



Hebron University

Faculty of Graduate Studies

Using Technology in Teaching Literary Courses:

Using Blended Learning to Teach American Literature Course

Master Thesis

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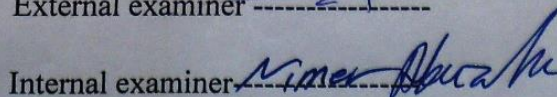
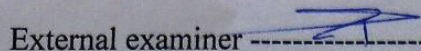
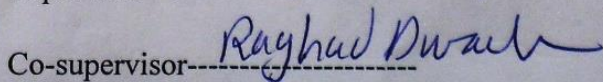
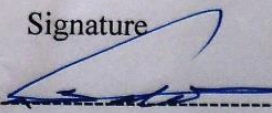
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Declaration

I certify that this thesis, submitted for the Master Degree in Applied Linguistics, is the result of my own research, and it has not been submitted for a higher degree to any other university or institution.

Dedication

I am pleased to dedicate this modest work to my university, Hebron University, represented by all its staff and cadre, the distinct beacon of scientific knowledge in our beloved nation. I also extend my dedication to all those who believe in science as a base for evolution of nations.

Acknowledgement

I would like to express my sincere gratitude to all those who supported me along my way and who granted me their guidance and directions. Special thanks to my supervisors Dr. Raghad Dwaik and Dr. Salah Shruf for their thoughtful advice which helped in completing this research.

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Finally, thanks a lot to my family, my relatives, and all my friends and colleagues who motivated me greatly all the time; I highly appreciate all of you.

ملخص الدراسة

اثبتت التكنولوجيا ومفززاتها قدراتها اللامحدودة في خدمة النشاط الانساني بكافة مجالاته ومستوياته. ويعتبر الميدان التعليمي من اهم الميادين الذي يجب ان يسعى للاستفادة من اسهامات التكنولوجيا وتسخيرها للارتقاء بالعملية التعليمية وتطوير مخرجاتها كماً ونوعاً. انطلاقاً من هذا اهتمت الكثير من الابحاث والدراسات في مجالات وكيفية استغلال ما توفره التكنولوجيا من امكانيات لتطوير وتحسين العملية التعليمية. ولكن برغم كل هذا الاهتمام لا زالت هناك فجوة كبيرة بين الواقع القائم والمطلوب.

وفي هذا السياق ناتي هذه الدراسة لبحث مدى استغلال تكنولوجيا الحاسوب وتسخيرها لخدمة العملية التعليمية في جامعة الخليل وخصوصاً تعلم اللغة الانجليزية وبالتحديد اكثر تعلم الادب الانجليزي. حيث هنالك قصور واضح في هذا المجال. تتضمن هذه الدراسة جزأين مترابطين. الاول، استقصاء نظري يبحث وجهات نظر طلاب اللغة الانجليزية فيما يتعلق بمدى استخدام تكنولوجيا الحاسوب في تعلم الادب الانجليزي ومواقفهم من استخدام التكنولوجيا، واهم العقبات التي يمكن ان تعيق تطبيق تكنولوجيا التعليم في مساقات الادب الانجليزي، والاستراتيجيات المناسبة التي يمكن ان تساعد على ادخال تكنولوجيا التعليم على نحو اكثر نجاعة. اما الجزء الآخر فهو عبارة عن تجربة عملية لادخال تقنية التعليم المدمج على مساق الادب الامريكي.

تهدف الدراسة الى اظهار اهتمامات طلاب اللغة الانجليزية ومواقفهم ازاء القضايا المطروحة. كما تهدف الى بحث تأثير ادخال تقنية التعليم المدمج على تعلم طلاب الادب الانجليزي والتغيرات في مواقفهم وسلوكهم اتجاه استخدام تكنولوجيا الحاسوب.

تم توظيف استبيانين لجمع المعلومات المطلوبه، اضافة الى التسجيلات على البرنامج الخاص بالمساق. استخدم في هذه الدراسة برنامج "البيئة التعليمية التوليفية النشطة الموجهة الموودل" كأداة لتطبيق التجربة. كما استخدم برنامج تحليل النصوص الكتروني لتحليل مشاركات الطلاب على صفحات المنتدى.

اظهرت نتائج الدراسة مواقف الطلاب الايجابية نحو استخدام تكنولوجيا التعليم في تعلم مساقات الادب الانجليزي، واهم العقبات التي تعيق التطبيق، والاستراتيجيات المناسبة الممكن اخذها بعين الاعتبار من اجل انجاح عملية ادخال عناصر التكنولوجيا للعملية التعليمية. كما اظهرت فعالية استخدام تقنية التعليم المدمج في مساق الادب

الامريكي في تطوير وتحسين اداء الطلاب كميا ونوعيا، وتأثيره على تعلم الطلاب وسلوكهم اتجاه استخدام تكنولوجيا الحاسوب.

وبناء على ما تحقق من نتائج اكدت الدراسة مجموعة من التوصيات اهمها: ضرورة دمج تكنولوجيا الحاسوب في العملية التعليمية، وضرورة استغلال وتسخير تكنولوجيا الحاسوب بنجاحة لتعلم اللغة والادب الانجليزي. وانه على المعنيين الاهتمام وبذل المزيد من الجهود لدمج تكنولوجيا الحاسوب في العملية التعليمية. كما اوصت بضرورة اخذ الاستراتيجيات التي اجمع عليها الطلاب بعين الاعتبار من اجل تحقيق النجاح في ادخال تكنولوجيا الحاسوب للعملية التعليمية، ودعت الى المزيد من البحث لجسر الفجوة المتمثلة بندرة الادب المتعلق في هذا المجال وتحديدا ما يتعلق باسهامات التعليم المدمج في تعلم الادب الانجليزي.

Abstract

Technology and its products had proved unlimited potentials in serving human activities in all fields and at all levels. The educational field is one of the most important fields that should seek benefit of technology contributions to be tapped for improving and developing the educational process outputs in quantity and quality. Based on this perspective myriad studies and research approached seriously the technology domains and how could their available potentials be utilized for improving and developing the learning process. However, in spite of the concerns of all those interested, a wide gap still exists between the real status and the required demands.

In this context this study explores the scope of utilizing computer technology (CT) and harnessing it to serve the learning process at Hebron University particularly, learning English language, and more specifically, learning English literature where there is obvious deficiency existing in this domain.

This study includes two related parts: The first, a theoretical survey explores English learners' perspectives concerning the scope of using CT in learning English literature and their attitudes towards technology usage, as well as the main obstacles that could impede instructional technology implementation in English literature courses and the proper strategies that could help efficient integration of instructional technology. The other part is an experiment integrating the blended learning (BL) components in the American Literature Course.

The study aims at presenting the English learners' interests and attitudes toward the issues under discussion. It also investigates the influence of integrating the BL on the English literature students' learning and the changes in their attitudes and behavior toward CT usage.

Two questionnaires and the recordings on the platform which was allocated to the course applications were employed to gather the required data. The Modular Object-Oriented Dynamic Learning Environment (MOODLE) platform is used for applying the experiment. In addition, the online program, the Text Content Analyzer is used to analyze the learners' participations on the forum.

The results showed the learners' positive attitudes toward using CT in learning English literature courses, as well as the main obstacles impeding application, and the proper strategies that could be taken into consideration for efficient integration of CT components to the learning process. The results also showed the effectiveness of using the BL in teaching the American Literature Course for developing and improving the learners' performance in quantity and quality and its effect on their learning and behavior toward using CT.

Based on the obtained results, the study had asserted a set of recommendations, the main ones were: CT should be integrated in the learning process; CT should be utilized and harnessed efficiently in learning the English language and literature; the

stakeholders should pay attention and exert more efforts for integrating CT in the educational process. It also recommended the necessity of taking into consideration the strategies which were agreed upon by the learners in order to achieve success in integrating CT within the educational process. In addition, it advocated for more research to bridge the gap of scarcity in literature related to this domain, specifically concerning the BL contributions in learning English literature.

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Chapter One

1.1. Background

The features of our recent age and what is revealed by the dramatic developments of modern technologies in the world of computer and its entry into all aspects of human daily-life prompted all those interested in the learning-teaching process to explore the possibility of exploiting the numerous facilities offered by this device. There is no doubt that the Computer-Assisted Learning (CAL) can fulfill this important role through its available offers, which could effectively contribute to learning realization.

The early concerns of integrating CT into the educational process approximately started in the 1950s. Nevertheless, the idea was not widespread due to the fact that technology was in its embryonic phase. Afterwards, from 1980s and forth the idea started to occupy noticeable place in research and application. This in turn had led to significant developments in the educational system as a whole; the teaching approaches, methodologies, and teaching strategies. It had also stimulated more research and exploration on the potentials of utilizing CT within the teaching-learning process in general, and teaching languages in particular.

The fruitful results and positive outcomes persuaded the stakeholders. These days, CT-enhanced programs have been upgraded to be the most desired within the teaching-learning process by virtue of the enormous benefits and the infinite prospects they offer.

Theoretical literature and empirical studies have proved the effectiveness of CT in enhancing the teaching-learning process through the available multimedia, (Krause 2008; Mustafa 2008; Oblender 2002; Teeter 1997; Edwards and Fritz 1997). It can provide concepts, presentations, photographs, fixed drawings and animations, written texts,

graphs, music, and others, in a way which simulates real-life situations. This in turn, motivates the learner's activity, facilitates acquisition of knowledge, and helps keeping and employing this knowledge in real situations. All those contributions can lead to more learning, and give learning meaning and significance.

The computer is used in learning language specifically language skills. C T in this domain is used as a tool alongside with other components as a supportive or supplementary ingredient that helps language learners improve their language skills, creating by this role a rich, active learning environment. The term used to express the process of using C T in learning languages is, Computer Assisted Language Learning (CALL), which in turn constitutes a prominent feature within the blended learning approach (BLA).

1.1.1. E-Learning

E-Learning was the first threshold of using modern technologies in the educational process. It came as a response for the deficiency of the dominant traditional teaching approaches on one hand and a demand of the new advancements on the other. In fact, the advent of e-learning brought out the teaching-learning process from its traditional structure and concept. Traditionally, the teacher was the determiner, the obtainer and the imparter of knowledge. The students' role was restricted to passive recipients of knowledge.

E-learning brought to the teaching-learning process broader and more recent perception; where the teacher became an instructor, facilitator and planner. Meanwhile, the learner became a researcher for information, more active and effective in the teaching-learning process; furthermore, a user of modern technology and computer.

The early starts of E-learning can be traced back to the 1990s. It had related with CT and developed alongside with technology evolution. E-learning as a new trend, had been adopted by many fields so it was perceived differently in concordance with the characteristics of the specific field it serves; in the sense, the perception of E-learning within military domains is different from that in business or educational domains.

The advancements of computer technology and the advent of Internet in the late 20th century had given E-learning the impetus to expand its tools and methods in communication and delivery. It had become the phenomenon of the era. People would be able to access to a wealth of online information, to learn about endless set of subjects and to improve their different skills.

There are two models of E-learning; synchronous learning- where learners and their teacher exist simultaneously online in direct communication; and asynchronous learning- where the material or content is sent to the learners' workstation granting the learners opportunities to fulfill the intended objectives, each according to his/her distinctive individual characteristics. (Itmazi 2011).

Coming to the educational field, E-learning had introduced countless, invaluable contributions to the domain. It had changed the whole landscape of the teaching-learning environment. E-learning enables the learners to learn anywhere, at any time, each on his/her own pace, overcoming place and time constraints. It offers numerous prospects, and allows different options and alternatives through different means and various systems; which make learning more interesting, more interactive, and leads to more engagement.

Furthermore, the globality of E-learning which helps openness to different cultures and diverse kinds of knowledge. In addition, the cost effective of E-learning to all the

stakeholders in contrast to traditional learning. More and more can be said about the benefits and contributions of E-learning, and those are merely instances.

Nevertheless, E-learning is not absolutely optimal without flaws. Some educators had explored the e-learning approaches in depth and concluded that it had number of disadvantages and drawbacks. Their claims and arguments manifested the urgent need to new alternatives, which prompted the stakeholders to search for new approaches that combine the properties of both, the traditional learning and E-learning and, to overcome the deficiencies of both at the same time.

The way therefore was paved for the emergence of the BLA as a new approach blending all forms of traditional learning with the different varieties of E-learning. In the sense that the BLA created an innovative teaching-learning methodology and a new innovation that could increase the effectiveness of the teaching-learning situation and offers new opportunities of interactive learning environment.

1.1.2. The blended learning

The recognized term that is used to signify the use of the BLA in the domain of learning languages is Computer Assisted Language Learning (CALL). CALL therefore, may be considered as the denotation to the BL feature in the learning-teaching of a language. It includes the opportunities and prospects of combining C T applications alongside the traditional educational approaches to obtain the best, and overcome the flaws of both.

Computer-assisted language teaching and learning (CALTL) development can be categorized into three stages associated with changes and developments in the linguistic and psycho-linguistic fields. The first was started in the sixties. It was established on the principles of the behaviorist theory, which considers the computer as an optimal tool for

learning; as it allows repetition, which enables learning. Therefore, the implementation in this period was restricted into extensive drills, teaching grammar and conducting translation tests.

The second stage was started in the 1970's and 1980's with the appearance of the cognitive theory. The proponents of this theory rejected the behaviorist principles theoretically and pedagogically. Their rejection in turn extended to CALL applications and they introduced new sights in the domain. They suggested that concentration has to be on the usage of forms rather than on the forms themselves.

They claim that the underlying programs of the behaviorist theory are based on redundancy, thus they lack the communication factor; where the communicative theory emphasizes the learner's use of language in realistic situations, and that the learner's evaluation depends on the given answers rather than his errors. Consequently, many programs have been developed adopting this theory with more control and freedom for learners during learning; (Warschauer & Healey, 1998).

The communicative theory lacked the effective, clear system for developing programs that can replace the existing traditional programs; which exposed it to criticism and led to the final stage, the presence of Integrative CALL. In this stage many teaching programs appeared relying on the distinctive characteristics of the computer interactional elements; thus establishing a new era in CALL.

1.1.2.1. The blended learning approach in the Palestinian context

The main focus of this study is exploring the integration of C T within the educational system at Hebron University in particular. But it is necessary priorly to present a brief overview about CT status in the Palestinian educational institutions in general as an underlying base towards the main focus.

It can be said that the usage of instructional technology within the Palestinian institutions is at its lowest levels. At the formal level, administrative authorities and educational policy makers are not devoting to instructional technology in general and the BL in particular the concerns they deserve. Instructional technology and BL are not adopted in the educational system, nor are they implemented or funded to be implemented in any of the educational institutions. All the syllabuses therefore are taught traditionally. For instance, in higher education institutions and universities in Palestine, in spite of the advanced technology infrastructure, technology is not utilized efficiently. BL and advanced teaching-learning approaches are not adopted within their educational systems except in Al-Quds Open University (QOU).

QOU had adopted the BLA within its educational plans. It set a shift plan towards the BL starting from 2008. They had started with 10 courses in the first semester, upgrading the number to 26 courses in the second semester (Kilani & A'odeh). Since that time, the university is going upward in accelerated steps reaching advanced stages currently in this domain. In Hebron University the main focus of this study, BL is still not adopted as a promising approach in the educational policy at the university. Up to these days there is only one course which is taught by using the BLA, "Laboratory Report Writing Structure".

Furthermore, there are four English language programs where all of them are taught traditionally. In such a setting the researcher feels an urgent need to search for ways of utilizing computer technology and to harness the available technological infrastructure in serving the teaching-learning process.

In conclusion, it can be said that technologies are becoming an inseparable feature of the daily-life landscape and should be tapped effectively to serve the educational

process. It can provide both, learners and teachers with new vivid context through unlimited potentials and prospects. The prevalent multimedia offered through technology can provide endless variety of forms that help the educational process participants conduct relationships and make simulations. It can create social setting for learners to communicate with all kinds of real people all over the globe and obtain real, authentic information which confirms and enhances their perceptions, broadens their knowledge, and improves the learning outcomes.

1.2. The statement of the problem

The technical advances of information technology (IT) have a great impact on English language learning-teaching process; a significant reason that induced many educational institutions to search ways and exert efforts to integrate CT within their educational systems. However, in spite of all the efforts, available capability is still less than the required demands needed to confront the challenges of integrating technology into the educational systems on the ground.

On the formal Level, instructional technologies are not given the attention that they deserve in local educational institutions. Many educational institutions in fact lack the technological infrastructure that enables transformation to instructional technology, and still follow traditional teaching approaches.

In contrast, the case in Hebron University is different to some extent. In spite of the availability of the technological infrastructure, instructional technology is not utilized to serve the teaching-learning process effectively. Technology is still used superficially for marginal uses.

On the national and international levels, the researcher found a significant gap in research related to the use of technology in teaching English literature specifically. In

addition, there is noticeable scarcity in studies in this domain relying on an erroneous prevalent idea that literature courses are better to be taught traditionally.

A Large number of studies had proved the great benefits of using technology in the teaching-learning process in general. This study comes as an effort towards enhancing the view that technology can also contribute to teaching literature on the same bases, and to prove that highly theoretical courses could be better taught electronically by using the BLA.

In case of success, the researcher expects that this study will provide evidence about the necessity of utilizing technology to improve learning outcomes, and may contribute in bridging the significant gap and serious scarcity in research relevant to the potentials of technology in teaching literary courses.

1.3. Significance of the study

In recent decades, technological advances are moving at an accelerated pace to the extent that technology became a distinctive, inherent manifestation of most aspects of human daily life. As a consequence, comprehensive changes had been imposed upon the whole activity of humanity; in thought, behavior and life system.

Based on this fact, education and the teaching-learning process are not in isolation; which convinced and prompted educational institutions worldwide to adopt integrating technology into their educational systems aiming to produce proficient people, having the ability to face the global challenges. Hebron University is not an exception within the whole landscape.

Strikingly, in spite of the advanced technology infrastructure in Hebron University, the use of instructional technology is at its lowest level. Firstly, the use of technology is

restricted to marginal or superficial uses; in the sense that it is used for uploading the academic plan, adding some electronic resources (videos, recordings...etc), and to some extent receiving and delivery of assignments. Secondly, all the courses are taught traditionally, with the only exception of "Laboratory Report Writing Structure" which is taught by using the BLA. Thirdly, and probably the most relevant to this study is that there are three undergraduate linguistic programs in the university (English Language and Literature, English Language Teaching, and English Language minor French), and a graduate program (Master Program in Applied Linguistics and the Teaching of English) all of these are taught traditionally.

The above-mentioned factors at Hebron University instructional environment, in addition to the significant gap in research and the scarcity of studies related to the use of instructional technology in teaching literary courses, stimulated the researcher to conduct this study, with a specific choice of "American Literature Course" to be the subject of the experiment. The researcher expects through this study to contribute to bridging the gap in the domain theoretically, and adding new practical evidence that CT, and the BLA particularly can contribute enormously in learning English literature courses.

Furthermore, the choice of "American Literature" to be the subject of the experiment also emerged from the fact that it is the only course in the plan about the topic; which means that teaching the course traditionally leads to confining exposure to the American literature restricted to the textbook material. Meanwhile, using technology can offer wider vistas and additional prospects of exposure to authentic American literature and culture. The completion of this study successfully may constitute positive contribution to the field at the local, the national and the international levels theoretically and practically.

1.4. The purposes of the study

The main purpose of this study is exploring technology utilization in the learning environment at Hebron University. This will be achieved through investigating the scope of using instructional technology in English programs, specifically in teaching literary courses, and exploring the attitudes of learners toward using instructional technology as well as the perceptions of the learners pertaining to the barriers facing technology applications.

The study also aims to explore the learners' perspectives relating to appropriate strategies that could help efficient integration of CT, specifically the BLA components within the teaching-learning process.

The researcher ultimately aims at enhancing the views and calls concerning technology effectiveness in the teaching-learning process in general, and in teaching literary courses in particular. To achieve firm results with authentic supportive evidence, the researcher will conduct an empirical project within Hebron University through applying the BLA in teaching one of the English Major Courses "American Literature".

The researcher expects through the experiment to obtain positive results about the influence of the BLA on the students' learning and attitudes which could support integrating technology in teaching literary courses. And in case of success it might lead to redesigning this course to be taught via the BLA.

1.5. Research Questions

The following questions will be addressed in this study:

- 1- To what extent is instructional technology currently used in English Literature classes at Hebron University?

- 2- What are the attitudes of the learners at Hebron University toward technology implementation in English Literature courses?
- 3- What are the main obstacles impeding the implementation of instructional technology in English Literature courses at Hebron University?
- 4- What are the main suggestions to be taken into consideration to include instructional technology in English Literature courses at Hebron University?
- 5- What is the influence of integrating the BL components in the traditional literature course “American literature” on learners’ attitudes and learners' learning at Hebron University?

1.6. The limitations

The researcher presents the following limitations to be taken into consideration:

- ❖ This study was conducted at Hebron University. All the results therefore were based on the data that were collected in Hebron University. Accordingly, the results that had emerged from this study might be generalizable only to similar settings.
- ❖ The size of the samples; the survey was conducted with limited number of participants (120) learners; and the experimental study was conducted with (26) participants; different numbers might lead to different results.
- ❖ The researcher used the uni-group experimental method, where prior-application of the research instruments is conducted with the sample; afterwards, the sample is exposed to the experiment; then, subsequent application of the research instruments is conducted with the sample. Using different experimental method, probably, may lead to different results.
- ❖ The limitation of time; the experiment extended through five weeks. A program of longer period of time may lead to different results.

- ❖ The scarcity of literature concerning the usage of the BLA in teaching and learning literary courses. The researcher faced real difficulty in finding the required literature. There was a serious gap in this domain which posed one of the main challenges.

1.7. Definition of the terms

❖ **Blended Learning:** "instruction that has between 30 and 80 percent of the course content delivered online, as contrasted with online courses, in which more than 80 percent is delivered online, and face-to-face instruction, in which zero to 29 percent of the content is delivered online."

❖ **Computer Assisted Language Learning (CALL):** "An approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element."

❖ **Computer technology:** The design and construction of computers to better help people at work, school, home, etc.

❖ **E-Learning:** E-learning refers to educational processes that utilize information and communications technology to mediate synchronous as well as asynchronous learning and teaching activities.

❖ **Gunning Fog index:** The Gunning Fog Index gives the number of years of education that your reader hypothetically needs to understand the paragraph or text.

❖ **Instructional Technology:** Instructional Technology is a systematic way of designing, developing, and evaluating the total process of learning and teaching in terms of specific goals and objectives, based on research in human learning and communication, and employing a combination of human and non-human resources.

❖ **Stakeholders:** All of whom interested or concerned in something. In this study the term is used to refer to all whom interested or concerned to the educational field and the teaching-learning process.

