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Teachers' and Students' Perceptions and Practices towards Blended Learning.

The Case study of Bentoumi Moussa Secondary School, Setif.

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Submitted by:

Mr. Sawssen Khattala

Supervised by:

Mr. REFICE Noureddine

Jury Members:

	University of M'sila	Supervisor
	University of M'sila	Examiner
	University of M'sila	President

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Dedication

This work is dedicated to DjamelBensmail, a young Algerian artist that we lost recently.

May your soul find the utopian country you dreamt of in heaven.

Your death reminds us of the important role of education as a tool to fight extremism, and the wide gap existing between the scientific research we do and reality ...

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Firstly, I must thank God for his guidance and mercy

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Abstract

Blended learning is receiving an increasing interest in all the fields, but most importantly in the field of education. Especially after the outbreak of the covid-19 virus all around the world imposing a long-lasting lockdown. During this lockdown most of countries adopted blended learning as a solution to maintain the teaching-learning process. As a result, this study was conducted to investigate teachers and students' perceptions and practices towards blended learning. The data were gathered through using Two questionnaires one for the teachers (5 teachers) and one for the students (50 students). The data collected were analyzed through a descriptive analytic method and revealed that students perceived BL positively unlike their teachers who perceived it negatively. This negative perception may be due to the lack of technological devices and internet stability. Another important finding is related to trainings, both teachers and students received few trainings about ICTs and BL. At the end some recommendations were suggested for further research, one of them is the ministry's role to provide teachers with trainings and updating the course books used to cope with blended learning.

Key words: Blended learning, teaching practices, teachers' perceptions, teachers' practices, ICTs, flipped classrooms.

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List of abbreviations

BL: Blended Learning

CS: Computer Science

Wi-Fi: Wireless Fidelity

UNESCO: United Nations Educational Scientific and Cultural Organization

PC: Personal Computer

GENERAL INTRODACTION

General Introduction

The world is facing many problems on many levels due to the wide spread of covid-19. This virus caused a long-termed lockdown on people all over the globe, stopping all the industrial, commercial and even educational activities. Education is one of the most important sectors that should maintain on working seeing the bad impact that might result on learners if postponing school kept on occurring as a resolution. In an attempt to find a solution to this problem, e-learning or online learning rises as a promising key to solve this issue. Still, another obstacle might be faced which is the unfamiliarity of countries with e-learning, this unfamiliarity can be touched by the absence of technological infrastructure, internet instability, lack of trainings for both teachers and students. That's why, most countries fused both traditional learning and online learning resulting in blended learning or hybrid learning.

Blended learning is receiving considerate attention globally, seeing the fact that it reduces human contact and meetings, something that as a result would reduce the quick spread of covid-19. Not only this but also because it encourages the gradual transformation towards online learning, which most countries are not ready for in one step. Algeria, like any other country adopted blended learning this year at all levels, but our main field of interest in this paper is the secondary school level. And more importantly how students and teachers perceived this new notion and what practices are to be applied to help achieve the best outcomes while teaching English as a foreign language.

Introducing blended learning means introducing certain ICTs that would help the leaners and teachers achieve similar or better results to the ones achieved in previous years. From the highest responsible in the ministry of education to the learner passing by the teachers and administers, they all should be aware of the importance of BL not only at the period of Covid-19 but forever. Due to the chances this type of learning provides not only for leaners but also for educators. Teachers and leaners perceptions towards BL are of a great importance at this level as it helps us to understand the reason behind their fears or enthusiasm towards BL.

Statement of the Problem:

Most of the research -related to blended learning in Algeria- focused on investigating teachers' and students' perceptions at the level of university. little was done at the secondary and middle school level. Despite the fact that this sector is of an equal importance to any other. the previous literature related to blended learning in the Algerian context found that teachers and students are not familiar with BL and preferred traditional learning. this preference might be due to their negative perceptions of blended learning. That's why the current study seeks to investigate the factors affecting teachers' and students' perceptions and also the possible practices to be taken inside of a class that is used to traditional learning.

Aims of the Study:

As stated previously, this study aims at investigating if teachers have adopted blended learning or not, since it was optional. If it was implemented what are the practices done at the level of the classrooms, if it was not adopted what are the factors that affected the teachers resulting in this abandoning BL. What are the reasons that forced them to take it, also to state the elements included in blended learning and the models of resulting from the combination of those elements. All in all, this study aims at investigating teachers' and learners' practices and perceptions towards blended learning.

Research Questions:

The questions that following study intends to answer are:

1. What are the perceptions and practices of teachers and learners towards blended learning at the secondary school level?
2. What are the factors that affects teachers' and students' perceptions towards blended learning?
3. What are the reasons behind teacher's and students' perceptions towards blended learning?
4. What are the elements of blended learning and are they affordable at an Algerian school?

5. What are the models of blended learning and which ones are suitable for the Algerian school at this crucial time?
6. Are ICTs affordable by both students and secondary schools in Algeria? in other words, is the infrastructure needed for blended learning available or can be available on a short term?
7. What are the barriers that hinders the use of blended learning at the secondary school level?
8. Are the coursebooks suitable for blending?
9. Does gender, socioeconomic and financial factors have an impact on teachers and students' perceptions?
10. Are teachers trained to use ICTs and also blended learning?

Hypothesis

Based on the previous questions, the following hypothesis are developed. And will be tested later,

1. Teachers hold positive attitudes and perceptions towards blended learning seeing the fact that it makes their job easy and reduces the hours of work.
2. Students hold negative attitudes towards blended learning because they are not well trained to the use of technologies for educational purposes. And also because of their families' socioeconomic status.
3. The absence or the scarcity of ICTs at the level of secondary schools may well be the reasons behind the failure of blended learning.
4. Gender has no relation with the perceptions of blended learning amongst both learners and teachers.
5. The coursebooks are not suitable for blending because they were designed for traditional learning thus, teachers have to redesign the whole lessons this double effort is the reason behind their fear of blended learning.

Significance of the Study

This study intends to investigate teachers' and students' perceptions and suitable practices towards blended learning. Understanding the reasons behind those perceptions be them positive or negative would help better understand the Algerian context and thus help implement bl successfully the coming years. Also, when finding those reasons, it may help to solve some barriers standing in the way of the best implementation of blended learning.in other words, finding the 'why' so that a solution is developed to solve it.

Background of the study:

Blended education or hybrid education is a major concern in the field of education. But lately this field has been given a more considerable attention seeing the fact that COVID-19 outbreak obliged people to stay at home for a long period fencing them from face-to-face education.

Blended education has been studied by many researchers to facilitate incorporating this modern tool into the learning -teaching process. in their study Debbache and Zidoune (2018) found out that blended instruction reinforced by a specific course may well enhance students' performance in acquiring a new language. Also, the teachers included in their study believed that BL made teaching easy and helped reaching the students' needs rapidly. The students said that it offered an environment that increased motivation, interaction and performance, moreover, blended education is of an equal importance as face-to-face learning in developing knowledge and skills (Alonso, Genoveva & Jose (2005).

Blended learning has been a field of interest internationally, previous studies done to investigate teachers and students' perceptions showed that they had an optimistic attitudes and perceived BL positively (Drysdale et al, 2013; Shehab 2007).

In her experimental study, Shehab (2007) tried to investigated students' perception towards blended learning, the result was positive. By the end students were highly motived and had positive feelings about the experience

Another study was conducted by Sorbie (2007) which revealed that the teachers had a positive feeling towards adopting BL and also It advocated created an atmosphere for individualization, collaboration, organization, engagement, real-world relevance, and student-centered learning.

Moreover, a study was done by Raymond (2017) to High School Teachers to understand their Perceptions of Blended Learning. The study included 11 teachers that were already using blended learning as a method of teaching for a long period; the findings indicated that teachers have a high regard for classroom technology use and recognize the potential value of blended learning with the ability to individualize instruction as the strongest positive aspect. Also, the same sample held a slight negative feeling while using BL which was about the internet availability and computer access.

However, other studies were contradictory and showed that teachers had negative perceptions about the use of blended learning. (Barbar, 2020; Kar, 2020). The results from Kar's study (2020) showed that teachers had negative attitude towards blended learning during covid-19 due to their lack of knowledge about using ICTs and not having enough experience to deal with them. the same problem was highlighted by Barbar (2021) in her study.

Previous studies in the Algerian context have focused on the perception of teachers and students at the university level, however, little was done to investigate BL at the level of secondary nor primary level. (Berbar ,2020; Guessabi, 2021).it is worthy to mention that when making a research about blended education most of the studies seem to focus on availability of equipment and the syllabus to be followed whereas few attention is given to teachers' trainings about ICTs.

Fatiha Guessabi (2021) led a study under the title of "Flipped Classrooms in Higher Education in Algeria during Period of COVID19: Challenges and Difficulties" in the university of Bechar and the results showed that most teachers didn't have enough knowledge about the use of ICTs and even if they had there were not enough technological devices to cover all the department.

Another experimental study was conducted at Larbi Ben M'hidi University by Kadri (2018) to investigate the effect of blended learning on both motivation and academic writing skills, by the end it was revealed that blended learning helped students to be more motivated -towards the skill of writing especially the fact that this skill was incorporated with the application of Facebook – than the students who studied it in university.

The present study seeks to view blended education from the angle of teachers and students. in other words, to see this approach from the bottom of the pyramid rather than the top of it. students' and teachers' perceptions are thus the main concern of this paper. yet there are some subobjectives that this study seeks to accomplish one of them is understanding the reason behind the failure or success of implementing blended learning in Algeria. data for this study will be collected using questionnaires handed to both learners and educators. the finding would make a great contribution to the field of education since it is the first paper to tackle this topic in the secondary level after covid 19 outbreak. the reader should bare in mind that this study will examine the perceptions and practices of secondary school teacher of English and students only. the paper begins by a literature review about blended education then moves to the practical part where the data of questionnaires are analyzed and explained

Research Methodology and Tools:

This study will try to include a sample of secondary school students of all levels and also teachers of English at Bentoumi Moussa secondary school. A questionnaire -which is the main tool for this study- would be handed to both. Students' questionnaire would include, their personal information, their experience with ICTs and the latter's availability then their perceptions about the positive and negative effects of blended learning. teachers' questionnaire then encompasses, background information about teachers, their received trainings, teaching experience and then their perceptions and possible practices at class. the data gathered would be analyzed quantitatively and qualitatively.

Structure of the Study:

The current dissertation is divided into 2 parts. The first one is the theoretical part, which is devoted to defining blended learning, its elements, and its models in order to state the possible practices that can be done when adopting this teaching method. then a review of related literature is detailed, on the national and international level. the second part is dedicated to the practical part, in which 2 questionnaires were answered and analyzed by both students and teachers to test their perceptions and practices towards blended learning, after that comes the discussion of the results followed by some recommendations, limitations and pedagogical implications.

CHAPTER ONE

Chapter one

Literature review

Introduction:

In the following chapter, an attempt is provided to cover all the basic information needed to understand both the topic and the practical part, consequently; a definition will be given to blended education with reference to its elements for a better grasp of the notion. After that, the importance of blended education is discussed thoroughly seeing the fact that it is still a controversial trend in the educational context. Moreover, a brief description of its models is stated. Also, the drawbacks and benefits resulting from this learning method will be tackled. In an attempt to understand teachers and students' perceptions about blended learning a review of literature about the findings of related studies is stated at the end on both the international and national level. The information provided at this point will serve as the theoretical part of the practical part.

I.1. Blended Learning: Definition and Main Elements

Before digging deep into the models of blended learning, it is necessary to start by defining the term first and its elements.

