The Effectiveness of an Electronic Learning Environment Based on Active Learning in Improving Eighth Graders' English Vocabulary Learning

Submitted by

Sawsan khalil Mezied   Wafaa Ibrahim Keshta

The Islamic University of Gaza
Deanship of Research and Graduate Studies
Faculty of Education
Master of Curriculum and Teaching Methods

The Effectiveness of an Electronic Learning Environment Based on Active Learning in Improving Eighth Graders' English Vocabulary Learning

Sawsan khalil Mezied & Wafaa Ibrahim Keshta

Abstract:

This study aimed at investigating the effectiveness of using of an electronic environment based on active learning in improving eighth graders' English vocabulary learning. To achieve the study aims, the researchers designed a vocabulary achievement test consisting of (30) items. The sample study consisted of (64) students from Rafah Preparatory B Girls' School in Rafah Directorate of Education 2017-2018. The electronic environment based on active learning was used in teaching the experimental group (32) students, while the traditional method was used with the control one (32) students in the second term of the school year (2017-2018). The experiment lasted for six weeks. The study findings revealed that there were significant differences at ($\alpha = 0.05$) in the mean scores of the vocabulary test in favor of the experimental group, there are statistically significant differences at ($\alpha = 0.05$) in the achievement level in vocabulary between high achievers of the experimental group and their counterparts of the control group. The findings also pointed out that there are statistically significant differences at ($\alpha = 0.05$) in the achievement level in vocabulary between low achievers of the experimental group and their counterparts of the control group.

This was attributed to the electronic environment based on active learning in teaching vocabulary. In the light of the study results, the researchers recommended adopting the electronic environment based on active learning in teaching

English, enriching the Palestinian English Language curriculum with different activities which enhance learning and practicing English inside and outside the classroom, supplying schools with the necessary equipment for employing electronic learning such as enough computer labs, interactive smart boards, multi-media resources and internet access.

مستخلص الدراسة:

هدفت هذه الدراسة إلى التحقق من فعالية استخدام بيئة إلكترونية قائمة على التعلم النشط في تحسين تعلم المفردات الإنجليزية للصف الثامن. لتحقيق أهداف الدراسة، قام الباحثان بتصميم اختبار تحصيلي للمفردات يتكون من (30) فقرة. تكونت عينة الدراسة من (64) طالباً من مدرسة رفح الإعدادية للبنات في محافظة رفح للتربية والتعليم. تم استخدام البيئة الإلكترونية المبنية على التعلم النشط في تعليم المجموعة التجريبية (32) طالبًا، في حين تم استخدام الطريقة التقليدية مع المجموعة الضابطة (32) طالبًا في الفصل الدراسي الثاني من العام الدراسي (2017–2018). استمرت التجربة لمدة ستة أسابيع. أظهرت نتائج الدراسة الاتي: وجود فروق ذات دلالة إحصائية عند (α = 0.05) في متوسط درجات اختبار المفردات لصالح المجموعة التجريبية، وجود فروق ذات دلالة إحصائية عند مستوى (α = 0.05) في مستوى الإنجاز في المفردات بين مرتفعي التحصيل من المجموعة التجريبية ونظرائهم من المجموعة الضابطة. كما أشارت النتائج إلى وجود فروق ذات دلالة إحصائية عند مستوى (α = 0.05) في مستوى الإنجاز في المفردات بين منخفضي التحصيل في المجموعة التجريبية ونظرائهم في المجموعة الضابطة. ويعزى ذلك إلى البيئة الإلكترونية القائمة على التعلم النشط في تدريس المفردات.

في ضوء نتائج الدراسة، أوصت الباحثتان: باعتماد البيئة الإلكترونية القائمة على التعلم النشط في تدريس اللغة الإنجليزية، وإثراء مناهج اللغة الإنجليزية الفلسطينية بالأنشطة المختلفة التي تعزز التعلم، ممارسة اللغة الإنجليزية داخل وخارج الفصول الدراسية، وتزويد المدارس بالمعدات اللازمة لتوظيف التعلم الإلكتروني مثل مختبرات كمبيوتر كافية، ولوحات ذكية تفاعلية، وموارد ووسائط متعددة واتصال بشبكة الإنترنت.

الكلمات المفتاحية: بيئة إلكترونية، التعلم النشط، الفعالية، المفردات.

Introduction:

English is the most common languages all over world. Moreover, it becomes the language of the twentieth century and the language of the next generation. It is often founded all over the world in many countries whose native language is not English as the second language. Improving English skills is a necessity which deserves investigating from researchers who are concerned with languages. Researchers tries continuously to provide learners with a variety of opportunities to enhance their learning of English language through choosing the appropriate technologies.

Huang et al.(2012) emphasizes the decisive role of vocabulary in improving language learning. He adds that students need vocabulary to express their thoughts freely without difficulty. With the increase of using technological multimedia, investigating the effectiveness of technological environment on improving vocabulary learning have been discussed widely. Kim and Gilman (2008) states the effectiveness of integrating audio texts, graphics, sensor technologies mobile and wirless into educational process. Establishing learning environments that include context awareness and high mobility was a result of these multimedia.

Huang et al.(2012) noticed that wireless technologies computer programs and mobile are popular in language education. A u-learning system for English Vocabulary was developed which was called UEVL(Ubiquitous English Vocabulary Learning). Liue and Chu (2012) researched the influence of the games and e-learning environments on English learning achievement and motivation.

Moreover, researchers try continuously to achieve the high levels of objectives to their students in all the Educational levels, through investigating the best ways to create an effective active learning environments, which attracts students

intention and enhance them to exchange thought, experience and ideas. Participation in Education is based on the process of giving information or put forward or a mended through the participation of positive learners in the educational process allowing the production of shared ideas under conditions of positive interdependences active interaction and optimal use of participatory skills.

Modern information technology and education technologies have helped to provide a learning environment that offers a rich active learning environment that contributes to the use of learning groups and participatory and active learning strategies that enable a knowledge society to produce, apply and evaluate knowledge. As a result, the researchers suggest that students need to be actively engaged in learning process to be more likely to achieve success. Students begin to feel empowered, exited and their personal achievement and self-direction levels rise when they are actively engaged in the process of learning and its activities.

Active learning is an important means for developing all personal and social skills through encouraging students to be active participants in the learning process. Active learning enhances students to change their passive and traditional role into as recipients of knowledge to being active and involved participants . Students are motivated to analyze, synthesize and evaluate educational activities. Moreover, different attitudes, skills and values are gradually developed.

