

Using Blended Learning to Enhance Student Learning in American Literature Courses

Dr. Raghad Dwaik

Chair of the English Department at Hebron University

Mr. Abdulmuti Jweiless, MA

Instructor of the English language, Hebron University.

Dr. Salah Shrouf

Dean of the college of Arts, Hebron University

raghaddwaik@yahoo.com

ABSTRACT

This study taps the English learners' interest in and attitudes toward the use of technology in English literature classes. It also investigates the influence of integrating the blended learning approach on the English literature students' learning and on the changes in their attitudes and behavior toward computer technology usage.

Questionnaires as well as the recordings on the platform dedicated to the course were employed to gather the required data. The Modular Object-Oriented Dynamic Learning Environment (MOODLE) platform had been used as a tool for applying the experiment. In addition, the online program; the Text Content Analyzer had been used to analyze the learners' participations on the forum.

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

The early interest in integrating computer technology (CT) into the educational process approximately started in the 1950s. Yet, from the 1980s forward, the idea started to occupy a noticeable position in research and application. This in turn has led to significant developments in the educational system as a whole in terms of the teaching approaches, methodologies, and learning strategies. It has also stimulated more research and exploration of the potentials of utilizing CT within the teaching-learning process in general, and teaching languages in particular.

Both theoretical and empirical evidence have testified to the effectiveness of CT in enhancing the teaching-learning process through various multimedia (Krause 2008; Mustafa 2008; Oblender 2002; Teeter 1997; Edwards and Fritz 1997). CT has been showed to provide concepts, presentations, photographs, fixed drawings and animations as well as written texts, graphs, music, and other features, in a way which simulates real-life situations. This, in turn, stimulates the learners' activity, facilitates acquisition of knowledge, and helps in keeping and employing this knowledge in real life situations. All those contributions can lead to more learning, and give learning additional meaning and significance.

In the realm of language learning, CT is used as a tool alongside other components and as a supportive or supplementary ingredient that helps language learners improve their four skills, thus creating a rich, active learning environment. The term used to express the process of using C T in learning languages is, Computer Assisted Language Learning (CALL), which in turn constitutes a prominent feature within the blended learning approach (BLA). E-Learning was perhaps the first threshold of using modern technologies in the educational process. It came as a response to the deficiency of the dominant traditional teaching approaches on the one hand and the demand for new advancements on the other. In fact, the advent of e-learning brought out the teaching-learning process from its traditional structure and concept. Traditionally, the teacher was the determiner, the obtainer and the imparter of knowledge and the students' role was restricted to passive recipients of knowledge.

E-learning brought to the teaching-learning process a broader and more progressive outlook; where the teacher has become an instructor, facilitator and planner while the learner became a researcher for information, hence, more active and effective in the teaching-learning process.

The advancements of computer technology and the advent of Internet in the late 20th century had given E-learning the impetus to expand its tools and methods in communication and delivery. It had become the phenomenon of the era. People would be able to access a wealth of online information, to learn about an endless set of subjects and to improve their different skills. It has, therefore, changed the whole landscape of the teaching-learning environment by enabling learners to learn anywhere, at any time, and at their own pace, hence, overcoming place and time constraints.

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

The way therefore was paved for the emergence of the blended learning approach (BLA) which blends different forms of traditional learning with various varieties of E-learning. In this sense, the BLA created an innovative teaching-learning methodology that increased the effectiveness of the teaching-learning situation and offered new opportunities for the creation of an interactive learning environment.

The main focus of this study is exploring the possibility of integrating computer technology in a more efficient way within the educational systems of Palestinian universities, particularly, the home institution of the researchers, Hebron University. But it is necessary prior to that to present a brief overview about CT status in the Palestinian educational institutions in general.

One may argue that the usage of instructional technology within the Palestinian institutions is at its lowest levels. At the formal level, administrative authorities and educational policy makers are not giving the instructional technology in general and the BLA in particular the attention they deserve. Instructional technology and BL are not adopted in the educational system, nor are they implemented or funded to be implemented in any of the educational institutions.

