

## *Investigating The Effectiveness of Moodle Based Blended Learning in Developing Writing Skills for University Students*

**AL-Shaimaa Abdullah El-Maghraby (Ph.D.)**

*Curriculum and EFL Instruction Lecturer in the Faculty of Foreign Languages and Translation English Department Misr University for Science and Technology (MUST)*

### **Abstract**

**A**s blended learning method has learned widespread support for adoption, it is known that there is no single standard formula, and thus more cases of blended learning need to be reported. The current research main purpose is to investigate the effectiveness of implementing blended learning using Moodle to enhance writing skills. Sixty-first-year Faculty of Foreign Languages and Translation students at Misr University for Science and Technology (MUST) participated in the research, in which the experimental group was taught writing skills using Moodle-based blended learning methods, while the control group – without blended learning (traditional face-to-face class). Quantitative data collection was utilized in order to assess learners' writing achievement across control and experimental groups at the beginning and in the end of the study. Quantitative method of data analysis was employed for the evaluation of the gained pre and post-experimental data. Statistical Package for Social Sciences (SPSS) was used to analyze data, independent and paired sample t-tests were run to analyze the data. The findings showed that student responses and attitudes to blended learning activities in the writing course were positive, and gradually the performance of students in writing has generally improved as a result of the Moodle-based blended learning.

**Keywords:** *blended learning, EFL writing, Moodle*

## 1. Introduction

In contemporary higher education, blended learning has been spoken about a lot and is seen as the ideal solution for enhancing the quality of learning. The literature of Blended learning also shows that its use in higher education is on the rise, and that it has the potential to improve both quality and standard of education. The claims of Weltering, Herrler, Spitzer, and Spreckelsen (2009) were:

Ultimately, all higher education classes will be blended. blended learning will take place in conventional learning in the next decade. “The institutions will be differentiated not by the existence of the blended learning approach but by the quality of blend and where these institutions fall in blended learning spectrum.” (p.167) in addition, it also helps learners take advantage of web technology and community

resources and make learning strategies more effective. (Hwang, Hsu, & Tretiakov, Chou, & Lee 2009, p.227). Blended learning means to incorporate both face-to-face instruction and web-based learning in order to achieve a useful educational objective. (Driscoll,2003)

Blended learning approach is believed to achieve a teaching purpose by using a variety of web technologies (such as interactive learning, live virtual classroom environments, streaming media, etc.) (Graham,2006). A number of teaching approaches are incorporated into this method such as constructivism, cognitivism, and behaviorism. Indeed, it is the combination of teaching strategies and conventional face-to-face teaching and many training strategies that seek to achieve the best learning outcomes. (Sharma and Barrett, 2010)

In EFL learning, many advocates of blended learning believe that blended learning should not only be an extension, but also restructuring and eliminating all traditional class contact hours" Garrison & Vaughan, 2008, p.5), EFL instructors are aware of how short the course and class time are; thus, instead of replacing current face-to-face meetings with online learning hours, they also incorporate online learning experiences to their online learning activities to make much more progress of learning. It is also the reason why a writing lecturer at MUST was inspired in her writing course to adopt this approach.

As many people might believe, writing is not an easy task; it incorporates several interrelated elements, as it is so many times referred to in some contexts as the translation of one's thoughts into language. Before being presented in their final written form, it contains numerous mental tasks (Zemach and Rumisek, 2005, p. 23). In writing process, we need to think, write and construct all ideas, verify their relationship with each other and the topic's main ideas, memorize and remember lexical things that are considered more important than others, scan and delete all irrelevant ideas, and then arrange all ideas according to their meaning in a way that develops the main ideas, i.e. the topic's theme. In addition, the writer needs to relate his ideas to each other, orally perform them on paper as a first draft, and then review and finalize them. (Zemach and Rumisek, 2007, p.25)

While this approach has earned widespread support for adoption, has learned widespread support for adoption, it is well known that there is no single standard formula. In many Egyptian universities, Moodle is used to supplement traditional classroom instruction.

The word Moodle is originally an acronym for Dynamic Learning Environment, Modular Object-Oriented (Brandle ,2005). The framework is based on social constructivism principles that struggle to provide a forum for online interaction and collaboration for both educators and students (Tang, 2013, p.34). It is a template-based Classroom Management System (CMS) to which both instructors or students could add content. One of the universities that has been using Moodle since 2018 is Misr University for Science and Technology (MUST). It is the place where the research was conduct. The entire faculties and student population have access to Moodle through their institutional usernames and passwords. A detailed user manual, for both instructors and students, is also available on MUST web.

