

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOHAMED BOUDIAF –M'SILA

Faculty of letters and Languages

Departement of English STREAM

N°



DOMAIN : FOREIGN LANGUAGES

ENGLISH LANGUAGE

OPTION : LINGUISTICS

**Investigating EFL Teachers and Students' Attitudes
and Perceptions towards Blended Learning of
Writing Skill: The Case of Third-year students at
The Department of English at M'sila University**

**Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for Master's Degree**

Submitted by:

- Ms. Khalfat bouchra

Supervisor :

- Prof. Assia Baghdadi

Dr. amel BENNIA	University of M'sila	Chairperson
Prof. Assia BAGHDADI	University of M'sila	Supervisor
Dr. Messouda LAADJINI	University of M'sila	Examiner

Academic year

2021/2022

DEDICATION

In the name of Allah, the Most merciful, the Most compassionate ,God knows how much I worked to bring this work into light,

I would like to dedicate this work to :

The apple of my eyes, who has passed away , my best friend throughout my life and who taught me to be positive "***my mother Khalida***"

To the hard worker from whom I take my power ,who has passed away, for his support , love and encouragement for everything he has done for me "***my father Said***"

To the dearest person to my heart dear "***grandfather Khalfat Mohamed***" special feeling of gratitude to "***my grandmother Bakhti Sadia***"

To my sister "***Samah***" for her love and support

I am grateful to my strong pillar –a worm hearted person for everything he has done for me "***my dear second father Toufik***"

my deepest gratitude goes to my precious friends for their ceaseless moral unconditional support ,who have always been a source of motivation "***Sarra Bentayeb, Islam Ben Adel , Bendibe Chima , Choab Jouiba, Amina Dahmane , Hind Ben Ali , Imen Bayou , Amina Yahi , Dilmi Chima***"

To all those who love ***linguistics***

To my purest ***soul Mohamed Jawad*** and ***Hafsa Jouri***

To all ***My cousins***

To the post graduation class ***2021/2022***

To all who know me I dedicate this work

ACKNOWLEDGMENT

All praise and thanks are due to Allah the Almighty, for supporting me in completing this work, without his support, grace and mercy, I would not have finished my thesis.

I ' am massively grateful to my honorable teacher and my supervisor **Professor BAGHDADI ASSIA** for her immerse support , her continuous guidance , and her patience to get the perfect version of this work. Honestly, without her valuable feedback, this work would not have been completed.

Also, I would like to express my gratitude to **Ms. Farrah** for her continuous encouragement and my immerse gratitude to the members of the jury for accepting to read and evaluate my research. Their grateful comments will surely help me in enhancing this work.

I want to express my appreciation to third year students at the Department of English of University of M'sila for taking part in this research .

Lastly, I must somehow try to convey the enormous gratitude I feel towards my wonderful grandmother, her never ending prayers, support and love. All in all. I' am truly grateful for the help I have received from everyone. Thank you very much .

Abstract

Blended learning has received an increasing interest in many fields, most importantly in the field of education. After the spread of Covid 19 epidemic, all countries around the world have witnessed a long lasting standstill where the educational system has shifted from the traditional learning in the classroom to the electronic learning through online platforms. The present study aims at investigating students' as well as teachers' perceptions towards blended learning mainly the writing skill. An exploratory investigation was undertaken using two questionnaires. The first one was administered with a sample of 60 third year English students at M'sila University, while the second survey was delivered to the department's written expression teachers. The obtained data were analyzed both quantitatively and qualitatively. The findings revealed that most EFL teachers and students have negative attitudes towards BL when it comes to the writing skill. The results indicate that learning writing skill through online platforms is ineffective, unlike the traditional face to face learning in which the majority of students believe that BL did not provide them with more writing opportunities. Besides, it did not motivate them to spark their interaction as well as their performance and failed to make learning process more successful and effective.

Key words: Blended learning; writing skill; Face-to-face learning; writing opportunities; online platforms; perceptions.

List of Abbreviation

- EFL** : English as a foreign Language.
ESL : English as a second Language .
BL : Blended Learning .
E-Learning : Electronic Learning.
Moodle : Modular –object –oriented Dynamic learning environment .
Covid 19 : Corona Virus disease 2019.
TEFL : Teaching English as Foreign Language .
ICT : Information Communication Technology

List of figures:

Figure: 01 number of female and male students who answered the questionnaire.	44
Figure :02 students Age.....	45
Figure :03 the use of teaching techniques in classroom and online classes.	46
Figure :04 the effective activities in writing expression.....	47
Figure :05 the practice of students written activities.....	48
Figure :06 students written expression motivation.....	50
Figure :07 students access to Moodle platform.	51
Figure :08 kinds of applications used for online classes.	53
Figure :9.1 written expression session in classroom.	54
Figure :9.2 written expression sessions in online classes.	55
Figure :10 the frequency of written assignments.	57
Figure :11 students’ engagement in written expression activities.....	58
Figure :12 kinds of written expression activities.....	59
Figure :13 students’ assessment in written expression module.	60
Figure :15 students experience with technology integration in written expression classes.....	63
Figure :17 the usefulness of teaching strategies.	65
Figure :18 students’ difficulties in learning written expression course through online platforms.	66
Figure: 19 number of male and female who participate in the written expression questionnaire.	72
Figure: 20 written expression experience.....	73
Figure: 21 the written expression teaching techniques and strategies.....	74
Figure: 22 the effective activities in written expression.....	74
Figure: 23 the more presented activities in written expression.	75
Figure :24 students written expression motivation.....	76
Figure :25 the student’s level in writing.....	77

Figure :26 the use of Moodle platform by written expression teachers.	78
Figure :27 the applications used for online written expression classes.	79
Figure :28 the number of written expression sessions.....	80
Figure :29 the frequency of written assignment.	81
Figure :30 students' engagement in written activities.	82
Figure :31 written expression activities.....	83
Figure :32 teachers' assessment in written expression module.....	84
Figure :33 written expression teachers experience in using Bl.	85
Figure :34 the effectiveness of written expression teaching strategies.	86

List of tables:

Table: 01 Number of female and male who answered the questionnaire.....	44
Table :02 students Age.	44
Table :03 the use of teaching techniques in classroom and online classes.....	45
Table :04 the effective activities in writing expression.	46
Table :05 the practice of students written activities.	47
Table :06 students written expression motivation.	49
Table :07 students access to Moodle platform.	51
Table :08 kinds of applications used for online classes.	52
Table :9.1 written expression session in classroom.....	53
Table :9.2 written expression sessions in online classes.	55
Table :10 the frequency of written assignments.....	56
Table :11 students' engagement in written expression activities.	58
Table :12 kinds of written expression activities.	59
Table :13 students' assessment in written expression.	60
Table :14 students experience in using online learning.....	61
Table :15 students experience with technology integration in written expression classes.....	62
Table :16 the students' perceptions about the content of the courses.	64
Table :17 the usefulness of teaching strategies.	64
Table :18 students' difficulties in learning written expression course through online platforms.	66
Table :19 number of male and female who participate in the written expression questionnaire.	71
Table :20 written expression experience.	72
Table :21 the written expression teaching techniques and strategies.....	73
Table :22 the effective activities in written expression.	74
Table :23 the more presented activities in written expression.....	75
Table :24 students written expression motivation.	76
Table :25 the student's level in writing.....	77
Table :26 the use of Moodle platform by written expression teachers.....	78
Table :28 the number of written expression sessions.....	79

Table :29 the frequency of written assignment.	80
Table :30 students’ engagement in written activities.	81
Table :31 written expression activities.	82
Table :32 teachers’ assessment in written expression module.	83
Table :33 written expression teachers experience in using Bl.....	85
Table :34 the effectiveness of written expression teaching strategies.....	86

List of contents

DEDICATION	I
ACKNOWLEDGMENT	II
Abstract	III
List of Abbreviations.....	IV
List of figures	V
List of tables:.....	VI
General Introduction	
1. Background of the study:	1
2. Statement of the problem:	2
3. Aims of the study:	2
4. Research questions:	3
5. Research Hypotheses:	3
6. Significance of the study:	3
7. Research methodology:	3
8.Organization of the Dissertation:	4
9. Definition of terms:	5
CHAPTER ONE:	6
Blended learning and the Writing Skill.....	6
Section one: Blended learning	7
Introduction:	7
1.1 Definition of Blended learning:.....	7
1.2 The History and Origin of Blended Learning:	8
1.3 The Characteristics of Blended Learning:.....	9
1.4 The importance of BL:	10
1.5 Models of Blended learning:	12
1.6 The Challenges of BL:	15
1.7 The Advantages and Disadvantages of blended learning:	16
1.7.1 The Advantages of blended learning:.....	16

1.7.2 The disadvantages of Blended learning:.....	17
□ On the learner:	17
□ On the teacher:.....	17
□ On the school:.....	18
1.8 The Role of teacher in Blended learning:.....	20
Conclusion:.....	22
Section two: The Writing skill.....	22
Introduction	22
1.1 Definition of writing:	22
1.2 Importance of writing skill	23
1.3 Aspects of a good writing:	24
1. Grammar:	24
2. Vocabulary:	24
3. Mechanics:	24
4. Fluency: (style and ease of communication).....	24
5. Form: (organization).....	24
1.4 Writing Process	24
1- Planning:.....	25
2- Drafting	25
3- Editing: (Reflecting and Revising).....	25
4- Publishing.....	25
1.5 Role of teachers in writing process	26
1.6 Instructional Strategies use to teach writing:	27
1.7 Feedback in Writing:	28
1.8 Written corrective feedback strategies:	29
1.8.1 Direct and indirect feedback:	29
1.8.2 Focused and Unfocused feedback:	29
1.8.3 Comprehensive or Selective Feedback:.....	30
1.9 Writing Difficulties:	30
1.9.1 Grammatical Difficulties:.....	30
1.9.2 Punctuation and spelling difficulties:	30
1.9.3Vocabulary Difficulties:	31
1.10 The Reason for Writing Difficulties:	31
1.11 The Concept of Error in Writing:	33
1.13 The Sources of Errors:.....	33
1.12 Types of Errors made by EFL/ ESL Writers:.....	34
1.13 The significance of error correction:	34
1.14 Methods of connecting student's written work:	35
Conclusion:.....	36
Chapter conclusion	37
Chapter Two:.....	38

Research Methodology and Discussion of Results.	38
Introduction	39
2.1 Design and Data collection Method and tools	39
2.2 Design and Data collection procedures	40
2.3 Data collection and procedures	41
2.3.1.1 Administration of the questionnaire:	41
2.3.1.2 description of the Questionnaires:	41
2.4 Teacher’s questionnaire :	42
2.4.1 Administration of the questionnaire :	42
2.4.2 Description of the questionnaire :	42
2.5 The analysis of the students questionnaire	44
2.5.1 Discussion of the students Questionnaire findings.....	67
2.6 The analysis of written expression teacher’s questionnaire	69
2.6.1 Discussion of the teacher’s questionnaire	86
GENERAL CONCLUSION	88
Suggestion and the pedagogical the recommendations for future Research	90
Limitations :	93
List of references:	95
List of appendices:	112
Résume :	121
الملخص:	121

General introduction

1. Background of the study:

Over the past decade, technology has played an important role in people's lives. The internet, in particular, has become an essential part of most human activities such as communication, science, business, and education. Efforts have been made to integrate these technological advancements in education in general and specifically in teaching and learning English as a foreign language. " For that reason, it is important for educational systems to take into consideration the increasing change in the world caused by technology and prepare students to cope with it successfully, by integrating new innovative methods that seek to deal with different classroom challenges, as well as improving student's language. Blended Learning is a valuable tool that can be used to more successfully achieve teaching and learning language skills goals (Bandit, 2016). This tool is an educational methodology that blends online or digital components with face-to-face instruction. It is a combination of online and face-to-face instruction (Sudarsana et al ,2019). Several studies have shown that Blended Learning received positive feedback from the students , and it has increased student's motivation. Furthermore, it has positively affected learning language skills. Young (2008) asserted that Blended Learning plays a vital role in learning language sub-skills.

Language is a fundamental means through which humans communicate with each other. In order to be a well-rounded communicator, one needs to be keen on each of the essential language four skills; listening, speaking, reading, and writing. The latter is considered to be one of the most significant skills that needs to be built at the very beginning of any attempt to learn a language, especially the English language. Writing is a productive skill that is considered to be one of the most important communicative skills (Hayes et al., 1986). Besides, this skill is considered as being the most difficult one to master and improve in a classroom setting. That's to say the mastery of writing skills in English language is a priority for many second language or foreign language learners. In fact, making students love writing is one of the precious gifts a teacher can give to his/ her student, therefore, they need ample opportunities to write with pleasure and even with passion inside and outside the classroom. According to several studies in the subject of blended learning of writing skill, researchers aimed to investigate the use of blended learning in developing writing skill. As described by Suliswone et al. (2016), blended learning is a flexible approach that gives the opportunity for practicing and improving writing skills which are still a problem in English learning. Additionally, Boyer and Chambers (2017) supported the idea that blended learning enables students to work and develop learning skills independently. In the same vein, Cui and Hu

(2020), declared that blended learning makes it easier for teachers to organize learning materials compared to the traditional approach where teachers deal with paper documents. Thus blended learning saves time for both teachers and students. In essence, Abdul Rahman et al. (2020) used focused groups, interviews to explore ESL learners' perceptions of blended learning in the English writing course. The findings revealed that blended learning “ helps the students to develop written communication skills, self _esteem and interest in learning English writing “ (p.7698). However, according to Ammalai et al.(2016), the results mentioned that writing performance had improved significantly after learning through the BL approach . Although blended learning was found to be effective in developing students' writing skills, research showed that there are certain challenges associated with this learning approach. These challenges include the high cost of the internet, poor technical skills, creativity and management issues (Hassan et al., 2021). This has incited us to do some research about both students and teachers' perceptions and attitudes towards blended learning in enhancing writing skill as well, their experience about the emergent shift from classroom to online classes in the teaching and learning process.

2. Statement of the problem:

The writing skill plays a significant role in enhancing students' communicative competence in the EFL educational field. Due to covid 19 epidemic circumstances the education system in recent years has witnessed a shift from the traditional learning in the classroom to the electronic learning through online platforms. However, there are still some obstacles that may affect the learning process whereby teachers as well as learners are facing when trying to implement the new innovative approach (BL) which makes them still accrediting the traditional face to face method. This emergent shift led us to conduct this study in order to investigate students' attitudes and perceptions towards the implementation of blended learning in developing writing skill.

3. Aims of the study:

Some specific aims have been established to guide this research. These aims are as follow:

- 1) Investigating EFL teachers' as well as learners' attitudes and perceptions towards blended learning implementation to improve the writing skill.
- 2) Demonstrating the effect of blended learning on the students' writing productions

4. Research questions:

The current study is an attempt to answer the following research Questions:

Q1. How do teachers perceive the implementation of BL in their teaching of the writing skill?

Q2. How do learners perceive the implementation of BL to improve their writing skill?

Q2. To what extent can blended learning affect learners' performance and promote their writing proficiency?

5. Research Hypotheses:

Based on the above research Questions it is hypothesized that:

- 1) Learners and teachers have Positive attitude towards the implementation of blended learning to improve the writing skill.
- 2) Blended learning promotes learners' interaction and helps to motivate them by having intensive writing opportunities inside and outside the class under the supervision of teachers.
- 3) Teachers are working hard to cope with the newly integrated approach of blended learning despite the obstacles and the difficulties they face.

6. Significance of the study:

The current study is crucial since it is anticipated to provide learners with new techniques and strategies that may be useful for enhancing writing abilities learnt through varied online platforms. It also provides teachers with a great understanding of online teaching as well as offering new recommendations and suggestions to enhance the process of teaching written expression courses using various online platforms.

7. Research methodology:

To reach the aim of the study and validate the hypothesis, data need to be collected and analysed to get reliable results, the nature of the topic and the variables of the current research study lead to adopt the exploratory method which would be more adequate since, the phenomenon of blended learning of the writing skill is new compared to the previous years in the Educational system where exactly this work has not been investigated clearly. Two

General Introduction

Questionnaires were used, one questionnaire attempted to gather more reliable data about the students perceptions and attitudes towards the implementation of blended learning and how it affected their writing skill learning process, the second Questionnaire was designed and emailed to EFL teachers to gain valuable data from their point of view about blended learning and their experience in teaching written expression using different online platforms. Hopefully, this tool will provide us with sufficient, valid, reliable data ,and results. Furthermore, third year students and teachers in the English department of Msila's University are selected as the target population of the current study. Out of 193 students, a sample of 60 students has been selected randomly to answer the Questionnaire. In addition, three (03) of written expression teachers in the English department participated in the current research study .

8.Organization of the Dissertation:

The current dissertation is divided into two chapters; starting with a general introduction and ending with a general conclusion. The first chapter consists of a theoretical review, while the second chapter is devoted to the practical part. Chapter one is divided into two sections, the first section is entitled "Blended learning" it deals with the definition of Blended learning, the history and the origin of this approach, the importance, the characteristics, the models, the advantages and disadvantages of this approach, then, the role of teacher in Blended Learning. The second section is entitled "writing skill" which includes the definition of writing, the importance, aspects, the process of writing, the role of teacher in writing skill, the instructional strategies, the feedback in writing, types of feedback, writing difficulties, the reasons of writing difficulties, error in writing, sources of writing, methods of correcting students written work, and conclusion. The second chapter, on the other hand, is devoted to the practical part. It is divided into three sections; the first section presents and discusses the research tools and the procedures that are cornered to investigate the research questions and hypothesis. The second section describes the population and the sample which were relied on for this research work. The final section devoted to the overall results of the research work.

Finally, a general conclusion is provided. It covers all the implications and educational recommendations for a better blended learning experience.

9. Definition of terms:

- ☐ **Face to face learning:** Theoretically, it is the traditional kind of learning where instructors and Students meet together in one place at the same Time (the World Bank institute 2008). Operationally, the face-to-face element refers to the traditional way of teaching, which is like a classroom. It depends on the teacher for lecturing or discussing topics with the students.
- ☐ **Blended learning:** Theatrically, Graham (2006) defines Blended learning as a combination of instruction from two historically separate models of teaching and learning: traditionally face to face learning systems and computer-mediated tearing (p. 01). It is also defined as the integration of E. learning tools such as virtual learning environments with face-to-face learning. (Welker and Benar, 2006).

Operationally, it Blends the advantages of Both face-to-face methods and the learning. It also shifts from teaching to learning - and from teacher centered class to student centered class.

CHAPTER ONE:

***Blended learning and the Writing
Skill***

Section one: Blended learning

Introduction:

Education is one of the sectors that has been affected by covid _19 pandemic lately education has changed from traditional teaching towards online one. Due to the spread of covid _19 across the globe that urged the necessity to protect healthy social distance to ensure the people's safety, many schools and universities doors have been shut, those measures taken by the Algerian government to enable the students to complete the 2019-2020 academic year. Aiming to facilitate their learning communication as well as enhancing their learning experience. The following section aims to introduce what blended learning is, what is its history and origins , its features, its validity, its models , and the role of teachers in the blended learning environment in addition to the main challenges in blended learning.

1.1 Definition of Blended learning:

“We are living in an ever-changing world" (Sethy, 2008, p.29). This has revolutionized teaching and learning, particularly distance education. The arrival of the World Wide Web (WWW) has increased the demand for distance education and concepts like online learning or e-learning have emerged, as a result. According to Wang (2010), “the system of online learning has been largely used in higher education, and a lot of studies have been done to discover both its strengths and weaknesses”. This new environment combines the e-learning and the classical learning environments. It has been termed as blended learning, hybrid or mixed learning. As Azizhan (2010) stated, “it is better to mix the strengths of both learning environments to develop a new method of delivery called blended learning». The body of literature on blended learning proves that there is no unity on the definition of blended learning. DRISCOLL (2002) defined Blended Learning as a combination of instructional methods. Similarly, it is a combination of online and face-to-face instruction (Reay, et al, 2001). 'Face-to-face' here is classroom teaching or traditional language learning lessons. The delivery of the online part of the course is usually through learning technologies, typically involving a Virtual Learning Environment (VLE) such as 'Blackboard' or 'Moodle'.



Figure: 01 Blended learning Environment. [Tayebnik and Puteh, 2013]

This figure indicates the elements in defining Blended learning and those are online and face to face instructions that's to say blended learning is a mixture of online learning and classroom that contain some of the facilities of online courses with the presence of face-to-face communication. In this regard, Sharma & Barrett (2009) argued that: “Blended learning is one of the recent ways which combines face to face classroom component with an appropriate use of technology the term technology covers a wide range of recent aspects such as the internet, CD room and interactive white board, it also combines the use of computer as a means of communication such as chat and emails ”. (p.7). In addition to the same perspective, Blended learning according to Graham (2006) is the conjunction of direct learning settings where students and teachers meet in the same place, basically classroom, to learn with the settings that are based on communication technology as they can connect distantly. Blended Learning is an educational model which can integrate e- learning with traditional learning to support interaction inside and outside the classroom.

To conclude, all these definitions elucidate that affective integration and the use of different delivery methods (online, face to face) of teaching and learning, are extremely helpful to enrich the teaching and learning processes. Despite the myriad of definitions that exist in the literature about the BL approach, it is mostly agreed that it combines both face to face instruction and computer mediated instruction.

1.2 The History and Origin of Blended Learning:

The rapid rise of internet technologies in the past few years has led to a wide range of innovations in teaching learning approaches. It has witnessed a huge revolution in the applications of the computer in education. Its first use in education has taken various forms. Starting from using computers in education to the use of the internet in education. Finally, emerged the concept of Blended learning, which depends on technology to provide the educational content to the learner in a good , and effective manner. In this Concern, Chen, Ruberg and Martin (2008) claimed that:

“Technology holds great potential for students to develop deeper knowledge and execute reflective thoughts by the specific tasks that they otherwise will not have access to. Technology also provides capabilities to complement students' learning styles and multiple intelligences ... the advancement of technology creates new opportunities for learning, teaching, and assessment” (p, 202-204).

More clearly, the overuse of technology in the field of learning and teaching has changed the educational field and introduced new methods and strategies that satisfy the

needs of teachers and help learners fulfil better academic achievement. In this respect, blended learning has been considered as a great solution to the learning obstacles which represents an opportunity to integrate the innovations and technological advances as well as a great solution for the purpose of improving the quality of instruction and expanding students' learning experience (Hawi & Sudiro, 2019).

However, the origins of blended learning can be traced back to the early 1990, when this approach developed its roots by incorporating technologies into education such as those that feature video and sound. According to Yanthi (2019) Blended learning can be dated back to the 1940, during that time launched the first variation of distant learning that closely resembles what we know today, he sent "short- hand text to his students via email postcards, the students, in their turn were required to resend then to be graded and connected " (p. 392). Principally, the practice of this approach began to grow in popularity following the publication of the «handbook of BL by Curtis, J, Bouk, Charles, R & Graham C, R in 2006. Since then, Blended learning began to be understood as" the union between face-to-face instruction and technology- based learning".

1.3 The Characteristics of Blended Learning:

In general terms, the teacher's role in BL instruction is more concerned with the mixing of face-to-face classroom (traditional learning) and the utilization of technological tools as an example: digital computer, internet, mobile, and online applications. Hence, it is necessary for teachers to know more about the essential features of BL before using it in EFL classes. according to Lalima Dan Gwal, (2017).

Several features of BL are coined by experts in the field of teaching and learning. These features are agreed upon to govern a successful Blended learning experience. They can be summed up in respect to the student and teacher perspectives.

On one hand, Students have the option of the two modes: students in blended learning can select either the traditional mode of classroom teaching where they can get personal interaction with teacher and their classmates or they can choose ICT supported teaching learning. The implementation of BL gives the students the opportunity not only to get a wide exposure to the course content, but also to gain a new perspective . In short, due to the wide range of experiences that students are exposed to in this approach, their content knowledge is highly enriched. Furthermore, BL is greatly featured by constructivism guidelines. This sheds light on the point that content knowledge enhancement is achieved on the expanse of knowledge construction process rather than a consuming task from the part of the learner.

Students construct their own knowledge rather than depending on others to design teaching-learning strategies for them. Additionally, the learners get face to face interaction as they interact in virtual space: students get ample time to interact with other students pursuing the same course. They can interact with them inside college campuses and also in virtual space . This allows them to get a full experience in using new technology. Students involved in blended learning gain capability to exploit available technologies to the fullest of their benefit. Through Blended learning, students get training in different life skills. Life skills are needed to lead to a happy, peaceful , and successful life. The major life skills are empathy, decision making capability, love, patience, communication, self-management, and critical thinking. The blended learning helps the students to practice these skills.

On the other hand, the diverse role of teacher. The teacher plays a different role in blended learning either as motivator, as a resource person, as an organizer, as a developer, when S/He develops content to be provided through ICT, as a guide on the side. Thus, teachers get freedom from the monotonous traditional roles and S/HE can try her hands in diverse areas that are good for his/her professional growth. Another feature is physical development. It is possible within school campuses: the online learning and ICT supported teaching learning process which is often targeted with the blame that it ignores physical development of the students. Blended learning overcomes this limitation. It provides a multicultural and multi dimension approach to the teaching learning process: blended learning provides students an opportunity to communicate and share their views and feelings with the students all over the world thus it makes the teaching learning process multicultural and a variety of experiences. It has a human touch: due to the physical presence of teachers via traditional approach students get that human touch which is effective in students emotional, that to say due to their physical presence of teachers via traditional approach, and even during online learning. (Lalimo and Sang, 2017, p 132)

1.4 The importance of BL:

Blended learning is one of the most modern methods of learning, helping in solving the knowledge explosion problem, the growing demand for education and the problem of overcrowded lectures. Blended learning increases the learning effectiveness to a large degree, decreases the time and the training costs, allows the learner to study of his favourite line and place allows for live interviews and discussions on the network, provides updated information suiting learners need, and provides simulations, animations, practical events and exercises and

CHAPTER ONE : Blended learning and the writing skill

practical applications (Al Shumaq and Domi, 2010). More clearly, there are many reasons that an instructor, trainer, or learner might pick Blended learning over other learning options. Guthorpe and Garaham (2003), identified six reasons that one might choose to design or use a blended learning system : (1) pedagogical richness - (2) access to knowledge (3) social interaction (4) personal agency (5) Cost- effectiveness and (6) ease of revision. In the BL literature, yet the most common reason provided is that BL combines the best of both worlds. Garaham (2003), found that people chose BL for three reasons which are improving pedagogy, increasing access and flexibility, and increasing cost effectiveness.

Initially, Improved pedagogy is one of the most commonly cited reasons for blending more effective pedagogical practices. Current teaching and learning practice in both higher education and corporate training settings is still focused on transitive rather than interactive Strategies. This is mainly illustrated by Collis, Acree. et al., (2003) "Some have seen Blended learning approaches increase the level of active learning strategies, peer to peer learning strategies and learner-centered strategies" . In this sense, a Blended environment may offer a new way for students to move from passive not taking roles to an active learner centered role. Therefore, students are considered to have learner-centered activities that enable them to be cognitively active as well as have ideas for collaborative learning and problem solving in environments that mix live face to face elements with virtual reality.

Secondly, Increased access and flexibility for classroom teachers or access to learning is one of the key factors influencing the growth of distributed learning environments (Bouk et al., 2002). That is to say, Blended learning provides the learner with new ways for interacting with content and allows the teacher to flexibility learning for all students. In this perspective, learners by using the Blended learning approach can get access to a wide variety of resources through the use of their devices while being seated in the classroom or at home. However, according to Wingard (2004) in which he stressed the idea of accessibility and flexibility by stating that: " the student like to have the ability to access course material anytime, anywhere and are positive about the convenience and flexibility this provides them because blended learning lessons help in providing them with the flexibility, they need" (p.27).

Cost- effectiveness is a third major goal for BL systems in both higher education and corporate institutions (Graham, 2005). Thus, Blended learning provides many opportunities for reaching a large and globally dispersed audience in a short amount of time. In other words, the educational institutions are able to deliver content anywhere and anytime to meet their learners' needs and interests. As it is stated by (Acree et al, 2017, p 106) " the blended

learning allows educators and institutions to provide online content to many learners around the world for a very low marginal cost" (as cited in Boukrika, Bouhlessa. 2020).

In the same vein, Marsh (2012) argued that the significance of BL can be pointed as follows:

- developing language learners' autonomy
- Providing more individualized language support.
- Promoting collaborative learning.
- Increasing student's interaction and engagement.
- Providing opportunities to practice the language beyond class settings.
- Improving the language skills of language learners.
- It accommodates a variety of learning Styles by providing access to an unlimited number of materials (online and offline)
- It provides a place to practice to target language beyond the classroom by increasing hours of online hours.
- It provides flexible study, anytime, anywhere to meet learner's needs.

1.5 Models of Blended learning:

Because of the various features of Blended learning, researchers classify this approach into several models. According to Acree et al, (2017) "the majority of Blended learning implementations have been categorized into models: rotation model , flex model , a la cart model , and enriched virtual model. While there are various catalogues for types of Blended learning, this one is frequently used and regarded in Blended learning research. Further, this best matches the models used and explained in BL programs".

