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**A Blended Learning Program based on the
Process writing Approach to Enhance EFL
Academic Writing Skills and Self-Efficacy
among Student Teachers**

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A Blended Learning Program based on the Process writing Approach to Enhance EFL Academic Writing Skills and Self-Efficacy among Student Teachers

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Abstract:

This research aimed to study the effect of a blended learning program (BLP) through a process writing approach on improving 4th students' Basic education student teachers at Faculty of Education, Mansoura University language skills. The participants of this research were (50) 4th students teachers. The research adopted the quasi-experimental design using two groups: an experimental group (n= 25) and a control one (n= 25). To collect data, the researcher used four instruments: an EFL writing skills questionnaire, an EFL writing skills test, an EFL writing skills scoring rubric, and self-efficacy questionnaire. The experimental group was taught through the blended learning program, while the control group was taught through the regular method of teaching. Research results revealed that there were statistically significant differences between the mean score of the experimental group and the control group in the EFL academic writing skills tests and self-efficacy scale in favor of the experimental group. Moreover, the effect size of blended learning program was found to be high. Thus, this research recommended using blended learning program as a useful strategy in teaching the four skills of the English language at different educational stages.

Keywords: Blended learning program, Academic writing skills, Process writing Approach, Self-Efficacy

Introduction

Academic writing plays a critical role in higher education in acquiring certain writing conventions, vocabulary, and types of discourse. Academic writing is a challenging skill faced by undergraduate students during their studies. Many South African Universities are struggling to maintain academic writing standards that are acceptable in higher education. Asera and Carey (2014) stated that improving academic English has significant importance for graduate students and faculty members in most countries and enables them to publish their papers and research at the conferences.

In addition, Ankawi (2020) examined the obstacles to academic writing that faces Saudi students in a New Zealand university. Those students found difficulty in achieving formal academic writing of 1500

words and in applying the rules related to writing academic papers, so they have poor performance.

According to valdes (2019), students should avoid common mistakes such as wordiness, missing thesis statement, informal language, repeating, and citing sources. Academic writers from every field face similar challenges during the writing process. There are many kinds of academic writing, which include theses, articles, papers, projects, and posters. Ellwood(2021) divided the types of academic writing into four major types: Descriptive, Analytical, Persuasive, and Critical writing. Hence, Academic language has a unique set of rules including explicit, formal, objective, and factual.

According to integrating technology, weitzel(2021) stated that blended learning programs provide a safer learning environment, increase student engagement, help students to engage in classroom sessions to improve comprehension, supply students with autonomy over their learning, gather students' data for better insights, train students to gain autonomy, and provide students with efficient use of time. One of the basic elements of blended learning is self-study and social interaction.

Rafiolo, Radjah, and Ramkli (2020) showed that Learning Motivation, Self-Efficacy, and blended Learning have a significant effect on the student's achievement. Therefore, this research adopted blended learning to improve students' academic writing skills and self-efficacy levels.

Review of Literature and Related Studies

Academic writing skills

Academic Writing is characterized as formal writing that avoids contradictions and non-academic terms. Good writing skills allow the students to accomplish their educational and employable requirements. Students often find a difficult to write a high-quality paper that can satisfy universities' demands. Mechanics of writing is also only a part of the problem, and students are also unfamiliar with the academic writing conventions. Moreover, academic writing has basic features that are complexity, formality, precision, objectivity, explicitness, accuracy, hedging, responsibility, organization, and planning.

According to Johannessen(2001), Academic writing is an essential part of thinking and learning in school contexts, particularly in light of the 21st -century demands and writing tasks are a "*critical tool for intellectual and social development*" (Bruning & Horn, 2000, p. 30).

Nature of academic writing

Academic writing is a distinct skill and it has certain features that distinguish it from general writing. Sajid and Siddiqui (2015) considered academic writing as structured research and as scientific writing used by researchers at advanced education level.

Abdulkareem (2013) described academic writing as the construction process that is studied in higher education such as extracting students' ideas, enhancing vocabulary and grammatical syntax, critical thinking, self-expression, paraphrasing, and summarizing.

Al Fadda (2012) indicated that one of the basic skills of academic writing for learners is to get relevant references. According to Hyland (2011), effective academic writing skills are an important element for university success where academic disciplines use them as a form of evaluation.

