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Exploring Learners'and Teachers' Attitudes towards the Use of Blended Learning: The Case of EFL Learners at Mila University center.

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Dedication

This work is dedicated to those who have stayed by me in my darkest hours, who have urged me to stay on the path I have chosen, and who have served as my safe haven: to my respective parents, who have been my constant source of inspiration.

To "My Hero," Mohammed Saddek Mokrani, the world's finest parent, who has sacrificed all to provide a safe place for me where I can grow and fulfill my goals.

I dedicate this work to my beloved mother "Souad", she supported me emotionally and financially since the beginning of my accademic carriers.

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A profound praise is to Allah for guiding my steps and strengthening my will to achieve this humble work.

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Abstract

As Algeria has witnessed a national lockdown because of the COVID-19 pandemic, all educational institutions shifted to the use of e-learning as it was the only possible solution to carry out their academic work. Henceforth, the present piece of work aims at investigating and exploring teachers' and learners' attitudes towards the use of blended learning in EFL classes at Mila University Center. For accomplishing and reaching the aims of this study, mixed method was used and two questionnaires have been administrated to a sample of 101 students of different genders and from different levels, as well as to 10 teachers at the department of foreign languages. After gathering data and analyzing it, the findings revealed that the integration of Blended Learning in EFL classes was an efficacious teaching method for teachers yet learners found it difficult to adopt with the new learning situation. They faced many obstacles with this method. Therefore, they prefer face to face learning instead of blended learning. In addition to that, most teachers and learners admitted that the use of technology in the teaching and learning process is of a great benefit on their teaching and learning process. The study ended with some suggestions and recommendations.

Key words

Attitude , Blended Learning , E-learning , Integration ,.Technology ,

List of Abbreviations

BL: Blended Learning

CAAL: Computer Assisted Language Learning

EFL: English Foreign Language

LMD: License Master Doctorate

LMS: Learning Management System

FAQ: TheFrequently Asked Questions

VLEs :Virtual Learning Environments

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General Introduction

1. Background of the Study

Nowadays, The English language is not considered as a privilege held by the sophisticated class only, however; it has become an international language that is used in various fields and domains. In educational settings, teaching and learning English in EFL classes has proven to be a hard task since it is facing many difficulties such as using traditional methods. The latter are proved to be ineffective to fulfill learners' lacks, needs and wants due to the significant absence of technology. Thus, the integration of technology in EFL classes has become a must.In this sense, the year2021 has witnessed the COVID-19 pandemic that has resulted in the shutdown of all educational institutions around the globe. As a result, online platforms like Moodle provided a solution to these institutions to carry on with their academic activities. After the Algerian government declared national shutdown in February 2020, all educational institutions were shut down. As a result, using e-learning was the only solution for teachers and learners to carry on with their academic work. Many Algerian universities have used Moodle platforms in order to upload, download, present lessons and even conduct tests and exams online for students. Hence, it is of high significance to investigate teachers' and learners' attitudes towards the use of Blended learning and Moodle platforms during this pandemic.

2.Statement of the Problem

Today, like many countries, Algeria is trying to improve its educational system through the use of technology and the integration of e-learning in EFL classes. The dependence on e-learning during the covid-19 pandemic was the only solution for the Algerian government in order to complete the academic year successfully. As Krishnapatria (2020) stated **"**This 'lockdown'-like scenario has disrupted the traditional learning process

nationwide and transformed it into an internet-based learning**"** (p. 1). In order to avoid the spread of the virus that could cause a serious disaster, the Algerian government decided to lockdown its institutions avoiding traditional methods of teaching and replacing it with the use of e-learning.Jumping suddenly towards a teaching method that is completely new to both teachers and learners may itself result in dissatisfaction and complain.

3.Aim of the Study

This piece of work attempts to investigate and shed lights on the attitudes of EFL teachers and learners at the Mila University Center towards using blended learning and Moodle platform during the COVID-19 pandemic.

4. Research Questions and Assumption

This present piece of work aims at answering the following questions:

a- Do learners prefer the use of blended learning than the traditional way of learning in EFL classrooms at Mila University center?

b- What are EFL learners' attitudes towards implementing Blended Learning in their classes?

c- What are teachers' attitudes towards implementing Blended Learning in their classes?

d- What are the tools used by teachers to implement blended learning at Mila university center?

e- What are teachers' and learners' attitudes towards the use of Moodle platform in Teaching/learning process?

