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The use of blended learning in fostering EFL student's autonomy

The Case study of Master Level Students at Biskra University

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«Praise to Allah, who has guided us to this; and we would never have been guided if Allah had not guided us»

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Dedication

I would like to dedicate this work to:

To my angel, my paradise, "My mom taught me that her Soul to agree with in Hard work, and changed into a supply of encouragement and notion at some point of my life.

You can accomplish many stuff in only some moments. "

"My pricey father."

My first teacher, a signal of project and sacrifice, who paved the manner for me to be strong through his steerage and aid Pursuing my desires to me and myself Thank you for giving me the energy to made me someone powerful today. My pricey and superb brother and sisters who supported me. Also, my near friend's thanks for your help, aid and love.

Abstract:

The present study sought to investigate the relationship between blended learning implementation and EFL student's autonomy promotion. This study it is hypothesized that the use of blended Learning which is the mixture between face to face learning and online learning will promote or improve EFL student's autonomy. To check this hypothesis a qualitative research method was implemented where two questionnaires used to examine the attitudes and perceptions of EFL students and teachers on Blended Learning strategies to promote autonomous learning. Below, 20 master's EFL students and 5 teachers of oral expression were developed or administered In the English department at Biskra University Were selected as samples from the University of Biskra. By descriptive interpretation of the collected data, the Results show that the blended learning method is an effective Learning method that actively contributes to the promotion of learner autonomy, EFL students as well as teachers understand the value of blended learning.



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General Introduction

Introduction:

Technology is considered as a vital part and an essential element in our daily life with the development that we are seeing in 21st century. Technology helped a lot in facilitating the way of study by providing various and interesting topics and information.

First of all, the student knows that his learning is no more separated from his daily life, in addition to that the use of only traditional methods of teaching can make the student feels bored and unmotivated to learn. Education system should cope with the change in the world caused by technology in order that students succeed in How to deal with real life and their future careers. And the better method in learning in order to achieve better learning is » blended learning » which becomes widely used with successful results.

Blended learning or « mixed learning « is a new developed technique in teaching and learning it is based on combining face to face learning with online learning, one of the main reasons of the use of blended approach is to foster student's autonomy and to improve their communicative competence. Since that many studies show that online learning provide better results for the educational system. Biskra University's teachers should enhance blended learning in the educational system of the university in order to develop the quality of education in a hand and the course in the other hand and consider the blended learning strategy to foster student's autonomy.

Statement of the Problem

The present research work was motivated by the fact that Biskra university EFL students still have problems with the engagement in the classroom which are mostly caused by EFL students relying on just what the teacher says no extra researches about their courses, also limited time in which teachers cannot tackle all information needed in the classroom. Tackling the lack of autonomy problem new method has emerged recently known as « blended learning « due to the fact that students relying on only classroom lessons no extra effort. Blended learning method is to improve EFL student's autonomy and to encourage

them to be more active and to have self-reliance; furthermore, in the absence of the teachers EFL students can repatriate courses by studying online especially in covid 19 epidemic. To sum up the present work focused more on implementing the use of blended learning, throughout this research we intended to mention the effectiveness of blended learning method with master one EFL students of Mohamed Kheider University of Biskra.

Research Questions

The current research aims to answer the following questions:

RQ1: what is autonomy in learning?

RQ2: How can EFL students be autonomous?

RQ3: How to use blended learning as a strategy to achieve learners' autonomy?

Research Hypothesis

Because of the obstacles that EFL students and even teachers suffer from such as insufficient time, lack of teaching materials, and lack of learners' autonomy. So we believe that the implementation of BL as a tool to foster EFL student's autonomy would help to solve those problems:

RH1: It is hypothesized in the present investigation that Blended learning promotes EFL learners' autonomy.

RH2: It is hypothesized that Blended learning motivates EFL learner's autonomy by searching more about topics; Blended learning foster student's autonomy.

Research Methodology

The sample of this study consists of twenty master one EFL students and teachers of English department of Biskra Mohamed Kheider University. The reason behind choosing this sample is that they have faced this problem since they have experienced the face to face learning for three years and experienced blended learning during the pandemic which enables

them to evaluate the change and the difference between these two approaches. And also they are aware enough to answer the questionnaire and to express their opinion.

- Teachers interview and student's Questionnaire is a practical way in understanding the utilization of BL by learners to achieve autonomy
- in this research qualitative approach and descriptive research methodology is used.

Significance of the study

This study would be a considerable interest to learners and teachers of English classes. It is conducted in order to make them aware of the significance use of the blended learning in education. The blended learning offers chances for learners to improve their abilities for more independence and autonomy in the learning of a foreign language. Considerably, the autonomous learning should be regarded as a necessary skill in higher educational levels that promotes learners' achievements inside and outside formal settings as well as to cope with this globalized world. The interest in learning online is taking greater interest among EFL learners. Therefore, this study tends to advocate the application of Blended Learning and its role in promoting autonomous learning as a modern learning model in which both educators and learners need to be involved.

Structure of dissertation

This study covers two basics in conducting the Study, both theoretical and practical. The conclusions of the theoretical part are divided into two chapters, which reflect the composition of the literature search of the variables investigated. The first chapter outline's theoretical background on blended learning and its effectiveness in promoting EFL student autonomy. Chapter 2, describes the second variable used: autonomous learning. Similarly, the practical part or Chapter 3 describes the framework of analysis, the data collected as, and the interpretation of the results. The current dissertation structure is as follow

The first chapter

The first chapter provides a general theoretical background to blended learning. It focuses on important validated discussions about the effectiveness of blended learning in promoting EFL student autonomy. Mainly by mentioning their meaning and model. In addition to its benefits, the impact of blended learning on EFL student performance is also

The second chapter

Chapter 2 presents the limits of the concept of autonomy and presents the topics discussed in. Among other things, by addressing their origins, related terms, practices, and finding opportunities, as well as various pedagogical approaches in implementing autonomy. In addition, it provides a clear explanation of the interdependence between teachers and learners. An autonomous approach and their alternating role in an autonomous classroom and beyond the classroom.

The third chapter

Chapter 3 begins by providing a comprehensive theoretical background on adapted research methods. It then describes and interprets the data retrieved and the method used to collect them. To explain the details, the assigned chapter consists of data analysis and how to conduct the survey. In other words, the submitted questionnaire. The former method aims to collect teacher and student perceptions and attitudes regarding the implementation of the blended learning method for data collection in order to have access to reliable findings.



Chapter 01:

Blended learning

Chapter 01: Blended learning

1.1 Introduction

The current chapter highlights some definition of Blended learning and its characteristics in addition to Blended learning mode and models, some teachers and learners attitudes towards blended learning. Also some challenge of BL, finally the chapter will end up with the impact of blended learning on EFL students' performance.

Furthermore EFL student knows that his learning is no more separated from his daily life, in addition to that the use of only traditional methods of teaching can makes the students feel bored and unmotivated to learn. And the best method to achieve better learning is Blended learning which becomes widely used with successful results.

1.2 Definition of Blended learning

Blended learning is defined in many different ways, the simplest definition is that blended learning is a combination between face to face learning and online learning.

The term blended learning is used to describe a solution that combines different delivery methods, such as: Collaboration software, web-based courses, and knowledge management practices. Blended learning is also used to describe learning that combines a variety of event-based activities, such as face-to-face classes, live e-learning, and self-study learning.

The term blended learning is becoming more common in both academia and business. In 2003, the American Training and Development Association identified blended learning as one of the top 10 trends emerging in the knowledge-providing industry (Rooney, 2003.p, 25). In 2002, the Chronicle of Higher Education stated that the President of Pennsylvania State University stated that the fusion of online and face-to-face education was « the biggest unrecognized trend

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in higher education today » Young (2002: 33). The article also predicts that the editors of the Journal of Asynchronous Learning Networks will dramatically increase the number of hybrid (i.e. mixed) courses in higher education, perhaps reaching 80-90% of all courses. (Jung, 2002).

Ravia and Jordan (2004) defined BLENDED LEARNING is “a hybrid of classroom and online learning that includes the conveniences of online interaction without the complete loss of face-to-face contact "(p.1).

Blended learning is defined in several ways by several authors. Graham, Allen, and Ure (2005:88) State three approaches ⊕a) blended learning as the combination of different instructional methods,(b) blended learning as the combination of different modalities or delivery media, or (c) blended learning as the combination of face-to-face instruction with computer-mediated instruction. Driscoll (2002:85) also offers similar points of view towards defining blended learning. She argues that four types of mixes can be described :a) combining modes of web-based technology to accomplish an educational goal,(b) combining pedagogical approaches to produce an optimal learning outcome with or without instructional technology,(c) combining any form of instructional technology with face-to-face instructor led training, and (d) combining instructional technology with actual job tasks (learning and working).

Blended learning is realized in teaching and learning environment where there is an effective integration of different modes of delivery, models of teaching and style of learning as a result of adopting a strategic and systematic approach to the use of technology combined with the best features of face to face interaction (as quoted in Bath & Bourke 2010,p.11)

Blended learning (BL), which incorporates both approaches, is a relatively recent technique that stems from technology’s influence on teaching and learning processes through the use of

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numerous ICT tools to help students improve their academic performance McGee & Reis (2012:87).

