

Attitudes towards Integrating Blended Learning into EFL Classrooms:

The Case of Second Year Students at the Department of Letters and the English Language, University of Constantine 1

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Abstract

The present paper is an attempt to reveal undergraduate Algerian learners' attitudes towards the implementation of blended learning in EFL classrooms. To this end, data were collected using an attitude questionnaire, which contains 36 items divided into three main sections, to a random sample of 60 second year students at the Department of Letters and the English Language-University of Constantine1. The findings indicate that the participants expressed more positive attitudes towards face-to-face learning ($M=3.97/SD=.91$), whereas, the obtained mean of the positive indicators ($M=3.74/SD=.96$) was by far higher than the mean of the negative ones ($M=2.87/SD=1.06$), yielding positive attitudes towards both modalities of teaching/learning in EFL classes, namely face-to-face learning and blended learning, and simultaneously recommending the design of some blended learning courses.

Keywords: Attitudes; Blended learning; Face-to-face teaching/learning.

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Résumé

Le présent article a pour but de déceler les attitudes des apprenants des classes d'anglais comme langue étrangère envers l'apprentissage mixte. A cette fin, un questionnaire d'attitude comprenant 3 sections et 36 questions au total est administré à un échantillon aléatoire de 60 étudiants de deuxième année inscrits au département d'anglais à l'université Constantine 1. Les résultats démontrent que les participants éprouvent une attitude positive vis-à-vis l'apprentissage direct en classe ($M=3.97/ET=.91$). La moyenne obtenue des indicateurs positifs ($M=3.74/ET=.96$) dépasse de loin celle des indicateurs négatifs ($M=2.87/ET=1.06$), ce qui montre une attitude plutôt positive envers les deux modes d'enseignement/apprentissage en classe d'anglais comme langue étrangère. Ces résultats préconisent de recourir, de temps en temps, à l'apprentissage mixte lors de la conception des modules de cours.

Mots clés: Attitudes ; Apprentissage Mixte ; Enseignement/Apprentissage Direct En Classe

ملخص

تهدف هذه الورقة للكشف عن مواقف المتعلمين الجزائريين الجامعيين من استخدام التعلم الإلكتروني في الفصول الدراسية للغة الإنجليزية كلغة أجنبية. تم جمع البيانات باستخدام استبيان ، الذي يحتوي على 36 عنصرًا ، من عينة عشوائية تتكون من 60 طالبًا مسجلون في السنة الثانية في قسم اللغة الإنجليزية-جامعة قسنطينة 1. تشير النتائج إلى أن المشاركين أعربوا عن مواقف أكثر إيجابية تجاه التعلم المباشر ($M = 3.97/SD = .91$) ، في حين أن الوسيط الذي تم الحصول عليه من المؤشرات الإيجابية ($M=3.74/SD=.96$) كان أعلى بكثير من المؤشرات السلبية ($SD = 1.06/M = 2.87$) ، مما أدى إلى اتجاهات إيجابية تجاه التعليم المختلط و المباشر في تعليم اللغة الإنجليزية كلغة أجنبية ، وفي الوقت نفسه التوصية بتصميم بعض وحدات التعلم الممزوجة.

الكلمات المفتاحية: المواقف ؛ التعلم المباشر؛ التعليم المختلط

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I- Introduction :

Due to recent technological advances, the educational system is witnessing a convergence of two teaching systems: face-to-face instruction and online learning environment. As a response to this current trend, the Ministry of Higher Education and Scientific Research in Algeria is offering a yearly special training on digital education “ICT and Pedagogical Monitoring” to encourage newly appointed teachers create their online courses and, by the same token, support both pedagogical change and high quality teaching. All these high efforts are meant to support teachers’ educational development and simultaneously increase students’ engagement, persistence and motivation as well. In actuality, the training has been taking place at the University of Constantine¹, the pilot university, since 2012. The ultimate goal of the training is to encourage teachers to use educational technologies with an intention to ameliorate not only their teaching practices, but also to meet the demands of their society in the light of this digital age. After the training period, which lasts approximately 6 months, teachers are expected to place emphasis on this techno-educational innovation in their teaching. Since students are expected to benefit from the training, the present paper, therefore, aims at revealing their attitudes as well as readiness to integrate such innovation into EFL classes, and whether or not they still favor traditional method of teaching, namely face-to-face instruction in virtue of this new technological advancement.

