



Sudan University of Science and Technology

College of Graduate Studies

College of Languages



**The Role of Blended Learning in Enhancing EFL Sudanese University
Students' Writing Skills**

**دور التعلم المدمج في تعزيز مهارات الكتابة لدى الطلاب السودانيين الجامعيين دارسي
اللغة الانجليزية كلغة اجنبية**

(A Case Study of Third Level (English Language) Students' College of Education,
University of Dongola)

دراسة حالة طلاب المستوى الثالث (لغة انجليزية) كلية التربية, جامعة دنقلا

A Thesis Submitted in Fulfillment of the Requirements for the Degree of PhD
in English Language (Applied Linguistics)

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2020

Dedication

To my parents, brothers and sisters

Acknowledgements

Praise to ALLAH who granted me the strength and ability to peruse this thesis.

All good things that I have in my life are due to his Help, Love and Mercy.

It is a pleasure to thank many people whom made this thesis possible.

Many sincere thanks to my supervisor, **Dr: Abdalla Yassin Abdalla**, for his sage advice, insightful criticisms and patient encouragement aided the writing of this thesis in innumerable ways.

I would like to express my special thanks to the colleagues at Sudan University of Sciences and Technology and University of Dongola. They gave me many kind suggestions on my research and allowed me to use them as target audience for testing and trying the project.

My thankfulness is due to staffs of library in both Faculty of Education and Colleges of Languages at Sudan University of Sciences and Technology, my thanks extend to the staffs of library College of Education University of Dongola. Great warm thanks to my students at the English Language department College of Education University of Dongola, they were so co-operatives in pretest and posttest and questionnaire respondent.

Abstract

This study aimed at investigating the role of blended learning in enhancing EFL Sudanese university students' writing skills. The study adopted descriptive and experimental methods. Pre-posttest and questionnaire were used as primary tools for data collection. Pre-posttest were given to third year English language students at college of Education University of Dongola and two questionnaires were distributed to both teachers and experimental of students. The researcher applied the statistical packages for social sciences (SPSS) to analyze and tests the hypotheses. The finding revealed that: Blended learning increased learners' writing competences, there are significance statistical differences in English language writing skills in favor of the experimental group, using blended learning model provide students with feedback about their spelling and grammatical mistakes and using blended learning model creates more interaction between students and teachers in learning writing skills. The study recommended that: More time should be allocated for teaching writing skill through used blended learning, short training should be presented to universities teachers about the implementation of blended learning and teachers should encourage students to use blended learning in writing activities. Some suggestion for further studies were also proposed.

Abstract

(Arabic Version)

هدفت هذه الدراسة الي معرفة دور التعلم المدمج في تعزيز مهارات الكتابة للطلاب السودانيين الجامعيين دارسي اللغة الانجليزية لغة اجنبية. اعتمدت الدراسة المنهج الوصفي والتجريبي. تم استخدام الاختبار القبلي والبعدي لطلاب المستوي الثالث لغة انجليزية في كلية التربية جامعة دنقلا لجمع البيانات وايضا تم توزيع استبانة علي الاساتذة والمجموعة التجريبية من الطلاب. قام الباحث بتطبيق الحزم الاحصائية للعلوم الاجتماعية لتحليل واختبار الفروض. اظهرت النتائج ان التعلم المدمج زاد من كفاءة المتعلمين في الكتابة, وايضا هناك فروق ذات دلالة احصائية في مهارات الكتابة باللغة الانجليزية اصالح المجموعة التجريبية, وايضا ادي استخدام نموذج التعلم المدمج الي تزويد الطلاب بملاحظات عن اخطائهم الاملائية والنحوية, واكدت الدراسة ان استخدام التعلم المدمج يؤدي الي مزيد من التفاعل بين الاساتذة والطلاب في تعلم مهارات الكتابة. اوصت الدراسة بما يلي: تخصيص المزيد من الوقت لتدريس مهارات الكتابة من خلال التعلم المدمج, وايضا يجب تدريب اساتذة الجامعات حول تطبيق نموذج التعلم المدمج, وايضا يجب علي الاساتذة تشجيع الطلاب علي استخدام التعلم المدمج في أنشطة الكتابة. كما تم تقديم بعض المقترحات لمزيد من الدراسات.

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CHAPTER ONE

Introduction

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Introduction

1.0 Overview

This chapter provides an overview of the research background, statement of the research problems and objectives of the research. It is also exposed to research questions, significance of study and research methodology.

1.1 Background of the Study

Blended learning is a form of education program in which student learns at least in part through technology with face to face learning in class. It is a natural progress of e-learning. The term "blended learning" is generally applied to the practice of using both online and traditional learning experiences when teaching students. This research seeks to describe the effectiveness of using blended learning in teaching writing skills at some Sudanese university, it tries to investigate how blended learning enhances EFL writing skills, and it also tries to investigate the students' attitudes towards blended learning and teachers point of view if the university syllabus contain enough activities of writing based on blended learning.

Chappelle (2005, p-745) states that:

*" Technology is changing the job of teacher,
through the change it prompts in language
the opportunities for studying language it self
and the options available for teaching language"*

The blended learning used in most interaction of learning area such as: presentation of information, assessment, task and interaction between learners. The element of blended learning mixture between the traditional and modern way of teaching. Yen and Lee (2011) assert that "blended learning, thoughtfully combining the best elements of online and face to face education". It is likely to emerge as the predominant teaching model of the future. The term blended learning not used in education from first

time but it was shifted from business worlds when employers trained in work situations.

According to Sharma and Barrett (2007), the term blended learning originated in business worlds in connection with corporate train then it was employed in higher education and lastly it is appeared in language teaching and learning.

Blended learning increase learning English as foreign language EFL and second language ESL, pedagogues are perceived its capacity to create collaborative and autonomous learning environment in which learners can practice and improve their language skills. This shift of blended learning face to face and online instruction make writing more productive by giving better teaching tools, more time and informative data.

According Pakir (1999) "English is used by all people worldwide because of the on going advances in technology such as internet, and other businesses". English also plays an important role in education and students are expected to use it effectively in writing. It is a very important skill in EFL class. It seems to receive really little at university level, many teachers at Sudanese universities thought that they can teach reading and listening skills, hence, they face difficult when they want teaching writing, this refer to the syllabus, time, way of teaching and student themselves do not like writing, but using blended learning model help teachers to solve most of writing skills difficulties.

Chastain asserts that (1988) "Writing is a basic communication skill and a unique asset in the process of learning a second language". While Sokolik, (2003), describe writing" as the mental work", which included and inventing ides thinking about how to express this idea and organizing them into sentences, paragraphs and joined them together that will be clear to reader.

According to Trudy w, Winfred and Herbert (2004: p 7)

"Students have different levels of computer that may affect their writing. Some, for example may be fast at keyboarding while others may not know to place their fingers.

As in another act of writing it may be worth while learning and practicing keyboarding in isolation before using it to carry out the principal writing tasks".

Despite the clear demonstration of the benefits of using blended learning in education in general and in developing writing particular, there are number of teachers less positive than their students about the use of blended learning component. Blended learning adds to and enriches face to face teaching interaction, it improves learning by giving another chance for students to stay in touch with their teachers and classmates. Blended learning is an innovative teaching method that offers students with a flexible teaching environment. According to Yen (2011), blended learning is an approach to education that offers a learning environment to accompany the teaching process by adding more innovative modes of assessment. Also, the uploaded activities are varied. Students may get online sessions; they are asked to upload their written material online in a well-organised way. Moreover, the teacher has the flexibility of editing and adapting the blended learning course material to the needs of the students and course intended learning outcomes. Online learning in developing countries has enabled developing nations to be able to respond to increased demands, mainly for university education that was previously denied, also blended learning included cost- effectiveness for both learners and the teachers and blended learning makes the online course available to other learners from other countries. There many challenges that face blended learning in developing country this included computer and internet accessibility, limited knowledge in the use of technology, and lack of computer labs at some universities.

1.2 Statement of the Research Problem

Writing statements and paragraphs in a foreign language is very challenging for the students. However, the use of computers and blended learning programs can make the writing task much easier and enjoyable and can help students to express their thoughts more clearly. The researcher has come across some errors that committed by students at university of Dongola, college of education in their writing. Hanes, blended learning can be used to overcome the writing skill problems.

Also, the researcher observes that most teachers do not use blended learning in teaching at Sudanese universities, so this study will focus on how can teachers using blended learning as model for teaching EFL writing skills. Most of the teachers at university level still rely on traditional way of teaching, also in traditional classroom teaching in Sudan, a teacher or team of teachers lectures while students listen, take note and do not participate in class activities in additional most Sudanese students are willing to accept what teachers says without question. Classroom teaching alone is not be enough to suit individual requirements leading to the modern technology is to serve each students' needs, so teachers must learn and be familiar with using blended model in classroom instruction, this indeed is important area and current trend in foreign language teaching, which is under the discipline of applied linguistics, it is important to know the teachers, own ideas about how blended learning supplement their teaching performance. So, this research will try to find answer to the research question.

1.3 Objectives of the Study

The objectives of this study are:

1. To investigate how blended learning enhance EFL writing skills.
2. To find out if universities syllabus contains enough activities of writing skills based on blended learning.

3. To recognize the students' attitudes towards blended learning.

1.4 Questions of the Study

This study will attempt to provide answers to the following questions:

1. To what extent does blended learning enhance EFL writing skills?
2. To what extent does universities syllabus contain enough activities of writing skills based on blended learning?
3. What are the students' attitudes towards blended learning?

1.5 Hypotheses of the Study

This study has the following as its hypotheses:

1. Blended learning enhancing EFL writing skills.
2. English language syllabus at universities do not contain enough activities of writing skills based on blended learning.
3. Students react positively towards blended learning.

.16 Significance of the Study

Integrating technology in education in general and in writing in particular is a complex task because of the nature of writing skill. Hence, planning for blended learning integration in writing skill is considered as a key element for improvement and development of learners' writing skill. This study is considered a significance for teachers, students, as well as expertise and syllabus designers to get maxim use of blended learning in teaching to improve students writing skills. in the case of this study, the researcher aimed to enhance students' writing skills, through the combination of traditional face-to-face instructions and blended support. Also, through this research, the researcher examined the effects of using, design and teaching writing skills through a blended model to enhancing students' learning outcomes and writing performance. Moreover, during the implementation of this research, it is hoped that the researcher can find out the problems that students may have when attending the blended writing class. Based on what can be done to solve those problems so that

the students writing skills improved. This study addresses a newly approach in English language teaching, thus it is important to those who are concern with English. Moreover, it is an attempt to high light the impact of blended in increasing student writing skills at university level. In addition to blended learning will establish new tool of pedagogy to the students and teachers as well as expertise and syllabus designers to get maxim use of blended method to improve students writing skills.

1.7 Methodology of the Study

The researcher used the descriptive and experimental methods to conduct the research. For data collection researcher used questionnaire for teachers to provide more understanding of teachers' view, if university syllabus continues enough activities of writing. Also, the researcher used a well-structured questionnaire for experimental group of students to elicit responses from the student. And finally, the researcher used achievement test, pre-test and post-test for third level students' college of education to investigate how blended learning enhancing their writing skills.

1.8 Limits of the study

This study will be limited to the following:

This study will cover "The Role of Blended Learning in Enhancing EFL Sudanese University Students' Writing Skills". The sample will be the English language teachers at Sudan University of Science and Technology, University of Dongola. The students will be third level student college of education University of Dongola. This study carried out during the year 2019/2020, second semester.

1.9 Definitions of Terms

Blend learning

Is an education model that combines online digital media with traditional classroom method, (Wikipedia). The North American Council for Online Learning NACOL (2008: 5-10), defines the blended learning setting as

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.

Face to face teaching

Is a Model of delivering information during the teaching and learning process that is normally based on traditional way of teaching using "board, jock and students textbook" (Wikipedia).

Applied Linguistics

According to and AL- Mutaw and Kilaniand (1989) stated "applied linguistic which refers to language data. This is closely associated with language teaching as make use of linguistic principles in solving problems or answering question of how to learn say the structure of one language or sound system as demonstrated by descriptive linguistic".

According, Brain and Ake (2015) applied linguistic is an interdisciplinary field of study that aims to understand the multifaceted roles and nature of language problems in social context.

Effectiveness

Effectiveness is the capability of producing a desired result. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression" (Wikipedia, 2013). Based on the researcher's experience; Effectiveness is the degree of improvement in the

students' achievement level in English language as a result of using blended learning in English language classes. It is statistically measured.

E-learning

E-learning is one of the new methods which might be supporting change in the educational environment. In fact, it facilitates the interaction and the exchange of views and experiences. This type of learning depends on the

use of electronic means for communication between teachers and learners as well as between learners and educational institutions (Wikipedia, 2018).

Summary of the chapter

In this chapter, the background of the study, statement of the research problem, objectives of research and research questions have been discussed and explained in detail. Followed by the significance of the research and limits of study. Finally, some definitions of thesis presented. In the next chapter the literature review and previous studies will be reviewed under several headings.

CHAPTER TWO

Literature Review and Previous Studies

CHAPTER TWO

Literature Review and Previous studies

2.0 Overview

This chapter reviews literature on using blended learning to enhance EFL learners writing skills. Generally, this chapter consists of two parts. The first part is divided into two section, the first section is about the blended learning its definition, purposes and criteria. The second section is about writing skills definition, the nature of writing and the process. The second part of this chapter is related previous studies carried out in this field.

2.1 Definition of Bended Learning

There are many definitions of blended learning, but the most common is that which recognizes some combination of face to face and virtual environments. According to Garrison and Vaughn (2008) define blended learning "the thoughtful fusion of face to face and online learning experiences". They are emphasizing the need for blended learning with traditional way in teaching writing skills. Poon (2013) add that" the aims of two delivery method is to complement each other" currently the use of term blended learning involves combining internet and digital media with established classroom forms, that require the physical co- presence of teachers and students. Blended learning is one of teachers' arts to combining between varied resources and activities within learning environments that enables learners to interact and construct ideas. Moreover, pinking et al (2012) define blended learning as " structured opportunities, which use more than one learning or training methods inside or outside the classroom". This definition includes different teaching and learning methods (lecture, discussion, guided, practice, reading, games, case study and simulation), different delivery methods (live classroom or computer mediated), and different scheduling (synchronous or asynchronous).

Hassan (2012: p 1), depicts the relation between traditional learning and e-learning and blended learning as shown in figure (2.1).

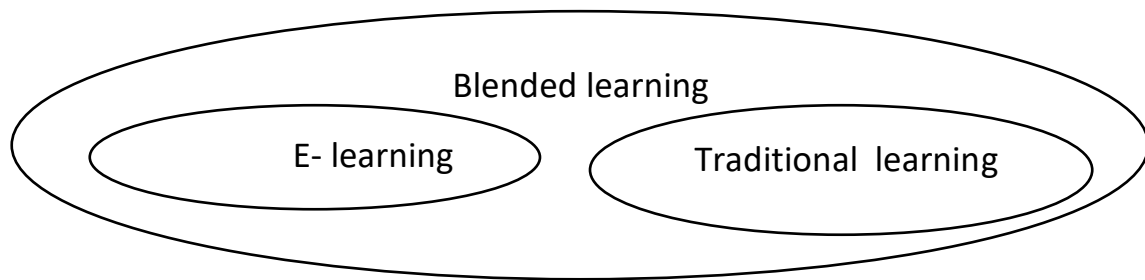


Figure (2-1) the relation between traditional learning, E learning and blended learning. Hassan, I (2012: p1).

From the figure (2-1) we observed that blended learning combine the elements of e-learning and traditional learning. As Garrison and Kankan (2004) comment this combination of classroom and online setting has simplicity, but there is also complexity to the concept which is evident in the wide variety of setting, diversity of students, population and consequent learning designs. Different blended of technology and pedagogy have been documented in both campus- based and distance program.

2.2 Characteristics of Blended Learning

According to Al- Fiky (2011: 23-24), blended learning redesign the education model with this characteristic:

- Moving form lectures to students centered learning.
- Maximizing teacher- student, student- student, student- content, student- outside resources interaction.
- Integrated evaluation techniques for teachers and students.
- Broaden the spaces and opportunities available for learning.
- Support course management activities (eg: communication assessment submission, marking and feedback.)
- Support the provision of information and resources to the students.

While Huang and Wang (2006) assume that blended learning has three major characteristics. The first is flexibility of providing learning resources. The second is support of learning proficiency, blended learning increase individualized learning and self- regulated learning to happen. The third is enrichment of e- them to improve their existing practices.

2.3 Blended Learning Design

Blended learning design differ according to the elements that are blended. The selection, organization and primary presentation of course, content as well as the design and development of learning activities and assessment is a pivotal responsibility for teacher. Bath and Bourke, (2010) describe five phases design for blended learning as systematic approach, starting with:

- Planning for integrating blended learning into your course.
- Designing and developing blended learning element.
- Implementing the blended learning design.
- Reviewing (evaluating) the effectiveness of your blended learning design.
- Planning for the next delivery of your course then involves improving the blended learning experiences for both staff and students.

2.4 Blended Learning Environment

Blended learning, as mentioned before, blends both e-learning and face-to-face learning. Figure (1) depicts the rapid growth of distributed learning environments and its convergence with face-to-face learning environments. Graham, (2004) assert that, "intersection of the two archetypes depicts where blended learning systems are emerging".

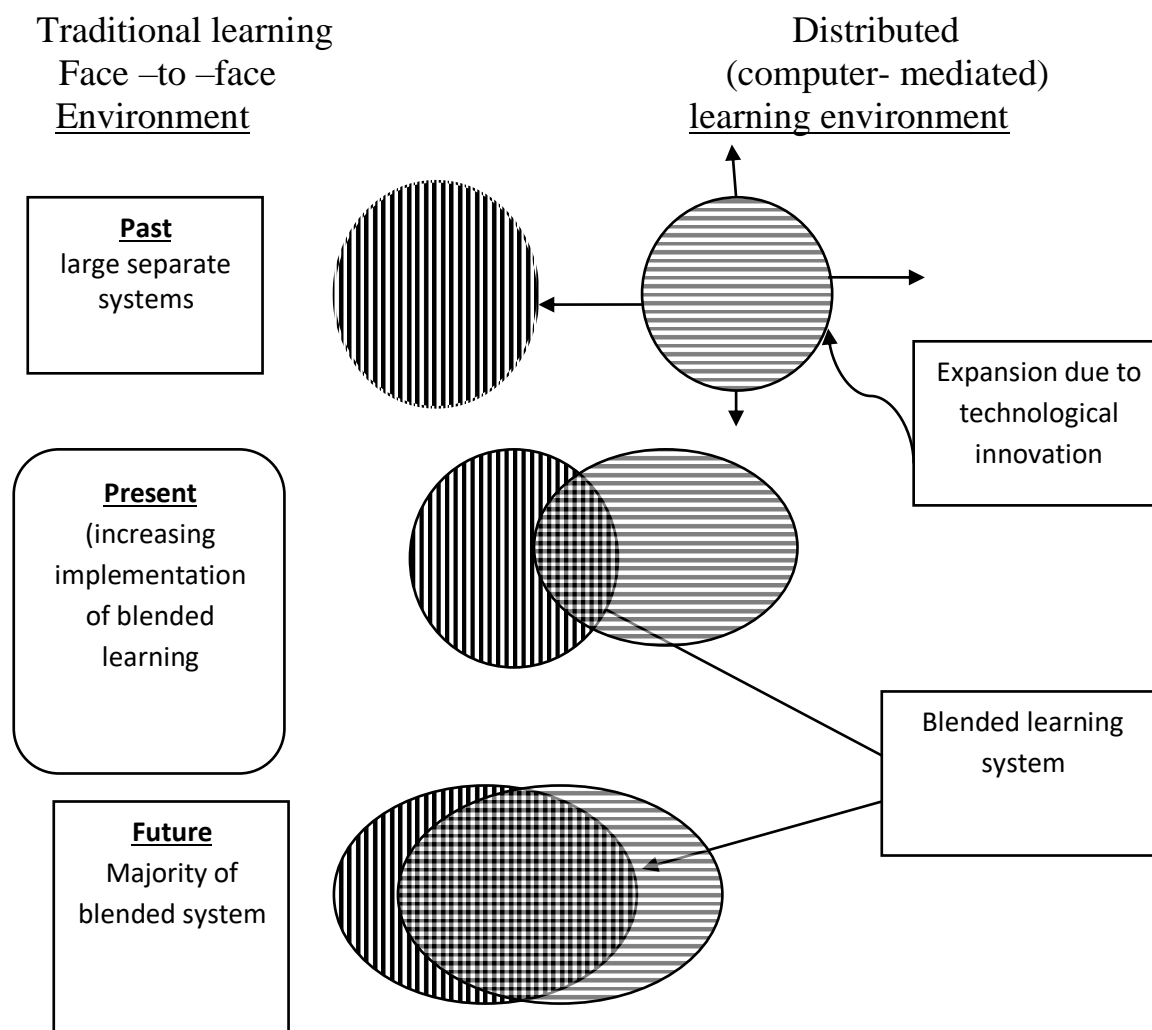


Figure (2-2) Progressive convergence of traditional face-to-face and distributed environments allowing development of blended learning systems. Graham (2004: p6).

effective aspects of traditional education, such as face-to-face Blended learning environment which is regarded as a type of distance education integrates the advantages of distance education with the effective aspects of traditional education, such as face-to-face interaction. In contrast to classical learning environment which poses restrictions on place and time, e-learning provides an environment where the learners can study regardless of time and place restrictions. The factors such as learners' individual differences, personal characteristics and learning styles have significant impacts on the learning environment. For

instance, the learners who have difficulty in establishing communication in the classroom environment find it easier to communicate in the electronic environment. It is obvious that the weaknesses and strengths of online environment and the weaknesses and strength of face-to-face education integrate in blended learning.

2.5 Teachers' Attitudes Towards Blended Learning

In most developed countries, nearly all universities are equipped with the infrastructure to conduct blended instruction. However, the use technology mediated instruction is common. Positive teachers' attitudes are to be effectively integrated into school curriculum. Abdulla et al (2006) assert that "the level of attitude and motivation of English teachers in usage of computer for delivery of English writing course and the associated problems and constraints faced by them". The teachers had positive attitude, were highly motivated towards the use of blended method to teach English writing skills. Moreover, teachers used technology in classroom, played an important role in enhancing the positive attitude and motivation of students.

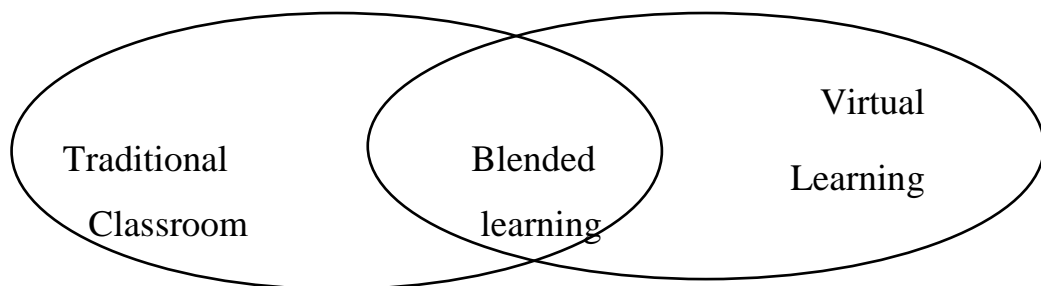


Figure (2-3) blended learning in an EFL writing class adapted from Badii, (2008 p: 8).

2.6 Technology and Blended Learning

Graham and Robison (2007: p 58), assert that " information technology and develop of virtual learning environments are used to support learning". Blended learning is thus creating e-learning environment that combine the best element of teaching. According to Sharma and Barrett

(2007: p2), generalize their understanding of blended learning as a course which combines face – to- face classroom component with an appropriate use of technology:

The term technology covers a wide range of recent technologies, such as the internet CD- ROMs and interactive whiteboard. It also includes the use of computer as means of communication with application such as chat and e- mail and number of environments which enables teachers to enrich their course such as virtual learning environments.

2.7 Blended Learning Models

A group of teachers and other interested in blended learning developed a set of models that can be employed in the field of blended learning and these models are:

2.7.1 Fernando Model of Blended Learning

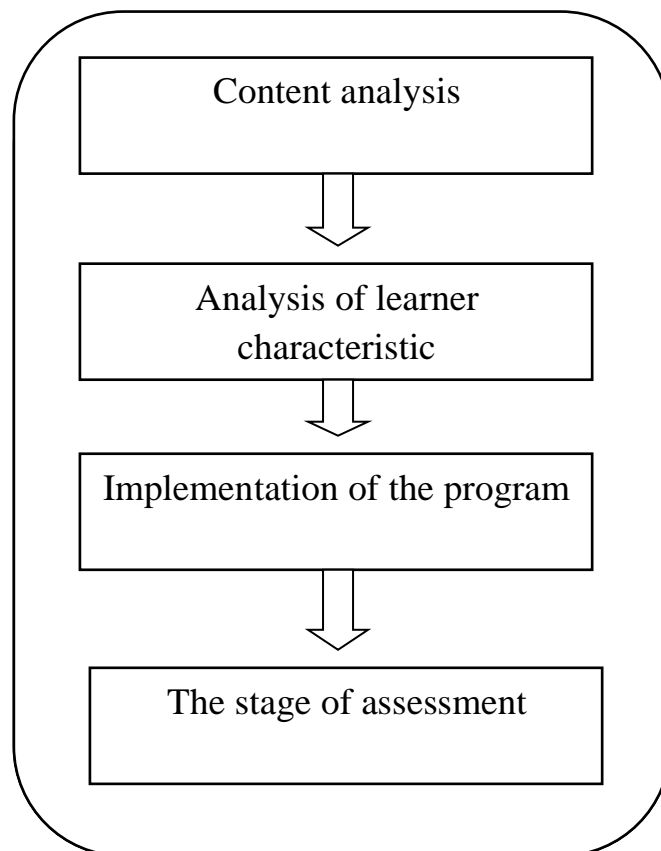


Figure (2- 4) Fernando blended learning model A. Harb (2012 p 23). This model consists of number of steps:

- Content analysis: the teacher determines the course and what he or she is teaching, namely, the education goals and the planned educational content and dividing it in two parts according to the objective, part that presented electronically via network or through CDs and part that presented in traditional way face- to- face.
- Analysis of learners' characteristics by identifying their experiences and previous information related to the educational curriculum, and then identify a series of electronic lesson for the process of self-learning for each study.
- Implementation of the program
- The program looks like face- to- face for encounter for one day, and learners have the opportunity to meet each other as well as the teacher reviews the groups' knowledge
- Self-learning: every student study electronically at any time and in any place according his ability.
- Two interaction (one-hour pre interaction) are held weekly between the teacher and student.
- Two conferences will be held in the third and sixth week dealing with specific topic that is planned already.
- Provide permanent support through e-mail and submissions with 24 hours.
- The stage of assessment: through the subject of all learners to the evaluation of calendar to obtain a certificate to pass educational program through the identification of what was acquired and achieved goals at the end of the specified period. In the design of this model the researcher note that it did not include the development stage, namely, the development of tools used in this model to ensure its validity from educational and scientific point of view.

