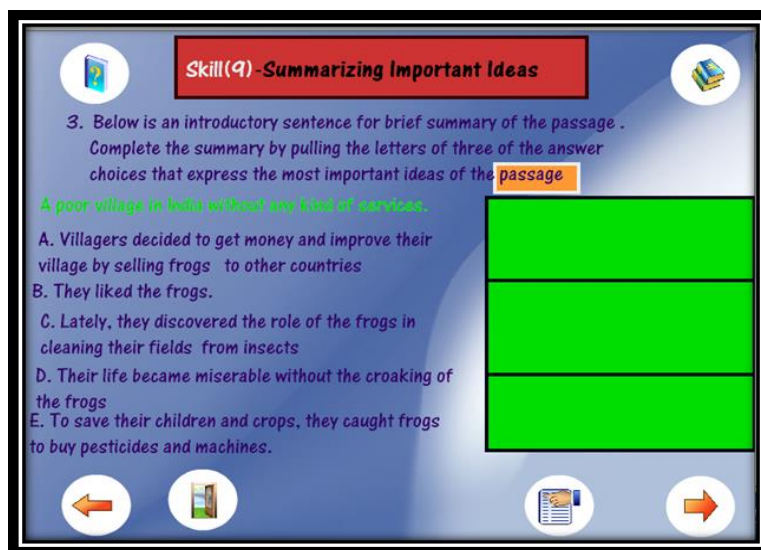


Figure 5.13: an Instance of “Summarizing Important Ideas” Activities

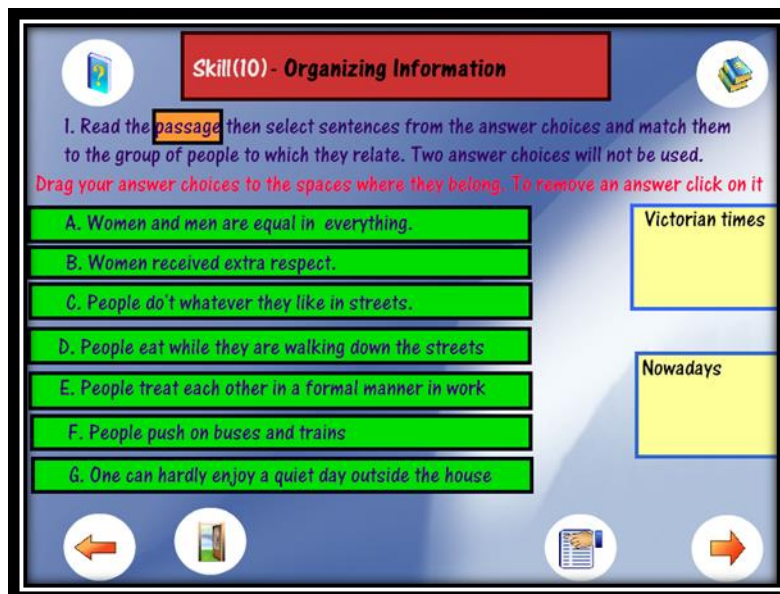


Figure 5.14: an Instance of “Organizing Information” Activities

5.8.3.5. Implementation Phase

The implementation phase was applied in association with the implementation phase of the website from (26/10/2014) to (30/11/2014).

Before treatment, the experimental group attended two training classes. PowerPoint presentations were utilized to introduce the skills. Texts from the course book were dealt with. Feedback was supplied by the instructor as well as by the multimedia program. Video extracts and images were presented for extra attraction and for leading discussion with students. Individual, pair and group work were implemented.

5.8.4. A Website on the Internet

The Internet stands for “interconnection of computer networks”. It is a massive hardware combination of millions of personal, business and governmental computers, all connected like roads and highways. The Internet connects millions of people throughout broadcasting different software packages (Gil, 2015). “The prevalence of the Internet has profoundly affected many aspects of society,

including higher education, where the demand for online learning is growing exponentially” (Baker, 2010, p.2). The Internet can be utilized for academic purposes, that the university mainframe computer can be connected with students’ computers by cables and wireless signals. “The Internet enables computers to send one another small packets of digital data” (BBC. Webwise, 2012, p.1). On the other hand, a website is a collection of web pages. They are documents that are accessed throughout the Internet. “A website is a related collection of the World Wide Web (WWW) files” (Rouse, 2005, p.1). In brief, the website is a place connected to the Internet, where a company or a person puts information.

5.8.4.1. Web-Based Education

Twenty first century students are no longer convinced with face-to-face educational environments due to the fact that they do not provide them with the kind of education they need. These characteristics can be offered by means of the interactive and networked environment. **Course Management Systems** (CMSs) is one of the ways of using web effectively. CMSs tools enable educators to design a course website. They become able to “make courses effective by providing access control, uploading and sharing materials, holding online chats, giving quizzes, gathering and reviewing assignments, recording grades and providing automation to educational activities” (Cankaya, 2012, p.4). There have been two types of CMSs:

5.8.4.1.1. Special systems

These systems are designed by educational institutions and universities to present their courses such as: Polis System.

5.8.4.1.2. Ready systems

These systems are available on the Internet. They might be rented and utilized

for educational targets (Shin, 2008). Systems like Moodle (www.moodle.org), Tutor (www.atutor.ca), Blackboard(<http://www.blackboard.com>), Dokeos (www.dokeos.com) are examples of CMSs (Cankaya, 2012).

In this research, Moodle was utilized as a ready system to download the components of the website.

5.8.4.1.2. 1. MOODLE

MOODLE is a CMS (Course Management System) and it is known as a Learning Management System (LMS). The acronym MOODLE stands for “Modular Object-Oriented Dynamic Learning Environment”. Delivering online courses and supplementing face-to-face courses form the aim of Moodle (Cankaya, 2012). The essence of utilizing CMSs (Courses Management Systems) is changing “the instructor’s role from the sender and source of knowledge to be an influencer who can connect participants in a more individualized way that touches their own learning needs, and moderate debates and work in a way that collectively leads the learners towards the learning goals of the group” (Zsolt & Egyetem, 2008, P.4).



Figure 5.15: an Instance of Moodle



Figure 5.16: an Instance of Moodle

•MOODLE Features

- It is an alternative to expensive CMSs like WebCT & Blackboard.
- It can be utilized by administrator, instructor, student and guest, but users ought to have a user name and password for authentication.
- It provides users with learning communication tools such as discussion board, forum, e-mail, calendar and chat.



Figure 5.17

- Teachers can add discussions and course activities to any date they want.
- It provides some standard question types: essay, multiple-choice, matching,

embedded answers (cloze test/gap fill), short answer and so on (Cankaya, 2012).

- MOODLE supports many types of plug-ins: Activities, resource types, question types, data field types (for the database activity), graphical themes, authentication methods, enrollment methods and content filters.
 - MOODLE allows students to download their files and exchange them with each other (Zsolt & Egyetem, 2008, p.9).
 - Its feasibility enables the implementation of a combination of network and face-to-face training.
 - It solves the problem of limited training time and space in face-to-face training.
- Besides, MOODLE helps instructors in downloading and correcting students' quizzes and tests.
- It creates a condition for applying action learning to instructor training and makes instructor training a lifelong learning while working and researching (Li & Yang, 2007).

The researcher rented a domain for one year from the “Syrian Computer Society” in Homs. The following URL was given to the researcher (/http: //al-areej 4 blended learning) but the domain was not flexible enough to accept all the information. Therefore, a new domain was rented for one year from a private company (/http://90.153.255.233/~alareej/courses).

5.8.4.2. Arrangement of Website Components

The website was designed as an extension to the course outside the class. Ruffini model was adopted for designing the website components. The model consisted of seven elements:

5.8.4.2.1. Web Audience

The experimental group students comprised the web audience. The sample was selected purposefully. In other words, each student in the experimental group ought

to have a computer at home, owned the basic skills of making an access to the Internet and had the possibility to make an access to the Internet and sending e-mails.

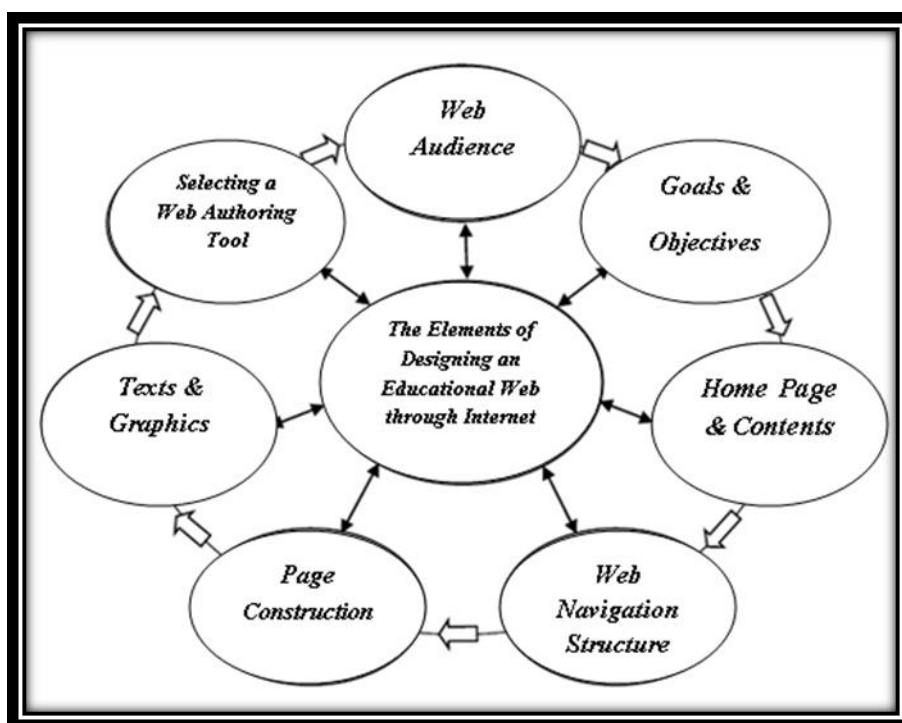


Figure 5.18: Ruffini's Model for Designing an Educational Web throughout the Internet

5.8.4.2.2. Goals and Objectives

The aims after utilizing the website were:

- Contacting between the instructor and students outside the classroom.
- Enabling students to visit the website and getting ideas about the blended learning strategy, the reading comprehension skills and the general and behavioral objectives.
- Providing students with the opportunity to get benefit of the training enrichment activities and train whenever and wherever they liked.

Chapter Five.....Procedures of the Research

- Supervising students' progress in learning the selected skills.
- Enabling students to get benefit from the enrichment pictures and video extracts and learn more about the selected topics.
- Enabling students to communicate effectively with each other and with the instructor via e-mail service or Chat Room.
- Integrating the technology-based method of learning with the traditional one.
- Supplying students with extra chances to widen their information throughout the extra enrichment links available on the website (Al-Deirshaw, 2011).
- Utilizing the information in the resources to prompt students' knowledge (Hasan, 2012).

5.8.4.2.3. Homepage and Contents

The homepage is the main page of a website and the screen from which all other screens on the website can be linked (Rouse, 2005).The homepage is utilized to facilitate navigation to other pages on the website by providing links to important pages and possibly a search box. The Home Page should be attractive in the terms of colours lines and total shape. The components should not be dense enabling students to focus on specific web content (Al-Far, 2000).

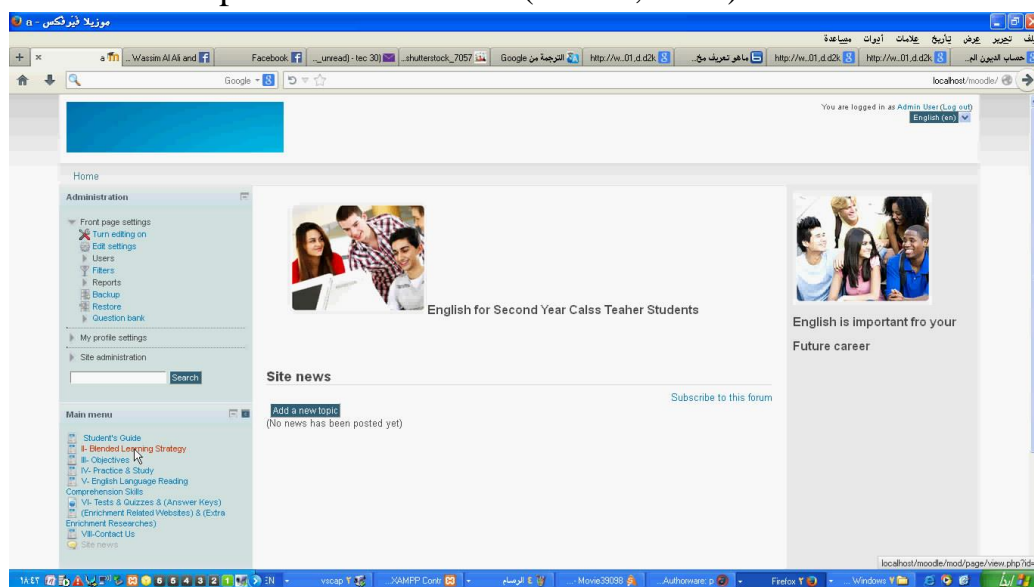


Figure 5.19: the Research Website Interface

Chapter Five.....Procedures of the Research

The Homepage of the researcher's website included a number of subtitles that were linked to other pages in a Net-links system (Figure 5.19). According to Ruffini's model, the website contents were distributed into eight divisions:

I. Student's Guide:

The guide included instructions that could help students in their navigation and movement on the website. Besides, instructions about quizzes and tests were implied (Appendix C-1).

II. Blended Learning Strategy:

Information about the blended learning strategy was implied here. Students could read different definitions relating the blended learning strategy and specially the researcher's definition whenever and wherever they wanted (Appendix C-3) (Figure 5.20).

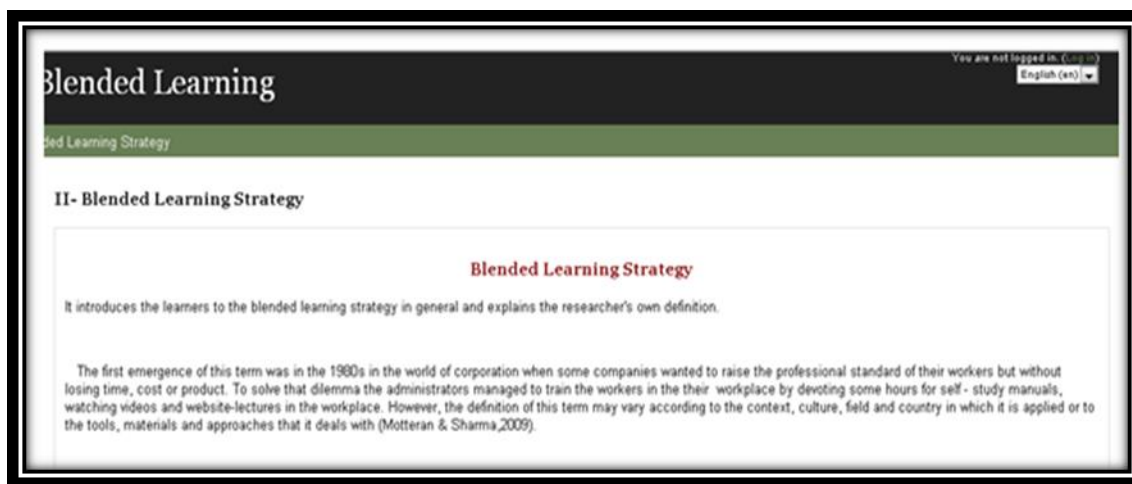


Figure 5.20: Website Components (Blended Learning Strategy)

III. Objectives:

The general and behavioral objectives were put in this division (Appendix C-2) (Figure 5.21).

IV. Practise & Study (Skills Activities):

Activities related to the selected skills were put in this division. Besides, there were links for images and video extracts throughout the (**Texts and Graphics**) division.

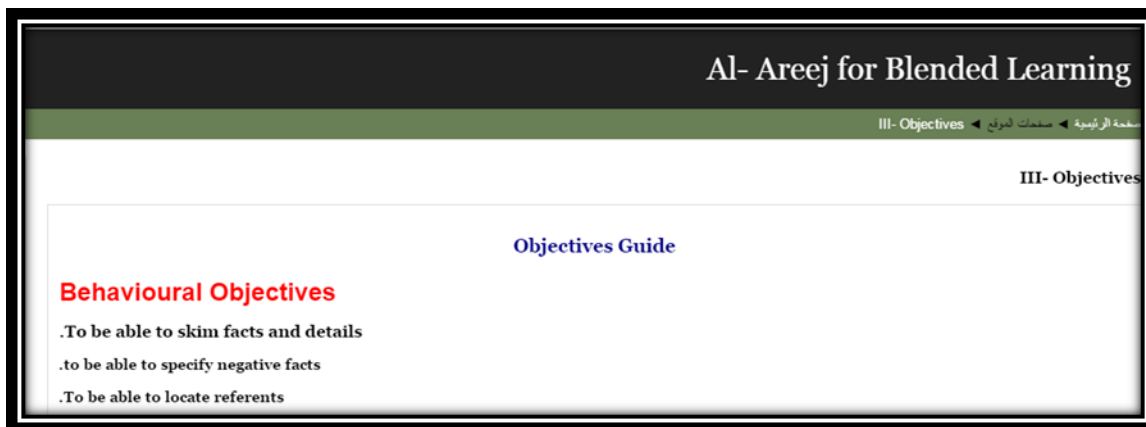


Figure 5.21: Website Components (The Behavioral Objectives)

V. English Reading Comprehension Skills:

This division included some knowledge about the selected skills (Appendix C-4).

VI. Tests, Quizzes and Answer Key:

The researcher put ten quizzes and three tests in this division to supervise students' progress in learning the skills. Besides, quizzes answer key, tests answer key and activities answer key were available in this division (Appendix C-5, C-6, D-1, D-2 & D-3).

VII. Enrichment Related Websites:

Students were supplied with extra enrichment related URLs. Students could visit these URLs for extra benefit. The target was helping students in raising their self-

Chapter Five.....Procedures of the Research

confidence and widening their knowledge (Appendix C-7).

VIII. Contact us:

This division supplied students with the instructor's e-mail to send their inquiries. Additionally, students could contact with each other immediately throughout the “Chat Room”.

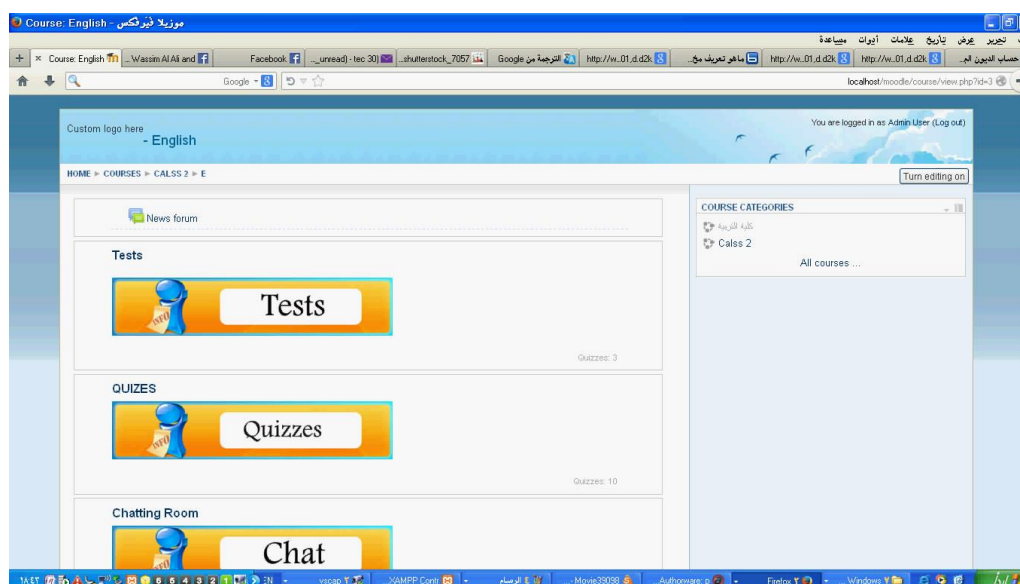


Figure 5.22: Website Components (Tests & Quizzes)

5.8.4.2.4. Website Navigation Structure

Net-links system was adopted for moving between the website pages.

5.8.4.2.5. Construction of the Website Pages

Simplicity, clearness and coordination formed the basic principles for constructing the website pages. Font size, type and colour were taken into consideration. The font features had to suit students' intellectual age and the aims of the website. Contents of pages were not dense in order not to confuse students and to be easily downloaded. The web pages were constructed and written by

means of the symbols of (html) (Hyper Text Markup Language) language (Al-Deirshaw, 2011).

5.8.4.2.6. Texts and Graphics

The researcher selected eleven texts from the students' text book. Then, she prepared ten lessons to introduce the selected skills. The texts and lessons were downloaded in this division. Texts were supplied with images and video extracts.

5.8.4.2.7. Selecting a Web Authoring Tool

The web authoring tool should help the web designer to fulfill his aims. Usually tools such as Dream Weaver, Visual Front or Front Page are used in designing websites (Ssemugabi, 2006). The Front Page was utilized in designing the website of this research.

5.8.4.3. Validity of the Website

The website was evaluated by a number of referees (Appendix E). They reviewed the website components and gave their opinions about the website features: (front page, materials arrangement, movement between website pages, loading time, pictures, videos, colors and font size) (Appendix M). The referees accepted the efficiency of the website.

5.8.4.4. Pilot Study of the Website

A pilot study was conducted to:

1. Ensure of the validity of the website.
2. Experiment the components of the website before its final application.
3. Examine the suitability of the website to students' level.
4. Determine the time needed for each quiz and test.
5. Identify difficulties of implementation.
6. Modifying what is necessary in the initial draft before implementing it on the basic study sample.

The pilot study was applied on a neutral sample of (20) from the second-year class-teacher students in the Faculty of Education at Al-Ba'ath University. The application took place in the computer lab and lasted from (30/3/2014) to (4/5/2014). During the pilot study, the following points were noticed:

1. Most of the students liked dealing with the website and were motivated by the interesting presentation of the website materials and the self-learning strategy with the instructor's guidance.
2. Most of the students enjoyed studying and practicing the skills activities and they were interested in the immediate feedback.
3. Most of the students enjoyed sharing in the work group activities with the instructor's guidance.
4. Most of them could do the quizzes and received the scores immediately.
5. There were individual differences between students related to time needed for doing the activities and quizzes, but all of them could complete them with instructor's and peers' help.
6. Students needed more time for doing some activities (skills: 8, 9, and 10).
7. Students who were not very familiar with Internet usage were frustrated by the quizzes at the beginning and needed more training and patience.
8. Some students were frustrated by the unfamiliar vocabulary in the website materials.
9. Many students were confused while sending e-mails or using the Chart Room and needed extra training.
10. Slow access to some of the website icons (Pictures, video extracts and the extra enrichment links).

Based on these observations, the researcher applied the following:

- Giving more time to do each quiz.
- Encouraging students to send their enquiries to the instructor whenever they needed.
- Asking students to train more at home.
- Allowing students to do the ten quizzes and tests at home on the website on the Internet.
- Establishing e-mails for some students and teaching them how to send e-mails.

- Encouraging students to contact with each other and discuss their ideas via the e-mail and Chat Room.

5.9. Implementing the Blended Learning Strategy

After preparing the study tools for application, the researcher got the permission from the Deanery of the Faculty of Education at Damascus University and from the Deanery of the Faculty of Education at Al-Ba'ath University as well (Appendix K) to implement the blended learning strategy on a sample of the second-year class-teacher students in the Faculty of Education at Al-Ba'ath University.

Two workshops were held with the experimental group students. The aim of the two workshops was training them on utilizing the website materials. Both workshops were applied in the Faculty of Education on (19/10/2014) and (21/10/2014).

Implementing the blended learning strategy on the experimental group took place in the Faculty of Education computer lab, whereas the control group was instructed in the classroom traditionally. Both groups attended (11) face-to-face classes with two classes per a week. Implementation lasted from (19/10/2014) to (30/11/2014) (Table 5.17).

Students started attending classes in the Faculty of Education nearly a month after the official start of the 1st semester in the academic year (2014/ 2015). Officially, there was one class for the English course weekly. Fulfilling the blended learning strategy required asking the participants to attend twice a week to finish before the practical exams. Moreover, attending the face-to-face classes was obligatory.

The control group learned in a traditional environment. The instructor and the text book were the source of information. On the other hand, the experimental group students learned in a blended environment (face-to-face & multimedia-based environment). They learned from the instructor and from the website (or by means of the multimedia-based materials). Generally, the instructor made a revision of the

pervious lesson by means of the PowerPoint program slides throughout the data show. Additionally, each lesson the instructor made a five-minutes revision of the instructions of using the website materials. Then, a discussion was held with students after presenting a video extract that was in relation with the text they would deal with. The objectives of the lesson were presented to make students aware of what they were expected to achieve by the end of the class. Afterwards, the new skill (sub-strategy) was illustrated and enriched by the pictures and multimedia-based activities (Table 5.14).

In class, students were in touch with the instructor who associated and supervised their learning. The instructor illustrated tasks and offered help in the pair and group work activities. Moreover, the website or the multimedia-based activities offered immediate feedback. Outside the classroom, the guide on the website offered a round the clock source of instructions. The experimental group students could revise the lesson, read the texts at their own speed, do the skills-activities again and download the associated pictures or video extracts. Additionally, they had to do the related quiz after each skill. Furthermore, three whole tests had to be done after learning the tenth skill. Students could make an access to the enrichment links for extra benefit. Besides, they could cooperate with their colleagues using the e-mail or Chat Room.

Students' work was monitored by the instructor on the website outside classes. The instructor could make an access to the account of every student of the experimental group. She could share materials and offer help by E-mail and Chat Room. Besides, she could know the time of students' access to the web, how many times they tried, the scores they got and what enrichment links they used. The instructor was the facilitator and guide of learning that she offered continuous directions and assistance inside and outside the classroom.

5.10.Procedures of Data Collection

•The Immediate Post-test

Immediately after (11) classes of instruction, a seventy-five minutes pen-and-paper post-test (PPPT) was administered on the control group (Appendix N), whereas the experimental group sat for a computer-based post-test (CBPT) (Appendix O). The post-test was the pre-test itself, which was administered on both groups prior treatment and it was a pen-and-paper pre-test (PPPT) for both groups. The aim of the immediate post-test was to measure students' English reading comprehension skills achievement after treatment either via Blended Learning Strategy (BLS) or by means of Teacher-Based Instruction (TBI). The test was consisted of (28) items. 100 scores were assigned to the test. Afterwards, scores were recorded, computed and interpreted.

•The Attitude Questionnaire

The day after administrating the immediate post-test, the experimental group students were given a pen-and-paper attitude questionnaire (PPAQ). The experimental group students were informed that the PPAQ aim was to investigate their overall attitudes regarding learning English via the Blended Learning strategy. The questionnaire application took place in the computer lab. Items of the questionnaire were presented on the Data Show. Students' tasks were facilitated to avoid any kind of misunderstanding. Students had to tick (✓) in the appropriate box for each item.

•The Postponed Post-Test

A couple of weeks post the immediate post-test application, a postponed post-test was conducted on both groups. The aim of the postponed post-test was to investigate students' ability to retain information after two weeks of treatment.

Table 5.17: Stages of Collecting Data

<i>Stages of Collecting Data</i>		
Experimental Group		Control Group
<i>I. Treatment</i>	Two workshops were held on: 19/10/2014 & 21/10/2014	X X X X X X X
	1 st Class: 26/10/2014	1 st Class: 26/10/2014
	2 nd Class: 28/10/2014	2 nd Class: 28/10/2014
	3 rd Class: 2/11/2014	3 rd Class: 2/11/2014
	4 th Class: 4/11/2014	4 th Class: 4/11/2014
	5 th Class: 9/11/2014	5 th Class: 9/11/2014
	6 th Class: 11/11/2014	6 th Class: 11/11/2014
	7 th Class: 16/11/2014	7 th Class: 16/11/2014
	8 th Class: 18/11/2014	8 th Class: 18/11/2014
	9 th Class: 23/11/2014	9 th Class: 23/11/2014
	10th Class: 25/11/2014	10th Class: 25/11/2014
	11 Class: 30/11/2014	11 Class: 30/11/2014
II. Immediate Post Test (2/12/2014)		
Experimental Group		Control Group
III. Attitude Questionnaire (3/12/2014)		
Experimental Group		
IV. Postponed Post-Test (16/12/2014)		
Experimental Group		Control Group

5.11. Obstacles of Implementation

Implementing the blended learning strategy faced some obstacles:

1. Power cut off:

This obstacle could be solved by a power generator available in the Faculty of Education. But, everything that was in action ought to be restarted and that problem could not be solved.

2. Internet service was often slow or unavailable:

This obstacle could be faced by utilizing the designed multimedia program and other materials offline.

3. Students' interaction with the blended learning strategy:

Students were reluctant to participate and cooperate with their colleagues throughout the website because they were not accustomed to using such strategy in learning. To address this problem, the researcher had to build up new learning habits. In addition, the researcher followed their participation on the website every day and sent e-mails to encourage them to send their inquiries.

4. Students' technology level:

That could be solved by selecting the experimental group purposely, the instructions of the guide directions and instructor's help.

5. The text book texts were not flexible enough to apply all the selected skills on them. Therefore, the researcher had to download extra enrichment materials and links on the website to supply students with extra resources for training.

Analysis and Discussion of Results

6.1. Introduction

This chapter presents the statistical analysis of data. Answering the questions and verifying the hypotheses as well as the sub-hypotheses of the research required utilizing the SPSS program (Statistical Package for the Social Sciences). Hypotheses and sub-hypotheses were analyzed by using the (t-test). Additionally, the researcher employed the effect size measure to estimate the practical significance of results. The (0.05) level of significance was adopted as the critical level for determining a significant difference. The chapter also includes a discussion of the results and a summary of the research, and concludes with a set of recommendations and suggestions.

6.2. Data Analysis

6.2.1. Results of Tests

Descriptive statistics of the means of scores and the standard deviations of the pre-test, immediate post-test and the postponed post-test of both groups were computed:

Chapter Six Analysis and Discussion of Results

Table 6.1: Means of Scores and Standard Deviation of Pre-Test, Immediate Post-test and Postponed Post-test of Blended Learning Strategy Instruction Scores (BLSISs)

<i>Descriptive Statistics for BLSISs</i>			
Pre-test	N	M	SD
	30	58.9667	13.65709
Immediate Post-test		86.6667	7.53993
postponed Post-test		83.4333	7.75790

N = Participants Number

M = Mean

SD = Standard Deviation

Table 6.2: Means of the Scores and Standard Deviation of Pre-Test, Immediate Post-test and Postponed Post-test of Teacher-Based Instruction Scores (TBISs)

<i>Descriptive Statistics for TBISs</i>			
Pre-test	N	M	SD
	30	56.9000	12.54605
Immediate Post-test		70.1000	10.41666
Postponed Post-test		65.1667	8.94459

Tables (6.1 & 6.2) show that (86.66) was the mean of the Blended Learning Strategy Instruction Scores (BLSISs), immediate post-test scores, and it was obviously higher than the mean of the Teacher-Based Instruction Scores (TBISs), immediate post-test scores which was (70.10). The standard deviation of the BLSISs immediate post-test scores was (7.53), and the standard deviation of the Teacher-Based Instruction Scores (TBISs), immediate post-test scores, was (10.41). Furthermore, the mean of the BLSSs, postponed post-test scores, was (83.43) and the mean of the TBISs, immediate post -test scores, was (65.16). The standard deviation of the Blended Learning Strategy Instruction Scores (BLSISs), postponed post-test scores, was (7.75) and the standard deviation of the TBISs immediate post-test scores was (8.94).

Chapter Six Analysis and Discussion of Results

It could be noticed that no significant statistical differences existed between the means of scores of the experimental and control groups in the pre-test. This meant that there were no individual differences among the second-year class-teacher students of both groups before treatment. Besides, significant statistical differences were revealed between the means of the experimental and control groups in both the immediate post-test and the postponed post-test in favor of the experimental one.

6.2.2. Testing the Hypotheses of the Research (The Null Hypotheses):

6.2.2.1. The First Main Hypothesis

There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in English reading comprehension skills collectively in the immediate post-achievement test.

To test this hypothesis, the means and standard deviations of students' achievement in the selected reading comprehension skills in the immediate post-achievement test of the experimental and control groups were calculated. The (t-test) was utilized to identify the significance of the difference between the means of students' scores in both groups, as table (6.3) shows.

Table 6.3: (t-test) of Means of Scores of Both Groups in the Immediate Post-Achievement Test

Group	N	Mean	Std. Deviation	t Value	Sig. Value	df	Effect size	Decision
Experimental	30	86.6667	7.53993	7.056	.000	56	0.64	Significant
Control	30	70.1000	10.41666					

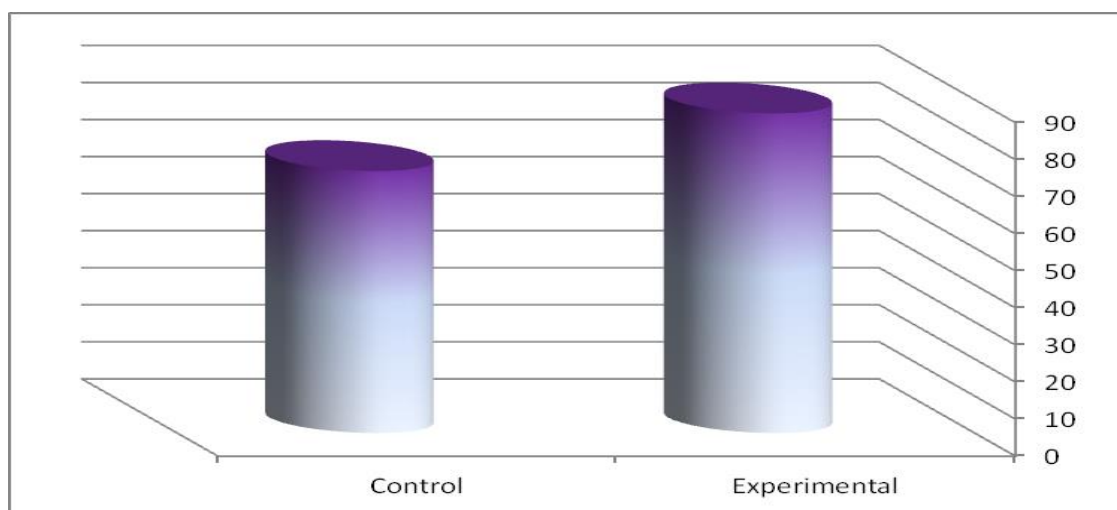


Figure 6.1: Means of Scores of Both Groups in the Immediate Post-Achievement Test

Table (6.3) indicates that the means of scores of the experimental and control groups were (86.66) and (70.10) respectively and the computed (t) value for both groups was (7.056) at ($0.000 < \alpha = 0.05$) level of significance. This meant that a statistically significant difference at ($\alpha = 0.05$) was found in the immediate post-test between the means of scores of the experimental and control groups in favor of the experimental group with a high effect size (0.64). This rejected the first main hypothesis and led to retaining the alternative one that **“there is statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in English reading comprehension skills collectively in the immediate post-achievement test”**. This result reflects that the experimental group students (who learned the English reading comprehension skills throughout the blended learning strategy) performed better in the immediate post-test as compared to the control group students (who learned the English reading comprehension skills by means of the traditional method). This means that the applied blended learning strategy proved to be more effective in instructing the selected English reading comprehension skills compared to the traditional method.

Chapter Six Analysis and Discussion of Results

The 1st Sub-Hypothesis

There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the “Understanding Facts and Details” skill in the immediate post-achievement test.

To test this hypothesis, the means and standard deviations of students' achievement in the “Understanding Facts and Details” skill in the immediate post-achievement test of the experimental and control groups were calculated. The (t-test) was utilized to identify the significance of the difference between the means of students' scores in both groups, as table (6.4) shows.

Table 6.4: the Difference between Students' Means of Scores in Both Groups according to “Understanding Facts and Details” Skill in the Immediate Post-Achievement Test

Skill One	Group	N	Mean	SD	t	df	Sig. Value	Sig. level
Understanding Facts and Details	Experimental	30	14.0000	1.98268	3.129	28	.003	Significant
	Control	30	11.4333	4.03163				

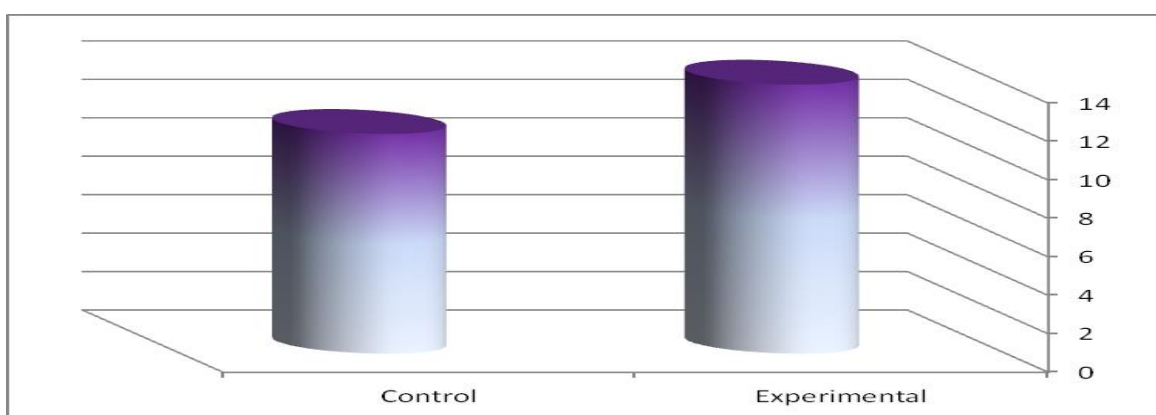


Figure 6.2: the Difference between Students' Means of Scores in Both Groups according to “Understanding Facts and Details” Skill in the Immediate Post-Achievement Test

Table (6.4) shows that the experimental group means of scores was (14.00), the standard deviation was (1.982), the control group means of scores was (11.43), the standard deviation was (4.031). The value of the computed (t) for both groups was (3.12) and its statistical significance was ($0.003 < \alpha = 0.05$). This meant that a statistically significant difference at ($\alpha = 0.05$) existed in the immediate post-test between the means of scores of the experimental and control groups in the “Understanding Facts and Details” skill in favor of the experimental group. That led to refusing the first sub-hypothesis and retaining the alternative one that **“there is a statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the “understanding facts and details” skill in the immediate post-achievement test”**. This shows that the blended learning strategy succeeded in improving the experimental group students' level in “Understanding Facts and Details” skill in comparison with teacher-based instruction method.

The 2nd Sub-Hypothesis

There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the “Identifying Negative Facts” skill in the immediate post-achievement test.

To verify the hypothesis, the means and standard deviations of students' achievement in the ““Identifying Negative Facts” skill in the immediate post-achievement test of the experimental and control groups were calculated. The (t-test) was utilized to identify the significance of the difference between the means of students' scores in both groups, as table (6.5) shows.

Table (6.5) clarifies that the experimental group means of scores was (4.93), the standard deviation was (1.014), whereas the control group means of scores was (4.20), the standard deviation was (1.21). The value of the computed (t) for both groups was (2.53) and its statistical significance was ($0.014 < \alpha = 0.05$). This meant that a statistically significant difference at ($\alpha = 0.05$) was revealed in the immediate post-test between the means of scores of the experimental and control groups in the “Identifying Negative Facts” skill in favor of the experimental group. Therefore,

Chapter Six Analysis and Discussion of Results

the second sub-hypothesis was rejected, whereas the alternative one was accepted that **“there is a statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the “Identifying Negative Facts” skill in the immediate post-achievement test”**. This means that the blended learning strategy succeeded in promoting students' abilities in the “Identifying Negative Facts” skill better than the traditional method.

Table 6.5: the Difference between Students’ Means of Scores in Both Groups according to “Identifying Negative Facts” Skill in the Immediate Post-Achievement Test

Skill Two	Group	N	Mean	SD	t	df	Sig. value	Sig. level
Identifying Negative Facts	Experimental	30	4.9333	1.01483	2.537	28	.014	Significant
	Control	30	4.2000	1.21485		28		

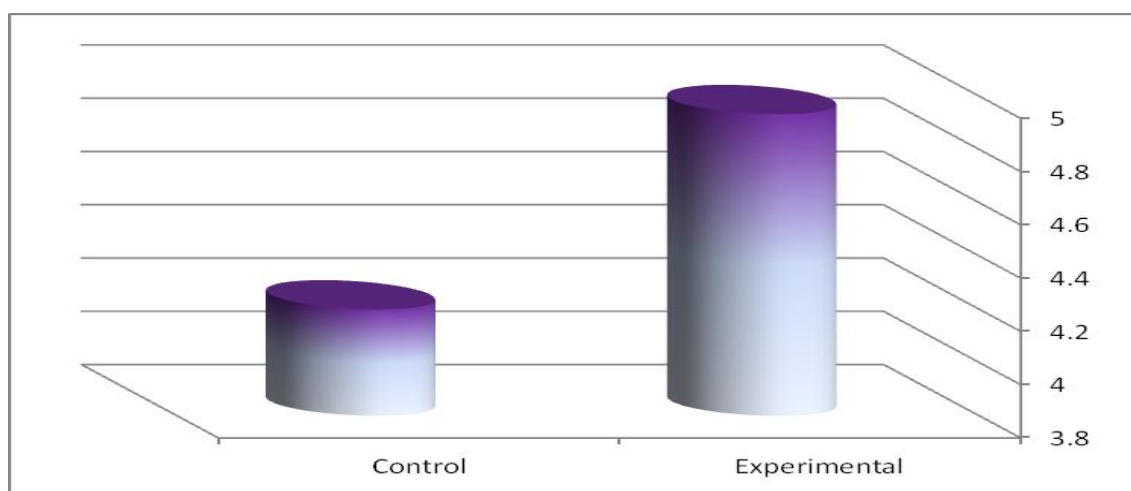


Figure 6.3: the Difference between Students’ Means of Scores in Both Groups according to “Identifying Negative Facts” Skill in the Immediate Post-Achievement Test

Chapter Six Analysis and Discussion of Results

The 3rd Sub-Hypothesis

There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the “Locating Referents” skill in the immediate post-achievement test.

Testing the hypothesis required calculating the means and standard deviations of students' achievement in the “Locating Referents” skill in the immediate post-achievement test of the experimental and control groups. The (t-test) was utilized to identify the significance of the difference between the means of students' scores in both groups, as table (6.6) shows.

Table 6.6: the Difference between Students’ Means of Scores in Both Groups according to “Locating Referents” Skill in the Immediate Post- Achievement Test

Skill Three	Group	N	Mean	SD	t	df	Sig. value	Sig. Level
Locating Referents	Experimental	30	13.2667	2.04995	3.187	28	.002	Significant
	Control	30	11.5000	2.23992				

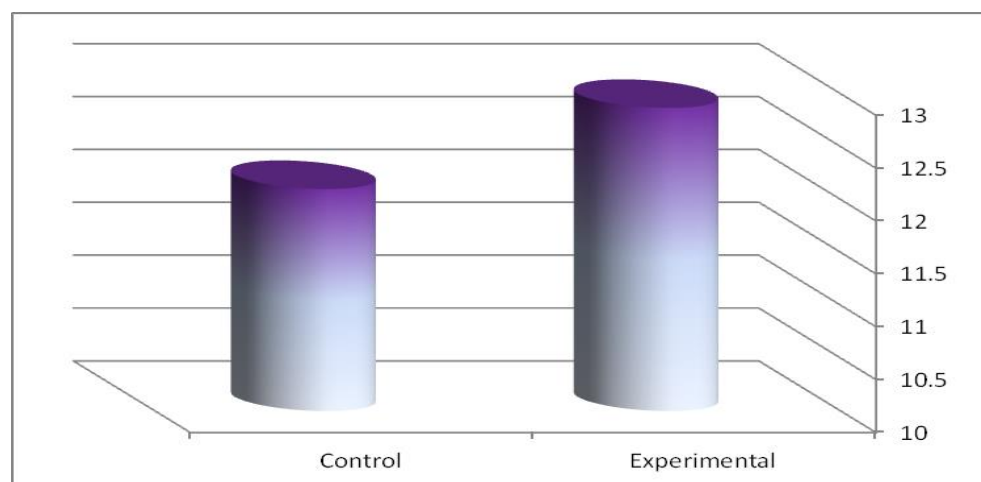


Figure 6.4: the Difference between Students’ Means of Scores in Both Groups according to “Locating Referents” Skill in the Immediate Post- Achievement Test

Table (6.6) shows that the experimental group means of scores was (13.26), the standard deviation was (2.049), whereas the control group means of scores was (11.50), the standard deviation was (2.23). The value of the computed (t) for both groups was (3.187) and its statistical significance was ($0.002 < \alpha = 0.05$). This meant that a statistically significant difference at ($\alpha = 0.05$) was observed in the immediate post-test between the means of scores of the experimental and control groups in the “Locating Referents” skill in favor of the experimental group. That led to rejecting the third sub-hypothesis and retaining the alternative one **“there is a statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the “Locating Referents” skill in the immediate post-achievement test”**. This highlights the effectiveness of the blended learning strategy in improving the second-year class-teacher the experimental group students’ level in the “Locating Referents” skill in comparison with the teacher-based instruction method.

The 4th Sub-Hypothesis

There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the “Understanding Vocabulary in Context” skill in the immediate post-achievement test.

To test the hypothesis, the means and standard deviations of students' achievement in the “Understanding Vocabulary in Context” skill in the immediate post-achievement test of the experimental and control groups were calculated. The (t-test) was utilized to identify the significance of the difference between the means of students' scores in both groups, as table (6.7) shows.

The experimental group means of scores was (12.90), the standard deviation was (2.50), whereas the control group means of scores was (11.00), the standard deviation was (2.76). The value of the computed (t) for both groups was (2.78) and its statistical significance was ($.007 < \alpha = 0.05$). This meant that a statistically significant difference at ($\alpha = 0.05$) was found in the immediate post-test between the means of scores of the experimental and control groups in the “Understanding Vocabulary in Context” skill in favor of the experimental group.

Chapter Six Analysis and Discussion of Results

Table 6.7: the Difference between Students' Means of Scores in Both Groups according to "Understanding Vocabulary in Context" Skill in the Immediate Post-Achievement Test

Skill Four	Group	N	Mean	SD	t	df	Sig. value	Sig. Level
Understanding in Vocabulary Context	Experimental	30	12.9000	2.50998	2.786	28	.007	Significant
	Control	30	11.0000	2.76680				

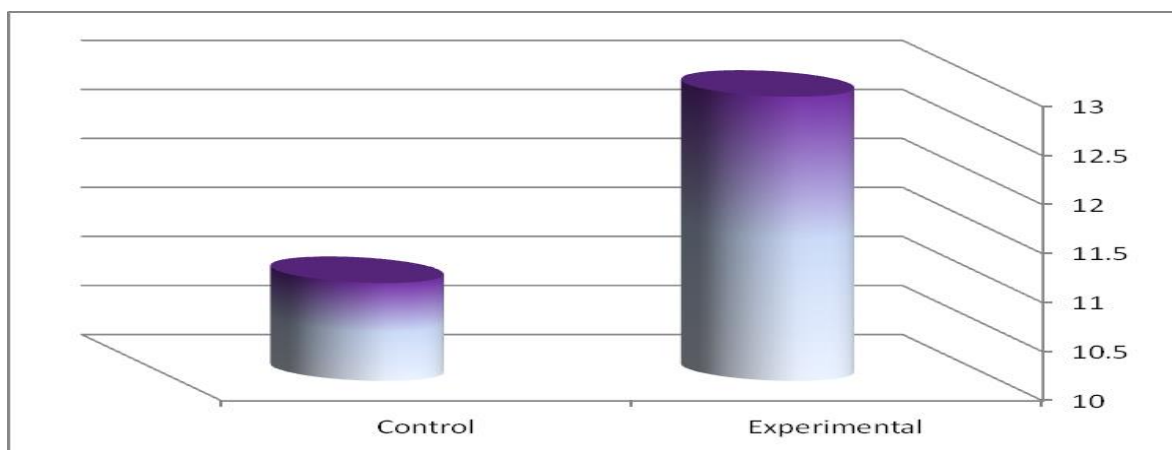


Figure 6.5: the Difference between Students' Means of Scores in Both Groups according to "Understanding Vocabulary in Context" Skill in the Immediate Post-Achievement Test

These result caused refuting the fourth sub-hypothesis and retaining the alternative one that **“there is a statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the “Understanding Vocabulary in Context” skill in the immediate post-achievement test”**. This means that the blended learning strategy helped in improving the experimental group students' level in “Understanding Vocabulary in Context” skill in comparison with teacher-based instruction method.