❖ **The MOODLE: The Modular Object-Oriented Dynamic Learning Environment (MOODLE).** It is a free open source that was designed specifically to support the teaching-learning process through powerful set of learner-centric tools and collaborative learning environments that can enable and enhance the teaching-learning process.

❖ **Text Content Analyser:** The "**Text Content Analyser**" is an online tool that the researcher had used to analyze the forum recordings. It is a free online program available on the "UsingEnglish.com" site. It can provide the user with statistics concerning the word count of a text; unique words; number of sentences; average words per sentence; lexical density; and the Gunning Fog readability index.

_ **Total unique words:** Number of different words.

_ **Lexical density:** The proportion of the content (lexical) words over the total words. Texts with a lower density are more easily understood. As a guide, lexically dense text has a lexical density of around 60-70% and those which are not dense have a lower lexical density measure of around 40-50%.

❖ **Virtual Learning Environment:** A Virtual Learning Environment (VLE) is a system for delivering learning materials to students via the web. These systems include assessment, student tracking, collaboration and communication tools. They can be accessed both on and off-campus, meaning that they can support students' learning outside the lecture hall 24 hours a day, seven days a week.

Note:

All the definitions are quoted as reported in their original references without any adaptation.

Chapter Two

Literature Review

2.1.Introduction

The advanced C T is recently considered as the phenomenon of the era. It is acknowledged, according to myriad research and empirical studies, as the basis to development in various aspects of human life and activities. The intended field the focus of this study, is the educational domain. C T introduced enumerable facilities that can help in realizing the highest rates of efficiency. The endless continuum of educational forms in teaching and learning; the numerous types of delivery media; the different variety of applications and processes; and the different alternatives and prospects; all reflected a wide range of distinctive effects and properties within the educational environment.

This section will present two main educational approaches which emerged as a consequence of integrating C T into the teaching-learning process, E-Learning and BL. It will mainly present the effects of usage, their properties, how could BLA be perceived, its boundaries, its levels and models, its importance and its success factors, the challenges of BL implementation; its impact on language skills; and its use in teaching and learning literature.

2.2. E-Learning

2.2.1. Properties of e-learning

A great number of studies had investigated the properties of E-Learning. Most of those studies agreed upon the following main properties:

1. Globality: e-learning can exceed all place and time barriers. It can be used everywhere and every time.
2. Interactivity: the ability of interaction between the content and users, learners and teachers, and the potential movement between components.
3. Popularity: in the sense that it is not restricted to particular group. E-learning program can be used by unlimited number of users everywhere simultaneously.
4. Individuality: e-learning can meet all kinds of learners' needs and interests, corresponds with learners' levels and allows advance according to learner's pace.
5. Integrality: the integration of all its components to achieve the intended learning objectives.
6. Flexibility: This can be manifested by presenting and imparting the information and learning materials and activities through integrating a variety of technological innovations; which offers the opportunity for collaboration and interaction. Esmail (2009), Al-shemi & Esmail (2008), A'amer (2007).

Taking the above mentioned properties and effects into consideration, in addition to many advantages proved through great number of studies, may upgrade e-learning to be the optimal solution for many problematic issues in the teaching-learning process. However, in spite of the plethora of supportive empirical and theoretical literature of e-learning, some scholars argued that there were disadvantages in e-learning.

A'amashah (2008) suggests that e-learning neglects the affective aspect, increases introversion and restricts concentration solely, on auditory and visual senses.

Furthermore, e-learning requires especially, qualified teachers and lacks humane relationships between the teacher and the learners.

Other educators claimed that e-learning programs are too costly and, that the e-learning learners were less competent in discussions and less skillful in presenting ideas than those who had learnt traditionally. Furthermore, the written reports of traditionally-learned learners were better than their e-learning peers. In addition, with the passage of time, technology tools may cause boredom, they claimed; Rossett et al (2003), Delacey & Leonard (2002).

Regardless of all the claims and arguments, the benefits and contributions of e-learning as an educational approach were undeniable, without neglecting the rightful claims at the same time. It can be said in this context that as a historical inevitability, the continual exploration and development efforts are a constant requirement to meet the regenerated needs of man and to be in pace with the renewed updates. Efforts, therefore, had continued to search ways in order to overcome the up-mentioned flaws producing a new teaching-learning trend known as "Blended Learning".

2.2.2. Effects of using e-learning

The positive effects of using technology encouraged extremely increasing numbers of e-learning and computer users particularly, in learning languages. Many studies were conducted to investigate the effects of using computers in the teaching-learning process. A study by Meloni (1999) proved that the use of Internet in English language classes increased learners' motivation and exposed learners to real use of language.

An empirical study by Teeter (1997) with learners at Arkansas University revealed that the use of Internet increased the learners' motivation and their abilities in discussions. A study was conducted by Edwards and Fritz (1997) to investigate the perspectives of the university learners about three methods used technology in teaching; the learners reported

that e-learning was interesting. It achieved the intended outcomes; and that they had learnt the concepts and the applications by e-learning much better than the traditional approaches.

Studies conducted by Reis (1995), Sivert & Egbert (1995), and Davidson & Tomic (1994), provided evidence that the use of Internet and multimedia programs in teaching English had achieved successfully the intended objectives. A great number of studies and investigations can be added; which provided clear evidence about the positive effects of using computers in enhancing learning and teaching language skills and language acquisition. It can be said that it had been proved that C T in general and E-Learning in particular have indisputable impact on the teaching-learning process.

2.3. Blended learning

2.3.1. How could blended learning and CALL be perceived?

The terms have many definitions; The Sloan Consortium defined hybrid courses as "The courses that integrate online with traditional face-to-face class activities in a planned, pedagogically valuable manner". Babu M, Sameer (2009) defines BL as "A fruitful effort in integrating live classroom activities including face-to-face instructions along with online learning and instructions so as to reap the maximum benefits by utilizing the best elements of all through effective planning by an ideal facilitator". Gary Harriman indicated in his article, "What is Blended Learning" (2004) that "Blended learning combines online with face-to-face learning. The goal of BL is to provide the most efficient and effective instruction experience by combining delivery modalities". Dziuban, et al, (2004), define BL as "A modality that *combines the effectiveness and socialization opportunities of the classroom with the self-directed and active learning opportunities that the online environment offers*". On the same track, CALL, as a feature

of BL according to Driscoll, (2002) is, "To combine any form of instructional technology (e.g., videotape, CD-ROM, Web-based training, film) with face-to-face instructor-led training". Levy defined CALL as "The search for and study of applications of the computer in language teaching and learning". (Levy 1997: p.1).

Reviewing literature about the topic in general and scrutinizing the above mentioned definitions in particular, indicate that most of the perceptions are revolving around integrating traditional instruction with e-learning; integrating strategies, methods and means of both approaches with the vast available variety of instruments. They all agree upon the right employment of methods, means and instruments of traditional instruction alongside with e-learning methods, means and instruments creatively according to the teaching-learning situation.

However, all the above mentioned definitions indicated that the three terms (e-learning, CALL, and BL) are flexible terms. They intersect remarkably which might cause some confusion and provoke debate about the boundaries that can reflect more expressive meanings of the terms. Allen & Seaman (2010) tried to draw these boundaries in relation to the proportion of online use of the course. They provided typical description as follows:

An Overview of On-Line Learning Environment (Allen & Seaman, 2010)

% Online	Type of Course (Module)	Typical Description
0%	Traditional	A Course with no online technology use – content is delivered in writing/oral.
1-29%	Web-Facilitated	A Course that uses web-based technology to facilitate F2F course. May use VLE or web pages to post curriculum & assignments.
30-79%	Blended/Hybrid	A Course that blends online & F2F delivery. Substantial proportion of content is delivered online, typically uses online discussion & typically has a reduced number of F2F sessions.
80+%	Online	A course where most/all of the content is delivered online. Typically no F2F meetings.

In this respect therefore, the researcher would define the term operationally for the purposes of this research as, "Planned integration of traditional classroom teaching methods, means, and instruments (explanation, discussion, dialogue, presentation, practical lessons), with E-learning methods, means, and instruments (Internet, e-mail, an electronic interactive library, conversation, discussion, and forums), in the teaching of American Literature Course for English learners at Hebron University."

2.3.2. Properties of blended learning

Many studies had asserted the properties of BL and the potential contributions of such an approach in the teaching-learning process. A study by Ranteesy & A'qel (2011) points out many properties of BL; they suggest that it shifts the teaching-learning process to be learner-centered process, and increases the accessibility of information.

A research presented to the Second Scientific Conference of Faculty of Education at Al-Azhar University in Palestine provided many properties of BL. The main were: that the BL can reduce enormously the expenses of learning in contrast with E-Learning. It can also enhance humane aspects and social relationships among learners, teachers, and between learners and teachers, (Mustafa 2008).

In addition, it is flexible enough to meet individual needs and different learning styles of learners according to their levels, ages and time. Furthermore, it uplifts the quality of teaching-learning process, raises the quality of teaching product, and can constitute appropriate solution for teaching many subjects that may be problematic to be taught completely by using E-Learning, (Mustafa, 2008).

Krause (2008) mentioned number of properties similar to the previously mentioned. A study by Valerie (2005) provided evidence that the BL could improve and broaden the learners' learning skills. Oblender (2002) indicated in a study that the BL had contributed

in increasing rates of school attendance. Many other researchers explored the domain, in addition to a great number of studies that investigated the impact of using the BL on different aspects of the teaching-learning process and its components.

It is clear from what have been already mentioned and the related literature reviewed that the BL is characterized by combining the properties of both, E-learning and traditional face-to-face learning. The most important of those properties are: increasing learning effectiveness; diversity of knowledge means and the abundance of activities and alternatives; fulfillment of active learning; flexibility, which enables implementation in different places and environments according to the available potentials; in addition to interactivity and satisfaction that can be realized for both, learners and teachers.

2.3.3. Importance of blended learning

The plethora of written and empirical literature about BL makes it one of the most important developments in the twenty first century. The brief examples of studies and reports that have been already cited in the previous sections can provide clear evidence that the BL has the potentials to introduce real opportunities for successful teaching-learning experiences.

It is more comprehensive, flexible, and effective than diverse e-learning approaches. It can improve teaching-learning effectiveness by offering more conformity between the learners' needs and educational program. It can help focusing on the teaching outcomes and facilitate access of information; it also facilitates communication between the components of the teaching-learning process.

It is obvious also that BL includes skills, cognitive aspects, and affective aspects, which enable overcoming isolation and boredom resulted from using e-learning for long

times; and it maintains relationships between learners on one hand and learners and teacher on the other.

To conclude, it can be said that a great number of studies (some examples mentioned in the previous section) have asserted the importance of the BL. It can increase learning effectiveness and improve learning outcomes by offering better correlation between the learners' needs and the intended learning program.

2.3.4. Levels of blending

According to Graham (2004) blending can be classified into four levels:

- Activity level blending; the activities in this level of blending usually contain face-to-face and computer-mediated elements according to the instructor's desires; in the sense, that the instructor is the main determiner of the nature of blending. The activities in this level of blending are not restricted or precisely defined, as well as they might not constitute part of the course.
- Course level blending; this level of blending is the most prevalent in blended programs. Blending in this level is determined by the instructor, it requires a combination of distinct face-to-face and computer-mediated activities which are used as a part of the course.
- Program level blending; this is the most usable level at higher education. It is used in two models; in the first, the blending between face-to-face and online courses is determined by the participants themselves; in the other, the blending is prescribed by the program.
- Institutional level blending; this level is adopted by some institutions where they make organizational obligation to blending face-to-face and computer-mediated instruction.

It is worthy to mention in this context for more clarification of the difference between these levels of blending that the stakeholders at the activity and course levels are the instructors, whose main interest the effectiveness and productivity of learning; meanwhile the stakeholders at the program and institutional levels are the administrators, whose main interest issues related to cost effectiveness and, approaching and gaining new audiences.

2.3.5. Models of blended learning

There are six models of blending. The needs and objectives of the stakeholders dictate which model to be chosen. The models of blending are:

- Face-to-Face Driver Model; blending in this model is determined on a case-by-case basis; in the sense that certain learners may participate in the program. Online instruction in this model is introduced with the aim to allow both, superior learners who are working at higher level of their grade, and lagging learners to work on their own pace.
- Rotational Model; learners in this model alternate between different stations according to planned schedule divided to face-to-face meetings and online sessions. This model had proved its effectiveness in improving learners' achievement.
- Flex Model; materials in this model are delivered mostly online. This model is used on a large scale by schools of a large number of non-traditional learners; in the sense that learning according to this model occurs in a self-guided environment.
- Online Lab Model; this model is mainly adopted by schools facing problems or lack of resources. Learning in this model occurs entirely online through specified

computer labs which enable the school overcome its shortcomings on one hand, and the learners work on their pace, on the other hand.

- Self-Blend Model; this model is dedicated to offer opportunities for students to take classes beyond the available at school. It allows the learners to supplement their learning through online offered courses. Learners in this model are highly-motivated learners.
- Online Driver Model; this model is optimal for learners seeking wide margin of independence and flexibility in their daily schedule. Materials in this model are delivered through a platform, and learners contact with their teachers online. (Michael B. Horn 2011).

2.3.6. Success factors for blended-learning

Many factors that were agreed upon by most of the educators may lead to successful implementation of BL. The main ones were summarized by A'masha (2008) in the following:-

1. Communication and guidance; an important factor that regulates the communication between the teacher and the learners, controls the roles and defines the expectations of both, the learners and the teacher.
2. Collaborative work; this is a basic feature of BL. It requires interaction of both, teachers and learners; a case which necessitates working as a group with specified roles for individuals.
3. Promoting creativity; technology and multimedia offer wide vistas of innovation. Enhancing innovative environments and promoting creativity are of great necessity for successful implementation.

4. Flexibility; to ensure success, a BL program must include different options simultaneously to meet the different needs, interests, and individual differences of learners, and to take into consideration the differences of place and time.
5. Communication; BL necessitates fast connection available all the time to facilitate interactivity between learners and teachers and between learners themselves which offers effective guidance and instruction.

2.3.7. Challenges of implementation

In spite of the enormous contributions that have been proved by a great number of studies, a number of challenges and obstacles have emerged through application. Many studies explored and asserted those challenges. Generally, scrutinizing closely in BL as an approach can indicate that it is based on foundations and principles. It is concerned with all the components of the learning-teaching process. Consequently it needs integral environment. The absence or disturbance of any needed requirement may lead to difficulty in application.

Some challenges for instance were provided by Esmaeel (2009). He suggests that the limited time for application; weakness of learner's electronic skills; slow internet connection; the instructor's inability to follow up the excessive movement of some learners, in addition to unavailability at the needed time to help the learner; and the reluctance of teachers for using BL; all may constitute potential difficulties for implementation.

Harriman (2004) also had provided other challenges related to the design of BL, the main were: the management of instructional complexity; the management of roles and responsibilities; creating convenient learning experience; and careful management of

expectations. Many other difficulties were explored and discussed by researchers. However, it might be said that the above-mentioned are the main ones.

To conclude, the researcher argues that all the difficulties could be overcome through taking advantage of the others' experiences; preparing suitable infrastructure; creating convenient learning environment; and allocating sufficient financial resources. Furthermore, a working group of experts, teachers, and educators is urgently needed to develop suitable, applicable plans.

2.4. Impact of blended-learning on language skills

The actual entrance of CT and BL into the educational realm to serve the teaching-learning process might be traced back to the 1950s. But it had not occupied a prominent status at that time. The emergence of personal computers in the 1980s, and the associated drastic advance in technology afterwards strengthened the role of CT and accelerated its usage in education in general, and in teaching and learning languages in particular.

Recently, CT by virtue of its infinite benefits enjoys undeniable popularity in the teaching-learning process. An important domain of usage is teaching language skills. This section will provide some contributions of CT in teaching language skills.

2.4.1. Impact of blended-learning on reading skills and vocabulary

The infinite benefits of CT and multimedia had led educators to suppose that computers might contribute enormously to improve reading comprehension and vocabulary learning. An experimental study was carried out by Soltani & Tabatabaei (2012) to examine the impact of using the BL instruction on Iranian EFL learners' vocabulary knowledge.

The researchers conducted their study on 60 EFL learners at an intermediate level in Isfahan. The study provided evidence that using the BL in teaching vocabulary helped

the learners to improve their vocabulary knowledge. They indicated that the BL provided more authentic and real-life language contexts for learners when it is compared with traditional and paper-based learning situations.

Other experimental comparative study was carried out by Fahimi et al (2011) to examine the impact of using e-mailing on EFL learners' vocabulary retention compared with learners' retention through traditional teaching methods. The researchers conducted their study with 40 EFL lower-intermediate learners. The results of the study indicated that using e-mail technology had enhanced significantly the learners' vocabulary retention. They recommended that "Teachers should pay attention that e-mails can be utilized as a tool in learning vocabulary, and that integrating the Internet in the EFL curriculum seems logical choice".

An experimental study was carried out by Kilickaya & Krajka (2010) to compare the utility of using online vocabulary teaching in contrast with traditional teaching methods that were used in upper-intermediate academic English class. The researchers conducted their study with 38 participants divided into two groups from different departments in a private university in Ankara. The learners' participation in the study was their first experience with this kind of learning. They were studying English in order to pass the proficiency exam that was conducted by the university.

The researchers proved through their study that "the experimental group using '*Word Champ*' while studying vocabulary items performed significantly better than the participants in the control group who practiced traditional vocabulary learning activities". The study also provided evidence that the online learning had enhanced the learners' autonomy and motivation; in addition to a variety of options for using the most suitable strategy in learning in accordance with their individual differences.

2.4.2. Impact of blended-learning on writing skills

Writing skills were and remain one of the main objectives of the educational process in teaching and learning English as a second or foreign language. Writing is not merely combining a set of words or configuring a sentence or a group of sentences; it is far beyond that. It requires a number of included skills that enable communicating a clear message with clear meaning and connotation. It needs organizational, rhetorical, stylistic, grammatical, and visual skills.

Educators supposed, based on what have been achieved in many other domains, that CT can contribute effectively in enhancing writing skills. Many studies therefore, explored the potentials of harnessing CT in teaching and learning writing skills.

An empirical study was conducted by Keshta & Harb (2013) to investigate the effectiveness of using a BL program on developing Palestinian tenth graders' English writing skills. The researchers performed their experiment on 40 learners from Shohadaa' Rafah Basic School divided into two groups, control and experimental groups. The program lasted for eight weeks; over the program period the experimental group was taught via the BLA meanwhile, the control group was taught traditionally.

The findings of the experiment revealed significant differences in learners' scores and achievement in favor of the experimental group. The researchers attributed these differences to the usage of the BL program. They recommended based on the obtained results, that "Education stakeholders should adopt the blend in teaching English; hold educational courses and workshops for teachers in employing BL to enrich the teaching-learning process".

A study conducted by Miyazoe & Anderson (2009) investigated the effectiveness of using three different asynchronous online writing tools; forums, blogs, and wikis in

EFL- blended learning course in a university in Tokyo, Japan. The researchers carried out their study from October 2008 to January 2009, with 61 participants in their 2nd academic year. The study revealed that the three tools had achieved general success in making qualitative changes in the learners' writing abilities. They helped improving the learners' vocabulary to be richer and higher in level; increasing the complexity of the learners' writing.

2.4.3. Impact on listening and speaking skills

Listening and speaking are main language skills closely associated in learning languages; that is in many instances and situations language can be learnt naturally through verbal and auditory simulation. In the teaching-learning context the imbedded multimedia of CT can offer significant support for learners. It can provide potentials to enhance their learning and get better results.

It can bring in real world learning opportunities through its numerous websites which offer a plethora of exercises for learning listening skills; as well as the enormous authentic audio and video resources that can be used for learning purposes. It might be said that CT can present authentic language-learning context to improve listening comprehension.

CT is also helpful in learning and improving speaking skills. Learners can use the programs and applications available through CT; many networking sites allow the learners to use audio and video talk; in addition to the social sites which enable the learners talk with native speakers and practice the language use in real situations and help improving their speaking skills.

Many studies were conducted to investigate the effectiveness of using the BLA in improving listening comprehension. An experimental study conducted by Ala'rabi (2013)

investigated the effectiveness of using the BLA for improving listening comprehension of non-native Arabic learners and their attitudes towards it.

The researcher conducted his study on 10 learners enrolled in the 3rd level in Al-Emam Muhammed University. He asserted, relying on the obtained results, the effectiveness of using the BLA in improving listening skills. He also confirmed the difference in trends and the learners' positive attitudes towards the usage of the BLA.

A study conducted by Grgurovic (2011) described the technology-enhanced blended learning program in an ESL class. The researcher examined in her study an intermediate ESL listening and speaking class in an intensive English program at a large public university in the US, with the participation of 19 learners.

The researcher proved, based on the research results that "The availability of the recording feature allowed students to practice speaking and pronunciation skills, and even allowed for the type of pronunciation activities that were impossible to do in classroom". The results showed also that 94% of the participants strongly agreed on the helpfulness of the online activities in developing listening, speaking, and pronunciation. Finally, the final survey indicated that both, the instructor and the students had shared the view about the invaluable contributions of online activities to instruction.

2.5. Blended-Learning in teaching literature

This section will revolve about two main ideas. The first is related to the debate about the feasibility of using literature in EFL classes; the other will discuss the use of the BL in literature EFL classes.

Traditionally, literature had been taught within English courses to impart knowledge about other cultures and, to some extent, to enhance learners' linguistic skills. Afterwards, with the advent of communicative approaches, the status of literature receded

as a direct effect of the new views about the language learning process as a whole; mainly, the needs of learners and the purposes of learning.

Many of the communicative approaches proponents claimed that the ultimate purpose of a foreign language learner is using the language functionally which does not require learning literature; depending on the nature of literature topics. They claimed that literature is rife with obstacles for instance, differences related to historical and social dimensions, linguistic difficulty, the difficulty of text length, and more important, that the literary language is not used functionally. This group of educators therefore, sees literature irrelevant in teaching a foreign language.

On the other hand, many educators emphasized the potentials and stimulating powers of literary texts in teaching a foreign language. Lazar (1993) asserted that literary texts, as teaching materials, can enhance language acquisition; they may broaden students' language perception and develop the students' abilities and skills of interpretation; they can provide learners with all aspects of knowledge. Parkinson & Reid Thomas (2000) added that literary texts can offer good material for opinion gap activities through the variant views of interpretation they include.

In an empirical study by Arikan (2005), it was proved that studying literature was beneficial. It helped learners to develop their language skills and recognize different worldviews and ideologies; which provided evidence that literary texts were appealing.

On the same track, Duff and Maley (2007) had pointed to the social and affective features of literary texts. They suggest that using literary texts in teaching can provide learners with cultural knowledge, which may help in developing understanding and tolerance. On the affective level, they suggest that the affect and emotion included in

literature can help in learners' engagement and make the material more interesting and memorable.

