PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMED KHIDER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND FOREIGN LANGUAGES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Master Dissertation

Teachers' and Learners' Attitudes toward the Implementation of Blended Learning in EFL Classrooms: The Case of First-Year Master's Students at Mohamed Khider University of Biskra

Dissertation Submitted to the Department of Foreign Languages as a Partial

Fulfillment of the Requirements for a Master Degree in science of the Language

Submitted and Defended by

Amira LAKHAL

Supervised by

Dr. Lamri SEGUENI

Board of Examiners:

Dr. Lamdjed ELHAMEL — University of Biskra

Mr. Khaled LEBIAR — University of Biskra

Academic year: 2024-2025

Dedication

To my dear Parents,

Thank you for your endless love, care, and support. You are the reason I have come this far.

To my beloved Family,

Whose constant love, support, and prayers have been the foundation of my strength

To my wonderful Friends,

Ikhlas, Anfel, Rahma, Sara and Nedjla

Thank you for standing by my side with laughter and comfort through it all.

And to my kind and patient Supervisor,

Thank you for your helpful guidance and wise advice.

With deepest gratitude, this work is dedicated to you all.

Amira LAKHAL

Acknowledgment

First and foremost, I extend my deepest gratitude to Almighty Allah for granting me the strength, wisdom, and commitment to complete this research.

I am forever thankful to my supervisor, Dr. Lamri Segueni, for his invaluable guidance, constant support, and thoughtful feedback throughout this journey. His patience, expertise, and dedication have been instrumental in shaping this work.

I would also like to sincerely thank the esteemed jury members, Dr. Lamdjed Elhamel, Mr. Khaled Lebiar and Mrs. Yasmina Benzida for their time and effort in evaluating this research. Their thoughtful critiques and suggestions are greatly appreciated.

My heartfelt thanks go to all the teachers and students who generously participated in this study. Without their contributions, this research would not have been possible.

Lastly, I wish to acknowledge the faculty members of the Department of Letters and English Language at Biskra University for their encouragement and support during my academic journey.

Abstract

Blended learning has become a key method in Algerian universities, especially for teaching English as a foreign language (EFL), following its widespread use during the COVID-19 pandemic. This study explores the implementation and effectiveness of blended learning at Mohamed Khider University, focusing on the views of students and teachers in the English Department. It aims to understand their attitudes, the factors influencing their perceptions, and the main advantages and challenges faced by first-year Master's students. Data were collected using a questionnaire distributed to thirty students and semi-structured interviews conducted with five teachers. The closed-ended questions were analyzed using the "rule of three," a simple statistical method, while the open-ended responses and interviews were examined through Qualitative Content Analysis. Findings indicate that most participants find blended learning beneficial due to its flexibility, accessibility, and ability to increase student engagement. However, challenges remain, such as internet issues, lack of technological resources, and varying digital literacy levels. The study recommends digital skills training, teacher development, and better educational technology support.

Keywords: Blended Learning (BL), English as a Foreign Language (EFL), Students' and teachers' attitudes, Higher education.

Table of contents

Chapter II
Attitudes

Chapter III
Field Work
Data Analysis and Interpretation of the Findings

General Conclusion

List of Acronyms and Abbreviations

BL: Blended Learning

CALL: Computer-Assisted Language Learning

CD-ROM: Compact Disc Read-Only Memory

E-books: Electronic Books

EFL: English as a Foreign Language

ELT: English Language Teaching

E-learning: Electronic Learning

E-tuition: Electronic Tuition

F2F: Face-to-Face

ICI: Information and Communication Infrastructure

ICT: Information and Communication Technologies

IT: Information Technology

PDAs: Personal Digital Assistants

QCA: Qualitative Content Analysis

UNESCO: United Nations Educational, Scientific and Cultural Organization

List of Tables

General Introduction

General Introduction

In recent years, technology has changed how we teach and learn. Many schools and universities now use computers, the internet, and other tools to improve learning. Many schools and universities are now using computers, the internet, and other tools to help students learn better. One of the ways technology is used in education is through a method called blended learning. Blended learning combines traditional face-to-face teaching with online learning methods. For example, students might attend classes in person and also use websites or apps to complete assignments or watch videos at home. In English as a Foreign Language (EFL) classrooms, blended learning has become very popular. It helps students practice English in different ways, like through online exercises, videos, and games. It also gives them more opportunities to learn outside the classroom. However, the success of blended learning depends largely on teachers. If teachers see its value and feel confident using it, they are more likely to use it effectively. On the other hand, if they find it challenging or do not believe it is useful, they may be less willing to adopt it.

This study focuses on teachers' and learners' attitudes toward blended learning in EFL classrooms, specifically for first-year Master's students in the Department of English. At this advanced level, blended learning has the potential to help students improve their English skills significantly. However, for it to work well, it is important to understand how teachers and students feel about this method. Exploring their attitudes is crucial for improving the implementation of blended learning and ensuring it supports language learning effectively. By examining teachers' perspectives, this research aims to identify ways to make blended learning more successful in EFL classrooms, helping both teachers and students use technology in a way that enhances learning.

Statement of the Problem

Blended learning, which combines traditional classroom teaching with online learning, is gaining popularity in education. This approach offers flexibility, engagement, and the potential to make learning more effective. In the context of English as a Foreign Language (EFL) teaching, blended learning can enhance students' learning experiences by integrating technology to create more interactive and accessible lessons. However, the success of this method largely depends on the attitudes and readiness of the teachers who use it. Teachers' perspectives play a key role in how well blended learning is implemented and how positively students respond to it. This study addresses this issue by examining the attitudes of EFL teachers and learners toward blended learning, specifically in the context of first-year Master's students in the Department of English.

By focusing on the attitudes of the teachers and learners, this research aims to provide valuable insights that can help institutions develop better training programs, strengthen support systems, and improve the overall implementation of blended learning in EFL classrooms. Understanding these attitudes is essential for ensuring that blended learning is used effectively to benefit both teachers and students.

Research Questions

- What are EFL learners' and teachers' attitudes toward implementing blended learning in classrooms?
- What factors shape these attitudes?

- What are the main challenges and benefits of implementing blended learning in EFL classrooms from both teachers' and learners' perspectives?

Research Hypothesis

Based on of the above- raised research questions, we hypothesize that:

- If teachers and learners possess strong digital skills and receive institutional support, their attitudes toward blended learning in EFL classrooms will be more positive and lead to more effective implementation.

Objectives of the Study

- ✓ To find out what teachers and students think about blended learning in EFL classrooms, exploring whether teachers like or dislike blended learning and how they feel about using it in their teaching and learning.
- ✓ To identify what factors influence these attitudes, involves understanding the reasons behind their attitudes, such as whether they find it helpful, easy to use, or challenging.
- ✓ To explore the benefits and challenges of blended learning for first-year Master's students, looking at how blended learning helps students learn better and what difficulties teachers face when using it.

Significance of the Study

This study is significant because it provides insight into teachers' and students' attitudes toward using blended learning in EFL classrooms. Understanding these perspectives can help identify ways to enhance the effectiveness of blended learning

for both teachers and students. For teachers, the study can reveal the specific needs they have to implement blended learning successfully, such as additional training, resources, or support. For students, particularly first-year Master's students, it can demonstrate how blended learning can support their English language development by offering more flexible and interactive learning opportunities.

Educational institutions can also benefit from this research. The findings can guide schools and universities in designing better strategies for integrating technology into teaching and in providing the necessary support to help teachers adopt blended learning confidently. Ultimately, this study aims to contribute to improving the quality of English language teaching and learning by making blended learning a more effective and accessible approach for all stakeholders involved.

Methodology

This study adopts a mixed methods research design to investigate teachers' and students' attitudes toward the implementation of blended learning in EFL classrooms. A mixed methods approach is chosen because it allows for a more comprehensive understanding by combining both quantitative data (from questionnaires) and qualitative insights (from interviews), helping to capture both the general trends and the deeper perspectives of participants.

Participants

The participants in this study include EFL teachers and first-year Master's students from the Department of English at Biskra University. A random sample of 5 EFL teachers who have implemented blended learning in their classrooms and 30 randomly selected first-year Master's students who have experienced blended learning in their EFL courses will be involved. Both groups are selected to ensure representation in both

the quantitative (questionnaire) and qualitative (interview) phases of the study. All participants must have at least one semester of experience with blended learning to ensure that their responses reflect informed and relevant perspectives.

Data Collection

Data will be collected using two instruments: a questionnaire for first-year Master's students and semi-structured interviews with EFL teachers. The student questionnaire, which includes both closed-ended and open-ended questions, will be distributed to 30 randomly selected students to gather quantitative data on their attitudes and experiences, as well as qualitative insights into the challenges they faced. In parallel, five EFL teachers who have applied blended learning will participate in interviews to provide deeper qualitative insights into their perceptions, challenges, and observed benefits. Both the questionnaire and interviews will be administered digitally via Google Forms and email, ensuring a broad and balanced understanding of blended learning from both learners' and teachers' perspectives.

Data Analysis

The data will be analyzed using both quantitative and qualitative methods. The quantitative data from the closed-ended questionnaire items will be analyzed using descriptive statistics (e.g., percentages and frequencies) to identify general trends in students' attitudes toward blended learning. The qualitative data, including open-ended questionnaire responses and teacher interviews, will be analyzed using thematic analysis to identify recurring themes and patterns related to flexibility, motivation, engagement, and challenges. This combined analysis will provide a fuller picture of how both teachers and students perceive the implementation of blended learning in EFL classrooms.

Ethical Considerations

Before starting the study, Permission will be obtained from the university and participants. Informed consent will be secured after explaining the study's purpose. Anonymity and confidentiality will be maintained by protecting participants' names and personal information.

Structure of the Dissertation

This dissertation is structured into three main chapters, beginning with a general introduction and ending with a general conclusion. The first chapter provides a detailed overview of blended learning and its importance in education. It defines the concept, traces its historical development, and identifies its essential components. The chapter also emphasizes its relevance in modern teaching, highlights its key characteristics, and links theory to practice by addressing the factors that contribute to its effectiveness. It further explores its role in educational systems, particularly through the integration of information and communication technologies (ICTs), and concludes with a balanced discussion of its benefits and potential risks.

The second chapter centers on the concept of attitude in EFL teaching and learning, defining it within the educational context and exploring its affective, cognitive, and behavioral dimensions. It explains how attitudes influence classroom interaction, learner motivation, and teaching methods. The chapter also examines how blended learning has been introduced in the Algerian educational context, providing insight into its local implementation. It concludes by analyzing both teachers' and students' attitudes toward blended learning and how their perceptions shape its acceptance and effectiveness.

The third chapter outlines the research methodology, beginning with the study's aims and motivation. It describes the research design, participant profiles, and sampling method. It also details the instruments used semi-structured questionnaires and interviews, explains the data collection process. Finally, it presents and interprets the results, offers practical recommendations to improve blended learning, and discusses the study's limitations, offering a comprehensive and balanced view of the research outcomes.

Chapter I

Blended Learning

Introduction

In today's fast-evolving educational world, traditional methods no longer meet all learners' needs. As technology grows, schools now use new models like blended learning. This chapter explores blended learning and its rising role in modern education. The chapter begins with a clear definitions of blended learning, followed by a look into its history and origins, it then presents the key components and highlights its growing importance in today's educational practices. The main characteristics and factors that enhance its success are also discussed. Additionally, the chapter examines its role in education and the impact of ICTs in supporting this model. It further outlines the major constituents and presents various blended learning models. The final section considers both the benefits and risks of implementing this approach, offering a balanced view of its practical use.

1.1 Definition of Learning

Learning is commonly defined in two distinct ways. Functionally, as behavioral changes resulting from experience, and mechanistically, as physiological or cognitive changes within an organism due to experience. De Houwer, Barnes-Holmes, and Moors (2013) suggest learning can also be seen as adaptation to environmental patterns. Additionally, according to Oxford dictionary,' Learning' is the acquisition of knowledge, skills, or understanding through study, experience, or being taught.

1.2 Definition of Blended Learning

The Oxford Dictionary defines blended learning as a style of education where students learn through a combination of electronic and online media alongside traditional face-to-face teaching. The most widely accepted definition of blended

learning emphasizes “the integration of online teaching and learning methods with face-to-face teaching and learning methods” (Koşar, 2016).

Sharma and Barrett (2007) describe blended learning as a modern approach that combines face-to-face classroom instruction with the effective use of technology. The term "technology" encompasses a wide range of tools, including the internet, CD-ROMs, and interactive whiteboards. It also includes computer-based communication methods such as chat and email (p. 7).

From another perspective, Thorne (2003) defines blended learning as “an elegant solution to the challenges of learning, representing an opportunity to integrate the innovations and technological advances of online learning with the interaction and participation offered by traditional classroom learning” (pp. 25–33).

The Cambridge Dictionary (n.d.) defines "blend" as mixing or combining things to form a single substance or a unified result. For example: "The artist blended traditional methods with modern technology to produce a distinctive masterpiece." These definitions highlight that the thoughtful integration of different delivery methods (online and face-to-face) is very helpful in improving the teaching and learning process.

1.3 History and Origins of Blended Learning

The exact origin of blended learning remains unclear (Friesen, 2012). Although the idea of combining traditional and online or distance learning dates back to the 1960s, it did not gain widespread academic recognition until much later (Malik and Riasat, 2022). According to The Free Library (2013), the term "blended learning" was first formally introduced in 1999 by an Atlanta-based company specializing in computer skills certification and software training (as cited in Malik and Riasat, 2022). Since

then, it has been widely adopted by policymakers, educators, and researchers (Malik and Riasat, 2022).

Blended learning began to take shape in the late 1990s, with its early applications emerging in the 2000s. One of the first examples involved combining play and work in a pre-kindergarten setting to create blended activities (Bonk, 2006). This early use highlighted the potential benefits of integrating different learning methods.

Early definitions of blended learning differ significantly from how the term is understood today. For instance, Smith (2001) defined it as *"a method of educating at a distance that uses technology (high-tech, such as television and the internet, or low-tech, such as voicemail or conferencing)"* (as cited in Malik and Riasat, 2022, p. 19). However, Malik and Riasat (2022) argue that this definition does not fully capture the integration of traditional and online learning. Instead, it reflects an early perception of blended learning as a tool primarily designed to support distance education, rather than a balanced combination of in-person and online methods.

Discroll (2002) offers a wide definition of blended learning, describing it in four ways: combining web-based learning, using different teaching methods with or without technology, mixing instructional technology with in-person teaching, and linking learning with real work by using technology in job tasks (as cited in Malik and Riasat, 2022). Therefore, blended learning does not refer only to the incorporation of traditional and online learning, but it also encompasses various technology-based learning strategies, teaching approaches, and the combination of learning and real work (Malik and Riasat, 2022).

Singh (2003) defines blended learning as "a combination of multiple delivery media designed to complement each other and promote meaningful learning. The transition of

technology from a luxury to a need has turned the table for individuals" (as cited in Malik and Riasat, 2022, p.19). In this regard, Malik and Riasat (2022) claim that even though Singh (2003) mentioned technology, the primary understanding of blended learning was seen as the "combination of multiple delivery media". This suggests that, in Singh's view, blended learning could involve the use of traditional media or distance education media independently. Integrating online and traditional modes does not appear to be a mandatory requirement within this framework.

During the mid-2000s, there was a noticeable change in the use of the concept of blended learning: Its significance within higher education settings, instead of industry and training, became evident, along with a widely common definition of its sense (Friesen, 2012). Malik and Riasat (2022) state that in 2004, the term blended learning started being specifically used to describe the integration of distance or online learning with traditional education. Moreover, Friesen (2012) mentions that the first Handbook of Blended Learning was published by Bonk and Graham in 2006, and in 2007, the book Blended Learning in Higher Education: Framework, Principles, and Guidelines by Randy Garrison and Norman Vaughan was released.

Based on previous definitions, blended learning merges two key concepts: face-to-face learning, where teachers deliver lessons in person, and distance learning, which relies on technology and virtual tools for instruction.

1.4 Components of BL

Blended Learning is more than just mixing online and in-person instruction—it involves combining the best features of both to create a flexible, engaging, and learner-centered environment. To fully understand how this model works, it's important to explore its core components. Each element plays a vital role in shaping the learning

experience, from digital tools and online platforms to classroom interaction and teacher guidance. Together, these components form a dynamic system that supports students' needs, encourages active participation, and enhances overall educational outcomes.

