



Department of  
Curriculum and Instruction

**The Effectiveness of an English Blended- Based  
Program in Enhancing the Integration of Tenth  
Graders' Reading of English Narrative Texts and  
their Critical Writing Abilities**

A Dissertation Submitted in the Partial Fulfillment of the  
Requirements for the Ph.D. Degree in Education  
(Curriculum & Instruction)

by

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## **Abstract**

**Title:** The Effectiveness of an English Blended- Based Program in Enhancing the Integration of Tenth Graders' Reading of English Narrative Texts and their Critical Writing Abilities

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The current study aimed at investigating the effectiveness of using a blended learning program in enhancing tenth graders' integration of reading English narrative texts with their ability to write critically about them. The study was a quasi experimental. The participants were fifty tenth graders randomly divided into experimental group (25) and control group (25). To collect the data the researcher used a pre –post test, a self assessment worksheet, an e-portfolio, a satisfaction questionnaire, interviews, and observations. The pre- post test was administered before and after the implementation of the proposed program. The self-assessment sheet was conducted three times during the implementation. The e-portfolios were collected at the end of the intervention. The observations of the participants' online publications and sharing in the online discussions were recorded. Finally, the interviews and the satisfaction questionnaire were conducted at the end of the intervention. Results indicated that the experimental group who was highly satisfied with the program outperformed the control group. They also indicated that the blended learning program was effective in enhancing the integration of the tenth graders' reading of narrative texts with their critical writing abilities and in developing their ability to navigate the internet engines and use technology to enhance learning.

**Key words:** Blended Learning, Critical Writing, Reading Narrative Text.

## **Dedication**

The current study is lovingly dedicated to:

- The soul of my father who was the one who empowered my love of learning.
- My Husband, Hayyan, for his strong faith in me and his ongoing push that inspired me all through the time.
- My daughter and three sons for their support, sacrifice and patience which all helped me to fulfill my dreams.
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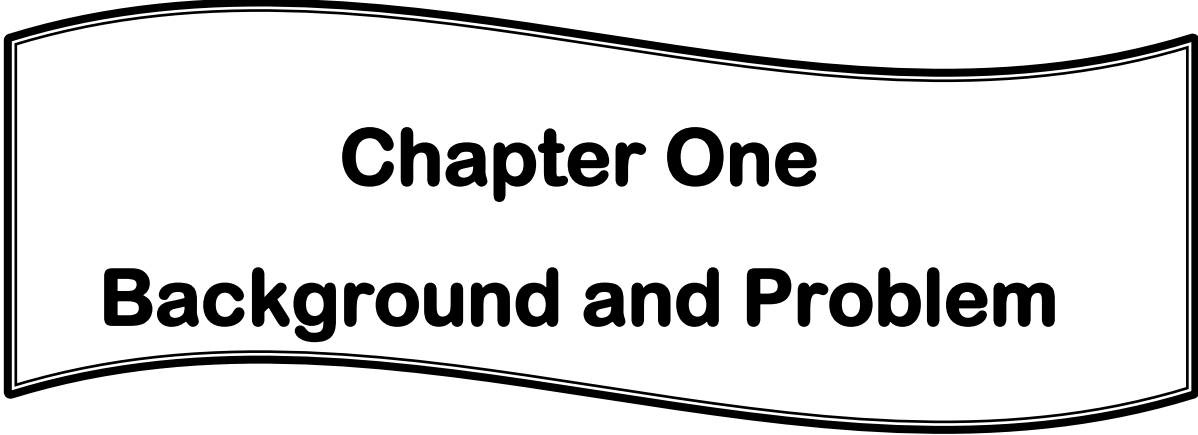
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### **List of Acronyms**

|     |                                  |
|-----|----------------------------------|
| BL  | Blended Learning                 |
| SAS | Self Assessment Sheet            |
| SA  | Satisfaction Questionnaire       |
| EFL | English As a Foreign<br>Language |



# **Chapter One**

## **Background and Problem**

## **Chapter One**

### **Background and Problem**

#### **1.1 Introduction**

English language has recently been considered as one of the first international languages all over the world. It has been used as the language of lingua franca for interaction between people from different countries. It has also been the language of academic studies, conferences, technology and business affairs. Therefore, providing different plans and programs for teaching English has been a great concern to many countries including Palestine.