I.1.1. Definition of Blended Learning

In Oxford dictionary,

“To blend” means to mix two or more substances together. For instance, if we blend milk with flour the result would be a smooth paste.

“To learn” is to gain knowledge or skill by studying, from experience, from being taught, etc.

Technology in all the fields is changing very fast, as a result; any concept related to educational technologies is highly likely to change accordingly. The same thing implies to the term “blended learning”,

there is no crystal-clear definition that describes it efficiently, it is yet to change depending on the rapid growth which the field of technology is witnessing.

Blended learning describes a variety of teaching practices which integrates both face to face and online delivery methods (Chew et al., 2010). i.e., taking the best methods from face-to-face teaching and delivering them in more advanced way that copes with the needs and capacities of students.

In their book “fundamentals of blended learning” (Saliba et al., 2013) stated that blended learning is “a strategic and systematic approach to combining times and modes of learning, integrating the best aspects of face-to-face and online interactions for each discipline, using appropriate ICTs. Thus, blended learning is to be applied according to the needs and preferences of learners. the aim of blending is to benefit the learner not for the sake of modernizing or updating the tools only. that what was defended by Singh in his Badrul Khan’s blended e-learning framework or widely known as Khan’s *Octagonal Framework*, Organizations must use a blend of learning approaches in their strategies to get the right content in the right format to the right people at the right time. (2003)

Beaver et al. defined blended learning as “an umbrella term”. It does not represent a monolithic wholesale approach to instruction. it is term for a number of different models of learning that combine—or “blend”—either traditional or technology-enriched classrooms with online instruction. (2014)

Blended learning as a result becomes a fusion of traditional and online learning according to the audience being taught (Garrison & Vaughan, 2008). it is not a revolution against neither traditional nor online learning, rather it is a necessary evolution of the learning / teaching process to cope with the circumstances imposed by the current technological trends. (See figure 1)



1.1 The Continuum of Technology Usage in Education.

It is worthy to mention that the term “hybrid learning” can be used interchangeably with blended learning (Stein & Graham, 2014. p 4)

I.1.2. Elements of Blended Learning

Beaver, Haller and Westmass (2014.p13) suggested the following elements for further understanding of blended learning:

In a class where blended education is adopted, the following elements are likely to be included:

I.1.2.1. Time

No specific time is set by neither the school nor the teachers. students are free to study the time that suits them and correspond to their occupations. that was emphasized by Cleveland-Iness and Wilton,in a quality blended learning experience, the content and activities of both in-person and online learning are integrated with one another and work toward the same learning outcomes with the same content. (2018. p 2) Also Stein and Graham, time will be distributed differently throughout a week, depending on the course design (2014.p 19).

I.1.2.2. Pace

The extent to which the student is able to understand a notion differs from one person to another. consequently, students are given the freedom to study at their own pace .as mentioned by Stein and Graham, note that learning time does not automatically equate to learning (2014.p 4)

I.1.2.3. Place

during a blended class, students may study in school or virtually. their presence is not linked to a classroom seeing the fact that some students might be incapable to attend during the delivery of some lessons. Blended learning is open enough to gather people from different continents and countries on one virtual class. During the technology-mediated components of these learning experiences, students are not required to be physically

together in one place but may be connected digitally through online communities. (Cleveland-Iness& Wilton ,2018. p 2)

I.1.2.4. Path

The way students are going to study depends on their choice and needs; teachers would be using different “*modalities or instructional approaches*”, the tasks can be done individually, in pairs or in groups so that the courses can achieve their intended aims.

I.1.2.5. Teacher of record

Lessons can be delivered by present teachers or virtual ones via the internet. It is not a “one-man-show” nor a teacher-centered method. It is all about learners needs and predefined objectives lined up to meet them. If the presence of the teacher is helpful, he will be present. If the tasks don’t necessarily require his presence, he will not physically attend yet the sessions will be monitored virtually. For instance, if a specialist in the field is essential students can use their videos as an aid to understand the lessons.

Like any other type of learning, blended learning has many models that are developed through time to address this notion and apply it professionally. Based on the aforementioned elements there are 4 widely used models with other sub-models.

I.2. Blended learning models

Stacker and Horn (2014) divided the models of blended learning into 4, **Rotation Model** it included other 4 sub-models (Station Rotation, lab Rotation, Flipped Classroom, Individual Rotation), **Flex Model**, **“A La Carte” Model**, **Enriched-Virtual Model**. Those 4 models mirror the efficient role blended learning plays in any class with an immense importance given to the learners making it a pure “student-centered” environment. The blended learning model enables students to learn at a pace that best enhances creativity with personalized unique lessons to give learners opportunities to experience success in a technology-based environment (Tucker et al., 2017).

I.2.1. Rotation model

Learners are going to rotate between learning paths “*modalities*” either on a fixed schedule or according to the instructor. It includes 4 subdivisions

I.2.1.1. Station Rotation:

Using this model means that students are going to rotate between many stations, one of these stations must include an online learning. for example, group work then doing the task through worksheets and using some online resources for better understanding and at the end initiating a class discussion. Students experience the rotation within a contained classroom or group of classrooms. (Staker and Horn 2014, p.3)

I.2.1.2. Lab Rotation:

It is quite similar to the previous model but students are going to rotate to a learning lab that is created for this purpose. it should be in the premises of the school.

I.2.1.3. Flipped Classroom:

In this model there must be a fixed schedule around which students are going to rotate between the online outside the class instruction and the would-be-delivered lesson they are going to study after that. It is worthy to mention that the online phase must come first to pave the way for the lesson to be presented in class. It flips face-to-face instruction by using online coursing: students participate online lectures, attend teleconferences, and engage in collaborative discussion and e-learning, whereas off line meeting embraces essentially homework and other matters (Abeysekera et al., 2015)

I.2.1.4. Individual Rotation:

While adopting this model, each students has an individualized playlist, that has been set either by the instructors or an ad hoc algorithm once they are set, they are to be fixed. learners don't have to go through all the rotations only the ones needed.

I.2.2. Flex Model

It is similar to the individualized model but differs in the fact that the schedule is not fixed. Thus, the model becomes more flexible to students' needs, availability and allowing them for time changes that suits them. In this model online learning is the backbone element with some off-line activities at times

I.2.3. A la carte Model

In this model students choose some online courses that backs up their face-to-face main course, it can happen at school or offsite with the supervision of teachers. this model can be efficient in situations where schools don't have certain specialized instructors to provide certain content to the students.

(Beaver et al., p7, 2014).

I.2.4. The Enriched Virtual Model

An online course is required then students are free to choose a face-to-face session to complete the intended course objectives. The same instructor is in both the remote online sessions and the onsite face to face sessions. one might say that they are the same as flipped classrooms but in fact the "*Enriched-Virtual Model*" *requires a weekly face to face meetings*. It is a "whole school experience," which means that it is a comprehensive approach to schooling.

I.3. The importance of Blended Learning During the COVID-19

At present, the importance of blended learning lies beneath its ability to maintain the teaching learning process during the covid19 outbreak. Most schools were closed due to the widespread of corona virus in order to reduce human contact (Mailizar et al., 2020, p.1). As discussed previously blended learning combines both face to face learning with online learning.

COVID-19 outbreak affected not only the health sector but also the field of education (Hoq, 2020, p. 458). Even though schools were reopened but the amount of lessons was reduced, resulting in a less homogenous curricula. Here occurs blended learning as the perfect solution to this dilemma as it offers an opportunity for teachers to divide the curriculum into face-to-face lessons and online lessons. This phase wouldn't only

reduce people's gathering but also help accomplish the syllabus previously designed by the ministry, therefore; students would have a smooth understanding and an adequate grasp of the lessons being delivered without any lack or a sharp cut that are thought to hinder the stream of learning. Educational institutions in Algeria and also students are not that familiar nor accustomed to online autonomous learning, the application of e-learning in Algerian education system is still at its infancy and faces several challenges. (Ghounane, 2020, p. 22). Thus, jumping directly to this kind of education is to some extent a failing step. Instead, the ministry suggested blended learning that could help to pass the pedagogical year at least acceptably.

I.4. The advantages and disadvantages of Blended learning

Blended learning is like double-edged sword. Its use revealed some disadvantages as it provided a lot of advantages. Still, it stands as an inevitable tool in the field of education seeing the fact that it demands the use of the best of both faces to face learning and online learning with a well-studied course design. "Blended Learning remains a relatively new concept at many academic institutions; however, recent research appears to indicate that when "appropriately" implemented, blended learning can significantly improve the learning experience" (Marsh, 2012).

I.4.1. The Advantages of Blended Learning

Due to its nature, blended learning is highly likely to carry the best of the "bothes", there are many benefits for this mode of teaching but the following are thought to be in the center of interest in relation the Algerian context.

I.4.1.1. Saving Time

One of the main benefits of BL is that it reduces time in two ways, first, students do the tasks before coming to class and when being in class they will spend it in a group discussion or communication. As a result, they will discuss only important elements in an active way with the teacher's guidance. second,

blended learning as a technique divides learning into onsite and offsite, so obviously the time of the onsite would reduce.

McCarthy and Murphy stated that (2010, p.670), "Students would be able to complete programs in less time". Since most of the models focuses on online phase to pave the way for the learner, the students will study the basics at home or at least on his own, in case he encountered any difficulty he may well solve it on his own since he is already plugged, so when he reaches the class, he would be having an adequate knowledge to discuss and thus reduce the time of the class. because most teachers spend time explaining the concepts and correcting the mistakes but a learner who has a previous grasp of the notion will not cause any waste of time.

Blended learning can also help in group work, one of the main challenges while adopting this modality is time. it is a time-consuming activity but it can be substituted by teleconferencing or Zoom meetings, therefore students will be virtually present and doing the intended task. (Driscol.1998, Purcell-Robertson. 2000)

I.4.1.2. Gathering Remote students

Students may not be able to attend a face-to-face course because of many reasons: they can be physically incapable, living in remote areas, having a job, or simply because of quarantine. hybrid learning as a result, solves the problem of remoteness as Swami Vivekanand said *"if people cannot reach school schools should reach them"*

I.4.1.3. Creating Autonomous Learners

Learners at all the levels of blended learning will find themselves counting on no body but themselves. the role of the instructor is a guide and sometimes monitor the class discussions. (Sharma and Barrett .2007, p. 10-12).

According to Alonso, Genoveva & Jose (2005), ideally blended learning focuses on the individual learner and is based on social constructionist theory where students work cooperatively to readjust learning as an effective course. For instance, the last model of blended learning “the enriched virtual” model requires not only to focus on the learner but also to design specific lessons to specific students to respond to their specific needs.

I.4.1.4. Promoting Flexibility

Hybrid learning offers the opportunity to study anywhere at any time (Kadri 2018, p. 44), this feature presents the highest flexibility level in education. as Graham 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 learn together, but with different schedules.”

I.4.1.5. Saving lives

The most important benefit of blended learning during Covid-19 wide spread is the reduction of human contact. When adopting blended learning as an approach of teaching, teachers will not only reduce the contact but also -in case of occasional meetings- control the overcrowding classes efficiently.

I.4.2. The Disadvantages of Blended Learning

Seeing the fact that blended learning is still a new concept in the educational field; many limitations are expected to occur while adopting it, Graham (2004) 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 production, (5) cultural adaptation, and (6) dealing with the digital divide. (p .32).

In the following segment some of Graham’s issues will be highlighted in addition to others, because those shortcomings are alleged to be more relevant to the Algerian context, they will be distributed as follows, the blended learning limitations on the level of the learner, on the teacher and the school.