In Moodle, instructors not only know from these automated log reports when students have completed or uploaded an assignment, but also how much time they have spent on an assigned task or quiz. Furthermore, the deadlines task or quiz, and time frames for all projects, quizzes, forums, chats can be completely monitored by instructors (Wang, S., & Vásquez, C. 2012, p. 165). In addition, the versatile and efficient course management feature makes it very easy for instructors to deliver a new course, hide an existing course, copy and change current course materials, and pass the course materials. Students who are already enrolled in another new class, etc. . Instructors can upload files into folders for each course that instructors can easily create, rename, transfer, change or delete. Even if they do not use their computers, instructors can access those files quickly (Lin,2009, Lambda Solutions 2017)

In addition, Moodle also provides a good selection of many evaluation methods that instructors can use to design multiple forms of quizzes to measure the learning outcomes of students and promote peer evaluation. Another valuable aspect of Moodle is that it offers useful tools for instructors to add various formats of social networking and collaboration to their teaching, such as forums, chats, blogs and workshops. The features of Moodle reflect a social construction approach in a number of design ways, such as encouraging students to comment on entries in a database (or even to contribute entries themselves) or to work collaboratively. Moodle supports the social construction view: first it is helpful for both future instructors as well as learners-in a genuinely collaborative setting and in particular, students learn well from the act of communicating with others and by watching the behaviors of our peers (Bataineh& Baniabdelrahman, 2006). With all above mentioned aspects of Model the researcher aimed to develop the writing skills of students in current research by incorporating face-to - face lectures and online support.

## **2.Context of the problem**

Although writing is one of the most important skill in real communication, less importance is attached to writing. It is mainly because college English examinations do not lay a lot of emphasis on the testing of writing. Greater emphasis is put on the development of reading comprehension through knowledge of grammar and vocabulary. In addition, instructors continue to use traditional, instructor-centered methods in teaching. Therefore, many university students can read and understand well but write very poorly. Most students dislike writing course because they think it is difficult and

time-consuming to improve writing ability and the limited help from writing class cannot make them write well. Therefore, this condition will be worse and will influence the development of writing skills.

To help students improve their writing skills and increase their motivation to write, many approaches have been used for many years. Blended learning may offer the possibility of involving students and giving them ownership over their own learning. In addition, the use of technology helps students to choose, to create their own tasks, to demonstrate their knowledge of the subject and to find a way to show up their understanding of knowledge.

### **2.1. Statement of the problem**

With the line of the above background of the problem, the researcher identifies the problems as students' ability to write is still poor. Moreover, less various techniques in teaching writing have been used. Furthermore, there have been feelings of anxiety and boredom due to poor application of some language teaching methodologies and learning materials affect the willingness to communicate of students in EFL programs.

In this research, the researcher sought to improve student writing skills through

a combination of conventional face- to - face directions and online support focused on one of the most common classroom management systems, Moodle. In addition, the researcher would like to explore the results of using Moodle to develop a blended learning course to boost student learning outcomes and write performance.

In addition, through the conduct of this study, it is hoped th

at the researcher will be able to recognize the issues that students might have while implementing the Moodle-based blended writing course and what can be done to address these issues so that the next courses can be enhanced.

### **3. The Research Questions:**

To achieve the purposes of this research, the following questions are addressed:

1. What is the effect of Moodle- based blended learning on students' writing performance?
2. What is the effect of Moodle- based blended learning on students' attitude towards it?

To answer these questions, the mean scores of the experimental and the control group in an EFL pre and post writing test and the questionnaire were compared using SPSS (Statistical package for Social Science). In addition, the mean scores of the rubric were compared.

### **4. Significance of the study:**

It is hoped that the present study contributes to:

1. shed the light on the importance of implementing blended learning by using Moodle in EFL classrooms.
2. enrich literature concerning the using Moodle to implement blended learning in EFL learning in general.
3. help instructors using new effective strategy in teaching EFL writing
4. provide the information of how the blended learning activities were carried out so that the benefits of each

activity could be maintained while the drawbacks could be overcome.

### **5. Delimitation of the study:**

The limitation was that the research was conducted with only Two sections of 60 first year English majors who were divided into 30 as an experimental group and 30 as a control group. Another additional boundary was the running of the study in the first semester of 2019 in faculty of foreign languages and translation students Misr University for Science and Technology (MUST).