2.7.2 ODP Model for Educational Design of Blended Model Learning Program

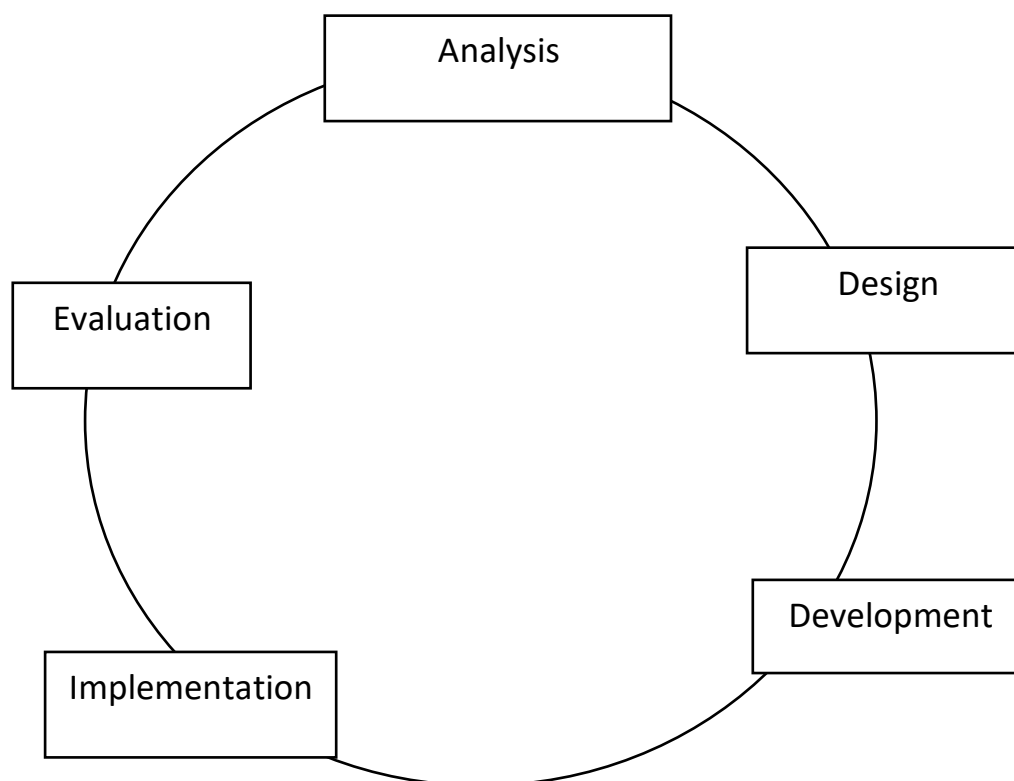


Figure (2-5) ODP model for blended learning design. Juanita, (2010, P54)
ODP model consist five stages:

- The analysis phase: the most important stage in the implementation of blended learning method, it aims to know (who are learner? What they know? What they are learning? What they need? And what knowledge you want teach them?)
- The design phase: the application of strategy of implementation of blended learning through the renewal of the elements of learning which are (educational objectives, the strategy of evaluation and the resources used in educational program)
- Development stage: this stage is based on analysis and design stage the aims is to produce learning material for learning process.
- Implementation phase: the blended learning is implemented according to the steps already identified in the design phase.

- Evaluation phase: the objective of this stage is to measure the extent to which the desired goals are achieved and success of the educational program using the assessment tools that have been prepared.

2.7.3 AL-Fiky Model of Blended Learning (2011: p 90).

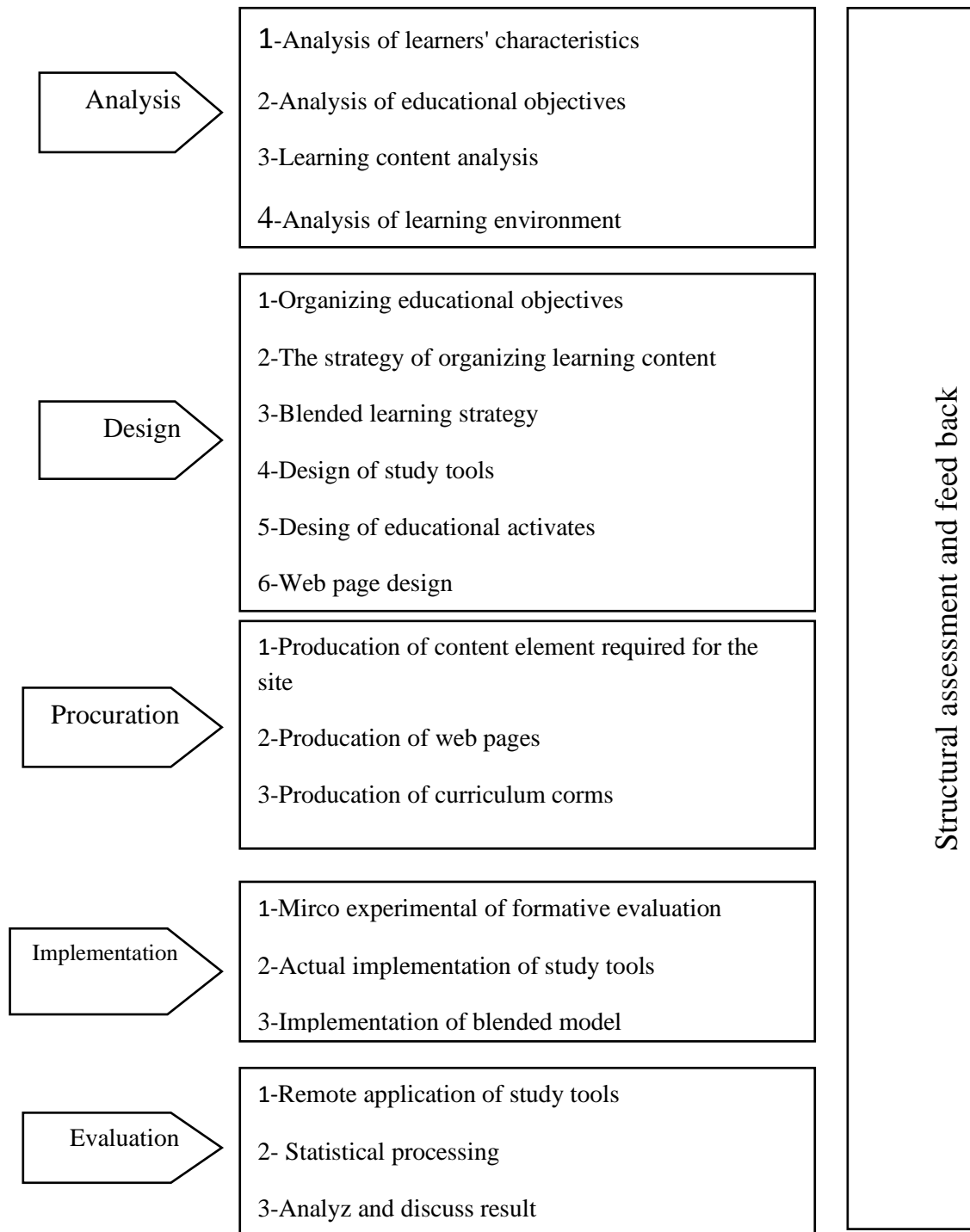


Figure (2-6) Model for blended learning design. AL-Fiky (2011: p 90).

AL- Fagi model for blended learning involves the following steps:

- Phase of analysis: this phase is analyzed (learners characteristic, educational objectives, content analysis and learning environment).
- Design phase: in this stage we design (educational objective, organizing learning content, delivery strategy, design study tools and design study pages)
- Production stage: this step of model produce (content of element required, web pages, curriculum scorn and up lowed site on the internet)
- Implementation stages: this step of model consist of (experimental, study tools and applied blended learning model)
- Evaluation phase: this step evaluated (study tools, statistical processing, analysis and discussed result).

2.7.4 AL-Fiky Levels Model (AL-Fiky, 2011: 45)

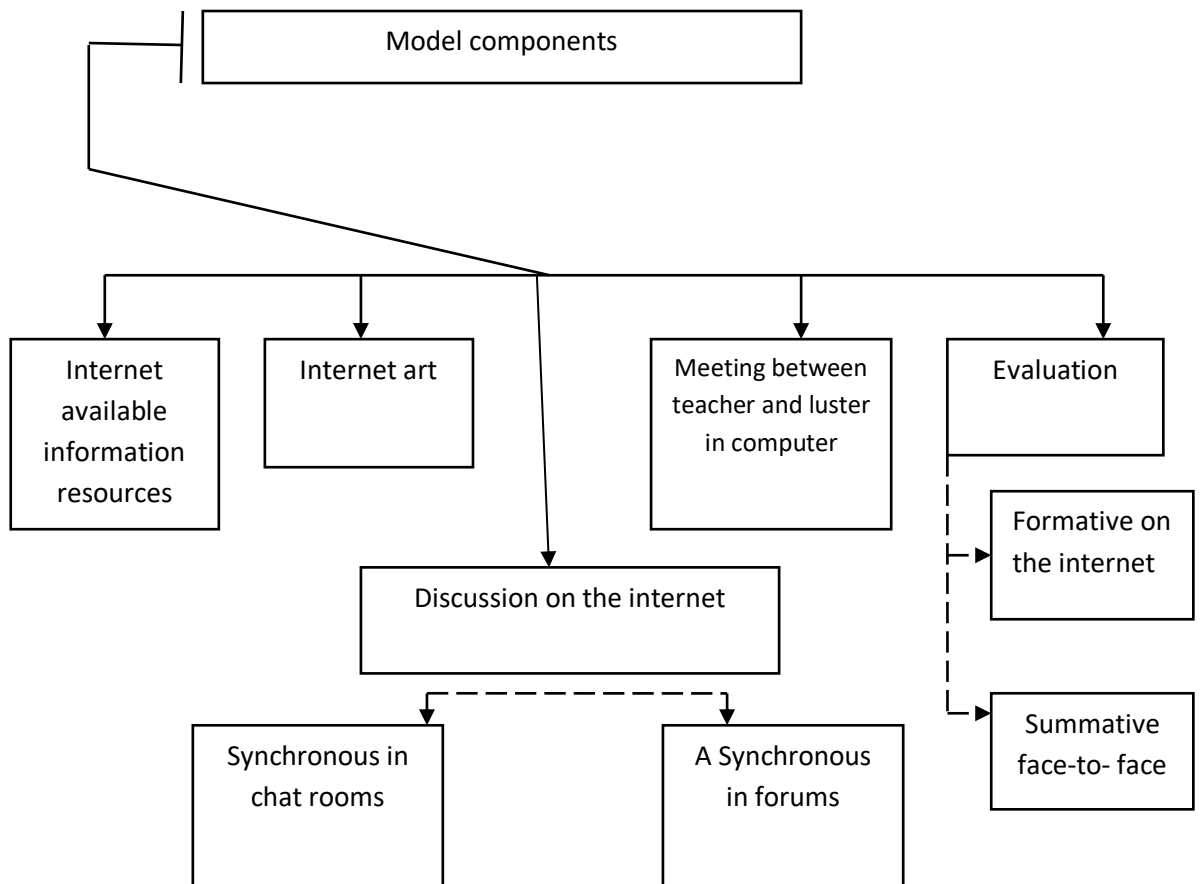


Figure (2- 7) Al-Fiky Model components (2011: P 45).

The components of the previous blended learning model, as illustrated in Figure (7- 2), are as follows:

- Computer lab where the face-to-face interaction between teacher and learners and learners together takes place
- Electronic learning via the Internet
- The teacher
- Chat rooms for synchronous discussion via the Internet between the teacher and students and students themselves
- Forums for asynchronous discussion via the Internet between the teacher and students and students themselves.
- Activities presented via the Internet in the form of assignments after each unit which is handed electronically to the teacher.
- Evaluation (formative and summative)

2.8 Levels of Blended Learning

According to Graham (2004) "blended learning can occur at different level, such as students' activities level, course level, program level and institutional level". At the different level students need teacher support their learning activities, but all students' self-learning in learning. AL-Fiky (2011, 42-45) classified blended learning according its nature, quality and classified it into four categories:

- Component level: this depend on the combination between several information transfer media and the learning content to form the whole which consists of several separated components that differ according to the learners' nature and available traditional or electronic learning resources.
- Integrated level: it is integration among different element of electronic learning based upon internet. Each component supports other component and evaluation in one of these integrated

components to measure the learners' ability to perform designed learning tasks.

- Collaborative level: it is based on blended between the teachers (as guide) and co- operative learning groups in traditional classroom or the collaborative learning groups on the internet.
- Expensive level: the blended between traditional classroom and learning and off line electronic learning resources (e- mail, e- book and books program).

2.9 The Teachers Role in Blended Learning

The teachers' role has always been central to providing a structured and engaging teaching and learning environment in traditional classroom face-to- face component remains central to blended learning and the role of the teacher in blended learning environment remains indispensable. Technology can only achieve so much, and the teacher has to be the motivating organizing force to the integration of students' online and class learning. According to Jones (2007) student can be "tough". They can only be blended to learn. In students centered classroom, teachers' role is to help and encourage students to develop their skills the teacher and student are team working together.

2.10 The Students Role in Bended Learning

Usually students need time to adapted and develop in a new learning environment. Supporting students through this transition is crucial. Strake (2007) assert that "the pedagogical rational behind blended language learning is desire to all for high learners' independences in teaching and learning of second or foreign language".

2.11 The Institutions Role in Blended Learning

Successful implementation of blended learning process in high education mainly based on institution to facilitate a better, of

learning experiences and overcome any challenges and barriers of new learning environment. Garrison and Kanuka (2004), emphasize" the essential role of institution in creating the necessary policy, planning, resources and support system to enable successful implementation of blended learning program". The movement to a desirable blended learning environment will not happen unless there clear strategic, policy, principle and plan. Garrison and Vaughan (2008), state that" institution aiming to implement blended learning must be able to discuss policy question" why should high education adapt blended learning approach? What is the nature of educational experiences that traditional assumption and practices? How will blended learning challenge expectation for faculty and student? How will the adaption of blended learning be managed? Moreover, Vaughan (2007: p37), assert that the leadership that aims to adapted learning must consist of:

Three internet skills core elements; vision interpersonal Skills and courage. The vision for blended learning must be in the best interests of the institution and truly shared among the constitution members. The senior administration must possess the interpersonal skills to work collaboratively with others. This involves the ability to share the ideas also the willing to listen to contrary views. Finally, the leader must have courage to " stay the course" and make hard decisions.

2.12 A Blended Solution for Language Learning

Blended learning refers to mixing of different learning environment. The phrase has many specific meanings based upon the context in which it is used. Blended learning gives learners and teachers potential environment to learning and to teach more effective (<http://blendedlearning.506.wikispaces.com>). most references of blended learning assume the continued use of face-to-face and traditional learning as basic learning of experiences, enhanced by integration of internet as well as other teaching and learning technologies into studies undertaken both in

and out of classroom. These integrations should happen with mediation and support of teacher and should reflect and work the learning aims and needs of all learners.

2.13 Factor that Promote Blending Learning

According to Sharpe (2006), "blended learning models should be developed to respond to local community or organization modes rather than using a generic approach". While Mason and Rennie (2006), argue that "putting the learner's needs first a head of context of the bias of the teacher in making such choices".

Sharpe (2006), assert that "blended learning should be introduced as scholarly and transformative redesign process within the institution that rebuilds the course rather than simply adding on technology". As Vaughan (2007), students' expectations, especially their ideas that fewer face-to-face mean less work and the need to develop more responsibility for their learning and time management skills must be taken into account. Another factor included:

- Teachers role in guiding students about the proper time of learning.
- Team co-operative learning with specific roles for the members.
- Encouraging creative achievement.
- Flexible potentials for solutions to some question.

2.14 Conditions for Successful Blended Learning

According to John and Scott (2013), blended learning implies, requires a lot of support building before and communication during implementation. If the shift to blended learning feels like "just district" initiative it is doomed to failure, so there are many steps that support blended learning shift.

Define academic goals, the difference between blended learning and just adding computers to the way schools have always operated is that there

regular and international change in delivery to boost learning and leverage teacher talent. The academic goals included:

- Powerful learning experiences, student will consistently experience classroom work and activities that are meaningful, engaging and relevant, connecting to student interest and previous knowledge.
- Global preparedness, students will be immersed in skill, such as critical think, problem solving, team work and data analysis enabling them to compete globally.
- Growth for all, regardless of starting point, students will achieve at least one-year academic progress in reading and writing.
- Excellence in communication, learners will be provided regular and multiple opportunities to demonstrate learning through verbal and written communication.

Building support, the first step in in building a plan and support for that plan in readiness assessment. The issue that has most change in past years is teachers' students and parents' adaptation of learning application.

Funding shift, Developing the budget capacity to improve student access to technology implementation new modes and training staff in seem important, as note that shift the digital learning costs a lot of money because every learner need device such as laptop, computer and note.

2.15 Rationale for Blended Learning

The use of blended learning in education strongly influenced teaching and learning in twenty-first century. The way of teaching in high education need for change. Young (2002), point out that " not all students learn in the same way, therefore the traditional approach is not ideal for all students". Little John and Pegler (2007), indicate that " e- learning is the way to tackle the global challenge of meeting the demand for high education". With available of internet courses, we developed to be taught online to provide access to high education. But online course has been criticized for lack of

socialization and support benefits of traditional instruction. So, and Brush (2008), indicate that " the student on totally online courses are like to be dissatisfied and frustrated due to a number of changes such as inadequate infrastructure and lack of synchronous communication". While Linardopoulos (2010), stated that " a fully online version on public speaking course can be comparable to face-to-face version in term of skills, knowledge acquisition and workload". However, blended learning provides more guidance for e-learning and add more flexibility and accessibility for class in teaching writing skills, the common goals of blended learning is the possibility of combine the traditional face-to-face and e-learning. According to Jones and Lau (2009), " universities are moving from completely online delivery to a blended learning mode because of the important of human element". The blended mode is preferred over completely online course and traditional approach. Graham (2006), contends that " a blended of face-to-face and online learning offers effective learning experiences, increasing access and flexibility".

Blended learning has been implemented with various designs proved the positive effect on the learning and teaching skills. Delacey and Leconards (2002), state that the relation of students interaction with blended learning according to them " students not only learn more when online sessions were added to face-to-face course, but the student interaction and satisfaction improved as well.

2.16 Tools and Technologies

The tools and technologies that can be used in contracting effective learning environment for blended learning namely:

- Technology in classroom that are used face-to-face learning situation.
- Virtual communication that enable users to engage in discussion and active over internet.

- Social network and soft work, now extensively used by student and staff in their personal life and be more use in teaching and learning.
- E-learning system, that is online environment bring together arrange tools to support e-learning such as conferencing system, group collaboration.
- Mobile learning, using mobile phone and laptop detail account.

2.17 Type of E-Learning

There are fundamentally two type of e-learning synchronous and asynchronous.

2.17.1 Synchronous E-Learning

This type of e-learning requires learners and instructors to communicate online at time from different place. Mylott (2008), assert that " to conduct the synchronous e-learning there are a number of tools that could be used as video conferencing, audio conferencing, chat room and whit board". Thus, this type of e-learning needs modern equipment and good network connection.

2.17.2 Asynchronous E-learning

This type of e-learning not require students and teachers to be online at the same time. As Suss Man (2006), the advantage of asynchronous e-learning is that the student will be able to choose suitable time for him to access, and will allow him to do his learning at his own place. But the disadvantage of this type of e-learning students will not get immediate feedback from the instructor and will be more isolated than synchronous e-learning.

2.18 Blended Learning in Practices

Most of teacher and students use blended learning methodologies, but they are unaware they use it. The starting point of blended learning must be considering learners' perspective. Bound (2001), argue that " learning does not accrue in isolation, the extent to which we are motivated to learn

depends as much on context of learning", as it does on intrinsic in objective of study, online experiences without feedback is empty experiences

2.19 The Disadvantage of E-Learning

Despite of many advantages of e-learning as education approach it has negative side this included the following. According to Ware (2003), and AL-Mobark (2005: p 23):

- E-learning have negative impact on the development of communication skills of learners.
- The learners might suffer from introversion, isolation and lack of social interaction, therefore learners need strong motivation and skills to reduce this effect.
- E-learning less effective than traditional learning in terms of clarification and explanation as the learning process becomes easier through face-to-face encounter.
- In e-learning cheating cannot be regulated.

According to Akkoy, Uklu and Soyla (2006), the negative aspect of e-learning make it less appropriate approach in teaching rather than other methods such blended learning or hybrid courses".

2.20 Advantage of Blended Learning

Blended learning plays great role in teaching in general and teaching writing skills specifically, thus it has many advantages which included accessibility, course interaction and pedagogical effectiveness. Most university work hard to balance between traditional face-to-face and e-learning via increasing the work through blended learning. Carrol (2003), enhances the idea of accessibility saying that " student like the ability to access course materials any time any place and be positive about the convenience and flexibility, this support them. Most of student those whom work, blended learning course help provide them with flexibility they need to juggle job, school and family. By reducing time and space,

communication access is easy and student prefer this course rather than face-to-face course.

Al Fiky (2011: p 24- 26), summarize the advantage of blended learning as following:

- Increasing students' interaction and participation.
- Developing students' learning and performance.
- Affecting teachers approaches of another subject.
- Developing independent learners, according to Sharma and Parrett (2007), " blended learning is the sources of instant feedback, time saving and motivation to learners.
- Gould (2003)," blended course maximizing classroom space or reduce the number of over crowded classroom".
- Dziuban, Hartman and Moskal (2004), states that " it increasing student learning outcome and reduce instructional delivery costs".
- Allowing institution to offer ore classes at peak demand times of day.
- Reducing paper and photocopying costs. In blended course all course needs lectures, assignment, homework and other copy are easily accessible to the student on course website or soft copy.

Sign (2003), point out that " combining different delivery modes has the potential to balances out and optimize the learning program development and deployment cost and time". A full online self-paced, media-rich and training content may be too expensive to produce requiring resource and skills but combining virtual collaborative and coaching sessions with simple self-paced materials, such as generic off the self-web based training, documents, e-learning and power point presentation, may be just as effective or even more effective. According to Rovia and Jordan

(2004), "blended learning produce strong socialization feeling to the students' comber to their counterparts who learn through traditional way or those whom learn via complete e-learning". While Osguthorpe and Graham (2003: p 22-23), identify six reason why one might choose to design or use blended learning this included:

- Pedagogical richness.
- Social interaction.
- Access to knowledge.
- Cost effective.
- Ease of revision.
- Personal agency.

Milheimin in his study (2006), revealed some of advantages of blended learning like; "immediate feedback for students, face-to-face interaction with teacher during the learning and flexibility". Many studies conducted in the area of advantages of blende learning, it proved that blended learning provided learners with skills, knowledge and individual differences. It also helps students' practices discussion with other without fear of criticism and rise their employing various resources which develop and promote learning.

2.21 Challenges Facing Blended Learning

The implementation of blended learning faces some difficult and challenges which might affect the quality of teaching and learning. Hofmann (2011), describe a variety of teaching organizational and design facing blended learning:

- Looking at how to teach? not just what to teach.
- Ensuring participants' ability to use technology successfully.
- Ensuring all the elements of blended are coordinate.

- Overcoming the idea that blended is not as effective as traditional teaching.
- Keeping online offerings interactive rather than just "talking at" participants.
- Redefining the role of facilitator.
- Ensuring participant commitment of follow-through with "non-live" elements.
- Managing and monitoring participant progress.
- Matching the best delivery medium to performance objective.
- Resisting the urge to use technology simply because it is available.
- The difficulty in evaluation, monitoring and class administration.
- Frustration, confusion, anger, anxiety and similar emotional state which may be associated with interaction can affect productivity, learning, social relationship and wellbeing.

While Graham, Allen and Urea (2005), categorize the challenges facing effective implementation of blended learning which include:

- Finding the right blend, is most significant challenge faced by people developing and delivering blended learning is identifying the instructional strategies that mesh well with the conditions that are present in different environments of blended learning.
- Overcoming barriers of institutional culture, both teachers and learners have barriers culture, it must be overcome in order to use blended learning.
- Limited access to internet facilities, in Sudan for example the cost of internet services is quite huge, and the internet speed is limited, thus to use internet we need low cost with high speed.

- Inadequate infrastructure, limited availability, infrastructure special telecommunication network and services which are quite development and expansion to elude our educational system.
- Increased demand of time, teachers and trainers are generally comfortable with presenting instructional materials either in face-to-face or in blended learning, but not necessarily in both learning environments.

Some studies asserted the difficulties that face blended learning, Harriman (2004), confirm that blended learning faces several challenges such as how to manage instructional complexity, how to design blended material, the role and the responsibilities, the creativity and control cost. While Al-Haq and Al-Sob study (2010), concluded that there are some difficulties including balance between creativity and production culture adaptation as blended learning when design takes in account the needs for local community students, rather than global community.

2.22 Writing

As we know that language have four skills this included listen, speaking, reading and writing. Writing is one of many means of people use to communicate it is a matter of putting thought and idea on paper either to use pen or keyboard. Writing is clearly a complex process and competent it is frequently accepted as being the last skill to be acquired for both native speaker and foreign learners.

Hyland (1990- p 336) defines writing as:

"Both process and intellectual discipline that requires and promotes unique ways of thinking. The ability to control our thoughts means seeing idea written down before they can be shaped, developed and improved. Thus, writing with a word processor or pen and paper demands a continual refashioning of expression and reevaluation of material as an integral aspect of text"

development".

Aradeb (2010), describe writing as the act of forming graphic, symbols, letters or combination of letters that concern the sounds people produce in their speech. so learning to write, is like to read or play musical instrument, it is generally a sequential process normally with one set of skills building on the combines many skills, included five motor, control, attention, language, memory, and other skills. It has been agreed that writing is means of communication made possible through graphics symbols, arranged according to certain conventions to form word which in true are arranged and organizing to gather to form sentences. The sentences are grammatically connected to form piece of writing. Writing involves writer(producer) and reader (receiver), in the writing process there is an interaction between writer and reader, the writer is considered (encoder) and the reader is (decoder). Wikipedia define writing as medium of communication that present language and emotion with signs and symbols. In most language writing is a complement to speech or spoken language. Writing is not language but it is tool, used to make language be read. Within a language system, language is relying on many of the same structures as speech such as vocabulary, semantic and grammar, the result of writing is text.

2.23 The Nature of Writing

The English language are four skills (listening, speaking, reading and writing) each pair of them presents a category (listening and reading) are consider as receptive skills, while (speaking and writing) are productive skills. Writing skills must be done and practice a lot of learnt and make use of it and it is rules, therefore the writer does not write for himself but writer for his reader, for that the writer must clearly state his idea to make himself understood. Raimes (1983) and Aradeb (2010: p 22- 23), discussed eight ways in which writing and speech different form each other:

- Speech is universal, every one may acquire native language, but not every one learns how to read and write.
- Spoken language has direct variation, the written language generally demands standard forms grammar, syntax and vocabulary.
- The speaker uses pauses and intonation while writer use punctuation marks only.
- Speakers speak to listener who are right here for writers' response is delayed or nonexistent.
- Speakers use their voices with (pitch, stress, gestures, and facial expression) to convey their idea, writers have to rely on words only to express their meaning.
- Speakers always pronounce, writer spell.
- Speech is usually informal, writing on other hand is more formal and compact.
- Speaking is usually spontaneous and unplaned, while most writing takes times, it is planed that writer can go back and change he has written.

