Department of Curriculum and Instruction

The Effect of Using Hybrid Learning via Google Classroom on Developing EFL Preparatory Stage Students' Writing Skills

By

Mohamed Abd-Elrazeq Ahmed

(An EFL Senior Teacher at Al-AzharAl-Sharaief)

Supervised by

Dr. Eman M. Abdel Haqq
Professor of Curriculum and Instruction (EFL), Dean of Faculty of Education, Benha University

Dr. Yousri Attia M. Abouelenein
Associate professor of Educational Technology, Faculty of Education, Damietta University

Dr. Hanaa Elbaz Elsayed
Lecturer of Curriculum and Instruction (EFL), Faculty of Education, Damietta University

2022

قسم المناهج وطرق التدريس

أثر استخدام التعلم الهجين عبر منصة جوجل كلاس روم في تطوير مهارات الكتابة باللغة الإنجليزية لدى طلاب المرحلة الإعدادية

إعداد

محمد عبد الرازق أحمد السيد نور الدين

معلم أول لغة إنجليزية

اشراف

أ.د/ إيمان محمد عبد الحق

أستاذ المناهج وطرق تدريس اللغة الإنجليزية

وعميد كلية التربية - جامعه بنها

أ.م. د/ يسري عطية محمد أبو العنين

أستاذ تكنولوجيا التعليم المساعد

كلية التربية - جامعة دمياط

د/ هناء الباز السيد

مدرس المناهج وطرق تدريس اللغة الإنجليزية

كلية التربية – جامعة دمياط

١٤٤٣ه – ٢٠٢٢م

المستخلص: يهدف البحث الحالي إلى التحقق من تأثير التعلم الهجين عبر جوجل كلاس روم على تطوير مهارات الكتابة باللغة الإنجليزية لدى طالبات المرحلة الإعدادية. وقد تمثلت عينة الدراسة من ستين طالبة تم اختيارهن عشوائياً من طالبات الصف الثاني الإعدادي بمعهد نور الإسلام النموذجي للبنات بدمياط. تم تقسيمهن إلى مجموعتين: مجموعة تجريبية (٣٠) ومجموعة ضابطة (٣٠) ولقد أعد الباحث قائمة بمهارات الكتابة المطلوبة للتعرف على مهارات الكتابة الملائمة لطالبات الصف الثاني الإعدادي. ولقد تم تطبيق اختبار قبلي / بعدي لمهارات الكتابة على المجموعتين لقياس أدائهن الكتابي قبل وبعد تطبيق البرنامج. ولقد اعتمدت الدراسة الحالية على التصميم شبه التجريبي. وتم تطبيق البرنامج القائم على التعلم الهجين عبر جوجل كلاس روم على المجموعة التجريبية لمدة اثني عشر أسبوعًا بينما تم التدريس للمجموعة الضابطة باستخدام الطريقة التقليدية. أشارت نتائج الدراسة إلى وجود فروق ذات دلالة إحصائية بين متوسطات درجات المجموعة التجريبية والمجموعة الضابطة في اختبار الكتابة البعدي لصالح المجموعة التجريبية. أكدت النتائج أن استخدام البرنامج القائم على التعلم الهجين عبر جوجل كلاس روم ساعد الطالبات في تنمية مهاراتهن الكتابية.
الكلمات المفتاحية: التعلم الهجين، جوجل كلاس روم، طالبات الصف الثاني الإعدادي، مهارات الكتابة.

Abstract : The present research aimed at investigating the effect of Hybrid Learning via Google Classroom on developing EFL Preparatory Stage Students' Writing Skills. The study participants were sixty students from the second-year preparatory school chosen randomly from two classes at Nour El-Islam model institute for girls located in Damietta governorate, Alazhar Al-Sharif. They were divided into two groups: experimental group (N=30) and a control one (N=30). The researcher prepared a checklist of writing skills required for identifying the appropriate writing skills needed for second year preparatory stage students.   A pre-post writing test was developed for the purpose of this study. The present study adopted the quasi-experimental design. The hybrid learning-based program via google classroom was implemented on the experimental group for twelve weeks while the control group received regular instruction. Findings of the study indicated significant differences between the mean scores of the experimental group and those of the control group on the post writing test in favour of the experimental group. The results asserted that using hybrid learning-based program via google classroom helped learners improve the quality of their writing skills.
Keywords: Hybrid learning, Google classroom, preparatory students, writing skills.

Introduction

In the era of internet and information technology, learning English language has become a necessity for coping with the recent challenges of this age. English Language is one of the most essential means of communication between communities and individuals. Technology plays a crucial role in the field of education. Modern life is highly affected by the era of information technology, which develops today's human society. Accordingly, it is essential to take advantage of such modern technological facilities to improve English-language teaching process.