Based upon the questions above, we assume that:

Both teachers and learners have positive attitudestowards the integration of Blended Learning in EFL classes at the university Center of Mila.

5. Research Tools

To test the stated assumption, two online questionnaires were designed using Google forms and submitted to a group of 101 students as well as to 10 of the English department teachers at Mila University Center via Google Forms. The questionnaires seek to elicit the impact of using Blended Learning on teachers' and learners' attitudes in EFL classes during the COVID-19 crisis.

6. Structure of the Study

This work falls into two chapters. The first chapter which is a review of literature is divided into two sections. The first section entitled "The Move to Blended Learning" deals with Computer Assisted Language Learning (CALL); its definition, history and development.Then, focus is put onthe concept of Blended Learning, its advantages and disadvantages, the challenges that Blended Learning is facing and ends with teachers and learners' roles in Blended learning classes. The second section entitled "MOODLE and the Need for New Skills", deals with the 21st century skills; their definition and components. Then, we move to talk about teachers' and learners' competencies in new era, how to implement 21st century skills in the classroom, teachers' competencies and learners' competencies. After that, we spot light on Moodle platform; the Rise of Moodle platform, roles in Moodle, characteristics of Moodle platform and we finish by some Moodle tools.

The second chapter is devoted to the practical part. Based on the online questionnaires that was administrated to both teachers and learners in this previous chapter, we are going to investigate the effect of integrating Blended Learning on learners' attitudes, and thus,to see if the results go in the same direction with the assumption. The dissertation ends with a general conclusion, recommendations and limitations.

Chapter One: Reviewing the Literature

Introduction

Due to the widespread and need of technology in the field of education, it has been forcibly integrated in EFL classes for the sake of fulfilling learners' needs and interests. Hence, there has been a shift from traditional ways of teaching to the use of Blended Learning that is about mixing both face-to-face instruction with e-learning granting learners the chance to achieve better results. Accordingly, the present chapter sheds light on the concepts of "Computed Assisted Language Learning" (CALL) and BL by providing definitions of both notions. It also discusses the development of CALL, advantages and challenges of BL and ends with teacher and learner's roles with regards to this approach.

Section One: The Move to Blended Learning

1.1.1.   Computer AssistedLanguage Learning

In the past years, teaching a language was through using classical methods and limited to the immediate use of blackboards and copybooks; however, due to the technological development, new methods and techniques have been introduced to education and EFL classrooms mainly such as the use of e-learning through some devices like computers. This use of computers as a part of the teaching and learning process is called 'Computer Assisted Language Learning' or simply 'CALL'. The term was first used in the late seventies, and over the years, different definitions were given by scholars and researchers especially in the field of education. According to Beatty (2003, p.7), CALL is "…any process in which a learner uses a computer and, as a result, improves his or her language…. [This] encompasses a broad spectrum of current practices in teaching and learning at the computer".

Thus, CALL is a process in which learners use technological devices like computers to improve the quality of their learning. In the same vein, Egbert (2005) viewed CALL as

"…learners learning language in any context with, through, and around computer technologies" (pp.4).In addition to that, Davies (2010, p. 261) suggested that CALL is : "…an approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement, and assessment of material to be learned, usually including a sustainable interactive element".

CALL therefore is an approach to teaching and learning a given language via the use of computers and other technological means as an aid. Unlike traditional methods, using CALL provides learners with new opportunities to learn the language "…through games, animated graphics, and problem-solving techniques. As a result, even tedious drills become more interesting" (Ravichandran, 2000, p. 82). CALL then, can be seen as any sort of interaction between learners and technology inside or outside classrooms for the sake of making the teaching and learning process more enjoyable and fruitful.

1.1.2. Development of CALL

Throughout history, CALL development has been influenced by technological advancement. This influence led to the birth of different types of CALL. The latter has been categorized into three types that are Behaviouristic CALL, Communicative CALL, and Integrative CALL.

1.1.2.1. Behaviouristic CALL

This phase during which CALL emerged, witnessed the dominance of behaviourism in education which had a great influence on CALL itself. Named by Warschauer, (2006) noted that in behaviouristic CALL"A computer is ideal for carrying out repeated drills, since the machine does not get bored with presenting the same material and since it can provide immediate non-judgmental feedback..." (p. 57). According to Bennacer (2019), Behaviouristic CALL was limited to the use of computers to learn mainly grammar or perform some

language related exercises. Hence, the computer was considered as a mentor, activities and feedback provider.