I.1. Review of the Literature

I.1.1. Blended Learning

Blended learning, which became very popular in the 1990s, is admittedly a new trend in the field of higher education¹; it signifies adding up two historically different educational models together. It is accordingly a mixture of face-to-face learning environment and computer-based technologies instruction. In this regard, the system simply incorporates both traditional face-to-face learning environment and technology mediated instruction². In accordance with that, Kim (2007)³ defined blended learning as a combination of classroom learning and e-learning; the latter refers to “learning outside the traditional classroom using information technology for the delivery of the learning materials (i.e., course contents)” (p.2). It is true that the utilization of various internet-based tools—as Allan (2007)⁴ put it—includes chat-rooms, discussion groups, podcasts and self-assessment tools, which certainly give support to face-to-face learning.

Early studies on blended learning reveal that the concept was used in accordance with hybrid learning. Hybrid⁵ learning in the Online English Free Dictionary is defined as the use of both classroom teaching and online learning. It is apparent that the term blended, which has become the buzzword in education, is now the alternate of hybrid since the former involves a variety of teaching methodologies and technologies¹.

Unlike traditional or didactic teaching whereby teachers are the sole information givers and students are often deemed passive recipients of knowledge⁶, blended learning is then a student-centered learning; the primary focus is on the integration of technology in the teaching-learning process. Thorne (2003)⁷, who viewed blended learning as the most logical and natural development of individuals learning agenda, and supported the integration of blended learning and traditional learning, said: “blended learning represents a naturally evolving process from traditional forms of learning to a personalized and focused development path” (p.5). More specifically, blended learning is a solution that combines a number of different delivery methods and various event-based activities⁸.

¹ <https://telum.umc.edu.dz/>

It is pertinent, however, to indicate that these two learning instructions, according to Graham 2006⁹, were separate in the past as they addressed the need for special audience, relied on different media and method combination. In this view, face-to-face learning environment stresses human to human interaction, while computer mediated instruction places great emphasis on online content delivery. Consequently, the new modality of teaching and learning in higher education is an opportunity to consider both instructions for high quality teaching and learning. One form of blended learning is usually characterized as online instruction that accentuates content delivery rather than pedagogy, practice is thus paid adequate attention. Flipped instruction is another form of blended learning. Students are exposed to the material, such as videos, broadcasts, power points presentations, and so on, independently at home. Teachers' role is to appraise students' understanding and needs in the classroom through questions.¹⁰

Graham (2006)⁹ suggested four important dimensions to comprehend the difference between BL; or what he called distributed learning environment and traditional methods of teaching, namely time, space, fidelity and humanness.

- **Space.** In face-to-face teaching, the interaction is direct; whereas, blended learning requires virtual communication.
- **Time.** While in face-to-face teaching/learning environment, the material is mastered synchronically, it is acquired asynchronous in distributed learning environment. It stands out that time has to be carefully taken into consideration when deciding on learning tasks and activities and has to be sufficient for all learners.
- **Fidelity.** Face-to-face teaching learning environment engages all the senses, online mediated instruction, on the other hand, is completely text-based.
- **Humanness.** Given that face-to-face instruction facilitates human interaction, blended learning then places emphasis on the learning material per se. Hence, the content is delivered in different ways. It is presented by human in the traditional method of teaching; however, in blended learning, it is delivered by a machine.