Active learning got famous attention over the past few years. Many scholars and English teachers has accepted it as an effective strategy which can develop students to be active learners and thinkers. Students hold more responsibility of their learning as they are engaged in activates that need improving retention , reasoning ability and understanding the new knowledge better. In this regard Karamustafaoglu (2009) emphasizes the critical role of active learning in developing

attitudes and values besides developing student's skills. Active learning creates actual elements such as discussions, presentations, simulations, role play and games.

To achieve the educational aims and at the same time creating a successful atmosphere in classroom, teachers can apply various active learning strategies and techniques. The educational process is clearly affected by the latest technological products as a result of being in a technologically driven world. Technologists develop many electronic programs which are becoming increasingly popular as new technological tools. Teachers in general and English teachers in special creates an electronic environment to develop their students' progression different language areas. Fan (2003) states that second language learners rely heavily on sharing, practicing and evaluating through an interactive classroom environment for learning new words. On this regard, the present study tries to shed lights and fill the gaps in research studies on Electronic environments in Gaza. To meet the demands of vocabulary proficiency, it is needed to study the effectiveness of electronic environment based on the active learning strategy in developing student's vocabulary. Actionally, there are deep lack in research studies that deal with electronic environment based on the active learning although there are ample studies on the effectiveness of electronic environment on developing some areas of English language. In this respect, the two researchers seek to explore the effectiveness of an electronic environment based on active learning in improving eighth graders' English vocabulary learning.

Statement of the problem:

The vast change in our modern life is becoming a critical demand for learning English. English as the language of the world is essential fo every learner to be able to follow the

changes in information technology, internet and knowledge. However, acquiring English is not an easy job. It needs a big effort to develop their vocabulary from both teachers and students. The two researchers noticed from their long experiences in schools in addition to common observations of many English supervisors, specialists and teachers that students face a problem in vocabulary learning. This problem was documented through student's low achievement in vocabulary in their achievement tests, their lack of motivation and weak participation in the class activities. After revising documentations through consultation with English supervisors and teachers and English exam-marking experiences as well, the two researchers realized that our students have good access to modern technologies and the inspire teachers have to enhance their students to make good use of them in their learning in general and English learning in particular. Hence, the two researchers believe in the importance of using an electronic learning environment in developing students' vocabulary. They suggest an electronic learning environment as a proposed solution, where the students can make good use of various multi-media. This multimedia could help students improve their learning of vocabulary in general through employing vocabulary into daily life tasks such as sharing ideas through short paragraphs and texts, emailing to a friend and posting which may enhance student's motivation and assist them become more effective communicators through writing, speaking, reading and listening.

Research questions

The problem can be stated in the following major question:

 What is the effectiveness of an electronic learning environment based on active learning in improving eighth graders' English vocabulary learning?

The following questions can be derived from the above major one:

1. Are there any significant differences in the vocabulary achievement level in the post test between the students who studied English vocabulary through an electronic learning environment based on active learning and students who studied English vocabulary through the traditional way?

2. Are there any significant differences in the vocabulary achievement level in the post test between the high achievers who studied English vocabulary through an electronic learning environment based on active learning and high achievers who studied English vocabulary through the traditional way?

3. Are there any significant differences in the vocabulary achievement level in the post test between the low achievers who studied English vocabulary through an electronic learning environment based on active learning and low achievers who studied English vocabulary through the traditional way?

Research hypotheses:

1. There are statistically significant differences at ($\alpha \leq 0.05$) in the vocabulary achievement level in the post test between the students who studied English vocabulary through an electronic learning environment based on active learning and students who studied English vocabulary through the traditional way.

2. There are no statistically significant differences at ($\alpha \leq 0.05$) in the vocabulary achievement level in the post test between the high achievers who studied English vocabulary through an electronic learning environment based on active learning and high achievers who studied English vocabulary through the traditional way.

3. There are no statistically significant differences at ($\alpha \leq 0.05$) in the post test between the low achievers who studied

English vocabulary through an electronic learning environment based on active learning and low achievers who studied English vocabulary through the traditional way.

The objective of the study:

The following objectives can be achieved:

1- Investigating the effectiveness of applying an electronic learning environment based on active learning on eighth graders English vocabulary learning .

2- Enhancing teachers to design an electronic learning instructional environment based on active learning to help facilitate teaching vocabulary inside their classrooms.

3. Investigating if there are any significant differences in the vocabulary achievement level in the post test between the students who studied English vocabulary through an electronic learning environment based on active learning and students who studied English vocabulary through the traditional way.

4. Investigating if there are any significant differences in the vocabulary achievement level in the post test between the high achievers who studied English vocabulary through an electronic learning environment based on active learning and high achievers who studied English vocabulary through the traditional way.

3. Investigating if there are any significant differences in the vocabulary achievement level in the post test between the low achievers who studied English vocabulary through an electronic learning environment based on active learning and low achievers who studied English vocabulary through the traditional way.

Significance of the study:

This study emerges its significance from being the first study, according to the researcher's knowledge, to combine between the electronic environment and the active learning in

improving vocabulary learning in Palestine. The study can achieved the following significance for:

1- Teachers to improve students' vocabulary learning through implementing an electronic environment based on active learning which can create an effective learning environment .

2- Students to improve their vocabulary through the best use of the modern multi-media .

3- Supervisors to sustain their teacher's skills in using an electronic environment based on active learning in teaching through conducting training courses for them.

4- curriculum designers to enrich curricula with various strategies for teaching English vocabulary depending on an electronic environment based on active learning..

6- Researchers to apply more studies on electronic environment and different areas of English language.

Limitations of the study:

1- The study is limited to develop English language vocabulary learning of the eighth graders in Governmental schools in Gaza Southern governorates.

2- The study is restricted to teaching English vocabulary in "English for Palestine 8" second term through implementing an electronic environment based on active learning in teaching.

3- The study is applied in the second semester of the scholastic year 2017– 2018.

4- The experiment lasts for six weeks from February to April 2018.

Operational definition of terms:

1. **Effectiveness**: according to Wikipedia (2013) effectiveness can be defined as the capability of producing an expected outcome. The effective thing is that which has a desired result or an intended impression. In this study, effectiveness

13

العلوم التربوية/ عدد خاص للمؤتمر الدولي الأول لقسم المناهج وطرق التدريس:
"المتغيرات العالمية ودورها في تشكيل المناهج وطرائق التعليم والتعلم" ٥-٦ ديسمبر ٢٠١٨

is statistically measured by the degree of improvement in the eighth students' achievement level in English vocabulary post test as a result of using an electronic environment based on active learning in English language classes.

