



**The Use of Blended Learning in Teaching
Essay Writing to Fourth Semester Students at
the English Department, Benghazi University**

By

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بنغازي جامعة والتدريب العليا رسات ا الد إدارة أو المؤلف من كتابي إذن على الحصول.

Dedication

To my caring parents, who have always been my source of inspiration

Abdelgader El Debani and Eman El Tajouri.

To my dedicated husband, who has always been patient

Haithem Al Araiby

To my little angel,

Rubeen

And to the soul of Uncle Mohammed Hamza, may he rest in peace

To all of the above, thank you for your encouragement...

Without you none of my success would be possible.

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ABSTRACT

The Use of Blended Learning in Teaching Essay Writing to Fourth Semester Students at the English Department, Benghazi University

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The impact of modern technology on different aspects of our life is well known, therefore; this current study was designed with the notion that the utilization of technological methods may enhance teaching procedures. The aim of this study is to examine whether this methodological contribution *Blended Learning* may increase learners' productive skills of essay writing. The subjects of the study were fourth-semester students at the English Department, Faculty of Arts, of Benghazi University.

This pre-experimental study included a traditional pre-test session at the beginning and then students were subjected to blended learning lectures that included the usage of technological devices. After approximately two months of lecturing, participants in this study went through a post-test session and their test results were evaluated by using a scoring protocol.

Data were collected and analyzed statistically by utilizing a *t*-test. The analysis of the data revealed that the use of blended learning significantly improved the standard as well as the quality of essay writing. That is to say, the mean score of the pre-test increased from 13.6 to 24.3 in the post test, respectively. The results of this study highly recommend the implementation of blended learning in teaching essay writing which undoubtedly enhances and encourages students to achieve better performance as reflected by this project.

Chapter One

Background to the Study

1.1 Introduction

The use of Internet technology in teaching can sometimes be referred to by the term *Blended Learning*. This term refers to a language classroom which combines a face to face (F2F) classroom component with the appropriate use of technology such as the Internet, CD ROMs (Compact Disk Read-Only Memory), and interactive whiteboards. It also can refer to the use of computers by the teachers as means of communication. The application of technology adds more value to the learning procedure where learners are allowed to search and support their views (Barrett and Sharma, 2007).

This new technology offers suggestions for effective implementation to enhance learning and teaching in regular classrooms. Wappel (2010:51) explains "technology has made a huge impact on the teaching and learning of English as a Second Language in the U.S.A." She notes that teachers now have a vast array of technology resources to help students move from their native language to English. Further, she emphasizes that through the use of laptops, video cameras and especially the Internet, students are making notable advances in their learning (ibid.)

The Internet is a remarkable contribution as it is regarded as a great invention that has affected nearly every aspect in our human life. It has been transforming and changing nearly all aspects of society. Crystal (2001: vii) believes that

The Internet is one of the most remarkable things human beings have ever made. In terms of its impact on society, it ranks with print, the railways, the telegraph, the automobile, electric power and television. Some would equate it with print and television, the two earlier technologies which most transferred the communication environment in which people live.

The Internet was mainly used as a means of spreading news and communication. The use of the Internet was confined to the people who could afford the financial charges. Those who used it utilized it for limited purposes such as e-mailing, communicating, and watching news. Families were very careful in the initial stages of using the Internet; they were very concerned with how, when, and what websites their children were using.

Nowadays, computers and the Internet are a great resource for almost everything, such as teaching, learning, cooking, socializing, and entertaining. Teachers find the Internet as an extremely helpful tool for preparing lessons, making lesson plans, finding suggestions, providing materials which can make a teacher's life easier and more efficient (Barrett and Sharma, 2007).

1.2 Statement of the Problem

In order to enhance students' performance in creative writing, technology can be applied using blended learning. It has been found to be extremely beneficial to students, and this use of technology is used all over the developed world. It is currently not an option for teaching in Libya but it could be used as effectively here as in other nations. This research seeks to determine the efficacy of blended learning in Libyan university classrooms.

1.3 Research Questions

1. How do learners perceive, engage and participate in the lesson?
2. How different is a Bended Learning writing lesson from a face to face lesson?
3. To what degree do students' productive skills in writing increase when utilizing Blended Learning?

1.4 Aims of the Study

1. The aim of this research is to measure the richness of the writing lesson content based on the blended learning strategy.
2. It seeks to motivate the students to use technological devices to search for information and develop their skills in writing.

1.5 Significance of the Study

The findings from this research enhanced teaching procedures due to the utilization of technology. The study provided a methodological approach that can be applicable for teachers and learners. It also contributed to increasing learners' productive skills of writing in a flexible framework. Finally, it elicited from the teacher and learner the richness and the importance of a blended learning technique-based lesson. This research was the first of its kind to demonstrate the applicability of blended learning approach in Libya.

1.6 Limitation of the Study

This study is limited to fourth semester English language students in the Essay Writing course.

1.7 Methodology

This research was designed a quasi-experimental research in which the participants are divided into two groups: control group and experimental group. However, the time of conducting the research conflicted with the time of the participants' lectures. As a result, the researcher had to adjust her research design to the pre-experimental method in order to overcome this problem.

The pre-experimental design is a research format in which one group is given a pretest, exposed to the treatment or condition, and then given a post-test to see if the treatment had any effect on the group. Heffner (2014) states that:

This type of research design is very beneficial as it involves the inclusion of a pretest to determine baseline scores and then we could compare the grades prior to gaining the work experience to the grades after completing work experience. We can at least state whether a change in the outcome or dependent variable has taken place. (ibid: 13).

Chapter Two

The Practice of Blended Learning

2.1 Introduction

Blended learning can be defined as a learning approach that combines the best technological elements and face-to-face learning approach, by which both approaches should go hand in hand in order to achieve good learning strategies. This chapter highlights various definitions of blended learning and recent research conducted on the field of teaching and learning. It also discusses the skill of writing and how blended learning is implemented in the teaching of writing.

2.2 Literature Review

The term blended learning (BL) was first introduced in the world of business, where employees could work full-time and continue taking training courses based on a web-platform (Barrett and Sharma, 2007) Nowadays, we can apply this term to the teaching and learning processes, where the students' main course is being given by the instructor face to face and at the same time including a parallel self-study component, for instance: accessing the web, using CD ROMs etc.

To ensure that the learning procedure is on the right track, the instructor must be aware of the factors which contribute to successful integration; these factors can be guided by the three following principles as mentioned by Barrett and Sharma (2007):

1. Separate the role of the teacher and the role of technology

One must not overlap the role of the teacher and the role of technology, nor can they be dealt with interchangeably, that is to say the teacher can never be replaced by a computer or a CD ROM; but technology should be used along with the F2F (face to face) role.

2. Teach in a non-haphazard way

We should not use technology because it is simply there. At the same time there must be a focus on what is needed to include using technology.

3. Use technology to complement and enhance F2F teaching

The integration of the two concepts will be more successful if there is a close correlation between the content of the lesson and the online materials.

One of the most important issues while thinking of blended learning is the material that can be used during the course. Teachers should consider finding materials as the most important factor. The following list considers how materials for blended learning can be found:

1. Websites

Smart searching can best be done by using a search engine in order that teachers can search through millions of accessible pages. The three most widely used and popular search engines are:

- Google <http://www.google.com>
- Yahoo <http://search.yahoo.com>
- MSN <http://search.msn.com>

2. Multimedia

This refers to the use of photographs, diagrams, audios, and videos. Audios and videos include TV programs, radio programs, songs, movies etc. These files can be downloaded from various websites.

3. Blogs

The name blog is a short form of Web Blog which is considered to be an online diary. They consist of a website to which bloggers can contribute written posts that might include pictures, audios, or even videos.

4. RSS Feeds

RSS is the short form of Really Simple Syndication that allows you to keep track of the content of your favorite websites. They are updated without the need of visiting them regularly.

5. Podcasts

The name podcast is combination of iPod, Apple's well known audio player, and the word broadcast from TV and radio. A podcast is simply an audio file that can be downloaded and stored into the computer's hard drive. It is usually in mp3 format which can be listened to through the computer's speakers.

6. ELT materials

This refers to electronic language teaching material. These kinds of material can be easily found on the web. Teachers and learners who can access the internet through a computer can download them freely and apply them to the teaching and learning process. ELT materials can be divided into three types:

- a) Downloadable materials: materials of this type can be saved on a computer and then printed out as in the case of worksheets or pdf file formats.
- b) Online materials: this is the exact opposite of downloadable materials in which the learner and the instructors need to have access to the internet. Once students are connected they can take tests, or even complete various types of exercises.
- c) On desk materials: this requires a CD ROM drive in order to store the materials. One can store pictures, videos, worksheets and so on.

7. The MEC course

The Macmillan English Campus was first developed in 2003 as part of online teaching in order to complement classroom teaching. The MEC course contains over 2,500 interactive activities which includes grammar, vocabulary, listening, and pronunciation practice. It also contains grammar reference, tests, news articles and language games.

8. Portable Devices

This refers to the equipment teachers have been using for a long time such as: cassette recordings and video cameras. Nowadays with the new innovative technology there are new devices which can be used in terms of teaching:

- a) Mobile phones: Mobile phones can take photographs and video clips which might be lower in quality than any other photographic equipment. These devices are very useful in listening to mp3 audio files through speakers.

- b) Digital audio recorders: Mp3 players and laptop computers.
(p.13-16)

9. Social Media and Networks

Social media such as Facebook, Twitter, Google Plus, and Flickr, as well as open social practices such as blogging, are being used in learning for the purpose of convenient communication with other students and potentially with others outside the class such as students of the same topic and subject experts (University of Leicester, 2016)

2.3 What is Blended Learning?

Blended Learning can be viewed as: (1) a combination of modes of web-learning based technology; (2) a combination of various pedagogical approaches (e.g., constructive, behavioral, cognitive); (3) a combination of any form of instructional technology with face-to face instructor-learner training; and (4) a combination of instructional technology with actual job tasks in order to create a harmonious effect of learning and working (Driscoll, 2002).

Blended learning is a practical framework that can be used to encapsulate a range of effective approaches to learning and teaching. It encourages the use of contemporary technologies to enhance learning, and the development of flexible approaches for course design to encourage students' engagement (Queensland University of Technology, 2011:2).

Blended learning is defined by The North American Council for Online Learning as reported in Camahalan and Ruley (2014)

Blended learning is an approach that combines the best elements of online and face-to-face learning Blended learning at its simplest is nothing more than employing a variety of media and methods, most often a mix of online and face-to-face learning.
(p.2-3)

The definition of blended learning varies considerably. For example, corporate blended learning could be a mixture of face-to-face, instructor-led and self-paced online learning. Some educational researchers believe that blended learning should focus on mingling the two learning strategies together in ways that lead to a well-balanced combination (Osguthorpe and Graham, 2003). Another generic example is a course which uses a web-site or a course management system plus a classroom experience. However, In 2007, the Sloan Consortium that is an institutional and professional leadership organization defined blended learning as simply the combination of online learning with face to-face learning environments. Blended courses integrate online with face-to-face instruction in a planned, pedagogically valuable manner. (Osguthorpe and Graham, 2003)

In this respect, Allen, Seaman, and Garret (2007:67) state that “between 30-79% of content delivered online with remaining portions delivered by F2F or other non-web-based methods” while Brew (2008) describes blended learning as “integrating online and F2F formats to create a more effective learning experience than either medium can produce alone”.(p.1)

Blended learning is gaining acceptance and being adopted at college campuses throughout the US (Allen and Seaman, 2004). The availability of online technologies like course management systems and the recognition that the Internet is a valuable communications tool, as well as flexibility of how we learn, all seem to support the growth of blended learning. Some scholars believe that blended learning could be more powerful and even transformative for higher education as compared to other forms of learning (Garrison and Kanuka, 2004).

As suggested by Hiltz and Turoff (2005) who strongly support the view of asynchronous learning networks as a student-centered teaching method that uses online learning resources to facilitate information sharing outside the constraints of time and place among a network of people to campus courses will be viewed as a critical breakthrough in improving learning. McCombs and Vakili (2005) reach a similar conclusion because blended learning can lead to a more learner-centered education environment. On the other hand, not all the results of the research were positive because a recent experiment of a course taught in all three modalities: (online course technique, F2F traditional course technique and blended learning course

technique) concluded that fully online learning was the best method of all the approaches—better than blended and face-to-face learning (Valadares and Slavkin, 2005).

2.4. Blended Learning and Teaching

One of the most important questions that instructors face in the field of blended learning is whether it is effective compared to traditional course completion, and graduation rates. An even greater question is whether blended learning is "better" than other learning methods. The results from fully online learning courses show mixed results but overall analysis shows that online courses are at least as effective as traditional classroom instruction (Russell, 2001).

In 2005, the Apple Computer Company examined students' use of technology, they reviewed 30 studies on educational technology programs and concluded that students used laptops primarily for writing, taking notes, completing homework assignments, organizing their work, communicating with peers and teachers, and researching topics on the Internet. They tended to use word processing software, web browsers, and emails to accomplish these tasks. Those students who used their laptops to complete more complex projects were most likely to use design and multimedia tools, such as presentation software and software for making and editing digital images and movies

In 2008, the National Education Association recommended that the technology available to students and teachers should be compatible with the technology in general use outside of schools. Researchers have suggested that software should be age appropriate, engaging, flexible enough to be applied to many settings, relevant to the content areas being studied, and able to be easily integrated into existing curricula.

As claimed by Neumeier (2005), blended learning consists of six parameters: (1) mode, (2) model of integration, (3) distribution of learning content and objectives, (4) language teaching methods, (5) involvement of learning subjects (students, tutors, and teachers), and (6) location. Among these six parameters, the two major modes are face-to-face and CALL (Computer Assisted Language Learning). The mode which guides learners and where they often spend most of the time is called the lead mode; sequencing and negotiation of content is also done in the lead mode. The face-to-face phases are often obligatory while some online activities may not be.

Giving learners this flexibility assumes that students are autonomous and will be responsible for their own learning (Grgurović, 2011).

According to O'Toole and Absalom (2005), uploading material online positively affects the achievement level of the students. They found that the students who read the online material in addition to the in-class lecture had a much better performance on a quiz than those who only depended on the in-class traditional lecture. Adding to this, Cameron (2003) maintained that students' motivation to learn increases when the material is varied as in using interactive learning tools such as simulations and static graphics in an online environment. One researcher has concluded that students' participating in a blended course performed 10% better than those enrolled in a section taught in the traditional manner (Singh, 2003).

Conversely, other research results have been found. In a contrastive study, Carrol (2003) tested the differences in learning outcomes when two courses were taught. One course was taught using the traditional way and the other was supplemented with online instruction. The results revealed that there were no significant differences in the outcomes; rather, there were equal learning outcomes for students in the two courses. Surprisingly, Reasons (2005), who designed a business course in three ways: face to face, blended, and fully online, found that the students enrolled in the online course performed better than the students enrolled in other courses even though the pedagogical teaching approach was the same.

2.5.1. The Skill of Writing

Writing appears to be one of the four skills in English that has been given the least attention in teaching. Many traditional approaches consider the teaching of writing as correcting and handing back students written composition in the classroom covered in red ink. The students usually put the corrected pieces of work in their folders and rarely look at them again. Harmer (2004) adds that for many years, the teaching of writing has focused on the written products rather than on the process of writing. The focus was on what the students construct rather than how the texts are constructed; therefore, teachers need to concentrate on the process of writing and the strategies needed to teach this process.

For as long as languages have been taught, teachers have asked students to write things in their notebooks and exercise books. Yet sometimes, over the years, it has seemed that writing has been seen as only a support system for learning grammar and vocabulary rather than as a skill in its own right. (p.79)

2.5.2. Approaches to Teaching Writing

Traditionally, Raimes (1983) explains that there are six approaches in teaching writing. These six approaches are: (1) controlled-to-free approach; (2) the free-writing approach; (3) the paragraph-pattern approach; (4) the grammar-syntax organization; (5) the communicative approach and (6) the process approach. These approaches provide the instructor with various teaching styles. It depends on the teacher's instincts when it comes to which approach he/she wants to follow. The six approaches by Raimes (1983) appear in the following section:

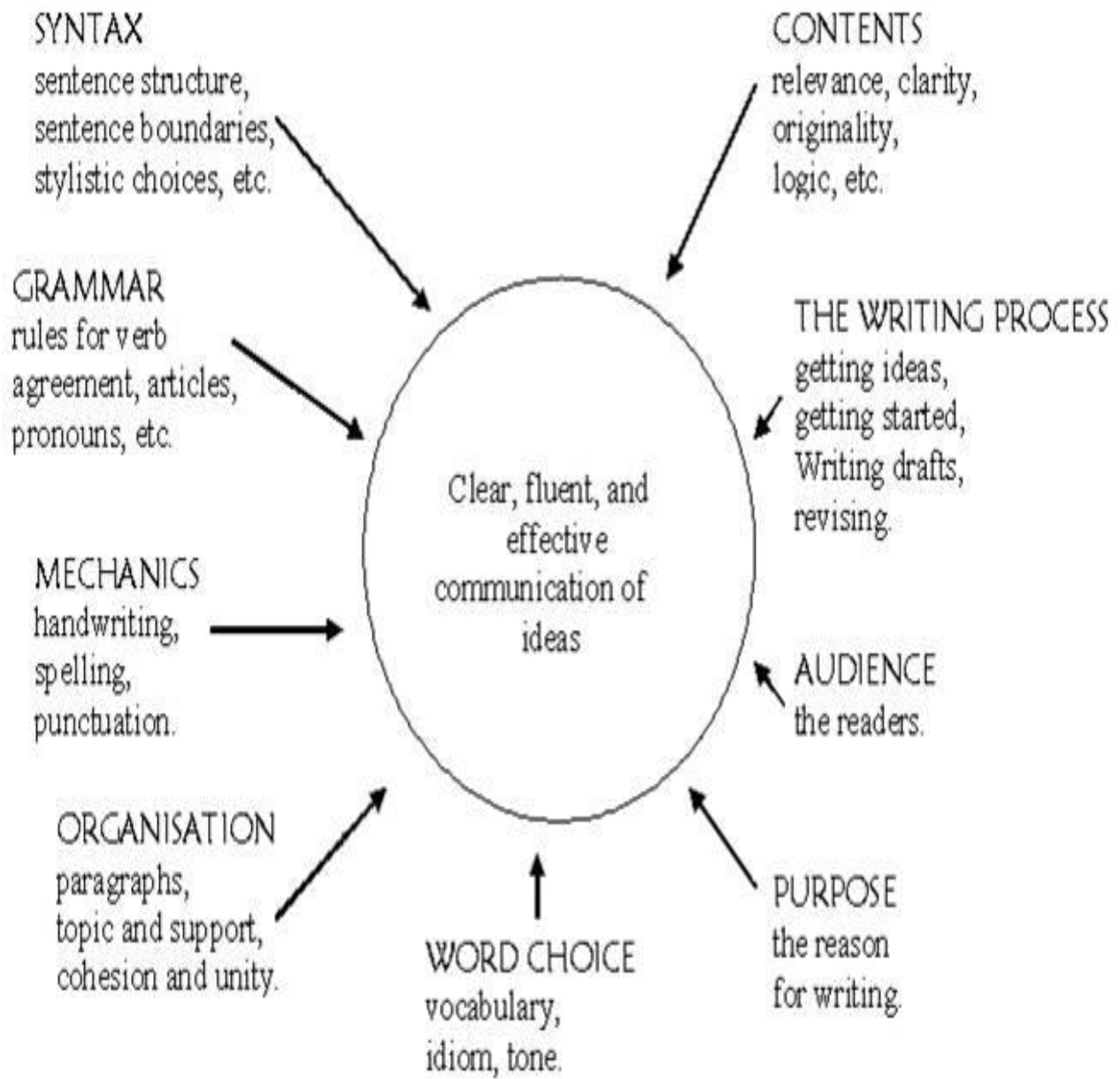


Figure 1: Producing a Piece of Writing
Raines (1983:6)

2.5.2.1. Controlled to Free Approach

In the early 1960s, writing was not taught as a skill on its own, rather it was a grammatical and syntactic structures. In the controlled-to-free approach, students are assigned to sentence exercises, or copy or change statements to questions present to past or plural to singular. The main aim for the student is to eliminate as much errors as possible. The focus of this approach is on the grammar, syntax that emphasizes accuracy rather than fluency

2.5.2.2 The Free-Writing Approach

This approach encourages students to write freely, because it emphasizes quantity rather than quality and concentrates on how much students write. Grammatical structures are taught to students after a long period of exposure to free writing exercises.