In theory, BL allows FL teachers and students to use a connected mix of books, classroom presentations, activities, and digital resources to create a smart fusion of face-to-face and online learning experiences (Garrison & Vaughan, 2008; Graham et al., 2014.p, 56).

Therefore, new generation learning mediums that are authentic, practical, and engaging can be designed and implemented. Students that have access to the digital world can move between virtual and traditional mediums, or even mix them together in what is known as blended learning (Graham, Henrie, & Gibbons, 2014.p, 18)

From these definitions, the most common definition is the one about the blend of online and offline learning. In order to achieve better results and to foster EFL students' autonomy, since that many studies show that E-Learning provide better results for the educational system.

1.3 Historical background

To understand as much as possible about the key ideas and values that go into creating a successful blended learning plan. However, in order to comprehend these, you must first grasp how it all began and the historical events that influenced its essential ideas along the way. So, let's travel back in time in our imaginations' small time machines to the birth of blended learning.

1.3.1 The first distance course was established, 1840

The first distance education course is launched by Sir Isaac Pitman. Pitman's vision was to approximate distant learning as we know it now, despite the fact that there were various versions

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on the concept before to his. Shorthand was the focus of his course. Pitman sent his students shorthand texts in the form of mailed postcards, which they had to return to be graded and corrected. Even though computers and mobile devices were not used at the time, and wouldn't be produced for another century, effective feedback and assessments were still required.

1.3.1 Mainframe Computer-Based Training in the 1960s and 1970s

The origins of modern computer-based training may be traced back to the 1960s and 1970s minicomputer and mainframe instruction. It was the first time training could be used in this way.

1.3.2 From the 1970s to the 1980s,

Television-based technology was used to support live training.

Companies began using video networks to train their personnel at this point in the blended learning timeline. In order to on board new workers or broaden the skill sets of existing employees, the instructor no longer needed to be physically present. The instruction became more dynamic and interesting as a result of this. Learners might chat with their peers, see the instructor on TV, and even express their questions and concerns by mail. Consider it the forerunner to webinars and video conferencing. The Stanford University Interactive TV network is one of the most effective satellite-based training case studies. In the 1970s and 1980s, Stanford invested much in their video network so that teachers could communicate with one another.

1.3.3 1980s and 1990s: CD-ROM training and LMS appearance

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As technology evolved, strategies and applications for combined learning developed. Schools and organizations have begun to use CD-ROMs to provide more interactive learning, such as video and sound. This delivery format could contain more information, making it ideal for distance learning. For the first time in the history of e-learning, computer courses can now offer a rich and comprehensive learning experience. In some cases, it even replaced full – time training. The first learning management systems (LMS) were also introduced at that time, although they did not offer the same functionality as the solutions available today. Organizations wanted to be able to track students ' progress and improve online learning courses, and these systems helped track e-learning completion, enrolment and user efficiency data on CD-ROM.

1.3.4 In 1998, the first generation of web-based instruction was released.

Beginning in 1998 with the first generation of web-based education, blended learning and eLearning as a whole have witnessed significant transformation in the last two decades. Computers were no longer exclusively for corporations and the privileged few, but were now available to the general public. More and more people began purchasing personal computers for their families, while businesses began making PCs available to all employees. Then computers began to provide more interactivity. Graphics, sound, and video became more immersive, while browsers improved connection speeds and made internet learning materials available to almost everyone. Rather than distributing CD-ROMs to students, organizations could simply upload materials, eLearning exams, and assignments to the web, which students could access with a single click.

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1.3.5 From 2000 to the Present: Blended Learning Integration

We are currently living in an exciting era for blended learning. Technology is continually evolving, and an increasing number of businesses and private educational institutions are recognizing the advantages of a blended learning strategy. Learners today have access to a wide selection of digital tools and applications, from interactive classroom scenarios to webinars and online tutorials. Companies may teach their staff from anywhere at any time, and online learners can participate in online communities and interactive eLearning courses from any location. Gradually, the merging of face-to-face instruction and technology-based learning is yielding new and innovative approaches to enhance the educational experience and make learning more enjoyable, engaging, and beneficial.

1.4 Importance of Blended learning

Permitting learners of all capacities the opportunity to progress their thinks about at the rate that works for them, mixed learning empowers quick learners to progress more rapidly, whereas battling understudies can move at their claim pace and get customized back where they're stuck. In a conventional classroom learning environment where all understudies are prepared at the same level and speed, skilled understudies can effectively get bored and understudies who require additional offer assistance can be cleared out behind. Since mixed learning is adaptable, instruction remains successful each step of the way, setting all your understudies up for victory as they obtain the 21st century aptitudes they have to be sparkle.

Blended Learning's Importance BL may be chosen over other learning approaches by a teacher, trainer, or learner for a variety of reasons. According to Graham (2003), among many other learning elements, three key reasons cause an instructor, trainer, or learner to choose BL to enrich specific learning objectives. These reasons are listed in the following order: First,

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improved pedagogy relates to the most effective reasons for blending, which are educational approaches. That is, combining asynchronous Internet technology with face-to-face engagement is linked to improved pedagogy and quicker information access (Bonk & Graham, 2004).

Instructors can utilize Learning Management Systems (LMS) like Moodle to publish readings, videos, wikis, forums, and quizzes to improve self-regulation and raise student-teacher engagement outside of the classroom, according to Carman (2002). These blended learning tools can pave the path for meaning negotiation cooperation and scaffolding. As a result, it is undeniable that combining electronically mediated learning with classroom conversations aids students in gaining a better knowledge of the subject matter while also improving their cognitive and social abilities. Second, increased accessibility and flexibility aspects, with « access to learning » being one of the major influencing elements in the expansion of dispersed learning environments (Bonk, Olson, Wisher, & Orvis, 2002). Furthermore, for learners with outside commitments seeking additional education, « flexibility and convenience » are becoming increasingly important. The cost-effectiveness of BL systems in both higher education and corporate institutions is a third key factor. As a result, in order to reach a broad and dispersed audience, BL systems enable content distribution in a short period of time while maintaining consistency.

1.5 Characteristics of blended learning

Carmen (2005, pp 3_7) suggested five key ingredients which are considered as essential elements in blended learning

1.1 Live Events: Synchronous, instructor-led learning events, such as a live « virtual classroom, » in which all learners participate at the same time.

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1.2 Self _paced learning: Interactive, Internet-based, or CD-ROM training are examples of online content that the learner completes at his or her own pace and on his or her own time.

1.3 Collaboration: Learning environments that allow students to communicate with one another, such as e-mail, threaded discussions, and online chat.

1.4 Assessment: A method of determining a learner's level of understanding. Pre-assessments can be used before live or self-paced events to determine prior knowledge, and post-assessments can be used to quantify learning transfer after scheduled or online learning activities.

1.5 Performance support: On-the-job reference materials, such as PDA downloads and PDFs, that help with learning retention and transfer.

1.6 Blended learning models

Blended learning models are methods to facilitate hybrid learning. Schools and teachers create experiences and opportunities that combine face-to-face learning with online learning. Sana& Adhikary (2018, pp.34_35) summarized blended learning models as follows:

To begin with:

a) ***The Face-to-face driver model*** of all the blended learning models, the face-to-face driver is the closest to a typical school structure. With this approach, the introduction of online education is decided on a case-by-case basis. . Only certain students in the class participate in blended learning. The face-to-face driver approach allows students struggling or working beyond the grade level to use technology in the classroom to progress at their own pace. In some schools, this model has also been found to help attract English (ELL) learners who may be delayed not because they do not understand the concept, but because they are not native speakers. According to a 2009 study by the Round Rock Independent School District in Texas,

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ELL's math and reading test scores in grades 3 and 5 improved after the introduction of blended learning and the use of interactive whiteboards.

Then:

b) **Rotation model** is a course or subject in which 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. The students learn mostly on the brick-and-mortar campus, except for any homework assignments. It is divided as follows:

❖ **Station Rotation** — a course or subject in which students experience the Rotation model within a contained classroom or group of classrooms. The Station Rotation model differs from the Individual Rotation model because students rotate through all of the stations, not only those on their custom schedules.

c) **Lab Rotation** — a course or subject in which students rotate to a computer lab for the online-learning station.

d) **Flipped Classroom** — a course or subject in which students participate in online learning off-site in place of traditional homework and then attend the brick-and-mortar school for face-to-face, teacher-guided practice or projects. 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.

1. **Individual Rotation** — a course or subject in which each student has an individualized playlist and does not necessarily rotate to each available station or modality. An algorithm or teacher(s) sets individual student schedules.

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Another model is The **Flex model** provides complete online learning under the supervision of a teacher. It is offered to students with behavioural, academic and social issues. That means providing them with a safe learning environment.

On the other hand, **Self-Blend Model** The popular blended learning Self blend model in high school offers students the opportunity to take more classes than are already offered at school. Although these individuals attend traditional school environments, they also choose to supplement their learning with remote online courses. Students need to be very motivated for this blended learning method to be successful. Self-Blend is ideal for students who want to take additional Advanced Placement courses or who are interested in areas not listed in the traditional course catalogue.

The last model is **Online driver model** In contrast to the face-to-face driver, there is an online driver. This is a form of blended learning where students work remotely and materials are delivered primarily via online platforms. Face-to-face check-in is optional, but students can usually chat with their teacher online if they have any questions. This model of blended learning is ideal for students who need more flexibility and independence in their daily lives. This approach is becoming more popular. Each year, the number of students participating in the online driver program is increasing by about 15%.

