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**The Efficiency of Using Blended Learning as a Tool to Enhance English Foreign
Language Students' Learning Autonomy**
The case of Third Year Students of English at Mohamed Khider University of Biskra

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Declaration

I, Sana BENABDELKADER , do hereby declare that this submitted work which entitled “The Efficiency of Using Blended Learning as a Tool to Enhance English Foreign Language Students’ Learning Autonomy” is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

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Dedication

This work is dedicated to:

My beloved family, specially my
father who pushed me to carry on
and to my mother who is by my
side all the time.

and everyone Supported me to
keep going.

Acknowledgements

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Abstract

At the university, learners in advanced level will become a researchers who need to submit their own research work , their thesis; for this, English as a foreign language students at the University of Biskra need to promote their awareness of roles and responsibilities in teaching and learning process. Moreover, since Learners' lack the necessary motivational strategy to responsibility of their own learning ; it has been observed that the majority of English as a foreign language learners still depend on their teachers to provide them with all the learning details. Hence, this research attempts to investigate the efficiency of Blended learning on English as foreign language Learners' autonomy and to elicit the teachers' and learners' views, perceptions and attitudes towards the impact of this method. We hypothesized the implementation of Blended learning would enhance and promote Learners' autonomy and motivate them to be more responsible. In order to confirm or reject the assumed data and test the validity of our hypotheses, a descriptive study is conducted with a qualitative approach to collect analyze and interpret data. These latter were gathered through two different tools an interview administrated to seven (7) English as a foreign language teachers at University of Biskra and a questionnaire which is administrated to Fifty (50) third-year English as a foreign language students from the same university. As a result, the study findings proved that both teachers and students showed positive attitudes and agreements upon the implementation of BL. That BL can help in the improvements of English as a foreign language learners' autonomy. According to these findings, teachers and students are invited to integrate this type of learning in the Algerian university classes to learn the English language.

List of Abbreviations and Acronyms

APA: American

Psychological Association

BL: **B**lended **L**earning

CALL: Computer Assisted

Language Learning

CM: Computer

Mediat

EFL: **E**nglish **F**oreign

Language

EL: **E**nglish **L**anguage

ELT: **E**nglish **L**anguage **T**eaching

FLL : **F**oreign **L**anguage

Learner

FTF: **F**ace-**T**o-**F**ace

H: **H**ypotheses

IBLW: **I**ntegrated **B**lended

Learning **W**eb

ICT: **I**nformation

Communication **T**echnology

ILT: Instructor-Led

Training

LA: Learner Autonomy

**LLA: Language Learning
Autonomy**

**LMD: Licence–Master–
Doctorat**

**MALL: Mobile Assisted
Language Learning**

**MOOC: Massive Open
Online Course**

RQ: Research Question

**TEFL: Teaching English
Foreign Language**

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Introduction

The integration of technology in the teaching/learning process is no longer a new matter in today's sphere. It is an ever-growing effort by many world faculties in ensuring the success of these two elements namely technology and education to create more efficient and effective learning atmosphere for their learners. Consequently led to the entrance of new teaching/learning methods/ approaches/strategies in the academic field (Heick, 2020). Among these methods; namely, the Blended Learning (BL) method, which is a recent method in our country, Algeria and become more used by teachers and students alike. However, the implementation of BL in EFL classrooms is still not widespread especially in Algerian Universities that are unable to furnish internet and high technology equipment.

The BL method might be used as a tool to promote English foreign language (EFL) learners motivation, and flexibility during their learning process (LP). A shift has taken place from traditional approaches to more independent learning contexts. Learners have found chances to become more and more independent in controlling their own learning. They can practise their abilities by setting their own goals, choosing materials according to their needs and evaluating their learning process, thanks to the opportunities of online activities.

In light of what is mentioned so far, the notion of "Learner

Autonomy" raised the consideration of numerous analysts in the field of instruction and strategies , the growing interest of applied linguists attract their attention to learner autonomy and motivation in the last decade where many attempts have been made by some investigators to find out how students cope with difficulties and to which extent they could be autonomous in their learning. It considered as a difficult task to do and needs

GENERAL INTRODUCTION

more efforts from learners and teachers as well. Due to its complexity, the present work aims to conduct a study in order to overcome these learners' difficult task hence increase learners' motivation and promote their autonomy based on the BL Method.

1. Statement of the Problem

In the language teaching field, learner autonomy (LA) has caught the attention of many researchers since it is one of the pillars of successful language learning and teaching. Others demonstrate that LA can be an achievable goal for these students. Therefore, rather than making general statements about students' behavior related to their educational environment, there is a need to explore different learning models suitable for learners' needs in promoting learner autonomy.

It has been proposed that learners who are not aware of their autonomous abilities can develop those capabilities when appropriate conditions and preparation are given to them. As in the same situation at Biskra University, some EFL are reluctant to use online class applications and they are dependent on their teachers. In addition, they ask for guidance constantly and are unable to control their own learning process. Therefore, in an attempt to find appropriate conditions for learners to practice learner autonomy, there is a need to investigate whether and how students' autonomous practices are fostered in a blended learning environment in which online and traditional learning methods are combined.

In its essence, the present method in teaching students is based on the combination of the advantages of face-to-face (FTF) learning (traditional learning), in one hand, and the advantages of e-learning, on the other hand. It is believed that experiencing this method could be interesting for EFL learners. Ultimately, this also may increase learners' abilities. In addition, it could help them in the enhancement of their autonomy in the LP. For this reason, the aim of this study is to investigate whether or not a blended learning environment supports learner autonomy and which aspects beside to what extent of this environment, if any, help to foster learner autonomy.

2. Significance of the Study

The findings of this study would help students practice their autonomous abilities in a socially-interactive learning environment and benefit from the BL environment efficiently to meet their needs, besides relying on themselves to enhance their performance. Furthermore, it is interesting for teachers to be exposed to interaction and attention from learners that might have never experienced before. This study will be helpful to contribute in designing curricula models that better address the learners' needs and help them become aware of their autonomous abilities and responsibilities while learning English language inside and outside the classroom.

3. Aims of the Study

General Aim

The main fundamental aim of our study is to investigate the enhancement of learners' autonomy by including BL as a method in and outside classrooms. This research is about the methods and techniques used by both learners and teachers to make the learning of English as a foreign language more enjoyable and interesting.

Specific Aims

The specific aims of our study are:

- to Spotlight the significance of BL as a useful method to increase EFL learners' autonomy for positive interaction in student-based classroom.
- To assert the importance of reconsidering the learners' advanced level and involvement in using the internet and other digital devices as factors which prove to be determinant in the teaching and learning of English through BL.
- Examine specific aspects of a BL model in relation to LA.

4. Research questions

This research seeks to answer the following questions:

RQ1:How does blended learning environment help learners to enhance their autonomy?

RQ2:Will the use of blended learning method for learning English language promote the EFL learners' autonomy inside and outside classrooms?

RQ3:What would be the teachers' and learners' attitude towards the use of Blended Learning method?

5. Research Hypothesis

Based on the above research questions, we propose the research hypothesis:

H: If EFL teachers apply the BL Method, this would enhance EFL learners' autonomy affecting their content knowledge and awareness on their responsibilities, beside the teachers positive attitude towards the use of BL.

6. The Research Methodology for the Study

The Research Approach

For the sake of confirming or disconfirming the hypotheses of this study, to answer the research questions and obtain the required data. the researcher follows the mixed-method ; moreover, it is more suitable and applicable for the nature of our research that belongs to social sciences and carried out at the level of a small-scale study.

6.1. Research Design

This study opts for a case study (small scale study) because the results will not be generalized. The research design is based on the use of an interview for teachers which comprises open-ended and close-ended questions to obtain a number of different

responses. In addition, we use a questionnaire for students that contains a variety of close-ended, open-ended, and multiple choice questions. These tools can be an easy way to get quick results.

6.2. Data Collection Methods

This case study in which the students' questionnaire and teachers' interview are used in gathering data :

- **Students' questionnaire:** Since they have an accepted experience with the English language and get more familiar with the university pedagogy, a semi-structured questionnaire which contains both open-ended, close-ended, and multiple choice questions will be distributed to third-year students for the purpose of exploring their attitudes towards the effect of using BL on their autonomy progress.
- **Teachers' interview:** At the same university and division, a semi-structured interview will be conducted with seven (07) teachers for the sake of collecting information about BL classes based on teachers' views especially those who use this method in their course.

6.3. Data Analysis Procedure

Different data analysis methods will be used; quantitative descriptive statistics of percentages and analyze the data Through counts for the students' questionnaire and form of the thematic analysis for the teachers' interview.

6.4. Population and Sampling Technique

For this study, mainly two data gathering tools were used; an interview with seven (7) EFL teachers that use BL method in their classrooms will be selected for the interview. For the questionnaire, We administered to choose third year students of English at Biskra University, because they were exposed enough to English language and the university teaching methods, in other words, their interaction with the content and producers is considered as high one. The sample consisted of fifty (50) students that were chosen randomly from the whole population (398) of Third-year students of English at Mohamed Khider University of Biskra.

7. Structure of the Dissertation

This study is divided into two main parts. The first part is devoted to the literature review. It constitutes of two main chapters while the second one is devoted to the field work and data analysis. The current study comprises three chapters; the first chapter presents an overview about learner autonomy. Moreover, the second chapter provides an overview about blended learning. In addition, the third chapter (the practical part) is devoted to data collection, analysis, and discussion. For more details, the categorization is as follows:

➤ Chapter One

This chapter deals with learner autonomy. We tackled its history, definitions, characteristics, approaches, its relation to motivation

and language proficiency than the limitation of fostering learner's autonomy.

➤ Chapter Two

This chapter covers blended learning. It introduces various definitions, models, its implementation, components, and advantages, as well as disadvantages. It deals also with the challenges, requirements and the learning outcomes.

➤ Chapter Three

highlighted the effects of the BL on EFL learners' autonomy , it deals with data collection, analysis, and interpretation. It is based on the use of aforementioned tools.

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Introduction

The notion of "Learner Autonomy" raised the consideration of numerous analysts in the field of instruction particularly when adapting second or foreign languages, the growing interest of applied linguists attract their attention to learner autonomy and motivation in the last decade where many attempts have been made by some investigators to find out how students cope with difficulties and to which extent they could be autonomous in their learning. In this chapter, the attempt is to shed light on the concept of LA and provide a review of the literature by discussing its underlying issues for a better understanding of this concept, its principles and how it contributes to the improvement of the language learning process. Learning autonomy processes, starting from defining it to its state of being in the present day will be covered.

1.1. Origins of the Concept “Autonomy”

ethically and politically autonomy is an important concept and also central in various field . The word autonomy derived from the two Greek words “Auto” which is self and “nomus” which means law or rules, the combination means self-governance and self-determination in other words refers to someone who lives by his / her own rules , has the freedom to act in his moral reasoning and principles (HADI, 2018). autonomy emerged in the political sector as Aristotle and Plato explained the matter of dependent states were called autonomous states in that age; likewise

Cornell (2002) stated that “ Kjell-Ake Nordquist has observed that creating an autonomy- a self-governing intra-state region- as a conflict solving mechanism in an internal armed conflict is both a theoretical and, very often, a practical option for the parties in such conflicts”. (as cited in Gull, 2015) .

After the Second World War the quality of life has been improved based on the respect of individuals in the society therefore the concept used to express the right to freedom of great number of minority rights movements. As consequence of this political problem , Europe in 1960 witnessed a great changes in social and pedagogical radicals aspects mainly education. However the focus of autonomy as tool increased in teaching and learning field (Boud, 1988 as cited in Nicolaides , Fernande,2008) As a matter of fact John Stuart mill’s essay on liberty refers to the term autonomy as liberty or independence and describes the central theme of his work as the principle of “l'autonomie du l'individu” (individual autonomy) (Gauthier, 1993). As Jane(as cited in Hadi, 2012) says:

“Adult education should become an instrument for arousing an increasing sense of awareness and liberation in man, and in some cases, an instrument for changing the environment itself. From the idea of man product of his society, one moves to the idea of man as producer of his society.” (Jane, 1977.p3)

1.2. Autonomy and Language Learning

The interest in the concept of autonomy specially in the field of language education; was as result of natural response to these tendencies. Subsequently, The emergence of autonomy concept in the language teaching and learning field was an outcome from the Central of Research and Applications on Languages (CRAPEL) at the University of Nancy in France founded by Yves Châlon established in the Council of Europe's Modern languages project. Yves Châlon was the father of autonomy in language learning but sooner he died in 1972.

However Henry Holec supplanted the leadership of CRAPEL continuing the research about autonomy (Hadi, 2012). In fact, these projects paved the way to many researchers and educationalists to make researches and studies about the concept of autonomy in language teaching and learning as Benson (2001) mentioned Philip Riley and Caroline Stanchina's contribution founding in the field such as Discourse and learning paper published by The journal "Mélanges Pédagogiques".

Furthermore, in 1981, Holec was the pioneer who began preparing a project report to the Council of Europe where he published the first document a book entitled "Autonomy and foreign language learning" which considered as the first and the most important document through which the concept of autonomy entered the field of education from 1970 to the present day (Hadi, 2012). In his research, Holec introduced a detailed description of the social and ideological context within which the notion of autonomy appeared.

On the whole, works, researches, documents about autonomy in language learning and teaching was published the most important contribution was data published by EuroPAL project on autonomy in the language education consist of policies in seven European countries: Bulgaria, Cyprus, England, Portugal, Spain, Sweden, Norway which having the mostly strongly articulated (Miliander & Trebbi, 2008). The policies emphasized the notion of autonomy itself and its application on real educational situation letting the young learners take their own educational responsibilities.

The shifting focuses from teacher-centered approaches to learner-centered approaches and the communicative language teaching have provided opportunities for the emergence of autonomy as a concept more referred in the field. Learner autonomy has been accepted as crucial in language education and has been studied substantially since then. In other word, the crucial role of autonomy as a tool in the process of teaching and learning the language was accentuated as well as its beneficial results, Little (1991) says:

Over the past twenty years or so, the concept of autonomy ... has become increasingly important in the educational literature, where it has been viewed as both a desirable goal of education and a constituent element of good teaching

and learning (p.4)

1.3. Definition of Learning Autonomy

On the last decades there have being Change in the focus of approaches within the classroom from teacher cantered approach to learner cantered approach. Thus, “shift of interest from the teacher’s role to the learner’s role has unveiled learners’ active role during the learning process and hence, has given rise to the concept of LA” (Benson, 2001, p.21 as cited in (Ghout-Khenoune, 2018).

In 1971, the notion of Autonomy in the process of learning is seen as the offshoot of the Council of Europe’s Modern Language Project. As a result, CRAPEL has been founded at the university of Nancy in France. Yves Chalon was the founding father of Language Learning Autonomy (LLA) ;right after his death in 1972, the term coined by Henri Holec who straight away adopted the concept of Autonomy into the field of language teaching (Benson, 2001, p.8 as cited in Ghout-Khenoune, 2018) .

Due to the complexity of the terms, practitioners’ different backgrounds and learning experiences follow that several interpretations and many definitions of LA were given based on a subjective perspective; scholars believed that LA has multiple aspects and define it either as ability, capacity, responsibility, process behaviour or decision making.

Holec (1981, p.3) defines autonomy broadly as “the ability to take charge of one’s own learning”. He assumes that learners’ have the absolute freedom to settle all decisions related to their learning including the what, when, how, in what order and by what means; working with ‘a reality which

he himself constructs and dominates' (Holec, 1981, p.21 as cited in Hurd & Stella, 2005).

According to these definitions, a learner holds responsibility for all the decisions concerning all aspects of the learning, i.e.:

- determining the objectives
- defining the contents and the progressions
- selecting methods and techniques to be used
- monitoring the procedure of acquisition properly speaking (rhythm, time, place, etc.)
- evaluating what has been acquired. (Holec, 1981, p.3 as cited in Little, 1991)

These mentioned points were summarized by Winne and Hadwin's into four phases (as cited in Reinders, 2010) providing a good starting point for conceptualizing the development of learner autonomy in language classrooms.

These phases include:

- defining tasks;
- setting goals and planning;
- enacting study tactics and strategies
- meta cognitively adapting studying

Cotterall and Crabbe (1999) stresses particularly this definitions' implication saying :

The *basis* of learner autonomy is acceptance of responsibility for one's own learning; the *development* of learner autonomy depends

on the exercise of that responsibility in a never-ending effort to understand what one is learning, why one is learning, how one is learning, and with what degree of success; and the *effect* of learner autonomy is to remove the barriers that so easily erect themselves between formal learning and the wider environment in which the learner lives (p.22) .

They added that “The heart of the concern is decision-making in the learning process”. In parallel with other researchers, Candy (1991) has indicated that autonomy is a process, not a product and one does not become fully autonomous, just works towards it. From this statement, it can be inferred that autonomy is life-long obtained capacity will never end.

Other scholars tend to divide the term in one hand to two broad qualifications stand out as

Littlewood (1996) First, it is recognized that autonomy in language learning involves both capacity for adopting the approach outlined above and a willingness to do so, as it is obvious that although learners may be able to manifest self-direction, they may refuse to do so for a number of reasons (Littlewood, 1996).

Second, the discussion is based on the assumption that while the ultimate goal might be proactive autonomy, in which learners are fully independent in their choices, which “affirms their individuality and sets up directions in a world which they themselves have partially created”, perhaps a more realistic goal in most cases of institutionalized foreign language education may be reactive autonomy,

or “the kind which does not create its own directions but, once a direction has been initiated, enables learners to organize their resources autonomously in order to reach their goal” (Littlewood, 1999, p.75).

In the other hand, two approaches; one approach favors learning outside the classroom and views autonomy as a situational condition in which learners direct their own learning outside the classroom independently of teachers; according to Dickinson (1987, p.11). The term describes the situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions. In full autonomy there is no involvement of a ‘teacher’ or an institution. And the learner is also independent of specially prepared materials.

Dickinson (1987, p.11 as cited in Lamb and Reinders, 2010) definition of autonomy in learning overemphasized situational freedom, it is switched to direction of the capacity of learners’ In the learning field . He also emphasis on the learner as the core of the matter in this sense he omitted the teachers’ role believing that the teacher as an additional in this process.

The other emphasizes the learners’ control over the learning process and does not preclude classroom teaching because control is essentially a matter of who makes the important choices and decisions in language learning, whether inside or outside the classroom (Little, 1991). Little (1990) took another bath in his definition starting by ‘what autonomy is not’ than what cognitive abilities are included mentioning that :

- “Autonomy is not a synonym for self-instruction”, means learner cannot provide himself with instructions to be followed ; its teachers’ work
- “It is not limited to learning without a teacher”, teacher is guided in this journey
- “It does not entail an abdication of responsibility on the part of the teacher” and
- “It is not a matter of letting the learners get on with things as best they can”.(Little, 1990 as cited in Lamb & Reinders, 2008)
- Autonomy is **not** something that teachers do to learners; it is **not** another teaching method.
- Autonomy is **not** a single, easily described behavior.
- Autonomy is **not** a steady state achieved by learners.”(as cited in Florio-Hansen, 2006, p.31)

However, Little set definition argues that:

Autonomy is a capacity - for detachment, critical reflection, decision making, and independent action. It entails that the learner will develop a particular kind of psychological relation to the process and content of his learning. The capacity for autonomy will be displayed both in the way the learner learns, and in the way he or she transfers what has been learned to wider contexts (Little, 1991, p.3-4 as cited in Hadi, 2018).

The respect autonomous learners use and transfer meta-cognitive skills which related to capacity for critical reflection, decision-making, independent action and what they have learnt to other context of learning. Little believes that learner autonomy not only occurs in the confines of a classroom but spills over into every other area of life. This view of autonomy encompasses the capacity and the ability to be in control of one's cognitive faculties, use this capacity for language learning and beyond.

Despite Little definitions of "what autonomy is not" many scholars believed that autonomy is self assessment prouder due to spread approach of technology-based learning ; LA most of the time is viewed as self-access with a relation to isolation learning without a teacher and outside classroom. Teachers has an essential task to make their student an autonomous language learners because the capacity of taking charge of one's own learning is a developed and learned ability (florio-hansen, 2006). Benson (2006) and Dafei (2007) state that the majority of authors nowadays agree on the opinion that learner autonomy is not synonymous of the terms 'self-instruction', 'self-access', 'self-study', 'self-education', or 'distance learning' as word describe the various ways of learning by one's own self, instead autonomy refers to abilities and attitudes (or whatever we think the capacity to control your own learning consists of) (Benson, 2006).

Benson (2001, p.21) concludes: "Although the idea of autonomy currently appears to be in harmony with the need for skilled language learners within a global economy, it does not arise from these needs, nor is it dependent upon them. Autonomy is fundamentally concerned

with the interests of learners, rather than the interests of those who require their skills.”(as cited in Florio-hansen, 2006). Benson (2001, p.9) also highlights a common assumption on the term self-access which it will automatically lead to autonomy, beside self- instructional and distance learning materials, that autonomy will be one outcome of these modes of learning.

As well in The Australian Oxford Dictionary (Moore, 1972, p.87) defines it as "the right of self-government; personal freedom; freedom of the will; a self-governing community". Thus, the word autonomy carries a meaning of freedom and independence to govern one's own affairs. However, Sinclair (2008) comes up with thirteen aspects of learner autonomy which "appear to have been recognized and broadly accepted by the language teaching profession". These aspects are shown in Figure 1 below:

1	Autonomy is a construct of capacity.
2	Autonomy involves a willingness on the part of the learner to take responsibility for their own learning
3	The capacity and willingness of learners to take such responsibility is not necessary innate.
4	Complete autonomy is an idealistic goal.
5	There are degrees of autonomy.
6	The degrees of autonomy are unstable and variable.
7	Autonomy is not simply a matter of placing learners in situations where they have to be dependent.
8	Developing autonomy requires conscious awareness of the learning process – i.e. reflection and decision-making.
9	Promoting autonomy is not a matter of teaching strategies.
10	Autonomy can take place both inside and outside the classroom.
11	Autonomy has a social as well as individual dimension.
12	The promotion of autonomy has a political as well as psychological dimension.
13	Autonomy is interpreted differently by different cultures.

Figure 1. Thirteen aspects of learner autonomy by Sinclair (Source: Learner and Teacher Autonomy Concepts, realities, and responses, Sinclair, 2008)

1.4. Issues of Promoting Learner Autonomy in EFL Context

Summarizing all the ideas it is possible to conclude that learners' autonomy characterized with responsibility , flexibility , and Curiosity, holding a positive attitude towards learning, set objectives, explore available learning opportunities and resources, use a variety of strategies, interact effectively with others, monitor self-progress, reflect on and self-evaluate learning, rationalize actions, awareness of alternative learning strategies, awareness of the cognitive abilities and learning style, transferring what have been learned to wider contexts and, finally, learners' should appreciate that their own efforts are crucial to progress in learning and behave accordingly avoiding each other comparison on autonomy level. Zou (2011) further states that students will never reach the same of level autonomy; yet it is crucial to help them gain insight for learner autonomy, reflect on their learning experiences, share these experiences and reflections with others and lastly understand the factors influencing all these processes.

1.5. Language Proficiency

Language proficiency and autonomy are two terms similarly used and mostly in the same context without being defined or explained, although both are often referred to as the main goal of language learning (Farhady, 1980). According to Hadi (2012) English language proficiency is “the ability to speak, read, write, and Comprehend the English language in general. While Academic English proficiency refers specifically to the ability to speak read, write, and

comprehend Academic English that is needed for success in the classroom”(p.30)

As well as The University of Southern Queensland (USQ) (2016) who chooses to describe proficiency in relation to its communicative purpose as “the ability of students to use the English language to make and communicate meaning in spoken and written contexts”. Many relatively quantitative studies that support claims saying that EFL autonomy influences English proficiency Corno and Mandinach (1983) emphasised this idea saying that LA could help to improve the language proficiency of learners concluding that autonomous learner are the learner of high language proficiency. Therefore, autonomy is only one of many factors effecting language proficiency.

