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## Using Student-Centered Learning to Enhance EFL Secondary Stage Students' Writing Performance in a Hybrid Learning Environment

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### Abstract

The present study aimed at investigating the effect of using student-centered learning approach in a hybrid learning environment to enhance EFL secondary stage students' writing performance. The study used pre-post experimental one-group design. Thirty first-year EFL secondary stage students of Al shaimaa Secondary School for Girls constituted participants of the study. A pre-post writing performance test—prepared by the researcher—was administered to achieve the study aims. Students were pretested, to identify their entry level of writing performance. Then, students were introduced and adequately trained through the suggested Student-Centered Learning Writing Performance Program in a Hybrid Learning Environment on how to enhance their overall writing performance skills and its sub-skills. At the completion of the experiment, all participants were post tested to measure the effect of the treatment. Paired-samples t-test revealed a statistically significant improvement in participants' writing performance at the level of(0.01) with a large effect size between the pretest and the posttest in favor of the posttest. Therefore, it was concluded that student-centered learning in a hybrid learning environment had a significant effect on Egyptian EFL secondary stage students' writing performance. Based on these results, it was recommended that student-centered learning approach should be used in teaching EFL classes in general and in facilitating EFL writing in particular and that hybrid learning environment could be integrated into teaching EFL classes due to their two-folded advantages for both students as well as teachers.

**Keywords:** student-centered learning, hybrid learning, writing performance, EFL secondary stage students.

## Introduction

English is the first and most commonly used foreign language in Egypt. It is a highly valued language in both public and private Egyptian schools. The main aim of *Hello! English for Secondary Schools* is to further equip students with the necessary language, thinking and study skills to communicate effectively. Among the four language skills (i.e., listening, speaking, reading and writing), writing can be considered as especially important because writing is one of the most important tools for communication especially in regards to business, professional, and academic communication. By writing, people communicate an array of messages to various readers. From essays to texting, writing permeates our lives. Similarly, in language education, writing is regarded as not only a thinking process but also a tool for language learners to express their thoughts and feelings (Chiu, 2006).

In fact, writing performance initially support and reinforce patterns of oral language use. French and Rholder (1992) said "one of the skills that is necessary for learners to improve during their educational courses is writing (P.238)". According to Fitze and Glasgow (2009) several forms of knowledge including grammar, vocabulary, and rhetorical structure of the language are needed for writing. Bai (2013) stated that writing strategies including planning revising and assessing were importantly related to English language proficiency. Regarding this issue, PRA (planning, revising and assessing) is a task in class motivating learners to write that can make thoughts stimulated to be triggered. Good writing requires complex skills such as the production of clear and organized paragraphs and ideas, developing relevant content, and acquiring linguistic abilities including sentence formation, grammatical competence and lexical knowledge. In addition, writing requires aspects of language fluency and the coordination of many high meta cognitive skills to generate specific details and information used to develop a topic of an essay.

Actually, when students are asked to choose a topic and write about it with academic sources and use the correct academic formatting, they are moved to student-centered learning. Student -centered learning has been identified when the learner is at the center of the learning. In line with this understanding, Collins and O'Brien (2003) argued student-centered instruction was "an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the student (learner) in the center of the learning process (pp. 338–339)". In this approach, students take active roles in the learning process through employing practices such as inquiring, applying

knowledge, and learning from others (Hannafin & Hannafin, 2010). In that sense, students become active participants instead of passive receivers (Idris, 2016).

With the rapid growth in technology, Albouraik (2009) and Alshahrani (2013) encourage utilizing technology in all classes, including language teaching classes, to develop better ways of teaching students. Strauss (2012) pointed out that using technology in various courses can assist learners to engage actively with the course content. Barrel (1999) asserted that integration of new technologies helps to positively influence learner's skills. Hybrid learning, considered as the final point reached in distance education, where technology and educational applications meet as a tool to promote student-centered learning.

Hybrid learning creates a blend "between face-to-face and online learning where the mix between classroom and online instruction can vary based on consideration of differences in course content and the level of student comfort with online learning (Potter, 2015, p. 4)". Studies that directly examine writing instruction in a hybrid learning environment are nearly nonexistent. This dearth of research in such a vital area is probably somewhat due to the relative newness of this phenomenon. Camahalan and Ruley (2014) did directly examine writing as influenced by hybrid elements, and they found that the group taught using hybrid methods performed better on all posttests of grammar and usage. This seems to indicate the superiority of hybrid learning for writing instruction.