1.4.1 Face-to-Face Learning

Face-to-face learning is a traditional teaching method that occurs in a physical classroom, where both the teacher and students are present. According to Murray (2017), this approach involves direct interaction between teachers and students during structured lectures, making the learning process simultaneous. However, like any instructional method, face-to-face learning has its own advantages and disadvantages.

Traditional teaching provides several advantages, including direct communication between teachers and students, a comfortable and familiar learning environment, and interactive classroom engagement. In fact, classroom learning offers multi-sensory appeal, as students can take part in activities, case studies, and discussions while using handouts or whiteboard notes for support. Additionally, they can ask questions, participate in live debates, and receive immediate feedback from teachers. Moreover, it strengthens interpersonal connections, helping students build both personal and professional relationships during their educational journey (Voci and Young, 2001).

However, Face-to-face learning has some disadvantages. One challenge is the need for students to join a classroom location every day, such as having to travel long distances which can be difficult if they live far away or lack transportation. Another issue is the lack of time for learning, as each lecture follows a set schedule. Additionally, when lessons are lecture-based, group discussions are often limited, and students may become passive rather than actively engaging in the class (Baldwin-Evans, 2006).

1.4.2 Distance Learning

The term distance learning as defined by Webster and Hackley (1997), is an approach that expands access to education by freeing learners from the constraints of time and location, offering flexible learning opportunities for both individuals and groups. This mode has rapidly grown due to advancements in internet-based technologies, particularly the World Wide Web, which has highlighted its potential to transform all aspects of education. Distance learning uses information, computing, and communication technologies across multiple locations, providing tailored learning experiences for students.

The United States Distance Learning Association (2001) defines "distance learning" as the provision of education or training through electronic means, including satellite, video, audio graphic, computer, multimedia technology, and other remote learning tools. It emphasizes that distance education takes place when the instructor and learners are in different locations, relying on electronic devices and printed materials for instruction. In essence, distance learning is the delivery of education through electronic and remote means.

This mode creates a learning environment outside the traditional classroom, it allows learners to study at their own pace, anytime and anywhere, enabling them to participate in virtual meetings with teachers and peers, regardless of geographic boundaries. Educational blogs and platforms help reduce the stress of daily classroom routines and rigid schedules. It also benefits working students who cannot attend in-person sessions due to time constraints. Another feature of distance learning is webinars, where students participate in virtual seminars to discuss various topics using tools like Skype, Google Talk, and social media. Additionally, E-tuition or video

conferencing offers an effective solution for students facing challenges with online learning or classroom interaction.

Lalima and Dangwal (2017) state that distance learning enables students to receive personalized guidance from a private teacher without being limited by physical classrooms or school schedules. Various online resources, such as YouTube and other educational platforms, offer videos and materials to address learning challenges. Virtual labs are especially beneficial for professional courses. A key feature of blended learning is online assessment, which follows readiness principles. This approach allows students to receive immediate feedback and ensures quick, transparent formative evaluation.

Holmberg (1989) outlines several characteristics of distance education, including the separation of teachers and students, the need for organization and planning, and the creation of materials and assessments for students. It also involves using media and technology to connect students and teachers, facilitating content delivery and critical feedback. Distance learning also encourages engagement between students and teachers and divides learning into smaller groups. Additionally, it plays a key role in social and economic development, becoming a crucial part of education in both developed and developing countries. The international growth of distance learning offer countries opportunities to meet their educational objectives.

1.5 The Importance of Blended Learning

It is widely acknowledged that blended learning defined as the use of traditional face-to-face teaching model with online teaching model in which the students get the best of both. Over time, it has become a common method for achieving positive learning outcomes. Graham, Allen, and Ure (2005) found that “overwhelmingly, teachers and

educators choose blended learning because it: improved pedagogy, increased access and flexibility, and also increased cost-effectiveness" (as cited in Graham, 2006, p. 8).

1.6 The Characteristics of Blended Learning

In the blended learning model, the teacher's role involves combining face-to-face classroom instruction with technological tools like the internet, computers, and online applications. Therefore, teachers must understand the key features of blended learning before applying it in EFL classes.

According to Lalima and Dangwal (2017), blended learning has several important characteristics, which are outlined here:

- "Students have the option of two modes" by choosing either traditional classroom learning, where they interact with the teacher, or online learning.
- "Teachers are well-versed in both modes" as they are trained to use both traditional methods and modern technologies.
- "Students get face-to-face interaction as well as virtual interaction" by engaging with classmates both inside and outside the classroom.
- "Students gain full experience in using new technology" and benefit from a richer technological experience.
- "Students receive training in various life skills" such as patience, decision-making, critical thinking, and communication through both classroom and online instruction.
- "All-round development of personality is targeted" allowing students to grow cognitively and emotionally.
- "Physical development is possible within the school campus" as students have time and opportunities for physical activities.

- "Students gain wide exposure and new perspectives on course content" by deepening their knowledge.
- "It has a human touch" through the teacher's physical presence in traditional teaching and even during online learning.
- "It makes teaching/learning processes learner-centered" encouraging students to take a more active role, unlike the traditional teacher-centered approach.
- "Diverse role of teacher" as a motivator, organizer, facilitator, and developer.
- "Student constructs knowledge rather than just consumes it" as learners become autonomous, relying on themselves to find effective learning strategies.

1.7 Factors that Enhance Blended-Learning

The following notes describe several key factors contribute to the effectiveness of blended learning:

- Encouraging creativity and collaborative learning is essential in blended education. Students often assume that fewer in-person classes mean reduced workload, but they must understand the need for greater responsibility in managing their learning and time effectively (Vaughan, 2007; Tabor, 2007).
- Course Redesign in blended learning should transform course structures to improve learning outcomes, not just add technology (Sharpe, Benfield, Robert, and Francis, 2006).
- Promoting student engagement through creativity and collaboration is essential. Students need to realize that fewer face-to-face sessions require greater responsibility for managing their learning and time (Vaughan, 2007; Tabor, 2007).

- Clear Communication is necessary to help students adjust to blended learning. Institutions should provide consistent and transparent expectations to help students adapt to blended learning (Sharpe, Benfield, Robert, and Francis, 2006).

1.8 Blended Learning and Education

Blended learning is described by Graham (2006) as the combination of face-to-face learning and technology-based distributed learning (as cited in Malik and Riasat, 2022). Garrison and Kanuka (2004) further define it as the integration of "face-to-face instruction with computer-mediated instruction" (as cited in Malik and Riasat, 2022, p.20). Graham (2006) broadens this perspective by defining it as the merging of face-to-face learning with technology-enhanced, distributed learning (as cited in Malik and Riasat, 2022).

According to Graham et al. (2019), blended learning is a “strategic combination of online and in-person instruction” (as cited in Avazmatova, 2020, p. 507). Vyas and Jain (2022) emphasize that blended learning goes beyond simply mixing online and in-person approaches; it requires a thoughtful integration of meaningful tasks in both environments. Garrison and Vaughan (2008) outline three key principles for designing blended learning: thoughtfully combining in-person and online learning, redesigning courses to enhance student engagement, and reorganizing traditional classroom hours (as cited in Mondal, Majumder, and Mandal, 2019).

Margie (2003) notes that terms like "blended learning," "hybrid learning," "technology-mediated instruction," "web-enhanced instruction," and "mixed-mode instruction" are often used interchangeably in academic research (as cited in Zhang, 2021). Gruba and Hinkelman (2012) refer to Smith and Kurthen (2007), who try to

differentiate some of these concepts using percentages. They explain that web-enhanced learning involves a minimal use of online resources, such as sharing a syllabus or course updates. Blended learning integrates significant online tasks into face-to-face teaching, without exceeding 45 percent of the course. Hybrid learning replaces 45-80 percent of in-person classes with online tasks (as cited in Tomlinson and Whittaker, 2013). Fully online learning, on the other hand, delivers 80 percent or more of the content online (as cited in Tomlinson and Whittaker, 2013). Despite these distinctions, Tomlinson and Whittaker (2013) argue that many of these terms are used interchangeably, and in English Language Teaching (ELT), "blended learning" is the most commonly used term to describe a mix of traditional classroom teaching with computer technology, including both online and offline tasks and resources.

Lalima and Dangwal (2017) define blended learning as a modern approach that mixes traditional classroom teaching with ICT-supported education, using both offline and online methods. However, they note that implementing blended learning can be difficult and requires careful planning in areas like teacher training, student involvement, content creation, and infrastructure. They outline the following requirements for successfully implementing blended learning:

- Teachers with a broad perspective and a positive attitude toward change: Blended learning requires educators who are adaptable, creative, and open to new approaches.
- Well-trained teachers: Teachers should understand blended learning and be skilled at combining traditional and tech-based methods. They need to know how to create digital content, search the internet, use educational terms, and find useful websites. Teachers should also be familiar with tools like blogs,

YouTube, Skype, Google Talk, video conferencing, and social media for teaching.

- Teachers with a scientific attitude: Teachers should have strong observational skills, optimism, and problem-solving abilities. This attitude helps them handle challenges that may arise while using new methods and allows them to analyze situations objectively. A positive scientific attitude in teachers will also influence students.
- Students with internet access on personal computers: In addition to schools having ICT-equipped campuses, students should have the necessary hardware at home to support both online and offline learning.
- Informed and supportive parents: Parents should be fully informed about modern teaching methods to effectively support their children's blended learning.
- System flexibility: Flexibility in scheduling and exam systems is crucial for the successful implementation of blended learning.
- Complete facilities: Blended learning depends on solid infrastructure. Schools should have well-equipped classrooms, computer labs with enough computers for each student, reliable internet access, and ideally, a Wi-Fi-enabled campus.
- Formative evaluation and continuous assessment: School administrators and educational leaders should adopt continuous internal assessments and formative evaluation methods, as summative evaluation doesn’t suit blended learning. Online exams should also be included to improve the flexibility of this approach.

Blended learning is becoming increasingly popular in higher education, moving away from traditional teaching methods toward a more interactive, technology-based,

and student-focused approach (Islam et al., 2021). Anggawirya, Prihandoko, and Rahman (2021) highlight that it promotes students' independence and self-reliance, encouraging them to actively pursue knowledge (Sharma, 2019).

In blended learning, teachers are essential in managing both traditional and online learning (Islam et al., 2021). Sharma (2019) explains that the teacher's role shifts from being a knowledge provider to that of a coach and mentor. This change does not reduce the teacher's influence; instead, it allows teachers to have an even stronger impact on student learning (Sharma, 2019).

Sajid et al. (2016), Shu and Gu (2018), and Vo et al. (2017) point out that several studies have demonstrated the positive impact of blended learning on students' learning and academic performance across different subjects, surpassing traditional face-to-face learning (as cited in Islam et al., 2021). Jennifer (2018) highlights that the success of blended learning depends on students actively participating in online lectures, completing self-guided tasks, and recognizing the value of these independent activities (as cited in Anggawirya et al., 2021). Eduviews (2009) states that blended learning, which combines traditional in-person teaching with online learning, is a rapidly growing model that effectively addresses challenges like student performance, limited resources, and the changing needs of modern students (as cited in Mondal et al., 2019).

1.9 Information and communication technologies (ICTs) in education

Information and communication technology (ICT) encompasses tools and systems used to collect, store, edit, and share information (Singh, 2021). Talebian, Mohammadi, and Rezvanfar (2014) define ICT as a combination of hardware, software, networks, and media that facilitate the gathering, processing, transmission, and presentation of information such as voice, data, text, and images, along with related services (p. 301).

Ratheeswari (2018) states that ICT includes technologies used to transmit information through telecommunication. Although it is similar to information technology (IT), ICT mainly focuses on communication tools such as the internet, wireless networks, and mobile devices. Sarkar (2012) explains that ICT has two key parts: information and communication infrastructure (ICI) and information technology (IT). ICI includes telecommunication systems like voicemail, cellular networks, radio, and television, while IT refers to the hardware and software used to handle and display information (as cited in Talebian et al., 2014).

Chen, Castillo, and Ligon (2015) note that UNESCO, governments, and international organizations have recognized ICT's role in education and encouraged its integration. Kreijnsa et al. (2014) describe ICT as tools that enhance educational progress (as cited in Chen et al., 2015), while scholars like Collins (1991), David (1991), and Sheingold, Hadley, and the Center for Technology in Education (1990) emphasize its potential to improve teaching and learning when accessible to both teachers and students (as cited in Chen et al., 2015). Chen et al. (2015) also stress the importance of ICT skills for educators and learners across all subjects and academic levels.

The integration of ICT in education has introduced new teaching and learning approaches. Tayebinik and Puteh (2013) note that ICT has become widely used in education, leading to the emergence of "e-learning." As technology becomes more involved in teaching, challenges have surfaced, leading to the development of "blended learning." Burgess et al. (2016) and Shin et al. (2018) state that technological growth and shifts in teaching strategies have made blended learning more common, especially in higher education (as cited in Islam, Sarker, and Islam, 2021).

1.10 Blended Learning Constituents

Blended learning consists of five key components: live events, self-paced learning, collaboration, assessments, and support materials (Carman, 2005). These components work together to create a comprehensive and flexible learning experience:

1.10.1 Live events

Most students believe that nothing compares to having access to a live instructor. For this reason, Blended Learning emphasizes synchronous, instructor-led activities, in which all students take part simultaneously, such as "virtual classrooms". These live events create a dynamic learning environment, allowing real-time interaction and immediate feedback. For many students, there is no substitute for the expertise and guidance of a live teacher, making such settings an essential component of effective learning.

1.10.2 Self-paced learning

This approach includes learners completing their learning experiences individually, at their own pace and in a suitable space and time, such as recorded live events or online/CD-ROM materials, which students can access at their convenience. It emphasizes learning when needed, with the speed and progress being controlled entirely by the student.

1.10.3 Collaboration

It indicates that students build a community of debate and communication, working together to enhance their knowledge through tools like email and online chats. This collaborative approach encourages greater interaction among students, facilitating the exchange of ideas and information. Collaborative learning provides unique benefits that

traditional teaching methods often cannot offer, as groups can achieve more effective learning and problem-solving than individual students working alone. This interaction goes beyond in-person discussions to include synchronous chats, open forums, and asynchronous exchanges via email and threaded conversations

1.10.4 Assessment

It acts as a measure of students' knowledge, where pre-assessments are used to determine prior understanding before online learning, and post-assessments evaluate the progress and application of learning afterward. Assessment is considered one of the most crucial and vital components of Blended Learning since it gives students the opportunity to check their understanding and design their own mixed learning environment. It also measures the effectiveness and advancements of each learning activity. It functions as a real-time, internet-based tool to assess previous knowledge and evaluate how well students apply what they have learned.

1.10.5 Support materials

It encompasses printed references, job aids like charts, summaries, checklists, and personal digital assistants (PDAs), serving as examples of both physical and digital resources that support learning, retention, and application. These resources, which include downloadable multimedia materials, documentation, and other aids, are designed to enhance understanding, memory, and the practical use of knowledge.

1.11 Blended Learning Models

Many universities and colleges have created their own Blended Learning frameworks, varying based on the balance between face-to-face and remote instruction (Graham, 2013). Staker and Horn (2012) identify four primary models: rotation,

flexible, self-blended, and enriched virtual. A key strength of these models is their ability to give students greater control over their learning. Among these, the rotation model is further divided into subcategories, including station rotation, lab rotation, flipped classroom, and individual rotation (Jayanthi, 2019). Each of these models is examined in detail below:

1.11.1 The Rotation Model

The rotation model is an instructional approach where students alternate between various learning methods, such as group activities, online tasks, lab work, and personalized instruction, either on a fixed schedule or as directed by the teacher (Staker and Horn, 2012). While the primary setting remains the physical classroom, students also complete online activities and homework assignments (Jayanthi, 2019).