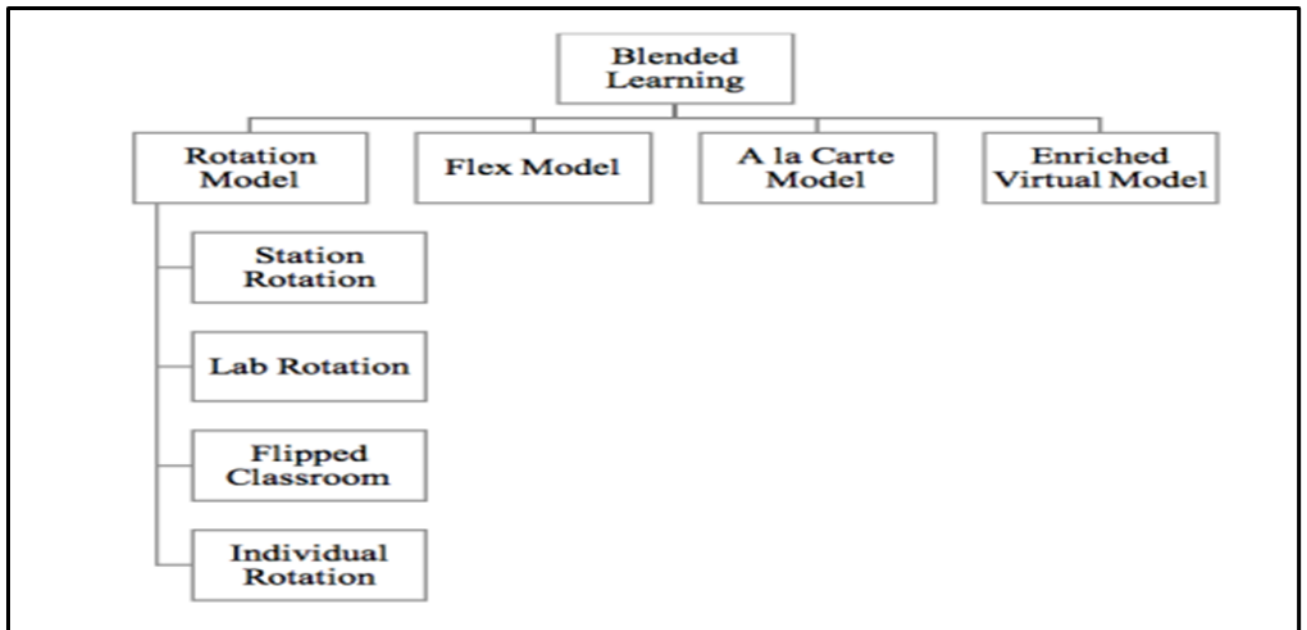


Figure:02 Blended Learning Models.(Learning Research, 3(2), 105-143)

Firstly, in a rotation model a teacher rotates students between online and some form of face-to-face learning in some fixed way. According to Beaver et al., (2015): “the practice of this model means that a student stays at the desk but switches between a paper and pencil instruction and online instruction like a tablet or a laptop” (p. 02). That’s to say, the Rotation model within a given course students rotate on a fixed schedule between learning online in a one to one, with a traditional face to face. Typically, there are four types of the rotation model that have been discussed; Station rotation, lab rotation, flipped classroom and individual rotation (Beaver, et al., 2014 p.7).

Secondly, according to Staker, Horn (2012): “students rotate on fixed schedule or at the teacher’s discretion among classroom-based learning modalities, and at least one of these stations includes an online learning station for online learning, other stations might include activities such as small group or full class instruction group projects, individual tutoring and pencil and paper assignments” (Staker, & Horn, 2012 p.8)

Thirdly, in Lab Rotations, the school rotates students in and out of computer labs, where they are typically allowed to use the computers for a specific amount of time. (Mar, 2022). So, the online learning takes place in a specially designed learning lab. That is the lab rotation model differs from the station rotation model in that students rotate among locations on the campus instead of staying in one classroom for the blended course or subject. (Staker & Horn, 2012).

Next, in the flipped classroom students rotate on a fixed schedule between face-to-face teachers guided practice on campus during the standard school day and online delivery of

CHAPTER ONE : Blended learning and the writing skill

content and instruction of the same subject from a remote location. Thus, the flipped classroom model accords with the idea that blended learning includes some elements of student control over time, place, path and or pace because the model allows students to choose the location where they receive content and instruction online and control the pace at which they move through the online elements. Basically, this will enable students to control how, when, and where they receive their online instruction.

Besides, the individual rotation is when students rotate on an individually customized fixed schedule among learning modalities at least one of which is online learning a teacher sets individual students schedules, so the individual Rotation model differs from the other Rotation models because students do not necessarily rotate to each available station or modality (Staker & Horm, 2012, p.11). That's to say students do not need to rotate every available station or modality (face to face modalities while learning).

Furthermore, the flex model features learners working on a custom time table rotating among modalities' one of which is online learning. The flex model is not fixed but fluid, enabling adjustments in schedules in real time to satisfy the ever-changing learning requirements of students. (Altimay and Zehro and Altimay, 2020). That means students can move through the online content according to their own needs and understanding and take the course in the school. Furthermore, in this model, the content and instruction are delivered primarily by the internet, students move on an individually customized, fluid, schedule among learning modalities and the teacher is the recorder on site. (Chinstensen, Horm & Staker, 2013).

Concerning a la carte Model, it is also called the self-blend model that enables learners to design their learning experience through the selection of particular online classes to complete their traditional work at school. Regarding the online learning Component, the teacher is virtual and the study takes place at school or abroad, this model could be used if schools do not have certain on-site classes (Altimay, Zelo Altimay, 2020). Furthermore, the a la carte model gives students a chance to take an online course notwithstanding the central subject, giving students greater adaptability over their timetables ". Thus, this model is gaining prominence both in the Educational and professional workplace since it offers students the chance to control their time, spot and pace while showing their abilities and information (Chainwe et al, 2020).

Finally, Enriched virtual: the enriched model is an alternative to full time online school that allows students to complete the majority of coursework online at home or outside of school, but attend school for required face to face learning sessions with a professor (Garrison

and Kanuko, 2004). In other words, in an enriched virtual model, students attend one or more required face to face meetings and then complete the remainder of the course work online at their own pace.

1.6 The Challenges of BL:

As there are a great number of benefits, the complex nature of BL instruction also insists on the existence of a numerous of challenges that should be taken into consideration when designing the BL Methodology, they range between design, cultural, technical professional organizational and instructional design issues. Studies have indicated that the main challenges of BL for students are time management, course design, and personal barriers that include familial and career pressures.

According to Sait et al., (2003) stressing the cultural challenge of the BL implementation states that one major challenge to be considered in the implementation of blended learning is the cultural constraints, in which some instructors are against new technological methods as a replacement for face-to-face instructions. This resistance can be the general conclusion of society norms and values which might create a negative perception of the potential of the internet as threatening to its culture. Taking the case of Saudi Arabian for example, Alebaikan and Troudi (Ibid) also state the study conducted by Al- Kahtani, Ryan, and Jefferson (2006), in this given study, they investigated the Saudi female teacher's perceptions regarding the potential use of the internet, they conclude that their perceptions of the potential use of the internet influence their attitudes towards blended learning in practical terms, the conservative elements of the society see the internet as a dangerous tool to their norms because of its unethical content. Yet, others teaching in science disciplines tend to consider the internet as a useful trial in improving teaching outcomes.

Additionally, Hofmann (2011) tackled a variety of issues that might include technical organization and instructional challenges hinder the execution of BL approach. She focuses more on the "instructional design challenges as she believes that when learning technologies are introduced attention is often given to the technology implementation and the way technology is embedded.

1.7 The Advantages and Disadvantages of blended learning:

1.7.1 The Advantages of blended learning:

In an interactively meaningful learning environment, blended learning takes place through the effective combination of different delivery methods, teaching models and learning styles. In order to improve student learning and address important educational issues, blended learning courses combine online learning activities with classrooms where resources are best used (Garrison, 2004). Hence, due to its nature, blended learning is very likely to hold the two sides, because it is like a double-edged sword, and its use has revealed some drawbacks as it offers a lot of advantages.

So, there are some advantages for Blended learning that benefit the learners and the teachers in the learning and teaching process. The first advantage is saving time. One of the most important benefits of BL is that it reduces time in several ways. Students may do their homework, tasks before coming to class, so they will discuss only the most important ideas when coming to class in an organized way under the teacher's control. According to Mc Carthy and Murphy (2012), stated that programs would be completed in less time. That's to say since the majority of the models focus on the online phase, the students will absorb only the most basic element at home and when they reach the class, they will be having adequate knowledge to discuss and thus reduce the time of the class. For the sake of not wasting time, according to (Driscoll. 1998 Purcell - Robertson, 2002) " one of the main challenges while adopting this modality is time saving where students will be virtually present and doing the intended task. (As cited in Chattel, S.2020) . The second advantage is Gathering Remote students, during the period of covid 19 students may not be able to attend the face-to-face classroom because of the covid quarantine. Thus, BL as a result is considered as one of the most important solutions to solve this problem of remoteness, as Swani vive Kenand indicate that: "if people cannot reach school schools should reach them".

The third advantage is Promoting flexibility, according to (Kadri 2018 p.44) stated that the anytime, anywhere characteristics of web-based Technology devices extend the flexibility of learning. That's to say BL offers the opportunity to study anywhere at any time. These are very beneficial features in presenting the highest flexibility level in Education. As Garaham and Stein described it " I can send an electronic message or post comments to a discussion forum whenever I want, and you can read and respond to that in your own time, this provides significant flexibility to teach and form together, but with different schedules (2014).

The fourth advantage is Saving lives, an obvious advantage to teaching online is the ability to reduce human contact; this is one of the most effective benefits during covid-19 wide spread. Especially when adopting the Blended learning as an alternative to traditional class (face to face courses) for teaching and learning process, teachers will not only reduce the human contact but rather they could control the overcrowding classes. Thus, Blended learning is an effective strategy to save lives that has been triggered post covid -19 Pindaric. (Ramakri, 2021).

1.7.2 The disadvantages of Blended learning:

Blended learning emerges as perhaps the most prominent delivery mechanism in education as well as a new concept in the educational field, whereas many limitations are expected to occur while adopting it. As Garaham (2004; P 1:32) mentioned the following issues:

- 1- The role of live interaction.
- 2- The role of learner choice and self-regulation.
- 3- Models for support and training.
- 4- Finding balance between innovation and predictions.
- 5- Cultural adaptation.
- 6- Dealing with the digital device.

These following issues will be distributed as follows: on the level of learner, on the level of teacher and the school. (Khattolo, 2020).

- **On the learner:**

One of the most known issues that could be faced is that some learners might not afford to buy electronic devices needed to participate during the online session so they might be excluded from the whole operation. As confirmed by Vakiri (2010) in his study "explored possible links between students' socio-economic status, social status of the parents' beliefs and how their students perceive the new advancement of technology. By the end, the findings showed that students from high social class tended to have high interest and positive views about the ICTs, but students from low social class expressed lower confidence in their ICTs Skills.

- **On the teacher:**

According to Christine Mehoui: "technology will not replace teachers, but teachers who use technology will replace those who don't". As demonstrated in the quote, teachers will be substituted if they don't have enough ICT knowledge. It is in reality that they will never be

CHAPTER ONE : Blended learning and the writing skill

replaced by robots but they will be substituted. Thus, technology is merely an augmentation to a teacher. It can help the process of learning but it certainly cannot replace the role of the teacher. A teacher is more than just a facilitator of knowledge, a teacher also acts as a guide, an inspiration for students ...etc a role that cannot be replaced by technology of any kind. According to the E-portfolio Website (2010):"ICT has more job security. Big issue, since technology keeps on changing merely every day, this means that individuals need to be constantly studying or at least keeping up with changes in their profession if they want to feel secure about their professions". This means that most teachers need to keep up with the new advancement changes for the sake of feeling safe about their occupations.

- **On the school:**

According to many previous studies, the majority of models of blended learning - especially the rotation model- demand labs where students study autonomously and listen to authentic materials. These Labs cost a great deal of money on the expense of school. This is something not all schools can afford nor provide. The absence of ICT resources in many schools hinders the imitation for implementing Blended learning. According to Beover et al (2014): "some Blended learning models are riskier and more costly than others, due to the degree to which they differ from traditional educational models and the technology needed for implementation"

Here are some other advantages and disadvantages according to different authors:

Author (s)	Advantages	Disadvantages
Medina (2018)	Possibility of offering students additional and varied support materials that are available at any time and anywhere and the possibility for students to benefit not only from technological resources, but also from pedagogical resources.	Difficulty in noting students aware of the online materials that were available for learning and training students and teachers in the use of online materials.

CHAPTER ONE : Blended learning and the writing skill

Lai-Lam e Lim (2016)	Communication between teachers and students can be instantaneous which allows for continuous learning outside the classroom, the discussion that takes place after class consolidates knowledge and contributes to learning; possibility to discuss with students from other geographic regions and students of different profiles are encouraged to participate in the discussions.	Need for technical support to students, difficulties in time management (both by students and teachers) and lock of student engagement in online media.
Lei te- Monteiro e Lio (2013)	Relativization of time, space, approximation to individual learning needs or styles, greater diversity of means and materials available, greater organization of teaching work- and automation and / or management of pedagogical tasks.	Technical difficulties in creating courses and disciplines or virtual platforms; difficulties in using the chosen platform difficulties in time management by students and teachers and difficulties in the initial participation of students
Costco et al (2012)	Student's contribution to discussion forums, ease of access to files mode available on the platform discipline organization, and interaction between tutors, monitors and students.	Need for good infrastructure in the educational institution, low quality of the available platforms in relation to the use of chats, and a tendency for students to participate late in activities.

1.8 The Role of teacher in Blended learning:

According to Amato et al, (2010; p 153): “technology gives teachers crucial information to understand individual needs of students to support and strengthen their learning, when teachers use the technology effectively, so they might become greater experts in the content areas”. Thus, the blended learning shifts the teacher's role from knowledge provider to coach and mentor. This shift does not mean that teachers play a passive or less important role in student's education. Quite the contrary, with blended learning teachers can have an even more profound influence and effect on student's learning. Consequently, it is important to discuss the major roles that teachers and learner's approach. In blended learning, teachers take the great responsibility for promoting student centered- learning in both the online and face to face environment that highly indicate that students also must be responsible for their own learning. This idea was supported by Sharma in which he stated: this new method of learning allows teachers to personalize the learning needs of students, and students can work at their own pace (2019).

Sharma (2019) listed various roles of the teacher holds in blended learning in which he/she plays the role like:

1- Classroom planners and content experts:

In the blended learning classroom, teachers are required to opt for long- term planning of curriculum and instructions in advance". (Sharma, 2019, p 326), which means that curriculum planning as well as instructional strategies must be well- organized content resources before the session starts. They are planned by the teacher to play the role in a perfect way and to teach the most important subjects perfectly. As well as accommodating differentiated instructional strategies, based on achieving student's needs. In this respect, teachers are required to master the art of content criterion as well as content utilization in both face to face and online situations. According to Sharma (2019): “the teacher role is" to render that content in different formats such as video tutorials, learning through doing, e-books, online lectures, podcasts, and others, so as to capture the learning style of diverse students in their classroom." (p. 326). That is why, it is important for teachers to have a background about the different learning and teaching styles of their students as well as organize the best strategies, methods and techniques that help students in acquiring the context of teaching English as a foreign language (TEFL).

2- A coach and tutor:

A major part of a teacher's job is coaching the students, to see how well they are performing and how well they have performed, or simply support their students in order to achieve specific goals. According to Sharma (2019): "a teacher needs to encourage students and celebrate their successes; teachers should also work with them one-on-one during student learning time" (p.326). This merely refers to the importance of the physiological encouragement of the teacher that helps students learn and as a result take ownership of their success, as well as motivate them and raises their success and performance.

3- A facilitator:

In the blended learning method, the role of the teacher changes, so the teacher's main role is to facilitate the way of gaining knowledge. And understanding of information" (Sharma, 2019, p.326). In this perspective, teachers turn into a facilitator who gives support in choosing materials to study autonomously according to the blended learning by making teachers use multiple strategies and learners that keep them motivated and engaged in their classroom, as well as make the acquisition of knowledge more easy.

4- An evaluator:

Teachers should be able to assess and provide students with feedback. "Blended learning gives a personal interaction between the teacher and individual students, thereby deepening and strengthening the relationships between students and teachers." (Sharma, 2019). Based on this respect, teachers will build a close relationship with their students, which empower teachers to comfort students through challenges that often serve as obstacles to learning.

5- Manager of effective differentiation of learning:

teachers research and assign various resources for students to use for learning in a blended learning environment, both traditional and online, and they tailor levels for each student." (Sharma, 2019)

6- Analyzer of student data to support instructional decisions:

technology makes it easier to collect and analyse immediate feedback and sources. Sharma (2019) stated that "the teacher is the determiner of the best move for both the class and the student".

Conclusion:

Blended learning is gaining more and more interest nowadays, due to its efficiency during the covid 19 outbreak. the previous section defined blended learning then mentioned the history and origins of BL as well the characteristics of BL.

After that a detailed explanation of the models was covered to lead to the importance of this new notion. In addition to that, the challenges resulting from blended learning in EFL classrooms were classified. Thus, this concept has a numerous shortcoming: those issues were discussed and adequately elaborated as they may occur on the level of learners, teachers and schools. The last point focused mainly on the core notion of this study which is the role of teacher in BL.

Section two: The Writing skill.

Introduction

Writing is one of the fundamental skills of the English language. It is highly complex and requires the mastery of several features for better performance on different levels: academically, socially, and professionally. For that, researchers have shown the importance of writing by highlighting a distinction between writers and readers. Hidi and Boscolo (2008) noted that writers, unlike readers, tend to produce and create texts in a minimal environment/ curricular input rather than simply consuming them (p.145). Moreover, writing is credited as the most challenging skill that requires considerable effort on the learner's part to gain an acceptable level of performance.

1.1 Definition of writing:

Writing is a skill, which all students aim to master since it helps them in measuring their improvement. According to Tangan (1994), writing is perceived as one of the skills used in indirect communication, without having face-to-face with other people (P.3). In addition to that, and on one hand, Byrne (1995) defined writing as a set of graphic symbols (letters) combined and related to the sound we make when we speak (p 813).

However, on the other hand, another group of researchers criticized the previous definition of writing and considered it as more than using symbols and sentences, but rather a mental and a cognitive process. Mohammadino & Ayo (2014) stated that "writing is more complex because it involves constructing a new text rather than dealing with an already

created one". That is to say that, writing is a task which demands physical and mental efforts where the writer writes and thinks at the same time. Furthermore, Enre (1988) defined writing as the process of systematic thinking, so that what is being written can be easily understood.

Additionally, Writing has been viewed, differently by others, as a group of sub-skills. For example, Lekky (1998) assimilated writing to be like riding a bike, by stating: "What makes bike riding hand learn is that you have to do many things at the same time that you do not yet know how to do well: pedal, keep your balances, steer, and watch the road ahead of you. Similarly, learning how to write seems to cause similar problems. Even in the first paragraph, you must have an idea of what you want to say, how to explain it, and how to sound conveying to your reader, you have to do all this in English." (p34)

Compactly, writing is, without a doubt, a crucial skill that demands a group of sub-skills and is bounded as a process of exchanging information and thoughts, giving ideas, and expressing feelings in understandable ways. Thus, it can be regarded as a form of communication that allows students to put their feelings and ideas on a paper to organize their knowledge and beliefs into convincing arguments and to convey meaning through well-constructed text using letters and symbols, syllables or words of the language.

1.2 Importance of writing skill

The importance of writing lies under the enhancement of the academic and personal path of students in higher education. Walsh (2010) declared: "writing is important because it's used extensively in higher Education and in the workplace. If students do not know how to express themselves in writing they will not be able to communicate well with professors, employers, peers, or just about anyone else. Much of the professional communication is done in writing proposals, memes, reports, applications, preliminary interviews, e-mails."

Harmer (2001) stated the reason for teaching writing is to help students of English as a foreign language include reinforcement, language development, and learning style in the writing task. Therefore, the importance of writing skill is due to its important role in the field of teaching and learning languages. In the same stream, Hedge (2005, p.9) provided an interesting set of proposes for writing which include the following points:

- Pedagogical proposes to help students learn the system of language.
- For Assessment purposes, as a way of establishing a learner's progress or proficiency.
- For real purposes, as a goal of learning to meet student's meet.
- For humoristic purposes, to allow student to show their strengths

- For creative purposes, to develop self- expression.
- For classroom management purposes, as a class activity which settles students down.
- For Educational purposes, to contribute to intellectual development and to develop self-esteem and confidence.

1.3 Aspects of a good writing:

Following the importance of writing, lights have to be shaded on the aspects of this important skill. According to Hugher (1989), there are five aspects in making a good writing, they are as follow:

1. Grammar:

It is important for the students to master because it is the one of the basics to understand a language. The basic grammar helps students to compose a text.

2. Vocabulary:

In order to write well, the ability to choose and use the appropriate vocabulary should be mastered, so they can explore more deeply about what ideas they want to express properly.

3. Mechanics:

Mechanics include some matters such as spelling, punctuation and capitalization. Spelling is important in order to make meaningful writing, the meaning will be changed if a word is misspelled, punctuation is a coward for the reader to raise his/her voice or drop lis Speed and stop reading, if the writer missed it, the meaning will be changed.

4. Fluency: (style and ease of communication)

A paragraph is said fluently when the choice of structure and vocabulary is consistently appropriate.

5. Form: (organization)

It is important for a paragraph to have a form (organization that means that all of the sentences in it discuss only one main idea. The paragraph has to have good form (organization) since some lack of organization is so severe that communication is seriously impaired.

1.4 Writing Process

Richards (2002) described the approach of teaching writing as if he is having four basic stages:

1- Planning:

Planning is the first stage of the writing process in which writers have to consider the three main issues including the purpose, the audience and the content of the structure. In addition, they need not only the type of text they wish to produce, but also the language they use, and the infection they choose to include.

2- Drafting

As the writing process proceeds into Editing, a number of drafts may be produced on the way to the send version. Brown and Hood (1989) states that drafting is: " the stage where you really begin writing, it is not the time to worry about spelling, grammar, punches or the best wording. The purpose behind the drafting step is to focus more on information and get it on paper and involves generating ideas, general organizing, and out hinges.

3- Editing: (Reflecting and Revising)

Editing is a process that involves revising the content, organization, grammar, and presentation of a piece of writing. The purpose of editing is to ensure that your ideas are presented to your reader as clearly as possible. Proofreading focuses on checking for accuracy in smaller details of your work.

4- Publishing

Publishing is the last stage where writers submit their work to the publisher making sure their written document should be completed before being published. However, each writer's goal is to publish his work and reach readers.

We might decide to represent these stages in the following way:

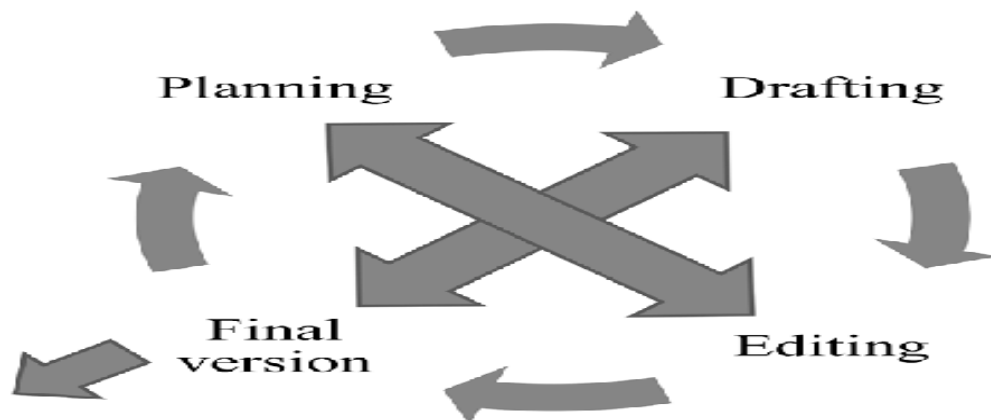


Figure: 03 the process wheel [Harmer, 2004, p 6]

Therefore, the process wheel" below clearly shows "the many directions that writer can take". (Harmer, 2004, p5). This means that writers either travel backwards and forwards or go up and down the wheel's spokes, only when their final version is reached.

1.5 Role of teachers in writing process

Writing is important for all EFL students that always aim to master it. The teaching of writing is becoming essential in any educational program worldwide for all levels. For an effective learning process, the teachers should provide the students with writing tasks and be aware of the various Variables. Hence, teaching cannot be defined apart from learning, as teaching is set for grinding and facilitating learning, ennobling the learner to learn, setting the conditions for learning, understanding of your learner who will determine your philosophy of education, your reaching style, your approach method and classroom techniques. (Gadd,2017, p37-45).

Teachers are considered as mentors who help the writers through the use stages of the writing process. Also, teachers are feedback providers to students writing during all the Stages. From this perspective, it is necessary that teachers provide a large amount of time and support to students. Harmer (2004) represented distinct roles of writing teachers. the teacher always acts as a controller, standing in front of the class, dictating everything that happens and being the four of attention. Being controller man work for grammar exploration and other information presentation for instance, encouraging students pushing them to achieve more feeding in a bit of information or language to help them proceed, at other times, we may need to act as feedback providers (so it is necessary that the teachers respond positively and encourage students in their writing by providing connections), an advisor who responds to what the students is doing and advises them on what to do next)". (p.25)

Some of the tasks can be provided to learners summarized by Harmer (2004) as follow:

1. **Demonstrating writing:** conventions and gene constraints mood to be demonstrated by the teacher to more students aware of the language used to be able to perform specific written functions.
2. **Motivating and provoking:** when students face difficulties in finding words and ideas teachers may help by provoking students to generate ideas and motivating them to write about the topic.
3. **Supporting:** - teachers may support student writers with ideas and means During the writing process, teachers need to be supportive and available to assist students in conquering their writing Difficulties.
4. **Responding** means revealing the content by Remanding. making suggestions to make it better. Responding however, does not mean grading find draft, and thus, its com happens at any stage.

- 5. Evaluating:** Unlike responding which, Targets content evaluating focuses on connecting and the piece of writing w enable students to know their errors.

Finally, Teachers play different roles in the writing process, and this indicates that the teacher responds to the student's writing by providing assistance in the entire writing process without forcing his ideas in the revision stage by clarifying ideas to the students and in the representation stage by communicating the student's errors to make them aware of the errors he makes" (Kicho, 2016).

1.6 Instructional Strategies use to teach writing:

According to Clark (2004) there are four main types of writing strategies to develop in the classroom, and each strategy plays a specific role in enhancing students' writing skills, namely modeled writing, shared writing, guided writing, and independent writing:

- 1. Modeled writing:** it is one of the most important instruction strategies used to improve some writing skills, modeled writing is "when the teacher models writing in front of her class, thinking aloud as he/she writes, this is called modeled writing." (Clark, 2004, p.7).
- 2. Shared writing:** shared writing is an instruction strategy, which provides an opportunity for all students to successfully participate in the writing process. Shared writing is "when students are encouraged to share ideas while the teacher does the writing, often this type of writing lesson relates two unit of study or book with which the entire class is familiar. (Clank, 2004, p.7).
- 3. Guided writing:** Susan Hill (1999) explains that: "Guided writing involves individuals or swell G groups of students to write a range of text types, the teacher can start to provide other lessons dimmest to particular aspects of text type, grammar, punctuation or spelling.
- 4. Independent Writing:** The purpose of independent writing is to practice the ideas, structures and skills that have been demonstrated in modelled and shared writing, as well as tried with support in guided writing According to (Chunk, 2004, p7). Students can write independently when they need little support or when they are writing for the experience. Be sure that students who can work independently are given plenty of opportunities to do so, all students will do independent writing throughout their writing instruction.

1.7 Feedback in Writing:

Feedback is a significant feature of teaching and learning processes and one element in a repertoire of the con, I connected strategies to support learning. As Hyland (2003) stated that feedback is any detailed commentary on learners' texts to help them improve their knowledge, in the context of teaching Return refers to post-response information that informs learners of their actual performance to help them determine whether their competence aligns with teaching in the context" (Narciss, 2003).

Askew (2004) indicated that feedback is one strategy teachers can utilize to enhance students' learning in general and writing in particular". In this review feedback is conceptualized as information provided by the agent (e.g, teacher peer, book, and parent - self. experience) regarding aspects of one's performance or understanding. In addition, feedback could be spoken or written where it does not necessarily take place after the writing is finished. It can be considered as a means of evaluation in which the students can know their weaknesses, only if the feedback is done earlier and given at the various stages of the writing process where it can be useful and stimulating.

In this vein, Moreno (2019) defined feedback from his point of view in the field of second language acquisition (SLA)"feedback" refers to the information that learners receive and can use to revise their interlanguage (IL) or reinforce their hypotheses. It is a generalized belief in the field that adults respond to feedback (p.130). Thus, students can use the teacher's feedback to revise and check the organization of their work; feedback provides the students with a description of their works and helps them to correct their errors or mistakes when provided by a suggestion from their teachers, for example, Brookhant (2008) stated." Feedback matches specific descriptions and Suggestions with a particular student's work" (p.1).

Keh (1990) cited that: it can be defined as the input from the reader to the writer with the effect of providing information to the writer for review. In other words, it is the comments, questions, and suggestions a reader gives to writer to produce reader-based prose.

The impact of feedback on future practice and the development of students' learning were highlighted by Front (2006): "Feedback is considered as a vital approach to facilitate students' development as independent learners to monitor, evaluate, and regulate their learning" (p. 118). We need to know more about how our students' sense of professional identity is shaped by the nature of the feedback they receive. Meanwhile, feedback often takes

place after a particular task or work that is provided by the teacher to his students, which provides knowledge and develops student's skills and attitudes

1.8 Written corrective feedback strategies:

The type of feedback given is important to take because it is not only about the existence of many types, but there is an ongoing debate about which type is best useful in the teaching and learning process, and how students would respond.

Written Corrective Feedback (WCF) can be broken into two subcategories: direct/indirect and selective/comprehensive feedback.

1.8.1 Direct and indirect feedback:

Ferris (2006) Defined directed feedback as “the purpose of discussion as the provision of the connect linguistic run by the teacher to the students, Direct feedback non the various forms, including crossing out an unnecessary word, phrase or morpheme inserting a missing word, morpheme, or writing the connect word or form neon the erroneous form ". (p.83). That is, the teacher may decide whether to provide connected indirect feedback. Additionally, direct feedback provides explicit guidance about how to connect their errors which is desirable if learners do not know what the correct form is. It does result in significant improvements in the accuracy and fluency of students' writing types.

Indirect feedback also referred to be coded feedback from the other perspective, occurs when the teacher indicates in some way that an error has been made utilizing an underline, a circle, a code, or another mark but does not provide the correct form, leaving the students to solve the problem that has been called to his or her attention (p.83).

Students could improve their writing when the teacher provided both types of feedback direct and indirect.

1.8.2 Focused and Unfocused feedback:

This dichotomy is applied to both types of feedback, namely direct and indirect (Ellis, 2009). It was already clarified that the focused and unfocused contrast indicates the amount of comprehensiveness of written corrective feedback methodologies. On one hand, an unfocused or comprehensive approach includes connection of all errors in learner's texts regardless of their error category. On the other hand, focused or selective connection targets several particular linguistic features only such as errors in the use of English past tense. Researchers have different hypotheses concerning the value of focused and unfocused corrective feedback, for example: Ellis et al (2008) argued that based on theoretical reasons, the focused approach

is expected to be more valuable to accuracy development. Learners might be confused when noticing that some of their errors have been connected or corrected, while others have not.