## **Context of the Problem**

Actually, there is always a complaint from inspectors of English, principles of schools, and the researcher himself, as an expert teacher in Ministry of Education, about students lack mastery of English writing skills and their poor performance to write English accurately. Also some previous related studies were reviewed such as:Hebashy(2011),Adams&Bakir (2013), Eltantawi (2015), Moktar( 2015),and Ibrahim (2016). They showed that students' inability to write accurately becomes clear and obvious.

## **Pilot study**

To make sure of the problem of the current study, a pilot writing test was administered to explore the real situation among a group of first year secondary stage students. The sample of the pilot study consisted of thirty students at Al-Shaimaa Secondary School for Girls – Al-Nozha Zone. They were asked to write freely about two topics. The results of the pilot study revealed that the majority of these students had problems in writing performance skills. Most of the written

sentences are featured to be broken into two isolated parts as if two disjointed ideas had been stuck together.

### Statement of the Problem

The problem of this study focused on the low level of the first- year secondary stage students in EFL writing performance. So, the present study aimed at conducting a program based on the student-centered learning approach using a hybrid learning environment in enhancing EFL writing performance among a sample of first year secondary stage students.

### Questions of the Study

To tackle this problem, the present study tries to answer the following questions:

1. What is the effect of using student-centered learning based program in a hybrid learning environment to enhance overall English writing performance?
2. What is the effect of using student-centered learning based program in a hybrid learning environment to enhance English writing performance sub-skills?

### Review of Literature

#### 1. Student-Centered Learning

Student-centered learning is not a new concept. John Dewey's work in 1916 connected student efforts with their interest in the material. Student-centered provides the educator with a new role as a guide and facilitator of learning rather than the leader because the balance of power within the student-centered classroom is evenly distributed between the teacher and the students (Hanewicz et al., 2017). Barr and Tagg (1995) described the need to shift from traditional methods to student-centered methods as the *instructional paradigm*. This paradigm calls for a change from teacher-centric to learner-centered instruction, or student-centered learning. According to Armbruster et al. (2009) "by placing students at the center of instruction, this approach shifts the focus from teaching to learning and promotes a learning environment more amenable to the metacognitive development necessary for students to become independent and critical thinkers (p. 203)".

#### A. Defining Student- Centered Learning

The pedagogical approach of student-centered learning can be identified when the learner is put at the center of the learning. According to Lee et al. (2018), Student-centered learning represents a paradigm shift from the traditional teacher

centered learning system. The learner-centered paradigm explains why instructional methods should be customized for the adult learner. Customization of instructional strategies occurs because learner differ in how they learn, their interests, and their knowledge based on previous experiences. Nair, ( 2019) argued that student-centered learning includes a diverse variety of educational programs, learning experiences, and instructional approaches that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Student-centered learning is viewed as an alternative to traditional or conventional approaches to one-size- fits-all methods of schooling where teachers provide all students in a given course with similar instruction, assignments, and assessments with little to no variation from student to student. Instead, student-centered learning is a philosophy of education that centers on the student as being an active participant in their own learning experience.

### **B. Theoretical Background of Student-Centered learning**

Constructivism as a student-centered learning model was investigated by John Adams in 1970. He stated that he acknowledged the wisdom from Carl Rogers about the importance of listening and collaborating with students to provide inventive learning opportunities (Adams, 1970). He disclosed thoughts from another educator, Moffett, that students working collaboratively will provoke students to create deeper level of learning via inquiry and discovery of additional information. Exactly, concept of a learning experience being student-centered is not new to the field of education, having roots which extend back more than two centuries to early constructivists such as Rousseau (Krahenbuhl, 2016; Neumann, 2013). The rise in interest toward student-centered education also appears to come at a time when there is a greater effort to offer learning experiences which are more reflective of the diversity within student populations (Frasineanu & Ilie, 2017). This shift toward individualization is also reflected in many areas of American culture, as technological advances have enabled people to select products, career paths, and lifestyle choices best suited to their unique preferences (Kirschner & van Merrienboer, 2013; Netcoh, 2017).

### **C. Student-Centered Learning Compared to Traditional Pedagogy**

Actually, both historically and at present, student-centered learning is concerned with specific outcomes that the student has mastered and can demonstrate (Camacho & Legare, 2016; Gervais, 2016). In contrast with traditional forms of education that emphasize whole-classroom or group learning, student-centered education is student based or focused, and time is viewed as a

variable as opposed to a constant (Camacho & Legare, 2016; Gervais, 2016; Cote, 2017).