The rotation model includes several sub-models:

- Station Rotation: Students follow a set schedule, rotating between different learning stations within a classroom or multiple classrooms. Unlike the individual rotation model, all students must complete every station rather than only those assigned to them (Jayanthi, 2019).
- Lab Rotation: Students alternate between traditional classroom activities and scheduled sessions in a computer lab for online learning (Jayanthi, 2019).
- Flipped Classroom: Students complete online learning outside of class, replacing traditional homework, and then participate in teacher-led sessions at school for discussions and projects. The primary source of instruction is online, distinguishing it from students who only do online assignments in the evening (Jayanthi, 2019).

- Individual Rotation: Students follow personalized schedules, rotating only through specific stations based on teacher or algorithm decisions, rather than completing all available stations (Jayanthi, 2019).

1.11.2 Flex model

The flex model is a program where content and instruction are primarily delivered online, allowing students to progress individually while being supervised by a teacher who is physically present. The teacher-of-record provides face-to-face support on a flexible and adaptive basis, as needed, through activities such as small-group instruction, group projects, and individual tutoring (Staker and Horn, 2012). While online learning is the core, some offline tasks may still be included. Students follow a flexible schedule and mostly study on campus, except for assigned homework (Jayanthi, 2019).

Teachers or other staff offer support as needed, helping students with projects, group lessons, or individual tutoring. Some versions provide daily in-person help from certified teachers, while others offer minimal face-to-face interaction. Certain programs include more structured teacher involvement, while others have flexible staffing models (Jayanthi, 2019).

1.11.3 Self-Blended Model

The Self-Blended Model allows students to complete a course fully online while also participating in other activities at a physical school or educational center. The online teacher serves as the primary instructor for this course, and students have the flexibility to complete it either on or off-campus. Unlike full-time online learning, this model does not replace the traditional school experience. Instead, students mix online courses with traditional in-person classes at a physical campus (Jayanthi, 2019).

In this framework, students independently choose specific courses while being guided by a teacher and collaborating with peers. They may blend individual online classes with in-person courses, creating a personalized learning experience (Staker and Horn, 2012).

1.11.4 The Enriched-Virtual Mode

The Enriched Virtual Model is a school-wide approach that combines face-to-face instruction with online learning, allowing students to alternate between in-person and virtual learning experiences (Staker and Horn, 2012).

In this model, students attend mandatory face-to-face sessions with their primary teacher and complete the rest of their coursework online. Online learning forms the core of their education when they are not physically present. Typically, the same teacher manages both the online and in-person components. Many enriched virtual programs began as fully online schools and later incorporated blended elements to include traditional school practices. Unlike the flipped classroom model, students in enriched virtual programs typically do not meet with teachers every day. This model also differs from fully online courses in that face-to-face sessions are required rather than optional office hours or social events (Jayanthi, 2019).

1.12 Benefits and Risks of implementing Blended Learning

Implementing blended learning offers numerous benefits for both teachers and students, but it also comes with its own set of challenges. While the advantages of this pedagogical approach often outweigh the minor risks, educators must still be mindful of potential drawbacks. The following subsections explore both advantages and disadvantages of blended learning:

1.12.1 Advantages of Blended Learning

Blended Learning has emerged as a major educational trend, combining traditional teaching methods with online instruction across various fields such as English teaching methodology, educational technology, computer-assisted language learning (CALL), and distance education. Research on this hybrid approach is still evolving, but scholars recognize its multiple levels of implementation, as Graham (2006) explains that Blended Learning in higher education operates at several levels: activity-level blending, course-level blending, and institutional-level blending. Each level integrates traditional teaching methods with online components, tailored to the specific context—whether it's an activity, course, program, or institution. This framework highlights the relationship between face-to-face and online learning within the Blended Learning environment.

A key advantage frequently highlighted in the literature is flexibility, being the most prominent and widely recognized benefit as it allows students to learn at their own pace and schedule, catering to diverse learning styles and personal timetables (Gedik, Kiran, and Ozden, 2012, as cited in Shand and Farrelly, 2018; Balolong, 2022; Alvarez, 2020, as cited in Mustafa, 2023). Additionally, Kwon et al. (2021), Srithar (2015), and Georgiadou and Siakas (2006) argue that blended learning enables learners to progress at their own speed, which is particularly beneficial for those who need more time to grasp specific concepts or for those who can advance more quickly (as cited in Mustafa, 2023). Poon (2013) further supports this, emphasizing that Blended Learning effectively accommodates different learning preferences (as cited in Mustafa, 2023). Together, these insights demonstrate how Blended Learning combines the strengths of

traditional and online methods to create a flexible, personalized, and effective learning experience.

Horn and Staker (2011) describe blended learning as a natural evolution of e-learning, developed to overcome its limitations by promoting student-centered learning and active engagement. This approach integrates the strengths of face-to-face teaching and online education to cater to individual learning needs (Bersin and Associates, 2004). Graham (2006) highlights that the strength of blended learning lies not just in its technology but in its ability to support student success through tailored teaching strategies, flexible materials, and personalized support.

For educators, blended learning enhances teaching by offering opportunities for professional growth, collaboration, and innovative methods (Suo, 2017). It allows teachers to refine their instructional practices and better meet the diverse needs of their students. It helps students develop key skills such as computer literacy, self-discipline, and responsibility, which are valuable in real-life situations. Kalapriva (2021) points out that education extends beyond academics, helping learners build time management and self-regulation skills. Neumeier (2005) stresses that the aim of blended learning is to achieve a balanced combination of online and in-person instruction, creating a more effective and engaging learning experience. Similarly, Sharma (2010) underscores its role in structuring courses to enhance language learning outcomes.

Other benefits of implementing blended learning in the classroom have been widely recognized. It allows educators to diversify their teaching methods, moving beyond the limitations of traditional face-to-face instruction (Graham et al., 2003). Educators play a crucial role in designing effective combinations of online and in-person instruction. Wu, Tennyson, and Hsia (2010) describe blended learning as a platform that helps

teachers refine their skills by integrating different pedagogical strategies. Furthermore, the teacher's role evolves from being a traditional instructor to a facilitator or "navigator," guiding students toward success by helping them identify the most effective methods, approaches, and materials tailored to their individual needs. By blending proven traditional practices with innovative online elements, this method fosters a more holistic and adaptable learning environment.

Additionally, Attard and Holmes (2020) and Kashefi et al. (2012) argue that blended learning enhances teachers' ability to integrate information and digital technology into their teaching practices (as cited in Tong, Uyen and Ngan, 2022). Combining face-to-face instruction with online components helps teachers become more adept at using digital resources, creating interactive and multimedia-rich learning experiences. This adaptability better prepares educators to meet the needs of 21st-century learners. Balolong (2022) and Alvarez (2020) further emphasize that the online aspect of blended learning offers students access to a wide variety of resources, enriching their educational experience (as cited in Mustafa, 2023). This is a significant advantage, as it allows learners to explore information beyond the limitations of traditional classroom settings (Mustafa, 2023). Together, these benefits demonstrate how blended learning transforms education, making it more flexible, engaging, and effective for both teachers and students.

Blended learning offers students access to a wide variety of digital resources, including online databases, e-books, multimedia content, and educational websites. These materials provide diverse and valuable information that caters to various learning styles. For instance, visual learners may benefit from video content, while auditory learners might prefer audio lessons or podcasts (Mustafa, 2023). Şendağ and Odabaşı (2009) suggest that these online resources promote autonomous learning and critical

thinking, encouraging students to explore, assess, and apply information effectively (as cited in Mustafa, 2023). This process not only enhances research skills but also fosters self-directed learning (Mustafa, 2023).

Moreover, studies emphasize the motivational benefits of blended learning. Ware and Warschauer (2005) found that this method effectively "brings the outside world into the classroom," providing students with access to diverse materials and the chance to collaborate with teachers globally. This exposure to various resources and perspectives enriches students' learning experiences, boosting their engagement and enthusiasm for acquiring new knowledge. Such increased motivation leads to higher academic performance and a greater appreciation for learning (Ware and Warschauer, 2005).

Another reason is that Blended learning enhances student engagement by combining traditional face-to-face instruction with online learning. Research by Balolong (2022) and Alvarez (2020) shows that this integration increases student involvement (as cited in Mustafa, 2023). Mukhtaramkhon (2022) also highlights that students enjoy the blend of in-person and online learning, leading to greater engagement (p.15). The flexibility of BL accommodates diverse learning styles, with visual learners benefiting from videos and auditory learners preferring audio lessons. This variety helps maintain student motivation and interest (Kilag et al., 2023, as cited in Mustafa, 2023). Moreover, BL offers interactive online tools such as discussion forums and quizzes that enhance student enjoyment and participation (Mustafa, 2023).

In addition to boosting engagement, BL has been shown to improve academic outcomes and retention rates. López-Pérez, Pérez-López, and Rodríguez-Ariza (2011) and Boyle et al. (2003) find that BL increases student retention and achievement in

higher education. Stockwell et al. (2015) noted that BL improves attendance in face-to-face classes, boosts student satisfaction, and leads to better exam performance. Kaur (2013) emphasized that BL helps students achieve learning outcomes more effectively than fully online or traditional courses. For non-traditional students, particularly those involved in distance learning, BL has been shown to improve retention and reduce dropout rates, as seen in research at London Metropolitan University. Holley and Dobson (2008) also found that students in BL programs were less likely to leave before completing their courses. Furthermore, Hughes (2007) argued that BL supports at-risk students by improving their assignment submission rates and overall learning outcomes.

Blended learning enhances student engagement by combining traditional face-to-face instruction with online learning. Research by Balolong (2022) and Alvarez (2020) shows that this integration increases student involvement (as cited in Mustafa, 2023). Mukhtaramkhon (2022) adds that students appreciate the mix of in-person and online learning, which fosters greater engagement (p. 15). BL's flexibility caters to various learning styles, with visual learners benefiting from videos and auditory learners from audio lessons, maintaining their motivation (Kilag et al., 2023, as cited in Mustafa, 2023). Additionally, interactive tools like discussion forums and quizzes further enhance the learning experience, making it more enjoyable and participatory (Mustafa, 2023).

Beyond engagement, BL has been shown to improve academic outcomes and retention rates. López-Pérez, Pérez-López, and Rodríguez-Ariza (2011) and Boyle et al. (2003) found that BL enhances retention and achievement in higher education. Stockwell et al. (2015) reported that BL improves attendance in face-to-face classes, boosts student satisfaction, and results in better exam performance. Kaur (2013)

emphasized that BL helps students meet learning outcomes more effectively compared to fully online or traditional courses. For non-traditional students, particularly in distance learning, BL reduces dropout rates and improves retention, as seen in research at London Metropolitan University. Holley and Dobson (2008) also found that students in BL programs were less likely to leave before completing their courses. Additionally, Hughes (2007) highlighted that BL supports at-risk students by improving assignment submission rates and overall academic performance.

Blended learning provides personalized learning by allowing students to progress at their own pace, dedicating more time to difficult subjects and quickly moving through easier material. Mustafa (2023) notes that this flexibility leads to a more engaging and successful learning experience. Additionally, online components provide instant feedback, enabling students to assess their progress and identify areas for improvement (Song et al., 2004, as cited in Mustafa, 2023). This immediate feedback motivates students to stay engaged and continuously strive for improvement. Collaborative learning opportunities, such as group assignments or discussions, also foster a sense of community, further enhancing student engagement (Mustafa, 2023).

In line with this, Neumeier (2005, p. 164) emphasizes that the key goal of a blended learning design is to find the most effective combination of online and face-to-face learning to suit individual learning needs, contexts, and objectives. He proposes a framework with six key parameters mode, model of integration, content and objective distribution, teaching methods, student involvement, and location to guide the design of blended learning environments, particularly in language teaching. These parameters assist educators in deciding whether and how to integrate blended learning into their practices, ensuring a customized approach that maximizes effectiveness. By

considering these factors, teachers can create a balanced and adaptive learning environment tailored to the specific needs and goals of their students.

Blended learning allows students and teachers to interact online through live discussions or messaging. For those with fewer face-to-face (F2F) classes, these platforms help maintain connections with peers and the university, ensuring continuous support (Aspden and Helm, 2004). This continuous engagement bridges the gap between physical and virtual learning environments, ensuring students remain connected and supported throughout their educational journey.

1.12.2 Disadvantages of Blended Learning

Although blended learning offers many advantages, its implementation comes with certain challenges and risks, often influenced by teachers' perspectives. While many educators express satisfaction with this method, some subject teachers argue that it is unsuitable for their discipline due to its unique requirements. Additionally, a small minority feel that blended learning has neither improved their teaching practices nor significantly contributed to students' overall progress. These concerns emphasize the importance of adapting blended learning to meet the needs of different subjects and teaching styles.

One of the potential risks of relying solely on blended learning, as explored by Delacey and Leonard (2002) and Rossett, Douglis, and Frazee (2003), is its higher cost compared to traditional approaches, as implementing blended learning requires significant investment in computers, internet access for both school and home use, and paid online resources. Additionally, blended learning may hinder the development of conversational and discussion skills, as it often promotes individualized learning over collaboration, creating a "bubble-like" structure that limits interaction (Delacey and

Leonard, 2002). These challenges emphasize the importance of addressing both financial and pedagogical factors to ensure the successful implementation of blended learning

A major drawback of blended learning is its heavy reliance on technology, which can lead to technical difficulties. Students and teachers may face issues with devices such as tablets, laptops, or smartphones, as well as software problems that disrupt learning. These challenges can disrupt the learning process, causing frustration and wasting valuable class time as they attempt to troubleshoot or seek help (Mustafa, 2023). Furthermore, the inability to access essential materials or complete assignments due to technical failures can hinder academic progress and create additional stress for both students and teachers.

Beyond technical challenges, some educators express skepticism about blended learning's effectiveness. While many teachers report high satisfaction with the approach, others argue it is unsuitable for certain subjects due to their unique requirements. A small minority even feel that blended learning has neither improved their teaching practices nor significantly benefited student progress. These concerns highlight the need for careful planning and adaptation when implementing blended learning, ensuring it aligns with the specific needs of different subjects and educational contexts.

Blended learning depends on a reliable and high-speed internet connection, which can be a significant challenge for students in remote or underserved areas. Without consistent access, students may struggle to access online materials, participate in virtual classes, or submit assignments on time. Even brief disruptions can hinder learning, making reliable internet crucial (Mustafa, 2023). Liu (2021) further notes that this

digital divide exacerbates educational inequalities and limits the effectiveness of blended learning (as cited in Mustafa, 2023).

Additionally, Delacey and Leonard (2002) and Rossett, Douglis, and Frazee (2003) have identified other potential drawbacks. For example, blended learning can be more expensive than traditional methods due to costs like purchasing computers, ensuring internet access at school and home, and paying for online resources. Moreover, some educators argue that blended learning limits interaction, as it promotes individualized study over collaboration, potentially weakening students' communication and discussion skills (Delacey and Leonard, 2002). These challenges emphasize the importance of addressing both financial and pedagogical concerns when implementing blended learning effectively.

Blended learning requires both students and teachers to have basic technical skills to participate effectively (Tang and Chaw, 2016, as cited in Mustafa, 2023). These skills include navigating educational platforms, troubleshooting common technical issues, and efficiently using digital resources for learning. Without them, accessing and engaging with learning materials can become difficult, disrupting the learning process (Mustafa, 2023).

Moreover, the increased use of online learning has heightened cybersecurity risks (Saeed, 2023, as cited in Mustafa, 2023). In blended learning, where students switch between online and face-to-face tasks, strong cybersecurity measures are crucial to protect personal data and ensure a secure learning environment (Mustafa, 2023). These challenges highlight the importance of equipping both students and teachers with the necessary technical skills and ensuring robust cybersecurity practices are in place.

The unequal access to essential technology for online education, often referred to as the "digital divide," creates significant disparities among students (Afzal et al., 2023, as cited in Mustafa, 2023). Similarly, Nkoala and Matsilele (2023) highlight the "digital divide" as a major barrier to implementing blended learning (as cited in Mustafa, 2023). For instance, some students lack access to necessary devices such as tablets, smartphones, or computers, placing them at a disadvantage compared to their peers. This divide extends beyond hardware access to include internet connectivity and digital literacy, further deepening educational inequalities (Mustafa, 2023).

