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Title:

**CHALLENGES FACING ORAL EXPRESSION CLASSES IN A  
BLENDED LEARNING ENVIRONMENT**

**The Case of second Year Students of English at Mohamed Khider  
University of Biskra**

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A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfillment of  
the Requirements for the Master Degree in Sciences of the Language

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## **Declaration**

I MEFTAH Doua Belkis hereby affirm that the current master thesis, "CHALLENGES FACING ORAL EXPRESSION CLASSES IN A BLENDED LEARNING ENVIRONMENT," is the result of my own personal efforts.

This research was carried out at the Mohamed Khider University in Biskra, Algeria.

Signature :

## **Dedication**

To my father SALAH

who enlighten me with his knowledge , thank you for being a constant source of support and motivation to me throughout the years . Your consistent encouragement and trust in my potential have given me the courage to face obstacles and push toward success in whatever I do.

To my mother HAMDIA Leila

who guided me with her wisdom , thank you for your unconditional love , Your ongoing belief in my abilities has strengthened my determination to achieve my goals.

To my beloved sisters TESNIM and BASSAIRE AL YAKINE

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To my friends and best club family

who were by my side through good and bad times. Our friendship brought me , love , humor, and unity.

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who have taught me throughout the years thank you for every single letter you have taught me.

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## Abstract

In the outbreak of the global COVID-19 epidemic, universities throughout the world have quickly implemented blended learning as a way to continue education while managing the crisis's obstacles. Blended learning, a novel strategy that mixes in-person instruction with online learning, has emerged as a potential method of providing educational information to students. This new paradigm has motivated academics and researchers to investigate its potential advantages and efficacy in a variety of academic areas. The current research investigation focuses on the difficulties of enhancing speaking skills using the blended learning method among second-year LMD English students at Mohammed Kheider University of Biskra. Recognizing the importance of successful communication in the setting of English as a Foreign Language (EFL), the study seeks to discover the problems that students and teachers suffer from using blended learning method in oral expression sessions and provide them with solutions that could help them to develop a system that encourages them to become more competent and proficient in their course. We wonder that adopting blended learning may provide certain problems that hinder the learning process and that learning through blended learning has an impact on learner success, which may be positive or negative. In order to answer these questions, a descriptive method is used to achieve this research work. Two questionnaires were administered to thirty second-year EFL students and ten oral expression teachers that have blended learning in their actual lessons previous years, allowing for a greater understanding of the issues they have when applying BL at the University of Biskra. The findings from the data collection tools demonstrate that, despite the challenges that teachers and students confront during oral expression sessions utilizing BL, second-year students' speaking abilities have been positively strengthened as a consequence of the blended learning strategy. Blended learning has shown to be a viable option for sustaining educational programs and promoting student advancement.

**Keywords: blended learning, speaking skills, EFL students, Second year.**

## **List of Abbreviations**

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

**F2F**: **F**ace to **F**ace .

**EFL**: **E**nglish as **F**oreign **L**anguage.

**ICT** :**I**nformation and **C**ommunication **T**echnologies .

**LMD**: **L**icense, **M**aster, **D**octorate .

**RQ** : **R**esearch **Q**uestion .

**RH** : **R**esearch **H**ypothesis .

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## **1. Background of the Study**

Over the recent years, a variety of innovation are being used in the teaching and learning environment, and blended learning is one of them. It is regarded to be among the most recent teaching strategies employed in Algeria during the COVID 19 pandemic. It traces back to the technological revolution that the world have witnessed around the late 1990's to 1993's, and this language includes all types of computer mediated written communication. It is defined as "thoughtful fusion of face-to-face and online learning experiences" (Garrison & Vaughan, 2008). So blended learning is the use of traditional classroom teaching methods together with the use of online learning for the same students studying the same content in the same course.

According to Sharma and Barrett, 2007, The term blended learning originated in the business world in connection with corporate training, then was employed in higher education (MacDonald, 2006) and lastly it appeared in language teaching and learning. The adoption of blended learning in EFL classrooms is thought to be an alternate strategy to enhance EFL learners' acquisition. Yet, it has been noted that these students have challenges with their studying specially in enhancing speaking skills due to the little discussion about the principles that should be applied in blending elements which use technology with more traditional face-to-face teaching in the same course. That effect the learning process of the EFL students since Learning speaking skills is the most important aspect of learning a second or foreign language.

## **2. Statement of the problem**

The Corona 19 pandemic has caused unprecedented global impact, affecting societies worldwide with its aggressive nature and rapid transmission. The devastating death toll and economic harm inflicted by the virus have made the entire world suffer. In reaction, society has been fighting the epidemic with enthusiasm, following the World Health Organization's (WHO) instructions and executing tactics created by state organizations. One of the most important steps taken to limit the virus's spread has been social isolation, which requires individuals to remain at home. This approach has significantly disrupted various sectors, including the education system, forcing universities worldwide to adapt and modify their traditional learning methods. The transition from traditional in-person classes to blended learning was widely suggested as an effective means to continue education while minimizing the risk of

virus transmission. Blended learning, which combines online and face-to-face instruction, emerged as a preferred approach during these challenging times. However, this shift brought forth numerous challenges, particularly in oral expression classes, where face-to-face interactions are crucial for better understanding, eliminating ambiguity, and honing communication skills. As a result, the present work aims to explore the implementation of blended learning in oral expression sessions, specifically focusing on its impact on second-year LMD (License-Master-Doctorate) students and the use of technical resources by teachers during oral classes. By investigating the problems encountered when adopting this strategy,

This research aims to shed light on the complexities and limitations that arise in the context of oral expression instruction within a blended learning environment. It seeks to identify the unique difficulties faced by both students and teachers, highlighting the challenges related to technological integration and the potential implications for effective language learning and teaching outcomes. Through an in-depth analysis of the experiences and perceptions of second-year LMD students and the strategies employed by instructors, the research aims to provide insights into the efficacy of blended learning in oral expression classes. Furthermore, it seeks to offer recommendations and potential solutions to enhance the delivery of oral expression instruction in blended learning settings, ensuring optimal student engagement, comprehension, and linguistic development. To sum up This research aims to contribute to the ongoing discourse surrounding effective language learning and teaching methodologies in the face of extraordinary circumstances.

### **3. Significance of the study**

This study would be worthy for both teachers and learners of second year English classes at Biskra University. The present research is to suggest a new method of teaching and learning , that is the Blended learning and to show how teachers could apply it on EFL learners. The current study is conducted for the sake of discovering the challenges that encounter both teachers and students while using blended learning during oral expression . In addition, we seek to provide the teacher with an opportunity through the new method to give feedback to his/her learners. Furthermore, the present study to assist students as well as teachers in determining the best approach for practicing speaking skills employing the BL approach. Observing and evaluating its problem gives teachers a comprehensive view of the situation and allows them to

develop new ways and activities to deal with it. To summarize, new activities in the blended learning method allow oral expression teachers to educate their students while also assisting students in developing their speaking skills .

#### **4. Aims of the study**

The general aims to conduct a study on second-year EFL students at the Mohammed Kheider University of Biskra ,for the case of studying the challenges of speaking skill during implementing the blended learning system. We can list the aims as follows:

- Investigating the connection between blended learning as a teaching and learning method and the student's speaking ability.
- Examining the use of blended learning in oral expression sessions
- Identifying the challenges of blended learning in second-year EFL students

speaking skill.

- Discovering the difficulties that teachers have while using the BL method to teach oral expression lessons.

#### **5. Research questions**

Because this study work attempts to figure out what problems teachers and students have while using blended learning and therefore enhance their speaking abilities while using it at Biskra University ,The following questions are the main ones that this study aims to answer:

RQ1: To what degree does the use of BL as a teaching strategy improve students' speaking skills ?

RQ2: What are the difficulties that oral expression students in blended learning?

RQ3:What are the challenges facing oral expression teachers using blended learning method ?



## **6. Methodology of the study**

This study seeks to investigate the difficulties that hindered enhancing speaking skills using blended learning method. It is based on the descriptive method that attempts to describe this recent debatable issue in which some claims that beneficial. However, others argue that it hinders learners' linguistic competence. Thus, the technique will be used to collect data is mainly questionnaires. This tool provides a variety of data gathered from different participants. To have a large overview about the area of interest, a questionnaire will be administered to both second year English students of Mohamed Kheider University and teachers of oral expression module that are considered as the population. This research was conducted during the academic year 2022/ 2023 so as to obtain a mixture of different perspectives, opinions, and personal experiences concerning the challenges of oral expression teachers and students using blended learning method .

The study's sample consists of second-year EFL students and teachers from the Department of English at Mohammed Kheider University of Biskra. We picked this sample which had experienced the blended learning method. As a result, they will be useful during our research on their speaking improvements.

The sample of teachers consists mostly of oral expression teachers from Mohammed Kheider University's Department of English. They were chosen because they had direct involvement with the blended learning technique during the teaching of their oral expression module.

## **7. Structure of the Dissertation**

The current research paper has been organized into two different parts, starting with a general introduction and concluding with a general conclusion. Our research is structured between one theoretical chapter which includes two sections and one practical part which includes field studies and data analysis.

The first chapter contains two sections, The notion of blended learning was addressed in the first section. The section explains the definition, importance, kinds, and types of interaction of blended learning, It also discusses how it differs from traditional learning. We discussed its

benefits and drawbacks at the end. Furthermore ,The second section is dedicated to an overview of the speaking skill . It discusses the definition, importance, Characteristics , and variables influencing speaking abilities.in addition, it discusses the different roles of the teacher in the oral expression classroom and the activities that can be performed there. And how to Assess speaking skills is the conclusion

Finally, the second chapter focuses on the practical use of our research. We examine our data collection methods, which include, questionnaires for both students and teachers. The tools were thoroughly detailed in this chapter. It also includes an analysis of our findings. In the end, the chapter analyses the findings and makes some pedagogical recommendations for administration, teachers as well as learners at Mohammed Kheider University Biskra's English Department.

# Chapter one

## Literature review

# **Chapter one**

## **Literature review**

### **Introduction**

Recently ,Blended learning is becoming increasingly popular in a variety of educational contexts, including language learning. This strategy has been shown to benefit language learners in a variety of ways, especially in the development of oral expression skills .The aim of this research is to investigate the efficacy of adopting blended learning in oral expression classes. The study will look at how blended learning affects students' oral expression abilities and overall learning experience.

### **I.1.blended learning**

This section seeks to clarify the blended learning strategy , as a results many concepts are studied with an emphasis to on its history , importance and its fundamentals types .

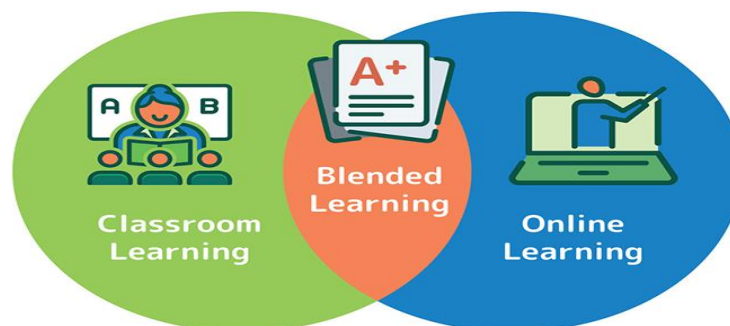
#### **1.1.Definitions of blended learning**

Generally , Blended learning is a technique of teaching that integrates traditional place based classroom methods with online educational resources to aid students to aid pupils in learning via multiple methods rather than just one .According to Garrison and Vaughn, “blended learning is more than enhancing lectures. It represents the transformation of how we approach teaching and learning. [...] Blended learning is a coherent design approach that openly assesses and integrates the strengths of face-to-face and online learning to address worthwhile educational goals.” (Garrison & Vaughn, 2008, p. xt). As we go through the constantly shifting educational surroundings, blended learning stands out as a promising technique that blends the best of face-to-face instruction and online resources, opening the way for a more complete and effective learning environment.

Blended learning develops as a dynamic instructional strategy that extends beyond the limits of traditional face-to-face approaches , Dziuban (2004) in defining blended learning , he argued that technology is not merely an additional; it serves a particular effective learning environment and assists in accomplishing a course objectives. Therefore blended learning is not only a replacement for transmission methods used in face-to-face classrooms, as this substitution of passive learning methods similar to transmission methods in the first attempts to deliver fully online courses resulted in limited student success and negative drop-out rates (Dziuban et al., 2004).Dziuban's viewpoint emphasizes the significance of combining technology and competent teaching in accomplishing course objectives. The limits of passive online learning approaches, as well as the requirement for active participation, illustrate the importance of blended learning in improving student success and lowering rates of dropping out..

Historically ,traditional learning environments and online learning environments have stayed mainly distinct because they have utilized various media and method combinations and varied audiences (see Figure 1.2).For instance, conventional face-to-face learning usually took place in a classroom setting under the guidance of a teacher, with person-to-person contact taking place in a real-time, synchronous, high-fidelity environment. Yet, self-paced learning and interactions with learning materials were prioritized in distance learning systems, which were often low-fidelity (text-only), asynchronous environments.

## Blended Learning



**Figure 1.1: PROGRESSIVE CONVERGENCE OF TRADITIONAL FACE-TO-FACE AND DISTRIBUTED ENVIRONMENTS ALLOWING DEVELOPMENT OF BLENDED LEARNING SYSTEMS .**

In the field of education, the notion of progressive convergence of traditional face-to-face and spread contexts, leading to the creation of blended learning systems, is extremely important and crucial. Blended learning systems combine the best aspects of traditional classroom education and online learning to provide a flexible and encompassing approach to teaching and learning.