Also, it is becoming more transparent that the role of the educator within a student-centered approach to learning must be different from their role in a traditional instructional system. Key differences in these two methodologies include but are not limited to, goals, motivation, roles of student and instructor, student interactions, and assessments (Weimer, 2002; Pedersen & Liu, 2003; Wright, 2011). Accordingly, within student-centered learning, the teacher attempts to create an environment of independence for the student. This attempt to foster student ownership of learning and content is in sharp contrast to traditional learning where the student attempts to meet objectives as defined by the instructor.

### **D.Characteristics of Student-Centered Learning**

In a student-centered classroom, the teacher allows the learners to take more responsibility for their learning by engaging them in developing classroom activities and setting their learning goals. The teacher builds bridges between the students' homes and school, respectfully embraces every culture, demonstrates confidence in each student, and knows how to assist students in making progress (Tomlinson, 2015). In Student-Centered Learning( SCL) classroom, students are no longer recipients of information but are involved in setting goals and making decisions in the learning process (Lee & Hannafin, 2016).

In the SCL environment, students clearly understand the subject and make connections with what they already know and what they are currently learning (Otara, Uworwabayeho, Nzabalirwa, & Kayisenga, 2019). According to Jaiswal (2019), SCL approaches take students' learning styles, skills, interests, and needs into consideration. SCL makes students' role in the learning process a priority. The teacher and the student exchange knowledge, and the dynamics in the classroom are more focused on the student (Ward, 2016). Students no longer sit passively and listen to the teacher disseminate knowledge, as depicted in a traditional classroom; they come with their experiences to construct and make sense of what they are learning (Ward, 2016).

The adoption of a student-centered learning plays a critical role in making academic programs more meaningful and interesting to students, hence promoting their overall achievement. Currently, educating students to enhance their social skills is more important than before (Trester, 2019). Social skills are essential in ensuring students' healthier interactions in their lives. Such skills are also vital for their optimal functioning in society, including effective

communication, interpersonal relationships, and expressing concern for others. Students should obtain a student-centered experience, which can prepare them to become productive citizens (Trester, 2019). Overall, SCL strategies help students to better understand the material they learned, think critically, and make more real-life practical applications (Brigati, England, & Schussler, 2019).

### **E.Student-Centered Learning (SCL) Strategies**

When teachers engage students in SCL strategies, which were developed from the constructivist view, students become co-constructors of their knowledge, and they learn by engaging in experiential interactions (Salkind, 2008). Active learning is generally defined as a strategy which engages the students in the learning process. The active learning concept has its roots in constructivism. Though its origins are in constructivism, the idea of active learning encapsulates various strategies. Active learning is not something students do on their own but is organized and monitored by the instructor, thus becoming an approach that guides learning (Hartikainen et al., 2019). The objectives of active learning should influence understanding, practical skills, and attitudes (Bosio & Origo, 2019). The primary goal of active learning is to promote student engagement during the learning process.

Also, there are many different SCL strategies that teachers can use in their classrooms to enhance students' learning. Blended learning is a learning strategy, which consists of the use of computers and in-person learning experiences (Bhowmik, Meyer, & Phillips, 2019). The flipped classroom is an SCL strategy in which the classroom is not the only learning environment for the learner. Students' learning becomes more flexible, individualized, and teachers provide students with resources and act as guides (Ocak, Ocak, & Boyraz, 2017). Cooperative learning is an effective SCL strategy, which can help 21st-century graduates to become job creators instead of job seekers by enhancing their critical thinking skills (Chen, 2018). Problem-Based Learning is an SCL strategy in which the teacher poses a problem, and a discussion ensues, followed by the teacher's instruction. Students may work individually or as a group to solve the problem (Mackey, 2016).

### **F.Teachers' Role in Supporting Student-Centered Strategies**

In today's educational environment, teacher-centered learning in which the teacher is considered the primary disseminator of information to students has drastically changed (Baeten et al., 2016). According to Krahenbuhl (2016), there has been a focus on SCL in this 21st century affecting classroom teachers. Teachers must act as facilitators, and students are encouraged to take more

responsibility for their learning (Onurkan Aliusta & Ozer, 2017). Teachers are to become familiar with their new role as facilitators of students' learning instead of disseminators of knowledge.

As the paradigm shift in teaching strategies move from teacher-directed to student-centered, teachers are faced with the challenge to shift their role in disseminating knowledge. These changes affect teachers, and there is a need to fully understand the complexities of their changing roles (Dole et al., 2016). Teachers must create a constructivist learning environment in which students have more control over what they are learning (Anagun, 2018). According to Anagun (2018), teaching 21st century skills necessitates a constructivist approach to teaching in which teachers understand their new roles and how to structure the learning environment to meet students' needs. Prawat (2008) strongly encouraged teachers to use more SCL strategies to support students' learning. Dewey (1916) encourages the teacher to be a guide so that students could create meaning for themselves by working experientially. The role of the teacher is to support and indicate to students in a very gentle manner any problems that they may be encountering when gaining new experience.

