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**An Investigation of Aspects Hindering the Implementation of  
Blended Learning in EFL Class**

**Case Study Second Year LMD Students in the English  
Department of Ammar Thelidji University of Laghouat**

Requirement of Master Degree in Civilization, Literature and Language Teaching

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## **Declaration**

I Mrs. Meriem Ait Hocine, and I Ms. Nabila Oubelaid declare that this dissertation is a presentation of our original research work. Wherever contribution of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions. We understand that failure to do this will result in failure of this project due to Plagiarism.

Signature of Meriem

Signature of Nabila

## Dedication

*A special dedication to the soul of my dear father Abd alkader Oubelaid for being the best father ever, full filling my life with love and happiness. As well to my Beloved mother, may God protect her for being our father and our mother at the same time trying to provide us with love and empathy. Without forgetting my sisters Lila, Amel , Safia, Wahiba, Sara and my dear brothers: Mohamed and Dajmel Eddine who were my strength and the source of encouragement in difficult times and to my little adorable nephew Yacine and his father Samir whom I relied on in many issues during my years at university.*

*A special dedication to the man whom I relied on and who helped me a lot and supported me in the difficult times of this year, Saleh Si Said, as well as to my parents for loving me and giving me everything I needed and for praying for me and wishing me all the best in this life. I would like to dedicate this work to my only sister, Selma and to my beloved brothers; Kheireddine, Walid and Mohammed. A special dedication to Houda Amrane for believing always in me and wishing to see me a successful lady, and to my grandmothers, may Allah bless and protect them, and my aunt Fatima Ait Hocine for their unstoppable prayers to achieve my goals. I would like also to dedicate this dissertation to my Russian friend and sister Diana for being always there for me.*

*We want to dedicate this dissertation to all those who helped us in finishing this work either by providing us with the needed information or with prayers or wishing us a good luck.*

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## **Abstract**

This research aims at shedding lights on the obstacles hindering the implementation of blended learning in EFL classes. The current research focuses on exploring and defining what a blended learning is and how useful it is in an EFL class. It also aims at describing a well-designed blended learning course, how it is applied and how effective it is in motivating the learners in the learning process to eject the main criteria a teacher should take into consideration, implicitly the non-consideration of the criteria in question can make the use of a blended learning sterile. In order to reach the aim of this research, the work has to discuss and analyze the students' attitudes towards learning a language through the use of technology and multimedia to know what barriers block them in their learning process. The second year LMD students of English have helped in achieving the goal of this research through their participation in the questionnaire. Participants showed tendency toward the use of different technological tools.

## ملخص

يهدف هذا البحث إلى تسليط الضوء على العراقيل التي تمنع تطبيق التعلم المدمج في أقسام اللغة الانجليزية. البحث الحالي يركز على استكشاف وتعريف التعلم المدمج ومدى فاعليته في قسم اللغة الانجليزية. ويهدف أيضا إلى وصف دورة تعليمية مختلطة مصممة تصميميا جيدا، وكيف يتم تطبيقها ومدى فعاليتها في تحفيز المتعلمين في عملية التعلم. وإخراج المعايير الرئيسية يجب على المعلم أن يأخذ في الاعتبار الأسئلة التي يمكن أن تجعل من استخدام التعلم المدمج العقيمة. لتحقيق هدف هذا البحث، تمت مناقشة وتحليل موقف الطلبة حول تعلمهم اللغة باستخدام التكنولوجيا والملتيميديا لمعرفة المعوقات التي تعرقل عملية تعلمهم. وقد ساهم طلبة سنة ثانية لغة انجليزية في تحقيق هدف هذا البحث عن طريق مساهمتهم في الاستبيان.

## **List of Tables**

Table 1: Live Classroom Method (Woodall, 2012:5).....	27
Table 2: Virtual Classroom Method (Woodall, 2012:6).....	28
Table 3: Culture-Building Examples by Bersin.....	31

## **List of Figures**

Figure 1: BL in an EFL Class (Adapted from Badii, 2008).....	10
Figure 2: The Main Component in the Call Classroom (Son, 2000).....	33
Figure 3: Learners' Response to Item1.....	39
Figure 4: Learners' Response to Item2.....	40
Figure 5: Learners' Response to Item3.....	40
Figure 6: Learners' Response to Item4.....	41
Figure 7: Learners' Response to Item5.....	41
Figure 8: Learners' Response to Item6.....	42
Figure 9: Learners' Response to Item7.....	42
Figure 10: Learners' Response to Item8.....	43
Figure 11: Learners' Response to Item9.....	43
Figure 12: Learners' Response to Item10.....	44
Figure 13: Learners' Response to Item11.....	44
Figure 14: Learners' Response to Item12.....	45
Figure 15: Learners' Response to Item13.....	46
Figure 16: Learners' Response to Item14.....	46
Figure 17: Learners' Response to Item15.....	47
Figure 18: Learners' Response to Item16.....	47
Figure 19: Learners' Response to Item17.....	48
Figure 20: Learners' Response to Item18.....	48
Figure 21: Learners' Response to Item19.....	49
Figure 22: Learners' Response to Item20.....	49
Figure 23: Learners' Response to Item21.....	50

## List of Abbreviations

- **BL:** Blended Learning
- **CALL:** Computer Assisted Language Learning
- **CBT:** Computer Based Training
- **EFL:** English as a Foreign Language
- **F2F:** Face to Face
- **ICT:** Information and Communications Technology
- **ILT:** Instructor Led Training
- **LMS:** Learning Management System
- **LMD:** License Master Doctorate ( Educational reform system)
- **WBT:** Web Based Training

## Table of Content

<b>DECLARATION</b> .....	<b>i</b>
<b>DEDICATION</b> .....	<b>ii</b>
<b>ACKNOWLEDGMENT</b> .....	<b>iii</b>
<b>ABSTRACT</b> .....	<b>iv</b>
<b>ملخص</b> .....	<b>v</b>
<b>LIST OF TABLES</b> .....	<b>vi</b>
<b>LIST OF FIGURES</b> .....	<b>vii</b>
<b>LIST OF ABBREVIATIONS</b> .....	<b>viii</b>
<b>TABLE OF CONTENT</b> .....	<b>ix</b>
<b>General Introduction</b> .....	<b>1</b>
<b>Chapter One: Theoretical Chapter</b> .....	<b>7</b>
1.1.Introduction .....	8
1.2.General Overview about Blended Learning .....	8
1.2.1.Definitions of Blended Learning.....	8
1.2.2.Major Benefits of Blended Learning .....	10
1.2.3.E-Learning.....	11
1.2.4.The Possibilities of the Blended Learning .....	12
1.3. Blended Learning in Second Language Acquisition .....	13
1.3.1. Teaching Writing in a CALL Environment .....	14
1.3.2. The Implementation of Blended Learning in Language Learning Environment....	15
1.4. Conclusion .....	16
<b>Chapter Two: The Practice of Theory</b> .....	<b>17</b>
2.1. Introduction .....	18
2.2. The Blended Learning Framework .....	18

2.2.1. The Blended Learning Course Design (Considerations) .....	18
2.2.1.1. The Purpose of Blended Learning in the Classroom .....	18
2.2.1.2. The Content Standards and Objectives .....	19
2.2.1.3. The Access of Technology .....	20
2.2.1.4. The Variety of Activities .....	20
2.3. The Blended Learning Plans .....	23
2.3.1. Description of the Course .....	23
2.3.2. Planning the Course Goals .....	24
2.3.3. Determine the Needed Assessment for Each Outcome .....	25
2.3.4. The Final Organization of Activities .....	25
2.4. Blended Learning Strategies .....	26
2.4.1. Synchronous Instructional Methods .....	26
2.4.2. Asynchronous Instructional Methods .....	28
2.5. The Four Criteria for Effective Blended Learning .....	29
2.6. The Applied Blended Learning in Productive Skills .....	32
2.7. Conclusion .....	36
<b>Chapter Three: Collection and Description of Data.....</b>	<b>37</b>
3.1. Introduction .....	38
3.2. Research Methodology .....	38
3.3. Description of the Questionnaire .....	38
3.4. Description of the Sample .....	39
3.5. Analysis of Data .....	39
3.5.1. Language Attitude Questionnaire .....	39
3.5.2. Blended Learning Activity Questionnaire .....	48
3.6. Analysis of Findings .....	51

3.6.1. Section1: Language Attitude Questionnaire (results).....	51
3.6.2. Section2 : Blended Learning Activity Questionnaire (results) .....	52
3.7. Discussion of the Results .....	52
3.8. The Ejected Barriers .....	54
3.9. Conclusion .....	56
<b>General Conclusion.....</b>	<b>57</b>
<b>Work Cited.....</b>	<b>60</b>
<b>Appendices.....</b>	<b>63</b>

# **General Introduction**

## **General Introduction**

In the recent decades, life has been based on rapid access and exchange of information. Technology has a great influence on today's life style in general, and learning/teaching experiences in particular. These changes created a tendency to rethink about the teaching-learning methods and approaches to cope with the challenges of the digital age.

In tune with this need to use technology in learning and teaching, a new way has been created; e-learning became the only medium to form autonomous learners and make the learning process more effective to overcome the challenges of the digitally oriented generation learners.

Blended learning is both simple and complex. In its simplest definition, it is a hybrid form of learning/teaching which combines between two fundamental ways of teaching: face-to-face instruction and online learning. At the same time, there is a considerable complexity in its implementation.

The aim of this study is to investigate the aspects that prevent blended learning from being implemented in the Algerian educational system and find solutions to overcome this problem in order to facilitate learning and follow more modern techniques to motivate learners. This research will be also devoted to treat main pillars to reach the underlined purpose among which technology, Computer Assisted Language Learning (CALL), course design, skills, synchronous, asynchronous.

The reason behind conducting this research is to find solutions to improve learning in general and learning English in particular in Algeria by using blended learning through investigating the aspects that hinder its implementation in Laghouat University. This study will help future research to take benefit from findings and it will help the students of English in Laghouat have information on the current situation of blended learning in Algeria.

The Algerian university, on the track of other universities around the world, wants to withstand to the challenges of this new era and it started adopting this form of

teaching using technology to foster learning. However, it is still in its youth and it faces many problems among them lack of infrastructure, lack of mastery of tools and many other obstacles

The present work focuses on the benefits of blended learning and how it is designed. However, it also shed lights on why it is not implemented in Algeria. The research is developed through searching on the net about the best ways to improve learning English using technology. The results of adopting blended learning in different countries were beneficial for the learning process. This led to study in more details about the Algerian case and why it is not implemented. Throughout this work, the research will manage to answer the following main question: to what extent is blended learning effective in teaching/learning EFL? Its effectiveness will take into consideration its criteria and barriers. It will also answer the following sub questions: what is the theoretical location of blended learning vis a vis e-learning? And what are the main constraints that may occur before and during the implementation of blended learning?

The current research is based mainly on the following hypothesis which will be examined and verified through this study. The possible barriers that hinder the implementation of blended learning may be cultural aspects and technical aspects, i.e. being used to the traditional ways of teaching, lack of ICT knowledge, lack of providing motivation for teachers to adopt blended learning and lack of materials in the classroom.

Throughout considering the use of quantitative approach, the data collection will have a deviation from a historical perspective. Historical part of research will be used in the description of the theoretical development of blended learning. The testing of data based theory will be applied through a questionnaire to give a numerical description. The primary data collection materials considered in the current work is based mainly on the questionnaire. Throughout the questionnaire, we could acquire the different perspectives concerning the subject through students' opinions at the department of English about the use of technology in education and whether they are open to adopt blended learning or not in their classes. The questionnaire is prepared to know the need of the students to improve their learning through different suggestions and their answers will be taken into consideration to find solutions to fulfill their needs.

Technology in education was a debatable topic amongst the society. Specialists have always been trying to find the best ways to improve learning by neglecting the traditional methods and replace them with the modern ones since it is technology generation. The purpose of this paper is to explore the blended learning as an emerging strategy particularly the obstacles that may hinder its application in EFL class. This research is basically relied on the primary resources not only the newly published but the old ones as well.

According to Innosight Institute senior search fellow, Heather Skater: ‘The blended learning is a formal education program in which a student learns at least in part through the online delivery of content and instruction with some elements of students’ control over time and place (34).’ In other words, the need for technology in the learner’s daily educational life is obviously related to his motivation so that his enthusiasm for learning occurs when computer-based instruction is used in the classroom. In a research article by professor of writing Joyce Neff, the role of this new program is clearly defined in her words that teaching through blended learning has a profound effect on teaching. She wrote: ‘The ways I perceived and manipulated the medium, the ways I imagined subjectivities of my students...my writing pedagogy’ (154). Moreover, Josh Bersin defined the concept as follows: ‘Blended learning is the combination of different training media (technologies, activities, and types of events) to create an optimum training program for a specific audience’ (The blended Learning Book, 2004). Vaughan et al. have clearly focused on the importance of motivation by encouraging the learners to speak at the beginning of the lesson course without any interference in which he wrote about pushing students towards expecting the content of the lecture by establishing many channels to make students involved into the lecture from the first step.