1.6. Learner Autonomy Picture

The learner autonomy picture is characterized by the learner characteristics and role, the teachers' autonomy and their role and then the materials used .

1.6.1. The Learner

The learner is the core of the autonomy picture , scholars in the past decades focused on developing and enlighten his/her important components including characteristics and his/her roles .

1.6.1.1. Learner's Autonomy Characteristics

Scholars through the construction of learners autonomy notion they defines several characteristics learners' should gain to be called autonomous; according to Dickinson (1993) there are four points characterizes autonomous

learner. The first point is that autonomous learner could formulate his/her own learning strategies, secondly, the ability of learner to identify what is being taught in the classroom and the third point is that the learner or student is able to select the appropriate learning strategies, the last point is that a learner can monitor the effectiveness of using different strategies.

Cotterall (1995) adds that success in overcoming the obstacles resulted by educational background, cultural norms or their prior experiences is the key to characterize autonomous learners. Furthermore, she explains that the degree of independence learners have is a good indicator to what extent they are ready for autonomy. All in all, experts agreed on the above points which should be present in any autonomous learners.

1.6.1.2. The Role of the Learner

Learners are the ones who have a great responsibility and should understand their role in autonomous context. As sets by Littlewood (1999, p.71) two main features of learner autonomy. First, Students should take responsibility for their own learning I.e. only learners themselves can carry out their learning during the formal education and after the end this formal period. Second, partial or total responsibility should be taken in several processes that was in part of teachers' responsibility on traditional methods for instant setting learning objectives , deciding methods used and materials even evaluating the learning/teaching process.

1.6.2. The Teacher

Teachers are the responsible fr their learners autonomy . they paly many

roles and they effect their learners motivation towards their autonomous abilities.

1.6.2.1. Teachers' Role

As Zhou et al. (2015) claim that teachers' was the centre of the classroom that plays a decisive role in the previous years when teacher-centered traditional approach was applicable. However a fast development of internet and communication technology led to a shift of interest by many countries to promote learners' autonomy nationally in their educational pedagogies. Thus, Cotteral (1999) says "A re-examination of teacher roles is forced when the mode of learning itself changes". Therefore the teachers role in learner autonomy is changed to be more focused and should shift from organizer to facilitator and counsellor according to student's needs in the same session (Breen & Candlin, 1980).

Yu (2006 as cited in Nunan, 1997) propose nine featured roles for the teachers to encourage learners to become autonomous in classrooms which are:

- Awareness of pedagogical goals, contents, and strategies;
- Active involvement in the learning;
- Intervention while modifying and adapting personal goals, learning style and
- strategies;
- Setting up personal goals and plans;
- Transcendence move beyond classroom;

- Awareness of responsibility and motivation;
- Independent learning task;
- Monitor and evaluate learning;
- Acquire needed skills and knowledge. (cited in Richards and Rodgers, 1986, p.77)

1.6.2.2. Teachers' Autonomy

Autonomy is a term related to both learners and teachers ;Fro teachers' autonomy Little (1995) defines it as the “Teachers’ capacity to engage in self-directed teaching’’. In another words teacher has the capacity to take choices and decisions concerning his teaching; they take part in designing curricula in way it suits them and meets their learners’ needs. Henceforward, teachers’ autonomy and learners’ autonomy is an interrelated notion due to crucial interchangeable effect Little (2001) points out to this relation when he states that:

... The development of learner autonomy depends on the development of teacher autonomy. By this I mean two things (i) that it is unreasonable to expect teachers to foster the growth of autonomy in their learners if they themselves do not know what it is to be an autonomous learner; and (ii) that in determining the initiatives they take in the classrooms, teachers must be able to exploit their professional skills autonomously (p.45).

Benson (2001) confirms little point view saying that there is a strong connection between learner autonomy and teacher autonomy; if teachers themselves cannot experience a sense of autonomy or their own autonomy is restricted by several factors and boundaries, they will never be ready to promote their learners' autonomy; Cotterall (1999) says "it is not just a matter of changing teaching techniques, it is a matter of changing teacher personality. In short, we need to promote what is here called teacher autonomy. That means that we should plan awareness training for teachers as well as for learners". Both learners' and teachers' autonomy cannot be separated and they are a must for successful teaching/learning process.

1.6.3. The Materials

It can be a challenge to develop acceptable materials for the autonomous learner. Motteram (1997) wrote about how teachers spend several years creating materials for their classrooms and adapting their styles of teaching to that environment. He wrote that they could expect the immediate transferability of the previous skills to the new learner-centered environment when teachers move to an independent learning environment. This never occurs because the essence of independent materials for learning is different. This never happens because the nature of independent learning materials is different. As a result , teachers can feel threatened that they have lost the worth of their hard won skills. As Fenner and Newby (2000 as cited in Balçıklı, 2010) argue, in an autonomous learning environment, students must have freedom of choice of materials that they

employ in the classrooms.

1.7. Reasons to Promoting Learners' Autonomy

According to Littlewood (1999) “the demands of a changing world will impose on learners of all cultures the need to learn without the help of teachers”(p.74); therefore, The demands of the 21st Century are growing , new methods and materials are produced. Thus it is a challenge for the education in the field of FLL. This challenges had being accepted by working towards the production of autonomous learners who are able to take control over situations inside and even outside the sheltered environment of the classroom, especially in an EFL context where exposure to the target language is absent as well as the assistance of all situations.

Another idea presented by Candy (1991, p.24) assumes that “when learners are involved in making choices and decisions about the content and the mode of what they are studying, learning is more meaningful, and thus, effective”. However two main reasons interpreted the shift of focus to learner autonomy rather than teachers' one , the development of learning/teaching context beside the advantages of promoting autonomy on learners' progress in learning.

1.8. Different Approaches to Promote Learner Autonomy

Benson (2001) affirms that autonomy is now “a legitimate and desirable goal of language education”(p.2). With respect to all the benefits of LA in language learning, different approaches have been suggested in an endeavour to reach this

goal that can be a remedy for all EFL learners to cope with their needs in this changing society. Benson (2001) classified these approaches to six headings as showed in the Figure 2:

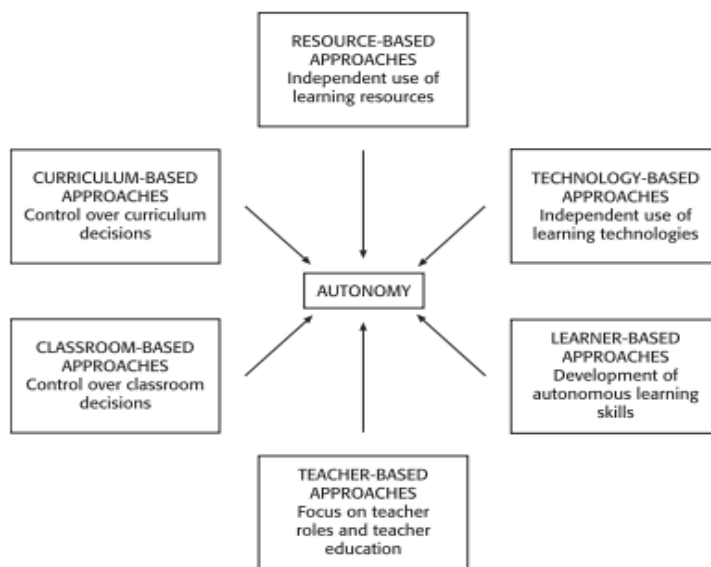


Figure 2. Approaches to the development of autonomy (Source: Teaching and Researching: Autonomy in Language Learning , Benson, 2001, p.125)

1.8.1. Resource -based Approach

In this approach, the focus is on the independent study and interaction of learners with the learning resources in order to enable learners to exercise their autonomy I.e. develop learners' ability to take control over learning plans, the selection of materials and the assessment of learning. Learners can make use of the resources they have reached by themselves or the ones their teachers provided them with which vary from audios, videos, computer workstations, software, to different

printed materials. According to Benson (2001) "These approaches offer opportunities for learners to self-direct their learning and develop the skills and dispositions associated with autonomy through experimentation and discovery"(p.127) . The center of this approach is Self-access, Self-direction and distance learning that can support Self-study To encouraged autonomy. Even though, learners provided with the opportunity to have control over their learning and to do self-study as self-access, they may not have a lot of opportunities to participate in a collaborative process and learning environment with their peers and teacher (Benson, 2001).

1.8.2. Technology-based Approach

As Benson (2001) and many scholars say that technology-based approach is more alternative to resource-based approaches or more precisely dominant in it ;"CALL and online learning are also forms of resource-based learning, but these are covered separately, as technology based approaches"(p.125). However, the emphasis in this approach is on the technology used to access resources. The first ancient form known in this approach was 'sound and video libraries', its aim is to emphasis the role of audio and video technologies in the application of self-directed learning concept (Harding-Esch, 1982; Riley & Zoppis, 1985) the main innovative form of technology based approach is the computer-assisted language learning (CALL),it was invented in 1960's; CALL in EFL classrooms embraces many kinds of computer technologies such as "word processing, software, compact disks, authoring tools and software, e-

mail, chat, discussion forums, videoconferencing, the world wide web, online courses ...” (AlJarf, 2005, p.5)most time it characterized by the use of the Internet, and possibly associated with Web 2.0 and mobile technologies CALL is characterized by the use of multi-media, hyper-media and interactive technologies that help to promote a wide range of skills.

According to Benson (2001) it is essential in the sense:

1. It helps teachers to facilitate language learning process. .
2. It can be used to reinforce what has been learned in the classrooms.
3. It can also be used as remedial to help learners with limited language proficiency.
4. It carries two important features: individualized learning and bidirectional learning.

The focus of CALL is learning, and not teaching that is why it helps at accelerating self-study therefore learning autonomy, we also might mention that technology-based approaches are potentially supportive of autonomy in three main ways:

1. they place the learner (as controller of the technological device) in direct control of key aspects of the learning process;
2. they allow wider access to authentic et language sources;
3. they also allow wider access to authentic interactive use of the target language(Benson, 2001, p.152). Yildırım (2012) Among all technology based resources, the use of internet and CALL are the most preferred ones.

1.8.3. Teacher-based Approaches

Teacher-based approach mostly stressed on teachers' roles as facilitators, helpers, coordinators, counselors, consultants, advisers, and resource; at the same time it opposed to traditional modes of teaching in which the teacher considered as supplier of knowledge in as Scharle and Szabó (2000) “developing responsible attitude in the learner entails some deviation from traditional teacher roles as well. As students begin to take charge of their learning , the teacher needs to take on the role of facilitator or counselor in an increasing number (and type) of classroom situations.”(p.5)

According to Benson this approach is centred into two notions teachers' autonomy and teachers' role in LA (for further details see teachers' autonomy , teachers' role) he claims that these approaches emphasize the role of the teacher and teacher education in the practice of fostering autonomy among learners.

Scott, Furnell, Murphy, and Goulder (2015) believed that LA cannot be improved by teachers' training and autonomous but also by rethink who they are as teachers. the capacity of learners to develop learner autonomy hindered in controlling learning environment, and thus, teacher must be prevent themselves from such an action. Undoubtly , teacher-based approaches are as important as other approaches and even more important since teachers are the building blocks of teaching and learning processes in the classroom (Yıldırım, 2012).

1.8.4. Learner-based Approaches

Resource-based approach and technology-based approach give attention to the type of materials used by learners' rather than the learners' themselves in order to develop their sense of responsibility and promote their autonomy in learning/teaching process; In the same time learner- based approach give a much deal to the psychological and behavioral changes that are essential for learners so that they can take control over their learning (Benson, 2001).

Learner-based approach equips learners with abilities to take control over their learning and provide them with the necessary skills for the development of LA. Indeed, language learning strategies are emphasized as Cohen (1998, p.67 as cited in Benson, 2001, p.155) says: "strategy training,(explicitly teaching students how to apply language learning and language use), can enhance students' efforts to reach language program goals because it encourages students to find their own path ways to success, and thus it promotes LA and self-direction".

Sheerin (1997) and Benson (2001) both used to use the term learner development instead of learner training or strategy training in the purpose is to cover the broad range of practices involving training, instruction and self-directed development. In this approach Learners who are aware of the best way in which they can learn are more likely to become autonomous and successful.

1.8.5. Classroom-based Approaches

In classroom-based approaches to learner autonomy, cooperative learning in classrooms is the key concept to develop learners' responsibility therefore it contributes in fostering LA in the same context Benson (2001) assumes that working with peers and teachers makes learners develop responsibility for their learning. He also says "Various kinds of collaborative work in groups or pairs have also been viewed as beneficial to the development of autonomy, in part because they shift the focus of attention in the classroom from the teacher to the students themselves and because they allow students more time to prepare"(p.164), in another word learners are part of the decision-making process, they are more likely to be able to monitor their own learning process in a supportive and collaborative environment Candy (1991as cited Benson, 2001) argues, this opportunity arises when teachers 'deliberately surrender' their prerogative of making most or all of the significant decisions concerning the students' learning. The focus is on the involvement of learners in the planning and assessment.

Yıldırım (2012) and Asim (2013) claim that autonomous learning environment in classrooms should be set if the teachers' desire is the promotion of learner autonomy. Asim (2013) further suggests that teachers may involve their students more into decision processes such as allowing them to set some of the objectives, to choose some materials and to assess the course. The classroom is a favorable environment where teachers and learners interact constructively and learn from each other (Bajrami, 2015). On the whole, all

practices in the classroom should support and encourage learners to take charge of their own learning and thus create an autonomous classroom.

1.8.6. Curriculum-based Approaches

Curriculum-based approach give the learner the opportunity to practice decision making through collaborative work to the content of learning that should emerge in the classroom Benson (2001, p1.) indicates that curriculum-based approaches “expand learner autonomy over the management of the planning and evaluation of learning to the curriculum as a whole”. Many scholars used the term syllabus instead off curriculum as Simmons and Wheeler (1995, p.17) there are two view for the process syllabus first as a ‘negotiated component of the syllabus’; second as ‘an opportunity to enable full learner participation in the decision making processes associated with selection of content, agreement on procedures, choice of activities and tasks, direction of working and ongoing evaluation’.

According to Snow and Kamhil as cited in (Smith, 2015, p.87) a curriculum is a dynamic system of three interrelated processes: planning (needs analysis, aims or goals, materials and activities), enacting (teaching and learning in the classroom), and evaluation (assessing learning outcomes). However, curriculum enactment requires negotiation between the teacher and learners. In short to illustrate the effectiveness of this approach on LA Benson(2001) mentioned:

“Curriculum-based approaches can be described as ‘deep-end’

approaches, in which learners are expected to develop the capacity for control over learning by exercising their autonomy at a number of levels. They are also characterized by the freedom of choice given to students at early stages of the course and by the degree of responsibility expected of them. It is evident, however, that the more successful curriculum-based approaches to autonomy do not simply leave the students to 'sink or swim'. Invariably, their effectiveness depends upon implicit or explicit scaffolding structures that support learners in decision-making processes.”(p.184)

1.9. Open Issues in Language Learner Autonomy Research (Limitations to fostering learner autonomy)

There is a great amount of Learners' autonomy researches from different scholars which means different perspectives. Each scholar saw autonomy through his angle whether in promoting or in different issues may appear during the process of fostering autonomy . even though; Pichugova, Stepura, and Pravosudov (2016) confirms there are also a lot in common about the important issues in each theory to be taken into consideration when promoting learner autonomy in FLT . They identified them as follows:

- **Choice:** learners' may face a difficulty to choose which activity should be used for the course design and which of those activities may be more efficient for his learning goals.

- **Goals and needs:** Learners in this phase need to identify their problems and issues while learning, so that they can define their needs and focus to set their objectives and goals from their learning.
- **Support:** two different aspects can be defines. First, the guide and support should be given to learners' from the part of the teacher and pedagogically from the course structure ;second, the offered resources and context used by learners' in need.
- **Emotional climate:** the basic of this notion is the shared trust and appreciation between teachers and learners. Due the great pedagogical shift two main interrelated points are required creating a secure willing atmosphere for learners to coop with the changes as well as for teachers to accept this shift and share the responsibility with their students.
- **Learning strategies:** there are a numerous learning styles and strategies ,with the teachers help, learner should know in order to be flexible with the learning process from planning how to proceed with a learning task, monitor their own performance on an ongoing basis, find solutions to problems encountered, and evaluate themselves upon task completion.
- **Learner attitude and motivation:** the most important for learners in autonomous context is the motivation because the more they get rewarded and feels they do well the more they want to do better and spend more time, efforts and a positive attitude through the learning process.

- Self-esteem:** in a way it is related to attitudes and motivation. It understood as the evaluation the learner makes of his or her own worth with respect to the target language or learning in general .therefore, the learner who has self-esteem cannot be influenced by any negative assessments from their teacher and Conversely, a lack of self-esteem make the learner question his or her capability as a learner and underestimate himself/herself as a learner (Pichugova et al, 2016).

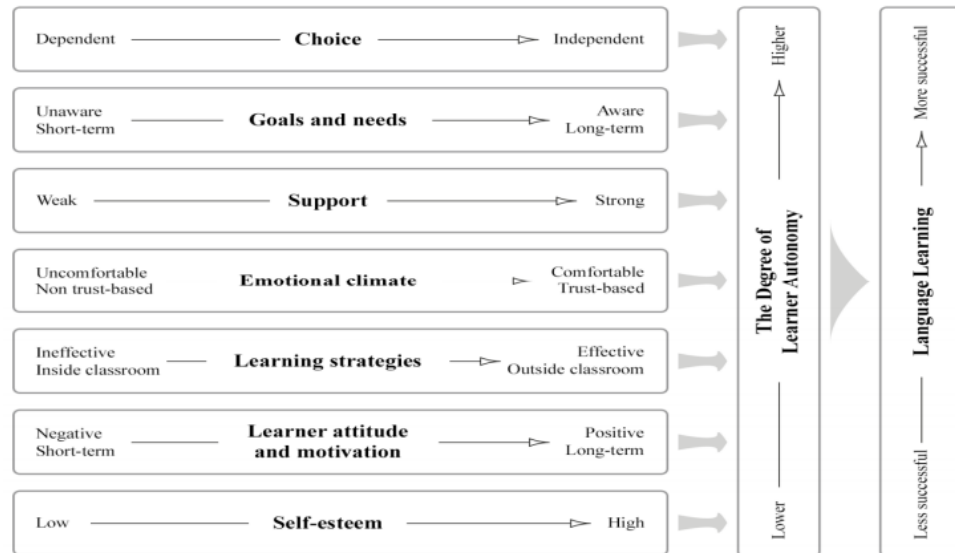


Figure 3. A model for developing learner autonomy in ELT context(source: Issues of promoting learner autonomy in EFL context, Pichugova, Stepura, & Pravosudov, 2016, p.3)

Conclusion

To conclude, through this chapter we attempted to gain insight into the study, which can help to interpret the findings correctly; by presenting a general overview on Learner autonomy. Initially it presented the history and definition of learner autonomy clarify its general picture and components. Additionally, it provided its characteristics and its role in EFL context ; moreover, it spotted light on the relationship between learner autonomy and approaches used pedagogically. Furthermore, it clarified the connection between learner autonomy and motivation with the foci on the issues make appear in the way of its development .

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conclusion

Introduction

This chapter will be reviewing the related theoretical background of the BL method; briefly, acknowledge the historical background, and various definitions of BL, in addition to defining its components, identifying the need for change, the main characteristics of the method, and its advantages and disadvantage. It will further include different models and types of blended learning, learners' background towards it, and its design features. Finally, this chapter discusses some difficulties and challenges faced by BL, requirements to apply it, its learning outcomes, dimensions and ingredients of the method, and the role of learners and teachers in the blended learning environment.

2.1. Blended Learning: A historical background

First, the implementation of BL method was in workplaces and industries where, companies invented video network as a training tool for the new employees” the next step in the technology evolution came in the 1970s when companies started to use video networks to extend the live instructor” (Bersin, 2004). Continually, in the 1970s to 1980s a shift of BL use appeared from industry and training into higher education (Pappas, 2015).as Bersin (2004) notes “The first technology-based training approach came with mainframe and mini-computers in the 1960s and 1970s”(p.3) . Due to the change in the focus of learning/teaching environment from teachers centered approach to students centered

approach new methods and technologies invested in the classrooms.

Traditionally, learning has been carried out in a classroom where students followed their teacher's explanations and instructions. But not any more: the teacher-centered approach just depicted has given way to more dialogical approaches where students take a leading role in the process and teachers tend to act more as facilitators or coaches than as didactic instructors (Adler, 1984; Wiggins &McTighe, 2007, 2008 as cited in Kitchenham, 2011, p.15)

According to Bersin(2004) the development of the teaching and learning process has been graduated from Instructor-Led Training-ILT to Integrated Blended Learning Web (IBLW), Video, Audio, Simulations

ILT, and more in 2002 as it is shown in Figure 4:

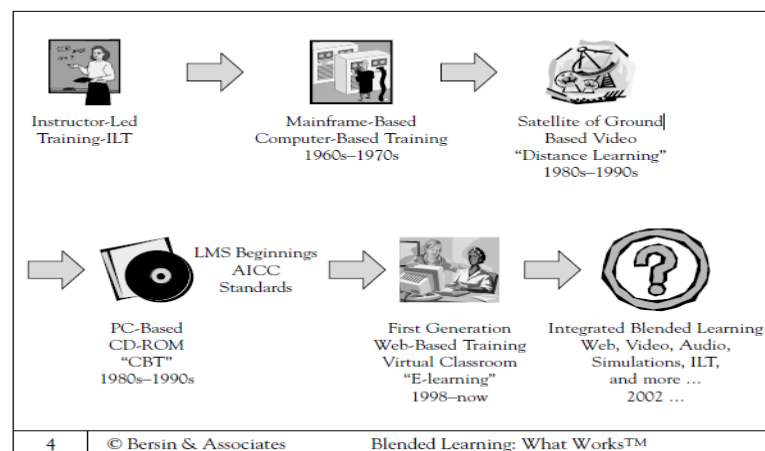


Figure 4 1 Evolution Technology Based Training (Source: The Blended Learning Book: Best Practices, Proven Methodologies, and Lessons Learned , Bersin, 2004, p.2)

Likewise the emergence of mobile and computer opened new technologies such as CALL (Computer Assisted Language Learning), MALL (Mobile Assisted Language Learning) This e-learning strategy facilitates the process of learning and helping the teacher in daily classrooms. Holden & Westfall (2010) explain that The term blended learning first appears in the literature in the year of 1999 and the word blended has interchangeably grown ever since. Kitchenham (2011) emphasize that BL is the new learning environment that we must look for the origin and motivation of the modifying element in the phase, the Blended , which makes reference to the introduction of a new ICT component in teaching to supplement and enrich the in-person lessons .

2.2. Blended learning definition

Authors through decades argue on the fact that BL is a hybrid approach combines and mix of two types of learning/teaching methods which is FTF and computer mediate

According to Bersin(2004) the term is taking several meanings, he defines it from a wider perspective not only education. in his book he consider BL as:“combination of different training “media” (technologies, activities, and types of events) to create an optimum training program for a specific audience. The term “blended” means that traditional instructor-led training is being supplemented with other electronic formats.”(p.15).

Graham (2006) presented BL as “A combination of instruction

from two historically separate models of teaching and learning: traditional FTF learning systems and computer-mediated learning” (p. 01). However he believed that BL is part of the ongoing convergence of two archetypal learning environments. On the one hand, we have the traditional face-to-face learning environment that has been around for centuries. On the other hand, we have distributed learning environments that have begun to grow and expand in exponential ways as new technologies have expanded the possibilities for distributed communication and interaction.