Chapter Six Analysis and Discussion of Results

The 5th Sub-Hypothesis

There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the “Making Inferences” skill in the immediate post-achievement test.

To test the hypothesis, the means and standard deviations of students' achievement in “Making Inferences” skill in the immediate post-achievement test of the experimental and control groups were calculated. The (t-test) was utilized to identify the significance of the difference between the means of students' scores in both groups, as table (6.8) shows.

Table 6.8: the Difference between Students' Means of Scores in Both Groups according to “Making Inferences” Skill in the Immediate Post- Achievement Test

Skill Five	Group	N	Mean	SD	t	df	Sig. value	Sig. Level
Making Inferences	Experimental	30	6.5333	1.96053	3.019	28	.004	Significant
	Control	30	5.0667	1.79911		28		

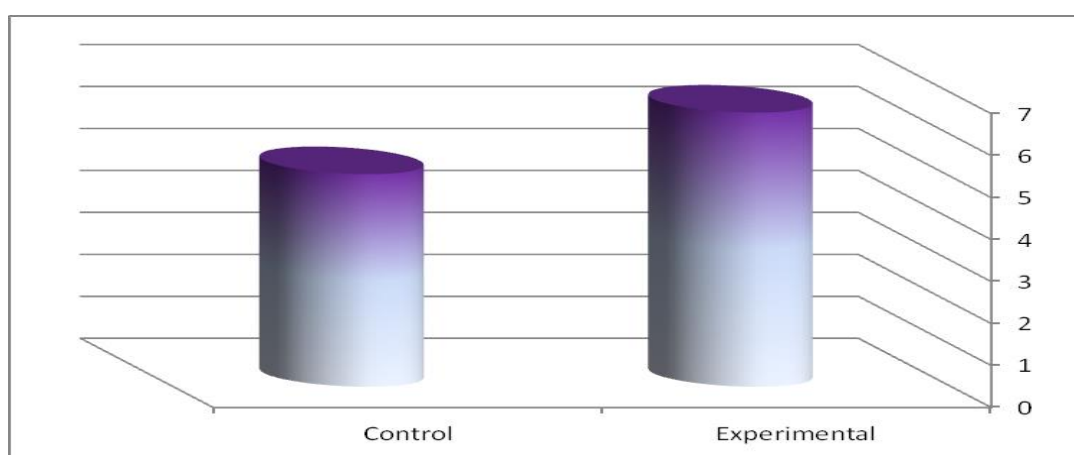


Figure 6.6: the Difference between Students' Means of Scores in Both Groups according to “Making Inferences” Skill in the Immediate Post- Achievement Test

Chapter Six Analysis and Discussion of Results

Table (6.8) reveals that the experimental group means of scores was (6.53), the standard deviation was (1.96), whereas the control group means of scores was (5.06), the standard deviation was (1.79). The value of the computed (t) for both groups was (3.019) and its statistical significance was ($0.004 < \alpha = 0.05$). This meant that a statistically significant difference at ($\alpha = 0.05$) was existed in the immediate post-test between the means of scores of the experimental and control groups in the “Making Inferences” skill in favor of the experimental group. Therefore, the fifth sub-hypothesis was rejected and the alternative one was accepted that **“there is a statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the “Making Inferences” skill in the immediate post-achievement test”**. This indicates that the blended learning strategy assisted in improving the experimental group students' level in “Making Inferences” skill in comparison with teacher-based instruction method

The 6th Sub-Hypothesis

There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the “Determine Purpose” skill in the immediate post-achievement test.

To verify the hypothesis, the means and standard deviations of students' achievement in “Determine Purpose” skill in the immediate post-achievement test of the experimental and control groups were calculated. The (t-test) was utilized to identify the significance of the difference between the means of students' scores in both groups, as table (6.9) shows.

Table 6.9: the Difference between Students' Means of Scores in Both Groups according to “Determine Purpose” Skill in the Immediate Post-Achievement Test

Skill Six	Group	N	Mean	SD	t	df	Sig. value	Sig. Level
Determine Purpose	Experimental	30	5.0000	1.43839	3.003	28	.004	Signed
	Control	30	3.9000	1.39827				

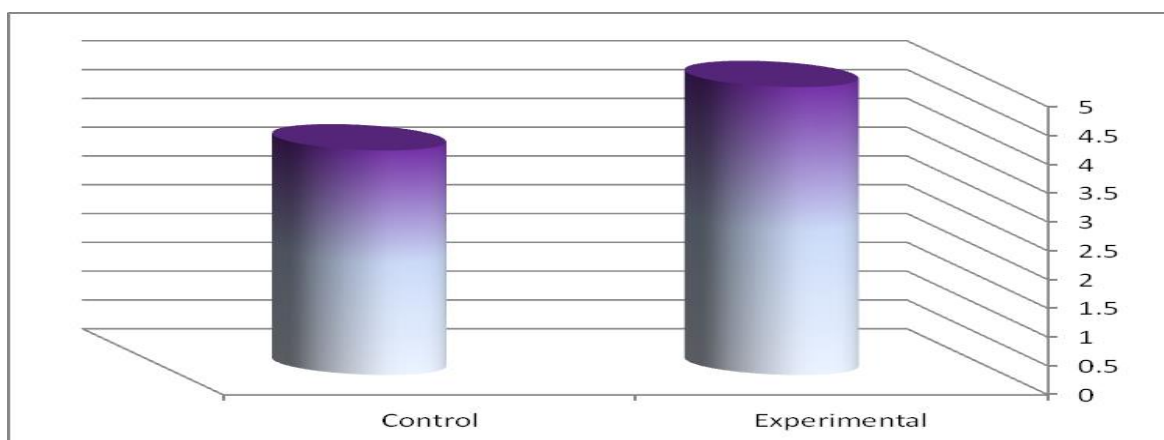


Figure 6.7: the Difference between Students' Means of Scores in Both Groups according to "Determine Purpose" Skill in the Immediate Post-Achievement Test

Table (6.9) reveals that the experimental group means of scores was (5.00), the standard deviation was (1.438), whereas the control group means of scores was (3.90), the standard deviation was (1.39). The value of the computed (t) for both groups was (3.003) and its statistical significance was ($0.004 < \alpha = 0.05$). This meant that a statistically significant difference at ($\alpha = 0.05$) emerged in the immediate post-test between the means of scores of the experimental and control groups in the "Determine Purpose" in favor of the experimental group. This caused refusing the sixth sub-hypothesis and accenting the alternative one that **"there is a statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the "Determine Purpose" skill in the immediate post-achievement test"**. This means that the blended learning strategy succeeded in improving the experimental group students' level in "Determine Purpose" skill in comparison with teacher-based instruction method.

The 7th Sub-Hypothesis

There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the "Recognizing Paraphrases" skill in the immediate post-achievement test.

To test the hypothesis, the means and standard deviations of students' achievement in "Recognizing Paraphrases" skill in the immediate post-achievement

Chapter Six Analysis and Discussion of Results

test of the experimental and control groups were calculated. The (t-test) was utilized to identify the significance of the difference between the means of students' scores in both groups, as table (6.10) shows.

Table 6.10: the Difference between Students' Means of Scores in Both Groups according to "Recognizing Paraphrases" Skill in the Immediate Post- Achievement Test

Skill Seven	Group	N	Mean	SD	t	df	Sig. value	Sig. Level
Recognizing Paraphrases	Experimental	30	4.3333	1.72873	2.408	28	.019	Signed
	Control	30	3.0000	2.49136				

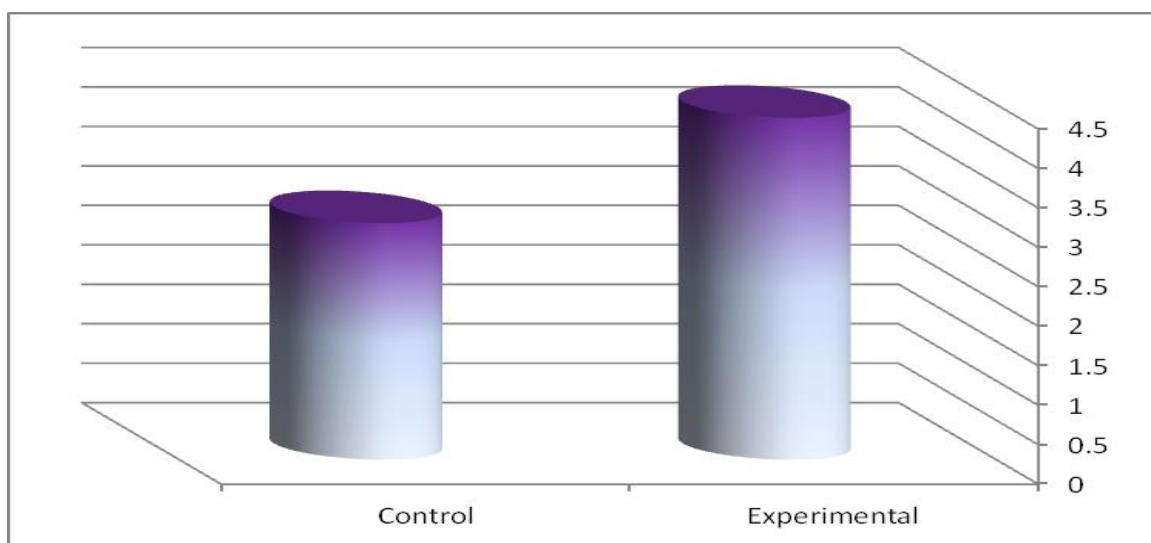


Figure 6.8: the Difference between Students' Means of Scores in Both Groups according to "Recognizing Paraphrases" Skill in the Immediate Post- Achievement Test

Table (6.10) reveals that the experimental group means of scores was (4.33), the standard deviation was (1.72), whereas the control group means of scores was (3.00), the standard deviation was (2.49). The value of the computed (t) for both

Chapter Six Analysis and Discussion of Results

groups was (2.408) and its statistical significance was ($0.019 < \alpha = 0.05$). This meant that a statistically significant difference at ($\alpha = 0.05$) appeared in the immediate post-test between the means of scores of the experimental and control groups in the “Recognizing Paraphrases” skill in favor of the experimental group. This led to refuting the seventh sub-hypothesis and accenting the alternative one that **“there is a statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the “Recognizing Paraphrases” skill in the immediate post-achievement test”**. This result shows the effectiveness of the blended learning strategy in improving the experimental group students' level in “Recognizing Coherence” in comparison with teacher-based instruction method.

The 8th Sub-Hypothesis

There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the “Recognizing Coherence” skill in the immediate post-achievement test.

To test the hypothesis, the means and standard deviations of students' achievement in “Recognizing Coherence” skill in the immediate post-achievement test of the experimental and control groups were calculated. The (t-test) was utilized to identify the significance of the difference between the means of students' scores in both groups, as table (6.11) shows.

Table (6.11): the Difference between Students' Means of Scores in Both Groups according to “Recognizing Coherence” Skill in the Immediate Post- Achievement Test

Skill Eight	Group	N	Mean	SD	t	df	Sig. value	Sig. Level
Recognizing Coherence	Experimental	30	4.1667	1.89525	2.041	28	.046	Signed
	Control	30	3.0000	2.49136				

Chapter Six Analysis and Discussion of Results

Table (6.11) shows that the experimental group means of scores was (4.16), the standard deviation was (1.89), whereas the control group means of scores was (3.00), the standard deviation was (2.49). The value of the computed (t) for both groups was (2.04) and its statistical significance was ($0.046 < \alpha = 0.05$). This meant that a statistically significant difference at ($\alpha = 0.05$) existed in the immediate post-test between the means of scores of the experimental and control groups in the “Recognizing Coherence” in favor of the experimental group. That caused retaining the alternative sub-hypothesis that **“there is a statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the “Recognizing Coherence” skill in the immediate post-achievement test”**. This result refers to the effectiveness of the blended learning strategy in improving the experimental group students' level in “Recognizing Coherence” in comparison with teacher-based instruction method.

The 9th Sub-Hypothesis

There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the “Summarizing Important Ideas” skill in the immediate post-achievement test.

To test the hypothesis, the means and standard deviations of students' achievement in “Summarizing Important Ideas” skill in the immediate post-achievement test of the experimental and control groups were calculated. The (t-test) was utilized to identify the significance of the difference between the means of students' scores in both groups, as table (6.12) shows.

Table 6.12: the Difference between Students' Means of Scores in Both Groups according to “Summarizing Important Ideas” Skill in the Immediate Post-Achievement Test

Skill Nine	Group	N	Mean	SD	t	df	Sig. value	Sig. Level
Summarizing Important Ideas	Experimental	30	14.0000	1.98268	3.129	28	.003	Signed
	Control	30	11.4333	4.03163		28		

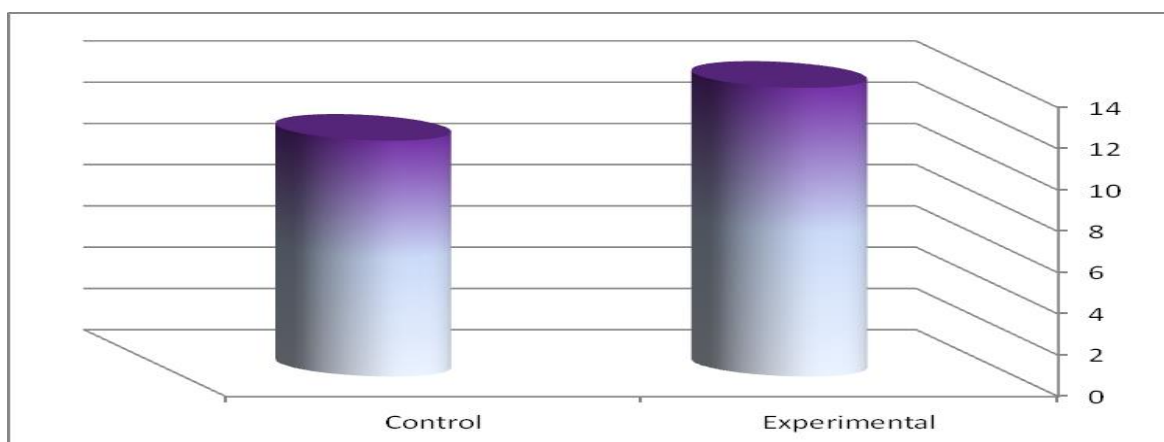


Figure 6.9: the Difference between Students' Means of Scores in Both Groups according to "Summarizing Important Ideas" Skill in the Immediate Post-Achievement Test

Table (6.12) clarifies that the experimental group means of scores was (14.00), the standard deviation was (1.98), whereas the control group means of scores was (11.43), the standard deviation was (4.03). The value of the computed (t) for both groups was (3.129) and its statistical significance was ($0.003 < \alpha = 0.05$). This meant that a statistically significant difference at ($\alpha = 0.05$) emerged in the immediate post-test between the means of scores of the experimental and control groups in the "Summarizing Important Ideas" skill in favor of the experimental group.

These findings led to refusing the ninth sub-hypothesis and accenting the alternative one that **"there is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the "Summarizing Important Ideas" skill in the immediate post-achievement test"**. This result means that the blended learning strategy succeeded in raising the experimental group students' level in "Summarizing Important Ideas" skill in comparison with teacher-based instruction method.

The 10th Sub-Hypothesis

There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the "Organizing Information" skill in the immediate post-achievement test.

Chapter Six Analysis and Discussion of Results

To test the hypothesis, the means and standard deviations of students' achievement in “**Organizing Information**” skill in the immediate post-achievement test of the experimental and control groups were calculated. The (t-test) was utilized to identify the significance of the difference between the means of students' scores in both groups, as table (6.13) shows.

Table 6.13: the Difference between Students’ Means of Scores in Both Groups according to “Organizing Information” Skill in the Immediate Post-Achievement Test

Skill Ten	Group	N	Mean	SD	t	df	Sig. value	Sig. level
Organizing Information	Experimental	30	8.3333	1.49328	2.684	28	.009	Signed
	Control	30	7.0000	2.27429		28		

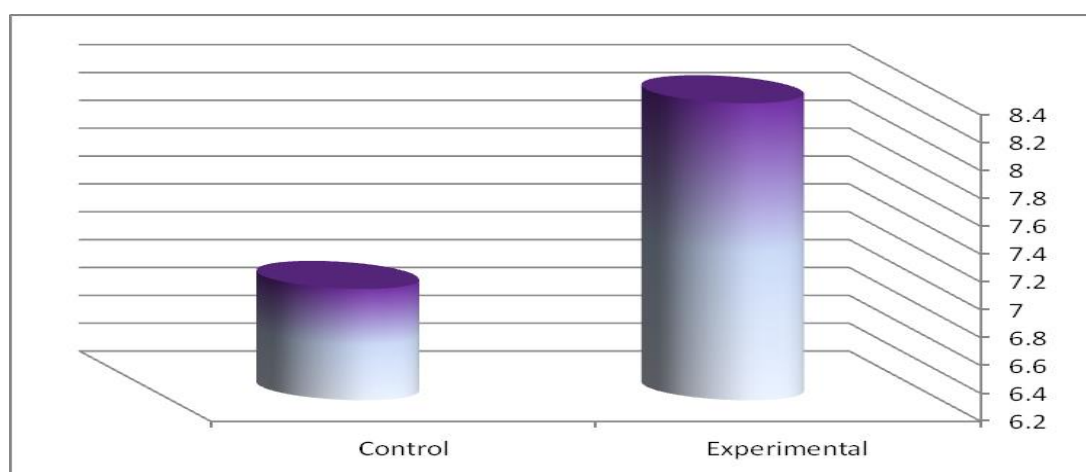


Figure 6.10: the Difference between Students’ Means of Scores in Both Groups according to “Organizing Information” Skill in the Immediate Post-Achievement Test

Table (6.13) shows that the experimental group means of scores was (8.33), the standard deviation was (1.49) and the degree of freedom was (28), whereas the control group means of scores was (7.00), the standard deviation was (2.27), and

the degree of freedom was (28). The value of the computed (t) for both groups was (2.68) and its statistical significance was ($0.009 < \alpha = 0.05$). This meant that a statistically significant difference at ($\alpha = 0.05$) was found in the immediate post-test between the means of scores of the experimental and control groups in the “Organizing Information” in favor of the experimental group. This led to refusing the tenth sub-hypothesis and accenting the alternative one that **“there is a statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the “Organizing Information” skill in the immediate post-achievement test”**. This result reveals the effectiveness of the blended learning strategy in improving the experimental group students' level in **“Organizing Information”** in comparison with teacher-based instruction method.

• Interpretation of Results Related to the First Hypothesis

Data analysis indicates the superiority of the experimental group who practised reading comprehension skills by means of blended learning strategy in comparison with the control group who learned reading comprehension skills traditionally. These results were attributed to the advantages of the blended learning strategy.

The results of the first main hypothesis and the ten sub-hypotheses could be attributed to implementing the blended learning strategy in instructing the English language reading comprehension skills. Students in the experimental group were provided with the opportunity of learning in hybrid environment that mixed the advantages of both of the face-to-face and the e-learning environments.

The researcher presented materials accompanied by pictures and video extracts that helped in connecting the materials at hand with previous knowledge and that led to better percentages of active learning in the classroom. Applying multimedia into instruction could broaden the limitations of the given information. Furthermore, Multimedia helped in establishing collaborative learning instead of single-directed learning and that encouraged learners to deal and interact with their peers.

Chapter Six Analysis and Discussion of Results

Moreover, the researcher used sufficient technical resources. Those resources could motivate students, supply them with feedback channels and assist them consolidate their understanding of the selected reading skills. Besides, the instructional techniques offered immediate formative or summative assessments by means of which students could know their achievement standards. Furthermore, students were granted the opportunities to practise the selected skills in the computer lab or on the website. They could train as much as they needed.

The superiority of the experimental group over the control group may also be contributed to the theoretical framework of the research. The skills as well as the procedures followed for practicing them were presented in details. The researcher assured the significance of learning specific skills. Additionally, the website materials included an explanation of every skill. Moreover, students could attain positive results because they were trained to use specific skills throughout using ten sub-strategies. This training helped students to be more purposeful and active readers and enhanced their reading standards. They changed the habit of reading every word after learning the new sub-strategies.

Another factor could be attributed to the instructor continuous assistance either in the classroom or throughout the website. The instructor played a prominent role in helping students overcome the obstacles that faced them while learning English as a second language. In the blended learning environment, students were not left to learn alone. They needed a moderator to simplify the task for them. The instructor had an outstanding impact in connecting online materials to the classroom and the course and in encouraging students to make use of the technological equipment. The researcher evaluated and offered feedback. Generally, learners get lost while learning on the website. Therefore, the researcher put a guide on the website that explained how to navigate on the website such as moving between icons and doing activities quizzes and tests. In brief, the blended learning environment enabled students to communicate with the instructor physically and virtually.

Motivation and engagement formed an essential factor in improving the experimental group students' achievement. It is very important to motivate learners and engage them in the learning materials especially English being a second language. On the one hand, motivation creates learners' desire to read and participate in the English class. Motivation can be defined as “the cluster of

personal goals, values and beliefs that an individual possesses related to the topics, processes, and outcomes of reading” (Al-Yousef, 2005, p.148). Moreover, when learners become engaged in reading, they improve their reading abilities and consequently raise their reading achievement (Al-Yousef, 2005). In the blended learning environment, stimuli and responses supported learning and interaction. Students were highly motivated and integrated throughout interactive experiences in classrooms (pair and group work). Students were supplied with various learning materials such as the multimedia-based activities, videos extracts and pictures to raise their attention, engage them in the class and break the feeling of fear and anxiety. Outside the classroom, students could learn via the website.

Another factor that contributed to the success of the experimental group was respecting students' needs. The researcher had taken students' needs into consideration before constructing the tools. Besides, the blended learning approach provided various learning styles with and/or without ICT.

Students' satisfaction is one of the most important factors in assessing the implementation of technology (Delone & McLean, 1992). Therefore, the experimental group students were chosen purposely. Students were convinced to make use of the new technology. Besides, the instructor taught them how to make use of the information and communication technology utilized in blended learning environment. They were prepared to learn independently. They were informed that less face-to-face classes did not mean less work. This environment required increasing control by students over their learning. Students could learn at their own pace. Moreover, they could make an access to the website and revise the materials whenever and wherever they needed.

The results of the first hypothesis, came in line with the results of the following studies which were interested in proving the effectiveness of blended learning strategy on the achievement of the English language skills, such as: Al-Jarf (2007) this study was interested in improving the reading skills of the EFL college students and the study of Radecki (2007) dealt with students acquisition of English as a second language The studies of Abu Mousa (2008), Wong & Tatnall (2009), Yang (2011), Sayed (2012), Keshta & Harb (2013) and Chansamrong et al. (2014) revealed the effectiveness of blended learning on the achievement of English reading skills , the study of Al-Zumor et al. (2013) highlighted the impact of blended learning in raising students' standards in reading skill and vocabulary

Chapter Six Analysis and Discussion of Results

acquisition. In the study of Zourob (2014) the effectiveness of integrating the Webinar in improving students' speaking skills was revealed. The results of the study of Al-Abed Al-Haq & Al-Sobh (2010) indicated the effectiveness of utilizing the web-based writing program. In the study of Jia et al. (2012) the integration of the vocabulary assessment system into the ordinary English instruction could facilitate students' vocabulary acquisition including English pronunciation comprehension, spelling writing and Chinese meaning's mastering. Additionally, it could improve their learning efficacy and test performance.

On the other hand, this result contradicted the results of the study of Al-Shwiah (2009) that the proposed blended learning strategy did not improve students' achievement. In the study of Maulana & Ibrahima (2012) statistically significant differences were found between the means of scores of the experimental group and the control group in the writing task in favor of the control group.

6.2.2.2. The Second Main Hypothesis

There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in English reading comprehension skills collectively in the postponed post-achievement test.

To test the hypothesis, the means and standard deviations of students' achievement in the postponed post-achievement test of the experimental and control groups were calculated. The (t-test) was utilized to identify the significance of the difference between the means of students' scores in both groups, as table (6.14) shows.

Table 6.14: The Difference between Students' Means of Scores in Both Groups in the Postponed Post-Achievement Test

All Skills	Group	N	Mean	SD	t	df	Sig. value	Effect size	Sig. level
	EG	30	83.4333	7.75790	8.450	28	.000	0.72	Signed
	C G	30	65.1667	2.27429		28			

Table (6.14) shows that the experimental group means of scores was (83.43), the standard deviation was (7.75), whereas the control group means of scores was (65.16), the standard deviation was (2.27). The value of the computed (t) for both groups was 8.45 and its statistical significance was ($.000 < \alpha = 0.05$) with a high effect size (0.72). This meant that a statistically significant difference at ($\alpha = 0.05$) existed in the postponed post-test between the means of scores of the experimental and control groups in all of the selected skills in favor of the experimental group with a high effect size ($d = 0.72$). The result was refusing the second main hypothesis and accenting the alternative one that **“there is a statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in English reading comprehension skills collectively in the postponed post-achievement test”**. This result indicates the fact that the blended learning strategy succeeded in improving the experimental group students’ ability of retention of information after two weeks of treatment.

• Interpretation of Results Related to the Second Main Hypothesis

The results of the second main hypothesis illustrate that the experimental group students performed better in the postponed post-test (retention test) in the selected reading comprehension skills as compared to the control group students.

These results could be attributed to the effect of the components of the blended learning environment, multimedia resources, techniques and evaluation tools on students’ retention. The blended learning strategy mixed more than one mode. Thus, the combination of oral explanations (face-to-face instruction) with animated graphic manifestations (e-learning) produced deeper understanding than merely using one mode (Anderson, 2001).

Moreover, implementing various senses helped in storing information for a longer time. Additionally, stimuli of the activities helped the experimental group students retain information. Besides, hyper texts of the website supplied with pictures and video extracts proved to be an excellent medium for information retention. Furthermore, the scores indicated the effectiveness of the blended learning strategy over time.

The weakness of the control group in retaining the reading skills could be attributed to students' lack of practicing activities in the classroom. In the Traditional Instruction, learners were supplied with a great deal of information in short time and due to their incapacities to comprehend the delivered information the feeling of insecurity occupied their minds. This lack of comprehension mixed with the feeling of incapability did not help in storing the information for a long time (Jayachandran, 2007). In contrast, implementing the blended learning strategy developed the experimental group students' self-learning strategies for practicing reading skills in an effective way that was observed in their postponed post-test. Students were able to make a good use of multimedia to grasp the contents of the class in a more effective manner and this led to long-memorization (Zhang, 2006).

These outcomes agreed with the findings of some studies such as Keshta & Harb (2013) that blended learning method helped the experimental group to retain information in social studies Keshta & Harb (2013). The blended learning method assisted the experimental group to retain information in the English designed program Zourob (2014). The integrated technology affected students' motivation, understanding and retention positively.

6.2.3. The Third Main Hypothesis (Directional Hypothesis)

The experimental group students have positive attitudes towards the effectiveness of implementing the blended learning strategy in English language instruction.

To test the hypothesis, the experimental group students' mean of attitudes scores was calculated. A Likert five-dimensional scale was applied to measure the experimental group attitudes, as table (6.15) shows.

Table (6.15) shows the experimental group students' mean of attitudes scores. A Likert five-dimensional scale: (Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree) was implemented to measure the experimental group attitudes. In the questionnaire, the positive items were given (5-4-3-2-1) scores in order and the passive items were given (1-2-3-4-5) scores in order. The questionnaire total

Chapter Six Analysis and Discussion of Results

score was ($260 = 52 \times 5$) (if all the items of the questionnaire were positive). However, after applying the questionnaire, the experimental group students recorded the following scores:

The experimental group students' questionnaire items scores ranged between (194) and (234). This result affirmed the experimental group students' positive attitudes towards the effectiveness of implementing the blended learning strategy in English language instruction (Appendix I).

Table 6.15: (t-test) Experimental Group's Means of Attitudes Scores

Category	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Motivation	30	4.24	0.34	18.984	28	.000
Instructor	30	3.64	0.44	26.269	28	.000
Interaction	30	4.09	0.26	24.736	28	.000
Reading Comprehension skills	30	4.16	0.33	31.729	28	.000
Learning Methodology	30	4.18	0.38	32.604	28	.000
Total	30	4.06	0.20	29.332	28	.000

1. Motivation

The experimental group students' (EGSs) scores ranged between (34) and (47) out of ($50 = 10 \times 5$) in the first category "Motivation". This clearly manifested EGSs' positive attitudes towards "Motivation" (Appendix I).

2. Instructor

Experimental group students' (EGSs) scores ranged between (22) and (35) out of ($8 \times 5 = 40$). This highlighted EGSs' positive attitudes towards the second category "Instructor".

3. Interaction

The experimental group students' (EGSs) scores ranged between (24) and (30) out of ($7 \times 5 = 35$). Those positive scores affirmed EGSs' positive attitudes towards interaction in the blended learning environment.

4. Reading Comprehension skills

The experimental group students' (EGSs) scores towards in this category ranged between (71) and (90) out of ($19 \times 5 = 95$). Those scores showed EGSs' very positive attitudes towards learning the selected reading comprehension skills via the blended learning strategy (Appendix I).

5. Learning Methodology

The experimental group students' (EGSs) scores in this category ranged between 29 and (39) out of ($8 \times 5 = 40$). The scores highlighted EGSs' positive attitudes towards implementing the blended learning strategy as an instructional method (Appendix I).

6.3. Results of the Questionnaire

1. EGSs' total scores ranged between (193) and (234) out of ($52 \times 5 = 260$). This reflected EGSs' positive attitudes towards implementing the blended learning strategy in the English language instruction (Appendix I).

2. The means of items scores were divided into three levels:
- Low level below (2.35).
 - Intermediate level between 2.36 and (3.65).
 - High level over (3.65).

The majority of questionnaire items got high level of acceptance except (9, 16, 22 and 23) which got intermediate level of acceptance, whereas, the acceptance level of items (14, 31 and 46) was low. The mean of the total score was (4.08) and that indicated high level of acceptance (Table. 6.17). This reveals EGSs' positive attitudes and confirms the third main hypothesis that "The experimental group

Chapter Six Analysis and Discussion of Results

students have positive attitudes towards the effectiveness of implementing the blended learning strategy in English language instruction” (Appendix J).

6.2.3. The Second Part of the Questionnaire

•The Obstacles

Table (6.16) indicates that learners focused on three obstacles: 1) “loading the program was very slow” got (100 %), 2) “the power cut at home reduced my opportunities to make an access to the website at home” got (93.33 %) and 3) “the Internet service stopped every now and then” got (83.33 %). Whereas, the obstacle of “it was very difficult to interact with the researcher” got (6.66 %). The experimental group students added no extra obstacles.

For Saracaloglu & others (2010), "attitudes highly affect the success and the failure of the educational process, whereas the positive attitudes lead to the success of the learners during the instruction period, the negative attitudes make them unsuccessful" (p.3495). Data analysis of the attitude questionnaire reveals that the experimental group students' responses on the questionnaire as a whole are positive; this consolidates the effectiveness of the proposed blended learning strategy in instructing the English language reading comprehension skills.

Table 6.16: Arrangement of Obstacles

<i>N</i>	<i>Learning Obstacles</i>	<i>Degree of Importance</i>	<i>%</i>
1	Loading the program was very slow	30	100
2	The Internet service stopped every now and then	25	83.33
3	It was very difficult to interact with the researcher	2	6.66
4	I didn't have the required skills to make use of Internet	0	----
5	The power cut at home reduced my opportunities to make an access to the website at home	28	93.33

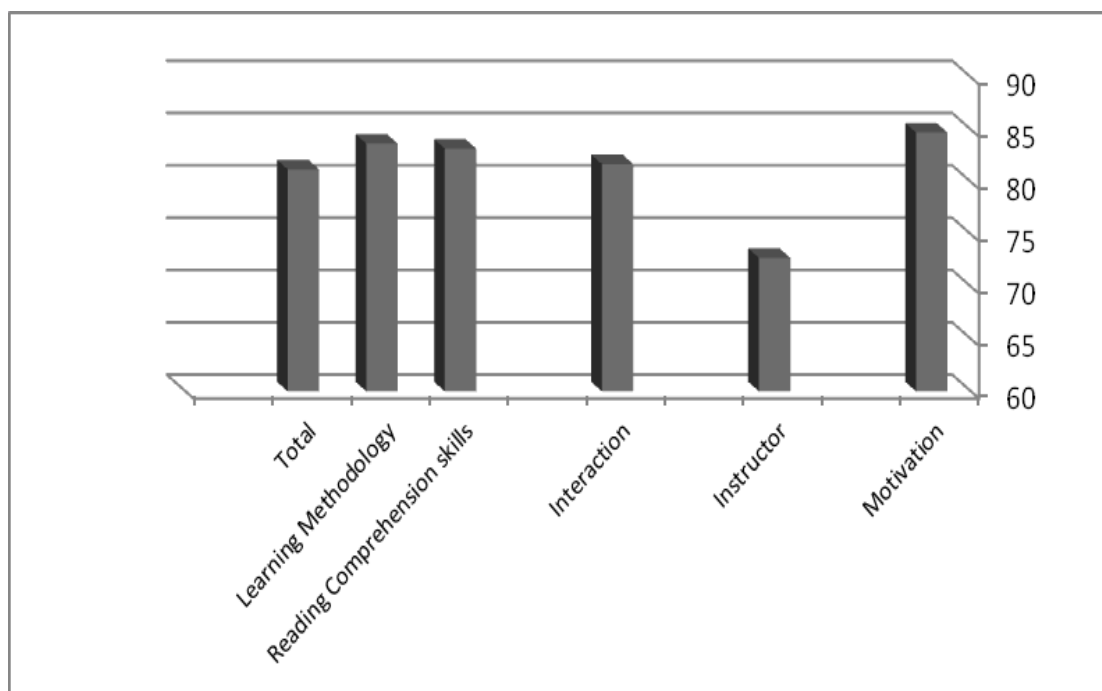


Figure 6.11: Arrangement of Obstacles

This result came in line with the findings of Stracke (2007), both instructors and students acknowledged that integrating technology into the learning process could supply students with higher level of independency in their learning of English as a second language. In the studies of Al-Jarf (2007), Radecki (2007), Al-Shaer (2013), Wu & Liu (2013), Chansamrong et al. (2014), Kim & Kang (2014). Data analysis showed students' positive attitudes towards utilizing the blended leaning instruction. In the study of Cerna (2009), most of the pre-graduate English language teacher trainees' appreciated the asynchronous-computer conferences which made knowledge available anytime and anywhere. In the study of Shroff (2010), individual's interest in learning subjects was highly related to the learning environment that the Blackboard Virtual classroom was more attractive than the traditional classroom and could pay students' attention, raise their interests and stimulate them to participate in the online discussions.

Likewise, the results agreed with the studies concerned with teachers, either pre-service on in-service such as the study of Bijeikiene et al. (2011) with in-service teachers. In this study, teachers had positive attitudes towards applying the blended learning in teaching English language. In the study of Kocoglu et al. |(2011), with in-service teachers, the participants adopted positive attitudes towards blended learning and assured its impact on their professional development. In the study of Hat (2014), with in-service teachers, teachers found that computer-mediated communication exchanges were useful that they were able to compare the differences or similarities between their output and native English speaking students' output.

Nevertheless, this result contradicted the studies of Newbury (2009) and Al-Shwiah (2009) in which the results indicated that the proposed blended learning strategy did not improve students' attitudes towards English language. In the study of Cerna (2009), the majority of the participants had negative attitudes towards the computer-mediated conferencing process due to the fact that the computer-mediate environment lacked the human connection.

6.3. Answering Research Questions

The research tried to answer the following questions:

1. What is the effectiveness of the blended learning strategy on improving the achievement of students of the second-year class-teacher in the Faculty of Education at Al-Baa'th University in English reading comprehension skills?

Analysis of the results of the first main hypothesis and the ten sub-hypotheses confirmed the effectiveness of the blended learning strategy on improving the

Chapter Six Analysis and Discussion of Results

achievement of students' English reading comprehension skills since the experimental group students obtained higher levels in the immediate-post-test than their counterparts in the control group.

The findings indicated that the value of computed (t) for both groups in the immediate post-test was (6.66) at ($0.000 < \alpha = 0.05$) level of significance. The experimental group students' means of scores in the immediate post-test was (86.26) and the mean of the control group students' scores in the immediate post-test was (70.70). This meant that a statistically significant difference existed in the immediate post-test between the means of scores of the experimental and control groups in favor of the experimental group (Table 6.3). Moreover, the degree of the effect size ($d = 0.64$) indicated a large effect of the blended learning strategy in improving the experimental group's achievement level in the selected reading comprehension skills. This large effect could be ascribed to the website different materials, activities, pictures, video extracts, extra enrichment links and the various sub-instructional strategies and aids which were utilized aiming to develop students' reading comprehension skills achievement. Implementing the blended learning strategy engaged students and motivated them to learn and spend more time learning the website materials. This kept them in touch with everything related to the skills and information of the course. This positive impact appeared on the immediate-post-achievement test scores.

2. What are the students' attitudes towards the effectiveness of implementing the blended learning strategy on improving students' English reading comprehension skills?

Statistical analysis of the experimental group students' comments and responses

Chapter Six Analysis and Discussion of Results

to the post-treatment questionnaire revealed high positive attitudes towards blended learning strategy. The first part of the attitude questionnaire contained five categories: motivation, instructor, interaction, reading comprehension skills and learning methodology.

•Motivation

BLS provoked students' motivation to continue learning and looking for extra information. Any activity students studied was accompanied by hyper texts, video extracts, pictures and colours. Besides, students could navigate freely throughout the net system of links on the website whenever and wherever they liked. In addition, the website offered extra enrichment website links that provided students with extra enrichment resources of information related to the reading comprehension skills, blended learning strategy and different dictionaries. On the other hand, in the face-to-face classes, students received PowerPoint Presentations, made use of the multimedia program, discussed ideas with counterparts and got benefit from the direct contact with the instructor.

Moreover, students highly appreciated the website materials and they found them useful and enjoyable. They considered it a new way for improving their English reading comprehension skills and for doing homework. They found the reading downloaded exercises useful, as they provided extra practice and gave instant feedback. This result came in line with the findings of the study of Klapwijk (2008) that implementing the blended learning strategy improved the pupils' reading comprehension standards.

•Instructor

In this category, in response to item 14) "I could do the website quizzes and tests without the instructor's help" the experimental group students recorded low level of acceptance, whereas the items 12) "I preferred that the instructor supervised my progress and corrected my mistakes in the classroom" and 13) "I

Chapter Six Analysis and Discussion of Results

preferred to be guided by the instructor while browsing throughout the enrichment websites” got high levels of acceptance.

The instructor was the facilitator and director in the classes and offered continuous evaluation and summative feedback “when teacher’s social presence is low within a group, group members often feel disconnected and cohesion levels are low. When social presence is high, however, each group member has the feeling of joint involvement” (Baker, 2010, pp.5-6). This result agreed with the results of the study of stracke (2007) that blended learning students believed more strongly that the instructor kept them informed of their progress outside the class than those in the traditional section.

Differently, the participants in the study of Bijeikiene et al. (2011) stated that the blended learning environment lacked some components like the face-to-face contact and the need for motivation to participate. In the study of Chansamrong et al. (2014), some participants recorded that technology might cause isolation problems for the participants, their peers and their instructor. Participants in the study of Kocoglu et al. (2011) suffered from the feeling of isolation and they expressed their need for frequent reinforcement from a visible professor. Participants in these studies lacked certain communication mechanisms such as body language or cooperative learning while doing the website activities. They complained from the indirect communication and absence of instructor which created impersonal environment and reduced their level of motivation. In other words, they needed to be guided by an instructor and to practise direct peer and group activities while learning English.

•Interaction

Students appreciated the cooperative and pair work which the blended learning strategy offered. This result came in line with the study of Newbury (2009) that students of both experimental groups were highly satisfied with the ability to communicate with each other and with the teacher anytime and anywhere. Students

added that the blended learning environment gave them a greater chance and more time to think and organize their ideas before replying. In the study of Shin (2010), students of the blended learning instructional environments had better feeling with the cooperative nature of the instructional environment and the instructor's assistance.

All the items in this category received high levels of acceptance except items 22) "I liked to communicate with my friends throughout the Chat room on the Website" and 23) "I did not enjoy discussing ideas with my classmates via the forum on Website" which got Intermediate levels of acceptance. This revealed the fact that students did not get used to utilize the forum or chatroom as means of communication. Additionally, students recommended that they felt shy and lacked the courage and ability to use these media for interaction. The researcher found that students might make better use of these media if they received more training. Besides, the short time of treatment could be considered a passive factor regarding this point. Students ought to be given more time to train and use these media effectively.

•Reading comprehension skills

All the items in this category received high levels of acceptance except item 31) "Learning scanning and skimming reduced my reading rate" which got low level of acceptance that implementing the blended learning strategy increased their rates in reading.

Students stated that the BLS offered an opportunity to learn the selected English reading comprehension skill. Moreover, mastering these skills would be of great benefit for them in their future career that they learned how to overcome many obstacles when dealing with written texts. They learned how to improve their ability in identifying facts, details and negative facts, to distinguish between major and minor ideas, to understand the meaning of new vocabulary from the context, to increase their reading rate, to restate sentences in new words or grammar and to

locate referents. Learning reading skills developed their critical thinking that they learned to identify the purpose after certain pieces of reading, to think reasonably and get the indirect idea of the author and to recognize the correct sequencing of text organization. Furthermore, the formative evaluation helped them to master the reading skills in an interrelated way. Additionally, the experimental group students could make an access to the website any time and as many times as they needed. This made the reading skills studied in class easier to apply. This result came in line with the findings of the study of Al-Jarf (2007) that students had positive attitudes towards combining the online instruction with the in- class instruction for improving the English reading comprehension skill standard. Besides, in the study of Al-Zumor et al. (2013), students recorded that implementing the blended learning strategy raised their vocabulary and English reading rates.

•Learning Methodology

All the items in this category received high levels of acceptance except item 46) “The blended learning strategy enabled me to obtain more information about the English language materials by entering into the extra links available on the website”. Generally, students did not post any responses or e-mails if not prompted by the instructor. The researcher observed that they were shy of committing mistakes while writing. Furthermore, students needed more instant online practice. In the Faculty of Education, the online practice could not always be offered; because of the difficult connectivity to the Internet due to security reasons in the country. In addition, some students did not take website instruction seriously as it was not used by other instructors and students in the same year. Using the internet as a learning tool was not part of some students’ culture. Some were used to

traditional instruction and found dealing with the book was easier than being net browsers. In the study of Al-Jarf (2007), some students believed that website materials/courses should be used for fun not for serious studying. Many of them did extra work for grades only. If online learning was not part of tests and grades, they would not participate. In the study of Maulana & Ibrahima, (2012) the frequency of students' interacting in the online hours was low.

In contradiction to this result, the participants in the study of (Yang, 2011) could discuss their reading difficulties online with their counterparts and obtain individual feedback from them and get benefit from their notices.

To sum up, positive attitudes were adopted by the experimental group students towards the effectiveness of implementing the blended learning strategy in English language instruction.

3. What is the effectiveness of the blended learning strategy on increasing the experimental group students' ability of information retention in comparison with the traditional method of instruction?

Statistically significant differences existed between the means of scores of both groups in the postponed achievement-test in favor of the experimental one with a high effect size (0.72). That affirmed the supremacy of the blended learning strategy over the teacher-Based instruction (TBI) in helping the experimental group students to retain information after fifteen days of treatment. This result could be attributed to employing more than one sense as well as addressing the students' different learning styles throughout a variety of activities, techniques and multi-media which included hyper-texts, pictures, texts, videos, and PowerPoint slides.

BLS created a comfortable non-threatening learning environment. BLS increased their learning speed and supplied them with a strategy that helped them in dealing with various English written texts. Additionally, they received immediate electronic feedback from the website activities. Therefore, they could continue learning after the end of the official treatment. This explained the high effect size of the postponed achievement-test (0.72) which was higher than that of the immediate achievement-test (0.64). The blended learning strategy supplied students with life-long strategy for learning and raised their self-esteem. Moreover, BLS explained ten sub-strategies which trained students to think critically and read between lines. The critical thinking which students practised while learning the sub-strategies helped them to save information for a longer period of time. This result was associated with the results of the studies of; Keshta & Harb (2013) and Zourob (2014).

4. What are the obstacles that face the blended learning strategy application in instructing English reading comprehension skills?

Data analysis of the second part of the questionnaire introduced some obstacles. Data analysis showed that the given obstacles received the following percentages of responses:

1. "Loading the program was very slow" with (100 %).
2. "The power cut at home reduced my opportunities to make an access to the website at home" with (93.33 %).
3. "The Internet service stopped every now and then" with (83.33 %).

6.4. Conclusion

Based on the findings the following conclusions were reached:

1. Blended learning provided students with a better learning environment throughout a variety of multi-media resources which had an outstanding impact on their achievement of English reading comprehension skills.
2. BLS stimulated students towards independent practice of English language instead of face-to-face instruction.
3. BLS proved its effectiveness in encouraging students especially shy ones to participate and interact in asynchronous activities because they learned in a non-threatening environment.
4. BLS provided students with enjoyment, pleasure, enthusiasm, vitality and variation which were significant enough to affect their achievement positively.
5. Activities, quizzes and tests with immediate feedback granted students a chance for confidence and self-evaluation to support self-learning strategies.
6. Availability of the course, enrichment materials and extra links on a special website enabled students to make an access and promote their language at the ease and comfort of time.

6.5. Recommendations

In the light of the results, the researcher recommends:

1. Enriching English curriculum with different educational activities that enhance blended learning and motivate students to practise English language.
2. Supplying faculties with the necessary equipment for implementing this strategy such as enough computer labs, interactive smart boards, multimedia resources and Internet access.
3. Implementing blended learning strategy on to various learning stages and supplying teachers with instructional materials which introduce the blended learning as a new method that suits modern trends of teaching and learning. Moreover, conducting workshops to enhance teachers' competencies of implementing blended learning.

4. English language teachers are recommended to change the methods and approaches of teaching from traditional to the blend which is based on students' real involvement, help students use English language in "life-like" situations such as e-mails, chatting, forums, text messaging and blogs and change their traditional role to become the facilitators, guides and coordinators who help students to communicate.

6.6. Suggestions for Future Studies

The researcher suggests the following titles for future studies:

1. Academic staffs' perspectives towards implementing blended learning strategy.
2. The impact of blended learning on developing students' English writing or listening skills.
3. Parents' role in motivating their children to utilize technology in self-learning.
4. English language administrators' attitudes towards utilizing the Moodle in the instructional process at Al-Ba'ath University.
5. The efficiency of governmental schools in implementing blended learning strategy.
6. The effect of blended learning on developing the student's vocabulary.
7. Investigating the effect of blended learning on developing elementary schools pupils' English literacy.
8. The effect of blended learning on developing students' critical thinking.

