NEAR EAST UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

BLENDED LEARNING TO IMPROVE UNIVERSITY STUDENTS' LANGUAGE

SKILLS IN THE IRAQI CONTEXT

MASTER THESIS

HERO SAID MOHAMMED NURI

NICOSIA

JUNE, 2019

NEAR EAST UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

BLENDED LEARNING TO IMPROVE UNIVERSITY STUDENTS' LANGUAGE SKILLS IN THE IRAQI CONTEXT

MASTER THESIS

HERO SAID MOHAMMED NURI

Supervisor: Asst. Prof. Dr. Hanife Bensen Bostanci

NICOSIA

JUNE, 2019

Approval of the Graduate School of Educational Sciences

_____

Prof. Dr. Fahriye Altınay Aksal

Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

_____

Assoc. Prof. Dr. Mustafa Kurt

Head of Department

This is to certify that we have read this thesis submitted by "Hero Said Mohammed Nuri" titled "Blended Learning to Improve University students' Language Skills in the Iraq Context" and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

_____

Asst. Prof. Dr. Hanife Bensen Bostanci

Supervisor

Examining Committee Members

Asst. Prof. Dr. Hanife Bensen Bostanci	_____
Asst. Prof. Dr. Doina Popescu	_____
Asst. Prof. Dr. Çelen Dimililer	_____

DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with the academic rules and ethical guidelines of the Graduate School of Educational Sciences, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this study.

Full Name: **Hero Said Mohammed Nuri**

Signature: _____

ACKNOWLEDGMENTS

I am very grateful to my advisor Asst. Prof. Dr. Hanife BENSEN BOSTANCI for her continuous support during my master study and related research, for her endurance, inspiration, and immense knowledge. Her supervision helped me throughout my research and writing of this thesis. I could not have imagined having a better mentor for me.

I also appreciate the efforts and love of my parents. I thank them for trusting me and making me who I am today. Lastly, my family altogether, my brothers and sister, without their support I would not be able to do well.

ABSTRACT

BLENDED LEARNING TO IMPROVE UNIVERSITY STUDENTS' LANGUAGE

SKILLS IN THE IRAQI CONTEXT

HERO SAID MOHAMMED NURI

MA Programme in English Language Teaching

Supervisor: Asst. Prof. Dr. Hanife Bensen Bostanci

June, 2019, 154 pages

This study investigated the effect of a blended learning approach (BLA) on the main English language skills (listening, speaking, reading, writing) when learning English as a foreign language (EFL) in Iraq. In order to reveal the effectiveness of the approach, an experiment was carried out involving 40 participants who were divided into two groups: experimental and control. The experimental group was taught using a BLA whereas the control group was instructed with a traditional approach to teach English. The experiment was conducted during a semester (three months) in which two classes of English were taught every week. According to the results of the study, the BLA had a dramatic effect on improving the main skills of the EFL participants. Moreover, the attitudes of the participants, who were engaged in the BLA, were found to be highly positive.

Keywords: Blended Learning Approach, Foreign Language Learning, Attitudes, Main Skills

ÖZET

IRAK İÇERİĞİ ÜNİVERSİTESİ ÖĞRENCİLERİNİN DİL BECERİLERİNİ GELİŞTİRMEK İÇİN KARIŞIK ÖĞRENME

HERO SAID MOHAMMED NURI

İngilizce Öğretmenliği Lisans Programı

Danışman: Yrd. Prof Dr. Hanife Bensen Bostanci

Haziran, 2019, 154 sayfa

Bu çalışma, harmanlanmış bir öğrenme yaklaşımının (BLA) Irak'ta İngilizce öğrenirken yabancı dil olarak (EFL) öğrenirken İngilizce dil becerileri (dinleme, konuşma, okuma, yazma) üzerindeki etkisini araştırmıştır. Yaklaşımın etkinliğini ortaya çıkarmak için, iki gruba ayrılan 40 katılımcıyı içeren bir deney yapıldı: deney ve kontrol. Deney grubuna bir BLA kullanılarak, kontrol grubuna ise İngilizce öğretmek için geleneksel bir yaklaşım öğretildi. Deney, her hafta iki sınıf İngilizce öğretildiği bir dönemde (üç ay) yapıldı. Çalışmanın sonuçlarına göre, BLA'nın EFL katılımcılarının temel becerilerini geliştirmede çarpıcı bir etkisi oldu. Ayrıca, BLA ile ilgilenen katılımcıların tutumları oldukça olumlu bulunmuştur.

Anahtar Kelimeler: Harmanlanmış Öğrenme Yaklaşımı, Yabancı Dil Öğrenimi, Tutumlar, Temel Beceriler

TABLE OF CONTENTS

LIST OF APPENDICES

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

L1:   First Language

L2:   Second Language

BLA: Blended Learning Approach

SPSS: Statistical Package for the Social Science

EPU: Erbil Polytechnic University

EFL: English as a Foreign Language

SD: Standard Deviations

M: Mean Score

PET   Primary English Test

ESP   English for Specific Purposes

CHAPTER I

INTRODUCTION

Introduction

This chapter contains the theoretical framework of the study by dealing with the background of the study in which an idea about the normal pace of teaching English as a foreign language (EFL) in the context of the study is presented. Furthermore, the educational system of the Kurdistan region in Iraq is also briefly discussed. The chapter moves to draw the context of the study, and then proceeds to the problem of the study, its significance, aim and finally limitations.

Background of the Study

Even though traditional approaches are viewed by some researchers as appropriate for language learning (e.g. Dimitrios, Labros, Nikolaos, Maria, & Athanasios, 2013), they have faced a lot of criticism in the literature. For example, in traditional (conventional) learning, teachers talk more than students, and the learning process usually focuses on the whole class as one group not on learners as individuals. Moreover, the learning material is basically that of the school curriculum and the study program; there is not much innovation. The students are not part of the learning process as they just learn what they are dictated. In addition, student's motivation is low and the learning in the final run is not the subject matter to them. In traditional teaching, teachers control everything and learning is limited to the classroom and/or the school day. Furthermore, the teacher dictates the lesson and decides the time for learning (Lee-Post, 2009). In other words, the classroom is teacher-centered and interaction is teacher-to-student rather than the other way around.

The educational system in the Kurdistan Region of Iraq is traditional and it resorts to traditional teaching methodologies (Yaseen, 2017). Students are only taught using course books and there is no use of modern technologies in the classrooms. Hence, the learner often finds it boring and they lose interest in the subject being taught. In particular, in the Poly Technique University teachers utilize traditional methodologies, and being a technical institute, it ought to adopt modern tools.

In contrast to the traditional approaches, blended learning evolves around providing students with the opportunity to talk and participate in the class the same as the teacher does, if not more. Blended learning focuses on learners as individuals and groups rather than dealing with the class as a whole. The students participate in the subject matter and the course syllabus is not limited to the textbooks/course books as found in traditional classroom settings. Blended learning includes various sources and information from data banks. The students become more motivated as they get more involved in the learning process and have direct access to information and knowledge. In other words, learning is not only limited to the classroom or school (Dimitrios, Labros, Nikolaos, Maria, & Athanasios, 2013).

The Iraqi Context

Today, the people of Iraq speak at least four languages from three major language groups: Arabic, Aramaic, Kurdish and Turkman (Postgate, 2007). The most widely spoken language in Iraq is Arabic, specifically Mesopotamian Arabic; the second most spoken language is Kurdish (mainly Sorani and Kurmanji dialects), followed by the Iraqi Turkmen/Turkman dialect of Turkish, and the Neo-Aramaic languages, specifically Chaldean and Ashuri (Jce, 2011; Raymond et al., 2011; Versteegh, Elgibali, & Zaborski, 2009). Arabic and Kurdish are the

official languages (Kelly, 2009); while the Turkmen/Turkman dialect and the Assyrian Neo-Aramaic are recognized regional languages (Taylor & Skutnabb-Kangas, 2009). In addition, any region or province may declare other languages official if a majority of the population approves in a general referendum (Wolff, 2010). According to the website of the Ministry of Higher Education and Scientific Research of the Kurdistan Region in Iraq, there are 14 public universities in the Kurdistan Region, and more than 14 licensed private universities (n.d). Moreover, the website mentioned under the article title of *Kurdistan Regional Government, Universities in the Kurdistan Region* (n.d) that they offer studies in various subjects leading to specialized diplomas, bachelors, and master's degrees and doctorates. Erbil Polytechnic University is one of the licensed universities in the northern part of Iraq, and it consists of three colleges and eight institutions where the students study for two years; after which they will be granted a diploma degree (Erbil Polytechnic University). The region has its own ministry of Higher Education and Scientific Research, but the educational system in the Kurdistan region is quite similar to other parts in Iraq. The official medium of instruction is Kurdish, but learners can also study in the Arabic and English languages too. However, the actual teaching practice is far from being modern in many educational institutions. As far as English is concerned, students nowadays start learning English from the first grade and there are two different types of teaching approaches according to the teaching institution. For example, at private schools, students learn English communicatively and the focus is on the four skills; however, at public schools, English is taught traditionally where the aim is just to cover the content. At some private schools, students start taking English from the first grade. This is done since English occupies a central position in the world of business or study. When it comes to assessment, it is applied differently depending on the sector. Generally speaking, assessing English in the public sector is done by

employing achievement tests (summative) at the end of each academic term. Nonetheless, in the private sector, assessment is implemented progressively (formative) and in different forms; students are assessed at the of individual units and there are assessments regarding participation and homework.

Problem of the Study

Language is continually changing and is a creative phenomenon (Yule, 2016). Traditional approaches, used to teach a language in a single class, are difficult because learners have different levels of English proficiency. In other words, some learners may learn and comprehend more quickly than others. Nazzal (2014) explains that traditional classroom means a lack of collaboration and grouping, and transferring information from the teachers to the students as well as a teacher-centered classroom. Thus, traditional classroom instruction alone may not be sufficient to suit the individual needs of the learners. Consequently, a more modernized innovative approach that serves the individual needs of the learners should be utilized in the language learning classroom. Educators should convey their information to the learners by resorting to a motivating and innovative approach. For that end, the blended learning approach is one of the approaches that provide this opportunity.

Due to the use of traditional approaches at schools in the Kurdistan region, students are still struggling with pronunciation and the four fundamental skills (listening, speaking, reading, writing), no technological devices are employed such as CD players. One of the reasons of that outcome could be attributed to not having students being grouped in relation to their level of English proficiency; students are grouped in one class regardless of their level of English proficiency. Consequently, traditional teaching approaches are used in the classrooms where

little consideration is given to the learners. For this reason, it is of vital importance to adopt a method that will overcome these issues in the English as a foreign (EFL) classroom.

Aim of the Study

The study aims at pinpointing the benefits of the blended learning approach (BLA) when teaching EFL by revealing its impact on students' learning of English in the context of the study. Thus, the following thesis targets probing the advantages (if any) of the approach under investigation. Taking into account the above objectives, this study seeks to answer the following questions:

1. What are the effects of employing a blended learning approach on the main skills (listening, speaking, reading and writing) of second-year English as a foreign language learner in Iraq?

2. What are the attitudes of second year Iraqi English as foreign language learners towards a blended learning approach when learning English?

Significance of the Study

To the best of my knowledge, this study will be the first to reveal the effect of a BLA in the Northern part of Iraq. Consequently, this study is essential in that it endeavors:

1. To demonstrate the operative learning environment through the use of the BLA to improve all the four fundamental language learning skills (listening, speaking, writing and reading).

2. Help learners to use the Internet as a tool and technologies like multimedia to improve their English performance.

3. To analyze the impact of the BLA on the language development of second-year English as a foreign language (EFL) learners.

4. Lastly, to reveal the attitudes of EFL learners towards a BLA when learning English.

Limitation of the Study

There are several limitations which the study suffered from. One of them is the period during which the students were taught which was twelve weeks (one semester). Each week comprised of two lessons; therefore, this period may have had an effect on the findings. In addition, the study only investigates a small group of participants: 40 second-year EFL learners. Consequently, the results should not be generalized to the whole population. The study was only conducted on second year learners in the Department of Translation Techniques at the Erbil Polytechnic University in the Kurdistan Region of Iraq; this implies that the results may vary if applied to other departments and other years.

This chapter outlined the background and problem of the study. It was noted that using traditional teaching approaches is not consistent with the requirements of language learning when dealing with learners with different learning styles or when talking about language as a creative and changing phenomenon. Moreover, it was noted that traditional teaching approaches do not concentrate on the learners; rather, the classrooms are teacher-fronted. The chapter also dealt with the aims of the study which fall under two main goals: probing the significance of the BLA on EFL learning and pinpointing the advantages of the approach on the same token. Moreover, this part of the thesis presented the significance of the study and the limitations.

CHAPTER II

LITERATURE REVIEW

Introduction

EFL learners face challenges not only when they are planning to study abroad but also when they publish academic texts and/or when interpreting concepts in the English language (Nielson & González-Lloret, 2010). The cultural and social behaviour and perspectives become the biggest challenges for the English as a foreign language (EFL) learners when they want to explain and convey their actual thoughts and ideas (Cook & Artino, 2016). The foreign/second (L2) learners often face problems when pursuing higher education abroad (Dimitrios, Labros, Nikolaos, Maria, & Athanasios, 2013). They are required to pass an International English Language Test with a substantial score to get admitted to a renowned institution. The test includes four parts: listening, reading, writing and speaking. The traditional classrooms are believed to focus on teaching a foreign language effectively but they sometimes fail to improve all the four fundamental skills of the learners (Bojović, 2017). Lack of language skills also affects the confidence and interaction behaviour of the foreign/second (L2) learner in schools, colleges, universities, and even workplaces. The English language skills are increasingly demanding in the world, and being an academic language, it has become significant for the young generation to learn, speak and develop their skills in the English language (Mak & Coniam, 2008). The English language skills are not only needed for academic purposes but also while seeking a bright career in multinational corporations worldwide. Hence, ignoring the English language proficiency is ignorance to a better future in the modern world of competitiveness (Kashefi, Ismail, & Yusof, 2012).

This chapter is one of the most important and basics to the study in general. The second chapter is the study of the existing literature on the research and outlines the most significant work carried out by the people in the field of this study. The study of existing literature identifies the research gap and allows focusing on more specific and fundamental issues to be tackled when conducting the research. This chapter outlines, by mentioning related studies, the concept of blended learning with its benefits for learning and the teaching the four skills; in addition, it draws on the definition of traditional learning and dealing with learners' factors such as learner autonomy, self-efficacy, motivation and interaction, confidence, and participation.

Traditional Learning

The traditional method of teaching foreign languages is when a teacher directs students to learn through memorize many grammatical rules and exceptions as well as extensive vocabulary lists and recitation techniques thereby not developing their critical thinking problem solving and decision-making skills. The aim of this method is to enable students to read and translate literary and classical masterpieces (Prince & Felder, 2006).

traditional method is based largely on a reduction of the integrated process of using a foreign language into sub-sets of discrete skills and areas of knowledge. It is largely a functional procedure which focuses on skills and areas of knowledge in isolation. Following on from this, traditional methodologies are strongly associated with the teaching of language which is used in a certain field related to the students' life or work (Boumová, 2008). Traditional method do not use CD player, projector and any technological tools. It is solely based on the usage of marker and whiteboard.

Traditional learning can be defined as that kind of learning which depends basically on textbooks while the modern method relies on a hands-on materials approach (Brooks & Brooks, 1999). Furthermore, in traditional learning, materials are presented firstly with the parts and then the movement is made to the whole; in the modern approaches, the presentation is the other way round. Moreover, the concentration is laid on the separate skills in the traditional method whereas big concepts or ideas are highlighted more in modern methods. Assessment in the traditional classroom is separate from learning and occurs through testing while it is seen as an activity integrated with teaching and learning in the modern approaches, and occurs through portfolios and observation (Brooks & Brooks, 1999).

According to what is mentioned above, classrooms which use traditional teaching are not very interesting because of the knowledge in general and the specific methods of teaching that include books and texts that do not suit the interests of all students together (Miyazoe & Anderson, 2010). The learners have different interests and different preferences. Therefore, there should be different techniques and different approaches to serving individual interests. Effective teaching is fundamental to effective learning and learners (Klimova, 2009). Teaching and learning a foreign language has many challenges which are accelerated when the L2 learners have never been exposed to the L2 before. A study conducted by Adas and Bakir (2013) revealed that teaching English to Arab students is certainly challenging. It was noted in the study that the Arab students made more errors and that the traditional teaching activities were not much helping when it was related to minimizing these errors for effective teaching. Therefore, following these traditional teaching activities would result in submissive and monotonous classrooms. Dull and boring classrooms will rarely interest the learners and will impact negatively on the learning process. On the contrary, teaching an L2 requires new and innovative

approaches, interactive techniques, enhanced engagement, lively discussions, and autonomy (Gopalan, Bakar, Zulkifli, Alwi, & Mat, 2017).

Blended Learning

The blended learning approach is an integrated instructional approach that combines face to face interactions within the classroom and online activities (Dziuban, Hartman, & Moskal, 2004). The approach enables teachers to plan a lecture that will be interesting, engaging and fun for the students. Topics are prepared using creative multimedia tools and presented through the online medium and classroom sessions to engage students in interactive activities like discussions, debates, oral presentations and the clarification of queries. Schedules are flexible and convenient as students can access online content at any time (Garrison & Kanuka, 2004).

Luna and Winters (2017) said that teachers should decide and allow the content that has to be taught in class and through the online medium. For example, components like an introduction to a class, presentations, question and answer sessions, etc. are better-presented face-to-face whereas components like course information, quizzing, etc. may be presented online. Thus, they need to follow the standards of online courses that include the formulation of course objectives, content outline and inclusion of appropriate instructional techniques. Garrison and Kanuka (2004) explained that the BLA almost always involve students discussing questions and solving problems in class active learning, with much of the work in and out of the class being done by students working in groups (collaborative or cooperative learning).

The blended learning approach (BLA) is a popular and growing concept. It is common for enhancing the ability and capability of L2 learners. Blended learning has a prominent role in English language learning and English language teaching. It is not only essential for the learners

but it also makes it easy for teachers to deliver the best possible environment to accelerate the learning process (Behjat, Yamini, & Bagheri, 2012). The BLA refers to face-to-face and computer-based learning activities for improving the listening, speaking, reading and writing skills of the EFL learners (Jee & O'Connor, 2014). BLA is the most adequate and authentic approach that can improve language learning skills. Thus, it is empirically evident to improve the language skills of L2 learners. The integration of face-to-face learning with the offline computer-based teaching and learning is evident for achieving high performance among the L2 learners. L2 learners often find it difficult to learn an L2, and it is also difficult to achieve high proficiency. However, with BLA, the EFL classrooms are more interactive and can impact the performance and achievement of EFL learners in learning the target language (e.g. Shih, 2010; Kashefi; Ismail, & Yusof, 2012).

The EFL learners often experience difficulties in learning a new language. Learning a language is never easy even if it is not the L2 of the learner (Caruso, Colombi, & Tebbit, 2017). It requires competency and consistency to enhance language skills, not only the reading and writing skills but also listening and speaking. The L2 learners may not be able to learn easily through the traditional approaches or within the traditional face-to-face learning classrooms. The BLA has played a vital role as a driver for performance and high achievement among the learners which has been empirically tested and has been made evident (López-Pérez, Pérez-López, & Rodríguez-Ariza, 2011). Therefore, employing a BLA is essential for the improvement of L2 competency.

Bojović (2017) concluded that blended learning helped in improving the performance of learners in foreign language learning more effectively than the traditional face to face method of teaching a foreign language.

English language teaching is hard with traditional face-to-face approaches and requires modern technological tools that are implemented in blended learning to achieve and maintain learner motivation. A study conducted by Shih (2010) revealed that blended learning requires instructor's feedback, self-reflection and interesting/updated material with a consistent revision to maintain satisfaction and motivation among learners. The learning process through blended learning cannot be successful without these principles. Self-directed and self-regulated learning is successful with effective teaching and efficient teaching environments. The material and curriculum play equally important roles to attain high quality and sustainable learning process (Wu, Tennyson, & Hsia, 2010).

Blended learning helps in achieving learner's satisfaction and motivation that contribute to having a sustainable learning process (Ituma, 2011). The BLA is a flexible and interactive learning approach that helps in increasing student motivation, satisfaction, and performance. BLA promotes motivation in the learning process (Gopalan, Bakar, Zulkifli, Alwi, & Mat, 2017).

A study conducted by Henrie, Bodily, Manwaring, and Graham (2015) revealed that blended learning promotes and enhances student engagement and motivation. The learners in blended learning experience more freedom and the sessions are more flexible which attracts and involves learners in the learning process that the traditional learning approach does not (Su, Zheng, Liang, & Tsai, 2018). The study further revealed that the learning outcomes and student motivation also improved while incorporating these techniques in the learning process. The BLA is very effective and poses a positive relationship between the learning outcomes and the learning motivation of the learning (Behjat, Yamini, & Bagheri, 2012).

A study conducted by Isiguzel (2014) investigated the impact of blended learning on the motivation and success of EFL learners. The researcher conducted the study among 3rd-year

students majoring in tourism and hotel management program. An experimental study was conducted to analyze the impact of the blended learning environment in enhancing motivation and success of the learners. The results of the study revealed that the experiment group learning through blended learning was more motivated and successful as compared to students learning through the traditional method. The researcher concluded that if there are motivation and success among learners learning through the traditional method, the activities conducted in the classroom revolve around the teacher rather than the learners. Thus, it can be concluded that blended learning has a significant and positive impact on the overall performance and has positive responses from teachers and learners.

The blended approach to learning is useful for personalizing learning and meeting students' needs as it enables thoughtful reflection among learners, and the interaction among the diverse students promotes learning progressively (Lim & Morris, 2009). As an illustration about that, a study conducted by Liu and Cha (2010) revealed that the learners of the English language have different motivation and the distinctive motivation of the learners are responsible for their selection of distinctive learning strategies within a blended learning environment.

Benefits of the BLA

Blended learning focuses not only on writing or reading but on listening and speaking for a sustainable learning process. The learners are more relaxed and enjoy better freedom when they are learning in a blended learning environment. The blended learning environment is more effective and the instructions that are web-based are supposed to have a sustainable learning outcome as compared to the traditional learning environment (Jee & O'Connor, 2014). Isiguzel (2014) argued that a BLA promotes the learner autonomy that brings a great deal of responsibility on part of the learners.

A study conducted by Behjat, Yamini, and Bagheri (2012) revealed that the blended learning environment promotes face-to-face and virtual learning. The process has been widely used by institutions to promote the learning process and achieve high performance among the learners. Similarly, Szymańska and Kaczmarek (2011) revealed that blended learning focused on the information and communication technology (ICT) tools and technology to enhance the learning process and the learning ability of the learners proven to have effective results and allow the learners to have a sustainable learning environment with motivation and freedom.

A study conducted by Jee and O'Connor (2014) revealed that the blended learning environment is effective for teaching and the teachers of the L2 can use better teaching activities like that of task-based teaching as compared to the traditional teaching environment. Blended learning is not only beneficial for L2 learners, but it is equally effective for L2 teachers. The study revealed that blended learning enhances the performance and engagement among teachers and learners. Blended learning helps in the effective delivery of the curriculum and allows teachers to boost interaction and discussions with the students by minimizing the traditional classroom activities that do not allow teachers to enough time to interact and form discussions.

A study conducted by Mirriahi, Alonzo, McIntyre, Kligyte, and Fox (2015) revealed that blended learning helps in leading innovation and life-long learning. The study observed that the blended approach is a unique combination of modern and traditional techniques that helps in building a strong learning process which is effective and improves the efficacy of the teachers and learners. Therefore, experimenting with new techniques and approaches is obvious to blended learning which promotes innovation and allows the process of learning to be life-long as the learners are keen to learn and develop new information. The blended approach helps in developing the individual interest in the subject area studies and does not enforce the learners to

read everything even if it is not of the readers' interest. Thus, the process is owned by the learners and exploring new information on the concepts becomes an interest, not just a compulsion (McConnell, 2014).

A study conducted by Sanprasert (2010) revealed that the BLA for learning helps not just in building confidence and self-esteem among the learners but it also helps in building learner autonomy and self-regulatory learning among the learners. The study also observed that in a blended classroom, learners are more interactive and participate in the class discussions that allow the learners to enhance their productive skills in the foreign language.

The BLA in the English language classroom has proven to have effective and efficient results (Jee & O'Connor, 2014). The approach is popularly used for teaching and learning the English language (Caruso, Gadd Colombi, & Tebbit, 2017). Blended learning is probably the best practice in the learning process that helps in achieving the intended learning outcomes and boosts the learning process (Ghahari, & Ameri-Golestan, 2014).

The blended learning environment in comparison to the traditional learning environment has proven to have high learning performance with better learning outcomes (Ghahari & Ameri-Golestan, 2013). In addition to what was mentioned earlier, L2 learners can achieve skills in the foreign language but often lack confidence and hesitate to participate in the discussion or in the conversation with native speakers (Liu & Chu, 2010). The BLA focuses on improving the confidence level of L2 learners, learner's autonomy and to boost class discussion or participation. This leads to improving confidence and participation.

The BLA for teaching is one of the most popular and widely practiced approaches in language teaching. Teaching a language is difficult and teaching an L2 is even harder. With the

help of blended learning, L2 teachers are able to incorporate the tools and techniques that can help in teaching the L2 as compared to the traditional teaching techniques (Klimova, 2009).

A study conducted by Al-Hassan and Shukri (2017) investigated the impact of blended learning in increasing the satisfaction of Saudi EFL female learners. The results of the study revealed that the BLA was more appropriate and effective for satisfying the students as compared to the traditional method. The researcher concluded that the learners had positive responses to learn the English language using the BLA.

Liu and Yu (2012) argued that the learning environment is very important for effective and efficient learning. Therefore, it is important that the learners are more open to reading the new and updated knowledge on the subject area that would motivate the learners to read more.

A study conducted by Liu and Cha (2009) revealed that the blended learning environment facilitates English language learning among learners from all different levels. The primary level, secondary level, graduate and even the postgraduate students can now enhance their L2 skills and acquire native fluency with blended learning. It is the most effective and efficient way of learning an L2 and retain L2 skills. The research was conducted to observe the practical implications of the blended learning environment. The results outlined that the learners' efficacy enhanced through the autonomous and self-regulated learning environment. Their motivation and learning strategies can also be enhanced through the learner autonomy and self-regulated studies.