Therefore, during the Behavioristic phase, Computers were the perfect means to teach learners. They were usedto practice mainly grammar and vocabulary using drills and exercises. However, weaknesses like "the lack of embodiment and the absence of the teacher" (Jordan et.al. 2008,p. 228) lead to the neglect of some skills.

1.1.2.2. Communicative CALL

This phase emerged from the 70s to the 80s. It was based on "cognitive theories which recognized that learning was a creative process of discovery, expression, and development" (Meihami&Varmaghani, 2013, p. 51). Therefore, these theories denote that learning is a result of social interactions and exploring process. Brown (2000, p.245) stated that:

> Social constructivist perspectives drew our attention to language as communication across individuals […] foreign language learning started to be viewed not just as a potentially predictable developmental process but also as the creation of meaning through interactive negotiation among learners.

Thus, this approach shifted the focus from accuracy to fluency. According to LeBaronEarle (2013),'communicative CALL rejected behavioristic approaches which overly focused on explicit grammar teaching and favored communicative competence as a priority as well as the development of the four language skills' (pp. 51-52).In other words, the focus shifted from grammar to communicative competence and interaction. Jordan et.al (2008, p. 228) stated that "the computer now operates as a communication device rather than a teaching machine. This compromise addresses the problem of embodiment and materials".However, this era lacked authenticity and failed at developing students' intercultural competency.

1.1.2.3.   Integrative CALL

This type came as a response to the criticism towards the previous one. It first emerged in the late 80s and early 90s and was described by Warschauer (1996) in lughos&zaphiris, (2009) as "a perspective which seeks both to integrate various skills (e.g., listening, speaking, reading and writing) and also integrate technology more fully into the language learning process'(p. 369).In addition to that, Chapelle(2001) stated that "CALL activities were no longer limited to interaction with the computer and with other students in the class but included communication with learners in other parts of the world" (p. 23). In other words, unlike the previous types of CALL, this type emphasized the integration of the four skills, which made the learning process more productive through interacting with native speakers from all over the world.

1.1.3.   Blended Learning

1.1.3.1.   Definition

In order to be able to understand what Blended Learning is, it is necessary to define what do the terms 'blended' and 'Learning' stand for. According to Merriam Webster dictionary the verb 'to blend' means 'to mix' 'to combine or associate so that the separate constituents or the line of demarcation cannot be distinguished' or **'**to prepare by thoroughly intermingling different varieties or grades'. Therefore, 'to blend' means to combine a variety of components or grades for the sake of creating an integrated whole.

learning is defined by Driscoll (2000), as " a persisting change in human performance or performance potential which must come about as a result of the learners" experience and interaction with the world." (p. 11). In other words, learning is a changing process within which the human performance is affected by his experiences or social interactions. According to the American Heritage Dictionary, learning is 'The act, process, or experience of gaining

knowledge or skill'. i.e., it is a process through which one gains knowledge and skills via experience.

Hence, due to the rapid growth in the field of technology, BL has emerged as a new method in the 21st century that aims at reflecting this rapid growth and its impact on education, in general, and on learners in particular. According to Smilanich and Wilson (2005), Blended Learning is the amalgamation of a set of methods for meeting students' lacks and needs. They also consider it as using successful methods in harmony for the sake of achieving an already set goal.

In other words, BL is the use of different effective methods and solutions to reach a specific need or a learning objective at the end of the learning process. Therefore, BL is a mixture between a variety of technology tools and methods with appropriate classroom instructions for the purpose of creating a successful learning experience for students. (Bersin, 2004). Since its emergence, the term BL has been used interchangeably with the term 'hybrid learning 'like Graham and Allen (2009) explained "by nature, both the terms "hybrid" and "blended" imply a mixing or combining of something. It is that something that people do not always agree upon"(p.562). Thus, BL is the combination between different styles and methods with technology tool to enrich and enhance the learning process. Furthermore, Thorne (2003, pp.25-33) viewed BL is a sophisticated way that helps meeting learners needs through providing them the chance to use technology along with face to face or traditional instructions.