STATEMENT OF THE PROBLEM

The technical advances of information technology (IT) around the globe have significantly impacted the English language teaching-learning process. This impact has prompted many educational institutions to search for ways and invest more efforts in integrating CT within their educational systems. However, and despite all efforts, the available technological capacity is still at a lower level than that needed to confront the challenges of integrating technology into the educational systems on the ground.

On the national and international levels, for instance, the researcher found plenty of research tackling the influence of technology on language learning in general, yet very few studies which investigate the use of technology in teaching English literature specifically. This might be due to the erroneous perception that literature courses are better taught in a traditional manner.

In the case of Hebron University and despite the availability of the necessary equipment and infrastructure, instructional technology is not utilized to serve the teaching-learning process effectively. Technology is only used superficially for marginal purposes, e.g., uploading the academic plan, adding some electronic resources (videos, recordings...etc), and to some extent receiving and delivering assignments.

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

The choice of "American Literature" to be the subject of the experiment emerged from the fact that it is the only course in the plan about the topic; which means that teaching the course traditionally confines students to the content and topics presented in the textbook and by the teacher within the classroom lectures. Using technology,

on the other hand, may offer wider vistas and additional prospects of exposure to authentic American literature and culture.

THE PURPOSE OF THE STUDY

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

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

RESEARCH QUESTIONS

The following questions will be addressed in this study:

- 1- What are the attitudes of the learners at Hebron University toward technology implementation in English Literature courses?
- 2- What is the influence of integrating the BL components in the traditional literature course "American literature" on learners' attitudes and their learning at Hebron University?

LITERATURE REVIEW

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

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

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

Depending on Carol (1998), Krashen (2007), Priston (2005), Kim (2005) and Hoven (1999); Amiri provided supportive evidence and asserted the invaluable contributions of ICT & VLE to the domain. He concluded that language and literature learning is not restricted to classroom. It should extend to daily-life and real situations out of classroom. Amiri suggested also that both learners and teachers should persist in the continuous usage of the available technological devices as advantageous tools for literature learning and teaching.

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

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

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

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

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

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

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

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

Population and Sample

The targeted sample in this study included English learners enrolled in "American Literature" course at Hebron University during the first semester of the academic year 2014/2015.

This group represented the source of data about applying the BLA in teaching "The American Literature Course" specifically.

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

Table (2): Demographic data of the participants

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

RESULTS

Introduction

This section provides statistical description of the collected data pertaining to the experimental part of the study: *Applying the BLA in learning the American Literature Course*. Two instruments were employed to collect the required data that may provide answers to the research questions; a questionnaire which was dedicated specifically to the experimental group; and the web-based instrument, the recordings of the online forum participations.

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

The questionnaire

The targeted sample of this questionnaire is 26 learners enrolled in the American Literature Course during the first semester of the academic year 2014/2015. The questionnaire and the demographic data related to the

participants were described previously. The researcher distributed the questionnaire and 25 of the participants had filled the required information. Below is the statistical information included in it:

Part (1): Personal information:

Table (12): Personal information of the participants:

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

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

Part (2):

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

Availability of computer technology:

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

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

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

Usage of computer technology:

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

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

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

Employment of computer technology:

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

Do you use internet for learning purposes?				How many hours per week do you use the internet for learning purposes?			
Yes			No			Percent	
Frequency	Percent		Frequency	Percent	Frequency	Percent	
23	92.0		2	8.0	Less than 2 hours	4	16.0
					3-4 hours	7	28.0
					5-6 hours	7	28.0
					7-8 hours	4	16.0
					9-10 hours	3	12.0
					Total	25	100.0
What do you use computers for?				What types of activities do you usually use?			
Item	Number %	Order	Item	Number %	Order		
Doing assignments	22 88.0	1 st	Text chatting	25 100.0	1 st		
Materials preparation	20 80.0	2 nd	On-line dictionaries	16 64.0	2 nd		
Electronic mail	15 60.0	3 rd	Quizzes	13 52.0	3 rd		
Entertainment	14 56.0	4 th	Web surfing	7 28.0	4 th		
Surfing internet	10	5 th	Games	7	4 th		
Chat rooms	9	6 th	Crosswords	6	5 th		
Contacting teachers and classmates	7 28.0	7 th	Puzzles	4	6 th		
Games	7	7 th	Voice chatting	4	6 th		