It is commonly accepted by both teachers and learners alike that in order to successfully learn and use a language, emphasis must be placed on the four language skills of reading, writing, listening, and speaking. The ability to write effectively becomes extremely important in a global world where the advances in transportation and technology allow people from different nationalities and cultures to interact with each other in seconds through a variety of gadgets which have demolished the barrier of time, space and language. Writing plays a major role in educational, business and personal situations. In other words, if an individual wants to be actively involved in the global market, he needs to be able to express himself not only through the use of spoken discourse but through written discourse (Lara, 2013).

In many societies, writing is an essential tool for communication, learning, and self-expression. Through writing individuals are able to maintain personal links with friends, family, and colleagues from a distance. Writing also makes it possible to collect and convey information with accuracy and detail. Individuals can further record their ideas, reflect on their thoughts, or extend their knowledge on a topic through the use of writing (Bahrebar & Darabad,2013). Therefore, it is essential to attach importance to the writing skill, writing problems faced by the language learners, as well as the appropriate way of teaching writing activity in order to propose solutions to help language learners master their writing skill. School is considered as a factory that creates excellent writers, the most appropriate location to teach students how to create a good piece of writing. This is emphasized by Keneth (2010, p1) who says, "Good writers are made not born".

All of these factors confirm the significance of writing and call for different strategies, methods, programs and approaches to teach this skill. There are many strategies, methods, programs and approaches that can be used for teaching writing skill. Teachers cannot continue to instruct today's students with simple lectures and worksheets. We need to engage our students in their learning and provide them with the skills to be the collaborators, communicators, and creative thinkers who will soon be effectively running our increasingly global, knowledge-centred   economy. This cannot

be achieved by the previously employed teaching methods (Jukes & Dosaj, 2005).

Technology has recently played a major role in the field of education especially with the emergence of the World-Wide Web. The Internet has become an increasingly important feature of the learning environment for students. The appearance of (Web 2.0) technologies has also helped to promote and maintain educational standards. These tools allow multiple users to participate collaboratively rather than working alone. They offer many functions that appeal to educators who are looking to extend learning beyond the classroom (Haygood et al., 2012).

Utilizing internet resources in language teaching and learning can change the regular teaching methods. Traditional Pedagogies often oblige students to follow only one method, in spite of the fact that they have different learning styles. On the other hand, web-based learning assists students to follow their own styles and strategies in learning a skill or doing a language-related task. For this reason, personality types and attitudes of language learners may play a significant role in the effective implementation of technology in language learning. Students will become more motivated when they have classes integrating traditional and computer-mediated pedagogies (Levine et al., 2000).

Students nowadays have different learning methods. They have been brought up with

technology. Scientists discovered that this lifelong exposure leads to their brains developing differently. We should not force those students to learn the same way we did 20 years ago, but we need to supply them with a form of education that challenges them to produce the best. Luckily, educators are now well qualified to understand that. This form of education is called Hybrid learning. At first sight, hybrid learning and blended learning seem to be the same but that is not the case. Blended learning focuses on the combination between offline and online learning, whereas hybrid learning is about finding the right mix for you out of all the possibilities in learning, no matter if they are offline or online. Hybrid learning focuses on the most effective way to deliver a course to learners (Garnham & Kaleta, as cited in Fedynich,2013). According to Garnham & Kaleta (as cited in Fedynich,2013, p.3) "The goal of hybrid courses is to join the best features of in-class teaching with the best features of online learning to promote active independent learning and reduce class seat time".

Students nowadays need an interactive and safe online environment to learn in. Learning through e-learning platforms will achieve this purpose. A learning platform is not a piece of computer software designed to improve teaching and learning in some particular aspect of the curriculum or in support of a particular pedagogy. Instead, it is a collection of tools brought together to improve a range of aspects of the   workings of a school,

university or other educational organization (Padmore et al., 2006).

There are different kinds of e-learning platforms as (Kahoot, Moodle, Duolingo, Google Classroom, Easy Class, Padlet, Quippers, My Space, Edrak and Facebook). The most useful environments is Google Classroom. Google Classroom is one of the latest platforms. It is a free web service developed by Google for schools that aim to simplify creating, distributing and grading assignments in a paperless way. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Google Classroom combines Google Drive for assignment creation and distribution, Google Docs, Sheets and Slides for writing, Gmail for communication, and Google Calendar for scheduling. Students can be invited to join a class through a private code, or automatically imported from a school domain. Each class creates a separate folder in the respective user's Drive, where the student can submit work to be graded by a teacher. Mobile apps and Android devices, let users take photos and attach to assignments, share files from other apps, and access information offline. Teachers can monitor the progress for each student, and after being graded, teachers can return work along with comments (Wikipedia, 2019).