1.8.3 Comprehensive or Selective Feedback:

Although some theories' findings indicate that focused connective feedback helps learners to develop their accuracy in those selected errors and to not commit these errors in their future writing. Some studies concerned learners' preferences of the type of feedback showed that learners prefer to receive connective feedback. Leki (1991) Showed that most students prefer to have a connection on all of the errors they made in this writing; so, they preferred the comprehensive feedback methodology because they want to perfect their English. (Chethi, 19912). Whews Oladejo (1993) examined views and attitudes and found that all come preferred all errors to be connected to enhance their fluency and accuracy in the language (Olodge, 1993, p.178).

1.9 Writing Difficulties:

Learning to write correctly is a tough and a demanding process. One that produces worry and frustration to many learners. When it comes to writing, the majority of EFL students experience several challenges, including grammar, vocabulary, and punctuation and spelling.

1. 9.1 Grammatical Difficulties:

Grammar errors occur in the writing process of almost all non-native students. (Abdulkareem, 2013) since grammar is a set of rules, which help the learner to make correct and clear sentences. Thornbury (1999) confirms that grammar is partly the study of what forms for what possible structures in a language. In fact, many students may face difficulties notably with shifts in tenses, different word classes, plural form, prepositions, and informal statements.

1.9.2 Punctuation and spelling difficulties:

Punctuation plays a crucial role in the writing process as it helps the writer to link between the different parts of a sentence and the reader to clearly understand the message that is being conveyed. The wrong use of the punctuation mark or the incorrect placement of it can alter the entire meaning of the sentence and sometimes change the sentence to complete nonsense. According to Hom Souri (2015), many students make errors or mistakes in the use of punctuation marks. For example, they do not know how to spend two causes that share the same idea with a colon or join two words with a hyphen to form compound cones (p12).

Spelling is another serious problem that FFL learners face in their writing. When learners cannot form correct words, they produce a word in writing. This is because teachers while checking students' answers most often consider spelling as one parameter in giving marks - as students know this very well, they unusually get frustrated when they are not sure of the connected spelling of the words in their writing. Moreover, according to Pierson (n, d.). "Some students' spelling difficulties might stem from the fact that they pronounce words incorrectly". (p.3). Correct spelling has an important role to practice writing through a process appeal. However, turning to the influence of the other languages' variant premonition and other listed reasons. The English Spelling system has to come in consistent and a complex form for students (Chann, 1986). That is why students are expected to study to minimize the spelling errors before they go out to write.

1.9.3 Vocabulary Difficulties:

Vocabulary is an important aspect of the writing process. As Afzalrom (2011) stated: "Vocabulary teaching and learning is one of the major challenges for EFL/ESL teachers. Meanwhile, learners face difficulties in communicating with the English language due to the limited vocabulary that is made to express their thoughts and ideas, due to the fact that the English language has a negative impact.". However, the majority of students have an insufficient vocabulary. This might be due to a lack of reading comprehension on the part of the students or a lack of usage of the dictionary on the part of the students.

1.10 The Reason for Writing Difficulties:

The EFL learners face many difficulties in writing more than other learners; where they should make efforts in order to write a convenient piece of writing. Some feasible motives of the difficulties that have an effect on the writings of the learners are lack of reading, lack of motivation, inadequate time, lack of practice, and the influence of the first language on target language writing.

1. lack of Reading:

Reading plays a significant role in enhancing the acquisition of writing skill and the absence of this skill may affect the negatively in the writing of EFL Learners which Knoll (1997) indicated, "It is reading that gives the writer the feeling for the look and texture of reader-based prose"(p.48).

2. Lack of practice:

Practice has a positive impact on the writing level of the learners. Hedge (1988) introduced his point of view about the element of practice, in which he stated that: “my own experience tells me that in order to become a good writer, a student needs to write a lot” (p.11). AGrabe and Kaaplam (1996) supposed that writings no longer come naturally but surely obtained through accepted effort and sufficient practice. Furthermore, students have to take accountability for their gaining knowledge whether meaningful learning is getting to take place or not.

3. Inadequate Time:

Time is a fundamental factor in writing. Hedge (1988) stated that the idea of time requires more attention, because writing activities, by nature, have many steps that demand so much time. For that, learners need time for gathering information, organizing their ideas, writing drafts, reading and rewriting. The timing of activities in the classroom is always, to some extent, unpredictable, it will depend on many factors, the students’ response to a particular activity, the degree of teacher control over the progress of the activity (Hedge, 1988, p.10)

4. The Influence of the First Language on the Target Language writing:

The influence of learners’ first language is another essential factor that affects the writing process. In accordance with Friedlander (1997) " in writing, writers will transfer their abilities and strategies from their first language to their second or third language, whether they are good or deficient. Hence, Blanchard and Root (2004) state that: “writing is still a difficult skill to acquire and each language has its own writing conventions that the writer needs to learn afterwards without interfering with other language(s).

5. lack of Motivation:

Motivation is one of the crucial internal factors influencing a student's academic performance among various sectors. According to Hading, (2006), motivation refers to a mental stimulus driving and directing human behavior, involving loving behavior. Brialik, Bogan, Del and Harvathova (2015), in Afriani, explain that there are six important character qualities that someone should have; one of these is motivation. Hikenise & Baharuddin (2008) noted that motivation is one of the psychological factors that can affect students’ achievement. It is for the reason that in motivation, there are dynamic elements in learning, such as emotions, attention willingness, and others. Motivation not only grows from within the students themselves, but it can also arise from other people in the environment. After all, it

can generate stimuli that delights students. Thereby, they are always eager and have enthusiasm for learning. (Djaali 2014)

Briefly, the reason students become unmotivated in their writing skill refers to the teachers being unclear in delivering the lessons, having a low self-confidence, dissatisfaction while learning. Without getting rid of the fact that teachers used unmotivated topics during the learning process.

1.11 The Concept of Error in Writing:

Writing error is a mistake in the form of grammar, spelling, punctuation, or word choice that makes students' writings less readable and more difficult to understand. As Ferris (2017) stated "errors one's morphological, syntactic and learned forms that devolve from rules of the target language, violating the expectations of literate adult native speakers (p.3).

Broadly speaking, many researchers have been interested in the notion of error. In this perspective, Silenker and Gass (2008) indicated that scale vemeis erwis are made of faulty intonation, but rather, they won newer inductions of human's attempt to singular and some systems. That is, regularly, what language for the learners is exposed to.

1.13 The Sources of Errors:

Making errors in the process of learning English is inevitable. However, a distinction is needed between an error and a mistake (Brown, 2000). In order to analyze a learner's language in an appropriate perspective, it is crucial to make a distinction between mistakes and errors. a mistake refers to the performance of error that is either a random guess or a slip. In that, it is a failure to utilize a known system correctly. All people make mistakes in both native and second-language situations and non-native speakers, as they are not the result of a deficiency in competence, but rather the result of some sort of temporary breakdown or imperfection and the process of producing speech. An error, on the other hand, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learners (P.226).

Despite the fact that it is not always easy to differentiate between the two, mistake / error (Brown 2000). Yet the self-correction nature of mistakes and frequency of deviating from someone's necessary clues. It also indicates that errors show the learner's knowledge of the target language, while mistakes are the learner's temporary imperfection in the process of utilizing the language. Meanwhile, Corder and Long (1991:58/59) explained the difference in which a mistake is a random performance slip caused by fatigue, excitement and therefore can

be readily- self-corrected. A learner cannot self-correct an error because it is reflective of his or her current stage of development or underlying competence.

1.12 Types of Errors made by EFL/ ESL Writers:

Although both native and ESL learners make errors in writing, the errors made by L₂ writers are different (Ferris & Hed Gooch, 2005). A distinction has been made between global and local errors. Global errors are those which affect the reader's understanding and which include problems of clarity and organization. Local errors, on the other hand, are related to sentence level errors, and do not result in misunderstanding.

1- Global error:

Global error hinders correction; it prevents the learners from comprehending some corrections of the message; it means that global error happened in the sentence, which has a big portion of violation. Therefore, it is difficult to be comprehended. As Ferris (2008) stated that teachers need to be more attentive to students' most frequent errors and global errors asserting that errors that should receive the greatest attention should include errors that interfere with the comprehensibility of the text (P. 22).

2- Local Errors:

Errors that affect single elements (constituents) in a sentence do not usually hinder communication. Significantly, these include errors of noun and verb inflections, articles, and auxiliaries. Another dichotomy is treatable and untreatable errors (Ferris, 2011). Whereas treatable errors, according to Ferris, are one-mile governed structures such as subject areas, verb agreement, verb tenses or capitalization. Hence, untreatable errors are "idiosyncratic features" such as word choice or unidiomatic sentence structures. Those untreatable errors need more extensive feedback unlike treatable errors, which can be remedied by the teacher via locating the error and providing comments.

1.13 The significance of error correction:

In a language classroom, it is an obvious claim of the teacher that students will not commit errors. However, errors have some positive and constructive aspects such as; pointing out errors, points out that many students are actively participating in the language learning process.

Peter James (2001) came up with the idea that learners know that they make mistakes, but of course, they do not know where the mistakes are, and they do not know the importance of their mistakes. Even when this is explained, they repeat them, which means that Peter's

idea indicates that students learn through mistakes and errors. These lasts are needed to be explained clearly, then students will be promoted by their mistakes and errors for their learning of a second language. In addition, by making errors, students assess themselves with the variety of language and get to know about the difference between incorrect languages.

Errors made by students may help a teacher to prepare future lessons, by knowing how much new language has been observed, and how much more practice is needed. Those students sometimes do not know that they are making errors, which need feedback from the teacher to increase their awareness. Additionally, error correction is an indispensable part of the foreign language class, but at the same time there are many concerns.

Teachers believe that providing willing error corrections are important in helping students improve their willing accuracy. This is because it encourages students to read more in order to help those becoming better writers (Corpaz, p89). In addition, they believe that giving students a bulk on their writing is perhaps the most effective method for responding to student writing.

1.14 Methods of connecting student's written work:

Some of the common ways of correcting students' written work has been returned to students with a great deal of underlying ,crossings-out ,question mark, and the occasion's lack of: reformulation, selective correction responding by written comments and using symbols.

1- Using symbols:

Teachers who use correction symbols have the advantage of encouraging students to think about what the mistake is, so that they can correct it themselves. According to Harmer (2004), teachers use correction symbols above or next to the place in the student's writing where the problem occurs. Therefore, the student can know what it means and can molt the necessary adjustment to his or her writing (p 111). Different teachers use different symbols, there are no specific symbols, as *ibid.* added, "There is no set list of symbols; different teachers and course books have their ways of expressing different concepts"

2- Reformulation:

It is a way of showing students how they could write something more correctly instead of asking them to find the mistake and correct it. The teacher shows how he/she would write the incorrect sentence (Harmen, Doon. p. 111) explain that the reformulation method is another useful tool that teachers use for correcting their student's writings through rewriting the students' writing regarding the same ideas in thought without any changes. Hence, reformulation is extremely useful during drafting and re-crafting.

3- Selective correction:

Selective error correction improves not only the quality and quantity of EFL students' writing but supports the contention that errors should not be left uncorrected in the hope that they will correct themselves naturally but not so much that they demoralize the learners and put them on the defensive. On this side, Harmer (2004) assumed “we do not have to correct everything we would correct only verb tenses or only punctuation, or focus instead exclusively on word order. We might only correct paragraph organization or the use of appropriate levels of formality. We might only correct two of the paragraphs with no composition or only highlight mistakes in the layout of the letter” (p. 116)

4- Responding by written comments

Teachers may respond to their students through written comments, informing them how well they are doing, what they have to work on and what they need to improve. Harmer (2004) stated that sometimes one response is delivered in written form when students hand us a draft of what they are working on, in such circumstances it is always a good idea to write down what we think; it is good in the students' work. No one appreciates empty compliments, but encouragement is extremely important (p. 113).

5- Marking scales:

Many teachers use a range of different marking scales when correcting written work and tests. According to Harmer (2004), this means that students may fall in and still perhaps do well in the way they answer, click or in their use of vocabulary (p.110). That is to say, teachers may want to give marks out of 10 for each category they have chosen for students (grammar, vocabulary, coherence or cohesion). Together with indications of mistakes (where they occur), such marking scales will help students to focus on the partition as they need to work at.

Conclusion:

Writing, as a productive skill, is one of the major parts of the learning process, in which it plays an important role in EFL learning and teaching since it reflects the academic proficiency in the language. And offer greater academic positions and better educational progress .As a result, the EFL learners should be engaged in various types of writing activities that enable them to practice more their writing abilities, when most of students may face great number of difficulties, hence EFL teachers should provide various strategies in order to develop writing skill.

Chapter conclusion

Developing the writing skill in one of the challenging tasks while learning a language because learners lack the opportunity to practice more their writing , however it is acceptable to rectify this by integrating new innovative teaching methods such as blended learning that might improved the quality of education , to meet this end this chapter was divided into two sections the first section discussed issues related to blended learning as teaching method to enhance learners writing skill whereas the second chapter exposed to writing skill .

However, despite its importance, learners lack the opportunity of improving their writing for various reasons. Yet, it is acceptable in this problem by integrating new motivating teaching methods that can be called as the blended learning. One of the significant challenge task in learning a language is to develop the writing skill for the reason that learners lack the opportunity to master more their writing, however it is acceptable to cover this problem by integrating new innovative teaching methods such as the new technological model “blended learning”. To meet this end, this chapter was divided into two essential parts, the first part exposed blended learning as an alternative teaching method to improve students writing skill while the second part was devoted to definitions of the writing skills, its techniques and strategies in addition to the most important issues and challenges of writing skill.

Chapter Two:
Research Methodology and
Discussion of Results.

Introduction

This chapter is fundamentally concerned with the practical part of the study wherein the primary focus of the study attempts to investigate both teachers and students perceptions towards the use of Blended Learning. Indeed the nature of the study, the objective to be realized and the data required are all factors which determine the appropriate research methods to be applied. Hence, this chapter initiates by demonstrating the methodology design, describing the informant's background, and then exploring the procedure used in this study. In this chapter the incorporated research design is the descriptive design. Initially, the descriptive design is undertaken through questionnaires for both teachers and students at the University of Mohammed Boudiaf of M'sila

The current study is concerned with investigating the students' attitudes towards the validity and effectiveness of using Blended Learning as a new teaching method in order to improve their writing skill. In fact, it was conducted during the second semester of the academic year (2021/2022 within the Algerian context of teaching English as foreign language (TEFL) at the University of Mohammed Boudiaf M'sila. Despite the fact, that the population of the third year students at the Department of English Language consisted of sixty student. Interestingly, students were selected randomly as a sample for the undertaken study out of 193 students from the total number of the population. Importantly, the purpose of third year students' selection is that they are seen first as advanced learners of English and have already enough abilities in the writing skill. Second, they have full experience of using the Blended Learning method in their learning process, especially in the period of Covid 19.

2.1 Design and Data collection Method and tools .

1/- Research Method :

It's based on the nature of the study and the need for assessing and interpreting. Profoundly, the present phenomenon calls for the application of the descriptive Method, in this adopted Method, it sought to obtain an understanding of whether the implementation of Blended on the development of writing skill was effective or not. as well as to clarify the exact nature of learning and teaching writing skills through online platforms. Furthermore, The data is gathered both quantitatively and qualitatively based on research tools which are the questionnaires.

One questionnaire is addressed to 3rd year EFL students at M'sila University, and the other one is devoted to teachers of written expression Module to raise the flexibility in approaching this research problem.

2.2 Design and Data collection procedures

The current study Lasted throughout the academic year 2021/2022, in the second semester. The third year EFL students received the questionnaire with written expression teacher's in our department with a certain objective to understand their perceptions' towards the implementation of Blended Learning in enhancing students' writing skill.

Setting and participants

- **The sample .**

Actually, the questionnaire's primary education was to third year students at the Department of literature and English language at University of M'sila. While the other questionnaire was conducted with written expression teachers at the same department. Both, teachers and students were expected to provide us with their opinions towards Blended Learning of the productive skill (writing skill) and their experience to find out whether Blended Learning is effective or not compared to face to face traditional classroom. Additionally, A matter section is devoted to the most important part of the study which is the data analysis and the interpretation of the obtained results.

- **The students.**

The population of this study is third year English students at the Department of M'sila.

Interestingly, the choice of this sample is justified by important reasons. Firstly, the students had already written expressions for the past two years. In addition, third year students have the full knowledge about teaching and learning strategies about the writing skill.

- **Teachers :**

The questionnaire had been given to three teachers at Mohamed Boudiaf University; they were chosen based on their experience in teaching this Module.

- **The students :**

this current study took place at the English Language Department of M'sila university ; it was conducted during the period of January to June of the academic year 2021/2022.

- **Research Tool :**

The questionnaires were used during this research with valid information from both students and teachers about the implementation of Blended learning on enhancing writing

skill. They were delivered to investigate students perception towards Blended Learning in improving their writing skill

2.3 Data collection and procedures

The current study was carried during the second semester of the academic year 2021/2022. for gathering reliable and valid data. A questionnaire was submitted to 3rd year EFL students and to written expression teachers in our Department.

2.3.1 The students questionnaire

2.3.1.1 Administration of the questionnaire:

The questionnaire was submitted to third year LMD students in the Department of English Language and Literature in the university of Mohammed Boudiaf, out of six groups. Hence, sixty students were selected randomly as a sample for this study from different groups. The choice of this instrument might be justified by the fact it could help to reap an idea about students' perceptions towards Blended Learning on improving writing skill.

2.3.1.2 description of the Questionnaires:

The questionnaire consists of twenty one questions including multiple types of questions, open ended / close ended questions which are organized into three sections.

The first section is concerned with background information questions including two major items aiming at gathering general information about the student's gender and their age. The second section is devoted to examine the learner's objectives, needs, perception and attitude towards Blended Learning in developing writing skill. mostly, this section includes seven subsections, these sections are as follows :

Section one : student's Bio information

The first section gathers general information about the students, it contains collectively two major questions (Q1) is concerned with gender respectively, while in (Q2), we seek to know the age of students who get involved in English Language contexts.

Second section : learner's perception about the implementation of Blended Learning in developing writing skill.

In this section, it aims at eliciting student's perception on BL. In particular, (Q3), (Q4), (Q5) attempt to scrutinize how writing skill is perceived by students. Normally, the variety of teaching about the strategies and methods used by teachers in order to evaluate students' abilities to achieve the target competency in writing skill as well as, students' were asked about their opinions towards the teacher's role as an assessor and feedback provider in assessing students abilities during written expression module. Hence, (Q15) and (Q16) are

intended to explore the benefits of using BL as a teaching method besides to students' experience and effectiveness of using BL in giving them more opportunities to practise their writing. Moreover, (Q17) students were asked to specify whether they prefer the written expression module to be taught in a face-to -face classroom or in an online classroom.

Last but not least, Q(18) students are asked to select exactly whether teaching strategies are useful when relying on an online classroom .Yet, (Q19) is about the difficulties that the students encounter in writing through using online platforms. However, in (Q2) they are asked to provide some illustrations about the difficulties they face in learning a written expression course through an online platform.

Section Three : Suggestions and recommendations.

This section involves one major question (Q21) attempting to investigate the learner's suggestions and recommendations about the success of written expression modules using BL, as well as to what degree students believe that BL will be beneficial to them. and ask students to mention the essential suggestions to promote the use of BL in Algerian Universities.

2.4 Teacher's questionnaire :

2.4.1 Administration of the questionnaire :

The questionnaire was designed as it mentioned before to teachers of written expression Module in the English department of M'sila .In fact, out of three teachers were involved in the study as participants. Thus, the choice of this tool is mainly justified by the fact it could be helpful in gaining super valid data about teacher's experience and opinions about BL implementation in enhancing student's writing skill. We got a quick and short interview to ask the teacher hoping for some positive features of using Blended Learning in teaching the Written Expression Module, as well as to provide some suggestions and useful recommendations with the goal to ensure and guarantee the success of BL in teaching written skill .

2.4.2 Description of the questionnaire :

The questionnaire involves (19) questions divided into three sections, The first section was concerned with general overview containing information questions, while the second was devoted to gathering the teacher's perceptions, attitudes, opinions and their experience toward the implementation of BL in written expression classes. whrease, The last section was focused on teacher's suggestions and recommendations. These sections contained different types of questions (open ended question, closed question, yes/No questions).

The selection of one items from different items, followed by clear justification and to give detailed explanation of the "why" or the open ended question and suggestion these sections are as follows :

Section 1 : general Bio information .

The main purpose of this section aims at gathering clear data about teacher's background formed collectively (Q1) is concerned with gender (Male, Female), while written expression teaching experience (01-05) or (05-10) or (10-15) and finally over (15%).

Section 2 : teacher's experience and opinions about Blended Learning.

This section is allocated to the concept of BL in relation to writing skill, it consist of (15) questions (02) and (03) aims at identifying teacher's most preferred place to use a variety of teaching techniques to foster students' writing capacities and the most effective activities that has great impact on students and could help students to improve their writing style. (04) is designed to explore teacher's opinions to say where the written activities are presented more (in classroom or in online classes).

However,(05) teacher's are asked to specify where their students feel more motivated for the written expression lectures .whrease, (06) is about the use of Moodle platforms for teaching writing. Teachers are asked in(07) about the online application they prefer to use BL. (Q8) is simply designed to find responses related to whether the time is devoted to writing classes in classroom is similar to online classes or not and how many sessions of written expression did teachers teach for both classroom and in online classes .In addition, to (Q9) aims at identifying the time devoted for the written assignment during classroom classes and online classes. Ultimately,(Q10) attempts to ask teacher's to say whether they rely more on the classroom in order to engage their students in work activities or in online classes .

Moreover, the main aim of the (Q11) is to explore thoroughly the kind of written expression activities the teachers select for their students .Whereas, (Q12) teachers are asked about the methods and strategies they use to assess the student's abilities in written expression opinions and experience about the integration of technology into the learning process. and whether the combination of face to face and online learning is effective or not. while in (Q14) we seek to know whether teachers find their teaching strategies more useful in the classroom or in online classes. on the other hand, (Q15) aims at examining how and what degree students believe that BL affect their level of writing .yet, (Q16) attempt to identify the difficulties that the teacher's encounter in teaching written expression lectures through online platforms, while (Q17) demands request to express their opinions about the integration of technology into written expression learning process.

Section 3 : Suggestions and Recommendations

The third section involves two major questions with regard to the implementation of BL in enhancing writing skill (Q19) intended to explore the advantages of using BL as a teaching method particularly, in teaching written expression Modules. Whrease, (Q20) explore thoroughly the main suggestions and recommendations to ensure the success of the written expression module using BL .

2.5 The analysis of the students questionnaire

Section one: general bio information

Q1: select your gender

Table:01 Number of females and male who answered the questionnaire.

Options	Number of students	Percentage%
Male	20	33, 33%
Female	40	66, 66%
Total	60	100%

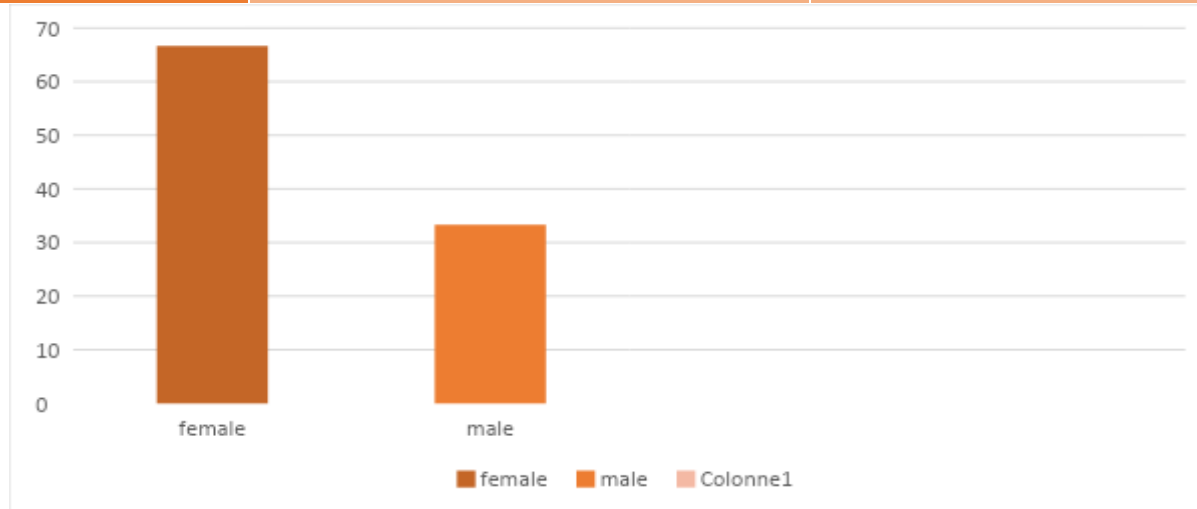


Figure: 01 number of female and male students who answered the questionnaire.

Analysis of the results:

Table 1 and figure 1 explore the students' gender and show that the majority of participants are females representing 66, 66% of the simple, whereas male students represent only 33, 33%. This could indicate that the percentage of female students of the department of English at Mouhamed Boudiaf university is higher than that of males.

Q2: how old are you?

Table: 02 students Age.

Age	18	19	20	21	22	23
Number	2	3	15	25	8	7
Percentage %	3%	5%	27%	36%	15%	14%

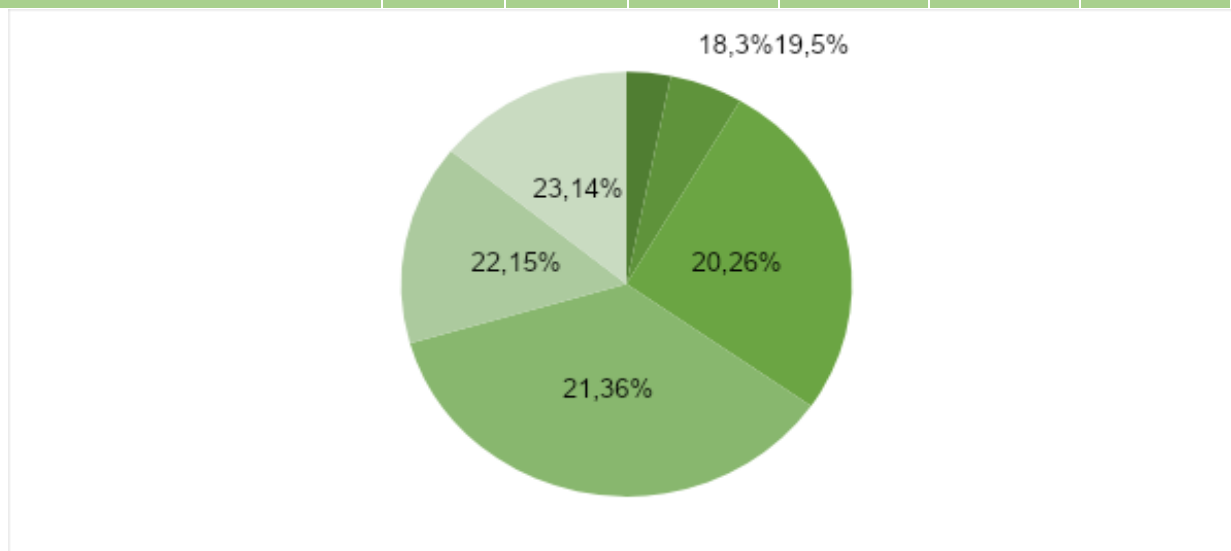


Figure: 02 students Age.

Analysis of the results

As shown above, the result from table 2 and figure 2 demonstrated that the majority are aged 21 (36%), then 20 (27%), after that are eight students aged 22 (15%) and then seven students are 23 years old (14%), three students aged 19 (5%) and finally the students that age was 18 (3%). so, it is worthy to mention that age doesn't necessarily reflect the level in which the students are studying.

Section two: student's perceptions and attitudes towards blended leaning on developing the writing skill.

Subsection: 01 Students' needs

Q3: where did your written expression teacher use a variety of teaching technique?

Table: 03 the use of teaching techniques in classroom and online classes.

	In classroom	During online classroom	Total
Number	56%	44%	60%
Percentage %	95%	7%	100%

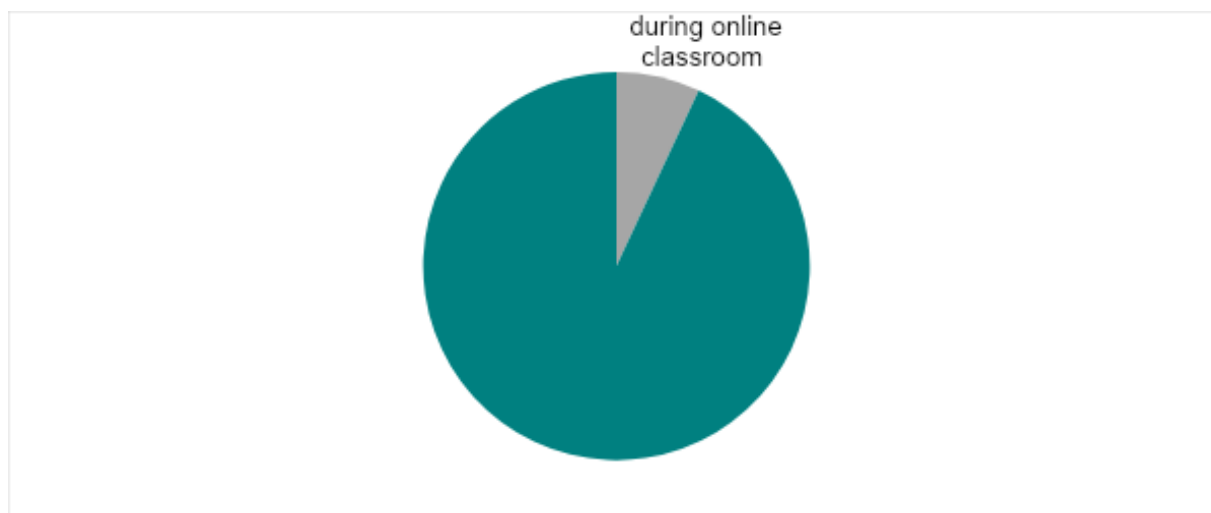


Figure: 03 the use of teaching techniques in classroom and online classes.