Another important definition by Thorne (2003) he stated that blended learning is an educational model that can integrate e-learning with all of its improvements and enhancements of new technological developments with traditional learning to support students' interaction. in the classroom in which learning takes place by using two different styles of interaction That is, the terms BL, hybrid learning, technology-enabled learning, technology-mediated instruction, web-enhanced instruction, and mixed-mode instruction are all refer to the same notion and strategy of learning, (Bates, 2016; Commonwealth of Learning, 2015).

2.3. Blended learning components

There are two main components in BL which are FTF learning i.e. traditional classrooms, and the e-learning including all its types of digital devices in connection to the internet; as follows

2.3.1. Face-to-face (FTF) classroom (teaching)

Wulandari (2016) demonstrate that “the type of face-to- face learning occurs in a teacher directed environment with the interaction of person-to-person in a live synchronous (direct instructional time dependent) and high-fidelity environments”. Thus, it is a type of traditional learning that requires the existence of instructors (teachers) and students in the same place at the same time (The World Bank Institute, 2009). The focus of this type of learning is the teachers' role as instructor, guide, mentor, designer, motivator which confirmed by GarcíaAretio who says that “One role that tutors and teachers must adopt is that of guide; evidently this is much more common in digital systems, but that doesn't mean that in other systems there shouldn't be more dynamism. Clearly a motivating role to facilitate learning is one that stands out today,” (Dr. GarcíaAretio, interview).

In simpler terms, FTF teaching refers to the common and most used method by teachers (before competency and students based approach implementation). That is, the teacher explains the lesson; students take notes and write down their lesson than answer their practices and tasks.

2.3.2. E-learning (Electronic Learning)

Henderson (2003) defines e-learning

in general as:

- learning at a distance that uses computer technology (usually the Internet).
- E-learning enables employees to learn at their work computers

without traveling to a classroom.

- E-learning can be a scheduled session with an instructor and other students, or it can be an on-demand course that the employee can take for self-directed learning at a time when it's convenient. (Henderson & Gilding, 2004)

In another perspective, Piskurich (2003) believes that most people agreed on the only point that is e-learning has a relation with technology and uses computers, in fact; he emphasizes on there is no agreement upon a definition. In the educational field, Donnelly, (Benson & Brack, 2009) view e-learning as a generic term encompassing all forms of electronically supported learning and teaching i.e. general term, usually used to refer to any use of computers and technology; used most likely to describe out of classroom and in classroom educational experiences supported or delivered by technology; it includes:

- Computer-based training;
- Computer-supported learning
- Internet-based training;
- Web-based training/instruction ;
- Computer-aided (assisted) learning/instruction;
- Technology-enhanced learning.

They assert numerous strengths of e-learning such it facilitates self-paced or instructor-led learning, facilitate the learning process, enabled transfer of skills and knowledge and can include media in the

form of text, images, animation, video and audio. The wide range of media available can produce richly interactive learning experiences.

2.4. Identifying the Need for Change

Many problems confront learners and teachers in the traditional learning (FTF) taking into account the constrict time, the unavailability of materials and spiritless of FTF instruction for learners; not to mention the overcomes of practicing FTF method uplift its requirements as the agility, spontaneity, and confidence to express oneself among the group. However beyond the temporal limits of FTF setting, BL context not only provides the possibility to create but also to preserve a sense of community (Garrison & Vaughan, 2008).

This hybrid form is an attempt to deliver “the best of both worlds” which that is the advantages of online learning combined with all the benefits of the traditional classroom (Christansen, Horn, & Staker, 2013). Thus, BL environment combines the features of both approaches among of:

- Interactive: eLearning can truly engage the learner in a give-and-take type of learning that involves simulations of real-world events and sophisticated collaborations with other learners and an instructor.

- Just-in-time: eLearning moves training away from the “just-in-case” model in which learners engage in event-based sessions that require learning to take place outside the context in which it will be used.

- Current: eLearning allows training providers to always offer learners up-to-date materials.

- User-centric: eLearning focuses primarily on the needs of the learner, instead of on the abilities of the instructor (Bielawski & Metcalf, 2002) .

To emphasize this need Thorne (2003) summarized the purpose for the use of BL:

Blended learning represents a real opportunity to create learning experiences that can provide the right learning at the right time and in the right place for each and every individual, not just at work, but in schools, universities and even at home. It can be truly universal, crossing global boundaries and bringing groups of learners together through different cultures and time zones. (p.18)

2.5. Main Characteristics of Blended Learning

A variety of BL characteristics indentified by several scholars, in the one hand; according to Wulandari, the characteristics of BL are:

- Learning that combines various methods of delivery, educational models, learning styles, as well as various media-based technologies vary.
- As a combination of education directly (face to face), self-learning and self-learning via online.
- learning is supported by an effective combination of methods of delivery, teaching and learning styles.

- educators and parents of students have an equally important role, educators as facilitators, and parents as a supporter (as cited in Husamah, 2013, p16)

In the other hand, another point of view of Lalim and Dangwal (2017) led to the setting of eleven (11) different characters as basic for BL model which are :

1. Learners have the choice of the two modes to select: In BL there two modes face-to-face and E-learning. Learners can opt for personal interaction with teacher classmates (traditional mode) or prefer ICT supported teaching learning(e-learning) their selection is based on the nature of content and objectives being targeted. Even thought, course designer or teachers from time to time choose the suitable mode for topic under discussion.
2. The possibility of learners to interact in face-to-face and virtual space- for the course. Thus this creates huge diversity group helps to increase learners' knowledge, harmony and respect for each other.
3. Learners will have experience in using new technology of the century (ICT). By BL They develop their skills and capabilities in using technologies for their favor.
4. In BL context Learners practice and get training in various life skills for successful life: mainly empathy, decision making, love, patience, communication, self-management, critical thinking.
5. In BL the personality of learners 'With its cognitive, physical and emotional aspects are developed unlike in traditional mode or the use of ICT as stand approach in itself.
6. In time the online learning and ICT was known asa way to reduce the displacement for the learning sack. BL overcomes this limitation and

support the Physical development by including the classroom experience where different physical works can be done.

7. Learners' get wide exposure and new perspectives and dimensions of the course content and enriched their knowledge
8. It has a human touch- due to physical presence of teacher via traditional approach which is necessary to balanced learners' progress.
9. It provides multi-cultural and multi-dimension approach to teaching/learning process: because it offers the opportunity to communicate and share views and feeling between learners' around the world through platforms. This interaction can also be regarded as a chance to exchange different culture backgrounds related to the target language culture.
10. Diverse role of teacher in BL helps on his/her professional growth as motivator, as a resource, as an organizer, as a developer(develop content to be provided through ICT), as a guide on the side which free him/her from monotonous traditional roles.
11. In traditional mode learners' use to consume knowledge from their teachers however in learners' construct their own knowledge rather than depending on others to design teaching/learning strategies for them (Lalima & Dangwal, 2017, p. 132)

2.6. Blended Learning Models

Bersin (2004) explained why there is multiplicity in BL models by an imaginatory image; he says Imagine you are a chef at a gourmet restaurant than you have a basic categories: meat and potatoes, vegetarian, pasta, salads, desserts, and appetizers. The categories will not give you the precise dish, but

you can decide what type of dish to prepare from them; and then determine the precise recipes i.e. he believes that the innovation of BL models emerged from the available materials exist and used in certain institution.

Littlejohn, Pegle, & Chris (2007) observe that “More complex models of learning usually involve a number of related learning activities”. BL indicates a continuum that covers a wide range of activities, which link between traditional FTF and online sources (Bath & Bourke, 2010). Therefore, six models with sub-models presented by Michael B. Horn, and Heather Staker (2014)

The primary models will be divided into four sub-models as:

1. Rotation model: a program in which within a given course or subject , students rotate on a fixed schedule or at the teacher’s discretion between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and paper assignments.

a. Station Rotation: students rotate among classroom-based learning modalities. The rotation includes at least one station for online learning. Other stations might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments. Some implementations involve the entire class.

b. Lab Rotation: students rotate among locations on the brick-and-mortar campus. At least one of these spaces is a learning lab for predominantly online learning, while the additional classroom(s) house

other learning modalities. The Lab-Rotation model differs from the Station-Rotation model because students rotate among locations on the campus instead of staying in one classroom for the blended course or subject.

c. Flipped Classroom: students rotate on a fixed schedule between FTF teacher-guided practice (or projects) on campus during the standard school day and online delivery of content and instruction of the same subject from a remote location (often home) after school. The primary delivery of content and instruction is online, which differentiates a Flipped Classroom from students who are merely doing homework practice online at night. The Flipped-Classroom model accords with the idea that blended learning includes some element of student control over time, place, path, and/or pace because the model allows students to choose the location where they receive content and instruction online and to control the pace at which they move through the online elements.

d. Individual Rotation: students rotate among learning modalities, at least one of which is online learning. A teacher sets individual student schedules. The Individual Rotation model differs from the other Rotation models because students do not necessarily rotate to each available station or modality.

2. Flex model: 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 of record or other adults provide FTF support on a flexible and adaptive as needed .

3. Self-Blend model: describes a scenario in which students choose to take one or more courses entirely online to supplement their traditional courses and the teacher of record is the online teacher. Students may take the online courses either on the brick and mortar campus or off-site.

4. Enriched-Virtual model: a whole-school experience in which within each course, students divide their time between attending a brick and mortar campus and learning remotely using online delivery of content and instruction. Many Enriched virtual programs began as full-time online schools and then developed blended programs to provide students with brick and mortar school experiences. The Enriched-Virtual model differs from the Flipped Classroom because in Enriched Virtual programs, students seldom attend the brick and mortar campus every weekday. It differs from the Self-Blend model because it is a whole school experience, not a course by course model.

Bersin (2004) concludes that using the right Blend really depends on the specific learning needs and audience.

2.7. Advantages and Disadvantages of Blended Learning

Scholars like Graham (2006) believe that any type of method or approach used in classroom has some strengths, as well as, weaknesses affecting the learning/teaching process. Based on this belief, the advantages and disadvantages of BL are highlighted in the following lines.

2.7.1. Advantages of blended learning

There is a number of advantages to be gained from using blended learning in various forms as Throne (2003) declare in BL , learning can be more targeted, focused, delivered bite-size, just-in time; learners can interact with the tutor and with their peers; learning materials are readily accessible; a variety of techniques can be utilized by maximizing different technologies

However, from a pedagogical perspective, blended learning aims to incorporate the best aspects of FTF classroom learning experiences with the best of mobile and online learning experiences. This allows an increase in learning outcome measures and lowering of attrition rates compared to fully online courses (Dziuban, Hartman, Juge, Moskal, & Sorg, 2004)

Department of Education and Early Childhood Development (2012) illustrated many aspects for the benefit of BL in general among of that it is an opportunity for students to practice technology skills in navigating online course materials and creating their own digital content for assessment , an increase in student-teacher and student-student interaction through the use of communication tools like discussion forums, blogs and shared web content

on the electronic white board, the ability to reserve FTF time for interactive activities, such as higher-level discussions, small group work, debates, demonstrations, or lab activities.

For students in specific , the appeal of blended learning includes a flexibility and the freedom to learn anytime, anywhere , gives some level of control over the pacing of their learning, more engaging content that they can create and use their own initiative, and networks to shape , the opportunity to engage and draw on expertise that would otherwise not be available to them without costly travel. Moreover, teachers can vary their pedagogy, and enhance it by accessing libraries.

The most important, it is helpful to enrich lesson content comprehension through covering the gap in knowledge in the traditional classroom by the use of web and reverse.

2.7.2. Disadvantages of blended learning

Thorne (2003) claimed that beside the lack of a guidance, instructor, and supervisor for learning progress in e-learning context” one of the disadvantages with the growth of more technology-based learning is the lack of human contact: individual learners are losing the opportunity to talk through their embryonic ideas with other people.

Henceforward, Lu and Chen (2013) highlighted the negative effects of BL model based on their high years experiences. The below effects will be divided into four main aspects for the negative effects: on teachers, on students, on learning resources, and on evaluation:

- For teachers; the authors stated that teachers argues from overwork with regard to the difficult selection of the right learning mode and hard to have control over the whole proportion of FTF learning and online learning. Further; teachers' pay a lot of time to design process, methods and strategies in BL. Beside the variety of delivery methods, the characteristics and use of medias and the collection of resources.

- For learners', according to the authors The most substantial issue reproach the cognitive load, learning styles, and working conditions. Teachers misunderstand the right implementation of the method; they pay much more attention to network platform activities that might lead to students counterproductive. In addition, learners have different learning styles for example some of them like more textbooks ,so it might fit the needs and learning styles of some students but not others. Also, getting sources and some network platforms access might be difficult for some students. Another problem, is learners' are a target to the navigation lost, and lack of operation and skills.

- For learning resources, The authors illustrate the problems to the most important element for language learning is the design of resources lack of interactive and selective such as an e-book usage. They claimed that the design of resources lacks interaction and selection because I.e. too much learning resources is way of waste of time and it spend too much energy.

- For Evaluation, Assessment in the BL environment differs from classroom performance, examinations, and practical in traditional classroom teaching, to the online discussion, online quizzes, and online assessment in online learning due to the electronic job plagiarism problem and the proportion of evaluation. This diversity makes learners' effective evaluation difficult to grasp in BL.

2.8. Challenges Faced by Blended Learning

Lim and Wang (2016) divide those issues into four different categories in terms of technological support, administration and the blending of online learning activities.

2.8.1. Learning Platforms

which used in universities presents that developed curriculum resources for certain platform cannot be transfer and used for another due to the diversity of standard for each curriculum beside the teaching staff may not be willing to invest effort in one of the platforms if they perceive that the effort will be wasted when a new platform is introduced.

2.8.2. Learning Model

The effective realization of blended learning must be carefully designed so that the blended model supports relevant course features, targeted learning goals and the needs of students. The teaching staff may not be aware of the appropriate blended learning model, even when they are interested in applying e-learning solutions in their teaching practices. Best practices are not

available for teaching staff from different content areas to learn how to design blended learning activities both inside and outside the class sessions. Teaching staff currently practice the blended model according to their understanding and experience of teaching.

2.8.3. Administration

Teaching staff are responsible for course development, practice, evaluation and administration. However, when facing a new instruction model, teaching staff require support from administration to learn how to better control the quality of online learning. Other administrative support is also needed to help teaching staff use their teaching hours more effectively, including their online and FTF hours.

2.8.4. Institution Collaboration

The teaching staff and students in management agencies and information institutions lack collaboration in their blended learning practices. Thus; three different e-learning platforms running to host blended learning activities is indicative of the lack of collaboration between the related stakeholders.

2.9. The Requirements for Implementing Blended Learning

Instructors aim for a successful execution of BL model thus they tend to provide certain fundamental preparations in all the elements and demands of teaching/learning process- teacher, student, content designing, and

infrastructure. the following paragraphs contain the basic requirements for BL model declared by Lalima and Dangwal (2017). The authors start with three requirements needed in teachers for BL conditions First, because teachers are considered an important pole of BL , They Should be fully trained and skilled to blend both types of approaches- tradition (FTF) and CM. beside the ability to develop content in digital form for online. Have certain knowledge in internet browsing , terminology and blogs, YouTube, software like Skype, Zoom and other video conferencing and social networking sites, awareness of all the available platforms that can be useful for the students for educational purposes. Second, teachers required to have a scientific attitude that can be filtered to learners such as be optimistic, have a good observation skill and problem solving skills.

The purpose is to deal positively and objectively with work failures. Third, Teachers should have a wider outlook and positive approach towards change. In another word teachers should be flexible, ready to accept the changes, very innovative and dynamic. Furthermore, the writers point out that it is compulsory for institutions to have a Complete facilities like well-furnished computer lab, internet connection including Wi-Fi campus, provision for video chatting provided for all number of learners. in addition The system should be flexible concerning time table, examinations well forms for learners and teachers as well. The authors emphasized on necessity of parents' Full awareness and agreement of this innovative approach to teaching so that they can be ready to support and accept the deviation for their children benefits. The

writers conclude by spotlight the value of the Formative evaluation and continuing internal assessment the school authorities and higher educational bodies should be ready to completely implement continuous internal assessment and other tools of formative evaluations an online examination.

2.10. Learning Outcomes In Blended Learning

BL model is a hybrid approach that dominant the advantages of both face to face and online learning therefore its outcomes can be categorized into the following four points:

2.10.1. Intrinsic Motivation

It views as measurement tool for learners' experiences taking into consideration the experimental tasks set in the blended learning context. Hence it considered as a learning outcome. On the one hand, what really can effect negatively the intrinsic motivation, is when learners start to feel of anxiety, nervousness and tension in blended learning conditions as Saadè and Otrakji (2007) upport the idea saying that learner anxiety for instance result from the utilization of a learning management system and its tasks. In the other hand, Doing work with ease, fun, enjoyment and competence is an indication of learners' intrinsic motivation (Kremenska, 2009).

2.10.2. Learning Performance

Many scholars argued the learners performance in both environments in traditional face-to-face instruction and blended learning. Hill, Chidambaram and Summers (2013) comparison showed , that blended learning instruction yields better performance while Brown and Liedholm (2002) found the contrary. Withal Kwak, Menezes and Sherwood (2013) observes no effect of

blended learning on the performance of students in a statistics course as well as Delialioglu and Yildirim, (2009) who agree the same in both contexts.

2.10.3. Knowledge Construction

Lai (2013) believes that doctoral program have High levels of knowledge construction in which the instructor had well designed learning programs and assigned roles geared towards learner acquisition of their own knowledge. One part of knowledge construction in online learning is ideas exchange and information share among learners I.e. the process of learning from others (Rahman, et al 2011).

2.10.4. Satisfaction

learners' satisfaction plays as a basic requirement in successful BL implementation (Naaj, Nachouki and Ankit (2012). Debourgh (2003, 1999) discover that planning of the course content and instructors than teaching it in blended learning environments correlated with learner satisfaction and lead it in regard to availability and response time to students. Another vital requirement for learners satisfaction is the equipment of technology in BL(Bower & Kamata 2008).

2.11. Students' Characteristics in Blended Learning

2.11.1. Self-regulation:

Cleary and Zimmerman (2004) assert that learning outcomes as knowledge construction and intrinsic motivation depends on the ability of learners to regulate their own learning processes. Thus, Barnard et al (2009) support the idea by concluding that SR is a crucial and critical factor in the

learning process. SR is the learners' ability to manage the available resources such as learning time, the study environment along with the peers' and instructors' help available (Pintrich 2000).

2.11.2. Attitudes towards Blended Learning

A positive attitude has been noticed towards BL environment (Yilmaz and Orhan 2010). Fu, Au and Yates (2013) identified attitudes towards ICT usage, subject area, intrinsic and extrinsic motivation and on-line learning as factors that influence students' attitudes towards on-line courses.

It is well known that encouragement plays a vital role in the learning process and parents will welcome any new strategy that would enhance the level of their children. Parents will find that the use of technology to teach very useful and teachers, as well, will work at ease due to family support. In fact, Bimber (2000) proved that the existence of family support, especially concerning information technology applications is known to decrease anxiety related to information technology usage. In the context of this study, some students may be less or more than the age of 24 in university still supported by their parents. Therefore, for blended learning success in this intervention, we examine the need for support emotionally, financially or otherwise.

2.11.3. Family and Social Support

Black (2009), Russel (2004) and Chu (2010) emphasized the role of Parents and emotional family support for learner success in blended learning. Bimber (2000) proved that the existence of family support, especially concerning information technology applications is known to decrease anxiety related to information technology usage. Kintu and Zhu (2016) In their study, observe learners at the age of 24 are still have their parents support at the university therefore they examine the need for support emotionally, financially or otherwise for blended learning success in this intervention.

2.11.4. Computer Competences

Since E-learning is a part of blended learning construction, Lofstram and Nevgi (2007) point on learners' knowledge and skill in computer applications which can be a drive in the use of technology in learning while deficiency makes it difficult for them to learn. Students' comfort with IT tools makes them interface better with given tools used in blended learning (Kvavik and Caruso 2005).

2.11.5. Age:

According to Hoskins and Hooff (2005) learners achievement can be predictor by their age, they consider that older students do better than younger ones in online learning. Whereas Colorado and Eberle (2010) determine no differences in performance between the old and young learners in online environments.

2.11.6. Gender:

There was a clear debate among researchers on the type of relation between gender and performance in BL context. Some scholars such as Crombie and Abarbanel (2000) shows that female learners do not comparatively do well in science and technology and in male dominated. Others such as Yasar and Demirkol (2014) in their study research show no significant differences in the academic achievement grades of male and female students though in the pre- and final test of traditional and blended learning environments respectively showed female students' performance was higher.

2.12. The Teacher's and Students' Role

Students can't be "taught" – they can only be helped to learn. In a student-centered classroom, our role is to help and encourage students to develop their skills, but without relinquishing our more traditional role as a source of information, advice, and knowledge. In a student-centered classroom, the teacher and the students are a team working together. (Jones 2007, 25)

2.12.1. The Teacher's Role

Marsh (2012) reinforces the teacher's role which remains indispensable and unchanged in both environments face-to-face and BL. He emphasized Many features of the teacher in the BL environment, he has to encourage and motivate, guide and monitor progress, give feedback, boost confidence, and

maintain motivation, organize the integration of students' online and classroom learning.

The author stated several roles for successful teaching and learning process. First, Promoting student-centered learning in the classroom because the nature of BL model is "student-centered." Teachers focus on planning, teaching, and assessing around the needs and abilities of learners in order to make students more involved in the learning process, don't depend on their teacher all the time, communicate and cooperate with each other.

Second, facilitating the blend and Managing the online interaction which refers to the role as a facilitator to provide the flexibility and support the learners' needs in addition insure the role as a manager to decide which communication tool will be used for genuine interaction online. The third highlighted the teacher's concerning the use of blended learning in Encouraging autonomous and collaborative learning Blended learning allows students to decided when and where they want to study. This flexibility can present some difficulties to students who have poor and who are not used to working autonomously.

The teachers role here is to help learners gain the skills they require to work independently such as working autonomously and managing time skills. Marsh(2012) also adds Creating a supportive online community as a teachers role . It's purpose is to create a friendly, social online environment, which is essential for successful online learning and encouraging learners work with their electronic screens.

2.12.2. The Student's Role in the Blend

Scholars agree that learners take time to adapt to a new learning condition. However they also confirm the desire from this change lays on the teachers aim to increase learners degree of learning and rewards Stracke (2007b, p.1 as cited in Marsh, 2012) supported this idea saying that "The pedagogical rationale behind BLL is the desire to allow for a higher degree of learner independence in the teaching and learning of second/foreign languages "(P. 12).

Marsh (2012) states many roles for learners as well as teachers for the success of BL implementation. The first element is managing and planning independent study time which means learners need to fit their time into around their study time their also they should be committed to the course plan. The second one is learning independently I.e. the BL environment offers students the freedom to decide where and when they want to study, it gives total flexibility to choose time without being tied up with fixed classroom hours. In addition, another valuable element in BL is working collaboratively online with other students using the tools and the opportunities provided by BL model to interact with their classmates.

The learners last role is reviewing and self-correcting using different online platforms and reviewing and self-correcting using many online learning materials which are automatically "marked". Therefore, students receive an

immediate “score”; to correct without the need for teachers’ feedback and assessment.

Conclusion:

To conclude, through this chapter we attempted to gain insight into the study, which can help to interpret the findings correctly; by tackled different theoretical theoretical background concerning of blended learning and its characteristics than highlighting its advantages and disadvantages. Since teachers and learners are the most important participants in the learning process, their roles and perception concerning the recent method had been discussed, in addition to other different aspects related to the method. The next chapter will be dedicated to the practical part of the study that includes the analysis of the collected data using different data gathering tools in order to investigate the effects of this recent method on learners' autonomy.

Chapter Three: Fieldwork and Data Analysis

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Introduction

The present practical part starts with the rationale of each data collection tools, sample and population, and the description of tools, and ultimately to the description and analysis of the findings. In addition, the interpretations and discussion of the findings will be presented to answer the research questions and to test the hypothesis suggested in this research. After that, a general conclusion will be provided in addition to the suggested implications for teachers and students as well as a recommendation based on the literature review and the results.