2.5.2.3 The Paragraph-Writing Approach

The focus of this approach is on the organization of a piece of writing. After students are being exposed to organizational features of paragraph writing, teachers have to assign various tasks that enhance students writing organization. In this approach, students are asked to rewrite paragraphs, copy sentence pattern, analyze paragraphs, or put sentences in paragraph form.

2.5.2.4 The Grammar-Syntax-Organization Approach

This approach requires students to focus on several features of writing. The writing tasks are designed to make students pay attention to grammar and syntax while teaching them appropriate vocabulary related to their writing. This approach helps students to use different grammatical forms to convey their message in a piece of writing.

2.5.2.5. The Communicative Approach

The purpose of the students writing and the audience for it are the main aims for this approach. Students engage in real-life situations and enhance their critical thinking. In this approach, the writing compositions are not only evaluated by the teacher rather they can be evaluated by students by passing the written piece to other students in order to make notes.

2.5.2.6. The Process Approach

According to this approach, teachers focus on highlighting the main processes of writing a composition. It shifts from looking at writing as a final product to looking at writing as a process. This approach sets some questions when composing a piece of writing: "Why they are writing? Who they are writing it for? and How they will write it?" Teachers help students to discover ideas, plan, draft, revise and edit. The first drafts are not expected to be error-free and the teachers' feedback is designed to help students to discover new ideas, words, and sentences to use in future drafts (Raimes, 1983).

All of the above mentioned approaches do overlap. It can rarely be seen that a teacher can be devoted to only one approach. A teacher using communicative approach will still use techniques drawn from other approaches; model paragraphs, controlled compositions, free writing, sentence exercises, and paragraph analysis are useful and essential in teaching writing (Raimes, 1983).

2.5.3. Current English Writing Approaches

Yan (2005) claims that the role of many writing approaches, including the product approach of 1970s and the more recent process and genre approaches was to explore writing issues. Examples of these issues include the scoring protocol of the students' early drafts, dealing with each step in the process of their composition, and evaluating their written work according to its context. In addition, the objective of English teachers must include their feedback on these approaches in order to be more effective writing instructors.

The following are the most recent and the widely utilized approaches in teaching writing.

2.5.3.1. The Product Approach

According to Kern (2000) from the 1940s through the 1960s, the product approach predominated most writing instruction. The product approach focuses on grammar study, error analysis, practice in reworking problematic sentences or combining short sentences into complex

sentences. It puts greater concentration on larger patterns of organization in students' writing. At the paragraph level, attention is given to arrangement of topics and supporting sentences, inductive and deductive patterns to achieve particular functions such as, comparison and contrast, illustration, definition and so on. The attention of teaching at the essay level is given to the organization of the essay (introduction, body paragraphs and the conclusion) in the four modes of description, narration, exposition and argumentation (Kern, 2000).

Yan (2005) believes that there has been much criticism against the product approach, because it ignores the practical processes that students undergo through before they hand in their final product, and it requires constant error correction, which effects both students' motivation and self-esteem. Although the product approach does not prepare students to be the best writers, it has some credibility, in that there will be a final product that has paid attention to grammar, spelling and punctuation.

2.5.3.2. The Process Approach

There was a shift from texts to writers in the teaching of writing to ESL/EFL during the 1960s, instead of focusing only on the structure of the language; the process approach has come to develop students' writing ability so they can be real writers. The primary aim of the process approach is to enhance students' creativity, and then to guide them through the process of reformulating and refining. In the process approach, the teaching was inductive, that is, the teacher presents students with many examples showing how the concept is used and it is student-centered, meaning that the students assume a greater control over what they write, how they write and evaluate their writing and becoming less dependent on the teacher and working collaboratively (Kern, 2000).

2.5.3.3. Process and Genre Approach

The genre approach emerged in the 1980s. By implementing such an approach, student will get benefits, because this approach allows them to be exposed to different kind of genres that lead them "to be able to operate in a variety of genres and to address a number of different audiences, producing written work of a high standard" (Harmer, 2004). With this approach, students are

given opportunities for enhancing their individual creativity and provided with activities which assist them to fully understand the characteristics of the target genre. However, this approach has been criticized because of its neglect of the value of the process needed to produce a text and it presents learners as performing a passive role such an approach has not appeared to replace the process approach, but rather it demands a more balanced approach to teaching ESL/ EFL writing (p.86)

2.5.4 The Implementation of Blended Learning in Teaching Writing

In recent years, a great deal of research has been conducted to investigate the effect of implementing blended learning on students' performance, but only a small number of studies have shown how students' writing skill improves with the exposure of blended learning. Many researchers have found that designing a blended course improves students' writing scores and that the students showed positive attitude towards the implementation of such a blend (Boyle, 2003) states that:

The blended learning environment resulted in marked improvements in pass rates and positive student evaluations. Evidence from increased student attendance and consistently high levels of usage of the online resources supports the argument of that the hybrid courses, another name for a blended environment, increases student engagement. (p.166)

Richard-Amato (1996) describes his two-year experience working in the computer-assisted writing laboratory at the University of Texas in Austin with both native and nonnative speakers of English. He reports that in normal sessions students were hesitant to speak in class because of shyness, insecurity about being misunderstood, or cultural reasons. However, in the computer networked setting, students took their time forming their opinions and interacted more easily. In the electronic (online) discussions, all the students were able to participate actively without feeling shy.

In a survey of 2,462 Advanced Placement (AP) and National Writing Project (NWP) teachers, the researchers conclude that digital technologies are shaping student writing in many ways and have also become helpful tools for teaching writing to middle and high school students (Purcell, et al, 2013). These teachers see the internet and digital technologies such as social networking sites, cell phones and texting as generally facilitating teens' personal expression and creativity, broadening the audience for their written material, and encouraging teens to write more often in more different formats. The AP and NWP teachers' surveyed see today's digital tools having beneficial impacts on student writing. Overall, these teachers see digital technologies benefitting student writing in several ways: (1) 96% agreed that digital technologies allow students to share their work with a wider and more varied audience; (2) 79% agreed that these tools encourage greater collaboration among students; (3) 78% agreed that digital technologies encourage student creativity and personal expression. The combined effect of these impacts, according to this group of AP and NWP teachers, is a greater investment among students in what they write and greater engagement in the writing process (Purcell, et al, 2013).

Graham (2006) believes that since practice makes perfect, the accessibility of online material can be the only solution in addition to the face to face interaction. Another remedy to the problems of writing is peer-feedback as blended learning allows students to read their classmates' writing, and therefore, they can make use of their corrected modes of writing. Moreover, students can visit the lecture more than once.

In the latest finding from the National Writing Project (2010), a recent survey of middle and high school teachers found that digital technologies are shaping student writing in countless ways and have also become helpful tools for teaching writing. Technology is allowing students to share their work with a larger audience, collaborate with other students more efficiently, and reignite the creative spark in the new generation of writers. Digital technologies improve their writing skills and their word usage. The report also stated that 50% of teachers surveyed say today's digital technologies make it easier for them to shape and improve student writings. Technology can help improve writing and grammar usage (Camahalan and Ruley, 2014).

Liu (2013) described and evaluated the blended learning in an Academic English Writing course in a key university in Beijing in terms of course design, material development and presentation, assignment submission and grading, student involvement, teacher reflection, and student evaluation. In her research she aimed to train students to write academic English more competently, largely depending on the online classroom platform. This Academic English Writing course had employed various computer and Internet-related approaches to involve, motivate and inspire the students to be actively engaged in various stages of academic English writing. Both the course teacher's reflections and student evaluations across terms revealed that the students highly appreciated and benefited from this blended learning in varying ways: it helped increase student-student and student-teacher interactions, reduce or even eliminate communication anxiety, motivate the students to become more independent and autonomous learners, and enhance their academic English writing ability.

There are a small number of studies that were done on blended learning or supplementing online learning for face-to-face learning. Most of these studies indicated that technology and learning should go hand-in-hand. According to Tutty and Klien (2008) the use of technology is highly engaging for all age groups and is a way to enhance the learning process for all performance-based instruction.

Camahalan and Ruley (2014) introduced a program called MobyMax that was used to incorporate blended learning into lessons (www.mobymax.com). This program integrates common core curriculum allowing teacher's tools to control each student's learning program individually. MobyMax allows gifted students to progress quickly, while at the same time allowing remedial students the opportunity to receive the extra instruction they need. The program allows students to take a placement test, uses adaptive lessons for individual students, sends progress reports, allows the teacher to communicate to individual students through messaging, and allows students and teachers to communicate as a group for homework questions and class assignments. There is also a motivational feature where students earn points to play games and compete in contests for prizes. The number of the students involved in the study was sixteen and were divided into two groups based on their pre-assessment taken the first day of the study.

Group A is the experimental group who experienced blended learning consisting of traditional learning and part online learning, while group B merely stayed in the classroom using traditional, face to face learning with the teacher. The pre-assessment consisted of twenty-five questions to be answered by all students. The students were also asked to write a short response to an essay type question using the MobyMax program. The learning procedures were conducted in six different classes where students dealt with the concept of simple sentence, subject/verb agreement, compound sentence. In the post assessment students answered twenty-five questions and completed a short response to an essay type question using the same MobyMax program.

At the end of MobyMax test program, the researchers found that the learning outcome on students' writing ability has improved. While both groups did gain success, the blended learning group showed more improvement in all assessments used throughout the study. The students' learning behaviors positively shifted with both groups. The blended learning group engaged in the blended learning activities and positive gain was seen in both assessments. When the blended learning group was using technology implementation, they were eager to participate and share what they learned while using the technology (Camahalan and Ruley, 2014).

Research conducted in an Egyptian university regarding the teaching of writing within the Common European Framework Reference (CEFR) whereby the experiment focused on using a supplemental asynchronous blended learning approach in an EFL undergraduate course followed a quasi-experimental design in which twenty one students represented the experimental group and 26 students represented the control group (Shaarawy and Lotfy, 2013). The experiment was carried out over a period of twelve instruction weeks. All the participants were placed in the intermediate level according to the university placement test. The research followed three stages: pre-test, the experiment, and a post test. The pre-test was conducted on both groups, the control and the experimental in order to find out their writing proficiency level. The experiment involved a period of 12 weeks teaching. Extra writing assignments were added and submitted on the MOODLE software. Sixteen writing assignments were based on the given nine units.

After the experiment, the same writing pre-test was given to both control and experimental groups in order to examine whether there was development in the skill of writing. The

researchers discovered a slight difference in the writing level of both groups with regard to the comparison of the pre-test. While in comparing the post tests of both groups the difference in the level of the students were statistically significant.

Liu (2013) conducted a research that aimed at describing and evaluating blended learning in an AEW (Academic English Writing) course among university students in Beijing, China. The course aimed to train students to write academic English (e.g., extended essays, project reports and research article competently, meanwhile training them how to conduct a basic research project (e.g., survey, interview, observation). The researcher's main aims for the students were specified as follows: the students should be able to: (1) understand what is required in academic assignments; (2) understand the process involved and the approach to study needed; (3) understand how to structure and format library-based academic assignment; (4) understand the conventions used for citations and create a list of references; (5) understand the conventions of presentation; (6) locate sources, demonstrate knowledge of topic and relevant literature; (7) read extensively, using a range of reading strategies, make notes, paraphrase and summarize; (8) incorporate information from sources into writing and avoid plagiarism; (9) understand the need for a critical approach to academic reading and writing; (10) understand the need to develop own coherent argument; (11) know a range of grammatical structures and lexis appropriate to academic writing and use them properly; and (12) write competently, using a range of cohesive devices.

The AEW course was conducted over in 16 weeks of divided teaching and learning with teacher review, peer review and group review as well as group discussion. Lecturing consisted of eight topics: introduction to academic English writing, introduction (with emphasis on the research problem and research statement) and conclusion. During the term, the students had to complete five written tasks: a summary of an academic paper, an introduction and conclusion of a given paper, literature review report, research design, and a complete research paper. Towards the end of the course, each student was required to give an oral presentation of his/her research to the class. The teacher and the students met face-to-face once a week, each meeting lasting 90 minutes. For other times, they meet online for individual and group discussion via a platform called the Online Classroom (OC), a sub platform of a larger one created and supported by the

University which offered information and links about almost every aspect of campus life such as course information and personal research projects to each teacher and student.

The researcher's reflection on this Academic English Writing course showed that the involvement of computer and Internet-related approaches motivated and inspired the students to be actively engaged in various stages of academic English writing. Both the course teacher's reflections and student evaluation across terms revealed that the students highly appreciated and benefited from blended learning in varying ways: it helped increase student-student and student-teacher interactions, reduce or even eliminate communication anxiety, motivate the students to become more independent and autonomous learners, and enhance their academic English writing ability (Liu, 2013).

Research conducted by Adas and Bakir (2013) focused on finding solutions for writing problems and finding an approach to improve writing abilities in a Palestinian University where students are taught a General English course as a foreign language, regardless of their different specializations. The majority of the students were second and third year undergraduates. The study used the experimental approach to analyze the data, and verify the results of using blended learning in affecting students' writing abilities at the paragraph level.

The instructor selected the two sections that she was teaching in the second semester during the academic year 2009-2010. She applied the new method (Blended Learning) to one section as the experimental group and used the traditional face-to-face lectures for the other section as the control group. The number of the students who participated in the study was 60 students in two sections. 30 students of the sample studied the selected course with blended work and provided individual help. As for assessment, students in both groups were instructed to write as many paragraphs as possible. Exam papers were graded, and returned to the students with comments on strengths and weaknesses, reinforcement comments were given, and answers were discussed in class and online. Online assignments were e-mailed to students weekly. The instructor corrected only parts of students' work in accordance with an overall scale. Three tasks were graded and upon completing each task.

When comparing 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 relating inside instructions and illustrations to outside activities using technology. They improved significantly their writing using a topic sentence, improved their spelling and grammar, used the punctuation marks and capitalization better than in the pre-test, and developed more coherent paragraphs. (Adas and Bakir, 2013)

In sum, regarding the previous studies carried out that focused on the use of blended learning in teaching generally and in teaching writing specifically, instructors can find out how sufficient and beneficial blended learning is. Blended learning motivates the students in order to succeed and achieve their aims. It also reinforces learner's autonomy in order to train them to be researchers. Moreover, it supports the learners' peer work and group work so that they have the confidence to share answers and give feedback. Recently, blended learning has been widely used in teaching and proven to be successful. Therefore, teachers should apply blended learning methods in teaching different skills and help shifting to more student-centered lessons.

Chapter Three

Research Methodology

3.1 Research Design

This research was designed as a quasi-experimental research in which the participants were to be divided into two groups: control group and experimental group. The number of participants who volunteered at the beginning of the research was about thirty students which is the number required by the researcher. However, due to circumstances (specifically, lectures scheduled in the afternoons) the time of conducting the research clashed with the time of the participants' lectures. As a result, the researcher had to adjust her research design to the pre-experimental method in order to overcome this problem. The quasi-experimental design needs a large number of participants in order to conduct fruitful results, as it implies a division between a control group and experimental group. According to White and Sabarwal (2014):

Quasi-experimental designs identify a comparison group that is as similar as possible to the treatment group in terms of baseline (pre-intervention) characteristics. The comparison group captures what would have been the outcomes if the programme/policy had not been implemented (i.e., the counterfactual). Hence, the programme or policy can be said to have caused any difference in outcomes between the treatment and comparison groups. (p.1)

Pre-Test/ Post- Test experimental design is a research format in which one group is given a pre-test, exposed to the treatment or condition, and then given a post-test to see if the treatment had any effect on the group. That is to say, the teacher uses a new instructional method, gives his/her students a pretest at the beginning of the term, teaches the new method throughout the term, and then gives them a posttest at the end of the term.