Analysis of the results:

The aim of this multi choice questions in the table (3) and the figure (3) appeared was that the majority of students 56 with the rate of 93% see that the writing expression teachers use the variety of teaching techniques to develop writing skill in the classroom more than they do in online classes. Contrariwise, 4 students with the root of 7% agree that teachers use various teaching techniques to foster their writing abilities in online classes.

Discussion and interpretation:

Dato revealed that due to the luck of physical interaction during online classes EFL teachers did not have the chance to utilize different instructing methods.

These result nights suggest that the students most likely believe how the classroom helps in making the teaching techniques more effective and foster their written capacities.

Q4: which activities do you find more effective to help you develop your writing skill

Table: :04 the effective activities in writing expressions.

Preferences activities	Number	Percentage %
Paragraph writing	22	36, 66%
Short story writing	10	16, 66%
Essay and report writing	15	25%
Paraphrasing	9	15%
Summarizing	4	6, 66%
Total	60	100%

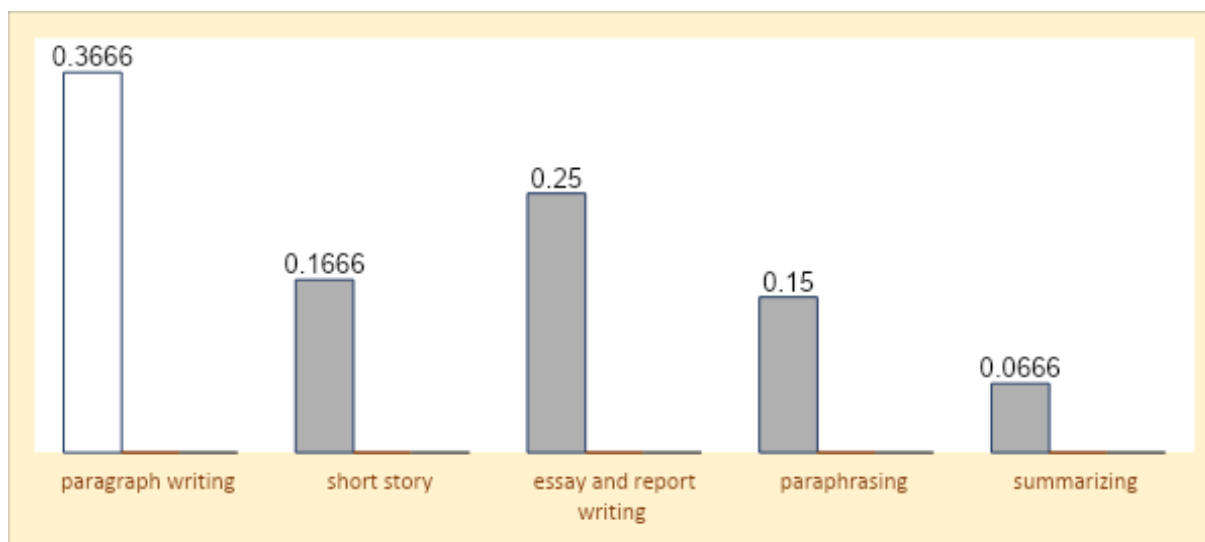


Figure: 04 the effective activities in writing expressions.

Analysis of the results

An examination of the table (4) and histogram (4) demonstrated above reveal that 22 students with an acceptable average 36, 66% prefer to choose the paragraph writing to develop their writing skill (tend to engage more in paragraph writing activities). Likewise, students with the rate of 25% choose essay and report writing as their most preferable effective activities to help them develop their writing skill. As the short story writing, it is preferred by (10) students representing a rate of 16, 66% lower, paraphrasing was implemented within the activities of students writing skill some might examine how paraphrasing activity is viewed, the results have selected paraphrasing as their effective activity. Significantly, little consideration was given to the summarizing activity with an average of 6, 66% representing just (4) students.

Discussion and Interpretation

The results imply that almost the majority of students prefer paragraph writing and essay and report writing as an effective activities to develop their writing , as short story , paraphrasing and summarizing were purposefully implemented with written activities could also help students to improve their writing skill and develop their own performance , these results show that nearly not all learners depend on paragraph writing on the classroom activities in practicing writing where the teacher use a variety of strategies to foster their written performance.

Q5: where were they more practiced?

Table: 05 the practice of students' written activities.

OPTIONS	NUMBER	Percentage %
In classroom	57	95%
In online classes	3	5%
Total	60	100%

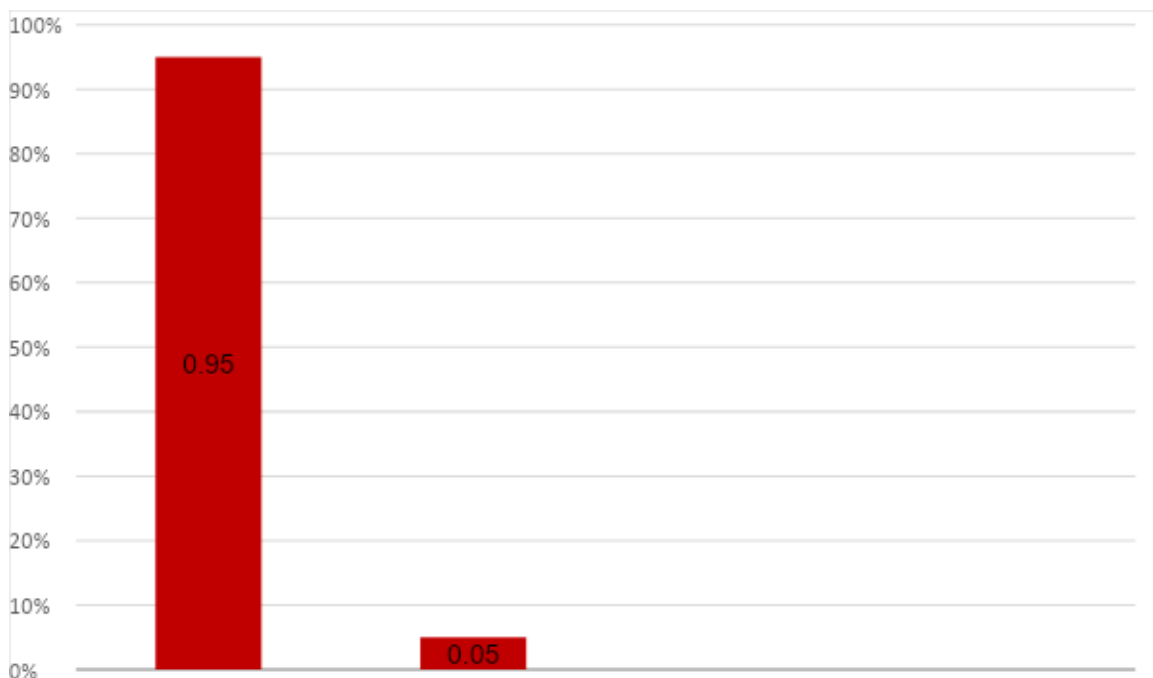


Figure: 05 the practice of students' written activities.

Analysis of the results

Concerning these questions learners were asked to choose the place where the methods prefer to be employed by their teachers while teaching the written expression module, this question seem to have divided the participants into different categories students who prefer the activities were more practiced in classroom, while the other categories who believe that written activities were more practiced in online classes. As it is distributed in the table and the figure (5) 95% as a considerable average with (57) students prioritize the face-to-face classroom methods in order to practice the written activities while 5% with (3) students preferred only online classes to practice the activities.

Discussion and interpretation

In support of the aforementioned results about where students can practice more of their written activities. Findings indicate that the students prefer to have more opportunities in practicing writing inside the classroom rather than in online classes. From that, we come to a total result that most students are relying on the classroom only. Where the classroom is the exact stone for practicing written activities. Hence, it is also worth emphasizing the student's perceptions about the teacher's methods in the classroom, where the teacher could give immediate feedback to the students which is difficult sometimes during the online classes.

Subsection 02: Motivation

Q6: where did you find written expression lectures more motivating?

Table: 06 students written expression motivation.

Options	Number	Percentage %
In classroom	55	91, 66%
In online classes	5	8, 33%
Total	60	100%

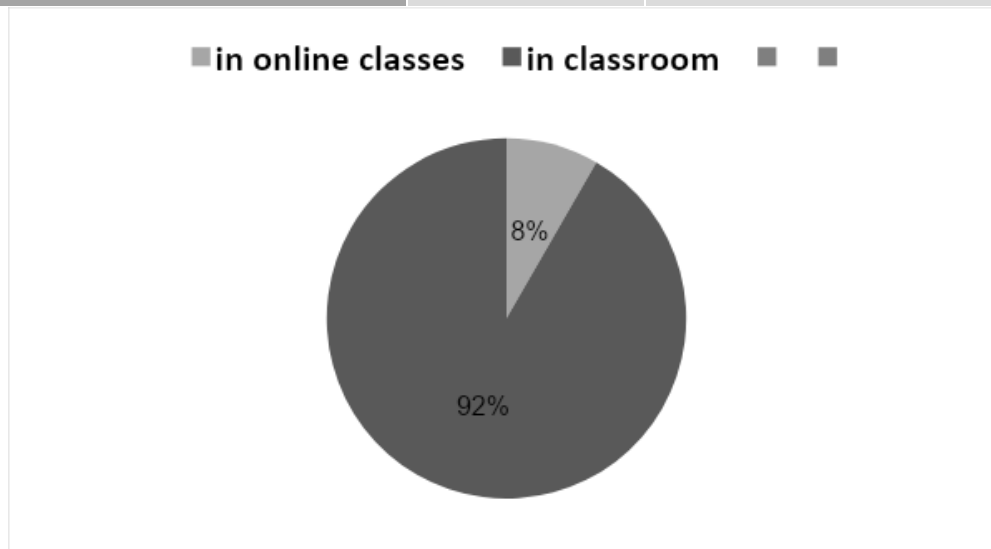


Figure: 06 students' written expression motivation.

Analysis of the results

This question was intended to reveal student's opinions about whether written expression lectures were more motivating in the classroom or during the online classes. Table (6) shows that a ratio of (91, 66%) of students answered written expression lectures were motivating in the classroom, while only (8, 33%) answered written expression lectures were more motivating in online classes.

And they justified their answers stating that classroom environment is suitable and helpful in correcting their errors where they can Improve their writing skill under the teacher's guidance,

Therefore, the classroom is better for learning since the availability of Internet all the time and the misuse of online platforms.

Discussion and interpretation

A large number of students believe that written expression lectures were more motivating in classroom and only a few milers of learners who believe that written expression lectures were more motivating during online classes because it prompts their interests and motivates them to write, since they justified their answers that they can work together, learning different styles of writing in a comparative way. This may suggest that written expression lectures were more motivating in the classroom. Thus, the classroom is adequate for language learning because it gives them a chance to be exposed to authentic written English and practice it. Thus, the classroom may increase the chance of interaction with both teacher and students.

Subsection 03: Access and support

Q7: Do you have access to the Moodle platform?

Table 07: students access to Moodle platform.

<u>OPTION</u>	<u>NUMBER</u>	<u>PERCENTAGE %</u>
<u>YES</u>	20	33, 33%
<u>NO</u>	40	66, 66%
<u>TOTAL</u>	60	100%

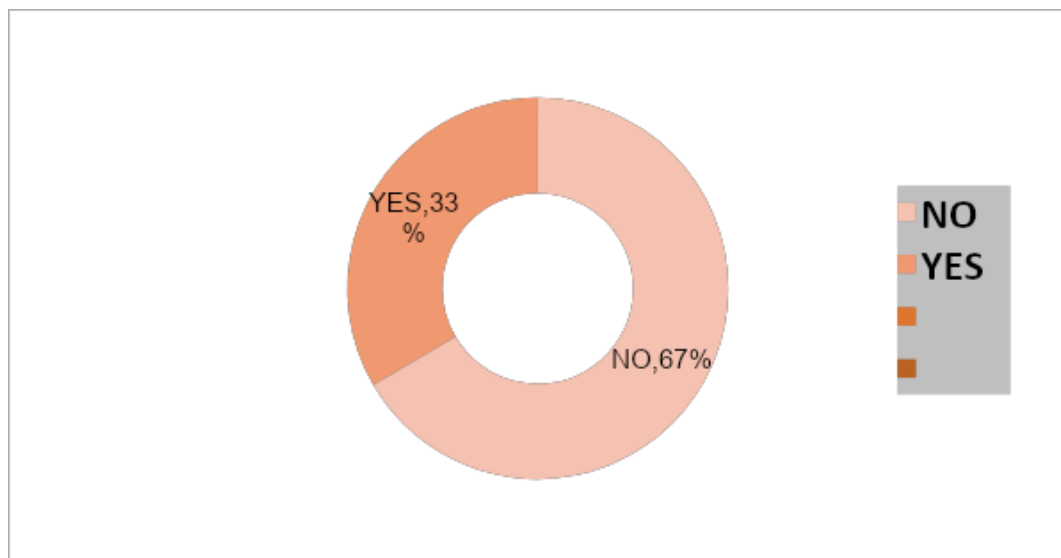


Figure: 07 students access to Moodle platform.

Analysis of the results

From the table and pie chart (7) shown above. It could be noticed that an average of 66, 66% students with (40) students had access to Moodle. Whereas, the 33, 33% of students did not have the chance to access Moodle, we have also asked learners to justify their answers, for those who answered “NO”, most of them preferred face to face learning where students interact with and receive information directly from the teacher.

Discussion and interpretation

The results might suggest that the students with a considerable average 66, 66% had access to Moodle. Since it helps them save time and effort, however, the other 31d year EFL learners 33, 33% did not ever access it. They justified their reason due to the lack of internet, learners did not know how to use Moodle platform before the miss use of Moodle the pandemic, since it was a new teaching Moodle and it was available all time. Hence not all the students have the financial ability to provide computers, smartphone or internet access. Some of them state that learners used to rely on the teacher to understand the information whereas some learners have said that the lock of information about the correct use of online technology obliged the teacher to publish lectures on Moodle without clarifying additional information contrariwise these who answer “YES” they believe that it is personal preference and whether they are extrovert or introvert person.

Q8: which application have you been using, as an alternative in the online written expression classes?

Table: 08 kinds of applications used for online classes.

OPTION	NUMBERS	PERCENTAGE %
ZOOM	15	25%
TELEGRAM	20	33, 33%
SKYPE	9	15%
OTHER (SPECIFIC)	11	18, 33%
NONE	5	8, 33%
TOTAL	60	100%

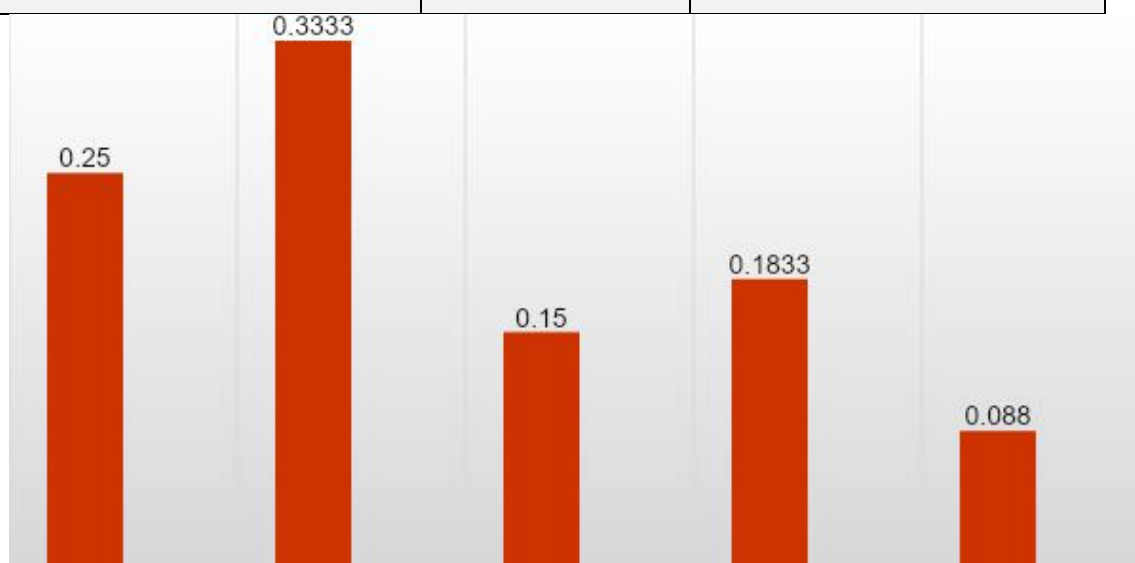


Figure: 08 kinds of applications used for online classes.

Analysis of the results

The table (8) and figure (8) illustrate the kinds of online applications that have been used by students as alternatives in the online written expression classes. 33, 33% of students used telegram; as an online tool in their online learning classes, 25% of students used zoom application when having online classes, where's 18, 33% of students said that they had use other application and the justified their answers by using email, Facebook, what's up, however 15% of them preferred use skype application relatively 8, 33% as a removing percentage of students assumed that none of these applications were used.

Discussion and interpretation

These findings; may indicate that the majority of written expression teachers used application telegram and zoom application as alternatives in the online written expression

classes for the sake of uploading lectures and to manage their online meetings and interaction with students. As they consider that the use of these is very easy thus, they have an accessibility to it everywhere.

Subsection 04: Frequency of the written expression sessions

Q9: how many sessions of written expression did you have per week?

Table :9.1 written expression session in classroom.

Option	Number	Percentage %
In classroom	50 students sad 2 sessions	83, 33%
	10 students sad one session	16, 66%
Total	60	100%

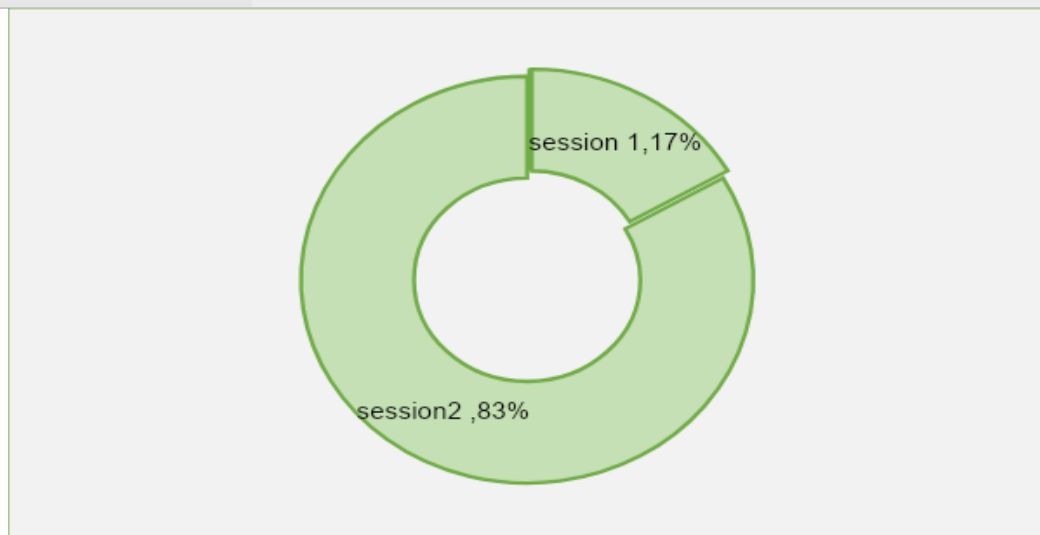


Figure: 9.1 written expression session in classroom.

Analysis of the results

Throughout the table and the figure 09 shown above it could be noticed that the 83, 33% of students indicate that they had two sessions of written per week, only few students 10 with an average of 16, 66 stated that they had one session per week.

Discussion and interpretation

Due to the integration of blended learning on teaching and learning process EFL students tend to have their written expression sessions in both face-to-face classroom and in online classes, hence the results show that most of learners indicate that they had two sessions per week during face to face classroom under the teacher guidance meanwhile, the removing

CHAPTER Two : Research Methodology and Discussion of Results

respondents 16, 66% said that they had one session per week it is worthy to emphasize that the significance of teaching in classroom where choosing the appropriate methods and emphasizing the role of teacher for the students is very Important in helping the students to develop their writing skill, where exactly time is sufficient and everything is available. Besides providing enough sessions to practice writing skill.

Table: 9.2 written expression sessions in online classes.

Option	Number	Percentage %
In online classroom	20 students said one (1) session	33, 33%
	40 students said zero (0) session	66, 66%
Total	60	100%

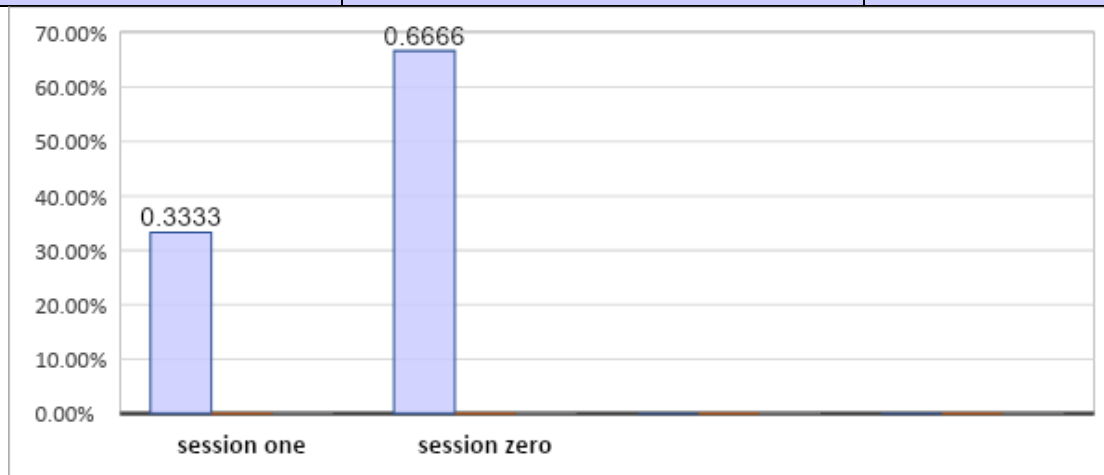


Figure 9.2 written expression sessions in online classes.

Analysis of the results

The results show that the majority of the students (40) with the rate of 66, 66% indicate that they had no written expression sessions in online learning, contrariwise (20) students 33, 33% affirmed that they had one session of written expression online these may suggest that there was a severe deficiency in time during the online sessions.

As show in table (9) and figure (9) third year students' response on question (10) in the second section about the written expression sessions in online learning are as follows, out of sixty students (40) learners with a considerable percentage of 66, 66% said that they had no

written expression sessions an average of 33, 33% said that they had only one session of written expression in online.

Discussion and interpretation

Approximately, based on the student's answers, it could be concluded that most students didn't have the chance to practice their writing skill in online classes. Remarkably, only few students affirmed that they had interacted just online written expression sessions; this is in line with previous findings which suggested that learning online was not effective. As the students could not practice their writing skill unlike the face-to-face classroom. Where the whole focuses

Of the written teachers is to teach in a regular way with appropriate style and interaction as well as sufficient time.

Q10: how often were you requested to do written assignments?

Table: 10 the frequency of written assignments.

<u>In classroom</u>			<u>In online classes</u>		
Everyday	3	5%	Everyday	2	3.33%
Once week	10	16, 66%	Once week	19	31.66%
Twice week	40	66, 66%	Twice week	9	15%
Once month	7	11, 66	Once month	30	50%
Total	60	100%	Total	60	100%

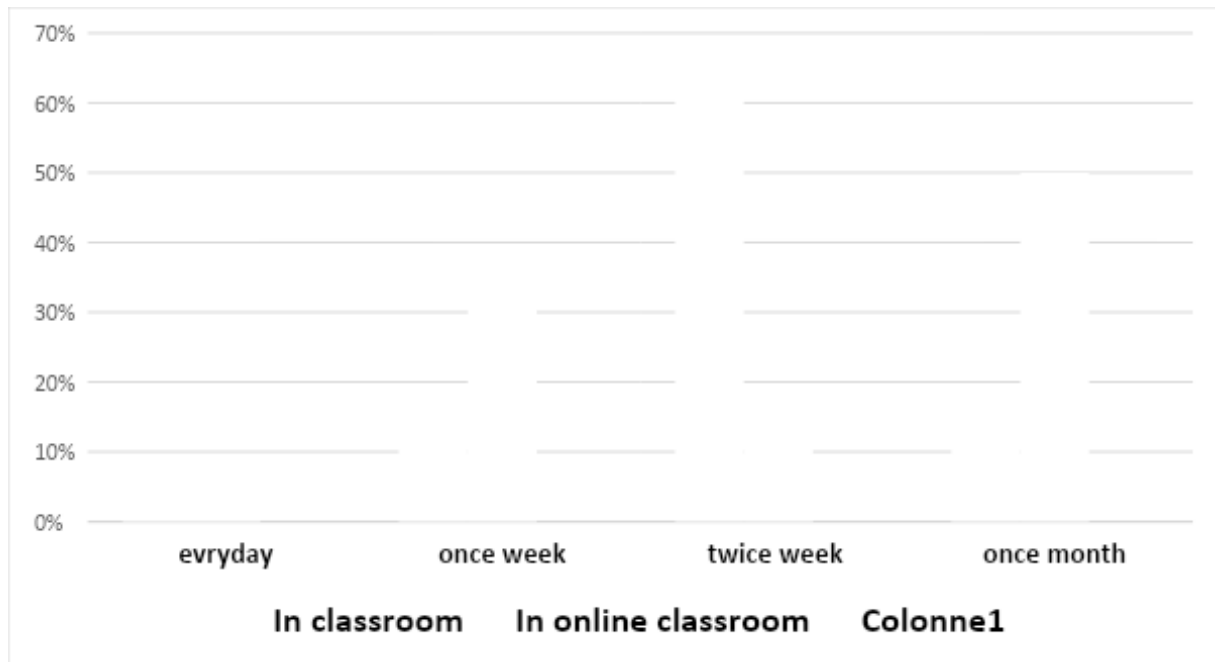


Figure: 10 the frequency of written assignments.

Analysis of the results

From the table and figure (10), the highest were of respondents 66, 66% assert that the teacher requests them to do the written assignments in the classroom twice a week while 50% of students stated that they do their written assignment once month during online classes. Besides 31, 66% of students clearly asserted that they do their assignment once week during online classes, on the contrary, 16, 66% the participants answered that they are requested to do the assignment once week in classroom, however 15% of students clearly said that they are asked to do written assignments twice week in online classes 11, 66% of students held the view that they are asked about written assignment once month in classroom. In that, the 5% of students argue that they are requested to accomplish the assignment everyday online classroom. The most less items ticked by students 3, 33% are everyday online in the classroom.

Discussion and interpretation

Based on students' answers it is clear that the students are to some extent aware of the significance and frequency of written assignment of both face-to-face classroom and online classes, and how the accomplishment of written assignment in classroom differs from online classes, since online classes are probably considered as a complementary to classroom under the various circumstances. Besides these results may reflect that they are open to practice

writing skill instruction to do the assignment clearly in the classroom more than online classes.

5/ Practice and Active participants of the students

Q11 where did your written expression teacher engage you more in activities?

Table: 11 students' engagement in written expression activities.

Option	Number	Percentage%
<u>In classroom</u>	56	93, 33%
<u>In online classes</u>	4	6, 66%
<u>Total number</u>	60	100%

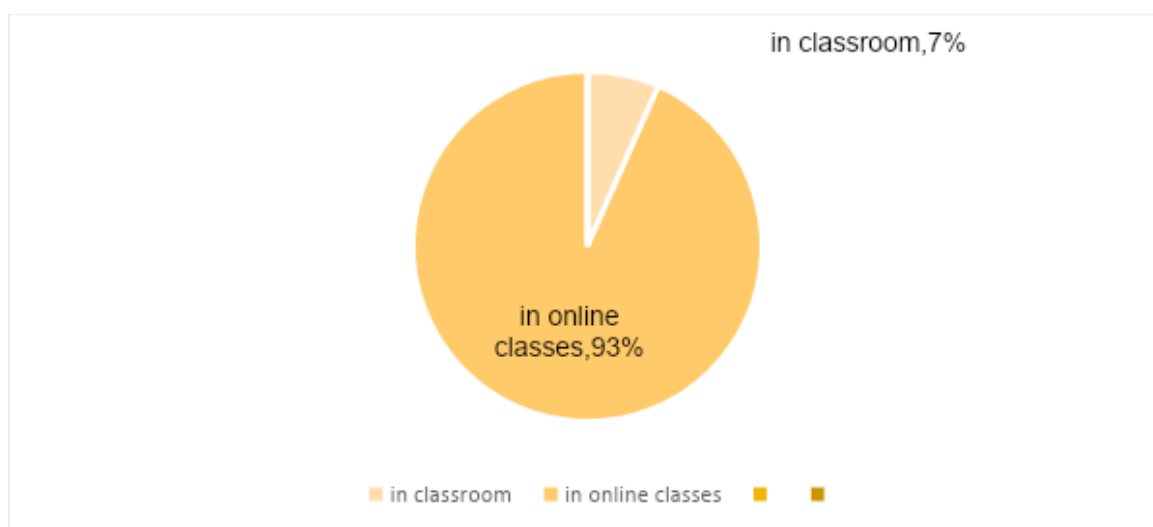


Figure: 11 students' engagement in written expression activities.

Analysis of the results

A large rate of (93.33%) of responses by learners responded convincingly that written expression teachers engage the more students' written activities in classroom, in this respect, (6, 66%) of students affirmed that written expression teachers engage then more in online classes activities.

Discussion and interpretation

These results strongly indicate that a few students are equipped with the online teacher written activities to enhance their uniting abilities, by contrast the vast majority of students were stated that the classroom is important for the teachers to engage guide help them in more work activities, according to the outcomes the high number of teachers give priority and

CHAPTER Two : Research Methodology and Discussion of Results

importance to composing / accomplishing exercises in classroom, while they ignore them during online classes, this may reflect the scarcity of the written expression instructions in online lessons.

Seemingly, all of the choices are clear evidence of this issue, to the fact that the majority of the students agreed about the importance of the classroom and that mastering writing activities would be effective under teacher guidance and clarification where the teacher give the importance of writing activities in the classroom.