Accelerating the Learning Process. It is evident that the BLA increases the performance and accelerates the learning of EFL learners (Zarei & Abdi, 2016). The BLA is seen to be one of the most desirable approaches in modern societies to teach and learn a language (Joyce & Brown 2009). The e-learning accelerates the learning process as compared to

traditional learning in many ways; L2 learners are learning in a more interactive environment that promotes the self-regulatory strategies for learning among EFL learners. The blended approach for learning is essential for L2 learners in learning a foreign language.

A study by Nielson and González-Lloret (2010) revealed that the technological advancements in the field of education have helped in improving the overall learning process and allowed teachers and learners to compete in a global learning process effectively and efficiently. The learning environment helps teachers and learners to boost their individual skills. The online tutorials help teachers and learners to get additional information on the subject area. The online sessions help in attaining better proficiency and improve their language skills adequately. Blended learning involves the multi-media tools with face-to-face learning sessions that accelerate the learning process (Behjat, Yamini, & Bagheri, 2012). Finally, a study conducted by Johnson and Marsh (2014) revealed that BLA improves the learning process and helps in enabling sustainable and smooth learning.

Learner Autonomy. Technology has played a substantial role in the development of learning and the learning process. The blended approach for learning not only includes technology but also the effective use of modern tools and equipment to enable the learners to improve their language skills and share ideas among their diverse class fellows for creating more innovative and sustainable learning strategies (Nielson & González-Lloret, 2010). The BLA has not only affected the performance and language learning skills of the learners but has also provoked confidence when producing the foreign language and stretched opportunities for the learners and teachers to go beyond the limitations and learn without any hesitation (Su, Zheng, Liang, & Tsai, 2018). The BLA has made the students autonomous learners by providing them

with a huge range of information and resources to learn comprehensively and enhance their skills by learning from their mistakes (Sanprasert, 2010).

Self-Efficacy. The efficacy of the learners is enhanced through blended learning. For instance, in a study conducted by Su, Zheng, Liang, and Tsai (2018) in China revealed that there was a relationship between self-regulated learning and self-efficacy among EFL learners. The study concluded that blended learning effectively enhances the self-efficacy of learners. The study observed a strong and close relationship between self-regulated learning that of blended learning with the self-efficacy of the learners. Learners were more active and quick in learning and retaining knowledge.

Interaction. The BLA promotes student involvement in the learning process (Gopalan, Bakar, Zulkifli, Alwi, & Mat, 2017). Blended learning ensures having the motivation that leads to student involvement in the learning process. A study conducted by Jee and O'Connor (2014) explored the impact of blended learning to improve the performance and engagement of L2 learners in L2 learning. The researcher found that learners are more enthusiastic and eager when using electronic products like pc, laptops, and the internet to improve their performance. The researcher concluded that blended learning improved the performance as well as the engagement of L2 learners in the EFL classroom as compared to traditional learning that is more instructor-centered and restricts the engagement of learners. Learner's engagement was found to have a positive effect on English language proficiency in a study by Jee and O'Connor (2014). The researchers found this since more engagement meant more interaction which leads to "greater proficiency improvements as well" (Jee & O'Connor, 2014, p.12).

Blended learning promotes interaction and enhances engagement among the teacher and learners (Shih, 2010). A study conducted by Kashefi, Ismail, and Yusof (2012) revealed that BLA allows L2 learners to improve their communication and social interaction. The interactive classroom in blended learning promotes discussion and participation among learners. The interactivity and collaboration among learners improve their communication skills and enhances their social interactions (Dimitrios, Labros, Nikolaos, Maria, & Athanasios, 2013). The learners are communicating with fellows around the world which do not only improve their communication skills but also allows the learners to build on and enhance their existing knowledge. Blended learning promotes a more interactive and collaborative learning environment whereby the learners and instructors are more convenient and open to the learning process (Shih, 2010).

Motivation. L2 learners have different motivation and different learning styles. The traditional classrooms tend to ignore the different learning styles and motivation of the learners that impact negatively on their academic performance. Therefore, the L2 learners in a traditional classroom may not be as successful as that of blended classrooms. Liu and Cha (2010) argued that learning motivation and learning strategies when it comes to learning an L2 are given much space to propagate within a blended learning environment. Moreover, the blended learning environment allows learners to focus on their individual learning preferences and motivate them to learn more effectively with enhanced efficacy.

Similarly, a study conducted by Liu and Yu (2012) revealed having a positive relationship between learning motivation and the learning style in the blended learning environment. The study was conducted among Chinese EFL learners and the results of the study

revealed that the students were highly motivated with the self-regulatory learning styles within a blended learning environment that resulted in high performance and better efficacy.

The learning motivation in blended learning is very important. The individual motivation for learning a language shapes the behaviour concerning the ultimate goals and/or objectives (Gopalan, Bakar, Zulkifli, Alwi, & Mat, 2017). Learning motivation is the key tool that accelerates the energy and efforts of an individual to achieve a particular goal (Cook & Artino, 2016). The motivated individuals would definitely be persistent in learning despite the fact that learning a L2 is challenging and often the L2 learners are hopeless (Cook & Artino, 2016). Motivated individuals will strive for continuous efforts to engage themselves in self-regulated learning. The learners will push themselves into the learning process that will boost their skills and allow them to sustain proficiency and fluency in the L2 (Olson, 2015). Similarly, learning motivation will impact the cognitive process and the more a learner is developing the cognition for learning an L2, the more retention of knowledge there will be (Liu & Cha, 2010).

Blended learning requires the learning motivation on behalf of the learner to achieve the intended outcomes (Klimova, 2009). Blended learning is a self-regulated learning process that requires an individual interest and motivation to explore the in-depth and recent relevant knowledge on the subject matter (Olson, 2015). Gopalan, Bakar, Zulkifli, Alwi, and Mat (2017) argued that it is very important for learners to be more active and consistent in the learning process. The motivation theory in the learning process also points towards a similar idea that considers the two major concepts when discussing the motivation theory for learning: intrinsic and extrinsic motivation theory of learning, self-determination theory, social cognitive theory, the attention relevance confidence and satisfaction (ARCS) model and the expectancy theory.

Thus, it is seen that the BLA also promotes collaboration and motivates teachers and learners to share their existing knowledge in the subject area and build on this knowledge for sustainable learning that can be retained (Ghazizadeh & Fatemipour, 2017). Blended learning is a flexible and convenient way of teaching a foreign language (Bojović, 2017).

BLA for Reading Skills

A study conducted by Schechter, Macaruso, Kazakoff, and Brooke (2015), found that blended learning was effective in improving the reading skills of the learners. The study revealed that blended learning helped in improving the reading comprehension of the low socio-economic students of grade 1 and 2. Blended learning helps in improving the reading skills of L2 learners because they get more opportunities for autonomous and self-regulated learning. Reading skills are multi-faceted and require a strong grip on comprehension (Behjat, Yamini, & Bagheri, 2012).

The reading skills are the optimal outcome of effective learning and teaching (Ghazizadeh, & Fatemipour, 2017). Blended learning promotes reading skills because it involves international instructional techniques for reading in addition to having activities to promote reading traits and tactics. A study conducted by Zarei and Abdi (2016) outlined that blended learning promotes critical thinking skills among L2 learners as they read a lot and more specifically about the subject area of their interest. The study concluded that the integration of the computer promotes better reading skills and an ability to develop more analytical and critical thinking for logical reasoning.

In a study conducted by Ghazizadeh and Fatemipour (2017) blended learning was found to be effective for the reading proficiency of the L2 learners. The study was conducted among Iranian EFL learners through a Primary English Test (PET). The study revealed that there was a

significant change in the reading proficiency of Iranian EFL learners. Thus, the study concluded that blended learning has the ability to accelerate the learning outcomes and especially the reading skills of L2 learners. Blended learning is a comprehensible source and substantial input for the learning process and English language learning in particular. Similarly, a study conducted by Behjat, Yamini, and Bagheri (2011) among 107 Iranian students revealed that reading comprehension with the help of a blended learning environment can yield effective results in the classrooms. Moreover, the online information available on the internet helps in building learner motivation for reading more and reading consistently. The learners in traditional learning are not open to more knowledge as that of blended learning. Books, material, and syllabi are limited and learners rarely get a chance to read on the updated information since books are not revised daily (Behjat, Yamini, & Bagheri, 2011).

BLA for Writing Skills

The BLA is equally effective to improve the writing skills of EFL learners. A study conducted by Keshta and Harb (2013) among the Palestinian tenth graders revealed that blended learning can help improve the writing skills of the L2 learners. Writing skills in the L2 is important not just for scholarly/academic pursuits but also creativity.

A BLA was found to have a better effect on students' writing performance in a study conducted by Bostanci and Cavusoglu (2018). The writing performances of the learners were significantly better when a BLA approach was adopted compared to pen-and-paper work. Both online and pen-and-paper modes of teaching writing were effective. However, the online writing mode with a BLA was better comparatively speaking. The writing skills, although hard to develop, could be made easier with the integration of modern tools and technology with

improved visual and face-to-face sessions to motivate and inspire the learners to boost their academic and non-academic writing abilities (Mak & Coniam, 2008).

A study conducted by Ghahari and Ameri-Golestan (2013) revealed that applying blended learning techniques for teaching students of the L2 improves the writing performance and comprehension skills of the learners with effective teaching. Acquiring writing skills in a L2 is often difficult and L2 learners face difficulty in interpreting language. The study concluded that blended learning helps in creating and promoting a learning environment that is desirable and important for EFL learners writing skills.

Similarly, a study conducted by Fidaoui, Bahous, and Bacha (2010) found that blended learning for language learning in the Lebanese elementary writing of English in the ESL classrooms had remarkable outcomes in terms of performance and achievement. The BLA has much higher performance outcomes as compared to the traditional learning environment. The writing skills of the L2 learners were observed to improve a lot more than traditional learners. The use of the Internet and computer had bizarre and outstanding learning outcomes that signify blended learning for improving writing skills and writing abilities of the L2 learners.

The study of Geta and Olango (2016) whose sample consisted of 40 males and 10 female university learners pinpointed that "university instructors should willingly restructure their programs, courses and assessment to procedures to host BL" (p. 49) since it had a positive effect on the writing performance of the participants. In another study by Keshta and Harb (2013), blended learning was employed to enhance students writing abilities and a positive outcome was attained as the two researchers recommended that teachers and educators "adopt the blend in teaching English, hold educational courses and workshops for teachers in employing blended

learning to enrich the teaching-learning process, create effective learning environment that enhances self- learning and develops students' achievement level" (p. 208).

Similarly, a BLA was also found to be effective in a study by Wahyuni (2018) who carried out a study to "know the effect of blended learning model towards students' writing ability of the eleventh-grade students" (p. 97). Significant differences between the two groups before and after the treatment were found. The results indicated that the blended learning model positively affected students' writing ability" (p. 97).

BLA for Speaking Skills

A study conducted by Miyazoe and Anderson (2010) revealed that improved writing skills from blended learning can also improve the speaking skills of L2 learners. The study observed that blogs, forums, and wiki in an EFL blended learning environment can help in improving the speaking skills of L2 learners. Blended learning is one of the most effective and reliable approaches to improve the speaking skills of L2 learners. The BLA allows the learners to interact with English native speakers that provide an opportunity for L2 learners to improve their proficiency and fluency in the L2 (Nielson & González-Lloret, 2010).

A study conducted by Jee and O'Connor (2014) revealed that BLA has virtual sessions and foreign instructors. Therefore, the learners are more focused on speaking the L2 rather than the first language (L1). The study concluded that the BLA helps in enhancing the proficiency and aptitude of the L2 learners and improves their speaking skills. Speaking the target language with native speakers allows the learners to improve their accent, pronunciation, fluency and get a strong command over the foreign language (Kavaliauskienė, 2011).

Furthermore, BLA was found to be effective in speaking in a study by Sánchez and Chavarro (2017) who found that the BLA was effective in EFL oral skills. As a matter of fact, the researchers found the approach positively impacting the students' different speaking skills as the findings indicated having a speaking performance showing high "use of vocabulary, use of body language, pronunciation and intonation patterns, production of chunks of language, monitoring oral production and, motivation and engagement" (Sánchez & Chavarro, 2017, p.263).

BLA for Listening Skills

The BLA effectively focuses on all four skills and allows the learners to improve not just reading, writing and speaking but most importantly the listening skills as well (Kavaliauskienė, 2011). The listening skills are often neglected in traditional EFL classrooms (Dimitrios, Labros, Nikolaos, Maria, & Athanasios, 2013). Listening is an important skill to acquire in a foreign language. A study conducted by Caruso, Colombi, and Tebbit (2017) revealed that blending learning effective for the development and assessment of the listening skills among L2 learners. The study observed that blended learning helps in improving the listening and speaking skills of L2 learners. The study observed that the online quizzes, test practices, and auditory material help L2 learners to practice the language in a native accent. This helps in understanding the words, their sounds, pronunciation, and their appropriate use. The study focused on a systematic analysis through an online student survey to analyze the effect of the online quizzes on the listening skills of the learners. Thus, it was concluded that the online quizzes significantly improved the listening skills and oral abilities of the learners.

A study conducted by Kavaliauskienė (2010) revealed that blended learning is effective for the teaching of listening to English for Specific Purposes (ESP). The study observed that although 40 percent of the daily communication is based on listening, it is not given much significance in terms of the improvement in the traditional classroom.

A study conducted by Liu and Chu (2010) observed that using universal games in English language learning classrooms to improve the listening and speaking skills are one of the effective ways observed in blended learning. The study observed that the listening skills of the learners were significantly improved with these games and learning activities. Similarly, incorporating these activities also resulted in a positive and significant change in the overall receptive skills of the learners.

Accordingly, it could be seen that different studies have outlined that blended learning is important for the teaching of English to L2 learners. Blended learning is an approach that incorporates not just modern but some of the traditional teaching activities to promote a blended environment for accelerating and augmenting effective and efficient learning. The approach is used on different levels and has yielded equally significant results for high performance and high achievement among learners (Broadbent, 2017).

This chapter explained the existing literature on the research and outlined the most important work carried out by the people in the field of this study. It also mentioned the related studies, the concept of blended learning and the benefits for learning and teaching the four main skills (listing, speaking, reading, and writing) with regard to blended learning. In addition, it drew on the definition of traditional learning and dealt with learner factors such as learner

autonomy, self-efficacy, motivation and interaction, confidence, and participation. The following

chapter will present the methodology chapter of this thesis.

CHAPTER III

METHODOLOGY

Introduction

This chapter outlines the research methodology and information regarding the research design of the study, the participants, the pace of the lessons and an account concerning data analysis and collection. The chapter also explains the ethical consideration of this study.

Research Design and Procedures

This study adopted an experimental research design to collect and analyze the data. Experimental design can be defined as a research design which "directly attempts to influence a particular variable" (Fraenkel, Wallen, Norman, & Hyun, 2012, p. 265). It was, resorted to this approach since a treatment variable (the blended approach) was administrated among the samples. The design, in specific, followed a pre-/post-test design since an experiment was carried out: a pretest was carried out before the treatment, and posttest was carried out after the implementation of the blended learning approach (BLA) in order to reveal the effectiveness of the BLA approach. The pre-/post-test were prepared of four sections. The first section is a multiple-choice section which contains items which assess words in addition to having another part in the same section which assesses the general knowledge of the learners. The second section tested the listening skill, which was made up from several items, the third section was the reading section, which contained two reading texts and the last section was the writing section which contained three comprehensive essay questions. It should be noted that the same test was used before and after the experiment (see Appendix D). In other words, both the pre and posttest were the same.

Quasi-experimental research which is an empirical interventional study was employed to estimate the causative impact of an intervention on the target population without random assignment *(*Dinardo, 2008*)*. The quasi-experimental design was employed as it helps in analyzing the impact of independent variables on a dependent one and it also helps in analyzing the change(s) that occur(s) in the dependent variable due to the administration of an independent variable (Fraenkel, Wallen, Norman, & Hyun, 2012).

Two groups of English learners studying English as a foreign language from the second year in the Department of Translation Techniques at Erbil Polytechnic University (EPU) in the Kurdistan Region of Iraq participated in this study. The participants were divided into two groups, namely, experimental and control. Grouping the participants was carried out by means of a proficiency test which was administrated among the participants, and then they were grouped according to their proficiency levels to avoid possible bias in our results among groups when be compared. It should be noted that the proficiency test was used to group the participants. In the end, both groups consisted of 20 EFL learners; so, in total there were 40 EFL learners. Both groups shared the same curriculum.

A quantitative questionnaire "is used to quantify attitudes, opinions, behaviors, and other defined variables – and generalize results from a larger sample population" (Creswell, & Creswell, 2017, p. 20). It was also administered at the end of the treatment phase to reveal the attitudes of the participants towards the BLA. The quantitative questionnaires were pilot tested before carrying out the original study. The outcome and analysis can be found in the pilot study section. The purpose of doing a pilot study was to check the reliability and validity of the questionnaire and to check whether any other alternative items were necessary to be added to the original questionnaire. The questionnaire included 16 items about the BLA (see Appendix C). A

five-point Likert scale ranging from strongly agree to strongly disagree was employed to indicate their attitudes. It took the participants 25 minutes to complete the questionnaire.

The study was carried out in the new academic year of 2018 in the Fall semester which lasted for 14 weeks. Prior to starting the experiment, confirmation regarding Internet access at home was obtained from the participants in the experimental group. A syllabus was designed to teach the experimental and control groups. The syllabus included textbooks; 'Q: skills for success: reading and writing' (2015) and 'Q: skill for success: listening and speaking' (2015) for both groups. In addition, online tools such as Viber and videos on YouTube were specifically used for the experimental group as attached in the appendices (see Appendix K). The experimental group was taught every Monday from 10:30-12:30. A BLA was employed to teach this group. The control group was taught every Monday from 4:30 -6:30. However, a traditional teacher-centered approach was employed for this group.

Lesson Plans Used for Experimental Group. The first and the second lessons were to an extent the same since their main objectives were enabling learners to learn and understand new words about a job (e.g. career, employee, requirement, basic, organized, degree) and, they then listened to the Q classroom online which is an online book accessible only by the Internet to gather information and ideas regarding a role-playing interview (a company-work interview) (see (Appendix L). In the end, the learners answered questions on pages four, six, seven, of the 'Q: skill for success: listening and speaking' (2015) book (for example, they needed to write a word that matches a definition, write the letter to a picture, or change sentences from positive to negative) (see Appendix M). These lessons focused on the speaking and listening skills of the participants.

Moreover, the lesson had some specific objectives such as engaging learners in pair work, showing a picture to the class as a form of activity, and listening to the next part of the news report. The lesson proceeded according to five steps. The first one was the ice-breaker where the researcher welcomed the participants and introduced herself. After that, a few questions were asked about the topic of the lesson (brainstorming), and they were directed to go to the intended pages in the book. The second step involved a pair work activity in which the participants were placed into pairs as A and B, and they were directed that participant A would ask participant B questions in the book and student B will have to use the words on the page. Following this, a group work activity where the participants were put into four groups was carried out. One participant was directed to choose a photo on page four and the other participant was asked to match the ads with the jobs in the photos in exercise D on page four (see Appendix L). The final step was the listening step where students listened to the next part of the news report and wrote key words and notes. At the end of the lesson, there was also a speaking activity where a pair of two participants had to speak about a chart using a card; one learner picks up a card and the other learner speaks about it in the chart. The contents of these lessons were presented using a computer with speakers and a projector.

The third lesson revolved around learning and understanding how to use the present and past simple tenses and how to pronounce the (-ed) inflection and then answering the questions on pages 17, 18, 19, of the 'Q: skill for success book: listening and speaking' (2015). The grammar content was presented inductively since students used a variety of activities such as listening tracks and videos to learn the new structures (see Appendix M). The content of the lesson was presented using a projector and there was also a listening activity which consisted of an audio track and a short video about the present and past tenses, (see Appendix M). Furthermore, there

was a group and pair work activity where the learners were asked to discuss again what they had seen or listened to previously. The lesson ended with a quiz. The duration of this quiz was 20 minutes, it was composed of several English sentences, the style of the quiz was moved slide form, the questions showed on the projector after exactly one minute for each slide moved to the next slide, they should choose the correct word to complete sentences after that 10 minutes were allocated to the students to discuss the correct answers (see Appendix L). This lesson, in other words, concentrated on listening and speaking skills.

In contrast to lesson three, the fourth lesson was about writing since it focused on teaching how to write the main idea and supporting sentences using verbs + infinitive (e.g. like, want, and need) (see Appendix M). By the end of the lesson, the main objectives of the lesson were enabling participants to write sentences and supporting them and understanding new words about a job (e.g. career, plan, success, match, solve, decision). Moreover, there were also listening and reading activities in which the participants were required to listen and read a Web page (it was a page for people who are looking for work called Web Page) so that participants can gather information about careers and answer the questions of exercise A (see Appendix L). Finally, the participants were given a pair-work activity where they discussed what they had learned in the lesson, and they also discussed the main theme of the lesson by asking questions related to the Web Page mentioned above, to focus on the reading and writing skills of the participants.

In the first and second lessons, the participants were taught lexis, grammar in the third and writing in the fourth; the fifth lesson consisted of speaking and note-taking strategies about customs (see Appendix L). The participants in pairs gathered information and ideas to present a presentation about customs in a culture they know well. They were also directed to take notes in

a T-chart, and they were given some tips to recognise the main or detailed ideas to improve

listening and speaking skills (e.g. listening for main ideas and details) (see Appendix L). The

content of the lesson was presented using a projector and computer with speakers.

The aimed of lesson six to improve reading skills concentrated on enabling the

participants to gather information to explain how a place changed because of international

immigration or culture. In this lesson, the participants were shown a video about immigration for

discussion; then they listened to the Q classroom online (see Appendix M). A map of Europe

was shown and the students tried to say one thing about each country. In the final run, the

participants were directed to use the Internet in the class to gather information about why people

immigrate to other countries and find the definition to complete a few sentences on page 27 of

their 'Q: skill for success: reading and writing' (2015) (see Appendix M).

Lesson seven focused on two modal verbs (i.e. *should* and *shouldn't*) and on sentence

writing in a sentence and enabled the participants to use their speaking skills, in which they

learned how to make sentences with (it's + (not) adjective + infinitive as in "it is not good to

waste your time") to discuss *behaviour and customs*, e.g., It is polite to say "thank you", It's not

common to wear a green wedding dress, it is not Ok to use your short name). First of all, the

participants listened to a lecture from a business class at a university where the professor was

talking about international advertising. The participants were then directed to find definition

words for some sentences in their books on page 35(see Appendix L). After that, a few questions

(e.g. What do companies need to think about when they advertise in other countries? Give an

example from your experience. Think about the problems with language, colour, and customs.

What colour has a special meaning in your country?) were shown and the participants discussed

in groups to answer them. Moreover, the participants were given the opportunity to see some

pictures and listen to a recording to find culture problems and answer or complete sentences in exercises C, D, and E on page 32 (see Appendix L). The content of the lesson was presented using a projector and there was also a listening activity which consisted of an audio track about international advertising and cultural problems.

In lesson eight, participants were taught how to construct compound sentences using (but) and (so). First, the participants read an article (see Appendix M) to gather information regarding the reason why people immigrate to other countries and they then answered some exercises (e.g. She wanted to help her family back home, _____ she sent money every month) (see Appendix L). The participants were placed into pairs to complete a pair work activity. An article 'Immigrant Stories' was shown on the projector and they worked in pairs to answer a few questions in order to boost their speaking abilities and to enhance their engagement. Finally, compound sentences were presented and the participants did some exercises in their books (see Appendix L). The aim of this lesson was on the reading and writing skills of the participants.

In lesson nine, the participants listened to a lecture and a presentation online in the classroom (see Appendix L). The aims and objectives were to enable the participants to gather information and ideas in order to participate in describing how to travel on a tour. First, the participants were shown some photos and they were asked some questions via the projector (e.g. Is this a vacation you would take? Why or why not? Think about a vacation that you really enjoyed? Where did you go, and what did you do?). After that, a discussion about traveling was initiated between the participants. An online listening was administrated which enabled the participants to gather information and answer some questions on pages 54, 55, and 56 of their 'Q: skill for success: reading and writing' (2015). The participants were then given a long email (see Appendix L) to gather information about why holidays/vacation is important. Finally, the

lesson ended with a group work activity which was about showing some charts, graphs, and tables and the participants needed to read them in groups and then answer a few questions (e.g. B. Look at the table and answer the questions below) (see Appendix L).

Lesson ten started with a photo which was presented on the projector (see Appendix L) so that the participants discuss the photo and then answer some questions. The aim of this lesson was to listen to a lecture and a presentation so that the participants learn how to be able to gather information and ideas to participate in a presentation describing a travel tour. The participants listened to a report from a travel program called 'Places in Danger' so that they learn how to identify the place in danger. After that, they listened 15 minutes to the owner of the travel company delivering a presentation about a job for volunteers in Cusco Peru where students were capable of gathering ideas about what the best kind of vacation is. Finally, a video was shown to the participants to write five sentences about their future plans practicing the future tense 'be going to' (see Appendix L).

In lesson 11, the participant read an online article 'laugh more, stress less' about different reasons of why people laugh (see Appendix M). They gathered information and ideas to write a paragraph about what makes them or someone they know laugh. The lesson started with some pictures, and the participants guessed the reason why each person laughs in the photo, and they wrote their ideas for each photo. They then listened to the Q classroom online which is an online book accessible only by the internet (see Appendix M), and they completed a matching exercise on page 73 (see Appendix L). Lastly, the second part of the article was given so that students identify the part of speech of the words and answer some exercises.

In the last lesson, the students listened to a radio show and a lecture so that they get to tell a joke or a funny story using the present simple for informal narratives, they learned how to pronounce (-s / -es). The students were shown a photo on the projector and they then discussed the photo and answered some questions about it (see Appendix L). After that, they listened to the Q: classroom online which is an online book accessible only by the Internet (see Appendix M). Another listening activity involving radio listening was presented about a famous British author called Charles Dickens to answer exercises A, B, and D on pages 78-79. Finally, they listened to a guest speaker in a university lecturer who talked about people's sense of humour (see Appendix M). Through that lecture, the participants gathered information and they then answered some questions (see Appendix L).

It should be noted that before the class, the participants were sent the link, the video, and the recording so that the participants get an initial idea about the theme of the lesson and to encourage them to search more about it by looking at lectures and the technology used to learn English (see Appendices A & K).

Lesson Plan Used for Control Group. In the first lesson of the experiment, the participants have introduced the class so that they know where the location of the class is (see Appendix B). The title of the second lesson was "How can you find a job?" which revolved around learning new words about jobs and then doing some exercises on pages four, six, seven, of the 'Q: skill for success book: listening and speaking' (2015) (for example, they needed to write a word that matches a definition, write the letter to a picture, or change sentences from positive to negative) (see Appendix L). Through this lesson, the participants gathered information and ideas about finding a good job and learned new vocabulary items. The lesson focused on the speaking skill.