3.1. Study Description and Rationale

The current research is a case study which used the qualitative approach to collect data for the sake of describing and interpreting teachers and students' opinions concerning the efficiency of the use of BL on LA. The instrument used was a questionnaire for students in order to gather statistical and descriptive data on students' opinions about whether BL is helpful for their autonomy or not. A teachers' interview was used to gain more insights from teachers' different perspectives about the integration of BL in class to raise students' autonomy awareness.

3.2. Data Analysis and Procedure

The researcher is going to analyze the data through counts, and percentages by using statistics with the questionnaire and descriptive / thematically analysis with the interview to see teachers' and students' attitudes towards autonomy and blended learning and what they

answer with.

3.3. The Interview

The main tool that the researcher used for her study was a semi-structured interview which was administered to EFL teachers at the University of Biskra. It aimed to obtain EFL teachers' feedback and attitudes towards the use of BL as a technique to develop EFL learners' autonomy.

3.3.1. Description of the Interview Used for this Study

The study interview is designed to collect data from EFL teachers at Biskra University. It is a semi-structured interview consists of thirteen (13) questions (open-ended and close-ended questions) to limit teachers to researcher's theme boundaries and make them free in giving much more details about our theme. From the designed interview, we aimed to check whether learners' autonomy is crucial in EFL teaching-learning and spotted the light on what does it mean to them and how and what do they use to evaluate their learners' level of autonomy. In addition, our intention was to gather teachers' opinions about the use of BL as a technique to develop EFL learners' autonomy. The questions from one to eight deal with teachers' opinions about the students' autonomy concerning what affects it and how to promote it.

The rest of the questions from nine to twelve concerning teachers' attitudes towards the use of BL as a tool to raise their students' autonomy. The last question number thirteen is an additional one aims at requesting teachers to give further suggestions related to the current study. Besides, the purpose of the interview was to check if teachers think that BL and learners' autonomy are interrelated and what kind of relationship exists between them. We used the quoted interview as a method to summarize the content of teachers' answers. For research ethics, we have kept the teachers' name intentionally anonymous. Consequently, we have designated to each interviewee with a number, such as "T₁", "T₂", "T₃", and "T₄" as it is mentioned in the analysis below.

3.3.2. Aim of the Study's Interview

The under-investigated study interview was designed for EFL teachers at the University of Biskra. It was used to collect data from their opinions and attitudes towards the role of BL as a technique to develop EFL learners' autonomy.

3.3.3. Piloting and Validation

After designing the interview, the supervisor suggested to choose one or two teachers and do the piloting stage before the final administration. In fact, the purpose of the piloting stage was to check if the interview questions were comprehensible, repeated, ambiguous, or lengthy. However, the main aim of piloting stage was for the purpose of

gathering teachers' feedback and remarks then taking them into consideration while preparing and starting the final administration.

The piloting stage took place on February, 2020; it took a week because teachers were not free. Besides, it was face-to-face and recorded interview. While doing the interview, we observed that teachers answered in a comfortable way. Then, at the end of the piloting stage, we remarked that none of teachers found any ambiguity or repeated question(s).

3.3.4. Administration

For the administration phase, the interview was designed as a semi-structured interview administrated to teachers of the division of English at Mohamed Kheider University of Biskra. In anticipation, the researcher printed some copies (we did not need them at the end) for teachers who may not have time to do face to face interview. In fact, the interview was administrated to nine (n=9) teachers; it was face to face and recorded with all of them. Additionally, the interview took a month from February 10, 2020 to March 11, 2020, for many reasons such as: teachers were not all time available, some of them gave rendezvous, and others do not like to do interviews. Furthermore, during the period of data collection, the interviews took between 10 to 30 minutes and all teachers gave beneficial answers and rich information.

3.3.5. Analysis and Interpretation of the Results

Theme One: EFL Teachers' Profile

Item 01: Teachers' degrees

Teaching at university level does not restrict to Doctorate degree so, from this item we estimated to know the interviewed teachers degrees (Doctorate, magister, or master).

Table 3. 1 Teachers' Dgrees

Degree	Number
Doctorate	4 (T ₁ , T ₃ , T ₅ , T ₇)
Magister	2 (T ₂ , T ₆)
Master	1 (T ₄)
Total	7

From teachers' responses, it is observed that four (n=4) teachers hold a Doctorate degree while two (n=2) others a Magister degree; however one (n=1) of them the Master degree. This latter is beneficial for us; for the reason, that it helps us to collect data from teachers with different high degrees and experiences.

Item 02: Teachers' post-graduate field of specialization.

This item was for checking teachers' specialization field and the variety of specialties backgrounds that will provide data for us.

Table 3. 2 Teachers' post-graduate Field of Specialization

Field of Specialization	Number
Applied Linguistics	3 (T ₃ , T ₆ , T ₇)
Literature and Civilization	2 (T ₂ , T ₄)
ESP	1 (T ₅)
Didactics	1 (T ₁)
Total	7

The interviewees clearly pointed that three (n=3) teachers are specialized in applied linguistics studies , two (n=2) are specialized in literature and civilization ; whereas one (n=1) specialized in ESP and the other one (n=1) in Didactics. The different specialties and backgrounds of teachers will add a valuable and varied information and data to enrich this work from different perspectives.

Item 03: Teachers' experience in teaching EFL.

From this item, we wanted to have an idea about how long have teachers been teaching

EFL at university.

Table 3. 3 Teachers' Experience in Teaching EFL

Years of experience	Number
40	1 (T ₇)
12	4 (T ₁ , T ₂ , T ₃ , T ₆)
5	2 (T ₄ , T ₅)
total	7

Teachers' responses indicate that their EFL teaching careers are different. One teacher (n=1) teach... EFL for 40 years; whereas, four teachers (n=4) teach EFL for 12 years; while the rest two (n=2) teachers teach EFL for 5 years. The variety of teachers teaching periods in EFL teaching at university positive for the researcher, because it guarantees that the next responses will be gathered from teachers with different experiences and generations in teaching EFL at university level.

Item 04: Teachers' Teaching Modules

This item was for checking which modules teachers' did teach ; whether the majority taught oral and written expression which needed more the method under discussion .

Table 3. 4 Teachers' Teaching Modules

Modules	Number
Oral expression	2 (T ₂ , T ₆)
Written expression	1 (T ₄)
Both	4 (T ₁ , T ₃ , T ₅ , T ₇)
total	7

Based on the above responses, all teachers have been teaching written or/and oral expression in their years of work; two teachers (n=2) have been teaching Oral expression, one teacher (n=1) taught only Written expression . Four teachers (n=4) have been teaching both subjects. Henceforth, the teachers experience in teaching those modules will add a detailed realistic

experience with their students on the subjects which needed a great work and varied methods.

Theme Two: EFL Teachers' perceptions and awareness towards the learners' autonomy.

Item 01: As a teacher, what is your understanding of Learners' Autonomy?

It is important for teachers to have a clear understanding of what LA means, in order to give learners' a clear vision of the notion and encourage them to be autonomous. As a matter of fact this item is intended to elicit teachers' beliefs and perceptions about learner autonomy.

T₁ : *“ it is a way of learning ; so learners take more control of their own learning. It is self-reliance of their own learning. In general it is about taking more responsibility and being less stick to the teacher, less under-control”.*

T₂ : *“ The ability of the learner to depend on himself in acquiring knowledge and in learning in authentic way I.e. student can study by himself randomly. However it's to make a difference in authentic way as if he guided by someone such as teacher”.*

T₃ : *“ For me it is self dependence, self reliance in learning ; it also refers to self motivation probably and all the consequences of self reliance in learning (self adjustment, self guidance ...etc). The learner is the one who makes other different decisions when it comes to his own learning and rhythm of instruction”.*

T₄ : *“learner is going to be able to foster his own strategies, methods of learning based on different skills. In another word , being autonomous it means the learner need to receive the information and in the same time he is going to work it in his way of strategy in acquiring the knowledge”.*

T₅ : *“ Take responsibility of their own learning. The degree of autonomy as well is very different we can find some learners who are highly motivated and*

high achievers so we say they are actually autonomous in very high degree and vice versa”.

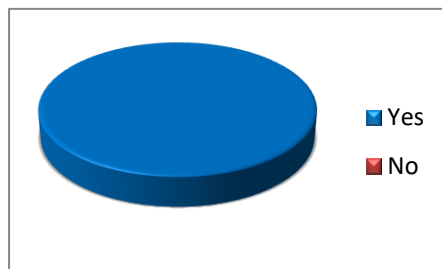
T₆ : *“simply speaking , it is less dependence to the teacher I.e. student should look to alternatives as self dependent , reliance and less need of the teacher”.*

T₇ : *“Simply, Being able to take in charge their own learning and responsible of any decision taken”.*

Admittedly, all the teachers' responses agreed that autonomy is the ability and responsibility of the learner to depend on himself in acquiring knowledge and fostering learning strategies. Instead T1, T3 and T6 tend to use many alternatives to this meaning and they focus on the terms that related to self work such as self reliance, self adjustment, self guidance, and self dependent . Only T4 who referred to the learners' choice and use of strategies and methods that suits him to study. T1, T2,T6 They insist on the idea of being less reliance to the teacher as T2 add that teacher should be just a guide for learner in their autonomous way. This highlights the teachers' clear views about LA despite of different experiences and specialties backgrounds.

Item 02: Do you consider learners' autonomy important in learning English as a foreign language at the university level? Why? Why not?

Graph 3. 1 The Importance of Learners' Autonomy in EFL



It is clearly observed, the majority of teachers confirmed that Learners' autonomy is crucial characteristic for EFL learners at the university. Therefore, it should be given a great attention and care to be developed.

Teachers' Justifications of their Answers

T₁ : “ *It is very important specially at the university level in other word learner when they are young so they refer more to their teachers, he has to be the guidance and the monitor all the possible roles. Contrary, when they go to university level they have to be more autonomous , relying more on themselves* ”.

T₂ : “ *Nowadays the modern methodologies focus on self centered education , it means the learner should be able to teach himself through either internet , mass-media or technology I.e. regard of the wide scoop and possibilities which available to learner ; he should be able to invest right and take advantage and benefit from all this available means and ways in front of him*”.

T₃ : “ *....University level is all about learner centered instructions and education; at university learner should be self dependent in order to make his*

own decisions related to his learning whether in class in terms of identifying the learning strategies, materials to be used ,the fitting learning styles , the selection of materials ...etc or outside continue studying at home ”.

T4 : *“Indeed, it is very important, because at the university the students are expected to be future researchers and in the same time at the level of university they are not meant to just receive and be spoon fed. There is difference between teaching at high school and the way to be taught by the university because at the university they may have many modules to prepare many references sources articles, books, in certain extent obliges them for the one who want to get real results at the end of his scholar journey ”.*

T5 : *“Absolutely yes of course.learner autonomy is very important nowadays, giving a large amount of information provided and available especially in the university which needs a level of autonomy not only for EFL learners. Since our learners are specialists at the domain they are linguistics, didactics also they need to be autonomous because of the field they are in (science of the language) so teachers’ or lectures can never give you all the information so autonomy is important with those domains : 1st language learning (develop language competence and performance)2nd develop their competences when it comes to the field of language itself of linguistics ...etc”.*

T6 : *“Sure, not only in learning English as ...foreign language but at the university level students have to become autonomous in all the activities they do and the role of the teacher should be reduced or limited to guide the students to right both*

To coop with the requirements of 21st century students to be autonomous to depend on their knowledge, own experience, to develop their own skills in order to solve different life problems ”.

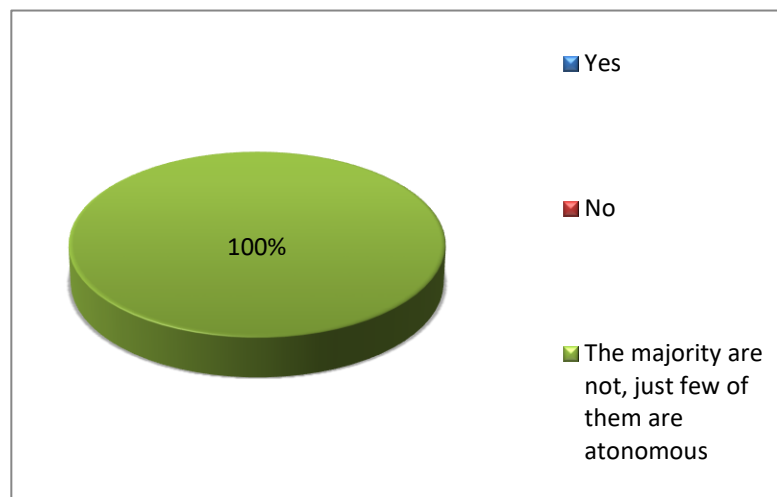
T7 : *“Because it is essential in developing a lifelong self learning”*

Teachers concur that LA is the fundamental attribute for successful learners at the university level. It has been mentioned by T1, T3,T4, T6 that study

strategies at the university are totally different from the ones in previous grades, learners need to be more autonomous in university, make good use of the modern materials available as T2 pointed and also to prepare himself to be researcher. This idea was adopted as well by T5 who spot light on the need of autonomy and its value not only in learning level but also last to their future of learners' as a teacher. More broadly, due to his/her long experience; T7 emphasis on the role of autonomy trough the learning life journey.

Item 03: On the basis of your experience as a teacher, do you think your EFL students are/were autonomous?

Graph 3. 2Learners' Autonomy at Biskra University



Item 04 : According to you, what are the factors affecting learners autonomy?

T₁: “ *There are many factors: refer to learner himself I.e. personal factors* ”

First Motivation: learners who have a high level of motivation they will be autonomous and. Learners with less autonomy will be high tendency to be lost. second it has to do with self-estimate and self-confident ; so all these psychological factors they are taking into consideration when it comes to the level of autonomy .I can illustrate it that the more high level of self confident and self-esteem , the more high level of motivation so more autonomous learner

Other factors , and the most important one is the teacher either inside or outside the classroom teacher still the guide beside there are many as for the teacher to communicate with students and to give some trust just to suggest something how things work in fact the environment it can be the support of the parents , of mates, friends, relatives . when learners get positive support they will be encouraged and get the self-confident and continue to be autonomous.

Autonomy also has to do with the availability of materials, resources and strategies used , it could be the library as well for example if u ask them to do a research paper and the library has no books which the need. It is related also to the accessibility to the internet , anything can help them in the process of learning an make it easier so they can have less obstacles and the most impotent less need to their teachers and start depend on themselves ”.

T₂: *“ number one is mentality , students should know the mentality in university should be changed from the one in high school*

the absence of the appropriate materials for example the use of technology , telecommunication should be provided , allow them to use internet by themselves look ,select and search for things, construct their own task on themselves

Also the problem of frequent evaluation such as exams , tasks , tests...etc so they lose the desire to do all by themselves, they just become running after marks and teacher to make them to pass the years ”.

T₃: *“ personal factors : having a clear objective in mind .the learner*

has already identified a clear objective in mind that he will do what it takes in order to achieve that goal. Autonomy is the weapon and the equipment that helps the learners achieve. They need that to achieve that goal. Autonomy is the weapon and the equipment that helps the learners achieve their goal, so identifying the goal is a crucial element to rise students' autonomy.

Educational factors:

If students understand the fact of learner-centered pedagogy, i.e. if this idea is grasped by learners clearly, then they will try their best to achieve the objective of this modern pedagogy in a way we are referring to as autonomy.

The third idea, that is probably the future professional side of the learner, is the idea of autonomy. We continue with him automatically in the future, will be an autonomous person, teacher, citizen, individual. Autonomy develops so many other skills, especially the soft skills, all the way she's in critical thinking, analyzing, deciding, synthesizing... Etc. By fostering autonomy, is an independent citizen in the future, good job at home and his own world".

T4: *"Teachers' methods from the very beginning have incorporated deeply the culture of being autonomous. He has to teach his students in this culture: The type of activities given in the classroom, discussion and different methods and strategies used in the classroom by the teacher. In the same time, the motivation plays a crucial role if you give the students and make them understand that the objectives exist in every this can motivate him and make him understand autonomous learning. When it is learner-centered approach, sessions, teachers tend to avoid traditional ways of lecture, i.e. the teacher needs to be dislocated but is in the same time needed to be the monitor in class. From the beginning, need to set for him the objectives, the motivation to have the culture of autonomy".*

T5: *"Personal factors: think they are more of a negative impact because educational factors are very clear as we can see them but as*

personal we cannot know exactly what effects them but the background of the learner is very important example when we take a look on the campus where our learners live for a long period of time with no needed materials physically and non physically and they cannot rich them adding their psychological effects being far from their families ...etc but on all cases things are getting better in our university in terms of materials and possibility to rise learners autonomy in the next years”.

T₆: *“the educational system that influences students autonomy for example they use to learn at high school in a way that the role of the teacher is raised and contracted to lecturer and the different roles are neglected I.e. teachers become more lazy , get use to the base of learning So once the learners go to university which is something else and they found difficulty to coop with its base of learning , the shift from spoon feeding at high school it is little bit hard for the learners. However it is about the educational system , role of teacher in general”.*

T₇: *“Educational and environmental factors also played a role, when both teachers and students were asked to be autonomous without a serious training; this can affect their view to the concept entirely. The success of the learner is, to a great extent, determined by the educational system as a whole, for instance, for students the ability to behave autonomously was dependent on teachers who create a classroom culture where autonomy was created and encouraged. In this context both teacher training programs and teacher’s roles needed reconsideration”*

As mentioned above, teachers reported that there are many factors affecting learners to be autonomous; in one hand, three (3) teachers (T1, T3 and T5) have classified them to categories of personal factors as psychological ones for instant motivation , self confident, self esteem beside the importance of identifying the objective or the goal for each learner from the beginning of his studies. Rather T5 assumes that we

cannot predict what can effect learners and prevent them from being autonomous; it is all about learners background and he gave an example with students in the campus. Additionally, T3 and T7 added the educational factor with all its details in terms of student understanding of the modern pedagogy system of learner centered approach in the same sense T2 said that learners should change their mentality to meet with the university needs and new methods. However T7 emphasizes on the teachers' and students' training , starting by teacher role to provide a suitable autonomous environment to encourage students; on the same idea T4 reinforces that teacher should provide the culture of autonomy through the activities and different educational strategies; T6 summarized this idea into the teachers' role in general. In the other hand, T1 and T2 mentioned the effect of the availability of materials such as the access to the internet, ICT's, and different tools needed. They draw an attention to the support taken from family and friends for learners' which plays a great role as an important factor.

Item 05: There are several problems facing EFL students when learning English language autonomously, could you please mention some of them?

T1 : They are very related to the factors so if they exist or available so learners will be autonomous . However the problem in general or what we can live is the lack of materials , internet access , computers, data shows , and books and references .

As it could be the problem lack of experience in learning because the only way the learner use to learn is with the great help of teacher so once

he asked to be autonomous he become lost I.e. the direct relying to the teacher”.

T₂: *“ The main problems can be :
lack of confidence
traditional ways of teaching as a teachers we confirm this .
unavailability of materials which can make learning more easier for
learners
the passive mentality of learners even teachers sometimes .”.*

T₃: *“ the main problems can appear whether factors that we already mentioned are absent .those factors are very important for autonomy so any missing of any crucial factors weather personal or education or general ones will an obstacle for learners to be autonomous ”.*

T₄: *“I think that the lack of the above mentioned factors is the problem than can be exist in fostering autonomy ”.*

T₅: *“like we have said before autonomy is very difficult to measure and we always the first thing comes to mind about it is learners performance and achievements ...etc as for problems or difficulties we have motivation which is very important most learners have extinctive motivation instead of intrinsic motivation which means they learn not for the sack of learning but for the sack of marks because some of them their level of English is acceptable but it's not their first choice .thus I think that motivation plays major role in developing learners autonomy*

Another point is that what happens inside the classroom doesn't affect learners directly instead what happens outside is what's important for their autonomy such as using the language outside ...etc

I think also the overloaded schedule and classrooms both specially schedule are problem as an example 3rd year have up to 11 courses or modules which is a lot for them to manipulate ...etc ”.

T₆: *“It is for the teacher to help students become autonomous by giving them less answers , more questions . if we provide learners with all the answers for all the question we asked during the session we cannot*

change anything so in order to create that spirit of curiosity among learners so that whenever we ask them question without providing the answer they go and try to find answers by their own ”.

T7: *“The available facilities/they were accustomed to rely on teachers to provide them with everything” .*

It is clearly observed that the majority of teachers (T1, T2, T3, T4) confirmed that the lack of the above mentioned factors that needed for autonomous learners will be a problem facing EFL students when learning English language autonomously .T6 and T7 bring the idea of student reliance on teachers to the light saying that learners were used to be receive all the information and all the hard work done by the teacher;T6 gone to deeply explanation saying that teachers should not give all the answer for the questions asked in classroom to the learners' instead let them go and search for more details and clear understanding. However, only one teacher (T5) who illustrates three main pointes which were not mentioned by all teachers which are first ,the majority of students have extensive motivation not instinctive one .second, the lack of using English outside in Algerian society and the third one and most important in Algerian university is the overload of schedule and classes which prevent teachers to follow the progress of each student and prevent students from organizing their daily life in parallel with their study. Thus, there are many problems be should be taken into consideration and be illustrated.

Item 06: According to you, does the teaching and learning environment in the English branch at Biskra university help or hinder the development of learning autonomy? In what ways?

The purpose of this Item is to collect students and teachers opinions on their teaching/learning conditions

T₁: *“ Unfortunately rather to be hinder their properties for the simple reason that the environment is not suitable, well organized materials and resources are not enough; there is a lack of organization and accessibility to access internet all this make learners not autonomous in the way they would like to be or teachers would like to see them ”.*

T₂: *“ Actually we cannot say hinder or develop but we are still in the traditional sense or attitude it is setagment . If someone comes with new potential and intent to be autonomous he will find it easily on his own but regard to conditions materials nothing . however, if you come passive doesn't want to do anything rely on teachers and everything you'll find this level also.*

technology must be used and must be implemented probably to save time to create motivation to change mentality ”.

T₃: *“ Neither hinder nor develop but in reality it is stuck in stable method and way of teaching ”.*

T₄: *“ If am going to talk , if the environment is a condition of study or condition of learning. more negatively than positively (the crowded classes, lack of technology)many things need to set properly as an environment in English learner. This lack of appropriate environment effect the learners outside class mentality example very few English students with each other speak in English outside classroom they don't have activities to practice the language which can be related to many causes one of motivation, environment, the lack of initiatives among the administration or among students in the same time in themselves”.*

T₅: *“ I think it does not hinder 100% but it does actually has negative influence because environment plays major role when it comes to teaching and learning so the efficiency and the assess of teaching / learning in context I think it can be improved we are still behind but it can be*

approved; personally I do not think it is helpful at all”.

T6: *“It hinder somehow because we still fighting to provide an appropriate environment that helps learners become more aware of the responsibility of their own learning”.*

T7: *“Partly, Due to lack of material in class and at home also/ lack of teachers training”.*

Item 07: According to you, does the teaching and learning environment in the English branch at Biskra university help or hinder the development of learning autonomy? In what ways?

The purpose of this Item is to

T1: *“ Unfortunately rather to be hinder their properties for the simple reason that the environment is not suitable, well organized materials and resources are not enough; there is a lack of organization and accessibility to access internet all this make learners not autonomous in the way they would like to be or teachers would like to see them”.*

T2: *“Actually we cannot say hinder or develop but we are still in the traditional sense or attitude it is setagment . If someone comes with new potential and intent to be autonomous he will find it easily on his own but regard to conditions materials nothing . however, if you come passive doesn't want to do anything rely on teachers and everything you'll find this level also.*

technology must be used and must be implemented probably to save time to create motivation to change mentality ”.

