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The Effectiveness of Blended Learning with WebQuest in Improving Tenth-Grade Students' Speaking Skills and Reducing Their Speaking Anxiety in Khan Younis

فاعلية التعليم المدمج مع الويب كويست في تنمية مهارة التحدث لدى طلبة الصف العاشر في مدينة خان يونس وخفض مستوى قلق التحدث لديهم

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Abstract:

This research investigates the effectiveness of blended learning integrated with WebQuest in improving speaking skills among tenth-grade students in Khan Younis and reducing their speaking anxiety.

The researchers adopted a quasi-experimental approach to answer the research questions and test its hypotheses. The sample consisted of two groups; each one comprises 30 students. The researchers used the IELTS speaking test and a speaking anxiety scale to measure students' anxiety toward speaking in English and its sources. They also prepared a teacher's guide to implement blended learning through WebQuest activities.

The results demonstrated the effectiveness of blended learning in improving speaking skills and reducing speaking anxiety, as the group taught using WebQuest activities outperformed the control group. The researchers recommended integrating blended learning through WebQuest activities in English language teaching and suggested conducting further studies to explore its impact on improving other language skills.

Keywords: Blended Learning, WebQuest, Speaking Skills, Reducing speaking Anxiety.

المخلص:

هدف هذا البحث إلى الكشف عن فاعلية التعليم المدمج مع الويب كويست في تنمية مهارة التحدث لدى طلبة الصف العاشر في مدينة خان يونس وخفض مستوى قلق التحدث لديهم. اتبع الباحثان المنهج شبه التجريبي للإجابة عن أسئلة البحث واختيار فروضها، وتكونت عينة الدراسة من مجموعتين، بلغ عدد أفراد كل منهما (30) طالباً. استخدم الباحثان التحدث الشفهي (IELTS) ومقياس خفض مستوى قلق التحدث لقياس مستوى قلق الطلاب م التحدث باللغة الإنجليزية ومصادرة، كما قاما بإعداد دليل للمعلم لتطبيق التعلم المدمج عبر أنشطة الويب كويست. وأظهرت النتائج فاعلية التعلم المدمج في تحسين مهارات التحدث وخفض مستوى قلق التحدث، حيث تفوقت المجموعة التي تعلمت باستخدام التعلم المدمج مع أنشطة الويب كويست على المجموعة الضابطة. وأوصى الباحثان بتوظيف التعلم المدمج من خلال أنشطة الويب كويست في تعليم اللغة الإنجليزية، واقترحوا إجراء المزيد من الدراسات لاستكشاف أثره في تنمية المهارات اللغوية الأخرى.

الكلمات المفتاحية: التعلم المدمج، الويب كويست، مهارات التحدث، خفض قلق التحدث.

1. Introduction and theoretical background:

The ability to communicate is essential to human life through which an individual can acquire a diverse culture, academic achievement and professional success. Herbein ,Golle, Tibus, Schiefer, Trautwein and Zettler (2018) assert that Language is one of the most important tools of communication between peoples over time. Keshta (2000) notes that English is the language of global communication through several axes, the most important of which, is world trade, air transport communications, and technology.

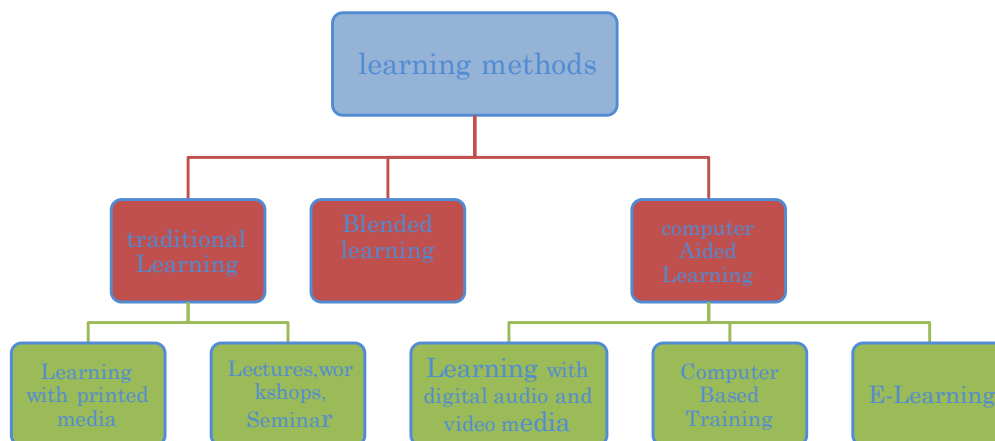
Therefore, Qasem (2017) indicates that many ministries of education and educational institutions seek to design educational content that allows students to use English skillfully and effectively, by giving unprecedented attention to English and its skills. Like any language, English consists of four skills, "listening, Speaking, reading and writing." Zourob (2014) indicates that speaking is one of the basic skills that requires communicative competence, pronunciation, grammar, vocabulary, fluency, accuracy, comprehension and gesture improving, in order to build a good communication.

As education shifts with technology, there’s a growing push to blend digital tools into teaching especially to better engage students and meet modern needs. Speaking is a key language skill, but many learners struggle with it and often feel anxious, which needed that build speaking ability while easing anxiety.

Blended learning mixing online tools with in-person lessons has become a promising approach. It encourages active, independent, and group learning. Within this setup, WebQuests have Shown real value: they lead students through structured online tasks that boost thinking, communication, and teamwork. Most importantly, they offer a safe, encouraging way to help students improve their speaking skills.

Blended learning combines traditional classroom teaching with digital tools to create a more flexible and student-centered approach (Al-Sabagh, 2014; Al-Qabani, 2010). It encourages self-directed learning and improves teaching quality by balancing in-person and online methods (Fakhir, 2015; Abu El Reesh, 2013). adds that it opens the door to many ways of mixing media and face-to-face instruction. WebQuests, in this context, offer guided, online research tasks that help students develop critical thinking, collaboration, and communication skills especially useful for easing speaking anxiety and building oral fluency.

developed by each (Abramovici, Borilsk & Stekolschik, 2004)



(figure 1: learning methods)

Blended learning integrates traditional classroom methods with digital technologies, shifting the focus from teacher-centered to learner-centered instruction (Allan, 2007, as cited in Dweikat, 2007; Chew, 2008; Higgins & Gomez, 2014). It combines the strengths of both face-to-face and online learning to create a more flexible, engaging educational experience. To implement it effectively, a variety of tools can be utilized, including PowerPoint, interactive whiteboards, discussion boards, chat rooms, podcasts, collaborative software, group sites, laptops, and tablets. While not all tools suit every educational level, the researchers adopts those appropriate for tenth-grade learners.

