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## **DEDICATION**

This work is dedicated: to my family and friends, who supported me throughout this journey both personally and professionally, to my children Ziad , Adem and Belkeis who have always been my motivation and my never ending reason for bettering myself each day, and to my biggest motivating factor throughout this process that is my parents for their constant support throughout the accomplishment of the dissertation. I dedicate this work to my beloved wife, my brothers, and my wonderful sisters who mean the world to me. May Allah bless you all

Slimane Boughenama

This work is dedicated to my family and my friends. A particular feeling of gratitude is to my dear parents, especially my father who passed away a few months ago. May Allah mercify his soul and grant him Paradise. He has always been my seeing eye and his words of encouragement still ring in my ears. I dedicate my work to my mother whose unconditional love and support inspire me to always do my best. She has a giving heart and she taught me the importance of a good work. I dedicate my work and give a special thanks to my beloved wife and children Dia and Hadjer who always encourage me with passion and they show their endless support. I dedicate my work as well to my brothers and dear sisters. May Allah bless you with longevity in worship.

Mohamed Messaoudi

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## **Abstract**

The present research work investigates the impact of blended learning method on boosting EFL learners' motivation through conducting a questionnaire for first year students at the Department of English at ENS Ouargla- Algeria. The study hypothesizes that when blended learning is used in teaching, learners would be more motivated, and that Blended Learning can increase their proficiency. To test the research hypotheses, a mixed-methods' approach is employed which involves quantitative and qualitative data collection from about 25 EFL students and five EFL teachers. The teachers are trained in blended learning pedagogy and they have technical support throughout the semester. Teachers are interviewed in order to determine their experience in blended learning environment. The research findings show that learners' motivation increases considerably when using blended learning. Hence, it is recommended that teachers could take advantages of modern technology to enhance motivation, keep up with developments in modern teaching methods using Information and Communication Technology, and consequently improve learners' proficiency development in learning English.

**Key-words:** blended learning, EFL learner, motivation, EFL teacher, technology.

## **List of Abbreviations and Acronyms**

**BL:** Blended Learning

**CAI:** Computer-Assisted Instruction

**EFL:** English as a Foreign Language

**ENS:** Ecole Normale Superior

**FTF:** Face to face

**ICT:** Information and Communication Technology

**OHT:** Online Human Touch

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## **General Introduction**

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## **1. Background of the Study**

The effect of modern technology on education in general and language teaching in particular has become an observable phenomenon, especially under the current situation of Covid-19. With the development of Computer-Assisted Instruction (CAI) in the 1980's, numerous changes have been prompted in the methods of education and teaching foreign languages (Morrison, 1983).

One of the main reasons underlying the use of blended learning is to boost students' motivation and encourage a more active rather than a passive approach to learning which can be particularly difficult in large classes ( March, 2012). Another important advantage of using the blended approach according to Allen (2007) is to overcome the boundaries of space and time imposed by the physical classroom teaching environment. On one hand, due to the time constraints in EFL teaching, students are not provided with sufficient time to think deeply about a particular learning element. One of the advantages of blended learning in comparison to the old way of getting information is facilitating the access to online requests for some required information. In fact, Garrison and Kanuka (2004) and Bransford (2000) suggest that not only BL is an acceptable pedagogical approach, and it also has the potential to transform higher education. Graham (2006) goes on to point out that historically, "distributed learning environments placed emphasis on learner-material interactions, while face-to-face learning environments tended to place priority on the human-human interaction." The reason for this is that existing technology did not allow for high-quality synchronous interaction in the distance learning environment. However, the wide spread adoption and availability of digital learning technologies has led to increased levels of integration of computer- mediated instructional elements in to the traditional face-to-face (FTF) and computer-mediated instruction.

## **2. Statement of the Problem**

Blended learning adds to teaching in general and language teaching in particular, and thanks to the infusion of technology into EFL language curriculum programs, it is not surprising that many institutions all over the world implemented or considered implementing it in their programs. Graham (2006) states that “we can be pretty certain that the trend toward blended learning systems will increase” (p.7). That is to say, implementing blended learning in the future will rise and will be one of the efficient methods.

Algeria like any other spot in the world is not an exception. Since a large proportion of Algerian teachers and students can get access to the Internet, taking benefit of the BL applications as a promising method for teaching is always available. Teachers, when using ICT for a BL course, are confronted with many challenges in all language skills.

## **3. Aim of the Study**

The present study aims at investigating the effect of using BL on EFL learners' motivation and their language abilities by conducting a questionnaire for 1<sup>st</sup> year students of English at ENS Ouargla, Algeria. Moreover, this study aims at testing students' efficiency and positive perception in comparison with the traditional method of teaching. In addition, the survey is held to collect students' responses and their expected increasing performance using this model. Besides, it aims to facilitate learning and building students' knowledge by analyzing, integrating and evaluating critically their increasing development of language skills. Furthermore, this study aims to determine differences in motivation and achievement between students using direct learning model and those who are using blended learning model.

## 4. Research Questions

The present study attempts to answer the following main questions:

- 1) How do learners react to emergency blended learning? 2) What are the EFL teachers' attitudes towards emergency blended learning? 3) What is the impact of remote learning on EFL university students?
- 4) To what extent was blended education effective? And 5) What are the challenges facing both EFL teachers and learners ?

## 5. Research Hypotheses

To answer the above mentioned research questions, the following hypotheses are formulated:

- 1- It is hypothesized that blended learning is efficient in boosting EFL learners' motivation. That is to say Blended learning is very effective for EFL learners and can play a vital role in boosting their motivation. And learners will feel more motivated once Learning is not taking place only in the classroom but it is felt free to some extent when study takes place at home.
- 2- It is believed that blended learning is an effective motivational model for EFL learners. The second Hypotheses is blended learning is very useful for EFL learners especially if effective motivational models are followed by teachers.
- 3- It is assumed that teachers are confronted with some challenges when using blended learning The third hypotheses deals with the challenges that are facing the teachers when applying the blended learning method with their learners and to see their reaction once using blende learning method
- 4- It is believed that blended education is effective in the sense that the learner can improve his skills without his permanent presence in the classroom.

- 5- It is believed that both EFL teachers and learners are confronting some challenges when dealing with Blended learning which affect in the process of Blended learning.

## **6. Methodology and Research Design**

To collect data for this study, we have used two research tools. First, a questionnaire is designed for first year licence students of English at ENS Ouargla in order to examine their attitudes and find out the factors controlling them. Second, an interview is held with five teachers of the target first year licence students seeking to know their attitudes towards BL and the challenges facing them through this process.

A questionnaire was provided to a sample of first year students of English at ENS. Around 25 students were randomly selected and a semi-structured interview was held with five first year teachers of English. After collecting data, results were analyzed to elicit more responses from the students and teachers, evaluating the amount of efficiency of using BL model. Besides, we analyzed the numerical variables witnessed by both students and teachers while using a blended course.

## **7. Organization of the Dissertation**

This dissertation is composed of three chapters. The first two chapters are theoretical; they focus on the use of blended learning to improve students' motivation and encourage a more active rather than a passive approach to learning, which can be particularly difficult using some traditional and non-authentic ways of teaching. In addition, this study sheds light on the advantages and disadvantages of using the BL model on 1<sup>st</sup> year students of English at ENS and their positive or negative attitudes towards blended learning. Moreover, it aims to determine the

main challenges confronted by teachers while using these new technologies. Whereas, the third chapter is practical. It focuses on the results of the questionnaire provided for students and the semi-structured interview done for teachers as well. The last chapter discusses the results of the research tools used in this study in order to answer the research questions.



## **Chapter One: Motivation: Concepts and Strategies**

### **Chapter One: Motivation: Concepts and Strategies**

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## **Motivation: Concepts and Strategies**

### **Introduction**

Blended learning plays an important role in enhancing students' learning experiences, motivation and achievement to learn. According to Adem and Nel(2009), development of technology has shifted the style of teaching/learning activities from passive learning to active learning and from traditional classroom to modern one. Numerous studies have been found in Algeria regarding the effectiveness of blended learning in motivating students to learn English as a foreign language. However, a little focus is on applying BL to stimulate the learning process of unmotivated ENS students of English.

### **1.1 Definition of Motivation**

The term 'motivation' has been defined according to different views. According to Potgier (2003), motivation is a term that is widely and often used, but seldom understood then only vaguely. According to Smith (1992), it is obvious that there is no consensus about the nature of motivation. We can notice that there are several definitions and theories to explain this phenomenon. Motivation is the process that initiates, guides, and maintains goal-oriented behaviours. It is what causes you to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Motivation involves the biological, emotional, social, and cognitive forces that activate behaviour.

### **1.2 Perspectives of Motivation**

#### **1.2.1 Behavioural Perspectives**

At its beginnings, motivation was examined within a behavioural framework with behavioural reinforcement Theories. Scholars in this direction include Skinner, Pavlov and Watson. The objective was to explain "what moved a resting organism into a state of activity." (Weiner, 1990, p. 617). Terms such as "instinct" and "energization" were used instead of motivation (Weiner, 1990.). Motivation was understood as a response to certain stimuli and as being more automatic and impulsive than being intentional. It was of a "behaviour control"; a

term that was often used by behaviourists instead of motivation. It was believed that an organism desirable behaviour can be maintained only if the stimulus is emphasized through reinforcers (ibid). Primary experimental research has focused on observing animals' responsive patterns in laboratories. It was considered too complex to investigate animals directly, and much experimental research conducted on animals was generalized to humans.