Q12: what kind of written expression activities were practiced?

Table: 12 kinds of written expression activities.

Option	Paragraph writing	Short story writing	Essay and report writing	Paraphrasing	Summarizing	Total
Number	25	9	20	4	2	60
Percentage%	41, 66%	15%	33, 33%	6, 66%	3, 33%	100%



Figure: 12 kinds of written expression activities.

Analysis of the results

As demonstrated by the table (12) and histogram (12) show above it is noted that paragraph writing come first in the student's choice with (41, 66 %), a considerable percentage of participant (33, 33%) choose essay and report writing, while others with a percentage of (15%) stated they practiced shorter story writing remarkably, a number of 4 students with an average of (6, 66%) prefer most the paraphrasing activities in order to help

then improving their writing skill as well, however, a little attention was given to given to the summarizing activities with an average of (3, 33%) representing only two (2) students which indicate that it was rarely used as shown in the table above.

Discussion and interpretation

These findings might indicate that their written expression teachers provide them with paragraph writing activities and essay and report writing as a tool, this signification illustrates that students of this generation prefer the use of paragraph writing and essay and report writing while learning written language since, it helps in enhancing and improving the essential skill of writing.

06: Assessment

Q13: how did your teacher assess your abilities in the written expression module?

Table: 13 students' assessment in written expression.

<u>In classroom</u>			<u>In online classes</u>		
Option	number	Percentage%	Option	Number	Percentag%
Short quizzes	30	50%	Short quizzes	2	3, 33%
Written tests	20	33, 33	Written tests	12	20%
Written assignment tests	10	16, 66	Written assignment	46	76, 66%
Total	60	100%	Total	60	100%

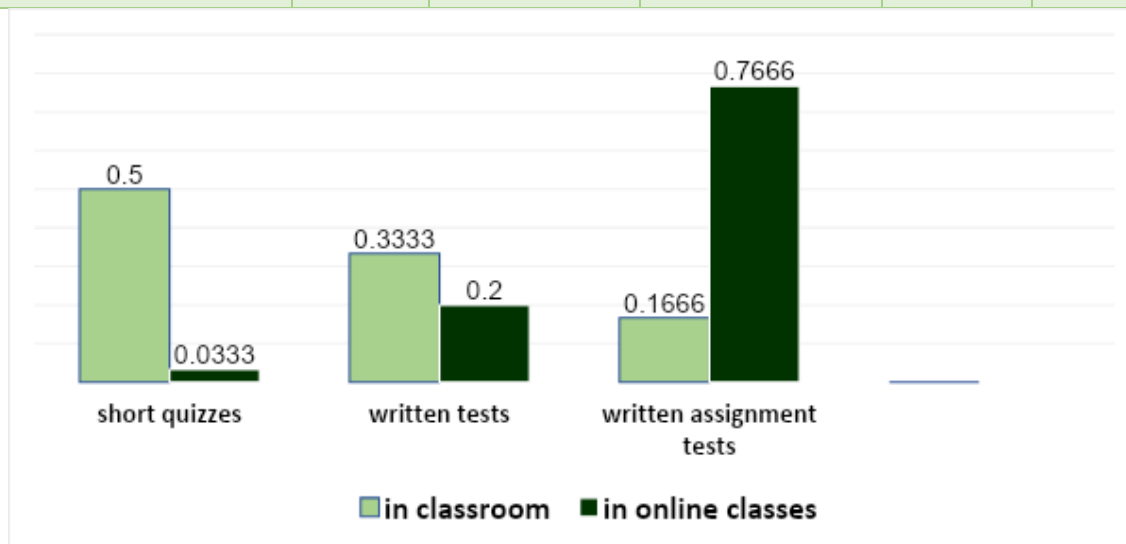


Figure: 13 students' assessment in written expression module.

Analysis of the results

This question seeks to identify the ways in which the teacher evaluates the 31d students writing abilities in classroom as to enhance their writing knowledge in both online and

classroom short quizzes, was found to be frequent among (30) students (50%), followed by written tests with a rate of (33, 33%) among (20) students. Nevertheless, written assignment tests showed only (10) students with percentage (16, 66%).

By contest, in online classes the strategy of written assignment tests was formed as useful way for students' assessment, with percentage of (76, 66%), in addition written tests was also numerous in student's responses (20%) counterwave, followed by (two) students (3, 33%) assert that short quizzes could be considered as a teacher strategy in order to assess their abilities writing.

Discussion and interpretation

A large number of students believe that the written expression teachers at times take written expression tests as the main appropriate teaching way of assessment during online classes, as students' written expression abilities would be enlarged and the teachers would also notice the productivity of their students. Thus, they recognize that the assessment is important in face-to-face classrooms since the absence of assessment in online classes would critically hamper their communicative activities, it is worthy to emphasize that the role of teachers in choosing the appropriate methods for their assessments of their students in helping them improve their writing unlike the online assessment which is silent.

6/ effectiveness of written expression online learning

Q14: was your experience in using online learning?

Table: 14 students experience in using online learning

Option	Number	Percentage %
Very effective	9	15%
Moderately effective	11	18, 33%
Not effective at al	40	66, 66%
Total	60	100%

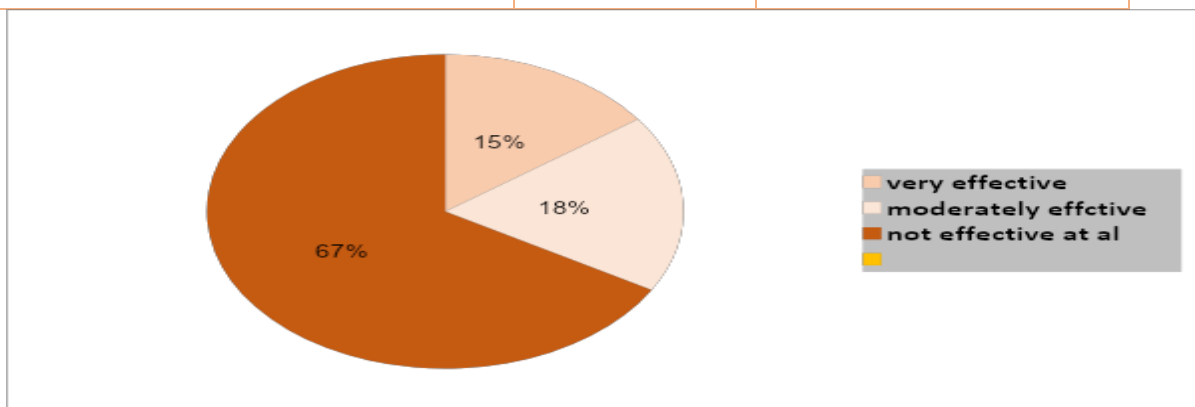


Figure: 14 students experience in using online learning

Analysis of the results:

As shown in the table and the graph (14) a considerable rate of respondents 66, 66% claimed that their experience in using blended learning as a new teaching method was not effective at all, however, 18, 33% considered blended learning as a method that is moderately effective. Therefore only (9) students with a percentage of 15% pointed that their experience in using blended learning was good and it helped them to serve the effective and appropriate communication between them and their teachers.

Discussion and interpretation

In support of the aforementioned claim in this question, these results tonight reflect that the EFL learners at Mouhamed Boudiaf M’sila experience towards the integration of blended learning was not beneficial and interesting at all. Due to many factors, the majority of students said that their experience was not effective. Yet, it can be inferred that the primary focus of the students is to master the purely written expression skill in the classroom instead of uploading lectures from online platforms without clarification, besides these results it was indicated the hard majority of students didn’t prefer the implementation of Bl into the educational field.

From this, we can come to a conclusion that blended learning experience is not always beneficial.

Q15: to what extent are you satisfied with technology integration in written expression classes?

Table: 15 students experience with technology integration in written expression classes.

Option	Number	Percentage %
Very satisfied	2	3, 33%
Some who satisfied	8	13, 33%
Not satisfied at all	50	83, 33%
Total	60	100%

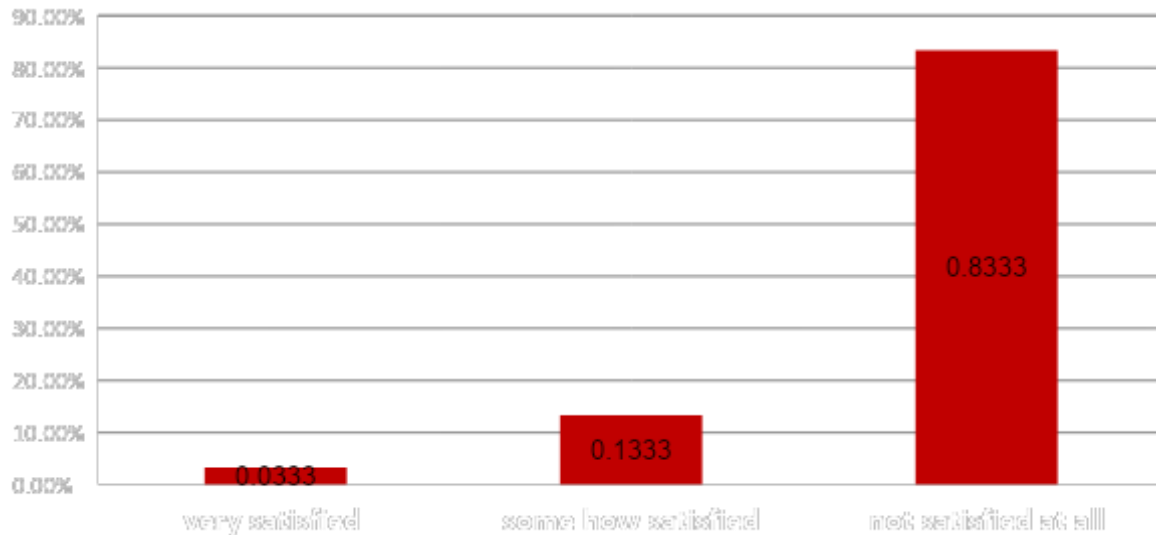


Figure: 15 students experience with technology integration in written expression classes.

Analysis of the results

As for to what extent students are satisfied with technology integration in written expression classes, almost (83, 33%) of students opinion asserted that they were not satisfied at all with the implementation of technology during written expression classes, on the other hand (13?33%) of students claimed that they were somehow satisfied about the combination of face to face written expression classes and online learning, contrariwise (2) students representing (3, 33%), selected “ very satisfied “ confirming that they were very satisfied in using technology during written expression classes.

Discussion and interpretation

Data revealed that there are negative attitudes towards the integration of technology instruction in written expression courses seemingly, all of responses are a clear indication of this irregularity, this significantly illustrates that learners of this generation didn't prefer the technology (not satisfied at all) integration and new innovations while learning a language to put it in a nutshell, the integration of technologies is extremely negative in helping students to enhance their writing skill. The results confirm that the students have negative attitudes toward the use of technology in learning.

Q16: where did you find the content of the course easier and clearer?

Table: 16 the students' perceptions about the content of the courses

Options	Number	Percentage%
In classroom	57	95%
In online classes	3	5%
Total	60	100%

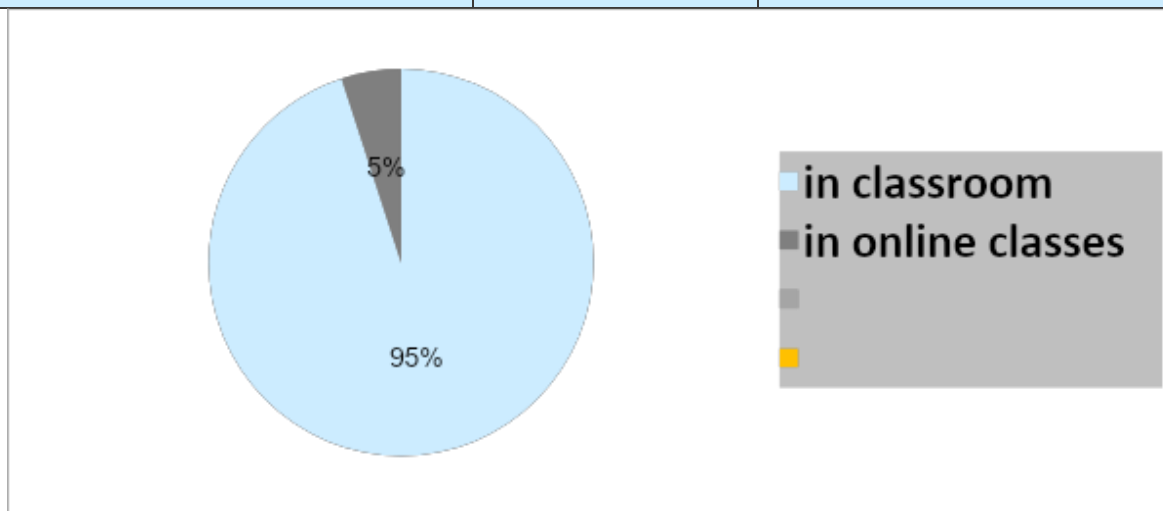


Figure: 16 the students' perceptions about the content of the courses.

Analysis of the results

Concerning this question students were asked to select where the content of the courses might be easier and clearer as it is illustrating in the table above (95%) of respondents prioritize the content of the courses easier and clearer more in classrooms, whereas (5%) of participants said that they found the content of courses easier and clearer in online classroom.

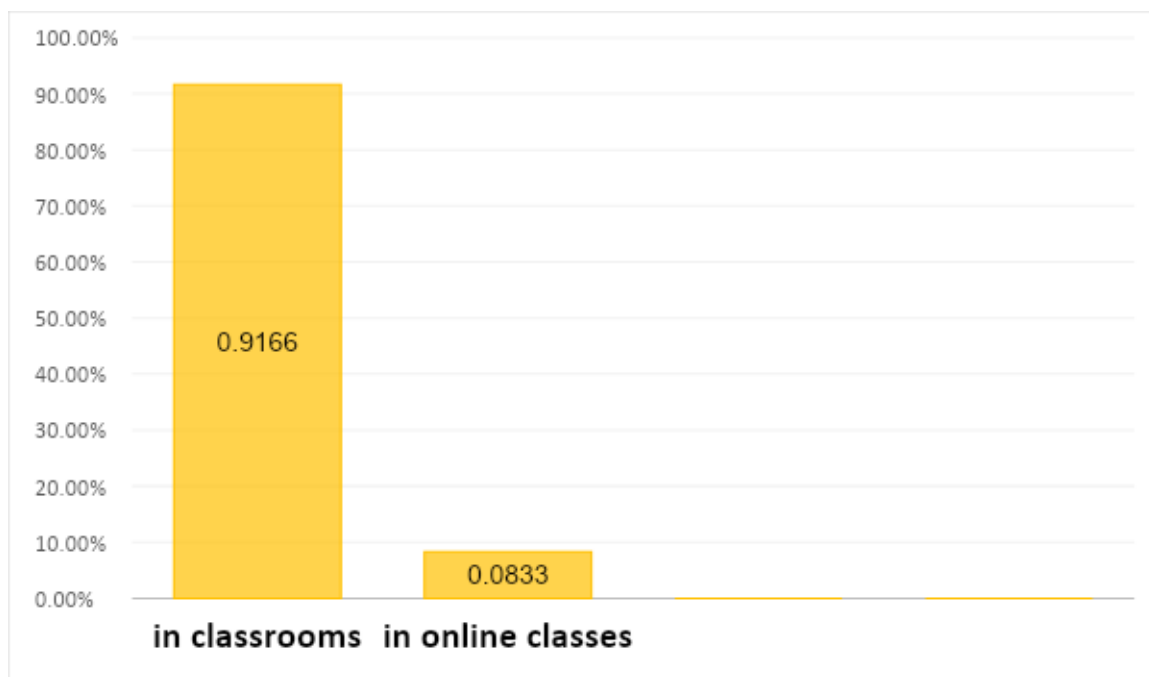
Discussion and interpretation

Based on students answers findings may indicate that written expression teachers provided an easy and clearer content of the most lectures in classrooms setting, this may imply that students prefer to have more opportunities in practicing writing inside classroom, since the online classes crates a problems in understanding the content of the lectures, significantly it may indicates that teachers could provide an immediate feedback for the students which is difficult to give during the online classes. Where the teacher is the facilitator of the course in the classroom. And his absence during the online learning creates an obstacle in understanding the lectures in an appropriate way.

Q17: where did you find the teaching strategies more useful?

Table: 17 the usefulness of teaching strategies.

Options	Number	Percentage%
In classroom	55	91, 66%
In online classes	5	8, 33%
Total	60	100%



figures: 17 the usefulness of teaching strategies.

Analysis of the results

With regard to this question, it is mainly aimed at identifying the student's opinion about the usefulness of teaching strategies, as distributed in the table (17) and the histogram (17) notably the majority of students 91, 66% stated that teaching strategies are more useful in the classroom. Whereas, only 8, 33% of respondents found that teaching strategies used in online classes are more useful.

Discussion and interpretation

It could be inferred that students’ opinions about teaching strategies are more useful, clear and acceptable in the classroom since online teaching strategies were in effectiveness hence it is worthy to emphasize that the role of teacher in the classroom is very important in helping students develop their writing. While most strategies during online classes are ignored, this may suggest that teaching strategies need physical interaction by teachers to clarify, expand and explain.

The courses information in different ways using different styles and techniques that are matched with students needs and interest while in online learning all teaching strategies are absent and silent.

Q18: Did you face any difficulties in learning a written expression course through an online platform?

Table: 18 students’ difficulties in learning written expression course through online platforms

<u>OPTIONS</u>	<u>NUMBER</u>	<u>PERCENTAGE%</u>
YES	50	83, 33%
NO	10	16, 66%
TOTAL	60	100%



Figure: 18 students’ difficulties in learning written expression course through online platforms.

Analysis and discussion

The above question was addressed to students to find out the difficulties in learning written expression courses through online platforms the results represented in table and histogram (18) indicate that 83, 33% of the students face difficulties in learning written expression course through online platform, whereas, 16, 66% of the participants declare that they did not face any difficulties concerning the learning of written expression course through

online platforms, hence they justified their answers by delivering some examples of the difficulties such the take of practice, lack of motivation, inadequate time, no internet connection the absence of physical interaction with teachers online platform were useless they are restricted only to PDF files without clarification.

Discussion and interpretation

These results, according to 3rd year EFL indicate the opinions about learning writing skill through using blended learning platforms. The most of students pointed that they encounter various difficulties such as : the issue of internet connection (the students problem with Moodle) lack of motivation written instruction difficulties, anxiety, lack of platforms were unless, no online classes then depend only on online PDF files (the large amount of handouts), no interaction between teacher and students when teacher can guide control them during their classroom courses, provide them with feedback, encourage them, all these factors were considered as a difficulties toward the use of Bl in learning the writing skill. all in all, the major difficulty in adopting Bl in the educational system is the management of online tests that are not reliable since the teachers cannot prevent students from cheating, that is with the implementation of Bl, time management becomes a real difficulty for the learners because the lack of communication between them and their classmates and their instructor.

SUGGESTION AND RECOMMENDATION

Q19: what do you suggest to ensure the success of written expression blended learning?

The majority of respondents to the questionnaire, hold negative attitudes towards the implementation of Bl in enhancing their writing skill, the justified their answers and pointed that blended learning is met beneficial for them in improving their abilities in the written language, one of the students said for extra pre-acting our writing, and when we deal with online classes or even a contact with our teacher outside classroom, it is considered as negative step for us as learners. Significantly, some students believed that in order to ensure the success of written expression using blended learning, teachers should provide more comprehension input with detailed exercises so students can understand well and often they practice where developing writing skill is more confident while practicing under teacher guidance.

Furthermore, a few of participant argue that using Bl in enhancing their written abilities is beneficial and attain an adequate level of accuracy, expend their minds toward new techniques and strategies and increase their background in vocabulary as well, additionally this last item which revolves around EFL learners' suggestion for making Bl successful in the

Algerian universities, hence the major suggestion raised by students is related to the educational site. Many students insisted on the necessity of the maintenance of Moodle and other platforms which are an obligatory to make them accessible, another major suggestion provided by some students is related to the teacher and his strategies, some of learners indicate that the teacher should balance between online sessions and face to face sessions, where he should focus more on online classes instead of providing only a PDF files with no clear clarification and corrective feedback. Consequently, internet problems may be considered as the great suggestion to ensure the success of written expression using Bl.

2.5.1 Discussion of the students Questionnaire findings

This discussion covers the main results gathered from the questionnaire, the study was intended to investigate the attitudes of third year students at the Department of language and English Literature at M'sila University, Based upon the students answer's in the previous sections the results gathered revealed that the majority of student's are not fully satisfied with the integration of Blended Learning in their written classes with a regard to the first section of the questionnaire which aims at getting a general idea about student's information, their gender, and how old are they.

Findings show that the majority of students participate in the questionnaire are female (66,66%) while (33, 33%) only male. Hence, results showed that 8% of students are 21 year old. whrease, (50%) are 20 years old, followed by (29%) of students with 22 years old, then (27%) of them are 23 years old finally 6% of participants are 18 years old .

Furthermore, the second section was designed to investigate learner's perception towards Blended Learning in improving their writing skill results revealed that most of students did not have all the access to Moodle platform .Moreover, most of students asserted that written expression courses are less motivating during the online classes mainly due to absence of interaction and the boredom connection between teachers and students. Additionally, more than half of the students believed that the success of the teacher techniques and strategies is better and more effective since it is face to face rather than E-Learning in helping students to improve their writing skill and fostering their capacities, expressing their ideas in appropriate style in academic way, since, most of them believed in order to learn written language they have to learn different writing styles and practice more accurately the language. receive connective feedback. take enough time to master the writing language.

CHAPTER Two : Research Methodology and Discussion of Results

For writing classroom the overwhelming majority of learners responded negatively by stating that they have two sessions in classroom and a little attention as one session in the online classes which does not completely satisfy students' needs and interest so because more than half of claimed that they prefer the writing session during classroom where they can practice more under teacher instructions and constant guidance identifying their mistakes, connecting them regularly. as well as, receiving feedbackect .

Relatively, students agreed that the integration of technology in written expression classes (Blended Learning) was not satisfying at all, and did not make a big deal to help them to develop their writing abilities and neither provide opportunities to interact and master writing skill nor practice the skill inside the classroom .As a result, one can observe that the students are not completely satisfied about implementing of Blended Learning in their learning process. So, in of this, Most of them encountered many difficulties in learning written expression online .The results which has been mentioned previously revealed that some of the students prefer paragraph and essay report writing as the most effective tasks that could be depended on in written expression .On The other hand, The majority of students believed that these activities were more based task in classroom, rather than online classes. since a huge number of students clearly claimed that the methods and the techniques used by the teacher are more useful and well helpful in the classroom that help them to practice more writing.

Additionally, The findings gathered from the analysis of the questionnaire indicate that the most successful and useful methods of assessing students abilities in the classroom are short quizzes and written tests while during online classes teachers select written assignment tests. In line with this, The majority of the teachers admitted that among these techniques, students prefer more practice, discussion and to work in groups or pairs regarding the time allocated to them. Actually, there are many drawbacks among them lack of motivation, lack of practice, inadequate time, the necessity of interaction and most importantly the usefulness of online platforms due to the network problems that students may encounter which they could not receive their instant feedback. They also believe that online classes are not effective and suitable for them since they are restricted to certain kinds of sources such as PDF files. To sum up, one can observe from the analysis that Blended Learning did not meet the needs and interests of EFL 3rd year students of Mohamed Boudiaf M'sila University to master the writing skill as well as the Blended Learning did not help the students of third year in learning writing skill despite its importance as well as their experience was not effective towards Blended Learning .

2.6 The analysis of written expression teacher’s questionnaire

Section one: teachers’ general information

Q1: select your gender

Table:19 numbers of male and female who participate in the written expression questionnaire.

<u>Teacher’s gender</u>	<u>Number</u>	<u>Percentage%</u>
MALE	1	33, 33%
FEMALE	2	66, 66%
TOTAL	3	100%



Figure: 19 numbers of male and female who participate in the written expression questionnaire.

Analysis and discussion

As illustrated by the table and the figure (20) 66, 66% of teachers are female, contrariwise 33, 33% teacher’s participants are male which indicate that the majority of English teachers in the English department at university of m’sila are female.

Q2: how long have you been teaching written expression?

<u>01-5</u>	<u>05-10</u>	<u>10-15</u>	<u>Over 15</u>	<u>TOTAL</u>
1	2	0	0	3
33, 33%	66, 66%	0%	0%	100%

Table: 20 written expression experience.

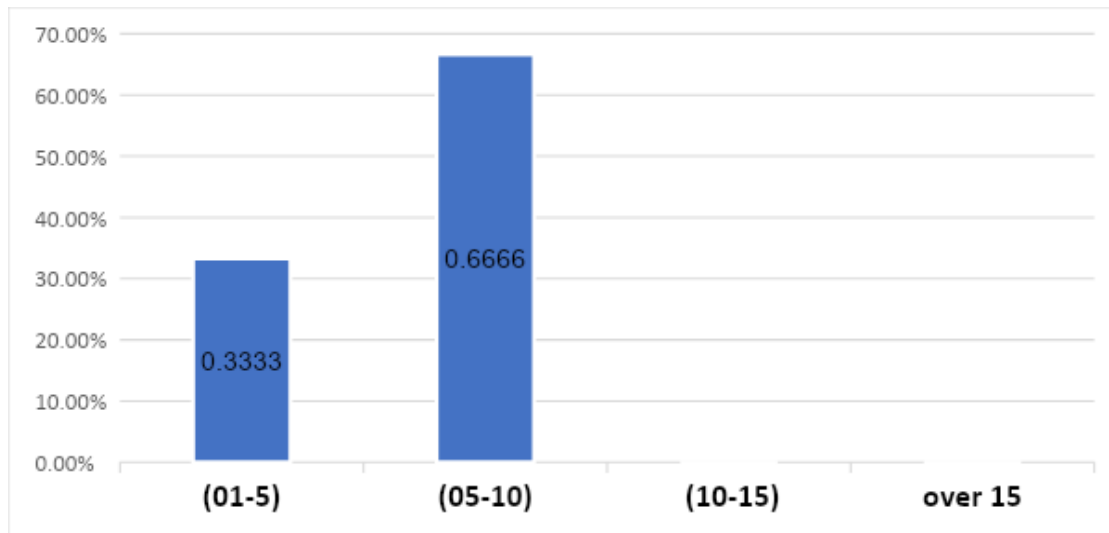


Figure :20 written expression experience.

Discussion and interpretation

As demonstrated by the table and the graph (20), a considerable rate of 66, 66% of teachers has experience of (5-10) years, while 33, 33% of the teachers have an experience of (1-5) years. The results strongly indicate that there is a variety of teacher experiences from novice to experienced teachers at the department of English language at m'sila university.

Section 2: teachers experiences and attitudes toward blended learning.

1/ teacher's objectives

Q1: where did you have the opportunities to use various teaching techniques/strategies to enhance students' writing capacities?

Table: 21 the written expression teaching techniques and strategies.

Options	Number	Percentage%
In classroom	3	100%
In online classes	0	0%
Total	3	100%

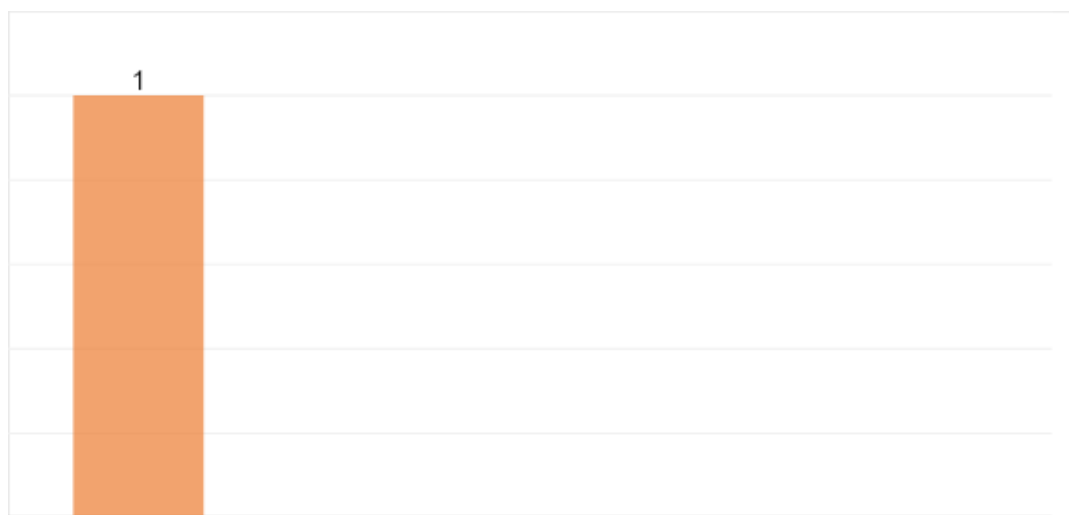


Figure: 21 the written expression teaching techniques and strategies.

Discussion and interpretation:

A large rate of (100%) of responses by teachers responded convincingly that classroom classes provide opportunities for teachers to use different teaching techniques to help students write more effectively, while online classes provide teachers with fewer opportunities to use various teaching techniques that can help students improve their writing skills. Consequently, this may suggest that in online courses teachers are not aware of the students’ needs and interests, therefore teachers cannot use a variety of teaching techniques and methods. Due to the server shortage.

Table: 22 the effective activities in written expression.

Paragraph writing	Short story writing	Essay and report writing	Paraphrasing	Summarizing	Total
3	1	3	1	2	10
30%	10%	30%	10%	20%	100%



Figure: 22 the effective activities in written expression.

Discussion and interpretation

Data revealed that 30% of teachers find that writing exercise such as paragraph writing and essay and report writing, are the most helpful activities for students in developing their writing skill, followed by summarizing with an average of 20%, likewise, paraphrasing and short story writing are rarely used by teachers as showed in both the table and the figure above.

The teachers added that all types are necessary, types of writing vary from one level and/or class to another ranging from the smallest unit i.e, words or parts of speech into large elements as paragraphs essays reports or short stories, essays reports or short stories, all writing tasks aim generally to foster students' communication Through writing. So, teachers need to select tasks that fit their students' needs, interests, abilities and difficulties. Each exercise then aims at developing a given aspect of their writing ability.