Summary

This research investigated the effect of using a blended learning strategy on English reading comprehension skills achievement of the second-year class-teacher students and on their ability to retain information. The research also examined students' attitudes towards integrating the blended learning strategy in English language instruction.

The research included six chapters. The theoretical part of the research was covered throughout four chapters (1, 2, 3 and 4). **Chapter one** presented the problem of the research, the significance of the research, the questions, the hypotheses, the aims, the limitations of the research, the variables, the sample, the instruments and the procedural definitions of the research basic terms. **In Chapter two**, a distinction was made between reading as a skill and as a process. Then, identification of reading process steps and types was covered. Correlation between reading and comprehension was clarified. Additionally, reading comprehension models and research selected skills were presented. Finally, factors that affected reading comprehension were listed. **Chapter three** covered blended learning concept, types, components, environment as well as blended learning design process and most famous designs were introduced. Levels and methods of implementing blended learning were discussed along with blended learning characteristics. Moreover, challenges that faced implementing blended learning were clarified. **Chapter four** reviewed the literature related to the research. On the other hand, the practical part of the research was covered throughout two chapters (5-6). **Chapter five** included a detailed explanation of the instruments building, application and data collection procedures. **Chapter six** tackled the data analysis and discussion of the results and presented **recommendations** and suggestions for future studies. Furthermore, summaries in English and Arabic were included in this chapter.

Summary in English

• Problem of the Research

The researcher studied the problem of students' English reading comprehension skills weakness in the academic stage either in the regular or virtual learning. To improve the students' achievement standards in association with the modern educational information technology, the researcher suggested integrating the advantages of the e-learning with those of the traditional learning. It was necessary to find an instructional strategy which could meet students' needs and achieve the educational objectives at the same time. This strategy should be capable of motivating students to interact with the learning materials and could consequently improve students' English language reading comprehension skills. Therefore, the researcher utilized the blended learning strategy.

• Aims of the Research

The research aims at achieving the following:

1.4.1. Investigating the effectiveness of utilizing the blended learning as an instructional strategy on improving students' achievement in English reading comprehension skills (individually or collectively).

1.4.2. Investigating students' attitudes towards the effectiveness of implementing the blended learning strategy in English language instruction.

1.4.3. Investigating the effectiveness of the blended learning strategy on increasing the experimental group students' ability of information retention in comparison with the traditional method of instruction.

1.4.4. Investigating the hardships that face application of the blended learning strategy in English reading comprehension skills instruction.

• Questions of the Research

The research tried to answer the following questions:

1. What is the effectiveness of the blended learning strategy on improving the achievement of students of the second-year class-teacher in the Faculty of Education at Al-Ba'ath University in English reading comprehension skills?

Summary in English

2. What is the effectiveness of the blended learning strategy on increasing the experimental group students' ability of information retention in comparison with the traditional method of instruction?

3. What are the obstacles that face the blended learning strategy application in instructing English reading comprehension skills?

4. What are the students' attitudes towards the effectiveness of implementing the blended learning strategy on improving students' English reading comprehension skills?

• Hypotheses of the Research

The following null hypotheses were tested at the significant level ($\alpha = 0.05$):

1. There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in English reading comprehension skills **collectively** in the immediate post-achievement test. This hypothesis is categorized into ten sub-hypotheses:

1.1. There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the **“Understanding Facts and Details”** skill in the immediate post-achievement test.

1.2. There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the **“Identifying Negative Facts”** skill in the immediate post-achievement test.

1.3. There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the **“locating referents”** skill in the immediate post-achievement test.

1.4. There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the

Summary in English

“Understanding Vocabulary in Context” skill in the immediate post-achievement test.

1.5. There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the **“Making Inferences”** skill in the immediate post-achievement test.

1.6. There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the **“Determine Purpose”** skill in the immediate post-achievement test.

1.7. There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the **“Recognizing Paraphrases”** skill in the immediate post-achievement test.

1.8. There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the **“Recognizing Coherence”** skill in the immediate post-achievement test.

1.9. There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the **“Summarizing Important Ideas”** skill in the immediate post-achievement test.

1.10. There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in the **“Organizing Information”** skill in the immediate post-achievement test.

2. There is no statistically significant mean score difference between the second-year class-teacher students in the experimental and control groups in English reading comprehension skills **collectively** in the **postponed post-achievement** test.

3. The experimental group students have positive attitudes towards the effectiveness of implementing the blended learning strategy in English language instruction.

Summary in English

•Limitations of the Research

1. The Sample Limitations: the second-year class-teacher students in the Faculty of Education at Al-Ba'ath University.
2. The Time Limitations: The academic year (2014/2015).
3. Spatial Limitations: Faculty of Education at Al-Ba'ath University.

•Design of the Research

1. A quasi-experimental approach was undertaken to implement the blended learning strategy on a purposeful sample of the second-year class-teacher students.
2. The descriptive analytical design was adopted to investigate the experimental group students' attitudes towards the effectiveness of implementing the blended learning strategy in English language instruction.

• Variables of the Research

1. The Independent Variable:

Method: the blended learning strategy versus the traditional method in instruction.

2. Dependent Variables:

- a) The second-year class-teacher students' achievement.
- b) Experimental group students' attitudes towards the effectiveness of utilizing the blended learning strategy in English language instruction.

•Sample of the Research

The sample, which consisted of 60 females students from the second-year class-teacher students in the Faculty of Education at Al-Ba'ath University in the academic year 2014/2015.

Summary in English

1. The random method was determined in choosing the control group members (30 female students) who were taught via with face-to-face instructional method.
2. The experimental group members (30 female students) were selected purposefully. The experimental group contained students who wanted to make an access to the Internet outside lectures in the Faculty of Education at Al-Ba'ath University. The experimental group was taught by means of the blended learning strategy.

•Instrumentation of the Research

Achieving the research purpose required designing the following instruments:

1. A pre-post achievement test.
2. An attitude questionnaire.
3. A Multimedia Program (Multimedia-Based Activities).
4. A website on which a package of materials was downloaded.

•Findings

Data analysis revealed the effectiveness of the blended learning strategy on English language instruction in comparison with face-to-face instructional method. This conclusion was based on the main outcomes. Firstly, experimental group students' achievement in the immediate post-test was higher than the control group students' achievement. Secondly, experimental group students were more successful in retaining information after two weeks of treatment. Thirdly, the positive attitude adopted by the experimental group students was a further indication of the effectiveness of the implemented blended strategy. This result was attributed to the advantages of blended learning strategy application.

Summary in English

•Conclusion

Based on the findings, the following conclusions were reached:

1. The blended learning strategy had superiority over the face-to-face instructional method in English language reading comprehension skills instruction.
2. The blended learning strategy provided students with a better learning environment throughout a variety of multimedia resources.
3. The blended learning strategy stimulated students towards an independent practice of English language instead of direct instruction.
4. The blended learning strategy developed cooperative learning among students.
5. The blended learning strategy provided students with enjoyment, pleasure, enthusiasm and variation which were significant enough to affect their achievement positively
6. Self-evaluation tasks with immediate feedback gave students a chance for self-evaluation to support self- learning strategies.
7. Availability of free website online resources enabled students to learn at the ease and comfort of time.

• Recommendations

In the light of the results, the researcher recommends:

1. Enriching English curriculum with different educational activities that enhance blended learning and motivate students to practise English language.
2. Supplying faculties with the necessary equipment for implementing this strategy such as enough computer labs, interactive smart boards, multimedia resources and Internet access.
3. Implementing blended learning strategy on to the various learning stages and supplying teachers with instructional materials which introduce the blended

Summary in English

learning as a new method that suits modern trends of teaching and learning and conducting workshops to enhance teachers' competencies of implementing blended learning.

4. English language teachers are recommended to change the methods and approaches of teaching from traditional to the blend which is based on students' real involvement, help students use English language in "life-like" situations such as emails, chatting, forums, text messaging and blogs and change their traditional role to become the facilitator, guide and coordinator who helps students to communicate.

References

- Al-Abed Al-Haq, F. A. & Al-Sobh, M.A. (2010). The effect of a web-based writing instructional EFL program on enhancing the performance of Jordanian secondary students. *Jalt call Journal*, 6(3), 189-218.
- Abela, J. (2004). *Black art of speed reading*. Malaysia, Marshall, Cavendish.
- Abu-Shamla, K. (2010). *The effectiveness of a suggested programme based on prior knowledge to develop eighth graders' English reading comprehension skills*. Master Thesis, The Islamic University of Gaza, Gaza, Palestine.
- Adas, D. & Bakir, A. (2013). *Writing difficulties and new solutions: blended learning as an approach to improve writing abilities*. Al-Najah National University, Nablus, Palestine.
- Al-Ajrami, S. J. (2013). *The effectiveness of blended learning on developing maintenance of computer skills for technology department students at al-aqsa university and their attitudes towards it*. AL-Aqsa University, Gaza, Palestine.
- Al-Asraj, A. & Al-Harbi, H. (2014). *The effectiveness of blended learning in teaching Arabic as a second language*. Naif Arab University for Security Sciences, Saudi Arabia.
- Afflerbach, P., Pearson, D. & Paris, S.G.(2008). Clarifying differences between reading skills and reading strategies. Retrieved on: 28/1/2015 from: <http://northfieldtownshipschools.pbworks.com/f/Difference+between+reading+skills+and+strategies.pdf>
- American Book Works Corporation (2010). *Cliffs notices, taxes generalist EC6*. Willy Publishing, Inc. USA.
- Anderson, M. D. (2001). Individual characteristics and web-based courses. In C. R. Wolfe (Ed.), *Learning and teaching on the World Wide Web* (pp. 45-72). San Diego: Academic Press.

References

- Arbaugh, J.B. (2002). Managing the on-line classroom: a study of technological and behavioral characteristics of web-based MBA courses. *The Journal of High Technology Management Research*, 13(2), 203-223.
- Arieta, C. (2006). Promoting academic success for students with learning disabilities: the landmark college guide, college active reading skills. Retrieved January 30, 2014 from: <http://www.landmark.edu/institute/courses-and-workshop/register-lcirt.cfm>).
- Armes, C. (2012). The role of the teacher in blended learning: data, management and student support. Retrieved on: 24/9/2014 from: <http://www.scilearn.com/blog/role-of-the-teacher-in-blended-learning>
- Badr El-Deen, Z. (2009). *The effectiveness of assisted extensive reading on developing reading strategies for ninth graders in Gaza governorate*. Master thesis, The Islamic University of Gaza, Gaza, Palestine.
- Bailey, E. (2013). A language arts lesson plan on summarizing text helping students with dyslexia improve reading comprehension skills. Retrieved on: 11/1/2015 from: <http://specialed.about.com/od/readingliteracy/a/texting-summarizing-texts.htm>
- Baker, C. (2010). The impact of instructor immediacy and presence for online student affective learning, cognition, and motivation. *The Journal of Educators Online*, 7(1).
- Bakir, A. & Adas, D. (2011). Developing teaching English as a foreign language in blended learning environment. Retrieved on: 2/2/2015 from: <http://scholar.najah.edu/sites/default/files/conference-paper/developing-teaching-english-foreign-language-blended-learning-environment.pdf>
- Barr, D. Leakey, J & Ranchoux, A. (2005). Told like it is! An evaluation of an integrated oral development pilot project. *Language Learning & Technology*. 9(3), 55-78. Retrieved on: 15/2/2015 from: <http://llt.msu.edu/vol9num3/barr/>
- Bath, D. & Bourke, J. (2010). *Getting started with blended learning*. Griffith Institute for Higher Education, Australia.

References

- Bates, A. W. (1997) a. *Technology, open learning and distance education*. Routledge, London.
- Bates, A.W. (2000) b. *Managing technological change: strategies for college and university leaders*. San Francisco: Jossey Bass, USA.
- B BC.Webwise. (2012).What is the internet. Retrieved on: 29/1/2015 from: <http://www.bbc.co.uk/webwise/guides/what-is-the-internet>
- Beare, K. (2009). Improving reading skills, English as a 2nd language. Retrieved on 13/9/2014 from: <http://esl.about.com/od/englishreadingskills/a/readingskills.htm>
- Beadle, M., & Santy, J. (2008). The early benefits of a problem-based approach to teaching social inclusion using an online virtual town. *Nurse Education in Practice*, 8(3), 190-196.
- Beich, E. (2008). *Handbook for workbook learning professionals*. American Society for Training and Development, USA.
- Benchmark Education. (2000). Metacognition overview. Retrieved on: 10/9/2014 from : <http://edutechwiki.unige.ch/en/Metacognition>
- Bersin, D & Associates. (2005). Blended learning. What works? Retrieved on: 17/3/2013 from: www.bersin.com.
- Bielby, N. (1999). *Teaching reading at key stage 2*. Stanley Thornes Publisher, UK.
- Bhlool, A. (2013) .*The effect of differentiated instruction strategy on developing ninth graders' English reading comprehension skills at Gaza UNRWA Schools*. Published Master Thesis, The Islamic University of Gaza, Gaza, Palestine.
- Bijeikienė, V., Rašinskienė, S. & Zutkienė. L. (2011). Teachers' attitudes towards the use of blended learning in general English classroom. *ISSN 1648-2824 KALBŲ STUDIJOŠ. 2011. 18 NR. * STUDIES ABOUT LANGUAGES. 2011. NO. 18.*
- Billigmeier, G.M. (2011). Blended learning: design and implementation. Retrieved on: 22/9/2014 from: http://imet.csus.edu/imet10/portfolio/billigmeier_g/billigmeier/ROLFinal.pdf

References

- Bliuc, A., Goodyear, P. & Ellis, R.A. (2007). Research focus and methodological choices in studies into students' experiences of blended learning. *The Internet and Higher Education*, 10 (4), 231-244.
- Bloom, B. S., Hastings, J. T., & Madaus, G. F. (1971). *Handbook on formative and summative evaluation of student learning*. New York: McGraw-Hill, USA.
- Bölükbaş, F. (2013). *The effect of reading strategies on reading comprehension in teaching Turkish as a foreign language*. Istanbul University, Department of Foreign Languages, Istanbul, Turkey.
- Bonk, C. J., Graham, C.R. (2006). *The handbook of blended learning: global perspectives, local designs* (First ed.). San Francisco: Pfeiffer.
- Boothe, K., Walter, L.B & Stringer, M.D. (1999). What is a bottom-up reading model? Retrieved on: 8/9/2014 from: <http://www.sil.org>.
- Burns, M. (2008). What is formative evaluation? Retrieved on: 11/1/ 2015 from: <http://www.cehd.umn.edu/reading/documents/faq/formativeeval.pdf>
- Business Dictionary. (2014). *Online business dictionary*. Retrieved on: 28/5/ 2014 from: [http:// www.businessdictionary.com/definition/](http://www.businessdictionary.com/definition/).
- Caldwell, J. (2008). Reading Assessment. *A primer for teachers and coaches*. The Guilford Publications, U.S.A.
- Caine, K. (2010). *Reading development and difficulties*. The British Psychological Society and Blackwell Publishing Ltd, UK.
- Cambridge University Press, (2009). Cambridge online learner's dictionary. Retrieved on: 26/11/2014 from: <http://dictionary.cambridge.org/define.asp?>
- Cankaya, S.(2012). *Activity module development for moodle: a sample activity module, edu.game*. Department of Computer Education & Instructional Technologies, Anadolu University, Institute of Educational Sciences, Eskisehir, Turkey.

References

- Carroll, R. T. 1990. "Students success guide: writing skills". Retrieved on: 22/6/2014 from: www.skepdic.com/refuge/writing_skills.pdf.
- Centre for the Enhancement of Learning & Teaching. (2013). The systems approach to curriculum development. Retrieved on: 20/5/2013 from: <http://www2.rgu.ac.uk/celt/pgcerttlt/systems/sys1.htm>.
- Cerna, M. (2009). *Blended learning experience in teacher education: the trainees' perspective*. University of Pardubice, Czech Republic.
- Chamot, A. U. & Kupper, L. (1987). Learning strategies in foreign language instruction. *Foreign Language Annual*, 22, 13-24.
- Chansamrong, A., Tubsree, CH. & Kiratibodee, P. (2014). Effectiveness of cooperative and blended learning to assist Thai ESL students in learning grammar. *HRD Journal*, 5(2).
- Chou, CH-T. (2013). *The study of blended learning on a vocational high school in Taiwan*. Chihlee Institute of Technology, New Taipei City, Taiwan.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences, 2nd edition*. Hillsdale: Lawrence Erlbaum.
- Comey, W. L. (2009). Blended learning and classroom environment: a comparative analysis of students' perception on the classroom environment across community college courses taught in traditional face-to-face, online and blended methods. Retrieved on: 23/4/2014 from:
http://media.proquest.com/media/pq/classic/doc/1686180181/fmt/ai/rep/NPDF?_s=btU3YoFYQ9VFuSugmsUOfjPiOk%3D
- Cunningham, A. & Shagoury, R. (2005). *Starting with comprehension: reading strategies for the youngest learners*. Stenhouse Publishers, USA.
- Cziko, C. ,Greenleaf, C., Hurwitz, L. & Schoenbach, R. (2000). What is reading? An Excerpt from reading for understanding. Retrieved on: 12/9/2014 from: <http://www.nwp.org/cs/public/print/resource/787>
- Dambacher, M. (2010). *Bottom-up and top-down processes in reading, influences of frequency and predictability on event, related potentials and eye movements*. University of Potsdam, Germany.

References

- D'atrim A., Marco, M., & Casalinom N. (2008). *Interdisciplinary aspects of information systems studies*. Physica-Verlag, Heidelberg, Italy.
- Davies, F. (1995). *Introducing reading*. Penguin Books: London, UK.
- Davis, F.D. (1993). User acceptance of computer technology: system characteristics, user perception and behavioral impacts. *International Journal of Man-Machine Studies*, 38(3), 475-487.
- Davis, F.D., Bagozzi, R.P. & Warshaw, R.p. (1989). User acceptance of computer technology: a comparison of two theoretical models. *Management Science*, 35(8), 982-1003.
- Dean, G. (2003). *Teaching reading in secondary schools, 2nd edn*. David Fulton Publishers, London, UK.
- Al-Deirshaw, A.M. (2011). *The effectiveness of utilizing blended learning strategy in teaching geography*. Doctoral Thesis, Faculty of Education, Damascus University, Damascus.
- Delone, W. H. & McLean, E.R. (1992). Information systems success: the quest for the dependent variable. *INFORMATION SYSTEMS RESEARCH*, 3(1), 60-95.
- Dos, B & Demir, S. (2013). The analysis of the blogs created in a blended course through the reflective thinking perspective. Retrieved on: 19/2/2015 from: www.edam.com.tr/estp.
- Driscoll, M. (2002). Blended learning: let's get beyond the hype. Retrieved on: 7/12/2013 from: http://www-07.ibm.com/services/pdf/blended_learning.pdf
- Dziuban, C. D., Hartman, J. L. & Moskal, P. D. (2004). Blended learning. Retrieved on: 24/6/2014 from: <http://www.educause.edu/library/resources/blended-learning>.
- Dziuban, C., Moskal, P. & Hartman, J. (2005). *Higher education, blended learning and the generations: knowledge is power-no more*. University of Central Florida, Orlando.

References

- Eaves. B. & Erford, B. (2009). Learning achievement. Retrieved on: 25/11/2014 from: <http://www.education.com/reference/article/item-analysis>
- Ebeedat, Th., Adas A. & Abel -Haq K. (2005). *Scientific research, concept, techniques and tools*. Dar Al-Feker, Amman, Jordan.
- Edgenuity. Com. (2012). The role of the teacher: Learn ten research-based steps teachers can take to maximize learning in blended learning environments. Retrieved on: 24/9/2014 from: <http://www2.edgenuity.com/Role-of-the-Teacher>
- Ehrman, M.E., Leaver, B.L. and Oxford, R.L. (2003). A brief overview of individual differences in second language learning. *System*, 31, 313-330.
- Ekwensi, F., Moranski, J. & Townsend-Sweet, M. (2006). *E-learning concepts and techniques*. Bloomsburg University, Department of Instructional Technology, Pennsylvania.
- Elradii, N. (2014). *The effect of CALL on developing reading comprehension skills among the seventh graders at Gaza Governorate Schools*. Master thesis, Al- Azhar University, Gaza, Palestine.
- FARLEX. (2009). The free dictionary. Retrieved on: 9/6/ 2014 from: <http://www.thefreedictionary.com/Reading>.
- Farmer, J. (2006). Blended learning: pragmatic innovation. Retrieved on: 20/9/2014 from: <http://www.immagic.com/eLibrary/ARCHIVES/GENERAL/IMM/1061115F.pdf>
- Fisser, D. & Hedgcock, J. (2009). *Teaching readers of English, students, texts, and contexts*. Routledge, Taylor and Francis, USA.
- The Free Dictionary. (2015). Retrieved on: 15/2/2015 from: <http://www.thefreedictionary.com/fact>
- Gallagher, N. (2006). *DELTA's key to the next generation TOEFL test*. Delta Publishing Company, USA.
- Gamble, Valerie J. (2005). *The effectiveness of blended learning for the employee*. Unpublished Dissertation, Fielding Graduate University, USA.

References

- Garner, R. (1987). *Metacognition and reading comprehension*. Ablex Publishing Corporation, New Jersey, USA.
- Garrison, R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *Internet and higher education*, 7, 95-105.
- Garrison, D.R., & Vaughan, N.D. (2008). *Blended learning in higher education- framework, principles and guidelines*. Jossey-Bass, San Francisco, USA.
- Geçer, A. (2013). *Lecturer-student communication in blended learning environments*. Educational Consultancy and Research Center, Kocaeli University, Turkey.
- Ghaith, O. (2011). *The impact of blended learning on female student -teachers in Kuwait*. Unpublished doctoral thesis, School of Sport and Education, Brunel University, London, UK.
- Gil, P. (2015). What is the “internet”? Is it the same as the “web”? Retrieved on: 29/1/2015 from: <http://netforbeginners.about.com/od/i/f/What-Is-The-Internet.htm>
- Gisler, P & Eberts, M. (2009). Top ten ways to improve reading skills. Retrieved on: 22/1/2015 from: <http://school.familyeducation.com/top-10-ways/improve-reading-skills/38329.html>
- Glossary of Education Reform. (2013). Blended learning. Retrieved on: 20/9/2014 from: <http://edglossary.org/blended-learning/>
- Gould, T. (2003). Hybrid classes: maximizing institutional resources and student learning. Proceedings of the 2003 ASCUE Conference, Myrtle Beach, South Carolina. Retrieved on: 24/6/2014 from: <http://www.ascue.org/files/proceedings/2003/p54.pdf>
- Gould, B. E. (2012). *Using multimedia feedback to enhance cognitive, affective, and psychomotor learning*. Master Thesis, Royal Roads University, Canada.
- Graham, C.R. (2004). Blended learning systems: definition, current trends, and future directions. *In the handbook of blended learning: global perspectives, local designs*, ed. c.j. bonk and c.r. graham, 3-21. San Francisco: Pfeiffer.

References

- Griffith, L. W. & Rasinski, T. V. (2004). A Focus on fluency: how one teacher incorporated fluency with her reading curriculum? *The Reading Teacher*, 58(2), 126- 137.
- Haboush, Z. (2010). *The effectiveness of using a programme based on multiple intelligences theory on eighth graders' English reading comprehension skills*. Master thesis, The Islamic University of Gaza, Gaza, Palestine.
- Hammoud, L. (2010). *Factors affecting student's attitude and performance when using a web- enhanced learning environment*. Doctoral Thesis, Brunel University, UK.
- Harb, I. I. (2013). *The effectiveness of a blended learning program on developing and retention of Palestinian tenth graders' English writing skills*. Master Thesis, The Islamic University, Gaza, Palestine.
- Harmer, J. (2001). *The practice of English language teaching*, 3rd edn. Pearson Education Limited, Essex, UK.
- Harmer, J. (2001). *The practice of English language teaching*. Pearson Education Limited, 3rd Edition, Essex, England.
- Harris, P., Connolly, J., & Feenery, L. (2009). Blended learning: Overview and recommendations for successful implementation. *Industrial and Commercial Training*, 41(3), 155-163.
- Harrison, M. (2003). Blended learning in practice. Retrieved on: 17/5/2014 from: http://www.epic.co.uk/content/resources/whitepapers/blended_2.htm.
- Harvey, S. & Goudvis, A. (2008). *The primary comprehension toolkit : language and lessons for active literacy :teacher's guide*. Firsthand an imprint of Heinemann.
- Hasan, A. S. (1993). *Methodology of teaching English*. Damascus University Press, Damascus, Syria.
- Hasan, D. (2012). *The effect of web quest as an instructional strategy on English learning achievement* . Unpublished Master Thesis, Faculty of Education, Damascus University, Syria.

References

- Al-Hasan, E.E.K. (2012). *The effectiveness of blended learning on the second secondary students' achievement in a biology course and their attitudes towards it*. Department of Educational Technology, Faculty of Education, Al-Khartoum University, Al-Soudan.
- Hat, M.J. (2014). Situating teacher education in blended learning mode. *Advanced Science and Technology Letters*, 47, 254-257.
- Heinze, A. (2004). Blended learning: response to pressures on higher education. Presentation at the SRHE Postgraduate Student Conference 2004. 14 December. Retrieved on: 17/9/2014 from : <http://www.aheinze.me.uk/>
- Hofmann J. (2011). Top 10 challenges of blended learning. Retrieved on: 22/6/2014 from: <http://www.trainingmag.com/article/soapbox-top-10-challengesblended-learning>
- Holden, J.T. & Westfall, PH. (2010). An instructional media selection guide for distance learning implications for blended learning featuring an introduction to virtual worlds. Retrieved on: 18/1/2015 from:
http://www.usdla.org/v/assets/pdf_files/AIMSGDL%202nd%20Ed._styled_010311.pdf
- Howard, K & Consultants, K. (2008). Validating questionnaires. Retrieved on: 26/1/2015 from:
http://kestrelconsultants.com/reference_files/Validating_Questionnaires.pdf
- Huang, R. H., Zhou, Y. L., & Wang, Y. (2006). *Blended learning: theory into practice*. Higher Education Press, Beijing, China.
- Hughes, G. (2006). *Using blended learning to increase learner support and improve retention*. Institute of Education, London.
- Homepage.(2015). Wikipedia, the free encyclopedia. Retrieved on: 1/1/2015from: http://en.wikipedia.org/wiki/Home_page
- Homepage. (2015). Your Dictionary. Retrieved on: 1.1.2015 from: <http://www.yourdictionary.com/home-page>

References

- Instructional Design. (2015). ADDIE model. Retrieved on: 22/2/2015 from:
file:///C:/Users/MEDIA/Desktop/webbbb/ADDIE%20Model.html
- Al-Issa, A. (2006). Schema theory and l2 reading comprehension: implications for teaching. American University of Sharjah, UAE. Retrieved on: 1/30/2014 from
http://www.cluteinstituteonlinejournala.
- Al-Jarf, R. (2007). Impact of blended learning on EFL college readers. Retrieved on 25/5/2015 from:
http://repository.ksu.edu.sa/jspui/bitstream/123456789/5861/1/Impact%20of%20Blended%20Learning%20on%20EFL%20College%20Readers.pdf
- Jayachandran, J. (2007).Computer-assisted language learning (call) as a method to develop study skills in students of engineering and technology at the tertiary level. *The Indian Review of World Literature English*, 3(11) 1-7.
- Jia, J., Xiang, D., Ding, Z., Chen, Y., Wang, Y., Bai, Y. & Yang, B. (2012).
An effective approach using blended learning to assist the average students to catch up with the talented ones. *Knowledge Management & E-Learning: An International Journal*, 5(1).
- Johnson, P., & Keier, K. (2010). *Catching readers before they fall, supporting readers who strugglemK-4*. Stenhouse Publishers, USA.
- Jolliffe, A., Ritter, J., & Stevens, D. (2001). *The online learning handbook developing and using web-based learning*. Kogan Page, London.
- Jones, K.TH. (2008). Blended learning in a graduate accounting course: Students' satisfaction and course design issues. *The Accounting Educators' Journal*, 18, 15-28.
- Jouini, K. (2006). Strategies inference in reading comprehension. *Journal of King Saud University, Languages and Translation*, 18(1).
- Justis, R. (2012). Teaching and teachers in blended learning models. Retrieved on: 24/9/2014 from:
http://www.blendmylearning.com/2012/10/24/teaching-and-teachers-in-blended-learning-models/

References

- Kanuka, H., Rourke, L., & Laflamme, E. (2007). The influence of instructional methods on the quality of online discussion. *British Journal of Educational Technology*, 38(2), 260.
- Katims, D. & Harris, S. (1997). Improving the reading comprehension of middle school students in inclusive classrooms. *Journal of Adolescent & Adult Literacy*, 41(2), 116-126.
- Kasper, L.F. (2000). New technologies, new literacies: focus discipline research and ESL learning communities. *Language Learning & Technology*, 4(2), 105-128.
- Kember, D. & Leungb, D. (2008). Establishing the validity and reliability of course evaluation questionnaires. *Assessment & Evaluation in Higher Education*, 33(4), 341-353.
- Keshta, A. S. & Harb, I.I. (2013). *The effectiveness of a blended learning program on developing Palestinian tenth graders' English writing skills*. College of Education, The Islamic University of Gaza, Palestine.
- Al-Khateeb, E. R. (2012). *The impact of using web quests on the Palestinian seventh graders' English reading comprehension skills and their attitudes towards web quest*. Master Thesis, The Islamic University of Gaza, Gaza, Palestine.
- Kim, Y-H. & Kang, M-K. (2014). Development and application of blended teaching and learning model using American television programs. *International Journal of Multimedia and Ubiquitous Engineering*, 9(9), 201-206.
- Kinoshita, C.Y. (2003). Integrating language learning strategy instruction into ESL/EFL lessons. *The Internet TESL Journal*, 9(4).
- Kistow, B.(2011). Blended learning in higher education: A study of a graduate school of business, Trinidad and Tobago. *Caribbean Teaching Scholar*, 1(2) 115-128.
- Klapwijk, N. M.(2008). *A blended-learning approach to strategy training for improving second-language reading comprehension in South Africa*. Stellenbosch University, South Africa.

References

- Knott, D.(2012). Critical reading towards critical writing. University of TORONTO. Retrieved on: 12/9/2014 from: <http://www.writing.utoronto.ca/advice/reading-and-researching/critical-reading>
- Kocoglu, Z., Ozek, Y. & Kesli, Y. (2011). Blended learning: investigating its potential in an English language teacher training program. *Australasian Journal of Educational Technology*, 27(7), 1124-1134.
- Konstant , T. (2003). *Speed reading*. Teach yourself McGraw Hill, U.K.
- Kurland, D. (2000). How language really works the fundamentals of critical reading and effective writing. Retrieved on: 23/1/2015 from: http://www.criticalreading.com/critical_reading.htm
- El- Koumy, A. S. (2016). Metacognition and reading comprehension: current trends in theory and research. Retrieved on: 2/1/ 2016 from: http://www.academia.edu/3705950/Metacognition_and_Reading_Comprehension_Current_Trends_in_Theory_and_Research
- Kurtus, R. (2004). Blended learning. Retrieved on: 22/6/ 2014 from: http://www.school-for-champions.com/elearning/blended_learning.htm
- Learning Rx, (2009). Reading comprehension skills and strategies: assessment. Retrieved on|: 10/7/2014 from: <http://www.learningrx.com/readingcomprehension-skills-and-strategies-faq.htm>.
- Lenz, K. (2005). Special connections: an introduction to reading comprehension. Retrieved on: 25/6/2014 from: <http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/main.php?cat=instruction§ion=rc/mainUT>
- Littlejohn, A., & Pegler, C. (2007). *Preparing for blended learning*. Abingdon Routledge, UK.
- Li, H.F. & Yang, Y.T.C. (2007). The effectiveness of web quest on elementary school students' higher-order thinking, learning motivation and English learning achievement. In C. Montgomerie & J. Seale (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2007*, 2877-2882.

References

- Mark. (2005). What is extensive reading. Retrieved on: 24/7/2014 from: <http://toshuo.com/2005/what-is-extensivereading/>
- Martyn, M. (2003). The hybrid online model: Good practice. *Edu cause quarterly*, 26(1), 18-23.
- Mathis, R., & Jackson, J. (2010). *Human resources management*, 13th edition. South-Western Cengage Learning, USA.
- Macceca, S. (2007). *Reading strategies for science*. Corinne Burton. U.S.A.
- Maulana, S.B. & Ibrahima, R. (2012). *The teaching and learning of English for academic purposes in blended environment*. Academy of Language Studies, University of Technology, MARA, Melaka, Malaysia.
- Mifflin, H. (2003). *Reading series: book one*. Houghton Mifflin Company, Boston, New York, USA.
- Mikhailov, S. (2008). Word by word type reading. Retrieved on: 7/7/2014 from: http://www.ababasoft.com/speedreading/five_types_of_reading.htm
- Mikulecky, B. (1986). *Reading power*. Addison-Wesley Publishing Company, California, USA.
- Milheim, W. D. (2006). Strategies for the design and delivery of blended learning courses. *Educational and Delivery Technology*, 46(6).
- Millrood, R. (2001). Modular course in ELT methodology. Retrieved on: 11/9/2014 from: http://site.iugaza.edu.ps/nmasri/files/2010/02/syllabus_2008_elt_methodology_ii.pdf
- Motteran, G. & Sharma, P. (2009). Blending learning in a web2.0 world. *International Journal of Emerging Technologies & Society*, 7(2), 93-96.
- NACOL. (2008). Fast facts about online learning (Issue report, 1-6). Vienna: North American Council for Online Learning. Retrieved on: 23/5/2013 from: <http://www.NACOL.org>

References

- Nasser, D. (2013). *The effectiveness of using blended learning on the fourth grade pupils' achievement in social studies*. Unpublished Master Thesis, Faculty of Education, Damascus University, Damascus, Syria.
- Nation, I. (2008). Teaching ESL / EFL reading and writing. *ESL & Applied Linguistics Professional Series*. Routledge, Taylor & Francis, USA.
- The North American Council for Online Learning (NACOL). (2008). *Fast about online learning (Issue report, 1-6)*. Vienna: North American Council for Online Learning.
- Nejdil, W., & Tochtermann, K. (2006). *Innovative approaches for learning and knowledge sharing*. Springer-Verlag, Berlin Heidelberg, Germany.
- Newbury, R. (2009). *Measured impact of integration of wimba voice tools in a blended intensive English learning program*. University of Nevada, Reno, USA.
- Nikolova, I., Nikolov, R. & Kovatcheva, E. (2011). *E-learning for e-learning: reflection on teacher and student experiences in an e-learning course*. Department of Information Technologies, Faculty of Mathematics and Informatics, University of Sofia, Bulgaria.
- Oblender, Th. (2002). A hybrid course model: one solution to the high online drop- out rate. *Learning & Leading with Technology*, 29(6), 42-46.
- OECD, (2002). Glossary of statistical terms. Retrieved on: 20 /2 / 2014 from: stats.oecd.org/glossary/detail.asp?ID=4775
- Oliver, M. & Trigwell, K. (2005). Can blended learning be redeemed? *E-learning*. 2(1), 17-18.
- Osguthorpe, R. T. and Graham, C. R., (2003). Blended learning environments: Definitions and directions. *The Quarterly Review of Distance Education*, 4(3), 227-233.
- Özbay, M. (2006). *Turkish special teaching methods*. Ankara: Öncü Book Publications, Turkey.
- Pahinis, K., Strokes, CH. W., Walsh, T.F. & Cannavina, G. (2007). Evaluating a blended-learning course taught to different groups of learners in a dental school. *Journal of Dental Education*, 71(2), 269-278.

References

- Pardo, L. S. (2004). What every teacher needs to know about comprehension. *The Reading Teacher*, 58(3), 272-281.
- Pearson Education Incorporation. (2009). Summarizing. Retrieved on: 12/1/2015 from: [TUhttp://www.teachervision.fen.com/skill-builder/reading/comprehension/48785.html?detoured=1UT](http://www.teachervision.fen.com/skill-builder/reading/comprehension/48785.html?detoured=1UT)
- Pekařová, I. (2013). *Blended learning activities to meet individual learning needs*. Department of English Language and Literature, Faculty of Education, Brno, Moravia, Czech Republic.
- Peterson, C. (2004). Bringing ADDIE to life: instructional design at its best. Retrieved on: 22/ 2/ 2015 from:
http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=EJ822355&ERICExtSearch_SearchType_0=no&accno=EJ822355
- Phenix, J. (2002). *The teacher's reading handbook*. Stenhouse, U.S.A.
- Poon, J. (2013). *Blended learning: an institutional approach for enhancing students' learning experiences*. School of Management and Marketing, Deakin University Burwood, Australia.
- Pour, M. (2005). *Advanced topics in information resources management*. Idea Group Publishing, USA.
- Pound, E. (2009). Study guides and strategies: SQ3R. Retrieved on: 12/11/2014 from: <http://www.studygs.net/texred2.htm>
- Query CAT. (2011). Intensive reading. Retrieved on: 12/11/2013 from: <http://www.querycat.com/question/f9d7022094f>.
- Rabel, N. (2005). Reading to children is essential. Retrieved on: 12/7/2014 from: <http://ohioline.osu.edu/hyg-fact/5000/5287.html>
- RALLY Education. (2006). Achieve your reading goal. Retrieved on: 21/3/2015 from: http://www.rallyeducation.com/ecommerce/research/AGR_basis.pdf

References

- Radecki, W. (2007). Blended learning for Emirati women. *Learning and Teaching in Higher Education: Gulf Perspectives*, (2) Hewlett-Packard, USA.
- Rastegarpour, H. (2011). *Blended learning*. Karaj, Tehran, Iran.
- Rasekh, Z.E. and Ranjbary, R. (2003). Metacognitive strategy training for vocabulary learning. Retrieved on: 10/9/2014 from:
<http://www-writing.berkeley.edu/tesl-ej/ej26/a5.html>.
- Reay, J. (2001). Blended learning-a fusion for the future. *Knowledge 18. Management Review*, 4(3), 6.
- Reiser, R. A. & Dempsey, J. V. (2007). *Trends and issues in instructional design and technology (2nd Ed.)*. Upper Saddle River, NJ: Pearson Education, Inc.
- Roell, K. (2015). What is author's purpose? Retrieved on: 24/1/2015 from:
http://testprep.about.com/od/readingtesttips/a/Authors_Purpose.htm
- Rogers, B. (2007). *The complete guide to the TOEFL test, ibt edition*. Thomas Corporation, USA.
- Rossett, A., Douglin, F., & Frazee, R. V. (2003). Strategies for building blended learning. *Learning Circuits*. Retrieved on: 23/9/2014 from:
<http://www.learningcircuits.org/2003/jul2003/rossett.htm>.
- Rouse, M. (2005). Website definition. Retrieved on: 29/1/2015 from:
<http://searchsoa.techtarget.com/definition/Web-site>
- Rovai, p.A. & Jordan M. H. (2004). Blended learning and sense of community: a comparative analysis with traditional and fully online graduate course. *International Review of Research in Open and Distance Learning*, 5(2), ISSN:1492-3831.
- Ruffini, M. (2000). Systematic planning in the design of an educational website. *Educational Technology*, 40(20), 58-64.
- Saade, R.G. & Kira, D. (2009). Computer anxiety in e-learning: the effect of computer self-efficacy. *Journal of Information Technology Education*. 8, 177-190.
- Salmon, G. (2002). *E-activities*. Routledge, UK.

References

- Saracaloglu, S. A., Serinb, O., Serinb, N., & Serinc, U. (2010). *Analyzing attitudes of candidate teachers towards computer in terms of various factors*. Faculty of Education Adnan Menderes University, Aydn: Turkey.
- Sayed, E. A. A. (2012). The effect of using electronic portfolios on developing the English language writing skills for second grade preparatory school students. Retrieved on: 13/2/2015 from: http://srv3.eulc.edu.eg/eulc_v5/libraries/start.aspx.
- Schorkhuber, V. (2008). *Extensive reading*. Auflage, Germany.
- Sethi, A., & Adhikari, B. (2010). *Business communication*. New Delhi: Tata McGraw Hill Education Private Limited, India.
- Research Centre for Accelerated Learning. (2014). Reprieved on: 21/9/2014 from: <https://sites.google.com/site/accellrnng/speed-reading/wikipedia>
- Selim, H.M. (2003). An empirical investigation of student acceptance of Couse websites. *Computer & Education*, 40(4), 343-60.
- Sen, H.S. (2009). The relationship between the use of metacognitive strategies and reading comprehension. Retrieved on: 11/2/2016 from: http://ac.els-cdn.com/S18770428090004078/1-s2.0-S18770428090004078-main.pdf?_tid=2808da32-fe91-11e5-8a30-00000aacb361&acdnat=1460233690_2218f390a45dae0c0e1cc639162d905e
- Al-Shaer, I.M.R. (2013). Effects of a blended learning module on EFL students' attitudes in an introductory reading course in Al-Quds Open University setting. *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, 3(4), 224-242.
- Sharma, P. & Barney, B. (2007). *Blended learning: using technology in and beyond the language classroom*. Macmillan Publishers Limited, London, UK .
- Sharpe, R., Benfield, G., Roberts, G., & Francis, R. (2006). The undergraduate experience of blended learning: A review of UK literature and practice. Retrieved on: 22/6/2014 from: http://www.heacademy.ac.uk/resources/detail/teachingandresearch/Undergraduate_Experience.

References

- Shen, C-H. & Yi -Huang, X.(2006). The application of moodle for web-based peer assessment. *Journal of Educational Media and Library Sciences*, 43(3) 267-284.
- Shin, R. Ch. (2010). Blended learning using video-based blogs: public speaking for English as a second language learners. *Australasian Journal of Educational Technology*. 26(6), 883-897.
- Sharpe, R., Benfield, G., Roberts, G., & Francis, R. (2006). The undergraduate experience of blended learning: a review of UK literature and practice. Retrieved on: 4/10/2014 from:
http://www.heacademy.ac.uk/projects/detail/lr_2006_sharpe
- Shelton, K., & Saltsman, G. (2011). Applying the ADDIE model to online instruction. In Information Resources Management Association (Ed.), *Instructional design: Concepts, methodologies, tools and applications* (pp. 566-582). Hershey, PA: IGI Global.
- Shoebottom, P. (2007). The importance of reading (a guide to learning English). Retrieved on: 6/7/2014 from: *<http://esl.fis.edu/parents/advice/read.htm>*
- Shroff, R.H. (2010). *An investigation on individual students' perceptions of interest utilizing a blended learning approach*. The Hong Kong Institute of Education, Hong Kong, China.
- Al-Shwiah, A. A. (2009). *The effects of a blended learning strategy in teaching vocabulary on premedical students' achievement, satisfaction and attitude towards English language*. Unpublished master thesis, College of Arts for Girls in Dammam, Kingdom of Saudi Arabia.
- Sife, A.S., Lwoga, E.T. & Sanga, C. (2007). New technologies for teaching and learning: challenges for higher learning institutions in developing countries. Sokoine University of Agriculture, Tanzania. *International Journal of Education and Development using Information and Communication Technology*, 3(2), 57-67.
- Singh, H. (2003). Building effective blended learning programs. *Educational Technology*, 43(6), 51-54.
- Skehan, P. (1998). A cognitive approach to language learning. Retrieved on: 4/10/2014 from: *<http://eltj.oxfordjournals.org/content/54/4/398.extract>*

References

- Smedley, J. (2005). Working with blended learning. *Enhancing Teaching in Higher Education: New approaches for improving student learning*. New York: Routledge, 80-92.
- Snyder, B. & Pressley, M. (1990). *Introduction to cognitive strategy instruction*. Cambridge, Massachusetts: Brookline Books, UK.
- Social Studies Department (SAISD). (2005). Social studies strategies: finding the central (main) idea. Retrieved on: 23/1/2015 from: http://www.saisd.net/admin/curric/sstudies/gopdf/howto_findcentralidea.pdf
- Ssemugabi, S. (2006). *Usability evaluation of a web-based e-learning application: a study of two evaluation methods*. Master Thesis, University of South Africa.
- Stacey, E. & Gerbic, PH. (2008). Success factors for blended learning. Retrieved on: 4/10/2014 from: <http://www.ascilite.org.au/conferences/melbourne08/procs/stacey.pdf>
- Stein, J. (2008). Blended learning, a standards-based guide. Retrieved on: 16/1/2015 from: https://books.google.com/books?id=J_KMAgAAQBAJ&pg=PT71&lpg=PT71&dq=blended+learning+affective+and+cognitive+aspects&source=bl&ots=FcJvsKdKsH&sig=
- Stracke, E. (2007). Spotlight on blended language learning: a frontier beyond learner autonomy and computer assisted language learning. Proceedings of Independent Learning Association 2007 Japan Conference: *Exploring theory, Enhancing Practice and Autonomy across the Disciplines*. Kanda University of International Studies, Chiba, Japan.
- Sun, P., Tsai, R.J. Finger, G., Chen, Y. & Yen, D. (2008). What drives a successful e-learning? An empirical investigation of the critical factors influencing learner satisfaction. *Computers and Education*, 50(4), 1183-1202.
- Tabor, S. (2007). Narrowing the distance: implementing a hybrid learning model for information security education. *The Quarterly Review of Distance Education*, 8(1), 47-57.

References

- Tanner, L. k. (2007). *Case study of the challenges faced by adult students enrolled in an online blended distance learning program*. Doctoral Dissertation, Miami University, USA.
- Teacher Vision Website. (2013). Visualizing. Retrieved on: 12/1/2015 from: <http://www.teachervision.fen.com/reading-comprehension/skill-builder /48791.html>
- Thomas, R.T., Vitelli, J.B. & Vitelli, M. (2012). An analysis of the holistic model for blended learning versus face-to-face instructions used to teach at-risk students in an alternative school. Retrieved on: 20/9/2014 from: <http://proc.isecon.org/2012/pdf/1954.pdf>
- Thorne, K. (2003). Blended learning: how to integrate online and traditional learning. Retrieved on: 2/6/2014 from: www.kogan-page.co.uk
- Troschitz, R. (2005). Testing reading comprehension problems and principles. Auflage, Germany.
- Tuan, L.T. (2011). Teaching reading through web quest. *Journal of Language Teaching and Research*, 2(3), 664-673.
- UCLES. (2010). Introduction to blended learning. Retrieved on: 15/1/2013 from: elarningsales@CambridgeESOL.org.
- Udaini, A.A. (2011). *The effect of a computerized program on developing 9th graders' reading comprehension skills and their attitudes towards reading in Palestine*. Master Thesis, College of Education, Islamic University, Gaza, Palestine.
- Uğur, B., Akkoyunl, B. & Kurbanoglu, S.(2011). *Students' opinions on blended learning and its implementation in terms of their learning styles*. Faculty of Education, Hacettepe University, Ankara, Turkey.
- Valiathan, P. (2002). Blended learning. *The Learning Bulletin*, 7.
- USDLA (United States Distance Learning Association). (2005). Why blended learning? Retrieved on: 16/8/2014 from: <http://ww.nwlink.com/~donclark/hrd/elearning/blendede.html>

References

- Van Keer, H. (2004). Fostering reading comprehension in fifth grade by explicit instruction in reading strategies and peer tutoring. *British Journal of Educational Psychology*, 74, 37-70.
- Valiathan, P.(2002). Blended learning. *The Learning Bulletin*, 7.
- Vaughan, N. (2007). Perspectives on blended learning in higher education. *International Journal on ELearning*, 6(1), 81-94.
- Vaughan, N. & Garrison, D.R. (2005).Creating cognitive presence in a blended faculty development community. *The Internet in Higher Education*. 8(1), 1-12.
- Wade, Rosalind (2003). What happens when you hear or see the term “blended learning”? Retrieved on: 24/6/2014 from:
[http://elearningpapers.eu/en/article/What-happens-when-you-hear-or-see-the-term- %E2%80%98Blended-Learning%E2%80%99%3F](http://elearningpapers.eu/en/article/What-happens-when-you-hear-or-see-the-term-%E2%80%98Blended-Learning%E2%80%99%3F)
- Walch Publishing. (2003). Content-area, reading strategies grades 5-6. *Reading Social Studies*. Weston Walch Publishing. USA.
- Wannapiroon, p. (2010). *Development of problem-based blended learning model in developing undergraduate learners’ critical thinking*. Department of Curriculum, Instruction and Educational Technology, Chulalongkorn University, Bangkok, Thailand.
- Wesley, Sh. (2001). Ed.D. Read aloud for comprehension. *Education World*. Retrieved on: 25/9/2014 from:
http://www.educationworld.com/a_curr/curr383.shtml
- Wingard, R.G. (2004). Classroom teaching in web enhanced courses: A multi institutional study. *EDUCAUSE Quarterly*, (1), 26-35
- White, C. (20003). *Language learning in distance education*. Cambridge, Longman, UK.
- Wingard, R.G. (2004). Classroom teaching in web enhanced courses: A multi institutional study. *EDUCAUSE Quarterly*, (1), 26-35.
- Woolley, G. (2011). Reading comprehension assisting children with learning difficulties. *Springer-Science*, New York.