### **1.1.2 Cognitive Perspective**

Cognitive theories emerged to criticize the machine metaphor that has been emphasized for years and considered it to be irrelevant to educational settings. According to the previous theories, most human actions are intentional rather than being automatic reactions to what they want to do without the necessity for any stimulus to be present. This conception is referred to as 'choice motivation' emphasizing the important role of the individual's choice in achieving self-growth accordingly: the term "goal" has replaced that of "need" and it is understood as the internal, cognitive representation of what individuals are trying to do or want to achieve (Niemi-virta, 1998). In the taxonomy of Ford (1992), six major categories of goals are distinguished: (1) affective (entertainment happiness), (2) cognitive (exploration, curiosity and understanding), (3) subjective organization.

## **1.3 Types of Motivation**

### **1.3.1 Intrinsic Motivation**

According to McClelland (1987), Cox (2002), Potgier (2003) and Weinberg and Gould (2003), some people are motivated by internal or intrinsic factors, while external or extrinsic factors and, some by a combination of both, motivate some people. Internal and external motivators refer to those factors or rewards that motivate the individual to participate and perform in blended learning. According to Bakker (1990), intrinsic motivation refers to the behaviour that is the result of interest or enjoyment. In BL, setting intrinsic motivation would be the result of interest or enjoyment derived from participation in BL itself. Intrinsic motivation occurs when we act without any obvious external rewards. We simply enjoy an activity or see it

as an opportunity to explore, learn, and actualize our potentials. Of course, that is not to say that intrinsically motivated behaviors do not come with their own rewards. The latter involves creating positive emotions within the individual.

### **1.3.2 Extrinsic Motivation**

Extrinsic motivation refers to the behavior that is motivated by the external rewards associated with that activity (Bakker & Horn, 1992). Therefore, the individual motivated by external factors does not behave in a certain way due to enjoyment or interest in the activity, but rather for the external rewards. The latter in BL include prestige honours and prizes.

In the early 1970s, several studies were the first to illustrate the paradox that extrinsic rewards can undermine intrinsic motivation and generated much excitement. Impressive studies suggested that using an extrinsic reward to motivate someone could make him fail when it was something that he would have done anyway. Notably, it could have some negative effects on the quality and creativity of performance. Additional studies proved that negative effects on intrinsic motivation and performance seemed to be associated with a variety of extrinsic constraints such as deadlines and surveillance.

During the 1970s and early 1980s, a number of researchers challenged the studies and conclusions about the negative relation between extrinsic constraints and intrinsic motivation and performance. They suggest that any negative effects of rewards are limited to extremely rare occasions in the real world and that in fact extrinsic motivation is quite beneficial in stimulating most behaviours. Finally, Kenneth et al. (1990) also suggest that there may be some hidden benefits to performance goals. They discuss research showing positive effects of performance goals on intrinsic motivation and performance and present a multiple-goal model that examines how pursuing both performance and mastery goals can optimize intrinsic motivation and performance.

## **1.4 Motivational Strategies**

Motivational strategies are those methods and techniques that are used to motivate students. According to Dörnyei(2001), motivational strategies are techniques to maintain the students' motivation and persuade the person's goal-related behaviour. Hence, while developing one's motivational repertoire, only the chosen strategies count the quantity. Motivation strategies refer to those motivational pressures that are deliberately put forth to achieve some systematic and enduring positive effects. Key units in this process-oriented organization comprise creating the fundamental motivational conditions, engendering initial stimulus, sustaining and caring for motivation and fostering positive retrospective self-evaluation. It is to be noted that even the most dependable and trustworthy motivational strategies are not rock-solid golden rules, but rather proposals that could work with one educator or group better than another, and which may work better today than tomorrow.

## **1.5 Effective Motivation Strategies**

There are different effective motivation strategies that have to be followed

The first one is developing a personal relation with students, In addition, it is a good idea to plan group rules explicitly and allow them to make fruitful discussions among learners .Moreover, creating a pleasant and supportive atmosphere in the classroom is very helpful. Besides, it is very important to raise learners' intrinsic interest in L2 learning process. Furthermore, promoting the students' awareness of the instrumental values associated with the knowledge of an L2.Also, another vital strategy is developing the student's sense of success and a feeling that they can do something rather than they cannot. However, Taking the student's learning very seriously is not always accepted .And Making learning more stimulating and enjoyable by breaking the monotony of the classroom events.In Addition, Making learning more stimulating and enjoyable by increasing the attractiveness of the tasks given to learners. It is important to build your learners' confidence and help to diminish language anxiety .last not least, providing students with positive information feedback is highly appreciated in motivating learners.

## **Conclusion**

To sum up, motivation for language learning plays a key role in strategy. Previous research findings concluded that highly motivated students showed to be more capable of planning and mastering their learning processes independently. Moreover, they found that students with high levels of motivation have a superior learning outcome compared to their colleagues with lower levels of motivation .What is more, motivation affects the approaches on academic achievement. Furthermore, motivation develops individual competencies, creativity, initiation and accountability and maintains goal-oriented behaviour.

## Chapter two: Blended Learning in the EFL Classroom: A General Overview

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## **Chapter Two: Blended Learning in the EFL Classroom: A General Overview**

### **Introduction**

This chapter will focus on the notion BL as the independent variable for this study. We will deal with the different definitions of Blended Learning distinguishing it from Electronic learning (E-Learning) and Distance learning (D-Learning). Then, we turn our attention to Blended Learning design guidelines. After that, we discuss advantages of Using Blended Learning. Then, we end this chapter by challenges of using blended learning in Relation to EFL Learners' motivation.

### **2.1 Nature of Blended Learning**

The aim of this chapter is to shed light on BL approach and to clarify the efficiency of Blended learning approach in comparison to E-learning and D-learning with discussing the main principles of Blended learning.

we shall emphasize that BL does not only aim to add technology because it is available to us, but it is a “principled” approach that aims to change the overall philosophy of teaching. Besides, the recent emphasis on BL in the literature is a proof of the seriousness of reaching an approach that leads to optimal learning beyond the mere blending of modalities as a sort of habit or convenience.

### **2.2 Definition of Blended Learning**

Before defining the notion of BL, we need first to define the verb 'Blend'. According to The American Heritage Dictionary, ‘to blend’ does not only mean ‘to mix’ or ‘to combine’, but rather to mix ‘so that the ingredient parts are indistinguishable from one another’, ‘to become merged into one.’(p.56) Different scholars also have defined this term differently. According to Graham (op.cit), BL is the instruction that combines between FTF and online modalities of



learning. This definition does not clarify what modalities to use or even how to combine them together which led others like Williams (2003 as cited in Vaughan, 2007 p 81) to state that the term BL is not new, but it “has been in existence ever since humans started thinking about teaching”. In addition to these definitions. Singh (2003) defines BL as “optimizing achievement of learning objectives by applying the ‘right’ learning technologies to match the ‘right’ personal learning style to transfer the ‘right’ skills to the ‘right’ individuals at the ‘right’ time”. Frendo (2005) defines it as a mixture of face to face and distance learning. BL has received a variety of terms such as “hybrid”, “mixed”, “integrative”, and “multi-method”. Clark and Myer (2003) indicate that there is no exact definition of BL and might be perceived differently by different people. The reason as stated by Graham and Allen (2009 p 562) is that “by nature, both the terms “hybrid” and “blended” imply a mixing or combining of something. Blended learning refers to language course which combines face-to-face classroom components with an appropriate use of technology. The latter covers a range of recent technologies such as the internet Cd-Roms and interactive whiteboards. It also includes the use of computers as a means of communication.

The notion received a number of different definitions, a combination of online and in-person classroom learning activities, and learning or training events or activities where E-learning, in its various form, is combined with more traditional forms of training such as classroom training.

### **2.3 Blended Learning Versus E-Learning and D-Learning**

Many concepts have noticed clear development especially via the evolution of the web-based instruction. It seems as if there is an overlap between the terms. Due to this confusion we should deal with the terms clearly to avoid any ambiguity in using these terms. D-Learning refers to the integration of Web 1.0 technology tools into education. At first, it emerged as a solution to students who live far away from the institution or those who study and work at the same time; therefore, they cannot be present all the time. Unlike BL which is regarded as an umbrella term that covers televised teaching-radio-broadcast teaching, open learning; computer

assisted instruction D-learning is also defined by Greenberg (1998, p.36) as “a planned teaching/learning experience that uses a wide spectrum of technologies to reach learners at a distance and is designed to encourage learner interaction and certification of learning”. We can notice from the previously mentioned definitions that D-learning was distant in the sense that it exclusively is virtual with reliance on technology. Both teachers and learners are totally separate; Keegan (1995:7) points out that students are not obliged to be available at a fixed place, at a fixed time, to meet a fixed person, in order to be trained”.(p 7) Sethy (2008) adds that distance education is mainly realized in a synchronic and material based interaction.

However, in opposition to D-learning, E-learning tends to be more focused by limiting the learning materials and objectives, more organized as it is designed specifically to build learners’ knowledge and skills, and more practical as it ensures the continuation of the learning process throughout a longer period of time.

