The Impact of Blended Learning on the Achievement of the English Language Students and their Attitudes towards it

أثر التعلم المدمج على التحصيل الدراسي لطلبة اللغة الإنجليزية واتجاهاتهم نحوه

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Authorization

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This thesis entitled **"The Impact of Blended Learning on the Achievement of the English Language Students and their Attitudes towards it"** was successfully defended and approved in 2015.

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Dedication

 I dedicate this thesis to my beloved country, Iraq. I would like to thank my parents who have been supporting and guiding me throughout the years of my life to reach this level .My thanks go to my brothers (Hayder and Ahmed) and my sisters who have been always on my side motivating me to complete what I have started .

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Abstract

This study aimed at exploring the effect of using blended learning on the achievement of the sixth grade students and their attitudes towards it. The study attempted to answer the following questions:

(i)   What is the effect of using blended learning on the achievement of sixth grade students in private primary schools of Amman?

(ii)   What is the effect of using blended learning on the attitudes of sixth grade students in teaching English?

To achieve the goals of the study, the researcher applied quasi-experimental method and constructed an achievement test and a questionnaire was prepared in order to measure student's attitudes as well.

The study sample consisted of 50 female students who were selected from two schools in Amman, namely, Alrai and Alsabelah schools; the sample is selected purposively because of its relevance to the researcher regarding the procedures used. The study sample was distributed into two groups, The first group was the experimental group that was taught by using blended learning; this group consisted of 25 female students; the second group was the control group was taught by the traditional method consisted of 25 female students .Data was analyzed by using (SPSS) and the covariance analysis by applying (ANCOVA). The results showed that there were statistically significant differences at the level of ($a \leq 0.05$) between the means of the results of the two groups on the post achievement test, and the difference was in favor of the experimental group .Also there were statistically significant differences at the level of ($a \leq 0.05$) between the means of the two groups on the attitudes of English students towards blended learning, the difference was in favor of the experimental group that was taught by using the blended learning strategy.

The study concluded with some recommendations, most important of which are the followings:

1-The Ministry of Education should work on the blended learning in the English language lessons that focus on developing the achievement, and the students' different thinking skills.
2-The need for specialized training programs for the teachers to use computers and the Internet and School administrations should take serious steps in facilitating teachers' mission in improving their information technology skills.

Keywords: Blending Learning, E- Learning, Traditional Learning, Achievement, Students' Attitudes towards Blending Learning.

أثر التعلم المدمج على التحصيل الدراسي لطلبة اللغة الإنجليزية و اتجاهاتهم نحوه

إعداد : زينب فاخر

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ملخص

هدفت هذه الدراسة إلى تقصي أثر استخدام التعلم المدمج في تحصيل طلبة الصف السادس واتجاهاتهم نحوه. وإشتملت أسئلة الدراسة على الأسئلة التالية : (اولاً) ما هو تأثير استخدام التعلم المدمج على تحصيل طلبه الصف السادس في المدارس الابتدائية الخاصة في عمان؟ (ثانياً) ما تأثير استخدام التعلم المدمج على اتجاهات طلاب الصف السادس نحوه في تدريس اللغة الإنجليزية؟وبغية تحقيق أهداف الدراسة، عملت الباحثة على استخدام المنهج شبه التجريبي وقامت الباحثة ببناء اختبارتحصيلي وتوزيع الاستبأنات على الطلاب لمعرفة اتجاهاتهم نحو التعلم المدمج. واقتصرت عينة الدراسه على 50 طالبة من مدارس الرأي والسابلة الخاصة في عمان . وتم اختيار العينة بطريقة قصدية وتوزيعها إلى مجموعتين(مجموعة تجريبية ومجموعة ضابطة). المجموعة التجريبية من 25 طالبة تم تدريسها باستخدام التعلم المدمج ,والمجموعه الضابطة من 25 طالبة تم تدريسها بالطريقه التقليديه.

وتم تحليل البيأنات باستخدام حزمة التحليل إلاحصائي (SPSS) وتحليل التباين إلاحصائي المصاحب (ANCOVA). وأظهرت نتائج الدراسة وجود فروق ذات دلالات إحصائية عند مستوى الدلالة ($a \leq 0.05$)بين متوسطي التحصيل الدراسي لصالح المجموعة التجريبية. كما كانت هناك فروق ذات دلالات إحصائية عند مستوى الدلالة($a \leq 0.05$) في اتجاهات الطلاب نحو التعلم المدمج لصالح المجموعة التجريبية. وتوصلت الدراسة إلى بعض التوصيات أهمها :

1-أن تعمل وزارة التربية والتعليم على اعتماد التعلم المدمج من أجل تطبيقها في العملية التعليمية.

2- الحاجة إلى برامج تدريبية متخصصة للمعلمين في استخدام أجهزة الكمبيوتر والإنترنت. وينبغي على إدارات المدارس اتخاذ خطوات جادة في تسهيل مهمة المعلمين في تحسين مهاراتهم في تكنولوجيا المعلومات.

الكلمات المفتاحية: التعلم المدمج, التعلم الألكتروني, التعلم التقليدي, التحصيل الدراسي , إتجاهات الطلاب نحو التعلم المدمج.

Chapter One

1.0 Introduction

This chapter aims to provide some insight on the effect of using blended learning on the students' achievement and their attitudes towards blended learning. It sheds light on the background of the study, the statement of the problem, objectives of the study, the questions, significance, limitations and limits and definition of terms.

1.1 Background:

Technology is no longer a luxury in any learning setting. It proves to be a vital part of effective learning. Let's get back few decades ago when teachers were not able to accompany but a few limited resources into their classes. How was that situation? It was a grueling process for a teacher to get the needed resources in to his class .

Limiting the use of technology only to presentations creates that confusion in relation to its feasibility in improving learning. Teachers need to think of technology as a tool that enables them and their students to reach resources easily and effectively. They can access libraries, hold conferences, watch educational movies, conduct virtual experiments, communicate with experts, record lessons, plan their work, made virtual field trips and many other activities. Some of these activities needed

weeks of planning and lots of effort within the traditional learning setting. (Daggett , 2010).

For this reason, we find many teachers skip such activities, though they are very useful for their learners, due to time and resources limitations .

However, these activities, within the blended learning strategy, become easier to plan and implement. For example, a visit to the public library can take a full day within the traditional learning strategy; however, students can virtually access the public library records and reach the books and resources they need while being seated in their classrooms or even their bedrooms .(Bath and Bourke, 2010)

Although technology provides a wide variety of educational solutions and serves effective learning, many are still skeptic towards its practicality in the educational environment. They think it forms a distraction and needs a lot of skill to master. Add to this the inconveniences that may occur at any time and disrupt the class procedures. All of this can be true, but they are so few compared to the advantages that learners and teachers can get .

Blended learning allows learners to visualize, listen, feel, and interact with the learning material. It moves them from theory into practice. They can gain deeper understanding for all the abstractions they

get through. They can learn according to their pace, which creates the opportunity for more individualized education. Good achiever can expand their learning and learn things that are not within the school syllabus. However, the slow achievers can repeat and revise notes and get feedback from their teachers to overcome problems and challenges they face. (Bailey and Martin, 2013).

Blended learning cannot be introduced as the flawless strategy that can solve all the problems of educational practices. But, it proves to be far better than the traditional strategies. Its negative aspects are far less than its positive ones. Educators should take serious steps towards applying technology in their classes and learning environments as it forms the link between the students' inner world and the outside world. Technology gives learners the chance to experience the real world gradually and smoothly. (Jackson, 2014).

The real life jobs are no longer available to learners who do not master information technology skills as part of their learning. They are the skills they learn indirectly while learning other skills in the blended learning setting. Moreover, students who are taught according to this strategy obtain more knowledge as they are exposed to more real life resources. It is not accepted anymore that we reject or undermine the role of technology in education. The world is heading with quick paces

towards more creativity and novelty by using such tools, while many of us still lagging behind discussing the validity of using such tools or not. (Van, 2010).

Blended learning really needs courage and decisive decisions to adopt a strategy like this to improve the quality of education in our world. Teachers should start educating themselves and learning information technology skills to part of the process rather than resisting it for no good reasons. School administrations should take serious steps in facilitating teachers' mission in improving their information technology skills. Adopting blended learning strategy should be considered quickly and effectively, otherwise we have to find a suitable substitute that is far better as the traditional ways and styles of learning are not enough for the coming era.

1.2 Statement of the Problem

Many countries today are seeking to develop their education systems through the use of these technologies and methods of modern learning (such as blended learning in the field of education) in order to keep pace with technological developments and to achieve satisfactory results, as education is considered a real investment for any country and its people. This invites making good use of the technology in preparing students, teachers, curriculum development and the diversity of teaching methods, in an attempt to develop the educational process and to provide better learning and education. . Therefore, the researcher examines the effect of using blended learning on the achievement of sixth grade students in the private primary schools and describes students' attitudes towards using blended learning in teaching English language

1.3 Objectives of the Study

This study aims to:

1. Detecting the effect of using blended learning on the achievement of sixth grade students in private primary schools of Amman.

2. Examining their attitudes towards using blended learning in teaching English.

1.4 Questions of the Study

This study tried to answer the following two questions:

1-What is the effect of using blended learning on the achievement of sixth grade students in private primary schools of Amman?