Hence, in the SCL environment, teachers are co-learners and should let students see how they learn and share their failures with students. In an SCL classroom, students should not engage in activities because the teacher said to do so, but students understand the relevance that the material has to be their lives (Jacobs & Power, 2016). They further stated that teachers should encourage their students to make more decisions in assessing the success of the objectives of a lesson at the end of the class. Additionally, students should have an input in the materials used in-class activities, as well as linking class activities to their real-life. Omotayo and Adeleke (2017) posited that if teachers were not well trained to implement the constructivist-based method of teaching, students would not benefit from the learning strategies. Acim (2018) pointed out that the teacher's role should be more of an observer and facilitator. The teacher should observe students' success after they ask the students higher-level thinking questions using the Socratic seminar. He stipulated that the Socratic seminar enables students to think deeply and develop analytical skills.

Moreover, today's students are more technologically inclined, and the traditional approach to teaching by having students sitting in rows to listen to lectures by their teachers is ineffective (Gordy, Jones, & Bailey, 2018). Students are more productive when they are actively engaged in using technology in their learning than being passive listeners (Gordy et al., 2018). Technology enables



active learning classrooms and that students who use technology in their learning have a more favorable view of learning, and outperform students taught in a traditional classroom. According to Nicol, Owens, Le Coze, MacIntyre, and Eastwood (2018), more SCL is necessary because of the rapid changes in technology, availability of information, and the demand for individuals to become better consumers of knowledge.

## 2. Hybrid Learning

Descriptively, hybrid learning combines the characteristics of the traditional face-to-face learning with online learning protocols in order to deliver instruction to students in a formalized and rich alternating sequence. This definition resonates with the ideas of several scholars including Singh (2003), and Littlejohn & Pegler (2007), who argued that hybrid learning is a synergy of online and face-to-face environments. At its heart, it seems to straddle some sort of middle ground between online learning and traditional face-to-face models (Drysdale, et al., 2013).

The amount of online and face-to-face instruction necessary to cause the application of the hybrid label is open to interpretation with percentages needed for each component varying widely (Crawford, et al., 2014). Smith and Bashams (2014) contented that any model involving both online component and a face-to-face component should be considered hybrid learning.

### A. Definitions and Perceptions of Hybrid learning

Pesen & Oral (2014) defined hybrid learning as an ideal approach for combining the strongest aspects of classroom and online learning. It is created by combining face-to-face learning with technology-supported teaching. In the hybrid learning process, face-to-face lessons are taught with in-class activities, while some activities and practices should continue outside the classroom. In order to carry out these practices outside the classroom in an appropriate way, Cirak Kurt et al. (2018) suggested that there is a need for an auxiliary tool that can manage the distance education process. Some web tools are used for presenting and managing learning material and course content on the web in the distance part of blended learning environments, sharing the presented material in different ways such as chat or discussion platforms, evaluating and observing the students' performance, homework, exams, providing feedback on assignments and exams. These web tools include Moodle, Blackboard, Edpuzzle, Blogs, Camtasia Studio, E-learning platform, Google Docs, Learning Management Systems, Storyline, and Youtube.

From another point of view, hybrid learning has typically been offered in order to provide educational services for those unable to access the mainstream product or service. This may include home- schooled students, students attending in person classes that have fallen behind their peers, students with scheduling conflicts, and for students that dropout of the high school program (Horn,2010). Hart et al. (2019) explained that the virtual aspect of hybrid instruction provides flexibility in that students can work at an individualized pace, and students can attend classes from any geographic location. Online courses also provide the opportunity to receive immediate feedback on assignments and assessments. He concluded that both first- time course taker and students retaking a course virtually after having participated in the same course in-person performed better virtually than students participating solely in-person. In order to meet the needs of all students, school leaders institute a combination of both virtual learning and in-person instruction. Accordingly, Suwantarathip(2019) asserted that an increase in the development and use of technology has made the utilization of online learning much more prevalent as students of all ages have universal access to technology that allow them to participate in a variety of courses from any geographic location at any grade level.