References

- Wong, L. & Tatnall A. (2009). The need to balance the blend: online versus face-to-face teaching in an introductory accounting subject. *Issues in Informing Science and Information Technology*, (6).
- Wu, J. & Liu, W. (2013). An empirical investigation of the critical factors affecting students' satisfaction in EFL blended learning. *Journal of Language Teaching and Research*, 4(1), 176-185.
- Yang, Y-F. (2011). *Blended learning for college students with English reading difficulties*. Department of Applied Foreign Languages, National Yunlin University of Science and Technology, Taiwan.
- Young, D. J. (2008). An empirical investigation of the effects of blended learning on student outcomes in a redesigned intensive Spanish course. *ALICO Journal*, 26(1), 160-181.
- Al-Yousef, S. H. (2005). Teaching reading comprehension to ESL/EFL learners. *The Reading Matrix Journal*, 5(2), 3-195.
- Zanzan, F. V. & Ramazani, M. (2013). Investigation of e-learning acceptance in teaching English language based on tam model. *Scholarly Journal of Education*, 2(2), 18-21.
- Zhang F., (2006). *Using multimedia and network technology to reform set in the teaching of new horizon*. University of Hong Kong: China.
- Zourob, M.I. (2014). *The effectiveness of using webinar on improving speaking skills for the Rafah UNRWA seventh graders and their anxiety in speaking*. Curricula & Teaching Methods Department, Faculty of Education, The Islamic University, Gaza, Palestine.
- Al-Zumor, A.W., Al-Refaai, I., Bader Eddin, E. A. & Al-Rahman, F.H. (2013). EFL students' perceptions of a blended learning environment: advantages, limitations and suggestions for improvement. *English Language Teaching*, 6(10).
- Zsolt,T. & Egyetem, N-M.(2008). Moodle and social constructivism. Retrieved on: 22/8/2014 from: http://scholar.google.com/scholar?q=-definition-characteristics+moodle&btnG=&hl=ar&as_sdt=0%2C5&as_vis=1

References in Arabic:

- أبو علام، رجاء. (2004). *مناهج البحث في العلوم النفسية والتربوية*. القاهرة: دار النشر للجامعات.
- الآغا، إحسان. (1996). *البحث التربوي، عناصره، مناهجه وأدواته*. الجامعة الإسلامية، غزة، فلسطين.
- إستيته، دلال سرحان، عمر. (2007). *تكنولوجيا التعليم والتعليم الإلكتروني*. ط1. عمان: دار وائل للتوزيع والنشر.
- أبو موسى، مفيد أحمد. (2007). *أثر استخدام استراتيجيات التعلم المزيج على تحصيل طلبة التربية في الجامعة العربية المفتوحة في مقرر التدريس بمساعدة الحاسوب واتجاهاتهم نحوها*. المؤتمر الدولي لتقنيات التعليم (ICOET)، جامعة السلطان قابوس، مسقط، عمان.
- أبو موسى، مفيد أحمد والصوص، سمير عبد السلام. (2010). *أثر برنامج تدريبي قائم على التعلم المزيج (Blended learning) في قدرة المعلمين على تصميم وإنتاج الوسائط المتعددة التعليمية*. بحث مقدم للمؤتمر الدولي الأول للجمعية العمانية لتقنيات التعليم، مسقط، عمان.
- البلوشي، فاطمة وأحمد، عقيل عبد المحسن. (2009). *واقع استخدام تكنولوجيا المعلومات بجامعة البحرين من وجهة نظر أعضاء هيئة التدريس وأثر ذلك في عمليتي التعليم والتعلم*. مجلة العلوم التربوية والنفسية، جامعة البحرين، المجلد (10) العدد (3).
- الجزار، عبد اللطيف. (2002). *فاعلية استخدام التعليم بمساعدة الكمبيوتر متعدد الوسائط في اكتساب بعض مستويات تعلم المفاهيم العلمية وفق نموذج "فبراير" لتقويم المفاهيم*. مجلة التربية، كلية التربية، جامعة الأزهر، العدد (125).
- جيدوري، صابر عوض وأخرس، نائل محمد. (2005). *مناهج البحث التربوي*. ط1. جدة: دار كنوز المعرفة.
- حربا، علي منير. (2011). *أثر استخدام الطريقة الأدائية في تدريب الطلبة المعلمين على إتقان مهارات برنامج تصميم البرامج التعليمية التفاعلية*. دراسة ماجستير غير منشورة، كلية التربية، جامعة دمشق، سوريا.
- الحيلة، محمد محمود. (2007). *تصميم التعليم نظرية وممارسة*. ط3. عمان: دار المسيرة.
- الديرشوي، عبد المهيم. (2011). *فاعلية استخدام استراتيجيات التعلم المدمج في تدريس مادة الجغرافية*. رسالة دكتوراه غير منشورة، كلية التربية، جامعة دمشق، سوريا.
- الزعبي، علي محمد علي ودومي، حسن علي أحمد. (2012). *أثر استخدام طريقة التعلم المتمازج في المدارس الأردنية في تحصيل تلاميذ الصف الرابع الأساسي في مادة الرياضيات وفي دافعتهم نحو تعلمها*. مجلة جامعة دمشق، المجلد (28) العدد (1).

References

- سالم، أحمد محمد وسرايا، عادل السيد. (2003). *منظومة تكنولوجيا التعليم*. ط1. الرياض: مكتبة الرشد.
- سلامة، حسن علي. (2005). *التعلم الخليط التطور الطبيعي للتعليم الإلكتروني*. كلية التربية بسوهاج، جامعة جنوب الوادي، مصر.
- سليمان، هالة. (2007). *فاعلية برنامج حاسوبي في تحصيل تلامذة الصف الخامس الأساسي في اللغة الانكليزية*. رسالة ماجستير غير منشورة، كلية التربية، جامعة دمشق، سوريا.
- شاهين، أحمد سعاد. (2008). *فاعلية التعليم المدمج على التحصيل وتنمية عمليات العلم لدى تلاميذ المرحلة الابتدائية واتجاهاتهم نحوه*. كلية التربية، جامعة طنطا، مصر.
- شوملي، قسطندي. (2007). *الأنماط الحديثة في التعليم العالي- التعليم الإلكتروني المتعدد الوسائط أو التعليم المتمازج*. ورقة عمل مقدمة إلى المؤتمر السادس لعمداء كليات الآداب والجامعات الأعضاء في اتحاد الجامعات العربية، جامعة الجنان، لبنان.
- عبد الهادي، نبيل. (2001). *القياس والتقويم التربوي واستخدامه في مجال التدريس الصفي*. ط2. عمان: دار وائل للنشر.
- عامر، طارق عبد الرؤوف. (2007). *التعليم عن بعد والتعليم المفتوح*. عمان: دار اليازوري العلمية للنشر والتوزيع.
- عباس، محمد خليل ونوفل، محمد بكر والعيسي، محمد مصطفى وأبو عواد، فريال محمد. (2006). *مدخل إلى مناهج البحث في التربية وعلم النفس*. عمان: دار المسيرة للنشر والتوزيع.
- عبد الهادي، نبيل. (2001). *القياس والتقويم التربوي واستخدامه في مجال التدريس الصفي*. ط2. عمان: دار وائل للنشر.
- عوض، حسني وأبو بكر، إياد. (2010). *أثر استخدام نمط التعلم المدمج على التحصيل الدراسي في جامعة القدس المفتوحة*. جامعة القدس المفتوحة، فلسطين.
- الغامدي، خديجة. (2009). *فاعلية التعلم المدمج في إكساب مهارات وحدة برنامج العروض التقديمية (PowerPoint) لطالبات الصف الثاني الثانوي في الرياض*. رسالة ماجستير، جامعة الملك سعود، المملكة العربية السعودية.
- الفار، إبراهيم عبد الوكيل. (2000). *تربويات الحاسوب*. العين: دار الكتاب الجامعي.
- الفقي، عبد الإله إبراهيم. (2011). *التعلم المدمج، التصميم التعليمي، الوسائط المتعددة، التفكير الابتكاري*. عمان: دار النشر للثقافة والتوزيع.

References

- القلا، فخر الدين وناصر، يونس. (2001). *أصول التدريس لطلاب دبلوم التأهيل التربوي*. ط3. دمشق، جامعة دمشق.
- مخائيل، امطانيوس (أ). (2001). *القياس والتقويم في التربية الحديثة*. كلية التربية: منشورات جامعة دمشق.
- ميخائيل، امطانيوس (ب). (2006). *القياس والتقويم في التربية الحديثة*. كلية التربية: منشورات جامعة دمشق.
- المصري، محمد. (2009). *العلاقة بين استراتيجيات التحصيل الأكاديمي لدى طلاب وطالبات كلية العلوم التربوية بجامعة الإسراء الخاصة*. مجلة جامعة دمشق للعلوم التربوية، المجلد (25)، العدد (3+4).
- معروف، نايف محمود. (2008). *خصائص اللغة العربية وطرائق تدريسها*. ط6. بيروت: دار النفائس.
- الموسي، عبدالله عبد العزيز. (2005). *استخدام الحاسب الآلي في التعليم*. ط3. الرياض: مكتبة تربية الغد.
- وزارة التربية. (2007). *المعايير الوطنية لمناهج التعليم العام ما قبل الجامعي*. المجلد (1). دمشق: المؤسسة العامة للمطبوعات.

(Appendix A-1)

The Initial Status Study Questionnaire

استبانة أعدت للتعرف على واقع تدريس مادة اللغة الانكليزية في / قسم تربية الطفل / شعبة معلم

صف /كلية التربية

السيد المحترم

تحية طيبة... وبعد:

تقوم الباحثة بإجراء دراسة استطلاعية للتعرف على واقع تدريس مادة اللغة الانكليزية بشكل عام، إضافة إلى التعرف على طرائق التدريس المتبعة والتعرف على آراء طلبة (السنة الثانية/ قسم معلم صف/كلية التربية) بالبيئة الصفية لمادة اللغة الانكليزية والمشكلات التي تواجههم أثناء دراستهم لهذه المادة.

وللاستفادة من خبرتكم أرجو الإطلاع على الاستبانة المرفقة وإبداء الرأي بوضع علامة (✓) أمام العبارة التي توافقون عليها في المكان المخصص، وإن ثمة إضافات أو ملاحظات لديكم أرجو التكرم بذكرها في نهاية الاستبانة.

مع فائق الشكر والامتنان

الباحثة

أريج شعبان

Appendixes

رأي المحكم						
رقم البند	البند	دائما	أحيانا	مطلقا	مناسب	غير مناسب
أولاً. طرائق تدريس اللغة الانكليزية						
1	يقوم المدرس بتدريس المادة بالطريقة الإلقائية					
2	يقوم المدرس بتدريس المادة بالطريقة التفاعلية					
3	يقوم المدرس بتدريس المادة باستخدام برنامج (Power Point)					
4	يقوم المدرس بتدريس المادة باستخدام برنامج (Author ware)					
5	يقوم المدرس بتدريس المادة باستخدام جهاز الإسقاط (Over Head Projector)					
6	يقوم المدرس باستخدام الانترنت في تدريس المادة					
7	يقوم المدرس باستخدام شاشة العرض (Data Show) في تدريس المادة					
8	يقوم المدرس بتدريس المادة بطريقة التعليم التعاوني					
9	يراعي المدرس الفروق الفردية					
ثانياً. البيئة الصفية						
		دائما	أحيانا	مطلقا	مناسب	غير مناسب
10	يشرح المدرس بسرعة					
11	يشرح المدرس المادة باللغة العربية					

Appendixes

12	يقدم المدرس شرحا وافيا للمفردات الصعبة					
13	أشعر بالحرص أمام زملائي عندما أقدم جوابا خاطئا					
14	يساعد التعاون مع الزملاء على فهم الدرس والإجابة عن الأسئلة					
15	أفضل الدراسة منفردا حسب سرعتي الخاصة					
16	أشعر بالملل وأنا ألتقي المحاضرات من أستاذ المادة					
17	أتصفح بعض المواقع الانكليزية للقيام بحلقات البحث					
18	يساعد شرح المدرس للمادة على تذكرها لمدة طويلة					
19	يساعد عدد الطلبة الكبير على التركيز في المحاضرات					
20	أجد صعوبة في دراسة مادة اللغة الانكليزية					
21	أشعر بالمتعة عند دراسة مادة اللغة الانكليزية					
22	أقوم باتباع دورات تقوية لتحسين مستوى اللغة الانكليزية					
23	أجد صعوبة كبيرة في فهم المقاطع والإجابة على الأسئلة بمفردي					
24	أجد صعوبة في تصفح المقالات المكتوبة باللغة الانكليزية					
25	أشعر أن الوقت المخصص لإنهاء المقرر غير كاف					

ثالثا. مشكلات أخرى تواجهك في أثناء دراستك للغة الانكليزية:

.....

ملاحظات إضافية للدكتور:

.....

(Appendix A-2)

The Status Study

استبانة المسح الاستطلاعي
قسم معلم صف في كلية / استبانة موجهة إلى طلبة السنة الثانية
جامعة البعث/ التربية

طلبنا الأفاضل:

تقوم الباحثة بإجراء دراسة استطلاعية للتعرف على واقع تدريس مادة اللغة الانكليزية بشكل عام، إضافة إلى التعرف على آرائكم بالبيئة الصفية لمادة اللغة الانكليزية والمشكلات التي تواجهكم أثناء دراستكم لهذه المادة. أرجو الإجابة على بنود هذه الاستبانة بصدق وموضوعية للاستفادة منها في البحث العلمي والتطوير التربوي، علما أنه لا داع لكتابة أسمائكم.

شكرا على تعاونكم

الباحثة

Appendixes

بنود الاستبانة :ضع إشارة (√) في الحقل الذي يعبر عن رأيك.

%			البند	رقم البند
مطلقا	نعم	لا		
%			أولاً. طرائق تدريس اللغة الانكليزية	
			يقوم المدرس بتدريس المادة بالطريقة الإلقائية	1
			يقوم المدرس بتدريس المادة بالطريقة التفاعلية	2
			يقوم المدرس بتدريس المادة باستخدام برنامج (PowerPoint)	3
			يقوم المدرس بتدريس المادة باستخدام برنامج (Author ware)	4
			يقوم المدرس بتدريس المادة باستخدام جهاز الإسقاط (Over Head Projector)	5
			يقوم المدرس باستخدام الانترنت في تدريس المادة	6
			يقوم المدرس باستخدام شاشة العرض (Data Show) في تدريس المادة	7
			يقوم المدرس بتدريس المادة بطريقة التعليم التعاوني	8
%			ثانياً. البيئة الصفية	
			يشرح المدرس بسرعة	9
			يشرح المدرس المادة باللغة العربية	10
			يقدم المدرس شرحا وافيا للمفردات الصعبة	11
			يساعد التعاون مع الزملاء على فهم الدرس والإجابة عن الأسئلة	12
			يراعي المدرس الفروق الفردية	13
			يساعد شرح المدرس للمادة على تذكرها لمدة طويلة	14
			أفضل الدراسة منفردا حسب سرعتي الخاصة	15
			أشعر بالملل وأنا أتلقي المحاضرات من أستاذ المادة	16
			يساعد عدد الطلبة الكبير على التركيز في المحاضرات	17
			أشعر بالمتعة عند دراسة مادة اللغة الانكليزية	18
			أقوم باتباع دورات تقوية لتحسين مستوى اللغة الانكليزية	19

Appendixes

20	أجد صعوبة كبيرة في فهم المقاطع والإجابة على الأسئلة بمفردي
21	أجد صعوبة في تصفح المقالات المكتوبة باللغة الانكليزية
22	أشعر أن الوقت المخصص للمقرر غير كاف

ثالثا. مشكلات أخرى تواجهك في أثناء دراستك للغة الانكليزية:

.....

.....

.....

.....

رابعا. مقترحاتك لتحسين تدريس اللغة الانكليزية:

.....

.....

.....

.....

(Appendix A-3)

Results of the Status Study

رقم البند		البيانات			%		
		مطلقاً	نسبة	نسبة			
		أولاً. طرائق تدريس اللغة الانكليزية			%		
1	يقوم المدرس بتدريس المادة بالطريقة الإلقائية	76	20	4			
2	يقوم المدرس بتدريس المادة بالطريقة التفاعلية	16	64	20			
3	يقوم المدرس بتدريس المادة باستخدام برنامج (PowerPoint)	0	16	84			
4	يقوم المدرس بتدريس المادة باستخدام برنامج (Author ware)	0	0	100			
5	يقوم المدرس بتدريس المادة باستخدام جهاز الإسقاط (Over Head Projector)	0	20	80			
6	يقوم المدرس باستخدام الانترنت في تدريس المادة	0	0	100			
7	يقوم المدرس باستخدام شاشة العرض (Data Show) في تدريس المادة	0	12	88			
8	يقوم المدرس بتدريس المادة بطريقة التعليم التعاوني	4	36	60			
		ثانياً. البيئة الصفية			%		
9	يشرح المدرس بسرعة	8	72	20			
10	يشرح المدرس المادة باللغة العربية	4	76	20			
11	يقدم المدرس شرحا وافيا للمفردات الصعبة	44	56	0			
12	يساعد التعاون مع الزملاء على فهم الدرس والإجابة عن الأسئلة	52	40	8			

Appendixes

13	يراعي المدرس الفروق الفردية	16	68	16
14	يساعد شرح المدرس للمادة على تذكرها لمدة طويلة	64	32	4
15	أفضل الدراسة منفردا حسب سرعتي الخاصة	12	18	70
16	أشعر بالملل وأنا أتلقي المحاضرات من أستاذ المادة	20	72	8
17	يساعد عدد الطلبة الكبير على التركيز في المحاضرات	88	12	0
18	أشعر بالمتعة عند دراسة مادة اللغة الانكليزية	44	40	16
19	أقوم بإتباع دورات تقوية لتحسين مستوى اللغة الانكليزية	20	44	36
20	أجد صعوبة كبيرة في فهم المقاطع والإجابة على الأسئلة بمفردي	16	68	16
21	أجد صعوبة في تصفح المقالات المكتوبة باللغة الانكليزية	88	12	0
22	أشعر أن الوقت المخصص للمقرر غير كاف	20	52	28

الرقم	ثالثا. المشكلات التي تواجه الطلبة أثناء دراسة اللغة الانكليزية	%
1	إتباع الطريقة التقليدية في تدريس المادة	70
2	تشابه بعض المفردات مما يسبب في حيرة الطالب	30
3	الاهتمام بالقواعد أكثر من المحادثة	60
4	صعوبة القواعد وتشابه استعمالاتها	60
5	الضعف في مهارة الاستماع في اللغة الانكليزية	50
6	الأعداد الكبيرة في الصفوف	90
7	صعوبة حفظ المصطلحات الجديدة بسبب عدم ممارستها	80
8	نسيان المفردات بسبب عدم ممارستها	80
9	ضخامة المقرر	80
10	وجود فرق بين كتابة الكلمات ولفظها	30
11	صعوبة التركيز في المحاضرة بسبب الفوضى	80
12	عدم معرفة المواقع التي يمكن أن تساعدني في تطوير اللغة الانكليزية	40
13	ضعف الدافع لدى الطلبة لتعلم اللغة الانكليزية	60

Appendixes

الرقم	رابعاً. مقترحات الطلبة لتحسين تدريس مادة اللغة الانكليزية	%
1	استخدام البرامج الحديثة في تدريس المادة لزيادة دافعية الطلبة نحو الاهتمام بالمادة	80
2	تقديم المادة بشكل أكثر جاذبية	90
3	استخدام برامج إثرانية تركز على مهارات القراءة لدى الطلبة	90
4	تزويد الطلبة بأقراص CDs تحتوي على تدريبات إضافية إثرانية	80
5	التواصل مع المدرس عن طريق البريد الإلكتروني	80
6	مناقشة الصعوبات مع المدرس	20
7	استخدام الانترنت في تدريس المادة	50
8	استخدام طرائق تدريس حديثة	80
9	استخدام مقررات الكترونية	40
10	زيادة عدد حصص اللغة الانكليزية	90
11	إقامة دورات مجانية لتقوية اللغة الانكليزية في الكلية	50
12	استخدام مكبرات صوت	80
13	توفير قاعات أوسع للطلبة	90
14	اختصار المنهاج	60
15	أن تكون النصوص في المنهج ذات فائدة في مهنة التدريس في المستقبل	56
16	أن تكون النصوص في المنهج ذات فائدة في الحياة اليومية	50
17	تخصيص حصة في الأسبوع لتعليم الطلبة كيفية التعامل مع المواقع الالكترونية الانكليزية	70
18	تخصيص حصة أسبوعية لتنمية مهارة الاستماع	60
19	التحدث باللغة العربية بالموازاة مع اللغة الانكليزية	60
20	معرفة الطريقة الصحيحة لدراسة اللغة الانكليزية	30
21	التطور التدريجي في المنهج من الأسهل إلى الأصعب	30
22	استخدام التعليم التعاوني	70

(Appendix B-1)

A Paper for the Referees of the Achievement Test

Dear Dr,

I am conducting a research entitled: “**Effectiveness of Blended Learning Strategy in Improving English Reading Comprehension Skills**” for getting the doctoral degree in education.

The researcher will instruct the experimental group via a blended learning strategy in the computer lab. In the Faculty of Education at Al-Ba’ath University.

As a part of the requirements of this research the researcher has designed an achievement test to measure the effectiveness of implementing a blended learning strategy in improving some English reading comprehension skills (1. Understand facts and details, 2. Specify negative facts, 3. Locate referents, 4. Understand vocabulary in context, 5. Make inferences, 6. Determine purpose, 7. Recognize Paraphrases, 8- Recognize Cohesion, 9. Summarize important ideas in a text and 10. Complete charts).

I would be grateful if you agree to be one of the referees of this achievement test. Please fill the required information below:

Name : -----

Job : -----

Place of Job: -----

Extra comments: -----

Thank You Very Much for your Cooperation

The Achievement Test for the Second-Year Class-Teacher Students

Test Time: 60 Minutes

Total Score=100

The following texts test your ability to comprehend academic reading passages. It consists of two passages.

1

How the Visual Media Affect People

1. How do television and the other **visual media** affect the lives of individuals and families around the globe? The media can be very helpful to people who carefully choose what they watch. With high-quality programming in various fields of study, TV, videotapes and DVDs increase the knowledge of the average and the well-educated person; they can also improve thinking ability. Additionally, it offers language learners the advantage of “real-life” audiovisual instruction and aural comprehension practice at any time of day or night. And of course, visual media can provide almost everyone with good entertainment-a pleasant way to relax and spend free time at home. **A**

2. Nevertheless, there are several serious disadvantages to the visual media. Instead of spending time taking care of their kids, parents often use a video screen as an “electronic baby-sitter”. As a result, television and video can easily replace family communication as well as physical activity and other interests. **B**

3. Second, too much TV-especially programs of low educational value-can reduce people's ability to concentrate or reason. In fact, studies show that after only a minute or two of visual media, a person's mind “relaxes” as **it** does during light sleep. Another possible effect of TV and videotapes on the human brain is poor communication. Children who watch a lot of TV may lose **their** ability to focus on

Appendixes

a subject or an educational activity for more than 10 to 15 minutes. Maybe it is because of the visual media that some kids -and adults too- develop attention deficit disorder “ADD”, a modern condition in which people are unable to pay attention, listen well, follow instructions, or remember everyday things.

4. A third negative feature of the media is the amount of violence on the screen- both in real events in the news and movies or in TV programs. It **scares** people and gives them terrible nightmares; the fear created by media images and language can last for a long time. On the other hand, frequent viewers of “action programming” get used to its messages: they might begin to believe there is nothing strange or unusual about violent crime, fights, killing and other terrible events and behavior. Studies show that certain personality types are likely to have strong emotional reactions or dangerous thoughts after some kinds of “entertainment”. They may even copy the acts that they see on violent shows-start fires, carry and use weapons, attack people in angry or dangerous ways or even worse. **C**

5. Because of the visual media, some people may become dissatisfied with the reality of their own lives. To **these viewers**, everyday life does not seem as exciting as the roles actors play in movies or TV dramas. They realize they aren't having as much fun as the stars of comedy shows. Furthermore, average people with normal lives may **envy** famous media personalities, who seem to get unlimited amounts of money and attention. Also, media watchers might get depressed when they can't take care of situations in real life as well as TV stars seem to. On the screen, they notice actors solve serious problems in hour or half -hour programs. **D**

6. Finally, the most negative effect of all these kinds of visual media might be addiction. People often feel a strange and powerful need to watch TV, download visual material, or play a DVD even when they don't enjoy it or have the free time for entertainment. Addicts almost never believe they are addicted!! (Kirn & Hartmann, 2009, pp.161-163)

1. According to the information in paragraph (1), visual media are of good benefit for persons who...

Appendixes

- ☐ A need time to select a program to be watched by them
- ☐ B quickly select the programs they watch
- ☐ C watch anything presented in any channel
- ☐ D watch action films

2- The phrase **visual media** in paragraph (1) is closest in the meaning to...

- ☐ A life problems
- ☐ B business responsibilities
- ☐ C means of communication connected with seeing
- ☐ D means of communication connected with listening

3- According to the information in paragraph (1), visual media supply language learners with...

- ☐ A special magazines
- ☐ B some books
- ☐ C some CDs.
- ☐ D audiovisual instruction and aural comprehension practice

4- According to the information in paragraph (1) which of the following is **NOT** an example of visual media positive effects?

- ☐ A Increase people's knowledge and thinking ability.
- ☐ B Offer good entertainment during free time.
- ☐ C Supply people with food and drinks.
- ☐ D Provide language learners with instructions and practice.

Appendixes

5-The pronoun “it” in paragraph (3) refers to ...

- ☐ A Videotape ☐ B visual media ☐ C TV ☐ D person's mind

6- According to the information in paragraph (4), how do action films affect people's life?

- ☐ A people cancel some channels
☐ B people get rid of the visual media
☐ C people admire these films and try to imitate them
☐ D people spend nights watching action films

7- The word **scares** in paragraph (4) is closest in meaning to...

- ☐ A eats ☐ B frightens ☐ C annoys ☐ D travel

8- How does the author explain the concept of “How the Visual Media Affect People” ?

- ☐ A By providing several examples.
☐ B By explaining the advantages and disadvantages of the visual media.
☐ C By comparing some audio-visual games.
☐ D By interviewing some people.

9- The pronoun “their” in paragraph (3) refers to ...

- ☐ A people ☐ B drama ☐ C media ☐ D children

10- According to the information in paragraph (3), visual media programs have the following effects **Except...**

- ☐ A weak communication

Appendixes

- ☐ B lack of the ability to do any educational activity
- ☐ C minimizing people's ability to think reasonably
- ☐ D developing people's critical thinking

11-The phrase “**these viewers**” in paragraph (5) refers to ...

- ☐ A addicts
- ☐ B people who become dissatisfied with the reality
- ☐ C sick people
- ☐ D visual media

12-According to the information in paragraph (5), people who watch visual media for a long time will **NOT** be one of the following...

- ☐ A not satisfied with their reality
- ☐ B need much entertainment
- ☐ C try to work hard to prove themselves seriously
- ☐ D imitate famous people

13- It can be inferred from the information in paragraph (5) that...

- ☐ A Visual media produce some people who are unable to hold their responsibilities in life.
- ☐ B Visual media produce some people who can face their problems.
- ☐ C Visual media help young people to be mature.
- ☐ D Visual media assist workers in their factories.

14- Which of the following is closest in meaning to the word **envy** in the passage?

Appendixes

- ☐ A To be friendly with other people
- ☐ B To hate other people
- ☐ C To wish to own something that somebody else has
- ☐ D To be unable to do something

15- According to the information in paragraph (6), people who used to watch TV are in need to **NOT** one of the following...

- ☐ A reading a new type of magazines
- ☐ B watching TV for a long time
- ☐ C bringing extra visual media from the internet
- ☐ D buying DVDs

16- According to the information in paragraph (3) what does “**ADD**” mean?

- ☐ A Dissatisfaction in normal people’s lives.
- ☐ B Helping people to focus on something.
- ☐ C Emotional reactions.
- ☐ D Being unable to concentrate on anything or remember daily events.

17- Look at the four squares ■ that indicate where the following sentence could be added to the passage. Circle the square ■ that indicates the best place to add the sentence:

First, many people watch TV for many hours a day or spend hours playing games or surfing on their computers.

18- According to the information in paragraph (2) the author mentions the “electric baby-sitter” as an example of

Appendixes

- (A) People's dissatisfaction with their life.
- (B) Emotional reaction
- (C) parents' modern care of their kids
- (D) educational studies

19- Below is an introductory sentence for a brief summary of the passage .
Complete the summary by pulling the letters of **three** of the answer choices that
express the most important ideas of the passage.

TV and visual media affect people's life around the globe.

- | |
|----------|
| 1- |
| 2- |
| 3- |

- | | |
|--|---|
| A. TV and visual media improve thinking
ability and help people to enjoy their free
time. | D. TV and visual media make people
dissatisfied with the reality. |
| B. TV and visual aids help children to copy
and imitate violent shows. | E. TV and visual aids encourage crime. |
| C. TV and visual aids make people lazy. | F. TV and visual media replace family
communication with violent activities and
lead to addiction. |

Research Design

1. In the fields of psychology and sociology, an important decision for researchers is which research design to use. When the subject of the study is how people change or develop over time, two designs are frequently used: the cross-sectional design and the longitudinal design.

2. Cross-sectional studies look at a cross-section of subjects and compare their responses. The important characteristics of this design are that **it** includes groups of subjects at different age levels and that each subject is tested or interviewed only once. For example, researchers may give a memory test to adults in their twenties throughout seventies, select the youngest group as a standard and then compare each older group to that norm. Cross-sectional studies are relatively quick to do and can provide information about possible age differences. However, they do not give anything about individual change over time, since each subject is tested only once.

3. Longitudinal studies differ from cross-sectional studies because they test or interview the same subjects over time and therefore allow us to look at consistency or change within the same individual. The **typical procedure** is to select a relatively small group of subjects who are all about the same age at the beginning of the study and then look at **them** repeatedly over a period of time. Short-term longitudinal studies cover several years and are common in research on both children and adults. Long-term longitudinal studies follow subjects from childhood into adulthood, from early to middle **adulthood**, or from middle adulthood to old age. One advantage of longitudinal studies is that any changes found are real changes, not just age-group differences. (Gallagher, 2006, p.185).

Glossary

Longitudinal: going downwards rather than across.

Cross-sectional: the opposite of longitudinal.

Appendixes

20- Which of the following phrases is closest in meaning to the phrase

typical procedure in the passage ?

- (A) bad thing (B) strange action
(C) standard performance (D) unsuitable behaviour

21-The pronoun “**it**” in the passage refers to ...

- (A) characteristic (B) cross-sectional design
(C) advantage (D) age

22-The word “**them**” in the passage refers to ...

- (A) interview (B) people (C) studies (D) small group of subjects

23- Which of the following sentences best expresses the essential information in the sentence in **bold**?

- (A) Selecting the suitable design to be applied is a real problem that faces researchers in fields of psychology and sociology.
(B) In general, the process of design choosing is very complex.
(C) In psychology and sociology researchers can easily apply both of the cross-sectional and the longitudinal designs.
(D) In the fields of psychology and sociology researchers must use the longitudinal design.

24- Information in paragraph (2) implies that the cross-sectional studies ...

Appendixes

- ☐ A need more experiments
- ☐ B are not clear
- ☐ C are more important than the longitudinal studies
- ☐ D are not as sufficient as the longitudinal studies in stating the individual's change over time.

25- The word **adulthood** in paragraph (3) is closest in meaning to...

- ☐ A the age of being fully grown and developed
- ☐ B the process of the research.
- ☐ C childhood
- ☐ D studying at school

26- According to the information in paragraph (2) the following are characteristics of the cross-sectional design **EXCEPT**...

- | | |
|---|---|
| <input type="radio"/> A it studies people at different ages | <input type="radio"/> B it is quick |
| <input type="radio"/> C it studies people only once | <input type="radio"/> D it is difficult to be applied |

27- Why did the author first discuss the cross-sectional design then the longitudinal design?

- ☐ A He did that because he did not like it.
- ☐ B He did that to prove that the longitudinal design is more valuable than the cross-sectional design.
- ☐ C He did that as a kind of game.

Appendixes

- D He did that because the cross-sectional design studied the change of animals over time.

28- Select the appropriate sentences from the answer choices and match them to the research design that they describe.

<i>Answer Choices</i>	<p>•Cross-Sectional</p> <p>1-</p> <p>2-</p> <p>•Longitudinal</p> <p>1-</p> <p>2-</p> <p>3-</p>
A. A group of subjects of the same age is tested repeatedly over a long period.	
B. Researchers examine an existing relationship between two groups of subjects.	
C. This design allows researchers to study human behavior indirectly.	
D. Researchers test or interview each subject only one time.	
E. This type of study may reveal differences that are not just age-group differences.	
F. Researchers can study consistency or change within the same individual.	
G. This design can tell us about possible differences among various age groups.	

Good Luck

The Researcher

(Appendix B-2)

The Final Achievement Test

**The Achievement Test for the Second-Year Class-Teacher
Students**

Test Time: 75 Minutes

Total Score=100

Name:

The following texts test your ability to comprehend academic reading passages. It consists of two passages. You have 75 minutes to complete the test.



How the Visual Media Affect People

1. How do television and the other **visual media** affect the lives of individuals and families around the globe? The media can be very helpful to people who carefully choose what they watch. With high-quality programming in various fields of study TV, videotapes and DVDs increase the knowledge of the average and the well- educated person; they can also improve thinking ability. Additionally, it offers language learners the advantage of “real-life” audiovisual instruction and aural comprehension practice at any time of day or night. And of course, visual media can provide almost everyone with good entertainment -a pleasant way to relax and spend free time at home.

2. Nevertheless, there are several serious disadvantages to the visual media. Instead of spending time taking care of their kids, parents often use a video screen as an “electronic baby-sitter”. As a result, television and video can easily replace family communication as well as physical activity and other interests. **B**

3. Second, too much TV-especially programs of low educational value-can reduce people's ability to concentrate or reason. In fact, studies show that after only a minute or two of visual media, a person's mind “relaxes” as **it** does during light sleep. Another possible effect of TV and videotapes on the human brain is poor communication. Children who watch a lot of TV may lose **their** ability to focus on a subject or an educational activity for more than 10 to 15 minutes. Maybe it is because of the visual media that some kids- and adults too- develop attention deficit disorder "ADD", a modern condition in which people are unable to pay attention, listen well, follow instructions, or remember everyday things.

4. A third negative feature of the media is the amount of violence on the screen- both in real events in the news and movies or in TV programs. It **scares** people and gives them terrible nightmares; the fear created by media images and language can last for a long time. On the other hand, frequent viewers of “action programming” get used to its messages: they might begin to believe there is nothing strange or unusual about violent crime, fights, killing and other terrible events and behavior. Studies show that certain personality types are likely to have strong emotional reactions or dangerous thoughts after some kinds of “entertainment”. They may even copy the acts that they see on violent shows- start fires, carry and use weapons, attack people in angry or dangerous ways or even worse. **C**

5. Because of the visual media, some people may become dissatisfied with the reality of their own lives. To **these viewers**, everyday life does not seem as exciting as the roles actors play in movies or TV dramas. They realize they aren't having as much fun as the stars of comedy shows. Furthermore, average people with normal lives may **envy** famous media personalities, who seem to get unlimited amounts of money and attention. Also, media watchers might get depressed when they can't take care of situations in real life as well as TV stars seem to. On the screen, they notice actors solve serious problems in hour or half-hour programs.

6. Finally, the most negative effect of all these kinds of visual media might be addiction. People often feel a strange and powerful need to watch TV, download visual material, or play a DVD even when they don't enjoy it or have the free time for entertainment. Addicts almost never believe they are addicted!! (Kirn & Hartmann, 2009, pp.161-163)

1. According to the information in paragraph (1), visual media are of good benefit for persons who...

- ☐ A need time to select a program to be watched by them
- ☐ B quickly select the programs they watch
- ☐ C watch anything presented in any channel
- ☐ D watch action films

2. The phrase **visual media** in paragraph (1) is closest in the meaning to...

- ☐ A life problems
- ☐ B business responsibilities
- ☐ C means of communication connected with seeing
- ☐ D means of communication connected with listening

3. According to the information in paragraph (1), visual media supply language learners with...

- ☐ A special magazines
- ☐ B some books
- ☐ C some CDs.
- ☐ D audiovisual instruction and aural comprehension practice

Appendixes

4. According to the information in paragraph (1) which of the following is **NOT** an example of visual media positive effects?

- ☐ A Increase people's knowledge and thinking ability.
- ☐ B offer good entertainment during free time.
- ☐ C Supply people with food and drinks.
- ☐ D Provide language learners with instructions and practice.

5. The pronoun “**it**” in paragraph (3) refers to ...

- ☐ A videotape
- ☐ B visual media
- ☐ C TV
- ☐ D person's mind

6- According to the information in paragraph (4), how do action films affect people's life?

- ☐ A people cancel some channels
- ☐ B people get rid of the visual media
- ☐ C people admire these films and try to imitate them
- ☐ D people spend nights watching action films

7. Which of the following words is closest in meaning to the word **scares** in paragraph (4) line (2) ?

- ☐ A eats
- ☐ B frightens
- ☐ C annoys
- ☐ D travels

8. How does the author explain the concept of “How the Visual Media Affect People” ?

- ☐ A By providing several examples.
- ☐ B By explaining the advantages and disadvantages of the visual media.
- ☐ C By comparing some audio-visual games.

Appendixes

☐ D By interviewing some people.

9. The possessive pronoun “**their**” in paragraph (3) refers to ...

☐ A people

☐ B drama

☐ C media

☐ D children

10. According to the information in paragraph (3), visual media programs have the following effects **Except...**

☐ A weak communication

☐ B lack of the ability to do any educational activity

☐ C minimizing people’s ability to think reasonably

☐ D developing people’s critical thinking

11. The phrase “**these viewers**” in paragraph (5) refers to ...

☐ A addicts

☐ B people who become dissatisfied with the reality

☐ C sick people

☐ D visual media

12. According to the information in paragraph (5), people who watch visual media for a long time will **NOT** be one of the following...

☐ A not satisfied with their reality

☐ B need much entertainment

☐ C try to work hard to prove themselves seriously

☐ D imitate famous people

13. It can be inferred from the information in paragraph (5) that...

Appendixes

- ☐ A Visual media produce some people who are unable to hold their responsibilities in life.
- ☐ B Visual media produce some people who can face their problems.
- ☐ C Visual media help young people to be mature.
- ☐ D Visual media assist workers in their factories.

14. Which of the following is closest in meaning to the word **envy** in paragraph (5) line (5)?

- ☐ A To be friendly with other people
- ☐ B To hate other people
- ☐ C To wish to own something that somebody else has
- ☐ D To be unable to do something

15. According to the information in paragraph (6), people who used to watch TV are in need to **NOT** one of the following...

- ☐ A reading a new type of magazines
- ☐ B watching TV for a long time
- ☐ C bringing extra visual media from the internet
- ☐ D buying DVDs

16. According to the information in paragraph (3) what does “**ADD**” mean?

- ☐ A Dissatisfaction in normal people’s lives.
- ☐ B Helping people to focus on something.
- ☐ C Emotional reactions.
- ☐ D Being unable to concentrate on anything or remember daily events.

17. Look at the four squares ■ that indicate where the following sentence could be added to the passage. Circle the square ■ that indicates the best place to add the sentence:

Appendixes

First, many people watch TV for many hours a day or spend hours playing games or surfing on their computers.

18. According to the information in paragraph (2) the author mentions the “electric baby-sitter” as an example of ...

- (A) people’s dissatisfaction with their life (B) emotional reaction
(C) parent’s modern care of their kids (D) educational studies

19. Below is an introductory sentence for a brief summary of the passage. Complete the summary by pulling the letters of **three** of the answer choices that express the most important ideas of the passage.

TV and visual media affect people's life around the globe.

- | |
|----------|
| 1- |
| 2- |
| 3- |

- | | |
|---|--|
| A. TV and visual media improve thinking ability and help people to enjoy their free time. | D. TV and visual media make people dissatisfied with the reality. |
| B. TV and visual aids help children to copy and imitate violent shows. | E. TV and visual aids encourage crime. |
| C. TV and visual aids make people lazy. | F. TV and visual media replace family communication with violent activities and lead to addiction. |

2

Research Design

1. In the fields of psychology and sociology, an important decision for researchers is which research design to use. When the subject of the study is how people change or develop over time, two designs are frequently used: the cross-sectional design and the longitudinal design.

2. Cross-sectional studies look at a cross-section of subjects and compare their responses. The important characteristics of this design are that **it** includes groups of subjects at different age levels and that each subject is tested or interviewed only once. For example, researchers may give a memory test to adults in their twenties throughout seventies, select the youngest group as a standard and then compare each older group to that norm. Cross-sectional studies are relatively quick to do and can provide information about possible age differences. However, they do not give anything about individual change over time, since each subject is tested only once.

3. Longitudinal studies differ from cross-sectional studies because they test or interview the same subjects over time and therefore allow us to look at consistency or change within the same individual. The **typical procedure** is to select a relatively small group of subjects who are all about the same age at the beginning of the study and then look at **them** repeatedly over a period of time. Short-term longitudinal studies cover several years and are common in research on both children and adults. Long-term longitudinal studies follow subjects from childhood into adulthood, from early to middle **adulthood**, or from middle adulthood to old age. One advantage of longitudinal studies is that any changes found are real changes, not just age-group differences. (Gallagher, 2006, p.185).

Glossary

Longitudinal: going downwards rather than across.

Appendixes

Cross-sectional: the opposite of longitudinal.

20. Which of the following phrases is closest in meaning to the phrase **typical procedure** in paragraph (3) line (3) ?

- | | |
|--|--|
| <input type="radio"/> A bad thing | <input type="radio"/> B strange action |
| <input type="radio"/> C standard performance | <input type="radio"/> D unsuitable behaviour |

21. The pronoun “**it**” in paragraph (2) line (3) refers to ...

- | | |
|--|--|
| <input type="radio"/> A characteristic | <input type="radio"/> B cross-sectional design |
| <input type="radio"/> C advantage | <input type="radio"/> D age |

22. The word “**them**” in paragraph (3) line (5) refers to ...

- | | | | |
|-----------------------------------|--------------------------------|---------------------------------|---|
| <input type="radio"/> A Interview | <input type="radio"/> B people | <input type="radio"/> C studies | <input type="radio"/> D small group of subjects |
|-----------------------------------|--------------------------------|---------------------------------|---|

23. Which of the following sentences best expresses the essential information in the sentence in **bold**?

- ☐ A Selecting the suitable design to be applied is a real problem that faces researchers in fields of psychology and sociology.
- ☐ B In general, the process of design choosing is very complex.
- ☐ C In psychology and sociology researchers can easily apply both of the cross-sectional and the longitudinal designs.
- ☐ D In the fields of psychology and sociology researchers must use the longitudinal design.

24. Information in paragraph (2) implies that the cross – sectional studies...

Appendixes

- ☐ A need more experiments
- ☐ B are not clear
- ☐ C are more important than the longitudinal studies
- ☐ D are not as sufficient as the longitudinal studies in stating the individual's change over time.

25. Which of the following is closest in meaning to the word **adulthood** in paragraph (3) line (8)?

- ☐ A The age of being fully grown and developed
- ☐ B the process of the research.
- ☐ C Childhood
- ☐ D studying at school

26. According to the information in paragraph (2) the following are characteristics of the cross-sectional design **EXCEPT...**

- | | |
|---|---|
| <input type="radio"/> A it studies people at different ages | <input type="radio"/> B it is quick |
| <input type="radio"/> C it studies people only once | <input type="radio"/> D it is difficult to be applied |

27. Why did the author first discuss the cross-sectional design then the longitudinal design?

- ☐ A He did that because he did not like it.
- ☐ B He did that to prove that the longitudinal design is more valuable than the cross-sectional design.
- ☐ C He did that as a kind of game.
- ☐ D He did that because the cross-sectional design studied the change of animals over time.

Appendixes

28. Select the appropriate sentences from the answer choices and match them to the research design that they describe.

<i>Answer Choices</i>	
A. A group of subjects of the same age is tested repeatedly over a long period.	1-
B. Researchers examine an existing relationship between two groups of subjects.	2-
C. This design allows researchers to study human behavior indirectly.	
D. Researchers test or interview each subject only one time.	1-
E. This type of study may reveal differences that are not just age-group differences.	2-
F. Researchers can study consistency or change within the same individual.	3-
G. This design can tell us about possible differences among various age groups.	