We can say that blended learning emerged from the drawback of the preceding approaches D-learning and E-Learning. BL emerges to combine the positive sides of both environments “with the objective of optimizing the learning outcome and cost of program delivery”. Keegan (1995,p 8)

#### **2.4 Blended Learning Design Guidelines**

Stressing the flexibility of designing BL, Rossett (as cited in Carman :1), states that "learning theories are not like religion...you don't have to pick Catholic or Baptist or Muslim and shun the others. The goal is to have the right theory for the right situation". He further explains that the situation depends upon "the people you serve, nature of skill they must master, and context in which they are to perform".(p,30) Hinkelman (2005 as cited in Marsh, 2012 p 15) states that BL offers "a flexible continuum of various learning environments", whereas Shaw and Igeneri (2006) conclude that there is no unique well defined blend.

The efficient BL experience can only be determined in relation to goals and constraints presented in a given situation Garrison and Kanuka (2004, p.96) address the fact that «there is a considerable complexity in its implementation with the challenge of virtually limitless design possibilities and applicability to so many contexts » Moreover, Masie (2006,p.22) generalizes the application of the concept stating that "all learning is blended learning». In a nutshell, researchers seem to hold identical insights about how BL should be designed.

#### **2.4.1 Design principles**

According to Marsh (2012), there is no single perfect blend, nor is there a set or simple formula for making a good "blend '.What we have actually are some important is 'complementarity'.

To put it differently, the different ingredients of the BL experience must be coherent and complement one another. This is not an easy task to accomplish as Tabor (2005: 48) mentions that even experienced instructors 'struggle with the question of creating balance and harmony between the two formats'.

Second, choosing learning materials should not be haphazard but 'carefully planned'. The materials have to be both methodologically and pedagogically-driven and must be based on students' needs and preferences about what they enjoy best. This suggests that while designing BL, teachers should not be bothered to include 'modern/complicated' technologies as opposed to 'old/simple' ones, but the technology that is useful and suitable to the leaning situation. As recommended by Aycock, Garaham and Kaleta (2002, as cited in Kenney and Newcombe, 2011:48) to "start [BL experience] small and keep it simple" especially that it is time consuming to be overwhelmed with technological concerns over pedagogical ones.

#### **2.4.2 Design Stages**

Not only do researchers suggest principles for design implementation, but some of them also propose some practical stages through which a designer could organize the BL instruction before, within, and after the experiment is applied. Others went further developing

models of implementation such as Al Fiky BL Model (2011), Khan's Octagonal Framework(2005), Huang, Ma and Zhang Model (2008), Al Jazar Model (2002). Due to space constraints, our focus will be limited to revealing only some of researchers' proposed design stages with exposing Al Jazar Model (ibid). According to Marsh (2001), in order to achieve the best blended mix, one needs to readiness gather information related to: target audience description (such as students' needs, familiarity, comfort); skills/content to be mastered (the nature of the skill affects the method chosen, some require synchronous interactions, and others need a self-paced environment).

After taking account of the previous concerns, the designer implements the course, and most importantly reviews it during and after the experiment has taken place. This can be done using students' mid and post-experiment questionnaires. Evaluations should cover learning activities, resources, content, integration between the virtual and physical learning, accessibility to the Internet and technology in general, the real applications of active learning expectations, respectful atmosphere, cooperation...etc.

## **2.5 Advantages of Blended Learning**

Blended Learning helps to reach a large audience in a shorter time. It does not require the trainer to be present all the time Masie (2006, p. 83). Besides , another important benefit is that BL provides learners with time for useful discussions and enables them to practice what they have learned .Furthermore , learners can easily be assisted when they want more information .In addition to that , BL facilitates for learners to comprehend more difficult topics and this can share knowledge and skills with others .

Another advantage of using BL only few classrooms , centers and even a few instructors are needed .That is to say , a real economy in all pedagogical practices .And for a better conceptualization and confirmation of the effective use of BL is through the on-line training and tests that measure the learners' knowledge who themselves find it enjoyable ,

interesting and fun way of learning .When the learners complete the on-line materials and assignments on their own , they can do less work and relax .Also , BL model can grant learners a generous amount of flexibility in deciding when they are going to study. Besides and according to Kasper (2020). BL gives learners access to learning content anytime and anywhere.

In addition, learners can access content on their own digital devices via interactive teaching tools. Moreover, Blended learning environment is safe, and that is why learners are fully engaged and the instructor himself uses time efficiently, which automatically enables him to gather learners' data for better insights.

According to Garrison and Vaughan (2008 as cited in Pearce, 2011) also state that the on-line environment facilitates reflection in a way that is not possible in the FTF classroom. This advantage concerns mostly students who avoid answering fearing of losing face and avoiding the criticism of their classmates if they commit any mistakes. Furthermore, students while using Internet, they prefer being anonymous by using fake names; consequently, they do not hesitate to solve activities, and express themselves freely. As stated by Ferry (2009) having the students use their real names may cause some apprehension.

### **2.5.1 Advantages of Blended learning in Relation to Motivation**

According to specialists in education BL proved to raise students motivation in comparison with traditional learning .Moreover, and to emphasize the role of motivation to both learning settings physical setting (face to face) and ELearning.

### **2.5.2 As Opposed to Traditional Learning**

BL helps in establishing a more private and a safe learning environment .Students using BL are more Likely responsible for the learning process. Pearce, 2011: 69-70) states that the on line learning environment facilitates “reflection a way that is not possible in .....the face to face classroom [where} verbal agility, spontaneity and confidence to express oneself in a group setting “ is required .This

advantages concerns mostly introvert students who tend to avoid answering in public fearing of losing face and being a point of criticism by their classmates if they commit any mistake .Sethy ( op.cit:30) adds that in on line interactions as a virtual setting gives the opportunity to students to use fake names, i.e. pseudonyms, students will no more hesitate to solve activities, and express themselves .As stated by Ferry (2009, 8), “having the students use their real names may cause some apprehension “.This is very important when it comes to applying constructivist learning when students are required to freely indulge in a constructive discussion, explain their own contributions, and provide others constructive comments .Another characteristic of the on line component is ‘private chat’ .Using this device, students can address any personal concerns to their teachers such as problems in understanding the lecture, problems with using virtual device itself, connection problems, etc. One other important benefit is the ability of the teacher to answer each student’s questions individually and simultaneously, and check that all students have understood the material .This issue can be difficult, if not, impossible within a crowded FTF setting. “Face book”, Yus mentions that this type of communication contains attitudinal and informal cues that do not only help in interpreting the message, but also have a pragmatic function ; that of Interpreting feelings and attitudes of interlocutors.

### **The Notion of Self-Regulation**

As previously mentioned, BL is by nature “learner –centered “as it draws on the needs of students .The traditional passive role of the student changes to a more active role when they are included in the decision -making process as responsible agents. Within a BL setting, students also learn to become self-regulated by acquiring the skill of time management. They learn how to adjust their schedule to attend the virtual session on time .Using e-mails as a pedagogical device, for instance, makes students punctual as they need to check for any new announcement from the teacher. In addition to that , using self-paced learning objects in BL fosters students self-reliance and self- confidence since they require the student to deal with them independently at any time they need .Examples of these are uploading e-documents to be read by all the class, posting a quiz to be solved by students , or using e-mail as a communication tool

## **2.6 Challenges of using Blended Learning in Relation to EFL Learners 'Motivation**

In order to ensure a learning interaction ,and (FN ,Alebaikan, 2009) meeting the needs of a learner's skill , abilities and preferences is something required .The involvement of both the educational faculty represented by the teacher perspective and the learner perspective as well .Notably , the role of the teacher is to facilitate learning through the use of assistive technologies . Moreover, the assistance of learning support staff and material adaptability; therefore, we need to ensure students' ability to interact successfully with technologies .It is worthy to mention the following challenges confronted by teachers in particular .

First, the focus is on how to incorporate flexibility and the ability of the teacher to conceive of way of teaching as neutral techniques to be used to meet the classroom demands. Besides, to what extent does the teacher combine between the teaching style and the teacher's ideology? Furthermore , B L model needs a great deal of motivation by teachers and instructors in order to stimulate learners' interaction and this could be done only by fostering an effective learning climate by facilitating students' learning process.

It is also worthy to mention that the complex nature of BL instruction also incites the existence of a number of challenges when designing the BL methodology .They range between design , cultural , technical and professional issues .Stressing the cultural constraints of the BL implementation , Sait et al (2003 as cited in Alebaiken , 2009 ) state some instructions can be resistant to adopt any new teaching methodologies especially those which involve technological methods .This resistance can be the norms of a given society which consider using the internet as threatening to its culture. A part from the teachers' attitude towards BL, (Graham , Allen )also discuss students' responsiveness in BL instruction . It is a quite difficult task for teachers to help students develop the habit of learning through an instruction that adds a virtual element

.Referring to professional, cultural and technical challenges, Graham (op.cit: 15-16) mentions the following issues:

A-Teaching in the online environment requires a professional development for instructors.

b- Learning materials must be made culturally relevant to the local audience.

C-Learners must be provided with the technological skills to succeed in both environments.

d- The accessibility to the communication technologies by individuals might differ greatly.

## **Conclusion**

Blended learning provides flexibility in learning for both teachers and students. Today BL can refer to a combination of different methods of learning, different learning environments and different learning styles. Moreover, BL provides a thoughtful adoption of communication technologies .It is an effective way for achieving the learning objectives. Hence, we would recommend its implementation in all learning advanced stages including institutions and universities.



## Chapter Three: Methodology and Discussion of the Findings

### Chapter Two: Methodology and Discussion of the Findings

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## **Chapter Three: Methodology and Discussion of the Findings**

### **Introduction**

Chapter Three is devoted to methodology and research design and discussion of the findings. It presents the sample of the study. Also, it gives a detailed description of data collection instruments, and it tackles the way of data analysis.