T3: *“Neither hinder nor develop but in reality it is stuck in stable method and way of teaching ”.*

T4: *“If am going to talk , if the environment is a condition of study or condition of learning. more negatively than positively (the crowded classes, lack of technology)many things need to set properly as an*

environment in English learner. This lack of appropriate environment effect the learners outside class mentality example very few English students with each other speak in English outside classroom they don't have activities to practice the language which can be related to many causes one of motivation, environment, the lack of initiatives among the administration or among students in the same time in themselves".

T5: *"I think it does not hinder 100% but it does actually has negative influence because environment plays major role when it comes to teaching and learning so the efficiency and the assess of teaching / learning in context I think it can be improved we are still behind but it can be approved; personally I do not think it is helpful at all".*

T6: *"It hinder somehow because we still fighting to provide an appropriate environment that helps learners become more aware of the responsibility of their own learning".*

T7: *"Partly, Due to lack of material in class and at home also/ lack of teachers training".*

From what the interviewed teachers demonstrated above, T1 and T6 believe that the study conditions at Biskra university hinder the learners' of being autonomous ,due to the an appropriate environment , lack of organization and materials; in this sense, T4 asserts the negative effect of the crowded classes and the lack of technology not only practically but also on their mentality and motivation. In contrast, T5 and T7 assert that the environment in Biskra University does not totally hinder learners' autonomy but it effects negatively or partly on them due to the lack of teachers' training on how to lead their students to be autonomous. Teachers like T2 and T3 refuse to take a side weather develop or hinder rather they highlights that the environment is in stigma and stuck in certain

level and one way of teaching over all the past years. All in all , teachers are unsatisfied with the atmosphere of learning and considered it as an obstacle in the way of autonomy for their students .

Item 08: Relying on your experience, which pedagogical procedures should be taken into consideration for promoting learners' autonomy at university level?

From this item, we opened door for teachers to provide us with strategies that can be effective to develop students' autonomy.

T₁ : *“It has to do with the approaches/methods which teachers used I.e. the procedure is the teacher had to use an appropriate method or strategy that suits learners' level and needs according to their weaknesses, strengths, types of learning, as well learners differences we have to cope all the these differences to make a suitable method that would promote Learners autonomy.*

Have to desiring a suitable tasks that would encourage autonomy for example ask them to prepare research. Also about bringing one authentic materials (back up materials) . the university tries to develop a (virtual) online platform which students can communicate with the teacher (Moodle)

Another thing is the learner motivation; provide them with a supportive environment, . It is all a matter of negotiation between teachers and students in roder to target their interests”.

T₂ : *“ There is many approaches but relying on situational Fitness; teachers should device his methodology of teaching with regard to level of students it defers from group to group and from one students to another; Actually there is nothing clear in methodologies”.*

T₃ : *“we should provide all what have been mentioned about the factors the objective, the modern pedagogies such as blended learning or flipped classroom with a lot of work with students of course after that we*

try as much as possible to solve the problems as well”.

T₄: *“ One: will be environment*

Two: teachers competency

Three: reviving the culture of the autonomous students revive awareness in class by workshops in the same time we are in the 21st century to include the newly technological tools and devices to develop the environment that should be in any University especially for EFL students whom are more involved in the western culture. In a certain we need to offer for them atmosphere that encourage them to acquire this language in the same time you built for them a carrier after University”.

T₅: *“There are many things we actually need to do, it is high time to do more. This is not enough yet but we need to do more First reconsider what we are teaching because we have too many courses and we need to divide these courses into master-ial instead of annual courses for the whole year we need to develop the context as we have said the teaching environment, these two things are really need to do we need to be more open up to more educational activities because keeping the later always inside of the classroom given them no chance to practice their language outside the classroom which standing as a huge problem for them”.*

T₆: *“ It is up to the teacher to choose which pedagogy he should use weather learner-centered or any pedagogy he knew it is suitable for the development autonomy and raise learners' awareness of their responsibility through their study”.*

T₇: *“Learning should be task-based in addition to equipping classrooms with technological means”.*

Despite of the different strategies suggested by teachers; one main procedure has been stressed by four (4) teachers T1, T2, T6, T7. They stated that relying on the situational fitness just as students level, styles of learning, different methodologies and technologies accessible;

teacher should select the appropriate pedagogy as suggested by T3 the blended learning or flipped classroom or by T7 the task-based approach. As T1 noted, negotiation is the favorable procedure to cope with students needs to raise autonomy whether in choosing their preferred and technological materials, or tasks that would motivate them to work by themselves using their technological skills; T5 also .

The teacher also mentioned the newly platform the university is developing which expected to motivate students to be self-reliance in learning. T3 believed , pedagogically, it is necessary to check the existence of all the factors and solve all problems had being mentioned to arrange an applicable environment for autonomy as T4 stressed. However , T5 said that an appropriate environment come with our reconsideration of students schedule and crowded classes which they needed to be divided and time of courses should be reduced to give more space for learners' to study autonomously at home.

T4 has another view, he realizes that three main elements should be focused pedagogically; first the environment, second the teacher competency and eligibility to deliver the autonomy notion to his learners. The third idea is reviving the culture of autonomy by concentrating on designing workshops for learner's autonomy from all sides. Furthermore, T5 was concerned about the efforts spent saying that it is the needed time to Intensify the efforts pedagogically. The teacher presented other ideas such as adapting more outside classroom activities to allow learners'

practice the language out class circumstances.

As can be seen, almost all pedagogies suggested by teachers had an interest upon environment and overall conditions of learning; they affirm the successful procedures lay on the methods used to fit the situations inside classroom which can increase students autonomous and outside to practice the language, beside the negotiation with students about the tools and different strategies used through their learning journey. Moreover, it is a crucial to reconsider the schedule of the classes to give a time for students to be autonomous at home. above all, the teacher is the key concept in raising autonomy if the teacher does not have this character he cannot transfer it to his/her learners' and motivate them to be autonomous.

Theme Three: EFL Teachers' perceptions and awareness towards the BL.

Introduction for theme three based on two beliefs (they said during interviews) “

- 1) *Since most students are attracted with social media and the internet, they found themselves interested in using ICT, and e-learning.*
- 2) *Besides, that based on the fact that most of EFL students did not feel attracted to strategies used in classroom and considered them as the same methods repeated over the past 10 years*

Many teachers adopted the “Blended Learning” as strategy to

enhance learners' autonomy. Bonk and Graham (2006) defined it as "a system that combines face-to-face instruction with computer-mediated instruction "

Before asking questions about the BL method; we started introducing our topic and gave a simple definition for each concept, in addition to enlighten the interviewees about the purpose of the study. That is why; we did not ask them introductory questions about their general understanding of this notion.

Item 9: As a teacher, have you ever used this method?

This question was aimed at investigating teachers' implementation of BL in their years of teaching.

T₁: *" To certain extent yes, but as one model of BL such like Flipped classroom yes I did".*

T₂: *" I use ICTs in addition, I have my own YouTube Chanel and ask them always to watch the videos to emphasize the course Understanding. Also, I ask them to check what I had put below the videos because sometimes I copy some sorts of books of writing or I add more information. Moreover, in some videos, I add some kind of practice to show them the way they should work on themselves".*

T₃: *" to be honest I do not use BL frequently but sometimes if a lesson or unit or any course requires some kind of a follow up activities at home using technology , than I don't hesitate to do it .Sometimes I initiate projects , I also encourage students to make their own research one particular point in lesson and sometimes I even let further question for debating, discussion for inquiring so that learners they try to minimize my space, time, role and expand and maximize the role of the students weather*

inclass or outclass. In BL I tried to initiate something so that the learner will continue on it such as writing essays in classroom which I ask them to make groups or individually make outline at home and make their own research and also finalize a draft using their own way, materials, research...etc; so when they come to the class in the next session students will just finish what they started by their own way. The teacher here trigger the tasks that initiate motivate learners to continue”.

T₄: *“yes I tried”.*

T₅: *“yes we have use it before, it depends on the objectives of the course itself so we think yes we can communicate effectively when it comes to Blended learning.*

We don't not use the method itself but we have used platforms blogs sometimes social media”.

T₆: *“well I tried but my objective evaluation of the course it wasn't satisfactory”.*

T₇: *“Yes, The use of a blog and data show in class with my own”.*

The findings revealed that EFL teachers we have interviewed, used BL in a way; some of them face difficulties in the materials and internet access was not always available from the students as T6 observe. While T3 finds it as a suitable method to trigger students' motivation to carry their learning at home. The findings also showed that teachers have different plans concerning the use of BL. This means the BL method does not have only one way to be followed or applied. We have noticed that T1, T3, and T5 probably have the same plans with slight difference view of its effect on students. However, T5 and T7 used their personal blogs but T2 has a different plan through using his YouTube

channel to give more lessons and details. In fact, most of the interviewed teachers have used BL unintentionally, few were familiar with the term BL.

Item 10:

a) If yes (s/he used this method before), Could you please give us some results or statistics that you obtain from your experience of using that method? Was there a change in teacher's role in the BL environment compared with traditional environments?

The aim of this question was to explore the effects of BL on EFL learners.

T1: *“Results on students: It's obvious feel more involved more motivated more attracted even this make learner's feel more autonomous, because the lesson is not presented directly to them in class so they need check in the internet, have one critical thinking about prepare than what's into discussion later on so it is motivating attractive and really good for lazy students they make them work by themselves because it is how to make them all active in the classroom do when did I out maybe they do not feel what's pressure it has to do with their psychological problems they are alone in the room is preparing the lessons they have the time to do things as they like when they like how they like what is important is the results at the end they is there attribute. Results on Teachers role: Pictures is no more controller, the instructor is no more the source of information and the impacts through Blended learning on learners are involved they are they are participants in teaching process they have their word in deciding and designing in the method the course the tasks in control in this the discussion inside the classroom so teacher role shifted in one of the promoter, guider, supporter, but just the only source of information”.*

T2: *“I had some student around four to five, they were interested Followers of my YouTube Chanel. They were watching, following, and taking notes from the videos and that effected their study in good way. They were in the comments keep asking me interesting questions. Simply,*

they were motivated”.

T3: *“I do not have statistics, but I can say it works with my students”*

T4: *“Students who accept to work with me via Facebook or my blog their level have been developed at a great extent rather than those who are lazy or passive students, which means their study depends only on the teacher”.*

T5: *“But in fact it cannot be counted as purely educational I supposed in lessons on Facebook and LinkedIn; after all we used social media for educational purposes which motivate students more and more to study at home”.*

T7: *“It facilitates teaching for me in large classes. This also provides learners with an attractive way leading to interaction in addition to references for further reading. Moreover, even those students who cannot be present can get access to the lectures”.*

The results confirmed that BL works with teachers. thus, there is considerable progress in blended learning environment. T1 was very detailed in his/her results and divided it to types of results have been seen first for students, it reduced the pressure and make them less lazy, shy and more motivated to show their abilities; for the role of the teacher in this environment s/he becomes more as promoter, guide and supporter. T2 observed a great interaction with his/her learners' on the YouTube lessons videos thus, the learners were more motivated. For T3, T4 and T5, whom used a Facebook and social media observed a remarkable development of their learners' level motivation and involvement. T7 believed that it is away to attract learners and make them more interactive to the lessons.

b) If no (s/he have not used this method before), could you please explain why and what the difficulties that prevent(ed) you from using it?

This item was designed in order to explore the obstacles that EFL teachers face in the way of implementing BL in their teaching. Also, The interviewees, who mentioned the difficulties, also answered “yes”, but they encountered a number of difficulties.

T₆: *“due to many reasons such as the lunch of materials, internet access from the part of students, we were not really committed”.*

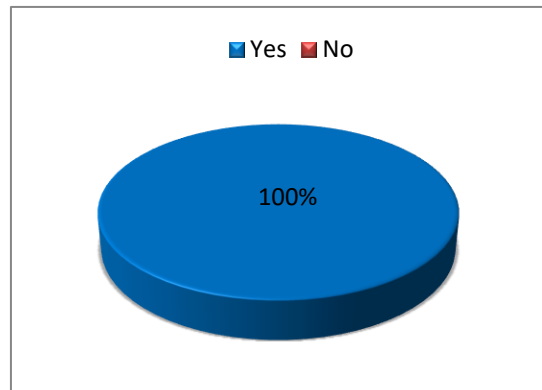
T₅: *“ However using social media cannot be purely educational we should start using the moodle platform ”*

The findings of this Item asserted that the teachers reported that the availability of Internet, the difficulties of using technologies, and the overcrowded classes are the main difficulties that are faced by teachers in using BL.

Item 11: Do you think that there is a relationship between the use of BL and learners' autonomy in another words BL allow students to practice their autonomous abilities ? How/ In what way?

The aim from this item is to figure if the teachers believe there is relation between blended learning and learner autonomy and in what way this relation could be formed and to what extent they are related.

Graph 3. 3The relation Between BL and LA



The seven teachers offered a positive response; they asserted the existence of a mutual positive relation between blended learning and learners' autonomy. T1, T2, T3 and T7 assumed that BL works more to increase the level of students' motivation to cooperative learning because of the materials used for applying this method such as ICTs and computer mediates. Whereas, T4, T5, T6 even tough they absolutely believe that it helps learners' to practice their abilities.

Item 12: Do teachers' autonomy affect the use of BL method and encourage students to be more autonomous?

Through this item, we aimed to check if the teachers' autonomy in using blended learning strategy to certain degree affect the students'

autonomous abilities.

T₁: *“yes, of course teachers’ should be autonomous not only for their learners’ but for themselves also. A good teach is the one who depend on himself in courses content ,materials needed, bringing new methods of teaching. However they should bring that sense of autonomy to the class atmosphere”*.

T₂: *“sure, it is up to his experience of being autonomous for his learners to be as well ”*.

T₃: *“absolutely, teacher should understand the concept themselves before giving it to their students”*

T₄: *“teachers motivate students more when they act as they want them to be , teacher rely on himself in everything and not just in preparing the courses but also in bringing the needed materials for them”*.

T₅: *“of course we cannot teach something you do not know or skill you do not actually acquire so in this case teachers autonomy in very important as well and for teachers and learners is basically the same thing”*.

T₆: *“yes students most of the time try to follow their teachers and if they see that something is really beneficial it would adopted later on so yes it affects students autonomy and the use of BL as well”*.

T₇: *“Autonomous teachers prepare their courses based on learning objectives/ they need not to rely on readymade courses ,which is a one way to effect learners’ autonomy”*.

The teaching practices attempt to support autonomy in students by using BL. The aim for the teacher is to form a student who is able to take control over his/her own learning based on his background of being autonomous learner. However all teachers’ agreed that autonomous teacher

is the one who depend on himself in preparing the courses content and the materials and the methods used for teaching for BL we discovered that T4 is very autonomous by bringing his own source of internet and ICTs without waiting for the administration. Furthermore, they believed that teacher cannot deliver or spread notion that he does not have I.e. as T5 said *“we cannot teach something we do not know or skill we do not actually acquire”*, T6 emphasized this idea saying that students tend to make their teacher the idol and role model in their learning process so they follow them in everything specially being autonomous. Not only the teachers job is to teach but also to be the best example for their learners to be followed.

Item 13: What can be the challenges for the teachers and the students if a BL context is decided to be implemented in the Algerian EFL context at the university level?

This Item aiming to discover the different obstacles that could appear or predicted based on teachers' previous experience in trying the method

T₁: *“ In my point if you it's maybe the problem is the access to the internet second availability of materials such as computers in our university you we have access to one room and you have to present your card and it is not open all the time third that's all students have personal laptops tell the teacher cannot work with some of them and let the others the first problem maybe not all teachers are scalpel I.e. old-fashioned teachers they didn't have the chance to learn how to use the computer access the internet specifically software need take nickels maybe the problem is on the side of the teacher”.*

T₂: *“ It's must be consistent; applied regularly, logically and wisely .We are not tuned since we have this issues except for*

dictionaries not”.

T3: “ *probably is the availability of ICT materials and the commitment over both learner's and teachers. The change can't happen overnight it needs some time to familiarize your nose with this novel pathology which is Blended learning I'm on materials plus commitments and deep understanding of what this pathology requires from us as teachers and learner's”.*

T4: “*Did acoustic play with organized for the teachers and students workshop at the University the show them the way that the place for model work but we remark there wasn't a lot of attendance from the students part whereas some teachers refused to change they are way up too many years So for both teachers and students they lack the interest which is refer too many reasons they can be personal subjective and it's maybe objectives prefer to the work and University and the relation to the already mentioned problems Personally I think first we revive this culture rise awareness about this issues at the University rise in the awareness about the use of technology and I cities the benefits of using new methods the coop with the learner's mentality with the new Generations*

if we are going to use a E-learning and in the model platform at the University there is a problem that 99% have not an account and they are not interested to go and ask to create one at the administration even if they go they will be high pressure procedures at the administration as well because it is only on the hand of the head master which is a lot of work open today use number of students”.

T5: “*For the teachers I think it's with have to develop their beauty skills to use the platform water because now we are not using it as a platform but as a cloud just uploading files and that's all is said model we're not created for the sake it is to create your own lessons on the platform itself Teachers themselves should be training to use this platform and this is the Challenge did change the mentality of the old*

experience teachers Foreigners I think it is somehow complicated some Learners are not very well knowledgeable of computer some are very skilled I think use in Blended learning is very helpful and very challenging it needs to All Parts involved Learners Administration and teachers all of them need to develop their skills when it comes to cooperate

T₆: *“ The challenge For teachers to choose for learners the appropriate materials to post and to rely on because it is different from face-to-face alternative methods and techniques The Cooperative further we need to be very careful with the choice of materials to be used instead for students specially for those who got used to the teacher as the doer of everything is going to be a little hard for them to get to the new way of learning because they will find themselves depending on their efforts more than their teacher.*

T₇: *“Before that teachers should be trained as many cannot use technological means/ classrooms should be equipped/ the problem is for students who do not have a computer, the net...another problem is the situation of the net power in the country which can hinder the operation”.*

The responses showed that the Administrative procedures should consider the possible challenges or obstacles that may stem from the technical issues or from the educational culture of both teachers and students (as mentioned in Item 5 and Item 10(b)) ;which should precede before implementing a software program in in-class learning in general BL. T1 and T3 focus on providing the needed materials from ICTs to internet access. However, T1 focus on convincing the experienced teachers (who has a long time teaching with traditional methods)to change their method to coop with their learners' interests. Whereas T3 focused on

commitment to the method. Furthermore, the students and teachers should have workshops and spend more hours to have awareness.

3.4. Student's Questionnaire

The second tool that the researcher used was a semi-structured questionnaire, which aimed to collect EFL students' feedback, comments, and attitudes towards the use of BL as a tool to develop their learners' autonomy.

3.4.1. Description of the Study Questionnaire

The study questionnaire is the second tool of the under-investigated study. It was a semi-structured questionnaire addressed to EFL students at the University of Biskra, and it was divided into three sections.

Section One: General information (from item 1 to item 5)

The first section of this questionnaire contains five (5) questions aimed to collect general information about the respondents as: students' gender and age and how is their level in English. Furthermore, we wanted to check if their choice to study English was their personal choice or no.

Eventually, Section Two: learners' perception of Learners' autonomy Notion (From item 5 to item 12). The second section includes seven (8) questions focused on Learners' Autonomy. At the beginning, the students were asked to give a personal definition of the term and their knowledge about it. Then, it attempted to know to what degree students' believe that they are ready to take responsibility of their own learning.

After that , we gave them the correct and agreed definition of learners' autonomy among scholars. After that, we gave them six(6) learning/teaching processes and asked them to choose which one from teachers or students or both are responsible to apply it. Moreover, students were asked to determine how often they prepare their own courses before coming to the classroom , how do they evaluate their understanding after that with justification. The last two questions focused on the students' opinion on the learning strategies weather they agree on the effect of those methods on their autonomy providing examples and what strategy they prefer studying by. This section estimated to know what does autonomy mean to students by giving them some descriptions of the term. Furthermore, it helped us to have an idea about if students consider themselves as autonomous learners' and what characterizes them in their process of learning.

Section Three Learners' Perception of Blended Learning (From item 13 to item 19)

The third section of the questionnaire consists of seven (7) questions, which focused on BL. From this section, we aimed to gather students' actions about the use of ICTs inside and outside classes they think can improve their autonomous skills by suggesting to them a number of strategies and BL one of them. In addition, it attempted to know how much the teacher use the BL of inside and outside classes.

Section Four: The relation between Blended Learning and

learners' Autonomy (From item 20 to item 24)

It is the last section include four (4) questions, it aimed to collect the students' opinions about the existence of relationship between BL and LA with specifying which kind of relationship is being existed between them. Furthermore, they asked to demonstrate the extent of using BL to affect their autonomous actions or how it helps them to practice autonomy more easier. However, students were requested to give their opinions about BL and their effectiveness as technique for developing autonomous skills with justifying their answers. Finally, in the last question students were proposed to further suggestions to promote their autonomous abilities.

3.4.2. Aim of the Study's Questionnaire

The purpose of the under-investigated questionnaire was to collect data from EFL Third Year Students at Biskra University. It was used as a tool for the study to check what factors that EFL students think they can enhance learning at their level. In addition, it aimed to check students familiarity with learners' autonomy and if they consider themselves as autonomous learners. Furthermore, it attempted to collect students' thoughts on the role of BL as technique to enhance their autonomous learning skills.

3.3.3. Piloting and Validation

After designing the first draft of students' questionnaire, the researcher pre-used it to verify its validity before the administration stage. Fundamentally, the piloting drafts were submitted by hand to four (4)

students from our population on third year of English students and online to two (2) teachers of English department at Biskra University. In fact, the main aim of the piloting stage of the questionnaire was to check the questions difficulty, ambiguity, to verify the attractiveness of its layout, and to check if there were any repeated questions. Students agreed that the questions were comprehensive, there was no ambiguity, the layout was attractive, and there were no repeated questions. Apart from students' feedback, our supervisor made some beneficial remarks about some words and adverbs that were supposed to be changed or to be added in order to add more precision to the questionnaire and some vocabulary and orthography beside some capital letters. For more details, the supervisor proposed to change question 4 and omit part two of justification.

4. So as question 7 teachers prefer the form (teacher, student) or/and both without justification to decide each ones role rather than determining the extent of responsibility for each students and teachers. Moreover, in question 8 the teacher recommended to omit often and rarely and keep just always, sometimes and never.
5. From the aforementioned remarks, the students' and the supervisor's feedback has been taking in consideration one by one before and while designing the final Questionnaire. furthermore, due to the situational condition of COVID-19 and the world in general , our country in particular the education sector was very affected by the epidemic therefore the government was officially relying on the Moodle platform and

the online meeting (on zoom and google meeting) as a method to carry the studies .Therefore we added an extra question for the learners to ask for their opinion concerning the use of those methods.

3.4.4. Administration

After the piloting and the validation stage, we designed the final draft of the questionnaire. For the administration phase, we decided to distribute the questionnaire online through “Facebook.com” as the students have suggested. Later on, after discussing with the supervisor, we decided to work with 50 EFL students of third year of Biskra. In fact, the idea of using Facebook was beneficial; it gave us the chance to receive more than the intended number (55) of answered questionnaire in a month from April, 22th, 2019 to May, 30th, 2020. In addition, it helped to receive clear and completed answers which we took 50 of them which will benefit the study.

3.4.5. Analysis and Interpretation of Students' Questionnaire

As a second tool to collect data for the under-investigated study, we designed this questionnaire to collect information, opinions, and thoughts from students then analyzed, interpret them to test (prove/ reject) our hypothesis.

Section One: General Information (From item 1 to item 5)

The foci of this section is to have an idea about our sample' gender, their opinions about learning at university, the difficulties they

faced, their application for English language specialty.

Item 01. Students' gender

This item illustrated respondents' gender distribution (Female or male).

Table 3. 5 Students' gender

Statement	number	percentage
Male	18	36%
Female	32	64%
Total	50	100%

The table (3.5) demonstrates the distribution of gender in our sample.