Importance of Academic Writing

The main idea of academic writing is to encourage students to search for any information, discover, think critically, and revise what is written. Pineteh (2014) asserted that academic writing plays a crucial role in students' interaction with the discourse of subjects and disciplines in universities.

Ismail (2011) pointed out that English writing gives the chances for students to think critically and to learn certain parts of academic writing like using academic word expressions and vocabulary. Abdulkareem (2013) confirmed that academic writing has a significant effect on learners' progress in a second language and it has specific features that distinguish it from general writing.

Hence, Academic writing develop the essential academic norms to equip undergraduate students and graduate students to deal with new postgraduate requirements and deliver high-quality performance and achievements.

Purposes of Academic Writing

The general purpose of academic writing is to present information to understand any subject. There are many kinds of academic writing that have a particular purpose (explain, describe, retell, persuade, etc.). According to Bailey (2011), to write an academic paper, writers have one of these purposes: to report any research, to answer a question, to discuss a subject of interest, to give a certain view, and to synthesize any paper. Students should be clear about why they are writing.

Bailey(2018) showed that the purpose of academic writing should involve the most known reasons why students are writing to report academic paper, answer a question about the writer , discuss a subject of interest and synthesizing research done by others on a topic.

Academic Writing Skills (AWS)

One of the essential competencies of undergraduate study is academic writing skills. Writing skill is the skill that permits writers to express their thoughts in the form of meaningful words. Knoch (2016) assumed that mastery of these skills makes the students understand their ideas and choose academic vocabulary that is effective factor in good writing.

Brown (2010) illustrated that the assessment of academic writing skills in the education system in many countries is measured through timed-essay examinations. Jani and Mellinger (2015) proved that writing skills improve fluency and creativity in writing. Furthermore, there are some obstacles that face students in acquiring academic writing skills; some of them do not have enough academic vocabulary and others have difficulty organizing paragraph.

Academic Writing Challenges

The challenges of academic writing are another concern that has been tackled by scholars. Wang and Bakken (2005) deduced that academic writing for the majority is perceived as a barrier and for scholars is considered as a challenging skill because of the complex nature of writing. Grami (2010) emphasized that writing could be a difficult skill to be learned because it has a simple cognitive activity and a complex mental production that needs concentration.

Al Fadda (2012) noted that the lack of knowledge and necessary skills for academic writing is the basic barrier among non-native speakers of English. In line with factors, Lillis and Scott (2007) detected that many literature studies focused on undergraduates' academic writing such as using academic conventions and academic vocabulary.

Al Murshidi (2014) indicated that low language proficiency might also obstruct academic writing. As determined by Al-Khairiy (2013), the subject of his study affirmed that the main difficulties of academic writing are the inappropriate choice of vocabulary, grammatical errors, incorrect punctuation, and spelling of irregular verbs.

Studies related to academic writing

Several researchers have examined the academic writing difficulties faced by second or foreign language students in academic writing. Alqahtani & Elumalai (2020) investigated Saudi students' problems in writing

authentic English paragraphs where text is a primary tool for students to gain knowledge in writing skills. The study lasted for 15 weeks and the participants were 35 students from an advanced ESL. There was a great dependence on extrinsic and instrumental motivation to learn the language.

Fatimah(2018) investigated the weaknesses of students in academic writing and their need to publish scientific articles. Results showed getting positive feedback from the lecturer and peers, and in writing practice. Findings revealed the importance of essay elements and academic work, outlining, paraphrasing and producing complete academic writing for students. In addition, using textbooks, references from the internet, and journals.

Mohamed (2020) investigated EFL students' writing difficulties and the errors in their English writing. The participants in the study are 26 third-year students. The instruments were a questionnaire, and a Corpus Analysis of fifteen randomly selected essays. The results revealed that the majority of students encountered difficulties in vocabulary, grammar and academic style.

Thus, for students, to overcome this problem and master writing, they need to practice, brainstorm, and prewrite before they start to write. This step is called process-writing approach (PWA); it is an approach to writing, where language learners focus on the process by which they produce their written products rather than on the products themselves

Nature of process writing approach

Effective teaching of EFL writing needs understanding the factors that affect its process and product. Zakime (2018) defined Process Writing as an approach to teaching writing that permits the teacher and the students to follow the process of writing to produce a text. Quara and zahran(2018) stated that the aim of the process writing approach is to train students on to elicit ideas, organize their ideas, make draft, ,and produce the final product.