Furthermore, the blended learning is a hybrid learning process in which the traditional and the online learning are combined together. However, it happens to occur problems that may hinder the successful application of the approach, mainly related to internet and materials. So as an attempt to conduct this research, investigations are made to discover whether the Algerian universities actually have the same problems that impede the implementation of this program or not.

Finally, blended learning is considered as the act of crafting the traditional teaching methods and the online method and turning them into a designed program to

facilitate the learning process which may raise the sense of enthusiasm to the learner in a very effective way.

In this dissertation, we divided the work into three chapters: theoretical, descriptive and practical. Chapter one is about the theoretical parts of the blended learning. It starts with an exploration of the analogical of the e-learning and the main definitions and characteristics of both blended learning and e-learning which will clarify the differences between them. This will be preceded by a historical overview and how it emerged in which it surveys the roots of blended learning. Additionally, this chapter will examine the main features of this approach and the possibilities which aim at investigating how blended learning is useful in EFL class. It also examines the shift from the traditional methods of teaching to a modern one by focusing on the importance of using technology in teaching/learning process.

In chapter two, the focus is mainly on the blended learning course design and the criteria for effective blended learning. It opens with shedding lights on the purpose of the blended learning in the classroom and how it is useful in the learning process. Then it moves to the content standards and objectives where it shows the relation between the teacher and the curriculum and having access to technology. The next point that is discussed in this chapter is the various activities that blended learning has such as communication activities, collaborative instructional activities, presentations, and independent learning activities. This chapter talks about the blended learning plans in which it describes the course, the goals of the course, and the determination of the needed assessment for each outcome and the final organization of the activities. The following point is the strategies of blended learning where it differentiates between synchronous and asynchronous instructional methods. The criteria for effective blended learning in this chapter can be seen in four criteria: time, content, technology and culture. The remaining point that this chapter discusses is the application of blended learning in the productive skills where it focuses mainly on the effectiveness of blended learning in enhancing those skills, especially the speaking skill.

Chapter three aims at pointing out the effectiveness of using technology and blended learning in EFL class and the obstacles that hinder its implementation in higher

education. This chapter is based mainly on the observation, explanation and the analysis of the questionnaire that was delivered to the second year students of English in Ammar Thelidji University in Laghouat.

# **Chapter One:**

# **Theoretical Chapter**

## **Chapter One: Theoretical Chapter**

### **1.1- Introduction**

The first chapter is conducted to treat the theoretical notions. It highlights the exploration of the analogical side of the e-learning and the major definitions and of both which will clarify the slight difference between them. In addition, this study will examine the main advantages and the benefits behind using this approach and the possibilities which aim at exploring to what extent the blended learning is useful and successful for the EFL classes. Overall this chapter examines the shift from the traditional methods of teaching/learning process to a more modernized approaches based on the new technology in order to facilitate the teaching/learning process. Theoretically speaking, this part of the research paper is mainly conducted to present the acquisition of English as a foreign language using the blended learning in order to easily reach the intended goals of learning.

### **1.2- General Overview about Blended Learning**

This part of the research is going to be devoted mainly for the historical overview with the major definitions of blended learning and how it is different from e-learning.

#### **1.2.1- Definitions of Blended Learning**

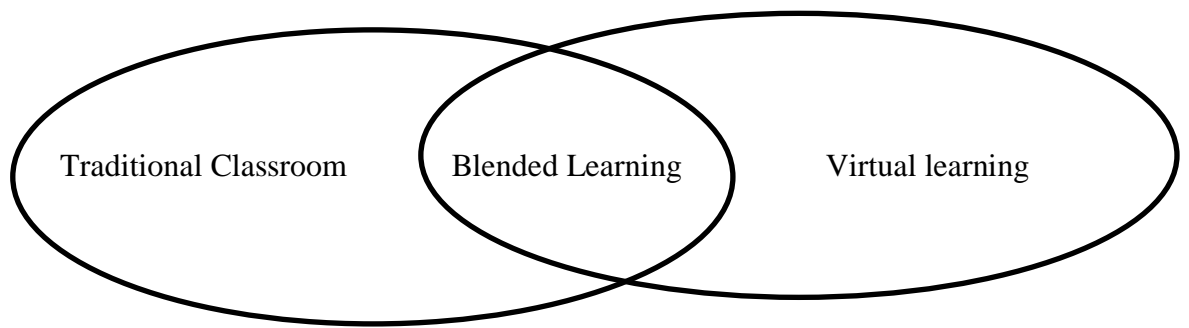
The growth of technology emerged as the demand for new ways of learning did, in which it refocused on how the learners learn and how the instructors teach. Actually the birth of the World Wide Web (WWW) paved the way for integration between the new technologies and education knowing first as the online learning and the E- learning (Wang, 2010).

According to Marsh (2012), learning a foreign language is not essentially based on one method, approach or a technique, however it is based on mixing the most effective methods and approaches then apply them through the way the learners find themselves active (3) . “Blended learning is meant to be different things to different

people”, that is to say this approach came to suit every individual’ needs and wants. The word “blended” implies a mixture or combination, when a picture is pasted above a paragraph of a text, a presentation is created that may be more informative to the viewer or reader (Picciano and Dziuban 8).

Stein and Graham highlighted the point that it is impossible to state a specific definition to BL, simply defining it as a mixture of the onsite with the online experience to effectively reach the intended learning goals (12).

On one hand, Vaughan and Garrison (2010) stated that *‘the blended learning is the thoughtful fusion of face-to-face and online learning experiences’*, it is considered to be an already used approach, where technology plays a big role in facilitating the course management. For instance, providing information and resources to students and helping as well as performing basic administrative functions such as announcements and instructions. The blended approach is mainly a learner-centered one. Therefore, there is a great requirement for learners’ interaction during the course, considering the point that technology will have a great impact on this in which it supports communication and collaboration, assessment and the organization of the course, and where the instructor plays the role of a guider rather than a direct provider of data. As learners are diverse in terms of learning styles, learning proficiency, as well as learning ability, blended learning can come to the rescue by making it possible for individualized learning and self-regulated learning to happen also known as asynchronous and synchronous learning. The beneficial use of the digital tools will absolutely help the transition of the information to be more effective and easier than before in which the learner will have all the needed materials to easily grasp the data as well as it is more modernized in which it gets rid of the traditional methods that make the teaching/learning process boring which subsequently kills the learner’s enthusiasm.



**Figure1. BL in an EFL class (Adapted from Badii, 2008)**

On the other hand, Staker (2015) described the blended learning as a formal approach of learning in which the learner would have an opportunity to control his studies without being limited to time and place.

Others stated that the use of the ICT in Higher education makes it possible for universities to offer students much more flexible access to learning resources...but it also encourages students to expect such flexibility (Ellis and Goodyear 2010).

### **1.2.2- Major Benefits of Blended Learning**

When coming to state the advantages and the benefits that the teacher and his learners would take when advocating the idea of integrating technology with education, it is important to talk about the effectiveness, the flexibility and the degree of interaction during the course. Starting with the flexibility that the blended learning offers to learners. Once the learner feels himself free to prepare his work without being limited to time or any other conditions, he will definitely feel comfortable in and beyond the classroom which will certainly contribute to rise his sense of responsibility and motivation blended learning is thus a flexible approach to course design that supports the blending of different times and places” (O’Connor, Mortimer, and Bond 64). From a pedagogical perspective the intended goal of using the blended learning is reaching the making use of the best aspects of each teaching/learning model i.e. the traditional classroom and technology. Smilanich and Wilson (2005) stressed the point that when deciding to choose the blended learning as an approach to follow, it is essential to take into consideration the diverse needs of the learners because people learn differently; therefore the mixture of the traditional method of teaching/learning with the digital aids

can be an effective way to meet the different needs of each learner to easily acquire the material (15). From another perspective, the blended learning helps in enhancing the learners' skills and self-discipline for instance when they find themselves involved in groups and forums, so they participate and trying their best to be good writers what definitely makes them more enthusiast to challenge( Baker 2010). The blended learning offers many advantages that the instructor or an organization need to choose the right implementation for an effective delivery.

### **1.2.3- E-learning**

The term e-learning came to existence during the 1990s specifically at a CBT (computer based training) systems seminar. The 'e' refers to electronic in which the learning process can be delivered through the electronic gadgets like computer and so on. E-learning can be described as a way by which the teacher and the student may interact. In other words the teaching/learning process can be done online using new tools of communication to interact .For instance using e-mail to send a home work or a paper without the need of the physical attendance.

E-learning provides an easy access to a wanted material or course at any wanted time besides in case of any chronological or geographical restrictions, the learner is not obliged to attend. Whereas this approach shows some drawbacks particularly at the level of health; one of which is that the learner may feel that he is acting completely alone isolated from the real world (socialization process) and what is more is that the act of being connected with each other for a long period of time may definitely cause an eyestrain and problems because of staying in front of the computer in an unsuitable position that may hurt the back.<sup>1</sup>

Seeing that the e-learning ignores the classroom involvement so the blended learning came as a reaction to integrate the traditional methods of learning with the pure online approach by simply mixing the strengths points with what is missing for both to develop a new system called the blended learning<sup>2</sup>.

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<sup>1</sup> The history of e-learning, Talentlms.com, <https://www.talentlms.com/elearning/history-of-elearning>, April 2017

<sup>2</sup> Published Dissertation, Farahiza Zaihan Azizan, 2010, Blended Learning in Higher Education Institution in Malaysia. March, 22<sup>nd</sup> 2017.

<https://pdfs.semanticscholar.org/9c32/77d83acc61d0f30d79c8dd4a999720d38b3c.pdf>

#### **1.2.4- The Possibilities of the Blended Learning**

According to Stein and R. Graham, technology has a great impact on the way we live and the way our students interact in the world after school where teachers don't use technology just for the sake of technology but to improve learning outcomes (3).they stated that the blended courses provide an opportunity for teachers to mix the best of onsite and online to create a new learning environment.

Many researchers argue that learning through this blended approach is flexible in which many students will not be obliged to restrict themselves with time and place in other words they have access to any required material any time and any place. The concept of blended learning originated in business world in connection with corporate training (Sharma and Barrett, 2007) and it lastly appeared in language teaching and learning, they state that by incorporating technology to language, you are adding a value to the teaching. The blended learning makes students more motivated during the learning process in which most students consider that learning through blended approach makes them much more connected to the real world and becoming more autonomous.

Teaching using different methods and strategies is actually not a new thing, the best teacher is the one who is eclectic in which he chooses the best from each effective method and teaches with which absolutely will facilitate the transmit/receive process of knowledge. Network-mediated learning and computer assisted language learning offer directions that have attracted attention and are now an important component in any language learning curriculum (Debra Marsh 2012).

According to Marsh the blended learning proved that individualization and autonomy learning help the learner to be more motivated where it endorses the independent and collaborative learning and increases his engagement in learning process by having the suitable place to practice the target language with a less stressful practice environment for the target language (12; 13).

The blended learning enables students to enhance and practice their skills outside the classroom without being under any pedagogical pressures or rules and having access on what they have missed at anytime and anywhere.

### **1.3- Blended Learning in Second Language Acquisition**

When examining the issue of the implementation of blended learning for language learning it is soon noticed that the fact of using computers for learning a language is not something new at all. Veritably, there is a long tradition of using computers in Second Language Acquisition, starting with Computer Assisted Language Learning (CALL) and Network. The field of CALL has been expanded and matured while the technology used for language learning has developed from large text-based mainframe computers to personal computers and mobile handheld devices with internet connections (Hubbard, 2009). Researchers such as Lafford, Chapelle, Levy, Otto and Pusack conclude that CALL is very much vivid and active as an independent field of research and they provide together a good overview of how CALL was developed.

Lafford, in *Modern Language Journal Focus Issue*, (2009), talks about the normalization of CALL and the different ways of impact the field has had on language learning in the United States. Lafford showed that she and others would like to see '*the complete normalization of technology-enhanced tools for language learning and research*' (p.691) She suggests that in order to normalize CALL, some steps has to be taken, such as better training for the teacher and better administrative support for a strong CALL foundation including hardware, software and tech support. She suggested as well that these and other criteria ought to be used to '*audit pedagogical practices in varied teaching contexts*' (Lafford, 2009, p.691).

The interesting part about these suggestions is that they are made without mentioning blended learning. Some of the scholars in the field of CALL see no connection between blended learning and CALL in which they are separate from each other. Researchers in the past decade have started clearly referring to the use of 'Blended Learning' for language learning purposes. Hence, when setting out the examination of the area of blended learning within language learning, it must be decided

whether to support the view that all CALL research exemplifies Blended Learning or it is only a studies that explicitly mention Blended Learning which should be considered.

