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Master's Degree in field of English Language and Literature**

Specialty: Linguistics

**The Student's and Teacher's Attitudes Towards the
Use of Blended Learning in Enhancing the students
Oral Performance**

Case study: Teachers of Oral and First-year Master

Students (Branch of Linguistics)

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Dedication

I dedicate this humble work

To my beloved mom for her endless love, prayers and sacrifices;

To my loving Father whose wonderful soul has left a trail of sweet memories;

To my dear sisters and brothers who have been always there for me;

To all my lovely friends, relatives, and colleagues with whom I shared the best

moments at the university;

To my wonderful friends Khadidja, Ibtessam and Ikram for their endless support and constant help;

To the beloved people who mean so much to me;

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Abstract

Learning how to speak is considered as one of the important tasks for the language learners due to the lack of speaking opportunities inside and outside the classroom. For this reason, teachers need to implement new innovative methods that provide them with better chances and facilitate the teaching of the speaking skill. This study seeks to explore First-year Master students and Teachers of Oral comprehension attitudes towards the use of blended learning on enhancing students' oral performance. In an attempt to find effective methods to enhance the oral performance, the study suggests using blended learning as a teaching method that combines both traditional learning and online learning. The researcher hypothesize that implementing blended learning in EFL classes has a positive effect on improving students' oral performance. To test this hypothesis, a descriptive method was used where two questionnaires were administered to 24 first-year master students and 10 oral comprehension teachers of English at the University of Ouargla. The findings revealed that most of the respondents hold positive attitudes towards blended learning. They believe that blended learning provides students with more speaking opportunities, motivates them to raise their oral performance and makes the learning process more enjoyable.

Key words: Attitudes, Blended Learning, Speaking Opportunities, Oral Performance.

List of Abbreviations

EFL: English Foreign Language

BL: Blended Learning

%: percentage

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General Introduction

1. Background of the Study

Over the past decade, technology played an important role in people's daily lives. The Internet in particular has become a major part of most human activities such as communication, science, business, education, and other fields. With the development of technology, efforts have been made to combine these technological progress in education in general, and in teaching and learning language in particular. "The development of learning by utilizing this technological development is very important and must be used by the teacher or educator as much as possible" (Sudarsana et al., 2019, p. 2).

For that reason, it is important for educational systems to take into consideration the wild change in the world caused by technology and prepare students to deal with it successfully. By merging new innovative methods that seek to deal with different classroom challenges, as well as improving students' language skills. In learning English, it is important for students to master the four skills; speaking, listening, writing and reading. Among these skills, speaking is regarded as being the most difficult one to build and improve inside the classroom setting. Richards (2008) stated that "the mastery of speaking skills in English is a priority for many second language or foreign language learners" (p. 19).

In this respect, the mastery of the speaking skill has become increasingly important for the students, and it heightens students' needs in having good methods that enable them to practice their oral performance. Based on this consideration, students need more time and opportunity to master the spoken language inside and outside the classroom. To address this issue, educational institutions need to implement a new innovative method of teaching known as blended learning, mixed learning, or hybrid learning. Blended learning could be simply defined as a teaching and learning method that combines both the traditional way of learning (face-to-face in the classroom setting) and online learning (using online tools).Cooney et al (2000)

Blended learning is "very useful to students in learning English because it enables them to practice language inside and outside the classroom which enhances their ability in language skills, particularly the speaking skill" (Sharma & Barrett, 2009, p 40). The growth of technology today makes the concept of blended learning more popular, since there are hundreds of software, website applications, and tools that support this approach especially in learning languages. The current study seeks to investigate the role of blended learning on enhancing students' oral performance.

2. Previous Studies

Research over the combination of technology in education has gained popularity in the late 20th century. Therefore, researchers are in constant search for more appropriate and innovative techniques that enable learners to practice more the language. Alijani, Kwun & Yu (2014) supported this idea when they claimed that “the integration of instructional technology was to be used as a tool for teaching and learning or a device to deliver daily classroom instruction” (p. 130). There has been an urgent need to combine traditional face-to-face learning with technology-conducted learning to come up with what is now commonly known as blended learning.

A number of studies have been done concerning the application of blended learning in teaching and learning languages. In this vein, Owson, York & Murtha (2013) in their study investigated whether blended learning is proper for all students or not. The study deduced that highly achieving students were mostly satisfied with blended learning and preferred this model over the traditional one in terms of convenience, engagement, and effectiveness of learning. While low achievers were observed to prefer the traditional face-to-face class only.

Blended learning also plays a vital role in simplifying the learning of language skills. Banditvilai (2016) in his study attempted to improve learners’ language skills through blended learning. The results of the study indicated that blended learning can affect the learning of all four language skills in positive ways. On the other hand, Young (2008) hypothesized that blended learning could also affect learning a language sub-skill. To test this, he studied the effects of blended learning on learning vocabulary. Where blogs and videos were used with the experimental group, whereas the control group followed the traditional methods. The results indicated that blended learning affect also the learning of vocabulary.

In Turkey, Kirkgoz (2011) conducted a study to investigate designing and implementing a speaking course through blended learning with the use of technology in higher education. Analysis of quantitative and qualitative data revealed that students made a noticeable improvement in their oral communication skills. Thus, they were positive in their perceptions towards integrating technology into learning.

Most of the research studies discussed above shed light on the effectiveness of using blended learning in education. They are based on testing the effects of blended learning on language skills. Similarly, the current study aims at investigating the attitudes of students and teachers towards the use of blended learning in enhancing the student’s oral performance within the Algerian context.

3. Aims of the Study

The present study aims at the following:

- To examine the attitudes of teachers and students' towards the blended learning in term of enhancing the students' oral performance.
- To make Teachers familiar with blended learning model to help enhancing students' oral performance.
- it aims at examining the students' perceptions about the use of blended learning as a teaching method to improve their oral performance.

4. Rationale

During the last three years and because of the covid-19 lack down, the Algerian high education changed to the blended learning model of teaching which is the first time of using this model in Algeria.

5. Significance of the Study

This study could be significant for language teachers as well as learners. It might be significant for the teachers as it provides them with a new innovative model for teaching oral. It also could be effective for language learners who want to enhance their oral performance with the use of technology. Additionally, it enables them to enjoy the learning process by providing them with opportunities to practice their oral performance.