## **B.Theoretical Background of Hybrid Learning**

Hybrid learning has been growing rapidly over the course of the last ten years and continues to do so (Alijani, et al., 2014). In education, its spread has been particularly rapid and expensive. In the K-12 education setting, hybrid learning is growing more rapidly than any other form of delivery involving digital content (Siko,2014). In the last several years, hybrid learning has expanded so quickly that its growth rate has exceeded one hundred percent in many states in the United States . Technology plays a vital role in hybrid learning. Students should be well versed with technology and web 2.0 resources. Technology helps bridge the inevitable gap between the traditional in-person students and the students participating online. This ultimately creates the interdependence necessary to meld the two components of the course together (Stone, 2020). With just a few tools, teachers are able to teach a course both in-person and online without having to sacrifice their typical teaching style or resources. In his article, "The Technologies that Empower Hybrid Learning", Adam Stone described a few tools students and teachers should be able to access and comfortably use such as Microsoft Teams or Zoom; cameras allow for collaboration and participation (Stone, 2020).

## **C.Teachers and Hybrid Learning**

As a matter of fact, Paechter, Maier, and Macher (2010) asserted that the teacher needs to be supportive and exhibit expertise for hybrid learning to work properly, this assertion is made by saying that, “students experience the instructor ‘s support and expertise as especially important” (p.228)”. Thus, even in this case where hybrid teachers are discussed, it is through the lens of student perception. One area of teacher-hybrid interaction that has received some attention is the need for teachers of hybrid courses to plan carefully and receive professional development in order to be successful (Graham, et al., 2013). While the principle that good planning and professional development are necessary for good teaching is hardly unique to hybrid instruction. Jokinen and Mikkonen (2013) argued that the online components of hybrid learning require teachers to be more creative, active, purposeful, and careful in their approach and preparation because they are not physically present. Bretz (2017) similarly asserted that teacher training for hybrid learning must be comprehensive and pervasive because blended learning requires teacher ‘s roles that are new to many educators and because successfully managing a blended environment requires deep knowledge of unique ways to manage students and their learning. Likewise, Jimenez de la Mora (2017) discussed the intensity of the effort needed to change teacher ‘s roles from the traditional to those conducive to hybrid learning practices.

#### **D.Benefits of Hybrid Learning**

One of the benefits most often discussed in the literature on hybrid learning is flexibility. This advantageous flexibility encompasses several areas such as the ability to vary location and set-up, the freedom to be more open with scheduling, and the possibility of including various forms of technology (Sana, Fenesi & Kim, 2011). Alijani, et al. (2014) have also found these key aspects of flexibility to be major benefits of hybrid learning, and they go on to add the flexibility to use varying time configurations to the list. Such time flexibility includes things such as asynchronous lessons and the possibility of accessing online course materials at any time from multiple locations as well as the potential to allow students to alter the pacing of their learning. Flexibility is often cited by students as one of the things they like best about hybrid learning models (Istifci, 2017).

Another frequently discussed advantage of hybrid learning is student perception and satisfaction. According to the vast majority of research in this area, students generally report a positive attitude toward hybrid learning and an increased positive perception of both hybrid learning and technology use in education following exposure to hybrid learning (Yapici& AKbayin, 2012). One prime example of this is Chandra and Fisher's (2009) study of secondary science

students in which the most salient result was the overall satisfaction students expressed regarding their hybrid experience. A similar study of 9th grade biology students found through interviewing that students overwhelmingly rated their hybrid learning experience as very positive (Yapici&Akbayin,2012). Also, Gyamfi and Gyaase (2015) found that students who were taught using a variety of online and face-to-face methods exhibited greater satisfaction with course materials than those taught in a traditional model.

### **Hypotheses of the Study**

1. **There** is a statistically significant difference between the mean scores of the participants of the study on the pre-post administration of the English writing test as a whole in favor of the post one at level (0.01).
2. There are statistically significant differences in the mean scores of the participants of the study on each writing sub skill in favor of the post administration of the test at level (0.01).

### **Significance of the study**

The significance of the present study focused on the following:

- .Enhancing English writing performance for secondary stage students-year one.
- .Providing EFL teachers and curriculum designers with a program based on student-centered learning in a hybrid environment for enhancing writing performance.
- .Paving the way for EFL teachers to adopt new theories focus on students in language learning in Egypt.
- .Helping in emergency remote teaching during and after the “ COVID-19Era”.
- .Opening the door for researchers to carry other scientific research in the area of hybrid learning and student –centered learning approach.

### **Definitions of terms**

#### **Student-Centered Learning Approach**

Operationally in the present study; it will be used as an approach implementing some new strategies such as:think-pair-share, round-table, minute papers and student presentation and projects in hybrid environment to enhance English writing performance.

