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Teachers' and Students' Perceptions Toward the Use of Blended Teaching and Learning.

The Case of First Year Students and their teachers in the Department of English, University of 8 Mai 1945- Guelma

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DEDICATION I

In the name of *Allah* Almighty my creator, my strong pillar, my source of inspiration, wisdom, knowledge and understanding.

To my great teacher and messenger, *Mohammed* (May Allah bless and grant him), who taught us the purpose of life.

It is with genuine gratitude and warm regard that I dedicate this work to my loving parents *Said* and *Sana* whose words of encouragement and push for tenacity ring in my ears and whose good examples have taught me to work hard for the things that I aspire to achieve,

To my sisters *Roufaida* and *Ritadj*, who have never left my side and are very special.

A special feeling of gratitude to my maternal grandmother *Habiba* who raised me, loved me, and taught me to never lose hope and never underestimate the power of prayer.

To my loving grandparents, *Hocine*, *Malika*, *Belkacem* who taught me honesty, perseverance and dedication to realise my goals.

To all my aunts, uncles and their children, especially my dear cousin *Nada.*

My love for you all can never be quantified. May Allah bless you.

ROUMAYSSA

DEDICATIONS II

In the name of *God*, most Gracious, most Merciful.

I dedicate this modest work

To my dearest mother Whatever I do or say, I won't thank you as it should. Your affection covers me, your benevolence guides me and your presence by my side has always been my source of strength to face the various obstacles.

To my dearest father, you have always been by my side to support and encourage me. I Wish this work would reflect my gratitude and my affection.

To my very dear brother *Abdou* and my dear sister *Marah*.

As well as all my family and friends, and to all my classmates.

MADIHA

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ABSTRACT

This study aims to investigate teachers' and students' perceptions toward the use of Blended teaching and learning to check its reliability in the field of higher education as an innovative tool of teaching during the COVID 19 era. Hence this study has asked how do teachers and students perceive Blended teaching and learning as an alternative to traditional way of teaching during the COVID 19 pandemic or not. In order to answer the previous research question, the descriptive method has been used by administrating a questionnaire to a random sample of 81 first year students, in addition to an interview with five teachers of the same level in the department of English language at the University of 8 Mai 1945 – Guelma, Algeria. The gathered data revealed that both teachers and students have a negative view toward Blended teaching and learning due to several reasons; mainly the flow of internet issue and difficulty to access the digital platform, in addition to poor interaction and low motivation among students, specifically during online courses. They also stated that this type of instruction can be more efficient if the above mentioned issues are solved; thus, teachers suggested some recommendations to enhance the efficiency of this learning and teaching tool in the field of teaching English as a foreign language and adopt it as a reliable modality of instruction in exceptional circumstances.

Keywords: *Hybrid teaching, digital platform, COVID 19 Pandemic, perceptions*

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GENERAL INTRODUCTION

Introduction

Classroom teaching was considered to be the only reliable modality for education, until the appearance of an innovative way of teaching and learning, which is online teaching. It appears as a result of the technological progress that becomes another easier way of teaching. It combines the teacher with his students without the physical contact. Most of the online sessions do not need to the presence of students online at a specific time, but they demand from the learners to actively participate in the course during the course time frame. By the emergence of Covid 19 and its spread throughout the world, without being controlled or fought by efficient vaccines or medicines, and the need to the study practice, Blended teaching and learning is suggested to be the adequate alternative choice. Hence, this kind of teaching which relies on a combination between online teaching and classroom teaching, gives students; as well as teachers the opportunity to be in touch with one another without being bound by constraints of time and place. However, its success in achieving the goals of higher education remains ambiguous because it is new in the field of instruction. Therefore, this research is conducted to collect their perceptions and assess the extent to which Blended teaching and learning is reliable or not.

1. Statement of the problem

Between being unable to attend the face to face courses because of the threat of being contaminated by the COVID 19 and the need to be instructed regularly, Blended teaching and learning as a good alternative modality, is adopted by teachers and instructors to protect them from the COVID 19 threat and allow them to meet their learners' needs. In order to investigate teachers' and students' perceptions toward the use of Blended teaching and learning, this study takes into consideration the nature of these perceptions to

check the reliability of this modality in the field of higher education and to what extent they rely on this new type of teaching and learning during the exceptional circumstances of Covid 19 era.

2. Aim of the study

This research basically depends on teachers' and students' perceptions that play an important role in testing the effectiveness of Blended teaching and learning. So that, the main aim of this research is to collect data about teachers' and students' perceptions to check the reliability of this teaching and learning tool in higher education, and suggest adequate solutions to fix its drawbacks; so that to be a good alternative for face to face instruction in the current situation of COVID 19 pandemic.

3. Research questions

The present study addresses the following questions:

1. How do first year teachers and students of English in Guelma-University perceive the implementation of Blended teaching and learning?
2. Do teachers and students have different perceptions toward the use of Blended teaching and learning?
3. How efficient is the use of Blended teaching and learning as an innovative modality in the field of education according to first year students and their teachers?
4. What are the major difficulties and obstacles faced by both teachers and students during the use of Blended teaching and learning?

4. Research Methodology and Design

4.1. Research method

Since the study aims at exploring teachers' and students' perceptions about Blended learning and teaching, the descriptive method approach is adopted to gather information about

Blended teaching and learning through administrating a questionnaire for first year students and an interview for their teachers students' questionnaire and teachers' interview which would aid and assist in answering the research questions.

4.2. Population of the study

The sample consists of 1st year students and their teachers at the department of English (8 Mai 1945-Guelma university). Due to the nature of the current study, this sample has seen first year students and their teachers since they are in need to teachers' help to learn EFL. Eighty-one (81) students were chosen randomly from two-hundred and seventy (270) students to answer the questionnaire and five (5) teachers were chosen randomly from those who teach 1st year students to answer our interview.

4.3. Data gathering tools

In this study, a questionnaire and an interview were used as effective data gathering tool. The questionnaire was for students whereas the interview was with teachers. Teachers' and students' answers to the questions provide reliable data to describe their views and perceptions toward Blended teaching and learning. Findings of both the interview and the questionnaire were beneficial in gathering much information about Blended teaching and learning and the nature of teachers' and students' perceptions toward this modality which would help in testing its reliability in the field of teaching and learning.

5. Structure of the dissertation

This research is divided into three chapters. First, it is devoted to Blended teaching and learning in general, a description to face to face teaching and learning, online teaching and learning and a combination between the two. It also highlights the components of blended teaching and learning, its models and its major advantages.

Second, it dealt with "teachers' and students' perception" which explores the definition of perception according to teachers and students, its importance in the field of teaching and learning and how it changes over time. Third, it tackled the "field of investigation" which includes a description of the interview of teachers and the questionnaire of students, their aims and administrations. Then, it analyses data driven from the research tools. Later, it interprets the results according to research questions and hypothesis. Finally, in the "general conclusion" some pedagogical implications and recommendations as well as research perspectives and limitations are stated.

CHAPTER ONE: BLENDED LEARNING AND TEACHING

Introduction

This chapter discusses Blended Learning and Teaching as a concept and as a tool used to meet an urgency which emerged as a consequence to the spread of COVID 19 pandemic, in the late days of 2019. It also sheds light on its components and characteristics which distinguish it from any other teaching and learning procedure. It explains its efficiency in helping teachers to cover the devised curriculum by the authorities, to achieve their teaching objectives and to allow learners meet their learning needs. Additionally, this chapter demonstrates why Blended teaching and learning is suggested as the adequate way of teaching and learning during the COVID 19 era by the sanitary authorities and the ministry of higher education and scientific research to be adopted by the teaching staff.

1.1. Face to Face Teaching and Learning

Face to face courses are a traditional way of teaching and learning where students meet together in the classroom with their teacher and exchange ideas and information in a specific period of time. In the light of this definition, Ibrahim (2011) defined it as the process where the students and instructor meet and communicate with each other in one place or physically without using any online technology (p. 4). Ananga and Beney (2017) also mentioned that it is a traditional instruction which is concerned with the teacher being the controller of the learning environment and plays the role of an instructor. Students in this type of instruction are regarded as having "knowledge holes" that need to be filled with information (p. 173).

These authors think that this traditional way of teaching is basically depended on the presence of the teacher and his important role in the classroom due to his supervision and control during the session even if he was passive; he has some other roles such as: showing passion and connection with his/her learners' needs, smiling and making eye contact with his audience and finding common ground and being empathic. This cannot deny the interaction of

students during the sessions such as: giving feedbacks, examples, information; which goes hand in hand with teacher's role and control.

Proctor (2002) also mentioned that the teacher is the one who explained the lesson in respect to study program and existing curriculum that he must comply with. He said that the teacher is usually more active than his students who are somehow passive because they are involved in research- based education, they have no opportunity for investigating a problem solving situations, but just expected to perform already planned tasks by the teacher, that's what control students' motivation and the subject matter which is not of their interest.

In consideration to what Proctor said, face to face teaching and learning has multiple forms of deriving the session, whether teacher based approach where only teacher delivers the lesson without any interaction from students or under teacher-student approach where both teacher and students present the lesson, in addition to research based approach where teacher is the only source of information with a limited motivation from students.

In addition, Sequira (2012) explained that the conventional role of the teacher has been considered to be the one who delivers information in the classroom. She also added that the teacher is the main source of knowledge and he is the sole actor in the classroom in front of rows of students. They wait for the teacher to supply them with information on the blackboard without any kind of interaction or reaction among them. They are sitting passively or just taking notes without any reaction (p.04).

Concerning what Squira said, students have no role in the classroom, they do not react and give feedback which is something totally inadequate in respect to the modern face to face courses, students can give information about the course according to their background knowledge and schemata in addition to teacher's ones. They interact and react during the session, asking questions and giving feedback, and here the teacher must accept their

feedback and fix the missing information to grasp it in the appropriate way. So, classroom teaching and learning is where the teacher and learners communicate and discuss the information dealt with so that teachers achieve their teaching goals and learners meet their learning needs.

Dimitrios, Lambros, Kakkos, Maria and Athanasios (2013) added that:

traditional teaching methods including: case studies, group quizzes, lectures and more recently- collaborative teaching, homework, use of blackboard and –even more recently-computer programs and other techniques like the pause method, allow student participation in lectures while providing them with the opportunity to select their own learning process (p. 93).

These techniques explain that face to face teaching and learning is where students and teachers meet together in campus influenced by the interaction of each other whether teacher's or students' interaction according to the methodology followed in the classroom.

1.2. Online Teaching and Learning

It is also called E-learning which is the use of information and communication technologies to deliver given data. It helps the teacher to spread information to students using the internet through platforms designed for this task, where he/she can accomplish this aim without any kind of limitation as far as time and place are concerned. Garrison's and Shale's (1987) study based on the same idea that:

Distant education implies that the majority of educational communication between (Among) teacher and student(s) occurs non-contiguously (at different times and at separate places–separating the instructor-tutor from the learner). It must involve two-way communication between (among) teacher and student(s) for the purpose of facilitating and

supporting the educational process. It uses technology to mediate the necessary two-way communication (p. 11).

Online teaching and learning enables the teacher to use various tools as videotapes, Visio-conferences and even live sessions while presenting the lessons to his/her audiences. What is positive about this technology is that it enables the learners to study at home without feeling the need to move to classrooms. Here, learners and their teacher take part in a course where they are not together, as it is usual with conventional learning and teaching in the classroom. This kind of instruction needs an adequate planning and appropriate means of teaching.It is performed through platforms, specially designed for this kind of instruction, taking into consideration time pace allotted for the sessions.

E-learning course needs tools to be incorporated as explained by Stockey (2003), in order to perform a learning, training or education program, this needs electronic tools and internet connection so that to be able to transmit specific materials related to the needs of a given target in respect to a specific syllabus or program. It implies specific tasks from the learner as it is cited by Proctor (2002), who explained that during an e-learning session, the learner is expected to talk more than the teacher and he contributes in choosing the nature of the subject matter.