### **1.3.1-Teaching Writing in a CALL Environment**

Throughout the spread of the personal computer, it facilitated a lot the language learning process. With the coming of Microsoft Office Word, it helped the students to write correctly especially with the auto correction, suggesting words and the form of the text as well. Using CALL in writing motivates students more than the old ways. Learners using such software feel more at ease to learn. They can correct their errors by themselves, organize and edit their text. They are guided to rearrange their written tasks without so much effort.

The advantage of using word processor has resulted in to main point of views. The first group (Bernhardet, Edwards, & Wojahn, 1989; Li and Cumming, 2001) believes that using computers for writing helps students to write good text in a short time instead of rewriting it many times, i.e. first draft, second draft, and so on; it fascinates them when they don't revise the text. Also, they believe that the quality of the text written on computer is higher than the one written by pen and paper. The second group (Joram, Woodruff, Bryson & Lindsay, 1991) considers that the word processors simply enable shallow revisions not higher level revision which will prompt learners' enhancement in discourse features and producing high quality texts.<sup>3</sup>

In order to define the quality of writing, it is worth mentioning De Beaugrande's high quality discourse viewpoint. According to De Beaugrande (1981), there are seven features that qualify a written or a spoken text. They can be identified as discourse features including: cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality. A text can be considered a high quality one only if it has these features.

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<sup>3</sup> <https://burhanyusuf96.wordpress.com/2016/12/05/critical-reading-14/>

### 1.3.2- The Implementation of Blended Learning in Language Learning Environment

Blended learning environment is regarded as a distance education which blends both e-learning and face-to-face interaction. Unlike the classical learning, e-learning provides a good atmosphere for the learner to study. In the learning environment, learners' individual differences, learning styles and personal characteristics have an important impact. Weaknesses and Strengths of learners in online environment and in face-to-face education integrate in blended learning (Finn & Bucci, 2004).

Osguthorpe and Graham (2003) concluded in their case study research that the aim of blended learning is to find a balance between online access to knowledge and face-to-face human interaction. Martyn (2003) claims that in order to have a successful blended e-learning environment it should consist of '*an initial face-to-face meeting, weekly online assessment and synchronous chat, asynchronous discussions, e-mail and a final face-to-face meeting with a protected final examination*' (2013.36).<sup>4</sup> The result of such an environment can be as follows: students have more control over their learning, the social competencies are increased, the student's achievement and the acquisition of information skills are enhanced and the reinforcement of communication and closeness among learners and their teachers.

The combination of different learning/teaching methods is very important to achieve the blended learning environment. Sharma and Barrett (2007: 7-8) shed light on the importance of blended learning in bringing the outside world to the class which helps students to be more motivated and they become more interested in learning. Reay (2001) stresses that '*blended learning is not just adding online materials to a conventional training environment; it must be relevant, and demands a holistic strategy taking the best characteristics of all learning interventions. The selected techniques should be appropriate to the subject*'. McCampell (2001) sees that blended learning will be fruitful in the type of courses because learners will be able to benefit from both face-

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<sup>4</sup> Published Dissertation, Ismail Ibrahim Harb, 2013, The Effectiveness of a Blended Learning Program on Developing and Retention of Palestinian Tenth Graders' English Writing Skills.  
<http://library.iugaza.edu.ps/thesis/109718.pdf>.

to-face and online environment, in other words, using the advantages of each environment at the same time.

#### **1.4- Conclusion**

As a conclusion of this chapter, one can notice that the use of blended learning in the classroom will bring many changes. It will enhance the students' performance and increase their motivation towards learning. It is beneficial in the learning process because it facilitates learning by mixing face-to-face instruction and online learning.

# **Chapter Two: The Practice of Theory**

## **Chapter Two: The Practice of Theory**

### **2.1- Introduction**

This section covers the descriptive part of the research. It will focus precisely on providing a standard model of using BL in EFL class. This chapter hypothesizes that a standard model can be modified according to cultural aspects as pedagogical situations named inside and beyond classroom; however providing different experiences is required to witness tendencies and modifications to confirm reasons behind.

### **2.2-The Blended Learning Framework**

The hybrid learning is considered as the preferred approach that attains the objectives and aims of any higher education institution (Kitchenham, 2011). However, it poses a real challenge when applying the model especially in EFL classes, where each time there is an absence of one of its important principals that makes the instruction even complex. What makes the instructor or the person who adapt such a model to take into consideration its main variables and being fully aware of its concept.

#### **2.2.1- The Blended Course Design (Considerations)**

To plan instruction is a complex process because of the consideration of various factors, such as student motivation, content standards, classroom environment, and relevant tools and resources. An additional layer of complexity is added by blended learning to the instructional design process. However, when mixing online and face-to-face activities is carefully designed, both students and teachers can reap great benefits.

##### **2.2.1.1-The Purpose of Blended Learning in the Classroom**

The implementation of blended learning practices will improve the student achievement. Adopting it by educators is the result of a couple of reasons. The purposes that one chooses will have an impact on designing a blended learning course in the classroom. There are four main purposes of blended learning according to Intel

Education which are: differentiation, flexibility, student engagement, and new technology.

a) **Differentiation:** it means the various online activities such as video applets, quizzes, tutorials and webquests which permit the student of checking the missed content or skills, work on high level concepts, or seek personal interests. An example of this would be from an introductory assessment, Mr. French, a high school teacher of chemistry, who notices that some of his students have problem in converting measurements. For that need, he uses some tutorials on these subjects online and creates a good atmosphere in the classroom to help students get the information correctly and easily.

b) **Flexibility:** blended learning classes allow schools and districts to offer courses that are not accessible in traditional environment. For instance, a school that is located in a mountainous community will make it difficult for students to attend the classes, especially in bad weather conditions. Blended activities help these students to follow the curriculum when they can't reach their classes.

c) **Student Engagement:** tutors nowadays know that the use of technology motivates students a lot in the classroom. Ms. Scott, a fourth-grade teacher, notices that her students are not interested in the local history group project short lectures that she is giving. She decides to try blending the project. She brings podcasts of her lectures followed by links to websites that provide more details and a discussion forum where students can benefit more. The result of using blended learning was amazing because it made students curious to know more about the topics they are interested in.

d) **New Technology:** the use of technology in education became so important because of its impact in the learning process. It facilitates learning and motivates learners to study and to investigate more.<sup>5</sup>

### 2.2.1.2- The Content Standards and Objectives

In order to make a blended classroom, some decisions about how standards and content objectives can be met with online activities and face-to-face instructional methods have to be made. During the class, the teacher may decide to implement some

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<sup>5</sup> [https://educate.intel.com/download/K12/elements/blend\\_html/#](https://educate.intel.com/download/K12/elements/blend_html/#) March 16<sup>th</sup>, 2017.

blended learning experiences throughout his curriculum, or selecting a specific unit to blend. No matter what he decides, the standards he chooses to address and how he addresses them will be the main factors in designing his blended learning course. The teacher, while thinking about the content he is blending, must take into consideration the following points: Student knowledge and skills, student interest, nature of content standards, and resources.<sup>6</sup>

### **2.2.1.3- The Access to Technology**

In order to engage in blended learning, students need to have access to computers and internet. The blended learning environment structure plays an important role in making students participating in online activities in school. Available technology will help the teacher organize the implementation of blended learning effectively inside the classroom. On the other hand, the thing that attracts students to blended learning is that they are able to complete their tasks and being in touch with their peers and teachers outside the classroom. But the problem is that some students do not have access to technology that is needed for full participation in blended learning. In order to know the situation of the students, a personal technology survey has been requested so that the teacher will know what kind and number of activities that he includes in his plan.<sup>7</sup>

### **2.2.1.4- The Variety of Activities**

Activities in blended learning environment vary from an activity to another. They are similar to conventional face-to-face classroom activities. Relying on the purpose of blended learning, the targeted content and the available technology, activities may be face-to-face, mixed, or online. The following examples are taken from Intel Education website.

**A) Communication Activities in a Blended Classroom:** teachers in a blended learning environment communicate with their students and parents. Students as well, communicate with their teachers, colleagues in the classroom or around the globe, experts and so on. Face-to-face communication can be done with a whole class, pairs or

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<sup>6</sup> [https://educate.intel.com/download/K12/elements/blend\\_html/#](https://educate.intel.com/download/K12/elements/blend_html/#) March 16<sup>th</sup>, 2017.

<sup>7</sup> [https://educate.intel.com/download/K12/elements/blend\\_html/#](https://educate.intel.com/download/K12/elements/blend_html/#) March 16<sup>th</sup>, 2017.

in small groups, whereas online communication can be in the form of online conference or chats that takes place in the same time, or in the form of discussion forums or e-mail which takes place in a different time.

a) **Face-to-face:** a teacher of biology in high school conducts every week a face-to-face discussion on science-related news items in order to motivate students to do more research about it.

b) **Mixed:** a local environmental expert make a videoconference call, and students of biology meet face to face to prepare questions to ask during the call. They follow up the conference call with an online discussion about local invasive species.

c) **Online:** students, in small groups, select an invasive species and create a wiki to gather their information. They use the wiki's communication advantage to post their feedbacks and share resources.<sup>8</sup>

**B) Collaborative Instructional Activities:** *'Research suggests that students who work collaboratively learn faster and more efficiently, have greater retention, and feel more positive about learning experience.'* (Johnson & Smith, 1991). Collaborative activities can be:

a) **Face-to-face:** throughout gathering information about wind, air pressure, rainfall, and temperature over several months, groups of students explore local weather and take photos of its different kinds and publish their results in the form of photos, charts, graphs on a wiki.

b) **Mixed:** students collect data about local weather in small groups. They post their data on an online spreadsheet, and compare their results with data published by students in a partner school in another part of the country.

c) **Online:** students located in three diverse geographic areas access long-term historical weather data in a national database. They discuss their findings in an online discussion and draw conclusions that are posted in a blog.<sup>9</sup>

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<sup>8</sup> [https://educate.intel.com/download/K12/elements/blend\\_html/#](https://educate.intel.com/download/K12/elements/blend_html/#) March 16<sup>th</sup>, 2017.

<sup>9</sup> [https://educate.intel.com/download/K12/elements/blend\\_html/#](https://educate.intel.com/download/K12/elements/blend_html/#) March 16<sup>th</sup>, 2017.

**C) Presentations:** Presentations in a blended learning classroom are so important. They are dynamic and engaging and interactive in both face-to-face and online environments. They help enhancing students' skills. The examples of presentations can be as follows:

**a) Face-to-face:** a teacher in the middle school models a way to write a good introductory sentence as part of a unit where students write original fables.

**b) Mixed:** students are asked to watch an online video of the teacher's demonstration and write introductions. They share their pieces of writing with a partner in a face-to-face review and complete their fables, getting feedbacks from their partners via e-mail.

**c) Online:** students in middle school watch the teacher-made presentation and share their introductions with a small online group, giving each other feedback. The groups continue to share their writing as they work, combining them into an online magazine for sharing.<sup>10</sup>

## **D) Independent Learning Activities**

**a) Face-to-face:** using a variety of state publications, students create state maps that label the location of natural resources. They write short essays describing the role of the resources in the state's economy.

**b) Mixed:** students do online research about their state's natural resources. They identify the natural resources in the state in a map and write in a blog about the future of natural resources in the state.

**c) Online:** after online research about natural resources, students annotate online maps with links for more information about each resource. They link their maps with a wiki with photos and an opinion piece about how best to use the state's natural resources.<sup>11</sup>

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<sup>10</sup> [https://educate.intel.com/download/K12/elements/blend\\_html/#](https://educate.intel.com/download/K12/elements/blend_html/#) March 16<sup>th</sup>, 2017.

<sup>11</sup> [https://educate.intel.com/download/K12/elements/blend\\_html/#](https://educate.intel.com/download/K12/elements/blend_html/#) March 16<sup>th</sup>, 2017.

## **2.3-The Blended Learning Plans**

Designing a blended course with no clear framework, plans or guidelines will definitely contribute to the failure of the program (Sharma and Barrett2010). Therefore in order to identify the best implementation for the blended learning in English as foreign language (EFL), it is important to plan for some effective points that needed to be applied so that the fulfillment of the learner’s needs and the wants will be much more easier and it will surely facilitate the presentation of the materials.

Stein and Graham suggested plans for a successful blended course in order to effectively reach the intended teaching/learning outcomes.

### **2.3.1- Description of the Course**

In this step, the instructor should inform about his subject matter by presenting a concise course description. Stein and Graham stressed that during this step, it should be taken into consideration the description of the audience or the learners as well the prerequisite skills. The other point is about the course goals in which it is mainly based on the previous knowledge, perspective and skills that the learner possesses so that it is possible to make hypothesis about to what extent the course will be successful. Finally they focus on the best techniques and strategies the instructor should use that emphasized on the way of teaching and the way the learners acquire the material. As an illustration Stein and Graham use a concise example concerning an introduction to the marine science “Oceanography” that demonstrates how concise the course description should be.

