Research Article

THE IMPACT OF UTILIZING A BLEND OF PROGRAMS TO ENHANCE THE WRITING SKILLS OF ENGLISH COMMUNICATION STUDENTS

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Abstract

This study aims to examine the impact of utilizing the blended learning approach to develop the writing skills of the English Communication students at a higher education institution in Abu Dhabi. The quasi-experimental approach was adopted to carry out the study. The data were collected by using achievement tests. The validity and reliability of the instruments were examined and then the tools were implemented with the study sample of 32 female learners who study English Communication course. Two equal groups were created from the selected sample: the experimental and the control group. The teaching methodology used with the control group was traditional while a blend of programs was used with the experimental group. The experiment was carried out for four weeks of two writing classes per week. After analyzing the data and interpreting the results, the findings revealed that the writing skills of the experimental group students have enhanced compared with control group learners. Based on the previous findings, it was inferred that the blended learning program had a significant impact on the level of writing skills of English Communication learners. In relation to the conclusions, the study suggests adopting blended learning for the teaching not only writing but also the other linguistic skills reading, speaking, and listening to improve the learning-teaching process and develop learners' achievement might be rewarding.

Keywords: Social Engineering, E-learning, Vulnerabilities, Machine Learning, Cybersecurity.

INTRODUCTION

Language learning requires four skills for complete communication: reading, writing, speaking, and listening. According to Harmer (2001), learning English as a second language has been emphasized by some countries where English is essential in business transaction. Keys (2000) confirms that government in the United Arab Emirates provides a variety of programs for learning English language in schools and universities. Writing as a productive linguistic process requires special attention. Millrood (2001) states that writing is an effective technique that provides evidence of students' learning and achievement. In addition, Caroll (1990) confirms that writing provides permanent records of theories, information, and explanations. Caroll claims that learners do not like writing because it is taught in an inappropriate way which leads, in some cases, to failure rather than success. According to Caroll, learners should first know the sentence structure, subject-verb agreement, the reference of pronouns, the consistency of the person and the tense, and word usage, in addition to knowing the correct spelling, punctuation, and capitalization that are essential in any writing activity. Teachers have to use efficient teaching techniques that improve learners' ability to express their thoughts via writing. Billigmeier (2011) demonstrates that due to a deficiency in improving learners' writing in schools, teaching techniques need to be improved. Monaghan (2007) claims that using grammar, spelling, and punctuation as a means of helping students to learn language writing is not enough. Learners need to learn how to communicate using the language in a productive way that shows their ability to express their thoughts.

The use of technology in language teaching has been advocated by research findings. Ware and Warschauer (2005) claim that direct human input can be enhanced or even replaced by technology programs. Tsou, Wang, and Li (2002) point out that technology impacts learners' motivation. According to Sharma and Barrett (2007), interactive and motivating lessons can be created by using technology in an appropriate way. Online learning includes convenience, time and geographical flexibility for both learners and teachers. Multi-media tools create stimulating tasks that can facilitate learning and motivate learners. However, adopting technology to develop, deliver, and administer lessons requires modifications. Delacey and Leonard (2002) have proved that there are several problems facing e-learning and concluded that teaching and learning traditional methods will not be completely replaced by technological development. This led to the creation of an innovative technique that associates both e-learning and face-to-face strategies. Blended learning as defined by Osguthorpe (2003) is the effective combination of different modes of delivery, models of teaching, and styles of learning. It is one of the modern trends that transcends previous versions of e-learning with regard to a variety of multimedia devoted in a specific way to solve e-learning issues such as individual differences by utilizing distinct teaching methodology. Blended learning aims to combine the advantages of the face-to-face strategy with the advantages of e-learning features. As Graham and Kaleta (2002) say, this recent approach to teaching and learning promotes active and self-directed learning opportunities for learners. A great deal of research such as Chuo (2007), Al-Jarf (2004), Tsou (2008) has proved the efficiency of web-based programs in developing writing skills.

The Rationale for the Study

Because the learners at one of the higher education institutes have low marks in essay writing, from the researcher's point of

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view, this situation is due to the teachers who still use face-to-face learning exclusively and ignore the benefits of learning online blended learning is a way to maximize the opportunities for learning in class and outside the classroom. In teaching writing regardless the accessibility of technology resources. In the institution where the study was carried out, both teachers and students have personal laptops and internet access which creates a productive learning setting to utilize blended learning programs inside and outside the college. According to the researcher's knowledge, no study has been done to investigate the efficiency of a blended learning technique to improvement of writing skills in one of the higher education institutions. However, the researcher has designed a blended learning program that develops learners' writing skills. This study offers an opportunity for both teachers and learners to utilize a combination of multimedia in writing classes.