### **I. 1.2 The Importance of Blended Learning**

Blended learning is considered a successful teaching strategy that mixes online and in-person learning experiences, in order to maximize student engagement and enhance learning results .it is important in today's educational scene for various factors. According to Graham (2003), Allen, and Ure (2005), three primary factors influence whether a teacher, trainer, or student decides to use BL to further particular learning objectives, these factors are :

- **Pedagogical factors:** Teachers and trainers who are convinced that BL will enhance student learning and engagement are likely to use this method of instruction. It may include the belief that BL allows for the integration of multimedia resources, personalization of learning experiences, and increased student engagement. Teachers may give students with a specific learning experience that suits their unique requirements by employing technology to create more individualized and adaptable learning experiences.

Dr. Clayton Christensen further advocated for blended learning, stating that it "allows students to learn in different ways" (Christensen, Horn, & Johnson, 2011, p. xvi). He claims that blended learning personalizes the learning experience by allowing students to learn at their own speed, from anywhere, and at any time.

- **Technical factors:** refer to the hardware, software, and connectivity that are required for BL to be effective. Teachers and students need simple-to-use and dependable technology. This helps students to combine their academic obligations with other interests such as job, sports, and family obligations.. Also, BL enables students to learn from the best teachers across the globe, blended learning helps bridge the educational divide and provide equal opportunities for all learners.

Dr. Amanda Gudmundsson claims that "by giving students access to more resources, minimizing isolation, and raising engagement, blended learning can boost student accomplishment" (Gudmundsson, 2018). Blended learning can improve students' motivation and academic achievement by fostering an environment that is more participatory and collaborative.

- **Administrative factors:** Administrative aspects include the rules, systems, and tools that students and teachers can use to successfully adopt BL. The quantity of institutional assistance offered, the accessibility of training, and professional development opportunities. BL ensures that every student has access to high-quality education irrespective of their location or economic status, it contributes to closing the educational gap and ensuring that all students have equal access to the top teachers in the world.

### **I. 1.3 Models of blended learning**

A variety of blended learning methodologies may be used in order to provide students with an accessible learning experience. Each model takes a distinctive approach to blend online and in-person learning and may be modified to suit the needs of learners as well as teachers.

#### **I.1.3.1 . Flipped Model**

In this model, Before coming to class for discussion and activities, students watch lectures that have been recorded or complete online assignments. This technique is frequently employed to allot additional class time to collaborative and interactive activities. Jon Bergman argued that the flipped model has several advantages, including increased student engagement, improved learning outcomes, and better teacher-student relationships.

#### **I. 1.3.2. Face-to-Face Driver Model**

According to Graham this model allows teachers to recognize and respond to the various learning requirements of their students, which can enhance teacher-student interactions. Teachers can better understand each student's learning progress by utilizing online learning to support classroom sessions. This makes it possible to offer each student more individualized support and feedback. Graham considered the face-to-face model to be a valuable instrument for increasing student achievement and the effectiveness of teachers. He also added that to assure the success of

the face-to-face model, extensive planning, teacher education, and ongoing encouragement are required. The Face-to-Face Driver Model is used at the Department of Computer Science at the University of Biskra to improve student engagement and individualized support. Teachers provide lectures and encourage discussions on programming ideas, algorithms, and problem-solving strategies during face-to-face meetings. They urge students to participate actively by asking questions, giving their ideas, and participating in group activities. Teachers acquire insights into their students' understanding by studying their emotions and interactions and tailoring their lessons accordingly.

### **1.3.3. Rotational Model**

in this model, Students switch between in-person and online learning activities. For instance, students might work on online assignments or view virtual lectures over a predetermined period before switching to in-person education with their teacher. The rotation model comes in a variety of forms. Horn (2017) discussed the rotation model and its potential benefits for students and teachers, he claims that enabling teachers focused more on small-group education and one-on-one tutoring can increase teacher effectiveness. it can improve learning results by releasing teachers from large group instruction and allowing them to give students more individualized and targeted help.

### **1.3.4. Enriched Virtual Model:**

According to Curtis Bonk (2007), in this model, students spend most of their time learning online but still attend the class for in-person activities like labs, projects, and debates. The enriched model is often used in schools that want to provide a more flexible learning experience while still maintaining some face-to-face interaction.

## **1.4 . Blended learning Vs Traditional learning**

### **1.4.1. What is traditional learning ?**

Traditional learning, also known as conventional learning, is a method of education that has been utilized for centuries. It requires attending sessions in a physical environment, such as a



classroom, and according to a defined curriculum, which is frequently uniform among institutions. The teacher is often viewed as the primary source of knowledge in conventional learning, and students are expected to listen, take notes, and participate in conversations to increase their comprehension of the subject matter.

According to Howard Gardner (1991). In his book : The unschooled mind: How children think and how schools should teach. (Basic Books.):

Traditional education is the transmission of the accumulated knowledge and values of a society. It relies on direct instruction, memorization, and repetition. The goal is to impart knowledge, develop intellectual skills, and instill moral values that are seen as essential to the maintenance of the society and the preservation of its culture.

One of the distinguishing features of traditional learning is the emphasis on face-to-face interaction. This form of learning is frequently connected with an organized and structured classroom environment in which the teacher directs the learning process and students are expected to follow their directions. For decades, traditional learning has been the dominant type of education, and it has had a significant impact on how we think about teaching and learning. As the Oxford Dictionary defines traditional learning as "the usual or customary way of teaching or learning something, typically in a face-to-face classroom setting" (Oxford Dictionary, n.d.).

Traditional learning offers numerous benefits, such as providing children with structure and discipline, but it also has some limitations. One of the most fundamental disadvantages of traditional learning is its inflexibility and slowness to adapt to new trends and technologies. Furthermore, traditional learning can be costly because it frequently requires students to pay for tuition, textbooks, and other materials.

Traditional education is based on a factory model which prioritizes conformity, compliance, and standardization. This works for the industrial economy, but not for the modern, knowledge-based economy. It doesn't foster creativity or critical thinking, and it doesn't prepare students for the world they will enter once they leave school. (Robinson, K. (2010).

In this quote, Sir Ken Robinson emphasizes traditional learning's limits in terms of conformity and standardization, which can discourage creativity and critical thinking. He believes that while this educational approach may have been effective in the past when the economy was based on industrial output, it is no longer appropriate for the needs of the modern, knowledge-based economy.

Despite these limits, traditional learning is still an important and commonly utilized educational strategy. It is still the preferred method for many students and teachers, and it is a vital way to learn and develop abilities.

#### **I. 1.4.2. . How is traditional learning different from blended learning ?**

Traditional learning and blended learning are two separate types of education delivery. Whereas conventional learning involves face-to-face instruction in a physical classroom setting, blended learning integrates traditional instruction with online learning via a combination of technology-mediated and in-person activities. Here are some fundamental contrasts between traditional and blended learning.

- **Delivery method:** it is the key distinction between traditional and blended learning .Traditional learning is given in a classroom setting through in-person lectures and conversations. On the other hand, Blended learning includes online learning, which can include pre-recorded lectures, online discussion forums, and interactive multimedia resources. Blended learning often consists of a combination of online and face-to-face activities, such as online conversations followed by in-person group work or lab sessions.
- **Flexibility:** One of the primary benefits of blended learning is its flexibility. Students can learn at their own pace and at their own comfort using blended learning. Students can access course materials online at any time and complete assignments and quizzes. However, traditional learning typically follows a set of schedule and requires students to attend classes in person . The flexibility of blended learning is especially advantageous for students who work or have other obligations that prohibit

them from attending traditional classes on a regular basis. As Dr. Ruth Reynard(2016 ; 14) , claims in her research on the effectiveness of blended learning:

Blended learning is different from traditional learning in that it allows students to have greater control over the pace and place of their learning, as well as the opportunity to interact with the material in a variety of ways. It blends the greatest of both environments by giving students the opportunity to gain from face-to-face encounters with teachers and fellow students while simultaneously using the convenience and adaptability of online learning.

She also explains how blended learning enables students to engage with the material in a number of ways, which can help them learn and remember more.

- **Student Engagement:** The level of student engagement is another difference between traditional and blended learning. Students in conventional learning are frequently passive learners, listening to lectures and taking notes due to many reasons such as anxiety. Blended learning, on the other hand, offers more options for active learning, such as participation in online conversations and collaborative projects. Blended learning also enables personalized education because students can obtain feedback on their work and have one-on-one discussions with their instructor. However, many students prefer face to face engagement because they feel more understandable and they communicate better with their teachers . Also it helps them build Relationship and community .
- **Technological Requirements:** Blended learning involves a greater investment in technical resources than traditional learning. Students must have access to a computer and a steady internet connection in order to engage in blended learning courses. They may also need to know how to use online tools and resources including discussion boards, virtual meeting platforms, and learning management systems. And that is not easy for many students due to many reasons such as : poverty , internet problems that we suffer from and lack of knowledge .
- **Resources:** Traditional learning rely on physical resources such as textbooks and paper handouts, whereas blended learning may depend on more technology and

online resources such as learning management systems, multimedia tools, and digital textbooks.

Traditional and blended learning are two different methods of delivering education .While the first type is still the most popular educational strategy, the second is gaining traction as students seek more adaptable and specific learning alternatives and as technology progresses. Finally, the choice between these two tactics will be determined by the student's specific requirements and objectives, as well as the setting in which they are learning.

### **I.1.5 . Types of interaction**

Interaction is derived from the verb "to interact, which means according to the Cambridge International Dictionary of English "to communicate with or react to (each other)".Interaction has been identified as a classroom strategy for teaching a foreign language since it involves conversations between the teacher and the students or among the students. Therefore , interaction and communication complemented each other, as Brown (2000) states, "...interaction is, in fact, the heart of communication: it is what communication is all about" (p. 165).

#### **I. 1.5.1.The role of the teacher in blended learning**

In traditional education, the teacher is frequently regarded as the main source of information, with the students serving as passive recipients. However, in blended learning, the teacher's role is more varied and dynamic. The teacher becomes a facilitator, a guide, and a coach who supports student learning through various modes of instruction, both online and offline . As Dr. Norman Vaughan (2013)highlighted the importance of the teacher's role in encouraging student motivation and participation in blended learning .He emphasized that in order to establish a pleasant and exciting learning environment, teachers must use a variety of strategies such as personalization, feedback, and social learning.

Teachers are crucial to the teaching and learning process.. According to s. Jones (2007, p. 25, as cited by Marsh, 2012), the teacher plays a variety of roles in the teaching and learning process. First ,teachers are responsible for designing a variety of learning experiences, They must choose appropriate materials, design engaging activities, and allow

for both individual and collaborative learning. He also proposed another teacher's role where the teachers promote student engagement online. He should empower students to take responsibility of their learning by providing chances for collaboration and active learning, therefore, the role of the teacher in blended learning is critical to the success of the approach.

In addition, the teacher becomes an educator and trainer, assisting pupils to improve their critical thinking and problem-solving abilities..He must adapt their lessons to the various demands and learning preferences. Teachers must adapt education to meet the requirements of each individual student using data and feedback, and they must offer several paths to mastery.

### **1.5.2.The role of the student in a blended classroom**

Students have an important role in their own educational experiences in a blended classroom context. According to Garrison and Kanuka (2004)active engagement and interaction are critical to success. They underlined the necessity of students creating a feeling of community.

Moreover , in research on student views of blended learning settings, Vaughan et al. (2013) discovered that students valued the independence and the flexibility that blended learning provided. They also stressed the need of clear communication and teacher assistance .BL allows students to communicate meaningfully and exchange ideas even when they are not physically present in the same classroom.. This implies that they must be able to establish objectives, track their progress, and seek resources and assistance as necessary. Students in a blended learning setting have access to numerous of technological resources, such as online lessons and videos, that can assist them in developing their language abilities on their own.

A blended learning environment's effectiveness depends on students' active participation and engagement. Students may contribute to a successful blended learning experience by taking control of their learning, managing their time wisely, communicating properly, and developing their technical skills. An addition ,Dziuban et al. (2011) studied the efficiency of blended educational contexts and discovered that students who were interested and involved in the course were more likely to succeed.

## **I. 1.6. Advantages and disadvantages of blended learning**

Blended learning, an innovative approach to education provides students with a dynamic and interesting learning experience, However, it is essential to consider both the advantages and challenges of blended learning to effectively implement this method and maximize its benefits in achieving educational goals.

### **I. 1.6.1 Advantages of blended learning**

Blended learning creates a new kind of instruction that is full of benefits that can aid students in developing better learning habits. If it is performed correctly. Among these significant gains, Carroll (2003) and Johnson (2002) highlighted “the revolving around accessibility, pedagogical effectiveness, and course interaction.”(p.5).they emphasize the enormous potential of blended learning when used effectively. According Carroll and Johnson , blended learning has various advantages, including enhanced learning habits and results for students. Students are empowered to establish better study habits and achieve their educational goals more successfully when teachers apply the potential of blended learning by giving simple access to materials, applying effective teaching tactics, and encouraging engaging course experiences. In total, the chapter emphasizes the transforming influence of blended learning in educational settings when used deliberately and purposefully.

Firstly, by using internet components, BL may provide students a wealth of resources for many kinds of language learning materials (Neumeier, 2005; cited in Hoang, 2015), which means while seated in comfort and safety at home, students may access their lectures using devices that are linked to the Internet .This factor might be considered as a significant advantage in EL teaching as well. Similar to this, while developing lessons, blended learning can improve teachers teaching styles and more options, by employing the numerous media kinds accessible, utilizing libraries, and administering their classes online.

