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Investigating Libyan EFL Teachers' and Students' Perceptions towards Blended Learning in Teaching English Language

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Abstract

This research aims to investigate university EFL Libyan teachers' and students' perceptions of using blended learning in teaching English as a foreign language at the English Departments in the Faculties of Arts and Educations –at University of Zawia and University of Sabratha during the academic year 2022-2023. The researcher used mixed approach for collecting data, first; a questionnaire survey online based google forms and a semi-structured interview for teachers. The researcher used SPSS program to analyse the collected data. The sample of the study consisted of (60) students, they were between 17 and 27 years old. The interview sample were (13) teachers in the earlier mentioned universities, five males and eight females. The findings of the study showed that using blended learning in teaching EFL very advantageous. Most of the questionnaire respondents stated that their language proficiency skills considerably improved compared to the use of the conventional teaching methods. Teachers who have incorporated blended learning into their classrooms have seen numerous benefits. They also agreed that lack of IT knowledge is the most challenging obstacle. The study suggests that it will be better if EFL teachers share their ideas for assessing EFL students' achievement using blended in order to help their students obtain the best of their English language skills' course throughout the whole year. EFL syllabus designers and planners could incorporate into their teaching course the use of blended learning activities to help EFL learners at university level improve their language skills.

Declaration

I hereby declare that I am the sole author of this thesis entitled Investigating Libyan EFL Teachers' and Students' Perceptions towards Blended Learning in Teaching English Language at Zawia University and that no part has been plagiarized. I also declare that all material submitted in this work which is not my own work has been identified with proper citations and referencing and that no material is included which has been submitted for any other assignment of other subjects or courses.

Signature   **Date**

Dedication

I dedicate this work to my family:

My father Omar Alkharbash, my mother Ruqia Alkhabuli and to my sisters and brothers.

To my family in-law whom was always eager to see me in this place.

Acknowledgments

I would like to take this opportunity to thank those people who have been incredibly supportive.

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My biggest appreciations to my family for all the support you have shown me through this research, the culmination of seven years of studying MA. For my sisters, sorry for being even grumpier than normal whilst I wrote this thesis!

I owe a debt of appreciation to all my friends and of course my dear students who always kept supporting and helping me.

Last but not least I must thank "Alendimaj" for their good-quality internet, because I was waiting desperately for the movies to load and when I eventually lost hope, I had to write my thesis.

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Chapter One: **Introduction**

1.1 Background of the Study

The present era is characterized by the tremendous rapid changes resulting from scientific and technological progress in all fields, including the educational field. According to (Livingstone, 2015) higher education's institutions need to make every attempt to replace teacher-centred strategies with more student-centred approaches. One strategy is used to facilitate a more student-centred approach is blended learning. (Graham, 2006) defined blended learning as the combination of traditional face-to-face learning and e-learning. This pedagogical approach combines on-line (asynchronous and/or synchronous) and face-to-face contact time between lecturers and students and/or between students in a course (Graham, et al 2013). It is an approach which enables learning to occur independent of time and place. (Garrison and Vaughan, 2008) viewed this form of learning as one that effectively included the right mix of learning environments to enhance the learning experience and offer a student-centered, self-paced, flexible and multifaceted approach to the learning and teaching process. Furthermore, blended learning can help students develop important twenty-first century skills such as communication, information literacy, creativity and collaboration and develop the ability to use digital technologies for a range of purposes (Zurita, et al 2015). While these are important skills, students' ability to acquire these skills will depend on their readiness to learn in a blended learning environment.

1.2 Statement of the Problem

Blended Learning remains a properly new concept at many educational organizations; though, some Libyan university teachers assert that blended learning can substantially enhance the student experience if it is implemented appropriately (Abdalla, et al 2021).

1.3 Objectives of the Study

 The basic objectives of the study are:

1. To understand the perceptions of the teachers regarding the use of blended learning modes in teaching English language.

 2. To find out the prospects and challenges of providing the tasks in learning and teaching English language by blended learning in Libya.

3. To explore learners' general perceptions towards their engagement in blended learning classes.

1.4 Research Questions

This research aims to find an answer to the following questions:

1 What are the teachers' perceptions of the blended classroom?

2 What are the learners' perceptions towards using blended learning in learning English?

3 What are the challenges of implementing blended learning in English courses?

1.5 Significance of the Study

The need and use of this approach have been dramatically increased during the covid19. The purpose of the current study is to explore teachers and students' perceptions of using blended learning on teaching and learning the English language.

This study is significant because it sheds the light on the importance of blended learning in enhancing teaching and learning. It also tries to find out how learners and teachers perceive blended learning.

1.6 Methodology of the Study

The research employed both quantitative and qualitative methods. To collect the data required for this study, a structured questionnaire and semi structured interviews were conducted. The research sample included 13 Libyan EFL university teachers working in different universities including (Zawia, Sabratha). Moreover, 60 students of different levels were also involved in this study to elicit their attitudes towards using Blended Learning by using a questionnaire. Semi structured interviews were conducted with 13 Libyan EFL university teachers to know their perception. The data were analyzed quantitatively and qualitatively.

1.7 The Structure of the Study

This thesis consists of five chapters:

Chapter one outlines the overall aims and rationale of the study. It also highlights the theoretical background of the study and the statement of the problem. Then the objectives are followed by the research questions. The importance and of the study and the limitations of the study is also being provided.

Chapter two critically reviews the relevant literature and provide the key concepts of the topic. The importance of this study is highlighted through some recent studies tackled this topic. It also identifies the gap within the literature review.

Chapter three presents the methodology that is adopted in this study. It explores the experimental approach that followed in this study. It also highlights the justification of choosing the methods used in order to produce the most effective recommendations and conclusion for this study.

Chapter four presents the data gathered through the students' questionnaire and teachers' interviews. The main concern of this chapter is to quantitatively analyse and discusses the obtained results of the collected data.

 Chapter five presents the conclusions drawn from the obtained data in relation to the research questions. A conclusion for the whole study and recommendations are given based on the findings.

Chapter Two: Review of Literature

2.1 Introduction

The world has changed, the human lifestyle has changed eventually, and how people learn and get knowledge and information must have changed as well. The progress of information and communication technology has an important role in the world of education (Ohlin, 2019). Education, which is a mean to improve the quality of the nation's children, must be carried out as well as possible so that it can produce a quality generation. To achieve the best generation quality, education must be given the best method too (Dewi et al, 2020).

Over the present century, the world has witnessed revolution and rapid changes in information technology (ICT) and the internet in all aspects, particularly in the education sector. According to (Latif, 2016) blended learning is an instruction combining the advantages of both face-to-face teaching in the classroom and online sessions. It means that the teaching and learning activities happen both in the classroom and in the online contexts. The online sessions are regarded as an extension of the face-to-face teaching interaction.

As of 18 March 2020, schools and universities have been closed in Libya and around the world in an attempt to limit the spread of novel coronavirus disease (COVID-19). Nationwide closures have been mandated in 192 countries, interrupting learning for close to 1.58 billion learners (91.4 per cent of total enrolled learners) and prompting almost all education systems to deploy distance learning solutions. (UNESCO, 2020). The disruption has also impacted the work of more than 63 million primary and secondary school teachers, as well as countless education support personnel.

In Libya, during and after the lockdown of the Covid pandemic, certain teachers and colleges have been resourceful in adopting a variety of technology-based strategies as alternatives to the traditional classroom, providing lessons through videoconferencing and online learning platforms and sharing learning materials and worksheets through school-based intranets and messaging platforms (Maatuk, 2022). In addition, radio programmes and national television were used to broadcast school lessons and educational materials, particularly in under-resourced areas that may be lacking in technological infrastructure (Reuge, 2021).

2.2 Definition of Blended Learning

Since this word was first used in the early 20th century, the notion of blended learning was initially developed at the start of the 21st century (Banditvilai, 2016). Blended learning is regarded as the most well-liked method for acquiring 21st-century skills in

today's higher education (Ali, 2018). It combines in-person instruction with technology-mediated instruction or online learning (Bolandifar, 2017). The phrase "blended learning" emerged in the fields of English language education and learning, where it has since become widely used (Whittaker, 2022). In other words, blended learning is seen as promoting collaboration, streamlining the evaluation process, serving as a resource, and increasing student participation in order to help them develop their language learning.

Blended learning pedagogies have been used by scholars for language teaching for several decades (Kerzic et al., 2018). According to (Sharma, 2010), the concept of blended learning was first introduced around 1990 in relation to language teaching when it was given three definitions: "a combination of face-to-face and online teaching, a combination of the technologies and a combination of methodologies" He asserted that the first definition is the classic view of blended learning, wherein traditional face-to-face language teaching classes are combined with sessions delivering additional supplementary course materials via online platforms. The course materials used in virtual classes variously comprise synchronous and asynchronous tools, chats, discussion blogs and are accessed via a virtual management system such as Blackboard (ibid, p. 456).

The second definition refers to courses in which no direct face-to-face interaction takes place between the instructor and the students, as teaching is delivered in distant learning settings, via emails and virtual classes online (Scott,2000). This definition included e-learning, a purely distant learning format in which instructors never meet their students in the physical world. Sometimes, the label 'e-learning' is used as a synonym when referring to blended learning (Ja'ashan, 2020).

The third definition offered by (Sharma, 2010) is inclusive and refers to a mix of pedagogical strategies utilising various technology. Many EFL academics (Al Bataineh, et al2019 Alsowayegh, & Sipra, 2019; Bukhari & Basaffar, 2019; Althomali, & Alzeer, 2020) hold the traditional perspective of integrated learning pedagogy. According to these academics, blended learning refers to circumstances in which students interact with their professors both online and in person, such as during online tests, tasks, and assignments. This definition excludes asynchronous virtual classes and states that online activities are adjuncts to in-person instruction.

Recently, (Alowedi 2020) described a traditional blended learning strategy that also includes synchronous virtual classrooms. According to her, blended learning combines a number of approaches, such as face-to-face instruction in the classroom, synchronous lessons delivered through online classroom settings where the instructor interacts with her students in real time, and the uploading of English study materials to a Learning Management System (LMS) like Blackboard. The recorded virtual courses can then be put on the LMS as a component of the EFL course materials to be used as asynchronous classes.