There are many goals for using Google Classroom as an online learning platform. One goal of learning through Google Classroom is to   offer   teachers   and

students a safe place to connect and collaborate, share class content and educational applications, discuss things through chats and access homework and grades. Another goal of this platform is to help educators to integrate technology and media to create a better learning environment, where the teacher has the opportunity to customize the classroom through this learning platform for each and every learner.

Thus, it is clear that few studies, to the researcher's knowledge, used hybrid learning in Pre-university education for developing EFL preparatory stage students' English writing skills. Therefore, the researcher attempted to use Google Classroom as a hybrid-learning medium for developing EFL preparatory stage students' English writing skill.

Context of the Problem

English language has become a worldwide tool for communication. In our schools, the main aim of teaching EFL is to help students communicate, acquire knowledge, deal with information technology, surf the internet and complete their academic study in different fields as well. Literary skills are basic skills that unfortunately not everybody acquires sufficiently. The enormous rise in informational activities due to the Internet and other information technology-enabled opportunities has made literacy skills increasingly important to ever more people. More people in the   world need enhanced

literacy skills to be able to find, select, interpret, analyze, and produce information. This means literacy education must be improved so more learners in the world get better chances. The sense of the problem stems from a number of aspects that can be summarized as following:

1) The field of teaching

As a senior teacher of English at preparatory stage, the researcher found out that large numbers of Al -Azhar preparatory stage students lack efficiency in writing skills. Students lack the ability to write a well-organized paragraph that describes a simple picture. Moreover, Students have undesirable attitudes toward writing and the English language. They are unwilling to write. Furthermore, Students' low-performance in writing skills are due to teaching the language as a school subject only to help students pass their exams, not as an important means of communication.

Accordingly, these problems weaken students' use of the language properly at the four levels of language skills, especially writing. In an attempt to find a possible solution to these problems, the researcher aimed to integrate learning platforms as a hybrid learning medium into his daily tasks of teaching writing.

2) Related Studies

A lot of research was done to implement the use of different approaches, methods and strategies to improve EFL writing skills at different stages. However, there has been very little research   undertaken   regarding

how learning in a hybrid setting affects EFL students' writing. Moreover, few studies have been done concerning hybrid-learning and E-learning platforms specifically in the area of EFL writing instruction. There is also a growing attitude of Ministry of Education and sector of Al-Azhar institutes in Egypt towards using technology in Education. However, so little is known and practiced as to how technology should be integrated in conductive ways to motivate, rather than demotivate students' writing performance. *The previous studies can be classified into three parts:*

A) Studies related to writing

Several studies in the Egyptian context such as the studies of Alsayed (2014), El- Shafei (2015), Elsaedy (2016), Kener (2017), Al-Zahdany (2018), El-Naggar (2019) and Makhlouf (2020) revealed that students have difficulties in written performance. They show that students face problems in writing coherent sentences, using grammatical rules correctly, supporting the topic with a relevant idea and writing mechanics. The students performed poorly and received low scores at writing. Thus, all the previous studies highlighted the need for adopting better teaching strategies to foster students' EFL writing skills. Hence, it is so important to carry out such a study in order to improve students' writing skills through using a suggested program based on a Hybrid Learning via google classroom.

B) Studies related to Hybrid learning

Some of the studies such as the studies of Ellis (2008), Ranker (2009), Shafiee, Koosha & Afghari (2013), Spencer et al., (2014), Tanduklangi et al., (2014), Clifton (2017), El-Shobaky (2017), El-Sherbiny (2019) and Rosita et al., (2019) recommend using Hybrid learning to develop English Language Skills. They asserted that combining traditional and online instruction can be beneficial for the development of English language skills.

C) Studies related to Learning Platforms

Furthermore, some of the studies such as the studies of Piezunka (2011), Kongchan (2012), Gushiken (2013), Lara (2013), Haron et al., (2015), Perez (2015), Qalaja (2015) and Ilievski et al., (2019) recommend using E-learning platforms to develop English language skills. These studies show how the platform can provide substantial support in helping learners develop their EFL skills. Moreover, other studies as the studies of Fallon (2015), Mualim et al., (2019), Albashtawi and Al Bataineh (2020), Emadesti (2020), Rosita (2020) and Saputri (2020) indicated that Google Classroom as one of the developments of information technology could be used to deliver materials, help learners develop their writing skills gradually by increasing both their willingness to undertake writing tasks as well as their level of confidence in performing such tasks. Students showed positive attitudes toward using Google Classroom

in terms of its ease of use, usefulness, and accessibility.

3) The pilot study

To get a documented idea about the students' performance in writing skills, the researcher administered a writing test to 50 students from Nour El-Islam preparatory institute as a part of his pilot study. The aim of the pilot study was to identify the actual level of students in writing skills. Results showed students' low-performance level in some writing skills. Results of the pilot study are shown in table 1and 2.