Caulified(2020) mentioned some stages of the process writing approach: stage Prewriting, Drafting , Revising, Editing, and Publishing where students make the final copy of their writings, publish their writings, and share their writings with the teacher.

The writing process and process writing approaches

'The writing process is known as a specific activity that consists of four main stages i.e. planning, drafting, revising and editing'' (Seow, 2002, p. 316). Cottrell (2003) indicated that the process writing approach is connected to the development of other skills such as organization and

reflection. With practice and understanding of academic conventions comes the ability to write more creatively.

In this view, Clandinin and Connelly (2002) noted that for the writing process, teachers do not claim to model or answer questions, it focuses on fluency rather than accuracy. Thus, it is suggested that this approach can be used in writing and it should be taught by concentrating on every step in the process writing approach to make students overwhelm the techniques of the writing.

Phases of Process writing approach

There are some stages of accomplishing process-writing approach before the final product. Hasan and Akhnad(2010) defined the process approach as writing activities that include some phases such as drafting, getting feedback, and revising. Widodo (2008) announced that in PWA, students are planners, writers, feedback providers, and editors. Coffin (2003) explained the stages of process writing: Prewriting, Drafting, Peer review, Reflection, and Editing and proofreading.

Studies related to the process based approach and academic writing

Many studies concentrated on the process writing approach and mentioned their advantages. Jee and Aziz(2021) investigated the use of process of writing approach to improve the six learners' writing skills in a self-directed and motivating way. The research was conducted in a suburban secondary school in Mukah district in Sarawak. Participants were twenty-three were selected. Instruments were the pre and posts test that were analyzed to obtain research findings. Findings revealed a significant result indicating improvement with a mean score increment of 4.8%. These results proved that the process-based approach assisted the learners in writing an argumentative essay.

Integrating the process writing approach with technology to assist in teaching process is highly recommended, especially, some skills need both face to face and online learning such as writing and speaking. Therefore, this research uses technological side to facilitate the writing process and to treat any obstacles faced by students. Hence, blended learning approach is used to integrate the use of face to face and online learning to improve the academic writing skills.

Nature of Blended learning Approach

Scholars in EFL language teaching for many decades have used blended learning pedagogies. According to Sharma (2010), the concept of blended learning was appeared in 1990 and it was connected to language teaching. He asserted that blended learning is an integration of face-to-face

and online teaching, a combination of the technologies, and methodologies and he showed that the course materials used in the classes should collect between synchronous and asynchronous tools via chats and discussion blogs.

Picciano (2005) defined blended learning as the connection between online learning with traditional face-to-face class activities in a planned manner. Ja'ashan (2020) showed that 'e-learning' is used as a synonym referring to blended learning. Alowedi (2020) revealed that a classic approach of blended learning included synchronous only (face-to-face) teaching in the classroom, and a synchronous lessons included virtual classroom where the teachers meet their students in real time.

Types of blended learning

The use of Blended learning differs based on students' needs, learning objectives, instructor preferences, and online resources. Some courses need both online and face-to-face learning, while other courses need one approach. However, Lin (2007) stated that blended or hybrid instruction uses a combination of face-to-face and online learning activities that are found to increase understanding, interaction, and involvement in the learning process.

For Collopy and Arnold (2009), during class time, the content supplemented and is enriched with application and problem solving activities. Moreover, the face-to-face time can be used to learn the material at a deeper level and link the content to broader topics. Aycock, Garnham, and Kaleta(2002) pointed out another type of blended learning that allows students to think critically and discuss their opinions about the material through online activities. Online helps students to ensure that everyone shares a common knowledge base.

Challenges of blended learning

Recent works are focused on the use of educational technology and the concept of blended learning especially that refers to 'blending' of face-to-face and online instructional activities, while some obstacles appeared during applying the blended learning. A comparison of the challenges outlined by each of these studies like Drysdale, Graham, Spring, and Halverson (2013)

Some students are unable to meet the demands of blended learning which require high level of student discipline and responsiveness. Besides, poor time management and students' heterogeneous backgrounds also affect student participation in blended learning (Alebaikan & Troudi, 2010). Another element that is referred to the lack of opportunity to meet face-to

face and in blended learning and these encounters are essential in creating a learning community. By meeting up, the teacher and the students develop another level of rapport.