As it is shown, it presents the number as well as the percentage of females and males. Additionally, it is observable that 32 respondents (64%) were females, whereas 18 respondents (36%) were males. This clarifies that the majority of our sample are females. This means that females are more interested in learning English .

Item 02. Students' Age**Table 3. 6 Students' Age**

Statement	number	percentage
19-25	4	84
	2	%
25-30	8	16
		%
Up30	0	0%
Total	5	100
	0	%

This question aimed to know the average age of our participants.

As demonstrated,

most of the respondents (84%) were between 19 and 25 years old; whereas, 16% were between 25 and 30. This underline that the majority of our participants share the same learning experience but not the same skills

Item 03. Students' level of English**Table 3. 7Students' Level of English**

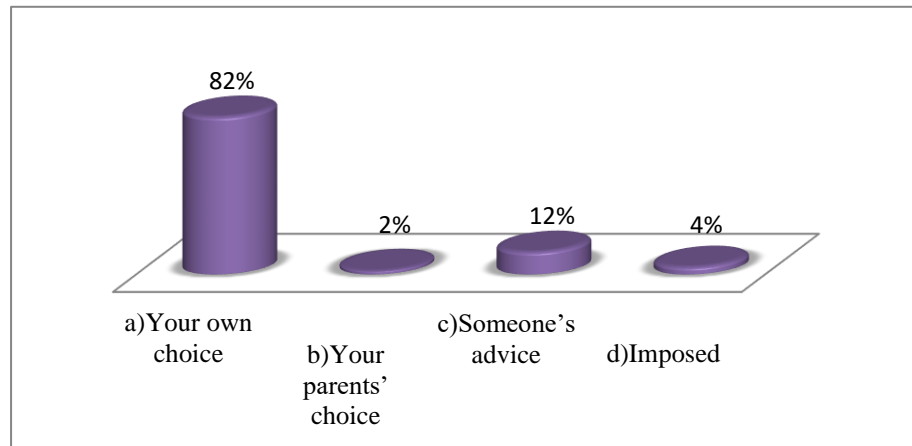
Statement	number	percentage
Very good	7	14%
Good	30	60%
Average	13	26%
Poor	0	0%
Total	50	100%

As it is shown on the table, the majority of respondents (60%) asserted their learning level in English is good while 26% found that their learning level is average. However, only 14% who claimed that their learning level is very good. Hence, we can deduce that learners' have different ways to value their level .

Item 04.The choice of studying English

The aim of this question was to identify students' motivation to study

Graph 3. 4 The choice Of studying English



EL. According to

the above-mentioned table, only 12% learners claimed that learning EL is just someone's advice. However, the majority of participants (82%) asserted that it is their own choice. Finally, 2% participants reported that their choice highly depends on their parent(s) choice and 4% said they were imposed. This result revealed that the

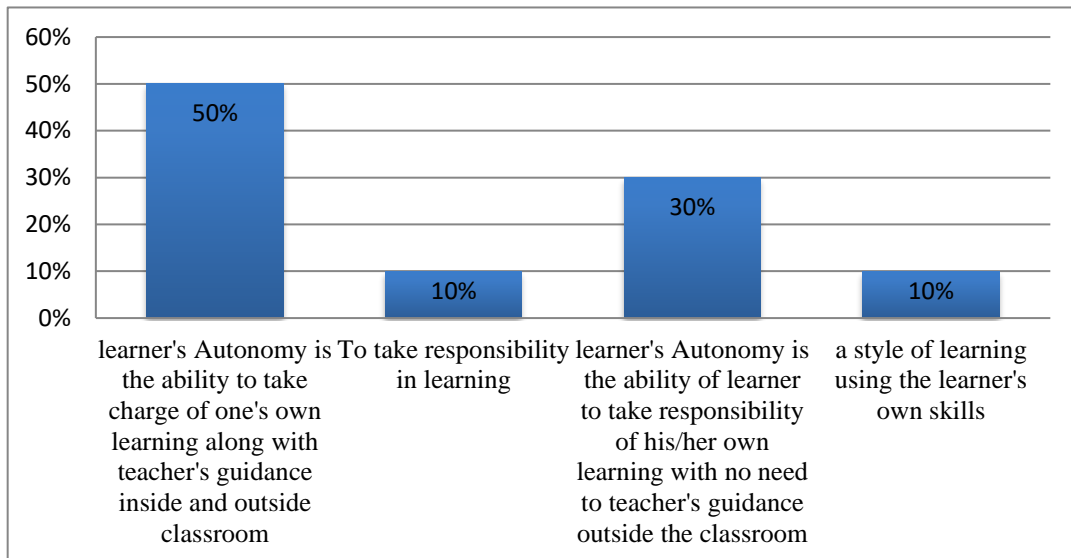
majority of students chose to learn the EL freely. Since the majority of respondents' choice was personal, this indicated that these students are motivated to learn and carry on their EL learning at the University.

Section Two: learners' perception of Learners' autonomy

Graph 3. 5 Definition of Learners' Autonomy

Notion(from 5 to 12)

Item 05. Definition of Learners' Autonomy

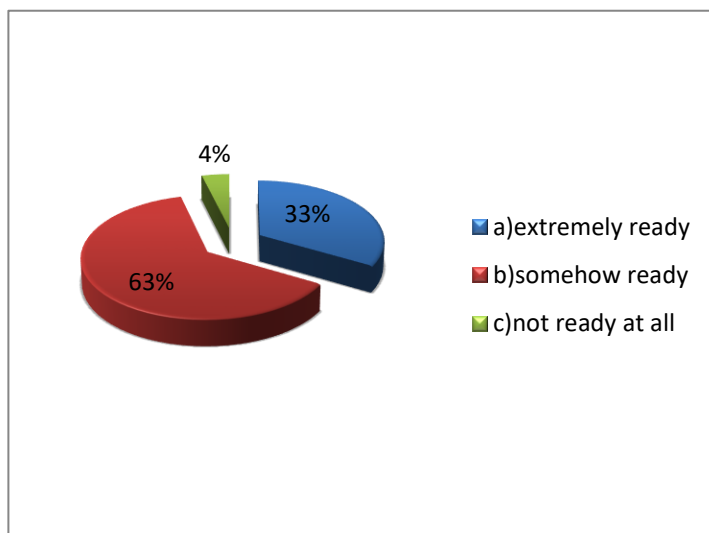


This question was asked to learners to evaluate their understanding of the Learners' autonomy notion. As the graph, the majority (the half) of students (50%) believe on the suggestion that "learners autonomy is the ability to take charge of one's own learning along with teacher's guidance inside and outside classroom". However, 20% have recommended that they prefer to give their own definitions

(10%) add it is To take responsibility in learning and 10% suggest that it is a style of learning using the learner's own skills. Whereas, the rest of them (30%) they prioritize the second option “learner's Autonomy is the ability of learner to take responsibility of his/her own learning with no need to teacher's guidance outside the classroom”. As a result, the majority of learners have an awareness toward the meaning of being autonomous and they emphasis that it is the responsibility of the learner upon his learning.

Item 06. The learners' extent of the readiness to take the responsibility of their learning...

Graph 3. 6 The learners' Extent of the Readiness

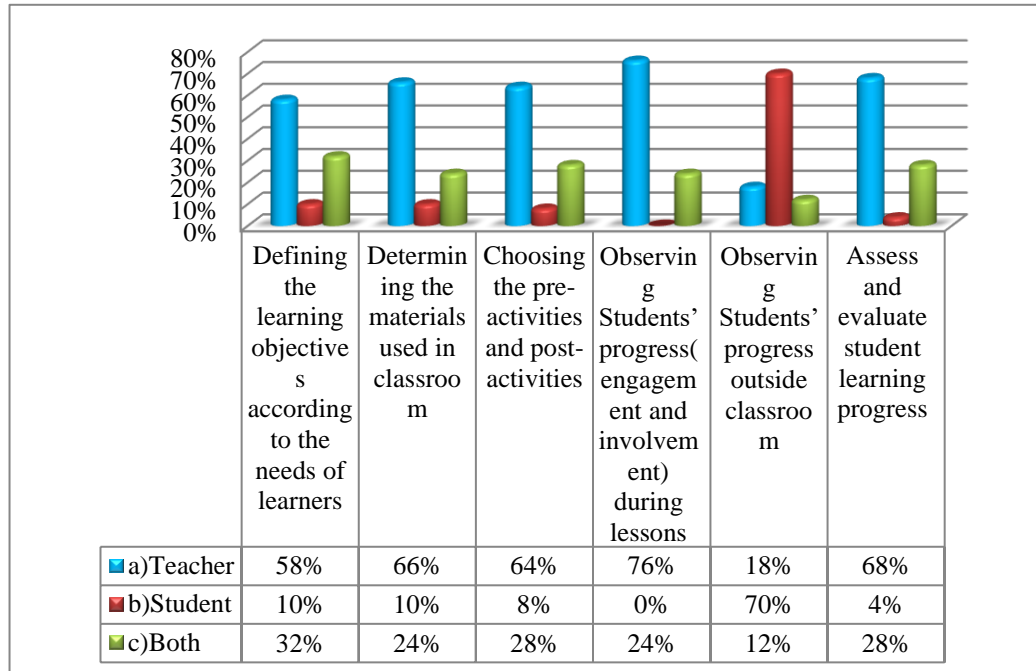


Readiness of the learners is fundamental in constructing concept of learner autonomy successfully in English learning at university

level, without this readiness all efforts undoubtedly would doom to failure. learners answers varied; 4% admitted that they were not ready at all to take charge of learning and bear responsibility. 33% of the respondents admitted the opposite, whereas the majority (63%) said that they were somehow ready to bear responsibility. From this item we can conclude that most of learners' believe that they have the ability to control their own learning but they are not sure 100% of their efforts and conditions surrounded.

Item 07. The responsibility of the teacher and/or student to ...

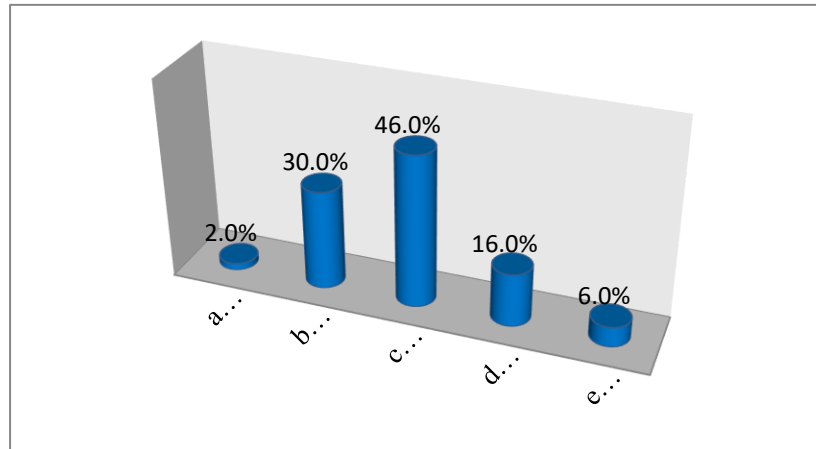
Graph 3. 7 The Responsibility of the Teacher and/or Student



This Item conducted, in order to determine the role of student and teacher in autonomous context in the learners' perspective. The results of this Item reveal that the majority of students (58%) believe that it is the responsibility of the teacher to define the objectives according to the needs of learners whereas 32% said it is the responsibility of the teacher and student both; 10% assume that it's the students responsibility. However 66% of learners' believed that determining the materials used in classroom is the teachers' responsibility; 24% pointed teacher and students are responsible in parallel, 10% declared it's only students responsibility. For choosing the pre-activities and post-activities 64% of the learners' said it is the teachers' responsibility, 28% argue it is a both must; whereas 8% believed it is a students' role. Observing students' progress(engagement and involvement) during lessons Is the responsibility of the teachers' as 76% of student claimed ; the rest of learners'(24%) said it is the responsibility of teachers as well as students. in the one hand , the majority of learners'(70%) point of view agreed it is their responsibility to observe their progress outside classroom in the other hand 18% said it is teachers' responsibility and 12% said it is students responsibility. Assessing and evaluating student learning progress is the responsibility of the teacher as 68% of learners' believed , 28% of them believed it is both responsibility but only 4% said it is students role . The results shows that most learners' agreed that the teachers' is responsible on everything inside or related to classroom conditions only few believe that learners' also have a role hand

in hand with the teacher. however learners' believe that everything outside classroom is the role of them to observe.

Item 08.Preparation of lessons and revise them outside class

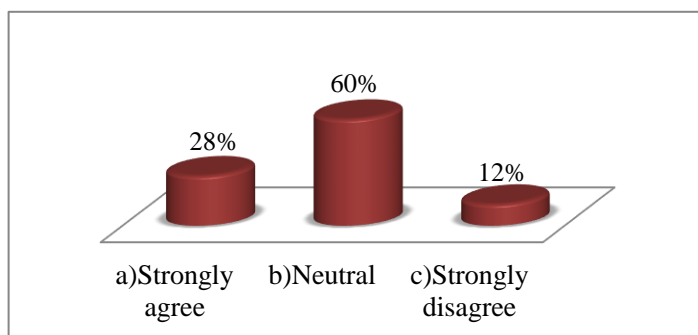


Graph 3. 8 Preparation of lessons

This item was designed to figure out students' autonomous activities outside the class boundaries. According to the results above, the largest percentage of learners (46%) said that they sometimes prepare their lessons and revise them outside class, 30% said they often do this whereas, 16% said they rarely prepare their lesson and revise them out class before class. However, only two (02%) emphasize they always prepare at home and the rest (06%) they honestly said they never do this.

Item 9. Learners' reflection on the effect of strategies used by teachers in classroom in motivating them to be responsible on their learning.

Graph 3. 9 Learners' Reflection



In regard of this statement, We aim to explore students opinion toward the strategies used by teachers' in classrooms if it motivate them to be responsible of their learning .From the data displayed we observed that the majority of learners (60%) they are unsure and they do not know really if those strategies affect or do not affect their responsibility toward their learning. While some learners (28%) they strongly agree that it affects their self-learning; the rest of learners' (12%) they strongly disagree believing that their responsibility toward their learning has no relation with strategies used by their teachers. It can be summarized that learners lack the awareness of the role of strategies used and its effect.

Part Two: strategies students like

To gather more data about how can strategy affect learners, we asked for examples of what they like more in the strategies used by their teachers. Initially, students varied their suggestions from visual learning, group work, using technology, ICTs, in the classroom they said the kind of the

material absolutely will effect , for example using computer , videos to give more examples with explanation. a student said that “Teacher asks us to prepare a lesson before we come to class ,we discuss it all together through participation and then we summarize the main points in the board , and we take notes”.

Other students said that “I had a teacher who used to encourage us to research before we study the subject and even after class, we always went back to what he taught us, because he was always encouraging.” . Also the idea of learners' activities and questions to search about before and after class was good for some students.

However, learners confirm that letting students prepare the lesson and present it in the classroom as a teacher is very beneficial way .Some students add that “In my opinion , the most effective strategy is giving students the choice such as writing about whatever they are interested in also choosing the homework or projects which suits them like what our teacher Slimani Said do with.” . To summarize, most of the learners prefer the strategies that included ICTs and the strategies that make them feel they are involved in the learning/teaching process thus feel kind of responsibility on their shoulders for the success of the process.

Section Three: *Learners' Perception of Blended Learning.*

Item 10. The ICT tools that students have

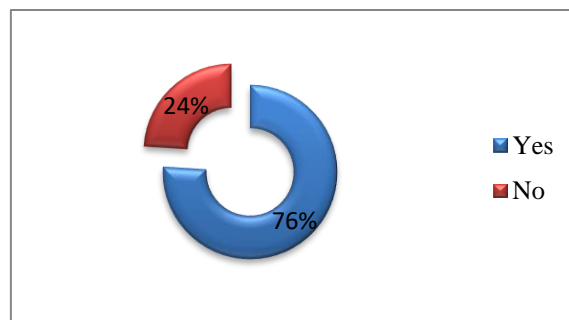
Table 3. 8 Students' ICT tools

statement	number	percentage
a) Personal computer	5	10%
b) Mobile/Smart phone	18	36%
a+b	27	54%
Total	50	100%

The objective of this question was to attain information about the different ICT tools that students use. Unsurprisingly, at this digital age 54% of learners' has both a personal computer and a smart phone. 36% of learners' has only a smart phone and 10% has only personal computer. Consequently, the majority of students have both tools which can easily use to fit the methods used and develop a self study passion.

Item 11. The access to Internet

Graph 3. 10 The Internet Access

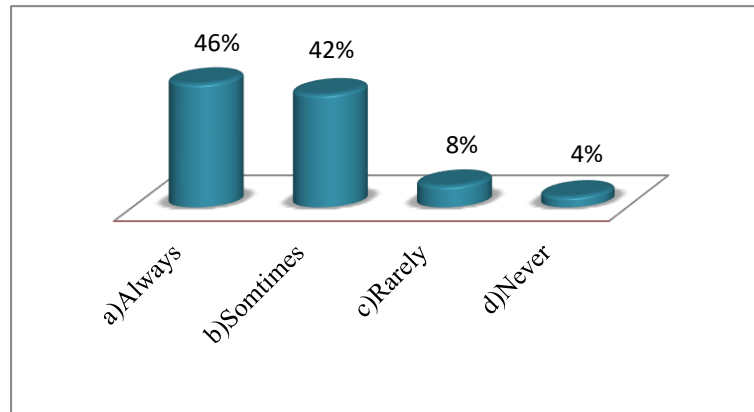


Part One :

It was not surprising that almost all of the learners (76%) have access to the internet but it is unexpected to have 24% of them lack this access. However, this can hinder them to develop their learning as the level of their classmates.

Part Two: The time spend online

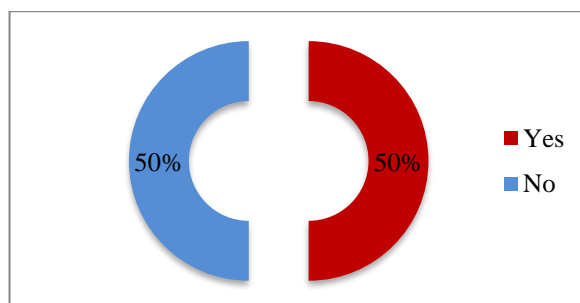
The 76% of students who have access to internet confirm that they spend a lot of time online. Most learners said it is a difficult to measure because they may stay the whole day online some said just for 8 to 10 hours; however, others assumed they approximately, spend 2 to 5 hours per day . Learners also pointed that during quarantine the hours spent online increased to more than the double. Consequently, students take a long time online which can affect their learning positively if they time an hour s from this time to study or a negatively if it take from their time to study.

Item 12. The learners' use of ICTs in their learning**Graph 3. 11 The learners' use of ICTs in Learning**

Through this question, we intended to find out learners aim from using ICTs in their learning. Thus, 46% of learners confirm that they always use ICTs in their learning as 42% of them also said they use it sometimes. Only 8% of learners' said that they rarely use it for learning purposes and 4% said they never use it for learning. Thereupon, we can deduce that learners like to use ICTs while learning and it is easier for them to work with.

Item 13. Part One: websites that learners' use regularly to learn English.

Graph 3. 12 Regularly Used Websites



The present question was designed to investigate the learners' used sites to study English. Half of the learners (50%) agreedthey have regular websites they use to learn the language whereas the other half (50%) of learners said they don't have particular websites they visit for learning.

Part Two: Examples

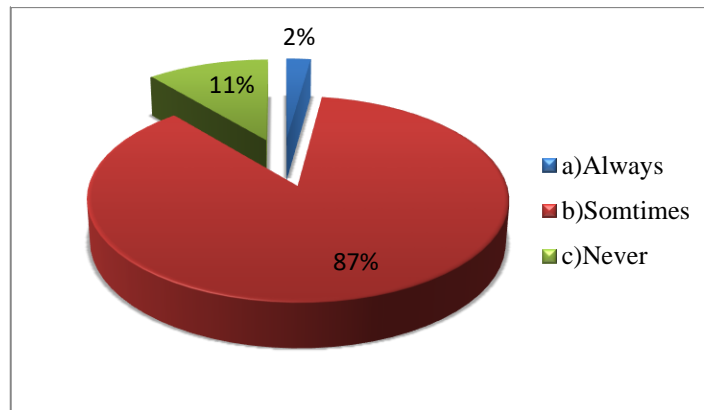
In addition we asked 50% of the learners who have regular websites that help them to learn the language to give an example of those visited websites. Learners' suggested Social media Facebook in particular such as their Study groups some said YouTube channels for instance English With Karim , Speak English with Tiffani , speak English with Lucy, Adams and our university teacher Lamjed Hammel. Others pruposed some important websites and application such as Wikipedia, BBC Learning English, Duolingo, E-books, SparkNotes, Researchgate,

encyclopedia, E-fluency, Scribd and some foreign Universities sites.

Section Four: *The Application of Blended Learning to promote learner Autonomy*

Item 14. The teachers use Blended Learning in the classroom

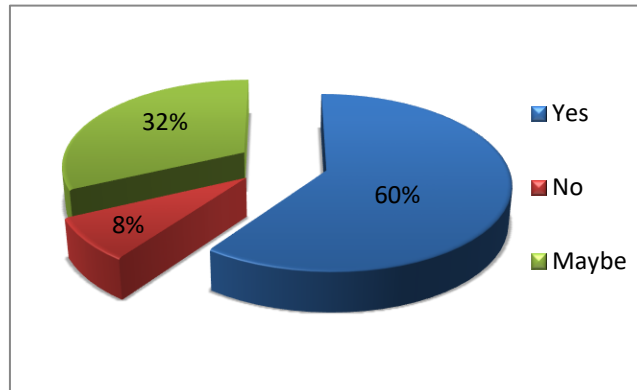
Graph 3. 13 The use of BL by Teachers'



The purpose of this question is to evaluate the teachers' use of BL in classroom according to the students observation. Teachers' always use BL during teaching as 2% of students said. the other 87% of learners sometimes observe their teaches' use BL in the classroom. For (11%) of them assume they never saw their teachers' use the method in classes. In this case, the majority of teachers try their best to apply the BL method regardless of the obstacles that prevent them .

Item 15. Reliance on documents and videos on Facebook group, the college blog

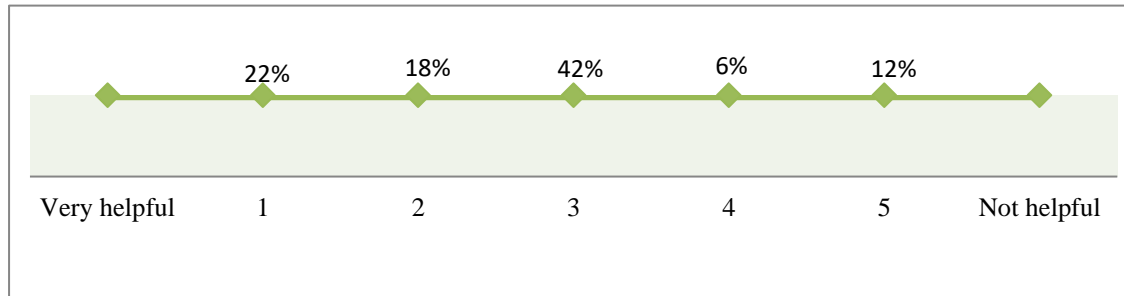
Graph 3. 14 The Agreement on the Reliance of Online Materials



This question sought to know if the reliance on the use of Facebook groups and college blog through posting different study materials. Therefore, the data showed that 60% of learners were totally with the reliance on their Facebook groups and college blog in their learning. 32% of learners are unsure and said maybe we can rely to certain extent. the rest of learners' (8%) they are totally not with this idea. Through this results we can assume that, on their learning, the majority of students prefer the use of methods and sites that they really more attracted to and spend more time on.