### **3.1 Research Design**

In order to answer the research questions of the present study, two instruments are utilized, a questionnaire for ENS students and an interview for teachers. Due to the nature of this research, the two designs are the most appropriate. Additionally, the quantitative method uses statistical analysis to obtain findings. On the basis of these instruments, the data are collected from questionnaires and interview that are addressed to both teachers and students.

### **3.2 Population and Sampling**

In order to accomplish the present research, we selected the sample of study which includes both students and teachers at ENS, Ouargla. Our aim is to collect information about Blended Learning.

#### **3.2.1 Students' Sample**

The questionnaire (check Appendix A) consists of 42 closed-ended questions and 5 open-ended questions where students are more autonomous.

#### **3.2.2 Teachers' Sample**

The interview (check Appendix B) consists of 20 questions. Teachers were given the freedom to suggest alternatives regarding BL.

### **3.3 Data Collection Instruments**

In order to achieve the objectives of this research, the quantitative and qualitative data were collected by means of a questionnaire and an interview. The first is addressed to students and the second to teachers. The two questionnaires and the interviews are administered in the second semester (March and April 2022) of the academic year 2021/2022

#### **3.3.1 Students 'Questionnaire**

Questionnaires are tools of collecting data which allow researchers to gather information that learners able to report about themselves such as their beliefs and motivations about learning or their reactions to learning and classroom instruction and activities (Macky & Gass, 2005). In this sense, the students' questionnaire is administered to 25 students First year ENS students in March and April 2022. This questionnaire is designed in order to gather information about students' needs and attitudes towards Blended Learning. It consists of two main sections (Appendix A).

#### **3.3.2 Teachers' Questionnaire**

Teachers' interview is also administered in March 2021 to five (05) teachers of ENS. (Appendix B). The first part presents teachers reaction towards the use of Blended Learning, and it consists of four questions. The second part includes five questions about effectiveness of using Blended learning .The last part contains eight questions about Challenges facing teachers when using BL.

### **3.4 Data Analysis**

#### **3.4.1 Questionnaire Analysis**

The questionnaire was analyzed according to data collection. Percentage to analyze section 1. Ordinal scale mean, median and mode ratings were calculated to measure the inclinations of

students towards different factors and to find out the association among different items of the factors in section 2. Quantitative data analysis was held for section 3.

### 3.4.2 Analysis of the Results

#### Section One: General Information Question(1,2,3and4)

Table (1) presents the students' general information. The corpus of the study consists of 20 subjects aged between 17 and 25, and some above 25. The majority are females, constituting (60%) of the total number. Most of the subjects have scientific background, constituting (50%) of the overall sample. All the subjects considered that they have a good English level, by (56%) of the total number

#### Students' Background information

BACKGROUNDINFORMA TION	OPTIONS	NUMBER&PERCENTAGE
How old are you?	Between 17 and 20	47 (56%)
	Between 20 and 25	16 (20%)
	Above 25	20 (24%)
What was your high school branch?	a) Science/ Mathematic / Economic	42 (50%)
	b) Foreign Languages	31 (35%)
	c) Literature	10 (14%)
	d) Others	1 (1%)
What is your gender?	a- Male	24 (30 %)
	b- Female	60 (70%)
How do you consider your level in English	a- Excellent	4 (6%)
	b- Good	47 (60%)
	c- Average	29 (30%)
	d- Poor	3 (4%)

#### Section2: The Reactions and Effectiveness (Q5-Q50)

## **Table2: Responses showing Mean, Median and Mode Ratings of Attitude scale (N=84)**

Table (2) reveals that mean ratings of the eleven items of Factor-I (advantages of BL) ranged from 16.8 to 13 and that median ratings ranged from 15 to 7 which means the distribution is positively skewed, indicating strong inclination of university students towards advantages of BL. Mean ratings of the items of Factor-II (disadvantages of BL) fluctuated from 15.1 to 13.3 and the median ratings fluctuated from 15 to 8, which means that the distribution is positively skewed, respectively; which indicated that the advantages of Blended learning are affecting students' performance. Score-frequency ratios of the mean and median of the items of Factor-III (technical factors) ranged from 15 to 12.5 and from 15.5 to 8 which means the distribution is slightly negatively skewed, indicating university students do not have crucial technical related problems on the process of a BL course on the contrary they perform well. Mean and median ratings of the eight variables in the Factor-IV (psychological factors) were from 14.1 to 13.3 and from 14 to 10.5, which means the allocation is positively skewed; that indicates university students' attitudes in line with their mental health. Score-frequency ratios of the items of Factor-V (social factors) from 14 to 12 for the mean and from 12 to 8 for median which means that the distribution is positively skewed, which indicates a negative attitude of the students towards their social and daily lives. Score-frequency ratios of the variables of Factor-VI (difficulties related to communication) were from 14 to 13.6 for mean, and from 14.5 to 11.5 for median. With a median greater than the mean value it means that the allocation is negatively skewed. These values showed that there were no problems of communication that may prevent students from having the BL classes easily

Factor-I Advantages of remote- learning		Scale Mean rating	Scale Médian rating	Scale Mode Rating
1	I found the content of lessons easy to understand	16.8	10	0
2	The lessons were well-presented and organized	14	13	3
3	The lessons were easy to follow	14	10. 5	0
4	The lessons were full of examples and clear	13.1	12	0
5	Lessons were sufficient	14.1	11. 5	0
6	The lessons were presented in videos	13.6	7	0
7	I could interact with the teacher and ask questions	14	12. 5	0
8	I Have more time to search and understand the lessons	14.1	15	4
9	I am the master of my own schedule	13.3	10. 5	0
10	Remote learning has been effective form	13	12	1 2
11	The content of lessons is consistent	13.6	12. 5	0

	Factor-II Disadvantages of remote Learning	Scale Meanrating	Scale Medianrating	Scale Moderating
1	Lack of interaction with the teachers and classmates	13.3	11.5	0
2	Some lessons were missing	13.6	12	0
3	The lessons were presented in textual format(no visual or audio support)	13.5	8	8
4	Less motivated to attend the lessons	13.8	15	1
5	I start losing my oral skills	15.1	12.5	5
6	I am not able to participate (Lack of engagement)	13.5	10	1
7	I can stay focused during all the lesson	13.6	14.5	2
				9
				0

1	I had no Internet connection at home	13.6	13.5	2
2	I could not find a device (smart phone or computer) to access my lessons online	13.8	8	6
3	The use of internet is distracting	13.3	12.5	0
4	Internet connection was slow	15	15.5	0
5	I could not stay connected all the time		5	
6	I was not able to use electronic/digital devices (lack of skill)	13.6	13	16
7	I need extra training on using remote-learning sites (Zoom, YouTube, Google classroom, etc)	13.8	11.5	0
		12.5	12.5	0
			5	

	<b>Factor-IV Psychological Factors</b>	Scale Mean Rating	Scale Médian rating	Scale Mode Rating
1	I got bored with my studies	13.8	12	13
2	I lacked confidence in my own understanding of my lessons	14.1	13	0
	The absence of the teacher	13.6	12.6	0
3	demotivated me	13.3	11	0
4	I get immediate feedback from my teacher	14	11	11
5	It is difficult to stay motivated	13.6	14	16
6	I cannot concentrate and remember information	13.8	13	0
7	I was so afraid of the pandemic and its danger on people's lives that I could not study hard The difficulty of interacting with peers	13.6	10. 5	0

	<b>Factor-V Social Factors</b>	Scale Mean Rating	Scale Median rating	ScaleMod e Rating
1	I could not organize my time due to family duties	13.8	12	12
2	My family did not encourage me to study.	12	8	0
3	Social habits and family routines did not leave space to Learning.	13.8	11. 5	0
4	Home is a peaceful environment for study.	14	12	12
5	I cannot study at home and prefer the classroom or the public library.	13.8	11. 5	13
6	I do not have good time management in my studies and social life.	13.8	11.5	12



	Factor-VI Difficulties related to communication	Scale Mean rating	Scale Median rating	Scale Mode Rating
1	There was no way to contact the teacher.	13.6	12	0
2	School or University has been in offering me there-sources to learn from home.	13.6	11.5	0
3	I was not updated with the latest news on my studies(courses,exams,etc.)From the administration.	13.8	11	12
4	I did not know how to contact my teachers.	13.8	11	0
5	I did not know how to contact the administration.	13.8	14	14
6	I did not know how to contact my colleagues.	13.8	14.5	20
7	My teachers were really helpful while studying online.	14	12	0

## Factor II: Disadvantages of Blended Learning

The mode ratings for this factor indicates: 8 three times for questions 18 “the lessons were presented in textual format”, their answers were never, rarely and often. 15 twice for the 19th question “ I am less motivated to attend the lessons, their answers were rarely and always. 12 twice for the question 20 “Losing my oral skills” in their answers rarely and always. 9 twice for the 21st question “ I am not able to participate (lack of engagement)” in their answers rarely and often.

## Factor III: Technical Factor

The mode a rating in this factor was as follows: 2 twice in the 23rd question “I had no internet connection at home” in the answers always and often. 6 twice in the 24th question “ I could not find a device ( smart phone or computer) to access my lessons online” , corresponding

to often and sometimes. 16 twice in the question 27 “I could not stay connected all the time” parallel to often and always.