According to Hunter (2005, p. 8)¹¹, “in the classroom, technology is a motivating agent because it is familiar, forgiving, and exciting.” By the same token, technology will not necessarily lead to desired outcomes or even improves learning. In this regard, Abrams (2015, p.1)¹⁰ argued that “technology is seductive. The word promises something new, exciting, different. But when it comes to education, we cannot immediately assume ever-evoking hardware and software will guarantee improved teaching or students' performance.” As a consequence, integrating technology in the classroom is not an easy task in view of carefully considering higher-order thinking skills. It is the reason why the aforementioned dimensions—presented by Graham (2006)⁹—have to be thought about while choosing the syllabus, the method of teaching, and more importantly students' readiness and the psychological factors that are interacting during the learning process. Vlachos(2010)¹² stressed the need for adopting blended learning in foreign language education for a number of benefits; specifically, the development of linguistic knowledge, communication skills and strategies, new literacies and the cultivation of positive attitudes towards learning. Add to that, it also invites every student to contribute to each learning task, creates more time for practice and reinforces self-directed learning¹³. Fong (2007)¹⁴ also accentuated the significance of e-learning to facilitate classroom learning so that students could be provided with additional learning opportunities to enhance self-learning and self-assessment, wherein they are free where and when to learn.

It might be suggested so far that some drawbacks of the traditional teaching learning environment can be minimized due to the appearance of blended learning, in which the latter is undeniably challenging and subject to its limitation. Thereupon, blended learning can be a supplement to classroom learning in which some key criteria

has to be carefully considered⁷, like identifying learners' needs and styles and determining their levels for better learning achievements.

I.1.2.Relevant Studies on EFL Students' Perception Towards Blended Learning

In investigating students' perceptions towards blended learning for English courses, Nasser Hassen (2015)¹⁵ conducted a case study on a sample of 130 students at the English Department, University of Bisha. It has been found that the sample attitudes towards blended learning were indeed more positive than negative. The participants consider blended learning as effective as a face-to-face instruction; thereby, it helps them out master the material, develops their language skills and ensures more engagement. They, on the other hand, reported their dissatisfaction with blended learning, for it is time consuming, connectivity problems and leads to social isolation.

A research study was conducted¹⁶ in order to inquire into EFL students' perceptions towards a blended learning environment at King Khaled University. One of the major findings of a 33-item questionnaire—administered to 160 male students—reveals the respondents approval of blended learning, for it enhances their reading skills and vocabulary acquisition, and how the same learning environment would permit the development of important language learning strategies, namely meta-cognitive, affective and social strategies, correspondingly. The same respondents, however, set out some limitations of blended learning, in that it does not highly assist them to improve their writing, spelling, listening, grammar, pronunciations and speaking skills, in addition to internet connectivity and technical problems. It can be said that these disadvantages would probably reinforce the need of face-to-face instruction.

In another study, a Q method² was employed to uncover how 3rd and 4th grades of Elementary Mathematics Teaching perceived blended learning for a specific course. The sample was composed of 31 students who had already experienced blended learning. The findings disclose the participants' favorable responses to the blended learning course in quest. The same participants further insisted on the instructor's role as well as their active involvement during the blended learning process. Together, face-to-face and technology mediated instruction are complementary for a successful blended learning course.¹⁷

When Azamat Akbarov et al., (2018)¹⁸ inspected into students' attitudes towards blended learning in EFL context, it comes out that the sample indicated that they favor blended learning over traditional ways of teaching. However, the findings demonstrate that they choose to take exams in paper-and-pencil rather than online.

Another study conducted by Bakeer (2018)¹⁹ seeks to establish the role of blended learning methodology in students' attitudes and satisfaction, whereby qualitative and quantitative methods were together utilized. In that, the participants were divided into two groups. The blended method (face-to-face and e-learning and ICT practices) was used with the experimental group; whereas, the traditional teaching method (face-to-face lectures and assignments) was employed with the control group. Students' attitudes in both groups were measured by means of a questionnaire. The findings yield positive attitudes towards the implementation of blended learning in developing the participants' language skills, proficiency, autonomy and motivation as well. In an attempt to explore students' attitudes towards blended learning in adult literacy and basic skills college programs, the major findings illustrate significant individual

² It is a research method used very often in psychology and social sciences to reveal subjective perspectives among different groups of people towards a specific issue.

differences in their perceptions towards blended learning and face-to-face learning on account of age, time, formal education, education level and computer literacy.²⁰

The formerly discussed studies, and in addition to others, confirm the fact that the combination of traditional classrooms and online digital media has been found to have positive attitudes on students, for it prompts them to develop language skills and strategies, vocabulary knowledge, master the material easily, encourages self-assessment and self-directed learning and enhances their motivation as well. However, this learning tool is not free of shortcomings; the need for genuine communication might compel them to feel distant, cheat and to other unethical practices, in addition to connectivity problems. The preceding aspect would not allow them to receive regular updates on their learning progress, assignments or even content. Unquestionably, teachers' availability and students' computer literacy are among the many factors to be considered before deciding to create a blended learning course. In essence, implementing ICTs, in the last five years, is becoming more noticeable in all the Algerian higher educational levels, particularly in EFL classes. However, research outcomes on its effectiveness are still meager.