A figure that shows the five blended learning models as it is suggested by Sana & Adhikary:

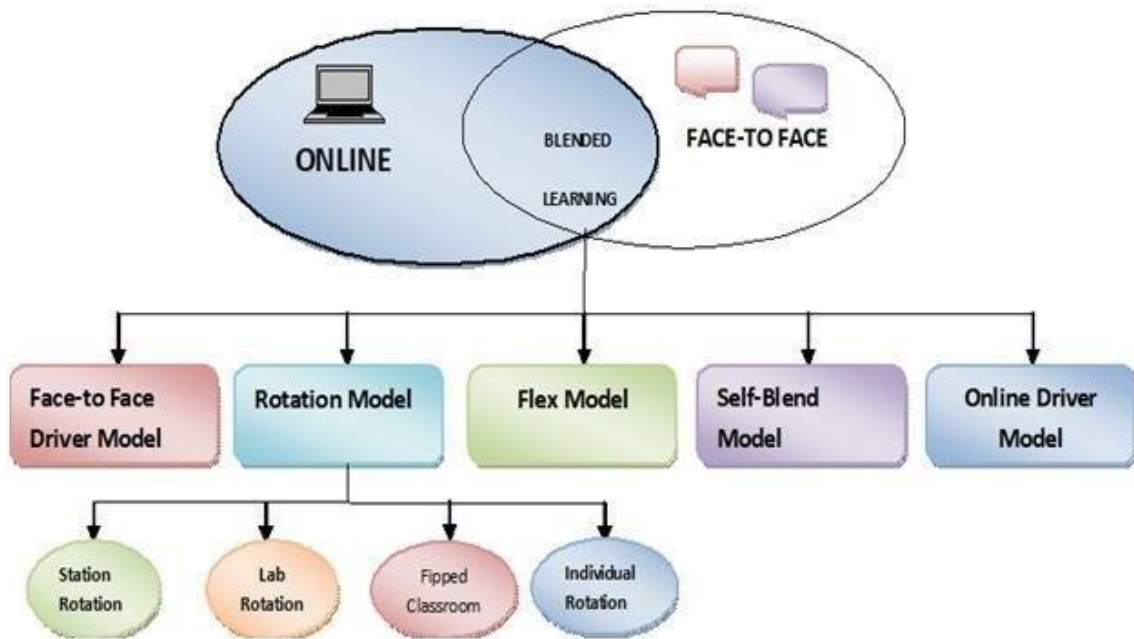


Figure 1.1 Schematic illustration of blended learning models

(Sana& Adhikary, 2018, p.36)

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1.7 The impact of blended learning on EFL Students performance

In educational institutions such as universities, extensive research has been undertaken on blended learning and its impact on student achievement. Although the majority of blended learning research has taken place at the post-secondary level, such as universities, some studies have demonstrated that this strategy is beneficial to students in elementary and secondary schools. A wide range of research studies have demonstrated that the blended learning strategy has favourable effects on student achievement, while other studies have indicated that blended learning achieves levels of student success comparable to traditional education, according to Chen and Jones (2007). According to Kagohara et al. (2010), multimedia such as video, Encarta encyclopaedia, simulation software, and science dry laboratories may provide benefits over textbooks, particularly for complicated scientific topics and challenging concepts that are not familiar with. According to Dowling, Godfrey, and Gyles (2003), blended learning improves learning and teaching, which leads to students preferring mixed learning over traditional learning.

Several studies in educational institutions such as universities have confirmed that blended learning is more effective than traditional learning (Ahmed, 2011; Al-Hasan, 2013; Ali, 2012; Almasaeid, 2014; Akbarov et al., 2018; Akkoyunlu and Soyulu, 2008; AlQahtani, 2015; Bakeer, 2018; Boyle et al., 2003; Ja'ashan, 2015; Khader, 2016; Mac On the other hand, research like Kazu and Demirkol (2014; Kazu and Demirkol (2014; Kazu and Demirkol (2014; Kazu and Demir

Extensive study on blended learning and its impact on student achievement has been conducted in educational institutions such as universities. Although most blended learning

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research has been conducted at the post-secondary level, such as universities, some studies have shown that this technique is useful to students in elementary and secondary schools. According to Chen and Jones, a variety of research studies have shown that the blended learning technique has positive effects on student achievement, while other studies have shown that blended learning achieves levels of student success comparable to traditional schooling (2007). Multimedia, such as video, Encarta encyclopedia, simulation software, and science dry laboratories, according to Kagohara et al. (2010), may provide benefits over textbooks, particularly for complicated scientific themes and challenging problems.

1.8 Advantages and challenges of Blended learning

1.8.1 Advantages of blended learning

Because BL combines the best of face-to-face and computer-mediated training, it offers a number of benefits that, when correctly implemented, can help students develop better learning habits. Six important benefits of BL were identified by Osguthorpe and Graham (quoted in Bonk & Graham, 2006, pp. 8-10). First and foremost, Blended Learning demonstrates pedagogical diversity. For example, some BL models are designed to let learners to go through three phases: online self-paced learning to gain background information, face to face learning labs that emphasize active learning and experiences rather than lessons, and online learning.

Blended Learning is the best combination of face-to-face training and computer-based training, so when properly implemented, it offers many benefits to help students develop better learning habits. Six important benefits of BL were identified by Osguthorpe and Graham (cited in Bonk & Graham, 2006, p. 810). Blended learning primarily shows pedagogical diversity. For example, some BL models are designed to allow learners to go through three phases. Self-study

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online learning to get background information, face-to-face learning labs that emphasize active learning and experience rather than lessons, and online learning. Support for transferring what you have learned to the real world. Second, BL opens access to knowledge. Third-party BL promotes social interaction. Fourth, BL promotes recruiters. Fifth, BL offers cost-effectiveness and the ability to reach large numbers of viewers around the world quickly through consistent, semi-personal content delivery. Finally, bL provides a simple overhaul.

In addition, Carroll (2003) and Johnson (2002) identified that they « revolve around accessibility, educational effectiveness, and course interactions. » (P.5). They have shown that students can access a variety of learning resources via internet connected devices while sitting comfortably and safely in the classroom or even at home. In addition, teachers can change and enhance their teaching methods by accessing libraries and databases, using the different types of media available, and managing classrooms electronically. As: Similarly, Wingard (2004) added that Accessibility ideas motivate students. They want access to courseware anytime, anywhere and appreciate the convenience and flexibility it brings. Blended learning provides flexibility in work, school and family compatibility (p.27).

Another advantage proposed by Poon (2013) is that BL is a radical redesign of the educational model with a transition from teacher-centric to student-centric (cited in Banditvilai nd). By changing the role of teacher from teacher to facilitator, students can actively participate in learning and take a responsibility for their own learning (Moores, Akhurt Powell, 2010) while being supported and encouraged by facilitators.

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In summary, due to the widespread presence of social media, BL offers learners reasonable challenges and may have positive outcomes regarding learning outcomes in the academic environment.

1.8.2 Challenges of blended learning

Despite the aforementioned advantages BL can provide, it is riddled with capability pitfalls. Adopting BL approach with the aid of using teachers discovered a few problems and demanding situations which would possibly have a few consequences at the high-satisfactory of the mastering manner and might prevent its growth and alertness in one-of-a-kind mastering settings. Graham et al. (2005;15) classifies the demanding situations that stumble upon BL approach into the position of stay collaboration, the position of learner choice and self-organization, the want for fashions for sustenance and training, the want to create stability among novelty and production, the want for cultural adaptation, and the talent to address the virtual world. Though being a part of the `internet generation`, many college students nonetheless favour to live of their consolation area with regards to schooling. Students' resilience and absence of hobby may be very irritating for enthusiastic instructors. Bilgic (2013:65) notes that if college students use a web application for the primary time they'll display quite a few dissatisfaction. It appears that despite the fact that college students these days are very era orientated of their each day lives, they'll now no longer be as keen of their mastering (referred to in Hockly, 2014).

Another important undertaking that would face BL schooling is the instructors' reluctance to bask in era and combine it of their teaching. Many instructors specially the ones from older generations are hesitant whilst they're requested to apply era of their classes. Some experience threatened that the shortage of era is without difficulty discovered with the aid of using their

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tech-savvy students (Abbas, 2014.p,89).This challenge is referred to by Prensky (2001) as the ‘digital native and digital immigrant divide’. Preskey regards it as « the single biggest problem facing education today » and he raises a crucial question « what should happen? Should the Digital Native students learn the old ways, or should their Digital Immigrant educators learn the new? Unfortunately, no matter how much the Immigrants may wish it, it is highly unlikely the Digital Natives will go backwards » (p.3).

For this reason, instructors, supported by their organizations, should take this issue into consideration and take the initiative to work harder to develop their technological skills in order to fit in the new teaching situation. Finally, other factors might play a role in the success or failure of any BL environment.

1.9 Conclusion

This chapter highlights that BL offers new and innovative teaching and learning methods. Helps teachers easily manage education / learning and monitor student performance. The chapter described various theoretical criteria for the Blended learning method. It begins with the theoretical background of the Blended learning and its historical development, and main models as well as shading light on its importance and characteristics and advantages .to conclude with its effect of EFL students’ performance in learning. With the elements that characterize this method, emphasizing its advantages and challenges. Since teachers and learners are the main participants in the learning process, we discussed their roles and perceptions related to the new method, in addition to other sides related to blended learning.