2. **Active learning**: according to Prince (2004) active learning is depending the central role of students where students are actively engaged in the process of learning. It is marked by the departure of the traditional lecture format, where students passively receive information. In this study, active learning is seen as an Educational method for teaching vocabulary through creating an electronic environment where students are allowed to effectively participate in the activities that takes place inside the classroom. The students become the initiative in the different activities with their peers through the learning teaching process inside the classroom in contrary to their passive role in the traditional classes.

3. **E-Learning Environment**: Recognized as one of the forms of learning that relies on the capabilities, tools, systems, and programs of computer and information technology and the international information network and can be used to provide educational content and deliver it to the degree of skill acquisition (Abdel Aziz, 2013). In this study, the two researchers define the electronic environment as a toolkit with a group of designed and well-planned activities that allows the teacher the freedom to transfer vocabulary and develop its learning and retention by using some computer programs, and help him to communicate and interact with his students, and help students themselves to communicate and participate electronically, breaking the barrier time and place.

4. **Vocabulary**: Alqahtani (2015) states the importance of vocabulary in its ability to communicate ideas and express the speakers' meaning by using the total number of words

that are needed. The researchers states vocabulary as the basic vocabulary required for eighth graders as mentioned in the content analysis of unit (2 and 3) in the Palestinian curriculum "English For Palestine 8 textbook.

5. **High achievers:** In this study, they are seen as a clever group of eighth students who get the highest s (25%) of other students' scores in the vocabulary post achievement test .

6. **Low achievers:** In this study, they are seen as a weak group of eighth students who get the lowest 25% of other students' scores in the vocabulary post achievement test.

Steps of the study:

The researchers reviewed the literature and the previous studies in order to get benefit from their tools, methodology, results and recommendations.

1. Searching in many resources to prepare the theoretical framework.
2. Designing the vocabulary achievement test.
3. Building the electronic environment based on active learning.
4. Assuring the validity and reliability of the tool.
5. Analyzing the computed data and getting results.
6. And giving recommendations. Stating finding .

Literature Review:

There was no complete agreement on the definition of a comprehensive concept covering all aspects of the term "e-learning." Most of the attempts and interpretations that concerned the definition of e-learning were considered from a different angle depending on the nature of interest, specialization and purpose, which led to the emergence of many definitions of e-learning. Some of those interested to say that the number of the number of those who identified, and through the tracking of these definitions exists as a mother

who considers e-learning as a teaching method or as an integrated system with its inputs, processes and outputs. Al-Arifi (2003) defines e-learning as a method of learning as using advanced programs stored in the computer or through the internet to provide educational content through different techniques such as: interaction, interaction and explanations. Al-Mousa and Mubarak (2005) emphasized the use of modern communication mechanisms as a method of learning through which the learners can make benefit from the modern multimedia, computers, electronic libraries, networks and research mechanisms in the classroom and outside it.

Some definitions concentrates on e-learning as a system include Al-Shihri definition (2002)who defines e-learning as a "curriculum delivery system (course) via the internet, local area network, satellite, CD or interactive TV to reach learners". Other definitions of e-learning state it as an educational system that supports and expands the educational process through using computer networks, information technology and electronic programs prepared by specialists in the companies or ministry (Galom,2003).

Revising the above mentioned definitions, the two researchers focused on the well-planned and designed activities as a toolkit that allows the teacher the freedom to transfer vocabulary and develop its learning and retention by using some computer programs, and help him to communicate and interact with his students, and help students themselves to communicate and participate electronically, breaking the barrier time and place.

An explanation to what an electronic learning environment contained was created. Different authors stated that to improve a student's academic progress ,its essential to use the electronic learning environment which used different developed types of computer based programs. The e-learning environment allowed students to access different resources and

materials through different types of software programs (Abik, Ajhoun & Ensais, 2012).

The electronic learning environment allows children to access individualized and differentiated lessons that support the needs of the specific learner. The electronic program provides students with the exact lesson they need to achieve success and progress academically. Students receive individualized lessons based on benchmark and progress monitoring assessments that students take throughout the school year. The lessons are provided to students based on scores they received from the beginning of the year, middle of the year, end of the year and reoccurring progress monitoring assessments. The electronic environments have different objectives as: safeguarding national interest, developing communication skills through meeting with other members from within or outside the community, providing students with a future information service, and at the same time understanding mutual respect and promoting tolerance.

Moreover, developing dialogue skills, to exchange creative and constructive ideas, and to collaborate in useful projects that lead to a better standard of living. Whitaker,J.(2016) adds that electronic environment help exposing students to a healthy environment of global competition that leads them to a large scale and develop their personalities in their future lives. Providing students with a large amount of tools in the field of informatics to help them develop and express themselves properly in society, in addition to development skills, knowledge and experiences that lead to productivity development and autonomy.

Among the authors and researchers listed, many of them have created studies based on the effectiveness of the electronic learning environment and the traditional learning environment The age groups that these authors and researchers

focused on were primarily middle school aged students to college undergraduates (Badia, Meneses, & Sigalés, 2013). Next, these authors analyzed current electronic learning programs that were used in certain school districts in hopes to have determined the positive effectiveness it had on students. The discoveries that these authors and researchers determined were that behavior, attention rate, and academic success and progress were affected by certain academic environments.

By comparing both types of learning environments, the findings should suggest a pattern or offer a conclusion as to what type of learning environment is most effective for a student at the elementary level. Much of the research that focused on electronic learning was connected to higher-level institutions (i.e. Colleges or Universities). However, research has yet to focus on electronic learning within an elementary educational setting. Cox (2013) analyzed within an article if there was an interrelationship between the technology used within school and during leisure. Even though there has been an increased number of elementary and middle school aged students accessing a variety of media technologies at home, there is limited research on how accessing information through multiple media sources effect a student's learning. Most evidence students' technology use is based at home or within an educational setting. "There is little evidence of the interrelationship between them". This article stated that further research needed to be completed about how the frequent use of information technologies compared to the impact of academic development. Since this research investigates the effectiveness of electronic environment based on active learning on developing vocabulary learning, it is suggested that the information gathered would assist with determining if the use of technology impacted academic development and progress.