Maintaining motivation in an online learning environment can be difficult, especially over long periods. Many students struggle to stay engaged due to the lack of regular face-to-face interaction with teachers and peers, which often provides motivation and accountability. This absence of direct engagement can lead to feelings of isolation and a weaker sense of responsibility. Without immediate feedback and guidance, students may struggle to stay on track and feel supported in their learning. Additionally, studying at home or in non-traditional settings presents distractions, such as household chores or online temptations like social media. As a result, requiring strong self-discipline from students to manage academic responsibilities effectively (Mustafa, 2023).

Misunderstandings and misconceptions also pose significant challenges in blended learning (Mustafa, 2023). Students may struggle to grasp complex concepts, leading to confusion and errors in understanding. Without instant access to teachers for clarification, these misconceptions can persist. Delayed feedback in online settings can further worsen the issue, allowing misunderstandings to remain uncorrected for longer periods. These challenges highlight the need for structured support systems, timely

feedback, and clear communication to help students navigate blended learning effectively and maintain their motivation.

Blended learning presents several challenges that can make its implementation difficult in the classroom, with some of the most significant ones highlighted in this paper. Hofmann (2011) discusses key reasons why this approach may not always be effective:

- Educators' willingness to embrace change and move beyond traditional teaching methods is essential for the successful implementation of blended learning. One of the biggest challenges lies in overcoming the tendency to compare and revert to conventional practices. Instead of viewing their experience as a constraint, educators should see it as a foundation for innovation rather than a limitation. By adopting an open-minded approach, they can explore new methods and adapt to the evolving demands of modern education. This shift in mindset fosters flexibility and creativity, allowing teachers to integrate blended learning effectively and create more engaging learning experiences for students.
- An educator must be a confident and skilled technology user, and the same applies to their students. Since blended learning relies on technology, both teachers and learners need to be proficient in using computer operating systems, navigating the internet, and resolving minor technical issues that may arise during the course. Unfortunately, many educators, particularly in rural areas, still struggle with ICT literacy, making this approach challenging for them.

- Reducing teachers' participation in the learning process is a concern. The key issue is the misunderstanding of their role in education. Integrating computers into the classroom does not mean reducing teacher's role to merely a resource provider. They play a vital role in guiding, supporting, and providing feedback to students throughout the learning process.
- Managing and monitoring student progress is a common concern among teachers, as existing literature lacks clear guidelines on how to track and assess learning outcomes in a blended environment. Educators struggle with recording progress, determining whether improvements are directly linked to blended learning and ensuring that students complete tasks independently.

In general, the literature indicates that blended learning is a multifaceted approach requiring careful evaluation before implementation. It is essential to examine how the advantages and risks discussed align with educators' attitudes and readiness to adopt this method. Understanding this relationship plays a key role in ensuring its successful adoption and maximizing its effectiveness in education.

Conclusion

This chapter offered a comprehensive exploration of blended learning, starting with its definition and historical development. It examined the essential components that form its structure and discussed its growing significance in today's educational systems. The chapter also detailed the core characteristics of this model and the key factors that enhance its successful integration, particularly the role of ICTs in supporting blended environments. Moreover, it presented the main constituents and various models of implementation, showcasing its flexibility across contexts. Finally, the benefits and

challenges of blended learning were assessed, providing a balanced view that sets the stage for deeper analysis in the upcoming chapters.

Chapter II

Attitudes

Introduction

As education evolves in the digital age, understanding how both teachers and learners perceive new instructional models becomes increasingly important. Among these, blended learning stands out for its fusion of traditional classroom teaching with modern technology. This chapter explores the role of attitude—a key factor influencing how such innovations are received and adopted. It begins by defining the concept of attitude and breaking down its core components. Then, it examines how attitudes shape teaching and learning in EFL settings. The chapter also sheds light on how blended learning is being implemented in the Algerian context. Finally, it investigates the perspectives of both teachers and learners, revealing how their attitudes impact the effectiveness and future of blended learning.

2.1 Definition of Attitude

The term "attitude" has been defined in various ways by scholars, Bizer, Barden, and Petty (2006) describe attitudes as essential in psychology because they help explain individuals' decision-making and behavior. Eagly and Chaiken (1993) define attitude as a psychological tendency reflected in evaluating an entity with some level of favor or disfavor (as cited in Albarracín et al., 2005, p.4). In other words, attitude is a mental or neurological state of preparedness, shaped by experience that influences behavior toward objects, concepts, people, or situations, and is reflected through preference or aversion. According to Baker (1992), attitude helps consistently describe and predict human behavior.

Walley et al. (2009) note that attitudes can range from positive to negative, including neutral positions, reflecting varying degrees of favor or disfavor (as cited in Jain, 2014). Bilgin (2007) defines ‘attitude’ as the positive or negative feelings and beliefs

individuals hold toward social entities such as people, objects, truths, or events (as cited in Meral, 2019). Building on this, Bizer et al. (2006) explain that the more positively we evaluate something, the more favorable our attitude becomes, and the more negatively we evaluate it, the more unfavorable our attitude (p. 247). Similarly, Eagly and Chaiken (1993, p. 1) describe attitude as *"a psychological tendency expressed by evaluating a particular entity with some degree of favor or disfavor."*

On the other hand, Richard J. Crisp and Rhiannon N. Turner (2010) elaborate that attitude is a combination of emotions, beliefs, and behaviors directed toward a specific object, person, or event, shaping how we perceive and interact with the world. In essence, attitude reflects an individual's psychological state, revealing their preferences or aversions toward particular entities.

Attitudes are either shaped through direct experience or indirect experience. An example of an attitude stemming from direct experience is a person who holds a positive attitude toward hiking because they have experienced it themselves. On the other hand, an individual who holds a negative attitude toward hiking because their friends described it as exhausting exemplifies an attitude shaped by indirect experience. In this sense, someone who develops an attitude based on indirect experience does not have direct contact with the entity but instead learns about it from sources like reading or hearing from others (Frymier and Nadler, 2017). Therefore, attitudes formed by direct experience involve direct interaction with the entity in question.

The nature of attitudes has been widely discussed in the literature. Cherry (2018) explains that although attitudes are generally long-lasting, they can change over time, making them dynamic rather than fixed. This suggests that people's attitudes toward specific entities may shift as they gain new experiences or perspectives. Additionally,

attitudes reflect a positive, negative, or neutral inclination toward an object, situation, or person. Unlike opinions, which serve to justify or clarify an existing attitude, attitudes are emotionally driven and often shaped by personal sentiments. In this way, attitudes can be understood as the mobilization of an individual's will.

2.2 Components of Attitude

The concept of attitude has led to the development of several conceptual models (Maio and Haddock, 2009). One of the most influential is the multicomponent model, proposed by Eagly and Chaiken (1993) and Zanna and Rempel (1988) (as cited in Maio and Haddock, 2009). This model suggests that attitudes consist of three key components: The cognitive component refers to beliefs and thoughts about an object, the affective component involves emotions and feelings, and the behavioral component relates to actions or intentions toward the attitude object.

2.2.1 Cognitive Component

The cognitive component of attitude refers to the beliefs, thoughts, and attributes associated with an entity (Maio and Haddock, 2009). Jain (2014) defines it as “an evaluation of the entity that constitutes an individual's opinion (belief/disbelief) about the object” (p.6). In this sense, Fishbein and Ajzen (1975) explain that belief represents the knowledge an individual has about an object, specifically linking the object to certain attributes (as cited in Jain, 2014). For example, in English language acquisition, a student's cognitive attitude is shaped by their knowledge and ability to understand the language. Garrett et al. (2003) further divide cognitive attitude into four steps: connecting prior and new knowledge, creating new knowledge, testing it, and applying it in various situations.

2.2.2 Affective Component

The affective component of attitude refers to the emotional response, such as liking or disliking, toward an attitude object (Jain, 2014, p.6). In other words, it involves the feelings and emotions that shape an individual's preference for an entity. Maio and Haddock (2009) explain that emotions influence attitudes in various ways, particularly through the emotional reactions triggered by an attitude object. In the context of English language learning, Garrett et al. (2003) suggest that the affective aspect includes a learner's fondness or dislike for the language, as well as feelings of excitement or anxiety when using or learning it.

2.2.3 Behavioral Component

The behavioral component of attitude refers to past behaviors or experiences related to an attitude object (Maio and Haddock, 2009, p. 25). This means that a person may develop a negative or positive attitude based on previous encounters with a particular entity. Garrett et al. (2003) explain that the behavioral aspect involves actions directed toward an object, situation, or person, which are influenced by one's attitude. In other words, prior experiences shape how individuals behave toward an entity, reinforcing either a favorable or unfavorable response.

2.3 The Role of Attitude in (EFL) Teaching /Learning

In learning and teaching English as a foreign language (EFL), attitude greatly affects both students' and teachers' success. Reid (2003, p. 43) states that *"attitudes are important to us because they cannot be neatly separated from the study, for the reason that achievement in a target language relies not only on intellectual capacity but also on the learner's attitudes toward language learning."* This means that learning a

language is not solely about intellectual ability but also about one's attitude, which includes emotions, beliefs, and perspectives toward the language. Attitudes are a fundamental part of the learning process and remain closely tied to the target language. As a result, they must be taken into account in research, as they significantly influence the success of language learning.

Ajzen (2005) explains that attitude involves evaluation, typically measured on a scale ranging from positive to negative or favorable to unfavorable. This means that attitudes toward a language can vary—some learners may have a negative attitude but still learn the language for practical reasons, such as social or professional benefits. Conversely, a positive attitude often increases motivation and eagerness to learn. Language attitudes develop from learners' experiences and can evolve over time. They may be connected to both the process of learning the language and perceptions of its speakers. Furthermore, attitude is a mental state that influences behavior and opinions, whether consciously or unconsciously, based on past experiences.

Traditionally, EFL teaching and learning have relied on face-to-face interaction. However, modern technology and various digital tools now enable teachers to combine traditional classroom methods with online learning.

2.4 Blended Learning in the Algerian Context

Blended learning is still a relatively new approach in Algeria's education system, especially compared to other developing countries. While the government has taken steps to promote its adoption, Algerian higher education faces challenges similar to those in other nations. Before COVID-19, teachers and students were not in favor of blended learning for two main reasons (Laifa, Giglou, and Akhrouf, 2023). First, Guessabi (2021) points out that many educators and learners were wary of technology

due to concerns about limited access and insufficient technical support (as cited in Laifa et al., 2023). Second, Rahmani and Zitouni (2022) also point out that students preferred in-person learning because it allowed discussions and helped them feel less isolated (as cited in Laifa et al., 2023). These issues show that both technical and social challenges need to be solved for blended learning to work well in Algeria.

When COVID-19 hit Algeria in March 2020, universities suspended all activities and remained closed for six months due to two main reasons. First, online learning was difficult to implement because of limited technological infrastructure. Second, both faculty and students were unprepared for a sudden shift to online learning. As a result, to ensure the continuation of the academic year, institutions adopted blended learning as a balanced alternative. The Minister of Higher Education and Scientific Research later suggested that this approach could become a long-term strategy for higher education in Algeria (Laifa et al., 2023).

Rahmani and Zitouni (2022) note that the use of online learning has been steadily growing in Algeria, especially in the post-Covid-19 era. According to Hamzaoui (2024), "e-learning can be effective in improving academic achievement and success, and it can complement traditional learning" (p. 41). As a result, educators and administrators are adapting their teaching methods to maintain high educational standards. Two key approaches being adopted are blended learning and flipped classrooms, combine both online and in-person instruction to create a more effective learning experience.

Rahmani and Zitouni (2022) highlight that blended learning and the flipped classroom play a significant role in supporting learners throughout their educational journey. The flipped classroom, in particular, serves as a valuable tool that learners

engage with online content, take control of their studies, and become more independent, leading to better academic performance. Similarly, blended learning allows students to overcome certain psychological barriers that hinder effective learning, thereby enhancing their overall educational experience.

Moreover, the implementation of blended learning in Algerian universities presents both benefits and challenges for EFL teachers and students. A study by Bara (2022) found that most teachers and students face difficulties when using online platforms due to a lack of skills, training, and proper equipment. Among the primary challenges encountered are technical issues and internet connectivity problems, which create significant barriers to effective participation.

Research has demonstrated that online and blended learning require careful attention to educational objectives, systematic planning, and thoughtful design and implementation. Findings also show that most students favor blended learning as the best model for future teaching in Algerian institutions. As a result, (Bara, 2022) highlights that blended learning has the potential to deliver optimal learning experiences in a more flexible and accessible way, that meets the needs of all learners.

2.5 Attitudes towards Blended Learning

According to Bara (2022), the success of blended learning largely depends on the attitudes of both students and teachers. Das (2021) also highlights that positive attitudes are crucial for the effective continuation of this approach. Similarly, Weinburgh (1998) notes that students' attitudes directly influence their learning behavior, which impacts their academic performance (as cited in Yuliani et al., 2023). Yuliani et al. (2023) argue that attitudes are a key factor in determining whether students succeed or face challenges in their studies. Also, Ağır (2019) adds that students often express their

learning experiences through behaviors that reflect their positive or negative attitudes, shaping their academic journey.

Like any innovative teaching method, blended learning has its supporters and critics. Studies by Graham (2006) and Clark (2006) reveal that many Western teachers believe this approach enhances student engagement by giving learners more control over their education. Clark (2006) also states that students in blended classrooms become more independent compared to those in traditional settings. Hinkhouse (2013) further highlights that blended learning is more adaptable to students' needs, allowing them to control the format, pace, and difficulty of their learning materials. Additionally, Graham (2006) notes that teachers find this approach beneficial because it encourages collaboration and reduces their focus on direct instruction.

According to Das (2021), integrative motivation is a key attitude among teachers that can significantly support students during blended learning experiences. Ma'arop and Embi (2016, as cited in Das, 2021) highlight that teachers can create virtual classrooms that allow them to teach large groups, unlike traditional methods, which limit class size. This flexibility allows teachers to maintain communication with students regardless of time or location, providing personalized guidance and support tailored to individual needs and challenges.

However, not all educators view blended learning as ineffective and time-consuming because it requires extra preparation, additional resources, and more advanced computer skills than traditional teaching (Hinkhouse, 2013). Hadyn (2008) notes that these teachers often avoid blended learning due to a lack of relevant online materials and a belief that it lacks pedagogical relevance to their subjects. In his study, Hadyn (2008) also questions why some students' progress faster than others in using ICT for

learning and suggests that teachers' attitudes toward technology may play a role. His research on UK teachers revealed that educators with negative views on ICT often passed these attitudes to their students. However, more recent research indicates a shift, with the majority of teachers now recognizing the potential of ICT to enhance teaching and learning outcomes. A primary concern, though, is finding the time to fully explore this potential (Hadyn, 2008, p. 3).

Nevertheless, Das (2021) highlights that in addition to teaching through online platforms, teachers can also collaborate with colleagues to solve challenges and improve instructional practices, fostering a supportive professional environment. This positive setting not only enhances teaching practices but also motivates students to pursue further education in their chosen fields and achieve academic success. Understanding the attitudes of both teachers and students toward blended learning is therefore essential.

Despite some skepticism, Garnham and Kaleta (2002) found that even educators who oppose blended learning acknowledge that it enhances student interaction and often leads to improved academic performance. However, while several studies discuss the role of ICT in education and the rise of blended learning, there remains a gap in research exploring teachers' attitudes toward blended learning, particularly in specific local contexts. The lack of comprehensive studies in this area underscores the significance of this thesis, as it seeks to address this gap and provide deeper insights into teachers' perspectives on blended learning.

Conclusion

This chapter examined the concept of attitude and its components, highlighting its influence on EFL teaching and learning. It also explored the integration of blended

learning in the Algerian context and analyzed how teachers' and learners' attitudes shape its success. Understanding these perceptions is essential for improving implementation and ensuring more effective educational outcomes. This foundation sets the stage for further investigation into how blended learning is received and applied in EFL classrooms.

Chapter III

Field Work

Data Analysis and Interpretation of the Findings

Introduction

The present chapter is devoted to the methodology and data collection procedures of this study, which adopts a qualitative approach. It outlines the research design, details the participants' profiles and the sampling technique used. This chapter is divided into two main parts: the first addresses data collection procedures, and the second focuses on data analysis methods. In the first part, the chapter describes the instruments used to collect data namely, a semi-structured student questionnaire composed of both closed and open-ended questions, and semi-structured interviews conducted with teachers. These tools were selected to gather a comprehensive understanding of students' and teachers' attitudes toward blended learning. The second part explains the data analysis procedures. The findings from both quantitative and qualitative data are then interpreted to draw conclusions. The chapter concludes with suggestions, recommendations and potential limitations of the research.