In this study the term blended learning is used to refer to the type of learning implemented to deliver English courses at Zawia and Sabratha Universities, involving

asynchronous virtual classes and online lectures via digital platforms, during and after the COVID-19 pandemic. It also refers to the use of English learning materials as related to the required textbooks uploaded on Google classroom to supplement students' learning and achievement. It is important to emphasise that instructors and students had met in person before the spread of coronavirus, and so had experienced weeks of face-to-face teaching, during which time using Google classroom as part of the English course was not obligatory. After face-to-face teaching was withdrawn on 18th March 2020, the instructors and students met in real time in virtual classes on digital platforms until the end of the academic year. All enrolled students were directed to use the official online classes offered by Libyan Governments.

2.3 Elements of Blended Learning

Blended learning is not just an individual project of one teacher, but always involves teachers of other courses and often, or very preferably, a school-level strategy. There are many factors to consider when organising and delivering blended learning. A review of the various manuals, textbooks and literature in the field shows that the implementation of blended learning involves at least five main elements.

(Beaver, Haller and Westmass 2014.p13) suggested the following elements for further understanding of blended learning: In a class where blended education is adopted, the following elements are likely to be included:

2.3.1 Time

Neither the teachers nor the school establish a set time. Pupils are allowed to study at a time that works for them and their careers. the content and activities of both in-person and online learning are integrated with one another and work towards the same learning outcomes with the same content, as stressed by Cleveland-Iness and Wilton,2018). In a high-quality blended learning experience. According to (Stein and Graham, 2014), the way time is allocated throughout a week will vary based on the course design.

2.3.2 Place

In a blended learning environment, pupils can study in person or electronically. Since some students might not be able to attend during the delivery of particular lessons, their presence is not associated with a classroom. Because blended learning is so flexible, individuals from many nations and continents can participate in the same online course. Students may connect virtually through online communities throughout the technology-mediated portions of these learning activities without than needing to be physically present in the same location. (Cleveland-Iness & Wilton, 2018 P.2).

2.3.3 Path

Students will study in a manner that best suits their needs and preferences; instructors will employ a variety of "modalities or instructional approaches," and assignments can be completed in groups, alone, or in pairs to help the courses reach their goals (Cleveland-Iness & Wilton ,2018. p 2).

2.3.4 Teacher of record

Lessons can be delivered by present teachers or virtual ones via the internet. It is not a "one-man-show" nor a teacher-centered method. It is all about learners needs and predefined objectives lined up to meet them. If the presence of the teacher is helpful, he will be present. If the tasks don't necessarily require his presence, he will not physically attend yet the sessions will be monitored virtually. For instance, if a specialist in the field is essential students can use their videos as an aid to understand the lessons. Like any other type of learning, blended learning has many models that are developed through time to address this notion and apply it professionally. Based on the afore mentioned elements there are widely used models with other sub-models (Cleveland-Iness& Wilton ,2018. p 2)

2.3.5 Pace

The degree of comprehension exhibited by a pupil varies depending on the individual. As a result, pupils are allowed to study at their own pace. As (Stein and Graham 2014, p. 4) point out, learning time is not always the same as learning.

2.4 Benefits of Using Blended Learning in EFL Context

This section discusses seven recent studies on the application of blended learning with college students studying English as a foreign language. These studies examined the effectiveness of blended learning in enhancing English language proficiency and obtaining the opinions of EFL students regarding its impact.

Initially, (Al Bataineh et al, 2019) drew on a mixed methods approach to elicit the views of students who used Moodle at Irbid National University. The study used a mixed methods technique to collect the opinions of students using Moodle at Irbid National University. They found that blended learning provided a flexible environment, easy access to learning resources via smartphones and portable devices, helped students comprehend grammar rules, and captured their interest. Students preferred online evaluation to conventional methods, and blended learning offered options for quick feedback. Additionally, blended learning promoted communication between teachers and students, and the pupils' digital literacy was enhanced.

Mixed methods were also used by (Bukhari and Basaffar, 2019) when targeting students at King Abdulaziz University, although the authors did not mention the name of the e-learning platform. They focused on motivation, interaction, and autonomy among female EFL students. They found that blended learning was adaptable, practical, and offered a lively learning environment. They also found that blended learning improved teacher-student engagement, boosted students' enthusiasm, and helped them become autonomous learners.

Similarly, (Alowedi, 2020) used mixed methods comprising a questionnaire containing open and closed ended questions in research targeting students at Saudi Electronic University (SEU). They used experimental research techniques to investigate the impact of enhancing speaking and listening abilities of EFL students using blended learning via Blackboard. They found that blended learning improved students' speaking and listening abilities, outperforming the control group on the final exam. The study also found that blended learning activities boosted students' independent learning and made them feel secure and dependent.

The views of teachers and students were also explored by (Gulnaz et al, 2020), who targeted participants at Taif University. It found that blended learning activities enhanced student-teacher relationships, provided more flexible learning possibilities, improved students' language abilities, boosted self-confidence, and encouraged them to sign into other social media accounts.

The Covid-19 pandemic has significantly impacted academics' personal and professional lives, with the unpredictability of online or blended learning environments increasing faculty effort, disrupting daily schedules, and raising anxiety and psychological problems. The challenges of online teaching have reduced the appeal of higher education careers (Watermeyer, 2021). Post-traumatic stress is a concern as early career researchers may experience psychological harm due to the stress associated with Covid-19. However, some see the Covid-19 epidemic as a chance to create fresh virtual frameworks, such as Google Classroom and Zoom, which are expected to become more widespread in higher education (Turnbull et al, 2021). Academics are optimistic about the potential to improve virtual learning settings and that BL deployment can improve student learning. While traditional colleges adopting online learning present new obstacles, the Covid-19 pandemic presents a chance to improve the student experience by offering flexible delivery options through recorded lectures (ibid).

The Covid-19 pandemic has had a short-term negative impact on academic institutions and educators, but it has also provided an opportunity to improve blended learning (BL) delivery (Bryson & Andres, 2020) . In Libya and other universities, BL is predominantly face-to-face (F2F) and has been incorporated into curriculum design. BL is seen as interactive, customized to various learning styles, and capable of delivering larger volumes of material. Research shows that BL boosts motivation and

engagement, can be modified to meet learners' needs, and improves student performance to varying degrees. However, when face to fac is replaced with BL, students perceive some parts of the virtual environment as being constrained, leading them to believe that BL provides less value than face-to-face interactions.

Given there is mixed evidence about the suitability of BL prior to the Covid-19 pandemic, a knowledge gap existed with regards to whether students' perceptions about BL/F2F have changed, as a result of the Covid-19 pandemic. In conclusion, these studies provide valuable insights into the effectiveness of blended learning in enhancing English language proficiency and gaining the opinions of EFL students.

At present, the importance of blended learning lies beneath its ability to maintain the teaching learning process during the covid19 outbreak. Most schools were closed due to the widespread of corona virus in order to reduce human contact (Mailizar et al., 2020, p.1). As discussed previously blended learning combines both face to face learning with online learning. COVID-19 outbreak affected not only the health sector but also the field of education (Hoq, 2020, p. 458). Even though schools were reopened but the amount of lessons was reduced, resulting in a less homogenous curriculum. Here occurs blended learning as the perfect solution to this dilemma as it offers an opportunity for teachers to divide the curriculum into face-to-face lessons and online lessons. This phase wouldn't only reduce people's gathering but also help accomplish the syllabus previously designed by the ministry, therefore; students would have a smooth understanding and an adequate grasp of the lessons being delivered without any lack or a sharp cut that are thought to hinder the stream of learning. Educational institutions in Algeria and also students are not that familiar nor accustomed to online autonomous learning, the application of e-learning in Algerian education system is still at its infancy and faces several challenges. (Ghounane, 2020, p. 22). Thus, jumping directly to this kind of education is to some extent a failing step. Instead, the ministry suggested blended learning that could help to pass the pedagogical year at least acceptably.

2.5 Advantages and disadvantages of BL

2.5.1 Advantages

One of the key advantages of BL is that it cuts down on time in two ways: first, students complete the assignments before class, and then they use that time for group discussions or communication in class. As a result, under the teacher's direction, they will only actively debate the most crucial topics.

Second, since blended learning separates instruction into onsite and offshore components, there would be less onsite time. McCarthy and Murphy said, "students would be able to complete programmes in less time" (2010, p. 670). Since the majority of models concentrate on the online phase to set the learner up for success, the student will study the fundamentals at home or on his own. Since he is already

plugged in, he may well solve any problems on his own, reducing the amount of time the class spends discussing the material. Because most teachers take their time going over the material and fixing students' errors, but a student who already understands the material won't need to spend any time on it. While group work can benefit from blended learning as well, time management is one of the biggest obstacles to using this modality. While it takes a lot of time, students can complete the desired assignment online by participating in Zoom meetings or teleconferencing in its place. (Purcell-Robertson, 2000; Driscol, 1998).

Third, a face-to-face course may not be accessible to students for a variety of reasons, such as being physically incapable, residing in a remote location, working, or being under quarantine. As a result, hybrid learning addresses the issue of distance, as stated by Swami Vivekanand: "If people cannot reach school, schools should reach them."

Finally, a key component of teaching languages is having the ability to provide in-person assistance in addition to the technological platform. By blending learning, the combination of these features will increase efficiency and improve language teaching results. Thus, it would appear that blended learning is an approach to teaching that should be adopted in the context of teaching new languages in order to provide the highest levels of knowledge acquisition and language proficiency among the students.

2.5.2 Disadvantages

Graham (2004) discussed the following issues, taking into account the fact that blended learning is still a relatively new concept in the educational field and that many limitations should be expected when implementing it: (1) the importance of live interaction; (2) the importance of learner choice and self-regulation; (3) models for support and training; (4) striking a balance between innovation and production; (5) cultural adaptation; and (6) addressing the digital divide. (page 32).

 The limitations of blended learning from the perspective of the student, the teacher, and the school will be discussed in the section that follows. Some of Graham's issues will be emphasised along with others, as those criticisms are thought to be more pertinent to the Algerian context.

One problem that could arise is that some students could not have the money to purchase the technology required to take part in the online sessions; as a result, they would be left out of the entire process, as stated by (Graham, 2004, p32). E-learning is sometimes thought of as a method that benefits the privileged. This implies that blended learning is only appropriate for those with the resources to pay for it, and those without will be disqualified. That was also supported by (Vakiri's, 2010) research, which looked at the connection between parents' socioeconomic standing and their children's perceptions of technology. The study's conclusion showed that pupils from lower-class backgrounds were less motivated and self-assured when utilising ICTs.

It is correct that instructors won't be replaced by robots, but they will eventually be replaced, as the quote illustrates, if they lack sufficient ICT skills. Teachers would

feel under pressure to accomplish more, update their methods, and put language knowledge in a technological gadget since they would constantly feel as though their jobs are in jeopardy.