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

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

Part (3):

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

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

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

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

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

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

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

Part (4):

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

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

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

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

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

Part (5):

The main suggestions to be taken into consideration to include the BL in English literature courses: This part had been explored through 8 items as indicated in table 18; below are the obtained results:

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

No	Items	Mean	Std. Deviation	The degree
1	It is necessary to provide EFL teachers with adequate facilities to implement blended learning	4.32	0.85	High
2	Workshops and meetings on how to implement blended learning in EFL courses can help its realization	4.16	0.69	High
3	Providing EFL teachers with enough class time to implement blended learning is an important requirement	4.04	0.89	High
4	Updating EFL teachers' knowledge about new blended learning software ensures development	4.00	0.76	High
5	Blended learning must receive more financial support	4.00	0.82	High
6	Cooperative efforts of EFL teachers in blended learning materials production can lead to success	3.96	0.93	High

7	Including blended learning in teacher training educational programs can increase the implementation considerably	3.92	0.81	High
8	Awareness-raising programs and sessions on the uses and benefits of blended learning can lead to more acceptance of it	3.92	0.86	High
	Total degree	4.04	0.58	High

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

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

The forum recordings:

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

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

Access to the course

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

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

Students' total access operations: 9745

Teacher's total access operations: 376

The recorded data showed that the students had performed 9745 access operations in total over the period of the program duration. These access operations were ranged from 515 access operations at minimum to 2757 at maximum per week. This enormous number of access operations to the course activities can reflect evidently the extent of interest and interactivity of the learners with the new mode of learning.

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

The targeted activities

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

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

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

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

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

Content analysis of learners' participations

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

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

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

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

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

CONCLUSION

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

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

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

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

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

REFERENCES

- Allen, E. & Seaman, J. (2010). Class Differences: Online Education in the United States. *Babson Survey Research Group*.
- Amiri, E. (2012). A Study of The Application of Digital Technologies In Teaching And Learning English Language And Literature. *International Journal of Scientific & Technology Research*. Vol 1, Issue 5, June 2012.
- Arikan, A. (2009). Visual Materials in the Teaching of Literature: a Short Story Application. Ondokuz Mayıs University. *Journal of Education 01/2009*.
- Arikan, A. (2008). Using Internet Groups in the Learning of Literature. *H. U. Journal of Education 34*: 19-26 [2008].
- Arikan, A. (2005). An Evaluation of Literature Curriculum in H.U. English Language Teaching Department. *Hacettepe University Journal of Education*, 29, 40-49.
- Babu M, Sameer (2009). One Plus Two Is Not Always Three: A Look Into the Merits of Blended Learning. *Mytrei College, University of Delhi, Delhi 2009*. <http://www.slideshare.net/SameerM3/blended-learning-a-new-strategy>
- Chambers, E., & Gregory, M. (2006). Teaching and Learning English Literature. London: *Sage Publications Ltd*.
- Davidson, C. & Tomic, A. (1994). *ELT Journal* 48, 3, 205-214.
- Delacey, B, J. & D. A. Leonard. (2002). Case study on technology and distance in education at the Harvard Business School. *Educational Technology & Society* 5 (2) 2002. ISSN 1436-4522.
- Driscoll, M. (2002). Blended Learning: Let's Get Beyond the Hype. *IBM Global services*.
- Duff, A., & Maley, A. (2007). *Literature*. Oxford: Oxford University Press.
- Dziuban, D; Hartman, L; Moskal, D. (2004). Blended Learning. Volume 2004, Issue 7. March 30,2004.
- Edwards, C. & Fritz, JH. (1997). Evaluation of three Educational Online Delivery Approaches. *Mid-South Instructional Technology Conference Proceedings*. (2nd Murfreesboro, TN, April 6-8 1997).
- Fahimi, M; Motallebzadeh, Kh. & Sazegar, Z. (2011). The Effect of E-mailing on Vocabulary Retention of Iranian Lower Intermediate EFL Learners. *Journal of Language Teaching and Research*, Vol. 2, No. 6, pp. 1385-1391, November 2011.
- Graham, C.R. (2004). Blended Learning Systems: Definition, Current Trends, and Future Directions. San Francisco, CA: Pfeiffer Publishing.
- Grgurović, M. (2011) Blended Learning in an ESL Class: A Case Study. *CALICO Journal*, 29 (1) , p- p 100-117.