Table 1
Students' Mistakes in Writing Skills

Mistakes	Vocabulary	Punctuation	Tense usage	Sentence order	Content and Background Knowledge
Percentage	20 %	17 %	23 %	12 %	28 %

Statement of the problem

In light of the review of the related literature, results of the pilot study and the researcher's experience in teaching EFL, the problem of the present study could be identified in the weak performance of second-year preparatory stage students' writing skills. This may be due to the insufficiency of the existing course activities and teaching techniques. Consequently, the present study

aimed at investigating how far a program based on hybrid learning via google classroom could develop preparatory stage students' writing skills.

Questions of the Study

To address the study problem, the present study investigated the following main question:

To what extent is a hybrid learning via google classroom effective in developing preparatory stage students' writing skills?

The following minor questions emanated from the above-mentioned one

1- What are the appropriate EFL writing skills required for second-year preparatory school students?

2- To what extent are the second-year preparatory school students competent in these skills?

3- What are the components of the program based on hybrid learning suggested for developing preparatory stage students' EFL writing skill?

5- To what extent is the proposed program effective in developing second-year preparatory school students' EFL writing skill?

Hypotheses of the Study

The study attempted to verify the following hypotheses:

1- There is a statistically significant difference at $\leq (0.05)$ between the mean scores of the experimental group

and the control group participants in the post-administration of the writing test in favor of the former.

2- There is a statistically significant difference at $\leq (0.05)$ between the mean scores of the experimental group in the pre- and post- administration of the writing skills test in favor of the latter.

3- The hybrid Learning-based program via google classroom has a positive effect on developing preparatory stage students' writing skills.

Design of the Study

The present study adopted the quasi-experimental design. To achieve the purpose of the current study, two groups (experimental and control) were selected randomly from second-year preparatory stage students at Nour El-Islam Model Institute for girls. The experimental group was taught using hybrid Learning-based program via google classroom, while the control group was taught through the regular method of teaching. The pre-post test was given to the two groups before and after the experiment.

Participants of the Study

Participants of this study were 30 second-year preparatory stage students studying at Nour El-Islam Model Institute for girls located in Damietta governorate,

Al-azhar Al-Sharif during the first term of the scholastic year 2021/2022.The participants were randomly divided into two groups: the experimental group consists of 30 students and the control group consists of 30 students.

Instruments and materials

The researcher designed and used the following instruments to collect data and assess the effect of the proposed program on developing preparatory stage students' writing skills:

- A checklist of writing skills required for preparatory stage students.

The checklist was designed to determine the writing skills required for preparatory stage students. Also, the checklist was mainly used to form the writing test. Recognizing the suitable writing skills were necessary for designing the program.

- A pre-post writing test to measure preparatory stage students ' writing skills.

● Validity of the pre-post writing test

To determine the validity of the writing test, the first version of the test was given to a panel of jury of experts of TEFL. All the jury members agreed that; the pre-post writing test measures the target English language skills and agreed on its suitability for the target students which prove its validity.

● Reliability of the pre-post writing test

In order to ensure the reliability of the reading and writing pre-post test, the researcher used Cronbach's alpha coefficient for internal consistency. The coefficient for writing is (0.82), which is an acceptable level of reliability. Therefore, the test is reliable to be applied.

- A rubric to assess preparatory stage students ' writing skills.

The researcher prepared a writing scoring rubric to estimate second preparatory stage students' writing performance as well as to identify the development occurring in their writing abilities due to the Hybrid Learning-based program via platforms. The rubric was based on the checklist of the writing skills necessary for second-year preparatory school students.

- A Hybrid Learning-based program via platforms for developing preparatory stage students' reading and writing skills and their Attitudes towards EFL learning.

A Hybrid Learning-based program via Google Classroom

Aims of the program

This program aims at utilizing the Hybrid Learning via Google Classroom to develop second year preparatory students' writing skills.

Content of the proposed program

 The present study program consists of eight sessions. These sessions aimed at developing second year preparatory students' writing skills. All the program sessions follow the same structure as follows:

The Session Title: each session begins with the title.

Learning Objectives: the learning objectives in each session are stated behaviorally to address the intended learning outcomes and the target language skills.

Warm-up: include different questions that act as a warm up for the session topic in order to activate the students' prior knowledge concerning this topic.

The Content: the session content is presented in a specialized and simple language. The topics are arranged in a logical order beginning from the simplest to the more difficult.

Practice: include various activities that address the target English language skills of the study.