II– Methodology:

II.1. Aim of the study

Due to recent technological advances in education and the high endeavors of the Algerian Ministry of Higher Education and Scientific Research in implementing blended learning in all most universities, and given that students are the receivers of knowledge, considering their opinions and attitudes towards a given learning method would probably contribute to evaluating its effectiveness as well as their preparedness for adopting it in the learning environment. Thereupon, this investigation is rather an endeavour to reveal whether or not the sample has positive attitudes towards integrating blended learning courses into EFL classrooms, or they simply prefer a traditional learning environment.

II.2. Research Questions

Do adult EFL learners, at the University of Constantine1, have positive attitudes towards implementing blended learning?

Are adult EFL learners, at the University of Constantine1, willing to be exposed to technology-mediated instruction and face-to-face learning?

II.3.Participants

Participants included 60 undergraduate volunteers between the ages of 18 and 28 ($M=19.91$, $SD=1.66$). They were 11 male and 49 female second year students—at the Department of Letters and the English Language, University of Constantine1—who have been learning English for at least 11 years. They were, in fact, drawn from a population size of 350, during the academic year 2019-2020.

II.4. Instrument

The survey questionnaire, containing 36 items (*cf.* Appendices) divided into three sections, was administered since it best served to provide answers to the previously mentioned research questions, and correspondingly approach the participants' attitudes towards blended learning/traditional method of teaching. Admittedly, the questionnaire's items have been developed from the existing literature. In that, the first section, a total of 9 items, is meant to elicit personal informational about the target sample. The second section contains 26 items (modified from Nasser

Hassen, 2015) scored on a five point-Likert scale (from strongly agree to disagree); it quantifies the participants' attitudes towards the modality of teaching—blended learning or traditional teaching/learning instruction—they think is better. Six items measure their attitudes towards face-to-face teaching/learning instruction; 11 items assess their positive attitudes towards BL, and the rest 9 items, on the other hand, are negative indicators of their attitudes towards the same modality of teaching/learning: blended learning. The preferred module(s) of learning by the subjects in a virtual learning environment is the aim of the last section.

III- Results and discussion:

III.1. Section One

Question3: The utilization of computers for learning purposes has become remarkably increasing at all educational levels. The percentage of students owning a personal computer (71.66%) is by far higher than those who still do not have a computer at home (28.34%).

Question4: When the participants were questioned whether or not they have internet connectivity at home, it comes out that the majority (90%) have internet access at home, against a minority (10%) who do not have any internet connection at home.

Question5: Since the internet has become an imperative tool for learning, this question clearly shows that almost all the participants (representing90%) acknowledged their reliance on the internet to meet educational purposes, unlike few (10%) who do not utilize it to serve the same purpose.

Question6: It was tailored to uncover the frequency of receiving emails about lecture updates. It emerges that half of the participants (50%) admitted that they never received emails, the rest half (50%), on the other hand, claimed that they are occasionally updated about lectures.

Question7 was directed to discern the frequency of receiving emails regarding feedback on assignments. A high percent of 49 students (representing 81.66%) disconfirmed this act; whereas, only a minority of 11(18.34%) participants confirmed it, yet on occasional basis.

Question 8 illustrates whether or not teachers respond to their students' emails. Thirty-six students (60%) opted for never option, 16(26.66%) chose occasionally and only 8 students (13.34%) selected always.

Question9 provides some useful insights into how the respondents deem their computer literacy. A total of 25(41.67%) respondents considered it good, and 19(31.67%) perceived it very good. For 10(16.66%) students, it is excellent; and only very few participants, 6(10%) who judged their computer literacy to be weak.