6. statement of the problem

In Language Teaching and Learning context, the ability to speak is considered as the most important skill, since it is considered as the basis for communication. It is of great indication for students to be able to perform orally and to express themselves clearly, "we live in a time where the ability to speak fluently has become a must especially for those who want to advance in certain fields of human endeavor" (Al- Sibai, 2004, p. 3). In this sense, Oral Performance is considered as the most important skill that should be mastered and improved at different levels of educational systems. However, with the COVID-19 pandemic, most of the educational institutions including universities are being forced to move at a faster pace in a short period of time to guarantee the continuity of the learning and teaching processes. On the other hand, students face many difficulties in practicing oral due to the shortage of time to improve this skill. In addition, teachers still use only the traditional methods in teaching during this unusual situation because of the limitations they face when trying to carry other methods. These problems stop students from getting any opportunity to speak. Thus, they will be de-motivated and lose interest in learning.

To overcome the problem discussed, it is suggested that implementing blended learning as a teaching method may help students to improve their speaking skill. Considerably, this model of teaching might be effective in enhancing students Oral Performance.

7. Research Question

The research problem is stated in the following major question:

- What are the students' and teachers' attitudes towards the use of blended learning in enhancing student's oral performance?

8. Research Hypothesis

Based on the question stated above, we hypothesize that:

- The teachers and students may have a positive attitude towards the blended learning in term of enhancing the students' oral performance.

9. Research Methodology

In this study, data needs to be collected and analyzed to get reliable results. The nature of the topic lead to adopt a quantitative approach for achieving the main aim of our research. The questionnaires has been administrated to oral teachers and first-year master students of English branch of Linguistics at the university of Kasdi Merbah Ouargla during the academic year 2022-2023. This research tool can be helpful to elicit the students and teachers attitudes toward the use of blended learning in enhancing the student's oral performance.

10. Structure of the Dissertation

This dissertation is divided into three chapters starting with a general introduction and ending with a general conclusion. The first and second chapters constitutes a review of literature while the third chapter is devoted to the fieldwork. The first chapter is entitled 'Blended Learning' which includes a definition of blended learning, the History, importance, characteristics, factors that enhance BL and the relation between BL and the Oral Performance. The second Chapter is entitled 'Oral Performance'. It includes a definition of oral performance, importance, types and the characteristics of oral performance. The third chapter on the other hand, is devoted to the practical part. It is discussing the research tools and the procedures to investigate the research questions and hypothesis, describes the population and the sample which were relied on in this research and discusses the results of the research work. Finally, a general conclusion.

11. Limitation of The Study

The researchers acknowledges that the present study confronted some obstacles that hindered its successful implementation and resulted in certain limitations.

- One weakness is the lack of primary resources on blended learning and its effect on enhancing oral performance.
- The sample of the study is small and does not allow for different perceptions to be expressed

Chapter I

Blended Learning

Chapter One: Blended Learning

Introduction

This chapter is an overview about the role of blended learning in enhancing students oral Performance. The chapter discusses the definitions of blended learning provided by different scholars along with its types and importance. Additionally, it outlines the characteristics of blended learning. Ultimately, it highlights the history and Origins of blended learning, and finally it sheds light on the factors that enhance blended learning and Its relation to Oral Performance.

1.1. Definition of Blended Learning

1.1.1. Definition of Blended

According to Cambridge dictionary ‘to blend’ is to combine things together or combine things with something else to make one substance.

E.g.: "I blend basic information for the novice with some scientific gardening for the more experienced".

Definition of Learning

Learning has been defined functionally as changes in behavior that result from experience or mechanistically as changes in the organism that result from experience. (Jan et al,2014).

According to Oxford dictionary, ‘ Learning’ is an acquisition of knowledge or skills through study, experience, or being taught.

Definition of Blended Learning

According to Oxford dictionary, Blended Learning is a style of education in which student learns via electronic and online media as well as traditional face-to-face teaching. The prevalent definition of the concept of ‘blended learning’ centers on

“the incorporation of online teaching and learning methods with face-to-face teaching and learning method” (Koşar, 2016, p. 737).

According to Sharma & Barrett (2009): Blended learning is one of the recent ways which combines face-to-face classroom component with an appropriate use of technology. The term technology covers a wide range of recent aspects such as the Internet, CD rooms and interactive white board. It also

combines the use of computer as a means of communication such as chat and email (p. 7).

From a different perspective, Thorne (2003) defined blended learning as an “elegant solution to the challenges of learning, which represents an opportunity to integrate the innovations and technological advances offered by online learning with the integration and participation offered in traditional classroom learning” (pp. 25-33).

These definitions indicate that affective combination and the use of different delivery methods (online/ face-to-face) of teaching and learning are extremely helpful to enrich the teaching and learning processes.

1.1. History and Origins of Blended Learning

The first appearance of the blended learning idea is on the late of 1990s. However, its first use in the 2000. They aimed to combine elements of play and work in a prekindergarten school in order to acquire blended activities (Bonk, 2006).

In a high-stake course at military, they aimed to understand how blended approach affects professional development of students in a military course. They applied asynchronous internet-based learning in first phase, synchronous learning in virtual collaborative chat tool and residential face-to-face learning in the third phase (Bonk et. Al, 2006).

The field of education has gone through several changes due to the rapid advancement in technology. In this concern, Chen, Ruberg and Martin (2008) claimed that:

“Technology holds great potential for students to develop deeper knowledge and execute reflective thoughts by the specific tasks that they otherwise will not have access to. Technology also provides capabilities to complement students’ learning styles and multiple intelligences...The advancement of technology creates new opportunities for learning, teaching and assessment”. (pp. 202-204).

The Importance of Blended Learning

It is widely acknowledged that blended learning defined as the use of traditional face-to-face teaching model with online teaching model in which the students get the best of both. Since then,

it has become common to attain favorable outcomes in learning. Graham, Allen & Ure (2005) found that

“Overwhelmingly, teachers and educators choose blended learning because it: improved pedagogy, increased access and flexibility and also increased cost effectiveness” (As cited in Graham 2006, p. 8).

The Characteristics of Blended Learning

The teacher’s role in blended learning model is more concerned with the mixing of face-to-face classroom learning and the using of technological tools such as the Internet, computers, and online applications. For that reason, it is important for teachers to know more about the characteristics of blended learning before using it in EFL classes. According to Lalima & Dangwal (2017), there are several characteristics of blended learning.