An efficient online session relies on different kinds of information sources, such as web based data banks and net-exports that should be located by the learner, where the operations take place either through individual work or group work, it is mainly based on research study that associates looking for and gathering information from web based data banks and official organizations on specific communication links. In order to take their attraction learning it must be linked to the real world, and be a richer subject matter that contains resources in varied formats. Students are highly motivated because they are involved in matters that are of their interests, the use of technology contributes in raising their interest in the courses.

Learners are neither bound to a specific location nor to a particular structure of the lesson which is influenced by the dynamics of the target group. (as cited in Bencheva, 2010).

1.3. Hybrid learning and teaching

1.3.1.The combination of the two modalities

According to Kraemer, Lombardo and Lepkowki (2007); hybrid type of teaching or learning demonstrated a remarkable improvement in performance, this is probably due to the fact that it relies on a combination of instructional methods (p. 339). The teacher can adopt any method he thinks it helps him to convey the message and to meet his learners' learning needs already stated so far. This variety offers the teacher as well as his students certain freedom while teaching and learning namely when setting activities and tasks that take into consideration the different learning styles among learners (visual, auditory and kinaesthetic).

Hybrid teaching and learning attempts to deliver data in a familiar environment to students; so that not to feel any inconsistency with hybrid learning, a fact that enables them to get involved and interested in the course to meet their learning needs. Rashty (2012) also explained that e-learning has many points in common with traditional learning, such as presentation of ideas by the students, fostering group discussions giving arguments and many other forms of conveying information and accumulating knowledge.

Solar and Cakir (2014) in the same point declared that learning English via e-learning is as successful as face to face learning. In addition to that, e-learning needs to be supported by face to face learning i.e. [blended learning] and more enriched content and materials should be available to use the system efficiently. With the contribution of these alternatives, the performance of e-learning is expected to be the maximum.

Reisetter, LaPointe, and Korcuska (2007) looked at whether online and face-to-face learners are similarly satisfied with the quality of their learning or not. All their views show that both face to face and online teaching and learning have appropriate learning experiences which need a combination to rich teaching goal of the teacher and learning needs of the students. Redmond (2011) noted that considering the two modes, face-to-face and online delivery instruction to learners, it was revealed from the library research and hands-on experience that even though each of the modes has their strengths and also complements each other; they, however, have weaknesses which can be worked on for maximum benefit in the teaching and learning process.

There may not be important differences found between the two teaching and learning modes, and even if differences exist, they are likely due to the teacher's involvement and the institution's commitment in the programming of the learning process.

1.3.2. The concept of hybrid teaching and learning

It has different names such as blended or mixed teaching and learning. Concerning its definition, multiple authors defined it in a different ways. Department of Education and Early Childhood Development (2012) stated that:

it refers to the planned implementation of a learning model that integrates student- centred, traditional in-class learning with other flexible learning methodologies using mobile and web-based online (especially collaborative) approaches in order to realise strategic advantages for the educational system (p. 6).

In reference to the previous definition, hybrid learning and teaching basically depends on traditional way of teaching and learning; face to face courses, in addition to the technological tools which go hand in hand with classroom sessions. Lalima and Dangwal (2017) came with the same view that hybrid or blended teaching and learning combines face to face courses and

online ones and uses the benefits of both of them to provide the most efficient and effective instruction experience.

Because of the total lockdown practised by all the countries in the world during the COVID era and the impossibility to go further without studying, most of the universities adopted this kind of learning and teaching in order to keep the minimum of contact between teachers and students. As O˙zadowicz (2020) declared:

The COVID-19 lockdown in the spring of 2020 closed schools, universities and completely eliminated the possibility of direct interpersonal contacts. These extraordinary circumstances forced changes in the organization of the teaching process, in particular the introduction of distance learning. (p.1).

This new kind is based on using the conventional way of teaching and learning that may include both online and offline learning and teaching in planned pedagogical valuable manner. For instance, Clevenland-Innes & Wilton (2018) assumed that one blended learning and teaching course could involve conventional classroom sessions where students may attend courses face to face, along with complimentary online or offline courses through platforms designed for these tasks (p. 2).

This type of learning and teaching has a great importance in developed countries and was adopted by many universities and high colleges in Algeria. It has appeared for the first time by the wide spread of COVID 19 Pandemic that sparked by the beginning of the year 2020. it needs specific technical progress in ICT,s concerning the modality such as tablets, computers and specially designed platforms for this type of instruction that serve as virtual classes; where teachers can upload contents and perform online courses with learners. They can also set homework and tests for distance evaluation to test what has been taught.

What is positive for this type of instruction is that instructors can either interact directly with their audience in face to face sessions or simply receive messages from their students when they miss the online sessions for clarification or feedback. It allows learners to get in touch with the courses whenever they feel the need to, and allows them when set by the teacher to interact with one another .i.e. to be enrolled in what is called peer-instruction. Because of its importance and what it needs as technical equipment, it might be a big challenge for the ministry of higher education to flourish in order to realise the pedagogical objectives already set. As Mahaye (2020) declared that in addition to many other strategies, blended learning can be beneficial in minimizing the impact of COVID-19 on Education. It would enable learners have access to online learning courses as well as interacting with their teacher or instructor. This can be a useful system for curriculum support and recovery during and after COVID-19 pandemic.

Qi and Tian (2011) stated that hybrid learning has four properties; that it is a mixture of collective learning and individual learning, it is also a combination of self-paced and group-paced learning, and a mingling of formal learning and non-formal learning in terms of lifelong learning incorporation and/or setting of learning.

1.4.Components of blended learning and teaching

According to Lalima and Dangwal (2017), blended learning incorporates direct instruction, indirect instruction, collaborative learning and teaching and individualized computer assisted learning.

Figure 1.1.

Components of blended teaching and learning
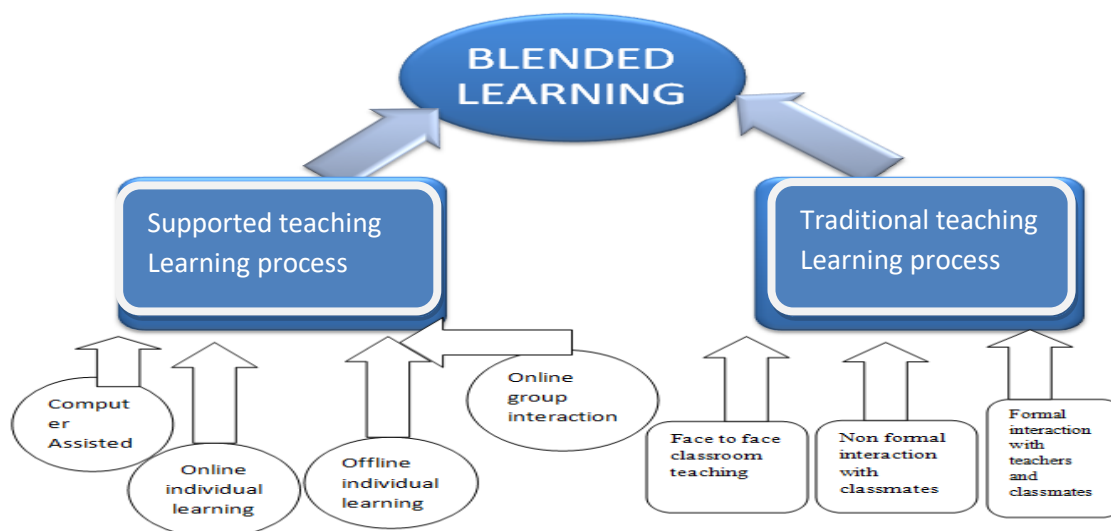
Adopted from: (Lalima & Dangwal, 2017, p. 130).

As the figure 01 shows, it includes the following components:

1.4.1. **Face to face teaching**

In face to face teaching sessions, students will have the ability to be in touch with their teachers, share their behaviour and value system and show their personality under the synchronous communication. They will be able to give feedbacks and recommendations for teaching learning process. It is a good occasion to raise learners' motivation and give a human touch to the process.

1.4.2. **Students' interaction with course content**

During the traditional mode of teaching, students show a direct interaction with content lessons derived by teachers, which are supported by printing materials and ICT's mediated learning that provides them with indirect interaction with their course content in an interesting way.

1.4.3. **Peer group interaction**

Students may learn and get an interaction through their contact with their peer groups also. They are given the opportunity to be in touch with their classmates through play ground activities and social exchange during free time.

1.4.4. **Group discussion and exchange of ideas**

Students are given the opportunity to interact with their teachers and partners to discuss and exchange ideas on different aspects of the course. It develops their self-confidence and their communicative competence and their listening skill.

1.4.5. **Accessing e-library**

In traditional teaching, students may have a limited access to school library but digital library gives them a wide access to different digital books related to their topics and on diversified areas; this helps them to develop their knowledge and awareness also meeting the cognitive objectives.

1.4.6. **Virtual classrooms**

These classrooms give students the ability to study anywhere, anytime and from anyone. Despite their different geographical boundaries, learners may be a part of a virtual classroom meeting with one another and their teacher. It helps them to get in touch with experts, enhances their knowledge and gets multicultural experience as well.

1.4.7. **Online assessment**

Their readiness to accept any kind of feedback when being online, learners will be highly motivated and engaged to overcome their mistakes. So, online assessment makes evaluation system more formative, transparent and fast. It becomes more reliable and objective.

1.4.8. E-tuitions

This occurs when students choose to make their personal guidance and complete attention through cyber space via video conferencing because of the misunderstanding of lessons or luck of extra information.

1.4.9. **Accessing and maintaining educational blogs**

It is a platform provided for students where they can show their creativity in some topics which are out of the syllabus or the curriculum given in the institution. They get a space of expressions out of the pressure of classrooms and different kinds of evaluation as quizzes or exams. This is a great chance for passive students in classrooms to express their thoughts about a different topic of studies which helps them to develop their communicative skills as speaking.

1.4.10. Webinars

It is another feature of blended learning when students participate in seminars in different topics using internet connection such as: Skype, Google talk, Zoom...etc, using their papers and discuss relevant issues through video conferencing.

1.4.11. Viewing expert lectures in YouTube

Blended learning gives students the ability to watch different videos in YouTube which are related to their lessons' content. Even their institutions as universities and high colleges may upload some videos produced by their teachers to make students in touch with their studies, especially those that cannot attend courses in classrooms due to many handicaps.

1.4.12. Virtual laboratories

They are virtual laboratories to attend to do some experiments which are qualified as dangerous and not safe for them also when the laboratory work is very important and the real one is out of order or in the process of modifications or maintenance. In this case, students may attend sessions virtually to learn need skills in professional courses (p. 132).

1.5.Teaching principles that support blended learning

According to Cleveland-Innes &Wilton (2018), Blended learning is the use of multiple methods which include a new way of thinking about both teaching and learning. First, the use of technology may support learners to engage in the collaboration activities. This interaction is one of the most important parts in designing a blended learning session as it is taking into consideration for Garrison, Anderson and Archer (2000). The teacher plays the role of the tutor or the facilitator in both modalities. Second, teaching successful blended learning sessions basically depends on seven principles of practice. They include principles that look for connection with students using ICT's. In addition to foundation for design, organization, facilitation and direct instruction, Cleveland-Innes &Wilton (2018) stated the following principles in blended learning environments:

1.5.1.   Design for open communication and trust

It refers to the interaction between student and teacher as well as communication to the whole group and between students. In this open communication, they discuss all matters that are related to the course, using course materials which are available for discussion. At the beginning, they set ground rules or norms which would be respected and helpful in making the learning environment open and trustworthy (p. 25).

