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Exploring Teachers' and Students' Attitudes Towards The Role of Blended Learning in Improving Foreign Language Speaking Skill

The Case of First Year Master Students of English at Kasdi Merbah University of Ouargla 2022\2023

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Dedication

The greatest thank would be to Allah who gave me power and patience to finish this peace of research.

I dedicate this work to my grandmother "Benyahkem Messouda" for her support, to my father "Abd Elouahab" and my mother "Aziza" for their love and encouragement.

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Abstract

Foreign language students face some difficulties in speaking, and language teachers always attempt to improve their students' speaking skill through the use of a variety of strategies. One of the main strategies that teachers suggest is blended learning. This strategy is based on amalgamating traditional face-to-face learning and online learning. Accordingly, the present study aims to explore the impact of the implementation of blended learning in improving students' speaking skill in the Department of Letters and English at the University of Ouargla, Algeria, with a sample of First year Master of the academic year 2022/2023. It is hypothesized that the implementation of blended learning would improve students' speaking skill and help them overcome the problems they face in their speaking sessions. In order to explore teachers' and students' attitudes towards the role of blended learning in improving students' speaking skill, two questionnaires were administered to both students and teachers; the first one is administered to a sample of first year master students to know their abilities in speaking and their attitudes towards the use of blended learning. While the second questionnaire was administered to teachers of oral expression at the Department of Letters and Languages at the University of Ouargla, to have an idea about their attitudes towards blended learning and its effect on their students. Based on the data obtained from the analysis of both teachers' and students' questionnaires, the implementation of blended learning has a prominent role in improving students' speaking skill, and it is helpful for the succeeding of the oral expression process.

Keywords: Blended learning, speaking skill, foreign language students, oral expression.

List of Abbreviations

BL: **B**lended **L**earning

CMC: **C**omputer-**M**ediated **C**ommunication

E.F.L.: **E**nglish as a **F**oreign **L**anguage

MCQ: **M**ultiple-**C**hoice **Q**uestions

Q : **Q**uestion

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General introduction

General Introduction

1. Background of The Study

Over the past years, the prevailing teaching system was the batch system because of Coronavirus. Sometimes our teacher of literature used to present her lecture on the Zoom platform. During the session she asked us about our opinions and points of view towards what she was explaining, and we had to answer and discuss orally. In the classroom, she did the same thing. This type of mixed learning strategy (face-to-face and online lectures) assisted our interaction in literature sessions.

Accordingly, blended learning become the area of interest to many of teachers and students and motivated us to make a research about it. According to Stacey and Gerbic (2007: 7): "students' learning and performance can be improved when online resources are integrated with traditional forms such as face-to-face lectures". In other words, the combination of traditional face-to-face sessions and online lectures may improve students' learning and performance.

2. Aims of The Study

The study aims to explore teachers' and students' attitudes towards the role of blended learning with the purpose of improving students' speaking skill. It also intends to help students overcome their speaking difficulties through the implementation of blended learning.

3. Statement of The Problem

Speaking skill is one of the skills that students need in order to convey meaning. It is also the ability to speak and communicate in order to share knowledge about something and to express ideas and points of view… etc.

Generally, some teachers encourage students to speak and share their opinions through the lectures with the intention of interacting and communicating. In addition to that, speaking becomes a challenge for some learners in the learning process, and they are more or less hesitant in communicating orally. Accordingly, the current study explores the role of blended learning in improving students' speaking skills.

4. Research Questions

This study intends to answer the following questions:

➢ What are the teachers' and students' attitudes towards the implementation of blended learning in speaking classes?

➢ What are the difficulties that students may face in speaking sessions?

➢ Would blended learning help students in improving their speaking skill?

5. Research Hypotheses

The present study is designed to explore the followings hypotheses:

➢ The null hypothesis: Applying blended learning would not improve students' speaking skill.

➢ The alternative hypothesis: If blended learning is implemented, students' speaking skill would be improved.

6. Research Tools and Target Population

In order to explore the role of blended learning in improving students speaking skills, one main tool is used: the questionnaire. One questionnaire is administered to a sample of First year Master students in the English Department of Kasdi Merbah University, Ouargla, Algeria, within

the academic year 2022-2023 in order to know their abilities in speaking and their attitudes towards the use of blended learning. Another questionnaire is given to teachers of oral expression to have an idea about their attitudes towards blended learning and its effect on their students. Both of the questionnaires are designed to know the teachers' and students' attitudes towards blended learning and its effect on improving students' speaking skills.

7. Organization of The Dissertation

This dissertation is divided into two main parts. The first part is theoretical whereas the second part is practical. The theoretical part consists of two chapters. The first chapter deals with the speaking skill. It illustrates the concept and the definition of speaking, and it demonstrates its elements and its importance. The second chapter casts light on learning itself and blended learning. The practical part consists of one chapter that clarifies the methodology and explains the results obtained from the analysis of both the students' questionnaire and teachers' questionnaire.

8. Definition of Terms

This part defines the key words and provides a general view of their meaning.

1. Attitudes: "the feelings people have about their own language or the languages of others" (Crystal, 1997; cited in Vahdany, 2021: 1). According to Bohner and wänke(2002, 5) attitudes are "cognitive representations of our evaluation of ourselves, other people, things, action, events, ideas".

2. Learning: is "a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning" (Ambrose and al, 2010: 3).

3. Blended Learning: means the combination between traditional face-to-face learning and online learning. According to Garrison and Kanuka (2004: 96), blended learning is: "the thoughtful integration of classroom face-to-face learning experiences with online learning experiences". Also, Graham (2006:5) defines blended learning as "blended learning systems combine face-to-face instruction with computer-mediated instruction".

4. Speaking skill: Harmer (2007: 284) states "speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot". While Nunan (in kayi, 2006: 1) defines speaking as: "the use of language quickly and confidently with few unnatural pauses, which is called as, fluency". A skill is "the ability to do something well". The word encompasses both mental and physical proficiency" (Attewell, 1990: 422).

Chapter One: The Speaking Skill in EFL Context

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Introduction

Language is a means of communication used by humans in order to exchange meaning among them. At the same time, it enables us to share knowledge and information among ourselves in an understandable way. As matter of fact, the English language has developed as a global language, and as a language it has some basic principle skills. The receptive skills which are listening and reading and the productive skills which include speaking and writing. Most language teachers believe that speaking is important in teaching and learning the English language, and students should master it in order to communicate, share knowledge, and exchange information effectively. This chapter highlights the definition of the speaking skill and its importance. Besides, it illustrates the teaching of speaking skill, the speaking elements, the speaking difficulties to English students and activities that should be implemented in order to improve students' speaking skill. It also explains the types of the speaking skill, the relationship between speaking and listening, the role of the teacher in improving students' speaking skill, and the speaking assessments.

1.1. Definition

Speaking is a way of sending messages and sharing knowledge and expressing ideas. Additionally, it is one of the skills that students should master it in order to communicate and convey meaning. According to Cameron (2001: 40): "speaking is the active use of language to express meanings so that other people can make sense of them". In other words, speaking is a person's ability to produce and create sounds that have meaning in order to communicate. It means that "speaking is a productive skill" Brown (2004: 140). Moreover, Brown,1994; Burns & Joyce, 1997 cited in Zyoud, (2016: 2) define speaking as "an interactive process of making meaning that

includes producing, receiving, and processing information". According to Chaney (1998 p:13; cited in Kayi, 2006: 1): "speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts". Moreover, Thornbury (2005: 1) defines speaking as: "a part of our daily life that we take it for granted. The average person produces with tens of thousands of words a day". In other words, speaking is a means of communication which we produce a message through words we know and interact with others.

1.2. The Importance of Speaking Skill

Speaking is the active use of language to express meaning. As a matter of fact, the ability to speak fluently provides the speaker with several distinct advantages such as the overall improvement of knowledge and understanding, confidence building and communication skills and the ability to connect with the world. Moreover, the capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings provides the speaker with these important advantages. As Ur (1991: 120) states: "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". In other words, speaking may help students to use language and share knowledge easily, confidently and effectively.

1.3. Teaching The Speaking Skill

Speaking is more than forming grammatically correct sentences, it is how to use sounds, words, phrases and sentences in the correct way to form a language. In other words, learning to speak a foreign language requires more than knowing its grammatical and semantic rules, it needs a great knowledge about the language, its vocabulary…etc. Generally, many students feel that speaking is harder than the other skills and to be good at it you have to repeat sentences to memorize

them. Teaching speaking is different from teaching writing, reading and listening, and getting students to talk is a confrontation tasks facing any teacher in teaching speaking. In this case, teachers have to adopt several strategies and effective techniques to improve students' speaking skill such as group work, feedback, pair work...etc. And to create a helpful environment where students have real-life communication and activities that enhance their speaking skill. This can help teachers achieve the goal of improving students' speaking skill.

1.4. Types of Speaking

In EFL context speaking, as the other skills, has many different types. In this vein, Brown (2004: 141) states that: "there are five types of speaking which are: imitative speaking, intensive speaking, responsive speaking, interactive speaking, and extensive speaking."

1.4.1. Imitative speaking

Imitative speaking requires students to imitate a word or phrase or possibly a sentence. This imitation my include a number of prosodic, lexical and grammatical properties of language in order to convey meaning or to participate in an interactive conversation, by paying attention to pronunciation to help the students to be more comprehensible.

1.4.2. Intensive speaking

The second type of speaking is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships such as prosodic elements, intonation, stress, and rhythm. In the intensive speaking the speaker should be aware of semantic properties in order to be able to respond. Intensive includes assessment tasks such as reading aloud, sentence and dialogue completion, directed response tasks, limited picture-cued tasks…etc.

1.4.3. Responsive speaking

The third type of speaking is responsive which includes interaction and test comprehension but at limited level such as short conversations, standard greetings and small talk, simple requests and comments, and the like. In order to preserve authenticity with perhaps only one or two follow-up questions.

1.4.4. Interactive speaking

Interactive speaking differs from responsive speaking in length and complexity of the interaction. This type of speaking can take two forms of language; transactional language which has the purpose of exchanging specific information, and interpersonal language which has the purpose of maintaining social relationship. In interpersonal language, oral production can become complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, and other sociolinguistic conventions.

1.4.5. Extensive speaking

The last type of speaking by Brown is extensive or monologue which includes speeches, oral presentations, and story-telling. In this type, language style is more deliberative (planning is involved) and formal for extensive tasks, but certain informal monologues cannot be ruled out such as casually delivered speech.

1.5. Accuracy and Fluency in Speaking

Usually, the person who can use the foreign language very well is both accurate and fluent. Accuracy is the state of being correct or precise in grammar, vocabulary, and pronunciation. In other words, Baker and Westrup (2003 :7) clarify that: "accurate speakers don't make mistakes in

grammar, vocabulary or pronunciation". In addition, Richards and Schmidt (2002: 204) argue that: "….accuracy which refers to produce grammatically correct sentences".

While fluency is the ability to express knowledge and communicate easily and articulately. Hedge (2000: 261) claims that: "fluency means responding coherently with the turns of the conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation". In other words, fluency is the ability to speak, write and read smoothly and effortlessly.

Baker and Westrup (2003 :7-8) states that: "In a language lesson, students need to spend time on becoming more accurate. But they also need to practice using the language fluently. The amount of time spent on each skill will be different in each learning situation". That is to say that, the relationship between accuracy and fluency is complementary, we cannot focus only on accuracy without practicing fluency.

1.6. The Speaking Elements

Speaking fluently is something which students want to achieve in communication, and in order to speak fluently and accurately, students need to be aware of some elements which are to be improved in speaking. Vocabulary, grammar, pronunciation, and fluency are the elements of speaking which help students improve their ability to communicate confidently.

1.6.1. Vocabulary:

Vocabulary is a list of words which the person knows in any language he speaks. Hatch and Brown (1995: 1) state that: "vocabulary is a list or set of words for a particular language or as a set of words that individual speakers of a language might use". Moreover, Linse (2005: 121) defines vocabulary as: "vocabulary is the collection of words that an individual knows". In other words,

vocabulary is all the words that the person knows and use in any language. In language learning it is important to be aware of the relationship between vocabulary knowledge and language use, we can't learn a new language without vocabulary, as Laufer (1997:54) states that: "vocabulary learning is at the heart of language learning and language use". In addition to that, Edward (1997: 149) states that: "Vocabulary is one of the important factors in all language teaching, students must continually learn words as they learn the structure and as they practice sound system". In other words, knowing the words in any language facilitates the process of communication between people.

1.6.2. Grammar:

As Richards and Schmidt (2002: 230-31) state: "Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language". In other words, grammar is a system of rules that allow us to structure correct sentences in the language to convey meaning in the correct way. Also, grammar describes the speaker's knowledge of the language. That is to say that when the speaker makes errors in grammar without paying attention to them, this indicates to his insufficient knowledge of the language. In addition to that, Yule (2006: 74) states that: "grammar is the process of describing the structure of phrases and sentences by considering their order in a language". In other words, grammar organizes the structure of the sentence in which the combination of linguistic units forms a correct sentence in a language.

1.6.3. Pronunciation:

Pronunciation is one of the speaking elements which refers to the way of how we produce the sound of the words. According to Nunan (2003: 113): "pronunciation is the way certain sounds are pronounced that speakers of a language make while speaking and perceived by the hearer to be able to understand each other with relative ease". In similar vein, Richards and Schmidt (2002: 429) define pronunciation as: "the way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sounds in the mouth. Pronunciation stresses more the way sounds are perceived by the hearer and often connects the spoken word to its written form". Indeed, learners should be aware of how they pronounce words correctly to communicate effectively and convey the message in a way that the listener can recognize and understand.

1.6.4. Fluency:

In speaking context fluency is the ability to use the language easily and confidently in communication without pausing or hesitation. According to Richards and Schmidt (2002: 204) fluency is: "The features which give a speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions in second and foreign language teaching, fluency describes a level of proficiency in communication".

It is sometimes contrasted with accuracy, which refers to the ability to produce grammatically correct sentences but may not include the ability to speak or write fluently. Fluency in the Oxford dictionary is defined as the quality of being able to speak or write a language, especially a foreign language, easily and well.

1.7. The Relationship Between Speaking and Listening

Speaking and listening are two skills related to each other. In other words, speaking is involved in expressing and listening is involved in comprehension. Additionally, speaking and listening should be considered as activities that form the communication process, complete each other and cannot be separated. Concerning the integration between listening and speaking which are interrelated skills as Brown (2004: 140) argues that: "from a pragmatic view of language performance, listening and speaking are almost always closely interrelated". That is to say that, speaking cannot exist in isolation without listening. In other words, for a successful communication neither speaking nor listening will occur in isolation; a speaker needs a listener to receive the speech and the listener needs a speech to listen to. So, part of being a proficient speaker is listening to oral language and understanding what is said so that the responses will be accurate.

1.8. Speaking Difficulties to English Students

In English learning, students may face some problems in speaking that obstruct them from practicing the speaking skill in English classes. In this case teachers should perform tasks that provide students with the confidence and the skill in order to speak English effectively. Some of these problems are mentioned above.

1.8.1. Lack of vocabulary:

Learning a new language needs the knowledge of its vocabulary, and the lack of vocabulary effects on the learning process. Richards and Renandya, (2002: 255) state that "Vocabulary is one of the core components of language proficiency and determines how well learners speak, listen, read and write". In other words, vocabulary is important in order to learn a new language and be a professional at it. In speaking classes students face some difficulties when they try to speak and

share their ideas, this is because of a lack of vocabulary, they can't find words to express what they want to say.

1.8.2 Grammar mistakes:

Grammatical rules are one of the main difficulties may student face in speaking the English language, and students usually make mistakes in certain grammatical rules when they speak, and this may affect their participation in the class.

1.8.3 Pronunciation problems:

Speaking the English language requires a good pronunciation to be understood by others. Usually, students face some problems in speaking when they don't have great knowledge about the sound system. They should focus on the knowledge of phonology and the phonetic system of the English language to achieve the goal of good speaking. Additionally, the correct pronunciation is important, especially in speaking English. In addition to that, the significant fact about pronunciation is that it is not something that can learn but it's a physical skill that needs to practice and master regularly.

1.8.4 Lack of confidence:

According to (Juhana, 2012: 102): "It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers". In this case, students feel worried that they will be criticized or they will lose face if they commit an error while producing a sentence. In other words, students need the self-confidence when they want to speak effectively. According to (Kakepoto, 2012: 71): "Confidence is an essential aspect of any good presentation. It provides impetus to speaker to communicate his or her ideas effectively".

1.8.5. Fear of making mistakes:

Making mistakes is an essential part of learning a language. Usually, many students feel embarrassed and scared to make mistakes when speaking English. This fear of making mistakes can lead to lack of motivation and a deficiency in participation, and all of that leading to slower the progress and missed opportunities.

1.9. Activities to Improve Students' Speaking Skill:

Speaking activities are very important in the learning process which they may serve the teaching/learning goal of proficiency. Usually, classroom activities provide opportunities to the students to practice real life language. As Thornbury (2005: 90) says that "…. classroom speaking activities that involve minimal assistance, where learners can take risks and boost their confidence, provide an important launch pad for subsequent real world language use". Also, Platt and Weber (1985: 289; cited in Lee, 2000:31) add that "the use of variety of different tasks in language teaching is said to make language teaching more communicative […] since it provides a purpose for classroom activity".

There are many classroom activities which teachers can use it in order to help students improve their speaking skill. Some of these activities are mentioned below:

1.9.1 Information gap activities

Information gap activities are communicative activities for two or more speakers who have different parts of information. Besides, there are many information gap activities; one of these activities is called 'Drawing Dictation'. In this activity student divides into pairs, one of them draw a simple image without his or her partner looking at the drawing. Next, the one who has the image will describe it to his or her partner who should follow the description and ask questions until he

or she reproduces the image of the first student in the pair. Generally, information gaps can help students become successful as speakers, as they would be able to collect and give information in different contexts, used in everyday situations.