### **6. Definition of terms:**

This research has three operational definitions of variable are:

#### **6.1. Blended Learning**

Neumeier (2005, p.165) defines blended learning as a combination of face-to-face and computer assisted learning in a single teaching and learning environment. Sharma (2010, p.134) believed that blended learning has attracted different meanings. The word blend has been used to refer to not only to the mix of teaching types, but also to the mixture of technologies such as computer, web and also methodologies (presentation-practice-production, etc.).

Operationally, the researcher used Neumeier's definition as Combining the online learning and traditional face-to-face learning is seen as more beneficial because it could combine the best of both learning methods.

#### **6.2. Moodle**

The word Moodle is originally an acronym for Dynamic Learning Environment, Modular Object- Oriented. Moodle

was Oriented. and founded by Martin Dougiamas a former WebCT administrator with a graduate degree in Computer Science with and Education from Curtin University of Technology, Perth, Australia (Wu, 2008, p.48). The framework is based on social constructivism principles that struggle to provide a forum for online interaction and collaboration for both educators and students (Tang, J. 2013, p.36). Moodle is a template-based Classroom Management System (CMS) to which instructors or students could add content.

### **6.3. Writing**

Alsamadani (2010) indicated that writing is a challenging and difficult process as it requires multiple skills such as identification of the thesis statement, writing supporting details, reviewing, and editing (p. 55). In the same way, Abu-Rass (2001) & Zemach and Rumisak (2005) added that writing is a challenging skill as students should make balance between multiple issues such as content, purpose, organization, voice, vocabulary, punctuation, spelling, and mechanics.

Operationally, the researcher defined writing as a language productive basic skill that requires motor as well as thinking abilities, and implies such sub skills as topic sentence formation, text organization and mechanics

## **7. Theoretical background**

A variety of studies have taken into account the use of Moodle for ESL/ EFL writing courses. Most of these studies suggest a beneficial effect of the online session on the writing performance of students. Studies by (Al Fiky, 2011; Behlol, 2009; Garrison & Vaughan, 2008, p.178;

Keshta, & Harb, 2013 p.211) that revealed the effectiveness of Moodle based blended learning on the achievement of English writing skills.

Nagatomo (2006) conducted an action research to encourage students to write more with Moodle in his own one-semester writing class of twenty-two English majors. The results of the research show the positive effects of using Moodle on students not only in terms of their daily involvement in online homepage writing to discuss with their classmates and self-study, but also in terms of their increasing writing output.

Roberton (2008) discussed in his article how (CMS) technologies can be combined into an existing EFL writing curriculum based on the author's constructivist definition of communal learner and communicator. The purpose of the article is to demonstrate specific Moodle (CMS) features, through specific examples, that support activities and approaches inherent in the writing class of the "“process approach”." He also claimed that instructors benefit in the aspects of management, communication and evaluation by incorporating Moodle's (CMS) technologies into the writing course.

Having the same interest in using Moodle as an efficient and fruitful online platform to develop the writing skills of students, Wu (2008, p.52) investigated in his study the application of Moodle to an EFL undergraduate writing course in the context of Taiwan. He proved that Moodle is a user-friendly (CMS), as he concluded, without a doubt, and it can easily help English writing instructors organize their teaching materials, enhance their all means of communication, and, if necessary, recover their records of contact with students.

Similarly, Suvorov (2010, p.125) proposed the use of Moodle for writing classes for ESOL(English to Speakers of Other Languages) because a typical Moodle course consists of a variety of tools and activities that allow a wide range tasks, activities and multimedia resources to be incorporated , electric delivery of teaching materials , electric delivery of teaching materials, communication between teacher-student and student- student. Adas and Baki (2013, p.255) conducted a report on blended learning as a new technique to enhance the writing performance of students. They have used Moodle to design online activities and discussions for students as a forum. The research results show the advantages of incorporating blended learning with traditional approaches in improving writing skills at a typical university in Palestine for second and third year undergraduates.