Statement of Problem

According to the researcher's knowledge, no research has been conducted to investigate the effect of using a blend of programs to enhance learners' writing skills in higher education, although it is widely used in universities nowadays. The study findings may give the stakeholders in higher education to have better insights about using such programs effectively not only in English courses, but also in other courses in the program stream. Blended learning program in the institute where the study has taken place is used in English general studies courses. But it is noticed that it is not used in an effective way. There is an exam that should be taken at the end of the session. In this exam the students are asked to enter the session's code with the name of the teacher, which is not the main purpose of using the program. Accordingly, the researcher decided to use it in an effective way ae a beginning to enhance learner's writing skills. Later on, it would be used to enhance other linguistic skills such as: reading comprehension, listening, and speaking.

Research Purpose and Questions

This study aims to examine the impact of utilizing the blended learning approach to develop the writing skills of the English Communication learners at a higher education institution in Abu Dhabi. This study is designed to achieve many objectives such as:

1. Investigate the efficacy of utilizing the blended learning approach for enhancing the writing skills of English Communication learners.
2. Help teachers design combined educational programs to aid the teaching of writing in the classroom.
3. Enhance the competencies of English Communication teachers in utilizing blended learning to remediate learners' writing skills.

The major question in this study is:

How efficient is a blended learning approach versus traditional method in developing the writing skills of English Communication students at a higher education institution?

To help answer the main question four hypotheses were generated:

1. Learners' achievement in the pre-test writing differs between the experimental (blended learning) group and the control (traditional strategy) group.
2. Learners' achievement in the post-test writing differs between the experimental (blended learning) group and the control (traditional strategy) group.
3. Learners' achievement in writing tests differs between high achievers in both experimental and control groups.
4. Learners' achievement in writing tests differs between low achievers in both experimental and control groups.

The Limitations of Study

The study focused on form, coherence, and cohesion in writing texts and did not discuss the impact of blended learning on the development of other writing skills such as: punctuation, sentence structure, spelling, and correct grammar in the English Communication course. In addition, there were 8 lessons in this program due to time limits as the study was conducted at the end of the first semester of the academic year 2019-2020.Finally, the word limit did not allow the researcher to elaborate on the topic.

LITERATURE REVIEW

Mcllvain (2004) suggests that in order to maximize the learner's productive involvement in the classroom, new methods have to be adopted. Active learning helps produce better outcomes as different goals require different strategies. Accordingly, blended learning has emerged as one of the most promising practices in education as it combines classical teaching techniques with online teaching.

A number of research have investigated the impact of utilizing a blended learning approach to create an effective learning environment. In this chapter, the researcher divided the research studies into two categories:

- Studies examined the use of blended learning in education in general.
- Studies which investigated the use of blended learning in teaching English language in particular.

Utilizing blended learning in education in general

Many studies have investigated the efficacy of blended learning in raising the level of learners' achievement in different subjects. Vandermolen (2010) conducted a study to inquire about the application of blended learning in secondary schools. The findings stressed that it is critical to have purpose when adopting blended learning techniques as it was the first time the teachers and the students had experienced blended learning in a classroom. Using blended learning in the classroom assists teachers by providing more individualized instruction as it gives learners more opportunities to interact actively with the teacher. Akkoyunlu and Soylu (2008) investigated learning forms and learners' perspectives regarding blended learning. They suggested that learners' perspectives varied according to their learning forms, and they liked involving in the programas this was reflected in their improved achievement. Abu Shawish and Shaath (2012) conducted a study in which they examined learners' attitudes towards blended learning courses at Quds Open University. Their study suggested that the learners have positive attitudes towards the blended learning approach. Hassan (2012) tried to

measure how effectively blended programs help develop learners' creative thinking skills in mathematics in the Republic of Yemen. He has found that the scores of learners taught using blended program significantly differed from learners who were taught using traditional methods. Another study was conducted by Hofmann (2011) to inquire about the effect of using blended electronic programs on students' achievement in mathematics. Hefound that learners' performance, motivation, and grades compared with students who learned using classical strategy significantly differed. Kocoglu (2011) attempted to examine the impacton learners' achievement when using a blended learning approach in chemistry. Her findings suggest that the attitude of learners who were taught using blended methods was more optimistic than the ones who learned using classical technique.