He also described BL as "a mix of traditional forms of classroom training and one-to-one coaching with Multimedia technology, CD ROM video streaming, Virtual classrooms, Voicemail, email and conference calls, online text animation and video streaming" (p.16)

Hence, BL is a systematic and a balanced combination between a variety of teaching methods and technology for the sake of creating a successful and fruitful learning experience.

1.1.3.2.   *Advantages of Blended Learning*

Blended Learning is considered as an amalgamation between traditional and new technology methods. It plays a fatal role in EFL classes and has become a crucial element in education because of its numerous advantages. According to Thorne (2003), "One of the real advantages of blended learning is the opportunity to be more focused and specific about the learning need. Increasingly organizations are recognizing the importance of tailoring learning to the individual rather than applying a 'one size fits all' approach".(p.36).

Al Fiky (2011, pp. 24-26) viewed that "BL

1. Increases students' interaction and participation.

2. Develops students' learning and performance.

3. Affects teachers' approaches of other subjects.

4. Allows institutions to offer more classes at peak demand times of the day, thus maximizing the scant resources by increasing flexibility in scheduling.

5. Reduces paper and photocopying costs. In hybrid courses, all course documents, including syllabi, lecture notes, assignment sheets and other hard copy handouts, are easily accessible to the students on the course web site."

On the other hand, Wingard (2004) explained how accessibility can motivate learners by providing them with unlimited access to their courses wherever and whenever they want which helps in encouraging them to learn more.

Kaur (2013, p. 616) also stated some benefits of BL saying that it:

- Represents a switch from passive learning to active learning. The focus of the classroom shifts from a presentational format to one of active learning. This involves putting learners in situations which compel them to read, speak, listen and think.

- It offers learners the opportunity to be either together or apart. The model of blended learning emphasizes bringing together the online and face-to-face classroom components. In addition, a blended delivery system allows students to learn and access material in a variety of modes—an important feature since students often have very different learning styles. In fact, research indicates that blended learning increases students' chances of meeting course outcomes compared with fully online and even fully face-to-face courses, by decreasing dropout rates, increasing test scores and increasing motivation on the part of students.

- Adds a human touch to the teaching. The interactive content enables the instructor to create a high level of interest, accountability, and real assessment.

- Enhances individualization, personalization and relevance. It lets the instructor tailor learning content to the unique needs of different audience segments.

1.1.3.3. *Challenges of Blended Learning*

Like any other method, the integration of BL in EFL classes has been criticized mainly because of its nature that may affect and hinder the learning process. Tshabalala, Ndeya-Ndereya, and Merwe (2014, p. 108) discussed some challenges facing the implementation of BL in EFL classes that are:

Lack of policy−Policy is critical for providing the guiding principles for implementation; Lack of faculty support–To ensure effective implementation of a newly introduced approach; Lack of technological and computer skills−These skills are essential for the use of blended learning by both students and academic staff; Large

class size−Considering the limited computer-related resources available, it seems a daunting task to introduce blended learning; and Inadequate technological resources−The lack of adequate computers for use by students makes the proper practice of blended learning elusive.

Hofmann (2011, pp.6-15) analyzed a set of problems that teachers may face once implementing BL in their classrooms. She categorized these challenges under three main categories that are; Technology, Organizationaland Instructional/Design Challenges.

First, under the first category, teachers have to make sure that their learners have access to technology and are able to use it adequately. In addition to that, nowadays there is a huge range of technological tools that are being introduced to BL. As a result, teachers and learners are not advised to use these new technologies immediately; however, they need to take time to learn how to use them appropriately.

Second, Organizational Challenges. As BL is considered as a new method in the field of education, some practitioners think that it is not as effective as face-to –face learning. However, they should take into consideration that this new method needs time to develop as well as experience by teachers. Furthermore, in a BL classroom, the teacher's role may differ from that in a traditional one. As a result, teachers must engage themselves more in the new teaching environment to achieve better results. Moreover, teachers must provide their learners with the appropriate support and materials and to encourage those who face difficulties to engage in the class.

Finally, we find Instructional/Design Challenges. Here, the teacher should avoid focusing too much on how to deliver the information to his/her learners. Not all information can be transmitted online. Thus, teachers must re-design their courses to avoid such problems. In addition to that, choosing the best technological tool to meet the already stated objectives should be the last step to be taken. Furthermore, for a successful learning experience, learners

also should be identified as part of it. Thus, teachers must involve them in the learning process and should be strict when it comes to learners' seriousness in doing their work when they are off line.