While AL-Mutawa and Taaisser (1989) Aradeb (2010: p 22-23), states that writing is complex cognitive activity which requires the following elements:

- Complete acquisition of Alphabet.
- Understanding how letters combine to form words and the relationship between the word and it is meaning.
- Mastery of the most frequent rules the structure of the sentences.
- Ability of combine sentences to build an effective paragraph and combine them to produce essays.
- Knowledge of mechanics of writing, speaking, capitalization, punctuation and other writing conventions.

- Formalization with transitions to achieve coherences.

In terms of pedagogy, writing is a central element in language teaching as students need to write down notes and take written exams. Yet over the years it has seemed that writing has been seen as only support system of learning grammar and vocabulary rather than a skill in its own right, according to Harmer (2004), trainers and methodologists have looked at writing in foreign language classrooms and acknowledged the importance of writing as a vital skill for speakers of foreign languages as much as for every one using their first language.

For the linguistic factor, writing lacks paralinguistic devices such as gestures, stress, intonation and facial expressions, so this imposes the necessity for careful construction, completion, organization and connection of sentences. While writing for cognitive purposes requires formal instruction, learners have to master the written form of language and to learn certain structures. For the psychological factors, writing is a solitary act as it is in the absence of a reader also there is a lack of feedback, this makes writing difficult.

So, the idea we conclude from the previous explanation is that writing is the means to communicate with language through graphic representation of the idea.

2.24 The Importance of Writing

To acquire a new language, learners must master the four language skills listening, speaking, reading and writing the most helpful is writing. According to Noor-ELDain (2008), summarized the importance of writing in the following:

- It provides for different learning styles, some learners who do not learn through oral practices can easily learn through writing.
- It is providing learners with convincing visible evidence that they are developing knowledge of language.

- It exposes learner to more than medium and also provides additional contact with language outside classroom.
- It is used for formal and informal test.

Zhan (2002: p 131), explained that:

"while listen and speaking skills are essential for effective communication in many situations, writing constitute another powerful tool, allowing second language learners to perform a variety of language tasks, ranging from leaving a note for a friend to answering an easy question exam or preparing a research report".

Sometimes writing is thought to be little more than speech written down, speech correspondingly is often judged by its closeness into writing. The two mediums historically related, function as in depended method of communication. Normally, wherever two people are in ear-short they speak to each other.

In speaking participant are typically in face to face interaction they can rely on such extra linguistic cues as facial expression and gesture to aid meaning and feedback. The lexicon of speech is often characteristically vague, using words which refer directly to the situation. Ronald (1973) says writing is space bound, static and permanent. It is the result of situation in which the writing is usually distant from the reader, and often does not know who the reader is going to be, expect in very vague sense as in poetry. writing allows repeated reading and close analysis, and promotes the development of careful organization and compact expression with intricate sentences structure.

For many technical professionals, the final product of their work is a written document which reflects the competence and the accuracy not only for the individual who wrote it, but also for entire organization which he represented.

2.25 The Difficulty of Writing

Writing is a complex set of abilities. Byrne (1979), explain the level of sub-skills which are considered to be essential requirement for writing this included:

- Formation of letters (orthography).
- Speaking and paragraphing (layout)
- Showing senses and pausing (punctuation)
- Using correct word (lexis and spelling)
- Building paragraph and text (cohesion)
- Building correct grammar (lexis and grammar)
- Writing logically (planning and thinking)

Each one of above point needs practicing, because they are important skills for learners to be competent in writing. Their needs to improve all these elements proved that writing is really difficult and complex.

White (1991p: 3-4), illustrated the complexity of writing:

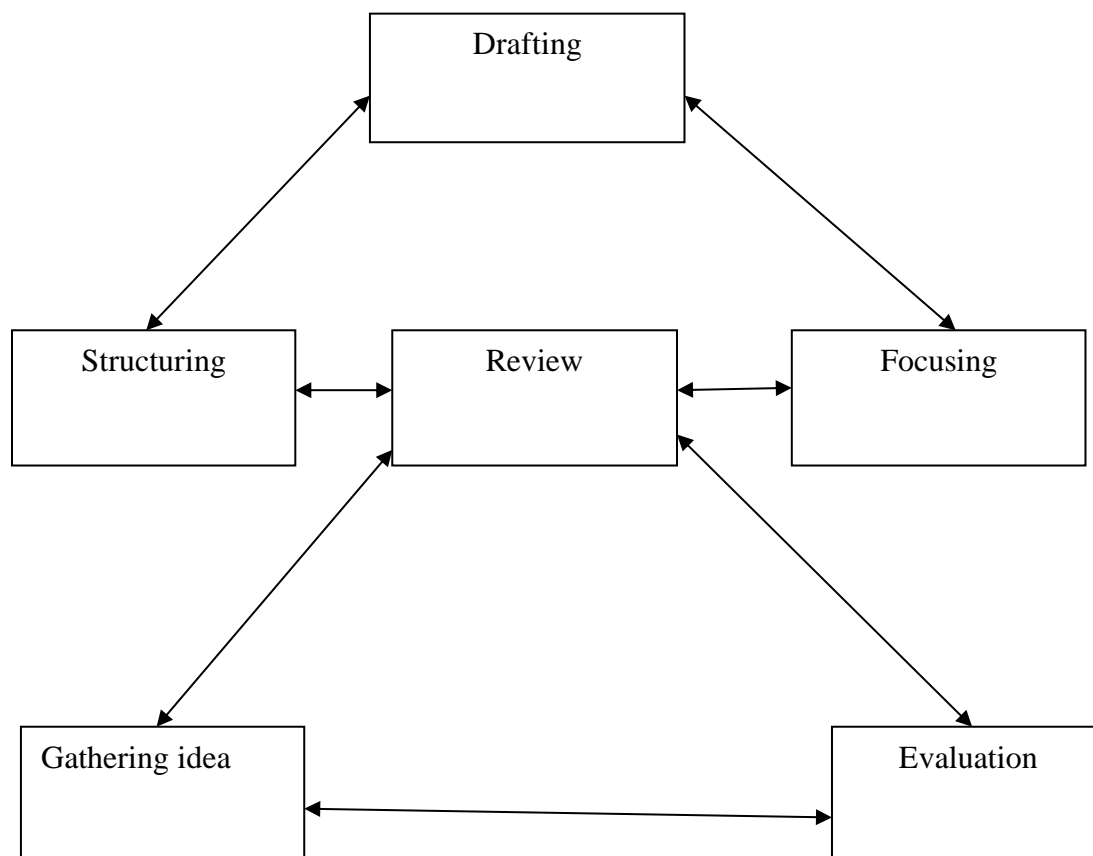


Figure (2- 8) showing the complexity of writers. White (1991), Ramzi, N, (2008, P 16)

From above diagram it is clear that writers faced with a complex management problem because they are raining back and forth from one process to another and in each point, he has to make decisions.

Ann Ramies (1983), thinks that writing is an interaction process which demands deep thinks. She provides the following diagram:

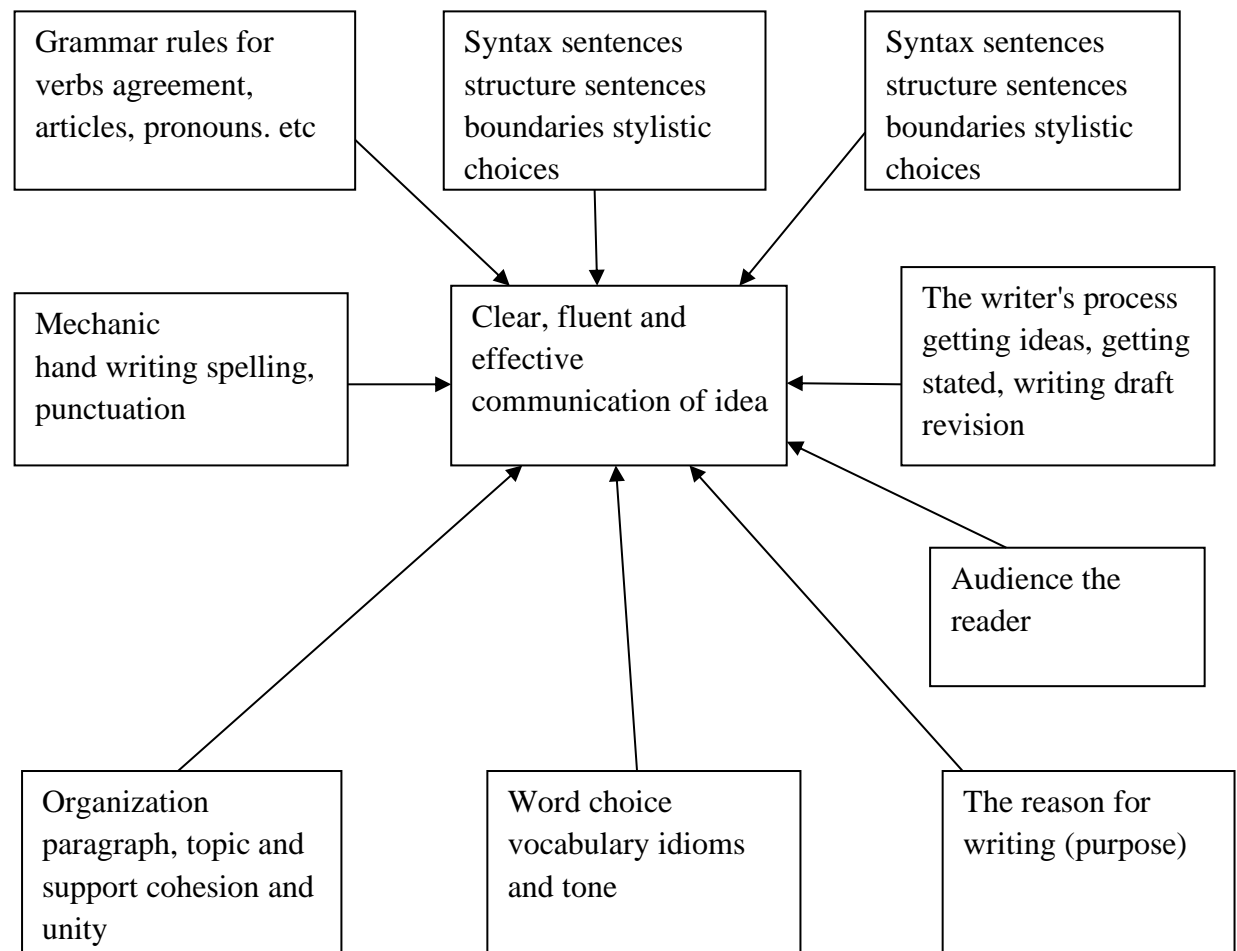


Figure (2-9) showing writing as thinking process Ramies (1983), Ramzi, N, (2008, P 17).

From the above diagram it is clear that a writer has to deal with many aspects at same time to produce a piece of writing, writer should think of:

- The content which should be related to topic
- Syntax the ordering to the components of the sentences and the length of the sentences, the appropriate style
- Grammar, writer should be acquainted with the rules
- Organization, the writers think how to present his idea

- Mechanics, handwriting should be resalable, spelling should be correct, punctuation to help understanding the meaning
- Word choice, how to choose vocabulary to suit the particular topic
- Purpose of writing
- Audience he targeting how is going to read his writing
- The writer's process, how to find the idea to start writing.

2.26 Writing as Product

When writer writes, he has to put in his consideration the reader of his worker, what read wants from writers? So to produce a convinced work Sokolik (2003) assert that, the product approach mainly centered on end product of student writing, student does not strive to know the steps of writing or the process of successful writers use, the writer expected to make good use of usual aids that suggested by teacher to learn aspect of grammar and usage. While Heaton (1989), stated that:

- Language use the, the ability to write correct and appropriate sentences
- Mechanical skills, the ability to use correctly those conventions peculiar to the written language
- Treatment of content, the ability to think creatively and develop thoughts, excluding all irrelevant information
- Stylistic skills, the ability manipulate sentences and paragraphs, and use language effectively
- Judgment skills, ability to writer in an appropriate manner for particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information

One approach of writing is to look at instances of writing and to analysis the feather of text. This will help about what is writer have to produces. It is possible to build up some skills that writer needs, this included:

- Getting the grammar right

- Having a range of vocabulary
- Punctuating meaningfully
- Using a range of sentences structure
- Spelling correctly
- Linking ideas and information across the sentences
- Developing and organizing the content clearly and convincingly

Students need to practice various forms and function in writing within these to develop different skills involved in producing written text.

2.27 Writing as Process

Writing is systematic steps writer pursues to convey this message through words, Hedge (2000), puts it is one of the most important facts about the composing process that creates precision is itself; also he stated that " it is involve number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making draft, reading and review it, then revising and editing"

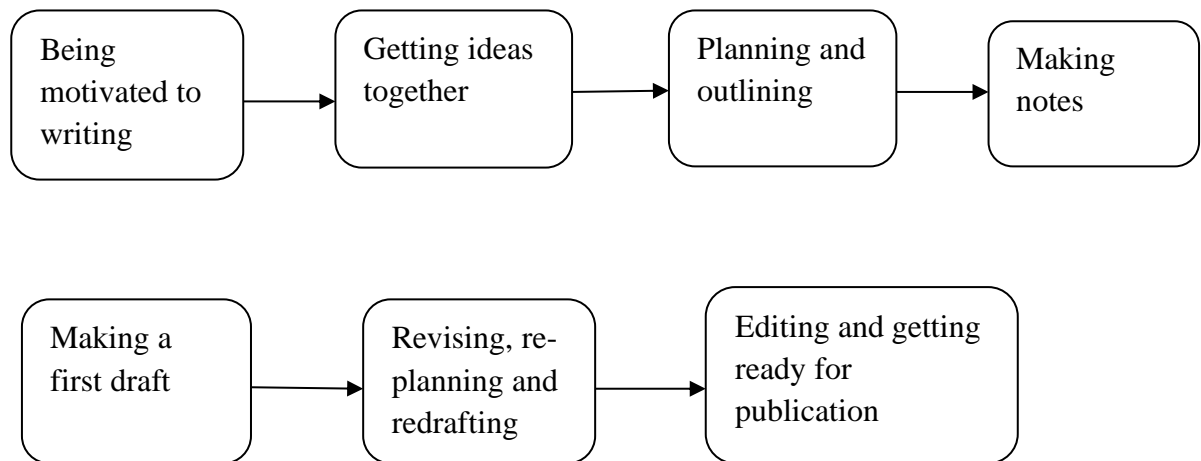


Figure (2 - 10) Stage of writing Alan Maley (1988: p 21, in Labi, 2002)

Writing in general involves these overall stages, the process of composition is not linear one, moving from planning to composing to revising and to editing. It would be more accurate to characterize writing as a recursive activity in which the writer moves backwards and forwards between

drafting and revising. There are main five stage that defining the writing process this included:

- Prewriting, can be define as any activity that writer use to help him get started writing, in this stage the writer examines his knowledge about the topic he wants write about
- Organize and arrange the data in a paragraph; generally, it mean put ideas in logical to ease matter to reader
- Drafting, which means writing paragraph
- Revising, in this step writer concern to adding, omitting, and replacing ideas sentences or word
- Editing, in this stage the writer checking up mechanic of writing, spelling, punctuation and capitalization.

Classroom writing tasks need to be set up in ways that reflect the writing process in good writers. Teachers need to encourage their students to go through a process of planning, organizing, composing and revising.

2.28 Coherences and Cohesion in Writing

- **Coherence**, the root of word coherence is the verb "cohere" which literally means "to stick together" or to be consistent. According to Van Dijk (1977) "coherence is not a well-defined notion". Most of writer thought that coherence is an interpretive process created by the readers when they read the text. In writing coherence is the relationship between the ideas and abilities, function together in order to convey meaning. Mathews (1973) define the coherence as the logical of the sentences to form text. While Maclinn (1988) explain that coherence is "the function of text as a unified whole". Moreover, coherence focus on semantic relation which enable the reader to understand the text. Thus, the element of coherence should be investigated. Other theorists though that coherence is the relation between writer and reader.

- **Cohesion**, generally there are two types of cohesion: first, sentences cohesion second, discourse cohesion. Widdowson (1987) define cohesion as " the way sentences and part of sentences combine so as to ensure that there is a propositional development ". This definition explain that cohesion achieved by many tools. Crystal (1997) point out that cohesion is a property of words that constitute a unit, within a sentence or individually into which no other can be insert. Cohesion included five categories:

conjunction, which is used to joining between two part of sentences.

references, concern with how different part of text refer to each other.

lexical, dealing with word in text.

ellipsis, when words are deliberately left out of sentences, so the meaning can still be understood.

substitution, when word replace another word in sentences.

2.29 Writing and Punctuation Marks

When we speak, we can help listener to understand through the use of gestures, facial expression and body language. But when we writing we have different mechanisms to do the same work, via punctuation marks. It allows the writes to divide up his idea into manageable chunks so that the reader understands what writer are try to say. The most commonly used punctuation marks which students have difficulties with are full stop, commas, colons, semicolons and apostrophes.

- Full stops, signal the end of sentences. It indicates that the writer has completed one idea, a full stop can come at the end of simple or complex sentences.
- Commas, using comma effectively can be quite difficult. Usually students feel confused about where to put commas in their writing one of the main reasons for the difficulties is that conventions for use vary depending on writer and context. If the writer beginning

to write for a new subject, he may find it is easier if he uses shorter sentences to begin with. This can make it easier to order the idea of writer therefore, help him to use commas more effectively.

- Semicolons, have two common uses. Firstly, they are used to separate items in a list after colon. Second, they can indicate a particular kind of relationship and connection between two parts of a sentences, it indicates that the second part of sentences is still integrally related to the first sentences. Moreover, use semicolons are indicating a more important break within sentences than just used comma.
- Colons, traditionally the colon is used sentences when the second part of sentences expands upon the first. Another use of colon is to introduce a list and items in the list are then separated by semicolon. Also, colon is used to introduce a separate part of text such as short quote.
- Apostrophes, many writers specially students feel confused about the use of apostrophes and play safe in their writing by leaving them out. The meaning is unlikely to be lost if the writer does not know how to use apostrophes, as other form of punctuation they do have a purpose and do help the reader to make the senses of writing.
- Capitalization, Langan (2001) state that the capital letters are used with word in sentences, name of person, name of particular place and institution, name of days of week, month and holiday, commercial products, titles of book, magazines, newspaper, written companies, associations, unions clubs, religious and political group, name of specific school course, language, historical periods and event races, nations, nationalities, opening and closing letter.
- Quotation, Langan, (2001) illustrated that quotation marks have two uses first, it is rewarding of someone else's comment rather

than word-for-word. Second, direct quotation while the word that signals indirect one.

2.30 The Purposes of Writing

A good deal of writing in English classroom is undertaken as aid to learning, for instance learning new vocabulary, structure or to help students remember new items of language. In this context, the role of writing is different from its role in other subject, it allows student to see how there are progressing and to get feedback from their teacher, and it is also help teacher to monitor and diagnose problems. Wigersky and Boerne, (2004) stated that getting an education mean help student to write successfully, not only in writing English but also in other classes as well as college, students are responsible to write essay, test, report and research papers. Even after graduation during looking for job they must be able to write request. After getting job they may continue writing in whatever they chose.

Classroom writing should reflect the ultimate goal of enabling students to write whole texts which from connected, contextualized and appropriate pieces of communication.

2.31 Reasons for Teaching Writing

Learning forging language is difficult without learning how to write, for many of University students writing will be the skill in which they not only fear to use it but also never attempt. However, the situation might not be very different in the mother tongue, expect those who use writing in professional capacity. Because, writing is acquired without great effort written work serves to provide the learner with some tangible confidence that they are making progress in the language. The practice of some form of writing enables to provide for different learning styles and need, some learner those who don't learn easily through oral practice faced more difficult when they allowed to write. Thus, exposure to foreign language through more than one medium is likely to be more effective than learning

through signal medium. Writing also provides variety in classroom activity, serving also break from oral work and increases the amount of language contact through work, that can be best set of class.

2.32 Computer and Writing

Using computer and social media in education has changed the vision of writing process. In traditional way of teaching writing, teachers deal with writing as single-draft process students pass the paper the teacher read and grade them, pass them back to the student till he finish hole class, in traditional teaching of writing few teacher go deeper and asked the students to rewrite or correct mistake as second draft, too time consuming to use up precious class time. As a result, the editing and revising phase of writing that writers claim is so vital, and received few attentions at school. In fact, students are very frustrated when teacher asked them to rewrite, copy and resubmit the paper, as if they were punishment put upon them bay an evil dictator and that view towards writing class is negative one and make students heat writing, thus they neglect writing. Knap (1986), asserted that using computer in writing classroom do as rescuer, students can write without fearing errors because they are using computer which is ready to provide help, they need. Students know that if they committed mistake the computer will helps them if it is spelling or grammatical errors, and teacher can contact with students check their writing on computer or after they printed it and add his comments and advice all students will responds, also student can back to the first draft and correct mistake without great efforts and without marks which make students frustrated. Thus, students start to developing negative attitude towards the computer and social media in learning and developing writing skills in general.

After technology have included to education in general and writing in particular, they are a great progress at students' level in learning language

and it has positive potential. Pennington (1996), Eldouma (2005: p 22) summarized that:

- Motivation to spend more time on writing
- Facilitation of discourse level revising
- Pride in elimination of unnecessary work
- Interactive effects that encourage the development of ideas
- Promotion of attention to structure and content
- Elimination of need for concern about handwriting or physical appearance of paper
- Stimulation of qualitative writing
- Greater capacity to synthesize large amount of information
- Provision of an environment for communication and collaboration with peers

According to McCain (2000) with advent of new information technologies, the opportunities to provide students access to information and data are becoming limitless. Linguistic scientists now have the ability to share their research results through internet by digitizing and storing their information on a server. Another way that expertise can make their writing more accessible and useful is to coordinate with others to make their databases parallel and consistent so that someone searching in all of them will get compatible outputs. Hanisch (2000) suggest that, "to bridge the differences between the various information services and databases, we require a common language for expressing queries that can at some stage be translated into the specific language used by the each of databases". Using this type of feature will simply and enhances students' writing skills.

Mudawi (2008: p 133) explained that:

"The appearance of word process in the scene of the Computer application programs has contributed widely in developing students writing skill. This program is basically, design to be used for writing and editing text

with it is magic features, EFL students have become able draft work at their own pace and without being scared for communicating mistakes in the area of speaking, grammar and vocabulary".

2.33 How Computer Helps Writing Difficulties

In four language skills writing is the last skills learner acquire, since the birth child listen to their parent, after he/she has reached the school they started to learn writing. So, writing skills needs certain abilities and more practice. There are many barriers that faced writer when beginning writing according to Richards (1994) and Kabbashi (2007: p 48) this included:

- Poor use of line on the paper
- Organizational problems even space between letter
- Lack of transition
- Poor vocabulary
- Misspelled word
- Punctuation
- Grammar errors
- Trouble reading back what was written
- Problems of generating ideas or elaborating them
- Lack of opinion or sense of audience
- Difficulties with writing task that require creativity and critical thinking
- Write very short passages

All these difficulties mention above have solutions when writer use word processer in writing.

2. 34 Facilitating Writing

To help students to write effectively or at least with fewer problems many experts like Harmer, Ramies and Whit think that writer should go through stage which included controlled guided and free writing. Byrne (1979)

indicate that controlled writing which is an essential stage before free writing which is more difficult because of lack of content and form. Free writing clearly needs to be practice with help of teacher. While Ramies (1983) explain controlled writing as a great deal of content and form supplied, according to him it is opposite of free writing which entails students to generate organize and express their own ideas, he also notes that students who reaching high and advance level of proficiency are students allowed trying some free composition in which they express their idea. White (1991: p 17) suggest that there are some steps to follow writing topic with the whole class or small group or pairs work to finding ideas of writing. He summarized the following:

- Discussion
- Brain storming
- Fast writing selects ideas
- Rough draft
- Arranging information
- First draft
- Group evaluation
- Self-evaluation
- Finished draft
- Final respond

From above steps writing need great efforts from teachers and students.

2.35 Reviews of Previous Studies

The previous studies section will inform the researcher about the methods and techniques used by researchers who worked in the same field. It will also provide information concerning the issues of instrumentation, sampling and data analysis.

2.35.1 Manal Awad Elwkil. (2018). Effect of using Computer Assisted Language Learning Software to Vocabulary Learning. PhD thesis.

Sudan University of Sciences and Technology. Faculty of Languages. English language department.

The objective of this study is to investigate the effect of using computer assisted language learning (CALL) on vocabulary using, it also investigated the population of the study towards computer assisted blended learning program. The researcher used experimental method to conduct the research. The finding of this study revealed that there were statistically differences ($p=0.5$) between the mean scores of experimental group and control group which was taught vocabulary, the differences were in favor of the experimental group which were taught vocabulary via computer, the result also revealed that members of experimental group have positive attitude towards computer. The relation between two studies this researcher focuses on using software program in improving vocabulary this point related to research. This study concentrates on using software in developing students' vocabulary while the researcher study focuses on blended as integrate method in developing writing skills. The benefit of this study it helps researcher to understand more about the difficulties faced applied blended method in EFL class.

2.35.2 Omer Al-Shfia Ahmed Al-Shfia. (2016). Use of Aides and Education Technology on Modern Teaching Method, in Some Sudanese Universities. PhD thesis Sudan University of sciences and technology, faculty of education. Education Technology department.

The objective of this study, it's aimed to investigate the use of educational technology in training of students of the college of education in Sudanese universities on modern teaching method, enhancing the professional competences of educational technology on teacher training programmers, keeping pace with modern and high technologies in teacher training programmers, how to use them in teaching process and extent to which the existing standard and trends are based on the failure of educational technology in teaching training program. Findings, after have conducted

the research the following result have been arrived, university academic staff have positive attitude towards the use of educational technology. And educational technology contributes in setting the use of educational technology in educational syllabus has been linked to modern technology, also students and teachers lacks the ability to use the educational technology in design and teaching materials has greater significant in improving the trainee's performance. The correlation between two studies, this study centered on using technology with student-teacher, it looks for how trained teachers use technology effectively in their teaching, this point related to the researcher study. The different between two studies, this study focus on using technology to facilitate teaching process particularly with trained teachers, while the researcher study centered on use blended learning to promote writing skills for EFL students. The benefits which the researcher gain from this study is that, it helps the researcher to understand the weakness points of using technology from some teachers.

2.35.3 Abd-Albast Mohammed Adam. (2015). Effect of Using Computer Assisted Language Learning Particularly to Vocabulary Learning. PhD thesis, Sudan university of sciences and technology. College of languages. English language department.

This study aims to investigating the effect of using computer assisted language learning (CALL) on vocabulary learning, it also investigated the point of view of population towards the computer assisted language learning program. The researcher used experimental method to conducted the research. The finding of this study revealed that there were statically differences ($p= 0.5$) between the main score between the experimental group ad control group which was taught vocabulary, the difference was in favor of the experimental group which was taught vocabulary via computer, the result also revealed that member of experimental group have positive attitude towards computer. The correlation between two studies,

this study centered on using computer in teaching vocabulary this point related to the researcher study. The difference between two study this study focuses on using computer in teaching vocabulary while the researcher study concentrates on using blended learning in teaching writing. The benefit which researcher gained from the study some of factor affecting the implementation of blended learning is related to the researcher study.