Studies related to blended learning in improving Academic writing

There are many studies conducted on blended learning to prove its effectiveness in teaching environment. Hassan, Abdul Rahman, and Azmi(2021) evaluated the effectiveness of blended learning in developing English writing skills. The data were analyzed using the MannWhitney U test via the Statistical Package for Social Sciences (SPSS). The findings showed that blended learning is effective in developing writing performance among ESL students in the selected institution.

Quvanch and Si Na(2020) studied the impact of blended learning on the students' writing skills. Blended learning has also been emphasized by many scholars to be implemented in English teaching and learning since this teaching approach paved the way and opened a new window of practicing the English language in English as a Second language/English as a Foreign Language context.

Moreover, one of the basic elements of blended learning is self-study and social interaction. These elements are extracted from social cognitive theory and psychological studies. Therefore, to assess academic writing skills, it is essential to recognize participants' needs to be able to produce their objectives. Hence, the term self-efficacy refers to the ability to conduct any task with self-confidence. This study concentrates on self-efficacy to achieve academic writing perfectly.

Nature of Self-efficacy

University students are needed to be involved in their learning process and take independent responsibility for their learning. They seek to set some goals and make effort to achieve these goals. The most significant goal of a student is well academic performance that may be impacted by various factors. One of these factors may be their belief of being successful in getting good grades. An individual's belief about being successful on a particular task or achieving a goal may influence the performance of that task. Bandura (1997) named this belief as self-efficacy.

Self-efficacy is also defined in terms of confidence in individual's ability that influences task performance (Köseoğlu, 2015). The starting point for this study was academic writing skills, but it does not complete with psychological side that reflects self-efficacy. Merriam-Webster (2017) defined efficacy as the power to produce an effect. Fast, Burris, and Bartel, (2014) defined self-efficacy as a cognitive and affective belief in one's

personal competence and an assessment of one's ability to act. Judge and Bono (2001) found that self-efficacy was significantly related to successful tasks.

Studies related to academic writing and Self-efficacy

Basith, Syahputra, and Ichwanto(2020) mentioned that the purposes of this research are 1) to analyze the differences in the effect of gender, years of study, and predict academic self-efficacy in determining academic achievement. This shows that any improvement in academic self-efficacy will be accompanied by an improvement in the academic achievement.

Van Blankenstein, Saab, Van der Rijst, Danel, Bakker-van den Berg, and Van den Broek,(2019) showed that research skills are important for university graduates, but with little undergraduates' motivation for research. self-efficacy beliefs and intrinsic motivation were measured three times during an undergraduate research project (N = 147 students).

Dewanti (2019) aimed to find out the significant influence of self-efficacy on students writing performance. It was quantitative Descriptive with statistic inferential parametric research and the design of the research was ex post facto designThe instrument was writing tests and questionnaire on self-efficacy. The results showed that the coefficient influence of students' self-efficacy on writing performance was 9.841 and the coefficient influences the value of both variables was 0.736.

Pilot study

A pilot study was conducted by administering an academic writing skills test to 4th year Basic education student teachers at Faculty of Education, Mansoura University during the second semester of the academic year 2020/2021. It was carried out to assess the students' performance level in writing an academic essay. The students were asked to write a specific topic including five paragraphs. This test was corrected according to the pre-set criteria for Academic Writing Rubric(AWR). It was marked out of twenty-five points and each item has five points. A score ranged from (1-1.5) is considered low, (1.5-2) is considered moderate and (2.5-3) is considered high. The performance of the students was very low as each part has (1) point. The following table shows the mean scores, standard Deviation, and percentage of students' scores. The students' scores are presented as follows:

Table (1): Results of the pilot study

| writing Sub-skills | Max score | Mini score | Mean | SD | Percentage |
|--|-----------|------------|--------|--------|------------|
| Academic language/Tone/style | 3 | 1 | 1.4000 | .69975 | %20 |
| Source/format (Academic Conventions e.g. APA style) | 3 | 1 | 1.7000 | .77237 | 24.4% |
| Writing Structure (argumentative purpose) | 3 | 1 | 1.5500 | .66111 | 17.5% |
| Accuracy in writing (Mechanics) | 3 | 1 | 1.4333 | .69504 | 16.7% |
| Topic Development (focus, relevance, explanations, support) | 3 | 1 | 1.4500 | .73968 | 18.5% |
| Paraphrasing and summarizing | 3 | 1 | 1.02 | .56661 | 15% |
| Total score | | | 7.26 | 3.034 | 20.25 |

Results in table (1) shows that the total percentages of students' scores on the test were very low (20.25%). This means that those students need to develop their academic writing skills.