#### **Hybrid Learning**

Operationally, in the current study, hybrid teaching enables students to sharpen their writing skills in English as the method promotes and develops

English writing skills through active and practical activities experienced on the web. Videos and records are introduced to learners through the web page that explain one or more writing skill in each video.

## **Writing performance**

Operationally, in the current study, writing performance is the student's ability to be careful in producing clear relevant content by using a range of vocabulary, grammatical rules, correct punctuation and spelling, and transitions from one sentence to another in a smooth logical sequence.

## **Method and Procedures**

### **I.Design**

The present study is a descriptive, analytical, and quasi- experimental study. It is partially analytical and partially experimental. It uses a pre-post writing test for examining the effectiveness of the suggested training program on secondary stage students' writing performance .

### **II.Participants**

A group of 30 first year secondary stage students were randomly selected from one of Cairo governmental schools, namely Al Shimaa Secondary School for Girls, to be the participants of the study.

### **III.Instruments of the study**

#### **A. Pre-post writing test**

Participants completed two individual writing tasks with one prior to the treatment and the other after the treatment. For each writing task, participants were asked to write an essay of at least three paragraphs including introduction, body and conclusion on a writing sheet. Writing performance skills such as content, cohesion, coherence, grammar, vocabulary and mechanics measured through the tests. An analytic writing rubric for writing performance skills was used to correct the tests. The researcher constructed a rubric to be an analytic scale. For construct validity, The tests and the writing rubric were submitted to a panel; four TEFL professors and two teachers of English as a jury to determine the suitability of the test and the rubric for measuring secondary stage students' writing performance. The jury members' suggestions were taken into consideration. To achieve reliability of the English writing skills test, the Cronbach's alpha Coefficient and the half fractionation were used and the values were higher than 0.7. To achieve reliability of the rubric; three raters, the researcher and two teachers of English, were involved in the grading task. The three raters met and discussed the rating scale. They also graded a few samples

together to establish reliability. The Correlation Coefficients were computed after grading. The calculated correlation was (0.83) which is strong.

## Procedures

The experimental procedures of the present study were carried out at Alshimaa Secondary School for Girls, AL-Nozha Zone, Cairo Governorate during the second semester of the 2023/2024 academic year. These procedures were executed in four successive stages: pretesting, setting the scene, administering Student-Centered Learning (SCL) program, and post testing. As for pretesting and post testing, the writing performance test was administered to all participants to compare their levels of writing performance before and after the application of the suggested program, respectively. As for setting the scene and administering the program are described as follows:

### a) Setting the scene

This program was designed in the light of the student-centered learning approach to enhance writing performance using hybrid learning environment for secondary stage students –year one. The program was based on the following assumptions.

1. Writing performance will be better enhanced through using hybrid learning based on student – centered learning approach.
2. Students will be able to write a well-organized and sequenced essay with good introduction, body, and conclusion.
3. Student-centered learning approach guide students to choose good sources to support purposes.
4. Students should be taught to structure paragraphs to support ideas in the topic sentences.
5. Hybrid learning environment helps students to vary their ideas and sources of learning especially online sessions.
6. Using hybrid learning environment helps enhancing writing performance.
7. Students will be prepared well with some skills and characteristics necessary for hybrid success such as planning, organization, persistence, progress and attention.
8. Writing is a skill that pervades our lives, and students need to develop ability to write cohesively and coherently.
9. Learning through hybrid environment made learning more fun.

### b) Description of the SCL program

The content of the student –centered learning approach based program consisted of seventeen sessions. The program started with a general framework, assumptions, objectives, skills, sources of the program, description and procedures of the program. The program follows procedures, which based on student- centered learning approach using hybrid learning environment to enhance secondary stage students' writing performance. The researcher divided procedures into two sessions; online session and in class session .Pre-writing and drafting will be conducted during online session while revising and editing will be conducted during in the class session

#### **Online Sessions procedures:**

- Introducing suggested topics to be selected by students.
- Written materials related to the topic attached via zoom app to provide students with new ideas and examples.
- Videos and audios relevant to the topic attached via zoom app to provide students with more details about the topic.
- Learning strategies used such as brainstorming and group discussion.
- Written drafts were posted to the teacher.
- Feedback was posted to the participants.

#### **Class Sessions procedures:**

- Strategies such as cooperative learning and pair work held.
- Group work was administered by the teacher to discuss online drafts.
- Revising online drafts included changes to grammar, language, and content were applied in class session.
- Pair work and peer feedback were conducted.
- Editing the final form of the topic was done according to conventions of Standard English that consists of capitalization, punctuation, spelling, grammar, sentence structure, vocabulary usage, sequenced ideas and transition words.