I.4.2.1. On The learner

One of the issues that may be faced is that some students might not afford to buy technological devices needed to participate in the online sessions, thus they will be excluded from the whole operation, as described by Graham (2004. p32) e-learning is often perceived as being an approach that favors the advantaged. Which means that blended learning is suitable only to those who can afford it and those who can't will be eliminated. That what was also confirmed by Vakiri (2010) in his study which examined the relationship between the social status of the parents and the how their students perceive technology and by the end it revealed that poor students were less motivated and confident towards using ICT's.

I.4.2.2. On The Teacher

*Technology will not replace teachers. But teachers who use
technology will replace those who don't. Christine Meloni*

As demonstrated in the quote, teachers will be substituted if they don't have enough ICT knowledge, it is true they will not be replaced by robots but they will eventually be substituted. this would create a sort of a pressure on teachers, they will always feel like their job is threatened unless they double the efforts, update their methods and place the linguistic knowledge in a technological device. According to the E-portfolio website (2010), ...

*ICT has made job security a big matter, since technology keeps on altering
approximately every day, this means that the individuals need to be continuously
studying or at least to keep up with the changes in their job if they want to feel safe
about their occupations.*

This stresses another issue which is the continuous evolution of technology which means that teachers need to keep up with these brisk changes in order to feel secure about their jobs. They

are not doing it deliberately for the sake of enhancing learning but as a mission to be done to cope with the herds.

I.4.2.3. On The School

As detailed hitherto, most of the models of blended learning -especially the rotation model – require labs that would help students study autonomously and listen to authentic materials. Those labs cost a great deal of money on the expense of schools; this is something not all schools can afford nor provide. The absence of ICT infrastructures in some schools hinders the initiation for implementing blended learning. This is what was accentuated by Beaver et al. some blended learning models are riskier and more expensive than others, due to the degree to which they differ from traditional educational models and the technology needed for implementation (2014).

In his thesis, “Exploring Teacher Perceptions of Blended Learning”, Sorbie (2015, p50-55) detailed some of the testimonies from teachers who adopted blended learning and the challenges that faced them. Brandon a teacher who describes his experience with using i-pads to teach:

In no way, shape, or form am I more entertaining than what they can do on an iPad. And so, the iPad is a distraction. I am always going to lose because if at any second, and I mean by the second, if at any second, I am not entertaining enough for them, or if I am not informative enough for them, they can tune me out and go to the iPad and be entertained or informed that a way. Usually, they are not using it to acquire knowledge or enrich their learning it's to distract themselves. It is to entertain them.

Also, Jacob who stated that students were using iPad for games during the class instead of learning which he justified ‘students were using their device to disengage during direct teacher instruction or class work time.’

In his thesis Sorbie (2015) also revealed that even if all the students have their devices, there are some technical problems like having cracked iPad screens or not having their device due to servicing, students not having them charged for the day, and students being locked out of their device because of inappropriate downloading. These problems were fixed by teachers and they had to print handouts for those students during the whole period their devices were not working.

Those testimonies support the idea that teachers are the ones who are going to handle the shortcomings of implementing blended learning and double the efforts to face them.

The previously mentioned drawbacks of BL can be faced and fixed if teachers, students and stakeholders decided intentionally to make this method work, if they are aware of the necessity to update the sector of education to meet the needs of the learners thoroughly. hard it is but not impossible as Salkind highlighted “*“Educational technology can be thought of as the hardware, software, and ‘thinkware’ of learning”*” (Salkind, 2008).

I.5. Teachers’ and Students’ Perceptions and Practices Towards Blended Learning

I.5.1. Definitions of the Terms “perceptions” and “practices”

According to Kalogiannakis and Papadakis (2020) as found in IGI Global website Perceptions are “The thoughts or mental images which teachers have about their professional activities and their students, which are shaped by their background knowledge and life experiences and influence their professional behavior. While “practices” is defined by Fitzgerald et al. (2018) as “The instruction of a subject that takes place in a real classroom environment”, in other words, the practices are the actuals tasks and activities that can be done at the class, be it virtual or face to face, (They were explained thoroughly in the sections of models and advantages of BL). whereas, students and teachers’ perceptions about blended learning are the points of views both teacher and students have towards ICTs, they can be either positive, negative or both.

I.5.2. Factors Affecting Teachers' and Students' Perceptions of Technology

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

- Age
- Gender
- Internet Experience
- Financial situation

I.5.2.1. Age

Age is thought to be an element that may affect the perception of technology, younger students may be more enthusiastic towards trying and using technology seeing the fact that they were born in a more digitalized world. in her study, Shehab found that age was insignificant as a factor towards ICTs amongst learners. Unimportant technology was considered by older teachers according to Scherer, Siddiq, and Teo (2015) in their study to see ICTs acceptance amid teachers.

I.5.2.2. Gender

Technology is considered as a masculine activity, and men are thought to use and buy technological devices more than women, so women are believed to have negative attitude towards technology (North & Noyes, 2002; Cooper, 2006). in the Algerian context, a study was conducted by Nait-slimane & Khattala (2020) to investigate gender as factor that might affect ICTs use amongst secondary school teachers, more than 50 secondary school teachers were asked about their attitudes and perceptions about ICTs and the result showed that female teachers used technology more than males; not only this but they proved that they were also more aware of its importance as key factor to develop learning.

I.5.2.3. Internet Experience

Which means to what extent teachers and students are capable of using and manipulating technology efficiently to achieve the goals of the lessons. Technology is not an innate activity, it is a skill to be acquired

and developed (Abdalahadi, 2016). As a result, students and teachers must receive a training about the use of technology for educational purposes. Thus, the Algerian government has collaborated with the UN, UNESCO and EU agencies to provide quality training to the Algerian teachers.

Leaners' experience and familiarity with technology has a great effect on their perceptions of blended learning (Koohang and Durante, 2003). the more students showed control over technology, the more autonomy was noticed on them during a blended course (Simonson, Smaldino, Albright, &Zvacek, 2006).

I.5.2.4. Financial situation

The social status or the income of the individual can result in a negative perception and less engagement to the implementation of technology. Vakiri (2010), the poorer the students are the less technology they can afford to have and if they can't afford it, they are going to be less motivated towards using it.

All these factors in addition to others are thought to have an implicit role on the perceptions of students and teachers of Blended learning.

Sometimes the government provides all the ICTs' equipment needed for blending the lessons but teachers don't use them and they stay untouched for more than 10 years in some schools Mekhoukh (2012). Here appears the matter of teachers' perception. some teachers fear using technology, others lack the adequate knowledge to use it. previous studies about teachers 'and students' perceptions and practices will be thoroughly elaborated in the coming section.

1.5.3. Related Research

1.5.3.1. Nationally

Katia Berbar (2020) conducted a study in which she examined teachers and their perceptions about the use of Moodle platform during Covid – 19 lockdown, she took the sample of 14 teachers at the university of Tizi-Ouzou and reached the result that more than 70 % were not satisfied with the experience due to their lack of mastery of technology and also the lack of face-to-face meetings. Furthermore, when they were asked to

describe their feelings (64.3%) said that they felt frustrated and incompetent while using the platform because they are not used to it. At the end she reached a conclusion that they had a negative perception towards blending.

In the same context, Fatiha Guessabi (2021) led a study under the title of “Flipped Classrooms in Higher Education in Algeria during Period of COVID19: Challenges and Difficulties” in the university of Bechar and the results showed that most teachers didn’t have enough knowledge about the use of ICTs and even if they had there were not enough technological devices to cover all the department. Also, she mentioned that despite following the flipped classroom models, students had neither access to the internet nor recorded lectures. The teachers refused to record them because they had no prior knowledge of how to do it and also, they thought it would empty the university from students. The same thing implies for students, they preferred handouts and most of them had no computers let alone having internet connection. which means the main obstacle was that teachers didn’t have enough training, if teachers are provided with the right type of trainings and peer coaching from experts, they will be able to meet the needs of students and will be encouraged to create a blended learning classroom. (Saeed ,2020)

Outside the context of Corona, Debbache and Zidoune (2018) found that teachers and learners had a positive perception about the use of blended learning. Teachers believed that BL made teaching easy and helped reaching the students’ needs rapidly. The students said that it offered an environment that increased motivation, interaction and performance. Another experimental study was conducted at Larbi Ben M’ehdi University by Kadri (2018) to investigate the effect of blended learning on both motivation and academic writing skills, by the end it was revealed that blended learning helped students to be more motivated -towards the skill of writing especially the fact that this skill was incorporated with the application of Facebook – than the students who studied it in university.

Most of the Algerian studies related to blended learning focus mainly on its use at the university level. little is done to study or investigate the use of blended learning in the secondary, middle or even primary level. that's what the current study is intending to shed the light at.

1.5.3.2. Internationally

Teachers and students' perceptions might be negative as it might be positive, some teachers can be motivated and willing to use blended learning but others might prefer traditional face to face learning. Most of the reviewed studies showed that learners had positive attitude towards BL (Drysedale et al, 2013; Shehab 2007).

In her experimental study, Shehab (2007) tried to investigated students' perception towards blended learning, the result was positive. By the end students were highly motived and had positive feelings about the experience; this may be linked to the fact that the number of face-to-face sessions was far more less than the online ones which in return helped the students a lot seeing the fact that most of them are employed. The result showed also that there is no clear relationship between age nor gender and the perception of blended learning among students.

Another study was done by Raymond (2017) to High School Teachers to understand their Perceptions of Blended Learning. The study included 11 teachers that were already using blended learning as a method of teaching for a long period; the findings indicated that teachers have a high regard for classroom technology use and recognize the potential value of blended learning with the ability to individualize instruction as the strongest positive aspect. Also, the same sample held a slight negative feeling while using BL which was about the internet availability and computer access.

Another study was conducted by Sorbie (2007) which revealed that the teachers had a positive feeling towards adopting BL and also It advocated created an atmosphere for individualization, collaboration, organization, engagement, real-world relevance, and student-centered learning.

Other studies were contradictory and showed that teachers had negative perceptions about the use of blended learning. (Barbar, 2020; Kar, 2020).

The results from Kar's study (2020) showed that teachers had negative attitude towards blended learning during covid-19 due to their lack of knowledge about using ICTs and not having enough experience to deal with them. the same problem was highlighted by Barbar (2021) in her study.

Conclusion

Blended learning or hybrid learning is gaining more and more interest nowadays, due to its efficiency in terms of maintaining learning during the Covid-19 outbreak. Not only this but also its possibility to substitute traditional learning with better result.

The previous chapter, defined what blended learning is -although there is no agreed upon definition- then mentioned the elements needed for a course so that to be called blended. After that, a detailed explanation of the models was covered to lead to the importance of this new notion. In addition to that, the advantages resulting from blended learning in EFL classroom were classified. Although this concept is highly preached, it has a numerous shortcoming that may lead to a bad implementation of the latter. Thus, 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 students' and teachers' perceptions, a definition was given to the main concepts then how can gender, age, internet experience and financial status affect their perception of blended learning. By the end, a review of the related literature was mentioned on both the national and international level. The second chapter, will delve deeper and examine if teachers and students' perceptions had an effect on the implementation of blended learning. and what practices were used to efficiently adopt this new approach.

**CHAPTER TWO
METHODOLOGY,
DATA ANALYSIS
AND INTERPRETATIONS**

Chapter Two

Methodology, Data Analysis and Interpretations.

Introduction

This study's aim is to investigate Teachers' and students' perceptions and practices towards Blended learning. Previously, we have discussed the literature related to this topic and highlighted the importance of blended learning during the Covid-19 outbreak. In the coming chapter an attempt is made to answer the questions previously developed and test the hypothesis that is already mentioned. The chapter is divided into 3 sections. First, the first section is dedicated to state the data and methodology in which a description is given to the participants (teachers and students) and the tools used to gather the information (questionnaire). Second, the information obtained will be discussed and finally the pedagogical implications, limitations and further suggestions will be stated.