2-What is the effect of using blended learning on the attitudes of sixth grade students in teaching English?

1.5 Hypotheses of the Study

To answer the two questions the researcher tested null hypotheses:

1- There were no statistically significant differences on the achievement of the English students attributed to the teaching method (blended learning, traditional method).

2- There were no statistically significant differences on the attitudes of English students toward blended learning, attributed to the teaching method (blended learning, traditional method).

1.6 Significance of the Study

The significance of this study emerges from the fact that it is the first study, according to the researcher's knowledge after reviewing literature and the related previous studies, to be conducted in the field of English language teaching in Jordan. For this reason, the study may be important in that it attempts:

1. To organize effective learning environment in the light of implementing blended learning to improve students' achievement.

2. To help students use multi-media so as to improve their achievement.

3. To explore the effect of using blended learning on the achievement of sixth grade students in teaching English language.

4-To show students' attitudes towards using blended learning in teaching English language.

1.7 Limitations of the Study

The period of teaching the students is only two weeks; each week consisted of three lessons. The findings of this study cannot be generalized to the whole population due to the small numbers of the sample. The study is limited to the sample and instruments adopted in this study.

1.8 Limits of the Study

This study conducted in Amman, during the second semester of academic year 2014 / 2015**.**

1.9 Definition of Terms

Face to Face Learning: Theoretically, it is the traditional kind of learning where instructors and students meet together in one place at the same time (The World Bank Institute, 2008). Operationally, the face to face element refers to the traditional way of teaching, which takes place inside a classroom and depends on the teacher for lecturing or discussing topics with the students.

E-learning: Theoretically, Wentling et al (2000) define e-learning as "the acquisition and use of knowledge distributed and facilitated primarily by electronic means. This form of learning currently depends on networks and computers but will likely evolve into 13 systems consisting of a variety of channels (e.g., wireless, satellite), and technologies (e.g., cellular phones, Personal Digital Assistant) as they are developed and adopted." Operationally, the e-learning is the learning unit delivered through asynchronous virtual classroom, and it is studied by the students independently.

Blended Learning: Theoretically, Graham (2006) defines blended learning as "a combination of instruction from two historically separate models of teaching and learning: traditional face-to-face learning systems and computer-mediated learning"(p1). It is also defined as the integration of e-learning tools such as virtual learning environment with face to face learning (Welker and Berardino, 2006).

Operationally, it blends the advantages of both face-to-face method and the e-learning. It also shifts from teaching to learning, and from teacher centered class to student centered class.

Achievement: Theoretically, achievement as defines in the Free Online Dictionary by Farlex (2007) is that which is accomplished successfully, especially by means of exertion, skill, practice or perseverance.

Algarabel and Dasi (2001) define achievement as the competence of a person in relation to a domain of knowledge through observing his performance. Operationally, achievement refers to the amount of information and knowledge that the premedical student acquired after studying a unit by the use of Web Course Tools, over and above a face to face class.

Attitudes: Theoretically, Ajzan (1988) considers attitudes as "a disposition to respond favorably or unfavorably to an object, person,

institution, or event" (p.4). The attitude also defines the negative or positive feeling towards a state or a fact (Christo-Baker, 2004).

Operationally, the term attitudes refer to the way of expressing the degree of favor or disfavor or carries appositive or negative feelings and views towards the using of blended learning in teaching English.

Chapter Two

Review of Literature

2.0 Introduction

This chapter aims at reviewing related theoretical and empirical literature.

It tackles the theoretical literature that discusses the various definitions of

blended learning, as well as the characteristics, advantages, disadvantage,

its success factors and the challenges facing blended learning.

However, in relation to the empirical literature, the researcher reviews

studies that examined the effectiveness of blended learning on students'

achievement and their attitudes towards it.

2.1 Theoretical Literature:

2.1.1 Definition of Blended Learning:

Blended learning, hybrid learning, integrated learning, multi-method

learning, or mixed method learning are all references to the same concept

and strategy of learning, in which learning takes place by using two

different styles of interaction.

Graham (2006) defines blended learning as the conjunction of

direct learning settings where students and teachers meet in the same

place, basically classroom, to learn with the settings that are based on

communication technology, as they can communicate distantly.

On the other hand, Thorne (2003) states that blended learning an educational model which can integrate e-learning with all of its improvements and enhancements of new technological developments with traditional learning to support interaction in classroom.

Moreover, Driscoll (2002) identifies four different ways in which blended learning can take place; firstly, a combination of modes of web-based technology; secondly, the combination of various pedagogical approaches; thirdly, the combination of any instructional technology with face-to-face instruction; and fourthly, the mixture of instructional technology with actual job tasks.

Some researchers and writers agree with Driscoll and define blended learning according to his first concept and definition which is based on of having that combination of modes of web-based technology. Though he emphasizes that blended learning means different things to different people, which illustrates its widely undiscovered potential and power.

Bonk and Graham (2006) disagree with Driscoll as they argue that the first and second definitions above suffer from the problem of being too broad, because they apparently includes all systems and equipment of virtual learning.

The term blended learning is also defined by Morgan (2002) as a strategy that is adopted to combine the best aspects of online learning and face to face learning. Bersin et al. (2003) see that:

> *Blended learning in order to be more effective should take in consideration all educational media that is available inside the classroom, training on the network, the already decisions placed, the available videos, simulations in addition to other means such as telephone communications.*(p 254)

Smythe (2011) refers to blended learning as a practical framework that comprises a variety of operative methods of learning and teaching. It supports the use of computer technologies to facilitate learning and make use of various approaches to motivate students for more engagement.

However, the researcher tends to define blended learning as a teaching method which blends the use of technology in the learning environment with the traditional learning setting and tools to maximize learning as it turns the setting from teacher centered class into student centered class. This helps in improving the quality of teaching-learning process, by enhancing its outputs, creating new potentials for self-learning as well as lifelong learning.

2.1.2 Advantages of Blended Learning:

Blended learning forms a new style of learning that is rich with advantages that can help students to better learning practices if managed properly. Of these potential advantages Carroll (2003) and Johnson (2002) highlighted "*the revolving around accessibility, pedagogical effectiveness, and course interaction.*" (P.5)

Students can get access to a wide variety of learning resources through their devices that are connected to the Internet while being seated to their comfort and safety in their classrooms or even at homes. Moreover, teachers can vary their pedagogy and enhance it by accessing libraries and databases, using the various media types available, and managing their classrooms electronically.

Wingard (2004) added that the idea of accessibility motivates students as:

> *They like to have the ability to access course materials anytime, anyplace, and are positive about the convenience and flexibility this provides them". Because blended learning courses help in providing them with the flexibility they need to juggle jobs, school and family.* (p 27)

Garrison and Kanuka (2004) sorted other benefits of blended learning like the transformative potential which offers educational institutions the chance to integrate technology with their pedagogy,

encourage the educational community to access resources and support active and meaningful learning.

Chen and Jones (2007) outlined other advantages like the deep understanding of the already handled topics by using web-based resources as well as active sharing of information by students in the class. Students get access to real life resources that provide them with authentic information and facts. They even can inquire about processes and details.

Huang ,Zhou and Wang (2006) highlighted that blended learning can be characterized firstly with its flexibility of providing learning resources; through it, students can reach to various resources at different times and places that are not limited to their teacher's cited resources or even the school books. Secondly, it supports learning diversity as it gives the teacher the ability to prepare various learning materials that fit various students' levels of learning. Thirdly, it enriches the e-learning experience; as students can learn information technology skills of searching information, downloading and uploading documents, bookmarking important websites, and even the virtual interaction with the learning community.

Al Fiky (2011) stated that blended learning remodels the educational setting with features such as moving from lecturing to student centered learning ,maximizing teacher-student, student-student, student-

content, student-outside resources interaction, integrating evaluation techniques for teachers and students, supporting course management activities (e.g., communication, assessment submission, marking and feedback), and supporting the provision of information and resources to students.

Bersin and associates (2003) asserted that having effective blended learning needs all educational media such as Internet access, CDs, videos and telephone communications to be available in the classroom so that the teacher can use them as they are required. Therefore it is found that

Salama (2005) had sorted out several elements that can be introduced into the classroom setting as essential components of blended learning so that teachers can have effective learning system. Of these elements he basically named traditional class procedures, virtual classes, guidance and counseling sessions as part of traditional face-to-face teaching, interactive videos, e-mail services, electronic media, and talks on the network, though blended learning is not tied to these elements only. There are many other elements that emerge progressively and educators need to keep updated with the newly introduced elements that may help enhancing the learning process.

Emphasizing the quality of blended learning Marsh (2012) referred to some points that make it powerful and effective. He explained that it

provides a more individualized learning experience as teachers can give their students different tasks based on their abilities and styles of Learning, a matter that can be difficult to be implemented in a traditional class. It also provides more personalized learning support; where students can be given notes and hints related to their particular tasks other than those that are generalized for the whole class. Marsh goes further to assert that blended learning supports and motivates independent and cooperative learning, increases student's involvement in learning, supports and develops a variety of learning styles, provides a relaxing learning environment for the already learned outcomes, and provides flexible studying routine.

2.1.3 The Models of Blended Learning

Blended learning comes in a wide variety of implementation models. This part summarizes the range of suggested models of blended learning. It may help to understand the many ways in which online learning blends with and supports traditional learning strategies.