Several studies have investigated the implementation of blended learning in writing courses. While this present study investigated not only the learning the effectiveness of implementing blended learning using Moodle to enhance writing skills but also to take a closer look at the blended learning activities carried out in the paragraph writing course Detailed descriptions of the blended learning activities, both on Moodle and in the face-to-face setting, will provide the information of how the blended learning activities were carried out so that the benefits of each activity could be maintained while the drawbacks could be overcome. and to reveal the students' opinions about the activities

## **8. Scope of the Research**

This research focused on the effort in developing writing skills through implementing Moodle-based blended learning approach. In this approach, students in addition to

traditional in-class teaching, the experimental group participated in an online section in the Moodle platform, it can easily accessed by logging into the website [www.must.edu.eg](http://www.must.edu.eg). The Moodle platform was developed and put into use at Misr University for Science and Technology as an e-learning framework for lecturers and students. All the materials were related to the course objectives. the course name was (Writing 1). It focuses on teaching English majors how to write various types of paragraphs. The content of the Writing 1 course was connected to all the materials uploaded to Moodle. There were a number of ways for the experimental group to access the online course through the Internet at home, on campus or anywhere they found it convenient.

### **8.1 Instruments and Materials**

1. An EFL writing test. (Appendix 1)
2. A questionnaire to measure the students' attitude towards using blended learning based Moodle were designed by the researcher. (Appendix 2)

The researcher designed a rubric to correct the EFL writing test and students' writings.

#### **8.1.1 Reliability and Validity of the EFL Writing Test**

Since two teachers assessed the EFL writing test, a Pearson Correlation Coefficient testing for inter-rater reliability was used to assess the consistency of the scores of the two assessors.

#### **8.1.2 Questionnaire**

This questionnaire measures the students' attitude towards using Moodle in blended learning and whether it

can improve writing skills or not. The questionnaire (appendix 2) is consisted of 23 items and each item has a five-point format: (5) Strongly Agree (SA), (4) Agree (A), (3) Neutral (N), (2) Disagree (D), and (1) Strongly Disagree (SD). (Appendix 2)

The data was downloaded on an excel sheet, which was then computed through the SPSS. The questionnaire served as a tool to collect information and enrich the study with students' perceptions of the Moodle - based blended learning. In order to preserve face validity, the items on the questionnaire were given to two experienced researchers to check for lack of ambiguity. For content validity, the questions were revised to avoid misleading statements and to ensure they are psychologically designed to meet the requirements of the study. The questions were run on the Cronbach Scale on SPSS 20 to measure internal consistency and reliability.

## **9. Research Methodology**

### **Participants**

with the participation of the researcher's students during the first semester of the academic year 2019-2020. Two classes of 60 students were chosen to implement the research experiment. There were forty-two female students and eighteen male students in this class. These students are first-year English majors. These students' English proficiency was expected at intermediate level or B1 according to Common European Framework of Reference. The experimental group participants were 30 students and 30 students as a control group.

The course chosen for this research was (Writing 1) which is taught for English-major is designed to be taught in 12 weeks of the second semester, as designed in the syllabus, the focus of Writing 1 course is on paragraph writing. In addition to that, there is time for revisions and practice before the final exam. To serve the purpose of the research, students who participated in this blended writing course had to learn in both conventional classroom and online environment.

### **Online section (Moodle)**

The participants were instructed to view the material posted on Moodle at the beginning of each week over the course of the treatment. Both the instructor and second researcher explained that this material is supplementary to the in-class writing. The research accessed Moodle at least twice a day to answer questions, reply to Writing forums, check students' logs and Moodle-related activity, thank active students, and encourage less active students to participate. (Appendix 3)

The instructional content was posted on Moodle to supplement face-to-face classroom instruction for the experimental group only. PowerPoint slides and videos, tests, on writing, were posted weekly. In addition, various activities on the topic of the week were posted on the forums component of Moodle for the students to communicate with the researcher and their classmates.

The blended learning activities that the researcher implemented in online and offline sessions can be listed as follows:

**Table 1: The blended learning activities that the researcher implemented in online and offline sessions**

<b>(Online class)</b> <b>Tasks and Activities</b>	<b>(Face to face class)</b> <b>Tasks and Activities</b>
<p><b><u>Uploading materials</u></b> All course materials in pdf, word, and ppt formats were uploaded to Moodle prior to face-to – face in structions. It was intended to allow students to access materials at any time and anywhere via their mobile mobile, and to offer students an opportunity .</p> <p>to preview content. If the materials are uploaded on the online platform for pre-reading, the classroom time can focus on deeper analysis or discussion of the topics. (Wang, H. &amp; Chen, B.2010, p.99)</p> <p><b><u>Online quizzes</u></b> Online quizzes were given three times at the early meetings, namely the identification of the theme sentences in several paragraphs, paragraph unity and transition signals for coherence. The quizzes were given in-class instructions and</p>	<p><b><u>Lecturing</u></b> in paragraph, the researcher introduced a new subject, such as a new type of paragraph, by giving a short lecture on the concepts of the paragraph, and continued to present a paragraph model for students to analyze in order to find the elements of the paragraph.</p> <p><b><u>Pair work and group work</u></b> Students were asked to work in pairs or groups to identify a new paragraph form and to draw an outline from a model paragraph. The findings were discussed together. In groups, however, they were also asked to take the steps of the writing process (pre-writing) in order to create their own paragraph. The outline resulting from the group work could be used as an outline for their individual writing activities later on in Moodle.</p> <p><b><u>Class discussion</u></b></p>

scored automatically on Moodle.

