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**Exploring The Role of Blended Learning Approach In Developing
EFL Learners' Speaking Skill**

The case of second year EFL students at Biskra University

**A Dissertation Submitted to the Department of Foreign Languages in Partial
Fulfilment of the Requirements for the Master's Degree in Sciences of the Language**

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DEDICATION

I dedicate this work to God Almighty my creator, the source of my strength and power.

This Dissertation is lovingly dedicated to my great parents:

Mahmoud & Malika.

To my lovely Brothers & Sisters

Dhiaa eddine, Walid, Djamel, Ramzi, Houda, Zakaria, Marouan, Chaima

*& to the memory of my beloved Brother: **Djalal***

*Our dear, gorgeous and sweet niece: **MARAM***

*My precious family: **Aunts & Uncles***

Those who sincerely supported me with their prayers, kindness, and efforts

To all of you I gladly dedicate this work and these words.

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I wish wonderful lives lie ahead for them and the same for everyone who helped me.

ABSTRACT

This study aims to discuss a blended learning framework as a theoretical contribution to the overall blended learning research. It originally aims to explore how second year EFL students' speaking skill is influenced by the use of blended learning. The present paper hypothesizes that if teachers use blended learning as a method for teaching, the learners' speaking skill will be strengthened, and they will be motivated to create a positive learning environment. This present study consists of two main parts; the theoretical aspect in which two chapters were included, the first chapter sheds the light on the historical overview of blended learning in addition to the areas and options of it, whereas the second chapter examines the nature of speaking skill, it also introduces a side of EFL learners' difficulties when speaking provided by a temporary solutions. The second part of this study is devoted for the practical aspect, in which the descriptive method is undertaken and the data gathered tools are illustrated in two tools; we designed and distributed a questionnaire for 80 students of second year EFL students at Biskra University, while the other supporting tool was an interview conducted at the same University with 5 teachers who are meant by the oral expression module. Findings obtained from the questionnaire revealed that the majority of students were much satisfied and looking for the real implementation of this approach that would help their speaking skill to be developed and may revolutionise the educational system and the classroom atmosphere, however teachers interviewed have also agreed and have shown a tendency toward teaching the English language through using different technological tools. This study was also provided by a set of recommendations that are concerned with the teachers' attitudes toward the students' difficulties in speaking besides the ways to overcome them, and some steps to develop the teaching process and speaking proficiency through the use of technology.

List of Abbreviations

| | |
|----------------|--|
| BL: | Blended Learning |
| CBT: | Computer-Based-Training |
| CD-ROM: | Compact Disc – Read Only Memory |
| EFL: | English as Foreign Language |
| FTF: | Face-To-Face |
| ICT: | Information and Communication Technologies |
| ILT: | Instructor-Led-Training |
| LMD: | License Master Doctorate |
| PC: | Personal Computer |
| TV: | Television |

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Appendix A: Students' Questionnaire

Appendix B: Teachers' Interview

Definitions:

The following terms have specific meaning in this thesis:

Asynchronous learning: is an online learning characterized by the difference of time and/or place within an online learning stage, the use of discussion forums and E-mails is helpful for this process.

Blended learning: “is a concept that is developed in this thesis. The definition based on the literature is as follows: Blended learning is the delivery of teaching/learning through the combination of online and face-to-face interaction resulting in improved student learning. The final definition arrived at by the end of this thesis is as follows: **Blended e-learning refers to the learning which takes place through a combination of face-to-face facilitated learning, e-learning and self-study**” (Heinze,2008)

Distance learning: is a process of teaching and learning that is identified by the separation of the teacher and learner in terms of time and/or place, it is characterized by the use of technology for the transmission of learning content in which the use of face-to-face interaction between the teacher/ learner is possible.

E-learning: is a comprehensive concept that explains how digital equipments are used in teaching and learning process without the need to access to network or connectivity, it is much used by the learner to arrive materials that are not connected to any digital network.

Face-to-face: a term that is in contrast with the communication through computer, it refers to the interaction between teacher- learner and learner-learner in a setting that is the traditional classroom in order to take benefit from body language and non-verbal communication.

Learning: is the act of acquiring new information or modifying and improving the previous background, which may give a potential change and progress in knowledge behaviours skills, values, or preferences.

Online learning: refers to the use of network in teaching and learning which may increase the learner's interaction with the content, teacher, and learners..., it is supported by E-learning to facilitate the learner's access to materials and services.

Pedagogy: It is the way of designing courses according to the needs analysis and learners' styles, in addition to creating experiences which may facilitate the process of acquiring knowledge and skills.

Synchronous learning: it is in contrast with asynchronous learning in which the interaction is done between learner/teacher or learner/learner in an online process for the same time but different place.

Virtual learning environment: (VLE) it is considered as a web-based stage for technological tools for courses of study in an educational technology scope, it is used in higher educational institutions or network to design and develop courses and offer a more flexible online environment.

General Introduction

In recent decades, technology has advanced and continued to provide so many beneficial options; education was not excluded from this process which optimized the critical role of the teacher who is considered the important element that represents the student's success inside the classroom. It involves using the traditional method which is based on the teacher-student interaction besides the support of online and Face-to-Face instructions which consists of the use of digital devices and tools in order to enhance the receptive skills and the productive ones. If education would be blended to achieve a higher extent of fluency and oral feedback, blended learning must be applied effectively in order to create a virtual university that its principle goal is to facilitate knowledge transmitting and develop learners' skills.

1. Statement of the problem

Blended learning is considered as new method to be applied in any level course especially the higher one among faculties and students; this approach that is an overall concept for learning through technology can go beyond classroom walls to the virtual world in parallel, in order to reinforce the classroom instructions and enhance the learners' skills. From the educators and trainers' perspective, this approach provides innovative educational solutions through blending the traditional classroom teaching with mobile learning and online activities.

As it is known, language is a tool for communication, we interact, communicate and discuss with others to express our ideas. However second year EFL learners are considered to be in touch with English in the classroom, but still face many speaking difficulties as some studies indicated that the role of oral communication is largely neglected in the class, hence some obstacles were appeared in terms of inhibition, lack of background, fluency and proficiency...etc; those problems disenabled them from practice the language and provide their views each time.

Being trained to speak fluently provide learners with several distinct advantages especially if it is supported and developed to deal with the oral language problems with the help of technology in the classroom, that would eliminate most of the speaking problems and reduce the students' fear and shyness to participate plus the advantage of developing the other skills.

2. Significance of the study

In order for technology to improve the speaking skill, it must do more and more than developing the traditional way of preparing and presenting lectures; It is important to tackle to such concept in accordance with the language system control side, which supports the idea that blended learning resulted from the technology influence on teaching and learning; It is an important part of classroom-based activities that facilitates the interaction because it reinforces learning potential through communication and collaboration, raise the level of language system accuracy, and offers some real challenges.

Speaking and oral communication are important parts in any classroom activity they are considered as a principle feedback when using any technique for its success or failure; however speaking would be developed more when it is undertaken to a specific and systematic programs and especially technological tools.

This study is directed for all levels in general and for university students in particular, trying to clarify all what is concerned with speaking skill through online learning; this study aims to investigate to which extent lecturers and students' interaction would develop the oral language besides the use of technology. Consider this technique (Blended Learning) from the educational perspective, may provide students and teachers with the most appropriate tool that enables both sides to benefit from it.

3. Aim of the study

The purpose designed for this study is to investigate how the student's proficiency level in speaking will be impacted by a blended classroom; This research examines the learner's use of language by going through the process of using technology and digital tools with the help of the teacher's knowledge, actions and attitudes when dealing with this tool. In order to achieve these goals, this study will:

- 1-Present a technological innovation introduced in blended learning approach.
- 2-Explore how speaking skill and oral communication will be enhanced when using a virtual world (Blended Learning).
- 3-Investigate the methodology of applying it and the students' feedback and attitudes.

4. Research Questions

This thesis relies on the following main question:

-To what extent does the use of Blended Learning for second year EFL students at Biskra University enhance their speaking skill proficiency?

Besides the following sub-questions:

- 1- To what extent speaking is evaluated as an important issue in learning process?
- 2- What are the main problems face EFL learners related to speaking skill?
- 3- To which extent do students benefit and use technological tools in EFL classes to develop their speaking and oral communication?

5. Hypothesis

In our research we hypothesis that:

If teachers use Blended Learning as an approach in EFL classes, then their learners' speaking skill will be strengthened and a positive learning environment will be created effectively.

6. Research Methodology

Since this study is concerned with second year EFL learners' speaking difficulties, we have conducted it under a descriptive method that will combine both a questionnaire and an interview as data gathering tool; we have chosen it because it is the most adequate one, besides the nature of this study that is based more on the theoretical part (definitions, descriptions...) and because the Blended Learning approach is not implemented yet; however, the objective designed is to shed the light on BL impact for the second year EFL learners' speaking skill and oral communication at Mohamed Khider University of Biskra

7. Research tools

Since this study will take the form of an exploratory research, we decided to use a questionnaire for second year EFL students at Biskra University (80 students) besides an interview for oral teachers (5 teachers) for the purpose of collecting and providing a valuable data to our study.

8. Population

In order to explore the difficulties that disenable the EFL students to communicate correctly, we have chosen second year EFL students to be an adequate sample for our study because at this level they already started to be familiar with such simple tools like computer and data show, so obstacles will be clearly observed. Consequently second year EFL students (four hundred seventy students) at Mohamed Kheider University of Biskra will be the population of our study.

9. Sample

We will choose randomly 80 respondents among students of second year LMD as a sample of study. They will respond to the questionnaire anonymously. In addition to the questionnaire, we have selected 05 teachers from the population of (28 teachers) especially those who are meant by the oral expression module to help us fulfil the current study with useful and reliable data about the use of technology inside the classroom.

Chapter One: Blended Learning Approach

Introduction

The recent development of technology and network systems, has led to a new way and methods in educational programs and techniques when teaching in the higher education. The rapidly change in those programs resulted in the Blended Learning approach; this last was called by many concepts according to the uses and the needs which have increased around many years. Many people use different forms of blended learning in teaching and learning, but they cannot recognise which form they are using or give it a specific name. However, blended learning is not a new concept but it is for the new users who already dealt with it in different domains. It is presented in a form of different concepts likewise: hybrid learning, mixed learning, e-learning, integrated learning, mixed mode learning, and flexible learning...

1.What is Blended Learning

1.1 Definition of blended learning

There is a numerous number of blended learning definitions' depending on the emphasis and the complexity of each one, for example "MERLOT" journal, defines blended learning as a method of learning that gathers classroom and online learning together, using online technology in a systematic , pedagogical and organized way.

According to Thorne (2003): « Blended learning is the most logical and natural evolution of our learning agenda. It suggests an elegant solution to the challenges of tailoring learning and development to the needs of individuals»(p2). By saying those words he endorsed and joined most of researchers who considered blended learning as one of the effective tools that technology has brought, as well as stating that it is a good alternative solution which fits different levels of knowledge.

Blended learning is much linked to media and technology, it is defined as a comprehensive concept which combines various approaches supporting the traditional one. However blending a classroom requires keeping face-to-face (FTF) method in order to go in parallel with the traditional education system (Macdonald.2008,p2).

Western Sydney University has given a global definition for Blended Learning by describing it as a strategic and systematic approach that mixes different types of learning by using the convenient ICT's to consolidate the best of all aspects which contains face-to-face (FTF) and online learning interactions. (Univeb rsity of Western Sydney.2013).

Rooney (2003) has mentioned a brief definition that is cited by Bonk, C. J. & Graham in their work “The Handbook of Blended Learning “ ,he stated that: « In 2003, the American Society for Training and Development identified blended learning as one of the top ten trends to emerge in the knowledge delivery industry».

Another view definition by Motterram & Sharma (2009) which was cited by Zhao (2013), asserted that: «Despite continuing scholarly arguments over its definition and form, most recently it has come to signify, specifically, the continued use of technology and face-to-face (FTF) methods in teaching and learning»(p2) ,it is to confirm that Blended Learning cannot stand for one definition agreed upon; Furthermore, the continued development of technology in education, that ensures facilitating the complexity of presenting and designing lectures, may provide new aspects, techniques and challenges to change the overall view of Blended Learning.

1.1.1The evolution of technology-based training :

The approaches to Internet-based training and blended learning are keeping developing and evolving every day. Bersin (2004,p2) in his book “The Blended Learning Book” tried to clarify and sum up the different phases that educational system has passed by when integrating technology; The chart below gives an overall view of these steps:

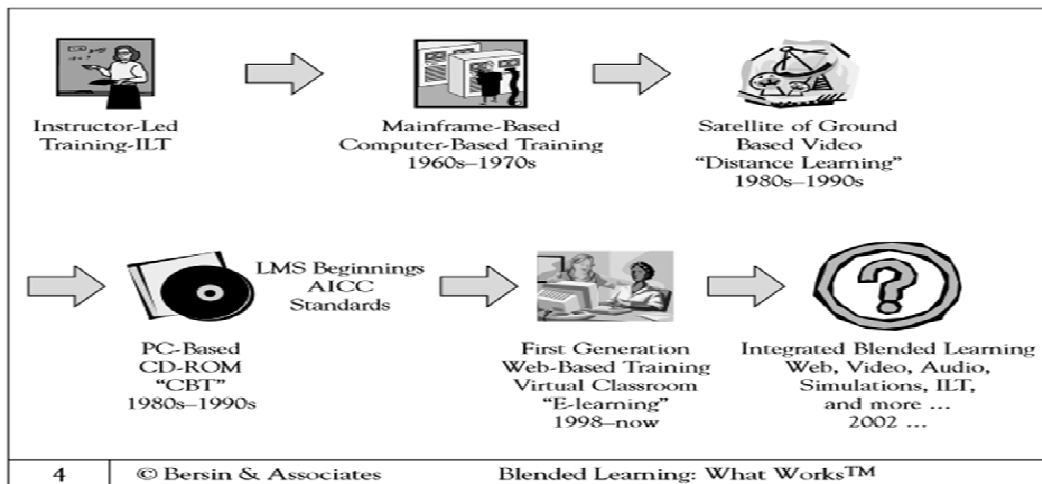


Figure 1.1.1: The evolution of technology-based training.

1.1.1.1 Instructor-Led Training-ILT:

According to Bersin(2004,p2-3) ,ILT is the practice of training and learning between the learner and the instructor who can illustrate the reference of motivating, transmitting knowledge and facilitating... he can adjust the settings of a class-based and may encounter various challenges(lack of scale, long deployment time...), that if program were strict and uses ILT effectively, reaching learners in a shorter period of time will be achieved successfully.

1.1.1.2. Mainframe-Based Training:

In accordance with the previous approach, mainframe and mini computers are used first in the 1960's to get the benefit of reaching the maximum people at their workplace.

Bersin here reported a pioneer and also a blended learning example on the first use of mainframe-based technology; however the bottom line results has shown that despite of the limitations of this approach, it has given a complete thought about technology with the help of instructor-Led.

1.1.1.3. Satellite-Based Live Video:

Or Distance Learning, it has been emerged in the 1970's and embraced by companies. The use of TV-based technology extended the principle role of the instructor, instead of introducing Face-to-Face lectures, learners watch the instructor on TV and interact with him simply. The Stanford University Interactive TV Network was a good example of using live videos in the 1970's and 1980's; they allowed instructors to introduce lectures without leaving the campus which was nearly close to the traditional method.

Consequently, the paralinguistic features and visual cues done by the instructor are an important part of any training program especially live videos.

1.1.1.4. The PC CD-ROM Era:

It is important to understand this era that web-based of today relied on it, this era has witnessed a sharp increase in technology when PCs arrived with models to suit the multimedia-based.

Noting that the new features in PCs made learning easier and furthermore replacing the instructor Led model, as CD market started to demise CBT systems company introduced new web-base approach (SmartForce) around 1999, then integrated it in (SkillSoft) in 2002.

It is worth to mention that CD era was an entry to discover new approaches that allow benefiting from the web.

1.1.1.5. Development of Learning Management Systems and AICC:

As e-learning appeared, CD-ROM limitations have formed the basis of it; however, the problems of the CD-ROM pushed the need for learning management system (LMS). It was basically developed to complete the imperfection of the CD-ROM across a network. It was embraced first by airline industry which encountered many problems, for that reason airlines' group developed the Aviation Industry CBT Committee (AICC) which considered a beneficial and rapid approach to enroll, track, report, and book-marking electronic content.