During online and class sessions, learners were focusing on adopting student-centered learning approach in their writing performance process. They were encouraged to apply all the techniques and tools that they have learned to write their essays. In each session, they were given a new topic to write on. In addition, by the submission of each essay, students got individual feedback from the researcher and were encouraged to self-assess their process using a self-assessment rubric sheet (prepared by the researcher).

#### **Results**

The t-test for paired samples was used to compare the pre-posttests administration of the overall English writing performance and its subskills. The

SPSS program was used for analyzing the scores.

### Results of the overall performance on the pre-post writing test.

Table (1): Results of the overall English writing performance skills in the pre-post writing test.

Skills	measurement	N	Mean	Std. Deviation	T value	df	Sig.	$\eta^2$	Effect size
the overall English writing skills	pre	30	10.5	3.6	35.35	29	0.01	0.99	High
	post	30	27.8	1.49					

Table (1) showed that the calculated value of “T” is (35.35) that is statistically significant at the level of 0.01 which indicates that there is a statistically significant difference at 0.01 level between the mean scores of the experimental group students in the pre-post administration of the English writing test in the overall English writing performance skills in favor of the post test. Also, Table (1) reveals that the effect size is “0.99” indicating that the program has a large effect size on overall students writing performance skills.

### Results of English writing performance sub- skills in the pre-post writing test.

Table (2): Results of English writing performance sub- skills in the pre-post writing test.

Skill	Measurement	N	Mean	Std. Deviation	T value	df	Sig.	$\eta^2$	Effect size
content	Pre	30	1.77	0.77	16.15	29	0.01	0.90	High
	Post	30	4.47	0.51					
cohesion	Pre	30	1.8	0.76	21.10	29	0.01	0.94	High
	Post	30	4.4	0.5					
coherence	Pre	30	1.67	0.8	20.46	29	0.01	0.93	High
	Post	30	4.6	0.5					



<b>grammar</b>	<b>Pre</b>	30	1.77	0.82	23.04	29	0.01	0.95	High
	<b>Post</b>	30	4.63	0.49					
<b>Vocab</b>	<b>pre</b>	30	1.73	0.78	22.12	29	0.01	0.94	High
	<b>post</b>	30	4.73	0.45					
<b>mechanics</b>	<b>pre</b>	30	1.77	0.73	24.53	29	0.01	0.96	High
	<b>post</b>	30	4.97	0.18					

Table (2) indicated that there is a statistically significant difference at 0.01 level between the mean scores of the experimental group students in the pre-post administration test of the English writing sub-skills (content, cohesion, coherence, grammar, vocabulary and mechanics) in favor of the post test. Also, Table (2) reveals that the effect size is high indicating that the program had a large effect on students' writing skills (content, cohesion, coherence, grammar, vocabulary and mechanics) in the post –test

### Discussion of results

The results of the study participants in the post test and scale showed high effects on the study groups' writing performance. This significant improvement emphasized the effect of the training program on enhancing students' writing performance.

**The significant results related to writing performance might be attributed to the following:**

Using hybrid learning environment led to the high effect size of the training program based on Student-Centered Learning Approach. It divided the processes for the writing tasks into online sessions and class sessions. During the online sessions, processes for the writing tasks used planning, drafting, and publishing. The program provided students with several links and online resources such as videos and texts that helped students find information about the topic they would write about it. In other words, students watched abundance of relevant materials about a topic and then wrote about it in a draft. Then, students read through the draft and discussed what to delete and where to make improvement including grammar, vocabulary use, organization, spelling and punctuation. The results agreed with Miller(2018), Al-Nofai (2020), Shahzad et al.(2020), and Al-

Melhi(2021) who concluded that learning via online virtual setting was convenient and flexible.

Logically, the use of online tools and knowledge gained through them might help students in their writing tasks. Zoom meeting provides a new atmosphere. Through the zoom application, more interesting videos could be presented. Students could follow the process from anywhere. Via the use of online sessions, students could use knowledge and information obtained from online tools and websites. They learned new vocabulary and grammar. They knew how to connect sentences and correct mistakes. Students could discuss and draft each other's writing together.