Moreover , Blended learning provides student-student and student-teacher interactions in an online setting at different times an different places rather than restricting them in a face-to-face classroom. It allows them to communicate with their teachers as well as their classmates. Greener (2008) emphasized that interaction might also benefit students in understanding and exhibiting their present learning requirements, as well as receiving more support from teachers

and peers in order to improve their language learning. According to Chen and Jones (2007) , Students can get a deep understanding to the covered lectures through the use of web-based resources, as well as active exchange of information by students in the class. They have the ability to get access to real life resources that provide them with authentic information and facts.

Additionally, in exploring the components of a successful blended learning system, Salama (2005) added various factors that might be brought into the class room as vital components of blended learning in order for teachers to have an effective learning system. He generally identified traditional class processes, virtual courses, advice and counseling sessions as part of traditional face-to-face teaching, interactive videos, e-mail services, electronic media, and network conversations among these aspects, although blended learning is not limited to these. Several more features arise gradually, and teachers must stay current on the newly presented elements that may aid in the enhancement of the learning process.

Blended learning combines many modalities of delivery to balance and improve learning program development and deployment costs and time. The internet is a tool for delivering online education. Singh (2003) added some of the benefits provided by blended learning

Provides an efficient and effective technique Gives the learner greater options for learning. Enhance your learning resources and opportunities. Promote self-sufficiency and conviviality.

To conclude, this blended method combines the best of self-paced, instructor-led, distance, and classroom learning to achieve flexibility, efficiency, and cost effectiveness. It is a method that was born out of the frustrations associated with online and traditional learning. It benefits both the teacher and the students in terms of teaching and learning activities.

### **I. 1.6.2 Disadvantages of blended learning**

The implementation of blended learning strategies in universities exposes a number of barriers and challenges that may affect the quality of the learning process and may hinder its scaling and deployment in various learning environments. Movchan (2018) outlined some of the challenges of adopting blended learning for both teachers and students. Here are some of the negative aspects :

First, High maintenance cost, Using modern technology, such as infrastructure setup and gadgets, in a blended learning program can sometimes be expensive. This is particularly so true in large organizational contexts with various divisions or vast employee populations. However, when considered against all of the other benefits of blended learning, this is not simply a one-time expense but will be extremely beneficial in the long term..

Secondly, another downside of BL is its reliance on technology. To meet the blended learning program's learning objectives, content producers use technical tools and resources that are simple to use, dependable, and up to date. However, because blended learning relies on technology, there are technical skill limitations for both teachers and learners. Students and teachers who are not familiar with technology may find it difficult to interact. Likewise, participants will not have access to course content; therefore, this study technique must include adequate technical assistance.

Extra challenges that blended learning faces, was presented by Hofmann (2011) , including to ensure participants' ability to use technology successfully, changing teachers' attitudes toward the effectiveness of blended learning, administering and controlling learners' progress, finding the best match between delivery medium and performance goals, and ensuring that online resources provide interactivity rather than simply instructing learners. He also noted that, in addition to the many problems with assessment, observation, and classroom management, exposure to possible attendant distractions, misunderstandings, annoyance, and upset can negatively impact productivity, learning, social relationships, and overall achievement.

Furthermore ,Addressing the challenges of blended learning Zayton (2005) added the slow Internet connection, which impedes learning procedures and makes participation in online activities difficult, the high costs of blended learning, such as the high cost of hardware, facilities, software programs, and the execution of electronic communication among educational societies, specialists, and students, and the need for specialized training programs for academic staff.

### **I. 2.1 Speaking skills definition**

In order to learn English language ,students requires to learn the four skills : writing, reading, listening and speaking . This latter concerned to be the most important skill to master.



According to Chomsky (1988) speaking skills are the capacity to effectively and creatively utilize language to communicate ideas and fulfill communication objectives. He believes that speaking abilities include the capacity to use language in a way that represents one's cultural and social background, in addition to the capacity to compose sentences that are grammatically accurate. While Tannen (1990) claimed that Speaking abilities are the ability to manage words to establish and sustain interpersonal connections. She argued that effective speaking abilities include the capacity to connect socially and emotionally with others via language in addition to the ability to present information.

Moreover , the competence to effectively communicate in spoken English is referred to as speaking abilities. This includes correctly pronouncing sounds and words, using suitable syntax and vocabulary, comprehending and reacting to various inquiries, conveying thoughts and opinions clearly, and participating in discussions fluently and confidently discussions fluently and with confidence. In the interest of communicating successfully in academic, professional, and social contexts, as well as gaining confidence and establishing deep relationships with people, as Chaney (1998) claimed that speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols into a variety of context.

Furthermore ,the significance of oral communication skills and fluency in language development is highlighted by Jeremy Hammer (2001) and David Nunan (2003) as the ability to converse fluently requires not only an understanding of linguistic features, but also the ability to process information and language on the move .Oral language is defined as a productive auditory/oral ability that involves creating structured oral expressions to convey meaning (David Nunan 2003, p. 44). According to the description above, speaking ability is the ability to express yourself in a situation and communicate effectively with others.

## **I. 2.2.Importance of speaking skills**

Oral language skills are critical to effective communication, personal and professional development, and academic success. Carol Dweck(2006)highlights the necessity of having a growth mindset when it comes to building speaking abilities in her book "Mindset: The New

Psychology of Success." She feels that those who approach public speaking as a learning process and are prepared to put in the effort to improve will be more effective.

Firstly, Oral language skills are critical to the academic success of language learners. Oral presentations and debates are an important part of many language courses. Students must be able to communicate clearly and confidently to engage successfully in class discussions, deliver presentations, and convey their thoughts and opinions. Moreover, If language learners have good oral skills, they can communicate successfully in real life situations. Building relationships with people, whether in a personal or professional setting, requires the ability to communicate thoughts and ideas effectively and appropriately. Speaking abilities also aid in cultural interaction and international understanding, which is particularly crucial in today's globalized society. In his book "The Art of Public Speaking," Stephen E. Lucas (2007) believes that good public speaking is a crucial talent that helps people grow confidence, improve critical thinking skills, and boost their leadership potential. Stephen Krashen argued that speaking is an important component of language competency, and those who can communicate successfully in a second language are especially suitable to negotiate cross-cultural relationships and prosper in globalized contexts.

Finally, Speaking is important because it allows non-native speakers to practice a foreign language. Additionally, students should focus more on speaking more than other skills because we live in a world where communication between people is essential. learners have various terms and vocabulary in their brains, but if they are not used daily or occasionally, they forget them. According to Stein (2007), "learning a language, knowing the grammar and vocabulary is not everything." It is essential to pronounce it accurately and fluently, or else people will lose the 'pleasure' of utilizing it." (p.2)

### **I. 2.3.Psychological factors that effecting speaking skills**

It is difficult for foreign language learners to speak English. Most of them face challenges due to circumstances that make them afraid to speak up and participate in classroom conversations. Consequently, the goal of foreign language teachers is to set up an ideal environment for students in order to encourage them to engage and speak English.

### **I.2.3.1. Motivation**

Motivation is a powerful force that drives students' engagement and success in education. It is defined by Microsoft Encarta (2004) as "the biological, emotional, cognitive, or social factors that activate and guide behavior" or "a sense of interest or excitement that makes someone want to accomplish something, or anything that creates such a feeling." It is considered to be among the most important psychological elements influencing foreign language learners' ability to speak English. It is widely used in foreign language classrooms to help students improve their skills. It has a huge effect on the student's willingness to achieve in speaking English. Students are drawn into discussions by teachers' directions and their responsibilities in enhancing their motivation in the session. As a result, motivated students typically attempt to accomplish their objectives and wishes in speaking both within and outside of the classroom. However, uninspired students frequently fear participating in the course, and their ability to talk is diminished as a result of their negative thoughts.

Motivation is critical in the process of learning a second or foreign language, giving the necessary drive to begin and maintain language acquisition throughout time. According to Dörnyei (1998), motivation is one of the most important variables impacting second/foreign language learning. In accordance with this, Qashoa (2006) performed research into the importance of motivation in language learning. He stated :

Interestingly, motivation is perceived by Dörnyei (2001) as cyclic, going up and down, affecting language achievement and being affected by it. He also claimed that a demotivated person is someone who initially has had motivation to fulfill a goal or to engage in an activity and has lost the motivation to do so because of negative external factors which related it to the environment in which learning takes place such as the classroom and school

Researchers have studied different aspects that impact language learning motivation throughout the years. Gardner and Lambert's model of second language learning, presented in 1972, was an important addition to the area. They created the socio-educational model of

acquiring a second language, which distinguished two forms of motivation that might impact language learning:

- **Integrative motivation:** in this type, learners have the desire to acquire a second language in order to blend into the target language's culture and society. Learners who have integrative motivation typically have positive attitudes toward the people and culture of the target language, and they view language learning as a way to make social connections and build relationships .
- **Instrumental motivation:** This type of motivation is distinguished by a desire to acquire a second language for specific purposes, such as professional or academic success. Learners who are motivated by instrumental factors regard language as a tool for accomplishing a certain purpose, and they may be less concerned about the cultural features of the language or the target language society.



**Figure 1.2: Types of motivation**

These forms of motives serve distinct functions. Both can result in success. According to Saville-Troike (2006), the relative importance of one or the other is determined by a variety of personal and societal circumstances.

### **2.3.2 Inhibition**

Inhibition is a protection system that the learner builds to protect himself. The presence of the language ego is seen as a key impediment to second language learning. Language processing, cognitive functioning, and decision-making are all aspects of human activity that rely on inhibition. In language comprehension, inhibition assists people in repressing unnecessary or contradictory information so that they may focus on the most useful details, such as when choosing the correct word to use in a sentence or digesting a difficult statement.

Inhibition is a category of psychological phenomena defined by the desire to hold back, Morris and March (2004) added that inhibition is a behavioral tendency to react with caution, fear, or limitation when confronted with unknown individuals, objects, or situations. These demonstrate how inhibition has a detrimental impact on students' performance when doing language comprehension tests. Moreover, Tuyen and Anh (2020) stated that inhibition makes students fearful of implementing the language and makes them feel awkward whenever they talk or take chances in demonstrating their speaking abilities. and that shows that inhibition prohibits students from achieving anything and impacts their natural attitude and knowledge efficiency.

### **I. 2.3.3 Anxiety**

Anxiety is a state of distress that can range from minor to severe. According to a new study, not all anxiety is negative, and a certain level of stress may have a good effect and improve learning. As a result, excessive or insufficient anxiety may hinder good second language learning. According to Dornyei (2005,p.198) "there is no doubt that anxiety affects L2 performance most of us will have had the experience that in an anxiety-provoking climate our L2 knowledge often deteriorates: We forget things that we otherwise know and also make silly mistakes". Anxiety has an impact on language acquisition, as most students feel anxious not only before exams, but also during other activities in language classes. Anxiety affects learners psychologically, with stressed students forgetting words, making mistakes, having physical inattention, increased heart rate, increased sweating, and reluctance and avoidance behaviors. Anxiety has also been linked to a learner's readiness to communicate. The number of individuals present, the topic of talk, and the formality of the environment all have an impact on it.

Anxiety may be classified into two types: social anxiety and generalized anxiety.

**Trait anxiety** : This anxiety becomes a permanent personality variable and a component of the learner's personality who is constantly anxious anytime something threatens them (Brown,2000,p.151).

- **State anxiety** : This anxiety is a temporary anxiety a reaction to a stimulus that causes anxiety, such as before a test . state anxiety is felt in response to some specific event or item

Recent research on language anxiety, as it has come to be termed, according to Brown (2000), focuses more precisely on the situational character of state anxiety. He further states that three components of foreign language anxiety have been identified ,They are as follows:

- i. Communication apprehension, caused by learners' inability to properly convey mature thoughts and ideas;
- ii. Fear of negative social evaluation, caused by a learner's need to make a positive social impression on others
- iii. Grades and test scores or apprehension over academic evaluation.

#### **I.2.3.4 Mother Tongue Use**

The use of the mother tongue in a foreign language classroom is a frequent difficulty for the majority of students, because they are often cautious about making errors in a foreign language and feel more at ease when expressing themselves in their mother tongue..Littlejohn and Hicks (1999) stated that “Students may also use the mother tongue because they feel embarrassed about speaking English in front of the whole class” (p.92).As a result, students use their mother tongue for a variety of reasons: to avoid humiliation, to prevent errors and mistakes, and to feel comfortable because learners sometimes forget or lack the correct and necessary expression for communicating with the target language, so they borrow from their first one. It provides a safe place for their needs; since it is a language that they use in their everyday life and from their birth

#### **I.2.4.Characteristics of Speaking skills**

Speaking is more than just expressing yourself verbally. However, in order to have a high speaking competence, students must learn specific speaking aspects. These aspects, as stated by Brown are fluency ,accuracy, vocabulary, and Pronunciation.

##### **I. 2.4.1.Fluency**

Fluency is a crucial aspect of speaking abilities, it is the capacity to communicate fluently and constantly without pauses, or repeats. According to Schmidt (1990), Fluency is "the smooth and natural flow of speech, without undue hesitation, interruptions, or self-correction." It is simply speakers can understand and respond to language in a clear and concise manner while connecting meaning to context .Furthermore ,according to Richard and Rodgers (2001, p.90),fluency is the capacity to generate written or spoken words effortlessly. This suggests that spoken language is organically established with hurdles. Fluency is also defined as the capacity to talk with a decent but not necessarily flawless command of intonation, vocabulary, and grammar .As a result, fluency is the ability to develop communicative language in a continuous and seamless way, even if it is not in perfect utterances.