1.9.2 Role-play

Role-play is an activity that helps the students to boost their imagination and to develop language and communication skills. Richards and Schmidt (2002: 460) indicate that "in language teaching drama-like classroom activities in which students take the roles of different participants in a situation and act out what might typically happen in that situation. For example, to practice how to express complaints and apologies in a foreign language, students might have to role-play a situation in which a customer in a shop returns a faulty article to a salesperson". Essentially, it is the practice of having students take on specific roles (usually ones with which they are not familiar) and act them out in a case-based scenario for the purpose of learning course content or understanding "complex or ambiguous concepts" (Sogunro, 2004: 367).

1.9.3 Simulation

Simulation is very similar to role-play it is more elaborate than role-play. The simulation aims to provide an experience as close to the 'real thing' as possible. According to Richards and Schmidt (2002: 487), simulation is: "classroom activities which reproduce or simulate real situations and which often involve dramatization and group discussion. In simulation activities, learners are given roles in a situation, tasks, or a problem to be solved, and are given instructions to follow. The participants then make decisions and proposals. Consequences are "simulated" on the basis of decisions the participants take. They later discuss their actions, feelings, and what happened".

1.9.4 Discussion

Discussion is one of the activities which can help in improving students' speaking skill. Richards and Schmidt (2002: 164) define discussion as: "an approach of teaching which consists of a goal-focused group conversation involving either group of students or the whole class, and which usually involves interaction about the subject matter between a teacher and students". In other words, it is a chance for students to talk and discuss things they really care about. Moreover, the discussion is a great way to practice fluency and improve students' confidence in speaking. Littlewood (1981: 47) confirms that: "discussion provides learners with opportunities to express their personality and experience through the foreign language". Moreover, Harmer (2001: 350-351) asserts that: "discussion activities are considered the most useful and interesting form of oral practice in the classroom", since it offers chances for students to exchange their thoughts, talk about their experiences and express their opinions to Improve their communicative ability when using the English language.

1.10 The Role of The Teacher

In order to help students in learning speaking skill effectively, teachers need to play a number of different roles in the classroom to help their students overcame speaking problems, by providing a series of speaking activities which enhance the progress of the students in the learning process. However, Harmer (2001: 275-76; cited in Djehiche, 2015: 18) suggests three important roles have particular relevance which the teacher needs to play them in order to get students to speak fluently:

- **Prompter:** sometimes, students may experience moments of confusion while speaking, where they struggle to come up with their next words or lose their fluency. In this case, the

teacher's role is to provide assistance by offering suggestions that allow the activity to continue without disrupting the ongoing discussion or removing students from their designated roles.

- **Participant:** teachers have the option to actively engage in discussions or role-plays, aiming to introduce new information that helps the progression of the activity, they can ensure the ongoing participation and involvement of students while fostering a creative atmosphere throughout.

- **Feedback provider:** during speaking activities, it is important for teachers to provide gentle and constructive corrections to students. This approach can assist students in overcoming misunderstandings and hesitations effectively. Furthermore, once students have finished an activity, it is better to give them the opportunity to evaluate their own performance and reflect on what they have accomplished.

1.11 Assessing Speaking

Brown (1990: 4) defines assessment as: "an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance". That is to say, assessment is a part of teaching and learning in the classroom which used for estimate the students' performance. Moreover, assessment is a process of gathering, interpreting and using information about learning. The process of gathering can take many forms, such as tests to performances or work samples. The interpretation usually involves some forms of measurement or coding and their use leads to decisions about teaching and learning.

Additionally, In the classroom assessment, teachers can discover the weaknesses and strengths of their students; in this case they can provide specialized academic support, educational

programming, or social services in order to help their students. Also, assessment provides an overview about the effectiveness of the instructional system and gives feedback to the students about their progress. Usually, speaking assessment occur through the interaction, as Thornbury (2005: 124-25) claims that:

> *"Assessment can take place at the beginning and at the end of the most language courses, as well as at various times during the course itself. At placement, an assessment of learners' speaking skill can be done by means of an interview that includes different oral tasks. A placement test that includes no spoken component provides an inadequate basis for assessing speaking, and the same can be said for any test of overall language proficiency, whether it aims to test progress during the course, or achievement at the end".*

That is to say that, assessment in language courses is typically conducted at the beginning and end of the course, as well as periodically throughout. During placement, speaking skills can be assessed through interviews with diverse oral tasks. It is insufficient to assess speaking solely based on a placement test that lacks a spoken component. Similarly, any test measuring overall language proficiency, whether assessing progress during the course or achievement at the end, would be inadequate without considering speaking skills.

Conclusion

As a productive skill, speaking is a skill which students should master it in order to share knowledge easily. Also, it helps in evaluating the students' proficiency in foreign language learning. In addition to the other skills, speaking should be one of the basic curriculum designs of second or foreign language teaching. Learning to speak entails learner's engagement in communicative situations so that they will activate their speaking capacity. This chapter provides an overview of speaking skill, and its important in teaching and learning a second or foreign

language. Also, it tried to highlight the speaking elements and speaking difficulties which students may face in participating in classroom activities. Moreover, this chapter illustrated some speaking activities which help students improve their speaking skill in order to be confident speakers.

Chapter Two: The Blended Learning in EFL Context

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Introduction

It is important to understand the students' learning process in order to improve their quality of learning. In this case, learning considered as a process of changing behavior through the experience, also it is considered as a quantitative expansion in knowledge, skills and methods… etc. In addition to that, learning has a variety of strategies and approaches which facilitate the learning process to the learners. Over the last few decades, and with recent development in technology a new approach of learning has emerged and contributed to the emergence of many changes on the level of education. This approach combines the traditional education system with the online system, which based on the use of technology as a means of learning. Blended learning is considered as one of the useful approaches which helps in improving the quality of education by providing a comfortable environment to learn easily and effectively. This chapter focuses on learning in general and blended learning in particular. It highlights the definition of learning and blended learning. Besides, it illustrates the origins of blended learning, combination between traditional and online education, models and ingredients of blended learning. Also, it sheds light on the characteristics of blended learning and its advantages and disadvantages. Last and not least, it clarifies the importance of blended learning and its relation to the speaking skill.

2.1. Learning Definition

Learning is an ongoing process that occurs naturally throughout life and not only in the classroom. In other words, learning is the process of acquiring new knowledge, behaviors, skills and attitudes through experience, observation, study, and instruction. It involves a change in one's behavior or understanding as a result of experience or instruction. Learning can occur consciously

or unconsciously and can be intentional or unintentional. It is a fundamental process for humans and many other animals to adapt to their environments and improve their abilities to interact with the world around them. In this case, learning is the acquisition of information, knowledge, skills and methods that the person receives it through the interaction with the environment. According to Richards and Schmidt (2002: 298): "the process by which change in behavior, knowledge, skills, etc, comes about through practice, instruction or experience and the result of such a process". In addition, learning is defined as "a permanent change in behavior as a result of experience, and the behavior includes both of the external and internal actions of the individual which are observed and remain unobserved by the outside world" (Thorndike, 1928: cited in Behlol and Dad, 2010: 232).

2.2. Blended Learning Definition

Blended learning also known as "hybrid learning", is an educational model of teaching in both a traditional classroom setting and an online learning environment. The concept of blended learning has been around for many years, but it has gained great popularity in recent time due to the increasing use of technology in education. It refers to the integration of the traditional face-to-face learning and online learning. In the other hand, it is a new approach of learning which provides innovative educational solutions through an effective combination of traditional classroom teaching with online learning and activities. In fact, the term blended learning was established at the beginning of the 21st century since this terminology was a substantially long time ago in the early 20th century. According to Koşar (2016: 737): "blended learning is a combination of instructional modalities, delivery media; instructional methods and web-based technologies". In other words, it is the integration of traditional learning methods with modern methods based on using technologies. (Graham, Allen, and Ur, 2003 cited in Graham, 2006: 04) states that "there are a variety of definitions which have been classified for blended learning, but the most of them they

are just variations of the following three common themes: combining instructional modalities (or delivery media), combining instructional methods, combining online and face-to-face instruction". Also, he claims that both of the first and second themes define blended learning so broadly that almost all learning systems would include within them. While the third theme is more accurately reflects the historical emergence of blended learning. Graham described blended learning as: "a combination of face-to-face learning settings, where students and teachers meet in the same place, precisely in the classroom, to study, and communications technology-based settings, where students and teachers can communicate remotely". That is to say that, the concept of blended learning supports the idea that learning does not occur only one time in a particular place such as the classroom, but it is an ongoing process that happens in anytime and anywhere.

2.3. The Origins of Blended Learning

With the evolution of technology, many changes have occurred in the field of education, and the use of technology in teaching and learning has changed the educational filed and contributed to the emergence of new methods that help the educators in teaching and learners to absorb the information better. The concept of blended learning can be traced back to the early 1990s, when the concept of computer-mediated communication (CMC) emerged as a potential tool for improving education. According to Friesen (2012: 1): "blended learning appears to have been in use since the popular advent of the Internet and the World Wide Web in the late 1990s". However, like many other Internet buzzwords around this time (e.g., new economy, e-learning), its precise connotations have changed and subsequently converged and stabilized. Also, he added that: "from 2006 to the present, blended learning has been understood as a combination of face-to- face and technology-mediated instructional forms and practices". Another opinion, According to Jayanthi (2019: 392):

"Blended learning can be dated back to the 1840s. Where Sir Isaac Pitman launched the first distance education course. Though there were other variations on the concept prior to Pitman's, his was to resemble distance learning as what is known today. He sent shorthand texts to his students via mailed postcards and they were required to send them back to be graded and corrected".

2.4. Traditional Education vs Online Education

Traditional education refers to the form of education that takes place in a physical classroom setting, where students attend classes and interact with teachers and classmates face-to-face. Online education, on the other hand, refers to the form of education that takes place in online, using internet-based platforms and tools.

Both traditional and online education have their respective advantages and disadvantages. Some advantages of traditional education include:

- Face to face interactions with teachers and peers.

- Access to libraries and research materials.

- provides students with a fixed schedule and specific periods dedicated exclusively to learning.

Some disadvantages of traditional education include:

- Limited flexibility in terms of time and location.

- Higher costs associated with education; it means that it is expensive for some students.

- Self-discipline and boring routine; in other words, classes take place a whole day with minimum break time which makes the student getting bored.

Some advantages of online education include:

- Efficiency, online learning offers teachers an efficient way to deliver lessons to students.

- Lower overall cost compared with traditional education; it means that it is not expansive for student to attend online classes.

- Accessibility of time and place, it allows students to attend classes from any location of their choice.

Some disadvantages of online education include:

- Limited opportunities for face-to-face interaction with teachers and peers.

- Not all majors are available, there are some majores which require to attend to their classes.

- The potential for technical difficulties and networking challenges.

Finally, the decision between traditional and online education will depend on individual preferences and circumstances. Both forms of education can be effective, and many students choose a combination of both through blended learning models.

2.5. Models of Blended Learning

There are several models of blended learning, each with its own unique features and benefits. Staker and Horn (2012: 2), categorize blended learning into four models: rotation, flexible, a la carte, and enriched virtual. The rotation model includes four sub-models: station rotation, lab rotation, flipped classroom, and individual rotation.

2.5.1. Rotation model

This model involves students rotating between different learning modes, such as online learning, group work, and direct instruction. For example, students might spend a certain of time working on computers, then move to working with a teacher, and then move on to group work or independent study. Typically, there are four types of rotation model that have been discussed: station rotation, lab rotation, flipped classroom, and individual rotation.

2.5.1.1. Station rotation: is a teaching method in which students rotate between different stations or learning activities within a classroom. Each station typically focuses on a different aspect of the lesson or subject, such as independent reading, group work, or computer-based activities. Students move from one station to the next in a predetermined order, spending a set amount of time at each station.

2.5.1.2. Lab rotation: this model is the same as the Station Rotation, except that student rotate to a computer lab for the online-learning station (Staker & Horn, 2014: 7).

2.5.1.3. Flipped classroom: the flipped classroom involves reversing the traditional roles of classroom time and homework assignments. In a flipped classroom, students are required to complete preparatory work, such as reading or watching online videos, at home before attending the classroom. Then the classroom time is used for more interactive and collaborative activities such as discussions, problem-solving, and projects.

2.5.1.4. Individual rotation: a course or subject in which each student has an individualized playlist and does not necessarily rotate to each available station or modality. An algorithm or teacher(s) sets individual student schedules (Staker & Horn, 2014: 8).

2.5.2. Flex model:

In this model, students have control over their learning pace, schedule, and location. Students are given access to online resources and are expected to complete assignments and assessments on their own. Teachers are available to support students, but the learning is largely self-directed.

2.5.3. La carter or self-blend model:

In this model, students take a few online courses to supplement their traditional classroom education. For example, a student might take an online course in a subject that is not offered at their school, or to get ahead in a particular subject. Staker & Horn (2014: 9) point out that: "this model differs from full-time online learning because it is not a whole-school experience in which students can take some courses a la carte and others by face-to-face at schools".

2.5.4. Enriched virtual:

It is an educational model that blends traditional face-to-face instruction with online learning experiences. In this model, students attend school for a portion of the day and engage in online learning activities for the remainder of the day. Online learning activities might include interactive assignments, online discussions, or virtual labs.

2.6. Ingredients of Blended Learning

The ingredients of blended learning may vary depending on the specific program and its objectives. While Carman (2005: 2), points out five key ingredients emerge as important elements of a blended learning process:

1. Live events: synchronous, instructor-led learning events in which all learners participate at the same time, such as in a live "virtual classroom".

2. Online content: learning experiences that the learner completes individually, at his own speed and on his own time, such as video lectures, online quizzes, and interactive learning activities provide students with opportunities to learn and engage with the course material outside of the classroom.

3. Collaboration: environments in which learners communicate with others, for example, e-mail, threaded discussions and online chat. In other words, Environments which can provide opportunities for students to work together on group projects, assignments, and discussions.

4. Assessment: a measure of learners' knowledge. Pre-assessments can come before live or self-paced events, to determine prior knowledge, and post-assessments can occur following scheduled or online learning events, to measure learning transfer. Assessment can include a variety of assessment and feedback mechanisms, such as quizzes, tests, and essays, as well as feedback from teachers and peers.

5. Performance support materials: it is an important ingredient of blended learning which promotes "learning retention and transfer" to the work environment. It includes printable references, job aids, and personal digital assistant.

2.7. Characteristics of Blended Learning

According to Lalima & Dangwal (2017: 132) "there are several characteristics of blended learning which teachers should know and take it into consideration before using blended learning in EFL classrooms". Some of them are mentioned below:

1. "Students have the option of the two modes" it means that students are free to choose either the traditional mode of learning in the classroom where they can get personal interaction with the teacher and their classmates, or choose the online mode supported teaching learning.

2. "Teachers are well versed with both the modes" that is to say that teachers should be highly adaptable and with using technological tools and platforms in blended learning. In addition to that teacher in a blended learning environment should be able to effectively facilitate learning via multiple modes of delivery, such as face-to-face and online. Teachers should be able to create effective lesson plans and learning activities that can be delivered both in the classroom and online. This requires a high level of pedagogical knowledge and creativity to ensure that students are engaged and learning effectively across all modes of instruction.

3. "Students get face to face interaction as well they interact in virtual space" students get plenty of time to interact with other students who are in the same course, by having the opportunity to interact with them in both physical and online environment. This means that students get the benefits of having both face-to-face interactions and online interactions with their classmates while continuing their studies. In this case students are able to expand their understanding and knowledge, as well as develop relationships with people from diverse cultures and countries.

4. "Students get full experience in using new technology" blended learning provides students with the opportunity to experience the use of new technologies that allow them to explore and use various technological tools and software, and also helps them to have a better understanding of how technology can be used for their benefit.

5. "Diverse role of teacher" the role of a teacher changes in blended learning, where the teacher takes on multiple roles beyond the traditional one. In traditional classrooms, the teacher typically

plays the role of a knowledge provider, delivering lectures and instructing students on course material. In blended learning, however, the teacher takes on different roles, including that of a motivator, a resource person, an organizer, and a developer. In other words, by taking on these diverse roles, teachers gain a greater level of freedom and flexibility in their teaching approach. They are able to explore new areas and experiment with different techniques, which can enhance their professional growth.

6. "It provides multicultural and multidimension approach to teaching learning process" it means that blended learning can provide students the opportunity to communicate and collaborate with other students from different parts of the world, it can provides also a multicultural and multidimensional approach to the teaching and learning process. In addition to that, blended learning can bring a multidimensional and interdisciplinary factor to the teaching and learning process.

2.8. Advantages and Disadvantages of Blended Learning

Blended learning, also known as hybrid learning has become increasingly popular in recent years, and as every strategy has its own advantages and disadvantages.

2.8.1. Advantages of blended learning:

1. Increased engagement: blended learning can raise student engagement by using a variety of learning methods and online tools, such as videos, interactive activities, and online discussions. This can help to keep students interested and motivated during the session.

2. Flexibility: blended learning offers students the flexibility to learn at their own spaces or any location they choose, and on their own schedule. This can help students who may have work or family obligations and it is hard for them to attend traditional classes.

3. Accessibility: blended learning can make the learning process more accessible for students who live far away and they cannot attend to the classroom sessions.

There are as well other advantages that have been identified by different researchers. As Jayanthi (2019: 394): offered four advantages of blended learning:

- It can keep students focused for longer periods of time.

- It makes students more excited to learn.