1.5.2. **Design for critical reflection and discourse**

This principle depends on the way of identifying learners' thoughts and feelings. It allows them to have opportunity to reflect during the course, in relation to their own experiences, opinions, events or new information. It is a way to take into consideration the amount and type of knowledge they are gaining. Students need to carry out the reflective exercise with purpose and care about in critical way (p. 25).

1.5.3. **Create and sustain a sense of community**

In this principle, it is worthwhile to learn and teach each other, it is put into practice where learners and teacher construct and assimilate knowledge in a dialogue form. The teacher may play a role of supporter to students by interaction and urging them to get involved in interaction and encouraging them to realise learning in a confident way. Open communication, setting norms or working together early in the course, can support the development of healthy community relations (p. 25).

1.5.4. **Support purposeful inquiry**

In this principle, the inquiry originates with an issue, problem, question, exploration or topic that provides learners with opportunities to create or produce something that contributes to the world's knowledge. Students are offered multiple, flexible ways to approach the problem, issue or question under study where they use methods of inquiry central to the underlying discipline (p. 25).

1.5.5. **Ensure students sustain collaboration**

It is considered as a new addition to the new education practices. It is based not only on the learners' need to develop collaborative work where they practice new ways of learning and remembering course material, but also to the needed skills for students, where they have to get

involved in inter connected social or economic world. Because it is not easy to accomplish in large classes, technology can suggest new ways to realise project-based group work. Blended learning offers more opportunities to get connected and involved in a communication operation for students to consolidate collaboration, individually and online (p. 26).

1.5.6. Ensure that inquiry moves to resolution

Among the community inquiry components, there is resolution that represents the end of the practical inquiry process that defines the cognitive presence. Through this process, the teacher as a facilitator directs the students to move to complete, or resolve the inquiry under study. The timely manner characterises the teacher task by ensuring systematic and disciplined investigation through the different inquiry phases (p. 26).

1.5.7. Ensure assessment in congruent with intended learning outcomes

Blended learning cannot stand alone without an assessment to the given lessons. Three types of assessment are taken into consideration during the design of blended learning which are: self assessment, peer assessment and teacher assessment in addition to mastery assessment. Self assessment which is self evaluation to students when they are encouraged supported or mandated to react and measure their own learning progress throughout the course. Peer assessment is when students respond to each other's work whether informative or informal way i.e. in individual or group assessment. It can be also summative or formal where peer evaluation is used as part of the grade for a course. Teacher assessment is when teacher should be explicit during any kind of assessment or examination. In reference to learning outcomes, it is well articulated and based on rubric forms so that students can understand why they are given such marks to such tasks accomplished. Mastery assessment is offered, where by learners may have to do again an assessment or an exam until they get the desired level of mastery (p. 26).

1.6.Models of blended learning and teaching

Blended learning has four models which are explained in figure 2 below:

Figure 1.2.

Models of blended learning and teaching
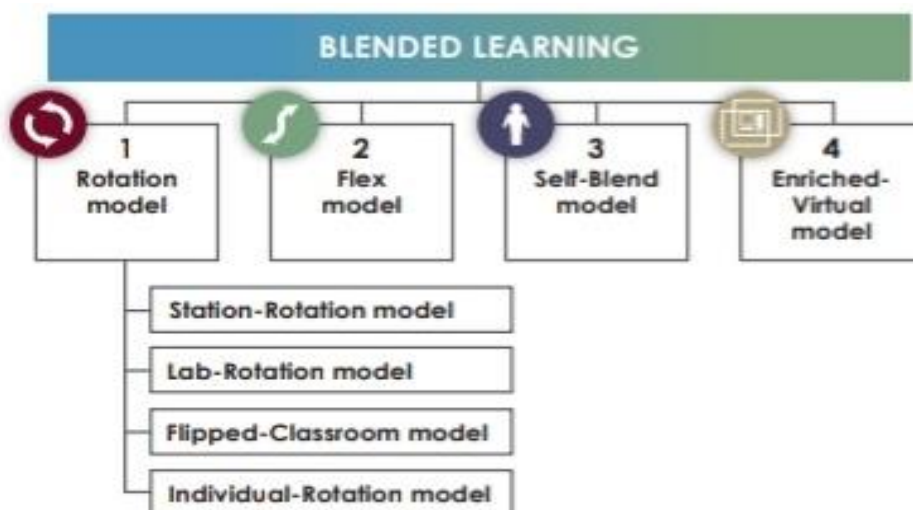
Adopted from: (Staker &Horn, 2012, p. 2).

1.6.1. **Rotation model**

In this model, students switch between face to face learning and online learning, either on a planned schedule or teacher's plan. Both learning modalities help learners to rotate between a paper and pen instruction in traditional way of learning and on a mobile phone, a tablet or laptop in online learning. It may include flipped classrooms when students have access to an online session to get the content needed for the course then attend face to face session to work on a set of practices and projects under the supervision of the teacher. Staker & Horn (2012) also defined it as "a program, within a given course or subject in which students rotate on a fixed schedule or at the teacher's discretion between learning modalities, and where at least one modality is online learning" (p. 8). Hamilton (2019) stated that: "Other learning modalities that are used in the rotational models include: small-group instruction, full-class

instruction, group work activities and/or projects, individual tutoring, and pencil-and-paper assignments" (p. 7).

Horn& Staker (2012) divided the station rotation model into three sub-models which differ in terms of students' control over time, place, path, and/or pace.

1.6.1.1.**Station-Rotation Sub-model**

In this type of learning situation, the teacher suggests different stations that allow students to use different learning modalities, where there is at least one station that is online learning station , and instructs them to rotate through them .The process of rotation should be designed by the teacher , but for each station there should be specific needs to meet, either for individuals or for groups, provided that there must be a difference between station rotation and individual rotation already set by the teacher. (p. 10).

1.6.1.2.**Individual Rotation Sub model**

This kind of sub-rotation aims at taking into consideration the students individual needs. Within a given course or subject (e.g. Maths), the teacher sets a customised and s fixed schedule among the learning modalities, where at least of which is online learning. (p. 11).

1.6.1.3.**Flipped Classroom Sub model**

Students rotate on a fixed schedule where shift from face-to-face teacher-centred practice (projects) in a classroom during ordinary school day to online delivery of lessons of the same subject from a distant location ,usually home ,after school. This model is very common nowadays .It ensures that learners get involved in homework and projects, the more challenging features of school, with teachers. (p. 12).

1.6.2. **Flex model**

It is similar to the individual rotation model, it gives learners a planned schedule divided between the two modalities. It is not fixed but flexible, which helps to make changes in the

right time when needed in sessions taking into consideration the learners' needs. According to Staker & Horn (2012):

> The flex blended learning model is a program in which content and instruction are delivered primarily by the internet, students move on an individually customized, fluid, schedule among learning modalities, and the teacher-of-record is on-site. The teacher's role in this model is face-to-face support and/or to supplement the online learning (p. 12-13).

1.6.3. **A la carte (on demand) model**

It is a model where students choose to have an extra-course(s) to complete with that which being dealt with in the classroom. The lessons may be registered (recorded) online or in the school. It is also called **self-blend model** as Staker & Horn (2012) defined it:

> In this model, students choose to take one or more courses entirely online to supplement their traditional courses and the teacher-of-record in the online teacher. The key to this blended learning model is that this is not a whole -school experience- only individual students or classes are enrolled- and they spend some time on campus and some time at home learning (p. 14).

1.6.4. **Enriched virtual model**

In this model, online learning has much interest than face to face one but the courses are displayed between the two modalities. It is a whole school experience which means that it is comprehensive approach to schooling in contrast to the course by course approach when lessons are flexible and dependent to learners' needs. Staker & Horn (2012) also mentioned:

> Is a whole school experience in which within each course (e.g., Math), students divide their time between attending a brick- and- mortar campus and learning remotely using online delivery of content and instruction. Many schools currently using this model began as completely online schools, but want to provide services and support that would require a brick-and-mortar location (p. 15).

1.7.How blended learning and teaching functions

According to Cleveland-Innes &Wilton (2018); making blended learning works needs many conditions and challenges which create an effective environment for both teachers to teach and students to learn in suitable environment. Starting with technology access; students must have the opportunity to use the technological tools to be used to allow them have access to online courses such as laptops, tablets or smart phones. Once they log access in to online courses, they will have opportunity to choose the learning activity provided that allows them to participate synchronously.

Moving to design, which has a direct relation with courses and its methodology followed to create correct an adequate lessons with pedagogical aims. Either online or face to face, technology can be used as a supportive tool.

Safety and security are also among the most important conditions that help blended learning functions adequately ; since it creates an awareness of cyber-malice and ensure security interventions against unethical learning practices, dishonesty, cheating, identity theft and bullying are in place, which provides for learners and teachers a safe and secure environment to study for former and to teach for the latter in a comfortable way without any fear of missing or losing their personal information or being subject to any manipulation of data.

Blended leaning gives students a well developed competency and awareness of information and communication technologies (ICTs), since it is the backbone of online learning and teaching, so that they become professional users of various technology applications designed for education.

Finally, it is an important procedure that helps in enhancing students' motivation through shifting between learning modalities some of which may require significant skill development (p. 5).

1.8.Advantages of blended learning and teaching

According to Lalima and Dangual (2017); blended learning has a set of benefits that can be mentioned as follows:

Since online learning is a part of blended learning via technology, it gives students and teachers much of time to do extra, creative and cooperative exercise to be continued further during face to face sessions. It also keeps the social interaction element and human touch of traditional teaching despite the use of technology or distance learning and teaching.

Blended learning fosters learning among learners in a communicative approach, a fact which is not always possible in traditional way of teaching because of time constraint. So it is a good chance for students to get involved in communication activities by sharing their thoughts. It also makes them competent enough as far as ICTs use is concerned, something that improves their intelligence and helps in developing their mental competences.

Online sessions as well as face to face ones develop learners' sense of responsibility, self motivation and discipline which may contribute efficiently in mastering their learning needs. It also makes them more active through the updates of courses and their vital contents which would increase their motivation to study. (p. 133).

Kaur (2013) also suggested other advantages for blended learning which are:

Blended learning switches from passive learning to achieve learning since face to face sessions are teacher-based in terms of knowledge and delivery of information. So, in this new

way of learning, students will have the opportunity to read, speak, listen and reflect through particular tasks that work on improving these skills.

Since students learn in different learning styles, blended delivery system gives them the opportunity to be in touch efficiency with their courses and get more engaged in the activities devised for them using different modes, as they help in decreasing dropout rates, increase test scares and improve students' motivation.

A combination between the two modalities, gives human touch to teaching since it enables the teacher to create a high level of interest, accountability, and real assessment. It also provides the teacher with special content for teaching that suites learners needs and segments.

This model offers students the best of both worlds because instructors and students have greater flexibility and accessibility with sacrificing face to face contact. (p. 616). (cited in Hancock & Wong, 2012).

Conclusion

This chapter discussed the concept of blended learning, its creation and its importance as a developed form of education. It gives much emphasis on its components and characteristics as a tool newly incorporated in the domain of teaching and learning finishing by stating its benefits for both teachers and students. It is a concept that stands on its own and based on a combination between face to face learning and teaching; the usual way of education, in addition to online learning and teaching which is a new format of education. it needs adequate technological applications and appropriate proficiency for teachers and students to be able to use it in a suitable way. The switch between these two modalities provides both teachers and learners with a great flexibility and convenience, as well as potential increases in learners' creativity and independence.

CHAPTER TWO: PERCEPTION IN THE FIELD OF LANGUAGE LEARNING AND TEACHING

Introduction

The individual receives much information through his sensory organs: sight, smell, taste, touch, and hearing, which constitute the first contact with the outside world. In this chapter, we will present the concept of perception, starting first by defining perception in learning/ teaching, perceptual process, the importance of perception. Then we will discuss teachers' perception in the classroom, teachers' perception towards the use of visual aids in teaching and learning, and the influence of teachers' perceptions. Besides, we will describe students' perceptions, the main aspects that affect students' perceptions and the change of perceptions through time.