Relying on the above-mentioned evidence, the researcher tends to agree with using literary materials in teaching a foreign language. It had been proved that literature can provide rich material for language learners.

Though literary texts are accepted as invaluable source for learning, full advantageous prospects are still out of realization; the deficiency might be attributed to the methodology of teaching literature. Literary texts are still taught traditionally. This defect was one of the main motives for the researcher's choice. It motivated the researcher to explore the potentials of the available technological advances in improving the outcomes of the teaching-learning process through literary texts. And more specifically, to refute the prevalent perception in higher education about technology contributions within the field of literature; mainly, the erroneous beliefs that technology could not help enough in teaching literature and that literature can only be taught traditionally.

The researcher views the BL, as an efficient trend proved its effectiveness, can be the promising alternative for attaining the best outcomes. The researcher will enhance this point of view by presenting some supportive evidence, in spite of the scarcity of literature in this domain; then to conduct an experimental research through implementing BL on one of the English Major Courses at Hebron University, the "American Literature" afterwards.

It has been proved that blended learning is highly successful as a practical methodology for enhancing traditional teaching methods. Building on this fact, which had been asserted through countless studies and research, it could be safely said that the

success and achievement which had been obtained in teaching language aspects and skills can be obtained successfully in teaching literature.

Using instructional technology "particularly the BL" may inspire a revolution in the world of teaching literature as a subject. It may renovate the perceptions about the subject as a whole; how literature is seen by both, educators and learners; how it is taught and how people perceive literature.

Studies which explored the potentials of using technology in teaching literature provided supportive evidence to such an orientation. Jain (2012) asserted that using Information Communication Technology (ICT) in teaching English literature can provide a supplementary pillar and an additional resource to the traditional mode. It can make the process more interesting for learners and teachers; it brings vitality to the subject; as well as it motivates the learners and prompts their engagement.

Furthermore, it increases learners' comprehension and improves their proficiency. It also helps the teacher in research in various fields of literature and to use variant methods of teaching. Jain concludes by emphasizing the importance of ICT in teaching and learning literature in all languages.

A study introduced by Amiri (2012) based on the assumption that technologies have always been interesting to the students. To prove the validity of this assumption, Amiri reviewed some scholars' perceptions. His aim was discussing to which extent ICT and Virtual Learning Environment (VLE) could contribute to the teaching of English language and literature.

Depending on Carol (1998), Krashen (2007), Priston (2005), Kim (2005) and Hoven (1999); Amiri provided supportive evidence and asserted the invaluable contributions of ICT & VLE to the domain. He concluded that language and literature

learning is not restricted to classroom. It should extend to daily-life and real situations out of classroom. Amiri suggested also that both learners and teachers should persist on continuous usage of the available technological devices as advantageous tools for literature learning and teaching.

An empirical study conducted by Arikan (2009) provided evidence that using visual materials to support literature classes had positive impact on learners' success in final achievement scores. It also influenced the classroom environment positively.

Those results had supported the view that using technology in literature learning can develop both, learners' knowledge of literature, and knowledge of computer and internet technologies. It is obvious that the new technologies offer new educational possibilities that may be employed in teaching literature; for instance, the possibility of combining auditory and visual presentation interactively, and the prospects of access to literary journals, blogs and discussion forums.

Another empirical study was conducted in the college of education in Ankara, by Arikan (2008). The study revolved about applying internet technology into the teaching of American and British literatures through using "Internet Groups". The researcher aimed at exploring how students use the Internet Group in the learning of literature; and to discuss the effect of using Internet Group on learning literature. The participants were 132 prospective ELT teachers who did not had experience in studying literature through the medium of the internet.

The results indicated that this new medium got the learners' appreciation and met their needs and interests. The majority of the participants manifested satisfaction for using cyberspace, which facilitated their interaction and exposed them to massive literary input.

Literature, therefore, no longer confined to books; literary discourse has become available electronically; a fact which should be taken into consideration. This newly imposed fact necessitates acceptance of the challenge by including the new forms of literary discourse in recent plans and methodologies.

Chambers and Gregory (2006) asserted that "modern societies are moving from a word-and-print to an image-and-icon world and it would be pertinent for teachers to include elements of this image-and-icon world in their literature classes in order to engage their students". Building on this view, Yesilbursa (2012) had conducted an empirical study in teaching poetry to a group of Turkish prospective EFL teachers through multimedia materials. The researcher concluded that literary works can fit well within the currently popular communicative framework of teaching foreign languages; and that the use of audio-visual materials in teaching poetry had led to learners' enjoyment and better outcomes in learning.

A similar study conducted by Nurulhady (2010). He explored the possibilities in using audio-visual means and online media to improve students' involvement, enjoyment and creativity in English Drama class. The results indicated that using online media had a great impact on the learners' participation and creativity. It developed students' participation and promoted their creativity. In addition, using online resources helped greatly in upgrading the learners' understanding of literary elements of drama.

To conclude, it can be said that online media has become indispensable means to be adopted in teaching literature. It is a promising field worthy of attention and exploration; it must get the best from the courses designers and the educators' consideration.

2.6. Summary

CT had invaded all the domains and aspects of human daily life. It has imposed itself as an essential requirement and an indispensable factor for achievement in any human activity. In this context, the educational sector can be considered as the launch base of any evolution within the society's procession, and CT became an urgent necessity to be utilized in serving the educational purposes.

Myriad studies and researches, some of which have already been presented in this chapter, proved the effectiveness and benefits of using CT in the educational domain. This study came on the same track to add a new experience in using CT to serve the educational objectives through implementing the BLA in learning one of the literary courses "American Literature" at Hebron University.

The researcher in this chapter introduced e-learning as the first threshold in using computer technology within the educational domain; then presented its effects and properties; afterwards, the literature related to the BLA; its definition, boundaries, properties, importance, levels, models, its success factors, challenges of implementation, its impact on language skills and finally the usage of the BL in teaching literature was presented.

Chapter Three

Methodology

3.1. Introduction

This study consists of two parts with the aim of exploring the potentials of using the BLA in teaching English literary courses at Hebron University. The first part is a survey that examines four axes: The scope of current usage of CALL in English literature classes, the attitudes of English learners towards using instructional technology in English literature classes, the main obstacles that might impede instructional technology implementation in English literature classes, as well as the learners' suggestions for successful application of instructional technology in English literature classes. Exploring these four axes is expected to provide answers to the first four questions of the study. This will be achieved through the first questionnaire.

The second part is an experiment in teaching "American Literature" course via the BLA; with the aim of examining the changes of the learners' attitudes and behavior toward CT, and presenting the influence of using the BLA in learning literary courses.

This in turn will provide answers for the final question of the study and might lead to redesigning this course so as to be taught via the BLA. This part will be achieved through using a pre questionnaire and the online forum recordings analysis.

This chapter will tackle the design of the research, the participants in the study, the instruments used in collecting the required data, and the procedures of data collection and analysis.

3.2. Research design

Many studies have proved the efficiency of surveys in collecting data for the purposes of the research, and many researchers, for instance (Mackey & Gass. 2005), consider surveys as one of the most common methods of collecting data about attitudes and opinions from a large group of participants. Relying on scholars' emphases and recommendations, the present study will be a combination of a qualitative-quantitative survey to ensure the higher level of validity and reliability.

Two questionnaires were used to collect the data required for this study. The rationale for using questionnaires is that, questionnaires are the most suitable instrument for gathering kinds of data, which could not be obtained through other instruments; such as, participants' beliefs, attitudes and motivation. Additionally, the researcher will also use the online recordings of the learners' participations on the forum as a source of data.

3.3. Samples and population

The targeted population in this study involved the English learners enrolled in English literature courses during the summer semester of the year (2014), and the English learners enrolled in "American Literature" course at Hebron University during the first semester of the academic year 2014/2015.

The first group consisted of 120 learners of different levels. This group was targeted to provide information about English literature learners' perspective regarding the use of technology in learning English literary courses in general. (114 learners participated in filling the required questionnaire for the study).

Table (1): Demographic data of the participants in the first group:

Variable	Number	Percentage
First year	14	12.3
Second year	24	21.1
Third year	42	36.8
Fourth year	34	29.8
Total	114	100.0

The other group is an experimental group that represented the source of data about applying the BLA in teaching "The American Literature Course" specifically.

The learners in this group were taught traditionally for a half of the semester then, they were taught via the BLA for the remaining period of the semester. This group consisted of 26 learners as follows:

Table (2): Demographic data of the participants in the second group:

Gender		Total	Level		Total
Male	Female		3 rd year	4 th year	
3	23	26	2	24	26

3.4. Instrumentation

In language teaching and educational research methodology it has been emphasized that using different instruments for obtaining the required data is an important issue. Such an issue should be taken into consideration in order to ensure adequate and comprehensive knowledge and, higher level of validity and credibility. Accordingly, two questionnaires and the forum recordings will be employed for obtaining the required data.

3.4.1. The questionnaires:

The first instrument in this study is a questionnaire. (The rationale of using questionnaires was mentioned previously). As have already been mentioned, two questionnaires were employed to obtain the required data. The first questionnaire was designed to gather information from English major learners in general (The first group of participants which was described previously).

The questionnaire was presented to a panel of three judges specialized in applied linguistics. After revision and scrutiny they recommended some modifications. The questionnaire had been modified and piloted in order to verify its validity.

The questionnaire consists of five parts. The first part is dedicated for personal information about the participants; their levels, their experience in computer technology and their experience in literary courses. The second part consists of 10 items; it is concerned with investigating the scope of using CT in English literature classes at Hebron University, which covers the first research question.

The third part consists of 10 items investigating the perspectives of learners towards using CT in English literature classes. This part is expected to cover the second research question.

The fourth part consists of 15 items to explore the potential obstacles that might impede CT implementation, which provides answers to the third research question.

The fifth part consists of eight items to cover the fourth research question about the learners' suggestions for efficient integration of CT in English literature classes.

The reliability of the questionnaire was calculated using (Cronbach Alpha) formula, and it was measured to be as follows:

Table (3): Results of Cronbach Alpha

Title	Number of cases	Number of items	Alpha value
Perspective towards the use of instructional technology	114	10	0.89
Obstacles that impede instructional technology implementation	114	15	0.65
Suggestions for efficient integration of instructional technology in English classes	114	8	0.93

(See the questionnaire into appendix C).

The second questionnaire is a pre-questionnaire designed specifically for the learners of the second group (The experimental group). It is dedicated to obtain information about the same issues stated in the first questionnaire with concentration specifically on the usage of the BLA.

The questionnaire consists of five parts. The first part sought personal information about the participants; their levels, their experience in BL, and the number of literary courses they have enrolled in.

The second part explores the availability of technology facilities for the learners, and the scope of using technology for educational purposes particularly in learning literature. It also investigates the employment of computer technology; in other words, what are the targeted activities by the learners?

The third part investigates the learners' perspectives towards using CT in learning English language in general, and the use of the BLA in learning literary courses in particular.

The fourth section is concerned with the potential obstacles that may hinder the BLA implementation; and the last part seeks the learners' suggestions for efficient integration of the BLA in English literature classes.

The reliability of the questionnaire was calculated using (Cronbach Alpha) formula, and it was measured to be as follows:

Table (4): results of Cronbach Alpha

Title	Number of cases	Number of items	Alpha value
Perspective towards the use of Blended Learning	25	15	0.85
Obstacles that impede Blended Learning implementation	25	15	0.78
Suggestions for integration Blended Learning in English classes	25	8	0.85

(See the questionnaire into appendix C).

3.4.2. The online units and recordings

The "American Literature" course mainly focuses on providing learners with literary and cultural knowledge, as well as academic and linguistic skills. The primary material used for the BL program is the assigned textbook.

The program included five literary units; it extended along five weeks from the 2nd of November to the 14th of December. It included 9 online sessions and 12 face-to-face meetings. The units were designed to be taught via computer as multimedia units. The designing stage was accomplished through invaluable intensive cooperative efforts of the researcher, the supervisor (The teacher of the course), and the manager of the electronic unit at Hebron University.

A specific plan was developed to present the material; the plan included a template of three headings with icons that shift the learners to hypertexts about the subject matters (*See appendix B*). Each online session starts with an introduction that provides the learners with a general idea about the given subject, and directions for treatment to be followed

step-by-step for the given session. This in turn, is followed by the expected objectives, and the activities.

The determined activities included reading texts, watching videos, reviewing external online resources which contain information related to the course objectives. And finally activities requiring answering questions and doing graded quizzes on the forum.

The forum offers the environment for communication between the instructor and the learners, and between the learners themselves. Through the forum the teacher conducted the discussions and assignments, provided feedback by guidance and responses to the learners' postings, and evaluated the quizzes. Through the forum also, the learners accomplished their activities and assignments, interacted with each other, and commented on their peers' responses. Their participations on the forum will be a resource of data that will be analyzed at the end of the program to monitor the changes in their performance and behavior toward CT.

The foregoing plan had been developed to be used for the first time within this course, taking into consideration mainly the integration of the traditional face-to-face classroom environment with the online learning environment. The platform for these activities was the MOODLE.

3.4.3 The MOODLE

To apply the experimental part of the study, the researcher had used **The Modular Object-Oriented Dynamic Learning Environment (MOODLE)** platform. The diverse advantages of such a platform make it the most convenient and preferable way to achieve the assigned objectives.

MOODLE is a free open source that was designed specifically to support the teaching-learning process. Through its powerful set of learner-centric tools and

distinctive collaborative learning environments it enables and enhances the teaching-learning process. It provides the stakeholders with secure, integrated system which allows creating personalized learning environments.

Additionally, MOODLE is easy for learning and usage; flexible, in the sense that anyone can adapt, extend and modify it according to the intended needs. It is also characterized by the advantage of suitability to support both, BL and completely 100% online courses. These and many other advantages presented MOODLE as the most usable and worldwide spread platform.

3.4.4. The text content analyser

The "**Text Content Analyser**" is an online tool that the researcher had used to analyze the forum recordings. It is a free online program available on the "UsingEnglish.com" site. It can provide the user with statistics concerning the word count of a text; total of unique words; number of sentences; average words per sentence; lexical density; and the Gunning Fog readability index.

"**UsingEnglish.com**" is a general English language site specialized in English as a Second Language (ESL). The site is supported with a wide range of resources that can provide users with abundance of required information. This site had been activated since the beginning of 2002 and since then it presents enormous contributions for users.

3.5. The procedures

3.5.1 The first part of the study

The researcher began the research by designing the first questionnaire to be used for achieving the purposes of the first part of the study. This questionnaire is concerned with exploring four areas; the scope of using CT in English literature classes at Hebron University; the perspective of the learners towards using CT in English literature classes;

the potential obstacles that might impede CT implementation; and the learners' suggestions for efficient integration of CT in English classes.

The targeted population of this phase was English literature learners in general. The researcher therefore, chose the learners enrolled in English literature courses in the Summer Semester of the academic year 2014 to be the sample of the study. The questionnaire was presented to a panel of three arbitrators specialized in applied linguistics to be judged. They recommended some linguistic and grammar modifications.

After modification, the researcher piloted the questionnaire with 20 learners other than the intended sample. The piloting results did not necessitate significant changes or modification. After confirming the validity and reliability of the questionnaire, it was distributed to the sample. 114 of the total number 120 participants had filled the questionnaire and the data had been gathered and analyzed. The analysis of data and the results will be discussed later on.

3.5.2. The second part of the study

With the advent of the first semester of the academic year 2014/2015 the researcher started preparations for the experimental part of the study. The researcher used the uni-group experimental method; where prior-application of the research instruments is conducted with the sample; afterwards, the sample is exposed to the experiment; then, subsequent application of the research instruments is conducted with the sample.

The targeted population in this part was the learners enrolled in the "American Literature Course". The sample was 26 learners that had to be taught traditionally for a half of the semester, then to be taught via the BLA along the second half of the semester. The semester started on August 31; the teacher informed the participating learners that

they would be expected to share as a sample in the study and provided them with initial information and arrangements.

Meetings and intensive efforts were exerted by the researcher, the supervisor (The teacher of the course), and the manager of the electronic unit to prepare the intended units to be loaded online. The researcher, supervised by the instructor of the course, designed a particular plan for the online units (The plan was described previously) and the manager of the electronic unit up- loaded the material to be ready on time.

During the 7th week of the semester the researcher distributed the pre-questionnaire (Described previously) for the participating sample and gathered the required data. 25 of the participants had filled and returned back the questionnaire.

The blended learning program started on the 8th week of the semester. The first session was held in the university lab with presence of all the participants. The supervisor of the electronic unit explained in detail the mechanism of using the online program and responded to the participants' inquiries. The researcher shared this first session to contribute in clarifying issues when needed. Afterwards, the researcher avoided sharing or interference, fearing influence on the research results. Henceforth, the instructor assumed responsibility of conducting and administrating the procedures of the course progress.

When the program came to its end, the online recordings were collected and analyzed. The recordings were analyzed according to the count of access operations to the course and the targeted activities, and to the forum recordings of the learners' participations were analyzed via the **Text Content Analyser** program.

Owing to the difficulty in the possibilities of analyzing the enormous number of participations, the researcher selected systematic random sample from the participants in

order to analyze their posts over the period of the program. Four participants were selected as a sample; their posts were collected through three stages; the first week, the third week, and the fifth week. Afterwards, contrastive analysis had been conducted to monitor the changes in their performance through the three stages. (The results will be presented later on).

3.6. Data analysis

The study basically aimed at exploring the potentials of using the BLA in learning and teaching English literary courses at Hebron University. The process included investigating the scope of current usage of CALL in English literature classes; the attitudes of English learners in general towards using instructional technology in English literature classes; the main obstacles that might impede instructional technology implementation in English literature classes; as well as the learners' suggestions for successful application of instructional technology in English literature classes; and finally to provide information about the influence of using the BLA on the learners' learning through an experimental program in learning the American Literature Course via the BLA.

Two questionnaires and the learners' participations on the forum recordings were used as the sources of data. The reliability of the questionnaires was calculated and measured by using (Cronbach Alpha) formula. The items of the questionnaires consisted of Yes/No questions, multiple choice items, and five Likert Scale items from strongly disagree to strongly agree. Frequencies, percentages, means and degrees were calculated for each item by using the Statistical Package for Social Sciences (SPSS).

Concerning the learners' participations on the forum, the Text Content Analyser (Described previously) was used as a tool to analyze the samples' gathered material. The

"Text Content Analyser" relies mainly on seven criteria; total words count, total unique words, number of sentences, average sentence length, number of paragraphs, number of hard words, and lexical density.

The results of the questionnaires were analyzed and categorized separately in sections to discover the scope of using instructional technology and the potentials of applying the BLA in English literature classes, as well as finding out the attitudes of the learners and their suggestions. Then, a comparison was made between the results of the questionnaires and the forum participations results in order to discover the changes of the learners' attitudes, as well as the influence of using the BLA on learners' learning.

3.7. Summary

This chapter tackled the research methodology that the researcher employed in this study. This study employed a mixed-method integral approach concentrated around two quantitative questionnaires supported by qualitative data collected through the learners' discussions on the forum.

It started with an introduction that introduced overview about the structure and the objectives of the research; followed by the design of the research and description of the samples and the population of the study. Then information about the instruments that had been used in collecting the required data was provided. Afterwards, it presented overview about the online units and the plan that the researcher had developed specifically for this study, and brief description concerning the MOODLE and the Text Content Analyser which were used in this study. Finally, it was ended by details about the procedures of data collection and analysis. Substantially, this information can provide the background for the following chapter, the results chapter.

Chapter Four

Results

4.1. Introduction

This section provides a statistical description of the results collected as responses on the questionnaires' items and the online recordings. The information from the first questionnaire, which was dedicated for English literature learners in general, had provided answers to the first four research questions. It addressed the current usage of instructional technology; the perspectives toward using CT in learning literary courses; the obstacles that impede instructional technology implementation; and the learners' suggestions for efficient integration of instructional technology in literature classes.

Afterwards, the results of the questionnaire which was specifically dedicated to the learners enrolled in the American Literature Course will be presented. The results of this questionnaire provided answers on the same areas that had been investigated previously, with specific concentration on using the BLA in particular. This questionnaire also aimed to diagnose the differences, if there were any, between the perspectives and attitudes of the two participating samples.

The results of these questionnaires will be compared with the forum recordings results to discover the differences in the learners' performance. These differences in turn, would reflect the influence of using the BLA on the learners' learning through the experiment that had been conducted in learning the American Literature Course via the BLA. The comparison results in this sense represent the answers for the last research question concerning the influence of integrating the BL components in the traditional literature course "American Literature" on the learners' learning.

The resulting information from each instrument will be described separately. The data will be categorized and listed respectively in allocated tables; then all the resulting information will be discussed integrally in chapter five, the discussion chapter.

4.2. The first questionnaire

The targeted population of this questionnaire is the first group of participants in the research. They were 120 learners of English majors enrolled in literary courses in the summer semester 2014. The researcher distributed 120 copies of the questionnaire and recovered 114 copies.

The first part of the questionnaire is dedicated to gathering personal information about the participants; their levels, their experience in learning by using computer technology, and their familiarity with literature courses. The data that obtained were calculated and categorized as the following table shows:

Part (1): Personal information:

Table (5): Personal information of the participants:

Variables		Frequency	Percent
Currently I am studying in the	First year	14	12.3
	Second year	24	21.1
	Third year	42	36.8
	Fourth year	34	29.8
Do you have experience in learning by using CALL	Yes	76	66.7
	No	38	33.3
Have you enrolled in any of the English literature courses	Yes	78	68.4
	No	36	31.6
If yes, number of courses	1	36	43.9
	2	22	26.8
	3	8	9.8
	5	10	12.2
	6	4	4.9
	8	2	2.4

The collected data about the participants showed, as table 5 indicates, that the participating learners are of different levels; which enabled the researcher to explore variant viewpoints. The data also showed that a considerable number of the participants 66.7% are familiar with computer technology that they have experience in learning by using CALL, and that 68.4% of them had enrolled at least in one literary course, in the sense that a considerable number of the participants have idea about the nature of literature and literary courses.

Part (2):

This part investigated the extent of current usage of computer technology in English Literature classes at Hebron University. The collected data provided answers to the first

research question: To which extent is instructional technology currently used in English Literature classes at Hebron University?

The obtained data regarding this part can be categorized into three axes: The availability of computer technology; the usage of computer technology; and the employment of computer technology.