- It enables students to learn at their own pace.

- It prepares students for the future.

While Graham (2006; cited in Avazmatova, 2020: 508) state that three main reasons why the blended learning is recommended:

a) Boosting up the effectiveness of education.

b) Increased access and convenience.

c) Greater cost-effectiveness.

2.8.2. Disadvantages of blended learning:

According to Rao (2019: 4), blended learning as any methods has its disadvantages which can be listed as follow:

- Blended Learning may have disadvantages in technical aspects, if it is not properly planned and executed, as it depends on the technical resources or equipment.

- Ineffective use of learning technology tools can waste resources.

- It can be a challenge for group work because of difficulties with management in an online setting.

- It is observed that providing effective feedback is more time-consuming and more expensive.

2.9. The Importance of Blended Learning

Blended learning is an approach that combines traditional classroom teaching with online or digital learning. In this case, there are many reasons that an instructor, trainer, or learner might pick blended learning over other learning options. (Osguthorpe and Graham 2003; cited in Graham 2006: 8) identify six reasons why one might choose to design or use a blended learning system:

- Pedagogical richness
- Access to knowledge
- Social interaction
- Personal agency
- Cost effectiveness
- And ease of revision

Also, he adds that Graham, Allen, and Ure (2003, 2005; cited in Graham 2006: 8) found that "overwhelmingly, people chose BL for three reasons: (1) improved pedagogy, (2) increased access and flexibility, and (3) increased cost-effectiveness".

2.10. Blended Learning and its Relation to Speaking Skill

In a context where English is taught as a foreign language (EFL), the ability to speak English fluently and effectively is considered as one of the important skills that learners should focus on mastering and improving. "The lack of speaking opportunities is one of the major problems in English speaking interaction" Chen (2015: 88). Blended learning allows students to engage with course materials, activities, and assessments, through various digital technologies such as videos,

chat rooms, threaded discussions, virtual classrooms, and interactive quizzes, as well as face-to-face classes, workshops, and tutorials. In addition to that, it has the potential to improve students speaking skills by providing opportunities for them to practice their speaking inside and outside the classroom. For example, students can connect with their instructors about projects, announcements, tests, lessons, and whatever they want to clarify by using online tools and resources such as video-conferencing, voice recording, and virtual conversations, which can allow students to interact with their classmates and instructors, this provides opportunities for them to practice and improve their speaking skills. Meanwhile, face-to-face classes and workshops can provide students with additional opportunities to engage and interact in group discissions, presentations, and other speaking activities which require face-to-face interaction. Syaifudin (2017: 31) says that: "online and face-to-face learning will assist students by solving their problems during learning the speaking skill".

Conclusion

With the prevalence of technology in the 21st century, a new approach of teaching has emerged and changed the way of teaching and learning in the world. Blended learning is an approach that provides effective solutions through a combination of traditional classroom with online learning and online activities for teachers and students. This combination of face-to-face and online teaching and learning has its effect on students learning and even on their speaking skill improvement. This chapter provides an overview of learning in general and blended learning in particular. Also, it highlights the definition of blended learning and its origins. Besides, it shades light on the difference between traditional and online education. In addition to that, it tried to highlight the modals, the ingredients, characteristics, advantages, and disadvantages of blended

learning. Moreover, this chapter illustrated the importance of blended learning and the relationship between blended learning and the speaking skill.

Chapter Three: Methodology and Results

Chapter Three: Methodology and Results

Introduction

This chapter is devoted to the practical part of the research work. It highlights the steps and the research tools used in carrying out the study attempts. It describes the target population and the tools of research namely students' questionnaire, and teachers' questionnaire.

3.1. Research Design

3.1.1. Tools of research

The research methodology used in this study is one of the most common types of research which is the descriptive correlational design. To describe and explore the various attitudes towards the implementation of blended learning and their associations with improving students' speaking skill. It is worthwhile to provide definitions for the terms descriptive research and correlation research.

Descriptive research "is a label given to those studies which aim at describing a social phenomenon by describing the relationship among variables in a target population. Descriptive research is non-experimental in nature and therefore does not aim at establishing a cause-and-effect relationship among variables". (Riazi2016:88; cited in Hamlaoui, 2021:32).

While correlation research refers "to the relationship between two or more variables. It is one of the most commonly used and very useful types of statistical analysis in quantitative research". (Riazi, 2016: 64; cited in Hamlaoui, 2021:32).

3.1.1.1. The questionnaire

According to Brown (2001: 6; cited in Sabo, 2019: 4) "questionnaire is any written document that provide respondents with a sequence of questions or statement in which they are to respond either by writing out their answers or choosing from an already existing or given answers". In other words, questionnaire is defined as the research mechanism containing of chain of questions for the purpose of assembling information and data from the people.

In addition to that, Nunan (1992: 143), "the questionnaire is relatively popular means of collecting data. It enables the researcher to collect data in field settings, and the data themselves are more amenable to quantification than discursive data such as free field notes, participants observers' journals, the transcripts of oral language".

3.2. The Target Population

In each research, the participants are regarded as one of the most crucial elements in any research study. In this vein, According to Marczyk et al. (2005: 18), "the term population refers to the sum of individuals who are of interest to the researcher. These individuals are of the same type" (Cited in Labiod, 2007: 83). In similar vein, Y.K. Singh (2006 :82) provide e the following definition: "population or universe means, the entire mass of observations, which is the parent group from which a sample is to be formed. The sample observations provide only an estimate of the population characteristics" (cited in Kahi and Rouai, 2021: 46). Therefore, it is worth to mention what is meant by sample, (Labiod, 2007: 84) sates "The sample is a sub-set selected from a target population. The researcher cannot conduct his investigation on the whole population for some logical reasons".

The population in the present study is represented by first year master students of English at the Department of Letters at the University of Ouargla, Algeria, within the academic year

2022/2023 and it is represented by students making up three specialties where female students are outnumbered male students.

3.2.1. The students

First year Master students of English, at the University of Ouargla Department of English, make up the entire population of our present study. It is composed of a sample of (35) students, from a total population of about (284) students.

3.2.2. The teachers

The study participants are the sample of three (3) teachers of oral expression at the University of Ouargla. They selected randomly and the reason behind this choice is to explore their attitudes towards the implementation of blended learning in oral classes.

3.3. Research Instruments

3.3.1. Description of questionnaires

In this study, two questionnaires have been used, one for teachers and one for students. The questionnaires contain questions of the multiple-choice type (MCQ), where the teachers/students put a tick in the corresponding boxes after reading the questions carefully, and some of these are open-ended questions where both students and teachers write full answers. The results of the questionnaires serve to explore the effectiveness of blended learning in improving students' speaking skill.

3.3.1.1. Description of teachers' questionnaire

The teachers' questionnaire was designed for teachers of oral expression at the Department of English language at Kasdi Merbah Ouargla. The questionnaire includes (15) questions divided purposefully into Five sections. The first section tackles the personal information about teachers.

The second section deals with teaching the speaking skill. The third section involves questions about blended learning use and its importance. The fourth section is concerned with the teachers' attitudes towards blended learning. The last section gives the teachers the chance to add any further comments or suggestions.

3.3.1.2. Description of students' questionnaire

The students' questionnaire was designed for first year master students at Department of Kasdi Merbah University of Ouargla. It composed of (21) questions divided into three sections. The first section is devoted to personal information about the students, the second section involves questions that tend to elicit the students' attitudes towards oral expression and the speaking skill. The last section aims to gain information about students 'attitudes towards the implementation of blended learning.

3.4. Analysis of The Findings

3.4.1. The analysis of questionnaires

3.4.1.1. The students' questionnaire

Section One: Personal Information About the Students (Q1 to Q4)

Question 01: Gender

The answers show that the majority of the participants are females. Out of the total number of the target population (35), male students are (3) subjects, making up (8.6%). Whereas the rest who were thirty two girls, making up (91.4%). Thus, this result demonstrates that females are more interested in learning foreign languages than males.
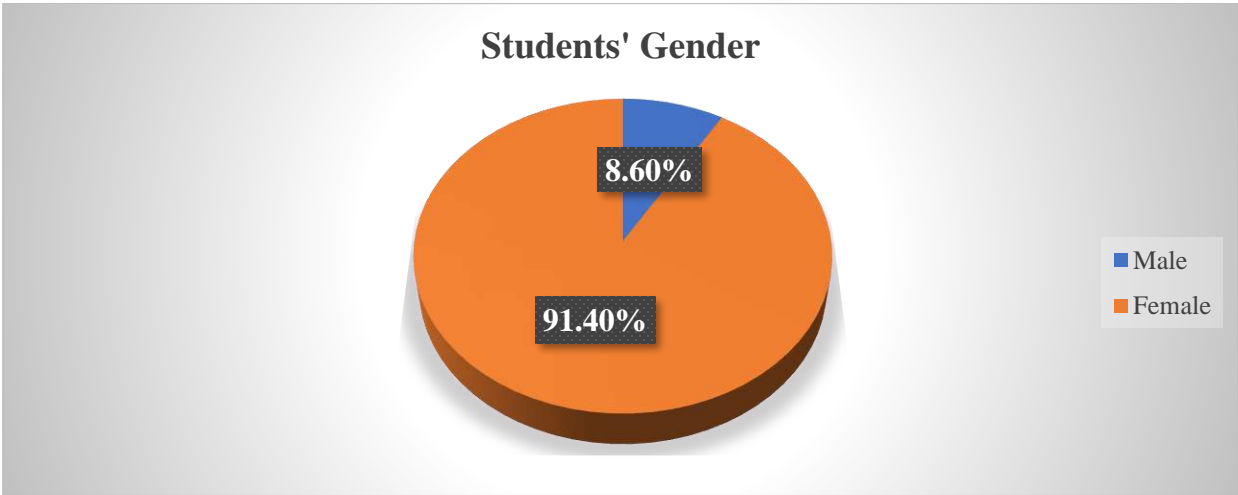
Figure 3.1. Students' Gender

Question 02: Student's age?

The study shows that the age frequency of the students covers adults, their ages are classified into two groups. The first group varies between the age of (21) to the age (23), it represents (94.3%). Whereas the second group over the age of (23) and it represents (5.7%).
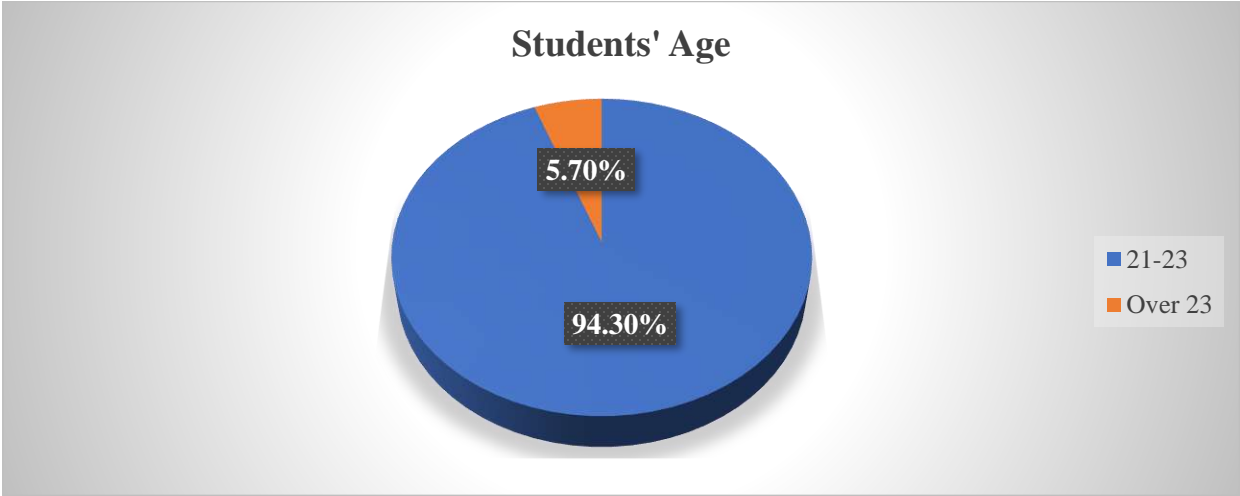
Figure 3.2. Students' Age

Question 03: How many years have you been studying English at the University?

The result of this question shows that (20) of participants have been studying English for four years, making up (57.3%). For those who declare that they have been studying English for five years are (12) participants, making up (34.3%). Two participant (2), making up (5.7%), states that. they have been studying English for six years. The last one is one participant (1) who states that he has been studying English for seven years. The three latter participants are believed that they have repeated one or many years.

Years of Studying English
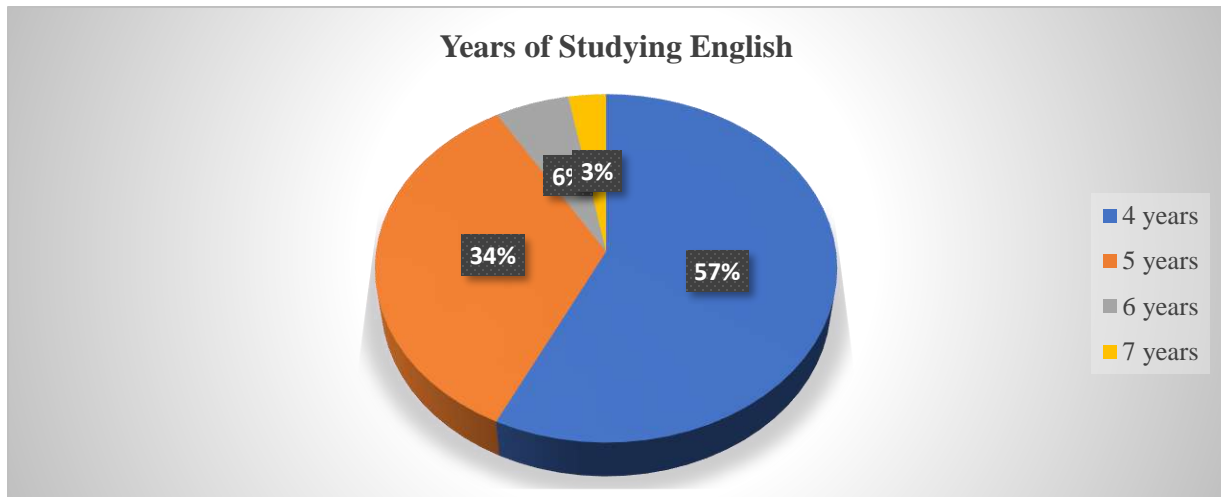
Figure 3.3. Years of Studying English

Question 04: How do you rate your level in English?

The goal behind this question is to know students' considerations to their level in English. It intends to evaluate themselves in English. The table below shows that (77.1%) of the students represent a good level, while (17.1%) of them have an average one. Whereas (5.7%) state that their level is excellent. While no one of them state that his level is fair or poor.
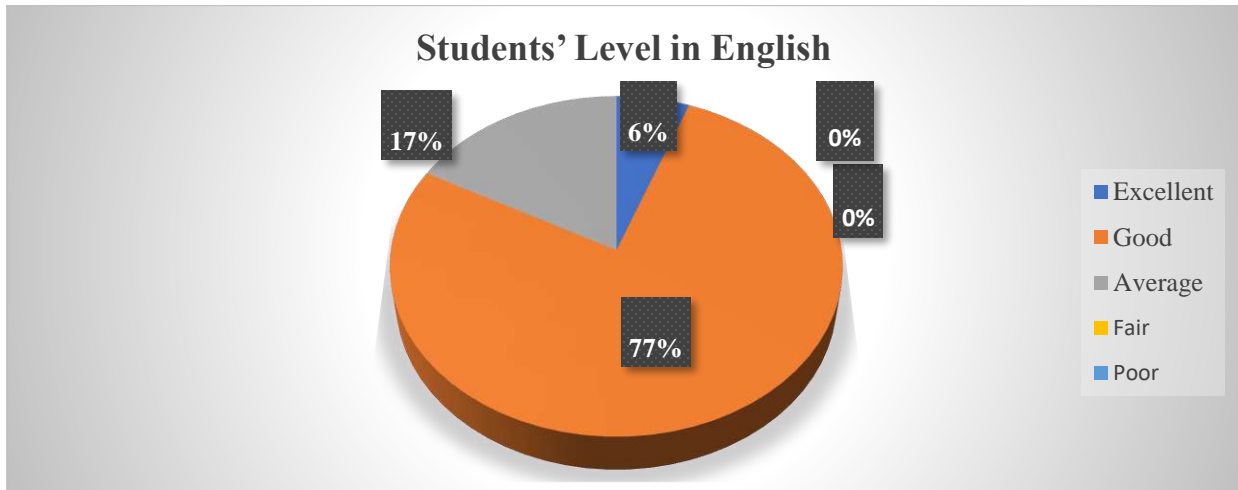
Figure 3.4. Students' Level in English

Section Two: The Speaking Skill (Q5 to Q12)

Question 05: What is your level of proficiency in speaking English?