Statement of the problem

Based on literature review and results of the pilot study, Students encounter many difficulties in writing academic papers; for example, academic language, academic conventions e.g APA style, writing structure e.g. argumentative purpose, topic development, and paraphrasing and summarizing); in addition to having low-level self-efficacy. Thus, students need improvement in their EFL academic writing skills such as using appropriate writing conventions e.g APA style, using academic language, writing conventions, writing strategies. Accordingly, the current thesis suggests that using a blended learning program based process approach would enhance students' academic writing skills and self-efficacy.

Research Questions

This research attempted to answer the following questions:

1. What are the required academic writing skills that should be mastered by fourth year students in the English section at faculty of Education, Mansoura University?
2. What are the features of the blended learning program based on process approach to enhance academic writing skills and self-efficacy among student teachers at faculty of Education, Mansoura University?

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3. To what extent will the blended learning program based on process approach enhance academic writing skills among student teachers at faculty of Education, Mansoura University?
 4. To what extent will the blended learning program based on process approach enhance self-efficacy among student teachers at faculty of Education, Mansoura University?

Hypotheses

This research attempted to test the following hypotheses:

1. There is a statistically significant difference at the (0.05) level between the mean score of the experimental group students' scores and those of the control group of Academic writing skills
2. There is a statistically significant difference at the (0.05) between the mean score of the experimental group on pre-posttest of academic writing skills test in favor of the post-administration.
3. There is a statistically significant difference at the (0.05) level between the mean score of the experimental group and the control group students' scores of the self-efficacy scale in favor of the experimental group.
4. There is a statistically significant difference at the (0.05) between the mean score of the experimental group on pre-posttest of self-efficacy scale in favor of the post-administration.
5. There is a positive correlation between improving student academic writing skills and self-efficacy.

Purpose

The present research aimed at:

1. Determining the features of the blended learning program based on process approach that improves 4th student teachers' academic writing skills and self-efficacy.
2. Measuring the effect of blended learning program based on process approach on enhancing academic writing skills and self-efficacy among 4th student teachers at faculty of Education, Mansoura University.
3. Identifying the relationship between students' academic writing skills and self-efficacy.

Significance

The present research could contribute to:

- 1) Proposing a framework for blended learning program based on process approach to enhance academic writing skills and self-efficacy among 4th student teachers at faculty of Education, Mansura University.

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- 2) Integrating new methods for enhancing students' academic writing skills and self-efficacy by using instructional technology.
 - 3) Introducing blended learning program based on process approach as a technique that facilitates their learning.
 - 4) Directing the attention of EFL specialists to the importance of using blended learning program based on process approach in enhancing academic writing skills and self-efficacy.

Delimitations of the Study

This research was delimited to:

1. The research participants: A sample of fifty of EFL 4th male/female primary student teachers at faculty of Education, Mansura University.
2. Some academic writing skills(topic development, writing structure, academic language, academic conventions e.g APA style and paraphrasing) that should be mastered among 4th student teachers at faculty of Education, Mansura University.

Methodology:

Participants

The participants of the current research were 4th year Basic education student teachers at Faculty of Education, Mansoura University. Fifty students were selected from the faculty of Education, Mansoura University. The participants were chosen according to feasibility and the experiment was applied in the second term during the academic year 2020/2021. The participants were divided into two groups: experimental (n =25) and control (n = 25).

Design

The current research adopted the quasi-experimental design to apply the blended learning program. The participants were divided into two groups: experimental and control. The experimental group was taught through using the proposed Program to improve their academic writing skills and their self-efficacy, while the control group continued to study according to the regular method. The pre-post EFL writing tests and the self-efficacy scale were administered to both groups before and after the program. The results of the pre-post Academic writing tests and the self-efficacy scale were analyzed find out whether there was any significant difference between the mean score of the two groups, after the implementation of the program.