II.1. Methodology and Data

In the coming section, an explanation to the participants, methods of data analysis and research tools is detailed.

II.1.1. Method of Research

The nature of the study is descriptive-interpretive due to the topic which is aiming at investigation Teachers' and students' perceptions. The descriptive part is used for reciting the actions done by teachers and students in the middle of implementing Blended learning while the interpretive part is specified when trying to understand if teachers' and students' background knowledge has a relation to their implementation of blended learning.

II.1.2. Participants and Setting

The sample studied in the following chapter are students and teachers from Bentoumi Moussa secondary school in Setif.

II.1.2.1 Students

50 students participated in this questionnaire, 25 are females and 25 are males. They belonged to first, second- and third-year students of literary stream. They were randomly chosen. 19 students from first year, 22 from second year and 9 from third year. The low number of third year students is due to the fact that this is the first foreign languages class passing their baccalaureate.

II.1.2.2 Teachers

Teachers of English at this secondary school are all females (5 females). They were not asked to mention their names to protect their privacy and in order to feel comfortable while answering.

II.1.3. Data Collection Tools

Seeing the nature of the study which is descriptive-interpretive, one research tool was used which is a questionnaire to the students and a questionnaire to the 5 teachers. The questionnaire was handed to the students in the class and they were given 45mins to answer. They answered the first part and when they finished it the teacher gave them an explanation of what blended learning is and why the ministry has adopted it then they answered the following sections related to their perceptions. The questionnaire consists of 3 sections, the first section is composed of MCQ questions to know students' personal information and availability of technological devices in both their school and at home. Then the second section is about their perceptions about the positive effects of Blended learning and the final third section tackled the possible negative effect that can occur while adopting this approach and how did they perceive it. It is worthy to mention that the questionnaire was translated to Arabic seeing the fact that students don't have a huge mastery of the English language. Teachers' questionnaire was done through google form seeing the fact that

it was impossible to meet them all at the same time (Working with shifts). It is composed of 3 types of questions; close-ended, open ended and MCQ questions.

II.1.4. Data Analysis Techniques

The present study aims at investigating students' and teachers' perceptions and practices towards blended learning, thus there was one research instrument used which is a questionnaire. 2 questionnaires were designed to both teachers and students. one questionnaire was handed to learners in class and the other was designed in google forms then sent to 5 teachers. then the data gathered were organized in charts and graphs in order to be analysed and interpreted qualitatively and quantitatively.

II.2. Results and Discussion

The following section is dedicated to analyzing the questionnaires of both: the students and then the teachers.

II.2.1. Analysis of the Students' Questionnaire

The questionnaire included 4 sections. First section is for personal information (Age, gender and level), the second section was 6 questions to know the students' personal experience with ICTs. The third section was dedicated to the availability of technological devices at home and at the secondary school. The last section was divided into 2 parts, students' perceptions about the advantages and the disadvantages of blended learning.

II.2.1.1. Personal Information

II.2.1.1.1 Gender

Questions 1: Are you a male or female student?

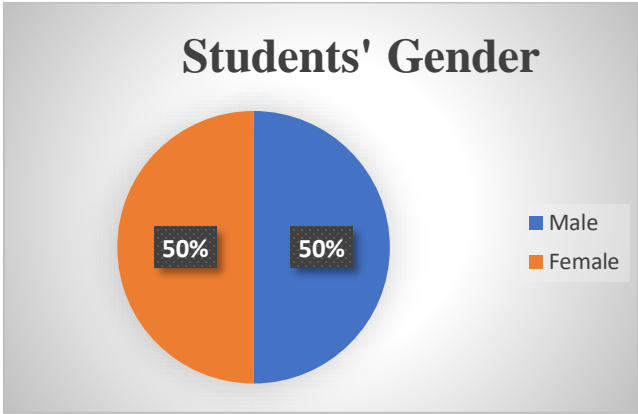


Figure 2: Students' Gender

	Male	Female
Number	25	25
Percentage %	50%	50 %

Table 1: Students' Gender

As shown in the chart, the number of students who took part of this study is 50 students. 50% of them were males and 50 % were females. This selection was done on purpose to see if gender has an effect on their perceptions towards blended learning

II.2.1.1.2 Level

Question 2: what is your level?

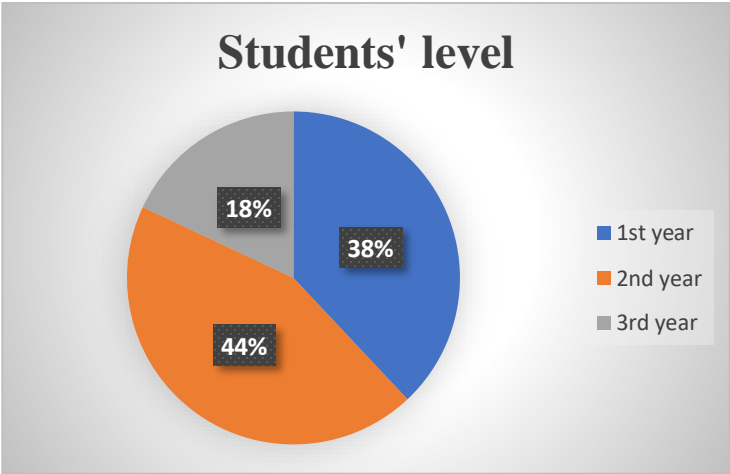


Figure 3: Students' Level

	1 st year	2 nd year	3 rd year
Number	19	22	9
Percentage %	38%	44%	18%

Table 2: Students' Level

According to the chart and the pie chart, the number of students belonging to the second year is the biggest number with 44%, then first year students with 38% and finally 3rd year students who represent only 18%.

II.2.1.1.3 Age

Question: How old are you?

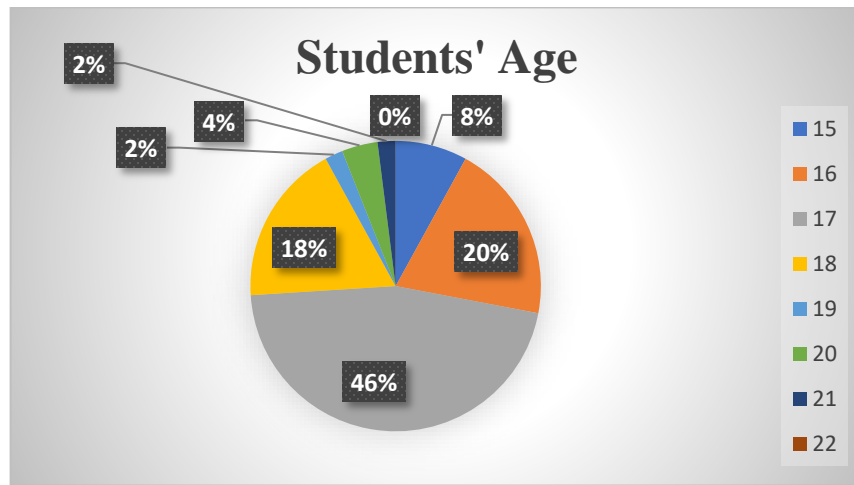


Figure 4: Students' Age

	15	16	17	18	19	20	21	22
Number	4	10	23	9	1	2	1	0
Percentage	8	20	46	18	2	4	2	0

Table 3: Students' Age

The minimum age from which a students can start to study at the secondary school is 15, and the maximum age allowed is 20, still some students move the secondary school at the age of 18 or more. That’s why the choices given were limited between (15 to 22). As shown in the chart, the majority are aged 17 (46%) then 16 (20%), after we find 9 students aged 18 (18%). It is worthy to mention that age doesn’t necessarily reflect the level in which the students are studying, student can be 19 years old and studying at the first-year level, and another can be 17 studying at the third-year level.

II.2.1.2. Personal experience with ICTs

To have a glance about students’ personal experience on dealing with ICTs, we asked them 4 yes. no questions.

Question 4: Did you study Computer science at the middle school?

	Yes	No	Blank
Number	34	12	4
Percentage %	68%	24%	8%

Table 4: Receiving courses about CS at the middle school level.

The majority of students have an idea about Computer Science, more than 60% of them confirmed that they studied ICTs at middle school. yet, a significant number of students said that they didn’t study it at the middle school. 4 students left it blank. Not studying ICTs in the middle school however does not mean the student is unable to use technological devices.

Question: Did you receive any training about ICT, outside the educational context.

	Yes	NO	Blank
Number	2	40	8
Percentage %	4%	80%	16%

Table 5: Receiving courses about CS outside School

Only 2 (4%) students received a training about ICTs from their own, the majority didn't 80%. This might be due to the lack of interest in this field amongst learners or because they don't see it necessary at the moment. or simply because those training either are unavailable in that region or too expensive to enroll with them. 16% of learners left this question blank.

Question 6: Are you capable of using the computer for educational purposes?

	Yes	NO	Blank
Number	26	24	0
Percentage %	52%	48%	0%

Table 6: Students' control over the computer for educational purposes

Approximately, the students split into 2 groups. 52% of the students say that they can use the computer for educational purposes (making word documents, PowerPoint presentations, teleconferencing, Zoom meetings, video downloading etc.), while 48% said that they cannot.

Question 6: Did you try online learning before? not related to the school?

	Yes	NO	Blank
Number	15	34	1
Percentage %	30%	68%	2%

Table 6: Students' Familiarity with Online Learning

A significant number of students said that they tried online learning before (30%), while the majority didn't. Only one student left it blank

Question7: Do you know what blended learning is?

	Yes	No	Blank
Number	2	38	10
Percentage %	4%	76%	20%

Table 7: Students Familiarity with Blended Learning

The majority of students said that they don't know what blended learning is (76%). Which is surprising; seeing the fact that they might be using it without them knowing. (20%) of the students chose not to answer, only 2students said that they know what blended learning is.

After this question the teacher explained to the students what blended learning is, and then they were given the sign to continue answering what's left of the questions.

II.2.1.3. Availability of Technological Devices

As explained before, blended learning combines both online learning with traditional one. As a result, students are going to use technology, whether at home or at the school labs, depending on the model the teacher is using. thus, the availability of technological devices be it a computer, or a phone, is of a great importance to help maintain a successful implementation a blended learning model .

II.2.1.3.1 At Home

II.2.1.3.1.1 Phone

Question 8: Do you have a digital phone?

	Yes	No	Blank
Number	30	18	2
Percentage %	60%	36%	4%

Table 8: Owning A Digital Phone.

More than half of the students declared that they have digital phones 60%, while 36% of them said that they don't. Only 2 students left it blank. This reflects the idea that younger generations are more digitalized.

II.2.1.3.1.2 Computer

Question 9: Do you have a personal computer?

	Yes	No	Blank
Number	14	31	5
Percentage %	28%	62%	10%

Table 9: Owning a Personal Computer

Unlike having a digital phone, more than half (62%) of the students said that they didn't have a computer at home, only 28% said that they did. while 5 students didn't answer.

II.2.1.3.1.3 Wi-Fi

Question 10: Do you have Wi-Fi or 3G?

	Yes	No	Blank
Number	19	28	3
Percentage %	38%	56%	6%

Table 10: Availability of Internet.

According to the chart, 56% of the students said that they don't have a Wi-Fi or 3G that can guarantee an easy access to the internet. Only 38% confirmed having it. once again, having internet doesn't necessarily imply that it will be working all the time and without cut.