1.1.4. Teacher'sRole

According to Sharma (2019, p 326), "Rather than follow the traditional roles of sharing content and grading papers, classroom teachers in the blended learning model must be willing to learn, open to new teaching strategies and a leader". She also listed the shifted roles of the teacher in a blended learning environment. The teacher can be a facilitator through guiding his learners' steps to acquire knowledge. Coach and a tutor by offering them the help each learner needs and make them feel proud of their own achievements. Classroom planner and content expert, by planning his lessons before the class starts, collecting the appropriate data and materials that should be interesting and engaging to meet learners' needs and interests and adapting them when necessary. An evaluator by assessing his learners after each assignment and giving them the appropriate feedback.

She added that in a BL class, the teacher plays the role of a knowledge source instead of being a guide for his students. This does not mean that teachers play a passive role in the learning process; however, both teachers and learners have equal opportunities and teacher may have greater impact on their learners. (Sharma, 2019)

Santandreu (2004, p.17-19), also emphasized four main roles of a teacher in a blended learning environment. The teacher should plan his own lessons and make them comprehensible for his learners through providing the appropriate guidance for them. He should create and develop his own materials that suit his objectives and adapt them when necessary. He should assess the work of his learners and evaluate them based on specific criteria and try to give them the necessary feedback.

1.1.5.   Learners'Role

Sharma (2019) denoted that "In the traditional model, the teacher is the provider of knowledge. Blended Learning, on the other hand, positions the student as an active pursuer of knowledge. So while students will spend more time learning at computers, they still need a great deal of guidance in learning how to learn."(p. 326). "Just like the teacher, the learner definitely has to adjust to a new role in the learning process. S/he must take on new responsibilities, often working without any supervision whatsoever" (ICC, 2002, p.14).

According to Cabero (2000), the skills that learners must be equipped with in order to succeed in a blended learning environment are being able to indicate the need of information, where to use it and how to use it in order to achieve an objective. To be able to cope with new situations and encourage teamwork. Be autonomous in looking for information and finding new and creative solutions for problems.

Section Two: MOODLE and the Need for New Skills

Section two is divided into three parts. The first part is called "The 21st Century Skills", the second part is called "Teachers' and learners' competencies in new era" and the Third part is dedicated to "Moodle platform".

1.2.1. The 21st Century Skills

This part is dedicated to reviewing the literature about the definition of 21st Century Skills and the components of 21st Century skills.

1.2.1.1.Definition of 21st Century Skills

With the start of the twenty-first century, the entire world has experienced a period of rapid change in all fields, including education, global trade and economy, technology, and culture. Recently, the covid-19 pandemic has posed new problems for people trying to deal

with its effects. Naturally, a different skill–set is needed in such situations to allow a person to cope with and excel in real-life challenges, resulting in his holistic success. These are referred to as "21st Century Skills."Thus, we cannot master those life skills without understanding what 21st-century instructional skills mean?

Indeed Twenty-first century literacy skills are defined as those skills that include a cross disciplinary set of reading, writing, thinking, speaking, and listening skills (Abbott, 2015; Karchmer-Klein & Shinas, 2012).Twenty-first-century skills are not an isolated group of benchmarks, but rather a collection of concepts intertwined with core subjects, transdisciplinary themes, and technological tools (Abbott, 2015; Bowman, 2014; Crockett, 2011).

According to the Glossary of Education Reform, 21st century skills are defined as a broad set of knowledge, skills, work habits, and character traits that are believed by educators, school reformers, college professors, employers, and others to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces and they can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student's life

Van den Bergh, Ros, and Beijaard (2014) defined 21st-century literacy skills as a multitude of dynamic and malleable skills that allow learners to collaborate with individuals by sharing, interpreting, and considering multiple perspectives.

A group of business leaders and educators known as the Partnership for 21st Century Skills (P21) presented a Framework for 21st Century Learning that defined key competencies and skills for success in work and life in the twenty-first century (P21, 2007& 2011).These included 'The 4Cs' – communication, collaboration, critical thinking and creativity, which will be taught in the form of core subject areas and 21st-century themes. This structure focused on the belief that the complexities of the twenty-first century would necessitate a

large skill set that includes core subject skills, social and cross-cultural skills, language proficiency in languages other than English, and an understanding of the economic and political forces that shape societies.