Evaluation: it is the last section in each session. It acts as a formative assessment in order to monitor the students' progress. It' provides, more exercises associated with the target language skills. The following table shows the content of each program session:

Table 2

Program sessions

Sessions	Units
Session one	Pre-administration of tools and description of program
Session two	Unit one: Coming home (Writing skills)
Session three	Unit two: How are you feeling? (Writing skills)
Session four	Unit three: Great jobs (Writing skills)
Session five	Unit four: Into the past (Writing skills)
Session six	Unit five: Helping you, helping me (Writing skills)
Session seven	Unit six: Different environment (Writing skills)
Session eight	Post-administration of tools

Results

To determine whether students' EFL writing skills improved after implementing the experimental treatment using the hybrid learning via google classroom, the researcher used the Statistical Package for Social Sciences program (SPSS 22) to compute the results of the experiment and their statistical analysis. The results are reported in terms of the three hypotheses followed by a discussion of these results.

Hypothesis one

Hypothesis one states that: There is a statistically significant difference at $\leq (0.05)$ between the mean scores of the experimental group and the control group participants in the post-   administration of the

writing test in favor of the former. To verify this hypothesis, the researcher used *Independent samples t-test* to compare the mean scores of the experimental and control groups in the post-administration of the writing test. The results are shown in the following two tables:

Table 3

Significance differences between the mean scores of the experimental and control group participants in the post administration of the writing skills test
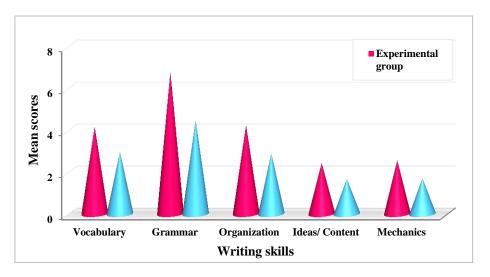
| Main skills | | Study groups | | | | | | T-test results | | |
| | | Experimental group | | | Control group | | | | | |
		N	Mean	SD	N	Mean	SD	T	DF	P-value
Writing skills	Vocabulary	30	4.17	0.75	30	2.97	0.72	6.34	58	0.001
	Grammar	30	6.77	1.22	30	4.47	1.04	7.84	58	0.001
	Organization	30	4.23	0.77	30	2.90	0.76	6.74	58	0.001
	Ideas/ Content	30	2.43	0.50	30	1.67	0.71	4.82	58	0.001
	Mechanics	30	2.57	0.50	30	1.70	0.75	5.25	58	0.001
	Writing skills		20.17	1.44		13.70	1.80	15.3	58	0.001

Table 3 shows independent samples t-test results for comparing between the mean scores of experimental and control group participants in the post- administration of the writing skills test. The mean scores of the experimental group was (20.17), whereas the mean scores for the control group was (13.70). Hence, the mean scores of the experimental group participants in

the writing areas and the overall writing test were higher than those of the control group participants. The "T" values for writing skills ranged between (4.82) and (7.84). Furthermore, the "T" values for writing skills for the whole test was (15.35). This revealed that there was a statistically significant difference between the two groups in the post- administration of the writing skills test in favor of the experimental group. The following figure indicated that result:

Figure 1
The mean scores of the experimental and control group participants in the post- administration of each skill in the writing skills test

Based on the results shown in tables 3 well as figures 1, It could be concluded that there was a statistically significant difference at ≤ 0.05 between the mean score of the experimental group and control group participants in the post- administration of the writing skills test in favor of the experimental group. Thus, the first hypothesis was proved.

Hypothesis two

Hypothesis two states that: There is a statistically significant difference at $\leq (0.05)$ between the mean scores of the experimental group in the pre- and post-administration of the writing skills test in favor of the latter.

To verify this hypothesis, the researcher used *Paired samples t-test* to compare the mean scores of the experimental group in the pre- and post-administration of the writing test. The results are shown in the following two tables:
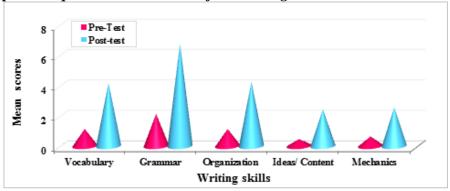
Table 4

Significance differences between the mean scores of the experimental group participants in the pre- and post-administration of the writing skills test

Main skills		Experimental group				T-test results		
		Pre-test		Post-test				
		Mean	SD	Mean	SD	T	DF	P-value
Writing skills	Vocabulary	1.13	0.86	4.17	0.75	9.42	29	0.001
	Grammar	2.13	1.38	6.77	1.22	13.19	29	0.001
	Organizatio n	1.13	0.82	4.23	0.77	14.99	29	0.001
	Ideas/ Content	0.47	0.51	2.43	0.50	8.23	29	0.001
	Mechanics	0.63	0.49	2.57	0.50	13.03	29	0.001
Writing skills		5.50	2.01	20.17	1.44	26.07	29	0.001

Table 4 shows *paired samples t-test* results for comparing the mean scores of experimental group participants in the pre- and post-administration of the writing skills test. The mean scores of the experimental group in the post-administration was (20.17), whereas the mean scores of the experimental group in the pre-administration was (5.50). Hence, the mean scores of the post-administration of the writing skills test was higher than those of their mean scores in the pre-test. The "T" values for writing skills ranged between (14.99) and (8.23). This revealed that there was a statistically significant difference between the mean scores   of experimental group

participants in the pre- and post-administration of the writing skills test in favor of the post- administration. The following figure indicated that result:

Figure 2
the mean scores of the experimental group participants in the pre- and post- administration of the writing skills test.