II.2.1.3.2 At the School

II.2.1.3.2.1 Labs Availability

Question 11: Are there any labs in your secondary school?

	Yes	No	Blank
Number	42	3	5
Percentage %	84%	6%	10%

Table 11: **labs Availability at the secondary school.**

Labs are available at the secondary school that's why 84% of the students answered with yes. Surprisingly, 16 said that they don't exist (6%) or left it blank (10%). this might be because they didn't understand the Arabic equivalent term or linked it to its traditional use which is related to chemistry, physics and sciences. so, using it to teach languages seems to be blurry to them.

II.2.1.2. Students' Perceptions and Practices Towards Blended Learning

II.2.1.2.1. Advantages of Blended Learning

II.2.1.2.1.1. Flexibility

Flexibility is one of the advantages of Blended learning that are highly promoted, in order to measure students' perceptions about this notion they were give 4 statements and they were asked to indicate whether they agree, disagreed or are neutral about the statement.

It is important here to mention that students are not familiar with this type of questions, at the beginning of answering this section the teacher noticed that students chose many options, for instance in statement 1, they chose I agree, strongly agree and neutral at the same time. This would later on cause problems to evaluate their data, as a result, the teacher asked them to keep only 'Agree, neutral and disagree' options to make things clearer for them.

Statement 1: Corona virus wide spread made it hard to attend all the classes like before with the same timetable and class number.

	I agree	Neutral	I don't agree
Number	30	17	3
Percentage	60%	34%	6%

Table13: Effect of covid-19 on learning.

As shown in the chart 60% agreed that the wide spread of Covid-19 in the world made it hard for students to attend their classes with the same timetable and number of students. while 34% of students were neutral with this claim and 6 % disagreed.

Statement 2: Blended learning gives us a chance to study the time that we want where we want.

	I agree	Neutral	I don't agree
Number	32	17	1
Percentage	64%	34%	2%

Table 14: Blended learning flexibility in time and place of studying.

32 students perceived blended learning as a flexible method that would allow them to study in the place and time that they want. Only one student disagreed and 17 were neutral.

Statement 3: I am always available to attend my face-to-face courses.

	I agree	Neutral	I don't agree
Number	20	13	17
Percentage	40%	26%	34%

Table 15: Students' Availability to Attend Courses in Traditional Learning.

This question comes as respond to the previous one, blended learning presents a solution to those learners who cannot attend all classes. Despite the fact that the majority agreed that they can attend face to face classes, a bigger majority is represented in those who are neutral (**26%**) and disagreeing (34%) with this claim.

Statement 4: When being online, I can search for any question that comes to my mind.

	I agree	Neutral	I don't agree
Number	28	17	5
Percentage	56%	34%	10%

Table 16: Availability of Instant Sources to Help Them While Studying.

The majority of students (56%) agree that blended learning provides a chance for them to search for any question that occurs while learning, but a significant number of students stayed neutral or disagreed with this claim. This can be due to the big number of students that don't have access internet so they are not familiar with it and the solutions it provides.

II.2.1.2.1.2. Saving Time

Saving time is thought to be one of the solutions that blended learning can provide if implemented correctly. That's why students were given 3 statements to evaluate their perceptions about blended learning as a solution to save time.

Statement 5: A blended course saves time for the most important Elements in the lessons.

	I agree	Neutral	I don't agree
Number	33	13	4
Percentage	66%	26%	8%

Table 17: Saving Time for Core Lessons.

Most of the students agree with this claim with 66%, and only 4 % of them didn't agree with this claim. however, 26 % of them kept a neutral state towards this statement.

Statement 6: Using recorded videos helps us to understand the lessons in less time.

	I agree	Neutral	I don't agree
Number	25	17	8
Percentage	50%	34%	16%

Table 18: Recorded Lectures as An Alternative to Face-to-Face Attendance.

Half of the students agreed with the claim that recorded videos help them to understand quickly in comparison to face to face learning. Unlike 8 who disagreed and 17 chose to stay neutral.

Statement 7: Preparing the lessons before helps me understand the lessons quickly and efficiently.

	I agree	Neutral	I don't agree
Number	27	17	6
Percentage	54%	34%	12%

Table 19: Preparation of Lessons Helps Understanding.

According to (54%) students, preparing the lessons helps them to understand the lesson quickly while they are in class. But for (12%) it is not and for (34%) preparing the lesson or not makes no difference.

II.2.1.2.1.1.3. Creating Autonomous Learners.

Autonomy is also one of the advocated benefits of blended learning, and it is the ultimate goal that most teaching approaches are trying to achieve. In the following section we discuss the result obtained from 3 statements that assesses the possibility of rendering the learners more autonomous through the sheer reliance on a blended learning approach.

Statement 8: In a blended class I will be able to solve the problems facing me on my own

	I agree	Neutral	I don't agree
Number	27	16	7
Percentage	54%	32%	14%

Table 20: Autonomy in Problem Solving.

Students revealed high acceptance to this statement, more than half of them agree with it and only 7 of them disagreed, while 16 have chosen to stay neutral. Solving problems is central, 21st century skill that every student must acquire, blended learning promotes this aim parallelly with autonomy and thus presenting a two for one deal.

Statement 8: I will not need the teacher to teach me everything. Only to guide me.

	I agree	Neutral	I don't agree
Number	31	12	7
Percentage	62%	24%	14%

Table 21: Teachers' Guidance.

As revealed in the table below, (62%) most students agree that introducing blended learning to their classes would shift teachers' role from being "teachers" to "guides" only. And thus, making the job of teachers easier than before (while adopting traditional learning). Yet, (14%) of the students didn't share the same point of view and (24%) were neutral in front of this claim.

Statement 9: Blended learning helps us in group work and facilitates interaction with our teachers.

	I agree	Neutral	I don't agree
Number	33	13	4
Percentage	66%	26%	8%

Table 22: Blended learning's Effect on Group Work Discussion and students-teacher Interaction.

Blended learning facilitates communication with teachers and enhances group work this is what more than (60%) agreed with, and (8%) found unrelated while (26%) indicated their neutrality towards this statement.

II.2.1.2.1.4. Saving lives

Statement 10: Studying online and reducing meetings will mitigate human contact which would subsequently save lives.

	I agree	Neutral	I don't agree
Number	29	5	16
Percentage	58%	10%	32%

Table 23: Blended Learning Possibility to Save Lives.

The majority of students agreed with this claim 58% and a significant number of them disagreed 32%. Yet 10 were neutral. The wide spread of this virus and the continuous stop of study led to presenting Blended learning as an alternative in 2020.

II.2.1.2.2. Disadvantages of Blended Learning

Although it combines the best of traditional and online learning , blended learning may have some shortcomings while implementing it to teach english at the secondary level . Students were given 6 statemens; indicating some of the disadvantages of blended learning ; and were asked to show wether they agreed or diagreed with them .

Statement 11: Blended learning is a good approach for all the students, (with low and high income).

	I agree	Neutral	I don't agree
Number	12	12	26
Percentage	24%	24%	32%

Table 24: Socio-economic Status of the Students in Relation to Blended Learning.

The majority of students (32%) disagreed with the statement which stated that blended learning is suitable for all the learners despite their socio-economic situation. As previously mentioned, BL is a sophisticated method that requires technology so not all students can afford it. Still, 24% agreed on that statement and 24% were neutral.

Statement 12: Students cannot afford to buy a personal computer.

	I agree	Neutral	I don't agree
Number	25	21	4
Percentage	50%	42%	8%

Table 25: availability of computers at home.

This statement was given to students to confirm the previous idea that students with lower income might not have the required equipment at home and thus be excluded from the process. And which may lead to the failure of the whole operation.

As expected, half of the students showed their agreement about the statement, only (8%) percent disagreed and (42%) stayed neutral.

Statement13: Students don't have Wi-Fi or 3G (internet connection)

	I agree	Neutral	I don't agree
Number	25	16	9
Percentage	50%	32%	18%

Table 26: Availability of internet at home.

The table shows that half of the students don't have an access to the internet be it a wi-fi or a 3G. while 32% of them stayed neutral and 18% said that students have internet at home. The number of neutral students can be linked to the fact that sometimes the internet is available but with low quality especially in rural areas. students in this lycée live in the urban areas but also some of them live in rural areas that are not yet covered with internet.

Statement14: I get easily distracted when I am using my phone by social media (e.g., Messenger popping up...)

	I agree	Neutral	I don't agree
Number	32	12	6
Percentage	64%	24%	12%

Table 27: Distraction while using phones to study.

Most students declared previously that they have smart phones, in this statement we test their ability to control themselves while using the phones to study. For example, while watching a recorded lecture a message from their friends can pop up and distract them. The biggest percentage of students said that social media may well have an effect on them while they are studying with their phones. While(12%) disagreed and (24%) were neutral.

Statement 15: I can't resist games on my phone.

	I agree	Neutral	I don't agree
Number	32	10	8
Percentage	64%	20%	16%

Table 28: The Effect of Games on The Use of Phone to Study.

Students have many games on their phones, (64%) said that games are irresistible for them, unlike 16% of them who disagreed declaring that they can resist those games while using their phones to study, (20%) chose to stay neutral.

Statement 16: Girls can't do teleconferencing with male students because they might be misunderstood by their parents

	I agree	Neutral	I don't agree
Number	35	11	4
Percentage	70%	22%	8%

Table 29: The Effect of Genders on Blended Learning Perception.

The biggest majority stated that girls can't do teleconferencing or video calling with their male peers seeing the fact that this is unacceptable in their society and also to their parents' mindset. Only 4 students disagreed with this statement, while 11 of them chose to stay neutral.

II.2.2. Analysis of Teachers' Questionnaire

Teachers were contacted via Facebook and the google form questionnaire link was sent to them via messenger. It is composed of 3 types of questions; close-ended, open ended and MCQ questions. It has 4 parts, personal information of the teachers, then the availability of technological devices, then their experience with blended learning and finally their perceptions about it.

II.2.2.1. Personal Information

Teachers were asked 4 questions, about their age , teaching experience , their academic qualification and finally if they have ever received an ICT training .

Question 12: How old are you?

Teacher	Age
First teacher	27 yearsold
Second teacher	30 yearsold
3rd teacher	36 yearsold
4th teacher	32 yearsold
5th teacher	51 yearsold

Table 30: Teachers' Age.

As shown in the chart teachers age is ranging from 27 to 51 which implies that there is diversity of the teaching methods. also, most teachers are young and close to students' generation. it is worthy to mention that all the teachers of English at this lycée are females. no male teacher.

Question 13: What is your academic qualification?

	License	Master	Magister	ENS	PhD
Teachers	2	2	0	1	0
Percentage	40%	40%	0%	20%	0%

Table 31 : Teachers’ Acaedmic Qualification

As seen in the table two of the teachers hold a license and a masters degree while one of them is an ENS graduate. None of them hold neither a Phd nor aMagister degree .

Question 14: For how long have you been teaching?

	Lessthan 5 years	5 -10 years	10- 15 years	More than 15
Teachers	4	0	1	0
Percentage	80%	00%	20%	00%

Table31: Teachers’ Teaching Experience

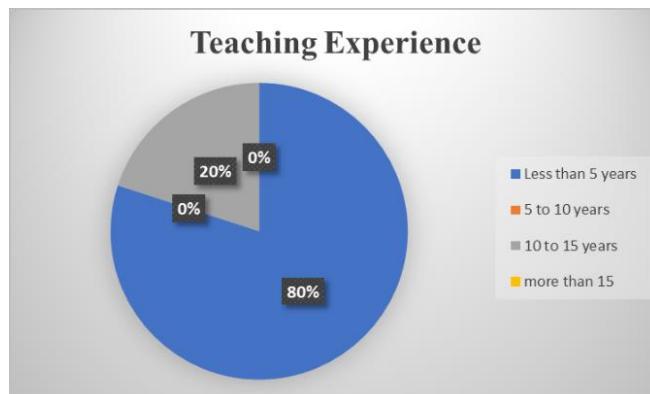


Figure 4: Teachers’ Teaching Experience

Most teachers have less than 5 years teaching experience, which means that they are novice teachers who are newly appointed. only one teacher has 15 years of experience.