3.2 Selection of Participants

The subjects of the study were fourth semester students at the English Department of the Faculty of Arts at the University of Benghazi. The students who participated were all volunteers. The researcher initially visited all the Essay Writing classes and explained the procedures of the experiment. Students who were capable of volunteering listed their names to participate in this experiment.

At the beginning, the number of participants who volunteered was approximately sixty students; thus the researcher divided them into two groups: thirty students for the control group, and thirty students for the experimental group. But due to the crucial circumstances of afternoon lecturing, the number of volunteers decreased to less than half, since they had other lectures which conflicted with their participation in the research. This is the reason why the research design was changed. The volunteers were punctual, regular and showed interest during lectures. They all attended classes regularly. However; the number of volunteers who participated in the post-test was only fifteen students.

3.3. Research Instruments

This section includes the instruments and devices provided and used by the researcher to conduct the experiment.

3.3.1. Selection of Material

The researcher used a wide range of books and websites related to teaching writing in general and essay writing in particular, adding to this her own creation of tasks and using different techniques and methods of teaching. The material was selected by the researcher according to the aim of each lecture. The names of the books that were selected and adapted from: (1) *Writing from Within* (2011), (2) *Academic Support Writing Center*, (3) *Academic Resource Center*, (4) *One Stop English. Solution for Teaching English*, (5) <http://www.eapfoundation.com/writing/essays/problemsolution/>

3.3.2. The Projector

To emphasize the use of technological instruments in the class, the researcher used a projector (data show / over-head projector) in order to introduce the lesson she had already prepared by using power-point slide shows. The use of the instrument created enthusiasm and motivation for the students in the class rather than referring students to traditional books during the whole lecture. The researcher prepared her projector ten minutes before the actual class began so as not to waste time. This projector was used in all lectures.

3.3.3. Internet Access

While the researcher was collecting her volunteer sample, she ensured that all the volunteers have access to the Internet so that they can communicate when they are at home. In addition, the researcher provided a modem for Internet access during each class, so she could refer the participants to certain websites and help them find useful resources related to the topic discussed in the class.

3.3.4. Lesson Plan

The researcher created detailed lesson plans prior to each lesson. The lesson plan was divided into two main themes: (A) the lesson plan and (B) the procedures. The first section consisted mainly of specific details regarding the lesson given. These details are: (1) title of the lesson, (2) length, date, and class profile, (3) main aims and subsidiary aims for the students, (4) aims for the teacher, (5) materials used in the lesson, (6) assumptions, (7) anticipated problems and solutions.

The lesson plans of each lecture will appear in the appendices, appendix (A): lesson plan 2, appendix (B): lesson plan 3, appendix (C): lesson plan 4, appendix (D): lesson plan 5. The first lesson plan will be illustrated below.

Lesson Plan

Title of the Lesson: From Paragraph to Essay Writing	Instructor: Aziza EL Debani
Length : 1 h.30 Min.	Date: 20-3-2017
Class profile A group of volunteer adult students (fourth semester) at the university of Benghazi.	
Main Aims for Students. By the end of the lesson: <ul style="list-style-type: none">• Students will have differentiated between the concept of paragraph and essay.• Students will have been introduced to the concept of brainstorming.• Students will have discussed things they like to do.	
Subsidiary Aims for Students. By the end of the lesson: <ul style="list-style-type: none">• Students will learn the difference between general and specific information.• Students will have learnt the paragraph format.• Students will have practiced the correct use and form of topic sentence.• Students will have learnt the rules of punctuation marks.• Students will be introduced to the online page created by the teacher in which they will post their answers.• Students will have increased their network searching technique.• Students will have developed their peer evaluation and group work mechanism.•	
Aims for Teacher <ul style="list-style-type: none">• Make the class student-centered• Make sure that all students are participating in the lesson.• Motivate students in order to increase their participation.• Make sure that the aims are achieved by the end of the class.• Make sure that the students are aware they can communicate with the researcher online from 6:00 p.m. until 8:00 p.m. everyday.	

Materials

- Worksheets adapted from *Writing from Within*. Cambridge University Press
- Worksheets retrieved from. <https://www.google.com.ly/url>
- Worksheets for a list of punctuation marks illustrated with examples adapted from *How to Teach Writing*.(p.148)
- White board, makers.
- Projector for PowerPoint slides data show.
- If possible: Modem for an Internet connection.

Assumptions

- Students may find peer feedback challenging.
- Pair work and group work will be sufficient for sharing different ideas.
- Students will feel interested talking about things they like.
- Students will gain self-confidence sharing their homework online.

Anticipated Problems with Language

- Students may find essay writing rather difficult.
- Students might not be familiar with difference between the concepts of general and specific information.
- Students may find some of the punctuation marks new.
- Students may not have internet access.
- Students may not post their homework on time.

Other Anticipated Problems

1. Ss might feel shy because of the new teacher
2. T may find it difficult memorizing students' names.
3. Some students may not feel confident writing an essay.

Solutions

1. Teacher will try to help students familiarize the essay format rather than writing an essay.
2. Teacher will facilitate the students to practice the concept of general and specific information.
3. Teacher will elicit as much punctuation marks as possible as well as providing examples.
4. Teacher will bring her own internet modem if needed, so students will have internet access.
5. Teacher will encourage students to post homework on time.
6. Teacher will do her best to provide a friendly relaxing atmosphere.

Solutions

7. Teacher will call out students' names as much as possible in order to memorize them.
8. Teacher will inform students that they aren't obligated to write essay from first lecture

The second Section consisted of the steps and stages the lesson will go through. All aspects were written in detail and divided into five columns: (1) stage, (2) aims, (3) procedures, (4) focus, and (5) timing. Every procedure was clear and organized as much as possible to ensure that the lesson goes smoothly.

Procedures

Stage	Aims	Procedure	Focus	Timing
Warm up	To calm students	<ul style="list-style-type: none">• T smiles in order to build a relationship with the new Ss .• Teacher tries to break the ice by introducing herself and ask students to introduce themselves.• Teacher elicits from students the aims of essay writing course.• Teacher discusses with students difficulties of writing in general and why writing is important.• Teacher introduces the aim of the lecture.	T – S S – T	10 mins.

Stage	Aims	Procedure	Focus	Timing
<p>The lead in (prediction and brainstorming stage)</p>	<p>To familiarize Ss to the essay format</p> <p>To introduce Ss to the topic</p>	<ul style="list-style-type: none"> • Teacher writes on board (what I like) and asks students to guess what the topic will be about. • Teacher gives students 4min. to brainstorm different objects they like and list them. • Teacher introduces the steps of brainstorming using power-point e.g.: <div data-bbox="646 625 1110 800" data-label="Diagram"> <pre> graph TD C((Concept)) --- P1((Property)) C --- P2((Property)) C --- P3((Property)) C --- P4((Property)) C --- P5((Property)) C --- P6((Property)) C --- P7((Property)) C --- P8((Property)) </pre> </div> • Teacher writes on board her own list. E.g.: <ol style="list-style-type: none"> 1. Movies 2. Making cakes 3. Shopping • Teacher limits students to a specified time. • Teacher monitors and checks that all students are working. • Teacher asks students to check answers in pairs. • Teacher hands in a worksheet for each pair that includes 3 short paragraphs and asks students to highlight the topic sentence. • Teacher gives feedback using power-point 	<p>T – S</p> <p>S – S</p>	<p>20 mins.</p>

Stage	Aims	Procedure	Focus	Timing
Introducing different formats of paragraph and essay	To expose students to different layouts.	<ul style="list-style-type: none"> • Teacher refers students to a short paragraph about movies using power-point • T gives Ss some time to read through and ask them to work together in order to highlight the topic sentence • Teacher elicits answers from students and concept checks the meaning of supporting sentence. • Teacher refers student to an essay about the same topic (movies) and asks students to list the differences in pairs. • Teacher monitors and ensures that all students are participating. • T gives feedback illustrating the different formats of paragraphs and essays using the data show. 	<p>T – S</p> <p>S – S</p>	<p>20 mins.</p>
Practicing controlled writing task	To highlight the differences between general and specific information	<ul style="list-style-type: none"> • Teacher concept checks the difference between general information and specific information. • Teacher highlights her own example using PowerPoint e.g.: ❖ (General) Places I would like to visit: <ul style="list-style-type: none"> ➤ (specific) Dubai ➤ (specific) Paris ➤ (specific) Khums • Teacher motivates students to write down similar list. • Students work together in groups of three. • Teacher limits the students to a specified time. • Teacher checks answers with the whole class. 	<p>T – S</p> <p>S – T</p>	<p>20 mins.</p>

Stage	Aims	Procedure	Focus	Timing
Focus on details	Introducing punctuation marks	<ul style="list-style-type: none"> • Teacher elicits from students all punctuation marks they know; and hand out a worksheet with various punctuation marks illustrated with examples. • Teacher refers students using PowerPoint to a short paragraph which lacks punctuation marks, then asks students if there anything missing. • If time allows teacher tries to work out a number of examples with whole class. 	<p>T – S</p> <p>S – S</p>	<p>18</p> <p>mins.</p>
Referring students to the online group	Exposing students to different ways of online searching	<ul style="list-style-type: none"> • Teacher refers students to their online page and makes sure all students are capable of participating. • Teacher shows students all possible ways of finding paragraphs and essays. • Teacher refers students to suitable and beneficial website related to writing. 	T-S	5mins.

Stage	Aims	Procedure	Focus	Timing
Free writing task	Writing a short essay (optional)	<ul style="list-style-type: none"> • If the students are competent enough, teacher gives them an assignment to write a short essay about one of the following topics: <ul style="list-style-type: none"> ❖ Things they like. ❖ Places they like ❖ People they like ❖ Courses they like • Students are allowed to read online a number of similar essays. • Students will be given a week as a deadline. • Students will be asked to post their composition online. • Students will be asked to peer check their writing. • Teacher gives online feedback if needed. 	T – S S – S	1 week.

3.3.5. Facebook Page

In advance, the researcher created a Facebook page entitled *Essay Writing–Volunteers* and becomes the administrator of the page. The researcher asked the students to be members in the group. The meeting time was mainly from 6:00 p.m. until 8:00 p.m. every day. After each lecture, the participants were given an assignment regarding the essay type that was given in each session. The deadline for every assignment was a week’s length. During the week, the teacher posted the assignment and the due date in which the assignment needed to be submitted. Adding to this, the researcher suggested useful links for the students regarding the essay type they were writing about, as well as answering any given questions and inquiries by the volunteers. The students’ two main roles in the page are: (1) submitting the assignment before the deadline, (2) evaluating the work of each other, discussing, interacting and sharing elements related to the essay type they are writing about.

3.3.6. Pre-Test

The researcher conducted a pre-test that contains a variety of topics about which the volunteers can write an essay. The participants were asked to choose the type of essay they like to write about: (1) descriptive essay, (2) process essay, or (3) compare and contrast essay. Each type of essay was divided into three different topics that the volunteers had to choose from.

Describe	Process	Compare and contrast
<ul style="list-style-type: none">• Character from a book, movie, or television program	<ul style="list-style-type: none">• How to plan the perfect party?	<ul style="list-style-type: none">• Two fast-food restaurants
<ul style="list-style-type: none">• A particular friend or family member	<ul style="list-style-type: none">• How to plan the perfect study schedule?	<ul style="list-style-type: none">• Two ways of losing weight: one healthy, the other dangerous
<ul style="list-style-type: none">• An ideal apartment	<ul style="list-style-type: none">• How to get rid of a bad habit?	<ul style="list-style-type: none">• Your family home and the house of your dreams

Table1:Pre-Test Essay Types

After choosing the topic, students were asked to draw a mind map or an outline for their topic, and the final step was to write the essay according to their outline/mind-map.

3.3.7. Post-Test

In the post-test, the tasks the researcher distributed to the students were slightly higher in level than the pre-test. In this test the volunteers had to choose between only two essay types; they were asked to write either about: (1) cause and effect essay or (2) problem-solution essay. Each type was divided into five different topics. The first step for students was to choose one of them.

Cause and Effect	Problem- Solution
<ul style="list-style-type: none"> Does using technology and innovative devices like smart-boards in classrooms cause students to learn better? 	<ul style="list-style-type: none"> Do you think that education is the best solution to the gun violence problem?
<ul style="list-style-type: none"> What is the effect of divorce on children? Does the age of the child make a difference? 	<ul style="list-style-type: none"> How can cheating in school be best handled? What should teachers and students do to prevent cheating?
<ul style="list-style-type: none"> What are the main causes of divorce in Libya? Is the rate getting higher? And why? 	<ul style="list-style-type: none"> What can be done to prevent people from texting while they are driving?
<ul style="list-style-type: none"> What effect does cell phone use have on teenagers? 	<ul style="list-style-type: none"> What is the best way to stop children and teenagers from starting to smoke cigarettes?
<ul style="list-style-type: none"> How does stress affect our health? 	<ul style="list-style-type: none"> How can college students study effectively and earn better grades

Table 2: Post-Test Essay Types

The second step, which was important, the students were given a limited time of twenty minutes where they look for relevant information related to their chosen topic. The main tool was the Internet modem provided by the teacher, where students can search for information by using their own laptops. After they have collected the information they think is relevant, they move to the third step by which they brainstorm their ideas and write down their outline. The final step was to write the essay, edit their draft and submit the final version to the researcher.

Chapter Four

Results and Discussion

In this part of the thesis, the data is gathered through the pre-test and the post-test. As it has been mentioned in the first chapter of the research, the main aim was to measure the richness of the writing lesson content based on the blended learning strategy as well as the motivation of the fourth semester students to use technological devices to search for information and develop their skills in writing.

4.1 The Pre-Test

The following section is the analysis and interpretation of the two tasks conducted in the pre-test regarding the protocol of evaluating students writing.

4.1.1 The First Task

In the pre-test students were asked to choose only one topic of their preferred essay type, as it has been mentioned in the previous chapter, and write an outline or draw a mind-map of the topic they have chosen. Most of the students had no previous knowledge of what a mind-map was, although it was the technique they used for answering this task after it was explained by the teacher. The researcher made participants choose only one of the techniques in order not to burden the students with a heavy load. It was also done on purpose to ensure flexibility and the sense of responsibility while choosing the technique they think suitable for them.

Out of thirty students who participated in the pre-test, twenty three of them answered the first task by using the mind-map method rather than the outline method. The reason behind this might be because of the ease and less organized characteristics of the mid-map technique whereby the outline requires specified details as well as more organization in the format.

4.1.2 The Second Task

After students had chosen their topic and had written an outline or a mind-map they were asked to write an essay of their chosen topic. The types of the essay where students should choose from were three types: (1) descriptive essay, (2) process essay, or (3) compare and contrast essay. Each essay type had three topics for each so that the participants had a variety to choose from. The majority of the participants preferred writing a descriptive essay as it seemed easier for them; it might have been chosen because they already had a background of what a descriptive essay was. Also a large number of the students chose to write a descriptive essay about a family member or the best friend. Only three students chose to write a compare and contrast essay and two students only knew the difference between paragraph writing and essay writing as most of the students have completed this task by writing a paragraph format. The time given for the pre-test was two hours.

4.1.3 The Evaluation Protocol

After conducting the pre-test, the researcher set a protocol to evaluate students' writing provided by the supervisor. Each pre-test paper was evaluated separately to ensure accurate results. The evaluation sheet was divided into four main criteria: (A) mechanics, (B) form, (C) grammar, and (D) style. Each criteria of evaluation had specified details upon which to be scored in marks from zero to three. Zero mark highlights a poor grade, one mark for a good grade, two marks for a very good grade and three marks for an excellent grade. The scoring protocol can be seen in Appendix E on page.100

The first criteria of evaluation, as mentioned above, is mechanics which has three divisions: (1) margin and indentation; (2) capital letters and (3) punctuations. The second criteria is, form which has five divisions: (1) introductory paragraph, (2) thesis statement, (3) first body paragraph, (4) second body paragraph, and (5) concluding paragraph. The Grammar criterion the third item in the evaluation sheet has three divisions: (1) few grammatical errors, (2) spelling errors, and (3) academic language usage. The final criteria, is the Style that is divided into: (1) cohesion, (2) unity, (3) content, (4) ideas supported which is (examples or reasons), and (5) creative response. The marks are from zero to three.

4.1.4 Samples of Performance in the Pre-Test

The categorization of pre-test papers regarding student’s performance is as follows: two samples were selected for low grade performance (A and B), two samples for middle grade (C and D), and two for high grade performance (E and F). Each sample will be explained in details according to their weaknesses and strengths.

4.1.4.1 Low Grade Sample

The following table illustrates the score of low grade participants in their pre-test

Scoring Protocol	Students Achievement	
	A	B
Outline	0	0
Mechanics:		
• Margins and indentation	0	0
• Capital letters	0	0
• Appropriate punctuations	1	0
Form:		
• Introductory paragraph	1	1
• Thesis statement	0	1
• Body paragraph	1	0
• Body paragraph	0	0
• Concluding paragraph	0	1
Grammar:		
• Few grammatical mistakes	1	1
• Spelling errors	0	1
• Academic language used	0	0
Style:		
• Cohesion	1	1
• Unity	0	0
• Content	1	1
• Ideas supported	1	0
• Creative response	0	0
Total points	7	7

Table 3: Low Students’ achievement in the pre-test

The score of student A in the pre-test was seven marks out of thirty-five. He had a problem with the essay format in general. In the mechanics he scored only one mark for punctuation and zero for both margins and capital letters. In relation to Form he was given two marks: one mark for the introductory paragraph and another for the body paragraph. The rest of the sections in the Form criteria were marked zero. For the grammar criteria he had one mark for grammar and zero for spelling and the use of academic language. In the Style criterion, he was given three marks: one for cohesion, one for content, and one for ideas supported. The rest of the items were marked zero in this criterion. Student A's main problem was with spelling although he had the ability to explain himself and his selection of words was quite good according to his level.