The next chapter will deal with autonomy and its components.



Chapter 02:

Autonomy

Chapter 02: Autonomy

2.1 Introduction

Autonomy as a multifaceted concept refers to the limits of language learning inside and outside the classroom. The concepts of learner autonomy, trainer autonomy, and autonomous learning emerged as a result of the logic that facilitates and applies it in EFL settings.

Learning. Each concept focuses on different aspects of the learner, teacher and environment. Language learning is a process. In particular, take proactive steps to build your business.

Learners in an autonomous learning environment are ready to manage learning. In learning, the teacher acts as a student assistant and provides the support you need. Autonomous learning, on the other hand, addresses a variety of features and ideas. In this aspect, it was important to use the concept of autonomy in the context of EFL autonomy. Its success criteria are so specific that it is a worthwhile goal to strive for language students.

Since the inception of Autonomy in the field of Foreign Language Learning, the concept of learner autonomy has gotten a lot of attention (FLL). This latter scenario necessitates the participation of an active student in the learning process. As a result, learner autonomy refers to a broad subjective approach to learning; a self-directed procedure in which students take charge of their own education. They take an active role in their own development and actively participate in it (Chamot, et al., 1999). Huang (2006: 41:45), on the other hand, thought that autonomy was a good thing; learning as a process involving discussion between teacher and learner in a true conversation and collegiality setting » (p.41). As a result, the instructor should choose the best technique, structure, and course design to help students achieve autonomy in their learning. As a result, learners have a large role in their own learning by applying their own self-directed learning characteristics in a BL environment, which blends teaching and learning media with numerous teaching and learning approaches.

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The duty of the teacher, on the other hand, is to act as a facilitator, guiding, suggesting, and challenging students to achieve their own learning objectives. According to Moore (2005:34), BL is linked to self-regulation and self-directed learning, which are made up of three interconnected factors: interaction, structure, and autonomy. As a result, BL can only be effective and successful if learners take responsibility for their own learning (Bonk & Graham, 2006). Additionally, Blended learning enhances collaborative style learning, in which students are encouraged to learn autonomously online using tools introduced in class.

2.2 Historical background of autonomy

Since the 18th century, the concept of autonomy has gained increasing interest in the fields of philosophy, psychology, political science and education. The concept of autonomy

Arose from the relationship between the individual's role as a responsible social actor, and his emphasis on independence and freedom. Many scholars and researchers are increasingly proposing new structures such as autonomy and autonomy learning to support the cognitive, human and constructive perspectives of language learning.

However, the term autonomy is the consensus concept of the literature on learning and teaching foreign languages.

Still, it's an elusive Concept with a multidimensional domain. It is essentially derived from the Greek word « autonomy ». This refers to someone or something living after domination, especially guided by the political realm. In particular, by philosophers such as Aristotle and Socrates, who demanded autonomy from citizens and advocated the principles of freedom and disobedience to the authority of others Hadi (2012:23). However, the concept of autonomy was born in the field of education and learning by the European Council for Contemporary Language Projects, founded in 1971. However, it was used under the umbrella in the field of language education from a communication approach. The concept of

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autonomy is of interest to Education, especially language learning, but its definition tends to vary from literature to literature.

The first Scholars to introduce the concept of autonomy and autonomous learning were Holec (1981:02), who referred to « the ability to take responsibility for one's learning » (p. 2). In addition, Dickinson (1987:13) defines

Autonomy as a situation in which a language learner is responsible for learning.

2.3 Teacher's autonomy

The time period of instructor autonomy exists so long as the idea of autonomy emerges. Associating the interrelationships among the 2 principles as input necessities results in the general improvement of a number of the instructor's function in the gaining knowledge of process. Thus, the Light of Autonomy in Teacher has discovered the upward push of self-sustaining practices that form instructor roles and ideals in new directions.

Little (1995:42) became the primary to conceptualize the idea of instructor autonomy, regarding the cap potential of instructors to have interaction in voluntary teaching. In addition, many researchers are discussing defining the idea of instructor autonomy from diverse aspects. Starting with the dialogue of Benson (2000:13), instructor autonomy has been proven to involve the proper to freedom from rules. Therefore, Smith (2000:48) explains that instructor autonomy is the cap potential to paintings with other instructors to expand the skills, knowledge, and attitudes that match them as instructors. He similarly explores this idea and indicates that the autonomy of instructors presupposes the cap potential of voluntary expert conduct and the improvement of, or freedom from the manipulate of others over expert conduct. Smith (2003:78).

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Huang (2005:53) defines instructor autonomy, the willingness, capability, and freedom of instructors to control their training and gaining knowledge of. Last however not least, instructor autonomy is defined because the capability to control one's training, and instructor autonomy approach freedom of gaining knowledge of, gaining knowledge of and training Sehwat(2014:98). .. The definition of instructor autonomy in above corresponds to the not unusual place core of instructors and the self-sustaining exercise of. In particular, those pupils tested the idea and exercise of autonomy in instructors.

2.4 Learner autonomy

Learner autonomy is taken into consideration as studies of hobby in overseas language coaching and gaining knowledge of, there continue to be a excellent debate approximately what learner autonomy is, the intent of selling it and its implications in coaching and gaining knowledge of. Thus, there's a want for placing the academic premises of it and its importance in gaining knowledge of EFL. To start with, Benson (2001:89) defines learner autonomy as « the potential to take manage of one's very own gaining knowledge of » (p.42). Within the identical perspective, Dickinson (1994:42) refers to learner autonomy as « an mind-set closer to gaining knowledge of wherein the learner is ready to take, or does take, duty for his very own gaining knowledge of » (p.167). Additionally, Little (1991:04) entails learner autonomy in a huge kind of behaviors such as « a potential for detachment, critical reflection, selection making and unbiased action » (p.4). Alternatively, Macaro (1997:56) explains that learner autonomy encompasses the learnt capabilities via which a learner is capable of recognise approximately the way to make decisions, to take rate of one's very own language gaining knowledge of as properly as to understand the cost of taking duty for one's very own objectives, content material, progress, approach and strategies of gaining knowledge of. Therefore, Burg and Al-busaidi (2012:10) explain the rationality of learner autonomy is

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predicated on enhancing the first-class of language gaining knowledge of, promotes democratic societies, prepares people for lifelong gaining knowledge of and permits novices to make the first-rate use of gaining knowledge of possibilities inside and outside of the classroom.

Notably, withinside the discipline of implemented linguistics, Benson (2006:67) became the primary to differentiate 3 Variations of learner autonomy. He classifies them as technical, mental and political

Autonomy. In the « technical version’’ of learner autonomy, it’s far described as an act of gaining knowledge of a language outdoor the framework of an academic group and without the intervention of the teacher. Whereby, ‘’mental version’’ defines learner autonomy as assemble of attitudes and capabilities which permit novices to take greater duty for his or her very own gaining knowledge of. However, « political version » considers learner autonomy in phrases of manage over the methods and content material of gaining knowledge of.

Simultaneously, Najeeb (2012:90) shows that the language gaining knowledge of surroundings underlies learner autonomy into 3 fundamental pedagogical principals: learner involvement (attractive novices to take duty for the gaining knowledge of process), learner reflection (supporting novices to suppose significantly after they plan, screen and compare their gaining knowledge of), and suitable use of target language (the usage of the target language as the principal learning language)

2.5 Terminology related to Learner Autonomy

Before discussing the problems of learner autonomy in its all special aspects, its miles necessary to introduce the associated regions that explicate for the special phrases which are utilized in a similar fame of learner autonomy. Therefore, Benson (2001:12) exemplifies that autonomy is a complicated idea with a couple of bureaucracy which are subjected to alternate

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for special learners and for a selected learner in special contexts. For this reason, there are some of phrases Associated with autonomy, which includes self-direction, self-instruction, self-access, self-study, out of class gaining knowledge of and distance gaining knowledge of where in all of them in part or absolutely talk to the states of Self-sustaining gaining knowledge .

2.6 Independent learning:

According to Oxford (2008:45), independent language learning is learning language without the involvement of a teacher. However, the terms independence and autonomy are often used interchangeably Sheerin (1991:77). In the latter case, Dickinson (1992) distinguishes between autonomy and independence. This associates this autonomy with the idea of learning alone, and independence with an active responsibility for one's own learning. Autonomous Learning Can be done alone or with other learners in formal or informal settings.

The process of facilitating independent learning relies on the design of a framework that includes a combination of learning resources and learning guidance. Learning Resource

Is considering using printed matter, learning management systems, or multimedia resources. Worin, learner advice accounts for using the self-help centre, email or tutor by, learner support groups, printed web-based learning guides, etc.