(Sorbie, 2015) also disclosed in his thesis that, despite the fact that every student has a device, there are certain technical issues that need to be addressed. For example, some students' iPad screens have cracked or they may not have been serviced, others' devices may not have been charged for the entire day, and some students have had their devices locked due to improper downloading. Teachers had to print handouts for those kids for the entire time their gadgets were broken, while they rectified these issues.

These testimonials provide credence to the notion that educators will bear the brunt of blended learning's implementation flaws and put in twice as much work to overcome them.

2.6 Challenges of using BL

According to research, the majority of EFL teachers were not equipped to handle online instruction (Churiyah et al, 2020). According to (Silvhiany, 2022), virtual teaching has been difficult because of technical difficulties, teachers' lack of experience with online tools, and students' interest and involvement. (Kaden, 2020) investigated the evolution of the working environment for English language teachers in Alaska. His research showed a significant shift in the amount of work teachers must do since projects need more time to be planned thoroughly.

(Escobar and Morrison, 2020) studied the challenges and opportunities of virtual teaching for 27 instructors in Chile. The findings indicated that the teaching and learning processes were negatively impacted by the abrupt change in teaching style and the lack of the required technical skills. The majority of students struggled with internet access, despite the fact that online learning increases students' autonomy and confidence (Khatoony and Nezhadmehr, 2020).

According to (Artini et al 2022), Learners' issues, including a lack of desire, and institutional reasons both affect learners' autonomy. Because the learning was moved to online learning, students had to complete some tasks alone, as well as submit assignments and conduct research for their projects. Due of their lack of motivation, a bad internet connection, and their reliance on their teachers, some students are unable to complete tasks.

(Giacosa's, 2021) research findings showed that the lack of devices and the poor internet connection were the main factors that influenced Italian EFL learners and teachers' experience in online teaching. In addition to a lack of training and experience in online teaching. According to the research by (Artini et al, 2022), the majority of Indonesian EFL teachers view their students as less independent and motivated. The majority of learners are passive and heavily rely on their teachers. Thus, with the transition to online teaching and learning, fostering autonomy has become essential for teachers to fulfil the objectives of language acquisition.

2.7 Factors Affecting Teachers' and Students' Perceptions of Technology

According to (Rogers, 1995; Schiller, 2003; Shehab, 2007) there are a number of factors that affects the way teachers and students perceive technology, they are:

2.7.1 Age

Given that they were raised in a more technologically advanced society, younger pupils may be more eager to try and use technology. Age is also regarded to have an impact on how people perceive technology. Shehab's study revealed that learners' attitudes towards ICTs were unaffected by their age. In their study to determine teachers' acceptance of ICTs, (Scherer, Siddiq, and Teo, 2015) found that older teachers viewed technology as unimportant.

2.7.2 Gender

Women are perceived to have a negative attitude towards technology since it is seen as a masculine activity and because men are assumed to employ and purchase technological equipment at a higher rate than women (North & Noyes, 2002; Cooper, 2006). In the Algerian context, Nait-slimane & Khattala carried out a study.

In an effort to look into how gender might influence secondary school teachers' use of ICTs, more than 50 teachers were surveyed about their attitudes and perceptions of the tools. The results showed that female teachers used technology more frequently than male teachers, and they also demonstrated a greater awareness of its significance as a critical component of learning development.

2.7.3 Internet Experience

This indicates the degree to which educators and learners can effectively use and use technology to meet the objectives of the classes. Technology is a skill that must be learned and developed; it is not an innate ability (Abdalhadi, 2016). Consequently, instruction regarding the use of technology in the classroom needs to be provided to

both educators and students. In order to give Algerian teachers top-notch training, the Algerian government has partnered with UNESCO, the UN, and EU organisations. Learners' opinions of blended learning are significantly influenced by their technological experience and familiarity (Koohang and Durante, 2003). In a blended learning environment, students' levels of autonomy increased with their demonstration of technological mastery (Simonsonet al., 2006).

2.7.4 Financial situation

A person's social standing or financial situation may contribute to a poor opinion of and reduced interest in using technology. According to (Vakiri, 2010), pupils who live in lower-income families have less access to technology, and thus will be less inclined to use it. It is believed that all of these elements, along with others, play a hidden influence in how teachers and students view blended learning. In many cases, the government provides all the ICT equipment needed to integrate the teachings, but teachers rarely use it, and in some schools, it remains unused for more than ten years. (Mekhoukh, 2012).
This brings up the issue of teachers' perceptions. While some educators distrust technology, others don't have the sufficient understanding to put it to use. In the section that follows, prior research on teachers' and students' views and practices will be thoroughly discussed.

2. 8 Teachers and learners' perceptions

The level of education influences also the learners' perceptions towards blended learning. Having high-level educational achievement indicates more agreeable perceptions towards blended learning (Jdaitawi, 2023). Moreover, advanced skills in handling modern technological advances can positively affect learners' engagement and integration in courses adopting a blended learning approach to learning. The more talented and tactful one is with manipulating the benefits of the internet, the more favourable his/her attitudes and perceptions of blended learning can be (Bayyurt, 2020).

Studies on online learning in foreign language classrooms have shown that vocabulary learning using mobile applications can help students improve their English language skills but may not support communication skills. In Saudi Arabia, (Gamlo, 2019) found that online learning improved students' English language and learning autonomy. Both studies emphasize the need for matching students' learning needs with the content presented in the learning tool. Additionally, professional development for teachers is necessary to help students flourish in online learning environments.

Research on blended learning has shown that college students generally have a favourable opinion of it. The effectiveness of blended learning in teaching and learning language skills is described by (Albiladi and Alshareef, 2020) that blended

learning can be used effectively to develop the language competencies of the English language.

Other studies in Saudi Arabia, Malaysia, and Africa found that students' basic computer and internet skills also contributed to their positive perception of blended learning. (Wright, 2017) found that 50% of 112 students preferred face-to-face classes, while 37.5% preferred online lectures. These students preferred face-to-face learning for deeper learning and immediate guidance from teachers.

A study conducted in Libya Benghazi University, has found that B-learning makes learning enjoyable and motivates students to learn. It was found that B-learning improves students' critical thinking skills. However, it was found that B-learning does not raise students' self confidence level nor foster the instructor-student interaction. It was found that B-learning doesn't enable students to identify their own learning needs. It was found that B-learning doesn't instil a sense of self-responsibility within students (Salem, 2022).

A research was directed at Sebha University revealed that using Google classroom in learning was effective to a great extent in which Libyan students had positive attitudes towards Google Classroom. They felt using online technology facilitated them to learn and to communicate with teachers and classmates. Further, the findings showed that the use of Google Classroom was valuable. The findings also demonstrated that Libyan EFL learners have positive perceptions towards using Google classroom in learning English (Abdulhadi, 2020).

2.9 Summary of the Chapter

In this chapter, a related previous literature was reviewed to find out what is blended learning. Some perceptions of both teachers and students toward BL have been presented. The next chapter discusses the research design and the instruments that have been used to collect the data required for the study in hand.

Chapter Three: Methodology

3.0 Introduction

The purpose of this chapter is to go through the research methods used in this study, covering both the theoretical and practical phases. The quantitative and qualitative research methodologies that were used are discussed in the theoretical phase. During this phase, ethical issues are also considered. The research design, sampling, research instruments, pilot study, and data collecting instruments are all part of the second part.

3.1 Research design

The selection of the research method should be determined by the nature of the problem, the purpose of the study and the researcher's aims. A mixed method approach was used in this study. (Creswell, 2007:87) argued that "the quantitative data and their subsequent analysis provide a general understanding of the research problem". Moreover, (Ritchie and Lewis, 2003:2-3) stated, qualitative research aimed to provide an in-depth discussion. Participants related to their experiences, thought, history, social, and material situations. Therefore, quantitative and qualitative methods of research were used in this investigation to explore the attitudes of students and teachers towards blended learning at Zawia and Sabratha Universities. Both tools were used to gather the necessary data. The required data were collected through using an on-line questionnaire through Google forms and a semi-structured interviews in order to make the picture very clear in understanding the students and teachers' perceptions'.

3.1.1 Quantitative Approach

(Trottier and Dörnyei, 2010) stated that the advocates of the quantitative approach frequently stress that, at its best, quantitative inquiry is systematic, rigorous, focused, and tightly controlled. It also involves precise measurement and produces reliable and repeatable data that can be used in other contexts. Quantitative analysis entails data collection procedures that mainly produce numerical data, which is then analyzed using statistical methods. The analysis using a questionnaire evaluated with statistical tools such as SPSS.

Quantitative researchers often regard quantitative study as excessively simplistic, decontextualized, reductionist in terms of generalizations, and unable to capture the meanings that actors attach to their lives and situations as a result of these flaws. (Brannen, 2005)

3.1.2 Qualitative Approach

The objectives of qualitative research are to gain a deeper understanding of a particular element of life, and the instruments are to produce words rather than numerical data to support analysis (Patton, 2002).

Furthermore, a qualitative approach expands our understanding of potential human experience meanings. The rich data gathered about the participants' experiences will broaden our understanding and bring data driven depth to a phenomenon's study. (Trottier and Dörnyei, 2010). On the other hand, according to (Maxwell, 2012), qualitative analysis studies take time and seem to reflect the prejudices and opinions of the researchers, making it challenging to generalise the findings to certain circumstances or people.

3.2 Instrument

In order to figure out the teachers' as well as learners' perceptions towards blended learning, the researcher used two research tools: a structured online questionnaire for the learners and a semi-structured interviews for the instructors.

3.2.1 Online Questionnaire

According to (Regmi et al, 2016), online questionnaires have the advantages of collecting large amounts of data efficiently; moreover, it is cost-effective and time saving for the researcher. A lot of factors contribute to making online data collection not only suitable but also reliable and valid if designed and executed rigorously. Regmi et al (2016), also stated that online questionnaires may be no different than paper-based ones. Therefore, the researcher has decided to collect data online due to its accessibility.

3.2.2 Semi-structured Interviews

Due to two main factors, semi-structured interviews were chosen as the method of data gathering. First, they allow for probing for additional information and clarification of responses while being highly suited for the examination of respondents' perspectives and attitudes surrounding complicated subjects. Second, employing a typical interview schedule was not possible due to the sample group's diverse professional, educational, and personal backgrounds.

