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The Role of Blended Learning Approach in Fostering English as a Foreign Language Learners' Engagement

The Case of Second Year LMD Students at Mohammed Khider University of Biskra

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Declaration

I hereby declare that the present master thesis, which is entitled "The Role of Blended learning Approach in Fostering English as a Foreign Language Learners' Engagement", is a work of my own efforts.

This study was accomplished at the level of Mohamed Khider University of Biskra-Algeria.

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Dedication

This modest work is dedicated

*To The soul of my beloved father **Mohamed Laid**, who was and still my ideal and*

pacemaker.

He was my source of encouragement, and strength.

*To my source of inspiration and hope, my beloved mother **Leila** who taught me to trust in*

Allah, and who always supporting me. My deepest love and thanks for her prayers and

sacrifices.

*To my dearest brothers: **Oussama** and **Ahmed***

*To my sweetest sister **Wafa** who was always behind my back, and who has always been at*

my disposal whenever I needed her.

*To My beloved **grandparents** who always believed on me*

*To my **Aunties**, and **Uncles***

*Finally to my **friends** and for every one whom I consider as a family.*

_____

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Abstract

Learning a foreign language is one of the areas that are experiencing phenomenal changes because of the advancement and use of information and communication technologies (ICTs). Blended learning is a potential outcome of advanced technology based learning system. Therefore, this research attempts to explore the effects of using blended learning approach in fostering English as a foreign language learners' engagement, and to investigate the attitudes of both students and teachers of the English Division at Mohamed Khider University of Biskra toward the use of this teaching and learning approach in EFL classes. Moreover, the current study aims at fostering EFL learners' engagement through integrating blended learning approach in order to be active and dependent in learning English inside and outside classrooms. In order to confirm or reject the assumed data, a descriptive method is used to fulfill this research using two data collecting methods: a questionnaire administered to six teachers and a questionnaire for forty-two second year English students at University of Biskra. From the analysis of the obtained data, findings revealed that students are not satisfied with traditional face-to-face teaching and they are looking for implementation of new teaching methods. Additionally, the results that the study yields show that both teachers and students reported that blended learning is a useful teaching method that boosts learners' engagement and active learning. According to the findings, teachers and students needs to integrate this type of learning in Algerian classes to learn the English language. The study ends up with suggestions for the future research and basic guidelines for the implementation of blended learning in EFL classes.

Key Terms: Blended learning, leaners' engagement, active learning, ICTs, English as foreign language.

List of Abbreviations

BL: Blended **L**earning

CAL: Computer **A**ssisted **L**earning

CD-ROMS: Compact **D**isc **R**ead-**O**nly **M**emory

EFL: English as **F**oreign **L**anguage

EL: English **L**anguage

F2F: Face **to F**ace

ICTs: Information and **C**ommunication **T**echnologies

LMD: License **M**aster **D**octorate

LMS: Learning **M**anagement **S**ystem

LP: Learning **P**rocess

RQ: Research **Q**uestion

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GENERAL
INTRODUCTION

General Introduction

Learning a foreign language has nowadays become an important concern; however, learning English as a foreign language has become a significant component of the educational curricula. Hence, EFL learners have to be well prepared mentally for better language accomplishment. Recently, several students are unengaged and unmotivated to learn a foreign language; particularly, higher education since the majority of their teachers are still using traditional methods of teaching. This what makes students uninterested to use English in the real world, this because of many reasons. Moreover, being demotivated to learn a foreign language affects negatively the learners 'speaking proficiency, interaction, and involvements in their classrooms.

By the 21st century and with the advancement of ICT technologies, the teaching and learning processes maybe facilitated especially when it comes to foreign languages. Blended learning is considered to be one of the recent teaching approaches in Algeria that influence language teaching and learning. Blended learning is defined as a teaching approach that is a combination between face-to-face interactions and E learning; therefore, this approach is designed to be a tool for practitioners in teaching their learners and to motivate them at certain levels. Through using mobile or computer devices, social media applications, or platforms in teaching; learners maybe actively engage in deeper learning environment.

As a crucial part in the learning process, engagement should be present in classrooms for both teachers and learners because when students are not involved in the classrooms activities or do not collaborate with their mates this will make them passive learners. Accordingly, implementing the new method (BL) inside and outside classrooms could motivate students and pupils to become active and autonomous learners and leads to the enhancement of their levels in different courses including English ones.

1. Statement of the problem

In past times, foreign language teachers were relying only on promoting the traditional approaches in teaching which were mainly focused on their role as the first source of information. This what made learners unmotivated to learn English as a foreign language, since they think that the foreign language is not adequate to their real-life situations. It is also observed, that these learners face difficulties in involving in classroom tasks. Consequently, their learning achievement would be negatively affected because they do not did extra efforts in learning.

Furthermore, the traditional classroom practices became less effective in teaching EL and did not encourage learners mainly university students to interact, participate, and to develop their level in English classes. Additionally, the present study sought to reveal the role of blended learning approach as a helpful teaching approach inside and outside classrooms, to discover its effectiveness on the students' engagement in learning English as a foreign language.

2. Significance of the Study

We hope that the present study will be significant in drawing a good and effective learning. More precisely, this study will show EFL students the right way to use technological tools and internet for educational purposes, and to be more self-dependent in their learning process. It is also shed light on facilitating the teaching process for teachers in terms of presenting lessons or giving activities .This may offer an opportunity for EFL students to be autonomous learners and relay on their own efforts in acceding knowledge in addition to their teachers' instructions and guidance.

More importantly, this research will show EFL learners how to increase their achievement, and learning process by relying on themselves while using e-learning methods hand in hand with traditional teaching methods inside and outside the classrooms. The present study contributes to improving EFL learners' involvement and engagement through the integration of blended learning.

3. Research Questions

This research seeks to answer the following research questions (RQs):

RQ1: What will happen if the learners' engagement does not exist during the learning process?

RQ2: Why are second year EFL students feel unengaged in learning a foreign language?

RQ3: To what extent does the integration of Blended learning as a teaching approach improve students' engagement?

4. Research Hypothesis

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

If EFL teachers adopt the blended learning approach, their students will be actively engaged in learning English as a foreign language. This research also presuppose that the pupils will be interested in learning a foreign language when they become engaged in the learning process.

5. Research Aims

The aim designed for the present study is to investigate the role of blended learning approach in engaging and motivating EFL students to learn English language and to be active-participants. This research also examines learners' use of language by going through the process of using

technological devices with the aid of the teacher's knowledge, and attitudes when dealing with these instruments.

6. Research Methodology

6.1 Research approach

The current study will follow a qualitative research approach at investigating the role of blended learning approach in improving EFL Learners' engagement. Since it is concerned with second year EFL students for this sake, we have conducted the study under a qualitative research approach that will combine both a questionnaire for EFL students and teachers at Mohamed Khider University, as data gathering tools.

6.2 Data analysis procedure

In order to analyze the obtained data, the present research opts for a descriptive research methodology. Because it is suitable for the nature of this study that is based more on the theoretical part and because the blended learning approach is not widely used yet in the Algerian Universities.

7. Population and sample

7.1 Population

Since the study is concerned with investigating the role of blended learning in fostering, EFL learners' engagement. Both EFL teachers and second year students out of the population (N=240) of second year students at Mohamed Khider University represent the population. Accordingly, they are both able to recognize the differences between the traditional teaching techniques and implementing the blended learning in EFL classes.

7.2 Sample

For the present study, second year students of English at Mohamed Khider University were chosen to represent the sample. Because based on their teachers' perspectives, they are unmotivated to learn English language through using F2F teaching. This is maybe due to the use of the traditional methods by teachers in delivering lessons for their students. Therefore, the present study deals with random sample of 42 EFL students of second year, and 6 EFL teachers at the University of Biskra.

8. Data collection tools

Two data collection tools were used to gather data, a questionnaire for both EFL teachers and second year at Mohammed Khider University of Biskra to investigate their attitudes toward using the blended learning technique. This is for the sake of, collecting valuable data, in order to have insights on the students' perceptions in learning English language through integrating blended learning approach in their EFL classes.

9. Structure of the Dissertation

The present study is consisted of three main chapters. The first two chapters are purely theoretical; however, the third chapter is concerned with the fieldwork and the analysis of the obtained data from the used data collection methods.

Chapter One: the first chapter is devoted to review the literature of the blended learning approach. It dealt with, the historical background and definitions of BL, characteristics of blended learning, advantages and disadvantages of blended learning, and blended learning models. Moreover, this chapter also shed the light on challenges faced by teachers and students in BL environment, in addition to teachers and students role in the blended learning classes.

Chapter Two: This chapter is devoted to review the literature of the notion of learners' engagement, its definitions and overviews. Moreover, it includes the relationship between motivation, active learning, and autonomy. In addition to some strategies to improve learners' engagement and the difference between engaged and disengaged students. Eventually, this chapter suggested teaching tools that can be used to enhance learners learning engagement in EFL classes.

Chapter Three: This chapter is devoted to the analysis of the obtained data from the data collection   tools namely teachers and students questionnaires and. In order to confirm or disconfirm the suggested hypothesis.

Chapter One

The BLENDED LEARNING APPROACH: An Overview

Introduction

The widespread adaptation of ICT technologies in language teaching lead to the emergence of new teaching approaches like Blended learning. As the concept of blended learning (BL) continues to gain traction in educational settings, researchers are also attempting to establish and verify the touted learning gains and benefits associated with this model of education. Although, this chapter seeks to highlight different elements related to BL approach including definitions, historical background, and the components of BL. This chapter also highlights techniques and characteristics of BL, challenges faced by EFL instructors when they blend courses, and blended learning design features. Lastly, the present chapter is ended up by advantages and disadvantages of blended learning, its models based on several researchers , learners differences in blended learning environment, and teachers and students roles in BL are the last elements would be discussed in chapter one .

1.1 What is Blended Learning (BL)

A brief history of the recent approach, several definitions of BL, and definition of its components are the element that they will be discussed in the following elements:

1.1.1 Definitions of blended learning

Blended learning in general, is known as the combination of different learning techniques of face-to-face tutoring and distance tutoring delivery systems. In 2003, Blended learning was identified by the American society for training and development, as being one of the frequently used techniques in teaching (cited in Rooney, 2003). However, since its appearance many authors have defined this term differently.

Driscoll (2002) defined Blended learning (BL) as a combination of face-to-face (F2F) learning environment guided by teachers, with web-based technology and instructional methods. Moreover, (Garrison and Kanuka 2004, & Aguilar 2012) share the same definition of BL and describe it as the integration of the traditional learning experiences with online learning supported by ICT technologies. Thus , Poon (2012) stated that BL blended learning as a combination between face-to-face learning practices and online learning for the purpose of gaining the support and enhancement of student learning (Poon, 2012) . From this definition, it can be said that the traditional (F2F) tutoring and e learning are working interchangeably in BL environment.

According to Thorne (2003): " Blended learning represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning " (p. 2). Thorne (2003) also added that blended learning brought a good solution for the challenges that face the learning and the needs of learners (p 2). This simply means that BL is considered one of the beneficial instruments offered by technology for acceding knowledge. Additionally, Graham (2006) defines blended learning as follows: "Blended learning systems combine face-to-face instruction with computer-mediated instruction" (p. 5).

Another important definition shows that BL is an innovative approach that embraces the advantages of both traditional teaching in the classroom and ICT supported learning including both offline learning and online learning (Lalima & Dangwal, 2017). At the same direction, Sharma (2010) sees blended learning as a system that joins face-to-face classroom teaching with an appropriate use of technology, where technology can refer to a wide variety of components including the internet, interactive whiteboards, and language labs among others. To conclude,

(Bonk and Khoo, 2014) acknowledged that BL has a pedagogical and practical differences from other forms of e learning where students may be learning at a distance, using synchronous and asynchronous technologies.

Based on the above definitions, the term of blended learning is considered as a multidimensional form. In one hand, BL can be hybrid that contains re-designed courses, where careful choices made about what is done online or what in class (Bates, 2016). In the other hand, this teaching approach can also can be in a form of "flipped classroom" where the lecture recorded before by the instructor and became available online, and the class time is used for discussions and questions about the video being published before. Based on The Platform of Panopto (2019), Blended learning known as hybrid learning, which is a method of teaching that, integrates technology and digital media with traditional instructor-led classroom activities, giving students more flexibility to customize their learning experiences. Tayebinik and Puteh (2012) summarize all the above concepts, in the following figure:
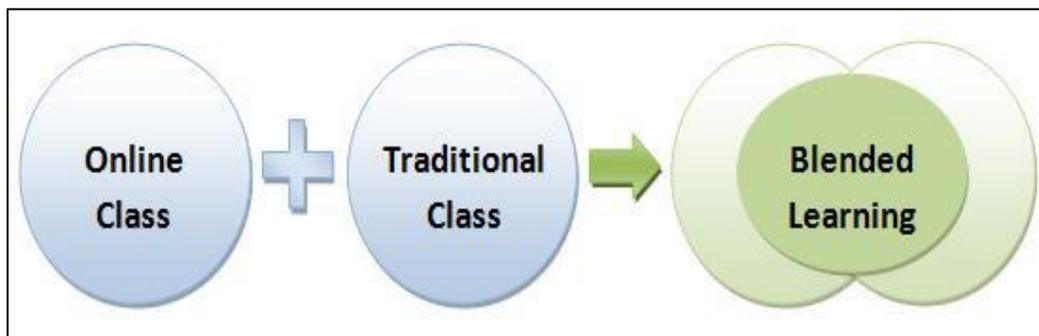
Figure 01.1: The Blended Learning Concept (Tayebinik and Puteh. 2012)

1.1.2 The historical development of Blended learning

In order to understand BL definitions, it is necessary to have a clear idea about its background as a new approach of teaching and learning. Guzer and Caner (2014) assumed that

the first integration on the BL method was in 1840's, by Sir Isaac Pitman when he used to send postcards for his students with assignments on them for the sake of assessment.

Whereas from 1960's to 1970's , the evolution shifted to use of computer-based learning and computer-assisted learning (CAL) which allowed learners to use computers in their traditional educational settings (Bersin, 2004) . In 1970's and 1980's the development of the approach transmitted to the Satellite Based Live Video. Bersin (2004) also asserted that Schools and business started using what is called Satellite based live video in order to facilitate the learning opportunities for students and for training the employees of some companies.

Pappas (2015) acknowledged that the starting point of implementing CD-ROMS and the rise of learning management teaching was between the 1980's and 1990's. At that period, Instructors realized that computers could deliver graphics, sound, video, and rich interactivity and these elements facilitate the learning proficiency for learners.

In 1998, the rapid evolution of distance learning by using CD-ROMS upload full CD-ROM courses online for learners to use. However, learning designers had to rethink this design because of the size of the audio, video, and images used in the courses (Pappas, 2015, cited in Wang & Huang, 2018). Pappas (2015) added that from 2000 to the current period emerge what is called the Blended Learning through mixing online learning with F2F learning.

Friesen (2012) acknowledged that "Blended learning" appears to have been in use since the popular advent of the Internet and the World Wide Web in the late 1990s. However, like many other Internet buzzwords around this time (e.g., new economy, e-learning), its precise connotations have changed and subsequently converged and stabilized (p.1).Finally, with the widespread technologies of language teaching and learning, Blended learning has become the

recent step in a long history of technology-based learning (Bersin, 2004). From 2006 to nowadays, BL has been understood as a combination of face-to- face and technology-mediated instructional forms and practices.

1.1.3 The components of blended learning:

Two elements are considered the main components of BL, the F2F learning or what is called traditional classroom and online learning including all the devices that can be connected to internet.

1.1.3.1 The F2F learning (traditional classroom teaching):

Based on the World Bank Institute (2008), face-to-face teaching introduces a kind of traditional interaction between both teacher and learners at the same place. In the other hand, SO and Brush (2008) claimed that the traditional classroom is characterized by the existence of an interaction between the teacher and his students, or students with their peers. "Face-to-face instruction known as traditional instruction which is concerned with the teacher as being the controller of the learning environment" (Ananga & Biney, 2017, p.173).In type of instructions, students are needed to have sufficient amount of feedback to boost their learning. As a result, the teacher is the reason that makes the learning occurs; however, f2f instruction allows the learners to interact with their instructor as well as other students.

1.1.3.2 The E-learning or (online learning):

E learning or "electronic learning" refers to the use of ICT technologies in order to enable the access to online teaching/learning resources (Arkofur & Abaidoo, 2014). Both Christenson (2015) and The Commonwealth of Learning (2015) , introduced e learning as an umbrella term that refers to the use of any digital media or electronic devices for teaching and learning, especially for delivery or accessing of content. At the same vein, the online learning is also refers

to network enabled teaching and learning that allows the learner to have increased interaction with content, teacher and other learners (Meyer, 2014, p.5). Thus, it encompasses everything from traditional classrooms that incorporate basic technology to ease the learning process for students.

Based on Bonk &Graham (2006), the blended learning components will work effectively only if there is a balance between the elements of these components in addition to suitable objectives of the educational system. The use of blended learning needs consciousness from both teachers and students towards using both methods because neglecting one component may lead to the failure of the mode.

1.2 Why Blend

For many teachers the reason for providing blended learning is that it works, enabling them to support learning that focuses on the best learning style for each student. Therefore, Learners do prefer different ways to learn, so practitioners should provide as many ways for them to receive their educational programme as possible. This is where e-learning "blends" come in.

1.2.1 The importance of blended learning:

Graham (2003), Allen and Ure (2005) stated that among many learning options; three main reasons lead an instructor, trainer, or learner to choose BL to enrich specific learning objectives. These reasons are arranged as follow:

1- **Improved pedagogy:** Chew and Wee (2009) define the concept of pedagogy as a special ability that enables the teacher to integrate, transform, and represent content and knowledge, using approaches that are easy for the learner to comprehend. the effective pedagogical practices is one of the significant reasons for blending courses. when it

comes to increasing the pedagogy, instructors have to give a space for using Internet and distance education in relation to pedagogical theories like constructivism. "Some have seen blended learning approaches as a means that ameliorate the level of active learning, peer-to-peer learning and learner-centered strategies" (Smelser, 2002). However, when instructor uses similar strategy and leave the face-to-face class time for application, this may offer a balance of information and improve pedagogy.

2- **Increased access and flexibility:** access to learning is one of the key factors that influences the growth of distributed learning environments (Bonk, Olson, Wisher, & Orvis, 2002). Learners' flexibility and convenience are also of growing importance for learners with outside commitments. The use of technology on a large scale and support it by an approach like blended learning, will extremely develop and facilitate the access to the information for students, besides the huge number of web-based resources when it is compared to textbooks content.