•Cross-sectional

•Longitudinal

Good Luck

The Researcher

Appendixes

(Appendix B-3)

Pearson Correlation of the Items of the Achievement Test

<i>Item</i>	<i>Pearson Correlation</i>	<i>Sig. level</i>	<i>Decision</i>
<i>Question 1</i>	0.560	0.015	Significant at 0.05 level
<i>Question 2</i>	0.691	.002	Significant at 0.05 level
<i>Question 3</i>	0.477	.036	Significant at 0.05 level
<i>Question 4</i>	0.463	0.041*	Significant at 0.05 level
<i>Question 5</i>	0.530	0.021	Significant at 0.05 level
<i>Question 6</i>	.583	0.011	Significant at 0.05 level
<i>Question 7</i>	0.567	.014	Significant at 0.05 level
<i>Question 8</i>	0.505	0.027	Significant at 0.05 level
<i>Question 9</i>	0.603	.009	Significant at 0.05 level
<i>Question 10</i>	0.587	.011	Significant at 0.05 level
<i>Question 11</i>	0.456	0.044	Significant at 0.05 level
<i>Question 12</i>	0.607	0.008	Significant at 0.05 level
<i>Question 13</i>	0.677	0.003	Significant at 0.05 level
<i>Question 14</i>	0.564	.014	Significant at 0.05 level
<i>Question 15</i>	0.652	.004	Significant at 0.05 level
<i>Question 16</i>	0.603	0.009	Significant at 0.05 level
<i>Question 17</i>	0.583	0.011	Significant at 0.05 level
<i>Question 18</i>	0.477	0.036	Significant at 0.05 level
<i>Question 19</i>	0.560	0.015	Significant at 0.05 level
<i>Question 20</i>	0.466	0.040	Significant at 0.05 level
<i>Question 21</i>	0.567	.014	Significant at 0.05 level
<i>Question 22</i>	0.530**	.021	Significant at 0.05 level
<i>Question 23</i>	0.477	.0036	Significant at 0.05 level
<i>Question 24</i>	0.475	.011	Significant at 0.05 level
<i>Question 25</i>	0.475	.011	Significant at 0.05 level
<i>Question 26</i>	0.691	0.002	Significant at 0.05 level
<i>Question 27</i>	0.511	0.004	Significant at 0.05 level
<i>Question 28</i>	0.630	.06	Significant at 0.05 level

*(Appendix B -4)**Test Items Difficulty Coefficient*

<i>Items</i>	<i>Students Number</i>	<i>Difficulty Coefficient</i>
1	18	0.50
2	18	0.56
3	18	0.50
4	18	0.61
5	18	0.39
6	18	0.50
7	18	0.61
8	18	0.50
9	18	0.44
10	18	0.56
11	18	0.50
12	18	0.56
13	18	0.61
14	18	0.61
15	18	0.61
16	18	0.50
17	18	0.73
18	18	0.44
19	18	0.73
20	18	0.67
21	18	0.50
22	18	0.50
23	18	0.73
24	18	0.61
25	18	0.56
26	18	0.50
27	18	0.67
28	18	0.73

(Appendix B-5)

Test Items Discrimination Coefficient

<i>Items</i>	<i>Students Number</i>	<i>Discrimination Coefficient</i>
1	18	0.51
2	18	0.42
3	18	0.39
4	18	0.34
5	18	0.32
6	18	0.36
7	18	0.28
8	18	0.25
9	18	0.39
10	18	0.46
11	18	0.40
12	18	0.62
13	18	0.64
14	18	0.34
15	18	0.52
16	18	0.42
17	18	0.30
18	18	0.32
19	18	0.34
20	18	0.38
21	18	0.30
22	18	0.50
23	18	0.46
24	18	0.40
25	18	0.62
26	18	0.64
27	18	0.34
28	18	0.52

(Appendix B-6)

Answer Key of the Achievement Test

<i>Answer Key of the Achievement Test</i>		
Question Number	Answer Key	
1	A (Understanding Facts and Details)	3ms.
2	C (Understanding Vocabulary in Context)	2ms.
3	D (Understanding Facts and Details)	3ms.
4	C (Identifying Negative Facts)	3ms.
5	D (Locating Referents)	2ms.
6	C (Understanding Facts and Details)	5ms.
7	B (Understanding Vocabulary in Context)	2ms.
8	B (Understanding Facts and Details)	3ms.
9	B (Locating Referents)	2ms.
10	D (Identifying Negative Facts)	3ms.
11	B (Locating Referents)	2ms.
12	C (Identifying Negative Facts)	3ms.
13	A (Making Inferences)	4ms.
14	C (Understanding Vocabulary in Context)	2ms.
15	A (Identifying Negative Facts)	3ms.
16	D (Understanding Facts and Details)	3ms.
17	B (Recognizing Coherence)	5ms.

Appendixes

18	C (Determine Purpose)	3ms.
19	A,D,F (Summarizing Important Ideas): (A= 2 ms.) (D=2 ms.) (F=2 ms.)	6ms.
20	C (Understanding Vocabulary in Context)	2ms.
21	B (Locating Referents)	2ms.
22	D (Locating Referents) 2ms.	2ms.
23	A (Recognizing Paraphrases= Sentence Restatement)	5ms.
24	D (Making Inferences)	4ms.
25	A (Understanding Vocabulary in Context)	2ms.
26	D (Identifying Negative Facts)	3ms.
27	B (Determine Purpose)	3ms.
28	(Organizing Information): Cross -Sectional (D - G): (D=2 ms.) (G= 2 ms.) Longitudinal (A-E-F): (A= 2 ms.) (E= 2 ms.) (F= 2 ms.)	10ms.

(Appendix C-1)

Student's Guide

- **Dear Student:**

- This guide supplies you with instructions and illustrations that can help you while studying on this website. This website is designed to implement the blended learning strategy the target of which is to help you develop your English language reading comprehension skills.

1. You must enter the following website:

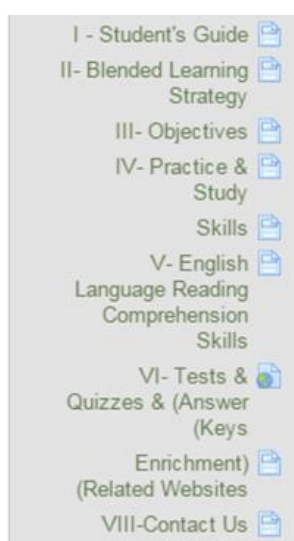


(/http://90.153.255.233/~alareej/courses)

2. You must write your user name.

3. You must write your password.

- The website first frame includes eight major divisions;
(I-Student's Guide)
(II-Blended Learning Strategy)
(III-Objectives)
(IV-Practise and Study)
(V-English Language Reading Comprehension Skills)
(VI-Tests, Quizzes and DVD Answer Key)
(VII-Enrichment Related Websites)
(VII-Contact us).



- Clicking on any of the above mentioned divisions enables you to enter to this division and study its materials in the time, place and speed that suit you.

I. (Help)

- This division includes student's general guide directions which can help in navigation and movement on the website.
- You can use **(Help)** during your practice on the website. As soon as, you finish reading you have to click on the return button to return back to the activity you have been dealing with.
- Instructions about the website components especially quizzes and tests are implied.

II. (Blended Learning Strategy)

- This division introduces a glance about the blended learning strategy in general and explains the researcher's own definition.

III. (Objectives)

- It contains the general and behavioral objectives of the research.

IV-Practise & Study

- This division includes a Multimedia Program which has been designed to help you in developing your English language reading comprehension skills. To get the best benefit from this program follow the following steps:
- Click on the fourth division (**Practise and Study**).The first slide contains the title of the research.
- To go forward click on the “**Skip**” button. The second slide contains three main icons; “**Skills Menu**”, “**Texts Menu**” and “**Exit**”.

1. Skills

You can study and practise the selected English reading comprehension skills in each of the chosen course book texts by clicking on the (**Skills Menu**) icon. You can choose the skill you want to practise whenever and wherever you want; 1) understanding facts and details, 2) understanding negative facts, 3) locating references, 4) understanding vocabulary in context, 5) making inferences, 6) determining purpose, 7) recognizing paraphrases, 8) sentence addition, 9) completing summaries and 10) completing charts (organizing information).

- To move from one activity to another in the same skill, use the (**Next**) and (**Previous**) buttons.
- To move from one skill to another click on the “**Skills Menu**” icon and choose the skill you want to study.

2. Texts Menu

Clicking on this icon, you will be introduced to some texts from the student’s course book which have been organized in association with the selected skills; (Modern Manners, Christmas Day, Culture Clash, Frogs, Fit for Life or Fit to Drop?, Are You a Telly Addict, The Ancients and Modern Olympics, A Year out and What Can be Shown on TV).

The slide of each text is supplied with a scroll. Additionally, there are eight buttons in each text slide; (Texts Menu, Help, Objectives, Next, Previous, pictures, video and Exit).

A. Help=Student's Guide.

B. Next: this button enables you to move to the following text.

C. Previous: this button enables you to return to the previous text.

D. Pictures: this button contains pictures that clarify the course book texts.

E. Video Extracts: this button contains video extracts related to the course book texts.

F. Exit: this button enables you to quit out of the program whenever you like and return back to the Home Page. Besides, you can make an access to any of the eight divisions on the Home Page by clicking on it

G. Objectives Button: It contains the general and behavioral objectives of the research.

H. Texts Menu Button: Clicking on this button, you will return back to the selected texts to choose another one.

How to study the skills Activities?

1. You must choose a skill from the **(Skills Menu)**.
2. The first activity appears on the first slide.
3. Each activity is linked to the passage or paragraph that is related to. Clicking on the word “**passage**” or “**paragraph**”, you will be supplied with a passage or paragraph in which you have to find out the answers.

4. Click on the passage or paragraph to return to the activity.
You should answer each activity depending on the instructions that are stated in it.
5. Click on the “**Next**” button to go to the following activity.
6. Click on the “**Previous**” button to go to the previous activity.
If you need information during your practice about how to answer any activity, you can get help by clicking on the (**Help**) button.

- **You will deal with five types of activities:**

- a. **“Yes” & “No” Activities:**

The answer is selected by clicking on either “Yes” or “No”. You will receive either passive or negative feedback and you can retry.

- b. **Multiple choice Activities:**


You must choose the best answer from the four given choices by clicking on one of them. If you get a passive feedback you can retry.

- c. **Incomplete, False or Correct Activities:**

You have to read the sentence in bold and choose:

1. (C) if it represents the main ideas of the original sentence.
2. (I) if it contains part of the main idea of the original sentence.
3. (X) it is completely different from the original sentence. You will receive either passive or negative feedback and you can retry.

- d. **Add a Sentence Activities:**

This kind of activities asks you to find the best place in the passage to add a sentence. You will be introduced to a passage or a paragraph that includes four squares () that represent four suggested places to add the new sentence. To choose a place for the new sentence click on one of the squares. If you receive a passive feedback you can retry.

e. To Choose a Brief Summary of a Passage, or to Organize Information and Completing Charts Activities:

In this kind of questions you have to drag the suitable answers and put them in the given boxes or in their suitable places in the chart.

How to do the quizzes and tests?

1. Click on the **(Quizzes, Tests & Answer Key)** sub-title from the list on the homepage.
2. Insert your password and user name.
3. Click on the word **(Enter)**.

Al- Areej for Blended Learning

الرئيسية الرئيسية

دخول إلى الموقع

Enter

اسم المستخدم
كلمة المرور

دخول

تذكر اسم المستخدم

هل نسيت اسم الدخول أو كلمة المرور؟

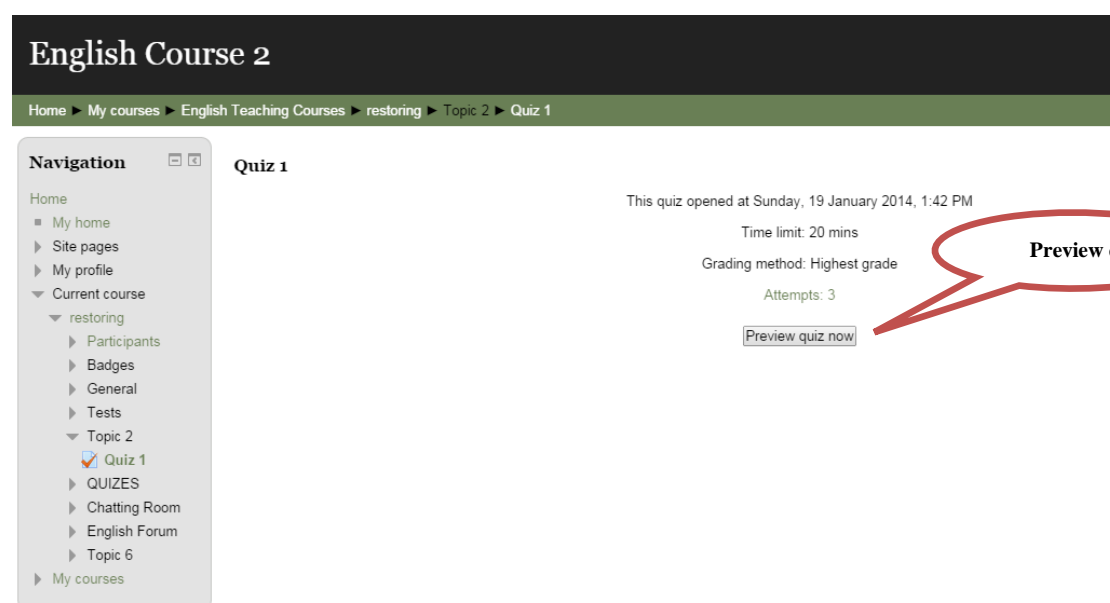
هذا المنصوح يجب أن يدعم الـ Cookies

بعض المقررات الدراسية تسمح بوجود الفيروس

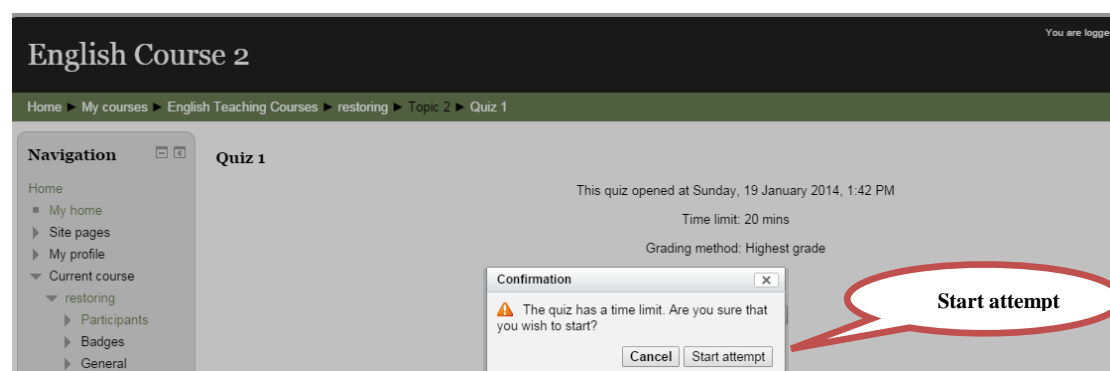
الدخول بصفة ضيف

4. Choose the quiz or test that you want to do by clicking on it. You will be introduced to a page that contains: quiz number, the date, time limit, grading method and attempt.

Appendixes

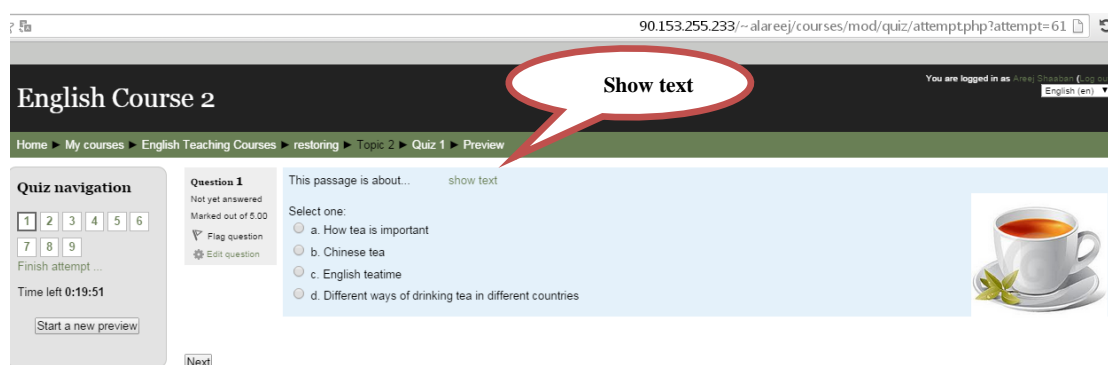


5. Click on the button **(Preview quiz now)**. You will be introduced to a page that contains a confirmation box. Click on the **(Start attempt)** button.

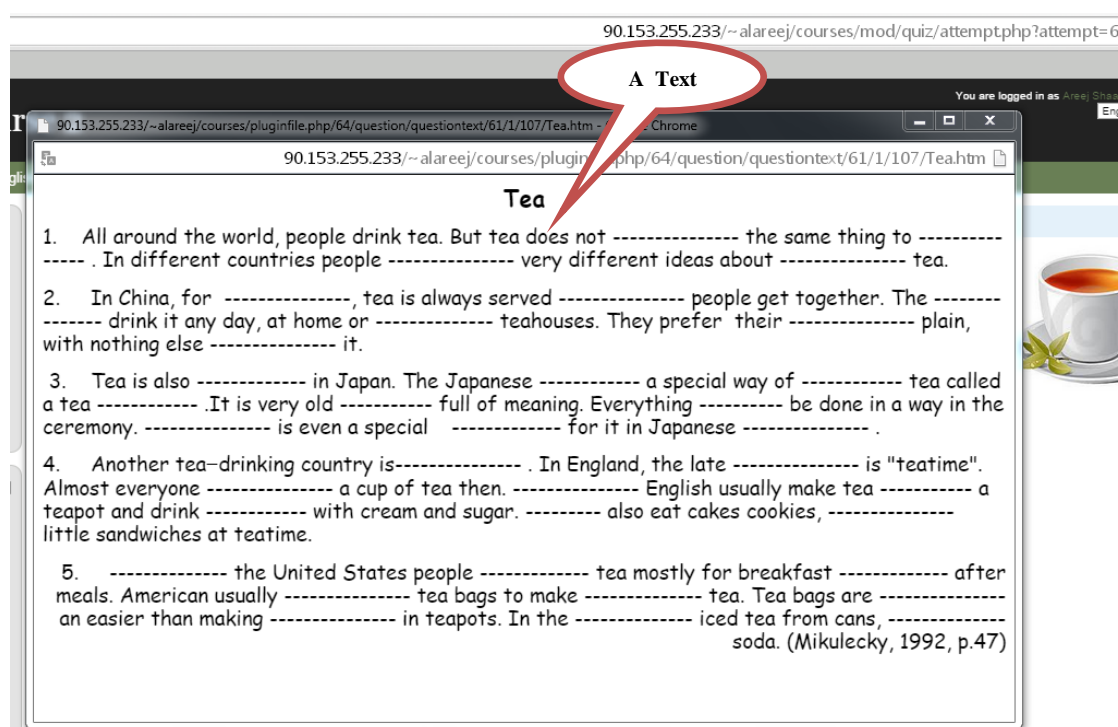


6. The page of the first question in the quiz shows a box on the left side that contains some sub-buttons that represent the questions in the quiz that you are doing.

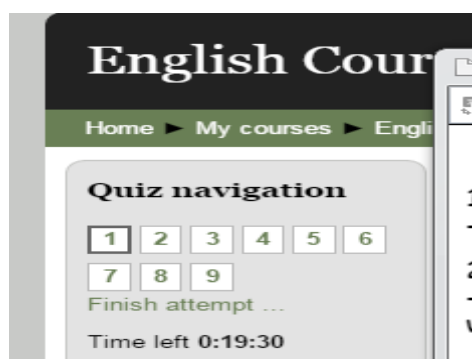
Appendixes



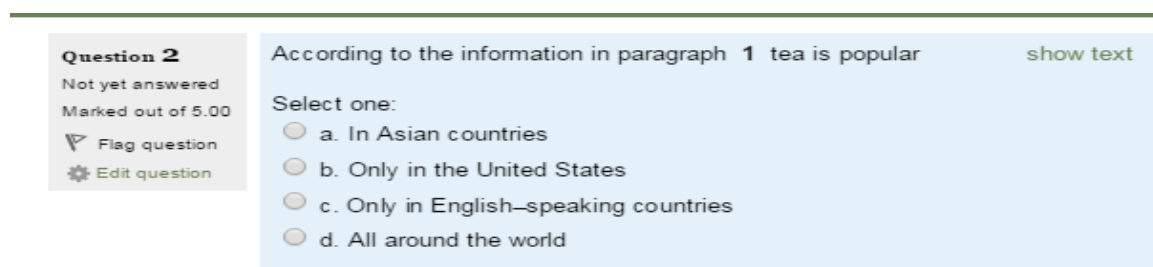
7. Read the question and the given choices. To read the related passage, you have to click on the phrase **(Show text)**.



8. To return back to the question, click on its number in the **(Quiz navigation)** box.



9. You can answer by clicking on one of the given choices or skip the question and move to the coming question by clicking on the button **(Next)**.

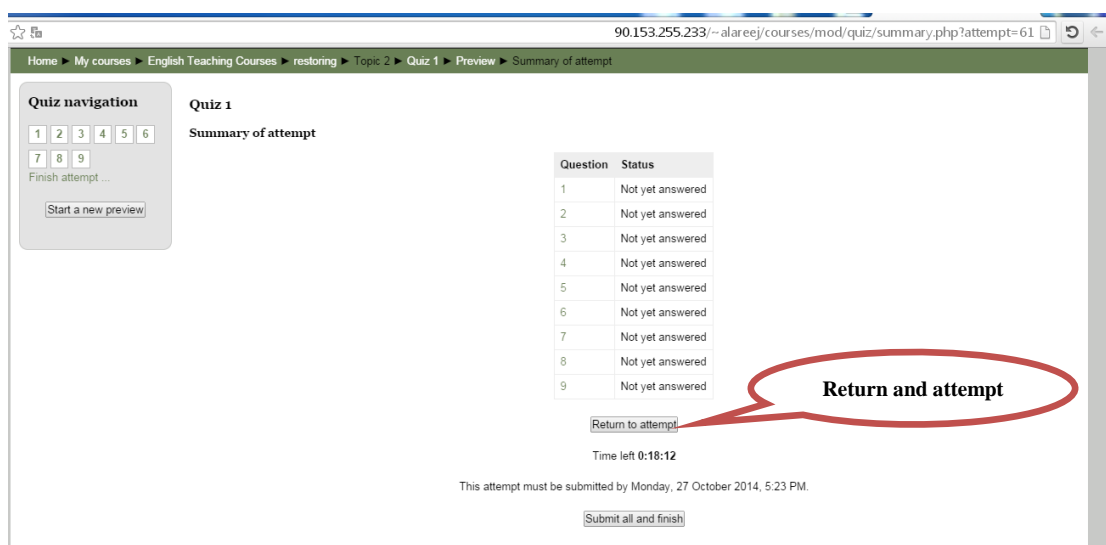


10. As soon as you do the last question, you will receive a report page. This page shows the left time. Besides, it supplies you with a summary of your attempt. It shows a list that contains the questions related to this quiz and shows if you have answered them or not.

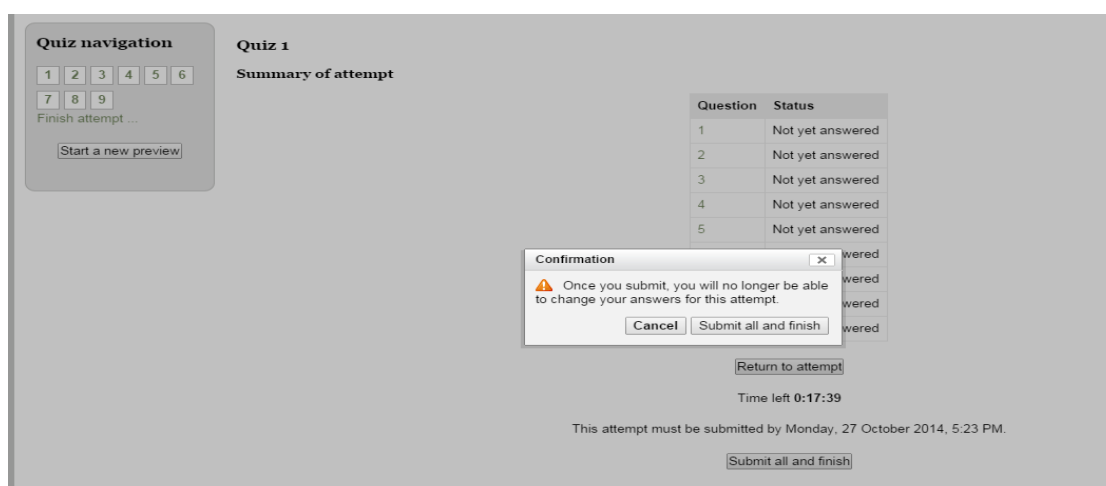
11. You can return and try again by clicking on the button **(Return to attempt)**.

12. You can end you attempt by clicking on the button **(Submit and finish)**.

Appendixes



13. You receive a summary of your attempt and in it you can see a **(confirmation box)**. You can return and try again by clicking on the buttons **(Cancel)** and **(Return to attempt)**. You can end you attempt by clicking on the button **(Submit and finish)**.



14. The **(Quiz navigation)** box in this web page contains buttons that represent the questions related to the quiz or test you have done. The green buttons represent the questions which have been answered correctly. The pink buttons represent the questions which have been answered incorrectly. Besides, the date, state, time taken and grades are given in this web page.

Appendixes

Quiz navigation

1 2 3 4 5 6
7 8 9 10

Show all questions on one page

Finish review

Start a new preview

Navigation

- Home
- My home
- Site pages

Started on Wednesday, 31 December 2014, 4:24 PM
State Finished
Completed on Monday, 30 March 2015, 7:00 PM
Time taken 89 days 2 hours
Overdue 89 days 2 hours
Grade 25.00 out of 50.00 (50%)

Question 1
 Not answered
 Marked out of 5.00

Which sentence is false, click on the suitable button
 According to this article, BPA makes us strong show text

Select one:

- ☐ True
- ☐ False

The correct answer is 'False'.

15. Every question is represented gain with a yellow space under it that corrects or confirms your answer.

Home ► My courses ► English Teaching Courses ► restoring ► QUIZES ► Quiz 2 ► Preview

Quiz navigation

1 2 3 4 5 6
7 8 9 10

Show all questions on one page

Finish review

Start a new preview

Question 8
 Incorrect
 Mark 0.00 out of 5.00

According to the passage, oil provides people with the following products EXCEPT show text

Select one:

- ☐ a. metallic products
- ☒ b. medicines ✖
- ☐ c. chemicals
- ☐ d. plastics

Your answer is incorrect.
 The correct answer is: metallic products

Home ► My courses ► English Teaching Courses ► restoring ► QUIZES ► Quiz 2 ► Preview

Quiz navigation

1 2 3 4 5 6
7 8 9 10

Show all questions on one page

Finish review

Start a new preview

Question 10
 Correct
 Mark 5.00 out of 5.00

According to the passage, one of the following is NOT a benefit of Al-Thawra Dam... show text

Select one:

- ☐ a. producing electricity
- ☐ b. growing crops
- ☐ c. improving people's living standard
- ☒ d. enabling farmers to buy new machines ✔

Your answer is correct.
 The correct answer is: enabling farmers to buy new machines

Home

16. To know the status of any question, click on its number in the (Quiz navigation) box.

17. To return back to the Homepage, click on the word (Home) in the upper list.

Appendixes

V. English Language Reading Comprehension Skills

This division contains definitions of the selected English reading comprehension skills.

VI. Tests, Quizzes and Activities Answer Key

This division contains three tests items, ten quizzes items and Answer Key of tests, quizzes and skills activities.

VII. Enrichment Related Websites

This division contains additional websites, extra researches and dictionaries by means of which the students can enrich their English language knowledge.

VIII. Contact us

This division contains the researcher's e-mail by means of which the students can send their enquiries to the researcher who will send her replies in a timely manner; (ms.areej2013@gmail.com).

Additionally, the students can contact with the researcher immediately throughout the “**Chat Room**” on the special Website: ([/http://90.153.255.233/~alareej/courses](http://90.153.255.233/~alareej/courses)).

In other words, in a certain hour the students can speak to the researcher and ask for explanations and answers for their questions.

(Appendix C-2)

Behavioural & General Objectives

<i>Behavioural Objectives</i>	
1.	To be able to skim facts and details.
2.	To be able to specify negative facts.
3.	To be able to locate referents.
4.	To be able to explain vocabulary in context.
5.	To be able to make inferences.
6.	To be able to determine purpose.
7.	To be able to restate sentences.
8.	To be able to add sentences.
9.	To be able to summarize important ideas.
10.	To be able to complete charts
<i>General Objectives</i>	
1.	To blend the traditional environment with the Internet environment aiming at achieving better results.
2.	To improve the second-year class-teacher students' English reading comprehension skills throughout training.
3.	To promote the second-year class-teacher students' self-esteem.
4.	To prepare the second-year class-teacher students for future professions.

(Appendix C-3)

Blended Learning Strategy

Blended Learning is defined as “a mix of multimedia technology, CD ROM videos, virtual classrooms, voicemail, email and conference calls, online text animation and video streaming-and that all these are combined with traditional forms of classroom training and one-to-one coaching” (Klapwijk ,2008, p.4).

Blended Learning is “a mixture of the traditional face-to-face teaching approach and the self-directed online approach. Within the boundaries established by their course, learners can study at their own pace as well as where and when it suits them. Learners have a measure of assurance and motivation in the knowledge that they will be given the opportunity to try out what they have learned in a teacher-led face-to-face session” (UCLES, 2010, p.1).

Blended learning in this research is a hybrid-learning strategy that has the positive features of each of the technology-based environment and the traditional environment. This strategy tries to merge three dimensions which are self-learning, electronic learning and traditional learning. This strategy tries to motivate experimental group students and help them improve their achievement standards in English reading comprehension skills. Additionally, this strategy respects individuals' differences and highlights the importance of instructor's role as a guide of the teaching-learning process.

In other words, within face-to-face lectures students receive instruction directly from the instructor and from the website. Students can directly interact with the instructor and work cooperatively with their colleagues. For enhancing the learning materials, students have to visit a specific website and get benefit from the enrichment links at the place, time and pace that suit them. They can also interact with each other via the e-mail or the chat room. Besides, they can directly send their inquiries to the instructor via the e-mail. They can train as much as they desire; and as soon as they finish, they get the score and the time. Therefore, they can gradually increase their pace of learning.

(Appendix C-4)

The English Language Reading Comprehension

Skills

1	Understanding Facts and Details
2	Identifying Negative Facts
3	Locating Referents
4	Understanding Vocabulary in Context
5	Making Inferences
6	Determine Purpose
7	Recognizing Paraphrases
8	Recognizing Coherence
9	Summarizing Important Ideas
10	Organizing Information

1. Understanding Facts and Details

"Facts are information that are often confirmed and proven to be true. They come as a result of direct experience and observation often including data such

as numbers, dates, times and names of places, cities, people and events" (Mifflin, 2003, p. 379-380).

A detail "is a bit of information, such as an example, a reason, a statistic, a description, or an illustration" (Gallagher, 2006, p.16).

There are three sub-skills that can help students to master and answer facts questions: skimming, scanning and scrolling.

a. Skimming

This skill means reading quickly aiming to find out the main idea in a certain text especially if the time of reading is restricted previously.

Learners are trained to read quickly as if they were reading in their native language (Hasan, 1993). It means running your eyes over a text to get a quick idea of a text. While skimming, the reader moves his eyes throughout the passage and s/he doesn't read every word (Harmer, 2001).

b. Scanning

This skill means looking throughout a text rapidly for specific information such as words, names and answers to specific questions (LWTC's TRIO Student Support Services, 2012, p.9). Therefore, the reader should avoid reading every word in order to achieve the goal of reading (Beare, 2009).

c. Scrolling

This skill means that the reader moves his/her eyes quickly throughout text on the computer by means of the scroll bar. "Scrolling is a useful skill when you skim a passage for overall meaning and when you scan a passage for specific information" (Gallagher, 2006, p.16).

2. Identifying Negative Facts

It means students ability to recognize if a bit of information is false or true and available or not in a passage. Answering negative facts questions requires scanning the passage to be sure if this bit of information is true or false (Rogers, 2007).

3. Locating Referents

Referents are words in a passage that other words refer to. The referents usually come before the reference words. The referents might be personal pronouns, personal adjectives, reflexive pronouns, reflexive adverbs, demonstrative pronouns, demonstrative adjectives..etc (Gallagher, 2006 & Rogers, 2007).

4. Understanding Vocabulary in Context

“It refers to reader's attempt to predict or to assume meaning of an unfamiliar word taking help of clues from the context” (Bader El-Deen, 2009, p.9). Students can get the meaning of some words from context when understanding the idea in general (Udaini, 2011).

The context is the setting in which a word or phrase are put. A word might have several meanings according to the setting in which it is used. Readers must consider the nearby words and sentences as clues to get the meaning of the new word or new phrase. These nearby words might be synonyms, examples, contrasts, word analysis, or general context (Grellet, 1985).

5. Making Inferences

This skill means reading between the lines to get the indirect idea of the author. It involves taking what you know, your background knowledge, and mixing it with clues in the text to come up with some information that isn't clearly stated (Harvey & Goudvis, 2008).

6. Determine Purpose

This skill means why something is done by the author in a passage. A **purpose** of a passage is the reason for which the author has written it. It refers to the reason for which the author has focused on some words or phrases (Roell, 2015). "It is the way in which the author wants you to understand a passage and it is directly related to the major points in the topic" (Gallagher, 2006, p.105).

7. Recognizing Paraphrases

This skill means restating sentences in the reader's own words. A paraphrase "is a restatement of another sentence that gives the same information as the original sentence but in a different way" (Gallagher, 2006, p.125). Mastering this skill refers to "students' ability to weave

different ideas using different markers such as pronoun references, definite articles and anaphoric references and others" (Bielby, 1999, pp. 55-57).

8. Recognizing Coherence

"This skill tests one's understanding of correct sequencing of paragraph organization" (Rogers, 2007, p.131). A good reader can decide the events order, the relationships in the text and how a writer presents his passage and what keywords he uses such as first, then, finally, next and later (Teacher Vision, 2013).

9. Summarizing Important Ideas

This skill means focusing on the main ideas and giving a short report of the major points in a passage. The target of this skill is enabling students to distinguish between major and minor points and between correct and incorrect information (Pearson Education Incorporation, 2009). It means the ability to outline a text by focusing on the main points and major details so the student can get a summarized text (Bailey, 2013).

10. Organizing Information

This skill means to "see how information from different parts of the passage fits into logical category" (Rogers, 2007, p.151). So, the reader has to decide which ideas are related to a certain category. "This skill depends on your understanding of the material and increases your ability to remember it" (Gallagher, 2006, p.178).

(Appendix C-5)

Website Quizzes

Quiz 1

English Course 2

You are logged in as [restoring](#) (log out)

Home > My courses > English Teaching Courses > restoring > Topic 2 > Quiz 1

Quiz navigation

1 2 3 4 5 6
7 8 9
Finish attempt...
Time left 0:19:46

Question 1
Not yet answered
Marked out of 2.00
Flag question

This passage is about... [show text](#)

Select one:

- ☐ a. How tea is important
- ☐ b. Chinese tea
- ☐ c. Different ways of drinking tea in different countries
- ☐ d. English teatime

[Next](#)

You are logged in as [restoring](#) (log out)

90.153.255.233/~alareej/courses/pluginfile.php/64/question/questiontext/42/1/107/Tea.htm - Google Chrome

90.153.255.233/~alareej/courses/pluginfile.php/64/question/questiontext/42/1/107/Tea.htm

Tea

- All around the world, people drink tea. But tea does not ----- the same thing to -----
----- . In different countries people ----- very different ideas about ----- tea.
- In China, for -----, tea is always served ----- people get together. The -----
----- drink it any day, at home or ----- teahouses. They prefer their ----- plain,
with nothing else ----- it.
- Tea is also ----- in Japan. The Japanese ----- a special way of ----- tea called
a tea ----- .It is very old ----- full of meaning. Everything ----- be done in a way in the
ceremony. ----- is even a special ----- for it in Japanese ----- .
- Another tea-drinking country is----- . In England, the late ----- is "teatime".
Almost everyone ----- a cup of tea then. ----- English usually make tea ----- a
teapot and drink ----- with cream and sugar. ----- also eat cakes cookies, -----
little sandwiches at teatime.
- the United States people ----- tea mostly for breakfast ----- after
meals. American usually ----- tea bags to make ----- tea. Tea bags are -----
an easier than making ----- in teapots. In the ----- iced tea from cans, -----
soda. (Mikulecky, 1992, p.47)

Appendixes

English Course 2

You are logged in as [English \(en\)](#)

Home > My courses > English Teaching Courses > restoring > Topic 2 > Quiz 1

Quiz navigation

1 2 3 4 5 6
7 8 9
Finish attempt ...
Time left 0:18:26

Question 2
Not yet answered
Marked out of 5.00
Flag question

According to the information in paragraph 1 tea is popular

show text

Select one:

- ☐ a. Only in the United States
- ☐ b. Only in English-speaking countries
- ☐ c. All around the world
- ☐ d. In Asian countries



Next

English Course 2

You are logged in as [English \(en\)](#)


Home > My courses > English Teaching Courses > restoring > Topic 2 > Quiz 1

Quiz navigation

1 2 3 4 5 6
7 8 9
Finish attempt ...
Time left 0:17:56

Tea

1. All around the world, people drink tea. But tea does not ----- the same thing to -----
----- . In different countries people ----- very different ideas about ----- tea.



English Course 2

You are logged in as [English \(en\)](#)

Home > My courses > English Teaching Courses > restoring > Topic 2 > Quiz 1

Quiz navigation

1 2 3 4 5 6
7 8 9
Finish attempt ...
Time left 0:17:17

Question 3
Not yet answered
Marked out of 5.00
Flag question

According to the information in paragraph 2 the Chinese drink tea...

show text

Select one:

- ☐ a. when they get together
- ☐ b. in special ceremony
- ☐ c. only in teahouses
- ☐ d. for breakfast



Next

English Course 2

You are logged in as [English \(en\)](#)

Home > My courses > English Teaching Courses > restoring > Topic 2 > Quiz 1

Quiz navigation

1 2 3 4 5 6
7 8 9
Finish attempt ...
Time left 0:16:16


Question 4
Not yet answered
Marked out of 5.00
Flag question

According to the information in paragraph 3 the tea ceremony is a...

show text

Select one:

- ☐ a. special time in the afternoon
- ☐ b. kind of Japanese tea
- ☐ c. kind of restaurant
- ☐ d. special way of serving tea in Japan



Next

Appendixes

English Course

Home > My courses > English

Quiz navigation

1 2 3 4 5 6
7 8 9
Finish attempt ...
Time left 0:15:16

90.153.255.233/~alarcej/courses/pluginfile.php/64/question/questiontext/42/4/110/Tea_3.htm - Google Chrome

90.153.255.233/~alarcej/courses/pluginfile.php/64/question/questiontext/42/4/110/Tea_3.htm

Tea

3. Tea is also ----- in Japan. The Japanese ----- a special way of ----- tea called a tea ----- . It is very old ----- full of meaning. Everything ----- be done in a way in the ceremony. ----- is even a special ----- for it in Japanese ----- .



English Course 2

Home > My courses > English Teaching Courses > restoring > Topic 2 > Quiz 1

Quiz navigation


1 2 3 4 5 6
7 8 9
Finish attempt ...
Time left 0:14:40

Question 5
Not yet answered
Marked out of 5.00
Flag question

. According to the information in paragraph 4 teatime in England is... show text

Select one:

- ☐ a. in the afternoon
- ☐ b. after dinner
- ☐ c. in the morning
- ☐ d. in the evening



Next

English Course

Home > My courses > English

Quiz navigation


1 2 3 4 5 6
7 8 9
Finish attempt ...
Time left 0:14:13

90.153.255.233/~alarcej/courses/pluginfile.php/64/question/questiontext/42/5/111/Tea_4.htm - Google Chrome

90.153.255.233/~alarcej/courses/pluginfile.php/64/question/questiontext/42/5/111/Tea_4.htm

Tea

4. Another tea - drinking country is----- . In England, the late ----- is "teatime". Almost everyone ----- a cup of tea then. ----- English usually make tea ----- a teapot and drink ----- with cream and sugar. ----- also eat cakes cookies, ----- little sandwiches at teatime.



Appendixes

English Course 2

You are logged in as [English \(en\)](#)

Home > My courses > English Teaching Courses > restoring > Topic 2 > Quiz 1

Quiz navigation

1 2 3 4 5 6
7 8 9
Finish attempt ...
Time left 0:13:25


Question 6
Not yet answered
Marked out of 5.00
Flag question

The English like to...

Select one:

- ☐ a. have tea with dinner
- ☐ b. drink their tea in a special room
- ☐ c. drink their tea plain
- ☐ d. eat cakes and cookies with their tea

[Next](#)



English Course 2

You are logged in as [English \(en\)](#)

Home > My courses > English Teaching Courses > restoring > Topic 2 > Quiz 1

Quiz navigation

1 2 3 4 5 6
7 8 9
Finish attempt ...
Time left 0:12:51


Question 7
Not yet answered
Marked out of 5.00
Flag question

According to the information in paragraph 5 Americans usually... show text

Select one:

- ☐ a. do not drink tea
- ☐ b. make tea in teapots
- ☐ c. drink tea in restaurants
- ☐ d. make tea from tea bags

[Next](#)



English Course 2

You are logged in as [English \(en\)](#)

Home > My courses > English Teaching Courses > restoring > Topic 2 > Quiz 1

Quiz navigation

1 2 3 4 5 6
7 8 9
Finish attempt ...
Time left 0:12:01


Question 8
Not yet answered
Marked out of 5.00
Flag question

Iced tea is popular...

Select one:

- ☐ a. in England
- ☐ b. in India
- ☐ c. in winter
- ☐ d. in the United States

[Next](#)



Appendixes

English Course 2

Home > My courses > English Teaching Courses > restoring > Topic 2 > Quiz 1

Quiz navigation

1 2 3 4 5 6
7 8 9
Finish attempt ...
Time left 0:06:36

Question 9
Not yet answered
Marked out of 10.00
Flag question

II-Read the passage then match. (You should finish in less than 60 seconds. As soon as the time ends, you get the score. You can retry in the same conditions) show text

Albert Einstein

He graduated from

He traveled a lot to

He won the Nobel

He left Germany because of

Drag answer here

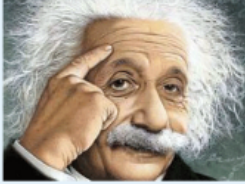
Drag answer here

Drag answer here

Drag answer here

Drag answer here

Prize for Physics
Hitler and the Nazi party
University of Zurich in Switzerland
- was born in 1879
talk to other scientists



English Course 2

Home > My courses > English Teaching Courses > restoring > Topic 2 > Quiz 1

Quiz navigation

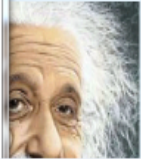
1 2 3 4 5 6
7 8 9
Finish attempt ...
Time left 0:06:09

90.153.255.233/~alareej/courses/pluginfile.php/64/question/questiontext/42/9/115/Albert Einstein.htm - Google Chrome

90.153.255.233/~alareej/courses/pluginfile.php/64/question/questiontext/42/9/115/Albert Einstein.htm

Albert Einstein

Albert Einstein was born in 1879 in Ulm, Germany. He graduated from the University of Zurich in Switzerland in 1905. In 1905 he also did some of his most famous work in physics. In 1919 he won the Nobel Prize for Physics. Between 1919 and 1933 he lived in Germany and traveled a lot to talk to other scientists. Then in 1933 he had to leave Germany because of Hitler and the Nazi party. He moved to the United States. From 1933 until his death he



I- Read the passage. Do not write the missing words. Answer the questions **by** clicking on the suitable answer from a, b, c or d:

Tea

1. All around the world, people drink tea. But tea does not ---
----- the same thing to ----- . In different
countries people ----- very different ideas about -----
----- tea.

2. In China, for -----, tea is always served -----
----- people get together. The ----- drink it any day, at
home or ----- teahouses. They prefer their -----
--- plain, with nothing else ----- it.

3. Tea is also ----- in Japan. The Japanese -----
a special way of ----- tea called a tea ----- .It is
very old ----- full of meaning. Everything ----- be
done in a way in the ceremony. ----- is even a special
----- for it in Japanese ----- .

4. Another tea-drinking country is----- . In England,
the late ----- is "teatime". Almost everyone -----
--- a cup of tea then. ----- English usually make tea ---
----- a teapot and drink ----- with cream and sugar. ---

Appendixes

----- also eat cakes cookies, ----- little sandwiches at teatime.

5. ----- the United States people ----- tea mostly for breakfast ----- after meals. American usually ----- tea bags to make ----- tea. Tea bags are ----- an easier than making ----- in teapots. In the ----- iced tea from cans, -----soda. (Mikulecky, 1992, p.47)

1. This passage is about...

- ☐ A Chinese tea
- ☐ B How tea is important
- ☐ C English teatime
- ☐ D Different ways of drinking tea in different countries

2. According to the information in paragraph (1) tea is popular...

- ☐ A All around the world
- ☐ B Only in the United States
- ☐ C Only in English-speaking countries
- ☐ D In Asian countries

3. According to the information in paragraph (2) the Chinese drink tea...

- ☐ A for breakfast
- ☐ B in special ceremony
- ☐ C when they get together
- ☐ D only in teahouses

4. According to the information in paragraph (3) the tea ceremony is a...

- ☐ A kind of Japanese tea
- ☐ B special way of serving tea in Japan

Appendixes

- ☐ C kind of restaurant ☐ D special time in the afternoon

5. According to the information in paragraph (4) teatime in England is...

- ☐ A in the evening ☐ B in the morning
☐ C after dinner ☐ D in the afternoon

6. The English like to...

- ☐ A eat cakes and cookies with their tea ☐ B drink their tea plain
☐ C have tea with dinner ☐ D drink their tea in a special room

7. According to the information in paragraph (5) Americans usually...

- ☐ A make tea in teapots ☐ B drink tea in restaurants
☐ C make tea from tea bags ☐ D do not drink tea

8. Iced tea is popular...

- ☐ A in winter ☐ B in England
☐ C in India ☐ D in the United States

Appendixes

II-Read the passage then match:

Albert Einstein

Albert Einstein was born in 1879 in Ulm, Germany. He graduated from the University of Zurich in Switzerland in 1905. In 1905 he also did some of his most famous work in physics. In 1919 he won the Nobel Prize for Physics. Between 1919 and 1933 he lived in Germany and traveled a lot to talk to other scientists. Then in 1933 he had to leave Germany because of Hitler and the Nazi party. He moved to the United States. From 1933 until his death he lived in Princeton, New Jersey. He died on April 18, 1955 (Mikulecky, 1992, p.116)

Quiz 2

B P A

BPA is a chemical that is put into plastics that are used as food containers. Unfortunately, some of the BPA passes from the containers into the foods that they are meant to protect. When people and animals eat those foods, BPA goes into their bodies.

There are studies that have found that BPA can increase our chances of getting a number of serious diseases. Many food companies are concerned about that risk and are starting to use containers that contain no BPA.

Some scientists caution that the substitute chemicals being used might turn out to be dangerous as well. They could possibly be even worse! (Internet,2013)

Appendixes

.Which sentence is false? Click on the suitable button:

1. According to this article, B PA makes us strong.

☒ T

☐ F

2. Food companies are starting to use containers

☒ T

☐ F

that contain BPA.

3. Some of the new food containers might be

☒ T

☐ F

consisted of dangerous chemicals.

Vitamin D

Scientists have known for a long time that vitamin D is essential for humans. If children have vitamin D or calcium deficiency, they can develop rickets, a softening of the bones. New studies are showing that people of all ages need vitamin D to help them fight off diseases by keeping their immune systems strong.

Our bodies can make vitamin D when our skin is exposed to sunlight. However, it's best to eat a diet that is rich in the vitamin.(Gallagher, 2006, p. 52)

.Which sentence is false? Click on the suitable button:

4. Some foods contain vitamin D.

☒ T

☐ F

5. Our bodies can use sunlight to make vitamin D.

☒ T

☐ F

6. Some people don't want to get vitamin D from food.

☒ T

☐ F

7. If you're a child, you will definitely get rickets if

☒ T

☐ F

Appendixes

you don't play in the sun.

Oil

Oil (petroleum) gives us a lot of the energy we use every day. It also provides materials for chemicals, medicines and plastics. Oil is formed from plants and animals buried millions of years ago. It can be thousands of metres under the ground. I'm a petroleum geologist. I study the area carefully to see if it is likely there is oil. Then I use satellites and computers to explore the land. When I have enough information, I can say if oil or gas is likely to be in the rocks. (Haines, 2008, p.56)

8. According to the passage, oil provides people with the following products **EXCEPT**...

- | | |
|---------------|-----------------------|
| (A) medicines | (B) chemicals |
| (C) plastics | (D) metallic products |

Al-Thawra Dam

Al-Thawra Dam, called the Tabaga Dam, built on the river Euphrates, is the largest earth-filled dam in the world. Started in 1968 and completed in 1973, it is 60 meters high and 5 kilometers long, with a storage capacity of 12 billion cubic meters. Water shortage is an important issue in Syria, where many farmers in dry areas depend on irregular yearly rainfall to plant and grow their crops. The dam has greatly helped agriculture in the area, increasing the ability of people and villages to sustain themselves.