1.1.1.6. Integrated Blended learning:

Blended Learning arrived in 2002 and brought so many beneficial options, actually it was not a new but tools available nowadays are. It can be accomplished in accordance to the use of any kind of media whether a new or traditional one; however, the issue is not about the exciting of technology but integrating it into an appropriate program.

Today's Blended Learning approach is a result of era's experience that will give a push to technology to keep providing new options.

1.1.2. Why blend:

According to Osguthorpe and Graham (2003.p227), their work was cited by Bleffer (2011) to mention five important reasons that an instructor or a trainer may take into consideration to achieve certain goals in courses when adopting blended learning; these reasons are summed up as follow:

1.1.2.1. Pedagogical richness:

The majority of instructors use the lecture as a tool when teaching, but when it comes to pedagogy richness they must include based activities effectively and give a space for using internet in order to give equal portions of information and achieve the richness required.

1.1.2.2. Access to knowledge:

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.

1.1.2.3. Social interaction:

It is obvious that social interaction would be present in blended learning environments, unlike FOL systems (that is a collection of formal systems used in mathematics, philosophy, linguistics and computer science) in which social contact replaces F2F then continue by online.

1.1.2.4. Personal agency:

One of the blended learning advantages is offering students the choice of learning methodology, because they believe that the development of self-directness and control are on the top of the instructional design.

1.1.2.5. Ease of revision:

The majority of blended learning environments emerge from F2F not from FOL models, while instructors try to adjust the online components in order to suit the students' needs and create a comfortable atmosphere for them.

1.1 Advantages of Blended Learning:

According to several recent and previous research reports and studies, blended learning pedagogically aims to integrate both online learning experiences and F2F learning classroom to get a mixture of the best advantages mentioned below:

A. It gives equal chances for students especially those who belong to a private university or a state one there will be no differences.

B. Students using blended learning are able to discover other students' socio-cultural aspects, so that creating an effective interaction. (usoff & Khodabandelou, 2009).

C. Thorne (2003) stated that: «A variety of techniques can be utilized by maximizing different technologies» because it enhances the student's engagement.

D. Singh (2003) has put the emphasis on the quality of the blended course content which can be more effective than the classroom one due to the various learning styles, it can be the solution for those who prefer learning by internet.(Cited by Smith,2003).

E. Sitter et al., (2009) argued that, unlike the fully online courses, blended courses gives more flexibility and harmonious with the continuity of the faculty and student's interaction.

F. College students today are taking more than one function, trying to integrate university life, family and their jobs in one time; being commitment for university studies is difficult, so the

reduction of Face2Face hours is required for students' effective management.(Dziuban, Moskal and Hartman, 2005).

For schools also, blended learning has given beneficial options illustrated in:

A. Extending the school and the classroom walls to the virtual world, in addition to the reduction of the overcrowded numbers of students in classes. (Gould,2003)

B. The instructional costs would be minimized by 25-50 percent in accordance to the improvement of classroom utilisation. (Dziuban, Hartman and Moskal, 2004).

C. Blended learning offers a curtailment of papers' costs, photocopying, and all documents including assignment sheets, exams and even courses notes and syllabi...etc, students access to courses will be easier on the web site. (Gould, 2003).

D. Blending courses availability will “allow institutions to offer more classes at peak demand times of the day, thus maximizing the scant resources by increasing flexibility in scheduling” (Gould, 2003, p. 55).

E. Bowen (2006) suggested that using technology can be an effective solution for instructors to cover the rest of the course, he clarified that the blended class is the continuity of faculty and classroom interaction and discussion.

2. Options for blended learning:

2.1 Origins of blended learning:

Guzer&Caner (2013) have tackled to Blended Learning past and tried to classify its transitions into three phases which are a combination of various researches:

2.1.1 First attempts (1999-2002):

According to Guzer&Caner (2013), blended learning first emerge was at the 2000, early studies was carried out by Cooney et. al. (2000), the results of Voci and Young(2001) study has shown a great results by mixing the instructor-led and E-learning together so that the group work effectiveness was increased in addition to establishing a general concepts and language.

Bonk et al. (2002) conducted a study as an attempt to investigate the effects of Blended learning on military students' professional development, however they divided learning sessions into three phases supported by asynchronous learning, synchronous and face-to-face learning in addition to a group of interviews. Overall results have shown that though the considerable advantages of online learning system, learning occurs increasingly in the third phase (face-to-face).

Stewart (2002) called for an integration of asynchronous work based learning and synchronous face-to-face learning in intercultural trainings. This first period was known for its support to online learning and the approximate definitions of Blended Learning.

2.1.2 Definition period (2003-2006):

According to Guzer and Caner (2013), the name of this period derived from the huge number of BL articles' definitions. One of those cited definitions was Osguthorpe, R. and Graham, C.'s in 2003, explains that BL gathers face-to-face and distance delivery system; However those who use BL attempt to prove that is more than showing a page to students in classroom, besides the enlarge of face-to-face and online methods' benefits.

Furthermore, they suggested three types of blending which are blend of learning activities, blend of students and blend of instructors, first model says that students can take advantage from both face-to-face classroom activities and online learning ones; Second model suggested the possibility of blending face-to-face classroom students with the ones of online learning; Then the third model which states that dealing with online learning allows students of face-to-face to benefit from other instructors.

Sing (2003), has suggested a number of dimensions that can be blended and illustrated by: offline and online learning, self-paced and collaborative learning, structured and unstructured learning, custom content with off-the-shelf content, learning, practice and performance support; However Sing claimed that organizations still support BL whenever technology advances.

Garrison & Kanuka (2004) have supported the importance given to BL in higher education by

revealing the obstacles faced, and explored the benefits of it which are: policy, planning, resources, scheduling and support; Consequently their results conceptualized that BL can revolutionize the higher education as being learner centred as well as simplify learning experiences at university.

2.1.3 Popularity period (2007-2009):

A period of articles published in 2007-2009; it was observed that two points captured the scholars' attentions which are: the attitudes of participants toward BL and the effectiveness of it. Thus reviewed articles at this period were classified into: perceptions and effectiveness related articles:

2.1.3.1 Perceptions:

In order to assess students' evaluation of the traditional method and the blended one, Chen and Jones (2007) made a survey with an accounting class, results indicated that traditional class students reacted positively about the simplicity and the direct instructions, whereas the blended class agreed that their analytical skills improved.

Akkoyunlu and Soylu (2008) investigated the students' views on BL which were quite positive, additionally they found out that learning process offers best results when using face-to-face environment that is related much to classroom teaching.

Chandra and Fisher (2009) investigated the case of high school students' perceptions of blended web-based, the findings indicated that web-based learning was assessed highly positive in terms of understanding, enjoyment and other settings. Besides the strong desire of students to ask the teacher directly, this is what has been proved about face-to-face instruction which is considered as a very important part of education.

In another version about perceptions, So and Brush (2008) have presented a blended format course in health education, the study revealed that students who collaborated at high level were generally interested in BL course and marked a high level of social presence. So and Brush

(2008) in one hand claimed that social interaction and psychological distance captured the high percentage in online learning; in the other hand they considered the general course's form and effective communication and emotional support as critical factors.

In consequence, the four previous studies has given an overview on student's perception which was concluded by the student's favourability of web-based online learning as a useful and beneficial option that is strongly supported by face-to-face as a course component.

2.1.3.2 The effectiveness:

Among this period six scientific articles were published in journals, two out of nine studies about effectiveness were evaluated generally (Deliğaoğlu and Yıldırım, 2008; El-Deghaidy and Nouby, 2009). However effectiveness in the other studies was evaluated according to different independent variables likewise achievement, satisfaction, behaviour, critical thinking skills... (Akyüz and Samsa, 2009; Hughes, 2007; Melton et. al., 2009; Woltering et. al., 2009).

Hughes (2007) has tested and measured the effectiveness of BL on learner's extent of retaining and supporting through an experiment where the face-to-face time was decreased unlike tutor support which was increased. The results indicated that whenever students got prepared and encouraged through BL, it will certainly improve each course's level of retaining as well being helpful for instructors and time management.

In order to investigate the students' satisfaction and achievement, Melton et.al (2009) conducted a study where a quasi-experiment was designed to measure the students' course grades, satisfaction and teacher evaluation, however students taught in bended classroom have shown much satisfaction unlike traditional ones, even though pre and post test grades haven't witnessed a significant difference.

A survey conducted by Woltering et.al (2009) to compare traditional and blended problem-based learning, which contained eight categories; findings showed that motivation, satisfaction

and subjectivity in learning have been varied among these categories. Consequently blended problem-based learning was beneficial and has developed the students' motivation, satisfaction and subjective learning.

To sum up, in the previous studies scholars investigated the effectiveness of BL on different variables for at-risk students; in one hand it is found that no significant difference of student's achievement between BL and traditional learning in just some variables like satisfaction, motivation, drop-out rate for at-risk students, attitude and knowledge retention thus BL is observed as superior. (Deliagaoglu and Yıldırım, 2008; El-Deghaidy and Nouby, 2009; Hughes, 2007; Melton et. al., 2009; Woltering et. al., 2009) ; in the other hand, it has been found that no significant effect was observed on students' critical thinking skills in a BL experiment. (Akyüz and Samsa, 2009).

2.2 Digital tools supporting Blended Learning strategies:

The reason of using digital technology in education and training is to improve the learners' skills and success in general to become more diverse, therefore technology would be vital for creating a continuous process of understanding learners' individual progress. Following are some illustrations of technological tools that can be used to support both teaching and learning in a blended environment.

2.2.1 Blogs:

A. Commentary and analysis: blogs are a good example that influences regular commentary, which might be created by one or several authors to improve communication.

B. Supporting research projects: blogs are used here to record the operation of completing a project and giving results.

C. Learning journals: blogs are beneficial for learners to develop their learning and for instructors to test the students' extent of understanding a task.

D. Learning communities: This could be in the form of a group blog for teachers/students to share information and discuss topics.

E. Resource sharing: it can be used as a tool to share information, exchange, comment and critique resources.

F. Collaborative authoring: Blogs can be used to develop a publication. Commenting offers freedom to all followers and collaborators to interact with each other through their texts.

G. Blog journaling: involve creating hints of main concepts in addition to reporting events.

2.2.2. Discussion boards:

A. Theory practice: make links while the instructor gives questions and students interact by sharing experiences and problems which make difference between work places.

B. Critical thinking: checking past challenges or current events by establishing challenging and counter-challenging statements.

C. Brainstorm: stimulate students' brain through tutorials, field trips or guest speakers.

D. Create threaded discussions around assigned readings: it includes pre-reading activities, in which they interfere, interpret and evaluate.

E. Cooperating debate: involves groups or individuals present perspectives on a certain issue build-up on an effective discussion.

F. Collaborative writing: students form a group in order to create a single academic document which will be discussed and critiqued later.

2.2.3 Live internet streaming:

A. Guest speaker: help students to interview and discuss by providing them with an expert.

B. Live Q & A: host timely Q & A sessions for students.

C. Demonstrations: perform demonstrations about complex mathematical or scientific equations.

D. Debates: request the students to interact with topical issues.

E. Revision: ask students to form questions about topics for revision.

F. Exploration: discover complex problems from a unit reading, then pose the problem and motivate students to take a deeper look.

G. Polling: ask students for their opinion via the polling feature capabilities.

2.2.4 Web/video conferencing:

A. Feedback: allow students to report on field trips, clinical practice or placement.

B. Collaborative experiments: request students to present live sessions for each other then discuss the findings and the achievements of both experiments.

C. Host a weekly or fortnightly hourly Q & A session for students •

D. Host fortnightly or weekly discussion session based on readings, books or texts.

E. On site lecture: on location such landmark, and discuss the operation of passing laws and its protocols with students.

F. Problem-solving challenges: motivate the students to form problems in order to challenge other groups of students then discuss afterwards the efforts done and how they collaborated to solve the problem.

2.2.5 Mind mapping:

A. Cause-effect diagrams: create a cause-effect diagrams that clarifies the findings of an experiment.

B. Flowchart: create a flowchart of events that led to a significant moment in history.

C. Brainstorming: spot light on ideas when students deal with a group work in order to push the project.

2.2.6 Twitter:

A. Feedback: report on a placement experience with a tweet about their reflections.

B. Curation: follow discipline specific professionals, experts or commentators.

C. Mathematical analysis: promote mathematical constructs from mash-ups that analyses twitter's usage of statistics to enhance students' skills.

D. Problem-solving: consider twitter as a problem-solving space where all members affect, each student writes at least one tweet in order to collaboratively solve the problem. Screen capture or copy and paste the Twitter timeline and submit as a group assignment.

E. Reflection: post and reply to discursive comments regarding an upcoming tutorial topic to maximize understanding through reflection and sharing.

2.2.7 Screen capture/recording:

A. Vignette: guide students to accomplish and achieve a particular skill through recording and steps.

B. Navigation: provide students with recorded videos to take them through a navigation of a website.

C. concept mastery: create a screen recording for teaching particularly difficult concepts.

D. Problem solving: the students screen captures steps of a task or a solution of a problem then share it with their peers.

2.2.8 Open education recourses:

A. Anchored instruction: short anchoring allows students to watch and revisit, then creating a context of problem solving to anchor student's interest in the video.

B. Digital storytelling: using multimedia software such as iMovie, enables students to create their own instructional, historical or autobiographical video

C. Expressive dimension: dealing with a huge number of literary analysis of good works widen the expressive dimension.

D. Prediction: make students predict what will happen after a short portion of a video.

3. Areas of blended learning research:

Heinze (2008) has introduced three themes and concepts in his work that require further study, however the themes: the pragmatic implications of blended learning; the pedagogy for blended learning; and the concept of blended learning, are considered to be under the investigation in which they occupy a good portion of the interest and the practical research.

3.1 Pragmatic implications of blended learning:

In his work, Heinze (2008) cited Littlejohn and Pegler's work (2007) where he sees that the notion of amelioration and development through e-learning is often far from practice; He also cited the works of Cullen, Hadjivassiliou et al. (2002); Hara and Kling (1999) in which he stated that there is a necessity to push knowledge when it comes to the method and practice teaching academically, however this should be put into practice.

In Conole and Fill's study (2005), Heinze (2008) cited and argued that although the development we have achieved and the availability of e-learning tools, there is still a number of practitioners who do not take benefit from them. Consequently; "most of these observations refer to e-learning in general, there is a need for research that is specifically related to the **practice of blended learning**". (Heinze, 2008, p.8).

3.2 Blended learning pedagogy:

The method and the practice of teaching or what is called pedagogy, should never be eliminated as well authors (Oliver and Trigwell 2005), (Cited in heinze, 2008); In a review that summarizes the current educational research and practice in the domain of post-mandatory education and evermore learning, it was asserted that a gap was found, that combined **practice and theoretical concepts**. (Cullen, Hadjivassiliou et al. 2002) (Cited in Heinze, 2008) this gap might be linked to the impulse of embracing e-learning especially BL, however we should take into consideration that the method and the practice of teaching would not be the main factor that pushes the use of technology for educational purposes. (Hara and Kling 1999; Littlejohn and Pegler 2007) (Cited in Heinze, 2008). Additionally; it has been mentioned that the theoretical

rating of technology and the use of ICT related practice in education, is needed. (Conole,2004) (Cited in Heinze, 2008). As consequence, those previous studies aimed to discover the potential **pedagogic foundations for blended learning**. (Heinze, 2008).

3.3 The concept of blended learning:

It has become quite obvious that disciplines arising have no exact definition and common language. (Conole 2002) (Cited in Heinze, 2008); the area of blended learning research is relatively new. “This results in the ill defined term and conception of blended learning and therefore lends itself to localisation... This allows staff to ‘negotiate their own meaning’ ”. (Sharpe, Benfield et al. 2006) (Cited in Heinze,2008,p.8) and provides a **local conceptualisation of blended learning**. (Heinze,2008,p.8); There appears to be a lack of detailed blended learning related studies which draw on students’, academic and support staff views, as identified by many open research questions in the area of e-learning [see (Conole and Oliver 2007:19)] (Cited in Heinze,2008,p.8), it is also observed that there is a lack in the literature material that gives a detailed report of the BL period of use.(Heinze,2008).

In particular, this work answers the call for in-depth information systems research at a **programme level**, which requires further research (Alavi and Leidner 2001) (Cited in Heinze,2008,p.8).

4. Designing a BL pathway and future challenges:

4.1 principle keys to start a pathway design:

According to Marsh (2012): “there are three parts to the pathway template:

1. Online: prepare for class.
2. In class: focus on communication.
3. Online: review, extend, and consolidate. ”

4.1.1 Online: prepare for class:

A. New vocabulary can be introduced and practiced before class:

Marsh (2012) has stated that the critical role of the teacher can appear in presenting a new language; however it is clear that some students may not grasp this language easily, while others need more time to take a step to self-confidence and how to apply this language in context. This part facilitate for students to be well- prepared before class and more confident to participate in different activities.