1. “Students have the option of the two modes” by using either the traditional mode of classroom, where they interact with their teacher or the online mode supported learning;
2. “Teachers are well versed with both the modes” as they will be equipped in using traditional methods and other modern technologies;
3. “Students get face-to-face interaction as well they interact in virtual space”. They get the opportunity to interact with their classmates inside and outside the classroom;
4. “Students get full experience in using new technology” and benefits from it by making their experience in using technology richer;
5. “Students get training in different life skills” like: patience, decision making, critical thinking and communication through classroom and online instructions;
6. “All round development of personality is targeted” in which, students get full opportunity to develop their personality in all different aspects mainly cognitively and emotionally;
7. “Physical development is possible within school campus” where students get time and opportunity for more physical work inside the school;
8. “Students get wide exposure and new perspectives of the course content” by enriching their content knowledge;
9. “It has a human touch” due to the physical presence of teacher via traditional approach and even during online learning;
10. “Makes teaching/ learning processes learner-centered” and enable them to be more active. As opposed to the traditional teacher-centered role;

11. “Diverse role of teacher” as a motivator, organizer, facilitator and developer;
12. “Student constructs knowledge rather than just consume it”. Learners are autonomous, in which they depend on themselves in searching for helpful learning strategies. (Lalima & Dangwal, 2017, p. 132);

Factors that Enhance Blended-Learning

The following notes describe the elements that enhance hybrid –learning:

- Organizational readiness, sufficient technical resources, motivated faculty, and good communication/ feedback channels with students (Tabor, 2007).
- Blended learning should be introduced as a scholarly and transformative redesign process within the institution that rebuilds the course rather than simply adding on technology (Sharpe, Benfield, Robert and Francis, 2006).
- Fostering creative outcomes and co-operative learning. Students’ expectations, especially their ideas that fewer face-to-face classes mean less work and the need to develop more responsibility for their learning and time management skills must be taken into account (Vaughan, 2007, and Tabor, 2007).
- Consistent and transparent communication around the new expectations is needed in order to help students understand the blended learning process (Sharpe, Benfield, Robert, and Francis 2006).

Blended Learning and its Relation to Oral Performance

Speaking and oral seems to be the most popular language skill that needs to be mastered and improved. A closer look at the literature revealed that

“the lack of speaking opportunities is one of the major problems in English speaking interaction” (Chen, 2015, p. 88).

In this vein, blended learning came as a solution to resolve these problems. Most importantly, this model will help learners to practice more their oral performance by providing them with resources and materials that support the oral activities in particular, mainly with the use of technologies along with classroom instructions. Therefore, in learning how to speak using a blended learning model

“online and face-to-face learning will assist students by solving their problems during learning the speaking skill” (Syaifudin, 2017, p. 31).

Conclusion

The technological rise of the 21st century, changed rapidly the teaching environment as widespread of technologies were integrated in the teaching/learning process. Blended learning is an example of an up-to-date teaching model that combines both face-to-face method of teaching and online or e-learning. Blended-learning proved its significance as it motivates, engages, and drives learner's learning experience. Besides it satisfies learners' needs as it reaches visual, auditory, and kinetic learners.

Chapter II

Oral Performance

Chapter Two: Oral Performance

Introduction

This chapter discusses the literature related to the dependent variable: 'the oral performance'. The chapter starts by exploring the different definitions for the oral performance and examining how the different views of researchers and academics help us form a collective conception of the concept. Then, it tries to reveal the nature of the oral performance. Furthermore, this chapter will mention the Importance of oral performance. Finally, this chapter will shed light on the characteristics of the oral performance and dive in to the different types of oral performance.

Definition of Oral Performance

Oral performance is the technique of constructing and sharing meanings using verbal and non-verbal symbols in the contexts.

According to Fulcher (2003) described speaking as "the verbal use of language to communicate with others" (p.23).

In the same regard, Hornby (2021) defined speaking as "making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech" (p.827).

Chaney (1998) defined speaking as "the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts". (p.13).

Brown (2004), who claimed that "speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of test taker's listening skill, which necessarily compromises the reliability and the validity of oral production test" (p. 140).

From these definitions, researchers agree on the point that Oral Performance is a process of using verbal and non-verbal language to exchanging information, giving ideas, and expressing feelings in understandable and clear way.

The Nature of Oral Performance

Oral Performance is a process that takes place in real-time which means that the procedure involves to a consistent set of phases (words and phrases followed by words and phrases) (Thornbury, 2005).

In its nature, speech is defined as liable in its production because each word is dependent on the previous one, and the same for utterances, and this fact leads to what is referred to as "spontaneity" in speaking. This concept does not imply that speech is unplanned, but rather that the planning time is limited. Thornbury (2005) argues that "The planning of one speech may overlap with the production of the preceding one" (p.7). The latter concept is well-explained by Bygate (1984) as the necessity of generating phrases and adapting them to the situation. This entails making judgments quickly and successfully implementing them as unanticipated challenges arise.

Importance of Oral Performance

The Oral Performance has an important role in the process of teaching and learning language. As Ur (1991) state that [of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing] (p.120).

In addition, Richards (2012, p.21) summed up that "the development of good speaking skills is no longer a bonus for language learners, but an essential aspect of their language-proficiency development because it has a direct impact on the personal and professional success of many of them". Oral Performance is very important which helps students to use and transmit knowledge in effective way.

According to (Leong & Ahmadi, 2017):

"Human are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension". (p. 35)

Students who reached the highest levels of oral performance are those who are able to build self-confidence, get better job opportunities and “become stronger in decision-making and problem-solving” (Rao, 2019, p. 10).

Types of Oral Performance

Researchers classify oral performance into different types based on the role it plays. Each type of oral performance will provide students with an opportunity to express themselves in different situations. Brown (2004) stated that there are five types of speaking (pp. 141-142).

Imitative Oral Performance

This type of oral performance refers to the ability of simply imitating a word, phrase, or possibly a sentence. It is “interested only in what is traditionally labeled pronunciation” (Brown, 2004, p. 141). Moreover, imitative highlighted the point that the communicative competence of language is not important as the persons’ pronunciation. Thus, “it increasingly helps learners to understand, convey meaning, or to participate in an interactive conversation” (Brown, 2004, p. 141).

Intensive Oral Performance

Intensive refers to the second type of oral performance. “It is the production of short stretches of oral language that designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship” (Brown, 2004, p. 141). Moreover, intensive oral performance emphasizes the point that understanding meaning needed the response of certain tasks, where the interaction with the listener is minimal. An example of this would be expressing in reading aloud a passage from a text, where the interaction with the listener is not important.

Responsive and Interactive Oral Performance

Responsive assessment tasks include interaction and test comprehension at a limited level as very short conversation, standard greetings, small talk, simple requests, and comments (Brown, 2004, p. 141). In this context, the speaker participates in short discussions with a brief interaction with others; in an attempt to answer questions required from an interlocutor. Additionally, “the major difference between responsive and interactive speaking is the length and the complexity of sentences that sometimes includes multiple exchanges and multiple participants” (Brown, 2004, p. 142). In other words, it allows for more than two interlocutors during a long conversation. Thus, this will encourage learners to be more engaged in communication and express their opinions and ideas freely.