The availability of computer technology:

This category was represented through the following four questions and the data that are shown in table (6):

Table (6): Frequency and percentage of availability of computer technology:

No	Item	Yes %	No %	Total %
1	Do you have a personal computer of your own at home?	100 87.7	14 12.3	114 100.0
2	Do you have access to Internet at home?	110 96.5	4 3.5	114 100.0
3	Is access to internet available in the classroom?	6 5.3	108 94.7	114 100.0
4	Do you use computers in your English literature classes?	34 29.8	80 70.2	114 100.0

The collected data showed that computer technology is available to the majority of the learners. This fact was indicated by the learners' responses that the vast majority of them 87.7% have their own personal computers and that 96.5% of the participants have access to internet at their homes.

The data also showed that 96.5% of the participants reported that the internet is not available in their classrooms; as well as 70.2% of the participants reported that they did not use computers in their English literature classes.

The usage of computer technology:

This category was represented through the following two questions and the data shown in table (7):

Table (7): Average and frequency of computer technology usage:

How often do you use computers?			How many hours per week do you use Internet?		
Response	Average	Total	Response	Average	Total
Once a week	5.3	6	Less than 2 hours	7.0	8
2-3 times a week	17.5	20	3-4	10.5	12
4-5 times a week	21.1	24	5-6	15.8	18
6 or more times a week	56.1	64	7-8	17.5	20
			9-10	26.3	30
			More than 11 hours	22.8	26
Total	100.0	114	Total	100.0	114

As the above table indicates, responses showed that 77.2% of the participants used computers more than 4 times a week, and 66.6% of the participants used internet more than 7 hours a week. This usage could be considered from both perspectives frequency and period, as a worthwhile base to be utilized and developed for serving the learning process.

The employment of computer technology:

This category was represented through the following four questions and the data shown in table (8):

Table (8): The employment of computer technology:

Do you use internet for learning purposes?				How many hours per week do you use the internet for learning purposes?			
Yes			No		Frequency	Percent	
Frequency	Percent		Frequency	Percent	Less than 2 hours	20	17.5
114	100.0		00	00	3-4 hours	44	38.6
				5-6 hours	24	21.1	
				7-8 hours	16	14.0	
				9-10 hours	6	5.3	
				More than 11 hours	4	3.5	
				Total	114	100.0	
What do you use computers for?				What types of activities do you usually use?			
Item	Number	Order		Item	Number	Order	
Doing assignments	98 (85.9%)	1 st		On-line dictionaries	76 (66.6%)	1 st	
Entertainment	78	2 nd		Text chatting	64	2 nd	
Materials preparation	72 (63.1%)	3 rd		Web surfing	62	3 rd	
Surfing internet	64 (56.1%)	4 th		Quizzes	32 (28%)	4 th	
Electronic mail	60 (52.6%)	5 th		Games	26	5 th	
Contacting teachers and classmates	56 (49.1%)	6 th		Crosswords	14	6 th	
Games	38	7 th		Puzzles	12	7 th	
Chat rooms	30	8 th					

The collected data showed that all the participants are using internet in their learning. But strikingly, as the data showed, only 22.8% of the participants used the internet more than 7 hours per week for learning purposes; a sign that indicates a significant shortcoming in harnessing computer technology for learning purposes.

Additionally, the targeted activities were practiced individually, where computers were used as assistant tools. 85.9% of the participants used computers in doing assignments; 66.6% of them used online dictionaries; 63.1% were using computers for material preparation; and 56.1% for surfing internet. These percentages can be considered a good base for developing and integrating those activities to be included in the educational plan.

Part (3):

This part explored the attitudes of learners toward CT implementation in English Literature courses. The responses to the items of this part provided answers to the second research question: What are the attitudes of learners toward CT implementation in English literature courses?

The participants were asked to respond to items on a five Likert Scale from strongly disagree to strongly agree. The collected information is presented in table 9:

Table (9): Means, standard deviations of the attitudes of learners toward computer technology implementation in English literature courses arranged in order according to their importance:

1-2.33 =Low, 2.34-3.67 = Average, 3.68-5 = High

No	Items	Mean	Std. Deviation	The degree
1	Technology facilitates the teaching- learning process	4.07	1.12	High
2	Using computer technology in English literature classes helps improving linguistic and multi-cultural knowledge and competence	4.00	0.85	High
3	Technology offers learners and teachers different options in learning and teaching	3.88	1.04	High
4	Computer technology can improve interactivity in English literature courses	3.86	0.97	High
5	Technology has to be combined with language teaching	3.86	1.06	High
6	Computers are effective tools in language instruction	3.84	1.00	High
7	Computer technology can be used effectively in teaching literature courses	3.74	0.92	High
8	Using computer technology in English literature classes can offer comfortable teaching- learning environment	3.72	1.05	High
9	Using computer technology in English literature classes offers exposure to authentic materials and audience	3.42	0.82	Average
10	Using computer technology in English literature classes can shift the teaching-learning process to learner-centered approach	3.28	0.92	Average
	total degree	3.76	0.70	High

The results showed that the attitudes of the learners toward CT implementation in English literature courses were high in total degree by (mean=3.76). The most prominent attitude was toward the item: *Technology facilitates the teaching- learning process* by (mean=4.07). In the second place came the item: *Using CT in English literature classes helps improving linguistic and multi-cultural knowledge and competence* by (mean=4.00); followed by the item: *Technology offers learners and teachers different options in learning and teaching* by (mean=3.88).

Meanwhile, the item: *Using CT in English literature classes can shift the teaching-learning process to learner-centered approach* obtained the least degree on the scale by (mean=3.28); followed by the item: *Using CT in English Literature classes offers exposure to authentic materials and audience* by (mean=3.42).

It is evident from the obtained results that computer technology, according to the respondents' views, can offer invaluable contributions to the educational field. Even the items that had obtained the least level on the scale were average in degree, which means that they have a considerable value in serving the learning-teaching process.

(For detailed information by numbers and percentage see appendix A, table 1).

Part (4):

This part investigated the main obstacles impeding the implementation of instructional technology in English literature Courses. The responses to the items of this part provided answers on the 3rd research question: What are the main obstacles impeding the implementation of instructional technology in English literature courses?

The participants were asked to respond to items on a five Likert Scale from strongly disagree to strongly agree. The collected information is presented in table 10:

Table (10): Means, standard deviations of the obstacles impeding the implementation of instructional technology in English Literature courses arranged in order according to their importance.

No	Items	Mean	Std. Deviation	The degree
1	Computers are not available in English Literature classes	3.95	1.26	High
2	There is a lack of instructional technology based facilities in literature courses	3.77	1.15	High
3	Educational course designers and supervisors pay little attention to include instructional technology in literature courses	3.56	0.89	Average
4	Bad connection of the internet impedes instructional technology implementation	3.26	1.11	Average
5	Using computers in literature courses is energy and time consuming	3.12	1.09	Average
6	There is scarcity of computer-based materials for literature courses	2.95	0.99	Average
7	Instructional technology is too costly	2.93	0.98	Average
8	Teachers' levels of computer literacy are insufficient to implement instructional technology in literature courses	2.91	0.89	Average
9	Teachers lack competence to develop computer-based materials for literature courses	2.91	0.89	Average
10	Learners' levels of computer literacy are insufficient to implement instructional technology in literature courses	2.88	0.95	Average
11	It is difficult to implement instructional technology in literature classes	2.82	1.05	Average
12	Teachers lack knowledge about CALL methodology and implementation	2.81	0.95	Average
13	I prefer traditional approaches of teaching	2.47	1.15	Average
14	Computers cannot be used for different language skills and activities	2.19	1.08	Low
15	I am not familiar with instructional technology	2.14	0.97	Low
	total degree	3.26	0.48	Average

(For detailed information by numbers and percentage see appendix A, table 2).

The results showed that the obstacles impeding the implementation of instructional technology in English literature courses were mostly average in total degree by (mean=3.26). The main significant obstacle was represented by the item: *Computers are not available in English Literature classes* by (mean =3.95); followed by the item: *There is a lack of instructional technology based facilities in literature courses* by (mean=3.77).

In third place came the item: *Educational course designers and supervisors pay little attention to include instructional technology in literature courses* by (mean=3.56).

Meanwhile, the item: *I am not familiar with instructional technology*, was viewed as the least obstacle in terms of importance by (mean=2.14); then came the item: *Computers cannot be used for different language skills and activities* by (mean=2.19); followed by the item: *I prefer traditional approaches of teaching* by (mean=2.47).

Part (5):

This part explored the main suggestions to be taken into consideration for including instructional technology in English literature courses. The responses to the items of this part provided answers to the 4th research question: What are the main suggestions to be taken into consideration to include instructional technology in English literature courses?

The participants were asked to respond to items on a five Likert Scale from strongly disagree to strongly agree. The collected information is presented in table 11:

Table (11): Means, standard deviations of the suggestions to be taken in consideration to include instructional technology in English literature courses arranged in order according to their importance:

Items	Mean	Std. Deviation	The degree
Updating EFL teachers' knowledge about new instructional technology software ensures development	3.75	0.89	High
It is necessary to provide EFL teachers with adequate facilities to implement instructional technology programs	3.75	1.07	High
Cooperative efforts of EFL teachers in instructional technology based materials production can lead to success	3.72	1.03	High
Instructional technology programs must receive more financial support	3.72	1.06	High
Workshops and meetings on how to implement instructional technology in EFL courses can help its realization	3.70	1.12	High
Awareness-raising programs and sessions on the uses and benefits of instructional technology can lead to more acceptance of it	3.61	1.05	Average
Providing EFL teachers with enough class time to implement instructional technology programs is an important requirement	3.61	1.10	Average
Including instructional technology in teacher training educational programs can increase its implementation considerably	3.46	1.09	Average
Total degree	3.66	0.86	Average

(For detailed information by numbers and percentage see appendix A, table 3).

The results showed that the most important suggestion was represented by the item: *Updating EFL teachers' knowledge about new instructional technology software ensures development* by (mean=3.75); followed by the item: *It is necessary to provide EFL teachers with adequate facilities to implement instructional technology programs* by (mean=3.75); then came the item: *Cooperative efforts of EFL teachers in instructional technology based materials production can lead to success* by (mean=3.72).

The least important suggestion was represented by the item: *Including instructional technology in teacher training educational programs can increase its implementation considerably* by (mean=3.46); followed by the suggestion: *Providing EFL teachers with enough class time to implement instructional technology programs is an important*

requirement by (mean=3.61); then came: *Awareness-raising programs and sessions on the uses and benefits of instructional technology can lead to more acceptance of it* by (mean=3.61).

4.3. The second part of the research

This section provides statistical description of the collected data pertaining to the experimental part of the study: *Applying the BLA in learning the American Literature Course*. Two instruments were employed to collect the required data that may provide answers to the fifth (the last) research question; a questionnaire which was dedicated specifically to the experimental group; and the web-based instrument, the recordings of the online forum participations. Each will be presented separately then all the results will be discussed integrally in the discussion chapter.

4.3.1. The questionnaire

The targeted population of this questionnaire is 26 learners enrolled in the American Literature Course during the first semester of the academic year 2014/2015. The questionnaire and the demographic data related to the participants were described previously. The researcher distributed the questionnaire and 25 of the participants had filled the required information. Below is the statistical information included in it:

Part (1): Personal information:

Table (12): Personal information of the participants:

Variables		Frequency	Percent	Missing values
Currently, I am studying in the	Third year	2	8.0	---
	Fourth year	23	92.0	
Do you have experience in learning by using blended learning approach?	Yes	10	40.0	---
	No	15	60.0	
Have you enrolled in any of the English literature courses?	Yes	18	72.0	---
	No	7	28.0	
If yes, number of courses	1	3	16.7	7
	2	4	22.2	
	3	3	16.7	
	5	3	16.7	
	6	3	16.7	
	8	1	5.6	
	9	1	5.6	

The collected data showed that all the participants are advanced learners, 92.0% are in their 4th academic year. It also showed that some of them 40.0% have an idea about learning via the BLA. Additionally, a considerable number of the participants 72.0% are familiar with literary courses and have enrolled at least in one literary course.

Part (2):

This part investigated the extent of using the BLA in Hebron University. To explore this issue, the researcher divided the collected data into three domains: the availability of CT for learners at home and university, the usage of CT by learners at home and university, and the employment of CT by the learners.

Availability of computer technology:

This domain had been explored through four items as shown in table 13:

Item	Yes	No	Total	Missing value
Do you have a personal computer of your own at home?	23 92.0	2 8.0	25 100.0	
Do you have access to Internet at home?	23 92.0	2 8.0	25 100.0	
Is access to internet available in the classroom?	4 16.6	20 83.3	24 100.0	1
Do you use computers in your English Literature Classes?	6 25.0	18 75.0	24 100.0	1

The resulted data showed that the vast majority of the participants 92.0% have their own personal computers and have access to internet at their homes. The collected data showed also that a considerable number of the participants 83.3% asserted the unavailability of internet in their classrooms, and 75.0% of the respondents asserted the lack of computer usage in their literature classes.

Usage of computer technology:

This domain had been explored through two items as shown in table (14):

How often do you use computers?			How many hours per week do you use Internet?		
Frequency		Percent	Frequency		Percent
Once a week	2	8.0	3-4	5	20.0
2-3 times a week	4	16.0	5-6	2	8.0
4-5 times a week	6	24.0	7-8	8	32.0
6 or more times a week	13	52.0	9-10	5	20.0
			More than 11 hours	5	20.0
Total	25	100	Total	25	100

The collected data showed that 76.0% of the participants used computers more than four times a week, and 72.0% used internet more than seven hours a week; a suitable frequency and period that may constitute a good base to be developed and harnessed in serving the learning-teaching process.

Employment of computer technology:

This domain has been explored through four questions as represented in table 15:

Do you use internet for learning purposes?					How many hours per week do you use the internet for learning purposes?				
Yes			No				Frequency	Percent	
Frequency	Percent		Frequency	Percent					
23	92.0		2	8.0					
What do you use computers for?									
Item		Number %		Order					
Doing assignments		22 88.0		1 st	Less than 2 hours		4	16.0	
Materials preparation		20 80.0		2 nd	3-4 hours		7	28.0	
Electronic mail		15 60.0		3 rd	5-6 hours		7	28.0	
Entertainment		14 56.0		4 th	7-8 hours		4	16.0	
Surfing internet		10		5 th	9-10 hours		3	12.0	
Chat rooms		9		6 th	Total		25	100.0	
Contacting teachers and classmates		7 28.0		7 th					
Games		7		7 th					

The collected data showed that the vast majority of the participants 92.0% are using the internet for learning purposes; and that only 28.0% of the participants used the internet for learning purposes more than seven hours per week.

Regarding the targeted activities, the results showed that the superior usage was for entertainment. All the respondents reported that they used the internet for text chatting. In the second place came doing assignments 88.0%; followed by materials preparation 80.0%; then came online dictionaries 64.0%.

Part (3):

The attitudes of learners toward implementing CT in general (Items 1-4), and the BL in particular (Items 5-15), in English literature courses:

This part had been explored through 15 items as indicated in table16. The participants were asked to respond to items on a five Likert Scale from strongly disagree to strongly agree; below are the obtained results:

Table (16): Means, standard deviations of the attitudes of learners toward computer technology and Blended learning implementation in English literature courses arranged in order according to their importance.

No	Items	Mean	Std. Deviation	The degree
1	Computers are effective tools in language instruction	4.16	1.07	High
2	Technology must be used for language learning	4.12	0.88	High
3	Technology offers learners and teachers different options in learning and teaching	4.08	0.70	High
4	Technology facilitates the teaching- learning process	4.04	0.93	High
5	Blended learning promotes the learner's motivation	4.00	0.65	High
6	Blended learning approach helps in improving language skills	4.00	0.76	High
7	The learner feel more interested while using the blended learning approach	3.92	0.95	High
8	Using blended learning in English literature classes helps improving linguistic and multi-cultural knowledge and competence	3.80	0.87	High
9	Using blended learning in English literature classes can offer comfortable teaching- learning environment	3.76	0.83	High
10	Blended learning promotes the learner's achievement	3.76	0.66	High
11	Blended learning facilitates language acquisition	3.72	0.89	High
12	Blended learning can improve interactivity in English literature courses	3.64	0.76	Average
13	Using blended learning in English Literature classes can shift the teaching-learning process to learner-centered approach	3.60	0.91	Average
14	Blended learning can be used effectively in teaching literature courses	3.60	0.91	Average
15	Using blended learning in English Literature classes offers exposure to authentic materials and audience	3.56	0.82	Average
	total degree	3.85	0.48	High

(For detailed information by numbers and percentage see appendix A, table 4).

The results showed that the attitudes of the learners toward CT usage and implementing the BLA in literature classes were high in total degree by (mean=3.85). The first four items concerning CT implementation had gained a high degree of agreement among the respondents by (mean=4.16, 4.12, 4.8, 4.4) respectively.

Regarding the BLA implementation, the items 5 & 6 gained the highest degree of agreement among the respondents by (mean=4.0) for each; followed by the item number 7 by (mean=3.92). The items 15, 14, 13, respectively had attained the least degree by (mean=3.56, 3.60, 3.60) respectively.

Part (4):

The main obstacles impeding the implementation of the BL in English literature courses: This part had been explored through 15 items as indicated in table 17; below are the obtained results:

Table (17): Means, standard deviations of the obstacles impeding the implementation of blended learning in English literature courses arranged in order according to their importance

No	Items	Mean	Std. Deviation	The degree
1	There is a lack of blended learning based facilities in literature courses	4.00	1.00	High
2	Computers are not available in English literature classes	3.88	1.33	High
3	Using computers in literature courses is energy and time consuming	3.40	1.22	Average
4	Educational courses designers and supervisors pay little attention to include blended learning in literature courses	3.32	1.18	Average
5	Teachers' levels of computer literacy are insufficient to implement blended learning in literature courses	3.24	0.93	Average
6	Teachers lack knowledge about blended learning methodology and implementation	3.20	1.04	Average
7	It is difficult to implement blended learning in literature classes	3.16	1.14	Average
8	Learners' levels of computer literacy are insufficient to implement blended learning in literature courses	3.16	0.94	Average
9	Instructional technology is too costly	3.16	1.11	Average
10	Bad connection of the internet impedes blended learning implementation	3.12	1.01	Average
11	I prefer traditional approaches of teaching	3.12	1.36	Average
12	There is scarcity of computer-based materials for literature courses	2.96	0.89	Average
13	I am not familiar with blended learning technology	2.92	1.15	Average
14	Teachers lack competence to develop computer-based materials for literature courses	2.92	1.04	Average
15	Computers cannot be used for different language skills and activities	2.44	1.26	Average
	total degree	3.20	0.55	Average

(Detailed information by numbers and percentage is provided in appendix A, table 5).

The results showed that the first three items gained the highest degree as the main obstacles impeding the BL implementation in English literature classes by (mean=4.00, 3.88, 3.40) respectively. Meanwhile, the items 15, 14, 13, attained average degree as obstacles impeding the BL implementation by (mean=2.44, 2.92, 2.92) respectively.

Part (5):

The main suggestions to be taken into consideration to include the BL in English literature courses:

This part had been explored through 8 items as indicated in table 18; below are the obtained results:

Table (18): Means, standard deviations of the suggestions to be taken in consideration to include Blended learning in English literature courses arranged in order according to their importance:

No	Items	Mean	Std. Deviation	The degree
1	It is necessary to provide EFL teachers with adequate facilities to implement blended learning	4.32	0.85	High
2	Workshops and meetings on how to implement blended learning in EFL courses can help its realization	4.16	0.69	High
3	Providing EFL teachers with enough class time to implement blended learning is an important requirement	4.04	0.89	High
4	Updating EFL teachers' knowledge about new blended learning software ensures development	4.00	0.76	High
5	Blended learning must receive more financial support	4.00	0.82	High
6	Cooperative efforts of EFL teachers in blended learning materials production can lead to success	3.96	0.93	High
7	Including blended learning in teacher training educational programs can increase the implementation considerably	3.92	0.81	High
8	Awareness-raising programs and sessions on the uses and benefits of blended learning can lead to more acceptance of it	3.92	0.86	High
	Total degree	4.04	0.58	High

(Detailed information by numbers and percentage is provided in appendix A, table 6).

The results showed that the raised suggestions had obtained high total degree of agreement among the respondents. All of the suggestions had gained high degree of approval amongst the respondents by (mean ranged from 4.32 to 3.92).

4.3.2. The forum recordings:

This section is an analysis of the forum recordings over the period of the BL program. The aim of this analysis is to provide authentic supportive evidence which could be reliable indicative proof regarding the influence of using the BLA on the learners' learning. The resulted information could also provide evidence concerning the degree of acceptance among the learners toward using the BLA.

The first criterion that could be an indicative sign is the count of access operations to the course and the targeted activities during access. These could indicate the scope of interactivity and interest with the experience. The other criterion is the results of the learners' participations content analysis. These participations on the forum can provide indicative data about the learners' performance quantitatively and qualitatively; in addition, an included evidence of positive or negative attitudes toward the experience.

4.3.2.1. Access to the course

Table (19): Total access operations to the course over the period of the blended learning program

All activity (all roles)

Period ending (Week)	Guest	Student	Teacher	All
27 December 2014	18	896	111	1025
20 December 2014	0	1077	0	1077
13 December 2014	16	515	18	549
6 December 2014	97	1038	6	1141
29 November 2014	42	966	53	1061
22 November 2014	11	627	34	672
15 November 2014	133	1822	146	2101
8 November 2014	228	2757	8	2993
1 November 2014	0	47	0	47

Students' total access operations: 9745

Teacher's total access operations: 376

The recorded data showed that the students had performed 9745 access operations in total over the period of the program duration. These access operations were ranged

from 515 access operations at minimum to 2757 at maximum per week. This enormous number of access operations to the course activities can reflect evidently the extent of interest and interactivity of the learners with the new mode of learning.

The data showed also that the teacher had performed 376 access operations over the period of the program duration; an indicative sign reflecting the extent of teacher-student interactivity through the program.

4.3.2.2. The targeted activities

The activities included in the plan to be practiced online consisted of reading texts; watching videos; reviewing references; discussions on the forum; doing quizzes and assignments; and comments and suggestions. Table 20 below presents details about the targeted activities by number of logs for each activity per week and the total logs over the period of the program duration.

Table (20): Numbers of logs and the targeted activities (*Original version about the recorded logs in appendix B*):

Week	Reading text	Watching videos	Reviewing references	Discussion on the forum	Quizzes & Assignments	Comments & Suggestions
1	108	92		1209	318	72
2	65	52	591	564	266	75
3	66	49	406	547	548	
4	40	16	314			
5	40	37	303		440	
Total	319	246	1614	2320	1572	147
Total logs	6218					

The recorded data showed a total of 6218 access operations by the students to the course activities during the program. The access operations were distributed as shown in the above table. 319 logs for reading texts; 246 for watching videos; 1614 for reviewing references; 2320 for discussions on the forum; 1572 for doing quizzes and assignments; and 147 for comments and suggestions.