3- **Increased cost-effectiveness:** cost-effectiveness is a third major reason for BL systems in both higher education and corporate institutions. One of them is that Blended learning approach that combines traditional classroom based education with the convenience and cost efficiency of e-learning is an alternative to isolated e-learning (Davies, 2006).This means that, BL systems provide an opportunity for reaching a large and globally audience in short period of time with content delivery.

1.3 Techniques and Characteristics of Blended Learning:

1.3.1 Techniques of blended learning:

In the world of online education, or distance learning, classes can be asynchronous or synchronous. According to Peterson (2017), the blending of face-to-face and online learning in the teaching process may be achieved either synchronously or asynchronously:

1.3.1.1. Synchronous learning:

Synchronous learning refers to a learning event in which a group of participants is engaged in learning at the same time, and immediate feedback provided from instructor and peers (Martin & Oyarzun, 2017). For that, they should be in the same physical location, such as a classroom, or at the same online environment, such as in a web conference, where they can interact with the instructor and other participants. Within the synchronous learning different tools are used like instant messaging, phone call, group-paced discussion, and live webinar.

1.3.1.2. Asynchronous learning:

Asynchronous learning is more flexible than synchronous learning. The instructor, the learner, and other participants are not engaged in the learning process at the same time (Martin & Oyarzun, 2017). Hence, the teaching takes place at one time and is preserved for the learner to participate in at another time, which means that this type of learning is a learner-centered approach. In addition, there are different tools that are used in the asynchronous learning such as, e-mail, recorded voice messages, online training courses(without live videos), and recorded webinar.

1.3.2 Characteristics of blended learning:

Lalima and Dangual (2017,) stated there are several characteristics of BL, and they summarize them as follow:

1- Learners have an opportunity to select between two modes of learning, whether traditional method of classroom teaching, where the personal interaction with the teacher and classmates take place or they can select learning through ICT technologies. This is largely depends on the nature of course or the subject matter and the used mode will be selected by the teacher based on the objectives of the lesson.

2- Learners get full experience among using new technology: the 21st century is considered to the use of ICT technologies. For this sake, BL helps learners to have the access to exploit and reinforces their experiences over it.

3- Learners get training in various life skills: the major life skills are many but through the aid of BL that helps learners in practicing such skills, learners get familiar with few of them, including patience, empathy, and love in classroom through their tutors, classmates, and other skills like self-management, decision making, critical thinking, and communication through online experiences.

4- BL facilitate the physical development: while ICT is used as a supportive instrument in the learning process. It is often criticized as it ignores the physical development of the learners. Therefore, BL comes as a solution for such ignorance by relating ICTs with traditional classroom where students get time for playing different physical works.

5- It provides multicultural and multidimensional approach to teaching and learning process: BL gives a chance for learners from different countries to profit from each other and

interact with each other about various topics. This interaction can also lead learners to have cultural background about their interactional mates/peers.

6- Diverse role of teacher: through using the BL teacher is allowed to be more than sources in traditional classes, but he/she also gain new roles as being motivator, organizer, or as developers of content by using ICT tools. Thus the teacher can also diverse areas that are good for his/her professional development (Lalima & Dangual, 2017, p.132)

1.4 Blended Learning Design Features:

Instructional design is often characterized by competing theories and differing philosophies. With blended learning, different situations require different theories to be integrated. Carman (2005) proposed five key features that apply different learning theories.

- **Live Events**: Live events are synchronous teacher led events where students participate at the same time. This includes a virtual classroom, traditional lessons, synchronous discussions online, YouTube, or a virtual classroom (Carman, 2005).

- **Online Content/Self-Paced Learning**: Self-paced learning includes asynchronous learning experiences that are completed individually. For its successful, it has to be based on sound instructional design principles. Typically, this is a web-based lesson. However, even if sound design principles are followed, the actual implementation and results may differ.

- **Collaboration:** Collaboration is one of the core competencies at the 21st-century skill. It includes learners' communication with others to push their learning forward. This includes environments where learners interact with peers and instructors. This can take the form of e-mail, discussion groups, online chats, peer feedback, blogs, etc.

- **Assessment:** assessment is one of the most important elements of blended learning. There must be formative and summative assessments for learning to occur. Students must know where they start from and how far they come along to see what they have learned (Carman 2005). This can take the form of pre-assessments, post assessments, ongoing feedback, reflections, journals, etc. The assessment have to be planned according to the different Bloom's levels.

- **Support/Reference Materials:** This is the most important element of blended learning design. In Gagne's terms, it promotes learning retention and transfer to other environments. It includes all reference materials that facilitate learning, this can include online discussions forum where groups of students (three to five) then select a module based on course readings, previous experience, and interest in the topic. It also includes online documents and modules that allows for easy reference (Carman, 2005).

1.5 Advantages and Disadvantages of Blended Learning:

Due to the widespread adaptation of Blended Learning in Higher education and in language learning and teaching process. Moreover, as any other used approaches or techniques, BL has numerous advantages as well as many disadvantages and they are going to be presented in the below points.

1.5.1. Advantages of blended learning:

There are countless reasons that make an instructor, teacher, or learner might accept and choose blended learning over other learning techniques. Firstly, with the inclusions of online components, BL can provide students with rich sources of different types of language learning materials (Neumeier, 2005; cited in Hoang, 2015). In EFL context, this reason can be seen as a major benefit in both EL teaching and learning. Similarly, blended learning allows instructors

more approaches and choices when designing instruction. Rather than limiting student teacher and student-student interactions in the face-to-face classroom, blended learning allows such interactions in an online environment at various times (Singh, 2003).

Secondly, BL gives students a chance to interact with teachers and other learners (Giang & Minh, 2014). Students' interaction will be fostered when they can carry out self-study online and leaving the class time for discussions and feedback. In addition, Greener (2008) added that interaction could also help students in realizing and demonstrating their current learning needs, and receive more individualized assistance from teachers and peers for enhancing their language learning.

Thirdly, BL can facilitate student's active and reflective learning. Researchers like (Neumeier, 2005 and Joosten et.al, 2013) claimed that learners prefer BL because it provides them the flexibility to work at their own pace. Joosten et.al, (2013) also added, when instructors deliver the content online this provides an ample time for students' reflection and enhances their understanding of the learning materials.

Additionally, Lalima and Dangual (2017) highlighted another important advantage, which is flexibility. Using a blended approach to learning encourages greater flexibility in a number of ways; not only does it allow learners to engage in a variety of different materials, the flexibility of cross-device learning means that they can work learning into their working lives. Improving the flexibility of learning is a great way to improve completion rates and employee interest in learning in the workplace as a whole.

Otherwise, BL courses improved attendance at face-to-face classes, in self-report measures of student satisfaction, and in examination performance (Stockwell, Stockwell, Cennamo, & Jiang,

2015). It is commonly known that many of students do not attend traditional classes because they are not attracted to this old teaching technique; however, they prefer to interact with their teachers via online platforms at homes. This simply means that BL supports learning differences and helps students in understanding how to be self-directed learners.

Another advantage suggested by (Vaughan et al., 2013 and Rowan, 2019), blended learning can increase students' participation and learning engagement in different contexts. Significantly, with the employment of Internet communication technologies, increased interactions with teachers and peers, and the opportunity to control their own learning, students find that language learning is interesting and enjoyable in blended learning mode (Scida & Saury, 2006 as cited in Hoang, 2015). Other researchers like (Ousten, York, and Murcha, 2013) emphasize on that BL supports a range of activities and teaching approaches that have positively affect students' engagement and achievement. The online elements in blended learning course encourage the development of self-regulated learning through students 'control of pace, location, and access to course materials.

1.5.2 Disadvantages of blended learning:

Beside the above-mentioned advantages, BL like any other teaching approach also contains several disadvantages. Movchan (2018) highlighted some of the negative effects of using blended learning, on both teachers and students. These negative aspects are classified as follow.

First, High maintenance cost. Incorporation of advanced technology in blended learning projects such as infrastructure setup and devices are at times costly. In a corporate setup, this is especially true for bigger organizations having various departments or a large workforce.

Nevertheless, if you compare this cost with all the other benefits that come with blended learning, this is not only a short-term expense but it will eventually be quite beneficial in the end.

Second, technological dependence is another disadvantage of BL. In order to achieve the learning objectives of the blended learning program, the content developers use the technological tools and resources that are easy to use, reliable, and up-to-date. However, since blended learning is about technological dependence, there is a limitation concerning technical skills of both the instructors and the learners. Students and instructors who are unaware of using technology can face a great barrier in terms of interactions. Similarly, the participants will face difficulty in accessing the course material; therefore, this learning strategy must come with adequate technical support.

Another disadvantages suggested by Caner (2012), which is the workload that the instructors faced during the preparation process is a discouraging factor. Since the design and development of online component as well as the planning of the F2F component of the blended learning is highly time consuming for instructors. Therefore, the construction of blended learning environment requires enthusiastic instructors who are keen on computer skills as well as be familiar with the possible challenges of blended instruction.

1.6 Models of Blended Learning:

Blended learning approach has different models in which several researchers have talked in their studies.

Valiathan (2002) divided BL into three models based to their drive. First, skill-driven model that is aimed at the acquisition of specific knowledge and skills, where the instructor gives

feedback and support. Second, the attitude-driven model, which is aimed at the development of new behaviors and attitudes of learners in both peer-to-peer discussions and group work interactions. Third, competency-driven model, it is aimed at capturing tacit knowledge, where learners must observe experts at work.

Thompson (2016) states that BL can be categorized into six diverse models in terms of their delivery and they are classified as follow:

The face-to-face driver model: this model allows teachers to use technology for diverse classrooms in various situations inside classrooms. In this model, students show better mastery of their levels and abilities. They also give appropriate practices that help teachers in fostering their skills, to devise their own techniques, and to achieve better learning.

The lab rotation model: is considered as a variation of the learning model that teachers have been using for years. This model, allows students to rotate their learning setting from F2F time with their teachers, then move to online work on a fixed schedule. However, in this case, online learning occurs in a dedicated computer lab. "…this model also allows for flexible scheduling arrangements with teachers and other professionals, and enables schools to make use of existing computer labs" (Staker & Horn, 2014).

In the other hand, **the flex model** appears to be the widely used model among the previous ones. It relies heavily on online instructional delivery with teachers' act as facilitator rather than as a primary source of instruction. Moreover, it provides students with safety learning environments.

Additionally, **the online lab school model** is a viable option in helping students to complete courses including those that they are not offered in the school. Within this model, students are

relying only on online courses through the aid of computer lab. Therefore, adults instead of teachers supervise students here without leaving negative effects on the learning environment.

Moreover, **the self-blend model** is mainly popular in secondary schools, where BL offer a chance for pupils to select the subject that they want to learn. This is whether to have option to take online courses to enhance what they learn at traditional classes, or to take additional lessons in which they do not cover in traditional courses.

The last model called **the online driver model**. This model is characterized by the use of online platforms in delivering the entire course, in addition to the teacher's check-in of what is already taken by their students. Students in this model do not attend traditional classes and they only interact with teachers via online platforms at their homes, whereas the F2F meetings remain optional. This model of BL is preferable for students who like to be independent and flexible in the daily schedules.

1.7 Challenges When Blending:

Graham (2006) suggested four major issues that encounter the use of BL. These issues are originating from both students and teachers. The major students-related challenges include the following: students' lack of knowledge and skills for independent learning and problems with utilizing computer and Internet-based resources. However, the major challenges originating from teachers include teachers' limited pedagogical expertise and ICT skills and finding balance between innovation and production.

1.7.1 Major student-related challenges in BL

One of the fundamental requirement for the success of BL is that students are responsible for their active learning (Launer, 2010) but they need to have a clear knowledge for their

learning' needs in order to evaluate their learning progress. However, only few students are able to carry out the self-regulated learning practices required in a blended learning environment. Thus, students' lack of knowledge and skills in self-regulated learning can become a major challenge for the implementation of blended learning.

The second student-centered challenge is problems with utilizing computer and Internet-based resources. Since students have to employ technologies to study blended courses, their lack of experience in employing computer and web-based technology for learning or their unfamiliarity with a technology-enhanced learning environment can cause difficulties for learning (cited in Hoang, 2015). Researchers like (Larsen, 2012; Moskal and Cavanagh, 2013) argue that students face obstacles with technical problems when studying online such as the requirement for additional software or problems with Internet connection and assignment submission.

1.7.2 Major teachers challenges when blending courses

One challenge is teachers' limited pedagogical expertise and ICT skills The pedagogical rationale for implementing blended learning, which is the key contributing factor for effectiveness of implementation, is to develop a more student-centered pedagogical approach that addresses students' diverse learning needs and facilitates their active and collaborative learning (Lauren, 2010). Whereas, for those teachers who are familiar with teacher-centered pedagogy, the adoption of a student-centered approach requires radical changes in teachers' pedagogical practices. Some Researchers shows that many teachers show little awareness of their students' self-study periods or have considerable difficulties in integrating students' self-study periods.

The second major challenges suggested by Graham (2008), is that teachers face problems in finding balance between innovation and production. In design, there is a constant tension

between innovation and production. On the one hand, there is a need to look forward to the possibilities that new technological innovations provide, and, on the other hand, there is a need to be able to produce cost effective solutions. However, due to the constantly changing nature of technology, finding an appropriate balance between innovation and production will be a constant challenge for those designing blended learning systems.

1.8 Learners Differences in BL environment

Learners' differences represent an elaborate construct that is necessary to consider in educational settings and cover various aspects of students' learning and psychological differences. Dörnyei (2005), for example, goes into detail about the following areas: personality, temperament, mood, language aptitude, motivation, self-motivation, learning styles, cognitive styles, language learning styles, student self-regulation, anxiety, creativity, willingness to communicate, self-esteem and learner beliefs. However, in BL context, these variables cover many aspects of the psychological development of language learning, represents a somewhat different construct. Krinsten (2016) assumed that there are a number of additional individual differences together with the language learning ones.

1.8.1 Age

Age is the first variable presented as it provides a frame to the other individual differences. It is a crucial factor in the start and continuance of language learning (Nikolov, 2009). Next to gender and willingness to use technology, it is among the most persistent issues discussed in the literature. The starting point for this argument can be found in Prensky's (2001, p. 1) distinction of digital natives and immigrants.

1.8.2 Motivation

Motivation is arguably the most important individual difference, as it not only drives language learning but skill and knowledge acquisition in general. It is a well-established area in language instruction with probably the largest base of research behind it. In connection with SLA, Dörnyei (2005) writes that "it provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process" (p. 65). As motivation can be approached from many points, a guiding frame is needed for its discussion in connection with e-learning as well as foreign language learning.

1.8.3 Gender

Krinsten (2016) from the analysis of the literature of his study shows that gender difference studies are mainly concerned with the primary, secondary and tertiary educational. One age groups receive focused attention covering the 18-21 years. The results of these studies and their aims point to two trends. The second group encompassing the 18-21 age covers how prior socialization has shaped students' understanding of their educational goals and possibilities. Findings such as girls underestimating their ICT skills and limited differences in Internet skills (Kuhlemeier & Hemker, 2007, p. 475), no significant differences in online communication and educational use of the Internet as well as recreational Internet usage.

1.9 Teacher and Learners' Roles in Blended Learning Course

Since the technology plays a significant role in blended learning communities, the instructor and students are still critical to the whole teaching and learning process. In fact, they play an important role in building lively blended learning in higher education (HE).

1.9.1 Teacher's role in blended learning

The teacher or instructor's role in blended learning is very crucial, especially in teaching a foreign language in HE context (Hoang, 2015). Many scholars and researchers like Isakaw (2018) have highlighted the role of a teacher in blended learning which is unlike this in F2F classes where teacher is the controller of the completely teaching process. He acknowledges that the instructor could play different roles in blended learning course and classifies them as follow.

- **Great planner and leader:** Instructors in a blended environment will still play the role of the leader who encourages learning and participation with extensive planning (Hoang, 2015). This means that the blended curriculum should have creative instructional strategies and a variety of engagement touch points. The design of the course should also include built-in resources; accommodate different learning models, and communication tools to build lively communities. In addition, when instructors are proactive and actively lead the blended community, it is much easier to combine the elements above to engage in data analytics and personalize learning sessions with real-time adaptive adjustments.

- **Course Manager and Data Analyst:** When students will be, working on different tasks at their own pace, it is up to the instructor to manage them, place them in different learning groups, and qualify all learners for the same learning goals. This means that the instructor will need to leverage the teaching tools available to set up suitable learning norms, checkpoints, and engage them in forums, live interactive videos, and group discussions. This will also create a platform where the instructor can actively assist students who are stuck. Moreover, by approaching this role from a perspective of a manager, instructors can effectively manage independent variable learners (Hoang, 2015) Communication across the platform along with assigned tasks will help track the students' performance and provide metrics to analyze content engagement. Proactively

analyzing students can also help instructors make adjustments in the real-time to fill in the gaps of the blended learning program.

- **Expert Content Creators and Communicator:** The blended learning system will require instructors to be excellent content creators and communicators. This means creating highly engaging micro-content that is easily accessible in multiple formats such as, eBooks, learning activities, live lectures, and video tutorials. Furthermore, Instructors should also create content that encourages participants to engage and discuss the content that creates multiple learning opportunities. It is important because the success of your blended learning initiative will depend on the engagement.

1.9.2 Student's role in blended learning

It is often overlooked that students need time to adapt to and develop a new learning environment. "The pedagogical rationale behind BLL (blended language learning) is the desire to allow for a higher degree of learner independence in the teaching and learning of second/foreign languages" (Stracke. 2007b, p.1). Therefore, students in a blended learning environment are given responsibilities they have not had in the traditional classrooms. Furthermore, many scholars and researchers identify the students' role, within a blended learning environment.

March (2012) assumed that learners in online tutoring are playing different role than this in F2F classes. However, he acknowledges that students' role is identified in three points. First, independent learning is one of the crucial roles of students in blended learning courses. The online component of blended learning allows students to learn when and where they want. It offers students the complete flexibility supported by course planning to choose the time they study with no constraints of fixed classroom hours (Cambridge University Press, 2013). This would make learners more active and dependent in their learning.