The interviews were semi-structured which is a commonly used method in qualitative research that not only provides a framework but also gives the interviewer the flexibility to probe on certain issues with more open and follow-up questions (Kothari, 2004). Although the interviews were relatively structured in that there were a designated series of main questions that every interviewee was asked to respond to,

the questions were not necessarily asked in a same order and individuals were also encouraged to talk about, and elaborate on, other connected areas if they felt inclined to do so. In contrast, the qualitative data collected were analysed thematically because the interviewees showed different views, believes and responses towards the spelling issue. The responses of the interviewees were first recorded and transcribed separately; then, discussed as one theme. This process was really laborious and time consuming. (Cohen et al, 2011).

3.3 Data Collection Procedure

First, the researcher took permission from head of the departments at the colleges where she is handling the research. A brief explanation was given to the participants, along with a consent form that the researcher designed. The researcher after that started the data collection using the above-mentioned techniques.

The data collection technique was through an online closed-ended questionnaire that was adopted from (Aleb & Labed, 2021). Learners have received the same questionnaire. Then, the researcher conducted interviews with 13 instructors on their attitudes towards using blended learning in teaching English language. Once permission was obtained, the interview process was explained, along with the participants' freedom to withdraw at any time and the fact that the recording would be made exclusively for research purposes. Participants were provided with advance notice of the interview schedule. The interviews, which lasted for almost three weeks, included thirteen participants from various universities. An interview with each participant lasted roughly eight minutes. The identical questions in the same order were posed to each participant. To make sure that the interview questions were comprehended, follow-up questions and prompts were utilised. The quality and quantity of information produced are influenced by the interaction between interviewees and interviewer (Kumar, 2004).

A good interaction can elicit more information appropriate to the research topic, while poor interaction may fail to produce rich and relevant information. The initial two minutes of each interview were allocated for a brief social involvement. This strategy offered a pleasant and comfortable environment, which in turn facilitated the interaction throughout the interviews. (Fontana and Frey, 2000) add that the researcher should put himself in the shoes of the participant and see the situation from the participant's point of view. Tension might be escalated throughout the interview because both the interviewer and the interviewee take place face-to-face and are dialogic. Participants might find it embarrassing to talk to a person they do not know about their concerns, opinions and feelings. In order to make the participants in this study feel relaxed, the researcher explained the purpose and process of the interview, and emphasized the fact that the audio-taped data would be analyzed anonymously by the researcher only. The interviewees were also informed that they had the right to skip questions they did not like, and to withdraw at any time. The interviews were

conducted in English in a classroom with an audio-recorder on the desk. Permission for audio recording was obtained before starting the interviews. Participants received the interview schedule one week in advance to give them time to think deeply in the questions to be asked. Six instructors volunteered to be interviewed after their lectures on different days. Each participant was interviewed for approximately twelve minutes.

The interview was conducted in March 2023. The pre-determined questions were questioned in the same order for all participants, in addition other questions emerged from the dialogue between the interviewer and interviewee. Throughout the interviews, probes and prompts were used to obtain as much data as possible. (King and Horrocksm 2010:40) used the term 'probes' to refer to the follow-up questions to encourage the interviewees to elaborate on their initial responses, while 'prompts' refer to short complementary questions to explain the type of information requisite when the respondents appear uncertain about the initial question.

3.4 Participants of the study

Sampling is a method of choosing individuals or a subgroup of the population in order to make inferences from the data and estimate population characteristics. This study involved two groups of participants who have been chosen randomly. The first group included EFL university teachers who are PhD and MA holders in applied linguistics, and they teach different English subjects. The majority of them have used blended learning, some used Google classroom and others used Zoom platform. Most of the teachers have started using BL during Covid19 Pandemic (Yin, 2003).

The second group included undergraduate students from the English department mainly from 7th and 8th semesters. This study planned to use both probability and purposive samples to accomplish the research goals, based on the research tools of questionnaires and semi-structured interviews. The first strategy was the probability sample, in which the researcher could use surveys to generalize the intended aims to the entire population. 60 students were from different universities.Thirteen Libyan EFL university lecturers participated as well.

3.5 Pilot Study

One of the goals of a pilot study is to improve research quality, which may be accomplished in almost any aspect of the research process (Van Teijlingen & Hundley, 2001). (Gudmundsdottir and Brock-Utne, 2010) stress its significance in improving study reliability and validity. As a result, a pilot study should be considered an essential component of any research plan (Kim, 2010).

A pilot study was done prior to the start of the main investigation to assist the researcher in reducing any vagueness for participants. Ten participants, three teachers, and seven undergraduate students who are currently studying the English language departments participated in the researcher's pilot study. The researcher used a

questionnaire using Likert scale to measure the perceptions of EFL student's perceptions towards using BL.

The researcher also added few questions to the questionnaire items. Participants were asked about the clarity, layout, the structure, and time spent on the questionnaire. According to the participant's responses, the layout of the questionnaire is well organized and easy to follow. The participants also agreed that the questions are well structured and understood. The researcher edited the questionnaire according to some participants' responses by minimizing the questions due to some items that are similar in meaning to avoid repetition.

3.6 Data Analysis:

The quantitative data were analysed after the data collection was completed. Participants' responses were inserted into the Statistical Package for the Social Sciences (SPSS) software. For more details, see (appendix Λ). It represented rankings means values of the statement responses from highest to smallest to indicate the level of agreement. Moreover, the results were laid out in a descriptive manner. The findings obtained were displayed statically which referred to research questions two and three: What are the learners' perceptions towards using blended learning in learning English? And What are the challenges of implementing blended learning in English courses?

The second part covered the analysis of teachers' interviews and referred to the first and third research question: What is teachers' perception's towards using blended learning and the challenges they have faced while applying the approach?

The researcher transcribed the interviews for data analysis to guarantee the data's accuracy. The most important aspect of those interviews is that participants are able to express their ideas fully and freely, thus providing more data to draw the meaning (Fontana & Frey, 2005). To obtain more insights of the instructors' knowledge, opinions and beliefs, semi-structured interviews were considered to be best as they provided flexibility (Bryman, 2012; Denscombe, 2010), and data could be easily compared with generalizations and themes could be easily drawn.

In the preparation of the interview questions, considerable caution was taken in producing the open-ended questions, and in expecting the participants' answers. The interview schedule or initial interview questions (Appendix II) consisted of a set of open-ended questions as a guide to let the interview flow like a natural conversation. They were also beneficial to guarantee that information captured was efficient and comprehensive. These questions increased the new researcher's confidence and enabled her to concentrate on the participant responses instead of focusing on what to ask and how to move to the next question (Dawson, 2002). There were three set of questions included in the interview. The first set of questions was concerned with instructors` background knowledge about blended learning, for example how did you

learn about the blended learning and how long have you been using the approach. These questions were designed to be short and head to the point, to help the interviewees to feel comfortable and relaxed. The second set was about the reasons of using BL: why did you choose to teach by using BL? The third set was about the challenges that might encounter them during this process: what challenges have you encountered in implementing BL in your teaching? The fourth set was about advantages and disadvantages about the approach. The last set of questions were about further insights about the approach.

The interviews for current study were audio-recorded. This choice was helpful as it enabled the researcher to examine the data later, after collection, to design check list and complete her notes. Establishing rapport with the interviewees is vital (Cohen et al., 2011).

All the interviews were transcribed by the researcher herself. The main drawback which was experienced with this method was that the transcription was very time-consuming. (Bryman, 2012:717), described transcription as "the written translation of recorded interview or focus group session". To maintain precision and accuracy of the data, the researcher transcribed each recording. Thematic analysis method was employed to analyse the data obtained from the semi-structured interviews. All the recorded data were fully transcribed then coded by the researcher. Coding is a process in which data are grouped into different categories (Dornyi, 2007). The comments gained from the interviewees throughout interviews were categorized and labelled. Five themes were emerged from analysing of the instructors` responses through the interview questions.

3.7 Validity and Reliability

To address the reliability and validation of the questions raised in this study, the researcher designed a list of checks to maximize the validity of the questionnaire that have been collected and collated. Firstly, and most obviously, the researcher ensured that data was recorded accurately and precisely. (Dornyei, 2003) points out that even small error in data entry can radically skew the overall direction towards which answers to questionnaires point. Secondly, in an ideal situation, the researcher used the research instrument of the questionnaire more than once in the same educational context. However, failing this, it was useful to split the results from respondents in half to ascertain levels of consistency. Generally, a high degree of consistency between the component parts of the data is a useful indicator in terms of validation. In order to determine the validity of a questionnaire, the questions being asked must have a direct connection with the purposes of the enquiry. Therefore, the designed questionnaire was piloted to be more valid and reliable.

Reliability refers to a measurement that supplies consistent results with equal values (Blumber, et al., 2005). It indicates to whether or not similar results will be gained if the data collection techniques and data analysis process are repeated with the same

participants. The aim of ensuring reliability is to reduce researcher bias and enhance validity (Ibid). In quantitative research, reliability refers to the consistency, stability and repeatability of results, that is, the result of a researcher is considered reliable if consistent results have been obtained in identical situations but different circumstances. As (Graziano and Raulin, 2006) said that consistency with which questionnaire or test items are answered or individual`s scores remain relatively the same can be determined through the test-score method at two different times. This attribute of the instrument is actually called as stability. Dealing with a stable measure will hopefully bring out similar results. A high degree of stability displays a high degree of reliability, which means the results are repeatable. On the other hand, in qualitative research it is referred to as when a researcher's approach is consistent across different researchers and different projects (Twycross & Shields, 2004). Thus, reliability is used to evaluate the stability of measures administered at different times to the same individuals and the equivalence of sets of items from the same test (Kimberlin & Winterstein, 2008).

Before the questionnaire was actually sent, the researcher made an effort to confirm its validity and reliability by having three other teachers read it and offer any modifications, ideas, or comments. In addition, a questionnaire about the questionnaire's clarity, layout, and duration was given to ten teachers and students, along with some follow-up questions.

3.8 Ethical Considerations

The researcher had maintained strong ethics while and after collecting the research data. A permission letter from the head of English department at the high studies was obtained and given to the head of English department at Zawia and Sabratha Universities to simply make interviews with the teachers. The participants had been given a piece of paper promising that the confidentiality of their names and data would be strictly maintained. The researcher had taken their written consent about the ethical issues and the participants' permission her to use the information only for the research purpose.

3.9 Summary of the Chapter

In a detailed manner, this chapter discussed the research design, data collection tools, pilot study, sample of the research, the procedures and the ethical issues. The data obtained will be analysed and explained in the following chapter.

Chapter Four: Findings

4.0. Introduction

In this chapter, the data obtained from the questionnaire and semi structured interviews are analysed and presented in the following sub sections.