Utilizing blended learning approach in English language classes

A few research have investigated the adoption of a blended learning method in English language class to create a learner-centered environment. To investigate the impact of blended programs in teaching a chapter in an English course, Al-Angelillo (2002) used blended programs in English classes to test learners' cognitive level. He has found that the scores of learners taught using blended program significantly differed from learners who were taught using face-to-face instruction. Jia et al (2012) conducted a study in which a system was customized to improve learners' vocabulary bank and assessment purpose for English language courses. This program was combined with the English classes and was used once a week. The vocabulary test results of students who studied within the blended learning environment improved gradually compared with the vocabulary test results of students who studied using the traditional method. Similarly, Sayed (2012) attempted to investigate the effect of using electronic portfolios to develop writing skills. The results showed that learners' writing skills improved compared with students' writing skills in the control group. In a further relevant study, Kocoglu, Ozek, and Kesli (2011)inquired the use of web-based electronic programs in a training program for English language teachers compared with a face-to-face program in English language teaching. In this study, the results suggested that there is not a significant difference inacquired information between teachers who received a blendof programs instruction and the ones who took classical class.

From the research studies referred to above we can conclude the following:

- Blended learning was used as an independent variable.
- Blended learning has an optimistic impact on learners' perception towards EFL.
- The previous studies' suggestions highlighted the importance of utilizing blended strategies to enhance EFL learners' proficiency and achievement.

Theoretical framework

The designs of blended learning vary according to two factors: blended elements, and course objectives. Garrison & Kanuka (2004) claim that there is a limited number of blended learning designs that are available to teachers. Two models will be shown in this section:

Al Fiky Model (Al Fiky, 2011)

Five phases have framed this model: analysis, design, production, implementation, and evaluation. The figure below clarifies the steps and the procedures of each phase.
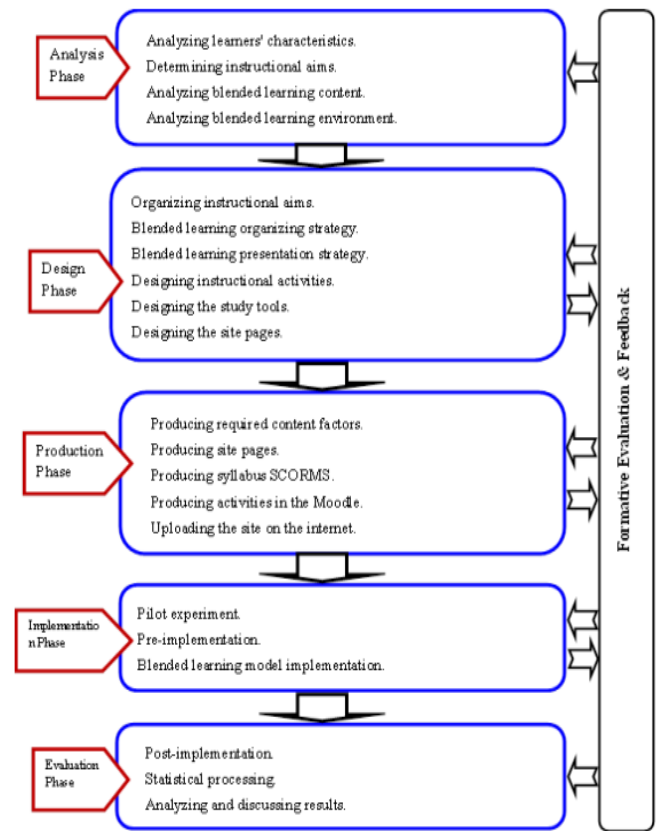

Figure 1. Al Fiky Blended Learning Model

Khan's Model

Several elements have been integrated to form Khan's model, (2003, Singh) as shown below:
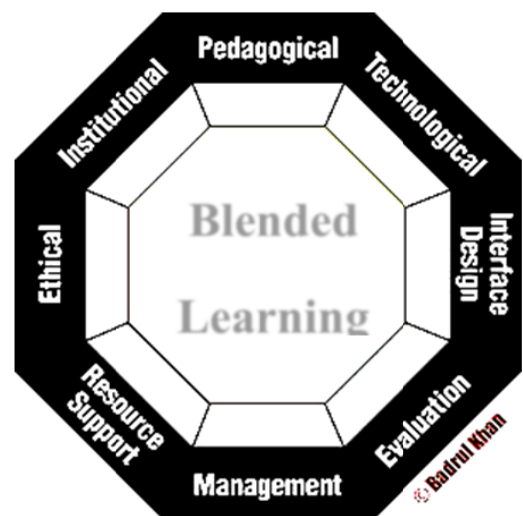