This question was addressed to students, in an attempt to know their level of speaking skill. (21) participants (60%) states that their level is good in speaking skill. whereas (13) participants (37.1%) claimed that their level of speaking is average. The option poor received only one (1) participant with a percentage of (2.9%). While the options excellent and fair did not receive any participant (0%).
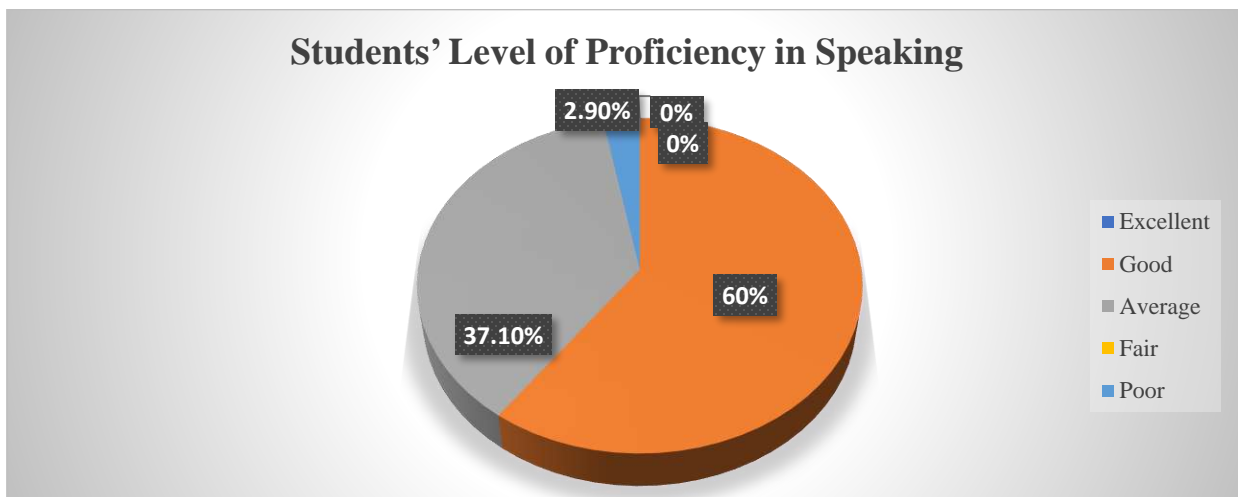
Figure 3.5. Students' Level of Proficiency in Speaking

Question 06: Have you ever taken any English-speaking courses before?

This question explores whether students' have ever taken an English-speaking course before or not. Interestingly, the majority of participants (21) with the percentage (60%) answered that they have taken an English-speaking course before. While (14) participant with the percentage (40%) states that they have not taken any English-speaking course before.
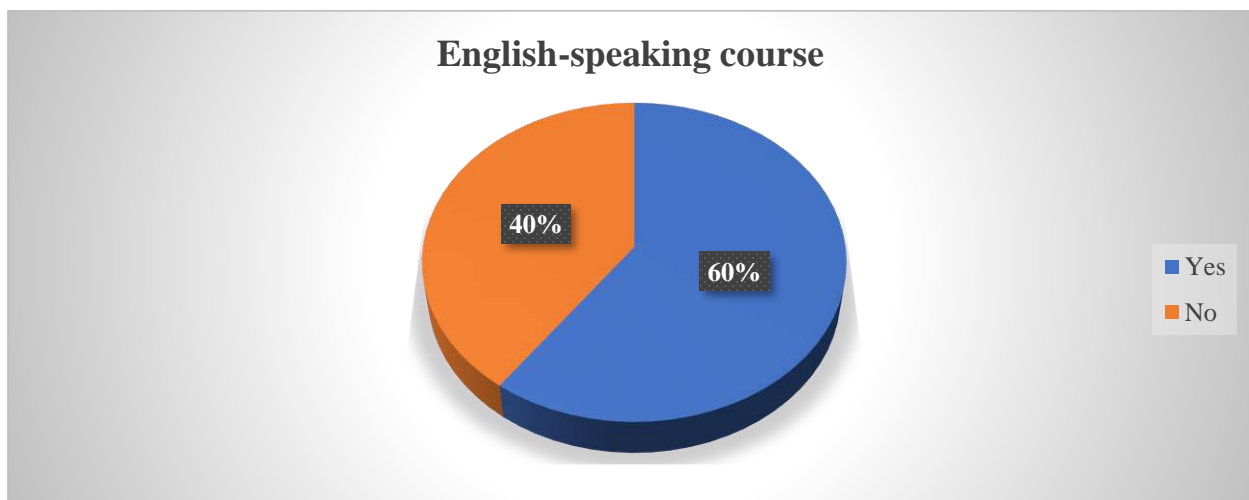
Figure 3.6. English-speaking course

Question 07: Do you face any problem while you are speaking?

This question was addressed to students, in an attempt to know if they face any problem while they are speaking or not, the table shows that all the participants (35) with the percentage (100%) face problem While they are speaking.
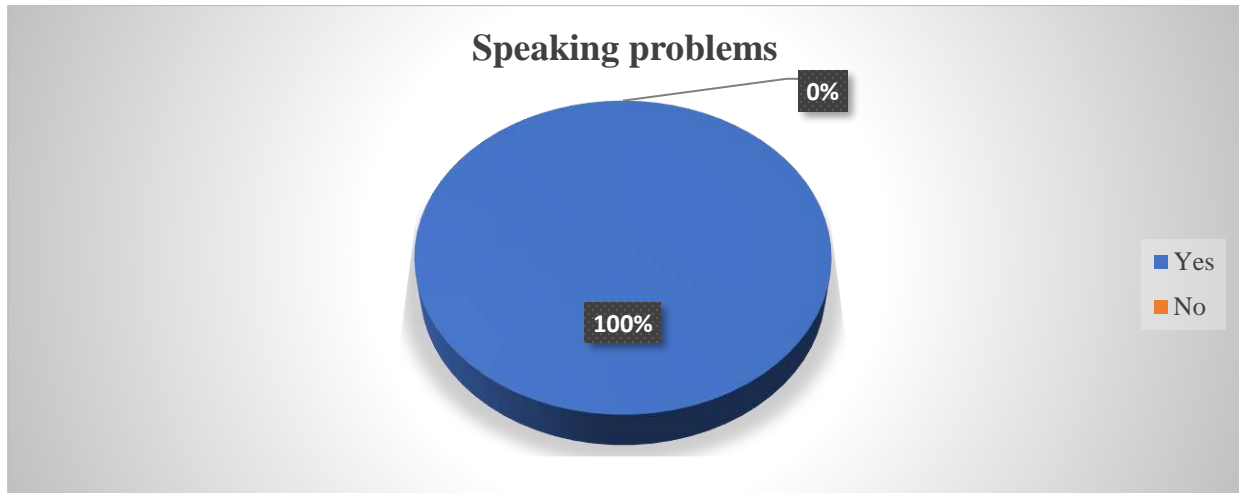
Figure 3.7. Speaking problems

Question 08: Which problems do you face?

This question is a multiple-choice question that allows students to select more than one option. It was addressed to them in an attempt to find out the difficulties they face when practicing their speaking. The findings represented in the table below show that (42.9%) of the participants consider pronunciation difficulties as the most difficult aspect in speaking. While (17.1%) of students reported that they face problems due to teacher's method of teaching. The percentage (14.3%) of students selected that lack of confidence is one of the speaking problems. Whereas, (11.4%) opted the problem of stress, and (8.6%) of participant stated that lack of motivation is one of speaking problem. While the last (5.7%) of participants choose the problem of shyness as one of speaking problems.
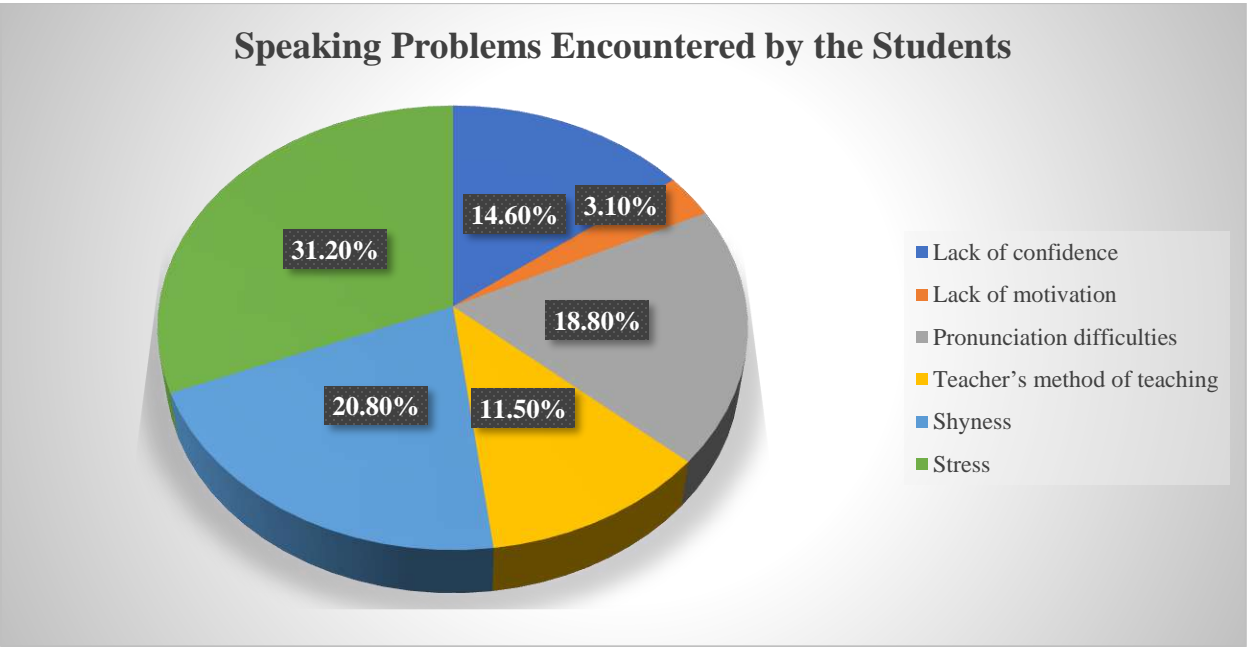
Figure 3.8. Speaking Problems Encountered by the Students

Question 09: One of the difficulties you may face when practicing speaking is the teachers' method.

The aim of this question is to explore whether the teachers' method is considered as a problem encountered by students in improving their speaking skill or not. The result specified that (37.1%) of the participant agree with this idea, while (28.6%) of them are neutral. Other students with the percentage (22.9%) are strongly agree that the teacher's method is a problem faces them in improving the speaking skill. On the other hand, (11.4%) of the participants disagree with this idea. It is worthy to emphasize that the role of teachers in choosing the appropriate methods for their students is very important in helping them develop their speaking.
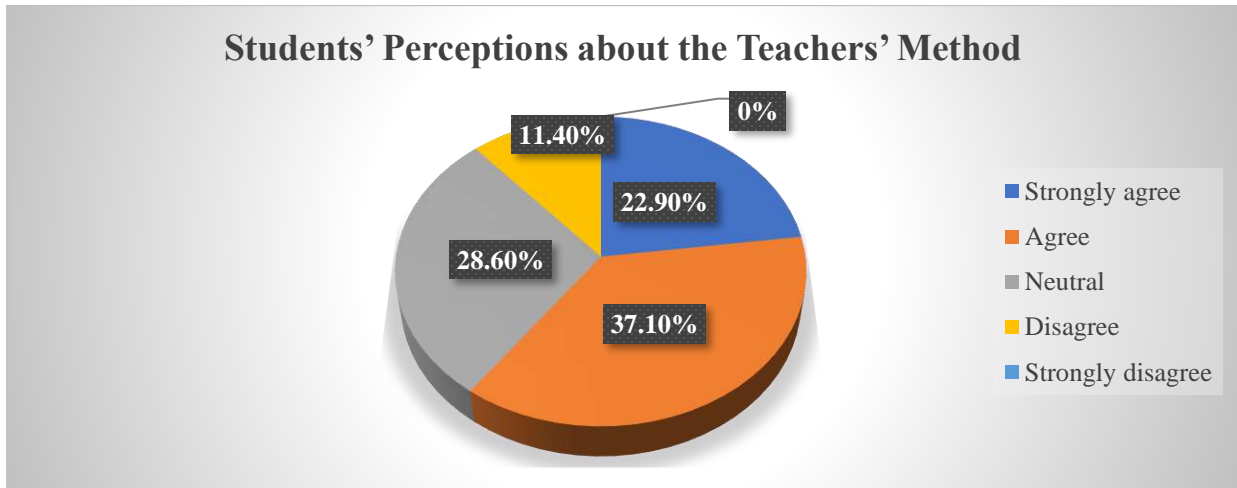
Figure 3.9. Students' Perceptions about the Teachers' Method

Question 10: Which of these techniques does your teacher use in oral expression sessions?

This question is a multiple-choice question that allows students to select more than one option. Students are asked in this question to identify the techniques used by their teachers in oral expression classes. (36.4%) of the participant choose group work, while other with the percentage of (26%) stated that their teachers used individual work. In addition to that, (19.5%) of the students selected discussions, and (15.6%) of them choose dialogues. The last percentage of (2.5%) suggested games as teaching technique that is used in oral expression classes.
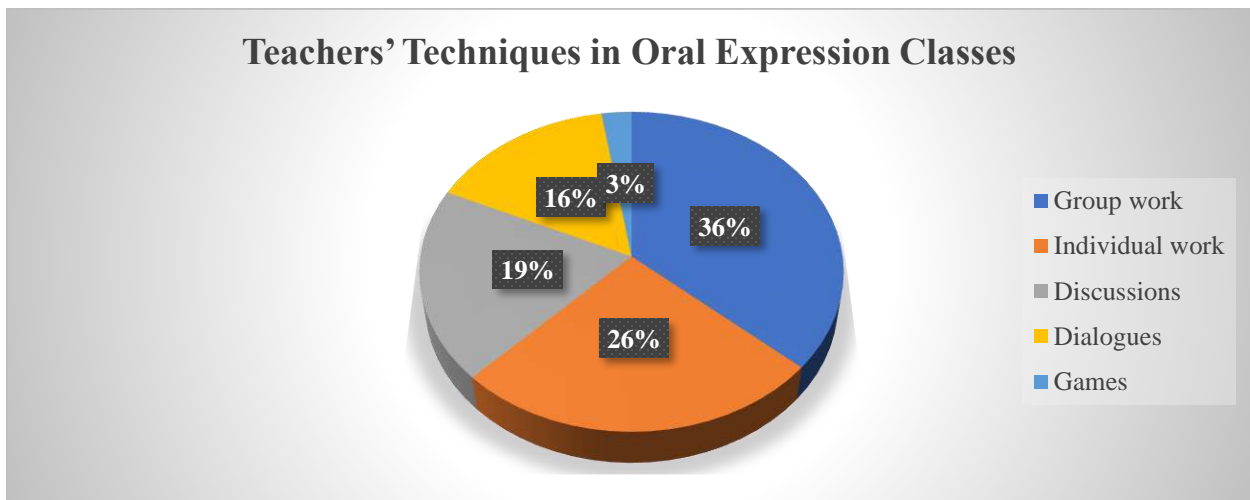
Figure 3.10. Teachers' Techniques in Oral Expression Classes

Question 11: You can describe the methods used by teachers in teaching speaking skill in oral expression sessions as:

This question was asked for a better understanding of the students' opinions about the methods used to teach speaking. The results from the table below shows that (42.9%) of students think that the methods used by teachers in teaching speaking are unworkable. (37.1%) of students think they are useful. Whereas (20%) of them think they are interesting. The students' attention towards teaching methods is significantly higher due to their crucial role in improving their spoken language abilities.
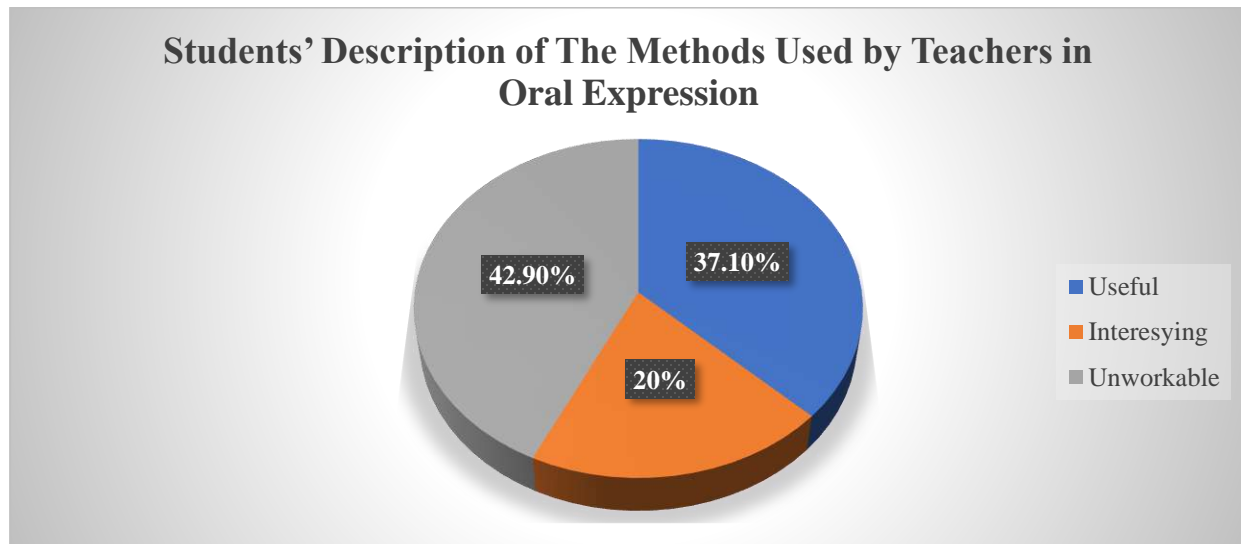
Figure 3.11. Students' Description of The Methods Used by Teachers in Oral Expression

Question 12: Why? (Justification of question 11)

The majority of respondents (15) choose unworkable making up (42.9%), (13) students choose useful making up (37.1%). While (7) students choose Interesting making up (20%). From the justified answers, the most of students who said that the methods used by the teachers are unworkable, they think that these methods are boring, out of creation, cannot meet their needs and

interests and there is no diversity in methods used. For example: "They are not the only methods, they can use more effective ones".

For those who said that the methods used by the teachers are useful, they think that these methods can motivate them to speak and engage in the class and help them practicing their speaking through the participation in these activities.