Valiathan (2002) categorizes blended learning into three models in terms of their drive. Firstly, there is the skill-driven learning model, which integrates self-directed learning with teacher's support to improve his knowledge and skills in a certain topic. Secondly, there is attitude-driven learning model, which blends various activities and delivery media

to develop certain behaviors. Thirdly, there is the competency-driven learning model, which blends action support tools with knowledge resources to develop classroom competencies.

Wilson, J.W.et al. (2013) categorize blended learning into six models in terms of their delivery. The face to face model, which allows teachers to use technology in classroom in particular situations, is suggested to help those students who have capabilities more than their peers to allow them advance ahead and achieve better learning or to help students who face problems with keeping up with the class pace mainly in language learning classes. However, the rotation model requires students to rotate their learning setting from traditional classroom to a lab according to pre-scheduled sessions. It gives students the chance to learn through online resources and figure out how things work. On the other hand, the flex model, which involves full online learning under the supervision and help of a teacher, is introduced for those students who have behavioral, academic, and social challenges. It provides them with a safer learning environment. Similarly, online lab model involves students to go to online lab in order to take some courses, not because of the challenges that have been already mentioned with the flex model, but because of the limitations the school has such as not offering that course. Moreover, the students' work in the lab goes under the supervision of

adults but not teachers. In addition to having courses that are not offered by the school, students can work in a pace that suits them. The self-blend model, which involves self-selected subjects to learn, meets the demands of high school students who look for extra courses to help them in university admission or getting a job. The last model is the online model where students of limited time can meet their teachers the online and selectively come to have face-to face classes or attend meetings. This model offers a high level of flexibility.

2.1.4 Dimensions of Blended Learning

Flexibility can be the best word to describe blended learning. It gives the teacher the opportunity and power to customize his classes in a way that suits students learning. Blending can happen with different levels and with various dimensions. The flexibility of blending is what gives blended learning a competitive advantage over other methods of teaching. The idea of customization makes blended learning capable of meeting both the learning general requirements and the course content requirements.

In this respect Sylvestre (2004) defined a number of dimensions where customization can happen such as blending off line and online learning, blending self-paced and live collaborative learning, blending

structured and unstructured learning, and blending different combinations of the above.

Sylvestre (2004) goes further to suggest a number of ingredients to be blended in the process of learning. These ingredients are divided into three categories which are the synchronized physical formats that include classroom instruction, on sight training and hands-on worksheets and exercises; synchronized online formats which involve virtual classrooms, virtual mentoring, and live web seminars; and non synchronous self-paced formats which involve web/CD-ROM courseware, recorded live events and videos, simulations, on demand searchable knowledge portals, and chat/discussion tools.

Clark (2002) highlighted that the elements of blended learning include five important ingredients. The first consists of live events that include synchronized and teacher-led learning events where all learners take part in class activity at the same time, like live virtual classroom. The second element is online content which involves learning competencies that the learner should achieve individually, at his own speed and on his own time, like interactive, web-based or CD-ROM training. The third element is collaboration as learners communicate with others through the provided settings such as e-mails, progressive discussions and online chats. The fourth element is assessment when the

teacher measures learners' understanding. Prior-assessments can take place before live or self-paced activities, to decide prior learning requirements, and post-assessments can take place after planned or online learning activities, to measure learning transference. The fifth and last element suggested by Clark is reference materials which includes on-the-job reference materials that boost learning retention and transfer.

2.1.4 Challenges and Difficulties Faced by Blended Learning:

Adopting blended learning strategy by educators showed some difficulties and challenges which might have some consequences on the quality of the learning process and may hinder its expansion and application in various learning settings. Graham et al. (2005) focused on the challenges that encounter blended learning strategy. Of these challenges appear the role of live collaboration, the role of learner selection and self-organization, the need for models for sustenance and training, the need to create balance between novelty and production, the need for cultural adaptation, and the skill to handle the digital world.

Milheim (2006) also asserted that the use of blended learning strategy is encountering a number of challenges such as the resulted pressure that teacher have faced by responding to students inquiries and

contacting many of them continuously in addition to difficulties related to students' low skills in terms of dealing with the given technologies.

Hofmann (2011)also adds up other challenges that blended learning faces like ensuring participants' ability to use technology successfully, changing teachers' attitudes towards the effectiveness of blended learning, administering and controlling learners' progress, finding the best match between delivery medium and performance goals, and maintaining that online resources offer interactivity rather than just instructing learners. He also added that obstruction, misperception, irritation, and unease may be accompanying interaction can undesirably affect productivity, learning, social relationships and overall achievement in addition to many challenges in evaluation, observation and classroom management.

Moreover, Zayton (2005) added to the above other challenges the slow Internet connection which hinders the learning procedures and causes difficulties for participating in the online activities, the high costs of blended learning such as the high cost of hardware, facilities, software programs, and the execution of electronic communication between educational societies, specialists and students, and the need for specialized training programs for the academic staff to use computers and the Internet.

The researcher thinks that we can overcome the difficulties by examining the advanced countries experience in this respect, having well-equipped infra-structure, securing suitable teaching environment and the required financial support, providing clear systematic plans based on educational principles under supervision of experts in English language learning and information technology experts. This will create a real effective blended learning environment for teaching English.

2.1.5 The Requirements for Implementing Blended Learning:

Darrow et al. (2013) identified a road map for effective implementation of blended learning. They came up with a six-element strategy for planning and implementing blended learning which includes leadership, professional development, teaching/instructional practice, operations/administrative systems/policies, content and technology. It offers general guidelines for educators in schools to follow in implementing their blended learning programs. It takes in consideration the variations that each school has in relation to students' needs, teachers' skills, and content variation. They assert that people, students and staff, are the most important component for implementing blended learning so they need to be encouraged, empowered and supported to facilitate a more effective and lasting learning. So having consistent, collaborative,

innovative, supportive leadership appears as the key factor in having effective blended learning.

The crucial parts to focus on to offer an effective framework for blended learning implementation include having vibrant and assessable short and long term goals that are evaluated continuously, employing and choosing the right teachers, offering ongoing tailored professional development based on the needs of teachers and staff that focuses on pedagogy,technology tools and content, identifying the indicators of ongoing formative assessments that help in measuring the success of the program, preserving and supporting the technological infrastructure and devices available, and specifying the financial and human resources to implement blended learning.

2.1.6 The Concept of Achievement:

Achievement grows as a crucial element in today's education, particularly with the amplified responsibility for classroom teachers. The ultimate goal for any teacher is to improve the learners' competencies level and prepare them for real life. So, defining student achievements and the factors that influence their progress is critical to becoming a successful teacher. Hamdan (2001) defines academic achievement as mastering a number of skills and obtaining the needed knowledge offered by the

educational experiences in a certain academic subject or group of subjects.

Daniyal et al. (2011) explain that there are different and important factors that can affect the student's performance and achievement. Some of these factors are related to parents such as parents 'contribution to their children's learning, the area to which they belong, and the educational background of the parents. There are other factors related to teachers' attitude in the class, and to what extent they contribute in the students' academic achievement. There are other factors, like amount of co-curricular activities, that can have impact on the educational achievements.

2.1.7 The Concept of Attitude towards Blended Learning:

Victori and Lockhart (1995) define language attitude as "meta-cognitive knowledge" which includes general suppositions that students have about themselves as learners, about the factors impelling language learning and about the nature of language learning and teaching.

Similarly, Dittmar (1976) argues that attitude is a cognitive component which refers to an individual's belief structure.

This agrees with Sarnoff (1970), who suggests that "attitude" deals with a disposition to react favorably or unfavorably to a class of objects.

Zimbardo and Ebbesen (1969) classify attitudes into three general components: affect, cognition, and behavior. The affective component consists of "a person's evaluation of, liking of, or emotional response to some object or person" The affective component could be measured by physiological responses or verbal statements of like and dislike. The cognitive component has been conceptualized as "a person's beliefs about, or factual knowledge of, the object or person" the cognitive component might be measured by self-ratings of beliefs or by the amount of knowledge which a person has about some topic. The behavioral component involves 'the person's overt behavior directed toward the object or person". The behavioral component could be measured by observation of how the person behaves in specific stimulus situations.

Based on the above definitions, Liu (2009), linked students' attitudes towards blended learning as it is part of students' feelings (affective), their belief and factual knowledge of blended learning as (cognitive) and their behavioral intentions and actions with respect to blended learning as (behavioral). According to Brown (1987) many factors affect students' attitude toward English. These include parents' and peers' attitude toward English; contact with English speakers and their experiences; unpleasant experiences with English speakers; and cultural attitude. (Cited in Suleiman, 1993)

2.2. Empirical Studies

2.2.1 Studies Related to the Effect of Blended Learning on Students Achievement and their Attitudes

Several studies were conducted to examine the effectiveness of blended learning on students' achievement and their attitudes towards blended learning in various subjects.

Maguire (2005) investigated the effect of blended learning on the achievements of students in mathematics in the middle school. The study sample consisted of 56 teachers who use blended learning in their teaching of mathematics. According to the results, the blended learning method helps students to perform and score better than the others.