Moreover, P21 (Partnership for the Twenty-First Century) has formed a"Framework for the 21st Century" in order to address the gap between the knowledge and skills most students learn in school and the knowledge and skills they need in typical 21st century communities and workplaces.

Furthermore, 21st-century literacy demands a core set of competencies, such as collaboration, digital literacy, multimodal-communication, critical thinking, and problem solving, which together provide learners a synchronicity between knowledge-based learning and authentic application (Tompkins, 2014; Wagner &Dintersmith, 2015). In addition, Twenty-first-century skills focus on critical thinking, creativity, communication, and collaboration to ensure students are prepared for the future (Kivunja,2014; Trybus, 2013).

Wurdinger and Qureshi (2014) examined the development of life skills in a Project Based Learning course as teachers guide students through a process of problem solving, including "identifying a problem, developing a plan, testing the plan against reality, and reflecting on the plan while in the process of designing and completing a project" (p. 279). Thus, life skills assessed included time management, responsibility, problem solving, self-direction, collaboration, communication, creativity, and work ethic. From his part, Richard Riley, Secretary of State under Bill Clinton, forewarned that; "We are currently preparing students for jobs that don't yet exist…using technologies that haven't yet been invented…in order to solve problems we don't even know are problems yet" (Trilling &Fadel, 2009, p. 3)

According to Silva (2008), today's leaders argue that the academic demands of 21st-century work necessitate assessments that measure more advanced skills, 21st-century skills. They

claim that today's college students, staff, and people must be able to solve complex problems by thinking creatively and producing original ideas from a variety of sources and tests must measure students' capacity to do such work.

Therefore, to prepare students for a world that will require them to think critically, to create solutions to problems that have not yet been encountered, teachers must model their own learning processes. More and more, today's universities are realizing that the days of large lecture hall based classes are over, and are being quickly replaced by smaller group and project oriented classes (Rimer, 2009).In another way, attaining 21st century skills is a must to have a better future and enables students to be the best leaders.

1.2.1.2.Componentsof 21st Century Skills

According to the Central Board of the Secondary Education (CBSE),(2020) the historical development of 21st Century Skills, it can be seen that 21st Century Skills are made up of three primary skill sets or threeLs: Learning Skills, Life Skills, and Literacy Skills. Learning skills are the abilities needed for acquiring new knowledge, literacy skills are those that assist in the development and acquisition of new information through the use of reading, media, and digital tools, and life skills are the abilities needed to function effectively in daily life.

Furthermore, The Partnership for 21st Century Learning, a private educational organization, developed a framework that included cross-disciplinary elements literacy, including learning skills, which include collaboration, communication, creativity, and critical thinking which are called the 4Cs and digital and medialiteracy; innovation; and life and career skills, which include leadership skills, self-motivation, flexibility, adaptability, and global awareness (Crockett, Jukes, & Churches, 2011; Dede, 2009; Wagner, 2012).

Nowadays universities focus primarily on 'life skills'. As a result, acquiring these skills become a must for both teachers and learners so that it will be easy for both of them to adopt

and cope with the currents learning-teaching environment which is totally different from the past.

1.2.2. Teachers' and Learners' Competencies in New Era

This second part deals with the implementation of 21st century skills in the classroom. It tackles also both teachers' competencies, learners' competencies within the 21st Century.

1.2.2.1.The Implementation of 21st century Skills in the Classroom

Empowering our students with these skills (21st Century Skills) is another challenging task, which the teacher is committed to accomplish. While the University has already adopted and initiated several innovative policies and practices to empower students with the 21st century skills, it is important for all teachers to not only have a thorough understanding of them, but also to work together to help each student develop 21st-century skills.

School change can be challenging. Change requires the staff to "move from what has become at least old competence (if not incompetence) to what is now defined as new competence" and often times, this "change redefines proficiency" (Evans, 1996, p. 63). In addition, ss change theorist Michael Fullan (2001)stated,«reform is not just putting into place the latest policy" p5. It entails altering the cultures of classrooms, colleges, districts, universities, and other institutions.