Item 16. Having an online-tests or practices using the Blended

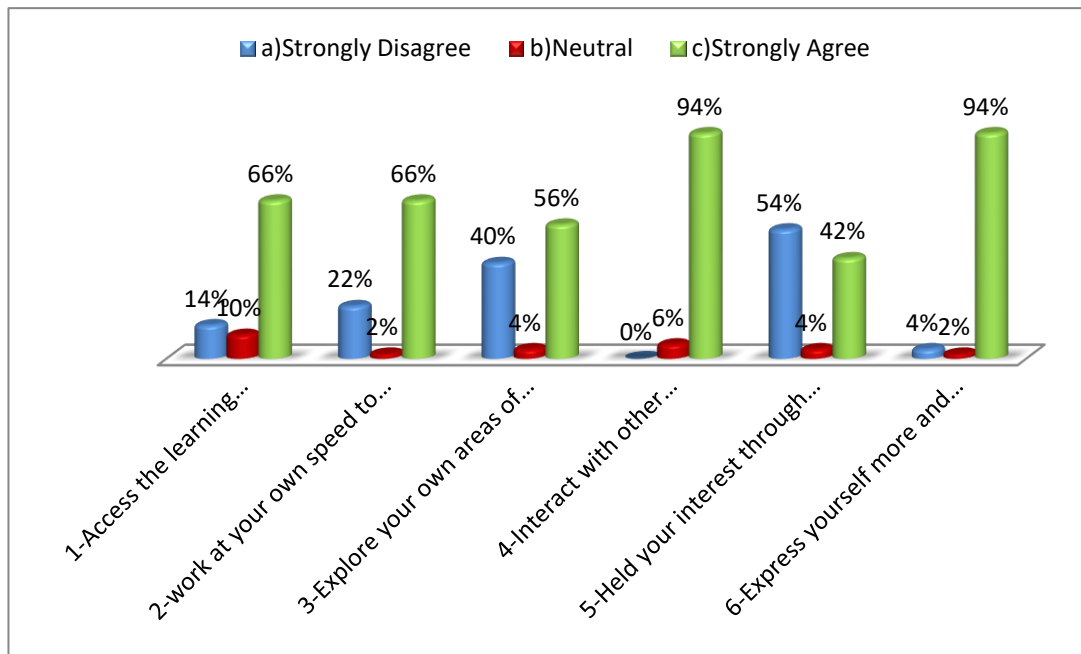
Learning is:

Graph 3. 15 the Extent of Help Using online activities

As far as this Item is concerned, we aimed to examine learners' reflection on having tests or practices online. At scale of five (5), as it shown 22% gave one of five which they totally believe it is very helpful. For 18% of learners go with two (2) upon five (5) with less believe that it is strongly helpful. Other 42% also gave three (3) from five (5) which means in between. For 6% of learners' gave just four (4) which is closely not helpful while the rest 12% they strongly confirmed it is not helpful at all. We observe that most of students with the idea of online testing and they find it more easy to applied in the time and place they want to .

Item 17. Applying Blended Learning strategy or one model of it allowed you to

Graph 3. 16 The Facilities of the Implemntation of BL



As far as this figure is concerned, we aim to discover what Blended Learning context can give for the students and what facilities it provides on different syllabus key designs. First of all, concerning the Access to the learning activities and materials at times and place convenient to the students, we can observe that 66% of the learners strongly believe that they access activities any time they want, 14% have an opposite opinion and they think they cannot because of different conditions as the access to the internet. The rest of learners' (10%) they are unsure. Similarly, 66%

strongly believe that BL allows them to work at their own speed to achieve their learning objectives. However, 2% of respondents were unsure of its effect on meeting their learning goals, whereas 22% they totally disagree on this idea and they do not think this method has an effect on their way to meet their learning objectives.

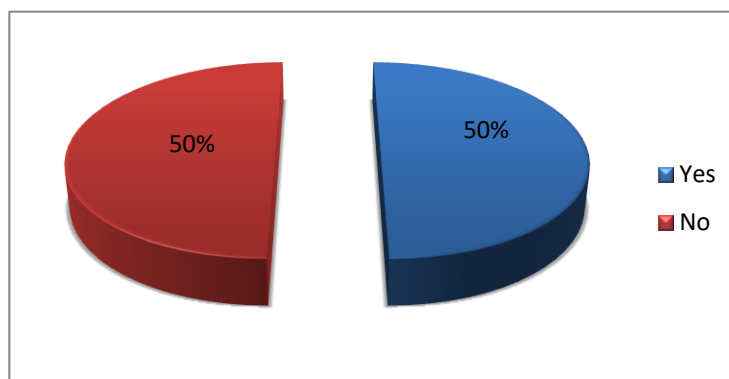
Based on the above summarized result, similarly 56% of learners strongly support that this method (BL) helps them to explore their own areas of interest, instead 40% believe it never helps; whereas 4% their opinion remain unknown. For the idea that BL give the chance for learners to Interact with other students and teachers asynchronously, almost all learners (94%) believe it does ; only 6% of the students reported that it is not beneficial for their interaction. In holding their interest through the course and keeps them focus on what is to be learned 54% of learners' strongly disagree on this, while 42% of the students were strongly agree . 4% were not sure if this method can keep them interested and focus on their learning.

Moreover, the majority of learners(94%) strongly confirm that they can express themselves more and reduce their shyness in BL context; whereas, only 4% they disagree and 2% they are unsure. The overall results deduced that learners believe that BL context allow them to Access the learning activities whenever they want and wherever they want , work at their own speed to achieve their learning objectives , Interact with each other and teachers asynchronously, and Express themselves more and

reduce their shyness I.e. put them in their comfort zone. However, two points students where somehow not sure about , one is the allowance of BL to Explore learners own areas of interest in their learning may be because use of variety of choices they have which make them lost , second is the allowance of BL to Held learners' interest through the course and keeps them focus on what is to be learned also this may be because of many things that could be distractions in an online context.

Item18. The use of moodle and zoom during quarantine

Graph 3. 17 The Reflection on the Use of Moodle and Zoom



Unsurprisingly, 50% did not like the use of moodle and zoom to carry their learning during quarantine; whereas 50% of them they like those methods . However , this justified by learners who gave many reasons in the one hand for the failure and in the other hand for the success of this method as they experienced.

Learners' Justification of Their Answers:

In this question, all learners were asked to justify their answers and

this provided

various and valuable justifications. To start with, the majority of students who have noted that using moodle and zoom were absolutely not helpful to carry studies because not all students have the ability to access internet or not all of them have high technological ICT tools such mobile phone or computers. Students also added that even if we can access internet, the connection is very bad to stream in zoom and attend classes, some of them also face a problem in having accounts and access to moodle platform. Some students claimed that only three(3) to four(4) teachers who were available online and were helping students by posting lessons and rooms for studying .

Contrariwise, the 50% of learners who has agreed on this way of learning they said because it is very advanced method and a away to coop with the world newly strategies of teaching they also add it does not need from them to go to university so they save time and efforts. Beside, learners' said we had the option either to go to university in order to have lessons and tests or we do it simply at home with no stress and concerns specially about our health.

Item19. further suggestions or comments concerning Blended Learning.

Learners add different point of view concerning the application of blended learning and its effect on them one of them said that “because we are in digital era and the students spend much time on the social media

more than interacting with people outside so this help them to interact and communicate others around the world and use the language” other said

“Because all the world work by technology in every side of life and sometime we can't go to study because of differ condition like today (corona various) ,so the lesson will be easy to grab just by click”. Other claimed that BL provide more courage and feel free to speak the language and share it outside the classroom, when the students get interacted with each other, they will achieve best In the same idea other learners said that “Well..it may encourage some student as it may destroy others. Students are different, and their capacities, methods, and characters are different. So, for me learning in classroom is the best obviously because I can focus more and understand even more.”One learner add that this method is a way for teacher's to reduce student's shyness and anxiety which enable them to perform better. Also, it encourages them to be more autonomous that they access many websites to learn more and discover new facts. The last added note by learners he/she said that “I think that BL is what makes learners more eager to intensify efforts and when you want to learn something and you have to look for it makes you responsible for your own learning of the language”.

3.5. Discussion and Interpretation of the Findings:

3.5.1. Findings of teachers' interviews :

The use of interview as a tool was significant to address the implementation of BL in order to observe the effect of EFL learners' autonomy through interviewing teachers we obtained thorough and in-

depth answers that help us to answer the research questions and confirm the research hypothesis; the discussion elaborated new information to the current study.

In the background, the interviewed teachers have different high degrees, experiences, specialties and backgrounds.

However, The seven teachers highlights their clear views about LA as an ability and responsibility of the learner to depend on himself in acquiring knowledge and learning strategies. Admittedly, there seems to exist a consistency in all the teachers' responses in that they all considered LA as the fundamental attribute for successful EFL learning specially at university level to coop with the changing of methods , their role as researcher and the future requirements of being a teacher. They confirm that their almost 70% of their students are not autonomous.

From the teachers' point of view, learners' may face different factors effect their autonomy , they divide them to personal which is hard to indentify sometimes because of its relation with the students background such as mentality, self-esteem, beside the motivation and the encouragement from the family and friends; than educational ones for instance: the teachers' role, pedagogies used, materials available. Teachers' simply answered that the problems which can face learners during their journey to be more autonomous is the lack of the above mentioned factors ,adding the most important problem which is the society passive influence either in using English outside or by preventing them

from using it. Also the overload of schedule and classes which prevent teachers to follow the progress of each student and prevent students from organizing their daily life in parallel with their study. Teachers gave

Their opinion on the context of learning/teaching at Biskra university and it's relation to development of autonomy . the majority of them prefer not to take a side weather the environment hinder or develop but rather they assume it effect negatively the students to be autonomous because of the above mentioned problems as lack of materials, and lack of teachers' training concerning how to lead students to be autonomous.

Among the pedagogical procedures suggested by teachers to promote autonomy on their students, is make use of the available technologies and strategies that attract the learner such as Blended Learning since it dominant all the needed points such activities outside, observing the progress, using visual materials which students prefer.

the findings revealed that despite of the different teachers' background , specialities, years of experience; the majority of them were aware of this method and they were knowledgeable about the way of its implementation. This combination might be due to their preferences of the traditional method of teaching, in addition to the overspread of technology. despite their appreciation of BL they do not apply all its components ;Teachers also were using this method in different models according to their available means.

The results confirmed that BL works with teachers. Simply means, there is considerable

progress because of this implement of the method which teachers clearly state that it reduced the pressure and make learners less lazy, shy and more motivated to show their abilities; teachers also observed a remarkable development of their learners' level of motivation and involvement therefore their interaction in learning. However, they emphasis the change in the teacher's role to a promoter, guider and supporter rather than a controller. The interviewees, who mentioned the difficulties, also answered "yes" for the implementation of BL , but they encountered a number of difficulties represented in the aforementioned problems.

The most importantly, teachers believe of the mutual positive relation between blended learning and learners' autonomy to increase the level of students motivation and abilities in a cooperative learning. They reported that their autonomy also have a decisive role in the use of BL in the same time with promotion of learners' autonomy. Teachers are the idol example of autonomy for his students ;he cannot deliver or spread notion that he does not have therefore he should autonomous before he leads his/her learners to autonomy. teachers show some concerns if the BL generated to be the official pedagogy used in EFL teaching/learning process at the university among

of those challenges may face them are: the materials, technical issues, commitment, workshops to educate about the method and mentality of teachers who refuse to change the traditional methods because they used to them.

The results of this theme confirmed that ,not always but ,all the teachers use the BL unintentionally due to its advantages and because supporting the classroom instruction with e -learning saves time and makes students more autonomous. In addition, the results illustrated that the teachers have nearly the same plan of BL. However, there are some difficulties faced by some teachers in implementing this method although they declared that it is a useful method.

Conclusion :

this chapter was devoted to the field work of the study that consisted of two parts. The

first part focused on the theoretical background of the research methodology of the study; namely: research design and procedures, population, sampling, and data collection methods. The second part aimed to check whether the use of BL as a strategy develops EFL learners' autonomy from EFL teachers and students' perspectives. In addition, it dealt with detailed data analysis, interpretation, and discussion of findings, and the Pedagogical Implications.

3.5.2. Findings of Students' Questionnaire :

The main purpose of this study was to investigate the effects of using BL on EFL learners' autonomy. It sought to lessen the phenomenon of learners' lack of autonomous abilities in relation to strategies used by teachers. Consequently, the BL method is considered as a suitable one to be investigated in the present study in order to increase learners' autonomy. Thus, to have credible research results the researcher dealt with a couple of tools to gather feedback that feed the study which are: an interview administrated for EFL teachers and a questionnaire administrated to third year EFL students. However, the findings were positive to a certain extent in different aspects.

This section raises the following questions:

- How does blended learning environment help learners to enhance their autonomy?
- What would be the teachers' and learners' attitude towards the use of Blended Learning method?

The analysis of section one questions infer that the major of learners of the study are females this proves that learning EL is a female-targeted filed. In addition, the respondents age balanced from 19 to 30 which can affect their use of technology because more younger more skilful of using technological tools . Furthermore, most of the respondents are between average and very good level thus, the data obtain from students who have a

sort of responsibility , care, interested in study , express their thoughts and aim to promote their learning process. The results showed that the majority of students chose to study EFL personally, which denotes that they are already motivated to learn EL.

In addition, the findings from section two which deals with learners' perceptions and attitudes towards autonomy also revealed ,half of the Learners have awareness on the exact meaning of the term, the other half ideas were too general about this term with an ambiguity in the role of the teacher in leading the students to be autonomous outside classroom; may be because the methods used by teachers which exclude the teacher role out the class boundaries results from lack of means of communication outside. Furthermore, the majority of students assert that they are ready to take responsibility towards their learning whereas the rest were somehow willing to assume responsibility due to lack of guidance, encouragement, and motivation also may be effected by the surrounded condition.

The findings of item 07 revealed incompatible expectations. They showed students failure and inability to determine the responsibility components in autonomy (see chapter one characteristics of autonomous learner) I.e. what are the teachers' role and/or the students role in some points .Though, the majority of learners seem to prefer their teachers to play the role of a guide or a partner, they expected their teachers to take responsibility for a considerable number of classroom decisions

and activities. It seems that this partnership concerns teachers' dominance and authority in everything from defining the objectives according to the needs of learners to determining the materials used in classroom which should be primarily a decision of the learners than the teacher can be a helper in defining the available materials for students. However, students unaware that as an autonomous learners they should hand in hand be with their teacher playing all roles as in choosing activities , assessing and evaluating and observing students progress outside and inside as well. This passive responses of students on the above mentioned roles may be as results of the strategies used with them i.e. the teacher controlled everything and they use for all aspects of their language learning seem to be the teacher's duty. Hence, this may cause the incomplete of the autonomous ability and will not be promoted as it should on the side of learners.

In addition, the majority of learners confirm that they sometimes prepare their lessons and revise them outside classrooms this because the charged timetables which enables them to make balance between studying in classroom and preparing and revising at home in addition making their own research getting more information about their lesson . Also this may results the reliance of learners upon memorization in days before exams for the sake scores .This latter, leads to students' impassivity because they just copy and paste the received information, which can demotivate their thinking, Hinder their

productivity, and their opportunity to practice or to express their thoughts towards given information.

More importantly, when we asked respondents to define if strategies used in class effect them to be more autonomous, surprisingly, the majority of them were unsure on its effect, students lack the awareness of the role of strategies used and its effect may be because they . just few were strongly believe that is the important element when it comes to promoting autonomy. in addition students gave many suggestion for strategies used by their teacher furthermore, students mentioned the use of technology, ICTS , online materials and visual tools beside students also emphasis the idea of pre-research. Students also said that when teacher ask them to prepare a presentation and present it during class session they feel more of responsibility to make lesson more understandable by their classmates.

In the third section we intend to investigate Learners' Perception of Blended Learning. We observed that all learners have ICT tools that spend much time on specially mobile phones. however 20% of the time spend goes for studying therefore students need to give more time for their learning using those ICT tools instead of wasting it on checking social media. Thus it is easy to make shift of focus to learners' more towards their study by using BL since they already have huge use and interest in ICTs(see chapter two BL and ICTs) . Moreover, the access to the internet is problem for 24% of respondents i.e. not always they have access or even

if they have is bad one .This may hinder the use of blended learning until this problem fixed in order not to have a discrepancy in the development of autonomy. In the light of learner interaction with ICTs ; half of them also have a regular websites they permanently use for EL the half may they do not have a particular websites may be they use different sources each time however this may cause them a waste of time looking and lose in choosing the correct ideas there for its a better to have an official websites or platforms to rely on for both students and teachers. different examples of those websites was given and varied from YouTube channels of teachers in the university to a different websites such as social media precisely Facebook groups .therefore it is an opportunity for the administration , students, teachers to assemble in one place to exchange knowledge.

In the fourth section which aim to evaluate students' Autonomous Practices and teachers' strategies under the Blended Learning context conducted before and during the quarantine. the results, according to the majority of participants , revealed that teachers sometimes use blended learning in classrooms regardless of the obstacles teachers try their best to apply the BL method because their students' high appreciation to the integration of internet during their learning process. However, based on the previous question some teachers' they really rely on Facebook and Blogs also they make an online tests with the freedom to choose if any of students want to do it offline. Therefore, we asked students if they are into the way their teachers are using BL (see chapter two BL models)since ,

the majority of students totally with their teachers in using websites that they really more attracted to and spend more time on such as Facebook.

The first items were related to the use of BL practices, and the students were asked to evaluate their ability to perform autonomous actions in the blended learning environment. The results showed that the majority of learners were able to work at their own speed to achieve their learning objectives, express themselves more and reduce their shyness in BL context I.e. they were encouraged to speak up and get rid fearness and hesitation, access to the learning activities and materials at times and place convenient to them as well as interaction with other students and teachers asynchronously which means they can discuss and ask whenever they want. The majority of Learners also said that the BL context make them explore their areas of interest than determine their objectives according to their needs, select materials to accomplish their learning goals, and decide what to learn for the next lesson, most of the time. It was reported by learners that they were doing these actions by using the online content on their Facebook

But majority of students agree that BL context may not held their interest through the course and keep them focus on what is to be learned may be because using Facebook distract them because it is not an official platform like moodle. additionally, learners' were divided to two equal groups the half were totally against relying on moodle and zoom because of bad condition such as internet connection and lack of commitment for

the side of students and teachers as well . The other half, were totally with those methods because of they felt that they have choice , free time and no pressure, safety ,they coop with development of education in the world. To conclude based on learners' suggestions, the majority of students express good impression about their learning process, over a half of them find it interesting and almost half find it motivating. This suggests that they are satisfied about their educational environment. These findings show students' high appreciation to the integration of internet during their learning process furthermore students value their teachers' contribution to implement BL's elements regardless of the unsuitable conditions and challenges.

Conclusion:

To conclude, the questionnaire was beneficial in providing deeper insights about the topic in general and the implementation of Blended learning in particular. It was a useful tool to know students' opinions roughly to be able to answer the research questions.

Consequently, learning EFL at the University of Biskra needs some modifications starting from the system to the way of assigning students, which demotivate them in learning and prevents from being active. Also, teachers and syllabus designers should base the lectures and examinations to what makes students practice and express their thoughts not only on memorization. In order to develop their students' critical thinking and research skills, teachers should raise their students' awareness about critical thinking and about its vital role in learning process in addition to spreading its culture among students. From what we have suggested as strategies to develop critical thinking, students did not provide any answer may be because they did not experience them before; this makes them unable to judge or evaluate the aforementioned strategies to be effective or not.

General Conclusion

General Conclusion:

The positive impact of the innovation and integration of new technologies in different life domains led teachers' and scholars to look for the effective strategy using those technologies to improve their learners' learning. Therefore, This study seeks to investigate the impact of blended learning on learners' autonomy at the level of third-year students at the section of English at Biskra University. Thus, this research attempted to answer all the research questions in addition to the hypotheses validity, which stated that the use of blended learning method for learning English language promote the EFL learners' autonomy in and outside classrooms. In this regard, the research deals with two main phases: firstly, the theoretical phase endeavours to offer a variety of reliable notions and conceptions which is an essential initiation to achieve a well-reinforced field study. It comprises two chapters, the first was devoted to several issues related to Learners' autonomy. It provided definitions, its characteristic, approaches to promote it, the teachers' and students' roles in addition to its relation to Motivation. While the second one was concerned with BL, its definitions, the main characteristics, the advantages and disadvantages, and stating its models, in addition to the challenges in the way of its implementation and its outcomes than other different aspects that are related to BL.

Secondly, the practical phase aims to provide teachers' and students' views, opinions and perceptions concerning the topic under exploration.

The aforementioned phase avails for the supplement of findings that would reinforce or contradict the research hypothesis. Thus, different data collection methods were used, namely, a students' questionnaire which has been administrated to fifty students of third year EFL, and a teachers' interview which has been administrated to seven EFL teachers at Biskra university of English division. The obtained data from the aforementioned data collection methods were analysed interpreted and discussed. Findings from interrogation's phase yield that EFL teachers were aware of BL and its use in addition teachers react positively towards the impact of BL for the development of learners' individual learning skills in general, and their self-independent learning in particular. Therefore, they agreed on adopting the BL as strategy to enhance learners' autonomy and create a motivated atmosphere. For students, they value BL whereby they are given opportunity to take responsibility of their learning, and self-direct what to learn at their ease, pace and time. In this way, they are out of any limitations. Thus, students reach an autonomous learning.

To sum, it can be deduced that using the BL method, as a recent instructional approach proved its effectiveness on improving the students' learning, especially their autonomous skills. However, The integration of BL in EFL classes fits the actual educational demands and paves the way toward the shift from teacher-centeredness, to the core of the LMD

system learner-centeredness. Nevertheless, adopting this technique requires certain conditions such as small number of students, availability of sources, time, etc

Pedagogical Implications/ Recommendations:

Implications for Teachers:

The requirements of 21st century education make it compulsory for EFL teachers to reconsider their perception towards the incorporation of internet and the use of online resources and ICTs in their teaching. As it is discussed in the second chapter and proven in the findings, BL comes to satisfy the contemporary focus that calls for an absolute self-independence to label nowadays students. In this respect, teachers should proceed to an intensive training in order to overcome technology-usage weaknesses. This way, they renovate their methods and strategies to achieve better learning objectives and stepping forward a professional development. The fact of being subject to change, technology urges teachers to endeavour a permanent formation to keep being up-to-date and seeking a maximum of educational attainments.

On the basis of findings yielded in teachers' and students' questionnaire, as well as, information stated in the theoretical part (chapter one) concerning teachers' role and learners' autonomy. It is high time for teachers to alter their conventional role with less authoritative one.

More importantly, teachers should make great efforts to adjust their teaching with recent demands that emphasize learner-centered

approach. Notably, the former is adopted by the actual Algerian HE system LMD. Accordingly, teachers enrich their professional repertoire with further personalized manners and styles. By contrast, students would take advantage of taking control over learning to develop individual learning skills and promote self-reliance. Another implication for teachers concerning the integration of BL in EFL classrooms, is that teachers should value the latter, as the present research proves that the implementation of BL would enhance EFL learners' autonomy. Therefore, teachers should look for new strategies that lead to a best mixture of two different learning climates.

Whereby, they attempt to employ the various online supplements and blend them with good classroom instructions. Through which, teachers keep facilitating, monitoring, and guiding students to achieve their learning activity. Additionally, the fact of making an online learning without teachers' assistance may substitutes their (teachers) role, then students turn to develop their critical thinking.

Implications for Learners :

As a matter of fact, being graduated under the LMD system which is based on learner centeredness norm, students should appear very collaborative with their teachers for a successful implementation of an autonomous learning. According to findings in teachers' interview and learners' questionnaires, students need to be motivated and mobilized to become responsible and take charge of their learning. Students also

should strongly believe in their individual styles to develop their different learning skills. In view of

the previous findings, students' self-independence is interrelated with teachers' role and autonomy. For this reason, students are asked to engage in their learning process. Conversely, teachers should play a minor role giving chance to students to get more interactive act.