There are many researchers and authors who support the electronic learning environment and explain how using the

environment assists students academically. The electronic learning environment allows students to receive instruction that is personalized and individualized for their learning goals. Authors and researchers also stated that a consistent blend of both environments within a student's learning progression will not hinder academic growth . Teachers who use the electronic learning environment more consistently will also support students who need assistance with computer literacy Students generally spend time afterschool on mobile devices. If students are exposed to these devices at school, they will be able to use the device more effectively at home. Students who use mobile devices at home can become more independent and self-reliant with expanding their academic conceptualizations.

Studies:

1- Ghamdi and Afshi (2018) investigated the development of critical thinking through the applying of an e-learning environment based on collaborative learning . The sample of the study is chosen among students of the faculty of education at the university of princess Noura Bint Abdul Rahman. To achieve the goal of the study, the researcher divided (12) student teacher into two groups. The experimental group consisted of (6) Students and studied the content of the critical thinking by using e-learning environment based on collaborative learning. Whereas, the control group which consisted of (6) students studied using the usual traditional method. The results indicated the effectiveness of the electronic environment which based on collaborative learning in improving critical skills. The study recommended of using e-learning environment based on collaborative learning to develop critical thinking and other thinking skills.

2- Lai (2015) explored the use of self-directed language learning (outside the classroom) by university students in

Hong Kong using computer technology in demonstrating what impact, if any, teachers had on self-directed learning. The researchers conducted an online survey of 160 participants to collect data for her research. The results indicated the effectiveness of using technology in language learning, students were positive and convinced they could succeed in using technology to learn a language, and were using technology outside the classroom on average 1 – 3 hours per week. Teacher's recommendation, teacher's guidance of use, and teacher's use of technology in the classroom (setting the example) proved to be the key positive influences on student use of self-directed technology learning. The study recommended of using computer technology to develop self-directed language learning.

3- **Whitaker (2016)** the study aimed at investigating the effectiveness of English learning with computer applications and self-directed learning. The study was conducted on college students in Bangkok, Thailand with two groups one of them is the experimental group and studied through computer applications and self-directed learning. The other is a control-group which studied through the traditional way. The pretest-posttest design was used to collect data. The data was analyzed and computed using a semantic differential rating scale to better understand their computer learning experience. The findings indicated a significant differences in favor of the experimental group which learned with the software. Moreover, the software tool proved to be "effective" and rated highly. The study recommended of using computer applications to develop self-directed learning and English learning.

4- **Kim, Wang, Ahn, and Bong (2015)** investigated the effectiveness of using self-efficacy beliefs and self-regulation tactics in improving English learning. The sample

of the study was 167 Korean undergraduate students. The researcher used a questionnaire to ask students about their self-regulated learning strategies and self-efficacy beliefs. In addition, test of English for International Communication (TOEIC) were required to submit students as a measurement of their English proficiency for the conducted research. The findings showed the significant of low, medium, and high self-efficacy profiles. The medium and high efficacy profiles were dominated by females and represented students with more years of English learning than those in the low self-efficacy profile. The study recommended of using International Communication (TOEIC) to develop students' self-efficacy beliefs and English learning in general

5- Alnajar(2015) The study investigated the effectiveness of a training program which aims at promoting electronic instructional skills among secondary stage teachers and their attitudes toward it. The researcher used a questionnaire to rank these needs as perceived by teachers as training needs. The researcher constructed a system- based training program. The program tools consisted of a cognitive achievement test, an observation card, and an attitudes scale which were applied before and after implementing the training program. Thirty male and female secondary school teachers in Gaza were chosen randomly to be the sample of the study. The study's findings indicated that there was a statistically significant effect for the program on the participants' cognitive and psychomotor aspects, and their attitude towards it. Besides, the training program proved effective in all the tree aspects according to Plack's acquisition equation. The study recommended of using electronic programs to develop electronic instructional skills and English learning in general.

6- **Saddalah (2014**) conducted a study to explore the development of some meta cognitive skills in the tenth grade technology curriculum in Gaza as a result of using a computerized program built on simulation techniques. The researcher used the Experimental and the descriptive analytical method to achieve the objectives of is study. The study sample was chosen randomly from the students of tenth grade and they were two branches. The first consisted of (60) students from Osama Ben Zaid school for boys. Another (80) students were from Nosiba Bent Kaab school for girls two schools are within the directorate of Education North Gaza. The two branches were divided into two groups an experimental group which studied through the computerized program and the control group studied in the traditional way. A list of metacognitive skills and a test for meta-cognitive skills were developed to collect data. The results showed that the suggested computerized program built on simulation techniques to develop some meta-cognitive skills in the technology curriculum for the tenth grade confirmed a higher effectiveness than average percentage gain for BlackBerry which equals (1.5). The researcher recommended of developing meta-cognitive skills for students in general since it helps organize their lives.

General commentary on the previous studies:

Examining the previous studies reveals that nearly all the studies were conducted in various environments to investigate the effectiveness of a suggested program or an electronic environment learning in the educational circumstances outside or inside the school. Nearly the significance of the electronic environment or the suggested programs as a signicant method have been displayed by most of the studies. The effectiveness of the electronic environment or the suggested programs have also been discussed in enhancing students' perceptions, skills,

achievement and attitudes in various subjects. The studies agreed in the importance of using teachers the electronic environments and programs as an alternative for completely face-to-face or on-line learning. Actionally, clear insights have been reflected from the varied instrumentation used in the previous studies. These insights proves the efficiency of conducting the present study which used pre-post vocabulary test to measure the effectiveness of using an electronic learning environment on developing 8th graders' vocabulary learning. Whereas, most of the studies used pre-posttest, survey, questionnaires, interviews and observations to collect data.

.Methodology:

Research design :

The experimental approach was used to achieve the objectives of the study with two groups(the experimental group and the control group). The experimental group studied English vocabulary through the electronic environment based on active learning while the control group studied through the traditional method.

Population of the study:

The population of the study was (6288) female students at the governmental schools in Gaza governorates for the scholastic year (2017 – 2018).

Sample of the study:

The total number of the sample was sixty four female students divided into two groups. The groups were randomly chosen from a purposive sample from Rafah Preparatory B Girls' school in Rafah where there are four eighth classes. The researchers choose randomly two of them to be the sample. Every group actually consisted of thirty two students .

Table (1) shows the distribution of the sample

Table (1)

The distribution of the sample according to groups

Group	Control	Experimental
Count	Thirty two	Thirty two

The two groups were equivalent in the all the variables that affect the study such as: the economic, cultural and social level, general achievement, English language achievement and age variable.