3.1 Research Methodology

This research adopts a mixed methods approach to explore the views of students and teachers on blended learning, focusing on Master One EFL students at Mohamed Khider University of Biskra. This approach combines both quantitative methods (to gather measurable data through student questionnaires) and qualitative methods (to gain deeper insights through teacher interviews). Using both methods allows for a more complete understanding of participants' experiences by capturing general trends as well as personal, experience-based perspectives. The collected data is carefully analyzed and presented in a balanced and objective manner to reflect both statistical findings and thematic insights.

3.2 Population and Sampling

An important part of the research process is identifying the participants and choosing how to select them. In this study, simple random sampling was used to keep the process fair and neutral. Questionnaires were sent through Messenger and email to 172 EFL First-year Master's students, and 5 EFL teachers were also randomly chosen for interviews. All participants had at least one semester of experience with blended learning. This helped reduce bias and made the results more trustworthy and balanced.

3.2.1 Students' Profile

This study involved (30) thirty first-year EFL Master's students who were randomly selected from the larger student population in the Department of English Language at Mohamed Khider University of Biskra. Data was collected in February during the 2024–2025 academic year.

3.2.2 Teachers' Profile

This study involved (5) five EFL teachers from the Department of English at Mohamed Khider University of Biskra. They were randomly selected to ensure fairness and equal participation. Data was collected between February 2024 and 2025 to reflect their experiences with blended learning accurately.

3.3 Data Collection Tools

This study uses two tools to collect data: questionnaires and interviews. Collecting primary data ensures information is directly related to the study's purpose. Using both qualitative and quantitative methods allows for a well-rounded analysis. Questionnaires provide general information, while interviews offer deeper insight into personal experiences. Different questions were created for each tool, with clear steps followed

to gather the data. The following sections explain these tools and procedures for better understanding.

3.3.1 The Students' Questionnaire

The questionnaire for this study was created using Google Forms and distributed to participants via Messenger and email. To ensure data security and accessibility, all responses were stored securely on Google Drive for later analysis. Participants were given a brief introduction to the research topic and assured of confidentiality and anonymity. They were encouraged to ask for clarification if needed, promoting trust and encouraging honest responses, which enhanced the reliability and accuracy of the data.

The questionnaire was designed based on the study's theoretical framework and includes eighteen questions divided into three main parts. Most questions are close-ended to gather measurable data, but some allow students to add their own perspectives if the provided choices do not fully reflect their views. It begins with a short explanation of blended learning, then moves into four sections. The first section examines students' familiarity with and views on blended learning through five questions. It starts with a multiple-choice question allowing several answers to assess their familiarity. Then, students rate how engaging blended learning is compared to traditional classes, again with multiple answers. The third question asks about blended learning's effectiveness in improving EFL skills. After that, students select perceived advantages from a list, and finally, they mark challenges they have faced, both using checkbox formats.

The second section examines students' attitudes toward blended learning through seven questions, focusing on flexibility, interaction, motivation, and its overall impact. It starts by asking which method (blended or traditional) they prefer, followed by their

comfort with technology and whether blended learning better supports their academic goals. It also assesses students' views on the balance between online and in-person elements, their sense of control over their learning, types of support they find helpful, and finally, their overall attitude toward blended learning.

The third and last section of this questionnaire includes Open-Ended Questions, explores participants' hands-on experiences with blended learning, focusing on the tools they utilize, their satisfaction with course materials, and the method's impact on their learning journey. The first question invites respondents to describe their overall blended learning experience in their own words, providing qualitative insights. Next, participants are asked to share any specific benefits or challenges they have encountered that were not covered in previous sections. The last question invites them to share any extra comments or suggestions about blended learning in their EFL studies.

3.3.2 The Teachers' Interview

The interviews were conducted flexibly without a fixed timeline. Scheduling proved challenging as the study coincided with Ramadan, making it difficult to obtain immediate responses from all participating teachers. To accommodate this, the interviews were administered digitally using Google Forms and distributed via email. Feedback indicated that the teachers found the interview questions appropriate in terms of length, content clarity, and relevance to the research objectives.

The interview began with a concise introduction to blended learning and an explanation of its research objectives. It comprised five key questions designed to explore teachers' experiences and perspectives. The first question invited participants to reflect on their overall experience with blended learning in EFL classrooms, highlighting both its most valuable aspects and significant challenges. The second

question focused on how blended learning has transformed their approach to lesson planning, instructional methods, and classroom dynamics compared to conventional teaching.

The third question examined the impact of blended learning on student engagement and language proficiency development across core skills such as speaking, writing, and listening. Next, the fourth question addressed the practical hurdles teachers face in online instruction, probing institutional, technological, and pedagogical barriers that affect blended learning implementation. Finally, the interview concluded by investigating how blended learning shapes teacher-student interaction, specifically its effects on personalized feedback and communication, whether it enhances or complicates these critical aspects of language teaching.

3.4 Data Analysis Procedures

This section presents the analysis of both questionnaire and interview data, interprets key findings, provides practical recommendations for improving blended learning, and discusses the study's limitations for a comprehensive evaluation. The collected data were analyzed using a mixed methods strategy. The quantitative data from closed-ended questionnaire items were analyzed using descriptive statistics to highlight key trends in students' and teachers' attitudes toward blended learning. For the qualitative data, Qualitative Content Analysis (QCA) was applied to open-ended questionnaire responses and interview transcripts through coding and theme identification. This dual approach provided both measurable patterns and in-depth insights, offering a richer understanding of participants' experiences and perspectives.

3.4.1 Analysis of Results and Findings of Students' Questionnaire about their Attitudes towards Blended Learning

This study gathered responses from thirty (30) first-year EFL Master's students through a four-part questionnaire. The first explored students' familiarity and perceptions of blended learning, the second examined their attitudes, and the third investigated their practical experiences with the method, including tool usage, satisfaction with materials, and its impact on their learning.

Section one: Familiarity and Perceptions of Blended Learning

This section explores students' familiarity with blended learning and their general perceptions of its effectiveness, advantages, and challenges. The purpose is to understand how students view blended learning as a method of teaching and learning in EFL classrooms.

Item 1: How familiar are you with blended learning?

This item aims to assess the participants' familiarity with the concept of blended learning. The responses are presented in the table and chart below.

Table 1: Students' Familiarity with Blended Learning

Option	Frequency	Percentage
Not familiar at all	3	9.7%
Somewhat familiar	4	12.9%
Neutral	7	22.6%
Moderately familiar	8	25.8%
Very familiar	9	29%
Total	30	100%

The results in Table 1 indicate that the majority of students are at least somewhat familiar with blended learning. The most selected option was "Very familiar" (29%), followed by "Moderately familiar" (25.8%). Only 9.7% reported being unfamiliar. The mode is 5 (very familiar), the median is 4 (moderately familiar), and the mean score is approximately 3.63, suggesting that students tend to lean toward familiarity. This indicates a generally positive exposure to blended learning among Master One EFL students at Biskra University.

Item 2: How engaging do you find blended learning compared to traditional face-to-face learning?

This item aims to explore how students perceive the level of engagement in blended learning compared to traditional classroom settings. The table and chart below summarize their responses.

Table 2: Students' Perception of Blended Learning Engagement

	Frequency	**Percentage**
Less engaging	6	19.4%
Equally engaging	16	51.6%
More engaging	9	29%
Total	30	100%

The results in Table 2 show that 51.6% of students view blended learning as equally engaging as traditional methods, while 29% found it more engaging, and 19.4% found it less engaging. Descriptive analysis reveals a mode of 2 (equally engaging), a median of 2, and a mean score of approximately 2.17. These results suggest that students generally perceive blended learning to be just as or more engaging than traditional learning, with relatively few reporting disengagement.

Item 3: In your opinion, how effective is blended learning in improving your EFL skills?

This item aims to measure students' views on how effective blended learning is in helping them improve their English as a Foreign Language (EFL) skills. The responses are displayed in the table and chart below.

Table 3: Students' Opinions on the Effectiveness of Blended Learning in Improving EFL Skills

Option	Frequency	Percentage
Very effective	9	30%
Somewhat effective	11	36.7%
Neutral	7	23.3%
Not very effective	3	10%
Not effective at all	00	00%
Total	30	100%

Table 3 shows that 66.7% of students believe blended learning is at least somewhat effective, with only 10% finding it not very effective. The mean score is 3.87, the median is 4 (somewhat effective), and the mode is also 4, indicating that most students view blended learning as a helpful method for improving their EFL skills.

Item 4: What do you think are the main advantages of blended learning?

This item aims to identify the advantages students associate with blended learning. As it was a multiple-response question, participants were allowed to select more than one option. The results are presented in the following table and chart.

Table 4: Students' Perceived Advantages of Blended Learning

Participants' Responses to the Multiple Choice Question (N = 30)

Option	frequency	percentage
Flexibility in learning	22	73.3%
Access to diverse online resources	20	66.7%
Improved engagement with course materials	14	46.7%
Better time management	19	63.3%
Personalized learning experience	19	63.3%

Note. Participants could select more than one option; thus, percentages may exceed 100%.

Table 4 highlights the most commonly perceived advantages of blended learning among students. The most frequently chosen benefit was "flexibility in learning" (73.3%), followed by "access to diverse online resources" (66.7%). Additionally, better time management and personalized learning experience were each selected by 63.3% of respondents. This suggests that student's value blended learning primarily for its flexibility, resource accessibility, and customization, which align with the core strengths of blended instruction.

Item 5: What challenges have you faced with blended learning?

This item aims to identify the main challenges that students experienced while using blended learning. The table and chart below present the frequency and percentage of each selected challenge among the 30 participants.

Table 5: Reported Challenges Faced with Blended Learning

Participants' Responses to the Multiple Choice Question (N = 30)

Option	Frequency	Percentage
Poor internet connection	20	66.7%
Lack of motivation for online learning	17	56.7%
Managing class time	11	36.7%
Insufficient guidance from teachers	15	50%
Overload of information or tasks	14	46.7%
Feeling isolated in online learning environments	11	36.7%

Note. Participants could select more than one option; thus, percentages may exceed 100%.

Table 5 shows that the most common challenge students face is poor internet connection (66.7%), followed by lack of motivation (56.7%) and insufficient teacher guidance (50%). Other significant concerns include information overload (46.7%) and feelings of isolation (36.7%). These findings indicate that while blended learning offers flexibility, technical limitations and emotional factors such as isolation and motivation remain key barriers to effective implementation.

Section two: Attitudes towards Blended Learning

This section explores students' feelings and views about blended learning. It aims to understand how they see its flexibility, level of interaction, motivation, and how it affects their learning experience overall.

Item 6: Which learning mode do you prefer for your EFL studies?

This item aims to identify students' preferred learning mode. The table and chart show how many students chose face-to-face, online, or blended learning. The results highlight the most favored learning style among the participants.

Table 6: Students' Preferred Learning Mode for EFL Studies

Option	Frequency	Percentage
Fully face-to-face learning	7	23.3%
Fully online learning	2	6.7%
A combination of both (blended learning)	21	70%
Total	30	100%

Table 6 reveals that a majority of students (70%) prefer blended learning over fully traditional (23.3%) or fully online methods (6.7%). This strong preference highlights that learners appreciate the balance of face-to-face interaction and online flexibility provided by the blended approach.

Item 7: How do you feel about the use of technology in blended learning?

This item measures how comfortable students feel when using technology in blended learning. The table and chart reveal whether students are at ease with the digital tools or face difficulties. Please provide the actual frequencies, and I'll complete the table and explanation.

Table 7: Students' Comfort Level with Technology in Blended Learning

Option	Frequency	Percentage
Very comfortable	18	60%
Somewhat uncomfortable	4	13.3%
Neutral	8	26.7%
Somewhat uncomfortable	00	00%
Very uncomfortable	00	00%
Total	30	100%

Table 7 shows that the majority of students (60%) feel very comfortable using technology in blended learning environments, while 13.3% feel somewhat comfortable and 26.7% remain neutral. Notably, none of the participants reported feeling uncomfortable, indicating that most students are technologically confident when engaging with blended learning tools.

Item 8: Do you believe blended learning helps you achieve your learning goals more effectively than traditional methods?

This item explores whether students believe blended learning helps them achieve their learning goals more effectively than traditional methods. The table and chart below show the extent to which participants view blended learning as supportive in reaching their academic objectives.

Table 8: Students' Perceptions of Blended Learning Effectiveness

Option	Frequency	Percentage
Yes, significantly	17	56.7%
Yes, but only to some extent	9	30%
No, it does not make a difference	1	3.3%
No, significantly less effective	3	10%
Total	30	100%

Table 8 indicates that most students (56.7%) believe blended learning significantly improves learning, while 30% acknowledge some improvement. Only a small percentage (3.3%) feel it makes no difference, and 10% see it as less effective. These results suggest a largely positive perception of blended learning's effectiveness among EFL students.

Item 9: How do you perceive the balance between online and in-person components in blended learning?

This item explores how students perceive the balance between online and in-person components in blended learning. The table and chart below illustrate whether students find the current structure well-balanced or feel a need for adjustment in either direction.

Table 9: Students' Perceptions of Online and In-Person Balance in Blended Learning

Option	Frequency	Percentage
The balance is perfect	10	33.3%
More online components are needed	11	36.7%
More in-person components are needed	5	16.7%
The balance is unclear or inconsistent	4	13.3%
Total	30	100%

Table 9 shows that 36.7% of students desire more online components, while 33.3% find the current balance perfect. Additionally, 16.7% prefer more in-person instruction, and 13.3% feel the balance is unclear. These findings indicate diverse preferences, with a general lean toward increasing online content in the blended learning format.

Item 10: Do you feel that blended learning allows you to take more control over your learning process?

This item investigates students' perceptions of their ability to control their learning process through blended learning. It aims to understand whether the combination of online and in-person learning modes empowers students to take more responsibility and autonomy over their studies. The table and chart below illustrate how students view their level of control in blended learning environments.

Table 10: Students' Perception of Control in Learning Process through Blended Learning

Option	Frequency	Percentage
Yes, definitely	13	43.3%
Yes, to some extent	12	40%
Neutral	2	6.7%
No, not really	3	10%
No, not at all	00	00%
Total	30	100%

Table 10 reveals that a majority of students (83.3%) feel they have control over their learning process through blended learning—either definitely (43.3%) or to some extent (40%). Only 10% do not feel in control, while 6.7% remain neutral. This suggests that blended learning generally promotes a sense of learner autonomy.

Item 11: What type of support would improve your blended learning experience?

This item aims to identify the kinds of support that students believe would enhance their experience with blended learning. The table and chart below present the students' preferences regarding the types of assistance they find most helpful.

Table 11: Students' Suggestions for Improving Blended Learning Support

Participants' Responses to the Multiple Choice Question (N = 30)

Option	Frequency	Percentage
Better internet access	19	63.3%
More interactive online sessions	18	60%
Clearer instructions from teachers	14	46.7%
More training on how to use online learning platforms	15	50%

Note. Participants could select more than one option; thus, percentages may exceed 100%.

Table 11 shows that the most common suggestion for improving blended learning is better internet access (63.3%), followed closely by more interactive online sessions (60%). Students also suggested additional training on using platforms (50%) and clearer instructions from teachers (46.7%). These results point to a strong need for technical and instructional support to enhance the blended learning experience.

Item 12: What is your overall attitude toward blended learning?

This item aims to assess students' general attitude toward blended learning by capturing their emotional and evaluative responses to this teaching method. The table and chart below present the students' overall perceptions, ranging from strong approval to disapproval, highlighting their acceptance of blended learning as an educational approach.

Table 12: Students' Overall Attitudes toward Blended Learning

Option	Frequency	Percentage
Strongly favorable	12	40%
Somewhat favorable	11	36.7%
Neutral	5	16.7%
Somewhat unfavorable	2	6.7%
Strongly unfavorable	00	00%
Total	30	100%

Table 12 shows that 40% of students have a strongly favorable attitude toward blended learning, while 36.7% are somewhat favorable. Additionally, 16.7% remain neutral, and only 6.7% are somewhat unfavorable, with no students strongly opposing it. These results suggest that the majority of students hold a positive attitude toward blended learning, with very few expressing any dissatisfaction.