B. Students can be prepared for “real-life” native speaker interaction:

Students in their daily life have to deal with different contexts, speeches, and accents from natives so that they build self-confidence due to the daily exposure in real life and then master the language and the use of it.

C. Students can develop listening and reading skills in their own time and pace:

Both listening and reading are preferred to be done at one’s own pace, however people tend to read on their own time and place, so when they use listening skill they have personal reasons that others do not have to same things.

4.1.2 In class: focus on communication:

A. students can be prepared online to actively participate personalized pair-and group-work activities in class:

In order to develop the communicative skill for students, teacher has to set a part of time to focus and include communicative activities which may enhance and support the use of real language; thus, pair and group work should be promoted in such activities.

B. Student-to-student interaction is maximized in classroom:

Consequently, the time allowed in classroom to deal with communicative activities will surely develop the speaking skill for student, therefore ability of communicating in real life will be increased as well motivation to learn.

*Some ideas to apply “**in class**” step:

- Identify and use pair- group work as a basis to plan the class activities.
- Conduct a survey with students to capture topics they are interested in.
- Support students to work together in order to prepare discussion for classroom.
- Conduct an observation and let the students to discuss in groups between each other.

4.1.3 Online: review, extend, and consolidate:

A. Students can review and consolidate language in their own time and place:

Students have different learning styles; the end of the course will show a number of students who may feel disappointed; the communication and the interaction is not conditioned by the start or the end of the course, it may be continued online with the support of web tools likewise: forums, blogs, wikis, and real-time audio and video applications like Skype.

B. students can be motivated and interest can be stimulated through “real-life” online interaction:

The new generation of students characterized by the popularity use of forums, skype, blogs, and chat room; the use of these tools may provide an encouragement to students to go online and interact in the target language.

C. students can develop writing skills in their own time and pace:

Writing is one of the personal skills that can be developed and supported online through the use of the tools illustrated in blogs and wikis.

*Some ideas to support “**online**” step:

- encourage students to set up their own English blog and support practice writing tasks.
- encourage students to read each other’s blogs and post comments.
- set up a class wiki to which all students can post and comment.
- set up a project-based activities that encourage students to work together online to achieve a common outcome.

4.2 Teacher’s role in the blend:

“ Students can’t be “taught” – they can only be helped to learn. In a student-centered classroom, our role is to help and encourage students to develop their skills, but without relinquishing our more traditional role as a source of information, advice, and knowledge. In a student-centered classroom, the teacher and students are a team working together. Together our role is to make sure everyone benefits from the lesson, supporting one another. “
 (Jones,2007,p.25)

The educational process has always been depended on the critical role of the teacher to provide and engage teaching and learning. However, technology can achieve a higher extent of engagement in learning process with the help of the teacher as an organizer, motivator..., so that integrating students in online and classroom learning. The traditional role of the teacher is kept the same in BL environment, therefore it is continued to encourage, motivate, monitor, progress and give feedback... (Marsh,2012).

A. Promote students-centred learning in the classroom:

“Blended learning is, by its very nature, “student-centered.” As the classroom is the “familiar” learning environment for our students, then it follows that this is the starting point for promoting student-centered learning practices”. (Marsh,2012,p.8)

According to Marsh (2012), in this domain the focus of planning, teaching, and assessment is on the needs and capabilities of the students. The table below clarifies the role of the students and the teacher in the student-centred classroom:

| In student-centered classroom students: | In student-centered classroom, the teacher: |
|--|--|
| <ul style="list-style-type: none"> -Are involved in the learning process. -Don’t depend on their teacher all the time. -Communicate with each other in pairs andgroups. -Value each other’s contributions. -Cooperate. -Learn from each other. -Help each other. | <ul style="list-style-type: none"> -Helps to guide students. -Manages their activities. -Directs their learning. -Helps students develop their language skills |

Table1: A comparison between the role of the students/teacher in the student-centred class

B. Facilitating the blend:

The role of the teacher as a facilitator is very important, hence training and support are crucial part to be dealt with when using technology; however there is a difference in learning strategies when dealing with traditional and face-to-face classroom environment, so students need to adopt and engage with these strategies.

*some hints and tips designed by (Marsh,2012,p.9):

- Plan the blend carefully; consider the learning outcomes, the technology available, and the institutional constraints.
- Build in flexibility and be prepared to adapt to your students' needs.
- Build in time in the early stages of the course to introduce students to the technology and learning approach.

C. Encouraging autonomous and collaborative learning:

One of the characteristics of BL is flexibility, it works as a helper for students and enables them to study anywhere anytime they want, however the teacher's role here is develop their skills they need to use autonomously especially if it is the first time dealing with BL.

*Some tips and hints designed by (Marsh,2012,p.10):

- Allocate some class time for developing learning-to-learn skills, particularly in the early stages of the course.
- Create an online forum for discussion and advice.
- Explore questions.
- Encourage students to work in pairs or buddy groups to support each other online.
- Create language tasks that require students to work together in small groups, either face-to-face or online.
- Help your students identify their own strengths and weaknesses.

D. Creating a supportive online community:

One of the aims of BL course is to boost autonomous learning, so the online community is best to support students when they deal with computers outside the class; the teacher here is responsible for creating friendly atmosphere and a social online environment.

*some tips and hints designed by (Marsh,2012,p.11):

- Encourage students to complete a profile online in order to know each other quickly.
- Create a “Café” forum where students can “meet” online and talk about things other than the course.
- Create a “Questions” forum and have your students post questions on activities.

E. Managing and facilitation online interaction:

Blended learning can use technology and several tools in order to offer opportunities for online interaction. Teacher’s role here is to monitor this interaction and manage it, if teacher have approach right to his role as e-moderator, students will take benefit and an online learning experience.

*some tips and hints:

- Start a new discussion linked to the topic of the current unit at the beginning of each week
- Encourage your students to contribute to the online discussions at least 3 times a week.”
- Ask your students to start new discussions relevant to their own interests in the forum.
- Monitor student activity online and beprepared to send private e-mails to encourage the shy students to participate.

4.3 The student’s role in the blend:

“ 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 2007,p.1)

A. Managing and planning independent study time:

It is obvious that any learner who adopts a new learning environment will take long time to integrate and develop; it is a sensible phase that the learner need to be supported.

- Teacher should provide students with a clear course plan this should provide an overview of the course schedule.
- Encourage students to use this course plan as a basis for planning their own time.
- Encourage students to take time to carefully work out the best times for them to study.

B. Learning independently:

The online learning environment offers students freedom to study where and when they want, it gives a total flexibility to choose time without being tied up with fixed classroom hours; this will push them to work independently and being responsible for their own decisions, some of them at first need some help and guidance, however students have to take into consideration that flexibility does not mean they can leave all the online work until the last minute.

*Some tips and hints:

- Build in class and online discussion time to provide this support.
- Review students' study plans regularly to ensure their planning is realistic.
- Monitor students' progress online to ensure they are keeping up with the activities set.

C. Working collaboratively online:

For an effective interaction between student/students, blended language course have to support them with the appropriate tools; thus students must learn how to take advantages of the online community.

*some tips and hints:

- Set up activities at the start of the course that help students understand that their classmates are there to help them.

- Set up project-type activities that require students to work in small groups to achieve a concrete learning outcome.

D. Reviewing and self-correcting:

Many online learning materials are automatically “marked,” so students receive an immediate “score”. So the correct answers are a sign of achieving and progressing effectively, but they are obliged to find the correct answer if they get something wrong.

*Some tips and hints:

- Help students monitor their own progress and identify their own strengths and weaknesses.

-Provide a list of reference materials for students to review and have the practice again the items they answered incorrectly.

-Encourage students to try activities again a day or two after they have done them to help them review and consolidate learning.

4. Future trends in Blended Learning:

Blended learning today has reached a high level of function, which may replace face-to-face environment, it is used to boost learning communities, access guest experts and present online activities...; however the online environment has passed two decades of a wider use in educational system, so the structure and forms of BL will also extend; ten trends of this expansion will be predicted. (Bonk,j, Jee Kim,K, Zeng,T, 2005); trends and predictions are summarized as follow:

A. Mobile blended learning:

The wider use of digital tools as mobiles and handhelds devices will surely provide richness and open a new ways and future avenues for blended learning.

B. Greater visualization, individualization, and hands-on learning:

A future prediction guesses that BL environment will witness a sharp increase of individuality, thus put focus on visual and hands on activities.

C. Self-determined blended learning:

BL at this phase will boost powerfully the responsibilities of students, so that decisions learning will be centred, and learner will take his own decision and design his programs as well instead of the help of the instructors.

D. Increased connectedness, community, and collaboration:

BL will enhance and encourage the collaboration of the individuals in addition to community build and global connectedness, thus BL will be a good instrument to increase the global understanding and appreciation.

E. Increased authenticity and on-demand learning:

One of the positive sides of BL is the focus on authenticity, in order to extend, enhance, and replace the traditional learning; while this occurs, BL will push advancements in the creation especially the use of online case learning, problem-based...etc

F. Linking work and learning:

The expansion of BL will affect the boundaries put between workplace learning and the traditional one; however higher education degrees will be credited from the workplace directly as well performing work.

G. Changed calendaring:

The time scheduling of learning will be limited and less appropriate.

H. Blended learning course designations

Lessons and programs will be increased in term of selecting and specifying as blended learning options.

I. Changed instructor roles:

In BL environment, the role of the teacher will change from the traditional role to become just a monitor or coach.

J. The emergence of blended learning specialists:

As BL continue to develop some new teaching certificates, degrees, and programs will appear in which they are related to BL courses and programs.

Conclusion:

The concept of BL in itself needs more research and careful attention for its vast and vague components; this chapter has tackled to different theoretical principles of it, and has identified the main areas which was effective in reinforcing the face-to-face and online learning with the traditional one by designing and delivering BL; therefore realizing the target purpose that is to implement the technological tools and digital devices in the higher educational system. The effective BL in the curriculum and pedagogical designs should arrive to develop the learners' skills especially the speaking skill through the use of technology and communications tools; this would support the learners' abilities and facilitate the process of achieving a higher extent of fluency and professional communication.

Chapter Two: Speaking: Basic Assumptions

Introduction

Speaking for many foreign language learners considered as the most important skill among the other productive and receptive skills. Speaking as skill is recommended by learners who find difficulties to interact and communicate by the target language; however, speaking identified to be uncontrolled so instructors may not assess and evaluate the learners' progress when using this skill. EFL learners tend to be fear to use their skill because of their pronunciation and low level of fluency it is a complex task for them to be fulfilled. The forgoing chapter is concerned with presenting a brief overview of foreign language speaking skill; above all, the area covered in this chapter aims to provide some of speaking skill's fundamentals and clarify the different aspect, categories and definitions. Therefore; one of the purposes designed for this chapter is to cover a group of points needed to be tackled when dealing with speaking, as it shows some factors that affect the EFL learners speaking skill in the classroom.

1. Speaking as a Process: Definition

Speaking is an interactive process that consists of building a structured meaning in which a person produces speech and utterances; it is to say that speaking is a process of exchanging thoughts and information. (Brown, 1994; Burns & Joyce, 1997).

The action of speaking is more dependent on the context, participants and also the physical setting of the interaction (place and time), it needs well knowledgeable speaker about the subject matter.

It was assumed that if a person would speak fluently, his ability to speak should be associated with a certain aspects that would be possessed by the speaker; this latter have to be aware about the grammar, provided by an amount of vocabulary and supported by a level of pronunciation in order to produce a well constructed speech that sounds like a native speaker. This operation is considered as a complex process; it needs to integrate various types of knowledge plus a good a command of certain skills.

(Bygate, 1987).

Basically, speaking can be formal or informal, formal where we use a standard language in an academic setting like schools and institutions, where the language is a conventional one according to the context; whereas the informal speaking can be used with relatives and other people where the language used is simple and agreed upon. Indeed, speaking is the operation of transmitting information and knowledge to the receiver or the listener through the speaker's voice who can use a spoken language or words.

1.1 speaking versus talking:

It should be distinguished between different lexical meanings of each word, because each meaning will have different grammatical and semantic requirements.

For the basic meaning of both “speak” and “talk”, “speak” refers to the actual act of saying something, and corresponds to the intransitive version of the verb "say", whereas "talk" refers to the act of engaging in communication with others. However the concept of speaking remains a formal one compared to talking when it comes to language accuracy. According to Cambridge Dictionaries (2015): “We usually use *speak* for more formal presentations and lectures, and *talk* for more informal ones “.

Notably, to speak means to say something, there may or may not be an audience that listens to the speaker; however, using speaking means dealing with intransitivity and formality, it tends to be used for one-sided communications. Unlike talking means to verbally communicate or discuss with another person or persons, it also deals with informality and transitivity.

1.2 Technology and speaking skill

The development of oral and speaking skill needs to be supported by the technology power; however there is a wide variety of tools available through the Internet and new have emerged. Now technologies and applications can be found easily to be used in different types of learning environments are easily found to be adopted in learning environment, likewise distance learning, e-Learning, blended learning, mobile learning, online learning environment...

As West (2009) suggests, the integration of various online tools can be powerful to associate the strengths and aspects of each with the requirements of the activity. So using one of the tools would not oblige you to abandon other useful tools. According to this idea, every developed tool that suits the requirements for which it has been designed.

From the different tools that help the speaking skill to be developed: the videos; are a powerful tool in addition to context, it provides authenticity, motivation, interest and confidence, the sociolinguistic and pragmatic level of language, nonverbal features, such

as gestures and body language, active involvement and participation, and real vocabulary acquisition. (Blasco, 2009); Videos may stimulate learners to use language and discuss with each other the content so that exchanging vocabulary and training their tongue to be fluent. The process of integrating technology would not be completed without mentioning the use of blended, distance, e-learning approaches... which are the main points in the previous chapter and this research in which some of them designed specifically for EFL learners and supported by different activities to practice the language; however passing a part of the course through an online learning may offer the students the flexibility to participate orally in a group work or individually by discussing and answering together. Records and role plays may help them also to improve their performance through the presentations and discussing the meaning and form (Talaván, 2010).

The use of podcasts like talk shows, music shows, interviews, storytelling, tutorials, directions, commentaries, sportscasts..., besides the principle goal of creating podcasts, their beneficial side in addition to speaking skill, deals with the vocabulary, grammar, idioms and slang, business English, world news and current events... they are specially useful for practising pronunciation and accuracy (Peterson, 2010).

A lot of other developed internet based tools and recourses that cannot be mentioned briefly because of their diversity, have been used to fulfil the requirements of oral and speaking skill, however learners still need some extra tools and programs to help them, Thus educators should continue to find new ways to exploit the students' skills and direct the learning experience of their learners (Barnes, 2007).

1.3 Definition of the speaker

A speaker's skills and speech habits have an impact on the success of any exchange (Van Duzer, 1997); so the effective interaction between the speaker and the listener is shown in the effective communication that the speaker would convey the messages and

transfer information in a correct way besides the listener's perspective of understanding. It is considered as a significant challenge. Basically, your ability to convey your thoughts and feelings to others will determine how well you connect with the others' way of thinking.

As a matter of fact, a speaker is a person who uses the language to communicate with others; he needs not only to convey the message but to be proficient in each of the four language skills, the ability to express different thoughts that are gathered in words would be an advantage for the speaker.

An effective speaker has to attract the audience's attention until the completion of his message or speech in which he has to carry on the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement (Brown, 1994).

2. Types of speaking

Brown (2001) identifies in this part six types of speaking that students are expected to use in class; indeed speaking can be imitative, intensive, responsive, interactive, or extensive.

2.1 Imitative speaking

Imitative speaking entails an English language learner, it deals with the word repetition where a learner simply repeats a phrase or structure to clarify and be accurate, this would be a positive part of the language learning process in which the learner listens and then repeat orally some structures that are difficult to be grasped.

2.2 Intensive speaking

Intensive speaking comes just beyond the imitative speaking where the language is practiced and the focus is put on the speaking performance that is based on the

phonological and/or grammatical aspects of a language. It can be performed in a form of self initiated or pair work activities. (Brown,2001).

2.2 responsive speaking

It is replying in an authentic and meaningful manner to a series of questions shortly as an example of those questions the open-ended ones, in addition to their active participation in discourse sessions, it is important for helping instructors to evaluate the student's ability to engage in discussions with one or more as; "A good deal of student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues" (Ibid, p.273).