Instruments

The following instruments were designed and used in the present study:

1. Academic writing skills checklist.
2. Academic writing test to measure students' writing skills.
3. Academic writing scoring rubric to score students' writing performance on the pre and post administration EFL writing skills test
4. A blended learning program based on process writing approach to develop EFL academic writing skills for 4th year student teachers.
5. A self-efficacy scale to measure students' self-efficacy.

Definition of Terms

Academic writing

According to the research, academic writing is the students' ability to write an academic paper in a proper way using academic language and tone, topic development, writing structure eg argumentative purpose, paraphrasing and summarizing, and academic conventions eg APA style.

Self-efficacy

The present thesis defined self-efficacy as the students' type of capabilities and the range of situation in which tasks are achieved

Blended learning

In the current thesis, blended learning is a style of education in which students learn via online media (zoom application) as well as traditional face-to-face teaching for improving EFL primary students teachers,

Process approach to writing

The current thesis defined process approach to writing activities including some stages (drafting, getting feedback, and revising)

Verifying Academic Writing Skills Hypotheses

a- Comparison of the control and experimental groups' performance on the post administration of the EFL academic writing test.

The first hypothesis stated, "There is a statistically significant difference at the ≤ 0.05 level between the mean score of the experimental group and that of the control group on the post administration of the EFL academic writing test in favor of the experimental group".

To verify this hypothesis, the t- test was used to compare the mean score of the two groups. Results are presented in Table 13.

Table (13): Comparing the Performance of the Control and Experimental Groups on the Post-Administration of the EFL Academic Writing Test

| Writing areas | group | N | Mean | Std | D.F | t-value | $P \leq 0.05$ |
|----------------------|------------|----|-------|-------|-----|---------|---------------|
| Academic Language | Exp. Post) | 25 | 3.92 | 0.640 | 48 | 17.299 | sig |
| | Con. Post) | 25 | 1.24 | 0.436 | | | |
| Academic Conventions | Exp. Post) | 25 | 3.56 | 0.507 | 48 | 16.110 | sig |
| | Con. Post) | 25 | 1.32 | 0.476 | | | |
| Topic Development | Exp. Post) | 25 | 3.56 | 0.583 | 48 | 15.372 | sig |
| | Con. Post) | 25 | 1.28 | 0.458 | | | |
| Writing Structure | Exp. Post) | 25 | 3.40 | 0.500 | 48 | 15.064 | sig |
| | Con. Post) | 25 | 1.32 | 0.476 | | | |
| Mechanics | Exp. Post) | 25 | 3.72 | 0.614 | 48 | 15.449 | sig |
| | Con. Post) | 25 | 1.32 | 0.476 | | | |
| All | Exp. Post) | 25 | 18.16 | 1.405 | 48 | 31.291 | sig |
| | Con. Post) | 25 | 6.48 | 1.229 | | | |

Table 13 reports that the t- values were (17.299, 16.110, 15.372, 15.064, 15.449, respectively) and that all of them were statistically significant at the 0.01 level. This means that there were significant differences between the experimental and the control groups in the post-administration of the EFL Academic Writing test. These differences could be ascribed to the implementation of the blended learning program. Therefore, the First hypothesis of the research was verified and accepted.

The results of the first hypothesis were in line with those of Sayed (2021), Yang and Ftima (2018), Maher (2018), and Ezzat (2017). All these studies concluded that the use of technology like wikispaces improved students' academic writing skills at different levels

Measuring the effect size of the program:

To measure the program's effectiveness, the researcher used Black's adjusted gain equation, where Black determines this ratio between (1-2) to be an acceptable program effectiveness. This ratio is calculated using the following relationship:

Table (15): Effect Size of the Program on Improving the Experimental Group Students' EFL academic writing Skills

| T | \bar{x}_{Pre} | \bar{x}_{Post} | Blake |
|----|-----------------|------------------|-------|
| 20 | 7.04 | 18.16 | 1.41 |

\bar{x}_{Post} : Mean of scores for the post test for the experimental group students.

\bar{x}_{Pre} : Mean of scores for the pre-test for the experimental group students.

D : Total score in the test.

Table (15) measures the average percentage for the achievement test. It is clear from the previous table that Black's percentage is (1.41) that indicates a high percentage of students who achieved the required level. This confirms the effectiveness of the program related to the field of research that is (96%) of the variance in the total dependent variable .