2.1. **Perceptual learning**

Perceptual learning is the ability to use the sensory organs, it means the experience of the person in his ability to understand what he sees, hears, or smells. Gold and Watanabe (2010) said that perceptual learning is an experience-dependent enhancement of our ability to make sense of what we see, hear, feel taste, or smell (p.46-48).

Also, Gibson (1963) said that perceptual learning is any relatively permanent and consistent change in the perception of stimulus array, following practice or experience with his array (as cited in Connolly, 2017) (p.29)

Besides, Gibson's definition; he has three basics parts. First, perceptual learning is long-lasting. Second, it is perceptual. The third one is the result of practice or experience. This entry expands on each of the following features.

2.2. **Perceptual learning interests**

According to Gold and Watanabe (2010). There are three aspects of perceptual learning that make it essential. In the beginning, it reflects an inherent property of our perceptual system and thus must be studied to understand perception. After that, perceptual learning may

build and develop memory also is essential for learning. And finally, perceptual learning

relies on psychology and physiology that discover the underlying mechanism.

2.3. **Perceptual process**

The perceptual process is something we can rely on to clarify the world around us. To

understand the things around us, we go through many stages that help us translate words and

feelings into actions. Perception is also an intellectual and psychological process, but it affects

our concept of communicating with our external surroundings. According to Niosi (2017),

perception is the process of selecting, organizing, and interpreting information (n.p).

To have a clear idea about the perceptual process, you should pursue these three steps of

the perception process; selection, organization, and interpretation.

Figure 2.1.

the perceptual process: sensation and perception.
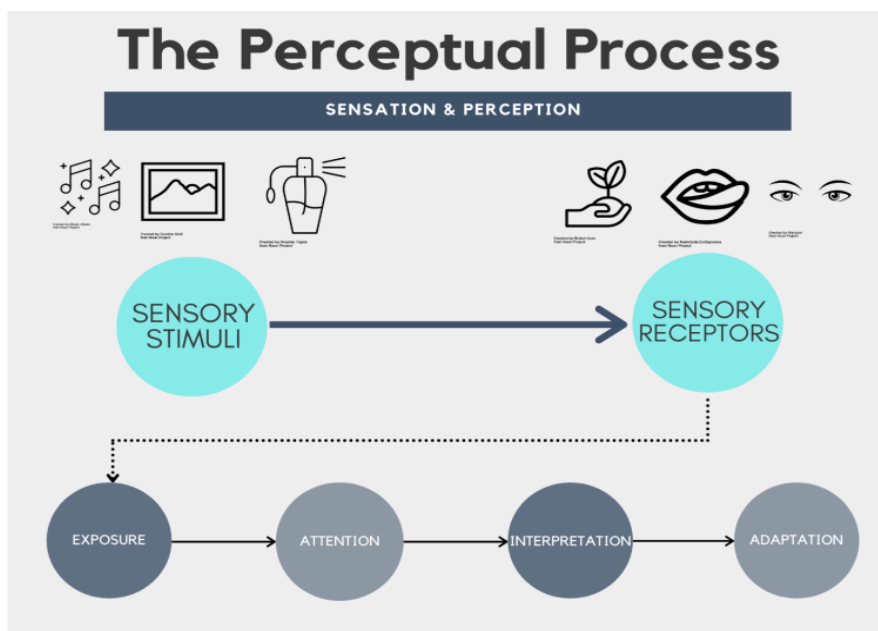
Adopted from: Niosi, A.(2021). The perceptual process: sensation & perception.

2.3.1. Selection

According to Niosi (2017) Selection is the first part of perception. It has linked to the external sense of the human being (touch, smell, hearing, taste, and vision). It can help us know things and have a clear idea about them and transfer it to the subconscious mind to work on decoding them and giving meaning to them, through which we can choose the dominant stimulus for what is around us. That is what made a selection the basic rule of perception (p. 229).

2.3.2. Organization

As Niosi (2017) argued, that organization is the second part of the cognition process, it comes after selection, and it is closely related to it. After choosing the sense necessary for this process, this process of storage and internal organization of things received from the external environment occurs automatically (p. 229).

2.3.3. Interpretation

According to Niosi (2017), after going through the previous two stages, we reach the last stage of perception, which is the interpretation that aims to transform the information gained from the external environment into tangible things that we can categorize when dealing with people. We must first understand their feelings and translate what they say and do, and this has done. To determine what we want to perceive. Also, the perceiver must compare new information with old ones to see the differences that have been occurred in them (p.229).

2.4.Importance of perception in learning and teaching

"perception: Definition, Importance, Factors …" (2019) contends that the mental senses of human being are considered as source and perception of some phenomena. Also it is the process in which people have schemata about things that are related to their life.

According to "perception: definition, importance, factors…." (2019) perception plays an important role in understanding human behavior because human beings receive and interpret

things differently. Also perception builds people's personality, self-esteem and self-confidence. Moreover, people are influenced by their needs hence perception can help to reach them.

2.5. The matter of perception

According to "Influence of Teacher perceptions" (2019), everyone can make a perception about you even if they have a little information about you and this according to stereotypes. As an example Jill smith, is a training student and she is working in a variable classroom. Jill leads a whole group of students whereas her supervisor is observing her while she is working to assess her ability in conducting a whole group. After that she gives her a feedback and notes about her instruction. She noticed that Jill interacts with different groups of learners in different ways (p.2).

Some teachers make a difference between students according to their race. They differentiate between the African, American and Asian students. For example in this case; "influence of teacher perceptions" (2019) noticed that when the teacher called African American students, s/he didn't give them time to answer, directly said "yes", whereas when he called white and Asian students they give them enough time to think and answer. Here should talk about teacher's perceptions and how they can affect the students' perception (p.2).

Figure 2.2

Student's diversity enrollment in public school.
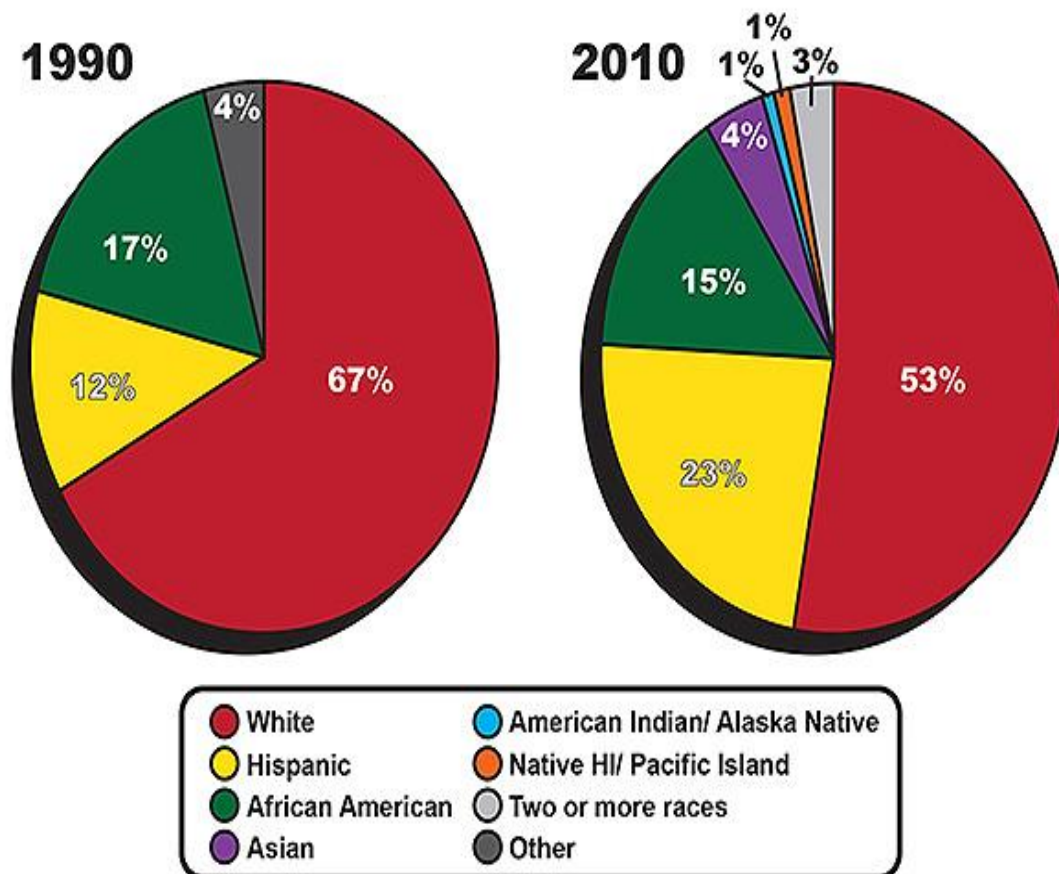
Adopted from: "U.S. Department of Education.(2012).The Condition of Education 2012"

According to "Influence of Teacher perceptions"(2019): "When teachers have high expectations, students are more likely to demonstrate high academic achievement. In contrast, when teachers have low expectations, students do not perform up to their potential." (p.2).

Table 2.1.

Students' performance

High	Low
Give longer wait time after asking a question	Give little or no wait time
Provide more prompts and cues to shape student responses	Provide more prompts and cues to shape student responses
Offer specific feedback	Offer minimal feedback (e.g., "Incorrect," "Wrong")
Create more opportunities to learn and practice new skills	Provide fewer opportunities to learn and practice new skills
Provide more positive reinforcement	Provide less reinforcement

Adopted from: Iris. Peabody. Vanderbilt. Edu/ influence of teacher perceptions.

As the table has shown, students' performance can be high if teachers have high perceptions towards teaching skills. Whereas when teachers have a low perception towards teaching skills, students' levels decrease in the classroom.

Rosenthal and Jacbson (1968) claimed that: "the high-potential students outperformed the control group. This has become known as the Pygmalion effect, a type of self-fulfilling prophecy." (p.2)

Rosenthal and Jacbson (1968) also said that: "even when students in the control group improved their performance, their teachers did not acknowledge or praise their increase in achievement." (p.2).

The high-level students work on their skills and abilities to increase their level but their teachers do not appreciate these efforts because they lack teaching skills.

2.6. Teachers' perception in learning

2.6.1. Teachers' perception in the classroom

According to Sümer, Ö., Goldberg, P., Stürmer, K., Seidel, T., Gerjets, P., Trautwein, U., & Kasneci, E. (2018), teacher's ability to engage all students in active learning processes in the classroom is a essential for appreciate student achievement. The teacher has a great role in encouraging students to acquire many thinking skills by employ them to read critically and diversify in appropriate educational activities to achieve the desired educational goals. It also instills in them self-confidence towards various fields of knowledge and helps them discover important issues and build and organize new ideas. The teacher also has a great role in enabling students to acquire the skills of cooperation, interaction and communication with others, working to increase their creative work and enabling them to work creatively. Communication between the teacher and the learner encourages the student to acquire higher-order thinking skills (analysis, synthesis, and evaluation) and problem-solving skills, enabling him to apply them in learning and life (p.1).

2.6.2. Teachers' perceptions toward the use of visuals in teaching

The majority of teachers recognize the power of visual aids that can be beneficial for students to understand the lesson. They know that this method helps students to achieve good results in getting information and memorize them in a long term specially the visual students.

However, as Bowman (2018) said that teachers do not use visual aids as correctly as the students need, they should know how learners clarify visuals (figures and images) it must be simple and easy, and how learners constitute the visuals (in which the teacher can know whether the learner understand the content of the course or not). Therefore learners make efforts to make a relation with the content of the course. (p.1).