Based on the results shown in tables 4 as well as figures 2, It could be concluded
that there was a statistically significant difference at $\leq$ 0.05 between the mean score of the experimental group in the pre- and post- administration of the writing skills test in favor of the post one. Thus, the second hypothesis was proved.

Hypothesis three

Hypothesis three states that: The hybrid Learning-based program via google classroom has a positive effect

on developing preparatory stage students' writing skills. To verify this hypothesis, the researcher used the effect size equation by McGugian, who determined the ratio (0.6) to judge the effectiveness. The results are shown in the following table.

Table 5

The effect of the hybrid Learning-based program via google classroom on developing experimental group participants' writing skills
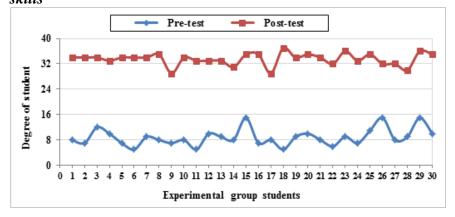
Main skill areas	Pre-score	Post-score	High score
Writing skills	5.50	20.17	24

Table 5 shows the effect size of the hybrid Learning-based program via google classroom on developing preparatory stage students' writing skills. The effect size for the writing skills was (0.793) which is larger than (0.6) decided by McGugian for calculating the effect size. Hence, this revealed that the effect size of the hybrid Learning-based program was large and it managed to develop experimental group participants' writing skills. Figure 3 shows that the degree curve of the experimental group students in the post administration exceeds their grade curve in the pre administration. The following figure indicated that result:

Figure 3

The effect of the hybrid Learning-based program via google classroom on developing experimental group participants' writing skills

Based on the results shown in table 5 as well as figure 3, It could be concluded that the hybrid Learning-based program via google classroom had a large effect size on developing experimental group participants' writing skills. Thus, the third hypothesis was verified.

Discussion of the findings

The previous statistical results and analysis proved that the hybrid Learning-based program via platforms was successful in developing preparatory stage students' writing skills. This was reflected in the scores the participants in the experimental group had in the post-administration of the writing test. Using hybrid Learning-based program Google   classroom   helped

learners improve the quality of their writing skills. Also, the program proved to be significantly effective at ≤ 0.05 level. The experimental group exceeded the control group in the post-administration of the writing test. The findings of the study revealed the following:

1- The experimental group participants outperformed the control group participants in the post-administration of the writing test.

2. The mean scores of the experimental group participants in the post- administration of the writing test was highly better than their mean scores in the pre-administration.

3.The hybrid learning-based program via google classroom had a large effect size on developing experimental group participants' writing skills.

Conclusions

In the light of the obtained data and statistical analysis, the following results can be concluded:

1- The experimental group participants made use of the best of both worlds: F2F interaction as well as independence and self-based learning under the umbrella of a Hybrid learning. And so, the Hybrid learning-based program via google classroom proved to be effective in developing preparatory stage students' writing skills.

2- Learners afford more responsibility in hybrid

learning than in traditional learning which improves their self-development and autonomy as they become responsible for their learning, particularly the online component.

3- Providing students with a relaxing and interactive environment during teaching of writing skills fosters interaction and help them to develop their attitude towards EFL learning.

4- Providing second-year preparatory stage students with feedback on their practices helps them identify and correct their errors, and hence assists them improve their writing performance.

5- The Internet has transferred the methods of teaching into new different horizons. Hybrid learning formed a change in the teacher's roles. It ideally combines the advantageous aspects of traditional and online learning. The teacher can be viewed as a coordinator, administrator, organizer, developer, and a promoter to the learning process.

Recommendations

Based on the findings and conclusions of this study, some practical recommendations are presented to meet the concerns of English teachers, course designers, and Ministry of Education. The following recommendations were stated:

- Teachers should participate effectively in online learning programs to determine their appropriateness for their students, and send their remarks to the Ministry of Education.
- Students should be encouraged to use online learning programs to develop their language skills.
- Supervisors should train teachers to plan, design, implement and evaluate reading and writing skills in the EFL classroom.
- Policymakers should blend hybrid learning into the mainstream of the educational system to help students and teachers cope up with the new trends in education.