Additionally, working collaboratively online is the second role of learners in online learning. A blended language course should provide students with the tools and the opportunities to interact with their classmates, and it is important that students learn to take full advantage of the online community. Therefore, providing a mix of learning styles encourages a more collaborative style of learning. Combining technology, for example in webinars or Skype calls, with mobile or e learning and face-to-face interaction in workshops creates a dynamic learning environment perfect for collaborating with colleagues (Rowan, 2019).

Finally, Reviewing and self-correcting is the last role of learners in BL environment suggested by Marsh (2012). Many online learning materials are automatically marked, so students receive an immediate "score." Achieving the correct answers provides students with a clear sense of progress and achievement, but students also need to know what to do when they get something wrong. The researcher Fyfe (2019) acknowledged that BL Helps students monitor their own progress and identify their own strengths and weaknesses. He also added that Encourage students to try activities again a day or two after they have done them to help them review and consolidate learning. Therefore, the role of teachers and students are significant in blended learning context, not only the ICT materials (Marsh, 2012).

Conclusion

Overall, this chapter tackled different theoretical standards of blended learning approach, starting from definitions of BL from different researchers' perspectives and ending with teachers and students roles in BL environment. However, the use of blended learning within Higher education comes with a wide range of benefits and negative aspects as any other teaching and learning method. Thus, BL approach needs good practice and planning with students and teachers, taking into account the differences between learners' styles. The next chapter will be dedicated for reviewing the literature of students' engagement.

Chapter Two
LERNERS' ENGAGEMENT:
An Overview

Introduction

Students Engagement has gained an increasing interest over the past decades in different settings, especially academic ones such as universities and schools. This study focuses upon enhancing students' engagement including achievement and positive behaviours. Moreover, numerous researchers have focused on the concept of learners' engagement. Student Engagement" has become the latest focus of attention among those aiming to enhance learning and teaching in higher education. Accordingly, learner engagement will be the major focus of the current chapter. In particular, the present chapter will be devoted to discuss the various definitions of learner engagement, some tips to engage learners and the characteristics that differentiate engaged learners from disengaged ones. In addition, it will spot light on ways of measuring learner engagement. Moreover, this chapter intends to provide teachers with practical tips of how to engage their students in their classrooms.

2.1 The Meaning of Engagement

The term engagement is becoming more influential in today's pedagogical concerns. Kuh (2009) defines engagement in this way "The engagement premise is straightforward and easily understood: the more students study a subject, the more they know about it, and the more students practice and get feedback from faculty and staff members on their writing and collaborative problem solving, the deeper they come to understand what they are learning" (p. 5). This definition emphasizes how engagement results when the student's involvement in learning such as participating in a discussion or collaborating on solving problems contributes to their learning and sustains their further involvement in course activities. Hence, Reschly and Wylie

(2012) engagement is described as an umbrella term for building motivation and helping students in acceding their learning identity (p3). This is because engagement is important in the learning process.

Finally, Coates (2007, 122) describes engagement as "a broad construct intended to encompass salient academic as well as certain non-academic aspects of the student experience", comprising the following:

- Active & collaborative learning;

- Participation in challenging academic activities;

- Formative communication with academic staff;

- Involvement in enriching educational experiences;

- Feeling legitimated and supported by university learning communities

2.2 Understanding Engagement

In seeking to understand what is meant by "engagement". Mann (2001) contrasted engagement with alienation, proposing the engagement-alienation dyad as a more useful framework to understand students' relationships to their learning than the surface-strategic-deep triad (p. 7). In the other hand, (Marton and Saljo, 1976) claimed that since both "surface" and "strategic" approaches to learning are responses to alienation from the content and the process of study.

Krause (2005, p4) lists "inertia, apathy, disillusionment or engagement in other pursuits" as alternatives to engagement for the student. She describes this as follows:

Physicists use the term ' inertia ' to describe the tendency of matter to retain its state of rest or of uniform motion in a straight line. In the case of some students, inertia is a germane term to describe their attitude to university and their role in it. In this context. The latter suggests an active detachment or separation, whereas the former is more suggestive of doing nothing, which aptly depicts the state of being for a group of students who do not actively pursue opportunities to engage in their learning community. For some students, the interlocking of individual and institutional interests, foals and aspirations never occurs. They do not choose or see the need to waver from their familiar path to engage with people, activities or opportunities in the learning community.

As well as the active, positive understanding of engagement typically found in the literature, Krause (2005) also identifies two other interpretations of the concept. The first of these is the use analogous to "appointment", as in the phrase "I have an engagement at two o'clock tomorrow afternoon", suggesting that engagement with their studies was simply something to slot into their calendars.

2.3 Defining Student Engagement

Students Engagement has gained an increasing interest over the past decades in different settings, like universities. Moreover, numerous researchers have defined the concept of learners' engagement. Student engagement is known as multidimensional construct, which includes different interrelated dimensions as suggested, by (Fredricks, Blumenfeld, & Paris, 2004) . Christenson et .al (2012) also added that it is an active image for both learners and teachers (p3). In the other hand, Barkley (2010) claims that engagement is a mixture between motivation and

active learning , which means that engaged learners show encouragement and active participation toward their learning process when they are fully engaged in classrooms.

Eventually, the term blended learning has several definitions. According to Bonk and Graham (2006), blended learning defined as a system that combines face-to-face instruction with computer-mediated instruction. Vaughan et al. (2013) state that blended learning is an approach to learning that is for integrating a combination between face-to-face interactions and online approaches and technologies (p8).

Student engagement has been defined as "…participation in educationally effective practices, both inside and outside the classroom, which leads to a range of measurable outcomes" (Kuh, Kinzie, Buckley, Bridges & Hayek, 2007). As "the extent to which students are engaging in activities that higher education research has shown to be linked with high-quality learning outcomes" (Krause & Coates 2008, p. 493). Similarly, Hu & Kuh (2001) define engagement as "the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes". Additionally, Hanifah Ferdaous (2015) added that students' engagement is an essential part of students' outcome in classroom The relation between students' engagement and students' outcome is powerful, so it is important to know in what kind of condition the relationship occurs (Harper and Quaye, 2009).

2.3 Typologies of Engagement:

Various authors have produced typologies of engagement that can assist in understanding types of engagement. Trowler (2010) acknowledged that the typologies of engagement are considering as the types of students engagement.

2.3.1 Types of students engagement

Hanifah Ferdaous (2015) claims that the types of the students' engagement can be classified into three types which are behavioral, emotional, and cognitive engagement. Moreover, Trowler (2010) identifies positive elements of all three definitions.

- **Behavioral:** relating to students' actions. For example, class attendance, submission of work, contribution to class discussion, or participation in school-related activities (e.g., extra-curricular sports or school governance). Trowler (2010) identifies behavioral engagement as the support of positive interactions through group works.

- **Emotional:** relating to students' affective reactions in relation to their learning. For example, an emotionally engaged student might report that they were interested in their course and that they enjoyed learning. Trowler (2010) also acknowleged that emotional engagement can generate interests, create sense of belonging, and supports positive attitudes about learning.

- **Cognitive:** relating to students' psychological investment in their learning. For example, the desire to go beyond the requirements of the class and the adoption of metacognitive learning strategies. Trowler (2010) claimed that either cognitive engagement has several benefits such as supporting learning goals, enhance self-regulation and increase investment in learning.

2.4 Student Engagement Styles:

Coates (2007) proposed a typology of student engagement styles located along two axes, social and academic. This is shown in the figure below:
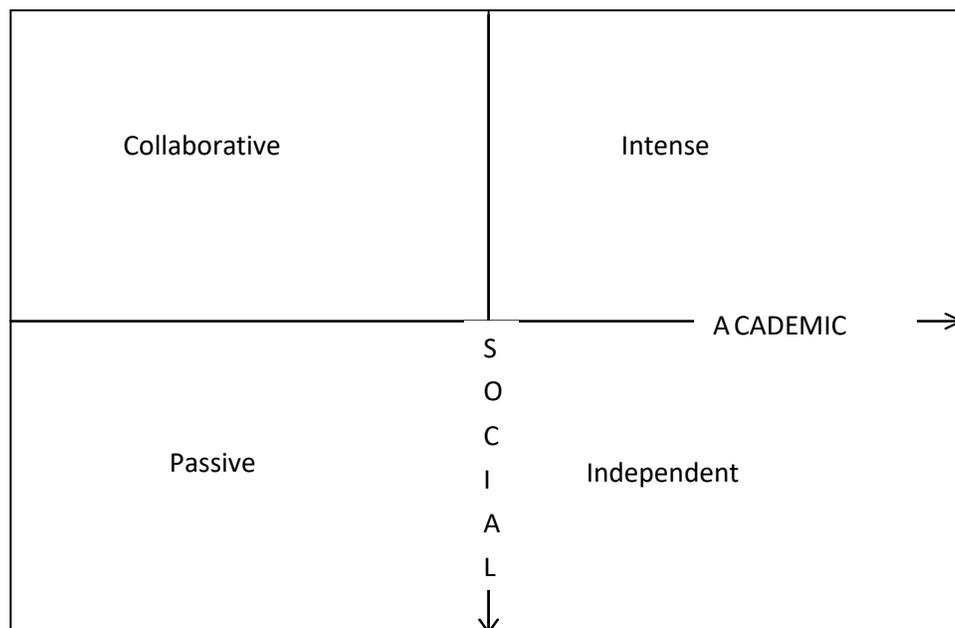
Figure 2.1: Student Engagement Styles (Coates, 2007)

2.4.1 Intense

"Students reporting an intense form of engagement are highly involved with their university study… They tend to see teaching staff as approachable, and to see their learning environment as responsive, supportive and challenging." (Coates, 2007, p. 132)

2.4.2 Independent

Coates (2007) claimed that an independent style of engagement is characterized by a more academically and less socially orientated approach to study. Students reporting an independent style of study see themselves as participants in a supportive learning community. However, they see staff as being approachable, as responsive to student needs, and as encouraging and legitimating student reflection, and feedback. These students tend to be less likely; however, to

work collaboratively with other students within or beyond class, or to be involved in enriching events and activities around campus (Coates, 2007, p. 133).

2.4.3 Collaborative

"Students reporting a collaborative style of engagement tend to favor the social aspects of university life and work, as opposed to the more purely cognitive or individualistic forms of interaction" (Coates, 2007). High levels of general collaborative engagement reflect students feeling validated within their university communities, particularly by participating in broad beyond-class talent development activities and interacting with staff and other students (Coates, 2007, p. 134).

2.4.4 Passive

"It is likely that students whose response styles indicate passive styles of engagement rarely participate in the only or general activities and conditions linked to productive learning" (Coates 2007, 134). Coates cautions that these "styles of engagement refer to *transient states* rather than student traits or types. It is not supposed, for instance, that these are enduring qualities that are sustained within individuals over time or across contexts. (Coates, 2007, p. 132)

2.5 Dimensions of Engagement:

Engagement is more than involvement or participation – it requires feelings and sense making as well as activity (Harper & Quaye, 2009a, p.5). Acting without feeling engaged is just involvement or even compliance; feeling engaged without acting is dissociation. Although focusing on engagement at a school level, Fredricks, Blumenfeld & Paris (2004, 62-3), identify three dimensions to student engagement, as discussed below:

- **Behavioral engagement:**

Students who are engaged behaviorally would typically comply with behavioral norms, such as attendance and involvement, and would demonstrate the absence of disruptive or negative behavior.

- **Emotional engagement:**

Students who engage emotionally would experience affective reactions such as interest, enjoyment, or a sense of belonging.

- **Cognitive engagement:**

Cognitively engaged students would be invested in their learning, would seek to go beyond the requirements, and would relish challenge. The researchers proposed that each of these dimensions can have both a "positive" and a "negative" pole, each of which represents a form of engagement, separated by a gulf of non-engagement (withdrawal, or apathy).

2.6 Students' Engagement and Academic Achievements

Many scholars have argued that student engagement positively predicts academic achievement, but some have challenged this view. Furthermore, the relationships of behavioral, emotional, and cognitive engagement with academic achievement were influenced by the relationships between engagement, motivation, and active learning (Barekly, 2010).

2.6.1 Engagement and motivation

Motivation is a theoretical construct to explain the reason or reasons we engage in a particular behavior. Brophy (2004) proposes that motivation to learn is an acquired competence developed

through an individual's cumulative experience with learning situations. A web of connected insights, skills, values, and dispositions is developed over time. Some students come to our institutions and our classes with a high motivation to learn. Others are more motivated by the economic opportunities associated with the professions and careers they hope to have once they graduate (Barkley, 2009). Regardless of a student's general disposition, motivation can be activated or suppressed in specific situations for example, a student who is generally motivated to learn may be less enthusiastic in a course that she feels coerced to take because it is a required element of the general education pattern.

Conversely, a student who seems generally unmotivated to learn may become quite enthusiastic about the learning in a specific course. Brophy (2009) defines motivation in the classroom as "the level of enthusiasm and the degree to which students invest attention and effort in learning" (p. 4). This definition implies an internal state, a concept that differs considerably from the external manipulation of rewards and punishment that was emphasized in early, behaviorist studies of motivation. In addition, Hanifah Ferdaous (2015) confirms that learners should be motivated in order to be involved in their learning process and this will enhance their engagement rates.

2.6.2 Engagement and active Learning

Bonwell and Eison (1991, p. 2) describes active learning as the emphasis placed on information transmission and on developing student skills. He added that student motivation is increased within the active learning environment. Similarly, active learning can involve talking, writing, playing, testing, making or simply undertaking or simulating real world activities (Barkely,

2010). Thus, the use of skills, even thinking and communication skills, creates authentic and rewarding challenges for students and promotes their self-regulation.

Ryan and Decci (2000a) assumed that a wide range of techniques are used to engage the learner deeply in an active learning environment including the facilitation of discussions and the setting of problems, projects, inquiries, simulations, experiments, and so forth. This variety of methods allows each learner to find their own purchase on their learning, making it more meaningful for them. An active learning strategy heightens a personalised or learner-centred approach and requires the learner to take more responsibility through continuous decision-making, negotiation, self-direction and, at higher levels, self-determination (Hase & Kenyon, 2013). The following figure is suggested by Barkley (2010) and represents the relationship between motivation, engagement, and active learning.
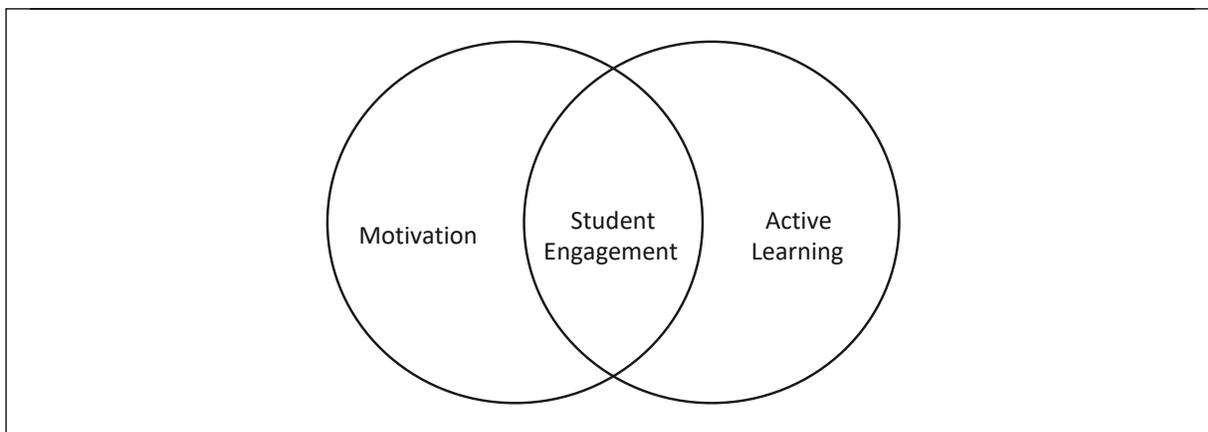
Figure 2.2: The Model of Students' engagement (Barkley, 2010, p. 6)

2.7 Learner Engagement in Blended Learning Environments

A Conceptual Framework Learner engagement, defined as the involvement of the student's cognitive and emotional energy to accomplish a learning task. (Schunk & Mullen, 2012), has been found to correlate with important educational outcomes, including academic achievement, persistence, satisfaction, and sense of community. As educators search for ways to increase learner engagement, some have hoped that blended learning, which means the thoughtful integration of face-to-face and online instruction, might more fully engage students in their learning (Graham & Robison, 2007).

Even though scholars and practitioners show interest in the potential of blended learning to increase learner engagement (Halverson, Graham, Spring, & Drysdale, 2012). Few of the top-cited authors in blended learning are seriously addressing it in their research questions and problem statements (Halverson et.al, 2014). Thus, more research is needed to understand learner engagement in blended contexts. This paper seeks to address this gap by offering a review of the research on learner engagement, proposing a set of indicators of engagement, and showing the importance of those indicators to engagement in blended settings.

2.8 Measuring Students' Engagement

Measuring student engagement allows a more complex analysis of students' experiences and learning than simply investigating course outcomes. Engagement is "more than involvement or participation – it requires feelings and sense-making as well as activity" (Trowler, 2010, p.7). Understanding engagement has become particularly important in the HE sector, as universities now operate in a more competitive marketplace. Consequently, measuring and improving student

engagement can be an institutional advantage when attracting and retaining students (Trowler, 2010). Fredricks, Blumenfeld, and Paris (2004) identified three elements of student engagement: behavioral, emotional and cognitive.

Conclusion:

In summary, getting learners engaged during classroom instruction is of crucial importance. The learning outcomes and learner achievement are closely associated with the extent to which those learners are engaged. Thus, research on student engagement reveals several teaching practices that may engage learners. This chapter represents an attempt to provide some insights into the concept of engagement. Furthermore, it provides an overview of the different features of engaging tasks, engaged and disengaged learners, as well as some indicators of learner engagement.

Chapter Three

Field Work and Data Analysis

Introduction

This chapter is devoted to the fieldwork and the analysis of the obtained data. It aims at collecting data concerning students' engagement and willingness toward learning English as a foreign language, and how it can be promoted through using blended learning approach. In addition, the present chapter spots light on its importance in both learning process and higher educational system. Therefore, this chapter also investigates teachers' opinions about the role of BL in boosting learners' willingness in EFL classes. Moreover, this chapter attempts to answer the research questions proposed in the present research and confirm its hypothesis. Hence, data obtained from the research tools namely students and teachers' questionnaires will be analyzed by using tables and figures; however, results will be discussed in the following research analysis.