Q3: As a written expression teacher, where do you introduce and practice these activities more?

Table: 23 the more presented activities in written expression.

<u>Options</u>	<u>Number</u>	<u>Percentage%</u>
In classroom classes	3	100%
In online classes	0	0%
Total	3	100%

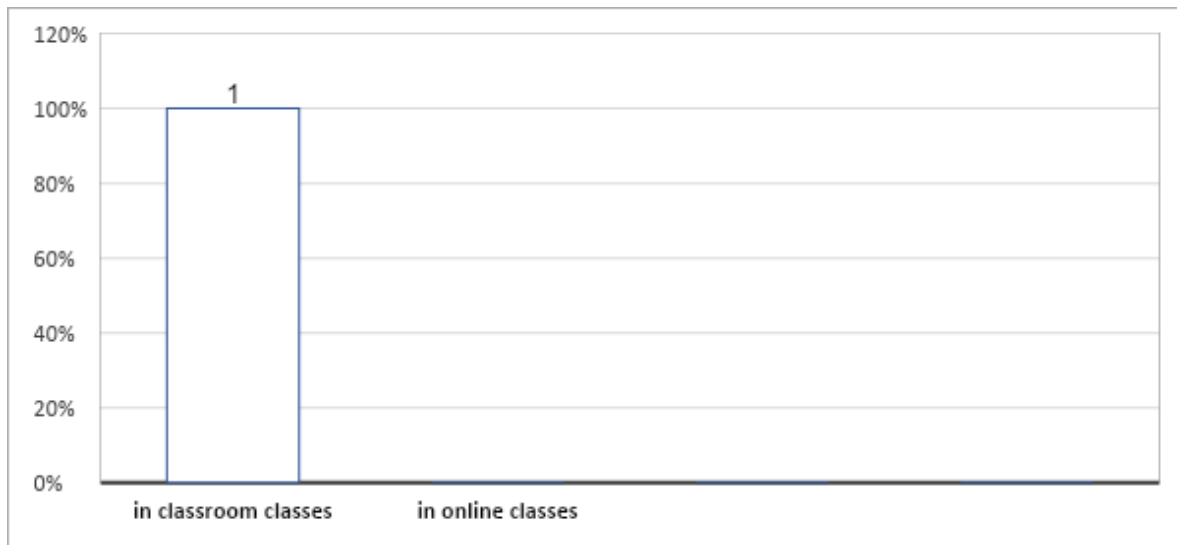


Figure: 23 the more presented activities in written expression.

Discussion and interpretation

As distributed in table (23) and figure (23) third year teacher's responses on question (3) in the giving section about the more presented activities written expression. As follows 100% of teachers agree that written expression activities are presented more in the classroom than online classes. in this point important teachers often say that classroom is the place for students to write activities, where students can work to in a cooperation way underteaches guidance, correct their mistakes, watch videos, learn different styles or listen to speeches in order to summarizes, paraphrase of expanding the ideas in an appropriate piece of written, because in class the teacher has to check, help students while they are writing in support of the aforementioned answers, other teachers indicate that writing entails more written practices in class, teachers can follow (can observe) their students learning to write they can connect, help, and guide them either via oral or written feedback since face to face contacts in class helps both of them to improve teaching/ learning processes.in class teachers make sure that students write in their own, hence they can observe too their progress whereas in online classes no one know who write and who does not write where most of students escape to plagiarism.

3/motivation

Q4: where did you find your students more motivated for your written expression lectures?

Table: 24 students written expression motivation.

<i>Options</i>	Number	Percentage%
<i>In classroom</i>	3	100%
<i>In online classes</i>	0	0%
<i>Total</i>	3	100%

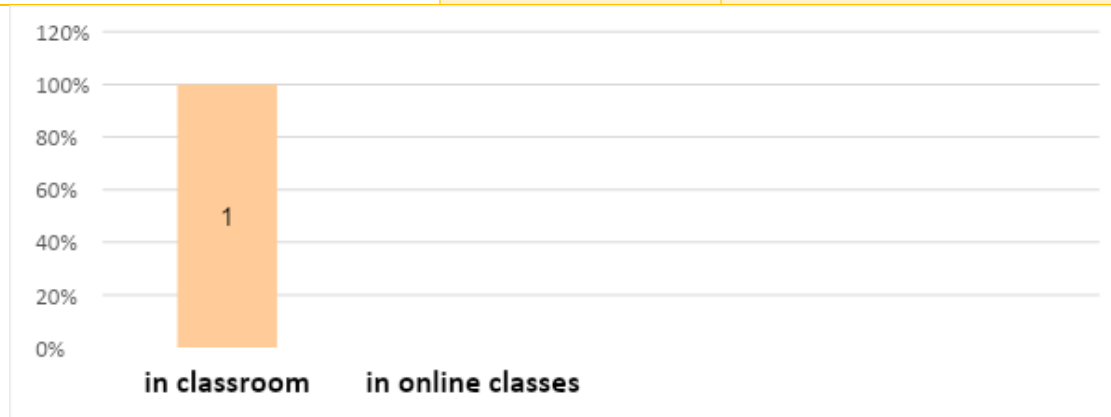


Figure: 24 students' written expression motivation.

Discussion and interpretation

The above question was addressed to teachers in an attempt to find an appropriate setting where students find themselves more motivated for the written expression lectures. The results distributed in table (25) and figure (24) show that (100%) of teachers indicate that their student's motivation increases only in the classroom. Where teachers can play different roles that meet students' needs and interests, since writing is considered as a learning process where teacher may check the students writing (how should they write, how can they connect ideas...) according to teacher's beliefs blended learning is a new experience to students, in which different subjects such as writing must be taught under teacher supervision in carefully and regularly in classroom, remarkably they claim that teaching writing in classroom is effective (were both partners teachers and students) discuss, share and cooperate the class keeps both present and attentive in class, teachers can follow each student in class peers can work together in class all students feel the sense of belonging to their class and this is itself a song of motivation. All in all, teaching in class has a lot of benefits for students and teachers alike though some opt for distant teaching/learning.

Q5: how could you describe your third-year students' level of writing?

Table: 25 the student's level in writing.

Weak	average	good	Excellent	Total
0	1	2	0	3
0%	33, 33%	66, 66%	0%	100%

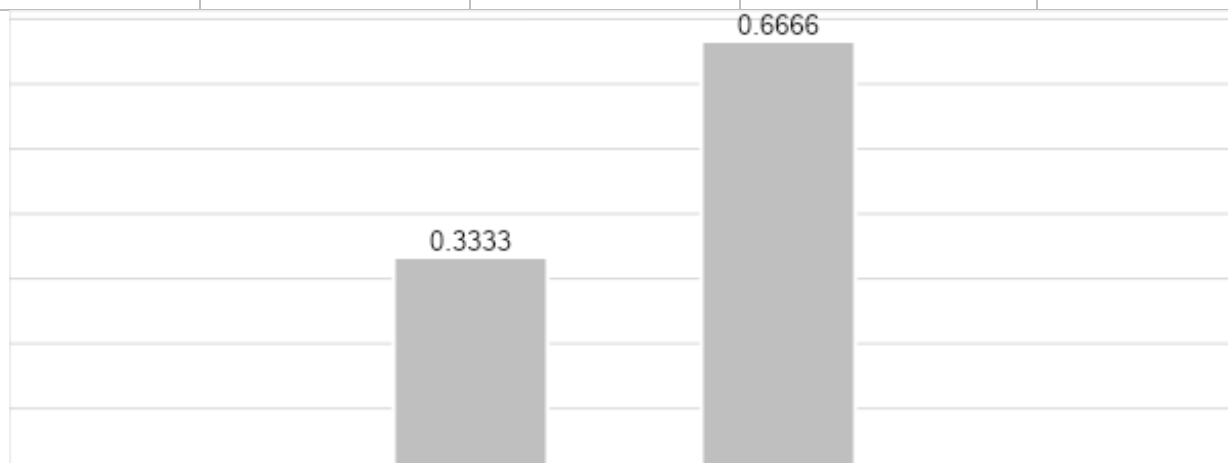


Figure: 25 the student's level in writing.

Discussion and interpretation

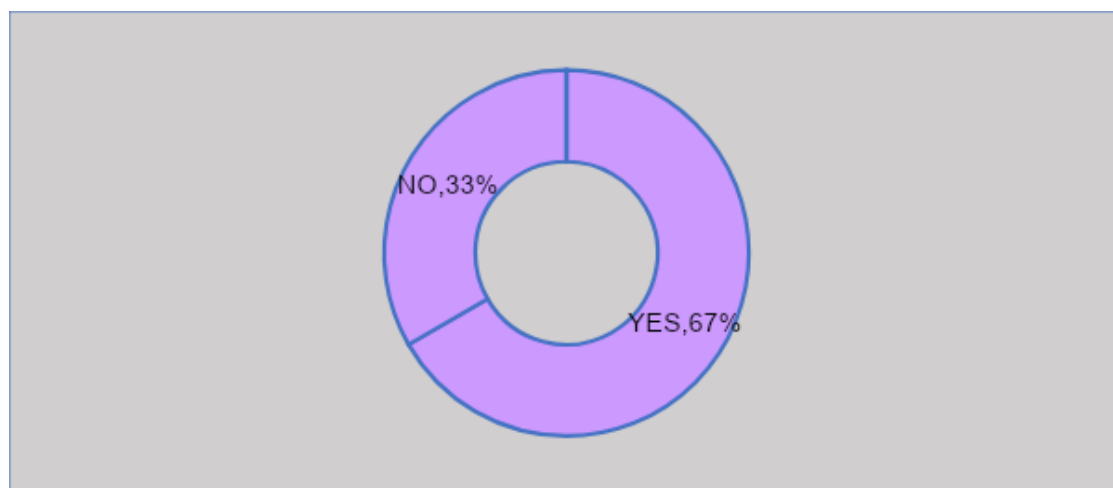
According to the teachers' experience as illustrated in the table and the histogram (26) reveal that 66, 66% of teachers identify that the student's level in writing is average. likewise, 33, 33% of teachers agree that a student's level of writing is good. This may indicate that students are skill mastering and developing their level by practicing and working hard on it, since they are not excellent yet. Due to many reasons (lock of writing abilities, lock of practice, lack of reading, lock of motivation. Teacher didn't provide them with sufficient time to write well, this evaluation was based on the teacher's experiences.

4/access and support

Q6: have you been using Moodle for teaching writing?

Table: 26 the use of Moodle platform by written expression teachers.

<u>Options</u>	<u>Number</u>	<u>Percentage%</u>
YES	2	66, 66%
NO	1	33, 33%
<u>TOTAL</u>	3	100%



1.

Figure: 26 the use of Moodle platform by written expression teachers.

Discussion and interpretation

This question was designed in an attempt to explore teachers' perceptions about whether they have written expressions using Moodle platform during their teaching process or not. Interestingly, the table and the figure (26) indicate that 66, 66% of the teachers answered “YES” they have used Moodle platform to teach writing skill, while the remaining percentage (33, 33%) of teachers declare that they do not use Moodle in teaching writing, the results shown above indicate that the Moodle, teachers send/share lectures and /or exercises. Their teaching is mostly silent; therefore, they do not teach, they just publish, besides Moodle alone does not cover the blended learning teaching; it is only a tool.

Q7: if no application, have you been using it in teaching?

Table : 27 the applications used for online written expression classes.

<u>ZOOM</u>	<u>TELEGRAM</u>	<u>SKYPE</u>	<u>OTHERS</u>	<u>NONE</u>	<u>TOTAL</u>
1	3	0	1	2	7
10, 28%	48, 28%	0%	14, 28%	25, 57%	100%

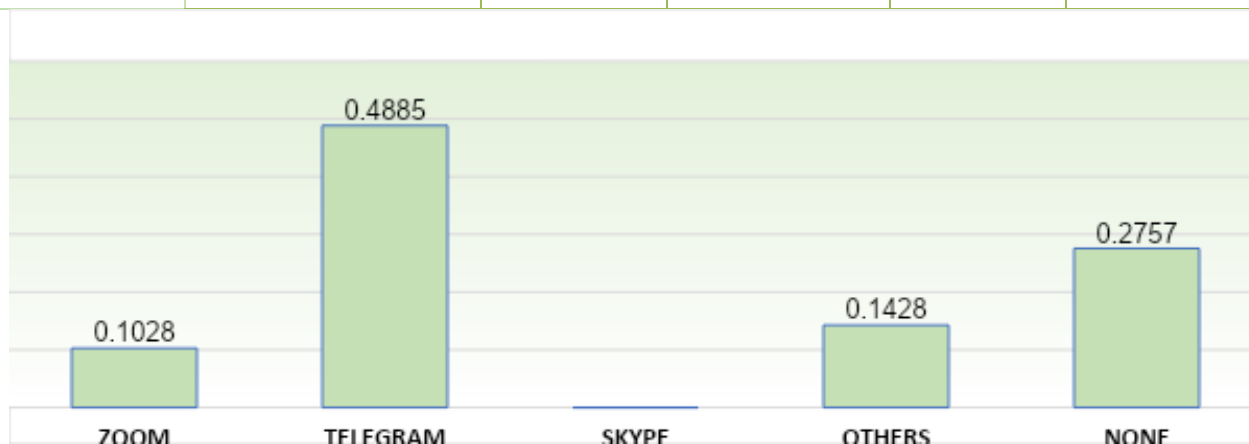


Figure: 27 the applications used for online written expression classes.

Discussion and interpretation

Based up on the teacher’s answers, are clear the results in the table and the figure above in which 48, 28% of teachers use telegram as an alternative to Moodle platform in the online written expression classes they justified their opinion towards the use of telegram in the online written classes by claiming that the use of telegram is very easy and useful and they have an accessibility to it everywhere. Relatively 10, 28% of teachers said that zoom and other applications (such emails what’s up...) might be useful since they do not have the chance to access the Moodle platform during their learning. And they could not interrupt the study of their students which may create many problems for them.

5: frequency of the online BL written expression sessions

Q8: how many sessions of written expression did you teach per week (put a number)?

Table 28 the number of written expression sessions.

Options	Number	Percentage%
In classroom	3 teachers said two sessions	100%
Total	3	100%
In online classes	3 teachers said one session	100%
Total	3	100%

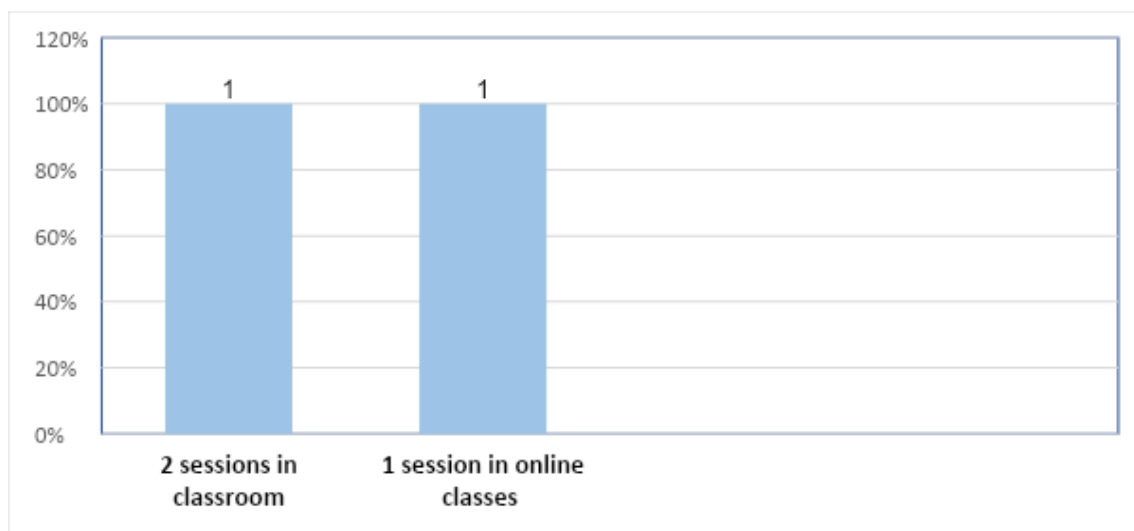


Figure : 28 the number of written expression sessions.

Discussion and interpretation

An examination of the table and the histogram above data reveal that the majority of teachers (100%) asserted that they teach written expression modules two sessions per a week in face-to-face classroom, whereas only one session during the online classroom per week. This may indicate that the time devoted for written expression in the classroom is insufficient for the students to master/ practice their written language. Hence the overwhelming majority of both learners and teachers thought that the time allocated for writing classes in online classes is not sufficient.

Q9: How often did you ask your students to do a written assignment?

Table 29: the frequency of written assignments.

<u>In classroom</u>			<u>In online classes</u>		
Everyday	1	33, 33%	Everyday	0	0%
Once week	0	0%	Once week	1	33, 33%
Twice week	2	66, 66%	Twice week	0	0%
Once month	0	0%	Once month	2	66, 66%
Total	3	100%	Total	3	100%

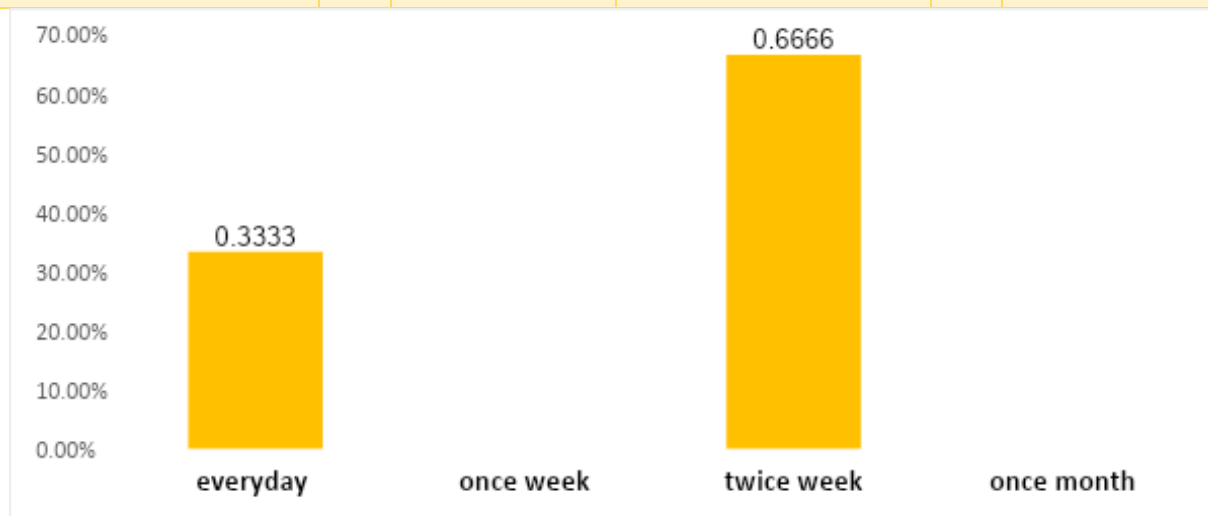


Figure 29: the frequency of written assignment.

Discussion and interpretation

The purpose of this question is to investigate the frequency of written assignment and how often did teachers ask their students to do written assignment in both online classes and classroom, according to the statistics found above results (66, 66%) of teachers ask their students to do the written assignment twice a week in classroom while (33, 33%) said that students are asked to do their assignment every day in classroom. Contrariwise (66, 66%) of

teachers asked their students to do the written assignment once a month during online classes, while (33, 33%) pecked once per week in online classes. These results show that the frequency of written assignment in online learning is not interesting and sufficient at all, for students to practice their classroom assignment since students in their normal classroom are asked to discover the various methods, styles receive written convective feedback, new strategies to develop their writing unlike online learning which seem as boring and difficult to use and the majority of works are plagiarized.

6:teaching practices

Q9: as a written expression teacher where do you engage your students more in work activities?

Table 30: students' engagement in written activities.

Options	Number	Percentage%
In classroom	3	100%
In online classes	0	0%
Total	3	100%

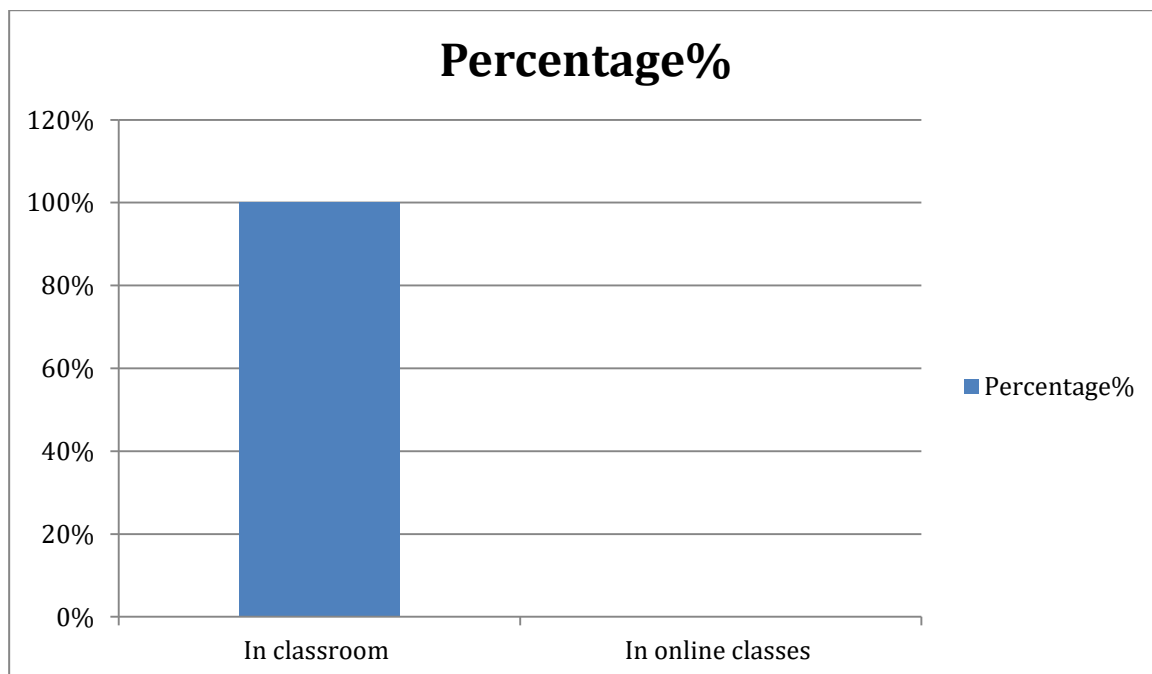


Figure 30: students' engagement in written activities.

Discussion and interpretation

CHAPTER Two : Research Methodology and Discussion of Results

The table and the chart above show that teachers with a percentage of 100% declare absolutely that they engage their students for the work activities in the classroom more than online classes. That is to say, the teachers in the classroom play a significant role by guiding, supporting, encouraging, providing feedback, explaining, discussing and interacting physically completely to meet student needs and interests. yet, the online classes with the lack of physical interaction which prevents the teachers to engage their students more in work activities. It can be inferred that the primary focus of the written expression teachers in online learning is just posting and receiving PDF files without any interactions, regular communication and clarification about the lectures.

Q10: what kind of written expression activities do you select for your students? (You may tick more than one answer)

Table 31: written expression activities.

Short story writing	Paragraph writing	Essay and report writing	paraphrasing	Summarizing	Total
2	3	2	1	0	8
25%	37, 5%	25%	12, 5%	0%	100%

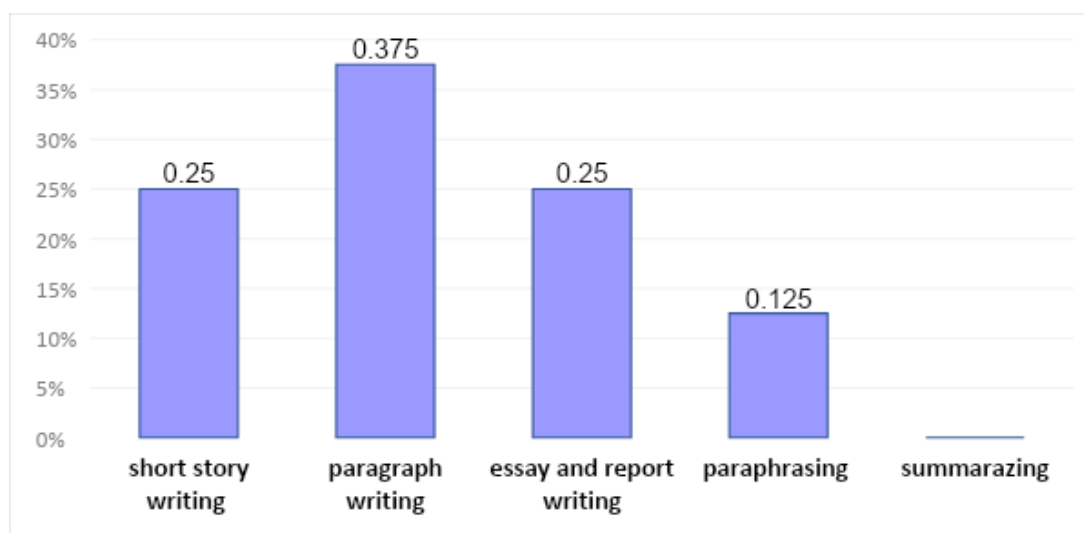


Figure 31: written expression activities.

Discussion and interpretation

As illustrated by the table and figure (30) 3 teachers (37, 5%) assert that paragraph writing is the most used written activities, followed by essay and report writing, short story writing (25%) on the country, paraphrasing only with 12, 5% consider as a good written might suggest that 3rd year EFL teachers neglect the importance of many other activities to enhance

CHAPTER Two : Research Methodology and Discussion of Results

student's abilities during the online learning thus they are obliged to focus on the most essential and practical activities. It can be deduced that the written expression teacher wrote the interstition of BI in their teaching process, they do not rely upon the whole written activities in teaching written.

8/ assessment

Q10: As teachers, how do you assess your students' abilities in writing?

Table :32 teachers' assessment in written expression module.

in classroom	number	Percentage%	In online classes	number	Percentage%
Short quizzes	1	33, 33%	Short quizzes	0	0%
Written tests	2	66, 66%	Written tests	1	33, 33%
Written assignment tests	0	0%	Written assignment tests	2	66, 66%
Total	3	100%	Total	3	100%

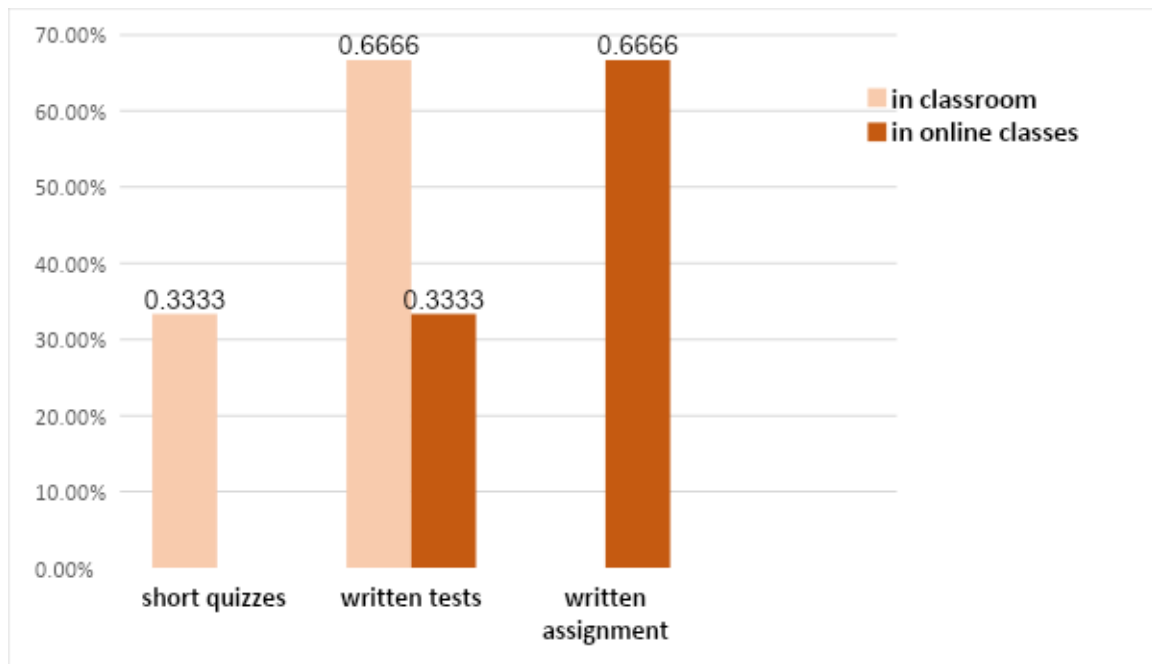


Figure 32: teachers' assessment in written expression module.

Discussion and interpretation

A large rate of (66, 66%) of responses by teachers responded convincingly that written tests should be presented with the most useful strategies of teacher’s assessment to their students' written abilities in the written expression classroom. Followed by a considerable average of (33, 33%) of teachers use short quizzes as a way to assess their students in the classroom prefer to use by contest, in online classes we notice (66, 66%) of teachers written assignment tests as a way to assess their student’s writing performance. Remarkably (33, 33%) of teachers prefer to use written tests during online classes.

These findings might suggest the teacher’s assessment in the written expression module. Depend more in written test and short quizzes in order to evaluate student’s abilities and provide them with appropriate feedback as a result of their performance, yet do to the circumstances of covid pandemic 19, teachers are obliged to interact and communicate online to students where assignment tests considered as alternative strategy to test and examine their students’ abilities during the online classes.

Effectiveness of written expression online learning

Q11: was your experience in using online learning in teaching writing?

Table 33: written expression teachers experience in using Bl.