In the third lesson, the participants still had a similar theme; jobs. The lesson intended to enable the participants to write some sentences and supporting sentences using the words (like, need, want). Moreover, the lesson had the objective of practicing with verb infinitives (e.g. I like to be creative, I need to know all about computers, I want to be a doctor). In this lesson, the sentences were written on the whiteboard and the participants were asked to practice the structure of verb infinitive. There was focused on writing skills.

In lesson four, the participants in the control group learned the simple present and the simple past tenses and how to pronounce the (-ed) inflection and this was carried out on the whiteboard. This lesson covered the uses of both tenses in addition to verb-related issues such as how to use regular or irregular verbs (go → went, buy → bought, speak → spoke), which was followed up by exercises on pages 17 and 18 of the 'Q: skill for success book: listing and speaking' (2015) (see Appendix L). This lesson focused on listening skills.

In the five lessons, the participants had "Global studies (why do people immigrate to other countries?)" where they studied new vocabulary and some phrases about immigration (e.g. international, neighborhood, population, education, safety, job opportunities) and they learned the names of other countries; the researcher directly wrote some names of the countries on the whiteboard which included Portugal, Poland, Germany, Spain. This lesson focused on reading skills.

In lesson six, the participants studied "Cultural Problems" 'Q: skill for success book: listening and speaking' (2015), where they studied the use of 'should' & 'shouldn't'. This lesson's objectives were to enable participants to use 'should' and 'shouldn't' in a sentence and use their speaking skills (e.g. I should learn the customs of other countries, you should not make

too many cultural mistakes) The participants were then directed to find definition words for some sentences in their books on page 35 (see Appendix L).

In lesson seven, the participants read stories about immigrants of their book 'Q: Skills for success: reading and writing'(2015), the aims and objectives of the lesson were revolved around teaching participants "skimming for the main idea" reading and "writing compound sentences" using "but" and "so" and they then answered some exercises in their books on page 39 (e.g. She wanted to help her family back home, _____ she sent money every month) (see Appendix L).

Lesson eight was a grammatical lesson since the participants in the control group had "it is +adjective+ infinitive" (e.g. it is nice to meet you) and they also had "Sociology" when they discussed the best kind of vacation. They learned how to make sentences with (it's + (not) adjective + infinitive as in "it is not good to waste your time") to discuss behaviour and customs, e.g., It is polite to say "thank you", It's not common to wear a green wedding dress, it is not Ok to use your short name). This lesson's objectives were to enable the participants to use 'it is (not) +adjective+ infinitive' in a sentence and use their speaking skills.

The theme of lesson nine was "Why is vacation important?" where the participants learned new words and phrases about vocation (i.e. rest, policy, flexible vacation time, several short vacations). The participants were then given a long email (see Appendix L) to gather information about why holidays/vacation is important. Finally, charts, tables, and graphs were presented to the participants to read and then answer a few questions (e.g. B. Look at the table and answer the questions below). The participants in this lesson learned some tips on how to read charts, graphs, and tables to improve reading skills (see Appendix L).

In lesson ten, the participants studied "be + going to" to discuss future plans. The participants read a report from a travel program called 'Places in Danger' so that they learn how to identify the place in danger. After that, they read about the owner of a travel company delivering a presentation about a job for volunteers in Cusco Peru and "Managing life and work with Dr. Sanders", where the participants were required to gather ideas about what the best kind of vacation is. Finally, the participants were requested into writing five sentences about their future plans practicing the future tense 'be+ going to", and they were also required to answer exercise A on page 67 in their book 'Q: skill for success: listening and speaking' (2015) (see Appendix L).

Lesson eleven was a bit more fun since the participants discussed laughter. In this lesson (lesson11), the participants were introduced new vocabulary items about laughter and they also combined sentences using the adverbial "when" (e.g. When I finish my homework, I will go to sleep). Following this, they then answered some exercises in their books 'Q: Skills for success: reading and writing' (2015) on pages 91-92 (e.g. write two sentences with When) (see Appendix L).

The last lesson's theme was "Physiology (who makes you laugh?)" where the students had the simple present for informal narratives and they learned how to pronounce (-s / -es) this was carried out on the whiteboard (see Appendix B).

Pilot Study

Prior to starting the initial research, a pilot study was carried out to test the instruments of the study in addition to finding out any unexpected outcomes. The test was conducted on the same class "pilot-test it first to ensure that the instructions, questions and scale items are clear.

Wherever possible, pilot-test on the same type of people who be used in the main study" (Pallant & Manual, 2013, p. 5). The sample chosen was 20 students studying at the Department of Translation Techniques at the Erbil Polytechnic University (EPU). The participants were EFL learners. The questionnaire included 16 items (see Appendix C), and the results of pilot study were designed by the researcher and it was analyzed using Statistical Package for the Social Science (SPSS) program version 22. Moreover, the reliability of the questionnaire is shown in Table 1. The results showed that the participants could easily understand the language of the questionnaire and expressed their opinion about each statement. The results of the pilot study questionnaire are set in Figure 1 below.
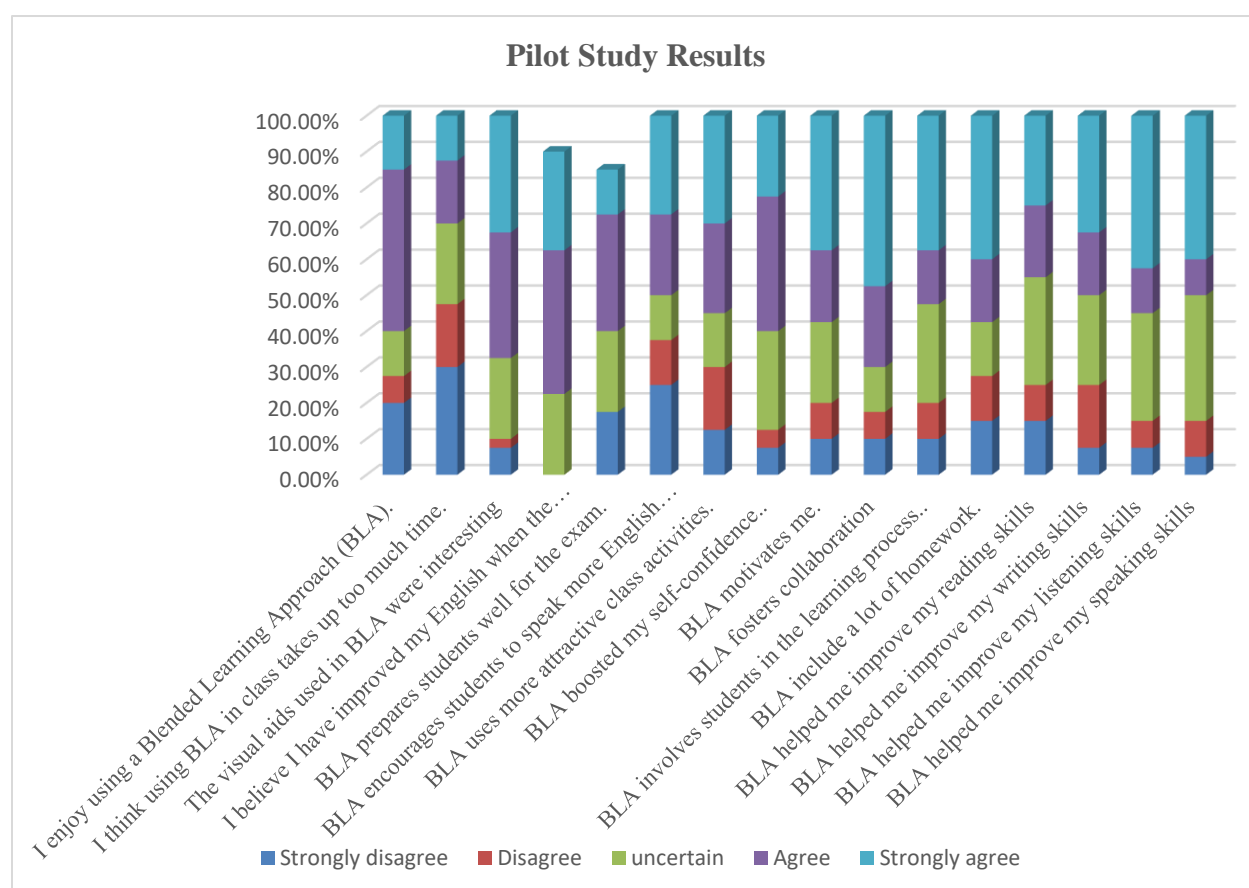
Figure 1. Pilot Study Results

According to figure 1, in the first item "I enjoy using a Blended Learning Approach (BLA)" 15% of the participants *strongly agreed,* 45% of them *agreed*, 12.5 were *uncertain*, 7.5% *disagreed* and 20% *strongly disagreed*. This shows that the participants enjoyed using the approach.

Item 2 which stated "I think using BLA in class takes up too much time" had 12.5% of the participants *strongly agreeing*, 17.5% of them who agreed, 22.5% were *uncertain*, 17.5% *disagreed* and 30% *strongly disagreed*. This indicates that nearly half of the participants found that the BLA takes too much time.

The third Item, which stated "The visual aids used in BLA were interesting", 32.5% of the participants *strongly agreed*, 35% *agreed,* 22.5% were *uncertain* whereas 2.5% *disagreed* and 7.5% *strongly disagreed.* This points to the fact that the participants thought that the visuals aids used in the BLA were interesting.

In Item 4, which stated "I believe I have improved my language skills when the BLA was employed", 27.5% of the EFL participants *strongly* agreed and 40% *agreed*, 22.5% were *uncertain* whereas 10% both *disagreed* and *strongly disagreed*. This shows that the participants individually believed that their language skills improved when the BLA was employed.

For Item 5, which stated "BLA prepares students well for the exam", 12.5 % *strongly agreed*, 33.5% *agreed*, 22.5% were *uncertain* whereas 15% *disagreed* and 17.5% *strongly disagreed*. This shows that the participants thought that the BLA can prepare students well for the exam.

In Item 6, which stated "BLA encourages students to speak more English in the class", 27.5% of the EFL students *strongly agreed* and 22.5% *agreed* whereas 12.5% were *uncertain*

and 12.5% *disagreed* and 25% *strongly disagreed*. This indicates that the participants found that the BLA encourages them to speak more English in the class.

For Item 7 "BLA uses more attractive class activities", 30% of the students *strongly agreed* 25%, 15% were *uncertain*, 17.5% *disagreed* and 12.5% *strongly disagreed* about this item. The result of item seven presented that the approach uses more attractive activities when employed for language learning.

When it comes to Item 8 (i.e. BLA boosted my self-confidence), 37.5% *agreed,* 22.5% *strongly agreed*, 27.5% were *uncertain*, 5% *disagreed*, 7.5% and *strongly disagreed*. This indicates that the BLA boosted their self-confidence.

As far as Item 9 is concerned (i.e. BLA motivates me), 37.5% of the participants *strongly agreed,* 20% *agreed*, 22.5% were *uncertain,* and 10% *disagreed* and 10% *strongly disagreed*. This points to the direction that the BLA is motivating when learning a language.

In Item 10 (i.e. BLA fosters collaboration),47.5% strongly agreed,22.5% *agreed*, 12.5% were *uncertain*, 7.5 *disagreed* and 10% *strongly disagreed*. This indicates that the BLA fosters collaboration with students.

As for Item 11 (i.e. involved students in the learning process), 37.5% *strongly agreed*, of the participants *strongly agreed*, 15% *agreed*, 27.5% were *uncertain* whereas 10% *disagreed* and the same percentage *strongly disagreed*. This indicates that employing a BLA involves students in the learning process.

When it comes to Item 12 (i.e. BLA include a lot of homework), 40% *strongly agreed* and 17.5% *agreed*, 15% were *uncertain*,12.5% *disagreed* and 15% *strongly disagreed*. This shows that the BLA gives students a lot of homework. So, the learners are continuously learning.

Item 13, which stated "BLA helped me improve my reading skills", had 25% of the participants *strongly* agreeing, 20% *agreeing*, 30% *uncertain*, 10% *disagreeing* and 15% *strongly disagreeing*. This indicates that the BLA helps t learners to improve their reading skills.

In Item14 (i.e. BLA helped me improve my writing skills), 32.5% *strongly agreed*, 17.5% *agreed*, 25% were *uncertain*, 17.5% *disagreed* and 7.5% *strongly disagreed* about this item. It means that the BLA helped to improve the writing skills.

In Item 15 (i.e. BLA helped me improve my listening skills), 42% *strongly agreed*,12% *agreed*, 31% were *uncertain*, 7.5% *disagreed* and 7.5% *strongly disagreed* that BLA helped to improve their listening skills. This shows that the BLA is effective in learning the listening skill.

The last (i.e. BLA helped me improve my speaking skills) had 40% of the participants *strongly agreeing*, 10% *agreeing*, 35% uncertain, 10% *disagreeing* and 5% *strongly disagreeing*. This points to the observation that the BLA helped in improving the speaking skills.

According to the pilot study, it is clear that the EFL participants had positive attitudes toward a BLA. The participants were aware that; their English skills improved. In addition, they enjoyed it and were interested in using BLA. However, they had more homework and some of the learner believed the approach was time consuming.

Reliability and Validity

To demonstrate the reliability of the scores given by the researcher, a second rater with ten years of teaching experience was chosen to score the writing sections of the test in order to assess the inter-rater reliability of the scores given. The scores of both the researcher and the teacher were placed onto a table below (see Table 1). It is evident from the table that both raters scored the writing sections approximately the same. There is a significant positive correlation between the marks of the pretest researcher and pretest teacher records, $(r (40) = .88, p <.00)$. Similar results were seen for the posttest scores given by both the researcher and teacher, $(r (40) =.95, p <.00)$. This suggests that the results are to a great extent reliable. It should be noted that the other three skills of reading, speaking and listening were not double checked by the second rater because all the questions were multiple-choice questions (see Appendix D).

Table 1

Reliability Scores of the Researcher and Teacher

		Pretest/Researcher's marks	Pretest/Teacher's marks
Pretest/Researcher's marks	Pearson Correlation	1	.887**
	Sig. (2-tailed)		.000
	N	40	40
Pretest/Teacher's marks	Pearson Correlation	.887**	1
	Sig. (2-tailed)	.000	
	N	40	40
		Posttest/ Researcher's markers	Posttest/Teacher's marks
Posttest/ Researcher's marks	Pearson Correlation	1	.957**
	Sig. (2-tailed)		.000
	N	40	40
Posttest/Teacher's marks	Pearson Correlation	.957**	1
	Sig. (2-tailed)	.000	
	N	40	40

**. Correlation is significant at the 0.01 level (2-tailed).

To be able to reveal the reliability of the questionnaire employed in this study Cronbach's Alpha was employed. Cronbach's Alpha is a reliability test which tests the inter-reliability of a questionnaire on the SPSS (Pallant & Manual, 2013). In general, it should be above 70% to say that the results are reliable. Table 2 reveals the results of the reliability test.

Table 2

Reliability Test of Questionnaire

Cronbach's Alpha	*N*	Valid
0.84	*16*	100%

As it is presented in Table 2, the Cronbach's Alpha score was 0.84, this means that the items of the questionnaire were highly correlated to each other.

Participants and Sampling

The sample of the study consisted of 40 students studying in the Department of Translation Techniques at the Erbil Polytechnic University – in Iraq. The participants were second-year students. The participants were both genders (male and female) between the ages of 18-22 years old, and they were Kurdish native speakers learning English as a foreign language (EFL). The researcher used a convenience sampling method which is a "type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study" (Etikan, Musa, & Alkassim 2016, p. 2).

Data Collection

A pre-test and a posttest were employed by the researcher. The aim of the pretest was to check the English proficiency level of the students so that the students with the same proficiency level could be included in the study (see Appendix D). The researcher conducted a posttest after the experiment was completed to check the impact of the BLA. The difference between the scores of the pretest and the posttest were collected to evaluate the performances of the experimental and control groups before and after the implementation of the BLA. A questionnaire was also administered to collect data regarding the attitudes of the participants who were exposed to the BLA (experimental group) (see Appendix C).

Posttest. The copies of the language skills of the posttest, which is midterm exam of the experimental and control groups, were collected to compare the results in order to reveal the effectiveness of the BLA in learning the language skills. Posttest (the midterm exam) had four sections; The pre-test and the post-test (see Appendix D) consisted of multiple choice questions and short definitions which were all 23 points in the first section. The second section consisted of multiple choice questions to test the listening skills of the participants; all out of 20 marks. The 22 points of the third section consisted of comprehension texts to test the reading skills of the participants. Lastly, section four was designed to test the writing skills of the participants. Section four consisted of three comprehension essay questions where each question was10 points (see Appendix G), total points for all skills were 95 marks, and remain five marks for a quiz. According to the university's grading system, passing grade is 50%, i.e. if a student obtain 50% out of total 100%, he or she will pass the exam (see Appendix E and F).

Questionnaire. The questionnaire was distributed among the experimental group to find out their attitude towards using the BLA after the treatment phase. All participants (20) in the experimental group completed the questionnaire. The quantitative questionnaire consisted of 16 items (see Appendix C). A five-point Likert scale ranging from strongly disagree to strongly agree was employed. As aforementioned the participants completed the questionnaire in 25 minutes.

Data Analysis

The data of both the pre-/posttests and that of the questionnaire were analyzed using the (SPSS) version 22 program. As mentioned above, posttest the midterm exam of the experimental and control groups. were collected to be analyzed.

Posttest. Each participant's grades regarding his/her performance on the four language skills (listening, speaking, reading and writing) in the midterm exam (see Appendix G) were computed into the SPSS version 22 program. An Independent samples t-test is "used when you want to compare the mean score of two different groups of people or conditions" (Pallant & Manual, 2013, p. 247). An Independent samples t-test was employed to reveal the similarities and/or differences before and after the experiment. Data were presented using mean scores and standard deviations.

Questionnaire. After collecting the 20 questionnaires from the participants of the experimental group, each questionnaire was computed on the SPSS version 22 program. Descriptive statistics "is a summary statistic that quantitatively describes or summarizes features of a collection of information" or "are defined as functionals of data depth" (Pallant & Manual, 2013, p. 55). Descriptive statistics were employed to analyze and find out the mean scores and

standard deviations of each statement of the questionnaire. The negative items, item number two and 12 in the questionnaires were reversed coded onto the SPSS to reveal the results.

Ethical Considerations

Different kinds of approvals were obtained before carrying out the research. First of all, an ethical approval form was filled in and sent via email for ethical clearance to the Graduate School of Educational Sciences of the Near East University in North Cyprus (see Appendix I). Then, oral permission from the Head of the Department was obtained before carrying out the study. Furthermore, the permission of the class participants was obtained (see Appendix J). Moreover, the research aims and objectives were written and sent to the Erbil Polytechnic University for an approval request for clearance purposes to take permission from the institute before starting the experiment and from University before data collection (see Appendix H). No incentives were provided to the participants, and the whole process was voluntary. The students were not obliged to participate in the questionnaire. Therefore, prior to the distribution of the questions among the students, the researcher provided a form explaining the aims and objectives of the research. The students who participated in the questionnaire were given a form to sign to show their consent to participate in the research (see Appendix I). Permission from the institute was received before starting the experiment (see Appendix J).

This study was guided according to the American Psychological Association's (2010) 6th edition publication guide to avoid research plagiarism. Consequently, all used materials and data which are cited and/or carried out, were documented according to this style guide. In addition, to prevent any kind ambiguity in terms of plagiarism the 'Turnitin' program report was obtained (see Appendix N). It is the program which matches the texts and evaluates the "inclusion or accuracy of citations and references"(Curtin University, 2017, para. 1).

The completed version of the study was uploaded to the Turnitin program in 20. 05. 2019. The result revealed 15% similarity (see Appendix N). This result was not due to plagiarism. Instead, it resulted from the program's detecting words such as ' Blended Learning', 'Experimental Group', and ' Control group' which are general terms used by many researchers.

This chapter presented information regarding the research design of the study, the participants, the pace of the lessons and an account concerning data analysis and gathering. Moreover, the chapter tackled the ethical consideration of the study. The following chapter will present the findings and discussion chapter of this thesis.

CHAPTER IV

FINDINGS AND DISCUSSION

Introduction

This chapter represents the findings and discussions of the study. The findings and discussions are based on the data collected through the questionnaire and the two tests (the pre-test and the post-test). This data was collected, stipulated and fed into SPSS in order to come into terms with the research questions of the study.

Effect of BLA

To be able to answer the first research question which aims at revealing the effects of the Blended Learning Approach (BLA) on learning the language skills among second-year English as a foreign language (EFL) learners in the Polytechnic University a pre and posttest were administered to the participants. Two groups were formed namely, experimental and control. A pretest was administered before the treatment phase and a post-test was administered after the treatment phase. Mean scores (M) and standard deviations (SD) were used to represent the performance of the participants in the experimental and control groups in both the pre and posttests.

Table 3 below outlines the results of both the pre and posttest of the experimental and control groups. From a general perspective, the results of the experimental group after the experiment showed significant improvement for all skills. For example, the mean score before the experiment for the listening skill was 10.00 which rose to 14.65 after that. In a similar fashion, the mean score of the speaking skill before the experiment was 10.05 which increased to 15.65 after the experiment. Similarly, regarding the reading skill (8.55 → 15.20) and the writing

skill (12.05 → 19.95), the participants made progress. However, for the control group, there was

a minor change for all skills. For example, the mean score rose from 9.95 to 10.45 for the

listening skill, from 9.05 to 9.40 for the speaking skill, from 8.50 to 10.15 for the reading skill,

and from 12 to 14.7 for the writing skill.

Table 3

The Results of the Listening Skill

Groups	Test	N	M	SD	t-test (Independent)	d.f	P-Value (sig)
Experimental	pre	20	10.00	2.10	6.74	19	0.00
	post		14.65	2.56			
Control	pre	20	9.95	2.08	0.93	19	0.36
	post		10.45	2.23			

According to Table 3, with regard to the listening skill of the participants, it can be seen

that the experimental group with a mean score of 10 (SD: 2.10) as compared to the control group

M: 9.95, SD: 2.08 before the experiment. This shows that the participants started from the same

language level or proficiency. On the other hand, after the experiment, there was a drastic

improvement with regard to the listening skill with a mean score of 14.6 (SD: 2.5) in comparison

to the control group which had a mean score of 10.45 (SD: 2.2). Moreover, according to the

results (df = 19, at p < 0.0%) the experimental group which underwent the BLA improved

regarding the listening skill more in comparison to the control group which was exposed to a

traditional method. These results show us that the BLA is very beneficial in developing EFL

learners listening skills. This finding is in line with the finding of Caruso, Colombi, & Tebbit

(2017); Dimitrios, Labros, Nikolaos, Maria, & Athanasios (2013); Kavaliauskienė (2011). Who

also all revealed that their participants' listening skills improved after the implementation of a

BLA.

Table 4

The Results of the Speaking Skill

Groups	Test	N	M	SD	t-test (Independent)	d.f	P-Value (sig)
Experimental	pre	20	10.05	3.37	6.21	19	0.00
	post		15.65	3.93			
Control	pre	20	9.05	3.12	0.55	19	0.05
	post		9.40	2.21			

Table 4 illustrates the results regarding both the experimental and control groups with regard to the speaking skill. Prior to the experiment, it was revealed that the experimental group had a mean score of 10 (SD: 3.3) as compared to the control group (M: 9, SD: 3.12) in the pre-test. This shows that the participants started from the same language level or proficiency. On the other hand, after the treatment phase, the experimental group was seen to have dramatically improved with regard to the speaking skill with a mean score of 15.7 (SD: 3.9) as compared to the control group who achieved a mean score of 9.4 (SD: 2.2). It is evident from the results of the t-test (df = 19, at p < 0.0%) that the group which underwent the BLA improved in terms of the speaking skills more than the control group which was exposed to a traditional method. The results show us that the BLA is highly effective in developing EFL learners speaking skills. This finding is in line with the finding of Chavarro (2017); Kavaliauskienė (2011); Miyazoe and Anderson (2010); Nielson and González-Lloret (2010), who also all revealed that their participants' speaking skills improved after the implementation of a BLA.

Table 5

The Results of the Reading Skill

Groups	Test	N	M	SD	t-test (Independent)	d.f	P-Value (sig)
Experimental	pre	20	8.55	2.54	9.44	19	0.00
	post		15.20	3.08			
Control	pre	20	8.50	1.96	2.46	19	0.02
	post		10.15	2.83			

According to Table 5, as far as the reading skill is concerned, it can be seen that the experimental group had a mean score of 8.55 (SD: 2.5) as compared to the control group (M: 8.50, SD: 1.9) before starting the experiment. The indication of this is that the participants nearly started from the same language level or proficiency. On the other hand, after the experiment, there was a radical improvement of the scores of the experimental group with regard to the reading skill with a mean score of 15.2 (SD: 3) in comparison to the control group which had a mean score of 10.15 (SD: 2.8). Moreover, according to the results of the t-test (df = 19, at $p < 0.0\%$), the group which underwent the BLA improved regarding the reading skill more in comparison to the control group which was exposed to a traditional method. The results show us that the BLA is very effective in developing EFL learners reading skills. This finding is in line with the findings of Brooke (2015); Behjat, Yamini, & Bagheri (2012); Zarei and Abdi (2016), who also revealed that the BLA is beneficial in terms of developing the learners reading skills.

Table 6

The Results of the Writing Skill

Groups	Test	N	M	SD	t-test (Independent)	d.f	P-Value (sig)
Experimental	pre	20	12.05	2.70	18.17	19	0.00
	post		19.95	1.82			
Control	pre	20	12.00	1.62	7.58	19	0.00
	post		14.70	1.45			

Regarding the writing skill, it can be seen that the experimental group had a mean score of 12.05 (SD: 2.7) as compared to the control group (M:12, SD:1.6) before starting the experiment. The indication of this is that the participants nearly started from the same language level or proficiency. On the other hand, after the experiment, there was a significant shift with the scores of the experimental group with regard to the writing skill with a mean score of 19.95 (SD: 1.8) in comparison to the control group which had a mean score of 14.45 (SD: 1.4). This shows that the group which underwent the BLA improved better regarding the writing skill more in comparison to the control group which was exposed to a traditional method. The results show us that the BLA is very effective in developing EFL learners writing skills. These findings in line with the finding of Bensen and Cavusoglu (2017); Bostanci and Cavusoglu (2018); Keshta and Harb (2013); Mak & Coniam, (2008), who also revealed that the BLA is beneficial in terms of developing the learners' writing skills.