Extensive Oral Performance

According to Brown (2004), extensive speaking includes speech production. However, “in extensive oral performance, the speaker does not need to interact with others in making discussions or answering questions” (p. 142). In this sense, students are responsible to produce clear and intelligible speech, in which they are the only one who speaks during the speech presentation time.

The characteristics of Oral Performance

In Teaching and Learning Language, students should demonstrate some oral performance features while learning a language. It is because in the language learning process, This is due to the fact that oral performance is one of the primary factors in the language learning process that helps students succeed.

This characteristics play a significant role in promoting students’ oral performance, to achieve the best results. That is to say, speakers should improve the following features: fluency, grammar, pronunciation, and vocabulary.

Fluency

Fluency refers to “the ability to use the language quickly and confidently without too much hesitations” (Vu, 2018, p. 15). In other words, it is the ability to deliver a message correctly with no errors and uncertainty in word choice. According to Kummar (2013), “there are two major points in fluency; the first one illustrates that meaningful communication is the key to develop spoken skills, whereas the second state that correction of errors should be given, otherwise communication is hampered” (p. 18).

Grammar

Grammar refers to “the way words are put together to make correct sentences” (Ur, 1996, p. 75). In other words, It deals with the repair of minor grammatical faults so that the speaker can construct correct sentences with acceptable grammatical structure. Moreover, Ur (1996) emphasized that “The aim of grammar practice is to get students to learn the structure so thoroughly that they will be able to produce them correctly on their own” (p. 83).

Pronunciation

Pronunciation relates to the generation of sounds that we utilize to construct meaningful messages. It is concerned with how words are spoken during a conversation. “The aim of pronunciation improvement is not to achieve a perfect imitation of native accent, but simply to get the learner to pronounce for accurately enough to be easily and comfortable comprehensible” (Ur, 1996, p. 52). Because pronunciation aids learners with pleasant discussions, it is expected that pupils have understandable pronunciation that allows them to interact in successful communication.

Vocabulary

Vocabulary can be defined as “the words we teach in the foreign language” (Ur, 1996, p. 60). It is broadly viewed as one of the most important aspects of learning a language. Therefore, “the goal of vocabulary development is to help students become independent learners who can infer meanings of unknown words” (Cooper et al., 2011, p, 228). This feature of language allows learners to perform better during conversation; as a result, it facilitates the process of encoding written and oral communications.

Conclusion

Developing the oral Performance is one of the challenging tasks while learning a language, because learners lack the opportunity to practice more their speaking. However, it is possible to redress this by integrating new teaching models such as blended learning that improved the quality of education. To meet this end, this chapter shed light on the oral performance from different aspects.

Chapter III

Field Work

Chapter Three: Field Work

Introduction

The theoretical chapter of this study sheds light on the different issues related to oral performance, as well as the effective use of blended learning in enhancing learners' oral performance. This chapter is devoted to presenting the practical fieldwork which aims at investigating the students' and teachers attitudes towards the use of blended learning on enhancing students' oral performance at the University of Kasdi Merbah Ouargla . The practical chapter covers the research methodology followed in data collection with population and sampling. Then, it analyzes the results obtained from the questionnaire. Finally, an overall analysis of the questionnaire and discussion of these results are obtained in an attempt to answer the research questions and to test the hypothesis posed in the research proposal of this study.

Research Methodology

In order to reach the aim of this research work, two questionnaire was administrated to 24 first-year master students of English branch of Linguistics to find about their perceptions towards the use of blended learning to enhance their oral performance, at the University of KasdiMerbah. The second questionnaire was submitted to 10 oral expression teachers at the University of Kasdi Merbah.

Population and Sampling

The present study is concerned with exploring the teachers and students 'attitudes towards the use of blended learning in enhancing the student's oral performance. This research uses a descriptive method where two questionnaires conducted in the second semester of the academic year 2022/2023 within the Algerian context at the University of Kasdi Merbah, Ouargla. The population consisted of first year master students branch of Linguistics and Ten oral comprehension teacher at the department of English language. Twenty-Four first year master students were selected randomly as the sample of the study from the total number of a population of 99 students. Ten oral comprehension teachers were selected on purposive sampling.

Students Questionnaire

Description of Students Questionnaire

This questionnaire aims to explore the students attitudes towards the blended learning in enhancing their oral performance this questionnaire consists of twenty questions, arranged into three sections. Section one is entitled “General Information”. Section two is devoted to “Blended Learning”. The last Section is entitled “ Blended Learning & Students Oral Performance”, most of the question are yes/no question the students answer this questionnaire in 5 minutes.

Section One: General Information

The first section gathers general information about the students. It consists of two questions (Q1-Q2). (Q1) aims at gathering information about students’ gender. (Q2) is gathering information about students age.

Section Two: Blended Learning

The second section is allocated to the concept of blended learning. It consists of seven questions (Q1-Q7). (Q1) aims to identify students point of view on BL. (Q2) is designed to explore students’ ability to organize their time. In (Q3), students satisfaction with the technology and programs that are used to provide lessons. (Q4) aims to explore the students’ ability for being in contact to enroll in online lessons. (Q5) is about the students view on the benefit of BL model. In (Q6), students are asked about their focus on the duration of the online lessons. (Q7) explore students’ interesting in video call lessons.

Section Three: Blended Learning & Students Oral Performance

The third section examines blended learning & students’ oral performance. It is consists of eleven questions (Q1-Q11). Questions from (Q1) and (Q2) are designed to explore the successful of BL in enhancing students oral performance during and after the pandemic. In

(Q3), students are asked about their ability to keep up with the BL program. (Q4) seek to know the importance and effect of studying face-to-face for the students oral performance. (Q5) and (Q6) are intended to explore the students oral achievement and the difficulties encountered during the BL. (Q7) and (Q8) explore the importance of online lessons and students opinion on those lessons. (Q9) aims to examine the students' engagement with the online lessons. (Q10) and (Q11) explore students' oral performance before and after the BL.

Analysis and interpretation of Students Questionnaire

Section One: General Information

Table 3.1. students' gender

According to table 3.1 the majority of participants are females representing (75%) of the sample, while male students represent only (25%). This can be attributed to the fact that the percentage of female students at the department of English at Kasdi Merbah University is higher than that of males.

Options	Number of the students	Percentage
Yes	18	75%
No	6	25%
Total	24	100%

Table 3.2. Students Age

As table 3.2 Shows the majority of participants are in the age 20-25 representing (79.2%) of the sample, while students younger than 20 represent (12.5%) and students older than 30 represent only (8.3%). This can be attributed to the fact that the percentage of students between 20-30 at the department of English at Kasdi Merbah University is higher than that of other options of age.