Blended learning has gained prominence in recent years due to its potential to enrich instruction, enhance student motivation, and reduce monotony (Bonk & Graham, 2006; Ayala, 2009; Khan, Qayyum, Shaik, & Ali, 2012; Oweis, 2018). It fosters interactivity, supports differentiated instruction, and enables learners to engage with content in diverse, personalized ways while helping teachers better organize and deliver lessons.

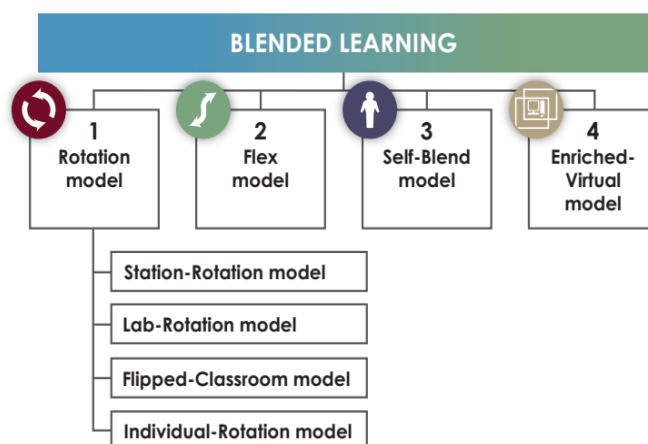
Blended Learning combines digital tools with traditional teaching, using multimedia like videos and audio to support diverse learners (Hubackova et al., 2011). It boosts motivation, offers flexible learning options, and keeps students connected with teachers. Compared to fully online models, it's more cost-effective and builds stronger interpersonal connections, helping with subjects that are hard to teach online like calligraphy or map reading (Mostafa, 2008).

Lalima and Dangwal (2017) note that it also helps teachers adapt to tech-based teaching, encouraging student engagement and independence. WebQuest Activities, as part of this model, guide students through tasks using reliable online sources. They help build communication and thinking skills, reduce speaking anxiety, and support oral language development.

Blended learning happens at different levels, from mixing online and in-person elements in a single activity or course, to designing whole programs or institutions that combine both approaches in a coordinated way (Graham & Bonk, 2006)

Bath and Bourke (2010) outline blended learning as a systematic, iterative process involving: planning integration into the course, designing and improving learning elements, implementing the blended design, evaluating its effectiveness, and optimizing the environment for both staff and students in subsequent deliveries. Although this process is rarely linear—often complicated by last-minute course design or mid-course adjustments—the cyclical approach remains essential for effective blended learning implementation.

Horn and Staker (2014) point out a number of learning practices related to blended learning. these practices cannot be mutually exclusive and not comprehensive for all learning practices.



(Figure 2: Blended learning models)

Blended learning combines in-person and online teaching in several ways:

1. Rotational Model: Students move between different types of learning (like online lessons, group work, or teacher-led activities) on a schedule. This includes:
 - *Station Rotation*: Rotating between activities within one classroom.
 - *Lab Rotation*: Moving between rooms, including a computer lab.
 - *Flipped classroom*: Students study online at home, then apply it in class.

- *Individual Rotation*: Each student follows a custom schedule based on their needs.
- 2. **Flex Model**: Most content is online, with in-person help available as needed.
- 3. **Self-Blend Model**: Students add online course to their traditional schooling by choice, often seen in high school or college.
- 4. **Enriched Virtual Model**: Students learn mostly online but come to campus occasionally, unlike flipped or self-blend setups.

The researchers adopts the Flex Model due to its adaptability and seamless integration of online and face-to-face learning, allowing students to navigate methods flexibly while receiving tailored support from instructors both in-person and remotely.

Blended Learning works best when schools provide good tech access, updated programs, and support from trained teachers who guide students in using digital tools (Abu Mousa, 2007; Shumaly, 2007). Success depends on teamwork between teachers, students, and the methods used.

Studies show that blended learning (BL) Helps improve English skills in various settings. Ehsanifard et al. (2020) saw better speaking and engagement after a 10-week BL course. Others research, Like Dakhrouche (2018), Oweis (2018), and Ginaya et al. (2018), found gains in writing, motivation, and speaking across Algeria, Jordan, and Bali. Isti'annah (2017) and Khader (2016) noted grammar and science improvements through BL. Earlier work by Ghahari & Ameri-Golestan (2014), Kazu & Demirkol (2014), and others also highlighted gains in writing, fluency, and academic performance. However, Kocoglu et al. (2011) found no major difference compared to traditional methods, suggesting results may depend on context.

WebQuest, first introduced by Dodge and Marsh (1995), are online, task-based learning activities that help students build research skills using internet resources. They support active learning, improve speaking abilities, and reduce anxiety by guiding students through structured, real-world tasks (Dodge, 1997), as cited in Al Harbi, 2016; Al-Edwan, 2014).

To improve teaching and learning, educators should move past rote methods and encourage inquiry and problem-solving. WebQuest help with this by engaging students in self-directed learning using reliable sources and structured tasks (Al-Anqar, 2018). They make learning more active and student-centered, offering a useful way to refresh classroom practice.

Research (Abu Sa'aleek, 2018; Halat & Peker, 2011; Alshumaimeri et al., 2011; Laborda, 2009, 2010; Chang et al., 2011; Zlatkovska, 2010) Shows that WebQuest help second Language Learners. They boost reading, writing, listening, and speaking by building vocabulary, encouraging teamwork, and improving speaking through peer integration. WebQuest also support better time use, research skills, and learner motivation, while helping students develop key tech skills.

The researchers add further benefits of the WebQuest are a technological approach that enhances enjoyable student learning while maintaining the teacher's role as tutor and facilitator effectively integrating e-learning with traditional methods.

Dodge (2002) Splits WebQuest into Short-term and Long-term types. Short-term ones, lasting a few classes, focus on learning new info. Long-term ones, which run for a week or more, involve deeper thinking like analyzing or evaluating and often combine subjects and tech use. Students may be assessed through presentations, reports, online posts, or concept maps.

Based on the above, the researchers concludes that WebQuest aligns with contemporary educational theories by guiding learners progressively from basic to complex tasks, emphasizing active engagement through information exploration, critical thinking, and practical application.

Schutten and McFarland (2009) outline six Key parts of good WebQuest: introduction, task, process, resources, evaluation, and conclusion. These steps, supported by other researchers (Margaret, 2008; Turville, 2008), help create engaging, student-driven learning. The introduction sets the stage, the task gives students something real to do, and the process guides them through it. Teachers provide reliable online resources, and clear evaluation criteria support self and peer review. Finally, the conclusion wraps things up and encourages reflection. This structure builds critical thinking and independence in a tech-supported setting.

WebQuest help students learn by guiding them through tasks with clear steps and good sources. Instead of just giving answers, teachers support students as they explore and work together. A strong WebQuest includes an engaging intro, useful resources, and a fun, structured process (Elkhateeb, 2012).