Learners with a basic knowledge of biology and chemistry will develop an understanding of the physical processes influencing oceans and coastal regions, and apply fundamental scientific procedures to questions about the world’s oceans. Learners will be able to relate and analyze current understanding of oceanic environmental issues to their own lives.

Learning will happen through direct instruction, hands-on labs, practice activities, field trips, and discussion both within and beyond the classroom walls (80).

### 2.3.2-Planning the Course Goals

Before implementing the strategies used by the instructor to present the material, the instructor should be aware of the difference between the goals and outcomes. *‘We clarify the important distinction between the broad and the specific by using goals and outcomes to refer to different . . . descriptions of desired learner performance within a course’.*

Stein and Graham stated that the course should be presented with the high level goals, where the goals are considered to be the wanted result that the learner wants to achieve or simply the broad target point that can be easily reached. However the outcomes can be referred to as what comes after reaching the goals. In other word outcomes are more concise and specific, in which it reports the intended knowledge and skills that the learner should deal with and develop, as it can be observed through this following example:

**Goal 1:** Understand theories of the origin of the earth, its atmosphere, and oceans.

It can be developed into more concise outcomes as follows:

**Goal 1:** Understand theories of the origin of the earth, its atmosphere, and oceans.

- Describe the development of our earth, atmosphere, and oceans in the context of the solar system and universe.
- State the basic outline of the geologic column or time scale from 4.6 billion years ago to today.
- Explain radiometric dating and geo time scale.
- Contrast absolute and relative dating.

After setting up the course description and its goals as well as the intended outcomes, the instructor should write the outcomes for the learners before being assessed because according to Stein, the process of determining the intended outcomes enables the instructor to figure out the main skills the learner needs in order to complete

the task which is absolutely demonstrated in the third statement with the use of the verb 'explain' (81-82).

### **2.3.3-Determine the Needed Assessment for Each Outcome**

During this step, the activities presented should be considered as a factor that helps the learner to demonstrate his previous baggage and skills to reach his desired outcomes. Therefore the latter can be cognitive or affective. The cognitive outcomes can be described as a relation between the learner's and his desires; it is simply related to the way the learner will present his knowledge and skills to complete the course which will absolutely contribute to the determination of the assessments that may aid the learner to meet his/her desired outcome for example the ability of writing an excellent essay in WORD processor or making a table in EXCEL (Stein & Graham 85). On the hand the affective outcomes deal with the heart and feelings which something that is not observable that means that no one can see what the learner feels towards a specific subject except him, and more specifically it can be about ethics and morals. As illustrated by Graham concerning the commitment to being an accountant who acts honestly and he decided to not go through any unmoral issues<sup>12</sup>

### **2.3.4-The Final Organization of Activities**

After describing the course and designing what is needed to be assessed by the learners, here comes the instructor's role in which he shall put all the previous pieces together so that he will be able to successfully organize the course. This final step allows mapping out each activity and the tools that should be used during, for instance if the assessment or the activity need the online tools like projector to watch a piece of video, iPad or tools to record voices, so each note should be taken into consideration so that it will pave the way for an effective blended learning course.

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<sup>12</sup> <https://www.concordia.ca/offices/ctl/digital-learning/blended-learning/Developing-blended-learning-course.html>

## **2.4- Blended Learning Strategies**

Blended learning is an effective strategy for some reasons. It addresses more learning style necessities, broader audience and expanded performance or learning outcomes. Selecting the best method (media) will extraordinarily upgrade these results. Media selection must be based on the learning context, the skills to be taught, the practicality of the situation and what theory indicates would be appropriate (Dick and Carey, 1996). The development of e-learning through time has brought many changes to the methods of learning. By mixing traditional methods with evolving technology-based learning, we now have synchronous and asynchronous tools that provide modern training and learning tools with two effective techniques.

Asynchronous (different time), on the other hand, implies that the instructor (or in most cases, computer-based courseware) and the learner are available at various circumstances, a benefit for self-directed learners who like to learn at their own particular pace and own time. The solution of a blended learning ought to put suitable emphasis on both important learning domains.

### **2.4.1- Synchronous Instructional Methods**

In this domain, methods comprise of conventional classrooms, virtual classrooms, live product practice (labs), interactive chats and mentoring (coaching) (Woodall, 2012: 4). Woodall in his article says that the domain of the synchronous (real time) is the most conventional instructional way to deal with online training and has the instructor (or mentor) and learner available in the meantime. Generally they are in a similar place where all members share the learning experience and may collaborate with each other. It is additionally possible for learners to be in better places at the same time. Synchronous training by means of the Internet is exceptionally useful to learners who are willing to adjust their learning style far from the traditional classroom or lab.

**A) Traditional Classrooms:** traditional or live classrooms permit instructors and learners to be face-to-face in the same place. *‘The subjects usually consist of topics (complex, broad, programmatic or new content) that require face-to face interactions, expert observation, culture building, team building, networking, business problem solving or materials to be presented by an instructor or facilitator. The term “instructor-led training” (ILT) is used synonymously with on-site training and classroom training (c-learning)’* (Woodall, 2012: 5)

This method allows the spread of unpublished materials and learners to be able to access to peers and experts. Adding additional interest in the subject can be made through engaging in group discussions and practice. Traditional classroom learning complements learners with certain learning preferences. It additionally provides gradual improvement of complex or difficult ideas and theories.

On the other hand, traditional classroom can cost a lot if the learner must travel to the classroom area. Additionally, learners are required to be present in sessions at a set time and classrooms generally require substantial blocks of time from the learner. In case the session is in a form of a lecture, there will be no discussion or interaction. Classrooms can put the learner in a passive role and attention may be lost.

LIVE CLASSROOM METHOD	
Consider Using This Method When	Consider Using Another Method When
<ul style="list-style-type: none"> <li>• Teams of people will be using the information and skills to work together to achieve business goals.</li> <li>• Learners have job roles that permit extended absences from daily activities.</li> <li>• Skills involve extensive practice in face-to-face interaction with others or practice with complex physical skills.</li> <li>• Comprehension requires group interaction around subjective topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Business goals are not affected by whether people learn in the same place.</li> <li>• Learning can be delivered in small chunks, integrated into the regular activities of the target-learning group.</li> <li>• Business objectives make it difficult for learners to take extended absence from daily activities.</li> <li>• Mastering subject matter is not affected by physical proximity</li> </ul>

**Table 1: Live Classroom Method (Woodall, 2012:5)**

**B) Virtual Classroom:** virtual classroom helps teachers and students to be in different places at the same time. One doesn't need to be in the classroom to benefit from the instructions. Participation can be through raising hand by clicking on a button. The list of other learners in the class is viewable, and the teacher's talk can be heard. Furthermore, the teacher can pass a virtual microphone so that the one who wants to talk will be able to be heard by the whole group. Data can be introduced and desktops and computer applications can be shared over the Internet. The negative side of this method is that everyone has to be online at the same time. Participants may have problems with the speed of the connection sometimes.

VIRTUAL CLASSROOM METHOD	
Consider Using This Method When	Consider Using Another Method When
<ul style="list-style-type: none"> <li>• Business will benefit from rapid distribution of information or skills to widely dispersed groups.</li> <li>• Content can be effectively delivered in less than one to two hours.</li> <li>• Business will benefit from ability to capture learner and presenter interactions and content for reference and replay.</li> </ul>	<ul style="list-style-type: none"> <li>• Content is highly contentious or complex.</li> <li>• Retention requires extensive practice.</li> <li>• Business will benefit from professional quality broadcast recording.</li> </ul>

**Table 2: Virtual Classroom Method (Woodall, 2012:6)**

### 2.4.2- Asynchronous Instructional Methods

According to Dorman Woodall, asynchronous (diverse time) implies that the instructor (or in much of the time, computer-based courseware) and the learner are accessible at various conditions, an advantage for self-guided learners who like to learn at their own specific pace and own time. The solution of a blended learning ought to put suitable emphasis on both important learning domains (7).

Methods in this domain comprise of documents and web pages, web-based training (WBT), computer-based training (CBT), CD-ROM, assessments, tests, surveys, simulations and labs and recorded live events (Woodall, 2012: 7).

## **2.5- The Four Criteria for Effective Blended learning**

In his book *The Blended Learning Book*, Bersin introduced eight criteria for choosing a blended model so that the implementation of the blended learning approach would be effective. In this research paper, we will identify four main criteria that help the instructor to apply the program.

### **A) Criterion1: Time**

In order to successfully apply a blended program, it is important to take into consideration all the aspects that contribute to the achievement of the hybrid effectiveness in a well-organized environment. Bersin stressed the point that when choosing to blend a course, it is important to take into consideration the aspect of time during which the course would take place (111) and overall the instructor should have answers to those following questions:

- How much time do you have before the program must be launched?
- How much time do you have before the program must be completed?
- What is the duration of time learners can afford to spend in the program?

The instructor should be fully aware of the total hours that his blended course needs in order to organize the before, during, and after class for instance if the time is not enough to complete the task, the instructor may abandon some technical aids (Bersin 112). Therefore the focus of time is important so that the instructor and the learners will be able to meet their target of more time working with individual students.

### **B) Criterion2: Content**

#### **• Content Complexity**

In *The Blended Learning Book*, the content complexity is presented as the troubles that face the learner when he/she is involved in a blended course or activity. Bersin stated that the complexity here is mainly related how much time the learner needs to effectively acquire the material, For example being familiar with the way of

using an iPad, installing applications, and configuring software. Therefore it is obvious that the levels of complexity are different from the plainer to the more complex so the process of using the needed media will be easy and successful (113).

• **Content Interactivity (Learning by Doing)**

In this sub-criterion, Bersin showed two contradictory ideas. The first argues that interactivity is the suitable way to learn. Whereas the second idea believes in using the perceptive skills as a prominent element that may help in the acquisition of knowledge (114,115).

**C) Criterion3: Technology**

The number as well the quality of the needed materials in a blended class are very prominent factors, It will facilitate the adoption of the approach without facing obstacles that may interrupt the process and overall it depends on materials that the institution or the organization possess. Bersin set up some major requirements that needed to be available so that the blended process will be successfully done. First of all he introduced the bandwidth device which is related to the amount of information that a particular computer network or Internet connection can send in a particular time (Oxford Dictionary). The second point is the Plug-Ins which is concerned with the computer plug-in that any institution should possess (116) and most importantly the software applications that facilitate the presentation of the virtual materials for instance the Windows Media Player or Real Media. Moreover the Display Standards in which most of the old computers have a low resolution as well as the color that may be a negative factor which will create obstacles during the presentation of the content. And finally the Security Standards which is related to the aspect of privacy of the content and the copy paste issue (117).

## D) Criterion4: Culture

Culture plays a big role in developing one's own career as Bersin said in his book *The Blended Learning Book* "Culture means the shared beliefs, values, and practices of group" (99). He stressed the point that people are influenced by the each other; therefore the target of the culture-building is to make that connection between them so that they will be able to share their morals and values for the general benefit, which may be done through the direct meeting (F2F) to be more effective. The following table 4.1 demonstrates some major illustration made by Josh Bersin concerning the culture building goals:

<i>Program</i>	<i>Typical Culture-Building Examples</i>
Executive Education	<ul style="list-style-type: none"> <li>Executives learning how to work with one another</li> <li>Executives sharing their weaknesses and strengths</li> <li>Executives learning to problem solve together</li> <li>Executives creating new strategic directions</li> </ul>
New Hire Training	<ul style="list-style-type: none"> <li>Employees meeting each other</li> <li>Employees understanding the company values</li> <li>Employees building network of new hires</li> <li>Employees meeting executives</li> <li>Employees developing a support network</li> </ul>

**Table 5.5 Culture-Building Examples By Bersin**

The table 5.5 demonstrates that culture-building can change the way people interact with each other so that they have to share their values in order to effectively cooperate and build the wanted target. The table above describes to bring convictions about the execution of some techniques in the classroom management, namely involving humanism as the main approach among learners, inviting them to show weaknesses and share strengths. This social environment among groups fostered by the technological manipulations that can be efficient to some extent.

## **2.6- The Applied Blended Learning in Productive Skills**

During the past few years, the education landscape has witnessed a real change that made the process of education easier and more interesting, thanks to the integration of technology that gave the field the needed aspects which help in making the educational goals attainable either for the instructors or for the learners. As the English language is the widely spoken language all around the world, the adoption of the blended learning approach in the EFL classroom endorsed the chance to the development of the skills particularly the productive skills (speaking and writing).