Table 7

Total Results of pre and posttests for both groups

Test	Groups	M	SD	t-test (Independent)	d.f	P-Value (sig)
Total (Pre)	Experimental	42.31	8.15	0.33	38	0.73
	Control	41.57	5.42			
Total (Post)	Experimental	68.89	7.96	10.00	38	0.00
	Control	47.05	5.64			

Regarding the results in table 7, it can be seen that the experimental group had a mean score of 42.31(SD: 8.15) as compared to the control group (M: 41.57, SD: 5.42) before starting the experiment. This indicates that the participants nearly started from the same language level or proficiency. On the other hand, after the experiment, there was a significant shift with the scores of the experimental group with a mean score of 68.89 (SD: 7.96) in comparison to the control

group which had a mean score of 47.05 (SD: 5.64). This shows that the group which underwent

the BLA improved better regarding the four fundamental skills (listening, speaking, reading and

writing) more in comparison to the control group which was exposed to a traditional method.

The results show that the BLA is very effective in developing EFL learners' main skills

(listening, speaking, reading and writing). It could be said that the results support a BLA when

learning English. It is noticed from the results that the change in the mean of the posttest is

significantly higher than that for the pretest.

Attitudes Towards a BLA

In order to meet the requirements of the second research question which attempted at

probing the attitudes of the EFL participants regarding the employment of a BLA in teaching the

language skills, a questionnaire (see Appendix C) was administrated among the EFL participants

in the experimental group. The responses of the students were encapsulated and then fed into the

SPSS program for analysis. According to the analysis, the participants had highly positive

attitudes towards the implementation of a BLA in their English language classes.

Table 8

Attitudes towards a BLA

Items	M	SD
1. I enjoy using a Blended Learning Approach (BLA).	3.0	1.48
2. I think using BLA in class takes up too much time.	2.65	1.57
3. The visual aids used in BLA were interesting	4.0	0.85
4. I believe I have improved my English when the BLA was employed.	4.20	1.00
5. BLA prepares students well for the exam.	3.25	1.33
6. BLA encourages students to participate more in the class.	3.90	1.44
7. BLA uses more attractive class activities.	4.05	0.94
8. BLA boosted my self-confidence.	3.90	0.96
9. BLA motivates me.	4.45	0.68
10. BLA fosters collaboration	4.60	0.75
11. BLA involves students in the learning process.	4.45	0.82

	M	SD
12. BLA include a lot of homework.	3.95	1.53
13. BLA helped me improve my reading skills	3.95	1.35
14. BLA helped me improve my writing skills	4.00	1.37
15. BLA helped me improve my listening skills	4.45	1.14
16. BLA helped me improve my speaking skills	4.25	1.20

Key: M: Mean Score   SD: Standard Deviation

According to the first Item of the questionnaire illustrated in Table 8, when the participants were asked to indicate whether they enjoyed using a BLA in their language learning classes, it can be seen that the mean score of this item was 3 (SD: 1.48) which indicates that the participant enjoyed using the BLA. This result is consistent with the results of Ituma 's (2011), Jee and O'Connor, 2014, Su, Zheng, Liang, and Tsai's (2018), who also showed that the learners are more relaxed and enjoy better freedom when they are learning in a blended learning environment.

According to Item 2, when the participants were asked to indicate whether they think using BLA in class takes up too much time. It can be seen that the mean score of this item was 2.65 and a standard deviation of 1.57 to the direction that half of the participants believed that the BLA is time-consuming. This is consistent with Behjat, Yamini, & Bagheri (2012), and Szymańska and Kaczmarek (2011) studies who also found that using a BLA consumes a lot of time.

In the third Item, the participants were asked to explain whether the visual aids used in BLA were interesting, the finding stated that the mean score was 4 and standard deviation of 0.85 illustrates that the students liked using visual aids in the BLA approach. This result is consistent with the results of Szymańska and Kaczmarek (2011) which showed that by using information and communication technology (ICT) in blended learning, learners proved to have

effective results and allow the learners to have a sustainable learning environment with motivation and freedom.

In Item 4, the participants were asked to indicate whether they believed the BLA improved their English. It can be seen that the mean score of this item was 4.20 and a standard deviation of 1 showed that the participants found the BLA improved their English. This result is consistent with the results of Joyce and Brown (2009), Mirriahi, Alonzo, McIntyre, Kligyte, & Fox (2015), Zarei and Abdi (2016), who also showed that Blended learning helps in improving the English skills of L2 learners because they get more opportunities for autonomous and self-regulated learning.

In Item 5, the participants were asked to explain whether the BLA prepares them well for the exam, it can be seen that the mean score of this item was 3.25 (SD:1.33) which indicate that the participants found the BLA good in terms of preparing them for the exam. This is consistent with finding concluded by studies such as Joyce and Brown (2009), Szymańska and Kaczmarek(2011), and Behjat, Yamini, & Bagheri (2012) who found that the BLA prepares students for the exam.

Regarding Item 6, the participants were asked whether the BLA encouraged them to participate more in the class. The result showed that the mean score of this item was 3.9 (SD: 1.44) showing that the participants found the BLA encouraging. This result is consistent with the results of Behjat, Yamini, and Bagheri (2012), Jee and O'Connor (2014), who all also revealed that the BLA fosters an excellent learning environment which makes learners comfortable and relaxed with regard to learning and engagement.

According to the seventh Item of the questionnaire illustrated in Table 8, when the participants were asked to indicate whether more attractive class activities were used in a BLA in their language learning classes. It can be seen that the mean score of this item was 4.05 (SD: 0.94) which indicates and shows us that the participants found the BLA to employ more attractive activities. This result is consistent with the results of Jee and O'Connor (2014), Kormos and Csizer (2014) studies which showed that the approach presents learners with a lot of activities.

Regarding Item 8, when the participants were asked to indicate whether the BLA boosted their self-confidence. it was found that the participants found that the BLA boosts their confidence since the mean score was 3.90 (SD: 0.96). This result confirms prior studies such as Su, Zheng, Liang, and Tsai, (2018), and Szymańska and Kaczmarek (2011). The BLA has not only affected the performance and language learning skills of the learners but has also provoked confidence when producing the foreign language and stretched opportunities for the learners and teachers to go beyond the limitations and learn without any hesitation.

According to Item 9, when the participants were asked to indicate whether the BLA motivates them, it can be seen that the participants found the BLA motivating since the mean score was 4.45 (SD: 0.68). This result is consistent with the results of Gopalan, Bakar, Zulkifli, Alwi, and Mat (2017) study which also showed that the BLA enhances learners' motivation.

In Item 10, the participants were asked to indicate whether the BLA fostered collaboration, it can be seen that the mean score of this item was 4.60 (SD: 0.75) which shows that the participants reflected on the approach as positively fostering their collaboration. This result is consistent with the results of Gopalan, Bakar, Zulkifli, Alwi, and Mat (2017), Jee and

O'Connor (2014), and Shih (2010) who also revealed that the BLA enhances the performance and engagement among teachers and learners.

Item 11, clarifies whether the BLA involves the students in the learning process. It was deemed as being positive by the participants since it received a mean score of 4.45 (SD: 0.85). This is in line with the results of Caruso, Colombi, and Tebbit (2017), and Ituma' s (2011) study, which also showed that a BLA helps in achieving learner's satisfaction and motivation that contributes to having a sustainable learning process.

As for Item 12 is concerned (BLA include a lot of homework), the participants found that BLA is effortful with lots of homework since the mean score was 3.9 (SD:1.5). However, this is a new finding which was not found in previous studies.

Item 13 clarified whether the participants improved their reading skills by the employment of a BLA. The finding stated that the mean score of this item was 3.95 (SD: 1.35). Since the mean score is slightly below 4, it means the participants thought that the BLA improved their reading skills. This result is consistent with the results of Behjat, Yamini, and Bagheri (2012), Ghazizadeh and Fatemipour (2017)), and Kazakoff and Brooke (2015) studies which also showed that blended learning was found to be effective in improving the reading skills of the learners.

In Item 14, the participants were asked whether BLA helped to improve their writing skills. The participants' responses for this item were positive with a mean score of 4 and a standard deviation of 1.37. This indicates that the learners found the BLA beneficial in improving their writing skill. This result is hand in hand with the studies carried out by Bensen

and Cavusoglu (2017), Bostanci and Cavusoglu (2018), and Keshta and Harb (2013), who all found that the BLA had a better effect on students' writing performance after its implementation.

As for the attitudes of the participants with regard to the listening skill investigated in Item 15, when the participants were asked to indicate whether the BLA helped to improve their listening skills, it can be seen that the mean was 4.45 (SD: 1.14) which indicates that the participants found it helpful in improving their listening skills. This result is consistent with the results of Caruso, Colombi, and Tebbit (2017), and Kavaliauskienė (2011) who that the assessment and development of the listening skill among L2 learners were improved due to BLA.

Regarding the last Item, the participants were asked to indicate whether the BLA helped to improve their speaking skills, it can be seen that the mean score of this item was 4.25 (SD: 1.20) which indicates that the learners had positive attitudes concerning the effect of the approach on their speaking skills. The result goes hand in hand with Kavaliauskienė (2011), and Liu and Chu (2010) studies which also showed that using the universal game as part of a BLA in the English language learning classrooms improved the listening and speaking skills among L2 learners.

This chapter explained the conclusions and analyses of the study. The findings and discussions are based on the data collected through the two tests the (pre-test and the post-test) and the questionnaire. the results were discussed in relation to previous studies. Each item was mapped with regard to its mean score and standard deviation score. Moreover, the chapter related the finding of each item with previous studies. The following chapter will present the conclusions and recommendations chapter of this thesis.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter represents the conclusion based on the findings of the study. It also represents a set of recommendations and some implications for future research.

Conclusions

The analysis of the findings and discussions of the results indicated that blended learning is an effective approach in teaching languages and in this case teaching the English language. It can be concluded, based on the findings of the study, that blended learning has a positive impact on the academic performance of learners. The blended learning approach (BLA) helped in improving the speaking, listening, writing and reading skills of the learners. Interestingly, both modes of teaching, i.e. with a BLA and traditional method, the participants of this study improved their four skills. However, when compared to the group that was taught with a BLA outperformed the group that was taught with a traditional method.

The attitudes of the learners towards the BLA were also positive, and the participants believed that the BLA can help them to learn a foreign language more efficiently than the traditional teaching method. The BLA gives students an opportunity to learn due to enhanced engagement in the classroom which is in contrast to the traditional approach that is teacher-centered. According to the findings of the questionnaire, the ELF learners believed that the BLA helps in developing the listening, speaking, reading, and writing skills effectively as compared to the traditional teaching method. The participants of this study specifically pointed out the high mean scores in Items 10 (BLA fosters collaboration), 9 (BLA motivation me), 11(BLA involves

students in the learning process), 15 (BLA helped me improve my listening skills), 16 BLA helped me improve my speaking skills). Moreover, it fosters collaboration between learners and helps in reducing efforts to improve their listening and speaking skills.

Recommendations

Based on the findings and discussions of the study, the following recommendations are drawn:

1. The Ministry of Education in Northern Iraq can put efforts to utilize a BLA in educational institutes for language learning. This can undoubtedly help in improving the achievement and academic performance as well as the language skills of learners.

2. The individuality and personal learning styles and preferences of learners must be considered while developing a teaching approach.

3. Teaching programs should employ modern technology and tools in the class while they adopt a BLA.

4. When employing a BLA computer and internet skills are mandatory.

Implications for Future Research

1. This study focused on developing skills in the English language, further studies can focus on improving the performance of learners in different educational areas and courses.

2. Future studies could take into account the variables such as gender, experience, and computer skills of the learners when utilizing a BLA.

3.   This research investigated the impact of the BLA on the learning of the four skills of English language by experimental and attitude toward BLA using a quantitative questionnaire. However, future research can investigate this issue by employing techniques such as qualitative research with interviews.

REFERENCES

Adas, D., & Bakir, A. (2013). Writing difficulties and new solutions: Blended learning as an approach to improve writing abilities. *International Journal of Humanities and Social Science*, *3*(9), 254-266.

Al-Hassan, S., & Shukri, N. (2017). The Effect of Blended Learning in Enhancing Female Students' Satisfaction in the Saudi Context. *English Language Teaching*, *10*(6), 190.

Behjat, F., Yamini, M., & Bagheri, M. S. (2012). Blended learning: A ubiquitous learning environment for reading comprehension. *International Journal of English Linguistics*, *2*(1), 97-106. doi:10.5539/ijel.v2n1p97.

Bensen, H. & Cavusoglu, C. (2017). Reflections on Employing Innovative Approaches in An Academic Writing Course. *International Journal of Sciences and Research*, *73*(8), 1-20.

Bojović, M. D. (2017). Blended Learning as a Foreign Language Learning Environment. *TEME: Casopis za Društvene Nauke*, *41*(4).

Bostancı, H. B., & Çavuşoğlu, Ç. (2018). Pen-and-paper or online? An academic writing course to teacher-trainees. *Cogent Eduactıon, 5*(1), 1482606. https:// doi.org/10.1080/2331186X.2018. 1482606

Boumová, V. (2008). *Traditional vs. modern teaching methods: Advantages and disadvantages of each* (Doctoral dissertation, Masarykova univerzita, Filozofická fakulta).

Broadbent, J. (2017). Comparing online and blended learner's self-regulated learning strategies and academic performance. *The Internet and Higher Education*, *33*, 24-31.

Brooks, M. G., & Brooks, J. G. (1999). The courage to be constructivist. *Educational Leadership, 57* (3).

Caruso, M., Gadd Colombi, A., & Tebbit, S. (2017). Teaching how to listen. Blended learning for the development and assessment of listening skills in a second language. *Journal of University Teaching & Learning Practice*, *14*(1), 14-18.

Cook, D. A., & Artino, A. R. (2016). Motivation to learn: an overview of contemporary theories. *Medical education*, *50*(10), 997-1014. doi: 10.1111/medu.13074

Creswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed methods research designs. *Handbook of mixed methods in social and behavioral research*, *209*, 240.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Curtin University. (2017). *What is Turnitine?* Turnitine. Retrieved from
https://academicintegrity.curtin.edu.au/overview/Turnitin_whatis.cfm

Dimitrios, B., Labros, S., Nikolaos, K., Maria, K., & Athanasios, K. (2013). Traditional teaching methods Vs. teaching through the application of information and communication technologies in the accounting field: Quo Vadis? *European Scientific Journal, ESJ*, *9*(28).

Dziuban, C. D., Hartman, J. L., & Moskal, P. D. (2004). Blended learning. *Educause Center for Applied Research Bulletin*, *7*(1), 12.

Essays, UK. (November 2018). T*raditional Versus Modern Methods of Effective Teaching*. Retrieved from https://www.ukessays.com/essays/education/traditional-versus-modern-methods-of-effective-teaching-education-essay.php?vref=1

Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, *5*(1), 1-4. doi: 10.11648/j.ajtas.20160501.11.

Fidaoui, D., Bahous, R., & Bacha, N. N. (2010). CALL in Lebanese elementary ESL writing classrooms. *Computer Assisted Language Learning*, *23*(2), 151-168. doi: org/ 10.1080/ 095 88221003666248.

Fraenkel, J. R.., Wallen, E. Norman., & Hyun, H., H. (2012). *How to Design and Evaluate Research in Education*. New York: McGraw.

Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The internet and higher education*, *7*(2), 95-105.

Geta, M., & Olango, M. (2016). The impact of blended learning in developing students' writing skills: Hawassa University in focus. *African Educational Research Journal*, *4*(2), 49-68.

Ghahari, S., & Ameri-Golestan, A. (2014). The effect of blended learning vs. classroom learning techniques on Iranian EFL learners' writing. *International Journal of Foreign Language Teaching and Research*, *1*(3), 1-9.

Ghazizadeh, T., & Fatemipour, H. (2017). The effect of blended learning on EFL learners' reading proficiency. *Journal of Language Teaching and Research*, *8*(3), 606-614.doi: http://dx.doi.org/10.17507/jltr.0803.21

Gil, Darren Dale, "U.S. State Building and the Second Amendment" (2016). Dissertations. 378. https://aquila.usm.edu/dissertations/378

Gopalan, V., Bakar, J. A. A., Zulkifli, A. N., Alwi, A., & Mat, R. C. (2017). A review of the motivation theories in learning. In *AIP Conference Proceedings 1891*(1), 020043. doi: 10.1063/1.5005376

Henrie, C. R., Bodily, R., Manwaring, K. C., & Graham, C. R. (2015). Exploring intensive

longitudinal measures of student engagement in blended learning. *The International*

Review of Research in Open and Distributed Learning, *16*(3),131-148.

http://cabinet.gov.krd/p/page.aspx?l=12&s=050000&r=308&p=218cabinet.gov.krd/p/p.aspx?l=1

2&p=216

https://epu.edu.iq/

Isiguzel, B. (2014). The blended learning environment on the foreign language learning process:

A balance for motivation and achievement. *Turkish Online Journal of Distance*

Education, *15*(3).

Isti'anah, A. (2017). The Effect of Blended Learning to the Students' Achievement in Grammar

Class. *IJEE (Indonesian Journal of English Education)*, *4*(1), 16-30.

Ituma, A. (2011). An evaluation of students' perceptions and engagement with e-learning

components in a campus-based university. *Active Learning in Higher Education*, *12*(1),

57-68. doi: 10.1177/1469787410387722

Jce, W (2011) *Word stress in Arabic: The Blackwell companion to phonology*. Wiley-Blackwell.

Oxford, 2990 - 3019. https:// onlinelibrary.wiley.com/doi/abs/10.1002/9781444335262.

wbctp0124

Jee, R. Y., & O'Connor, G. (2014). Evaluating the impact of blended learning on performance

and engagement of second language learners. *International Journal of Advanced*

Corporate Learning, *7*(3), 12-16.

Jee, Y, Rebecca and O'Connor, G. (2014). Evaluating the Impact of Blended Learning on

Performance and Engagement of Second Language Learners. *International Journal of*

Advanced Corporate Learning (iJAC), *7*(3), 12-16.

Johnson, C. P., & MA-TESOL, D. M. (2014). Blended language learning: An effective solution but not without its challenges. *Higher Learning Research Communications*, *4*(3), 23-41.

Joyce, K. M., & Brown, A. (2009). Enhancing social presence in online learning: Mediation strategies applied to social networking tools. *Online Journal of Distance Learning Administration*, *12*(4),1-10.

Kashefi, H., Ismail, Z., & Yusof, Y. M. (2012). The impact of blended learning on communication skills and teamwork of engineering students in multivariable calculus. *Procedia-Social and Behavioral Sciences*, *56*, 341-347. doi: 10.1016/j.sbspro. 2012.09.662

Kavaliauskienė, G. (2011). Blended learning in ESP listening. *English for Specific Purposes World, 10 (31)*, 1-9.

Kelly, M. J. (2009). The Kurdish Regional Constitutional within the Framework of the Iraqi Federal Constitution: A Struggle for Sovereignty, Oil, Ethnic Identity, and the Prospects for a Reverse Supremacy Clause. *Penn St. L. Rev.*, *114*, 707.

Keshta, A. S., & Harb, I. I. (2013). The effectiveness of a blended learning program on developing Palestinian tenth graders' English writing skills. *Education Journal*, *2*(6), 208-221. doi: 10.11648/j.edu.20130206.12.

Keshta, A. S., & Harb, I. I. (2013). The effectiveness of a blended learning program on developing Palestinian tenth graders' English writing skills. *Education Journal*, *2*(6), 208-221. doi: 10.11648/j.edu.20130206.12

Kesici, S., Sahin, I., & Akturk, A. O. (2009). Analysis of cognitive learning strategies and computer attitudes, according to college students' gender and locus of control. *Computers in Human Behavior*, *25*(2), 529-534. doi: org/10.1016/j.chb.2008.11.004

Klimova, B. F. (2009). Modern information technologies in teaching foreign languages. *Bulletin of the Transilvania University of Braşov,2(*51),1-7.

Kormos, J., & Csizer, K. (2014). The interaction of motivation, self-regulatory strategies, and autonomous learning behavior in different learner groups. *Tesol Quarterly*, *48*(2), 275-299. doi: 10.1002/tesq.129

Lee-Post, A. (2009). E-Learning success model: An information systems perspective. *Electronic Journal of E-learning*, *7*(1), 61-70.

Lim, D. H., & Morris, M. L. (2009). Learner and instructional factors influencing learning outcomes within a blended learning environment. *Journal of Educational Technology & Society*, *12*(4), 282-293.

Liu, T. Y., & Chu, Y. L. (2010). Using ubiquitous games in an English listening and speaking course: Impact on learning outcomes and motivation. *Computers & Education*, *55*(2), 630-643. doi: 10.1016/j.compedu.2010.02.023

Liu, W. Y., & Cha, J. (2009). Motivation orientation in a Web-Based environment. *Foreign Languages Research*, *3*, 121-123.

Liu, W. Y., & Cha, J. (2010). English learning motivation and strategy study in a Web-Based environment. *Foreign Languages Research, 3*, 46-50.

Liu, W., & Yu, H. (2012). Effectiveness study of English learning in blended learning environment. *Theory and Practice in Language Studies, 2*(3), 524-529. doi:10.4304/tpls.2.3.524-530

López-Pérez, M. V., Pérez-López, M. C., & Rodríguez-Ariza, L. (2011). Blended learning in higher education: Students' perceptions and their relation to outcomes. *Computers & Education*, *56*(3), 818-826.

Luna, Y. M., & Winters, S. A. (2017). "Why did you blend my learning?" A comparison of

    student success in lecture and blended learning introduction to sociology

    courses. *Teaching Sociology*, *45*(2), 116-130.

Mak, B., & Coniam, D. (2008). Using wikis to enhance and develop writing skills among

    secondary school students in Hong Kong. *System*, *36*(3), 437-455. doi: 10.1016/j.system.

    2008.02.004

McConnell, D. (2014). *Implementing computing supported cooperative learning*. Routledge.

Mirriahi, N., Alonzo, D., McIntyre, S., Kligyte, G., & Fox, B. (2015). Blended learning

    innovations: Leadership and change in one Australian institution. *International Journal*

    of Education and Development using Information and Communication

    Technology, *11*(1), 4-16.

Miyazoe, T., & Anderson, T. (2010). Learning outcomes and students' perceptions of online

    writing: Simultaneous implementation of a forum, blog, and wiki in an EFL blended

    learning setting. *System*, *38*(2), 185-199. doi: 10.1016/j.system.2010.03.006

Nazzal, N. (2014). *Modern versus traditional teaching*. Gulr News Education. Retrieved from

    https://gulfnews.com/news/uae/education/modern-vs-traditional- teaching-methods-

  1.1418127.

Nielson, K., & González-Lloret, M. (2010). Effective online foreign language courses:

    Theoretical framework and practical applications. *The Eurocall Review*, *17*, 27-35.

Pallant, J., & Manual, S. S. (2010). A step by step guide to data analysis using SPSS. *Berkshire*

    UK: McGraw-Hill Education.

Postgate, J. N. (Ed.). (2007). *Languages of Iraq, ancient and modern*. British School of archaeology in Iraq. The university Press, Cambridge.

Prince, M. J., & Felder, R. M. (2006). Inductive teaching and learning methods: Definitions, comparisons, and research bases. *Journal of Engineering Education*, *95*(2),123-138.

Qindah, S. (2018). The Effects of Blended Learning on EFL Students' Usage of Grammar in Context. *The Eurasia Proceedings of Educational & Social Sciences 10*, 11-22

Raymond, E., Jones, G., Sulzberger Jr, A. O., Baquet, D., Bennet, J., Stallman, J., & McNally, M. (2011). Early history.

Sánchez N. & Chavarro S. (2017). EFL Oral Skills Behavior when Implementing Blended Learning in a Content-Subject Teachers' Professional Development Course. *Colombian Applied Linguistics Journal*, *19*(2), 263-276.

Sanprasert, N. (2010). The application of a course management system to enhance autonomy in learning English as a foreign language. *System*, *38*(1), 109-123. doi: 10.1016/ j.system. 2009.12.010

Schechter, R., Macaruso, P., Kazakoff, E. R., & Brooke, E. (2015). Exploration of a blended learning approach to reading instruction for low SES students in early elementary grades. *Computers in the Schools*, *32*(3-4), 183-200.doi: 10.1080/07380569.2015. 1100652

Shih, R. C. (2010). Blended learning using video-based blogs: Public speaking for English as a second language students. *Australasian Journal of Educational Technology*, *26*(6), 883-897.

Su, Y., Zheng, C., Liang, J. C., & Tsai, C. C. (2018). Examining the relationship between English language learners' online self-regulation and their self-efficacy. *Australasian Journal of Educational Technology*, *34*(3),105-121. doi: 10.14742/ajet.3548

Szymańska, A., & Kaczmarek, A. W. (2011). Reading efficiency in blended learning context. *Teaching English with technology*, *11*(2), 29-42.

Taylor, S. K., & Skutnabb-Kangas, T. (2009). 13 The Educational Language Rights of Kurdish Children in Turkey, Denmark, and Kurdistan (Iraq). *Handbook of social justice in education*, 171.

Tohidi, H., & Jabbari, M. M. (2012). The effects of motivation in education. *Procedia-Social and Behavioral Sciences*, *31*, 820-824. doi: 10.1016/j.sbspro.2011.12.148

Tomlinson, B. &Whittaker, B. (2013). *Blended learning in English language teaching: Course design and implementation* (Final ed.). London.

Tongco, M. D. C. (2007). Purposive sampling as a tool for informant selection. *Ethnobotany Research and applications*, *5*, 147-158.

Tosun, S. (2015). The effects of blended learning on EFL students' vocabulary enhancement. *Procedia-Social and Behavioral Sciences*, *199*, 641-647.

Versteegh, K., Elgibali, A., & Zaborski, A. (2009). Encyclopedia of Arabic language and linguistics. *African Studies*, *8*, 57-263.

Wahyuni, S. (2018). The Effect of Blended Learning Model towards Students' Writing Ability. *Journal of English for Academic*, *5*(2), 97-111.doi: https://doi.org/10.25299/jshmic .2018. vol5(2).1801.

Wolff, S. (2010). Governing (in) Kirkuk: resolving the status of a disputed territory in post-American Iraq. *International Affairs*, *86*(6), 1361-1379.