<u>Options</u>	<u>Number</u>	<u>Percentage</u>
Very effective	0	0%
Moderately effective	1	33, 33%
Not effective at all	2	66, 66%
Total	3	100%

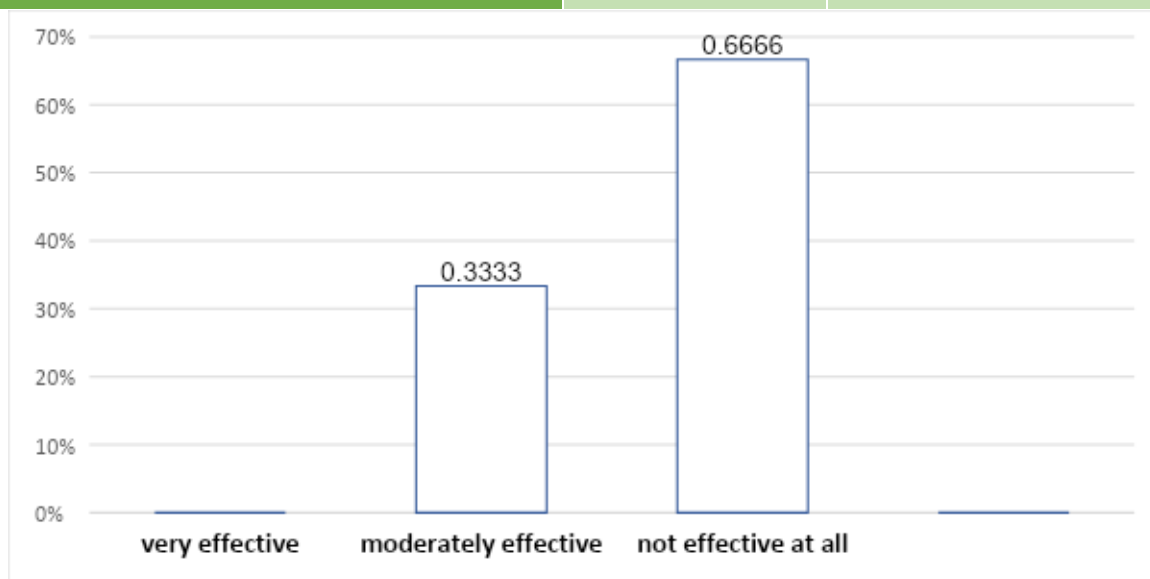


Figure: 33 written expression teachers experience in using Bl.

Discussion and interpretation

With regard to this question, it is mainly aimed at investigating the teacher's experience and opinions about whether blended learning is effective or not. Findings in table (34) indicate that more than half of the teachers 66, 66% say that their experience in using BI is not effective to enhance students writing skill, while (33, 33%) said that experience was moderately effective. This results may indicate that 3rd year LMD teachers were not agree in teaching writing using BI since it didn't meet both students teachers needs and interests, another statement placed within this question in which teachers were asked if their experience using BI was beneficial for them in the teaching and learning process, surprisingly the results indicate that the majority of teachers were against the new innovation approach (blended learning) since they hold a negative ad difficult experience especially during the covid 19. Due to many factors including the server deficiency, the teaching strategies are changed, and the time limited.

Q12: where did you find your teaching strategies more effective?

Table : 34 The effectiveness of written expression teaching strategies.

<u>Options</u>	<u>Number</u>	<u>Percentage%</u>
<u>In classroom</u>	3	100%
<u>In online classes</u>	0	0%
<u>Total</u>	3	100%

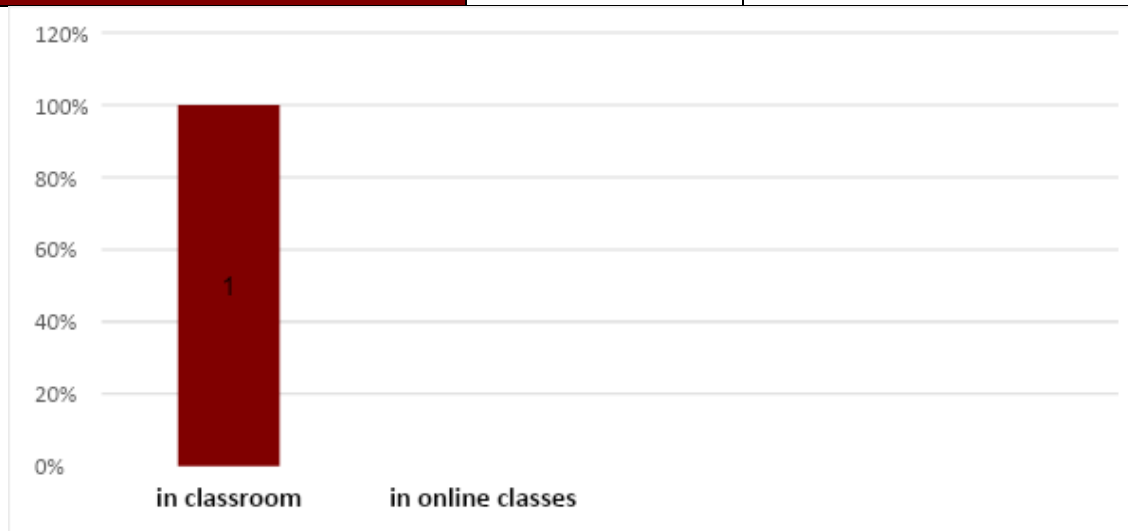


Figure: 34 the effectiveness of written expression teaching strategies.

Discussion and interpretation

As for the effectiveness of written expression strategies using blended learning as it is clear in the graph shown and the table almost all teachers (100%) choose the classroom setting these results might suggest that teachers of written expression send that classroom setting as the main teaching place where the teachers and the students are working together in peers under teacher guidance (controlling, assessing, motivating, responding, encouraging them etc ...) and where students truly work, learn, practice hard. And receiving direct corrective feedback, this may conclude that the teaching strategies were more effective in the classroom than in online classes where almost the teaching strategies are neglected by the teachers(silent) in online classes.

Q13: how did blended learning affect the student's level of writing?

According to the teacher's opinions, blended learning affected the students written level both negatively and positively, in the case of blended learning affect students positively since blended learning gave them the opportunity to test their abilities to learn on their own at home, as well as BI is a good opportunity to sear obscure information freely without being restricted to a specific time provide. Thus, blended learning may affect students positively since they have the freedom to practice and revise more of their lessons. On the contrary, the teachers who believe that blended learning affects students' written level in a negative way because more plagiarism is detected. Moreover, students are better at understanding the information from the teacher and they used to rely on taking notes while the teachers lecturing, since the handouts are unclear and need someone to clarify them because, during the online learning students are writing for someone absent and they will not receive the feedback they need.

Q14: did you encounter any difficulties in teaching written expression through blended learning?

Regarding to this question teachers are asked about the main difficulties they encountered when teaching written expression thrash blended learning, they stated that students are not serious in their writing and they are just copying from the internet (lack of flexibility) and the absence of personal effort more plagiarism detected in addition to that, student's personal efforts are invisible, therefore teacher will suffer in assessing and evaluating their performance, since blended learning is not effortless they indicate that it require commuting. Remarkably written expression modules demand teachers' guidance that is in classroom teachers can explain, analyze, evaluate and provide information proppant all pieces of writing in classroom. So, it is more effective. Moreover, teachers are indicating that students cannot login to Moodle because their password was resected. The teacher's opinion

blended based on learning might affect themes positively or negatively, if students seize the opportunity of seating at home and learning and practicing writing more, the effect will certainly be positive. However, if they find a way to play it outside the classroom where teachers' control is absent, the impact will be negative. In addition writing is a personal business therefore it should be individually written in class under the supervision of teachers and the help of classmates some teachers believe that in blended learning, nothings is granted fore sure may plagiarism is ducted, may students do not care, do not feel stress, so they turn to be less responsible and therefore less effective, notably the unique advantage of blended learning is that it is a quick way to help learns be updated, teachers may send / share materials with learners despite this many teachers believe that many learners have no access to meet due to many reasons. Thus, instead of being helpful, it turns to be harmful or other hand, some teachers said that learners' circumstances are take into consideration since not everyone has the ability to access online lessons due to the internet problems, hance a big proportion said that the crucial problems they encounter are the technical problems related to Moodle. As a result of the lack of interactions of most students where teachers only upload online files without any physical interaction , students complained about the large number of handouts.

Section three: suggestions and recommendation

Q15: as a written expression teacher could you provide any advantage of using blended learning in teaching written expression modules?

This question sheds light on the key positive features of blended learning that should be recognized and exploited by teachers, flexibility facilitating learning in addition to effort, availability of time and money saving since students can transmit texts via online websites and give activities in a short period of time. Also blended learning helps in increasing student interest and performance in addition increasing information retention since students might access lectures content anytime and anywhere. Hence, the major striking feature of Bl is making studies attainable for people who live in isolated areas. Where teachers can use the activity of teaching resources, furthermore, students may access global resources and materials that meet the student's level of knowledge and interest thus teaching writing through blended learning allows more effectives and rapid interactions between the learners and their instructions through the use of emails, discussion boards and chat rooms. They can also learn through a variety of activities that apply to many different learning styles to make teaching

writing through blended learning effective in terms of feasibility and rapidity in the learning process.

Q16: do you have any recommendations to make a successful blend of writing expressions?

The last item revolves around EFL teachers suggestions and recommendations for making blended learning successful in the Algerian universities, teachers recommended on enhancing internet services and make it free and under control for every students for the successful of written expression lectures, moreover teachers insist on the idea of educational site since the majority of students stressed on the importance of the maintenance of Moodle and make it more accessible recommendation stated by teachers is in addition to the main that learners must be trained before start using this new approach even teachers should mix and balance between online classes and face to face sessions regularly. Similarly, teachers should focus more on online sessions rather than only on PDF lessons, that is online lectures would be more visual and suitable for students. Hence, instructions insist also that each one area and these people need to have got admission to the net correction and need to be supplied with the important equipment. Additionally, teachers should make balance between traditional ways of teaching writing, which disengage students in term of participation interaction and developing their communicative productive skills, to come up making sure that everybody in conceded with online courses and the classroom presence is another major recommendation, a final recommendation given by teachers is that learners should be trained and even teachers to use those online platforms.

2.6.1 Discussion of the teacher's questionnaire

The aim of the first section of the Questionnaire is to determine general information about the informants .Therefore, the collected data provides us information about their gender , whether they are female or male and their teaching Experience at university . as well as the answers of this section denote that the majority of respondents are female ; there are two females and one male in addition they are from different generations and with a variety of experiences in teaching English at university . the second section of the Questionnaire is devoted to teacher's Experiences and attitudes about blended learning , since the outcomes of the teachers Questionnaire analysis has shown that the majority of the third year teachers hold negative attitudes towards blended learning to enhance the students writing skill and most of them did not welcome the use of this teaching and learning methods . Hence the previously

mentioned results indicate that there are several conclusions that are based on making a correlation between the teacher's answers in the three sections of the Questionnaire . This section indicates that most of the teachers did not use the Moodle platform to teach writing skills .

However, some of the teachers tended to use telegram applications to deliver the written expression courses . Results show that written expression teachers found that their students are motivated enough during face-to -face classrooms compared to online classes .This might be due to the lack of opportunities in using a variety of teaching techniques to enhance student productions . More Clearly , essays and paragraphs were considered as the most dominated tasks used by written expression teachers where the majority of teachers agree that Those activities were presented more in classrooms rather than in online classes since the classroom is the best place to practice writing tasks . For instance group work , peers , cooperative activities that may help students in developing their writing skill. From all the obtained results we observe that the majority of respondents indicate that they had only one session per week in online classes to teach writing skill , this might be due to the unavailability of time and the lack of organization .

On one hand , the majority of respondents declare that blended learning may affect the students' level of writing negatively when more plagiarism is detected. On the other hand , it may affect positively as the students find it easy when they are learning from home . it is worth mentioning that the teachers face number of difficulties in teaching writing expression courses through online platforms as the lack of physical interaction and interest among both teachers and students .

The third section of the Questionnaire deals with teacher's recommendations and suggestions to make successful online courses of written expression . Hence all teachers recommended that online learning should be under control as to set the teaching and learning programs and to keep learners in contact in the learning space . It is recommended to devote extra training sessions for learners who struggle with the internet connection and have no devices to be engaged in written expression courses , moreover , teachers suggest that providing simple lessons in order to be creative in attracting the students' attention.

GENERAL CONCLUSION

GENERAL CONCLUSION

The integration of technologies in foreign language teaching and learning has become a crucial fact. Therefore, researchers in the educational domain are in the search for new strategies and methods that integrate those online technologies to teach writing skill. Thus, they work in many studies in order to investigate the new methods and strategies that could provide useful written opportunities for students and help them in improving their written skill. In which, students could enjoy their online learning process rather than traditional boring face to face lecturing. Since then the way of teaching and learning have been changed throughout the academic year of 2020/2019 at the department of M'sila university. This assumption led to the implementation of Blended Learning in teaching and learning the writing skill. Therefore, the aim of the current study is to explore attitudes of target students towards the role of Blended Learning in enhancing student's written expression Modules.

The current research work consists of two major chapters: the first one is devoted to the theoretical framework of the study. Meanwhile, the second part covers the practical part. The former is divided into two sections. The first section sheds light on the use of Blended Learning in EFL context, whereas the second section is concerned with the motion of writing skill. Remarkably, the second chapter presents the practical aspects of the study. which is divided into three sections namely the "Research Methodology", "Sampling and population" finally, the last section provides detailed analysis of the collected data and the obtained results.

The current research study was conducted to answer the 'Research question' that based on the learners 'perceptions and attitudes towards the use of Blended Learning in enhancing their writing skill. More specifically, it aims at testing the hypothesis stating that 'The implementation of Blended Learning in EFL classes has a positive effect on enhancing third year students "writing skill".

It is noteworthy that, during the examination of this aforementioned hypothesis and to answer the research questions a descriptive study questionnaire was administered and answered by a sample of 60 third year English language students at Mohamed Boudiaf M'sila University.

The findings show that both teachers and students have negative attitudes and perceptions towards the implementation of Blended Learning, and all the the third year students and teachers did not agree about the points that it will not provide them with extra opportunities to practice their writing skill in the classroom over all and based on this findings the research hypothesis rejected. as well as, they faced many difficulties in learning their

GENERAL CONCLUSION

writing skill through online platforms. since there is lack of motivation, lack of physical interaction, the malpractice of written activities. Additionally, teachers indicate that Blended Learning will not motivate students and raise their interaction and performance and will not make the learning process more enjoyable and successful as it has been proved in the present study that both teachers and students did not recommend using Blended Learning in the EFL classroom since their experience in learning and teaching written expression module through online platforms was not effective. Hopefully, the research findings and the provided recommendations as well as suggestions would be effective and beneficial for all the EFL researchers'. So, knowing these Models and choosing one that can relate to the students needs and interests can be a great contribution to educational improvement. Teachers also must use multi-different strategies to empower their teaching experience. Simply because the current learners are somehow different from the previous students that were taught before the epidemic situations and circumstances.

Suggestion and the pedagogical the recommendations for future Research

Based on the findings of this study several practical recommendations can be made for written expression that is the teachers' implementation of Blended Learning in their teaching and learning programmes.

Encourage the formation of community of practise to allow the teacher's to benefit from cooperating on their planning and materials and assessment creations .

- Ensure good pedagogical and technical support for the teachers .
- To provide extra pedagogical support to teachers who do not wish to be able to collaborate with other teachers in their initial semester of employing Blended Learning .
- Conduct pedagogical and technical training prior the semester when teachers start using Blended Learning .
- Allow teachers enough time prior to the beginning of the semester to get comfortable with the online environment and to practise preparing materials and activities for it .
- Allow teachers to experience and discover the online learning environment at their own pace and control the pace of their application of various technical tools such as different features of the content management system .

GENERAL CONCLUSION

- Ensure administrative support, such as for the allocation of Media, equipped rooms that better allow for integration of the two teaching modes
- The use of CPDs which enable learning to become conscious and pre-active, rather than passive and reactive .
- The need for specialized training programs for the teachers to use computers and the internet with assistance of the university administration in which these programs can make a balance between both online and traditional classes
- It is suggested for other researchers to conduct studies based on Blended Learning implementation not only in writing skill but also in the other skills such as reading, listening and speaking .
- In order to enhance students' engagement, teachers should integrate new methods that stimulate students' attention towards the learning of written language.
- learners should be trained as necessary as educated about the reasons for using Blended Learning by which they will gain the technical skills to benefit from the online environment .
- Supervise students during online work until the teacher is satisfied with the result of navigating the online environment and using their online time effectively, before experimenting with synchronous or asynchronous online meetings. This recommendation is based on the fact that teachers undertake students for three weeks to experience and get used to how and what to do in the laboratory .
- Students' problems with learning writing expression Modules through online platforms should be provided with the help of the teachers .
- Teachers are obliged to devote more time to written expression sessions during online learning .
- It is the responsibility of the university and government to provide better internet connection in which students may use the online platform such as Moodle in an easy and clear way . A sufficient number of participants similar to future studies can disclose results which can be more representative of the whole population .
- Active learning of students and a constant assessment approach may sound more effective through the use of Blended Learning and this in turn may help to ensure the quality of education . Thus, teachers should avoid teachers – centered class and move towards student-centered approach and technology –mediated classes .

GENERAL CONCLUSION

- Teachers should provide online corrective feedback to their students and evaluate their students' electronic feedback .
- Scheduled online courses are required in order to integrate Blended Learning into the university's curriculum for this reason, it is highly suggested and recommended that the English Department of the University of M'sila to fix the problems that prevent students from accessing into the Moodle platform
- It is recommended that teachers must vary the strategies used in teaching writing, in order to grasp the attention of learners .
- In our study we conducted an exploratory study where the use of the questionnaire is regarded as a means of data collection. It is suggested that the researchers opt for experimental study in order to collect better results and test the impact of this new teaching method on student achievement of writing skill .

GENERAL CONCLUSION

Limitations :

The research is meant to be out of criticism and imperfection like all studies, this study also encountered a few limitations that should be taken into account when interpreting the results . Firstly, the most important limitation was time constraints, in that we did not find a big amount of freedom while contacting students and teachers due to the unfavorable circumstances that our country went through because of the Corona Virus, in which there were unanticipated study system which clearly hindered the ongoing of the experiment .Therefore, it is proposed that available time and better conditions could have assisted us to assess perfectly the situation in depth and to come up with more productive results as well as make the result more valid and reliable .

A further limitation is connected to the student's answers and how much they were serious about the answers of the questions . Secondly, the other major limitation concerns the small sample of the study . This might constrain the generalization of findings instrument validation, since this study was limited to only (60 students) at the department of language and English Literature at M'sila university . This problem likely had a negative effect on the statistical measurements compared to classes and teachers .However, the issue of lack of research participants is well known and not likely to improve anytime soon .

Furthermore, the period of teaching the students is only two weeks, the findings of this study can not be generalized to the whole population because of the few numbers of the sample especially in the second semester of the academic year 2022/2021.

The first and the last major limitation faced the researchers during this study was the population and sampling, it was too hard to persuade students to be part of this research, another drawback is due to the CoronaVirus ; the half of the questionnaire was administered online, the strategy which most of us are against, it takes much time especially in searching for particular respondents filling that questionnaires since some of the students did not answer all questions especially the open ended ones due to the lack of time .

Additionally, one of the obstacles that hindered the successful implementation of this study which resulted in many limitations including the lack of primary resources on BL and its effects on enhancing writing skill .

One final limitation that might summarize all of the mentioned limitations was the various changes in the educational system of universities because of Covid-19 .Hence, it was impossible to conduct an experimental procedure to investigate the impact of BL on enhancing a learner's writing skill .

GENERAL CONCLUSION

All in all, all those problems are considered as limitations of the study, since Blended Learning is a new method in the Algerian universities that the current study has faced some limitations in addition to aforementioned limitations as in the case of the majority of master research papers in English Language teaching .

LIST OF REFERENCES

List of references:

- Abdul Kareem, N. (2013). An investigation study of Academic Writing Problems Faced by Arab postgraduate Students at University technology of Maloysio. *Theory and practice language studies*, 3(0), 155& - 1555 - [http soll doi- og/10.3404 ITphs.3.9.1552.1557](http://doi.org/10.3404/ITphs.3.9.1552.1557).
- Abdul Rahman, A. M, Azmi, M. N. L, Hassan, I. (2020). Improvement of English Writing Skills through Blended Learning among University Students in Malaysia. *Universal Journal of Educational Research*, 8(12), 7694-7701.doi: 10.13189/ujer.2020.082556.
- Acree, L, Gibson, T, Mangum, M, Wolf, M. A, Kellogg, S, & Branon, S. (2017). Supporting School Leaders in Blended Learning with Blended Learning. *Journal of Online Learning Research*, 3(2), 105-143.
- Acree, L., Gibson, T., Magnum, N., Wolf, M., Kellogg, S., & Branson, S. (2017). Supporting School Leaders in Blended Learning with Blended Learning. *Journal of Online Learning Research*, 3(2), 105-143.
- Acree, L., Gibson, T., Mangum, M., Wolf, M. A., Kellogg, S., & Branon, S. (2017). Supporting School Leaders in Blended Learning with Blended Learning. *Journal of Online Learning Research*, 3(2), 105-143.
- Al- Shunnaq, Qasim and Bani Dumi, Hasan. (2010). Teachers and Students' Trends towards Using E-Learning in the Jordanian Secondary Schools, the *University of Damascus Journal*, 26 (1 + 2), 235-271.
- Alebaikan, R, & Troudi, S. (2011). *Blended learning in Saudi universities: challenges and perspectives*. *Research in Learning Technology*, 18(1), 49–59.doi:10.3402/rlt.v18i1.10750 .
- Alebaikan, R., & Troudi, S. (2010). Blended Learning in Saudi Universities: Challenges and perspectives. *Research in Learning Technology*, 18(1), 49–59.
- Alebaikan, R., & Troudi, S. (2010). Blended Learning in Saudi Universities: Challenges and perspectives. *Research in Learning Technology*, 18(1), 49–59.
- Alebaikan, R., & Troudi, S. (2011). Blended Learning in Saudi Universities: challenges and perspectives. *Research in Learning Technology*, 18(1), 49–59. doi:10.3402/rlt.v18i1.10750 .

LIST OF REFERENCES

- ALhussein, S.S. (2014). Academic Writing Skills demonstrated in University Student's final year Project Reports and wish Cohon on the Teaching of English for Academic Purposes, *in the arabb world European scientific journal*.
- Al-Kahtani, N.K.M, J.J.C.H. Ryan, and T.I. Jefferson. 2006. How Saudi female Faculty perceive Internet technology usage and potential. *Information Knowledge Systems Management* 5, no. 4: 227–43.
- Al-Kahtani, N.K.M., J.J.C.H. Ryan, and T.I. Jefferson. 2006. How Saudi female Faculty perceive Internet technology usage and potential. *Information Knowledge Systems Management* 5, no. 4: 227–43.
- Allwright, D. & Barily ,ko M (logo) Focus on the I Language Classroom. *UK Cambridge University press*.
- Allwright, D., & Bailey, K. (1991). Focus on the Language Classroom. *Cambridge: Cambridge University Press*.
- Al-Shunnaq, Qasim and Bani Dumi, Hasan. (2010). Teachers and Students'Trends towards Using E-Learning in the Jordanian Secondary Schools,*The University of Damascus Journal*, 26 (1 + 2), 235-271.
- ALTimay,F.ALtimay,Z.(2020).Online Pedagogy and Management for Smart Societies.Ankara. Retrieved from : e-ISBN 978-625-7052-49-8DOI 10.14527/9786257052498
- Annamalai, N., Tan, K. E., & Abdullah, A. (2016). Teaching Presence in an Online Collaborative Learning Environment via Facebook. *Journal of Social Sciences & Humanities*, 4(1), 197-212.
- Annetta, L. A., Folta, E., & Klesath, M. (2010). *V-Learning: Distance education in the21st century through 3D virtual learning environments*. New York, NY: Springer.
- Annetta, L. A., Folta, E., & Klesath, M. (2010). *V-Learning: Distance Education in the21st Century through 3D Virtual Learning Environments*. New York, NY: Springer.
- ARB_ChooBa,R (2017).Investigating learners lexical Errors in writing skill . the case study of second year students at the university of 8Mai 1945,Guelma .Algeria

LIST OF REFERENCES

- .Retrieved from <https://dspace.univ-guelma.dz/jspui/bitstream/123456789/2414/1/M821.155.pdf>
- Askew S. (2004), *learning about teaching Through reflective collaborative enquiry and observation in hearing matters*, Summer 2004 London: Institute of Education, reverently of London.
- Azizan, F. Z. (2010). Blended Learning in Higher Education Institution in Malaysia. *Proceedings of the Regional Conference on Knowledge Integration in ICT*, Selangor, 454–466.
- Azizan, F.Z. (2010). Blended Learning in Higher Education Institution in Malaysia. *Proceedings of Regional Conference on Knowledge Integration in ICT*.
- Azizan, F.Z. (2010). Blended Learning in Higher Education Institution in Malaysia. *Proceedings of Regional Conference on Knowledge Integration in ICT*.
- Banditvilai, C. (2016). Enhancing students' language skills through blended learningG. Cui and J. Hu, "Experimental Study to Develop Writing skills through Blended .Learning in the Times of Internet+," MATEC Web Conf., vol. 246, 2018, doi:10.1051/mateconf/201824603031.
- Beaver j, Hallar, B. & westmas, L. (2014) *Blended learning Defining Models and Examining conditions to Support implementation*. Philadelphia Education Research Cousortuim PERC.
- Beaver, J. K., Hallar, B., Westmaas, L., &Englander, K. (2015). BLENDED LEARNING Lessons from Best Practice Sites and the Philadelphia Context PERC Research Brief. Retrieved from www.phillyeducationresearch.org.
- Ben Aissa, S. (2017) writing Difficulties on EFL learners published Currently of Ahmed Dranaic- Adrar.
- Bitchener J. & Ferns 3D. (2012), *Written Corrective Feedback in Second Language Acquisition and Writing New York* .Ny Taylor and François .
- Bitchener, J. (2008). Evidence in support of written corrective feedback. *Journal of Second Language Writing*, 17, 102-118. <http://dx.doi.org/10.1016/j.jslw.2007.11.004>

LIST OF REFERENCES

- Bitchener, J., & Basturkmen, H. (2006). Perceptions of the Difficulties of Postgraduate L2 Thesis students Writing the Discussion Section. *Journal of English for Academic Purposes*, 5(1), 4–18.
- Bitchener, J., & Knoch, U. (2010). Raising the Linguistic Accuracy Level of Advanced L2 Writers with Written Corrective Feedback. *Journal of Second Language Writing*, 19, 207-217. <http://dx.doi.org/10.1016/j.jslw.2010.10.002>
- Bitchener, J., Young, S., & Cameron, D. (2005). The Effect of Different Types of Corrective Feedback on ESL student writing. *Journal of Second Language Writing*, 14, 191–205.
- Blanchard, K & Root, C. (2010). *Ready to Write 1: A First Composition Text*. New York: Pearson Education ESL.National Commission on Writing for America’s Families, Schools and Colleges. (2003).The neglected “R”: The need for a writing revolution. Princeton, NJ: The College Board.
- Bonk, C. J., & Graham, C. R. (Eds.). (2005). *Handbook of Blended Learning: Global Perspectives*, local designs. San Francisco, CA: Pfeiffer.
- Bonk, C. J., & Graham, C. R. (Eds.). (2005). *Handbook of Blended Learning: Global perspectives*, local designs. San Francisco, CA: Pfeiffer.
- BOUHLMAACHE ,ch.Souyet,M.(2017).Investigating the use of Mentor texts in teaching the writing skill , the case of second year LMD students at the english department of Mohammed seddik ben yahia university , jijel ,algeria . Retrieved from : <http://dspace.univ-jijel.dz:8080/xmlui/handle/123456789/5393>
- BOUKRIKA ,M.BOUHELESSA,H.(2021).Students attitudes towards the use of blended learning in enhancing their speaking skill . the case of second year LMD students at the English Department of jijel university .algeria Retrieved from : <http://dspace.univ-jijel.dz:8080/xmlui/handle/123456789/9540>
- Boukrika, M. Bouhlessa, H (2021). Students attitudes towards the use of blended learning in enhancing their speaking skill. University Of Mouhamad Seddik Ben Yahia. 18-24.
- Bowyer, J, & Chambers, L. (2017). Evaluating Blended Learning: Bringing the Elements Together. *Research Matters*, 23(1), 17-26.

LIST OF REFERENCES

- Bowyer, J., & Chambers, L. (2017). Evaluating Blended Learning: Bringing the elements together. *Research Matters: A Cambridge Assessment Publication*, 23, 17-26.
- Brookhart, S. M. (2007/2008). *Feedback that fits*. *Educational Leadership*, 65(4), 54–59.
- Brookhout, S.M. (2008) *How to Give Effective Feedback to your Students* (1sted).
- Brown H.D (2001) *Teaching by Principles: AM Interactive Approach to Language Pedagogy*, Second Edition , San Francisco, Longram.
- Brown, H. D. (1994). *Principles of Language Learning and Teaching* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall Regents.
- Brown, H. Douglas. (2001 *Principales of language learning & teaching*. USA: san Francisco state University.
- Brown, H.D. (1994) *Teaching by Principles*. Englewood Cliffs, NJ: Prentice Hall.
- Brown, j. D, (2007). Multiple Views of L1 Writing Score Reliability, University of Hawaii, *Second Language Studies Paper 25* (2).
- Brown, J. D. (2007). Multiple views of L1 writing score reliability. *Second Language Studies*, 25 (2), 1–31. (Working papers).
- Brown, K. & Hood, S. (1989) *Writing Matters: Writing Skills and Strategies for Students of English Cambridge: CVP*.
- Byrne, D. (1980). *Teaching Writing Skills*, England, Longman group Ltd.
- Chen, C. H, Ruberg, L, & Martin, J. (2008). *Modeling Scientific Inquiry Through Technology-mediated Tools*. New York: NOVA Science Publishers.
- Christensen institute, (2016). Supporting School Leaders in Blended Learning with Blended Learning, *journal of online learning research* (2017) 3 (2) 105- 143.
- Christensen, C. M, Horn, M. B, & Staker, H. (2013). *Is K-12 Blended Learning Disruptive? An Introduction to the Theory of Hybrid*. Clayton Christensen Institute.
- Christensen Institute for Disruptive Innovation*. Retrieved August 5, 2013, from <http://www.christenseninstitute.org/> .