2.7 Autonomy in language teaching and learning

Applying Autonomy Standards in Foreign Language Teaching and Learning Processes has evolved into a changing trend at the level of general educational standards, especially the learning process. It led to changes and exchanges in the roles of teachers and Learners, leading to elaborate beliefs and norms in autonomous learning. Formal settings that may

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include teachers, learners, schools, and books as elements of Learning. These elements conceptualize the Learning process and the great demands placed on teachers who are solely responsible for their learners, in terms of setting learning standards, communicating, presenting, explaining and evaluating. Learners, on the other hand, are less responsible and need to acquire the knowledge set by the teacher (Elmoda, 2016). In connection with these issues, the practice of autonomy freed the learning process and restructured the standards of teaching and learning in second languages. Autonomy is still considered the « buzzword » of the learning process in the second language learning field (Little, 1991, p.2). Benson and Voller (1997:5) explain in a special way that the changing stream of the autonomous approach is consistent with the learner-centric method and the pedagogical concerns of the goal. They stipulate that: Such an approach is often characterized by a tension between responsibility and release from constraints. Between the individual and society; (p.5) between the perspective of language learning as a means to achieve an end (Language learning autonomy) and its own purpose (language learning for autonomy).) The main purpose of this approach is that the independence of the learner depends primarily on whether the independence of the learner is within the scope of thinking, learning and behaviour in the learning process. However, it influences the view and belief of Language learning as an autonomous goal.

2.8 Autonomy in EFL context

Intense globalization in all areas has created a great demand for English (EFL) as a foreign language. Therefore, Education Standard Has seen significant changes in the norms and approaches of English education. For this reason, with variables such as changing worlds and technologies, social values, and living standards, new approaches and methods have been introduced to meet the individual requirements of modern societies. These new approaches

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and methods require learners to have lifelong learning skills and not be passive users of the language.

As already mentioned, the concept of learner autonomy in language learning has historically been and is theoretically linked to communicative language teaching. In doing so, the language education and learning context abandoned the traditional approach and replaced the Communicative language education with a learner-centric approach (Nunan, 2000).

In fact, the majority of researchers agree that in order for learners to learn a foreign language, it must be considered an educational goal to achieve autonomy (Nematipour, 2012). Nguyen (2014:02) briefly states that « learner autonomy in teaching English as a foreign language has received considerable interest from researchers around the world in « (p.2). In connection with these beliefs, the concept of autonomy has influenced the area of English learning and has been regarded as an educational goal that EFL is trying to achieve.

Learner autonomy has traditionally been associated with a context beyond the customs of the classroom, but learner autonomy and autonomous language learning can be done within an institutional framework. Masu Benson (2001::34). He emphasizes both autonomous language learning, out-of-class learning, and classroom practice situations, taking into account the roles of teachers and learners to encourage autonomous learning. Increase. In addition, he assumes that learner-cantered practice

Creates autonomy in language education. In the EFL classroom, Littlewood (1998:45) proposes three ways to apply autonomy in the classroom. With organized

Autonomy support, students are free to make decisions about issues such as classroom management, time management and allocation. This support can give a sense of security to the classroom structure. However, the procedural autonomous support allows students to present their ideas using a variety of media. Therefore, it promotes high involvement in

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learning activities. Cognitive Autonomy Support gives students evaluation, self-correction, and Peer modification of their work is part of the teacher's order for evaluation. Here, Student can develop a high level of deep thinking ability. In the context of Algerian education, learning English in the early stages of learning is considered a required subject English and is taught only for exam purposes, especially at secondary school level, so learner autonomy is a highly desirable term. May not sound like (Bensalem, 2018). However, at higher levels of learning, English learners may show a strong desire to be active participants and promote independence from teachers. Learner autonomy is a desirable goal in all countries where English is taught as a second or foreign language in the future Hadi(2018:19). Simply put, Learner Autonomy is not limited to Western European countries where English is the first or second language. Therefore, the practice of autonomy in learning a foreign language is applicable and should be encouraged in all EFL classrooms.

2.9 Pedagogical Approaches for Autonomy Implementation

Foreign language education has used many new approaches and innovative methods to increase learner autonomy. The rationale for these approaches is that they provide a language learning environment that supports an autonomous approach to learning. That is, a language learning situation that tends to promote learner autonomy.

To support this, Morrison and Navarro (2014:56) list the four principles that make up the autonomous approach. These principles focus on the basics of implementing the autonomous learning approach. Such principles are as follows:

- Student: Students decide how to learn. They also decide what to do after the lesson.
- Guided: Students are guided through lesson activities and discussions.

It is also guided through a systematic cycle of planning, implementation, monitoring and evaluation.

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- Concentration: Students decide what to learn and what not to learn. They see their strengths and weaknesses.
- Collaboration: Students are encouraged to learn together during the lesson.

They are also encouraged to study and practice classes with different people in their free time. Despite the changing demands of an autonomous approach, these principles relate to the framework of the learning process. Therefore, since then, the context of foreign language education has encouraged learners to participate and actively participate in learning. The demands on these changes are changing the roles of teachers and learners, our perceptions and expectations, and how we prepare and apply these new teaching and learning methods. Similarly, Benson (2001:44) considers several approaches to addressing autonomy in foreign language education. It provides six major approaches to developing autonomy in language learning and related practices, as shown in the following Figure

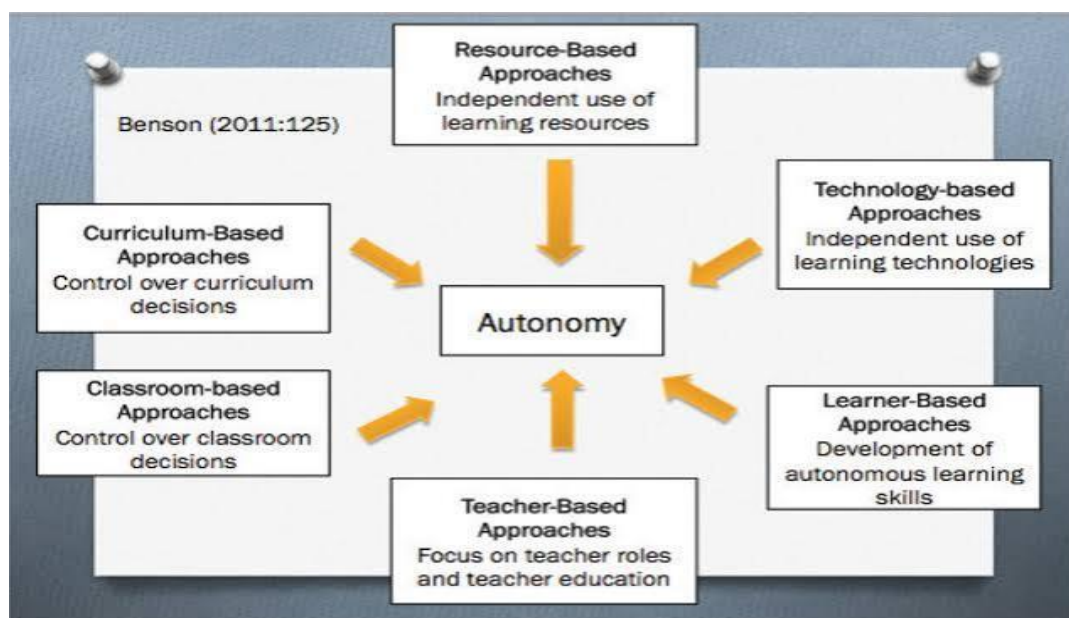


Figure2.1: Autonomy in Language Learning and Related Areas of Practice (Benson, 2001, p4)

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2.10 Conclusion

Finally, this chapter aims to provide a theoretical and practical background in autonomy in the teaching and learning of foreign languages. First, there is a brief historical background on the Concept of autonomy and its origin, followed by some discussions on Autonomous learning and related practices, but there are many in the Concept of learner autonomy. Next, this chapter describes the application of autonomy in language learning in a variety of situations. Therefore, dealing with autonomy and autonomous classrooms in the context of EFL, with teachers novices function within side the self-reliant method without neglecting autonomy past the classroom. Next one pedagogical Approaches for Autonomy Implementation with a figure which illustrates the approaches.



Chapter 03:

Data analysis field work

Chapter 03: Data Analysis field work

3.1 Introduction

This chapter is specialized for the field work and for data analysis. The aim of this chapter is to answer the research questions and to confirm hypotheses, the findings are based on questionnaire results for both EFL teachers and students. Hence the questionnaire is the main data gathering tool in the present work in order to have reliable data and to full filled the research work.

3.2 Research design and methodology

A qualitative research approach and a descriptive research methodology are used based on the theoretical part of the present research work which is motivated by the fact that university EFL students still have problems with autonomy in the classroom Which are mostly caused by students relying on just what the teachers say no extra research about their lessons, also limited time in which teachers cannot tackle all information needed in the classroom.

3.3 Sample of the study

The sample of the present research work in classroom. EFL students and teachers of Mohammed kheider university of Biskra department of English in the 2021_ 2022 academic year.

3.4 Learner's profile

Master one EFL students of Mohammad kheider university The sample were chosen randomly consists of twenty (20) students hence the reason behind choosing this sample is that they have faced this problem since they studied online in model during COVID 19 epidemic and also they experienced the face to face learning and online learning to answer

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the questionnaire and to express their opinion in addition to that they are considered as the suitable sample.

3.5 Teacher's profile

The sample of teachers consists of five (5) teachers of Biskra university (research methodology teacher and other modules)At The department of English they taught more than six years they used blended learning methodology through posting online courses, videos via Moodle platform also they support online learning and use such online activities, videos and online tests.