Options	Number of the Students	Percentage
Younger than 20	3	12.5%
20-25	19	79.2%
25-30		
Older than 30	2	8.3%
Total	24	100%

Section Two: Blended Learning

Table 3.3. Students point of view on BL

According to table 3.3, (62.5%) of students like to studying in BL model. However, (37.5%) of them did not like this method of teaching language; It can be said that an overwhelming majority of students prefer the blended learning due to its fitting to their lifestyle.

Options	Number of Students	Percentage
Yes	15	62.5%
No	9	37.5%
Total	24	100%

Table 3.4. Students Ability to organize their time

As table 3.4 shows that (50%) of students have agreed that they can manage their time so easily to attend the online lessons. While (50%) of them said that they can not attend the online lessons regularly. One can explain the different answers given by students, to the fact that the half of the students agreed that they have fulltime to attend their lessons while the other half have a busy life.

Options	Number of Students	Percentage
Yes	12	50%
NO	12	50%
Total	24	100%

Table 3.5. Students Satisfaction with the technology an programs that are used to provide lessons

As table 3.5 indicates, (54.2%) of the students indicated that they are satisfied with the technology provided to them, whereas (45.8%) claimed that they are not satisfied with this technology. It can be said that most of the students accepts the technology that are used to provide lessons.

Options	Number of the Students	Percentage
Yes	13	54.2%
No	11	45.8%
Total	24	100%

Table 3.6. Students' ability for being in contact to enroll in online lessons

According to table 3.6, about (20.8%) of the participants claimed that they can always contact to enroll in online lessons. While (79.2%) of students reported that they face many difficulties to enroll in online lessons. It can state that this result goes for the lack of good internet connection.

Options	Number of the Students	Percentage
Yes	5	20.8%
No	19	79.2%
Total	24	100%

Table 3.7. Students view on the benefit of BL model

According to table 3.6, about (20.8%) of the participants claimed that they can always contact to enroll in online lessons. While (79.2%) of students reported that they face many difficulties to enroll in online lessons. It can state that this result goes for the lack of good internet connection.

Options	Number of the Students	Percentage
Yes	16	66.7%
No	8	33.3%
Total	24	100%

Table 3.8. Students focus on the duration of the online lesson

The findings in table 3.8 state that (33.4%) of the students can easily stay focus during the lesson. While the other (66.6%) of students cannot focus on the lesson.

The students were asked to justify their answers, (20.8%) of the students said that they cannot focus because the long time of the lesson. While (45.8%) of students said that they cannot focus because when they are connected to the internet they got easily distracted by thenotifications of other application. This Denotes that students can be distracted easily when being online.

Options	Number of the Students	Percentage
Yes	8	33.4%
No	16	66.6%
Total	24	100%

Table 3.9. Students interest in video call lessons

Table 3.9 shows that (50%) of the students are interested of video call lessons. While the other (50%) mention that they are not interested in video call lessons. This shows that students can understand better when they see their instructors fac

Options	Number of the Students	Percentage
Yes	12	50%
No	12	50%
Total	24	100%

Section Three: Blended Learning & Students Oral Performance

Table 3.10. Students' oral performance enhancement

Table 3.10 shows that the majority of students (79.2%) answered that after they start studying using BL model, they achieve a good results on the level of their oral performance. On the other hand, (20.8%) of the students said that they don't realize any good results at the level of their oral performance. This shows that students are satisfied with their results when it comes to use BL.

Options	Number of the Students	Percentage
Yes	19	79.2%
No	5	20.8%
total	24	100%

Table 3.11. The successfulness of BL during and after the pandemic

As table 3.11 indicates (75%) of the students find that the BL successful during and after the pandemic, while (25%) of them find that it's not successful. This shows that most students find BL successful.

Options	Number of the Students	Percentage
Yes	18	75%
No	6	25%
Total	24	100%

Table 3.12 Students ability to keep up with the BL program

Table 3.12 shows that (50%) of students answered that they can keep up with the BL program. While the other (50%) of students answered negatively. This demonstrates that not all students are ready to study hybrid learning.

Options	Number of the students	Percentage
Yes	12	50%
No	12	50%
Total	24	100%

Table 3.13. The importance and effect of studying face-to-face for the student’s oral performance

Table 3.13 shows that (95.8%) of the students answered that it is important for them to study face-to-face with the teacher. While only (4.7%) answered negatively. These results indicated that the majority of students prefer to study face-to-face with the teacher.

Students were asked to answer how studying face-to-face affect their oral performance, 9 students said that face-to-face study effect their oral performance positively when the teacher give them feedback and they can ask more question and be active with him, another 9 students said that they understand batter when they face the teacher, and 5 students said that they interact with the other students help them to get rid of shyness and give them more speaking opportunities. One student said no because he faces a bad conditions when study in classroom.

Options	Number of the Students	Percentage
Yes	23	95.8%
No	1	4.7%
Total	24	100%

Table 3.14. Difficulties encountered during the BL model

As table 3.14 shows (83.3%) of the students said that they found learning difficulties during the BL model, while (16.7%) of them said that they don’t encounter any learning difficulties. This demonstrates that BL model is appropriate for students.

Options	Number of the Students	Percentage
Yes	20	83.3%
No	4	16.7%
Total	24	100%

Table 3.15. students oral performance achievement

Table 3.15 shows that (83.3%) of students think that they will achieve a successful oral performance after converting to BL model. While (16.7%) of the students think that they won't achieve a successful oral performance on BL model. This indicates that the students achieve a successful oral performance on BL model.

Options	Number of the Students	Percentage
Yes	14	58.3%
No	10	41.7%
Total	24	100%

Table 3.16. The importance of the online courses for students

Table 3.16 indicates that more than half of the students (66.7%) claimed that the online course is important for them. However, (33.3%) considered the online courses not important. This shows that the online courses is important for the students.

Options	Number of the Students	Percentage
Yes	16	66.7%
No	8	33.3%
Total	24	100%

Table 3.17. Students opinion on oral online lessons

The results in table 3.17 indicated that (54.2%) of the students like the oral online lessons, whereas (45,8%) of them dislike these lessons. This demonstrates that the students like the oral online lessons.

Options	Number of the Students	Percentage
Yes	13	54.2%
No	11	45.8%
Total	24	100%

Table 3.18. The students engagement with the online lessons

As table 3.18 shows students were asked to mention whether the video call interview makes them more engaged with the teacher and enhance their oral performance. The results of this question divided in to four, (4.5%) of the students answers that they totally agree that the video call interview lessons enhance their oral performance and makes them more engaged with the teacher. While (66.5%) of the students answers that they agree with the fact that the video call interview enhance their oral performance, and (20.7%) of the students mention that they disagree with others and (8.3%) mention that they totally disagree and the video call interview lessons don't enhance their oral performance. This indicates that the online lessons makes the students more engaged with the teacher and enhance the students oral performance.