##### **I. 2.4.2. Accuracy**

Accuracy is a necessary component in learning a language, in addition to accurate grammar, lexical relevance, and phonetic approbation. According to Ellis (2003), It refers to the capacity to utilize words precisely and structurally, while conforming to linguistic rules such as syntax and sentence structure. Michael Swan also highlights the necessity of accuracy in effective second-language communication, emphasizing its relevance in language education. This implies that precision is critical for efficient language output and should be prioritized in language learning circumstances.

##### **I.2.4.3 .Pronunciation**

Pronunciation is a challenging topic with several sub-skills that may be honed. The general rule is that an ordinary speaker can communicate and be understood. A proficient speaker can employ the sub skill of pronunciation to emphasize and increase the communicative impact of their speech. Pronunciation sub skills include word and phrase emphasis, intonation,

rhythm, and the use of a language's constituent sounds. Copying is an excellent technique to improve your pronunciation! Simply listen to someone who talks clearly and attempt to copy them as nearly as possible. An addition, Grant (1995) stated that Pronunciation is essential for productive interaction in a second language and should be highlighted in the classroom. Also Carter and Nunan (1993, p.147) added that "pronunciation plays a central role in both personal and social intercourse. They highlighted the significance of pronunciation in personal and social interactions. Pronunciation serves as a crucial element that contributes to effective communication, enabling individuals to convey their thoughts, ideas, and emotions accurately. It plays a central role in building connections and fostering understanding between individuals, whether in casual conversations or formal settings. By emphasizing the importance of pronunciation, Carter and Nunan underscore the impact it has on language users' ability to engage meaningfully with others and navigate various social contexts. Mastering pronunciation, therefore, holds great value in enhancing overall communication skills and promoting successful interpersonal relationships.

#### **I.2.4.4. Vocabulary**

Vocabulary is a set of phrases and words that the person acquires and uses in a language. It is an essential component of language acquisition and communication because it lets people to express themselves appropriately and understand others. . According to Kurniati and Novirti (2015), vocabulary is a suitable phrase to employ in communication since it is difficult for persons who lack sufficient vocabulary to talk effectively or express their thoughts vocally and in writing. Furthermore, a lack of vocabulary is an impediment to pupils learning a foreign language. . Alqahtani (2015), added that gaining a sufficient vocabulary is necessary for successful foreign language use because language learners are going to be unable to communicate successfully using the structures and functions they have acquired to communicate in an understandable manner if they do not acquire sufficient vocabulary.

Finally, successful communication skills need the willingness to listen actively and respond correctly to people in the discussion. This includes conversing in turns, asking and answering questions, and employing efficient communication strategies. In general , successful speaking abilities need the development of fluency, accuracy, pronunciation, and vocabulary, as well as proper language use and efficient methods of communication. Learners who acquire



these characteristics have the ability to communicate successfully in a spoken language and engage in significant conversations with others.

### **I.2.5. The role of the teacher in oral expression classroom**

There are several teaching modules available at the university level that give students with the necessary information and input in the target language. Oral Expression is one of these modules that not only provides learners with knowledge of the target language, but it is also the ideal and only practical course that allows students to speak and practice English, where students' main goal of learning the foreign language is to improve their speaking skills rather than learning the language itself. In oral expression classes, teachers play an important role in guiding and promoting students' learning. A teacher's most important responsibility is to provide a pleasant and positive learning environment. Establishing opportunities for student connection and collaboration, as well as establishing clear norms for behavior and participation, these are all essential components of the procedure. Hedge (2000) and Harmer (2001) outline key responsibilities that teachers may perform, including:

- 1. Controller:** Teachers play the role of controllers in the language classroom, supervising classroom activities and maintaining that students stay on the right track. They create clear social and participation standards, as well as rules and procedures that support a positive atmosphere for learning.
- 2. Assessor:** Students must understand how and why they are being assessed; the teacher should inform them of their strengths and weaknesses so that they have an overview of their abilities and what they need to focus on.. Mopstone (1996)states” good teachers know how they must assess their student’s learning”.
- 3. Corrector :**The corrector's function is to offer a correction on student mistakes. This is a critical job since it assists students in identifying and correcting problems in grammar, vocabulary, pronunciation, and other areas of language use. Effective correctors may give constructive and useful critiques while still being attentive to student needs and concerns. They can also give timely and effective feedback, assisting students in making improvements to their language acquisition.

4. **Organizer** :the teacher should design and manage classroom activities and materials. This includes making lesson plans, providing resources, and designing learning activities to match the demands of students. Effective organizers anticipate students' needs and interests and plan activities that are exciting and pertinent to their learning objectives. They can also successfully handle resources like as technology, textbooks, and other instructional materials.
5. **Prompter** : Teachers should motivate and encourage students to participate in language-learning activities, this includes encouraging them to have a positive attitude toward language learning and providing chances for them to practice and use their language abilities in helpful ways. Effective promoters may establish a supportive, interesting, and challenging learning atmosphere that encourages student independence and self-directed learning.
6. **Resource** :Teachers must provide students with a variety of resources to help them learn .They additionally offer guidance on how to make the most out of these resources..To minimize ambiguity and confusion, teachers should provide students with the necessary information and answer all of their inquiries , however ; not to spoon-feed them and become over-reliant of their teacher.
7. **Observer** :teachers should monitor their students' classroom interactions and draw their attention in order for them to behave naturally and spontaneously so that they can determine the success of classroom interaction in strengthening learners' language abilities.

Furthermore , Littlewood (1981, P.92) added that the teacher is a ‘facilitator of learning’ which means providing a supportive and secure setting for the actors to explore and experiment. The facilitator promotes teamwork, innovation, and risk-taking. They assist actors in overcoming hurdles or challenges, and they build an open and inclusive culture that values diversity, equity, and inclusion.

### **I.2.6 classroom activities**

Classroom activities are often used to enhance the educational process and strengthen the teaching-learning process. According to Agustin, Noviyenti, and Utami (2019), "classroom activity is several activities that the students show their educations activity through groups or

individual. If the classroom does not have real activities, so the learning cannot be effective and the students may be passive."Here are some examples: According to Harmer (2001, p.271), there are numerous classroom speaking activities used in oral expression classes that focus on language function rather than grammar and vocabulary solely, that may be used in order to help students improve their oral communication abilities

### **I. 2.6.1.Oral presentation**

Oral presentations are a traditional exercise for improving oral communication abilities. Students may be designated a course-related topic and required to prepare a presentation that involves illustrations and verbal notes. Teachers may assist students to develop their abilities by providing criticism on organization, delivery, and content .According to Muthusamy (2019), presentation abilities are a crucial aspect of the communication process at higher education levels. The fundamental purpose of stressing presenting skills in higher education is to promote professional growth in the classroom. Furthermore, it is regarded as an effective approach for increasing students confidence while speaking coherently.

### **I.2.6.2.Role playing**

Role playing is defined by Ur (1991, p. 131) as "all kinds of activities in which learners imagine themselves in a situation outside the classroom, sometimes playing the role of an individual other than their own, and using language suitable to this new context." Role-playing activities can enhance students' conversational skills along with their ability to use language in context Students can be assigned different positions and scenes to act out, such as ordering food at a restaurant, negotiating a deal with a company, or applying for a job.

### **I.2.6.3.Debates**

Debates may be an excellent opportunity to practice critical thinking, reasoning, and public speaking. Students can be divided into teams and assigned opposing positions on a given topic. The debate can be moderated by the teacher or a student, and students can be encouraged to research their positions and use evidence to support their arguments. According to Harmer Harmer (2007, p.128), "both spontaneous and planned discussion has a significant advantage of provoking fluent language use." Harmer proposed a technique called "Buzz group" to achieve a successful oral discussion and to avoid all of the speaking obstacles that learners may face. This

technique is based on formatting small groups, which allows learners to talk and interact at the same time.

#### **I.2.6.4. Games**

Educational games are regarded as an effective method for motivating students to learn a language. Darfilal (2015) defined games as rule-based forms of amusement. Games are often done in an entertaining and interesting manner; they are not only a pleasant method to break away from routine tasks, but they are also a means to push learners. It is also a means to encourage learners to practice the language while playing the game. The range of game options allows students to become instinctively involved in the learning process. Furthermore, it boosts pupils' motivation and encourages them to push themselves more. Similarly, games allow students to practice the four communication skills while also changing the traditional methods and changing the classroom environment.

These are just a few of the exercises that might help students enhance their communication skills and speaking levels. The major goal of these activities is to establish a conducive atmosphere for learning while also assisting students in both their professional and educational lives.

#### **I.2.7. Assessing speaking skills**

Assessing speaking abilities may be a difficult assignment for instructors since it requires them to evaluate numerous components of oral communication such as fluency, accuracy, pronunciation, vocabulary, and discourse structure. Here are some typical approaches for evaluating speaking abilities:

##### **I.2.7.1. Self-assessment**

One of the interesting new different evaluation types that enhances learners' awareness of their own development and encourages learners to become autonomous learners is self-assessment (Harris, 1997). Reflecting on one's own performance is a useful approach to assess speaking skills. This can be accomplished through the use of self-evaluation questionnaires or by having students film themselves speaking and evaluate their own performance. This method enables students to take ownership of their learning and identify areas for improvement.

### **I.2.7.2. Peer assessment**

Peer assessment is defined by Topping (2010) as "an arrangement for learners to consider and specify the level, value, or quality of a product or performance of other equal-status learners." It means that learners of equal standing evaluate the work or performance of other learners. Strijbos & Sluijsmans (2010) describe peer evaluation as "an educational arrangement in which students judge a peers' performance quantitatively and/or qualitatively and which stimulates students to reflect, discuss, and collaborate." Students are encouraged to enhance their knowledge by assessing the performance of their peers. Based on the definitions, we can conclude that peer assessment is an evaluation performed by equal-status students using agreed-upon criteria to encourage the learners' learning. This method is particularly beneficial for improving students' abilities to provide helpful feedback and participate in reflective thinking. To guarantee fairness and uniformity, specific norms and criteria for peer review must be established.

### **I.2.7.3. Performance tasks**

A performance task is any learning activity that requires students to demonstrate their knowledge, comprehension, and skill via performance. Performance tasks produce a concrete output and/or performance that may be used to demonstrate learning. Furthermore, because performance assignments are often open-ended, teachers need to use their discretion when assessing the outcome's objects and performances. By focusing a set of established criteria such as focus on evaluating content, process, quality, and impact.

### **I.2.7.4. Formal tests**

Formal tests are useful for assessing students' speaking abilities in a systematic and standardized manner. These tests allow educators to evaluate several areas of oral communication, such as responding to requests, summarizing information, and conversing. Teachers can use formal assessment methods to not only assess students' current skills in speaking, but also to follow their growth over time and create relevant comparisons across various groups. The use of formal assessments adds accuracy and fairness to the evaluation process by ensuring that students are evaluated using specified criteria and recognized language

competency levels. Teachers obtain significant insights into students' strengths and areas for progress as a result of these assessments, allowing them to successfully personalize training to match individual learning requirements. Educators may make educated judgments to improve students' speaking abilities and assist their language development journey by using formal exams.

## **Conclusion**

In the end, the study demonstrates the tremendous benefits of using blended learning in oral expression programs. The research shows that implementing blended learning methodologies improves students' speaking expression skills and improves the way they learn. Blended learning improves accessibility, pedagogical efficacy, and course interactivity by integrating traditional classroom education with technology and internet resources. This -method encourages students to participate actively, improve their speaking abilities, and communicate successfully in real-life circumstances. As teachers look for new ways to educate, the incorporation of blended learning offers enormous potential for improving language learning outcomes and preparing students for successful communication in the modern world.

# **Chapter two**

## **RESULTS AND DISCUSSION**

## **Chapter two**

### **Results and discussion**

#### **Introduction**

The current chapter is considered the fieldwork of the research. It is based on evaluating and interpreting data from the questionnaire for both students and teachers. By gathering information on the obstacles encounter oral expression classes in a blended setting. Furthermore, this study chose a qualitative technique to present and describe our data, which was acquired using the previously described questionnaires. As a result, the collected information will be organized and presented using tables.

#### **II.1 Research Objective**

In order to fulfill the study objectives, which are aimed to address the initial concerns concerning the obstacles that both teachers and students have during oral expression sessions in a blended learning setting. This is why we decided to create a questionnaire for teachers and a second one for students. Its goal is to identify these issues and create ways to improve student speaking in a blended educational environment, as well as to demonstrate its significance and whether it is truly useful. The primary goal of this research is to collect enough points of view on this critical problem.

#### **II. 1.2 Research methodology**

The current study adopts a descriptive research technique because they are suited for the nature of the study, which is mostly theoretical in character. When we use the quantitative research technique, it is to obtain quantity, or in other words, it works with numbers rather than facts. Because we utilize statistical or mathematical data to comprehend a subject, we chose to use it because it takes less time and effort, and it also fits the study goal. According to Creswell & Creswell (2018) ,Quantitative research is a technique for examining the connection between variables in order to evaluate objective hypotheses. These factors may then be measured with



tools, yielding numerical data that can be analyzed statistically. The final written report includes an introduction, literature and theory, methods, results, and commentary.

### **II. 1.3 Data collection tools**

To get accurate results, the current study used quantitative methods. It was delivered to learners and teachers in the form of two questionnaires. Most social science researchers use questionnaires to collect data; it is regarded to be a viable data collecting approach since it may encompass a wide population at once. The questionnaire is a few pages lengthy , with various questions divided into sections. Fundamentally, questionnaires may consist of closed-ended, open-ended, or both items; this determines whether the questionnaire is structured, semi-structured, or unstructured.