3.6 Student's questionnaire

The following questionnaire is designed to collect valuable data to our research work a questionnaire on 20, March.2022 is been administrated as the main tool in our research work for master one student of Mohammad kheider university of Biskra about 20 students have answered it .Thanks to those respondents who contribute so that we carry out our research work via their valuable responses. The questionnaire is to collect data on their attitude towards blended learning and its effect in fostering student's autonomy.

3.7 Description of student's questionnaire

The questionnaire is a very important tool in the practical part the research work. It contains fifty (15) questions divided to two sections, varied between close ended questions where the answer is to tick yes or no. Or open ended questions where the justification is needed.

The two sections of the questionnaire are divided as follows:

3.7.1 Section one: Autonomy

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The first section is developed to collect data on student's attitudes towards the effect of blended learning on student's autonomy, it consists of seven (7) questions that vary between reasons why students are not autonomous and how they can foster their autonomy. It also tackled the best methodology of learning. The aim of this section is to gather statistics related to the implementation of blended learning as a method to foster student's autonomy.

3.7.2 Section two: blended learning

The second section is designed to gather information on students' points of view about blended learning approach. it contains eight (8) questions from(8 to 15) varied between the best method of learning and students views toward online learning, best tools as videos or other formats and struggles that students face during online learning . The final two questions summarized the norms of blended learning and whether their teachers use those norms or not.

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3.8 Analysis of students' questionnaire

- **Q1: Since you are learning in your own place do you feel that you are an autonomous learner?**

Table 1: student's distribution to question 01

Option	Number	Percentage
a)yes	18	90%
b) No	2	10%
Total	20	100%

The absolute majority of students feel that they are autonomous learners studying in their own place, only two students do not feel themselves autonomous, which can be explained by the way they understood the term autonomous.

- **Q2: What is your perspective towards the blended learning as tool to foster EFL student's autonomy?**

Table 2: student's distribution to question 02

Option	Number	Percentage
a)Affective	17	85%
b)non affective	3	15%
Total	20	100%

Most students answer about their perception toward blended learning find it effective to foster their autonomy only three of them do not found it effective ; students views here is positive toward blended learning they prefer the method.

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Q3: Do you feel that online courses can develop your autonomy?

Table 3: student's distribution to question 03

Option	Number	Percentage
a)yes	18	90%
B)no	2	10%
Total	20	100%

Most student declared that online courses can help them developing their autonomy by studying in their place while two others do not find it beneficial in developing their autonomy ; students here agree with online learning and prefer to study online they found it an effective way in developing their autonomy.

- **Q4: How can EFL students be autonomous?**

Table 4: student's distribution to question 04

Option	Number	Percentage
a)by using online learning	2	10%
b)by using face to face learning	1	5%
C) both	17	85%
Total	20	100%

As it is shown in the table most of respondents with the percentage of **85%**respond with « both » EFL students found that using both face to face learning and online learning help in being autonomous.

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Q5: Stacey and Graphic (2007) state that students learning experience and performance can be improved when online resources are integrated with traditional forms of delivery such as face to face lectures and tutorials.

Table 5: student's distribution to question 05

Option	Number	Percentage
a)agree	19	95%
b)disagree	1	5%
Total	20	100%

As we notice the vast majority of students agree with Stacey and Gerabic's quotation only one student disagree with them .this refer to that their studies is improved by learning with both ways online and face to face learning.

- **Q6: Do you face autonomy problem?**

Table 6: student's distribution to question 06

Option	Number	Percentage
a)yes	11	55%
b) no	9	45%
Total	20	100%

Majority of EFL Students face or suffer from autonomy problem (eleven) and nine others affirm that they do not have any kind of autonomy problem.so here is a big contradiction students in the previous questions declared that they are autonomous learners and in this question a high percentage face problems, according to their explanation that either the

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students do not understand the correct meaning of autonomy or they just write random answers.

3.9 Some student's explanation:

- I am an active researcher and learner
- Lack Of self-control
- No enough time
- Anxiety and fear
- Lack of sources
- Less self confidence
- The system of education restricts us with too limiting methods that do not encourage our creativity
- Sometimes I need the teacher to explain what I could not understand
- Misunderstanding sometimes because of fear from public

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- **Q7: The reason why students are not autonomous is that they are relying on just what the teachers deliver?**

Table 7: student's distribution to question 07

Option	Number	Percentage
a)agree	18	90%
b)disagree	2	10%
Total	20	100%

The purpose behind this question is to know the reason behind the students being not autonomous so 90% agree with that they are relying on only the teacher and 10% disagree or do not find it the main reason. an other contradiction here students in previous answers affirm that they are autonomous in a hand, and in the other hand a high percentage said that they only rely on their teachers.

Section two: blended learning

- **Q8: Do you have online courses via Moodle platform?**

Table 8: student's distribution to question 08

Option	Number	Percentage
a)yes	11	55%
b)no	9	45%
Total	20	100%

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Most students 55% have online courses via Moodle platform and other 45% said that they do not access to the platform, the close percentage between yes and no shows students' uncertainty maybe because of miss understood the question.

•If yes, how often do you have it?

Always	2	10%
Some time	10	50%
Rarely	8	40%

Most students affirm that they sometime access to online courses 50%, about 40% rarely when they have online courses and other 10% always. Also here student's.

• **Q9: Being a master one student who have witnessed both face to face learning and online learning which one do you prefer?**

Table 9: student's distribution to question 09

Option	Number	Percentage
A)face to face learning	7	35%
B) online	3	15%
c) both	9	45%

The majority of students prefer learning with both face to face learning and online learning among 35% of them prefer face to face learning and other 15% prefer online learning ,this affirm that blended learning help students in raising their autonomy.

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- **Q10: Do you benefit from online learning?**

Table 10: student's distribution to question 10

Option	Number	Percentage
a)yes	16	80%
b)no	4	20%
Total	20	100%

As we notice from the table 80% from students declared that they benefit from online learning and among 20% from them they do not benefit from online learning the problems of Moodle are the major reason why students do not prefer online learning such problems like Lack of Internet connection, password in courses...

- **Q11: Do your teacher post videos via Moodle platform?**

Table 11: student's distribution to question 11

Option	Number	Percentage
a)yes	10	50%
b)no	10	50%
Total	20	100%

The students here are equal 50% stated that Their teachers post videos via Moodle platform and in the other hand 50% stated that their teachers do not post videos in Moodle their still some teachers prefer the traditional way of face to face teaching maybe because they do not observe access to Moodle.

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Q12: Do you benefit from videos more than other formats?

Table 12: student's distribution to question 12

Option	Number	Percentage
a)yes	13	65%
b)no	7	35%
Total	20	100%

The results show that a significant majority of the students found that videos are beneficial more than other formats and 35% others write that there are no videos, because videos are easier to deliver lessons, they also can rewind it several times.

Student's justification:

a)You can watch it whenever you want	10%
b)You can stop And rewind it several times	25%
C) time consuming	50%
D) poor quality videos	15%

The aim of the justification was to know the reason why students prefer videos more than other format and the answer was because of they can stop it and Rewind it several times and well understood their lessons.

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- Q13: Do you face struggles during online learning?

Table 13: student's distribution to question 13

Option	Number	Percentage
a)yes	14	70%
b)no	6	30%
Total	20	100%

A huge quantity of students said that they face struggles during online learning and other 30% do not have , many problems as it is previously mentioned such as deadline of lesson existence, can't access to lessons because of the password..

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Q14: To what extent do you agree or disagree with the table below?

Table 14: student's distribution to question 14

Statements	SA	A	N	D	SD
1) Online courses must be simple, clear, direct and easy.	50%	45%	5%	0%	0%
2) Online courses should be in a short precise and concise form.	30%	40%	10%	20%	0%
3) Online activities should be clear and easy.	25%	50%	15%	10%	0%
4) Teacher must facilitate the way of online evaluation.	50%	40%	10%	0%	0%
5) Online evaluation must include yes/no questions and multiple choice.	20%	25%	40%	15%	0%
6) Face to face session should include same information of online learning.	35%	35%	30%	0%	0%
7) Face to face assessment must include the difficult points discussed in the class.	50%	35%	15%	0%	0%
8) Difficult points must be tackled in classroom.	50%	40%	10%	0%	0%

The points discussed in the table are describing norms of Blended learning.

1. Students here agree with norms which can help them in developing their skills and autonomy like online courses must be clear and easy.
2. Teachers must facilitate the way of teaching.

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- **Q15: Do your teachers use the norms of blended learning?**

Table 15: student's distribution to question 15

Opinion	Number	Percentage
a)yes	5	25%
b)no	15	75%
Total	20	100%

From the above answer we observe that 75% of the students declared that their teachers do not use the norms of blended learning and this can be main reason in being not autonomous.

General analysis of student's questionnaire

The questionnaire was designed to collect data on Students' perception of their level of autonomy. The researcher, tried through the EFL student's answers to depict the relationship between the implementation of blended learning and learning autonomy promotion in addition to autonomy problems, and student's understanding of the approaches that promote self-reliance.

Student's answers showed much positivizes about their feeling autonomous as we could see in Q1 where 90% declared that they feel autonomous, they also considered the blended learning as an effective tool to faster their self-reliance but taking into consideration that the students short experience with blended learning (only 2 years), we expected a different attitude within the participants.