Bowman (2018) claimed that there are three strategies for using visual aids without sacrificing course content "sharing intent- activating discussion and creating visual aids as a class". (p.1)

2.6.2.1. **Sharing intent**

Most of the time teachers admit that a visual can deliver information on its own, for instance they should exchange with learners directly what they assume for them to Interpret according to the lesson that they learn. In this situation the learners may think about the importance of using the visuals for that the teacher should help the learners to analyze (or examine) why they use visuals to study and what are the main characteristics of it. Bowman (2018) claimed that:

> If time allows, I like to share a 'runner-up image and invite students to consider why the image didn't make the cut'. This discussion can deepen their understanding. And teachers can use prompts to help students reach that deeper understanding. Example include 'this image is a strong representation of the concept because…' and 'this image make me think about … from our lesson, which is important because…' (p.1)

2.6.2.2. Activating discussion

Bowman (2018) claimed that in this strategy teachers attach their visual aids with a discussion whether they can develop and increase a discussion about the benefits of visual aids. (p.1)

In order to reinforce the learners' opportunities, the teacher should make them think out loudly about the advantages of visual aids and the aspects that are useless to perceive the most important information of the course content. Also they should motivate learners to think about what they learn without referring to the visual aids in order to use their memories.

2.7.Students' perceptions in learning

2.7.1. Students' perceptions

According to Bulut and Uguten (2003), schools and universities are the major location that shape students' identity, personality, gifts and abilities. Their behaviours are the mirror of their perceptions which are effected by their experiences and emotions since they are in a sensitive period of person's life which is "becoming".

Peoples' behaviours are rooted in the self-concept which is rooted in the perceptions as well. Therefore, perceptions have a direct impact on behaviours. It's also the foundational for students' growth and learning. Since perceptions are an important aspect on students' lives, students have to be aware and in control with their and others perceptions. This helps on shaping a healthier classroom full of respect between students and good communication skills among them.

As Barkhuizen (1998) indicated, students are encouraged to express their perceptions freely whether for themselves or with their teachers. This act will make them aware with the reason of their participation in particular activities, and their beneficial role for students' academic purpose. (as cited in Bulut and Durak, 2002, p. 2-3).

According to Bada (1997): " student-centred approaches are those where learners are no longer free from the responsibility of contributing to their language learning, rather they are active participants in designing and evaluating their language learning process" (p. 20). He also stated that learner-centeredness has multiple responsibilities for both students and teachers. As a result, they have to give students the opportunity to use their critical thinking and giving feedbacks.

To conclude with, teachers must be aware of their students' perceptions to choose the suitable activities for them to develop their listening, speaking, reading and writing skills in the classroom.

2.7.2. **Aspects that affect students' perceptions**

According to Furberg (2010) students perceptions have many aspects that effect them, these are the major ones:

2.7.2.1. Choice of educational direction and university

Pasternak (2005) found four factors that influence the choice students make when choosing a specific university or study program which are:

2.7.2.1.1. Convenience

It can largely appear on the balance of studies, personal life, if the university is located close to the student's home, good transportation between the two, all of these components may affect the convenience of the student.

2.7.2.1.2. Admittance requirements

It is the level of difficulty of acceptance to the university. These universities are usually seen as high quality educational facilities due to high requirements in terms of grades and/or other merits in the selection process of accepted students. Whereas universities with low admittance requirements attract students with lower performance from their high school years who need a university that will accept them in any case (Trout, 1997).

2.7.2.1.3. Reputation of the university

Important is the reputation for quality and seriousness. This appears largely in the competent lecturers in this university which may attract students. The reputation of different

universities is most commonly passed from peers or family members to the students. (Pasternak, 2005).

2.7.2.1.4. Professional interest

This generally has a relation with the subject or courses being thought or the field of study in general. If all what they are studying achieve their learning needs and motivate them to study and participate, it could enhance their chances for a good life.

The reasons for choosing education direction or university can be summarized under: convenience, admittance requirements, reputation, interest, future career and alternative to employment.

2.7.2.2. Student approach to learning

According to Alexitch and Page (2001) there are two types of approaches to learning: learning orientation and grade orientation. Learning oriented type contains values such as the process of learning, intellectual ability and personal development whereas the grade oriented is mainly based on grades, status and competition. Usually, the learning oriented individuals have higher grades and show greater satisfaction in their overall university experience compared to their grade oriented counterparts.

Marton and Saljo (1976) stated that there are other different approaches to learning within student's brain between how much is learned i.e. surface level processing and what is learned; the deep level of processing. Students' perceptions of high quality of teaching and complete engagement into independent learning are also associated with a deep learning approach.

2.7.2.2.1. Concept of learning

The meaning of learning differs from quantitative to qualitative learning. The quantitative concept which can be defined as a focus on gaining many facts or applying knowledge rather

than the qualitative concept which is more focused on seeing learning as a tool for personal development.

Eklund-Murskog (1998) defined five concepts of learning, three of which are connected to quantitative. The first quantitative concept is learning in term of remembering; where students learning are based on memorizing things and the subject of study where students reproduce what has been gained and relating the knowledge to practice. The second quantitative concept is learning in terms of understanding; here students are divided between those who understand in general terms and those who understand the educational content. The rest learn and understand what they will examine about.

The third concept of quantitative concept is learning in terms of applying knowledge. Here students will have a deep understanding and putting knowledge into practice. It is more related to practice in contrast to other concepts but it has to pass through understanding.

The first qualitative concept is learning in terms of getting a new perspective. Under this concept students will see things from different sides and views and finding new perspectives.

Finally, the last concept which is learning in terms of forming a concept of one's own, here students use their background knowledge and what they have learned to form their own opinions and views and concepts. All of these concepts may be identified by students at the same time.

2.7.2.2.2. **Learning environment**

Learning environment has multiple types of learning such as lecturers, group work and independent study. According to Devlin (2002) the choosing environment of learning has a direct relationship with person's perception of who is responsible for their learning. The variety of learning environment may be a helpful reason for a good education according to students.

It may be beneficial in addition to the practical connection to theory and under the management of teachers. Here students may have a perception of personal responsibility for what they are learning. As a result, the best way to improve the education is to change university staff and fellow students' approach and behaviour.

Students expect from their teachers to provide them with all the needed information without a personal effort, it can only lead to students believing that they are entitled academic success which undermines the importance of hard work (Chonko, Tanner & Davis, 2002). They also think that the good grade and average in exam will provide them with a good job in the future, where as the good mark without mastering the real information and knowledge has no sense and it's meaningless even if they got the expected job, and will not lead to success in the long term (Chonko et al., 2002).

The environment where students get all the necessary information and knowledge from their teachers without personal work and efforts may raise the poor understanding of what is actually waiting and what is expected from them (Chonko et al., 2002). So teachers may put learners' needs into consideration to form the necessary data being given to students, since they do not come to university with clear expectations.

2.7.2.2.3. Teachers

The engagement of students to their learning environment is based on their teachers, who should develop their communicative skills and teaching tools to master their teaching goals. The group work and interaction between teacher and his/her students promote a high engagement to the classroom (Bryson & Hand, 2007). But sometimes it is necessary to make distance between them since it is encouraged in some situations (Crossman, 2007). It stays an option to be in contact with students whether inside or outside the classroom with the consideration that it will promote student engagement (Blake, Evenbeck & Melodia, 1997).

Students must have a large space to give feedback, suggestions and point of views as an evaluation to the course but it stills be rare since they have the fear of getting punishment from their teachers (Bryson & Hand, 2007).

2.7.2.2.4. Extracurricular activities

There are many activities being practiced by students out of the classroom such as: organizations, sport clubs, part time work...etc. but not all the students do so since they like to pass time working on their studies, just because they are not aware of offers given by university (Light, 2001). Those participate in extracurricular activities fell that they have a rewarding time in university and are satisfied with their university experience and their academic success. It is also a new way of learning which is putting theory into practice. Put it may not have an effect on academic performance whether positively or negatively.

2.7.2.2.5. The division of time

As it is previously discussed about the extracurricular activities and their importance, it is interesting to divide time between these activities and students studies. The period of time being divided differs from one student to another according to his field of study and number of hours studied.

2.7.3. Change of perceptions through time

Students' perceptions change from the beginning of attending university till the end and this change appears clearly in many sides such as: learning. In earlier stages of learning, Students choose to understand the theoretical matters However, they tend to understand and put theory into practice during the last stages of their learning. They also relate learningin terms of applying knowledge to everyday life in the beginning in contrast to the end when they relate learning to their future profession.

Concerning the approach being used among students, in the early stages of their studies they are likely to use a qualitative and deep learning, in contrast to the last stages when they work on quantitative and surface approach to learning. Aspects of the learning environment that they did not find interesting early on in the education may be much more interesting later. This change in different ways of learning may influence the degree of engagement in the education in general (Bryson & Hand, 2007). When the level of a student is high, his or her satisfaction is the contribution of the university to the individual's intellectual development.

Conclusion

The contact of the individual with the outside world and the surrounding environment exposes him to many influences that shape his behavior and capabilities. From information from the outside world surrounding him affected by his motives and previous experiences and also affected by the nature of the information he receives from the outside world and makes comparisons between it and what is stored in memory.

The role of the teacher was not limited to simply transmitting information to his students and hearing this information in one way or another. Rather, his main task became to direct the students' activity in a direction that enables them to learn on their own. His role also became to create the best conditions for learning, directing the students' activity, and evaluating this activity and thus the teacher transforms from a prompter to a leader, mentor and supervisor.

In general, perception is a process by which the human beings receive information and interpret them to give a clear idea about the environment. Teachers' should have perception about their students' performance and abilities, whereas students also must work to increase their level of teaching and improved their performance.

CHAPTER THREE: FIELD OF INVESTIGATION

Introduction

The current chapter is based on the practical part since it deals with students' questionnaire and teachers' interview which took place in the department of letters and English language in the University of 8 Mai 1945 in Guelma. It aims at processing students' and teachers' perceptions toward Blended Teaching and Learning. It includes an analysis and explanation to the questionnaire's and interview's findings in an objective manner to reach reliable results.

3.1. Teachers' interview

3.1.1. Aims of teachers' interview

The interview sought to investigate the teachers' perceptions toward the use of blended teaching. Moreover, the ultimate aim was to discover the nature of their perceptions toward this modality and how they use face to face and online teaching and learning exchangeably. In this respect, it was administrated to discover whether or not teachers face problems or difficulties to accomplish the previously mentioned processes. In addition to that, it shed light on the adopted solutions to overcome these problems. Finally, the interview looked further to discover teachers' suggestions to develop this mode of teaching and make it more beneficial and reliable.

3.1.2. Population and sample

The population of the current study consists of teachers of English who teach first year students at the department of English, university of 8 Mai 1945 - Guelma. As a sample, five (5) teachers are chosen randomly to collect their perceptions and perspectives about using Blended Teaching.

3.1.3. Description of the interview for teachers

This interview is composed of (10) questions that are ordered from the general to the specific .They are intended to process the targeted research variables. The first nine questions are open-ended and the last one is a closed one. The first question looks for a brief definition to what is called Blended Teaching. The following questions (2 and 3) are concerned with teachers' experience with Blended Teaching; their time management and lessons' plans. The next two questions (4 and 5) deal with the major difficulties faced by teachers and how they overcome them. The subsequent question (6) tackles to the students' interaction aspect in both face to face and online teaching. Questions (7 and 8) check to what extent this tool is effective in reaching the targeted objectives. The last two questions (9 and 10) are concerned with teachers' suggestions and recommendations for improving this new way of teaching, ending by rating its efficiency from 1 to 10.

3.1.4. Administration of the interview for teachers

The interview was operated at the department of English, university of 8 Mai 1945 - Guelma. Five (5) teachers who teach first year students were interviewed in about sixteen days starting from May 24th, 2021 to June 8th, 2021. The duration of each interview varies between ten minutes (10) to fifteen minutes (15), their productions were recorded by their consent.