### **II. 1.4. Sample of the study**

The current study will focus on second-year LMD students and teachers at M.K.U. of Biskra's Department of English, during the academic year 2022-2023.

#### **II. 1.4.1. Student's profile**

Second-year EFL students from M.K.U. Biskra has been chosen to participate in the present investigation project. The sample is formed up of thirty students at random. Nevertheless, the reason for selecting this sample is that they have seen the potential implementation of e-learning paired with F2F classes during the serious breakout of the worldwide pandemic COVID-19. As a result, they are more aware of the efficacy of both online and traditional learning in enhancing speaking skills and effective oral expression sessions As a result, they are the most appropriate sample.

### **II. 1.4.2. Teacher's profile**

The target sample of teachers includes primarily ten (10) teachers (oral expression and other modules) from the University of Biskra's Department of English. Furthermore, their expertise in teaching English extends from 5 to 10 years, with diverse academic degrees and ages. They were chosen because they frequently combine e-learning with face-to-face traditional education.

## **II. 2 .Questionnaires**

### **II. 2.1 Administration of the Questionnaires**

Google Forms was used to generate online questionnaires. They were distributed to participants online, and emails were used to communicate with the oral expression teacher; however, Facebook groups were the primary social media platform for reaching students.

### **II. 2.2The student's questionnaire**

The student questionnaire was designed to elicit student feedback and perspectives on using the blended learning method in oral expression sessions. Furthermore, it investigated the difficulties they encounter them while implementing this method as well as the solutions to these problems

#### **ii. 2.2.1description of the questionnaire**

The student questionnaire is made up of fifteen items that are divided and split into two categories, each of which focuses on one specific area and includes different sorts of questions: "closed" and "open-ended" questions. Closed questions require students to answer "Yes" or "No" or by selecting one of many possibilities, but open-ended questions enable students to express their opinions and share their prior knowledge about the issue under consideration. Certain students did not respond to the open-ended questions, leaving the answer empty .On the other hand , the closed-ended inquiries were completely answered.

The questionnaire has two sections. The first section is about Blended Learning; this section consists of six questions designed to collect information about students' attitudes regarding the BL model. It begins with questions (from question 1to3)on the student's frequency

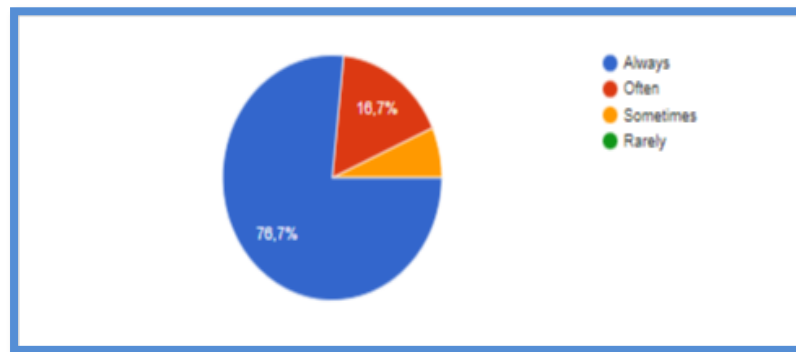
of using technology in their studies and if they understand what blended learning is. The fourth question seeks students' opinions on the most appropriate type of learning (face-to-face, online, or a combination of the two) and why did they choose their answer. Questions five and six aim to gather information regarding students' attitudes toward the blended learning method in their learning process, while also addressing both the good and bad elements of implementing BL into education and therefore arriving at the flaws of this method.

Concerning the second section, it is devoted to determining the students' opinions and perspectives about the impact of BL on their speaking abilities and explores the use of blended learning in oral expression sessions. It consists of 9 questions (numbered 7 to 15) that explore students' communication in the oral session. It also asks about the elements that influence students' motivation and whether BL helps to reduce anxiety. Furthermore, this section of the questionnaire seeks to find out if students believe the role of the teacher is the same using blended learning. Finally, the last part seeks to investigate the students' attitudes in order to obtain the most data regarding the use of BL as a technique in oral expression sessions and if there are any difficulties or problems they've faced while using this approach, to find solutions to these problems.

## II. 2.2.2 Analysis of Students' Questionnaire

### Section one

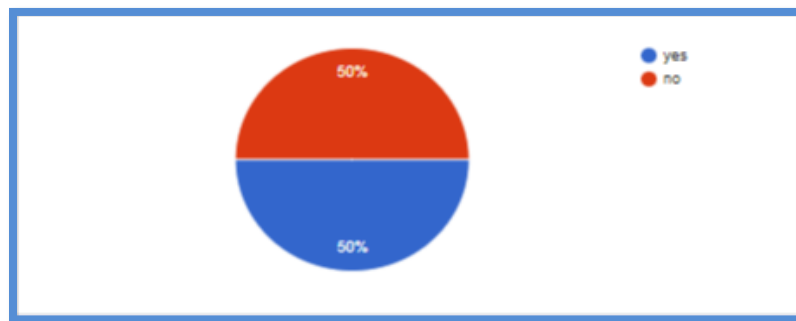
**Question 1** :How often do you use technology in your studies ?



**Figure 2.3: The frequency of integrating technology in students' studies**

According to the replies to this question, the vast majority of students (76.7%) use technology in their studies on a daily basis, which demonstrates that these students depend substantially on technology to enhance their learning. A smaller percentage of students (16.7%) stated using technology frequently in their academics, which indicates that these students commonly use technology to assist certain learning objectives or goals. While a small percentage of the students (2.7%) reported using technology sometimes in their studies, which may be because This suggests that these students may not be as comfortable or familiar with technology tools and resources, or they may prefer to use other methods for learning.

**Question 2:** Do you know what blended learning means ?



**Figure 4.2: student's responses about blended learning definition**

The above figure shows that the goal of this item is to find out if the learners have ever heard of what is known as Blended learning. We can see that 50% do not understand the term BL, while half do. As a result, the majority of students may not be aware of it as a concept, but they are aware of its implications because to their involvement in the COVID-19 epidemic.

These are some of the students definitions :

- Using traditional learning and online learning together
- Combination between traditional learning and online learning
- It is blending two methods of teaching one is traditional the other is online.
- It is a learning strategy, to learn via technology and social media

- It is a combination of both online and traditional learning.
- a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching
- I reckon it's that way of educating in which learners use the digital means of technology as well as learning in schools face to face with teachers
- Its a mixture between traditional and online learning
- Its a teaching method that integrates the use of technology like the online meeting.
- Its combining both online and traditional learning
- its mix between traditional learning and technology learning
- It's mixed learning between traditional way and the online method
- Face to face plus online learning
- Using both technology and traditional methods

**Question 3 :**What is traditional learning ?

The students' responses reveal a variety of views on their opinion of traditional learning. according to their responses, Traditional learning refers to the normal way of obtaining information in a physical classroom, where teachers retain authority while providing instruction through face-to-face interactions. They emphasized the lack of technology as well as the reliance on guided by teacher's explanations and lectures.. Traditional learning is perceived by students as a classroom-centered strategy that stresses personal presence, real-world assets, and direct teacher-student connection while reducing the use of technology.

**Question 4 :**Do you prefer online or traditional learning ?

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>Traditional learning</b>	21	70%
<b>Online learning</b>	9	30%
<b>Total</b>	30	100%

**Table2.1:Student's preference on their type of learning**

As shown in table (1.2), the majority of students (21) who account for the largest percentage (70%) choose traditional learning. This implies that students encourage its processes over the other types. Choosing the F2F mode means that students still want to study in classes and in the presence of their teacher, which they find beneficial in handling any immediate problems and in solving their speaking problems. Furthermore, 9 individuals (30%) said that they preferred online learning.

Students' Justification :

**a )-For "traditional learning"**

When we asked students to choose between online and traditional learning, they were a varied answers. Students who preferred traditional learning shared their perspectives on the positive effects they see in traditional learning. They pointed out the necessity of the non-distractions atmosphere that allows them to focus on their work and seek rapid assistance from other students or teachers. They stated that they comprehend the topic better and find it more valuable in face-to-face sessions owing to enhanced attention to detail and involvement. Traditional learning was valued by the students in terms of active research, data acquisition from books and other sources, and the development of critical thinking abilities. They also expressed concern about the potential lack of attention and efficacy in online classrooms, blaming it on the damaging nature of technology, which could inhibit meaningful learning experiences. They valued the personal connection and direction provided by teachers, as well as the sensation of being present in a classroom environment.

**b ) -For "online learning":**

Students who preferred online learning cited different benefits. They underlined that studying online eliminates the need to attend essential courses in the classroom and relieves them of the bother of traveling to the university, saving them time and effort. They applauded online learning for its ease and adaptability, claiming that it allows them to study at their own speed and gives them a sense of independence and control. The students also recognized the advantages of new technology in online learning and stated their desire for an unobstructed

learning environment. They stressed the convenience and accessibility of online learning, claiming that it fits into their busy lifestyles and allows them to manage their time properly.

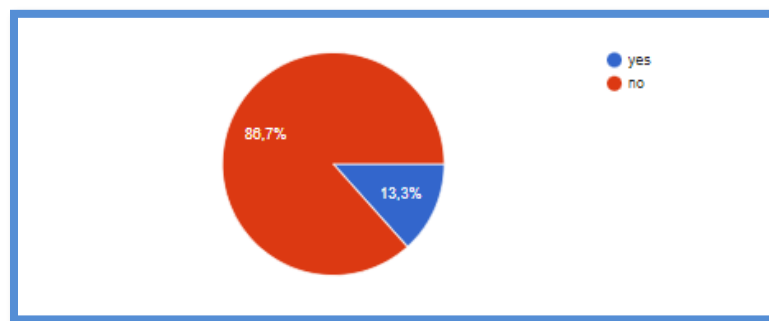
**Question 5:** How helpful do you find using blended learning in education ?

Options	Participants	Percentage
Very helpful	16	53,3%
Neutral	13	43,3%
Not helpful	1	3,3%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 2.2: Student's responses whether or not blended learning is helpful**

The aim of the following question was to determine whether or not learners believe that blended learning is helpful in their learning process. Apparently, 53% of responders, on an impressive scale, selected helpful, while 43% chose neutral and 3,3% chose unhelpful. We may conclude that while blended learning may benefit the majority of learners, others may prefer traditional or purely online learning.

**Question 6:** Did you face any problems in learning using blended learning method ?



**Figure 2.5: Student's responses about the problems that encounter them using blended learning**

The goal of the above question is to figure out if EFL students encounter any difficulties using the blended learning method. On one side, 88,7% of participants report that they do not

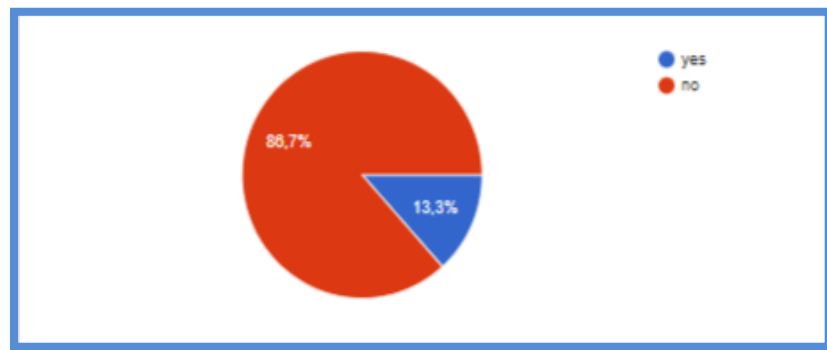
have any major challenges while learning with that approach .On the other hand, .13,3%, indicate that they face some challenges .

Examples they mention :

- Internet connection
- Finding sources for researches.
- We have problem with technology special the live classes and stuff.

### Section two :

**Question 7 :**Are you satisfied about your level in speaking English ?



**Figure2.6: Student's responses about their satisfaction of their level in speaking**

As can be seen that the goal from the above item, the majority of respondents (66,7%) picked yes, while 33,3% chose no .A large number of students are obviously satisfied with their level of English speaking .It does not reflect the teacher's opinion, but rather their own judgment.

**Question 8:**Do you prefer oral expression sessions using blended learning method or traditional method ?

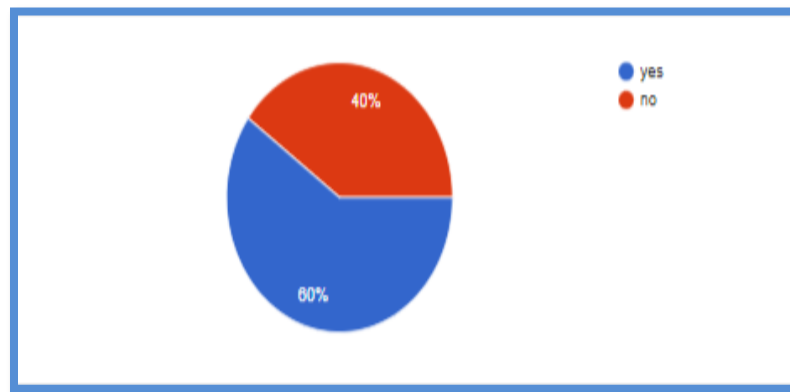


Options	Participants	Percentage
Traditional learning	12	40%
Online learning	1	3,3%
Blended learning	17	56,7%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Figure2.3: Student's preference on their type of learning during oral expression**

As seen in table (2.5), the majority of the students 56,7% voted both which is blended learning method during their oral expression sessions. It also means that students favor blended learning processes over the other varieties.(40%) percent of the students said that they preferred face-to-face learning. This important percentage may also imply that students like studying in such settings and benefit from being in classrooms. While just (3,3%) percent of the students say they would prefer online learning, this shows that they either do not enjoy classroom time or are workers who are required to attend classroom sessions.