#### **Factor IV: Psychological Factors**

Mode rating for this factor is as follows: 13 twice for the 30th question “ Igot bored with my studies” corresponding to rarely and never. 11 twice for the34th question “ It is difficult to stay motivated” parallel to never and often. 16twice for the 35th question “I cannot concentrate and remember information without a teacher”parallel to rarely and sometimes.

#### **Factor V: Social Factors**

The mode rating for this factor is as follows: 12 twice for the 38th question “ I could not organize my time due to family duties” corresponding to rarely and always. 12 twice for the 42nd question "I cannot study at home and prefer the classroom or the public library” parallel to rarely and always. 13 twice for the43rd question “I do not have good time management in my studies and sociallife”corresponding to rarely and always.

### **Section 3: Students' Opinions about BL**

The students' opinions can be summarized as follows:

#### **Straights of BL**

What is noticeable is that 60% of students point that “Flexibility” is the strength of BL since they can study anytime and anywhere. The content of the lessons is accessible “everywhere at any time” this was stated in 80% of students' comments. In addition, they see that it is less charged since there are no transportation costs nor food costs. Another common answer was that they can make their own schedule. Students see that teachers are nicer and comprehensive where they are constantly encouraging them to work more. Finally, students are never late for an online class since they do not need to dress up or catch the bus to attend their lessons.

#### **1. The Challenges of BL**

Some students believe that there are confronted with different challenges. These last varied into three parts. First, they were struggling to find clear content where it was either due to the vagueness or the lack of knowledge concerning some modules such as mathematics and physics. Second, the real challenge for some was challenging themselves to study alone and try to follow each lesson with different subjects without the help of the teacher. Third, the crucial challenge for them was to “be ok”, “to have peace of mind”, “be safe”. Having good mental health seems to be a serious challenge for all students.

#### **2. BL Opportunities**

Many students observe that the real opportunity of BL was to learn how to manage and master their time it effectively to suit all the modules. Some others consider that BL was the wake up call to stop and have a look at the Algerian educational system, since until that moment teachers started to notice that they lack skills to teach remotely. Also students do not know how to study remotely. Therefore, it was the call to develop the educational system where BL classes become part of the learning process.

The majority of students believe that the lesson learnt from BL is that they can rely on themselves to learn their lessons. They believe that it was easy to learn alone but they just needed to develop some skills such as technical knowledge and time management in order to deal with the new learning process. In addition, the lessons preserved were “learnt how to use social media effectively.

### **3. Shared Ideas**

The shared ideas were close since many students can see the bright side of the crisis where they were taught “patience and innovation”, learn about different life hacks and tricks.. Some see that students need to be taught how to remote learn effectively.

### **3.5 Discussion of Results**

The first section about general information shows that the majority of students (71%) are females and (29%) males, aged between 17 and 20 (56%) and most of them have been in the scientific stream back in high school (50%). The majority of students have a good level in English (56%).The second section concerns the reactions and effectiveness of blended learning where the students benefitted from the use of BL where the distribution was positively adopted. This finding is reasonable since the majority of students stated that most of the time BL was effective and flexible to their own schedule. In addition, the results of second factor the disadvantages of BL was positively skewed which means that the students also suffered from problems with BL .in table shows that students struggle most with less motivation and the lack of participation, also the format of lessons that were in a textual format made the students uncertain of the information that are distributed. The third factor did not seem to be an obstacle for the students due to the distribution negatively adopted, it shows that using technology was not a problem for learners, it may have some issues but they are not crucial ones. The fourth and fifth factors show that the distribution was positively adopted which indicates that the most of students had social issues since they prefer to study in the classroom because home is not a peaceful environment to study, also with problems of time management, also they have faced mental health problems due to this pandemic and the absence of their teachers made them out of their comfort zones.

The analysis of the third section shows that the majority of students are in favour of

BL due to its flexibility and freedom. Students in this regard are free to manage their time since they are in this case the master of their own schedule. They claimed that in a BL setting the teachers are comprehensive, motivating and nicer than the face-to-face. While using BL students have all the time to develop their soft skills and learning related ones. They saw that it was the opportunity for the institution to evaluate and add BL as a part of the teaching process. Furthermore, students claimed that the BL environment was so effective for them since they added to their technical knowledge and started being self-dependent. Adding to their precious knowledge of technology, they can easily now login educational sites and preserve their lessons without any help. They agree that the lesson behind this crisis was that they can learn without any problems. The final opinion of students was open. Others claimed that BL may not be convenient for everyone but it was a new experience worth experiencing that is going to push the world forward. Some learners stated that they need to be trained for online learning to get as much as they can from the process.

### **3.5.1 Interview Analysis**

#### **Analyzing the interview data took two initial steps:**

First Step: Transcription

The interview was transcribed in full using Google's Gboard app.

Second Step: Analysis of content

The content analysis was conducted using grounded theory since the interest is in content and content analysis. The process involves four stages defined by Dillon(2012):

1-open coding: in which the researcher identifies concepts of interest in the data by highlighting it.

2-axial coding: in which the researcher identifies the relationship via inductive reasoning by establishing connection between categories.

3-selective coding: in which the researcher chooses the core concept for analysis.

forming theory: form a theory that explains the relationships found.

## Analysis of the Results

### Section One: Reactions towards Remote Teaching

(Q1) Teachers' experience teaching students at home compared to teaching at school:

**Table 3: Teachers s Reactions towards RL and ERL**

Teachers' reactions towards BL varied. (2) claimed that it was a difficult experience that was unplanned. lack of training and the internet problems played a major role in the experience. whereas (3saw that it was a good experience due to the prior experience in BL for years ago. (20) regarded that it was a terrifying experience because of the module taught, where written expression is hard to be taught online where the teacher needs to use the board and other materials used in face-to-face classroom

	Their reaction to the experience	The reason
Teacher 1	She was frightened.	Teaching written expression remotely was a real challenge unlike teaching linguistics.
Teacher 2	It was hard.	The lack of using technology.
Teacher 3	A good experience that he had before.	Three years of experience in BL.
Teacher 4	Good to a given extent.	It is amusing especially with students.
Teacher 5	Difficult at the beginning then it became good.	Not a planned experience where she lacked training on how to use technology.

### **(Q 2)Using online tools easily**

The use of technology seems to be an easy thing for professors, (80%) can use the online tools easily. while (20%) cannot use the technology related to BL since they lack the knowledge and the training on those instruments.

### **(Q 3)Satisfaction with the technology and the software used:**

The fig (1) shows that (40%) are dissatisfied with the software used in the BL course. This dissatisfaction is caused by the quality of the materials such as the version of Moodle used is not new while there is an upgraded one. In addition, the lack of training on how to use these materials for both students and teachers makes it a hard process. On the other hand, (20%) are satisfied with the materials and software and find Moodle a very good app that is interactive and easy to use.

Q (4, 5) The degree of stress related to BL during C19:

Figure 2 : degree of students' stress during C19 according to professors

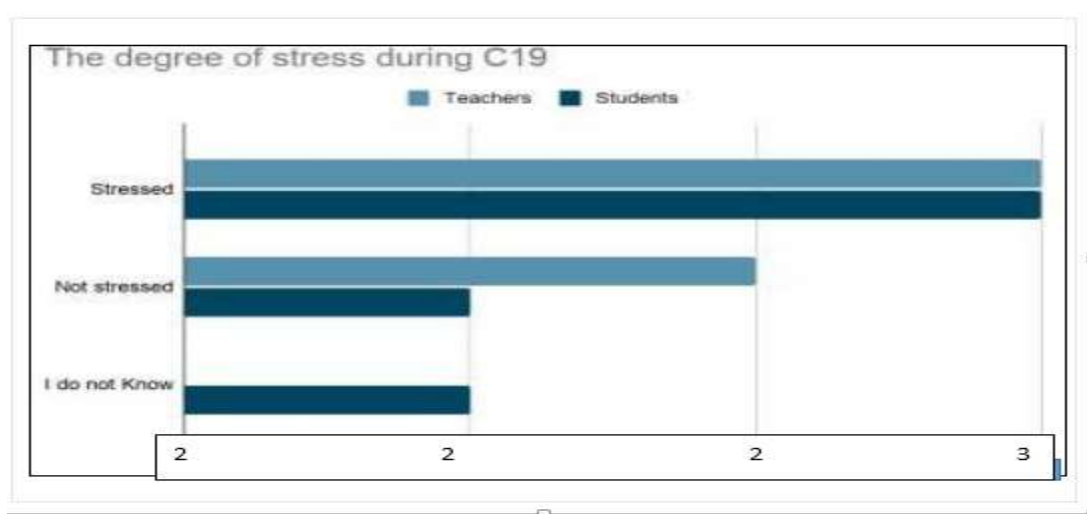


Fig. (2) Shows the degree of stress amongst teachers and students according to their point of view. 3 of teachers were stressed. This last was caused by different factors, for teacher 2 it was due to the ignorance of what they were doing and expecting, also stating “We were sick. My husband and my son were sick. I had to take care of my family... to be honest, I did not have time to teach”. In addition, teacher 4 claimed that BL was stressful because he did not know how to contact students. The only platforms to reach students were Messenger and WhatsApp, and



they were not very helpful ones. Further-more, teacher 5 saw that the stress due to missing knowledge about the tools used. On the other hand, 3 teachers found that BL was not stressful at all. for teacher 1, she stated,“as I said before I was not stressed at all... but I was terrified”, whereas teacher 3 said that he was satisfied with using BL. It was an emergency to those who were not used to BL in general, and since he had 5yearsof experience in online learning he found it easy with the modules he taught online before and a bit challenging with modules that were taught online for the first time, still it was amusing and not stressful at all. Besides,2 of teachers think that their students were stressed as well, 2 teachers thought that students were not stressed at all since they have not checked their lessons, and one of teachers did not know whether students were stressed or not.

