The Effects of a Blended Learning Strategy in Teaching Vocabulary on Premedical Students' Achievement, Satisfaction and Attitude Toward English Language

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Bachelor in English Literature, College of Arts for Girls in Dammam,
Kingdom of Saudi Arabia, 2004

A Thesis Submitted in Partial Fulfillment of the Requirements for the Master's
Degree in Distance Teaching and Training

Distance Teaching and Training Program
College of Graduate Studies
ARABIAN GULF UNIVERSITY

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Dedication

This thesis is dedicated

To my father

And

To my mother

Whose support was unflagging since the beginning of my studies. Thank you for your love, guidance, and support that you have always given me, helping me to succeed and instilling in me the confidence that I am capable of doing anything I put my mind to. Thank you for everything. I love you!

To my sister, Hanan and her son

And to my brothers; Mohammad and Saeed

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II

Abstract

The Effects of a Blended Learning Strategy in Teaching Vocabulary on Premedical Students' Achievement, Satisfaction and Attitude Toward English Language

The current study aimed to investigate the effects of a proposed blended learning strategy in teaching medical vocabulary at Arabian Gulf University (AGU) on some outcomes of the learning process. The study attempted to assess the effects of the proposed strategy on pre-medical students' achievement, attitudes towards the English language, and their satisfaction with the unit.

The study sample consisted of 50 students who scored less than 60% in AGU English Language Entry exam. The sample was randomly divided into two groups; 22 students in the control group and 28 in the experimental group. The research instruments included: AGU English language unit exams in English 151, attitude towards English language and satisfaction with the unit scales that were developed by the researcher.

Data analysis revealed that, concerning achievement and attitude towards the English language, there were no statistical significant differences between the experimental and the control group except with regard to the second midterm exam total score where the control group performed significantly better than the experimental group. The results also indicated that the experimental group members demonstrated high degree of satisfaction toward the online unit in three dimensions of the scale and medium satisfaction in one dimension. It was argued that though students were satisfied with the online unit, lack of vocabulary improvement was due to lack of administrative support.

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Chapter 1

Introduction and Problem Statement

1.1 Introduction

Technological advances since the 1990s have led to an increase in the "integration of web-based and web-enhanced resources into instructional practices" (Rodriguez, Ooms, Montanez, &Yan, 2005). This revolution has forced the reformulation of curriculums and the way of delivering them. In truth, due to a growing global population and an increasing demand for learning resources, such a move is welcome. There simply are not enough brick and mortar facilities at schools and universities for all students. Consequently, schools and universities must use all possible means to reach out to the greatest number of learners.

Many types of technologies such as films, DVDs and computers have been considered as replacements for traditional classroom tools (Mackay & Stokport, 2006). The earliest uses of such technologies according to Rosenberg, 2001, were "drill and practice" where the student read the text and performed a multiple choice test (Cited in: Mackay & Stokport, 2006). One of the most effective methods of using technology nowadays is online learning, where coursework is delivered through the Internet.

The advancement of informational technology (IT) and telecommunications give online courses some features of face to face (f2f) instruction through the use of the Internet, audio, video, synchronous and asynchronous communication in the virtual learning environment. For example, Ahmad, Edwards, and Tomkinson (2006) asserted that some f2f activities such as lecture presentation, students' participation, discussion, feedback and evaluation can be easily transferred to the virtual learning environment. The ability of the virtual learning environment to supplement and to replace some f2f activities has enabled universities to offer part-time programs at a distance, blended programs, or complete online distance programs (Ahmad et al., 2006).

E-learning or online learning can be defined as the type of learning where the student learns through the Internet. Henderson, 2001, believed that this type of

learning has advantages such as: (1) minimizing traveling to attend classes; (2) students can absorb the material in smaller portions, and (3) the information is easy to be updated and learning is possible 24×7 hours per week (Cited in: Mackay & Stokport, 2006). There is one major disadvantage of e-learning - that it lacks f2f interactions. This is why some educators believe that the best compromise between e-learning and f2f learning is the use of blended learning. Bersin, 2004, observed that blended learning programs "obviate the failure of e-learning" (Cited in: Mackay & Stokport, 2006). Blended learning can motivate the student to be an independent learner by doing activities that extend the class experience to increase his/her achievement (Paine, 2003).

Due to the importance of English as a language of science and technology and the most widespread language all over World, students in schools and universities throughout the Gulf Cooperation Council (GCC) Countries study English. Despite this, the students' achievement in English remains low. The reasons for this low standard of achievement are the unavailability of suitable aids in teaching English and the unsuitability of the teaching methods used in our schools which depend on memorizing and not understanding (Alsena, 2005).

Using computer technology in second language acquisition can improve the second language learners' practices through offering dictionaries, encyclopedias, pronunciation clips, quizzes, games and puzzles (Lee, 2000). However, as with any technology, the use of computers in language learning has its limitations. Lai & Kritsonis (2006) stated that these include the high cost of computer assisted language learning programs and a lack of knowledge to use advanced technologies. So computer assisted language learning programs are still imperfect. Also, Lai & Kritsonis (2006) found that unexpected technology problems can hinder the learning process, limiting the use of computers in language learning. In addition to that, English is one of the subjects that require a teacher's presence to provide feedback to the student.

In the late 20th and the beginning of the 21st century, the advantages of blended learning technologies, the availability of computer technologies and the growth of the Internet led to a revolution in the pedagogical trend in second language

acquisition (Paine, 2003). Educators can implement blended learning in language learning through the utilization of Virtual Learning Environment (VLE) as a supplementary means to help the non-native speaker in developing his/her language and his/her skills. VLE contains activities, audio and video clips, animation and graphs which can help reinforce new learning so the student develops his/her oral and aural skills (Paine, 2003). According to Seikmann (1998) the use of WebCT brings second language (L2) learning to the students' homes and encourages students who do not participate in class to use the language in communicating through the online tools. Thus, there was every reason to believe that the use of VLE would effectively assist the premedical students at Arabian Gulf University in acquiring new vocabulary.

1.2 Statement of the problem

There is an acceptance of the notion that using the Internet in general and the virtual learning environment (VLE), particularly in combination with f2f learning, show a benefit. But when searching through available research reports, very few studies in the Gulf region have been done to support such a belief – especially in regards to using blended learning to enhance learning English as L2. In addition to that, blended learning is used in several universities in the Arab World as a supplementary tool but not as an integral part of planned instructional design. The Arabian Gulf University has a Virtual Learning Environment (VLE), WebCT, but few courses make use of it. In this study, the researcher examined the benefit of WebCT in developing the students' learning of new vocabulary and their attitudes toward studying English.

The acquisition of new English vocabulary is an important skill for English students. The full conceptual meaning of technical vocabulary is difficult to acquire and may take years, especially in that learning definitions alone does not enable students to acquire the full meaning of vocabulary (Kim, 2006). The main problem facing premedical students, similar to that of other foreign language students in learning a second language (L2), is that they have limited vocabulary. It would be an advantage if WebCT, with its different types of media and communication tools, could help them to learn the required technical vocabulary.

This study set out to show that by using the additional support of WebCT, students could acquire comprehension of the new technical terms easily and effectively. The research question is:

What are the effects of the proposed blended learning strategy in teaching vocabulary in English 151 course on premedical students' acquisition of new medical terms in comparison with the f2f method?

Mainly the study intended to answer the following sub-questions:

- What are the effects of the proposed blended learning strategy in teaching vocabulary in English 151 course on premedical students' achievement in comparison with the f2f method?
- What are the effects of the proposed blended learning strategy in teaching vocabulary in English 151 course on premedical students' attitudes towards English language in comparison with the f2f method?
- What are the effects of the proposed blended learning strategy in teaching vocabulary in English 151 course on premedical students' satisfaction with the unit in comparison with the f2f method?

1.3   Hypotheses of the Study

This study aims to validate the following hypotheses:

1. Using the proposed blended learning strategy in teaching vocabulary in English 151 course affects the students' achievement.
2. Using the proposed blended learning strategy in teaching vocabulary in English 151 course affects the students' attitude toward English language.
3. Using the proposed blended learning strategy in teaching vocabulary in English 151 course affects the students' satisfaction with the unit.

1.4 Purpose of the Study

There is a need for evidence that using WebCT as a supplementary tool has a powerful effect in improving learning outcomes, especially achievement, attitudes toward English and satisfaction with the unit. Thus, this study aimed to investigate the use of WebCT, as an enrichment distance learning component in teaching the English 151 course to enhance vocabulary acquisition and to improve the following learning outcomes:

- The students' achievement;
- The students' attitude toward English language;
- The students' satisfaction with the unit.

1.5 Significance of the Study

Many studies have proved the success and advantages of blended learning in other environments and regions, but according to the researcher's knowledge, few studies have been made in the Gulf region about the effects of blended learning on learning outcomes. Also, this study is important because more unbiased research is needed to guide educators in selecting and implementing vocabulary instruction, programs and strategies. This study was especially timely because no studies in the Gulf region have been made to measure students' satisfaction with online units delivered through WebCT and to measure the premedical students' attitude toward learning the English language – even though substantial funds are being spent to bring new technologies to the region.

The results of this study could contribute in fulfilling the following:

- Teachers of the English language can make generalizations about other language skills. The reason for this is as Wilson (2006) assumed that educators in the Arabian Gulf region need to be more proficient in using and understanding educational technology and English language teaching methodologies.
- Encourage other courses' teachers to implement WebCT in their curricula. WebCT was introduced six years ago at Arabian Gulf University, but very few courses have made use of it.

1.6 Definition of Terms

Blended learning is the combination of f2f instruction and distance education delivery systems (Osguthrope and Graham, 2003). It is the use of an electronic learning tool such as Virtual Learning Environments (VLEs) to supplement f2f learning (Welker & Berardino, 2006). This research examines the situation where WebCT is used over and above the usual class time that students have to help themselves in learning the English vocabulary.

The English 151 course is a college requirement course that The College of Medicine and Medical Sciences at the Arabian Gulf University offers to premedical students. This course aims to:

- Expand the student's vocabulary used in describing the structures, functions and processes of the human body.
- Help the student gain confidence in his/her ability to use English in context.
- Develop the student's reading, speaking and writing skills.

Achievement, as defined in the Free Online Dictionary by Farlex (2007), is that which is accomplished successfully, especially by means of exertion, skill, practice or perseverance. In this research, achievement referred to the amount of information and knowledge that the premedical student acquired after studying a unit by the use of WebCT, over and above a f2f class. This was measured by the exams that the teacher designed for his/her students. The marks of this exam were to be divided into two parts:

- The first part was to assess the effect of the experimental treatment on the students' achievement in vocabulary.
- The second part was to assess the effect of this treatment on the rest of the skills that the students learned in the curriculum, i.e. the total mark

Attitude according to Christo-Baker (2004) refers to the positive or negative feeling towards a fact or a state. In this research, it meant the students' feelings towards the English language. Precisely, it meant measuring the following dimensions:

- The students' attitudes towards learning the English language;
- The students' attitudes towards the importance of learning English;
- The students' motivation towards studying English;
- The students' fears and worries concerning studying and practicing English.

Students' satisfaction with the unit (SSWU) was defined by Lim, Morris and Kupritz (2006) as the students' satisfaction with instructional components such as the unit delivery, instructor, learning activities, group work and learning support. In this study, it meant measuring the student satisfaction with the following:

- The design of the online unit;

- The learning content;
- The learning experiences via the VLE;
- The blended strategy for learning.

All of these were assessed by a questionnaire administered to the students at the end of the course.

F2F learning is the traditional kind of learning where instructors and students meet together in one place at the same time (The World Bank Institute, 2008). In this study, the f2f element referred to the traditional way of teaching, which takes place inside a classroom and depends on the teacher for lecturing or discussing topics with the students.

Distance learning according to Moore and Kearsley, 1999, is defined as the kind of learning where the teacher and the students are separated and it requires the application of planned and communication technology (Cited in: Tatkovic, Ruzic, & Tatkovic, 2006). In this study, it is the online unit component which the students study independently.

Online Learning according to the Education Encyclopedia of State University. com (2008) is defined as "Distance learning where the bulk of instruction is offered via computer and the Internet." In this study, the online learning is the learning unit delivered through WebCT, and it is studied by the students independently.

Virtual learning environment (VLE) according to Piccoli, Ahmad, & Ives, 2001, is defined as a computer-based environment that allows interactions and encounters with other participants and provides access to a wide range of resources (Cited in: Negash, Wilcox & Emerson, 2007). In this study it is a means for delivering the online unit. The VLE has many tools that allow the student to mange his/her learning and communicate with his/her co-teacher and colleagues.

WebCT is a virtual learning environment that is owned by Blackboard. It enables the instructor to create an online course and organize it by adding the tools that s/he needs to organize the course (Seikmann, 1998). In this study, the WebCT includes the Medical Vocabulary unit which has the following tools: syllabus,

calendar, glossary, content module, quizzes, links to websites, and interactive forums such as chat, discussion boards and e-mail.

1.7 Abbreviations Used in The Study

The following are the abbreviations used in this study:

Table (1-1):

Abbreviations used in the study

The Full Term	The Abbreviation
Arabian Gulf University	AGU
Computer Assisted Language Learning	CALL
English as a Foreign Language	EFL
English as a Second Language	ESL
Face to face	f2f
Gulf Cooperation Council	GCC
Instructional Design	ID
Language Learning	LL
Second Language	L2
Self Access Center	SAC
Students Attitude toward	SAT
Students' Satisfaction With the Unit	SSWU
Virtual Learning Environment	VLE
Web Course Tool	WebCT

1.8 The Limitations

The results of the study can only be generalized within the following limitations:

- The human limitations: the premedical students;
- The place limitations: The College of Medicine and Medical Sciences at Arabian Gulf University in Bahrain;
- The time limitations: the first semester of the academic year 2007/2008;
- The course limitations: the English 151 course.

Chapter 2

Literature Review

Chapter 2
Literature Review

The topics of this chapter will review literature relevant to the present study. The presentation covers; distance learning, using technology in education, online learning of English, the methods of teaching English language, blended learning, teaching second language vocabulary, WebCT and English language teaching, the design of instruction and VLE development, technology and students' attitudes towards English language, and students' satisfaction with the unit.

2.1 Distance Learning

Many definitions of the term "Distance Learning" exist in the literature. Each definition reflects the medium used in delivering and communicating the learning activities at distance, or the reason for using it. For example, Anderson, Beavers, VanDeGrif, and Videon (2003) defined distance learning as any kind of learning where the instructor and the students are in physically separated locations, and it can be either synchronous or asynchronous by using video or satellite broadcasts. Nartgun (2007) defined distance education as one of the means for educating people who do not have the chance for formal education or who do not prefer formal education. There are different circumstances for people to join distance learning programs rather than those mentioned by Nartgun (2007) and different means for delivering learning rather than those mentioned by Anderson, et al. (2003)

For this research, the definition of Moore and Kearsley, 1999, is the most suitable one. That is, distance learning is "a planned learning which is normally performed in a place distanced from learning institutions, whose results require the application of special education and communications technology, and it is executed through the application of electronic and other technologies" (Cited in: Tatkovic, Ruzic, & Tatkovic, 2006).

According to Tatkovic et al. (2006) distance learning has gone through three phases of development. In the first phase, printed material was distributed using the

postal service and there was no direct and immediate interaction between teacher/tutor and student. This form of learning was referred to as correspondence learning. In the second phase; media was employed, a fact that resulted in a limited amount of interaction between the teacher and the student. During this phase, radio, video, TV and sometimes telephone were used. The current, third phase, is a very advanced one due to the use of technology, such as video conferences, computer networks, e-mail and the Internet. The activities of this form of learning are recently referred to as online learning and it is covered in more detail in a subsequent section in this chapter.

2.2 Using Technology in Education

As was mentioned previously, media has been used in all phases of teaching and learning processes. Usually media is employed to reduce the burden of transferring knowledge from the teacher to his/her students. There are many types of media such as: books, audiotapes, video tapes, television programs and computer that the language teachers can use to facilitate learning to their students. If the medium is well planned, designed and utilized, it can positively affect the student's learning and can be a source that helps the student to learn independently; therefore s/he can build his/her own knowledge and learning experiences.

Moreover, Naqvi (2006) mentioned that many research and studies proved that using technology, as a delivery medium, in transferring knowledge has many benefits over face-to-face instructions. Additionally, Timmons, 2002, stated that the rapid development in technology makes the universities feel that they are in an increasingly competitive situation with technology (Cited in: Christo-Baker, 2004) to fulfill their academic developmental role in society by expanding the access to education for students living at a distance, and those who have jobs (Picciano, 2006).

Rutherford & Grava, 1995, thought that the time had come for educational systems to move from a teacher centered learning to a student centered learning situation in which learners play an active role in the learning process (Cited in: Christo-Baker, 2004). The way to activate this role is to involve technology in all educational

processes and learning activities. This requires the educational institutions to reform their curricula and develop their systems of education. Using technology in education can be seen as a reflection or mirror for a society's development. McClure, 1996, mentioned that it is vital to connect between the success of an institution and its ability to use technology effectively in overcoming society's problems (Cited in: Christo-Baker, 2004).

2.2.1 Language Learning

Learning the English language is very important, because English has become a major means of communication all over the world (Tsai, 2006). It is the language of science, globalization, commerce, trade, politics, history, education, media and technology (Al-Nafisah, 2001). Learning the English language is essential for medical students, who must be able to read internationally published scientific books and reports, interact with medical programs and communicate with foreign professors and patients.

Concerning the Gulf area, students face many problems in learning English which are similar to those of other English as Second Language (ESL) students. Fu (2003) believed that students, for whom English is not their first language, have difficulties in understanding academic papers and technical reports, problems in communication with foreign professors, limited vocabulary, and poor reading abilities. Al-Nafisah (2001) noted that Arab students face many problems in learning English. For example, they lack the opportunity to practice the language outside of classrooms, the classes; the text books; the topics of the English syllabus and the learning activities in the English class are boring and not related to the students' concerns and interests.

Some English students may be shy and the teacher in the classroom has a dominant role, which can hinder students' participation. All of these factors create passive students, and as many studies emphasized, students must be involved in the learning process. To improve ESL learning, it is necessary to incorporate suitable types of technology in teaching English and students must be enabled to use technology –based flexible learning environments.

2.2.2 Using Computers in Language Learning

Language teachers used films; radio, television, audio, video tapes, until they reached the use of computers in the 1980s (Liu, Moore, Graham, & Lee, 2002). In the 1980s, teachers started to use computers in language classrooms to facilitate and help students in acquiring the language easily as stated by Cunningham, 1998, (Cited in: Liu et al., 2002) and to provide supplemental exercises (Higgins, 1993). Computers can be a good motivator for students to learn (Echavez-Solano, 2003).

Using a computer in teaching FL has a special name - "CALL." According to Shea & Hoyt, 1998, this is the abbreviation for "Computer Aided Language Learning" or "Computer-Assisted Language Learning" (Cited in: Siekmann, 1999). Levy, 1997, defined CALL as "the search for and study of applications of the computer in language teaching and learning" (Cited in: Siekmann, 1999). On the other hand Ushida (2003) defined CALL as "the way which a second language teaching and learning activities have been delivered at the time to support the teaching methods used."

The first group of software programs using CALL, was basically drill-and-practice programs (Higgins, 1993). These programs mimicked real world situations to increase exposure to vocabulary (Fu, 2002.). Moreover, the activities of these programs were passive to the degree that they isolated students, and their primary focus was on memorization. Zotto, 1990, noticed that as technology advanced, interactive exercises and various types of media came to be used in language learning (Cited in: Liu et al., 2002). This resulted in more and more teachers using the virtual learning environment to create an interactive learning environment for their students.

2.2.3 Advantages of Using Computers in Learning Language

From the 1990s, researchers started to analyze the advantages of using technology in general and computers in particular, in language learning. The Liu et al. (2002) study proved the positive effects of computer technology in second language learning. That study reinforced the findings of Dunkel, 1990, which noted that computers increased "the language learner's self-esteem" as well as their academic skills (Cited in: Liu et al., 2002). Chun & Brandl, 1992, mentioned that providing

immediate feedback for students while they study the course is a computer's advantage (Cited in: Liu et al., 2002). Ehsani & Knodr, 1998, and James, 1996, think that using computer technology in second language learning enhances the ability to speak in the second language (Cited in: Liu, 2002).

Lai and Kritsonis (2006) pointed out, that computer enables the student to repeat lessons as needed, so it reinforces the information for the student. It also provides L2 students with a variety of activities to practice the language - especially for these who do not have the opportunity to practice in the classroom (Lin, 2002). CALL activities can be a good motivator for students to learn (Echavez-Solano, 2003). CALL activities frequently encourage students to develop their own learning strategies (Echavez-Solano, 2003).

In 1998, Dede, also stated many advantages in education for using technology in general and computers in particular - it increases the student's motivation; develops the student's knowledge in the topic of the study; makes the students act as experts, and increases the students' scores in examinations (Cited in: Ross, McGraw & Burdette, 2001). Additionally, using the computer in education can facilitate new ideas for the student, enhance the student's retention of coursework, and attract the student's attention.

The problem here is not the availability of the computer and computer software, but rather how to make the best use of it in developing language learning methods and materials (Lee, 2000). Using technology, as Christo-Baker (2004) believed, is a means to achieve educational goals and to improve learning outcomes.

Several different studies have been conducted to assess the relationship between using the computer in L2 learning and achievement. Liu et al. (2002) said, "Findings from numerous studies suggest, that the use of visual media supported vocabulary acquisition, and helped to increase achievement scores." Fu (2002) investigated the effects of CALL on eighty 5th Grade Taiwanese Students learning English vocabulary through reading in a summer camp program. Fu's study (2002) proved that the students who used CALL scored higher on the post-test than those who received conventional teaching, and that the use of CALL during instruction

facilitates vocabulary acquisition. Lee (2000) observed that using technology in language learning enhances students' achievement, motivates students to learn, emphasizes their individual needs, and facilitates and helps student's understanding.

The reasons for the enhancement in students' language learning in Fu's opinion (2002) were that the students were exposed to simulated real-life sounds and pictures associated with words that enhanced the language experience. Moreover, the use of CALL made the students actively, rather than passively, involved in the learning process through the students' interaction with classmates and the computer. Fu (2002) believed that the use of CALL during instruction promotes language acquisition significantly.

Unfortunately, many studies found barriers in using the computer in language learning. Lai & Kritsonis (2006) noted that the computer still has its limitations as a medium of instruction; such as financial (e.g. the high cost of software), isolation, unexpected problems, and technology illiteracy - students and teachers must have basic technology knowledge.

Mention should be made however, of Alsena's (2005) study, which aimed to determine the effect of using the computer as an instructional tool in teaching a unit in English structure on the female students' achievement in the first grade in English language department in Umm Al-Qura University. This study concluded that there were no statistically significant differences between the average achievement of the students who used the computer as an instructional tool and the average achievement of the students who used the board and pens in the post test, after controlling the pretest. Additionally, Rodriguez et al. (2005) asserted that most students felt comfortable with basic computer-based technology activities, such as using e-mail, typing and accessing the web, but this comfort did not have a high correlation with motivation to learn.

2.3 Online Learning of English

As was mentioned previously, some of the CALL programs isolated the students and limited their learning resources because they had only the material in the program. In contrast, The Internet has enabled easy interactive learning through the use of VLEs - wherein the learners can direct their leaning (Ahmad et al., 2006). The type of distance learning course, in which the content is delivered at distance, and interaction takes place through the Internet, is known within educational technologies as online learning that has synchronous and asynchronous communication tools (Altinay, Altinay & Isman, 2004).

The availability of the Internet since the beginning of the 1990s has resulted in a real revolution in L2 learning as well as its teaching methods (Siekmann, 1999). The combination of multimedia, networked computers and the Internet-based delivery has changed the method of L2 teaching and learning methods (Ushida, 2003). A great shift in education has taken place and should continue to take place due to the use of the Internet. Owston, 1997, stated that "Nothing has captured the imagination and the interest of educators simultaneously around the globe more than the World Wide Web" (Cited in: Siekmann, 1999). According to Lee (2000) and Lui et al. (2002), the Internet offers the following tools for the language learners:

- Online Dictionaries: these are search tools where words are arranged alphabetically. Students can search for the meaning of a word by clicking on the first letter of the word or s/he can type the word in the search box to let the engine find the meaning of the word.
- Online Encyclopedias: these are comprehensive written compendiums that contain information on all branches of knowledge or a particular branch of knowledge. Students can search for the information as s/he does in an online dictionary by the first letter or typing the word in the search box (Wikipedia, 2008).
- Chat-rooms: an Internet service refers to any kind of communication over the Internet, but it is primarily used to refer to direct one-on-one chat or text-based group chat (formally known as synchronous conferencing).

These tools enable students to communicate with each other directly (Sci-Tech Dictionary, 2008).

- Vocabulary Games & Puzzles: these games are available through the Internet to enable students to have fun and learn more words.

- Bulletin Boards: these are places where people meet virtually, post messages and respond to each other to discuss a specific topic. These enable students to discuss certain topics related to their courses and exchange opinions (about.com, 2008).

- E-mail services: this is a method of composing, sending, storing, and receiving messages over electronic communication systems. This method enables student to communicate with his/her teacher and colleagues privately (Seikmann, 1998).

All the previous tools can help L2 learners in learning English and contribute to change the traditional learning and teaching methods. So the Internet has shifted CALL to "Internet-based CALL" (Siekmann, 1999). This leads us to conclude that the benefits of using the Internet in learning language add to the benefits of using CALL. Ross, McGraw & Burdette (2001) found that using Internet resources develops the quality of students' thinking and writing skills by enriching the learning environment through access to different learning aids and resources (e.g. websites, audio and video clips).

Using the Internet can help teachers and students to explore learning contents and move beyond knowledge and comprehension to applications and analysis of the information. The Internet provides opportunities for students and teachers to share, discuss and exchange ideas with others. And this, as Bowers, 2001; Carnevale, 2002; and McGrath, 1998 believed can enhance students' cooperative work and increase students' motivation (Cited in: Ushida, 2003). Lee (2000) argued that the Internet exposes students to a world of experience through the World Wide Web and enhances the students' interaction with the English language. The Internet also enables the student to direct his/her learning by making students' interaction a priority. Lastly, Lin (2002) found that the Internet supports students and he

reviewed studies which showed that using the Internet transforms the learner from passive to active, independent and collaborative learner.

Mention should be made, however, of Al-Harbi's (2003) study that aimed to investigate the effectiveness of Internet in teaching English as foreign language on a group of 30 students at the intermediate school level. Al-Harbi found that there were statistically significant differences between the students who used Internet and the students who did not used Internet in English comprehension skills according to the results of a post test.

The Computer and the Internet have become some of the most effective means of introducing technology to education. These tools appear to be more effective when they are used in combination with conventional teaching methods to supplement classroom activities (Tsai, 2006). Accessing education through technology utilization should be rational and gradual. It should begin by using technology that is not far removed from the classroom setting (Bates & Poole, 2003/2006). The first step in acquainting students with using technology in learning is to use it to supplement learning, but not to replace f2f sessions.

2.3.1 The Advantages of Online Learning

Studies have been done to analyze the advantages of online learning. Al-Mobark's (2003) study reported on research such as Al-Oud & Al-Hamed, 1424 /2003; and Al-Rashed, 1424/2003, which favored online learning because it gives students a sense of privacy when s/he makes mistakes and it uses a variety learning aids, multimedia and audio and video clips to develop his/her thinking skills. Bleimann (2004) believed that the availability of the course all the time on the Internet leads to flexible learning i.e. the student can learn what s/he needs at any time, at any place and at his/her own pace. It meets the needs of different learning styles.

Piskurich (2006) believed that online learning saves the time and the costs of traveling if the university is far away; uses different methods for reinforcement and it helps in retention by replicating the activity or the information presentation. Online learning also produces collaborative learners who can learn in groups (Piskurich, 2006). This is because it encourages students to interact with the

teacher and other students using means that can help in reducing learning stress and prompting the students' skills (Lai & Kritsonis, 2006).

Online learning motivates the student to construct his/her knowledge. By using online resources, the student is engaged in the learning process i.e. s/he is an active member in the learning process. Online learning can be used to encourage students to take responsibility for their learning (Naqvi, 2006), and thus produces independent students.

2.3.2 The Disadvantages of Online Learning

The disadvantages of online learning have been investigated by many researchers. Bleimann (2004) saw delayed feedback due to the unavailability of the teacher when needed, as a disadvantage of online learning. Piskurich (2006) asserted that online learning requires more time from the teacher in designing the course, and monitoring discussion boards, and students may not learn anything from the discussion boards or chat rooms. Online learning does not have f2f interaction which may decrease students' motivation to learn (Mackay & Stockport, 2006) and increase the student's feeling of isolation. The high cost of software, the lack of technical support, the lack of training for the students and the teachers (Ross, McGraw & Burdette, 2001), and the low speed of the Internet, especially in transferring audio and video conferences (Almosa, 2001), may hinder the learning process.

2.4 The Methods of Teaching English Language

Teaching the English language includes various methodologies. As Fu (2002) discussed, the following are the traditional approaches for teaching that have their limitations toward teaching vocabulary:

The **Grammar-Translation method** was used to teach modern languages at the end of the nineteenth century. This method focused on the rules of grammar, not the language itself. The goal of this method was to train students to read and write difficult material. Using this method, vocabulary is taught in isolated bilingual

vocabulary lists and grammar is taught in students' native language. This method paid little or no attention to pronunciation.

In 1945, during World War II, the **Audio-Lingual Method** originated from the work of Charles Fries. This method used language labs and visual aids. It did not focus on teaching vocabulary and with this method the main role of the teacher was to drill students in the use of grammar.

The **Reading Method** was used between the 1920s-1930s. Coleman, 1929, believed that language should be learned by practicing basic structures in meaningful activities and by using vocabulary control.

At the end of the nineteenth century, the **Direct Method** was introduced. It taught only everyday vocabulary and sentences. This method related meaning directly to the target language through interaction and without using translation. Vocabulary was explained with labeled pictures and demonstration. This method was criticized by Richards and Rodgers, 1986, as an over-simplified and teacher-centered method (Cited in: Fu, 2002).

In the 1960s, the **Communicative Method** became known. This method owes its popularity to Noam Chomsky's "Syntactic Structure." This method emphasizes interaction as the means and the ultimate goal of learning language. Communicative Language uses almost any activity that engages students in authentic communication. From this time, linguists stopped viewing vocabulary in isolation and began to see it in context.

Just as there have been many methods of teaching English, there have also been many learning strategies used in teaching the English language. One of the strategies advocated over the last decade is the blended way of learning. Blended learning of English language here refers to any blending of traditional or f2f teaching activities with internet-based learning when teaching English language

2.5 Blended Learning

Although in a f2f learning situation, the student needs to attend all classes, s/he might be passive and might not have the chance to master the learning task and the components of the course work that s/he needs. Bleimann (2004) mentioned many advantages in traditional learning or f2f learning including the direct communication between the students themselves and between the student and the tutor, and that the teacher can give direct and immediate feedback for the student in the classroom. In contrast, online learning provides the student with access to different learning resources like websites, audio, video, animation and electronic activity.

As presented previously, many researchers have discussed the advantages and disadvantage of online and f2f learning. So it seems that it would be an ideal strategy if the benefits of the two types of instruction could be successfully combined through a blended way of learning. Blended learning is a learning approach that is also known as "hybrid learning" in which f2f teaching would be integrated with online learning (Thompson, 2003). Answers.com (2008) defined blended learning as the combination of multiple approaches to learning. These approaches mostly combine traditional learning elements with e-learning as an online component of the blending strategy.

Duhancey, 2004, defined blended learning as a course that comprises any combined use of electronic learning tools that supplement, but do not replace f2f learning (Cited in: Welker & Berardino, 2006). Sahin (2007) defined blended learning as kind of distance learning that is used to support f2f learning. The last two definitions of blended learning are the most suitable ones in regards to the type of learning used in this study. Many models have been followed in designing blended courses. The variations in design exist, in the opinions of Dziuban, Hartman, Moskel, Songe & Truman, 2004, due to the nature of the course content and the teacher's responsibility in the course (Cited in: Vaughan, 2007).