2.35.4 AlaaEdin Elmahdi Elamin. (2011).The Impact of Using Computer on Enhancing EFL Writing Skills. A Case Study Muhey Deen Whab secondary school. Unpublished master thesis. Faculty of education. Sudan University of Sciences and Technology.

This study aims to investigate the impact of using computer on enhancing EFL learning skills. Also, the research examines learners' attitudes towards using computers as writing tools in EFL class. The methodology used in this study was set of pre-test and post-test in writing that were administered the participants, also students respond to a questionnaire that investigated the use of computers in EFL class. After analyzing the data, the researcher finding that, most students benefited more from using computer as tools for enhancing writing in EFL class, also this study proved that students have high motivation when computer used in class room. The researcher recommended that used computer in writing classroom, also computer should be used in teaching and writing. The correlation between two studies, this study focuses on using computer in teaching process, using computer in teaching is part of blended learning. The different between two studies this research concern with using computer in writing, while current study focus on using blended learning. The benefit which the researcher gains from this study, it helps the researcher to understand the teachers' attitude towards using technology in teaching writing in EFL classroom.

2.35.5 Ezzeldeen Ibrahim Mohammed Ibrahim. (2009). **Sudanese Secondary Teacher's Readiness Toward E-learning**. Unpublished PhD thesis, Sudan University of Sciences and technology, Faculty of Education, computer integrated education department.

The objectives of this study, is to investigate Sudanese secondary school teacher's e-learning readiness to determine various characteristics contributing to e-learning readiness in secondary schools, also to determine the factors affecting readiness towards e-learning in Sudanese school, and role of teacher to overcome such factors. The researcher use descriptive method to conduct this research for data collocation the researcher use questionnaire. The findings are the following, some of the effective result from this study which can help in successful implementing of e-learning in education system. Absences of strategic implementation in computer training in secondary schools, misuse and mismanagement of computer in secondary schools. Also lack of trained teachers who integrate e-learning into their classroom, finally overcrowded numbers of students in classroom. The similarities between two studies, this research focus on using e-learning in secondary schools, it concentrates on teachers' abilities to use e-learning and the environment in school, in additional to the social and culture factors this point strongly related to the current study. The different between two studies is, this study mainly concentrate with using e-learning in classroom by teacher and the barriers that faced implementation of e-learning. While current study focuses on blended learning in compared with traditional face-to-face. The benefit of this study, it helps researcher to understand the difficulties that faces the implementation of blended learning in class room.

2.35.6 Ismail Ibrahim Herb. (2013). **The Effectiveness of a Blended Learning Program on Developing and Retention of Palestinian Tenth Graders**. English writing skill. published MA Thesis, The Islamic

University of Gaza, Faculty of Education, Department of Curriculum and instruction.

The objective of Study it is aimed to investigate the effectiveness of using a blended learning program on developing and retention tenth graders' writing skills. It also aimed to familiarizing teachers with method of designing blended learning program to help and facilitate writing inside their classrooms and making a sort of distinction via the effect of technology in general and blended learning in particular on 10th graders, writing skills. To conduct this research the researcher used descriptive and experimental method for data collection he used questionnaire, pretest and posttest. The result of this study revealed that, there were significant differences in favor of the experimental group and which is attributed to the blended learning program. The finding also points out that there were statistically significant at ($\alpha = 0.05$) in the participants' achievement level before and after of implementing the blended program in favor post-application. Additionally, there was also statistically significant differences at ($\alpha = 0.05$) in the participants achievement level of the control and experimental group (in the retention test) in favor of experimental group.

The correlation between two study, this study focuses on effectiveness of blended learning in developing retention of tenth graders English writing study, this point is related to the first hypothesis of the current study. The different between two study, in this study the researcher focuses on using blended learning to improve writing for basic level students. While the current study concentrates on using blended learning at university level and teachers' point of view about to what extent they use blended learning in their teaching. The benefits which the researcher gains from this study, this research encourages the researcher to add something new in terms of technology in general and blended learning in particular to improving writing skills.

2.35.7 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, published PhD thesis. The quasi-experimental approach was used. The study population was all (156) female students in the second secondary school in Makkah. The study sample was (56) students, divided into two groups: an experimental group of (31) students, and a control of (25) students. An achievement test prepared by the researcher was used to collect data. The results concluded there were statistically significant differences at (0.05) level between the average test scores of the group of students who learned by using the electronic blended learning, and the control group of students who learned by using the traditional method in post-application of the achievement test at the "recognition", "comprehension" and "application" level in favor of the experimental group. The correlation between two studies this study focus using blended learning in teaching a unit of English course which consist all language skills and this point is related to the first research hypothesis of current study.

2.35.8 Awadh A. Al-quahani. (2010). The Effectiveness of Using E-learning, Blended learning and Traditional Learning on Students' Achievement and Attitudes in Course of Islamic Culture: an experimental. Durham University, Department of Education.

Objective of the Study, this study is mainly concerned with establishing the benefits of E-learning and blended learning as compared with traditional learning in terms their effect on student attitudes and achievement featuring the Islamic culture course at Umm-Quran university. To examine the impact of e-learning and blended learning on the studies achievement compared to the traditional method with regard to religious related subject. The finding of this study has revealed that there is statistically significant differences at the ($\alpha = 0.05$) between the three

methods in term of students' achievement favoring blended learning method. While no statistically in terms of students' achievement. In students attitude this study have indicated that there are statistically significant differences at ($\alpha = 0.05$) between experimental group and control favoring the former. The similarities between two studies, this research investigates the e-learning and blended learning with traditional learning in achievement the educational objective, the study finding out that blended learning is favoring method by the students. The differences between two studies this research highlights on explain the relation between e-learning and blended learning compared to traditional learning, also this research focus on e-learning environment. While the current study centered on effectiveness of blended learning in teaching writing skills. The benefits which researcher gains from this study some factor which effect on using blended learning is related to the current study.

2.35.9 Holland. F. Mae. (2003). Computer-Integrated Education in Secondary School in Nyanza Princes. Kenya. PhD. Thesis in education technology. University of Pretoria South Africa. This study focuses on computer-integrated education in public secondary in the Nyanza province, Kenya, with the aims to investigate how computers are used in school, and to provide evidence on the obstacles that inhibit effective implementation of computer in institution and learning. It also examines different government and school policies regarding the use of computer in classroom against the background of the use of computer in developing and developed countries. Data were collected from the ministry of education, curriculum specialist, principle and head of department. The researcher revealed that Kenya government has formulated a computer education implementation policy on support of use of computers in secondary school. It have further be revealed that the government has no fund for purchasing computer for schools and that no evaluation have been done to assess the effectiveness of computer education in schools, also schools teacher's less confident to

integrate computer into the teaching of traditional subject, finally teachers lack training in how to use computer in teaching process. The correlation between two studies this study focuses on using computer at secondary school in Kenya, so the surround environment is clos in both studies. The different between two study, this research focus on using computer at secondary school level while the researcher study concern with blended learning at university. The benefits of this research it provides researcher with experiences of using computer as integrate in education.

2.35.10 Barakzai (2003) Examined two Distance Courses Corm at as compared to traditional face to face course format regarding their effectiveness on students“Achievement and Satisfaction. The first-year family nurse practitioner physician assistant students at University of California between 1998 and 2002 constituted the sample of this study. The sample consisted of 233 students who enrolled in the course of pediatric growth and development during the period of the study. A group of 52 students who enrolled in the course in 2000, 2001 were taught by traditional face to face lecture format. By contrast a second group of 120 students who enrolled in the course in 2002, 2003 were taught the course in pen and paper workbook and videotape format. In the meantime, a third group of 61 students, who finished the course in 2004, were taught by online asynchronous method. A multiple-choice exam based on the objectives of the course was used to compare the achievement of the students featuring the three groups. In order to compare students' satisfaction in the three groups Like type scale was used. The results of this study indicated that the achievement scores of online group was significantly higher than the other two groups, followed by the achievement scores of videotape and workbook group then the traditional group with lowest achievement scores. The analysis of data obtained from satisfaction questionnaire showed that there was no significant difference between the levels of satisfaction of the three groups, although

the level of the online group satisfaction was higher than the other two groups. The researcher also examined the correlation between students' achievement and satisfaction and the result indicated that there was no correlation between both variables. The similarities between two studies this research focus on compare between traditional method and blended method this point is related to the current study. The benefit of this research it helps researcher to understand how to carried out the implementation part of his researcher through used appropriate instrument.

2.36 The Conclude of Previous Studies

The previous studies indicated that there is a strong relationship between blended learning and its positive effect on the student's attitude towards EFL writing skills. Most of previous studies deal with blended learning as a new techniques of English language teaching. The recommendations of the previous studies highlighted the importance of considering the blended strategy in improving the students' achievements and their attitudes towards EFL writing skills.

Summary of the Chapter

This chapter reviewed the literature on the role of blended learning in enhancing EFL learning writing skills, including the definition and the concepts of blended learning, benefits of it and challenges that faced applying blended method. Moreover, some previous studies reviewed and showed how they related to the present study.

CHAPTER THREE

Research Methodology

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Research Methodology

3.0 Overview

The aims of this chapter are to describe the design and methodology used in conducting this research. It provides details about research populations, participants and data collection procedures. The instruments used in this research are pre-posttests and questionnaire for both teachers and experimental group of students. The reliability and validity of these tools were presented comprehensively.

3.1 Research Approach and Methods

The researcher adopted quantitative approach to collect data from the selected participants. These approaches assisted in building a base on a complete understanding of the research problem. The main method to collated data is experimental method Gall and Borg (1996) describe the experimental method as "the most powerful quantitative research method for establishing cause and effect relationships between two or more variables". this method does not merely describe the phenomenon or fact, but also observes the effects involving two or more variables under certain conditions. Also, the researcher used descriptive method to reinforce this study.

3.2 Research Design

To test the study hypotheses, the researcher adopted equivalent groups design (Experimental and Control groups) through selecting two similar groups and applying the pre-test before started teaching and post-test after teaching experimental group with blended learn technique and control group through used traditional teaching method. Also, the researcher designed questionnaire for English language tutors to investigate if university syllabus contained sufficient activity of writing. Finely, the researcher designed well-structured questionnaire to elicit respond from

experimental group, to investigate their attitude towards blended learning method.

3.3 Population and Sampling

According to Obydat, (2003) the term population refers to all components of the phenomenon that the researcher is interested to study. In this study, the population were all English language university students at university of Dongola. Gay (1976) defines the sampling process as “the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected”. the sample were 40 learners from university of Dongola faculty of education third level students, the students were 25 females and 15 males.

The researcher sample also included 20 English language tutors representing English Language teachers from Sudan University of Sciences and Technology and university of Dongola, samples of 10 tutors were randomly drawn from each University. These Variations of instruments reinforcement the finding of this research. Also, the researcher sample included experimental group of students to respond a questionnaire which designed to measure students’ attitude toward blended learning.

3.4 Instrumentation

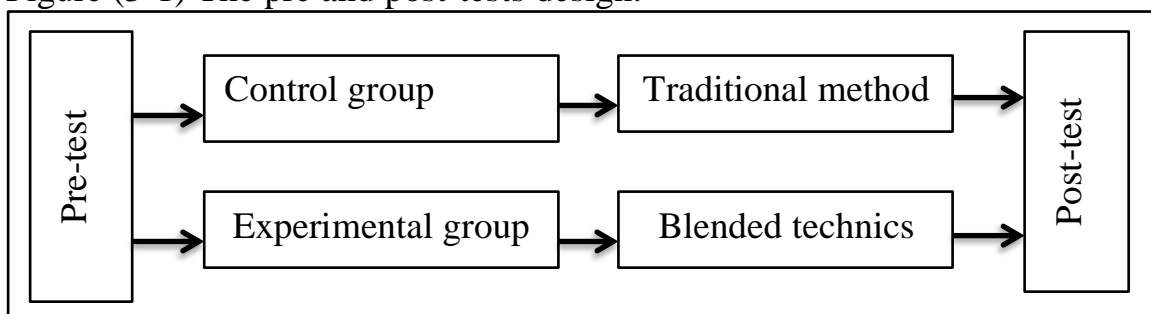
The main instrument used in this study was pre-posttest for third level students consist of testing writing skills after teaching control group through used traditional method and teaching experimental group by used blended learning technique. Also, the researcher used close-ended questionnaires to gathering information from both instructors to examined if syllabus contained sufficient activity of writing based on blended learning and from experimental group of students to explored their attitude toward used of blended learning models in teaching writing skills. These different instruments of gathering information will supplement each other and enhance increase the validity and dependability of data. The

quantitative approach through test and questionnaires, which were mainly developed based on the research objectives, hypothesis and question.

3.4.1 Pre-posttests

The test mainly depended on the writing skills which were determined according to the researchers' experience, experts and literature review. According to John (2015) pretest provides a measure on some attribute or characteristic that researcher assessed for participants in an experiment before a treatment. While posttest is a measure on some attribute that assessed for participants in an experiment after treatment. So, the tests were designed in the light of many procedures which included: Preparing a list of the writing skills for third level University students, refereeing the skills, analyzing the content, deciding the number of questions required, producing the pilot study test, refereeing it, applying it and carrying out the required modifications and Producing the test in its final draft.

Figure (3-1) The pre and post-tests design.



Source by researcher 2019.

Table (3-1) Control and experimental group of students

Group	Pre-test	Post-test	total
Experimental Group	20	20	40
Control Group	20	20	40

Source by researcher 2019.

3.4.2 Tutors Questionnaire

The aim of the questionnaire is to elicit data from teachers for analysis. In this study the questionnaire was designed to gather information about if the

writing syllabus contained sufficient activity of writing skills based on blended learning. The questionnaire consists of fortune items, it is measured by five points scale (strongly agree, agree, neutral, disagree, strongly disagree). The questionnaire was distributed to twenty university English teachers representing two public university, then the researcher analysis the gathered data.

Table (3-2) Tutors questionnaire distribution.

Tutors Questionnaire	University of Dongola		Sudan University of Sciences and Technology		
	Male	Female	Male	Female	total
	5	5	6	4	20

Source: prepared by researcher 2019.

3.4.3 Experimental Group Questionnaire

This part of questionnaire was developed to elicit the data from students, to investigated their attitude toward using blended learning method in teaching writing skills. The questionnaire was designed for third year students, it consists of twelve items. To measure questionnaire the researcher used five points scale (strongly agree, agree, neutral, disagree, strongly disagree).

Table (3-3) Experimental group questionnaire

Experimental group questionnaire	Male	Female	total
	5	15	20

Source: prepared by researcher 2019.

3.5 Researcher Procedures

The data of the present study were obtained by using pre-posttest design for third level students' semester six academic year 2019/2020 to gathering information for this study. The pre-posttest was designed by researcher approval by supervisor and judgment by expertise. The test consist of five question aims to measured different writing skills which included

(coherences, cohesion, punctuation marks, grammar and form). Also, the researcher used questionnaire for teacher to elicit information about if writing syllabus contained sufficient activity of writing. The questionnaire was designed by researcher approval by supervise and judgment by expertise and piloted it, then the questionnaire took final draft. The questionnaire was distributed to the teachers and then collected after their respondents. Finally the researcher designed questionnaire for the experimental group of students followed the same procedures and steps of instructors questionnaire, then the researcher distributed questionnaire to the students after they have been tough through blended learning technics, the questionnaire consist of twelve items aimed to investigate students attitude toward blended learning method in teaching writing skills. Statistic Package for Social sciences (SPSS) is use analyses the gathered data from pre-posttest, teachers' questionnaire and experimental group questionnaire to carry out this study.

3.5.1 Instructional Procedure

According to the class schedule, students were divided in two group. The first group represented the experimental group, which were tough mainly through blended techniques, while the second one represented control group which were tough through traditional face-to-face method.

Table (3-4) Stages for teaching experimental group and control Group

Stages	Experimental group	Control group
Teacher lectured	√	√
Teacher assigned homework	√	√
Teacher introduced blended program	√	X
Teaching with blended technique	√	X
Students did activities	√	√
Students completed a questionnaire	√	X

Source: prepared by researcher 2020.

3.6 Research Hypotheses and their Instruments

Table (3-5) Research hypotheses matrix.

Research hypotheses	Data collection instruments		
	Pre-posttest	Instructor questionnaire	Experimental questionnaire
1- Blended learning is enhancing EFL writing skills.	√	X	X
2-Universities syllabus does not contain enough activities of writing skills based on blended technique.	X	√	X
3- Students react positively towards blended learning.	X	X	√

Source: prepared by researcher 2020.

3.7 Validity and Reliability

Polit and Hung (1993) refer the validity as "the degree to which an instrument measures what it is intended to measure, to ensure the fact and content validity for study". Validity is an essential criterion for both pre-post-test and questionnaire in terms of credibility. The method of trustees' validity of questionnaire are judges consisting of three academic college instructors, and also three experts' teachers were asked to evaluate the given Pre-posttest. Reliability according to Polit and Hung (1993) " is the degree of the consistency with which an instrument measures the attributes it is designed to measure". So, reliability assessed the data collated from tools, through given the same result if researcher carried out the test again under the same condition.

3.7.1 Pre-post-tests Validity

Pre-post-test validity is the degree to which a tests measure what it claims to measure. According to Al-Samawi (2000) validity refers to whether the researcher investigates the problem that is purported to investigate. Harley (1998) defines face validity as" the way test looks to examinees test administrators and educators ". The test has face validity, if it looks as it

measures what is supposed to measure. So, face validity in test construction should be taken in consideration, if the test lacks face validity it may be rejected by judgment who refereed the test. While content validity is intended to measure a representative sample of language skills, according to Nunan (1991)" content validity is based on the extent to which a measurement reflects the specific intended domain of content". While Brown (1988) assert that " a test would have content validity only if included a proper sample of the purpose of the test. Both face and content validity were applied and used in the study. The researcher consulted assessment experts from University of Dongola and Sudan University of Sciences and Technology (appendices E),they were approved that the tests were appropriate for the for purpose of study, they recommended that some of the questions should be changed to achieved the tests aims, the researcher did recommend change as the experts suggesting.

3.7.2 Testing Questionnaires Validity

Validity is the most important in the evaluation of the research results. To guarantee the face and content validity and reliability of questionnaire it is approval by supervisor and viewed three judges who are University lectures with a long experience in the field of applied linguistic research (appendices B & C). They approved that the instruments are suitable and appropriate as it is valuable for purpose of study. They recommended that some of the statements should be changed to suit Likert scale. The researcher did recommend change before the distribution of questionnaires according to the specialists' suggestions. After that the instruments were distributed.

3.7.3 Questionnaires Reliability

Reliability refers to whether the instrument can produce the same or very similar results if it is conducted again under the same condition. The questionnaire was calculated by a computer program Statistic Package for Social sciences Scale (SPSS).

Tutors Questionnaire Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.351	17

From statistics analysis the statement is highly reliable.

Experimental Group Questionnaire Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
-.160-	13

The value is positive, due to a positive average the statement is highly reliable. High reliability obtains where and when the measurement or instrument give the same result if the research repeated on the same sample. Hence it was observed the whole process to ensure that the process was done scientifically in a controlled environment.

3.7.4 Questionnaires Piloting

The pilot study has been done with major objective of checking up the research tools, questionnaires for instructors to check if university syllabus contained sufficient activity of writing and other for students to investigate their attitude toward blended learning. The respondents to piloting proved that questionnaires have face and contents validities and reliabilities. The final draft was designed and distributed to the sample of population. These final tools were presented in appendix (B & C).

3.8 Credibility

According to Albert et al (2010) credibility refers to the extent to which a research account is believable and appropriate, with particular references to the level of agreement between participants and researcher. The credibility is involved in establishing that, the result of research is believable. They are many techniques to gauge the accuracy of the finding of the study, for instance reanalysis the finding or check up by experts, but the only one who can really give feedback of result are the readers. In this

study the credibility was enhanced by extended instruments period. Ez-Aldeen (2016) assert that credibility can be enhanced through extended period of tools, and Variety of instrument used to gather data.

3.9 Transferability

Transferability refers to degree which the research can be transferred to another context. The pre-posttest, instructor and students' questionnaires which used in this study will enable judgments to make transferability about the finding of this study to another context. This study can be transferred to all Sudanese English teachers and students because they are shares same contents with similar environments.

3.10 Data Analysis

To achieve the research objectives the data collected through pre-posttest, instructor questionnaire and experimental group questionnaire were analyzed. Data gathered were entered and treated by using statistics package for social sciences (SPSS) version 25. Variances techniques such as (Test analysis) was used to find if there are significant of use blended method in enhancing EFL learners writing skills in English. Moreover, descriptive statistics techniques such as frequencies, percentage, average means and standard deviations were used to analyze data gathered from teachers and experimental group through questionnaires, in addition to that the questionnaires reliability and validity was examined by using Cronbach's Alpha coefficient.

Summary of the Chapter

This chapter has described the methodology of the research, it including the validity, reliability, population and sampling. The next chapter will present the data analysis which collected by pre and post-tests and questionnaire from tutors and experimental group.

CHAPTER FOUR

Data Analysis, Results and Discussion

Chapter Four

Data Analysis, Results and Discussions

4.0 Overview

This chapter presents the analysis of the data which has been collected by means of pre-test, post-test and questionnaires form tutors and experimental group of students. The findings of this analysis and discussion of the data serve to test the hypotheses and answer the questions and achieve the objectives of the study. The data analysis was conducted by using the (SPSS) program which stands for "statistical package for social sciences".

4.1 Pre-Posttest Analysis

First hypothesis stated: Blended learning is enhancing EFL writing skills. To test the first hypothesis the analytical statistic was run, and the result was shown as in fifth following table:

Table (4-1) Represent the gender of participants students.

Genders	Frequency	Percent	Valid Percent
Male	15	37.5%	37.5%
Female	25	62.5%	62.5%
Total	40	100%	100%

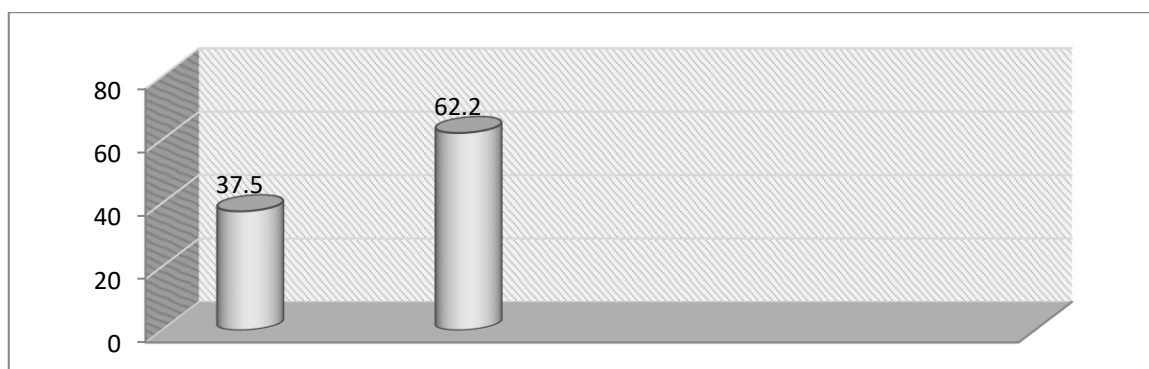


figure (4-1) Represent the gender of participants students.

From above table and figure, it is clear that, the largest participants are female with (62.5%) percent, while (37.5%) of participants are male, this

indicates that most of students at the college of education English language department were female.

4.1.1 Pre-test Analysis

Table (4-2) Provides the results of experimental group in per-test.

Grade	Range	Number	Percent	Valid Percent	Accumulative Percent
Excellent	45-50	1	5%	5%	30%
Very good	40-45	0	0%	0%	
Good	35-40	0	0%	0%	
pass	25-35	5	25%	25%	
Failure	Less 25	14	70%	70%	70%
Total	50	20	100%	100%	100%

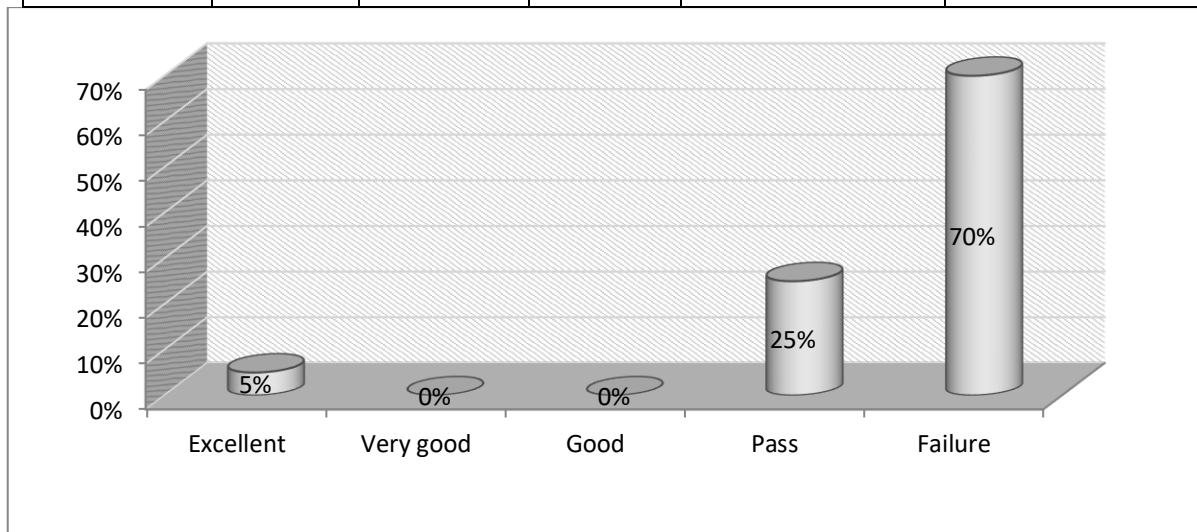


Figure (4-2) Provides the results of experimental group in per-test. From table (4-2) the accumulative percent of successful students were only (30%), while (70%) of participants of experimental group students were failed. Having a look at the figure (4-2) above we can see that the majority of experimental group of students failed in pre-test.

Table (4-3) Provide the results of control group in per-test.