The variables of the study

The researchers stated two variables:

Independent Variable:

The teaching method is the independent variable in this study:

-The electronic environment based on active learning method .

-The traditional method.

Dependent Variable:

The students' achievement in English language vocabulary is the dependent variable.

Instrumentation:

The researchers designed an achievement vocabulary test to collect data.

An achievement vocabulary test:- .

In order to measure the effectiveness of an electronic environment based on active learning on improving vocabulary learning in English language, the researchers prepared pre-post and delayed achievement test. The pretest was applied before the experiment, the posttest was applied after the experiment and after two weeks of the post test. The delayed test was applied to (see Appendix1).

The pilot study:

The researchers adopted the vocabulary achievement test on a random sample consisted of of (32) students from Rafah Preparatory B Girls' school. Then, they recorded and analyzed

the results to assess its validity and reliability. In the light of the statistic results, some modifications were done on the items of the test.

The validity of the test:

The referee validity

The items of the vocabulary achievement test were modified according to the recommendations of a jury of teachers, supervisors and specialists in English language and methodology in Gaza universities.

The internal consistency validity:

Pearson Formula was used to calculate the validity of the test. The test was highly consistent and valid as a tool for the study as the coefficient correlation of each item with the total is significant at levels (0.01) and (0.05) as illustrated in Table (2).

Table (2) Correlation coefficient for each item of the test

Q	No.	Pearson Correlation	Sig. level	. Q	No	Pearson Correlation	Sig. level
Q1	1.	0.667	sig. at 0.01	Q3	16.	0.513	sig. at 0.01
	2.	0.634	sig. at 0.01		17.	0.721	sig. at 0.01
	3.	0.534	sig. at 0.01		18.	0.551	sig. at 0.01
	4.	0.621	sig. at 0.01		19.	0.653	sig. at 0.01
	5.	0.611	sig. at 0.01	Q4	20.	0.632	sig. at 0.01
	6.	0.622	sig. at 0.01		21.	0.677	sig. at 0.01
	7.	0.563	sig. at 0.01		22.	0.545	sig. at 0.01
	8.	0.634	sig. at 0.01		23.	0.667	sig. at 0.01
Q2	9.	0.573	sig. at 0.01		24.	0.714	sig. at 0.01
	10.	0.590	sig. at 0.01		25.	0.725	sig. at 0.01
	11.	0.644	sig. at 0.01	Q5	26.	0.662	sig. at 0.01
	12.	0.785	sig. at 0.01		27.	0.851	sig. at 0.01
	13.	0.775	sig. at 0.01		28.	0.803	sig. at 0.01
	14.	0.548	sig. at 0.01		29.	0.661	sig. at 0.01
Q3	15.	0.715	sig. at 0.01		30.	0.722	sig. at 0.01

Reliability of the test:

To computed the reliability of the test, the researchers used two methods:

Split Half Method:

To compute the split half, the vocabulary achievement test is splitting. Then, the correlation between the parts is calculated, and finally a correction for the correlation coefficient by Prophecy Formula is made.

$$\text{Spearmen- Brown Coefficient} = \frac{2R}{R+1}$$

Split half coefficients for the vocabulary achievement test was shown in table(3):

Table (3) Reliability for the vocabulary achievement
test by spilt half method

Model	Items	Correlation	Reliability
Spilt half method	30	**0.745	0.860

The test was reliable and valid to apply as the reliability coefficient was above 0.7 as shown in table (3). That means that it is acceptable.

Kuder-Richardson (K-21) method: to measure K-R21 formula, the percentages of correct answers to the test items was calculated and also on the variance of every item.

$$\text{K-R21 formula} = \frac{N}{N-1}\left[1 - \frac{m\,(N-m)}{\sigma^2\,X\,m}\right]$$

Table (3.8) describes (K-R21) for the vocabulary achievement test.

Table (4): Reliability of the vocabulary achievement test by Kuder-Richardson (K-21) method

Model	N	m	σ^2	K-R$_{21}$
Kud-Richardson (K-21) coefficient	30	24.66	59.06	0.83

The test was reliable and valid to apply as the results in Table (4) showed that the reliability coefficient by Kuder-Richardson coefficient equals (0.83).

Controlling the Variables:

The teachers affect the results, The researchers tried to control some variables prior to the study avoid any extraneous interference and to assure the accuracy of the results. To

prevent any other factors related to the difference in the teachers affect the results, one of the two researchers taught the two groups. The experiment lasted for eight-weeks. The experimental group was taught vocabulary through the electronic environment that based on active learning whereas the traditional method was used with the control group. In addition, the researchers controlled the following variables: general achievement, English achievement, previous learning and age variable.

The electronic Learning environment based on active learning used in the study:

The researchers review the scientific studies, literature of education technology and studied concerned with designing and developing educational program models. And after reviewing the design criteria, the proposed educational program which aims at developing eighth graders' vocabulary learning to the extent their competencies allow was designed according to Al Jazar model. According to Al Jazar model (2002), this model consisted of five main phases: study and analysis phase, design phase, production phase, evaluation phase, and usage phase

Content of the Electronic Learning Environment

To help eighth graders to improve their learning of vocabulary, the researchers used the electronic learning environment and carefully selected the content of this electronic environment. Based on the content of grade eight textbook, two vocabulary units were chosen. Every unit covered three vocabulary lessons. Thus The electronic learning environment covered 6 lessons. Each lesson needs forty-five minutes to be performed.

The validity of the Electronic Learning Environment

To test the environment validity, The researcher prepared a list of criteria was stated and panel of specialists in education

technology from different universities were asked to give their modifications. The required adjustment was done according to their recommendations. And finally, the final copy was produced to be implemented to achieve the planned objectives.

Pilot experimenting of the Environment

A pilot study of the eighth grade in the same school other than the study sample was chosen to experiment the designed Electronic environment in order to achieve its suitability. This enhances the teacher awareness about: the needed time for the application, the requirements for the application of the experience and the difficulties of implementation. The researchers developed their Environment before implementing it on the basic study sample.

Implementing the Environment:

The electronic environment was implemented on the study sample after making the required adjusting. The implementation occurred two lessons a week and lasted for six weeks.

Results: Data analysis:

To investigate the effectiveness of this electronic environment on improving vocabulary learning of Palestinian eighth graders. The researchers designed: the electronic environment based on active learning and the study instruments (vocabulary achievement test and content analysis). The researchers adopted the experimental approach for their study.