2.3 Interactive speaking

Similarly to responsive speaking, interactive speaking may vary in terms of sessions designed to gather multiple interlocutors, it is used much in the English speaking world. However, it is important because through it, instructors may use different forms of assessments likewise interviews, role plays and games so evaluating the students' extent of integrating, running and in-depth discussions with one or more interlocutors.

2.4 Extensive speaking

Extensive speaking is considered as a difficult form of speaking; it involves presentations, speeches, reports and conversations... basically, long monologues.

It is extremely an important form because students are left free to produce clear and accurate speeches to be presented, that would help them to use what they have learnt in their classes so culminating a concise, precise and a well formed presentation.

3. Definition of speaking skill

Speaking skill is the art of communication and one of the productive skills; however, no single definition is given to speaking skill and agreed upon; In order to clarify this concept, the researchers define speaking as:

Hedge (2000) asserts that it is “a skill by which they [people] are judged while first impressions are being formed” (p. 261). Speaking skill combines the two parts, the speaker and the listener where the interaction and communication are mutual; it is an important skill for both first and second language.

Luama (2004) sees that learners especially EFL ones, find a difficulty to master this skill and this process may take a long duration as he asserted: “Speaking is hard skill to be mastered by the learners. Speaking in a foreign language is very difficult and competence in speaking takes a long time to develop” (p.1).

Bygate (1987) argued that: “Speaking skill is the ability in using oral language to explore ideas, intentions, thoughts and feelings to other people as a way to make the message clearly delivered and well understood by the hearer”. This skill is consisted of using the oral speech to convey the message, thoughts and ideas to the listener in a simple and a smoothly way.

Consequently, speaking is the activity of delivering speeches, ideas, and messages in a specified language in order to convey meaning to the hearer or the audience in a well understandable way, it has a specific form and meaning that depends on the context including the settings of time and place, purpose of speaking, the participants and their experiences.

3.1 The importance of speaking

Among the four language skills (listening, speaking, reading, and writing), Speaking is considered as a productive skill in the oral mode, unlike the other skills it is the most complicated one and important as well, as most researchers have agreed.

Wilson (1997) has claimed that the importance of speaking is situated in the children’s success at the school, because their ability to convert their ideas and thoughts into words and sentences will allow them to be more talented and endowed.

“Speaking is accepted by everyone as an essential language-communication skill, but its importance to language learners goes beyond just day-to-day communication”.

(Goh and Burns, 2012, p. 15). That is to say, speaking is a vital skill that everyone needs to master because it provides the speaker with important advantages, but it is certainly not restricted in daily communication as it is conceptualized.

Speaking skill would be more effective and funny when communicating and using it by people, so it needs to gather all the knowledge about the linguistic aspects; that is to master the grammar and vocabulary part, in addition to speak in a correct and fluent manner, that is to attract the people’s attention and promote discussion as Stein (2007) has stressed “to learn a language, to know the grammar and vocabulary is not just everything. It is a need to speak it correctly and fluently otherwise people will lose ‘fun’ using it” (p. 2).

Speaking skills are important for daily communication, for informing, persuading and directing, as well for foreign language learners but certainly not limited to one’s professional and success career; it has to cover all the domains and sides to be effectively utilized.

3.2 The speaking skill and the listening skill

Listening and speaking are considered to be the most often used skills in the classroom. Byrne (1976); Speaking and listening skills are important in all contexts used by both teachers and learners; however the effective interaction between both of them is based much on mastering these two skills, that is to facilitate the second part of comprehension as well control the action of transferring and informing, so the process of understanding what is being said can be effectively proved by responding to conversation in a correct manner as Nunan (1989) stated: “We do not simply take language in like a tape-recorder, but interpret what we hear according to our purpose in listening and our back ground knowledge.” (p.23).

In general, it is assumed that EFL learners do not produce a proficient and effective communication, which means that learners often ignore both speaking and listening skills' value which causes a misunderstanding between both parts.

Consequently, the oral communication may support the integration of speaking and listening skill where communicators use a natural language, so the daily speaking which is structured and interfered by fluency and a rich vocabulary speech, may develop the communicative competence effectively.

4. Characteristics of speaking performance

4.1 Fluency

Fluency is the main feature of the speaker's performance it has much importance that teachers rely on to achieve in teaching speaking skill. From the perspective of Hughes (2002) fluency is defined as the learner's ability to speak in a reasonable way, intelligibly and accurately without hesitation or distortion.

Therefore fluency requires answering accurately in which sentence structure semantically and grammatically is correct, as well phonologic and morphologic system should be clearly linked; as Hedge (2000) has stated: "The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation".

Fluency is much recommended by EFL learners because it can be the purpose of some of them to learn the target language and speak it fluently without any obstacles, it is defined generally as speaking the language naturally in a fast speech with few pauses though it is a feature of a native speaker who speak to express ideas in a short, clear, fluent and correct way.

4.2 Accuracy

EFL learners tend to master their language and speak fluently; meanwhile they ignore the accuracy role, so teachers should focus on accuracy in their teaching process as well learners should construct a full, correct, and complete sentences when speaking; in other words they have to pay attention to the grammatical structure, vocabulary and pronunciation.

4.2.1 Grammar

It is defined as the learners' use of a set of structural rules which combines clauses, phrases, and words in a certain language, these rules constitute grammar; it can be also used to describe rules that govern the linguistic behaviour of a group of speakers.

4.2.2 Vocabulary

In order for learners to achieve a high level of accuracy, vocabulary background plays an important role; however learners have to choose words that are contextually appropriate, i.e. often the use of similar words can produce different meanings for the sentence, thus learners have to accurate when choosing words and expressions according to the context.

4.2.3 Pronunciation

Accuracy is highly recommended by EFL learners, so speaking accurately requires them to be aware of all the rules especially the phonological ones, because those rules can define their fluency and accuracy when speaking the language and using the intonation, stress, pitch... etc correctly and clearly can help them to construct sentences and speak fast like natives.

5. The effective speaking

Gain the audience satisfaction is pretty the art of good conversation in which through the spoken words we communicate with each other; the effective speaking may encourage, teach, entertain, and inspire others.

The more persuasive the speaker is, the more effective he will be; thus this manner enables the listener to interact and react positively, in order to get the listener's attention, the speaker should address him respectfully so that the conversation becomes serious when producing an idea and a reason to convey.

Moreover; whenever the speaker is put in a situation where he needs to provide information about different topics, the speaker often need to speak properly and has to practice before talking in order to not give instructions to the listeners but inform, entertain, and attract them with the speech ideas. As a speaker, sometimes you speak purposely such as attracting the attention or make the audience believe in a certain point or view, however speaking effectively requires having the knowledge about the subject and the language mastering so that facilitate the listener interaction, therefore promoting the communication and maintain the social relationships.

Consequently, effective speaking is beneficial for EFL classes, teachers and students may find it useful, however it helps the students to make communication successfully done in addition to reinforce the interaction. Hence, speaking effectively in classroom facilitates the lesson for both teachers' management and students grasp, so that integrating them to understand the whole course.

6. Aspects of effective speaking:

The effective speaking is to know the way sharing your ideas and thoughts with few or large number of people. So to communicate with them properly, the speaker needs to be patient about the topic he would like to present because without passion the speech will be meaningless; the good speaker is the one who just acts sincerely without taking another personality, this would make the audience uncomfortable with your subject, as it is mentioned before, effective speaking needs to practice and read about the topic but not memorize. Speaking in a natural voice has an effect on the listener as well connecting with

them; sometimes they seek repetition to ensure that they did not miss any idea, therefore the audience keep following the discussion.

6.1 The use of body language:

Body language refers to the non-verbal communication in which physical behaviour is used to express or convey information, it is concerned with the human body language.

Whether an interview or presentation, one must be aware of how to use it effectively and how to perform best to convey messages in proper way as William (1997) stated: “Non-verbal communication, or as it is more popularly known, body language, refers to those movements and positions of the head, limbs and body that convey meaning” (p.4)

The speaker should be aware about various non-verbal components of communication that are:

-Eye-contact: it is necessary for the speaker to connect with the audience through gazing but not for more than 5 seconds. Fluttering, staring at the person is not such a good idea.

-Handshake: in official meetings or professional environment, shaking should be firm, a very strong handshake will indicate that the person is trying to dominate.

-Crossing your arms: crossing the arms can be a sign that the person speaking is not open to new ideas or opinion while giving a presentation.

-Sitting posture: One must sit in a relaxed position; it is preferable to be in first because sitting back in your chair may indicate the lack of interest.

-Gesture: it refers to the use of a part of the body; it includes facial expression, nods, and head bobbling/shaking.

-Facial expression: a person should explain what he feels through his face, it is often difficult to recognize the facial expression of the speaker, so the better expression of the reflection, the better listeners will follow.

Consequently, it is agreed that the use of body language can help much speakers, in addition to the use of non-verbal components of communication which helps for a greater involvement of participants.

7. Classroom speaking activities

It is necessary for EFL learners to practice the language continuously with their partners or inside the classroom. Speaking effectively requires not only the interaction but also a set of activities designed by the teacher to suit the learners and their level in speaking; the students' speaking skill can be developed through different activities inside the classroom, the following are the common ones:

7.1 Discussion

When we say speaking in class, it is directly related to discussion activity, it is based on the students' participation in a student/student process and/or student/ teacher one.

The discussion in class has to be over, thus the students stay active participant to generate a great discussion for both the teacher and students.

It is believed that students tend to avoid giving their opinions in front of their classmates, so the teacher's role here is to use a technique in which dividing them into groups make them comfortable so they give their opinions, exchange ideas, propose suggestions, and provide solutions... above all they interact with each other in the target language.

In order for the discussion to be successful; first, the teacher has to set up an interesting topic that suits their level and be easy for them to interfere, then the organization of the groups and a well controlled teacher can lead to a great discussion. Finally, the teacher is obliged to motivate, increase the students' engagement and encourage participants to speak and interact. A successful discussion allows the students to explore new ideas while recognizing, interacting and understanding others' experiences.

7.2 Role-play

Incorporating role-play into the classroom adds variety; it is an authentic technique because it engages a number of students especially if it is based on real life experience, it encourages thinking and creativity and lets students develop and practice new language as well their skills, role play can also create the motivation and involvement necessary for presenting better, build their self-confidence to speak in a different situations and different tasks in the classroom.

The activity of presenting can be done from prepared scripts, student's real life experiences or situations. The teacher can work here as a motivator, besides to good choice of the role play's topic or subject, this would probably give a push to the students to perform better, thus creating a successful role playas Hedge (2000) has argued : "it will depend on the willingness and motivation of the students to change the person". (p.280).

7.3 Communicative tasks

Using this type of activities can make the classroom active and change the atmosphere for both teachers and students; Thornbury (2005) proposed that communicative activities are characterized by some features:

- The task should be taken from real-life situations.
- Reach good results by using the language in a funny way.
- Push students to communicate and interact.
- The students use their language without limitations.

The following are some communicative tasks that are used inside the classroom to help and encourage the students to participate and speak:

7.3.1 Jigsaw activity

A Jigsaw is a cooperative active learning exercise where the students are set in groups, then the teacher orders four flashcards and inform the students about the whole idea that

these cards uphold. Then, one of the students distributes the cards for four divided groups. After a while the teacher asks the members of all the groups number one. Finally the teacher with the help of the group one's members to agree on the idea that this card is uphold.

7.3.2 Find the difference

This kind of tasks allow the students to participate in a form of competition, where the teacher gives two pictures for two students, they stand face to face to their classmates and start describing a part of the picture, then the students guesses the differences. The teacher role here works as an encouraging factor to make a sense of competition between the audiences.

7.3.3 Chain story

This is one of the funniest activities in the classroom, where the teacher should motivate his students and start creating a short story, then the turn is going to pass by students in which of them create a new sentence to continue the story and in the end they finish with a new story.

7.4 Academic presentations

This activity tries to make the learners present academic performances with formal features. However it can be also presented individually, in pairs or in groups. A discussion will occur when the students finish their presentation.

8. Problems of speaking in the classroom

As it is known that English is a foreign language in our country, the majority of students especially at the university are not familiar with it. Students use English in a comfortable way only inside the class and less comfortable outside the class. While students have a lack of time to learn English in class, and they are suffering from the low

extent of encouragement to practice English outside the class in order to get familiar with it. The following are some problems that students may face:

8.1 Reticence

“Reticence, therefore, should not be interpreted as a lack of motivation to learn to speak. That learners may not be willing to communicate in the target language” (Goh and Burns, 2012, p. 29). The term reticence refers for being reluctant to speak or being averse to start a certain speech. Reticent people are careless about speaking and attending social events.

However, reticence can also refer to the situation where a person show silence instead of talking that is due to a psychological problems, thus reticent students are more complex to participate they try to be away from any kind of interactions or communication, because they tend to be fear of being ridiculed when talking in front of their classmates and maybe making mistakes.

8.2 Lack of vocabulary

It seems important to point out that in all cases, vocabulary has a crucial role when speaking, and the number of words that an individual understands and uses can help him to express his ideas, thoughts, and point of view in any discussion; EFL learners are often the category concerned with developing their vocabulary because it is necessary for them in the language skills especially in speaking process and listening as well; the language of learners will be quietly influenced by the amount of vocabulary collected in terms of fluency and accuracy because a learner will take much time thinking how to construct a full sentence correctly if his background is insufficient.

Gaining a huge number of vocabularies would not be an easy process, EFL learners should practice more, listen to different documentaries in the target language and discuss with natives as well, so that learners express themselves easily and be explicit instead of

vague; vocabulary can also help them to understand natives, contact with them and discover new countries and cultures, however the more learners increase their background vocabulary, the better able they become to understand news and current events, and the more widely varied the conversations, discussions, and debates they can jump into.

8.3 Shyness

Shyness refers to a psychological state where a person is fearful to do a certain activity; it is related to anxiety, hesitancy and other different factors.

EFL learners are the category meant by this behaviour; they are very sensitive to participate and speak in the classroom and are not ready to listen to the teacher's criticism and comments as Stein (2007) has claimed: "Sometimes they are too shy to speak in front of others because they think they have a defective pronunciation or lack the appropriate vocabulary to be able to keep up a conversation" (p. 2).

To be clearer, EFL learners especially do not often participate because of many factors and reasons likewise feeling negative when participating in the class that h/her colleagues will laugh at h/her, as well being discouragement plays a role in which a learner is not supported to express h/her self, it should be mentioned a huge number of factors like lack of vocabulary, problems with pronunciation, and the ignorance of grammar rules that is due to the rare practice and communication.

In brief, people in general become shy when it comes to verbal exchange and social interaction.

8.4 Lack of self-confidence

Self-confidence is daily shown by people whenever the matter is to interact and talk, they try to build it in order to be better communicators; however self-confidence related much to the state that one person has doubts regarding personal abilities. Learners with low

self-confidence cannot participate and express themselves freely and in comfortable way as well the speaking process will not be effective which result the misunderstanding by the listener.

Self-confidence can be affected by various factors like negative personality that pushes a person to be suspicious and form negative thoughts about his personality and thoughts, it is associated also with self-efficacy and self-esteem as well; it is agreed that self-confidence may emerge from some external factors such as abusing or people's severe criticising then develop to be affected by internal factors which are already mentioned. The lack of self-confidence affects the learner's language learning progress causing speaking difficulties and result in other problems, like reticence.

Conclusion

This chapter has reviewed the most interesting concepts related to speaking skill which plays a critical role inside and outside the classroom that language learners rely on to achieve their learning outcomes. In fact, daily concepts and words used by people determine the extent of their speaking effectiveness. In this chapter, it has been shown a clear idea about speaking skill that is an important characteristic of the language's mastery; it has also put an emphasis on the principle which implies that speaking skill should be given a high level of importance especially in EFL classes since it is highly recommended among the other productive and receptive skills in foreign language teaching and learning; it has been emphasized also that being effective speaker would help a lot in particular conversations, hence be knowledgeable about the subject matter, the setting of speaking...etc.

Consequently, a successful communication requires a competent speaker who can deliver his thoughts and ideas in an effective, clear, and understandable way to the listener and be attentive to what is said as well.

Chapter three: Field Work and Data Analysis

Introduction

This study is an attempt to gather data about the contribution that blended learning may have to improve EFL learners' speaking skill. To support this study with valuable data, we designed and distributed a questionnaire for second year LMD students and conducted an interview with teachers (especially those who are engaged in oral expression module). This chapter attempts to answer the research questions proposed in the present research and confirm its hypothesis. Hence, data obtained from the research tools will be coded and analyzed using tables and graphs. Thus, results will be discussed and presented in the following research analysis.