Grade	Range	Number	Percent	Valid Percent	Accumulative Percent
Excellent	45-50	0	0%	0%	20%
Very good	40-45	1	5%	5%	
Good	35-40	0	0%	0%	
pass	25-35	3	15%	15%	
Failure	Less 25	16	80%	80%	80%
Total	50	20	100%	100%	100%

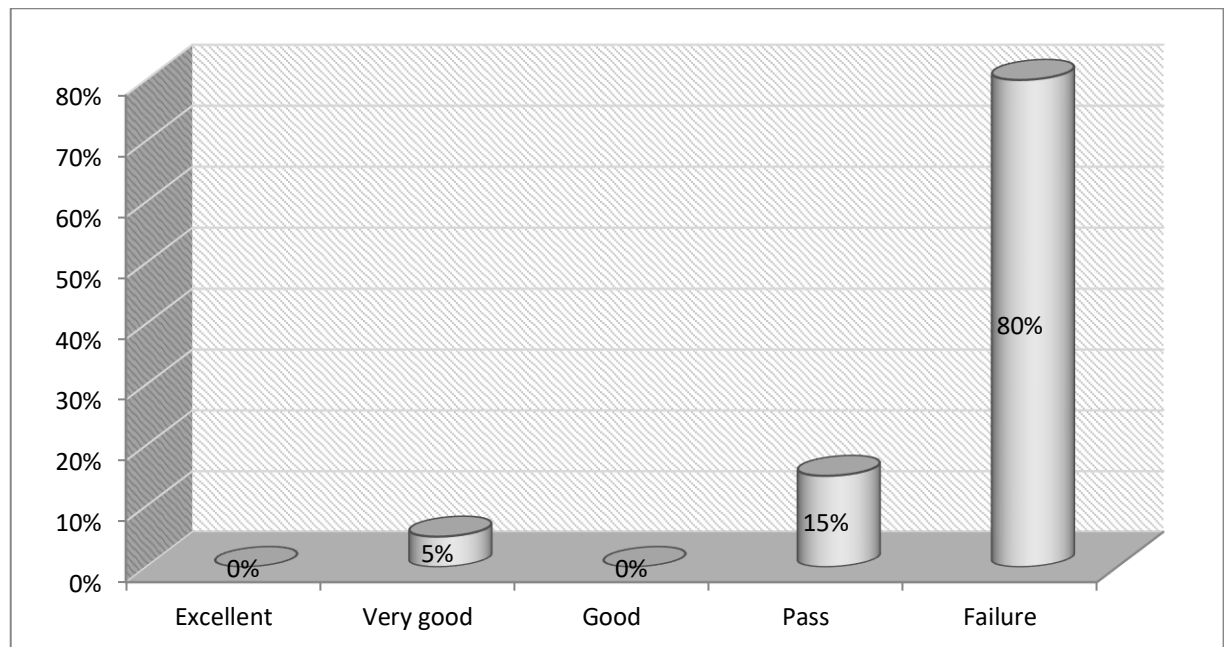


figure (4-3) Provides the results of control group in per-test.

From table (4-3) the results of control group of students in per-test proved that (80%) of participants failed in the pretest, while only (20%) of students pass the test. According to figure (4-3) above, most of control group students failed in pre-test.

4.1.2 Post-test Analysis

Table (4-4) Provide the results of experimental group in post-test.

Grade	Range	Number	Percent	Valid Percent	Accumulative Percent
Excellent	45-50	3	15%	15%	95%
Very good	40-45	3	15%	15%	
Good	35-40	4	20%	20%	
pass	25-35	9	45%	45%	
Failure	Less 25	1	5%	5%	5%
Total	50	20	100%	100%	100%

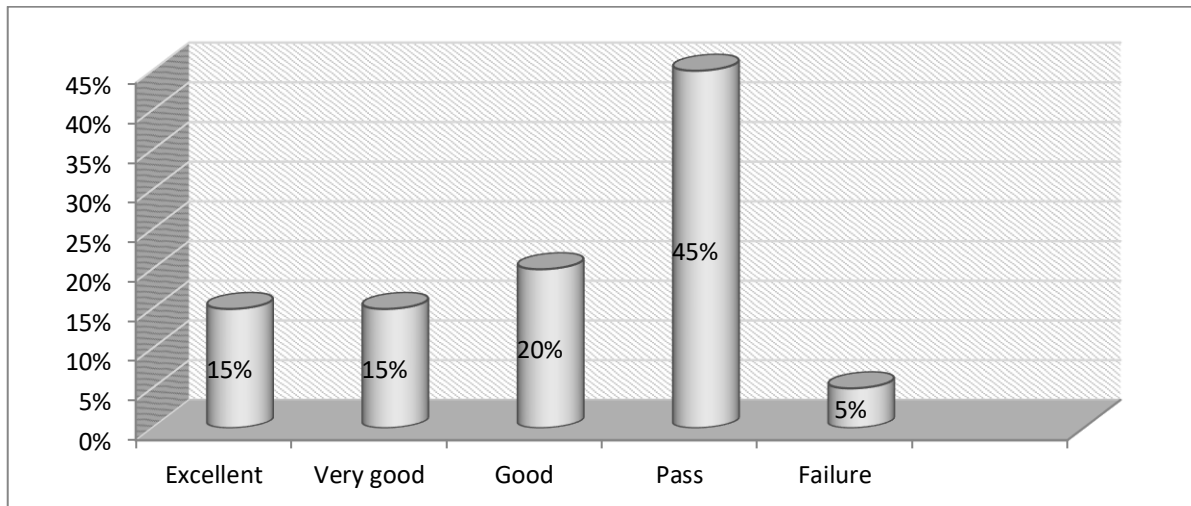


Figure (4-4) Provide the results of experimental group in post-test.

From table (4-4) the results of experimental group of students in post-test after treatment revealed that (95%) of participated passed the test, (15%) achieved excellent, (15%) achieved very good, (20%) achieved good, (45%) achieved pass and only (5%) of participated failed. Figure (4-4) shown that most of students passed the test. The researcher thinks that it is a good result because it proved that how the blended learning can improve students writing skills.

Table (4-5) provides the results of control group in post-test.

Grade	Range	Number	Percent	Valid Percent	Accumulative Percent
Excellent	45-50	0	0%	0%	65%
Very good	40-45	1	5%	5%	
Good	35-40	3	15%	15%	
pass	25-35	9	45%	45%	
Failure	Less 25	7	35%	35%	35%
Total	50	20	100%	100%	100%

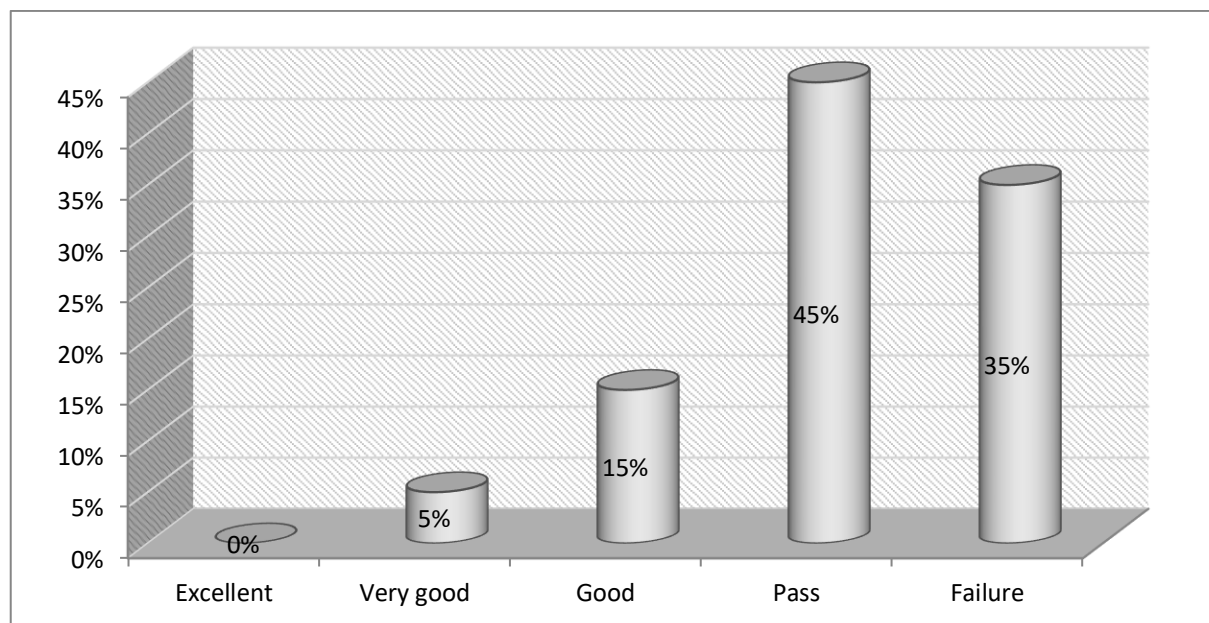


Figure (4-5) provides the results of control group in post-test.

From table (4-5) the results of control group in post-test after face to face teaching proved that (65%) of participated passed the test, (0%) achieved excellent, (5%) achieved very good, (15%) achieved good, (45%) achieved pass and about (35%) of participated failed. The figure (4-5) shown that the highest degree of students passed the test. The researcher believed that the students depend on their experiences beside face to face teaching to pass the test.

4.1.3 Teachers' Questionnaire Analysis

Second hypothesis stated that: Universities syllabus does not contain enough activities of writing skills based on blended learning.

To test this hypothesis descriptive statistic was run and the results demonstrated in tables below:

Table (4-6) presented the gender of participated teachers

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	11	55%	55%	55%
Female	9	45%	45%	45%
Total	20	100%	100%	100%

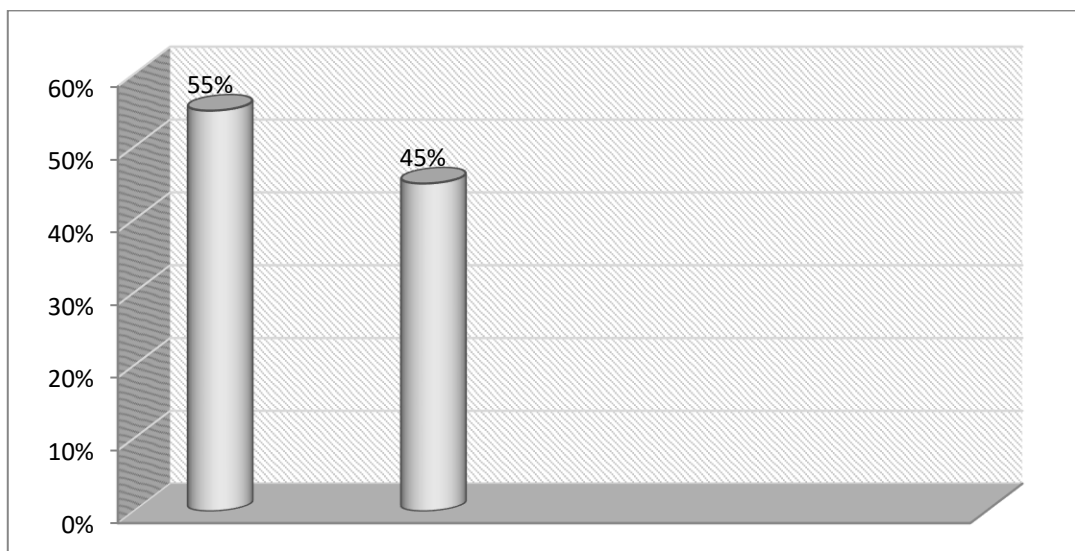


Figure (4-6) presented the gender of participated teachers.

Table (4-6) presented the participants respondents to the questioner (55%) of participants are male, while (45%) are female, there is Varity of the gender of participants in answering questioner. Figure (4-6) shown that the highest participated were male.

Table (4-7) presented the qualification of participated teachers.

Qualification	Frequency	Percent	Valid Percent	Cumulative Percent
M.A	11	55%	55%	55%
PhD	9	45%	45%	45%
Total	20	100%	100%	100%

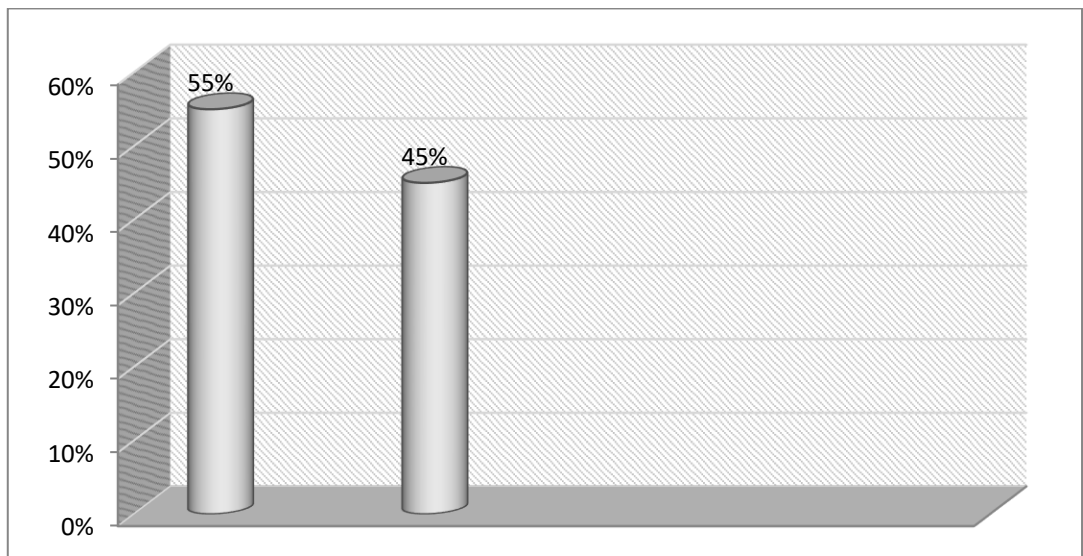


Figure (4-7) presented the qualification of participated teachers.

Table (4-7) illustrated the qualifications of participants, (55%) participants have M.A degrees, while (45%) of teachers PhD holders. Figure (4-7) shows that most of participants are M.A holders.

Table (4-8) presented teachers years of experiences in teaching English.

Experince Years	Frequency	Percent	Valid Percent	Cumulative Percent
Less than five	6	30%	30%	100%
Five to ten	10	50%	50%	
More than 10	4	20%	20%	
Total	20	100%	100%	100%

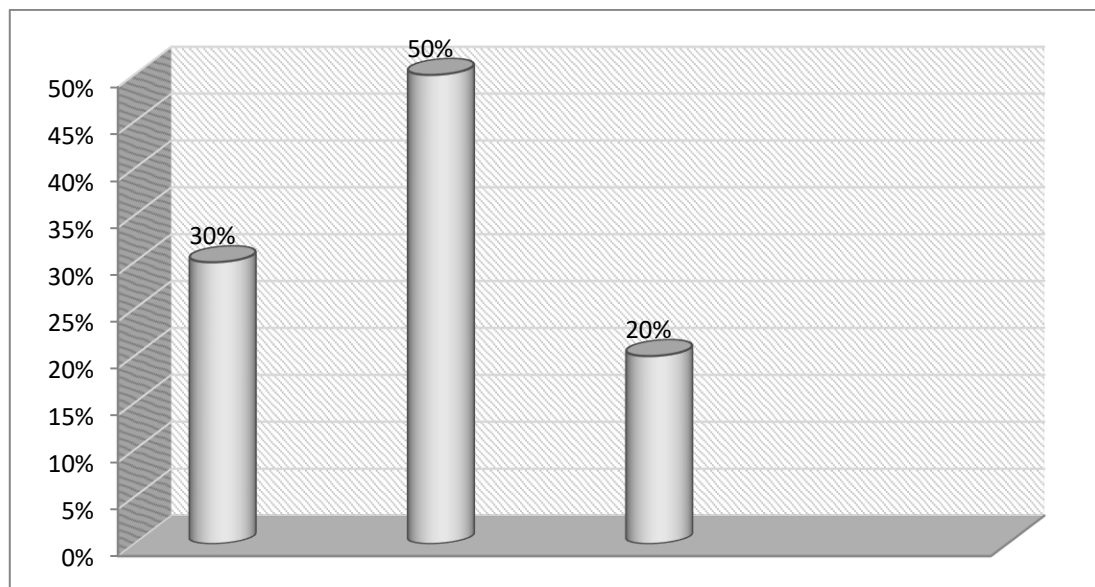


Figure (4-8) presented teachers years of experiences in teaching English.

Table (4-8) presented years of experience in teaching English, (30%) of participants were less than five years experiences in teaching English, (50%) were between five to ten years experiences in teaching English language, while only (20%) were more than ten years experiences in teaching English. Figure (4-8) explained that most of participant experiences in teaching English extended in period from five to ten years.

Table (4-9) Tutors do not use blended learning techniques in teaching writing skills at universities.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	6	30%	30%	90%
Agree	12	60%	60%	
Neutral	1	5%	5%	5%
Disagree	1	5%	5%	5%
Total	20	100%	100%	100%

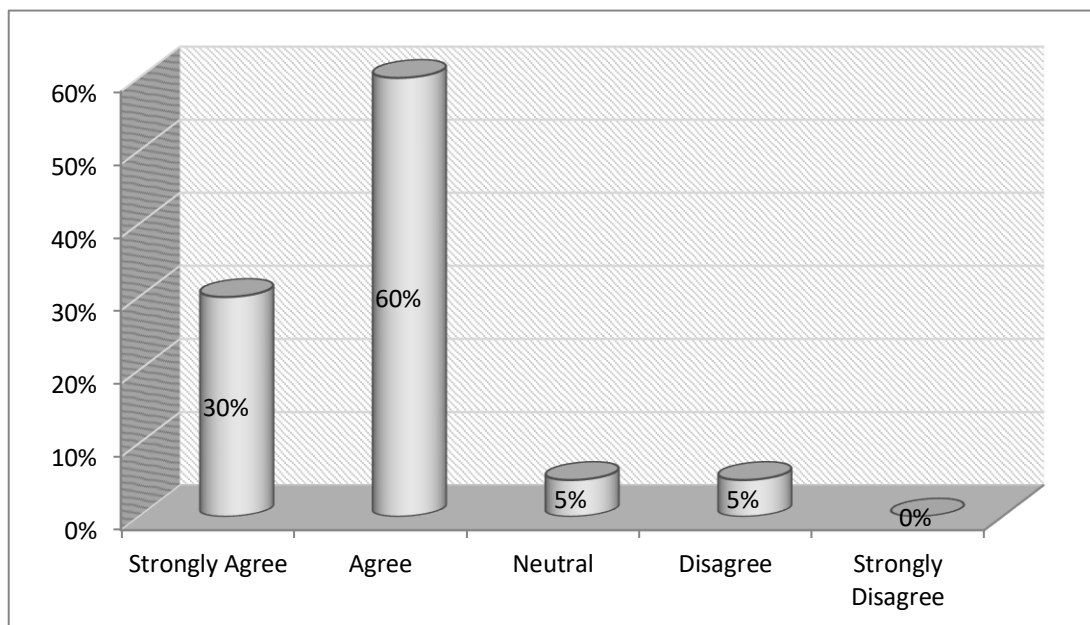


Figure (4-9) Tutors do not use blended learning techniques in teaching writing skills at universities.

From table (4-9) the first statement state that: English language teachers do not use blended learning technique in teaching writing skill. (30%) of respondents strongly agree with statement, (60%) were agree, while (5%) were neutral and only (5%) were disagree. Figure (4-9) above show that most of participants agree with statement.

Table (4-10) Writing activities based on blended learning does not match with students' standard.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	2	10%	10%	55%
Agree	9	45%	45%	
Neutral	4	20%	20%	20%
Disagree	3	15%	15%	25%
Strongly Disagree	2	10%	10%	
Total	20	100%	100%	100%

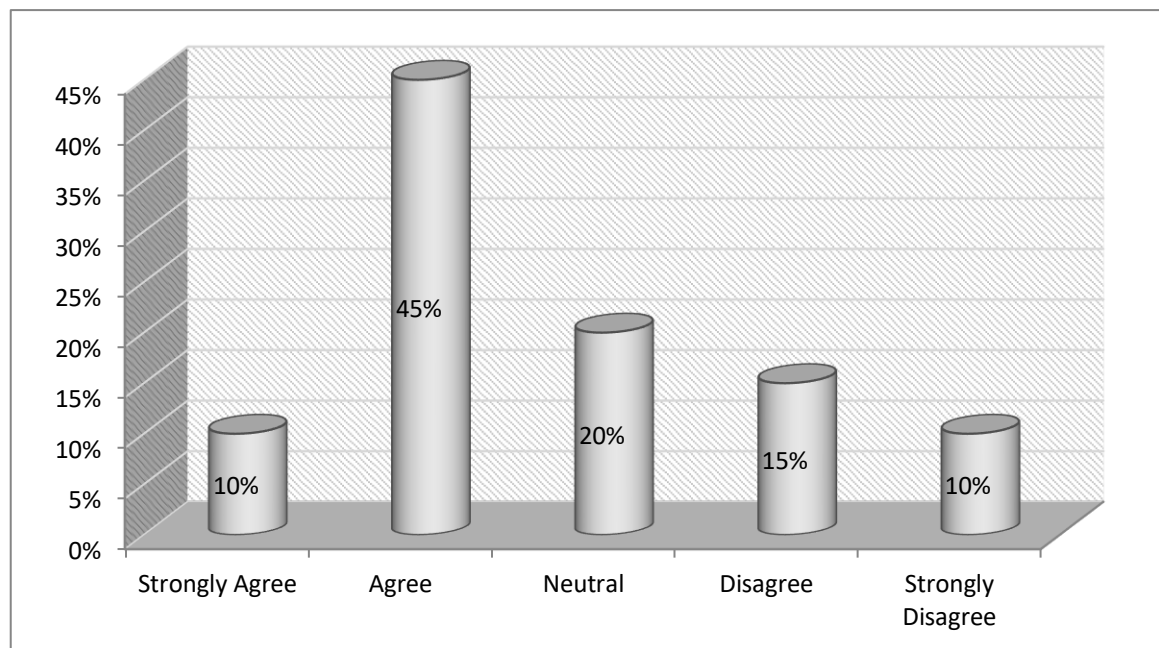


figure (4-10) Writing activities based on blended learning does not match with students' standard.

From (4-10) the second statement, writing activities based on blended learning does not match with students' standard. From table (4-10) about (10%) of participants strongly agree with statement. (45%) agree with it, (20%) were neutral, (15%) disagree with statement and only (10%) strongly disagree. According to figure (4-10) most of participants agree with statement.

Table (4-11) Students are less interactive in writing activities through blended learning.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	3	15%	15%	60%
Agree	9	45%	45%	
Neutral	4	20%	20%	20%
Disagree	3	15%	15%	20%
Strongly Disagree	1	5%	5%	
Total	20	100%	100%	100%

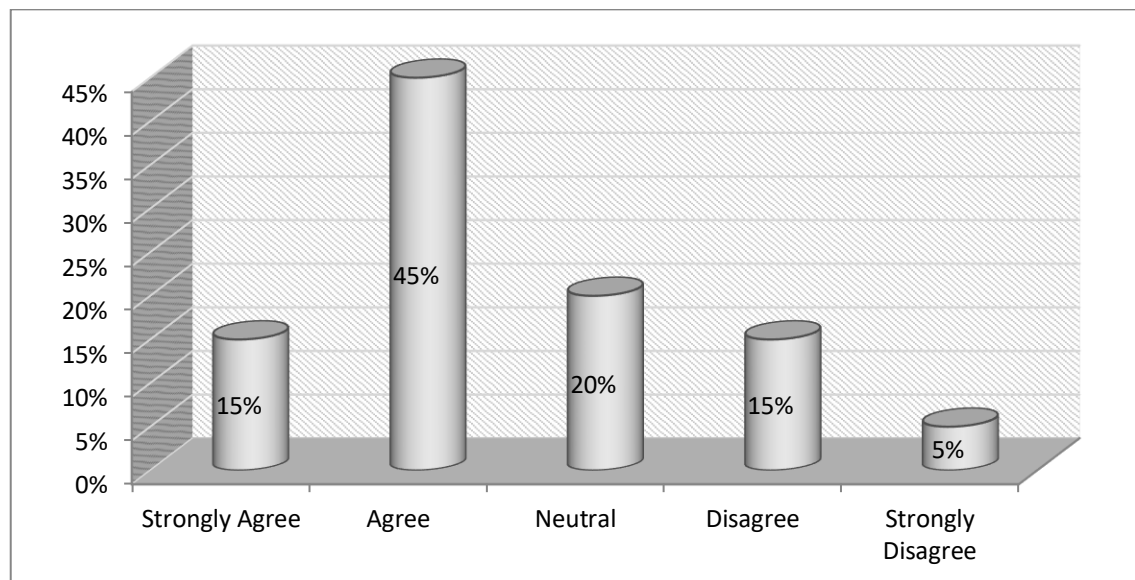


Figure (4-11) Students are less interactive in writing activities through blended learning.

From table (4-11) regarding to statement number (3) which is an inquiry whether students are less interactive in writing activities through blended learning. As we can see from table (4-11) above, (15%) of participants strongly agree with statement, (45%) agree with it, (20%) neutral, (15%) disagree and only (5%) strongly disagree. From figure above we can see most of participants agree with statement.

Table (4-12) English syllabus based on blended learning does not enable students to write good text.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	3	15%	15%	50%
Agree	7	35%	35%	
Neutral	2	10%	10%	10%
Disagree	6	30%	30%	40%
Strongly Disagree	2	10%	10%	
Total	20	100%	100%	100%

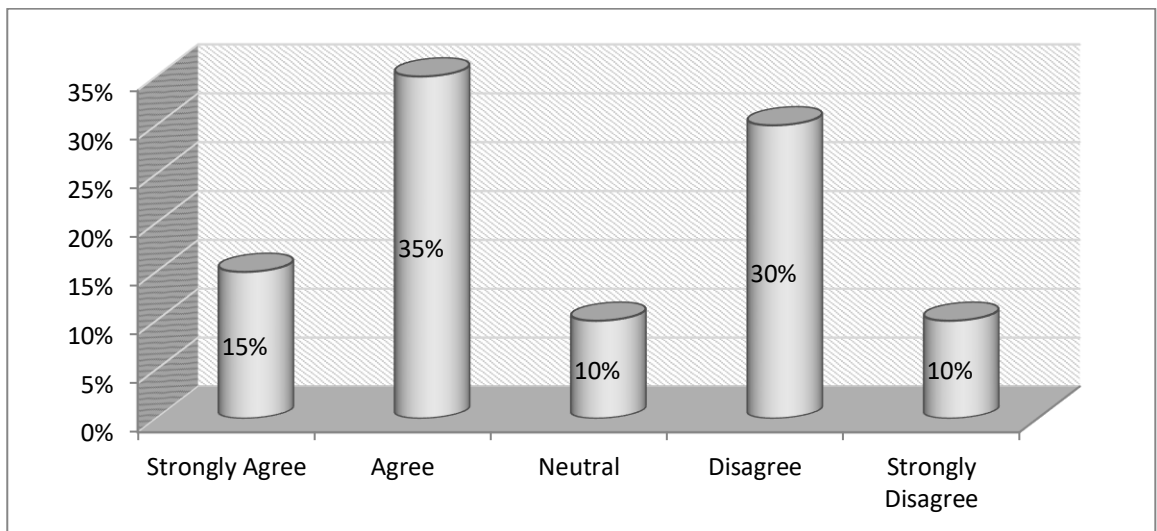


Figure (4-12) English syllabus based on blended learning does not enable students to write good text.

From table (4-12) statement number (4) state that, English syllabus based on blended learning does not enable students to write good text. (15%) of participants strongly agree with Statement, (35%) agree with it, (10%) neutral, (30%) disagree with Statement and (10%) strongly disagree with it. From figure (4-12) above most of participants agree with Statement.