Section three: Students' Practical Experiences with Blended Learning

This section explores students' practical experiences with blended learning, focusing on the digital tools they use, their satisfaction with learning materials, and how blended learning has impacted their study habits and overall learning process. The aim is to understand their real-world engagement with this approach, moving beyond theoretical perceptions.

Thematic Analysis of Students' Practical Experiences with Blended Learning

The open-ended responses were analyzed using Braun and Clarke's (2006) thematic analysis framework, starting with immersive reading to familiarize with the data. Through iterative coding, meaningful information was grouped into preliminary themes. The analysis identified six main themes that captured students' experiences with blended learning. Each theme was reviewed for accuracy, defined, and supported by student quotations. This method preserved the diversity of student voices while providing a structured understanding of their experiences, challenges, and evaluations of blended learning.

Item 1: In your own words, how would you describe your overall experience with blended learning?

The thematic analysis of students' responses revealed four key aspects shaping their experiences with blended learning. First, flexibility and independence emerged as a major advantage. Many students valued the opportunity to study at their own pace and manage their schedules more effectively, allowing them to balance academic work with personal commitments. As one student reflected, blended learning offered "a flexible and enriching experience," highlighting how this autonomy significantly enhanced their learning journey.

At the same time, students stressed the irreplaceable value of face-to-face interaction. While appreciating the convenience of online learning, they emphasized that in-person engagement felt more natural and impactful for understanding lessons and building relationships. Comments like "I love facing the teacher and engaging with classmates" revealed a strong preference for the authentic, dynamic classroom environment that digital platforms sometimes fail to replicate.

Despite these benefits, students also reported challenges and frustrations, particularly related to technology. Poor internet connectivity and difficulties maintaining focus during online sessions were common concerns. Some described their experience as "boring and useless" when technical issues or weak course design disrupted learning, underlining the importance of reliable infrastructure and better support for self-regulated learning.

Lastly, many students highlighted the positive overall impact of blended learning. They credited it with boosting their motivation, engagement, and even transforming their general attitude toward education. One student shared, "Blended learning was the main reason I started finding interest in learning in general," demonstrating its potential to reignite academic enthusiasm when well-implemented.

Together, these findings suggest that while blended learning offers valuable flexibility and motivation, its success heavily depends on maintaining strong personal interactions and providing solid technological support.

Item 2: What specific benefits or challenges have you encountered in blended learning that were not mentioned above?

The analysis of the second question revealed that students identified several key benefits and challenges in their blended learning experience. A major advantage reported was improved access and flexibility, with many students appreciating the ability to revisit recorded lessons and access materials on demand. This flexibility allowed them to learn at their own pace, better prepare for assessments, and manage their schedules more effectively, contributing to deeper engagement with course content.

However, students also pointed to significant obstacles, especially **t**echnical and internet challenges. Many described facing unreliable connectivity and technical issues that disrupted live sessions and hindered content comprehension, highlighting the crucial role of robust digital infrastructure for successful blended learning. In addition, self-motivation and time management issues emerged as common struggles, with students noting that the flexibility of online learning sometimes made it difficult to maintain focus, motivation, and organization without the structure of regular in-person classes.

Another frequent concern was reduced interaction and engagement, as many participants felt isolated during the online components, missing the spontaneous discussions and social connections of traditional classrooms. Students emphasized the need for more interactive online activities to sustain motivation and collaboration. Despite these challenges, a significant number of students reported experiencing personal growth and independence, stating that blended learning helped them become more responsible, self-disciplined, and autonomous in managing their education. These findings highlight that while blended learning offers notable advantages, it also requires addressing technological barriers and supporting students' development of self-regulation skills to maximize its benefits.

Item 3: Do you have any additional comments or suggestions regarding blended learning in your EFL studies?

The analysis of the third question revealed that students proposed several key areas for improving blended learning experiences. A strong theme was the call for more interactive online activities, with participants suggesting the inclusion of games, quizzes, speaking exercises, debates, and collaborative discussions to make learning

more engaging and practical. These interactive elements were seen as essential for enhancing motivation and developing language proficiency in real-world contexts.

Another major recommendation was the need for better speaking practice opportunities, as students emphasized that blended learning often lacked sufficient verbal interaction critical for fluency. They suggested incorporating more live speaking sessions, virtual discussions, and peer conversations to bridge the gap between online flexibility and face-to-face engagement.

Students also stressed the importance of teacher training and feedback, noting that instructors should be better equipped to use digital tools effectively and provide consistent, motivating feedback. They felt that strong teacher support was crucial for maintaining student motivation and ensuring the success of blended formats.

In addition, many participants pointed to the need for improved organization and platform design, suggesting clearer course structures, more user-friendly online platforms, centralized resources, and clearly communicated deadlines to make navigation and time management easier for learners.

Lastly, mixed or neutral opinions were observed among a smaller group of students, with some expressing satisfaction with current practices, while others preferred traditional learning methods and doubted the effectiveness of blended approaches for language acquisition. These varied responses indicate that while many students are optimistic about blended learning's potential, ongoing improvements are necessary to address its limitations and meet diverse learner needs.

3.4.2 Analysis of Results and Findings of teacher's interview about their Attitudes towards Blended Learning

The interview, conducted with five randomly selected EFL instructors from different grade levels, served as the second data collection tool. This semi-structured interview, consisting of five targeted questions, aimed to explore instructors' attitudes toward blended learning. A thematic analysis of their responses revealed insights into pedagogical practices, technological adaptation, and the perceived effectiveness of blended instruction, emphasizing both its benefits and challenges.

Analysis of Interview Question 1

How would you describe your experience with blended learning in EFL classrooms? What aspects have been most beneficial or difficult in your teaching?

The purpose of this question was to explore teachers' overall experiences with blended learning in EFL classrooms, focusing on both perceived advantages and encountered challenges. This aimed to gather insights into teachers' attitudes, perceptions, and practical reflections, essential for understanding how blended learning is implemented and received in higher education language teaching contexts.

All interviewed teachers reported positive experiences, describing blended learning as "interesting," "great," "motivating," "transformative," and "useful," reflecting strong enthusiasm and acceptance. They highlighted that blended approaches diversified their teaching strategies and significantly enhanced their instructional methods, rather than simply complementing traditional techniques.

Teachers reported several key benefits of blended learning, including greater flexibility that allowed lessons to extend beyond the classroom and promoted deeper

student engagement with authentic materials at their own pace. They also emphasized that blended formats encouraged learner autonomy, helping students develop independence and critical thinking through self-directed online tasks, while the combination of face-to-face and online components enabled more effective support for diverse student needs. However, teachers also noted important challenges.

A major difficulty was ensuring equitable access to technology for all students, as disparities in digital access created barriers to participation. Another concern was maintaining students' motivation and active engagement during online sessions, which proved harder to achieve compared to in-person interactions.

Overall, the findings reveal a generally positive perception of blended learning among EFL teachers, recognizing its capacity to enhance flexibility, extend learning opportunities, and foster autonomy, while also highlighting the need to address technological and engagement challenges to fully optimize its effectiveness.

Analysis of Interview Question 2

How has blended learning changed your lesson planning, teaching strategies, and classroom management compared to traditional methods?

The second interview question aimed to explore how blended learning has influenced teachers' core practices, specifically regarding lesson planning, teaching strategies, and classroom management, compared to purely traditional methods. Many teachers reported that blended learning led them to strategically balance traditional and online methods, consciously integrating the strengths of both.

One participant shared that blended learning "helps in taking advantage of both positive aspects of the two teaching approaches," while another described it as "more

methodical," enhancing the structure and preparation of lessons by combining in-person and online activities effectively. However, several teachers pointed out that blended instruction demands greater effort and planning than traditional teaching. As one noted, "It needs more involvement," and another emphasized that while it "takes extra time and effort, it pays off," highlighting the additional workload required for effective implementation.

Blended learning has also reshaped the educator's role and classroom management approaches. Teachers explained that lesson planning has become more intentional, selecting activities suited for either online or face-to-face delivery. Teaching strategies have shifted toward facilitation, with techniques like flipped classrooms gaining prominence to maximize interactive time. Additionally, classroom management now extends into virtual spaces, requiring teachers to monitor and support students' participation and progress online as well as in person.

Overall, teachers' responses reveal that blended learning has significantly transformed their professional practices. Lesson planning has become more strategic, teaching strategies are increasingly student-centered, and classroom management adapts to both physical and digital spaces. Despite the greater demands, teachers perceive these changes as ultimately beneficial to the teaching and learning process.

Analysis of Interview Question 3

In your experience, how does blended learning influence student participation and language skill development (e.g., speaking, writing, and listening)?

This question aimed to explore teachers' perceptions of how blended learning impacts student participation and the development of key language skills—speaking, writing, and listening compared to traditional instruction. Several teachers emphasized

that blended learning significantly improves students' motivation, engagement, and active participation. One teacher noted that exposure to various learning styles encourages greater interaction and positively affects language production, while another highlighted that addressing diverse student needs leads to more effective learning and higher involvement.

A notable theme was the promotion of learner autonomy and self-reliance. Teachers explained that blended environments empower students to take greater control of their learning pace and methods, fostering independence in developing different language skills. Teachers also stressed that blended learning supports balanced development across speaking, writing, and listening skills. In-person sessions were said to enhance speaking through direct interaction, while online components strengthened writing through peer feedback and listening through access to authentic materials.

This flexible combination allows for more comprehensive language skill growth. However, some challenges persist, particularly regarding speaking and listening in the online environment. While tools like discussion boards and recorded resources assist, maintaining active participation and motivation remains a key concern for teachers.

Overall, teachers' responses suggest that blended learning positively influences student participation and skill development by promoting engagement, autonomy, and a well-rounded approach to language learning, despite some persistent challenges in online speaking and listening activities.

Analysis of Interview Question 4

What are the biggest challenges you face when implementing blended learning? How do institutional, technological, or pedagogical factors impact its success?

This question aimed to explore the main challenges teachers face when implementing blended learning in EFL classrooms and to understand how institutional, technological, and pedagogical factors influence the success of this model.

Several teachers emphasized that institutional factors significantly impact the success of blended learning. They pointed out that decision-makers often fail to develop policies that align with modern educational demands and provide sufficient support, including professional development and technical assistance, which hinders effective implementation. Technological barriers were also widely reported, with many teachers highlighting students' inconsistent access to reliable devices and stable internet connections. They stressed that without institutional investment in infrastructure and student support, blended learning cannot achieve its intended outcomes.

On the pedagogical side, teachers indicated that adapting to blended learning requires continuous professional development. They noted challenges in maintaining coherence between online and face-to-face components, stressing the need for a more student-centered approach and strategic lesson planning to ensure both modes complement each other effectively.

Overall, the successful implementation of blended learning is influenced by technological limitations, institutional shortcomings, and pedagogical challenges. Teachers recognize that addressing these interconnected barriers through better support, infrastructure, and professional training is essential for maximizing the effectiveness of blended learning in EFL contexts.

Analysis of Interview Question 5

How has blended learning influenced your ability to interact with and support students? Has it improved or hindered personalized feedback and student-teacher communication?

This question explored how blended learning has influenced teachers' ability to provide personalized feedback and engage with students.

Several teachers highlighted that blended learning has positively impacted the personalization of support. Through digital platforms, teachers can provide more individualized feedback on assignments, monitor students' progress efficiently, and adjust their support to meet each student's specific needs. Tools like quick messaging, discussion boards, and personalized video feedback have made it easier for teachers to stay connected with students and address academic concerns promptly. This level of personalized attention was seen as a significant improvement over traditional methods.

However, a common concern among teachers was the challenge of maintaining real-time interaction and building authentic connections with students. The absence of physical presence often makes it harder to establish personal connections, which are essential for effective language learning. To overcome this, teachers emphasized the need for deliberate efforts, such as organizing synchronous video sessions and maintaining consistent online engagement, to bridge the gap created by physical distance.

One teacher noted that blended learning had not yet been fully or properly implemented in their institution, making it challenging to evaluate its true impact. Without adequate structure, resources, and institutional support, the potential benefits like improved communication and feedback remain limited. However, they

acknowledged that, with proper design and execution, blended learning could offer significant advantages.

Despite the improvements, teachers emphasized that face-to-face interaction remains irreplaceable in EFL teaching. While digital platforms offer flexibility and efficiency, human interaction is crucial for building trust, understanding emotional cues, and supporting students' holistic development. Blended learning, therefore, should complement traditional methods rather than completely replace them.

In conclusion, the analysis reveals that teachers perceive blended learning as a double-edged tool. While it enhances their ability to provide personalized feedback and offer flexible communication through digital platforms, it also presents challenges in maintaining strong personal connections with students, which are crucial for effective language acquisition. Teachers stressed that blended learning must be strategically implemented, combining the strengths of both online and face-to-face environments. With proper planning, institutional support, and a balanced approach, blended learning can fully support both academic and interpersonal growth among students.

3.5 Interpretation of Research Findings

This section presents and interprets the findings from a questionnaire completed by thirty (30) Master One students and semi-structured interviews with five (5) randomly selected teachers. It is divided into four sections: students' attitudes toward blended learning, teachers’ perspectives, and challenges faced by both groups, and the impact on teacher-student interaction. Each section begins with the findings from students, followed by teachers' insights, with comparisons made where necessary to highlight similarities or differences.

3.5.1 Students' attitudes towards blended learning

The questionnaire revealed key insights into students' experiences with blended learning. Regarding gender (Q1), Figure 1 shows 63.3% were female and 36.7% male. For age (Q2), Table 2 indicates that 50% were 20-22 years old, 33.3% were 23-25, and 16.7% were 26 or older. On online platform use (Q3), Figure 3 shows 40% used them often, 23.3% always, and 26.7% sometimes. For familiarity with blended learning (Q4), Table 4 shows 29% were very familiar, and 25.8% moderately familiar. Regarding engagement (Q5), Figure 5 reveals that 51.6% found it equally engaging as traditional methods, with 29% finding it more engaging. As for effectiveness (Q6), Table 6 shows 36.7% found it somewhat effective and 30% very effective.

The benefits (Q7) of blended learning included flexibility (73.3%), access to diverse resources (66.7%), and better time management (63.3%). Challenges (Q8) included poor internet connection (66.7%) and lack of motivation (56.7%). Regarding preferences (Q9), 70% favored a mix of online and face-to-face learning. On comfort with technology (Q10), Table 10 shows 60% felt very comfortable. For impact on learning goals (Q11), 56.7% believed blended learning significantly supported academic success.

Regarding the balance between online and in-person components (Q12), 36.7% wanted more online elements, and 33.3% felt the balance was perfect. For autonomy (Q13), Figure 13 shows 43.3% felt more control over their learning. In terms of suggested support (Q14), 63.3% wanted better internet access, and 60% sought more interactive sessions. Finally, for overall attitude (Q15), Figure 15 shows 40% had a strongly favorable view.

Open-ended responses supported these findings, with students emphasizing flexibility, but also noting challenges like poor internet and motivation. Teachers echoed these views, acknowledging the effort needed to build rapport in online settings. Overall, while blended learning offers flexibility and engagement, challenges in technology and motivation persist.

3.5.2 Teachers' perspectives and experiences

The analysis of interview responses showed both positive and negative views about blended learning in EFL classrooms. Teachers found it helpful and motivating, appreciating how combining face-to-face and online learning improved flexibility, engagement, and student independence. They carefully planned activities for both settings to make the most of each method's benefits.

However, teachers encountered challenges such as uneven access to technology, which affected some students. Keeping students engaged during online lessons was also difficult, and teachers experienced more work when planning for blended learning. Despite these issues, positive outcomes were seen in language skills, especially speaking, writing, and listening. In-person classes helped improve speaking, while online activities supported writing and listening through interaction with peers.

The study also found that the institution faced challenges like limited support and resources. Teachers valued the chance to give personalized and quick feedback using digital tools but stressed that face-to-face contact remains important for building strong relationships with students.