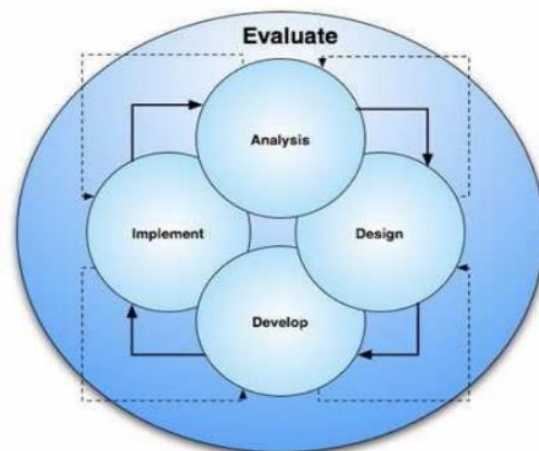
Turville (2008) outlines nine steps for building a solid WebQuest: Connect it to curriculum goals, match tasks to how students learn, pick age-appropriate online resources, write a strong intro, make student roles clear, give step-by-step guidance with links, and set clear criteria for how work will be judged and shared.

Multiple studies have shown that WebQuest can support language learning in various Ways For instance, Sayed (2020) Saw better reading comprehension in English majors While research from Egypt (Abdulaal, 2017; El-Sayed Salem et al., 2017) Showed gains in speaking and listening, and studies in the UAE and Jordan (Al-shamisi, 2016; Khataybeh & Al-Awasa, 2016) reported improvements in reading and writing. At the university level, Aldalalah et al. (2015) noted higher motivation and achievement, especially in independent learners. Awada & Ghaith (2014) linked WebQuest to better writing and less anxiety in Lebanese students, and Irzawati & Asiah (2013) found positive attitudes among Indonesian learners. Earlier research (Elkhateeb, 2012; Alshumaimeri et al., 2011) also highlighted reading and writing progress in Palestine and Saudi Arabia. Finally, Chang et al. (2011) and Oliver (2010) pointed to broader learning outcomes in Taiwan and the U.S., including environmental knowledge and critical thinking.

To develop integrated learning modules, the researchers reviewed several Arab and international web-based design models, including Ruffini (2000), Al-jazar (2002), and Al-Mousa & Al-Mobark (2005), and settled on a five-stage model to structure the design process.

- The researchers used the WebQuest design model because it offers a solid, structured way to plan lessons that help meet learning goals effectively. While there are over 100 instruction design models out there, most share common steps shaped by different theories. Many follow a five-stage process, like the well-known ADDIE model (Alwi & kamis, 2019).

Instructional design typically follows five steps: Analysis, Design, Development, Implementation, and Evaluation. It starts with identifying learner needs and goals (Analysis), then planning strategies and assessments (Design). Next, materials are created (Development) and delivered (Implementation). Finally, the process is assessed for effectiveness, both during and after (Evaluation) (Gagne et al., 2005)



(figure 3: ADDIE model), (Haboush, 2010)

English is the main Language for global communication and plays a vital role in science, technology, and daily interaction (Parveen, 2016). Among all skills, speaking stands out as key for expressing ideas and building connections (Ulas, 2008; Richards, 2008). It supports fluency, boosts confidence, and opens up social and professional opportunities (Conrad & Dunek, 2012; Bolaños, 2013; Griffin, 2008; Lahijan Branch & Pourhosein Gilakjani, 2016; Leong & Ahmadi, 2017).

Speaking skills are essential to the ability to communicate practically between people with different linguistic background, and it promotes communication not only between native speakers but among other people from all over the world (Safi, 2016). Hammam (2018) stated that speaking is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes, feelings, and viewpoints. In addition, people who know a language are referred to as " speaker " of that language. In addition, in almost any setting, speaking is the most frequently used language skill.

Speak is a productive skill that involves sharing ideas using both verbal and non-verbal cues (Hamouda, 2016). It draws on skills like grammar, fluency, and vocabulary (Andryani, 2012; Al-Attar, 2019), and also depends on confidence and ease (, 2014). At its core, speaking lets learners express meaning clearly in real social and language contexts (Ismail, 2016). In this research, speaking is seen as the active use of language to communicate ideas clearly and appropriately.

Rizqiningsih and Hadi (2019) note that speaking English well depends on five things: grammar, vocabulary, pronunciation, fluency, and understanding, Grammar Helps form correct sentences (Purpura, 2013; Shakirova et al., 2016), Vocabulary gives the words to express ideas (Widiastuti, 2008), and pronunciation makes speech clear (Al Hosni, 2015). Fluency is about speaking smoothly and confidently (Lackman, 2010), while comprehension lets the speaker follow and respond in conversation (Widiastuti, 2008).

Speaking is often one of the hardest skills for EFL learners, especially those with lower English levels (Richards, 2008; Magno, 2009; Goh & Burns, 2012). As Zhang (2009) notes, knowing a language doesn't mean you can speak it well practice alone isn't enough. Learners often face confidence issues, fear of mistakes, and unhelpful classroom settings (Teng & Wong, 2015). Big classes, teacher-led lessons, limited vocabulary, and lack of cultural context also make speaking harder.

The researchers say that to help students speak English better, teaching needs to focus more on student interaction and communication. In Palestine, speaking well is a major goal of language learning and is important for global engagement.

Many non-native speakers face challenges in speaking, often using incorrect forms and limited strategies (Khan, 2013). To build fluency, communicative methods both traditional and tech-based are key, along with regular progress checks by teachers (Al Hosni, 2015).

Recent research highlights a range of effective methods for improving EFL speaking skills. Hammad (2020) showed oral presentation help reduce anxiety, while Lestari (2019) found students responds well to video blogs. Peer practice (Marlia, 2018) and group work (Aboura, 2017) also aid fluency and confidence. Hot seating (El-Nada, 2015), and debates (Sabbah, 2015). Drama (Afana, 2012), oral diaries (Bani Abdelrahman, 2013), the audio-lingual method (Kunnu & Sukwises, 2014), and tech tools like e-role plays and online chats (Shen & Suwanthep, 2011; Slesongsom & Suppasetsee, 2011) also proved beneficial.

Speaking is often the hardest skill for EFL learners because English is used worldwide (Crystal, 2003; Hauck & Hurd, 2005). Many studies link this to speaking anxiety, which can cause stress, hesitation, or even make learners freeze during conversations (Liao & Wang, 2015; Al-Khasawneh, 2016; Yalçın & İnceçay, 2013). Learners often describe it as nervousness or feeling mentally blocked when trying to speak English (Suleimenova, 2012).