**Question 9: Do you feel anxious while speaking in oral sessions ?**



**Figure2.7: Student's responses about their feeling while oral expression session**

In this graph, we can see that (60%) of students get anxious while speaking the language at times, and (40%) of them never get concerned when speaking English in the classroom.

**Question 10** :Do you think that blended learning method helps in reducing that anxiety ?

Options	Participants	Percentage
Yes	21	70%
No	4	13,3%
No differences	5	16,7%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table2.4: Student's responses about the effect of blended learning on their anxiety**

In the above table , the majority of students (70%) voted yes, which means that the blended learning method helped them reduce their anxiety while speaking English. While 16,7 percent think that there is no difference between blended learning and traditional learning. however, (13,3%) said that blended learning does not reduce their anxiety .

Would you explain : (A following question to the above one)

- It is a first little step in order to kill the fear i feel like it is less scary than talking in real life session
- Practice makes perfect
- Blended learning helps in reducing students' social anxiety since they don't face the audience directly all the time in which they feel more stressed and anxious.
- I will say maybe because you will not going to face all those students so it will be easier of course
- I think it's because there's less interaction in blended learning
- Learning new methods

- Blended learning provides more flexibility and control over the learning process, allowing students to learn at their own pace and engage with the material in a way that is comfortable for them. This can help alleviate some of the stress and anxiety that comes with traditional classroom learning, where students may feel pressured to keep up with the rest of the class or may struggle with social anxiety in group settings
- Many students struggle with speaking anxiety so some online sessions would reduce the level of their anxiety
- For some, especially those with stage fright, being home in a comfortable place can mitigate their fears and helps them feel at ease in presenting their topics.
- Yes because you don't have to face ppl and talk
- In blended learning you may not always be present in the actual class, and doing your presentation online won't help reduce anxiety because nobody would be watching you in real time, but instead listening to you from afar
- Because the speaker doesn't have to face the audience directly and care about his buddy language and eye contact with them instead he focuses on the discussed subject.
- For example, using zoom meeting app where ee almost face the same as class so there is no obvious different.

**Question 11** :Do you think that the role of the teacher is the same using blended learning ?

Options	Participants	Percentage
Yes	10	33,3%
No	20	63,3%
<b>Total</b>	30	100%

**Table2.5: Student's responses about the role the teacher**

According to the above table , (66.7%) of students say that the function of the teacher is the same regardless of the method of learning. This means that these students, whether in an in-person or online classroom, know the teacher's role in guiding and supporting their learning. However, 33.3 percent of students believe that the role of the instructor is different in blended

learning. These students may believe that technology may replace certain duties performed by teachers, such as delivering curriculum or providing feedback.

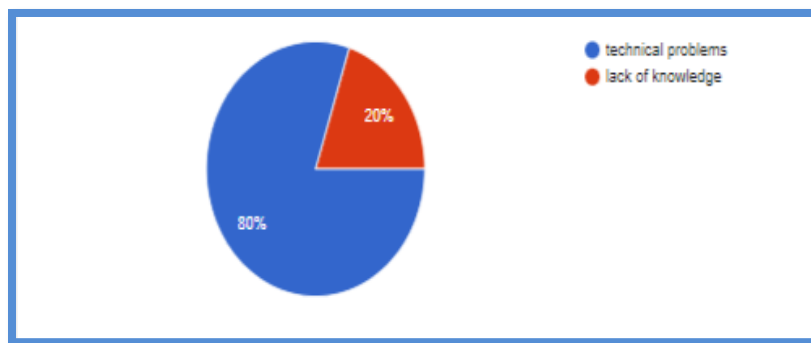
**Question 12 :** Do you face any difficulties using blended learning in oral expression sessions ?

Options	Participants	Percentage
Always	0	0
Often	5	16,7%
Sometimes	22	73,3%
Never	3	10%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table2.6: Student's responses of the difficulties facing them using blended learning during oral expression session**

The aim of the following question was to determine is students face difficulties using blended learning in oral expression sessions .More than 70 % of students sometimes face difficulties while dealing with blended learning in oral expression sessions, while (16.7%) of the students reported that they often experienced difficulties and A small minority (10%) of students reported never encountering any difficulties with this approach.

**Question 13 :**what are these difficulties ?



**Figure2.8:Student's responses about the difficulties that facing them during oral expression session using blended learning approach**

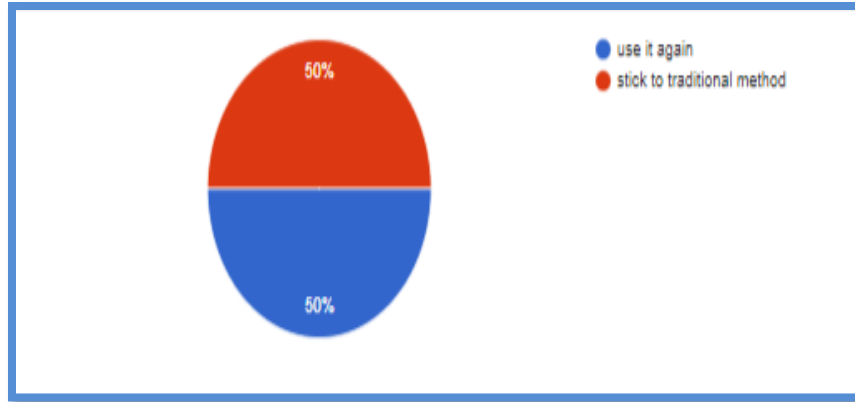
Based on the responses of the students, it appears that the major challenge experienced while using blended learning during oral expression sessions is technological issues. 80% of the students, show that their use of technology may have created some difficulties throughout their learning process. In addition, 20% of students said that using blended learning in oral expression was challenging due to a lack of knowledge. This shows that students may not have felt competent in using the technology, or that they did not receive appropriate direction on how to use it properly.

**Question 14** :Would you suggest some solutions to these problems?

The answer of the students are as follows:

- Reading practicing
- Maybe making the net faster would solve many issues.
- Just use it more until you got it
- Use online sessions only for specific urgent cases and the teacher as well as the students should own a good internet source also there should be severe and strict rules that should be followed for assuring that the session is going as its supposed to
- Don't take blended learning method as long as we have bad connection
- I've never experienced blended learning so I don't have anything to say
- University have to provide us with tablor PCs
- Teach us about it first then we use it
- We should Develop the culture of it between us and then rise it's technology
- Reading books nd practice English with native ppl
- Reading /watching movies/make conversion with native speakers.....

**Question 15** : Algerian universities used blended learning during COVID-19 pandemic , do you recommend using it again or stick to the traditional method ?



**Figure 2.9: Student's responses about using blended learning again or stick to the traditional method**

According to the students' responses, (50%) Half of the students agree that blended learning should be used again, while the other half (50%) think that we should stick to the traditional approaches that we use .

These are some samples of students' justification :

For using blended learning again :

- Because the results were good actually so why not to use it again
- Using blended learning again may keep the students motivated since it saves time and efforts for both professors and students.
- Because we need to developed
- Blended learning can provide several benefits, such as increased flexibility, personalized learning, and opportunities for more interactive and engaging learning experiences. It can also help overcome geographical barriers and provide access to education to students who may not have been able to attend traditional face-to-face classes.
- Sometimes face to face sessions aren't enough to deliver the proper amount of information or to practice the language. so online sessions would be a great solution to support the traditional way
- To be like the developed countries
- Sometimes students can not attend all the sessions because the have a job

- During the pandemic, we noticed The results of the students are reviewed and they rely on these means to pass the academic year, despite their failure before the appearance of these means of study This means that there is no justice for the students as a whole
- Facilitates the method of teaching and receiving information

For stick to the traditional method :

- The vibe the class gives is great
- It's more strict
- Because it's more helpful for students
- Blended learning is built on having strong and capable technological infrastructure. It doesn't work if the people don't have modern technology or internet access.
- Online learning has proven to be quite difficult than it would seem, the learner would feel very distracted by his surroundings, making him unable to study properly, not to mention the technical problems they can have like internet issues, lack of the right materials.. etc
- Because internet is not that good in our country
- Because it was a bad experience cuz we have a lack in technology materials and a weak knowledge between students about this method.

### **II .2.2.3 Discussion of Students' Questionnaire**

According to the outcomes of the questionnaire, which we distributed to second-year students in order to conduct our research. we find that Many students use technology in their studies on a regular basis, showing a high level of understanding and familiarity with technological devices. However, only half of the students are familiar with the term of blended learning, indicating the need for further instruction of this educational approach .Unexpectedly students still prefer traditional learning over online learning because they find it more practical and valuable. It is worth mentioning, however, that the majority of students found blended learning to be quite beneficial, particularly when studying oral expression. Furthermore, the data suggest that blended learning help the majority of students to reduce their anxiety. This is in line with prior studies indicating that combining online and face-to-face aspects in blended learning can produce an encouraging and more relaxing learning environment.

Nevertheless, it is vital to recognize that students face some challenges with blended learning, especially those linked to technological issues, a lack of knowledge about blended learning method, and a bad internet connection. These issues must be addressed in order to create an effortless and efficient blended learning experience. Students' suggestions, they suggest some solution such as to teach them about it first and then use it or develop the culture of it between them, can help to overcome these challenges and improve the overall implementation of blended learning methodologies. Moreover, students appear to be split on the potential use of blended learning. Over half of the students show a willingness to continue using blended learning, recognizing its benefits and efficacy. They find value in combining online and in-person features. The other half of the students, on the other hand, support sticking with the traditional method, preferring simpler ways to learning. They feel that standard procedures are best. These varied viewpoints reflect a variety of student perspectives on the use of blended learning in their course of study.

## **II. 2.3 Teacher questionnaire**

the teacher's questionnaire was designed to collect teachers' ideas and perspectives on using the blended learning method during the oral expression sessions. Teachers' perspectives are useful in investigating how English is taught and how EFL learners' speaking difficulties might be reduced using that approach. Furthermore, how they can solve such challenges.

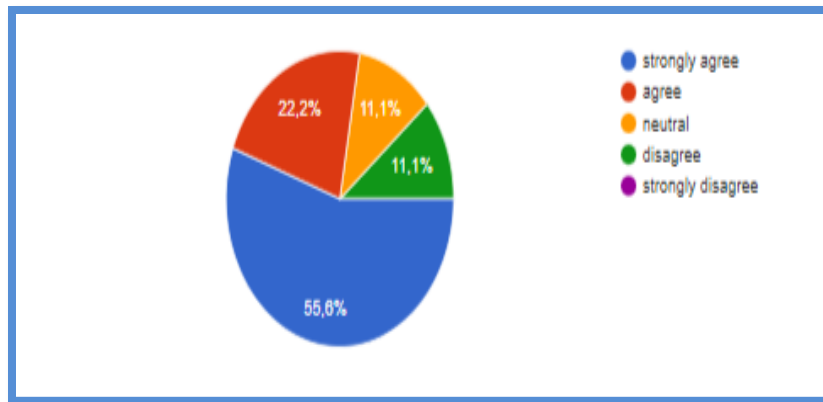
### **II. 2.3.1 Description of the questionnaire**

The teacher's questionnaire is made up of fifteen items that are divided into three categories, each focusing on a specific aspect and including different sorts of questions: "closed" and "open-ended" questions. Closed questions require teachers to say "Yes" or "No" or to check one of many alternatives, but open-ended questions ask teachers to express their opinions and share their prior knowledge about the subject

### **II.2.3.2. Analysis of the questionnaire**

**Question 1** : Integrating technology into education is extremely useful :





**Figure 2.10: teacher's perspectives on using technology in teaching**

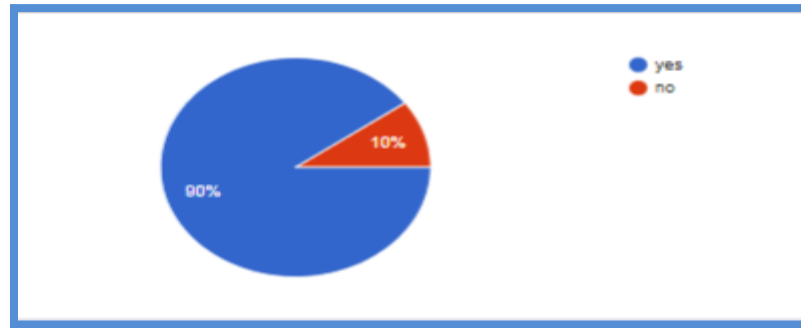
Teachers' perspectives on using technology in teaching were varied. Approximately half of the teachers(50%) strongly thought that incorporating technology is really beneficial. while 30%of teachers agreed with the statement. They recognized the use of technology but may have had doubts or worries in particular situations. Around 10% of the teachers were undecided, neither strongly agreeing nor strongly disapproving. However, 10% disagreed with the statement that said incorporating technology is beneficial, expressing worries or mistrust regarding the widespread use of technology in education. It is worth mentioning that no teachers strongly disagreed with incorporating technology into education .

### **II.2.3.2.3 Teachers justification**

Teachers provided a range of justifications for the usefulness of integrating technology into education. One teacher emphasized the alignment between technology integration and the challenges of today's world, highlighting the need to adapt teaching methods to the modern era. Another teacher supported the idea based on the proven effectiveness of technology in improving the quality and speed of the learning process. An addition, one teacher expressed concern that technology may have a detrimental impact on learning by encouraging laziness. Several teachers, on the other hand, emphasized the need of upgrading education to make learning easier and more successful, with technology playing an important role.. They believed that well-integrated technology can enhance students' learning outcomes. However, they also acknowledged the importance of responsible use by teachers, as misuse could hinder the learning experience.