3.1 Research Design and Methodology

3.1.1 Choice of the method

In order to analyze the obtained data, the present research opts for a descriptive research methodology and a qualitative research approach. Because they are suitable for the nature of the study that is based more on the theoretical part and it suits the researcher in his work. Additionally, the blended learning approach is not widely used yet in the Algerian Universities. Opinions that will gained in the research will play a significant dimension in the future studies of the higher educational system. Moreover , this research provides a great help in proving the effectiveness of blended learning in fostering English as a Foreign Language Learners' engagement in EFL classes .In addition , it aims to support boosting of autonomous and active learning as an essential value and make it as a main goal for learners to be reached it.

3.1.2 Sample of the study

In our fieldwork, we have worked with a limited sample since it is impossible to undertake the whole of population because of time constraints. As a result, we selected randomly forty-two students (42) of second year at the department of English. However, the choice of second year students represents the second basic level in the higher education in using and dealing with technological devices and students in this level are aware of using ICTs in their learning unlike first year who are not wholly familiar with using technology in learning since they are new learners at university. Furthermore, to collect data from teachers, we have chosen nine EFL teachers and sent them the online questionnaire via email. Whereas, three from them do not answered the questionnaire because of time limitation.

3.2 Students' Questionnaire

3.2.1 Aim of the questionnaire

We have designed an online questionnaire for second year students of English to collect valuable data from their background feedback about the concept of blended learning and to have knowledge about their opinions about it. In addition, it also helps in collecting data within short time.

3.3 The Administration of Students' Questionnaire

The current questionnaire is the first instrument that is designed for gathering data for our research. However, it has been administered on the 20 th of July, 2020 online as Google form in the Facebook page of second year students of Mohammed Khider University of Biskra and only

forty-two EFL students have answered it. Those respondents demonstrate their collaboration by providing us with valuable responses. The latter serve our research because it capture their perceptions, views, and attitudes towards the integration of BL; and whether it foster their engagement in learning English as a foreign language or not.

3.5 Description of the Students' Questionnaire

The students' questionnaire is consisted of four sections, and each section include different types of questions. The first section is about background information about the teachers including the gender, age, opinions about choice of learning English at university, and their levels in English However, section two of the questionnaire is about students perceptions about the role of blended learning in EFL classes. In this section, students have been asked about different items related to blend learning method. Furthermore, the third section of the questionnaire stands for students' views about learners' engagement and related questions about it to see their perceptions. Finally, the last section of the questionnaire stands for students' perceptions about the effects of using blended learning to foster learners' engagement and it includes four main questions and further suggestions.

3.6 Analysis of the Students' Questionnaire

Section One: Background Information

Item 1. Would you specify your gender, please?

Table 3.1: Students' Gender

Option	Respondents	Percentage

a. Male	9	21%
b. Female	33	79%
Total	42	100%
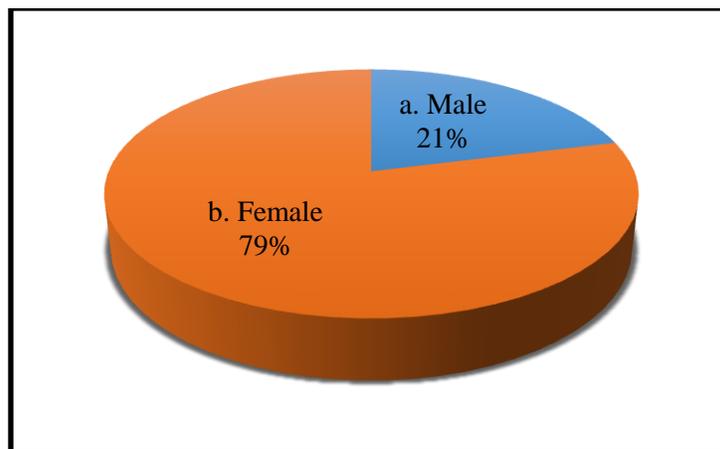
Figure 3.1: Students' Gender

This question is designed to determine the respondents' dominant gender during the English classes. As the table and the figure display, that there is a huge difference between the number females and males. We recognize that females 79% unlike the males who represent only 21%. However, the number of females' respondents is 33 as the table shows, and number of males respondents is 9. This indicates that girls are more dominant in learning foreign languages than boys.

Item 2. Would you specify your age, please?

Table 3.2: Students' Age

Option	Respondents	Percentage
a. 18-20 years old	7	17%
b. 20-25 years old	30	71%
c. Above 25 years old	5	12%
Total	42	100%

71%

17%   12%

a. 18-20 years old   b. 20-25 years old   c. Above 25 years
                                              old
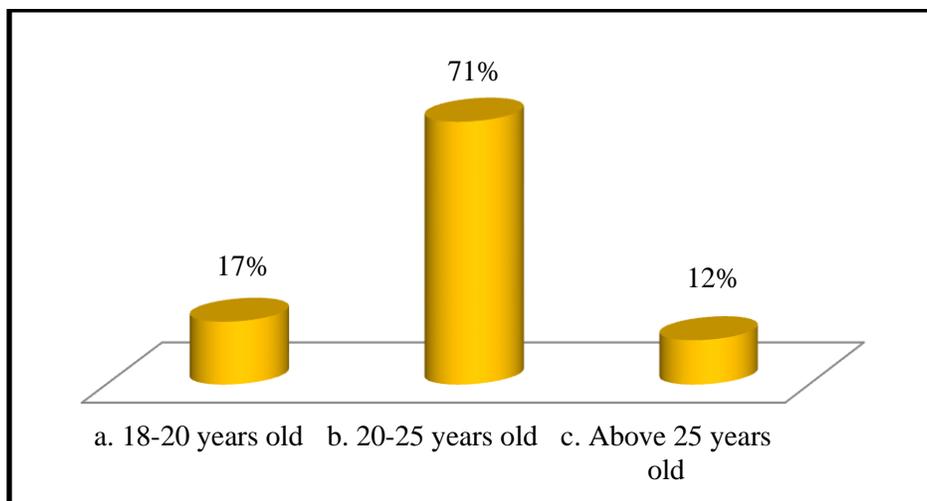
Figure 3.2: Students' Age

Based on the data obtained from the students' responses, both the table and the figure above show that the majority of the respondents 71%, which means 30 students, are aged about 20 to 25 years old that is a normal for second year. However, 17% of the respondents which means 7 students are aged between 18 to 20 years old and only 5 students (12%) are aged above 25 years old. This indicates that the majority of EFL students are young which means that teachers should start raising their awareness to self-directed learning is very important.

Item 3. The choice of learning English at University was?

Table 3.3: Students' Choice of Learning English at University

Option	Respondents	Percentage
a. Imposed	2	5%
b. Your own decision	35	83%
c. Your parent(s) choice	1	2%
d. Someone's advice	4	10%
Total	**42**	**100%**
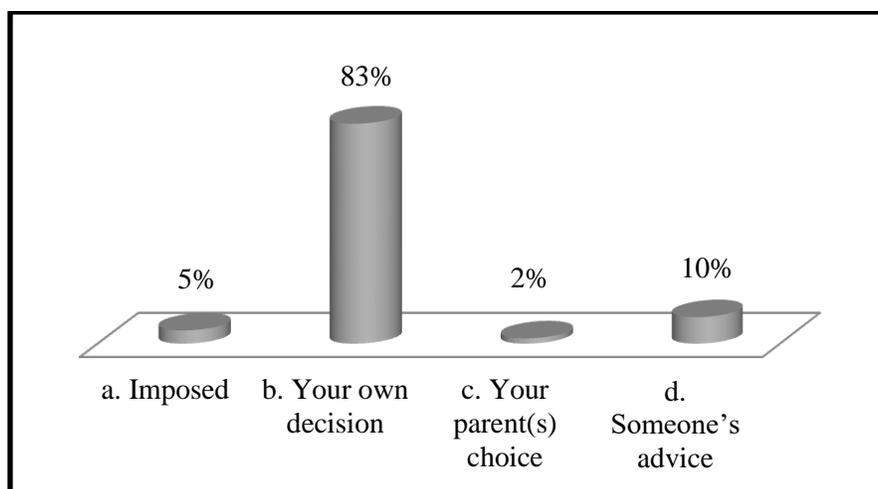
Figure 3.3: Students' Choice of Learning English at University

From the above table we noticed that the number of students that choose to learn English at university is the highest one 35 which represent 83% in the previous graph. However, 10% of students are choosing English based on someone's advice, and only 5% are imposed and 2% are select it based on their parents' choice. Therefore, we concluded that the majority of the respondents like learning English at University.

If it was your own decision, why do you learn it?

Table 3.3.1: Reasons for Students' Choice of Learning English at University

Option	Respondents	Percentage
a. **To fulfil an educational degree**	13	31%
b. **To use it for travelling to continue your study abroad**	5	12%
c. **To get more job opportunities**	7	17%
d. **Because it is the most widely used language in the world**	14	33%
e. **Others**	3	7%
Total	**42**	**100%**
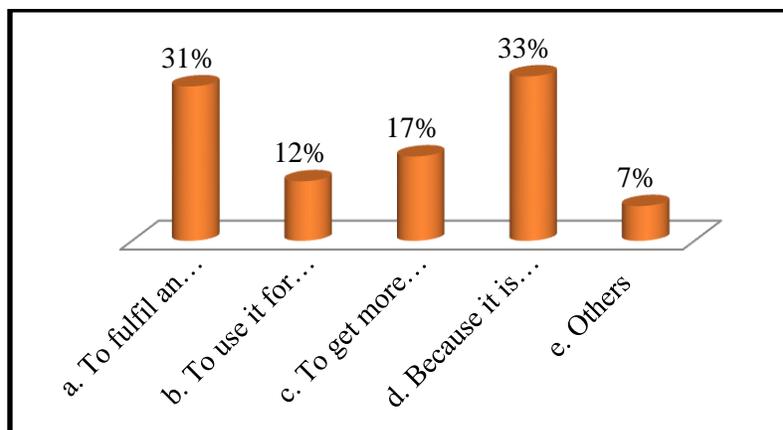
Figure 3.3.1: Reasons for Students' Choice of Learning English at University

This additional question was posed to see the reasons that make students choose English based on their own choice. 33% choose it to fulfil an educational degree and 31% choose it because it is the most widely used language in the world and these percentages are close. In the other hand, 17% choose English to get more job opportunities, 12% choose English to use it for traveling purposes, and only 7% have other reasons for the choice of learning English at University. These reasons are summarized as the following

Others,

- To get more than one job
- And also to communicate with foreigners easily when needed, and understand them
- It was easy for me to learn English
- As I mentioned above its all about the certification
- Its a useful lge and good one for me cuz its so easy to learn
- Since it's the most widely used language in the world I reckon it's like a gete to other fields

- I chose it to be able to communicate with the others from differnt countries.
- I like it
- I need just to be successful in any field
- Simply because it's the language that i love after arabic of course
- To be fluent in it
- In order to develop capabilities and use them in many desires
- Electrical engineer
- To improve my english skills more
- Want to make my knowledge more acedamic

Item 4. How do you consider your level in English?

Table 3.4: Students' Consideration on Their Level in English

Option	Respondents	Percentage
a. Advanced	3	7%
b. Good	20	48%
c. Average	18	43%
d. Poor	1	2%
e. Very poor	0	0%
Total	**42**	**100%**

From the table we recognize that 20 respondents (48%) are consider them self as good in English, 18 respondents answers that they are average. Moreover, 3 students (7%) are seeying themselves as advanced learners, and only 2% are poor in English language. Furthermore, none of the respondents answered that they are very poor in English, because if they are very poor, this may led them to avoid choosing it as a branch at University.

Section Two: The Role of Blended Learning on EFL Classes

Item 5. Do you have an available internet connection in your Smart phone/Computer?

Table 3.5: The Availability of Internet Connection on Students' Smart phone/Computer

Option	Respondents	Percentage
a. Yes	42	100%
b. No	0	0%
Total	**42**	**100%**
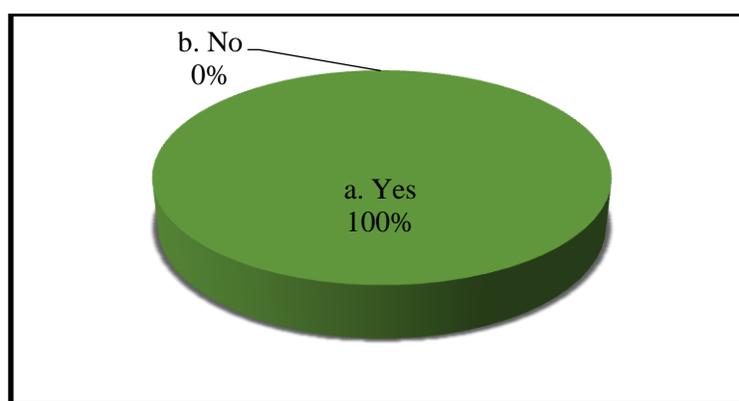
Figure 3.5: The Availability of Internet Connection on Students' Smart phone/Computer

From the aforementioned figure and graph, we noticed that all the respondents (100%) are having access of internet at neither at their homes nor in their smart phones. This is means that all of them are knowing how to use internet.

Item 6. Since blended learning stands for using technology inside and outside classrooms, how do you consider your level in technology proficiency?

Table 3.6: Students' Proficiency in Technology

Option	Respondents	Percentage
a. Beginner	5	12%
b. Average	30	71%
c. Advanced	7	17%
Total	**42**	**100%**
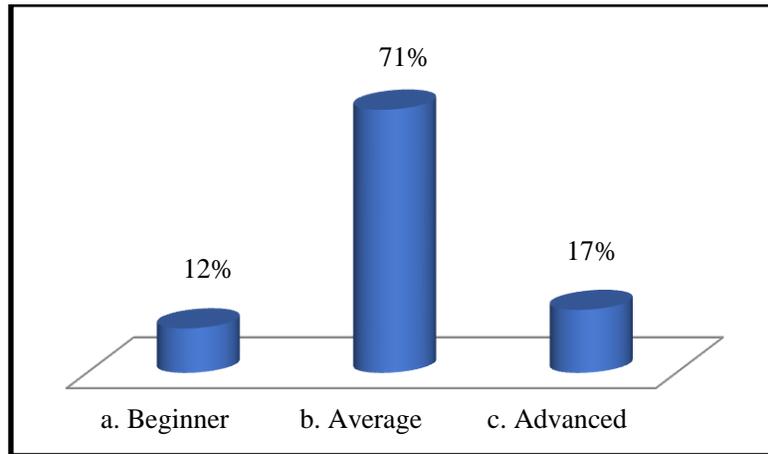
Figure 3.6: Students' Proficiency in Technology

From the table we noticed that 30 students are average in technology proficiency, 7 of them are advanced, and 5 are beginners in technology uses. So that, learners have to ameliorate their technology proficiency. The following is the opinions of each respondents about why they considering themselves as beginners, average, or poor technology users.

Explain,why?

a) **For "Beginner"**

- Technology has developed our capabilities to study better...
- I don't use it always
- I don't support this kind of learning
- I don't use it too much

b) **For "Average"**

- Because I don't use it much in academic field
- Well, I use it only for social media and rarely for study
- I'm not a professional when it some to the deep uses of computers, yet I manage to get myself out of trouble
- I grew up using the computer for several hours a day. Although I never invest the

said time to improve my technology proficiency, I can conduct some average tasks. Additionally, I have some programming background; thus, I am a little bit above beginner's level.

- My level about using technology is average because of the lake of using it in our studies
- Because technology is a wide term so any person know just a little bit about it
- I know some of it but not advanced
- It help me to improve my level
- Sometimes i use technology
- I still need to learn more about computer science
- Because I'm not always using technology
- Because I don't study the ict and don' g use always technology
- Language is a key factor in entering the software world
- I am not interested
- Forget the lyrics
- I should learn more about the new technologies
- Im not practiced to it well
- It is average in the sense that I do not rely majorly on using technology.
- I am not perfect in using technology, but i have the level required for a normal person
- Because am not used to study online !
- I don't know why
- I don't know , but i think the luck of use of these technologies
- We are beginners in using it at education (only at university)
- Because i still have some mistake and Im not verry good when i speak
- Because I use technology in just simple things

c) **For "Advanced"**

- Because I always use the PC and phone, and I know a lot of stuff about technology especially concerning studies
- I'm always using technology in my study because it is a big space where I find many informations
- Experienced in the domain
- I can say I'm good with technology

- I'm always dealing with technology and I had courses in it
- Because I always use technology in my researches

Item 7. How often do you use Information Communication Technology (ICTs) in your learning?

Table 3.7: Frequency of Students' Use of Information Communication Technology (ICTs) in Learning

Option	Respondents	Percentage
a. Always	5	12%
b. Very often	17	41%
c. Sometimes	16	38%
d. Rarely	4	9%
e. Never	0	0%
Total	42	100%
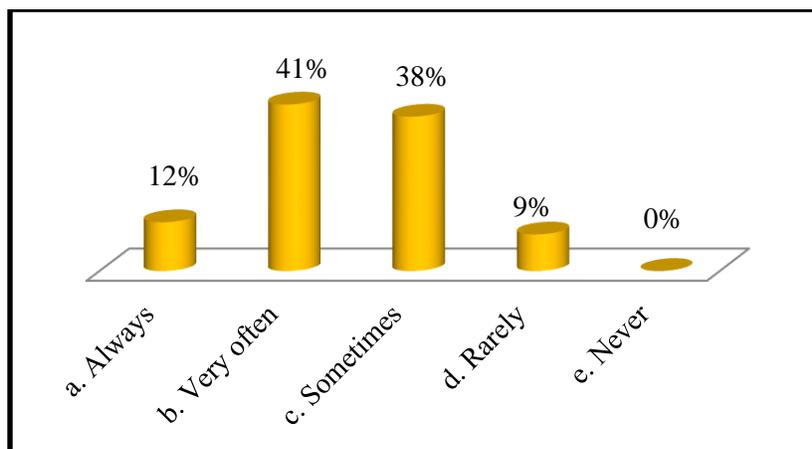
Figure 3.7: Frequency of Students' Use of Information Communication Technology (ICTs) in Learning

We can notice from the figure that 41% are ofen used ICTs, 38% are sometimes use technology, and 12% of respondents are always use technology in learning. However, only 9% of them are rarely used ICTs, beside 0% for never. We can say that all the students use technology but in irregural bases.

Item 8. To what extent do you feel motivated to learn English at University?