Many researchers think that various educational goals can be met through the combination of electronic tools and traditional teaching in blended learning. Garnham & Kaleta, 2002, believed the goal of combining tools is to join "the best

features" of f2f and online learning (Cited in: Vaughan, 2007). According to Duhancay, 2004, the integration of technology in the learning system aims to facilitate and accelerate reaching the educational goal (Cited in: Welker & Berardino, 2006). It is worth mentioning that the educational goal behind this study was to support the premedical students in developing their vocabulary in the English 151 course, utilizing WebCT technology to supplement f2f learning in acquiring vocabulary.

From reviewing the related literature, many studies have proved the success and the advantages of blended learning over online and f2f learning alone. In blended learning, the student can learn from an online course that matches his/her different learning styles, and at the same time, s/he can learn from lectures in class (Osguthrope & Graham, 2003). In blended learning, a student can also learn from social interaction, whether f2f or online, and gets immediate feedback (Osguthrope & Graham, 2003). Through blended learning the student's achievement is higher because retention of the learning material is increased through the use of media and VLE tools (Thompson, 2003). Moreover, in blended learning the student is actively involved in the learning process (Thompson, 2003) and has access to different online resources (Osguthrope & Graham, 2003; Lim, Morris & Kumpitz, 2006).

Many studies focused on the learning outcomes of blended learning. Echavez-Solano (2003) found that the students in technology-enhanced classes had better understanding of course content, immediate feedback, self learning and control of their learning. Lim, Morris, and Kupritz's study (2006) compared online and blended learning groups according to their learning outcomes. They noted higher students' satisfaction in the blended course, a significant increase in the perceived and actual learning of both groups, and complaints from online course students who experienced significantly higher workloads for their study than those in the blended delivery format. However, Echavez-Solano (2003) observed that there were no significant differences between students' performance in traditional classes and technology-enhanced classes (blended) in the assignments, exams and final grades.

It is clear from reviewing the literature that blended learning tends to be better than online or f2f instruction alone. However, students who learn by this approach of instruction may not achieve significantly better results than those studying f2f or online courses only. Additionally, English language is one of the courses in which students need the teacher's presence in guiding them in the different language skills that they learn.

2.6 Teaching Second Language Vocabulary

The English language, like any other language, has different areas that students should study, such as vocabulary, grammar, spelling, listening and reading. In this study, the researcher focused on vocabulary because of its importance to premedical students. This is an area which has been somewhat neglected in past research.

Acquiring a word is not simply dealing with its definition or getting its basic meaning from context. Instead, to acquire a word means to be able to discuss, elaborate and demonstrate the meaning of the word in different contexts (Nichols & Rubpley, 2004). Acquiring a word as Nation, 1990; 2001, explained is:

1.   Recognizing the form of the word, i.e. its part of speech; verb, noun, adjective, adverb, or a preposition.

2.   Retrieving the meaning of the word, i.e. being able to know a word's meaning and remember it.

3.   Using the word appropriately in other contexts (Cited in: Lin, 2002).

In 1997, Zimmerman and O'Dell and others mentioned that the role of vocabulary had been neglected and underestimated in the past (Cited in: Hsu, 2006). There are some researchers who downplayed the importance of vocabulary in comparison with other language features, such as grammar, reading, writing, listening and speaking (Kaya, 2006). They believed that vocabulary could be learned naturally (Hsu, 2006). The neglecting of vocabulary as pointed out by Meara, 1996, was due to "a common belief among linguists that lexicon is an inherently messy part of our linguistic competence, lumped together with other linguistic forms" (Cited in: Chiu, 2006). An example of the neglect is clear in Bachman and Palmer's, 1996,

model of communicative language ability (Cited in: Kaya, 2006). In this model, the knowledge of vocabulary is located under grammatical knowledge (Kaya, 2006).

Over the last two decades, vocabulary has received a focus in L2 acquisition (Chiu, 2006). This new interest in vocabulary is due to research results that highlighted the importance of L2 vocabulary in the academic performance of L2 students. There are many researchers who focused on vocabulary in their language learning models, e.g. Read, 2000. This model views vocabulary knowledge as an essential element over several other categories of language, and the Meara and Fitzpatrick model, 2000 (Cited in: Kaya, 2006).

2.6.1 The Importance of Vocabulary

Vocabulary is a building block of all language skills: reading, listening, writing and speaking (Lin, 2002). Asselin (2002) and Nichols & Rupley (2004) emphasized the importance of vocabulary, stating that it is a key to reading comprehension, reading fluency, writing, and communication with others. Mastering vocabulary enables students to form sentences and communicate with others.

Towards the end of the 20th century and the beginning of the 21st century, many researchers like Grabe, Stoller, Laufer, Nation, Sokmen, and Zimmerman, came to believe that it is very important to focus research on the best ways for helping students acquire FL vocabulary (Cited in: Lin, 2002). In 1990, McCarthy asserted that mastering grammar or pronunciation is not essential in a meaningful communication in L2, what is essential is to know the vocabulary (Cited in: Lin, 2002). Apthorp (2006) found from Baumann's et al. study, 2003, that supporting learning vocabulary is better than leaving vocabulary development to chance alone.

2.6.2 Supporting Learning Vocabulary

Support in learning vocabulary is important because foreign language learners face problems in acquiring and learning English vocabulary. Lin (2002) pointed out that there are several problems facing learning English vocabulary. These include forgetting new vocabulary because students do not use these words in their daily life since they are not surrounded by English speakers. Students have trouble memorizing the spelling of new words coupled with difficulty in pronunciation

(Lin, 2002). Many words have multiple meanings and some English words do not have equivalents in the Arabic language. Irregular verbs and technical terms can create challenges as well.

Therefore, due to its importance, adequate support is essential in learning vocabulary. Necessary support in learning vocabulary can be provided through the use of computer mediated communication (CMC) tools because, as discussed earlier this has positive effects on L2 learning. The results of Lin's (2002) study that aimed to provide guidelines for supplemental Websites for EFL vocabulary acquisition indicated that most of the respondents considered learning vocabulary difficult. Moreover, the study reported that the textbooks used in class failed to provide sufficient vocabulary information. Being forced to look words up in a dictionary caused additional learning burdens. He explained that students favored the interactive, supplemental course website to learn the target vocabulary because it provided vocabulary practice and regular vocabulary assessment.

Noting the previous limitation in English curricula and the advantages of supportive programs, the needed English language learning support can be provided by designing a supplementary program that matches the following criteria as Al-Nafisah (2001) recommends:
- It should meet the students' needs and interests.
- It should include appropriate teaching aids and materials such as audio, video tapes, flash cards and dictionaries to enrich learning.
- It should encourage students to stop memorization and instead practice using the language effectively.
- It should encourage and motivate students by offering individual, constructive, immediate feedback. Large numbers of students in English classes, combined with a limited amount of class time, often hinder teachers in providing individual, constructive, immediate feedback that builds the student's vocabulary.

Many studies proved the positive effects of supplementary programs in teaching ESL. Carlo et al. 2004, showed that a supplementary program which requires

students' active engagement in learning new words, has a significant statistically positive impact on EFL, on vocabulary knowledge and reading comprehension (Cited in: Apthorp, 2006). Siekmann (1999) found that the supplemental online learning environment is a useful tool from both the student's and the instructor's perspectives and it should be used in second language classrooms. Kaya (2006) reviewed the studies of Chennault, 1993; De Ridder, 2000; Horst, Cobb & Nicolae, 2005. Kaya (2006) concluded that the online programs should be used as a tool for learning vocabulary because they offer rich input and encourage deeper processing and they have a significantly positive effect on vocabulary. Chennault, 1993, conducted an experiment in which the experimental group was provided with online support and multimedia in learning L2 vocabulary. The experimental group performed significantly better results in vocabulary than the control group. Also, De Ridder, 2000, findings indicated that CALL and hyperlinks positively affect the students' reading comprehension and vocabulary acquisition. Horst, Cobb & Nicolae, 2005, findings indicated that the created website that was designed to support vocabulary acquisition and contained dictionary, hypertext, and interactive self quizzing feature, resulted in deeper processing of language for the L2 learners (Cited in Kaya, 2006)

However, it is worth mentiong that some studies like Kaya's (2006) did not prove significant growth in the students' vocabulary acquisition due to the use of the supplementary vocabulary programs. Kaya's (2006) study, investigated the effectiveness of adaptive computer use for learning vocabulary on learning behavior on a sample of 200 students in Fukuoka University of Education in Japan. This study showed no significant differences between the group that used the computerized vocabulary instruction and the other group that did not use the program.

As was discussed earlier in the section on English Language Teaching Methods, the communicative language approach was the only method that gave attention to vocabulary. It is the method most used in English language classes. There have been some changes in this method although the outcome remains the same. Educators have used this method in their teaching of L2 vocabulary in a variety ways, such as:

1. They "Build background experiences" (Asselin, 2002). For example, they relate the words to the students' background knowledge

2. They develop relationships between words (Asselin, 2002).

3. They give synonyms and antonyms of the word (Allen, 2005).

4. They classify, combine and connect the words (Allen, 2005).

5. They encourage students to read a wide variety of texts (Allen, 2005).

6. They repeat the new words and encourage students to use them daily (Standerfer, 2006).

The above mentioned principles would be more effective when used in a technology –based learning environment. For example, pictures may be used to help students create visual representations of the vocabulary (Standerfer, 2006). Video technology can be used to increase vocabulary comprehension (Carolyn, Foil & Alber, 2002). Interactive activities can help students acquire and learn new words. Using the discussion boards in the VLE encourages the students to relate the new words with their past experiences (Nichols & Ruply, 2004). Iddings, Ortmann & Pride's (1999) study examined the effectiveness of a program designed to enhance students' reading comprehension and vocabulary development through the use of multiple instructional strategies and technology. The study proved that the use of technology and multiple instructional strategies in teaching vocabulary resulted in a significant growth in vocabulary development for students.

According to Nelson (1998) "The basic goal of vocabulary study is to learn a large number of words as quickly as possible, either incidentally or directly." Incidental vocabulary is learnt as a by-product of another activity, such as reading or communication, without the students' intention to learn the words (Laufer & Hill, 2000; Nelson, 1998). Direct learning of vocabulary is the learning that happens due to planning (Nelson, 1998), e.g. the result of studying a book or a website that is designed for teaching vocabulary.

Considering the previous kinds of vocabulary learning, in this study, learning vocabulary is direct learning. This is because the vocabulary is learned from activities, flash cards and video and audio clips that are planned to teach vocabulary. Direct learning, as Nation, 1990 believes, is the best way to support

individuals in learning vocabulary (Cited in: Nelson, 1998). The reason for this in the opinions of Ariew & Frommer, 1987, Cobb and Stevens, 1996, Kang and Dennis, 1995, is that interactive activities help students because they receive individualized feedback and instructions (Cited in: Nelson, 1998).

Brown and Payne, 1998, identified five steps for creating successful L2 learning of vocabulary, which are matched with the methods for learning vocabulary in the current study. The steps are: (1) Having sources for encountering new words (2) Getting a clear image, either visual or auditory or both, (3) Learning the meaning of the word through flash cards, (4) Making a strong memory connection between the form and the meanings of the words, and (5) Using the word through activities (Cited in: Kim, 2006; cited in: Nelson, 1998). Using these techniques of teaching will enable the student to have a good receptive and productive vocabulary. The difference between these two terms "receptive and productive" as Nation, 1990, said, is that receptive means "the learner's ability to recognize the form and the meaning of a word in reading or listening, while productive knowledge enables the learner to use the word appropriately in writing and speaking"(Cited in: Lin, 2002).

2.7 WebCT and English Language Teaching

More and more educators realize the benefits of the Internet in teaching and learning L2. Virtual learning environments have been created to make use of the Internet's advantages while controlling the learning process. Virtual Learning Environment (VLE) refers to a system of learning management in which students and their tutors participate in online interactions of various kinds, including online learning (Poulter, and Chalmers, n.d). In the VLE, instructors create a course website with a minimum of technical skills, also making available tools for discussion and document sharing (Poulter, and Chalmers, n.d). VLE has enhanced interactive education over the web (Ahmad, et al., 2006). Having VLE software and its associated technologies is important for faculty because it offers them various tools as well as facilities (Frey, 2005). Examples of VLEs are: Web CT, Blackboard, Moodle, E-college, Learning space, and Angel (Frey, 2005).

Virtual learning environments are low in cost in comparison with the costs of traditional learning such as the costs of buildings, labs, transportation or school equipment. Moreover, a large number of students can enroll in the same course from different geographical areas and different time zones as Besyony, 2000, explained (Cited in: Al-Mobark, 2004). VLE and the Internet in general, combine the benefits of ordinary book learning with the benefits of audio and video clips (Bates & Poole, 2003/2006).

Some barriers restrict educational institutions in using VLE such as training teachers and students in using the computer, the Internet, the necessity of developing the course, an increase in the teacher's burdens in communicating with each student and the lack of acceptance of the society to this system (Almosa, 2003).

2.7.1 WebCT Development

Web Course Tool (Web CT) is the VLE used to create the online component of the current study. WebCT is a virtual learning environment as well as a learning management system (LMS). It is "an online course management application that allows for the integration of course organization, communication, content and assessment/exercises" (Seikmann, 1998). WebCT was first developed by Murray W. Goldberg in the Department of Computer Science at the University of British Columbia in 1996 (Siekmann, 1998). WebCT is used by 2600 institutions in approximately 48 countries around the world, in 10 languages and by more than 12 million students (Bates & Poole, 2003/2006). WebCT provides a flexible virtual environment that enables educational institutions to achieve their learning objectives (Naqvi, 2006).

WebCT offers a number of tools that enable the instructor to meet students' needs and decrease the teachers work (Siekmann, 1998). These include the following:

- Tracking students (Ahmad, et al., 2006): Teachers can monitor the frequency and duration of student visits to the WebCT course. S/he can track the information of an individual student or the entire class. WebCT logs visits to the following course areas: Homepage, Assignments,

> Calendar, Lesson pages, Discussion Board, Mail, My Grades, Quizzes/Surveys, and Glossary.
>
> - Automatic grading: WebCT automatically corrects the questions in online quizzes and grades them. Then it makes the grade available for the students in a "my grades" tool. The teacher can also access his/her student's quiz and review it or grade essay questions. WebCT offers the option for the teacher to delay announcing the grades until s/he manually reviews the grades for each student.
> - Monitoring discussion: This allows the teacher to read the students' contributions and delete or move the contribution to another topic.
> - Constant assessment: This measures the student's progress (Lai, 2006).
> - Arranging the course and the content easily.
> - Controlling online quizzes.
> - Providing authentic material and different resources for information for the students (clips, websites, etc.).
> - Designing the lessons to meet the students' needs and learning styles (Lai, 2006).

Lai & Kritsonis (2006) showed that WebCT helps the student in learning by repeating the lessons as s/he requires. As with any VLE, WebCT enables students to communicate with other students and with their instructor through different communication tools and increases the opportunities for them to be independent and self-directed (Thomas & Storr, 2005). It helps those students who do not participate in classroom activities (Meskill & Mossop, 1997). This enables students to build and promote their knowledge. WebCT enables students to get immediate, high quality feedback from the instructor for their discussion contributions and assignments (Lai, 2006)

Many studies provided evidence for the positive effects of WebCT on achievement. Naqvi's (2006) study aimed to explore the feedback of 71 students on the use of the WebCT, and its impact on their learning of the course material. The study found that the use of WebCT helped the student to understand better and learn the course material in an effective way. Thomas & Storr (2005) reported that

several studies on WebCT and students' achievement such as Entristle, 1991; Garcia, 1995; and Pintrich, 1995, observed that WebCT enhanced the students' motivation, interest, engagement and achievement. Thomas & Storr (2005) emphasized this when they found that for 82% of students their learning of content increased. Seikmann's (1998) study was one of the few studies about integrating WebCT in L2 learning. These findings indicated that WebCT brought L2 learning to the students' homes and encouraged the students who did not participate in class to use the language in communicating through the communication tools.

2.7.2 Using WebCT Tools for Teaching English Language

As a learning management system and a VLE; WebCT offers the following tools for English language instructors and learners:

1. The Content Module (The Lessons): It provides the lessons to students. Each lesson has a table of content that is minimized on the left but does not disappear if the student clicks the page's name to read it. Each page in the lesson can have links to relevant resources and exercises (Naqvi, 2006). It offers quick links to a glossary, quiz, self tests, index, mail, discussion and chat. It offers different video clips that facilitate the learning material.

On the lesson page, the students can do activities and get immediate feedback. It offers a way of retention and reinforcement because the student can review the content (Naqvi, 2006). It provides the students with up-to-date information because the instructor can change any page s/he wants to update (Siekmann, 1998). All of these enable the student to control his/her learning, be an independent learner and reflect on the knowledge presented (Siekman, 1998).

2. Communication Tools: WebCT offers two types of communication tools; synchronous and asynchronous. The communication between the teacher and the students or between the students themselves is important in language learning. Siekmann (1998) emphasized this by commenting, "The main purpose of language learning is the ability to communicate." The communication tools that I used in the online unit that help to achieve this aim were: E-mail, Discussion Board and Chat.

These three tools can help in reflecting upon and sharing knowledge (Seikmann, 1998). These tools encourage students to cooperate with each other, and help educators in designing learning experiences that involve interactions between the students and educational content (Kim, 2006). These tools improve students' written communications. They encourage students to use the target language more freely (Seikmman, 1998). They also reduce the feeling of isolation (Lai, 2006). Armani, 2000; Henly and Reid, 2001; and Hutchins, 2001, reported that WebCT enhances "dialogic learning, access to peers, constructive learning and distributed learning" (Cited in: Thomas & Storr, 2005).

The Discussion Board and E-Mail provide asynchronous, public communication. Posting can be from instructors and students (Seikmann, 1998). According to Ushida (2003), text based discussion is enjoyable for the student and beneficial in developing his/her writing, reading and conversational skills. Bueno, & Perez (2001) found that electronic mail and discussion boards enable the student to develop his/her language because s/he tries to develop the quality of his/her participation. These improve the student's language because s/he reads the teacher's and his/her classmates' postings. They improve the student's communication skills. Gonzalez – Bueno, 1998, found that discussion boards and e-mail allowed the student to develop a sort of linguistic awareness of both native and target language. Blake, 2000; Roche-Dolan, 1999, believe this is because the student wants the message to be easy to understand (Cited in: Bueno, & Perez, 2001). The difference between discussion boards and e-mail is that messages in e-mail are private.

The Chat Room is a real time communication tool, i.e. synchronous. It enables students to communicate live with each other. It enables teachers to meet with students and measure their progress by making competitions between them. Ushida's (2003) study involved 26 students and aimed to determine how the second language learning environment affected students' attitudes and motivation, and how this in turn, affected students' learning. The author concluded that the chat was the most reflective tool of students' motivation and attitudes. Siekmann (1999) noted that students who used the chat tool evaluated it positively.

3. Glossary: This is a table of specific definitions chosen by the teacher and arranged alphabetically. It enables students to know the definitions of the words used in the lessons while studying in the lessons, because the words are hyperlinked. If the student clicks the word, the definition appears in a new window.

4. Calendar: The calendar is a link between the teacher and the students where the teacher can post announcements related to the online unit for the students.

In this study, the students learned the vocabulary by doing the activities and the self-assessments in the WebCT virtual learning environment. They read the constructive feedback, searched the Internet and discussed their ideas about the topic with their colleagues. The role of the teacher in this environment was as a facilitator.

2.8 The Design of Instruction and VLE Development

According to Hoffman and Margerum-Leys (n.d), instructional design (ID) is defined as "a systematic approach to course development that ensures that specific learning goal is accomplished". ID provides a methodology for designing a successful learning material that meets the students' needs and teachers' goals. ID has different models such as ADDIE model that is used in this study. **ADDIE** is an acronym for **A**nalysis, **D**esign, **D**evelopment, **I**mplementation, and **E**valuation (A workbook of Instructional Design, 2007). The output of each phase is the input of the next phase (A work book of Instructional Design, 2007). In the following paragraphs the researcher is going to discuss the activities of each phase of this model and show how an instructional designer can make use of this model when developing a course material (A workbook of Instructional Design, 2007):

1. Analysis Phase: This is the foundation for all other phases in ID. In this phase the designer has to identify instructional goals, conduct instructional analysis, analyze learners and context, and write the instructional goal of the unit.

2. Design Phase: In this phase the designer has to write the learning objectives, develop assessment instruments, plan instructional strategy, and choose the delivery methods.

3. Development Phase: The work of this phase is based on the analysis and design phases' outcomes. During this phase the designer develops instructional and student's materials (the guides and handouts), and develops the evaluation material i.e., exams or surveys.

4. Implementation Phase: This phase refers to the actual instruction whether using f2f or online materials.

5. Evaluation Phase: This phase includes two types of evaluation - formative and summative. Formative evaluation is ongoing and between phases and before implementing the design. Summative evaluation is after implementing the instruction.

2.9 Technology and Students' Attitudes Towards English Language

According to the Longman Dictionary of Applied Linguistics, 1992, "language attitudes" is defined as follows: the attitude which English speakers has towards the English language, whether positive or negative feelings. Attitudes towards a language may also show what people feel about the speakers of that language (Cited in: Karahan, 2007).

It is very important to assess and deal with students' attitudes towards studying English. Different aspects of language attitudes have also been studied such as the relationship between attitudes and learning strategies studied by Gan, 2004, and the relationship between attitudes and achievement studied by Graham, 2004 (Cited in: Karahan, 2007).

The importance of attitude is due to the effect it may have on the student's achievement, as the results of many studies have shown. Echavez-Solano (2003)

emphasized this by stating that positive attitude leads to an enthusiasm to study and learn English. Attitudes can possibly affect learners' achievement and the desire to continue studying in the target language. Suleiman (1993) reviewed several studies such as these by Oller, Hudson and Liu, Chilhara and Oller, 1978, Gilsan, 1987, and concluded that students' achievement in English as a second language is related to their attitude toward English.

According to Brown, 1987, many factors affect students' attitude toward English. These include parents' and peers' attitude toward English; contact with English speakers and their experiences; unpleasant experiences with English speakers; and cultural attitude (Cited in: Suleiman, 1993). Hiring native speakers to teach English is also a factor that affects students' attitudes negatively in El-Sayed's opinion, 1987, (Cited in: Suleiman, 1993). The yardstick used to assess premedical students' attitude towards learning English (the attitude scale) used in this study contains the following dimensions:

- The students' attitudes towards learning the English language;
- The students' attitudes towards the importance of learning English;
- The students' motivation towards studying English;
- The students' fears and worries concerning studying and practicing English.

Students should be aware of the importance of the English language especially that the goal is not only to gain high marks in class, but also to use the language and communicate effectively (Al-Nafisah, 2001). This was the rational for including this dimension in the attitude scale used in this study.

Another dimension of this instrument is the students' motivation toward studying English. According to Gardner (1985: 10), "motivation ... refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language." There is a strong relationship between the students' motivation to learn English and their attitude toward English. Suleiman (1993) stated that some Arab students lack motivation to learn English as a foreign language and this produces an unfavorable attitude toward learning English.

Echavez-Solano (2003) found that a lack of motivation affects students' achievement and may hinder language acquisition.

The final dimension of this instrument is the worries and fears from the English language. Anxiety and the level of a student's comfort in the classroom environment in the opinions of Horwitz and Cope, 1986, significantly affect language learning (Cited in: Echavez-Solano, 2003). Anxiety is created by the student's personality, teacher and pedagogy. One way to reduce anxiety in the classroom and increase motivation in learning English could be through using the VLE. This would decrease discomfort in the learning environment and improve the students' attitudes toward English. Anxiety in blended courses can be of two kinds: language and/or computer related anxiety. Language anxiety can be reduced through the use of the discussion board in the VLE (Echavez-Solano, 2003).

Using technology can improve students' attitudes toward studying English. Liu et al. (2002) argued that using technology improves students' attitudes toward learning vocabulary citing the Ritter (1993) study where 92% of students preferred learning new vocabulary using a computer program because it reduced the students' anxiety in regards to learning a foreign language. Different studies have been done about the effect of VLE on students' attitude toward foreign language. Iddings, Ortmann & Pride's study (1999) showed that there was a significant growth in vocabulary development for students due to the use of technology in teaching vocabulary.

Some research results indicated that there were also improvement in students' attitudes toward reading, comprehension and their overall vocabulary acquisition. Ushida (2003) found that students' attitudes toward studying a foreign language through an online course were relatively positive. But the Yushau's (n.d.) study, which examined the influence of blended e-learning on students' attitude towards mathematics and computers, using a random sample of 70 students of the preparatory year program of King Fahd University of Petroleum and Minerals, indicated that there was no statistically significant change in students' attitudes towards the course they studied through WebCT.

2.10 Students' Satisfaction with the Online Unit

With the advance of technology, new means are being used to deliver learning. It is very important to measure the learning outcomes of the delivery method. In this study the blended way of learning is used to teach students English vocabulary. It is essential to measure the students' satisfaction with this way of learning to understand their views and perceptions.

Different studies were made about students' satisfaction with online unit on WebCT such as Thomas and Storr's (2005) findings which indicated that the majority of students enjoyed participating in WebCT. Also Thomas & Storr (2005) reviewed several studies including Entristle, 1991, Garcia, 1995, and Pintrich, 1995, and found that WebCT enhanced the students' motivation, interest, engagement and achievement. They reinforced this view, when they discovered that for 82% of the students, their learning of the content increased. Sahin's (2007) study explored the relationship between students' satisfaction with the online course and the instructor's support. The study noted that active learning and authentic learning were statistically significant. Orhan's (2008) findings enabled his university to deliver the courses by VLE due to the students' satisfaction with the blended course they took.

Ahmad et al. (2006) concluded that students were satisfied with WebCT and it was effective as well. Also they found that students favored WebCT and thought it was more effective than a paper-based mode. The Rodriguez et al.'s (2005) study involving 721 students, aimed to identify the variables that might impact the degree of satisfaction with online learning experiences and learning outcomes or perceived quality. The study reported that fourteen percent of students said that WebCT was very helpful, 36% moderately helpful, 36% a little helpful, and 11% not helpful at all and that the students' satisfaction with online courses was relatively high. Lim, Morris, and Yoon (2006) showed that the students who preferred the online learning method registered significantly higher mean scores of course satisfaction, post test, learning increase, learning application and learning motivation. The Siekmann's (1999) study, which assessed the students' acceptance of the supplemental online environment as a learning tool and assessed the

usefulness of individual elements of the supplemental online learning environment, reported that students, found that WebCT is user-friendly. The students in the study on average scored better in their exams, especially in the post-tests. They felt that using online exercises positively impacted their performance in class, and their comments about the effectiveness and usefulness of the supplemental online learning environment were generally positive.

Morss, 1999, had a different view about WebCT and its effect on increases in achievement. He found that WebCT didn't prove to affect the students' achievement directly or their interest in the course (Cited in: Thomas & Storr, 2005). Lim, Morris, and Kupritz's (2006), study examined how online learners (39 male and 86 female) were different in instructional variables and course outcomes based on learner characteristics and study habits. Their study concluded that students using an online delivery format experienced significantly higher workloads for their study than those in blended delivery format. And this can be a reason for the non significant results in achievement and attitude.

Naqvi (2006) found that students had a positive attitude toward WebCT. The students in Naqvi's (2006) study indicated that WebCT positively affected their learning and understanding of the course material as well as their exam preparations. Naqvi (2006) also found that students preferred to be taught by an instructor and have the learning reinforced with digital learning material through WebCT. Hammoud, Love, Baldwin, and Chen's (2008) study indicated that students had a positive attitude towards WebCT as a supportive tool for traditional face-to-face learning, and the use of WebCT had a positive influence on students' achievement. Mende's (1999) study that aimed to measure the reaction of 76 learners in an English class at Cambrian College to the virtual classroom (WebCT). The study showed that the most favorite feature of the online course was flexibility, and the least favorite feature was technical problems such as problems with handling assignments online. Students were satisfied with the instructor's support, and the majority of participants found the online delivery a positive experience.

2.11 Summary

From reviewing the literature relevant to the current research, the following are concluded:

- Most studies that were reviewed focused on the effects of using computer on language learning, and the effects of the online units designed to teach L2 vocabulary on the students' achievement, attitude towards English language and satisfaction with the online unit.

- It is very important to choose the suitable learning strategy and to design a well planned online unit on VLE to teach L2 language vocabulary and help the students to be independent learners.

- The researcher noticed that there are very few online units designed to help L2 learners to learn vocabulary, and very few scales designed to measure premedical students' attitudes towards English and their satisfaction with these units. This adds to the significance of the current study.

- The researcher made use of the advantages of CALL programs in designing the online unit used in the present study.

- The researcher benfited from the relevant studies that designed online units to enhance L2 vocabulary in designing the online unit, multimedia, and the VLE tools to enhance the vocabulary acquisition of the premedical students.

- The researcher made use of the communicative method of teaching English that focuses on enhancing vocabulary in designing the learning material of the current study.

- The current study is similar to Ushida's (2003) study since both studies used online units to develop students' acquisition of vocabulary and both measured the effects of these units on the students' attitude toward English language and satisfaction with these units.

- Kaya's (2006) study is the most similar study to the current study in the design of the online units and using WebCT to deliver the units to improve the students' vocabulary acquisition. Kaya's (2006) online unit contained text, images, movie, and audio in order to facilitate the vocabulary learning process like the online unit used in the current study.

- The present study is different from the previous studies because it measured three dependent variables and is provided support for the learners.

Chapter 3

Research Design and Procedures

3.1 The Research Methodology

3.2 Population and Sample

3.3 Variables

3.4 Instrumentation

3.5 The Online Unit

3.6 Procedures

3.7 Research Problems

3.8 Statistical Analysis

Chapter 3
Research Design and Procedures

The objective of this research was to study the effects of teaching vocabulary using a blended learning strategy on premedical students' achievement, attitude towards English language, and satisfaction with the unit. This chapter presents a description of the research method, population, the sample, the variables, the instruments, the model used in designing the online material and the problems faced by the researcher. Finally, the method used for data collection and analysis is presented.

3.1 The Research Methodology

The study used the experimental method to achieve its purpose. The design of the research was a true experimental one because the students were assigned to two groups randomly. It should be noted that after the students' assignments to the two groups were made, four students chose to drop the online unit - so thereafter they were considered to be part of the control group. Additionally, four students who had not originally been assigned to the experimental group, decided to take the online unit – so thereafter during the research, they were considered to be part of the experimental group. The various designs for the variables were as follows:

The students' achievement hypothesis was tested by a randomized posttest control group design. This included 3 measurements; two midterm exams and the final exam. The students' attitude towards the English language hypothesis was tested by a randomized pretest and posttest control group design. This design enabled the researcher to measure the differences between the students' attitude towards English language in the experimental group before and after the treatment, in comparison with the students in the control group.

The students' satisfaction with the unit (SSWU) hypothesis was tested by a single sample design. This design enabled the researcher to measure the students' satisfaction in the experimental group after studying the online unit.

3.2 Population and Sample

3.2.1 The Population

Initially the current researcher intended to conduct the study on all AGU premedical students in the academic year 2007\2008. With such a sample, the target population would be all AGU premedical students in the coming years, as long as no changes will be in the admission requirements and high school curriculum in the Gulf Sates. However, the English language Unit of AGU insisted that the study be conducted with students of poor English language skills. These poor students are the ones who score below 60% in the English Entry exam. Thus, the target population would be similar students in the coming years.

Any student at Arabian Gulf University (AGU) would have the following characteristics, as these are required for admission in the medical college:

- S/he is a citizen of the GCC.
- S/he is nominated by his/her ministry of higher education.
- S/he can be from other Arab States in accordance with certain ratios and fees for these limited seats. Such students can submit their applications directly to the university.
- S/he must hold a high school certificate in sciences with a GPA not less than 90%.
- S/he does not exceed 24 years of age.
- S/he passes the following:
  - o Test to assess English language level.
  - o Test in science and mathematics.
  - o Personal interview.