In 2000 The Palestinian Ministry of Education launched the new Palestinian syllabus which intends to enable students to use the language effectively inside and outside the classroom, with native and nonnative speakers, in different situations and in everyday life, so that they can be lifelong learners. The Ministry of Education cited in Al Masri(2012) underscores the significance of preparing students for university education by developing their ability to think critically as well as improving their willingness to employ variety of information sources, to approach people and events, with a critical and open mind.

literature has recently been advocated to enhance critical thinking. Khatib and Rahimi (2012) have postulated that critical thinking can be fostered through teaching literature. Shroof and Dwaik(2013) have also signified the inclusion of literature in the new Palestinian communicative syllabus which could provide “ the richest content that may well play an important role in developing students’ overall literacy and cultural awareness” (p.2). According to Collie and Slater (1987) there are four main reasons which

justify the use of literature in the classroom, these are “valuable authentic material, cultural enrichment, language enrichment and personal involvement” (p54). In addition, Hişmanoğlu (2005) has stated that literature can be a powerful and motivating source in teaching reading and writing. Irene (2015) has also illustrated that literature in a language classroom provides opportunities for learners to “comment, justify and mirror themselves”.

Many scholars in the field of ELT have emphasized the relationship between literature and language skills particularly reading and writing and how they are closely related ( Hirvela, 2000; Nasr, 2001; Stern, 2001; Erkaya, 2005; Van, 2009). Lyutaya (2011) has discussed the benefits of utilizing extensive reading of literary texts in the EFL classroom and have explained the way of integrating writing tasks with a reading project by using reading logs (also known as a reading journal, a response journal, or a reading diary); he also describes assessment procedures for integrated reading and writing tasks which include rubrics. Results have shown that using extensive reading of literature helps in learning English, and when combined with writing tasks that focus on taking quotations, making comparisons, giving feelings and reflections about the text, writing summaries, analyzing and synthesizing, students reveal a deeper understanding of reading strategies. Their reading logs revealed an understanding of the motives of characters, a description of an unfolding plot, reflections on how the story relates to their own experiences, creativity in expressing opinions and telling their own stories; consequently, they gain confidence as readers, writers, and independent learners.

According to McGee (2001) to write well about literature, you must read the text closely, look at its structure, investigate the

chosen words, learn the characters' motivations, study the language patterns and literary devices. For instance, when a reader reads a literary text, he notices the characters, thinks about them and responds to each one's motivation. Reading literature enhances critical reading skills. Likewise, being able to write about literature promotes the reader's ability to read critically and being engaged in the higher level thinking skills of analysis and interpretation. Therefore, it is important to keep in mind that readers complete the writer's work by bringing their own life experiences and ideas to make meaning. Sometimes students feel as if the whole purpose of writing about literature is to be critical of the work and that's difficult to do if you happen to really like the work. However, Responding to literature means that you write about an aspect of the work that sparks your interest, whether positively or negatively.

In the last two decades, the advent of World Wide Web(WWW)computer technology and its vast applications have spread through every part of modern life. Occupying a great role in the modern way of life, computers have altered the way of working, communication and learning; they have been used by learners, teachers, and research scientists as a learning tool all over the world, as well as by individuals at home to study, work and entertain”(Gündüz, 2005, p.195). Indeed, the rapid expansion in technology and the need for lifelong learning that satisfies students' needs have encouraged the use of computers as an instructional method of teaching. Therefore, the application of technology in the language classroom and the use of computers and the internet have made foreign language materials easy to access. As it is stated, “the availability of computer technologies, such as the Internet, has greatly expanded the educational options