Table 3.8: Students' Motivation to Learn English at University

Option	Respondents	Percentage
a. Very motivated	11	26%
b. Somehow motivated	27	64%
c. Not motivated	4	10%
Total	**42**	**100%**
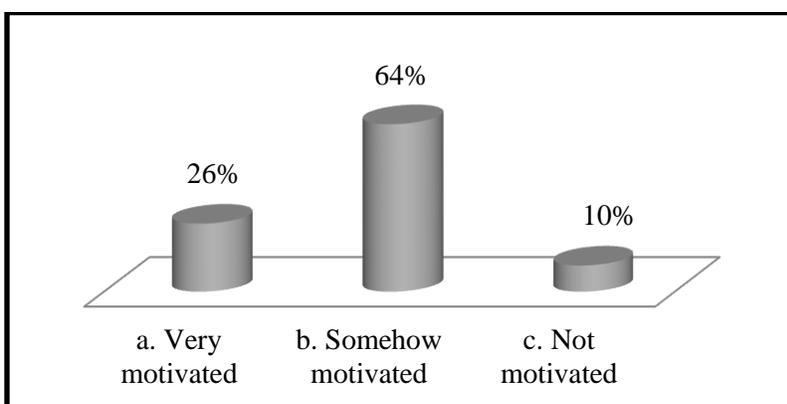
Figure 3.8: Students' Motivation to Learn English at University

From the above table we can see that only 11 respondents are motivated to learn English language, 27 respondents are somehow motivated, and 4 of them are not motivated to learn English. This is maybe because of the use of traditional teaching techniques. The following is the respondents' justifications about the reasons behind their answers.

Students' justifications

a) **For "Very motivated"**
- Because I have a smart friends they motivated me
- I feel very motivated because I like it and I feel happy when I communicate in English

- I am motivated to learn english in the university because l am a competitive student when l see my classmates also are motivated to study
- I like it and it's my own choice
- As a researcher who's obliged to seek and feed his own thirst of knowledge, so allow me to mention it prepares you to be more of an auto didactic learner
- Because i like to learn with teacher in front of me, we do roleplays we practice the language with each other
- I love English and I enjoy speaking in English so i always feel motivated to learn and seek to develop my level
- Because it was my own choice to learn it
- Because i get both self and teachers motivation

b) For "Somehow motivated"

- Because the method used in learning at the university is traditional
- Bordom & uninteresting topics.
- I dont feel motivated with this way of learning
- I like English that's why I'm kind of motivated always to learn it
- First of all, our classes don't tell that we are students of English especially the BC. Plus, we have no online conferences with native students/ teachers. And personally, I'd love to have some social activities where we can interact with other people. I mean having environment clubs, technology clubs etc. Would be awesome and beneficial for everyone.
- It is mainly because of the use of traditional approaches of teaching only. The teachers/administration refused to adapt new learning approaches that would, eventually, help students and make them more keen on learning.
- Because there is no sufficient materials that make you very motivated
- I feel motivated because I'm encouraged by the people that i study with
- There are teachers their module is not available to be motivated
- Borring , especially because our teachers rely on old methods of teaching
- This is my choice
- Because not all motivated some is like bord in classrooms
- Because they use traditional methods
- Because our study does not focus on it
- The weather is so hot in biskra
- Lectures based on face to face learning

- Somehow motivated because the instructional proces stresses only othose old-fashionable language teaching methods.
- Because of the huge numbercof students the lack of practice and the traditional teaching methods, there is no innovation
- I just like English
- It depends on the teachers if the teacher was good and you like studying with you u will feel motivated
- It provides a practical experience somehow
- I like English that's my only motivation
- More Motivated teachers, practical and visual methods are needed.
- I love learning English because I love the language but I don't see it suits me as a branch in university

c) **For "Not motivated"**

- Because of the type of courses they provide same old topics and somehow old teaching methods
- I m like water get shaped where you put me into so my answer above since my class is dead and none of them into english neither as learners nor as language users
- It is not necessary to learn any language associated with a university, for example, I am learning it from the internet and dealing with people via social media
- I'm negative thinker

Item 9. How do you evaluate the use of online learning in higher education?

Table 3.9: Students' Evaluation of the Use of Online Learning in Higher Education

Option	Respondents	Percentage
a. Useful	34	81%
b. Useless	8	19%
Total	**42**	**100%**
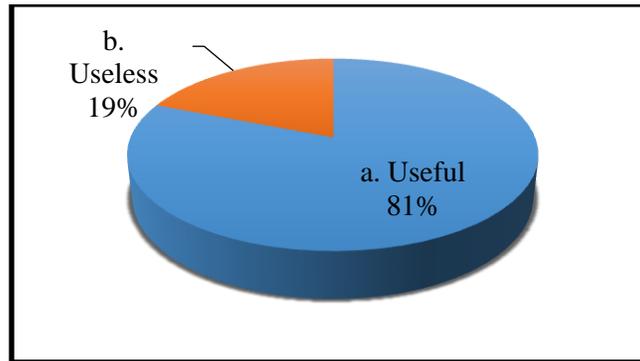
Figure 3.9: Students' Evaluation of the Use of Online Learning in Higher Education

The table shows that 81%, which is a big percentage, evaluate the use of Online learning in higher education as useful. Whereas only 19% are, see it as useless. We come across to say that students are prefer the use of online education in Universities. Below are the students' justifications.

Students' justifications

a) **For "Useful"**

- It easy for students and teachers
- It's technology, everything will be ready in a second and no time to waste
- It is useful because it facilitate the learning process for students
- Gives the students both opportunity and motivation to be creative and motivate them
- Can fill the gaps of understanding that you may miss or where not clear in class
- Its so useful cuz it help us to develope and evaluate our skills in eng
- You need online learning especially in the current time
- Because as students, we shouldn't settle only for the handouts given from the teachers. We should check other resources, try to compare them and do an extra work otherwise this circle of learning will be useless
- From my standpoint, the use of online learning in higher education would be useful. For instance, people who live far from the university will surely benefit from such an option.
- Because it make the processus of learning easier to learn and to teach when it provides the learners with à variety of sources and information to help them.

- It has good effects in our learning
- Enjoyable
- Facilitate our learning
- In my opinion, it is useful because the use of technology in the education is very importnt to facilitate the learning process
- Improve the level ofl anguage speaking
- Because it helps me in my desires
- It motivates pps to learn ,helps pps to learn in hard situations like when the unversities and schools closed because the covid19
- I did not try this but im talking about my freind experience
- It is more practical
- Meet other people, speak, discuss, share ideas
- Diversity of the sources, point of views, opening discussions
- It benefits me inevery walk of life (in different sphetres)
- Beczuse it is the century of technology, we can find everything we need, by using it, we gain more time
- New ideas new information
- First, i think it's an easy way. Second, it helps us to discover more information in details, it gives us new ideas... Etc
- Capacity of search
- New info
- It makes students interested in learning via online cources
- It is a way that keep students motivated and attentive to learining
- It will be useful, if it is well and correctly used by both teachers and students.
- It helps in learning
- It is a useful method to foster learning and conducting research

b) **For "Useless"**

- No internet available, no equipments, ...
- Because most of students find problems during the lecture, so it won't be a useful way
- Because of time and mood
- As all degital tools it's also damage our minds
- It is hard to get used to online studying because we have never studied online

- It's useful but not here in algeria , algerian universities lack the exprience needed for online teaching and learning
- It is best to learn in a classroom with the presence of a teacher, because he will guide you and correct your mistakes

Item 10. Do you find the time allocated for classroom teaching (face-to-face instruction) enough to practice your language learning?

Table 3.10: Students' responses about whether the Time Allotted for Classroom Teaching is Enough to Practice Language Learning

Option	Respondents	Percentage
a. Yes	6	14%
b. No	36	86%
Total	**42**	**100%**
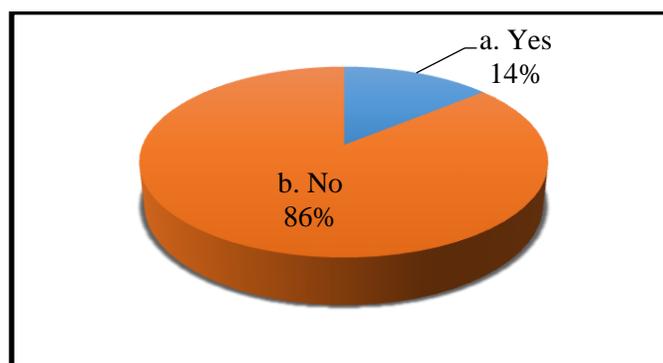
Figure 3.10: Students' responses about whether the Time Allotted for Classroom Teaching is Enough to Practice Language Learning

From the aforementioned table we can see that 86% are saw the time allotted for classroom teaching is not enough. However, 14% are seeying it as enough. These are the elaborations of students.

Elaborate, please?

a) **For "Yes"**

- It's enough for those who are interested. You can't force everyone to interact with the teachers unless they're really into learning. Because, to be honest, almost 60% of the students only care about passing classes and getting average grades just to survive the semesters.
- It contributes in improving one language and making them more improvised

b) **For "No"**

- We always need to practice to improve our level especially with the existence of online quizzes and other stuff on the net
- We have to practice more at home by using different technologies
- Most of the time we don't reach the chance to express our ideas fewer students may get the chance others not
- For me english is more than grammar so the academic goal is not my goal almost all the learning time we ve at universty is for rules that students not understand just drilling
- Most of learners are introverts and topics to be discussed are to a higher extent (boring)
- We need to use eng outside of classroom
- You need extra ti. E for practice and further learning if you want to be good
- For the most part, learning any language is about engagement: One has to engage in an environment that uses the target language. Although one might argue that face-to-face interactions are enough, in my opinion, only real life, social interactions can be considered as such.
- It is not enough due to th time which is not enough for the learners to practise the language inside the classroome .
- Any one wanted to learn a language, he/she needs a lot of time, they have to read, listen, speak.. So classroom is just a hint for them
- Sometimes we do not have the chance to speak
- Sometimes they don't give us information as it should be
- Learning language requires so much time of speaking listening and reading thus,one hour and half for each session is not enough
- We have toi practice more ah home
- Wé have to further search for another informations
- Because I am busy and want to find time to learn face to face why not!
- Because learning languge requires different materials ,techniques and strategies

- We need a real test like ielts exam
- Short time
- Join clubs based on learning english together. Singing, acting plays for example
- It is not sufficient and it will not be as such, given that university studies emphasise on the learner-centured approah. I.e., the learner is the one who is responsible for his own learning. In order to be responsible for their own learning, learners ought to depend on the icts.
- We need more time for practice, and i think online learning should be here to devote time to practice, because in face to face instruction, teachers hace time to give their lectures but not enough time to practice and evaluate students as needed.
- There's nothing enough in this case
- You should use outside the classroom too
- Because we have for each session one hour and half per week , i think this is not enough we need more time to do the lesson and practice it
- Learning should be inside ans outsider the classroon si that thé learner can find a good result
- It takes time to get each student in practice
- We as students should do more efforts to improve our language learning by doing further research
- Because we don't talk about every-day issues all the time
- There is only enough to learn the language, so you must rely on yourself to learn more and delve into the language because the time allocated in the department gives you the basics for the language only
- We shouldn't relay only on internal knowledge that we receive from classroom but also external practices are essential to achieve better .
- It's not enough because we don't get enough time in the classroom so we need to practice more outside the classroom
- Learning language need time and practice and since we have not enough time to learn every thing about language we need to add to learn it at home by using technology

Item 11. Do you have particular websites that you usually use in your language learning?

Table 3.11: Students' Use of Particular Websites for Language Learning

Option	Respondents	Percentage
a. Yes	20	48%
b. No	22	52%
Total	**42**	**100%**
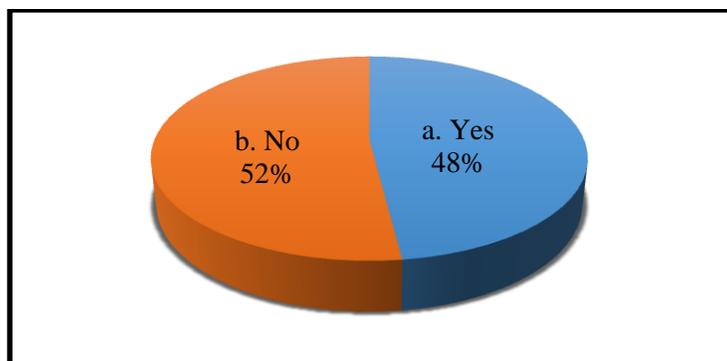
Figure 3.11: Students' Use of Particular Websites for Language Learning

The table and graph shows that 52% of students answer No and 48% answer (Yes) that they use particular websites for language learning. The following sub-question shows the websites that the students who answer yes usually use.

In case of yes, mention some of these websites, please?

- Sparknotes, concerning literature. Duolingo, concerning pronunciation. Some different websites that give online quizzes concerning grammar.
- Facebook , research gate, academia , yahoo
- Wikipedia
- Study. Com, academia and so many
- Quizlet, Britannica, English plus, Grammar.com, Quora and other youtube channels
- There is not particularité websites
- Study.com
- Facebook , instagram
- Youtube and facebook
- Zamericanenglish
- So many
- Google
- Sbeta education

- Www.Study. Com
- Youtube most (ted ed /...)
- Research gate and wikihow
- Study.com . Britannica
- Eng.vd
- Academia

Item 12. In your opinion, does the integration of blended learning in teaching enhance your engagement, active learning, and language proficiency?

Table 3.12: Students' Opinion about Whether the Integration of Blended Learning in Teaching may Enhance Engagement, Active Learning, and Language Proficiency or Not

Option	Respondents	Percentage
a. Strongly agree	7	17%
b. Agree	24	57%
c. Neutral	11	26%
d. Disagree	0	0%
e. Strongly disagree	0	0%
Total	42	100%
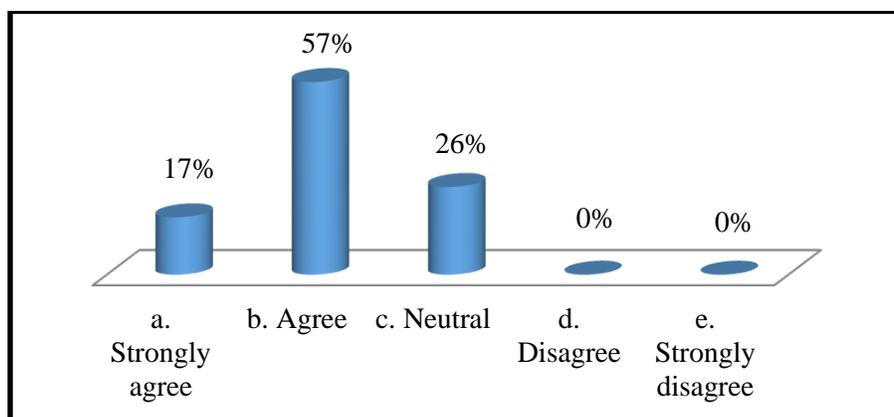
Figure 3.12: Students' Opinion about Whether the Integration of Blended Learning in Teaching may Enhance Engagement, Active Learning, and Language Proficiency or Not

The table shows the students agreements about the integration of BL in teaching. From the table 17% are strongly agree that BL may enhance engagement, active learning, and language

proficiency, 57% are agree, 26% are neutral, and none of them is disagree or strongly disagree. The following is the students justifications.

Students' justifications

a) **For "Strongly agree"**

- For me, it motivates me, therefore, I perform better
- It is new method that stands for technology to foster the student active learning and to be more interested in learning a foreign language
- It can help a lot
- For their benefits, the traditional approaches should not be completely omitted from the teaching environment. A better approach to the problem would be to join the both the modern and the 'old' ways together, that is also known as Blended learning.
- Facilitate the process of learning
- Since the goal of it getting the learners be more familiar with the methods adopted by such modern intern by keeping the traditional side on the move as well, I think it'll serve learners to further dimension
- The integration of technologies is a must. As University students, we need some development in our learning and teaching techniques

b) **For "Agree"**

- As I have mentioned before students lacking motivation and blended learning might be the solution to motivate them
- As long as it will add knowledge its plus so yes I agree
- To master a language you must read & listen as much as you can and blended learning provides all of that.
- Personally, l agree with that because it gives us more opportunities to learn technology.
- Yes of course it does Because we are learning new information
- Développ your language
- It improves students interest ans collaboration
- Improve my level
- Because he is developing from my means
- Yes,because BL has a lot of advantages in learning languge :motivate,facilitate...
- It is a useful method for learning

- Make people always adapted with any new things
- It enhances me since I may start to be much alert and attentive
- Because it does
- I think Blended learning is a must nowadays, it's a way to develop our abilities and so on
- Blended learning in teaching can have many avantages because it allow learners to ne more interacted with learning
- It allows you to create a simulation for a specific situation in the classroom
- It enhance
- Blended learning is like a helping tool that makes students more active and collaborative
- Sorry, I did not understand the question well
- It enhances motivation to search and get information in easy and appropriate way

c) **For "Neutral"**

- Well, it may help us a little bit
- Learning in general is related to many factors, so it is neutral
- It depends
- I don't know what my problem with this language I think I need someone to helps me
- because blended learning depends on a variety of factors like whether the teacher is qualified enough to be engaged in such thing , or the knowledge transmitted . Is it intelligible or not . Blended learning effectiveness differs according to the transmitter (teacher) kind of knowledge itself and receiver (student)
- It helps in learning and understanding the lessons and interaction more with the teacher

Section Three: Students Perceptions toward Learners' Engagement

Item 13. How do you consider the role of engagement in foreign language learning?

Table 3.13: Students' Consideration of the Role of Engagement in Foreign Language Learning

Option	Respondents	Percentage
a. **Important**	9	21%
b. **Somehow important**	32	79%

c. Not important	0	0%
Total	**42**	**100%**

79%

21%

0%

a. Important   b. Somehow   c. Not important
important
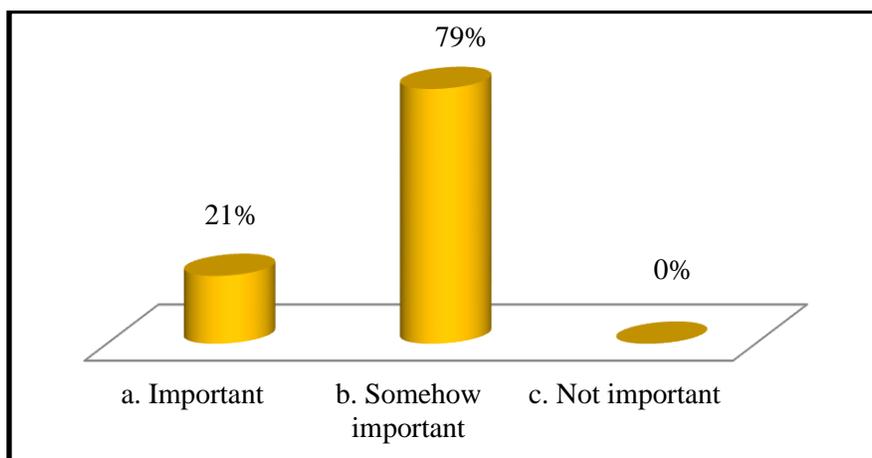
Figure 3.13: Students' Consideration of the Role of Engagement in Foreign Language Learning

From the aforementioned table we can see that 9 respondents acknowledged that the role of engagement important. However, 32 (79%) are acknowledged it somehow important, and no one acknowledged that the role of engagement is not important in learning a foreign language.