- Harriman, G (2004). What is Blended Learning? *E-Learning Resources. Gary Harriman.Com.*
- Itmazi,J. (2011). E-Learning Systems and Tools, An Arabic Text Book by Dr. Jamil Itmazi.
<https://books.google.ps>.
- Jain, M. (2012). ICT as an Aid in Teaching English Literature and Bridging the Digital Divide. *Bhatter College Journal of Multidisciplinary Studies*, Vol. 2, 2012.
- Keshta, A.S.; Harb, I.I. (2013). The Effectiveness of a Blended Learning Program on Developing Palestinian Tenth Graders' English Writing Skills. *Education Journal*. Vol. 2, No. 6, 2013, pp. 208-221.
- Kilickaya, F. & Krajka, J. (2010). Comparative Usefulness of Online and Traditional Vocabulary Learning. *TOJET: The Turkish Online Journal of Educational Technology* – April 2010, volume 9 Issue 2.
- Krause, K (2008). Blended Learning Strategy. Griffith University. January 2008- Document number 2008/0016252.
- Lazar, G. (1993) Literature and Language Teaching: A guide for Teachers and Trainers. Cambridge: Cambridge University Press.
- Levy, M. (1997). CALL: Context and Conceptualization. Oxford: Oxford University Press.
- Mackey, A. & Susan M. Gass. (2005). Second Language research, Methodology and Design. *TESL- EJ Top*, 9 (3). December 2005.
- Meloni, C. (1999). The Internet in the Classroom. *ESL Magazine*, 1, 1, 10-16.
- Michael, B; Horn and Heather Staker (2011). The Rise of K-12 Blended Learning. *Innosight Institute*, New York.
- Miyazoe, T. & Anderson, T. (2009). Learning Outcomes and Students' Perceptions of Online Writing: Simultaneous Implementation of a Forum, Blog, and Wiki in an EFL Blended learning Setting. *An International Journal of Educational Technology and Applied Linguistics*. Volume 38. Issue 2. June 2010.
- Nurulhady, E.F. (2010). Teaching Drama With A Combination of Regular and Online Course: The Use of Online Media in Teaching Literature. <http://eprints.undip.ac.id/34501/1/>.
- Oblender. Th. (2002). A Hybrid Course Model: One Solution to the High Online Drop-Out Rate. *Learning and Leading with Technology*, Volume 29 Number (6). 42-46.
- Parkinson, B., & Reid Thomas, H. (2000). Teaching Literature in a Second Language. Edinburgh: Edinburgh University Press.
- Reis, L. (1995). Putting the Computer in its Proper Place- Inside the Classroom. *English Teaching Forum*, Vol 33 No 4, 28-29.
- Rossett, A.; Felicia D.; Rebecca V,F. (2003). Strategies for Building Blended Learning. *Learning Circuits*, ASTD. June 30, 2003.
- Sivert, S. & Egbert,J. (1995). Using A Language Learning Environment Framework to Build A Computer-Enhanced Classroom. *College ESL* Vol 5 No 2.
- Soltani, N. & Tabatabaei, O. (2012). The Impact of Blended Online Learning on Iranian EFL Learners' Vocabulary Achievement. *ELT Voices, India*. Vol 2, Issue 5. October 2012.
- Teeter, T. (1997). Teaching on the Internet. Meeting the Challenge of Electronic Learning. *ERIC No. ED 418957*.
- Warschaure,M. & Healey, D. (1998). Computers and Language Learning: an overview. *Lang. Teach.* 31, 57-71. Printed in the United Kingdom © 1998 Cambridge University Press.
- Yesilbursa, A. (2012). Teaching Poetry With Multimedia Materials: Tennyson's "The Lady of Sharlot". *Novitas-Royal (Research on Youth and Language)*, 6 (2), 154-168. 2012.