Students, who score less than 60 in the English language entry exam, receive special attention from the English Language Unit. The English Language Unit provides them with supportive programs. In the academic year 2007/2008, members of this accessible population were nominated for this study by the Head of the English Unit.

3.2.2 The Sample

The sample was all the available accessible population. It was made up of 50 students, all nominated by the English Language Unit. These students were assigned to the experimental and control groups through random selection off a list. The sample contained 15 males and 35 females. The mean of the sample on the English language Entry Exam was 39.5. This was low and it was clear that this group needed assistance. The researcher divided the sample into 28 students in the experimental group and 22 students in the control group expecting students from the experimental group to leave the online unit since they did not have motives to study the online unit as will be explained in a subsequent section.

The experimental group consisted of 28 students; 4 males and 24 females. The mean of this group in the English language Entry Exam was 38.4 with a standard deviation of 10.6. The control group consisted of 22 students; 11 males and 11 females. Two male students in the control group dropped the course after the first midterm exam. And two female students did not do the first midterm exam. The mean of this group in the English language Entry Exam was 41.3. To ensure the groups' equivalence, a t-test of the mean difference on the English Exam was conducted. The t-test in indicated the mean difference was not significant ($t = .844$, $p = .403$)

3.3 Variables

3.3.1 The Independent Variable

The independent variable was the teaching method (categorical variable). Both the control and experimental groups attended the usual English language f2f classes. However, the experimental group was exposed to an online unit on the WebCT as a supplementary unit in learning vocabulary. This will be made clearer in the discussion of the design of the instructional program.

3.3.2 The Dependent Variables

This study involved three primary dependent variables - achievement, attitude towards English language and satisfaction with the unit. Each variable consisted of several dimensions as follows:

1. The students' achievement (quantitative variable), which was measured by posttests that the teacher of the course designed, two midterm exams and a final exam. The marks were made up of two parts:

o The first part was to assess the effect of the experimental treatment on the students' achievement in vocabulary.

o The second part was to assess the effect of this treatment on the rest of the skills that the students learned in the curriculum, i.e. the total mark

2. The students' attitudes towards the English language (quantitative variable) was measured by a questionnaire that examined the students' attitudes towards the following:

- Learning English language;
- The importance of learning English;
- Motivation toward studying English;
- Fears and worries concerning studying and practicing English.

3. The students' satisfaction with the online unit (SSWU) (quantitative variable) was measured by a questionnaire. It examined the students' satisfaction within the following dimensions:

- Design of the online unit;
- Learning content;
- Learning experiences via the VLE;
- The blended strategy for learning.

3.4 Instrumentation

3.4.1 The Students Attitude towards English Language Scale

The aim of this scale was to measure the students' attitude towards the English language before and after the experiment. The five-point Likert scale was used to measure students' responses. The levels of the scale responses varied were strongly agree, agree, undecided, disagree and strongly disagree. Scores from 5 to 1 were assigned for positive responses and from 1 to 5 for the negative responses. The scale was given in Arabic because the students were weak in English and it was important that they understood the meaning of the various scale statements.

3.4.1.1 Constructing the Scale:

The researcher searched for studies that were conducted about the premedical students' attitude toward the English language. The researcher found studies about the studies that dealt with students' attitude toward English language like; Suleiman (1993) and Alruwais (1996). The researcher also benefited from other studies that dealt with students' attitude toward other subjects, such as Al-Babteen's (1992) and Al-Daghem's (2003). All these studies helped in forming the dimensions and the statements of the scale. The statements were composed according to the following dimensions:

- The students' attitude towards learning English language (SALE) which measures the students' feelings towards English language courses, classes and people.

- The students' attitude towards the importance of learning English (SAILE) which measures the students' evaluation of the importance of English in their personal life, study and to their country.

- The students' motivation towards studying English (SMSE) which measures the students' personal and academic reasons and motives for studying English.

- The students' fears and worries concerning studying and practicing English (SFW) which measures the students' personal and academic fears concerning studying and practicing English.

- The students' future expectations which measures the students' expectations about the role of English in developing the students' personality and country.

The first version of the scale (see appendix 2, page 107) was given to reviewers in Psychology and Teaching Methods (see appendix 1, page 105) to judge the statements according to the following:

- The clarity of the meaning of the statement to the respondents;
- The appropriateness of the wording to the intended respondents;
- The extent to which each statement reflects the intended dimension

Reviewers suggested changes in some statements such as statements 6, 8, 11, 12 and 13, moving some statements from one dimension to the other such as statements 14, 15 and 28, and deleting other statements such as statements 2, 24, 26, and 32. The reviewers suggested omitting the dimension (future expectations)

because its statements were few and they could be included in the other dimensions. They added some statements like statement number 37 (see appendix 3, page 111). After making the suggested changes, the distribution of the attitude statements on the dimensions becomes as shown table (3-1) and appendix 5(page 116). The scale contained negative statements that were statements number: 25, 30, 18, 5, 11, 17, 19, 21, 24, 27, and 32. (See appendix 5, page 116).

Table (3-1):

Distribution of the Attitude Statements on the Dimensions

	The Dimension	The Statements
a.	The attitude toward learning English language	1, 8, 14, 16, 22, 25, 30
b.	The importance of learning English	3, 7, 9, 15, 20, 23, 26, 28, 29, 31
c.	Motivation toward studying English	2, 4, 6, 10, 13, 18
d.	Fears and worries concerning studying and practicing English	5, 11, 12, 17, 19, 21, 24, 27, 32.

3.4.1.2 Item Analysis and Reliability of the Attitude Scale

The psychometric characteristics of the scale were examined in a pilot study. The pilot study was done at the beginning of the academic year 2007/2008 by using the attitude scale after reviewing (see appendix 4, page 113). The researcher secured the permission of the Vice Dean of the Medical College at AGU to do a pilot study on second year medical students, since their characteristics were the closest to the study sample. The pilot study was made up of a convenience sample of 56 students. Table (3-2) shows the results of item analysis of the instrument dimensions. The analysis included the item mean, item standard deviation and corrected item-total correlation.

Based on the results shown in table (3-2), it became clear that there were many poor statements including statements 2, 3, 5, 7, 13, 20, 21, 22, 33, 28 and 35. The researcher decided to delete statements numbers 3, 13, 21, and 23 because their

meanings were similar to those of other statements in the scale. Other statements such as 2, 5, 7, 20, 22 and 35 were not deleted because they had important relevance to the scale and the decision to delete them was delayed until the scale was applied in the experiment.

After deleting the aforementioned items, the values for Cronbach's alpha were as follows:

- Cronbach's alpha for the Attitude toward learning English language was .680;
- Cronbach's alpha for the Importance of learning English was .766;
- Cronbach's alpha for Motivation toward studying English was .364;
- Cronbach's alpha for Fears and Worries concerning studying and practicing English was .879.

It is clear that the above alpha values for SALE, SAILE, and SFW were acceptable, but alpha for the third dimension, SMSE, was too low. However, it was decided to postpone taking a decision about this dimension until the scale is administered at the end of the experiment.

Table (3-2):

Item Analysis for the Attitude Scale in the Pilot Study

Dimension	Item	Mean	Std. Deviation	Discrimination
The attitude toward learning English language (SALE)	Item 1	4.2308	.96234	.490
	Item 3	2.9038	1.24080	.113
	Item 9	4.0385	1.06571	.475
	Item 13	4.1154	1.00301	.150
	Item 16	3.4808	1.17974	.239
	Item 18	3.5962	1.05272	.507
	Item 21	3.9615	1.29799	-.281
	Item 26	4.3077	.85264	.231
	Item 30	4.3846	.91080	.551
	Item 35	2.8462	1.21081	.158
The importance of learning English (SAILE)	Item 4	3.7895	1.24981	.431
	Item 8	2.7368	1.12641	.363
	Item 10	4.6842	.65895	.398
	Item 17	4.0702	.90356	.374

		Continued table (3-2)		
	Item 22	4.5965	.86313	.113
	Item 24	3.5614	1.11831	.459
	Item 27	4.5614	.62728	.486
	Item 31	3.8070	1.04264	.383
	Item 33	4.0877	1.16926	.593
	Item 34	3.9825	1.15714	.604
	Item 36	3.2807	1.16119	.425
Motivation toward studying English (SMSE)	Item 2	4.4643	.76192	.058
	Item 5	4.7500	.51346	.189
	Item 7	3.2321	1.17537	.193
	Item 11	4.6786	.60624	.248
	Item 15	4.2321	4.32326	.340
	Item 20	4.2143	.94800	.133
	Item 28	4.6250	.64842	.105
Fears and worries concerning studying and practicing English (SFW)	Item 6	2.0179	1.03557	.737
	Item 12	2.9464	1.48225	.545
	Item 14	2.5000	1.02691	.477
	Item 19	1.8750	.99201	.754
	Item 23	2.1786	1.09722	.707
	Item 25	1.8393	1.04057	.737
	Item 29	1.8214	.93628	.673
	Item 32	2.0179	1.07011	.482
	Item 37	1.7500	1.03133	.605

3.4.2 The Students' Satisfaction with the Online Unit Scale

The aim of this scale had been to measure students' satisfaction with the online unit that was delivered through the WebCT as a supplementary online unit for learning vocabulary. The five-point Likert scale was used to measure the students' satisfaction. The levels of the scale responses were strongly agree, agree, undecided, disagree and strongly disagree. All statements were positively worded and a score from 5 to 1 was assigned to the aforementioned responses. The scale was worded in Arabic to ensure that the statements were clear to all respondents.

3.4.2.1 Constructing the Scale:

The researcher searched the literature for scales that measure satisfaction with online units. Only one such scale was found. It was developed for research in Richland College of Dallas Country Community College District (2005). The

researcher made use of this scale for developing statements of her own scale. The statements were written according to the following dimensions:

- The students' satisfaction with the design of the online unit (SSWD). This dimension measures the students' satisfaction with the clarity of instructions, organization and ease of navigation in the WebCT online unit .

- The students' satisfaction with the learning content (SSWC). The dimension measures the students' satisfaction with the components of the lessons including the objectives, the activities, the learning aids, the feedback and the self-assessment and their ability to help the students in learning vocabulary.

- The students' satisfaction with the learning experiences via the VLE (SSWVLE). The dimension measures the students' satisfaction with using the VLE tools in learning vocabulary.

- The students' satisfaction with the blended strategy for learning (SSWBS). The dimension measures the students' satisfaction with using WebCT as a supplementary unit in learning vocabulary.

The first version of the scale (see appendix 6, page 119) was given to reviewers in Psychology and Teaching Methods (see appendix 1, page 105) to judge the statements according to the following:

- The clarity of the meaning of the statement to the respondents,
- The appropriateness of the wording to the intended respondents,
- The extent to which each statement reflects the intended dimension.

Reviewers suggested changes in some statements such as statement 13, and moving some statements from one dimension to the other such as statements 21. No pilot study was done for this scale because students could only respond to the scale after studying the online unit. After making the above mentioned changes, the scale ended up with the dimensions and statements shown in table (3-3) and appendix (7, page 122):

Table (3-3):

Distribution of the Satisfaction Statements on the Dimensions

	The Dimension	The Statements
a.	SSWD	3, 8, 10, 12, 16, 21, 25, 29
b.	SSWC	2, 4, 7, 11, 13, 14, 17, 19, 23, 28
c.	SSWVLE	9, 15, 18, 20, 22, 24, 26, 27, 30, 32, 33, 35
d.	SSWBS	1, 5, 6, 31, 34, 36

3.4.3 Surveying Students' Opinions About The Online Unit

In the researcher's final meeting with the students she administered the attitude and satisfaction with the unit scales. Then she presented two questions on the data show written in a Microsoft Power Point presentation to survey the students' opinions about the unit in open questions where they can express their opinions freely. The students were informed that there was no penalty for any answer, and that they should answer the questions honestly. The questions were written in Arabic**.**

The first question was:

In your opinion what was it that you liked most about WebCT in general and in the Medical Vocabulary unit in particular?

The second question was:

In your opinion what was it that you dislike most about WebCT in general and in the Medical Vocabulary unit in particular?

3.5 The Online Unit:

In this study, the experimental method was used to assess the effects of the blended way of learning vocabulary within English 151 course for the AGU premedical students. The researcher's role in the online unit "Medical Vocabulary" was as a co-teacher who designed the online unit and helped the students learn from the unit.

The online unit was designed as an extension to the course outside the class. This unit contained WebCT tools, multimedia, electronic interaction and access to websites. All these were over and above what the students took in the f2f sessions to enrich the course - particularly vocabulary.

3.5.1 Planning and Designing the Study Instructional Program

For developing and implementing the activities of the present study and teaching the proposed online enrichment unit, ADDIE instructional design model (ID) was utilized. As discussed in chapter two, ADDIE model contains five main phases: **A**nalysis, **D**esign, **D**evelopment, **I**mplementation and **E**valuation.

<u>**Phase I: Analysis Phase:**</u> In this phase, the researcher determined the components needed to start designing the supplementary unit. She identified the audience of the study that is, as mentioned earlier in the target population, the premedical students who scored less than 60% in the English language Entry Exam at AGU. These newly enrolled students in the academic year 2007/2008 were the accessible population who were nominated by the head of the English Unit. They needed assistance in learning the difficult medical terminology.

Also in this phase, the researcher identified the delivery options, which were to be WebCT, CD and printed material. WebCT is a virtual learning environment that delivers the learning material through interactive activities, communication tools and self learning management tools. WebCT offered the co-teacher tools that helped in delivering the lessons, monitoring the discussion, tracking the students, communicating with students and assessing them. It provided the students with the opportunity to have interactive, attractive lessons, access to his/her grading book and the potential to be an independent learner. The CD contained activities and a tutorial video clip explaining the use of WebCT to the student. The printed material presented a tutorial on how to use the online unit in WebCT.

The researcher also identified what was required from the student to show competency. These were accessing WebCT, doing two assignments, participating in two discussion topics, doing two online quizzes and participating in chat

(optional). The student's evaluation was out of 45 marks distributed as it is presented in table (3-4).

Table (3-4):

The Distribution of the Marks for the Online Unit (out of 45)

The Requirement	The Marks
Accessing WebCT	5 marks
Doing two assignments	6 marks
Participating in two discussion topics	4 marks
The Midterm Quiz	10 marks
The Final Quiz	20 marks
Participating in Chat	1 extra mark

Based on learning analysis outcomes and the learners' characteristics, the online unit instructional goal was also stated. The goal of the unit was: to help the premedical student in understanding, memorizing and applying the vocabulary in his/her premedical English course and other medical courses in the future.

Phase II: Design Phase: In this phase, the researcher developed the learning objectives of the unit and the lessons. The plan for the lessons, the selection of the media, the activities and the assessment instruments were set. The learning objectives of the unit were:

By the end of this unit the student should be able to:

- Define the human structures and organs;
- Locate the place of the organs in the human body;
- Differentiate between nouns and adjectives through their usage in sentences;
- Identify the structures of each system;
- Identify the function of each system;
- Explain the meaning of some medical terms;
- Apply the vocabulary in new context;

The flowchart in figure (3-1) shows the plan of each lesson. The flowchart design explains the components of the developed instructional strategy as well as the order of these components. According to Dick, Carey & James Carey (2005), any well planned and designed instructional strategy activities should include pre–instructional activities, information presentation, learners' participation, followed-up by activities, and evaluation.
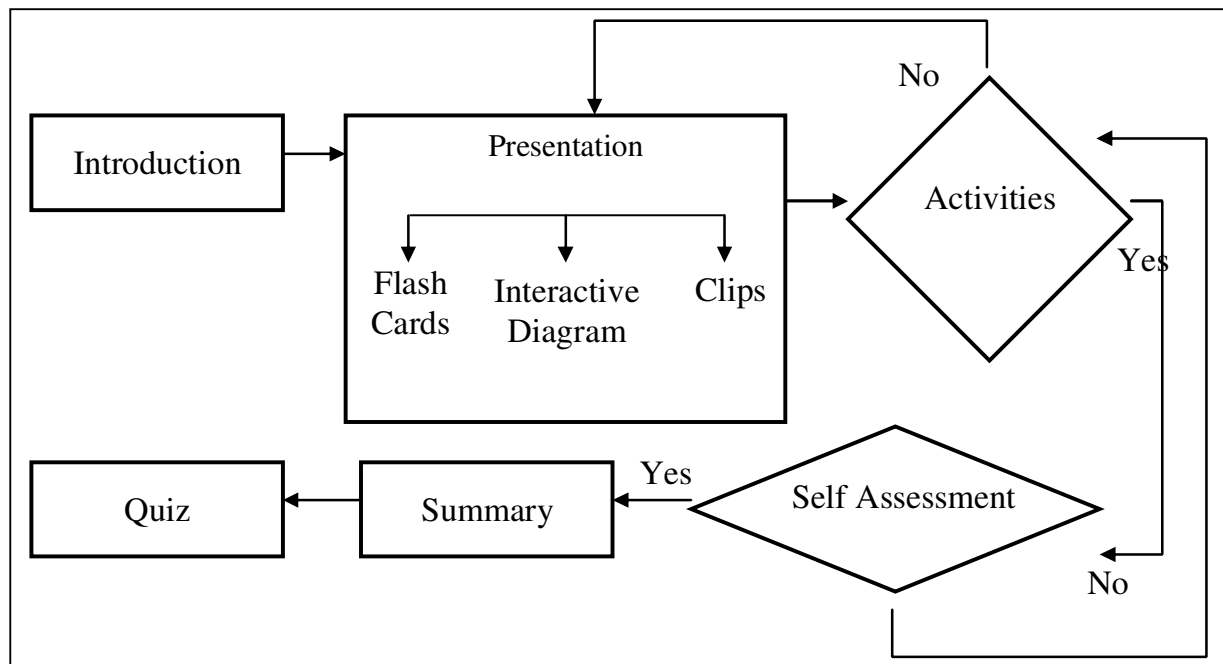
(Figure 3-1):

The Plan for the Lessons

The researcher selected suitable media and learning devices that can enable the students to achieve the previous objectives. Fill in the blanks, multiple choice activities and links to websites were selected to enable the students to define the human structures and organs, and to differentiate between the nouns and adjectives through their usage in sentences. Flash pages were designed to contain pronunciation, and drag and drop activities were designed to enable the students to locate the place of the organs in the human body and to identify the structures of each system. Images, multiple choice activities and a MS Power Point presentation

were designed to help students identify the functions of the human systems. Flash cards and interactive activities aimed to help the students to explain the meaning of some medical terms and thus enable students to apply the vocabulary in new contexts.

In this phase, the activities were written on a paper-based format to suit the learning objectives of the unit and of each lesson. Learning activities were of various kinds; multiple choice, drag and drop, searching on the Internet, fill in the blanks after listening to or seeing a clip or reading from a site, flash cards or MS Power Point presentation.

The assessment instruments were set in this phase. The students' assessments in this unit were intended to be formative and summative assessments. The formative assessment was to be through doing the activities and getting the immediate feedback and through the self-assessment questions at the end of each lesson. The summative assessment was to be through the online quizzes at the mid and end of the semester.

Phase III: Development Phase: In this phase, the actual production of the online unit took place. The unit was developed by the use of several types of software:

- Macromedia Dream Weaver MX 2004 that was used to produce the HTML pages;
- Macromedia Flash MX 2004 that was used to produce the animated pages;
- Course Genie that was used to produce the Flash Cards.

The online unit was designed to meet the students' needs. They needed assistance in learning English vocabulary in general and medical terminology particularly. The home page of the online unit in the WebCT was made up of eight icons, arranged in the order the students should access them, as the screen shot in (Figure 3-2) shows.
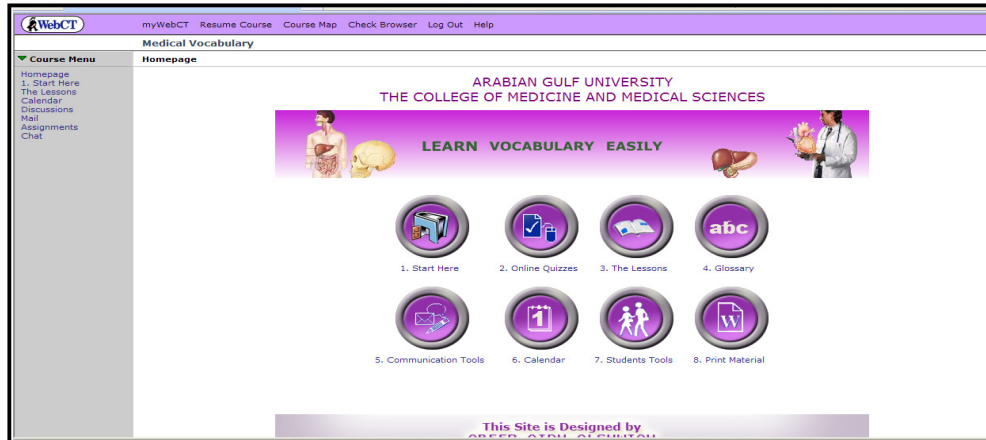
Figure (3-2):

The Home Page in the Online Unit

The Following is an explanation of the functions served by the icons in figure (3-2):

1) Start Here: On clicking the icon, the students is provided with signposting and guidance contained in the following files:

1. **Instructions** that introduced the online unit and offered links to the needed programs for studying this unit.

2**. Syllabus** that contained unit information, instructor information, the aim of the online unit, the objectives of the unit, the names of the lesson and the due times for submitting assignments.

3. **Techniques and strategies:** This file informed the students what techniques and strategies could help them in learning vocabulary, and that are used in this unit.

4. **How can you learn vocabulary?** This provided the students with ways that could help them in learning vocabulary.

5. **The unit plan** provided the students with a tree diagram about the lessons.

6. **The online lessons and your book** gave the students a page which showed which online lessons corresponded with those in the text book of English 151.

7. **Icons Guide:** This file clarified for the students the meaning of each icon in WebCT.

2) Online Quizzes: The online quizzes were: the pretest, the midterm quiz and the final quiz. These quizzes had objective questions as figure (3-3) shows.
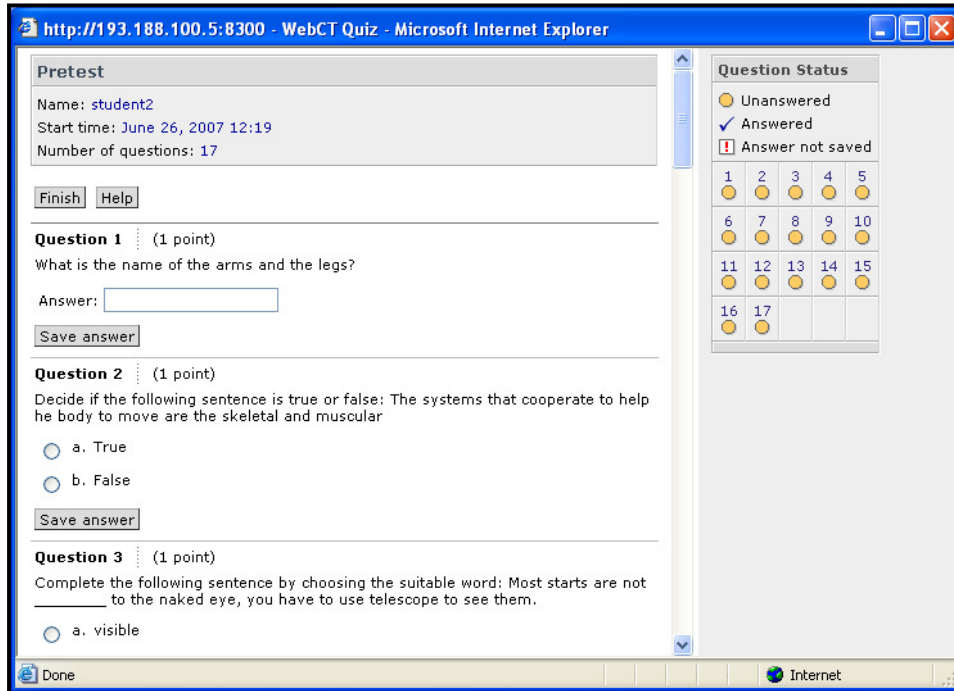
(Figure 3-3)

An example of the Online Quiz Tool

3) The Lessons: The online unit was divided into six lessons that corresponded with the vocabulary pages in the text book of English (151):

Lesson 1: Parts of the Body

Lesson 2: The Principal Systems of the Human Body

Lesson 3: The Skeleton

Lesson 4: The Muscles

Lesson 5: The Heart and the Blood Vessels

Lesson 6: The Circulation of Blood

Each lesson began with a presentation – either as flash cards, interactive flash, or video and audio clips. For example, Lesson 1 presented the parts of the body, their images and pronunciation in interactive flash where the student could roll the mouse over the word and see the organ highlighted and listen to its pronunciation (see the picture in figure (3-4)).
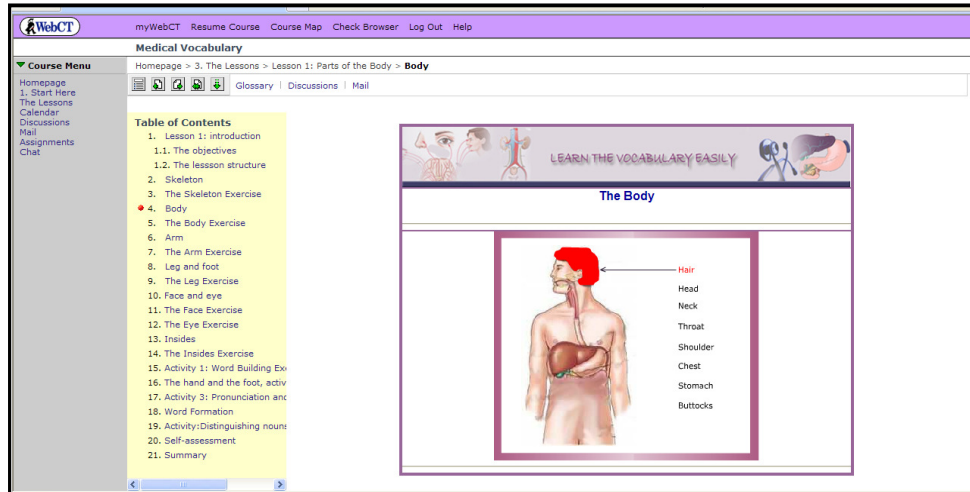
(Figure 3-4)

An example of an Introductory Presentation: The Interactive Flash for the Human Organs

Some lessons presented the information in flash cards where the students must read the word and flip the card to read its meaning. Figures (3-5) and (3-6) show an example of such a flash card.
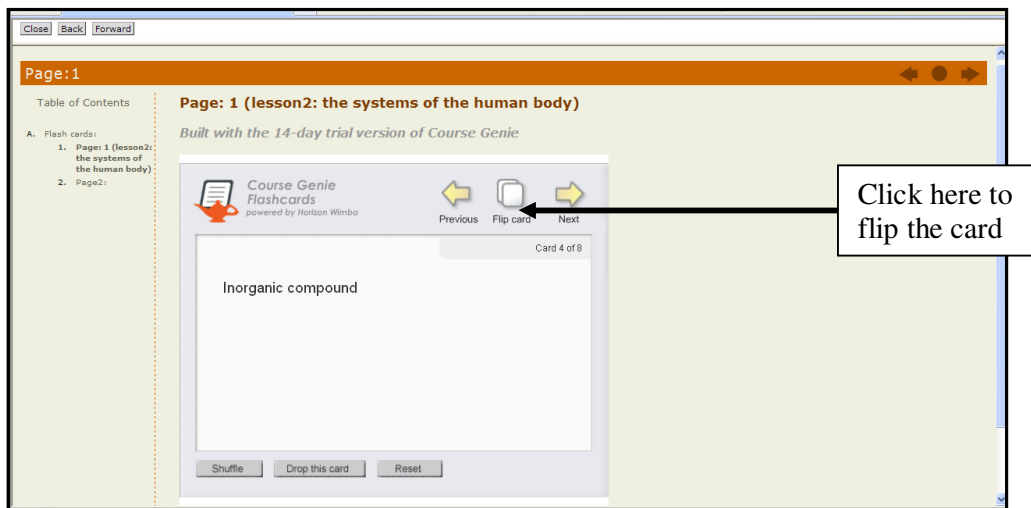
(Figure 3-5)

An example of Presenting Information via a Flash Card: The First Face of the Flash Card
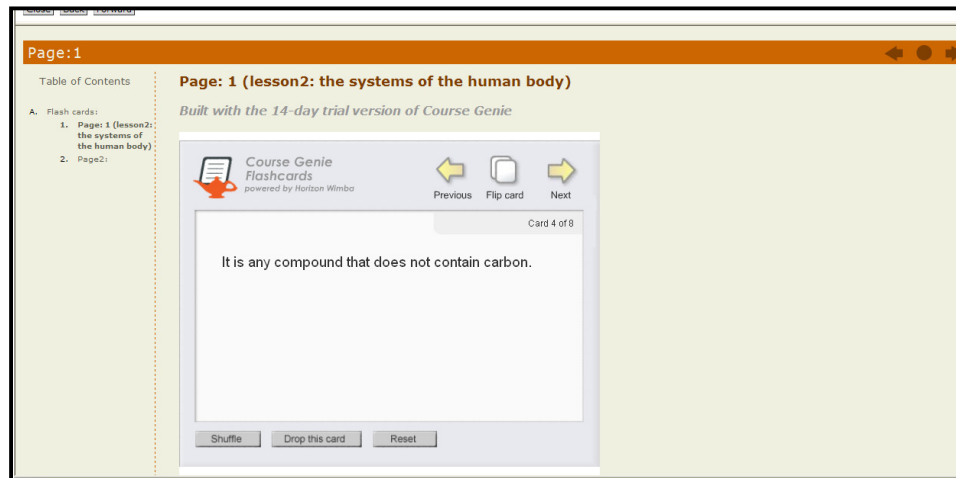
(Figure 3-6)

An example of Presenting Information via a Flash Card: The Second Face of the

Flash Card

The students engaged in learning by doing various kinds of activities;

- Drag and drop activities, where the student would drag the name of the organ to its correct place in an illustration (see figure 3-7).
- Writing in the textbox to answer the question or complete the scenario (see figure 3-8).
- Filling in the blanks by selecting the suitable word from a word list (see figure 3-9).
- Choosing the correct answer (see figure 3-10).
- Deciding whether the statement was True or False (see figure 3-11)
- Complete tables by writing in the textboxes (see figure 3-12).

Figure (3-7)

The Drag and Drop Activity for the Human Organs

(Figure 3-8)

Writing in the Textbox Activity

Figure (3-9)

Fill in the Blanks Activity

Figure (3-10)

Multiple Choice Activities

Figure (3-11)

True or False Activity

Figure (3-12)

Complete the Table Activity

- Drag and drop activity in the CD that aimed to help the students to locate the places of the organs in the human systems. This activity was built with the MS Visual Basic.Net software application.

4) <u>Glossary</u>: This contained definitions of the medical terms chosen by the co-teacher and arranged alphabetically. Figure (3-13) is a screen shot of the glossary.
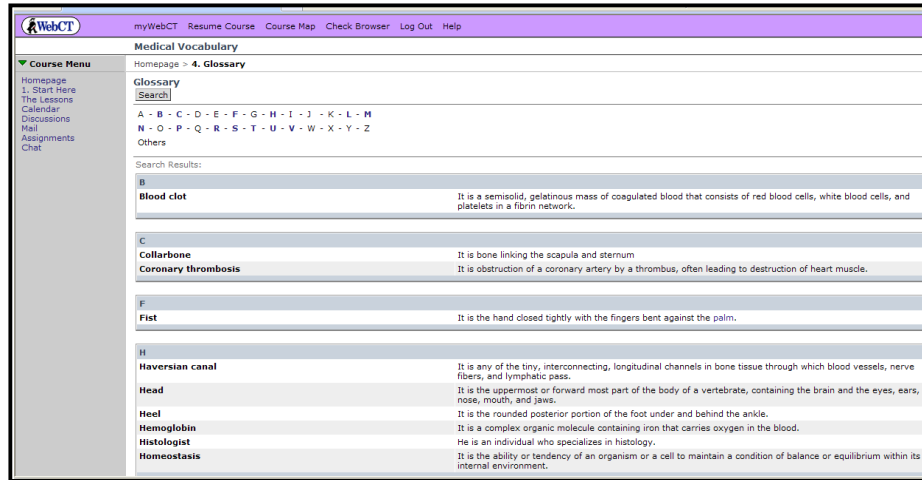
Figure (3-13)

The Glossary in the WebCT

5) <u>Communication tools</u>: The communication tools that were used in this online unit were the discussion board which enabled the students to discuss topics related to their lessons, email which enabled the students to send emails to their colleagues and co-teacher, and chat which enabled students to communicate with each other live and enabled the co-teacher to meet with students online and assess their progress by giving them questions individually or creating competition between them.