Item 14. How often do you participate and collaborate in the classroom activities?

Table 3.14: The Frequency of Students' Participation and Collaboration in the Classroom Activities

Option	Respondents	Percentage
a. Always	8	19%
b. Sometimes	27	64%
c. Rarely	6	15%
d. Never	1	2%
Total	**42**	**100%**
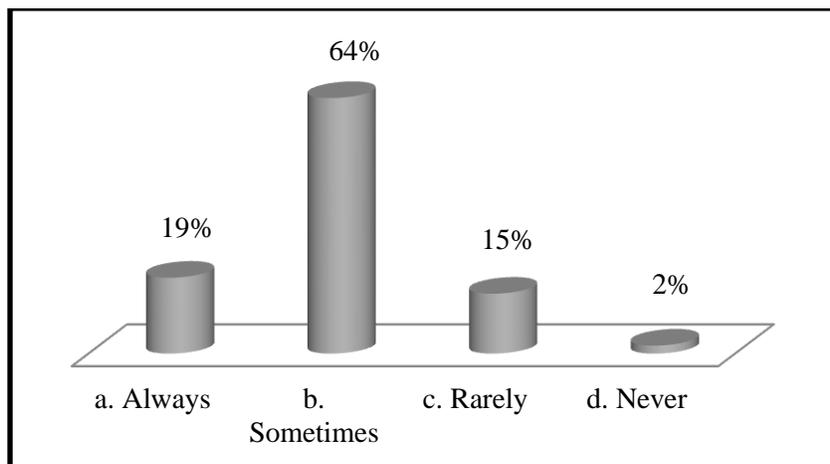
Figure 3.14: The Frequency of Students' Participation and Collaboration in the Classroom Activities

From the table and the figure above we can recognize that 64% of students are sometimes participate and collaborate in classroom activities, 19% are always participate, 15% are rarely collaborate, and only 2% say that they are never participate in classroom activities.

Item 15. Do your teachers implement technological tools in all modules?

Table 3.15: Teachers' Implementation of Technological Tools in all Modules

Option	Respondents	Percentage
a. Yes	12	29%
b. No	30	71%
Total	**42**	**100%**
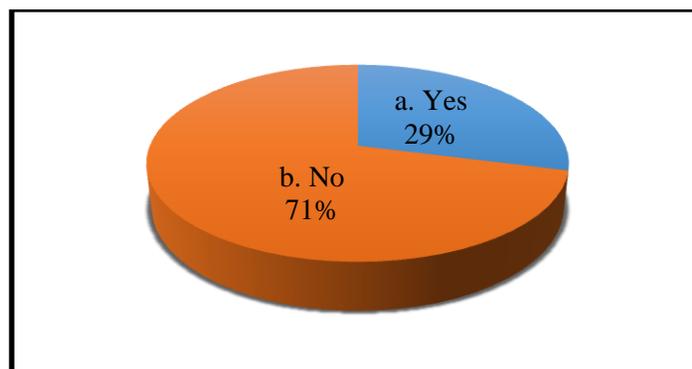
Figure 3.15: Teachers' Implementation of Technological Tools in all Modules

Twelve respondents answer yes for teachers' implementation of technology in all modules, and 30 respondents answer no (as the table shows). The coming additional question is about the modules that teachers do use technology for it.

If no, what are the modules that your teachers usually use technology?

- ICT (normally), methodology, and oral exp
- Oral expression , grammar, methodology
- Oral grammar lit
- Only oral expression (sometimes)
- Phonetic, oral expression
- Methodology, oral expression, written expression, phonetics, grammar
- Methodology,
- Phonetics and methodology.
- Only Ict's module
- Phonetics , literature.
- Oral expression
- Quizzes and oral expression
- All expretion
- I didn't understand what you mean by units?
- Physics,Science,English
- Philosophy and Written expression
- Just in oral expression (When I was a license student)
- Academic writing, icts, methodology
- Culture and civ , written expression
- Lit module
- Phonetics and oral expression
- Civ , oral
- Oral. Literature.

- Phonetics and metho
- Oral expression
- Oral expression
- Phonetic
- Methodology .
- Sometimes in civilization, Oral expression
- Research methodology

Item 16. What type of ICT tools used by your teacher to foster your engagement? (You can choose more than one answer)

Table 3.16: Type of ICT Tools Teachers Use to Foster Students' Engagement

Option	Respondents	Percentage
a. Social media networking	1	2%
b. Laptops	3	7%
c. Smart phones	1	2%
d. Lessons on power points	5	12%
e. Educational videos	0	0%
f. Microphones	0	0%
g. More than one tool	32	77%
Total	**42**	**100%**
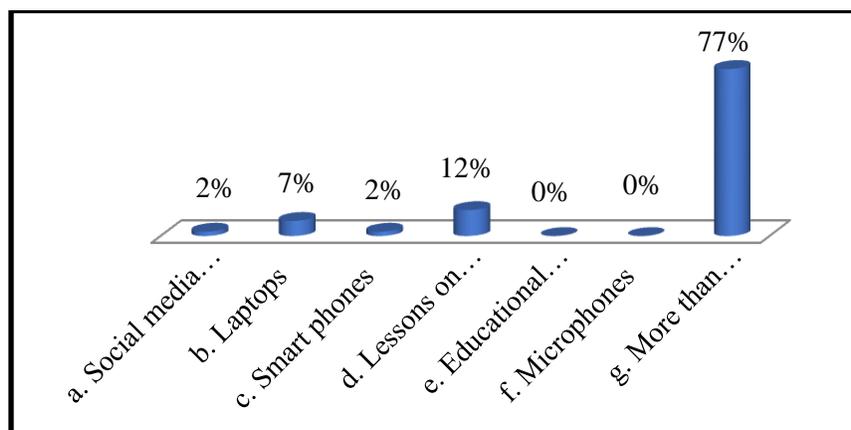
Figure 3.16: Type of ICT Tools Teachers Use to Foster Students' Engagement

Figure 3.16 shows that the absolute majority (77%) of students response that their teachers are using more than one ICT tool to foster students engagement. However, (12%) claimed that their teachers are using lessons on power points, 7% goes with laptops, 2% goes with social media networking, and 2% goes with smartphones. We come across to say that   EFL teachers are already using more than one technological tools in order to enhance their students' engagement.

Item 17. According to you, which of the following factors that affect(s) your disengagement

Table 3.17: Factors that Affect Students' Engagement

Option	Percentage	Percentage
a. The learning atmosphere (environment)	10	24%
b. Students' laziness and boredom	6	14%
c. The way English is being taught	7	17%
d. Teachers use of the traditional methods of teaching	14	33%
e. The heavy curriculum	2	5%
f. Others	3	7%
Total	**42**	**100%**
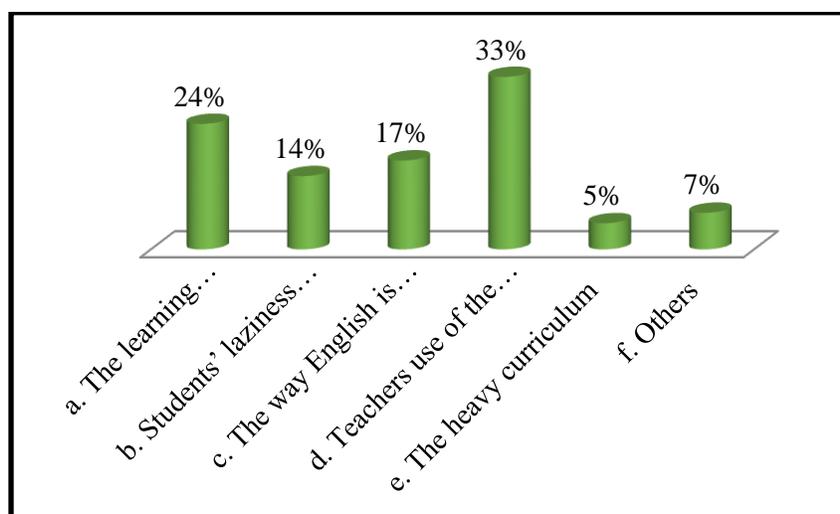
Figure 3.17: Factors that Affect Students' Engagement

This additional question was posed to have insights about the factors that may affect students' engagement. From the table and figure 3.17 we recognize that 24% of students answers goes with choice (a), 14% goes with option (b), 17% choose option (c). In addition, 33%, which represent the highest percentage, goes with option (d) and 5% goes with option (e). Finally, only 7% goes with option (f) and these three respondents acknowledged that there are other factors in which affect their engagement. The below factors are suggested by students who goes with option (f).

Others

- C, D, and E
- Students fear of making mistakes
- There are not others I agree with all the previous examples
- And students disengagement
- I selected "c" but the learning environment plays a huge role too
- Actually, in pour university there is no à suitubale envirment to learn or even to teach ;bad classrooms, no cleaning , and also the lake of using lct.
- And teachers passive way of delevering lessons
- A and b
- Language is love. If teachers are able to introduce this love into our hearts, it will be easy to teach, taking into account its teaching from a young age, so that it can be easily taught. Thank you.
- Uneducated teaching
- The teacher's method of teaching
- The unatractive topics of discussion
- The traditional methods make the learning boring, we need to innovate in order to give some loght to our teaching methods, by adding some new ways as technologies..
- No need to
- Teachers way of teaching
- The teaccher method of learning and his presence during the lecture

- Procrastination
- Not all the engagement are useful
- Some students in order to be active learners they need other's motivation

Item 18.What is your definition of student's engagement / According to you what does it mean students' engagement?

In this item, students were asked to give a definition for the term students' engagement based on their feedback. These are their answers for this question.

- I don't have answer
- How much interested they are in their studies
- Student engagement is when the student feel motivated to learn and be self - dependent to search for further information about what is already taught.
- To be aware and involved within the topic that you are going to study strongly involved and motivated
- Only theirs body in class not into it since we can argue their English level they ve zero passion neither for learning nor for enjoying
- Students' willingness to take part in classroom activities.
- Refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.
- Asking/ answering questions, giving other information, preparing lessons, cooperating with classmates and teachers
- Personally, I would define student's engagement as the concept of being actively present in the classroom.
- How much the student is committed and motivated to learn
- It is improving the students' learning skill in different contexts
- To share what we know about the topic we are talking about
- Sharing information

- Answering questions

- Helping student to share their experience of learning

- The way English is being taught

- Refers to students attention ,interest and interaction during the course

- Student active- interaction to the learning process

- It is students participation in the class tasks

- Knowledge support.

- It means ppslike, understand the instructions, motivated, think, try to solve the problem, create...

- Helpful .Removes fear and increase your information

- Student's participation

- Being more committed, interested, open minded to search about almost everything

- A student's engagement is about creating a remarkable space in a classroom in order to seizing opportunities in which a student can maximally perform different, and above all, significant classroom tasks

- Students being engaged and involved into their learning process

- I don't know sorry

- For me when it's fun and useful

- Well I don't know

- To be active

- When a student takes part of his learning, participate, concentrate, and share information if it was needed a share

- Student engagement can be defined as the student interaction during the' lesson either with teacher or with his/her classmates

- Students being aware of what they were and where they are now in matters of learning

- With new info .new idea .. Useful talk

- Students active learning

- Students' participation and performance in different modules

- Student participation is limited and always relevant to the same group that is approved and preferred by the professor
- The attention or interest that a student shows through participating and interacting with his classmate n teachers.
- Students' willingness to participate in routine school activities, such as attending class, submitting required work, and following teachers' directions in class.
- Is the internal motivation to accomplish an activity successfully
- It is a psychological investment in learning.

Section Four: Students Perceptions about the Effects of Using Blended Learning to Foster

Item 19. Do you agree that blended has a great impact on learners' engagement?

Table 3.18: Students' Agreement on the Great Impact on Learners' Engagement

Option	Respondents	Percentage
a. Yes	41	98%
b. No	1	2%
Total	42	100%
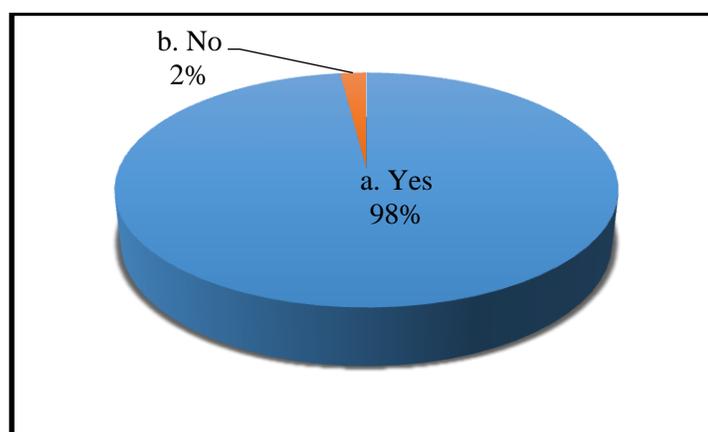
Figure 3.18: Students' Agreement on the Great Impact on Learners' Engagement

From table 3.18 and figure 3.18, we noticed that 98% of students agree that the blended learning has a great impact on learners' engagement. Whereas, only 2% which is a very small percentage disagree upon that. Therefore, we can say that students confirm that BL approach is an effective and beneficial approach that enhances students' engagement. In order to aid this result, we asked additional sub- question about the reason behind the agreement upon BL effectiveness.

If yes, is that because

Table 3.18.1: Reasons behind the Great Impact of Blended on Learners' Engagement

Option	Respondents	Percentage
a. It attracts students focus and attention	11	27%
b. It increases students' active learning	7	17%
c. It encourages learners' attendance	2	5%
d. It helps students in showing their academic and cognitive skills	2	5%
e. All the above	20	46%
Total	**42**	**100%**
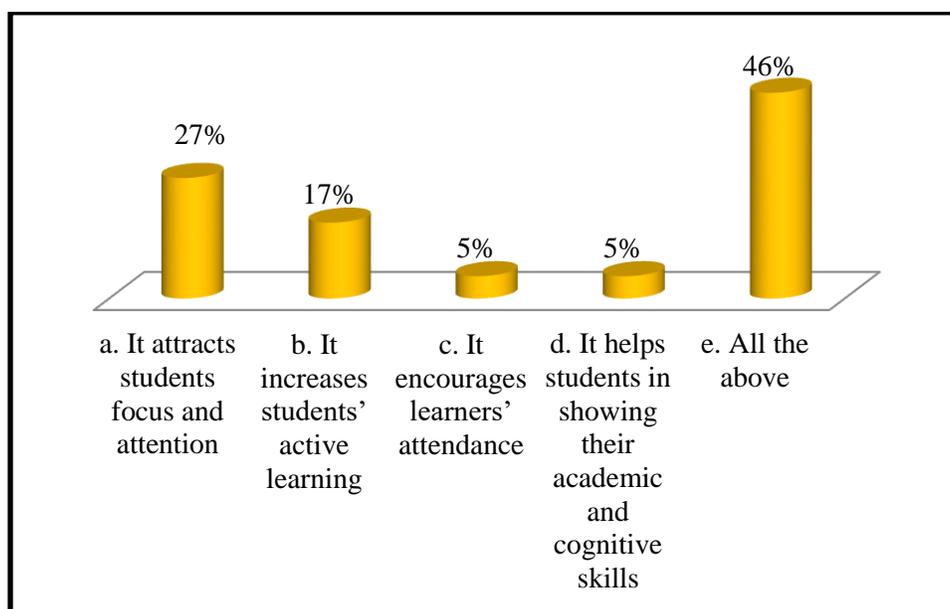
Figure 3.18.1: Reasons behind the Great Impact of Blended on Learners' Engagement

In order to aid this result, we asked additional sub-question about the reason behind the agreement upon BL effectiveness. From the above table we noticed that 27% of students' answers (a), 17% answers (b), only 5% choose (c) and 5% answer (d). Moreover, the highest percentage of students 46% choose (e) which stands for all the above. At the end, we can say that the majority of respondents (20 students) acknowledged that BL has several benefits

Item 20. To what extent do you agree or disagree with the following statements

Table 3.19: Students' Agreement/ Disagreement with the Following Statements

Option	Agree		Neutral		Disagree	
a. **Using blended learning method improves students' motivation to learn English as a foreign language**	31	74%	11	26%	0	0%
b. **Students level o cooperation will be strengthen through adopting ICT tools in teaching**	30	71%	11	26%	1	5%
c. **Blended learning makes students more interactive with their teachers (by asking questions), and with their classmates through (Facebook chat or in-class discussion)**	26	62%	15	36%	1	2%
d. **Blended learning offers a chance for students to be self-dependent in practicing the English language more at home, and to search for further information about what is already taught in classrooms**	27	64%	13	31%	2	5%
e. **Implementing different technological devices in teaching makes you enjoy learning English and do more efforts to ameliorate your language proficiency**	33	79%	9	21%	0	0%
f. **When you watch educational videos and do tasks online after having a**	28	67%	10	24%	4	9%

lesson; this will provide you with a great chance to be engaged in real discussion in English with others						
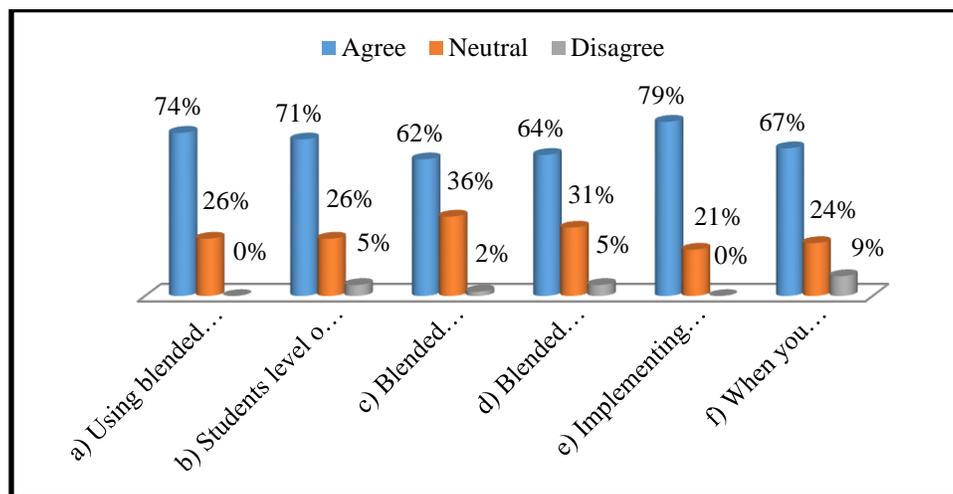
Figure 3.19: Students' Agreement/ Disagreement with the Following Statements

In this item, we used to ask this question to have additional insights about what students understood from what already mentioned as questions. For this sake, we proposed some statements to see their agreement or disagreement about them. From the aforementioned table and figure, we observed that in the sixths statements the number of students who agree about the mentioned suggestion is the highest than the others. Accordingly, in statement (a) which is about using blended learning method to improve students' motivation to learn English as a foreign language 74% agree, and 26% are neutral. In statement (b), 71% are agree with it, 26% are neutral, and only 5% are disagree with the statement. In the other hand, for statement (c) 62% are agree, 36% are neutral, and only 2% are disagree. Whereas, in statement (d) 64% of students agree with the proposed statement, 31% are neither with it nor against because they goes with neutral; and 5% are disagree.