The rest who said that these methods are interesting, they think that it can raise their speaking level and give them the chance to speak in the classroom.

Section three: Students' attitudes towards blended learning

Question 13: Have you ever used online resources to practice your speaking skills? (e.g., online language learning platforms, language exchange websites, etc.)?

The aim of this question is to explore whether students used technologies and online resources to practice their speaking skill before or not. The results in the table below shows that the majority of participants (30) making up (85.7%) have used online resources before. However, few of them (5) making up (14.3%) answered that they have not used any online resources before.

Figure 3.12. The Use of Online Resources to Practice Speaking Skill

Question 14: How do you feel when technology is used in EFL classes?

The table below shows that the majority of participants (33) with the percentage of (94.3%) feel motivated when technology is used in EFL classes. Whereas, (5.7%) of them selected that they feel boring when technology is used in EFL classes.

Students' Feelings about Technology

0%

5.70%

94.30%

■ Motivated
■ Boring
■ Indifferent
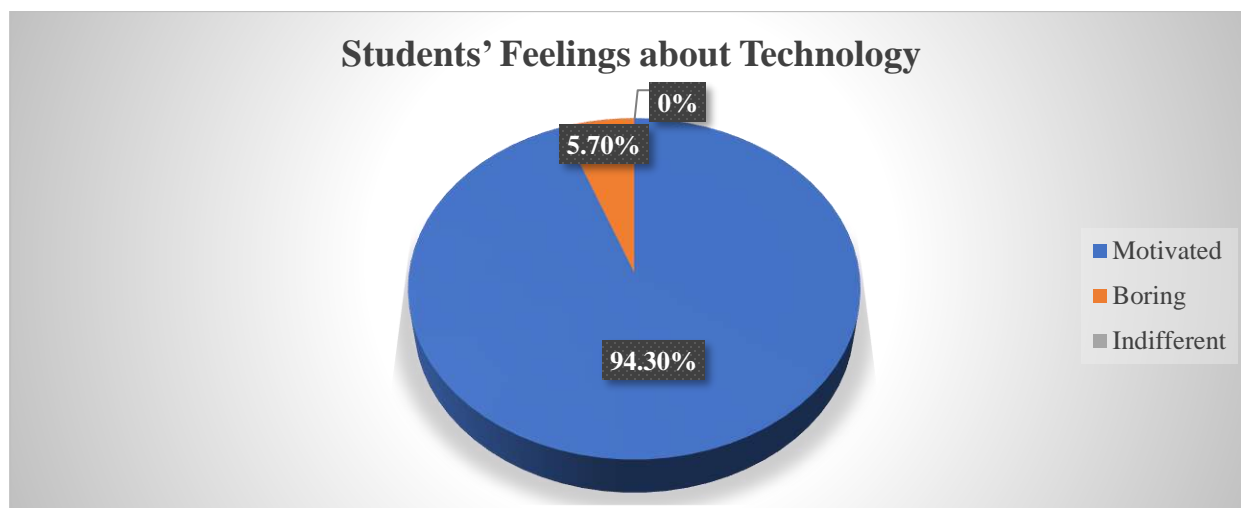
Figure 3.13. Students' Feelings about Technology

Question 15: Please, justify

Students who said that they feel motivated when technology tools are used in EFL classes justify by:

- It is a motivation for learners since we are a digital generation.

- It encourages learning.

- Because nowadays the majority of students used their phones, so this may be helpful for them.

- Because the new generations are interested by technology.

- For example: using songs or videos to learn is more motivated to learn a foreign language.

- Sometimes we can get the idea through technology (video, data show) better than explaining on the board.

- It seems to be something new that grasp the attention of the learner especially this generation is a digital one.

- It makes the learning process very easy and it is more effective in learning something new.

- When we use technology, we're trying a new thing that can facilitate our learning process.

- To keep ourselves updated

The others who said it is boring they answered by:

- It attacks my attention.

- There is no motivation.

Question 16: What do you think about the integration of technology in oral classes?

This question is specifically aims at discovering students' attitudes regarding the effective use of technology in oral expression. The results from this question shows that the majority of students (34) with the percentage of (97.1%) think that the integration of technology in oral classes is beneficial. Whereas, (2.9%) think that it is not useful.
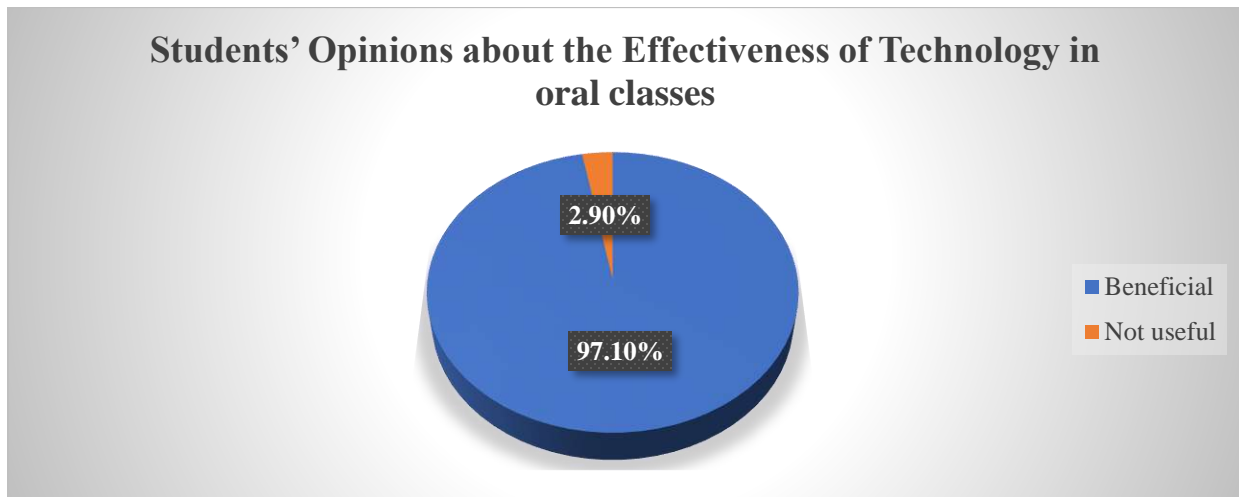
Figure3.14. Students' Opinions about the Effectiveness of Technology in oral classes

Question 17: Do you think that the integration of technologies such as (internet, learning platforms, websites, videos…etc.) in oral classes helps in improving the speaking skill?

This question aims to explore the effectiveness of technology in improving students' speaking skill. The table below shows that the majority of participants (32) making up (91.4%) answered that the integration of technology in oral classes help them in improving their speaking skill. Whereas, a few of them (3) making up (8.6%) answered that it is not helpful. Concerning this question, students were asked to justify how the integration of technology in oral classes can help them in improving their speaking skill. The answers were that the use of technology provides them the chance to attach to the native speakers, in this case they will acquire the right pronunciation and they will be more motivated to speak. In addition to that, they mentioned that technology involves students to speak and express their thoughts since the technology takes an important part of everybody's life even in their responsibilities such as learning.
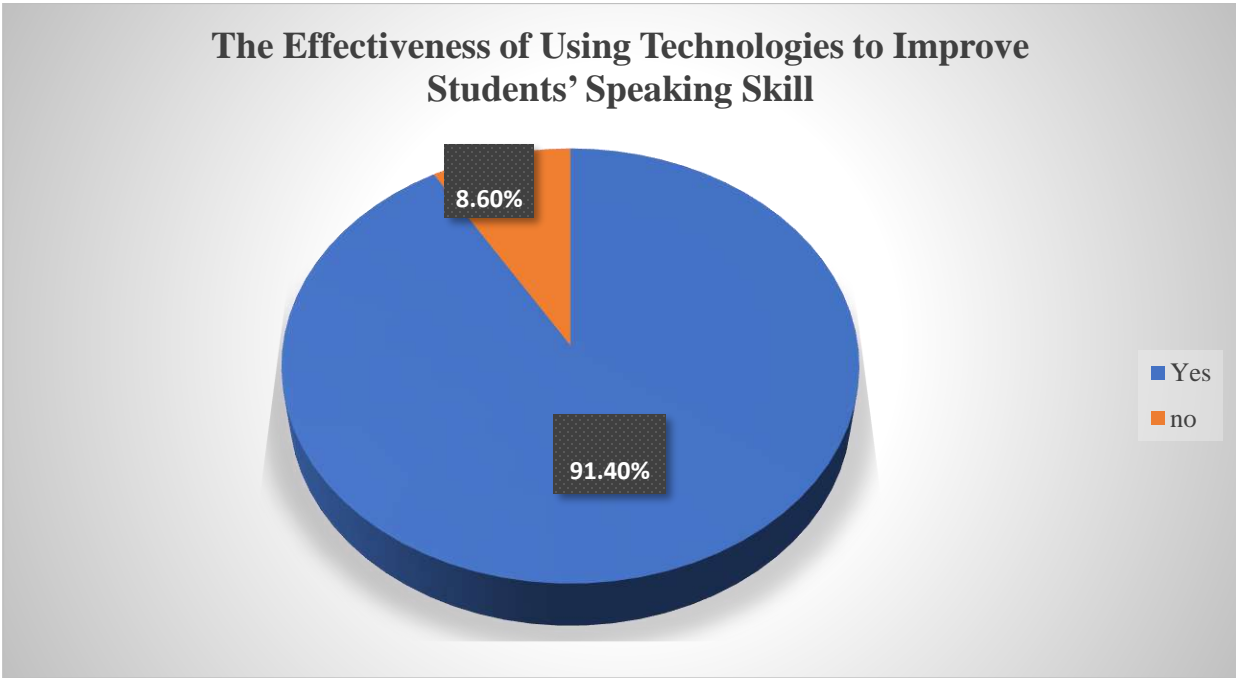
Figure 3.15. The Effectiveness of Using Technologies to Improve Students' Speaking Skill

Question 18: How do you prefer the oral expression subject to be taught?

Concerning this question, students were asked to choose the method they prefer to expression to be applied by their teachers in oral expression subject. As it showed in the table below, (48.6%) of the participants prioritize both face-to- face and online teaching method. Whereas, (45.7%) of them preferred face-to-face teaching. However, a few of them (5.7%) preferred the online teaching. This may shed light on the idea that students prefer to have the opportunity to practice their speaking skill in the classroom and outside.
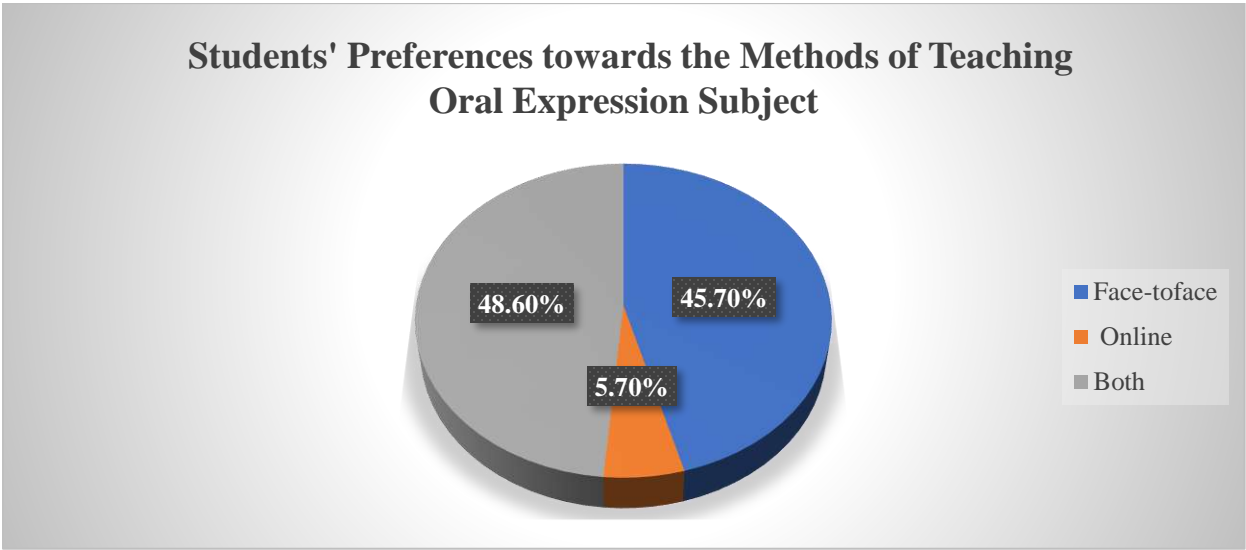
Figure 3.16. Students' Preferences Towards the Methods of Teaching Oral Expression Subject

Question 19: What do you think about the blended learning as a new method to enhance students' speaking skill in higher education?

This question aims to explore students' points of view about whether blended learning is beneficial for them to improve their speaking skill or not. The table below shows that the majority of the participants (30) making up (85.7%) stated that blended learning as new method is beneficial to them to improve their speaking skill. While only (5) of them making up (14.3%) claimed that blended learning as a new method is unworkable.

Students' Perceptions about Blended Learning in Enhancing their Speaking Skill in Higher Education

14.30%

■ Benificial
■ Unworkable

85.70%
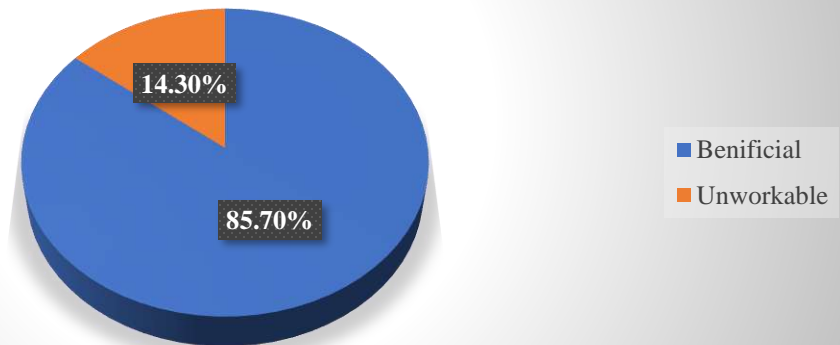
Figure 3.17. Students' Perceptions about Blended Learning in Enhancing their Speaking Skill in Higher Education

Question 20: The implementation of blended learning will give you more chance to practice your speaking skill:

This question aims to explore students' points of view towards the implementation of blended learning and its benefits in providing them the chance to practice their speaking skill. The results in the table below shows that (15) of the participants with the percentage of (42.9%) are strongly agreed that blended learning give them the chance to practice their speaking skill. While (13) of them making up (37.1%) agreed about that. However, (13) making up (11.4%) of them are neutral, and only three making up (8.6%) are disagree.
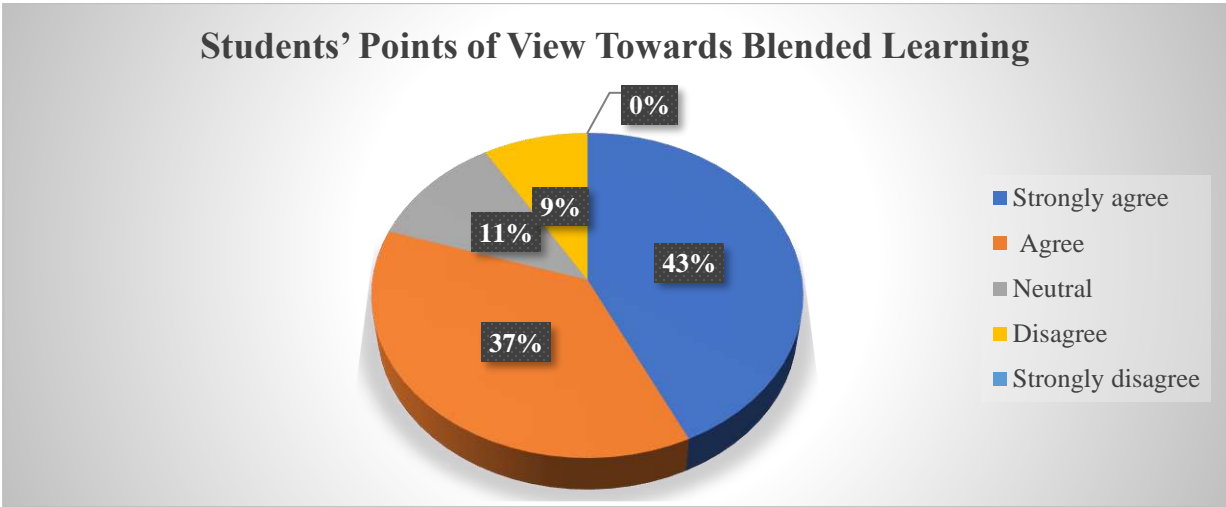
Figure 3.18. Students' Points of View Towards Blended Learning

Question 21: How would you rate the overall effectiveness of blended learning in helping you improve your speaking skills?