**Q(6)the degree of helpfulness of co-workers during C19 lockdown:**

**Table 4: Percentage of help Provided to Teachers by their Co-workers**

Table (4) shows how helpful are colleagues. 3 of teachers stated that they got the necessary help from their colleagues and experts in the field of IT. whereas (40%) said that they received no help from colleagues because they were always the ones trying to help

	Helpful	No help
Number	3	2

Q(7)If professors are enjoying teaching their students remotely and why:

**Table5:Teachers reaction to teaching remotely**

Table (5) shows that 2 of teachers really enjoyed their students remotely since they were more experienced, knew what they were supposed to do and . whereas 3 are not in favor of remote learning since it lacks the human touch, students cannot interact with teachers and the technology is not that developed to use.

	Numbers	Reason
Enjoyed teaching remotely	3	It gives more free time Saves time and energy All students can attend since lessons are scheduled ac-

		according to their free time availability Students haven of ear, more confident and motivated
Did not enjoy teaching remotely	2	Bad technology and software Lack of necessary means Absence for the human touch students are not machines, they need to interact and feel the teacher.

## Section Two: Effectiveness of Remote Teaching

(Q 8) maintaining a work-life balance while teaching remotely

Teachers in this question agreed that it is difficult to maintain a work-life balance when teaching remotely, each has his/her own reasons. For teacher1, she stated that it depends on the circumstance. In case kindergarten was open then it is achievable, but for the case of BL it was impossible due to the interruption caused by her babies. Teacher 2 claims that it is difficult because of the technology used, but if it was an obligation, like in BL, she can make that balance because she is obliged to. Moreover, Teacher 3 sees that it is very difficult and tricky, since as a teacher you need to prepare the lesson, record the lesson and deliver it. All these processes are from home, which makes it mentally tiring. Additionally, teacher 4 states that if it is a blended class it is achievable but 100% BL class it is impossible. At last, teacher 5 states that it is challenging and cannot be achieved with our cultural and social background where interruptions are constant by the family and other factors.

**(Q 9) importance of face-to-face communication for teachers while teaching using BL**

The answer to this question was similar with all teachers; hence, the reasons were not the same. For professor1, face to face interaction matters with 1 st year students since they have just

passed high school. They come to the university with an anxiety that has developed before. Therefore, it is the role of the teacher to create a social life to lower that anxiety and teach them how to be university students. teacher 2 sees that face-to-face interaction is very important since the students need to listen, understand and explain for them using gestures. It is important for them to feel the teacher. teacher 3, said that he is not very fond of using zoom and google meet since it is not manageable and not very effective especially if it was a large class. Adding to this, he states that you cannot see your students' faces, and cannot know whether they are enjoying the lesson, bored or sleepy... Reactions and interaction are important things in the classroom. teacher 4 states, "when you have a previous encounter with the students you do not need to see their faces again, since they know you, they would just have the knowledge and feel at ease" he also claims that girls do not prefer to show their faces in remote classes which makes it a bit hard to manage. Professor 5 says face to face interaction is very important for the teacher and the students in terms of mutual feedback that is not achieved in BL class with the technology that we are having now.

**(Q10) If students are learning as much as they were before switching to blended learning**

In this regard, Professors agree on not knowing the answer to this question since they have not asked them nor made a survey to know. But they have noticed some attitudes such as students not working, being absent, careless and lazy which caused low levels in grammar, oral and written expression. Whereas professor 4 experience was quite different since at first he could not know but with practice students started to give suggestions about which platform is better and their questions became more technical.

**(Q11) The kind of response gotten from your students**

The table (6) shows the different responses of students towards BL according to their teachers.

**Table 6 : Students response to BL according to teachers**

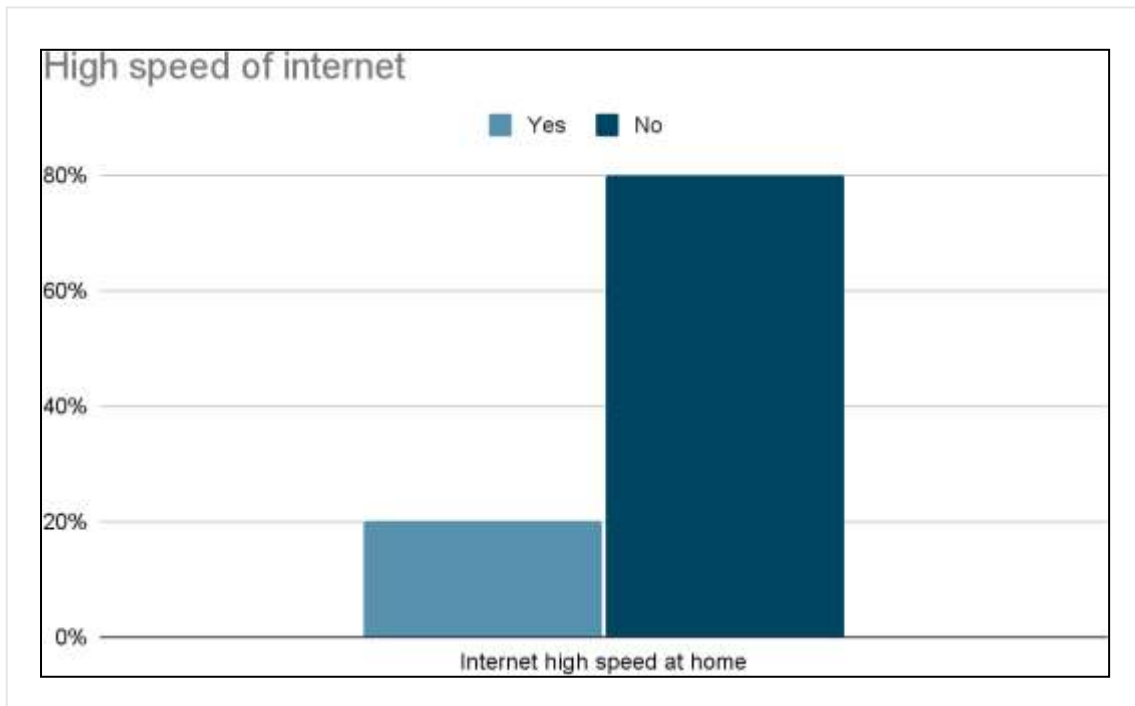
Engaging and motivating students has always been a challenging task for teachers, teacher 1 tried to wake up their unconscious mind and rise their awareness about the situation since she teaches the whole promotion; this only works with one group that she teaches for 2 modules. teacher 2 feels obliged to motivate them and engage them through quizzes and tests even though she knows that they copy/paste but the overall aim is to encourage them to work. teachers 3 and 5 prefer blended learning classrooms where they can see students face-to-face, and to encourage them they put instruments online and highlight that they are included in the exam or test so students are motivated for the sake of results. On the other side, teacher 4 tries to go gradually with students on BL sessions and care .for the mas if they were his own children

	Students Response
Teacher 1	Carelessness
Teacher 2	Students like BL.They even wanted online tests.
Teacher 3	Positive response in general, as they have stated, “we learn when we want where we want”
Teacher 4	They dig more in technical fields and start to suggest alternatives to certain methods and platforms
Teacher 5	Negative response at first, then they go t used to it and prefer it more

Q12) The way to motivate and engage students in a remote class

### **Section Three: Challenges Facing Remote Teaching**

(Q13)If they have high-speed internet at home

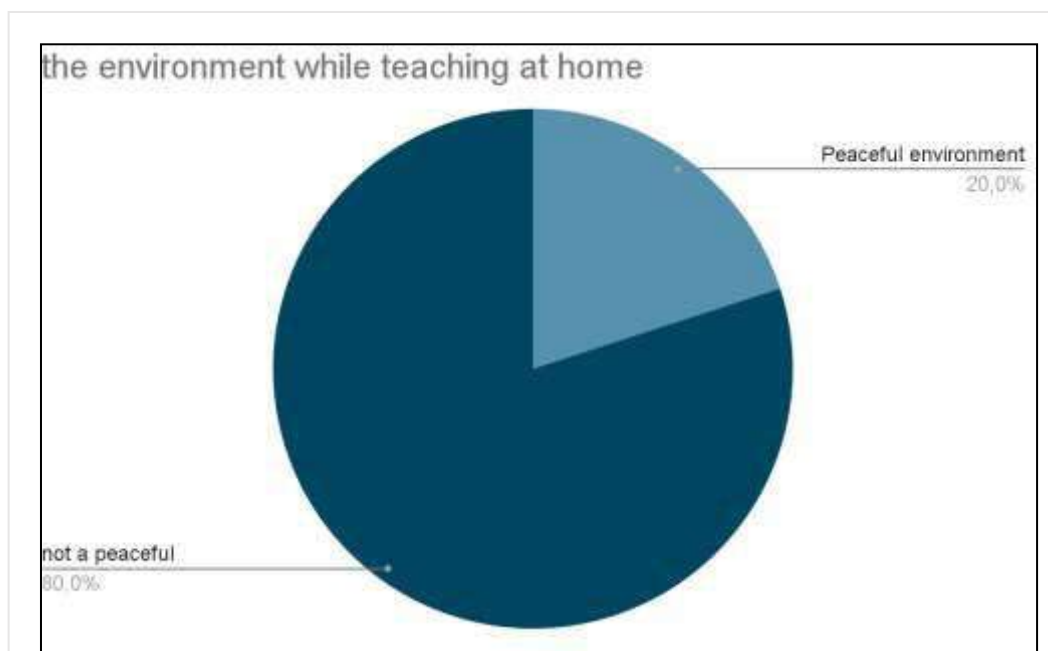


**Figure3 :Broad Band Connection**

Fig.(3) successful Blended Learning course as far as the teacher is concerned. Shows the bad effects of a slow internet technology at home that results to a non

**(Q14) the environment at home while teaching using Blended learning**

Fig.(4) below show that only (20%) of professor have a very peaceful environment at home where the



remaining (80%) claim that it is not peaceful at all since they have kids or live in a large family.