Figure 2. Khan's Blended learning Framework

Each element in this model describes a group of problems that need to be coped with to help build learners' thinking skills and improve students' achievement and progress. Each element will be discussed as below:

Pedagogy: this includes selecting and designing the material to be taught online and offline. It identifies students' learning style, content goals, and evaluates learners' progress.

Technological: this aspect concerns the technological tools available and ready to be accessed and used in blended learning. These tools need to be supported by technological experts' services.

Management: this area refers to the problems of quality control, readiness of technological staff, and improved facilities.

Interface design: this component is that part of the approach that deals with the problem of combining the elements with each other in the blended learning lesson.

Evaluation: this aspect is where the functionality of the blended learning program is assessed.

Resource support: this feature of blended learning relates to the availability of the resources required.

Ethical: this aspect of blended learning is where cultural diversity, equal opportunities, and community, together with other ethical issues are taken consideration when designing the program.

METHODOLOGY

This chapter describes the research design of the blended learning program used in this study.

Research approach

The quasi-experimental approach can be defined as a kind of research in which the independent variable is manipulated, and the participants are not randomly selected, (Cook & Campbell, 1979). In this study, this approach is used to examine the impact of utilizing the blended learning approach to enhance the writing skills of the English Communication learners at a higher education institution. Two groups (experimental and control) are selected to inquire the impact of the independent variable (blended learning program) on the dependent variable (writing skills). The blended learning program was utilized to teach the experimental group, while the classical technique was used with the control group.

Research design

The researcher has selected two equivalent groups (experimental and control groups to test the hypotheses. The researcher has applied the exploratory element (the independent variable) by utilizing a blend of programs on the experimental group and has used the classical strategy with the control group. The exploratory element has been applied to one and the other is left in its natural situation as shown in the following design:
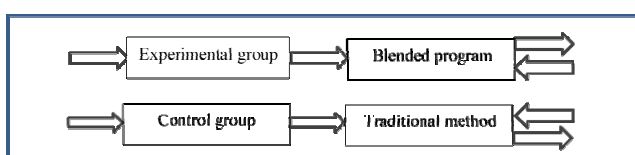

Figure 1. The experimental design of the study

Population of the study

The population consists of all English Communication female students at one of higher education institutes in Madinat Zayed in the Western region of the United Arab Emirates.

Sample

According to Ebeedat (2005), the research sample can be defined as members of the main population selected to participate in the study using different procedures. The researcher purposely has selected Madinat Zayed teachers and students as this is the campus where she works. The participant sample has been selected from the English Communication program. It consists of (32) female students and have been divided into two groups: (16) in the experimental group and (16) in the control group.

The study variables

There are two variables in the study: an independent and a dependent variable. The teachingmethod (classical methods and blended learning approach) has been used as an independent variable. The dependent variable has been presented in English Communication students' writing proficiency. The achievement pre-test was used to make sure that the participants in the sample has simmilar English writing proficiency. The results have beenreported and analyzed using the T-Test technique.

Research instrument

Achievement test: Al-Heela (2005) and Maaroof (2008) defined the test as a significant measurement tool that is used to inquire the improvement of learners' achievement in relation to instructional objectives in a lesson.The test aims to measure the impact of the blended learning program on students' writing proficiency in English Communication program. It has been used to examine learners' competency in: capitalization, punctuation, determine pronoun reference, writing a paragraph, and writing a letter. The researcher has used formative and summative tests as tools to measure learners' writing proficiency in three areas: form, coherence, and cohesion and to measure the difference intheir scores. The test consists of (40) varied items as presented in the table 1 below:

Table 1. Test Specifications

Bloom's level / Writing skills	Knowledge % 12	Comprehension %33	Application %35	HOTs % 20	Total
Form 40%	5	1	7	3	16
Coherence 38%		6	4	5	15
Cohesion 22%		6	3		9
Total	5	13	14	8	40