Student B's score was also seven marks out of thirty-five; she lacked the knowledge of essay mechanics; as a result she was given zero for all divisions of the first criterion. With regard to form she had three marks: one mark for the introductory paragraph, one for the thesis statement, and another for the conclusion paragraph. The rest of the sections in the form criterion were marked zero. For the grammar section she had two marks: one for grammar and one mark for spelling. The use of academic language was marked as zero. In the Style criterion, she was given two marks: one for cohesion and another one for content. The rest of items were marked with zero in this criterion. Student B's major problem was with organization. She could not express her ideas clearly as well as her hand writing was barely legible.

4.1.4.2 Middle Grade Sample

The following table illustrates the score of middle grade participants in their pre-test

Scoring Protocol	Student Achievement	
	C	D
Outline	0	0
Mechanics:		
• Margins and indentation	0	0
• Capital letters	1	1
• Appropriate punctuations	1	1

Form:		
• Introductory paragraph	2	1
• Thesis statement	1	0
• Body paragraph	1	1
• Body paragraph	0	0
• Concluding paragraph	1	1
Grammar:		
• Few grammatical mistakes	2	2
• Spelling errors	2	2
• Academic language used	1	0
Style:		
• Cohesion	1	1
• Unity	1	1
• Content	1	1
• Ideas supported	0	1
• Creative response	0	0
Total points	15	13

Table 4: Middle Students' achievement in the pre-test

Student C's score was fifteen marks out of thirty-five. She was given two marks in the mechanics section: one mark for capital letters and another for appropriate punctuation and zero for margins. In the introductory paragraph in the form section she was given three marks, one for the thesis statement, one mark for the body paragraph, and another mark for the conclusion paragraph. For the grammar section she had five marks: two for grammar, two marks for spelling, and one mark for the use of academic language. In the style criterion, she was given three marks: one for cohesion, another one for unity, and the last one for content. The rest of items were marked zero in this criterion. Student C was capable of writing in a good way even though she lacks knowledge of essay format, as well as dividing the paragraphs in a more organized manner.

The total points for student D were thirteen marks out of thirty-five. In the mechanics section she was given two marks: one mark for capital letters and another for appropriate punctuation and a zero for margins. In the Form criterion she was given three marks: one mark for the introductory paragraph, one mark for the body paragraph, and another mark for the conclusion paragraph. For the grammar section she had four marks: two for grammar, two marks for spelling, and the use of

academic language was zero marked. In the style criterion, she was given four marks: each item was given one point except for the use of creative response. Student D's organization of writing was good in some aspects although the length of the essay was too short to be called an essay.

4.1.4.3 High Grade Sample

The following table illustrates the score of high grade participants in their pre-test

Scoring Protocol	Student Achievement	
	E	F
Outline	0	0
Mechanics:		
• Margins and indentation	2	2
• Capital letters	1	2
• Appropriate punctuations	2	1
Form:		
• Introductory paragraph	2	1
• Thesis statement	1	0
• Body paragraph	2	1
• Body paragraph	2	1
• Concluding paragraph	2	2
Grammar:		
• Few grammatical mistakes	2	1
• Spelling errors	3	1
• Academic language used	0	1
Style:		
• Cohesion	2	1
• Unity	2	1
• Content	2	1
• Ideas supported	1	2
• Creative response	1	2
Total points	27	20

Table 5: High Students' achievement in the pre-test

Student E's score was twenty-seven marks out of thirty-five. In the mechanics section she was given five marks: two marks for margins and indentation, one mark for capital letters, and two

marks for punctuation. In the form section she was given nine marks: two marks for the introductory paragraph, one mark for the thesis statement, four marks for each body paragraphs, and two marks for the conclusion. For the grammar criteria she had five marks: two marks for grammar and three marks for spelling. The use of academic language was marked zero. In the Style criterion, she was given eight marks: two for cohesion, two for unity, two for content, one for ideas supported, and one mark for creative response. Student E's writing was very good; she was able to express herself and organize her thoughts. Margins and indentation were done properly; her academic use of language was inappropriate, however.

Student F's pre-test score was twenty marks out of thirty-five; in the mechanics section she had five marks: two marks for margins, two marks for capital letter, and one mark for punctuation. In the form section she was also given five marks: one mark for the introductory paragraph, two marks for each body paragraphs, and two marks for the conclusion. For the grammar criteria she had only three marks: one mark for grammar, one for spelling, and another one for academic language use. The use of academic language was marked zero. In the style criterion, she was given seven marks: one for cohesion, one for unity, one for content, two marks for ideas supported, and two marks for creative response. Student F's margins were quite good but she lacks the knowledge of indentation, though. Her ideas were straight to the point. On the contrary, her hand-writing was not clear enough.

4.1.5 Summary of the Overall Pre-Test Performance

In general, while the researcher was evaluating students' pre-test sheets, she realized that the basic concepts of paragraph writing were not well understood; that is to say, the majority did not know how to construct an outline properly or to apply indentations and margins. Not all the students had a problem with spelling or grammar. The reason behind this might be because they used the more frequent and regular words of everyday life. That also led to a barely seen use of academic language. Students were trained to write about topics related to their personal life, which was the main reason why they prefer writing using descriptive paragraphs more than writing a process paragraph, or compare and contrast, as these require knowledge and more sophisticated writing techniques. One more point that needs to be taken into consideration is the psychological atmosphere students were going through, in which participants felt they were

being tested as well as dealing with the researcher for the very first time might have made them feel more nervous or under pressure. Students' work sheets on the pre-test can be seen in Appendix (F)

4.2 The Post-Test

The following section is the analysis and interpretation of the four tasks conducted in the post-test regarding the protocol of evaluating students writing.

4.2.1 The First Task

In the post-test, students are instructed to choose only one topic of their preferred essay type either cause and effect essay or problem-solution essay. These two types were specifically chosen by the researcher in order to challenge students' knowledge of the essay type and writing techniques. Each essay type has five topics in order to ensure variety for the students. The researcher emphasized that the topics in the post-test were not discussed during lectures. After they chose the topic, they were given a time limit of twenty minutes in order to search the internet for relevant information related to their topic. The researcher provided her internet modem and with the help of the participants she was sure that all students connected to the internet. After the twenty-five minutes of collecting information and lexical words, the internet access was disconnected in order to give students enough time to write their essay. Out of fifteen students who participated in the post-test, ten students chose to write a problem–solution essay, others chose cause and effect essay.

4.2.2 The Second Task

In this task, students were given enough space in order to brainstorm the ideas they have collected from their internet-search and from their own ideas. In this section, the teacher made it clear that this part will not be marked as it only involves writing whatever comes up in their minds about the chosen topic.

4.2.3 The Third Task

In this part, students were supposed to construct an organized outline, where ideas have to be set in logical order and organized according to the way mentioned in their essay.

4.2.4 The Fourth Task

In this final part of the exam, students were asked to write their essay after organizing their ideas and writing the first draft in a separate work sheet. They were asked to write the final version and implement criteria regarding the chosen topic. The post-test lasted for two hours and thirty minutes.

4.2.5 Samples of Performance in the Post-Test

The researcher completed her experiment through teaching students essay writing by using technological devices (laptops- teacher's internet modem). During six weeks of conducting a pre-test, lecturing, and working with the students online, the researcher constructed a post-test in order to measure the value of the applied methodology of the study. In this part, the researcher used the same evaluation protocol in order to reach accurate and sufficient results. The division of grades was the same as for the pre-test.

4.2.5.1 Low Grade Sample

The following table illustrates the score of low grade participants in their post-test

Scoring Protocol	Student Achievement	
	A	B
Outline	1	1
Mechanics: <ul style="list-style-type: none">• Margins and indentation• Capital letters• Appropriate punctuations	2 2 2	2 2 2
Form: <ul style="list-style-type: none">• Introductory paragraph	1	2

<ul style="list-style-type: none"> • Thesis statement • Body paragraph • Body paragraph • Concluding paragraph 	2 2 1 2	2 2 1 1
Grammar: <ul style="list-style-type: none"> • Few grammatical mistakes • Spelling errors • Academic language used 	1 0 1	2 2 1
Style: <ul style="list-style-type: none"> • Cohesion • Unity • Content • Ideas supported • Creative response 	0 0 1 1 0	1 2 2 1 1
Total points	19	27

Table 6: Low Students' achievement in the post-test

Student A's score in the post-test was nineteen out of thirty-five (compared to seven out of thirty-five in the pre-test). He had a mark for writing the outline. His mechanic technique highly improved and was given two marks in each item: two marks for margin and indentation, two marks for capital letters, and two marks for punctuation. With regard to form, he was capable of writing within the normal length of an essay and had one mark for the introductory paragraph, two marks for the thesis statement, three marks for the body paragraphs, and one mark for the conclusion paragraph. For the grammar criteria he had two marks: one mark for grammar, one mark for the academic use of language and zero mark for spelling. In the style criteria, he was given only two marks: one for content and another one for ideas supported. The rest of items were marked zero. Student A still had spelling problems although his writing techniques had improved according to the format, length, and layout of essay. His ideas and organization of writing were made clear and direct to the point; however, his spelling problem prevented him from achieving a higher grade.

Student B was given twenty-seven marks out of thirty-five (compared to seven out of thirty-five in the pre-test), which is a great transformation. She had one mark writing the outline. Her

mechanics of writing that she lacked in the pre-test was significantly developed and was given six marks; two point for each item in the mechanics criteria. In the form criteria she scored eight marks: two marks for the introductory paragraph, two marks for the thesis statement, three marks for the body paragraphs and one mark for the conclusion paragraph. The rest of the sections in the form criteria were zero marked. For the grammar section she was given five marks: two for grammar and two for spelling, and one mark for academic language use. In the Style criterion, she was given eight marks: two for cohesion and two for unity, two for content, one mark for ideas supported and one mark for creative response. Student B's major problem with organization in the pre-test had clearly developed in the post-test; her essay layout was clearly organized. Her ideas were expressed in a comprehensive way. However, she had a bit of a problem with the usage of prepositions.

4.2.5.2 Middle Grade Sample

The following table illustrates the score of middle grade participants in their post-test

Scoring Protocol	Students Achievement	
	C	D
Outline	1	1
Mechanics:		
• Margins and indentation	2	2
• Capital letters	2	2
• Appropriate punctuations	2	2
Form:		
• Introductory paragraph	2	2
• Thesis statement	2	2
• Body paragraph	2	2
• Body paragraph	2	1
• Concluding paragraph	2	2
Grammar:		
• Few grammatical mistakes	3	2
• Spelling errors	2	3
	1	2

• Academic language used		
Style:		
• Cohesion	2	2
• Unity	2	2
• Content	2	2
• Ideas supported	2	2
• Creative response	1	1
Total points	32	32

Table 7: Middle Students' achievement in the post-test

Student C's score was thirty-two marks out of thirty five in the post test. She had a mark for writing the outline. She was given the highest mark in all criteria of essay writing except for: spelling in which she had two marks, academic use of language was given one mark, and creative response was also given one mark. Student C wrote a fine essay length and her division of paragraphs was written in an organized and clear way. The vocabulary she used was related to the topic.

The total points for Student D were the same as Student C; thirty-two marks out of thirty-five. She had a mark for writing the outline. She was given highest scores in all items in both the mechanics and form criteria. For the grammar section she had five marks: two for grammar, two marks for spelling, and one mark for the use of academic language. In the style criterion, she was given nine marks: two marks for cohesion, two for unity, two for content, two for ideas supported and one mark for creative response. Student D's writing ability had greatly improved. The length of the essay in the post-test was longer than the one she wrote for the pre-test. Each paragraph discussed a separate idea and her hand writing was clear and neat.

4.2.5.3 High Grade Sample

The following table illustrates the score of low high participants in their post-test

Scoring Protocol	Student Achievement	
	E	F
Outline	1	1

Mechanics:		
• Margins and indentation	2	2
• Capital letters	2	2
• Appropriate punctuations	2	2
Form:		
• Introductory paragraph	2	2
• Thesis statement	2	2
• Body paragraph	2	2
• Body paragraph	2	2
• Concluding paragraph	2	2
Grammar:		
• Few grammatical mistakes	3	3
• Spelling errors	2	2
• Academic language used	2	2
Style:		
• Cohesion	2	2
• Unity	2	2
• Content	2	2
• Ideas supported	2	2
• Creative response	2	2
Total points	34	34

Table 8: High Students' achievement in the post-test

Student E was given thirty-four marks as a total score. Her scores were high in all areas except for spelling, in which she was given two marks. Student E's writing was excellent. Her ideas were clear and organized; her use of academic language had greatly improved and her paragraphs were within essay length. The use of creative response was made clear and she was able of conveying her ideas and thoughts clearly.

Student F was also given the same score as student E. She also had the highest scores in each section except for spelling, in which she was given two marks. She had one mark for writing the outline. Student F's indentation and margins were well-developed. Her ideas were direct to the point and her hand writing had significantly improved. Her choice of lexical items was quite good regarding her level and her writing sheet was neat and clear.

4.2.6 Summary of the Overall Post-Test Performance

In the overall post-test performances for the fifteen participants, the researcher found a big difference in almost every aspect of essay writing. The teacher realized that the basic techniques of essay writing had been acquired by the learners in a significant way. The general layout, the content, the form and the grammar aspects were improved. Only two items that were not well-developed: the use of academic writing and the use of creative response. These two aspects need a long time in order to be developed and applied by the learners as it needs exposure to the language and enough duration of practice. Students' scores in the post-test were higher than their scores in the pre-test; it must be taken into consideration that the level of the essay types students were asked to write about in the post test was much more difficult than the ones in the pre-test. Writing an essay for cause and effect type or problem-solution is rather difficult and challenging for the learners than writing descriptive or other, less difficult essay types. Students' work sheets in the post-test can be seen in Appendix (G)

4.3 Statistical Analysis

When the difference between two population averages is being investigated, a *t*-test is utilized. It is used to determine whether there is a significant difference between the means of two groups. A *t*-test allows us to compare the means of two groups and determine how likely the difference between the two means occurred. A P-value of less than .05 is considered to be significant.

The researcher applied the *t*-test in order to investigate whether there are any significant differences between the scores on the pre-tests and the post-tests conducted. The tables below illustrate whether there were any differences between the performances in the pre-test and the post-test. By utilizing *t*-test, the results showed that there was a significant difference between the scores of the two tests.

(*t*-test= -8.233, P-value= .000)

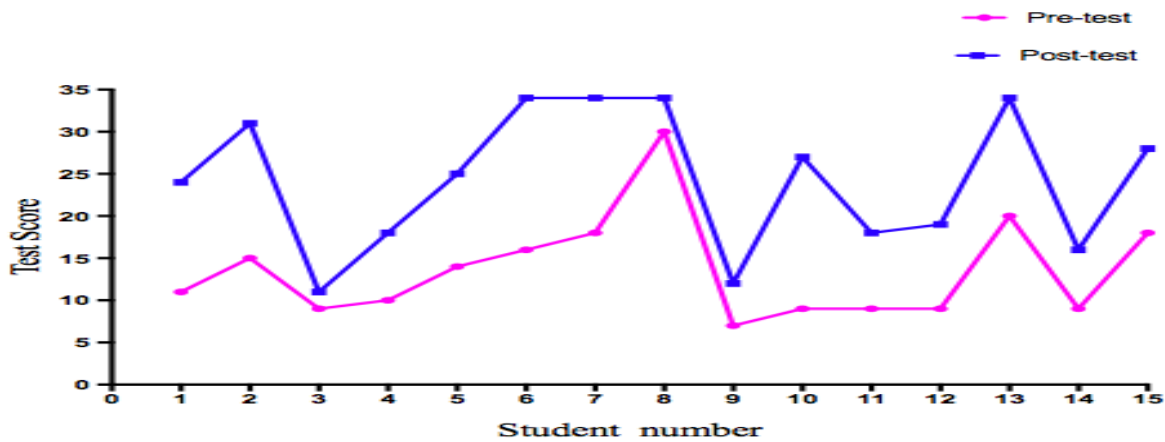


Figure 2: Paired Sample Test

As can be seen in Figure 2, there is a significant increase in the individual scores of the post-test compared with the individual scores of the pre-test.

		Mean	Number of Students	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	13.6000	15	6.12722	1.58204
	Post- Test	24.3333	15	8.22598	2.12394

Table 9: Paired Sample *t*-Test

Table 9 indicates that the mean score of the pre-test is 13.6 which significantly increased to 24.3 in the post test (P-value=.000)

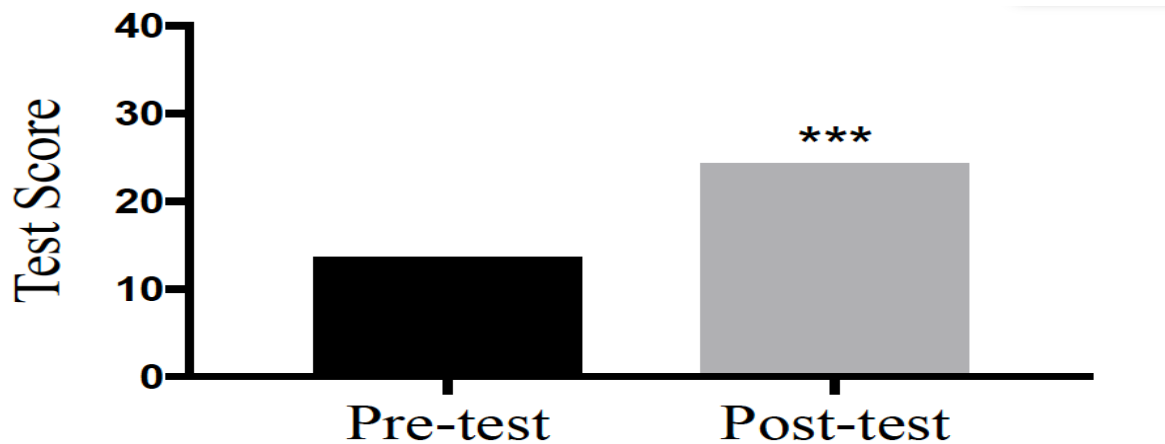


Figure 3: Paired Sample Test

Figure 3 shows the effect of blended learning on the means of the scores in both tests. It can be clearly seen that the post-test grey block is marked with three stars which means that there is a marked improvement of the scores from 13.6 in the pre-test to 24.3 in the post-test.