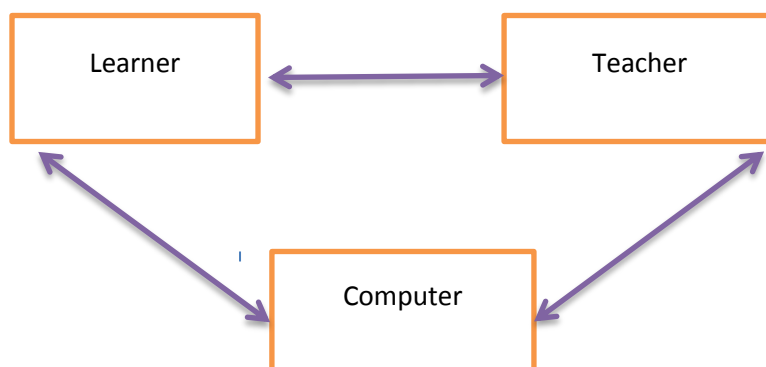
### **I. The Effectiveness of the Blended Learning in Enhancing Speaking Skill**

The majority of the EFL learners have some challenges and obstacles in mastering the fluency in speaking; therefore the presentation of the digital technologies and materials in classrooms came as a reaction to help learners to overcome their difficulties. The fear of facing the audience and talking in front of a huge number of people make the learner unable to speak with his peers or even with himself thinking just of how he composes the statement, so the need for applying strategies and approaches to develop the communication skill is the major challenge. The Computer Assisted Language Learning (CALL) is a suggested way to improve speaking skill, it is a search for and study of application of the computer in language teaching and learning<sup>13</sup>. It aims to enable learners to effectively use the computer as a device to help them in their studies either in or beyond the classroom.

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<sup>13</sup> Bamrung Torat, <http://web.warwick.ac.uk/CELTE/tr/ovCALL/booklet1.htm>, 1<sup>st</sup> April 2017.

It is important to know that this approach is adapted for second language learning. The internet applications can help learners to save time as well as to be updated to everything new which concerns studies. The CALL is not just made for the teacher to use the computer so that he will be able to prepare, present, and assess the course; however it involves the contribution of three main components: the teacher, the learner, the computer as it is presented in the figure below:



**Figure: 2.6.1 the main component in the CALL Classroom (Son, 2000)**

Son introduced three main components of the CALL approach trying to stress up each one's role. He began with the computer as a digital device and a time-saving material, whereas the teacher should choose the needed applications and software to complete the intended pedagogical goals. Moving to the teacher who plays the role of the tutor or the supervisor in which he should keep control over the class without the inappropriate interventions that may disturb the equilibrium of the classroom, he should also be an observer, an assessor as well as a developer and an organizer of the classroom environment. Mc Keachie 1978 identified six teaching roles one of which is that the teacher is the ego ideal that is charismatic and shows commitment not only to the subject matter but also to the students. And the final element is the learner whose role is to apply what has been already presented. Jamieson and Chapelle introduced some considerations that the teacher should take during the CALL course: age, background, ability to use the device, cognitive style, and affect. The ability of the learner to use the computer can obviously aid in the development of the CALL class

because each time the student discover a new thing in the device, he will certainly be so excited to use it again that what makes their enthusiasm becomes higher and higher.

Therefore the use of the live videos with native speakers using the computer, makes the learner wants to interact more and more in the same way without being obliged to bring a native speaker in the classroom, so it enables them to practise their speaking and communication skills in a very useful and effective way.

## **II. The Effectiveness of the Blended Learning in Enhancing Writing Skill**

Email, Internet chat, and electronic bulletin board postings are presented as the three major elements that the individual can rely on to improve and enhance the writing skill. In the *ELT Methodology Principles and Practice*, Chitravelu et al. demonstrate the role of each so that the use of those three factors can influence the way we produce, especially for the EFL classes as being the main skill to be stressed on in the development of the skills. Starting with e-mail as the first step, the instructor should present some techniques in order to use e-mail effectively begin with creating the account, knowing how to send and where to go to read the received messages and etc... (312). Consequently, the learner will be able to apply what has been acquired in the classroom with his instructor and his peers. The following step is the internet chat which is considered as an important element in enhancing the writing process in which the learner can interact with people from all over the world with these technological aids (313). This permitted to write whatever is in the mind to prove that you are a good writer who can interact with native speakers easily, which can be a positive motivation to be equal as much as possible. And finally the electronic bulletin board postings in which any individual can log in and write whatever topic he wants to be discussed and here comes the role of the instructor where he should introduce his learners to the best ways of communication which involved politeness and accepting what the others are saying, in other words discussion in a civilized way without being obliged to harm others.

According to the National Writing Project (2010), the digital technologies have an obvious impact on the learner's writing skill<sup>14</sup>. Using technology aids learners to share their works and benefit from each other even when making mistakes, they correct to each other. Additionally what does make the process of writing so boring and unreachable, is the way the material is presented with a total ignorance of adding some digital aids that may make the process more exciting.

*'Being a reader or a writer is not a state of grace that one arrives at. RATHER, being readers and writers is about continuously learning, becoming, and experiencing literacy across time and space'* (Prentiss, 1998)<sup>15</sup>.

As technology is growing day by day, so the teacher should look for the best strategies and techniques that may help the learner to master his writing. Halsey stressed the point that learner's enthusiasm would be higher when he is fully aware that his piece of writing even if it is just a short passage would be published on Internet (2007).

Using the word processor is one of the major benefits of technology that the learner can take advantage from, it makes the writing process more enjoyable and time-saving. In addition the learner can delete and save whatever he wants with a press of a button, unlike the traditional way of using the paper and the pencil that makes the learner feeling tired and not engaged in his work at all. As well as being habituated to use the WORD processor, may make the learner more organized and efficient, and before all that the teacher should take into consideration the presentation of the strategy that he will use for example he should be fully aware that his learners can deal with this software project and step by step they will be able to conduct their pieces of writing in short time and in an effective way. Moreover the aspect that the WORD processor possesses is the ability to correct errors so that learners will be able to grasp the error and paying attention to not repeat it again.

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<sup>14</sup> Faye Marcha G. Camahalan, Blended Learning and Teaching Writing: A teacher action research project, Journal of Instructional Pedagogies, 15, October 2015, 3.  
<http://www.aabri.com/manuscripts/142043.pdf>

<sup>15</sup> Lisa Sandolo. "How can the use of technology enhance writing in the classroom?". Fisher Digital Publications, Education Masters, 2010, pp 6.  
[http://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1195&context=education\\_ETD\\_masters](http://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1195&context=education_ETD_masters)

## **2.7- Conclusion**

As a conclusion, the integration of technology with the field of education brought observable changes that made the teaching/learning process easier, exciting, and enjoyable. Over all the Computer Assisted Language Learning and the WORD processor should be a part of every EFL classroom because of the benefits that are gotten from those two in enhancing the productive skills.

# **Chapter Three: Collection and Description of Data**

## **Chapter Three: Collection and Description of Data**

### **3.1- Introduction**

The third chapter covers the discussion and analysis of the students' questionnaire that was delivered to second year students of English in LMD system at Laghouat University in order to identify the efficacy and the tendency to use the blended learning in EFL classes and to know how the students of English deal with it. The questionnaire is divided into two sections, the first section deals with the learners' language attitude that contains fourteen items on their general information. The second section deals with the blended learning activity which consists of seven items about the way they prefer to learn. All the questions were divided between "strongly disagree", "disagree", "undecided", "agree" and "strongly agree".

### **3.2- Research Methodology**

We used quantitative approach, collective case methodology in order to explore the learners' points of view and satisfaction that concerns the blending of technology with education, and to what extent the combination helps them to learn. Participants were second year students from Amar Thelidji University of Laghouat, Department of English. Data were collected in April 22, 2017.

### **3.3- Description of the Questionnaire**

The questionnaire (see appendix) was delivered to 44 participants, used to obtain students' opinions towards using technology in learning English as a second language. The first part was concerned with the language attitude and the second was about the blended learning activity. The questionnaire contained 21 items. Participants were asked to base their answers according to their experiences in using technology when learning. A five point rating scale was used for rating students' satisfaction and opinion towards using the blended learning. They are presented as follows: 1= Strongly Disagree, 2= Disagree, 3= Undecided, 4= Agree, 5= Strongly Agree.

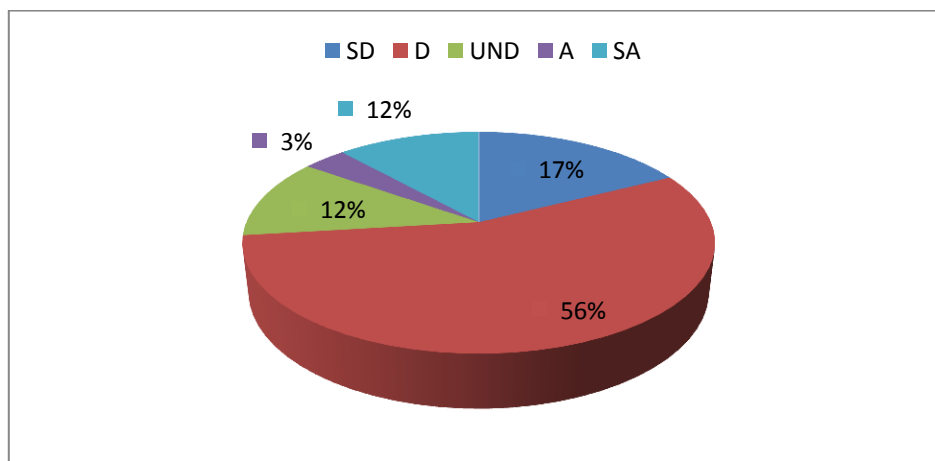
### 3.4- Description of the Sample

This research concentrates on the undergraduate students of English at the department of English in Laghouat University of Ammar Thelidji. Usually, a quantitative research requires a larger number of participants. However, this sample focuses on a small number of participants for specific observation and analysis. The participants who are chosen for this study are a combination of various individuals from a variety of characteristics such as gender, age, origins, cultural and linguistic backgrounds. In this research, 44 students of second year English LMD from B4 class (22 males and 22 females) were chosen to involve them in the study. They were of a mixture age; 04 of them were 18 years old, 10 were 19 years old, other 11 students were 20 years old, 09 of the students were 21 years, and the rest were between 22 and 23 years old.

### 3.5- Analysis of Data

#### 3.5.1- Language Attitude Questionnaire

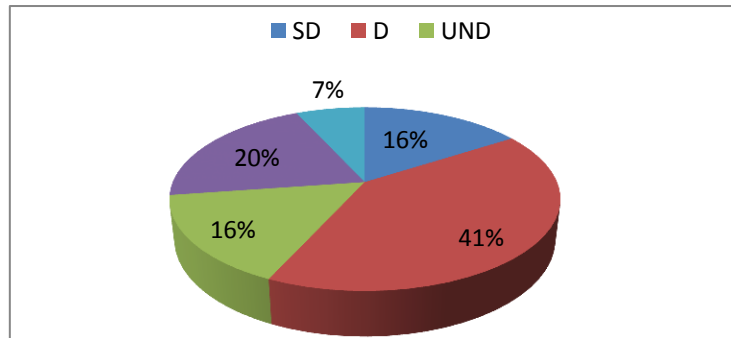
➤ **Item1: I think it takes a long time to finish when I use computer**



**Figure 3: Learners' response to item 1**

Figure 3: the highest rated process represents 56% of learners who expressed disagreement followed by 17% of strong disagreement then comes those who were neutral and the ones who were strongly agree with the same percentage 12% and then only 3% of learners who agreed.

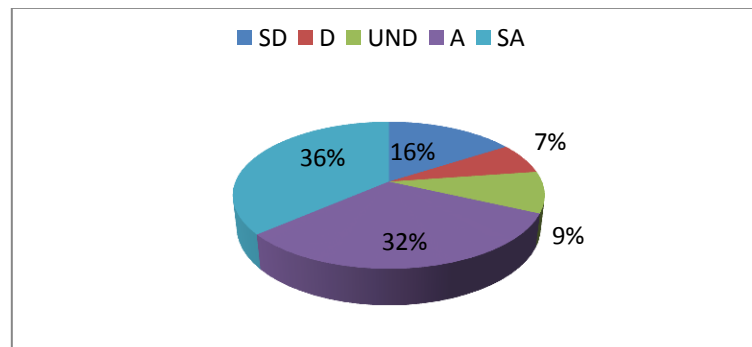
➤ **Item2: I can learn more from computers than books**



**Figure 4: Learners' response to item2**

Figure 4: Learners express their language attitude toward BL as follows: 41% of disagreement then 20% of contributors who agreed upon the item and as it is observable 16% of them were neutral and strongly disagree and finally comes Strongly Agree with 7% only.

➤ **Item3: I believe it is very important to me to learn using a computer**

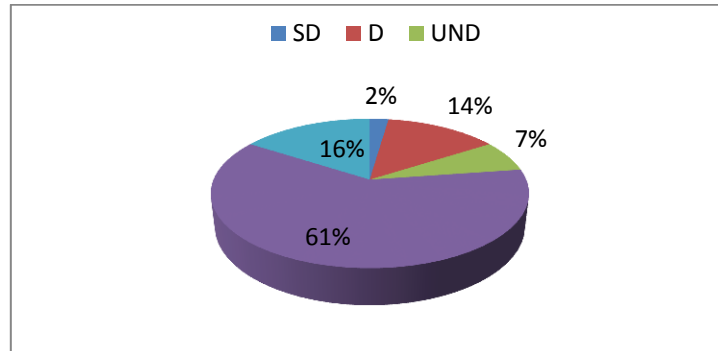


**Figure 5: Learners' response to item3**

Figure 5: it is obvious that the majority of learners strongly agreed upon the importance of learning how to use the computers as a highest rated process with 36%, followed by "Agree" with 32%. And as it is shown above in the pie chart, 16% of learners strongly disagree with the idea of learning how to use computers,

where the Undecided 9% and “Disagree 7% appeared to have nearly the same percentage.