Hence, the following statement which is (e) a highest percentage 79% agree with it and 21% are neutral, but no one disagree with the suggested statement. Furthermore, the last statement that is (f) was about when students watch educational videos and do tasks online after having a lesson; this will provide you with a great chance to be engaged in real discussion in English with others. For this statement 67% are agreeing, 24% are neutral, and 9% are disagree. To sum up, the majority of EFL students shows positive attitudes toward the use of blended learning and agrees about its effectiveness in different situations.

Item 21. If you have any further suggestions or comments, please cite them.

This item is devoted for having further suggestions or comments from students in order to have further information about their insights and opinions in blended learning approach. Below is a summary of students' comments and suggestions.

- I wish blended learning would someday take a place in our teaching methods
- All in all the use of Technology is beneficial
- A very good topic , thank you

3.5.1 Discussions of the Students' Questionnaire

The analysis of the students' questionnaire reflects a certain facts. The majority of students are females are females and young. The students think that the use of technology tools is motivated and beneficial for their education level. Since, they are in a university level; they need to try new learning techniques that can suit their needs. Additionally, when we asked them about the type of technology, the majority prefer the use of technological tools. Results revealed that most of the students are familiar with the use of internet and ICTs as a kind of blended learning and they shows positive attitudes towards using BL in EFL classes. Furthermore, they stated that they are

agree with the benefits of this recent teaching and learning approach in increasing learners' engagement and helps in mastering the learning achievements. As ending point, students confirm that the use of BL approach in EFL classes can be effective and beneficial in boosting their active learning.

3.6 Teachers Questionnaire

3.6.1 The Administration of Teachers' Questionnaire

The current questionnaire is the second instrument that designed for gathering data. However, it has been administered online at 5 September 2020 as Google form in the Facebook page of second year students of Mohammed Khider University of Biskra. Since they do not answer it we have sent it via email for nine teachers but only six EFL teachers have answered it. Those teachers demonstrate their collaboration by providing us with valuable responses. The latter serve our research because it capture the teachers' perceptions, views, and attitudes towards the implementation of BL and whether it foster learners' engagement in teaching and learning English as a foreign language or not.

3.6.2 Description of the Teachers' questionnaire

The teachers' questionnaire is consisted of four sections, and each section include different types of questions. The first section is about background information about the teachers including the gender, educational degree, teaching experience, and the grades that they are teaching. However, section two of the teachers' questionnaire is about teachers perceptions about

the role of blended learning in EFL classes. In this section, teachers have been asked about different items related to their students and blended learning method. Furthermore, the third section of the questionnaire stands for teachers' views about learners' engagement and related questions about it to see the teachers' perceptions. Finally, the last section of the questionnaire stands for teacher's perceptions about the effects of using blended learning to foster learners' engagement and it includes four main questions and suggestions from teachers.

T: stands for teacher

3.7 Analysis of the Teachers' Questionnaire

Section One: Background Information

Item 1. Would you specify your gender, please?

Table 3.20 : Teachers' Gender

Option	Respondents	Percentage
1. Male	4	67%
2. Female	2	33%
Total	6	100%

From the above table we recognize that the male teachers whom about 67% are more than the female teachers who is about 33%, this means that the males teachers are addicted to technology more than females ones.

Item 2. Would you specify your educational degree, please?

Table 3. 21 : Teachers' educational Degree

Option	Respondents	Percentage
a- **Master**	0	0%
b- **Magister**	5	83%
c- **Doctorate (PhD)**	1	17%
Total	6	100%

This question is obligatory and all the teachers have answered it from the above table of teachers educational degree we recognize that the majority of teachers 83% had a Magister degree; however, only 1 teacher 17% of the whole sample hold a PhD degree.

Item 3. How long have you been teaching at university?

- **T1:** 9 years
- **T2:** 10 years
- **T3:** 7 years
- **T4:** 6 years
- **T5:** 10 years
- **T6:** 2years

This question had no options and was asked for teachers to see years of teaching experience.

As shown in the answers, have along experience in teaching English as a foreign language, which is 10 years. In the other hand, T1 has 9 years as a teaching experience, another one has 7 years teaching experience, T4 has 6 years as teaching experience, and finally T6 has only 2 years as a teaching experience.

Item 4. Which grade(s) are you teaching?

- Third year, Master 2
- First and second year
- Third year, Master 1 and 2
- First year

- First and second year
- Second year, Master 1

Section Two: The Role of Blended Learning on EFL Classes

Item 5. What do you thing of the traditional way of teaching (face-to-face instruction)?

Table 3.23: Teachers' perceptions About Traditional Way of Teaching (F2F instruction)

Options	Respondents	Percentage
1- Motivating	6	100%
2- Not motivating	0	0%
Total	6	100%

From the table we noticed that 100% of teachers are found the traditional f2f teaching motivating. Here we can say that all the 6 teachers are not against the traditional method of teaching.

Item 6. Do you find that the time allocated to classroom teaching is enough for students to practice their language learning?

Table 3.24: Teachers' responses about whether the Time Allotted for Classroom Teaching is enough to Practice Language Learning

Options	Respondents	Percentage
1- Yes	4	67%
2- No	2	33%
Total	6	100%

From the table above we recognize that 4 teachers (67%) are finding the time allotted for classroom teaching enough to practice language learning. However, 2 teachers (33%) are finding it not enough. Here are the teachers' justifications for each answer.

Justify, please

1- **For "Yes"**
- I believe it is enough if the teacher knows how to organize timing.
- It is enough to explain the lesson and practice a little bit only.
- It depends on the modules.
- They get all the time they need in school and sometimes more.

2- **For "No"**

- The time allocated is not enough.
- There are so many points to teach in a short time. Time is not enough to effectively do both instruction and practice in class. Hence, outside practice in needed.

Item 7. How many classes do you typically teach each semester?

- **T1:** 8
- **T2:** 5
- **T3:** 3
- **T4:** 9
- **T5:** 2
- **T6:** 4

From the aforementioned answers of the six teachers we can noticed that T1 and T5 are in charge with 8 to 9 classes each semester. Whereas, T5 teaches 5 classes each semester, T3 with 3 classes each semester, T5 with 2 classes, and finally T6 with 4 classes each semester. Therefore, 2 out of 6 teachers are in charge in teaching.

Item 8. What modules have you taught?

Table 3.25: Teachers' responses About the Modules They Have Taught

Options	Responses	Percentage
1. **Grammar**	0	0%
2. **Oral expression**	0	0%
3. **Written expression**	0	0%
4. **Methodology**	0	0%
5. **Phonetics**	0	0%

1+2+3	2	32%
1+4	1	17%
1+3+5	1	17%
1+5	1	17%
2+3	1	17%
Total	**6**	**100%**

Table 3.25 shows that all the six teachers are teaching more than one module. We noticed that 2 teachers (32%) are teaching grammar, oral expression, and written expression. Moreover, another teacher (17%) is teaching grammar and methodology, another one is teaching both phonetics and grammar (17%). Furthermore, another teacher claimed that he teaches grammar, written expression, and phonetics; the last teacher claimed that he teaches oral and written expressions. We can say that all the six teachers are teaching different modules. Below are other modules that the six EFL teachers are teaching in addition to the aforementioned modules in the above table.

Others,

- Literature and civilization
- Discourse analysis/pragmatics
- LIT
- linguistics
- Theme and version

Item 9. What types of materials do you use in your classes?

Table 3.26: The Materials Used by Teachers in their classes

Options	Responses	Percentage
1-Social media networking	1	17 %
2-Laptops	2	33 %
3-Educational videos	3	50%

4-Microphones	0	0 %
5-All of them	0	0 %
Total	6	100 %

From the table we noticed that 17% of teachers are using social media networking as a material in teaching. 33% of teachers are using laptops; and 50% that is the highest percentage in the table, are using educational videos. We can say that the majority of EFL teachers are using educational videos as a technological material in teaching English as a foreign language.

Item 10. What is your definition for blended learning?

In this section, we asked teachers to give a definition for blended learning approach from their own understanding. All the six teachers have answered this question, but only five of them have defined the concept, one of the teachers BL from what they have as a feedback about it, or from what they already understand from the aforementioned questions. Following are the suggested definitions of the teachers

T1: Learning thru a technology media instead of direct human interaction

T2: I have no clue

T3: A method in distance teaching

T4: FUSING TRADITIONAL AND TECH MEDIA TOGETHER

T5: The use of connected devices with Internet connection and tasks online

T6: It is a mixture of traditional and modern way of teaching when face-to- face interaction goes further class as it can be extended at home. It relies on the use of laptops/ computers and internet for a delivery of courses and activities and for a better interaction even outside classrooms.

Item 11: Did you usually post some tasks and quizzes online for your students?

Table 3.27: Teachers Responces about If They post Tasks and Quizes Online for their Students

Options	Respondents	Percentage
1- Yes	5	83%
2- No	1	17%
Total	6	100%

From the above table we noticed that 5 out of 6 teachers 83% are usually posting quizzes and tasks online. In the other hand, only one teacher out of 6 teachers does not post tasks online for the students. At the end, we can say that EFL teachers already used technology in teaching their students outside classrooms. The following are the teachers' answers about the modules they used to post quizzes online for it.

If Yes, for what modules?

T1: No

T2: grammar and phonetics

T3: Grammar

T4: WRITTEN AND LIT

T5: Grammar- written exp

T6: Literature mainly and Mastery of language.

Section Three: Teachers' Perception Toward Learners' Engagement

Item 12: How do you consider the role of students' engagement in teaching English at a university level?

Table 3.28: Teachers' perceptions about the Importance of Students' Engagement in Teaching English at University Level

Options	Respondents	Percentage
1- Very important	4	67%
2- Important	2	33%
3- Not important	0	0%
Total	6	100%

From the previous table, we recognize that 67% of teachers are finding the role of students' engagement very important, 33% are finding it important, and no one claimed that it is not important. At the end, we can say that student's engagement is very important in language learning and teaching.

Item 13: How often do your students collaborate and participate in classroom lessons and activities?

Table 3.29: The Frequency of Teachers' Perceptions about Students' Participation and Collaboration in the Classroom Activities

Options	Respondents	Percentage
1- Always	0	0%
2- Very often	4	67%
3- Sometimes	2	33%
4- Never	0	0%
Total	6	100%

Table 3.29 shows that 67% of teachers claim that their students are very often participate and collaborate in classroom activities. In the other hand, 33% of teachers assume that their students are sometimes participate and collaborate in classroom activities.

In case of sometimes or never, is that because of

Table 3.29.1: Factors that Affect Students' Collaboration and Participation in Classroom Activities

Option	Respondents	Percentage
a. The inadequate atmosphere(environment) for learning	2	33%
b. The use of the traditional teaching methods and strategies	2	33%
c. Students ' unwillingness to the lessons being taught	0	0%
d. The overcrowded curriculum	1	17%
e. All the above	1	17%
Total	**6**	**100%**

Following the previous question, this sub-questions is asked for teachers to have knowledge about why are some of their students do not collaborate and participate always. From the table 3.29.1 we recognize that 33% are finding that option (a) in the table is the main factor that affects their students' participation; another 33% of teachers are finding option (b) as a factor that affects the students' participation. Whereas, 17% are finding option (d) as an affecting factor, and other 17% are finding that all the above factors that mentioned in the table are affecting the students' participation and collaboration in classroom activities.

Others, please specify

The additional question that is related to question number 15 is optional and none of the sixth teachers answers it. This additional question was asked in order to have other different reasons that affect students' participation and collaboration in classroom tasks from teachers' perspectives. In addition, all the respondents used to answer based on the aforementioned factors only, and does not added other options.

Item 14: Are you satisfied with the way English is being taught at University?

This question has is optional and has no specific answers. The following are the teachers perceptions toward the way English is being taught at university.

- Relatively, yes
- No, there is no innovation and access to new technologies
- Somehow
- NO
- Not really.
- Not really. But there are many benefits and good things done by the authorities

From the above responses, we can say that the majority of EFL teachers are not satisfied with the way English language is being taught at university.

Item 15: What challenges that you face to keep your students actively engaged in classroom activities?

- Boredom, demotivation and absences
- The overuse of smartphones and distraction from outside
- They are less motivated and highly depending on the teacher
- UPDATING WAYS AND MEANS OF TEACHING
- Students crowded schedule, so they are very tired for the sessions that are at the end of the day and it is very hard to keep them motivated and engaged. The mixture of abilities, styles and personalities make it sometimes difficult to involve everybody. Sometimes, the lesson content itself is boring. Also when the class environment is not comfortable and relaxing.
- Their Motivation

From the aforementioned responses, we can say that teachers give different challenges that they probably face when they tried to keep their students actively engaged in classrooms activities. The majority of teachers are seeying boredom and demotivation of students are the main challenges that the teachers face when they tried to keep them engaged in classroom activities.

Section Four: Teachers' Perceptions about the Effects of Using Blended Learning to Foster Learners' Engagement

Item 16: In your opinion, why do some teachers fail to motivate their students to be self-dependent in learning English outside classrooms? (Is that because of ?)

Table 3.30: Reasons behind Teachers Failure in motivating their Students to be Self-dependent in learning English

Option	Respondents	Percentage
1- Teachers passive teaching style	0	0%
2- Students' unwillingness to learn a foreign language	0	0%
3- Students' laziness	2	33%
4- The lack of assigning tasks out of the class/ take-home tasks and projects	0	0%
5- All of them	4	67%
Total	**6**	**100%**

Table 3.30 shows that 33% of teachers are seeing that students' unwillingness to learn a foreign language, as a reason that makes them fail in motivating their students. However, 67% are seeing that all the four options that they already mentioned in the above table as reasons that make them fail in motivating students and making them self-dependent in learning English.

Others, please specify

- I blame today's technology, to be specific, the smartphone. It killed every motivation a student has
- NO

Item 17: Does the integration of The Blended learning approach in teaching, enhances the students' active learning and engagement?

Table 3.31: Teachers Responses about whether the Integration of Blended Learning in Teaching enhances Students' Engagement

Options	Respondents	Percentage
1- Yes	6	100%
2- No	0	0%
Total	6	100%

From the aforementioned table we noticed that all the six teachers 100% answer yes. Because they agree that, the integration on BL approach in teaching can enhance students' engagement. These are their elaborations about answering yes.

Teachers' elaborations:

- They are then forced to learn by themselves. Self- reliance
- I still don't know what BL is. Is it the blending of the traditional method with ICT?
- They will have more time to practice at home out of university
- MORE PRACTICAL AND MOTIVATING
- it can enhance students' level and engagement
- Students are naturally attracted by technology. They like to use computers and feel attracted to learn far from the traditional way; moreover, blended learning pushes students to be more independent and autonomous and feel far from being totally controlled/ guided by their teacher.

Item 18: Do you agree that EFL learners will be motivated to participate in the majority of classroom tasks if their teachers use Blended learning?

Table 3.32: Teachers Agreement about EFL Learners motivation when using Blended Learning

Option	Respondents	Percentage
1- Strongly agree	2	33%
2- Agree	3	50%
3- Neutral	1	17%
4- Disagree	0	0%
5- Strongly disagree	0	0%
Total	**6**	**100%**

From table 3.32 we noticed that, 33% of teachers are strongly agree with that the integration of BL will motivate EFL learners to participate in classroom tasks. Accordingly, 50% are agreeing, only 17% are neutral. We can say that the integration of BL in EFL classes based on teachers' perceptions will motivate students to participate in the majority of classroom activities. The following are the teachers' justifications.

Justifications,

- We first need a sample and an expirement to identify students' needs and motivations and tools they own. Then we can issue a judgement.
- That could be a great method if carefully applied.
- I do agree
- IT DRAWS THEIR ATTENTION AND BOOSTS THEM TO BE MORE ACTIVE
- if there is an appropriate procedure and environment
- They will feel more autonomous and engaged in taking actively part of the teaching-learning process. Also, they will appreciate the type of interaction they have with the teacher. Moreover, will feel more at ease to do their tasks as they have intetnet and other apps at their disposal.

Item 19: Do you face any difficulties in implementing blended learning in EFL classes?

Table 3.33: Teachers Responses whether they face difficulties in implementing Blended learning

Options	Respondents	Percentage
1- Yes	2	33%
2- No	4	67%
Total	6	100%

The table shows that 33% of teachers are facing difficulties in implementing BL. However, 67% are having no difficulties in integrating BL. The following are the teachers' explanations about the chosen options.

Teachers' explanations,

- No problems because we practice it in a small scale
- I don't have issues.
- Not all students are able to provide necessary materials for blended learning
- NO MATERIALS
- THERE IS NO EQUIPMENTS AND INTERNET ACCESS
- Language labs in our university are not well equipped (old and often broken materials) . The rooms are small comparing to the large classes. Internet is not available. And usually problems with electricity. Also, using computers needs specific skills that not all students have

Item 20: If you have any further suggestions or comments, please cite them

The question below is only posed for having further information about teachers' attitudes toward BL approach, and below is a summary of some teachers' comments and suggestions.