In conclusion, teachers see blended learning as enhancing flexibility, learner autonomy, and skill development but face challenges with technology access, engagement, and workload. Institutional support and careful planning are necessary for

overcoming these obstacles, ensuring blended learning complements traditional methods while maintaining the value of face-to-face interaction.

3.5.3 Challenges Faced by Students and Teachers in Implementing Blended Learning

Both students and teachers face challenges when using blended learning in EFL classrooms, caused by technology, institutional support, and teaching methods. A key problem is unequal access to devices and reliable internet. Teachers observed that this inconsistency affected student participation, while students reported difficulties accessing materials and joining online discussions due to poor internet connections.

Teachers faced difficulties integrating digital tools due to limited technological support and training, struggling to balance the potential of technology with its availability. Meanwhile, students mainly had trouble accessing content. Engagement during online sessions was also a challenge, as teachers found it harder to keep students motivated in virtual settings. Some students adapted well to self-paced learning, but others missed the structure and support of traditional classrooms. Additionally, teachers experienced a heavier workload managing both in-person and online teaching, including preparing digital materials and monitoring student progress, which likely affected the overall quality of instruction.

Finally, institutional support was seen as crucial. Teachers pointed out the lack of alignment between policies and blended learning needs, such as insufficient professional development and support. Students also highlighted the need for better support, such as improved internet access and more interactive sessions. Both groups require adequate resources for effective blended learning.

3.5.4 Impact of Blended Learning on Teacher-Student Interaction, Communication, and Feedback

Blended learning impacts teacher-student interaction, communication, and feedback with both benefits and challenges. Teachers appreciated the flexibility it provides, allowing for more personalized communication through digital platforms, but they noted that it can be hard to maintain strong face-to-face connections, which are important for building relationships. Students echoed this sentiment, valuing the flexibility but feeling less connected to teachers compared to traditional classrooms. This shows both groups see blended learning's benefits, but also recognize its limitations in fostering personal connections.

Blended learning changes teacher-student dynamics. Teachers appreciated the ability to engage students through online platforms, supporting more frequent and individualized interactions. However, both teachers and students felt that digital communication lacks the depth and immediacy of in-person exchanges. Teachers also mentioned that it’s difficult to replicate the personal connection found in face-to-face interactions, a point students also echoed.

Communication in blended learning is often asynchronous, allowing students to seek help outside class hours. While this provides flexibility, both teachers and students agreed that it lacks the clarity and immediacy of real-time interactions. Teachers observed that students were more hesitant to ask questions online, and students felt they often didn’t receive immediate or clear responses, highlighting the need for a balance between online and in-person communication.

Feedback in blended learning is generally positive. Teachers found digital tools allowed them to provide timely, personalized feedback, which aligns with research

showing that blended learning improves feedback speed and quality. Students appreciated receiving quick feedback, but both groups noted that online feedback lacks the personal touch of face-to-face interactions, where tone and body language convey empathy and support. Students sometimes felt that written feedback could be misinterpreted, and teachers agreed that it's harder to convey tone and emotion through written responses.

3.6 Evaluating Teachers' and Students' Attitudes toward Blended Learning

To better understand the alignment between the proposed hypothesis and the findings, this section compares the key results from both students and teachers, focusing on their attitudes, challenges, and perspectives on blended learning.

The study proposed that when teachers and students have strong digital skills and receive enough support from their institution, they would have more positive attitudes toward blended learning, leading to better use of this approach. The results partially support this idea. Both groups showed positive views, noting benefits such as greater flexibility, learning beyond the classroom, and increased student independence. However, challenges like uneven access to technology, limited institutional support, and the need for improved training were also clear. Teachers highlighted the need for more help with technology use, while students mentioned issues with poor internet and lack of resources. Despite these difficulties, both teachers and students see blended learning as valuable and motivating when implemented carefully. The findings show that digital skills and positive attitudes exist but stress the importance of stronger support systems for success.

3.7 Suggestions and Recommendations

Following the study's results, we propose practical recommendations to maintain students' and teachers' positive attitudes toward blended learning. Our suggestions aim to address the factors that undermine these attitudes and to enhance this instructional mode. These recommendations are directed at three key stakeholder groups: students, instructors, and policymakers. By targeting technological, pedagogical, and institutional challenges, they seek to foster a supportive environment and optimize blended learning outcomes.

To begin with, students should respect the time given for online classes. They should also take part and stay active in both face-to-face and online lessons. To avoid problems while using online tools, students are advised to teach themselves how to use platforms like Zoom, Moodle, Google Classroom, and others by watching simple videos. They should also try to use these learning apps more often. In addition, students should stay in contact with their classmates and teachers to get help when needed. When joining an online class, they should sit in a quiet place and turn off other app sounds. They are also advised to ask questions when they don't understand, especially during online lessons. Students should be responsible for their learning in both normal and online classes.

In the same way, teachers should work with their coworkers to tell decision-makers about the problems they face when using blended learning. Teachers should also try to learn by themselves how to use blended learning well. They should help and support students to stay interested and take part in both types of classes. Teachers should plan online lessons well with their students to make sure they attend. They should also explain to their students that learning is their own duty. Also, they can ask students through small surveys how they would like blended learning to be used.

Finally, the problems that students and teachers face in blended learning need help from those in charge. These people should provide schools with the tools they need. They should lower the prices of digital tools for students, especially for those who don't have enough money, or allow them to pay in small parts. They should also work with the Algerian Ministry of Post and Communication to give cheap and good internet for students and teachers. In the end, they should plan training days for teachers and students to help them learn about blended learning and to hear about their problems with this way of learning.

3.8 Limitations of the Study

This research, like many academic investigations, faced certain unavoidable limitations. One key limitation was the low number of male participants, which limited the ability to explore gender- and specialty-based differences. Another issue was the small sample size; although acceptable for a case study, it reduced the accuracy of statistical findings, even after repeated attempts to increase participation. The study also depended mostly on self-reported answers in questionnaires and interviews, which may include personal bias or incomplete replies, especially in open-ended questions where some answers lacked clarity or meaning. Finally, the unexpected shift to blended learning due to external factors like the COVID-19 pandemic may have shaped students' and teachers' views in ways unrelated to the actual effectiveness of the method.

Conclusion

This chapter presented the methodological structure and key findings of the study. It described the research design, participants, and sampling technique. The data collection tools included a semi-structured student questionnaire and teacher interviews, with quantitative data analyzed through descriptive statistics and qualitative responses interpreted using Qualitative Content Analysis. The findings revealed that both students and teachers view blended learning positively, emphasizing its potential benefits when supported effectively. Based on these results, the chapter offered practical suggestions aimed at strengthening these positive attitudes and addressing the main challenges identified. Lastly, the chapter concluded by acknowledging several study limitations that may have influenced the results.

General Conclusion

This dissertation aimed to explore the attitudes of EFL teachers and first-year Master's students toward the implementation of blended learning in EFL classrooms, with a focus on identifying the factors influencing these attitudes, as well as the benefits and challenges faced by both parties. The study was motivated by the increasing integration of ICTs into education, particularly in response to the COVID-19 pandemic, which accelerated the adoption of blended learning globally and in Algerian universities, including the University of Biskra.

To achieve its objectives, the study adopted a mixed-method research design, combining both quantitative and qualitative approaches to gain a comprehensive understanding of the participants' attitudes. Quantitative data were collected through semi-structured items in student questionnaires and analyzed using descriptive statistics, while qualitative data were gathered through open-ended questionnaire responses and semi-structured interviews with teachers, analyzed using content analysis. The central hypothesis proposed that strong digital skills and institutional support positively influence teachers' and students' attitudes toward blended learning, promoting its effective implementation. The results from both methods supported this hypothesis.

The results revealed that both students and teachers hold generally positive attitudes toward blended learning. Students appreciated its flexibility, improved time management, access to multiple resources, and enhancement of autonomy and engagement. Teachers also valued blended learning for promoting creativity, motivation, student participation, and effective use of technology, while recognizing its role in increasing understanding and digital literacy. Key influencing factors identified

included digital competence, comfort with online platforms, institutional support, internet access, and engagement levels.

Nevertheless, several challenges were noted, including technical problems, limited resources, lack of proper training, and insufficient guidance. Some students were unfamiliar with certain platforms and unmotivated during online sessions, while teachers struggled with student participation, technological readiness, and workload.

In light of these findings, the study offers practical recommendations for students, teachers, and institutions. It concludes by emphasizing the importance of digital readiness and support in shaping attitudes and ensuring effective blended learning implementation.

References

Ağır, M. S. (2019). Students' attitudes towards learning, a study on their academic achievement and internet addiction. *World Journal of Education, 9*(4), 109–122. https://doi.org/10.5430/wje.v9n4p109

Ajzen, I. (2005). *Attitudes, personality, and behavior* (2nd ed.). Open University Press.

Albarracín, D., Johnson, B. T., Zanna, M. P., and Kumkale, G. T. (2005). Attitudes: Introduction and scope. In D. Albarracín, B. T. Johnson, and M. P. Zanna (Eds.), *The handbook of attitudes* (pp. 3–19). Psychology Press.

Anggawirya, A. M., Prihandoko, L. A., and Rahman, F. (2021). Teacher's role in teaching English during pandemic in a blended classroom. In *Proceedings of the International Conference on Education and Technology (ICET 2021)* (pp. 458-463). Atlantis Press. https://doi.org/10.2991/assehr.k.211125.086

Aspden, L., and Helm, P. (2004). Making the connection in a blended learning environment. *Educational Media International, 41*(3), 245–252. https://doi.org/10.1080/09523980410001680851

Avazmatova, M. M. (2020). Significance of blended learning in education system. *The American Journal of Social Science and Education Innovations, 2*(8), 507–511.

Baker, C. (1992). *Attitudes and language* (Vol. 83). Multilingual Matters.

Baldwin-Evans,k.(2006). Key steps to implementing a successful blended learning *Strategy.Industrial and Commercial Training, vol 38* (3), pp. 156-163.

Bara, N. (2022). Relevance of adopting blended learning in the Algerian university. *Academic Review of Social and Human Studies, 14*(2), 89-97.

Bizer, G. Y., Barden, J. C., and Petty, R. E. (2006). Attitudes. In L. Nadel (Ed.), *Encyclopedia of cognitive science* (Vol. 1, pp. 283-287). Wiley. https://doi.org/10.1002/0470018860.s00483

Bonk, C. J., & Graham, C. R. (Eds.). (2006). *Handbook of blended learning: Global perspectives, local designs* (pp. 8-10). San Francisco, CA: Pfeiffer Publishing.

Boyle, T., Bradley, C., Chalk, P., Jones, R., and Pickard, P. (2003). Using blended learning to improve student success rates in learning to program. *Journal of Educational Media, 28*(2-3), 165-178. https://doi.org/10.1080/1358165032000153160

Cambridge University Press. (n.d.). *Blend*. In *Cambridge Dictionary*. Retrieved December 6, 2024, from https://dictionary.cambridge.org/dictionary/english/blend

Carman, J. M. (2005). Blended learning design: Five key ingredients. *Agilant Learning, 1*(11), 1–10.

Chen, A. N., Castillo, J. G. D., and Ligon, K. (2015). Information and communication technologies (ICT): Components, dimensions, and its correlates. *Journal of International Technology and Information Management, 24*(4), Article 2. https://doi.org/10.58729/1941-6679.1051

Cherry, K. (2018). Attitudes and behavior in psychology. In D. Albarracín (Ed.), *The everything psychology book* (2nd ed., pp. 1–4). Adams Media.

Clark, A. (2006). Language, embodiment, and the cognitive niche. *Trends in Cognitive Sciences, 10*(8), 370-374. https://doi.org/10.1016/j.tics.2006.06.004

Crisp, R. J., & Turner, R. N. (2010). *Essential social psychology* (2nd ed.). TJ International.

Das, R. (2021). The attitude of students and teachers towards blended learning at the elementary level. *Ilkogretim Online - Elementary Education Online*, *20*(5), 245-257.

De Houwer, J., Barnes-Holmes, D., and Moors, A. (2013). What is learning? On the nature and merits of a functional definition of learning. *Psychonomic Bulletin and Review*, *20*(4), 631-642. https://doi.org/10.3758/s13423-013-0386-3

DeLacey, B. J., and Leonard, D. A. (2002). Case study on technology and distance in education at the Harvard Business School. *Educational Technology and Society*, *5*(2), 13-28. https://www.j-ets.net/collection/published-issues/5_2

Eagly, A. H., and Chaiken, S. (1993). *The psychology of attitudes*. Harcourt Brace Jovanovich.

Friesen, N. (2012). *Report: Defining blended learning*. https://www.normfriesen.info/papers/Defining_Blended_Learning_NF.pdf

Frymier, A. B., and Nadler, M. K. (2017). The relationship between attitudes and behaviors. In *Persuasion: Integrating theory, research, and practice* (4th ed., pp. 42–58). Kendall Hunt Publishing.

Garnham, C., and Kaleta, R. (2002). Introduction to hybrid courses. *Teaching with Technology Today, 8*(6), 25-29.

Garrett, P., Coupland, N., and Williams, A. (2003). *Investigating language attitudes: Social meanings of dialect, ethnicity and performance*. University of Wales Press.

Garrison, D. R., & Vaughan, N. D. (2008). *Blended learning in higher education: Framework, principles, and guidelines.* San Francisco, CA: John Wiley & Sons.

Garrison, D. R., and Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The Internet and Higher Education, 7*(2), 95–105. https://doi.org/10.1016/j.iheduc.2004.02.001

Graham, C. R. (2006). *Blended learning systems: Definition, current trends, and future directions.* In C. J. Bonk & C. R. Graham (Eds.), *The handbook of blended learning: Global perspectives, local designs* (pp. 3–21). Pfeiffer.

Graham, C. R. (2013). Emerging practice and research in blended learning. In M. G. Moore (Ed.), *Handbook of distance education* (3rd ed., pp. 333-350). Routledge.

Graham, C. R., Allen, S., & Ure, D. (2003). Benefits and challenges of blended learning environments. In M. Khosrow-Pour (Ed.), *Encyclopedia of Information Science and Technology* (pp. 253–259). IGI Global.

Graham, C. R., Allen, S., & Ure, D. (2005). *Benefits and challenges of blended learning environments.* In M. Khosrow-Pour (Ed.), *Encyclopedia of information science and technology*. Idea Group.

Graham, C. R., Henrie, C. R., and Gibbons, A. S. (2019). Developing models and theory for blended learning research. *Allyn and Bacon.*

Graham, C. R., Woodfield, W., and Harrison, J. B. (2019). A framework for institutional adoption and implementation of blended learning in higher education. *Internet and Higher Education, 41*, 62-73. https://doi.org/10.1016/j.iheduc.2019.01.003

Gruba, P., & Hinkelman, D. (2012). *Teaching and researching language learning strategies*. New York, NY: Routledge.

Haydn, T. (2008). Teacher education and ICT: Some points for consideration from the UK. *Computers and Education, 49*(4), 1018-1036. https://doi.org/10.1016/j.compedu.2005.12.003

Hinkhouse, H. C. (2013). *Investigating blended learning in the high school science classroom* [Master's thesis, University of Northern Iowa]. ScholarWorks. https://scholarworks.uni.edu/etd/75

Hofmann, J. (2011). Top 10 challenges of blended learning. *Training, 48*(2), 12-13.

Holley, D., and Dobson, C. (2008). Encouraging student engagement in a blended learning environment: The use of contemporary learning spaces. *Learning, Media and Technology, 33*(2), 139–150. https://doi.org/10.1080/17439880802097683

Holmberg, B. (1989). *The theory and practice of distance education*. Routledge.

Horn, M. B., and Staker, H. (2011). The rise of K-12 blended learning. *Social Innovations Journal, 6*. https://socialinnovationsjournal.org/ https://hal.science/hal03741834v1/file/Data%20Collection%20Methods%20and%20Tools%20for%20Research%20.pd

Hughes, G. (2007). Using blended learning to increase learner support and improve retention. *Teaching in Higher Education, 12*(3), 349-363. https://doi.org/10.1080/13562510701278690

Islam, M. K., Sarker, M. F. H., & Islam, M. S. (2021). Promoting student-centred blended learning in higher education: A model. *E-Learning and Digital Media, 19*(1), [page numbers if available]. https://doi.org/10.1177/20427530211027721

Jain, V. (2014). 3D model of attitude. *International Journal of Advanced Research in Management and Social Sciences, 3*(3), 1–13. https://garph.co.uk/IJARMSS/Mar2014/1.pdf

Jayanthi, R. (2019). A study about blended learning: Its importance and concept. *International Journal of Scientific Development and Research, 4*(4), 387–397.