The results of the first section provide strong evidence that incorporating blended learning into EFL classes can be only problematic for few students who in actuality do not have home computer technology access; thereby, teachers' role is to support them. The participants further confirmed their reliance on the internet as a means to learning. Therefore, the utilization of educational technologies is likely to be stimulating. Regarding the frequency of staying in contact with their teachers in terms of receiving emails about lectures updates or feedback on assignments or simply responding to their emails, the responses were not in fact satisfactory. This might be due to the reason that same educators are still in favor of the traditional method of teaching; teachers' overload work schedule, or not consulting their emails' account on daily basis, or for other reasons. Furthermore, it has emerged that the respondents' self-

appraisal of computer literacy is very moderate, which advocates that online instruction would be controllable by them.

III.2.Section Two

Table1.
Descriptive Statistics for Face-to-Face Instruction

Items	M	Median	SD	Total
1	3.95	4	.66	60
2	4.23	4	.80	60
5	4.3	4	.78	60
8	3.95	4	.80	60
9	3.73	4	1.10	60
18	3.51	4	.78	60

We commenced with descriptive statistical results of individual item analysis. Table 1 shows the means medians, and standard deviations of face-to-face instruction. The means of face-to-face learning were ranging from a low 3.51 to a high mean of 4.23, demonstrating positive attitudes towards this traditional method of teaching. The participants agreed that face-to-face teaching/learning environment provides them with the opportunity to develop their language skills and promotes more classroom communication. They also agreed that the same learning environment facilitates learning; it is very motivating, and that the content is presented in a logical way that would match their learning styles.

Table2.
Descriptive Statistics for Blended Learning

Items	Mean	Median	SD	Total
3	3.78	4	.85	60
4	3.56	4	.93	60
6	3.73	4	.58	60
7	3.46	4	.82	60
10	3.86	4	.97	60
11	3.31	3	1.05	60
12	4.03	4	1.15	60
13	3.83	4	.85	60
14	3.75	4	.82	60
15	3.75	4	1.04	60
16	4.16	4	.82	60
17	3.98	4	1.11	60
19	3.68	4	1.04	60
20	3	3	1.04	60
21	2.28	2	1.11	60
22	3.2	3	1.22	60
23	2.8	2	1.06	60
24	2.63	3	.93	60
25	3.01	3	1.05	60
26	2.51	2	1.07	60

Table 2 displays the mean, median and standard deviation of blended learning items, with its positive and negative indicators, respectively. The means of blended learning were ranging from a low 3.31 to a high mean of 4.16, indicating that the majority of the responses were grouped in the positive side of the scale, reflecting favorable responses. The respondents concurred that the blended learning environment is motivating and drives them to feel relaxed and can easily have access to different learning sources, and it facilitates learning. It also provides them with more time to do

assignments, master the materials, enhances collaboration among students, and it can be a means to enhance self-assessment. The computed means on the negative items averaged around 2.8 and 3.98, respectively. It emerges that the respondents reported lower levels of negative attitudes, yet higher levels of positive attitudes towards blended learning.

Table3.

Students' Attitudes towards Face-to-Face Learning and Blended Learning

Items	M	SD
Face-to-face learning activities	3.97	.91
Blended learning(positive indicators)	3.74	.96
Blended learning(negative indicators)	2.87	1.06

The output in table3 exhibits the overall obtained means and standard deviations. On a five point-Likert scale, an overall mean of 3.97 on face-to-face instruction and 3.87 on blended learning subscales demonstrate positive disposition. It suggests that both means are placed on the positive side of the scale, which is exceeding the mean of negative indicators that is grouped on the negative side of it. Stated differently, the traditional modality of teaching had received the highest mean score (M=3.97). However, the mean revealing positive attitudes (M=3.74) was higher than that of the negative indicators (M=2.87). The computed mean difference was (.23), indicating no high difference in the participants' attitudes towards traditional method of teaching/learning and blended learning. The mean difference between the positive and negative indicators was, on the other hand, extremely high (.87).