Wu, J. H., Tennyson, R. D., & Hsia, T. L. (2010). A study of student satisfaction in a blended e-
learning system environment. *Computers & Education*, *55*(1), 155-164. doi: 10.1016/j.
compedu.2009.12.012

www.https://mhe-krg.org/node/1524

Yaseen, M., M., Amin. (2017). English Language Teaching Methods and Reforms in English
Curriculum in Iraq; an Overview. UHD ,*3* (3). doi: 10.21928/juhd.20170820.23, e-ISSN:
2411-7757, p-ISSN 2411-7765

Yule, G. (2016). The study of language. *Cambridge University Press*. 7(2), 255–256.

Zarei, A. A., & Abdi, V. (2016). Blended Learning, computer-based, and conventional reading
Instruction affecting EFL learners' self-regulation and critical Thinking. *International
Journal of Humanities and Cultural Studies*, *3*(1), 2169-2187.

APPENDICES

APPENDIX A

Lessons Plan for the BLA

Lesson Plans Used for the Experimental Class

Lesson Plan: 1

DATE: 8/10/2018

CLASS: Experimental classroom

ANY CHARACTERISTICS: All native speakers of Kurdish

ASSUMED KNOWLEDGE: Writing keywords and main idea technique

SKILLS TAUGHT: Distinguishing between words with similar meaning and asking for repletion and clarification.

TIME ALLOWED: 2 hours**.**

AGE: 18-22

NO. OF STUDENTS IN CLASS: 20

OBJECTIVES:

General objectives: The student will be able to learn and understand new vocabulary about a job. Gather information and idea to the role -play interview and answer the questions on pages 4, 6, 7, of the Q: skill for success book (listening and speaking).

Specific objectives:

1. Listen to The Q Classroom online. Then answer all questions on page 2. Students will be able to find the new keyword about finding a good job.
2. Pair work activity A and B, the learner in pairs - A will be able to ask a question and the pair classmate B will be able to answer the question and use a new word when listening.
3. Show pictures whole class- work activity, the students will be able to find a job in the photos on Page 4.
4. Listen to the next part of the news report - work activity, the learners will be able to write key words and the main idea.
5. Pair work activity A and B, the student in pair A will be able to compare notes with a partner and write the main ideas.

MATERIALS/AIDS: project /computer/ speaker/whiteboard/ 2 markers /pictures.

PROCEDURES

	Teacher Activities	Model sentences
STEP 1: Warm-up (30mins)	- Welcome the learners. - Introduce yourself. - Ask learners " How can you find a good job? -Ask and tell students to open page 2 of the skills for success book, discuss these question with your classmates.	
STEP2: Practice (Pair work) (20-mins)	-It is a pair of work activity. The students will be put in pairs as A and B. The student in pair A will ask the question exercise B on page 2, and the pair classmate B will be able to answer a question and use a new word. -After 10 minutes, the role of the pair will change.	

STEP3: Practice (Group work)
 	
(25mins)
	- Group work**.**
	- Put the students into 4 groups:
	   5 people ➔ group 1
	   5 people ➔ group 2
	   5 people ➔ group 3
	   5 people ➔ group 4
	- Ask each group to select one photo on page 4
	- Ask the students to match the ads with the jobs in the photos in exercise D on page 4. Tell students more than one answer is possible. They have only 10 minutes to complete the task.
	- one by one, choose someone or leader from each group to tell the whole class about the matching job with the photo and make them show their photo and read their description (focus on errors). Each leader has only 4 minutes to discuss it.
	- After that ask the student to write the correct answer on the whiteboard.	

STEP 4: Practice (30 mins)	-Pair work. -Ask the students to listen to the next part of the news report and write key words and notes. - After the listen to the next part of the news report, the students in pair A will be able to compare notes with partner B and write the main idea. - Tell the pair to read their answers.	Could you repeat that? Could you say that again, please? I'm sorry. I didn't catch that. Do you mean…?
STEP5: Closure (10mins)	-Give students homework. (pair work). Put students in a pair send the record and ask the student to listen to the record then write keywords and main ideas.	

TIME FILLER ACTIVITY: Speaking activity group work: choose a student from the class and ask others to describe orally.

ANTICIPATED PROBLEMS: There may be shy learners. (Help them to speak or to do the exercise).

Lesson Plan: 2

DATE: 15. 10. 2018

CLASS: Experimental classroom

ASSUMED KNOWLEDGE: Previewing a text

SKILLS TAUGHT: Learn some tips. This helps them understand an article, Web page, or story before reading it. (writing the main idea and supporting sentences).

TIME ALLOWED: 2 hours.

AGE: 18-22

NO. OF STUDENTS IN CLASS: 20

OBJECTIVES:

General objectives: The student will be able to learn and understand new vocabulary about a job. Gather information and idea to describe the job you want and explain why you think it is a good job for you, and answer the questions on pages 12, 13 of the Q: skill for success book (reading and writing).

Specific objectives:

1. Show picture on a projector. Students will be an able guess, where is the woman working? what is she doing? "Does this look like a good job to you?"
2. Discuss a pair- work activity A and B, the learner in pair A will be able to ask a question and the pair classmate B will be able to answer the question Do you have a job now? Do you think it is a good job? Why is it important to have a good job?
3. Listen to the Q classroom online. Then answer these questions What do the students say? Do you agree or disagree with them? Why?
4. Group work. Work activity. Show text on the project as they listen and read the webpage. Gather information about a good job is.

MATERIALS/AIDS: project/ computer/ speaker/ whiteboard/ markers

PROCEDURES

	Teacher Activities	Model Sentences
STEP1: Warm-up (20mins)	- Greet the students. -Show picture. -Ask students to guess, only 5 minutes	

	-Ask learners " Does this look like a good job to you"? -Aske and tell students to open page 4 of their Q: skills for success book reading and writing, discuss these question with your classmates.	
STEP2: Practice (Pair work) (30 ins)	-It is a pair of work activity. After the learners listen to the Q: classroom online; The students will be put in a pair as A and B. Then answer these questions on page 2, the pair A ask B and B will answer the question. After 6 minutes, the role of the pair will change	
STEP3: Presentation (pair work) (30 mins)	-It is a pair of work activity. The students will be put in couples as A and B. A will select the picture (the six occupations) in exercise D on page 8 and will ask their partner B to find or add it to the chart on page 9. After 10 minutes, the role of the pair will change.	
STEP 4: Practice (Group work) (25 mins)	Group work. Put the students into 4 groups: 5 people ➔ group 1 5 people ➔ group 2 5 people ➔ group 3 5 people ➔ group 4 -Ask each group to Read the webpage on page 6 of their Q: skills for success book reading and writing, then gather information about what a good job is. After that take the career test and choose possible careers on page 7. After 20 minutes each group give the answer and why	

TIME FILLER ACTIVITY: Speaking activity group work: choose a student from the class and ask others to explain the choose orally.

ANTICIPATED PROBLEMS: Students cannot know the same words during individual work. (Give the words and emphasize while pair work about their answer).

Lesson Plan 3

DATE: 22/10. 2018

CLASS: Experimental classroom

ANY CHARACTERISTICS: All native speaker of Kurdish

ASSUMED KNOWLEDGE: Grammar tenses (present and past simple), pronunciation.

SKILLS TAUGHT: How and when should be used present and past simple during speaking and writing, pronunciation about suffix (- ed) when is added to the word.

TIME ALLOWED: 2 hours.

AGE: 18-22

NO. OF STUDENTS IN CLASS: 20

OBJECTIVES:

General objectives: The student will be able to learn and understand how to use present and past simple and answer the questions on pages 17, 18, 19, of the Q: skill for success book (listening and speaking).

Specific objectives:

1. A Presentation about the present and past simple will be showed by the project.
2. Listening audio and watching a short video about the present and past tenses
3. Class work activity with their partners
4. Quiz

MATERIALS/AIDS: project /computer/ speaker/whiteboard/ 2 markers /pictures.

PROCEDURES

	Teacher Activities	Model sentences
STEP1: Warm-up (20mins)	- Greet the students. -Presentation 15 minutes. -Ask student go on page 17 of their Q: skills for success book listing and speaking, Circle the correct verb to complete each sentence. They have only 10 minutes. After 10 minutes ask the students to read the correct answer.	I am friendly. He wants to change careers.
STEP 2: Presentation (pair work) (30mins)	**-**It is a pair of work activity. After the learners listen to the audio and watching a short video about the present and past simple tenses (10 minutes); The students will be put in a pair as A and B. Then answer these questions on page 18, the pair A ask B and B will answer the question. After 7 minutes, the role of the pair will change.	
STEP3: Practice (pair work) (30 mins)	-It is a pair of work activity. After the learners listen to the second part of the audio, the students will be put in a pair as A and B. Then answer these questions on page 19, the pair A asks B and B will answer the question.	
STEP 4: Practice (Individual work- whole class activity) (25 mins)	The quiz takes 20 minutes, the style of the quiz is moved slide form after exactly 1 minute for each slide, is composed of several English sentences, they should choose the correct word to remain 10 minutes to discuss**.**	
STEP 5: Closure (10 mins)	Give the student an assignment. The students will write ten sentences about daily activity and some things happened in the past. Ask students to watch the video before the next class.	

TIME FILLER ACTIVITY: Individual activity. Tell the learners to answer these questions on page 18-19.
ANTICIPATED PROBLEMS: There may be shy learners. (Help them to speak or to do the exercise)

Lesson Plan 4

DATE: 29/10/2018

CLASS: Experimental classroom

ASSUMED KNOWLEDGE: Write a sentence and supporting

SKILLS TAUGHT: Learn how to write the main idea and supporting sentences use verbs + infinitive (like, want, and need).

TIME ALLOWED: 2 hours.

AGE: 18-22

NO. OF STUDENTS IN CLASS: 19

OBJECTIVES:

General objectives: The student will be able to write sentences and supporting sentences with use and understand new vocabulary about a job. Gather information and idea to describe the job you want and explain why you think it is a good job for you, and answer the questions on pages 12, 13 of the Q: skill for success book (reading and writing).

Specific objectives:

1. listen to the Web page. The student will be able to gather information about career and answer the questions of the exercise A on page 5.
2. Listening audio and Show the text (The world of work) The student will talk to people about their work and answer the questions of exercise A, B, C, E on page 10,12, 13.
3. Watching a short video.

MATERIALS/AIDS: computer / project/ whiteboard/ speaker

PROCEDURES

	Teacher Activities	Model Sentences
STEP 1: Warm-up (25mins)	-Greet the student. -Ask learners go on page 5 of their Q: Skill for success (reading and writing). there are some words from Listening audio. Read the sentences. Then write each underline word next to the correct definition. -Ask the learner you can use your dictionary to find a definition. -After 20 minutes tell the student to write a correct answer on the whiteboard**.**	

STEP 2: Practice (Individual Work-Whole class activity) (30mins)	**-**Ask learners answer the questions of the exercise A on page 10 of their Q: Skill for success (reading and writing). -there some word from the text (the world of work). Read the definition. Then complete each sentence. **-**Tell the student you can use the dictionary	
STEP:3 **Presentation** (Group Work) (30 mins)	Listening audio and Show the text (The world of work). Group work. Put the students into 4 groups: 5 people ➔ group 1 5 people ➔ group 2 5 people ➔ group 3 5 people ➔ group 4 -Ask each group to go to exercise B, C, E on page 12 and 13 in their Q: Skill for success book. -One by one, choose someone from each group to tell the whole class about the correct answer. -After that one leader in each group write the correct answer on the whiteboard.	
STEP:3 Closure (20mins)	Watching a short video. -Give the student an assignment. work pair The students choose a sentence they wrote in their quick write on page 5. Ask the student to copy the sentence. Then write three supporting sentences for each word. Use the word (want, need, like) -Each student will give feedback to a partner.	I like to travel**.** I like to learn about new places. I want a career. I need a good job.

TIME FILLER ACTIVITY: Presentation (workgroup). Tell the student to do exercise B, C, E on page 12 and 13
ANTICIPATED PROBLEMS: Paly again the audio to listen again.

Lesson Plan 5
DATE: 5/11/2018

CLASS: Experimental classroom

ANY CHARACTERISTICS: All native speaker of Kurdish

ASSUMED KNOWLEDGE: Gather information and ideas to give a presentation about customs in a culture you know well

SKILLS TAUGHT: Taking notes in a T-chart, some tips to recognise the main idea and details

TIME ALLOWED: 2 hours**.**

AGE: 18-22

NO. OF STUDENTS IN CLASS: 20

OBJECTIVES:

General objectives: The student will be able to take notes in a T-chart and take notes about the reason (why do we study other culture)

Specific objectives:

1- Show some questions about culture, the student discusses these question with the classmates.
2- Listen to the Q Classroom online which is some students talked about (the study other culture). Then the student will be able to match the idea in the box with the students on page 27.
3- Show picture, the students will be able to guess and talk about the picture. Also, the will be able to write their idea in the chart on page 28.
4- Listen to the beginning of a presentation about culture shock for new international university students, the students will be able to write notes.

MATERIALS/AIDS: whiteboard/ project/ computer/ speaker/ mobile phone/book

PROCEDURES

	Teacher Activities	Model Sentences
STEP1: Warm-up (20mins)	-Greet the students. -Show some questions about culture (Did you ever spend time in another country or culture? What are ideas people around the world have about your country or culture? -Ask the student, discuss these questions with your classmates.	

STEP2: Practices (Group Work) (30mins)	- Listen to the Q Classroom online which is four students (Marcus, Yuna, Felix, Sophy) talked about (why do we study other culture).
	Put the students into 4 groups
	    5 people ➔ group 1
	    5 people ➔ group 2
	    5 people ➔ group 3
	    5 people ➔ group 4
	Ask each group focus on one person who speaks as you listen, for example, group1(Marcus), group2 Yuna, group3 Felix, group4 Sophy)
	Ask each group to match the idea in the box on page27 with the student. They will try to guess which students' idea.
	One by one, choose someone from each group to tell the whole class about the correct match.
	Ask the student to write the idea with the named person on the whiteboard.	

STEP:3 Practices (Individual Work-Whole class activity) (30mins)	-Show picture, the students will be able to guess and talk about the picture, each has only 4minutes to talk about it -Ask the student to look at the photo (Where do you think this is? What do you think the people are doing?) -Ask the student to go on page 28 write your idea in the chart. What are some things that make your culture different from other cultures?	
STEP4: Practices (pair work) (25 mins)	-Ask students (listen to the beginning of presentation about culture shock for new international university students) -Take notes in the chart as you listen -Ask student compare your notes with the partner	
STEP5: Closure (10mins)	Give the student an assignment. (Pair work) the student will be able to listen to audio and make a T- chart and, in the left column, take notes on the main ideas, and important details in the right column.	

TIME FILLER ACTIVITY: Practices (pair work). Tell the students to take notes in the chart as you listen

ANTICIPATED PROBLEMS: There may be shy students. (Ask them to sit next to the students who are more active or you do you like).

Lesson Plan 6

DATE: 12/11/2018

CLASS: Experimental classroom

ANY CHARACTERISTICS: All native speaker of Kurdish

ASSUMED KNOWLEDGE: New vocabulary, and name some countries

SKILLS TAUGHT: Practice to write the reason for immigrating people to other countries

TIME ALLOWED: 2 hours.

AGE: 18-22

NO. OF STUDENTS IN CLASS: 20

OBJECTIVES:

General objectives: The student will be able to gather information and ideas to explain how a place changed because of international immigration or culture.

Specific objectives:

1. Show the photo, the student will be able to discuss the photo.
2. Listen to the Q classroom online. The student will be able to answer the question on page 25.
3. Show the map of Europe, the student will try to say one thing about each country
4. Show the Web page, the student will be able to gather information about why people immigrate to other countries and find the definition to complete each sentence on page 27 of their Q: skill for success (reading and writing).

MATERIALS/AIDS: computer/ speaker/ project/ online

PROCEDURES

	Teacher Activities	Model Sentences
STEP 1: Warm-up (20mins)	-Greet the students -Tell students to look at the photo. -Ask learners to discuss this photo. -Ask (Do you think people today immigrate for the same reasons they did in the past?	Why do people immigrate to other countries? -population -sight -lonely
STEP2: Practice (Individual Work-Whole class activity) (25mins)	-listen to the Q Classroom online. -Tell student go to page 25 in (reading and writing book) to match the reason in the box to the answer as you listen, and do you agree or disagree? Check (/) your answers in the chart.	
STEP:3 Presentation (pair work) (30mins)	-Show map of Europe. -Ask the student to try to say one thing about each country. (only 10 minutes) -Tell the students to write the name of six other countries you know. Work with a partner. If possible. (10 minutes) -Ask the student to answer these questions (Do you know people from other countries? Which countries? Do you sometimes travel to other countries? which countries do you visit? With your partner. (10 minutes)	

STEP: 4 Practice (Group Work) (30 mins)	-Put the students into 4groups
	  5 people ➜group 1
	  5 people ➜group 2
	  5 people ➜group 3
	  5 people ➜group 4
	-Show the text (The World in a City) by project
	-Ask each group Read the Web Page and find the definition on page 27. Then complete each sentence on the same page. Each group has only 15 minutes.
	-One by one, choose someone from each group to tell the whole class about the correct answer.
	-Ask the student to write the correct answer on the whiteboard.	

STEP:5 Closure (5 mins)	Give the students an assignment. The students will read the text on page 28 and answer the question of exercise B, C, D on page 29-30	

TIME FILLER ACTIVITY: Speaking activity (Individual Work- Whole class activity): Choose a student from the class to discuss the photo and answer the question.

ANTICIPATED PROBLEMS: There may be shy students (help them to speak and discuss the photos.

Lesson Plan 7

DATE: 19/11/2018

CLASS: Experimental classroom

ANY CHARACTERISTICS: All native speaker of Kurdish

ASSUMED KNOWLEDGE: In the previous class, they have been gathering information and idea to give a presentation about customs in a culture you know well. (use should and should not).

SKILLS TAUGHT: Listen to three people talking about culture problems (It's + adjective +infinitive) (a word in context)

TIME ALLOWED: 2 hours**.**

 AGE: 18-22

NO. OF STUDENTS IN CLASS: 20

OBJECTIVES:

General objectives: The student will be able to use (should and should not) and write sentences

Specific objectives:

1. Listen to a lecture from a business class at a university. The professor is talking about international advertising. The student will able to find the definition word on page 30 and answer exercise A, B, C, D, E on the page (32-33) of their book Q: skills for success (listing and speaking).
2. show some questions, the student work in a group and discuss it
3. show some picture and play record, the student will be able to find culture problems and answer exercise A, C, D, F on the page (36-38).
4. Give pieces of paper to write 10 sentences, the student will be able to write 10 sentences to use should, should not and (it's +adjective+ infinitive)

MATERIALS/ AIDA: project/ computer/ speaker/ whiteboard

PROCEDURES

	Teacher Activities	Model Sentences
STEP 1: Warm-up (Individual Work- Whole class activity)	Greet the student. -Tell the student to listen to a lecture from a business class at a university. The professor is talking about international advertising. (10 minutes) -Ask the student to go on page 30. Here are some words from listening and read the conversation on	

(15mins)	page 30. Then match each underlined word with its definition. -Tell student complete exercise A, C, D, F on the page (32-33).	

STEP 2- Practices
(Group Work)
(30mins**)**
	-Put the students into 4 groups
	  5 people ➜group 1
	  5 people ➜group 2
	  5 people ➜group 3
	  5 people ➜group 4
	Show some question about
	previous listen to a lecture from a business class at a university by the project (What do companies need to think about when they advertise in other countries? Give an example from your experience. Think about the problems with language, color, and customs in listening. What color has a special meaning in your country?
	-Ask each group to discuss it. they have only 15 minutes.
	-One by one, choose someone from each group to tell the whole class about their answer and opinion.
	-Other groups give a comment about the answer.
		Language mistakes can cause problem for companies.

STEP:3 Practices
(Group Work)
(30mins**)**
	-Show some picture and paly record.
	-Put the students into 4groups
	  5 people ➜group 1
	  5 people ➜group 2
	  5 people ➜group 3
	  5 people ➜group 4
	-Tell each group focus on one exercise as
	  group1➜ Exercise A
	  group2 ➜Exercise C
	  group3 ➜Exercise D
	  group1➜ Exercise F
	on page 36-38.
	-One by one, choose someone from each group to tell the whole class about the correct answer.
	-Ask the student to write the correct answer on the whiteboard.	

STEP 4: Closure (30 mins)	Give pieces of paper to write 10 sentences.	I should learn customs of other countries. In France, when you visit someone's home, you should bring a gift. In the US It is rude to stand too close.

TIME FILLER ACTIVITY: (Individual Work- Whole class activity): The student fair to speak in front of the whole class

ANTICIPATED PROBLEMS: There may be shy students. Ask them to sit next to the students who are more active.

Lesson Plan 8

DATE: 26/11/2018

CLASS: Experimental classroom

ANY CHARACTERISTICS: All native speakers of Kurdish.

ASSUMED KNOWLEDGE: Skimming for the main idea

SKILLS TAUGHT: Learn some tips to help student skim for the main idea. compound sentences with (but and so)

TIME ALLOWED: 2 hours.

AGE: 18-22

NO. OF STUDENTS IN CLASS: 20

OBJECTIVES:

General objectives: The student will be able to use compound sentences with (but and so)

Specific objectives:

1. Read the article, the student will be able to gather information about why people immigrate to other countries, and answer exercise A, on page 32 of their reading and writing book.
2. Pair work – work activity. Show the article by the project. The student will be able to answer the exercise B, C, D on page 32 of their reading and writing book.
3. Presentation. The students will understand how to use the word (but and so) to make compound sentences. And answer the exercise A, B, C on page 40 of their reading and writing book.

MATERIALS/ AIDA: project/ computer/ speaker/ whiteboard

PROCEDURES

	Teacher Activities	Model Sentences
STEP1: Warm-up (20mins)	Greet the student -Ask the student to read the article. -Ask learners go on page 32 of their Q: Skill for success (reading and writing). Here are some words from the article. Read the sentences. Then write each underline word next to the correct definition. -Ask the learner you can use your dictionary to find a definition.	

	-After 10 minutes tell the student to write a correct answer on the whiteboard.	
STEP 2: Practice (pair work) (25mins)	-Show the article by the project -Ask learners to go on page 35-37 of exercise B, C, D, E. -Tell the student to read the article again with your classmates. Then circle and choose the correct answer. One by one. Choose someone in the pair to tell the whole class the correct answer.	
STEP3: Presentation (pair work) (30mins)	-After show PowerPoint presentation The student work in pair, show some simple sentences. -Ask the student to connect these sentences with (but or so) -Ask the student why use but or so -Ask the student to go on page 39. Complete each sentence with but or so.	
STEP4: Closure (10mins)	Give the student homework. Students will write a short paragraph using the compound sentences.	

TIME FILLER ACTIVITY: Speaking activity (pair work): Choose a student from the class and tell the correct answer.

ANTICIPATED PROBLEMS: Student may not sure the answer and shy during the pair work and write the answer on the whiteboard.

Lesson Plan 9

DATE: 3/12/2018

CLASS: Experimental classroom

ANY CHARACTERISTICS: All native speaker of Kurdish

ASSUMED KNOWLEDGE: Use correct paragraph structure

SKILLS TAUGHT: Reading charts, graphs, and tables, Modifying nouns.

TIME ALLOWED: 2 hours.

AGE: 18-22

NO. OF STUDENTS IN CLASS: 19

OBJECTIVES:

General objectives: The student will be able to read the articles, and answer the questions on pages (53, 54, 55, 56) of the Q: skill for success book (reading and writing).

Specific objectives:

1. Show photos and some questions by project, the student will be able to discuss it and discuss these questions with classmates.
2. Listen to the Q Classroom online. The student will able to gather information and answer questions on page 46.
3. Show a long email to gather information about why vacation is important.
4. Group work. Work activity. Show charts, graphs, and tables the student will be able to read charts, graphs, and tables, and answer the questions on the page (54, 55, 56) of the Q: skill for success book (reading and writing).

MATERIALS/AIDS: Computer/ speaker/project/ online

PROCEDURES

	Teacher Activities	Model Sentences
STEP1: Warm-up (20 mins)	-Greet the students - Show photos and some questions by project - Ask the student to look at the photos. -work with a partner (with the ones sitting next to them) Discuss with the partner. Which vacation activities do you like best? How much vacation do you get? Which job gives more vacation? Which job give less?	
STEP2: Practice Individual Work- Whole class activity) (15 mins)	- Ask the student, listen to the Q Classroom online. - Ask the student to take notes as you listen -Tell the student to answer these questions (Sophy says that we work hard when we come back from vacation. Why? Marcus says that vacation makes people healthier. Why? Felix says that vacation is a time to make important decisions. Why? - Ask the students to tell at least 1 notices for each person. - focus on errors as a student their notes	-No one calls into work while on vacation. -Flexible vacation time -More co- worker stress - several short vacations
STEP:3 Practice (pair- work activity) (30mins)	- Show the long email. - Put pair students (with the ones sitting next to them) - tell each pair read the email and underline the most important information in the email, each pair of students have only 15 minutes. - Ask the students to go to page 49. There are some words from the email. Read the paragraphs. Then write each underline word next to the correct definition. - ask the student you can use a dictionary if necessary. - After that one leader in each, a pair write the correct answer on the whiteboard, other students correct any errors.	

| Step 4: Practices (Group work) (30 mins) | - Put the students into 4 groups
    5 people ➜ group 1
    5 people ➜ group 2
    5 people ➜ group 3
    4 people ➜ group 4
-Show chart
-Ask groups open page 54 (exercise A), answer the questions, they have only 2 minutes for each question.
-one by one, choose someone from each group to write their answer on the whiteboard.
- Show table, ask groups open page 55 (exercise B), answer the questions, they have only 2 minutes for each question.
-one by one, choose someone from each group to write their answer on the whiteboard.
Show graph, ask groups open page 56 (exercise C), answer the questions, they have only 2 minutes for each question.
-one by one, choose someone from each group to write their answer on the whiteboard.
Tell the other groups to give the comment about the answer.
Focus on errors as students tell their answers | |
| STEP 5: Closure (2 mins) | Give the students homework. The student will find the chart, graph, and table write a short paragraph about it | |

TIME FILLER ACTIVITY: Speaking activity (whole class): Choose a student from the class and tell the whole class the correct answer.

ANTICIPATED PROBLEMS: Student may not some words during the pair work (help them and give the words).

Lesson Plan 10

DATE: 10/12/2018

CLASS: Experimental classroom

ANY CHARACTERISTICS: All native speaker of Kurdish

ASSUMED KNOWLEDGE: In the previous class, they have gathered information on why vacation is important. (future plans)

SKILLS TAUGHT: Introducing topics in a presentation

TIME ALLOWED: 2 hours.