Anxiety is a natural reaction to uncertainty, and it can either help or hurt how we perform (APA, 2015; Simpson et al., 2010). In language learning, anxiety often shows up when speaking a foreign language, leading to fear, stress, or even physical symptoms like a racing heart (Horwitz, Horwitz, & Cope, 1986). This kind of anxiety can seriously affect how well learners speak (Aljadili, 2014; Marlia, 2018).

The researchers adopted the concept of anxiety as a negative emotional state that impairs thinking and induces physical and behavioral changes, as defined by Hammad and Abu Ghali (2015), due to its relevance to the research objectives.

Speaking anxiety is a major challenge in foreign language learning, often seen as the most stressful skill by both students and teachers (Young, 1992; Tsiplakides & Keramida, 2009). Studies have identified key causes, including fear of public speaking, limited vocabulary and grammar, pronunciation concerns, oral exams, native-speaker comparison, and teacher error correction styles (Wörde, 2003; Ohata, 2005; Park & Lee, 2005; Woodrow, 2006; Awan et al., 2010; Dalkılıç, 2013).

Speaking tends to cause the most anxiety in language learners and teachers alike (Young, 1992; Tsiplakides & Keramida, 2009). This anxiety often stems from fear of speaking in front of others, weak vocabulary or grammar, pronunciation worries, oral tests, and how teachers give feedback (Wörde, 2003; Ohata, 2005; Park & Lee, 2005; Woodrow, 2006; Awan et al., 2010; Dalkılıç, 2013).

Many learners find speaking the most stressful part of learning a second language, often avoiding it out of fear unlike those with less anxiety (Cheng, Horwitz, & Schallert, 1999).

The researchers conclude that speaking anxiety leads to lower ratings. Sadly, teachers do not always characterize anxious students and often refer to factors such as deficiency of motivation, or low performance, their reluctance to participate in speaking work.

Research shows that language-speaking anxiety stems from a mix of personal, classroom, and cultural factors. Tseng (2012) points to things like self-image, gender, and class dynamics. Thornbury (2012)

highlights issues like weak vocabulary and grammar. Young (1991) grouped causes into personal beliefs, teacher expectations, and teaching style. Later, Öztürk and Gürbüz (2014) noted fear of mistakes and peer judgment, and Akkakoson (2016) added factors like confidence, exposure to English, and educational background.

Research shows various ways to reduce speaking anxiety and improve oral skills. Hammad (2020) and Marlia (2018) found that presentations and peer work both help. Studies in 2016 also noted that self-regulation helps ease anxiety (El-Sakka, 2016), and that gender and training play a role (Karatas et al., 2016). Causes of anxiety were explored in Thai Students (Akkakoson, 2016), while earlier work tested creative methods like drama (Atas, 2015) and digital tools like webinars (Zourob, 2014) and virtual classes (Ali & AbdAlgane, 2014). In Gaza, Hammad & Abu Ghali (2015) pinpointed key anxiety sources. Others showed anxiety harms speaking (Pršić, 2013; Suleimenova, 2012), and that virtual simulations like Second Life may ease it better than real-life settings (Abal, 2012). Yaikhong and Usaha (2012) also built a Thai-specific anxiety scale.

Despite the importance of speaking skills, EFL learners in the Gaza Strip continue to face significant challenges. Boonkit (2010) emphasized that speaking should be a central goal in language instruction. Al-Ruhaily (2018) categorized these challenges as linguistic—such as limited vocabulary, mispronunciation, and improper contextual use—and psychological, including fear of error, shyness, and anxiety. Al-Attar (2019) noted that speaking skills in Palestine are often neglected or ineffectively taught, underscoring the need for targeted, practical speaking activities to foster development.

The researcher's attributes this to the fact that most teachers do not teach the skill of speaking effectively, or often rely solely on traditional methods, although the traditional way is effective in some cases, but it needs to be integrated with modern technology, which is experiencing an unprecedented revolution.

The integration of traditional and modern electronic methods in education has become essential in the digital age, requiring teachers to adopt innovative strategies to enhance language learning (Ihmaid, 2017). E-learning, defined as the use of information and communication technologies to facilitate teaching and learning, has gained prominence with the rise of internet technologies (Oye, Salleh, & Lahad, 2010). Rodger (2008) emphasized the competitive advantage of E-learning, noting its positive impact on student performance and its adoption by many institutions. However, E-learning is not a complete substitute for traditional teaching. Research highlights ongoing challenges, including high implementation costs and reduced conversational proficiency among students learning exclusively online (Markovic, 2010; Nihuka & Voogt, 2011).

Harb (2013) reported that blended learning positively influences students' academic achievement and attitudes. Abd Al Nabi (2015) emphasized that blended learning, as a modern educational approach, integrates face-to-face and online learning environments to promote active, learner-centered instruction. This strategy is particularly effective in enhancing speaking skills and reducing learners' anxiety.

Blended learning has been widely recognized as an effective method for teaching various English language skills (Albiladi & Alshareef, 2019; Zhang & Zhu, 2018; Shaykina, 2015; Oliver & Stallings, 2014; Harb, 2013). In this study, the researcher integrates blended learning with WebQuest a structured, internet-based instructional approach guided by the teacher. ElKhateeb (2012) noted that WebQuest, developed by Dodge and March in 1995, provides a systematic way to organize online resources and facilitate meaningful, inquiry-based learning.

Dodge (1997) defines a WebQuest as an inquiry-based activity in which learners primarily utilize information from the Web. It emphasizes effective time use, higher-order thinking (analysis, synthesis, evaluation), and application over information searching. A typical WebQuest includes an introduction, task description, curated resources, procedural steps, an evaluation rubric, and a concluding summary of learning outcomes.

Based on the above, in light of the aforementioned literature, the researchers conducted this study to examine the effectiveness of blended learning through WebQuest in Improving speaking skills and reducing speaking anxiety among tenth-grade students in Khan Younis.

Sense of research problem

Throughout the researcher's working as an English teacher in the domain of education for more than 15 years, the researcher noticed student's complaints about speaking. In Addition to that the researcher has done a survey study, where the researcher interviewed five English teachers and everyone agreed that there is a problem for the tenth-graders: The inability to gain the skill of speaking.

Upon reviewing previous studies, the researchers found that the majority of relevant research such as Al-Anqar (2018), Al-Nada (2015), and Hammad & Abu Ghali (2015) noted that EFL students in Gaza commonly experience speaking-related anxiety. Moreover, the reviewed literature did not address the use of blended learning through WebQuests in Improving speaking skills or reducing speaking anxiety. Consequently, this study was deemed necessary to explore more effective and appropriate methods for enhancing speaking proficiency while alleviating related anxiety

Identification of Research's Problem: The following main question identifies the problem of the research:

What is The Effectiveness of Blended Learning with Web-Quest in Improving Tenth-Grade Students' Speaking Skills and Reducing Their Speaking Anxiety in Khan Younis

It is subdivided into these questions:

1. Are there statistically significant in speaking skills between the students who learned through blended learning with web-quest (experimental group) and those who learned through the traditional method (control group)?
2. Are there statistically significant in speaking skills between high achievers in the experimental group and their peers in the control group?
3. Are there statistically significant in speaking skills between middle achievers in the experimental group and their peers in the control group?
4. Are there statistically significant in speaking skills between lower achievers in the experimental group and their peers in the control group?
5. Are there statistically significant in reducing speaking anxiety level between the students who learned through Blended learning with Web-quest (experimental group) and those who learned through the traditional method (control group)?