Korkmaz and Karakus (2009) investigated the impact of blended learning model on student attitudes towards Geography course and their critical thinking dispositions and skills. The study group consists of a total of 57 students--28 in the experiment group and 29 in the control group--at Kirsehir High School. The results show that the blended learning model contributed more to student attitudes toward geography course when compared to the traditional learning model; blended learning model contributed more to student critical dispositions and levels when compared to the traditional learning model; and there was a positive correlation between student attitudes toward geography course and their critical thinking dispositions and levels.

Simpson and Anderson (2009) investigated the effect of teaching and blended learning to the level of knowledge and motivation among the students of the ninth grade in science in Germany. The results show that the strategy of teaching and blended learning led to improved educational outcomes of the experimental group and in particular cognitive processes with the upper levels. The study found that the strategy of teaching and blended learning led to increased interests and inclinations of students, and the results indicated a strong correlation between interest and internal motivation and cognitive learning outcomes.

Alshwiah (2009) aimed to investigate the effects of a proposed blended learning strategy in teaching medical vocabulary at Arabian Gulf University (AGU) on some outcomes of the learning process. The sample was randomly divided into two groups; 22 students in the control group and 28 in the experimental group. The results show that the experimental group members demonstrated high degree of satisfaction toward the online unit in three dimensions of the scale and medium satisfaction in one dimension. It was argued that though students were satisfied with the online unit, lack of vocabulary improvement was due to lack of administrative support.

Dyiab (2011) aimed at identifying the effect of using a proposed strategy in teaching problem solving in geometry for the students of 8th class on their achievement and attitudes towards mathematics. A random sample of 96 students was selected from the population of the study, and an achievement test and attitude scale were designed for this purpose .The results showed that there were significant differences in achievement between the mean of marks of the students in the experimental group and their fellows in the control group in favor of the experimental group students. There were no significant differences between the students of the control group .the study showed that encouraging math's teachers to use this strategy in teaching geometry and in their performance.

Ahmed (2011) examined the effectiveness of blended learning in teaching chemistry on achievement, retention of learning and attitudes towards it for secondary stage students. The study sample was 35 students in the first secondary grade. An achievement test and a trend scale were used to collect data. The findings assured the effectiveness of blended learning on students' achievement t and their attitudes towards blended learning were positive and higher than the students who learned by traditional methods.

Al-Zoghby and Doumy (2012) examined the effect of using blended learning approach in Jordanian schools on fourth graders' achievement in mathematics and their motivation towards its learning. The study sample consisted of 38 male and female pupils in experimental group and 33 male and female pupils in control group. Achievement test as well as motivation scale were used to collect data. The findings showed that there were significant difference in the mean of pupils' grades in the achievement test and pupils' performance on motivation scale in favor of the experimental group.

Umit and Hasan (2012) aimed to determine the effect of the blended learning model on high school students' biology achievement and on their attitudes towards the Internet. Among the experimental models, the pretest-post-test control group model was used in the study. The study was carried out with 107 students (47 of whom were in the experimental group, and 60 of whom were in the control group). The results revealed that the blended learning model contributed more to the students' biology achievement than traditional teaching methods did and that the students' attitudes towards the Internet developed statistically significantly.

Harb (2013) measured the effectiveness of a blended based program in developing achievement and creative thinking in mathematics for seventh graders in Yemen. The study sample was divided into two

groups; experimental group 30 students and control 30 students. Achievement tests in geometry unit as well as creative thinking test were used to data collect. The results showed that there were statistically significant differences in the achievement post-test in favor of the experimental group.

Lopez and Rodriguez (2013) examined the influence of the use of technology on student outcomes in a blended learning context. The study sample consisted of 1,128 students, they organized into 17 groups during the academic year 2009–2010 and focused on the students 'voluntary use of online learning activities. The results show that the students' participation in these activities and the number of tasks completed both had a positive effect on the students' final marks and the time did not influence the results achieved but marks obtained in the activities were a significant factor.

Alseweed (2013) aimed to investigate the effects of the traditional learning, blended learning and virtual classes learning on university students' achievement and attitudes. Thirty- four male students studying at the English Language Program, Qassim University were divided randomly into three groups, (blended learning, traditional learning, or virtual classes learning). Results indicate that there are significant differences among the instructional approaches in the achievement test

scores in favor of blended learning. In addition, the results show significant differences in students' attitudes in favor of blended learning.

Demirer and Sahin (2013) investigated the effect of the blended learning and face-to-face learning on students' academic achievements and transfer of learning. The participants are undergraduate pre-service teachers; they are assigned randomly to the experimental and control groups. While the experimental group has both online and classroom sessions, the control group has only face-to-face classroom sessions. Although there is no significance difference between the groups in terms of academic achievement, the students in the blended group are more successful in transferring their knowledge to their projects than the ones in the face-to-face group. The results show that the blended learning approach has a positive effect on the transfer of learning.

Kazu and Demirkol (2014) investigated the effect of blended learning environments model on high school students' academic achievement. the study sample consisted of 54 students, they were divided into two groups 19 males and 8 females for the experiment group and 18 males and 9 females for the control group, the researcher used Pre-test and post test. The results show that there was no significance difference found between the two groups at the end of pre-test but the averages of the final test grades, the experiment group has been found more successful than the

control group, female students have turned out to be more successful than the male students.

2.2.2 Studies Related to Using Blended Learning in Teaching English

English language teaching has adopted blended learning to create a learner-centered class. Several studies were conducted in this respect.

Al-Haq and Al-Sobh (2010) examined the effectiveness of a web-based writing instructional EFL program (Web WIP) on Jordanian secondary students□ performance. The study was carried out on 122 students in the eleventh scientific grade studying in four secondary comprehensive schools, two male schools and two female ones that belong to Irbid Second Directorate of Education. The results revealed that there were statistically significant differences in the achievement post-test in favor of the experimental group. The results also revealed that there were statistically significant differences due to gender in favor of the female students compared with males.

Kocoglu, Ozek and Kesli (2011) compared a teacher training program designed for in service English teachers with a face-to-face program in English Language teaching. The research involved 39 in-service English language teachers, with 12 studying in a blended course and 27 in a traditional classroom. The study followed a quasi-

experimental study with a non-equivalent groups design. The researcher used teaching knowledge test, final course grades, and a feedback questionnaire. Results indicated that there was no difference in content knowledge acquisition between teachers receiving blended instruction and teachers receiving face-to-face instruction.

Shih (2011) investigated the effect of integrating "Facebook" and peer assessment with college English writing class instruction through a blended teaching approach. The subjects were 23 first-year students majoring in English at a technological university in Taiwan. Both quantitative and qualitative approaches were employed in the study. The researcher used Pre-test and post-test of English writing skills, a self-developed survey questionnaire, and in-depth student interviews .The findings suggested that incorporating peer assessment using "Facebook" in learning English writing can be interesting and effective for college-level English writing classes. Students can improve their English writing skills and knowledge from cooperative learning. Face book integrated instruction can enhance students' interest and motivation.

Al-Masry (2012) investigated the effectiveness of using the electronic blended learning in teaching a unit in English course at the cognitive levels (recognition, comprehension, and application) by second year secondary female students in Makkah. The researcher used quasi-

experimental approach. The study population was 56 female students in the second secondary school in Makkah. The study sample was all 56 students, divided into two groups: an experimental group of 31 students, and a control of 25 students. An achievement test was used to collect dat. The results concluded there were significant differences between the average test scores of the group of students using the electronic blended learning, and the control group of students using the traditional method in post-application of the achievement test at the recognition, comprehension and application in favor of the experimental group.

Sayed (2012) carried out the study on 60 students selected from Nader El-Riyadh Preparatory School. They were divided into two groups: control 30 students and experimental 30 students. The students of the experimental group practiced writing on a website under the teacher's guidance and feedback. A post writing test was administered to collect data. The findings showed that there was difference between experimental group and control group and it revealed that electronic portfolio had a large effect on the writing skills.

In conclusion, the present study characterizes in knowing the effect of using blended learning on students' achievement and their attitudes toward it in teaching English among sixth grade students. Also the present study is distinguished from other studies in regard to the study

sample and the environment in which it took place. The researcher gained a great benefit from reviewing all the previous theoretical and empirical studies as they provided the researcher with a clear insight about the methods, procedures and types of questions which were used by previous researchers.

Chapter Three

Methods and Procurers

3.0 Introduction

This chapter presents the research methodology adopted in this study and gives information about the population, the sample and the instruments: It also describes the validity and reliability of the instruments. Finally, it accounts for data collection procedures and gives information about the research design and statistical analysis.

3.1Methodology

In this study quasi-experimental method was used in collecting and analyzing data.

3.2 Population and Sample of the Study

The population of the study included the sixth grade students from two schools in Amman. The study sample consisted of 50 female students selected from two schools in Amman, namely, Alrai school and Alsabelah school. The sample was selected purposively because of its relevance to the researcher regarding the procedures used. The study sample was distributed to an experimental group that included 25 students, and a control group that included 25 students from the sixth class.