Options	Number of the Students	Percentage
Totally agree	1	4.5%
Agree	16	66.5%
Disagree	5	20.7%
Totally disagree	2	8.3%
Total	24	100%

Table 3.19. Students’ oral performance rating before the BL model

According to table 3.19 students were asked to rate their oral performance before BL model. Students are asked to give their oral performance mark out of 10, (4.2%) of the students give themselves 2, while others with a percentage of (8.3%) give themselves 3. Additionally, (4.2%) of the students give themselves 4, and (25%) of them picked the mark 5. Remarkably, (4.2%) of the students choose the mark 6 and (29.2%) of them take the mark 7 for themselves. However, (16.6%) of students give themselves the mark 8 and (8.3%) of them take the mark 9. This shows that students results were not that good before BL.

Options	Number of the Students	Percentage
1		
2	1	4.2%
3	2	8.3%
4	1	4.2%
5	6	25%
6	1	4.2%
7	7	29.2%
8	4	16.6%
9	2	8.3%
10		
Total	24	100%

Table 3.20. Students’ oral performance rating after the BL model

Table 3.20 students are asked to rate their oral performance after the BL model with a mark out of 10, (4.7%) of the students give themselves 2, while others with the same percentage (4.7%) give themselves 4. Additionally, (16.7%) of the students give themselves 5, (33.3%) of the students give the mark 7 to themselves and the same percentage (33.3%) of them give the mark 8 for themselves. While (8.3%) of them give the mark 9 for themselves. This indicates that their results becomes better after BL.

Options	Number of the Students	Percentage
1	—	
2	1	4.7%
3	-	
4	1	4.7%
5	4	16.7%
6	—	
7	8	33.3%
8	8	33.3%
9	2	8.3%
10	—	
Total	24	100%

3.3.2. Summary of the Findings of the Students Questionnaire

This summary covers the main results gathered from the questionnaire. The study was intended to investigate the attitudes of first year master students of English at the University of Kasdi Merbah, From the previously mentioned results, we can extract several conclusions that are based on making attachment between the students' answers in the three sections of the questionnaire.

Section one: General information

Its main goal is to have an idea about the general information of the students, their gender and age. Results showed that more than half of the students (75%) are females. In order to know the age, more than half of the students (79.2%) are in the age between (20-25).

Section two: Blended Learning

This section of the questionnaire is devoted to blended learning. Results indicated that (62.5%) of the students like the BL model in study, and (50%) of them are able to attend the online lessons in organized way. Additionally, more than half of the students (54.2%) mention that they are satisfied with the technology used to study on BL model.

The previously mentioned results revealed that (79.2%) of students cannot enroll to the online lessons all time. And that is because, the majority of them face many difficulties due to the lack of good and fast internet connection in several places. The majority of students (66.7%) admitted that study using BL model is more beneficial for them, more than the half of students (66.6%) mention that it's difficult for them to focus on the duration of the lesson. Hence, (50%) of the students said that they are interested in video call lessons while the other half don't.

Section Three: Blended Learning & Students Oral Performance

This section of the questionnaire deals with blended learning and students' oral performance. According to the obtained results(79.2%) of the students stated that the blended learning enhances their oral performance. Relatively, (75%) of the them consider the BL successful for their oral performance; (50%) of the students stated that they are able to keep up with the BL even though (95.8%) of them see that is important to have face-to-face classes. (83.3%) of students encounter difficulties in BL model, while (58.3%) think that they achieve a successful oral performance on BL model. And (66.7%) of the students mention that the online classes as important as face-to-face classes, (54.2%) stated that they like the oral online lessons, and (66.5%) of the students mention that the video call interview makes them more engaged with the teacher and enhance their oral performance. Finally, they rate their oral performance before and after the BL model and the improvement in their speaking opportunities it can be noticeable according to their rating.

Teachers Questionnaire

Description of Teachers questionnaire

This questionnaire aims to explore the teachers attitudes towards the blended learning in enhancing the students oral performance this questionnaire consists of fourteen questions, all of the question are yes/no question the teachers answers this questionnaire in 5 minutes. (Q1) aims to know whether the teachers convert to BL model or not. (Q2) and (Q3) aim to explore whether the students engaged with the teacher and attend the online classes or not. (Q4) is about the teachers satisfaction with the technology used for online education. (Q5) and (Q6) aim to know about the students oral performance. (Q7) and (Q8) aim to explore the teachers opinion about using BL in teaching oral and the difficulties that BL pose on students. (Q9) aims to

explore the BL enhancement on the students' oral performance during and after the pandemic. (Q10) aims to know about the students' nervousness when using BL model. (Q11) aims to know about the students' motivation to study on BL. (Q12) and (Q13) aim to know if Kasdi Merbah University provide the teachers with useful references for distance teaching and whether the teachers receive any training. (Q14) aims to know if the technology available for using BL in University.

Analysis and Interpreting of the Teachers Questionnaire

Table 3.21. Teachers using of BL

As demonstrated in the table above, (100%) of teachers used the BL in their sessions. This indicates that all the teachers used the BL in their sessions.

Options	Number of the Teachers	Percentage
Yes	10	100%
No		
Total	10	100%

Table 3.22. students engagement during BL

The table 3.22, (100%) of teachers announced that their students engaged well during the BL sessions. This shows that the students engagement is better during the BL.

Options	Number of the Teachers	Percentage
Yes	10	100%
No		
Total	10	100%

Table 3.23. students attendance to the online lessons

As table 3.23 shows, (50%) of teachers announced that their students attended the online lessons in organized manner, while (50%) of the teachers announced that their students doesn't attend the lessons. This shows that half of the students have the ability to attend the online lessons in organized manner.

Options	Number of the Teachers	Percentage
Yes	5	50%
No	5	50%
Total	10	100%

Table 3.24. The teacher's satisfaction with the technology used for online education

As it is shown in the table 3.24, (50%) of teachers are satisfied with the technology and software used for online education. whereas (50%) are not satisfied with that technology. This demonstrates that the technology used for online education is satisfied for half the teachers but the other half is not.

Options	Number of the Teachers	Percentage
Yes	5	50%
No	5	50%
Total	10	100%

Table 3.25. Students' oral performance enhancement

Table 3.25 presents teachers' announcement about the students oral performance enhancement. (70%) of teachers announce that their student's oral performance get better after converting to BL, while (30%) of them announce that they don't. This demonstrates that the students oral performance get enhanced after converting to BL.