The results of these statistical tests demonstrate how sufficient and effective the method implemented by the researcher was. According to these results (see figures 2 and 3 above) it can be stated that the use of blended learning in essay writing classrooms improves the level of students' writing in a very significant way. This improvement will help develop our learning and teaching techniques throughout in essay writing.

4.4 Research Questions

Regarding the statistical analysis conducted on the data, the following conclusions were drawn. The conclusions are discussed in relation to the research questions outlined in chapter one.

4.4.1 Research Question One

1. How do learners perceive, engage, and participate in the lesson?

At the beginning of the research period, the students were less motivated than the researcher expected, but by using blended learning then through the participants became more active in class and showed more participation and cooperation.

Using technological devices was really motivating for the students, because they find the lesson very interesting and innovative. Even though, the lecture lasted for two hours students were alert and paid good attention. Students' participation in the class was very good; most times they worked in pairs or in groups so the aims of the lecture were achieved. Students were allowed to ask and answer each other in the class while the teacher monitored them. They mainly preferred the idea of using the projector and the lecture consisted of only slides that were colorful and well-organized.

Students' participation was significant when the essay writing changed from simple type to more difficult type. The researcher observed that the students are more cooperative with challenging essay types. The more challenging and authentic the essay type is, students' performance gets better.

4.4.2 Research Question Two

2. How different is a Bended Learning writing lesson from a face to face lesson?

Despite the fact that the researcher implemented a pre-experimental research design, where only one group was being taught, and the results were sufficient as shown previously in the same chapter (see figures 2 and 3).

During the teaching period students showed enthusiasm and motivation in class and were happy having this experience. Most of the participants preferred the use of technology in class and paid attention to the main aims in each lesson. They were eager to acquire the knowledge and used to ask many questions that the teacher tried to answer. Students' comments in class and during the whole course were mostly positive which was an indication of enthusiasm. At the end of the course, students review and comments on the Internet page were very pleasing for the researcher as they felt that they gained knowledge in a very easy and creative way. Some of their comments were: "I'm really happy to be part of your research", "I do not want this course to finish", "now I know what essay-writing is", "This course helped me a lot to become good in writing", and "I never knew that technology can be helpful".

Limited teaching aids used in teaching such as course material and white board tend to be rather repetitive for learners whereas the utilization of blended learning during university courses brings innovative atmosphere and encourage the students to become better learners.

4.4.3 Research Question Number Three

3. To what degree do students' productive skills in writing increase when utilizing Blended Learning?

Blended learning as a method of teaching in this research has led to improvements regarding students' writing skills. Participants who were incapable of writing properly according to a variety of criteria related to essay writing are now writing in a more comprehensible manner.

The online writing group and the evaluation of each other writing played an important role in developing students' writing. That is to say, allowing students to correct and evaluate their peers' work would give them confidence and motivation in order to become better writers. Moreover, participants had the ability to visualize and pin-point the mistakes of each other regarding layout, grammar, spelling, and content. Students were also capable of making general comments on the essay as a whole which sounded very academic.

Furthermore, referring students to very useful links regarding each essay type helped them to become better writers. Looking for information related to the essay type they are asked to write about was not an easy task at the beginning, although with practice students' searching methods improved and assignments were posted online before the deadline.

Chapter 5

Conclusions and Recommendations

5.1 Conclusions

This research was conducted in order to determine the efficacy of blended learning in a Libyan university. The aim of the research as was to measure the richness of the writing lesson content based on the blended learning strategy as well as the motivation of the fourth semester students to use technological devices to search for information and develop their skills in writing. In order to achieve this, the researcher conducted a pre test for the students in which they were asked to write an essay. Afterwards they experienced five lessons of essay writing in the form of blended learning where technology was the main focus of teaching. After the duration of teaching, the researcher conducted a post-test which was similar to the pre-test where students were asked to write an essay, but differed in the fact that the essay types were more difficult than the essay types in the pre-test.

The researcher corrected both the pre-test and the post-test using the same protocol of scoring so that the results were more valid and accurate A *t*-test was utilized to measure the difference in scores between the pre-test and the post test. The results in the *t*-test demonstrated a statistically significant difference (*t*-test= -8.233, P-value= .000) between the pre-test and the post-test scores, indicating that blended learning was an effective methodology in teaching essay writing. The use of blended learning as a technique to improve students' essay writing may not always be feasible in all urban areas where internet connections are quite good and the population generally has access to technological devices such as: laptops, ipads, and smart phones. However; in rural areas this may not be the case.

5.2 Recommendations

The recommendations section is divided into two parts: recommendations for teachers, recommendations for students, and recommendations for further research.

5.2.1 Recommendations for Teachers

1. Using technological devices during lectures plays an important role in motivating students and makes them pay more attention.
2. Teachers should pay more attention and be more creative in finding ways of making use of internet access in the class.
3. Utilizing blended learning during the teaching course helps the students become better writer as well as the teacher be sure that students are not wasting their time even outside the classroom.
4. Peer evaluation makes the students avoid making the same mistakes again; it is perhaps more effective than the teacher's evaluation.
5. Using a projector (data show\ over-head projector) and slide show presentation in the class makes the lecture facilitate the learning process.
6. Using extra materials and devices in the lecture leads the students to be more enthusiastic and eager to gain information.
7. Preparing lectures on slides tends to be more time consuming though the results students obtain makes it worth preparing.
8. Moving from easy essay types to more difficult ones build up the gradual knowledge of essay writing regarding organization and content.
9. To ensure that learning has taken place, make sure that students are given regular assignments as practice makes perfect.
10. Motivate students to write by making competitions like "the winner of the week".
11. Time limit the students in every task they are practicing in order to increase their ability in managing their time.
12. Teachers should focus on student-centered classes rather than teacher-centered.

5.2.2 Recommendations for Students

1. Students should show interest during class so that motivates the teacher to be more prepared and organized.
2. Students should be punctual for the time of their lectures.
3. Students should work in pairs or in groups as much as possible so they can be more autonomous.
4. Students should make use of their available technological devices such as projector and internet modem as much as possible.
5. Students should be aware of the aims of each lecture so that they know what to expect and realize what they should have learned.
6. Students should know how to evaluate each others' written work in a friendly helpful atmosphere.
7. Students should not refer to the teacher in every aspect in the lecture; they rather should refer to their colleagues more often.
8. Students should read newspaper articles and magazines regularly so that they become better writers.

5.2.3 Recommendations for Further Research

The current research represents a preliminary exploration into the use of blended learning in Libyan educational institutions. Due to the constraints mentioned in chapter three, this research did not employ quasi-experimental design. Since this design is much more rigorous, this research should be replicated utilizing this design. Furthermore; the current research sample consisted of university students. It may be beneficial to examine whether blended learning techniques can be applicable among high-school sample.

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Appendix A

Title of the Lesson: Writing a Descriptive Essay	Instructor: Aziza EL Debani
Length: 1h.30mis.	Date: 27 th -Mar-2017
<p>Class profile</p> <p>A group of volunteers adult students (fourth semester) at the university of Benghazi.</p>	
<p>Main Aims for Students By the end of the lesson:</p> <ul style="list-style-type: none"> • Students will have described an object, person, place, experience, emotion, situation, etc. • Students will have been encouraged to create a written account of a particular experience • Students will have practiced using vivid language. • <p>Subsidiary Aims for Student: By the end of the lesson:</p> <ul style="list-style-type: none"> • students will have great deal of artistic freedom • Students will have used clear and concise language regarding the object or person described. • Students will need to be appealing to the senses of the reader • Students will have differentiated between the <i>show</i> and <i>tell</i> techniques. • Students will have increased their network searching technique. • Students will have developed their peer evaluation and group work mechanism. 	
<p>Aims for Teacher</p> <ul style="list-style-type: none"> • Make the class student-centered • Make sure that all students are participating in the lesson. • Motivate students in order to increase their participation. • Make sure that I achieve my aims at the end of the class. 	
<p>Materials</p> <ul style="list-style-type: none"> • Material adapted from <i>Academic Support Writing Center</i> • Material adapted from http://www.wikihow.com/Write-a-Descriptive-Essay • Material adapted from http://www.time4writing.com/writing-resources/descriptive-essay/ • White board, makers. • Variety of printed exercise to the students • Projector for PowerPoint slides data show. • If possible: Modem for Internet connection 	

Assumptions

- Students may find peer feedback challenging.
- Pair work and group work will be sufficient for sharing different ideas.
- Students will feel enthusiastic describing details of their preferable object, person, etc...
- Students will gain self-confidence sharing their homework online.
- Students will find announcing the winner of the 1st weeks' assignment exciting.

Anticipated Problems with Language

1. Students may feel shy evaluating their peers' writing.
2. Ss may feel that the essay writing type is similar to the previous one.
3. Students might find giving details and supporting ideas a bit difficult.
4. Students may not have internet access.
5. Students may not post their homework on time.


Other Anticipated Problems


1. Ss might feel shy because of the new teacher
2. T may find it difficult memorizing students' names.
3. Some Ss might find writing an essay not an easy task.

Solutions

1. Teacher will use power-point to show Ss work on their assignment without their names.
2. Teacher will elicit the difference between the pervious type essay and the descriptive one.
3. Teacher will encourage the Ss in order to brainstorm all the details related to their subject.
4. Teacher will bring her own internet modem if needed, so students will have internet access.
5. Teacher will encourage students to post homework on time.
6. Teacher will do her best to provide a friendly relaxing atmosphere.
7. Teacher will call out students 'names as much as possible in order to memorize them.
8. Teacher will give clear division of writing a composition, so it will be clear and comprehended for the students.

Procedures

Stage	Aims	Procedure	Focus	Timing
Warm up	Revision and checking assignment	<ul style="list-style-type: none"> • T welcomes Ss and asks Ss about the aims of the last lecture. • Teacher gives feedback and comments on the mistakes on their assignment. 	<p>T – S</p> <p>S – T</p>	<p>10</p> <p>mins.</p>
The lead in prediction stage	To introduce Ss to the topic	<ul style="list-style-type: none"> • Teacher elicits from Ss the types of essay • T refers Ss to the board using power-point and shows them a picture to describe in groups of three.  <ul style="list-style-type: none"> • Teacher elicits from Ss what type of essay they will practice. (Descriptive Essay) • Teacher gives students 4min. To brainstorm their important events and list them. • Teacher highlights the features of descriptive essay. E.g.: generally, descriptive essay to describe an object, person, place, experience, emotion, situation, etc. 	<p>T – S</p> <p>S – S</p>	<p>20</p> <p>mins.</p>

Stage	Aims	Procedure	Focus	Timing					
Practicing controlled writing task	Emphasizing the concept of creativity	<ul style="list-style-type: none"> • Teacher refers students to a picture of red rose.  <ul style="list-style-type: none"> • Teacher shows Ss a table of all senses: <table border="1" data-bbox="678 562 1214 600"> <tr> <td>Taste</td> <td>Touch</td> <td>Sight</td> <td>Sound</td> <td>Smell</td> </tr> </table> <ul style="list-style-type: none"> • Teacher asks Ss to write down under each relevant sense a feature that describes the rose. • Teacher monitors to check Ss are writing notes. • Teacher gives Ss a specified time to compare answers in groups of four. • Teacher checks with the whole class. 	Taste	Touch	Sight	Sound	Smell	T – S S – T	20 mins.
Taste	Touch	Sight	Sound	Smell					
Focus on details	Knowing the structure of descriptive paragraph	<ul style="list-style-type: none"> • Teacher outlines the main points of writing a descriptive essay: • What do you want to describe? <ul style="list-style-type: none"> ❖ Identify exactly what you want to describe. Often, a descriptive essay will focus on one of the followings: <ol style="list-style-type: none"> 1. a person 2. a place 3. a memory 4. an experience 5. an object • Why are you writing your descriptive essay? <ul style="list-style-type: none"> ❖ You often have a particular <i>reason</i> for writing your description. Getting in touch with this reason can help you focus on your description. • Identify your Steps? <ul style="list-style-type: none"> ❖ Introductory paragraph ❖ 1st body paragraph ❖ 2nd body paragraph ❖ 3rd body paragraph ❖ Conclusion paragraph 	T – S S – S	20 mins.					

Stage	Aims	Procedure	Focus	Timing
Referring students to online group	Exposing students to different ways of online searching	<ul style="list-style-type: none"> • Teacher refers students to their online page. • Teacher shows students all possible ways of finding cause and effect paragraphs. • Teacher refers students to suitable and beneficial website related to writing. 	T-S	15 mins.
Free writing task	Writing Descriptive Essay	<ul style="list-style-type: none"> • Teacher asks students to write a descriptive essay by using the introductory paragraph they have written. • Students are allowed to read online a number of cause and effect paragraph. • The task will be given as homework. • Students will be given a week as a deadline. • Students will be asked to post their composition online. • Students will be asked to peer check their writing. • Teacher gives online feedback if needed. 	T – S S – S	1 week.

Appendix B

Title of the Lesson: Writing Compare and Contrast essay	Instructor: Aziza EL Debani
Length : 1 h.30 Min.	Date: 3 rd -4-2017
Class profile A group of volunteer adult students (fourth semester) at the university of Benghazi.	
Main Aims for Students: By the end of the lesson: <ul style="list-style-type: none"> • Students will have been presented with expressions describing similarities such as: – compared to –in addition to – similarly-same as – at the same time-likewise. • Students will have been presented with expressions describing differences such as different from-more...than- unlike- even though – however-in contrast –on the contrary – on the other hand. • Students will have differentiated between block method and point by point method. Subsidiary Aims for Student: By the end of the lesson: <ul style="list-style-type: none"> • Students will have developed the skill of brainstorming. • Students will have identified the difference between thesis statement, topic sentence, and the conclusion sentence. • Students will have increased their network searching technique. • Students will have developed their peer evaluation and group work mechanism. • Students will have compared two objects, problems or events and evaluate their similarities and differences. 	
Aims for Teacher <ul style="list-style-type: none"> • Make the class student-centered • Make sure that all students are participating in the lesson. • Motivate students in order to increase their participation. • Make sure that I achieve my aims at the end of the class. 	
Materials <ul style="list-style-type: none"> • Worksheets adapted material taken from: http://www.wju.edu/arc/handouts/compare_contr.pdf 	

- Pictures of different objects.
- White board, markers.
- Variety of printed exercises to the students
- Projector for PowerPoint slides data show.
- If possible: Modem for Internet connection

Assumptions

- Students may find peer feedback challenging.
- Pair work and group work will be sufficient for sharing different ideas.
- Students will feel interested talking about objects they cannot live without.
- Students will gain self-confidence sharing their homework online.

Anticipated Problems with Language

- Students may find similarities and differences expression unfamiliar.
- The difference between the block method and point by point method confusing.
- Students might write essays of the same objects.
- Student might find their writing uncreative
- Students may not have internet access.
- Students may not post their homework on time.

Other Anticipated Problems

1. T may find it difficult memorizing students' names.
2. Some Ss might find writing an essay not an easy task.

Solutions

1. Teacher will highlight the similarities and differences expressions as new vocabulary.
2. Teacher will make sure that all students know the difference between the two methods of writing compare and contrast essays.
3. Teacher will make sure that all students choose an object different from each other.
4. Teacher will motivate students to use their imagination in order to be creative.
5. Teacher will bring her own internet modem if needed, so students will have internet access.
6. Teacher will encourage students to post homework on time.
7. Teacher will do her best to provide a friendly relaxing atmosphere.
8. Teacher will call out students' names as much as possible in order to memorize them.
9. Teacher will give clear division of writing a composition, so it will be clear and comprehended for the students

Procedures

Stage	Aims	Procedure	Focus	Timing
Warm up	Giving feedback	<ul style="list-style-type: none"> • T smiles and makes sure the Ss are paying attention. • T divides Ss in groups of three and distributes the Ss written assignments for them in order to evaluate them and give feedback. • T monitors and helps if necessary. • Ss may share their feedbacks in larger groups. 	<p>T – S</p> <p>S – T</p>	<p>20</p> <p>mins.</p>
The lead in (prediction and brainstorming stage)	To introduce Ss to the topic	<ul style="list-style-type: none"> • Teacher presents on board using the projector two different objects at the same time (a mobile phone – a laptop). • Teacher gives students some time to describe the features of each object (brainstorming) • Teacher time limits students. • Teacher monitors and checks all students are working. • Students share their views • Teacher elicits from students what the lesson 	<p>T – S</p> <p>S – S</p>	<p>15</p> <p>mins.</p>

Stage	Aims	Procedure	Focus	Timing
Focus on details	To help Ss understand the different organization between the block method and the point by point method.	<ul style="list-style-type: none"> • Teacher refers students to the white board (using projector) and ask students to look at the block method: <p>Thesis Statement: There are two main differences between backpacking and staying in hotels; cost and safety.</p> <p>1st Body :Backpacking</p> <ul style="list-style-type: none"> A. 1st Aspect cost B. 2nd Aspect safety <p>2nd Body Staying in a hotel</p> <ul style="list-style-type: none"> A. 1st Aspect cost B. 2nd Aspect safety <ul style="list-style-type: none"> • Teacher elicits from students the feature of each paragraph • Teacher refers students to the white board (using projector) and asks students to look at the point by point method: <p>Thesis Statement: American and Turkish fast food is similar to each other in two main ways, they are both unhealthy and they are both convenient.</p> <p>1st Body : Both are unhealthy</p> <ul style="list-style-type: none"> A. American fast food B. Turkish fast food <p>2nd Body: Both are convenient</p> <ul style="list-style-type: none"> A. American fast food B. Turkish fast food <p>Conclusion</p> <p>Summary of the main points.</p>	T – S	20 mins.

Stage	Aims	Procedure	Focus	Timing
Referring students to online group	Exposing students to different ways of online searching	<ul style="list-style-type: none"> Teacher refers students to their online page. Teacher shows students all possible ways of finding compare and contrast essays. Teacher refers students to suitable and beneficial website related to writing. 	T-S	5 mins
Free writing task	Writing compare and contrast essay	<ul style="list-style-type: none"> Teacher asks students to write down two important objects they cannot live without. Teacher gives students some time to think and writes her on objects on board. Teacher asks students to brainstorm all the different features for each object e.g.: <div data-bbox="641 976 1161 1081" data-label="Diagram"> </div> Teacher asks students to write an compare and contrast essay using their preferable method Students will be given a week as a deadline. Students will be asked to post their composition online. Students will be asked to peer check their writing. Teacher gives online feedback if needed. 	T – S S – S	1 week.