Data Analysis

The First Hypothesis:

There are statistically significant differences at ($\alpha \leq 0.05$) in the achievement level in vocabulary in the post test between the students of the experimental group (an electronic environment based on active learning) and their counterparts of the control group.

To examine the first hypothesis, the mean and standard deviation of experimental and control groups, results were computed. T-Test was used to measure the significance of differences. Table (5) shows the results.

Table(5): T- Test results of differences between the exp. and the cont. group in the post-test

Sample	N	Df	Mean	Std. Deviation	T.	value Sig (1- tailed)	sig. level
control	32		11.469	6.406			
experimental	32	62	23.656	5.265	8.315	0.000	sig. at 0.01

" t " table value at (62) d f. at (0.05) sig. level equal 2.00
" t " table value at (62) d f. at (0.01) sig. level equal 2.66

Table (5) shows that "T" computed value (8.315) is higher than "T" tabulated value (2.66) .The P value is (0.000) which means that there are significant differences at ($\alpha = 0.01$) in the students' scores in favor of the experimental group. Considering the main of the two groups, which is (23.656) of the experimental group and (11.469 of the control group. This shows that there are statistically significant differences between the experimental group and their counterparts in the control one in favor of the experimental group in the total score and this means the electronic environment based on active learning had a good effect on improving vocabulary learning in the experimental group.

To measure the effect size of the electronic environment based on active learning, the researchers computed Eta square "η^2 " using the following formula :(Affana, 2000: 42).

$$\eta^2 = \frac{t^2}{t^2 + d.f}$$

Also the researchers calculated "d" value

Table (6) The Table References to
Determine the Level of Size Effect (η^2)

Test	Effect volume		
	Small	Medium	Large
η^2	0.01	0.06	0.14
D	0.2	0.5	0.8

Implementing the above mentioned equation of the effect size, the results of " η2" and " d " values as shown in table (6) indicate a large effect of the electronic environment based on active learning in improving the scores for the experimental group.

Table (7) The Effect Size of the electronic environment based on active learning on the Experimental and the Control Groups Achievement in the Post-Test

Test	t value	η 2	D	Effect volume
Total post test	8.315	0.527	2.112	Large

Table (7) shows that the effect size of the program is large on students' achievement in vocabulary. This means that the effect is significant. This large effect may be due to the activities and techniques which are used in the electronic environment based on active learning to develop students' vocabulary learning .

Hypothesis (1) findings:

The researchers tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the achievement level in vocabulary between high achievers of the experimental group and their counterparts of the control group.

To investigate the first hypothesis, means and standard deviations of the experimental and the control groups' scores were computed. To test this hypothesis, the researchers used Mann-Whitney U test. The following table shows

Table (8) Mann-Whitney U test of
differences of learning in English variable

Groups	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	Sig. value	Sig. level
high achievers in experimental	8	12.250	98.00	2.00	3.193	0.001	sig. at 0.01
high achievers in control	8	4.750	38.00				

"Z" table value at (0.05) sig. level equal 1.96
"Z" table value at (0.01) sig. level equal 2.58

Table (8) indicates that the (z) computed value is (3.193) is larger than the (z) table value (2.58), in the post test. This means that there are significant differences at (α = 0.01) between the means of high achievers in experimental group and those of the control one in favor of the high achievers in experimental group . That means the electronic environment based on active learning has a good effect on improving vocabulary learning for the experimental group.

To calculate the size effect the researchers used "η^2 " size effect

Table (9) "Z" value, eta square
" $\eta 2$ " , for the test and the total score

Z	Z^2	Z^{2+4}	η^2	Size effect
3.193	10.196	14.196	0.718	Large

Implementing the above mentioned equation of the effect size, the results of " $\eta2$" values as shown in table (9) indicates a large effect of the electronic environment based on active learning on improving the total score among the experimental group. So the null hypothesis is rejected and the alternative hypothesis is accepted.

Hypothesis (2) findings:

The researchers tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the achievement level in vocabulary between low

achievers of the experimental group and their counterparts of the control group.

To test this hypothesis, the researchers used Mann-Whitney U test the following table shows:

Table (10) Mann-Whitney U of differences
of learning in English variable

Groups	N	Mean Rank	Sum of Ranks	MannWhitney U	Z	Sig. value	Sig. level
low achievers in experimental	8	12. 500	100.00	0.00	3.371	0.001	sig. at 0.01
Low achievers in control	8	4.500	36.00				

"Z" table value at (0.05) sig. level equal 1.96
"Z" table value at (0.01) sig. level equal 2.58

Table (10) indicates that the (z) computed value is (3.371), is larger than the (z) table value, 2.58, in the post test. This means that there are significant differences at (α = 0.01) between the means of low achievers in experimental group and the control one in relation to the total score in favor of the low achievers in experimental group. That means the electronic environment based on active learning has a good effect on improving the vocabulary learning of the experimental group.

To calculate the size effect the researchers used "$\eta 2$ " size effect

Table (11) "Z" value, eta square
" $\eta 2$ " , for the total score of the experimental group

Z	Z^2	Z^{2+4}	η^2	Size effect
3.371	11.361	15.361	0.740	Large

Implementing the above mentioned equation of the effect size, the results of " $\eta 2$" values as shown in Table (11) indicates a large effect of the electronic environment based on active learning on improving the total score of the experimental group. So the null hypothesis is rejected and the alternative hypothesis is accepted.

Table (12) Black 's results of differences between
the post test for experimental group and control one
for the total score of the test

Group	Applied	N	Mean	Total degree	Black gain
high achievers in experimental group	Pre	8	3.969		
	Post	8	19.750	31	1.5
low achievers in experimental group	Pre	8	0.625		
	Post	8	3.938	31	1.3

Table (12) indicates that the (B) computed value in the high achievers in experimental group is, (1.5), (B) computed value in the low achievers in experimental group is, (1.3) , (B) computed value in total score is , (1.4) , are larger than the (B) table value which is 1.2. Moreover, the (B) computed value in the high achievers in the experimental group in the post test is larger than the (B) computed value in the low achievers. This means that there are significant differences in the post test between the high achievers and the low achievers in the experimental group in favor of the high achievers. . That mean the electronic environment based on active learning has a good effect to improve the skill for the experimental group.