1. The students' questionnaire

1.1 Sample

The research sample consists of sixty five students, they are mixed female (59) and male (6) who have been randomly chosen. So, we selected the required number (65) of the volunteer participants in the division of English Language at Mohamed Khider University of Biskra. We have selected the most clear and completed questions which we thought that they may enrich the current study with useful and valuable data.

1.2 Description of the questionnaire

This questionnaire is composed of three sections which include different types of questions, close ended and open ended questions. Section one includes four questions related to students' personal information regarding the gender, age their Baccalaureate type and also their level of English; its aim is to make a relation between the gender, the type of Baccalaureate, and the extent of knowing and dealing with technology .section two contains eight questions concerning the basics of blended learning where students are asked about the use of technology and their attitudes about its positive and negative sides.

Section three is covered by seven questions in which we tried to focus more on the students' speaking skill difficulties inside the classroom, supported by their opinions on how to improve the speaking proficiency using various technological tools

3.1.3 Administration of the questionnaire

3.1.3.1 Piloting study:

The questionnaire was piloted on the 13th march 2017, we have distributed six copies for second year students as a first step to assess the students' extent of understanding the questions and responding to them clearly. The aim of this stage (piloting study) was

- Collecting a constructive feedback on the instrument worked.
- Checking its feasibility.

After piloting the survey questionnaires, a revision and some necessary changes were adjusted with the supervisor, we decided to omit three questions which students found difficulty to answer them.

3.1.3.2 Administration:

After piloting, we have distributed hand to hand (80) questionnaires on the 16th march 2017 in which the majority of students finished their responses in no more than twenty minutes; students have responded only to few questions in which we have received just sixty five copies, ten copies were not fully answered so we have eliminated them, and other five copies haven't been handed back.

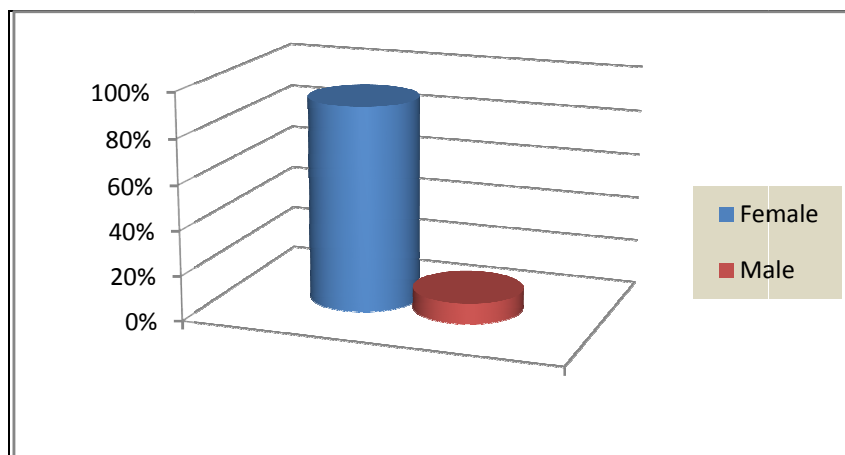
3.1.4 Students' questionnaire results' analysis

1. Section One: Background Information

1.1. Item 1: The Students' Gender

| Options | Female | Male |
|--------------|--------|------|
| Participants | 59 | 6 |
| Percentages | 91% | 9% |

Table2. Students' Gender



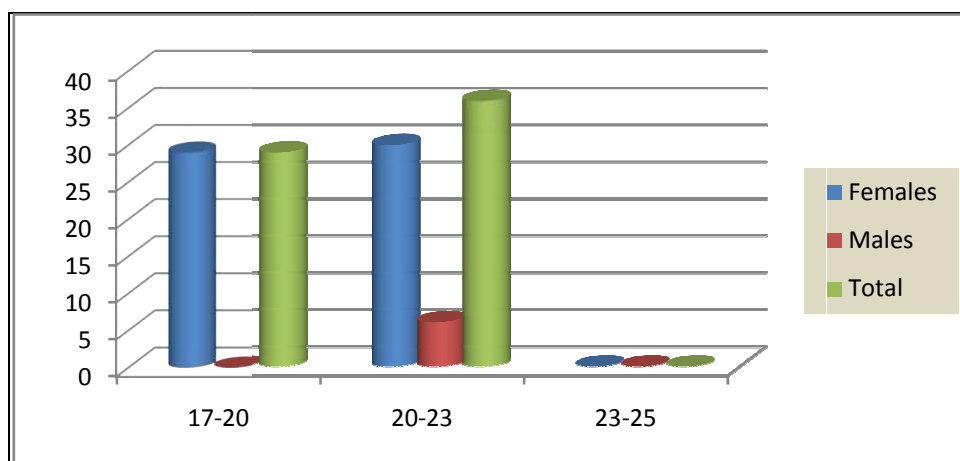
Graph1. Students' Gender

From the table above, we notice that the number of females is higher than the number of males, they represent (91%) of the sample, while males represent (9%), That means the high number of female participants enrolled in the English division at the University of Biskra proves the stereotype that girls are more interested in learning English as a Foreign Language than boys who prefer scientific and technical branches.

1.2. Item2: Students' age

| Options | Females | Males | Total |
|---------|---------|-------|-------|
| 17- 20 | 29 | 0 | 29 |
| 20-23 | 30 | 6 | 36 |
| 23-25 | 0 | 0 | 0 |

Table3. The students' Age



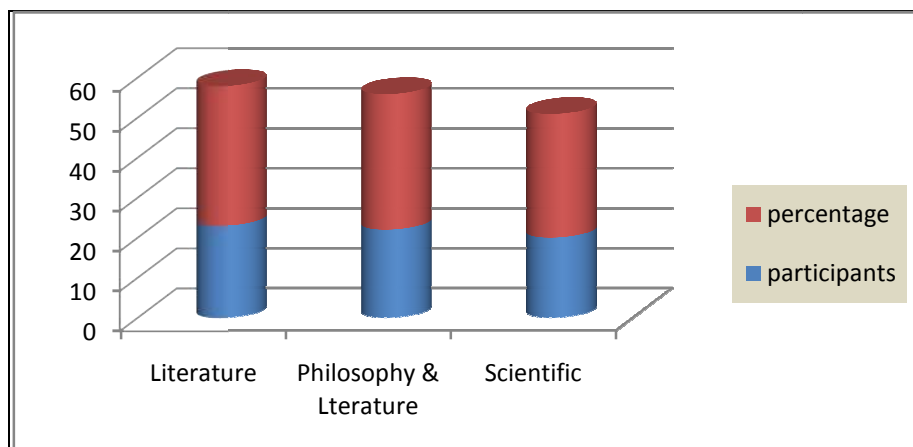
Graph 2: Students' age

The students' age is shown above by a few differences, in which the highest percentage goes to the second category (20-23) by a 36 students mixed of males and females, than the second category that represents the age of (17-20) by 29 students, followed by the last category which have witnessed an emptiness from neither males or females that is to be a normal result. However our population is varied in terms of age, this is positive being related to the research context clarifying how participants from different ages perceive the blended learning.

1.3. Item 3: Students' BAC Type

| BAC stream | Literature | Philosophy & Lit | Scientific |
|--------------|------------|------------------|------------|
| participants | 23 | 22 | 20 |
| percentage | 35% | 34% | 31% |

Table 4.The students' BAC stream



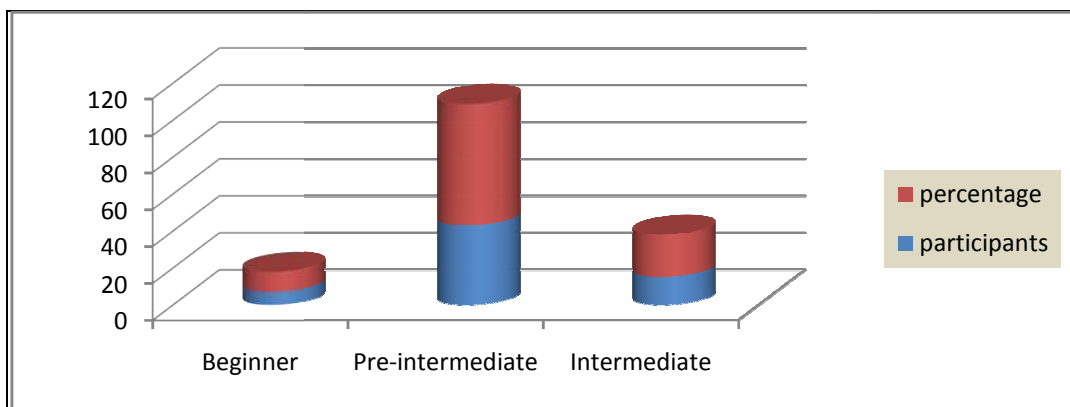
Graph 3: The Students' BAC stream

Both table and diagram clarify that there is no clear contrast between the total streams, however 35% of the sample were literature students, while the philosophy students got 34%, and the other students of the scientific stream got 32%, in general students of literature with its streams have a tendency toward studying languages in order to complete their career compared to the scientific students who would change their stream to carry on with an international language, this is a positive point for the study because scientific students are knowledgeable about technology and the use of it.

1.4 Item 4: Students' English level

| Students levels | beginner | Pre-intermediate | Intermediate |
|-----------------|----------|------------------|--------------|
| Participants | 7 | 43 | 15 |
| percentage | 11% | 66% | 23% |

Table5. English level of students



Graph 4: The students' English level

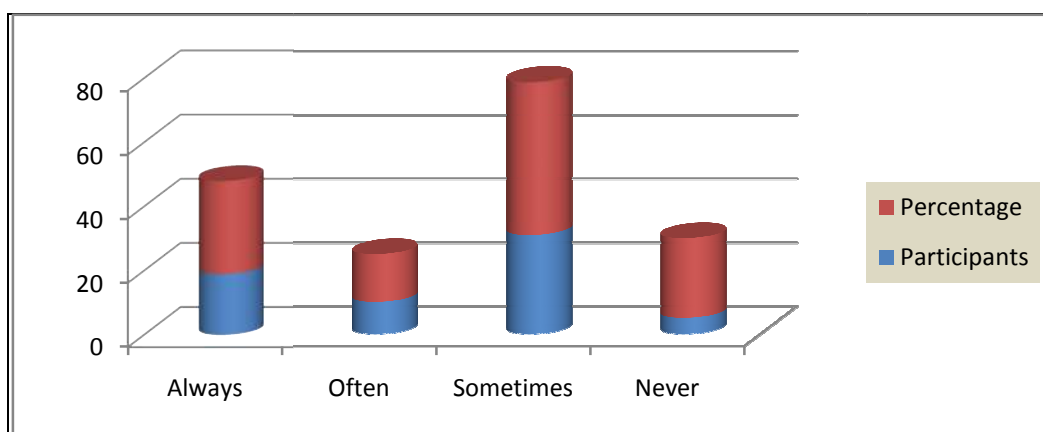
According to the results above, the majority of participants responded that their level is pre-intermediate (66%) in which they were 43 students out of 65, followed by those who are intermediate (23%) by a 15 students of the total sample, and in last beginner students (7%) presented in 11 students out of 65; the views of the students gives an overall idea about the relation between the years they have studied and the level they have achieved that is a normal level for a students who have passed two years studying.

2. Section two: Blended Learning

2.1 Item 1: the students' frequency of using computer

| Options | Always | Often | Sometimes | Never |
|--------------|--------|-------|-----------|-------|
| Participants | 19 | 10 | 31 | 5 |
| Percentages | 29% | 15% | 48% | 8% |

Table6. The students' frequency of using computer



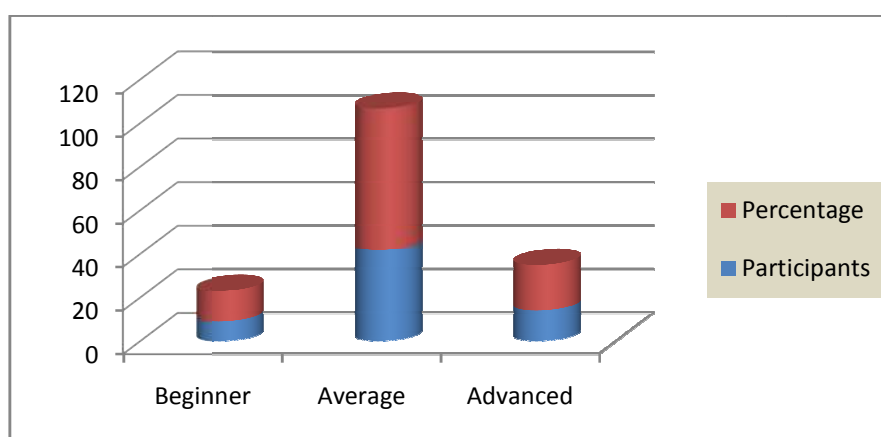
Graph5: The frequency of students' use of computer

It is clear from the diagram above that the sample of students was categorized in four options were 31 students out of 65 (48%) which is obviously the largest category responded that they use the computer for sometimes, then those (29%) who has said that they always deal with the computer in a number of 19 students, it is followed by two categories which are the often use (15%) responded by 10 students in addition to those who have never use the computer (8%) in a number of 5 students; so the results are almost classified into daily and sometimes use when it comes to the students' free time taking into consideration those who have never use computer and they are usually a small percentage; hence we can say that it is a normal result because the majority of learners use technology whenever they are free regardless the goal used for.

2.2 Item 2: the students' level of using technology

| Options | Beginner | Average | Advanced |
|--------------|----------|---------|----------|
| Participants | 09 | 42 | 14 |
| Percentage | 14% | 65% | 21% |

Table7. The technology proficiency level of students



Graph 6: The students' level of using technology

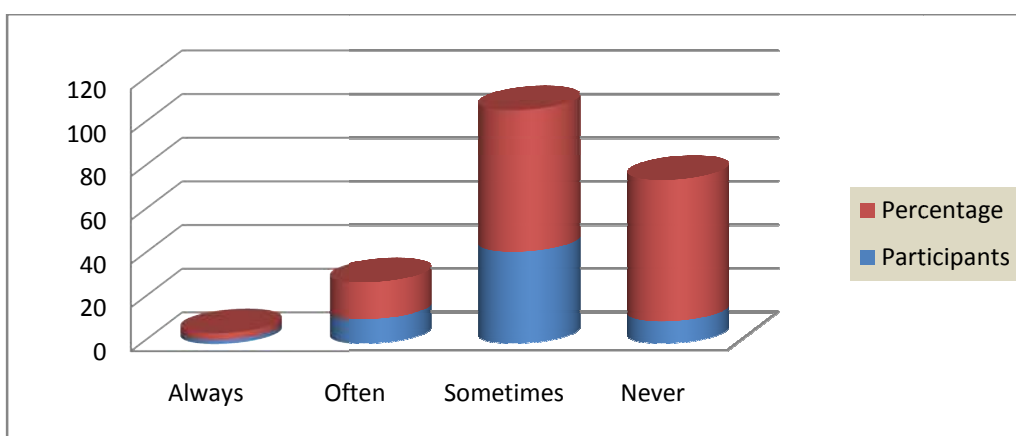
It is shown in the diagram that most of students responded that their level is somehow average for the majority of the sample (65%) in which 42 out of 65 said that they are

average users, when we move to the second category (those who said that they are advanced), we find a considerable percentage (21%) represented in 14 students. The beginner users are presented by 9 students out of 65 (14%). As technology develops every day it is obvious for language learners to deal almost with the internet and the computer so the contact will strengthen their knowledge and experience with technology to be advanced or at least average, regardless those who have a limited use for it usually they are beginners.