4.1 Findings from the Questionnaire

4.1.1 Statistical Analysis Instruments

To evaluate the responses of sample study, descriptive statistics has been used to analysis the data by Statistical Packages for Social Sciences (SPSS V25) which include Frequency Tables, bar charts, arithmetic mean, Standard Deviation.

Chart 1

Distributed sample by Age
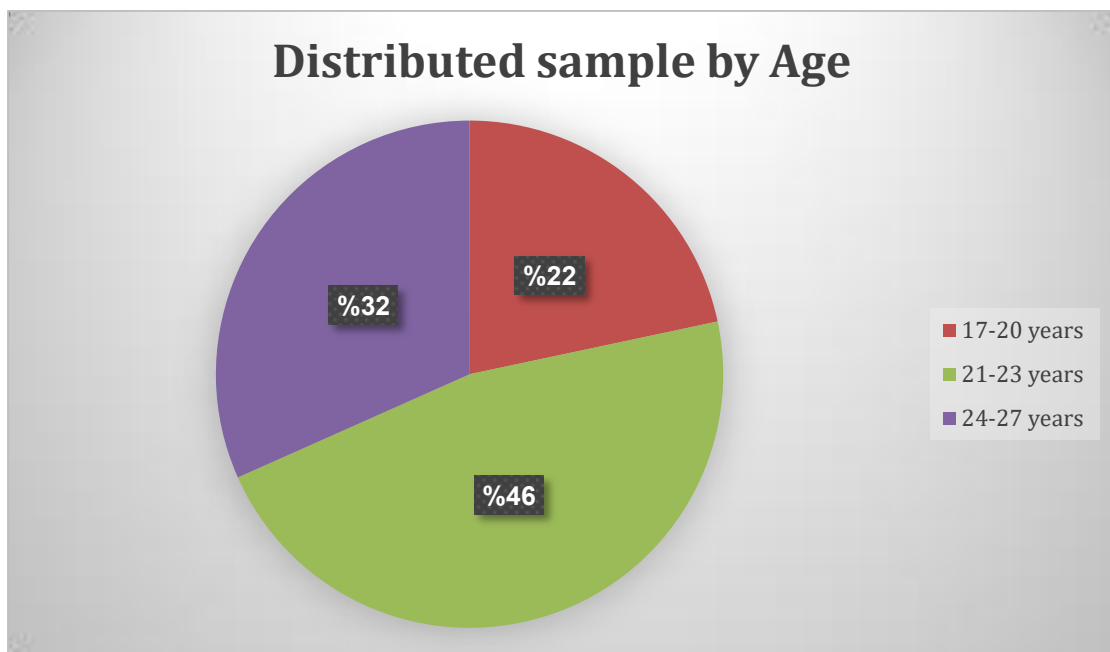
Chart 1 shows that 21.7% of the study sample aged 17-20 years, 46.7% of the study sample aged 21-23 years, while 31.7% of the study sample aged 24-27 years.

Table (1)

Distributed sample by level of study
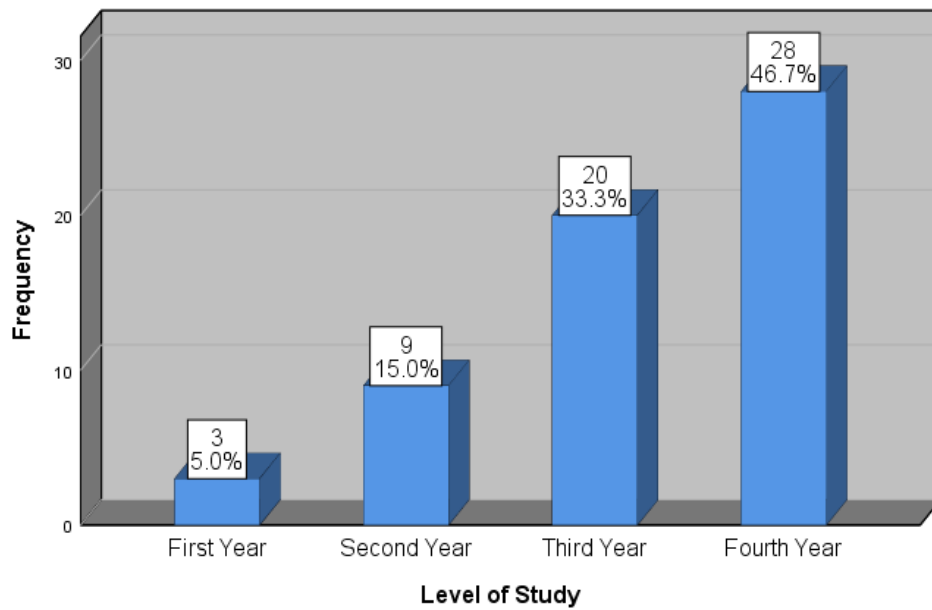
Table (1)

Distributed sample by satisfaction of attending online class.

Qualification	Count	%
Dissatisfied	6	10.0%
Somehow satisfied	26	43.3%
Satisfied	28	46.7%
Total	60	100

Table (1) shows that 10.0% of the study sample dissatisfied, 43.3% of the study sample somehow satisfied, while 46.7% of the study sample satisfied.
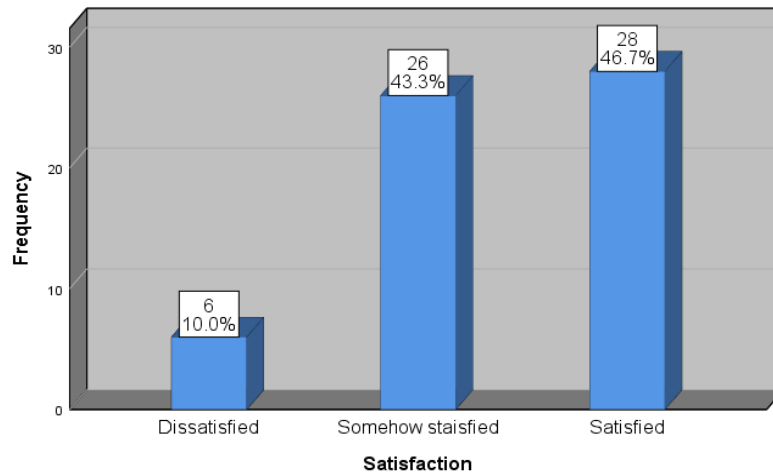
Table (2) : Statement 1

Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
BL supports students in becoming autonomous learners.	-	-	2	3.3	17	28.3	33	55.0	8	13.3

The above table shows that 3.3% of the sample study disagree that BL supports students in becoming autonomous learners, 28.3% of the study sample neutral that BL supports students in becoming autonomous learners. While 55.0% of the study sample agree that BL supports students in becoming autonomous learners, 13.3% of the study sample strongly agree that BL supports students in becoming autonomous learners. It can be seen that 68.3% which is the majority of the study sample agree that BL supports students in becoming autonomous learners.

Table (3) : Statement 2

Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
BL enables learners to access their educational materials anytime and	8	13.3	2	3.3	6	10.0	30	50.0	14	23.3

anywhere easily.									

Table (3) shows that 13.3% of the study sample strongly disagree that BL enables learners to access their educational materials anytime and anywhere easily, 3.3% of the sample study disagree that BL enables learners to access their educational materials anytime and anywhere easily, 10.0% of the study sample neutral that BL enables learners to access their educational materials anytime and anywhere easily. While 50.0% of the study sample agree that BL enables learners to access their educational materials anytime and anywhere easily, 23.3% of the study sample strongly agree that BL enables learners to access their educational materials anytime and anywhere easily. It can be seen that 73.3% which is the majority of the study sample agree that BL enables learners to access their educational materials anytime and anywhere easily.

Table (4): Statement 3

Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
BL offers efficient and regular guidance and feedback since teachers are available for more one-on-one interaction with students. Thereby, students can ask questions and get immediate targeted answers to complex items.	1	1.7	3	5.0	10	16.7	36	60.0	10	16.7

Table (4) shows that 1.7% of the study sample strongly disagree that BL offers efficient and regular guidance and feedback since teachers are available for more one-on-one interaction with students. Thereby, students can ask questions and get immediate targeted answers to complex items, 5.5% of the sample study disagree that BL offers efficient and regular guidance and feedback since teachers are available for more one-on-one interaction with students. Thereby, students can ask questions and get immediate targeted answers to complex items, 16.7% of the study sample neutral that BL offers efficient and regular guidance and feedback since teachers are available for more one-on-one interaction with students. Thereby, students can ask questions and get immediate targeted answers to complex items. While 60.0% of the study

sample agree that BL offers efficient and regular guidance and feedback since teachers are available for more one-on-one interaction with students. Thereby, students can ask questions and get immediate targeted answers to complex items, 16.7% of the study sample strongly agree that BL offers efficient and regular guidance and feedback since teachers are available for more one-on-one interaction with students. Thereby, students can ask questions and get immediate targeted answers to complex items. It can be seen that 76.7% which is the majority of the study sample agree that BL offers efficient and regular guidance and feedback since teachers are available for more one-on-one interaction with students. Thereby, students can ask questions and get immediate targeted answers to complex items.

Table (5): Statement 4

Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
BL provides students more opportunities to communicate with each other through social networking communication	4	6.7	5	8.3	5	8.3	30	50.0	16	26.7

Table (5) shows that 6.7% of the study sample strongly disagree that BL provides students more opportunities to communicate with each other through social networking communication, 8.3% of the sample study disagree that BL provides students more opportunities to communicate with each other through social networking communication, 8.3% of the study sample neutral BL provides students more opportunities to communicate with each other through social networking communication. While 50.0% of the study sample agree that BL provides students more opportunities to communicate with each other through social networking communication, 26.7% of the study sample strongly agree that BL provides students more opportunities to communicate with each other through social networking communication. It can be seen that 76.7% which is the majority of the study sample agree that BL provides students more opportunities to communicate with each other through social networking communication.

Table (6): Statement 5

Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
The BL courses help students to better comprehend the topic.	3	5.0	5	8.3	18	30.0	27	45.0	7	11.7

Table (6) shows that 5.0% of the study sample strongly disagree that The BL courses help students to better comprehend the topic, 8.3% of the sample study disagree that The BL courses help students to better comprehend the topic, 30.0% of the study sample neutral The BL courses help students to better comprehend the topic. While 45.0% of the study sample agree that The BL courses help students to better comprehend the topic, 11.7% of the study sample strongly agree that The BL courses help students to better comprehend the topic. It can be seen that 56.7% which is more than half of the study sample agree The BL courses help students to better comprehend the topic.