Options	Number of the Teachers	Percentage
Yes	7	70%
No	3	30%
Total	10	100%

Table 3.26. Students answer about their oral performance

Table 3.26 presents teachers' announcement about the students answer about their oral performance. (80%) of teachers announce that they receive positive answer about the student's oral performance, while (20%) of them announce that they don't. This denotes that most of teachers received positive answers from students about their oral performance.

Options	Number of the Teachers	Percentage
Yes	8	80%
No	2	20%
Total	10	100%

Table 3.27. Teachers' opinion about using BL while teaching oral

Table 3.27. Shows that (70%) of teachers answered that BL is better while teaching oral, while (30%) said no. This demonstrates that blended-learning is a successful tool to teach oral.

Options	Number of the Teachers	Percentage
Yes	7	70%
No	3	30%
Total	10	100%

Table 3.28. Difficulties that BL model pose on students oral performance

As table 3.28 shows that (50%) of teachers responds that teaching using BL poses difficulties on students oral performance, whereas (50%) said no. This indicates that half of the students didn't find any difficulties that posed by BL on their oral performance.

Options	Number of the Teacher	percentage
Yes	5	50%
No	5	50%
Total	10	100%

Table 3.29. BL enhancing students' oral performance during and after the pandemic

Table 3.29 shows that (80%) of teachers said that BL enhance the students oral performance during and after the pandemic, whereas (20%) said that it does not enhance the students oral performance. This shows that the BL enhance students oral performance in successful way.

Options	Number of the Teachers	Percentage
Yes	8	80%
No	2	20%
Total	10	100%

Table 3.30. Students' nervousness when using BL model

The (50%) of teachers said that the students are nervous when using BL model, while (50%) of them said that their students don't feel nervous when using BL model. This indicates that half the student are nervous while the other half no.

Options	Number of the Teachers	Percentage
Yes	5	50%
No	5	50%
Total	10	100%

Table 3.31. Students' motivation to study during the BL

Table 3.31 shows that (60%) of teachers said that their students got motivated after converting to BL, while (40%) of them said their students don't feel motivated to study on BL model.

This shows that the majority of students are motivated to study during BL.

Options	Number of the Teachers	Percentage
Yes	6	60%
No	4	40%
Total	10	100%

Table 3.32. Reference provided by the University for distance teaching

The table 3.32 shows that (50%) half of teachers said Kasdi Merbah University provide them with useful references to enhance students' oral performance in distance teaching, whereas the other half (50%) don't agree with their colleges. This shows that the University provide teachers with useful references.

Options	Number of the Teachers	Percentage
Yes	5	50%
No	5	50%
Total	10	100%

Table 3.33. Teachers training concerning using BL model

Table 3.33 represents teachers' training concerning using BL model. (100%) of teachers said that they didn't get any training concerning using BL. This suggests that teachers are not trained in this particular area.

Options	Number of the Teachers	Percentage
Yes		
No	10	100%
Total	10	100%

Table 3.34. Availability of technology for using BL in University

Table 3.34 shows that (40%) of the teachers announce that the technology is available for using BL in University, While (60%) of them announce that the technology is not available. This indicates that there is a lack of technology in University.

Options	Number of the Teachers	Percentage
Yes	4	40%
No	6	60%
Total	10	100%

Summary of the Findings of the Teachers Questionnaire

This summary covers the main results gathered from the questionnaire. The study was intended to explore the attitudes of Oral Comprehension Teachers of English at the University of Kasdi Merbah about the use of blended learning to enhance the student's oral performance. From the previously mentioned results, we can announce that (100%) of teacher convert to BL and their students engaged well during the BL even though (50%) of them said that students don't attend the online lessons in organized way while the other (50%) said that they do. Half of the teachers (50%) mentioned that they are satisfied with the technology used for online education, On the other hand the other half said the opposite.

Teachers also announced that (70%) of the students achieve better oral performance after converting to BL. And (80%) of teachers received a positive answer from their students about their oral performance. (70%) of teachers mention that face-to-face better in teaching oral, and (50%) of them said that teaching in BL poses difficulties on students' oral performance. even though (80%) of teachers find that BL successfully enhance students' oral performance during and after the pandemic.

On the other hand, (50%) of teachers think that students got nervous when using BL, AND (60%) of them mentioned that students became motivated to study after BL. Half of the sample of teachers mentioned that Kasdi Merbah provided them with references to teach online while the others said the opposite. (100%) of teachers said they don't any training concerning using BL model, and (60%) of them mention that there is no technology available in the University.

Conclusion

The main attention of this chapter was to confirm or reject the research hypothesis and reports the results. Throughout the analysis of the students' and teachers' questionnaire, the results show that most of the first-year master linguistics hold positive attitudes towards blended learning also the teachers of oral comprehension have a positive attitude towards the blended learning in terms of enhancing the student's oral performance. Furthermore, the majority of respondents of both students and teachers assumed that blended learning will give them more opportunities to practice their oral performance and give the students' more speaking opportunities.

General Conclusion

The implementation of technologies in language teaching and learning has become a necessity. Therefore, researchers in the educational field are in a quest for new methods that integrate those technologies to teach speaking and provide students with more speaking opportunities. As it is known that pictures can talk and express more than words, and make the learners enjoy learning rather than traditional boring lecturing. This assumption led to the incorporation of blended learning in teaching and learning the speaking skill. The main aim behind conducting this research work is to explore attitudes of first year master students and oral comprehension teachers of English at the University of Kasdi Merbah, towards the use of blended learning to enhance the student's oral performance.

The research work consists of three major chapters: the first and second chapters devote to the theoretical part framework of the study while the third chapter covers the practical part. The first chapter provides an overview related to the notion of blended learning. However, the second chapter sheds light on the use of oral performance. Correspondingly, the third chapter reports the practical aspects of the study.

The present investigation was carried out to answer the research question that focus on the students and teachers perceptions towards the use of blended learning in enhancing the students oral performance. More specifically, it examine the hypothesis stating that 'implementing blended learning in language teaching and learning classes has a positive effect on improving first year master students' oral performance'. To examine the aforementioned hypothesis and answer the research questions, Two questionnaires were administered and answered by 24 first year master English linguistics students and 10 English oral comprehension teachers at Kasdi Merbah University.

The findings show that the teachers and students hold positive attitudes towards the enhancement of blended learning on their oral performance, and almost all the students

agree about the points that it will provide them with more speaking opportunities inside and outside the classroom. Additionally, the teachers indicate that blended learning motivate the students to enhance their oral performance and make the learning process more enjoyable. As a result, first year master students highly recommend using blended learning in the language teaching and learning context to improve their oral performance. Overall and based on these findings, the research hypothesis is confirmed.