3.2. Data analysis and interpretation

3.2.1. Analysis of findings from the interview for teachers

Question one: How do you define Blended Teaching?

The aim behind this question is to discover the background knowledge of teachers toward BT and to introduce the topic being discussed through a brief definition. The obtained data

show that all teachers have the same statement of meaning to Blended teaching which is a mixture between face to face teaching and online teaching, whereas two of the teachers interviewed added that it is the commonly used method in the recent year because of the Covid 19 pandemic.

Question two: To what extent do you make a balance between the E-learning and face to face teaching?

This question endeavours to check the percentage or the division used between these two modalities and which one is more efficient in relation to the other. The teachers' answers can be classified as follows: 20% of teachers declared that they used to use this technique before the pandemic, by devoting 50% to face to face and 50% to online teaching. But they found that classroom sessions were very convenient. 40% said that they relied more on face to face teaching rather than online one, by presenting the theoretical part in the classroom and letting practice to the online sessions. They used to teach the theoretical part in an online session but it was not explicit since teachers could not be in a direct access with their students who can express their motivation and interest through facial expressions and body language which is missing in the online sessions. 40% said that they started to use both modalities in teaching but when it didn't work; they kept using only face to face sessions and didn't rely on the online ones.

Question three: while planning your lessons, what factors do you usually take into consideration to make a balance between online and face to face teaching?

This question attempts to make sure that the teacher takes into consideration the students' abilities and their needs which can be manifested through the content of the lesson and the appropriate time allotted for each session. The first category which represents 60% of the teachers interviewed, informed that they try to make the content of the lesson more interesting

taking into account the duration of the session so that not to make it boring. The other category which expresses 40% of the teachers interviewed, suggested that the easiest lessons must be online to be easy to grasp and giving more explanation by simplifying things even if there are no questions by students, in contrast to the difficult and complicated lessons which must be delivered in face to face sessions. They also mentioned that teachers must be selective in giving courses and it is not always obligatory to follow the order of the courses in the curriculum.

Question four: what are the major difficulties that you usually face when adopting Blended Teaching?

The main aim of this question is to spot the major difficulties faced by teachers during their delivery to the lessons. The major faced difficulty expressed by all teachers was the internet connection challenge which is usually very weak and the majority of teachers cannot have access to the platform, which is usually out of service due to technical issues. The other major problem faced by teachers is the lack of motivation and interest by students since the teacher cannot take advantage from their body language to proceed to the adequate feedback. The teacher cannot realise whether the explanation was clear or not through eye contact, facial expressions, body language...etc. Even face to face sessions may lack some teaching materials as 20% of teachers added, such as: the use of data show, pictures, audios...etc, which are available in the platform and easy to use. The last problem added by the other 20% of teachers, was the nature of the module being taught which make differences in the way of delivering the lesson i.e. there are some modules which need only face to face sessions since they are based on the theoretical part so it will be difficult to teach them online. In contrast to theoretical modules, there are others which rely more on the practical part, so it will be easy to perform some tasks and exercises which urge learners to take part in the online lessons.

Question five: how do you manage to overcome these difficulties?

This question seeks to elicit the used techniques and strategies by teachers to overcome the faced problems. All teachers rely more on the classroom explanation to remedy the missing points. In the online sessions, they sometimes reschedule them whenever they have a good access to the platform, students must be also aware of the importance of this teaching and learning tool, as 20% of teachers added that they must give them pieces of advice and recommendations and try to explain the situation of our country which still suffer from weak connection and as a consequence a lack of access to this platform.

Question six: as far as online teaching is concerned, how do you evaluate your learners' interaction?

The purpose behind this question is to test students' interaction in the online modality since it is a new way of learning for them as first year students. Under this question we can divide teachers perceptions into two (2) categories, 40% of the teachers think that the majority of learners could have access to the platform and participate orally in the discussion with their teachers whereas the other 60% of teachers confirm that students are usually less enthusiastic online than they are in the traditional classroom and this, as 60% of teachers added, is due to the nature of the module and students' learning styles. The module which contains a lot of practice and participation may succeed in being delivered online whereas the module which is based on the theoretical part may be less motivating to deal with online since the teacher is the only speaker during the course; thus the lesson will be boring for the majority of the students. Even learning styles of students can make a difference; auditory and visual students will find it interesting where as the kinaesthetic ones will not follow the flow and may lose interest since they do not use their energy during the session.

Question seven: do you think that this type of teaching helped you achieve your planned objectives so far?

The major aim behind this question is to examine the effectiveness of this new tool in mastering teaching goals. 80% of the teachers declared that blended teaching would be better and give better results if the difficulties mentioned earlier are eliminated since it helps in keeping teaching and learning process ongoing when it would have been completely stopped because of the pandemic. 20% of the teachers said that it was helpful since a small group of students attend the session online and participate and show their high interest in the course content, this would show that the lesson was successful and the objective was reached. In the end all teachers confirmed that face to face teaching is the only useful way that allows students to get their learning objectives and helps teachers in mastering their teaching goals whereas online teaching is used only to give extra information or adding the missing points in face to face courses.

Question eight: considering face to face teaching and online one which one do you think is more efficient?

This question looks for the appropriate useful method of teaching and the most efficient one in relation to the other methods. Under the perceptions of teachers, 80% said that face to face teaching is the successful one since it contains all the teaching and learning conditions that help the course to be delivered in a correct way. It also provides the teacher with students' interaction and reaction in the classroom which may be a key element for the teacher to cope with students learning styles. The remaining 20% said that face to face teaching cannot be relevant without the incorporation of the online one. It contains some techniques and procedures which are missing in the face to face one so a mixture of both is the best procedure to attain the targeted learning objectives.

Question nine: for your experience using blended teaching, which suggestions you come with to improve this way of teaching

The aim behind this question is to collect some suggestions from teachers to develop and improve this way of teaching to be used as an efficient tool. The first category represents 60 % of the interviewed target. They said that both teachers and learners must be trained on how to use the platform before being in touch with. They also shed the light on the quality of the internet which must be high to provide successful online session. The second category represents 40% of the interviewed target. They suggested that both teachers and learners can use social media and other applications which would be helpful in delivering the information in addition to the platform since these social media are used by students regularly and easily. They also add that the platform needs to be up to date to be so effective since it is a new fashion in Algeria and needs a lot of technical means which are not within the reach of all the learners and teachers.

Question ten: how do you rate this new way of teaching from 1 to 10?

This question aims to pinpoint the degree of effectiveness of blended teaching for teachers according to their experience. The teachers' rating was varied from one teacher to another as follows: the first 20% gave 4 out of ten , the following 20% gave 5 out of ten , the next 20% gave 6 out of ten , the subsequent 20% gave 7 out of ten and the remaining 20% gave 8 . This variation of rating was due to the circumstances explained so far and reflected the personal convictions of the teachers to the best and accurate way of teaching that can help them meet their learners needs.

3.2.2. Summary of results and findings from the interview for teachers

The first part of the interview dealt with the definition of Blended teaching. According to the teachers interviewed, it is totally clear and known by all of them. They were also asked

about their way of managing the time between face to face teaching and online one .Through their findings, they informed that it was a waste of time to use online teaching due to the following considerations: the connection issues, less motivation and poor interaction from students…etc, in contrast to classroom teaching which is the best way for delivering a lesson using different tools.

So, teachers were obliged to take some factors into consideration to make a balance between the two modalities such as the selection of lessons; where they have to let the easiest lessons to online teaching, in addition to classroom one where the most difficult lessons are delivered in reference to those represented online by giving a small backup for those who did not attend the sessions because of multiple issues. As solutions to the faced problems, teachers try to re-explain the lessons already delivered on the platform; mainly for those who were not able to attend the sessions online.

There are others who decided to rely only on classroom sessions as the best way of presenting the lesson in a clear way where they could be also in a direct contact with their students and aware of all their positive and/or negative feedbacks. As it is previously discussed, students' interaction is very high during classroom sessions whereas in online courses it is very poor and this is due to many reasons such as the absence of eye contact between teachers and learners. Teacher cannot see students' facial expressions and body language which convey messages to the teacher. This may lead to the absence of interaction and motivation during an online session especially when the course is very long and teacher-centered. The lesson becomes boring and the students do not follow the flow of the lesson components.

In the second part of the interview, teachers said that Blended teaching cannot be an efficient tool in achieving the planned objectives and teaching goals unless the difficulties related to this type of teaching mentioned earlier are processed. They also rated this teaching

tool according to their experience from one to ten where they expressed varied views. These views reflect their personal convictions to the best and accurate way of teaching that can help them meet their learners' needs.

3.3. Students' questionnaire

3.3.1. Population of the study

The population chosen for this study is first-year students at the department of English, in the university of 8 Mai 1945 (Guelma), enrolled for the academic year 2020-2021. The majority of the population asked are females 60.49% their ages are between 17-20 years old, Studying English was their choice and they have been studying if for 8 years. Following Krejcie and Morgan's (1970) sampling table, 81 questionnaires have been administrated to our informants because the whole population includes 270 students.

3.3.2. Description of students' questionnaire

This questionnaire is related on what was been discussed in the theoretical part of the present research. It consists of (24) twenty-four questions in three major sections. The majority of questions are multiple-choice questions, in which students are asked to choose one of the suggestions given. Also, we have used follow-up questions in the form of clarification (justify your answer). These types of questions help in gathering information that we need in our research

3.3.2.1. Section one: The frequency of using the university E-learning platform by students (blended learning)

This section contains (6) six questions; these questions aim to explore the use of E-learning platform by students. It focuses on whether they agree with this new method of teaching/ learning or not and, if they feel comfortable in online courses, which material they prefer in study.

3.3.2.2. Section two: Students' perception toward blended learning/ teaching

This section is the most important. It aims to know about students' perception about blended learning. It focuses on the relationship between students and their teachers and how they interact with them.

3.3.2.3. Section three: difficulties faced in online teaching

This section is also an important section that shows the difficulties that faced students in online teaching. It contains (7) seven questions; in these questions, students were asked about the quality of internet connection and the major problem faced by them in E-learning platform. At the end of this section they are free to add suggestions or comments.

3.3.3. Administration of students' questionnaire

The questionnaire was administrated at the English department University of 8 Mai 1945 _Guelma_ or first-year students for one day: June 6th, 2021. We use the printed questionnaire that is clear for all students. The revealed results are described and are analyzed as follows:

Table 3.1.

The representation of the students' Questionnaire

	Number	Percentage
Questionnaire handed	81	100%
Questionnaire returned	81	100%
No answer	0	0%
Total	81	100%

The Quantitative data show that; the questionnaire has answered by all students (100%). Thereby, data collected had to go to formalize our target group case study, while the whole population number is two hundred seventy (270) students. Also, our study's sample is composed of eighty-one (81) students, and all of them answered and returned the handed questionnaires in two hours.

3.4. Data Analysis and Interpretation

3.4.1. Analysis of Results and Findings from students' Questionnaire

3.4.1.1. Section One: The frequency of using the platform by students (blended learning/ teaching)

Q5- how many courses do you have for each module on a week?

    a- One course

    b- Two courses

    c- More than two courses.

Table 3.2.

Number of courses for each module on a week

Options	Number	Percentage
One course	25	30.9%
Two courses	40	49.4%
More than two courses	16	19.7%
Total	81	100%

As shown in table 3.2. (30.9%) of students chose the first option (a), these results showed that those students could be present only in the fundamental modules. The second result (49.4%) concerns students who chose option (b) "two courses"; this data refer to those students who have chosen to study some modules rather than all modules. The last result (19.7%) show that those students are active and motivated to learn all modules in the university E-learning platform.