6) <u>Calendar:</u> This was a link between the co- teacher and the students where the co-teacher announced the appointments or dates related to the online unit for the students. Figure (3-14) is a screen shot of the calendar.
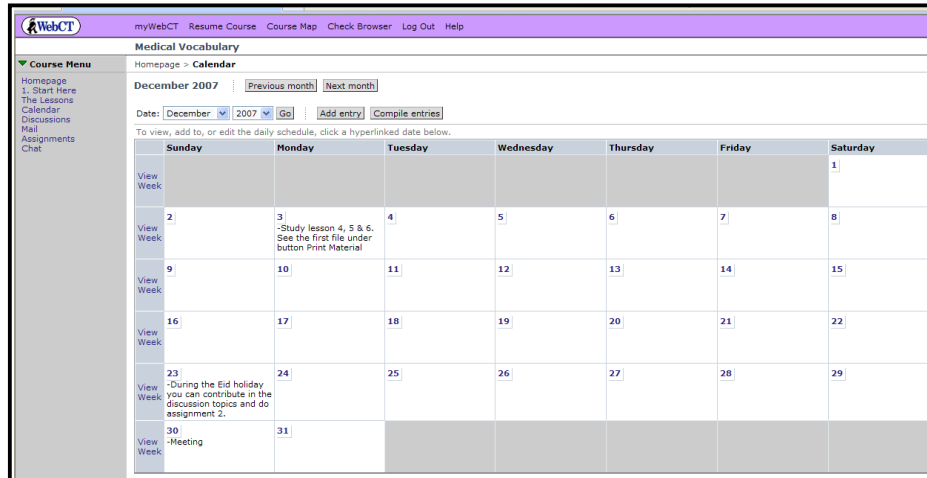
Figure (3-14)

The Calendar in the WebCT

7) Students' Tools: This icon contained the image database, My Progress, My Grades, assignment and references.

- The image database contained images of the human body that helped the students to know the anatomy, as figure (3.15) shows.

- My Progress enabled the student to see the number of his/her visits to the unit pages. An example of this WebCT page is shown in figure (3-16).

- My Grades enabled the student to see his/her marks in the quizzes and assignments. An example of this page is shown in figure (3-17).

- Assignment enabled the student to see the required assignments and send his/her answers to the co-teacher.

- References contained a link to a website and a name of a book

Figure (3-15)

The Image Database in WebCT

Figure (3-16)

My Progress in WebCT
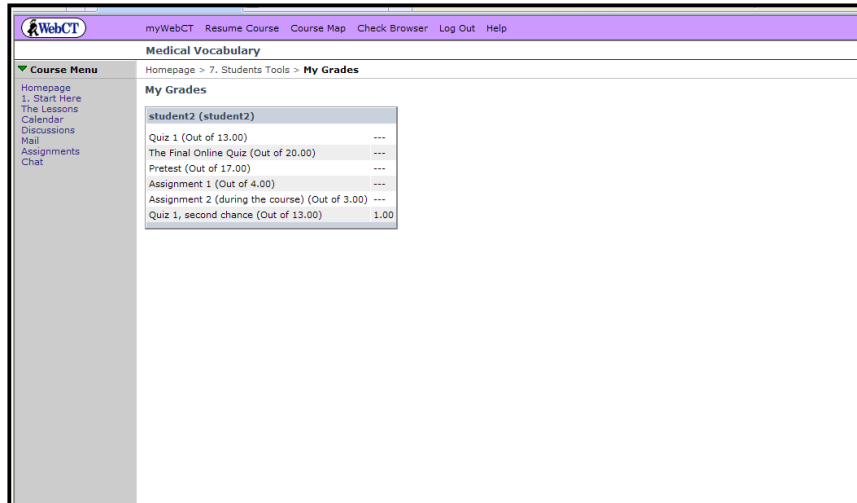
Figure (3-17)

My Grades in the WebCT

8) Print Material: The co-teacher provided files for the students to print. An example is a file containing the questions that were discussed in the online chat. Figure (3-18) shows the organizer pages in WebCT that contained the links to these files.
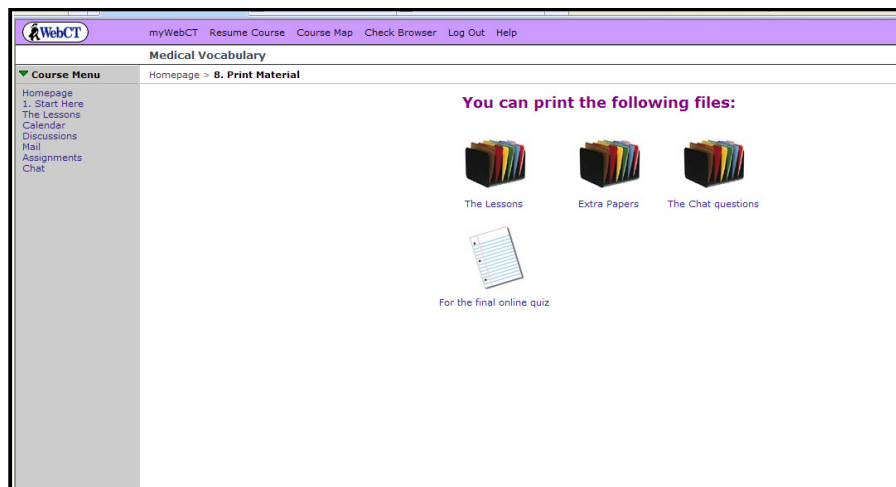
Figure (3-18)

The Printed Material in the WebCT

3.5.2 Designing the print material "WebCT guide", "Icons guide" and the video clip

To guide the learning process via the online component, the researcher has designed two printed handouts for the students (see appendices 11 and 12). The first one was to guide them in accessing and using the WebCT and downloading the program in the CD (see appendix 11, page 131). This one was examined by the reviewers (see appendix 1, page 105) and some suggestions were given to make the handouts more accurate and useful. The second guide was designed to help the students to know the meaning and content of the icons used in the online unit (see appendix 12, page 155). These two printed guides were written in Arabic so that students, who were weak in English, could understand them easily in their mother tongue. This was important to ensure that the students would quickly become familiar and comfortable with the online unit. Also, the researcher designed a tutorial video clip, on how to use the Medical Vocabulary Unit and download the activity in the CD. This clip was produced by Macromedia Captivate software.

Phase IV: Implementation phase: In this phase, the researcher delivered the online unit to the students. The students immediately began studying from it, as will be explained later.

Phase V: Evaluation Phase: A preliminary evaluation of the online unit was conducted by eight reviewers using a five-point scale that the researcher designed under the supervision of one of the thesis advisors (see appendix 9, page 127). The reviewers included an assistant teacher of English 151 course from the English Unit at AGU, specialists in educational technology and related fields (see appendix 1, page 105). The main aspects of the review included the objectives, prerequisites, unit structure, unit content, learning, activities, self-assessment, language, pace and the assignment. Each aspect was represented by one to eight items. All of the mean item scores were above 4, with the exception of one mean which was equal to 3.8, the overall mean score was around 4.5, ranging from 3 to 5. Thus, according to this review, all of the online components were very good, except for one which was satisfactory. The reviewers also reviewed the printed guides. Based on their comments and suggestions, some changes were made such as:

- More instructions were provided to help the students in downloading the activity in the CD;
- More instructions were given to help the students in navigating the WebCT.

The summative evaluation of the unit was through two online quizzes. These quizzes were at the middle and the end of the course. The second, final online quiz, was taken in class to ensure that there was no cheating on the part of the students.

The formative evaluation of the online unit was conducted prior to the actual implementation of the unit. This evaluation took place at the end of the second semester when the researcher identified the emails of 27 pre-medical students in the academic year (2006\2007) and asked them to evaluate the unit. The researcher developed a five-point scale and gave it to these students to identify their views about the online unit, the clarity of the objectives and the language, the learning material, the design of the online unit, the activities, the self-assessment and the feedback, and other aspects of the unit (see appendix 10, page 129). The purpose of this evaluation was to remove the most obvious errors in the unit before developing the final version. The questionnaire was written in Arabic and sent to the students by email. Five of the 27 students replied. On average, they found difficulty navigating through the unit. The reason for this was that they did not access the unit from WebCT. Instead, they accessed the unit from a website where it had been loaded by the researcher. This had been done in order to enable the reviewers and the students who were in the pilot study to use it, since some of them did not have access WebCT. Unfortunately, the website was not as easy to navigate as WebCT. The rest of the items on the questionnaire were rated from 4 to 5 by students.

3.6 Procedures:

In the beginning of the academic year 2007\2008, the researcher obtained the permission of the Vice Dean of the Medical College to do a study on the premedical students in AGU, and the permission of the head of the English Unit to design a supplementary unit to improve the students' achievement in vocabulary in

English 151 course. The researcher started to design the online unit following the ADDIE model and the instruments as was explained earlier.

At the beginning of the academic year 2007\2008, on September 3, the researcher obtained the permission of the Vice Dean of the Medical College to do the pilot study for the attitude scale on the second year medical students. On September 20, the head of the English unit nominated 50 students to participate in the study. As was mentioned previously, these students were assigned to experimental and control groups after administering the attitude scale as a pretest.

The researcher met the students in three induction classes at the beginning of the first semester of the academic year 2007/2008. In this induction, the researcher explained to the students the importance of studying the online unit in order to improve their language skills and future achievement. The students were assigned accounts in WebCT and the researcher helped them in practicing accessing WebCT, studying from the lessons, reading and writing emails and posting discussion messages, and doing the online quizzes. The researcher also gave them the printed guides and CD that contained the tutorial video clip of using WebCT and downloading the activity that is in the CD.

Another meeting was held two weeks after the start of the course. At this meeting, students' questions were answered and the researcher received early opinions from the students, who had accessed WebCT during this time, about the unit and to what extent they thought it would help them. The researcher concluded from the students' opinions that they were satisfied with the online unit and they thought that it would be of value.

The students started studying the online unit by doing the pretest. The researcher designed the pretest to measure the students' level in the medical English vocabulary and to give them practice before doing the online quizzes. The students in the experimental group began studying Lesson 1 and the researcher sent them an email with a MS Word document to help them understand how to distinguish between nouns and adjectives. The students continued studying the lessons and they contacted the co-teacher through email and the researcher answered their questions related to the online unit.

Five times the researcher met with the students through use of the online chat tool. In these chats, the researcher answered their questions whether technical or educational. The researcher also gave them some questions to check the development of their vocabulary skills. In one of the meetings with the students in the chat room, the researcher made a competition between two groups of the students and the researcher announced the names of the winners on the homepage of WebCT. The researcher gave the students her mobile number in order to answer their questions.

3.7 Research Problems

1. The unavailability of the Internet in the students' dorms at the beginning of the course. This was solved after 3 weeks by providing a wireless network.

2. The low reward from the AGU's English Unit to the students who enrolled in the blended course. The English Unit offered a reduction of just four SAC hours to students who participated in the Medical Vocabulary unit. Students in the control group had a reduction of two hours from the SAC. So the students in the experimental group felt that there wasn't much to lose if they didn't study from WebCT. This meant the students had minimal external factors to motivate them to study. The researcher tried personally to convince them to study and to motivate the students through the improvement they will see on their exams. Some students came to know from English 151 teacher that just doing the assignments and the quizzes would enable them to be awarded the four SAC hours - even if they did not take full marks in WebCT.

3. The non-cooperation of English 151 course teacher. She did not access the WebCT, read the learning material, or contributed in answering the students' questions through email.

4. The operating system in most of the students' computers was Microsoft Windows Vista. With some MS Vista editions, the Adobe Macromedia Flash pages didn't appear. The researcher searched online for a solution to this problem. The researcher sent the students emails containing the

URL of the website to download the correct Adobe Flash player. Through this solution most of the affected students were able to solve this problem. A few students were never able to view the Adobe Macromedia Flash pages on their machines and the researcher had to request that they use their friends' or the university's computers.

5. Before the students' Midterm Exam 1 in English 151 (f2f exam), the Internet connection in the female dorm was down. To cope with this situation, the researcher gave the students printed material for the three lessons that they had to study before the test.

6. Through the WebCT tool "Track Students," the researcher noticed that some students did not read all the pages in the unit and didn't take enough time in studying the lesson. A few students did not study at all. The researcher sent emails to them requesting that they study appropriately, otherwise marks would be deducted.

7. Some of the students had a problem with the activity in the CD. This activity was a Windows executable file created with Visual Basic Dot Net. This file was not compatible with some of the students' computers.

8. One of the students had inadequate computer skills. The researcher met with her individually and assisted her.

9. The students were not used to being independent self learners. Most of the students were used to the educational system found in Arab government secondary schools, where the learning process depends on the teacher and the student is a passive receptor of the information.

3.8 Statistical Analysis

The Statistical Package for Social Sciences (SPSS) was used for analyzing the data. The Scale procedure was used to ascertain the psychometric properties of the questionnaires items, and to compute Chronbach alpha. Shapiro-Wilk test was used to assess normality assumption for the achievement and attitude scores. Moreover, for assessing the assumption of equality of the covariance matrices of the experimental and control groups, Box test was used. The MANOVA procedure was used to test mean differences between the experimental and control groups in

the achievement and attitude scores. In addition, Mann-Whitney procedure was used when there was evidence that the normality assumption was violated. For the satisfaction with the unit scores, two procedures were used, the one-sample t test and confidence interval for the mean. These procedures were the appropriate ones because data on satisfaction was available for the experimental group only.

Chapter 4

Data Analysis and Results

4.1   Results Related to the First Hypothesis

4.2   Results Related to the Second Hypothesis

4.3   Results Related to the Third Hypothesis

4.4   Results Related to Qualitative Data

4.5   Discussion

Chapter 4
Data Analysis and Results

This chapter presents the results of the statistical analysis of the data collected as part of this research study. This presentation is organized around the research hypotheses that guided the study. Prior to the analysis of the attitude and satisfaction data, conversion of the total scores on each dimension was done to become in the range 1 to 5. This was done by dividing the raw scores of every dimension by the number of items in the dimension. Thus, the range of the dimension scores was the same as the range of the item's score. Therefore, it is possible to provide criterion referenced interpretation of the total scores based on the responses to the items (strongly agree, agree, undecided, disagree, strongly disagree).

Prior to testing the hypothesis, the researcher tested the differences between the experimental and control groups in the English Entry exam scores. The difference between the two groups was not statistically significant (experimental group: $M = 38.4$, $S = 10.6$; control group $M = 41.2$, $S = 12.0$, $t = 0.844$, and $p = 0.403$). So the two groups were equivalent with regard to the English Entry exam.

4.1 Results Related to the First Hypothesis

The first hypothesis states that: "Using the proposed blended learning strategy in teaching vocabulary in English 151 course affects the students' achievement." As indicated in Chapter 3, the students' achievement was assessed via three measures. These measures were two midterm exams and a final exam. For each measure, two scores were recorded, the score obtained on the vocabulary questions and the total score. Accordingly, the following six achievement scores were recorded: (1) first midterm vocabulary score (MT1VOC), (2) first midterm total score (MT1TOT), (3) second midterm vocabulary score (MT2VOC), (4) second midterm total score (MT2TOT), (5) final vocabulary score (FINVOC), and (6) final total score (FINTOT).

Since there were six dependent achievement variables, the first hypothesis was tested via MANOVA. MANOVA was used to test the mean differences for the vocabulary and total scores separately. MANOVA requires that the dependent variables be normally distributed with equal groups' covariance matrices. Since the sample sizes for each group was less than 30 (28 students in the experimental group and 20 students in the control group), it was necessary to assess the normality of achievement scores within each group. Table (4-1) shows the results of the Shapiro-Wilk test. It is clear from this table that the normality assumptions were not satisfied in nine statistical tests. These were the tests related to MT1VOC, MT2VOC, and FINVOC for the experimental group, and the tests related to MT1VOC, MT1TOT, MT2VOC, MT2TOT, FINVOC, and FINTOT for the control group.

Table (4-1):

Shapiro-Wilk Test for Assessing the Normality of Achievement Scores

	Group	Statistic	df	*p*
MT1VOC	experimental	.824	28	.000
	Control	.656	18	.000
MT1TOT	experimental	.959	28	.333
	control	.785	18	.001
MT2VOC	experimental	.890	28	.007
	control	.766	18	.001
MT2TOT	experimental	.952	28	.219
	control	.760	18	.000
FINVOC	experimental	.885	28	.005
	control	.719	18	.000
FINTOT	experimental	.930	28	.063
	control	.775	18	.001

So the normality of the scores seemed to have been violated. But the equality of the covariance matrices was not violated. Box's test of the equality of the covariance matrices for the vocabulary variables indicated that the differences in the matrices were not statistically significant (F = 1.971, df_1 = 6, df_2 = 8739.9, p = 0.066). For the total variables, Box's test also indicated that the covariance matrices were not statistically significant (F = 10.110, df_1 = 6, df_2 = 8739.9, p = 0.157). Thus it can be assumed that the covariance matrices of the two groups were equal. However,

since the normality assumptions could not be accepted, the researcher decided to use both the parametric and non- parametric procedures.

The MANOVA Test for the differences on the vocabulary variables indicated that the experimental and control groups means were not significantly different (F = 0.532, df_1 = 3, df_2 = 42, p = 0.663). Similarly, for the total scores, the means were not significantly different (F = 1.574, df_1 = 3, df_2 = 42, p = 0.210). Table (4-2) shows the mean and the standard deviation for each of the six achievement measures. It can be seen that the means of the two groups relative to the standard deviation are very comparable.

Table (4-2):

The Mean and the Standard Deviation for Each Group

The Test	Group	Mean	Std. Deviation
MT1VOC	experimental	24.1071	4.96489
	control	23.4750	7.42989
MT1TOT	experimental	72.9643	15.71693
	control	76.1000	21.51291
MT2VOC	experimental	29.4554	7.76002
	control	31.8375	8.94033
MT2TOT	experimental	75.3839	14.85804
	control	81.5500	17.77576
FINVOC	experimental	31.5179	6.75700
	control	34.0500	6.33889
FINTOT	experimental	76.1964	14.72720
	control	83.0875	14.24672

The non-parametric test used was the Mann-Whitney Exact test. Table (4-3) shows the results. According to this table, the only significant difference at the 0.05 was related to MT2TOT (p = 0.049). As the mean rank in table (4-3) and the means in table (4-2) show, the control group performed better than the experimental group in this test. Additionally, tables (4-2) and (4-3) indicate that the scores of the control group on the other measures tended to be higher than the scores of the experimental group though the mean differences were not significant.

Table (4-3):

Mann-Whitney Exact Test

The Test	Group	Mean Rank	*p*
MT1VOC	experimental	22.89	0.351
	control	26.75	
MT1TOT	experimental	22.00	0.146
	control	28.00	
MT2VOC	experimental	21.89	0.129
	control	28.15	
MT2TOT	experimental	21.14	0.049
	control	29.20	
FINVOC	experimental	21.71	0.104
	control	28.40	
FINTOT	experimental	21.41	0.071
	control	28.83	

4.2 Results Related to the Second Hypothesis

The second hypothesis states that: "Using the proposed blended learning strategy in teaching vocabulary in English 151 course affects the students' attitude towards the English language." As indicated in Chapter 3, the students' attitude towards English language was measured before and after conducting the experiment. The variables considered were:

- The students' attitudes towards learning English language (SALE);
- The students' attitudes towards the importance of learning English (SAILE);
- The students' motivation towards studying English (SMSE);
- The students' fears and worries concerning studying and practicing English (SFW).

4.2.1 The Instrument Reliability

As stated in chapter 3, the researcher did item and reliability analysis for the attitude scale in a pilot study. There were few weak items that the researcher deleted and others for which the deletion was delayed until conducting the main study. So the researcher repeated the item and reliability analysis of the pre and post measures. The item and reliability analysis of the pre and post measures indicated that there were few weak items in every dimension. These items were

deleted which led to increase in alpha values especially in the post measures. Items 14 and 16 in SALE, item 31 in SAILE, items 6 and 18 in SMSE, and, items 12 and 27 in SFW were deleted because of their low discrimination indices. The values of alpha of the pre and the post measures before and after deletion are shown in table (4-4). From table (4-4) it is clear that the pre measure of SMSE had a very low alpha value and its value for the post measure was higher but still low. Also the value of alpha for SALE was low in the pre measure but acceptable in the post measure. The other values of alpha in table (4-4) are either acceptable or high. Values for the pre and post measures SAILE are in the range 0.6-0.7, and were thus acceptable. All remaining values are in the range 0.8-0.9 and were high. Thus results related to measures with low reliability should be interpreted with caution.

Table (4-4):

Cronbach's Alpha before and after Deletion

Dimension	Pre Tests		Post Tests	
	Before Deletion	After Deletion	Before Deletion	After Deletion
SALE	.530	.419	.529	.635
SAILE	.681	.678	.685	.701
SMSE	.267	.270	.412	.440
SFW	.910	.915	.901	.914
Total	.847	.829	.827	.828

To test the second hypothesis, two statistical analyses were conducted. First, mean differences between the experimental and control groups in the pre attitude measures were examined. The purpose of this analysis was to ascertain the equivalence of the two groups before the program was administrated. Since there were four dependent attitude variables, MANOVA was the appropriate procedure. As indicated earlier, MANOVA requires the assumptions of normality and equality of covariance matrices. Shapiro-Wilk and Box tests were used for this purpose. The second analysis used for the present hypothesis was examining the mean

differences between the control and experimental groups in the post measures. The procedures followed were the same as those for the pre measures. As it would be clear from the results of these two analyses, there was no need for testing it the mean differences between groups in the gain scores.

Pretest scores results Table (4-5) shows the results of Shapiro-Wilk Test. It is clear from this table that the only significant result was that related to SMSE. So the normality assumption of the measures was not seriously violated. Additionally, Box's test of equality of covariance matrices indicated that the matrices were not significantly different (F = 1.482, df_1 = 10, df_2 = 9461.2, p = 0.139). Thus it can be assumed that the variance and covariance matrices of the two groups were equal. As a result, the researcher decided to use the parametric tests only.

The MANOVA test indicated that mean differences between the experimental and control groups in the pre attitude variables were not significantly different (F = 0.805, df_1 = 4, df_2 = 43, p = .529). This means that there were no differences between the experimental and control groups in the attitude towards the English language prior to program administration. Table (4-6) shows the mean and standard deviation of the pre attitude variables.

Table (4-5):

Shapiro-Wilk Test for the Normality of the Pre Attitude Measures for the Two Groups

	Group	Statistic	df	p
SALE	Experimental	.924	24	.073
	Control	.927	18	.171
SAILE	Experimental	.937	24	.137
	Control	.910	18	.086
SMSE	Experimental	.771	24	.000
	Control	.881	18	.027
SFW	Experimental	.929	24	.093
	Control	.944	18	.335

Table (4-6):

The Mean and Standard Deviation of the Pre Attitude Measures

Dimension	Group	Mean	Std. Deviation
SALE	experimental	17.6	2.7
	control	17.5	1.9
SAILE	experimental	35.7	3.9
	control	34.9	2.6
SMSE	experimental	15.6	0.9
	control	15.2	1.2
SFW	experimental	18.6	7.1
	control	18.3	5.7

Posttest scores results Table (4-7) shows the results of Shapiro-Wilk Test. It is clear from this table that the only significant result was that related to SMSE. So the normality assumption of the measures was not seriously violated. Additionally, Box's test of equality of covariance matrices indicated that the matrices were not significantly different (F = .988, df_1 = 10, df_2 = 6252.0, p = 0.451). Thus it can be assumed that the variance and covariance matrices of the two groups were equal. As a result, the researcher decided to use the parametric tests only.

The MANOVA test indicated that mean differences between the experimental and control groups in the post attitude variables were not significantly different (F = 0.951, df_1 = 4, df_2 = 39, p = .445). This means that there were no differences between the experimental and control groups in the attitude towards the English language after the program administration. Table (4-8) shows the mean and standard deviation of the post attitude variables.

Table (4-7):

Shapiro-Wilk Test for the Normality of the Post Attitude Measures for the Two Groups

	Group	Statistic	df	p
SALE	experimental	.972	24	.712
	control	.975	18	.891
SAILE	experimental	.922	24	.064
	control	.956	18	.528
SMSE	experimental	.875	24	.006
	control	.652	18	.000
SFW	experimental	.974	24	.766
	control	.966	18	.724

Table (4-8):

The Mean and Standard Deviation of the Post Attitude Measures

Dimension	Group	Mean	Std. Deviation
SALE	experimental	15.5	2.5
	control	15.4	2.7
SAILE	experimental	30.4	3.6
	control	28.8	3.5
SMSE	experimental	17.9	1.9
	control	17.1	2.2
SFW	experimental	21.6	7.7
	control	23.1	6.4

4.3 Results Related to the Third Hypothesis

The third hypothesis states that: "Using the proposed blended learning strategy in teaching vocabulary in English 151 course affects the students' satisfaction with the unit." As indicated in Chapter 3, the students' satisfaction with the unit was measured for the experimental group only. The variables considered were:

- The students' satisfaction with the design of the online unit (SSWD);
- The students' satisfaction with the learning content (SSWC);
- The students' satisfaction with the learning experiences via the VLE (SSWVLE);
- The students' satisfaction with the blended strategy for learning (SSWBS).

4.3.1 The Instrument Reliability:

As indicated in chapter 3, it was not appropriate to examine the psychometric characteristics of the satisfaction scale. This was done after administrating the scale. The total instrument's reliability was .948. Table (4-9) shows values of Cronbach's alpha of the four dimensions. It is clear from table (4-9) that alpha was acceptable for SSWD, good for SSWC and SSWVLE, and high for SSWBS.

Table (4-9):
Cronbach's Alpha for the Dimensions

Dimension	Alpha
SSWD	.727
SSWC	.828
SSWVLE	.872
SSWBS	.923

To test the third hypothesis, two statistical analyses were conducted; confidence interval for the mean and one-sample t-test. Confidence interval for the mean of each dimension was computed because the satisfaction scale was given only to the experimental group and no group comparison was made. To make a criterion-referenced judgment about the level of satisfaction with regard to each dimension, responses to each item were used. As indicated in chapter 3, these responses were strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1). A typical practice in behavioral sciences is to consider responses to items are continuous variables. Thus, for example, a score of one is assumed to be the midpoint of an interval that extends from 0.5 to 1.5. Such responses would reflect very low satisfaction with the content of the item. Interpretations of the remaining responses are shown in table (4-10). These interpretations apply to the dimension total score because this score was obtained by dividing the raw score by the number of items related to the dimension. Similarly, the interpretations apply to group mean scores. Thus, the criteria in table (4-10) were used to interpret the confidence interval for the mean of each dimension. The one-sample t test was used to test the hypothesis that the mean dimension score was above 3. Since 3 is the midpoint of the interval indicating medium satisfaction, a significant result would mean that satisfaction is at least medium.

Table (4-10):

Criteria Table

	Minimum	Maximum
Very high satisfaction	4.5	5.5
High satisfaction	3.5	4.5
Medium satisfaction	2.5	3.5
Low satisfaction	1.5	2.5
Very low satisfaction	.05	1.5

The confidence interval and the one-sample t test require the normality assumption. Table (4-11) shows the results of the Shapiro-Wilk test. It is clear from this table that the normality assumption was not violated and the researcher decided to use the parametric tests only.

To assess students' satisfaction with the online unit, the researcher calculated the mean, standard deviation, and the confidence interval for the mean of each dimension with 95% confidence coefficient. According to table (4-12), the satisfaction would be high with respect to design of the online unit, learning content, and learning experience via VLE. However, the satisfaction would be medium with respect to using blended strategy.

Results of one-sample t test are shown in table (4-13). According to this table, the means of SSWD, SSWC, and SSWVLE were significantly larger than 3 at the (0.001) level, while the mean of SSWBS was significantly larger than 3 at the (0.05) level. This indicates that the students' were satisfied with the online unit.

Table (4-11):

Shapiro-Wilk Test for the Normality of the Satisfaction Measures

Dimension	Statistic	df	p
SSWD	.959	24	.409
SSWC	.969	24	.647
SSWVLE	.933	24	.116
SSWBS	.934	24	.120

Table (4-12):

Confidence Intervals (Test Value = 0)

Dimension	Mean	Std. Deviation	95% Confidence Interval of the Difference		Satisfaction
			Lower	Upper	
SSWD	4.3	0.5	4.1	4.5	High satisfaction
SSWC	3.7	0.5	3.45	3.9	High satisfaction
SSWVLE	3.8	0.7	3.5	4.1	High satisfaction
SSWBS	3.5	1.0	3.1	4.0	Medium Satisfaction

Table (4-13):

One Sample T-Test (Test Value = 3)

Dimension	Mean	Std. Deviation	t	p
SSWD	4.3	0.5	14.556	.000
SSWC	3.7	0.5	6.881	.000
SSWVLE	3.8	0.7	5.951	.000
SSWBS	3.5	1.0	2.723	.012

4.4 Results Related to Qualitative Data

The students studied this unit as a supplementary unit in learning vocabulary. The reward for studying this unit was a reduction of four SAC hours. The students believed that doing what was required by them, such as the assignments and quizzes, would enable them to receive this credit. Through tracking the students in WebCT, the researcher found the following:

- All the students did the compulsory assignments and the online quizzes, but their utilization of WebCT varied considerably when it came to the non-compulsory activities in the unit.
    - About one-third (29.5%) of the students studied all the lessons in the WebCT, about one-third (28.5%) of the students studied some of the lessons (40%) in the WebCT, and 42% of the students didn't study the lessons at all;

- 18% of the students who didn't study the lessons at all, participated in the Chat, and they were active members although participating in the chat was not compulsory.

In the last meeting with the students, the researcher conducted a survey, in which 22 students participated by answering questions. In the following paragraphs, each of the two questions will be stated and students' responses will be summarized. The first question was: **In your opinion what was it that you liked most about WebCT in general and in the Medical Vocabulary unit in particular?** Summary of students' responses were as follows:

- Thirty seven percent of the students indicated that they liked this unit because it helped them in understanding and memorizing vocabulary in an easy way and the activities were similar to the exam questions;
- Twenty eight percent of the students indicated that they liked the structure of the lessons;
- Twenty three percent of the students indicated that they appreciated the co-teacher's cooperation with and support of the students and her quick replies to the students' emails;
- Twenty three percent of the students expressed the view that the lessons were interesting;
- Nineteen percent of the students indicated that they liked the ease of presenting the information;
- Nineteen percent of the students indicated that they liked the ease of contacting the co- teacher at any time to explain any ambiguity;
- Ten percent of the students indicated that they liked the online quizzes;
- Ten percent of the students indicated that they liked the ease of use;
- Ten percent of the students indicated that they liked studying through the activities and using the Internet in learning;
- Ten percent of the students thought that they gained language and computer skills.

Only one student provided the following responses:

- The WebCT unit made her confident in her answers in the exam;

- The WebCT unit was flexible, she could learn any time she preferred;
- The WebCT unit helped her to be an independent learner;
- The unit enabled her to socialize with the students;
- The unit was a good source for learning vocabulary.

The second question was: **In your opinion what was it that you disliked most about WebCT in general and in the Medical Vocabulary unit in particular?** Summary of students' responses were as follows:

- Fifty percent of the students indicated that lack of time and their busy schedules was the top reason for them not accessing the WebCT regularly;
- Forty percent of the students complained about the lack of an available Internet connection;
- Forty percent of the students considered the unit an extra load.