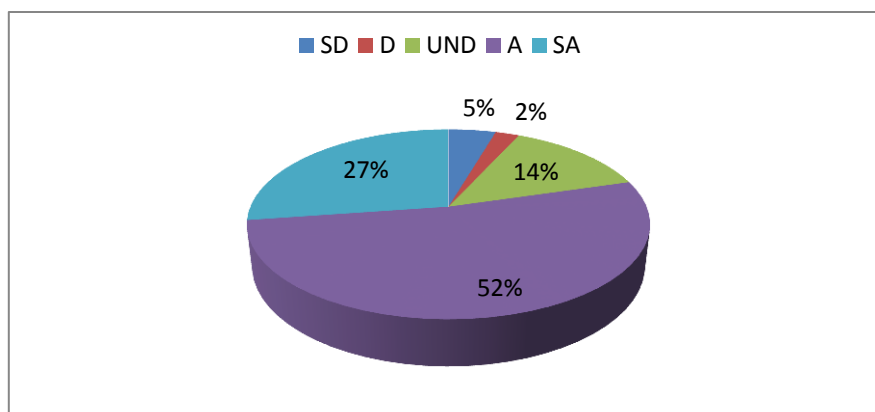
➤ **Item4: I enjoyed the other English classes that I have taken**



**Figure 6: Learners' response to item4**

Figure 6: it demonstrates that most of the learners' opinions fell into agreeing upon enjoying taking English courses with 61%, and 16% of learners strongly agree on the idea and then others with 14% showed some disagreement, and 7% were neutral or they didn't decide yet whether they enjoyed acquiring English or not. Strong Disagree was the lowest rated process in this item with 2% only.

➤ **Item 5: I enjoy speaking English in the class**

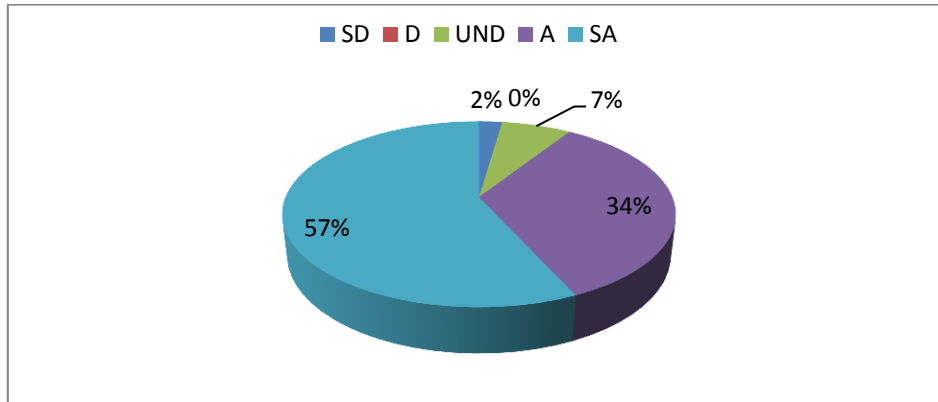


**Figure 7: Learners' responses to item5**

Figure 7: The majority agreed that they enjoyed speaking English in the class 52% and 27% of them strongly agreed as well, where 14% did not decide whether they

enjoyed or not. As lowest rated, learners strongly disagreed 5% and disagreed 2% upon the idea.

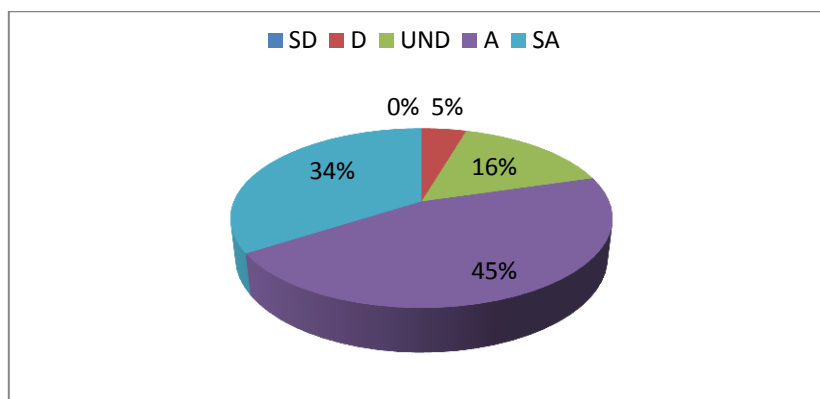
➤ **Item 6: I enjoy practicing my English online with people from all over the world**



**Figure 8: Learners' responses to item6**

Figure 8: The answers of the participants show that the majority 57% strongly agreed on practicing English online with people from all over the world, and 34% of them agreed as well. However the other statistics were low with 7% who were neutral, 0% disagree and 2% strongly disagree.

➤ **Item7: I enjoy writing in English**

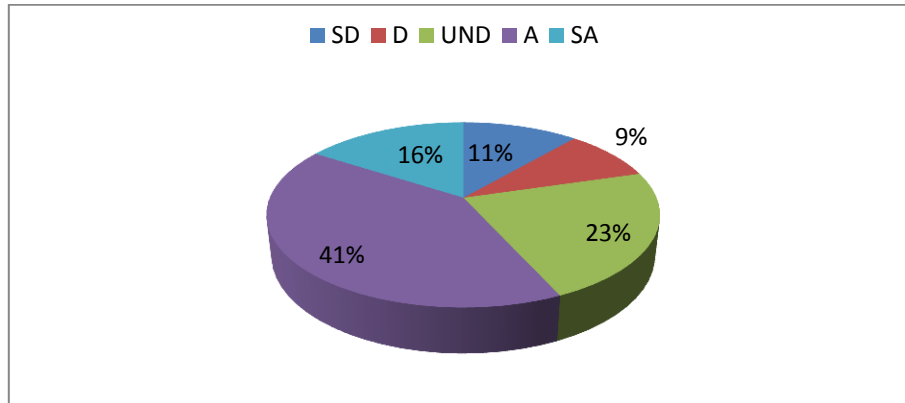


**Figure 9: Learners' responses to item7**

Figure 9: From the results above, we noticed that the majority of participants 45% preferred and agreed upon the idea of writing in English, and with 34% learners who

strongly agreed and 16% who did not decide whether yes or no. 5% of learners disagreed with no one strongly disagreed.

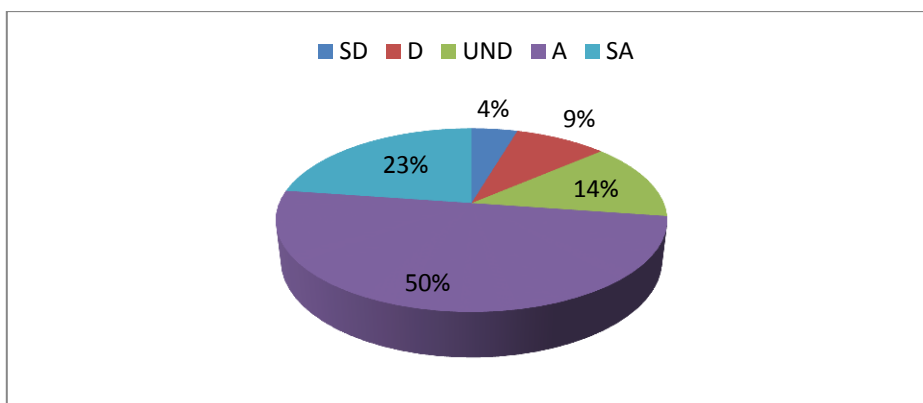
➤ **Item 8: I enjoy blogging in English**



**Figure 10: Learners' responses to item8**

Figure 10: the outcomes show that the students have a good tendency in using blogs in English from time to time 41%, as well as, there are some students 23% who were neutral. Others 16% have a strongly agreed on blogging permanently, and only 11% strongly disagreed and with 9% of disagreement.

➤ **Item 9: I enjoy reading on the Internet**

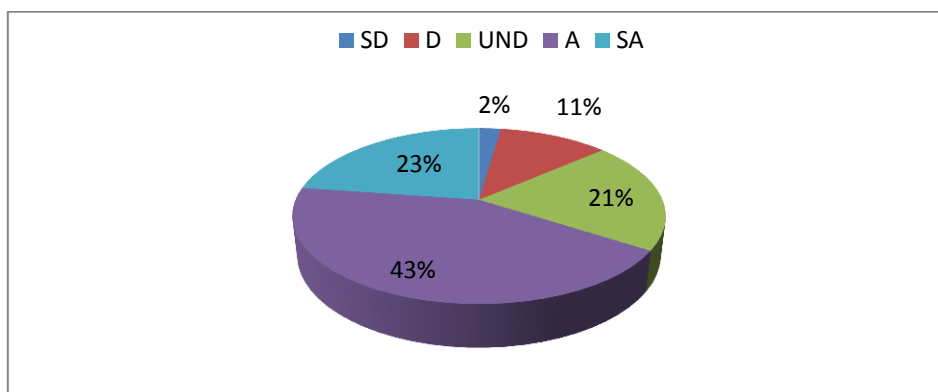


**Figure 11: Learners' responses to item9**

Figure 11: the pie chart above demonstrates that most of students of the experimental group 50% had a positive attitude towards reading on the internet

where 23% strongly agreed as well. The others 14% decided to be neutral, 9% disagreed, and 4% strongly disagreed upon the idea.

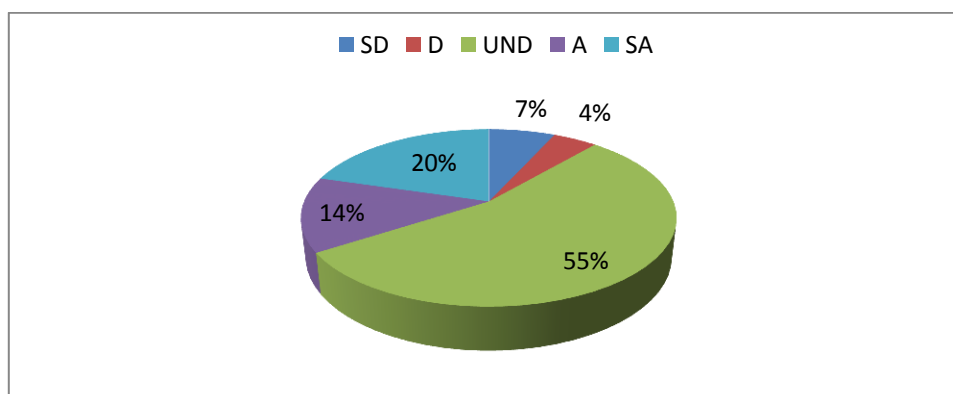
➤ **Item 10: I enjoy reading English on the Internet**



**Figure 12: Learners' responses to item10**

Figure 12: it is clear that the majority of learners 43% enjoyed using internet to enhance their reading skills, followed by strong disagreement by 23% of them, then Undecided with a normal rate 21% and then the rest 11% disagreed and 2 % strongly disagreed.

➤ **Item 11: The classic techniques in teaching EFL are efficient**

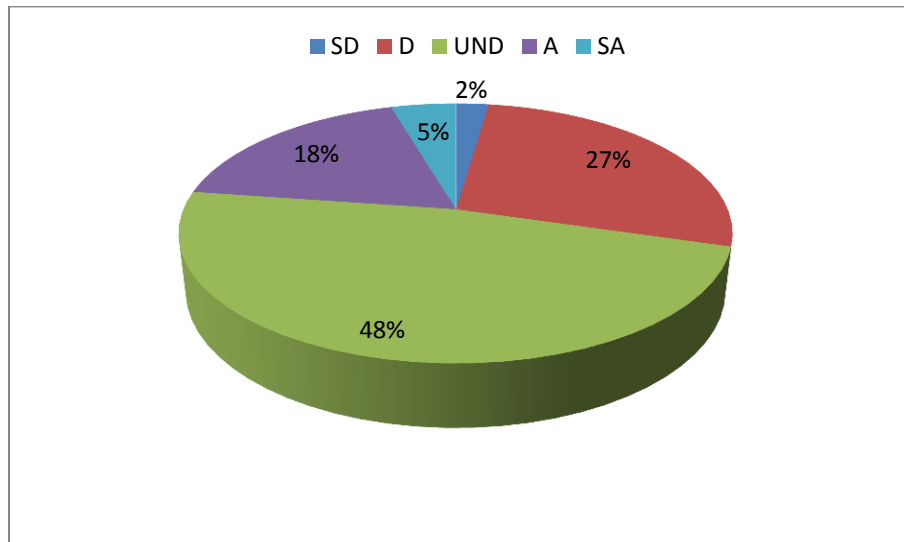


**Figure13: Learners' responses to item11**

Figure 13: it demonstrates learners' opinions towards the efficiency of advocating the classic techniques in teaching English, where the no comment presided the highest rate "Undecided" 55%, followed by 20% who strongly agreed on the item.