The most targeted activity was the forum discussions by total logs=2320; followed by reviewing references by total logs=1614. The least targeted activities were comments and suggestions by total logs=147; followed by watching videos by total logs=246.

4.3.2.3. Content analysis of learners' participations

Because of the difficulty involved in analyzing the massive amount of learners' participations, the researcher decided to select a systematic random sample from the participants in order to analyze their posts during the period of the program. Four participants were selected as a sample. Their posts were collected through three stages; the first week, the third week, and the fifth week. Afterwards, contrastive analysis had been conducted to monitor the changes in their performance through the three stages. Table 21 below presents the results of the text content analysis of the learners' online participations:

Table (21): Content analysis of the learners' participations:

Week	Participant	Total words count	Total unique words	Number of sentences	Number of paragraphs	Hard words	Lexical density
	1st						
1st		111	66	7	1	4	59.46
3rd		138	94	6	2	14	68.12
5th		150	92	5	3	11	61.33
	2nd						
1st		33	26	1	1	3	78.79
3rd		550	265	19	3	27	48.18
5th		684	280	25	8	42	40.94
	3rd						
1st		54	41	3	1	4	75.93
3rd		141	98	6	5	16	69.50
5th		447	170	18	5	22	38.03
	4th						
1st		48	34	2	1	1	70.83
3rd		381	186	13	5	27	48.82
5th		835	328	32	7	58	39.28

(A version of the learners' participations is provided in appendix B)

The results from learner participation analysis showed remarkable quantitative and qualitative development in the learners' performance standards. As shown through table 21 by numbers and percentage relying on the determined criteria, there were significant variations in the participants' production from one stage to the other. The data showed evidently that the learners' production had developed greatly in quantity and quality.

4.4. Summary

This chapter had presented a statistical description of the results emerging from the collected data through the questionnaires and the online forum recordings. The results had been categorized in tables by mean, degree, numbers and percentage. It is expected that those results will provide reliable indicative data for discussion in the coming chapter.

Chapter Five

Discussion

5.1. Introduction:

The aim of this chapter is to analyze in detail the statistical results that had been presented in the preceding chapter. Owing to the fact that both of the questionnaires have explored the same domains, the discussion starts by presenting the results of the survey in association with the second questionnaire results; taking into consideration specific concentration in the second one on the BLA as the expressive aspect of CT usage.

The results of the two questionnaires which are related to the first research question will be discussed integrally because the participants were asked to respond to the same questions. Then, starting from the second research question, the data of the first questionnaire will reflect the perspectives of the respondents regarding the usage of CT in general in English literature classes. And the data of the second questionnaire will reflect the perspectives of the respondents regarding the usage of the BLA in particular.

It is worth mentioning that the two samples were similar to a large extent in their perspectives regarding the issues under discussion. In other words, they have expressed similar viewpoints toward the scope of using CT in learning and similar attitudes toward CT contributions. They had similar perspectives towards the obstacles impeding CT implementation; and they raised the same suggestions for efficient integration of CT in the learning-teaching process.

Afterwards, the results of the online recordings will be discussed in order to highlight the differences in the learners' performance after exposure to the experience of learning via the BLA, and to present the influence of integrating the BL components on the learners' learning. This in turn will offer answers to the fifth research question.

Actually, the use of the BL showed considerable effectiveness on the learners' performance both in quality and quantity.

5.2. The first research question:

To which extent is instructional technology used currently in English Literature classes at Hebron University?

To answer this question the researcher divided the investigation into three axes: The availability of CT, the usage of CT, and the employment of CT.

5.2.1. Availability of computer technology:

The results showed that 87.7% of English literature learners in general have their own personal computers; and 92.0% of the American Literature learners have their own personal computers. This variance in percentage, though it is insignificant, might be attributed to the fact that 33.3% of the first sample were in their 1st & 2nd academic year.

The responses to the second item about the availability of internet at the learners' homes showed that 96.5% of English literature learners in general, and 92.0% of The American Literature learners have access to internet at their homes. Then, the given data can be considered an indicative sign about the availability of CT for learners. This in turn can lead automatically to another implied fact, that the vast majority of the participants are familiar with CT.

The other issue that the collected data showed was that in spite of the advanced technological infrastructure that is available at the university, computer technology is not utilized effectively in the teaching-learning process in general and in English literature learning in particular. This fact was clearly indicated through the participants' responses to the 3rd & 4th items. 94.7% of the respondents in the first group had responded negatively

to the 3rd item concerning the availability of internet in their classes; and 83.3% of the respondents in the second group responded negatively to the same item.

Furthermore, 70.2% of the respondents in the first group, and 75.0% of the respondents in the second group reported that they were not using computers in their literature classes. Those given results had indicated clear shortcoming in harnessing CT to serve the teaching-learning process. Even the use of computer whenever it was used, it was merely as an assistant tool, but no more. (*See table 6 & 13, chapter 4*).

5.2.2. The usage of computer technology:

This section aims at investigating the learners' behavior toward CT, in terms of time and frequency. The results showed that 77.2% of the learners in the first group were using computers more than four times a week; and 66.6% of them were using internet more than seven hours a week. (*See table 7, chapter 4*).

The learners in the second group reported that 76.0% of them were using computers more than four times a week and 72.0% were using internet more than seven hours a week (*See table 14, chapter 4*). In that sense, both groups were nearly similar in using CT.

The above mentioned results clearly indicate that a considerable number of the participants use CT and cyberspace over acceptable periods and frequencies that can be tapped to serve the educational process. In this context, it can be said that these very important field and invaluable prospects were not utilized appropriately.

5.2.3. The employment of computer technology:

This section also aims at investigating the learners' behavior toward CT with the exception that the focus is on learning purposes and the targeted activities. It is evident that the participants' employment of CT is distributed into two tendencies, learning and entertainment. The results showed that all the learners in the first group used the internet for learning purposes; and 92.0% of the second group used the internet for the same purposes.

Strikingly, the obtained results had reflected evident shortage of time allocated for learning purposes. The results showed that 22.8% only of the first group (*See table 8, chapter 4*), and 28.0% of the second group (*See table15, chapter 4*), had employed internet more than seven hours per week for these purposes.

Moreover, the results from the 3rd & 4th items revealed that the targeted activities were mostly individual activities; doing assignments, online dictionaries, and materials preparation, which the learners had employed in their learning far from prior planning and isolated from determined methodology of integration. (*See tables 8 & 15, chapter 4*).

Eventually, based on the above mentioned results, it can be said that CT is vastly prevalent in the learners' daily life; the vast majority of them use and are familiar with CT; but for the moment the efforts of utilizing the technological domain are less than those required in serving the learning process. This predominant environment includes as well the usage of CT in learning literary courses, the intended topic of this research as a part of the whole spectrum.

5.3. The second research question:

What are the attitudes of learners toward CT implementation in English Literature courses?

The discussion about this question is divided into two parts; the attitudes of the participants toward the use of CT to serve the language teaching-learning process in general, and the attitudes of the participants toward the use of CT in English literature classes in particular. The discussion will start by presenting the attitudes of the first group, English literature learners in general; then the attitudes of the second group, the learners enrolled in The American Literature Course.

In general, the participants showed high appreciation of CT contributions within the language learning field. The items (1, 3, 5, 6, table 9) which had explored the issue, obtained a high degree of agreement amongst the respondents. The results showed that the participants viewed computers as effective tools in language instruction; and that CT should be combined with language teaching; which could be considered as consistent attitudes with many studies in the domain. Amiri (2012), depending on many studies reported that "language and literature learning is not restricted to classroom" and recommended continuous usage of CT in learning language and literature. Chambers and Gregory (2006) had asserted the orientation of modern societies toward instructional technology and recommended that teachers should include CT in their classes.

The results also showed high degree of agreement by the respondents that CT facilitates the teaching-learning process. It offers teachers and learners different options in learning and teaching. These perspectives had been proved through many studies; for instance, Jain (2012) reported that CT helps teachers using variant teaching methods; Fahimi,et al (2011) asserted that CT offers the learners variety of options to choose the

suitable learning strategy; Krause (2008) indicated that CT can help meeting individual needs and different learning styles.

Concerning the participants' attitudes toward using CT in English literature classes, the respondents showed high degree of agreement that CT can be used effectively in teaching literature courses (Item 7, table 9). They asserted many contributions regarding the usage of CT in English literature classes.

The results showed that the respondents viewed CT as a main factor for improving linguistic and multi-cultural knowledge and competence (Table 9, item 2); which had been proved by many studies (Duff & Maley 2007; Arikan 2005; Lazar 1993).

They also reported that using CT in English literature classes can improve interactivity and offer comfortable teaching-learning environment (Table 9, items 4 & 8); contributions that had been proved by (Yesilbursa 2012; Arikan 2009; Arikan 2008; Oblender 2002). Furthermore, the respondents viewed CT as a means that helps shifting the teaching-learning process to learner-centered approach and offers learners' exposure to authentic materials and audience (Table 9, items 9 & 10); attitudes that are consistent with many studies in the domain, (Ranteesy & A'qel 2011; Arikan 2008; Meloni 1999).

The attitudes of the second group, the learners enrolled in The American Literature Course, were similar to a large extent with their peers in the first group. In terms of the importance of CT in language learning in general, the first part of the discussion, the participants had presented similar attitudes to those of the first group. The related items to the issue (1, 2, 3, 4, table 16) had gained high degree of agreement among the respondents.

In the second part, the focus was on the attitudes toward the BLA implementation specifically in English literature classes. The results showed high degree of agreement

upon the numerous contributions of the BL as the expressive aspect of CT in English literature classes. The respondents' attitudes of this group had corresponded with the attitudes of the first group concerning the contributions that had been discussed previously.

They asserted that the BLA can be used effectively in teaching literary courses (Table 16, item 14). They viewed the BL as an educational approach that can promote learners' motivation, help improving language skills, and meet learners' interests (Table 16: items 5, 6, 7); contributions that had been proved through many studies (Jain 2012; Yesilbursa 2012; Arikan 2008; Krause 2008; Mustafa 2008).

They also revealed positive attitudes toward many other attributes of the BLA. The respondents highly valued the advantages of the BLA in promoting learners' achievement (Table 16, item10) and facilitating language acquisition (Table 16, item 11). These attitudes were consistent with many studies in the domain; (Soltani & Tabatabaei 2012; Arikan 2009; Lazar1993).

In conclusion, it can be said that the respondents highly appreciated instructional technology. They revealed positive attitudes toward implementing CT in general, and the BLA in particular within literature classes.

The above-mentioned results can provide clear evidence on the high degree of agreement amongst the respondents concerning the included attributes and contributions related to computer technology implementation. It can be safely said that the obtained results and those positive attitudes could be considered promising signs for success in future in case of application.

5.4. The third research question:

What are the main obstacles impeding the implementation of instructional technology in English Literature courses?

This section will discuss the results of English literature learners' perspectives concerning the obstacles impeding instructional technology implementation. The discussion will be integral with the perspectives of the learners enrolled in The American literature Course toward the obstacles impeding the BLA implementation.

The participants of the two groups were asked to respond to the same items. The focus with the first group was on instructional technology in general. Meanwhile the concentration with the second group was on the BLA specifically. In other words, the BL will be the representative concept of instructional technology.

In general, the vast majority of the obstacles under discussion were average in total degree. However, the results from the two questionnaires showed two obstacles of high degree of significance according to the participants' viewpoints. The first, computers are not available in English Literature classes (Item 1, table 10); the second, there is a lack of instructional technology- based facilities in literature courses (Item 2, table 10).

These results reflected clearly the previously mentioned facts; that 70.2% of the first group and 75.0% of the second group had reported that they do not use computers in their English literature classes; as well as, 94.7% of the first group and 83.3% of the second group had reported that access to internet is not available in their classrooms (Tables 6 & 13. Items 3 & 4).

These results are also based on the participants' attitudes toward CT. Through the two questionnaires the participants had asserted that computers are effective tools in language instruction; technology facilitates the teaching-learning process; CT can be used

effectively in teaching literature courses; and technology has to be combined with language teaching (Table 9, items: 1, 5, 6, 7).

The results also showed two obstacles of low degree of significance. I am not familiar with instructional technology; and computers cannot be used for different language skills and activities (Table 10, items 15 & 14). The results related to the first item were consistent with previous results concerning learners' familiarity with instructional technology. The previous results showed that 33.3% of the first group do not have experience in learning by using CALL (*See table 1, chapter 4*); and 60.0% of the second group had reported that they do not have experience in learning via the BLA (*See table 12, chapter 4*).

The previous results also indicated evident shortage of time allocated for learning purposes. The results had revealed that 22.8% only of the first group (*See table 8, chapter 4*) and 28.0% of the second group (*See table 15, chapter 4*) had employed internet more than seven hours per week for learning purposes.

Regarding the other obstacle, it could be attributed to the fact that there was a reluctant minority which viewed literary courses as a difficult topic that could be taught traditionally only. Actually, this idea contradicts the results that had been shown previously through the participants' attitudes toward instructional technology. The respondents revealed high degree of agreement upon the effectiveness and the numerous contributions of technology applications within the teaching-learning process in general, and in literature classes in particular (*See tables 9 & 16, chapter 4*).

All the remaining obstacles were average in degree of importance. They mainly revolved around insufficient attention by the stakeholders; bad connection of internet; the scarcity of computer-based materials and the costs of instructional technology; teachers'

and learners' levels and competence; and learners' learning trends (*See tables 10 & 17, chapter 4*).

In conclusion, it can be said that in spite of the positive attitudes and the numerous contributions of instructional technology there are many challenges and obstacles that might impede its implementation according to the participants' viewpoints. But as the results showed, most of those obstacles were of average degree of importance (*See tables 10 & 17, chapter 4*). In other words, that it is not difficult to overcome all those obstacles. The encouraging results about the learners' attitudes could be an impetus for serious efforts toward instructional technology implementation.

5.5. The fourth research question:

What are the main suggestions to be taken into consideration to include instructional technology in English literature courses?

This question sought information about appropriate strategies that could be employed to help integrating computer technology and its applications in English literature classes. The results from the first questionnaire showed that the raised suggestions had obtained average degree of agreement in total among the participants. Meanwhile, the respondents to the second questionnaire had revealed high degree of agreement with the raised suggestions (*See tables 11 & 18, chapter 4*).

This difference can be attributed to the fact that 33.3% of the participants in the first group were in their 1st and 2nd academic year; furthermore, the previous results showed that 33.3% of the first group and 60.0% of the second group did not have experience in learning by instructional technology and BL (*See tables 1 & 12*).

However, all the raised suggestions could be considered effective strategies in facing the obstacles which had been presented through the foregoing section. They might establish appropriate solutions that enhance the mechanisms of integrating the instructional technology components within the teaching-learning process in general, and literature classes in particular.

5.6. The fifth research question:

What is the influence of integrating blended learning components in the traditional literature course “American literature” on learners' attitudes and learners' learning?

This section will discuss the results of the forum recordings during the period of the blended learning program. The aim is highlighting the influence of integrating the BLA components on the learners' learning behavior; which in turn could reflect their attitudes toward this new trend in learning.

The first criterion of the discussion will be the count of access to the course and the targeted activities during access, which could indicate the scope of interactivity and interest with the experience. The other criterion will be the results of the content analysis of the learners' participations on the forum. These participations can provide indicative data about the learners' performance quantitatively and qualitatively; as well as, they could reflect positive or negative attitudes toward the experience.

5.6.1. Access to the course:

The online report about access operations to the course showed that the students had performed 9745 access operations in total during the period of the program (*See table 19, chapter 4. And the detailed report in appendix B*). The number of access operations by all the participants ranged from 515 at minimum, to 2757 at maximum per week.

Dividing the total number of access operations [9745] to the number of the participants [26] [$9745 \div 26 = 375$]. In the sense, each learner had performed an average of 375 access operations to the course activities during the program. This enormous number of access operations when compared with the previous results of the questionnaires (*See tables 7 & 14, chapter 4*) indicates the significant difference in the participants' usage of, and behavior toward computer technology.

The report showed also that the teacher had performed 376 access operations during the period of the program; an indicative sign reflecting the extent of teacher-student interactivity through the program.

All these results reflect evidently the extent of interest, motivation, engagement and interactivity with the new mode of learning; which in turn is fully consistent with the participants' attitudes toward the role and contributions of CT in general, and the BLA in particular in learning English language and literature (*See section 5.3 in this chapter*).

5.6.2. The targeted activities:

It had been revealed previously through the questionnaires that the vast majority of the participants were using CT for learning purposes. At the same time, the results showed evident shortage of time allocated for learning purposes. In addition, the targeted activities were merely individual activities, where computers had been used as assistant tools (*See tables 8 & 15, chapter 4*).

Meanwhile, during the experimental part of the research the participants had been exposed to systematic program; with planned integration of methods, means and instruments; guided by specific objectives and clear expectations (*Detailed plan in appendix B*). The plan included a variety of integral activities that address the different language skills and could help language acquisition, as well as improving multi cultural knowledge (*See table 20, chapter 4*).

The online report provided clear evidence about the essential shift in the participants' behavior toward the targeted activities by virtue of the new learning opportunity. The BL program had created different orientation, focused on a set of activities which could serve practically the participants' learning needs.

Regardless of the difference in number of logs between the different activities, the results showed high degree of acceptance and interaction by the participants with the new learning trend. The enormous number of logs could be considered an indicative sign on the extent of interest and engagement through the program, and significant proof regarding the participants' positive attitudes toward the BLA. It also provided evidence that the BLA could be used for providing and enhancing all aspects of knowledge.

5.6.3. Content analysis of learners' participations:

It had been mentioned previously that the content analysis of the forum recordings would focus on the posts of four participants through three stages of the experiment. The aim of this analysis is to examine and show up the difference in the participants' performance and production over the period of the program duration.

Six criteria had been determined as standards for analysis: 1) Total word count; 2) Total unique words 'number of different words'; 3) Number of sentences; 4) Number of paragraphs; 5) Hard words '*words with three or more syllables*'; 6) Lexical density '*Proportion of the content words over the total words*'. (*Lexically dense text has a lexical density of around 60-70% and those which are not dense have a lower lexical density measure of around 40-50 %*.).

The results showed significant differences from one stage to another in the participants' performance and production in quality and quantity (*See table 21, chapter 4*). Naturally, there was disparity in changes between the participants. This could be attributed to the individual differences between the learners. Accordingly, the first participant in the sample showed least degree of improvement through the program compared with the other participants.

The first post of the first participant consisted of 111 total words, 66 of them were unique words and 4 hard words. They were formed in 1 paragraph of 7 sentences by (lexical density= 59.46%). In the second stage this participant showed slight progress in total word count, total unique words, hard words, number of paragraphs and his post was a lexically dense text. Moreover, his sentences became more complex.

In the third stage he showed another slight progress concerning the total word count and number of paragraphs, his sentences also became more complex. He did not show significant changes concerning the total unique words, hard words, and the lexical

density. In sum, it could be said that this learner had not achieved the expected gains of the experiment.

The results of the other participants were more encouraging. The first post of the second learner as shown in table 21 consisted of 33 words, 26 of them unique words and 3 hard words. Her post was formed in 1 paragraph of 1 sentence, by (Lexical density= 78.79%).

Her post in the second stage showed significant changes. It had consisted of 550 words, 265 of them were unique words and 27 hard words. This post was formed in 3 paragraphs included 19 sentences by (Lexical density= 48.18%).

The results of the third stage also showed additional progress in her performance. She had shared with 8 paragraphs of 25 sentences; with total word count= 684 words, 280 of them unique words and 42 hard words by (Lexical density= 40.94%). (*See table 21, chapter 4. And the learner's participation in appendix B*).

These great changes in the learner's performance could provide evident proof that the learner had achieved the expected gains of the program. The improvement in total word count, total unique words and hard words, and the number of paragraphs and sentences, all those confirmed that the learner's vocabulary became much richer and enormously improved in terms of quantity and quality.

Furthermore, a remarkable decrease could be observed in the lexical density; which meant improvement in the readability degree of the text, an indicative sign concerning the qualitative improvement in the learner's production. Additionally, it implied positive attitude toward this new learning trend.

It might be said that the above-mentioned results could be considered supplementary evidence added to many studies concerning the effectiveness of the BLA in literature classes; Keshta & Harb (2013) asserted the effectiveness of the BL on the learners' achievement in writing. Soltani & Tabatabaei (2012) provided evidence that using the BLA can help improving the learners' vocabulary knowledge. Kilickaya & Krajka (2010) indicated that the use of the BLA influenced positively the performance of the learners in studying vocabulary. Miyazoe & Anderson (2009) affirmed the success of the BLA in making qualitative changes in the learners' writing abilities. It helped the learners increase their writing complexity and improve their vocabulary.

The same could be said about the other participants. The third participant started with 54 total word count, 41 of them unique words and 4 hard words. She formed her post in 1 paragraph of 3 sentences by (Lexical density= 75.93%). In the second stage noticeable change had been observed. She posted 141 total word count, 98 of them unique words and 16 hard words. Her post was formed in 5 paragraphs of 6 sentences by Lexical density= 69.50%).

Additional progress had been observed in her performance in the third stage. She posted total word count of 447 words, 170 of them unique words and 22 hard words. Her post was formed in 5 paragraphs of 18 sentences.

The fourth participant started by total word count of 48 words, 34 of them unique words and 1 hard word. They were formed in 1 paragraph of 2 sentences. In the second stage a remarkable progress had been observed. She had posted 381 total word count, 186 of them unique words and 27 hard words. They were formed in 5 paragraphs of 13 sentences by (Lexical density= 48.82%).

Additional progress had been noticed in the third stage. She posted a total word count of 835 words, 328 of them unique words and 58 hard words. They were formed in 7 paragraphs of 32 sentences by (Lexical density= 39.28%). (See table 21, chapter 4. and the posts of the participants in appendix B).

It is obvious that the participants' learning and attitudes had been influenced greatly by virtue of the BL usage. It had led to significant changes in their behavior toward CT; which had been proved by the enormous number of access operations to the course and the targeted activities. The BLA also had resulted in significant effectiveness concerning the participants' production. Qualitative and quantitative changes had been observed in their writing and vocabulary. Furthermore, it helped improving the learners' language skills and uplifted the teaching-learning process; which had been proved through the forum content analysis.

5.7. Conclusion:

Modern societies are living in the era of global technology; to the extent that technology components became an inseparable feature from the daily-life landscape. Owing to its infinite advantages and potentials in serving societies, technology imposed itself as an essential and indispensable requirement for evolution and development in all domains and activities.

No doubt, the educational domain is one of the essential pillars of any development within the society in which CT should be utilized effectively to keep pace with the era demands. CT certainly can contribute extremely to the educational domain. In spite of this fact, it is not utilized effectively in the Palestinian educational system, particularly the context of Hebron University, the target of this study.