Only one student provided the following responses:

- Difficulty in contributing in discussions and assignments;
- The possibility of losing marks if she did not do well in the online quizzes;
- The lack of interaction between some students and the co-teacher;
- The lack of credibility from some students in dealing with the online unit;
- Non-coverage of the medical vocabulary unit to all students in English 151 course;
- It was boring to study alone;
- One student hoped that all parts of the English course would be studied through WebCT because it was very useful.

4.5 Discussion

4.5.1 Results Related to the First Hypothesis

The proposed blended learning strategy used in the current study did not affect the students' achievement except with regard to the second midterm total score. However, in this test the control group performed significantly better than the experimental group. Possible explanations for the non-significant result related to achievement are:

1. As mentioned earlier, through tracking the students logs in the Medical Vocabulary lessons it was found that about one-third (29.5%) of the students studied all the lessons in the online unit, about one-third (28.5%) of the students studied some of these lessons (40%), and 42% of the students didn't study the lessons at all.

2. The researcher was unable to force the students to study the online lessons since the credit for the students was reducing 4 SAC hours and the students knew that they will gain this credit even if they did not study the online unit;

3. The students were not encouraged to study from the online unit by the English 151 teacher;

4. About forty two percent of the students did the assignments and the online quizzes without studying from the online unit;

5. The students indicated that they had busy schedules and did not have time, especially that they considered this online unit an extra load since only 4 SAC hours were reduced.

6. The students were not used to be independent learners.

The non-significant result in distance learning literature is not uncommon. A general review of distance education studies is presented through a meta-analysis done by Bernard, Abrami, Lou, Borokhovski, et al. (2004) to determine the effects of distance education courses on achievement. Bernard et al. (2004) did a meta-analysis of 232 comparative distance education literature between 1985 and 2002. Bernard et al. (2004) found that there was a very small significant effect favoring distance education conditions over traditional education. This significant effect was positive in asynchronous settings and negative in synchronous settings. Bernard et al. (2004) concluded that distance education sometimes works extremely well and extremely poorly in other times, even when all study features are taken into account. This conclusion is in agreement with the findings of the present study.

One of the present study aims was to assess the effects of supplementary online unit on learning L2 vocabulary. The supplementary online unit of the present study did not impact the students' vocabulary acquisition. This finding of the present study was in agreement with the findings of Kaya (2006) that investigated the

effectiveness of adaptive computer use for learning vocabulary. The present study is similar to Kaya's (2006) study where both online units contained texts, images, movie, and audio in order to facilitate the vocabulary learning process. Kaya (2006) argued that the non significant results were due to the problems faced by the researcher, such as to delay the posttest.

The finding of the present study was in disagreement with the findings of many studies' that indicated positive effects of supplementary online units such as: Carlo's et al., 2004, where the students' participation in the online unit impacted positively their comprehension and vocabulary knowledge (Cited in: Apthorp, 2006). Kaya (2006) reviewed different studies that used different online programs to develop vocabulary acquisition like Chennault, 1993, De Ridder, 2000, Horst, Cobb & Nicolae, 2005. Chennault, 1993, provided the experimental group with online support and multimedia in learning L2 vocabulary and these students achieved significant growth in vocabulary. Also, De Ridder, 2000, findings indicated that CALL and hyperlinks affected positively the students' reading comprehension and vocabulary acquisition. Horst, Cobb & Nicolae, 2005, findings indicated that the created website that was designed to support vocabulary acquisition and contained dictionary, hypertext, and interactive self quizzing feature, offered input and language deeper processing for the L2 learners.

So Medical Vocabulary program did not improve the students' achievement in vocabulary. This result is also in disagreement with Iddings, Ortmann, and Pride's (1999) finding that showed that there was a significant growth in vocabulary development and reading comprehension through the use of multiple instructional strategies and computer technology in teaching. Iddings et al. (1999) saw the reason for the significant results was the use of self-selecting reading buckets.

4.5.2 Results Related to the Second Hypothesis

The data did not support the second hypothesis. Thus, the proposed blended learning strategy did not improve the students' attitude towards the English language. Possible explanations for the non-significant result related to students' attitude toward English language are:

1. As mentioned earlier, through tracking the students logs in the Medical Vocabulary Unit lessons it was found that about 42% of the students didn't study the lessons at all

2. The sample was weak in English language level before admission in AGU and it is very difficult to change the students' attitude toward English in limited time.

Similar to this study is Yushau's (n.d.) study. There were no statistically significant changes in students' attitudes towards English language. Yushau (n.d.) indicated that possible interpretations for the lack of development in the attitude toward the subject were that the sudden change in the medium of instruction and the system in the preparatory year at the university is more rigorous and higher in standard than what the students were used to in high schools. The students were exhausted and sometime frustrated. This frustration may result in some negative response. They felt overworked compared to their other colleagues who were taking normal lecture in a traditional mode only. The current study is similar to Yushau's (n.d.) study where the online unit is delivered through WebCT as blended learning and contained resources related to the materials of the course, online discussion forum, e-mail, announcements on calendar, self-Tests, assignments, quizzes, and access to websites and his explanations for the non significant result could apply to the present study.

However, the finding of this study was in disagreement with the findings of Ushida's (2003) study that indicated using online course improved students' attitudes towards learning L2. The reason for the significant development in the students' attitude in Ushida (2003) study was the presence of the teacher that affected the students' scores and satisfaction with the online unit. The current study is like Ushida's (2003) study because both attitude measurements included the dimensions: attitude toward learning the L2 language, the L2 course anxiety, and the L2 language usage anxiety.

4.5.3   Results Related to the Third Hypothesis

The data supported the third hypothesis and indicated that the students who studied the online unit showed high satisfaction with the design of the online unit, the learning content, and the learning experiences via the VLE. And they showed medium satisfaction with the blended strategy for learning. The students in this study enjoyed different parts of the online units as follows:

1. They enjoyed participating in WebCT as was found in Thomas and Storr (2005); Ahmad, et al. (2006); and Rodriguez et al.'s (2005) studies. This result is also similar to Naqvi's (2006) findings, which found that students preferred to be taught by an instructor and have the learning reinforced with digital material on WebCT.

2. They were satisfied with the VLE communication tools (the discussion board and the chat tools) that enabled them to communicate with their co-teacher and their colleagues easily. This result was similar to that noted in the Ushida (2003), and Bueno & Perez's (2001) studies, which found that the students were satisfied with the advantages of VLE.

3. The students were satisfied with the co-teacher's support; this is similar to the findings of Sahin (2007) and Mende (1999), Hammoud, Love, Baldwin, & Chen's (2008) studies.

4. They were satisfied with their ability to control their learning and be independent learners similar to that found in Echavez-Solano's (2003) study.

5. They were satisfied that WebCT enabled them to get immediate feedback from the co-teacher for their discussion contributions and the assignments, similar to that found in Lai's (2006) study.

6. They were satisfied with the online activities that could increase the students' motivation to learn. This is similar to that found in the Echavez-Solano (2003); Bowers, 2001; Carnevale, 2002; and McGrath, 1998 studies (Cited in: Ushida, 2003).

Although in the present study, the students' satisfaction was between high and medium with the online unit but this was not accomplished by improved achievement. This finding is in disagreement with the findings of Lim, Morris, and Yoon (2006), Naqvi (2006), and Siekmann (1999). The students felt that studying

this supplementary online unit was an extra load for them as found by Lim, Morris, and Kupritz (2006).

Possible explanations for the significant result related satisfaction with online unit are:

1. The design of the online unit was attractive and very organized in presenting the information, and had very clear instructions.
2. The learning content seemed helpful in studying the course. The unit had very clear objectives, activities and feedback, helpful audio and video clips and websites.
3. The students were highly satisfied with the learning experiences through the VLE especially the communication tools that enabled them to communicate with their co-teacher and their colleagues easily.
4. The blended strategy for learning may have encouraged them to study.
5. The students liked studying through the activities, using the computer and Internet in learning.

In conclusion, the proposed blended learning strategy used in teaching vocabulary in English 151 course on premedical students' did not affect students' achievement and attitudes towards English language. However, it improved the students' satisfaction with the unit. These results should not be little the value of blended learning in developing students' acquisition of L2 vocabulary, since this study had its circumstances and problems that may be behind this result. As it is clear in the literature review, there are some studies that proved the success of blended learning in enhancing vocabulary acquisition.

Chapter 5

Conclusion and Recommendations

5.1   Conclusion

5.2   Educational Applications

Chapter 5

Conclusion and Recommendations

5.1 Conclusion

The purpose of this study was to investigate the effects of the proposed blended learning strategy in teaching vocabulary in English 151 course on the premedical students' achievement, attitude towards English language, and their satisfaction with the online unit in comparison with the traditional f2f method. This study tested the following hypotheses:

1. Using the proposed blended learning strategy in teaching vocabulary in English 151 course affects the students' achievement.
2. Using the proposed blended learning strategy in teaching vocabulary in English 151 course affects the students' attitude toward English language.
3. Using the proposed blended learning strategy in teaching vocabulary in English 151 course affects the students' satisfaction with the unit.

The study sample consisted of 50 students who scored less than 60% in AGU English Language Entry exam. The sample was randomly divided into two groups; 28 students in the experimental group, who took the supplementary unit, and 22 students in the control group, who studied via the traditional method. The researcher used the experimental research method with a true experimental design.

The instruments used in this study were the exams designed by the course's teacher to measure the students' achievement and two questionnaires developed by the researcher to measure the students' attitude toward English language and their satisfaction with the unit. The findings of this study indicated that were no significant differences between the means of the experimental and control groups in the achievement tests except with regard to the second midterm exam total score. However, in this test the control group performed significantly better than the experimental group. Additionally, the findings of this study indicated that were no significant differences between the means of the experimental and control groups in the pre and post attitude scales. However, the experimental group showed high to medium satisfaction with the online unit.

The results of this study indicated that the proposed blended learning strategy did not improve the students' achievement and attitude towards English language. However, the students were satisfied with the proposed blended learning strategy in teaching vocabulary

According to the reviewers, the unit was well designed. In addition, students, being poor in the English language, were in need of the help provided by the online unit. Further, the students were satisfied with the unit. The above facts are not coherent with the relatively small percentage of students who made full use of the unit, and with the lack of improvement in achievement. It would thus seen plausible that the lack of support of the AGU English language unit was behind the failure to benefit from the unit. One may concludes that efforts and funds spent in developing e-learning materials would be fruitless without gaining support of the academic programs involved. In addition, students should be aware of the long-time benefits of using e-learning materials in that they help them in developing lifelong skills. These skills are emphasized in AGU's college of Medicine and Medical Sciences.

5.2 Educational Recommendations

In light of this study's results, the following are recommended:

1. AGU should encourage the teachers and professors to use the VLE by offering incentives.
2. The educational institutions should provide the needed infrastructure to use electronic learning in education.
3. The design of the English language curriculum should meet the students' needs and interests. There should be different learning aids that facilitate, motivate, attract the students' attention and help them to be independent learners.
4. Teachers and students should be encouraged to use electronic communication tools to facilitate communication between both parties.
5. English language professors must be trained to use technology in general and VLE's in particular to supplement f2f learning and help students to be independent learners.

6. Teachers should encourage students to develop their learning skills and to become independent learners.

7. It is recommended to conduct similar studies in using the blended learning strategy in teaching English vocabulary with more control on the research settings.

8. It is recommended to conduct similar studies in using the blended learning strategy in teaching English language skills: reading, comprehension, listening, writing, pronunciation, or grammar.

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Appendix 9: The Online Unit Judgment Criteria

Appendix 10: The Online Unit Practicing Criteria

Appendix 11: The Online Unit Guide

Appendix 12: The Icons Guide

Appendix 13: The Criteria for Judging the Online Unit Guide

Appendix 1: Reviewers

A. Panel Experts for the Attitude toward English Language Scale and Students Satisfaction with the Unit Scale:

1. Dr. Kazim Ali Mahdi, Educational Psychology, Department of Psychology, Sultan Qaboos University, Oman

2. Dr. Mohamed Thabet, Psychology, King Saud University, Riyadh, Saudi Arabia

3. Dr. Rashid Mohammed Rashid, Curricula and Teaching Methods, the University of Suez, Egypt

4. Dr. Samir Radwan, Clinical Psychology, Faculty of Education, University of Damascus, Syria

5. Dr. Abdel Nasser Reyad, Assistant Technical Professor in Technical Management Programm, Arabian Gulf University, Bahrain

6. Mrs. Shaherah Saeed Al-Qahtani, Curricula and Methods of Teaching, the Ministry of Education, Saudi Arabia

7. Dr. Fatma Frer, Educational Psychology, Faculty of Education, University of Zagazig, Egypt

8. Dr. Iman Osta, Assistant professor of Math Education, Lebanese American University.

B. Panel Experts for the Online Unit:

1. Mrs. Ghada Abdullah, assistant teacher in the English Language Unit, Arabian Gulf University

2. Dr. Ali S. Al-Musawi, Assistant Professor, Head of Instructional and Learning Technologies Department, College of Education, Sultan Qaboos University

3. Dr. Akram Fathy Mustafa, Instructional Technology Department, South Valley University, Egypt

4. Dr. Zakaria Sorial, Learning Technologies Department, Almansorah University, Egypt

5. Dr. Jasir Alherbish, Engineering and Computer Science , the Chairman of the Committee on Education and Training Foundation Electronic Assembly for Technical Education Riyadh, Saudi Arabia

6. Mr. Hamed Kadry, Technical information, Information Technology Center King Fahd University of Petroleum and Minerals, Dhahran, Saudi Arabia

7. Dr. Abdullah Almohaya, Technically learning, Teachers College, King Khaled University in Abha, Saudi Arabia

8. Dr. Awad Altwodry, Learning Technologies Department, King Saud University Riyadh, Saudi Arabia

C. Panel Experts for the Students Guides:

1. Dr. Abdullah Almohaya, Technically learning, Teachers College, King Khaled University, Abha, Saudi Arabia

2. Dr. Jasir Alherbish, Engineering and Computer Science , the Chairman of the Committee on Education and Training Foundation Electronic Assembly for Technical Education Riyadh, Saudi Arabia

3. Dr. Awad Altwodry, Learning Technologies Department, King Saud University, Riyadh, Saudi Arabia

Appendix 2: The First Version of the Attitude Scale

جامعة الخليج العربي

كلية الدراسات العليا

برنامج التدريب والتعليم عن بعد

رسالة تحكيم

اسم المقياس: مقياس اتجاه الطلبة نحو تعلم اللغة الانجليزية

الدكتور الفاضل/ .... **المحترم**

السلام عليكم ورحمة الله وبركاته

تقوم الباحثة بإجراء دراسة في التعليم والتدريب عن بعد في جامعة الخليج العربي بمملكة البحرين بعنوان

(أثر استراتيجية تعليمية مدمجة لتدريس المفردات اللغوية على التحصيل والرضا والإتجاه نحو اللغة

الإنجليزية لدى طلبة المرحلة ماقبل الطبية) وفي هذه الدراسة تهدف الباحثة إلى التعرف على أثر أسلوب

الدمج على تحصيل الطلبة ورضاهم عن المقرر واتجاههم نحو تعلم اللغة الانجليزية. وقد تم إعداد استبانه

لتقيس اتجاه الطلبة نحو تعلم اللغة الانجليزية وفقاً لمقياس Likert الخماسي وبناءاً على المحاور التالية:

- الاتجاه نحو دراسة اللغة الانجليزية
- أهمية اللغة الانجليزية
- الدافعية للدراسة اللغة الانجليزية
- الخوف والقلق من اللغة الانجليزية
- التوقعات المستقبلية

علماً بأنه تم تحديد مصطلحات الدراسة على النحو التالي:

التعليم المدمج: هو استخدام ال WebCT إضافة للتعليم التقليدي لمساعدة الطلبة في تعلم المفردات الطبية

الانجليزية

أالاتجاه نحو تعلم اللغة الانجليزية: هو شعور الفرد و دافعيته نحو تعلم اللغة الانجليزية و شعوره بأهمية

تعلمها

الرضا عن المقرر: هو رضا الطالب عن تصميم المادة التعليمة الالكترونية من عدة جوانب: تصميم الوحدة

الالكترونية، المادة التعليمة، البيئة الافتراضية وغيرها.

وبما أنكم مختصين بهذا المجال، ونظراً لما تتمتعون من خبرة علمية واسعة ، فإن الباحثة تود الحصول على

أرائكم وتوجيهاتكم في تقويم عبارات المقياس.

الرجاء من سيادتكم وضع درجه على متصل (من 1 إلى 5) أمام كل عبارة في كل من الأعمدة الثلاثة من

حيث:-

1. وضوح العبارات للمستجيبين (مع التكرم بإجراء التغير المناسب)
2. الصياغة اللغوية للعبارات
3. مدى تمثيل العبارات لمحاور المقياس
4. أي ملاحظات أخرى تود الإدلاء بها.

ولكم جزيل الشكر على حسن تعاونكم

الباحثة: عبير عايض آل شوية

الملاحظات	مناسبة العبارة للمحور (5_1)	الصياغة اللغوية (5_1)	وضوح العبارة للمستجيبين (5_1)	المحور	العبـــــــارة	
				الاتجاه نحو تعلـم اللغـة الانجليزية	اللغة الانجليزية من المواد المحببة إلى نفسي	1
					أشعر بالملل أثناء حصص اللغة الانجليزية	2
					أرى أن اللغة الانجليزية مادة صعبة	3
					أتمنى زيادة حصص اللغة الانجليزية	4
					أتمنى أنني أجيد تحدث اللغة الانجليزية بطلاقة	5
					القراءة في الكتب الانجليزية مضيعة للوقت	6
					أنا راض بأن اللغة الانجليزية متطلب لجميع الطلبة في المرحلة ما قبل الطبية	7
					أكثر الطرق المتبعة في تدريس اللغة الانجليزية مملة	8
					أحب مشاهدة البرامج المذاعة باللغة الانجليزية في التلفزيون	9
					أجد صعوبة في فهم العبارات الانجليزية	10
				أهمية اللغة الانجليزية	تفيدني دراسة اللغة الانجليزية عند زيارتي لبلاد يتحدث سكانها اللغة الانجليزية	11
					أدرسُ اللغة الانجليزية لاتخاذ أصدقاء آخرين غير الذين ينتمون لخلفيتي الثقافية	12
					أعتقد أن الشخص المتعلم هو الذي يجيد اللغة الانجليزية بطلاقة	13
					أشعر بأنني ممتاز في مادة اللغة الانجليزية	14
					أدرس اللغة الانجليزية فقط لإكمال المقررات الطبية	15

الملاحظات	مناسبة العبارة للمحور (5_1)	الصياغة اللغوية (5_1)	وضوح العبارة للمستجيبين (5_1)	المحور	العبـــــــارة	
					تمكنني دراسة اللغة الانجليزية من البحث في مواقع الانترنت بسهولة	16
					اللغة الانجليزية تساعدني في فهم المتحدثين بها وثقافاتهم	17
					تمكنني دراسة اللغة الانجليزية من فهم مشكلات العالم من حولي بصورة أفضل	18
					في بلادي الأشخاص الذين يتحدثون اللغة الانجليزية ينالون احتراما أكثر من الذين لا يجيدون التحدث بها	19
					ستساعدني اللغة الانجليزية في فهم مشكلات العالم التي تحدق ببلادي	20
					اللغة الانجليزية لغة عالمية لفهم الاقتصاد العالمي	21
					اقدر واحترم الذين يتحدثون اللغة الانجليزية	22
				الدافعيـــــــة للدراســـــة اللغـــــــة الانجليزية	أدرس اللغة الانجليزية لأنها ستساعدني في الحصول على شهادات أعلى في مجال الطب	23
					أدرس اللغة الانجليزية لأنها ستساعدني في الحصول على علامات أعلى	24
					معرفتي باللغة الانجليزية ستساعدني في التحدث بطلاقة أكثر مع الأطباء الأجانب	25
					كلما أبدأ في المذاكرة أتناول مادة اللغة الانجليزية أولا	26
					أنا دوماً بحاجة إلى من يساعدني في دروس اللغة الانجليزية	27
					بإمكان أي طالب أن يتعلم اللغة الانجليزية إذا كان له الرغبة في ذلك	28
					في بلادي الأشخاص الذين يتحدثون اللغة الانجليزية ينالون احتراما أكثر من الذين لا يجيدون التحدث بها	29
					أرغب في قراءة جرائد ومجلات باللغة الانجليزية	30
					دراستي للغة الانجليزية مهمة لأني سأكون قادراً على المشاركة بحرية أكثر في المؤتمرات الطبية في البلاد الأجنبية	31

الملاحظات	مناسبة العبارة للمحور (5_1)	الصياغة اللغوية (5_1)	وضوح العبارة للمستجيبين (5_1)	المحور	العبــــــارة	
					عندما أذهب إلى المكتبة أحاول البحث عن كتب اللغة الانجليزية للإطلاع عليها	32
					لا أحب أن احتفظ بكتب اللغة الانجليزية المدرسية	33
				الخوف والقلق من دراسة وإستخدام اللغة الانجليزية	أتمنى أن تحذف اللغة الانجليزية من المقررات الدراسية	34
					لا أستمتع عندما أقوم بحل واجب اللغة الانجليزية	35
					كلما أقرأ الكتب الانجليزية يتشتت ذهني	36
					أشعر بالخوف من اختبار اللغة الانجليزية أكثر من المواد الأخرى	37
					تقل ثقتي بنفسي في حصص اللغة الانجليزية	38
					أحمل هم حصص اللغة الإنجليزية	39
				التوقعات المستقبلية	ستلعب اللغة الانجليزية دوراً هاماً في تطوير شخصيتي	40
					ستلعب اللغة الانجليزية دوراً هاماً في تطوير مستقبل بلادي	41
					سوف أشجع أبنائي لدراسة اللغة الإنجليزية	42
					سأبذل كل الجهد للاستمرار في تطوير مستوى لغتي الانجليزية	43
					أشعر أنني بحاجة للالتحاق بدورات لدراسة اللغة الانجليزية من أجل التمكن منها بشكل أفضل	44

Appendix 3: The Second Version of the Attitude Scale

جامعة الخليج العربي
كلية الدراسات العليا
برنامج التدريب والتعليم عن بعد

اسم المقياس: مقياس اتجاه الطلبة نحو تعلم اللغة الانجليزية بعد التحكيم

المحور	العبـــــــــارة	
الاتجاه نحو تعلم اللغة الانجليزية	اللغة الانجليزية من المواد المحببة إلى نفسي	1
	أرى أن اللغة الانجليزية مادة صعبة	2
	أتمنى زيادة حصص اللغة الانجليزية	3
	أتمنى لو أنني أجيد تحدث اللغة الانجليزية بطلاقة	4
	قراءة الكتب الانجليزية مضيعة للوقت	5
	معظم الطرائق المتبعة في تدريس اللغة الانجليزية مملة	6
	أحب مشاهدة البرامج المذاعة باللغة الانجليزية في التلفزيون	7
	يستصعب علي فهم بعض العبارات الانجليزية	8
	اقدر واحترم الذين يتقنون اللغة الانجليزية	9
	سأبذل كل الجهد للاستمرار في تطوير مستوى لغتي الانجليزية	10
أهمية اللغة الانجليزية	تساعدني دراسة اللغة الانجليزية على التواصل في البلاد التي يتحدث سكانها اللغة الانجليزية وفهم ثقافاتهم	11
	يساعدني إتقان اللغة الانجليزية في اتخاذ أصدقاء من ثقافات أخرى	12
	أعتقد أن إتقان اللغة الانجليزية من مقومات الشخص المثقف	13
	أؤيد كون مقرر اللغة الانجليزية متطلب لجميع الطلبة في المرحلة ما قبل الطبية	14
	أتعلم اللغة الانجليزية لتمكنني من قراءة المجلات والنشرات الطبية	15
	معرفتي باللغة الانجليزية تسهل علي البحث في مواقع الانترنت	16
	تمكنني معرفة اللغة الانجليزية من فهم مشكلات العالم من حولي بصورة أفضل	17
	في بلادي يكتسب الأشخاص الذين يتحدثون اللغة الانجليزية احتراما أكثر ممن لا يجيدونها	18
	تفيدني معرفتي باللغة الانجليزية في متابعة حركة الاقتصاد العالمي وفهمه	19
	ستلعب اللغة الانجليزية دوراً هاماً في تطوير شخصيتي	20
	ستلعب اللغة الانجليزية دوراً هاماً في تطوير مستقبل بلادي	21

	العبـــــــارة	المحور
22	أدرس اللغة الانجليزية لأنها ستساعدني في الحصول على شهادات أعلى في مجال الطب	الدافعية لدراسة اللغة الانجليزية
23	معرفتي باللغة الانجليزية ستؤهلني في التحدث بطلاقة أكثر مع الأطباء الأجانب	
24	أدرس اللغة الانجليزية فقط لإكمال المقررات الطبية	
25	دراستي للغة الانجليزية مهمة لأنها تمنحني فرصة أكبر في المشاركة في المؤتمرات الطبية في البلاد الأجنبية	
26	بإمكان أي طالب أن يتعلم اللغة الانجليزية إذا كان له الرغبة في ذلك	
27	أدرس اللغة الانجليزية للمشاركة في البرامج الطبية التي تحدث في الجامعة	
28	عندما أذهب إلى المكتبة أحاول البحث عن كتب اللغة الانجليزية للإطلاع عليها	
29	يزيد ارتباكي عندما أقوم بحل واجب اللغة الانجليزية	الخوف والقلق من دراسة وإستخدام اللغة الانجليزية
30	على الرغم من تحضيري الجيد للمادة اللغة الانجليزية إلا أني أرتبك عندما يطلب مني القراءة أو الإجابة عن سؤال ما	
31	كلما قرأت الكتب الانجليزية الطبية تشتت ذهني	
32	خوفي من اختبار اللغة الانجليزية أكبر منه في المواد الأخرى	
33	تضعف ثقتي بنفسي في حصص اللغة الانجليزية	
34	حصص اللغة الإنجليزية تسبب لي قلق	
35	أنا دوماً بحاجة إلى من يساعدني في دروس اللغة الانجليزية	
36	أشعر بأنني ممتاز في مادة اللغة الانجليزية	
37	في حصص اللغة الإنجليزية أشعر بالتوتر	

Appendix 4: The Attitude Scale Pilot Study

جامعة الخليج العربي
كلية الدراسات العليا
برنامج التعليم والتدريب عن بعد

استبانه لقياس اتجاه الطلبة نحو اللغة الانجليزية

1. الاسم: ---------------------

عزيزى الطالب/ الطالبة

تهدف هذه الاستبانه للكشف عن توجهك نحو اللغة الانجليزية ، وهذا المقياس هو جزء من رسالتي في الماجستير. أمل أن يكون مفيدا للجامعة بصورة خاصة وللغة الانجليزية بصورة عامة.

يرجى قراءة كل عبارة بعناية وبدقة ثم أبداء رأيك الخاص بها وذلك باختيار الإجابة التي تناسبك أكثر من غيرها، وذلك بوضع علامة (√) عند الاستجابة التي تكون أقرب إلى رأيك، الاستجابات ((5) أوافق جداً، (4) أوفق، (3) محايد، (2) غير موافق، (1) غير موافق بشدة). إذا شعرت أن الاستجابات لا تتماشى مع رأيك وكي يمكنني الاستفادة من وقتك الثمين في قرأه الاستبانه اختر أقرب الاستجابات لرأيك، ولا بد أن تجيب على جميع العبارات. مع ملاحظة أن هذا ليس اختبارا ومن ثم فأنه لا توجد إجابة صحيحة أو خاطئة.

مع خالص شكري

عبير آل شوية

الرقم	العبارة	الاستجابات				
		أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
1	اللغة الانجليزية من المواد المحببة إلى نفسي	5	4	3	2	1
2	أدرس اللغة الانجليزية لأنها ستساعدني في الحصول على شهادات أعلى في مجال الطب	5	4	3	2	1
3	يستصعب علي فهم بعض العبارات الانجليزية	5	4	3	2	1
4	أعتقد أن إتقان اللغة الانجليزية من مقومات الشخص المثقف	5	4	3	2	1
5	معرفتي باللغة الانجليزية ستؤهلني في التحدث بطلاقة أكثر مع الأطباء الأجانب	5	4	3	2	1
6	في حصص اللغة الإنجليزية أشعر بالتوتر	5	4	3	2	1
7	عندما أذهب إلى المكتبة أحاول البحث عن كتب اللغة الانجليزية للإطلاع عليها	5	4	3	2	1
8	تفيدني معرفتي باللغة الانجليزية في متابعة حركة الاقتصاد العالمي وفهمه	5	4	3	2	1
9	أحب مشاهدة البرامج المذاعة باللغة الانجليزية في التلفزيون	5	4	3	2	1
10	تساعدني دراسة اللغة الانجليزية على التواصل في البلاد التي يتحدث سكانها اللغة الانجليزية وفهم ثقافاتهم	5	4	3	2	1
11	دراستي للغة الانجليزية مهمة لأنها تمنحني فرصة أكبر في المشاركة في المؤتمرات الطبية في البلاد الأجنبية	5	4	3	2	1
12	على الرغم من تحضيري الجيد لمادة اللغة الانجليزية إلا أني أرتبك عندما يطلب مني القراءة أو الإجابة عن سؤال ما.	5	4	3	2	1
13	أرى أن اللغة الانجليزية مادة صعبة	5	4	3	2	1
14	أشعر بأنني ممتاز في مادة اللغة الانجليزية	5	4	3	2	1
15	أدرس اللغة الانجليزية للمشاركة في البرامج الطبية التي تحدث في الجامعة	5	4	3	2	1
16	أتمنى زيادة حصص اللغة الانجليزية	5	4	3	2	1
17	يساعدني إتقان اللغة الانجليزية في اتخاذ أصدقاء من ثقافات أخرى	5	4	3	2	1
18	اقدر واحترم الذين يتقنون اللغة الانجليزية	5	4	3	2	1
19	تضعف ثقتي بنفسي في حصص اللغة الانجليزية	5	4	3	2	1
20	أدرس اللغة الانجليزية فقط لإكمال المقررات الطبية	5	4	3	2	1
21	أتمنى لو أنني أجيد تحدث اللغة الانجليزية بطلاقة	5	4	3	2	1

	الاستجابات				العبارة	الرقم
لا أوافق بشدة	لا أوافق	محايد	أوافق	أوافق بشدة		
1	2	3	4	5	أؤيد كون مقرر اللغة الانجليزية متطلب لجميع الطلبة في المرحلة ما قبل الطبية	22
1	2	3	4	5	أنا دوماً بحاجة إلى من يساعدني في دروس اللغة الانجليزية	23
1	2	3	4	5	تمكنني معرفة اللغة الانجليزية من فهم مشكلات العالم من حولي بصورة أفضل	24
1	2	3	4	5	حصص اللغة الإنجليزية تسبب لي قلق	25
1	2	3	4	5	سأبذل كل الجهد للاستمرار في تطوير مستوى لغتي الانجليزية	26
1	2	3	4	5	معرفتي باللغة الانجليزية تسهل علي البحث في مواقع الانترنت	27
1	2	3	4	5	بإمكان أي طالب أن يتعلم اللغة الانجليزية إذا كان له الرغبة في ذلك	28
1	2	3	4	5	يزيد ارتباكي عندما أقوم بحل واجب اللغة الانجليزية	29
1	2	3	4	5	قراءة الكتب الانجليزية مضيعة للوقت	30
1	2	3	4	5	أتعلم اللغة الانجليزية لتمكنني من قراءة المجلات والنشرات الطبية	31
1	2	3	4	5	كلما قرأت الكتب الانجليزية الطبية تشتت ذهني	32
1	2	3	4	5	ستلعب اللغة الانجليزية دوراً هاماً في تطوير شخصيتي	33
1	2	3	4	5	ستلعب اللغة الانجليزية دوراً هاماً في تطوير مستقبل بلادي	34
1	2	3	4	5	معظم الطرائق المتبعة في تدريس اللغة الانجليزية مملة	35
1	2	3	4	5	في بلادي يكتسب الأشخاص الذين يتحدثون اللغة الانجليزية احتراما أكثر ممن لا يجيدونها	36
1	2	3	4	5	خوفي من اختبار اللغة الانجليزية أكبر منه في المواد الأخرى	37

شكرا جزيلا لتعاونكم
مع تمنياتي لكم بالتوفيق

Appendix 5: The Attitude Scale

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جامعة الخليج العربي
كلية الدراسات العليا
برنامج التعليم والتدريب عن بعد

استبانه لقياس اتجاه الطلبة نحو اللغة الانجليزية

الاسم: --------------------

عزيزى الطالب/ الطالبة

تهدف هذه الاستبانه للكشف عن توجهك نحو اللغة الانجليزية ، يرجى قراءة كل عبارة بعناية وبدقة ثم أبداء رأيك الخاص بها وذلك باختيار الإجابة التي تناسبك أكثر من غيرها، وذلك بوضع علامة (√) عند الاستجابة التي تكون أقرب إلى رأيك، الاستجابات ((5) أوافق جداً، (4) أوفق، (3) محايد، (2) غير موافق، (1) غير موافق بشدة). إذا شعرت أن الاستجابات لا تتماشى مع رأيك وكي يمكنني الاستفادة من وقتك الثمين في قرأه الاستبانه اختر أقرب الاستجابات لرأيك، ولا بد أن تجيب على جميع العبارات. مع ملاحظة أن هذا ليس اختبارا ومن ثم فأنه لا توجد إجابة صحيحة أو خاطئة.