Table (1): The Distribution of the two Groups in the two Schools

School	Group	Frequency	Percentage
Alrai school	Control group	25	50%
Alsabelah school	Experimental group	25	50%
Total		50	100%

3.3 Instruments of the Study

Three instruments were used in this study:

3.3.1 The Educational Program:

This program consisted of some topics from English grade six book. It consisted of (2) units from the textbooks (action pack 6) of the sixth grade (Appendix 4). The material was prepared as follows:

a- Two units were chosen for the material from the textbook, unit (11) "has anybody got any question?" and unit (14) "I've never swum in the sea"

b- The rules of present perfect and simple past tense were chosen and analyzed into concepts.

c- From these concepts, general and specific goals were derived focusing on the students' acquisition of the four skills.

d- The concept of present perfect and simple past tense were developed by using computer and data show.

3.3.2 **Procedures of Applying Blended Learning** Method

The students of control group were 25. Those students were in a traditional classroom setting, which is a face-to-face session. The students were scheduled to meet with their teacher three times a week.

Instructional materials used in traditional method were the textbook, a normal whiteboard, and marker.

The students of experimental group were 25. The students were scheduled to meet with their teacher three times a week. They were instructed through a blended learning approach in which they have to meet face-to-face with the instructor and were taught orally and visually interacting with the instructor over the content material presented by the instructor. Instructional materials used in blended learning were PowerPoint slides, flash cards, computer, data show and resources as part of the daily classroom instruction. The students were engaged in online activities, and had a chance to demonstrate their knowledge.

3.3.3 Achievement Test

A test was prepared to measure the students' achievement in the English language throughout the four skills according to Blooms Taxonomy (Knowledge, understanding, comprehension, application, analyzing, synthesis, and evaluation), the achievement test included 20 questions,

each correct answer was given one 1 mark with a total of 20 marks, to the whole test (see Appendix 1）.

 The test passed through a set of phases:

 1- Content analysis of the English language subject taught to the sixth grade for the school year 2014-2015 in these schools.

2- Preparing the achievement test that includes the elements of the basic cognitive content distributed according to Blooms' six levels (knowledge, understanding, comprehension, application, analysis, synthesis and evaluation). The test items were formulated reaching 20 items of multiple choice questions. The students' achievement was determined by the following:

 1- 0 –9 Weak.

 2- 10 –15 Average.

 3- 16 –20 Excellent.

3.3.4 Attitudes Questionnaire

In light of the study questions, an instrument was prepared to measure the attitudes of sixth grade students towards blended learning: The instrument was built according to the review of the related studies on attitudes towards the blended learning. It consisted of 30 items (see Appendix 2).

The students had to choose according to Lickert Scale each statement in the questionnaire. The Lickert Scale was used in measuring the students' attitudes by ticking (√) the box they feel appropriate and each answer had its own score. Scoring is illustrated in table (2)

Table (2)

Scores of the Students' Questionnaire Answers

Answers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Scores	5	4	3	2	1

Attitudes towards English were considered as follows:

1- If the students' attitudes percentage is between 71%-100%, this means that they have positive attitudes.

2- - If the students' attitudes percentage is between 51%-70% this means that they are average.

3- If the students' attitudes percentage is less than 50%, this means that the students' attitudes are negative.

3.4 The Validity of the Instruments

The achievement test teaching, materials, and the attitudes questionnaire were introduced to five university professors, and educational supervisors. Modifications were made according to their advice. Members of the jury are attached in (Appendix 6).

3.5 Reliability of the Instruments

The researcher used the (pre-post- test) method where the test on a sample of 20 students from outside the sample of the study and two weeks after that the test was given to the same sample in order to calculate the reliability coefficient. The researcher used KR20 to calculate the consistency of achievement test, where total reliability coefficient (0.85) was considered suitable for the purposes of this study.

The questionnaire reliability was determined by means of pre- post- test. where the test on a sample from outside the sample of the study and number of the applications 20 students, then reapplying after two weeks on the same sample, by which the Pearson correlation coefficient was (0.921), indicating a high degree of reliability. In addition, Cronbach Alpha was used to test the reliability of scale and alpha was (87.4) which is a reliable result.

3.6 Research Design

The study contains the following variables:

-**Independent variables**:

-Blended learning strategy

- Traditional teaching method.

- Dependent variables:

- Students' achievement.

- Attitudes toward blended learning method.

The study adopts the following design: pre-post test control group design.

Table (3): Express the Design by the Following Symbols:

Experimental group	O1	X	O2
Control group	O1	--	O2

O1: represent the pre-test

O2   represent the Post-test or attitude toward blended learning.

X: represents the experimental treatments.

3.7 Data Collection and Statistical Treatment

To answer the study two questions and testing the relating two hypotheses ,the researcher used the pre and post tests, and the attitudes scale were entered in SPSS (Statistical Package of Social Sciences) for analysis which will be discussed in the results section, then the

covariance analysis by (ANCOVA) were carried out to compare the post means after naturalizing the pre-test effect.

3.8 Procedures

1- After choosing the topic of the study, the researcher read a number of previous studies on the impact of blended learning on the students' achievement and their attitudes toward it.

2- The researcher indentified the population and selected the samples on which instruments were applied.

3- The researcher then put up the questions of the current study depending on the review of literature, and thus the dimensions of the study were established.

4- The test and the questionnaire were designed.

5- The validity and reliability of the designed questionnaire and questions of the test were verified.

6- A letter of permission was obtained from the Middle East University to facilitate the research, administer the questionnaire, and conduct the test.

7- The test was administered after two units were taught and the questionnaire was distributed and collected by the researcher in the second semester, during April 2015.

8- The researcher trained the chosen teachers on the study instruments in the second semester during April, 2015

9- The results were analyzed and the questions of the study were answered.

 10-The researcher presented recommendations and suggestions for future studies.

 11-The list of references was written in alphabetical order using the APA style.

Chapter Four

Findings of the Study

4.0 Introduction

This chapter presents analysis of the findings of data in order to answer the following two questions.

1. What is the effect of using blended learning on the achievement of sixth grade students in private primary schools of Amman?

2. What is the effect of using blended learning on the attitudes of 6th grade students in teaching English?

4.1 Question One

What is the effect of using blended learning on the achievement of sixth grade students in private primary schools of Amman?

To answer this question, the means and standard deviations were obtained for the performance of the study two groups (The experimental and the control groups) on the pre and post achievement tests and their scores. Table (4) below explains this.

Table (4) Means and Standard Deviations of the Study's two Group's Results on the Pre and Post Achievement Test

The group	Number	Upper end	Pre- test		Post test	
			Mean	Variance	Mean	Variance
Control	25	50	2.893	1.425	3.240	1.405
Experimental	25		3.16	1.445	4.346667	1.191
Total	50		6.053	2.870	7.587	2.596

It is noticed from Table (4) that the mean of the experimental group that was taught by using the blending learning the post test was higher than the mean of the pre-test, since it reached (4.34), while the mean for the Control group that was taught by the traditional method reached (3.24). To determine if there was any significant difference between the means of the study two groups at the level ($a \leq 0.05$) in the achievement test, the researcher applied the covariance analysis (ANCOVA).Table (5) illustrates results of data analysis between the two groups.

Table (5)

Results of (ANCOVA) Analysis of the Difference between the Means

of the Study two Groups on the Post Achievement Test

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	6.928[a]	2	3.464	6.435	.003	.215
Intercept	102.709	1	102.709	190.781	.000	.802
pre test	.130	1	.130	.241	.626	.005
post test	3.853	1	3.853	7.158	.010	.132
Error	25.303	47	.538			
Total	752.105	50				
Corrected Total	32.231	49				

The hypothesis was tested as shown in table (5), where the (F) value regarding the strategy reached (7.158) with significance level of (0.000), which means the presence of differences with statistical significance between the means of the two study groups on the post achievement test in favor of the experiential group, this means rejecting the null hypothesis that states: there are no differences with statistical significance at the level (a≤ 0.05) in the students' achievement in the sixth grade in the English language attribute to the used teaching strategy (blended

learning), the traditional method, the results obtained were in favor of the experimental group.

It is noticed from the above table that the means of the experimental group that was taught by using the blended learning strategy was higher since it reached (4.34), while the means of the control group that was taught by the traditional way, was lower as it reached (3.24). This indicates that the difference was in favor of the experimental group that learned by using the blended learning strategy, which means that the use of the blended learning strategy had the effect on the achievement of the sixth grade students in the English language subject compared to the traditional method, which is the answer of question one.

4.2 Question Two

What is the effect of using blended learning on the attitudes of sixth grade students in teaching English?

To answer this question, the means and standard deviations of the performance of the study's two groups (the control and the experimental) on the attitudes questionnaire were calculated as shown in Table (6) below:

Table (6)

The Means and Standard Deviations of the Performance of the Study two Groups on the Attitudes Questionnaire

The group	Number	Upper end	Pre- test		Post test	
			Mean	Variance	Mean	Variance
Control	25	50	2.76	1.33	3.24	1.24
Experimental	25		3.24	1.46	4.33	1.87
Total	50		6.00	2.79	7.57	3.10

It is noticed from the table that the means of the experimental group that was taught by using the blended learning was higher, since it reached (4.33), while the mean for the control group that was taught by the traditional method reached (3.24). To determine whether the differences between the means of the two study's groups is with statistical

significance at level (a≤ 0.05), the researcher has applied (ANCOVA) as can be seen in table (7) below.