The blended learning program

Al Jazar model (2002) was used to to design a blend of interactive programs. Five phases used to form this model: study and analysis, design, production, evaluation, and usage as presented in figure 3.2.
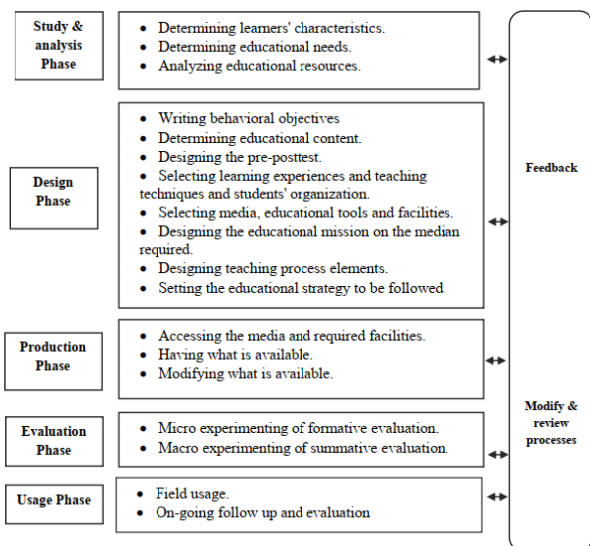
Figure 2. Al Jazar Model

This schemewas used in the study to helps analyze learners' characterristics and identify their academic demands, managethe plan of the program to utilize the required media and facilities, evaluate the program and implement the program with continuous assessment and evaluation. Each phase in Al Jazar model will be connected to this study as follows:

The first phase: Study and analysis: The program requires identifying the individual characteristics of the students, the availability of the learning resources, and equipments required to apply the program This phase is illustrated as the following:

Learners' characteristics

The learners in the study sample are female students.All of them are between 17 – 19 years old.They are in the same campus and have a similar social, cultural, economic, and academic level. A pre-test has been used to measure the proficiency of writing skills of both groups (experimental and control).

Learners' academic demands

The data on learners' characteristics and their learning environment show the need to develop learners' writing proficiency. Learners' academic demands requires preparing a list of skillsneededfor English Communication students using the following procedures: reviewing the literature on teaching writing, preparing an initial list of writing skills, and designing a draft that includes form, coherence, and cohesion, with 18 items with description of the writing skills needed as illustrated in table 1.

The second phase: Design: The educational goals of the program have been built on the basis of the information in the analysis phase.The criterion-test was utilized to evaluate the learners' progress. The sample groups, the blended programs, the resources, and the implementation strategy were determin for the sake of the study.

The blended learning program goals: The learners' characteristics and their educational needs determine the design of the program, the techniques, the resources, and the evaluation tool that is used to measure learners' progress. The main goal of the program is to examine the impact of utilizing a blend of programs on English Communication learners' writing proficiency from which the following sub-objectives were derived:

1. Using capitalization properly.
2. Using appropriate punctuation marks.
3. Writing correctly structured sentences.
4. Writing appropriate topic sentences.
5. Writing relevent supporting sentences.
6. Writing proper closing sentences.
7. Writing a coherent paragraph with correct sequence.
8. Using cohesive words.
9. Writing a letter.

Pre- and post-tests layout: The information that is tested depends on the writing skills. It has beenorganized by:drafting the writing skills requiredfor English Communication students; deciding the weight of each skill; setting the questions; and creating the final draft of the test. The program content will be selected to meet learners' needs and abilities using various resources, while the teaching process has been done via many steps and be designed to include several activities. The table below presents the teaching strategy.

Table 2. Design of the teaching process

Factor	How to design it	Reasons
Warm up	Various activities	To attract students' attention
Identifying objectives	Stating each lesson objectives in the first page	To know what is expected from them
Revising prerequisites	Exercises to revise them	To start the teaching process
Presentation	Implementing various strategies	Involve students
Asking for response	Giving students relevant exercises	To make sure students understand
Feedback	Reinforcing responses ((positive and negative)	To reinforce correct information
Evaluating learning	Criterion-referenced tests to measure objective achievement and learning	To know the extent to which objectives have been achievement
Improving learning retention	Samples of compositions and personal letters	To retain the lesson for longer using

The class discussion will be held using the blended learning strategyas shown in the table below:. Learners will have various roles in reviewing the content using online presentations as shown in table 3.