On the other hand 14 % of participants agreed, 7% strongly disagreed and finally 4% were disagreeing.

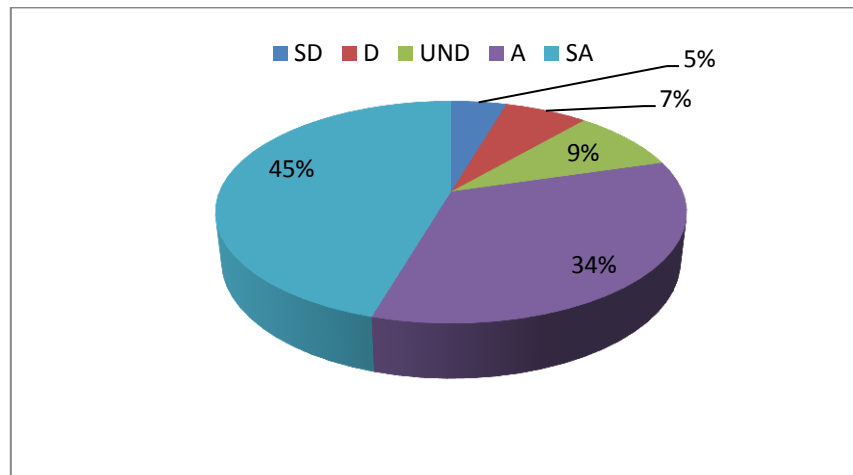
➤ **Item 12: The classic techniques in teaching EFL are boring**



**Figure 14: Learners' response to item 12**

Figure 14: the highest rated process was “undecided” by the majority of students followed by “strongly agree”. Students who agreed on the classic techniques in teaching EFL are boring were approximately 14%. The rest of students have chosen “strongly disagree” and “disagree”.

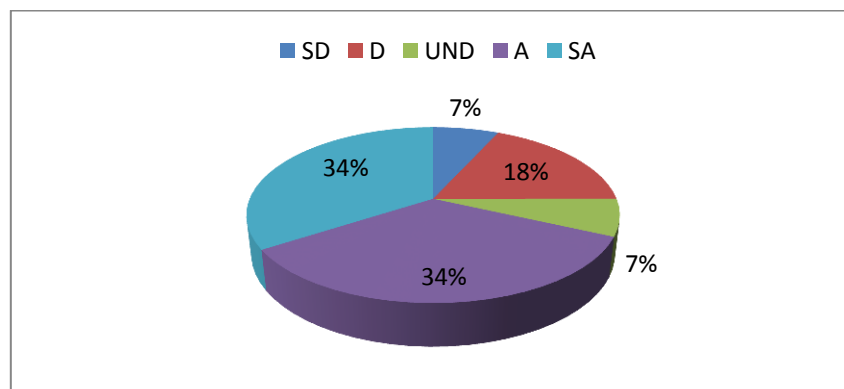
➤ **Item 13: I enjoy learning through music and movies**



**Figure 15: Learners' response to item 13**

Figure 15: it represents the students' choice of answering whether they enjoy learning through music and movies by remaining "undecided". A 27% of students disagreed on the statement, whereas 18% of them agreed on that. The percentage of the students who strongly agreed with the statement was 5% and the remaining 2% were strongly disagreeing.

➤ **Item 14: The use of technology can save time**

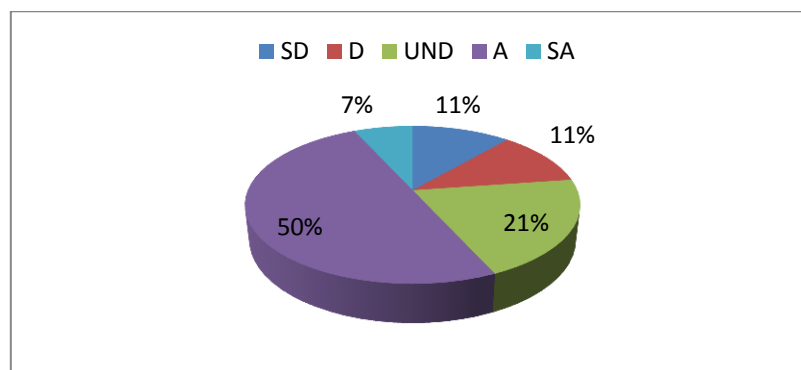


**Figure 16: Learners' response to item 14**

Figure 16: it shows a balance between students who “agree” and “strongly agree” on the statement by 34% for each. Next, an 18% of students think that the use of technology cannot save time by choosing “disagree” on the statement. 7% of students chose “strongly disagree” and the rest remained “undecided”.

### 3.5.2- The Blended Learning Activity

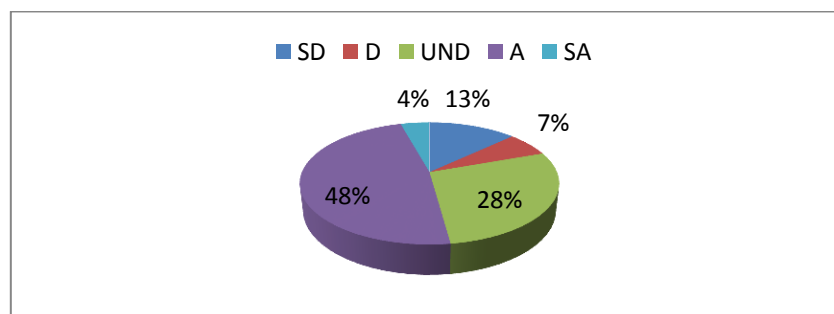
➤ **Item 15: I enjoy lessons on the computer**



**Figure 17: Learners’ response to item 15**

Figure 17: half of the number of students chose “agree” on “I enjoy lessons on the computer” as it is seen in the pie chart by 50%. The students who remained “undecided” were 21%. Then we see a balance between students who selected “disagree” and “strongly disagree” by the rate of 11%. The remaining students have strongly agreed on the statement.

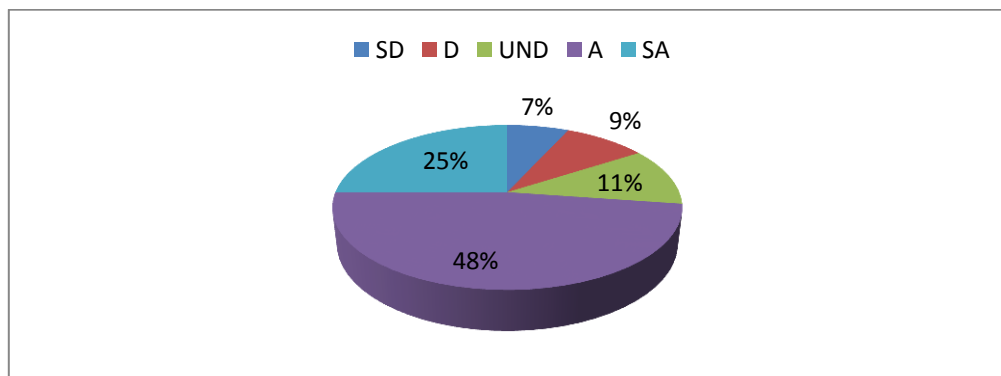
➤ **Item 16: I have used virtual communities before and I have enjoyed it**



**Figure18: Learners’ response to item 16**

Figure 18: it represents the students' answers on whether they have used virtual communities before and if they have enjoyed it or not. Students who agreed on that were of 48%, which is the highest rate followed by 28% for those who remained "undecided". The next rate is for "strongly disagree" by 13% followed by 7% for "disagree". The remaining 4% have selected "strongly agree".

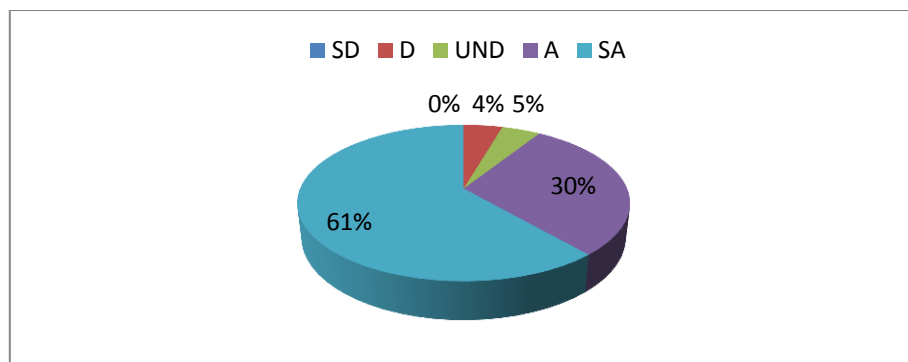
➤ **Item 17: Working and collaborating with others is interesting**



**Figure 19: Learners response to item 17**

Figure 19: the highest rate of the chart is for "agree" with a 48% of students who have selected it. The next rate is for "strongly agree" with 25% then followed by approximate percentage between "undecided", "disagree" and "strongly disagree" with 11%, 9% and 7% respectively.

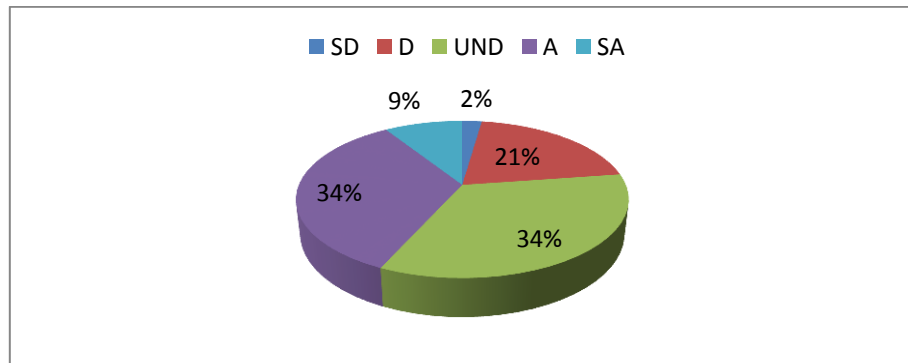
➤ **Item 18: It would be beneficial to talk with other language learners and native speakers of English**



**Figure 20: Learners' response to item 18**

Figure 20: it shows students' opinions towards talking to native speakers of English for better improvement. The majority of students have strongly agreed on the statement because native speakers because they believe they can benefit a lot from them. Then the second rate is for "agree" with 30%. 5% remained "undecided" and 4% "disagreed" on the statement, whereas no one chose "strongly disagree".

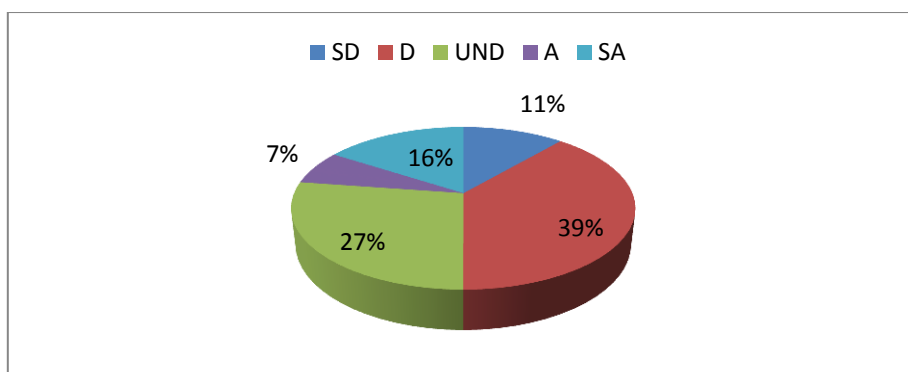
➤ **Item 19: I prefer using a textbook than talking in the class**



**Figure 21: Learners' response to item 19**

Figure 21: the highest rate is for both "agree" and "undecided" with 34% for each. Students who disagreed on the use of textbooks instead of talking in the class were 21% of the whole number. 9% of students have chosen "strongly agree" on the statement whereas the rest have selected "strongly disagree".