The dam's hydroelectric power station can generate one million kilowatts of electricity when water rotates the dam's 11 turbines, providing electricity for a large part of Syria.

The benefits of Al-Thawra dam have been enormous. From the increase in land that can be used to grow crops to the large amounts of energy produced, the dam has had a beneficial effect, improving people's quality of life and infrastructure in nearby villages (Haines, 2010, p.14).

9. According to the passage, one of the following is **NOT** related to Al-Thawra Dam ...

- ☐ A The dam has been built by a Chinese company

Appendixes

- ☐ B It is 60 meters high and 5 kilometers long
- ☐ C It is the largest earth-filled dam in the world.
- ☐ D The dam construction has absorbed 5 years.

10. According to the passage, one of the following is **NOT** a benefit of Al-Thawra Dam ...

- ☐ A improving people's living standard
- ☐ B growing crops
- ☐ C enabling farmers to buy new machines
- ☐ D producing electricity

=====

Quiz 3

- Write the referents of the underlined words:

1. Running is not a new sport. People were doing it hundreds of years ago.
2. Runners know that a good diet is important. **They** eat very healthy food, especially before a race.
3. Every year, there are many long races in many parts of the world. Sports fans watch them on television.
4. The Boston race is called the Boston Marathon. This is one of the oldest races in the United States.

Appendixes

5. In some races, the winners get large amounts of money. But for almost 100 years, they got on money at all in the Boston race (Mikulecky,1992,p. 74).

- Match the pronouns with their referents in the box:

7. I love wild animals and I hate to think that more of them will become extinct.

8. The president of the city council has given a long speech. As the leader, he has to plan many new projects.

9. The storm hit a small town in Tokyo. It swept down the main street and the houses.

10. Lemons, oranges and limes are all very good to eat. They are also very healthy for you because they are a good source of vitamin C. (Mikulecky, 1992, p.77)

The referents	The Pronouns
6. Liz	a. They
7. wild animals	b. he
8.The president of the city council	c. It
9.The storm	d. them
10. Lemons, oranges and limes	e. She

Appendixes

The Power of Radio

In 1981, Trevor Bayliss, (1) **who** is a British inventor, watched a TV program about the difficulty of getting health information to poor people (2) who lived in remote parts of Africa. After the program, Bayliss had a very interesting idea: he decided to try to produce a radio (3) **which** did not need batteries or supply of electricity. Three years later, Trevor Bayliss produced the world's first "wind-up radio". The radio has a handle, a spring and a generator. To produce power, users have to turn the handle. (4) This winds up the spring and as this slowly unwinds, (5) it turns a small electrical generator (6) which produces the electricity for the radio. After a 30-second wind-up, people can listen to the radio for an hour. (7) **This radio** works everywhere there are radio signals. Trevor Bayliss invented wind-up radios for people in poor parts of the world, but people in richer countries also use them because (8) **they** are good for the environment. Now some people are wondering if it is possible to produce power for other household machines in the same way. But (9) **this** would be difficult because things like washing machines or televisions need a lot more power than small radios (Haines, 2008, p. 22).

- Choose from a, b, c or d:

11 .The word (who) in line 1 refers to...

(A) TV

(C)

poor people

(B) Trevor

(D)

Bayliss program

Appendixes

12. The word (which) in line 5 refers to...

- | | |
|-------------------------------------|---------------------------------|
| <input type="radio"/> A poor people | <input type="radio"/> C an idea |
| <input type="radio"/> B Africa | <input type="radio"/> D a radio |

13. The phrase (this radio) in line 11 refers to...

- | | |
|--|---|
| <input type="radio"/> A the electrical radio | <input type="radio"/> C the energy of radio |
| <input type="radio"/> B the "wind-up radio" | <input type="radio"/> D a small radio |

14. The pronoun (they) in line 14 refers to...

- | | |
|--|---|
| <input type="radio"/> A people in Africa | <input type="radio"/> B people in poor countries |
| <input type="radio"/> C people in richer countries | <input type="radio"/> D people in small countries |

15. The word (this) in line 17 refers to

- ☐ A producing power for other household machines in the same way
- ☐ B inventing new radios
- ☐ C generating winds
- ☐ D preparing electrical machines

=====

Quiz 4

Coffee Houses

Where do business people go these days to find out the latest business news or to keep up to date with scientific developments? The answer is simple: they log on the Internet. Three hundred years ago, the answer was just as simple: they went to a coffee house. There, for the price of a cup of coffee, people could read newspapers, catch up on the latest news, listen to scientific lectures, do business or simply chat about the state of the world. The European coffee houses of the early 1650s were mainly for business, writers, politicians and scientists. Like today's websites, coffee houses were exciting places.

In the early days, only men went to the coffee houses because people thought that coffee was bad for women's health. Coffee itself was first grown in Ethiopia, where people chewed the beans. From there, it spread to Arab countries, where it soon became very popular as a drink. People liked it because it had an interesting taste and gave them more energy when they felt sleepy. The first coffee house in London was opened in 1652 by Pasqua Rosee, who was from Smyrna, in Turkey. Coffee was an immediate success and large numbers of coffee houses opened. They became the centre of social life in London.

Appendixes

The servants of important men went from one coffee house to another and passed the latest news stories about what politicians were doing or what was happening on the other side of the world. London coffee houses were very pleasant places, with their bookshelves, mirrors, pictures on the walls and good furniture. They were calm places where people talked politely to each other. If anyone started an argument, he had to buy a drink for everyone in the coffee house.

During the next hundred years, coffee spread to other western European countries, where, at first, people drank it as a medicine. Soon it became a social drink, just as in Arab countries and Britain. In Syria, serving and drinking coffee have been at the heart of the country's famous hospitality for centuries. Conversations, discussions and transactions are made over a cup of delicious Syrian coffee. The beans are ground with cardamom seeds, which gives the coffee a distinctive fragrance. Coffee is still central to the way people work, relax and socialize in Syria, as well as across the rest of the world. (Haines, 2009, p.27)

In each passage, the last sentence is not finished. Choose the best ending from a, b, c or d:

1. Coffee grows in places with warm climates. In some parts of the world, the land is good for growing coffee. But the winters are too...

- (A) cold (B) dry (C) short (D) cloudy

Appendixes

2. In Sweden, the summer days are very long. The sun shines for many hours. But the winter is very dark. The days are short because the sun sets...

- ☐ A very late ☐ B slowly ☐ C at midnight ☐ D very early

3. In every country there is a different kind of money. For example, you may plan to go from Japan to the United States. Then you must change yen to...

- ☐ A cash ☐ B dollar ☐ C money ☐ D airplanes

4. In New England, the weather changes often. It may be sunny in the morning. Then it can be very cold and rainy in the afternoon. That is why a famous writer said: " If you don't like the weather in New England...

- ☐ A go home". ☐ B wait a few hours".
☐ C bring an umbrella". ☐ D listen to the radio".

5. My favorite book is about the life of Charles Dickens. He was a famous English writer. The best part is about...

- ☐ A Airplanes ☐ B the economy ☐ C his childhood ☐ D the mountains

(Mikulecky, 1992, p.83)

=====

The Powerful Influence of Weather

(A) Weather has a powerful impact on the physical world. It also affects people's personalities. In fact, biometeorologists are the scientists who study weather and how it affects people. They study how atmospheric conditions affect human health and emotions. The word atmosphere means "the air around the earth". "Atmospheric conditions at a time or place" is a definition of the word weather. Some examples of these conditions are sun, wind, rain, snow, humidity (the amount of moisture in the air). The weather conditions of the atmosphere greatly influence people's health, thinking and feeling.

(B) All over the world, winds come down from high mountain areas. The winds fall faster and the air becomes warmer and drier. According to biometeorologists in Russia, powerful winds from the mountains increase the number of strokes (blood vessel attacks in the brain). Also, sometimes strong southern winds blow north over Italy. During these times, researchers say, Italians have more heart attacks (sudden stopping of the heart). People everywhere have bad headaches during times of forceful winds. And Japanese weather scientists say there is an increase in the number of asthma attacks. (Asthma is a lung disorder. It causes breathing problems).

(C) Other kinds of weather influence physical health. Sudden temperature changes in winter are often associated with a cold or the flu. (The flu, or influenza, is a viral disease). However, colds and flu probably increase because people are in close contact (near one

Appendixes

another) indoors in cold weather. Colds and flu may even lead to pneumonia (another lung disease). Other illness also increase during long periods (times) of cold weather. In most places, diseases of the blood and heart attacks are more common in winter. But in some very hot and humid (wet) regions, there are more heart attacks in summer. Many people have high blood pressure. In three out of four people, blood pressure falls (goes down) in warm weather. But some people have lower blood pressure in the cool and cold times of the year.

(D) These forces of nature greatly affect people's moods (emotional conditions and feelings) too. For many people, winter in the northern regions is very depressing. They eat and sleep a lot, but they usually feel tired. They are nervous and can't work well. They are irritable (not nice to other people). Biometeorologists even have a name for this condition. The name is Seasonal Affective Disorder (SAD). Scientists think the cause of this mood disorder is the long periods of darkness. Even during the day, it is often cloudy or gray.

Vocabulary	Examples
6. atmosphere conditions	a. the ocean, seas, islands, deserts and forests
7. kinds of extreme weather	b. coal, oil, carbon dioxide, air and water
8. air temperatures	c. Asia, Europe, the Middle East, Africa and the Americas
9. earth's natural materials and gases	d. sun, rain, snow, wind and humidity
10. countries of the world	e. happy, tired, sad and

Appendixes

	depressed
11. the largest areas of the globe	f. blizzards, tornadoes, hurricanes, floods and droughts
12. diseases or health disorders	g. Japan, China, Russia, Italy, Syria and Egypt
13. how people feel (adjectives)	h. winter, spring, summer and fall
14. seasons of the year	i. hot, warm, cool and cold
15. natural areas or regions of the earth	j. stoke, asthma, flu, pneumonia, high blood pressure and arthritis

(E) Are the people around you becoming sick more often? Are they getting more colds or the flu or even pneumonia? Are they having more health problems like headaches or asthma attacks or heart disease? Or are you becoming moody? Are you getting more tired or depressed (low in mood) or sad? Remember-according to biometeorologists and other weather scientists-the cause may be the atmosphere!

(Kirn & Hartmann, 2009, pp. 23 -25)

.In each group of vocabulary item click the strange word which doesn't have the same meaning:

16. region	area	real life	place
17.the world	culture	the globe	earth
18. sad	common	depressed	low in mood
19.season	time of year	air pressure	three- month period
20. human beings	biometeorologists	weather scientists	researchers

Quiz 5

I. Read the conversation silently, then try to infer what is the topic of the conversation and where does it take place?

Conversation 1:

A. I just bought this last week and I would like to return it.

B. What seems to be the problem?

A. It does not work. I was late for school every day this week.

B. Well, I can give you another one of the same type.

A. Will this one work?

B. Yes, of course. We are very sorry for the trouble the other one caused you (Mikulecky, 1992, p.93)

Pull the answer into the box:

Topic:.....

Location:.....

Hospital

Garden

Shop

Alarm watch

Ring

pillow

Conversation 2:

A. Is this Mr. Maher?

B. Yes, May I help you?

A. Yes, I'd like some more information
about the advertisement in today's "*Times*".

B. Maybe I can answer your questions.

A. I'd like to know the hours and the salary (Mikulecky, 1992, p.93).

- Pull the answer into the box

Topic:

Location:

-An Advertisement for
a Job

-An Advertisement for
an apartment

-A Farm

-Mr. Ali's office

-Company

Mr. Maher's office-

=====

Appendixes

When Thomas Lincoln took his family across the Ohio River into India in 1816, he was searching for a permanent home seated site. He found it near Little Pigeon Creek. The family settled down and remained here for 14 years and it was here that Thomas's wife Nancy Hanks, died from "milk sick" – an illness caused by milk from cattle that had eaten snakeroot leaves. (Gallagher, 2006, p.90)

II. It can be inferred from the paragraph that "milk sick"...

- ☐ A was a common illness on farms
- ☐ B did not affect children
- ☐ C killed both people and cattle
- ☐ D was caused by a poisonous plant

=====

. When apple growers talk about new varieties of apples, they don't mean something developed last month, last year, or even in the last decade (Rogers, 2007, p. 64)

III. It can be inferred from the information in the sentence that...

- ☐ A Apple growers have not developed any new varieties in recent decades.

Appendixes

- (B) Some varieties of apples can be developed in short time, but others take a long time.
- (C) New varieties of apples take a long time to develop.
- (D) Apples grow everywhere

=====

Quiz 6

. Read the following letter then match each paragraph with a purpose:

Dear Sirs,

1. I am writing on behalf of a group of students to apply for funds to finance a plan to protect animals.
2. We have studied our area we would like to help in protecting birds and butterflies here. These animals are in danger because of air pollution from cars and buses in our city.
3. The main reason we have chosen birds and butterflies is that ordinary people, including students, can do something practical to help. One idea is to use an area of wasteland near to our school. In this area, birds can build their nests and we can make sure they have enough food. We will also grow plants here for butterflies.

Appendixes

4. We have collected some money from the public, but we do not have enough to start work. Students can do a lot of the work themselves, but we will need to employ someone to clear the area. We are planning to complete the project in our next holiday.

5. We hope your organization can help us and we look forward to hearing from you. Yours faithfully (Haines, 2010, p.51)

Paragraph Number	Purpose
1	a. To explain why the group needs money.
2	b. To give more details about the plan.
3	c. To summarize what the writer hopes for the future.
4	d. To introduce the main purpose for writing.
5	e. To describe the most important points of the plan.

Paper: New From Old

The first paper was made from cloth nearly two thousand years ago in China. Although paper can be made from all kinds of materials, such as cotton fibers, grass or sugar cane, these days wood pulp is the material most commonly used to make "new paper"- that is, paper which contains no old or recycled paper. The modern world uses so much paper that environmentalists have persuaded us that we should recycle old paper. Although we use wood pulp from trees to make new paper, it is not true that recycling paper saves trees.

Trees are a commercially grown long-Term crop, so that when they are cut down, new ones are planted. Also, papermakers use the parts of trees that cannot be used in other industries such as building and furniture making.

Nearly all new papers are made from wood grown in sustainable forests. Recycling paper is less harmful to the environment than burying it in landfill sites. This is because paper that is buried in the ground rots and produces methane, which is a powerful greenhouse gas. (Haines, 2012, p.14)

6. According to the passage, why do the environmentalists assured the importance of recycling the old paper?

- ☐ A To make new ones.
- ☐ B Because people nowadays use large quantities of papers.
- ☐ C Because it costs less money.

Appendixes

- (D) To find new jobs for people.

7. According to the passage, why is recycling paper less harmful to the environment than burying it in landfill sites?

- (A) Because burning papers badly affects the environment by producing methane.
- (B) Because recycling doesn't produce harmful gases.
- (C) Because burning papers needs oil.
- (D) Because burning papers costs less money

=====

Quiz 7

- Read the original sentences and the sentence in bold then click **(I)** if the sentence in bold is **incomplete** in comparison with the original sentence . Click **(X)** if the sentence in bold is **incorrect** according to the original sentence. Click **(C)** if the sentence in **paraphrases** the original sentence correctly:

The original sentence	The sentence in bold	I	X	C
1. Ranging from the size of a bird to the size of a small airplane, the Pterosaurs controlled the skies during the Jurassic period, but today there are no reptiles capable of flight.	Pterosaurs which ranged in size from small to large, were flying reptiles that lived during the Jurassic period.			
2.In the 20th century, the emphasis on team sports such as football and basketball became even more clear than it had been in the 19 th century.	Team sports were more important in the 19th century than they were in the 20th century.			

Appendixes

3.In the international trade today, it is impossible to say in what country a product such as automobile is manufactured because the components of that automobile were probably manufactured in many countries all over the world.	It is difficult to determine where some goods are produced because the parts that make up these goods come from different countries.			
4.Bab al-Hara is a famous Syrian soap opera that is watched by millions all over the Arab World. It portrays Syrian society when the local population hoped for independence from French rule.	Bab al-Hara is an international movie that shows the poor struggle against the rich.			
5.The early computer was very big that it needed a room to be placed in, but the up-to-date one is smaller and can be carried everywhere.	One trait of the modern computer over the early one is that it is portable.			

Appendixes

There has never been an adult scientist who has been half as curious as almost any child under the age of six. Adults sometimes mistake this superb curiosity about the world as a lack of ability to concentrate because a child's curiosity may leap from topic to topic quickly and unpredictably. **The truth is that children begin to learn at birth and by the time they begin formal schooling at the age of six, they have already absorbed a fantastic amount of information, perhaps more, fact for fact, than they will learn for the rest of their lives.** Adults can multiply by many times the amount of knowledge children absorb if they learn to appreciate this curiosity while simultaneously encouraging children to learn (Rogers, 2007, p.109)

.Which sentence below best expresses the essential information in the sentence in **bold**?

- (A) The first five or six years of school should be considered the most important for children.
- (B) School-children learn facts faster than pre-school children.
- (C) Before the age of five or six, children probably learn more than they do for the rest of their lives.
- (D) School is not a comfortable place for children.

=====

Quiz 8

Rivers flood when the water level rises too high and the river overflows its banks. The Nile flooded for thousands of years until the Aswan High Dam was built in 1970. It also collects water during the rainy season so that people have water when there is a drought (Haines, 2009, p.99)

I. Look at the four squares ■ that indicate where the following sentence could be added to the passage below. Click the square that indicates the best place to add the sentence.

The dam stops the flooding and generates electric power.

Britain's Most Famous Pilot

1. Amy Johnson was born in 1903, in the north of England. After university, she worked as a secretary in London where she became interested in flying and in 1928 she started flying lessons. At this time, flying was a man's world, so there were very few women pilots. In 1930, she decided that her real ambition was to fly solo to Australia. Her father and a businessman bought a plane for her and on May 5, 1930, Amy set off alone in her single-engine Gypsy Moth. She landed in Darwin, Australia on Monday 24 after a flight of 11,000 miles. She was the first woman to fly solo to Australia.

2. When World War II broke out in 1939, Amy joined a group of experienced pilots who had to fly new planes from the factories to airports all over Britain. On one of these flights, on January 5, 1941, Amy's plane crashed into the River Thames. At the age of 38, Britain's most famous woman pilot was dead (Haines, 2010, p.68).

II. Look at the four squares ■ that indicate where the following sentence could be added to the passage below. Click the square ■ that indicates the best place to add the sentence.

Appendixes

1. At first it was just a hobby, but soon Amy became serious about flying and decided to become a professional pilot.
2. The people who found the plane discovered that the fuel was empty.

=====

. Look at the four squares ■ that indicate where the following sentence could be added to the passage below. Click the square ■ that indicates the best place to add the sentence. As soon as you finish you get the score and time.

Instead of this, engineers design buildings which will not fall down when the earth shakes.

=====

It would be probably be impossible to design a building that would be completely safe in the most serious earthquake. It would be also very expensive. There are two main ways of doing this: buildings are built on rollers, so that when the earth shakes, the building itself moves a little. Another method is to use building materials that reduce the impact of an earthquake (Haines, 2009, p.99)

Appendixes

III. Look at the four squares ■ that indicate where the following sentence could be added to the passage below. Click the square ■ that indicates the best place to add the sentence. As soon as you finish you get the score and time

Instead of this, engineers design buildings which will not fall down when the earth shakes.

=====

Quiz 9

In each short passage, the underlined word is a summary word which stands for several details in the passage. Below, pull the "summary words" and the "parts" named in the passage and then put them in the table.

1. The Flynn family's house was robbed last month. Robbers stole some jewelry, a computer and a vacuum cleaner. The police are working to catch the robbers and bring back the Flynn family's belongings. (Mikulecky, 1992, p.80)

Summary Word	Parts
•	• • •

Appendixes

2. Kilgore Trout's home library is well stocked. There are mystery books, novels, travel books, biographies, science fiction thrillers, how -to manuals and reference books. This collection is the result of a life-long habit of reading and pleasure. (Mikulecky, 1992, p.80)

Summary Word	Parts
<ul style="list-style-type: none">	<ul style="list-style-type: none">

3. Read the passage, then pull three of the given choices to complete the summary:

Appendixes

Tarzan

After a hurricane sinks their ship off the coast of Africa, British couple finds their way to land with their baby son. However, the parents are killed by a wild animal. A gorilla finds the baby, brings him home to her mate and raises the helpless human in the jungle. As a result, he grows to adulthood in the natural ape community. Nevertheless, the young man's peaceful life in the jungle soon changes. To study African wildlife in its natural environment, Professor Porter arrives with his daughter Jane and a hunter named Clayton. When the explorers meet the jungle man, at first they think he is "the missing link" (a being halfway between an animal and a human being). Therefore, they are surprised to discover that he is as human as they are. When he begins to feel strange, unfamiliar emotions, the man grew up in the jungle becomes very confused. He wants to be with his own kind but doesn't want to leave the gorilla family that raised him- especially since Clayton sees the apes not as friends but as animals to hunt and kill. When Jane has to leave with her father, the ape man is very sad and upset. Even so, he saves the white people when they are captured and Jane stays with him in the jungle (Kirn & Hartmann, 2009, p.196).

.An introductory sentence for brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some

Appendixes

sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage:

Tarzan is the man who grew up in the jungle.

-
-
-

A. Professor Porter meets Tarzan when he comes to Africa to study the wild life.

B. Finally, Tarzan decides to leave the ape community and live with human beings.

C. Tarzan and the Professor's daughter fall in love and decide to live together in the jungle.

D. Tarzan doesn't love the gorilla family which raised him.

E. After the death of his parents, a gorilla finds the baby son and takes care of him in the jungle.

=====

Quiz 10

The Old Good Days?

Life before electricity was hard. After the sun went down in the evening it was dark. In the streets there were gas lamps but in people's homes there were no electricity light, so everyone used oil lamps, candles and firelight. In general, they went to bed earlier and got up as soon as the sun came up and they could see everything again. In many homes there was no running water for cooking, drinking or washing. In towns there were pumps, but in the country people had to carry water from wells or streams. Because there were no machines, people had to do everything by hand. This meant that household jobs all took longer time. Washing clothes, especially, took a lot of time and energy.

Home entertainment was also very different from today: there was no television to watch; no personal stereos, CD players or radio to listen to the news or your favourite music and of course no computer games or the Internet. Families made their own entertainment: playing board games, chatting to each other and making their own music. For dairy farmers, there were no fridges to keep their milk, cheese and butter fresh. This meant that they could not make much money because they had to sell their products soon after they were made. Some people still call these times the good old days (Haines, 2010, p.55) .

Select the appropriate sentences from the answer choices and match them to the style of life that they describe:

Appendixes

(Answer Choices)	(Style of Life)
<p>a- People went to bed and got up early because there were oil lamps, candles and fire lights.</p> <p>b- There is running water for drinking and washing</p> <p>c- household jobs took a lot of time.</p> <p>d- In the evening, people watch TV, listen to music or play computer games.</p> <p>e- people get up at 2 o'clock p.m.</p>	<p>1-Life in the Past</p> <ul style="list-style-type: none"> • • •
<p>f- Dairy farmers could not make much money because there were no bridges</p> <p>g- In the past women did not use washing machines.</p>	<p>2- Life Nowadays</p> <ul style="list-style-type: none"> • •

"Kalilah Wa Dimnah" and "Muqaddimah" are two of the most important works in the human library.

"Kalilah Wa Dimnah" is Ibn Battuta's account of his thirty-year journey. It is a fascinating book. Born in Tangier in 1304, he left home for Mecca at the age of about twenty. Then he travelled throughout forty-four countries including Jordan, Egypt, Turkey, India and even China! He covered about 75,000 miles.

The account includes descriptions of his pilgrimages, the cities he stayed in, local tales and sea adventures-so this is a book that everyone will enjoy! His memory of the events and places was amazing. And you will remember his stories for a long time too. This is an excellent account of an amazing lifetime of travelling.

Ibn Khaldun "Muqaddimah" is one of the most important historical works ever written. The author was born in Tunis in 1332 CE and was a high-ranking political figure.

The work was ground-breaking and discussed many important theories which are still relevant today. Because of its complex content and purpose, the book is not easy to read. However, it is well-organized.

In fact, reading the "Muqaddimah" will make you think-and change your view of the world! (Haines, 2010, p. 21)

Appendixes

Match the sentences with the suitable book (to drag an answer click on it):

Answer choices	
A. It affects your view of life.	"Kalilah Wa Dimnah" •
B. It summarizes the author's travels and adventures.	• "Muqaddimah"
C. The author has visited 49 countries.	• •
D. It is an abnormal book that discusses important theories.	•
E. It is a simple book which everybody can get enjoyment from it.	
F. It is a complex book which has been written and organized properly.	

(Appendix C-6)

Website Tests

Test 1

Time: 60 Minutes

Total Score: 100 Marks

This test measures your previous learning. Read the following texts then answer the questions below:

William Shakespeare

1. William Shakespeare is one of the most popular writers in history. Shakespearean criticism has changed considerably since the playwright's works were first performed. Criticism in this context means the discussion of a piece of literature, where you think and talk about why a poem, book or play is good or bad. Over the centuries, critics have found different things to say about Shakespeare's work, and readers and audiences across the world have discovered different meanings in his drama and poetry.

2 **A** Shakespeare was an original writer in many ways. He was unusual among the playwrights of his day because he trained as an actor before he started writing. Shakespeare was also different from other playwrights because he did not go to university. Most playwrights came

Appendixes

from wealthy families and received a very good education. Some contemporary writers were envious of Shakespeare's **talent**. In 1592, the playwright Robert Greene called Shakespeare an 'upstart crow, beautified in our feathers'.

3. **B** Shakespeare was particularly interested in 'the language of the people' and his works show us some of the ways that English was developing during his lifetime. Some words, such as 'accommodation' and 'to pander', for example, were not recorded in the English language before Shakespeare included them in his **plays**. Writers like Shakespeare are so important because **they** change the way literature is written afterwards.

4. The Romantic poets (writing 100 years later) were influenced by the way that Shakespeare was not limited by metre; the Victorians were influenced by the way Shakespeare tried to give **ordinary** people a voice; and 20th century writers were inspired by the way he worked with classical sources **C**.

5. The development of English literature is about writers reading and being influenced by other writers and building on what has already been achieved. **In this way**, the history of literature has led to many great pieces of writing in English, some now as **well-known** and admired as the classical texts that first inspired its early writers. **D**

(Haines, 2012 (2), p.10)

1. The word **audience** in paragraph (1) is closest in the meaning to...

A

people

Appendixes

- ☐ B famous characters
- ☐ C a group of people who gather to watch or listen to something
- ☐ D talented people

2. The word **talent** in paragraph (2) is closest in the meaning to...

- ☐ A training
- ☐ B wealth
- ☐ C something that can be acquired from the environment
- ☐ D the natural ability to do something well

3. According to the passage Shakespeare was **Not** one of the following

- ☐ A He was a talented person .
- ☐ B He received higher education.
- ☐ C He was an actor.
- ☐ D He was known as a poet.

4. The possessive pronoun (**his**) in paragraph (2) refers to ...

- ☐ A Shakespeare ☐ B Robert Greene
- ☐ C Criticism ☐ D Playwright

5. According to the information in paragraph (1) what does "Criticism" mean?

Appendixes

- ☐ A It is a conversation between some playwrights.
- ☐ B It means a discussion between some critics.
- ☐ C It means a discussion of a piece of literature, where you think and talk about why a poem, book or play is good or bad.
- ☐ D It is a kind of drama.

6. The pronoun (**they**) in paragraph (3) refers to ...

- ☐ A People
- ☐ B poets
- ☐ C critics
- ☐ D writers

7. The word **well-known** in paragraph (5) is closest in the meaning to...

- ☐ A limited
- ☐ B not limited
- ☐ C low
- ☐ D weak

8. It can be inferred from the information in paragraph (2) that..

- ☐ A talent and training are more important for success than the academic degree
- ☐ B wealth is very necessary for success
- ☐ C success is impossible without an academic degree
- ☐ D talent in a minor thing in the professional life

9. To which of the following does the phrase (**In this way**) in paragraph (5) refer to?

- ☐ A Reading the works of other writers is a kind of theft.
- ☐ B Every writer must write in his own method.

Appendixes

☐ C Writers most get benefit from the literary works of previous writers and try to add extra things.

☐ D Writers must imitate each other.

10. What kind of language was Shakespeare interested in?

☐ A Shakespeare focused on the modern language.

☐ B Shakespeare wrote his works in the academic language.

☐ C Shakespeare was interested in the classical language.

☐ D Shakespeare was interested in the language of ordinary people.

11. Look at the four squares ■ that indicate where the following sentence could be added to the passage. Click the square ■ that indicates the best place to add the sentence.

Additionally, Ben Jonson said that Shakespeare's work was timeless; his use of the English language was so original that 'He was not of an age, but for all time!'

12. Why does the author mention the words 'accommodation' and 'to pander' in paragraph 3 ?

☐ A To show that Shakespeare has been a skillful writer.

☐ B To introduce an example of Shakespeare's addition to the English language.

Appendixes

- (C) To compare the meaning of some modern and old words.
- (D) To focus on Shakespeare's work.

13. Below is an introductory sentence for brief summary of the passage . Complete the summary by pulling the letters of **three** of the answer choices that express the most important ideas of the passage.

Drag your answer choices to the box. To remove an answer click on it.

William Shakespeare is one of the most popular writers in history.

1-
2-
3-

- A. Shakespeare had greatly influenced the English literature.
- B. Shakespeare needed a lot of money.
- C. In spite the fact that Shakespeare didn't have a university degree, he was an outstanding actor, poet and playwright and the other writers envied him.
- D. The development process of the English literature was led by writes who read the others achievements and added new things.
- E. He didn't interest in the life of ordinary people.
- F. The manner in which Shakespeare dealt with the classical sources highly influenced the 20th century writers.

Appendixes

Mark Twain

1. Mark Twain was the first American writer to use an American dialect in his writing; he mimicked the way people really spoke. However, though his language was realistic, his novels weren't.

2. '*The Adventures of Tom Sawyer*' is a fantasy. It is slightly satirical, as it mocks the concept of people clinging determinedly to all the outward features of civilization. The basic plan of the novel is very simple. It follows the events in Tom's life. Sometimes, the timescale is condensed so that the time passes quickly; on other occasions, when Tom is going through a painful experience, time is drawn out. Towards the end of the novel, when things are happening thick and fast, Twain temporarily abandons the simple time scheme: Tom is left in the caves and the reader follows Huck throughout his adventures at the widow's house; then, two chapters later, we are returned to the caves after Tom has **escaped**.

3. The timescale, and the sequence of fascinating, colourful **episodes** are clearly not realistic; nor are the many amazing coincidences. Twain appeals to all readers, adults too, with **his** clever characterization, original language and subtle satire. (Haines, 2012, p.14)

14. The word **escaped** in paragraph (2) is closest in the meaning to...

(A)

brought

(B)

stayed

(C)

ran away from dangerous or bad situations

(D)

listened

Appendixes

15. The possessive pronoun (**his**) in paragraph (3) refers to ...

- ☐ A Mark Twain ☐ B language ☐ C dialect ☐ D book

16. The word **episode** in paragraph 3 is closest in the meaning to...

- ☐ A disaster ☐ B comedy
☐ C drama ☐ D a period of time in somebody's life

17. Information in paragraph 2 implies that the (timescale) ...

- ☐ A depends on the kind of event that is happening
☐ B is not important
☐ C is not used
☐ D is very slow

18. According to the passage the following are characteristics of Mark Twain **EXCEPT**...

- ☐ A the first to use the American dialect
☐ B his novels are not realistic
☐ C the plan of his novel is very complex
☐ D he has used the language of ordinary people

19. Why does the author provide details about " *The Adventures of Tom Sawyer* " ?

- ☐ A To highlight the importance of timescale.

Appendixes

- B To give an example of Mark's plays.
- C To attract the reader.
- D To prove that Mark Twain's novels are not realistic.

20. Select phrases from the answer choices and match them to the writer to whom they relate:

<i>Answer Choices</i>	Mark Twain
A. His experience in acting before being a playwright supplied him with extra energy and made him an extraordinary playwright	1-
B. he was not a rich playwright	2-
C. he was one of the most famous writers in history	Shakespeare
D. The first to use American dialect.	1-
E. he introduced new words to the spoken language and changed the manner in which literature was written down	2-
F. he had great impact on the romantic poets, the Victorian writers and the 20 th century writers.	3-
G. he used the language of ordinary people but his novels were not realistic.	

Appendixes

1. People have been singing songs and telling each other stories for many thousands of years. Forms of art such as sculpture are at least 32,000 years old. This shows that even back then, people had the creativity and ability to invent stories.

2. Spoken literature is therefore very old. **For many generations, stories, songs, poems and the history of the tribe were passed on from one generation to the other throughout speech.** There is some evidence that at a time when they couldn't write, people had a much better memory than those who came after and could read and write. Back then, storytellers were able to remember and pass on very long and complex stories to the next generations. The ancient Greek poet Homer, for example, probably didn't know how to read or write. His epic poems *The Iliad* and *The Odyssey* were passed on throughout speech for several generations before being written down. When written down as books, **they** are hundreds of pages long, so remembering every word would have been a considerable achievement.

3. The spoken tradition survives in some cultures to this day. There are, after all, some languages in the world that have never been written down. And every piece of written literature contains something that was once part of the spoken tradition, such as proverbs, nursery rhymes and folktales.

21. Which of the following sentences best expresses the essential information in the sentence in **bold**?

- (A) In the past times, people didn't know how to write but every was transformed orally by grandfathers to fathers then to sons.

Appendixes

- ☐ B In the past, people were only able to speak and tell stories.
- ☐ C It is not important to write down historical events.
- ☐ D Writing was difficult.

22. The pronoun (**they**) in paragraph (2) refers to ...

- | | |
|---------------------------------|---|
| <input type="radio"/> A papers | <input type="radio"/> B the Iliad and The Odyssey |
| <input type="radio"/> C writers | <input type="radio"/> D songs |

=====

Test

2

Time: 60 minutes

Read the following texts then answer the questions below:

Cultural Anthropology

A. The science of anthropology is divided into several branches, one of which is cultural anthropology. **This branch** looks at the basic beliefs, possessions and behaviour common with a society. **A**

B. **B** One of the main goals of cultural anthropology is to discover relationships among groups that seem very distant from each other. Such discoveries, along **with other evidence**, may show that such **disparate** cultures come from the same origins. A cultural

Appendixes

anthropologist may see, for example, that owning cattle has a huge significance in two African societies that are now separated by thousands of miles. **This fact**, together with other evidence, could indicate that both cultures came from the same Bantu ancestor in the past. **c**

C. Cultural anthropologists and linguists each contributed evidence in determining the origin of a large group of cultures- the Malayo-Polynesian. Since the late 18th century, scholars knew of similarities among people from Madagascar (off the east coast of Africa), throughout Southeast Asia and New Zealand, to Easter Island just west of South America. There were some similarities in appearance but, more importantly, also similarities in beliefs and **practices**. Still, it seemed hard to believe that one culture was the ancestor to so many people in different parts of the world. And even if they were all related, where did they come from?

D. Linguists (who study language patterns and structure) used research and reasoning to pinpoint the island of Formosa (present-day Taiwan) as the origin of Malayo-Polynesian languages. It is there that such languages exist in the greatest number in relatively small areas. This means that the people of Formosa have had the longest time of all the Malayo-Polynesians to develop **distinct** local languages.

E. Cultural anthropologists were interested, but **they** needed more evidence. They found it in two items of food-millet and pork. Millet, a kind of cereal grain, is part of an agricultural tradition carried from Formosa to vastly different climates, where it remains a cultural staple

Appendixes

of traditional Malayo-Polynesian societies. The same goes for domesticated pigs. Malayo-Polynesians continue to raise and eat pigs even in areas that probably had no native pig species until the arrival of humans came from the Formosans. **D**

F. Current customs might seem to cast doubt on this theory. Modern Malays, for example, usually avoid any contact with pigs or their meat. The Malayo-Polynesians, however, arrived in Malay lands thousands of years ago, before Muslim missionaries brought their religion's rules. The strongest evidence comes from small, traditional cultures in these regions, not from the Islamized or Westernized societies.

(Kirn & Hartmann, 2009, pp.127 – 128).

1. Which of the following is closest in meaning to **disparate** as it is used in paragraph B?

- (A) different (B) similar (C) vague (D) colored

2. Why does the author use the phrase (**with other evidence**) twice in paragraph B?

- (A) to show that the other evidence tells cultural anthropologists what to study
- (B) to show the relationship between two widely separate cultures
- (C) to show an important tradition among anthropologists
- (D) to show that cultural anthropologists do not get ideas from one fact alone

Appendixes

3. Which of the following is closest in meaning to **practices** as it is used in paragraph **C** ?

- ☐ (A) jobs ☐ (B) workplaces ☐ (C) activities ☐ (D) ideas

4. Which of the following is closest in meaning to **distinct** as it is used in paragraph **D** ?

- ☐ (A) similar ☐ (B) clear ☐ (C) local ☐ (D) strange

5. Which of the following is closest in meaning to **cast doubt on** as it is used in paragraph **F** ?

- ☐ (A) say terrible things about ☐ (B) make clear
☐ (C) cause some questioning of ☐ (D) make unclear

6. It can be inferred from the information in paragraph **D** that...

- ☐ (A) local languages have needed a long time to be developed by the people of Formosa
☐ (B) Malays haven't eaten pig meat because they have been Muslims
☐ (C) people of Formosa and Malays have lived in the same place.
☐ (D) original traditional cultures had deeper influence on people's practices than the new cultures or religions.

7. The pronoun (**they**) in paragraph **E** refers to ...

- ☐ (A) patterns ☐ (B) linguists
☐ (C) cultural anthropologists ☐ (D) climates

Appendixes

8. The phrase (**this fact**) in paragraph **B** refers to ...

- ☐ A People's beliefs in different countries
- ☐ B different countries must have different origins
- ☐ C linguists have a role in proving groups' origin
- ☐ D different cultures may have similar origin

9. The phrase (**This branch**) in paragraph **A** refers to ...

- ☐ A economic anthropology ☐ B cultural anthropology
- ☐ C linguistic anthropology ☐ D political anthropology

10. According to the passage, the most important goal of cultural anthropology is...

- ☐ A to study similarities between peoples from Madagascar to New Zealand.
- ☐ B to study linguistics
- ☐ C to study the relationship between groups which are not near each other
- ☐ D to study climates

11. According to the information in paragraph **D**, what is the old name of Taiwan?

- ☐ A Malaya ☐ B Formosa

Appendixes

C

Madagascar

D

South America

12. Look at the four squares ■ that indicate where the following sentence could be added to the passage. Click on the square ■ that indicates the best place to add the sentence.

For example, the crops a group plants or the ways in which a society catches and coos fish are concerns of the cultural anthropologist.

13. An introductory sentence for brief summary of the passage is provided below. Complete the summary by selecting the **three** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

Cultural anthropology is one of the most important branches of anthropology
•
•
•

A. The Malayo-Polynesian groups have the same origins

B. Cultural anthropologists found similarities in appearance beliefs and activities between different groups. And linguists proved that the Formosa people improved the local languages.

C. The target of the cultural anthropology is to highlight the points of similarities between the nowadays different groups of people.

Appendixes

- D. Kinds of food like pigs meat and Milles may contribute in deciding the origin of some groups.
 - E. The traditional cultures proved that the Malayo -Polynesians reached Malaya before Muslims and western groups.
-

Greenhouse Gases

We usually think that greenhouse gases are harmful, but without **these gases** the climate of the Earth would be like the climate of Mars. **Which is too cold for human beings to survive.** Greenhouse gases, which include carbon dioxide and methane, keep the heat of the sun in and prevent our planet from freezing. However, for the last 200 years people have been using enormous quantities of fossil fuels like coal, gas and oil. When these fuels are burnt, they produce large amounts of carbon dioxide and **this** keeps more of the sun's heat in. The result is that the temperature of the Earth is rising year by year. This is leading to more extreme weather: high winds and heavy rain, which produce storms and floods. The problem is made worse by the fact that we are destroying the world's rainforests.

Trees naturally **consume** carbon dioxide, but because there are fewer trees, more carbon dioxide is released into the atmosphere. Because of the increase in the Earth's temperature, the ice at the north and south poles is melting, and this is causing sea levels to rise. Eventually, many areas of land which are now on the coast will be flooded.

(Haines, 2012, p.38)

Appendixes

14. According to the information in passage, people use great quantities of fossil fuels EXCEPT...

- (A) olive oil (B) coal (C) oil (D) gas

15. According to the passage one of the following is **Not** caused by the rising of the temperature of the Earth's atmosphere...

- (A) high winds (B) moderate climate
(C) floods (D) heavy rain

16. The phrase (these **gases**) in the passage refers to ...

- (A) fossil fuels (B) gases
(C) greenhouse gases (D) rainforests

17. The word (**this**) in the passage refers to ...

- (A) the production of heavy rain
(B) the production of great amounts of carbon dioxide
(C) the production of strong winds
(D) the production of floods

18. Which of the following is closest in meaning to word **consume** in the passage ?

- (A) Made (B) produce
(C) Return (D) make use

19. It can be inferred from the information in the passage that...

Appendixes

- (A) people should find another sources of power
- (B) people should be aware of the dangers of greenhouse gases
- (C) greenhouse gases participate in protecting the Earth's moderate climate ,whereas the extra usage fossil fuels may lead to the Earth's destruction
- (D) people should menimise the quantities of fossil fuel they use

20. According to the information in the passage, why does the author consider destroying rainforests by the fossil fuel gases a great problem?

- (A) Because rainforests provide people with the wood which they need to build their houses.
- (B) Because rainforests take oxygen from the Earth's atmosphere.
- (C) Because rainforests help in cleaning the Earth's atmosphere from Carbon dioxide.
- (D) Because he likes to live in a wooden house in rainforests.

21. Which of the following sentences best expresses the essentail information in the sentence in **bold**?

- (A) too low temperatures prevent human beings from staying alive
- (B) too cold climate is a suitable condition of human beings to live in
- (C) people don't like cold climate

Appendixes

- D** people prefer the hot climate to the cold one

22. Select sentences from the answer choices and match them to the kind of gases they relate:

Answer Choices	Greenhouse Gases
A. We should cut down trees because they produce carbon dioxide.	
B. They cause storms, floods and destroy rainforests forests.	1-
C. Nowadays, people make use of a great quantities of fossil fuel.	2-
D. They help the Earth's atmosphere to remain moderate.	
E. They prevent Earth's atmosphere from releasing the extra sun's heat.	1-
F. They produce a lot of carbon dioxide which results in the raising of the Earth's temperature.	2-
G. They prevent the poles from freezing.	3-
	Fossil Fuels Gases

Appendixes

Test 3

Time: 60 Minutes

Total Score: 100 Marks

This test measures your previous learning. Read the following texts then answer the questions below:

Alfred Nobel

1. Alfred Nobel was a Swedish chemist, engineer, innovator, **armaments** manufacturer and the inventor of dynamite. Nobel was educated in Russia, France and the United States. He was fluent in five languages and had a great interest in literature.
2. Nobel was very interested in social and peace-related issues, and held views that were considered radical during his time. Nobel travelled widely, then returned to work in his father's factory in Russia. Later, in Sweden, he began to experiment with explosions. In 1867, he received a **patent** for dynamite. About 1875 he produced an even more powerful explosive called blasting gelatin. In all, Nobel held more than 100 patents. The incorrect publication in 1888 of a premature obituary of Nobel by a French newspaper, condemning **him** for his invention of dynamite, is said to have brought about his decision to leave a better legacy after his death.
3. When his last will was opened and read after his death, the will caused a lot of controversy both in Sweden and internationally, as Nobel had left much of his wealth for the establishment of a prize! His family opposed the establishment of the Nobel Prize and the people he asked to award the prize refused to do what he had requested in his will. **It** was five years before the first Nobel Prize could be awarded in 1901 (Haines, 2012).

Appendixes

1. The word **armaments** in paragraph (1) is closest in the meaning to...

- (A) tools (B) factories
- (C) machines (D) military weapons

2. The word **patent** in paragraph (2) is closest in the meaning to...

- (A) a book written by Nobel
- (B) a letter from Nobel to his friend
- (C) a document saying that only the named person can make or sell an invention
- (D) materials required for inventing dynamite

3. According to the passage Nobel was **Not** one of the following

- (A) teacher
- (B) engineer
- (C) chemist
- (D) innovator

4. The word (**him**) in paragraph (2) refers to ...

- (A) Family (B) Nobel
- (C) Dynamite (D) wealth

5. According to the information in the passage, when did Nobel receive a patent for dynamite?

Appendixes

(A) 1901 (B) 1767 (C) 1888 (D) 1867

6. The pronoun (**It**) in paragraph (3) refers to ...

- (A) Nobel's prize
- (B) Nobel's new invention
- (C) Nobel's death
- (D) Nobel's travelling

7. It can be inferred from the information in paragraph (2) that

- (A) Nobel was a sensitive and a peace lover person who was highly affected by others' criticism.
- (B) Nobel was not affected by others' criticism.
- (C) Nobel was a clever person
- (D) Nobel loved people.

8. How many languages could Nobel speak?

- (A) six languages
- (B) fifty languages
- (C) fifteen languages
- (D) five languages

9. According to the information in paragraph 2 , why did Nobel decide to leave a better legacy after his death ?

Appendixes

- (A) Because the French newspaper attacked him for inventing dynamite.
- (B) Because he made an accident.
- (C) Because he had no extra money.
- (D) Because his family asked him to do that.

Naguib Mahfouz

1. **A** Naguib Mahfouz was an Egyptian novelist who became one of the most famous writers in the Arab world when he won the Nobel Prize for Literature in 1988. The award raised the profile of Arabic literature and Mahfouz's books were subsequently translated into many languages.

2. **B** Mahfouz wrote thirty novels, over one hundred short stories, dozens of film scripts and more than two hundred articles. His first novels explored Egyptian history and were intended to be part of a monumental cycle of thirty books, charting the entire history of Egypt. The project was never completed but Mahfouz often dealt with history, society and politics in his work. Mahfouz was an experimental writer and is credited with modernizing Arabic literature. **C**

3. His epic Cairo Trilogy, **which** most critics consider to be his masterpiece, is a huge work of around 1,500 pages **D**. The books are remarkable because in them Mahfouz handles a huge cast of well-drawn characters with great skill and masters the Arabic

novel form. Mahfouz was the third oldest living Nobel **Laureate** and the only Arabic language writer to have won the Nobel Prize

Appendixes

10. The word **laureate** in paragraph 3 is closest in the meaning to...

- (A) Wonderful (B) fantastic
 (C) a person honored with an award for a creative achievement
 (D) skillful

11. To which of the following does the word (**which**) in paragraph (3) refer to?

- (A) book (B) novel (C) masterpiece (D) Cairo Trilogy

12. Look at the four squares (■) that indicate where the following sentence could be added to the passage. Click the square (■) that indicates the best place to add the sentence.

Each volume in the epic is named after a street. The trilogy charts the life of three generations of the Abd al-Jawad family, spanning the period from 1917 to the end of the Second World War.

13. Select sentences from the answer choices and match them to the writer to whom they relate:

<i>Answer Choices</i>	Naguib Mahfouz
A. He left his wealth for gifted people who do extraordinary things for the peace of humanity.	
B. He is one of the most outstanding novel writers who won the Nobel Prize in 1988.	1- 2-

Appendixes

C. He was an engineer.	Nobel 1- 2- 3-
D. He was attacked by the French newspapers for inventing dynamite.	
E. He worked in his friend's factory.	
F. he was interested in armament manufacturing and got more than 100 awards for his inventions especially dynamite.	
G. Critics highly appreciated his epic "Cairo Trilogy".	