Kalapriya, C. (2021). Benefits of blended learning in higher education. *International Journal of Creative Research Thoughts, 9*(11), 158-162. https://ijcrt.org/papers/IJCRT2111237.pdf

Kaur, M. (2013). *Blended learning: Its challenges and future*. *Procedia - Social and Behavioral Sciences, 93,* 612–617. https://doi.org/10.1016/j.sbspro.2013.09.248

Koşar, G. (2016). A study of EFL instructors' perceptions of blended learning. *Procedia - Social and Behavioral Sciences, 232*, 736–744. https://doi.org/10.1016/j.sbspro.2016.10.100

Laifa, M., Giglou, R. I., & Akhrouf, S. (2023). Blended learning in Algeria: Assessing students' satisfaction and future preferences using SEM and sentiment analysis. *Innovative Higher Education, 48*(4), 879–905. https://doi.org/10.1007/s10755-023-09658-5

Lalima, & Dangwal, K. L. (2017). Blended learning: An innovative approach. *Universal Journal of Educational Research, 5*(1), 129–136. https://doi.org/10.13189/ujer.2017.050116

López-Pérez, M. V., Pérez-López, M. C., and Rodríguez-Ariza, L. (2011). Blended learning in higher education: Students' perceptions and their relation to outcomes. *Computers and Education, 56*(3), 818-826. https://doi.org/10.1016/j.compedu.2010.10.023

Maio, G. R., & Haddock, G. (2009). The three witches of attitudes. In G. R. Maio & G. Haddock (Eds.), *The psychology of attitudes and attitude change* (pp. 24–44). SAGE Publications.

Malik, M. A., and Riasat, M. (2022). Decoding blended learning: Historical development, definitions and components. *Sukkur IBA Journal of Educational Sciences and Technologies, 2*(1).

Meral, S. A. (2019). Students' attitudes towards learning: A study on their academic achievement and internet addiction. *World Journal of Education, 9*(4), 109–122. https://doi.org/10.5430/wje.v9n4p109

Mondal, G. C., Majumder, P., and Mandal, M. (2019). Effect of blended learning strategy for secondary school science students. *International Journal of Research and Analytical Reviews, 6*(1), 381–387.

Mukhtaramkhon, K. (2022). Advantages and disadvantages of blended learning in higher education. *Journal of Pedagogical Inventions and Practices, 9,* 14–18. https://zienjournals.com/index.php/jpip/article/view/1859

Murray, A. (2017). *Blended learning vs. traditional instruction as a predictor of student achievement in New York City public schools* [Doctoral dissertation, St. John's University]. ProQuest Dissertations and Theses Global.

Mustafa, A. N. (2023). An examination of the advantages and disadvantages of blended learning. *International Journal of Research Publication and Reviews, 4*(12), 1159–1166. https://doi.org/10.55248/gengpi.4.1223.123405

Neumeier, P. (2005). A closer look at blended learning — Parameters for designing a blended learning environment for language teaching and learning. *ReCALL, 17*(2), 163–178. https://doi.org/10.1017/S0958344005000314

Rahmani, A., and Zitouni, K. S. (2022). Blended learning and flipped classroom's application during post pandemic. *Arab World English Journal, 13*(2), 451-461. https://doi.org/10.24093/awej/vol13no2.31

Ratheeswari, K. (2018). Information communication technology in education. *Journal of Applied and Advanced Research, 3*(Suppl. 1), S45–S47.

Reid, N. (2003). *Getting started in pedagogical research in the physical sciences*. LTSN Physical Sciences Centre.

Rossett, A., Douglis, F., & Frazee, R. V. (2003). Strategies for building blended learning. *Learning Circuits, 4*(7), 1–8. http://www.learningcircuits.org/2003/jul2003/rossett.htm

Shand, K., & Farrelly, S. G. (2018). The art of blending: Benefits and challenges of a blended course for preservice teachers. *Journal of Educators Online, 15*(1), 1–14. https://doi.org/10.9743/JEO2018.15.1.1

Sharma, M. (2019). Impact factor: 5.2 IJAR. *International Journal of Applied Research, 5*(8), 325–327. https://www.allresearchjournal.com/archives/2019/vol5issue8/PartE/5-8-76-132.pdf

Sharma, P. (2010). Key concepts in ELT: Blended learning. *ELT Journal, 64*(4), 456-458. https://doi.org/10.1093/elt/ccq043

Sharma, P., and Barrett, B. (2007). Blended learning. In A. Underhill (Ed), *Blended Learning:Using Technology in and beyond the Language Classroom* (p. 7). Oxford: Macmilan

Sharpe, R., Benfield, G., Roberts, G., and Francis, R. (2006). *The undergraduate experience of blended learning: A review of UK literature and practice*. Higher Education Academy.https://www.advance-he.ac.uk/knowledge-hub/undergraduate-experience-blended-learning-review-uk-literature-and-practice

Singh, R. (2021). *Information communication technology*. ResearchGate. https://www.researchgate.net/publication/350087090_INFORMATION_COMMUNICATION_TECHNOLOGY

Stockwell, B. R., Stockwell, M. S., Cennamo, M., & Jiang, E. (2015). Blended learning improves science education. *Cell*, *162*(5), 933–936. https://doi.org/10.1016/j.cell.2015.08.009

Suo, Y. J. (2017). Perceptions and practices of blended learning in foreign language teaching at USIM. *European Journal of Social Sciences Education and Research*, *12*(1), 117-126. https://doi.org/10.26417/ejser.v12i1.p117-126

Tabor, S. W. (2007). Narrowing the distance: Implementing a hybrid learning model for information security education. *Quarterly Review of Distance Education*, *8*(1), 47–57.

Talebian, S., Mohammadi, H. M., & Rezvanfar, A. (2014). Information and communication technology (ICT) in higher education: Advantages, disadvantages, conveniences and limitations of applying e-learning to agricultural students in Iran. *Procedia - Social and Behavioral Sciences*, *116*, 3711–3715. https://doi.org/10.1016/j.sbspro.2014.09.199

Thorne, K. (2003). *Blended learning: How to integrate online and traditional learning*. Kogan Page.

Tomlinson, B., and Whittaker, C. (Eds.). (2013). *Blended learning in English language teaching: Course design and implementation.* British Council.

Tong, D. H., Uyen, B. P., & Ngan, L. K. (2022). The effectiveness of blended learning on students' academic achievement, self-study skills, and learning attitudes: A quasi-experiment study in teaching the conventions for coordinates in the plane. *Heliyon, 8*(12), e12657. https://doi.org/10.1016/j.heliyon.2022.e12657

United States Distance Learning Association. (2001). *Distance learning: Definitions and resources*. Retrieved from https://www.usdla.org

Vaughan, N. (2007). Perspectives on blended learning in higher education. *International Journal on E-Learning, 6*(1), 81–94.

Voci, E., and Young, K. (2001). Blended learning working in a leadership development program. *Industrial and Commercial Training, 33*(5), 157–161.

Vyas, Y., and Jain, A. K. (2022). Blended learning technology in teacher education. *International Seminar Commemorating the 100th Anniversary of Tamansiswa* (pp. 172–176). Yogyakarta.

Ware, P. D., and Warschauer, M. (2005). Hybrid literacy texts and practices in technology-intensive environments. *International Journal of Educational Research, 43*(7-8), 432-445. https://doi.org/10.1016/j.ijer.2006.07.008

Webster, J., and Hackley, P. (1997). Teaching effectiveness in technology-mediated distance learning. *Academy of Management Journal, 40*(6), 1282-1309.

Wu, J.-H., Tennyson, R. D., and Hsia, T.-L. (2010). A study of student satisfaction in a blended e-learning system environment. *Computers and Education, 55*(1), 155-164. https://doi.org/10.1016/j.compedu.2009.12.012

Yuliani, N. D., Najmiah, L., Hamdani, B., and Pratolo, B. W. (2023). EFL students' attitude toward English language learning. *Journey: Journal of English Language and Pedagogy*, *6*(1), 82–91.

Zhang, W. (2021). Review of blended learning definitions. *Advances in Social Science, Education and Humanities Research, 571*, 300–303. https://doi.org/10.2991/assehr.k.210806.056

Appendices

Appendix A Students' Questionnaire

DearParticipant,

Thank you for taking the time to participate in this survey. This questionnaire is part of a research study aimed at understanding first-year Master's students' attitudes toward **blended learning**-based instruction, **which combines both online and face-to-face learning**. Your responses will remain confidential and will be used solely for academic purposes. The survey will take approximately 10–15 minutes to complete. Thank you for your valuable input!

NB: Blended learning is a teaching method that mixes in-person classroom lessons with online learning, giving students a mix of both experiences.

Section One: Demographic Information

Q1: Gender

- ○ Male
- ○ Female

Q2: Age

- ○ 20-22
- ○ 23-25
- ○ 26 and above

Q3: How often have you used online platforms for learning in your EFL studies?

- ○ Rarely

- ○ Sometimes
- ○ Often
- ○ Always

Section One: Familiarity and Perceptions of Blended Learning

Q1: How familiar are you with blended learning?

- ○ Not familiar at all
- ○ Somewhat familiar
- ○ Neutral
- ○ Moderately familiar
- ○ Very familiar

Q2: How engaging do you find blended learning compared to traditional face-to-face learning?

- ○ Less engaging
- ○ Equally engaging
- ○ More engaging

Q3: In your opinion, how effective is blended learning in improving your EFL skills?

- ○ Very effective
- ○ Somewhat effective
- ○ Neutral
- ○ Not very effective
- ○ Not effective at all

Q4: What do you think are the main advantages of blended learning? (Select all that apply)

- ☐ Flexibility in learning

- ☐ Access to diverse online resources
- ☐ Improved engagement with course materials
- ☐ Better time management
- ☐ Personalized learning experience
- ☐ Other…

Q4: What challenges have you faced with blended learning? (Select all that apply)

- ☐ Poor internet connection
- ☐ Lack of motivation for online learning
- ☐ Difficulty in managing time between online and in-person classes
- ☐ Insufficient guidance from teachers
- ☐ Overload of information or tasks
- ☐ Feeling isolated in online learning environments
- ☐ Other…

Section One: Attitudes towards Blended Learning

Q1: Which learning mode do you prefer for your EFL studies?

- ○ Fully face-to-face learning
- ○ Fully online learning
- ○ A combination of both (blended learning)

Q2: How do you feel about the use of technology in blended learning?

- ○ Very comfortable
- ○ Somewhat comfortable
- ○ Neutral
- ○ Somewhat uncomfortable
- ○ Very uncomfortable

Q3: Do you believe blended learning helps you achieve your learning goals more effectively than traditional methods?

- ○ Yes, significantly
- ○ Yes, but only to some extent
- ○ No, it does not make a difference
- ○ No, significantly less effective

Q4: How do you perceive the balance between online and in-person components in blended learning?

- ○ The balance is perfect
- ○ More online components are needed
- ○ More in-person components are needed
- ○ The balance is unclear or inconsistent

Q5: Do you feel that blended learning allows you to take more control over your learning process?

- ○ Yes, definitely
- ○ Yes, to some extent
- ○ Neutral
- ○ No, not really
- ○ No, not at all

Q6: What type of support would improve your blended learning experience? (Select all that apply)

- ☐ Better internet access
- ☐ More interactive online sessions
- ☐ Clearer instructions from teachers

- ☐ More training on how to use online learning platforms
- ☐ Other…

Q6: What is your overall attitude toward blended learning?

- ○ Strongly favorable
- ○ Somewhat favorable
- ○ Neutral
- ○ Somewhat unfavorable
- ○ Strongly unfavorable

Section One: Open-Ended Questions

Q1: In your own words, how would you describe your overall experience with blended learning?

……

……

……

Q2: What specific benefits or challenges have you encountered in blended learning that were not mentioned above?

……

……

……

Q3: Do you have any additional comments or suggestions regarding blended learning in your EFL studies?

……

……

Appendix B Teacher's interview

Dear Teacher,

Thank you for taking the time to participate in this interview. My name is Amira LAKHAL, and I am currently conducting research for my Master's dissertation on teachers' attitudes toward the implementation of blended learning in EFL classrooms. The purpose of this study is to explore how EFL teachers and learners perceive the use of

blended learning, your insights and experiences are very valuable and will help me understand the challenges and benefits of using this approach in our educational context. Your name or any personal details will not be disclosed in the final research.

Q1: How would you describe your experience with blended learning in EFL classrooms? What aspects have been most beneficial or difficult in your teaching?

……

……

……

Q2: How has blended learning changed your lesson planning, teaching strategies, and classroom management compared to traditional methods?

……

……

……

Q3: In your experience, how does blended learning influence student participation and language skill development (e.g., speaking, writing, and listening)?

……

……

……

Q4: What are the biggest challenges you face when implementing blended learning? How do institutional, technological, or pedagogical factors impact its success?

……

……

……

Q5: How has blended learning influenced your ability to interact with and support students? Has it improved or hindered personalized feedback and student-teacher communication?

……

……

……

ملخص

أصبح التعلّم المدمج منهجًا أساسيًا في الجامعات الجزائرية، خاصة في تدريس اللغة الإنجليزية كلغة أجنبية (EFL)، بعد انتشاره الواسع خلال جائحة كوفيد-19. تبحث هذه الدراسة في تطبيق وفعالية التعلّم المدمج في جامعة محمد خيضر، مع التركيز على آراء الطلاب والمدرسين في قسم اللغة الإنجليزية. وتهدف إلى فهم توجهاتهم، والعوامل المؤثرة في تصوراتهم، بالإضافة إلى المزايا الرئيسية والتحديات التي يواجهها طلاب السنة الأولى ماستر.تم جمع البيانات باستخدام استبيان وزع على ثلاثين طالبًا ومقابلات شبه منظمة أجريت مع خمسة مدرسين. وتم تحليل الأسئلة المغلقة باستخدام "القاعدة الثلاثية"، وهي طريقة إحصائية بسيطة، في حين تم فحص الإجابات المفتوحة والمقابلات من خلال التحليل النوعي للمحتوى .تشير النتائج إلى أن معظم المشاركين يرون أن التعلّم المدمج مفيد بسبب مرونته، وسهولة الوصول إليه، وقدرته على زيادة تفاعل الطلاب .ومع ذلك، تظل هناك تحديات مثل مشاكل الإنترنت، ونقص الموارد التكنولوجية، وتفاوت مستويات الإلمام الرقمي. توصي الدراسة بتدريب المهارات الرقمية، والتطوير المهني للمدرسين، ودعم أفضل لتكنولوجيا التعليم.

الكلمات المفتاحية: التعلُّم المدمج(BL) ، الإنجليزية كلغة أجنبية(EFL) ، اتجاهات الطلاب والمعلِّمين، التعليم العالي.

Résumé

L’apprentissage mixte est devenu une méthode essentielle dans les universités algériennes, notamment dans l’enseignement de l’anglais comme langue étrangère (EFL), après sa large utilisation durant la pandémie de COVID-19. Cette étude examine l’application et l’efficacité de cette méthode à l’Université Mohamed Khider, en se concentrant sur les opinions des étudiants et enseignants du département d’anglais. Elle vise à comprendre leurs attitudes, les facteurs influençant leurs perceptions, ainsi que les avantages et défis rencontrés par les étudiants de première année Master. Les données ont été recueillies via un questionnaire pour trente étudiants et des entretiens semi-structurés avec cinq enseignants. Les questions fermées ont été analysées par la « règle de trois », une méthode simple, tandis que les réponses ouvertes et les entretiens ont été étudiés par analyse qualitative. Les résultats montrent que l’apprentissage mixte est jugé bénéfique pour sa flexibilité et son accessibilité, malgré des défis tels que la connexion, le manque de ressources technologiques et les compétences numériques variables.

Mots-clés : Apprentissage mixte (BL), Anglais langue étrangère (EFL), Attitudes des étudiants et des enseignants, Enseignement supérieur.