2.3 Item 3: the teacher’s use of technology for classroom instruction

| Options | always | often | Sometimes | Never |
|--------------|--------|-------|-----------|-------|
| Participants | 2 | 11 | 42 | 10 |
| Percentage | 3% | 17% | 65% | 15% |

Table8. The teacher’s use of technology for classroom instruction



Graph 7: The teacher’s use technology for classroom instruction

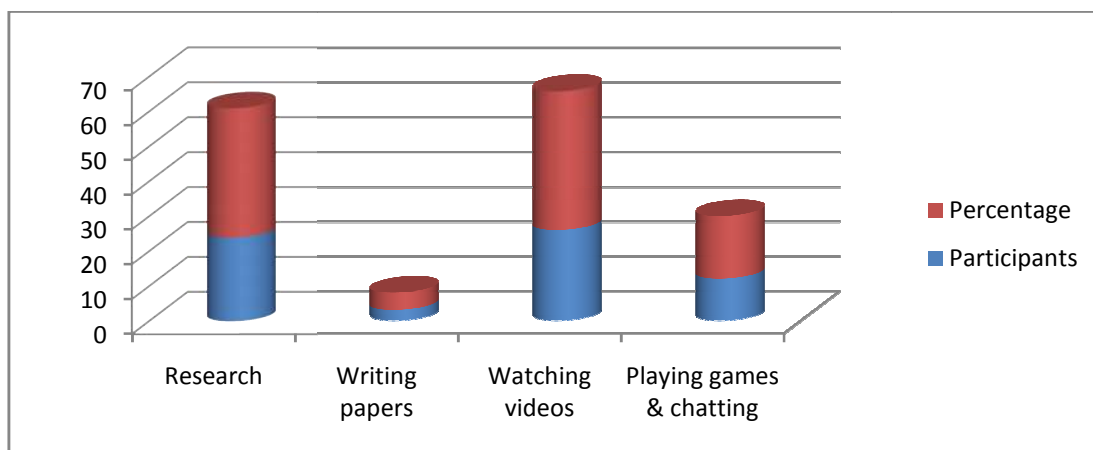
What can be seen from the results that are represented above is that most of the respondents have noticed that the use of technology inside the classroom by the teacher is done from time to time, out of 65 students, 42 students (65%) agreed on that teacher’s integration of technology is sometimes, while 10 of them (15%) responded that this process is never been used inside the classroom, when we move to other viewpoints we find that percentages are going sharply down, for example those who said often for this

process (11%) are represented in 7 students, followed by the weekly use by 5 respondents (8%), and finally one students has said that is daily (1%). Hence, we can say that one of the points that students claimed for is the integration of technology in the classroom, it is done sometimes according to the respondents which may not be enough for them; thus classroom should be supported by computers and technology instruments to be used in the instructions whenever they are needed.

2.4 Item 4: the students' goals from using the computer

| Options | Research | Writing papers | Watching videos | Playing games & chatting |
|--------------|----------|----------------|-----------------|--------------------------|
| Participants | 24 | 3 | 26 | 12 |
| Percentage | 37% | 5% | 40% | 18% |

Table9. The students' purposes from using the computer



Graph 8: the students' purposes from using computer

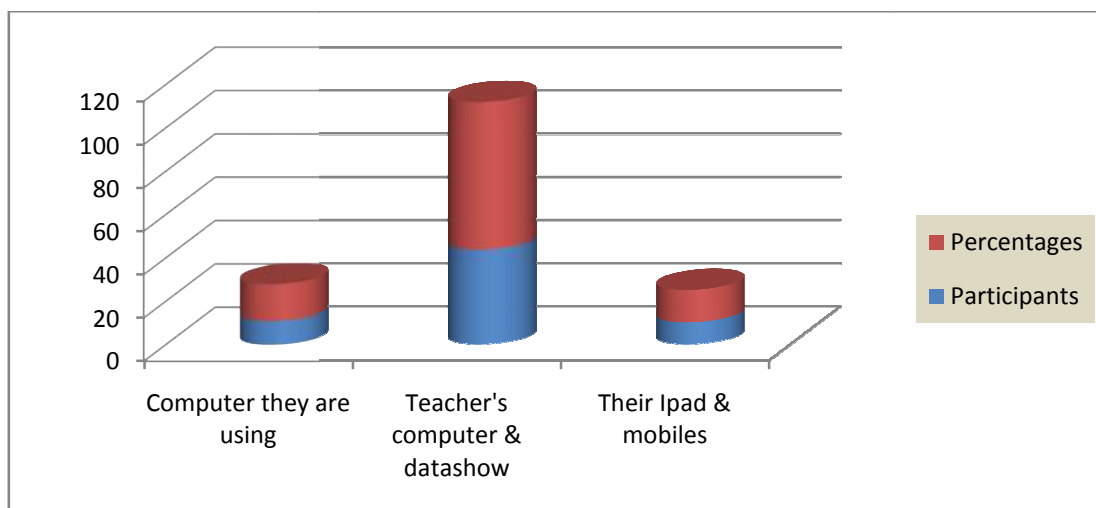
In this item, participants were asked to identify whether their use of computer is for research, writing papers, watching videos, or playing & chatting; 24 students out of the sample (37%) indicated that Research is on top of their purposes when using computer in one hand; in the other hand, 26 students (40%) who represents the majority, responded that they use it for watching videos, only three respondents claimed that they use it for writing papers, besides 12 others (18%) in which their answers and views went to playing games and chatting.

What is remarkable from this item is that according to them respondents use computers for different purposes, among which studying and research are concerned. This is very helpful for checking the effectiveness of introducing (BL) since the results show their interest and readiness.

2.5 Item 5: students' views on technology type they learn best from

| Options | Computer they are using | Teacher's computer and data show | Their Ipad & mobiles |
|--------------|-------------------------|----------------------------------|----------------------|
| Participants | 11 | 44 | 10 |
| Percentage | 17% | 68% | 15% |

Table10. The students' viewpoints on technology type the learn best from



Graph 9: The students' views on technology type they learn best from.

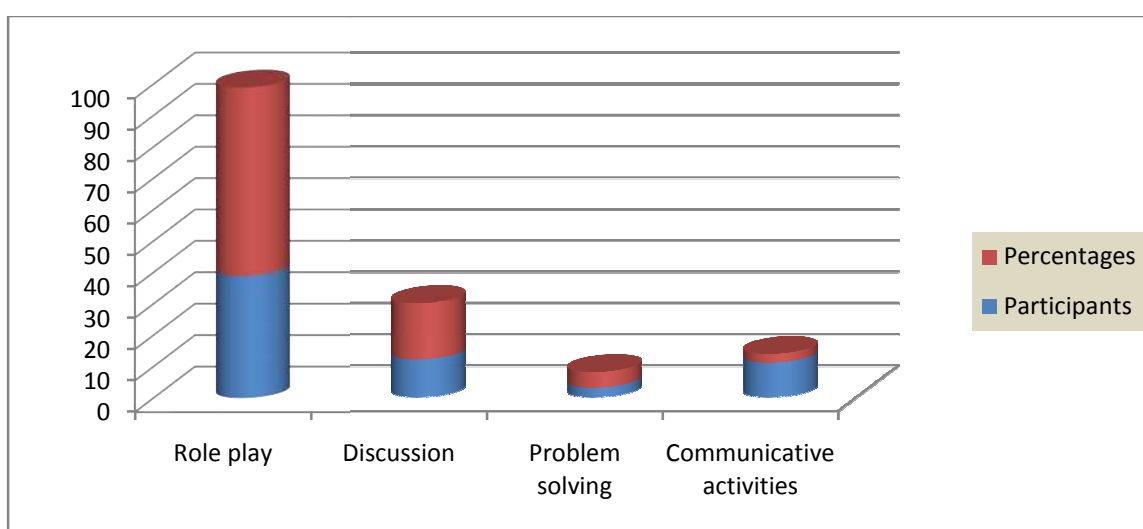
As it is shown above, students were separated into three viewpoints, those who have chosen the option that represents the teacher's personal use of computer and data show which is the largest percentage by 44 students out of 65 (68%); remained viewpoints were distributed by students' personal computer by a number of 11 students (17%), then the third choice of students' use of their Ipad & mobiles or whatever they prefer. What we can see is that students almost show their positive opinion when the teacher use computer and data show, it looks that they learn best with this manner compared to the other manners

when choosing the study by a personal computer or mobile which generally seems not comfortable for them.

2.6 Item 6: The activities that the teacher include in classroom

| Options | Role play | Discussion | Problem solving | Communicative activities |
|--------------|-----------|------------|-----------------|--------------------------|
| Participants | 39 | 12 | 3 | 11 |
| Percentage | 60% | 18% | 5% | 17% |

Table11. The activities that the teacher include in the classroom



Graph 10: The activities used by the teacher in the class

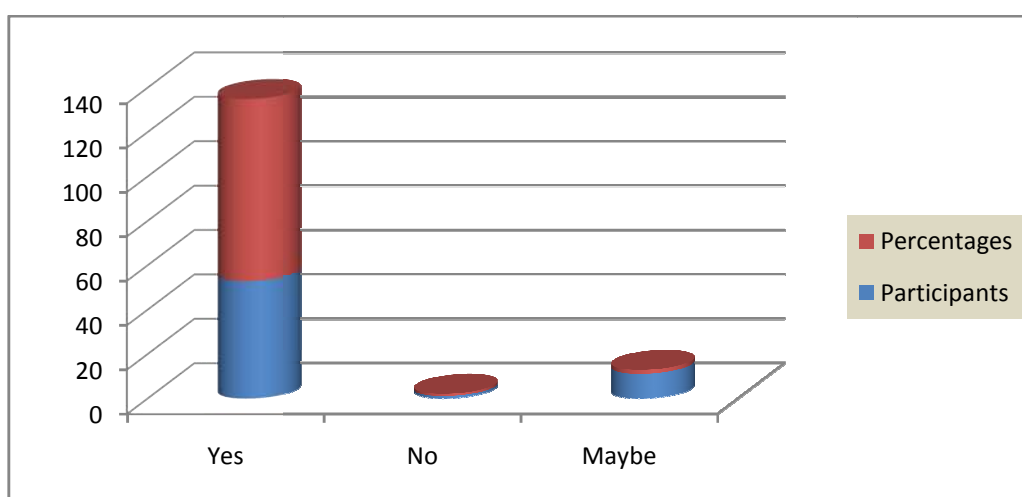
From the table that is drawn above, we see that students' choices differ from one to another and also with various percentages; for example those who responded to the activity (Role play) were much than others and presented in 39 students (60%) out of 65 students, the other activities like discussion and communicative activities were really approached as the graph above shows; their percentages were for the first activity (18%) including 12 students, while the second one was (17%) with 11 students; what is remained is the problem solving activity which students agreed with just 3 students (5%). As it is responded, teacher almost do not vary his activities inside the classroom so using just one technique or tool for most of time may not really involve the students and help them to be integrated in the session; in order to reach so, the teacher should use at least 2 or 3 tools in

the session to create a coordination and link between those activities and the students' participation.

2.7 Item 7: The students' viewpoints on the positive effect of technology on oral communication and speaking skill

| Options | Yes | No | Maybe |
|--------------|-----|----|-------|
| Participants | 53 | 1 | 11 |
| Percentage | 82% | 1% | 17% |

Table12. The students' viewpoints on the positive effect of technology on the speaking skill



Graph 11: students' views on the positive effect of technology on speaking skill

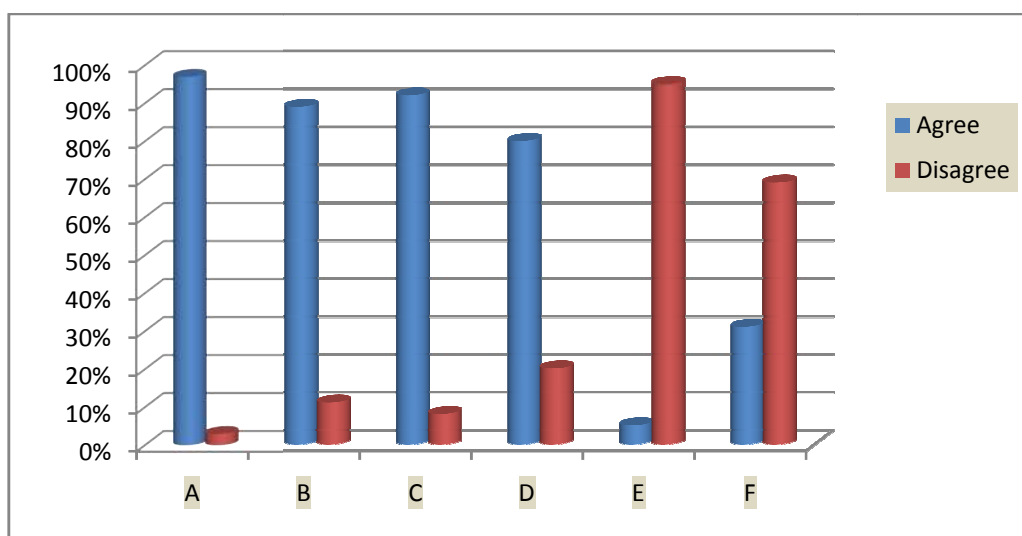
It is noticeable from both the figure and the table above that the rates obtained from the students' responses are totally different, generally speaking, results indicate that most of the students said "yes" technology has a positive effect for sure on their speaking skill, this view was supported by 53 students (82%) which is a large percentage, the remained students were not sure about their decision since their deal with technology in the classroom maybe limited, so 11 students (17%) answered that maybe technology would have a positive effect, followed by just one students who has responded for "No" technology would not have a positive effect on the speaking skill. The all "yes"

respondents justified that technology will be effective for their pronunciation, fluency and especially enriching their vocabulary.

2.8 Item 8: students' belief about integrating computer in teaching

| Options (I believe that technology....) | Agree | | Disagree | |
|---|-------|-----|----------|-----|
| | par | per | par | per |
| A. Can increase students' academic achievement. | 63 | 97% | 02 | 3% |
| B. Motivates students to get more involved in learning activities. | 58 | 89% | 07 | 11% |
| C. Can develop speaking skill and oral communication. | 60 | 92% | 05 | 8% |
| D. Can make the students fluent and more confident. | 52 | 80% | 13 | 20% |
| E. Is not useful for improving student's learning & speaking skill. | 03 | 5% | 62 | 95% |
| F. Is helpful for the teacher's role to convey info & management of the course. | 20 | 31% | 45 | 69% |

Table13. The students' belief about technology integration in teaching



Graph 12: The students' belief about technology integration in teaching

The question above is a combination of six statements, where respondents were asked to agree or disagree; for the first statement, 63 students out of 65 (97%) agreed that technology can increase the students' academic achievement while just 2 students (3%) said the opposite and disagreed; a considerable number of students also was remarked in

the second statement, in which 58 students (89%) has shown their agreement for the motivation that technology provides for the students to get them involved compared to those who disagreed and were 7 students (11%).

In the third statement, respondents have agreed on the development of speaking skill through technology by a number of 60 students (92%), in contrast with those who disagreed they were 5 students (8%). Concerning the student's fluency and confidence, 52 students (80%) has agreed and reacted comfortably and confident when technology is used inside the classroom, while other 13 students (20%) which may be a considerable number that represents those who said technology decrease the students' self-confidence and fluency.

The fifth statement represents the negative part of technology, where students asked if technology would not improve the students' learning and speaking skill, however 3 students (5%) responded that it's right and it is not helpful for them, compared to the overwhelming majority that stands for the positive side of technology and consists of 62 students out of 65 (95%); hence it is a supporting evidence for the previous statement.

According to the sixth statement that is concerned with the teacher's role to convey information supported by technology, students were distributed according to their views on this statement, in which 20 of them (31%) have agreed, in other words those students think that technology would be helpful for the teacher inside the classroom, while other 45 students (69%) have disagreed on that, they have responded due their experience because they are not concerned to a much extent with the teacher's technology support.

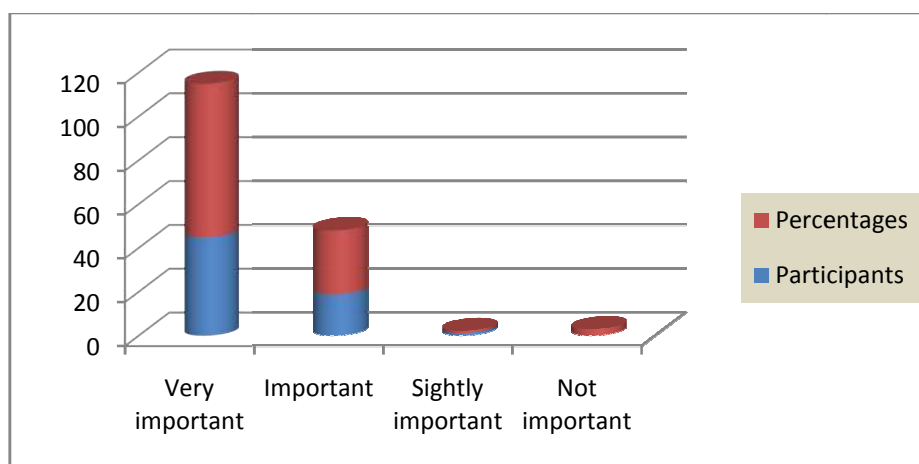
Consequently, all the results above prove already that the integration of computer in the classroom will be more effective for them to a great extent.