14. According to the information in paragraph (3), why do the critics consider "Cairo Trilogy" Naguib Mahfouz's most important achievement?

- ☐ A Because they are written in the novel form
- ☐ B Because they form a fantastic novel in which he dealt skillfully with large number of famous characters
- ☐ C Because he has written about some well-known characters
- ☐ D Because he has described the Egyptian society

The sand gazelle

1. The sand gazelle is a horned animal that lives across the Arabian Gulf and North Africa. Originally found in all Arab countries, it is now **extinct** in Iraq, Kuwait and Yemen and endangered everywhere else, including Syria.

2. In the summer months, sand gazelles live in small family groups of around ten individuals. During the winter, they **congregate** in larger herds. They are ideally suited to the desert environment with their white heads and sand coloured bodies. **This** allows them to blend into the desert, camouflaging them from predators. Sand gazelles are small mammals, weighing only 20 kg. However, they are very quick and have been known to reach speeds of almost 10 km per hour. **They are excellent jumpers and use their speed and agility to evade the attention of predators.**

3. Sand gazelles eat around 6 kg of plants per day—consuming the shoots, roots, leaves and stems of desert plants—around a third of **their** overall bodyweight. They drink 3 liters of water per day and in the hottest season dig shallow pits and lie on the cooler soil. The sand gazelle is in danger of extinction, mainly due to habitat loss and hunting.

15. The word **extinct** in paragraph (1) is closest in the meaning to...

A

new

B

found in some areas

C

no longer in existence

D

available

Appendixes

16. The word (**This**) in paragraph (2) refers to...

- (A) desert
- (B) the sand gazelles' white heads and sand coloured bodies
- (C) the sand gazelles' speed
- (D) the sand gazelles' power

17. The word **congregate** in paragraph 2 is closest in the meaning to...

- (A) eat grass
- (B) run
- (C) live alone
- (D) come together

18. The possessive pronoun (**their**) in paragraph (3) refers to...

- (A) Leaves
- (B) the sand gazelles
- (C) desert plants
- (D) season

19. According to the information in paragraph 1, the sand gazelles are now extinct in these countries EXCEPT...

- (A) Egypt
- (B) Kuwait
- (C) Yemen
- (D) Iraq

20. It can be inferred from the information in paragraph 2 that...

- (A) the sand gazelles are social animals which do not like to live alone
- (B) the sand gazelles gather to protect each other from predators
- (C) the sand gazelles have strange behaviours
- (D) the sand gazelles love each other

Appendixes

21. Below is an introductory sentence for brief summary of the passage. Complete the summary by pulling the letters of **three** of the answer choices that express the most important ideas of the passage.

The sand gazelle is an animal that lives across the Arabian Gulf and North Africa.

- | |
|----------|
| 1- |
| 2- |
| 3- |

- A. The sand gazelles are quick animals which live in groups and their white heads and coloured bodies help them to live in the desert.
- B. They are endangered in Africa and Asia.
- C. their numbers are decreasing because they are continuously be hunted and do not have habitats.
- D. They are small mammals
- E. they eat desert plants and if they do not find water in the hottest seasons they dig the ground searching for water.

Appendixes

22. Which of the following sentences best expresses the essential information in the sentence in **bold**?

- (A) The sand gazelles' beauty attracts the wild animals to hunt them.
- (B) The sand gazelles' speed do not help them to escape from the wild animals .
- (C) The sand gazelles are intelligent and very fast animals. These skills help them to escape from the wild animals.
- (D) The wild animals cannot catch them.

(Appendix C-7)

Enrichment Related Websites

This division contains additional websites, teaching games dictionaries and short stories by means of which students can enrich their English language knowledge.

What Are The Websites?

Check Your Reading Speed. Try a [Reading Speed Check](#) and [Speed Reading Online Test](#). You can check for general reading, study reading, and even measure your own reading speed.

Test Your Skills. Try a [Skimming Exercise](#) and a [Scanning Exercise](#).

Analyze Your Reading. Read the article [How Not to Read the News Paper](#). What kind of reader are you?

Be a Super Reader. Read the page [Super Reading](#), then take the online quiz.

Build a Bookmark. Create a bookmark for skimming or scanning with reminders about how to skim or scan.

Skim Across Subjects. Pick a subject area. Use the [Improving Your Reading In All Subjects](#) to find out how to improve reading in this area. Create a poster showing techniques to help reading in this subject.

Practice Skimming and Scanning. Go [Amyby's Education Resources](#) and choose some online text to practice you skimming and scanning skills. Try some practice websites.

Complete a WebQuest or an Internet Treasure Hunt. Many webquests can be used to practice skimming and scanning skills. Internet Treasure Hunts are also

Appendixes

good practice. Use the [Filamentality](#) and [WebQuest](#) page website to search for projects in your subject area. You can even create your own online project.



More Websites

- http://www.readingrockets.org/?gclid=CKHZ-PP6zI8CFRsFagodWiA_-A
- <http://www.readinga-z.com/land/guided.html>
- <http://www.indiana.edu/~crls/rogerfarr/mcr/usingta/usingta.html> /
- <http://www.understandmore.com> <http://users.erols.com/interlac/testdir.htm>
- <http://www.rhlschool.com/reading.htm>
- http://www.abcteach.com/directory/reading_comprehension/
- http://www.teach-nology.com/worksheets/language_arts/readi
- <http://www.literacy.uconn.edu/compre.htm>
- **Websites For Teachers**
- *Amyby's Education Resources*
- <http://amby.com/educate/reading.html>
- This website provides lots of texts for students to practice reading. There are also some websites with reading comprehension practice opportunities.

One Look Dictionary:

<http://www.onelook.com/>

- **Cambridge Dictionary:** <http://dictionary.cambridge.org/>
- **Short Stories:**
http://www.readingmatrix.com/directory/pages/Short_Stories/
- **More Short Stories:**
<http://www.englishclub.com/reading/shortstories.htm>
- **World Newspapers:** <http://www.actualidad.com/>
- **Topics magazine for learners of English:** <http://www.topics-mag.com/>
- **Many Books such as "Pride and Prejudice", "Hamlet":** <http://manybooks.net/>
- **Plain English:** <http://home.att.net/~tangents/issue/english.htm>
- **Reading Comprehension – Beginner:** <http://www.readingmatrix.com/directory/>

Appendixes

pages/Reading_Comprehension_Beginner/

- **Finding Main Ideas:**

<http://elearn.mtsac.edu/amla/readingroom/Mainidea.htm>

- **Identifying details:**

<http://elearn.mtsac.edu/amla/readingroom/details.htm>

- **Guessing word meaning from context:**

<http://elearn.mtsac.edu/amla/readingroom/context.htm>

- **BBC English:**

<http://elearn.mtsac.edu/amla/readingroom/context.htm>

- **English Language Activities, Exercises and Tests:**

<http://www.world-english.org/>

- **Study Guides and Strategies:** <http://www.studygs.net/>

- **World Newspapers:**

<http://www.actualidad.com/>

- **Topics magazine for learners of English:**

<http://www.topics-mag.com/>

- **Many Books such as "Pride and Prejudice",**

"Hamlet": <http://manybooks.net/>

Plain English:

<http://home.att.net/~tangents/issue/english.htm>

- **Reading Comprehension – Beginner:**

<http://www.readingmatrix.com/directory/>

pages/Reading_Comprehension_Beginner/

(Appendix D-1)

Answer Key of Website Quizzes

<i>Quiz 1: Answer Key</i> <i>Total Mark: 50 ms.</i>		
<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
1	d	(5 ms.)
2	a	(5 ms.)
3	c	(5 ms.)
4	b	(5 ms.)
5	a	(5 ms.)
6	a	(5 ms.)
7	c	(5 ms.)
8	d	(5 ms.)
9	c	(2 ms.)
10	d	(2 ms.)
11	e	(2 ms.)
12	a	(2 ms.)
13	b	(2 ms.)

Appendixes

Quiz 2: Answer Key Total Mark: 40 ms.		
<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
1	e	(2 ms.)
2	d	(2 ms.)
3	b	(2 ms.)
4	c	(2 ms.)
5	a	(2 ms.)
6	b	(2 ms.)
7	d	(2 ms.)
8	b	(2 ms.)
9	c	(2 ms.)
10	a	(2 ms.)
11	d	(2 ms.)
12	f	(2 ms.)
13	i	(2 ms.)
14	b	(2 ms.)
15	g	(2 ms.)
16	c	(2 ms.)
17	j	(2 ms.)
18	e	(2 ms.)
19	h	(2 ms.)
20	a	(2 ms.)

Appendixes

Quiz 3: Answer Key

Total Mark: 30 ms.

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
1	Running	(2 ms.)
2	Runners	(2 ms.)
3	long races	(2 ms.)
4	The Boston race	(2 ms.)
5	winners	(2 ms.)
6	e	(2 ms.)
7	d	(2 ms.)
8	b	(2 ms.)
9	c	(2 ms.)
10	a	(2 ms.)
11	b	(2 ms.)
12	d	(2 ms.)
13	b	(2 ms.)
14	c	(2 ms.)
15	a	(2 ms.)

Appendixes

Quiz 4: Answer Key Total Mark: 40 ms.		
<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
1	a	(2 ms.)
2	d	(2 ms.)
3	b	(2 ms.)
4	b	(2 ms.)
5	c	(2 ms.)
6	d	(2 ms.)
7	f	(2 ms.)
8	i	(2 ms.)
9	b	(2 ms.)
10	g	(2 ms.)
11	c	(2 ms.)
12	j	(2 ms.)
13	e	(2 ms.)
14	h	(2 ms.)
15	a	(2 ms.)
16	real life	(2 ms.)
17	Culture	(2 ms.)
18	Common	(2 ms.)
19	air pressure	(2 ms.)
20	human beings	(2 ms.)

Appendixes

Quiz 5: Answer Key Total Mark: 30 ms.		
<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
1	Topic: Alarm watch	(5 ms.)
2	Location: Shop	(5 ms.)
3	Topic: An Advertisement for a Job	(5 ms.)
4	Location: Mr. Maher's office	(5 ms.)
5	d	(5 ms.)
6	c	(5 ms.)

Quiz 6: Answer Key Total Mark: 35 ms.		
<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
1	d	(5 ms.)
2	a	(5 ms.)
3	b	(5 ms.)
4	e	(5 ms.)
5	c	(5 ms.)
6	b	(5 ms.)
7	a	(5 ms.)

Appendixes

Quiz 7: Answer Key

Total Mark: 60 ms.

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
1	I	(10 ms.)
2	X	(10 ms.)
3	C	(10 ms.)
4	I	(10 ms.)
5	C	(10 ms.)
6	C	(10 ms.)

Quiz 8: Answer Key

Total Mark: 40 ms.

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
1	C	(10 ms.)
2	B	(10 ms.)
	C	(10 ms.)
3	B	(10 ms.)

Appendixes

Quiz 9: Answer Key Total Mark: 30 ms.		
Question Number	Answer	Mark
I	Summary Word: belongings (1 m.) Parts: (3 ms. for each part) 1. Some jewelry 2. a computer 3. a vacuum cleaner	(10 ms.)
II	Summary Word: collection (3 ms.) Parts: (1 m. for each part) 1. mystery books 2. novels 3. travel books 4. biographies 5. science fiction thrillers 6. how-to manuals 7. reference books	(10 ms.)
III	A (3ms.) C (3ms.) E (4ms.)	(10 ms.)

Quiz 10: Answer Key Total Mark: 20 ms.		
<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
I	1-Life in the past: a, c, f 2- Life Nowadays: b, d	(10 ms.)
II	"Kalilah Wa Dimnah": B, E "Muqaddimah": A, D, F	(10 ms.)

Appendixes

(Appendix D-2)

Answer Key of the Activities Tests

<i>Question Number</i>	<i>Test 1: Answer Key</i>	<i>Mark</i>
1	A (Understanding Vocabulary in Context)	(2 ms.)
2	D (Determine Purpose)	(5 ms.)
3	C (Understanding Vocabulary in Context)	(2 ms.)
4	B (Understanding Vocabulary in Context)	(2 ms.)
5	C (Understanding Vocabulary in Context)	(2 ms.)
6	A (Making Inferences)	(5ms.)
7	C (Locating Referents)	(2ms.)
8	D (Locating Referents)	(2ms.)
9	B (Locating Referents)	(2ms.)
10	C (Understanding Facts and Details)	(5ms.)
11	B (Understanding Facts and Details)	(5 ms.)
12	A (Recognizing Coherence)	(10 ms.)
13	B, C, E (Summarizing Important Ideas)	(10 ms.)
14	A (Identifying Negative Facts)	(5 ms.)
15	B (Identifying Negative Facts)	(5 ms.)
16	C (Locating Referents)	(2 ms.)
17	B (Locating Referents)	(2 ms.)
18	D (Understanding Vocabulary in Context)	(2 ms.)
19	C (Making Inferences)	(5 ms.)
20	C (Determine Purpose)	(5 ms.)
21	A (Recognizing Paraphrases)	(10 ms.)
22	Organizing Information: Greenhouse Gases: D, G Fossil Fuels: B, E, F	(10 ms.)

Appendixes

<i>Question Number</i>	<i>Test 2: Answer Key</i>	<i>Mark</i>
1	C (Understanding Vocabulary in Context)	(2ms)
2	D (Understanding Vocabulary in Context)	(2ms)
3	B (Identifying Negative Facts)	(5ms)
4	A (Locating Referents)	(2ms)
5	C (Understanding Facts and Details)	(5ms)
6	D (Locating Referents)	(2ms)
7	B (Understanding Vocabulary in Context)	(2ms)
8	A (Making Inferences)	(5ms)
9	C (Locating Referents)	(2ms)
10	D (Understanding Facts and Details)	(5ms)
11	A (Recognizing Coherence)	(10 ms)
12	B (Determine Purpose)	(5ms)
13	C , D,E (Summarizing Important Ideas)	(10ms)
14	C (Understanding Vocabulary in Context)	(2ms)
15	A (Locating Referents)	(2ms)
16	D (Understanding Vocabulary in Context)	(2ms)
17	A (Making Inferences)	(5ms)
18	C (Identifying Negative Facts)	(5ms)
19	D (Determine Purpose)	(5ms)
20	(Organizing Information): Mark Twain: D, G Shakespeare: A, E, F	(10ms)
21	A (Recognizing Paraphrases)	(10 ms)
22	B (Locating Referents)	(2ms)

Appendixes

<i>Question Number</i>	<i>Test 3: Answer Key</i>	<i>Mark</i>
1	D (Understanding Vocabulary in Context)	(2 ms.)
2	C (Understanding Vocabulary in Context)	(2 ms.)
3	A (Identifying Negative Facts)	(5 ms.)
4	B (Locating Referents)	(2 ms.)
5	D (Understanding Facts and Details)	(5 ms.)
6	C (Locating Referents)	(2 ms.)
7	A (Making Inferences)	(5 ms.)
8	D (Understanding Facts and Details)	(5 ms.)
9	A (Determine Purpose)	(5 ms.)
10	C (Understanding Vocabulary in Context)	(2 ms.)
11	D (Locating Referents)	(2 ms.)
12	D (Recognizing Coherence)	(10 ms.)
13	(Organizing Information):	(10 ms.)
14	A (Identifying Negative Facts)	(5 ms.)
15	B (Identifying Negative Facts)	(2 ms.)
16	C (Locating Referents)	(2 ms.)
17	B (Locating Referents)	(2 ms.)
18	D (Understanding Vocabulary in Context)	(2 ms.)
19	C (Making Inferences)	(5 ms.)
20	C (Determine Purpose)	(5 ms.)
21	A (Recognizing Paraphrases)	(10 ms.)
22	Organizing Information: Greenhouse Gases: D, G Fossil Fuels: B, E, F	(10 ms.)

(Appendix D-3)

Answer Key of the Skills Activities

<i>Skill 1: (Understanding Facts & Details) Answer Key</i>	
Question Number	Answer Key
1	1. Yes, 2.No, 3. No, 4.Yes and 5.No
2	1. No, 2. No, 3.Yes, 4. Yes and 5. No
3	1. No, 2, Yes, 3.No, 4.No and 5. Yes
4	1.No, 2.Yes, 3.No, 4.No and 5.Yes
5	1. Yes, 2. No, 3, Yes, 4.No and 5.Yes
6	1.Yes, 2.No, 3.Yes, 4.No and 5.Yes
7	1. No, 2.Yes, 3.No, 4.Yes and 5.No
8	C
9	B
10	D
11	D
12	A
13	B
14	C
15	D
16	B
17	D
18	C
19	B
20	C

Appendixes

21	A
22	D
23	B
24	A
25	C
26	C
27	A
28	B
29	A
30	C
31	A

Appendixes

Skill 2: (Identifying Negative Facts) Answer Key

Question Number	Answer Key
1	B
2	A
3	B
4	C
5	C
6	B
7	C
8	D
9	C
10	A
11	D
12	B
13	B
14	D

Appendixes

Skill 3: (Locating References) Answer Key

Question Number	Answer Key
1	C
2	A
3	D
4	C
5	A
6	D
7	C
8	A
9	B
10	C
11	A
12	D
13	C
14	B
15	D
16	A
17	C
18	C
19	B
20	D
21	D
22	A
23	D
24	B

Appendixes

25	C
26	D
27	B
28	A
29	A
30	C
31	B
32	A
33	C
34	D
35	C

Skill 4: (Understanding Vocabulary in Context) Answer Key

Question Number	Answer Key
1	B
2	C
3	B
4	C
5	A
6	B
7	D
8	B
9	D
10	B
11	A
12	C

Appendixes

13	D
14	A
15	D
16	B
17	D
18	A
19	C
20	B
21	C
22	A
23	C
24	B
25	B
26	D
27	D
28	C
29	A
30	B
31	A

Skill 5: (Making Inferences) Answer Key

Question Number	Answer Key
1	A
2	D
3	A
4	C

Appendixes

5	B
6	A
7	C
8	B
9	B
10	D
11	A
12	C
13	A

Skill 6: (Determine Purpose) Answer Key

Question Number	Answer Key
1	C
2	C
3	B
4	A
5	C
6	B
7	A
8	D
9	C
10	B
11	D
12	B
13	D
14	D

Appendixes

Skill 7: (Recognizing Paraphrases) Answer Key

Question Number	
1	I
2	C
3	X
4	I
5	A
6	B
7	A

Skill 8: (Recognizing Coherence) Answer Key

Question Number	
1	B
2	A
3	D
4	B
5	C
6	B
7	A

Appendixes

<i>Skill 9: (Completing Summaries) Answer Key</i>	
Question Number	
1	(A, D, F)
2	(A, C, E)
3	(A, C, E)
4	(C, D, E)
5	(B, D, E)
6	(A, C, E)
7	(A, B, D)

Appendixes

<i>Skill 10: (Organizing Organization) Answer Key</i>		
Question Number		
1	(B,E) (A,C,G)	(Victorian times) (Nowadays)
2	(C, F) (B, E, G)	(Healthy lifestyle) (Modern Lifestyle)
3	(B, E) (D, F, G)	(Villagers' life after killing the frogs) (Villagers' life before killing the frogs)
4	(B, F) (A, C, G)	(Life with TV) (Life without TV)
5	(A, C) (B, D, G)	(Ancient Olympic Games) (Modern Olympic Games)
6	(C, E) (B, F, G)	(Universalist Cultures) (Particularit Cultures)
7	(A, D) (B, F, G)	(Formal Learning Teaching System) (Informal Learning Teaching System)

(Appendix E)

List of Referees

- Dr. Ali S. Hasan, Professor of Methodology of Teaching English, Department of Curricula and Methods of Instruction, Faculty of Education, Damascus University.
- Dr. Ahmed Hasan, Professor of English Language Linguistics, Department of English, Faculty of Humanities and Social Sciences, Al-Ba'ath University.
- Dr. Basema Mahfoud, Lecturer of Modern Poetry, Department of English, Faculty of Humanities and Social Sciences, Al-Ba'ath University.
- Dr. Hala Soulieman, Teacher of the Methodology of teaching English, Faculty of Education, Damascus University.
- Dr. Ibrahim Ismael, Professor of English Language Linguistics, Faculty of Humanities and Social Sciences, Al-Ba'ath University.
- Dr. Elias Khalaf, Professor of English Renaissance Drama, Department of English, Faculty of Humanities and Social Sciences, Al-Ba'ath University.
- Dr. Lamees Hamoud, Teacher of Educational Technologies, Faculty of Education, Department of Curricula and Methods of Instruction, Al-Ba'ath University.
- Dr. Mahmoud Milad, Faculty of Education, Department of Curricula and Methods of Instruction, Damascus University.
- Dr. Mouhammed Abou Alsel, Faculty of Education, Department of Curricula and Methods of Instruction, Damascus University.

Appendixes

- Dr. Mohammed N. Al-Mezel, Associate Professor of Linguistics, Faculty of Humanities and Social Sciences, Al-Ba'ath University.
- Dr. Mouhammed W. Syam, Faculty of Education, Professor of Educational Technologies, Department of Curricula and Methods of Instruction, Damascus University.
- Dr. Mouhammed Ismail, Professor of in Department of Curricula and Methods of Instruction, Faculty of Education, Al-Ba'ath University.
- Dr. Mouayad Hajo, Faculty of Humanities and Social Sciences, Al-Ba'ath University.
- Dr. Morris Al-Omar, Associate Professor of Comparative Linguistics, Department of English, Faculty of Humanities and Social Sciences, Al-Ba'ath University.
- Dr. Sahar Abdul Hameed, Associate Professor of Methodology of Teaching English, Department of Curricula and Methods of Instruction, Faculty of Education, Damascus University.
- Dr. Samer Omran, Associate Professor of Methodology of Teaching English, Faculty of Education, Al-Ba'ath University.
- Dr. Seina Al-Jeshi, Faculty of Education, Damascus University, Associate Professor of Methodology of Teaching English.
- Dr. Suad Maa'rouf, Associate Professor of Methodology of Teaching English, Faculty of Education, Damascus University.
- Dr. Suhail Hamoud, Science Faculty, Associate Professor of Information Technology, Al-Ba'ath University
- Dr. Talal Khalil, Professor of Linguistics, Department of English, Faculty of Humanities and Social Sciences, Al-Ba'ath University.

Appendixes

- Mr. Tarik Al-Jirdi Faculty of Education, Teacher of Educational Technologies, Department of Curricula and Methods of Instruction, Al-Ba'ath University.

(Appendix F-1)

The Initial Attitude Questionnaire

Dear Dr,

I am conducting a research entitled: **“Effectiveness of Blended Learning Strategy in Improving English Reading Comprehension Skills”** for getting the doctoral degree in education. The experimental group learned in an educational environment in which there was a direct contact with the instructor and a possibility to make an access to special website materials which were prepared for implementing the blended learning strategy. The website package of materials included the following: 1-Studnt’s Guide, 2- Information related to the blended learning strategy, 3- Information about the course reading comprehension skills, 4-general and behavioral objectives, 5- Practice and study (Activities), 6- Tests and quizzes, 7-related Enrichment websites and 8-Contact us.

As a part of the requirements of this research the researcher has designed a questionnaire to investigate students’ attitudes towards learning via a blended learning strategy.

I would be grateful if you agree to be one of the referees of this questionnaire. Please fill the required information below:

Name : -----

Job : -----

Place of Job: -----

Comments:-----

Many Thanks for your Cooperation

The Researcher

Appendixes

N	Items	Strongly	Agree	Unsure	Disagree	Strongly	Essential	Not Essential
Motivation								
1	I enjoy learning English throughout the blended learning strategy.							
2	I need a lot of experience in Internet skills to learn English via the blended learning strategy.							
3	The blended learning strategy enables me to train whenever and wherever I like							
4	Putting English materials on a special website helps me to learn at my own speed.							
5	I enjoy writing emails to my friends.							
6	Integrating technology delays my learning.							
7	I enjoy learning English via (pictures, videos, hypertexts, learning activities...etc.) available on the website.							
8	I am interested in doing extra reading skills activities on the website							
9	Supplying the Website with enrichment materials has no advantages.							
10	Studying materials on website makes me feel uneasy and confused.							
Instructor		Strongly	Agree	Unsure	Disagree	Strongly	Essential	Not Essential
11	Implementing the blended learning strategy							

Appendixes

	reduces instructor's dominance in the classroom.						
12	I prefer that the instructor supervises my progress and corrects my mistakes in the classroom.						
13	I prefer to be guided by the instructor while browsing throughout the enrichment websites.						
14	I can do the website quizzes and tests without the instructor's help.						
15	I receive responses to my questions from the instructor which I send by e-mail in a timely manner.						
16	Implementing the blended learning strategy raises my confidence in learning English alone.						
17	Applying the blended learning strategy makes me depend on instructor in learning.						
Interaction		Strongly	Agree	Unsure	Disagree	Strongly	Essential
18	The blended learning strategy provides interesting opportunities to practice reading skills in the classroom.						
19	The blended learning strategy provides opportunities to work in pairs and groups to perform blended classroom activities.						
20	Implementing the blended learning strategy makes the classroom very noisy						

Appendixes

21	I like to communicate with my friends throughout the Chat room on the Website.						
22	The blended learning strategy allows me to have discussions and express my opinion in small group work.						
23	Implementing the blended learning strategy makes learning boring.						
<i>Reading Comprehension Skills</i>		Strongly	Agree	Unsure	Disagree	Strongly	Essential
24	Learning reading comprehension skills help me to overcome many obstacles when dealing with written texts.						
25	There is no need to learn all these English language reading comprehension skills.						
26	Learning reading skills makes the textbook materials very interesting.						
27	Reading fast does not enable me to understand the general idea of a text.						
28	Learning scanning and skimming reduces my reading rate.						
29	Learning reading skills assists me to understand the meaning of new vocabulary from the context.						
30	I cannot continue learning without checking the meaning of every word in the dictionary.						
31	Learning reading skills enables me to restate sentences in new words or grammar.						
32	Learning reading skills develops my ability						

Appendixes

	to locate referents.						
33	Learning reading skills enables me to think reasonably and get the indirect idea of the author.						
34	Learning these skills helps me to identify the purpose after certain pieces of reading.						
35	Learning reading skills raises my ability in recognizing the correct sequencing of text organization.						
36	Learning these skills helps me to distinguish between major and minor ideas.						
37	Learning reading skills teaches me how to distinguish between ideas related to different things.						
38	Learning reading skills needs extra training						
39	Formative evaluation helps me master the reading skills in an interrelated way.						
40	Learning reading skills develops my critical thinking.						
<i>Learning Methodology</i>		Strongly	Agree	Unsure	Disagree	Strongly	Essential
41	The blended learning strategy enables me to obtain more information about the English language materials by entering into the extra links available on the website.						
42	Blended learning strategy makes learning very slow.						

Appendixes

43	Application of blended learning strategy saves time.							
44	Using the blended learning strategy does not improve my English achievement level.							
45	Blending the classroom environment with the electronic one passively affects the learning process.							
46	Blended learning environment minimizes learning opportunities.							

(Appendix F-2)

The Final Attitudes Questionnaire

Dear Student,

You have studied some reading comprehension skills throughout a blended learning strategy and ten sub-strategies: Understanding Facts and Details, Identifying Negative Facts, Locating Referents, Understanding Vocabulary in Context, Making Inferences, Determine Purpose, Recognizing Paraphrases, Recognizing Coherence, Summarizing Important Ideas and Completing Charts.

This questionnaire tries to elicit your attitude towards the effectiveness of this strategy in improving your reading comprehension skills.

A five-point Likert scale is used in this questionnaire (strongly agree, agree, undecided, disagree or strongly disagree). The questionnaire is consisted of (58) items represent your attitudes towards this blended learning strategy.

Please read the items carefully then put (√) in the box you choose: strongly agree, agree, undecided, disagree or strongly disagree. Your anonymity in responding to these questions will be safeguarded.

Many Thanks for your Cooperation

The Researcher

Appendixes

N	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Motivation						
1	I enjoyed learning English throughout the blended learning strategy.					
2	I needed a lot of experience in Internet skills to learn English via the blended learning strategy.					
3	The blended learning strategy enabled me to train whenever and wherever I liked.					
4	Putting English materials on a special website helped me to learn at my own speed.					
5	I enjoyed writing emails to my friends.					
6	Integrating technology delayed my learning.					
7	I enjoyed learning English via (pictures, videos, hypertexts, learning activities...etc.) available on the website.					
8	I was interested in doing extra reading skills activities on the website					
9	Supplying the Website with enrichment materials had no advantages.					
10	Studying materials on website made me feel uneasy and confused.					
Instructor		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
11	Implementing the blended learning strategy reduced					

Appendixes

	instructor's dominance in the classroom.					
12	I preferred that the instructor supervised my progress and corrected my mistakes in the classroom.					
13	I preferred to be guided by the instructor while browsing throughout the enrichment websites.					
14	I could do the website quizzes and tests without the instructor's help.					
15	The instructor did not provide extra explanation for the reading skills.					
16	I received responses to my questions from the instructor which I sent by e-mail in a timely manner.					
17	Implementing the blended learning strategy raised my confidence in learning English alone.					
18	Applying the blended learning strategy made me depend on instructor in learning.					
Interaction		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
19	The blended learning strategy provided interesting opportunities to practice reading skills in the classroom.					
20	The blended learning strategy provided opportunities to work in pairs and groups to perform blended classroom activities.					
21	Implementing the blended learning strategy made the classroom very noisy					
22	I liked to communicate with my friends throughout the Chat room on the Website.					
23	I did not enjoy discussing ideas with my classmates via the forum on Website.					

Appendixes

24	The blended learning strategy allowed me to have discussions and express my opinion in small group work.					
25	Implementing the blended learning strategy made learning boring.					
<i>Reading Comprehension Skills</i>		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
26	Learning reading comprehension skills helped me to overcome many obstacles when dealing with written texts.					
27	There was no need to learn all these English language reading comprehension skills.					
28	Mastering reading comprehension skills did not encourage me to browse on other English websites.					
29	Learning reading skills made the textbook materials very interesting.					
30	Reading fast did not enable me to understand the general idea of a text.					
31	Learning scanning and skimming reduced my reading rate.					
32	Learning reading skills assisted me to understand the meaning of new vocabulary from the context.					
33	I could not continue learning without checking the meaning of every word in the dictionary.					
34	Learning reading skills enabled me to restate sentences in new words or grammar.					
35	Learning reading skills developed my ability to locate referents.					
36	Learning reading skills enabled me to think reasonably					

Appendixes

	and get the indirect idea of the author.					
37	Learning these skills helped me to identify the purpose after certain pieces of reading.					
38	Learning reading skills raised my ability in recognizing the correct sequencing of text organization.					
39	Learning these skills helped me to distinguish between major and minor ideas.					
40	Learning reading skills taught me how to distinguish between ideas related to different things.					
41	Learning reading skills needed extra training					
42	Learning reading skills did not need to be evaluated by quizzes and tests on the Website.					
43	Formative evaluation helped me master the reading skills in an interrelated way.					
44	Learning reading skills developed my critical thinking.					
<i>Learning Methodology</i>		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
45	Implementing the blended learning strategy did not facilitate understanding the reading skills.					
46	The blended learning strategy enabled me to obtain more information about the English language materials by entering into the extra links available on the website.					
47	Blended learning strategy made learning very slow.					
48	Application of blended learning strategy saved time.					
49	Using the blended learning strategy did not improve my English achievement level.					

Appendixes

50	Blended learning strategy did not help me to remember what I had learned for a long time.					
51	Blending the classroom environment with the electronic one passively affected the learning process.					
52	Blended learning environment minimized learning opportunities.					

II- Arrange the following obstacles according to their importance:

<i>N</i>	<i>Learning Obstacles</i>	<i>Degree of Importance</i>	<i>%</i>
1	Loading the program was very slow		
2	The Internet service stopped every now and then		
3	It was very difficult to interact with the researcher		
4	I didn't have the required skills to make use of Internet		
5	The power cut at home reduced my opportunities to make an access to the website at home		

III- Add any extra obstacles:

.....

.....

.....

.....

.....

.....

Appendixes

(Appendix F-3)

Pearson Correlation of Every Item in the Attitude Questionnaire

Item Number	Pearson Correlation	Sig. level	Decision
<i>Motivation</i>			
1	.551**	.000	Signed
2	.580**	.000	Signed
3	.687**	.000	Signed
4	.567**	.000	Signed
5	.671**	.000	Signed
6	.513**	.000	Signed
7	.607**	.000	Signed
8	.489**	.000	Signed
9	.401**	.000	Signed
10	.609**	.000	Signed
<i>Instructor</i>			
11	.601**	.000	Signed
12	.482**	.000	Signed
13	.686*	.000	Signed
14	.573**	.000	Signed
15	.485**	.000	Signed
16	.512**	.000	Signed
17	.485**	.000	<i>Signed</i>

Appendixes

18	.651**	.000	Signed
<i>Interaction</i>			
19	.660**	.000	Signed
20	.501**	.000	Signed
21	.553**	.000	Signed
21	.498**	.000	Signed
23	.578**	.000	Signed
24	.459**	.000	Signed
25	.552**	.000	Signed
<i>Reading Comprehension Skills</i>			
26	.517**	.000	Signed
27	.478**	.000	Signed
28	.513**	.000	Signed
29	.517**	.000	Signed
30	.530**	.000	Signed
31	.489**	.000	Signed
32	.470**	.000	Signed
33	.504**	.000	Signed
34	.497**	.000	Signed
35	.405**	.000	Signed
36	.512**	.000	Signed
37	.485**	.000	Signed
38	.452**	.000	Signed
39	.502**	.000	Signed
40	.517**	.000	Signed
41	.499**	.000	Signed
42	.561**	.000	Signed
43	.591**	.000	Signed

Appendixes

44	.533**	.000	Signed
<i>Learning Methodology</i>			
45	.477**	.000	Signed
46	.511**	.000	Signed
47	.667**	.000	Signed
48	.605**	.000	Signed
49	.530**	.000	Signed
50	.677**	.000	Signed
51	.751**	.000	Signed
52	.719**	.000	Signed

(Appendix G-1)

Equivalence between Groups according to Age Variable

<i>Experimental Group</i>		<i>Control Group</i>	
N	<i>Age-Variable</i>	N	<i>Age-Variable</i>
1	21	1	20
2	19	2	22
3	23	3	21
4	20	4	23
5	22	5	19
6	21	6	20
7	19	7	20
8	19	8	20
9	20	9	22
10	22	10	22
11	19	11	23
12	20	12	21
13	22	13	19
14	23	14	20
15	20	15	19
16	19	16	20
17	20	17	19
18	19	18	21
19	20	19	20

Appendixes

20	19	20	19
21	20	21	21
22	22	22	20
23	19	23	20
24	22	24	19
25	20	25	21
26	19	26	20
27	20	27	22
28	21	28	23
29	22	29	20
30	20	30	19

(Appendix G-2)

*Equivalence between Groups according to the Score of English in the 2nd
Semester of the 1st Year*

<i>Experimental Group</i>		<i>Control Group</i>	
<i>N</i>	<i>Score of English in the 2nd Semester of the 1st Year</i>	<i>N</i>	<i>Score of English in the 2nd Semester of the 1st Year</i>
1	60	1	56
2	36	2	60
3	37	3	58
4	52	4	62
5	78	5	59
6	81	6	77
7	51	7	53
8	59	8	79
9	56	9	63
10	71	10	35
11	54	11	48
12	63	12	59
13	45	13	76
14	75	14	51
15	63	15	50
16	79	16	47
17	74	17	56
18	55	18	72
19	72	19	75

Appendixes

20	74	20	37
21	51	21	69
22	77	22	55
23	51	23	62
24	59	24	75
25	57	25	54
26	33	26	79
27	56	27	38
28	59	28	73
29	60	29	61
30	59	30	56

(Appendix G-3)

Equivalence between Groups according to the *Pre-Test*

<i>Experimental Group</i>		<i>Control Group</i>	
<i>N</i>	<i>Pre-Test</i>	<i>N</i>	<i>Pre-Test</i>
1	57	1	60
2	53	2	36
3	62	3	37
4	33	4	66
5	66	5	79
6	59	6	54
7	60	7	51
8	59	8	59
9	52	9	56
10	78	10	71
11	81	11	54
12	38	12	63
13	45	13	55
14	65	14	48
15	47	15	57
16	38	16	63
17	45	17	34
18	62	18	72
19	64	19	41
20	72	20	62

Appendixes

21	74	21	42
22	51	22	75
23	77	23	49
24	40	24	47
25	45	25	71
26	75	26	48
27	63	27	45
28	79	28	70
29	74	29	69
30	55	30	73

(Appendix H)

*Steps of Learning English Language Reading Comprehension Skills
(Research Sub-Strategies)*

<i>1</i>	<i>Understanding Facts and Details</i>
<i>2</i>	<i>Identifying Negative Facts</i>
<i>3</i>	<i>Locating Referents</i>
<i>4</i>	<i>Understanding Vocabulary in Context</i>
<i>5</i>	<i>Making Inferences</i>
<i>6</i>	<i>Determine Purpose</i>
<i>7</i>	<i>Recognizing Paraphrases</i>
<i>8</i>	<i>Recognizing Coherence</i>
<i>9</i>	<i>Summarizing Important Ideas</i>
<i>10</i>	<i>Organizing Information</i>

<i>The 1st Skill(Sub-Strategy)</i>	<i>Steps</i>
Understanding Facts & Details	<p>Factual questions ask about clear facts or details given in a passage.</p> <p>To answer factual questions students have to follow:</p> <ol style="list-style-type: none"> 1. They should read the question and focus on one or two key words from the question and keep them in their mind (these could be names, dates, nouns...etc.). 2. They should scan the passage searching for these words. It is not necessary to read every word in the passage. 3. When students find the word/s, they should read the sentence carefully. Additionally, they have to read the sentence before and after it. 4. Students should compare the information they find with the answer choices (Rogers, 2007).

<i>The 2nd Skill(Sub-Strategy)</i>	<i>Steps</i>
Identifying Negative Facts	<p>Identifying negative facts questions contain words like (Not) or (Except), for example:</p> <ul style="list-style-type: none"> •Which of the following is Not mentioned in the passage? •According to the passage, all the following are true Except... <p>To answer negative factual questions, students should follow:</p> <ol style="list-style-type: none"> 1. They should read the question and the given choices carefully. 2. They should underline a word or more in each choice that may help them determine the answer. 3. They should scan the passage trying to find out the odd choice (Rogers, 2007).

<i>The 3rd Skill(Sub-Strategy)</i>	<i>Steps</i>
Locating Referents	<p>There are some steps that students have to follow:</p> <ol style="list-style-type: none">1. They should look at the passage and read the sentence in which the highlighted word appears and a few of the sentences that come before this sentence.2. If they cannot decide immediately which of the four answers is correct, they should substitute each of the four choices for the highlighted reference word in the passage. Which one of the four is the most logical substitute? (Rogers, 2007).

<i>The 4th Skill (Sub-Strategy)</i>	<i>Steps</i>
Understanding Vocabulary in Context	<p>A word might have several meanings according to the setting in which it is used. Readers must consider the nearby words and sentences as clues to get the meaning of the new word or new phrase. These nearby words might be synonyms, examples, contrasts, word analysis, or general context.</p> <p>There are some steps that students should follow:</p> <ol style="list-style-type: none"> 1. Students should look at the highlighted word or phrase and the four answer choices. If they are familiar with the word, they can guess which answer is correct. 2. Students should read the sentence in which the word appears. See if the context clues (synonyms, examples or contrasts) in the sentence or in the sentences before or after may help them to guess the correct meaning. 3. If the context clues haven't helped them, they have to see if word analysis (the prefix, root or suffix) can help them to understand the meaning. 4. If they are still not sure which answer is correct, they should read the sentence to themselves with each of the four answer choices. Then, they should see if one seems more logical than the other answers. 5. If they still not sure, they should make the best guess that they can. <p>(Gallagher, 2006)</p>

<i>The 5th Skill (Sub-strategy)</i>	<i>Steps</i>
Making Inferences	<p>This skill means reading between the lines to get the indirect idea of the author.</p> <p>There are some steps that students have to follow:</p> <ol style="list-style-type: none"> 1. They should read the question carefully. Inference questions might be written in various ways: <ol style="list-style-type: none"> a. Which of the following can be inferred from the passage? b. It can be inferred from information in paragraph ----- that--- c. In paragraph -----, the author implies that----- d .It can be concluded from the information in paragraph -----that--- . 2. Students should read the choices. They should try to underline the most important word or phrase in each choice. 3. Students should read the text (they have to apply the strategies which they have learnt previously) and try to guess which choice is correct (Rogers, 2007 & Gallagher, 2006).

<i>The 6th Skill (Sub-strategy)</i>	<i>Steps</i>
Determine Purpose	<p>This skill means why something is done by the author in a passage.</p> <p>There are some steps that students have to follow:</p> <ol style="list-style-type: none"> 1. They should read the question carefully. Purpose questions might be written in various ways: <ol style="list-style-type: none"> a. Why does the author----- in paragraph-----? b. Why does the author give an example of -----? c. Why does the author provide details about ----- in paragraph-----? d. Why does the author first discuss----- and then discuss-----? e. The author's main purpose in paragraph ----- is to--- 2. Students should read the choices. They should try to underline the most important word or phrase in each choice. 3. They should read the text and try to guess which choice is correct. <p>(Rogers, 2007 & Gallagher, 2006).</p>

<i>The 7th Skill (Sub-Strategy)</i>	<i>Steps</i>
<p>Recognizing Paraphrases</p>	<p>This skill means restating sentences in the reader's own words.</p> <p>Recognizing Paraphrases questions are written in the following way: (Which of the following best sentences expresses the essential information in the sentence in bold?)</p> <p>There are some steps that students should follow:</p> <ol style="list-style-type: none"> 1. They should read the sentence in bold carefully. 3. They should read the given choices. 4. They should omit the incorrect choices. 5. They should choose the sentence that best restates or summarizes the information in the original sentence. This sentence might be written in different vocabulary or use different grammar for delivering the meaning. (Rogers, 2007 & Gallagher, 2006).

Appendixes

The 8 th Skill (Sub-Strategy)		Steps																						
Recognizing Coherence		<p>This skill means reader's understanding of the logical connections among the different paragraphs in a passage.</p> <p>There are some steps that students should follow:</p> <p>1. Students should read the new sentence carefully, then read the sentences in the passage that are marked with black squares as well as sentences before and after the squares.</p> <p>2. Students should look for signal words (personal pronouns, demonstratives, synonyms and repeated words) first in the new sentence and then in the passage. Do any of these links the new sentence to any of the sentences before or after the black squares.</p>																						
		<table border="1"><thead><tr><th colspan="3">Signal Words</th></tr></thead><tbody><tr><td>1</td><td>Contrast</td><td>However, on the other hand, unlike, in contrast, ---</td></tr><tr><td>2</td><td>Conclusion</td><td>Therefore, thus or consequently</td></tr><tr><td>3</td><td>Addition</td><td>Furthermore, in addition or moreover</td></tr><tr><td>4</td><td>Sequence</td><td>First, after that, afterwards, later, next, then, finally or lastly</td></tr><tr><td>5</td><td>Examples</td><td>For example, for instance</td></tr><tr><td>6</td><td>Similarity</td><td>Similarly, likewise, like, ---</td></tr></tbody></table>		Signal Words			1	Contrast	However, on the other hand, unlike, in contrast, ---	2	Conclusion	Therefore, thus or consequently	3	Addition	Furthermore, in addition or moreover	4	Sequence	First, after that, afterwards, later, next, then, finally or lastly	5	Examples	For example, for instance	6	Similarity	Similarly, likewise, like, ---
	Signal Words																							
	1	Contrast	However, on the other hand, unlike, in contrast, ---																					
	2	Conclusion	Therefore, thus or consequently																					
3	Addition	Furthermore, in addition or moreover																						
4	Sequence	First, after that, afterwards, later, next, then, finally or lastly																						
5	Examples	For example, for instance																						
6	Similarity	Similarly, likewise, like, ---																						
		<p>3. Students may delete certain squares between two sentences because those sentences are closely joined and there is no possibility to put any new sentence between them. (Rogers, 2007 & Gallagher, 2006).</p>																						

<i>The 9th Skill</i> (Sub-Strategy)	<i>Steps</i>								
Summarizing Important Ideas	<p>This skill means focusing on the main ideas in a passage and giving a short report of the major points in it.</p> <p>There are some steps that students should follow:</p> <ol style="list-style-type: none"> 1. Students are given an introductory sentence for a summary. 2. Students are given a box in which there are spaces for three sentences. 3. Students are given a passage and a list of answer choices. Students should read them carefully. 4. Students should look for hints in the 1st paragraph to get an overall idea of the passage. The 1st paragraph may refer to the main points in the passage. 5. Students should read each paragraph and try to underline the main idea/s or examples and make notes: <table border="1" data-bbox="467 1140 1036 1318"> <thead> <tr> <th>Main Ideas</th><th>Examples</th></tr> </thead> <tbody> <tr> <td>1.</td><td></td></tr> <tr> <td>2.</td><td></td></tr> <tr> <td>3.</td><td></td></tr> </tbody> </table> <ol style="list-style-type: none"> 6. Students should try to eliminate the choices: <ol style="list-style-type: none"> a. which are just details in the passage. b. which are not in the passage. c. which do not give accurate information. 7. Students should choose the sentences that they think are correct (Rogers, 2007 & Gallagher, 2006). 	Main Ideas	Examples	1.		2.		3.	
Main Ideas	Examples								
1.									
2.									
3.									