Table (7): Statement 6

Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Students would recommend the BL to their colleagues	3	5.0	2	3.3	22	36.7	28	46.7	5	8.3

Table (7) shows that 5.0% of the study sample strongly disagree that Students would recommend the BL to their colleagues, 3.3% of the sample study disagree that Students would recommend the BL to their colleagues, and 36.7% of the study sample neutral Students would recommend the BL to their colleagues. While 46.7% of the study sample agree that Students would recommend the BL to their colleagues, 8.3% of the study sample strongly agree that Students would recommend the BL to their

colleagues. It can be seen that 55.0% which is more than half of the study sample agree Students would recommend the BL to their colleagues.

Table (8): Statement 7

Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
BL initiative provides a motivating atmosphere for learning. It empowers the integration and involvement of students.	1	1.7	2	3.3	10	16.7	34	56.7	13	21.7

Table (8) shows that 1.7% of the study sample strongly disagree that BL initiative provides a motivating atmosphere for learning. It empowers the integration and involvement of students, 3.3% of the sample study disagree BL initiative provides a motivating atmosphere for learning. It empowers the integration and involvement of students, and 16.7% of the study sample neutral that BL initiative provides a motivating atmosphere for learning. It empowers the integration and involvement of students. While 56.7% of the study sample agree that BL initiative provides a motivating atmosphere for learning. It empowers the integration and involvement of students, 21.7% of the study sample strongly agree that BL initiative provides a motivating atmosphere for learning. It empowers the integration and involvement of students. It can be seen that 78.4% which is the majority of the study sample agree BL initiative provides a motivating atmosphere for learning. It empowers the integration and involvement of students.

Table (9): Statement 8

Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
BL allows students have more time for family, friends, and	1	1.7	5	8.3	14	23.3	24	40.0	16	26.7

extra-curricular tasks.										

Table (9) shows that 1.7% of the study sample strongly disagree that BL allows students have more time for family, friends, and extra-curricular tasks, 8.3% of the sample study disagree BL allows students have more time for family, friends, and extra-curricular tasks, and 23.3% of the study sample neutral that BL allows students have more time for family, friends, and extra-curricular tasks. While 40.0% of the study sample agree that BL allows students have more time for family, friends, and extra-curricular tasks, 26.7% of the study sample strongly agree that BL allows students have more time for family, friends, and extra-curricular tasks. It can be seen that 66.7% which is the majority of the study sample agree BL allows students have more time for family, friends, and extra-curricular tasks.

Table (10): Statement 9

Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Students would instead attend a face-to-face course than a blended course.			11	18.3	22	36.7	23	38.3	4	6.7

Table (10) shows that 18.3% of the sample study disagree students would instead attend a face-to-face course than a blended course, 36.7% of the study sample neutral that students would instead attend a face-to-face course than a blended course. While 38.3% of the study sample agree students would instead attend a face-to-face course than a blended course, 6.7% of the study sample strongly agree that students would instead attend a face-to-face course than a blended course. It can be seen that 45.0% which is less than half of the study sample agree students would instead attend a face-to-face course than a blended course.

Table (11): Statement 10

Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
BL has not improved the	4	6.7	19	31.7	21	35.0	14	23.3	2	3.3

Statement										
linguistic abilities of the EFL students.										

Table (11) shows that 6.7% of the study sample strongly disagree that BL has not improved the linguistic abilities of the EFL students, 31.7% of the sample study disagree BL has not improved the linguistic abilities of the EFL students, and 35.0% of the study sample neutral that BL has not improved the linguistic abilities of the EFL students. While 23.3% of the study sample agree that BL has not improved the linguistic abilities of the EFL students, 3.3% of the study sample strongly agree BL has not improved the linguistic abilities of the EFL students. It can be seen that 26.6% which is less than half of the study sample agree BL has not improved the linguistic abilities of the EFL students.

Table (12): Statement 11

Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
I have understood the subjects of the courses in a better way.	5	8.3	4	6.7	12	20.0	31	51.7	8	13.3

Table (12) shows that 8.3% of the study sample strongly disagree that they have understood the subjects of the courses in a better way, 6.7% of the sample study disagree they have understood the subjects of the courses in a better way, and 20.0% of the study sample neutral that they have understood the subjects of the courses in a better way. While 51.7% of the study sample agree that they have understood the subjects of the courses in a better way, 13.3% of the study sample strongly agree that I have understood the subjects of the courses in a better way. It can be seen that 65.0% which is the majority of the study sample agree they have understood the subjects of the courses in a better way.

Table (13): Statement 12

Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
I have got the benefits of the face-to-face classroom, along	3	5.0	3	5.0	15	25.0	23	38.3	16	26.7

Statement	Strongly disagree									
with the flexibility of using blended learning.										

Table (13) shows that 5.0% of the study sample strongly disagree that they have got the benefits of the face to face classroom, along with the flexibility of using blended learning, 5.0% of the sample study disagree they h have got the benefits of the face to face classroom, along with the flexibility of using blended learning, and 25.0% of the study sample neutral that they have got the benefits of the face to face classroom, along with the flexibility of using blended learning. While 38.3% of the study sample agree that they have got the benefits of the face-to-face classroom, along with the flexibility of using blended learning, 26.7% of the study sample strongly agree that have got the benefits of the face-to-face classroom, along with the flexibility of using blended learning. It can be seen that 65.0% which is the majority of the study sample agree they have got the benefits of the face-to-face classroom, along with the flexibility of using blended learning.

Table (14): Statement 13

Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
I get overwhelmed during blended learning class.	5	8.3	11	18.3	20	33.3	20	33.3	4	6.7

Table (14) shows that 8.3% of the study sample strongly disagree that they get overwhelmed during blended learning class, 18.3% of the sample study disagree they get overwhelmed during blended learning class, and 33.3% of the study sample neutral that they get overwhelmed during blended learning class. While 33.3% of the study sample agree that they get overwhelmed during blended learning class, 6.7% of the study sample strongly agree that have get overwhelmed during blended learning class. It can be seen that 41.0% which is less than half of the study sample agree they have gotten overwhelmed during blended learning class.

Table (15): Statement 14

Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	Count	%	Count	%	Count	%	Count	%	Count	%

The learning process has become less effective.	12	20.0	19	31.7	11	18.3	16	26.7	2	3.3

Table (15) shows that 20.0% of the study sample strongly disagree that the learning process has become less effective, 31.7% of the sample study disagree the learning process has become less effective, and 18.3% of the study sample neutral that the learning process has become less effective. While 26.7% of the study sample agree that the learning process has become less effective, 3.3% of the study sample strongly agree that the learning process has become less effective. It can be seen that 30.0% which is less than half of the study sample agree that the learning process has become less effective.

Research question:

What are the learners' perceptions towards using blended learning in learning English?

Table (16): The level of learners' perceptions towards using blended learning in learning English.

Statement	Mean	Standard Deviation	Level of perceptions	Rank
1	3.78	0.715	High	5
2	3.67	1.258	High	7
3	3.85	0.820	High	2
4	3.82	1.127	High	4
5	3.50	0.983	High	10
6	3.50	0.893	High	9
7	3.93	0.821	High	1
8	3.82	0.983	High	3
9	3.33	0.857	Moderate	11
10	2.85	0.971	Moderate	13
11	3.55	1.080	Moderate	8
12	3.77	1.064	High	6

13	3.12	1.059	Moderate	12
14	2.62	1.180	High	14
Overall	**3.51**	**0.326**	**High**	

Table (16) shows that all the means that measure the level of learners' perceptions towards using blended learning in learning English are from 2.62 to 3.93 which indicate that the level of learners' perceptions towards using blended learning in learning English is from moderate to high. Statement says "BL initiative provides a motivating atmosphere for learning. It empowers the integration and involvement of students" ranked first with mean 3.93 and standard deviation 0.821 which indicate that level of learners' perceptions towards this statement is high. While statement says "The learning process has become less effective" ranked last with mean 2.62 and standard deviation 1.18 which indicate that the level of learners' perceptions towards this statement is low. In addition, it can be seen that the overall mean equal to 3.51 with standard deviation 0.326 which indicate that the level of learners' perceptions towards using blended learning in learning English in general is high.

Hypothesis Testing

H0: the learners' perceptions have a negative attitude towards using blended learning in learning English.

H1: the learners' perceptions have a positive attitude towards using blended learning in learning English.

The purpose of the hypothesis above is to give statistical evidence about the level of the learners' perceptions towards using blended learning in learning English.

To test the hypothesis above, one sample t test has been used and the result is shown in the table below

Table (17): show the result of one sample t test

Variable	N	Hypnotized Mean	Mean	Standard Deviation	T test	sig
the learners' perceptions towards using blended learning in learning English	60	3	3.51	0.326	12.058	0.000

Since sig=0.000<0.05, we reject H0 and conclude that the learners' perceptions have a positive attitude towards using blended learning in learning English.

4.2 Analysis of Teachers' Interviews

The researcher interviewed thirteen teachers from different faculties and universities.

The first thing the researcher asked about was whether the interviewees have used the approach or not. There were 5 teachers who haven't used the blended learning approach at all. Teacher 1: *'During covid 19 pandemic, everything had closed and so did our college.'* Teacher 2*'We didn't even think about switching to online classes, the whole world has stopped.'*

The other 9 teachers have used the approach due to different reasons. Four of them said that it was an obligated thing from their college. Three said that they were using online classes among with face-to-face classes years before the global lockdown. Teacher 6 said: 'I *was using my Facebook group to give extra tasks to my students, I've noticed that even my weak students could interact and elaborate.'*

From the analysis of the teachers' replies to the interview questions, the following themes emerged:

Theme 1: Reasons of Employing BL

The teachers provided different answers according to their background and teaching experience. They listed a number of reasons and motives that led them to the employment of blended learning method. The majority of teachers tend to use the word "obligatory'' to describe that it is the policy of the university during Corona Virus Pandemic. Teacher 6 stated: "*it was my own personal objective to use this method as an attempt to get exposed to different teaching styles"*. Another response showed that the teacher needed to find a safe method to get in touch with her students as they were not able to meet during the spread of infection. Teachers 8 and 9 said that there were a big number of students and there were not enough rooms for teaching; accordingly, they adopted the blended learning method in her teaching. Finally, one of the responses showed that the teacher intended to expose the students to real language contexts and to make the learning more interesting.