**Figure 4: peacefulness while teaching at home**

(Q15) the efficiency and effectiveness of the teacher when using Blended learning

The efficiency of the teacher in a BL class varies from one another, the Table (7) below shows that:

**Table7: the efficiency of the teacher in class**

	Ideas of the role of the teacher in BL
Teacher 1	“The teacher is a robot, he/she is not a teacher anymore”
Teacher 2	“ In BL class the teachers is a guide, a motivator... the same role as traditional classroom”
Teacher 3	“The teacher prepares the lessons and manages them... He/she more of a manager than an ordinary teacher”
Teacher 4	“The teacher is a facilitator and the guide... in BL setting, the teacher cannot be the master of the class”
Teacher 5	More responsible in order to give extra motivation

**(Q16)type of learner in a Blended Learning course**

The type of learner a teacher has in a BL class is not identified for the 4 teachers. Whereas teacher 3 stated that he makes assumptions and puts the online content according to the possible types he might have in his class such as put videos, articles.he sees that the content he delivers in each session addresses all types of learners.

**(Q17)On Line "human touch"(OHT) is a Conceptual Frame Work for Students Engagement and Retention**

Table (7) shows how teacher add the human touch and maintain students’ retention in a BL class. In the regard, professors’ answers showed that each teacher has a various technique to make the human touch in a BL course stated as in the table below:

Table 8: The impact of Teacher’s Human Touch on Students Retention

	The human touch and students’ retention in an online class
Teacher1	“While recording I was trying to change my tone. before speaking about the lesson. I tried to show the human side after the class too”
Teacher 2	“We do not have the technological tools to do so... It depends on the teacher... personally I do not do it”
Teacher 3	“I make the content relevant to their context and their situation. If the teacher is too theoretical so no one is going to take the lesson seriously”
Teacher 4	“Having breaks, telling jokes, asking them to use their real photo even if the name is a pseudo or a nickname interaction”...
Teacher 5	“It is all about

**(Q18)University Academic Assistance and Support Services to both Students and teachers**

University academic assistance and support services for both students and teachers are an important components for Success and Satisfaction of the main teaching and learning objectives. University support includes the availability of the necessary tools for a BL course such as: teacher training, more spaces to have BL class, afford the Moodle premium version that is more developed, studio to record videos.

**(Q19)Ethics in a Blended Learning Class**

In order to maintain a good atmosphere in a BL class between learners and teachers, ethics are the pillars to that. The teacher's reaction to ethics was as follows: professor 1 sees that she cannot control the dark web, as long as she is teaching and delivering the content effectively she does not care if someone commented badly or used swear words. Teachers 2 and 3 claim that the first session is about ethics and rules in the course in a classroom or a virtual setting. for teachers 3 and 5 see that the ethics are important where teachers should stay a model and provide equal opportunity for everyone. They also see that ethics is concerned with giving them opportunities to every student to participate if it was a video conferencing session.

## **(Q20) Challenges Confronted while using a Blended Learning course**

Challenges facing the current BL model differ from a teacher to another. These distinctions are due to the teacher's own challenges. In light of that, teachers 1 and 2 stated that the challenges that are facing them are: the need for advanced materials and technology and interaction with students, and urge the students to use social media for research. teacher 3 states that the challenges facing him are: accessibility of the internet and its speed to all students, and co- ordination between teachers to make an online content ready for all modules without exception. In addition, teacher 4 sees that the teachers do not have the ICT knowledge necessary to make a successful RL class. He also claims that the Algerian version of Moodle does not apply to the teachers' needs. Furthermore, teacher 5 states that they need more training, "by saying training, I mean practical, we don't need theories only", as well as training students for this new model of teaching. She also states that universities should provide spaces for BL and fix the time for activities by avoiding last minute decisions that are so frustrating for a teacher and disappointing for students.

### **3.5.2 Analyzing the Findings**

The analysis of the teachers' interview reveals that the teachers have different attitudes towards Blended learning .in each category for a certain reason. We can see that they are divided into two groups: Teachers in favor of BL and teachers in favor of traditional or face-to-face courses. This distinction is explained in the following lines:

The first section about reactions towards blended learning shows that 3 of teachers were dissatisfied with blended learning since a difficult unplanned experience full of lack of training and internet problems. They also found it a terrifying and stressful experience though they had the needed help from co-workers but still they did not enjoy the experience at all. On the other hand, 2 of teachers have a good experience with BL due to their prior experience from years ago. These teachers prefer teaching remotely, referring to the emergency period as a normal teaching experience that was positive and they enjoyed it.



The second section about the effectiveness of remote teaching, teachers' views and experiences vary again into two, teachers found blended learning effective and others not. All teachers saw that maintaining a work-life balance during BL is a hard task but it is not impossible. In addition, face-to-face communication for all professors is important while teaching remotely but it cannot be achieved with the technologies or the software we have. Furthermore, reactions and interactions are perceived through traditional classes where BL class prevents that. Hence, 3 of teachers preferred blended learning since it is interactive with the student and a training for BL in general. Some teachers think that students are not learning effectively since they have only received negative feedback like carelessness and laziness, whereas other teachers saw that students are more into technology, learning freely and they prefer it more than traditional classes. Moreover, in order to motivate and engage students more in RL class, professors have tried to support them, talk to them and make them feel at ease by giving them different activities online and make them feel that the teacher is also concerned with their well being during the pandemic.

The third section concerns the challenges of remote teaching. Not all teachers have high-speed internet at home since 3 suffer from internet interruption or they live in a rural zone where the internet is weak. In addition to that, the environment at home is not peaceful at all where 3 have little children and they need to take care of them, and when they try to record it is impossible to hear the video without a crying baby in the background. In light of that, the role of the teacher is not as before for most of the teachers and for 2 of them, it is the same, since changing the place of teaching does not mean changing the role. Furthermore, it is really challenging the teacher to know what type of a student he/she has in BL course since facial expression and interaction is absent, but this does not mean that the teacher cannot provide for a content that suits every type of student he might have. The human touch may be achieved through interactive websites, yet it is not doable with large classes, so teachers try to use the tone or tell jokes in order to maintain the human touch and the students' retention. In addition, institutional support is really important for a teacher. Coordinating and encouragement are really important for the teacher's satisfaction while doing his job. Training and spaces to have BL classes are also supportive if the university starts to offer them to teachers. Finally, what is really challenging during this current model of

learning is the need for advanced materials and technology, interaction with students, and urging the students to use social media for educational purposes. The challenges may vary from a teacher to another, but they would all be summed in effective training for students and teachers on how to use BL materials, coordination between teachers to make an online content ready for all modules and coordination between teachers and ministry/university.

## **Conclusion**

In this chapter, the methodology, the data collection tool, and the analysis procedures were outlined. The attitudes towards blended learning and teaching and the challenges facing them were analyzed qualitatively and quantitatively by using data analysis procedures. The analysis concerned the students and teachers attitudes towards blended learning and teaching that enabled the researcher to achieve results. The latter revealed that both the students and the teachers are in favour of blended learning but in accordance with traditional methods of learning. This shows that teachers and students are both opting for hybrid learning as a result of experiencing emergency remote learning and traditional learning. To all intent and purposes, it was possible through this analysis to shed the light on remote learning and teaching and its positive effect on students and simultaneously the challenges that are facing both parties in order maintain effective results in the future.

## General Conclusion

The increasing availability of internet connectivity and interactive Web applications have contributed to the implementation of a blended learning program .Though Blended Learning implementation is a complex process for both teachers and students at universities and schools

It is very demanding to determine the perfect blend of face-to-face activities and online learning activities. Early research studies indicate that students have favorable opinions about participating in Blended Learning courses versus the traditional classroom .Students opinions are more positive than traditional face-to-face and isolated e-learning environments. Moreover, BL provides students with increased interactivity (more than that is normally possible in ‘face-to-face only’ or ‘online-only’ learning environments), engagement (through discussion, collaboration, etc), flexibility (anytime, anywhere at learner’s own pace) and cognitive scaffolding that can enhance their learning experience. However, orientation is vital for teachers and students in order psychologically accept the shift from teacher-centredness to technology-supported learner-centredness, and to become active self- directed learners who can interact effectively in context.