Table 3. Students' roles in the classroom

Factor	Learning resources, media and strategy	Student's role
Warm up	Various activities	Participation
Identifying objectives	Self-learning strategy	Watching and reading
Revising prerequisites	Training and practice strategy	Answering questions
Presentation	PowerPoint and videos as well as texts	Discussion, watching film and interaction through questioning
Asking for response	Training and practice strategy	Doing the tasks
Feedback	PowerPoint, Facebook & web links	Following triggers & links
Evaluating learning	Criterion-referenced tests using training and practice strategy)electronic tests(	Doing tasks
Improving learning retention	Samples of compositions and personal letters	Studying and doing the tasks

Production phase: All the resources gathered from texts, videos, links, and tests have been designed or modified to produce the project lesson as shown below.

Table 4. The designof the educational media

No	Material / educational media	Production / modifying
1	Educational films	Modification
2	PowerPoint presentation	Production
3	OnlineTests	Production
4	Teacher's material	Production

Evaluation phase: The Al Jazar model (2002) was used in the evaluation process as following:
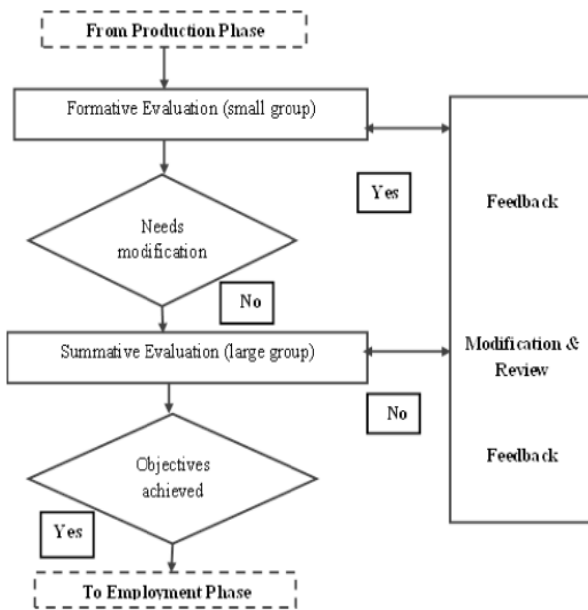

Figure 3 . Formative and summative evaluation

Formative assessment: The experiment wastested in order to point out any difficulty that might be faced during the lesson to modify, add, or remove parts of the program. A group of expertes have checked the initial copy of the program to make sure that the goals of utilizing such program have been achieved.

Summative evaluation: The final copy of the program has beentrialed on a group of learners (pilot study) by teaching two units to examine its validity and modify it as required.

Implementation phase: The program has been appliedin accordance to a schedule. The teacher taught the writing skills using a number of techniques. At the beginning, the teachergave some examples to present the skill and then the learners started the practice exercises and evaluation phase on their own using the technology available. In other units, the teacher played the role of a facilitator to clarfy instructions, observe learners' performance in the class and in the collaborative sessions. All the lesson stages haveaccomplished using a face-to-face technique and collaboration sesions.

Content of the program: The aim is to enhance the learners' writing proficiency by using a blended of programs which consist of five units. These units are based on the content of English communication curriculum material. The program

covered 8 lessons. Each lesson was 50 minutes.To sum up, the program has been planed and applied to achieve the study goals.

DATA ANALYSIS AND RESULTS

The main goal of this study is to examine the impact of utilising a blend of programs to develop the writing proficiency of the English Communication learners at a higher education institution. A blend of programs was framed and the instruments were implemented. The two groups took the pre-test before starting the experiment. Then, the teacheremployed a blend of programsto teach the experimental group while the control group was taght using the classical technique. After the experement, both groups took the post-test. The previous procedure were used to collect the data and analyze it to test the hypotheses and answer the research questions. In this chapter, the researcher will discuss the data analysis and the results.

Data Analysis

The first hypothysis

No significant differences were found in the results of the pre-test which examines the writing skills of the students in the experimental and the control groups.