3. Section three: Speaking skill

3.1 Item 1: the importance of speaking skill in foreign language acquisition

| Options | Very important | Important | Slightly important | Not important |
|--------------|----------------|-----------|--------------------|---------------|
| Participants | 45 | 19 | 1 | 0 |
| Percentages | 70% | 29% | 1% | 0% |

Table14. The importance of speaking skill in foreign language acquisition



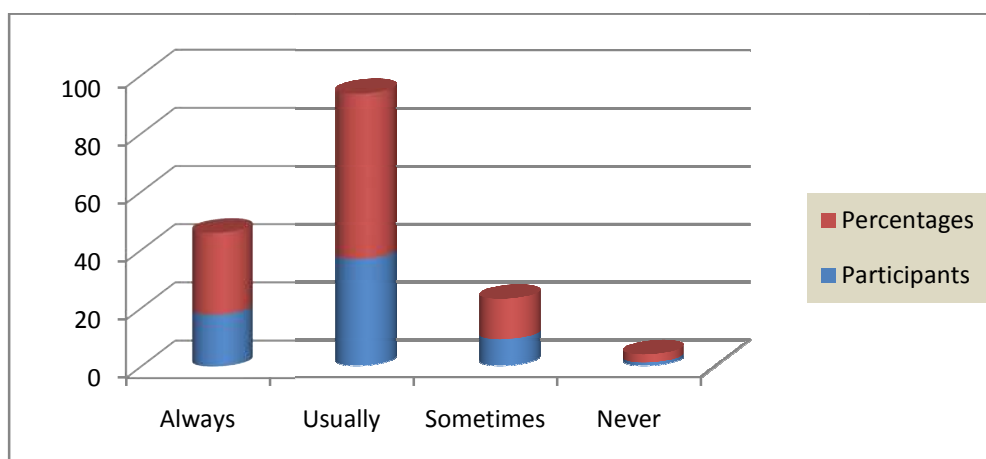
Graph 13: The importance of speaking skill

From the results, it can be seen that 45 students (70%) have evaluated the speaking skill as a very important skill in foreign language learning, whereas other 19 students (29%) said it is important for them, when we look to other categories of evaluation, we find that just 1 student who reacted negatively and said speaking is slightly important and no one has said the opposite (speaking is not important), that it is to say speaking is a very important skill in the learning and teaching process, for both teachers and learners in which it enhances their level and develop other skills as well.

3.2 Item 3: Students' participation and communication in oral sessions

| Options | Always | Usually | Sometimes | Never |
|--------------|--------|---------|-----------|-------|
| Participants | 18 | 37 | 9 | 1 |
| Percentages | 28% | 57% | 14% | 1% |

Table15. The students' participation in oral sessions



Graph 14: The students' participation in oral sessions

As it is apparent from the results, 18 of the learners (28%) declared that they like speaking and communicating always, whereas 37 students (57%) are those who take advantage from the opportunity when it comes up and participate usually, other 9 students out of 65 (14%) find it easy to participate usually in oral sessions, only 1 student finds it difficult to participate and never make a step to communicate with his colleagues for unknown reasons. However, those percentages clarify more the situation of the students' participations, some of them take the opportunity and speak always or at least usually in order to raise their level, others may sometimes interfere if chances allow them.

3.3 Item 3: problems preventing students from participation

| Options | Less opportunities to participate | Low self-confidence | Lack of background | Fear of making mistakes |
|---------------------|-----------------------------------|---------------------|--------------------|-------------------------|
| Participants | 9 | 16 | 9 | 31 |
| Percentages | 14% | 25% | 14% | 49% |

Table16. Problems preventing students from participation



Graph 15: Problems preventing students from participating

The results show that there is a similarity in ratio (percentage). However 9 students (14%) admitted that less opportunities inside the classroom prevent them from interfering, similarly to other 9 students who claimed that the lack of background has an important role when participating, so the large percentage (49%) that consists of 31 students, directly goes to those who consider self confidence as a crucial factor that can affect their participation positively or negatively, it is followed by those who suffer from making mistakes when providing their opinions or discussing in the classroom on a certain topic.

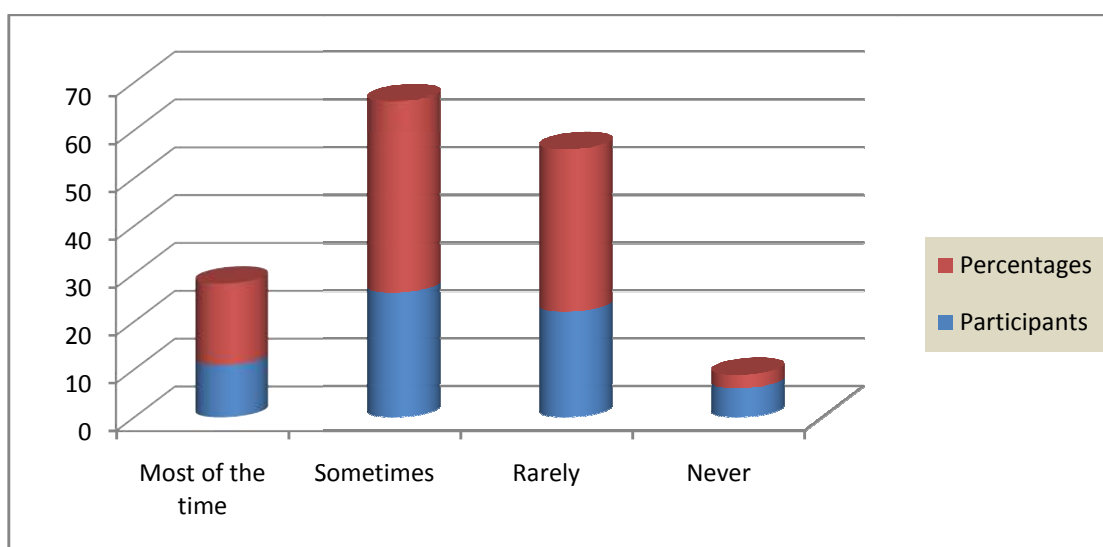
Regardless the results above, oral communication is considered as an important process for learners in which they gain new vocabularies and expressions. Speaking inside the classroom is linked to various factors that may affect the students' communication and may also increase or decrease their participation. Respondents to this question were suffering from two factors besides the others, fear of making mistakes and lack of self-confidence percentages were large compared to other factors.

3.4 Item 4: Using technological tools to support speaking skill inside the class

| Options | Most of the time | Sometimes | Rarely | Never |
|--------------|------------------|-----------|--------|-------|
| Participants | 11 | 26 | 22 | 6 |
| Percentages | 17% | 40% | 34% | 9% |

Table17. The use of technological tools to support speaking skill inside the class

What can be seen from the results above in the table is that rates are almost similar. Generally speaking, results indicate that students use technological tools differently; 11 students (17%) admitted that they use them most of the time, whereas other 26 students (40%) which is the largest percentage, use them sometimes i.e. whenever the chance allows them, technological tools are rarely included in the class this is what was represented in the third category by 22 students (34%), 6 students (9%) have never been dealt with those tools in the class, in various cases, the treatment with the technology is different and insignificant that would reflect on the students' speaking and oral communication, so a more integrations of it will enhance and increase positively the rates presented bellow.

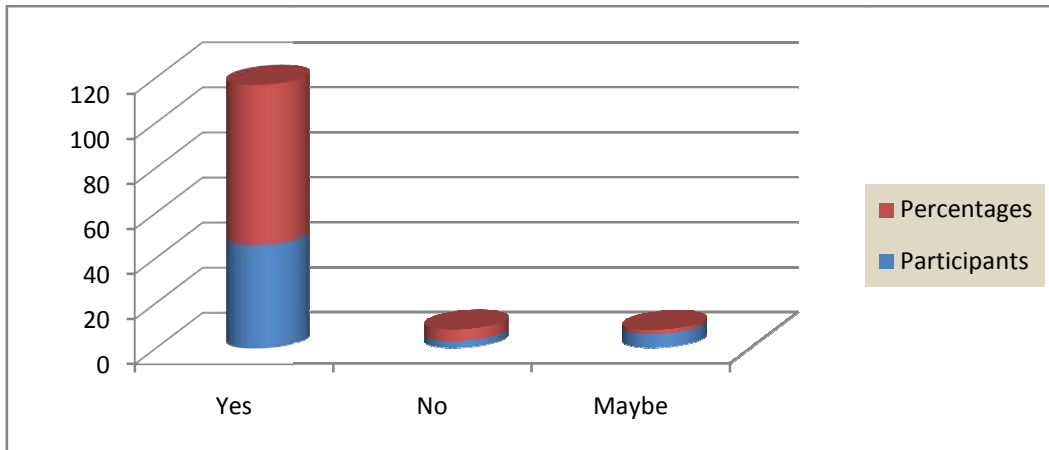


Graph 16: The students' use of technological tools to support speaking inside the class

2.5 Item 5: students' views in providing oral sessions with technological tools

| Options | Yes | No | Maybe |
|--------------|-----|----|-------|
| Participants | 46 | 03 | 06 |
| Percentages | 71% | 5% | 9% |

Table18. The students' views in providing oral sessions with technological tools



Graph 17: students' viewpoints on providing oral sessions with technological tools

In this question, respondents were asked to give their viewpoints on providing oral sessions with technology in order to enhance their speaking skill; the overwhelming majority (71%) has responded “Yes” providing technology will help their training, whereas just 3 students (5%) has said No for unknown reasons or they could miss the treatment with technology inside the class, the rest percentage 9% has said “maybe”, they represents the smallest category in the diagram above and in the total sample.

Some of them had justified their agreement on including technology by various answers. Giving self-confidence to participate, encouraging students to interfere and provide their views, also enhancing their productive and receptive skills...etc, however all justifications from the students' part claimed that oral session need more care in which providing computers and all the necessary instruments is needed.

2.6 Item 6: Students' suggestions on how to improve the speaking skill proficiency

In this question students were asked to provide their opinions on what could be done to improve their speaking proficiency; results obtained from the responses of the participants were similar, in which all of them agreed on some clear points to be adapted in order to improve the speaking skill, the following is a summary of students' suggestions:

- Teacher should give simple and direct instructions for the activities, and ask sometimes if the instruction is clear.
- Give more opportunities to students for participation and especially those who lack self-confidence and shy students, it will help them to be integrated and speak freely.
- Include the computer, data show and an internet network to get access to the information needed with the help of the teacher.
- Ameliorate the way of correcting students' mistakes and avoid embracement when the students make a mistake.
- Encourage them to watch videos or movies in English and also speak/listen to natives in order to be familiar with the language and meet authenticity.
- Vary the oral session activities in which methods used can get access to the students' skills and create a comfortable atmosphere for them.
- Join social events and clubs on the internet, react, interfere and integrate in order to gain new vocabulary and expressions.

2.7 Item 7: Some suggestions about technological tools to be used in order to enhance speaking lessons.

This question is devoted to be a personal space for the participants to suggest what technological tools suit them best, and may ameliorate the speaking lessons. According to their responses which were also similar, some suggestions were given to be realised in the classroom as follows:

- Using Smart phones in the class like recording themselves and listen back to their intonation, vocabulary and language in general how it seems to listeners.
- Have a debate in the class with colleagues in a topic that interest them in a form of making a recorded interview.
- Using electronic dictionaries, online dictionaries often have audio examples they can check their pronunciation and use other dictionary apps can be taken everywhere with them on their Smartphones.

Conclusion

This questionnaire was a useful tool of gathering data from respondents of the English division at University of Biskra. The results helped us to know the different problems that EFL learners face when speaking inside the classroom and what could be helpful as a mean to enhance it; it has proved that the use of technology in the classroom will be successful and helpful for them to a great extent according to the students' responses.

In the division of English Language at Biskra University, technological tools, computers, time allotted for oral sessions, and opportunities for participation...etc, represents the main factors that affect the learners speaking skill and may give a push to the oral communication level. However practising speaking is one of the most fun and rewarding parts of learning English, while English teachers try the best to help students get rid of some problems preventing them from participating, classroom also has the greatest role which should be supported by a group of instruments and tools that students may use in oral sessions.

4.1 The Teachers' Interview

4.2.1 Administration and Aim of the Teachers' Interview

This interview is one of the instruments designed for data gathering tool. The idea of blending it is to obtain information from another population which seem to be knowledgeable about this new method, it helps to support and consolidate our data besides the information that serves our study for testing the hypothesis. In our interview, we have faced a problem to record the teachers' evidences because of many reasons, so we have dealt with structured interview through a written form to collect the teachers' responses. It took one week to collect just 5 interviews that we depended on besides the students' questionnaire.

3.2.2 Description and Analysis of the Teachers' Interview

a. Description

This interview is composed of 12 questions which are often open-ended ones; they are mainly divided into two parts, in which the part one is devoted for the teachers' profile and for the students' level, difficulties in speaking skill, besides the teachers' views about the BL method, whereas the second part of questions is devoted for the use of technology inside the classroom and the students' attitudes toward the use of BL, in addition to a group of a suggested strategies to overcome the students' oral communication difficulty.

b. Analysis

Question one: would you like to specify the degree you have achieved?

T1: Doctorate

T2: Magister

T3: Magister

T4: Magister

T5: Magister

Among the total sample of the interviewed teachers, there is just one with a Doctorate degree and the rest four teachers have a Magister degree and most of these latter are prepared for the completion of their Doctorate degree, however this gave us the opportunity to discover the diversity of the teachers' degrees while teaching the oral expression module which would reflect positively on the students participation in accordance with the teacher's level of experience.

Question two: How long have you been teaching oral expression?

T1: From 10- 20 years

T2: From 1-5 years

T3: From 1-5 years

T4: From 5-10 years

T5: From 1-5 years

From the results of the teachers' views, we find a diversified collection of experiences; the scope of teachers experience in teaching oral expression course here ranges from one year to twenty years, however it is an indication that the division of English Language at MKU has teachers from different generations and most of them are experienced teachers with no less than five years of experience, this would provide different viewpoints towards the subject under investigation.

Question three: which degree describes your learners' level of using English language?

T1: Their level is below average

T2: Average

T3: Above average

T4: Average for the majority

T5: Above average

By asking this question we wanted to know the teachers' perspectives about their students level of using English inside the class; one teacher has said that below average is the level of his students, while two teachers have agreed on the above average for the majority of their students, and the left two teachers has said that they have an above average level. This proves that learners have already passed the low level according to the teachers' views for the majority of them but it still need to be ameliorated in order to achieve more advanced levels.

Question four: do your students participate in the oral session?

When asking the teachers we have approximately answers from four teacher only one teacher stated that some of them do not participate, their answers were as following:

T1: The first teacher answered that they participate normally.

T2: The second teacher: the majority of the students take the opportunity without any problem.

T3: The third teacher: The majority of them do not participate; he supported his view by their shyness and fear of making mistakes and being laughed at, they also lack vocabulary so they cannot express themselves fully.

T4: The fourth teacher answered by "Yes".

T5: The fifth teacher also said that his students participate in the oral session.

From the teachers' answers we deduce that most of the students can take the chance to express their opinions, compared to a few of them who do not participate for many reasons.

Question five: What techniques do use most to motivate your students to speak?

This question was directed to the teachers to know how they motivate the students to speak through using different techniques, their answers were as follow:

-T1: the first teacher responded that different techniques are used covering different activities such as group work, pair work, and individual work.

-T2: the second one reported that classroom activities are varied according to the type of the exercise, however role play, discussion, communication activities, and translation are the most techniques used.

-T3: the third participant stated that he tends to ask them individual questions and give them some freedom to choose their preferable presentations' topics, in addition to encouraging them to express and share their opinions with their peers in an open discussion and debate.

-T4: fourth teacher suggested a number of techniques which were: the group work (to exchange their ideas and cooperate), role plays/ class discussion, speak about their personal experiences, daily activities...etc

-T5: fifth teacher answered that picking interesting topics to talk is used much as a technique, it is followed by offering students time to get their thoughts before speaking, in addition to the work in pairs in order to lessen the pressure on them.

Question six: From your experience in TEFL, what are the main difficulties your students encounter in speaking and listening comprehension?

All teachers gave approximately the same responses that their students encountered many speaking difficulties. They can be classified into two categories: from the linguistic angle, students lack vocabulary, misuse of grammar rules and miss pronunciation; through another angle which is the psychological one; shyness, fear of making mistakes, the native

accent, anxiety, and the lack of motivation are the most common difficulties that characterizes the second year EFL students.