Verifying self-efficacy scale Hypotheses

a- Comparison of the control and experimental groups' performance on the post administration of the self efficacy scale

The third hypothesis stated, "There is a statistically significant difference at the ≤ 0.05 level between the mean score of the experimental group and that of the control group on the post administration of the self efficacy scale in favor of the experimental group." To verify this hypothesis, the t- test was used to compare the mean score of the two groups in three dimensions of the scale: (D1) ideation, (D2) convention, and self regulation (D3) Clear goals. The results are shown in Table 16

Table (16): Comparing the Level of the Control and Experimental Groups on the Post Administration of the self efficacy Scale

| Self efficacy | Group | N | Mean | Std | D.F | t-value | P \leq 0.05 |
|-----------------|-------------|----|-------|-------|-----|---------|---------------|
| Ideation | Exp. (Post) | 25 | 12.92 | 0.759 | 48 | 23.028 | sig |
| | Con. (Post) | 25 | 7.84 | 0.800 | | | |
| Self-regulation | Exp. (Post) | 25 | 12.76 | 1.012 | 48 | 18.875 | sig |
| | Con. (Post) | 25 | 8.04 | 0.735 | | | |
| Convention | Exp. (Post) | 25 | 16.36 | 1.221 | 48 | 30.353 | sig |
| | Con. (Post) | 25 | 7.64 | 0.757 | | | |
| All | Exp. (Post) | 25 | 42.04 | 1.814 | 48 | 39.307 | sig |
| | Con. (Post) | 25 | 23.52 | 1.503 | | | |

Results in Table 16 reveals that the mean score of the experimental group students in every dimension of the three dimensions of the scale was high. For the experimental group, the mean score ranged from 12.92 to 16.36 compared to the control group, which ranged from 7.48 to 7. 64. The t- values were significant at the 0.05 level in favor of the experimental group.

According to the significance of F ratio in Table 16, there were significant differences between the mean score of both experimental and control groups in the dimensions in favor to the experimental group.

b- Comparison of the experimental groups' performance on the pre-post administration of the self efficacy scale

The fourth hypothesis stated, "There is a statistically significant difference at the ≤ 0.05 level between the mean score of the experimental group on the pre and post administration of the self efficacy scale in favor of the post administration.

" To verify this hypothesis, the t-test for dependent samples was used to compare the difference between the mean score of the experimental group students in the self efficacy scale before and after implementing the Blended learning program. The results are as shown in Table 17. Comparing the Level of the Experimental Group on the Pre- Post Administration of the self efficacy Scale

Table (17):Comparing the Level of the Experimental Group on the Pre-Post Administration of the self efficacy Scale

| Writing areas | group | N | Mean | Std | D.F | t-value | P≤0.05 |
|-----------------|-------------|----|-------|-------|-----|---------|--------|
| Ideation | Exp. (Post) | 25 | 12.92 | 0.759 | 24 | 32.368 | sig |
| | Exp. (Pre) | 25 | 5.76 | 0.926 | | | |
| Self-regulation | Exp. (Post) | 25 | 12.76 | 1.012 | 24 | 29.632 | sig |
| | Exp. (Pre) | 25 | 5.64 | 0.952 | | | |
| Convention | Exp. (Post) | 25 | 16.36 | 1.221 | 24 | 29.658 | sig |
| | Exp. (Pre) | 25 | 7.00 | 0.707 | | | |
| All | Exp. (Post) | 25 | 42.04 | 1.814 | 24 | 47.318 | sig |
| | Exp. (Pre) | 25 | 18.40 | 1.848 | | | |

Results in Table 17 illustrates that the total t-test value was(47.318), and it was significant at the 0.01 level; besides, the difference was in favor of the post administration of the self efficacy scale. This value difference between the mean score was (12.76), and it was > 0.5. These results supported the significance of the t- test values for the difference between the pre- and post- administration of the self efficacy scale on the experimental group. Table 17 shows results of the effect size of the blended learning program on the students' self efficacy scale.

Conclusions

With reference to the research results, the following points were concluded:

1. The current research provided evidence on the effectiveness of using the Blended Learning Program in developing EFL academic writing skills.
2. The Blended Learning is an effective strategy that can be used by EFL teachers and course book designers in different contexts to improve the EFL language skills.

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