This study actually came as a stride on the track of filling the gap in this issue. The study had investigated the extent of using CT at Hebron University. Strikingly, the study had provided evidence that in spite of the advanced technological infrastructure, CT is not tapped efficiently in serving the teaching-learning process, particularly in learning English language and English literature.

The study also explored the attitudes of the learners toward the usage of CT and the contributions of the BLA in literature classes. The vast majority of the learners had expressed positive attitudes and high degree of agreement upon the enormous benefits of CT and the BLA in English literature classes. The most prominent obstacles they raised were related to the unavailability of computers in their classes, and the lack of instructional technology- based facilities in literature courses.

However, the experimental part of the study had proved aptly the advantageous contributions of CT and the BLA in particular. It also manifested the positive attitudes of the participants. They revealed significant changes in their learning behavior and achievement. The experiment results also have provided clear evidence concerning the effectiveness of the BLA in uplifting the teaching-learning process and improving its outcomes in quantity and quality. Which in turn, based on the splendid success of the experiment prompted adopting the BLA in teaching the American Literature course beginning from the second semester of the academic year 2014/2015.

5.8. Recommendations

- ❖ Learning is no longer restricted to classrooms; CT can provide new context and new vistas that should be combined to the learning process.
- ❖ CT can offer enormous contributions in English language and English literature learning. Hence, it should be utilized and harnessed efficiently in serving the learning process.
- ❖ Stakeholders should pay more attention and exert more efforts for integrating CT in the teaching-learning process.
- ❖ The researcher recommends taking into consideration all the suggestions which had been agreed upon by the participants in section 5.5, as important strategies for efficient integration of computer technology in the learning process.
- ❖ More research is needed to bridge the gap related to the scarcity of literature in this domain; specifically, concerning the contributions of the BLA in English literature classes.
- ❖ Exploring in depth other related issues and requirements for efficient integration of such an approach. For instance, the costs, the resources, the technicians and human personnel, etc...

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Appendix A

Table (1): Frequency and percentage of learners' attitudes toward computer technology implementation in English literature courses:

N= number, 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree:

N	Item	Frequency					Total (%)
		(%)					
		1	2	3	4	5	
1	Technology facilitates the teaching- learning process	4 3.5	10 8.8	12 10.5	36 31.6	52 45.6	114 100.0
2	Using computer technology in English literature classes helps improving linguistic and multi-cultural knowledge and competence	2 1.8	4 3.5	16 14.0	62 54.4	30 26.3	114 100.0
3	Technology offers learners and teachers different options in learning and teaching	4 3.5	8 7.0	20 17.5	48 42.1	34 29.8	114 100.0
4	Computer technology can improve interactivity in English literature courses	2 1.8	6 5.3	32 28.1	40 35.1	34 29.8	114 100.0
5	Technology has to be combined with language teaching	4 3.5	10 8.8	18 15.8	48 42.1	34 29.8	114 100.0
6	Computers are effective tools in language instruction	4 3.5	8 7.0	18 15.8	56 49.1	28 24.6	114 100.0
7	Computer technology can be used effectively in teaching literature courses	4 3.5	4 3.5	30 26.3	56 49.1	20 17.5	114 100.0
8	Using computer technology in English literature classes can offer comfortable teaching- learning environment	6 5.3	8 7.0	22 19.3	54 47.4	24 21.1	114 100.0
9	Using computer technology in English literature classes offers exposure to authentic materials and audience	00 0.0	12 10.5	54 47.4	36 31.6	12 10.5	114 100.0
10	Using computer technology in English literature classes can shift the teaching- learning process to learner-centered approach	8 7.0	4 3.5	58 50.9	36 31.6	8 7.0	114 100.0

Table (2): Frequency and percentage of the obstacles impeding the implementation of instructional technology in English literature classes:

N=number, 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree:

N	Item	Frequency					Total (%)
		(%)					
		1	2	3	4	5	
1	Computers are not available in English literature classes	8 7.0	12 10.5	8 7.0	36 31.6	50 43.9	114 100.0
2	There is a lack of instructional technology based facilities in literature courses	6 5.3	14 12.3	12 10.5	50 43.9	32 28.1	114 100.0
3	Educational course designers and supervisors pay little attention to include instructional technology in literature courses	00 0.0	16 14.0	32 28.1	52 45.6	14 12.3	114 100.0
4	Bad connection of the internet impedes instructional technology implementation	10 8.8	16 14.0	34 29.0	42 36.8	12 10.5	114 100.0
5	Using computers in literature courses is energy and time consuming	10 8.8	20 17.5	40 35.1	34 29.8	10 8.8	114 100.0
6	There is scarcity of computer-based materials for literature courses	10 8.8	24 21.1	46 40.4	30 26.3	4 3.5	114 100.0
7	Instructional technology is too costly	6 5.3	32 28.1	48 42.1	20 17.5	8 7.0	114 100.0
8	Teachers' levels of computer literacy are insufficient to implement instructional technology in literature courses	4 3.5	34 29.8	48 42.1	24 21.1	4 3.5	114 100.0
9	Teachers lack competence to develop computer-based materials for literature courses	6 5.3	28 24.6	54 47.4	22 19.3	4 3.5	114 100.0
10	Learners' levels of computer literacy are insufficient to implement instructional technology in literature courses	14 12.3	16 14.0	54 47.4	30 26.3	00 0.0	114 100.0
11	It is difficult to implement instructional technology in literature classes	12 10.5	30 26.3	46 40.4	18 15.8	8 7.0	114 100.0
12	Teachers lack knowledge about CALL methodology and implementation	12 10.5	24 21.1	56 49.1	18 15.8	4 3.5	114 100.0
13	I prefer traditional approaches of teaching	32 28.1	20 17.5	42 36.8	16 14.0	4 3.5	114 100.0
14	Computers cannot be used for different language skills and activities	34 29.8	42 36.8	24 21.1	10 8.8	4 3.5	114 100.0
15	I am not familiar with instructional technology	34 29.8	42 36.8	26 22.8	12 10.5	00 0.0	114 100.0

Table (3): Frequency and percentage of the suggestions to be taken in consideration to include instructional technology in English literature courses:

N=number, 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree:

N	Item	Frequency	Total
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		(%)					(%)
		1	2	3	4	5	
1	Updating EFL teachers' knowledge about new instructional technology software ensures development	4 3.5	4 3.5	26 22.8	62 54.4	18 15.8	114 100.0
2	It is necessary to provide EFL teachers with adequate facilities to implement instructional technology programs	6 5.3	8 7.0	22 19.3	50 43.9	28 24.6	114 100.0
3	Cooperative efforts of EFL teachers in instructional technology based materials production can lead to success	8 7.0	2 1.8	26 22.8	56 49.1	22 19.3	114 100.0
4	Instructional technology programs must receive more financial support	8 7.0	6 5.3	18 15.8	60 52.6	22 19.3	114 100.0
5	Workshops and meetings on how to implement instructional technology in EFL courses can help its realization	8 7.0	8 7.0	20 17.5	52 45.6	26 22.8	114 100.0
6	Awareness-raising programs and sessions on the uses and benefits of instructional technology can lead to more acceptance of it	8 7.0	6 5.3	26 22.8	56 49.1	18 15.8	114 100.0
7	Providing EFL teachers with enough class time to implement instructional technology programs is an important requirement	6 5.3	14 12.3	20 17.5	52 45.6	22 19.3	114 100.0
8	Including instructional technology in teacher training educational programs can increase its implementation considerably	12 10.5	4 3.5	30 26.3	56 49.1	12 10.5	114 100.0

Table (4): The obtained data about learners' attitudes in numbers and percentages:

N= Item number, 1= Strongly disagree, 2=Disagree, 3= Neutral, 4= Agree, 5= Strongly agree

N	Item	1	2	3	4	5	Total
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1	Computers are effective tools in language instruction	1 4.0	1 4.0	3 12.0	8 32.0	12 48.0	25 100.0
2	Technology must be used for language learning	0 0.0	2 8.0	2 8.0	12 48.0	9 36.0	25 100.0
3	Technology offers learners and teachers different options in learning and teaching	0 0.0	1 4.0	2 8.0	16 64.0	6 24.0	25 100.0
4	Technology facilitates the teaching- learning process	1 4.0	0 0.0	4 16.0	12 48.0	8 32.0	25 100.0
5	Blended learning promotes the learner's motivation	0 0.0	1 4.0	2 8.0	18 72.0	4 16.0	25 100.0
6	Blended learning approach helps in improving language skills	0 0.0	1 4.0	4 16.0	14 56.0	6 24.0	25 100.0
7	The learner feel more interested while using the blended learning approach	0 0.0	2 8.0	6 24.0	9 36.0	8 32.0	25 100.0
8	Using blended learning in English Literature classes helps improving linguistic and multi-cultural knowledge and competence	0 0.0	2 8.0	6 24.0	12 48.0	5 20.0	25 100.0
9	Using blended learning in English Literature classes can offer comfortable teaching- learning environment	0 0.0	2 8.0	6 24.0	13 52.0	4 16.0	25 100.0
10	Blended learning promotes the learner's achievement	0 0.0	1 4.0	6 24.0	16 64.0	2 8.0	25 100.0
11	Blended learning facilitates language acquisition	0 0.0	3 12.0	5 20.0	13 52.0	4 16.0	25 100.0
12	Blended learning can improve interactivity in English literature courses	0 0.0	2 8.0	7 28.0	14 56.0	2 8.0	25 100.0
13	Using blended learning in English Literature classes can shift the teaching-learning process to learner-centered approach	0 0.0	3 12.0	8 32.0	10 40.0	4 16.0	25 100.0
14	Blended learning can be used effectively in teaching literature courses	0 0.0	3 12.0	8 32.0	10 40.0	4 16.0	25 100.0
15	Using blended learning in English Literature classes offers exposure to authentic materials and audience	0 0.0	2 8.0	10 40.0	10 40.0	3 12.0	25 100.0

Table (5): The obtained data about the obstacles impeding the implementation of Blended Learning in English Literature courses in numbers and percentage:

N= Item number, 1= Strongly disagree, 2=Disagree, 3= Neutral, 4= Agree, 5= Strongly agree

N	Item	1	2	3	4	5	Total
1	There is a lack of Blended learning based facilities in literature courses	0 0.0	2 8.0	6 24.0	7 28.0	10 44.0	25 100.0
2	Computers are not available in English literature classes	2 8.0	3 12.0	2 8.0	7 28.0	11 44.0	25 100.0
3	Using computers in literature courses is energy and time consuming	2 8.0	5 20.0	3 12.0	11 44.0	4 16.0	25 100.0
4	Educational course designers and supervisors pay little attention to include Blended learning in literature courses	2 8.0	5 20.0	4 16.0	11 44.0	3 12.0	25 100.0
5	Teachers' levels of computer literacy are insufficient to implement Blended Learning in literature courses	0 0.0	6 24.0	9 36.0	8 32.0	2 8.0	25 100.0
6	Teachers lack knowledge about Blended learning methodology and implementation	0 0.0	8 32.0	7 28.0	7 28.0	3 12.0	25 100.0
7	It is difficult to implement blended learning in literature classes	1 4.0	8 32.0	5 20.0	8 32.0	3 12.0	25 100.0
8	Learners' levels of computer literacy are insufficient to implement Blended learning in literature courses	1 4.0	5 20.0	9 36.0	9 36.0	1 4.0	25 100.0
9	Instructional technology is too costly	1 4.0	6 24.0	10 40.0	4 16.0	4 16.0	25 100.0
10	Bad connection of the internet impedes blended learning implementation	1 4.0	6 24.0	9 36.0	7 28.0	2 8.0	25 100.0
11	I prefer traditional approaches of teaching	4 16.0	4 16.0	7 28.0	5 20.0	5 20.0	25 100.0
12	There is scarcity of computer-based materials for literature courses	0 0.0	9 36.0	9 36.0	6 24.0	1 4.0	25 100.0
13	I am not familiar with Blended Learning technology	3 12.0	6 24.0	8 32.0	6 24.0	2 8.0	25 100.0
14	Teachers lack competence to develop computer-based materials for literature courses	3 12.0	4 16.0	11 44.0	6 24.0	1 4.0	25 100.0
15	Computers cannot be used for different language skills and activities	6 24.0	10 40.0	3 12.0	4 16.0	2 8.0	25 100.0

Table (6): The suggestions to be taken in consideration to include Blended Learning in English Literature courses in numbers and percentage:

N= Item number, 1= Strongly disagree, 2=Disagree, 3= Neutral, 4= Agree, 5= Strongly agree

N	Item	1	2	3	4	5	Total
1	It is necessary to provide EFL teachers with adequate facilities to implement Blended learning	0 0.0	1 4.0	3 12.0	8 32.0	13 52.0	25 100.0
2	Workshops and meetings on how to implement blended learning in EFL courses can help its realization	0 0.0	0 0.0	4 16.0	13 52.0	8 32.0	25 100.0
3	Providing EFL teachers with enough class time to implement blended learning is an important requirement	0 0.0	2 8.0	3 12.0	12 48.0	8 32.0	25 100.0
4	Updating EFL teachers' knowledge about new blended learning software ensures development	0 0.0	1 4.0	4 16.0	14 56.0	6 24.0	25 100.0
5	Blended learning must receive more financial support	0 0.0	0 0.0	8 32.0	9 36.0	8 32.0	25 100.0
6	Cooperative efforts of EFL teachers in blended learning materials production can lead to success	0 0.0	2 8.0	5 20.0	10 40.0	8 32.0	25 100.0
7	Blended learning in teacher training educational programs use the implementation considerably	0 0.0	1 4.0	6 24.0	12 48.0	6 24.0	25 100.0
8	Awareness-raising programs and sessions on the uses and benefits of blended learning can lead to more acceptance of it	0 0.0	1 4.0	7 28.0	10 40.0	7 28.0	25 100.0

Appendix B

The online units outline

• Eng. 322: (American Literature, 3 credit hours) - Fall, 2014

(Prerequisite: Literature I)

Dr. SALAH SHROUF

Office#: 332 Office Hours: M, W. 11-12

-  American Lit, outline-Fall, 2014-. SALAH SHROUFFile
- [News forum](#)
-  heath anthology 5 ins guideFile
-  heath anthology 5 ins guideFile
-  HAAL5EdVolD-libreFile
- [text-to-speechURL](#)

Week 8

Dear students, this is our first **online session**; it would be a new experience for you to learn via this new promising trend "Blended-Learning". However, be certain that this approach in learning has attracted great number of learners and teachers by virtue of its enormous benefits for both. Therefore, it has been adopted by thousands of educational institutions all over the world. Our main objective in this experience is to utilize and harness the available technology in serving and facilitating the learning-teaching process, and to improve learning quality and quantity. We hope you enjoy this kind of learning and get the most benefits of it.

The Title: The Road not Taken (Online Session)



Introduction:

This session will discuss a famous American poem by Robert Frost "The Road not Taken". You are expected to read the text carefully, and analyze its meanings, the main themes, and the main poetic features of the text

The Objectives:

1. Engage learners in the poem and ensure thorough understanding of it.
2. Appreciate the message, the meaning, and literary features of the poem.
3. Improve learners' language skills.

Activities:

-  8.1. Please read the poem (The Road not Taken-Robert Frost) carefully to obtain a thorough understanding of it. File
-  8.2. After reading the poem you are expected to watch the Robert Frost's The Road Not Taken.
- [Activity 8.3 - Answer the following: Discuss the main themes of the poem? Forum](#)
- [Activity 8.4 - online quiz](#)
- [PLEASE ADD ANY COMMENTS OR SUGGESTIONS](#)

Week 9

The Title: Death in the Woods (online session):

Introduction:


Dear students, good time; the present topic will be about short story. You will be exposed to a literary piece, a short story (Death in the Woods), by one of the luminaries in the American literature history (Sherwood Anderson). You are expected to read the story carefully focusing on the main literary features of the story: the point of view, the main themes, symbols, motifs, and the style. Three sessions will be allocated to accomplish the needed objectives of the material; two online sessions and one face-to-face meeting in class. The online sessions will be oriented to provide you with knowledge about the American literature and to enhance your reading, writing and listening skills. Meanwhile, the in-class meeting will be held to enhance your speaking skill and to upgrade your ability in expressing yourself.

Good wishes and best regards

Objectives:

1. The learners perceive, understand and discuss the main features of a short story.

Activities:

-  9.1.1. Please read the story carefully with concentration on the main literary features included.
File
- 9.1.2. Extract the difficult vocabulary items, and try to conceptualize them.
- 9.1.3. Death in the Woods - Watch the attached video
- 9.1.4. Review the following references that help you achieve the remaining requirements:
- Quiz 9.1. Match the term with the appropriate definition:
- PLEASE ADD ANY COMMENTS OR SUGGESTIONS

Week 9, second session

The Title: Death in the Woods (**Second online session**):

Introduction: As a complementation to what you had been exposed to during the previous session, herein you are expected to follow up in obtaining new gains through the selected activities. You are supposed to have comprehended the literary piece that had been presented previously and reviewed the aforementioned references.

Objectives:

1. Discuss and analyze literary features of the story.
2. Write 1-2 paragraphs with different end of the story.

Activities:

- 9.1 Discuss & Answer the following questions:

- 9.2. Homework: Write a different ending to the given short story reflecting different theme? Assignment
- PLEASE ADD ANY COMMENTS OR SUGGESTIONS Forum

Week 10

Death of A Salesman

Introduction


Dear learners, good time: I hope you have become familiar with this new learning approach, and I wish it has gained your appreciation. During the coming two weeks you will be exposed to a new genre, a popular play (Death of a Salesman), by one of the most famous American playwrights (Arthur Miller). This play will be presented to you throughout five sessions, three online sessions and two face-to-face ones. The first online session starts on 13/11, while the second session starts on 18/11, the third starts on 23/11. It is worthy to mention that on **25/11** you will have an in-class exam. So, you have to take this in consideration and manage your time efficiently.

Objectives:

These are the expected objectives of this unit.

1. Distinguish the various elements of the dramatic genre through **Death of A Salesman**.
2. Perceive the embodiment of the American Dream in the play.
3. Recognize **Death of A Salesman** as a modern play.

Activities:

-  10.1. Please read the text of the play. - Death of a Salesman
- 10.2. Watch the attached video.
- 10.3. Review the following references:
- **Second session**

Dear learners, good time: I wish you all feel well. Herein, we proceed in what we have started through the previous session to fulfill the intended objectives of the unit.

Activities

- 10.4 Forum Activities
- Quiz 10.5 - Please select the most appropriate answer for the following questions:
- **Third session**

Introduction

Dear learners, good time: This is the last session in this unit. You are supposed to have comprehended the play that you have been exposed to throughout the previous sessions and accomplished the required

activities. In this session you are expected to follow up within the remaining activities. It is significant to remind you that you will have in-class exam on **25/11**. My wishes.

Activities

- [Activities: What kind of ...](#)
- [10.2 Quiz Please select the most appropriate answer for the following questions:](#)

Week 11

Introduction:

Dear learners, good time. You have been exposed previously to poetry as a genre, at the beginning of this semester (The Road Not Taken by Robert Frost). This session will introduce a new kind of poetry; it is an imagist poem by using free verse. You are expected through this session to recognize this new kind of poetry.

Objectives:

1. To acquaint students with the meaning and significance of symbols in the poem.
2. To provide students with knowledge about free verse and imagist poetry.

Activities:

- [11.1. Please read the poem.](#)
- [11.2. Please watch the attached video.](#)
- [11.3. Please review the following references:](#)

Week 12 - First session:

Introduction:

Dear students, good time. Our new topic will be a short story (**Everyday Use by Alice Walker**). Three sessions have been allocated to accomplish this topic, two online sessions and one face-to-face. Through these sessions you are expected to read the story, watch the attached video and review the specified references (You can access other resources to obtain more related information). Ultimately, the aim is to obtain the needed knowledge that enable you achieve the requirements.

The objectives:

1. To acquaint students with knowledge about the African-American Women's Power Movement.
2. To demonstrate mother-daughter relationship and the developed conflict between generations.
3. To introduce heritage as a cultural factor in crystallizing and conserving identity.

Activities:

-  [12. 1. Please read the story.](#)

- [12. 2. Please watch - Everyday Use Analysis.Video](#)
- [12. 3. Please watch the attached video - Everyday Use by Alice Walker.](#)
- [12. 4. You are expected to review the following references:](#)

Second session:

Introduction:

Dear students, good time. This is your last online session. It is a completion of the short story "**Everyday Use**". In this session you are expected to follow up the required activities, and then you will kindly be asked to fill in a survey about this blended learning experience. I hope you have enjoyed this new trend of learning. Please share us with your thoughts by filling the needed information for the survey. Your cooperation is highly appreciated, thank you for all your efforts.

Activities:

- [Assignment 12.1: Elaborate more ...](#)
- [12.2: QUIZ](#)

Logs to the course

Computed from logs since Sunday, 5 January 2014, 10:58 AM.