Table (7)

Results of (ANCOVA) Analysis on the Difference between the Means of the Attitudes of the Study two Groups on the Attitudes Questionnaire

Source	Type III Sum of Squares	DF	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	44.287[a]	2	22.143	8.412	0.001	0.264
Intercept	6.282	1	6.282	2.386	0.129	0.048
PRE	2.446	1	2.446	0.929	0.340	0.019
POST	18.087	1	18.087	6.872	0.012	0.128
Error	123.713	47	2.632			
Total	2090.000	50				
Corrected Total	168.000	49				

It is seen from the above table that the (F) Value for the strategy reached (6.872) with significance level (a≤ 0.05), which indicates the presence of statistical significant differences between the means of the performance of the study's two groups on the post attitudes questionnaire, this means rejecting the second null hypothesis that states: there are no differences

with statistical significance at the level (a≤0.05) in the students attitudes in the sixth grade in the English language attributed to the used teaching strategy the blended learning, the traditional method.

It is noticed from the above table that the modified means of the experimental group that was taught by using the blended learning strategy was higher since it reached (4.33), while the mean for the control group that learned by the traditional method reached (3.24), which indicates that the difference was in favor of the experimental group that was taught by using the blended learning. This means that using the blended learning strategy had a positive effect on the attitudes of the sixth grade students towards the English language compared to the normal method, which forms the answer to the second question.

Chapter Five

Discussion, Conclusions and Recommendations

5.0 Introduction

This chapter presents a summary and discussion of the findings of the two research questions. It concludes with recommendations and suggestions for future research.

5.1 Discussion of the Findings of Question One:

1-What is the effect of using blended learning on the achievement of sixth grade students in private primary schools of Amman?

In the light of the findings of the study, the results showed the presence of differences with statistical significance between the means of the results of the two groups on the post achievement test, and the difference was in favor of the experimental group that was taught using the strategy of blended learning. Blended learning represents an effective method in teaching English, and it reflects positively on the student's performance in the specific subject, because the experimental group was able to visualize the learning materials by displaying them on Power Point presentations and via Internet sites. This led to create a link between the

theoretical side and the practical side; which in turn facilitated the learning process and acceptance.

This modern strategy takes its importance from the use of both the e-learning and traditional learning in blend, and as a result the student's achievement in English and their skills improved significantly. The use of blended learning strategy plays a major role of turning the educational environment to a creative and interactive learning setting. It also turns the educational process from teaching to learning; from teacher-centered class to student-centered class. This leads to developing the teaching learning process quality, improving its outputs, opening new potentials for self-learning as well as long life learning, and raising students' achievement level in English

Moreover, it develops student's skills, including communication skills, and information perception. It improves the interaction between the student and the teacher. The experimental group received systematic and strategic learning. These results go in agreement with empirical studies of Maguire (2005), Dyiab (2011), Ahmed (2011),Harb (2013) Al-Zoghby and Doumy (2012).

5.2 Discussion of the Findings of Question Two

2-What is the effect of using blended learning on the attitudes of sixth grade students in teaching English?

The results revealed the presence of differences with statistical significance between the means of the two group's performance on the attitudes measure. The difference was in favor of the experimental group that was taught by using the blended learning strategy. The use of the blended learning strategy has the effect on the attitudes of the sixth grade students towards blended learning, compared to the students taught by the traditional method. It is possible to explain that by a set of factors, of which the most important is that the use of blended learning provided the opportunity for the experimental group to learn freely. It also provided them with positive atmosphere. Blended learning strategy creates an effective environment for the development of communication skills which reflect on student's skills so similar to the activities and attitudes of natural life. It helped in increasing their interaction with these attitudes. In addition, during the learning process, students were passing through the experience of using various electronic media multi-throwing lessons in the classroom, receiving information, interacting and communicating with their teachers. Blended learning that is based on interaction between teachers and students and freedom of learning enabled the experimental

group students to participate and answer questions, as well as providing them with self- confidence, feeling proud of their performance as being able to answer the teachers' questions. It gave them the positive attitudes towards learning English. Through blended learning students got opportunities to interact with English language in its written and oral forms. They developed both vocabulary and grammar skills. This study concludes that the blended instruction was better than traditional instruction because the instructional processes were improved and so were students 'achievement.

5.3 Conclusion

An analysis of the overall results of the study indicated that generally Blended Learning represents an effective method in teaching English, and it reflects positively on the student's performance in the specific subject. The importance of blended learning strategy comes from the student feeling towards this method, they feel that they play a major role during learning and because they have the option to choose which method of learning suitable to them. Finally, using blended learning strategy as a teaching method, reflect on raising student achievement and improving their attitudes towards learning. Moreover, it develops student's skills, including: communication skills, receiving information, and the interaction between the student and the teacher. Blended learning strategy saves the time for both the teacher and the student.

5.4 Recommendations and Suggestions for Future Research

In light of the results of the study, the researcher recommends the following:

1-The Ministry of Education should work on the blended learning in the English language lessons that focus on developing the achievement, and takes in consideration the students' different thinking skills.

2-The need for specialized training programs for the teachers to use computers and the Internet and school administrations should take serious steps in facilitating teachers' mission in improving their information technology skills.

3-The teachers who will use the blended learning model should develop their computer and internet literacy rate.

4- Researchers should conduct further studies on the adoption of blended learning strategy over student achievement in other educational areas and consider other variables such as gender, student's score rate, and student's experience in the field of the information technology and interne

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Note:

Titles in Arabic have been translated by the writer.

Appendix 1
ACHIEVEMENT TEST

Answer all the Questions in the right place

Read and match the definition with the suitable word.

1. Brave   a) Ready to face danger.

2. Author   b) Separate into pieces.

3. Break   c) A trainer.

4. Coach   d) A book writer.

Write the Synonymous for these words.

1. Modern: _____

2. Basket: _____

3. Painful: _____

4. Helpful: _____

Choose the correct verb to complete these sentences:

1. Do you _____ the newspaper every day? If so, which one?

a- read   b- reading   c- reads   d- is reading.

2. When I _____ to this country, the only work I could find was as a night security guard.

a- come   b- came   c- coming   d- comes.

3. Next month, I_____ start degree in literature by distance learning.

a- am going to   b- is going to   c- are going to   d- going to

Choose the correct word or phrase to complete these sentences:

4- Keep the ………… on your ankle for six weeks.

A. Painful.

B. Plaster.

C. Climber.

D. Present.

5- Look and choose.

a. I've always wanted to spend a night in a castle.

b. I've always wanted to swim with dolphins.

C. I've always wanted to travel the world.

D. I've always wanted to climb a mountain.
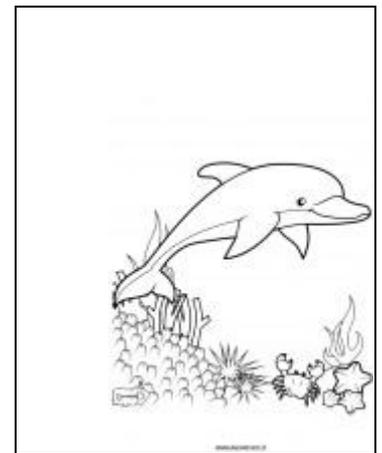
6- Look and choose

A. I've always wanted to meet a famous author.

B. I've always wanted to spend a night in a castle.

C. I've always wanted to travel the world.

D. I've always wanted to climb a mountain

7- Write the sentences correctly (no I've never won competition)

 A. No I've never won competition.

 B. No I've ever won competition.

 C. No I've ever won competition!

 D. No I've ever won competition?

8-Has your father…………….. Travelled to Italy?

 A. Ever.

 B. Never.

C. Always.

 D. will.

9. Write the sentences correctly (have you ever flown in a plane)

A. Have You ever flown in a plane?

B. Have you ever flown in a plane?

 C. Have you ever flown in a plane!

 D. Have you ever flown in a plane?
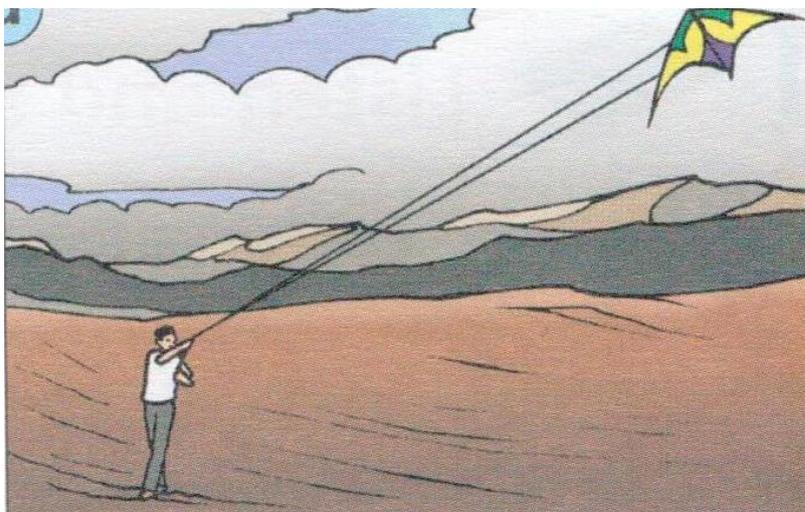
10- Look at the Picture and choose.

a- The visitors' centre at Wadi Rum is big and modern. Tourists can find everything there like map, postcards, information, and a restaurant. And a craft shop. I got a map for our visit and we ate in the restaurant. After that we went to the craft shop, and bought some postcards.