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In Q4 Students' answers reflected their strong belief that they can be autonomous if face-to-face learning is considered with online learning and that was further confirmed by their answers to Q5.

As for the autonomy problems that the EFL students face, the answers vary especially between facing challenges and not facing any problems.

Which is logical if we consider that students' mastery of technology tools, applications is relative but some mentioned fear and anxiety as a challenge. Though at their age, the use of social media made all applications and techniques at their reach.

In Q7, the students agree that one of the main reasons that hinder students' autonomy is their reliance on their teachers.

There are some contributions in the answers provided by the participants, among them is access to the posted lessons; some students confirm that they access while others (50%) in the same class confirm the opposite which might be caused by the fact that 50% of the students do not know how to accede to the platform or failed to register, but in Q12 the student's justifications for their prefers of videos are logical.

In Q11 The percentage of students' answers Yes\No are identical which denotes a contradiction if we consider that 80% state that they benefited from online learning while 50% do not have any access to videos or posted lessons.

As far as Q14 is students' answers reflect their little or no experience of online learning; the percentages are most of the time very close and the absence of online assessment as can be seen in the percentages collected.

All in all, the participants' answers reflected moderate access to Moodle platform and online activities in general. They also indicate that teachers responsible for delivering lessons

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do not use frequently videos and that those participants did not benefit considerably from the blended learning and relied more on face-to-face learning.

Teacher's questionnaire

Description of teacher's questionnaire

A designed questionnaire for EFL teachers at Mohammad Kheider University were also invited to contribute to fulfil the research work. The questionnaire has been administrated on 20 March. 2022 five teachers have answered this questionnaire Thanks to those respondents who contribute so that we carry out our research via their valuable responses and to see their attitude toward blended learning and its effect in fostering student's autonomy.

Analysis of teacher's questionnaire

- **Q1: How long have you been teaching English?**

Option	Number	Percentage
a)1_3years	0	0%
b)3_6years	0	0%
c)more than 6 Years	5	100%
Total	5	100%

From the results we observed that all teachers have been teaching English for more than six years, this means that teachers experienced all teaching struggles and all students' problems they are now aware enough with the best way of teaching.

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- **Q2: Do you post online courses?**

Option	Number	Percentage
a)yes	5	5%
b) no	0	0%
Total	5	100%

The findings showed that all 5 teachers post online courses, this because of many reasons one main reason is covid 19 epidemic so teachers were obliged to post online courses, insufficient time also is another reason for posting extra information about the lecture.

- **If you do you explain the same online courses in classroom? How?**

Teacher's justification:

Teacher 1: Yes I do with a slight difference concerning the practical part of the lesson and exercises.

Teacher 2_3: no, I do not.

Teacher 4: yes, I do

Teacher 5: no answer!

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- **Q3: Do you post videos via Moodle platform?**

Option	Number	Percentage
a)yes	3	60%
b)no	2	40%
Total	5	100%

Some of teachers find that posting videos via Moodle platform is an effective way of teaching while other teachers do not integrate this method in their teaching.

- **Q4: Do EFL students engage with online videos?**

Option	Number	Percentage
a)yes	2	40%
b)no	2	40%
I do not know	1	20%

The answer of teachers is varied here some of them found that EFL students engage with online videos in other word videos are effective way of teaching and in the other hand some others teachers do not found any kind of engagement and one teacher answered with I do not know.

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Q5: How many students respond to online videos?

Option	Number	Percentage
a)all of them	0	0%
b) few of them	3	60%
c) non	0	0%
No idea	2	40%

Three teachers found that few of the students respond to online videos while two of them have no idea whether students respond or not maybe because of Moodle problems.

- **Q6: Do you think that videos benefit EFL students more than other formats?**

Option	Number	Percentage
a)Yes	3	60%
b)no	0	0%
No idea	2	40%

teacher's justification:

Teacher 1: Teacher once said that videos can help students learn as an alternative face to face classes.

Teacher 2: by using videos students interact more.

Teacher 3: Videos are the best method in online teaching.

Teacher 4: When the online lesson is in the form of word or PDF version students tend to read it without really trying to understand but by using videos students interact more.

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Teacher 5: today's generation is attracted more with audio-visual means they prefer to hear and to see people.

- **Q7: Through your experience, what is the most suitable teaching approach in a foreign language class?**

Option	Number	Percentage
Face to face learning	2	40%
Online learning	0	0%
Both	3	60%

Two teachers found that face to face learning is the suitable teaching approach may be due to Moodle problems while three others found that blended learning or both face to face learning and online learning is the suitable method to achieve the best meaning of autonomy

- . **Q8: Do you face obstacles during online teaching?**

Option	Number	Percentage
a)yes	5	100%
b)no	0	0%
Total	5	100%

All teachers declared that online teaching cause some obstacles, obstacles like internet connection problems, students do not engage with courses, Moodle problems such as passwords and deadlines of lesson existence.

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- **Q9: What are the main challenges that may face teachers and learners?**

Option	Number	Percentage
a) Internet connection problems	3	60%
b)insufficient time	0	0%
c) teacher's and learners negative attitudes toward online learning	2	40%

The majority of teachers found that Internet connection problems is the main obstacle that can Face the teachers and learners also two other teachers found that the teachers and learners negative attitude toward online learning is the main challenge also.

- **Q10: what is the best method to foster EFL student's autonomy?**

Option	Number	Percentage
A)Online learning	1	20%
b) face to face learning	1	20%
c)both	3	60%

The majority of teachers 60% declared that both face to face learning and online learning are the best method to foster EFL student's autonomy, this means that blended learning is effective way of teaching and learning.

- **Q11: to what extent do you think that the use of blended learning can foster EFL student's autonomy?**

Teacher 1: blended learning combines both benefit's .it is the optional teaching method so far.

Teacher 2: to a great extent.

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Teacher 3: simply by pushing students to do more researches by their own.

Teacher 4-5: no response.

- **Q12: do you find Master one EFL students autonomous or non-autonomous?**

Option	Number	Percentage
a)yes	3	60%
b)no	1	20%
somehow	1	20%

Many teachers 60% found that students are autonomous. one teacher found them somehow, and other teacher do not find them autonomous at all here the meaning of autonomy differ from teacher to other teacher it maybe because they do not access to online courses or maybe they do not have extra effort...

- **Q13: Do you tackle the same points that have been taught in online courses?**

Option	Number	Percentage
a)same	1	20%
b)different	4	80%

Only one teacher said that he tackled same points that have been taught in online courses while 80% from them teach differently teachers taught lessons in class room and the extra information about that lesson they post it.

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- Q14: to what extent do you agree or disagree with the table below?

Statements	SA	A	N	D	SD
Online courses must be simple, clear, direct and easy	60%	40%	0%	0%	0%
Online courses should be in a short precise and concise form	20%	60%	20%	0%	0%
Online activities should be clear and easy	10%	80%	10%	0%	0%
Teacher must facilitate the way of online evaluation	30%	60%	0%	10%	0%
Online evaluation must include yes/no questions and multiple choice	0%	60%	40%	0%	0%
Face to face session should include same information of online learning	0%	20%	40%	40%	0%
Face to face assessment must include the difficult points discussed in the class	0%	20%	60%	20%	0%
Difficult points must be tackled in classroom	0%	60%	0%	40%	0%

The points discussed in the table are describing norms of Blended learning.

As we can notice in the above table most of participants strongly agree with statements like online courses should be simple and easy. Activities should be simple and clear on the contrary, none of them agree with last two norms.

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- **Q15: do you use these norms of blended learning?**

Option	Number	Percentage
a)yes	4	80%
b)no	1	20%
Total	5	100%

Most teacher's use the norms of blended learning only one teacher do not use them

because those norms are facilitating way of teaching and learning.

General analysis of teacher's questionnaire:

The questionnaire was designed to collect data on teacher's perception of student's level of autonomy. The researcher, tried through the EFL student's answers to depict the relationship between the implementation of blended learning and learning autonomy promotion in addition to autonomy problems, and student's understanding of the approaches that promote self-reliance.

Due to teachers answer, the findings confirm that the blended learning methodology is an effective Method to foster student's autonomy. The majority of teacher's answer Confirm that they use blended learning in delivering their lessons using videos ,documents, textbooks..... in this sense teachers deliver online courses using Moodle platform particularly videos more than other formats.

Furthermore they were asked about the best method in fostering EFL student's autonomy most of them agree that the blended learning method is the best method or in other word combination of online learning with face to face learning. Moreover the absolute majority of teachers agree on the points discussed about the norms of blended learning thus they fear that they apply these norms to help students fostering their autonomy.

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3.10 Conclusion

To conclude, this chapter was devoted do the field work to fulfil our research, we gathered from questionnaire for both students and teachers. In the light of the results obtained from the whole findings of this practical study. Blended learning symbolized beneficial approach in learning and teaching English, furthermore both student's and teacher's answer Support blended learning process .The discussion of the results is done in order to confirm the suggested hypothesis and to give an answer two research questions.