Table (4-13) Working with blended learning in teaching writing skill reduce effort.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	6	30%	30%	85%
Agree	11	55%	55%	
Disagree	2	10%	10%	10%
Strongly Disagree	1	5%	5%	5%
Total	20	100%	100%	100%

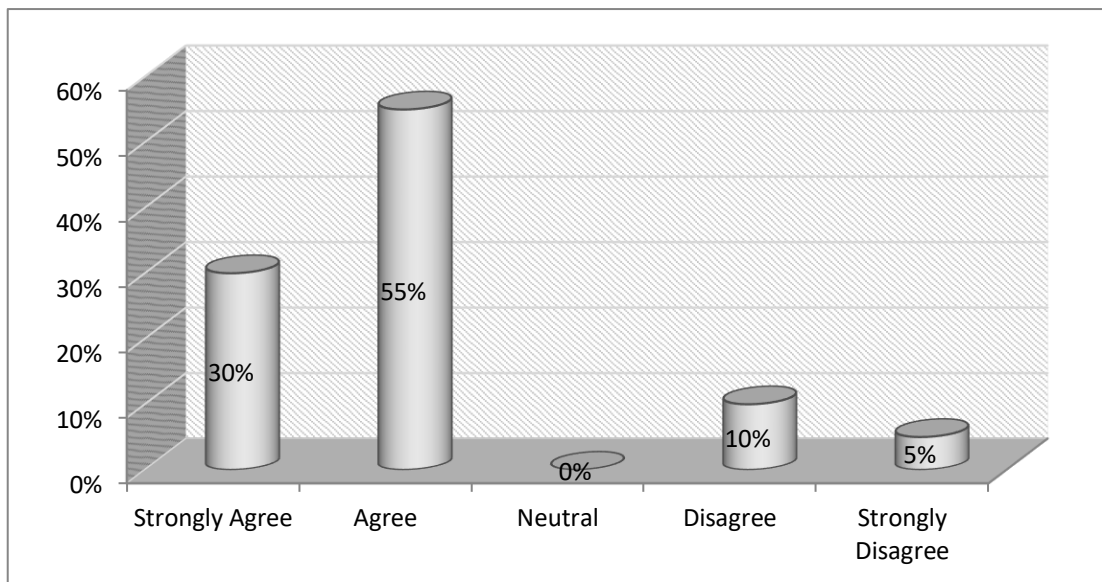


Figure (4-13) Working with blended learning in teaching writing skill reduce effort.

From table (4-13) statement number (5) pointed out that working with blended learning in teaching writing skill reduce effort. (30%) of participants strongly agree with statement, (55%) agree with it, (10%) disagree with statement and only (5%) strongly disagree. From figure (4-13) above we can see that the majority of participants agree with statement.

Table (4-14) Working with blended techniques in teaching writing skill reduces time.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	5	25%	25%	95%
Agree	14	70%	70%	
Disagree	1	5%	5%	5%
Total	20	100%	100%	100%

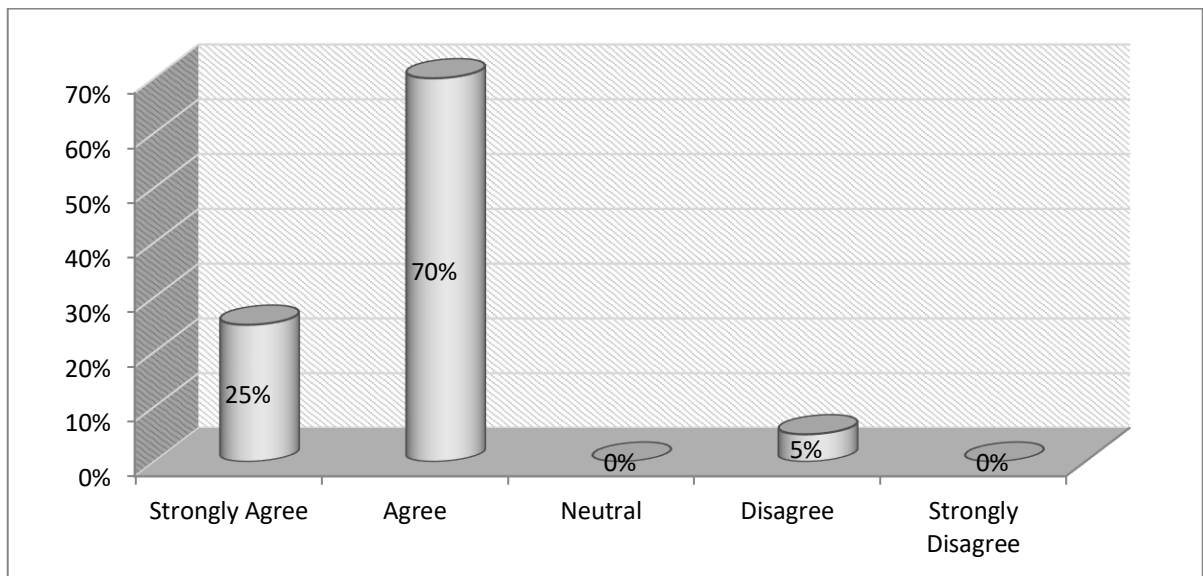


Figure (4-14) Working with blended techniques in teaching writing skill reduces time.

From table (4-14) and statement number (6) pointed out that working with blended techniques in teaching writing skill reduces time. (25%) of participants strongly agree with statement, (70%) agree with it and only (5%) disagree with statement. From figure (4-14) above most of participants respondents strongly agree with statement.

Table (4-15) Use of blended learning creates more interaction between students and tutors in teaching writing skills.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	11	55%	55%	90%
Agree	7	35%	35%	
Neutral	1	5%	5%	5%
Strongly Disagree	1	5%	5%	100%
Total	20	100%	100%	100%

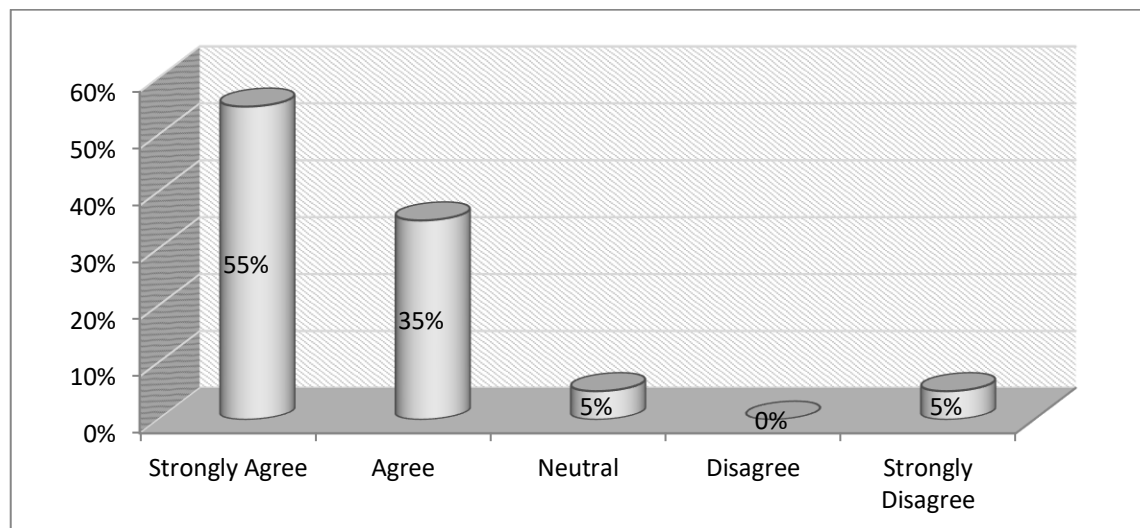


Figure (4-15) Use of blended learning creates more interaction between students and tutors in teaching writing skills.

From table (4-15) and statement number (7) state that use of blended learning creates more interaction between students and tutors in teaching writing skills. (55%) of participants strongly agree with statement, (35%) agree with it, (5%) undecided and only (5%) strongly disagree. From figure (4-15) above we can see that most of respondents strongly agree with the statement.

Table (4-16) The students' writing experience in English is motivated through blended learning.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	10	50%	50%	95%
Agree	9	45%	45%	
Neutral	1	5%	5%	5%
Total	20	100%	100%	100%

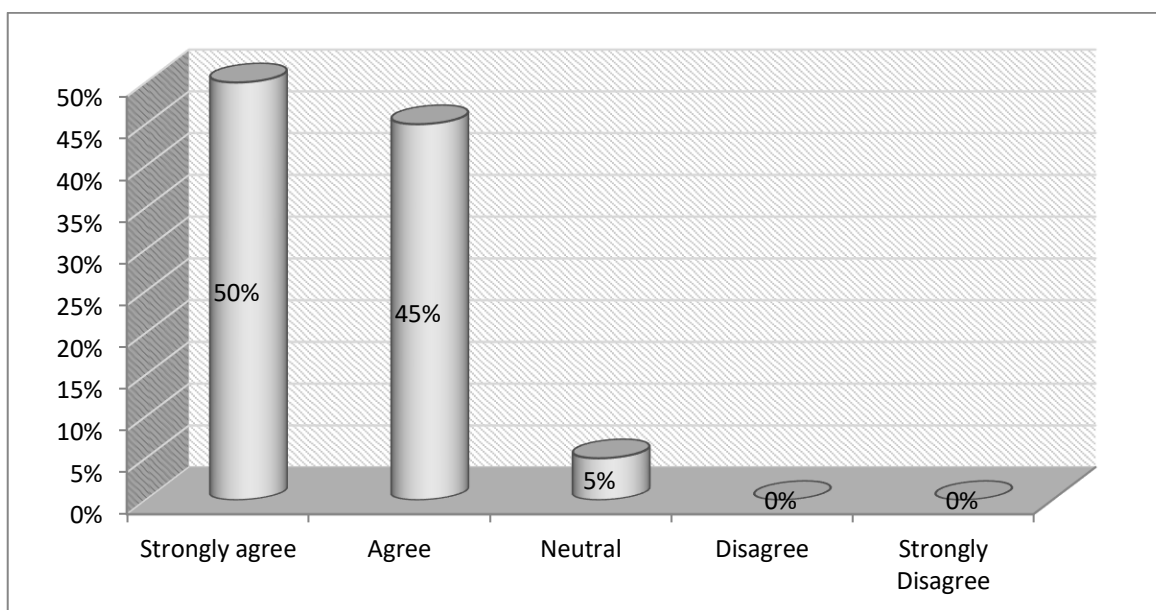


Figure (4-16) The students' writing experience in English is motivated through blended learning.

According to table (4-16) and statement number (8) which stated that, the students' writing experience in English is motivated through blended learning. (50%) of participants strongly agree with the statement, (45%) agree with it, and only (5%) undecided. From figure (4-16) most of participants strongly agree with statement.

Table (4-17) Using blended learning techniques is helpful in classroom management.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	7	35%	35%	75%
Agree	8	40%	40%	
Neutral	2	10%	10%	10%
Disagree	2	10%	10%	15%
Strongly Disagree	1	5%	5%	
Total	20	100%	100%	100%

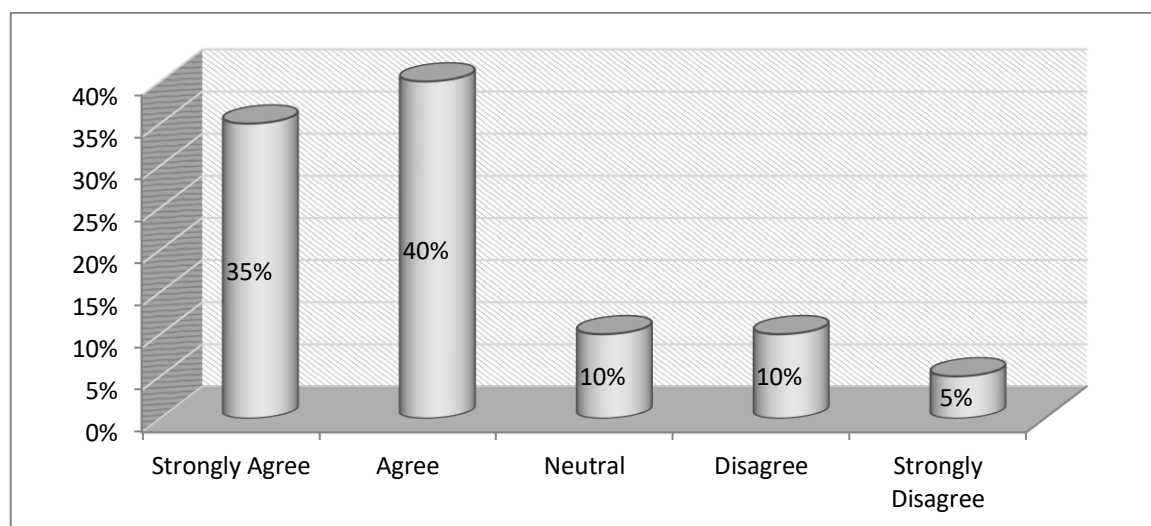


Figure (4-17) Using blended learning techniques is helpful classroom management.

From table (4-17) and statement (9) state that, using blended learning techniques is helpful in classroom management. (35%) of participants strongly agree with statement, (40%) agree with it, (10%) neutral, (10%) disagree and only (5%) strongly disagree with item. From figure (4-17) most of respondent agree with statement.

Table (4-18) I carry out all teaching tasks through blended learning techniques.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	9	45%	45%	85%
Agree	8	40%	40%	
Disagree	2	10%	10%	15%
Strongly Disagree	1	5%	5%	
Total	20	100%	100%	100%

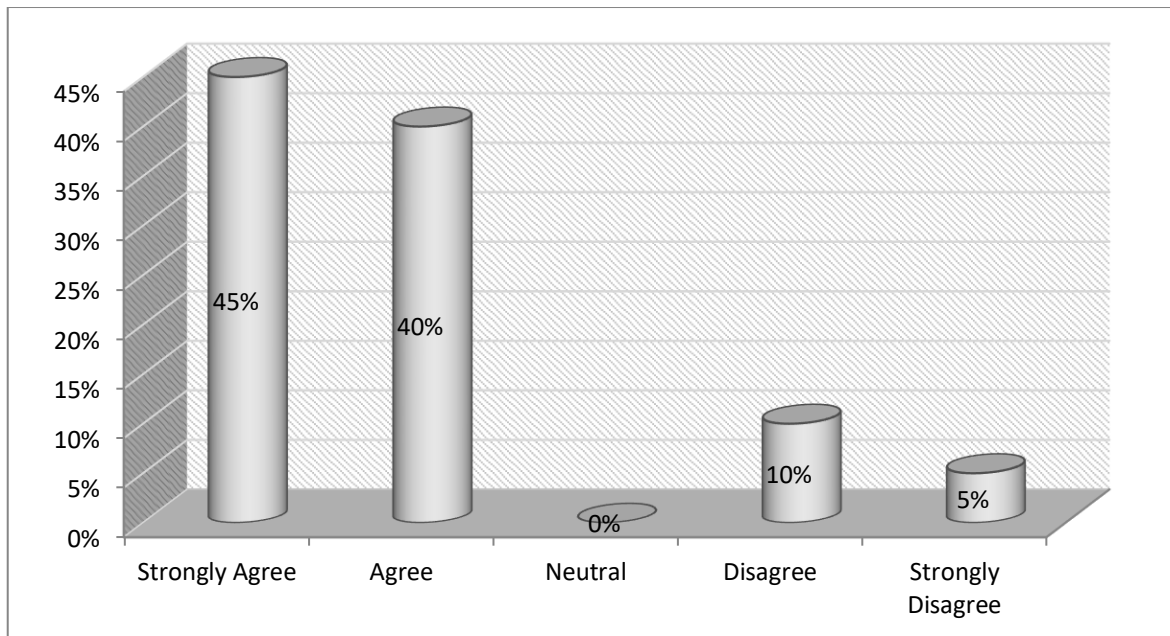


Figure (4-18) I carry out all teaching tasks through blended learning techniques.

From table (4-18) and statement number (10) which state that, I carry out all teaching tasks through blended learning techniques. (45%) strongly agree with statement, (40%) agree with it, (10%) disagree with statement and only (5%) strongly disagree. From figure (4-18) most of respondents strongly agree with statement.

Table (4-19) Blended learning contributes to facilitate the process of evaluating students' achievement.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	6	30%	30%	85%
Agree	11	55%	55%	
Neutral	1	5%	5%	5%
Disagree	2	10%	10%	10%
Total	20	100%	100%	100%

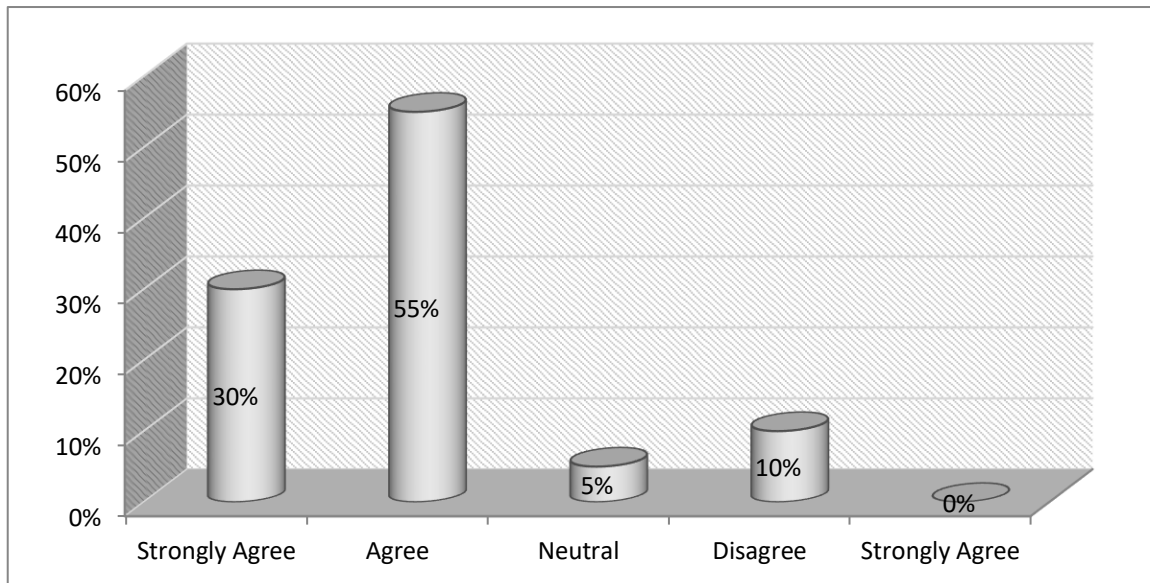


Figure (4-19) Blended learning contributes to facilitate the process of evaluating students' achievement.

From table (4-19) and regarding to statement number (11) which is an inquiry whether blended learning contributes to facilitate the process of evaluating students' achievement. (30%) of participants strongly agree with statement, (55%) agree with it, (5%) neutral and only (10%) disagree with statement. From figure number (4-19) most of participants agree with statement.

Table (4-20) Using blended learning help tutors complete syllabus as scheduled.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	6	30%	30%	100%
Agree	14	70%	70%	
Total	20	100%	100%	100%

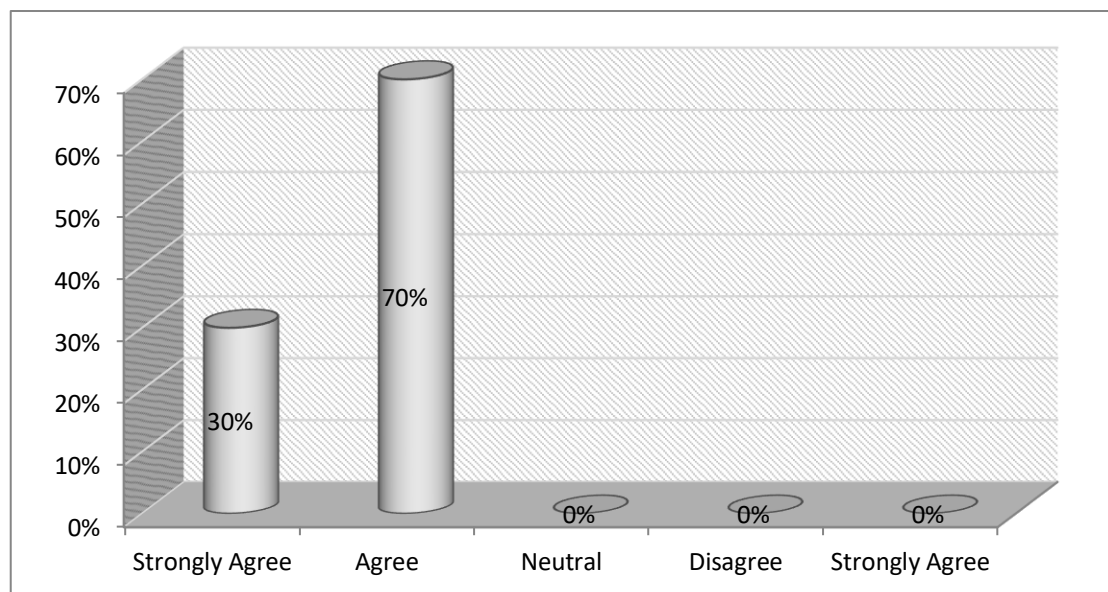


Figure (4-20) Using blended learning help tutors complete syllabus as scheduled.

From table (4-20) which pointed out that using blended learning help tutors complete syllabus as scheduled. (30%) of participants strongly agree with statement and (70%) agree with it. For research point of view the highly respond of agree and strongly agree proves the significant of blended learning in teaching writing skill. From figure (4-20) cumulative Percent agree and strongly agree with statement.

Table (4-21) Blended learning adds a new burden for the tutors.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	7	35%	35%	70%
Agree	7	35%	35%	
Neutral	3	15%	15%	15%
Disagree	2	10%	10%	15%
Strongly Disagree	1	5%	5%	
Total	20	100%	100%	100%

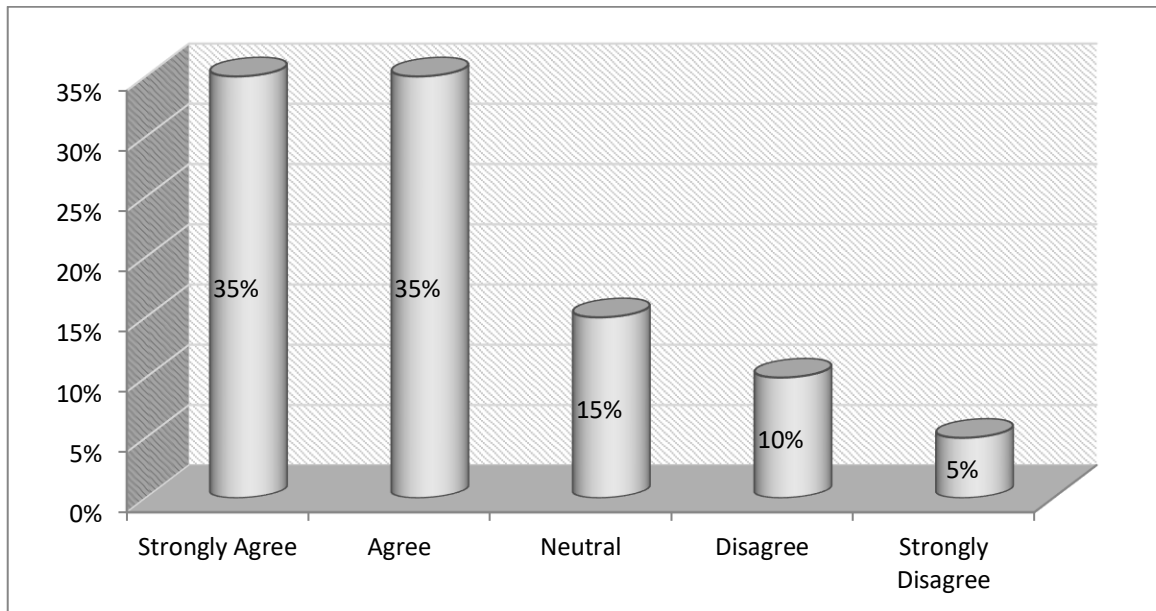


Figure (4-21) Blended learning adds a new burden for the tutors.

From table (4-21) which show that, blended learning adds a new burden for the tutors. (35%) of participants strongly agree with statement, (35%) agree with it, (15%) neutral, (10%) disagree and only (5%) strongly disagree with statement. From figure (4-21) most of participants agree with statement.

Table (4-22) The high cost of computer hardware hinders the use of blended learning in teaching writing skill.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	6	30%	30%	75%
Agree	9	45%	45%	
Neutral	2	10%	10%	10%
Disagree	2	10%	10%	15%
Strongly Disagree	1	5%	5%	
Total	20	100%	100%	100%

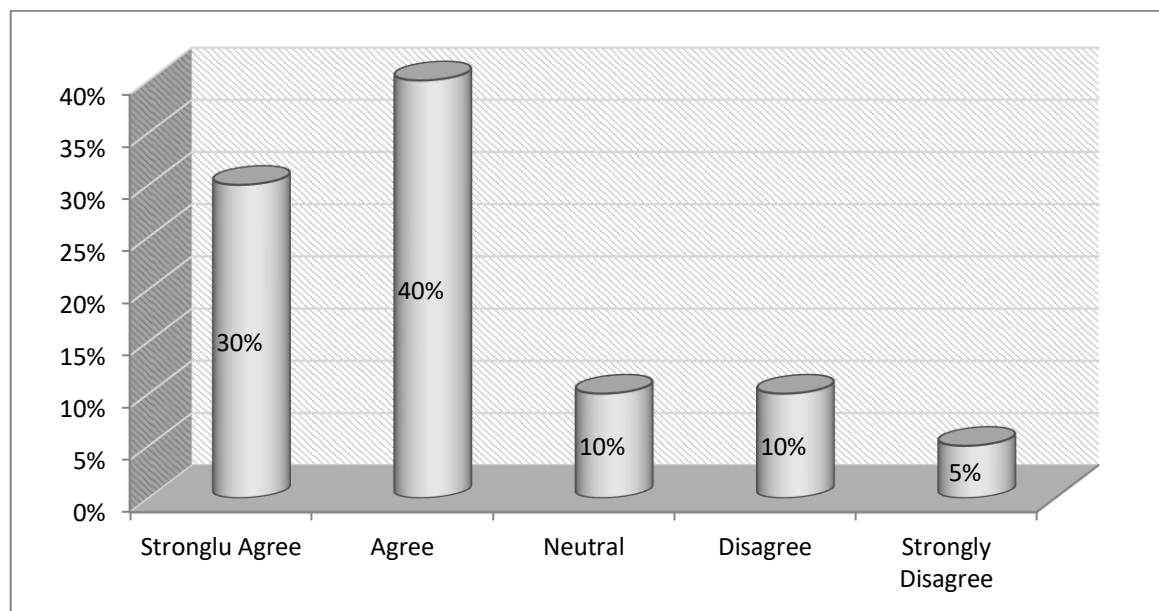


Figure (4-22) The high cost of computer hardware hinders the use of blended learning in teaching writing skill.

From table (4-22) and above statement which pointed out that, the high cost of computer hardware hinders the use of blended learning in teaching writing skill. (30%) of participants strongly agree with statement, (45%) agree with it, (10%) undecided, (10%) disagree and only (5%) strongly disagree with statement. From figure (4-22) the highest respondent agrees with statement.