Research Hypotheses:

1. There are statistically significant differences at ($\alpha \leq 0.05$) in speaking performance between the students who learned speaking through blended learning with web-quest (experimental group)

and those who learned speaking through the traditional method (control group) in favor of the experimental group

2. There are statistically significant differences at ($\alpha \leq 0.05$) in speaking performance between high achievers in the experimental group and their peers in the control group in favor of the experimental group.
3. There are statistically significant differences at ($\alpha \leq 0.05$) in speaking performance between middle achievers in the experimental group and their peers in the control group in favor of the experimental group.
4. There are statistically significant differences at ($\alpha \leq 0.05$) in speaking performance between lower achievers in the experimental group and their peers in the control group in favor of the experimental group.
5. There are statistically significant differences at ($\alpha \leq 0.05$) in reducing speaking anxiety level between the students who learned through blended learning with web-quest (experimental group) and those who learned through the traditional method (control group) in favor of the experimental group.

Research Goals:

This study aims at:

1. investigating the effectiveness of using Blended learning with Web-Quests in improving tenth graders' speaking skills.
2. Measuring to what extent blended learning with Web-quests is effective in reducing speaking anxiety level for tenth graders.

The importance of the research:

This study may benefit:

- Teachers:

The study may draw EFL teachers' attention to the importance of blended learning with Web quests as a strategy for improving students' speaking skills. Also, it may help them to facilitate their work.

- Students

The study may help EFL students to overcome their fear towards English speaking.

- Supervisors

The study may attract supervisors' attention to hold training courses for EFL teachers in the importance of blended learning and electronic programs (Web-Quests) to improve EFL students' speaking skills and overcome their speaking anxiety level.

Limits of the Research:

The current study has been applied within the following limitations:

1. The study has applied in governmental Schools in Khan-Younis city (Ammar Bin Yasser secondary school).

2. The study was applied in the first semester of the school year (2020-2021).

3. The study was applied on Palestinian male of tenth graders.

Research Terms:

Effectiveness : the degree of improvement in the students' achievement level in English language as a result of using blended learning with Web quest.

Blended learning :After reviewing previous studies such as (Harb, 2013; Husamah, 2014 and Abu Al Reesh ,2013), the researcher defines Blended learning as: The integration of classroom teaching methods traditional (explanation, discussion, scientific dialogue, practical lessons) and e-learning styles (Internet E-mail, interactive e-library, discussion forums conversation, Wiki to teach speaking skills and reducing the anxiety of speaking to tenth grade students in the Palestinian curriculum).

Web quests: The researchers define Web-quest as a strategy to teach and learn English by employing internet services and applications, after he briefed on previous studies such as (Halat, 2018 and Al-Edwan, 2014).

EFI/ESI speaking:After the researcher briefed the previous studies such as (Mackey & Gass, 2005 and Andryani, 2012), the researchers conclude that speaking is a communicative process through which individuals exchange knowledge, feelings, needs, opinions, and ideas between speaker and listener. It is also a productive language skill that merits greater attention in both first and second language learning, as it reflects one's thoughts and personality.

Speaking anxiety: Based on previous studies such as (Chiu et al., 2010 and Simpson al et., 2010), The researchers define speaking anxiety as the experience of stress and fear that occurs when individuals engage in direct spoken interaction with others, particularly in English language classes.

2. Research Procedures

2.1 Type of Research Design :The researchers followed the quasi-experimental method in order to accomplish the purpose of this study. This adoption was due to the design of the study, which was aimed at Finding the effectiveness of using Blended learning with Web-Quest teaching to improve speaking skills and reducing speaking anxiety. Two groups were chosen to achieve the purpose of this study; Both the experimental and control groups took a pre-test. The experimental group received speaking instruction through blended learning using WebQuest, while the control group was taught speaking using the traditional method.

2.2 Research Community: The study population included all male tenth-grade students enrolled in governmental schools in the eastern area of Khan Younis Directorate during the first semester of the 2020–2021 academic year. The total number of students in this group was 1418.

2.3 Research Sample: The study sample was purposively selected and included 60 students divided into two classes. One class served as the control group with 30 male students, while the other served as the experimental group with an equal number of participants. The researcher conducted the experiment at the school where he was employed.

2.4 Study materials and instrumentations

First: study martials

. Design of WebQuests

The researchers used the General Model (ADDIE) to design speaking skills activities in a Web-based WebQuests method. The design steps for the model are as follows:

First: Analysis stage:

a. Content Analyzing:

- In order to examine the availability of the target abilities, the researchers analyzed the first four units of six units (vocabulary, grammar, Fluency and pronunciation)

b. The needs and features of learners:

- The number of male students from grade ten in the experimental group is (60).
- Before initiating the study experiment, the researchers ensured that all the students had the basic skills to deal with the computer and the Internet.

c. The capacity of the environment of learning:

- The researchers used the computer lab at the school where after receiving permission from the authorities concerned, he would carry out the experiment of his thesis.
- To take advantage of the Internet in the school by using it in the teaching/learning process.
- Using the (LCD) available at the computer lab.

Second: Design stage:

The stage of design consists of two sub-stages:

a-Resource mobilization:

The researchers studied the Internet at this point in order to collect images and videos that could be used in WebQuest design.

b- Development of the WebQuests' overall structure:

The researchers hired a computer teacher at this stage, who helped him design and download WebQuests through the Web. The PowerPoint app was used by the researchers.

Third: Development stage

The researchers have used several software to develop the design of WebQuests, most notably Flash 8; a program that creates animation and interactive materials, Photoshop 8; is a software for designing and storing high-quality images in different formats for Internet applications and finally, the researchers has relied on YouTube to search for videos that contribute significantly to the development and production of WebQuest.

Fourth: Implementation stage

1- Training students online:

The researcher held several meetings of all students to ensure that they had the basic skills needed to use the Internet.

2- Training of students in the mechanism of work in the manner of WebQuests:

The researchers held several additional after-school classes for the students of the experimental group before the experiment began to train them in the mechanism of work based on the method of WebQuest.

3- Dissemination of web-based WebQuests:

The researchers posted WebQuests through Google Drive, so it is ready for web access.