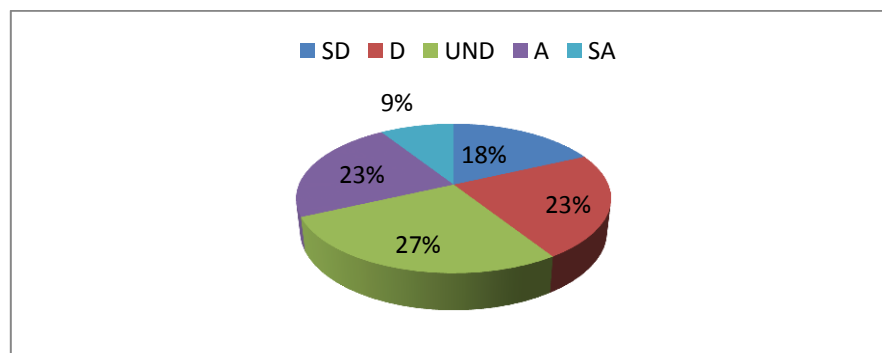
➤ **Item 20: I prefer using a textbook and working alone than collaborating with others**



**Figure 22: Learners' response to item 20**

Figure 22: students have disagreed on the statement “I prefer using a textbook and working alone than collaborating with others” by being the highest rate of 39%. 27% of them remained “undecided”. 16% represents the ones who “strongly agree” on the statement, 11% is for the ones who “strongly disagree” and the remaining 7% is for students who agree on using a text book and working alone.

➤ **Item 21: I think it’s difficult to work with others collaboratively online**



**Figure 23: Learners’ response to item 21**

Figure 23: the highest rate that has been marked is 27% for the students who have chosen “undecided” to the statement “I think it’s difficult to work with others collaboratively online”. The next rate is a balance between “agree” and “disagree” with a percentage of 23% for each. The ones who strongly disagreed were about 18% of students, whereas the remaining 9% have agreed on the statement.

### **3.6- Analysis of Findings**

This section presents the major findings from the questionnaire that targeted EFL learners in Ammar Thelidji University. There will be a demonstration of the results of the two major sections that the questionnaire held.

#### **3.6.1- Section1: Language Attitude Questionnaire (results)**

This section is conducted to demonstrate the relationship between the learner and technology and to what extent the learner can depend on it in the learning process.

	<b>Strongly disagree%</b>	<b>Disagree %</b>	<b>Undecided %</b>	<b>Agree %</b>	<b>Strongly Agree%</b>
I think it takes a long time to finish when I use computer.	17	56	12	3	12
I can learn more from computers than books.	16	41	16	20	7
I believe it is very important to me to learn using a computer.	16	7	9	32	36
I enjoyed the other English classes that I have taken.	2	14	7	61	16
I enjoy speaking English in the class.	5	2	14	52	27
I enjoy practicing my English online with people from all over the world.	2	0	7	34	57
I enjoy writing in English.	0	5	16	45	34
I enjoy blogging in English.	11	9	23	41	16
I enjoy reading on the internet.	4	9	14	50	23
I enjoy reading in English on the internet.	2	11	21	43	23
The classic techniques in teaching EFL are efficient.	7	4	55	14	20
The classic techniques in teaching EFL are boring.	5	27	48	18	2
I enjoy learning through music and movies.	2	27	48	18	5
The use of technology can save time.	7	18	7	34	34

### 3.6.2- Section2: Blended Learning Activity Questionnaire (results)

	Strongly disagree%	Disagree %	Undecided %	Agree %	Strongly Agree%
I enjoy lessons on the computer.	11	11	21	50	7
I have used virtual communities before and I have enjoyed it.	13	7	28	48	4
Working and collaborating with others is interesting.	7	9	11	48	25
It would be beneficial to talk with other language learners and native speakers of English.	0	4	5	30	61
I prefer using a textbook than talking in the class.	2	21	34	34	9
I prefer using a textbook and working alone than collaborating with others.	11	39	27	7	16
I think it is difficult to work with others collaboratively online.	18	23	27	23	9

### 3.7- Discussion of Results

The heart of this research paper is to figure out the major problems that may face the teacher and the learner when dealing with the blended learning. This research gives an idea about the learner's opinions about this approach which may allow coming out with some considerations to a better application of the blended learning.

#### Section1:

Overall the results above show that learners are more into using technology when learning because they find themselves more comfortable and not being exhausted. Unlike the traditional classroom, the blended classroom is beneficial and efficient which is clearly manifested in the Q3, where the teacher as well the learner will find themselves using digital aids to present the course and develop it easily. First of all, we have taken an experimental group of 44 participants, 22 males and 22 females. According to the statistics of Q6, we can conclude that learners either males or females believe that using computers

and internet can leave a positive effect in our learning and as EFL learners, they believe that reading and interacting with people particularly native speakers can contribute to the development of the productive skills (Q7 & Q8) .

On the other hand, it is obvious that the majority of participants were neutral when answering the questionnaire (Q10, Q11, Q12, Q13), we can get to the essence that the obstacles that face the learners as well as the teachers diminish the sense of motivation and make them unconsciously prefer the classic techniques of teaching.

## **Section 2:**

The second part is mainly concerned with the blended learning activities in which students participate during and beyond the classroom. It is apparent that integrating technology to do activities is more enjoyable and effective where 48% of learners find that the virtual communities have helped them to enhance their English and skills.

Another question which gained a score scale with a 50% of agreement, it is concerned with enjoying lessons with computers in which we can conclude that the effectiveness of technology is undeniable which is palpable. From another perspective, the majority 61% of learners strongly agreed upon interacting with people from all over the universe so that they will be able to speak fluently and getting rid of being afraid to talk in front of people. Moreover most of them 38% prefer collaborative work rather than working alone which provides a better learning and exchanging of thoughts as it is shown in the Q3, Q6, & Q7.

To conclude, the present study shows that blended learning activities tend to be more effective and beneficial for learners particularly EFL learners where collaborations and interacting with native speakers enhance in a way the speaking skill for the learner.

### **3.8- The Ejected Barriers**

It is undeniable that technology has positively affected every domain in our life, that made the social treatment with each field much easier particularly education. It helps in creating a suitable atmosphere for the learners to be highly motivated as well as comfortable in gaining knowledge. Whereas it is impossible to find the perfect use of technology that gives the wanted goals, it may occur some potential obstacles either for the learner or the instructor that needed to be overcome and treated in an intelligent way. The use of technology according to requirements is a proof of a high eclectic degree from the teacher.

#### **➤ Technical/Agents Barriers**

The most noticeable obstacle that may hinder the effective implementation of the blended learning is technology itself because once the learner or the teacher are not aware of using the digital materials, it will be impossible to depend on them to present the material; especially if the student is not used to deal with technology and computers, he will definitely show some dissatisfaction because of his inability to use it. Therefore both side (learner and teacher) should ensure their accessibility to resources and skills training before engaging.

The next obstacle is the lack of mechanisms and materials and the pedagogical support to provide what is needed to present a good quality of teaching and learning. This may cause to the lack of motivation particularly when starting the course then suddenly the learner will find himself instead of studying with the computer, trying to fix the tool or find a solution to switch it on but in vain. So, it is quite impossible to claim that a given institution is implementing blended learning, at the same time it has an apparent lack of equipped classrooms.

As EFL learners are concerned, the use of technology should be limited to the tools that may enhance the speaking and writing skills so the misuse of those tools may affect the acquisition of knowledge and the development of the needed skills. Therefore the good choice of materials and software program is the main focus before implementing the BL.

## ➤ **Organizational Barriers**

Another aspect is the role of the teacher and the learner. When starting the BL course, it is important to shed the light on the role of each one because the learner will surely still have the idea that the teacher is the only provider of knowledge. Suggestopedia, match-making and certain autonomy are supposed to be the doctrine of the learning process based BL. It is very essential to demonstrate to learners how they can depend on themselves and being a vital element during the class and have a control over the classroom environment. Therefore the lack of responsibility and autonomy may impose many difficulties during the implementation.

## ➤ **Cultural / Economic Barrier**

As a conservative society, the fact that the constant contact between the teacher and the learner especially girls may impose many problems because not every girl can accept that her teacher calls her anytime so the culture of keeping in touch with the instructor is one of the major barriers that makes the effectiveness of the blended learning incomplete.

Many students who live in the rural areas do not have the access to the internet or even they do not have computers (pc) because of the financial situation of the parents who cannot afford buying a computer that costs a huge amount of money vis-à-vis their salary and being obliged to pay each month fees to have an access to internet

The effective blended learning implementation is mainly based planning how to teach and present the material in which the instructor or the decision makers will be able to smartly find solutions for the difficulties that may impede the application of the approach.

### **3.9- Conclusion**

The matter of integrating technology with education shows its positive reaction among learners as it is demonstrated in the questionnaire (Appendix). According to the findings got from the latter, it is apparent that the blended courses meant to be more innovative and effective in a way it makes the learners feeling more comfortable and doing their activities in a different manner without boredom. To fill in the gap, this chapter tends to evaluate the main aspects and challenges that hinder the effective applicability of the blended leaning which may contribute to reorganize the plans for a better procession and results.

# **General Conclusion**

## General Conclusion

Technology is considered as one of the major inventions that marked its presence with a great change in almost all fields especially education. Learners find themselves comfortable when dealing with technology to learn and enhance their skills. In this research paper, we aimed at manifesting the change from the traditional classroom to a more virtual one through presenting a model of a blended course. Moreover, the challenges and difficulties that may face learners as well as teachers when implementing the blended learning either pedagogical obstacles or in the classroom the ones that the learner may face beyond the EFL classroom. The importance of integrating technology with education is mainly to facilitate the way the learner learns and the instructor teaches, supported by the digital projects and materials to easily present the course.

This study revealed the fact that the act of using technology to deliver knowledge will not be sufficient as drawing plans and studying the suitable atmosphere before engaging through the implementation that will surely help the teacher and his learners to reach the intended learning goals without obstacles. The investigation was taken place at the English Department in Ammar Thelidji University of Laghouat.

The research comprises two major parts; the first part contains the theoretical chapter through which we attempted to theoretically discuss the notions and concepts of the blended learning by stating what has been already said about it by some authors as a kind of a historical background. As a sub-section, the e-learning approach has been introduced to make an indirect analogy between the e-learning and the blended learning in which the latter came as fulfilment of the missing gaps that made the effective integration of technology and education. The inquiry herein presented the features and the possibilities of adapting the blended learning in the third sub-section so that this demonstration would give a hint to what extent the adaptation of the blended learning would be successful in the EFL classes. Whereas the second chapter is presented as a descriptive/ practical part which was devoted to discourse upon the real application of the blended learning in EFL classes. As a framework, strategies to be taken into considerations during the implementation of this hybrid approach, including the synchronous and asynchronous methods. When planning to implement the blended learning is it essential that the instructor bears in mind some considerations in order to

reach the intended learning goals in a very effective way. The second part of this chapter is dedicated to show the important course plans and criteria before presenting the material so that it would facilitate the process from the beginning either for the instructor who attempts to make his goals attainable or for the learners who will easily engage in the blended course without facing obstacles that could disturb their concentration when acquiring the material.

As a core of our research, the third chapter is dedicated to investigate what stands behind a successful implementation of the BL. Obstacles were demonstrated so that it may help in finding solutions for an implementation without challenges. This part is endorsed by a questionnaire done by the Second year learners in the Department of English which has been analyzed and described in a way that may help us to figure out more what is missing to present the blended course.

As a conclusion to what we have searched about, it is figured out that the blended learning approach is efficient enough to depend on during the teaching/learning process, and as EFL learners we experienced how successful was our experiment when learning using labs and computers in which we witnessed a real enhancement in our speaking and writing skills because in fact we are required to develop our speaking skill to be fluent by the end; however there are still some barriers that should be taken into considerations before starting the adoption of the approach. In fact those obstacles help in reducing our motivation of learning as EFL learners that is why this paper is decided to be conducted because we have already experienced the misery of the paucity of the digital materials.

Last but not least our research is dedicated firstly to the responsible authority to take into consideration our presentation to the barriers that impede in a way our path to a better learning. We still have hope and confidence that the next generation will gain the chance to have a suitable atmosphere to learn better through a successful provision of the digital materials.

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## Appendices

### Students' Questionnaire

➤ *Your Age :*

➤ *Gender : male*  *female*

### Language Attitude Questionnaire

	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
I enjoy lessons on computer.					
I think it takes a long time to finish when I use computer.					
I can learn more from computers than books.					
I believe it is very important to me to learn using a computer.					
I enjoyed the other English classes that I have taken.					
I enjoy speaking English in the class.					
I enjoy practicing my English online with people from all over the world.					
I enjoy writing in English.					
I enjoy blogging in English.					
I enjoy reading on the internet.					
I enjoy reading in English on the internet.					
The classic techniques in teaching EFL are efficient.					
The classic techniques in teaching EFL are boring.					
I enjoy learning through music and movies.					
The use of technology can save time.					

### **A Blended Learning Activity Questionnaire**

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Undecided</b>	<b>Agree</b>	<b>Strongly Agree</b>
I enjoy lessons on the computer.					
I have used virtual communities before and I have enjoyed it.					
Working and collaborating with others is interesting.					
It would be beneficial to talk with other language learners and native speakers of English.					
I prefer using a textbook than talking in the class.					
I prefer using a textbook and working alone than collaborating with others.					
I think it is difficult to work with others collaboratively online.					