- Thank you for the survey, I enjoyed it

- Best of luck

- The educational system needs to integrate innovation and more developed technologies to improve students' level and teachers' tasks.

3.7.1 Discussion of Teachers' questionnaire

Teachers' questionnaire revealed valuable information about teachers' attitudes towards Blended Learning use and its effectiveness in EFL classes. Moreover, teachers' opinions reflect that the majority of them acknowledged that they use technological devices in delivering their lessons such as educational videos, power point, and laptops. When they asked about the relationship between online and in class learning most of them agree that the two are useful. Nevertheless, they agree that the online learning is more beneficial than the classical way of teaching. Teachers reported that the teacher method could affect the learners' motivation, active learning, and performance. In addition, the majority of teachers agree that Blended Learning can replace traditional methods of teaching in the future because; students are preferring technology in learning more than textbooks and documents. Finally, teachers reveal positive attitudes that their students became engaged in learning English as a foreign language. Moreover, the implementation of BL as a recent teaching approach facilitates the teaching and learning processes for both teachers and learners.

Conclusion

This chapter was devoted to the fieldwork of the present study. The first section of this chapter discussed substantially the research design and methodology, in addition to the reason behind choosing the methodology of the current research. Furthermore, this chapter dealt with the findings of two data collection methods, which are questionnaires for both EFL students and teachers. The data obtained from the questionnaires were analyzed by using descriptive method

since the study is qualitative. Finally, all the results have been discussed in order to answer the

research questions and to confirm the suggested hypothesis.

General Conclusion

The implementation of Blended Learning in Foreign language teaching and learning has become a necessary fact. Thus, the present study is an attempt to tackle two main theoretical frameworks, BL and learners engagement. It sheds the light on the BL components including its definitions, historical background, and its advantages and disadvantages beside other elements. The study has shown the teachers and students' perceptions toward BL as a new developed teaching and learning approach. It also investigates the different issues that EFL learners encounter when they tried to be engaged in classroom activities and when trying to master their language learning. However, the purpose designed for this paper is to know how English students at Biskra University are impacted when using technology inside and outside classes, and what prevents the implementation of BL.

A questionnaire for students and other for teachers has been used as a data gathering tools to support our study and confirm its hypothesis under a qualitative research approach. The questionnaires were administered for second year LMD students at University of Biskra; however, only 42 of them have answered it. In the other hand, only sixEFL teachers have answered the teachers' questionnaire in order to help us fulfill this study with valuable data.

Findings of the questionnaires have revealed that the majority of second year students encounter several problems when involving and participating inside the class. Some of these problems were that they prefer to study through using new teaching techniques and they are not satisfied with the classical way of teaching. Whereas, their responses mentioned positive effect of technology in the classroom instructions, and encouraged the integration of BL through their agreement that BL enhances learners' engagement. In the other hand, The teachers responses

obtained from teachers questionnaire have mentioned that their students suffer from several problems like disengagement and laziness in learning through whiteboards and textbooks and the majority of them do not attend usually all the modules . According to them, BL would facilitate the process of learning and teaching and encourage them to provide their opinions inside and outside classes. Hence, strengthening the engagement and willingness of the students through using of technology makes them active participants in learning a foreign language.

Such type of research is purposely conducted to provide an overview on a certain problem(s) that are not generally fixed yet, it is designed basically to tackle to the main causes and what characterize the phenomena that is concerned by collocating a way for next studies to find solutions for these problems. Consequently, the study has led us to confirm the suggested hypothesis of the current study, and the investigation of technology effect on EFL learners has proved that BL is a positive innovation approach and necessary inside and outside classes. Therefore, we can confirm that the implementation of BL will boost EFL learners' engagement and willingness in learning English as a foreign language.

Pedagogical Recommendations

Based on the aforementioned results this study has aimed to provide some pedagogical recommendations as future implications of blended learning to be adopted in order to help researchers, teachers and students in the English division at the University of Biskra.

For Teachers:

- Teachers have to use new methods inside classes to benefit from its advantages. Because the use of such approach engaged the students in the activities.

- Using BL can maximize learners' motivation, interaction, and active learning

For students:

- BL changes the learners' role in EFL classes from passive to active.

- Students have to be involved in traditional classrooms as well as online ones.

For future researchers:

The BL approach based on this research can be applied in teaching and in fostering students' engagement and its effects are confirmed. As a result, future researchers are advised to make study about it through integrate it with other skills or other courses, or other levels in order to investigate whether it works with all of them or just specific ones.

Limitations of the Study

The current study was scheduled to be dealt with first year high school pupils as a sample in addition to classroom observation, but because of the current pandemic (Corona Virus) and since the time constraint, we were obliged to change the population of the study. Moreover, we opt for choosing second year students and EFL teachers at Mohamed Khider University of Biskra as a sample. Furthermore, only few students and teachers respond because they are busy and time is restricted. In addition, the lack of books is another limitation which leads to the use of journals, electronic books and articles .To conclude, because the students do not know about the blended learning term and few teachers are using BL in teaching , we cannot opt for experiment.

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Appendixes

Appendixes A: Students' Questionnaire

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

<u>A Questionnaire for Second year EFL Students</u>

Dear students,

The present questionnaire is designed for gathering valuable data for accomplishment of our master dissertation, which is entitled **"The Role of Blended Learning Approach in Fostering English as a Foreign Language Learners' Engagement"**. The current study seeks to reveal the significance of using Blended learning as a teaching/ learning approach, by using different ICT tools (computers, smartphones, tablets …) in engaging and motivating students to learn English language inside and outside classrooms. Therefore, you are kindly requested to answer sincerely and precisely the questions below, by making tick (√) next to the chosen options and give full answer(s) whenever it is necessary. Be sure that your responses will be used for research purposes only.

Thank you in advance for your time, efforts, and collaboration.

Prepared by: **Supervised by:**

CHETTI Khaoula   Mr. BOUHITEM Tayeb

2019/2020

Definitions of key terms:

1- Blended learning: is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods inside and outside classrooms. (Lalima & Dangwal, 2017).

- It is also the delivery of teaching/learning through the combination of online learning (using ICTs) and face-to-face interaction (traditional way of teaching), and It requires the physical presence of both teacher and students (Friesen, 2012)

2- ICTs: is an abbreviation for information and communication technologies. It is generally the combination of information technology, which focuses on computers and related devices, and digital telecommunications, including cellphones, the internet and other digital networks (Melendez, 2018).

4- **Learners' engagement:** is a measure that reflects the quantity and quality of a learner's participation in their courses and every other aspect of their educational program. In addition, it expresses a learner's interaction, willingness, and cooperation with the classmates and instructors in the classroom (Barekly, 2010).

5-

Section One: Background information

Tick the answers that suit you and elaborate them whenever necessary

Q1. Would you specify your gender, please?

a) Male   ◯

b) Female   ◯

Q2. Would you specify your age, please?

  a) 18 - 20 years old ◯

  b) 20 - 25 years old ◯

  c) Above 25 years old ◯

Q3. The choice of learning English at University was?

  a) Imposed ◯

  b) Your own decision ◯

  c) Your Parent(s) choice ◯

  d) Someone's advice ◯

→ **If it was your own decision, why do you learn it?**

  - To fulfill an educational degree

  - To use it for travelling to continue your study abroad

  - To get more job opportunities

  - Because it is the most widely used language in the world

Others, please specify

……………………………………………………………………………………………………

Q4. How do you consider your level in English?

  1) Advanced ◯

  2) Good ◯

  3) Average ◯

  4) Poor ◯

  5) Very poor ◯

Section Two: The role of blended learning on EFL classes

Choose what sounds accurate for you

Q5. Do you have an available internet connection in your Smart phone/ Computer?

Yes ◯

No ◯

Q6. Since blended learning stands for using technology inside and outside classrooms, how do you consider your level of technology proficiency?

1. Beginner ◯

2. Average ◯

3. Advanced ◯

Explain,

………

…………………………………………………….

Q7. How often do you use Information Communication Technology (ICTs) in your learning?

1. Always ◯

2. Very often ◯

3. Sometimes ◯

4. Rarely ◯

5. Never ◯

Q8. To what extent do you feel motivated to learn English at university?

1. Very motivated ◯

2. Somehow motivated ◯

◯

3. Not motivated

Justify, please

……..

Q9. How do you evaluate the use of online learning in higher education?

    1. Useful   ◯

    2. Useless   ◯

Why?

…………………………………………………..
....

Q10. Do you find the time allocated for classroom teaching (face-to-face instruction) enough to practice your language learning?

  Yes   ◯

  No   ◯

Elaborate, please

……
……
…………………

Q11. Do you have particular websites that you usually use in your language learning?

  Yes   ◯

  No   ◯

→   If your answer is yes, mention some of these websites,

………………………………………………………………………………………………….

Q12. In your opinion, does the integration of Blended learning in teaching enhance your engagement, active learning, and language proficiency?

    1) Strongly agree   ◯

    2) Agree   ◯

    3) Neutral   ◯

    4) Disagree   ◯

    5) Strongly disagree   ◯

Please, justify your answer

………
…………………..

Section Three: Students perception toward learners' engagement

  Choose what sounds appropriate for you

Q13. How do you consider the role of engagement in foreign language learning?

  a) Important   ◯

  b) Somehow important   ◯

  c) Not important   ◯

Q14. How often do you participate and collaborate in the classroom activities?

    1. Always   ◯

    2. Sometimes   ◯

    3. Rarely   ◯

    4. Never   ◯

Q15. Do your teachers implement technological tools in all module?

Yes ◯

No ◯

If No, what are the modules that your teachers usually use technology for it?

……………………………………………………………………………………………………
……………………………………………………………………………………………………

Q16. What types of ICT tools used by your teacher to foster your engagement? (You can choose more than one answer)

1. Social media networking ◯

2. Laptops ◯

3. Smart phones ◯

4. Lessons on power points ◯

5. Educational videos ◯

6. Microphones ◯

7. All of them ◯

Q17. In your opinion, which of the following factors that affect(s) your disengagement?

a) The learning atmosphere (environment) ◯

b) Student's laziness and boredom ◯

c) The way English is being taught ◯

d) Teachers use of the traditional methods of teaching ◯

e) The heavy curriculum ◯

Others, please specify

………………………………………………………………………………….

Q18. What is your definition of students' engagement?

………

………

……...

Section Four: Students Perceptions about the Effects of Using Blended Learning to Foster Learners' Engagement

Tick what is suitable for you

Q19. Do you agree that Blended has a great impact on learners' engagement?

Yes ◯

No ◯

If yes, is that because

a) It attracts students focus and attention ◯

b) It increases students ' active learning ◯

c) It encourages learners ' attendance ◯

d) It helps student in showing their academic and cognitive skills ◯

e) All the above ◯

Q20. To what extent do you agree or disagree with the following statements?

Statement	Agree	Neutral	Disagree
1. Using blended learning approach in teaching improves students ' motivation to learn English as a foreign language.			
2. Students level of cooperation will be strengthen through adopting ICT tools in teaching.			

3. Blended learning makes students more interactive with their teachers (by asking questions), and with their classmates through (Facebook chat or in-class discussions).			
4. Blended learning offers a chance for students to be self-dependent in practicing the English language more at home, and to search for further information about what is already taught in classrooms.			
6. Implementing different technological devices in teaching, makes you enjoy learning English and do more efforts to ameliorate your language proficiency.			
7. When you watch educational videos, and do tasks online after having your lesson, this will provide you with great chances to be engaged in real discussions in English with others.			

Q21. If you have any further suggestions or comments, please cite them

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<u>**Thank you for your precious collaboration**</u>

Appendixes B: Teachers' Questionnaire

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

<u>**A Questionnaire for EFL Teachers**</u>

Dear Teacher,

   The present questionnaire is designed for gathering a valuable data for accomplishment of our master dissertation, which is entitled "**The Role of Blended Learning Approach in Fostering English as a Foreign Language Learners' engagement**". The current study seeks to reveal the significance of using Blended learning as a teaching/ learning approach, by using different ICT tools (computers, smartphones, tablets …) in engaging and motivating students to learn English language inside and outside classrooms. Therefore, you are kindly requested to answer the questions below, for the sake that your responses will be very helpful for the research project we are undertaking.

Thank you in advance for your precious contribution.

Prepared by: **Supervised by:**

 CHETTI Khaoula   Mr. BOUHITEM Tayeb

2019/2020

Definition of Key term

1- Blended learning: is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods inside and outside classrooms (Lalima & Dangwal, 2017).

- It is also the delivery of teaching/learning through the combination of online (using ICTs) and face-to-face interaction (traditional way of teaching), and It requires the physical presence of both teacher and students (Friesen, 2012).

Section One: Background Information

Q1. Would you specify your gender, please?

    1. Male

    2. Female

Q2. Please specify your educational degree

    1. Master

    2. Magistar

    3. Doctorate (Phd)

Q3. How long have you been teaching English at University?

………………………………………………………………………………………………

Q4. Which grade (s) are you teaching?

……………………………………………………………………………………………….

Section Two: The Role of Blended Learning in EFL Classes

Q5. What do you thing of the traditional way of teaching (face-to-face instruction)?

    1. Motivating

2. Not motivating ◯

Q6. Do you find that the time allocated to classroom teaching is enough for students to practice their language learning?

1. Yes ◯

2. No ◯

Justify, please

……

……

Q7. How many classes do you typically teach each semester?

……

Q8. What modules have you taught?

1. Grammar ◯

2. Oral expression ◯

3. Written expression ◯

4. Methodology ◯

5. Phonetics ◯

Others, specify please

……

Q9. What types of materials do you use in your classes?

1- Social media networking ◯

2- Laptops ◯

3- Educational videos ◯

4- Microphones ◯

5- All of them ◯

Others,

………

………

Q10. How often do you use information and communication technologies (ICTs) in your EFL classes?

    1- Always

    2- Very often

    3- Sometimes

    4- Never

Q11. What do you thing about Blended learning as a recent teaching/ learning approach?

    1. Useful

    2. Useless

Explain, please

………

………

Q12. What is your definition for Blended learning?

………

………

………

Q13. Do you usually post online tasks and quizzes for your students?

    1. Yes

    2. No

If yes, for what modules

………
……………………………………………………………..

Section Three: Teachers Perceptions toward Learners' Engagement

Q14. How do you consider the role of students' engagement in teaching English at a university level?

1. Important ◯
2. Somehow important ◯
3. Very important ◯

Q15. How often do your students collaborate and participate in classroom lessons and activities?

1- Always ◯
2- Very often ◯
3- Sometimes ◯
4- Never ◯

In case of sometimes or never, is that because of

1. The inadequate atmosphere(environment) for learning ◯
2. The use of the traditional teaching methods and strategies ◯
3. Students ' unwillingness to the lessons being taught ◯
4. The overcrowded curriculum ◯
5. All of them ◯

Others,

………
………

Q16. Are you satisfied with the way English is being taught at University?

....

…….

Q17. What challenges that you face to keep your students actively engaged in classroom activities?

………

…………………………………………………………………

Section Four: Teachers Perceptions about the Effects of Using Blended Learning to Foster Students' Engagement

Q18. In your opinion, why do some teachers fail to motivate their students to be self-dependent in learning English outside classrooms? (Is that because)

1. Teachers passive teaching style ◯
2. Students' unwillingness to learn a foreign language ◯
3. Students laziness ◯
4. The lack of assigning tasks out of the class/ take-home tasks and projects ◯
5. All of them ◯

Others, specify please

………

………

Q19. Does the integration of The Blended learning approach in teaching, enhances the students' active learning and engagement?

1. Yes ◯
2. No ◯

Elaborate please,

………

………

Q20. Do you agree that EFL learners will be motivated to collaborate in the majority of classroom tasks if their teachers use Blended learning?

1- Strongly agree   ◯

2- Agree   ◯

3- Neutral   ◯

4- Disagree   ◯

5- Strongly disagree   ◯

Justify,

………………………………………………………………………………………………………

………………………………………………………………………………………………………

Q21. Do you face any difficulties in implementing blended learning in EFL classes?

1. Yes   ◯

2. No   ◯

Explain,

………………………………………………………………………………………………………

………………………………………………………………………………………………………

If you have any further suggestions or comments, please cite them

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Thank you for your collaboration

ملخص الدراسة

يهدف هذا البحث إلى تسليط الضوء على دور المزج بين الطريقة التقليدية والطريقة المعاصرة في ترقية الاستقلالية في التعلم أو ما يعرف بالتعلم الذاتي بين أقسام اللغات الأجنبية. كما قد لاحظنا أن الجامعات الجزائرية، ونخص بالذكر جامعة بسكرة ان الأساتذة يعانون من مشكل اكتظاظ الأقسام والعديد من الصعوبات والتحديات في مهنة التدريس التي يمكن أن تكون حاجزا يمنعهم من تأدية عملهم بنجاح، علاوة على ذلك فان العديد من طلبة اللغة الانجليزية لا يفضلون الدراسة باستعمال التعليم التقليدي. ولهذا فقد قام البحث بشرح مفهوم المنهج بالربط مع التعلم الذاتي. لذا فان هذه   الدراسة تهدف ايضا لاستكشاف مواقف الطلبة والاساتذة من تأثير التعلم المختلط على ارتباط متعلمي اللغة الانجليزية كلغة اجنبية الاجنبية في الجامعات، خاصة جامعة محمد خيضر بسكرة كما يهدف إلى إظهار فوائد التعلم المدمج في تعزيز اللغة الإنجليزية كمشاركة متعلمي اللغة الأجنبية. هذا من أجل تحفيز الطلبة، تقليص الوقت المستغرق في القسم وترقية التعليم الذاتي الفعال داخل وخارج الاقسام. وبالتالي فإننا نفترض ان استخدام هدا المنهج في الجامعات الجزائرية يمكن ان يعزز التعلم الذاتي واكتساب المهارات وخلق طلبة مستقلين مدى الحياة. أستعمل النمط الوصفي في إكمال هدا البحث بإجراء استبيان لكل من طلبة الانجليزية السنة الثانية (42 طالبا) و6 أساتذة في جامعة محمد خيضر بسكرة. ومن خلال تحليل المعطيات فقد تبين ان الطلبة والاساتذة غير المتحفزين للتعليم التقليدي ويشجعون على ادراج منهج التعلم المختلط لترقية الاستقلالية في التعليم.