Fifth: Evaluation stage:

The stages of the Evaluation in WebQuests have been determined as follows:

- **Knowledge assessment:** They serve as self-tests for students on a "test yourself" after students have carried out WebQuests.
- **Skills assessment:** This is by answering the teacher's resolution items on the evaluation of collaborative work, success and online research skills.

2.5 The WebQuest program's validity:

To verify the validity of Web Quest, the researchers presented the program to a group of English language and technology specialists such as university doctors, English supervisors and computer teachers. The researchers modified the observations and recommendations requested to be amended to produce the programme appropriately for use. In addition, the Web Quest has been validated in the light of a set of Web Quest design standards.

WebQuest Design Standards

The criteria are divided into two sections: Technical and structural aspects:

First: Technical aspects

- Graphical elements are used appropriately and objectively
- Variety of font patterns used
- Balance in color and background use
- Tables are used at an appropriate size
- The images appear in their designated location and appear clearly
- Ease of sailing the WebQuest.
- The clarity of the sailing process on the WebQuest.
- The potential for user interaction with the location of the WebQuest.
- Source links are operational and usable.

Second: structural aspects

Introduction

- The introduction attracts the learner to the subject of the WebQuest by linking it to the learner's goals.
- Attractively describes one of the pressing questions or problems.

- Sets the stage and qualify the learner to learn.
- Builds on previous knowledge and learner's experiences.
- The learner is effectively prepared to accomplish the tasks by crafting the subject of a well - informed journey

Tasks

- The task is linked to the criteria of the curriculum.
- Tasks are clearly arranged for what students should do.
- The mission is well crafted.
- The mission is doable.
- The task requires gathering information from more than one source and goes beyond the concept of traditional thinking.

Process

- State each step of mission implementation clearly.
- The clarity of the procedures and the accuracy of students' performance of these steps.
- Actions provide students at all levels with organizational strategies and steps to acquire the knowledge needed to complete the task.
- Activities are clearly linked and designed to move students from the level of basic knowledge to a higher level of thinking.
- Different roles are distributed to help students understand the different vision and share responsibility for doing what matters.

Resources

- Quantity and importance of sources.
- There is a clear correlation between all the sources and information needed for learners to accomplish their task and each resource of importance.
- Sources must be rich and excellent, use the Internet effectively and provide sufficient information.
- Some sources contain information not found in traditional books and sources.

Evaluation

- Clarity of evaluation criteria.
- The criteria for successful completion of the task are clearly described as an evaluation tool with quantitative and qualitative criteria.
- The suitability of the evaluation items to what they are designed to measure.

- The evaluation tool clearly measures the knowledge and skills that learners must master in the task.

2.6 Teacher's Guide

The Aim of the Teacher's Guide: The main aim of the teacher's guide was to help the teacher to go in step-by-step teaching process to maintain a learning environment that based on Blended learning with Web-Quest. Therefore, the guide included lesson objectives, warming up, presentation, procedures and evaluation.

The Source of Preparing the Teacher's Guide: The teacher's guide derived from the research's main goal, which is the willingness of the students to use the Blended Learning with Web-Quest approach to improve their speaking skills and alleviate speaking anxiety. The researchers relied on his experience as a teacher of the English language and on the comprehensive interviews he had with other experts in the English language: supervisors of the English language, university teachers and professors.

The Teacher's Guide Validity : Several professional English language instructors, supervisors and ELT methodologists were presented with the teacher's guide by the researchers. Modifications included providing model answers with assessment questions and changing some of the provided examples and questions to go with the English language context.

The preparation of the teacher's guide: The researchers created a teacher's guide to assist the English teacher in the teaching process in order to teach the speaking skills activities according to the Blended learning with WebQuest method. The teacher's guide included the following:

- An introduction that included the purpose of the guide and its relevance in teaching the activities of speaking skills.
- A concise description of the Blended learning with WebQuest method and its elements.
- The goals of teaching the activities of speaking skills through the process of Blended Learning with WebQuest.
- Time table for the lessons' execution.

The lesson plan that the researchers adopted and used in teaching the speaking lessons:

- a. The ultimate target, and for each lesson the behavioral objectives.
- b. The systems and the assignments.
- c. The assessment.
- d. The time.

The teacher's guide procedures:

First: Before starting the lesson

- Preparing for and designing the lesson.
- Make sure that the Web page links inside the assignments are working correctly.
- The teacher divided the students into six groups, with five students and two computers in each group, each student showed their role in the group and the students had to exchange their role.

- The instructor ensured that in the laboratory the Internet was open, and that it was ready to function without an Internet connection.

Second: During the lesson

- The researchers gave the introduction to the WebQuest, then asked the students to apply it.
- The teacher's role in the WebQuest method has been a facilitator and follower of the tasks required of students.
- After completing the first task, the teacher gave the speaker in each group the opportunity to present his presentation on power point or on slides, and the teacher continued with the other tasks in the same way.

Third: After the lesson

- The teacher assessed the learning of students to see to what degree the objectives are accomplished.
- The teacher identified the homework for the students.

Second: instruments

In order to collect the data that helps to achieve the aim of the study, the following tools were employed by the researchers:

. Oral standardized Speaking Skills Test:

Standardized testing is common achievement test designed to cover a specified material, and it provides information about the academic knowledge or skills of the students tested (Phelps, 2007). The researchers adopted a standardized speaking test (IELTS, 2019) as a pre-test and a post-test_ in this study, so as to determine the participants performance in English speaking.

. The Aim of the Oral standardized Speaking Skills Test:

The test aimed to measure the effectiveness of using blended learning with WebQuest in enhancing the speaking skills of tenth-grade students and to examine the study's hypotheses.

. Description of the Oral standardized Speaking Skills Test:

The test consists of three parts (introduction and interview, individual long run, and two-way discussion). In the first part, a student should answer questions family. Food and where they live; each category includes three questions and the students have 4-5 minutes to answer them. In the second part a student should speak about a topic; which is about a teacher who has influenced them in their education; In this part students had to speak from 3-4 minutes. In the third part, the examiner asks questions on the topic in the second part for example developments in education and the national education system each of them has three questions, students had to answer them in 3-4 minutes.

. Anxiety scale

The researchers adopted an anxiety questionnaire which was developed by Hammad and Abu Ghali (2015) to measure Gaza EFL pre-service teachers' speaking anxiety. It is a closed-question questionnaire consisting of four categories 'Physical Changes', 'Negative Feelings', 'Low Thinking Ability', and 'Negative Behaviors'. The questionnaire consists of 18 items with positive and negative

statements. It was designed on a 5-point Likert scale ranging from “Strongly Agree” to “Strongly Disagree” with values 1–5 assigned to them respectively.

The aim of the scale anxiety:

The scale anxiety was intended to measure the effect of Blended learning and WebQuest on reducing the anxiety of students about speaking.