Therefore all students have difficulties which require more consideration to enhance their speaking and provide them with the more reinforcement to overcome those difficulties.

Question seven: do you use some technological tools appropriately to overcome the students' speaking difficulties?

The purpose designed for this question was to know how often teachers take the students' needs into consideration and how often they include technology inside the classroom, we have taken their answers as the following:

-T1: said that he includes only the power point presentation and the slide shows in the classroom.

-T2: responded that he uses different tools likewise audio & video tools, video projector, computer, mobiles phones...

-T3: answered that he sometimes use the videos, also PC and Tablet, and sometimes tape recording.

-T4: said that he uses only the PC as a helping tool in the class.

-T5: claimed that he tries to make a combination of audio and video tools besides using PC and phones.

According to participants' responses, teachers use sometimes certain tools to reinforce the students' interaction and communication whenever time allows, but they almost include the data show and PC in the classroom instructions.

Question eight: do your students complain about the difficulty when using them?

By this question we want to know the students' reactions and to what extent technology would be difficult for them. Most of the teachers' viewpoints were "yes".

T1: has stated that, the only problem is the unfamiliarity with them.

T2: the second participant said that the noise outside the class was an obstacle to have a clear understanding of the tools.

T3: has reported that the difficulty was shown in the accent of natives and the speed rate that is represented in the use of some idioms that students do not necessarily know or because some of them.

Moreover, both the fourth and the fifth teacher stated that no problem was occurred for the students preventing them from understanding those tools and their role in the classroom.

From above teachers' answers, we may say that teachers should simplify to their students the language that is produced by the technological tools used inside the class in order to help them more to overcome their difficulties which are basically not complex.

Question nine: Do you think that classroom instructions need to be supported by technology?

This question was an attempt to know how extent technology is considered as helpful tool in the educational process especially for teachers.

After asking them all above questions, all of teachers' answers were "yes", they supported their views by simple expressions:

T1: technology inside the class facilitates the teachers' task in explaining and presenting his courses.

T2: it enhances learning for both sides and motivates students to participate more, it also creates a challenging atmosphere among them.

T3: it reinforces the students' motivation and challenge and feeling comfortable when using them.

T4: technology is more significant and useful it is best to be integrated for the teachers and students.

T5: it is beneficial to keep up with the times, since students use it every day; hence technology will not be strange for them.

The evidences provides above by teachers show that technology is widely accepted to be implemented totally, it is due to the positive role that it plays for the teachers' role and for the learners' education.

Question ten: what do you think the role of blended learning would be in the classroom?

To precise more the role of technology inside the class, teachers were asked about the blended learning role and provided approximately answers in which they agreed upon:

T1: said that blended learning would be inside the classroom a motivating tool for students.

T2: second one declared that its role is very important since it associates the traditional method(s) of teaching with the modern ones, the learner will get benefit from both approaches of the same time.

T3: the third teacher asserted that BL plays different roles as motivating the students, saving time, offer great amount of learning and enhances students' interaction.

T4: the fourth teacher has reported that blended learning mostly brightens up the classroom and drives the students' interest and participation.

T5: the fifth one mentioned that it is beneficial in developing not only the students' speaking but listening also.

Therefore, technological tools in general and blended learning in specific is so useful for the students' skills development as well as for the teachers' role in the classroom, we can say that blended learning is the suitable approach in the educational process.

Question eleven: do you think that blended learning as a method to be integrated in education would help EFL learners to master their speaking skill and be successful?

This question was designed to investigate the success of blended learning as a method in the classroom and its capability of developing education in general and EFL learners' speaking skill in particular.

Responses of the teachers were mainly similar in a way that they support and recognize the effective role of technology; hence all the answers were "yes" according to them:

-T1: has supported his viewpoint by saying that blended learning presents a "perfect" language use in addition to the form, and students can see how language is used in real contexts, however they also can see how culture work i.e. the use of gestures, and certain expressions.

-T2: For the second teacher, blended learning is an effective approach to be used in education, in which learners and teachers can benefit from it both.

-T3: claimed that, BL creates more opportunities to push students to speak; besides motivating them, BL can create a favourable atmosphere for them to comfortable in participating.

-T4: has reported that anything that appeals to push learners to speak about their interests and interact in an effective way is good.

-T5: this participant considered BL learning as the magic approach because it gives many options for the learners and teachers also likewise: saving time and effort, motivating, and creates interaction inside the class.

Among all these above teachers' answers, we investigate that BL as an approach has great impact on learning process, and it is accepted by both teachers and students, for its positive role and manner of transmitting knowledge.

Question twelve: please suggest some of the strategies to deal with your students speaking difficulties?

This question is purposely asked because it provides us with the students' difficulties and also a number of strategies that may reduce those problems.

-T1: According to him, the use of intensive listening and guided practice of speaking may be effective especially when it is supported by technological tools with a practice that contains an imitation and repetition.

-T2: For the second teacher, from the suggested and guided strategies, is to give them time, get to know them, and try to make the sessions fresh and fun.

-T3: has suggested to reduce the number of students in the class in order to avoid a lot of problems, besides providing them with laboratories and fixed projectors.

-T4: has reported that we should vary topics, use group work and also the audio visual aids, in addition to encourage practice and autonomy.

-T5: has set a group of strategies, to get better results we should encourage students to focus more and get rid of their anxiety, negative feelings, and try to re-state their responses; also making them aware enough about the importance of intensive reading in a way that fosters both their vocabulary knowledge and speaking skill particularly their pronunciation.

Therefore, all students have certain difficulties that prevents speaking skill to be developed, those problems varies from the linguistic side to the psychological one. Since speaking is the most important aspect of learning a language, teachers should take those problems into consideration and provide them with the more reinforcement to avoid them.

Conclusion

The teachers' interview was a beneficial tool to know what problems teachers find when dealing with the students' oral communication. Regardless the results found, technology in education is considered as a hard process and the main issue for both students and teachers. However, teachers as participants have given us a clear idea about the use of blended learning, its importance and the main problems that disserves its success. Their viewpoints gave a clear image about the role of BL as a method to be integrated in education to help EFL learners' mastering their speaking skill, in which all responses were positive and encouraging for the implementation of technology.

Moreover, the teachers stated that the educational process must be provided and supported by fixed instruments to encourage students to use technology in classroom instructions in order to develop their speaking proficiency and oral communication in which a better improvement will be achieved; hence BL became a chronic issue that needs an effective support and taking a step in this process to integrate it in our universities.

General conclusion

The present study is an attempt to tackle two main theoretical frameworks, BL and speaking skill. It sheds the light on the BL components including its origins, history and the advantages of it; this study has shown the students' tendency toward BL as a new developed method to be implemented. It also investigates the different problems that EFL learners encounter when speaking since it is considered as a hard process to be mastered for them. However, the purpose designed for this paper is to know how English students at Biskra University are impacted when using technology inside the class and what prevents the implementation of BL.

A questionnaire and an interview have been used as a data gathering tool to support our study and confirm its hypothesis under a descriptive method. The questionnaire was designed and distributed to second year LMD students at Biskra University (around 460 student) in which 80 of them were selected randomly to be the sample of this study, whereas the interview was directed to oral teachers experienced in this module, we have selected 5 teachers from the population of (28 teachers) in order to help us fulfil this study with valuable data.

Results of the questionnaire have shown that most of second year students encounter various problems when speaking and participating inside the class. Some of these problems were psychological like shyness, fear of making mistakes...etc, in addition to linguistic ones which are illustrated in the lack of vocabulary and grammar, miss pronunciation...; their responses mentioned the positive effect of technology in the classroom instructions, and encouraged the integration of BL through their agreement that BL enhances the speaking proficiency.

The interviewed teachers have mentioned that their students suffer from the lack of vocabulary, practice, lack of fluency and even some psychological factors likewise shyness, fear of making mistakes...etc. According to them, BL would facilitate this process and encourage them to provide their viewpoints freely inside the class, hence strengthening the interaction and enhancing the speaking skill.

This study as mentioned earlier, takes the form of an exploratory research. 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, our hypothesis is already proved and the investigation of technology effect on EFL learners has proved that BL is a positive innovation and necessary inside the class; therefore, we can confirm that the implementation of BL will push EFL learners' speaking skill to be developed.

Recommendations

This study has aimed to provide some recommendations as future solutions to be adopted in order to help researchers, teachers and students in the English division at the University of Biskra depending on the different literary reviews and the different components that has been investigated in this study.

□ □

- Students have to start participating and interacting with different online courses and events in order to be familiar with the accent.
- It is the crucial role of the teachers to encourage his students to read in/outside the classroom in early stages of their educational process.
- Teachers are advisable to reduce their class talking time and strengthen the students' speaking time, opportunities to participate, collaborative works.
- Teachers are also recommended to involve each student alone in each activity, and interacting with him like asking "what do you mean" or "what is the purpose for your viewpoint"...etc, it would strengthen the student's self-confidence when speaking in addition to such activities that requires talking and full interaction.
- Teachers should not correct the students' pronunciation mistakes as well vocabulary and grammatical ones while they are speaking.
- It is preferable for teachers to provide a written and oral feedback after each activity or a presentation that student present in order to give a push for the betterment, like saying "good job " or "your presentation was super, keep on doing that"...etc
- Having an early access to some technological tools will certainly enhance the students knowledge about how to use them, connect to different social media and educational sites as well being familiar with the language used, so raising the extent of those tools success in education which will reflect positively on their speaking proficiency.

-Enrich the students' mind with valuable and stimulating experiences concerning the implementation of technology in general and blended learning in specific that would encourages them to accept the integration.

-Teachers should simplify the language produced by technological tools used, especially the rate speed, accent and the pronunciation.

-Teachers try to show the brighten side of blended learning especially for students who loves practicing and attending out-of-class courses, also they try to explain that the amount of out-of-class time needed may become as beneficial option for those who lives far away from University.

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Appendices

Appendix One

The students' Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire which is an attempt to gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire to explore the role of Blended Learning approach (using technology and computers in the classroom) on EFL learners' speaking skill. We would be grateful if you could sincerely answer the following questions.

so please, give us precise answers as you can. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Thank you for your time and for your collaboration

Tick (✓) your answer(s) in the corresponding box (es), and make a full statement whenever necessary.

Section one: Background Information

Q1) Gender:

a- Male: b- Female:

Q2) Age: 17-20 20-23 23-26

Q3) The type of baccalaureate you hold:

a- Literature b- philosophy & literature c- scientific

Q4) In your view, your level in the English language is:

a. Beginner (A1) b. Pre-intermediate (A2) c. Intermediate (B1)

Section two: Blended learning

Q1) how do you often use a computer?

a- Always c- often d- sometimes e- never

Q2) your level of technology proficiency:

a- Beginner b- average c- advanced

Q3) How often does your teacher use technology for classroom instruction, such as a computer/iPad, data show... etc ?

a- Daily b- weekly c- often d- sometimes e- never

Q4) What do you use computers for the most?

- a- Research b- writing papers d- watching video
e- playing games f- Chatting

Others.....
.....

Q5) What technology do you learn from the best in the classroom?

- a- A computer you are using b- a computer and data show that teacher uses
c- Your Ipad & mobiles

Others.....

Q6) What of the following activities does your teacher implement (apply) in oral session?

- a- Role play b- Discussion c- Problem solving
d- Communicative activities

Others.....

Q7) do you think technology can have a positive effect on the students' oral communication and speaking skill?

- a- Yes b- No c- maybe

Justify.....
.....

Q8) Please rate the extent to which you agree or disagree with the following statement

| I believe that the integration of computer technology into teaching... | | |
|---|--------------------------|--------------------------|
| | Agree | Disagree |
| -Increase students academic achievement | <input type="checkbox"/> | <input type="checkbox"/> |
| -Motivates students to get more involved in learning activities | <input type="checkbox"/> | <input type="checkbox"/> |
| -Can develop speaking skill and oral communication | <input type="checkbox"/> | <input type="checkbox"/> |
| -Can make students fluent and more confident | <input type="checkbox"/> | <input type="checkbox"/> |
| -Is not useful for improving student learning and speaking skill | <input type="checkbox"/> | <input type="checkbox"/> |
| -is helpful for the teacher's role to convey information and management of the course | <input type="checkbox"/> | <input type="checkbox"/> |

Section three: speaking skill

Q1) How important do you think the speaking skill is in foreign language acquisition?

- a- Very important b- important d- slightly important e- not important

Q2) Do you participate and communicate in oral sessions?

- a- Always b- usually c- sometimes d- never

Q3) What kind of problems that prevents you to participate in oral activities: (you can tick more than one choice)

- a-Less opportunities to participate b- Low self-confidence
c- Lack of background d- Fear to make mistakes

Others.....

Q4) How often do you use technology tools to practice the speaking skill in your class?

- a- Most of the time b- sometimes c-rarely d- never

Q5) Do you prefer training your speaking skill through providing oral sessions with technological tools?

- a- Yes b- no c- maybe

Why.....
.....
.....

Q6) In your opinion, what could be done to improve the students' speaking proficiency?

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

Q7) What technological tools do you suggest to use for enhancing speaking lessons?

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

Thank you for your collaboration.

Appendix two

The Teachers' Interview

Dear Teachers,

We would be grateful if you kindly answer the questions proposed in this interview which aims to gather data about the contribution that blended learning (the integration of computer and technology in the classroom) may have to improve EFL learners' speaking skill.

Thank you.

Miss. NARIMANE. A

Questions:

Q1) Would you like to specify the degree you have achieved?

a- Licence b- Magister c- Doctorate

Q2) How long have you been teaching oral expression?

a- 1-5 years b- 5-10 years c- 10-20 years

Q3) Which degree describes your learners' level in speaking using English language:

.....

Q4) do your students participate in the oral session:

If No, it is due to what

.....

Q5) Which techniques do you use most to motivate your students to speak:

.....

.....

Q6) From your experience in TEFL, what are the main difficulties encountered in speaking skill and listening comprehension?

.....

.....

Q7) Do you use some technological tools appropriately to overcome the students' speaking difficulties?

If yes, what are they:

.....
.....

If no why?

.....
.....

Q8) Did your students complain about the difficulty when using them?

If yes why?

.....
.....

Q9) Do you think that technology is necessary in the classroom?

Explain.....

.....

Q10) what do you think the role of blended learning would be inside the classroom?

.....
.....

Q11) Do you think that blended learning as a method to be integrated in education would help EFL learners' to master their speaking skill and be successful?

How.....

.....

Q12) please suggest some of the strategies to deal with your students speaking difficulties?

.....
.....

Q13) We would really appreciate any suggestions or comments from your part. Please feel free:

.....
.....

Thank you.

المخلص

تهدف هذه الدراسة إلى مناقشة إطار التعليم المخلوط كمساهمة نظرية في البحث العام حوله، فإنه يهدف في الأصل لاستكشاف كيف تتأثر مهارة اللغة الثانية الطلاب من خلال استخدام التعليم المخلوط.

تفترض هذه الدراسة أنه إذا استخدم المعلمون التعليم المخلوط كطريقة للتدريس، فسيتم تعزيز مهارة نطق المتعلمين و تحفيزهم لخلق بيئة تعليمية إيجابية. تتكون هذه الدراسة من جزئين رئيسيين الجانب النظري، و الذي تضمن فصلين حيث يسلط الفصل الأول الضوء على النظرة التاريخية للتعليم المخلوط بالإضافة إلى مجالاته و خياراته، في حين يدرس الفصل الثاني طبيعة مهارة التحدث كما يقدم جانبا من صعوبات المتعلمين عند التحدث مرفقا ببعض الحلول المؤقتة، ويخصص الجزء الثاني من هذه الدراسة، للجانب العملي الذي يتم فيه استخدام المنهج الوصفي و تظهر البيانات التي تم جمعها من خلال استخدام أداتين، حيث قمنا بتصميم و توزيع استبيان واحد لطلبة السنة الثانية في جامعة بسكرة في حين كانت الأداة الداعمة الأخرى عبارة عن مقابلة أجريت في نفس الجامعة للأساتذة المعنيين بتدريس مادة التعبير الشفهي. كشفت النتائج التي تم التحصل عليها من الاستبيان أن غالبية الطلاب كانوا راضيين جدا و يبحثون عن التنفيذ الحقيقي لهذا المنهج الذي من شأنه إن يساعد مهاراتهم في التحدث بالتطور و إحداث كذلك ثورة في النظام التعليمي، في حين الأساتذة الذين أجريت معهم مقابلات وافقوا و اظهروا ميلا نحو تعليم اللغة الانجليزية من خلال استخدام وسائل تكنولوجية مختلفة.

تم بحمد الله