Question: Did you receive any training about the use of ICTs? If yes, What type?

	Yes	No
Number	2	3
Percentage	40%	60%

Table 32: Teachers ICT's Training



Figure 5: Teachers' ICTs Training.

Only 2 teachers said that they have received a training about the use ICTs, and the other 3 teachers said that they received a computer science training long time ago and they somehow forgot what they have learned. for the two teachers who received ed the ICTs training they are a master 2 student and one is an ENS graduate where ICTs module is mandatory during the whole 5 years.

II.2.2.2. Availability of Technological Devices

At this level teachers were asked 4 questions, since blended learning requires online learning, teachers should have at least a computer or a digital phone and hold an experience in dealing with those devices and also an internet connection that guarantees a decent communication with the leaners, in case they didn't their schools should have labs that are equipped to teach languages.

Question 16: Do you have a ...?

	A digital phone		Personal computer		Internet connection	
Answer	Yes	No	Yes	No	Yes	No
Number	5	0	4	1	4	1
Percentage	100%	0%	80%	20%	80%	20%

Table 33: Availability of Technological Devices amongst Teachers.

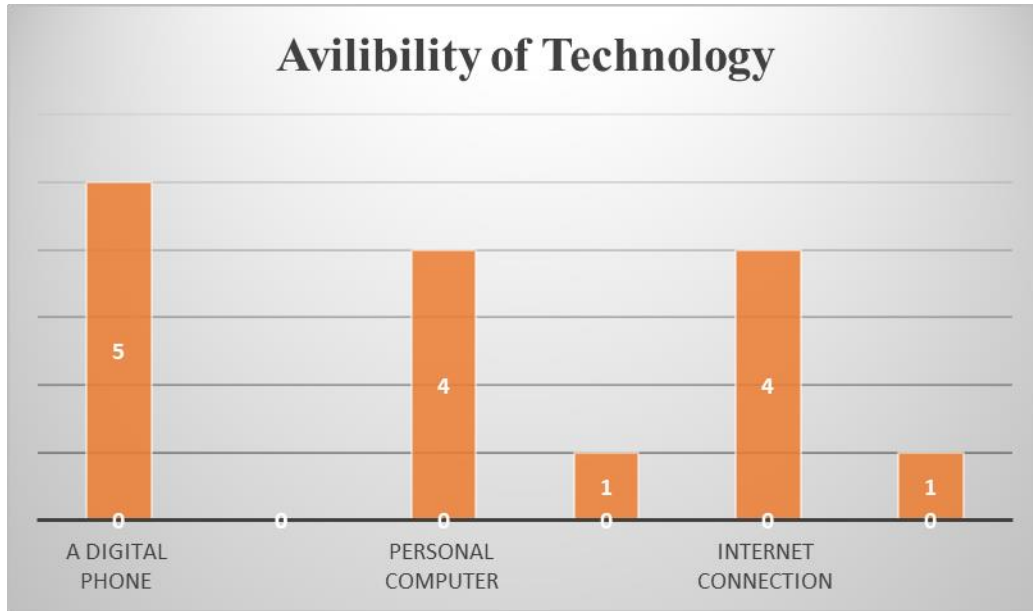


Figure 6: Availability of Technological Devices amongst Teachers

As shown in both the chart and the bar graph most teachers have phones and computers and also an internet connection. Only one teacher didn't have a computer and another didn't have an internet connection. this result is a promising result for the implementation of blended learning.

Question 17: Are the labs in your lycée used to teach languages? justify.

	Yes	No
Teachers	5	0
Percentages	100 %	0 %

Table 34: Labs Usage in Teaching Foreign Languages at the Lycée.

All the teachers confirmed that the labs are not used to teach languages and when asked to justify they said that they are used to teach the module computer science only. Also, this year students were divided into groups so the labs are all the time unavailable.

II.2.2.3. Blended Learning Experience

Teachers were asked 4 open ended question to see if they have used blended learning, what did they use as tools, did they find it effective, and what problems faced them.

Question 18: Did you try to blend the lessons for your students this year? Why and why not? Do you find it effective?

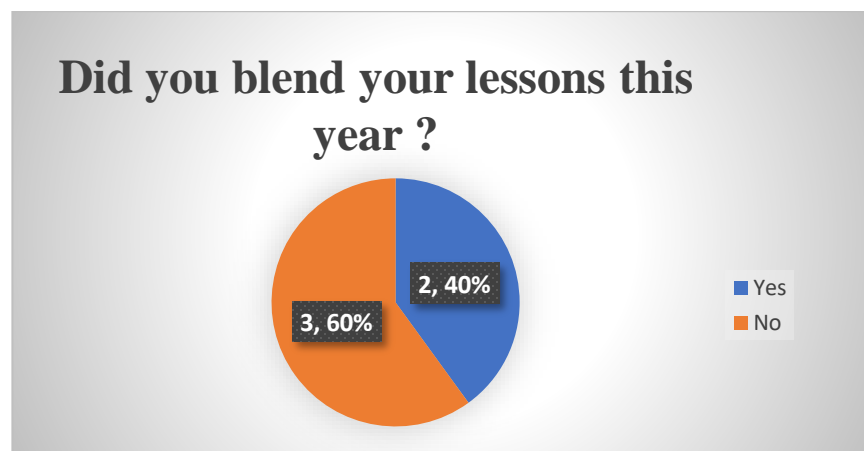


Figure 7: Teachers and Blended Learning Adaptation

The pie chart shows that only 2 teachers used blended learning with their students. the two teachers clarified their choice:

Teacher A: *“Yes I did, because of the short time we had to finish the progression”*

Teacher B: *“Yes, there was a lesson related to the protection of environment thus I used data projector to explain the causes of environmental crisis and suggest some solutions.”*

Teacher “B” said that she has used the data projector to blend, which reveals a slight lack of knowledge about blended learning, as mentioned in the literature review in the definition blended classes

must have an online session. here the teacher misplaces the technological device. using data projector does not mean that the learners are online.

The other 3 teachers justified their refusal to blended learning as follows;

Teacher C: *“No. Some of my learners don’t have access to internet and some are not really into online” learning.*

Teacher D: *“No. My students can’t afford access to internet”*

Teacher E: *“I don’t have time, I am rising my son so I m using lesson plans of previous years, if I adopt blended learning I have to “SARS” the lessons, and I don’t have time for that”*

Teachers who didn’t not apply blended learning presumed that their learners will not have an internet access, while one of them chose not to blend simply because it is not mandatory.

When further asked if it was effective the 2 teachers that used blended learning said yes, it was.

Question 19: Do you think the course books of the three levels are suitable for blending? Justify

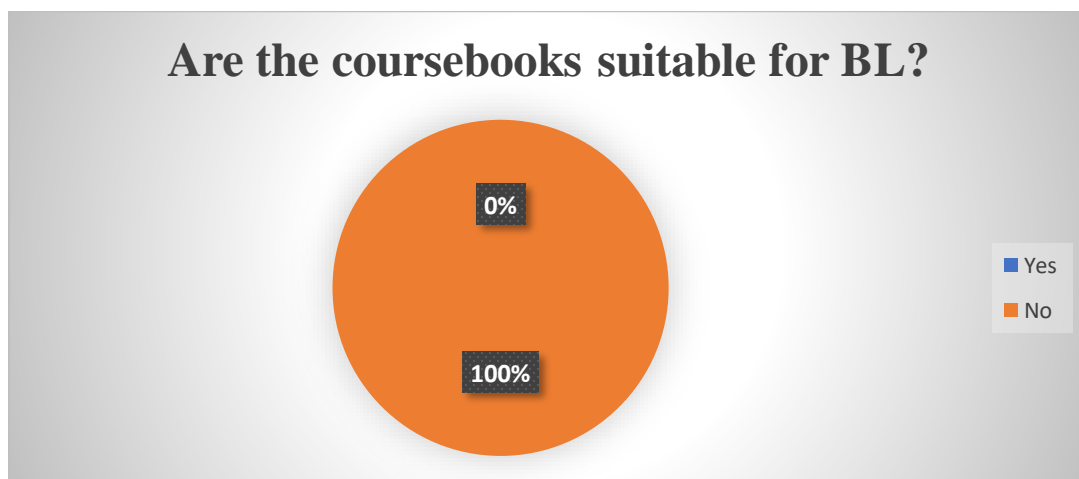


Figure 8: Coursebooks and Blended Learning

All teachers agreed that the coursebooks are not suitable for blended learning and their justifications varied, some said that the books are very archaic, others said that the books are not designed to meet the

needs of the learners so they will find it boring if we blend, and one teacher said that: *“they are not even suitable to teach, let alone blend”*

Question 20: In your opinion what are the problems that teachers might encounter while adopting blended learning?

The answer to this question varied as follows,

Teacher A: *“Learners can always find excuses to not do their homework like internet wasn’t available and such. And it will affect the ongoing process of learning.”*

Teacher B: *“Technical problem”*

Teacher C: *“Students may be confused because of the constant shifting between the two learning methods, besides, not all of them can afford an electronic device or a good WIFI”*

Teacher D: *“The telecommunications in short. (Instability of internet connection).”*

Teacher E: left it blank.

The answers of the teachers shows that the problems met while adopting blended learning in an Algerian context are different from those encountered in developed countries. Problems like internet instability and availability may be the reason some teachers hold negative attitudes and perceptions towards blended learning.

II.2.2.4. Perceptions And Practices Towards Blended Learning

Teachers were given 8 statement that are related to the importance of blended learning, its advantages and disadvantages, their perceptions were gathered in the following bar graph to have a thorough understanding of their answers, then they will be discussed one by one,

Teachers' Perceptions about BL

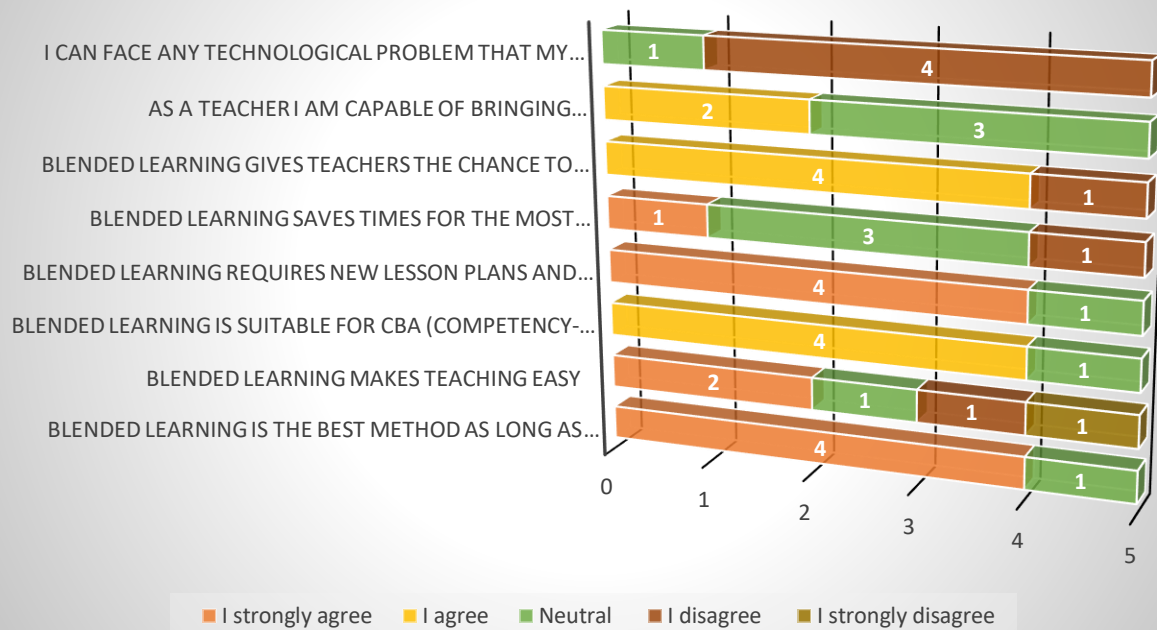


Figure 9: Teachers' Perceptions Towards Blended Learning.