(لا تنسى كتابة اسمك)

مع خالص شكري

عبير آل شوية

</div>

	الاستجابات				العبارة	الرقم
لا أوافق بشدة	لا أوافق	غير متأكد	أوافق	أوافق بشدة		
1	2	3	4	5	اللغة الانجليزية من المواد المحببة إلى نفسي	1
1	2	3	4	5	أدرس اللغة الانجليزية لأنها سوف تساعدني في الحصول على شهادات أعلى في مجال الطب	2
1	2	3	4	5	أعتقد أن إتقان اللغة الانجليزية من مقومات الشخص المثقف	3
1	2	3	4	5	معرفتي باللغة الانجليزية سوف تؤهلني في التحدث بطلاقة أكثر مع الأطباء الأجانب	4
1	2	3	4	5	في حصص اللغة الإنجليزية أشعر بالتوتر	5
1	2	3	4	5	عندما أذهب إلى المكتبة أحاول البحث عن كتب اللغة الانجليزية للإطلاع عليها	6
1	2	3	4	5	تفيدني معرفتي باللغة الانجليزية في متابعة حركة الاقتصاد العالمي وفهمه	7
1	2	3	4	5	أحب مشاهدة البرامج المذاعة باللغة الانجليزية في التلفزيون	8
1	2	3	4	5	تساعدني دراسة اللغة الانجليزية على التواصل في البلاد التي يتحدث سكانها اللغة الانجليزية وفهم ثقافاتهم	9
1	2	3	4	5	دراستي للغة الانجليزية مهمة لأنها تمنحني فرصة أكبر في المشاركة في المؤتمرات الطبية في البلاد الأجنبية	10
1	2	3	4	5	على الرغم من تحضيري الجيد لمادة اللغة الانجليزية إلا أني أرتبك عندما يطلب مني القراءة أو الإجابة عن سؤال ما.	11
1	2	3	4	5	أشعر بأنني ممتاز في مادة اللغة الانجليزية	12
1	2	3	4	5	أدرس اللغة الانجليزية للمشاركة في البرامج الطبية التي تحدث في الجامعة	13
1	2	3	4	5	أتمنى زيادة حصص اللغة الانجليزية	14
1	2	3	4	5	يساعدني إتقان اللغة الانجليزية في اتخاذ أصدقاء من ثقافات أخرى	15
1	2	3	4	5	اقدر واحترم الذين يتقنون اللغة الانجليزية	16
1	2	3	4	5	تضعف ثقتي بنفسي في حصص اللغة الانجليزية	17
1	2	3	4	5	أدرس اللغة الانجليزية فقط لإكمال المقررات الطبية	18
1	2	3	4	5	أنا دوماً بحاجة إلى من يساعدني في دروس اللغة الانجليزية	19
1	2	3	4	5	تمكنني معرفة اللغة الانجليزية من فهم مشكلات العالم من حولي بصورة أفضل	20

الرقم	العبارة	الاستجابات				
		أوافق بشدة	أوافق	غير متأكد	لا أوافق	لا أوافق بشدة
21	حصص اللغة الإنجليزية تسبب لي قلق	5	4	3	2	1
22	سأبذل كل الجهد للاستمرار في تطوير مستوى لغتي الانجليزية	5	4	3	2	1
23	معرفتي باللغة الانجليزية تسهل علي البحث في مواقع الانترنت	5	4	3	2	1
24	يزيد ارتباكي عندما أقوم بحل واجب اللغة الانجليزية	5	4	3	2	1
25	قراءة الكتب الانجليزية مضيعة للوقت	5	4	3	2	1
26	أتعلم اللغة الانجليزية لتمكنني من قراءة المجلات والنشرات الطبية	5	4	3	2	1
27	كلما قرأت الكتب الانجليزية الطبية تشتت ذهني	5	4	3	2	1
28	ستلعب اللغة الانجليزية دوراً هاماً في تطوير شخصيتي	5	4	3	2	1
29	ستلعب اللغة الانجليزية دوراً هاماً في تطوير مستقبل بلادي	5	4	3	2	1
30	معظم الطرائق المتبعة في تدريس اللغة الانجليزية مملة	5	4	3	2	1
31	في بلادي يكتسب الأشخاص الذين يتحدثون اللغة الانجليزية احتراما أكثر ممن لا يجيدونها	5	4	3	2	1
32	خوفي من اختبار اللغة الانجليزية أكبر منه في المواد الأخرى	5	4	3	2	1

شكرا جزيلا لتعاونكم
مع تمنياتي لكم بالتوفيق

Appendix 6: The First Version of the Satisfaction Scale

جامعة الخليج العربي
كلية الدراسات العليا
برنامج التدريب والتعليم عن بعد
رسالة تحكيم
اسم المقياس: مقياس درجة رضا الطلبة عن المقرر

الدكتور الفاضل/ ....   **المحترم**

السلام عليكم ورحمة الله وبركاته
تقوم الباحثة بإجراء دراسة في التعليم والتدريب عن بعد في جامعة الخليج العربي بمملكة البحرين بعنوان
(أثر استراتيجية تعليمية مدمجة لتدريس المفردات اللغوية على التحصيل والرضا والإتجاه نحو اللغة
الإنجليزية لدى طلبة المرحلة ماقبل الطبية) وفي هذه الدراسة تهدف الباحثة إلى التعرف على أثر أسلوب
الدمج على تحصيل الطلبة ورضاهم عن المقرر واتجاههم نحو تعلم اللغة الانجليزية. وقد تم إعداد استبانه
لقياس درجة رضا الطلبة عن المقرر وفقاً لمقياس Likert الخماسي وبناءاً على المحاور التالية:

- الرضا عن تصميم الوحدة الالكترونية
- الرضا عن المادة التعليمة
- الرضا عن تجربة التعلم عبر البيئة الافتراضية
- الرضا عن طريقة الدمج في التعليم

علماً بأنه تم تحديد مصطلحات الدراسة على النحو التالي:

التعليم المدمج: هو استخدام الـ WebCT إضافة للتعليم التقليدي لمساعدة الطلبة في تعلم المفردات الطبية
الانجليزية

ألاتجاه نحو تعلم اللغة الانجليزية: هو شعور الفرد و دافعيته نحو تعلم اللغة الانجليزية و شعوره بأهمية
تعلمها

الرضا عن المقرر: هو رضا الطالب عن تصميم المادة التعليمة الالكترونية من عدة جوانب: تصميم الوحدة
الالكترونية، المادة التعليمة، البيئة الافتراضية وغيرها.

وبما أنكم مختصين بهذا المجال، ونظراً لما تتمتعون من خبرة علمية واسعة ، فإن الباحثة تود الحصول على
أرائكم وتوجيهاتكم في تقويم عبارات المقياس.

الرجاء من سيادتكم وضع درجه على متصل (من 1 إلى 5) أمام كل عبارة في كل من الأعمدة الثلاثة من
حيث:-

1. وضوح العبارات للمستجيبين (مع التكرم بإجراء التغير المناسب)
2. الصياغة اللغوية للعبارات
3. مدى تمثيل العبارات لمحاور المقياس
4. أي ملاحظات أخرى تود الإدلاء بها.

ولكم جزيل الشكر على حسن تعاونكم
الباحثة: عبير عايض آل شوية

الملاحظات	مناسبة العبارة للمحور (1_5)	الصياغة اللغوية (1_5)	وضوح العبارة للمستجيبين (1_5)	المحور	العبـــــارة	
				الرضا عن تصميم الوحدة الالكترونية	المادة التعليمية كانت منظمة جداً	1
					المادة التعليمية في WebCT كانت سهلة التصفح	2
					طريقة تصميم المقرر الالكتروني شجعتني على التعلم	3
					التعليمات الخاصة باستخدام المادة التعليمية كانت واضحة	4
					التعليمات الخاصة بأداء الواجبات كانت واضحة	5
					التعليمات لأداء الامتحانات كانتْ واضحة	6
					الروابط التي تقود للمواقع التعليمية الإثرائية كانت متوفرة	7
					مقاطع (كليات) الصوت المستخدمة في الوحدة الالكترونية كانت متوفرة	7
					مقاطع الفيديو(كليات) المستخدمة في الوحدة الالكترونية كانت متوفرة	9
					التقويم الزمني للوحدةَ كانَ مساعداً في تَنظيم الوحدةِ	10
					المطلوب أداءه في الأنشطة كان واضحاً	11
				الرضا عن المادة التعليمة	أهداف الوحدة الالكترونية كانت واضحة	12
					النشاطات التعليمة في الوحدة الالكترونية كانت شاملة لأهداف الوحدة التعليمية	13
					ساعدتني هذه الوحدةِ الالكترونية على فَهم المفردات الطبية بسهولة	14
					مقاطع الفيديو ساعدتني على فَهم المصطلحات الطبية بسهولة	15
					مقاطع الصوت ساعدتني على فَهم المصطلحات الطبية بسهولة	16
					المواقع التعليمية الإثرائية على الانترنت ساعدتني على فَهم المصطلحات الطبية بسهولة	17
					التغذية الراجعة من المعلم كانت كافية	18
					كانت الوحدة التعليمية مناسبة لحاجاتي التعليمية	19
					الوحدة التعليمية أسهمت في تطوير مهاراتي الخاصة بتعلم اللغة الانجليزية	20

الملاحظات	مناسبة العبارة للمحور (5_1)	الصياغة اللغوية (5_1)	وضوح العبارة للمستجيبين (5_1)	المحور	العبـــــــارة	
					محتوى المادة (Syllabus) تم توصيفه بصورة واضحة	21
				الرضا عن تجربة التعلم عبر البيئة الافتراضية	أود أن أدرس مقرراً أخر له وحدة تكميلية الكترونية	22
					لم أواجه مشكلات فنية عند استخدامي لبيئة WebCT	23
					هذه الوحدةِ الكترونية شجّعتني على دراسة مقررات الكترونية أخرى	24
					استفدت من التفاعل مع زملائي من خلال منتديات النقاش	25
					استفدت من التفاعل مع زملائي من خلال غرف الدردشة	26
					استفدت من البريد الالكتروني في التواصل مع المعلم	27
					سهل ال glossary من الاطلاع على تعاريف المفردات بسهولة	28
					مكنتني ال glossary من تذكر معاني المفردات بسهولة	29
					سهلت لي قاعدة بيانات الصور Image database من معرفة صور أعضاء جسم الإنسان	30
					طريقة أداء الامتحانات الالكترونية كانت ممتعة	31
					طريقة تسليم الواجبات كانت سهلة	32
					أوصي الطلبة الآخرين بدراسة هذه الوحدة الكترونية	33
				الرضا عن طريقة الدمج في التعليم	طريقة دراسة المفردات في الفصل ومن خلال ال WebCT كانت مفيدة في تعلم المفردات	34
					أتوقع أن تكون طريقة الجمع بين الدراسة في الفصل والدراسة من خلال WebCT فعّالةٌ في تعلم اللغة الانجليزية عموما	35
					شجعتني طريقة الجمع بين الدراسة في الفصل ومن خلال WebCT على بذل مزيد من الجهد في الدراسة.	36
					زادت طريقة الجمع بين الدراسة في الفصل ومن خلال WebCT من رغبتي في تعلم المادة	37
					طريقة الجمع بين الدراسة في الفصل ومن خلال WebCT أدت إلى تحقيق أهداف المقرر بشكل جيد	38
					استمتعت باستخدام ال WebCT في التعلم	39

Appendix 7: The Second Version of the Satisfaction Scale

جامعة الخليج العربي
كلية الدراسات العليا
برنامج التدريب والتعليم عن بعد

اسم المقياس: مقياس درجة رضا الطلبة عن المقر بعد التحكيم

المحور	العبــــــارة	
الرضا عن تصميم الوحدة الالكترونية	كانت المادة التعليمية منظمة جداً	1
	كانت المادة التعليمية في WebCT سهلة التصفح	2
	طريقة تصميم المقرر الالكتروني شجعتني على التعلم	3
	كانت التعليمات الخاصة باستخدام المادة التعليمية واضحة	4
	كانت التعليمات الخاصة بأداء الواجبات واضحة	5
	كانتْ تعليمات أداء الامتحانات واضحة	6
	الروابط التي تقود للمواقع التعليمية الإثرائية كانت متوفرة	7
	كانت مقاطع (كليبات) الصوت المستخدمة في الوحدة الالكترونية متوفرة	7
	كانت مقاطع الفيديو(كليبات) المستخدمة في الوحدة الالكترونية متوفرة	9
	كَانَ التقويم الزمني للوحدةِ مساعداً في تَنظيم الوحدةِ	10
	كان المطلوب أداءه خلال الأنشطة واضحاً	11
	تم توصيف محتوى المادة (Syllabus) بصورة واضحة	12
الرضا عن المادة التعليمة	كانت أهداف الوحدة الالكترونية واضحة	13
	وضحت الأهداف المحددة لكل درس ما هو مطلوب مني تعلمه	
	كانت النشاطات التعليمية في الوحدة الالكترونية شاملة لأهداف الوحدة التعليمية	14
	ساعدتني هذه الوحدةِ الالكترونية على فَهم المفردات الطبية بسهولة	15
	ساعدتني مقاطع الفيديو على فهم المصطلحات الطبية بسهولة	16
	ساعدتني مقاطع الصوت على فَهم المصطلحات الطبية بسهولة	17
	ساعدتني مقاطع الصوت و الفيديو من التعرف على النطق الصحيح للمفردات	
	ساعدتني المادة التعليمية المتاحة في المواقع الإثرائية على الانترنت على فَهم المصطلحات الطبية بسهولة	18
	كانت التغذية الراجعة من المعلمة كافية	19

المحور	العبــــــــــارة	
	كانت الوحدة التعليمية مناسبة لحاجاتي التعليمية كطالب في المرحلة ما قبل الطبية	20
	استفدت من عملية التقويم الذاتي في تقيم مستواي	21
	أسهمت الوحدة التعليمية في تطوير مهاراتي الخاصة بتعلم اللغة الانجليزية	22
الرضا عن تجربة التعلم عبر البيئة الافتراضية	أود أن أدرس مقرراً أخر يشتمل على وحدة تكميلية الكترونية	23
	لم أواجه مشكلات فنية عند استخدامي لبيئة WebCT	24
	شجّعتني هذه الوحدةِ الكترونية على دراسة مقررات الكترونية	25
	استفدت من التفاعل مع زملائي من خلال منتديات النقاش (discussion board)	26
	استفدت من التفاعل مع زملائي من خلال غرف الدردشة(Chat)	27
	استفدت من التفاعل مع المعلمة من خلال غرف الدردشة(Chat)	28
	ساعدني البريد الالكتروني في التواصل مع المعلمة	29
	سهلت قائمة التعريفات(glossary) من الاطلاع على تعريفات المفردات بسهولة	30
	مكنتني قائمة التعريفات(glossary) من استذكار معاني المفردات بسهولة	31
	سهلت لي قاعدة بيانات الصور(Image database) من معرفة أشكال أعضاء جسم الإنسان	32
	كانت طريقة أداء الامتحانات الالكترونية ممتعة	33
	كانت طريقة تسليم الواجبات سهلة	34
	أوصي الطلبة الآخرين بدراسة هذه الوحدة الكترونية	35
الرضا عن طريقة الدمج في التعليم	كانت طريقة دراسة المفردات في الفصل ومن خلال ال WebCT مفيدة في تعلم المفردات	36
	أتوقع أن تكون طريقة الجمع بين الدراسة في الفصل والدراسة من خلال WebCT فعّالةُ في تعلم اللغة الانجليزية عموما	37
	شجعتني طريقة الجمع بين الدراسة في الفصل والدراسة من خلال WebCT على بذل مزيد من الجهد في الدراسة.	38
	زادت طريقة الجمع بين الدراسة في الفصل و الدراسة من خلال WebCT من رغبتي في تعلم المادة	39
	أدت طريقة الجمع بين الدراسة في الفصل و الدراسة من خلال WebCT إلى تحقيق أهداف المقرر بشكل جيد	40
	ساعدتني طريقة التدريس على ممارسة التعلم الذاتي	41

Appendix 8: The Students Satisfaction with the Unit Scale

<div dir="rtl">

جامعة الخليج العربي
كلية الدراسات العليا
برنامج التعليم والتدريب عن بعد

استبانه لقياس رضا الطلبة عن مقرر

Medical Vocabulary

الاسم: --------------------

عزيزى الطالب/ الطالبة

تهدف هذه الاستبانه إلى قياس رضاك عن مقرر

Medical Vocabulary

يرجى قراءة كل عبارة بعناية وبدقة ثم أبداء رأيك الخاص بها وذلك باختيار الإجابة التي تناسبك أكثر من غيرها، وذلك بوضع علامة (√) عند الاستجابة التي تكون أقرب إلى رأيك، الاستجابات ((5) أوافق جداً، (4) أوفق، (3) محايد، (2) غير موافق، (1) غير موافق بشدة). إذا شعرت أن الاستجابات لا تتماشى مع رأيك وكي يمكنني الاستفادة من وقتك الثمين في قرأه الاستبانه اختر أقرب الاستجابات لرأيك، ولا بد أن تجيب على جميع العبارات. مع ملاحظة أن هذا ليس اختبارا ومن ثم فأنه لا توجد إجابة صحيحة أو خاطئة.

مع خالص شكري
عبير آل شوية

</div>

بدائل الإجابة					العبارة	الرقم
لا أوافق بشدة	لا أوافق	غير متأكد	أوافق	أوافق بشدة		
1	2	3	4	5	كانت طريقة دراسة المفردات في الفصل ومن خلال ال WebCT مفيدة في تعلم المفردات	1
1	2	3	4	5	ساعدتني هذه الوحدة الالكترونية على فهم المفردات الطبية بسهولة	2
1	2	3	4	5	طريقة تصميم المقرر الالكتروني شجعتني على التعلم	3
1	2	3	4	5	كانت الوحدة التعليمية مناسبة لحاجاتي التعليمية كطالب في المرحلة ما قبل الطبية	4
1	2	3	4	5	ساعدتني طريقة التدريس على ممارسة التعلم الذاتي	5
1	2	3	4	5	شجعتني طريقة الجمع بين الدراسة في الفصل والدراسة من خلال WebCT على بذل مزيد من الجهد في الدراسة.	6
1	2	3	4	5	أسهمت الوحدة التعليمية في تطوير مهاراتي الخاصة بتعلم اللغة الانجليزية	7
1	2	3	4	5	كانت المادة التعليمية منظمة جداً	8
1	2	3	4	5	لم أواجه مشكلات فنية عند استخدامي لبيئة WebCT	9
1	2	3	4	5	كانت المادة التعليمية في WebCT سهلة التصفح	10
1	2	3	4	5	وضحت الأهداف المحددة لكل درس ما هو مطلوب مني تعلمه	11
1	2	3	4	5	كانت التعليمات الخاصة باستخدام المادة التعليمية واضحة	12
1	2	3	4	5	كانت النشاطات التعليمية في الوحدة الالكترونية شاملة لأهداف الوحدة التعليمية	13
1	2	3	4	5	ساعدتني مقاطع الفيديو على فهم المصطلحات الطبية بسهولة	14
1	2	3	4	5	ساعدني البريد الالكتروني في التواصل مع المعلمة	15
1	2	3	4	5	كانَ التقويم الزمني للوحدةِ (calendar) مساعداً في تَنظيم الوحدةِ	16
1	2	3	4	5	ساعدتني مقاطع الصوت من التعرف على النطق الصحيح للمفردات	17
1	2	3	4	5	استفدت من التفاعل مع زملائي من خلال منتديات النقاش (discussion board)	18
1	2	3	4	5	ساعدتني المادة التعليمية المتاحة في المواقع الإثرائية على الانترنت على فهم المصطلحات الطبية بسهولة	19

بدائل الإجابة					العبارة	الرقم
لا أوافق بشدة	لا أوافق	غير متأكد	أوافق	أوافق بشدة		
1	2	3	4	5	استفدت من التفاعل مع زملائي من خلال غرف الدردشة(Chat)	20
1	2	3	4	5	تم توصيف محتوى المادة (Syllabus) بصورة واضحة	21
1	2	3	4	5	سهّلت قائمة التعريفات(glossary) من الاطلاع على تعريفات المفردات بسهولةً	22
1	2	3	4	5	كانت التغذية الراجعة (الإجابة على جميع استفساراتي) من المعلمة وافية	23
1	2	3	4	5	استفدت من التفاعل مع المعلمة من خلال غرف الدردشة(Chat)	24
1	2	3	4	5	كانت التعليمات الخاصة بأداء الواجبات واضحة	25
1	2	3	4	5	كانت طريقة أداء الامتحانات الالكترونية ممتعة	26
1	2	3	4	5	سهلت لي قاعدة بيانات الصور(Image database) من معرفة أشكال أعضاء جسم الإنسان	27
1	2	3	4	5	استطعت ان اقيم مستواي من خلال التقييم الذاتي(-self assessment) في نهاية كل درس	28
1	2	3	4	5	كان المطلوب أداءه خلال الأنشطة واضحا	29
1	2	3	4	5	مكنتني بطاقات تعليم المفردات (Flash cards) من استذكار معاني المفردات بسهولة	30
1	2	3	4	5	أتوقع أن تكون طريقة الجمع بين الدراسة في الفصل والدراسة من خلال WebCT فعّالةً في تعلم اللغة الانجليزية عموما	31
1	2	3	4	5	أود أن أدرس مقرراً أخر يشتمل على وحدة تكميلية الكترونية	32
1	2	3	4	5	أوصي الطلبة الآخرين بدراسة هذه الوحدة الكترونية	33
1	2	3	4	5	استمتعت باستخدام ال WebCT في التعلم	34
1	2	3	4	5	شجّعتني هذه الوحدةِ الكترونية على دراسة مقررات إلكترونية	35
1	2	3	4	5	زادت طريقة الجمع بين الدراسة في الفصل و والدراسة من خلال WebCT من رغبتي في تعلم المادة	36

شكرا جزيلا
وتمنياتي لكم بالتوفيق

Appendix 9: The Online Unit Judgment Criteria

Arabian Gulf University

Distance Teaching and Training Program

Criteria for Reviewing the Online Unit:
Medical Vocabulary,

Following are the statements given to reviewers to evaluate the online unit that was designed to achieve the goal of the current research. The reviewers had to put a tick (✔) on the degree they judge the criterion ranging from 5 that is the highest mark to 1 the lowest mark. And write their comment if needed in the last column.

These are the means of the reviewers' responses for each item in the Likert scale:

No.	Item	Issues	Mean
1	Objectives	The objectives of the unit are clear	4.8
		The objectives of the each lesson are clear	4.8
		They are sufficient detailed	4.5
		The objectives vary on Bloom taxonomy	4
		The learners make use of them	4
2	Pre-requisites	I assume things that learners know	4.8
3	Unit structure	The unit structure is clear to the learners	4.7
		The learning material is well organized	4
		The site is easy to navigate	4.7
		The unit plan helps in introducing the unit for the students i.e. gives them idea about what is going to be studied	4.7
		[a]The CD is easy to use	4
		The instructions of using the site are clear	4.8
4	Unit content	The learners understand the function of each component (clips, links to websites, flashes, images, flash cards and power point presentations)	4.7
		The learners are able to use all the components in an effective way	4.7

		The unit content is achieving the aim of the unit that is (to help the premedical students in understanding, memorizing and applying the vocabulary in the future)	4.5
		The flashes illustrate the content for the students	4.5
		The power point presentations are used in their correct place	3.8
		[a]The content of the CD is helpful in deepening the learners understanding	4
		The video clips are helpful for a better understanding of the lessons	4.5
		The websites are helpful for a better understanding of the lessons	4.6
		The audio and video clips are available	4.5
		The websites are available	4.6
5	Learning	The learners achieve the unit outcomes	4
		The learners achieve the lessons outcomes	4
		The site is suiting the learners' needs	4
6	Activities	The activities are connected to the objectives	4
		The activities are enough for the content	4.6
		The instructions for doing the activities are clear	4
		The feedback is helpful for the learners?	4.7
7	Self-assessment	The self-assessments enable the students to check their progress	4
8	Language	The language in the unit is clear	4.5
9	Pace	The unit is taking the needed time i.e. not too fast and not too slow	4
10	The assignment	The instructions for doing the assignment are clear	4
		The instructions for the way of submitting the assignment are clear	4.6

[a]The CD was not reviewed by reviewers with whom the communication was via email i.e. only two reviewers reviewed the CD.

Appendix 10: The Online Unit Practicing Criteria

جامعة الخليج العربي
كلية الدراسات العليا
برنامج التدريب والتعليم عن بعد — **استمارة تقييم وحدة تعليمية الكترونية**

الرجاء الاطلاع على الوحدة الالكترونية المصممة لمساعدة طلبة المرحلة ما قبل الطبية في تعلم المفردات الطبية والمتوفرة على الـ WebCT، إذا لم تكن لديك خبره في استخدام الـWebCT بإمكانك زيارة الموقع المتوفر على الانترنت على هذا الرابط http://www.medicinevocabulary.com . كما يسرني مشاركتكم بإدلاء أي ملاحظه أخرى تودون المشاركة بها. ملاحظة الدرجات تتدرج من 5 أعلى درجة إلى 1 الأقل.

أرجو ملء الاستمارة التالية والتي تتعلق بتقييم محتوى الوحدة الالكترونية (Medical Vocabulary)

الرقم	العبارة	5 ممتاز	4 جيد جدا	3 متوسط	2 لأبأس	1 ضعيف	ملاحظات
1	أهداف الوحدة واضحة ومحددة						
2	المادة التعليمية كانت منظمة جداً						
3	هذه الوحدة سوف تساعد الطلبة على المفردات الطبية بسهولة ويسر						
4	مقاطع الفيديو والصوت سوف تساعد الطلبة على فهم المصطلحات الطبية بسهولة ويسر						
5	الموقع شجّعَني على التَّعَلّم						
6	بنية الوحدة التعليمية واضحة تماما بالنسبة لي						
7	تصميم الوحدة (الألوان، والخطوط) متناسق						
8	التنقل في البيئة سهل بالنسبة لي						
9	لقد تفهمت وأدركت كل مكونات الوحدة						
10	أعتقد أن مخطط الوحدة the unit plan سوف يمهد الوحدة للطالب						
11	الإرشادات واضحة وستسهل للطالب استخدام الوحدة						

ملاحظات	1 ضعيف	2 لأبأس	3 متوسط	4 جيد جدا	5 ممتاز	العبارة	الرقم
						الوحدة الالكترونية نحقق الهدف من تصميمها وهو مساعدة طلبة المرحلة ما قبل الطبية في فهم استيعاب المفردات الطبية	12
						الأنشطة مرتبطة مع أهداف الدروس	13
						لقد كانت النشاطات مفيدة في تعلم محتوى الوحدة	14
						التغذية الراجعة مفيدة وتساعد الطلبة في بناء معرفتهم	15
						أسئلة التقويم الذاتي مساعدة للطالب في تقييم ذاته	16
						اللغة التي كتبت بها الوحدة واضحة	17
						أجد أن الوحدة مناسبة لمستوى التعلم وتدرجه	18
						الوحدة مناسبة لمستوى الطلاب	19
						تم عرض الوحدة بسرعة مناسبة	20
						الزمن المحدد لدراسة الوحدة كان مناسبا	21
						أجد أن الوحدة مهمة بالنسبة لطالب المرحلة ما قبل الطبية	22
						أجد أن الوحدة تسهم في إثارة دافعية الطالب لتعلم اللغة الانجليزية	23
						أود أن أدرس مقرراً له وحده تكميلية الكترونية	24

ملاحظات أخرى:

الرجاء كتابة الاسم: _____

شكراً لحسن تعاونكم

عبير آل شوية

Appendix 11: The Online Unit Guide

جامعة الخليج العربي

كلية الطب والدراسات الطبية

المرحلة ما قبل الطبية

كتيب إرشادي للطالب لاستخدام البيئة التعليمية الافتراضية (WebCT)

إعداد: عبير عايض آل شوية

المقـــدمــة

يعتبر برنامج WebCT من أكثر البرامج التعليمية تطورا حيث يسمح لك بدراسة المقرر والتفاعل مع المعلم ومع زملائك الطلبة وغيرها من الأدوات المستخدمة في المقرر والتي ستتعرف على طريقة استخدامها خلال الصفحات التالية.

للدخول إلى ال WebCT اتبع الخطوات التالية:

1. افتح صفحة الانترنت واكتب عنوان موقع جامعة الخليج العربي www.agu.edu.bh ثم اختر

ايقونة ال WebCT

أو

اكتب هذا العنوان في صفحة الانترنت http://193.188.100.5:8300/webct/public/home.pl

2. انقر على Log in لتتمكن من الدخول للبيئة الافتراضية
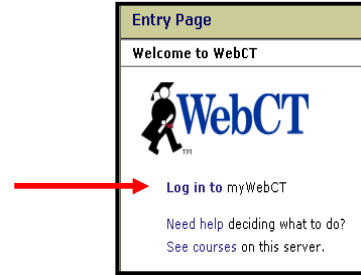
3. ادخل اسم المستخدم والرقم السري الخاصة بك في المربعين التالين:

ملاحظة:أنت في نظام ال WebCT لحظة تسجيلك في الجامعة، وسوف يكون لك اسم مستخدم وكلمة مرور خاصة بك، في حال وجود مشاكل في تسجيل الدخول الرجاء مراجعتي.