LIST OF REFERENCES

- CHukwuemeka ,ch. Joyce. Anekwe, Ju. OCHuBa 00.(2020).Investigation On The Influence Of A La Carte Model & Face To Face Learning On Students' Performance In Phonetics. Department Of Curriculum Studies And Educational Technology Faculty Of Education , University Of Port Harcourt. Retrieved from : 10.9790/7388-1002070814
- Corder, S. (1976). The Significance Of Learner's Errors. *Open Journal of Modern Linguistics*. 1RAL, 5, 161-170.
- Corder, S. P. (1967).*The Significance of Learners' errors*. IRAL, 5, 161-170 .
- Corder, S. p. (1981). Error Analysis and Remedial Teaching. In s.p. corder (ed) error analysis and inter language (pp. 4555 /oxford & Oxford University press.
- Corder, S.P. (1987). Error Analysis and Inter Language. Oxford, *Oxford University Press*.
- Corpuz, V. (2011). Error Correction in Second Language Writing: teachers beliefs practices, and student's preferences publisher. *University of technology Queensland*.
- Corpuz, V. A. F. (2011) Error Correction in Second Language Writing: Teachers' beliefs, practices, and students' preferences. Master of Education Thesis, Queensland University of Technology.
- Cui, G, & Hu, J. (2018). Experimental Study to Develop Writing skills through Blended Learning in the Times of Internet+. In MATEC Web of Conferences (Vol. 246, p. 03031). EDP Sciences.Desire towards Blended Learning”. *Turkish Online Journal of Distance Education*, 9 (3).
- Dorfman, L.R., & Cappelli, R. (2007). *Mentor Texts: Teaching Writing through Children's Literature*, K–6. Portland, ME: Stenhouse.
- Dorfman, L.R., & Cappelli, R. (2007). *Mentor texts: Teaching Writing through Children's Literature*, K–6. Portland, ME: Stenhouse.
- Driscoll, M. (2002). *Blended learning: Let's get beyond the hype*. E-Learning, 1(4), 1–3. Retrieved from http://www-07.ibm.com/services/pdf/blended_learning.pdf
- Driscoll, M. (2002). *Blended Learning: Let's Get beyond The Hype*. E-Learning, 1(4), 1–3. Retrieved from http://www-07.ibm.com/services/pdf/blended_learning.pdf

LIST OF REFERENCES

- Driscoll, M. (2002, March 1, 2002). *Blended Learning: Let's get beyond the hype. E learning*, 54.
- Ellis, R. (1921). *The Study of Second Language Acquisition*, Oxford: Oxford University press.
- Ellis, R. (1985). *Understanding Second Language Acquisition* Oxford: Oxford University Press
- Ellis, R. (1993). *Second Language Acquisition and The Structural Syllabus*. TESOL Quarterly, 27, 91-113.
- Ellis, R. (1994). *Second language Acquisition* Oxford University press, Oxford University press.
- Ellis, R. (2009) - A Typology of Written Corrective Feedback Types of *ELT journal* volume 63.
- Ellis, R. (2009). A Typology of Written Corrective Feedback Types. *English Language Teaching Journal*, 63, 97-107.
- Ellis, R. (2009). *Connective feedback and teacher I development ha journal* 1(1).
- Ellis, R. [1997], *Second language acquisition*, Oxford: Oxford University press.
- Fems, D. (2009). *Teaching college writing to diverse student populations*. Ann Arbor MI ." *University of I Michigan press*.
- Ferguson, P. (2011). Student Perceptions of Quality Feedback in Teacher Education. *Assessment & Evaluation in Higher Education*, 36, 51–62. doi:10.1080/02602930903197883
- Feris, D. (2003) *Treatment of Error in Second Language Student Writing* .*The University of Michigan press*.
- Feris, D. (2011). *Treatment of Errors in Second Language Student Writing*, Ann Arbor, MI & *The University of Michigan press*.
- Ferris D. R, & Roberts, B. (2001) - Error Feedback in L2 Writing Classes & How Explicit Does It Need to Be ? *journal of second language writing*. Retrieved from [https://doi.org/10.1016/s1060_3743\(010039_x](https://doi.org/10.1016/s1060_3743(010039_x)

LIST OF REFERENCES

- Ferris, D.R., & Hedgcock, J. S. (1998). *Teaching FSL composition & purpose, process, and practice*. Mahwah, NJ: Lawrence Erlbaum ASSOCIATES
- Ferris, D. (2002). Treatment of Error in Second Language Student Writing. *The University of Michigan Press*.
- Ferris, D. R. (1999). The Case for Grammar Correction in L2 Writing Classes. A Response to Truscott (1996). *Journal of Second Language Writing*, 8, 1–11.
- Ferris, D. R. (2002). Treatment of Error in Second Language Student Writing. *Ann Arbor: University of Michigan Press*.
- Ferris, D. R. (2003). *Response to Student Writing: Implications for Second Language Students*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Ferris, D. R. (2004). The “Grammar Correction” debate in L2 writing: Where are we, And Where Do we Go from Here? (and What Do We Do in the meantime...?). *Journal of Second Language Writing*, 13, 49–62.
- Flower, L. & Hayes, JR. (1980). The Cognition of Discovery: Defining a Historical Problem. *College Composition and Communication*, 31 (1): 21-32. Available at: <https://doi.org/10.2307/356630>.
- Friendlander, A. (1997). Composing in English: Effects of First Language on Writing in English as a Second Language, *Second Language Writing: Research insights for the classroom*, Cambridge: Cambridge University press.
- Graham, C,R, Allen, S, & Ure, D. (2005) Benefits and challenges of BL environments in Mo- Khosrow -poun (ed) Encyclopedia of information science and technology (pp. 253-259) Harshey, PA Ideo group // Blended learning environments, a review of the research literature, unpublished manuscript Provo, UT.
- Graham, C, (2004). Handbook of Blended Learning Global Perspectives, *Local Designs* (pp.1. 31) san Francisco Pfeiffers.
- Graham, C,R. (2006), *Blended Learning Systems Definition, Current Trends, and Future Directions*, In curtis j. Bonk and charles R, Graham, *the Hard Book of blended learning: Globul perspectives*, total Designs, San Fransisco: Pfeiffer, 1-4 .

LIST OF REFERENCES

- Garrison, D. R. (2004). Blended learning uncovering its Transformative potential in higher Education, the internet and higher Education.
- Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *Internet and Higher Education*, 7, 95-105. Retrieved from <https://reader.elsevier.com/reader/sd/pii/S1096751604000156?token=B7B13C96D6A6A04D97F30997E0D5FD976AADD9192BF46C7ABC357D038FBCA740948C25A30E1CBE71F32645E529F6E577>
- Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *Internet and Higher Education*, 7, 95-105. Retrieved from <https://reader.elsevier.com/reader/sd/pii/S1096751604000156?token=B7B13C96D6A6A04D97F30997E0D5FD976AADD9192BF46C7ABC357D038FBCA740948C25A30E1CBE71F32645E529F6E577> .
- Gass, S. (1988). *Integrating Research Areas: A framework for second language studies*. *Applied Linguistics*, 9, 198-217
- Gass, S. M. & Selinker, L. (2008). *Second language Acquisition & An introduction course* (3rd ed). London: Routledge.
- Graham CR (2006). *Blended Learning Systems: Definition, current trends, and future directions*. In C. Bonk and C. Graham (Eds.), *The handbook of blended learning: Global perspectives, local designs* San Francisco: Pfeiffer, pp. 3-21.
- Graham CR (2006). *Blended learning systems: Definition, current trends, and future directions*. In C. Bonk and C. Graham (Eds.), *the handbook of blended learning: Global perspectives, local designs* San Francisco: Pfeiffer, pp. 3-21.
- Graham, C. R. (2006). *Blended learning systems: Definition, current trends, and future directions*. In Bonk, C. J. & Graham, C. R. (Eds.). *Handbook of blended learning*:
- Graham, C. R. (2006). *Blended Learning Systems: Definition, current trends, and future directions*. In Bonk, C. J. & Graham, C. R. (Eds.). *Handbook of blended learning*:
- Grote, W. Kaplan, R.B. (1996) *Theory and Practice of Writing: An applied Linguistic Perspective* London: Longman.
- Hadfield, J. (1992) *Classroom Dynamics* Oxford: Oxford University Press.

LIST OF REFERENCES

- Harmer, J. (2007). *How to Teach for Excuse*, 3rd ed Pearson Education limited.
- Harmer, J. (2004). *The Pruchich of English Language Teaching* (4th ed). New York: Longman.
- Harmer, J. (2004). *How to Teach Writing*, England: Pearson Educational limited.
- Harmer, J. (2006). *How to Teach English* (5th ed). Addison Wesley: Longman limited.
- Harmer, J. (1991). *Skills of Writing*. Cambridge: CUP.
- Hassan, I., Gamji, M. B., Nasidi, Q. Y., & Azmi, M. N. L. (2021). Challenges and Benefits of Web 2.0-Based Learning among International Students of English during the Covid-19 Pandemic in Cyprus. *Arab World English Journal* (special issue), 295-306. doi: 10.24093/awej/covid.22
- Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Education Research*, 77 (1), 81-112. Doi: 10.3102/003465430298487.
- Hawi & Sudiro, (2019), The Effect of BL Model to Improve the Conceptual Understanding of Computer and Network Engineering. *Students Journal of Physics*, conference series 1-7.
- Hayland, K., & Hayland, F. (2006). Feedback on Second Language Student's Writing Language Teaching, 39 (2), 83 - 101, doi: 10.1017/SO 26144480600 3399.
- Hayland, K. (2003). *Second Language Writing - Cambridge University press*.
- Hedge, T. (2005). *Writing* Oxford: OUP.
- Hedge, T. (1988). *Writings*. Oxford University press.
- Hendrickson, J. (1978). Error Correction in Foreign Language Teaching: Recent Theory, Research, and Practice. *Modern Language Journal*, 62, 387-398.
- Hofman, J. (2011). *Top 10 Challenges of Blended Learning*.
- Hofmann, J. (2014). *Solutions to the Top 10 Challenges of Blended Learning*. Top 10 challenges of blended learning. Available on cedma-europe.org.
- Hughes, A. (1989). *Testing for Language Teachers*, Cambridge and New York: Cambridge university press ix 172 pp. ISBN 0-521-272 60 - 2.

LIST OF REFERENCES

- Hyland, K, & F. Hyland . (2006). *Feedback on Second Language Student's Writing Language Teaching*, 39 (2) 83-101. doi: 10, 101 / So 2614448060033923.
- Iwashita, N. (2003). Negative Feedback and Positive Evidence in Task-based Interaction: Differential effects on L2development. *Studies in Second Language Acquisition*, 25, 1–36.
- J. R. (2002, March 22). “Hybrid” Teaching Seeks to End the Divide between Traditional and Online Instruction. *The Chronicle of Higher Education*. Retrieved from <http://www.chronicle.com/article/Hybrid->
<http://www.chronicle.com/article/Hybrid-Teaching-Seeks-to-End/18487> .
- Japani school, (2018), By Riroom, Low Motivation in Learners, *Remedial Education*.
- Jayanthi, R. (2019). A Study about Blended Learning - Its Importance and Concept. *International Journal of Scientific Development and Research*, 387-397.
- Kadri, S. (2018). The Effect of blended learning on EFL learner's motivation and academic writing abilities: Case study of second year student At Larbi Ben M'hidi University of Oum El Bouaghi (Published). Algeria.
- Kaleto,R ., Skibba, K., & Joosten . T. (2007) . Discovering designning, and delivering hybrid courses . in A.G.picciano 8 C .
- Kaplan, R. & Grabe, W. (1992). Introduction. In W. Grabe & R. Kaplan (Eds.), *Introducing applied linguistics* (pp. 1-9). Reading, MA: Addison-Wesley.
- Keh, C. L. (1990). Feedback in the Writing Process: A Model and Methods for Implementation. *ELT Journal* 44,294-304.
- Khader, N , S. (2016). The Effectiveness of Blended Learning in Improving Students' Achievement in Third Grade's Science in Bani Kenana. *Journal of Education and Practice* Vol.7, No.35, 2016.
- Khattala ,S, (2020), Teachers and students perceptions and practices Towards Blended learning.
- Kroll , B. (1990). *Second Language Writing & Repoch Insights for the Classroom* (6th ed.). Cambridge Cup. *Cambridge University Press*.

LIST OF REFERENCES

- Lado, R (1964), *Language Teaching: A scientific approach*. MC Grow- Hill
- Lai, M, LAM, M.; LIM, C. p. Design Principles for the Blended Learning: A Collective Case Study Teaching in Higher Education, Abingdon, V. 21, n.6, p. 716-729, 2016.
- Lai, M., Lam, K. M., & Lim, C.P. (2016). Design Principles for the Blend in Blended Learning: a collective case study. *Teaching in Higher Education*, 21(6), 716–729. <https://doi.org/10.1080/13562517.2016.1183611>
- Lalima & Dangwal, K., Lata (2017). Blended Learning: An Innovative Approach. *Universal Journal of Educational Research*, 5(1), 129–136.
- Leki, I. (2003). A challenge to Second Language Writing Professionals: is writing overacted R in B. Knoll (Ed.). Exploring the Dynamics of second language writing. *New York, Cambridge University press* .
- Lien, C. T. X. (2015, August 13). Enhancing Writing Skills for Second-year English Majors through a Moodle-based Blended Writing Course: An action research at Hue University of foreign languages. Paper presented at the 6th TESOL Conference, Sarawak, Malaysia.
- MacArthur, C., Graham, S., & Fitzgerald, J. (2006). *Handbook of Writing Research*. New York: Guilford.
- Mansouri,N.(2016). Misuse of Punctuation by EFL Students: Third Year LMD Students as a Case Study. University Ahmed Draya - Adrar. Retrieved from : <http://www.univ-adrar.dz/:8080/xmlui/handle/123456789/3739>
- Marsh, D. (2012). Blended learning: Creating Learning Opportunities for Language Learners. New York, NY: *Cambridge University Press*.
- Marsh, D. (2012). Blended learning: Creating Learning Opportunities for Language Learners. New York, NY: *Cambridge University Press*.
- McCarthy, M. A., & Murphy, E. A. (2010). Blended Learning: Beyond Initial Uses to helping to solve Real-World .academic problems. *Journal of College Education & Learning*, 7(6), 67-70.
- Milad, M. (2017). Blended Learning Approach: Integrating Reading and Writing Research Skills to Improve Academic Writing. *Arab Journal of Applied Linguistics*, 3(3), 23-55.

LIST OF REFERENCES

- Milad, M. (2017). Blended Learning Approach: Integrating Reading and Writing Research Skills .to Improve Academic Writing. *Arab Journal of Applied Linguistics*, 3(3), 23-55.
- Mohammad, Z, & Ayaz, R. (2014) Studying the Approaches to Grammar in the Foundation program of Sultan Qaboos University. General Foundation Programs in Higher Education Sultan of Oman.
- Nation commission on writing. (2003). The Neglected the Need for a Writing Revolution. Retrieved from [http:// www.collegeboond.com. /prod - downloads / writing comp is writing - ticket to work .pdf](http://www.collegeboond.com/prod-downloads/writing-comp-is-writing-ticket-to-work.pdf) .
- Norlin, S. (2014). The Importance of Feedback, *Journal on Best Teaching Practices*. Retrieved from <http://teachingonpurpose.org/wp-content/uploads/2015/03/Norlin-S.-2014.-Theimportance-of-feedback.pdf>
- Norline , S. (2014) The Importance of Feedback. *journal on Best teaching practices*.
- Ortega, L. (2009) - *Understanding Second Language Acquisition*. Routledge; London and New York.
- Osguthorpe, R.T. & Graham, C.R. (2003). Blended Learning Environments: Definitions and directions. *Quarterly Review of Distance Education*, 4(3), 227-234.
- Permana, I. G. Y, & Santosa, M. H. (2018). The effect of blended learning with Schoology on students' writing. Retrieved from: <https://www.jstor.org/stable/43444067?seq=1>.
- Permana, Y.G.I., & Santosa, H.M. (2018). The effect of blended learning with Schoology on students' writing. Unpublished. Retrieved on Monday, October12th 2020. <http://dx.doi.org/10.23887/jpai.v1i2.10363> .
- Raimes ,A.(2003).Techniques in Teaching Writing . *oxford : oxford university press* .
- Reay, J. (2001). *Blended learning: A fusion for the future*. *Knowledge Management Review*, 4(3), 1-6
- Richards, J. C. & T. RODGERS (2000). Approaches and Methods in Language Teaching (2nd edn). *New York: Cambridge University press* .
- Richards, J. C. (1971) ANON contrastive Approach to Errors Analysis. *English language teaching*, 25(3).

LIST OF REFERENCES

- Richards., Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (2end ed) Cambridge: Cambridge university press.
- Roomey , J. (2003). Blending Learning Opportunities to enhance Educational Programming and Meetings. *Association Management*, 55(5),26-32
- Sands, P. (2002). Inside outside, Upside downside: Strategies for Connecting Online and Face-to-face Instruction in Hybrid Courses. *Teaching with Technology Today*, 8(6). Retrieved from [http://www.uwsa.edu/ttt/articles/sandswith Technology Today](http://www.uwsa.edu/ttt/articles/sandswith%20Technology%20Today), 8(6). Retrieved from [http://www.uwsa.edu/ttt/articles/sands .s2.htm](http://www.uwsa.edu/ttt/articles/sands.s2.htm)
- Sanz , C. (2005). (Ed). *Mind and Context in Adult Second hongroge Acquntior & Methods, theory and practice* Washington, Dc *George Town University press*.
- Sasson, R. (2019, November 18). *Lack of Motivation and Enthusiasm*. Accessed from <https://www.successconsciousness.com/lack-motivation-enthusiasm.htm>.
- Scott, D., Ulmer-Krol, S., & Ribeiro, J. (2020). Enhancing the Academic Writing Abilities of First-Year Bachelor of Education Students in a Blended Learning Environment. *International Journal of Teaching and Learning in Higher Education*, 32(1), 87-98.
- Sethy, S.S. (2008). “*Distance Education in the Age of Globalization: An Overwhelming* Sharma, M. (2019) *The Changing Role of Teacher in Blended Learning International. journal of applied research*, b (8), 325-327.
- Sharma, P, & Barrett, B. (2009). *Blended Learning using Technology in and Beyond the Language Classroom*. London: Macmillan.
- Staker, H, Horn, M. B. (2012). *Classifying K–12 Blended learning*. *Innosight Institute*.
- Stein, J., y Graham, C. R. (2020). *Essentials for Blended Learning: A Standards-based Guide*. Routledge. <https://doi.org/10.4324/9781351043991>.
- Susam, H. (1999). *Giding literary learners*, Eleanor Curtania Victor.
- Tangan, H. (1994)- *Momlis S ebogai Seratu ketrompilan Berbahasa – Bandung: Angkoze*.
- Tayebinik, M., & Puteh, M. (2013). Blended Learning or E-learning? *International Magazine on Advances in Computer Science and Telecommunications (IMACST)*, 3(1), 103-110. doi: <https://ssrn.com/abstract=2282881>.

LIST OF REFERENCES

- The E-portfolio website (2010),... *E-portfolio (n.d). Advantages and disadvantages of ICT*. Retrieved from: <https://sites.google.com/site/eportFolioduaa/home/advantages-and-disadvantagesof:-c-t/>The world bank institute (2008), learning for development, washington D,C, USA .
- Truscott, J. (2007). *the effect of error connection on learner's ability to write accurately in second language writing* .
- Truscott, J. (1996). The case against Grammar Correction in L2 Writing Classes. *Language Learning*,46(2), 327–369.
- Vakiri, L. (2010). Socio Economic Differences in Elementary Students I CT Beliefs out of School Experience *Computers & Education*, 5 (4) 941-950.
- Wallace, M. J. (1991). *Training Foreign Language Teachers: A reflective approach*. Cambridge: Cambridge University Press.
- walsh, K. (2010). the importance of writing Skills online tools to encourage success.
- Wang, M. J. (2010). “Online Collaboration and Offline Interaction between Students using Asynchronous Tools in Blended Learning”. *Australasian Journal of Educational Technology*, 26(6), 830-846.
- warchid, R. (2015). Different principles of feedback . King Mongkut's University of technology .
- Welker, J., & Berardino, L., (2005-2006). Blended Learning: Understanding the middle Ground between Traditional Classroom and Fully Online Instruction. *Journal of Educational Technology Systems*, 34(1),33-55. doi:10.2190/67FX-B7P8-PYUX-TDUPJayanthi, R. (2019). A Study about Blended Learning - Its Importance and Concept. *International Journal of Scientific Development and Research*, 387-397.
- Wingard, R. (2004). Classroom Teaching Changes in Web-enhanced Courses: A Multi-institutional Study. *Educause Quarterly Journal*, 27(1), 26-30.
- young, J. R. (2002, March 22). “Hybrid” Teaching Seeks to end the Divide between Traditional and Online Instruction. *The Chronicle of Higher Education*. Retrieved from <http://www.chronicle.com/article/Hybrid-Teaching-Seeks-to-End/18487>.

LIST OF REFERENCES

Yusuf, Q, Yusuf, Y. Q, Erdiana, N, & Pratama, A. R. (2018). Engaging with Edmodo to teach English Writing of Narrative Texts to EFL Students. *Problems of Education in the 21st Century*, 76(3), 333.

Zoukri, I, Terier (2017). An investigation of EF L learners most comon written 'Errors and their courses published, University of Jijel.

APPENDICES

APPENDICES

List of appendices:

Appendix A *The Student's questionnaire*

Dear students

the following questionnaire was primarily constructed for the sake of investigating the use of blended learning in developing students writing skill. We would be grateful if you could fill this questionnaire by selecting the appropriate answer. For time to time, you may be required to justify your answer

1/- Students Bio information

Q1. Select your gender:

A/- Male B/- Female

Q2. How old are you?

- a. 18- 20
- b. 20-21
- c. 21- More

2/- Students' Needs

Q3. Where did your written expression teacher use a variety of teaching techniques?

- a. In classroom
- b. During Online Classes

Q4. Which activities do you find more effective to help you develop your writing skill?

- a. Paragraph writing
- b. Short story writing
- c. Essay and report writing
- d. Paraphrasing
- e. Summarizing

Q5. Where were they more practiced?

- a. In classroom
- b. In Online classes

APPENDICES

3/- Motivation

Q6. Where did you find Written expression lectures more motivating?

a. In classroom:

b) In Online Classes:

- Explain why?

.....
.....
.....

4/- Access and support

Q7. Do you have access to the Moodle platform?

a. Yes

b. No

Q8. If No, explain why?

.....

Q9. Which application have you been using, as an alternative, in the online written expression classes?

a. Zoom

b. Telegram

c. Skype

d. Others (specify.....)

e. None

5/- Frequency of the written expression sessions

Q10. How many sessions of written expression did you have per week? (Put a number)

a. In the classroom

b. In online classes

Q11. How often were you requested to do written assignments?

In Classrooms:

a. Everyday

b. Once a week

c. Twice a week

d. Once a month

In Online classes:

a. Everyday

APPENDICES

- b. Once a week
- c. Twice a week
- d. Once a month

6/-Practice & active participation of the students

Q12. Where did your written expression teacher engage you more in activities?

- a. In classroom
- b. In Online classes

Q13. What kind of written expression activities were practiced?

- a. Paragraph writing
- b. Short story writing
- c. Essay and report writing
- d. Paraphrasing
- e. Summarizing

7/- Assessment

Q14. How did your teacher assess your abilities in the written expression module?

Short quizzes Classrooms Online classes

Written tests Classrooms Online classes

Written assignment tests Classrooms Online classes

8/-Effectiveness of written expression online learning

Q15. was your experience in using online learning:

- a. Very Effective
- b. Moderately effective
- c. Not effective at all

Q 16. To what extent are you satisfied with technology integration in written expression classes?

- a. Very satisfied
- b. Somehow satisfied
- c. Not satisfied at all

Q17. Where did you find the content of the courses easier and clearer?

- a. In classrooms
- b. In Online Classes

Q18. Where did you find the teaching strategies more useful?

APPENDICES

- a. In classrooms
- b. In Online Classes

Q19. Did you face any difficulties in learning a written expression course through online platforms?

- a. Yes
- b. No

Q20. If yes, provide

illustrations.....

.....

.....

9/- Suggestions & recommendations

Q 21. What do you suggest to ensure the success of written expression blended learning?

.....

.....

.....

APPENDICES

Appendix B

The teachers written expression Questionnaire

Dear teachers

This study aims at exploring EFL learner's perceptions and attitudes towards the use of blended learning in teaching written expression modeul (writing skill) .therefore, this Questionnaire is administered to all teachers who teach third year written expression . you are kindly requested to give us few minutes of your time to complete this Questionnaire .

Thank you so much for sharing your ideas and Experience , your responses are very important

Section One: General Information

Male / Female

Q1. How long have you been teaching written expression?

- 01-05
- 05-10
- 10-15
- over 15

Section two: teachers' experiences and perceptions about blended learning

1. teachers objectives:

Q2. Where did you have the opportunities to use a variety of teaching techniques to improve students writing capacities?

In classroom: In Online classes

Q3. Which activities did you find more effective to foster your students' writing? (You may tick

more than one answer)

Paragraph writing

APPENDICES

Story writing

Essay and report writing

Paraphrasing

Summarizing ng

If others mention

.....

Q4.As a written expression teacher where do you present these activities more?

In classroom: In Online classes

Explain why

.....

.....

2 -Motivation:

Q5.Where did you find your students more motivated for your written expression lectures?

In classroom: In Online Classes:

- Explain why?

.....

.....

.....

3- Access and support:

Q6. Have you been using Moodle for teaching writing?

A- Yes B- No

APPENDICES

Q7. If No, which application have you been using ,as an alternative, to teach in the online written expression classes?

A. Zoom B-Telegram C- Skype D- others(specify.....) E- None .

4/Frequency of the blended learning use

Q8. How many sessions of written expression do you teach per a week? (Put a number)

In classroom: In online classes:

Q9. How often did you ask your students to do written assignments?

In Classrooms: In Online classes:

Everyday

Everyday

Once a week

once a week

Once a month

once a month

Twice a week Twice a week

5 /-teaching practices:

Q10. As a written expression teacher where do you engage your students more in work activities?

In classrooms In Online classes

Q11. What kind of written expression activities do you select for your students? (You may tick more than one answer)

- Paragraph writing
- Short story writing
- Essay and report writing .
- Paraphrasing
- Summarizing .

APPENDICES

6 /-Assessments:

Q12.As a teacher how do you assess your student’s abilities in the written expression module ?

Short quizzes Classrooms Online classes

Written tests Classrooms Online classes

Written assignment tests Classrooms Online classes

7/- Effectiveness of written expression by online learning :

Q13.Was your experience in teaching writing using blended learning:

Effective moderately effective not effective

Q14. Where did you find your teaching strategies more useful ?

In classrooms In Online Classes

Q15. How did blended learning affect the student’s level of writing?

.....

.....

.....

Q16. Did you encounter any difficulties in teaching written expression lectures through online platforms ?

- Yes
- No

If yes, provide some examples:

.....

.....

.....

.....

Q17. As a written expression teacher, to what extent are you satisfied with technology integration in written expression classes!

APPENDICES

- Very satisfied
- Somehow satisfied
- Not satisfied at all .

Section three: Suggestions & recommendations

Q18. As a written expression teacher could you provide any features of using blended learning in teaching written expression modules !

.....

.....

.....

.....

Q19. Do you have any recommendations to ensure the success of written expression using blended learning !

.....

.....

.....

.....

Résume :

L'apprentissage mixte a suscité un intérêt croissant dans de nombreux domaines, le plus important dans le domaine de l'éducation. salle de classe à l'apprentissage électronique via des plateformes en ligne. La présente étude vise à enquêter sur les perceptions des étudiants et des enseignants à l'égard de l'apprentissage mixte, principalement la compétence d'écriture. Une enquête exploratoire a été entreprise pour aider à la réalisation de cette étude. Ainsi, pour tester l'hypothèse donnée, les données ont été analysées à la fois quantitativement et qualitativement à l'aide d'un questionnaire qui a été administré à un échantillon représentatif de 60 étudiants en troisième année d'anglais à l'université de M'sila et professeurs d'expression écrite du même département. Les résultats ont révélé que la plupart des enseignants et des étudiants EFL ont une attitude négative envers l'apprentissage mixte en ce qui concerne les compétences en écriture. les résultats indiquent que l'apprentissage de l'écriture par le biais de plateformes en ligne est inefficace, contrairement à l'apprentissage traditionnel en face à face dans lequel la majorité des étudiants pensent que l'apprentissage mixte ne leur offre pas plus d'opportunités d'écriture en plus de ne pas les motiver à susciter leur interaction ainsi que leurs performances et n'ont pas réussi à rendre le processus d'apprentissage plus réussi et plus efficace.

Mots clés : Apprentissage mixte, compétences en écriture, opportunités d'écriture, covid 19 .

الملخص:

حظي التعليم المدمج باهتمام كبير في مجالات عدة، أهمها مجال التعليم بعد تفشي وباء كورونا، شهدت دول العالم ركودا طويلا المدى. حيث أن نظام التعليم تحول من تعليم حضوري في الأقسام إلى تعليم إلكتروني عن بعد عبر منصات إلكترونية. تهدف الدراسة الحالية إلى استقصاء آراء ووجهات نظر الطلبة وكذا الأساتذة حول التعليم المدمج، وعلى وجه الخصوص؛ التعليم المدمج لمهارة الكتابة. هذا البحث هو عبارة عن دراسة استكشافية. ولغرض تأكيد الفرضيات، تم تحليل المعطيات كما ونوعا اعتمادا على استبيان يوزع لفئة 60 طالب انجليزية بجامعة المسيلة وكذا أساتذة مقياس التعبير الكتابي بنفس الكلية. أظهرت نتائج البحث أن معظم أساتذة الإنجليزية وكذا الطلبة بجامعة المسيلة لديهم موقف سلبي تجاه التعليم المدمج. خاصة إذا تعلق الأمر بمهارة الكتابة. كما أظهرت نتائج البحث أن تعلم مهارة الكتابة عبر المنصات الإلكترونية غير مُجدٍ، عكس الطريقة التقليدية الحضورية حيث يعتقد معظم الطلبة أن التعليم المدمج لا يمددهم بفرص كافية لممارسة الكتابة، إضافة إلى أنها لا تحفزهم ولا تزيد من تفاعلهم وكذا أدائهم. كما يعتقدون أنها قد فشلت في جعل العملية التعليمية أكثر نجاحا وفعالية

الكلمات المفتاحية: التعليم المدمج، مهارة الكتابة، فرص لممارسة الكتابة، منصات إلكترونية، مواقف ووجهات نظر.