b- Everybody meets the jeep guides in front of the visitors' center. They know everything about wadi rum.

c- After that, we went to the Barrage canyon.

d- We were at wadi rum all day. We did lots of climbing. We also watched some professional kite-flying. Everybody felt tired, but we didn't want to go home.
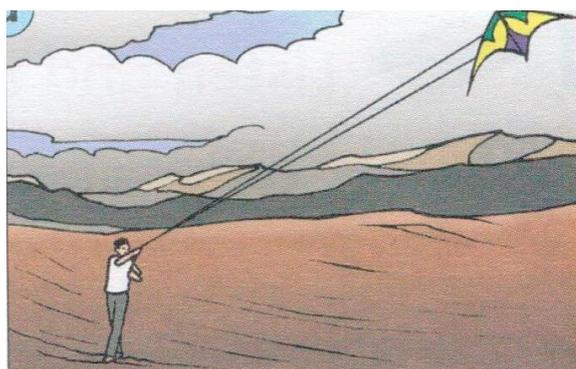
11- Look at the Picture and choose.

a-We were at wadi rum all day. We did lots of climbing. We also watched some professional kite-flying. Everybody felt tired, but we didn't want to go home.

b- After that, we went to the Barragh canyon.

c- Everybody meets the jeep guides in front of the visitors' center. They know everything about wadi rum. Our guides were very friendly and helpful.

d- The visitors centre at Wadi Rum is big and modern. Tourists can find everything there like map, postcards, information, and a restaurant. And a craft shop. I got a map for our visit and we ate in the restaurant. After that we went to the craft shop, and bought some postcards.
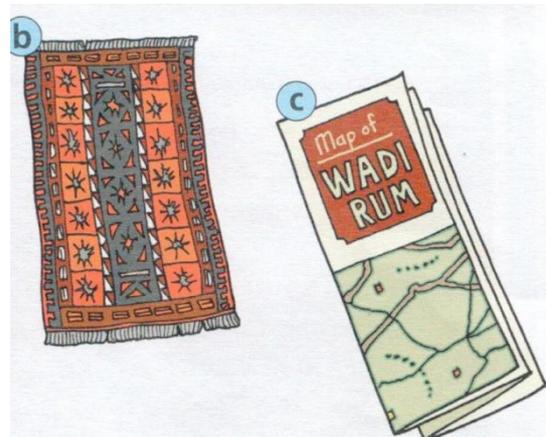
12- Look at the Picture and choose.

a-Everybody meets the jeep guides in front of the visitors' center. They know everything about wadi rum. Our guides were very friendly and helpful.

b- The visitors centre at Wadi Rum is big and modern. Tourists can find everything there like map, postcards, information, and a restaurant. And a craft shop. I got a map for our visit and we ate in the restaurant. After that we went to the craft shop, and bought some postcards.

c- We were at wadi rum all day. We did lots of climbing. We also watched some professional kite-flying. Everybody felt tired, but we didn't want to go home.

d- After that, we went to the Barragh canyon.

Appendix 2
Attitudes Questionnaire

Blended Learning

Dear Student:

 This questionnaire aims at exploring your opinion regarding the use of blended learning in teaching English: advantages, limitations and suggestions for improvement. You are kindly requested to fill out this questionnaire. Your objective and truthful answers will help us get a realistic assessment of this experience.

No.	Item	Strongly Agree	Agree	Neutral	Don't agree	Strongly don't agree
1	I have easy access to a computer terminal in my school.					
2	I am experienced in accessing information from the web.					
3	Blended learning helps learners to carry out their academic tasks more efficiently.					
4	Blended learning may enhance my status among my friends in the local community.					
5	Blended learning courses are more motivating to learners than traditional ones.					
6	Blended learning encourages learners to take responsibility for their own learning.					
7	Blended learning helps learners become self- knowledgeable.					
8	Blended learning helps learners feel self confidence.					

9	Blended learning helps learners to further their education in the future					
10	I prefer blended learning activities offered through electronic meetings since they pose questions that need a high degree of thinking					
11	Carrying out the required electronic activities bores learners too much					
12	Due to the long time of preparation and, great effort that blended learning requires it causes dissatisfaction feelings.					
13	I prefer attending virtual class meetings more than attending face- to- face meetings					
14	The services that the school provides in Blended learning courses are satisfactory					
15	I am satisfied with the activities which inquired to do in Blended learning environment					
16	Blended learning offers the possibilities to efficiently manage the time					
17	Blended learning is not efficient as a learning style					
18	Deadlines in Blended learning activities cause me to fail.					
19	I am satisfied with the way of distribution scores to the different activities (assignments, quizzes, exams etc)					
20	Blended learning encourages learners to pursue through information					
21	I get more information in the area of my study through blended learning than through traditional courses					
22	I feel happy when I took a course through blended learning					
23	I enjoy modern tools and equipment such as (computer, internet…etc.) required by blended learning					

24	A blended learning session keeps me always focused.					
25	Interaction is adequately maintained with the teacher when he/she is on the other side of the blended learning classroom.					
26	Having students from the opposite gender on the other side of the blended learning classroom listening to what I say might restrict my participation.					
27	I am satisfied with my participation in the class, because of the new method.					
28	I am satisfied with the quality of interaction between all involved parties (Technology, Teachers, and Students).					
29	I am dissatisfied with the process of collaboration activities during the course.					
30	I am satisfied with the way I interact with other students.					

التعلم المدمج

عزيزتي الطالبة: تهدف هذه الاستبانة إلى معرفة رأيك بشأن استخدام التعلم المدمج في تدريس اللغة الإنجليزية: المزايا والمحددات والاقتراحات. لذا يرجى منك العمل على ملأ هذه الاستبانة. ان الأجوبة الموضوعية والصادقة الخاصة بك سوف تساعدنا على الحصول على تقييم واقعي لهذه التجربة.

لا اوافق بشدة	لا اوافق	محايد	موافق	موافق بشدة	العبارة	الرقم
					سهولة الوصول إلى قاعة كمبيوتر في مدرستي.	1
					أنا من ذوي الخبرة في الحصول على المعلومات من شبكة الإنترنت.	2
					يساعد التعلم المدمج المتعلمين على أداء مهامهم الأكاديمية بشكل أكثر كفاءة.	3
					يؤدي التعلم المدمج إلى تعزيز وضع المتعلم بين أصدقائه في المجتمع المحلي.	4
					التعلم المدمج أكثر فاعلية للمتعلمين من الطريقة التقليدية.	5
					يشجع التعلم المدمج المتعلمين على تحمل مسؤولية تعلمهم.	6
					يساعد التعلم المدمج المتعلمين على ان يكونوا اكثر دراية ومعرفة	7
					يساعد التعلم المدمج المتعلمين على الثقة بالنفس.	8

						التعلم المدمج يساعد المتعلمين على مواصلة تعليمهم في المستقبل	9
						أنا أفضل أنشطة التعلم المدمج المقدمة من خلال اللقاءات عبرالشبكات الإلكترونية لأنها تحتاج إلى درجة عالية من التفكير.	10
						إجراءات ألانشطة الالكترونية المتوفرة تسبب الملل للمتعلمين.	11
						أنا غير راضية على التعلم المدمج لانه يحتاج الى الوقت الطويل والجهد.	12
						أنا أفضل حضور اللقاءات الصفية اكثر من اللقاءات وجها لوجه	13
						الخدمات التي تقدمها المدرسة في دورات التعلم المدمج مرضية	14
						أنا راضية عن الأنشطة التي اجريت في بيئة التعلم المدمج	15
						لتعلم المدمج يوفر الإمكانات لإدارة الوقت بكفاءة	16
						التعلم المدمج ليس فعالاً مثل اساليب التعلم الاخرى.	17
						المواعيد النهائية في أنشطة التعلم المدمج تسبب لي الضعف او الفشل.	18
						أنا راضية عن تخصيص العديد من الأنشطة المختلفة (الواجبات والاختبارات والامتحأنات وغيرها).	19
						يشجع التعلم المدمج المتعلمين على المتابعة من خلال المعلومات.	20
						يمكنني الحصول على المعلومات من خلال التعلم المدمج في مجال دراستي أكثر من الطريقه التقليدية.	21
						أشعر بالسعادة في التعلم بطريقةالتعلم المدمج	22
						أنا أستمتع بالأدوات والوسائل الحديثه (الكمبيوتر والإنترنت ... ألخ) في التعلم المدمج.	23

						يجعلني التعلم المدمج دائما في حالة تأهب وتركيز.	24
						يحتفظ التفاعل بشكله المناسب مع المعلم عندما يكون في الجانب الآخر من الفصل الدراسي في التعلم المدمج.	25
						وجود طلاب من الجنس الآخر يحد من مشاركتي في الفصل الدراسي للتعليم المدمج	26
						أنا راضية عن مشاركتي في الصف.	27
						أنا راضية عن نوعية التفاعل بين جميع الأطراف المعنية.	28
						أنا مستاءة من الأنشطة التعاونية خلال الفصل .	29
						أنا راضية عن طريقة التفاعل مع الطلاب الآخرين.	30

Appendix 3

Plan Units (11-14)