This question intended to explore the students' attitudes towards blended learning and its effectiveness in helping them improve their speaking skill. The results of this question show that (16) of the students making up (45.7%) see that blended learning is an effective method in improving the speaking skill and they rate with 'Excellent'. Whereas, (13) of students with the percentage of (37.1%) rate with 'good'. However, (4) of them making up (11.4%) rate with 'Fair', and only (2) of them making up (5.7%) rate with 'Average'.
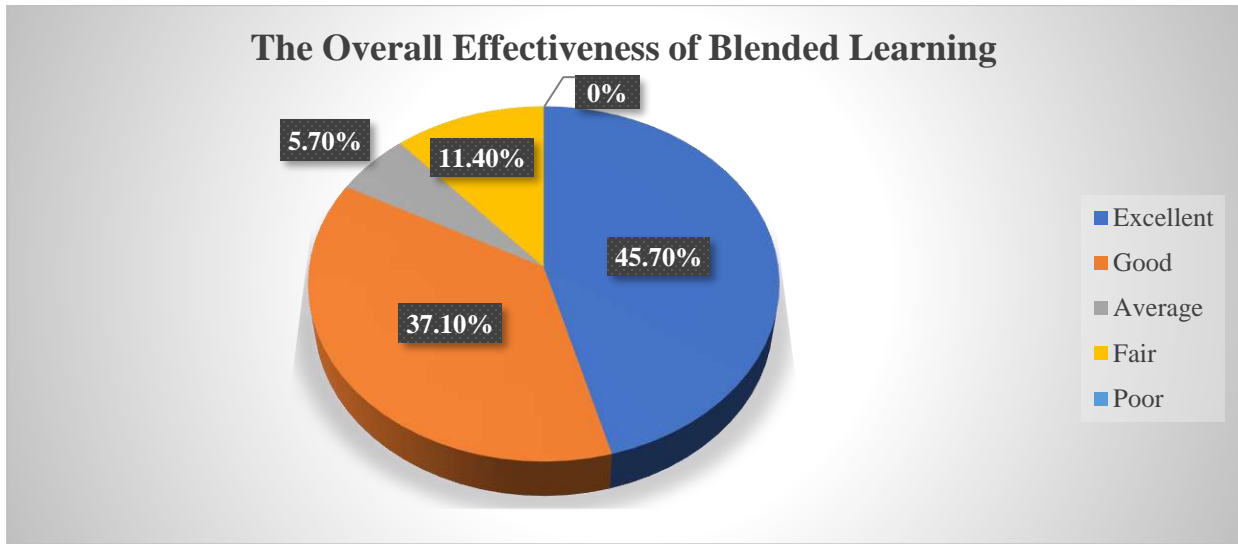
Figure 3.19. The Overall Effectiveness of Blended Learning

3.4.1.2 The teachers' questionnaire

Section one: Personal Information (Q1 and Q2)

Question 01: Gender

As demonstrated in the table below, (66.7%) of teachers are male while only (33.3%) of teachers are male.
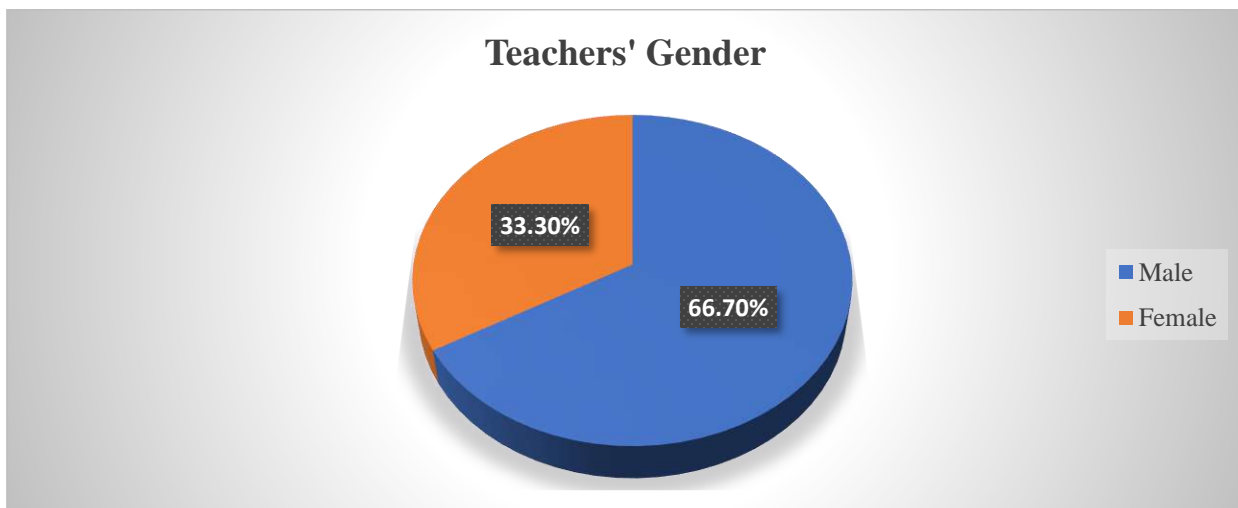
Figure 3.20. Teachers' Gender

Question 02: How many years have you been teaching English at the university?

As table below shows, two teachers (66.7%) have working experience that goes from5-10 years, whereas, one teacher (33.3%) has a long experience in teaching English, more than 10 years.
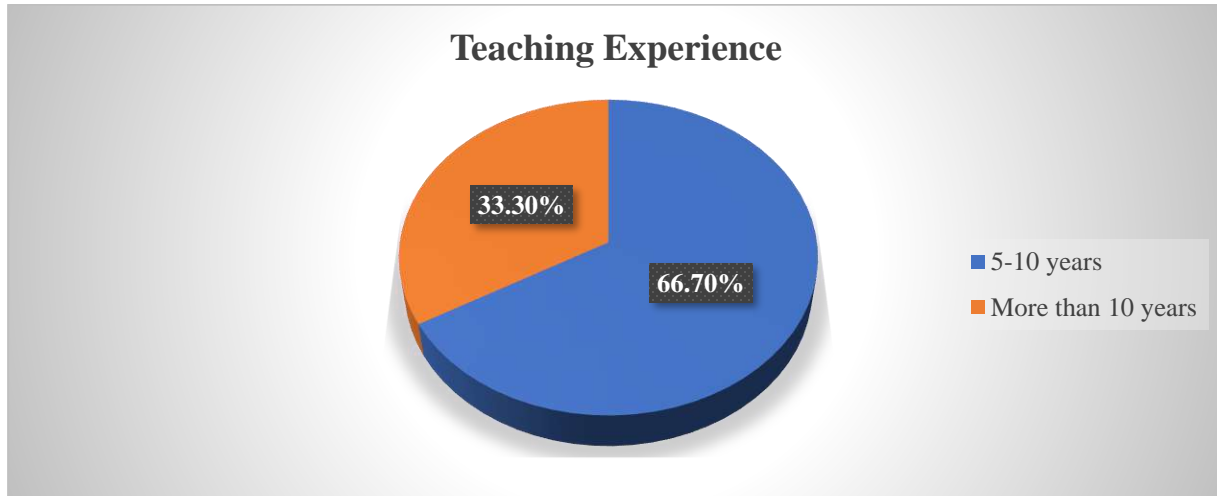
Figure 3.21. Teaching Experience

Section Two: Teaching speaking skill (Q03 to Q06)

Question 03: Do your student face difficulties in speaking skill?

This question aims to explore if students face any difficulties in speaking skill, and the results of this questions show that all the three teachers agree that their students' face difficulties in speaking skill.
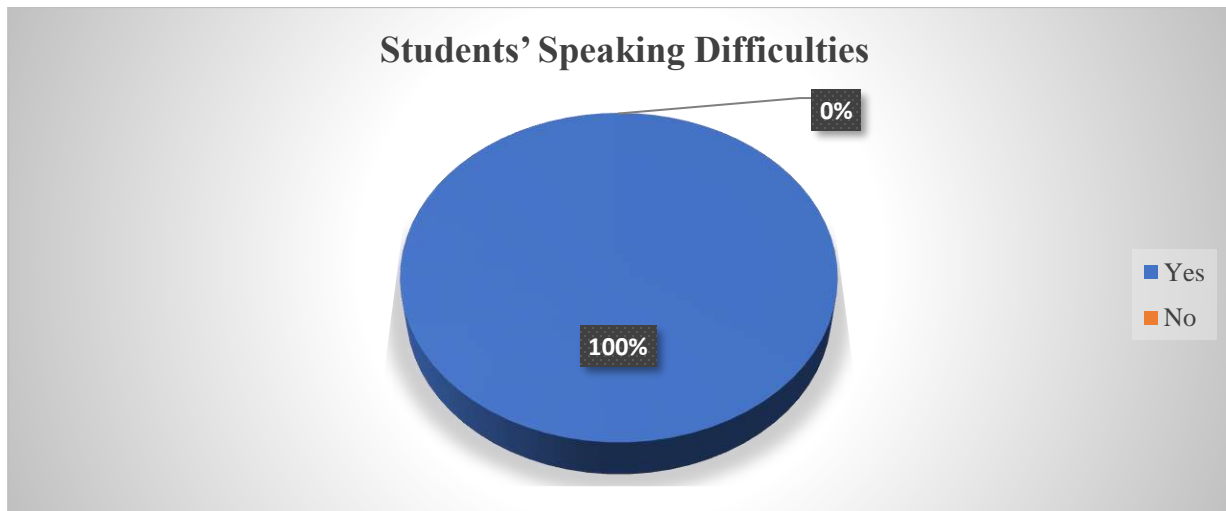
Figure 3.22. Students' Speaking Difficulties

Question 04: How you deal with these difficulties?

From the previous question, all the teachers said yes, that their students' face difficulties in speaking skill and they suggested some solutions to deal with these difficulties:

- "Give them the chance to speak and correct their defaults".

- "Reducing anxiety".

- "Using supports like texts for discussion".

- "Informing students about the topic in advance so that they prepare it before coming into the classroom".

Question 05: Have you ever used technology while presenting a lesson?

The table below illustrates that all the participants (100%) have used technology before while presenting their lesson.
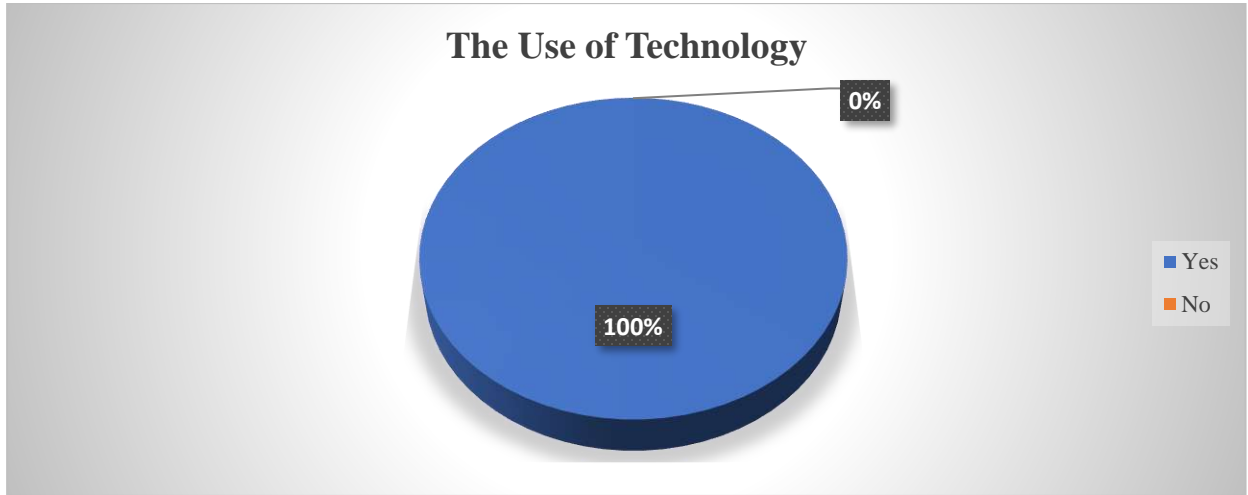
Figure 3.23. The Use of Technology

Question 06: Which tools do you use?

All the sample (100%) agrees that they use types of the technology tools while teaching oral expression such as Computer and Data- show, besides these two tools two teachers claimed that they use other tools which are phones, websites, and Moodle platform.
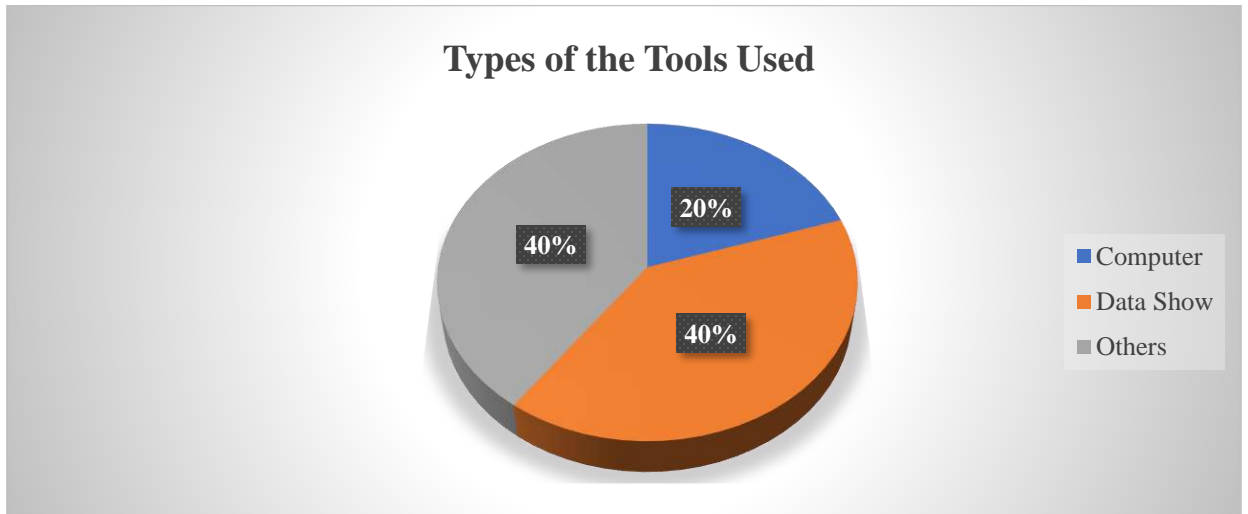
Figure 3.24. Types of the Tools Used

Section Three: Blended Learning use and importance (Q7 to Q14)

Question 07: Have you ever used blended learning to teach speaking skill before?

The majority of respondents (66.7%) did not used it before, while one of the respondents (33.3%) used blended learning while teaching the speaking skill.

Blended Learning Use

33.30%

66.70%

■ Yes
■ No
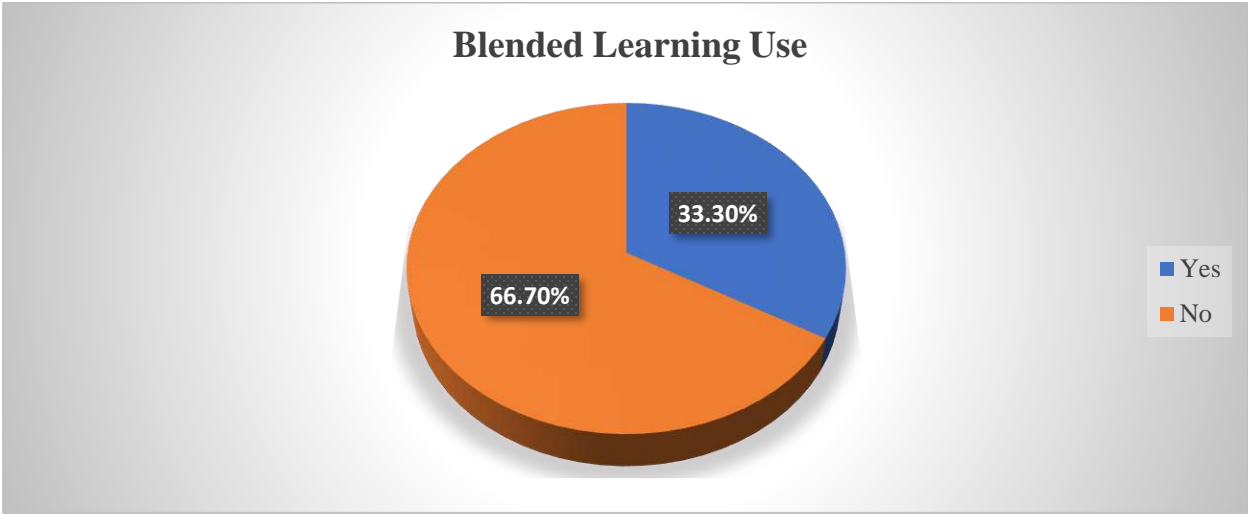
Figure 3.25. Blended Learning Use

Question 08: How do you find its use?

The teacher who said yes, use blended learning, (50%) find its use effective. While one of the teachers who said no, claimed that is unworkable.
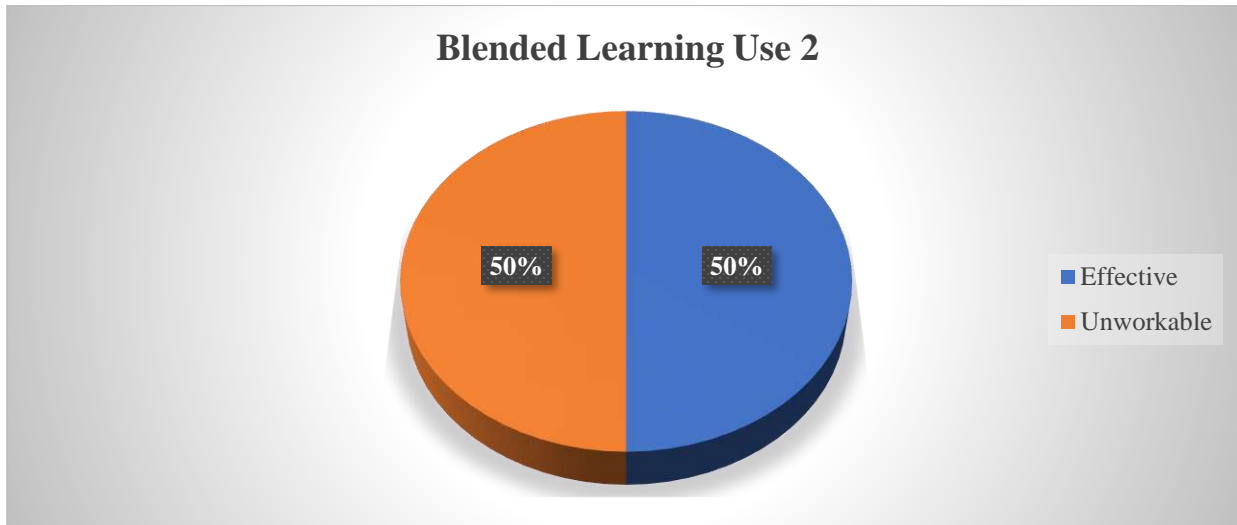
Figure 3.26. Blended Learning Use 2

Question 09: Do you think blended learning is an effective way to improve students' speaking skill?