#### Online writing assignments

The instructor assigned students to write a different type of paragraph every week after each face-to – face session when the subjects of the course came to the types of paragraphs. The written assignments were made outside class time and sent online to Moodle with the deadline set.

#### Displaying assignments online

The writing assignment actually could be published through “Submission” tool on Moodle

In introducing a new form of paragraph, the instructor introduced a model paragraph to the students, and the students were asked to recognize and define the paragraph for the subject phrase, the sentences and the final clause. Students analyze their classmates’ paragraphs.

#### Teacher-student conferencing

Teacher-Student Conference is a way to give students feedback on their writing assignments. Writing assignments previously posted to Moodle will be projected in front of the class via a projector. The lecturer chose a few good paragraphs from the students work as examples of good pieces of writing, the researcher generally asked the students to revise them.

#### Portfolio

All the tasks completed on Moodle, including quizzes and writing assignments, were requested to be reported on a writing map, and all the pieces of writing that students posted on Moodle should be printed as a portfolio at the end of the term.

## 10. Data Collection and Analysis

Quantitative data collection was utilized in order to assess learners' writing achievement across control and experimental groups at the beginning and in the end of the study. Quantitative method of data analysis was employed for the evaluation of the gained pre and post-experimental data. Statistical Package for Social Sciences (SPSS) was used to collect data, independent and paired sample t- tests were run to analyze the data.

In order to ensure objective outcomes, all writing tests and writing assignments have been analyzed and labelled based on the evaluation rubrics. The review of the writing assignments of students showed the progress that students made with the help of both online and offline lessons week by week. In addition, a questionnaire was sent to students to collect data about the students' attitudes.

The programme SPSS was used to analyse the quantitative data obtained from pre-and post- test as well as questionnaires statistically. The scores of students obtained in writing from pre-test and post-test were compared using a paired-sample t-test to evaluate whether there were any variations in the writing performance of students with utilization of the Moodle platform blended learning course. Similarly, to show the results, students' answers to all questionnaires were also evaluated.

## 11. Findings and Discussions

Table 2 indicates that there is a statistically significant difference of 0.05 between the mean experimental group ( $X_1 = 20$ ) and the control group ( $X_2 = 11.3$ ) in the post – write test for the experimental group as shown by T-value

(23.5). This disparity can be due to the influence of experimental treatment exemplified by the use of Moodle based blended learning approach.

**Table 2: Results of the T-test of the experimental and control group in the post writing test.**

Groups types	N	Mean	SD	T-Value	df	significance
Control group	30	11.1	1		28	significant
Experimental group	30	20	1.74	23.5	28	significant

Table 3 indicates that there is statistically significant difference between the mean scores of the pre-test ( $X_1 = 9.77$ ) and post-test ( $X_2 = 20$ ) of the experimental group students in favor of the post-test. Hence, such difference may be due to the effect of the experimental treatment exemplified in using Moodle in blended learning.

**Table 3: Results of the T-test of the experimental group in the pre and post- writing test.**

Groups types	N	Mean	SD	T-Value	df	significance
pretest	30	9.77	1	-85.1	28	significant
posttest	30	20	1.30		28	significant

**Table 4: Results of the posttest of the experimental and control group in EFLwriting sub-skills**

EFLwriting sub-skills	Groups types	N	Mean	SD	T-Value	df	significance
content	Control group	30	3	5.86		59	significant
	Experimental group	30	3.60	0.498	15.92	59	
organization	Control group	30	3	6.16		59	significant
	Experimental group	30	3.47	0.517	17.77	59	
Language	Control group	30	3	9.46		59	significant
	Experimental group	30	7.33	0.476	31.72	59	
Mechanics	Control group	30	3	10.8		59	significant
	Experimental group	30	7.40	0.563	24.44	59	

Table 4 shows that there is a statistically significant difference between the mean experimental and the control group student scores in the post-test of all EFL sub-skills written in support of the experimental group and has been shown to be significant at 0.05 (one-size) for all sub-skills : content, organization, Language and mechanics. This disparity between the experimental and the control group of students can be due to exemplified use of Moodle-based blend learning.