Overall, the teachers recognized the essential role of technology in today's digital age and its potential to facilitate teaching and learning. They stressed the importance of teachers keeping up with advancements and incorporating technology appropriately to ensure effective education.

**Question 2:** Do you think that blended learning is a useful method ?



**Figure 2.11 : Teachers perspectives on blended learning method**

The figure above demonstrates that 90% of teachers almost the majority agreed on the value of using blended learning in education; however, in the 10% of teachers believe that blended learning is not an useful method.

**Question 3 :** what is your opinion about traditional learning method ?

Teachers' perspectives on traditional learning approaches were differ. Some teachers acknowledged the importance of traditional methods in teaching, viewing them as basic and productive. They recognized the historical significance of traditional learning and thought that it should not be supplanted. Other teachers, on the other hand, raised reservations about traditional strategies, citing limitations such as their time-consuming nature, possible routine, and the need for development. They stressed the need of incorporating technology and online learning to improve efficiency and satisfy the demands of students in the present day. In general, these replies show the complexities and differing opinions surrounding traditional educational learning approaches.

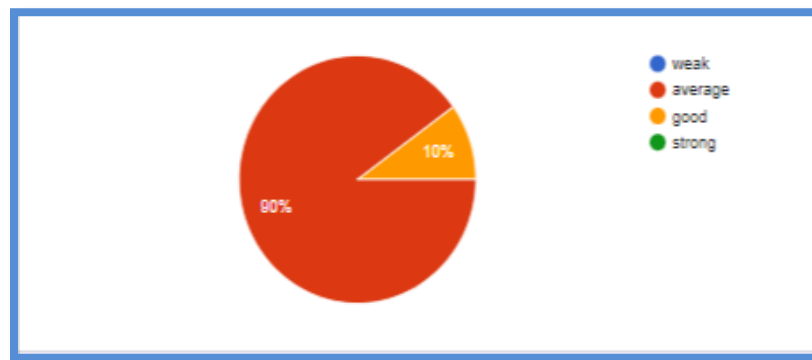
**Question 4:** Do you prefer teaching using :

Options	Respondents	Percentage
Traditional learning	1	10%
Online learning	1	10%
Blended learning	8	80%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Table2.7 : Teacher's preference towards the type of teaching**

Regarding this question, the vast number of the teachers (80%) indicated their strong leaning toward Blended learning which is the mixture of both traditional learning F2F and Online learning as a teaching methodology . Nevertheless, 10% of respondents said they preferred e-learning because easy it is to manipulate and easy to share different types of knowledge, while the other (10%) said that they preferred traditional learning justifying that it is more effective than the other approaches .

**Question 5:** How do you evaluate your student's performance while using Blended learning during Covid19 ?



**Figure2.12: Teacher's responses about student's performance while using blended learning**

This question aims to obtain the teachers' evaluation of their student's performance while using Blended learning during Covid 19 . According to the findings, the majority of respondents (90%) claimed that the general level of the student's speaking skills is "average", while 10% indicated that their level is "good." Yet, none of the teachers stated that the students' speaking abilities are "weak" or "strong" .

**Question 6:** How long have you been teaching oral expressions module ?

Teacher's Response	Years of Teaching Experience
<b>Teacher 1</b>	3+
<b>Teacher 2</b>	2
<b>Teacher 3</b>	0
<b>Teacher 4</b>	10+
<b>Teacher 5</b>	40+
<b>Teacher 6</b>	5+
<b>Teacher 7</b>	10+
<b>Teacher 8</b>	4+
<b>Teacher 9</b>	3
<b>Teacher 10</b>	2

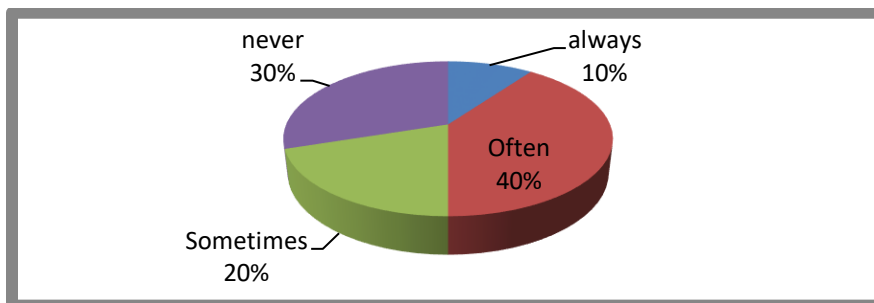
**Table2.8: Teacher's experience in teaching oral expression module**

**Question 7 :** Did you face any difficulties in teaching speaking skills during the COVID-19 pandemic ?

Options	Respondents	Percentage
<b>Always</b>	1	10%
<b>Often</b>	4	40%

<b>Sometimes</b>	2	20%
<b>Never</b>	3	30%
<b>Total</b>	10	100%

**Table2.9 :The frequency of the challenged facing oral expression teachers**



**Figure 2.13 : The frequency of the challenges facing oral expression teachers**

The table and the figure show that Teachers have a variety of comments when questioned about the problems they experienced in teaching speaking skills during the COVID-19 epidemic. 10% of the teachers stated that they always had problems, showing continuous difficulty in enabling oral expression activities. Around 40% responded that they frequently had problems, suggesting that there are occasional challenges in teaching speaking skills. Furthermore, 20% reported encountering difficulty on sometimes, indicating occasional difficulties. Surprisingly, 10% of teachers said they had no difficulty teaching speaking skills throughout the epidemic. These replies demonstrate the various levels of difficulty that teachers have when adapting oral expression tasks to remote or online learning contexts.

**Question 8 :**Do you like teaching oral expressions classes using blended method ?

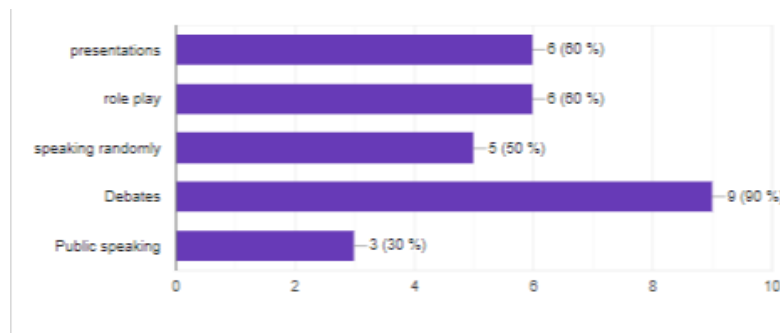
<b>Options</b>	<b>Respondents</b>	<b>Percentage</b>
<b>yes</b>	8	80%
<b>No</b>	2	20%
<b>Total</b>	10	100%

**Table2.10 : Teacher's perceptions towards the best way of teaching oral expression module**

When teachers were asked whether they liked teaching oral expression classes using the blended learning method, their responses varied, providing a range of perspectives on the matter. Approximately 80% of teachers said they enjoyed teaching oral expression lessons using the blended learning method. These teachers saw the potential in the mixed method and accepted its benefits. . This positive answer indicates that these teachers recognized the potential benefits of combining technology with traditional teaching techniques in order to provide students with a more engaging and dynamic learning experience.

However, 20% of teachers said they didn't like teaching oral expression classes utilizing the blended learning technique. It is likely that these teachers had difficulty in adjusting to the technology components of blended learning or in maintaining student interest in an online context. Furthermore, some teachers may just prefer traditional methods of teaching that emphasize face-to-face contact and find it difficult to reproduce the same degree of connection and involvement in a blended learning context.

**Question 9:**Which activities do you like using during oral expression classes ?

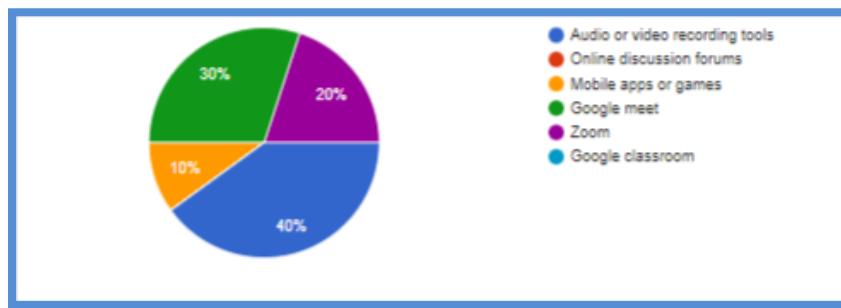


**Figure2.14 : Teacher's perspectives on the kinds of oral expression activities**

This question was needed in order to look into the most often performed speaking activities by the teacher, as there are several sorts of activities that a teacher may employ in his

teaching process, particularly during oral expression sessions. The majority of teachers (90%) mentioned that they use Debates as a speaking activity within the classroom, which is an old teaching strategy intended to compel students to talk in a exciting way. With 60% of our total sample, both answers presentation and role play received nearly the same percentage, while 50% of teachers stated that they use speaking randomly, in other words, the teacher chooses a free topic from ordinary everyday life and asks his students about their point of view on the issue. Nonetheless, 30% of the respondents stated that they use public speaking as a speaking activity, which is an uncommon thing.

**Question 10 :** What types of technology tools or resources do you prefer in your oral expression sessions?



**Figure 2.15 :** teacher's preferences on the technology tools use in oral expression sessions

This question was required in order to investigate the sorts of technological tools or resources preferred by teachers in their oral expression sessions. 40% of teachers said they prefer to use audio and videos as digital tools in the classroom. Furthermore, 30% of teachers said they utilize Google meet, while 20% said they favor mobile applications and games. Yet, 10% of those polled said they use Zoom as a teaching tool ;However, none of the participants declared their use of Google classroom .

**Question 11 :** What is your opinion about teaching speaking skills using blended learning ?

Some teachers opinions about using blended learning method in teaching oral expression :

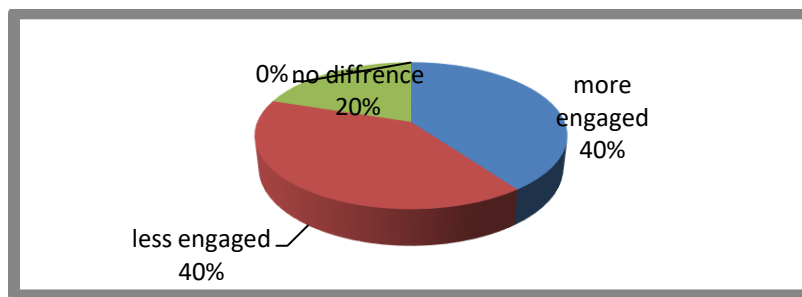
Teachers	Opinions
Teacher A	Really interesting and useful. it' REALLY WORTH TRYING.

Teacher B	I wouldn't rely on technology except using audio when it comes to listening
Teacher C	It's a great opportunity for shy students to get out of their comfort zone and show their abilities as it's a helpful way to teach and learn with less efforts and circumstances
Teacher D	It must be of great help to students and teachers also. The help is in terms of time consuming, novelty, motivation
Teacher E	It is an exit door for special situations
Teacher F	That would be great if done appropriately with no hurdles.

**Table 2.11 : Teacher's opinions about teaching oral expression using blended learning method**

From the table above we notice that the majority of teachers expressed positive opinions about blended learning for teaching speaking skills, emphasizing its potential to save time, increase motivation, and address unique situations effectively. They also emphasized the importance of appropriate implementation without any hindrances .

**Question 12 :**How did you find the student's engagement in blended learning activities for oral expression compared to traditional classroom activities ?



**Figure 2.16 : Teacher's responses about student's engagements using blended learning**



According to the graph above, 40% of teachers believe that students are more engaged in blended learning activities than traditional classroom activities, while another 40% of teachers say that students are less engaged in blended learning activities. But so far, 20 percent of teachers say there is no statistically significant difference in student engagement between blended learning and traditional classroom activities

**Question 13 :** Which difficulties did you face using Blended learning method in oral expression classes ?

Options	Participants	Percentage
Technical difficulties	6	60%
Difficulty in designing oral activities .	0	0%
Students resistance to using technology during oral module	4	40%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Table2.12 : Teacher's responses about the challenges facing them using blended learning during oral expression session**

According to the table above,60% of teachers voted that the most common barrier encountered while delivering online courses is "technical challenges with online teaching technologies." however, 40% stated that the challenges faced using the Blended learning method in oral expression classes are the student's resistance to use technology during oral module , while no teacher voted for designing oral activities as a problem .

**Question 14 :** Are there any pieces of advice you would to give to other teachers who never taught oral expression using blended learning method?

- Try it.
- I advise them to try it and see its advantages and disadvantage. Keeping to the old traditional method is boring for both teachers and learners.

- It has certainly been a challenge. I personally wouldn't rely on technology except for listening to audio.
- They should think of the advantages of this method and try it , because it's really helpful
- Training to use tech-tools and platforms
- Work hard and be more creative.
- Students and teachers must do more efforts. The decision makers must assume responsibility and provide equipment
- “Those in charge” are doing their best, but most of the time intentions do not follow reality; we, teachers, need more support and less directives to reach a balanced outcome reflecting our reality with available conditions (of materials, tools, approaches, settings, etc... .) and goals set. We cannot aspire for results without appropriate conditions at our disposal. It is good to ‘live one’s time’ but it is better to be realistic. Blended learning could be appropriately undertaken if reality follows, otherwise, it'll be just an endeavor devoid of goals to reach

**Question 15** : what do you suggest to improve the use of blended learning in oral expression sessions ?

Some suggestions from teachers to improve the use of blended learning in oral expression sessions :

Teachers should provide students additional opportunity to develop spoken expression both online and offline. Second, teachers should assure that students have the needed technological resources and consistent internet connections in order to engage in online sessions. It is also critical for teachers to receive ICT and pedagogy training in order to properly integrate technology into their teaching methods.