Descriptive Statistics analysis of teachers' questionnaire

No	Statement	N	Mini- mum	Maxi mum	Mean	Std. Deviation
1	Gender	20	1.00	2.00	1.4500	.51042
2	Qualification.	20	2.00	3.00	2.4500	.51042
3	Years of experience in teaching English.	20	1.00	3.00	1.9000	.71818
4	Tutors do not use blended learning techniques in teaching writing skill at universities.	20	1.00	23.00	2.8000	4.78594
5	Writing activities based on blended learning does not match with students' standard.	20	1.00	5.00	2.7000	1.17429
6	Students are less interactive in writing activities through blended learning.	20	1.00	5.00	2.5000	1.10024
7	English syllabus based on blended learning does not enable students to write good text.	20	1.00	5.00	2.8500	1.30888
8	Working with blended learning in teaching writing skill reduce effort.	20	1.00	5.00	2.0500	1.09904
9	Working with blended techniques in teaching writing skill reduces time.	20	1.00	4.00	1.8500	.67082
10	Use of blended learning creates more interaction between students and tutors in teaching writing skills.	20	1.00	5.00	1.6500	.98809
11	The students' writing experience in English is motivated through blended learning.	20	1.00	3.00	1.5500	.60481
12	Using blended learning techniques is helpful classroom management.	20	1.00	12.00	2.4500	2.43818

13	Blended learning contributes to facilitate the process of evaluating students' achievement.	20	1.00	4.00	1.9500	.88704
14	Using blended learning help tutors complete syllabus as scheduled.	20	1.00	2.00	1.7000	.47016
15	Blended learning adds a new burden for the tutors.	20	1.00	5.00	2.1500	1.18210
16	I carry out all teaching tasks through blended learning techniques.	20	1.00	5.00	1.9000	1.16529
17	The high cost of computer hardware hinders the use of blended learning in teaching writing skill.	20	1.00	5.00	2.1500	1.13671
	Valid N (list wise)	20				

Table (4-23) presented: minimum, maximum, mean and Std. deviation, of participants responds to the questioner.

4.1.4 Students' Questionnaire Analysis

Third hypothesis states that: "Students react positively towards blended learning".

To test this hypothesis, descriptive analytical statistics was run and the results shown in the following fourteen tables:

Table (4-24) presented the gender of participated students

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	5	25%	25%	25%
Feale	15	75%	75%	75%
Total	20	100%	100%	100%

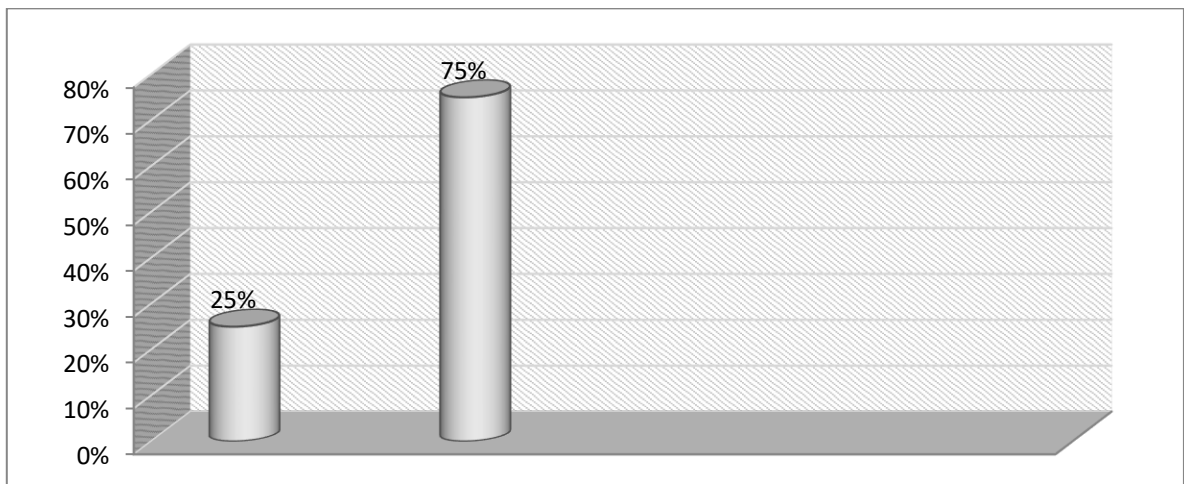


Figure (4-23) presented the gender of participated students

Table (4-24) show that (25%) of participants were male and (75%) were female, this shows that most of participants were female. Figure (4-23) shows that most of participants were female.

Table (4-25) Blended learning improve students writing skills.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	5	25%	25%	95%
Agree	14	70%	70%	
Disagree	1	5%	5%	5%
Total	20	100%	100%	100%

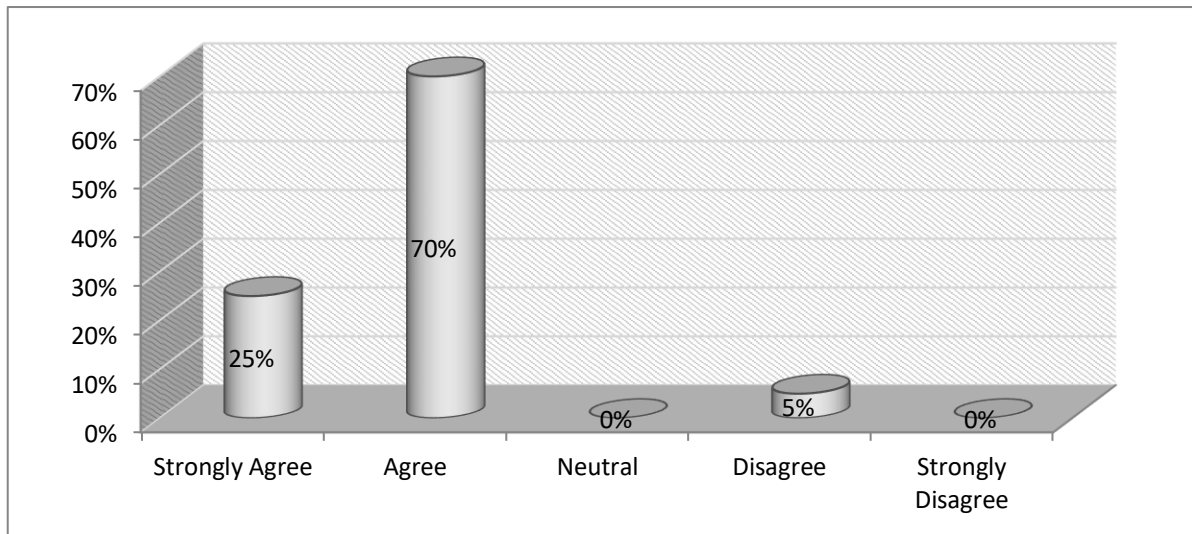


Figure (4-24) Blended learning improve students writing skills.

Table (4-25) show that (25%) of participants strongly agree with statement blended learning improves students writing skills. (70%) agree with it and only (5%) disagree with item. From figure (4-24) most of participant respondent agree with statement.

Table (4-26) Students has a positive attitude towards blended learning.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	12	60%	60%	95%
Agree	7	35%	35%	
Neutral	1	5%	5%	5%
Total	20	100%	100%	100%

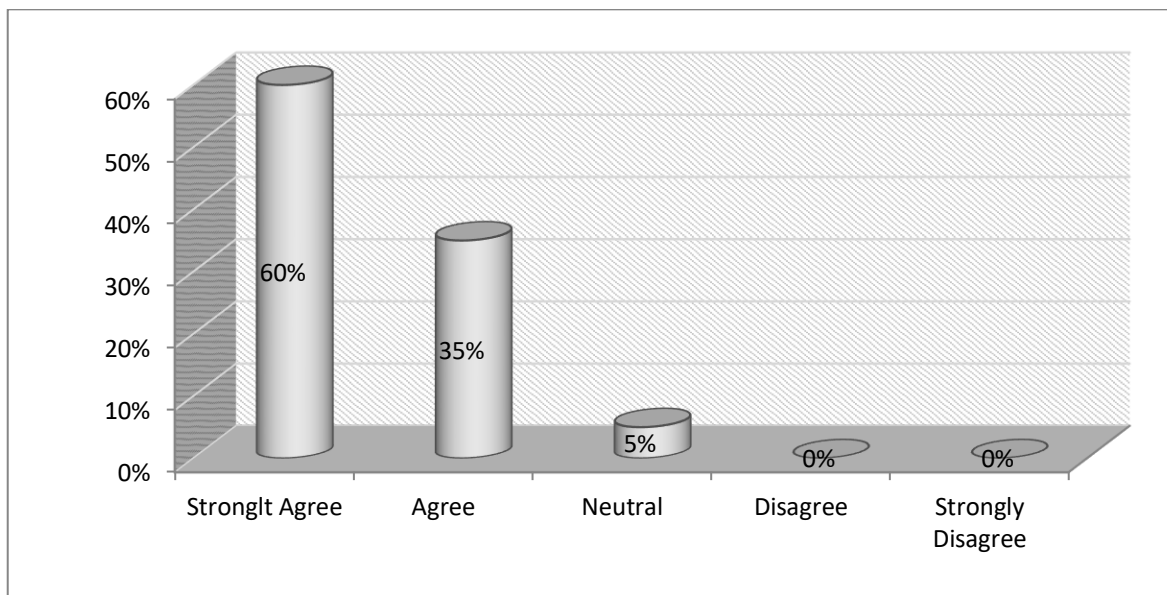


Figure (4-25) Students has a positive attitude towards blended learning.

Students has a positive attitude towards blended learning, table (4-26) shows that (60%) of participants strongly agree with statement, (35%) agree with it and only (5%) neutral, this proves that blended learning can facilitate students writing skill. From figure (4-25) the highest respondents of participants strongly agree with statement.

Table (4-27) Students are willing to use computer in practice writing skills.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	8	40%	40%	95%
Agree	11	55%	55%	
Disagree	1	5%	5%	5%
Total	20	100%	100%	100%

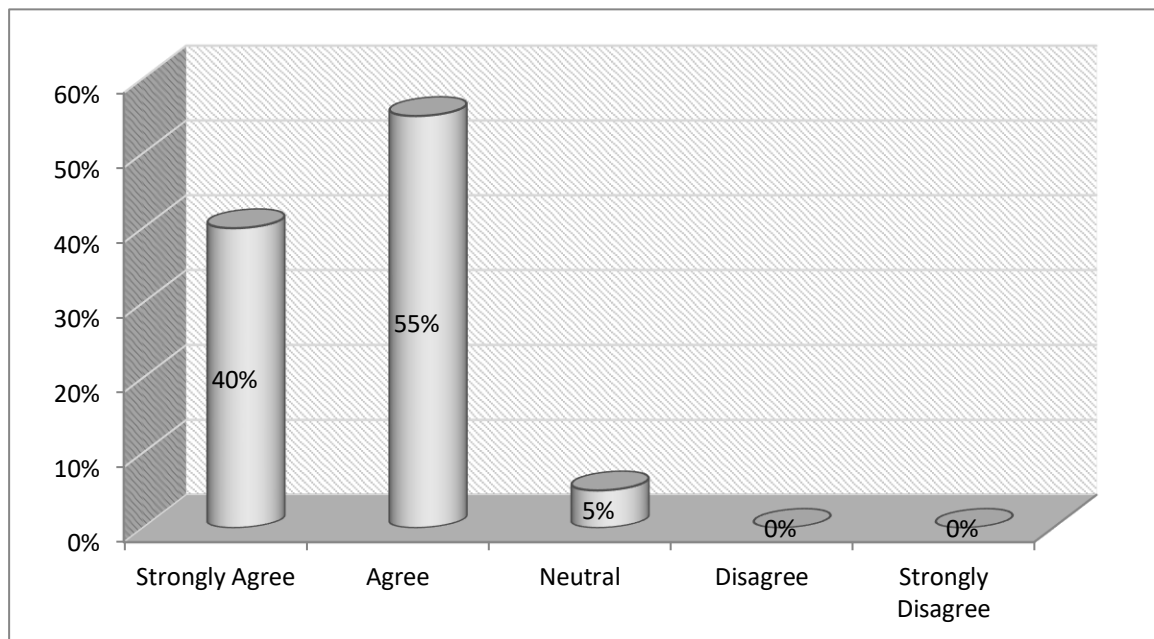


Figure (4-26) Students are willing to use computer in practice writing skills.

As shown in table (4-27), (40%) of students were affirm that they are willing to use computer in practice writing skills, (55%) of students agree with the statement and only (5%) disagree with it. As shown from figure (4-26) most of participants agree with statement.

Table (4-28) Blended learning helps students to interact with a lot of writing activities in the classroom.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	7	35%	35%	90%
Agree	11	55%	55%	
Neutral	1	5%	5%	5% %
Disagree	1	5%	5%	5%
Total	20	100%	100%	100%

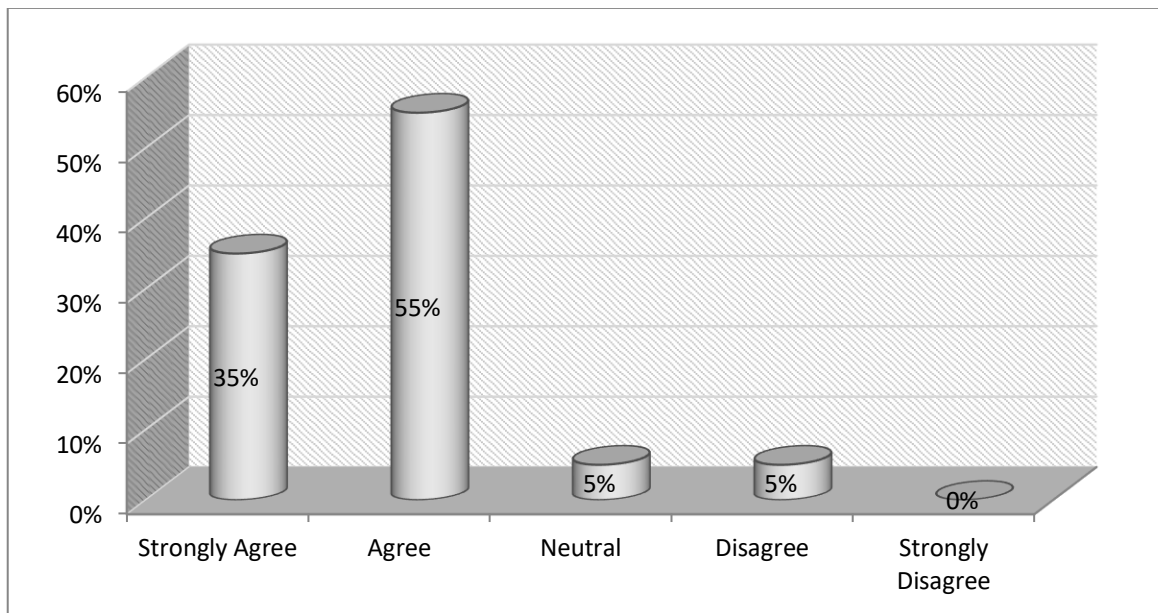


Figure (4-27) Blended learning helps students to interact with a lot of writing activities in the classroom.

In response to the statement, blended learning helps students to interact with a lot of writing activities in the classroom (35%) strongly agree with statement, (55%) agree with it, (5%) neutral and only (5%) disagree with statement. From figure (4-27) most of participants agree with the statement.

Table (4-29) Using blended learning in writing class have made students more productive.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	6	30%	30%	95%
Agree	13	65%	65%	
Disagree	1	5%	5%	5%
Total	20	100%	100%	100%

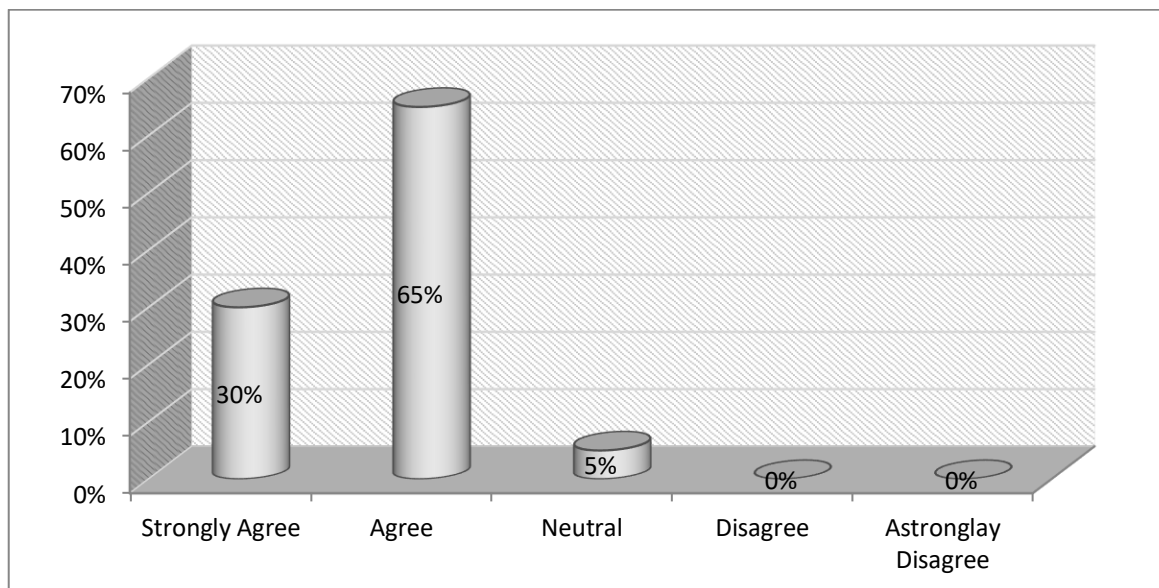


Figure (4-28) Using blended learning in writing class have made students more productive.

Concerning wither using blended learning in writing class have made students more productive, table (4-28) shows that (30%) of students strongly agree with statement, (65%) agree with it and only (5%) disagree with statement. From figure (2-28) most of participant respondent agree with statement.

Table (4-30) Students did not feel nervous in their computer-writing class.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	6	30%	30%	75%
Agree	9	45%	45%	
Neutral	2	10%	10%	10%
Disagree	3	15%	15%	15%
Total	20	100%	100%	100%

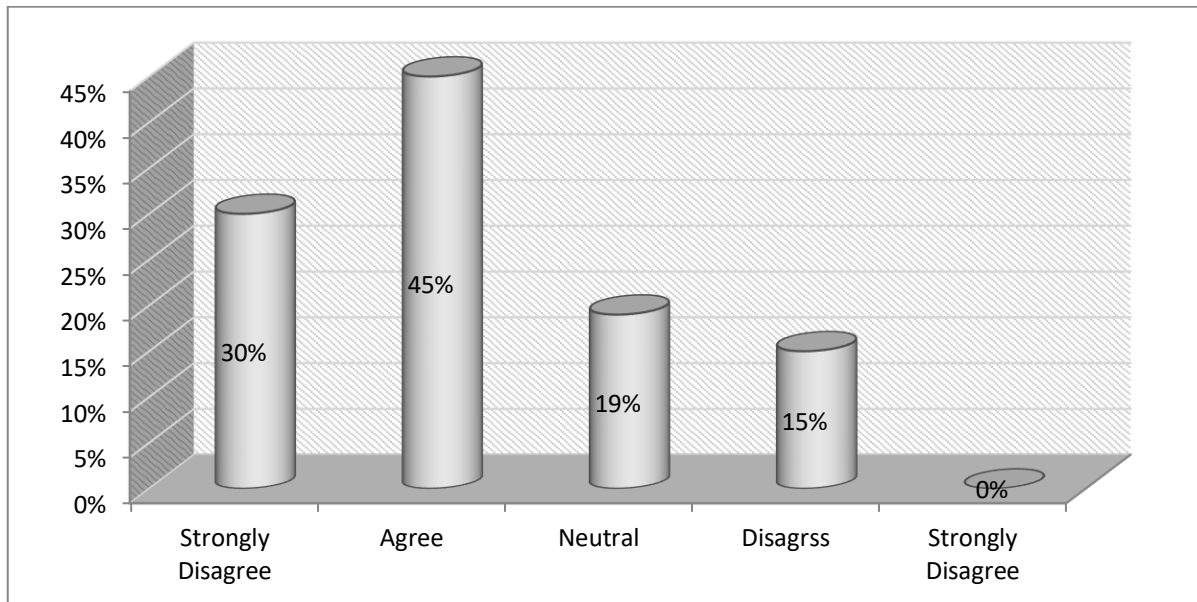


Figure (4-29) Students did not feel nervous in their computer-writing class.

Students did not feel nervous in their computer-writing class, from table (4-30) above, (30%) of participants strongly agree with the statement, (45%) agree with it, (10%) neutral while only (15%) disagree with statement. From figure (2-29) the highest respondents of participant agree with the statement.

Table (4-31) Using the blended techniques provide students with feedback about their mistakes.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	8	40%	40%	100%
Agree	12	60%	60%	
Total	20	100%	100%	100%

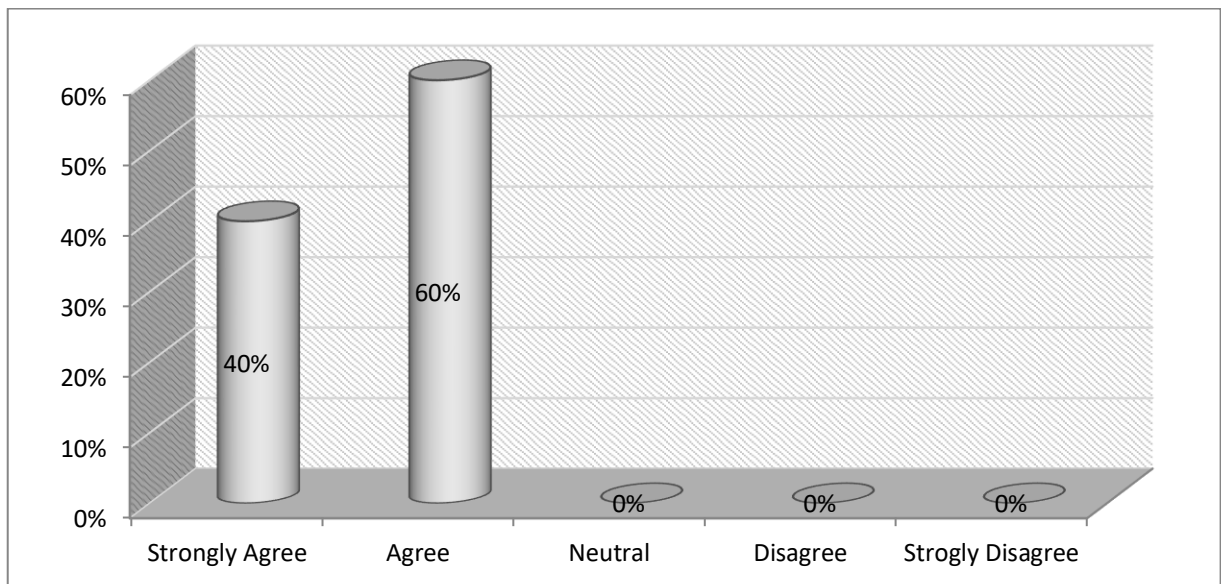


Figure (4-30) Using the blended techniques provide students with feedback about their mistakes.

Table (4-31) shows that (40%) of participants respondents agree with statement that, using the blended techniques provide students with feedback about their mistakes. (60%) agree with the statement. From figure (2-30) most of participants respondents agree with statement.

Table (4-32) Blended learning enhances students' motivation in learning writing skills.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	8	40%	40%	70%
Agree	6	30%	30%	
Disagree	4	20%	20%	30%
Strongly Disagree	2	10%	10%	
Total	20	100%	100%	100%

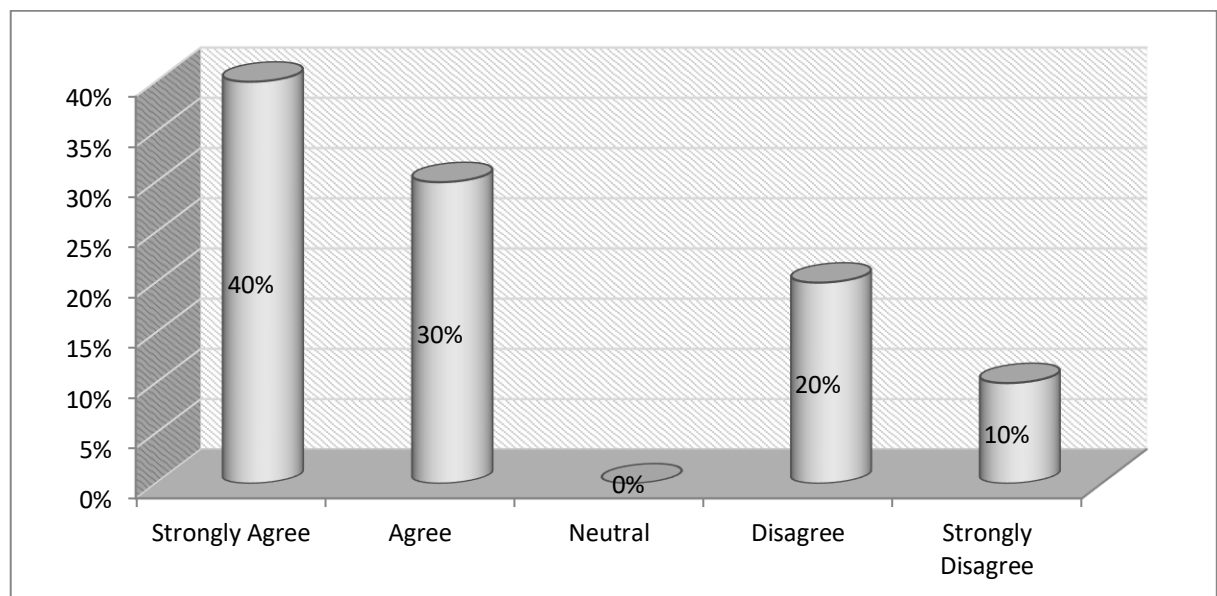


Figure (4-31) Blended learning enhances student motivation in learning writing skills.

Blended learning enhances students' motivation in learning writing skills. From table (2-32) above, (40%) of students strongly agree with statement, (30%) agree with it, (20%) disagree with items and only (10%) strongly disagree with statement. From figure (4-31) most of participants respondents strongly agree with the statement.

Table (4-33) Using blended learning in writing skills reduce students spelling mistakes.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	10	50%	50%	95%
Agree	9	45%	45%	
Strongly Disagree	1	5%	5%	5%
Total	20	100%	100%	100%

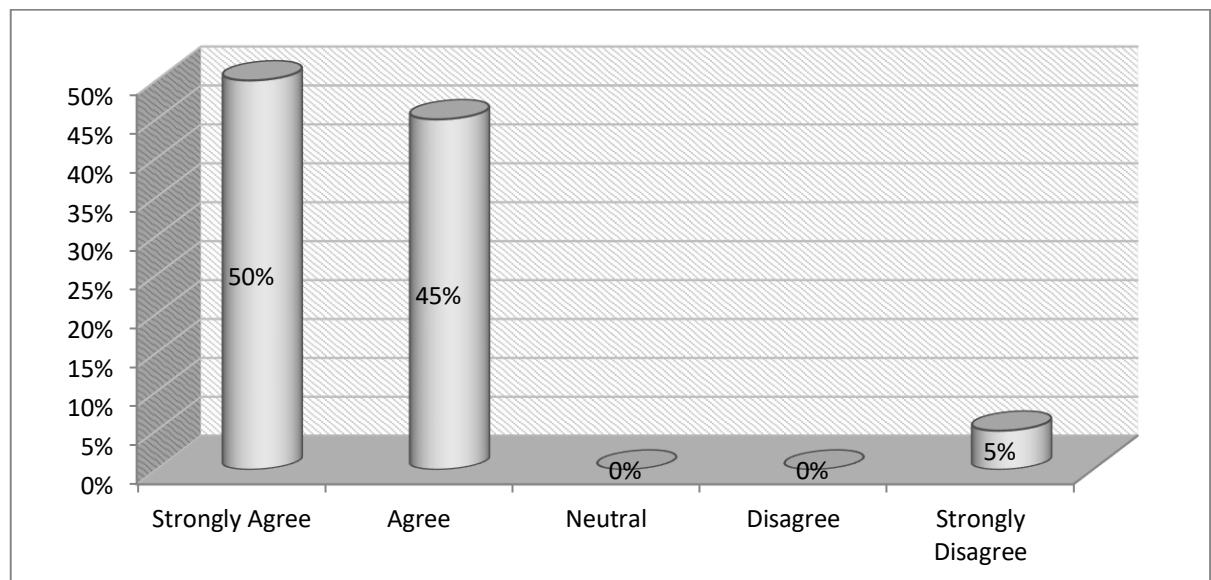


Figure (4-32) Using blended learning in writing skills reduce students spelling mistakes.