The table below shows that two teachers making up (66.7%) think that blended learning is an effective way to improve students speaking skill. Whereas, the only one of them does not think that blended learning is an effective way to improve students speaking skill.
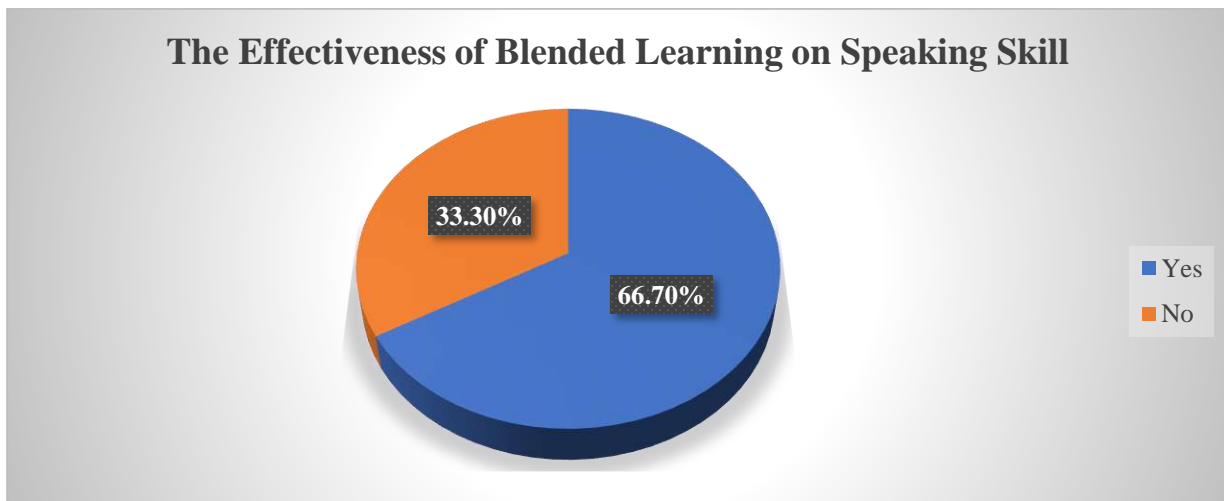
Figure 3.27. The Effectiveness of Blended Learning on Speaking Skill

Question 10: If yes, how?

From the question above, the teachers who said yes, they justified by:

- "Motivating and engaging, time and energy saving, maximizing authentic use of language, effective learners' assessment".

- "It provides a variety of activities and expose the learners to native authentic language".

- "It can be a resort but should not be the main method".

Question 11: If no, why?

While the teachers who said no, they justified by:

- "There are extraneous factors that can distort communication among the group such as internet interruptions".

Question 12: How often do you use this method in your classroom to improve students' speaking skill?
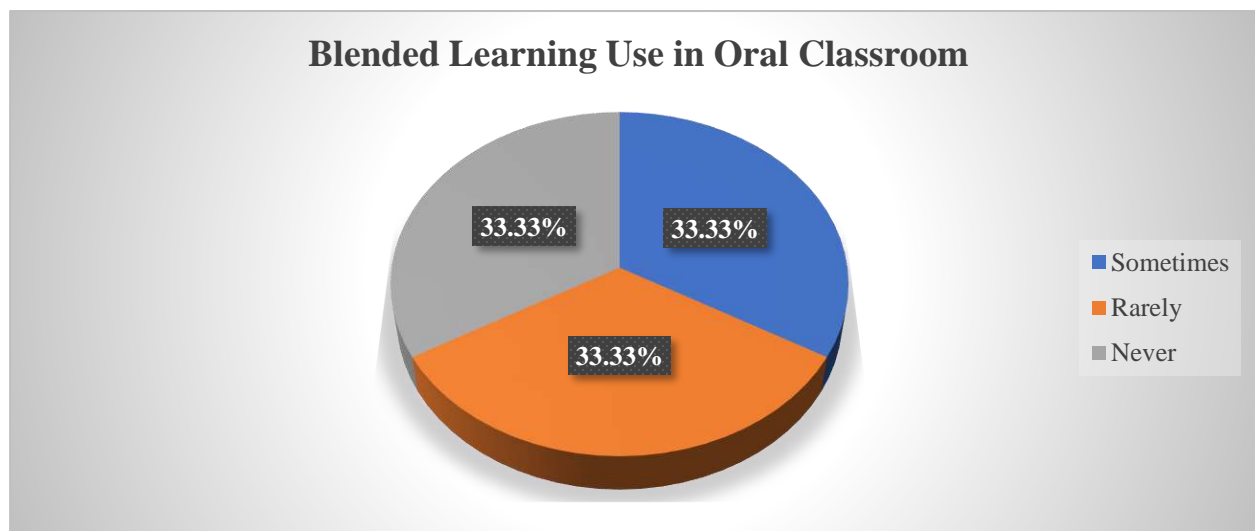
Figure 3.28. Blended Learning Use in Oral Classroom

Question 13: Why?

According to the results above the teacher who use blended learning sometimes justified by: "To develop communication skills, to focus on formative assessment and to encourage extensive use of language".

Whereas, the teacher who never used blended learning justified by:

"It is not workable in our context".

Question 14: Will students' speaking skills improve if blended learning is implemented in your classroom?
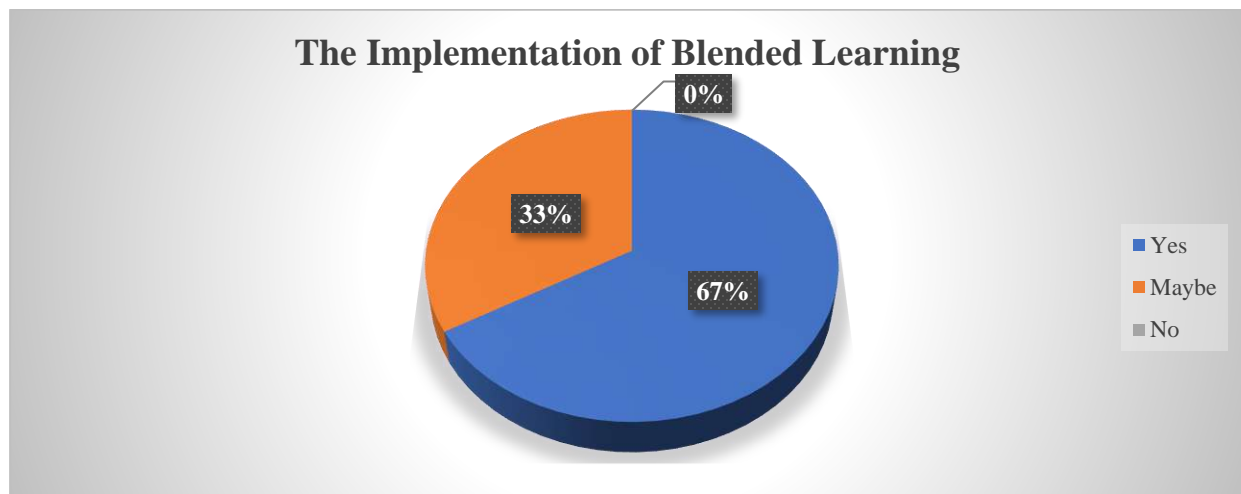
Figure 3.29. The Implementation of Blended Learning

Section Four: Teachers' Attitudes towards Blended Learning

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Blended learning is a useful strategy that can be used to improve students' speaking skill.					
The implementation of blended learning can enhance students' speaking skill.					
Traditional methods (face-to-face activities) alone are not very useful these days to teach the speaking skill.					
The use of blended learning gives students more chance to practice speaking skill than the use of traditional methods.					
Blended learning can increase students'					

motivation and Classroom interaction.					

1. Statement one:

The results of this table shows that one of the teachers making up (33.3%) is strongly agree with the idea that blended learning is a useful strategy that can be used to improve students' speaking skill. Whereas the second teachers making up the same percentage (33.3%) agree with this idea. And the last teacher making up the same percentage also (33.3%) in neutral with the idea.
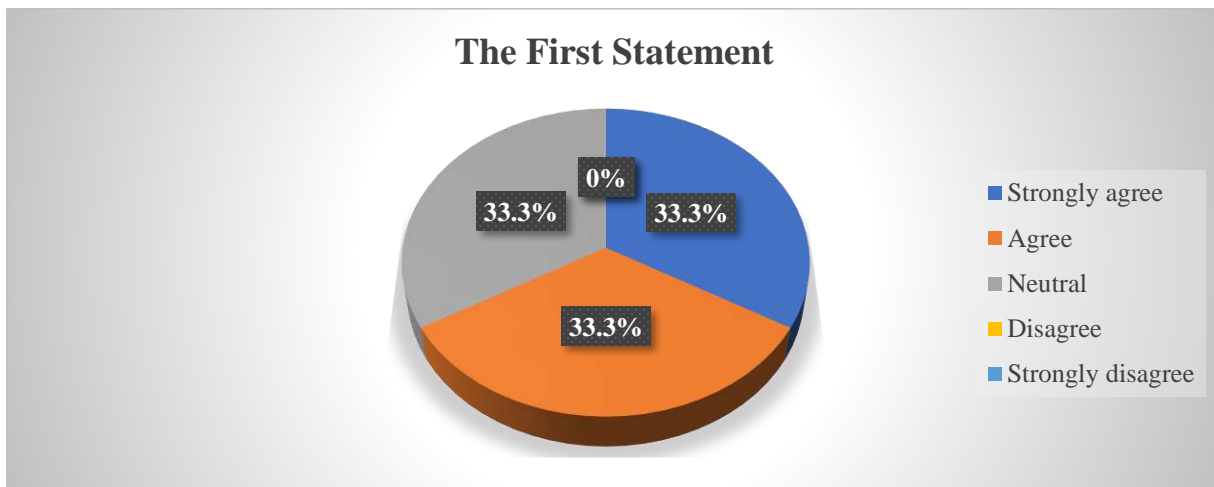
Figure 3.30. The First Statement

2. Statement two:

This table is also showing similar results to the first table, one of the teachers is strongly agree with the idea that the implementation of blended learning can enhance students' speaking skill. While the second on who agree with this idea and the last teachers is neutral, and all of them share the same percentage which is (33.3%).
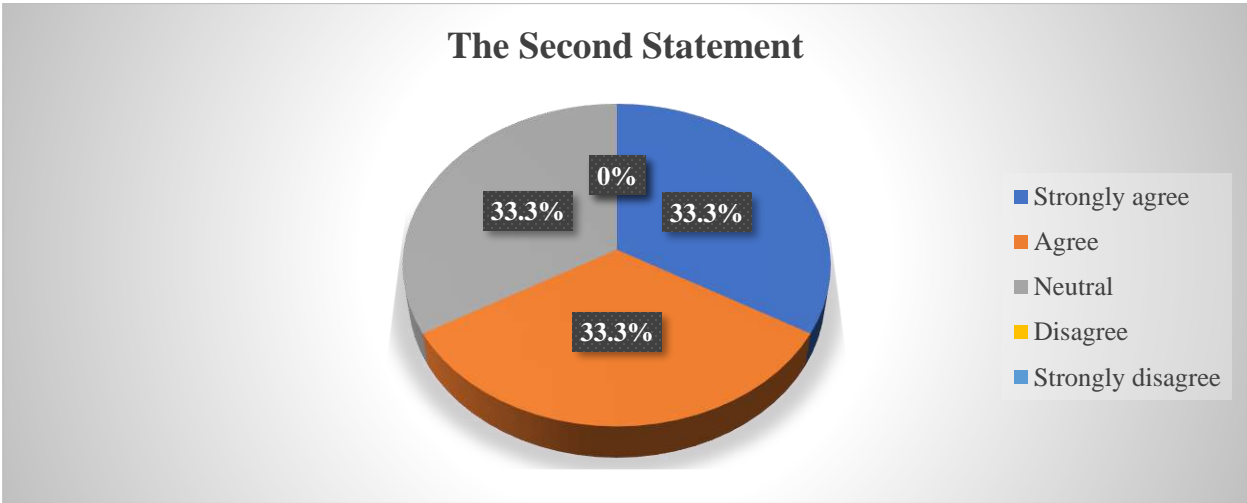
Figure 3.31. The Second Statement

3. Statement three:

The result of this table shows that one teacher making up (33.3%) is strongly agree with this point "Traditional methods (face-to-face activities) alone are not very useful these days to teach the speaking skill". Whereas, the last two teachers making up (66.7%) are disagree with it.
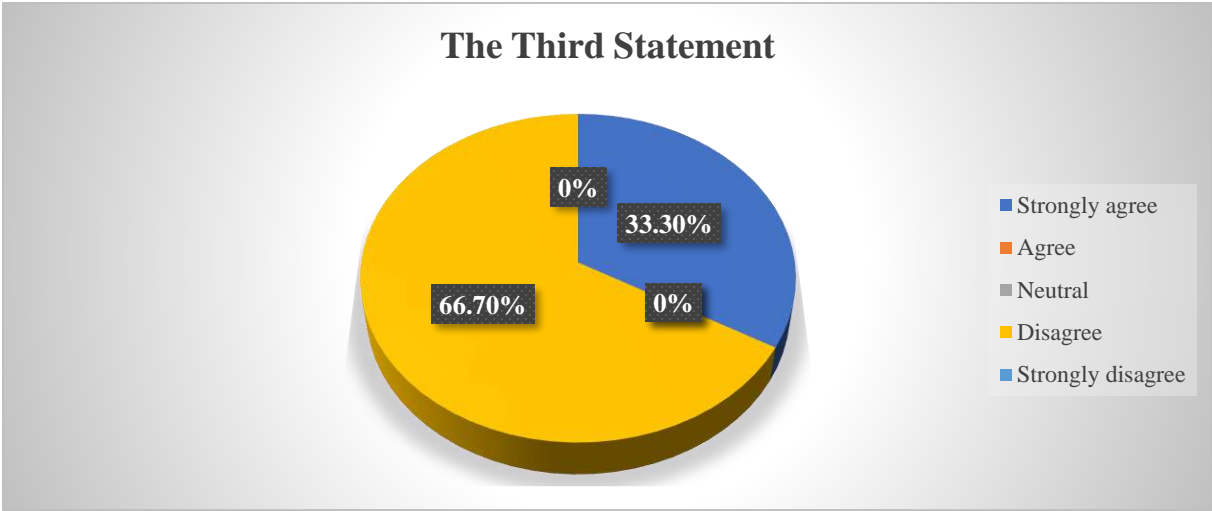
Figure 3.32. The Third Statement

4. Statement four:

This table shows that two teachers are agree with "The use of blended learning gives students more chance to practice speaking skill than the use of traditional methods", making up (66.7%). While one of them is disagree who making up (33.3%).
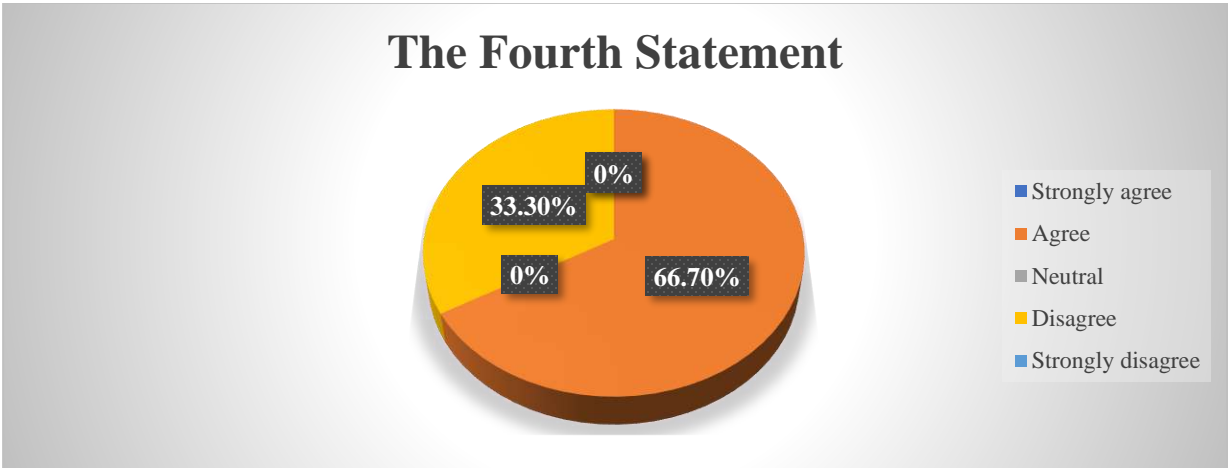
Figure 3.33. The Fourth Statemen

5. Statement five:

The last table shows that two teachers are strongly agree with the idea of "Blended learning can increase students' motivation and Classroom interaction". While one of them is neutral.