Appendixes

<i>The 10th Skill</i> (<i>Sub-Strategy</i>)	<i>Steps</i>
Organizing Information	<p>This skill means to “see how information from different parts of the passage fits into logical category” (Rogers, 2007, p.151).</p> <p>There are some steps that students should follow:</p> <ol style="list-style-type: none"> 1. Students should look at the two or three categories of information given in the chart. 2. Students should be sure that they understand the concepts and the differences between them. If they do not know the difference between them, they should read the passage to familiarize themselves with the categories. 3. Students should use key words from the choices to help them find the information quickly. 4. They should locate the answer choices one by one in the passage. Students should remember that the information in the answer choices will not appear in the same words as the information in the passage. 5. When they find information about the answer choices, they should read that sentence and the sentences around it. 6. If they are not able to categorize the choice, they should write a question mark (?) by the letter of the choice. 7. Students should put the choices that they are sure of in the correct categories. If not, students should reread the passage again and try to classify the choices. If not, they should guess. <p>(Rogers, 2007 & Gallagher, 2006).</p>

Appendixes

(Appendix I) Experimental Group Students' Questionnaire Scores

Student	Motivation	Instructor	Interaction	Reading Comprehension Skills	Learning Methodology	Total
1	43	29	30	87	39	228
2	43	30	29	75	30	207
3	44	25	30	80	36	215
4	42	28	28	80	34	212
5	41	29	32	76	34	212
6	46	33	29	90	36	234
7	40	22	28	82	32	204
8	47	27	28	83	34	219
9	34	25	28	72	34	193
10	41	35	24	71	29	200
11	46	32	29	74	30	211

Appendixes

12	43	29	30	87	39	228
13	43	30	29	75	30	207
14	44	33	29	90	36	232
15	44	25	30	80	36	215
16	42	28	28	80	34	212
17	41	29	32	76	34	212
18	46	33	29	90	36	234
19	40	22	28	82	32	204
20	47	27	28	83	33	218
21	34	25	28	72	35	194
22	41	35	24	71	29	200
23	46	32	29	74	30	211
24	43	29	30	87	38	227
25	43	30	29	75	31	208
26	34	25	28	72	35	194
27	41	35	24	71	29	200
28	46	32	29	74	30	211
29	43	29	30	87	38	227
30	43	30	29	75	31	208

Appendixes

(Appendix J)

Experimental Group Students' Questionnaire Items Means of Scores

<i>Item</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Acceptance Level</i>
1	30	4.6000	.49827	High
2	30	4.2000	.40684	High
3	30	4.4667	.50742	High
4	30	4.4667	.50742	High
5	30	3.2667	1.04826	Intermediate
6	30	4.6000	.93218	High
7	30	4.6667	.47946	High
8	30	4.5667	.50401	High
9	30	3.3000	1.14921	Intermediate
10	30	4.2333	.77385	High
11	30	3.6667	.95893	High
12	30	3.5000	1.22474	High
13	30	3.1333	1.00801	High

Appendixes

14	30	1.5333	.93710	Low
15	30	4.3667	.49013	High
16	30	3.3000	1.02217	Intermediate
17	30	4.6000	.67466	High
18	30	5.0000	.00000	High
19	30	4.6667	.47946	High
20	30	4.4333	.50401	High
21	30	4.1000	.92289	High
22	30	2.5000	.90019	Intermediate
23	30	3.4000	.62146	Intermediate
24	30	4.8333	.37905	High
25	30	4.6667	.47946	High
26	30	4.1667	.87428	High
27	30	4.5000	.50855	High
28	30	3.7000	.98786	High
29	30	4.1333	1.16658	High
30	30	3.7000	1.36836	High
31	30	1.9000	.30513	Low

Appendixes

32	30	4.2333	.43018	High
33	30	4.3000	.46609	High
34	30	4.3000	.46609	High
35	30	4.3667	.49013	High
36	30	4.2333	.43018	High
37	30	4.1000	.54772	High
38	30	4.5000	.50855	High
39	30	4.7667	.43018	High
40	30	4.2667	.63968	High
41	30	4.3000	.91539	High
42	30	4.5667	.50401	High
43	30	4.5667	.50401	High
44	30	4.4333	.50401	High
45	30	4.6000	.49827	High
46	30	2.1000	.84486	Low
47	30	4.2667	.63968	High
48	30	3.9000	1.06188	High
49	30	4.6667	.47946	High

Appendixes

50	30	4.5000	.68229	High
51	30	4.6333	.49013	High
52	30	4.8000	.40684	High
Total	30	4.0878	.22803	High

(Appendix K)

The Agreements for Applying the Blended Learning Strategy

Syrian Arab Republic
Damascus University
Faculty of Education



الجمهورية العربية السورية
جامعة دمشق
كلية التربية



إلى كلية التربية في جامعة البعث
١٤ / ١٠ / ٢٠١٤

تحية طيبة وبعد:

يرجى التفضل بتسهيل مهمة طالبة الدكتوراه أريج محمد شعبان تخصص تقنيات التعليم بكلية التربية جامعة دمشق لدى كليتك من أجل إعداد دراسة بعنوان : "فاعلية استخدام إستراتيجية التعلم المتمازج في تنمية مهارات القراءة الاستيعابية في اللغة الإنكليزية لدى طلاب/السنة الثانية/قسم معلم صف في كلية التربية في جامعة البعث" وذلك بناء على طلب الأستاذ المشرف.

شاكرين تعاونكم

دمشق في ١٩ / ١٠ / ٢٠١٤

عميد كلية التربية:

أ.د. طاهر سلوم

الأستاذ المشرف:

أ.د. علي سعود حسن

Appendixes

Syrian Arab Republic
Al-Baa'th University
Faculty of Education



الجمهورية العربية السورية
جامعة البعث
كلية التربية

السيد رئيس قسم المناهج و طرائق التدريس
ع/ط السيد عميد كلية التربية

تحية طيبة وبعد:

مقدمته طالبة الدكتوراه أريج شعبان تخصص تقنيات التعليم بكلية التربية
جامعة دمشق. أقوم بإعداد دراسة دكتوراه بعنوان: " فاعلية استخدام استراتيجية
العلم المتمازج في تنمية مهارات القراءة الاستيعابية في اللغة الانكليزية لدى
طلاب/السنة الثانية/قسم معلم صف في كلية التربية في جامعة البعث".

أرجو التكرم بالموافقة على تطبيق استراتيجية التعلم المتمازج على عينة من
طلاب/السنة الثانية/قسم معلم صف في مختبر الحاسوب في كلية التربية جامعة
البعث.

مع فائق التقدير والامتنان

(2014 / 11 / 5)

الباحثة:

أريج شعبان

(Appendix L)

A Translated Text from the Course Book

Modern Manners

People today are less polite than they used to be. This is the view of Dr Andrew St George of Oxford University, who has just completed a book on modern social behaviour. As the title, *The Descent of Manners* suggests, he believes that manners have deteriorated since Victorian times. For example, people these days eat while they are walking down the street. They kiss and embrace in public. They push on to buses and trains. Men don't open doors for women any more or offer a woman their seat on a crowded train. The Victorians, Dr St George says, would be horrified at modern behaviour. We went out on to the streets to find out what people think about his ideas. Here are some opinions that we heard.



'Life is certainly more informal these days, I'll give you that, but I wouldn't say that's a bad thing. When I first started work I had to wear a suit and a tie, but these days we all wear casual clothes. And everybody was called Mr This and Mrs That, but today it's all first names. In our office everyone even calls the Managing Director 'Bob'. That was unthinkable when I was younger, but I think it's better now. It's friendlier – more relaxed.'

'I don't think it's true. Things are different nowadays, but I wouldn't say they're worse. Life has become much faster and people don't have time for the more formal manners that the Victorians had. I know people eat in the street, but I wouldn't say there's anything wrong with that. It's just easier and faster like that.'

'Things have certainly changed, but it isn't bad manners. It's all down to equality. Why should I give up my seat so that a woman can sit down? If women want equality in jobs and things like that, they can't expect special treatment for other things, can they? I think equality cuts both ways.'



'Well, Dr St George is right, isn't he? I mean, look at those two young people over there. They can hardly keep their hands off each other. They shouldn't kiss and cuddle like that in public. It's embarrassing for other people.'

'Noise. That's what I don't like about things today. Everyone seems to think they can make as much noise as they like without a thought for other people. When you get on a train, some idiot's probably shouting into a mobile phone or you find yourself sitting next to someone with a personal stereo that's turned up too loud. And have you tried having a quiet day in the garden lately? Quiet? You can hardly hear yourself think with all the lawnmowers, hedge trimmers, and what have you.'

'I think people today have good manners. Things aren't as bad as some people like to make out. Most people still queue up for things properly and drivers usually stop for pedestrians at zebra crossings, because I think most people realize that life's nicer that way. I must admit that people are generally more impatient and less considerate on the roads, but on the whole I think things are all right.'

١ الحياة المعاصرة



الناس اليوم أقل تهذيباً مما كانوا عليه. هذا رأي الدكتور أندرو سانت جورج من جامعة أكسفورد، الذي أكمل مؤخراً كتاباً حول السلوك الاجتماعي المعاصر. ويعتقد كما يوحي العنوان، تدني السلوك، أن السلوك قد فسد منذ العصر الفيكتوري. فعلى سبيل المثال، إن الناس يأكلون في هذه الأيام وهم يتمشون في الشارع. وهم يتبادلون القبل والعناق علناً. وهم يتدافعون نحو الحافلات والقطارات. ولم يعد الرجال يفتحون الأبواب للنساء أو يقدمون مقعدهم لامرأة في قطار مزدحم. كان الفيكتوريون، كما يقول الدكتور سانت جورج، سيروعه السلوك المعاصر. وقد خرجنا إلى الشوارع لنكتشف رأي الناس في أفكاره. وفيما يلي بعض الآراء التي سمعناها.



"حسن، الدكتور سانت جورج على حق، أليس كذلك؟ أعني، انظر إلى هذين الشابين هناك. إنهما لا يستطيعان إبعاد أيديهما كل عن الآخر تقريباً. يجب ألا يتبادلا القبل والعناق هكذا علناً. إن هذا محرر للناس الآخرين."

"الضجيج. هذا ما لا أحبه في الأشياء اليوم. يبدو أن الجميع يظنون أنهم يمكنهم إحداث مقدار الضجيج الذي يريدونه بدون التفكير بالناس الآخرين. حين تتركب قطاراً، يمكن لأحمق ما أن يصيح في هاتف جوال أو قد تجد نفسك جالساً قرب شخص ما معه مسجلة ستيريو خاصة تصدر صوتاً عالياً جداً. وهل جربت تمضية يوم هادئ في الحديقة مؤخراً؟ الهدوء؟ إنك لا تستطيع تقريباً أن تسمع نفسك حين تفكر مع جميع آلات جز العشب، وتقليم السياج، أو غيرها مما لديك."

"أعتقد أن الناس لديهم سلوك حسن اليوم. الأمور ليست سيئة كما يود بعض الناس أن يوحوا. أكثر الناس لا يزالون يقفون في صفوف للشراء بشكل لائق والسائقون يقفون للمشاة عادة عند خطوط العبور، لأنني أعتقد أن أكثر الناس يدركون أن الحياة أفضل بتلك الطريقة. لا بد أن أعترف بأن الناس عموماً أقل صبراً وأقل مراعاة لمشاعر الآخرين على الطرق، ولكن بشكل إجمالي أعتقد أن الأمور على ما يرام."

"الحياة أصبحت بالتأكيد أكثر بساطة في هذه الأيام، أنا أتفق معك في ذلك، لكنني لا أقول إن ذلك أمر سيئ. عندما بدأت أعمل أولاً كان علي أن أردي بذلة وربطة عنق، لكننا كلنا في هذه الأيام نرتدي ملابس عادية. وكان كل شخص يدعى السيد فلان والسيدة فلانة، لكن الجميع اليوم يدعون بالأسماء الأولى. حتى في مكتبنا الجميع ينادي المدير الإداري باسم بوب. كان ذلك غير وارد حين كنت أصغر، لكنني أعتقد أنه أفضل الآن. إنه حميمي أكثر - ومريحاً أكثر."

"لا أعتقد أن هذا صحيح. الأمور مختلفة حالياً، لكنني لا أقول إنها أسوأ. الحياة أصبحت أسرع بكثير والناس ليس لديهم وقت للسلوك الأكثر رسمية الذي كان لدى الفيكتوريين. أعرف أن الناس يأكلون في الشارع، لكنني لا أقول إن ثمة أي شيء خاطئ في ذلك. إن الأمر أسهل وأسرع فقط هكذا."

"الأمور تغيرت بالتأكيد، لكن هذا ليس سلوكاً سيئاً. إنه اتجاه نحو المساواة. لماذا علي التخلي عن مقعدي بحيث تستطيع امرأة أن تجلس؟ إذا أرادت النساء المساواة في الوظائف وفي أمور كهذه، فإنهن لا يمكن أن يتوقعن معاملة خاصة في أمور أخرى، أليس كذلك؟ أعتقد أن المساواة تحمل الاتجاهين."

(Appendix M)

A Paper for the Referees of the Website of the Blended Learning Strategy

Dear Dr,

I am conducting a research entitled: **“Effectiveness of Blended Learning Strategy in Improving English Reading Comprehension Skills”** for getting the doctoral degree in education.

As a part of the requirements of this research the researcher has utilized a website and downloaded some materials on it to apply the blended learning strategy.

Hoping to get benefit from your valuable knowledge in this field, the researcher would like to ask you to be one of the referees.

Name : -----

Job : -----

Place of Job: -----

Comments:-----

Many Thanks for your Cooperation

The Researcher

Appendixes

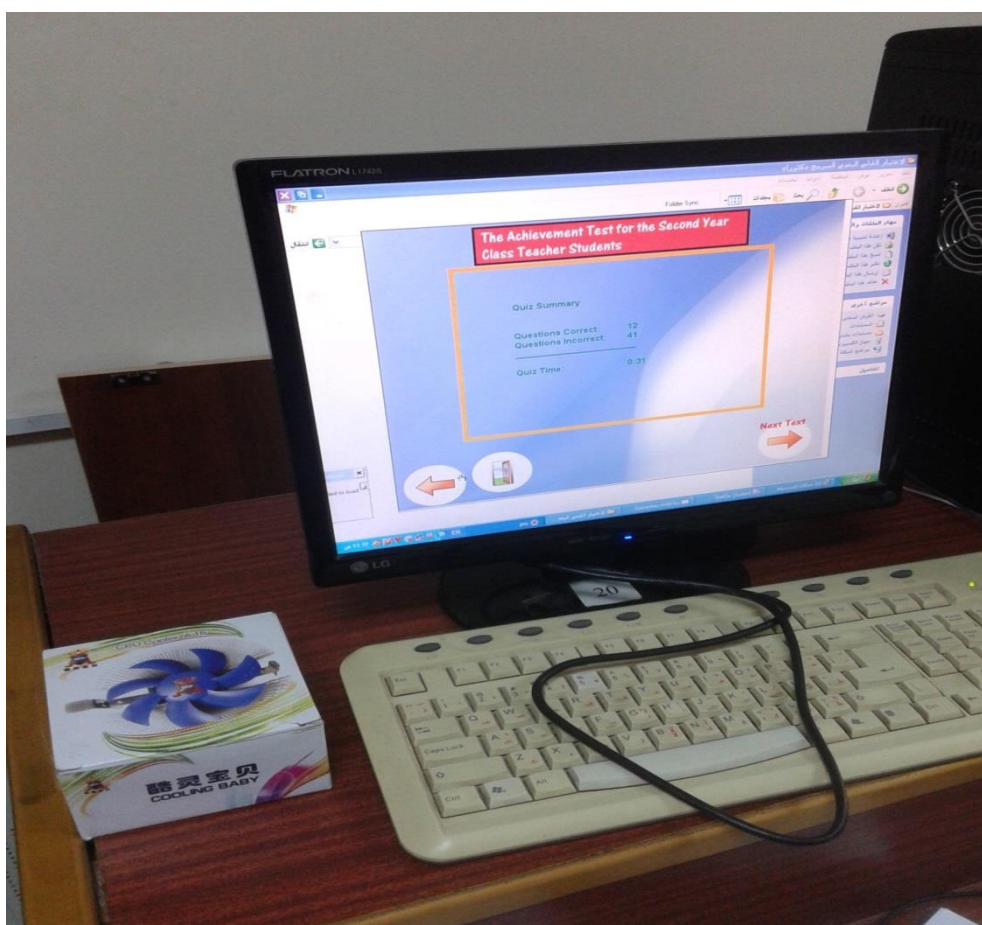
<i>N</i>	<i>Website Features</i>	<i>True</i>	<i>False</i>
1	The contents in the front page are arranged in a good manner.		
2	The objectives of the website are presented to the learners.		
3	The pages' loading time is sufficient.		
4	Learners can move along the website pages easily.		
5	There is a special menu for the skills under study.		
6	There is a special icon for student's guide.		
7	Student's guide instructions are clear.		
8	Learners can reach the "Student's Guide" anytime from the "Help" icon.		
9	There is a special menu for the textbook materials.		
10	There is a special icon for the behavioral and general objectives.		
11	There is a special icon for the "Blended Learning Strategy".		
12	There is a special icon for the "English Language Reading Comprehension Skills".		
13	There is a special icon for the activities answer key.		
14	The links of each skill are effective.		
15	The links of each skill are important.		
16	Browsing in the related websites is easy.		
17	Learners can enter the website individually.		
18	There is harmony between colours.		
19	The types and sizes of font are suitable for the learner.		
20	The texts are clear.		
21	The ways for answering the quizzes and tests questions are easy.		
22	The website offers suitable and beautiful pictures.		
23	The website offers suitable video extracts.		
24	The website enables the learner to widen his information.		
25	The website presents the content in sequence and		

Appendixes

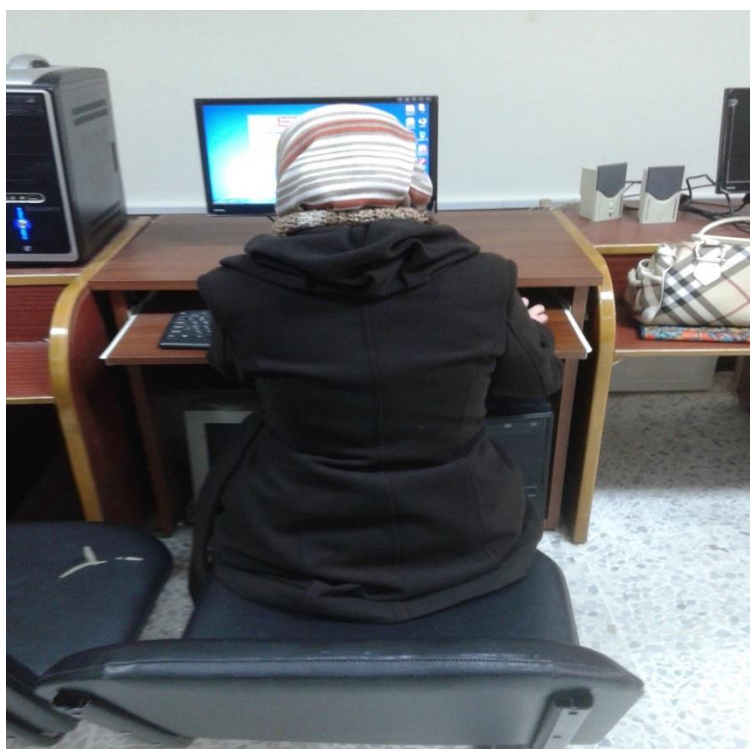
	logically.		
26	There are no grammatical or linguistic mistakes in the website content.		
27	The website presents important information related to websites which learners can visit to widen their information.		
28	The tests items are clear.		
29	The website content is up-to-date.		
30	The website works with no technological obstacles.		
31	There are evaluation tests to check learners' progress.		
32	The tests items respect the individual differences.		
33	The tests items are not clear.		
34	The skills activities enable the learner to try several times until he answers correctly.		
35	The website offers an e-mail to contact the researcher.		
36	The website supplies the learner with extra useful websites.		
37	Learners can interact with each other and with the instructor throughout the Chat Room.		

(Appendix N)

Photos of the Experimental Group's Immediate Post-Test



Appendixes



Appendixes



(Appendix O)

Photos of the Control Group's Traditional Immediate Post-Test



Appendixes



المخلص باللغة العربية

1. المقدمة

يهدف هذا البحث إلى دراسة فاعلية استراتيجية التعلّم المتمازج في تحسين مهارات القراءة الاستيعابية في اللغة الإنكليزية لدى طلبة السنة الثانية/ كلية التربية /قسم معلم صف/جامعة البعث، إضافة إلى مساعدة الطلبة على تذكر المعلومات. من جهة أخرى، هدف البحث إلى دراسة اتجاهات الطلبة نحو استخدام استراتيجية التعلّم المتمازج تعلم اللغة الانكليزية.

تضمنت الدراسة قسما نظريا (الفصول:1-2-3-4) وقسما عمليا (الفصول:5-6)، وقد تضمن الفصل السادس تفسيراً للنتائج وملخصاً للبحث باللغتين الانكليزية والعربية إضافة إلى بعض التوصيات والمقترحات. عرض الفصل الأول مشكلة البحث وأهمية البحث والأسئلة والفرضيات والأهداف، إضافة إلى حدود البحث والتعريفات الإجرائية لأهم عبارات البحث.

2. مشكلة البحث

لاحظت الباحثة من خلال تدريسها لمادة اللغة الانكليزية لطلبة التعليم النظامي في كلية التربية في جامعة البعث بأن المستوى العام للقراءة الاستيعابية في اللغة الانكليزية متدن لعدة أسباب. أولا- إن مدرسي مقررات اللغة الانكليزية يتبنون الطريقة السلوكية المباشرة أو طريقة القواعد والترجمة Grammar-Translation (Method) في بيئة تدريسية محورها المدرس. كما أن الكتاب المقرر مترجم سلفا إلى اللغة العربية ويتم تزويد المتعلمين بقوائم من المفردات باللغتين العربية و الانكليزية ويطلب إليهم حفظها عن ظهر قلب، كما أن قسما كبيرا من الوقت يخصص لشرح التدريبات القواعدية على حساب المهارات الرئيسية. وبهذا الشكل يعتاد المتعلمون على الحصول على المعاني بلغتهم الأم التي تستخدم أيضا كواسطة للترجمة (حسن، 1993). ثانيا- إن مهارة القراءة الاستيعابية لا تتلقى الاهتمام الذي تستحقه فهي تدرس بطريقة تقليدية من خلال نصوص مترجمة يليها العديد من الأسئلة المتعلقة بها في بيئة تدريسية المدرس محورها وبدون أي استراتيجيات واضحة في التدريس تمكن المتعلمين من تطبيقها في قراءاتهم خارج جدران الكلية إضافة إلى عدم وجود طرائق تقويم حديثة. كل ذلك يمنع المتعلمين من اكتساب مهارات القراءة الاستيعابية الصحيحة.

من ناحية أخرى، لاحظت الباحثة من خلال تدريسها في الجامعة الافتراضية في جامعة البعث ومن خلال إجرائها مقابلات عشوائية مع بعض الطلبة أن: المقررات في الجامعة الافتراضية تؤكد على المجال المعرفي

Summary in Arabic

وتتجاهل نهائيا المجالين الوجداني والنفسي حركي مع مالهما من أهمية بالغة في إيصال الرسالة التربوية ومساعدة المتعلمين على تحقيق مستويات أعلى من فهم الذات وبالتالي على تحسين مستويات التحصيل لديهم (Valianthan, 2008). ورغم ما يقدمه التعليم الافتراضي، الذي هو بالكامل تعليم الكتروني، من فرص إضافية للمتعلمين تساعد على زيادة خبراتهم إلا أن: (1) الطبيعة اللانسانية للتعليم الإلكتروني في هذه الجامعة جعل الكثير من المتعلمين يفضلون التعلم في البيئة التقليدية حيث يمكنهم الاستفادة من مساعدة وإرشادات المدرس أثناء دراستهم لمقرر اللغة الانكليزية باعتبارها لغة ثانية. (2) يتم عرض مقررات اللغة الانكليزية باستخدام برنامج البوربوينت (Power Point) بطريقة تماثل الكتاب العادي. (3) طريقة عرض مادة اللغة الانكليزية مملة وغير قادرة على شد المتعلمين ودفعهم إلى المضي قدما في تعلمهم. (4) عدم وجود طرائق حديثة مواكبة للتعليم الإلكتروني يمكن المتعلمين من معرفة مستوى تقدمهم.

استنادا على النقاط التي تم ذكرها أعلاه يلاحظ تدن في مستوى الاستفادة من التقنية في تدريس اللغة الانكليزية في كلا البيئتين التقليدية أو الافتراضية. وبما أن المتعلمين يختلفون في طرائق تحصيلهم للمعلومة فإن ذلك يستوجب تنوع الوسائل والطرائق المستخدمة في تدريسهم، فالبعض يفضل الوسائل الالكترونية وآخرون يفضلون الوسائل والطرائق التقليدية (Rastegarpour, 2011). لذلك ترى الباحثة ضرورة إيجاد استراتيجية جديدة تستطيع تلبية احتياجات المتعلمين وتحقيق الأهداف التعليمية في آن معا. استراتيجية قادرة على تحفيز المتعلمين واستثارة قدراتهم لرفع مستوى مهاراتهم في القراءة الاستيعابية في اللغة الانكليزية. هذه الاستراتيجية تأخذ بعين الاعتبار الفروق الفردية وتحمل مميزات كل من البيئتين التقليدية والالكترونية. لذلك فإن مشكلة البحث يمكن تلخيصها في السؤال الآتي:

ما فاعلية استخدام استراتيجية التعلم المتمازج في تحسين مهارات القراءة الاستيعابية في اللغة الإنكليزية لدى طلاب/السنة الثانية/قسم معلم صف في كلية التربية في جامعة البعث؟

3. أهمية البحث

تتبع أهمية البحث من النقاط الآتية :

1. يقدم البحث تصورا متميزا لاستراتيجية التعلم المتمازج في تحسين مهارات القراءة الاستيعابية في اللغة الإنكليزية لدى طلاب/السنة الثانية/قسم معلم صف في كلية التربية في جامعة البعث.

2. يساعد البحث الطلبة على تحسين مستوى مهارات القراءة الاستيعابية في اللغة الانكليزية لديهم من خلال محاولته جمع إيجابيات كل من البيئتين التقليدية والالكترونية وبالتالي يخلق فرصا إضافية للتعلم؛ بحيث يختار كل متعلم الطريقة التي تلائمهم. فالتعليم الإلكتروني يسمح للطلاب بالتعلم حسب سرعته الخاصة في الزمان والمكان اللذين يناسبانه إضافة إلى مجالات إثرائية وتدريبية خصبة للمادة التعليمية، أمّا

Summary in Arabic

البيئة الصفية فهي توفر العامل الإنساني في العملية التعليمية من حيث ممارسة اللغة واكتسابها من خلال العمل الجماعي مع الأقران والاستفادة من حضور المعلم كموجه وقائد ومسهل للعملية التعليمية.

3. إن تطبيق استراتيجيات تدريبية قائمة على مدخل التعلم المتمركز يسلط الضوء على أدوار جديدة يمكن لمدرس اللغة الانكليزية أن يقوم بها كقائد ومرشد ومسهل ومقيم للعملية التعليمية التعليمية وليس فقط كمرسل وملقن للمعلومات.

4. يهدف البحث إلى تشجيع مدرسي اللغة الانكليزية على استخدام التقنية في عملية التدريس من خلال تقديم تصميم نموذج تطبيقي لبعض النصوص من مقرر اللغة الانكليزية لطلبة السنة الثانية/ قسم معلم صف/كلية التربية، اعتمادا على استراتيجيات تدريبية قائمة على مدخل التعلم المتمركز، مع الأخذ بعين الاعتبار للطرائق التربوية الحديثة في تدريس المواد التعليمية إضافة إلى عوامل الإثارة والإيحاء والدافعية والتغذية الراجعة.

5. يقدم البحث الفائدة لكل من مدرسي ومتعلمي اللغة الانكليزية من خلال استخدام أدوات بحث متنوعة، على سبيل المثال: مقياس الاتجاه، الاختبار القبلي-البعدي، شرائح البوربوينت (PowerPoint)، الأقراص المضغوطة الإثرائية التي ستصمم اعتمادا على برنامج الأوتو وير

(Author Ware-based enrichment DVD) إضافة المواد المحملة على الموقع الالكتروني على شبكة الانترنت.

6. يفسح البحث المجال أمام الطلبة في المرحلة الجامعية لمناقشة المادة المقررة مع المدرس من جهة ومع بعضهم البعض من جهة ثانية من خلال استخدام خدمة البريد الالكتروني (e-mail)، إضافة إلى إمكانية توجيه الاستفسارات للمدرس وجها لوجه في قاعة المحاضرات.

7. يساعد البحث الطلبة على التمكن من مهارات القراءة الاستيعابية في اللغة الانكليزية التي ستقوم الباحثة بتدريسها في مختبر الحاسوب في كلية التربية من خلال دمج ميزات البيئتين التقليدية والالكترونية، من خلال استخدام التقنيات الحديثة ووسائل الاتصال الموجودة في كلية التربية وهذا يخلق تنوعا في الفرص المتاحة أمام الطلبة بحيث يختار كل منهم الوسائط والطرائق الأفضل بالنسبة له والتي تساعده على زيادة فاعلية تعلمه. في المحاضرة يستطيعون الاستفادة من مناقشة المدرس و التشاور مع الزملاء وجها لوجه. إضافة إلى المواد والروابط الإثرائية الموجودة على الموقع الالكتروني لفصح فرصة اكبر أمام المتعلمين للتدرب على تلك المهارات خارج أوقات المحاضرات.

8. يمكن البحث الطلبة من التدرب فرديا وبسرعتهم الخاصة وبدون أية ضغوط خارجية وحالما يتم إرسال الإجابات سيتلقون الدرجة المستحقة والزمن المستغرق، إضافة إلى إمكانية طرح بعض الأسئلة المتعلقة

Summary in Arabic

بالمادة التعليمية على المدرس عبر خدمة البريد الإلكتروني (e-mail)، كما يمكنهم مناقشة الزملاء عبر (Chatroom).

9. يعد البحث من الأبحاث القليلة التي تناولت هذا الموضوع على مستوى الوطن العربي كونه يناقش استراتيجية حديثة تجمع بين ميزات البيئة الإلكترونية والبيئة التقليدية مما يساهم في تكوين اتجاهات إيجابية نحو مادة اللغة الانكليزية بوصفها لغة ثانية ويساهم في تحقيق أهداف العملية التعليمية.

4. أهداف البحث

يهدف البحث إلى تحقيق الآتي:

1. قياس فاعلية استخدام استراتيجية التعلم المتمازج في تحسين مهارات القراءة الاستيعابية في اللغة الانكليزية (مجتمعة وكل منها على حدة) لدى طلبة السنة الثانية قسم معلم صف في كلية التربية/ جامعة البعث.
2. تعرّف اتجاهات طلبة السنة الثانية/ كلية التربية /قسم معلم صف/جامعة البعث نحو استخدام استراتيجية التعلم المتمازج في تحسين مهارات القراءة الاستيعابية في اللغة الانكليزية.
3. تعرّف صعوبات تطبيق استراتيجية التعلم المتمازج في تدريس اللغة الانكليزية.
4. تعرّف فاعلية استخدام التعلم المتمازج في مساعدة طلبة السنة الثانية في كلية التربية /قسم معلم صف/جامعة البعث على الاحتفاظ بالمعلومات مقارنة بالطريقة المعتادة.

5. أسئلة البحث

حاول البحث الإجابة عن الأسئلة الآتية:

1. ما فاعلية استخدام استراتيجية التعلم المتمازج في تحسين مهارات القراءة الاستيعابية في اللغة الانكليزية (مجتمعة أوكل منها على حدة) لدى طلبة السنة الثانية قسم معلم صف في كلية التربية /جامعة البعث؟
2. ما هي اتجاهات طلبة السنة الثانية قسم معلم صف في كلية التربية /جامعة البعث نحو استخدام استراتيجية التعلم المتمازج في تحسين مهارات القراءة الاستيعابية في اللغة الانكليزية؟
3. ما فاعلية استخدام استراتيجية التعلم المتمازج في مساعدة طلبة السنة الثانية قسم معلم صف في كلية التربية/ جامعة البعث على الاحتفاظ بالمعلومات مقارنة بالطريقة المعتادة؟
4. ما صعوبات تطبيق استراتيجية التعلم المتمازج في تدريس اللغة الانكليزية؟

6. فرضيات البحث

قامت الباحثة باختبار الفرضيات الصفرية الآتية عند مستوى الدلالة (0.05):

الفرضية الرئيسية الأولى

1.6. لا يوجد فرق دل إحصائيا بين متوسط درجات تحصيل الطلبة في المجموعة التجريبية و متوسط درجات تحصيل الطلبة في المجموعة الضابطة في اختبار التحصيل البعدي المباشر لمهارات القراءة الاستيعابية (مجتمعة) في اللغة الانكليزية تعزى لاستخدام استراتيجيات التعلم المتمازج.

1.1.6. لا يوجد فرق دل إحصائيا بين متوسط درجات تحصيل الطلبة في المجموعة التجريبية و متوسط درجات تحصيل الطلبة في المجموعة الضابطة اختبار التحصيل البعدي المباشر في مهارة تفهم الحقائق والتفاصيل **"Understanding Facts and Details"** تعزى لاستخدام استراتيجيات التعلم المتمازج.

2.1.6. لا يوجد فرق دل إحصائيا بين متوسط درجات تحصيل الطلبة في المجموعة التجريبية و متوسط درجات تحصيل الطلبة في المجموعة الضابطة في اختبار التحصيل البعدي المباشر في مهارة التعرف إلى الحقائق الخاطئة **"Identifying Negative Facts"** تعزى لاستخدام استراتيجيات التعلم المتمازج.

3.1.6. لا يوجد فرق دل إحصائيا بين متوسط درجات تحصيل الطلبة في المجموعة التجريبية و متوسط درجات تحصيل الطلبة في المجموعة الضابطة في اختبار التحصيل البعدي المباشر في مهارة تحديد المشار إليهم **"Locating Referents"** تعزى لاستخدام استراتيجيات التعلم المتمازج.

4.1.6. لا يوجد فرق دل إحصائيا بين متوسط درجات تحصيل الطلبة في المجموعة التجريبية و متوسط درجات تحصيل الطلبة في المجموعة الضابطة في اختبار التحصيل البعدي المباشر في مهارة تفهم معاني المفردات من السياق **"Understanding Vocabulary in Context"** تعزى لاستخدام استراتيجيات التعلم المتمازج.

5.1.6. لا يوجد فرق دل إحصائيا بين متوسط درجات تحصيل الطلبة في المجموعة التجريبية و متوسط درجات تحصيل الطلبة في المجموعة الضابطة في اختبار التحصيل البعدي المباشر في مهارة تفهم إنشاء الاستدلالات **"Making Inferences"** تعزى لاستخدام استراتيجيات التعلم المتمازج.

6.1.6. لا يوجد فرق دل إحصائيا بين متوسط درجات تحصيل الطلبة في المجموعة التجريبية و متوسط درجات تحصيل الطلبة في المجموعة الضابطة في اختبار التحصيل البعدي المباشر في مهارة تحديد الهدف **"Determine Purpose"** تعزى لاستخدام استراتيجيات التعلم المتمازج.

7.1.6. لا يوجد فرق دل إحصائيا بين متوسط درجات تحصيل الطلبة في المجموعة التجريبية و متوسط درجات تحصيل الطلبة في المجموعة الضابطة في اختبار التحصيل البعدي المباشر في مهارة تفهم تمييز التفسيرات **"Recognizing Paraphrases"** تعزى لاستخدام استراتيجيات التعلم المتمازج.

Summary in Arabic

8.1.6. لا يوجد فرق دل إحصائيا بين متوسط درجات تحصيل الطلبة في المجموعة التجريبية و متوسط درجات تحصيل الطلبة في المجموعة الضابطة في اختبار التحصيل البعدي المباشر في مهارة تفهم تمييز التجانس “Recognizing Coherence” تعزى لاستخدام استراتيجية التعلم المتمازج.

9.1.6. لا يوجد فرق دل إحصائيا بين متوسط درجات تحصيل الطلبة في المجموعة التجريبية و متوسط درجات تحصيل الطلبة في المجموعة الضابطة في اختبار التحصيل البعدي المباشر في مهارة تلخيص الأفكار الهامة “Summarizing Important Ideas” تعزى لاستخدام استراتيجية التعلم المتمازج.

10.1.6. لا يوجد فرق دل إحصائيا بين متوسط درجات تحصيل الطلبة في المجموعة التجريبية و متوسط درجات تحصيل الطلبة في المجموعة الضابطة في اختبار التحصيل البعدي المباشر في مهارة تنظيم المعلومات “Organizing Information” تعزى لاستخدام استراتيجية التعلم المتمازج.

الفرضية الرئيسة الثانية

2.6. لا يوجد فرق دل إحصائيا بين متوسط درجات تحصيل الطلبة في المجموعة التجريبية و متوسط درجات تحصيل الطلبة في المجموعة الضابطة في اختبار التحصيل البعدي المؤجل لمهارات القراءة الاستيعابية (مجتمعة) في اللغة الانكليزية.

و هناك فرضية لا صفرية:

3.6. يتكون لدى طلبة المجموعة التجريبية اتجاهات ايجابية نحو استخدام برنامج تدريبي قائم على مدخل التعليم المتمازج في تحسين مهارات القراءة الاستيعابية في اللغة الانكليزية.

7. حدود البحث

1. الحدود البشرية (مجتمع البحث): طلبة السنة الثانية قسم معلم صف في كلية التربية /جامعة البعث.

2. الحدود الزمنية: تم تطبيق البحث في العام الدراسي (2015/2014) م.

3. الحدود المكانية: قامت الباحثة بتدريس طلبة المجموعة التجريبية وفقا للاستراتيجية التعلم المتمازج في مختبر الحاسوب في كلية التربية/جامعة البعث، كما قامت بتدريس طلبة المجموعة الضابطة في قاعة المحاضرات في كلية التربية/جامعة البعث بالطريقة المعتادة.

Summary in Arabic

4. عينة البحث: تم انتقاء أفراد المجموعة التجريبية من الطلبة الراغبين في التعلم عبر الانترنت والذين يمتلكون مهارات الانترنت الأساسية و تتوفر إمكانية الدخول إلى الموقع الالكتروني في المنطقة التي يسكنون فيها. أما المجموعة الضابطة فقد تم اختيار أفرادها عشوائيا.

8. منهج البحث و إجراءاته

1.8. منهج البحث

1. اعتمد البحث على المنهج شبه التجريبي في التعرف إلى فاعلية استخدام استراتيجيات التعلم المتمازج في تحسين مهارات القراءة الاستيعابية في اللغة الانكليزية (مجتمعة أو كل منها على حدة) لدى طلبة السنة الثانية قسم معلم صف في كلية التربية \جامعة البعث، وقامت الباحثة بتدريس المجموعة التجريبية باستخدام استراتيجيات التعلم المتمازج.

2. تم استخدام المنهج الوصفي التحليلي لتحديد اتجاهات طلبة المجموعة التجريبية نحو استخدام استراتيجيات التعلم المتمازج في تحسين مهارات القراءة الاستيعابية في اللغة الانكليزية.

2.8. المتغيرات:

1.2.8. المتغيرات المستقلة:

1- الطريقة: وعاملها الطريقة القائمة على استراتيجيات التعلم المتمازج، والطريقة المعتادة.

2.2.8. المتغيرات التابعة:

1- تحصيل الطلبة.

2- اتجاهات طلبة المجموعة التجريبية نحو استراتيجيات التعلم المتمازج.

9. أدوات البحث:

لبناء أدوات البحث قامت الباحثة بـ:

1. تحليل المادة العلمية: وذلك من خلال اختيار مجموعة من النصوص والأنشطة من الكتاب المقرر لطلبة كلية التربية/السنة الثانية/قسم معلم صف ووضع الأهداف التعليمية والتركيز على مهارات القراءة الاستيعابية لتدريب الطلبة عليها.

2. تنظيم محتوى وطريقة عرض النصوص والأنشطة والاختبارات بما يتناسب مع طبيعة صفحات الانترنت، وإثرائها بنصوص وأنشطة متنوعة وصور ثابتة ومتحركة ومقاطع الفيديو من خلال بعض الروابط التشعبية (Links).

3. إعداد وتصميم دليل ورقي للطلاب توضح فيه الباحثة طريقة الدخول إلى الموقع و الروابط التشعبية إضافة إلى طريقة التشاور مع الأقران أو إرسال الأسئلة أو إرسال الاختبارات بواسطة البريد الالكتروني.

Summary in Arabic

4. إعادة تنظيم محتوى وطريقة عرض النصوص والأنشطة والمواد الإثرائية والاختبارات بما يتناسب وطريقة عرضها أمام الطلبة على جهاز العرض (Data Show) في مخبر الحاسوب وعلى الحاسوب الشخصي (Personal Computer) أو الحاسوب الثابت بالاستعانة ببرنامجي البوربوينت (Power Point) والأوثروير (Author ware) مع الأخذ بعين الاعتبار عنصري المتعة و التشويق.

5. تصميم اختبار قبلي/بعدي/ من قبل الباحثة لقياس مستوى تحصيل طلبة السنة الثانية في كلية التربية /قسم معلم صف، في المجموعتين الضابطة و التجريبية، في مهارات القراءة الاستيعابية في اللغة الانكليزية قبل المعالجة وبعدها مباشرة وبعد المعالجة بأسبوعين.

6. تصميم استبانة لقياس اتجاهات طلبة المجموعة التجريبية نحو استخدام استراتيجية التعلم المتمازج.

وقد شمل **الفصل الرابع** عدداً من الأدبيات المتعلقة بموضوع البحث الحالي. حيث اشتمل هذا الفصل

الدراسات العربية والدراسات الأجنبية التي استخدمت التعلم المتمازج بصيغ متباينة ، وقد أوضحت الباحثة مدى استفادتها من الدراسات السابقة وشرحت ما تتميز به هذه الدراسة عن الدراسات الأخرى. **قدم الفصل الخامس** وصفاً للخطوات التي اتبعتها الباحثة لإعداد وتطبيق أدوات البحث، وقدمت تفصيلاً لخطوات تطبيق التجربة العملية. **عرض الفصل السادس** نتائج التحليل الإحصائي والإجابات عن أسئلة البحث. قامت الباحثة باختبار الفرضيات الصفرية عند مستوى الدلالة (0.05) وقد أشارت نتائج التحليل الإحصائي إلى الآتي:

1. يوجد فرق دال إحصائي بين متوسط درجات تحصيل الطلبة في المجموعة التجريبية ومتوسط درجات الطلبة في المجموعة الضابطة في اختبار التحصيل **البعدي المباشر** لمهارات القراءة الاستيعابية (**مجتمعة**) في اللغة الانكليزية لصالح المجموعة التجريبية تعزى لاستخدام استراتيجية التعلم المتمازج.

1.1. يوجد فرق دال إحصائي بين متوسط درجات تحصيل الطلبة في المجموعة التجريبية ومتوسط درجات الطلبة في المجموعة الضابطة في اختبار التحصيل **البعدي المباشر** في مهارة تفهم الحقائق والتفاصيل **“Understanding Facts and Details”** لصالح المجموعة التجريبية تعزى لاستخدام استراتيجية التعلم المتمازج.

2.1. يوجد فرق دال إحصائي بين متوسط درجات تحصيل الطلبة في المجموعة التجريبية ومتوسط درجات الطلبة في المجموعة الضابطة في اختبار التحصيل **البعدي المباشر** في مهارة التعرف إلى الحقائق الخاطئة **“Identifying Negative Facts”** لصالح المجموعة التجريبية تعزى لاستخدام استراتيجية التعلم المتمازج.

Summary in Arabic

3.1. يوجد فرق دال إحصائيا بين متوسط درجات تحصيل الطلبة في المجموعة التجريبية ومتوسط درجات الطلبة في المجموعة الضابطة في اختبار التحصيل البعدي المباشر في مهارة تحديد المشار إليهم **“Locating Referents”** لصالح المجموعة التجريبية تعزى لاستخدام استراتيجية التعلم المتمازج.

4.1. يوجد فرق دال إحصائيا بين متوسط درجات تحصيل الطلبة في المجموعة التجريبية ومتوسط درجات الطلبة في المجموعة الضابطة في اختبار التحصيل البعدي المباشر في مهارة تفهم معاني المفردات من السياق **“Understanding Vocabulary in Context”** لصالح المجموعة التجريبية تعزى لاستخدام استراتيجية التعلم المتمازج.

5.1. يوجد فرق دال إحصائيا بين متوسط درجات تحصيل الطلبة في المجموعة التجريبية ومتوسط درجات الطلبة في المجموعة الضابطة في اختبار التحصيل البعدي المباشر في مهارة تفهم إنشاء الاستدلالات **“Making Inferences”** لصالح المجموعة التجريبية تعزى لاستخدام استراتيجية التعلم المتمازج.

6.1. يوجد فرق دال إحصائيا بين متوسط درجات تحصيل الطلبة في المجموعة التجريبية ومتوسط درجات الطلبة في المجموعة الضابطة في اختبار التحصيل البعدي المباشر في مهارة تحديد الهدف **“Determine Purpose”** لصالح المجموعة التجريبية تعزى لاستخدام استراتيجية التعلم المتمازج.

7.1. يوجد فرق دال إحصائيا بين متوسط درجات تحصيل الطلبة في المجموعة التجريبية ومتوسط درجات الطلبة في المجموعة الضابطة في اختبار التحصيل البعدي المباشر في مهارة تفهم تمييز التفسيرات **“Recognizing Paraphrases”** لصالح المجموعة التجريبية تعزى لاستخدام استراتيجية التعلم المتمازج.

8.1. يوجد فرق دال إحصائيا بين متوسط درجات تحصيل الطلبة في المجموعة التجريبية ومتوسط درجات الطلبة في المجموعة الضابطة في اختبار التحصيل البعدي المباشر في مهارة تفهم تمييز التجانس **“Recognizing Coherence”** لصالح المجموعة التجريبية تعزى لاستخدام استراتيجية التعلم المتمازج.

9.1. يوجد فرق دال إحصائيا بين متوسط درجات تحصيل الطلبة في المجموعة التجريبية ومتوسط درجات الطلبة في المجموعة الضابطة في اختبار التحصيل البعدي المباشر في مهارة تلخيص الأفكار الهامة **“Summarizing Important Ideas”** لصالح المجموعة التجريبية تعزى لاستخدام استراتيجية التعلم المتمازج.

10.1. لا يوجد فرق دال إحصائيا بين متوسط درجات تحصيل الطلبة في المجموعة التجريبية ومتوسط درجات الطلبة في المجموعة الضابطة في اختبار التحصيل البعدي المباشر في مهارة تنظيم المعلومات **“Organizing Information”** لصالح المجموعة التجريبية تعزى لاستخدام استراتيجية التعلم المتمازج.

Summary in Arabic

2. يوجد فرق دال إحصائياً بين متوسط درجات تحصيل الطلبة في المجموعة التجريبية ومتوسط درجات الطلبة في المجموعة الضابطة في اختبار التحصيل البعدي **المؤجل** لمهارات القراءة الاستيعابية (مجتمعة) في اللغة الانكليزية لصالح المجموعة التجريبية **تعزى** لاستخدام استراتيجية التعلم المتمازج.
3. يتكون لدى الطلبة في المجموعة التجريبية اتجاهات ايجابية نحو استخدام استراتيجية التعلم المتمازج في تحسين مهارة القراءة في اللغة الانكليزية.

التوصيات

تأسيساً على النتائج التي توصل إليها البحث هناك عدة أمور يمكن تسجيلها:

1. ضرورة إثراء مناهج اللغة الانكليزية بالأنشطة التعليمية المتنوعة التي تساعد على تطبيق استراتيجية التعلم المتمازج وتزويد من دافعية الطلبة على ممارسة اللغة الانكليزية.
2. تزويد الكليات بالأجهزة الضرورية لتطبيق استراتيجية التعلم المتمازج.
3. تطبيق استراتيجية التعلم المتمازج على المراحل التعليمية المختلفة، وتزويد المدرسين بالمواد التعليمية التي تمكنهم من تقديم التعلم المتمازج كطريقة حديثة تواكب الاتجاهات العصرية في التعلم والتعليم. إضافة إلى القيام بورش عمل لتعزيز التنافس بين الطلبة في تطبيق استراتيجية التعلم المتمازج.
4. تقع على عاتق مدرسي اللغة الانكليزية مسؤولية تغيير الطرائق التي يعتمدونها في تدريسهم من الطرائق التقليدية إلى طريقة التعلم المتمازج القائمة على الدمج الحقيقي للطلبة في العملية التعليمية بحيث يتمكنون من استخدام اللغة الانكليزية في حياتهم العملية من خلال الوسائط التقنية الحديثة. كما يطلب إلى المدرسين تغيير دورهم التقليدي بحيث يصبحون مرشدين وميسرين للعملية التعليمية يقودون تعلم الطلبة ويشجعونهم على المزيد من التفاعل عي العماية التعليمية.



جامعة دمشق
كلية التربية
قسم المناهج وطرائق التدريس

فاعلية استراتيجية التعلم المتمازج في تنمية مهارات القراءة الاستيعابية

في اللغة الإنكليزية

(دراسة شبه تجريبية على طلبة السنة الثانية معلم صف في كلية التربية في جامعة البعث)

بحث لنيل درجة الدكتوراه في تقنيات التعليم

إشراف الطالبة

أريج محمد شعبان

إشراف الأساتذة الدكتور

علي سعود حسن

الأستاذ في قسم المناهج وطرائق التدريس

٢٠١٥-٢٠١٤ م

١٤٣٦-١٤٣٥ هـ