Q6- do you think that the time given to the lesson is equal between online courses and face to face classes?

a- Yes

b- No

Table 3.3.

Time management

Options	Number	Percentage
Yes	30	37%
No	51	63 %
Total	81	100%

According to the results obtained, more than half percent of the students (63%) chose the second option (no). because of the division of time between the two methods, face-to-face classes have more time than online courses. (37%) of students chose option (a) (yes), those students think that the time between face-to-face classes and online courses is equal. In addition, 1 hour is enough to understand the lesson.

Q7- Do you have an idea about blended learning (mixture between face to face classes and online courses)?

    a- Yes

    b- No

Table 3.4.

students' background about blended learning/ teaching

Options	Number	Percentage
Yes	20	24.7%
No	61	75.3 %
Total	81	100%

Concerning students' background about blended learning, the majority of students (75.3%) chose option b (No), which means that this is a new term for them, and they do not have a clear idea about it. (24.7%) said (yes), for those students, blended learning is something that they know about it. Even they have only a simple idea.

Students' justification

90.12% of the students chose option (b) "No". Hence they didn't give definitions about blended learning. Whereas (9.88%) of students chose option (a) "yes", claimed the following: blended learning is a combination of face to face classes and online courses, also is to have lessons in the classroom in addition to online ones which can be helpful, further, it is to study in class and support the lessons in online courses.

Q8- Do you think that learners feel comfortable in online courses rather than face to face

classes?

    a- Yes

    b- No

Table 3.5.

Students' perceptions toward online courses.

Options	Number	Percentage
Yes	21	25.9%
No	60	74.1 %
Total	81	100%

    The majority of students (74.1%) confirmed that they do not feel comfortable in online

courses because they are not face-to-face classes to interact with the teacher. Also, they like

physical presence with the teacher and their classmates. However, 25.9% of students chose

option (a) "yes"; it refers to shy students who feel free to express their opinion.

Q9- can you be present in all modules in online teaching?

    a- Yes
    b- No

Table 3.6.

Students' presence in online teaching

Options	Number	Percentage
Yes	31	38.3%
No	50	61.7%
Total	81	100%

As shown in table 3.6. (38.3%) of students can be present in all modules in online teaching. Those students are motivated and active. By contrast, (61.7%) can't be present in all modules. Because of the nature of the module, or they do not have time to learn online.

Students' justification

(37.04%) of students said "No", and justified their answer by providing us with modules that they prefer to study online for instance: grammar, civilization, phonetic, oral expression, and study skills which can be understood by students like to study practical modules in the platform. For example: in grammar, the teacher gives students exercises and, all students participate one by one.

Q10- which learning / teaching material do you prefer in studying online?

a- Images and videos (data show)

b- Handouts

c- Oral discussion

Table 3.7.

Teaching / learning material.

Options	Number	Percentage
Images and videos	40	49.4%
Handouts	20	24.7%
Oral discussion	21	25.9%
Total	81	100%

Concerning the results in this table, the majority of students (49.4%) chose option (a). we can see that those students can memories better when they watch videos. Also, it can help them to understand better. The second result (24.7) we can see that their capacity of memorize what the teacher explains is not good. Hence they prefer handouts. The last result (25.9%) of students shows that those students prefer to interact with their teachers and use their body language.

3.4.1.2. Section two: students' perception toward blended learning

Q11- what way of teaching do you prefer?

    a- Face to face classes

    b- Online courses

    c- Both of them

Table 3.8.

face to face vs. online courses

Options	Number	Percentage
Face to face classes	57	70.4%
Online courses	4	4.9%
Both of them	20	24.7%
Total	81	100%

Q12- whatever your answer is, justify?

The majority of students (70.4%) chose "face to face classes". Therefore those students feel comfortable and interact more with the teacher. Further, they prefer oral discussion in the classroom. (24.7%) of students chose option (c) "both of them"; those students think that the mixture between face-to-face classes and online courses is good, maybe they feel free when they do not go to the university. And the last data (4.9%) of students prefer online courses, those students are shy and they miss self-confidence

Students' justification

37.04% of students justified their choice of preferring face-to-face classes by feeling comfortable and can interact with the teacher. Also, body language is the best way to express your-self to the teacher. 12.35% of students prefer both face-to-face and online courses because every method has its effect and they have more free time. 9.88% of students feel comfortable in online courses because it is not obliged to go to the university. Also, they feel free to talk and express their opinion.

Q13- in online courses, how do you interact with your teachers?

    a- Emails

    b- Private messages

    c- Online discussion

    d- Other, specify

    e- I don't have any kind of interaction

Table 3.9.

Students' interaction with the teacher

Options	Number	Percentage
Emails	26	32.01%
Private messages	17	20.99%
Online discussion	13	16.10%
Other, specify	0	0%
I don't have any interaction	25	30.9%
Total	81	100%

The results show that more than the half of students have interaction with their teachers either by emails, private messages, or online discussion, this can reveal many fact, such as: the E-learning can enhance teacher_ learner interaction by using different methods that can help even introvert and shy students to ask questions and add comments or share their ideas with their teachers through writing. This also can help students in developing their writing skills.

Q14- Do you agree that blended learning is better than face to face classes?

    a- Agree

    b- Partially agree

    c- Disagree

    d- Partially disagree

Table 3.10.

Comparison between blended learning and face to face classes

Options	Number	Percentage
Agree	17	21%
Partially agree	12	14.81%
Disagree	44	54.32%
Partially disagree	9	9.87%
Total	81	100%

The results in table 3.10. illustrate that 54.32% of students disagree with the statement that blended learning is better than face-to-face classes. Those results show that blended learning is better than face-to-face classes. Those results show that students interact more with their teachers in the classroom. Whereas, 21% of students agree that they benefit from the blended learning/ teaching because face to face they can see the body language of the teacher, and in online courses, they feel comfortable in talking. 14.8% said that they partially agree, which indicates that they do not understand the positive effects of blended learning in their studies.

Finally, 9.87% of students chose option (d) "partially disagree", those students are confused whether they benefit from blended learning or not.

Q15- Do you interact with your teacher more in?

- a- Face to face classes
- b- Online courses
- c- Both of them

Table 3.11.

Students' interaction

Options	Number	Percentage
Face to face classes	58	71.60%
Online courses	7	8.56 %
Both of them	16	19.75%
Total	81	100%

Concerning the results in table 3.11. , the majority of students (71.60%) interact with their teachers more in face-to-face classes because they can express their opinion well. Also, they can be motivated and active. The second result (19.75%) Interact in both face-to-face classes and online courses, which indicate that they can be present in the classroom and E-learning platform. Those students are active. The third and last data (8.65%) shows that students prefer to interact with the teacher in online courses because of shyness; this refers to student's bad experiences with the teacher or the lack of self-confidence.

Students' justification

23.46% of students justified their answers. As following: those students who chose "face to face" said that they need to understand the lessons from the teachers before they revise them alone, which also is better for visual students. For students who chose online courses. They prefer this method because of their free time. And the last category chose option (c), those students can feel comfortable in both face-to-face and online classes.

Q16- Do you agree that high quality learning can take place without face to face interaction?

    a- Agree

    b- Partially agree

    c- Disagree

    d- Partially disagree

Table 3.12.

high quality learning

Options	Number	Percentage
Agree	29	48.14%
Partially agree	7	8.64%
Disagree	30	37.03%
Partially disagree	5	6.17%
Total	81	100%

48.14% of students agree that high-quality learning can take place without face-to-face interaction because it is a specific year that requires the use of online learning in order to maintain the learning process obliged another method to continue the study also, to use the new technologies. 37.03% of students disagree with the statement may be because they prefer to interact with the teacher. 8.64% chose option (b) "partially agree" they prefer blended learning. However, there are some obstruction problems. In the last result, 6.19% have partially disagreed. Those students maybe they prefer blended learning but they have a problem with the quality of internet connection.

Q17- students' justification

24.70% of students justified their answer and said that high learning can take place without face to face interaction but not in our society; also it is better to see and learn more about this method of teaching/ learning before we apply it.

3.4.1.3. Section two: difficulties faced in online teaching

Q18- what do you think about the quality of internet connection?

- a- Good

- b- Acceptable

- c- Bad

Table 3.13.

students' feedback about quality of internet connection

Options	Number	Percentage
Good	8	9.88%
Acceptable	16	19.75 %
Bad	57	70.37%
Total	81	100%

70.37% of students said that the quality of internet connection is bad perhaps; they live in isolated areas where they can't connect. 19.75% of students chose option (b) this depending on the region, as well as the offers offered vary according to the amount paid. Finally, for those students who chose good 9.88% maybe the quality of internet connection is better in cities this can affect the quality of internet connection.

Q19- can you get access to the platform?

    a- Sometimes

    b- Usually

    c- Rarely

    d- Never

Table 3.14.

the use of platform

Options	Number	Percentage
Sometimes	30	37.03%
Usually	20	24.07 %
Rarely	13	16.05%
Never	18	22.22%
Total	81	100%

Regarding students' use of the platform, 37.03% of students chose option (a) "sometimes", those students are motivated to learn. 24.70% of students chose option (b) maybe they access to the platform only to study the fundamental modules. The third data 16.05% shows that students get access to the platform only to register their presence. Finally, 22.22% of students said "never" which indicates that those students do not prefer to study online or they are not motivated to learn at all.

Q20- do you agree that you should have training before using E-Learning?

    a- Agree

    b- Partially agree

    c- Disagree

    d- Partially disagree

Table 3.15.

students' perception about have a training

Options	Number	Percentage
Agree	45	55.5%
Partially agree	16	19.8%
Disagree	17	21%
Partially disagree	3	3.7%
Total	81	100%

When asking students about having training before using E-learning, 55.5% of students agree, maybe because it is hard to use the platform also it is a new method and they should have an idea about it. However, sixteen (16) students 19.8% said that they partially agree, which indicates that for the first time students find the platform difficult, but with time, it will be an easy method. The third result 24.7% of students disagree, in which we can see that those students can master this technology also it is easy for them to use it. Finally, none of them 0% chose option (d) partially disagree.

Q21- do all of your teachers use the university E-learning platform to evaluate your "quiz, exams, homework… etc"?

1. The majority of them
2. Some of them
3. None of them

Table 3.16.

Teachers' evaluation

Options	Number	Percentage
The majority of them	13	16.1%
Some of them	49	60.4%
None of them	19	23.5%
Total	81	100%

The majority of students 60.4% who said that some of their teachers evaluate them online maybe the E-learning platform helps them to evaluate their students and let the lessons for face to face classes. 23.5% of students chose option (c) "none of them", those teachers prefer to evaluate their learners in the classroom to judge their body language, eye contact and their tone (voice). Finally, 16.1% of students, the majority of their teachers use E-learning platform to evaluate them maybe, they find it easy and good to use it, also they have motivated students that they are active in the platform all the time.

Q22- in case your answer is 1 or 2, how can you describe their online evaluation?

  a- Fair enough

  b- I prefer to be evaluated in classroom

  c- This method can't be fair because of internet connection

  d- Other

Table 3.17.

Students' perceptions toward teachers' evaluations

Options	Number	Percentage
Fair enough	10	12.34%
I prefer to be evaluated in classroom	43	53.08 %
This method can't be fair because of internet connection	28	¨ 34.58%
other	0	0%
Total	81	100%

The majority of students' 53.08% prefer to be evaluated in classroom maybe it is more comfortable for them whereas 34.58% of those students have a problem in their quality of internet connection because in our society internet connection is bad all the time. 12.34% of students find this evaluation fair maybe they have good marks and the last result 0% of students for option (d).

Q23- what kind of other difficulties you face using blended teaching / learning?

Students' answers

51.85% of students face other problems in using E-learning platform. Some students said that they can't find the lessons on the platform whereas other students said that they have jobs and family, so they can't be present in all modules in online sessions. The major problem that faced all students is the internet connection.