Suggestions for further research

Based on the above-mentioned results and conclusions, the following areas and ideas could help other researchers develop further future research:

• Investigating the effectiveness of hybrid learning on developing writing skills in different educational stages.

• Exploring the effect of using hybrid learning for developing other skills in university or in other educational stages.

• Further research is needed to investigate the effect of using Hybrid learning on reducing students' writing anxiety.

• Exploring the effect of various learning management systems (i.e. Moodle, Edmodo, Canvas and Schoology) on

developing preparatory stage students' reading and writing skills and their attitude towards EFL learning.

References

Albashtawi, A. & Al Bataineh, K. (2020). The Effectiveness of Google Classroom Among EFL Students in Jordan: An Innovative Teaching and Learning Online Platform. *International Journal of Emerging Technologies in Learning (iJET)*, 15(11), 78-88. https://www.learntechlib.org/p/217100/

Alsayed, M. (2014). *The Effect of a Web Quest Program on Developing First Year Preparatory Stage Students ' English Writing Skills and their Attitudes Towards Writing.* [Unpublished master's thesis]. Faculty of Education, Fayoum University.

Al-Zahdany, D. (2018). *The Effectiveness of an Enrichment Program Based on Content and Language Integrated Learning (CLIL) in Developing Gifted Secondary Graders' EFL Reading and Writing Skills.* [Unpublished Ph.D.]. Thesis. Faculty of Education, Damietta University.

Bahrebar, S., & Darabad, A. M. (2013). Writing in the foreign language classroom: The effects of prompts on the Iranian learners of English. *International Journal of English Language Education. ISSN*, 2325-0887.

Clifton, M. B. (2017). *High School Learning Environments: Hybrid versus Traditional Formats*. ProQuest LLC. 789 East Eisenhower Parkway, PO Box 1346, Ann Arbor, MI 48106.

Ellis.L. (2008). *Writing Instruction and Learning Strategies in a Hybrid EAP Course: A Case Study with College-Bound ESL Students.* [Unpublished Doctoral Dissertation]. Faculty of Education, USA, Walden University.

El-Naggar, M. (2019). *A   Suggested Program Based*

on Blending Graphic Organizers with Think-Aloud Protocols to Develop Secondary Stage Students' EFL Writing Skills. [Unpublished Ph.D. Thesis]. Faculty of Education, Damietta University.

Elsaedy, W. (2016). *Using NLP Approach for Developing the Writing Performance of ADHD Primary Stage Pupils in English as an EFL.* [Unpublished master's thesis]. Faculty of Education, Damietta University.

El-shafei, A. (2015). *Using Cognitive Grammar for Improving Secondary Stage Students' Writing Performance.* [Unpublished master's thesis]. Faculty of Education, Damietta University.

El-Sherbiny, D. (2019). *A Hybrid Learning Program for Developing some English Language Skills for Physical Therapy Faculty Students.* [Unpublished Ph.D. Thesis]. Faculty of Education, Ain Shams University.

El-Shobaky, S. (2017). *A Hybrid-Task Based Course for Developing ESP Productive Skills and Motivation Among Faculty of Commerce Students.* [Unpublished Ph.D]. Faculty of Commerce, Damanhur University.

Emadesti, T. (2020). Improving Students' Reading Skillls through Punctuations by Using Google Classroom Application at Grade XII MS 1 of SMA Negeri Plus Provinsi Riau. *Jurnal PAJAR (Pendidikan dan Pengajaran), 4*(6), 1189-1197. http://dx.doi.org/10.33578/pjr.v4i6.8172.

Fallon, J. (2015). *Google Classroom for third grade writing*. [Unpublished master's thesis]. College of Education. Rowan University. https://rdw.rowan.edu/etd/577/?utm_source=rdw.rowan.edu%2Fetd%2F577&utm_medium=PDF&utm_campaign=PDFCoverPages

Fedynich, L. V. (2013). Teaching beyond the classroom walls: The pros and cons of cyber learning. *Journal of Instructional*

Pedagogies, *13*.

Gushiken, B. (2013). *Integrating Edmodo into a High School Service Club: To Promote Interactive Online Communication.* [Unpublished Master dissertation]. Hawaii University.

Haron, N. N., Zaid, Y. H., & Ibrahim, N. (2015). E-Learning as a platform to learn English among ESL learners: benefits and barriers. *Research in Language Teaching and Learning,* 7, 79-105.

Haygood, E., Garner, R., & Johnson, S. (2012). Blended Learning: Using Web 2.0S to Enhance Classroom Instruction. Interlink Alliance. http://www.cehs.ohio.edu/ https://dergipark.org.tr/en/pub/joltida/issue/55477/760132

Ilievski, K., Behlic, A., & Achkoski, J. (2019). E-learning platforms: The future of education. *Proceedings of Papers*, 62.