To calculate the size effect the researchers used Eta square "η2 " and "d" size effect

Table (13) "t" value, eta square "η^2" ,
and "d" for the total score of the test

Group	t value	η2	Black	D	Effect volume
high achievers in experimental group	22.021	0.940	1.5	7.910	Large
low achievers in experimental group	10.286	0.773	1.3	3.695	Large
Total	20.595	0.932	1.40	7.3981	Large

Table (13) shows that there is a large effect size for the high achievers, the low achievers and the total score of the post test in the experimental group. This means the suggested animated pictures program has a large effect and improves the

vocabulary learning for the experimental group differences of statistical significance between the low achievers in the two groups in favor of the experimental group. Based on the previous statistical results, one may emphasize the success of using the electronic environment based on active learning in favor of the experimental group

The findings, discussion, conclusion, pedagogical implications and recommendations

The findings:

Based on the findings of this study, results revealed that implementing the electronic environment based on active learning in improved eighth graders English vocabulary learning and its retention.

The electronic environment which is based on active learning supplied the teacher with different techniques and strategies during his lessons. Implementing the active learning with its different activities, tasks, worksheets, songs, games, brain teasers, drawings, pictures, realia, photos, websites, meetings and music enhances students to be more active learners and raise their effective participation in classroom activities. Relying on the results of the study, the researchers sums up the following findings:

Discussion of the first question findings:

The researchers investigated the first question which examined if there were differences in the achievement level in vocabulary in the post test between the students of the experimental group (an electronic environment based on active learning) and their counterparts of the control group.

The results concerning question one indicate that the (t) computed value was greater in the eighth graders' total scores of the post test of the experimental group than the (t) table value in the post test. This means that there are significant differences at (α= 0.01) and (0.05) between the experimental group and the control one in favor of the experimental group.

There was also a significant difference between the mean scores of experimental group and the mean scores of the control group in favor of the experimental group. Whereas the mean of the experimental group is (23.656) in relation to the total score of the test, the mean of the control group is (11.469). In addition, the researchers found that the effect size of the electronic environment based on active learning was large in the total scores of the vocabulary achievement posttest which indicated that the effect of using the electronic environment based on active learning was statistically significant

This large effect may be attributed to the variety of techniques in presenting the vocabulary through the electronic environment that based on active learning such as: word puzzles, crosswords, anagram, colored pictures and guessing words . The researchers built the electronic environment to suit to the students ' age and minds. The suitability of different and various teaching aids used in the electronic environment based on active learning which aimed at developing vocabulary. Furthermore, these results can be attributed to the effectiveness of the electronic environment based on active learning as it positively affected both students' affective and cognitive domains. Concerning the affective domain, the electronic environment based on active learning was practiced through the computers which provided students with multimedia advantages. All the lessons of vocabulary a student studied was accompanied by pictures , colures and sound sound movement. These advantages of multimedia seemed to have provoked students' interests and motivation. Consequently, a motivated student can learn easier than other less motivated students. The researchers believes that the electronic environment -based on active learning affected positively on the students achievement. As it based on active learning which

enhances students' personalities, life-skills and speaking English language in general. Based on active learning created a joyous atmosphere of learning during the implementation sessions, new technologies, being open to different cultures, developing new learning strategies such as self-learning, using drama, role plays, ways of correcting speaking mistakes and others, building self-confidence by talking to each other, sharing notes, revising vocabulary, practicing vocabulary, trusting others, asking questions, responding to questions skills, and responding to external and internal incentives Based on active learning through the electronic environment created a non-threatening learning environment that encouraged interactions between students and teachers, enhanced communication, cooperation and teamwork and encouraged active participation. Moreover using the electronic environment which based on active learning proved to be a fertile teaching learning environment that enhanced both conscious and subconscious learning of vocabulary. Explicit learning is represented in the explicit instruction of acquiring vocabulary. Indirect acquisition of vocabulary results from practicing the various activities and techniques which are used to develop vocabulary achievement. Consequently, it can be summed up that using the electronic environment that based on active learning is effective in developing English vocabulary.

As a matter of fact, the finding of investigating this question was in agreement with the findings of the most of the previous studies such as those of Ghamdi and Afshi (2018) , Lai (2015), Whitaker (2016), Alnajar(2015) and Bataineh (2014), which indicated that the electronic environment and the electronic programs had an effective and significant improvement in students' achievement.

Discussion of the second question findings:

The researchers investigated the second question which examined if there were differences in the achievement level in

vocabulary between high achievers of the experimental group and their counterparts of the control group.

The findings showed that there were differences of statistical significance in favor of the experimental high achievers in the total degree of the vocabulary test. This was attributed to the electronic environment based on active learning that had provides high students with different opportunities to enhance their levels and meet their needs such as: increasing co-operation among students , developing students' communication skills, applying what learnt in new situations, developing problem solving and critical thinking skills, making decision, increasing their interaction with the presented materials, enhancing self-evaluation tools, improving informational search and giving training opportunities which are not found in the traditional method. This result was in agreement with Whitaker (2016) study which asserted the effectiveness of self-directed learning and English learning with computer applications on college students in Bangkok, Thailand, in a control-group experimental-group pretest-posttest design .

According to "η2" values, it was observed that the effect size of the blended learning program was large on the high achievers' total achievement and large in the total degree. Being good at English, high achievers achieved remarkable change in their writing competencies because they were interactive, so cooperative and responsive. This highly reflected on their achievement in the post test. Additionally, high achievers were apparently competing to get full marks especially when the program offered available materials at any time they needed them

Discussion of the third question findings:

The researchers investigated the third question which tested if there were differences in the achievement level in

vocabulary between low achievers of the experimental group and their counterparts of the control group.

The results indicated that there were differences of statistical significance in favor of the experimental group low achievers in the total degree of the achievement test. This revealed that the low achievers' achievement level was significantly affected by the electronic environment based on active learning. Low achievers were enhanced through the electronic environment to co-operate with their colleagues in a safe learning atmosphere free from criticism .Moreover, through the active learning, they share in different activities with high achievers and received direct help from them. In addition to many cases where they can express their feelings and thoughts by using the learned vocabulary.

This finding agreed with those of some previous studies that proved the effectiveness of electronic programs and environments in motivating the interest of low achievers as well as improving their achievement level such as Harb (2013), Sayed (2012), Abu Shawish& Shaath (2012), Shih (2011), Bataineh (2010) and Al-Haq and Al-Sobh (2010).

Conclusions:

After generally applying the electronic learning environment based on active learning, it is suggested that e-learning which based on active learning environments offered positives and enhances learning vocabulary. The students' academic achievement rate, persistent effort, engagement behavior, social collaboration and self-evaluations were likely to be more displayed during e-learning environment. Additionally, students seemed to be more attentive, risky, and engaged within an electronic learning environment. So and Ching (2012) stated the effectiveness of e-learning environment, "lessons are more interesting when blended using technological resources".