Table 4 .1 - T- Test results of differences between the exp. and the cont. group in the post-test

Domain	SAMPLE	N	df	Mean	.Std Deviation	.T value	-Sig.)1 (tailed	sig. level
Form	Experimental	16	38	11.50	2.212	822.	0.208	Not sig
	Control	16		10.95	2.012			
Coherence	Experimental	16	38	11.45	2.564	4.791	0.000	Sig. At 0.05
	Control	16		7.30	2.903			
Cohesion	Experimental	16	38	6.95	2.012	2.328	0.012	Sig. At 0.05
	Control	16		5.35	2.323			
Total	Experimental	16	38	30.05	4.399	.3629	0.000	Sig. At 0.05
	Control	16		22.90	5.924			

.Mean difference is significant at 0.05 level *

"t table value at (38) d f. at (0.05) sig. level equal 1.763"
"t table value at (38) d f. at (0.01) sig. level equal 2.429"

The table above clarifies the difference between the calculated value (3.629) which is larger than the coded value (1.763). The scores of students in the experimental group show significant differences at (a = 0.05). A significant difference was found in the mean of the experimental group (30.05) and the mean of the control group (22.90). This difference is due to the strategy that is employed by the bleded learning program.

The second hypothesis: There are significant differences were found in the results of the post-test which tested the writing proficiency of studentsin both groups. According to the table, the calculated value (10.986) in the form, coherence and cohesion is larger than the tabulated value (2.428). This indicates the signficant difference at (a = 0.05) the scores of experimental group. In addition, the table clarifies the difference in the mean of the blended program (28.65) and the mean of the traditional technique group (12.24).

Table 4.2- T- Test results of differences of the experimental group scores in the pre-post test

Domain	SAMPLE	N	df	Mean	.Std Deviation	.T value	.Sig -1) (tailed	sig. level
Form	post		19	11.50	2.212	8.949	0.000	Sig. At 0.05
	pre	16		5.90	3.416			
Coherence	post	16	19	11.45	2.564	8.393	0.000	Sig. At 0.05
	pre			5.55	2.416			
Cohesion	post	16	19	6.95	2.0124	7.373	0.000	Sig. At 0.05
	pre			3.55	1.761			
Total	post	16	19	28.65	4.399	10.986	0.000	Sig. At 0.05
	pre	16		12.24	5.869			

.Mean difference is significant at 0.05 level *

t table value at (19) d f. at (0.05) sig. level equal 1.537

t table value at (19) d f. at (0.01) sig. level equal 2.428

The third hypothesis: There are significant differences were found in the results of the post-test which tested the writing proficiency of high achievers in both groups.

Table 4.3 - T- Test results of differences between the exp. and the cont. high achievers in the post-test

Domain	SAMPLE	N	df	Mean	.Std Deviation	.T value	.Sig -1) (tailed	sig. level
Form	Experimental	5	8	13.8	0.836	2.092	0.04	Sig. At 0.05
	Control	5		12.2	2.588			
Coherence	Experimental	5	8	13.2	1.643	3.13	0.007	Sig. At 0.05
	Control	5		10.4	1.14			
Cohesion	Experimental	5	8	8.8	0.447	2.556	0.034	Sig. At 0.05
	Control	5		7.4	2.549			
Total	Experimental	5	8	34.9	1.923	3.904	0.003	Sig. At 0.05
	Control	5		28.7	4.098			

t table value at (8) d f. at (0.05) sig. level equal 1.781

t table value at (8) d f. at (0.01) sig. level equal 2.428

The table clarifies the difference between the calcolated value (3.904) which is higher than the coded value (1.781). The scores of high achievers in the experimental group show significant differences at (a = 0.05). A significant difference was found in the mean of the experimental group (28.70) and the mean of the control group (34.80). This difference is due to the strategy that is employed by the bleded learning program.

The fourth hypothesis: There are significant differences were found in the results of the post-test which tested the writing proficiency of low achievers in both groups.

Table 4.4 T- Test results of differences between the exp. and the con. low achievers in the post-test

Domain	SAMPLE	N	df	Mean	.Std Deviation	.T value	-Sig.)1 (tailed	sig. level
Form	Experimental	5	8	9.800	2.283	0.635	0.271	Not sig
	Control	5		8.800	2.280			
Coherence	Experimental	5	8	10.000	3.162	2.594	0.016	Sig. At 0.05
	Control	5		4.400	3.646			
Cohesion	Experimental	5	8	5.200	1.923	2.951	0.009	Sig. At 0.05
	Control	5		2.400	0.894			
Total	Experimental	5	8	24.000	1.000	4.157	0.003	Sig. At 0.05
	Control	5		14.600	4.827			

.Mean difference is significant at 0.05 level *

t table value at (8) d f. at (0.05) sig. level equal 1.750

t table value at (8) d f. at (0.01) sig. level equal 2.896

The table clarifies the difference between the calcolated value (4.157) which is higher than the coded value (1.750). The scores of high achievers in the experimental group show significant differences at (a = 0.05). A significant difference was found in the mean of the experimental group (24.00) and the mean of the control group (14.60). This difference is due to the strategy that is employed by the bleded learning program.