American Lit, outline-Fall, 2014-. SALAH SHROUF	60	-
News forum	70	-
heath anthology 5 ins guide	20	-
heath anthology 5 ins guide	5	-
HAAL5EdVoID-libre	6	-
text-to-speech	20	-

Week 8

8.1. Please read the poem (The Road not Taken-Robert Frost) carefully to obtain a thorough understanding of it.	108	-
8.2. After reading the poem you are expected to watch the Robert Frost's The Road Not Taken	92	-
Activity 8.3 - Answer the following: Discuss the main themes of the poem?	1209	-
Activity 8.4 - online Qize	318	-
PLEASE ADD ANY COMMENTS OR SUGGESTIONS	72	-

Week 9

9.1.1. Please read the story carefully with concentration on the main literary features included.	65	-
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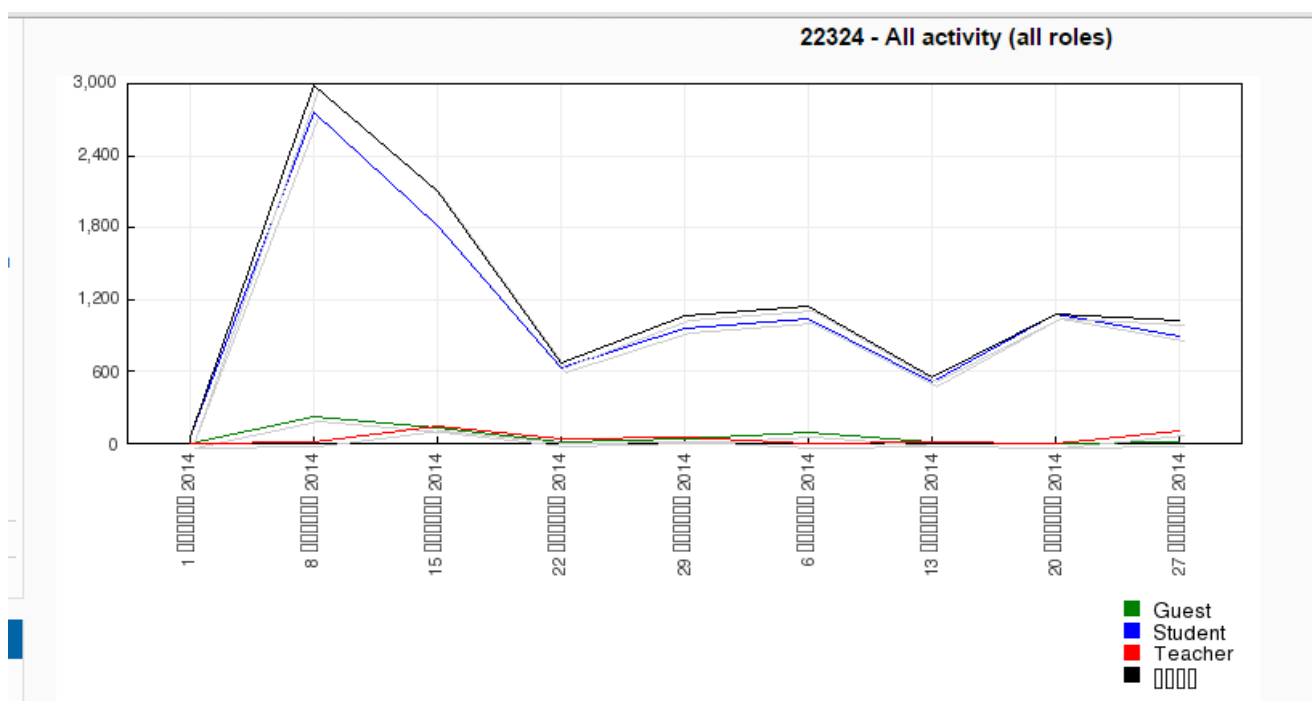
9.1.3. Death in the Woods - Watch the attached video	52	-
9.1.4. Review the following references that help you achieve the remaining requirements:	591	-
Quiz 9.1. Match the term with the appropriate definition:	266	-
PLEASE ADD ANY COMMENTS OR SUGGESTIONS	50	-
Week 9, second session		
9.1 Discuss & Answer the following questions	443	-
9.2. Homework: Write a different ending to the given short story reflecting different theme?	131	-
PLEASE ADD ANY COMMENTS OR SUGGESTIONS	25	-
Week 10 13/11		
10.1. Please read the text of the play. - Death of a Salesman	66	-
10.2. Watch the attached video.	49	-
10.3. Review the following references:	406	-
10.4 Forum Activities	320	-
Quiz 10.5 - Please select the most appropriate answer for the following questions:	307	-
Activities: What kind of ...	227	-
10.2 Quiz Please select the most appropriate answer for the following questions:	241	-

Week 11 - 2/12/2014		
11.1. Please read the poem.	40	-
11.2. Please watch the attached video.	16	-
11.3. Please review the following references:	314	-
Week 12 - First session: 9/12/ 2014		
12. 1. Please read the story.	40	-
12. 2. Please watch - Everyday Use Analysis	23	-
12. 3. Please watch the attached video - Everyday Use by Alice Walker -	14	-
12. 4. You are expected to review the following references:	303	-
Second session: 14/12/2014		
Assignment 12.1: Elaborate more ...	219	-
12.2: QUIZ	221	-

22324 - All activity (all roles)

Period ending (Week)	Guest	Student	Teacher	All
27 December 2014	18	896	111	1025
20 December 2014	0	1077	0	1077
13 December 2014	16	515	18	549
6 December 2014	97	1038	6	1141

Period ending (Week)	Guest	Student	Teacher	All
29 November 2014	42	966	53	1061
22 November 2014	11	627	34	672
15 November 2014	133	1822	146	2101
8 November 2014	228	2757	8	2993
1 November 2014	0	47	0	47

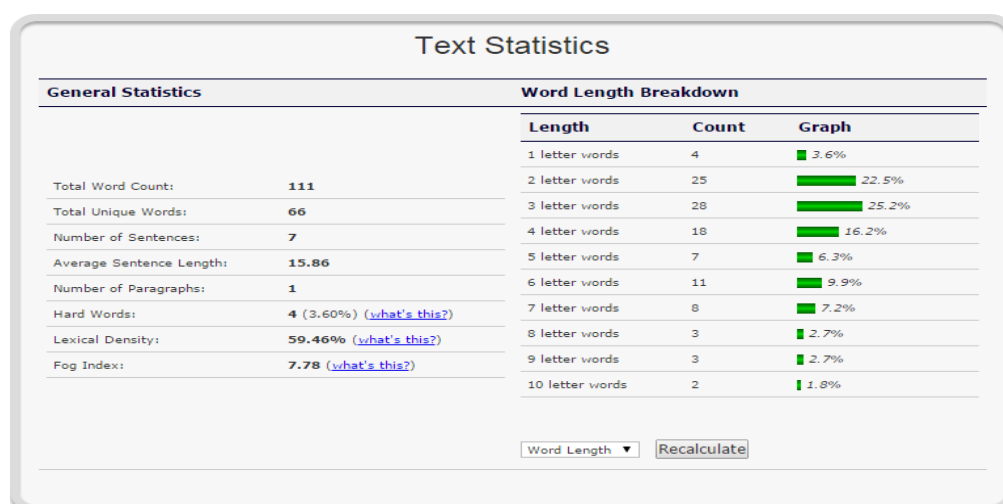


The learners' participations

The first participant, week 8:

choices theme:

" The Road Not taken " centers on the concept of choice.the path that the speaker is walking on is splitting in two directions , and he has to decide which way to go. this path is not just in the woods , but also represents a decision in his life. something in his life is changing , forcing him to make a choice. yet he has a really hard time deciding one moment, he thinks one way is better the next, both bathes are about the same. whether or not he has a reason why the choice he makes is better, he has to make it.and that choice changes his life.

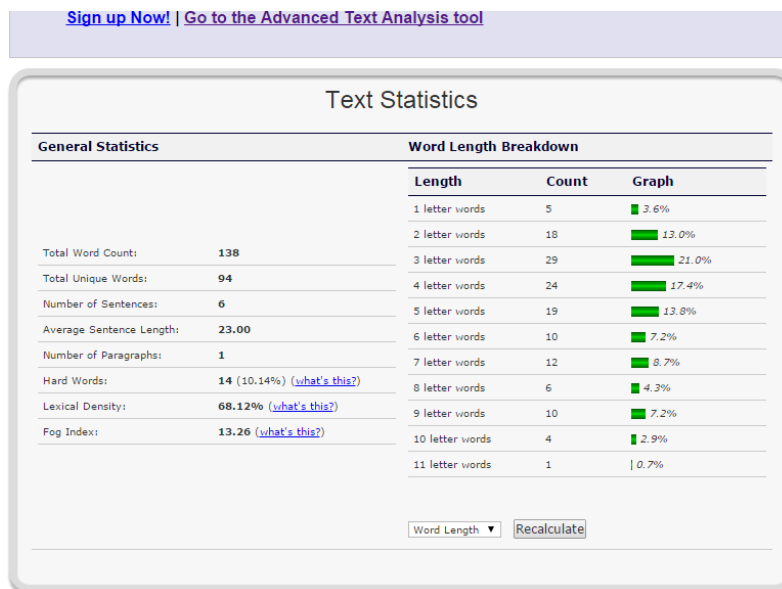


Week 10:

Seeds represent for Wally the opportunity to prove the worth of his labor , both as a salesman and a father. His desperate , nocturnal attempt to grow vegetables signifies his shame about barely being able to put food on the table and having nothing to leave his children when he passes. Willy feels that he has worked hard but fears that he will not be able to help his offspring any more than his own abandoning father helped him.

The seeds also symbolize willy's sense of failure with biff. despite the American dream's formula for success , which Willy considers infallible, Willy's efforts to cultivate and nurture Biff went awry.

realizing that his all American football star has turned into a lazy bum, Willy takes Biff's failure and lack of ambition as a reflection of his abilities as a father.

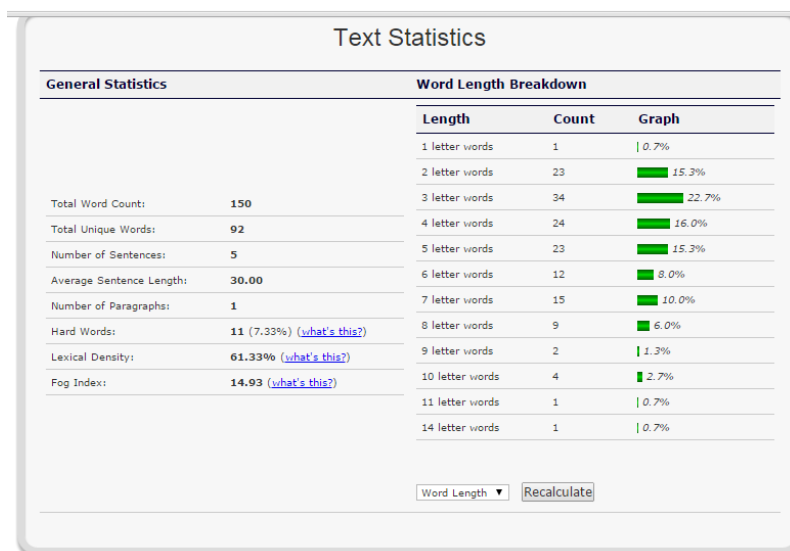


Week 12:

Heritage represents the identity of the people and their origins. Heritage includes people's traditions, costumes, foods, clothes in which any one reveals about his culture and the land belongs to, for example, in Palestine, women wear the embroidery dress to show their origin and their belonging to the country they live in.

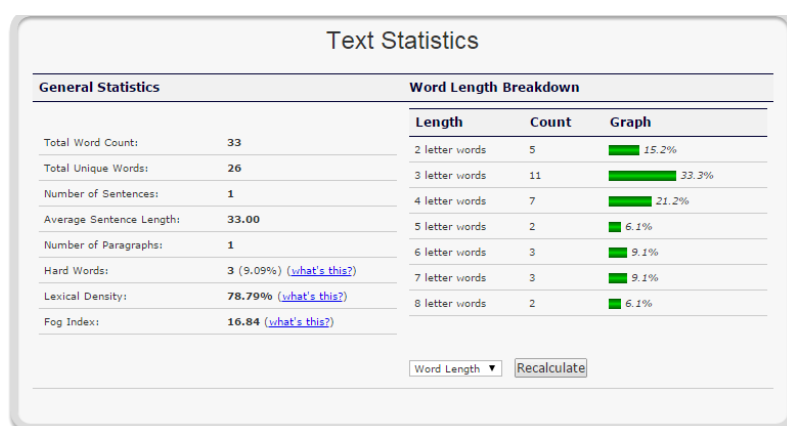
What we see in " Everyday Use " by Alice Walker that Maggie represents the African heritage and roots because she still lives with her mother in their house that locates in a " pasture" to show that Maggie and her mother belong to the farming class ,and show that they love to stay in nature with their cows and their green crops.

In addition, Maggie can quilt like her grandmother and she is too closed to her heritage which was made by their parents such as " quilts", and " benches" and she doesn't allow to anyone to take them away.



The second participant, week 8:

the speaker is hesitant; however he did not choose the first road and then change his mind; on the contrary he choose the road that no one took; grass was filling the path.



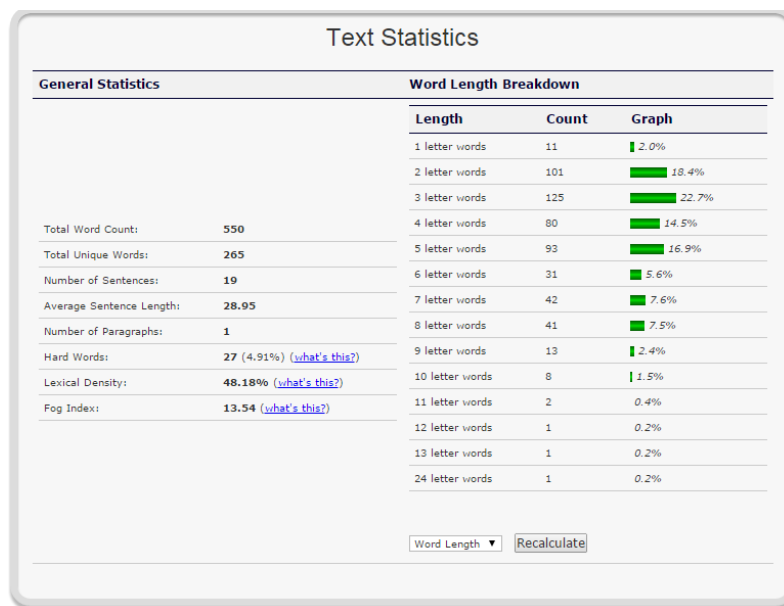
Week 10:

Death of A salesman portraits the ideal image of the American Dream and the extremes that people would go to fulfill that dream. William or willy Loman wakes up to find himself a jobless-sixty-three-year old man who has been deceived by his own ideas in which he absolutely believed that personality and good looks can grant him anything he'd like.

Willy misinterprets the American Dream. He views Newyork as the place in which he doesn't need to work at all, for he is the "handsomest man" and the funniest of all which was a stroke to his ego given by both his wife Linda and his anonymous mistress. Willy keeps bragging about his success and how everyone knows him here and there, yet he is drowning in debt. If he were the most successful salesman in Newyork then why would he be fired? Why would he be taking money from his abhorred neighbor of whom Willy is jealous? Not just that, he turns a deaf ear to Biff's habit of stealing and he keeps brushing it off by laughing. Moreover, willy's state of mind starts declining when he starts talking to himself and imagining

his dead brother; though he kept saying that his brother is not successful or well-liked, whenever he imagines his brother he poses the same question "how did you do it".

On top of everything, somewhere in Willy's memories he lets the reader take a glimpse of the man he was and how he put so much on Biff; because of his treatment to Biff, Biff eventually goes to jail. Willy Loman is convinced that not just his looks, but also Biff's look would get him far. He mentions how girls used to stop and stare when Biff flashes a grin or a smile. Even when Biff's in his thirties, Willy still believes in him, for he says that Biff's not lazy after calling him a lazy bum.



Week 12:

Everyday use is a story by Alice walker, who wrote the story to elaborate on the struggle of African-American women against the loss of identity in the 60's. Although, the story focuses on the beautiful, educated daughter who has a lot of friends but is ashamed to bring them home, the protagonist is the bulky mother, Mrs. Johnson, who milks a cow, fights a bull, and has hands of man to enable her to do the hard work.

Mrs.johnson imagines herself on a TV show with her beautiful daughter embracing her and crying. Also, her reality's different. The mom who has been nothing but a loving mother who provided everything, by the help of church and community for her glamour older daughter, sits in the garden when her older daughter Dee arrives and starts shuffling in the house to take what she wants to find her so called roots.

Dee's eyesight falls upon two quilts sewed by her grandmother and aunt Dee for the mom, those two quilts are supposed to be handed over to Maggie, the transparent, reluctant, not-that-pretty daughter, with scars and licks of fire which she had when the old house burned when she was young. but Dee who throws a tantrum whenever she does not get what she wants, and who is used to having her demands met by everyone around her, decides that she wants the quilts to hang them on the wall of her new house to be connected to her African roots.

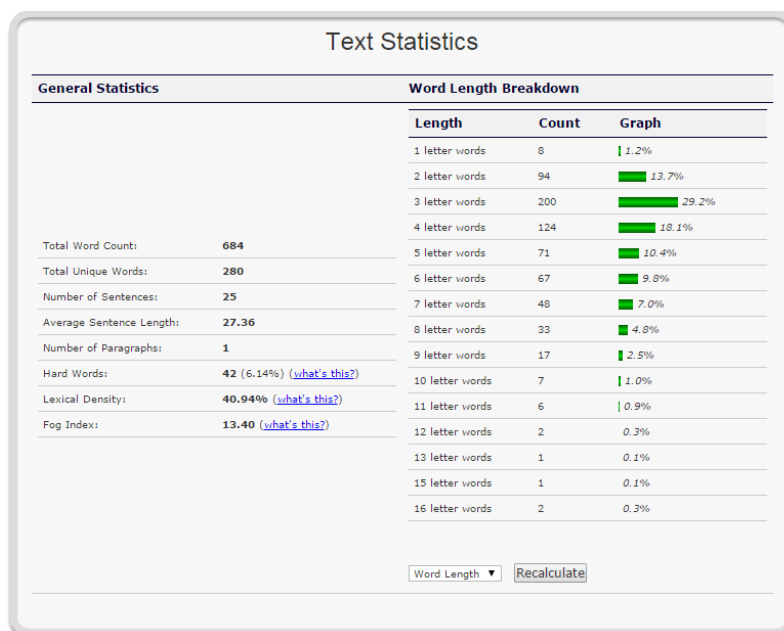
The expected result is having the two sisters fight over the quilts. However, the mother decided that the quilts shall be Maggie's who stands in the corner of the room watching the conversation going between Mrs. Johnson and Dee. Maggie shyly says that the mother could give them to Dee since she can sew new ones, but the mother insists that they shall go to Maggie.

I've read that maybe Walker wrote the story to release the stress she felt over being silent when she lost sight in one of her eyes, for she was shot by her brother who begged her not to tell her parents. As you can see the similarity between Maggie and the writer, who are both injured or have permanent scars.

Dee ignores the fact that her grandmother's, aunt, sister, and her mother's heritage does not lie in those two hand-made quilts, but in the ability of making them. Maggie, who lacks education and good looks, makes up in the department of love which her sister lacks in her relationship with Hakim. Maggie also knows about her grandmother and aunt more than Dee, for she used to sit with them and they're the ones who taught her how to sew and make quilts.

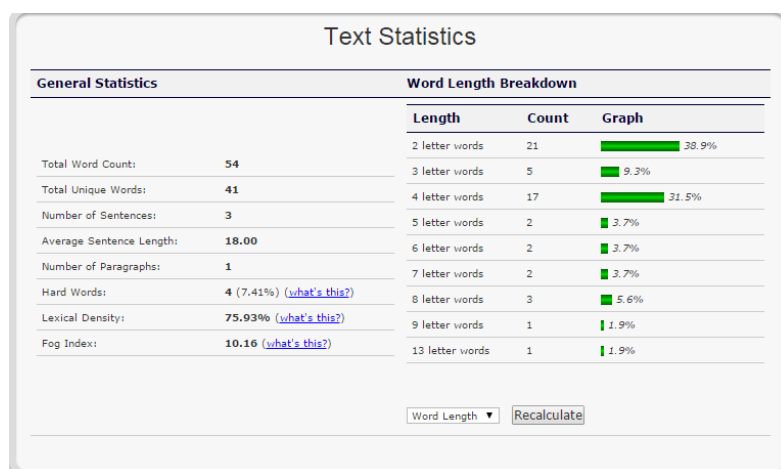
The mother's declaration of giving the quilts to Maggie is a surprise to the daughters, and Dee starts justifying her need for the quilts and that they would last longer if she had them, because Maggie would cover the beds with them or even give them to her kids to play with. However, the mother states that they'll go to Maggie no matter what, because Dee ignored the fact that the true heritage lies in the hands of Maggie who could probably make more fifty quilts or pass the ability to her kids whom she'll have when she gets married. Dee also ignores the fact that education is not everything, for it taught her nothing about her African roots as Maggie learned from the church or from sitting with her aunt and grandmother.

Finally, the title Everyday use suggests the true use of the heritage and the culture of the African-American women which lies in the ability to pass what you know about your roots. Everyday use suggest the dishes carved from trees with tiny drawing that represent the African history and culture. the quilts could be hung on the wall to last fifty years or more, but their true value lies in using them and remaking new quilts in addition to passing the ability of making those cultural symbols to your kids and grand kids.



The third participant, week 8:

it is about how people made their decisions in life. whether to walk in this path or that. it is our decision to do what we want without take in consideration if this rode more or less traveled by others but we have to know if this road is suitable for us or not .



Week 10:

The dream that would have made Willy happy is to have followed his inner love for building and creating things. It would have been a gift that kept on giving, since it would have given him both the pleasure and the benefit of being productive in society, and to be there for his children.

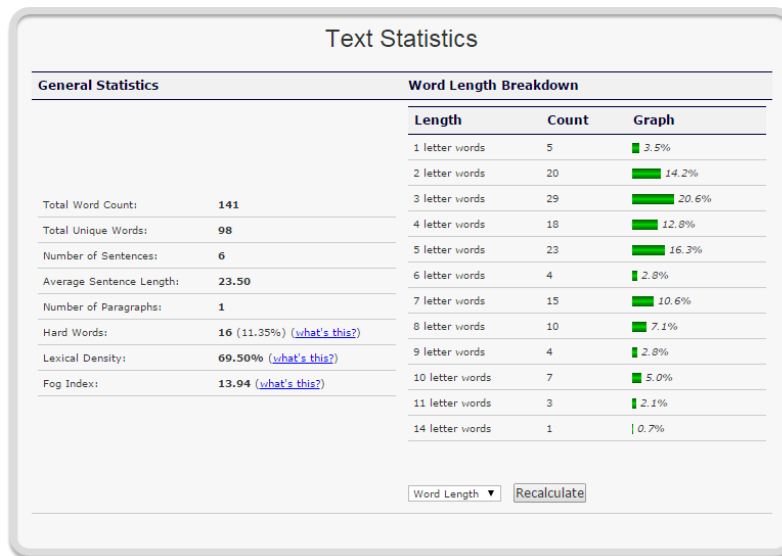
Instead, Willy's dream was to follow the steps of another man. When he was little, a man named Dave Singleman. This man was the inspiration behind Willy's career choice. He saw how this man supposedly made lots of money out of a hotel room. He figured he could do the same, and have a good lifestyle just on the basis of "being liked" and achieve financial success.

However, when Biff talks about a "wrong dream" he is mostly referring to the fact that his father was following another man's dream. He never once stopped to figure his own destiny and, instead, went following a journey already walked by another person.

the perception of the American Dream

Death of a Salesman tells the story of a man confronting failure in the success-driven society of America and shows the tragic path, which eventually leads to Willy Loman's suicide. Willy Loman portrays a deluded salesman, whose imagination greatly exceeds his sales ability. A salesman does not make their own product, but masters a particular skill or body of knowledge, and works on the empty substance of dreams and promises

American Dream is the ability to become prosperous by mere charisma. Willy believes that personality, not hard work and innovation, is the key to success. Time and again, he wants to make sure his boys are well-liked and popular. For example, when his son Biff confesses to making fun of his math teacher's lisp, Willy is more concerned with how Biff's classmates react:



Week 12:

Whom of the two girls understand the value of quilts better?