Appendix C

Title of the Lesson: writing a Cause and Effect paragraph	Instructor: Aziza EL Debani
Length: 1.h 30mins.	Date: 17 th -4-2017
Class profile A group of volunteer adult students (fourth semester) at the university of Benghazi.	
Main Aims for Students: By the end of the lesson: <ul style="list-style-type: none"> • Students will have been presented with cause and effect expressions such as: so/ as a result/ due to/ the consequence of/one effect of/ this is because/ as/ hence/ consequently/ the effect of/ therefore/ for this reason/ and thus. • Students will have developed their skill of brainstorming ideas. • Students will have discussed important events in their lives. Subsidiary Aims for Student: By the end of the lesson: <ul style="list-style-type: none"> • Students will have been presented with an introductory paragraph. • Students will have identified the difference between the components of the introductory paragraph: the attention getter, the main idea, and the guide. • Students will have increased their network searching technique. • Students will have developed their peer evaluation and group work mechanism. 	
Aims for Teacher <ul style="list-style-type: none"> • Make the class student-centered • Make sure that all students are participating in the lesson. • Motivate students in order to increase their participation. • Make sure that I achieve my aims at the end of the class. 	
Materials <ul style="list-style-type: none"> • Worksheets adapted material taken from <i>Writing from Within. Cambridge University press</i> (p:42-49) • Cards worksheets adapted material taken from One Stop English.com Solution for Teaching English. • White board, makers. • Variety of printed exercise to the students • Projector for PowerPoint slides data show. If possible: Modem for Internet connection	
Assumptions <ul style="list-style-type: none"> • Students may find peer feedback challenging. 	

- Pair work and group work will be sufficient for sharing different ideas.
- Students will feel interested talking about important life events.
- Students will gain self-confidence sharing their homework online.

Anticipated Problems with Language

- Students may find matching the cause and effect sentences rather difficult.
- Matching cause and effect sentences may consume more time than expected.
- Students may feel shy talking about their own life experiences.
- Students might not be familiar with all cause and effect expressions.
- Students may not have internet access.
- Students may not post their homework on time.

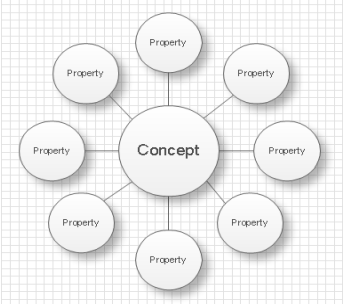
Other Anticipated Problems

1. Ss might feel shy because of the new teacher
2. T may find it difficult memorizing students' names.
3. Some Ss might find writing an essay not an easy task.

Solutions

1. Teacher will try to help as much as possible to make the matching task more interesting and less time consuming.
2. Teacher will talk about her own life event experience in order to encourage students to talk about theirs.
3. Teacher will elicit as much cause and effect expressions as possible from the students and telling them there are some that might be new.
4. Teacher will bring her own internet modem if needed, so students will have internet access.
5. Teacher will encourage students to post homework on time.
6. Teacher will do her best to provide a friendly relaxing atmosphere.
7. Teacher will call out students' names as much as possible in order to memorize them.
8. Teacher will give clear division of writing a composition, so it will be clear and comprehended for the students

Procedures

Stage	Aims	Procedure	Focus	Timing
Warm up	To calm students	<ul style="list-style-type: none"> • T smiles in order to build a relationship with the new Ss . • Teacher tries to break the ice by introducing herself and ask students to introduce themselves. 	<p>T – S</p> <p>S – T</p>	5mins.
The lead in (prediction and brainstorming stage)	To introduce Ss to the topic	<ul style="list-style-type: none"> • Teacher writes on board (an important event) and asks students to guess what the topic will be about. • Teacher gives students 4min. To brainstorm their important events and list them. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Teacher writes on board her own list. E.g.: <ol style="list-style-type: none"> 4. Graduation day. 5. My wedding day. 6. The birth of my daughter. • Teacher time limits students. • Teacher monitors and checks all students are working. • Teacher asks students to check answers in pairs. 	<p>T – S</p> <p>S – S</p>	15 mins.

Stage	Aims	Procedure	Focus	Timing
Pre-teach cause and effect expressions	To test Ss knowledge of new expressions by using cards	<ul style="list-style-type: none"> Teacher gives each student one card and asks them to work as a whole class to match the cause and effect cards. T gives Ss some time to work together. T demonstrate an example Teacher asks each pair to sit together and try to connect the cause and effect with an appropriate expression. Teacher writes on board the expressions that students thought of. T gives a feedback using data show. 	T – S S – S	15 mins.
Practicing controlled writing task	To help Ss understand the main theme.	<ul style="list-style-type: none"> Teacher refers students to the white board (using projector) and ask students to look at the introductory paragraph. Teacher elicits from students the attention getter, the main idea, and the guide of the given paragraph. Teacher gives students 2min. To work in pairs. Teacher gives feedback. Teacher asks students to use their brainstormed notes and write down similar introductory paragraph. Teacher time limits students. Students peer check each other without teacher interference. 	T – S S – T	20 mins.
Focus on details	To reinforce students' knowledge of cause and effect.	<ul style="list-style-type: none"> Teacher refers students to an essay (using data show) entitled an important day and asks students to read the essay and highlight: introductory paragraph, before the event, the event, and after the event. Teacher asks students to work in groups of three and write down all the cause and effect expressions. Teacher check answers with the whole class. 	T – S S – S	10 mins.

Stage	Aims	Procedure	Focus	Timing
Controlled writing activity	To develop students' writing skill	<ul style="list-style-type: none"> • Teacher refers students to a number of sentences using projector. • Teacher asks students to join the two sentences using the appropriate cause and effect expression. • Students work in pairs. • Teacher time-limits students and then asks them to check answers with a different partner. 	T-S S-S	5mins.
Referring students to online group	Exposing students to different ways of online searching	<ul style="list-style-type: none"> • Teacher refers students to their online page. • Teacher shows students all possible ways of finding cause and effect paragraphs. • Teacher refers students to suitable and beneficial website related to writing. 	T-S	15 mins.
Free writing task	Writing cause and effect essay	<ul style="list-style-type: none"> • Teacher asks students to write a cause and effect essay by using the introductory paragraph they have written. • Students are allowed to read online a number of cause and effect paragraph. • The task will be given as homework. • Students will be given a week as a deadline. • Students will be asked to post their composition online. • Students will be asked to peer check their writing. • Teacher gives online feedback if needed. 	T – S S – S	1 week.

Appendix D

Title of the Lesson: Problem – Solution Essay	Instructor: Aziza EL Debani
Length: 2h.	Date: 13 th may 2017
Class profile: A group of volunteer adult students (fourth semester) at the university of Benghazi.	
Main Aims for Students: By the end of the lesson <ul style="list-style-type: none"> • Students will have developed their skill of brainstorming ideas. • Students will have discussed ways of problem solving 	
Subsidiary Aims for Student: By the end of the lesson <ul style="list-style-type: none"> • Students will have been presented with various social problems. • Students will have identified the difference between the block method and the chain method. • Students will have increased their network searching technique. • Students will have developed their peer evaluation and group work mechanism. 	
Aims for Teacher <ul style="list-style-type: none"> • Make the class student-centered • Make sure that all students are participating in the lesson. • Motivate students in order to increase their participation. • Make sure that I achieve my aims at the end of the class. • Make sure that students are finding more than one solution for each problem 	
Materials <ul style="list-style-type: none"> • Worksheets adapted material taken from http://www.eapfoundation.com/writing/essays/problemsolution/ • White board, makers. • Variety of printed exercise to the students • Projector for PowerPoint slides data show. • If possible: Modem for Internet connection 	
Assumptions <ul style="list-style-type: none"> • Students may find peer feedback challenging. • Pair work and group work will be sufficient for sharing different ideas. • Students will feel interested talking about important life events. • Students will gain self-confidence sharing their homework online. 	

Anticipated Problems with Language

- Students may find defining the problem from the pictures given a bit confusing
- Students may disagree on what the problem is in each picture.
- Finding solutions might be challenging for the students.
- Students may not have internet access.
- Students may not post their homework on time.



Other Anticipated Problems

1. Differentiating between the two types of organization might be difficult.
2. T may find it difficult memorizing students' names.
3. Some Ss might find writing an essay not an easy task.

Solutions

1. Teacher will try to help as much as possible to help students realize what the problem is.
2. Teacher will give the students enough time to discuss the most suitable problem for each picture.
3. Teacher will demonstrate solutions for the first picture as an example.
4. Teacher will bring her own internet modem if needed, so students will have internet access.
5. Teacher will encourage students to post homework on time.
6. Teacher will do her best to provide a friendly relaxing atmosphere.
7. Teacher will call out students' names as much as possible in order to memorize them.
8. Teacher will teach the two types of organization as clear as possible so students do not confuse

Procedures

Stage	Aims	Procedure	Focus	Timing
Warm up	To calm students	<ul style="list-style-type: none"> • T smiles in order to build a relationship with the new Ss. • Teacher asks the Ss about their day in order to build a friendly atmosphere. 	<p>T – S</p> <p>S – T</p>	<p>5</p> <p>mins.</p>
The lead in (prediction stage)	To introduce Ss to the topic	<ul style="list-style-type: none"> • Teacher refers Ss to the board using projector and shows Ss a picture so they can predict what the lesson will be about: <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Teacher divides Ss in groups of three and can share answers together. • Teacher gives feedback with the whole class. • Teacher elicits from Ss what type of essay they will discuss. <div style="text-align: center;">  </div>	<p>T – S</p> <p>S – S</p>	<p>20</p> <p>mins.</p>

Stage	Aims	Procedure	Focus	Timing
Getting to know the topic	Familiarize the Ss with the problem-solution essay	<ul style="list-style-type: none"> Teacher discusses with Ss the basic concept of the problem, the consequences and how it can be solved. E.g.: Obesity could lead to: <div data-bbox="695 443 1102 737" data-label="Diagram"> </div> One can solve this problem by: <div data-bbox="716 848 1102 1045" data-label="Diagram"> </div> 	T – S S – S	25 mins.
Pre-teach useful phrases	Introducing Ss to problem – solution expressions	<ul style="list-style-type: none"> Teacher asks Ss to think about phrases and expressions that can be used in solving problems. T gives Ss some time to work in pairs and write down their expressions. <ol style="list-style-type: none"> <i>This is a difficult problem to solve.</i> <i>However, we can offer some solutions to this problem/the problem of</i> <i>This is a problem because</i> <i>When we know why this problem exists, it is easier to solve it</i> <i>This problem causes serious social problems</i> <i>The first thing we can do to solve this problem is to...</i> <i>If this problem is solved, our society will be a better place to live in.</i> Teacher motivates Ss to be more academic writers. 	T – S S – S	20 mins.

Stage	Aims	Procedure	Focus	Timing
Knowing the structure	To help Ss with the layout and format of Problem-Solution essay	<ul style="list-style-type: none"> • Teacher refers students to the white board (using projector) and introduces Ss to the steps of essay writing. • There are two main ways to write a problem- solution essay: <ol style="list-style-type: none"> 1. block Method: <p style="text-align: center;">Block</p> <p style="text-align: center;">Introduction (including 'situation')</p> <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">Problem 1</div> <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">Problem 2</div> <p style="text-align: center;">Transition sentence/paragraph</p> <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">Solution 1</div> <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">Solution 2</div> <p style="text-align: center;">Conclusion (including evaluation')</p> 2. Chain Method: <p style="text-align: center;">Chain</p> <p style="text-align: center;">Introduction (including 'situation')</p> <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">Problem 1 & Solution to Problem 1</div> <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">Problem 2 & Solution to Problem 2</div> <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">Problem 3 & Solution to Problem 3</div> <p style="text-align: center;">Conclusion (including evaluation')</p> 	T – S S – T	25 mins.

Stage	Aims	Procedure	Focus	Timing
Focus on details	To reinforce students' knowledge of essay organization	<ul style="list-style-type: none"> • Teacher refers students to an essay (using data show) entitled Obesity and asks students to read the essay and highlight: introductory paragraph, situation, problem, solution, and conclusion (including evaluation). <ul style="list-style-type: none"> ❖ <i>Obesity and poor fitness decrease life expectancy. Overweight people are more likely to have serious illnesses such as diabetes and heart disease, which can result in premature death. It is well known that regular exercise can reduce the risk of heart disease and stroke, which means that those with poor fitness levels are at an increased risk of suffering from those problems.</i> • Teacher refers Ss to the introduction and work out its structure. 	T – S S – S	15 mins.
Controlled writing activity	To develop students' writing skill	<ul style="list-style-type: none"> • Teacher distributes worksheets for each pair of Ss that includes a number of problems. • Teacher asks Ss to choose only one problem and write to brainstorm causes and solution for the problem. • T demonstrates one problem as an example. • Students work in pairs. • Teacher time-limits students and then try to write their own introductory paragraph. 	T-S S-S	15 mins.

Stage	Aims	Procedure	Focus	Timing
Referring students to online group	Exposing students to different ways of online searching	<ul style="list-style-type: none"> • Teacher refers students to their online page. • Teacher refers Ss to useful and beneficial website related to writing: • https://letterpile.com/writing/How-to-Write-a-Propose-a-Solution-Essay • https://www.kibin.com/essay-writing-blog/problem-solution-essay-topics/ 	T-S	15 mins.
Free writing task	Writing problem-solution essay.	<ul style="list-style-type: none"> • Teacher asks students to write a problem-solution essay by using the introductory paragraph they have written. • Students are allowed to read online a number of problem-solution essays. • The task will be given as homework. • Students will be given a week as a deadline. • Students will be asked to post their composition online. • Students will be asked to peer check their writing. • Teacher gives online feedback if needed. 	T – S S – S	1 week.

Appendix E

Scoring Protocol

Student Name	
Outline	0-1
Mechanics: <ul style="list-style-type: none"> • Margins and indentation • Capital letters • Appropriate punctuations 	0-1-2 0-1-2 0-1-2
Form: <ul style="list-style-type: none"> • Introductory paragraph • Thesis statement • Body paragraph • Body paragraph • Concluding paragraph 	0-1-2 0-1-2 0-1-2 0-1-2 0-1-2
Grammar: <ul style="list-style-type: none"> • Few grammatical mistakes • Spelling errors • Academic language used 	0-1-2-3 0-1-2-3 0-1-2
Style: <ul style="list-style-type: none"> • Cohesion • Unity • Content • Ideas supported • Creative response 	0-1-2 0-1-2 0-1-2 0-1-2 0-1-2
Total points	35

Appendix F

Samples of Students' performance in the Pre-Test

Name... Student...A
Pre-Test

Mechanics:		
• Margin and indentation		0/1-2
• Capital letters		0/1-2
• Appropriate punctuation		0/1-2
Form:		
• Introductory Paragraph		0/1-2
• Thesis statement		0/1-2
• Body paragraph		0/1-2
• Body paragraph		0/1-2
• Concluding paragraph		0/1-2
Grammar:		
• Few grammatical errors		0/1-2-3
• Spelling errors		0/1-2-3
• Academic language used		0/1-2
Style:		
• Cohesion		0/1-2
• Unity		0/1-2
• Content		0/1-2
• Ideas supported (examples, reasons)		0/1-2
• Creative response		0/1-2
		<u>7</u>

English Department
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ac... ID No... 56.54.4.....

ss	Compare and contrast
erfect party?	Two fast-food restaurants
a particular friend or family member	How to plan the perfect study schedule?
	Two ways of losing weight: one healthy, the other dangerous
an ideal apartment	How to get rid of a bad habit?
	Your family home and the house of your dreams

• Step 1: write an outline or draw a mind-map for the topic you picked.

- Joker and batman. 2
- the strghel between Light and darkenes.
- the plottowist when you be an adolte.

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- Step 2: Write an Essay for the topic you have chosen.

the Joker

- as a start we all know the movie that the Joker came from Ex.i.c.t (Bat man)

- in the movie you see the hero "Batman" keeping the law above the criminals and catching the bad guys, and one of the bad guys is the Joker he tries to kill us and ruining the city and making problems

- when you see the movie as kid you will have no doubt that Batman is the hero of the movie but when you get biger by the time and being adulte you will find that the Joker is the hero of this movie, you will ask why will from my opinion, that the crapet people are everywhere, starting from ghibijeman to multimillioner

- the difrens between Batman and the Joker is that Batman only seeing the crupture from the out side, in the other side, the Joker will pushe the good people to the level to let them out with all that crupture inside them

Name: Student B
Pre-Test

Mechanics:	
• Margin and indentation	0-1-2
• Capital letters	0-1-2
• Appropriate punctuation	0-1-2
Form:	
• Introductory Paragraph	0-1-2
• Thesis statement	0-1-2
• Body paragraph	0-1-2
• Body paragraph	0-1-2
• Concluding paragraph	0-1-2
Grammar:	
• Few grammatical errors	0-1-2-3
• Spelling errors	0-1-2-3
• Academic language used	0-1-2
Style:	
• Cohesion	0-1-2
• Unity	0-1-2
• Content	0-1-2
• Ideas supported (examples, reasons)	0-1-2
• Creative response	0-1-2
	7

English Department

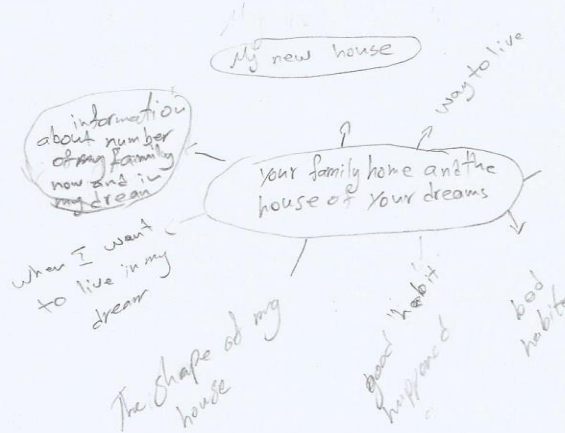
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s	Compare and contrast
reflect party?	Two fast-food restaurants
a particular friend or family member	How to plan the perfect study schedule?
an ideal apartment	How to get rid of a bad habit?
	Two ways of losing weight: one healthy, the other dangerous
	Your family home and the house of your dreams ✓

- Step 1: write an outline or draw a mind-map for the topic you picked.