Instructions of the scale (for students)

- The teacher (researcher) provided the instructions to the students.
- The scale was translated into Arabic to ensure that the students could comprehend its

Blended learning With Web-Quest implementation plan:

Each speaking lesson was allotted two school periods per week, with each period lasting 50 minutes. The program was conducted during the first semester of the 2020–2021 academic year. Instruction began only after the researcher confirmed that students possessed the necessary skills to use WebQuest, email, the internet, and computers.

Equivalency of the two groups

Speaking pre-test

The researchers used the (T-test) to compare the results of the pre-test of speaking skills as shown in table below to examine equivalence of achievement in the speaking skill of the two groups (the experimental and control) in the study.

Table (1)T-Test Result of Pre-test between the Experimental and Control Groups

Groups	N	Mean	Std	T-value	Sig(2tailed)
Experimental	30	4.7667	1.10433	.000	1.000
Control		4.7667	1.07265		

In the pre-test, there were no statistical differences between the experimental and control groups in the speaking skill, according to table (1). This shows that the experimental and control groups had similar speaking abilities prior to the study.

Speaking anxiety scale

Table (2)T-Test Result of Pre-Speaking anxiety between the Experimental and Control Groups

Categories	Groups	N	Mean	Std. Deviation	T	Sig(2tailed)
Physical Changes	Experimental	30	2.8267	.99894	1.784	.080
	Control	30	2.3267	1.16558		
Negative Feelings	Experimental	30	2.6556	1.12438	.000	1.000

	Control	30	2.6556	1.07295		
Low Cognitive	Experimental	30	2.6667	1.04313	.885	.380
	Control	30	2.4222	1.09661		
Negative Behaviors	Experimental	30	2.7889	1.13287	.210	.835
	Control	30	2.7333	.90719		
Total	Experimental	30	49.4333	17.64923	.824	.413
	Control	30	45.7333	17.11006		

In the four anxiety scale aspects in the pre-scale, there were no statistical differences between the experimental and control groups, according to table (2). This means that before the study, the two experimental and control groups were equal on the speaking anxiety scale.

2.7 Statistical Method: To answer the research's questions and verify the integrity of its hypotheses, data was processed with these statistical methods: T. Test independent samples for two independent groups, T. Test paired sample for two dependent groups and ETA square " η^2 ".

3. Discussing and explaining research's results

3.1 The Answer of the research's First Question: “Are there statistically significant differences in speaking skills between the students who learned English speaking through blended learning with WebQuest (experimental group) and those who learned English speaking through the traditional method (control group)?”

The researchers answered this question by testing the hypothesis of the research.

The Test of the research's First Hypothesis: “There are statistically significant differences at ($\alpha \leq 0.05$) in speaking performance between the students who learned English speaking through blended learning with web-quest (experimental group) and those who learned English speaking through the traditional method (control group) in favor of the experimental group.”

T test was used to examine this Hypothesis:

Table (3) T-Test independent sample results of differences between the experimental and the control group in the post test.

Groups	N	Df	Mean	Std. Deviation	T	Sig(2tailed)
Experimental	30	58	6.1667	1.74363	3.746	.000
Control	30		4.7667	1.07265		

The previous table indicates that the level of significance for the performance of the speaking skill is lower than ($\alpha \leq 0.05$), this means accepting the alternative hypothesis which means that There are statistically significant differences between the experimental group and the control one in relation to the "post-test marks" of speaking Skills.

To calculate the effect size of the Blended learning with WebQuest strategy, the researchers used Eta square " η^2 " by using the following equation (Al Sir, 2020 :431)

$$\eta^2 = \frac{t^2}{t^2 + df}$$

Table (4) The table refe **level of size effect (η^2)**

Test	Effect Size		
	Small	Medium	Large
η^2	0.01	0.06	0.14

Using the above-mentioned effect size equation, the result of the " η^2 " value, as shown in table (4), indicated that Blended learning with WebQuest had a large effect on improving the experimental group's speaking ability.

Table (5) t value and eta square

Domain	t value	η^2	Effect size
Speaking skill	3.746	.195	Large

So, we accept the alternative hypothesis

Interpretation of the results: The existence of statistically significant differences in speaking skill performance between the experimental and control groups in the post-test oral speaking is attributed by the researchers to the activities, techniques, suitability of different links, and variety of teaching aids used in the WebQuest program to improve speaking skills.

Furthermore, this result can be attributed to the effectiveness of the WebQuest strategy, as it has a positive impact on both the affective and cognitive aspects of students' thinking.

This study is in agreement with the results of the previous studies such as (Tuan,2011; Kocoglu et al.,2011; Termsinsawadi, 2009)

3.2 The Answer of the research's second Question: "Are there statistically significant differences in speaking skills performance between high achievers in the experimental group and their peers in the control group?"

The researchers answered this question by testing the hypothesis of the study.

The Test of the research's second Hypothesis: "There are statistically significant differences at ($\alpha \leq 0.05$) in speaking performance between high achievers in the experimental group and their peers in the control group in favor of the experimental group."

T test was used to examine this Hypothesis.

Table (6) T-Test independent sample results of differences between the high achievers in the experimental and the control one.

Groups(high)	N	Df	Mean	St. Deviation	T	Sig(2tailed)
Experimental	8	14	8.0000	.53452	10.583	.000
Control	8		6.0000	.00000		

The previous table indicates that the level of significance for the performance of the speaking skill is lower than ($\alpha \leq 0.05$). This means accepting the alternative hypothesis which means that there are statistically significant differences between high achievers in the experimental group and their peers in the control one in relation to the "post-test marks" of speaking Skills in favor of the experimental group.

Interpretation of the results:

- 1- The researchers attributes statistically significant differences in speaking skills performance between high achievers in the experimental group and their peers in the control group to the students' dilated interest to elevate themselves and differentiate from Others in the search for information from key sources provides by WebQuest under teacher supervision as well as parents' attention Provide all the material potential of the hard-to-use student and is meant to help a student practice learning through the WebQuest In homes, which enhances students' skills in possessing a skill search and investigate information from safe sources.
- 2- The researchers explains that there are statistically significant differences to taking care of Teachers and school management are superior students, focusing on them and providing what is possible Provide them and keep the school's scientific ratio moving forward.

This research is in consistent with (Laborda, 2009) that investigated Web Quest and speaking, as well as (Abu Al-Reesh, 2013) that showed the effectiveness of Blended learning in teaching grammar which is a part of speaking skills.

3.3 The Answer of the research’s third Question: “Are there statistically significant differences in speaking skills between middle achievers in the experimental group and their peers in the control group?”

The researchers answered this question by testing the hypothesis of the study.

The Test of the research’s third Hypothesis: states “There are statistically significant differences at ($\alpha \leq 0.05$) in speaking performance between middle achievers in the experimental group and their peers in the control group in favor of the experimental group.”