4. انقر على اسم المقرر

5. الآن أنت داخل مقرر _Medical Vocabulary_ في الصفحة الرئيسية (Home page) وتحتوي على أيقونات المقرر
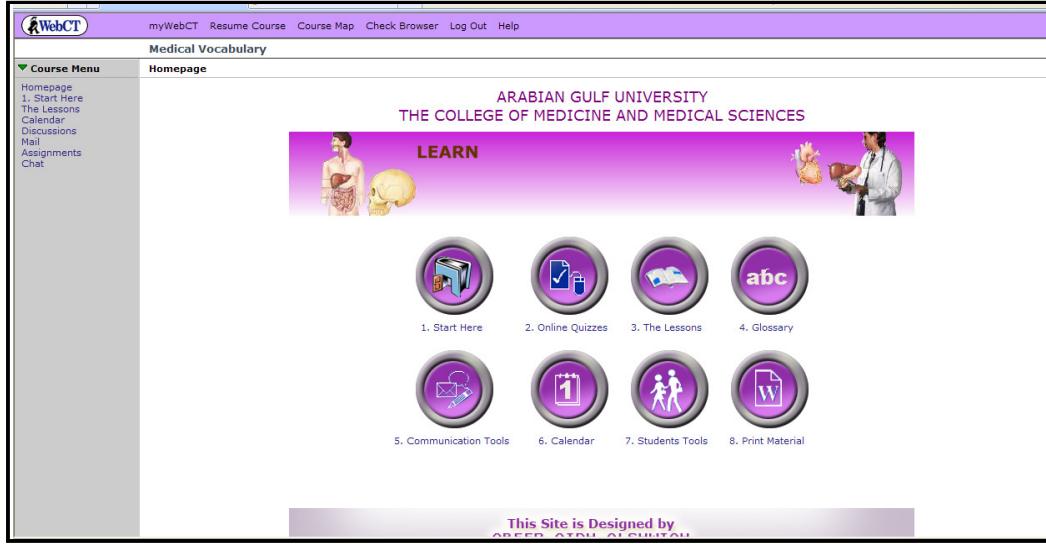
6. لدخول لمحتوى أي أيقونة قم بالنقر عليها نقرة واحدة

7. للعودة للصفحة السابقة التي كنت بها من قبل اختر اسم الصفحة من الشريط العلوي كما هو موضح في الصورة التالية
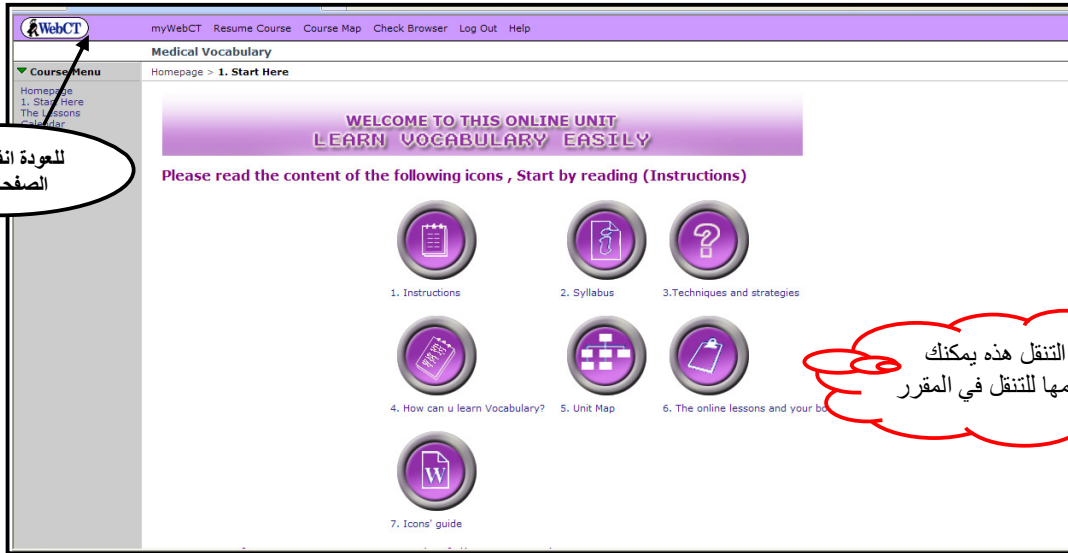
كيفية أداء الاختبارات الالكترونية:

1. للدخول للاختبار الالكتروني من الصفحة الرئيسية اختر   Online Quizzes
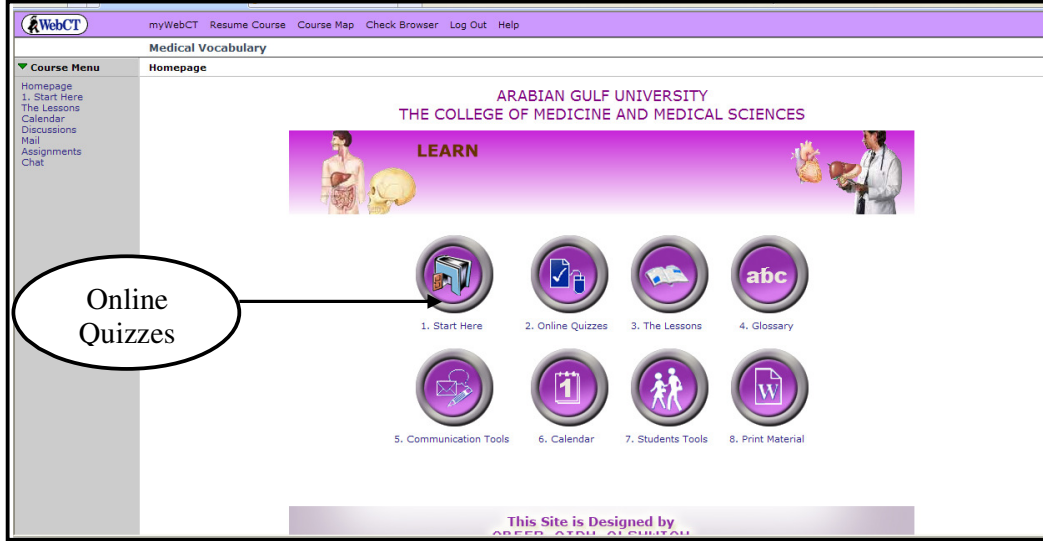
2. سوف تظهر لك صفحة تحتوي على جميع الاختبارات الالكترونية في المقرر، اختر اسم الاختبار الذي تريد القيام به بالنقر عليه
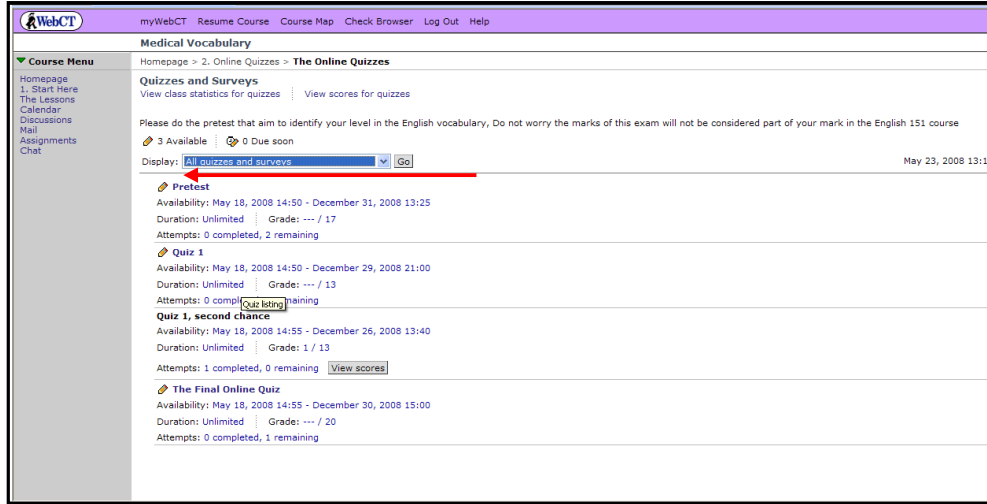
3. ستظهر لك قائمة تعليمات لأداء الاختبار، اقرأها ثم اختر Begin quiz

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4. ستظهر لك شاشة الاختبار الالكتروني الذي يبدأ عداد الوقت بحسبان الوقت من اللحظة التي تفتح فيها الشاشة

إلى أن تنقر على كلمة Finish أخر صفحة الاختبار
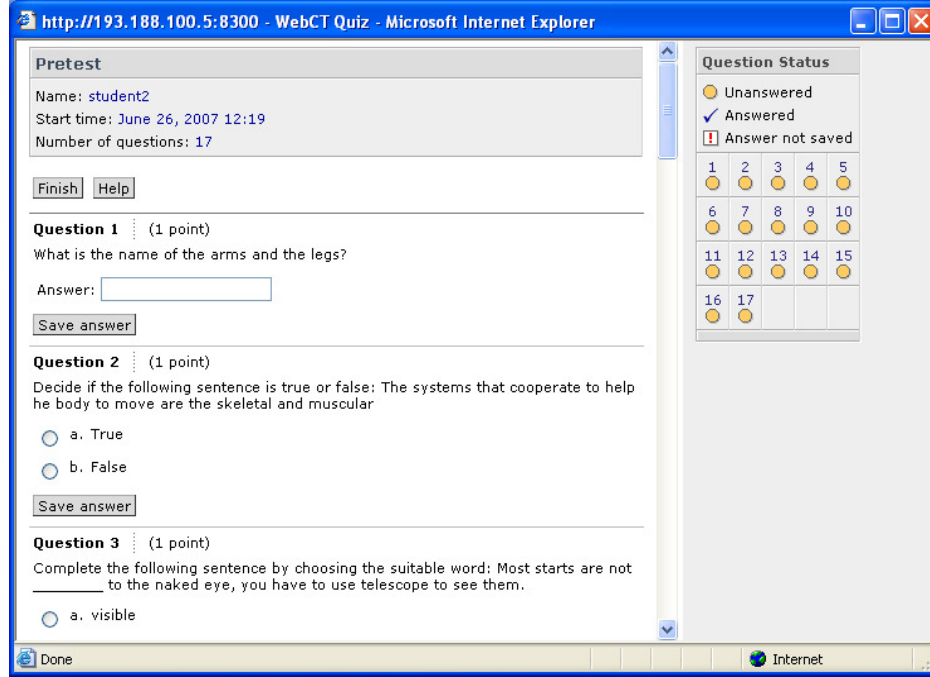
5. لأداء الاختبار قم بكتابة الإجابة أو باختيار الإجابة الصحيحة كما هو مطلوب منك أداءه في السؤال ثم قم بحفظ

الإجابة بالنقر على Save answer وعند حفظ السؤال سوف تتغير الدائرة الصفراء إلى علامة صح
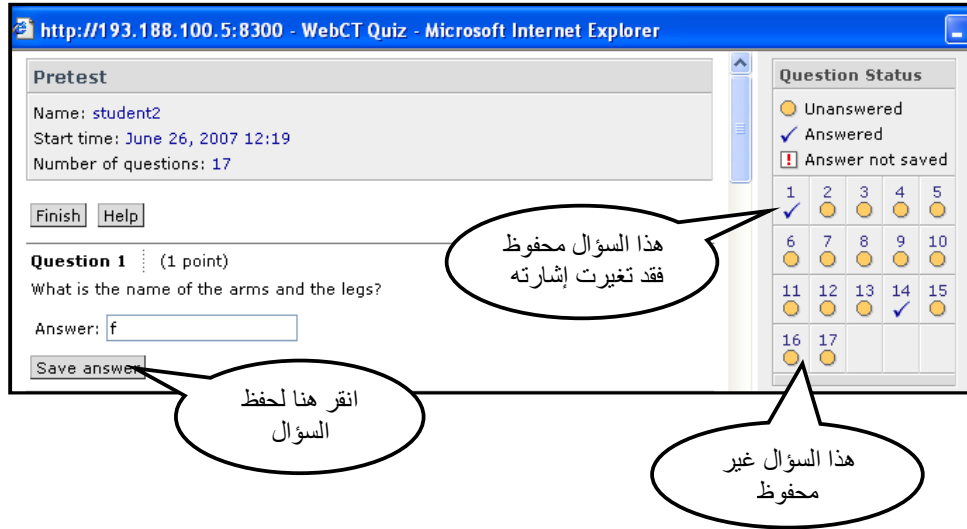
5. عند النقر على Finish وفي حالة لم تكن قد أجبت على جميع الأسئلة سيظهر لك مربع حوار ينبهك بأن هناك أسئلة لم تجب عليها كما هو واضح في الصورة التالية:

لاحظ هنا رقم السؤال الذي لم تجب عليه
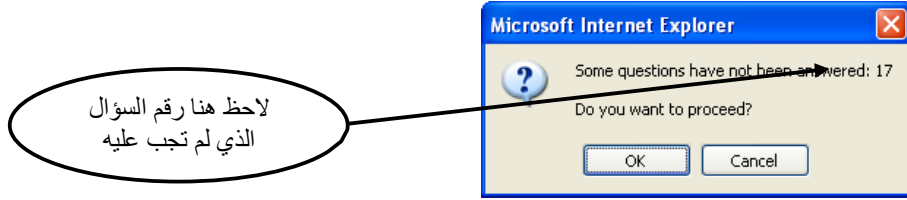
- إذا اخترت OK سوف يقوم بتسليم الامتحان دون أن تكون لك فرصة لحل السؤال
- إذا اخترت Cancel فستكون لك فرصة بالعودة للامتحان والإجابة على السؤال

- أما في حالة النقر على Finish وقد أجبت على جميع الأسئلة سيظهر لك مربع ينبهك بأن جميع الأسئلة قد تم الإجابة عليها وحفظت فهل تريد المواصلة؟
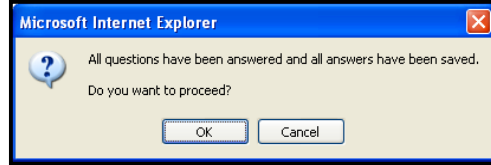
- إذا اخترت OK فستظهر لك شاشة أخرى للتتأكد من أنك تريد تسليم الامتحان
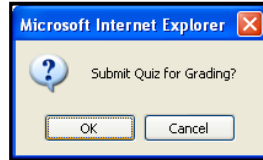
- الآن تم تسليم الامتحان وللتأكيد ذلك ستظهر لك هذه الشاشة:

تم تسليم الامتحان والضغط على هذا الزر يمكنك من مشاهدة
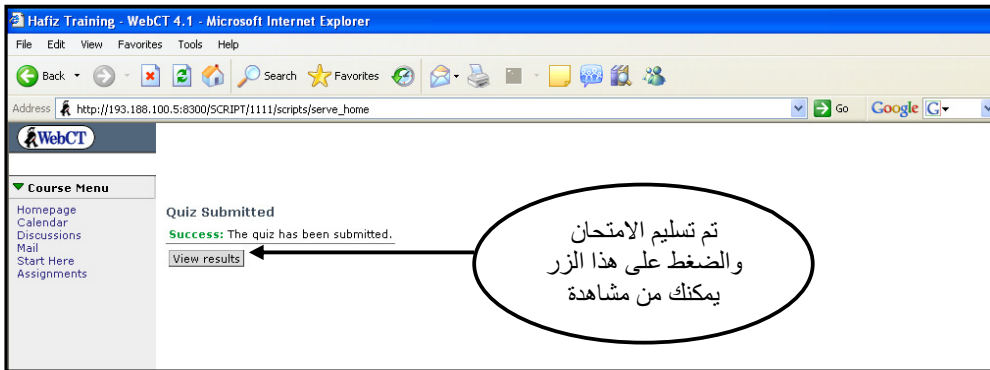
- شاشة النتائج تظهر لك بهذا الشكل وكما تلاحظ تظهر لك الإجابة الصحيحة والدرجة التي حصلت عليها في الامتحان وفي كل سؤال على حدة

الدخول للمقرر (الدروس):

1. للدخول للمقرر من الصفحة الرئيسية اختر The Lessons

The Lessons

2. الآن أنت متواجد على الصفحة التي تحتوي على الدروس، عندما تأخذ الدرس في الفصل ستظهر لك أيقونة الدرس في هذه الصفحة.

اختر أي من الدروس بالضغط على الأيقونة أو الاسم

3. عند اختيارك للدرس تظهر لك قائمة محتويات بصفحات الدرس كالصورة التالية:

4. عند اختيارك لأي من الصفحات ستتقلص قائمة المحتويات إلى يسارك وتظهر لك الصفحة المحتوية

للدرس

كيفية أداء الأنشطة:

طريقة التعلم في هذه الوحدة هي بالقيام بأداء الأنشطة بعد قراءة الجزء التمهيدي سواء كان عرض أو بطاقات

تعليمية.

* بعد قراءتك لتعليمات أداء النشاط قم بأداء النشاط ثم قم بالضغط على الزر الذي يمكنك من الاطلاع على التغذية الراجعة كما هو موضح في الشاشة التالية

* يمكنك أداء بعض التمارين بسحب الإجابة الصحيحة إلى مربع النص كما في الصورة التالية:

استخدام بطاقات تعليم المفردات:

1. عندما تريد استخدام بطاقات تعليم المفردات ستلاحظ أنها متوفرة لك في صفحة الدرس كرابط بلون مختلف وتحته خط كما هو ظاهر في الصورة

2. اضغط على الرابط وستظهر لك الصفحة التالية كنافذة جديدة:

3. هذه الصفحة بها عدة خيارات

استخدام قائمة التعاريف (glossary):

1. يمكنك الوصول للقائمة التعاريف (glossary) من الصفحة الرئيسية إيقونة glossary
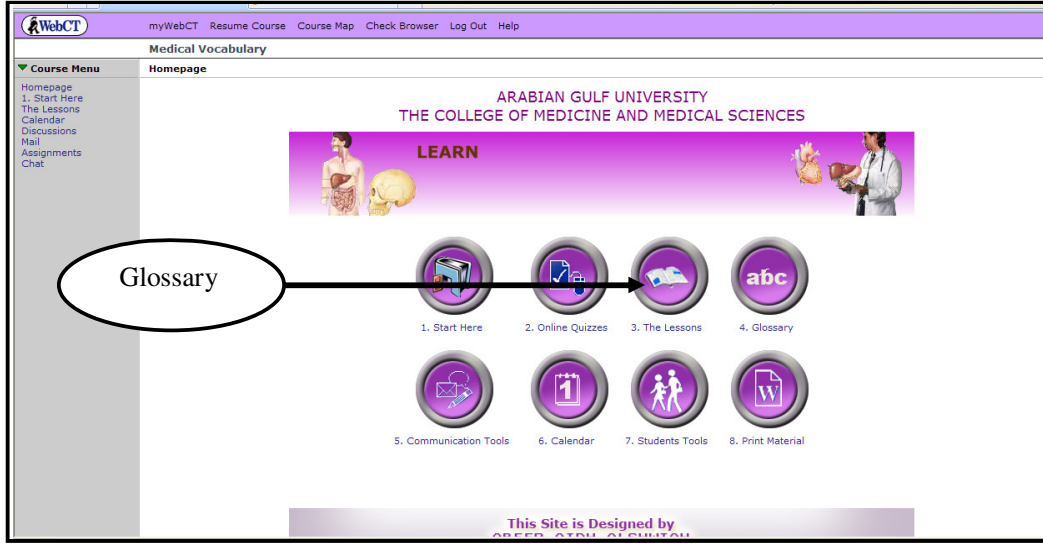
2. ستظهر لك صفحة بها الأحرف، هنا يمكنك اختيار الحرف الذي تبدأ به الكلمة التي تريدها
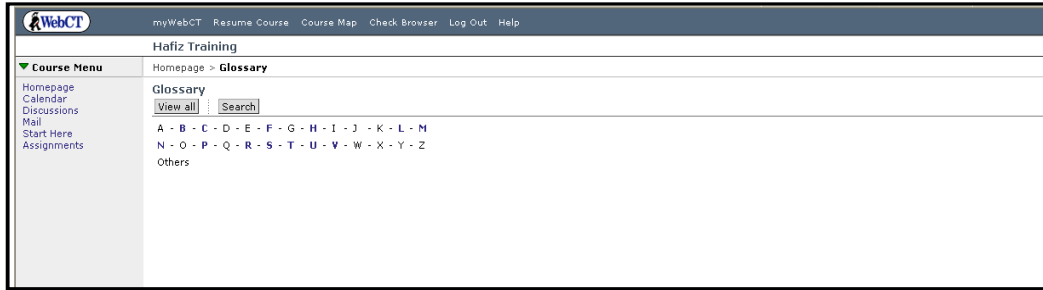
3. أو اختر أمرا ⬚ يمكناك من البحث في القائمة وعرض جميع المفردات كما في الصورة التالية:
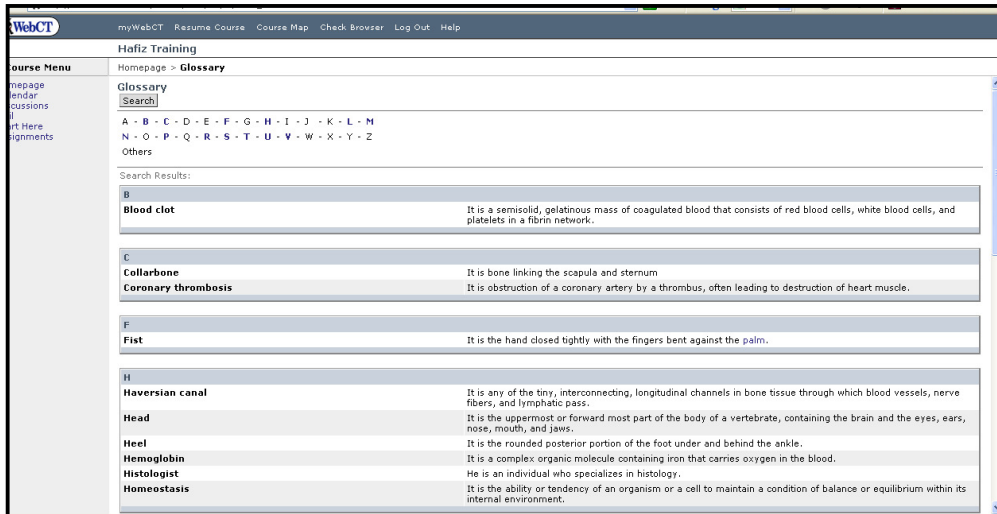
كيفية استخدام وسائل الاتصال:

1. يمكنك الوصول لقائمة وسائل الاتصال (communication tools) من الصفحة الرئيسية إيقونة communication tools:

Communication tools
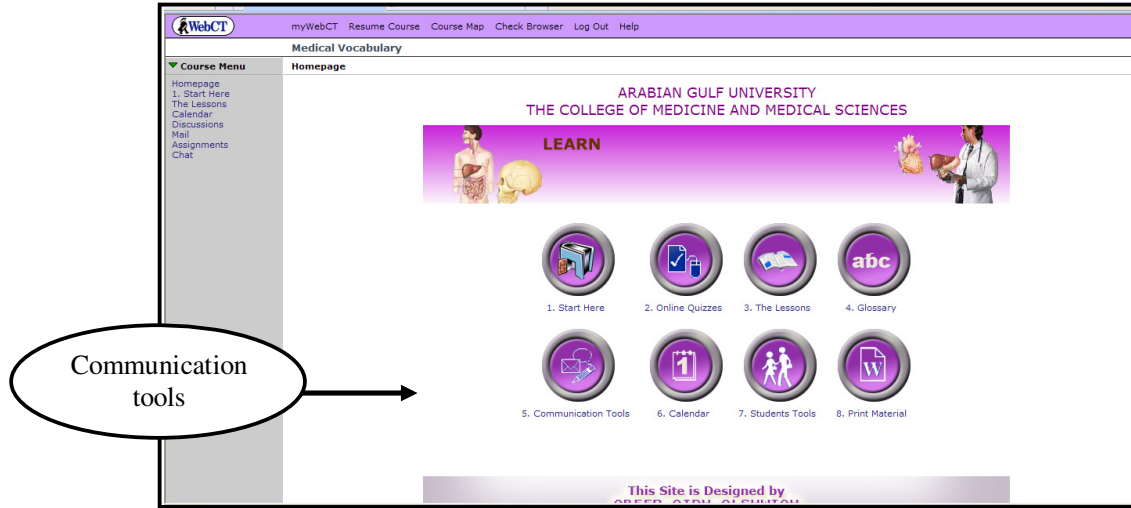
2. ستظهر لك الشاشة التالية والتي تحتوي على أدوات الاتصال والتي يمكنك الدخول عليها بالنقر على الأيقونة أو الاسم:
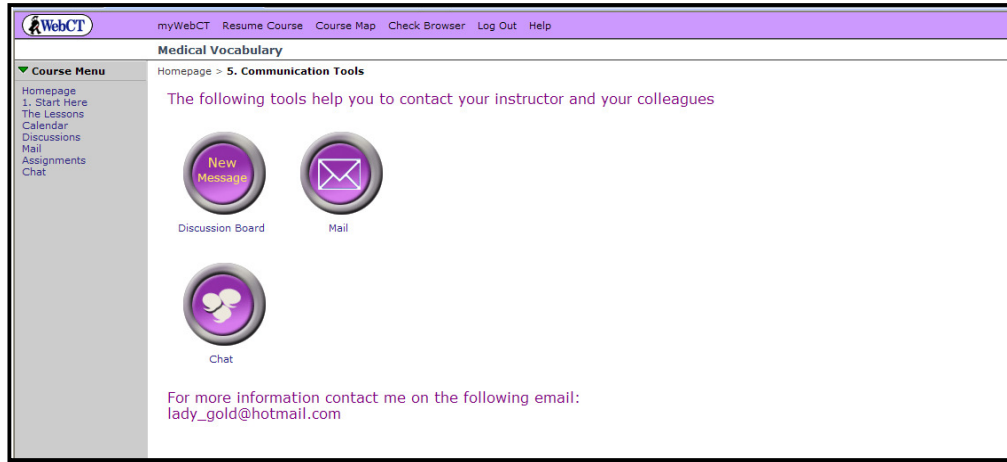
- **استخدام لوحة النقاش (discussion board)**

1. عند الدخول على لوحة النقاش ستظهر لك قائمة المواضيع المطروحة للنقاش ويمكنك الدخول لأي منها بالنقر عليها

هنا يظهر لك عدد الرسائل غير المقروءة في كل موضوع

هنا يظهر لك العدد الكلي للرسائل في كل موضوع
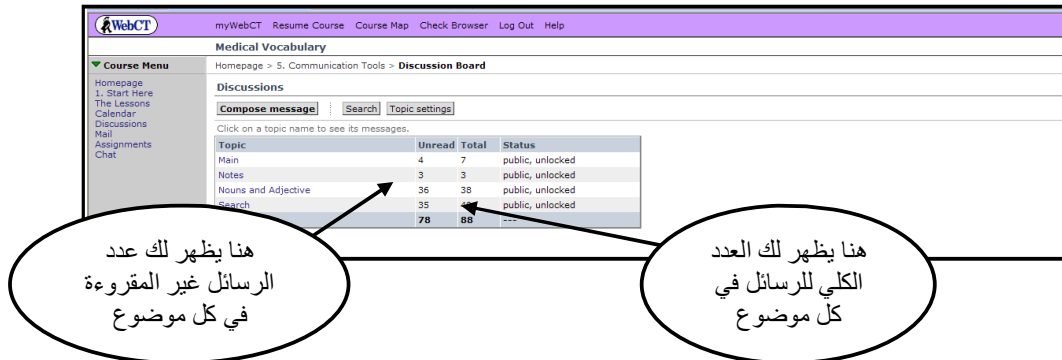
2. وتحت كل موضوع توجد المشاركات من الطلبة حول الموضوع

3. يمكنك الاطلاع على المشاركة و الردود عليها بالنقر على [🔍] وستظهر لك المشاركة في مربع حوار جديد

4. يمكنك الرد على زميلك بالنقر على reply وستظهر لك شاشة كالتالية:
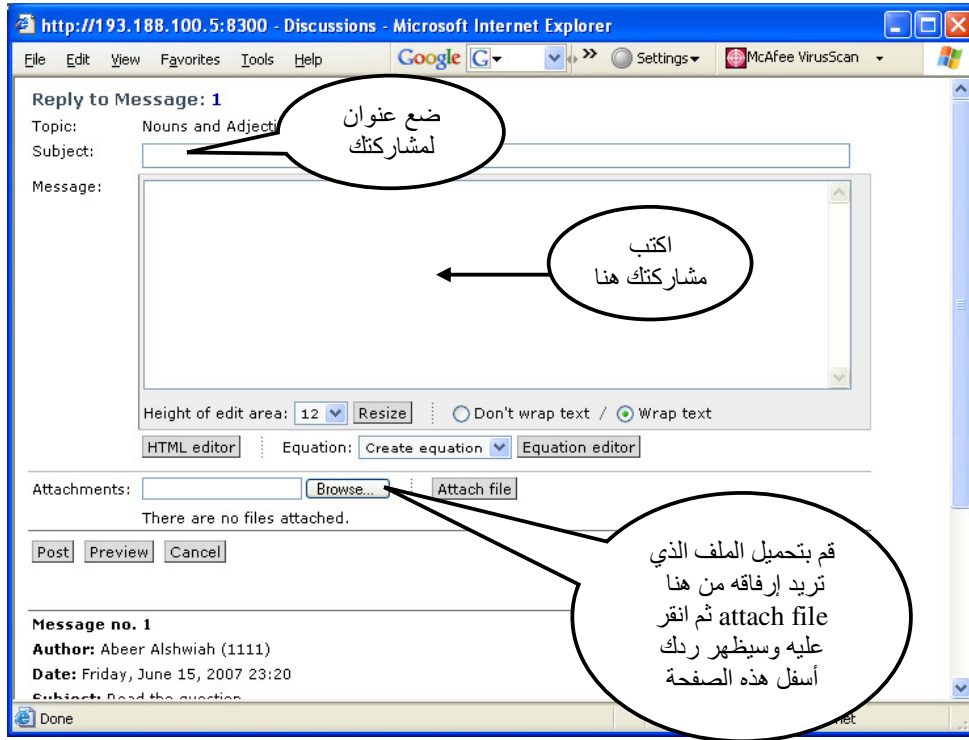
5. كما يمكنك كتابة موضوع جديد من خلال النقر على Compose message المتوفرة في لوحة النقاش، ستظهر لك الشاشة التالية:
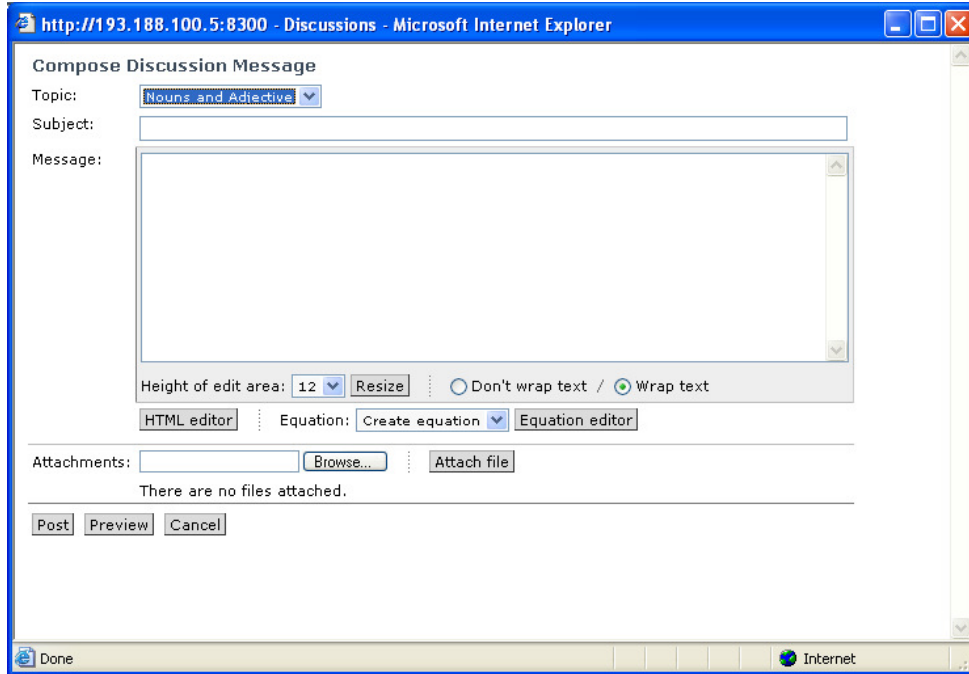
6. كما ستلاحظ عند وجود مشاركات جديدة سيتغير شكل الإيقونة ويظهر شكلها بهذا الشكل

7. كما أنك تستطيع أن تعرف وجود مشاركات جديدة من خلال صفحة ال WebCT كالصورة التالية:
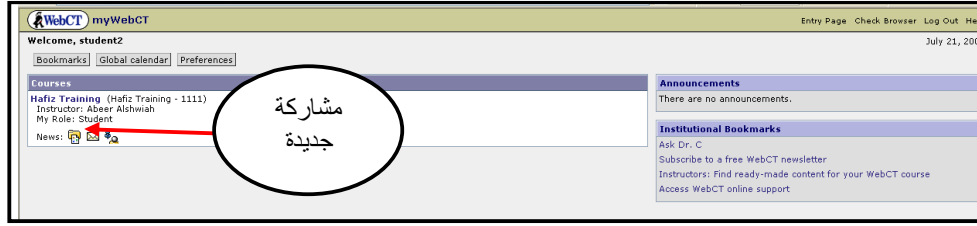
- **استخدام البريد الإلكتروني (email):**