Furthermore, to make learning more meaningful, teachers should design engaging activities that combine online and offline components. It is also critical to create an encouraging learning atmosphere and persuade students of the advantages of blended learning. Teachers should design effective tactics and set specific goals for each session, and multimedia tools can be employed to improve the learning experience. Finally, teachers should choose activities that encourage meaningful dialogue while taking into account potential barriers to learning.

### **II.2.3.3 Discussion of teacher ' Questionnaire**

Based on the results of the questionnaire distributed to oral expressions teachers in order to conduct our research, we conclude that the overwhelming majority of teachers agree that incorporating technology into education is extremely useful, acknowledging its beneficial impact on the learning process. Most of Teachers are thrilled about blended learning, preferring it to traditional and online learning methods. They like how it increases participation and involvement during oral expression sessions. However, it is worth noting that instructors' assessments of student participation vary, with some expressing higher engagement and others reporting lower engagement of the students .

When it comes to adopting blended learning in oral expression classes, the majority of teachers encounter technological challenges. Technology issues with tools and platforms might disturb the smooth flow of oral expression activities. Teachers emphasize the importance of progress in this discipline in order to enable efficient and successful use of blended learning method. Moreover , Teachers suggest some practical suggestions for improving the use of blended learning in oral expression sessions. They encourage increased increase practice opportunities for students as well as the use of effective educational methodologies. Clear standards and techniques can assist enhance the benefits of blended learning while avoiding any possible disadvantages.

### **II.2.4. Global discussion**

The findings from the student questionnaire indicate that blended learning has a positive impact on students' speaking skills, particularly in the context of oral expression. Students reported feeling less anxious and more motivated in a blended learning environment, highlighting its benefits. However, they faced challenges related to technology, lack of knowledge, and internet connectivity. To overcome these difficulties, students suggested receiving initial instruction on blended learning and creating a supportive culture around it. On the other hand, according to the teacher questionnaire, educators expressed a strong preference for blended learning over traditional and online methods in oral expression classes. They emphasized the increased student participation and engagement facilitated by blended learning. However, teachers also noted technological challenges and the need for progress in this area. They recommended providing more practice opportunities for students and implementing

effective educational methodologies to enhance the benefits of blended learning. Overall, while blended learning shows promise in improving speaking skills, addressing technological issues and supporting both students and teachers are essential for its successful implementation in oral expression classes

## **Conclusion**

This chapter focused mostly on the current study's fieldwork. The first section of the latter examined extensively the study design and technique, as well as the reasons behind choosing the current research approach. This chapter discusses the results of only one data collection method, a questionnaire survey of EFL teachers and students .Since the study is qualitative, the results of the questionnaire were analyzed using descriptive methods. Eventually, all of the findings were discussed in order to answer the research questions.



## General conclusion

The present dissertation investigates oral expression sessions in a blended educational environment at Mohamed Khider Biskra University. Our major goal is to study the difficulties that oral expression teachers face during blended learning education at the University of Biskra. By tackling this critical issue in research, the study hopes to give full information and results about the challenges instructors confront in providing successful English language teaching.

The study is divided into two chapters. The first chapter is devoted to the theoretical framework on the other hand, The second chapter is concerned with the practical aspect of the research. The first part, which is the study's theoretical element which is separated between two sections.

The first section studied many elements of blended learning, such as, its main types, purposes and roles, in addition to the students and teachers' interaction types in classroom using BL method. Furthermore we mentioned the advantages and disadvantages of blended learning method of teaching. The following section, on the other side, dealt with speaking ability, as a second variable. We provided a variety of information on speaking skills, such as its definitions and its Characteristics, also we talked psychological factors that effecting speaking skills.

In the practical section of the thesis, we used a descriptive method to discover the challenges that EFL teachers and students face when using blended learning during oral expression sessions; thus, we chose the Questionnaire as a data-gathering tool to examine students and teachers' perceptions of blended learning, the problems they encountered while performing it, and how they overcame them. The questionnaires were distributed to second-year LMD students at the University of Biskra, but only 30 of them responded. Only ten EFL teachers, on the other hand, have completed the teacher's questionnaire, which will help us to provide vital data for this research. This part seeks to analyze and interpret the results acquired from the two different questionnaires. As a result, our data allow us to answer the research questions and to validate and confirm the research hypothesis.

After evaluating the data from the questionnaire, it was discovered that teachers and students faced a number of obstacles and challenges while adopting blended learning during oral expression sessions.

According to the results of their s' impressions of blended learning, they claimed that while it is a very successful method, it has some challenges when completing this method . Furthermore, professors recommended several approaches and tools for the successful implementation of blended learning while teaching oral expression .

Finally, the study has led us to answer the current study's questions and the investigation of technology's effect on EFL learners has proven that, despite the challenges that students and teachers face in their oral expression, we can say that BL is a beneficial development approach that is needed in education . Consequently, we can establish that BL adoption will increase EFL learners' involvement and willingness to learn English as a foreign language, as well as reducing their anxiety, especially during oral expression sessions.

## **PEDAGOGICAL RECOMMENDATIONS.**

Depending on what we discovered from the data, we propose the following pedagogical suggestions :

### **For Administration**

- The administration should offer proper settings for students and teachers to encourage the use of BL in oral expression sessions.
- They should train teachers to use technological tools and platforms successfully.
- Students require additional guidance and support. Teachers must also have the right circumstances, resources, tools, and methodologies in place for effective blended learning implementation.

## **For Teachers**

- Oral expression teachers should try BL and evaluate the benefits and drawbacks because apparently, both teachers and students find the old traditional method quite boring.
- Teachers ought to initially teach students about blended learning before implementing it.
- Teachers are urged to motivate their students to learn the course using technology tools by increasing their awareness of the advantages of obtaining the content at home.
- Teachers must develop novel methods and approaches to keep students engaged and motivated.
- Teachers are required to provide sufficient feedback to students and to change the various types of activities used to keep students involved and focused.

## **For Students**

- Students are asked to take their teacher's online courses seriously in order to improve their learning abilities.
- Students are required to take part in both traditional and online classes.
- Students must be educated about the blended learning strategy and how to cope with it.
- Students must follow the teacher's directions in order to accomplish their tasks efficiently.



- EFL students must be aware of their teachers' efforts in implementing blended learning, which helps them to broaden their knowledge of diversity and improve their speaking skills by overcoming their anxiety.

### **Limitations of the study**

This study has some limitations that may be face along the course of research. Firstly, the lack of some primary sources and materials may obstruct to some extent the research progress. For instance, without the earlier studies and data gathered from the intended population, the problem can neither be diagnosed nor solved. In addition to that, having access to sample or population only is not enough for the study since it also requires the participants' tolerant answers in order to get a reliable and relevant data. Therefore, the findings of this present study may not match with the ones produced by another study. Normally, the questionnaire for this research would have been administered to second-year EFL students, however due to scheduling constraints, we were forced to modify the sample to second-year students. Furthermore, students' inconsistent participation forced us to work with fewer participants. Furthermore, only few EFL teachers responded to the questionnaire as they were busy and time was limited.

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# Appendices

# Appendix A

## Online Questionnaire for Second Year EFL Students

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### Student's Questionnaire

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Challenges that faces oral expression classes during blended learning environment .

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1 - How often do you use technology in your studies ?

- a) Always .
- b) Sometimes.
- c) Rarely.
- d) Never.

2- Do you know what blended learning means ?

- a) Yes
- b) No

3- What is traditional learning ?

.....

.....

4- Do you prefer online or traditional learning ?

- a) Online learning
- b) Traditional learning

Justify your answer ?

.....  
.....

5- How helpful do you find using blended leaning in education ?

- a) Very helpful
- b) Neutral
- c) Not helpful

6-Did you face any problems in learning using blended learning method ?

- a) Yes
- b) No

Examples :

.....  
.....

7-Are you satisfied about your level in speaking English ?

- a) Yes
- b) No

8- Do you prefer oral expression sessions using blended learning method or traditional method ?

- a) Online Learning
- b) Traditional learning
- c) both i.e. blended learning

Could you justify your answer ?

.....  
.....

9- Do you feel anxious while speaking in oral sessions ?

a) Yes

b) No

10- Do you think that blended learning method helps in reducing that anxiety ?

a) Yes

b) No

c) No difference

Would you explain ?

.....

.....

11-Do you think that the role of the teacher is the same using blended learning ?

a) Yes

b) No

12- Do you face any difficulties using blended learning in oral expression sessions ?

a) Always

b) Often

c) Sometimes

d) Never

13- what are these difficulties ?

a) Technical problems

b) lack of knowledge

Other problems



.....  
.....  
14- Would you suggest some solutions to these problems

.....  
.....

15- Algerian universities used blended learning during COVID-19 pandemic , do you recommend using it again or stick to the traditional method ?

- a) Use it again
- b) stick to traditional method

Could you justify your answer ?

.....  
.....

**Thank you for your time**

## Appendix B

### Online Questionnaire for oral expression teachers

## Questionnaire for teachers

Challenges that faces oral expressions classes during blended learning environment .

Integrating technology into education is extremely useful :

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

Would you justify your answer ?

.....  
.....

2- Do you think that blended learning is a useful method ?

- a) Yes
- b) No

if yes , would you justify your answer ?

.....  
.....

3- what is your opinion about traditional learning method ?

.....  
.....  
4- Do you prefer teaching using :

- a) Online learning
- b) Traditional learning
- c) Both

Would you justify your choice ?

.....  
.....

5- How do you evaluate your student's performance while using Blended learning during Covid 19 ?

- a) Weak
- b) Average
- c) Good
- d) Strong

6- How long have you been teaching oral expressions module ?

.....  
.....

7- Did you face any difficulties in teaching speaking skills during the COVID-19 pandemic ?

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

Which difficulties ?

.....  
.....  
8- Do you like teaching oral expressions classes using blended method ?

- a) Yes
- b) No

9-Which activities do you like using during oral expression classes ?

- a) presentations
- b) Role play
- c) Speaking randomly
- d) Debates
- e) Public speaking

10- What types of technology tools or resources do you prefer in your oral expression sessions?

- a) Audio or video recording tools
- b) Online discussion forums
- c) Mobile apps or games
- d) Google meet
- e) Zoom
- f) Google classroom

11 - What is your opinion about teaching speaking skills using blended learning ?

.....  
.....

12-How did you find the student's engagement in blended learning activities for oral expression compared to traditional classroom activities ?

- a) More engaged
- b) Less engaged
- c) No difference

13- Which difficulties did you face using Blended learning method in oral expression classes ?

- a) technical difficulties
- b) difficulty in designing effective oral activities
- c) students resistance to using technology during oral expression module

14 - Are there any pieces of advice you would to give to other teachers who never taught oral expression using blended learning method?

.....  
.....

15- what do you suggest to improve the use of blended learning in oral expression sessions ?

.....  
.....

**Thank you for your time**

## المخلص

سارعت الجامعات في جميع أنحاء العالم لتطبيق التعلم المدمج كطريقة COVID-19 بعد انتشار الوباء وباء لمواصلة التعليم مع إدارة عقبات الأزمة. حيث يعتبر إستراتيجية جديدة تمزج بين التعليم التقليدي والتعلم عبر الإنترنت ، كطريقة محتملة لتوفير المعلومات التعليمية للطلاب. لقد دفع هذا النموذج الجديد الأكاديميين والباحثين للتحقيق في مزاياها وفعاليتها المحتملة في مجموعة متنوعة من المجالات الأكاديمية. يركز البحث الحالي على صعوبات تحسين مهارات التحدث باستخدام طريقة التعلم المدمج بين طلاب السنة الثالثة (L,م,د) اللغة الانجليزية في جامعة محمد خيضر بسكرة. إدراكا لأهمية التواصل الناجح في إعداد طلاب اللغة الانجليزية, تسعى هذه الدراسة إلى اكتشاف المشاكل التي يعاني الطلاب و الأساتذة عند استخدام التعلم المدمج في حصص التعبير الشفوي و تزويدهم بالحلول التي يمكن أن تساعدهم على ذلك وتهدف أيضا إلى إيجاد نظام يشجعهم على أن يصبحوا أكثر كفاءة في مسارهم الدراسي . في هذه الدراسة نطرح تساؤلات عما إذا كان تبني التعلم المدمج يمكن أن يواجه بعض المشاكل التي تعيق عملية التعلم وما إذا كان له تأثير على نجاح المتعلم، سواء كان ذلك تأثيرًا إيجابيًا أو سلبياً. للإجابة على هذه الأسئلة، تم استخدام منهج وصفي في هذا البحث، حيث تم توزيع استبيانين على ثلاثين طالب السنة الثالثة في قسم اللغة الإنجليزية كلغة أجنبية، بالإضافة إلى عشرة مدرسين للتعبير الشفهي الذين قاموا بتنفيذ التعلم المدمج في دروسهم الفعلية, في جامعة بسكرة. تشير النتائج المستخلصة من جمع البيانات إلى أن الطلاب في السنة الثالثة قد حققوا تحسناً إيجابياً في مهارات التحدث بفضل استخدام إستراتيجية التعلم المدمج، على الرغم من التحديات التي واجهتهم المعلمين والطلاب أثناء جلسات التعبير الشفهي. يوضح ذلك أن التعلم المدمج يعتبر خياراً قابلاً للتطبيق لتحسين برامج التعليم وتعزيز تقدم الطلاب