AGE: 18-22

NO. OF STUDENTS IN CLASS: 20

OBJECTIVES:

General objectives**:** Listen to a lecture and presentation. The student will be able to gather information and ideas to participate in a presentation describing a travel tour.

Specific objectives:

1. Show the photo by project, the student will be able to discuss the photo and answer some question about it. Then listen to The Q Classroom online.
2. Listen to a report from a travel program called Places in Danger. The student will be able to identify the place in danger.
3. Listen to the owner of the travel company give a presentation about a job for volunteers in Cusco Peru. The student will be able to gather ideas about what the best kind of vacation is.
4. Show a video presentation, the student will be able to write 5 sentences about the future plan use (be going to).

MATERIALS/AIDS: Computer/ speaker/project/ online

PROCEDURES

	Teacher Activities	Model Sentences
STEP1: Warm-up (20 mins)	- Greet the students. - Show the photo by project - Ask learners to look at the photo. Where are these people? Is this the kind of vacation you would go on? What did you do on your last vacation? What is a popular place for tourists in your home country? - listen to The Q Classroom online. Then answer these questions. Yuna says perfect relaxing beach vacation. What kinds of vacation do Sophy and Felix perfect? -Tell the student's opinion do you agree with? Why	
STEP 2: Practice Individual Work- Whole class activity) (30 mins)	- Listen to a report from a travel program called Places in Danger. The program talks about the negative effects of tourists visiting three famous places -Ask the student to listen and take notes -Tell student open page 54 of their listing and speaking book. There are some words from listening. Read their definitions. Then complete each sentence below with the correct word.	
STEP 3: Practice (pair work activity) (25mins)	**-**Listen to the owner of the travel company give a presentation about the job for volunteers in Cusco Peru.	

	-Ask the student to listen and take notes as you listen to the presentation, gather ideas about what the best kind of vacation is. -Tell each pair- student open page 60, read the sentences. Circle the answer that best matches the meaning of each underlined word.	
STEP4: **Presentation** (20mins)	-Show video - After 15 minutes, ask the student to write 5 sentences use (be going to) to talk about your future plan.	
STEP 5 – Closure (15mins)	Give the students an assignment. The student will work in a group to prepare a presentation.	**-**Let's start with… -The first thing I am doing to talk about is … -Now let's move on to… -Now Pamela is going to tell you about…… -Now Avan is going to take over**.**

TIME FILLER ACTIVITY: Speaking activity (whole class): Choose a student from the class and tell the whole class the correct answer.

ANTICIPATED PROBLEMS: Student may not some words during the pair work (help them and give the words).

Lesson plan 11

DATE:17/12/2018

CLASS: Experimental classroom

ANY CHARACTERISTICS: All native speaker of Kurdish

ASSUMED KNOWLEDGE: Identifying the topic sentences in a paragraph, parts of speech

SKILLS TAUGHT: Write the topic sentence, sentences with when

TIME ALLOWED: 2 hours.

AGE: 18-22

NO. OF STUDENTS IN CLASS: 20

OBJECTIVES:

General objectives: Read an online article about different reasons people laugh**.** The students will be able to gather information and ideas to write a paragraph about what makes you or someone you know laugh.

Specific objectives:

1. Show the pictures, the student will be able to guess the reason why is each person laughing in the photo, and write their idea for each photo.

2. Listen to The Q Classroom online. Then the student will be able to match the idea in the box on page 73 with the students who talk about laugh as they listen
3. Show the magazine article. The student will be able to gather information about what makes people laugh, and answer the question in the exercise (A, B, C, D, E) on page 77-78 of their reading and writing book.
4. Show the second part of the article, the student will be able to identify the part of speech of the word. And answer the exercise on page 86 -87.

MATERIALS/AIDS: Computer/ speaker/project/ online

PROCEDURES

	Teacher Activities	Model Sentences
STEP 1: Warm-up (20mins)	- Greet student with a smile and laugh. -Ask these questions (When was the last time you laughed? why did you laugh? what makes you laugh? Why is it important? - Show the pictures by project, ask the student to look at the photos. What is happening in each photo? Why is each person laughing? - Ask the student to write your idea for each photo. After 5 minutes, the student discusses her/his idea with their classmates.	
STEP 2- Practices Individual Work- Whole class activity) (20mins)	-Listen to The Q Classroom online -Ask the student to open your book read the idea in the box on page73. Then match the ideas to the student who speaks as you listen.	

STEP 3-Practices (Group work) (30mins)	-Show the magazine article (What is laughter?)
	 - Put the students into 4 groups
	      5 people ➜group 1
	      5 people ➜group 2
	      5 people ➜group 3
	      5 people ➜group 4
	 - Ask each group read the article and, answer the question in the exercise (A, B, C, D, E) on page 77-78.
	 -One by one, choose someone from each group to tell the whole class about the correct answer.
	 Ask the other group if the answer error, you will correct it.	

Step 4: Practices	- Show the second part of the article	Mark relaxes when he laughs.

(pair work) (30 Mins)	-put the student in the pair -Ask the student to go on page 86-87. And write the part of speech of the underlined word.	When Jenny is with people, she laughs. Sami laughs to be friendly.
STEP 5- Closure (10mins)	-Give the student homework. The student will write short paragraph use when and underline the part of speech.	

TIME FILLER ACTIVITY: Speaking activity (whole class): Choose a student from the class and tell the whole class the correct answer.

ANTICIPATED PROBLEMS: Student may not some words during the pair work (help them and give the words).

Lesson Plan 12

DATE: 24/12/2018

CLASS: Experimental classroom

ANY CHARACTERISTICS: All native speaker of Kurdish

ASSUMED KNOWLEDGE: Simple present for informal narratives

SKILLS TAUGHT: (Simple present third- person -s /-es)

TIME ALLOWED: 2 hours.

AGE: 18-22

NO. OF STUDENTS IN CLASS: 20

OBJECTIVES:

General objectives**:** listen to a radio show and a lecture, the student will be able to gather information and idea to tell a joke or a funny story**.** (present simple for informal narratives)

Specific objectives:

1. Show the photo by project, the student will be able to discuss the photo and answer some question about it. Then listen to The Q Classroom online.
2. Listen to a radio show about the famous British author Charles Dickens. The student will be able to gather information and idea who makes you laugh. And answer exercise A, C, D on page78-79.
3. Listen to a guest speaker in a university lecture. In the lecture, he talks with the professor about people's sense of humor. As listen to the lecture students can gather information and ideas about who makes you laugh. And answer the question on page 89-90.

MATERIALS/AIDS: Computer/ speaker/project/ online

PROCEDURES

	Teacher Activities	Model Sentences
STEP 1: Warm-up (20mins)	- Greet student.	

	-Ask these questions (What funny TV show do you like? Do you tell jokes or make other people laugh? **-** Show the pictures by project, ask the student to look at the photos. What are these people in the photos doing? **-** Ask the student to write your idea for each photo**.** -After 5 minutes, the student discusses her/his idea with their classmates.	I think they are looking at someone's childhood picture.
STEP 2- Practices (pair- work activity) (30mins)	**-** Listen to a radio show about the famous British author Charles Dickens. **-** Ask each pair student go on page 77-79 answer the question.	
STEP:3 Practices Individual Work- Whole class activity) (25mins)	-Listen to a guest speaker in a university lecture. **-** Ask students go on page 89-90 to complete these jokes with the simple present form of the verbs in the box. After 15 minutes -Tell the student to compare your answer with a partner	
STEP 4: Closure (3mins)	**-**Give the students homework (two short paragraphs. Students will choose and underline every simple present third- person verb ending in -s or -es, and write /z/, /s/, or /əz/ each -s or – es indicate the pronunciation.	

TIME FILLER ACTIVITY: Speaking activity (whole class): Choose a student from the class and tell the whole class the correct answer.

ANTICIPATED PROBLEMS: Student may not some words during the pair work (help them and give the words)

APPENDIX B

Syllabus and Lessons Plan for Control

2018 Fall Semester			
Language: English	**Year:** Second Year		**Semester:** Fall
Weekly Hours	**Class Hours**		
	Mon: (4:30 -6:30)		
Learning Outcomes	After the completion of this experiment, the student will be able to ► Choose and collect new vocabulary of everyday English ► learn how to read passages and articles ► Learn the technical aspect of reading and writing		
General Objectives	1. To enrich students' vocabulary by reading in context 2. To enrich students' ability by providing information about different subjects 3. Helping students to learn and understand, and enhance their vocabulary skills 4. Helping students' technical aspects of reading and writing. Enhancing students' information and knowledge in contextual English.		
Textbooks and/or	Lynn, S. (2015). *Q: Skills for success: Reading and writing*. (2nd). New York, NY: Sharon Sargent.		
References for speaking and listening. Reading and writing	Scanlon, J., Snow, M. A., Zwier, L. J., & Zimmerman, C. B. (2015). *Q: skills for success: listening and speaking*. Oxford University Press		
Course Content	Writing, class discussion, grammar and reading		
Materials	using a whiteboard, marker, two books		

Weeks	Date	Topics	Activities	Objectives
1	8Oct – 10Oct	How can you find a good job	Introduction to Classes Learning new vocabulary about the job and do exercise D on page 4, A on page 6,7.	Students will be able to gather information and idea about finding a good job and learning new vocabulary and answer the questions on pages 4, 6, 7, of the 'Q: skill for success: listening and speaking' book.
2	15Oct– 17Oct			
3	22Oct – 24Oct	The right job for you (verb + infinitive) (like, need and want	practices with the verb infinitives, and read the text on the page11 and answer the exercise A, B on page 19. Quiz: write5 sentences use (the	Students will be able to write some sentences and support sentences use the words (like, need, want), and answer the questions on pages 11, 18,19,

			verb+ infinitive).	of the 'Q: skill for success: reading and writing' book.
4	29Oct– 31Oct	Simple present and simple past and how pronunciatio n (e d)	1-Use Present simple to take about fact or general truths. 2-Simple present with a regular verb. 3- Simple present with *be* 4- Simple present with have 5-simple past of a regular verb ends in -ed. If the verb ends in 1-Avoiced sound, pronounce the past with/d/ (including all vowel sounds, and consonants /b/, /g/, /dʒ/, /l/, /m/, /n/, /r/, /v/, and/z/.2- An unvoiced sound, pronounce the past with/t/ Including/f/, /k/, /p/, /s/, /ʃ/, /ʧ/. 3-A/t/or/d/, pronounce the past with /əd/ (When the final sound is either the voiced sound /d/ or the unvoiced sound /t/. Answer the question on page17,18.	Students will learn how to use present and past simple with (regular verb, be, have), and answer the questions on pages 17, 18, of the Q: skill for success book (listening and speaking). Students will learn how to pronounce simple past of a regular verb ends in -ed.
5	5Nov – 7Nov	Global studies (why do people immigrate to other countries)	New vocabulary and some phrases about the immigrate, learn of the name of the other country answer the question on page 26,27of the reading and writing book.	Students will learn New vocabulary and some phrases about the immigrate, learn of the name of the other country answer the question on page 26,27of the reading and writing book.
6	12Nov-14Nov	Cultural problem (should/ shouldn't)	New vocabulary and answer exercise A on the page (35), how to use (Should and/shouldn't) and answer the exercise A, on page 41.	Students will be able to use should and shouldn't in a sentence and speaking, and answer the exercise A, on page 41.
7	19Nov– 21Nov	Immigrant stories (skimming for the main idea) (writing compound sentences with but and so)	There are some tips to help the students skim for the main idea. a. Read the title b. Read the heading of each section. c. Read the first and last sentences of each paragraph. 1-How can connect two simple sentences with but to give opposite or different information (She is happy, but she misses home). 2-How can connect two simple sentences with so when the second sentences are a result	Students will be able to skim for the main idea, and write compound sentences with but and so. And answer the question on page 35,36,37,39,40 of the reading and writing book.

			of the first sentence. (There was no job in his country, so he immigrated to the United States). The student will be able to answer the question on page 35,36,37,39,40.	
8	26Nov–28Nov	it is + adjective+ infinitive) Sociology (what's the best kind of vacation)	How can make sentences with (it's +(not) adjective + infinitive) to talk about behaviour and customs? Example (It's polite to say "thank you.") Answer exercise B on page 43.	Students will be able to gather information and idea about vacation, and make sentences with (it's +(not) adjective + infinitive) to talk about behavior and customs? Students will be able to answer the exercise B on page 43.
9	3Dec – 5Dec	Why is vacation important? New vocabulary about vacation	1-New vocabulary about vacation and answer the exercise A on page 49. 2-Some tips to read charts, graphs, tables. The student will be able to answer the exercise B, C, D on page 52-53.	Students will learn some tips to read charts, graphs, tables, and answer exercise B, C, D on page 52-53 of the reading and writing book.
10	10Dec–12Dec	Managing life and work with Dr. Sanders Future plan (be going to)	Be going to + the base form of a verb to talk about the future, usually our future plans. (We are not going to go shopping today.) The student will be able to answer some exercise on page 57, 60, 67-68.	Students will talk about the future, future plans, and answer exercise A, B on page 67-68.
11	17Dec–19Dec	What is laughter? (what makes you laugh?) new vocabulary	1-New vocabulary about laugh. The student will answer the question on page 75. 2-Combine two sentences with When. "When I go out with my friends, I laugh a lot". "I laugh a lot when I go out with my friends". The student will be able to answer exercise A, B on page91-92. On their reading writing book).	Students will be able to gather information and idea about laugh and combine two sentences with When. And answer exercise A, B on page91-92. On their reading writing book).
12	24Dec–26Dec	Physiology (who makes you laugh?) Simple present for informal narratives	1-Simple present for informal narratives. 2- answer exercise A on page 89. 3- The simple present third-Pearson singular form of a regular verb ends in either -s or -es. If the base verb end in	The student will learn how to use present simple informal narratives, and answer exercise A on page 89. The student will learn how to pronounce simple present third-Pearson singular

		and how the pronunciation (-s / -es)	-A voiced sound, pronounce the third person singular with /z/. Includes all vowel sounds, and the consonants /b/,/d/,/g/,/l/,/m/,/n/,/r/,/ɚ/ and /v/. -An unvoiced sound, pronounce the third person singular with / s/, including/f/,/k/,/p/,and/t/. -an -s or -z like sound, pronounce the third- person singular with /əz/ , including /ʤ/,/s/, /ʃ/, /ʧ/,, and /z/.	form of a regular verb ends in either -s or -es.

APPENDIX C

Questionnaire

Blended Learning to improve university student' language skills in the Iraqi context

Dear participant,

The aim of this questionnaire is to collect data from Kurdish students and their views towards a blended method for learning the English Language. Your participation in this research is vital for the exploration of this method and it will help instructors and teachers to comprehend your requirements and conquer any difficulties and challenges you may have with the English Language. This is done to enhance the learning and educating students to improve their English language in the city of Erbil. I ask you kindly to read the instructions for each part carefully and give your views. The data gathered in this questionnaire are used for research purpose only and will be fully confidential.

In any part of the questionnaire, you are entitled to abandon to participate in this research. If you decide to opt out from the questionnaire your views and response will be deleted accordingly. If you require further information on this study, please do not hesitate to contact us on the information provided below.

Note/ Blended Learning Approach (BLA) is an education program (formal or non-formal) that combines online digital media with traditional classroom methods.

Blended Learning is a mix of IT and a normal classroom.

1- Technology + Classroom

2- Face-to-face + online

MA Student Researcher
Hero S. Nuri
Department of English Language Teaching
Near East University
Tel: (00905338255161)
Email: saidbrave0@gmail.com

Supervisor
Asst. Prof. Dr. Hanife B. Bostanci
Department of English Language Teaching
Near East University
Email: hanife.bensen@neu.edu.tr

Questionnaire for Students

In this section, we would like you to tell us to what extent do you agree or disagree with the following announcement. Note that there is no right or wrong answer, just try to select your answer as accurately as possible. Kindly do not forget any of the items and pick just a single response for every announcement that reflects your attitudes towards learning the English language. Mark your answer (✓)

Items	Strongly disagree 1	Disa gree 2	uncertain 3	Agree 4	Strong ly agree 5	M	SD
1. I enjoy using a Blended Learning Approach (BLA).	5	2	2	8	3	3.0	1.48
2. I think using BLA in class takes up too much time.	2	2	5	3	8	2.65	1.57
3.The visual aids used in BLA were interesting	0	0	6	6	8	4.0	0.85
4.I believe I have improved my English when the BLA was employed.	0	2	2	6	10	4.20	1.005
5.BLA prepares students well for the exam.	3	2	6	5	4	3.25	1.33
6.BLA encourages students to participate more in the class.	3	1	0	7	9	3.90	1.44
7.BLA uses more attractive class activities.	0	1	5	4	8	4.05	0.94
8.BLA boosted my self-confidence.	0	2	4	8	6	3.90	0.96
9.BLA motivates me.	0	0	2	7	11	4.45	0.68
10.BLA fosters collaboration	0	1	0	5	14	4.60	0.75
11.BLA involves students in the learning process.	0	0	4	3	13	4.45	0.82
12.BLA include a lot of homework.	0	0	2	2	16	3.95	1.53
13. BLA helped me improve my reading skills	2	1	3	4	10	3.95	1.35
14. BLA helped me improve my writing skills	2	1	2	3	12	4.00	0.00
15.BLA helped me improve my listening skills	1	1	1	2	15	4.45	1.14
16.BLA helped me improve my speaking skills	1	1	3	2	13	4.25	1.20

THANK YOU FOR YOUR COOPERATION

APPENDIX D

Pre and Post Tests

Section 1 // Choose the best word or phrase (a, b, c or d) to fill each blank

1- My friend --------- in London.

 a) living   b) live   c) lives   d) is live

2-What's _____ name?

  a) -   b) his   c) him   d) he

3- Where _____?

 a) works Tom   b) Tom works   c) Tom does work   d) does Tom work

4- I _____ coffee.

 a) no like   b) not like   c) like don't   d) don't like

5- It is common to ------- a white wedding dress

 a) wears   b) wear   c) wearing   d) wore

6-It's my birthday _____ Friday.

 a) on   b) in   c) at   d) by

7-Traveling alone can be------------. You should invite a friend to come with you.

    a) local   b) dangerous   c) tourist   d) shake

8- please write your full name on the ------------

    a) application   b) requirement   c) degree   d) university

9-- you need a college -------------to be a teacher

    a) wrong   b) degree   c) afraid   d) like

10- many people start a new-----------------late in life

    a) interview   b) application   c) career   d) do

11-I have to go. I have------------- at 3:00 today.

    a) success   b) an interview   c) change   d) scientist

12-Lee is a very------------person. His desk is always very neat

a) basic   b) honest   c) organized   d) law

13-Do you have ----------office skill, like typing reports and answering the telephone?

a) basic   b) organized   c) unusual   d) degree

14-Saud is a new -----------at our company

a) office   b) requirement   c) employee   d) happy

15-Being on time is a----------------for any job

a) career   b) requirement   c) employee   d) wash

Read the conversations. Choose the correct definition for the word in bold

16- A: I'm not sure what to buy John and Karen for their **wedding**.

B: How about something for their new home?

a) When someone has a birthday   b) When someone has a new baby

c)When two people get married   d) when someone buys new clothes

17-A: I think our waiter is **rude**.

B: I agree. I'm not coming back to this restaurant again

a) not interesting   b) not polite   c) not happy   d) interesting

18-A: Are you ok, Tim? You look **upset**.

B: I am upset. My company is closing, and I need to find a new job.

a) happy or relaxed   b) unhappy or worried   c) tired or sleepy   d) healthy or happy

19 -A: How many people are you going to **invite** to your wedding?

B: About 150

a) ask to go away   b) ask to come   c) ask for money   d) ask for lending

20- A: Do you have a garden?

B: No, I can't grow anything. My plants always **die.**

a) change color   b) be angry   c) stop living   d) be polite

21-A: The math homework was very easy.

B: I didn't think so. I was really **confused.**

a) not able to remember something   b) not able to understand something

c) not able to find something   d) not able to hear something

22-A: The floor is wet

B: Yes, please walk **carefully** so you don't fall.

   a) a way of doing something too quickly   b) a way of doing something so you don't make a mistake

   c) a way of cleaning something very well   d) a way of speaking very fast

23-A: I don't really like Mary's new haircut.

B: Don't tell her that. She'll be **offended.**

a) angry because you think someone is not polite   b) worried because you think someone is angry

c)happy because you think someone is kind   d) interesting because you think someone is happy

Section 2//   listening skill

A// Read the sentences. Then listen to the presentation, Select true or false

1- A group of Japanese university students started the Peace Boat in 1983

   a)   true   b) false

2- The man says that the ship has made around 95 trips.

   a)   true   b) false

3-The Peace Boat makes 40 trips every year.

   a)   true   b) false

4-On each trip, the ship visits between 15 and 20 countries.

   a)   true   b) false

5-Each trip takes around 8,000 volunteers.

   a)   true   b) false

6- The next trip will begin on April 24.

   a)   true   b) false

7-The next trip will end on July 2.

   a)   true   b) false

B// Read the sentences. Then listen to Joao, Tanya, and Rick tell their stories, and circle the word or phrase that best completes each sentence

1- Joao

1-Joao's story happened in (*his home country / a store /   a university class*)**.**

2-In Brazil, it is probably (*rude / confusing / ok*) to stand close to other people.

2- Tanya

3-Tanya felt (*positive / confused / upset*) about her trip to Canada.

3- Russians often give flowers when someone (takes a trip / dies / is offended)

4- Rick

5-People in the United States usually use business card when they

(*meet someone new / do business / take a trip*).

5- Some guests at Rick's friend's wedding were probably (*offended / rude/ working*)

C// Read the questions. Then listen to the literature teacher. Choose the best answer for each question.

1-When did Cervantes write Don Quixote?

   a) the 1800s   b) the 1600s   c) the 1990s

2- How old is Don Quixote?

   a) Middle-aged   b) young   c) old

3-What is Don Quixote's horse like?

   a) Old and tired   b) middle-aged   c) young and powerful

4-What does Quixote promise to give Sancho Panza?

   a) an island   b) a horse   c) money

5-When does Huckleberry Finn live?

   a) In the 1880s   b) in the 1990s   c) in the 1600s

6-Where does Huck live?

   a) In Mississippi   b) in the America South   c) in South America

7-Where does Huck travel?

   a) down a river   b) down a road   c) on a horse

Section3// Reading skill

Reading 1

Laughter is natural for people. We start to laugh at about four months of age. We start to laugh even before we start to speak! Laughter connects us with other people. We laugh more when we are with other people. Studies find that we are 30 times more likely to laugh with other people than alone. Laughter is also contagious. When one person laughs, other people begin to laugh, too. It is difficult to pretend to laugh. Laughter is honest. Try to laugh right now. It is difficult, isn't? When people pretend to laugh, most people know it's not real Studies show that people don't like the sound of fake laughter.

When do people laugh? Only 10 to 20 percent of laughter is about something funny. Most laughter is about being friendly with other people. Most laughter says, "I don't want to compete with you. I want to be friendly with you." This kind of laughter brings people together. We often laugh when we feel nervous. At the beginning of meetings someone often tells a joke When everyone feels nervous. It is usually a small joke, but we laugh a lot. Our laughter helps us relax. Sometimes we laugh because think we are better than other people. When we laugh at another person, we are saying, "I am better than you." This kind of laughter makes others feel bad. Sometimes we laugh because we feel embarrassed.

What is funny?

Some things are funny because we don't expect them. When a joke begins, we already have an idea about the end. We think we know the end, but then the joke ends in a different way. The end of the joke surprises us. It makes us laugh. Silly things are sometime funny. We laugh at jokes about people and their mistakes because we know something they don't know. We think we are better than they are.

A// Now circle the best answer according to reading 1

1-Why do you laugh?

   a) Because our parents teach us to laugh
   b) Because it is a natural thing to do

2-When do people laugh most often?

   a) When they are alone
   b) When they are with other people

3-What is funny?

   a) Something we know very well
   b) Something surprising or silly

B//Read the statements. Write T(true) or F(false). According to reading 1

1-People sometimes laugh when they are surprised.

2-People like it when other pretend to laugh.

3- A small joke at the beginning of a meeting makes us relax.

C// complete the sentences with the correct word from the box according to reading 1.

Contagious	friendly	social	embarrassed	honest

1-Most people laugh as a way to show they are……………

2-We laugh more when we are with other people because laughter is …………

3-If I am laughing, you are likely to start laughing because laughter is ……….

4-People do not like the sound of fake laughter because laughter is ………….

5-Some people laugh when they feel nervous or ………….

Reading2//

A Super Soccer Fan

     I'm a huge soccer fan. I love my team, the Corinthians Football Club in São Paulo, Brazil. In fact, I'm crazy about them! And I'm not alone. According to statistics, the Corinthians are the favorite team of 15 percent of the Brazilian population. That's about 25 million people! The Corinthian are the second most popular team in Brazil. The most popular team, the Flamengo Football Club of Rio de Janeiro, has over 35 million fans. I go to lots of Corinthians games because they are fun and exciting. Before the game, fans meet in the parking lot. They talk about the game and have something to eat. During the game, it is very noisy. There is lots of cheering and shouting. Some people chant and jump around.

     I always dress in special clothes for the games. I wear a black and white Corinthians shirt. Sometimes I wear red, too, because that is another Corinthians team color. When I go to important games, I wear my special hat. It is big and funny, and black and white, of course. People really notice me when I wear it! I sometimes buy official Corinthians shirts at the team store. They are beautiful. They have large black numbers and the names of players on the back. Some customers complain that the official shirts are expensive. Some cost a hundred dollars. That is a lot of money for a shirt!

     When I was a boy, I was a Corinthians fan, too. I went to lots of games with my father and my brother. We always took snacks and juice, and we had lots of fun. I have some of my old

Corinthians clothes. They don't fit me now, but my son likes them. My son sometimes goes to games with me, and we also watch games on TV. When we watch games on TV, we turn the volume up really loud, and we pretend we are at the game. My wife usually turns the volume down so she can read her book. Maybe you are not familiar with the Corinthians Football Club, but you are probably familiar with the teams in your city and country. You may not be a big soccer fan, but you probably know lots of soccer fans!

Fernando Mendes

A// circle the answer that the best completes each statement.

1-Fernando started going to Corinthians games with his……….

a) Father   b) son   c) wife

2- Fernando takes his …………… to games now.

a) Father   b) son   c) wife

3-Fernando likes the games because they are …………….

b) Fun and exciting   b) Important and popular   c) Familiar and traditional

4- Who turns the volume down television?

a) wife   b) son   c) father

5) They took continually ……….?

a) Milk and juice   b) snacks and juice   c) water and snacks

6)Who loves a team the Corinthians Football Club in São Paulo, Brazil?

a) Fernando   b) Mis Fernando   c) Fernando's son

B// The following statements are not true. change one word in each statement to make it true.