Q24- if you have any further suggestion, please write it down?

At the end of the given questionnaire, we asked students if they have further information concerning our topic. From the whole sample only twenty-six students (32.10%) added suggestions that can be summed as follow:

- All the students should be present and motivated in the platform.
- Teachers should facilitate the use of E-learning platform for students.
- For good results and positive feedback, we should have a good quality internet connection.

In general, we can observe that this way of teaching is good but the major problem is the internet connection and technical problems in the platform.

3.4.2. Summary of results and findings students' questionnaire

The results obtained from students' questionnaire show that there are a combination between the three sections, which focus on the new method of teaching "blended learning/ teaching".

The results show that 75.3% of students do not have an idea about the new method of teaching (blended learning /teaching). By contrast, there are some students who know this method and they provide us with some definitions.

The majority of students have answered the questionnaire have an idea about this method, in which they agree that they should have training before using the E-learning platform. In addition to that, the results obtained Show that 70.4% of students prefer face to face learning better than online courses, because they prefer to interact with their teachers and use their body language. Also, they found this method in evaluation not fair because of the quality of internet connection.

More than half of students who have answered the questionnaire said that they can't be present in all modules in online courses because the nature of the modules. For the material the vast majority of students prefer emails, private messages, or oral discussion whatever some of them they don't have any interaction because they don't have time.

Concerning students' perceptions, for good results they need good quality of internet connection to facilitate the use of E-learning platform because the majority of students could not have access to the platform. Also, the time given between online courses and face to face classes should be equal. Therefore, all students must be present and motivated in the platform.

3.5. Limitations of the study

The current study was faced with some handicaps that obstructed its completion. They were related to both theoretical and practical parts. Since blended teaching and learning is a new tool of teaching in Algeria and not really spread all over the world it was difficult to find sources and information that have a relation with the theoretical part. Students were not motivated a lot to answer the questionnaire online which obliged us to provide them with the printed one to gather the information. As far as teachers are concerned their major problem was internet connection. It doesn't allow them to use online teaching which didn't make us reach other problems in online teaching rather than connection issues.

3.6. Pedagogical implications and recommendations

In the light of the findings obtained with teachers and in the current study; teachers do not have a clear image on the nature of blended teaching and learning, its major components and use. But this would not deny that there is a limited number of teachers at the department of letters and English language in the university of 08 May 1945, who were in a direct use and had a clear image to this tool despite of the difficulties faced by them while performing it . In

this regard, this section tends to determine some pedagogical recommendations for EFL teachers in order to highlight all what has a direct relation to teaching tool: Blended teaching.

3.6.1. Teachers' implications

Teachers should be trained about what blended teaching is and how it functions mainly online one which was missed because of the poor connection of internet; thus, the majority of teachers could not have access to the platform, so they must first develop their technological skills and have a clear image about it from all sides. Therefore, the teachers must be selective and creative concerning the lessons delivered in terms of choosing the appropriate lessons to teach online which must be short and easy to understand by students in contrast to the face to face lessons which are more complicated and a little bit long; they need to be explained using different types of communication and further materials whenever necessary, teachers are creative by creating an enjoyable way of explaining the lesson which motivates students to participate whether online or face to face sessions.

Finally, teachers must be aware of their students' profile and learning styles also their objectives and learning needs' to plan their lessons and schedule them appropriately.

Conclusion

This chapter provides the analysis of students' questionnaire and teachers' interview and gets concrete data about perception of students and teachers towards the new method of teaching/ learning (blended learning). As we have mentioned before, the analysis of teachers' interview and students' questionnaire showed that the majority of teachers and students facing some technical problems in the platform and internet connection. Moreover, we found that the majority of students are motivated in face to face classes rather than online courses.

GENERAL CONCLUSION

This research aims to investigate teachers' and students' perceptions toward the use of hybrid teaching and learning as an innovative tool of education. It is adopted due to the exceptional circumstances of Covid 19 pandemic, using the descriptive method which relies on the use of a questionnaire and an interview as gathered data tools.

Each of the two first chapters has shed the light on one of the research variables and gave detailed description of concepts and notions in relation. However, the last chapter was more practical which has dealt with the research data gathering and analysis.

According to questionnaires' and interviews' results, the majority of students and teachers have negative perceptions toward the use of online education as a part of the hybrid teaching and learning during the current situation. They highlighted that there are some obstacles faced by them during their access to the platform such as: the poor internet connection for teachers and students, the lack of students' interaction, the unfair evaluation of students by their teachers in online courses.

Accordingly, they stated that if the issues mentioned above are solved, it would be an efficient and a reliable modality of instruction in exceptional circumstances. The data gathered answered the research question of whether teachers and students have different perceptions toward the hybrid teaching as an innovative tool in the field of teaching and learning or not.

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Appendix 1

Students' questionnaire

Questionnaire for 1ˢᵗ year LMD students –Department of English- University of 8 Mai 1945- Guelma-

Dear first year students,

This questionnaire is part of a research work carried out in the department of English at the University of Guelma for a Master's degree in Language Sciences, entitled "Teachers' and Students' perception toward hybrid learning / teaching". We would be thankful if you could answer these questions to provide us with information that will help us in our research.

Please tick (√) the appropriate answer or make a full statement when necessary.

Madi Madiha.

Azzouzz Roumayssa.

Department of English

University of 8 Mai 1945, Guelma.

Section One: Personal information:

1- What is your gender?

a- male	
b- female	

2- Your age?

a- 17-20 years	
b- 20-24 years	
c- 24-26 years	

3- Was it your choice to study English?

a- Yes.	
b- No.	

4- How long have you been studying English?

a- 9 years	
b- 10 years.	
c- 11–12 years	

Section Two: The frequency of using the platform by students (blended learning/ teaching):

5- How many courses do you have for each module on a week?

a- One course	
b- Two courses	
c- More than two courses.	

6- Do you think that the time given to the lesson is equal between online courses and face to face classes?

a- Yes.	
b- No	

7- Do you have an idea about blended learning (mixture between face to face classes and online courses)?

a- Yes.	
b- No.	

If yes, give a brief definition?

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8- Do you think that learners feel comfortable in online courses rather than face to face classes?

a- Yes.	
b- No.	

9- Can you be present in all modules in online teaching ?

a- Yes.	
b- No.	

If No, which module do you prefer to study online?

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10- Which learning/ teaching material do you prefer in studying online?

a- Images and videos (data show).	
b- Handouts.	
c- Oral discussion.	

Section Three: Students' perceptions toward blended learning / teaching:

11- What way of teaching do you prefer?

a- Face to face classes	
b- Online courses.	
c- Both of them.	

12- Whatever your answer is, justify?

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13- In online courses, how do you interact with your teacher?

a- Emails.	
b- Private messages.	
c- Online discussion.	
d- Other, specify.	
e- I don't have any kind of interaction	

14- Do you agree that blended learning is better than face to face classes?

a- Agree	
b- Partially agree	
c- Disagree	
d- Partially disagree.	

15- Do you interact with your teacher more in?

a- Face to face courses	
b- Online courses.	
c- Both of them.	

Justify your answer?

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16- Do you agree that high quality learning can take place without face to face interaction?

a- Agree.	
b- Partially agree.	
c- Disagree.	
d- Partially disagree.	

17- Justify your answer?

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Section four: difficulties faced in online teaching:

18- What do you think about the quality of internet connection?

a- Good.	
b- Acceptable.	
c- Bad.	

19- Can you get access to the platform?

a- Sometimes.	
b- Usually.	
c- Rarely.	
d- Never.	

20- Do you agree that you should have training before using E-learning?

a- Agree	
b- Partially agree	
c- Disagree	
d- Partially disagree.	

21- Do all of your teachers use the university E-learning platform to evaluate you " quiz, exam, homework … etc"?

a- The majority of them.	
b- Some of them.	
c- None of them.	

22- In case your answer is 1 or 2, how can you describe their online evaluation?

a- Fair enough.	
b- I prefer to be evaluated in classroom	
c- This method can't be fair because of internet connection.	
d- Other.	

23- What kind of other difficulties you face using blended teaching/ learning?

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24- If you have any further suggestion, please write it down?

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Thanks for your help

Appendix 2

Interview for teachers

Interview for 1st year LMD teachers- Department of English- University of 8 Mai 1945-

Guelma-

Dear teachers,

The current research aims to know your perceptions toward the use of hybrid teaching as an innovative modality in the field of education. The interview tryouts to collect useful information about whether the use of hybrid teaching is efficient in the field of instruction or not. Your answers will help us in validating the research we are conducting. We would be very grateful if you take a part in this interview which will be recorded based on your permission.

<div align="right">

Ms. AZZOUZ Roumayssa

Ms. MADI Madiha

Department of English

University 8 Mai 1945, Guelma

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Questions:

1. How do you define blended teaching?

2. To which extent do you make a balance between the E- learning and face to face teaching?

3. While planning your lessons, what factors you usually take into consideration to make a balance between online and face to face teaching?

4. What are the major difficulties that you usually face when adopting hybrid teaching?

5. How do you manage to overcome these difficulties?

6. As far as online teaching is concerned, how do you evaluate your learners' interaction?

7. Do you think that this type of teaching helped you achieve your planned objectives so far?

8. Considering face to face teaching and online one, which one do you think is more efficient?

9. From your experience using hybrid teaching, which suggestions you come with to improve this way of teaching?

10. How do you rate this new way of teaching from 1 to 10?

Thank you for your cooperation

ملخص

تهدف هذه الدراسة إلى التحقق من تصورات الطلبة و الأساتذة لمعرفة مدى فعالية التعليم و التعلم المدمج في ميدان التعليم العالي كوسيلة جديدة للتدريس خلال تفشي وباء كورونا المستجد. و على ضوء هذه الفكرة تم طرح تساؤل عن احتمالية وجود تصورات و أراء مختلفة لدى الأساتذة و الطلبة تجاه استعمال التعليم و التعلم المدمج كبديل للتعليم التقليدي خلال جائحة كورونا أم لا؟ للإجابة على هذا التساؤل تم الاعتماد على الطريقة الوصفية للبحث حيث استخدم استبيان خاص بالطلبة إضافة إلى مقابلة شفوية مع الأساتذة و ذلك للحصول على اكبر قدر ممكن من المعلومات حول تصورات و مواقف الأساتذة و الطلبة. تتكون عينة البحث من 81 طالب ممن يدرسون سنة أولى ليسانس تم اختيارهم بصفة عشوائية للإجابة على الاستبيان الممنوح لهم بالإضافة إلى 5 من أساتذتهم و الذين تم إجراء مقابلة شفوية معهم و عرض عليهم مجموعة من الأسئلة بقسم اللغة الانجليزية جامعة 8 ماي 1945 بقالمة. كشفت المعلومات المتحصل عليها أن التلاميذ بصفة عامة و الأساتذة بصفة خاصة يملكون نظرة سلبية تجاه التعليم و التعلم المدمج و ذلك لعدة أسباب أهمها مشكلة الانترنت و صعوبة الولوج إلى الأرضية الرقمية بالإضافة إلى ضعف التفاعل و الدافعية لدى التلاميذ خاصة عبر الدروس الملقاة عن بعد.كما أشاروا إلى أن هذا النوع من التدريس يمكن أن يؤدي دور أكثر فعالية بمعالجة الصعوبات المشار إليها أعلاه. و بناءا على ذلك تم اقتراح بعض التوصيات و الاقتراحات من طرف الأساتذة للتحسين من هذه الطريقة المتبعة للتعلم و التدريس و المساهمة في زيادة فعاليتها على الصعيد التعليمي و اعتمادها كطريقة فعالة للتدريس في الظروف الاستثنائية.

الكلمات المفتاحية: التعليم المدمج, الأرضية الرقمية, جائحة كورونا, تصورات.