Findings and Conclusion

In this chapter, the researcher will interpret the data from the fourth section of the study. She will sum up the conclusions which will be confirmed in accordance to the findings. This study aims to examine the effect of utilizing a blend of programs to enhance English Communication learners' writing proficincy. The study used quasi-experimental approach involving two similar groups: the experimental and the control groups. The study sample was 32 students who were selected from English Communication course. Each sample group has 16 students and all of them are similar in terms of age, gender, and English writing proficiency. To collect the data, two instruments were used: a blend of programs and pre-post-tests.

Findings

The program that was employed in the study includes curriculum material, online resources, and various evaluation instruments. The program content has been planned in accordance with the writing skills required for English Communication course. Several techniques have been used either online or face-to-face. A post-test was used to evaluate both groups' achievement. The results show the program's positive effect which was reflected in learners' achievement in the post-test.

Interpretation of the results for the first hypothesis: The first hypothesis examines whether there isa significant difference in the results of the pre-test which tested the level of the learners' writing proficiency in both groups. No significant difference in the achievement of both groups were found. At this stage, these results were expected as the blended learning program had not yet been used with the experimental group.

Interpretation of the results for the second hypothesis: The second hypothesis examines whether there are significant differences in the results of the post-test which examined the level of the learners' writing proficiency in both groups after applying the blended learning program. The results revealed that there are considerable differences in the experimental group learners' achievement compared with the control group's students as the blended learning program employs more than one sense and addresses the learning styles through various activities. This enhances the learning strategies, develops learners' comprehension, improves their achievement, and creates an interactive environment that increases learners' motivation.

Interpretation of the results for the third hypothesis: The third hypothesis examines whether there are significant differences in the results of the post-test which examined the level of high achievers' writing proficiency in both groups. The results suggested that there are significant differences in the total degree of high achievers in the experimental group, which in the researcher's opinion may be attributed to the use of the blend of programs which has many characteristics that

match learners' needs such as: applying what is learnt in a new situation, developing learners' communication skills, improving critical thinking skills, and increasing learners' participation and interaction with the teacher.

Interpretation of the results for the fourth hypothesis: The fourth hypothesis examines whether there are significant differences in the results of the post-test which examined the level of low achievers' writing proficiency in both groups. The findings revealed that there are significant differences in the achievement of low achievers in the experimental group which indicates that the achievement of low-level learners is affected by the blend of programs used to deliver the lesson. The learners were able to express themselves positively as they were learning in an environment that is free from criticism which resulted a positive interaction with their teacher and other students. Finally, the large effect that was found after analyzing the data agrees with the hypothesis that a blended learning program can have a positive impact on learners' achievement.

Conclusion

In accordance with the findings of this study, it can be concluded that there are advantages conferred by blended learning program when compared to more traditional methods of teaching English writing. Blended learning provides a better learning environment through using materials which enhance self-learning strategies. The blended learning program can help stimulate learners' independent practice of the English language. Blended learning can motivate shy and low-level learners to participate and interact with the teacher. Finally, blended learning can give the learners a chance to evaluate themselves by doing self-evaluation tasks. In conclusion, the use of a blended learning program in teaching English and other courses increases and broadens the function of the teaching and learning process and catalyzes it's use to beyond classroom walls. When blended learning is thoughtfully designed and implemented with care, it allows the teacher to teach more effectively and the learners to learn more happily, in a way that suits them better.

Recommendations for Further Studies

As teachers are encouraged to create an interactive environment in their classrooms, using blended learning programs is a good opportunity for teachers to become develop as supporters and facilitators in more student-centered classes. It is also possible that blended learning programs might be utilized effectively with students who have certain types of learning difficulties. It may and may help improve the effectiveness of teachers who are constrained in the amount of time they can give to individual students in crowded classes. Further study is suggested to investigate the use of blended learning program in the program stream courses in higher education where English is a medium of instruction, especially in STEM courses like physics and mathematics, or in courses like finance and accounting. Further study is also suggested to establish the effectiveness of new blended learning programs currently being adopted and expanded in public and private schools in the UAE.

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