Subject: Action Pack 6

Number of Classes: 6

Semester: 2nd semester

Duration: from 26\4\2015 -10\5\2015

Outcomes	Resources and Assessment Material	Instructional Strategies	Assessment		Associated Activities
			Strategy	Tool	
To use present perfect with frequency adverb never and always	student book	Lecture	Presentation	Rating Scale	Pupils should count correctly
To follow oral instructions	Chalk Board	Presentation	Simulation/ Role playing	Rubric	To sign to materials and say it correctly
To use future tense	Student book	Lecture	Presentation	Rating Scale	Pupils should count correctly
To use present perfect with frequency adverb never and always	Flash Cards				
To use correctly learning vocabulary	Power Point	Project-based learning	Random observation	Chick List	To draw cars and count them

To use past tense with when					
To ask and answer questions using the past	Student book				
To spell correctly learning Vocabulary	Computer	Project based learning	Student - portfolio	Rubric	To have different drawings and color them
To pronounce English words and sentences precisely and correctly	Data show				
To use the present perfect to talked action up to now	Notebook				
To listen for specific information					
To use words and simple sentences to take part in simple Exchanges					
To listen to and sing along with a song					
To ask and answer questions using the present perfect					
To demonstrate understanding of simple information learning materials					

To write sentences and simple paragraphs on familiar topics for specific purposes					
To read a story					
To read for summary					

Appendix 4

Lesson Plan

Lesson One

Present Perfect:

First teacher announces that they are going to learn something very important. TheTeacher asks whether the students remember the simple past tense or not.Teacher writes various sentences in the simple past tense and present prefect tense. She explains how to form negative, postive sentences and questions in both tenses. Underlines verbs and time exspressions.Teacher shows flash cards to practice time expressions.

(Teacher shows a time expression, for instance, never and yet decide whether it goes with the present perfect . This time teacher shows some sentences written in either the present perfect or the simple past tense Then she asks which tense is used in the sentences: for example

I have just found my key

Student:" Present Perfect"

then she asks "How do you know that?"

Student : because of Just

Teacher writes notes on chalk board and students follow oral instructions to write sentences in the Present Perfect then each student read her sentence

then teacher distributes handout on the students to test their knowledge and Teacher monitors the students as they are working on the task (Pair work and pair check).

 Here is the handout

Fill in the gaps using <u>present perfect tense</u>

1. _____ (YOU/EVER/BE) to China?

2. _____ (SHE/EVER/BE) to Italy?

3. She _____ (JUST/TIDY) her room.

4. We _____ (NOT/EAT) yet.

She asks students to present their work and then she checks their work.

By the end of this session students use dictionaries to confirm and clarify word meaning. Teacher introduces the new words such as (friendly, basket, modern) on data show and pronounces words precisely and correctly then students repeat the words after the teacher. Finally; Students spell correctly the already learned words on the computer.

Appendix 5

The Slides that Show the Studying Subjects

UNIT 14 — I've never swum in the sea

Word Box
author, brave, climber, coach, deep, dolphin, fawn, Italy, lucky, painful, plaster, present, spend, tonight

Listen and read

1. You have a broken ankle, Saleem.

Have you ever broken your ankle, Doctor Kareem?

No, I've never broken my ankle. I broke my toe last year. It was very painful. You are very brave, Saleem.

2. You're going to stay in hospital tonight.

Can I play football on Saturday? I've never missed a match.

3. Sorry, Saleem. You can't. You must keep the plaster on for six weeks.

4. Hi Saleem. Here's a present for you. It's a book about a climber.

Thank you. I've always wanted to read this book. I've always liked reading. I can't play football, but I can read my new book now!

UNIT 14

4 Sing

I've always wanted
To swim with dolphins
In the deep blue sea.

I've always wanted
To travel the world
There are lots of things to see.

I've always wanted
To spend the night
In a castle on a hill.

I've always wanted
To climb a mountain
Maybe one day I will.

5 Ask and answer

What have you always wanted to do?

I've always wanted to meet a famous author.

UNIT 14

2 Listen and match

Samia

1.

2.

3 Ask and answer

Have you ever won a competition?

No, I've never won a competition.

Have you ever flown in a plane?

Yes, I have. I like flying.

UNIT 14

6 Read and answer

Omar is very good at basketball. He has always enjoyed the sport. He started playing when he was five. Now, he is ten years old. He plays for a basketball team. Everybody in the team is under eleven years old.

Omar practises every week. He has never missed a match. Next week, he is going to play in a competition in Italy. He has never been to Italy, but he has always wanted to travel with his team.

Omar's coach is very excited. The team has always played well in competitons, but they have never won this competition. Maybe they will be lucky this year, with Omar in the team!

1. What has Omar always enjoyed?
2. When did he start playing basketball?
3. How old are the oldest players in the team?
4. Has Omar ever missed a match?
5. Has he ever been to Italy?
6. Why is his coach excited?
7. Has the team ever won the competition?
8. Have you ever played in a team? What sport did you play?

Omar has always enjoyed the sport.

Appendix6

Middle East University Permission

بسم الله الرحمن الرحيم

وزارة التربيــة و التعليـــم

مديرية التربية والتعليم للواء الجامعة / محافظة العاصمة

الرقـــم : ....
التاريـخ : ....
الموافق : ....

مديري المدارس (الخاصة) و مديراتها

الموضوع : تسهيل مهمة

السلام عليكم و رحمة الله وبركاته ،

إشـــارة لكتاب جامعة الشرق الأوسط رقم ك أ ع / خ /١٥/١/ تاريخ ٢٠١٥/٥/٩م أرجو العلم بأن الطالبة / زينب فاخر رسن السوداني ، رقمها الجامعي (٤٠١٣١٠١٦٤) ماجستير لغة إنجليزية و آدابها ، ستقوم بتطبيق الأداة المعدة للبحث المعنون :
" أثر التعلم المدمج على التحصيل الدراسي لطلبة اللغة الإنجليزية و تحديد اتجاهاتهم نحو التعلم المدمج " .
أرجو تسهيل مهمتها ، و تقديم المساعدة الممكنة لها ، شريطة أن لا يؤثر ذلك على مصلحة الطلبــــة و سير الدراسة .

و اقبلوا الاحترام ،،،

مدير التربية والتعليم

مدير الشؤون الإدارية و المالية
حمد فليح القويدر

- نسخة / مدير الشؤون التعليمية و الفنية
- نسخة / رئيس قسم الإشراف التربوي
- نسخة / كاتب الإشراف
- نسخة / الديوان

د.ع ٥/١٢

Appendix7

Panel of Experts and Validation Letters

N	Name	Rank	Place of work
1	Abd AL Jabar AL Byatee	Professor	MEU
2	Abbas Abd Mahadi AL Sharefe	Professor	MEU
3	Majid Abdu Latif	Professor	MEU
4	Nurma AL Zayed	Assistant Professor	MEU
5	Rema Mahmood	Assistant Professor	AL-Albayt University

Dear Professor and Supervisor,

I am currently in the process of determining the face and content validity

of the instruments, which I am going to use for collecting data for my

M.A thesis titled (**The Impact of Blended Learning on the**

Achievement of the English Language Students and their Attitudes

towards it) .I truly appreciate your comments as an expert who will help

in Determining the face and content validity of the two instruments and

achievement test and attitudes questionnaire.

I am grateful to you for the time you will take in commenting on the

Following questions:

Q1-Are the questions in the instruments related to the topic under Investigation namely, difficulties of teaching Arabic, it causes and solutions and finally perceptions toward the Arabic language and its culture?
_____
_____
_____
_____
_____

Q2-Do the instruments measure what they are supposed to measure?
_____
_____
_____
_____.

Q3-Are the items clear and their language appropriate?
_____
_____
_____
_____.

Please feel free to make any additional suggestions:
_____
_____
_____
_____.

Thank you again for your assistance in this matter.

Sincerely

Zainab fakhir   M.A Student /MEU

جامعة الشرق الأوسط

كلية الآداب / قسم اللغة الانجليزية وآدابها

اسم المحكم :––

الرتبة العلمية:––––––––––––––––––––––––––––––

التخصص الدقيق:––––––––––––––––––––––––––

المؤسسة التي يعمل بها:–––––––––––––––––

تحية طيبة وبعد

أنا الباحثة زينب فاخر رسن, من جامعة الشرق الأوسط ,يسرني إبلاغكم بأن مشرفي الدكتورماجد عبد اللطيف قد زكى اسم حضرتكم لتكونوا أحد المحكمين لأداوات البحث(الاختبار التحصيلي والاستبانة) للرسالة ذات العنوان :

أثر التعلم المدمج على التحصيل الدراسي لطلبة اللغة الإنجليزية واتجاهاتهم نحوه

و تهدف هذه الأداوات المرفقة إلى الإجابة عن الاسئلة التالية:

ما هو أثر استخدام التعلم المدمج على التحصيل الدراسي لطلاب الصف السادس في تدريس اللغة الانجليزية؟

ماهو أثر استخدام التعلم المدمج على اتجاهات طلاب الصف السادس في تدريس اللغة الإنجليزية؟

راجية من حضرتكم تزويدي بملاحظاتكم وتوصياتكم على المحتويات, وهل هي مناسبة لتقيس ما صممت لقياسه.

مع جزيل الشكر والامتنان

الباحثة : زينب فاخر رسن