Statement 17: Blended learning is the best method as long as covid-19 is widely spreading.

	I strongly agree	I agree	Neutral	I disagree	I strongly disagree
Numbers	4	0	1	0	0
Percentages	80 %	0%	20 %	0%	0%

Table 35: Blended learning during Covid-19.

Most teachers strongly agreed with the idea that blended learning can be a substitute to traditional learning seeing the fact that the lockdowns could hinder or reduce face to face meetings. Only one teacher chose to stay neutral. Other options were left blank.

Statement 18: Blended learning makes teaching easy

	I strongly agree	I agree	Neutral	I disagree	I strongly disagree
Numbers	2	0	1	1	1
Percentages	40%	0%	20%	20%	20%

Table 36: Blended learning as a facilitator the job of the teacher.

Only 2 teachers agreed that blended learning makes teaching easy, one was neutral, while the other 2 disagreed and strongly disagreed with this statement.

Statement 19: Blended learning is suitable for CBA (competency-based approach)

	I strongly agree	I agree	Neutral	I disagree	I strongly disagree
Numbers	0	4	1	0	0
Percentages	0%	80%	20%	0%	0%

Table 37: Blended Learning and its Relation to CBA.

As shown in the table (80%) agreed that blended learning is suitable for CBA which is followed by the ministry of education in the secondary school level. Only one teacher was neutral about it.

Statement 20: Blended learning requires new lesson plans and unit plans

	I strongly agree	I agree	Neutral	I disagree	I strongly disagree
Numbers	4	0	1	0	0
Percentages	80%	0%	20%	0%	0%

Table 38: The Renewal of Lesson Plans When Adopting Blended Learning.

Blended learning is an approach that gathers both face to face learning with online learning, whereas traditional learning is about face-to-face learning only. So obviously the old lesson plans will not be

applicable in blended learning. Thus, teachers have to update or radically change their previous ones. 80% of the teachers agreed with this claim and only one was neutral.

Statement 21: Blended learning saves times for the most important elements

	I strongly agree	I agree	Neutral	I disagree	I strongly disagree
Numbers	1	0	3	1	0
Percentages	20%	0%	60%	20%	0%

Table 39: Blended Learning as Time Saver.

Most teachers were neutral seeing the fact that only 2 of them as using blended learning correctly. So, they cannot give an accurate answer to this claim since they haven't tried BL as it should. One of the teachers disagreed and only one strongly agreed.

Statement 22: Blended learning gives teachers the chance to interact better with their learners

	I strongly agree	I agree	Neutral	I disagree	I strongly disagree
Numbers	0	4	0	1	0
Percentages	0%	80%	0%	20%	0%

Table 40: Blended Learning and Students-teacher Interaction.

Since blended learning has includes learning online, it may facilitate communication between students and their teachers. Most teachers agreed with this idea and only one teacher disagreed.

Statement 23: As a teacher, I am capable of bringing entertainment to the class to the extent that students will not be distracted by their phones

	I strongly agree	I agree	Neutral	I disagree	I strongly disagree
Numbers	0	2	3	0	0
Percentages	0%	40%	60%	0%	0%

Table 41: Distraction by Phones while Teaching in a Blended Class.

The answer to these questions seems to some extent blurry, since (60%) didn't really apply blended learning in reality, while 2 teachers agreed that they would be able to bring enough entertainment to their classes so that students would not be distracted.

Statement 24: I can face any technological problem that my students might have on their computers or phones

	I strongly agree	I agree	Neutral	I disagree	I strongly disagree
Numbers	0	0	1	4	0
Percentages	0%	0%	20%	80%	0%

Table 43: Teachers and Technical Issues While Blending Lessons.

Most teachers disagreed with this statement, which implies that they don't have an adequate training nor familiarity with ICTs. Only one teacher stayed neutral.

II.2.3. Discussion of the Findings

II.2.3.1. Student's Questionnaire Findings

The aforementioned result shows that the majority of students had a previous training about computer sciences at the middle school and they showed both readiness and confidence in their ability to use technological devices for educational purposes, thus students are familiar with technology, and as much as students are familiar with it as much as they double their chances in succeeding with blended learning. (Koohang and Durante .2003, Abdalhadi, 2016), those results are promising result for the educational sector. As mentioned in the literature review (Ghounane, 2020) The Algerian government has given a huge importance to the implementation of technology at the level of middle and secondary schools; that's why we find Computer sciences as a subject in both levels. This result is beneficial for the implementation of blended learning, as students have an adequate personal experience that qualifies them to adopt BL and why not

succeed at it. Now that the majority of students are familiar with technology, the discussion shifts to the availability of technological devices.

When it comes to the Availability of Technological devices the results showed that the majority of students had digital phones but didn't have a personal computer. This can be linked to the idea that parents have. Which is, computers are available at schools so no need to buy others or their kids are not in need for computers. Also, the unavailability of a good internet at home and if available the signals are often not of a good quality most Students belonging to this secondary school are not from Ain Trigue only, some are from rural remote areas that are newly built. As a result, internet is not available there yet. So, the unavailability of personal computers and also a good quality internet may well hinder the implementation of blended learning. Yet as discussed in literature review, not all the models require a personal computer, for example the rotation model with its 4 types requires a lab at school only. Which students in this study said that they are available. So, if well implemented the secondary schools' labs can be used to blend courses.

Flexibility is another factor that is highly preached when implementing blended learning, the data obtained from this study revealed that the majority of students agreed that Covid 29 made it hard to study the same way we used to do which goes hand in hand with results of Hoq (2020) so this virus has a negative effect on the traditional learning approach. But it may have a positive effect on blended learning adaptation. Students also were aware of the flexibility this approach has, that's why most of them agreed that blended learning is an approach that will help them to study the time that they want and where they want; thus, the process of learning would overcome the lockdown since it is a flexible approach. This result is identical to the result of (Kadri 2018).

In addition to flexibility saving time is a factor that teachers usually seek for, the findings of this section revealed that students perceive blended learning positively when it comes to saving time. the majority of them agreed that time would be left to the most important elements of the lesson. Moreover, that preparation

of the lesson before coming to class is of a great importance to better achieve the goals set by the teachers. those findings support the finding of (Driscoll.1998, Purcell-Robertson. 2000, McCarthy & Murphy .2010)

Blended learning can help teachers in Creating autonomous learners , The findings at this level correspond to those of (Sharma and Barrett .2007, Alonso, et al. 2005), most of students agreed that blended learning adaptation in their secondary schools means that they would be studying on their own and teachers' would guide instead of teach them also blended learning would provide the 21st Century skill which is problem solving since the student is working on his own , any problems that may face him be it a question or a difficulty dealing with technology , he will easily find it just by typing the problem on the google bar or YouTube application .

The findings related to **Students' perceptions of the disadvantages of blended learning** revealed that the socio-economic status of the family has an effect on the attainability of technology, those findings are identical to those advocated by (Vakiri. 2010, Garaham. 2004, Beaver et al 2014). Most students agreed that if the students come from a family with low income, they are highly likely not to afford buying any technological device and thus be excluded from the process of blended learning.

Some students agreed that social media and games can be a source of distraction for those who are going to use their phones as a tool for the online part of blended learning. Messages can pop up on the screen and games can be found more entertaining, these results were identical of those stated by Sorbie (2015) in the literature review.

Gender also revealed to have an effect on the perception of blended learning, when asked if girls can do teleconferencing with boys most students agreed that those girls can have some problems with their parents if seen doing it. Unlike the results of Shehab (2007) that found gender irrelevant to the perception of students.

All in all students had appositve perception towards blended learning, the only fear that they had was related to internet instability and also the unavailability of technological devices such as digital phones and computers. These findings are the same as the findings of (Drysdale et al, 2013; Shehab 2007; Sorbie 2007).

II.2.3.2. Teachers' Questionnaire Findings

The findings showed that most teachers were novice, which might imply that they would employ technology more than those who are old. as Scherer, Siddiq, and Teo (2015) found, but the sample studied showed that only 1 of the candidates was aware and using blended learning adequately.

In her study (2007) Shehab found gender and age irrelevant, but in this study, we may see that gender has a slight effect on the negative perception of blended learning, one of the teachers used raising her son as a pretext to not use blended learning which in her opinion required her to double efforts, she wasn't ready to furnish.

Also, teachers are not familiar with the concept of online learning, let alone blended learning. It is noticed that they are not familiar with this concept and this might be the reason they held some sort of a negative feeling towards it, like they say "people fear what they don't know". This finding goes hand in hand with the findings of (Koohang and Durante, 2003)

Most teachers stated that they had personal computers, phones and internet which are important elements in blending, yet they were afraid that their students might not have them. also, they mentioned that there are labs in their lycées but it is not used to teach languages. Also, they advocated the problem of internet stability in general. These results are in alignment with the findings of (Berbar. 2020, Guessabi.2021, Raymond. 2017)

When speaking about their experience teachers' answers seem unclear, only Two of them adopted blended learning and one of them didn't know what BL really is. and this rises the problem of teachers blending without knowing and other not blending thinking they do. Blended learning doesn't mean using all technologies that are available but only those that can guarantee an online learning and instant interaction. Teachers were aware that blended learning required new coursebooks and special designs to suit students' needs something that was reached by both Raymond (2017) and also Sorbie (2007)

Despite the availability of equipment amongst teachers, they held negative attitude about blended learning. thinking that it may necessitate more efforts. Also, because of the socio-economic situation of learner. in case teachers had the intention to adopt BL and use the rotation model, labs are not available to teacher foreign languages.

Conclusion

In this section we tried to describe the sample studied, the way we gathered data and methods used to analyze them. We discussed each separately and then compared its results to international and national previous studies. The results gained from this study showed that students had a positive perception towards blended learning, unlike their instructors who perceived it negatively. Yet they both agreed that, the unavailability of technological devices and instability of internet are the most relevant factors to their fear of using this approach. It is noted that gender may affect the implementation of certain models but not in a significant way.

General conclusion

Blended learning is not a new concept to field of education, but it received an increased attention after the wide spread of covid-19. It is seen as a type of education that may decrease human contact and thus help save lives. Algeria has adopted blended learning after closing schools for more than 7 months, that's why this study was done, and more specifically to investigate teachers' and students' perceptions and practices while adopting blended learning at the secondary school level.

This work is composed of two chapters, the first chapter for the theoretical part that states a thorough review of previous related literature by giving a definition to bl, its elements, models, importance and positive and negative effects, then a detailed review of related national and international literature. The second chapter was dedicated to describe the methodology, the data gathering, the participants and the analysis of the findings, starting by the student's then teacher's questionnaire then a discussion of the findings. Where the data were analyzed to test the previously stated hypotheses.