1. عند الدخول على البريد الالكتروني من خلال Communication tools

2. ستلاحظ اختلاف أيقونة البريد الالكتروني عند وصول بريد إلكتروني جديد

3. كما أنك تستطيع أن تعرف اذا وصلك إيميل من خلال صفحة ال WebCT حيث ستظهر لك صورة رسالة:
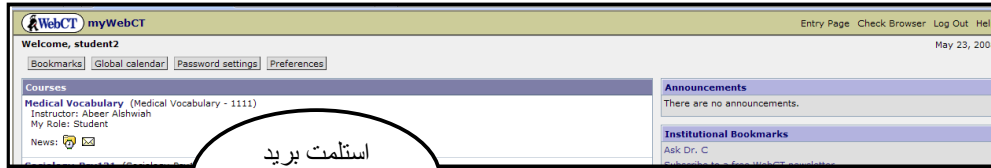
4. صفحة الإيميل تحتوي على ثلاثة مجلدات: الوارد، الصادر
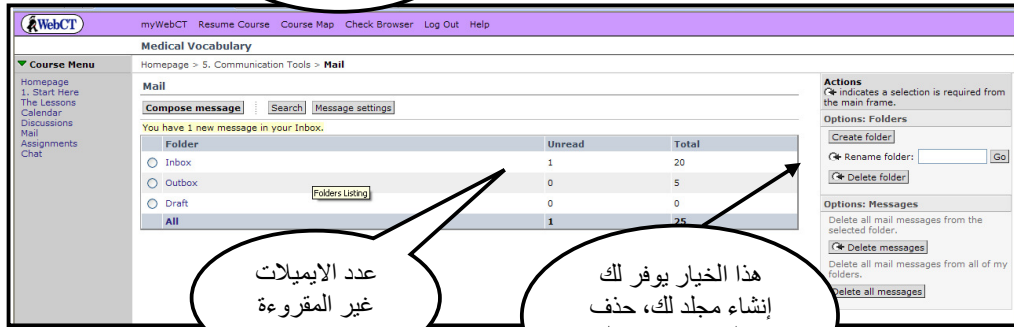
5. خيارات الايميل في تكوين وإرسال الرسائل مثل الطريقة في لوحة النقاش

- **استخدام الدردشة (Chat):**

1. يوجد في المقرر أربع غرف للدردشة، لاحظ أن الحوار فيها مسجل
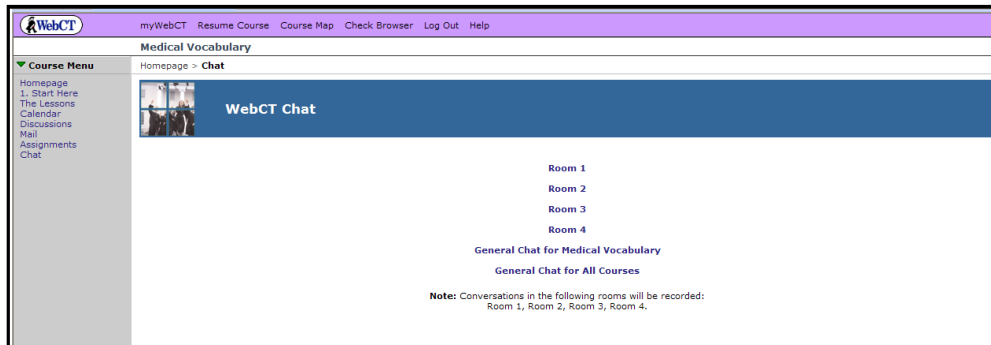
2. يوجد غرفة للنقاش حول هذا المقرر، الحوار بها غير مسجل

3. كما يوجد غرفة للحوار عامة والحوار بها غير مسجل أيضاً

4. طريقة استخدام هذه الغرف كطريقة استخدام غرف الدردشة في المواقع الأخرى.
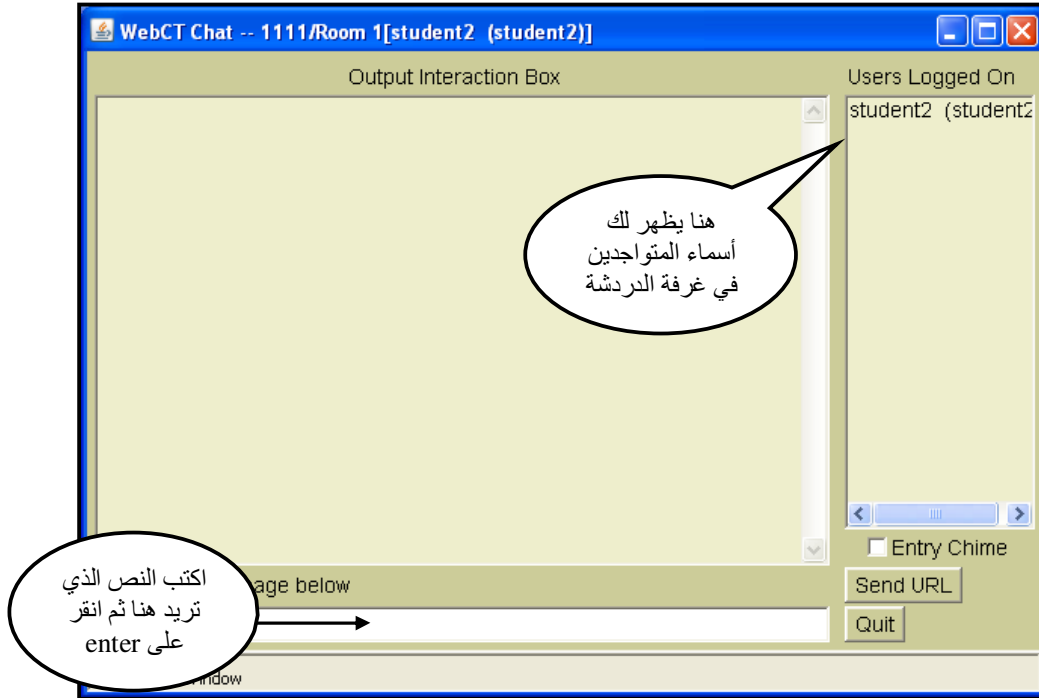
استخدام Calendar:

1. يمكنك الوصول (Calendar) من الصفحة الرئيسية
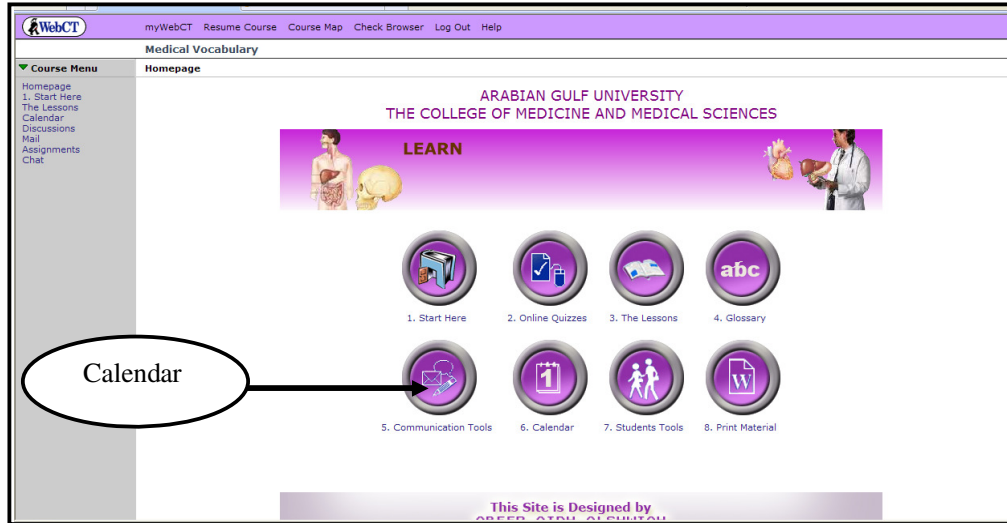
2. ستلاحظ اختلاف أيقونة Calendar عند إدخال مدخلات جديدة عليها من قبل المعلم

3. كما أنك تستطيع أن تعرف عند وجود مدخلات جديدة من خلال صفحة ال WebCT كما موضح في الصورة التالية:
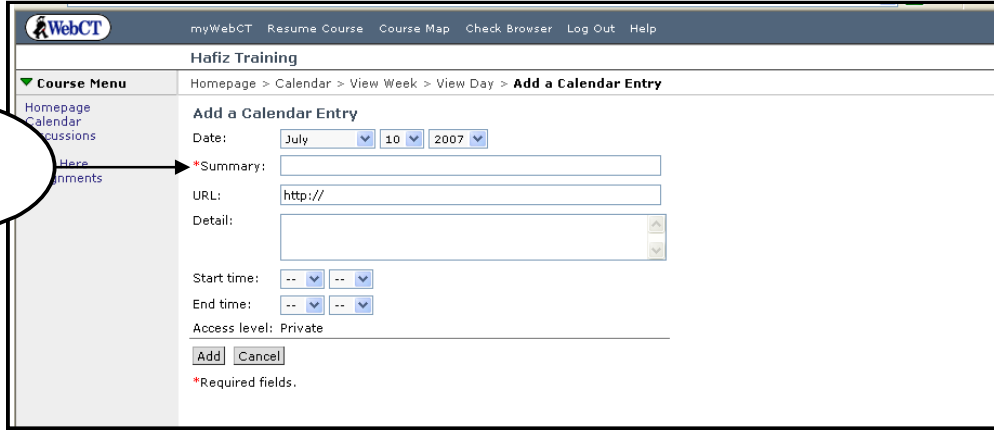
4. عند دخولك calendar ستلاحظ التالي كما هو موضح على الصورة التالية:

5. لقراءة الإدخال الجديد قم بالنقر على رقم التاريخ للتدخل على الملاحظة، عند النقر على الرابط سيقودك للرابط دون قراءة الملاحظة

6. عند النقر على Add entry يكون بإمكانك إدخال تنبيه لنفسك لأي وقت تختاره: أضبط التاريخ، ملخص، رابط لموقع، تفاصيل، ووقت بداية ونهاية كما هو موضح في الصورة التالية.

استخدام أدوات الطالب (student tools):

1. يمكنك الوصول (student tools) من الصفحة الرئيسية home page بالنقر على الأيقونة أو الاسم

2. يوجد عدة أدوات متوفرة لك وهي: قاعدة الصور، متابعة تطوري، درجاتي، الواجبات، والمصادر
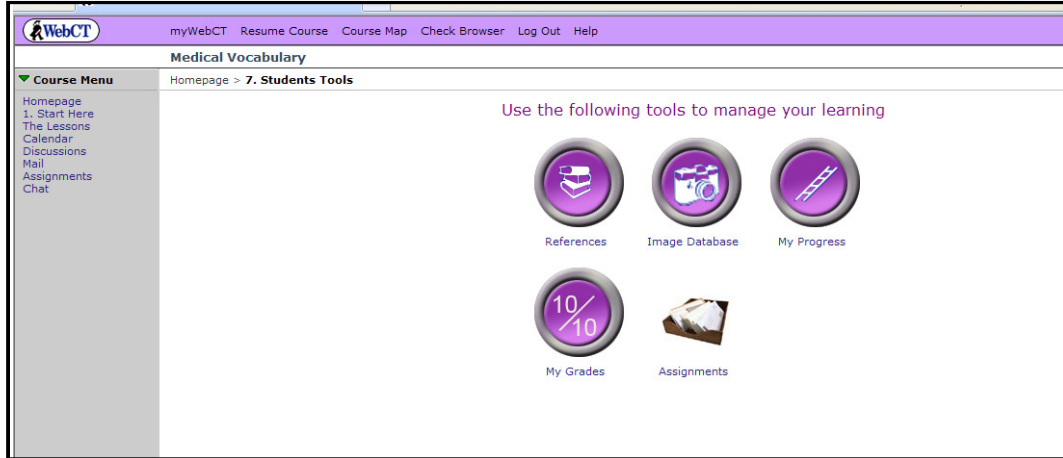
أ.   قاعدة الصور(*Image Database*):

1. يمكنك الوصول لقاعدة الصور من أدوات الطالب (Student tools)

2. ستظهر لك قاعدة الصور ويوجد بها عدة خيارات تسهل لك الإطلاع على الصور كما هو موضح في الصورة التالية
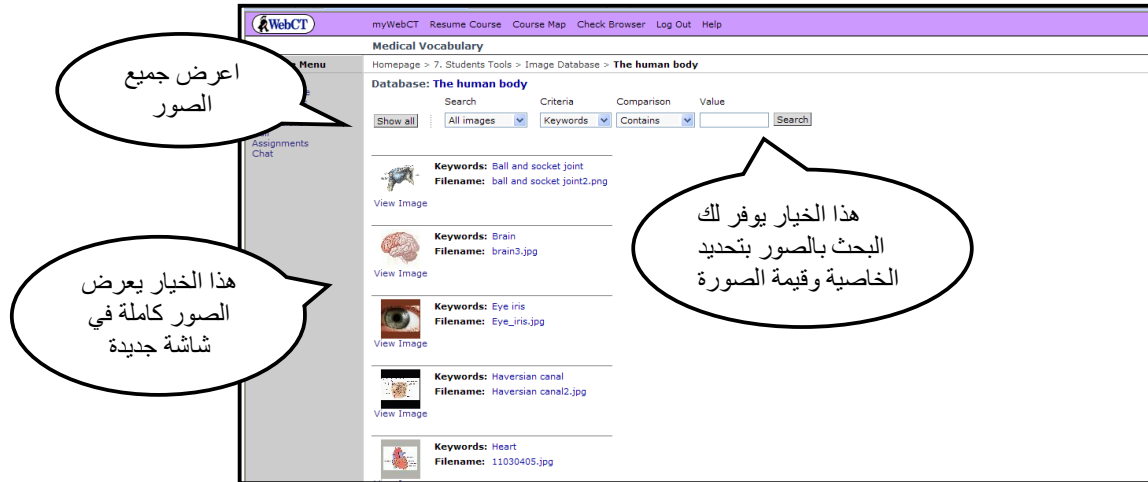
ب.   متابعة تطوري (*My progress*):

1. يمكنك الوصول(My progress) من أدوات الطالب(Student tools)

2. ستظهر لك شاشة تحتوي عدد مرات الدخول للصفحة الرئيسية، للصفحات المتفرعة، للدروس، للتقويم، للبريد الإلكتروني و عدد مرات قراءات المشاركات كما هو موضح في الصورة التالية
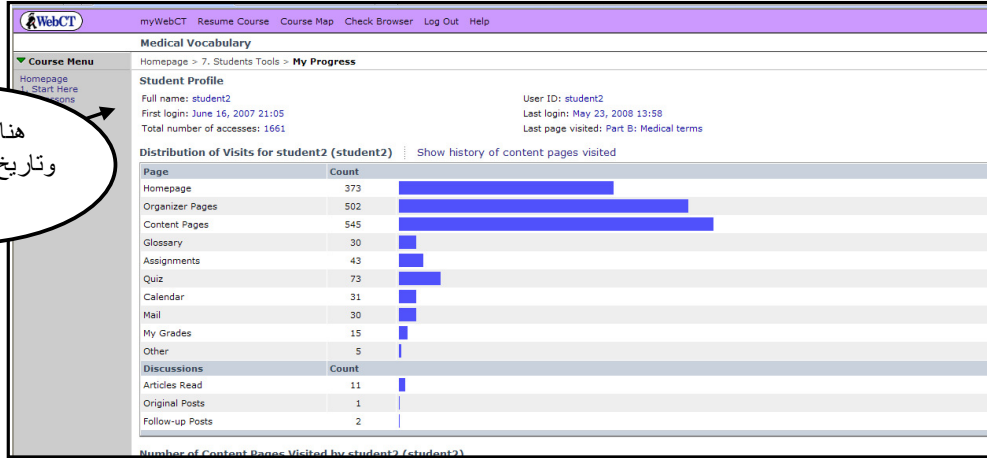
ت. درجاتي (My grades):

1. يمكنك الوصول (My grades) من أدوات الطالب (Student tools)

2. ستظهر لك شاشة توضح لك درجات الاختبارات
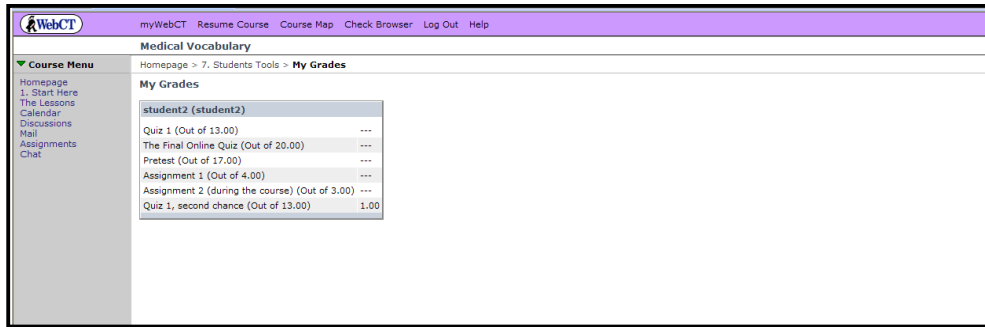
ث. الواجبات (Assignments):

1. يمكنك الوصول (Assignments) من أدوات الطالب (Student tools)

2. ستظهر لك شاشة توضح لك الواجبات المتوفرة

3. ... على الدرجة، تاريخ تسليم الواجب، ... الواجب، الملفات المرفقة من المعلم، عدد مرات التسليم المسموح بها

ج. _المصادر (References):_

1. يمكنك الوصول(References) من أدوات الطالب (Student tools)

2. ستظهر لك شاشة توضح لك المصادر المتوفرة
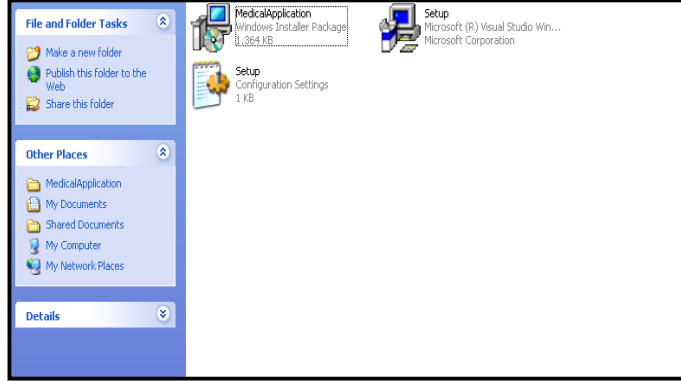

الخروج من البيئة الافتراضية WebCT:

للخروج من البيئة الافتراضية قم بالنقر Log Out على كلمة في أعلى صفحة الـ WebCT كما هو موضح في الصورة التالية.
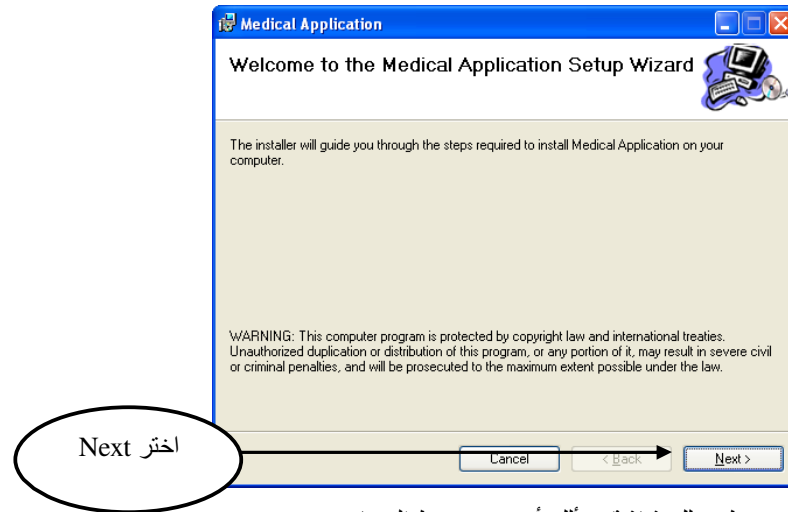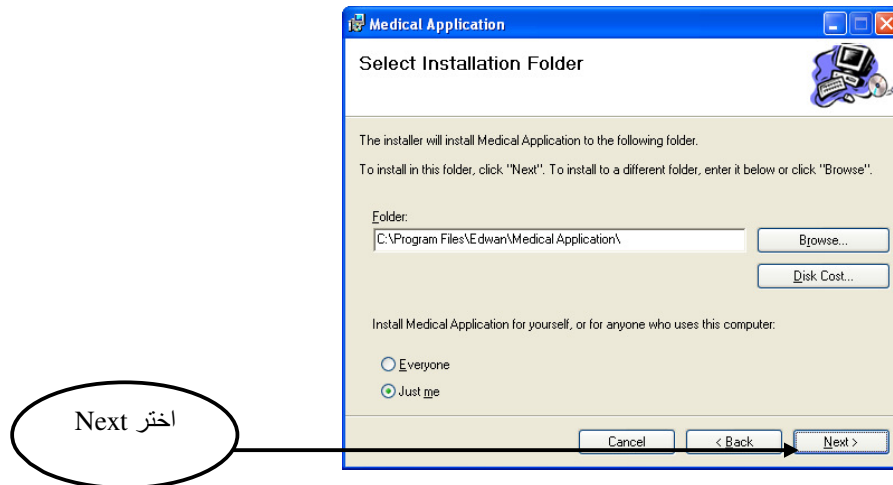
استخدام محتويات الCD:

1. لتتمكن من أداء النشاط المتوفر في ال CD يجب عليك أولا تحميل برنامج **NET.** المتوفر في ال CD وذلك بإتباع wizard

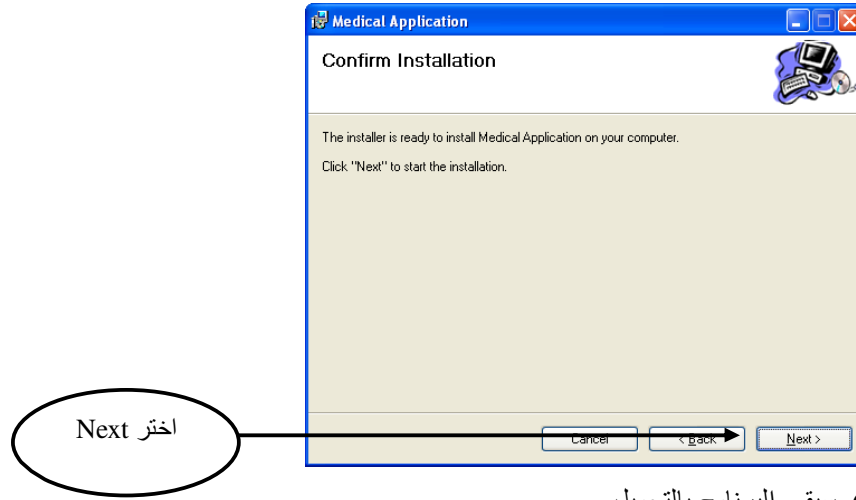2. سيتم تحميل المجلد والذي يحتوي على التالي:

3. اختر الأمر Setup ثم قم بتحميل البرنامج من خلال ال wizard كما هو موضح:
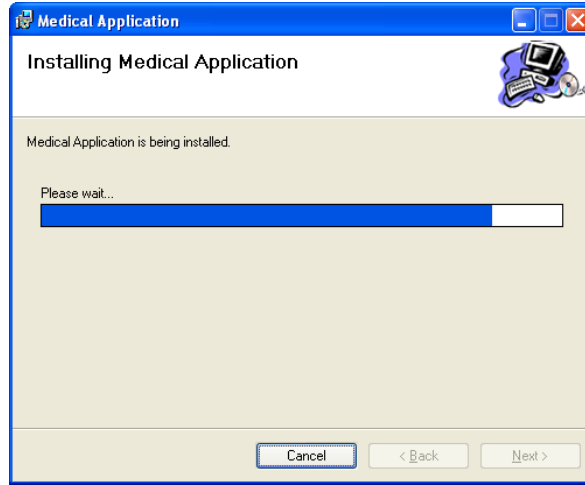

اختر Next

4. سيظهر لك شاشة تسألك أين تريد حفظ البرنامج
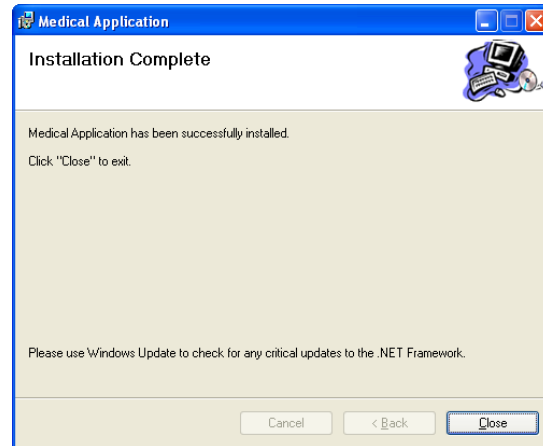

اختر Next

5. قم بإكمال التحميل

اختر Next

6. سيقوم البرنامج بالتحميل

7. أخير ستظهر لك شاشه توضح لك أن التحميل تم بنجاح

ستجد البرنامج في سطح المكتب وقائمة أبدأ

شكرا جزيلا على حسن تعاونكم

وتمنياتي لكم بالتوفيق

عبير آل شوية

Email: lady_gold@hotmail.com

Appendix 12: The Icons Guide

<div dir="rtl">

الوحدة الالكترونية المساعدة للمقرر English 151
Medical Vocabulary
دليل الأيقونات في الوحدة الالكترونية

عزيزي الطالب(ة):

هذا الدليل سوف يساعدك على معرفة أيقونات المقرر وبالتالي سيسهل عليك استخدامه

الأيقونة	اسم الأيقونة	محتوى الأيقونة
تحتوي هذه الأيقونة على الصفحات التالية:	Start Here	هذه أيقونة البداية حيث يجب عليك عند دخولك الأول للمقرر النقر على هذه الأيقونة لقرأه الملفات الإرشادية التي تحتويها
	Instructions	هذه الأيقونة تحتوي على عامة عن الوحدة الالكترونية وعن البرامج التي تحتاجها لدراسة هذه الوحدة
	Syllabus	هذه الأيقونة تحتوي على معلومات عن المقرر، المصممة، أهداف الوحدة، الدروس التي تحتويها الوحدة
	How can I learn Vocabulary?	هذه الأيقونة تحتوي على نصائح لك تساعدك في تعلم المفردات
	What are we going to see in this online unit?	هذه الأيقونة تحتوي على الاستراتيجيات المتبعة في هذه الوحدة والتي سوف تسهل لك تعلم المفردات بطريقة فعالة
	Unit Map	هذه الأيقونة تحتوي على رسم تخطيطي للوحدة الالكترونية
	Online Quizzes	هذه الأيقونة سوف تقودك إلى قاعدة الاختبارات، قم باختيار الاختبار الذي تريد القيام بأدائه
	The Lessons	هذه الأيقونة تحتوي على الوحدة الالكترونية والمقسمة إلى 6 دروس
	Glossary	هذه الأيقونة تحتوي قائمة بتعاريف المصطلحات الطبية المستخدمة في المقرر
تحتوي هذه الأيقونة على الصفحات التالية:	Communication Tools	هذه الأيقونة تحتوي على عدة وسائل تمكنك من الاتصال بمصممة الوحدة وبزملائك المسجلين في هذه الوحدة الالكترونية من خلال:

</div>

الوصف	الأداة	الأيقونة
1. لوحة النقاش. وهي شبيهة المنتديات الالكترونية تمكن كل طالب من المشاركة بموضوع جديد أو الرد على موضوع سابق. عند وجود مشاركة تتغير الأيقونة وتصبح بهذا الشكل:	Discussion Board	
2. البريد الالكتروني والذي يمكنك من إرسال واستقبال رسائل الكترونية. عند وجود رسالة جديدة تتغير الأيقونة وتصبح بهذا الشكل:	Mail	
3. غرفة الدردشة	Chat	
التقويم/ الرزنامة: تمكنك من معرفة الإعلانات ومواعيد الامتحانات وتسليم الواجب. عند وجود إعلان جديد تتغير الأيقونة وتصبح بهذا الشكل:	Calendar	
هذه الأيقونة تحتوي على عدة أدوات تمكنك من إدارة الوحدة الالكترونية:	Students Tools	تحتوي هذه الأيقونة على الأدوات التالية:
تحتوي هذه القاعدة على عدة صور تساعدك خلال تعلمك في الوحدة	Image Database	
تمكنك هذه الأداة من متابعة تطورك في هذه الوحدة	My Progress	
تمكنك هذه الأداة من معرفة درجتك في الامتحانات الالكترونية التي ستقوم بادئها	My Grades	
تحتوي هذه الأيقونة على الواجبات التي يتوجب عليك القيام بها	Assignments	
هذه الأيقونة تحتوي على اسم الكتب والمواقع الالكترونية التي تساعدك كمراجع في دراستك لهذا المقرر	References	

Appendix 13: The Criteria for Judging the Online Unit Guide

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جامعة الخليج العربي

كلية الدراسات العليا

برنامج التدريب والتعليم عن بعد

رسالة تحكيم

للكتيب الإرشادي للطالب لاستخدام البيئة التعليمة الافتراضية (WebCT)

الدكتور الفاضل/ .... **المحترم**

السلام عليكم ورحمة الله وبركاته

تقوم الباحثة بإجراء دراسة في التعليم والتدريب عن بعد في جامعة الخليج العربي بمملكة البحرين بعنوان **(أثر استراتيجية تعليمية مدمجة لتدريس المفردات اللغوية على التحصيل والرضا والإتجاه نحو اللغة الإنجليزية لدى طلبة المرحلة ماقبل الطبية).**

وفي هذه الدراسة قامت الباحثة بإعداد كتيب إرشادي للطالب لاستخدام البيئة الافتراضية بطريقة فعالة.

وبما أنكم مختصين بهذا المجال، ونظراً لما تتمتعون من خبرة علمية واسعة ، فإن الباحثة تود الحصول على أرائكم وتوجيهاتكم في تقويم دليل الطالب الإرشادي.

الرجاء من سيادتكم وضع درجه على متصل (من 1إلى 5) أمام كل عبارة في كل من الأعمدة الأربعة من حيث:-

1. وضوح التعليمات للطالب
2. سهولة استخدام التعليمات
3. وضوح الصور الإرشادية
4. مطابقة التعليمات للموقع
5. أي ملاحظات أخرى تود الإدلاء بها.

ولكم جزيل الشكر على حسن تعاونكم

الباحثة: عبير عايض آل شوية

</div>

ملاحظات	مطابقة التعليمات للموقع (5_1)	وضوح الصور الإرشادية (5_1)	سهولة استخدام الموقع (5_1)	وضوح التعليمات للطالب (5_1)	البند	
					للدخول إلى ال WebCT	1
					طريقة التنقل في ال WebCT	2
					كيفية أداء الاختبارات الالكترونية	3
					طريقة الدخول للمقرر(الدروس)	4
					تعليمات أداء الأنشطة	5
					طريقة استخدام بطاقات تعليم المفردات	6
					تعليمات استخدام قائمة التعاريف (glossary):	7
					كيفية استخدام لوحة النقاش (discussion board)	8
					كيفية استخدام البريد الإلكتروني (email)	9
					كيفية استخدام الدردشة (Chat)	10
					كيفية استخدام Calendar	11
					طريقة استخدام قاعدة الصور(Image Database)	12
					طريقة استخدام متابعة تطوري (My progress)	13
					طريقة استخدام درجاتي (My grades)	14
					طريقة استخدام الواجبات(Assignments)	15