Pedagogical Implications

The Blended Learning is opted with the purpose of stimulating the learners' autonomy, which in return, reflect the learners' independence learning in taking the lead for their own learning progress. Therefore, the present study contributes significant findings in integrating a blended learning that provokes the learners' autonomy. Based on the findings stemming from students' and teachers' questionnaire, that result in affirming the effectiveness and positive influence of the Blended Learning as an efficient method of learning. We attempt to propose several pedagogical recommendations and implications that might be helpful in implementing the Blended learning method successfully. Therefore, such learning model could help in improving teaching and learning process. We suggest a number of recommendations that are illustrated as follows:

- Recommendation for Teachers
- Teachers are advised to state the autonomy approach as priority in their teaching process and try to equip their learners' with the best strategies for promoting autonomy; teachers should be autonomous in order to stimulate their learners' autonomy; teachers' teaching styles should correspond with their learners' preferred ways of learning; teachers should be able to evaluate their students' needs and identify their learning preferences and

Chapter 03: Data Analysis field work

learning independently; teachers are advised to adapt to the new teaching and learning models of technology and not be resistant to new approaches ; recommendation for Students

- Students are required to promote their autonomous learning.
- Students are required to identify their own learning styles and strategies and to study

based on their own preferences; students should rely on Blended learning strategy and resources that can be a supportive and additional resource for students' in developing their studies.

- Students should be encouraged to use technology for their academic progress this would foster learner autonomy, and will make them sense the responsibility they have for their learning.

- Students are required to take advantage from blended learning in the learning process through which they can evaluate, assess and develop their learning performance.

- In short, any attempt towards the integration of Blended learning of great advantageous to the English learning process. Thus, the blended learning method is an example of this integration through which EFL learners are able to develop their autonomous learning and study skills of English language learning.



General Conclusion

General Conclusion

Apparently, the purpose of conducting this study is to investigate the impact of blended learning on promoting autonomy for EFL learners. Primarily to investigate the effectiveness of providing learning using online courses, this study sought to enrol Master 1 students as learner autonomous, mixed learning participants. The central practice of this study is to motivate and encourage EFL learners to take positive steps towards self-study, thereby encouraging autonomous learning. In addition, we will validate the effectiveness of implementing Blended Learning to improve the learning and autonomous skills of EFL learners within the scope of this study, the theoretical part is divided into two major theoretical chapters, mixed learning and learner autonomy. The main concern of the first chapter is to provide an easy-to-understand overview of Blended Learning and related practices. Chapter 2 puts the learner at the centre of independent learning and provides a clear understanding of the concept of autonomy and common practices both inside and outside the classroom. Both theoretical chapters provide background information and previously reviewed studies on the two variables used, including basic concepts, related terminology, and pedagogical attitudes, between the two chapters. Shows the interrelationship of this study followed a qualitative research approach to achieve the intended goals. Therefore, the third practical chapter establishes rational and practical methodological procedures for studying the variables under investigation and their interrelationships. First, I will explain the rationale behind the methodological approach of research and the adoption of design. the following describes applicable data collection methods. However, in practice, research is being conducted on how to collect and interpret the collected data. Therefore, in order to collect reliable data, researchers have decided how to collect the data. The tool consists of two questionnaires distributed to 20 Master One EFL students in the English Department of Biskra University and English teachers at Biskra University. Therefore, the data collection method aims to answer the surveyed questions and test the surveyed hypotheses. Based on

General Conclusion

the results of the student and Teacher Surveys, the results show that the students who are participants show a positive attitude and willingness to blended learning. Efficient learning as autonomous learning plays an important role in promoting autonomous learning and learning skills more practically, emphasizes the effectiveness of implemented blended learning in the development of self-study, decision-making and self-assessment skills in addition, they ensure that they develop a sense of autonomy in recognizing strategic learning and learning styles. Similarly, teachers have shown great positivity and appreciation for blended learning. In addition, the researchers relied on Interpretation and analysis of participant interactions and behaviours, concluding that Master 1 students were actively involved in the platform and performed their assigned tasks and instructions.



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Appendices

Appendix 01:

Teacher's questionnaire

For master one student

Board of Examiners:

❖ Dr. Bouhitem Tayeb	President
❖ Dr. Nasri Chahira	Examiner
❖ Mr. Amroui	Examiner
❖ Dr. Betka Rezig Nadia	supervisor

Supervised by; Dr. Rezig

The following questionnaire is dedicated to collect data to our Master research work about "the use of blended learning as a tool to foster student's autonomy at the department of English, Biskra University. You are kindly requested to answer this questionnaire. Please tick (✓) in the appropriate box or write sentence whenever needed.

Thank you for your contribution.

2021 – 2022

Q9: what are the main challenges that may face teachers and learners?

- ❖ Internet connection problems.
- ❖ Insufficient time.
- ❖ Teacher's and learners negative attitudes toward online learning.

• **Q10:** what is the best method to foster EFL student's autonomy?

- a) Online learning. -b) face to face learning. - c) Both.

• **Q11:** to what extent do you think that the use of blended learning can foster EFL student's autonomy?

Explain, please!

.....

...

.....

...

.....

...

• **Q12:** do you find master one EFL student autonomous or non-autonomous?

- a) Yes. -b) no.

Q13: do you tackle the same points that have been taught in online courses?

- a) same. -b) different.

• **Q14:** to what extent do you agree or disagree with the table below?

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Online courses must be simple, clear, direct and easy.					
Online courses should be in a short precise and concise form					

Appendix 02:

Questionnaire

Prepared by;

- **Chennoufi sarra**

BLENDED LEARNING: mixed learning an approach which combines online learning with face to face learning.

Prepared by;

- **Chennoufi sarra**

Dear students the following questionnaire is dedicated to collect data to our Master research work about "the use of blended learning as a tool to foster students autonomy at the department of English, Biskra university. You are kindly requested to answer this questionnaire. Please tick (✓) in the appropriate box or write sentence whenever needed.

Thank you for your contribution.

2021-2022

Section one: autonomy.

- **Q1:** Since you are learning in your own place do you feel that you are autonomous learner?

a) Yes. -b) No.

→ Explain more, please.

- **Q2:** what is your perspective towards the blended learning as tool to foster EFL student's autonomy?

a) Affective. -b) Non affective.

Something to add!

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

- **Q3:** do you feel that online courses can develop your autonomy?

a) Yes. - b) No.

- **Q4:** how can EFL students be autonomous?

• By using blended learning.

• By using face to face learning.

• Both.

- **Q5:** Stacey and Gerabic (2007).state that " students learning experience and performance can be improved when online resources are integrated with traditional forms of delivery such as face to face lectures and tutorials.

a) agree. -b) Disagree.

- **Q6:** do you face autonomy problem?

a) Yes. -b) No.

→ Because of what?

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

- **Q7:** the reason why EFL students are not autonomous is that they are relying on just what the teachers say?

a) Agree.

-b) Disagree.

Section two: blended learning

- **Q8:** do you have online courses via model platform?!

a) Yes. -b) No.

→ If yes, how often do you have it?

a) Always. -b) Some time. -c) Rarely.

- **Q9:** being a master one student who have witnessed both face to face learning and online learning which one do you prefer?

a) Face to face learning.

b) Online learning.

c) Both.

- **Q10:** do you benefit from online learning?

a) Yes. -b) No.

- **Q11:** do your teacher post videos via module platform?

a) Yes. -b) No.

- **Q12:** do you benefit from videos more than other formats?

a) Yes. -b) No.

→ Please, justify your reason (s)

a) You can watch it whenever you want.

b) You can stop and rewind it several times.

C) Time-consuming.

D) Poor quality Videos.

- **Q13:** do you face struggles during online learning?

a) Yes. -b) No.

- **Q14:** to what extent do you agree or disagree with the table below:

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Online courses must be simple, clear, direct and easy.					
Online courses should be in a short precise and concise form					
Online activities should be clear and easy					
Teacher must facilitate the way of online evaluation					
Online evaluation must include yes/no questions/multiple choice					
Face to face session should include same information of online learning					
Face to face assessment must include the difficult points discussed in the class					
Difficult points must be tackled in classroom					

NB: the points discussed in the table above are tackling “the norms” of blended learning model.

- **Q15:** do your teacher use the norms of blended learning?

a) Yes. -b) no.

المُلخَص

الملخص

سعت الدراسة الحالية إلى التحقيق في العلاقة بين تنفيذ التعلم المدمج وتعزيز استقلالية طلاب اللغة الإنجليزية كلغة أجنبية. يفترض في هذه الدراسة أن استخدام التعلم المدمج وهو مزيج بين التعلم وجهاً لوجه والتعلم عبر الإنترنت سيعزز أو يحسن استقلالية طالب اللغة الإنجليزية كلغة أجنبية. للتحقق من هذه الفرضية، تم تنفيذ طريقة بحث نوعي حيث تم استخدام استبيانين لفحص مواقف وتصورات طلاب ومعلمين اللغة الإنجليزية كلغة أجنبية على استراتيجيات التعلم المدمج لتعزيز التعلم المستقل. أدناه، تم تطوير أو إدارة 20 طالب ماجستير و 5 مدرسين في قسم اللغة الإنجليزية في جامعة بسكرة تم اختيارهم كعينات من جامعة بسكرة. من خلال التفسير الوصفي للبيانات التي تم جمعها، تُظهر النتائج أن طريقة التعلم المدمج هي طريقة تعليمية فعالة تساهم بشكل فعال في تعزيز استقلالية المتعلم، وطلاب اللغة الإنجليزية كلغة أجنبية وكذلك المعلمين فهم قيمة التعلم المدمج.