- Step 2: Write an Essay for the topic you have chosen.

My new house
I have big family I'm used with small house
my house in my dream is very completely different
I have father, mother, a grand mother, five sisters and
one brother. I live in small house and I don't like
it. In my dream I (imagine) I live in big house with
my family but small family number like two sisters
and one brother. I live in Libya but I prefer to live
I hope to live in my country in Gaza in peace.
my family have good habit. I like it, and I see
it in my dream such as in my family we always
communicate with others every day and like to
help others in every thing but always we
ask other to study hard work in good way when
my family have money I have house but I think it's
not much bad habit. I like to live in peace
different in some house work. In my dream I
don't have these different we have the same view
of my life. I like to live the rule stopped
me to being me dream because I went to travel
and complete my study in Britain so in my dream
I travel and complete my study. I see
some of dream of
I have a lot of dream different with my
family house. I hope to dream all of
my dream in the future.

Name: Student C
Pre-Test

Mechanics:	
• Margin and indentation	0-1-2
• Capital letters	0-1-2
• Appropriate punctuation	0-1-2
Form:	
• Introductory Paragraph	0-1-2
• Thesis statement	0-1-2
• Body paragraph	0-1-2
• Body paragraph	0-1-2
• Concluding paragraph	0-1-2
Grammar:	
• Few grammatical errors	0-1-2-3
• Spelling errors	0-1-2-3
• Academic language used	0-1-2
Style:	
• Cohesion	0-1-2
• Unity	0-1-2
• Content	0-1-2
• Ideas supported (examples, reasons)	0-1-2
• Creative response	0-1-2
15	

English Department

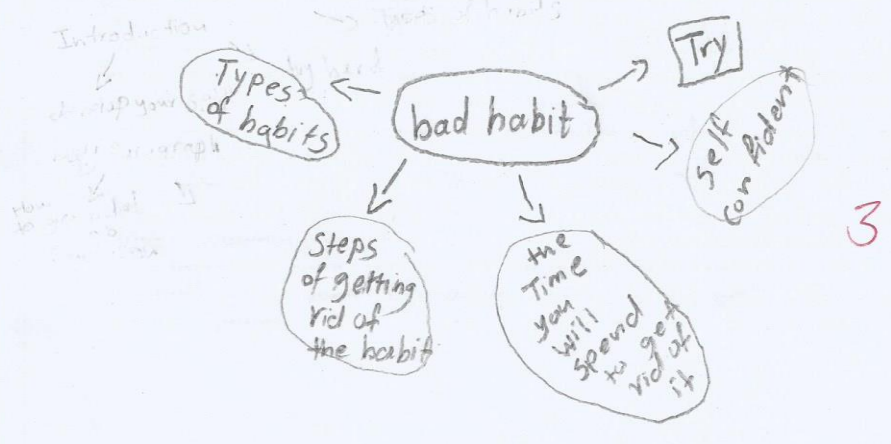
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ID No... 56086

	Compare and contrast	
ect party?	Two fast-food restaurants	
a particular friend or family member	How to plan the perfect study schedule?	Two ways of losing weight: one healthy, the other dangerous
an ideal apartment	How to get rid of a bad habit?	Your family home and the house of your dreams

• Step 1: write an outline or draw a mind-map for the topic you picked.



- Step 2: Write an Essay for the topic you have chosen.

* We are all humans so as humans we all have bad habits and it's something usual. But we can even get rid of these habits by developing our selves and trying hard. There are several bad habits such as sleeping at mornings and waking at nights and there's some people who suffer at a bad habit which is studying for the exams at night and others who doesn't have breakfast at mornings.

* Our main point is how to get rid of all these habits. Firstly you need to make sure that you really want to get rid of it. Secondly you need to try to list the disadvantages of the habit and write them on a paper and then read them many times so when you come back to do it again you will remember what you have written. Finally burn the paper. Getting rid of a habit sometimes will take long and sometimes it doesn't take time it depends on the person.

* We need to be patient and we will change all the bad habits we do we just need to have self confidence and we will be the person we want to be. We just need to remember that all people had bad habits but there's one who developed his self and another didn't be one of the one who tried.

Name... Student D
Pre-Test

Mechanics:	
• Margin and indentation	0-1-2
• Capital letters	0-1-2
• Appropriate punctuation	0-1-2
Form:	
• Introductory Paragraph	0-1-2
• Thesis statement	0-1-2
• Body paragraph	0-1-2
• Body paragraph	0-1-2
• Concluding paragraph	0-1-2
Grammar:	
• Few grammatical errors	0-1-2-3
• Spelling errors	0-1-2-3
• Academic language used	0-1-2
Style:	
• Cohesion	0-1-2
• Unity	0-1-2
• Content	0-1-2
• Ideas supported (examples, reasons)	0-1-2
• Creative response	0-1-2
13	

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s **Compare and contrast**

rfect party? Two fast-food restaurants

a particular friend or family member	How to plan the perfect study schedule?	Two ways of losing weight: one healthy, the other dangerous
an ideal apartment	How to get rid of a bad habit?	Your family home and the house of your dreams

• Step 1: write an outline or draw a mind-map for the topic you picked.

- I'm going to describe the closest family member to my heart.
- The way he/she treating me & how ~~great~~ great full his/her way of living
- The things I learened from him/her 2
- The importance of his/her existence in my life
- At the conclusion I'm gone show you how I become because of her/him.

- Step 2: Write an Essay for the topic you have chosen.

The one who inspired me of the way I'm living my life.
My father the closest person to my heart and the one who I'm
looks like inside and outside.

The way he acts with our problems is so peacefully, he is always calm
even with the hard situations. For example, when me and my sisters
fight together, he just shows how useful ~~our~~ our attitudes and how
upset seeing his children doing stuff like this. He affected his
directly.

I learn many great things from him like respect all people even
the who doesn't show me the same respect, keep saying good saying words
and don't raise my voice in front of people.

He is the person I became now, his existence mean happiness for me
and I hope I could give him a little from the huge treasure
that he gave me.

Name... Student E
Pre-Test

Mechanics:	
• Margin and indentation	0-1(2)
• Capital letters	0-1(2)
• Appropriate punctuation	0-1(2)
Form:	
• Introductory Paragraph	0-1(2)
• Thesis statement	0-1(2)
• Body paragraph	0-1(2)
• Body paragraph	0-1(2)
• Concluding paragraph	0-1(2)
Grammar:	
• Few grammatical errors	0-1(2)3
• Spelling errors	0-1-2(3)
• Academic language used	0-1-2
Style:	
• Cohesion	0-1(2)
• Unity	0-1(2)
• Content	0-1(2)
• Ideas supported (examples, reasons)	0-1(2)
• Creative response	0-1(2)
27	

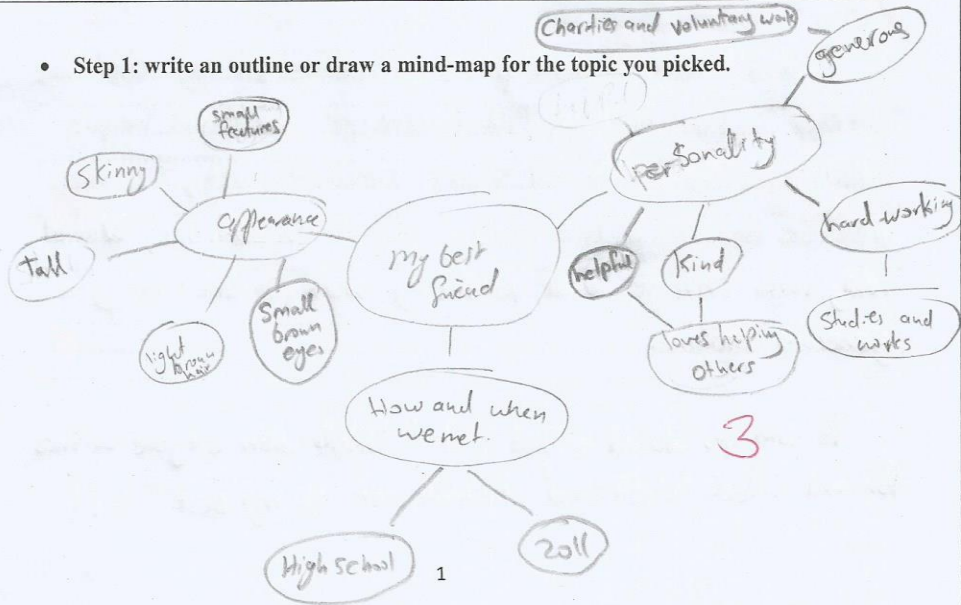
English Department

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	Compare and contrast
ject party?	Two fast-food restaurants
a particular menu or family member ✓	Two ways of losing weight: one healthy, the other dangerous
an ideal apartment	Your family home and the house of your dreams

- Step 1: write an outline or draw a mind-map for the topic you picked.



- Step 2: Write an Essay for the topic you have chosen.

27

I have many good friends, but I think my friend Waaed is my best and favourite one.

Waaed and I met at high school, precisely in 2011, my first secondary year - and since that time we've been good and close friends. Challenges and life events really participated in strengthening our friendship, of course!

Waaed is a very elegant lady. She's white with a long brown hair and small features. She's got brown eyes and a small mouth and nose, as well. Moreover, she's tall and skinny and everyone loves her and thinks she's so gorgeous!

Talking of my favourite pal's personality, I'd say that she is really a kind and helpful person as she loves helping others. Since she works and studies simultaneously, I can describe her as a hard-working person. In addition, Waaed really loves charities and voluntary work, so she's really a generous one.

To sum up, Waaed is that kind of friends whom everyone wishes for and I feel so blessed to have her as my best friend!

Name: Student F
Pre-Test

Mechanics:	
• Margin and indentation	0-1-2
• Capital letters	0-1-2
• Appropriate punctuation	0-1-2
Form:	
• Introductory Paragraph	0-1-2
• Thesis statement	0-1-2
• Body paragraph	0-1-2
• Body paragraph	0-1-2
• Concluding paragraph	0-1-2
Grammar:	
• Few grammatical errors	0-1-2-3
• Spelling errors	0-1-2-3
• Academic language use	0-1-2
Style:	
• Cohesion	0-1-2
• Unity	0-1-2
• Content	0-1-2
• Ideas supported (examples, reasons)	0-1-2
• Creative response	0-1-2
Total points	20

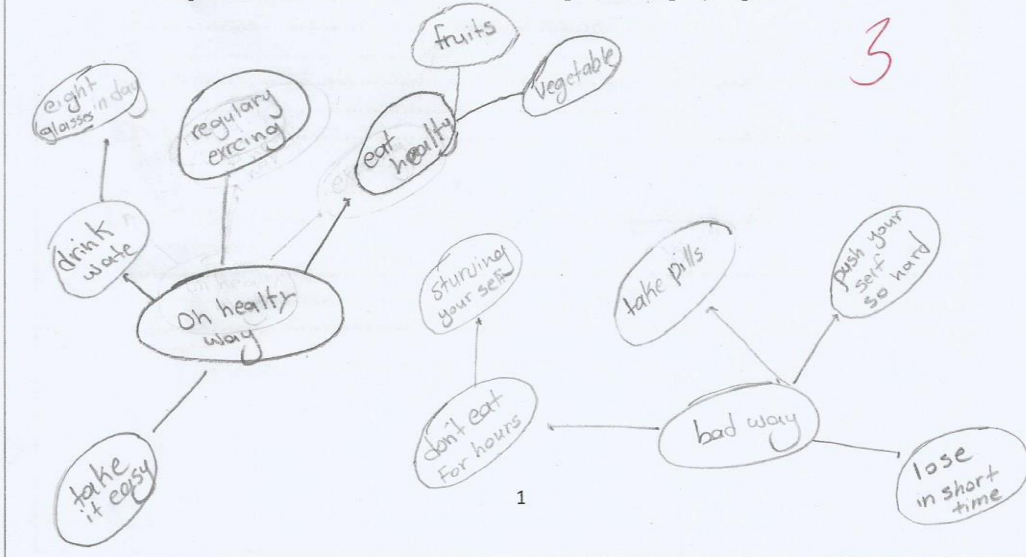
English Department

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ID No. 56106

		Compare and contrast
ect party?		Two fast-food restaurants
member of family	How to plan the perfect study schedule?	Two ways of losing weight: one healthy, the other dangerous ✓
an ideal apartment X	How to get rid of a bad habit?	Your family home and the house of your dreams

• Step 1: write an outline or draw a mind-map for the topic you picked.



- Step 2: Write an Essay for the topic you have chosen.

two ways of losing weight: on healthy way, the other is doing harm. people could do any thing for losing some weight but of course it's not that easy, because they have to know that there is a good way or healthy and there is a bad way that most people do it.

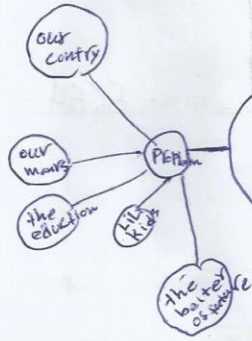
losing weight in a good way means a life style and want affect your body after that, so if you choose that way means you eat about of vegetable and fruits, drink about eight glasses of water and exercising regularly, and most important make balance in every thing, like eating some sweet sometimes.

That bad way of losing weight is that people want to get rid of all these kilos in short time, they starving themselves, exercising so hard, take pills, but what they don't know is the killing there body and it won't take sometime until all that weight back again. 17

In the end you have to take it step by step and don't rush it, you should put a reasonable target and be patient, and the most important allwayze make a balance for every thing you eat.

Appendix G
Samples of Students' performance in the Post-Test

❖ Step 1: Brainstorm your ideas for



Name: Student A
Post-Test

Mechanics:	
• Margin and indentation	0-1(2)
• Capital letters	0-1(2)
• Appropriate punctuation	0-1(2)
Form:	
• Introductory Paragraph	0(1)2
• Thesis statement	0-1(2)
• Body paragraph	0-1(2)
• Body paragraph	0(1)2
• Concluding paragraph	0-1(2)
Grammar:	
• Few grammatical errors	0(1)2-3
• Spelling errors	0-1-2-3
• Academic language use	0(1)2
Style:	
• Cohesion	0-1-2
• Unity	0-1-2
• Content	0(1)2
• Ideas supported (examples, reasons)	0(1)2
• Creative response	0(1)2
Total points	18

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❖ Step 2: Write a mind-map or an ou

- in this essay we will talk about
 The problems of school cheating and how
 to solve them in short breeze essay
- what are the problem in our schools?
 is it us the site or the main structure of education?
- the problem in the site how we can solve it
- the students and how we can prevent this
 cases of cheating
- it is a situation and good effect in the end

❖ Step 3: Write an Essay for the topic you have chosen.

Prevent cheating
in school's problem
and How to solve it!

In short please as we know that the cheating had big problem in the country's that have corruption in the website and the stations are too many and so easy.

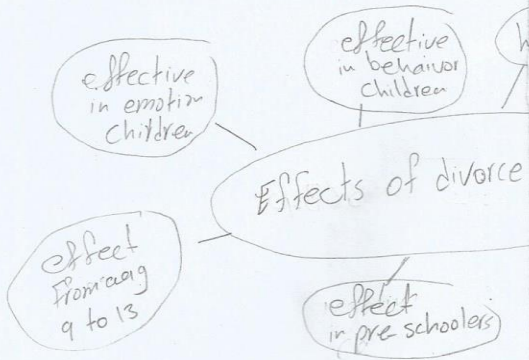
As you look at your self from your childhood we learn that to be success is to study hard and smart for the next day an exams but the problem is that if you are in a site full of less with people that take short way by cheating in every day or use the more big things that the little kids having long cheating by copying all what they see from the others that is a big problem at it self, that we have teachers who have no manners by giving the little kids or the minors the short like way to ~~easy~~ easy corrupted ~~success~~ success and we as, corruption will get bigger and bigger by every next generation.

And as we know this corruption will never end until we prevent it from its core the bottom of it by leading our kids the minors etc by not making the wrong way is the best, by not copying the bad habits its all starts with our ability and it was from there childhood and the school that they went and we want to prevent it just easy to prevent it from the core we are the core the clean or the dirty mixture for the next generation stop the cheating in schools to have a generation with thinkers developers leaders by only just one start.

In the end the cheating is not only in school's its every where and we are the problem and the solution solve our ability for the next generation and we should start with our selfs.

spelling problems through ideas
are clear.

❖ Step 1: Brainstorm your ideas for the top



Name: Student B
Post-Test

Mechanics:	
• Margin and indentation	0-1(2)
• Capital letters	0-1(2)
• Appropriate punctuation	0-1(2)
Form:	
• Introductory Paragraph	0-1(2)
• Thesis statement	0-1(2)
• Body paragraph	0-1(2)
• Body paragraph	0-1(2)
• Concluding paragraph	0-1(2)
Grammar:	
• Few grammatical errors	0-1(2)3
• Spelling errors	0-1(2)3
• Academic language use	0-1(2)
Style:	
• Cohesion	0-1(2)
• Unity	0-1(2)
• Content	0-1(2)
• Ideas supported (examples, reasons)	0-1(2)
• Creative response	0-1(2)
Total points	25

❖ Step 2: Write a mind-map or an outline for the ideas you've brainstormed.

- 1- The effects of divorce in a pre-schoolers
- 2- The effects of divorce in children from age 9 to 13
- 3- The effect in the emotions of the children
- 4- The effects in the behaviour of the children

❖ Step 3: Write an Essay for the topic you have chosen.

The family and special their parents is the center of their universe. They need a lot of attention to their children, but when the parents divorce they will make a big gap between them and their children. Divorce has many effects ^{on} the children from age 6 to 13 and effects on their emotions and behavior.