Regarding the second section, the results of the first subsection show that the subjects expressed more favorable attitudes towards face-to-face leaning/teaching environment due to the agreement that the learning environment itself is stimulating, the learning activities are presented in a logical way, which indeed would give them support to develop their learning skills and ensure more communication opportunities between the teacher and students and, as a consequence, it facilitates learning. It might be interpreted that the students want to feel the presence of the teacher as transmitter of knowledge. Contrary to the findings of the last subscale, which had been found to be negative (M=2.87), the results of the second subscale proved that the subjects expressed positive attitudes towards blended learning. A great majority of the respondents agreed that blended learning would provide them with different learning sources as well as learning opportunities, different technological devices, in addition, would ease the acquisition process and create an enjoyable and motivating environment for learning. The majority also demonstrated that blended learning would allow more time for assignments. Since they provided positive responses to both modalities of teaching/learning, accordingly, face-to-face learning can be better used in harmony with technology mediated instruction.

III.3.Section Three

Table 4.

Students' Suggestions for Blended Learning Courses

	Number	Percent
Oral Expression	19	31.66%
Writing	6	10%
Study Skills	6	10%
Phonetics	11	19.33%
Civilization	14	23.33%
Grammar	6	10%
Computer Sciences	1	1.66%
Literature	6	10%
No answer	3	5%
Total	72	120.98%

In the last section, we examined the participants' responses to the open-ended question that asks about the module(s) they think it can be better implemented in a virtual learning environment. The module that received the highest percent (31.66%) was Oral Expression. They cited reasons including that they wish for more communication opportunities, communication exchange of information between each other and daily contact with their teacher; they also added that they feel more at ease studying online at home. Fourteen respondents (23.33%), who proposed the Civilization course, mentioned that they want to have different forms of lecture resources, such as free access to videos, lecture notes and links for further reading and benefit also from more time for guided practice. It is apparent that a total of 11 students advocated Phonetics to be taught online so more videos can be freely accessible, and the amount of time spent on lectures can be sufficient. The minority, on the other hand, stated that computer-based technologies instruction would facilitate the acquisition of modules, namely Study Skills, Grammar, Writing and Literature, for the reasons that they will have supplemental educational materials (videos), save time and feel more comfortable taking responsibility for their own learning. Conversely, only 1 (1.66%) respondent recommended Computer Science course so as to have free access to online videos about lectures notes, while only 3(5%) respondents preferred to remain impartial through providing no answer.

The findings of section three clearly disclose that one of the most complaints of the participants is time. They claimed that time allocation for some modules, namely Oral Expression, Writing, Grammar, Civilization, Phonetics is not satisfactory for all the students to have different practice opportunities. Add to this, Civilization, Phonetics and Writing classes are ranked interesting and worthwhile yet challenging. The challenges they face in these modules drive them to feel board, for that they rather prefer distance learning. The majority suggested that such innovative learning environment would make it possible for them to have different communication learning activities and opportunities, to have control over the learning process, to be provided with different supplemental learning resources, save time and keep them at ease and more engaged in the lecture. Consequently, the analysis of the last section reveals the students' overall satisfaction with blended learning in facilitating the acquisition process of specific courses.

IV- Conclusion:

The present paper is an attempt to figure out undergraduate students' attitudes towards integrating blended learning into EFL classrooms, in the sense that whether they are willing to be exposed to technology-mediated instruction and face-to-face teaching/learning environment correspondingly or not. The major findings evidently show that the subjects favor more face-to-face teaching/learning than blended learning. However, the results of the blended learning subscale have been found to be positive—in comparison with the negative indicators' results, suggesting that the students prefer both modalities of teaching, yet with varying degrees. Face-to-face teaching/learning insures face-to-face contact with their teachers, and blended learning would provide greater opportunities for students' collaboration, different sources for learning and self-directed learning. It has been found also that time allotted for classroom learning activities is not sufficient for all learners that is why it has been suggested that modules like Oral Expression, Writing and Phonetics can be better practiced in a blended learning environment, mainly that the students proved their reliance on educational technologies as indispensable sources for learning, and that they deemed their self-appraisal of computer literacy to be very moderate. It is tempting to say that designing blended learning courses for learning English as a foreign language has become inevitable, essentially that the world is witnessing recent technological innovations. The latter is having direct or indirect influence on our habits or methods of learning/teaching. Due to the state of emergency over Corona Virus/Covid 19 pandemic, many countries have opted for e-learning classes.