The Fifth Statement

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

0%

33.30%

0%

66.70%
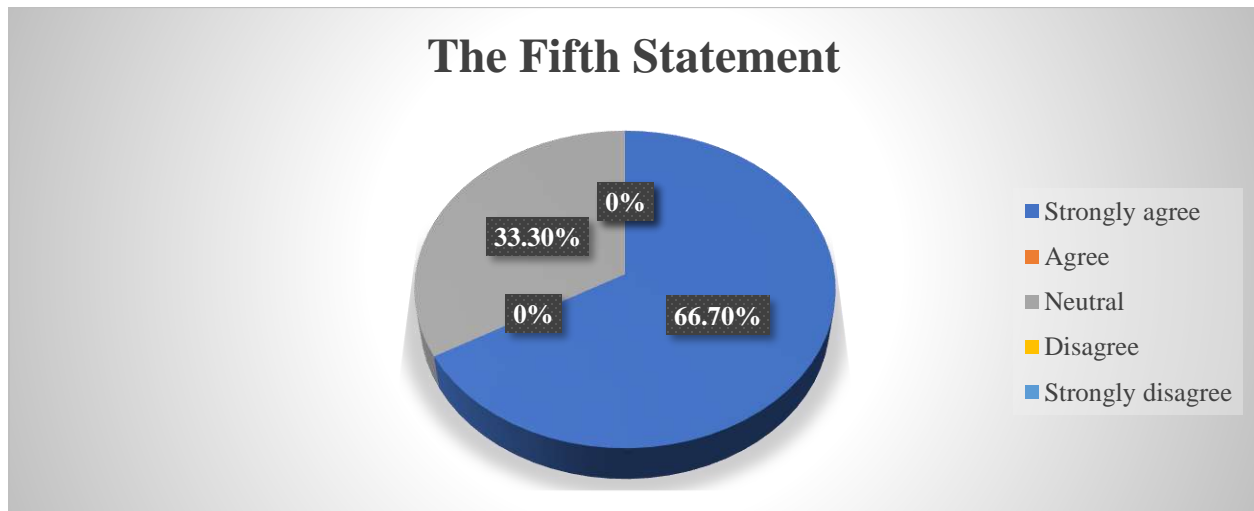
Figure 3.34. The Fifth Statement

3.5. Discussion of The Findings

The major purpose of this study is to explore teachers' and students' attitudes towards the role of blended learning in improving foreign language speaking skill. The process of collecting data was through administrating two questionnaires, one for students of first year master students at the Department of Kasdi Merbah University of Ouargla, Algeria within the academic year 2022/2023. The other questionnaire was for teachers of oral expression at the same university. The obtained results from both the students' questionnaire and the teachers' questionnaire, reveal important information. It supports the alternative hypothesis which states that implementing blended learning would improve students' speaking skill.

Form the analysis of students' questionnaire, their responses were reflected enthusiasm towards the implementation of blended learning. The students' answers present their attitudes towards oral expression and their speaking difficulties, it shows a great deal of interest towards the implementation of blended learning and its role in improving students' speaking skill.

Additionally, the analysis of the teachers' questionnaire reveals the teachers' attitudes towards teaching speaking skill and their attitudes towards the implementation of blended learning. In addition to that, the teachers' answers reflect their opinions about oral expression and students' difficulties in speaking, also they represent their suggestions to help students overcome these difficulties.

Conclusion

To conclude, this chapter focuses on the fieldwork for this research study that aim to explore teachers' and students' attitudes towards the role of blended learning in improving students' speaking skill. This part of the study tackles the research design and research tools. In point of fact, it provides a full information about the target population and the research instruments including students' questionnaire and teachers' questionnaire. In addition to that, the chapter presents a detailed description of the two questionnaires, it draws attention to the administration of research tools and analysis of the findings. Therefore, the analysis of both the teachers' and students' questionnaires go hand in hand with our hypothesis. Last, it reveals the teachers' responses, the participants' answers, views, and ends by discussion of the findings.

General Conclusion

The integration of technology in foreign language teaching (FLT) and learning has become an essential requirement. Consequently, researchers in the educational field are actively seeking new approaches that incorporate these technologies to enhance the teaching of speaking skills. Numerous studies have been conducted to explore innovative techniques and strategies that can offer students increased opportunities for speaking practice. For instance, it is widely acknowledged that pictures have the ability to convey meaning and evoke emotions more effectively than words alone, this way making the learning process more enjoyable for students as opposed to traditional, usual lectures. As a result of this realization, the integration of blended learning has been embraced as a means to teach and improve speaking skills. The aim behind conducting this research work is to explore attitudes of teachers of oral expression and first year master students at the Department of Kasdi Merbah University of Ouargla, Algeria within the academic year 2022/2023 towards the role of blended learning in improving student speaking skill.

The present study is divided into two main parts: one theoretical and the other practical. The theoretical part consists of two main chapters, and it is organized as following: the first chapter provides an overview of the most pertinent issues related to the notion of speaking skill such as the importance of speaking skill, types of speaking and its elements. It also discusses the speaking difficulties to English students and activities to improve students' speaking skill. Whereas, the second chapter sheds light on the meaning of learning and the blended learning method. It defines the blended learning, as well as its origins. It also includes blended learning models, ingredients, characteristics and its advantages and disadvantages. Besides, underlining its importance and its relation to speaking skill. As for the third chapter, it is concerned with the practical part of the study where the research design is presented through tools of research, the target population, and the analysis of the findings.

The main aim of the present study is to find answers to the research questions. Accordingly, the objective behind this work is to explore teachers' and students' attitudes towards the role of blended learning in improving students' speaking skill.

The case study was conducted at the department of English at the University of Ouargla, Algeria within the academic year 2022/2023 Thirty five (35) first year master students of English who represent the population of the study, where females students are more than male students.

In order to explore the significant associations that exist between improving students' speaking skill and blended learning, a questionnaire was conducted and administered to both students and teachers at the Department of Letters and Languages at the University of Ouargla. The students' questionnaire helped in eliciting their views concerning the oral expression subject, speaking difficulties, and their attitudes towards the implementation of blended learning. Concerning the second questionnaire, it was administered to oral expression teachers at the same university, with the purpose of obtaining their points of view and suggestions concerning the association of blended learning and students' speaking skill improvement.

Based on the data obtained from the tools implemented in this study namely students' questionnaire and teachers' questionnaire. The implementation of blended learning has a prominent role in improving students' speaking skill, and it is needed and helpful for the succeeding of the oral expression process. Therefore, the obtained results would confirm and support the research hypotheses and it tends to show a positive significant correlation between the two variables.

Recommendations

The following recommendations are for teachers in order to help them in improving their students' speaking skill using blended learning method:

- ❖ It is recommended that teachers change from a teacher-led to a student-driven environment: by merging online learning with traditional methods, teachers provide opportunities to students and directing them to demonstrate how they arrived at their answers individually or as a group.

- ❖ Make education more accessible: students should continue to learn even while are outside the classroom, and this can happen when teachers use digital resources and tools to assign homework or present the lesson. This may make the learning process more accessible.

- ❖ Use a variety of teaching methods: combine both online and traditional teaching methods into the classroom, by using digital tools and face-to-face instruction keeps students engaged and motivated. It also gives them the opportunity to learn at their own speed.

- ❖ Choose a learning model: the teacher here can experiment which blended learning model (station rotation, flipped classroom, a la cart, and flex) works best in his classroom, so that students can benefit from a diverse learning environment.

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Appendices

Students' Questionnaire

Dear student,

This questionnaire is designed to gather information needed for the accomplishment of a master dissertation. I would be very thankful if you answer the following questions which aims to explore the teachers' and students' attitudes towards the role of ***Blended Learning*** to improve students' speaking skill. Your reply will be anonymous and data will be used only for research purposes.

Please answer the questions and tick (√) the corresponding statement.

Blended learning refers to the combination between traditional face-to-face learning and online learning.

Section One: Personal Information About the Students

Q1. Gender:

Male ☐   Female ☐

Q2. Age:

a- 21-23 ☐   b- Over 23 ☐

Q3. How many years have you been studying English at the University?

……………………………………………………………..

Q4: How do you rate your level in English?

Excellent ☐

Good ☐

Average ☐

Fair ☐

Poor ☐

Section Two: The Speaking Skill

Q5. What is your level of proficiency in speaking English?

Excellent ☐

Good ☐

Average ☐

Fair ☐

Poor ☐

Q6. Have you ever taken any English-speaking courses before?

Yes ☐   No ☐

Q7. Do you face any problems while you are speaking?

Yes ☐   No ☐

Q8. Which problem do you face?

Lack of confidence ☐

Lack of motivation ☐

Pronunciation difficulties ☐

Teacher's method of teaching ☐

Shyness ☐

Stress ☐

Other, please specify …………………………………………………….....................

Q9. One of the difficulties you may face when practicing speaking is the teachers' method:

Strongly agree ☐

Agree ☐

Neutral ☐

Disagree ☐

Strongly disagree ☐

Q10. Which of these techniques does your teacher use in oral expression sessions? (You can tick more than one option)

Group work ☐

Individual Work ☐

Discussions ☐

Dialogues ☐

Others: ....

Q11. You can describe the methods used by teachers in teaching speaking skill in oral expression sessions as:

Useful ☐

Interesting ☐

Unworkable ☐

Q12. Why? ....

Section three: Students' attitudes towards blended learning

Q13. Have you ever used online resources to practice your speaking skills? (e.g., online language learning platforms, language exchange websites, etc.)

Yes ☐ No ☐

Q14. How do you feel when technology is used in EFL classes?

Motivated ☐

Boring ☐

Indifferent ☐

Q15. Please, justify…………………………………………………………………………….

Q16. What do you think about the integration of technology in oral classes?

Beneficial ☐

Not useful ☐

Q17. Do you think that the integration of technologies such as (internet, learning platforms, websites, videos…etc.) in oral classes helps in improving the speaking skill?

Yes ☐   No ☐

How?...

Q18. How do you prefer the oral expression subject to be taught?

Face-to-face ☐

Online ☐

Both ☐

Q19. What do you think about the blended learning as a new method to enhance students' speaking skill in higher education?

Beneficial ☐   Unworkable ☐

Q20. The implementation of blended learning will give you more chance to practice your speaking skill:

Strongly agree ☐

Agree ☐

Neutral ☐

Disagree ☐

Strongly disagree ☐

Q21. How would you rate the overall effectiveness of blended learning in helping you improve your speaking skills?

Excellent ☐

Good ☐

Average ☐

Fair ☐

Poor ☐

Appendix II

Teachers' Questionnaire

Dear teachers'

This questionnaire is designed to gather information needed for the accomplishment of a master dissertation. I would be very thankful if you answer the following questions which aim to explore the teachers' and students' attitudes towards the role of ***Blended Learning*** to improve students' speaking skill. ***Blended learning*** refers to the combination between traditional face-to-face learning and online learning.

Please, tick (√) the appropriate option and/or answer the questions. I appreciate your cooperation, your time, and efforts in answering the questionnaire.

Section One: Personal Information

Q1. Gender:

Male ☐   Female ☐

Q2. How many years have you been teaching English at the university?

a- Less than 5 years ☐   b- 5-10 years ☐   c-more than 10 years ☐

Section Two: teaching speaking skill

Q3. Do your student face difficulties in speaking skill?

Yes ☐   Sometimes ☐   No ☐

Q4. How do you deal with these difficulties?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Q5. Have you ever used technology while presenting a lesson?

Yes ☐   Sometimes ☐   No ☐

Q6. Which tools do you use?

1. Computer ☐

2. Data show ☐

3. Others……………………………………………………………………………………...

Section Three: Blended Learning use and importance

Q7. Have you ever used blended learning to teach speaking skill before?

Yes ☐   Sometimes ☐   No ☐

Q8. How do you find its use?

Effective ☐

Useful ☐

Unworkable ☐

Q9. Do you think blended learning is an effective way to improve students' speaking skill?

Yes ☐   No ☐

Q10. If yes, how?..

………………………………………………………………………………………………

Q11. If no, why?..

………………………………………………………………………………………………

Q12. How often do you use this method in your classroom to improve students' speaking skill?

    a- Always ☐

    b- Sometimes ☐

    c- Rarely ☐

    d- Never ☐

Q13. Why?..

Q14. Will students' speaking skills improve if blended learning is implemented in your classroom?

Yes ☐   Maybe ☐   No ☐

Section Four: Teachers' Attitudes towards Blended Learning

	Strongly agree	agree	Neutral	disagree	Strongly disagree
Blended learning is a useful strategy that can be used to improve students' speaking skill.					
The implementation of blended learning can enhance students' speaking skill.					
Traditional methods (face-to-face activities) alone are not very useful these days to teach the speaking skill.					
The use of blended learning gives students more chance to practice speaking skill than the use of traditional methods.					
Blended learning can increase students'					

motivation and Classroom interaction.					

Section Five: Suggestion about the topic

Q15. Any suggestions about the topic.

………

………

………

………

Thank you for your collaboration

Abstract

Foreign language students face some difficulties in speaking, and language teachers always attempt to improve their students' speaking skill through the use of a variety of strategies. One of the main strategies that teachers suggest is blended learning. This strategy is based on amalgamating traditional face-to-face learning and online learning. Accordingly, the present study aims to explore the impact of the implementation of blended learning in improving students' speaking skill in the Department of Letters and English at the University of Ouargla, Algeria, with a sample of First year Master of the academic year 2022/2023. It is hypothesized that the implementation of blended learning would improve students' speaking skill and help them overcome the problems they face in their speaking sessions. In order to explore teachers' and students' attitudes towards the role of blended learning in improving students' speaking skill, two questionnaires were administered to both students and teachers; the first one is administered to a sample of first year master students to know their abilities in speaking and their attitudes towards the use of blended learning. While the second questionnaire was administered to teachers of oral expression at the Department of Letters and Languages at the University of Ouargla, to have an idea about their attitudes towards blended learning and its effect on their students.

Keywords: Blended learning, speaking skill, foreign language students, oral expression.

الملخص

يواجه طلاب اللغات الأجنبية بعض الصعوبات في التحدث ، ويحاول مدرسو اللغة دائمًا تحسين مهارات التحدث لدى طلابهم من خلال استخدام مجموعة متنوعة من الاستراتيجيات. يعتير التعلم المدمج من الاستراتيجيات الرئيسية التي يقترحها المعلمون لتحسين مهارة التحدث لدى طلابهم. تعتمد هذه الإستراتيجية على الدمج بين التعلم التقليدي وجهاً لوجه والتعلم عبر الإنترنت. وبناءً على ذلك ، تهدف الدراسة الحالية إلى استكشاف أثر تنفيذ التعلم المدمج في تحسين مهارة التحدث لدى الطلاب في قسم الآداب واللغة الإنجليزية بجامعة ورقلة بالجزائر، مع عينة من السنة الأولى ماجستير للعام الدراسي 2022 / 2023. من المفترض أن يؤدي تنفيذ التعلم المدمج إلى تحسين مهارة التحدث لدى الطلاب ومساعدتهم على التغلب على المشكلات التي يواجهونها في حصص التعبير الشفهي. من أجل استكشاف مواقف المعلمين والطلاب تجاه دور التعلم المدمج في تحسين مهارة التحدث لدى الطلاب ، تم تقديم استبيانين لكل من الطلاب والمعلمين ؛ تم توجيه الاستبيان الأول لعينة من طلاب الماجستير في السنة الأولى لمعرفة قدراتهم في التحدث و آرائهم المختلفة تجاه استخدام التعلم المدمج. بينما تم توجيه الاستبيان الثاني لمعلمي التعبير الشفهي في قسم الآداب واللغات بجامعة ورقلة ، وذلك لتكوين فكرة عن آرائهم تجاه التعلم المدمج وتأثيره على طلابهم. استنادًا إلى البيانات التي تم الحصول عليها من تحليل استبيانات كل من المعلمين والطلاب ، فإن تنفيذ التعلم المدمج له دور بارز في تحسين مهارات التحدث لدى الطلاب ، وهو مفيد لنجاح عملية التعبير الشفهي.

الكلمات المفتاحية: التعلم المدمج ، مهارة التحدث ، طلاب اللغة الأجنبية، التعبير الشفهي.

Résumé

Les étudiants en langues étrangères rencontrent des difficultés à parler et les professeurs de langues essaient toujours d'améliorer les compétences orales de leurs étudiants en utilisant une variété de stratégies. L'apprentissage mixte est l'une des principales stratégies proposées par les enseignants. Cette stratégie est basée sur une combinaison d'apprentissage traditionnel en face à face et en ligne. En conséquence, la présente étude vise à explorer l'effet de l'application de l'apprentissage mixte sur l'amélioration des compétences orales des étudiants du Département des arts et de l'anglais de l'Université de Ouargla, en Algérie, avec un échantillon de la première année d'un master pour les étudiants universitaires. Année académique 2022/2023. Il est supposé que l'application d'apprentissage mixte améliorera les compétences d'expression orale des étudiants et les aidera à surmonter les problèmes auxquels ils sont confrontés lors des séances d'expression orale. Afin d'explorer les attitudes des enseignants et des élèves à l'égard du rôle de l'apprentissage mixte dans l'amélioration des compétences orales des élèves, deux questionnaires ont été menés à la fois pour les élèves et les enseignants ; La première s'adresse à un échantillon d'étudiants de première année de master afin de connaître les compétences d'expression orale et leurs attitudes face à l'utilisation de l'apprentissage mixte. Tandis que le deuxième questionnaire s'adressait aux professeurs d'expression orale du Département des Arts et Langues de l'Université de Ouargla, afin de se faire une idée de leurs attitudes face à l'apprentissage mixte et de son impact sur leurs élèves. D'après les données obtenues à partir de l'analyse des questionnaires des enseignants et des élèves, la mise en œuvre de l'apprentissage mixte joue un rôle de premier plan dans l'amélioration des compétences orales des élèves, ce qui est bénéfique à la réussite du processus de prise de parole.

Mots-clés : apprentissage mixte, compétences orales, étudiants en langues étrangères, expression orale.