1- The Flamingo Club is less popular than the Corinthians.

1-……………………………………………………………………………………………

2- After the game, Corinthian fans eat together and talk about the game in the parking lot.

2-……………………………………………………………………………………………

3- The Corinthian colors are blue, white, and black.

3-……………………………………………………………………………………………

4- Fernando was a Corinthian fan when he was a baby.

4-……………………………………………………………………………………………

    5- The official team shirt cost ten dollars.

5-……………………………………………………………………………………………

Section 4// Writing skill

1// Write a letter or email to your new pen-friend from abroad and introduce yourself. Say where you come from, where you live and give a little information about your family and friends as well as your hobbies and interests. Say how long you have been learning English and how you would like to improve your English.

2// Write about a job that is right for you. Describe the job responsibilities. Explain why the job is right for you.

3// Write a short paragraph giving reasons about the benefits of vacation. you are going to write a paragraph to answer the questions, "How much vacation do you need?", and think about " Why is vacation important?".

APPENDIX E

Exam Results for the Experimental Group

Students	S		L		R		W	
	Pre	**post**	**Pre**	**post**	**Pre**	**post**	**Pre**	**post**
1	17	20	13	19	11	20	12	18
2	11	19	11	17	10	17	19	23
3	13	19	13	16	13	15	14	18
4	14	16	10	15	8	19	14	21
5	10	16	8	14	7	15	10	19
6	5	13	10	15	7	17	10	20
7	9	15	10	13	7	12	10	18
8	10	17	12	16	7	14	10	20
9	6	19	9	18	10	17	10	18
10	16	17	11	14	13	20	14	22
11	9	13	12	7	12	11	18	24
12	8	5	6	11	9	16	11	20
13	8	17	11	14	8	16	13	20
14	7	10	6	15	7	11	9	19
15	8	10	12	14	8	10	11	22
16	10	17	11	13	7	12	10	19
17	10	17	8	15	5	12	11	19
18	9	22	8	15	10	19	10	19
19	15	16	11	17	9	16	13	22
20	6	15	8	15	3	15	12	18
Total	10.05	15.65	10.0	14.65	8.55	15.2	12.05	19.95
Pre	Total Score: 10.1625							
Post	Total Score: 16.36							

KEY:S: Speaking   L: Listening   R: Reading   W: Writing

Grading System	
90-100	Excellent
80-89	Very good
70-79	Good
60-69	Medium
50-59	Fair
1-49	Fail

APPENDIX F

Exam Results for the Control Group

Students	S		L		R		W	
	Pre	post	Pre	post	Pre	post	Pre	post
1	12	11	13	15	10	13	11	13
2	11	12	14	12	9	12	14	16
3	4	9	7	11	10	7	10	13
4	12	13	10	7	11	9	9	16
5	8	7	13	13	7	9	9	11
6	8	9	7	8	9	5	14	14
7	5	9	11	7	8	10	13	15
8	8	6	10	12	7	12	13	14
9	14	12	11	10	10	8	12	15
10	11	5	7	10	4	8	14	15
11	9	6	8	9	8	5	13	15
12	10	11	10	11	10	12	13	16
13	4	8	8	9	5	9	13	16
14	11	10	10	14	9	12	11	13
15	10	11	11	11	10	14	12	16
16	12	10	11	8	11	15	12	14
17	9	11	10	11	9	8	12	14
18	13	11	7	11	10	13	11	16
19	6	9	11	12	6	12	10	15
20	4	8	10	8	7	10	14	17
Total	9.05	9.4	9.95	10.45	8.5	10.15	12	14.7
Pre	Total score: 9.875							
Post	Total score: 11.175							

KEY: S: Speaking   L: Listening   R: Reading   W: Writing

Grading System	
90-100	Excellent
80-89	Very good
70-79	Good
60-69	Medium
50-59	Fair
1-49	Fail

APPENDIX G
Sample Midterm Exam papers

Sample Midterm Speaking Exam paper

Ministry of Higher Education &
Scientific Research
Erbil Polytechnic University
Erbil Administrative Technical Institute
Translation Techniques Department

EPU

Class; Second- year
Subject: Speaking skill
Date: 27/12/2019
Code:1

Examination (2018 -2019) FALL

Full name: ...

1 // Choose the best word or phrase (a, b, c or d) to fill each blank)   (23 Marks)

1- My friend --------- in London.
     a) living   b) live   c) lives   d) is live

2-What's _____ name?
     a) -   b) his   c) him   d) he

3- Where _____?
     a) works Tom   b) Tom works   c) Tom does work   d) does Tom work

4- I _____ coffee.
     a) no like   b) not like   c) like don't   d) don't like

5- It is common to ------- a white wedding dress
     a) wears   b) wear   c) wearing   d) wore

6-It's my birthday _____ Friday.
     a) on   b) in   c) at   d) by

7-Traveling alone can be------------. You should invite a friend to come with you.
     a) local   b) dangerous   c) tourist   d) shake

8- please write your full name on the ------------
     a) application   b) requirement   c) degree   d) university

9-- you need a college -------------to be a teacher.
     a) wrong   b) degree   c) afraid   d) like

10- many people start a new------------------late in life.
     a) interview   b) application   c) career   d) do

11-I have to go. I have------------- at 3:00 today.
     a) success   b) an interview   c) change   d) scientist

12-Lee is a very------------person. His desk is always very neat
     a) basic   b) honest   c) organized   d) law

13-Do you have ----------office skill, like typing reports and answering the telephone?
     a) basic   b) organized   c) unusual   d) degree

14-Saud is a new -----------at our company
     a) office   b) requirement   c) employee   d) happy

15-Being on time is a----------------for any job
     a) career   b) requirement   c) employee   d) wash

Read the conversations. Choose the correct definition for the word in bold

16- A: I'm not sure what to buy John and Karen for their **wedding**.
    B: How about something for their new home?
      a) When someone has a birthday   b) When someone has a new baby

      c) When two people get married   d) when someone buys new clothes

17-A: I think our waiter is **rude**.
    B: I agree. I'm not coming back to this restaurant again
      a) not interesting   b) not polite   c) not happy   d) interesting   20

18-A: Are you ok, Tim? You look **upset**.
    B: I am upset. My company is closing, and I need to find a new job.
      a) happy or relaxed   b) unhappy or worried   c) tired or sleepy   d) healthy or happy

19 -A: How many people are you going to **invite** to your wedding?
    B: About 150
      a) ask to go away   b) ask to come   c) ask for money   d) ask for lending

20- A: Do you have a garden?
    B: No, I can't grow anything. My plants always **die**.
      a) change color   b) be angry   c) stop living   d) be polite

21-A: The math homework was very easy.
    B: I didn't think so. I was really **confused**.
      a) not able to remember something   b) not able to understand something
      c) not able to find something   d) not able to hear something

22-A: The floor is wet
    B: Yes, please walk **carefully** so you don't fall.
      a) a way of doing something too quickly   b) a way of doing something so you don't make a mistake
      c) a way of cleaning something very well   d) a way of speaking very fast

23-A: I don't really like Mary's new haircut.
    B: Don't tell her that. She'll be **offended**.
      a) angry because you think someone is not polite,   b) worried because you think someone is angry
      c) happy because you think someone is kind   d) interesting because you think someone is happy.

GOOD LUCK

Sample Midterm Listening Exam paper

Ministry of Higher Education &
Scientific Research
Erbil Polytechnic University
Erbil Administrative Technical Institute
Translation Techniques Department

EPU

Class; Second- year
Subject: Listening skill

Date: 27/12/2019
Code:1

Full name: ....

Examination (2018 -2019) FALL

listening skill (20 Marks)

A// Read the sentences. Then listen to the presentation, Select true or false

1- A group of Japanese university students started the Peace Boat in 1983
    a) true   b) false

2- The man says that the ship has made around 95 trips.
    a) true   b) false

3-The Peace Boat makes 40 trips every year.
    a) true   b) false

4-On each trip, the ship visits between 15 and 20 countries.
    a) true   b) false

5-Each trip takes around 8,000 volunteers.
    a) true   b) false

6- The next trip will begin on April 24.
    a) true   b) false

7-The next trip will end on July 2.
    a) true   b) false

B// Read the sentences. Then listen to Joao, Tanya, and Rick tell their stories, and circle the word or phrase that best completes each sentence

    1- Joao

1-Joao's story happened in (*his home country* / *a store* / *a university class*).

2-In Brazil, it is probably (*rude* / *confusing* / *ok*) to stand close to other people.

    2- Tanya

1-Tanya felt (*positive* / *confused* / *upset*) about her trip to Canada.

2-Russians often give flowers when someone (*takes a trip* / *dies* / *is offended*)

    3- Rick

1-People in the United States usually use business card when they (*meet someone new* / *do business* / *take a trip*)

2-Some guests at Rick's friend's wedding were probably (*offended* / *rude* / *working*)

C// Read the questions. Then listen to the literature teacher. Choose the best answer for each question.

1-When did Cervantes write Don Quixote?

   a) the 1800s   b) the 1600s   c) the 1990s

2- How old is Don Quixote?

   a) Middle-aged   b) young   c) old

3-What is Don Quixote's horse like?

   a) Old and tired   b) middle-aged   c) young and powerful

4-What does Quixote promise to give Sancho Panza?

   a) an island   b) a horse   c) money

5-When does Huckleberry Finn live?

   a) In the 1880s   b) in the 1990s   c) in the 1600s

6-Where does Huck live?

   a) In Mississippi   b) in the America South   c) in South America

7-Where does Huck travel?

   a) down a river   b) down a road   c) on a horse

GOOD LUCK

Sample Midterm Reading Exam paper

Ministry of Higher Education &
Scientific Research
Erbil Polytechnic University
Erbil Administrative Technical Institute
Translation Techniques Department

EPU

Class; Second- year
Subject: Reading skill
Date: 28/12/2019
Code:1

Examination (2018 -2019) FALL

Full name: ....

(22M)

Reading skill

Reading 1

Laughter is natural for people. We start to laugh at about four months of age. We start to laugh even before we start to speak! Laughter connects us with other people. We laugh more when we are with other people. Studies find that we are 30 times more likely to laugh with other people than alone. Laughter is also contagious. When one person laughs, other people begin to laugh, too. It is difficult to pretend to laugh. Laughter is honest. Try to laugh right now. It is difficult, isn't? When people pretend to laugh, most people know it's not real Studies show that people don't like the sound of fake laughter.

When do people laugh? Only 10 to 20 percent of laughter is about something funny. Most laughter is about being friendly with other people. Most laughter says, "I don't want to compete with you. I want to be friendly with you." This kind of laughter brings people together. We often laugh when we feel nervous. At the beginning of meetings someone often tells a joke When everyone feels nervous. It is usually a small joke, but we laugh a lot. Our laughter helps us relax. Sometimes we laugh because think we are better than other people. When we laugh at another person, we are saying, "I am better than you." This kind of laughter makes others feel bad. Sometimes we laugh because we feel embarrassed.

What is funny?

Some things are funny because we don't expect them. When a joke begins, we already have an idea about the end. We think we know the end, but then the joke ends in a different way. The end of the joke surprises us. It makes us laugh. Silly things are sometime funny. We laugh at jokes about people and their mistakes because we know something they don't know. We think we are better than they are.

A// Now circle the best answer according to reading 1

1-Why do you laugh?

 a) Because our parents teach us to laugh
 b) **(Because it is a natural thing to do)**

2-When do people laugh most often?

 a) When they are alone
 b) **(When they are with other people)**

3-What is funny?

 a) Something we know very well
 b) **(Something surprising or silly)**

3

B// Read the statements. Write T(true) or F(false). According to reading 1

1-People sometimes laugh when they are surprised. T

2-People like it when other pretend to laugh. T (X)

3- A small joke at the beginning of a meeting makes us relax. T

2

C// complete the sentences with the correct word from the box according to reading1.

| Contagious | friendly | social | embarrassed | honest |

1- Most people laugh as a way to show they are. Social.

2- We laugh more when we are with other people because laughter is. friendly

3- If I am laughing, you are likely to start laughing because laughter is Contogious

4- People do not like the sound of fake laughter because laughter is .honest

5- Some people laugh when they feel nervous or .embarrassed

5

Reading2//

A Super Soccer Fan

I'm a huge soccer fan. I love my team, the Corinthians Football Club in São Paulo, Brazil. In fact, I'm crazy about them! And I'm not alone. According to statistics, the Corinthians are the favorite team of 15 percent of the Brazilian population. That's about 25 million people! The Corinthians are the second most popular team in Brazil. The most popular team, the Flamengo Football Club of Rio de Janeiro, has over 35 million fans. I go to lots of Corinthians games because they are fun and exciting. Before the game, fans meet in the parking lot. They talk about the game and have something to eat. During the game, it is very noisy. There is lots of cheering and shouting. Some people chant and jump around.

I always dress in special clothes for the games. I wear a black and white Corinthians shirt. Sometimes I wear red, too, because that is another Corinthians team color. When I go to important games, I wear my special hat. It is big and funny, and black and white, of course. People really notice me when I wear it! I sometimes buy official Corinthians shirts at the team store. They are beautiful. They have large black numbers and the names of players on the back. Some customers complain that the official shirts are expensive. Some cost a hundred dollars. That is a lot of money for a shirt!

When I was a boy, I was a Corinthians fan, too. I went to lots of games with my father and my brother. We always took snacks and juice, and we had lots of fun. I have some of my old Corinthians clothes. They don't fit me now, but my son likes them. My son sometimes goes to games with me, and we also watch games on TV. When we watch games on TV, we turn the volume up really loud, and we pretend we are at the game. My wife usually turns the volume down so she can read her book. Maybe you are not familiar with the Corinthians Football Club, but you are probably familiar with the teams in your city and country. You may not be a big soccer fan, but you probably know lots of soccer fans!

Fernando Mendes

A// circle the answer that the best completes each statement.

1-Fernando started going to Corinthians games with his..........

    a) Father   b) son   c) wife

2- Fernando takes his .... to games now.

    a) Father   b) son   c) wife

3-Fernando likes the games because they are ....

    b) Fun and exciting   b) Important and popular   c) Familiar and traditional

4- Who turns the volume down television?

   (a) wife   b) son   c) father

5) They took continually ....?

    a) Milk and juice   (b) snacks and juice   c) water and snacks

6) Who loves a team the Corinthians Football Club in São Paulo, Brazil?

   (a) Fernando   b) Mis Fernando   c) Fernando's son

B// The following statements are not true. change one word in each statement to make it true.

1-The Flamingo Club is less popular than the Corinthians.

1- The flamingo club is more Popular than the Corinthians

2-After the game, Corinthian fans eat together and talk about the game in the parking lot.

2- Before the game... Corinthian fans eat together and talk about the game

3-The Corinthian colors are blue, white, and black.

3-
...The Carinthian colors are white and black sometimes red.

4-Fernando was a Corinthian fan when he was a baby.

4-
.....when he was a boy

5- The official team shirt cost ten dollars.

5-
.....A hundred dollars.

GOOD LUCK

Sample Midterm writing Exam paper

Ministry of Higher Education &
Scientific Research
Erbil Polytechnic University
Erbil Administrative Technical Institute
Translation Techniques Department

EPU

Class; Second- year
Subject: writing skill

Date: 28/12/2019
Code:1

Examination (2018 -2019) FALL

Full name:

Writing Skill (30 Marks)

1// Write a letter or email to your new pen-friend from abroad and introduce yourself.
Say where you come from, where you live and give a little information about your
family and friends as well as your hobbies and interests. Say how long you have been
learning English and how you would like to improve your English.

Hello, dear my name is Ari and I'm from
Kurdistan, I live in Erbil, as well as I
have four brothes and three Sisters they
are so friendly and I love them alot. I can
not imagen my life without them. Also, I have
many friends but I have three best friend
which I love them alot. Perhaps you
want to know some of my hobbies
and favourit things in my life. my one
and only hobbies is to get my graduate
and get my certificat as well as get career
as soon as Possible. I learnt English from
school and still I'll try my best to improve my
language by reading books, waching movies as well as
listening to a song.

with love
Ari

2// Write about a job that is right for you. Describe the job responsibilities. Explain why the job is right for you.

I would like become a teacher because I like teaching especially English teacher also this job good for me because through the teaching improve my english. I like to talk different people I often plan activitie. like to help student. My responsbility is help student and give every information about english to students. also, come to school on time. Finally, I think teaching is very important for me especially english language.

5

3// Write a short paragraph giving reasons about the benefits of vacation. you are going to write a paragraph to answer the questions, "How much vacation do you need?", and think about " Why is vacation important?".

I think having a vacation is really important.
We all know vacation are good for our health.
For exampl people who spend their vacation
abroad are more creative when they come
back home, when people spend time in other.
country , they discover different ways people
live also better seep for mach days I
they get moke day of relax fur you days of
travel strees But short vacatiin. If you plan
four short vacations a year you can experience
the fun of planning the vacation for differen times
in one year But you can not got a aboard
Evally , I think long vacation is very benifies
for our healthy

5

APPENDIX H

Permission from Erbil Polytechnic University

Republic of Iraqi Federal/ Kurdistan Regional Government

Ministry of Higher Education & Scientific Research

Erbil Polytechnic University

Vice President Office for Scientific affairs

Directorate of Academic Relations

زانکۆی پۆلیته‌کنیکی هه‌ولێر
ERBIL POLYTECHNIC UNIVERSITY

No: 1067
Date: 2018.2.8

Unit of
Academic Relations

To: Erbil Administrative Technical Institute & Near East University
Subject: Consent Letter

Greetings,

Based on the letter from Erbil Administrative Technical Institute No. (320) on (17/01/2018),
We certify that we have agreed on the request of (Hero Said Mohammed Nuri) who is an employee of the Scientific Research Center of our University and she is currently Master student at the Near East University in Cyprus to conduct her research in the Technical Translation Department at Erbil Polytechnic University (EPU). She has also been granted to take the permission from the first-year students of the same department for the purpose of data collection (questionnaires) and holding the experiments on her research topic for 14 weeks starting from the new academic year.

Best Regards,

A/ **Dr. Nageb Toma Rassam**
Vice. President for Scientific Affairs

Cc:
➢ The office of vice President for scientific Affairs
➢ Directorate of Academic Relations
➢ Outgoing

E-mail :rassam@epu.edu.krd
Phone:00964(0)662573815

www.epu.edu.krd
info@epu.edu.krd

Erbil Governorate, beside MOHE.

APPENDIX I

14.05.2018

Sayın Hero Said Mohammed Nuri

Bilimsel Araştırmalar Etik Kurulu'na yapmış olduğunuz YDÜ/EB/2018/82 proje numaralı ve **"Blended Method for English Language Learning at Erbil Polytechnic University – Kurdistan Region of Iraq"** başlıklı proje önerisi kurulumuzca değerlendirilmiş olup, etik olarak uygun bulunmuştur. Bu yazı ile birlikte, başvuru formunuzda belirttiğiniz bilgilerin dışına çıkmamak suretiyle araştırmaya başlayabilirsiniz.

Doçent Doktor Direnç Kanol

Bilimsel Araştırmalar Etik Kurulu Raportörü

Not: Eğer bir kuruma resmi bir kabul yazısı sunmak istiyorsanız, Yakın Doğu Üniversitesi Bilimsel Araştırmalar Etik Kurulu'na bu yazı ile başvurup, kurulun başkanının imzasını taşıyan resmi bir yazı temin edebilirsiniz.
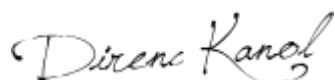
14.05.2018

Dear Hero Said Mohammed Nuri

Your application titled **"Blended Method for English Language Learning at Erbil Polytechnic University – Kurdistan Region of Iraq"** with the application number YDÜ/EB/2018/82 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

APPENDIX J

Participant Consent

Consent form for the participant

I................................consent to share the research study named " Blended learning Approach"

coordinated by Hero Said Mohammed Nuri. I have appreciated the possibility of this study and

wish to participate. I understand that my collaboration in this research is purposeful and I can

pull back myself from the examination at whatever point and not in danger for any discipline.

My signature underneath representations my consent.

Signature: ……………………..

Date: …………………………

APPENDIX K

Sample Video and Online Assignments

1. Tim got a great new job. His [▼] is the owner of the company.

2. For this job, you need [▼] computer skills.

3. There's an open salesperson [▼] at my company.

4. I work for a very small [▼] . We only have ten employees.

5. This copy machine is very [▼] to use.

6. Jim worked as an assistant for five years before he became a [▼] .

7. Jane will graduate from college and start her [▼] n[boss]

8. Jim is the president of a large [▼] with hundreds of offices around the world.

[boss]
[manager]

Listen to each definition. Choose the correct word.

1. ○ employee
   ✓ ○ application
   ● assistant

2. ○ employee
   ✓ ○ career
   ● manager

3. ○ application
   ✓ ○ degree
   ● major

4. ○ interview
   ✓ ● graduate
   ○ organize

1. Who is participating in the conversation?
   ✓ ● a boss and an employee
   ○ two managers
   ○ two workers

2. How does Michael feel at the beginning of the conversation?
   ○ sad
   ✓ ● nervous
   ○ angry

3. What does the man want to talk about with Michael?
   ○ the future of the company
   ○ the boss's future with the company
   ✓ ● Michael's future with the company

1. Please write your full name on the [▼] .

2. You need a college [▼] | degree
                                    application
3. Many people start a new [▼] | requirement |

4. I have to go. I have [▼] at 3:00 today.

5. Lee is a very [▼] person. His desk is always very neat.

6. Do you have [▼] office skills, like typing reports and answering the telephone?

7. Saud is a new [▼] at our company.

8. Being on time is a(n) [▼] for any job.

Read the article. Then choose the best answer for each question.

Being an Accountant

My name is Simon Rosfelder. I'm from Berlin, Germany. My native language is German. I also speak English and Spanish. I'm an accountant. I work for a small company in Mexico City. Its name is LaForge Imports. It's a French company. We buy products in France and bring them to Mexico. Then we sell them. For example, we buy excellent French computers and other electronics. We want to sell automobiles and food products. We also have a small office in Nicaragua.

I have many job duties. I am the only accountant at LaForge Imports. I get the money from our customers. I pay for everything we buy. I pay our taxes. I solve money problems. I also answer the telephone. Every month, I go to our office in Nicaragua.

As an accountant, I am a success. I have a great skill with numbers. My manager, Laurence, is very kind. He likes my

1. Which is true about LaForge imports?
   - ○ It's a French company.
   - ○ It's a Nicaraguan company.
   - ○ It's a Mexican company.
   - ○ It's a German company.

2. How many languages does Simon speak?
   - ○ three
   - ○ one
   - ○ two
   - ○ four

3. What kind of products does Simon's company sell?
   - ○ automobiles

Choose the correct word to complete each sentence.

1. This math problem is very difficult. Please help me ____ it.
   - ○ plan
   - ○ decide
   - ○ choose
   - ○ solve

2. I want to ____ each student with the right teacher. They need to work well together.
   - ○ watch
   - ○ follow
   - ○ make
   - ○ match

3. She likes to write beautiful music and poems. She's very ____.
   - ○ famous
   - ○ friendly
   - ○ creative

Making Inferences

Sometimes, we need to think about the situation and use the context to decide what is happening.

We call this **making inferences**.

For example, listen to two teachers talking:

Teacher 1

Teacher 2

Making Inferences

What can you infer from the conversation?
    About Tom?
    About the teachers?
    About the situation?

We can infer that:
    a) Tom is a student in Teacher 1's class.
    b) Both teachers know Tom.
    c) Tom cheated before.
    d) Teacher 1 did not call Tom's parents the last time.

Making Inferences

You can also make inferences about people's attitudes by listening for tone of voice.

For example, listen to the speaker:

I don't understand why Tara didn't call me. I thought she was my friend.

How does the speaker feel?

The speaker doesn't say directly how she feels, but you can understand that she is sad or upset.

The Simple Present

We can use the **simple present** to talk about **facts or things that are generally true**.

Gradberry.com **is** a career website.

I **enjoy** working with people.

The Simple Present

We also use the **simple present** to describe **habits and routines**.

We **take** the train to the office.

I **do not work** on Fridays.

The Simple Past

Use the **simple past** to talk about **actions that happened in the past**.

Sue **graduated** from college last year.

Sami **went** to a job interview this morning.

My university **had** a career fair last spring.

Listening for Topics, Main Ideas, and Details

When we listen, we can listen for different things. For example, we can listen for the general topic.

The **topic** is what the speaker is talking about.

For example:

- **Middle Eastern Food**
- **Chinese New Year**
- **Clothing in Saudi Arabia**
- **Greetings around the World**
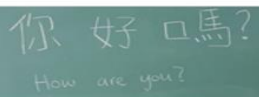
Listening for Topics, Main Ideas, and Details

We can also listen for **main ideas**.

Main ideas are the most important points the speaker makes about the **topic**.

For example:

Topic: Middle Eastern Food

Main Ideas:

- **Middle Eastern food is popular around the world.**

- **Middle Eastern food is healthy.**

Listening for Topics, Main Ideas, and Details

And we can listen for details that support each of the **main ideas**.

Details include:

- Examples
- Numbers
- Facts
- Names
- Reasons

APPENDIX L
Book Pages and Slide Show

PREVIEW THE UNIT

D Match the ads with the jobs in the photos. More than one answer is possible.

1. Must have excellent computer skills
2. Need a college education
3. Need three years of experience
4. Must enjoy working with people

web designer ___   salesperson ___

server ___   teacher ___

E Tell a partner which job you like best, and why.

A: I like the web designer job. I have excellent computer skills.
B: Really? I prefer the salesperson position. I like working with people.

4   UNIT 1 | How can you find a good job?

---

1. Khalid wants to change his <u>career</u>. He wants to become a doctor.
2. Haya starts her new job tomorrow. She's a new <u>employee</u> of that company.
3. A college education is one <u>requirement</u> to be a teacher. You also need some teaching experience.
4. I don't know much about computers. I can only do <u>basic</u> things, like type papers and use email.
5. Our server isn't very <u>organized</u>. He forgot to bring your coffee, and he brought me the wrong food.
6. Education is important. It's harder to get some jobs if you don't have a college <u>degree</u>.
7. I want to get a job at Rick's Café. I just have to complete this <u>application</u> and take it to the restaurant.
8. I have an <u>interview</u> next week at a computer company.

a. _____ (noun) a person who works for someone
b. _____ (noun) a paper you get when you finish college
c. _____ (noun) a job that you learn to do and then do for many years
d. _____ (noun) a special piece of paper you fill out when you try to get a job
e. _____ (noun) something that you need or that you must do or have
f. _____ (adjective) able to plan your work or life well

6   UNIT 1 | How can you find a good job?   Oxford 2000 key

C. Read the statements. Write *T* (true) or *F* (false). Then correct any false statements. Write the words or phrases from your notes that helped you get the answer.