Theme 2: Advantages of Using BL

All of the nine teachers who have used BL agreed on some main advantages:

First, it is an easier way to communicate with students. For example,teacher 11: '*you know, things happen, sometimes I'm absent other time I'm late. Sometimes I'm late, so I just post to my students that I will be late for half an hour please do a specific exercise till I arrive.'*

Teacher 12 added: *'Its better because you don't have to worry about any clashes or closing roads, if anything new or urgent happened, you just put an announcement and not waiting for your face-to-face meeting.'*

Teacher *6" I think online learning accommodates everyone's need; anyone can access unlimited amounts of content."*

Second, it is a time saving approach. Teachers 6 and 7 have agreed that BL is time saving '*I like when I post homework and give feedback to my students instead of doing it quickly or just skip it in face to face only lectures.'*

Teacher *12: "It enables faster, more flexible, and more efficient processes to produce higher quality goods at lower costs.* "Teacher 13 said it in a very direct and clear way:" *learning is no longer limited to the school day; they can learn according to the time they have.*

Teachers 10 and 11 have different point of view. They claimed that using BL is waste of time because it takes a long time to prepare the material and to check any media before sharing it.

Teacher 10 claimed "*Learners can always find excuses to not do their homework like internet wasn't available and such. And it will affect the ongoing process of learning."*

Third, Students' Motivation and Engagement. Perhaps one of the most mentioned benefits of blended learning in the ESL Libyan context is related to students' motivation, satisfaction, and engagement. Teacher 7: *"In essence, online learning provides convenience, comfort, flexibility, and accessibility to a large group of teachers, less pressure, more learning, variety, and affordability, diversity of knowledge, instructors can be well tested, trained, experienced, and quality".* Language learners usually showed their satisfaction when both approaches (traditional face-to-face and online) were combined. The strength of blended learning rests in using both teaching approaches effectively, and that motivates students to interact and engage in the language learning process. Teacher 5*:" I chose several of these platforms to support teaching and online learning with students. For example, I teach by using Zoom, Email, Google Form, YouTube and WhatsApp. Especially, using video conference allows me to provide learning material to students quickly".* While teacher 13 claimed:" *It provides a flexible learning platform, approves EFL learners' motivation toward authentic language learning practices, and leads to better academic achievement".*

 To sum up, the interviewees responded with different advantages of BL depending on their background. The most frequent response was "time saving". Other teachers described blended learning as an up-to-date method and makes use of new technology. Some of the responses stated that blended learning develops teachers' as well as students' IT knowledge. Accessibility, variety and feasibility were also some of the advantages that were mentioned by some instructors. Finally, an instructor stated that blended learning helps students get exposed to native speakers of the language.

Theme 3: Challenges' Teachers Faced When Using BL.

Some schools and universities finally decided to close schools and campuses to reduce human contact and minimize the surge in victims of the virus. The use of online learning applications does have a practical impact, but also creates many obstacles in teaching and learning online. Some challenges have been identified for this teaching approach. The study found out that there are mainly three sets of challenges that teachers encounter during the implementation process of a blended learning curriculum.

Theme 4: Lack of IT Knowledge.

Teacher 4: 'Some students weren't able to join platforms such as Zoom or Google classroom.' So, teachers had to teach them how to use those platforms. Some teachers mentioned that they didn't know how to use Google classroom or Zoom to give their lectures. Sabratha and Abo Isa Faculties of Education have given the teachers courses to teach them how to make use of BL. Teacher 5: *'My children taught me how to use Gmail, then the department gave us a micro training course'.*

Teacher 7:" *The challenge faced when implementing online classes is the high need for internet quota."* The lack of preparation for teachers to design and deliver effective online teaching and learning during the pandemic has meant that many teachers have been left unsupported. Some of the teachers praised the university's training course." *'The training programme has added to me a lot, especially the assessment part, how we can do a presentation in a professional way, and a lot of things I learned from our colleagues. I learned a lot of things, especially the videos and how I can see them from a different perspective.'*

Theme 5: Student Self-management.

Teacher 4: 'I remember first classes my students were chatting and not paying any attention to lesson. When using a blended learning approach, teachers might have difficulty keeping students focused on their task, so teachers need to keep activities relevant and active.

Teacher 9:" *The implementation of online learning faces several obstacles. The main obstacle is the unpreparedness of students in soft skills. Basic computer knowledge is an obstacle in gathering tasks and for example, converting files from word to "Pdf" form".* During this pandemic, many students or lecturers have not optimally used online learning media or implemented this distance education program. Many backgrounds make online learning not optimal.

Theme 6: Outside-of-classroom Challenges.

One example could be participating in out of the class activities. Scheduling a time for students to participant in out of the class activities can be difficult. Teacher 5,8 and 9:' *It took more time to prepare the activities to be put there on the google classroom'.*

Teacher *7:" If forced without understanding the conditions of the student participants will produce new problems ".*

Teachers also mentioned the following up activities problems or challenges as they prefer to call them. Teacher 11 said:" *While using blended learning approach, learners face mismanaged while it is also a challenge for the educators to keep the learners concentrated on the given task".* Teacher 12 also stated*:" It is still a barrier for me as a teacher to control the learners' participation in out-class activities".*

Theme 7: Infrastructures' Challenges.

 These are the technological problems that arise during the implementation process of blended learning, for example: power cuts and internet connection problems.' *There were blackouts when we first started using online classes'* teachers 9,10, and 12 claimed. Another teacher claimed that she had to '*wait for two days to receive homework from students because of the prolonged power cuts.'* Most of the teachers shared the experience of delaying submitting homework because of those technological issues.

In a nutshell, perusal of the interviews revealed that a large number of research have been conducted on blended learning, but no study actually talks about the readiness of the teachers themselves. Teachers are suddenly told to adapt in this form of teaching due to COVID-19. Most of the educational institutions had to shut down suddenly in the month of March 2020 and hence face to face orientation of teachers on e-learning has not been conducted. Most of the institutions were unable to provide any technical assistance to their teachers.

The findings indicated sets of challenges that teachers encounter during the implementation process of a blended learning curriculum First, teachers faced issues when working with students on curriculum activities. Students had difficulty communicating with peers to finish the given tasks. Second, there were challenges with student self-management. When using a blended learning approach, teachers had difficulty keeping students focused on their task, so teachers need to keep activities relevant and active. Third, establishing work expectations is another challenge that faced teachers when implementing blended learning. This refers to setting achievable goals and objectives related to students' learning. Fourth, curriculum planning concerns organizing the work and finding time to conduct the lesson as well as a time frame to finish the work. Fifth, another challenge that arose when implementing the blended learning method is outside-of-classroom challenges. One example was

participating in out of the class activities. Scheduling a time for students to participant in out of the class activities can be difficult. Sixth, teachers might face technology challenges. These are the technological problems that arise during the implementation process of blended learning.To conclude, the participants listed a number of the challenges they faced while using the blended learning method. The majority of them mentioned the technical problems including electricity problems and internet connection. Other teachers find it challenging because some teachers lack the IT knowledge required to employ this style. One of the responses described blended learning as a source of "pressure" as it needs consistent preparation, editing and content checking. Another participant stated that it is time consuming and sometimes lacks punctuality.

4.3 Conclusion

In summary, research shows that blended learning can be used to enhance the learning process and outcomes of language learners. Teachers showed positive perceptions and attitudes toward the use of blended learning as an English teaching approach. These positive perspectives are derived from several directions, including, but not limited to, developing students' language skills in interacting and engaging settings, fostering the learning process, and providing opportunities to be independent learners.

Chapter Five: Discussion and Conclusion

5.1 Introduction

Chapter four presented the findings obtained from the analysing of research data. In this chapter, the most interesting findings are presented discussed in relation to the research questions and the existing literature.

5.2 Discussing of Students' Questionnaire

Language learners usually showed their satisfaction when both approaches (face-to-face and online) were combined. The strength of blended learning rests in using both teaching approaches effectively, and that motivates students to interact and engage in the language learning process. This comes in line with (Bukhari and Bazaar, 2019) study findings that the impact of incorporating blended learning in intensive English courses was flexible, convenient, and provided an interactive educational setting. Also, it was found that blended learning can be used effectively to increase autonomous learning and learners' motivation. Students can learn and practice their language anytime anywhere they want and that is what makes the blended learning approach preferable for language learners.

It was also found that the students highly appreciated the use of blended learning strategy because it had many advantages such as motivating autonomous learning and increasing classroom interactions. This comes in accordance with (Bahari, 2020) study findings that most EFL students given the diverse pedagogical abilities of L2 teachers to use blended and distance learning tools and affordances, some teachers can be described as high implementing while others are low implementing which can cause instructional differentiations. According to the participants, blended learning is more convenient than traditional in-person instruction, and it has also motivated them to study and advance their abilities. The majority of English language learners have favourable opinions and attitudes regarding the usage of blended learning in the language classroom. These optimistic viewpoints stem from various angles, such as enhancing students' language proficiency in interactive and stimulating environments, supporting the educational process, and offering chances for self-directed learning.

5.3 Discussing Teachers' Attitudes Towards BL

The use of blended learning could provide many benefits to language learners over traditional teaching approaches. Some of these benefits include developing language learners' autonomy, providing more individualized language support, promoting collaborative learning, increasing students' interaction and engagement, providing opportunities to practice the language beyond the class settings, and improving the language skills of language learners. Thus, the aim of those using blended learning

approaches is to find a harmonious balance between online access to knowledge and face-to-face human interaction (Kirby, 2020).

Teachers shared positive perceptions and attitude toward integrating blended learning in English teaching. They believed that the use of online teaching added to the traditional ways and improved the students' language learning process. The results of the study indicated that using the blended learning mode with video-based apps such as Zoom or Google Meeting resulted in many benefits such as improving the students' speaking skills, developing a sense of autonomy and collaboration, and enhancing the learning process. One of the benefits of using blended learning approach is to improve students' speaking skills as well as other language abilities such as their grammar, pronunciation, facial expression, and eye contact.

This aligns with (Abdalla, 2021) claiming that among the various fields with favourable effects, language instruction and learning are mostly made possible by technology. The results showed that although the students expressed satisfaction with blended learning as a teaching approach, there was no discernible improvement in students' achievement scores when using blended learning.

(Abdulhadi, 2021) stated that teaching approach known as blended learning brings together traditional in-person instruction with online learning in a single environment. In the era of rapid technological advancement, it is a trend that is growing. The concept of blended learning holds great promise as it has connected numerous important domains, including online teaching and learning, educational technology, and instructional methods

In many cases teachers have resorted to finding their own resources and guidance on how to deliver a course in a medium unfamiliar to them; this in turn has caused much stress that could have been avoided by ensuring all professional development was both relevant to the teachers involved but also to the environmental context within which students are locating knowledge.