**Table 5: Results of the pretest and the posttest of the experimental group in EFL writing sub-skills**

EFL writing sub-skills	Groups types	N	Mean	SD	T-Value	df	significance
content	pretest	30	2	6.1 <sup>v</sup>		59	significant
	posttest	30	5	1.8 <sup>o</sup>	16.9 <sup>v</sup>	59	
organization	pretest	30	3	7.6 <sup>o</sup>		59	significant
	posttest	30	5	8.1 <sup>^</sup>	19.4 <sup>·</sup>	59	
Language	pretest	30	3	7.6 <sup>o</sup>		59	significant
	posttest	30	5	8.9 <sup>o</sup>	30.06 <sup>^</sup>	59	
Mechanics	pretest	30	2	14.0 <sup>·</sup>		59	significant
	posttest	30	5	16	23 <sup>o</sup> ·	59	

Table 5 indicates that there is a statistically significant difference between the mean pre-test and post-test scores of the experimental group of students in the post-test of all EFL writing skills in favor of the experimental group as T-value for the paired which has been shown to be significant at 0.05 (one-tailed) for all skills: content, organization, language, and mechanics. These variations between the mean pre-test and post-test scores of experimental group students can be due to the impact of experimental treatment exemplified by the use of Moodle-based blend learning. From above mentioned results it can be inferred that the performance of students in writing has generally improved as a result of the Moodle-based blended learning.

**Table 6: Results of the pre and post application of the questionnaire:**

<b>Groups types</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>T-Value</b>	<b>df</b>	<b>significance</b>
<b>Pre application</b>	<b>30</b>	<b>60</b>	<b>3.7</b>	<b>70.9</b>	<b>29</b>	<b>significant</b>
<b>Post application</b>	<b>30</b>	<b>125</b>	<b>4.9</b>		<b>29</b>	<b>significant</b>

Table 6 indicates that there is a statistically significant difference between the mean pre and post application of the questionnaire of the experimental group in favor of the post application. T- value proved to be significant at(0.05) the difference can be attributed to the effect of the Moodle-based blended learning.

Moreover, after analyzing students notes they had written in the questionnaire, the researcher summarized them in the following lines:

The Students (experimental group) specified the factors that they thought had the most influence on their writing enhancement, they believed that the Moodle-based blended writing course was well organized and the content was rich. Moreover, offering forums videos, links, pdf, ppt files (extra materials) shared on Moodle for more explanation helped to understand well. Furthermore, writing assignments that they had to submit online and teacher feedback for each assignment and finally, the online interaction not only between the instructor and students, but also between students and their classmates.

As learning EFL writing skills in a new blended environment was greatly different from the traditional one.

It was an unfamiliar experience for most students. As this is the first time English majors at Misr University for Science and Technology have approached to this innovative teaching method which combines both face-to-face instructions and online learning activities, difficulties are definitely unavoidable.

Some of the Students (experimental group) found it difficult to access the Moodle-based blended course because of the unstable internet access as they explained in their notes. In addition, a greater number of students admitted that giving peer feedback was not an easy mission as they lack self-confidence. Furthermore, students face many problems while dealing with that kind of technology.

A few activities seemed not optimally performed; for instance, the space for online feedback was not optimized for peer review activity. It is, however, needs to be in accordance with the learning objectives and student needs in the course. The researcher emphasized on helping students develop strategies for generating ideas through brainstorming and outlining, and then writing their paragraphs. The focus was on the writing process, so she did not give much corrective feedback on forms and did not assign students to complete a peer review. The students' responses to the blended learning activities in the paragraph writing course were generally positive and the students showed their preferences for the combination of online and face-to-face learning rather than online or face-to-face learning alone. From these above difficulties that students encountered, the researcher suggested that

students should take many workshops and technical support of how to deal with this kind of technology. In addition, in order to help students, improve their performance, the instructor can also extend the deadline for each assignment so that students can have more opportunities to do peer feedback exercises and develop their writing before submission.

## **12. Conclusion**

It can be inferred from the study results that the Moodle-based blended course plays an important role in developing the writing skills of students. Blended learning not only makes the writing course more engaging and productive for both instructors and learners compared to the conventional face-to – face approach, but also helps extend the learning opportunities of students beyond the classroom. It is highly recommended for all language skills.

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