On light of results yielded in the present study, both teachers interview and students' questionnaires reveal that the implementation of online learning in EFL classrooms develops learners' independent learning, as students are motivated, involved, and less anxious to do their learning task . This may imply that students are highly attracted by the incorporation of technological instruments.

The reality of adopting an excellent use of two different instructional modes makes BL privileged and effective to offer a high quality of knowledge, and attain a perfect performance of learners. Thus, EFL students should be aware of the importance of adopting such harmonious mixture. Whereby, they enrich their communicative interaction. More importantly, the adequate implementation of BL elements would certainly turn students into more active participants, self-directed, and self-regulated. In this respect, the intensive and appropriate integration of BL would raise their critical-thinking and boost their sense of problem solving.

Hence, it is substantial to urge students to make a moderate

utilization of BL components; in order to get into the target goal that is centred around the core of 21st century education; learners' autonomy.

Limitation of the study :

the Questionnaires and the interview have been used as one of the research tools of this study to investigate the concept of LA in relation to the implement of BL.

- However, the research could have benefited from using another tool such as classroom Observations that could have supported and expanded the scope of the questionnaire and interview data. Nevertheless, due to the epidemic situation of COVID-19 and the health concerns which results a five months without studying ; only two sessions were observed therefore classroom observation would not be available to be used and to be completely done.
- learners may not have the interest to answer the questionnaire online, therefore it needed to target them individually and send private message one by one to 50 students from third year in order to have data to be analysed.
- The lack of direct connection between the researcher and supervisor which caused kind of lose in the way things should be done properly and also in the motivation of researcher him/herself to carry the work.

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APPENDICES

Appendix A: Students' Piloting questionnaire

**Mohamed Kheider University of Biskra
Faculty of Letters and Foreign Languages
Department of Foreign Languages
Section of English**

Dear students,

You are kindly requested to answer the following questionnaire for a Master dissertation research , its objective is to investigate ***“The Efficiency of Using Blended Learning as a strategy to Enhance English Foreign Language Students Learning Autonomy”***.

We would be so grateful if you answer the questions sincerely by putting tick (✓) in the appropriate box(es) or give full answers (comments)when they are required. Be sure that your responses are of great importance for the success of this research studyand will be kept confidential .

- ✓ Feel free to ask the teacher or researcher if you have any doubt about how to answer a question.

Section one: Background Information

Q1: Would you specify your sex please?

Male

Female

Q2: Please state your Age.

.....

Q3:How can you evaluate your level in English?

Very good

good

average

poor

Q4:Was learning English at University

Your own choice

Your parent (s) choice

THE EFFECTS OF BLENDED LEARNING ON LEARNERS' AUTONOMY

Someone's advice

➤ If it was your own choice, why do you learn it?

To get more job opportunities

To use it for travelling purposes

Because it is the most used language in the world (as Linguafranca)

To be a teacher of English

Section Two: *learners' perception of Learners' autonomy Notion*

Q5: How you define the concept of learner autonomy

.....

Q6: To what extent do you think you are ready to take charge of (responsibility of) your own learning?

To a high extent somehow not ready not ready at all

Q7: Learner autonomy is learners' take responsibility to settle all decisions related to their learning including the what, when, how, in what order and by what means adopted in the learning process inside and outside classrooms without neglecting the role of the teacher as a guidance. Who do you think is responsible the teacher and/or student for ...? Why?

	Teacher	Student	Both	Justification
Defining the objectives according to the needs of learners				
Determining the materials used in classroom				
Choosing the pre-activities and post-activities				
Students' progress(engagement and involvement) during lessons				

THE EFFECTS OF BLENDED LEARNING ON LEARNERS' AUTONOMY

Students' progress outside classroom				
Assess and evaluate student learning progress				

Q8: How often do you prepare learning activities (lessons) before classroom sessions?

Always often Sometimes Rarely Never

Q9: How do you evaluate your understanding of lessons after classroom sessions?

Using online websites

Classmates' Discussion

Ask the teacher

Repeat taken activities in classroom
 ➤ Why ?

.....

Q11: Do you agree that the strategy used by teachers in classroom affect learners' autonomy?

Strongly Agree Agree Neither Agree Nor Disagree Disagree Strongly Disagree

➤ Give an example of teacher strategy that you liked the most

Q12: Which of the following learning Strategies you rely the most?

- Teachers' Provided materials explanation, notes and handouts
- E-learning, Information Communication Technology and online materials (ICT)
- Both

Section Three: *Learners' Perception of Blended Learning.*

Q13: Which of the following ICT tools do you have ?(You may choose more than one option)

Personal Computer

Mobile phone

➤ Which one do you use the most ?and for what reasons ?

.....
.....

Q14: Can you have access to Internet easily at home or elsewhere?

Yes

No

➤ If yes , how much time you spend online?

.....

Q15: How often do you use ICTsin your learning?

Always

Sometime

Rarely

Never

Q16: Do you have particular websites that you use regularly to learn English ?

Yes

No

➤ If yes, mention some of them, please?(even social media)

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

Q17:Blended learning: is hybrid learning strategy, according to Bonk and Graham (2006) defined it as “a system that combines face-to-face instruction with computer-mediated instruction.”.To what extent do you think thedigital and online materials and classroom activities worked together?

Not well very well

➤ Justify your answer please

.....
.....

Section Four: *The Application of Blended Learning to promote learner Autonomy*

Q19: How often do your teachers use Blended Learning in the classroom?

Always sometimes never

Q20: how often do your teacher share and exchange knowledge with students online ?

Always sometimes never

➤ Give some examples, please ?

.....
.....

Q21: Do you think that using Blended Learning can reinforce your responsibility toward your language learning?

Yes

No

➤ Justify your answer please

Do you think that relying on documents and videos on your Facebook group and the college blog helps you ?

Yes

No

Q18: do having an online-tests or practices after a lesson using the Blended Learning ...

Very helpful Somehow helpful Not helpful

Q22: To what extent do you believe that blended learning strategy allowed you to ...

Strongly disagree	disagree	Neutral	agree	Strongly agree
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THE EFFECTS OF BLENDED LEARNING ON LEARNERS' AUTONOMY

Access the learning activities at times convenient to you					
Find the online material available at locations suitable for you					
work at your own speed to achieve learning objectives					
Meet your learning goals					
Explore your own areas of interest					
Communicate with other students in the subject of the study electronically					
Have the freedom to ask your teacher what you do not understand					
Have the freedom to ask other students what you do not understand					
Interact with other students and teachers asynchronously (receive message, respond the time suits you)					
Held your interest through the course and keeps you focus on what is to be learned					
Express yourself more and reduce your shyness (puts you in comfort zone)					

Q22: Do you believe that generalizing the use of Blended Learning as strategy in language teaching/ learning classrooms encourage students to be more responsible of their own learning and practice more the language outside classroom?

Yes

No

➤ Justify your answer please

.....

Q19: If you have any further suggestions or comments concerning Blended Learning, please cite them.

.....

Appendix B: Students' Final questionnaire



Students' Questionnaire about “The use of Blended Learning as a strategy to Enhance English Foreign Language Learners' Learning Autonomy”

Dear students,

You are kindly requested to answer the following questionnaire for a Master dissertation research, its objective is to investigate “The use of Blended Learning as a strategy to Enhance English Foreign Language Students' Learning Autonomy”.

We would be so grateful if you answer the questions by ticking (✓) the appropriate answer(s) and giving full Statements (comments)when they are required. Be sure that your responses are of great importance for the success of this research study and will be kept confidential.

Thank you for your time, effort and collaboration.

Researcher's name:
Benabdelkader Sana

Email: Brunettexss@gmail.com

Supervised by:
Dr. Slimani Said

[Next](#)

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Google Forms

Background Information

Q1: Would you specify your gender, please? *

- a)Male
- b)Female

Q2: Your Age is between *

- a)19-25
- b)25-30
- c)up 30

Q3: How is your level in English? *

- a)Very good
- b) Good
- c) Average
- d) Poor

Q4: Was learning English at University? *

- a)Your own choice
- b)Your parents' choice
- c)Someone's advice
- d)Imposed

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THE EFFECTS OF BLENDED LEARNING ON LEARNERS' AUTONOMY

Learners' Perception of Learners' Autonomy

Q5: How can you define the concept of learner's autonomy? *

- learner's Autonomy is the ability to take charge of one's own learning along with teacher's guidance inside and outside classroom
- learner's Autonomy is the ability of learner to take responsibility of his/her own learning with no need to teacher's guidance inside the classroom
- learner's Autonomy is the ability of learner to take responsibility of his/her own learning with no need to teacher's guidance outside the classroom

Q6: To what extent do you think you are ready to take charge of (responsibility of) your own learning? *

- a)extremely ready
- b)somehow ready
- c)not ready at all

Learners autonomy

is when learners' take responsibility to settle all decisions related to their learning including the what, when, how, in what order and what means used in the learning process. without neglecting the role of the teacher as a guide.

Q7: According to you, Who is responsible(teacher/ student/ both of them) for: *

	a)Teacher	b)Student	c)Both
Defining the learning objectives according to the needs of learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing the pre-activities and post-activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining the materials used in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observing Students' progress (engagement, involvement and interaction) during lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

THE EFFECTS OF BLENDED LEARNING ON LEARNERS' AUTONOMY

Observing Students' progress outside the classroom

Assessing and evaluating students' learning progress

Q8: How often do you prepare learning activities and lessons before classroom sessions? *

- a) Always
- b) Often
- c) Sometimes
- d) Rarely
- e) Never

Q9: How do you evaluate your understanding of lessons after class sessions? *

- a) Classmates' Discussion (discussing the lesson with classmates)
- b) Asking the teacher (teachers feedback)
- c) Repeating the taken activities in classroom
- Other: _____

Please, Explain Your Choice *

Your answer _____

Q11: To what extent do you agree that the teaching techniques and strategies used by EFL teachers in the classroom; at your university affect learners' autonomy? *

- a) Strongly disagree
- b) Disagree
- c) Neutral
- d) Agree

THE EFFECTS OF BLENDED LEARNING ON LEARNERS' AUTONOMY

- d) Agree
- e) Strongly agree

Give an example of teacher strategy that you liked the most *

Your answer _____

Q12: Which of the following learning strategies you rely on the most to grasp your lessons? *

- a) Rely on teachers' explanation, Information Communication Technology (ICT) and online materials
- b) Rely on teachers' explanation, charts, diagrams and handouts
- c) Rely on teachers' explanation and notes in board
- Other: _____

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Learners' Perception of Blended Learning

Q13: Which of the following ICT (Information and Communications Technology) tools do you have? (You may choose more than one option) *

- a) Personal Computer
- b) Mobile/Smart phone
- Other: _____

Which one do you use the most? and for what reasons? *

Your answer _____

Q14: Can you have access to the Internet easily at home or elsewhere? *

- a) Yes
- b) No

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THE EFFECTS OF BLENDED LEARNING ON LEARNERS' AUTONOMY

If yes

How much time do you spend online? *

Your answer _____

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Q15: How often do you use ICTsin your learning? *

- a) Always
- b) Sometime
- c) Rarely
- d) Never

Q16: Do you have particular websites that you regularly use? *

- a) Yes
- b) No

If yes, For what reasons? *

Your answer _____

Q17: Do you have particular websites that you regularly use to learn English? *

- a) Yes
- b) No

If yes, mention some of them, please? (even social media , moodle ...etc) *

Your answer _____

Blended learning
it is a hybrid learning strategy. Bonk and Graham (2006) define it as "a system that combines face-to-face instruction with computer-mediated instruction".

Q18: To what extent do you think digital/online materials and classroom activities work together? *

- | | | | | | | |
|-----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------|
| | 1 | 2 | 3 | 4 | 5 | |
| Very Well | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Not Well |

THE EFFECTS OF BLENDED LEARNING ON LEARNERS' AUTONOMY

The Implementation of Blended Learning

Q19: Do your teacher share and exchange knowledge with students online (E.g Facebook group)? *

- a) Yes
- b) NO
- c) Sometimes

Q20: How often do your teachers use Blended Learning in the classroom? *

- a) Always
- b) sometimes
- c) never

Q21: do you think that relying on documents and videos on your Facebook group, the college blog and taking an online-tests or practices using the Blended Learning is: *

- | | | | | | | |
|--------------|-----------------------|----------------------------------|-----------------------|-----------------------|-----------------------|-------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Very helpful | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Not helpful |

Justify your answer, please *

Your answer _____

Q23: To what extent do you believe that blended learning strategy allows you to... *

	a)disagree	bNeutral	d)agree
1-Access the learning activities at times convenient to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2-Find the online material available at locations suitable for you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3-work at your own speed to achieve learning objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4-Meet your learning goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

THE EFFECTS OF BLENDED LEARNING ON LEARNERS' AUTONOMY

9-Interact with other students and teachers asynchronously(receive message , respond the time suites you)

10-Held your interest through the course and keeps you focus on what is to be learned

11-Express yourself more and reduce your shyness (puts you in comfort zone)

Q24: Do you believe that generalizing the use of Blended Learning as a strategy in language teaching/ learning classrooms encourages students to be more responsible for their own learning and practice more the language outside the classroom? *

Yes

No

Maybe

Justify your answer, please *

Your answer

Q25: If you have any further suggestions or comments, please feel free to mention them.

Your answer

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Submit

Appendix C: Teachers' Piloting Interview

Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Division of English

Dear teacher,

The main aim of this interview is to gather information for the accomplishment of a master dissertation about “**The Efficiency of Using Blended Learning as a Tool to Enhance English Foreign Language Students Learning Autonomy**”. Therefore, we would be so grateful if you could answer the following questions; your responses will be of a great help for the success of this research study.
Thank you for your time and collaboration.

Part One is concerned with teachers' profile.

Question 1: asks about teachers' position in the university.

Question 2: post-graduate field of specialization.

Question 3 and 4: Teaching experience /Teaching levels

- 1) What is your understanding of learners' autonomy?
- 2) Do you consider learners' autonomy important in learning English as a foreign at the university level? Why? Why not?
- 3) On the basis of your experience as a teacher, do you think EFL students are autonomous?

So, how do you see EFL students' attitude towards learning English autonomously inside and outside the classroom?

THE EFFECTS OF BLENDED LEARNING ON LEARNERS' AUTONOMY

- 4) According to you, what are the factors affecting learners autonomy? (in general)
- 5) Which education factors can influence learners' view of autonomy is English learning at university? (mention some of them only such as strategies used by teachers, the use of certain materials, ways of assessment)
- 6) There are several problems facing EFL students when learning English language autonomously, could you please mention some of them?

*Most first year students came with no capacity to study independently from the teacher, mainly because they are used to spoon feeding provided form their high school teachers. So, according to you, what are the appropriate solutions to solve this problem?

- 7) According to you, does the teaching and learning environment in the English branch help or hinder the development of learning autonomy? In what ways?
- 8) Relying on your experience, which pedagogical procedures should be taken into consideration for promoting learners' autonomy at university level?

Since most students are concerned with social media and the internet, they found themselves interested in using ICT, and e-learning. Besides, that based on the fact that most of EFL students did not feel attracted to strategies used in classroom and considered them as the same methods repeated over the past 10 years, many teachers adopted the “Blended Learning method” as strategy to enhance learners' autonomy. Bonk and Graham (2006) defined it as “a system that combines face-to-face instruction with computer-mediated instruction “

- 9) Do you think that there is a relationship between the use of BL and learners' autonomy?

10) Do you think that the BL context can help students practice their autonomous abilities? How/ In what way?

11) As a teacher, have you ever used this method?

- If yes, Could you please give us some results or statistics that you obtain from your experience of using that method? Was there a change in teacher's role in the BL environment compared with traditional environments?
- If no, could you please explain why and what the difficulties that prevent(ed) you from using it?

What can be the challenges for the teachers and the students if a BL context is decided to be implemented in the Algerian EFL context at the university level?

Appendix D: Teachers' Final Interview

Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Division of English

Dear teacher,

The main aim of this interview is to gather information for the accomplishment of a master dissertation about “**The Efficiency of Using Blended Learning as a Tool to Enhance English Foreign Language Students Learning Autonomy**”. Therefore, we would be so grateful if you could answer the following questions; your responses will be of a great help for the success of this research study.
Thank you for your time and collaboration.

Part One is concerned with teachers' profile.

Question 1: asks about teachers' position in the university.

Question 2: post-graduate field of specialization. (fulltime or part time teachers)

Question 3 and 4: Teaching experience

Teaching levels

12) What is your understanding of learners' autonomy?

13) Do you consider learners' autonomy important in learning English as a foreign at the university level? Why? Why not?

14) On the basis of your experience as a teacher, do you think EFL students are autonomous?

15) According to you, what are the factors affecting learners autonomy? (in general)

THE EFFECTS OF BLENDED LEARNING ON LEARNERS' AUTONOMY

16) Which education factors can influence learners' view of autonomy in English learning at university? (mention some of them only such as strategies used by teachers, the use of certain materials, ways of assessment)

17) There are several problems facing EFL students when learning English language autonomously, could you please mention some of them?

18) According to you, does the teaching and learning environment in the English branch help or hinder the development of learning autonomy? In what ways?

19) Relying on your experience, which pedagogical procedures should be taken into consideration for promoting learners' autonomy at university level?

Since most students are concerned with social media and the internet, they found themselves interested in using ICT, and e-learning. Besides, that based on the fact that most of EFL students did not feel attracted to strategies used in classroom and considered them as the same methods repeated over the past 10 years, many teachers adopted the "Blended Learning method" as strategy to enhance learners' autonomy. Bonk and Graham (2006) defined it as "a system that combines face-to-face instruction with computer-mediated instruction "

20) As a teacher, have you ever used this method?

- 10) If yes, Could you please give us some results or statistics that you obtain from your experience of using that method? Was there a change in teacher's role in the BL environment compared with traditional environments?
- *If no, could you please explain why and what the difficulties that prevent(ed) you from using it?

11) Do you think that there is a relationship between the use of BL and learners' autonomy?

THE EFFECTS OF BLENDED LEARNING ON LEARNERS' AUTONOMY

- 12) Do teachers' autonomy affect the use of BL method and encourage students to be more autonomous?
- 13) What can be the challenges for the teachers and the students if a BL context is decided to be implemented in the Algerian EFL context at the university level?

Appendix E: Facebook Screenshots

The image displays two screenshots of Facebook posts from a group named "UMKB Promo 2017 English".

The top screenshot shows a post by **Meddour Mostefa**, dated 5 days ago. The post is addressed to "Dear students (Groups 6-7-8)" and contains the following text: "Here is the link to your second test of Written expression (out of 12 pts). Please watch the video first and answer the questions. The deadline to submit your answers is Monday, September, 2020. Best of luck". A Google Forms link is provided: https://docs.google.com/forms/d/e/1FAIpQLSeY-K8VimDblxigE6U1ZOdl1CORsTfojlv1e6C207_3mc6Vtw/viewform. The post has 36 reactions (likes, loves, and wow) and 44 comments.

The bottom screenshot shows a post by **Majid Hamel**, dated 4 days ago, where he "shared a link". The link is titled "SIDE BY SIDE FOR 2ND SEMESTER EXAM AND GRADUATION" and is a YouTube video. The video thumbnail features a man in a suit and a green circular graphic with the text "ESSAY BODY SUPPORTING PARAGRAPHS" and "BISKRA UNIVERSITY LAMRINE ELHAMEL". The video title is "ESSAY 04: ESSAY BODY (SUPPORTING PARAGRAPHS)" and the source is "youtube.com". This post has 12 reactions (likes and loves) and 12 comments.



Tarek's Post



Tarek Assassi ▶ **UMKB Promo ...**
2017 English

Apr 21

Good day to you all. I hope you are all safe and healthy. A Zoom meeting will be held tomorrow April 22nd at 10.00 am. Find attached the link and the ID for the webinar. The topic will be Needs analysis and designing the content of questionnaires. Please note that this is an invitation and attendance is not mandatory.

You are invited to a scheduled Zoom meeting.

Topic: Needs Analysis in ESP:
Questionnaire Design

Time: Apr 22, 2020 10:00 AM Algiers



Write a comment...



Meem's Post



Meem Bechar ▶ **UMKB Promo ...**
2017 English

May 13

Salam w saha f'torkoum

L3 students (group 2) are hereby informed that a Zoom session for Oral Expression is scheduled on Thursday 14/05/2020, around 11:00.

[<https://zoom.us/j/6747809626?pwd=Rk5SL0tBSm9oVjdINDRvellCRjIHUT09>](<https://www.google.com/url?q=https%3A%2F%2Fzoom.us%2Fj%2F6747809626%3Fpwd%3DRk5SL0tBSm9oVjdINDRvellCRjIHUT09&sa=D&usd=2&usg=AOvVaw0CYS1suC7Q3OsYOFNrmtFg>)

ID de réunion : 674 780 9626

Mot de passe : 5N2C9k



Write a comment...



Kamel's Post



Kamel Harhoura ▶ **UMKB ...**
Promo 2017 English

Apr 17

Good evening, dear students. Here's a moodle link for the next Civ lesson. Stay home.

<http://elearning.univ-biskra.dz/moodle/mod/forum/discuss.php?d=229>

24

24

6



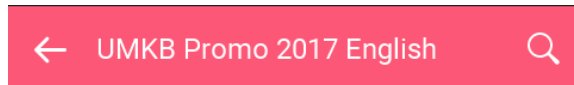
Inasse Zeriguët
Who could access ?

6 mos [Like](#) [Reply](#)



Write a comment...





Hocine Benchebiba created a poll in **UMKB Promo 2017 English**.

12h

Theme and version teacher :
Choose between
1: an online hard test (because you can use the net)
2: a normal test after the exams (Tuesday, Wednesday, Thursday).

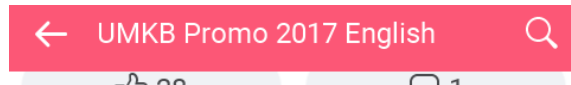
.....
Good luck

2: a normal test after the exams (Tuesday, Wednesday, Thursday). ...

150 votes

1: an online hard test (because you can use the net) ...

48 votes



28

1



ياسر صدراتي
Sep 10



48

48

88



ياسر صدراتي
Sep 11



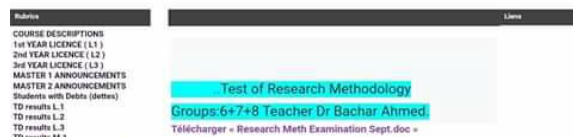
29

30



Amun Duxk
Sep 18

Research methodology test for g6/7/8 on the blog
mr bachar ahmed



18

18

13

المخلص

تهدف هذه الدراسة إلى استكشاف تأثير استعمال التعليم المختلط على استقلالية الطلبة . بالإضافة إلى أنها تسعى لتوضيح رأي و موقف كل من الاسانذة و المتعلمين حول استعمال هذه الطريقة .تسعى هذه الدراسة لتقييم النتائج عن طريق أن استعمال مجموعة من المقاربات و الأدوات البحثية التي تعتمد على الدراسة و المنهج الوصفي من خلال استعمال الاستبيان و المقابلة . تسمح هذه الأدوات بالحصول على بيانات كمية و نوعية من العينة المأخوذة التي تتكون من 50 طالب في السنة الثالثة ليسانس للاستبيان و 7 مدرسون من قسم اللغة الانجليزية للمقابلة في جامعة محمد خيضر بسكرة . تؤكد النتائج المتحصل عليها الفرضيات الرئيسية المذكورة و التي تعني استعمال طرق و نظام التعليم المختلط يعزز استقلالية طلبة اللغة الانجليزية خلال مسيرتهم ومنه فهذه النتيجة توجه الانتباه لضرورة دمج هذه التقنية في فصول التدريس الجامعية الجزائرية لدراسة اللغة الانجليزية .