Moreover, students ability to improve their vocabulary and their achievement in English in general was slightly higher in the electronic learning environment that based on active learning. This is because the e-learning environment provides students with outside content which students can learn outside the classroom. E-learning environment provides a differentiated and individualized programs which accommodate with the student needs and levels.

To conclude, the researchers is convinced that electronic learning environment based on active learning could be a good solution to the crowded classes, language learning difficulties provided that it had been planned, designed, implemented and evaluated in the proper way.

Pedagogical Implications:

The following pedagogical implications are offered for the teachers regarding electronic learning environment based on active learning

1. Teachers should be aware of their students' needs and abilities and do their best to create an electronic environments that supports learning.
2. Teachers should apply different strategies and techniques that improves student's self-learning through the lessons of vocabulary electronic learning.
3. Training teachers on strategies, types and implementation of electronic learning environment is a pre-requisite for establishing electronic strategy inside schools

Recommendations:

Based on the findings and conclusions of this study, some practical suggestions are presented to meet the concerns of English teachers, supervisors, education policy makers, educators and parents . Relevant recommendations are also introduced for further studies:

1. Enriching the Palestinian English Language curriculum with different activities which enhance learning and practicing English inside and outside the classroom

2. Supplying schools with the necessary equipment for employing electronic learning such as enough computer labs, interactive smart boards, multi-media resources and Internet access.

3. Developing English language teachers to shift from traditional ways of teaching into using electronic environments based on the students' real involvement in the teaching- learning process.

4. Using active learning to create effective learning environment

5. Conducting more studies to examine the effectiveness of electronic environment based on active learning on developing students' critical thinking & problem solving strategies .

المصادر والمراجع

أولاً– المراجع العربية:

سعد الله، ابراهيم. (٢٠١٤م). *فاعلية برنامج قائم على المحاكاة المحوسبة لتنمية مهارات ما وراء المعرفة في التكنولوجيا لدى طلبة الصف العاشر الأساسي بغزة*. (رسالة ماجستير غير منشورة). الجامعة الاسلامية. غزة

الشهري، فايز بن عبدالله. (٢٠٠٢م). التعليم الإلكتروني فى المدارس السعودية: قبل أن نشتري القطار... هل وضعنا القضبان" *مجلة المعرفة*، (٩١)، ٣٦-٤٣٢.

العريفي، يوسف. (٢٠٠٣م). *التعليم الإلكتروني تقنية رائده وطريقة واعدة*". ورقة عمل مقدمة إلى الندوة الأولى للتعليم الإلكتروني خلال الفترة (١٩-٢١صفر ١٤٢٤ه). الرياض: مدارس الملك فيصل بالرياض .

الغامدي، منى، وعافشي، ابتسام. (2018م). فاعلية بيئة تعليمية إلكترونية قائمة على التعلم التشاركي في تنمية التفكير الناقد لدى طالبات كلية التربية جامعة الاميرة نورة. *مجلة الجامعة الاسلامية للدراسات النفسية والتربوية*، ٢٦ (٢)، ٨٣-١٠٥.

غلوم، منصور. (٢٠٠٣م). التعليم الإلكتروني فى مدارس وزارة التربية والتعليم بدولة الكويت". ورقة عمل مقدمة لندوة التعليم الإلكتروني خلال الفترة (٢١٢/١٩ صفر ١٤٢٤ه). الرياض: مدارس الملك فيصل.

الموسى، عبد الله، والمبارك، أحمد. (٢٠٠٥م). *التعليم الإلكتروني الأسس والتطبيقات*. (د.ط). الرياض: مؤسسة شبكة البيانات.

النجار، على. (2015م). فاعلية برنامج تدريبى فى تنمية مهارات التدريس الإلكتروني والاتجاهات نحوها لدى معلمي المرحلة الثانوية بغزة. *مجلة المنارة والبحوث والدراسات، 21* (٢)، ٣٠٧-٣٤٣.

ثانيًا– المراجع الأجنبية:

Abik, M., Ajhoun, R., & Ensias, L. (2012). Impact of technological advancement on pedagogy. *Turkish Online Journal of Distance Education, 13*(1), 224-237 .

Abu Shawish, J. & Shaath, M. A. (2012). Learners'' Attitudes towards Blended Learning (BL). *Palestinian Journal of Open Education, 3*(6), 9-43.

Al-Haq A., F. & Al-Sobh A., M. (2010). The effect of a web-based writing instructional EFL program on enhancing the performance of Jordanian secondary students. *The JALT CALL Journal 6*(3) : 189–218

Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, *3*(3), 21-34.

Badia, A., Meneses, J., & Sigalés, C. (2013). Teachers' perceptions of factors affecting the educational use of ICT in technology-rich classrooms. Electronic *Journal of Research in Educational Psychology, 11*(3), 787-807.

Bataineh, A. (2010). The Effect of the Internet on Improving Foreign Language Students' writing Performance. An-*Najah University Journal for Research. (Humanities)*, 24(4), 1241-1258.

Cox, M. J. (2013). Formal to informal learning with IT: Research challenges and issues for e -learning. *Journal of Computer Assisted Learning, 29*(1), 85-105.

Harb, I (2013). *The Effectiveness of a Blended Learning Program on Developing and Retention of Palestinian Tenth Graders' English Writing Skills*. (Unpublished Master thesis) The Islamic University of Gaza.

Kim, D. H., Wang, C., Ahn, H. S., & Bong, M. (2015). English language learners' self-efficacy profiles and relationship with self-regulated learning strategies. *Learning and Individual Differences*, (38), 136-142.

Lai, C. (2015). Modeling teachers' influence on learners' self-directed use of technology for language learning outside the classroom. *Computers & Education*, (82), 74-83.

Sayed, E.. A. A. (2012). *The Effect of Using Electronic Portfolios on Developing the English Language Writing*

Skills for Second Grade Preparatory School Students. Retrieved on: April 3rd, 2013, From http://srv3.eulc.edu.eg/eulc_v5/libraries/start.aspx

Shih, R. (2011). Can Web 2.0 technology assist college students in learning English writing? Integrating Face book and peer assessment with blended learning. *Australasian Journal of Educational Technology, 27*(5), 829-845 .

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

Whitaker, J. T. (2016). Evaluating the Effectiveness of Computer Applications in Developing English Learning. *International Journal of Environmental and Science Education*, *11*(18), 12947-12958.