Regarding to the item above which state using blended learning in writing skills reduce students spelling mistakes. (50%) strongly agree with the statement, (45%) agree with it and only (5%) of students strongly disagree with the statement. From figure (4-32) above we can see that most of participants strongly agree with the statement.

Table (4-34) Blended learning techniques help students by decreasing grammatical mistakes.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	8	40%	40%	85%
Agree	9	45%	45%	
Neutral	1	5%	5%	5%
Disagree	2	10%	10%	10%
Total	20	100%	100%	100%

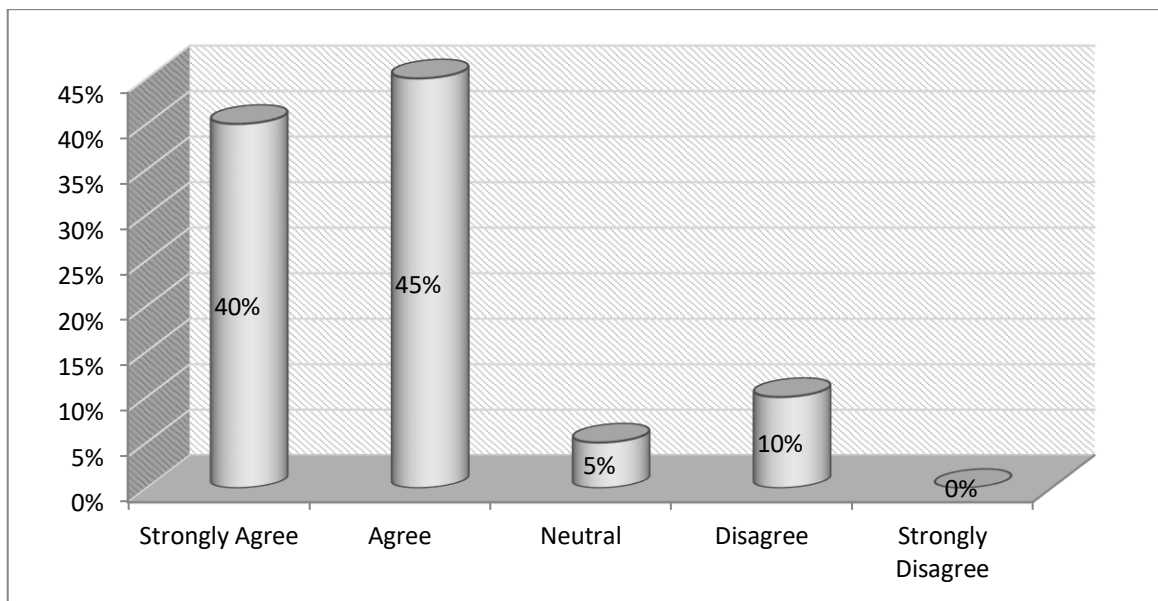
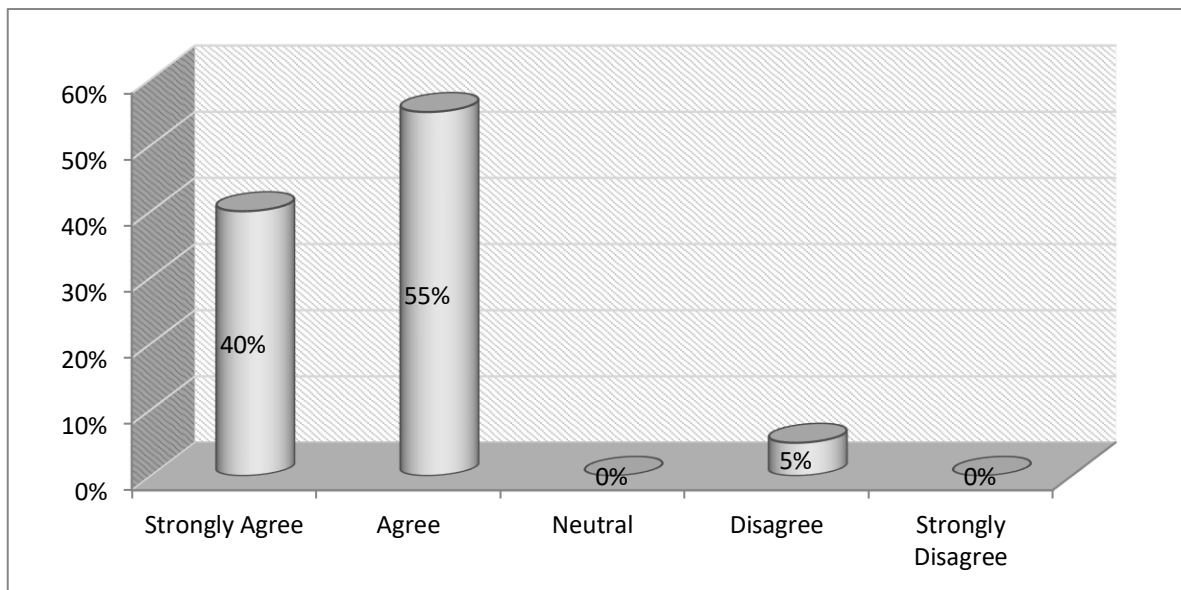


Figure (4-33) Blended learning techniques help students by decreasing grammatical mistakes.

Blended learning techniques help students by decrease grammatical mistake. It has been founded that (40%) strongly agree with the statement, (45%) agree with it, (5%) neutral and only (10%) disagree with the statement. From figure (4-33) we can see most of respondents agree with statement.

Table (4-35) Blended learning motivate the students to study by them self.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	8	40%	40%	95%
Agree	11	55%	55%	
Disagree	1	5%	5%	5%
Total	20	100%	100%	100%



Figures (4-34) Blended learning motivate students to study by them self.

From table (4-35) above, blended learning motivates the students to study by them self. We can see that (40%) of participants strongly agree with the statement, (55%) agree with it and only (5%) disagree with the statement. Figure (4-34) above shows that most of respondents agree with the statement.

Table (4-36) Students were encouraged to use blended learning in writing activities.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	3	15%	15%	40%
Agree	5	25%	25%	
Neutral	1	5%	5%	5%
Disagree	9	45%	45%	55%
Strongly Disagree	2	10%	10%	
Total	20	100%	100%	100%

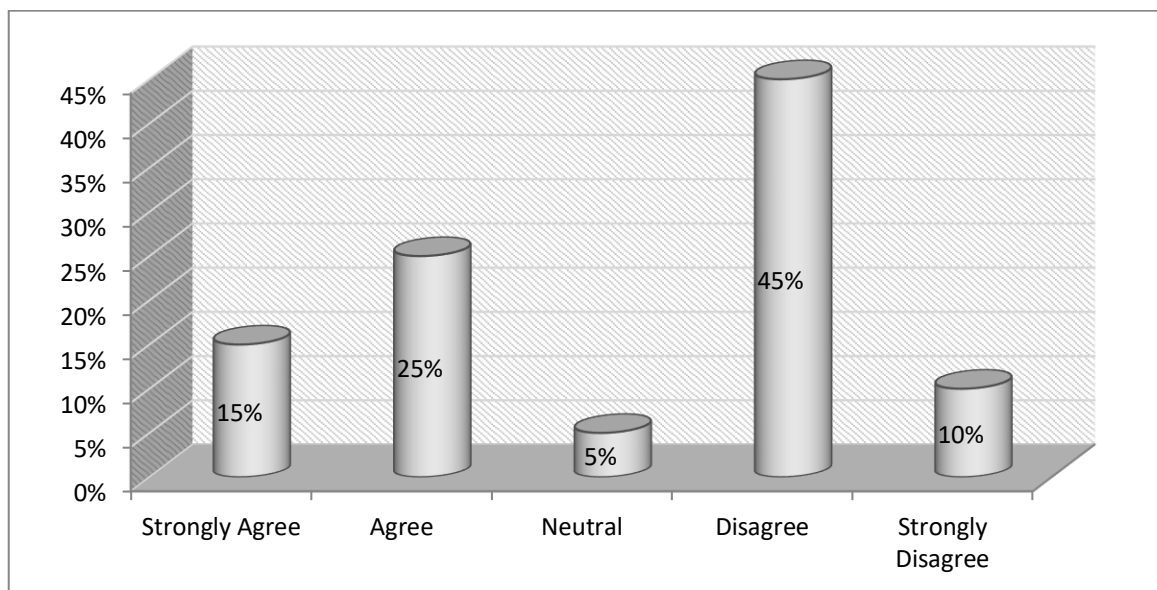


Figure (4-35) Students were encouraged to use blended learning in writing activities.

From table (4-36) above, which state that students were encouraged to use blended learning in writing activities. (15%) of students strongly agree with the statement, (25%) agree with it, (5%) neutral, (45%) disagree and (10%) strongly disagree. we can see that most of students respond disagree with the statement as in figure (4-35) above.

Descriptive Statistics analysis of students' questionnaire.

	Statements	N	Mini- mum	Maxi- mum	Mean	Std. Deviation
1	Gender	20	1.00	2.00	1.7500	.44426
2	Blended learning improves students writing skills.	20	1.00	4.00	1.8500	.67082
3	Students has a positive attitude towards blended learning.	20	1.00	3.00	1.4500	.60481
4	Students are willing to use computer in practice writing skills.	20	1.00	4.00	1.7000	.73270
5	Blended learning helps students to interact with a lot of writing activities in the classroom.	20	1.00	4.00	1.8000	.76777
6	Using blended learning in writing class have made students more productive.	20	1.00	4.00	1.8000	.69585
7	Students did not feel nervous in their computer-writing class.	20	1.00	4.00	2.1000	1.02084
8	Using the blended techniques provide students with feedback about their mistakes.	20	1.00	2.00	1.6000	.50262
9	Blended learning enhances student motivation in learning writing skills.	20	1.00	22.00	4.0000	6.25763
10	Using blended learning in writing skills reduce students spelling mistakes.	20	1.00	5.00	1.6500	.93330
11	Blended learning techniques help students by decrease grammatical mistake.	20	1.00	4.00	1.8500	.93330
12	Blended learning motivates the students to study by them self.	20	1.00	4.00	1.7000	.73270
13	Students were encouraged to use blended learning in writing activities.	20	1.00	5.00	3.1000	1.33377
	Valid N (list wise)	20				

Table (4-37) presented: minimum, maximum, mean and Std. deviation, of participants respondent to the questioner.

4.2 Testing the Study Hypotheses

First Hypothesis

The pre-posttest which were carried out before and after teaching experimental group by used blended learning techniques and control group through face to face teaching, it trays to answer the following question:

To what extent does blended learning enhance EFL writing skills?

The results of pre and post-test revealed that using blended learning has positive effect in students writing performance. Table (4-2) shown the pre-test for experimental group of students, it has been observed that students has a problem in their writing performance. Table (4-3) presented pre-test results of control group, the results of test does not show any statistically significant variation in pre-test between two groups. Table (4-4) presented the results of experimental group after treatment, the results shown that (95%) of participant passed writing test, while (65%) of control group students passed their post- test. The results of post-test displayed the fact that, in all case experimental group achieved progress in their writing performance. It has been observed that experimental group which taught through used blended learning able to write with less spelling and grammatical mistakes this was shown by the result of post-test. The differences between pre and post-test in experimental group in terms of used blended learning in teaching English in general and writing skill particular was clearly reflected in the degree of pre-test and post-test group, that means, the experimental group was able to benefit of blended learning in promote their writing performances. Therefore, it can be stated that the results support the first hypothesis.

Second Hypothesis

After analysis of teachers questionnaire to test second hypothesis, it have been founded that, university syllabus does not contain enough activities which based of blended reading according to the respondent to the

statement, also most of university teachers ignore used blended learning technics in teaching writing skills as shown in table (4-4). (60%) of respondents agreed that syllabubs based on blended learning does not much students stander to write good text, while (95%) of sample respondents believed that using blended technics reduce effort and time, also teachers respondent with (100%) shown that blende learning help to complete syllabus as scheduled, (75%) though that blended learning is helping in classroom management, most of teachers believed the highest cost of hardware hindered used blended learning in teaching writing skills. Therefore, the second hypothesis was accepted.

Third Hypothesis

The respondents of experimental group to the questionnaire which aims to investigate students' attitude towards blended learning, shown that students definitely prefer to used blended learning models in learning writing skills as students' respondents in table (4-34). Also blended learning can be used for many educational purposes such as visual aids, auditory, picture and even carry out and sent their homework to teachers. From students' respondents at table (4-33) it is clear that the student believes that blended learning reduces grammatical and spelling mistakes, also from table (4-25) it has been found that blended learning models provided students with immediately feedback about writing mistakes. Moreover, blended learning help students to depend on them self and be more interactive between them self and their teachers. Most of participant agreed upon the benefits of blended learning in facilitated teaching and learning process, hence blended learning can:

- Enhance interaction between learners and students.
- Satisfy students learning needs.
- Access the content at any time.
- Received feedback of their writing practice.

Therefore, it can be stated the results support the third hypothesis, so the hypothesis was accepted.

Summary of the Chapter

This chapter was covered data analysis of the study which is about the role of blended learning in enhancing Sudanese university students EFL writing skills. This is done through pre and post-test, a questionnaire for teachers and experimental group of students. Moreover, it is shown the data tabulated in figures and tables, then interpretations were made from the collected data. Finally, the resulted of study have been discussed and summary of chapter were shown.

CHAPTER FIVE

Main Findings, Conclusions, Recommendations and Suggestions for Further Studies

Chapter Five

Main Findings, Conclusions, Recommendations and Suggestions for Further Studies

5.0 Overview

This chapter presents findings, Conclusions and recommendations that have been drawn from this study. Moreover, it provides suggestions for further studies.

5.1 Main Findings

Based on the data analysis, results and discussions the following are the main findings optioned:

- 1- Blended learning increased learners' writing competences.
- 2- Working with blended model in teaching writing skill reduces time and effort.
- 3-Using blended learning model creates more interaction between students and teachers in learning writing skills.
- 4- Using blended learning model provide students with feedback about their spelling and grammatical mistakes.
- 5- The traditional classroom is less effective than blended learning class in terms of motivation.
- 6- There are significance statistical differences in English writing skills in favor of the experimental group.
- 7- The findings confirm strongly that using blended learning enable students to practice writing skill inside and outside classroom.
- 8- The results of pre-posttest prove that there is statically difference between students' performance in pre-posttest after the researcher used blende learning in teaching writing skill.

5.2 Conclusions

Comparing in the results of the experimental group to those of the control group, the researcher found 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 because the students stated that they enjoyed a lot of relating inside instructions and illustrations to outside activities using technology. They improved significantly their writings using a topic sentence, improved their spelling and grammar, used the punctuations marks and capitalization better than in the pre-test, and developed better coherent paragraphs.

5.3 Recommendations

According to the obtained findings, it is obviously clear that using blended learning in teaching writing skill is significant for both teachers and learners. Therefore, the researcher recommends the following:

- 1- More time should be allocated for teaching writing skill through used blended learning.
- 2- Short training should be presented to universities teachers about the use and implementation of blended learning model.
- 3- Teachers should use blended learning models in teaching writing skills.
- 4- Teachers should encourage students to use blended learning in writing activities.

5.4 Suggestions for Further Studies

The following are suggestions for further studies:

- 1- Sudanese universities readiness toward implementation of blended learning model.
- 2- The significance of blended learning on improving students' listing skill.
- 3- Barriers inhabiting use of blended learning in teaching and learning speaking skill.

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APPENDICES



Appendix A

Sudan University of Science and Technology



College of Graduate Studies

Name.....Index No.....

Time 2Hours

Date 2019 / /

Course: English writing

Exam 4 pages

Pre-test

Instructions for Students:

1. Write your name and index number in the space given above
2. Read the questions **carefully** before answering
3. Do not tear any part of the exam papers
4. Do not take the exam paper outside the examination hall
5. Answer **all questions** on the same paper in the spaces provided

This part is for the teacher's use:

Question number	1	2	3	4	5	Total
Marks of question	5	10	10	5	20	50
Marks obtained by the student						
Total marks obtained by the student in lettersSignature.....						

Answer all question

Q1: Define the following terms briefly:

1- A Topic sentences

.....

2- Paragraph

.....

3- Cohesion

.....

4- Coherence

.....

5- Supporting sentences

.....

(5 marks)

Q2: Rewrite the following sentences and correct the mistakes in them:

1- He is good player, he's depend of his skills

.....

2- Ali is interesting in music

.....

3- is good to take cup of coffee

.....

4- she ran for catch the bus

.....

5- I took a tea this morning

.....

(10 marks)

Q3: Punctuate the following sentences by adding (capitals, full stop, commas, a apostrophes and question mark:

1- Ali and Ahmad and Mohammed played a computer game

.....

2- Has he ever been to Sudan

.....

3- Do what you like I really don't mind

.....

4- sudan is one of the biggest country in africa.

.....

5- The journey took about three days

.....

(10 points)

Q4: Choose the correct word to complete the following sentences from a, b, c and d:

1- They the match yesterday.

a: watching b: see c: saw d: watched

2- if you want to..... the book remember to bring it back.

a: borrowing b: borrowed c: borrow d: loan

3- if you really want to be helpful, then you to tell me the truth.

- a: have
- b: had
- c: has
- d: can

4- sorry you'll have to speak.....

- a: to
- b: up
- c: over
- d: along

5- I buy a car because I didn't have enough money.

- a: couldn't
- b: wouldn't
- c: shouldn't
- d: wasn't

(5 marks)

Question 5:

In not more than 150 words Write an essay about **mobile advantages and disadvantages**. Your essay should contain the following idea but you can add to them if you like: (20 marks)

Advantages:

Running daily concern – facilitate communication – fulfill social obligations – chatting – in business – learners get information – entertaining.

Disadvantages:

Dangerous – delay – misused – obscene photos – expensive – annoying girls – invading family's privacy – abusive songs.

.....

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Appendix B



Sudan University of Science and Technology

College of Graduate Studies

Name.....Index No.....

Time 2Hours

Date 2020 / /

Course: English Writing

Exam 4 Pages

Post-test

Instructions for Students:

1. Write your name and index number in the space given above
2. Read the questions **carefully** before answering
3. Do not tear any part of the exam papers
4. Do not take the exam paper outside the examination hall.
5. Answer **all questions** on the same paper in the spaces provided

This part is for the teacher's use:

Question number	1	2	3	4	5	otal
Marks of question	5	10	10	5	20	50
Marks obtained by the student						
Total marks obtained by the student in lettersSignature.....						

Answer all questions

Q1: Define the following terms briefly:

1- A topic sentence

.....

2- Coherence

.....

3- Supporting sentences

.....

4- Paragraph

.....

5- Cohesion

.....

(5 marks)

Q2: Rewrite the following sentences correcting the mistakes in them:

1- Learning English is depend of surround environment

.....

2- I take breakfast around 9 o'clock.

.....

3- He need glasses for read.

.....

4- I feel so boring!

.....

5- She ran for catch the bus.

.....

(10 marks)

Q3: Punctuate the following sentences by adding (capitals, full stop, commas, a apostrophes and question mark:

1- Has he ever been to sudan.

.....

2- Pollution is caused by petrol and driven cars and lorries and traffic fumes.

.....

3- People travel more today than at any time in history

.....

4- If he speaks English well he will offer the job.

.....

5- What person has had the most influence on you How

.....

(10 marks)

Q4: Choose the correct word to complete the following sentences from a, b, c, and d:

1- He usually his breakfast early.

a: take

b: have

c: has

d: had

2- Can you hear what he is

a: saying b: speaking c: telling d: talking

3- You must not drink and then the car.

a: drive b: driven c: lead d: guide

4- I..... go to see the doctor last week because I was very ill.

a: have to b: had to c: must d: must to

5- I only want little sugar in my tea, place.

a: the b: a c: an d: such

(5 marks)

Question 5: write an essay on the topic "**Education**". it should contain the following point. You can add to them if you like.

Education: Acquire knowledge, skills, information, find, job, help, person, live, develop society.

Formal education: go to school, university, very important, doctors, engineers, teacher, take short time.

It's important: sciences, country, develop, quickly, better economy, happier, healthier life, people, productive.

(20 marks)

Appendix C



Sudan University of Science and Technology



College of Graduate Studies

Questionnaire Students'

Dear students,

I would be very grateful if you could read and respond to the following questionnaire. It is intended to collect data regarding the investigation of students' attitudes towards blended learning. Please, put a tick (✓) on the appropriate option. The data is used confidentially for research purpose.

Thank you for your cooperation

Gender:

Male ()

Female ()

Students react positively towards blended learning.

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1- Blended learning improves students writing skills					
2-Students have a positive attitude towards blended learning					
3-Students are willing to use computer in practice writing skills.					

4- Blended learning helps students to interact with a lot of writing activities in the classroom.					
5-Using blended learning in writing class have made students more productive.					
6-Students did not feel nervous in their computer-writing class.					
7-Using the blended techniques provides students with feedback about their mistake.					
8-Blended learning enhances students' motivation in learning writing skills.					
9-Using blended learning in writing skills reduce students spelling mistakes.					
10-Blended learning techniques help students by decrease grammatical mistake.					
11- Blended learning motivate the students to study by them self.					
12- Students were encouraged to use blended learning in writing activities.					

Appendix D



Sudan University of Science and Technology



College of Graduate Studies

Teachers' Questionnaire

Dear Colleague,

This questionnaire is used as a tool to collect data for the research entitled: **The Role of Blended Learning in Enhancing EFL Sudanese University Students' Writing Skills**. It has a series of statements on whether university syllabus contains enough activities of writing skills based on blended learning. You are kindly requested to respond honestly to this questionnaire by putting a tick (✓) on the appropriate option. All the information you provide in this questionnaire will confidentially be used for research purposes.

Thank you for your cooperation

General Information:

Gender: Male () Female ()

Qualification: B.A () M.A () PhD ()

Years of experience in teaching English: 1-5 () 6-10 ()

More than 10 ()

English syllabus does not contain enough activities on writing skills based on blended learning.

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1- Tutors do not use blended learning techniques in teaching writing skills at university level.					
2-Writing activities based on blended learning technique do not match with students' standard.					
3- Students are less interactive in writing activities using blended learning technique.					
4- English syllabus based on blended learning does not enable students to write good essays.					
5- Working with blended learning in teaching writing skills reduces the teachers effort in teaching.					
6- Working with blended techniques in teaching writing skills saves time.					
7- The use of blended learning creates more interaction between students and tutors in teaching writing skills.					
8- The students' writing experience in English is motivated through blended learning.					
9-The use of blended learning techniques is helpful in classroom management.					
10- Tutors carry out all teaching tasks through blended learning techniques.					
11- Blended learning contribute to the process of evaluating students' achievement.					
12- using of blended learning helps tutors complete syllabus as scheduled.					
13- Blended learning adds a new burden for the tutors.					
14- The high cost of computer hardware hinders the use of blended learning in teaching writing skills.					



Appendix E



Sudan University of Science and Technology

College of Graduate Studies

List of teachers whom judgment pre and post-test, tutors and experimental group of students' questionnaires.

Teachers	Position	Addres	Signature
Dr: Hanry Marito	Assisten prof	SUST	
Prof: Omer Boshera	Full prof	University of Doungola	
Dr: Muntasir Hassan	Associate prof	SUST	
Dr: Al-Sadg Osman	Assisten prof	SUST	
Dr: Salha Said Ahmed	Associate prof	University of Doungola	
Dr: Sami Bala	Associate prof	SUST	
Dr: Sabir Margani Ali	Assisten prof	SUST	
Dr: Manahil Mokhtar	Associate prof	University of Doungola	



Appendix F



Sudan University of Science and Technology

College of Graduate Studies

Experimental group pre-test and post-test marks

No	Index-number	Pre-test marks	Post-test marks
1	015-B15	26	31
2	016-B175	16	38
3	016-B155	20	41
4	016-B169	22	36
5	016-B80	12	25
6	016-B49	22	28
7	016-B210	10	23
8	014-B110	25	35
9	016-B214	12	32
10	016-B56	18	45
11	016-B46	16	28
12	016-B15	18	35
13	016-B179	10	25
14	015-B15	9	32
15	016-B237	22	30
16	016-B19	25	45
17	016-B149	16	25
18	016-B105	33	37
19	016-B193	28	46
20	016-B136	45	46

Appendix G



Sudan University of Science and Technology



College of Graduate Studies

control group pre-test and post-test marks

No	Index-number	Pre-test marks	Post-test marks
1	016-B269	29	31
2	016-B208	17	25
3	016-B91	21	28
4	016-B187	17	23
5	016-B264	19	15
6	016-B120	20	28
7	016-B72	16	26
8	016-B271	16	24
9	016-B188	5	22
10	016-B178	15	25
11	016-B138	13	25
12	016-B129	14	29
13	016-B38	19	34
14	016-B211	25	21
15	016-B48	10	27
16	015-B50	20	25
17	016-B20	6	21
18	016-B129	40	28
19	016-B71	23	24
20	016-B153	31	36



Appendix H



Sudan University of Science and Technology

College of Graduate Studies

Samples of screen images from blended learning program

Title of the course	Writing 1
Target group	Sixth semester students
Credit hour	2 hours per week total 24
Duration of delivery	Semester based

Course Outline

Faculty of Education

Semster 6

Group 1

Dated December 2019

By: *Tohami M. Noor*

E-mail: tohami.noor2009@gmail.com

Course description	This course is designed to equip the sixth semester students in writing that encourages them in developing language skills. The major topics included in this course are definition of writing, topic sentences, supporting sentences, cohesion, coherence and paragraph.
---------------------------	---

Methodology	The course will include writing skills focus on how to develop sentences, coherence, cohesion. The way of delivering information will included trip, videos, group, presentations, simulation, lecture, games, poll.
--------------------	--

Objectives of the course:

Upon completion of this course, Students will:

- **Be motivated to engage in English language activities .**
- **Have a more comprehensive practice of writing skill.**
- **Demonstrate the capability to learn how to write naturally.**
- **Understand the value of experiential learning.**
- **Practice writing skills.**

Course Contents

- ❖ **Writing and Punctuation**
- ❖ **Writing sentences**
- ❖ **Type of sentences**
- ❖ **Writing paragraph**
- ❖ **Writing an essay**
- ❖ **Writing and style**
- ❖ **Writing and formation**
- ❖ **Mechanics of Writing**

writing

use of graphic symbols.

combination of letters which relate to the sounds we make when we speak.

Writing is a basic communication skill and a unique asset in the process of learning a second language.