First, ^{the} age of children plays a role in how they react to divorce. The effect of divorce on ⁱⁿ children under 9 years, they called it pre-schoolers are that they tend to blame themselves for the divorce, as a result they become even more dependent of their parents. One of effects of pre-schoolers, some of children started bed wetting again and that they could not want to do simple tasks that they were able ^{to} do before.

Second, stage of age from 9 to 13 years. In this stage sometimes react in the opposite direction, they tend to ^{behave} more independent and they feel betrayed by their divorced parents, also they have ^{to} take care of themselves and take things in their own hands. But ^{it} sometimes has a negative direction such as they ^{become} suffer from fighting parents and they become unhappy or depressed in their lives. ^{lives}

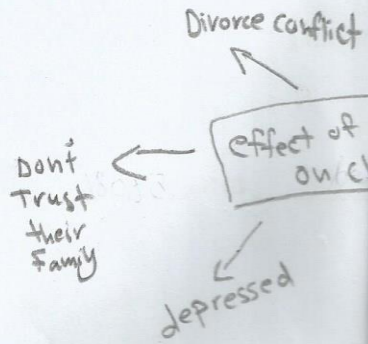
Third effect of divorce on all ages of children has negative emotions like bitterness, stress, emotional pain, anxiety, fear abandoned, feeling betrayed and loss of self-esteem.

Finally, effects of divorce on children ^{is} has behavior and adjustment, when problems resulting from divorced parents that are stress during longer period and from interrupted routines. As a result the children become more difficult to manage.

In my opinion divorce is as a disaster to every member in the family especially the children. But if the parents want to divorce they should ^{to} deal with others how to take care for their children so maybe they can avoid some problem the children face ^{it} when they divorce.

Name: Student C
Post-Test

❖ Step 1: Brainstorm your ideas for the topic



Mechanics:	
• Margin and indentation	0-1-2
• Capital letters	0-1-2
• Appropriate punctuation	0-1-2
Form:	
• Introductory Paragraph	0-1-2
• Thesis statement	0-1-2
• Body paragraph	0-1-2
• Body paragraph	0-1-2
• Concluding paragraph	0-1-2
Grammar:	
• Few grammatical errors	0-1-2-3
• Spelling errors	0-1-2-3
• Academic language use	0-1-2
Style:	
• Cohesion	0-1-2
• Unity	0-1-2
• Content	0-1-2
• Ideas supported (examples, reasons)	0-1-2
• Creative response	0-1-2
Total points	31

❖ Step 2: Write a mind-map or an outline for the ideas you've brainstormed.

outline: effects on children after divorce 3
 introduction: effects of divorce on children
 thesis: divorce is an unfortunate event on every family.
 first body: it will effect the children mental state and cause them depressed.
 second body: it will effect their educational level.
 conclusion: Divorce will effect anyone involved.

❖ Step 3: Write an Essay for the topic you have chosen.

Nowadays the rate of divorce is getting higher, it's an unfortunate event for any family, particularly those with children. There are lots of effect on their children; that I will talk about in this essay.

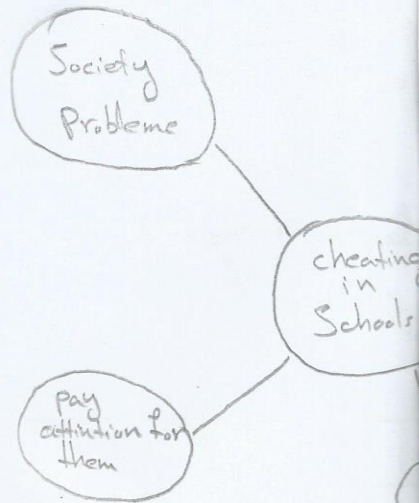
Divorce introduces a massive change into the life of a boy or a girl, no matter what the age. Witnessing loss of love between parents, they will live with daily absence of one parent while living with the other, this change in life will mostly effect their mental state and they will suffer psychologically that accrues as a result when the children think that they are the cause of the divorce and they will come to the conclusion that their parents no longer love them and they will always be depressed. Younger children may have trouble sleeping and they will suffer with fear.

Divorce will even effect the children's educational level it will get weak and some will leave school even. And teenagers will start rebelling because they will feel that they don't have someone to care about them. Children will stop trusting their parent. Sometimes the divorce will be messy and full of conflict a child may feel obligated to choose a side. This can be extremely traumatic for children; they love both parents and do not want to choose between them.

Divorce is difficult for everyone involved, divorces full of anger, resentment and acts of revenge can cause more harm to the child than anything. Children can find themselves caught in the middle of their parents or their parent's battles, and will wonder what part they play in the bigger picture.

Name... Student D
Post-Test

❖ Step 1: Brainstorm your ideas for the topic y



Mechanics:	
• Margin and indentation	0-1(2)
• Capital letters	0-1(2)
• Appropriate punctuation	0-1(2)
Form:	
• Introductory Paragraph	0-1(2)
• Thesis statement	0-1(2)
• Body paragraph	0-1(2)
• Body paragraph	0-1(2)
• Concluding paragraph	0-1(2)
Grammar:	
• Few grammatical errors	0-1(2)3
• Spelling errors	0-1-2(3)
• Academic language used	0-1(2)
Style:	
• Cohesion	0-1(2)
• Unity	0-1(2)
• Content	0-1(2)
• Ideas supported (examples, reasons)	0-1(2)
• Creative response	0-1(2)
30	

❖ Step 2: Write a mind-map or an outline for the ideas you've brainstormed.

Introduction

- A crisis involved in the whole society 3
- Thesis statement:
 - why some students cheat and a numerous of solution to reduce the amount of cheating

Body 1: Why students cheat/reasons

Body 2: A numerous of solutions that prevent prevent cheating in Schools

Conclusion: my opinion about the possible solutions.

❖ Step 3: Write an Essay for the topic you have chosen.

Cheating in Schools nowadays became a crisis not only in the educational system but also the whole society. In order to reduce this problem you need to get to the bottom of the situation and try to fix it.

It's possible that a child cheat simply because they don't understand the subject matter and they ^{are} afraid to ask for help, but at the same time some kids enjoy feeling the teacher and love being punished. Others kids finish first at everything which this push them to cheat immediately.

To solve this problem there are ^{many} ^{to} ^{solve} ^{this} ^{problem} numerous of solutions. It can be said that rewarding students who has a good performance creates more competition between the students. When doing this, teachers encourage students to work hard in order to gain a better result. Besides, paying attention for the weak students is important which they will feel that their work is needed and important.

By the way of conclusion, ~~it's~~ it is my belief that each problem has ^{an} ^{answer} it is solution. Applying those steps alternately can be considered the best way to prevent cheating and improve the educational system.

Name... Student E
Post-Test

❖ Step 1: Brainstorm your ideas for the topic y

eating habits
 skip classes
 face book
 poor sleeping
 wasting time
 stress life
 depression

Mechanics:	
• Margin and indentation	0-1-2
• Capital letters	0-1-2
• Appropriate punctuation	0-1-2
Form:	
• Introductory Paragraph	0-1-2
• Thesis statement	0-1-2
• Body paragraph	0-1-2
• Body paragraph	0-1-2
• Concluding paragraph	0-1-2
Grammar:	
• Few grammatical errors	0-1-2-3
• Spelling errors	0-1-2-3
• Academic language use	0-1-2
Style:	
• Cohesion	0-1-2
• Unity	0-1-2
• Content	0-1-2
• Ideas supported (examples, reasons)	0-1-2
• Creative response	0-1-2
Total points	33

❖ Step 2: Write a mind-map or an outline for the ideas you've brainstormed.

problems:-
 bad eating habits
 lack of sleeping
 getting bored easily
 wasting time in → tv, games, internet
 spend most time with friends and family
~~over~~ working for family
~~laziness~~ laziness

solution
 exercises
 eat healthy
 manage time
 put goals
 be realistic
 keep working

❖ Step 3: Write an Essay for the topic you have chosen.

Every student want to get high mark during college years but it is not easy for many. this happen with many students who find that college life is more hard and smothing new to them especially if it first year, and that problem is very serious and effect our society too. This never easy to know what is going on with student mind ~~and~~ but there is obvious problems that all of them share the same ones and we have to find solution

First this situation could exist due to many reasons for example; lack of sleeping; this have a very serious effect in any of them, because they will be very exhausted and tired which make them in return sleep during the lectures. Another thing is wasting time this could take number one in many of student, because in our days there is many things that attract them and let them feel bored while studying. For instance, ^{technology} with all it material and internet, these make them spend their all time watching tv or chatting in internet rather then holding any book. Also there some student had to work for their families and this make ~~the~~ them get bad marks. In addition even bad eating habits had some effect in their grades, because unhealthy life make them depression and with bad ^{mood} we can't focus in any of the courses.

Almost every problem had solution and this one every student should work in him self to fix it. for example they should learn how to manage their time well by making a timetable and write an ill all the important things even your time of sleeping, this will help a lot in ~~sticking~~ sticking with the same ~~with~~ routine. Another thing try to avoid every thing that take your focus like tv and video games ~~and~~, althoUGHT it's ok to give them some time during your break time. More over make balance in your social life, some for friend and family and the other for your future ~~life~~ life to success and every one will be proud of you. Also exercise and eat healthy will improve your abilities too.

In the end every student had strength and weak point and he/she need to work on it and make realistic goals that suit your abilities also never say I can't.

Thank you
very well-
written.

Name: Student F
Post-Test

❖ Step 1: Brainstorm your ideas for the top

① Curriculum are so boring as they're
 bad habits using mobile phones,
 college student → low grades cause
 find your learning style.
 solution a study schedule, curriculum
 less instead of getting used to
 making a study schedule. curriculum

Mechanics:	
• Margin and indentation	0-1(2)
• Capital letters	0-1(2)
• Appropriate punctuation	0-1(2)
Form:	
• Introductory Paragraph	0-1(2)
• Thesis statement	0-1(2)
• Body paragraph	0-1(2)
• Body paragraph	0-1(2)
• Concluding paragraph	0-1(2)
Grammar:	
• Few grammatical errors	0-1-2(3)
• Spelling errors	0-1-2(3)
• Academic language used	0-1(2)
Style:	
• Cohesion	0-1(2)
• Unity	0-1(2)
• Content	0-1(2)
• Ideas supported (examples, reasons)	0-1(2)
• Creative response	0-1(2)
33	

❖ Step 2: Write a mind-map or an outline for the ideas you've brainstormed.

Introduction:

Education is one of the most essential things our society needs to improve.

Thesis statement: One major problem is how to study effectively and earn high grades

1st Body Paragraph:

Problem 1: Most students have to work to afford their needs.

Solution 1: The government should help by giving students monthly donations.

2nd Body Paragraph:

Problem 2: Most students have bad studying habits.

Solution 2: Bad habits should be replaced by good ones.

3rd Body Paragraph:

Problem 3: Most college curricula are dull and boring.

Solution 3: Curricula should be changed and help to engage pupils.

Conclusion: In my opinion, we should improve education and help students get higher marks if we would like our society to improve.

❖ Step 3: Write an Essay for the topic you have chosen.

Education is one of the most essential things any society demands to be improved. As without well-educated citizens, a society would be primitive and has no bright future in competing the sophisticated societies. However, one major difficulty facing most college pupils today is how to study effectively and get high grades.

One main problem leads students' level to withdraw is that most college students have to afford their needs, so they have to work. Having a job might disturb a student and makes him/her sacrifice their education to their job. In other words, they might not know how to balance both, so they quit studying. One suggestion to solve such an issue, in any event, is that the government of any country, as a kind of support to their generations, ^{supplies} provides them with monthly denotations. This can really make students' lives more convenient and relaxing, which in results can reflect on their studying level and gives them the opportunity to focus on their knowledge and increase their school rates.

A second major problem could be bad studying habits. Most students raise wrong-stereotyped habits regarding studying, for instance; they keep being online surfing the internet or chatting with friends while studying, or - as most students do - study in busy and noisy places, such as, cafes, restaurants, etc. Another harmful settled practice among college pupils is drinking a lot of caffeine while studying. As reported by Oxford University 97.6% of college students get addicted to coffee when they revise ^{for} their exams. These wrong, multi-change practices should be replaced as they do not help students, but in fact, they harm them. Schools, colleges and universities should organize educational ^{lectures} for example; students should know that studying in quiet places helps in their information reception and makes it easier for them to memorize stuff. In addition, coffee could be replaced by fresh juice. A cup of fresh orange juice can do better than five cups of coffee when it comes to increasing the comprehension and concentration level, as reported by Dr. Oz in his book "staying fit and healthy".

lectures
telling
students
about
these
issues.

College curricula could be a problem making students run away and leave their studies. Talking of heavy books lacking excitement and written in a monotonous way, I would say that these wishy-washy stuff must be urgently updated by new, colorful more engaging materials and most importantly without too much information shoved together.

In conclusion, every student must help themselves to find the studying style that suits them best. As without being educated people, how can we be a sophisticated society. Moreover, we must all be aware of the fact that being careless, never studying and getting low grades has never been a solution. We must improve education and help students get higher marks if we would like our society to improve.

Thank you
for your
perfect work.

Appendix H

Benghazi University – English Department

Pre-Test

Essay Writing

Date 13-3-2017

Duration 2 h.

Student Name: _____ ID No _____

Q1. Choose one of the following topics:

Describe	Process	Compare and contrast
character from a book, movie, or television program	How to plan the perfect party?	Two fast-food restaurants
a particular friend or family member	How to plan the perfect study schedule?	Two ways of losing weight: one healthy, the other dangerous
an ideal apartment	How to get rid of a bad habit?	Your family home and the house of your dreams

Step 1: write an outline or draw a mind-map for the topic you picked.

Appendix I

Benghazi University – English Department

Post-Test

Essay Writing

Date 22-5-2017

Duration: 2:30 h.

Student Name: _____ ID No. _____

Q1. Choose one of the following topics:

Cause and Effect	Problem- Solution
<ul style="list-style-type: none">Does using technology and innovative devices like smart-boards in classrooms cause students to learn better?	<ul style="list-style-type: none">Do you think that education is the best solution to the gun violence problem?
<ul style="list-style-type: none">What is the effect of divorce on children? Does the age of the child make a difference?	<ul style="list-style-type: none">How can cheating in school be best handled? What should teachers and students do to prevent cheating?
<ul style="list-style-type: none">What are the main causes of divorce in Libya? Is the rate getting higher? And why?	<ul style="list-style-type: none">What can be done to prevent people from texting while they are driving?
<ul style="list-style-type: none">What effect does cell phone use have on teenagers?	<ul style="list-style-type: none">What is the best way to stop children and teenagers from starting to smoke cigarettes?
<ul style="list-style-type: none">How does stress affect our health?	<ul style="list-style-type: none">How can college students study effectively and earn better grades

❖ You will be given 15 minutes to look for information relevant to your topic by using your laptop.

❖ **Step 1: Brainstorm your ideas for the topic you picked.**

❖ **Step 2: Write a mind-map or an outline for the ideas you've brainstormed.**

ملخص الدراسة

" استخدام التعليم المزدوج في تدريس مهارات الكتابة لطلبة الفصل الرابع بقسم اللغة الانجليزية بكلية الاداب في جامعة بنغازي "

في وقتنا الحاضر تعتبر شبكة المعلومات و الحاسوب مصادر هامة في شتى المواضيع، مثل التعليم ، و العلاقات العامة ، و الترفيه. و في مجال التعليم اصبحت شبكة المعلومات وسيلة فعالة في تطوير طرق التدريس في جميع المراحل. ان استخدام الشبكة العنكبوتية في مجال التعليم يطلق عليها اسم التعليم المزدوج و اكدت الدراسات ان التعليم المزدوج يساهم بطريقة فعالة في تنمية المهارات الابداعية للكتابة و اصبحت هذه التقنية تستعمل على نطاق واسع في الدول المتقدمة ولكنها لم تستخدم في ليبيا بعد بالرغم من امكانية الاستفادة منها.

عليه فان هذه الدراسة تهدف الى تقديم نموذج يمكن تطبيقه بالنسبة للطلاب و المعلم و يساهم في تطوير العملية التعليمية من خلال تقييم و مقارنة جودة و غزارة مهارات الكتابة المقالية المبنية على التعليم المزدوج واستخدام التكنولوجيا والتقنية الحديثة في تطوير العملية التعليمية.

أجريت هذه الدراسة على مجموعة من الطلبة المتطوعين من الفصل الرابع بقسم اللغة الانجليزية في منهج كتابة المقالات و قام الباحث بإجراء اختبار مسبق لمعرفة معدلات و درجات الطلبة في الاختبار ومن ثم تلقت نفس المجموعة عدد من المحاضرات باستخدام طريقة التعليم المزدوج الذي تطلبت توفير شبكة معلومات حيث قام الباحث بتكليف الطلبة بالمواضيع المطلوب البحث عنها و تحميل نتائج بحوثهم و دراساتهم على صفحة رسمية للباحث، كما قام الطلبة بالعمل كمجموعة واحدة لمشاركة المعلومات و تبادل الآراء و تقديم نتائجهم، و في نهاية استكمال المرحلة التعليمية قام الباحث بإجراء اختبار تقييمي لمعرفة ما اذا كانت الدراسة قد حققت الغرض المستهدف منها. تم جمع و تحليل و مقارنة نتائج الاختبارين قبل و بعد العملية التعليمية عن طريق استخدام التحليل الاحصائي.

اظهرت النتائج الاحصائية للاختبارات ان استخدام طرق التعليم المزدوج ساهم بطريقة فعالة في سير العملية التعليمية و الارتقاء بها نحو الافضل. هذا و قد أكدت نتائج الدراسة ان استخدام وسائل التكنولوجيا في التدريس له الاثر الفعال في تعزيز و تطوير مستويات الطلبة و تحقيق النتائج المرجوة .



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بنغازي

قدمت من قبل:

عزيزة عبدالقادر الديباني

تحت اشراف

د. خديجة بوعروش

قدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير في علم اللغة التطبيقي

جامعة بنغازي

كلية الاداب

فبراير 2018