During in class sessions, processes for the writing tasks used revising and editing. After the draft was finished, all students had to revise through their drafts. They discussed what to delete and what makes improvement including grammar, vocabulary use, organization, spelling and punctuation. Then, students reached a consensus about the final product. The role of the teacher came to be monitor, checker and evaluator. The teacher was responsible for keeping group members following the right procedures of the writing tasks. Also, he was checker; checking the grammar errors, vocabulary use, cohesive, coherence, and mechanics. Finally, he evaluated the final products according to the rubric. Exactly, face - to - face session completed online session. Students could share and exchange their writing tasks. Students also built good relations with others. Online and face - to - face learning had their advantages. One mode could complete another.

Student – centered learning approach attributed directly to the improvement of students' writing performance. Student – centered learning approach strategies, features and characteristics implemented both online and in class sessions helped in enhancing students' writing performance . This result is consistent with results of other studies such as (Bae(2011);Idris,2016;andNair,2019). The program based on student- centered learning approach provided students with more practice and more time to engage in writing through many activities. These activities gave them more practice for the writing performance. The interaction and co-operation among students themselves both online and in class sessions helped them a lot to learn from their mistakes and improve their written production. Students were encouraged to work in groups and discuss their topics. Students exchange their drafts, revising and editing their final products. It is also noticed that some writing performance skills such as mechanics and grammar were much higher than the other writing

performance skills on the post test. This might be due to strategies and techniques based on student – centered learning approach during planning and drafting through online sessions and revising and editing in class sessions. The results of this study are in agreement with those Alvares(2012),and Ahmed(2015) El-sharkawy,(2020).They proved that student- centered learning via online environment can improve students' writing performance

Also,The formative evaluation used in the student- centered learning approach based program provided the study participants with continuous feedback on their performance. This helped them in realizing their weaknesses and strengths.

## **Conclusion**

Based on the result of the present study, It can be concluded that the integration of student – centered learning approach and hybrid learning proved to be a successful experiment in enhancing EFL secondary stage students' writing performance.

## **Recommendations**

Based on the result of the present study, the researcher recommends 1) using Hybrid learning for teaching all language skills;2) adopting student-centered learning approach's features and principles in teaching English language skills;3 ) encouraging practice writing inside and outside classroom; 4 ) integrating technology and varying strategies and techniques in teaching writing using modern technology and getting rid of traditional methods.

## **Suggestions for further studies**

In the light of the present study results, more studies are suggested in the area of hybrid learning and student – centered learning approach in teaching English as a foreign language as follows:

- . Suggesting a programme based on student – centered learning approach to develop EFL secondary stage students' speaking skills using hybrid learning.
- . Using hybrid learning to develop other linguistic skills.
- . Suggesting a programme based on student –centered learning approach to develop critical reading skills using hybrid learning.
- . Investing the effectiveness of student-centered learning approach in developing English oral communication skills using hybrid learning.

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## إستخدام التعليم المتمحور حول الطالب في بيئة التعليم الهجين لتنمية الأداء الكتابي باللغة الإنجليزية لدى طلاب المرحلة الثانوية

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### المستخلص:

هدفت الدراسة الحالية إلى معرفة تأثير استخدام التعليم المتمحور حول الطالب فى بيئة التعليم الهجين على الأداء الكتابي باللغة الإنجليزية لدى طلاب الصف الأول الثانوى. اعتمدت الدراسة على تصميم المجموعة الواحدة بمقياس قبلى وبعدى. وتكونت عينة الدراسة من ثلاثون (30) طالبة من طلاب الصف الأول الثانوى كمجموعة تجريبية. وتكونت أدوات البحث من اختبار قبلى وبعدى لقياس الأداء الكتابي باللغة الإنجليزية لطلاب الصف الأول الثانوى. وقد تم التأكد من صدق وثبات الأدوات من خلال عرضها على مجموعة من المحكمين. وبعد تطبيق البرنامج اظهرت النتائج أن هناك فروقا ذات دلالة احصائية بين متوسطات درجات الاختيار لدى المجموعة التجريبية قبل تطبيق البرنامج وبعده لصالح درجاتهم بعد تطبيق البرنامج. وقد أثبتت الدراسة فاعلية البرنامج المقترح فى تنمية الأداء الكتابي باللغة الإنجليزية لدى طلاب الصف الأول الثانوى. وقد خلصت الدراسة فى ضوء هذه النتائج إلى ضرورة استخدام التعليم المتمحور حول الطالب لتدريس مهارات اللغة الإنجليزية بصفة عامة وفى تطوير الأداء الكتابي باللغة الإنجليزية بصفة خاصة فى بيئة التعليم الهجين.

**الكلمات المفتاحية:** مدخل التعليم المتمحور حول الطالب، التعليم الهجين، الأداء الكتابي، طلاب المرحلة الثانوية.