Every day use is a short story display the conflict between a black woman and her two daughters Dee ,and Maggie .First , we see Dee the pretty , educated, fashion girl who come back home with her boy friend. She refuse her American root and seek for her African -American root and she start by changing her name to more suitable one as well as her wear style .come back to take the quilt thinking that she knows how to use it in better way rather than her sister .In contarst wee see Maggie the younger ,ugly ,uneducated girl , live with her mother understand the family heritage better than her sister does .

Whom the mother love or prefer more ?

The mother love and prefer Dee more than Maggie since Dee has all the qualities the mother dreams her daughter to has and she feel proud of fer ,but at the same time she fell sympathy toward Maggie because she is the ugly ,uneducated girl and once she burned when she was child however she knows that Maggie will use the quilt in better than her sister does .

If I am a mother who of the two girl will choose ?

If I am a mother and I will have a daughter i will prefer to be like Dee the pretty ,educated, girl but at the same time want some qualities from Maggie personality the girl who understand her family very will and know how to use it .so i will prefer a daughter has qualities from each of them .

The story talk about a black woman and her two daughters, Dee, and Maggie each of them have a different character and different qualities .Dee is smart and educated yet she is completely ignorant about her heritage .She come back home with her boy friend to take photos and show off ,she was very proud of her self .and as a kind of showing off she creates her own heritage by changed her name from Dee to a new African name also she changed her dress style to wear like African.

While Maggie is uneducated and ugly she is more aware about the family heritage and her identity, when Mama talked about the quilts Dee want to take them and use them in her house decoration she even does not know from where them come or from which they made. in fact she does not know any thing about her heritage . but her mother told her that these quilts are for Maggie since Maggie is really know and appreciate her heritage and know everything about the history of the family.

Text Statistics		
General Statistics		Word Length Breakdown
		Length Count Graph
Total Word Count:	447	1 letter words 13 2.9%
Total Unique Words:	170	2 letter words 47 10.5%
Number of Sentences:	18	3 letter words 138 30.9%
Average Sentence Length:	24.83	4 letter words 103 23.0%
Number of Paragraphs:	1	5 letter words 39 8.7%
Hard Words:	22 (4.92%) (what's this?)	6 letter words 48 10.7%
Lexical Density:	38.03% (what's this?)	7 letter words 12 2.7%
Fog Index:	11.90 (what's this?)	8 letter words 21 4.7%
		9 letter words 10 2.2%
		10 letter words 8 1.8%
		11 letter words 1 0.2%
		12 letter words 3 0.7%
		Word Length ▼ Recalculate

The fourth participant, week 8:

I think the less traveled road does not mean that the other traveled road is wrong, or that the traveled road is always right. It is just a matter of how you decide –while taking into consideration many effects, like what other people choose-, not what you decide

Text Statistics		
General Statistics		Word Length Breakdown
		Length Count Graph
Total Word Count:	48	1 letter words 2 4.2%
Total Unique Words:	34	2 letter words 6 12.5%
Number of Sentences:	2	3 letter words 8 16.7%
Average Sentence Length:	24.00	4 letter words 14 29.2%
Number of Paragraphs:	1	5 letter words 6 12.5%
Hard Words:	1 (2.08%) (what's this?)	6 letter words 6 12.5%
Lexical Density:	70.83% (what's this?)	7 letter words 2 4.2%
Fog Index:	10.43 (what's this?)	8 letter words 3 6.2%
		13 letter words 1 2.1%
		Word Length ▼ Recalculate

Week 10:

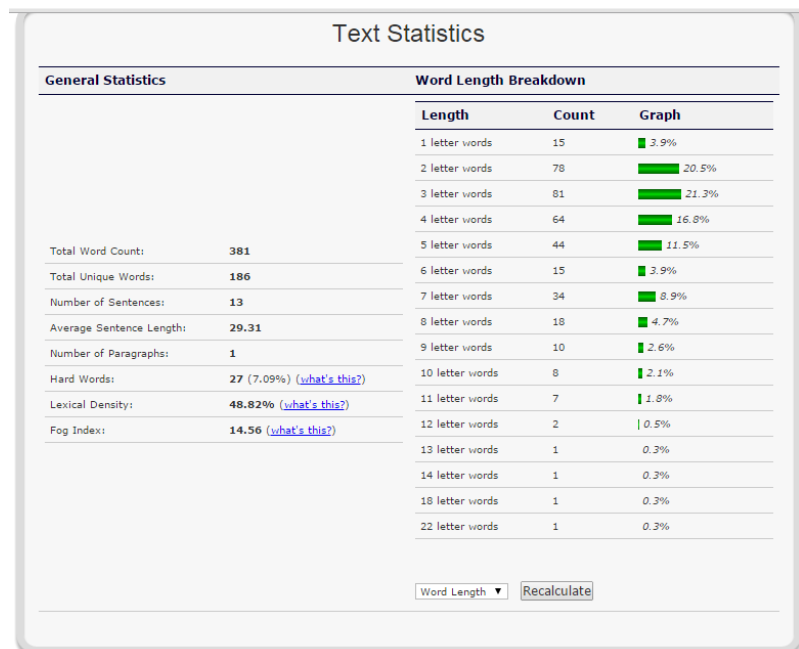
The American Dream is one of the major themes represented in this play. First, before I start talking about the way this theme is handled, I want clarify generally what the American Dream is (because I struggled at the beginning to grasp the core concept). Consequently, I googled it and I arrived to the fact that, in brief, the American Dream is the pursuit of freedom and success.

However, I have read that there is an argument on this definition-whether it can be achieved through materialism (hard work to be successful), or through "faith and equality", (to have freedom). How is it represented in this play?

Well, let me begin talking about the main character, Willy, who regards it from a materialistic point of view –that he doesn't account for his dreams because he claims that success can be achieved by personality, great appearances, and good reputation. For example, he assumes that his son, Biff, is going to be successful due to the fact that he is handsome and all girls like him- he has just to smile and all girls will follow him. Nevertheless, this assumption fails because Biff is represented as a successful-responsible character- he has no job and he steals from others while his father does not give the least attention to educate his son. In addition, Willy knows that his son is going to flunk math, and he does not even try to speak with him.

On the contrary, we see Bernard as a successful and humble character who does not even want to show off in front of others – he does not declare to Willy that he is going to the Supreme Court. I think that the secrete lies in his attention and care for his academic life- while biff wastes his life- in order to become a successful lawyer.

In the end, I would like to cite one sentence that attracts my attention, which is "The American dream is achieved through sacrifice, risk-taking and hard work, not by chance". I think this statement makes the death of the main character suitable for Miller's views, as he sacrifices himself to let his two sons have their own dreams- although I believe that he is a bad father and his suicide is not for the sake of them.



Week 12:

The theme of heritage is one of the major themes in this story, but before I start talking about how it is handled in this story, I want just to give you a glimpse about the context of this story's era. I have read

that "Everyday Use is set in the late 60s, when African-Americans were struggling to establish their personal identities in cultural terms". As a result, many of them claimed that they are Africans, not Americans, and they denied that they are Americans. How this theme is handled in the story is different from this, because Walker wants African-American people to know that they are both Africans and Americans, and they cannot deny this heritage because it forms their identity and culture. This theme is embodied by employing the characters of Mama, Maggie, and Dee.

First, for the character of Mama, and who is also the narrator, we see that she is a very strong woman –" In real life, I am a large, big boned woman with rough, man working hands. In the winter, I wear flannel nightgowns to bed and overalls during the day. I can kill and clean a hog as mercilessly as a man". This shows how hard her life is. In addition, she is very honest to confess that she is so fat, "My fat keeps me hot in zero weather", and she is not shameful because of her appearance, but rather she considers it as an advantage to keep her warm, as her heritage warms her too.

Second, for the character of Dee, her older daughter, she seems to be a very fashionable and stylish girl, for her mother says that upon reaching the age of 16, she had a style of her own, and knew what style is for her. She is the only educated one in her family-her mother did not have the chance to continue her education, and her younger sister, Maggie, did not have the chance too. Dee comes home after she finished her education in college-actually her mother says that she collected money from the church to let Dee continue her education, while Dee seems not to appreciate her mother, because her mother reveals her wish when she imagines herself and Dee in a TV show, where Dee thanks her for everything she has done. When she arrives home with her friend, Dee asks her mother not to call her Dee, and wants to be called "Wangero Leewanika Kemanjo", an African name, which indicates that she wants to be only African, not American.

Finally, for Maggie, we see that her mother describe her harshly, as she says" Have you ever seen a lame animal, perhaps a dog run over by some careless person rich enough to own a car, sidle up to someone who is ignorant enough to be kind to him? That is the way my Maggie walks. She has been like this, chin on chest, eyes on ground". This shows that her mother is aware of the difference between her two daughters. However, Maggie is more conscious about her heritage and identity.

In the climax of the story, we see that there is a sort of conflict upon the two quilts-which are symbols of their heritage and which give them warmth. We see that Dee comes home to take them with her to decorate her house. However, these quilts are promised for Maggie from Mama when she gets married. Dee wants her mother to give them to her because she knows how to use them, while her mother and sister will make them everyday use, and they will become outworn. Dee wants quilts to be just as a part of her decoration with no use of them, or even as reminder to her grandmother and aunt. Nevertheless, Maggie knows from where they had come and who made them, and she corrects her sister's information about them-who seems that she does not know anything about them.

At the end of the story, Mama gives the quilts to Maggie because she deserves them more than her sister does. Maggie and her mother are aware of their heritage and its values, while Dee is ignorant, and she thinks that her mother and sister "don't understand", while the irony is that she does not understand anything.

I think it is a brilliant story, which we need in our time, because we see a lot of us, especially girls, who may seem like Dee, and who are shameful of their heritage or even culture-those girls who refuse to wear the Palestinian traditional dress, assuming that it is old fashioned or that it belongs only to grandmothers. Oh! Alas! They forget that it is our identity, and for me, I wish I had one for myself, and I wore it only during the graduation ceremony, when I was one girl of the reception committee. I wish we could all have our traditional dress, even for one day in the university, to remind us that WE ARE ALL PALESTINIANS!

Text Statistics

General Statistics		Word Length Breakdown		
		Length	Count	Graph
<div> <div>Total Word Count:</div> <div>835</div> </div> <div> <div>Total Unique Words:</div> <div>328</div> </div> <div> <div>Number of Sentences:</div> <div>32</div> </div> <div> <div>Average Sentence Length:</div> <div>26.09</div> </div> <div> <div>Number of Paragraphs:</div> <div>1</div> </div> <div> <div>Hard Words:</div> <div>58 (6.95%) (what's this?)</div> </div> <div> <div>Lexical Density:</div> <div>39.28% (what's this?)</div> </div> <div> <div>Fog Index:</div> <div>13.22 (what's this?)</div> </div>		1 letter words	28	<div></div> 3.4%
		2 letter words	140	<div></div> 16.8%
		3 letter words	232	<div></div> 27.8%
		4 letter words	159	<div></div> 19.0%
		5 letter words	78	<div></div> 9.3%
		6 letter words	62	<div></div> 7.4%
		7 letter words	39	<div></div> 4.7%
		8 letter words	46	<div></div> 5.5%
		9 letter words	22	<div></div> 2.6%
		10 letter words	15	<div></div> 1.8%
		11 letter words	7	<div></div> 0.8%
		12 letter words	4	<div></div> 0.5%
		13 letter words	1	<div></div> 0.1%
		16 letter words	2	<div></div> 0.2%
		17 letter words	1	<div></div> 0.1%
		Word Length ▾	Recalculate	

Appendix C

The first questionnaire

Hebron University

English Department

MA Program in Applied Linguistics and Teaching English

Questionnaire for students:

Dear friends,

I am an MA student in English Department at Hebron University. I intend to conduct a research about using technology in teaching literary Courses. Therefore, I designed this questionnaire as the first phase of my study. The information of this questionnaire will be used solely for academic research. Your cooperation in filling out the required information is highly appreciated.

Part one: - Personal information:

Please tick the appropriate choice (✓)

Currently I am studying in the ☐ 1st year ☐ 2nd year ☐ 3rd year ☐ 4th year

1. Do you have experience in learning by using CALL? ☐ Yes ☐ No
2. Have you enrolled in any of the English Literature courses? ☐ Yes ☐ No
3. If yes please specify number of courses. _____

Part two: - This part investigates the extent of using instructional technology in Hebron University.

Please tick the appropriate choice (✓)

1. Do you have a personal computer of your own at home? ☐ Yes ☐ No
2. How often do you use computers?
☐ Once a week ☐ 2-3 times a week ☐ 4-5 times a week ☐ 6 or more times a week.
3. What do you use computers for? You can mention more than one option.
____ Electronic mail. ____ Games. ____ Materials preparation. ____ Surfing internet.
____ Contacting teachers and classmates. ____ Doing assignments.
____ Chat rooms. ____ Entertainment.
____ other (please specify).-----
4. Do you have access to Internet at home? ☐ Yes ☐ No
5. Is access to internet available in the classroom? ☐ Yes ☐ No
6. How many hours per week do you use Internet?

- ☐ Less than 2 hours ☐ 3 - 4 hours ☐ 5 - 6 hours ☐ 7 - 8 hours ☐ 9 - 10 hours
☐ More than 11 hours.

7. Do you use Internet for learning purposes? ☐ Yes ☐ No

8. How many hours per week do you use the Internet for learning purposes?

1. ☐ Less than 2 hours. 2. ☐ 3 – 4 hours. 3. ☐ 5 -6 hours. 4. ☐ 7 – 8 hours 5. ☐ 9 -10 hours. 6. ☐ More than 11 hours.

9. Do you use computers in your English Literature classes? ☐ Yes ☐ No

10. What types of activities do you usually use? (Tick all items that apply.)

- ☐ Crosswords ☐ Games ☐ On-line dictionaries ☐ Puzzles ☐ Quizzes ☐ Text
chatting ☐ Voice chatting ☐ Web surfing
☐ Others: Please specify _____

Part three: - This part investigates the perspective of students towards the use of computer technology in learning English at Hebron University.

For the following items, please tick the answers that best show your opinion:

1= strongly disagree. 2= disagree. 3= neutral. 4= agree. 5= strongly agree.

		1	2	3	4	5
1.	Technology facilitates the teaching-learning process.					
2.	Technology has to be combined with language teaching.					
3.	Technology offers learners and teachers different options in learning and teaching.					
4.	Computers are effective tools in language instruction.					
5.	Computer technology can be used effectively in teaching literature courses.					
6.	Using computer technology in English Literature classes can offer comfortable teaching-learning environment.					
7.	Using computer technology in English Literature classes can shift the teaching-learning process to learner-centered approach.					
8.	Using computer technology in English Literature classes offers exposure to authentic materials and audience.					
9.	Using computer technology in English Literature classes helps improving linguistic and multi-cultural knowledge and competence.					
10	Computer technology can improve interactivity in English Literature courses.					

Part four: - This part investigates the potential obstacles that impede instructional technology implementation in English literature courses.

For the following items, please tick the answers that best show your opinion:

1= strongly disagree. 2= disagree. 3= neutral. 4= agree. 5= strongly agree.

		1	2	3	4	5
1.	Instructional technology is too costly.					
2.	I am not familiar with instructional technology.					
3.	Bad connection of the internet impedes instructional technology implementation.					
4.	Computers are not available in English Literature classes.					
5.	There is a lack of instructional technology based facilities in literature courses.					
6.	It is difficult to implement instructional technology in literature classes.					
7.	There is scarcity of computer-based materials for literature courses.					
8.	Using computers in literature courses is energy and time consuming.					
9.	Computers cannot be used for different language skills and activities.					
10	Teachers lack competence to develop computer-based materials for literature courses.					
11	Teachers lack knowledge about CALL methodology and implementation.					
12	Teachers' levels of computer literacy are insufficient to implement instructional technology in literature courses.					
13	Learners' levels of computer literacy are insufficient to implement instructional technology in literature courses.					
14	Educational course designers and supervisors pay little attention to include instructional technology in literature courses.					
15	I prefer traditional approaches of teaching.					

Part five: - This part explores students' suggestions for efficient integration of instructional technology in English literature classes in Hebron University.

For the following items, please tick the answers that best show your opinion:

1= strongly disagree. 2= disagree. 3= neutral. 4= agree. 5= strongly agree.

		1	2	3	4	5
1.	.Including instructional technology in teacher training educational programs can increase its implementation considerably.					
2.	Instructional technology programs must receive more financial support.					
3.	Workshops and meetings on how to implement instructional technology in EFL courses can help its realization.					
4.	Awareness-raising programs and sessions on the uses and benefits of instructional technology can lead to more acceptance of it.					
5.	It is necessary to provide EFL teachers with adequate facilities to implement instructional technology programs.					
6.	Providing EFL teachers with enough class time to implement instructional technology programs is an important requirement.					
7.	Cooperative efforts of EFL teachers in instructional technology based materials production can lead to success					
8.	Updating EFL teachers' knowledge about new instructional technology software ensures development.					

The End

Thank you for your cooperation

The second questionnaire

Hebron University
English Department
MA Program in Applied Linguistics and Teaching English
Questionnaire for students:

Dear friends,

I am an MA student in English Department at Hebron University. I intend to conduct a research about using Blended Learning in English Literature Courses. Therefore, I designed this questionnaire as a pre-questionnaire for an experimental study you will share in. The information of this questionnaire will be used solely for academic research. Your cooperation in filling out the required information is highly appreciated.

Part one: - Personal information:

Please tick the appropriate choice (✓)

Currently I am studying in the ☐ 3rd year ☐ 4th year

1. Do you have experience in learning by using Blended Learning approach? ☐
Yes ☐ No
2. Have you enrolled in any of the English Literature courses? ☐ Yes ☐ No
3. If yes please specify number of courses. _____

Part two: - This part investigates the extent of using Blended Learning in Hebron University.

Please tick the appropriate choice (✓)

1. Do you have a personal computer of your own at home? ☐ Yes ☐ No
2. How often do you use computers?
☐ Once a week ☐ 2-3 times a week ☐ 4-5 times a week ☐ 6 or more times a week.
3. What do you use computers for? You can mention more than one option.
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____ Contacting teachers and classmates. ____ Doing assignments.
____ Chat rooms. ____ Entertainment.
____ other (please specify).-----
4. Do you have access to Internet at home? ☐ Yes ☐ No
5. Is access to internet available in the classroom? ☐ Yes ☐ No

6. How many hours per week do you use Internet?

- ☐ Less than 2 hours ☐ 3 - 4 hours ☐ 5 - 6 hours ☐ 7 - 8 hours ☐ 9 - 10 hours
☐ More than 11 hours.

7. Do you use Internet for learning purposes? ☐ Yes ☐ No

8. How many hours per week do you use the Internet for learning purposes?

1. ☐ Less than 2 hours. 2. ☐ 3 – 4 hours. 3. ☐ 5 -6 hours. 4. ☐ 7 – 8 hours 5. ☐ 9 -10 hours. 6. ☐ More than 11 hours.

9. Do you use computers in your English Literature classes? ☐ Yes ☐ No

10. What types of activities do you usually use? (Tick all items that apply.)

- ☐ Crosswords ☐ Games ☐ On-line dictionaries ☐ Puzzles ☐ Quizzes ☐ Text chatting
☐ Voice chatting ☐ Web surfing
☐ Others: Please specify _____

Part three: - This part investigates the perspective of students towards the use of Blended Learning in learning English at Hebron University.

For the following items, please tick the answers that best show your opinion:

1= strongly disagree. 2= disagree. 3= neutral. 4= agree. 5= strongly agree.

		1	2	3	4	5
1.	Technology facilitates the teaching-learning process.					
2.	Technology must be used for language learning.					
3.	Technology offers learners and teachers different options in learning and teaching.					
4.	Computers are effective tools in language instruction.					
5.	Blended Learning can be used effectively in teaching literature courses.					
6.	Using Blended learning in English Literature classes can offer comfortable teaching-learning environment.					
7.	Using Blended Learning in English Literature classes can shift the teaching-learning process to the learner-centered approach.					
8.	Using Blended Learning in English Literature classes offers exposure to authentic materials and audience.					
9.	Using Blended Learning in English Literature classes helps in improving linguistic and multi-cultural knowledge and competence.					
10	Blended Learning can improve interactivity in English Literature courses.					

11	Blended Learning approach helps in improving language skills.					
12	Blended Learning facilitates language acquisition.					
13	Blended Learning promotes the learner's achievement.					
14	Blended Learning promotes the learner's motivation.					
15	The learner feel more interested while using the Blended Learning Approach.					

Part four: - This part investigates the potential obstacles that impede Blended Learning implementation in Hebron University.

For the following items, please tick the answers that best show your opinion:

1= strongly disagree. 2= disagree. 3= neutral. 4= agree. 5= strongly agree.

		1	2	3	4	5
1.	Instructional technology is too costly.					
2.	I am not familiar with Blended Learning.					
3.	Bad connection of the internet impedes Blended Learning implementation.					
4.	Computers are not available in English Literature classes.					
5.	There is a lack of Blended Learning based facilities in literature courses.					
6.	It is difficult to implement Blended Learning in literature classes.					
7.	There is scarcity of computer-based materials for literature courses.					
8.	Using computers in literature courses is energy and time consuming.					
9.	Computers cannot be used for different language skills and activities.					
10	Teachers lack competence to develop computer-based materials for literature courses.					
11	Teachers lack knowledge about Blended Learning methodology and implementation.					
12	Teachers' levels of computer literacy are insufficient to implement Blended Learning in literature courses.					
13	Learners' levels of computer literacy are insufficient to implement Blended Learning in literature courses.					
14	Educational course designers and supervisors pay little attention to include Blended Learning in literature courses.					

15	I prefer traditional approaches of teaching.					
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Part five: - This part explores students' suggestions for efficient integration of Blended Learning in English literature classes in Hebron University.

For the following items, please tick the answers that best show your opinion:

1= strongly disagree. 2= disagree. 3= neutral. 4= agree. 5= strongly agree.

		1	2	3	4	5
1.	Including Blended Learning in teacher training educational programs can increase its implementation considerably.					
2.	Blended Learning must receive more financial support.					
3.	Workshops and meetings on how to implement Blended Learning in EFL courses can help its realization.					
4.	Awareness-raising programs and sessions on the uses and benefits of Blended Learning can lead to more acceptance of it.					
5.	It is necessary to provide EFL teachers with adequate facilities to implement Blended Learning.					
6.	Providing EFL teachers with enough class time to implement Blended Learning is an important requirement.					
7.	Cooperative efforts of EFL teachers in Blended Learning materials production can lead to success.					
8.	Updating EFL teachers' knowledge about new Blended Learning software ensures development.					

The End

Thank you for your cooperation