Jukes, I., & Dosaj, A. (2005). Understanding Digital Kids (DKs): Teaching & learning in the new digital landscape. http://wvde.state.wv.us/principalsinstitute/institute07-08/docs_summer/SummerDay04_Jukes-NewDigitalLandscape.pdf

Kener,N. (2017). *The Effectiveness of a Program Based on Mall Approach on Developing Preparatory School Students' Writing skills and attitude toward its learning.* [Unpublished master's thesis]. Faculty of Education, Damietta University.

Keneth A.,(2010). Good writers are made, not born. https://ezinearticles.com/?Good-Writers-Are-Made,-Not-Born&id=5207882

Kongchan, C. (2012). How a Non-Digital-Native Teacher Makes Use of Edmodo. *ICT for Language Learning* (5th ed.). http://conference.pixel-online.net/

Lara, V. (2013). The improvement of writing based on a genre approach through the use of an e-learning platform. http://www.UV.mx/Orizaba/meile/lineas-de-generacion-y-

aplicacion-del-conocrimiento/

Levine, A., Ferenz, O., & Reves, T. (2000). EFL academic reading and modern technology: How can we turn our students into independent critical readers. *TESL-EJ*, *4*(4), 1-9.

Makhlouf, M. (2020). *Using Online Collaboration for Developing EFL Preparatory Stage Students' Reading and Writing Skills and Their Motivation for Language Learning.* [Unpublished Ph.D. Thesis]. Faculty of Education, Damietta University.

Mualim, M., Ma'rufah, D. W., & Sartika, E. (2019, December). The Strengths and Pitfalls of Google Classroom Application to Gen-Z Students' Learning Hybridity. In *Proceeding of International Conference on Islamic Education.* 4(1), 297-301.

Padmore, M., Hall, L., Hogg, B., & Paley, G. (2006). Reviewing the potential of virtual learning environments in schools. In *International Conference on Technologies for E-Learning and Digital Entertainment* (pp. 203-212). Springer, Berlin, Heidelberg.

Perez, S. (2015). Google expands its educational platform "Classroom" with a new API, share button for websites. https://techcrunch.com/2015/06/29/google-expands-its-educational-platform-classroom-with-a-new-api-share-button-for-websites/

Piezunka, H. (2011). Technological platforms: An assessment of the primary types of technological platforms, their strategic issues and their linkages to organizational theory. *State of the Art Artikel,* 6, 179–226.

Qalaja, M. (2015). *The Effectiveness of Using Edmodo on Developing Seventh Graders' Writing Skills and their Attitude towards Writing in Gaza Governorate.* [Unpublished Master dissertation]. Islamic University of Gaza.

Ranker, J. (2009). Student Appropriation of Writing Lessons through Hybrid Composing Practices: Direct, Diffuse, and Indirect Use

of Teacher-Offered Writing Tool in an ESL Classroom. *Journal of Literacy Research,* 41:393–431.

Rosita, A. E. (2020). Students' perceptions toward the use of google classroom as an alternative media for English learning at man 2 tulungagung. http://repo.iain-tulungagung.ac.id/18771/

Rosita, N, Saun, İ & Mairi, S. (2019). Google Classroom for Hybrid Learning in Senior High School. *Journal of Learning and Teaching in Digital Age*, 5 (1), 35-41.

Saputri, V. N. D. (2020). *Students 'perceptions Toward The Use Of Google Classroom In Teaching And Learning Process.* [Doctoral dissertation]. Universities Negeri Semarang. http://lib.unnes.ac.id/43030/1/2201416143%20%20Vero%20Nanda%20Dwi%20Saputri.pdf

Shafiee, S. & Koosha, M. & Afghari, A. (2013). The Effect of Conventional, Web-based, and Hybrid Teaching of Pre-Writing Strategies on Iranian EFL Learners' Writing Performance. *International Research Journal of Applied and Basic Sciences,* 4 (2): 393-401.

Spencer, M., Wagner, R. K., Schatschneider, C., Quinn, J. M., Lopez, D., & Petscher, Y. (2014). Incorporating RTI in a Hybrid Model of Reading Disability. *Learning Disability Quarterly*, 37(3), 161–171. https://doi.org/10.1177/0731948714530967

Tanduklangi, A., Alberth, A., & Amri, C. (2014). Teaching writing through hybrid instruction, how effective is it? *International Journal of Academic Research,* 6(5), 136-142.doi:10.7813/2075-4124.2014/6-5/B.

Google classroom. (2022, March 16).In Wikipedia. https://en.wikipedia.org/wiki/Google_Classroom