T test was used to examine this Hypothesis

Table (7) T-Test independent sample results of differences between the middle achievers in the experimental and the control one.

Groups (Middle)	N	df	Mean	Std. Deviation	T	Sig(2tailed)
Experimental	14	26	6.714	51355.	10.618	.000
Control	14		4.9286	26726.		

The previous table indicates that the level of significance for the performance of the speaking skill is lower than ($\alpha \leq 0.05$). This means accepting the alternative hypothesis which means that there are statistically significant differences between middle achievers in the experimental group and their peers in the control one in relation to the "post-test marks" of oral speaking Skills test in favor of the experimental group.

. Interpretation of the results:

- 1- The researches attribute the existence of statistically significant differences between the middle achiever's achievement scores in the experimental group and students in the control group to the nature of the Blended learning with WebQuest method, which has a recreational style and a collective work nature, which contributes to the promotion of the efforts of the middle achievers to improve themselves and obtain proper education. On the other hand, parents' interest in offering all the material possibilities necessary to help the middle achievers get to keep up with e-learning and face –to- face learning represented in Blended learning with Web Quest.

This research is in agreement with the results of (Laborda, 2010) study which indicated the effectiveness of Web Quest in teaching speaking. Also, this study is in congruent with (Mayer, Leichner, Peter, Guenther & Krampen, 2013) results that indicated the use of Blended learning improved the students' ability in speaking, in addition to that (Ginaya, Rejeki & Astuti, 2018) reiterates that computer assisted learning enhances language learning which supported by the results of this study.

3.4 The Answer of the research’s fourth Question: “Are there statistically significant differences in speaking skills between lower achievers in the experimental group and their peers in the control group?”

The researchers answered this question by testing the hypothesis of the study.

The Test of the research’s fourth Hypothesis: states “There are statistically significant differences at ($\alpha \leq 0.05$) in speaking performance between lower achievers in the experimental group and their peers in the control group in favor of the experimental group.”

T test was used to examine this Hypothesis

Table (8)T-Test independent sample results of differences between the lower achievers in the experimental and the control one.

Groups(low)	N	Df	Mean	Std. Deviation	T	Sig(2tailed)
Experimental	8	14	3.6250	.51755	1.528	0.15
Control	8		3.2500	.46291		

The previous table indicates that the level of significance for the performance of the speaking skill is greater than ($\alpha \leq 0.05$). This means rejecting the alternative hypothesis of the study, and accepting the null hypothesis which means that there are no statistically significant differences between lower achievers in the experimental group and their peers in the control one in relation to the "post-test marks" of oral speaking skills test.

. Interpretation of the results:

- 1- The researchers explains that there are no statistically significant differences in the lack of interest of low achievers' students in learning because of their concern in helping parents to

provide a decent living, as well as the lack of physical abilities that help them learn through the Quest web, such as computers and modern mobile devices.

- 2- The researchers attributes this to the inability of schools to meet all physical needs and potential that help promote low achiever's student learning recovery.
- 3- In addition to the above explanations, students who are vulnerable to computer use and the Internet are totally dependent on English as vulnerable students are having trouble reading content of WebQuest, which has negatively affected the use of the Blended learning with WebQuest method.

This research is in agreement with the result of (El Harbi, 2016) that indicates the difficulties of using Web Quest for teaching English language.

3.5 The Answer of the research’s fifth Question: “Are there statistically significant differences in reducing speaking anxiety level between the students who learned through blended learning with web-quest (experimental group) and those who learned through the traditional method (control group)?”

The researchers answered this question by testing the hypothesis of the study.

The Test of the research’s fifth Hypothesis: states “There are statistically significant differences at ($\alpha \leq 0.05$) in speaking anxiety level between the students who learned through blended learning with WebQuest (experimental group) and those who learned through the traditional method (control group) in favor of the experimental group.” T test was used to examine this Hypothesis

Table (9)T-Test independent sample results of differences the level of significance for reducing the anxiety of English in the experimental and the control one.

Groups	N	Df	Mean	St. Deviation	T	Sig(2tailed)
Experimental	30	58	3.7918	1.15879	5.354	.000
Control	30		2.2787	1.02622		

The previous table indicates that the level of significance for reducing the anxiety of English language is lower than ($\alpha \leq 0.05$). This means accepting the alternative hypothesis that there are statistically significant differences in reducing speaking anxiety between the students who learned through blended learning with WebQuest (experimental group) and those who learned through the traditional method (control group) in favor of the experimental group.

Table (10) t- value and eta square for reducing speaking anxiety

Domain	t value	η^2	Effect size
Reducing speaking anxiety	5.298	.331	Large

Interpretation of the results:

- 1- The researchers attribute the reason for statistically significant differences at a level anxiety between the experimental group and the control group to the characteristics of the Blended learning with WebQuest method based on entertainment and Cooperative learning that help to break the awe of English.

- 2- This finding is interpreted by the researchers by the fact that using Blended learning with WebQuest with the experimental group increased their interactivity and engagement and encouragement to learn, which in turn increased their enjoyment and love of using Blended learning with WebQuest classes. This has also decreased their anxiety about speaking English.

This research is in agreement with the result of (Mahmoud, Ismail, Gado & El Fiky, 2014) study that revealed the using of Web Quest break the awe of learning foreign language.

4. Conclusion

The research concluded with a set of results, the most important of which are the following:

4.1 The results showed significant differences in speaking skills in favor of the experimental group. This confirms the effectiveness of blended learning with WebQuest in enhancing students' speaking performance.

4.2 The findings revealed significant differences in speaking performance among high achievers, favoring the experimental group. This indicates that WebQuest supported motivated students in further improving their speaking abilities.

4.3 The results demonstrated significant differences in speaking skills between middle achievers in both groups, in favor of the experimental group. This shows that WebQuest encouraged average students to actively engage and develop their speaking performance.

4.4 The analysis indicated no significant differences in speaking performance among lower achievers between the two groups. This suggests that WebQuest had limited impact on low-achieving students due to external challenges such as lack of resources and low motivation.

4.5 The findings revealed significant differences in reducing speaking anxiety, favoring the experimental group. This highlights the role of WebQuest in lowering students' anxiety levels and fostering more confident speaking.

5. Recommendations of the research:

In order to expand the results of this report, the researchers recommend It is as follow:

- Conducting studies based on blended learning with WebQuests not only on speaking skills but also on other skills.
- Conducting Studies based on other types of modern methods using technological materials.
- Conducting comparative studies to compare blended learning with WebQuests methods used in teaching English for the secondary grades in Palestine and in other countries that teach English as a foreign language.
- The researchers recommends that computer labs and Internet speeds should be improved in schools so that students can search for information more quickly and safely, as many schools, such as the one where the experiment was conducted, suffer from poor Internet speed.

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