Some of the hypotheses were proven right and other were incorrect. First, teachers we thought to hold a positive perception but eventually they held a negative one, students surprisingly held a positive one. The main reason behind negative perceptions was hypothesized to be lack or scarcity of technology and also the financial socioeconomic state of the learners, at the end they turned to be correct. The second hypothesis was that gender has nothing to do with perceptions towards blended learning, but in fact it is might have a slight effect on the perception of bl amongst learners and teachers. Also, the course books were thought to be inappropriate for blending seeing the fact that they are outdated, this hypothesis was proven right in relation to the answers of the samples studied. Also, it is considered as one of the reasons that lead to the teachers' negative perception and refusal of blended learning in addition to the lack of awareness and trainings about BL

Depending on the study's results, we recommend that the ministry of education organizes more conferences that focuses on training teachers to use ICTs more and more, also to update the coursebooks

used to teach at the secondary school level. It is also worthy to mention that labs must be shared to teach languages also. Teachers also must be open-minded to update their ways of teaching simply because the students they are teaching now differ from the one that was taught long time before.

This study was conducted under a number of limitations, one of them is the small number of teachers and absence of male teachers, also students' unfamiliarity with research questionnaires. Which makes it hard to generalize the data gathered. It is suggested that further studies focus on developing a blended forum that suits the Algerian context with its current situations, also the field of blended learning models is still untouched, so testing those models and choosing which one suits which need of the learner can be of a great contribution to educations.

II.3. Pedagogical Implications

This study had insightful implications on the educational sector in general and the teacher more specifically. First of all, on the educational sector, the results showed that blended learning as an approach was not mandatory it was optional, thus teachers took the safe side and taught traditionally a syllabus that used to be taught in 3 trimesters in 2 trimesters only. The victims of such decisions are the learners. The results of this study showed that the labs are used only for scientific modules, the ministry should allow EFL teachers to use those labs to facilitate learning and better adopt blended learning. Another important element that was missed is teachers' trainings, none of the teachers received a training on the use of blended learning as an approach. Thus, putting them in the middle of the storm with a 2 paper-sheet instruction is nonsense. So, their negative attitude is understandable.

Secondly, blended learning facilitates the job of the teacher and motivates the learner to study on his own, teachers held a negative attitude towards it thus they refused it and kept teaching traditionally in 45min sessions what used to be taught in 60 min, which is illogical and tiring, teachers ought to update their information and background knowledge to cope with technology, in order to first make their job easy and second help the learner to become more autonomous.

Learners showed a significant awareness related to blended learning, instructors should take that energy and mold it in an educational context, it is a waste to see that enthusiasm towards internet amongst learners be put in social media and games only.

II.3. Study's Limitations and Suggestions for Further Research

This study was conducted in the light of some limitations, on the level of learners and teachers also. On the level of learners, 2 problems were faced, first they were not used to answering questionnaires so the answers were illogical especially in the "Agree, strongly agree, disagree and strongly disagree" some chose the whole line. Also, they thought that the questionnaire is going to be marked so some of them were copying the answers of their friends. On the level of teachers, the number was small so it is hard to generalize, moreover, some teachers refused to take part at the beginning because they thought that the data would be handed to the ministry to evaluate the whole process. Teachers refused to do interviews because and said that they don't have time so we had to conduct it online. Also, when asked for the permission to attend with them to see their practices while adopting blended learning they refused.

Future studies, should investigate blended learning experimentally. Because perceptions can be thought about and changed easily. We highly recommend that blended learning be applied at lower levels at the middle school for example so that students become more familiar with it. Also, we suggest that other studies should be done to investigate whether the current coursebooks are suitable for blending or not. As it was mentioned all teachers were females at this study so we recommend that future studies broaden their options and choose male teachers to see the results from both genders.

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APPENDICES

Teachers' questionnaire

Background information

How old are you?

.....

What is your academic qualification?

- License
- Master
- Magister
- ENS
- PhD

For how long have you been teaching?

.....

Do you have a personal computer?

- Yes
- No

Do you have a phone?

- Yes
- No

Do you have an easy access to internet?

- Yes
- No

Did you receive any training about the use of ICTs? If yes, What type?

- Yes
- No

The type of training I received is:

Do you use technology while teaching? Please name the device

Yes

No

Are the labs in your lycée used to teach foreign languages?

Yes

No

Do you think the course books of the three levels are suitable for blending? Justify

Yes

No

.....
.....

Did you try to blend the lessons for your students this year? Why and why not?

Yes

No

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

Do you find it effective?

Yes

No

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

In your opinion what are the problems that teachers might encounter while adopting blended learning?

.....
.....

.....

What are the practices that you can do while blending?

.....

Please choose the right column that describes your feelings about each statement.

	I strongly agree	I agree	Neutral	I disagree	I strongly disagree
Blended learning is the best method as long as covid-19 is widely spreading.					
Blended learning makes teaching easy					
Blended learning is suitable for CBA (competency-based approach)					
Blended learning requires new lesson plans and unit plans					
Blended learning saves times for the most important elements					
Blended learning gives teachers the chance to interact better with their learners					
As a teacher I am capable of bringing entertainment to the class to the extent that students will not be distracted by their phones					
I can face any technological problem that my students might have on their computers or phones.					

Students' Questionnaire

Part One: answer the following questions by adding a tick near to the right option

Are you a

- male
- female

what is your level?

- 1st year
- Second year
- Third year

How old are you ?

.....

Did you study Computer science at the middle school?

- Yes
- No

Did you receive any training about ICT, outside the educational context?

- Yes
- No

Are you capable of using the computer for educational purposes?

- Yes
- No

Did you try online learning before? not related to the school?

- Yes
- No

Do you know what blended learning is?

- Yes
- No

Do you have a digital phone?

- Yes
- No

Do you have a personal computer?

- Yes
- No

Do you have Wi-Fi or 3G?

- Yes
- No

Are there any labs in your secondary school?

- Yes
- No

Part 2: put a tick near the statement that best represents your feelings about each statement:

Statement	I agree	I don't know (neutral)	I don't agree
Corona virus wide spread made it hard to attend all the classes like before with the same timetable and class number.			
Blended learning gives us a chance to study the time that we want where we want.			
I am always available to attend my face-to-face courses.			
When being online, I can search for any question that comes to my mind.			
A blended course saves time for the most important Elements in the lessons.			
Using recorded videos helps us to understand the lessons in less time.			
Preparing the lessons before helps me understand the lessons quickly and efficiently.			
In a blended class I will be able to solve the problems facing me on my own			
I will not need the teacher to teach me everything. Only to guide me.			
Blended learning helps us in group work and facilitates interaction with our teachers.			

Studying online and reducing meetings will mitigate human contact which would subsequently save lives.			
Blended learning is a good approach for all the students, (with low and high income).			
Students cannot afford to buy a personal computer			
Students don't have Wi-Fi or 3G (internet connection)			
I get easily distracted when I am using my phone by social media (e.g., Messenger popping up...)			
I can't resist games on my phone.			
Girls can't do teleconferencing with male students because they might be misunderstood by their parents			

Thank you for participating

Students Questionnaire (Arabic Version)

الجمهورية الجزائرية الديمقراطية الشعبية

ثانوية بن تومي موسى

استبيان لقياس درجة ادراك التلاميذ و تطبيقاتهم للتعليم المدمج .

الجزء الاول

اجب عن الاسئلة بوضع علامة في الخانة

هل انت.....؟

انثى

ذكر

في اي سنة تدرس.....؟

سنة اولى ثانوي

سنة ثانية ثانوي

سنة ثالثة ثانوي

هل درست الاعلام الالي في المتوسطة ؟

نعم

لا

هل تلقيت اي تكوين في الاعلام الالي ؟

نعم

لا

هل انت قادر على استعمال الحاسوب او الهاتف لاغراض تعليمية ؟

نعم

لا

هل هناك مخابر اعلام الي في مؤسنتكم ؟

نعم

لا

هل تمتلك حاسوب في المنزل ؟

نعم

لا

هل تمتلك هاتف نقال ؟

نعم

لا

هل يمكنك الولوج للانترنت(شبكة الواي فاي او 3g)في منزلك ؟

نعم

لا

هل جربت التعليم عن بعد من قبل ؟ في الثانوية او اي تكوين اخر ؟

نعم

لا

هل تعلم ماهو التعليم المدمج ؟

نعم

لا

التعليم المدمج او المعروف بالتعليم الهجين هو تعليم يمزج بين التعليم الحضوري التقليدي و التعليم عن بعد . تبنته وزارة التعليم العالي خلال الوضع الاستثنائي الذي نمر به , حيث يقوم التلميذ بالقيام بجزء من الدرس في المنزل باستعمال الانترنت ثم القدوم للقسم من اجل مناقشة الافكار مع استاذة .

الجزء الثاني

ضع علامة امام الاجابة التي تعبر عن شعورك حول الموضوع

اتفق	لا ادري	لا اتفق	
			كورونا جعلت التعليم الحضوري اصعب من قبل بنفس جداول الحضور
			التعليم المدمج يمنحنا فرصة التعلم اينما كنا و في الوقت الذي اردنا
			لدي دائما الوقت لحضور كل الدروس
			عندما ادرس بالانترنت استطيع البحث عن اي سؤال او مشكل يواجهني
			التعليم المدمج يكرس وقت اكثر للعناصر المهمة في الدرس
			استعمال الفيديوهات يساعدنا على فهم الدروس في وقت اقل
			تحضير الدرس من قبل يساعدني على فهمه بسهولة اكثر و في وقت قصير
			عندما يطبق التعليم المدمج اتمكن من معالجة اي مشكلة بنفسني
			عند تطبيق التعليم المدمج لا اجد نفسي محتاج للاستاذ ليدرسي بل ليوجهني فقط
			التعليم المدمج يساعدني في العمل الجماعي و يسهل التواصل مع الاستاذ
			بما ان التعليم المدمج يقلل من اللقاء فهو يساعد على تخفيض التواصل البشري و بالتالي كورونا ايضا . التعليم المدمج طريقة جيدة لكل التلاميذ بغض النظر عن وضعيتهم الاجتماعية (فقراء او اغنياء)
			جميع زملائي يستطيعون شراء حواسيب
			جميع التلاميذ لديهم القدرة على الولوج للانترنت و الجيل الثالث
			عندما استعمل هاتفي للدراسة او رؤية فيديوهات اتعرض للتشويش بسهولة (استعمال مسنجر)
			استطيع ان اقاوم الالعاب في هاتفي حينما اكون ادرس
			الفتيات لايمكنهن القيام بمحادثات مع زملاهم في الهاتف , دون التعرض لمشاكل مع عائلاتهم

المخلص

اجريت هذه الدراسة للتحقيق في تصورات المعلمين والطلاب وممارساتهم تجاه التعلم المدمج. تم استخدام استبيانين لجمع البيانات من كل من المعلمين (5 معلمين) والطلاب (50 طالبًا). كشفت النتائج أن الطلاب ينظرون إلى التعليم المدمج او الهجين بشكل إيجابي على عكس معلمهم الذين ينظرون إليها بشكل سلبي. . قد يكون هذا التصور السلبي بسبب نقص الأجهزة التكنولوجية واستقرار الإنترنت. هناك نتيجة مهمة أخرى تتعلق بالتدريبات ، حيث تلقى كل من المعلمين والطلاب تدريبات قليلة حول تكنولوجيا المعلومات و الاتصالات .

في النهاية تم اقتراح بعض التوصيات لمزيد من البحث من بينها دور الوزارة في تزويد المعلمين بالتدريبات اللازمة و تحديث الكتب المدرسية بما يتوافق مع التعليم المدمج.