One of these ways has been through video (Cavanaugh & DeWeese in Hartshorne et al, 2020), where teachers had to search platforms such as YouTube to inform themselves. The teachers had thus become students in their search for information and this may be a positive sign for the future, if teachers realise the immense online resources that are available to them and their own students.

A lot of emphasis has been paid to the use of blended learning in the ESL/EFL environment as a method of teaching and learning English. Studies have indicated that the implementation of blended learning, as opposed to solely traditional or online teaching methods, yields numerous advantages for both the learning environment and students. boosting the English learning process, acquiring language skills, and boosting the English learning environment are a few of these advantages. Even with these advantages, there are certain difficulties that come with using blended learning. Nevertheless, there is a rareness of research that looks at the challenges teachers have when implementing a blended learning strategy in an ESL/EFL setting. The

viewpoints of ESL/EFL teachers regarding the difficulties they have when implementing blended learning in English teaching and learning need to be further investigated. This result agrees with (Famularsih, 2020) who founded that in this pandemic situation not all students have good internet connection because of some of them live in slow-speed internet connection area.

All in all, in the ESL and EFL context, research shows that blended learning can be used effectively to develop the language competencies of English language learners. The findings of the study indicate that language teachers could utilize blended learning as a teaching model to develop various skills such as reading, writing, speaking, and vocabulary knowledge.

5.4 Conclusion

Blended learning is a teaching strategy that combines both traditional face-to-face and online teaching in one setting. It is a growing trend in the age of technological development. Blended learning is a promising idea that has linked together many significant fields such as teaching methodology, educational technology, online teaching, and learning. The use of blended learning in the ESL/EFL context has received much attention as a way to teach and learn English. Research has shown that using blended learning instead of traditional teaching or online teaching approaches alone results in many benefits not only on students' learning but also on the learning environment. Some of these benefits include enhancing the English learning process, developing language skills, and improving the English learning environment. Despite these benefits, the use of blended learning can be associated with some challenges. However, there is a dearth of literature that examines the issues that face teachers when using a blended learning approach in the ESL/EFL context. More research has to be done to explore ESL/EFL teachers' perspectives regarding the challenges that they encounter when using blended learning in English teaching and learning.

Although the current study was properly planned, it had significant shortcomings that need to be addressed in follow-up research. The results could have been impacted by several biases. The study's inclusion of students from just the English department at two Libyan universities is one of its limitations. Additional research might be done using a variety of universities, age ranges, academic and non-academic subjects, and BL fusions. For upcoming study designs, institutions, finances, material considerations, and students' learning preferences are crucial elements.

Additionally, the study's sample size (N=60) was somewhat tiny. Future research may include delayed interviews together with larger samples and randomly selected groups.

Furthermore, the results of this survey were restricted to ESP students' general happiness with computing. However, information on students' attitudes and levels of

motivation, as well as their desire to engage in interactive communication and tasks in ESP classrooms, may provide important insights for researchers in this field.

For more profound understanding, longitudinal results of the use of the mixed teaching strategy on students' viewpoints could be evaluated. Despite these drawbacks, the researchers have gained expertise in constructing blended courses and knowledge of the benefits of using this method of teaching when developing instructional materials.

5.5 Recommendations

The outcomes of this study have important implications for using blended learning. This research demonstrates the advantages of blended learning and the use of technology to assist teachers in improving students' environment of learning. According to the teachers' perspectives, utilizing a mixed approach is a useful method. As a result, the following suggestions are made as a result of this research:

1.Encourage teachers to use the available technology in teaching.

2. Encourage EFL learners to use blended learning at their own time and pace.

 3. Raise the awareness of how important it is to be on the track of modern approaches of learning.

4. Provide a variety of ways and strategies for EFL learners to use to promote learning autonomy.

5. English teachers at university level may well provide more attention to the use of blended learning in teaching and learning English language skills by conducting future research and investigations.

6. EFL teachers at university level possibly will conduct more investigations on the advantages and use of blended learning to find out the effectiveness such approach to their students' learning problems.

 7. EFL teachers at university level could share their ideas for assessing EFL students' achievement using blended in order to help their students obtain the best of their English language skills' course throughout the whole year.

8. EFL syllabus designers and planners may well incorporate into their teaching course the use of blended learning activities to help EFL learners at university level improve their language skills.

5.6 Suggestions for Further Research

Exploring the effectiveness of teaching approaches or teaching/learning strategies in regard to technology is recommended as further research in order to enrich the learning process and make use of each benefit of those technologies. Moreover,

further studies on overcoming the challenges face students and teachers might be conducted.

5.7 Limitations of the Study

There are some limitations in this study. It was conducted with only in English Departments at Zawia and Sabratha Universities, Arts and Education colleges. The number of students was sixty and the teachers were thirteen. Moreover, the researcher did not obtain enough time to conduct the study in more than two universities and to add more methods like focus group discussion. Furthermore, semi-structured interview and questionnaire have limitations as research instrument which also need to be taken into consideration.

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Appendix 1 teachers' interview

Interview Form

Years of teaching ………………….. Faculty ………………University ……………..

- How did you learn about BL?

....

- How long have you been using BL?...

- Why do you use blended learning?

    1- …………………………………………………………………….

    2- …………………………………………………………………….

    3- ……………………………………………………………………

- From your own experience, what are the advantages of using it?

    1- …………………………………………………………………………

    2- …………………………………………………………………………...

    3- …………………………………………………………………………

    4- …………………………………………………………………………

- Do you recommend teaching by using BL?...

- What are the challenges that you face while using BL?

    1- …………………………………………………………………………...

    2- ………………………………………………………………………

    3- ………………………………………………………………………

- Have you noticed an increase in students' achievement score in online meeting comparing to face-to-face classes?..

Appendix 2 student's questionnaire

Blended Learning

Dear participant,
I am Kholoud Omar, MA student, I am willing you to co-operate and fill the following questionnaire.
All the information in this survey will remain
exclusively for the researcher and won't be shared.
BL = blended learning

* تشير إلى أنّ السؤال مطلوب

BL = blended learning
Blended learning systems combine face-to-face instruction with computer-mediated instruction

1. What category below includes your age?*

   حدد دائرة واحدة فقط.

17-20	⬭
21-23	⬭
24-27	⬭

2. What year in your studies are you currently at*

   حدد دائرة واحدة فقط.

First year	⬭
Second year	⬭
Third year	⬭
Fourth year	⬭

3. How do you feel about attending online classes? *

حدد دائرة واحدة فقط.

Satisfied ⬭
somehow satisfied ⬭
dissatisfied ⬭

4. BL supports students in becoming autonomous learners *

حدد كل الإجابات الملائمة.

Strongly agree ☐
Agree ☐
Neutral ☐
Disagree ☐
Strongly Disagree ☐

5. BL enables learners to access their educational materials anytime and *
anywhere easily.

حدد دائرة واحدة فقط.

Strongly disagree ⬭
Disagree ⬭
Neutral ⬭
Agree ⬭
Strongly agree ⬭

6.   BL offers efficient and regular guidance and feedback since teachers are   *
       available for more one-on-one interaction with students. Thereby, students can
       ask questions and get immediate targeted answers to complex items.

حدد دائرة واحدة فقط.

Strongly agree   ⬭

Agree   ⬭

Neutral   ⬭

Disagree   ⬭

Strongly Disagree   ⬭

7.   BL provides students more opportunities to communicate with each other   *
       through social networking communication.

حدد دائرة واحدة فقط.

Strongly disagree   ⬭

Disagree   ⬭

Neutral   ⬭

Agree   ⬭

Strongly agree   ⬭

8.   The BL courses help students to better comprehend the topic.   *

حدد دائرة واحدة فقط.

Strongly disagree   ⬭

Disagree   ⬭

Neutral   ⬭

Agree   ⬭

Strongly agree   ⬭

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9.   Students would recommend the BL to their colleagues *

حدد دائرة واحدة فقط.

Strongly disagree   ◯
Disagree   ◯
Neutral   ◯
Agree   ◯
Strongly agree   ◯

10.   BL initiative provides a motivating atmosphere for learning. It empowers the *
integration and involvement of students.

حدد دائرة واحدة فقط.

Strongly agree   ◯
Agree   ◯
Neutral   ◯
Disagree   ◯
Strongly Disagree   ◯

11.   BL allows students have more time for family, friends, and extra-curricular *
tasks.

حدد دائرة واحدة فقط.

Strongly disagree   ◯
Disagree   ◯
Neutral   ◯
Agree   ◯
Strongly agree   ◯

12.   Students would instead attend a face to face course than a blended course. *

حدد دائرة واحدة فقط.

Strongly disagree   ⬭
Disagree   ⬭
Neutral   ⬭
Agree   ⬭
Strongly agree   ⬭

13.   BL has not improved the linguistic abilities of the EFL students. *

حدد دائرة واحدة فقط.

Strongly disagree   ⬭
Disagree   ⬭
Neutral   ⬭
Agree   ⬭
Strongly agree   ⬭

14.   I have understood the subjects of the courses in a better way. *

حدد دائرة واحدة فقط.

Strongly disagree   ⬭
Disagree   ⬭
Neutral   ⬭
Agree   ⬭
Strongly agree   ⬭

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15.   I have got the benefits of the face to face classroom, along with the flexibility *
of using blended learning.

حدد دائرة واحدة فقط.

Strongly disagree ⚪

Disagree ⚪

Neutral ⚪

Agree ⚪

Strongly agree ⚪

16.   I get overwhelmed during blended learning class *

حدد دائرة واحدة فقط.

Strongly disagree ⚪

Disagree ⚪

Neutral ⚪

Agree ⚪

Strongly agree ⚪

17.   The learning process has become less effective. *

حدد دائرة واحدة فقط.

Strongly disagree ⚪

Disagree ⚪

Neutral ⚪

Agree ⚪

Strongly agree ⚪

مقياس الأهمية النسبية للمتوسط الحسابي Appendix3

:تم وضع مقياس ترتيبي للمتوسط الحسابي وفقا لمستوى أهميته وذلك لاستخدامه في تحليل النتائج وفقا لما يلي

Scale	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Score	1-1.79	1.8-2.59	2.6-3.39	3.4-4.19	4.2-5

جدول **(5)**

مقياس الأهمية النسبية للمتوسط الحسابي

الأهمية النسبية	المتوسط الحسابي
Very Low	1-1.79
Low	1.8-2.59
Moderate	2.6-3.39
High	3.4-4.19
Very High	4.2-5