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APPENDIX I

Students Questionnaire

Dear Students,

This questionnaire is aimed to studying the attitudes of students and teachers towards the Blended Learning (BL)¹ in term of enhancing the student's oral performance , where your answers helps us to achieve important results about this research. Your answers will be anonymous.

(¹) Blended Learning (BL):is a learning model method that combines traditional face-to-face classrooms with e-learning activities. (Vasileva-stojanovska,2015)

❖ Please make cross (×) to the appropriate answer

Section I: General information

1) specify your gender

Female male

2) specify your age

Younger than 20 20-25 25-30 older than 30

Section II: Blended Learning

1) Do you like the BL model in studying?

Yes No

2) Are you able to organize your time to attend the online lessons during BL model?

Yes No

3) Are you satisfied with the technology and programs that are used to provide lessons?

Yes No

4) Do you have the ability to be always in contact to enroll in online lessons?

Yes No

5) Did you find it difficult to connect to the Internet to access online lessons?

Yes No

6) Is it easy to stay focused for the duration of the lesson, if no why?

Yes No

.....

.....

7) Are you interested in online video call classes?

Yes No

Section III: Blended learning & students' oral performance

1) Does Blended Learning enhance your oral performance?

Yes No

2) Is BL considered successful for your oral performance during and after the covid pandemic?

Yes No

3) Are you able to keep up with BL program?

Yes No

4) Is it important for you to study face face-to-face with the teachers and how does it effect your oral performance?

Yes No

.....

.....

5) Did you encounter learning difficulties during the BL model

Yes No

6) Do you think you will achieve a successful oral performance on BL model?

Yes No

7) Do you think the online course is as important as a face-to-face course for your oral performance?

Yes No

8) Do you like the idea of oral online lessons?

Yes

No

9) Online lessons that include a video call interview makes you more engaged with the teacher and enhance your oral performance.

Totally agree agree disagree totally disagree

10) On a scale from 1 to 10, rate your oral performance before BL model?

1 2 3 4 5

6 7 8 9 10

11) On a scale from 1 to 10, rate your oral performance after BL model?

1 2 3 4 5

6 7 8 9 10

Appendix II

Teacher's Questionnaire

Dear Teachers

This questionnaire is aimed to studying the attitudes of students and teachers towards the Blended Learning (BL)¹ in term of enhancing the student's oral performance, where your answer helps us to achieve important results about this research. Thank you in advance for your cooperation.

(¹) Blended Learning (BL):is a learning model method that combines traditional face-to-face classrooms with e-learning activities. (Vasileva-stojanovska,2015)

❖ Please make cross (×) to the appropriate answer.

1) Did you use BL in your sessions?

Yes No

2) Do your students engage well during the BL?

Yes No

3) Did students attend online lessons in an organized manner?

Yes No

4) Are you satisfied with the technology and software you use for online education?

Yes No

5) Does your student's oral performance get better after converting to BL

Yes No

6) Did you receive a positive answer from your students about their oral performance?

Yes No

7) In your opinion is face to face style better than using BL while teaching oral?

Yes No

8) Teaching on BL model poses difficulties on students' oral performance?

Yes No

9) Do you find BL model successfully enhancing the student's oral performance during and after the pandemic?

Yes No

- 10) Do you think students are nervous when using the BL and does their nervousness effect their oral performance.
Yes No
- 11) The students get motivated to study after converting to BL?
Yes No
- 12) Did KASDI MERBAH OURGLA University provide useful references for distance teaching to enhance student's oral performance?
Yes No
- 13) Did you receive any training concerning using BL model
Yes No
- 14) Is the technology available for using BL model in University?
Yes No

تسعى هذه الدراسة إلى استكشاف اتجاهات الأداء الشفهي لطلاب الماستر في السنة الأولى المعلمين تجاه استخدام التعلم المدمج في تحسين الأداء الشفهي للطلاب. يعتبر تعلم كيفية التحدث من المهام المهمة لتعليم اللغة ذلك لقلّة فرص التحدث داخل خارج الفصل الدراسي. لهذا السبب ، يحتاج المعلمون إلى تنفيذ طرق مبتكرة جديدة تفهم أفضل تسهل تدريب مهارة التحدث في محاولة لإيجاد طرق فعالة لتحسين الأداء الشفهي ، تقتح الدراسة استخدام التعلم المدمج كطريقة تدريجية تجمع بين التعلم التقليدي والتعلم عبر الإنترنت يفتض الباحثون أن تطبيق التعلم المدمج في لصد اللغة الإنجليزية كلغة أجنبية له تأثير إيجابي على تحسين الأداء الشفهي للطلاب الاختبار هذه الفرضية تدم استخدام طريقتي صافية باستخدام استبيانين مجهين إلى 24 طالباً ماستر في السنة الأولى 10 مدرسين للأداء الشفهي للغة الإنجليزية في جامعة رقلة. كشفت النتائج أن معظمهم لديهم إيجابية تجاه التعلم المدمج إنهم يعتقدون أن التعلم المدمج يرفع للطلاب المزيد من فرص التحدث ، يحفزهم على رفع مسرتهم الشفهي جعل عملية التعلم أكثر متعة.

Résumé

Cette étude vise à explorer de Première année de Master des étudiants et des Enseignants de la compréhension Orale et attitudes à l'égard de l'utilisation de l'apprentissage mixte sur le renforcement des étudiants orale. Apprendre à parler est considéré comme l'une des tâches importantes pour les apprenants de la langue en raison du manque de possibilités d'expression à l'intérieur et à l'extérieur de la salle de classe. Pour cette raison, les enseignants doivent mettre en œuvre de nouvelles méthodes innovantes qui leur offrent de meilleures chances et de faciliter l'enseignement de l'habileté de parler. Dans une tentative de trouver des méthodes efficaces pour améliorer la performance orale, l'étude suggère que l'utilisation de mélanges de l'apprentissage comme une méthode d'enseignement qui combine à la fois traditionnelle de l'apprentissage et de l'apprentissage en ligne. Les chercheurs émettent l'hypothèse que la mise en œuvre de l'apprentissage mixte EFL'classes a un effet positif sur l'amélioration des élèves orale. Pour tester cette hypothèse, un descriptif de la méthode à l'aide de Deux questionnaire administré à 24 en première année de master les étudiants et 10 de la compréhension orale des enseignants d'anglais à l'Université de Ouargla. Les résultats ont révélé que la plupart des répondants ont une attitude positive envers l'apprentissage mixte. Ils croient que l'apprentissage mixte offre aux étudiants plus de possibilités d'expression, les incite à augmenter leur performance orale et de rendre le processus d'apprentissage plus agréable.