To achieve the study’s objectives five questions were raised: 1) How do learners react to the use of BL ? 2) What are the EFL teachers attitudes towards BL? 3) What is the impact of BL on EFL university students? 4) To what extent was BL effective ? 5) What are the challenges facing both EFL teachers and students? Some of the different answers were provided by students are as follows: 1- Even when I don’t understand the subject during the lesson I know there is a source waiting for me to help understand that subject. 2- The high number of visual elements makes it easy to keep the subject in my mind .I can ask questions when I have difficulty understand the subject 3- I can study for my lessons whenever I want .Thanks to the opportunity to study alone and in a quiet environment I can understand the subject matter. 4- The

BL provides a specific instruction to the individual just as he wants .I wish this method is applied in all courses. 5- We can discuss the subjects in the class what we cannot understand via the website, and we can find solutions to the problems. A major finding of the study is that all students do not respond to instructional strategies in the same manner. This may be due to different learning styles, ability levels, difference in students' multiple intelligences or their combinations and the like. Consequently, it is critical that assessment should reflect these differences.

The recommendation to address this is that all students in a class should not be given the same work load and same duration to complete it; some of them require alternative learning tasks and increased time on task (Mastery learning), and as a result, they will require altogether different assessment strategies. In addition to that an interview was held with five first year EFL teachers in order to investigate the effect of using BL on their program. After data collection they were analyzed qualitatively and quantitatively following analysis procedures .Hence, the findings of the questionnaire analysis revealed that students are in favour of BL since it is effective and flexible to their own schedule .As far as teacher's interview findings are concerned, show that only those experienced teachers who like and enjoy the BL experience .However, those with no previous experience BL model is terrifying and not enjoyable .Besides , some teachers really lack the knowledge about how to use on line tools effectively .Furthermore, effectiveness of BL has also had to deal with the previous trial of BL courses.Other teachers see that effectiveness lay on the methodology of the traditional classroom. It is assumed that teachers who know how to teach face-to-face will naturally know how to teach online is baseless. Therefore, they need extensive training and post-training pedagogical and technical support to facilitate blended learning environments effectively. They need to be trained on course redesign, assessment strategies, and course management techniques.

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## Appendix A Students' Questionnaire

Dear student, we are preparing a research on examining your attitudes towards blended learning. We would be very indebted if you could answer the questions below. You are required to put a cross (X) in your chosen option, or give a full answer where required.

Thank you in advance for your collaboration.

### Questionnaire

Section One: Background Information	
1	Can you specify your sex please?
A	Male
B	Female
2	Would you specify your age please?
A	- between 17 and 20
B	- between 20 and 25
C	- Above 25
3	What was your high school branch?
A	- Scientific/ Mathematical/Economic
B	- Foreign Languages
C	- literature
D	-others
4	How do you consider your level in English?
A	-Excellent
B	-Good
C	-Average
D	-Poor

**Section Two: Students responses towards the use of Blended Learning .**

	Never	Rarely	sometimes	often	Always
<b>1.Advantages of Blended-learning</b>					
-I find the content of lessons easy to understand					
-Lessons are sufficient.					
- The lessons are presented in videos.					
-I could interact with the teacher and ask questions.					
-The content of lessons is concise.					
-I have more time to search and understand the lessons.					
- The lessons are presented in videos.					
- I could interact with the teacher and ask questions.					
- The content of lessons is concise.					
-I feel motivated and BL enhance my learning outcomes.					
-Blended learning is effective for me.					
can you overcome the challenges of B.L as a student ?					
<b>2. Disadvantages of Blended-learning</b>					
-There is a lack of interaction with the teachers and class- mates					
-I need a regular update to the content of Blended learning.					
-I am not able to participate (lack of engagement).					
-I feel less motivated to attend the lessons.					
-I cannot stay focused during the entire lesson.					
<b>3.TechnicalFactors</b>					

- I have no Internet connection at home.					
- I could not find a device (a smart phone or a computer)to access my lessons online.					
- The use of internet is distracting.					
-Internet connection is slow.					

-I could not stay connected all the time.					
- I am not able to use electronic/digital devices.					
-I need extra training on using blended-learning sites (Zoom, YouTube, Google classroom, etc).					
<b>4.PsychologicalFactors</b>					
- I get bored with my studies.					
- I lack confidence in my own understanding of my lessons.					
- The absence of the teacher demotivates me.					
- I get immediate feedback from my teacher.					
- It is difficult to stay motivated.					
- I cannot concentrate and remember information without the teacher.					
- I am so afraid of the pandemic and its danger on people's lives and thus I could not study hard.					
-The difficulty of interacting with peers					

<b>5.Socialfactors</b>					
- I could not organize my time due to family duties.					
- My family does not encourage me to study at home.					
- Social habits and family routines do not leave space to learning.					
-Home is a peaceful environment for study.					
- I cannot study at home and prefer the classroom or the public library.					
- I do not have good time management in my studies and social llife					
<b>6.DifficultiesRelatedtoCommunication</b>					
- There is no way to contact the teacher.					
-The Department has been in offering me the resources to learn from home.					
- I am not updated with the latest news on my studies (courses, exams, etc.) No clear learning display.					
-My teachers are really helpful while studying online.					
- I do not know how to contact my teachers.					
- I do not know how to update my learning					
- I do not know how to contact my colleagues.					

### Section3:Students'Opinionsabout Blended Learning

1- In your opinion, what are the strengths of blended learning?

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2- In your opinion, what are the challenges of blended learning?

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3- In your opinion, what opportunities can you see in blended learning?

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4- What have you learned in the blended learning environment?

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If you have any further suggestions or comments concerning blended learning, please cite them here.

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Thank you for your participation!

## **Appendix B**

### **Teachers' Interview**

Dear teacher

The main aim of this interview is to gather information for the accomplishment of a master dissertation about 'Using Blended Learning in Boosting EFL Learners' Motivation'. Therefore, we would be so grateful if you could answer the following questions; your responses will be of a great help for the success of this research work. Thank you for your time and collaboration.

Examining the attitudes and challenges towards blended learning

#### **-Reactions towards Teaching Using Blended Learning:**

We would like to ask you about the recent used teaching and learning method, blended learning; in your personal point of view, what is exactly blended learning?

In the light of your definition, how can you apply this method in your teaching process?

Do you agree that EFL learners will be motivated to learn better if their teachers use blended learning?

1- Should Blended learning be continued after the end of the pandemic?

2-How stressful are your students while learning using blended learning?

3-How helpful have your co-workers been while teaching from home?

4-Are enjoying teaching your students using blended learning? Why?

### **Effectiveness of Using Blended Learning:**

- 1-How well could you maintain a work-life balance while teaching remotely?
- 2-How important is face-to-face communication for you while using blended learning? 3-Are your students learning as much as they were before switching to blended learning? 4-What kind of response have you gotten so far from your students?
- 5-How do you motivate and engage your students in a remote class?

### **Challenges Facing Teachers When Using Blended Learning:**

- 1- Do you have high-speed internet at home?
- 2- How peaceful is the environment at home while teaching?
- 3-What is the role of the teacher in blended learning?
- 4- How could you understand what type of learner your student is in a remote course?
- 5- How could you add the human touch and maintain students' retention?
- 6- How can your university support you further?
- 7- What could you say about ethics in the remote learning environment?
- 8- What is challenging about the current learning model? What would you like to see improved?

Thank you for your time and participation!



## Résumé

Le présent travail de recherche étudie l'impact de la méthode d'apprentissage mixte sur la stimulation de la motivation des apprenants EFL en réalisant un questionnaire pour les étudiants de première année du département d'anglais de l'ENS. L'étude émet l'hypothèse que lorsque l'apprentissage mixte est utilisé dans l'enseignement, les apprenants seraient plus motivés et que l'apprentissage mixte peut augmenter leurs compétences. Pour tester les hypothèses de recherche, une approche à méthodes mixtes est utilisée, qui implique la collecte de données quantitatives et qualitatives auprès d'environ 25 étudiants EFL et cinq enseignants EFL. Les enseignants sont formés à la pédagogie d'apprentissage mixte et bénéficient d'un accompagnement technique tout au long du semestre. Les enseignants sont interrogés afin de déterminer leur expérience dans un environnement d'apprentissage mixte. Les résultats de la recherche montrent que la motivation des apprenants augmente considérablement lors de l'utilisation de l'apprentissage mixte. Par conséquent, il est recommandé aux enseignants de tirer parti des technologies modernes pour renforcer la motivation, suivre l'évolution des méthodes d'enseignement modernes utilisant les technologies de l'information et de la communication et, par conséquent, améliorer le développement des compétences des apprenants dans l'apprentissage de l'anglais.

## ملخص

يدرس هذا العمل البحثي تأثير طريقة التعلم المدمج على تحفيز متعلمي اللغة الإنجليزية كلغة أجنبية من خلال إجراء استبيان لطلاب السنة الأولى في قسم اللغة الإنجليزية في ENS. تفترض الدراسة أنه عند استخدام التعلم المدمج في التدريس، سيكون المتعلمون أكثر تحفيزاً وأن التعلم المدمج يمكن أن يزيد من مهاراتهم. لاختبار فرضيات البحث، يتم استخدام نهج متعدد الأساليب، والذي يتضمن جمع البيانات الكمية والنوعية من حوالي 25 طالباً من طلاب اللغة الإنجليزية كلغة أجنبية وخمسة معلمي اللغة الإنجليزية كلغة أجنبية. يتم تدريب المدرسين على طرق تدريس التعلم المدمج ويتلقون الدعم الفني طوال الفصل الدراسي. يتم إجراء مقابلات مع المعلمين لتحديد خبرتهم في بيئة التعلم المختلطة. تظهر نتائج البحث أن دافع المتعلم يزداد بشكل ملحوظ عند استخدام التعلم المدمج. لذلك، ينصح المعلمون بالاستفادة من التقنيات الحديثة لتعزيز الحافز، ومواكبة التطور.