Based on the survey questionnaire's findings, we offer the following recommendations:

The percentage of students, who are enrolled at the English Department, not only at the University of Constantine1, but also across many Algerian universities, is rising yearly, resulting in a remarkable and high classroom size, still some classes are overcrowded. Designing blended learning scenarios for Writing and Grammar modules is highly recommended. In actuality, these modules have been ranked by a great majority of participants challenging justified by the reason that they do not have adequate time for additional practice. Inviting learners to correct each other mistakes, in pairs or groups, behind a machine can be stimulating. This technique can enhance students' task engagement, collaboration and competition; consequently, they can receive more individualized attention and feedback from their teacher, and more time would be saved on classroom practice.

The results of the present work call for the need to provide more learning opportunities for students to promote their oral skills. Given that not all the language labs at the English Department, University of Constantine1, are well equipped, and in that not all students are having similar opportunities to speak in the learning environment—due to time, personal traits and among other reasons—it is high time to offer a blended learning course that incorporates face-to-face classes and individual practice on the university e-learning platform. All students can be exposed to a wide range of listening comprehension activities (such as audio stories or conversations) beforehand; thus, such flipped classroom can be an effective learning environment for oral discussions or students' presentations, which can be the resultants of fostering their listening comprehension, building up vocabulary and more importantly enhancing the speaking skills.

- Appendices :

Student's Questionnaire

Dear student,

The statement in the questionnaire asks about your attitudes towards the use of **blended learning** in EFL classrooms. There is no right or wrong answer; we are only interested in your responses for our research purposes. To give your answer, would you please circle **ONE option** on each line to indicate your level of agreement with that statement.

Personal Information:

1. Gender: **Male** **Female**
- 2 .Age:
3. Do you own a personal computer at home? **Yes** **No**
4. Do you have Internet connectivity at home? **Yes** **No**
5. Do you use the Internet for educational purposes?
Never **Occasionally** **Always**
6. Do your teachers send you emails about lecture updates?
Never **Occasionally** **Always**
7. Do your teachers send you feedback on assignment via e-mail?
Never **Occasionally** **Always**
8. Do your teachers respond to your e-mails? **Never**
Occasionally **Always**
9. How can you rate your computer literacy?
Excellent **Very good** **Good** **Weak**

1=strongly agree, 2=agree, 3=don't know, 4=disagree, 5=strongly disagree

	1	2	3	4	5
1. I think face-to-face learning activities are introduced in a coherent way.					
2. I think face-to-face learning activities develop my learning skills.					
3. I think BL activities are motivating.					
4. I think BL activities allow more collaboration among students.					
5. I think face-to-face teaching enhances more communication between teachers and students.					
6. I think BL tasks enhance self-evaluation.					
7. I think BL allows more time to do my assignments.					
8. I think face-to-face learning environment would facilitate learning.					
9. I think classroom activities match my learning style.					
10. I think BL activities would allow more opportunities to have access to online videos to listen and exchange with native speakers.					
11. I think the content delivered by a machine would be more attractive and easy to master.					
12. I think technology devices (such as cell phone, PC) can facilitate learning compared to classroom activities.					
13. BL would enable me to learn about different and new computer programs.					
14. BL would give me more time to master the material.					
15. BL activities create an enjoyable and relaxed learning environment.					
16. I think BL activities provide more sources for learning.					
17. I think Internet connection problems is a serious issue for online learning.					
18. I think face-to-face learning activities develop my learning skills					
19. I think BL do not enhance my classroom participation rate.					
20. I think teachers will not be available on time for all activities.					
21. I think BL resources can be frustrating to use.					
22. I think BL is a waste of time.					
23. I think BL can lead students to cheating and to other unethical practices					
24. I think BL instructions are not easy to follow.					
25. I think BL activities are difficult to do.					
26. I think BL activities do not enhance students' personal development					

3. Which module(s), do you think, can be better taught in a virtual learning environment/blended learning environment?

Can you indicate why?

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