_F_ 1. Ben works at Braxton Books now.

Ben doesn't work at Braxton Books yet.

Words and phrases: wants to work there this summer

___ 2. Braxton Books is a big company.

_____

Words and phrases: _____

___ 3. The company sells books in stores and online.

_____

Words and phrases: _____

___ 4. The company has some open jobs.

_____

Words and phrases: _____

Listening and Speaking   7

D Work with a partner. Match each job with a picture.

| chef | doctor | sales clerk |
| construction worker | office worker | truck driver |

1. _____   2. _____

3. _____   4. _____

5. _____   6. _____

E Ask your partner the questions about each job above.

1. Does someone you know have this job?
2. Is it a good job? Why or why not?

UNIT 1 | What is a good job?

I didn't graduate from hi...

A. Complete each sentence with the simple past form of the verb.

Mark: Well, let's get started. Please sit down, Tom. . . . OK. Can you tell me a little about yourself?

Tom: Sure. I _____ to New York a few months ago from
1. (come)

Chicago. I _____ to Chicago School of Design.
2. (go)

Mark: Yes, I _____ that on your résumé. Yes, here it is. You
3. (see)

_____ last May. What did you study there?
4. (graduate)

Tom: I'm sorry. I didn't catch that. Could you say that again, please?

Mark: Sure. What _____ your major in college?
5. (be)

Tom: Well, I _____ my degree in design. I _____
6. (get)   7. (take)

a lot of computer classes, too. I _____ to use my design
8. (want)

and computer skills. That's why I want a career in Web design.

A. Circle the correct verb to complete each sentence.

1. A Web designer (need / needs) a lot of experience, but I only (have / has) one year.

2. It (is not / does not) easy to find a job these days, especially if you (want / wants) a good career.

3. I (have / has) a college degree, and I (am / is) a hard worker.

4. The company does not (accept / accepts) applications online. They (prefer / prefers) to meet you in person.

5. The manager (like / likes) your résumé, but we (do not / does not) have any open positions.

6. She (are not / is not) very organized, but she (enjoy / enjoys) working on a team.

A. Work with a partner. Take turns saying the simple past forms of the verbs in the box.

change	like	need	require	study	walk
complete	look	prefer	stop	wait	want

▶▶▶▶ | Listening and Speaking   19

---

1. He had a 30-year career as a doctor at City Hospital.

2. We always plan our August vacation in June. We decide where to go.

3. I wish you success in your new job.

4. Good doctors have the skill to help sick people.

5. The job center tries to match people and jobs, so people are happy in their jobs.

6. It is a difficult problem. I cannot solve it.

7. They have new ideas all the time. They are very creative.

8. I have a difficult decision. Do I get a job or go to college?

a. _____ (verb) to decide what you are going to do and how

b. _____ (verb) to find the answer to a problem

c. _____ (noun) a choice that you make after thinking

d. _____ (noun) a job that you learn to do and then do for many years

e. _____ (noun) getting what you want, doing well

f. _____ (noun) something you do well

g. _____ (verb) to put together two things that belong together

h. _____ (adjective) having a lot of new ideas

Taking notes in a T-chart

You can use a **T-chart** to organize your notes. In Unit 1, you organized key words and main ideas in two columns, similar to a T-chart. Now you will use a T-chart to take notes on main ideas and details. Details include examples, numbers, facts, names, and reasons. Write the main ideas on the left and the details on the right.

Read the information about culture shock from an international student handbook. Then look at a student's T-chart below.

Spending time in a different culture can be difficult. International students may experience "culture shock." This is especially common during the first few months after they arrive in a new place. The term *culture shock* describes an uncomfortable feeling that comes from being in a new environment far from home. Signs of culture shock differ from person to person and may include feeling sad, homesick, sleepy, or angry.

Main Ideas	Details
• International students: may have culture shock	• Common during first few months
• Culture shock: uncomfortable feeling when far from home	• Signs: feeling sad, homesick, sleepy, angry

---

D What are some things that make your culture different from other cultures? Write your ideas in the chart.

Languages

Greetings

Literature

Clothing

Food

My Culture

Sports

Other Things

Taking notes in a T-chart

You can use a **T-chart** to organize your notes. In Unit 1, you organized key words and main ideas in two columns, similar to a T-chart. Now you will use a T-chart to take notes on main ideas and details. Details include examples, numbers, facts, names, and reasons. Write the main ideas on the left and the details on the right.

Read the information about culture shock from an international student handbook. Then look at a student's T-chart below.

> Spending time in a different culture can be difficult. International students may experience "culture shock." This is especially common during the first few months after they arrive in a new place. The term *culture shock* describes an uncomfortable feeling that comes from being in a new environment far from home. Signs of culture shock differ from person to person and may include feeling sad, homesick, sleepy, or angry.

Main Ideas	Details
• International students: may have culture shock	• Common during first few months
• Culture shock: uncomfortable feeling when far from home	• Signs: feeling sad, homesick, sleepy, angry

PREVIEW THE L...

A. **VOCABULARY** Here are some words from Liste... conversations below. Then match each underlined word with its definition.

a. when a life finishes
b. a problem
c. to try not to do something
d. something that you do that is wrong

e. something a group of people usua
f. between different countries
g. the lowest part of something
h. thinking or talking about the g parts of a situation

___ 1. A: I started a job at a great company.
B: Oh, where is it?
A: Well, it's an international company. They have offices around the world.

___ 2. A: I lived in Europe for six months.
B: Really? What was it like?
A: Well, I had difficulty understanding the culture, but I really enjoyed it.

___ 3. A: I made a big mistake at work.
B: Oh, no. What did you do?
A: I called my new boss by his first name. He looked very angry.

___ 4. A: Do colors have different meanings in different cultures?
B: Yes. Sometimes a color has a good or positive meaning in one culture and a bad meaning in another culture.

___ 5. A: There are different ideas around the world about death.
B: What do you mean?
A: I mean, in some countries people wear black and are very sad, but in others people celebrate.

Why do we study other cultures?

Oxford 2000 ke

___ 6. A: In Korea, do people take off their shoes when they enter their homes?
B: Yes, it's a Korean custom.

___ 7. A: I'm going to India on business. Do you have any travel advice?
B: Yes. Avoid using your left hand. For example, it's very impolite to shake hands or eat with your left hand.

___ 8. A: In the Middle East, you shouldn't show the bottom of your shoes.
B: Why not?
A: Shoes are dirty. It's not polite.

C. Complete the statements about the lecture with information from the box. Use your notes to help you.

colors	lose money
international advertising	make cultural mistakes
learn about the customs	product name

1. International companies sometimes _____ in advertising.
2. Language differences can be a problem in _____
3. A _____ may have a funny meaning in another language.
4. Some _____ are not good to use in advertisements.
5. Companies sometimes _____ because of advertising mistakes.
6. To avoid problems, companies should _____ of other countries.

D. The professor gives two examples of international advertising mistakes. Write notes to complete the chart about the mistakes.

	Type of company	Where the mistake happened	Mistake
Example 1			
Example 2			

E. Read the statements. Write *T* (true) or *F* (false). Correct any false statements.

___ 1. The computer company did not change the product name.
_____

___ 2. The color red usually has a positive meaning.
_____

___ 3. Companies should avoid the color blue in advertising.
_____

___ 4. The colors black and green can both mean death.
_____

definitions. Then complete each sentence.

celebrate (verb) to do something special on an important day
international (adjective) between different countries
market (noun) a place where people go to buy and sell things, usually outside
million (number) 1,000,000
neighborhood (noun) a part of a town or city; the people who live there
population (noun) the number of people who live in a place
sights (noun) interesting places to see

Oxford 2000 keywords

1. Many people buy vegetables and fruits at their local _____.

2. People from many different countries live and work in New York City. It is an _____ city.

3. Riyadh is a very large city. About 5 _____ people live there.

4. People in this country don't have many children. The _____ is going down.

5. I want to live in this _____. The houses and schools are very nice.

6. We _____ the new year with special food and fireworks.

7. There are many famous _____ to see in London, like the Tower of London.

for more practice with the vocabulary.

Reading and Writing 27

Immigrant Stories
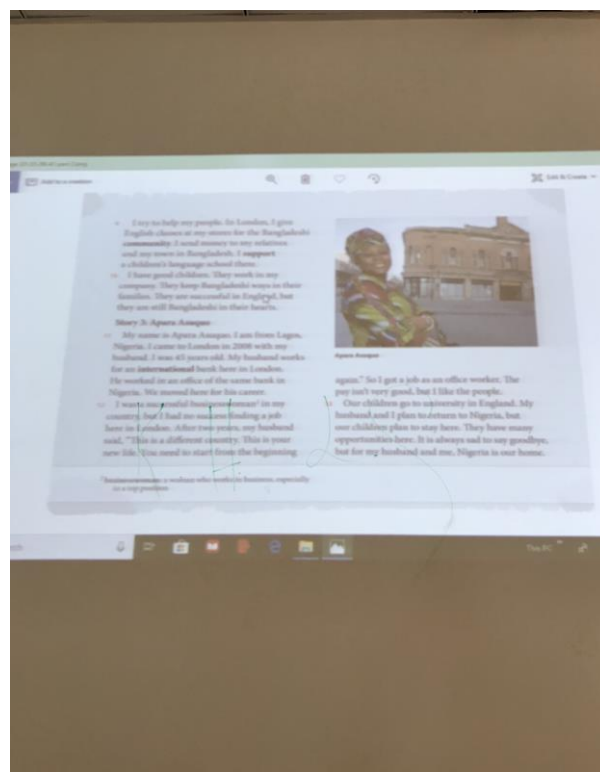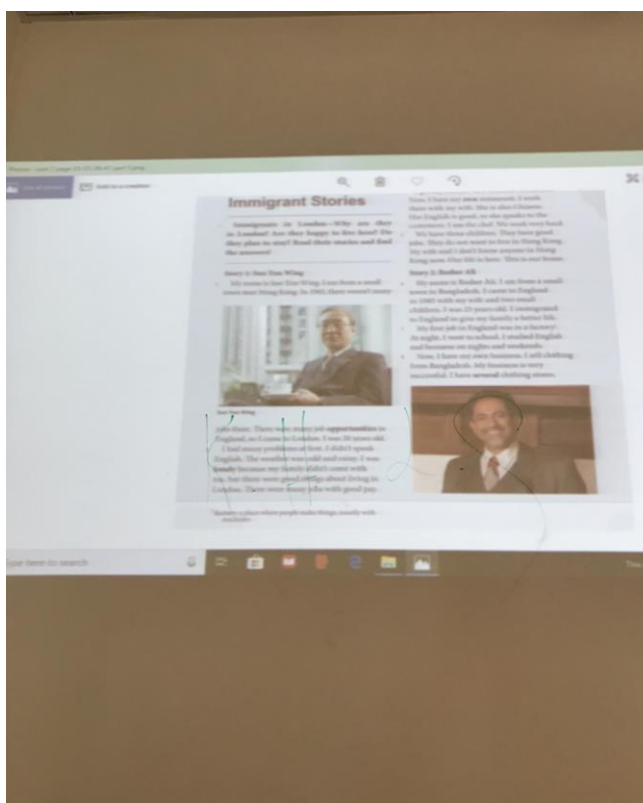
	Sun Yun Wing	Basher Ali	Apara Asuquo
1. I was lonely.	☑	☐	☐
2. I didn't find a good job.	☐	☐	☑
3. There were no good jobs.	☐	☐	☑
4. I was sad without my family.	☑	☐	☐
5. I have a business in England.	☐	☑	☐
6. I help my community.	☐	☑	☐
7. My children go to university in England.	☐	☐	☑
8. My children have good jobs.	☐	☑	☐

A. VOCABULARY Here are some words from Reading correct definition sentences. Then write each <u>underlined</u> word next to the correct definition

1. I'm so excited. I have the <u>opportunity</u> to go to London this year.

2. John doesn't have any friends. He is <u>lonely</u>.

3. I work in a restaurant now, but I want to have my <u>own</u> restaurant.

4. Children need their parents to <u>support</u> them. They need food, money, love, and many other things.

5. One year is not enough. You need <u>several</u> years to make a new life in a new country.

6. Many people from Jamaica live in London. They have a large <u>community</u> there.

a. _____ (*noun*) a group of people who are together, for example, because they have the same interests or background

b. _____ (*verb*) to help someone to live by giving them things like money, a home, or food

c. _____ (*adjective*) unhappy because you are not with other people

d. _____ (*adjective*) belonging to a particular person

e. _____ (*noun*) a chance to do something

f. _____ (*adjective*) more than two but not many

Page 39

A. Complete each sentence with *but* or *so*.

1. She wanted to help her family back home, _____ she sent money every month.

2. He was a teacher in his native country, _____ he isn't a teacher in the United States.

3. There are great opportunities for immigrants, _____ there are also many problems.

4. There are many Indian immigrants in London, _____ there are many Indian restaurants in London.

5. London is an English city, _____ it is an international city, too.

6. He went to school in London, _____ he can speak English very well.

B. Read the sentences. Connect them with *but* or *so*. Remember to use commas.

1. There were no jobs in his small town.
   He moved to a big city.

   _There were no jobs in his small town, so he moved to a big city._____

Page 49

Toys Inc. is a small toy company. It produces beautiful wooden toys. There are 36 employees at Toys Inc. Most of the employees have special woodworking skills.

Toys Inc. competes with many other toy companies. Some times of year are very busy, and the employees work very long hours. They work an average of 50 hours a week. Recently, several employees left the company. They left because they were stressed by the long hours.

The company president wants to improve employees' experience at work. She believes employees are likely to work better when they take time to rest and relax. The president will write a new vacation policy so that more Toys Inc. employees take vacation from work.

1. ___produce___ (verb) to make or grow something

2. ___rest___ (verb) to relax, to sleep, to do nothing

3. ___competes___ (verb) to try to do something better than someone else

4. ___improve___ (verb) to become better or to make something better

5. ___employees___ (noun) people who work for someone else

6. ___policy___ (noun) the plans of a government, organization, or company

7. ___likely___ (adjective) probably

8. ___average___ (noun) the normal or usual amount

ilary.

Page 53

C. Write the letter of the answer that best completes each statement.

1. Several employees left Toys Inc. ___.

   a. because employees were not taking vacation.

2. Toys Inc. is starting a new vacation policy ___.

   b. because happy employees produce more.

3. Tired employees produce less ___.

   c. because they get sick more often.

4. Vacations are good for business ___.

   d. because they were stressed and tired.

D. Complete the chart with reasons for and against each policy. Use information from the Reading.

all employees get a real vacation
difficult to compete with other companies
flexible vacation time
more co-worker stress
no one calls into work while on vacation
several short vacations

Reasons for Policy A	Reason Against Policy A

Reasons for Policy B	Reason Against Policy B

Page 55

B. Look at the table and answer the questions below.

	Vacation Days per Year		
	Average Number of Vacation Days Employers Give	Average Number of Vacation Days Employees Take	Average Number of Vacation Days Employees Do Not Use
Brazil	30	30	0
France	30	30	0
Japan	18	7	11
Malaysia	17	14	3
Mexico	12	10	2
United Kingdom	25	25	0
United States	14	10	4

1. What is the title of the table? ___Vacation Days per year___

2. In which countries do people take the most vacation? ___Brazil___ and ___France___

3. How many vacation days do employers give in the United States? ___14___

4. How many vacation days do people take in the United States? ___10___

5. How many vacation days do employers give in the United Kingdom? ___25___

6. How many days of vacation do employees take in the United Kingdom? ___25___

C. Look at the bar graph and answer the questions.

Reasons Employees Do Not Take Vacation

It's too expensive.	129 responses
My family and I don't have the same vacation schedules.	40 responses
I don't want to get behind at work.	27 responses
I feel bad about leaving work.	23 responses
I don't enjoy vacation. I enjoy my job more.	1 response

0   30   60   90   120

1. What is the title? _____

2. What is the number-one reason people do not take vacation?
   _____

3. How many people don't enjoy vacation? _____

4. How many people cannot take vacation at the same time as their
   family? _____

practice reading charts, graphs, and tables.

56   UNIT 3 | Why is vacation important?

Be going to

We use **be going to** to talk about a future plan. It can
also be used to state a prediction.

I am going to visit my parents next week.
(future plan)

He is going to miss the bus.
(prediction)

K. H.

**Managing Life and Work
with Dr. Sanders**

**Is a short vacation better
than a long one?**

1   We all know vacations are good for
our health. Indeed, regular vacations
reduce heart attacks in men by 30%
and in women by 50%. But which

kind of vacation is better: one long
vacation, or several short ones?

2   Here is information from research
studies. Read about the **benefits** of
each kind of vacation. Then decide
which kind of vacation is best for you.

58   UNIT 3 | Why is vacation important?

Oxford 200

Be going to

**Read the sentences. Complete each sentence with
the correct form of be going to plus the verb in
parentheses.**

I (play) _____ tennis on Sunday.

They (be) _____ here tomorrow.

It (take) _____ a long time to finish.

She (study) _____ Chinese next year.

We (travel) _____ next month.

To: ken_fujiwaka@getmail.com
From: jon.miller22@greatmail.com
Subject: Summer plans

Hi Ken,

I'm writing to tell you about my exciting summer plans. ___I'm going to join___ a
1. (join)
volunteer tour to Nepal! Here are some of the things we _____.
2. (do)
On the first day we _____ a bus to Gorkha, the old capital of
3. (take)
Nepal. It _____ a long trip—five hours! I hope it doesn't rain.
4. (be)
The tour website says that on a clear day, you can see Mount Everest from
the bus window! We _____ three days hiking and camping in
5. (spend)
the Himalayas. Our guide _____ us about the mountain plants
6. (teach)
and animals. Then our group _____ in a small town and help
7. (stop)
the local people plant trees. I think that _____ the most
8. (be)
enjoyable part of the trip. Well, I have to go.

I _____ a blog, so you can
9. (write)
read all about the trip!

Take care,

Jon

| Listening and Speaking   67

They laugh when they are nervous.   Bob feels less stress when he...

A. Write two sentences with *when*.

1. I go out with my friends. → I laugh a lot.
   a. _When I go out with my friends, I laugh a lot._
   b. _I laugh a lot when I go out with my friends._

2. You laugh. → Your heart rate increases.
   a. _____
   b. _____

3. He sees something funny. → He laughs.
   a. _When He_ _____
   b. _____

4. You laugh. → You use calories.
   a. _____
   b. _____

5. We hear a good joke. → We laugh.
   a. _____
   b. _____

| Reading and Writing   91

Quiz Slide

The Simple Present

Read the sentences. What is the correct form of the verb in parentheses?

Most companies (want) __want__ people with a few years of work experience.

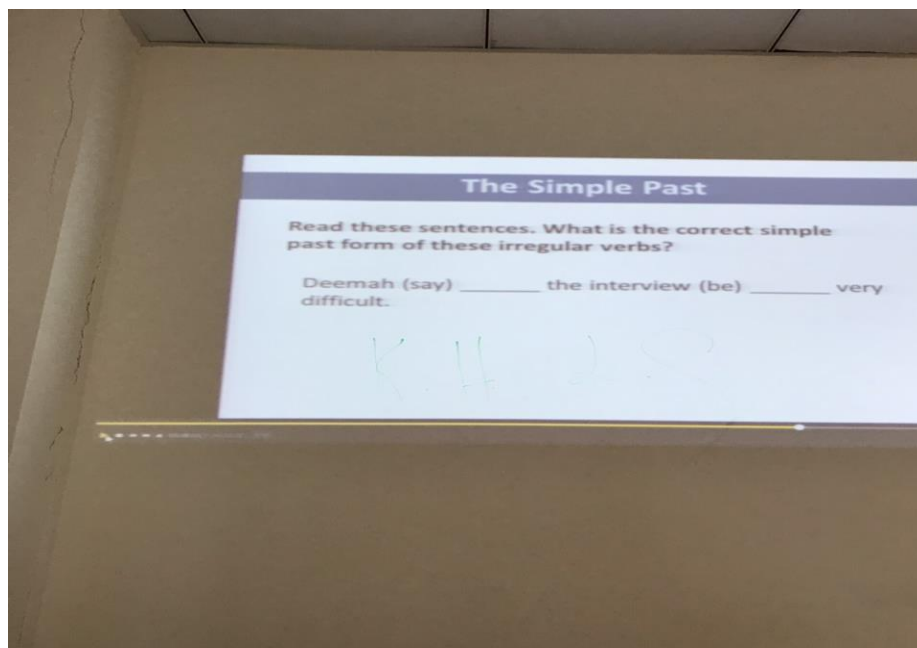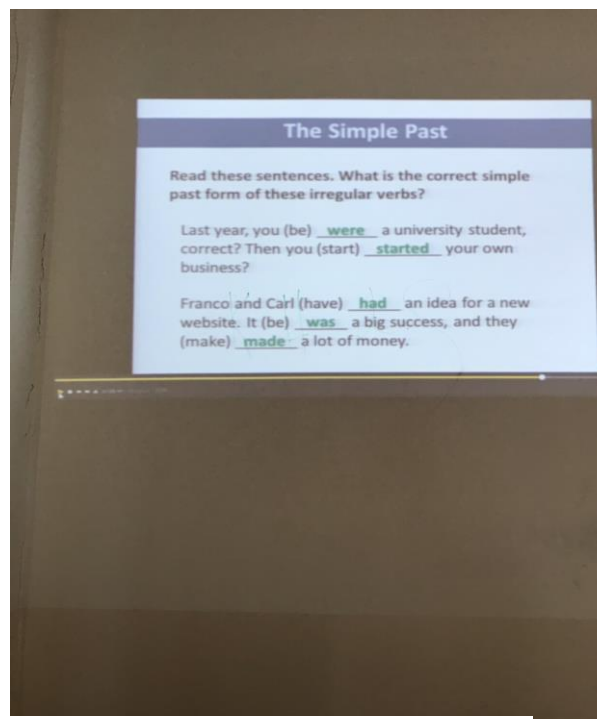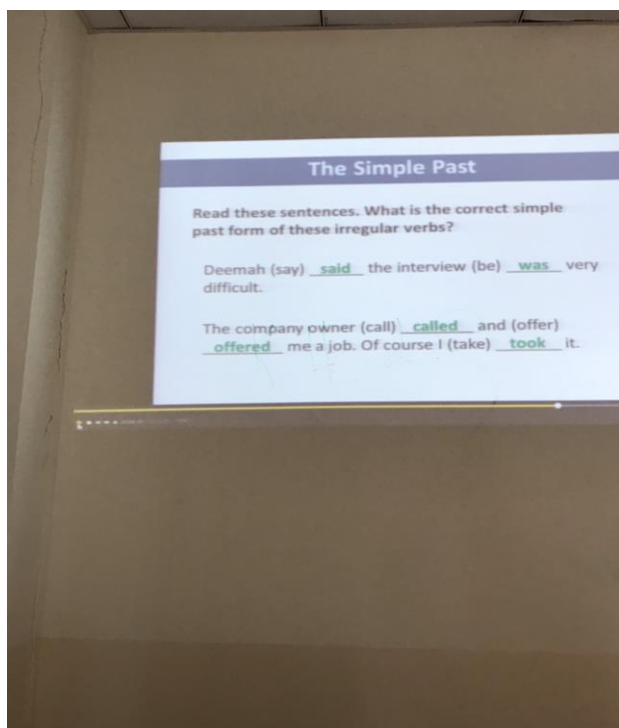My manager (hire) __hires__ about ten new employees every year.

This company (not hire) __doesn't hire__ people without experience.

The Simple Present

Read the sentences. What is the correct form of the verb in parentheses?

Most companies (want) _____ people with a few years of work experience.

The Simple Past

Read these sentences. What is the correct simple past form of these irregular verbs?

Deemah (say) _said_ the interview (be) _was_ very difficult.

The company owner (call) _called_ and (offer) _offered_ me a job. Of course I (take) _took_ it.

The Simple Past

Read these sentences. What is the correct simple past form of these irregular verbs?

Last year, you (be) _were_ a university student, correct? Then you (start) _started_ your own business?

Franco and Carl (have) _had_ an idea for a new website. It (be) _was_ a big success, and they (make) _made_ a lot of money.

The Simple Past

Read these sentences. What is the correct simple past form of these irregular verbs?

Deemah (say) _____ the interview (be) _____ very difficult.

APPENDIX M

List of Links

http://www.iqonlinepractice.com

https://www.youtube.com/watch?v=BVK8XHH3BhM

https://elt.oup.com/catalogue/items/global/skills/q_skills_for_success/level_1/9780194756327

https://www.youtube.com/watch?v=84jVz0D-KkY

https://www.youtube.com/watch?v=0IFDuhdB2Hk

https://www.youtube.com/watch?v=x5XVziCdnJY

https://www.youtube.com/watch?v=B87wvyMeV3o

https://www.youtube.com/watch?v=GgkRoYPLhts

https://www.youtube.com/watch?v=W0EBo8rBudc

https://bethandscott.net/schoolworkshopsandresidencies/laughter-workshop/

APPENDIX N
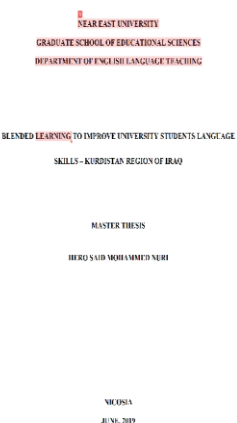
Turnitin Report

turnitin

Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: HERO NURI
Assignment title: THESIS
Submission title: Thesis
File name: Thesis-HERO.2019-05-21.docx
File size: 149.46K
Page count: 71
Word count: 16,962
Character count: 92,532
Submission date: 20-May-2019 06:22PM (UTC+0300)
Submission ID: 1133382575

HERO NURI THESIS

Match Overview

15%

1 Submitted to Yakın Do... 6% >
Student Paper

2 docs.neu.edu.tr <1% >
Internet Source

3 Hanoi University <1% >
Publication

4 Harb , Ismail Ibrahim. "... <1% >
Publication

5 Submitted to Higher Ed... <1% >
Student Paper

6 Submitted to Midlands ... <1% >
Student Paper

7 en.wikipedia.org <1% >
Internet Source