Based on Michael Fullan's statement, it can be understood that the process of implementing 21st century skills in the classroom is one that cannot be taken lightly or easily. For educators and administrators to accept the changes necessary to ensure the implementation of 21st century skills and pave the way for both teachers and learners to change old competencies with new ones. As a result, these 21st-century skills will be needed to fulfill these new teaching standards.

1.2.2.2. Teachers' Competencies

According to Sharp (2015, p.74),"Success in the twenty-first century necessitates mastery of the following essential skills: knowledge literacy, imagination and innovation, teamwork, problem solving, communication, and responsible citizenship". Pedagogy, therefore, must be revolutionized, transforming teacher-driven instruction to learner-driven instruction focused on scaffolding students' learning, both academically and socially. The 21st-century revolution requires pedagogical reform ensuring that educators are preparing students for college and career readiness (Brusic& Shearer, 2014; International Literacy Association, 2016; Kivunja, 2014).

Henceforth, educators should demonstrate the following competencies:

- Effective classroom management, maximizing efficiency, maintaining discipline and morale, promoting teamwork, planning, communicating, focusing on results, evaluating progress, and making constant adjustments.To foster healthy relationships, collaboration, and purposeful learning, a variety of techniques should be used. The active and equal participation of students in constructive tasks should be ensured by organizing, assigning, and managing time, space, and activities.

- Effective teaching practices, representing differing viewpoints, theories, "ways of knowing" and methods of inquiry in the teaching of subject matter concepts.Multiple teaching and learning methods can be used to involve students in constructive learning opportunities that facilitate critical thinking, problem solving, an d performance skills while empowering them to recognize and use learning tools.

- Effective assessment, incorporating formal tests; responses to quizzes; evaluation of classroom assignments, student performances and projects, and standardized achievement tests to understand what students have learned. Assessment methods that

include learners in self-assessment activities should be designed to help them become aware of their strengths and needs, as well as to enable them to set personal learning goals.

- Technology skills, knowing when and how to use current educational technology, as well as the most appropriate type and level of technology to maximize student learning(The Competencies of Modern Teacher book p. 154).

1.2.2.3.Learners' Competencies

Nowadays learners are digital natives connected to a global environment that allows for easy access to information and knowledge (Eng, 2015)

As Greenstein (2012) noted, "Students must develop a complex skill set that prepares them for both the rigor of college and the demands of the workplace. They must master substance and skills in multiple content areas" (p. 37). Learners must be able to utilize higher-order thinking skills, such as critical and creative thinking, collaboration, and analysis (Gunn & Hollingsworth, 2013; Kivunja, 2014; Wagner &Dintersmith, 2015).

Little (2013) asserted that the roles of learning and teaching have changed, requiring teachers to accept the position of guide and facilitator while allowing learners to be self-directed. Learners have access to a large amount of information and communication options, which allow them to produce, share, and obtain information in many different formats across a global landscape (Demski, 2012; Jones, 2015; Ornstein&Eng, 2015).

According to Demski (2012), 21st-century literacy skills reflect the way learners communicate socially and professionally and mirror the learning platforms they use for unified collaboration. In addition, encouraging socially relevant literacy experiences allows learners to become active participants in the transference of global information and allows for collaboration, ownership, and purposeful learning experiences (Henrkisen et al., 2015; Kong, 2014; Monge&Frisicaro-Pawlowski, 2014).Therefore, 21st-century learning must utilize

advancing technological tools and multimodal platforms (Kivunja, 2014; Much, Wagener, Breitkreutz, &Hellenbrand, 2014).

1.2.3. Moodle Platform

Many universities are creating programs and strategies to address and embrace 21st century skills at the college level. One of the most recent tools that was adopted and welcomed in academia is Moodle (Wiki, 2013). This part is dedicated to reviewing the literature about definition of Moodle platform, the roles in Moodle , characteristics of Moodle platform and finally Moodle's Tools.

1.2.3.1.Rise of Moodle Platform

One of the most growing and popular platforms in the world nowadays is the Moodle platform (a free learning platform),:. This internet-based portal was designed in 2002 by Martin Dougiamas at the Curtin University of Technology in Australia (Kurti,2008,p.3).

Moodle is highly used worldwide and is considered as a fundamental element in today's teaching and learning. Moodle is a Learning Management System (LMS) which is used to deliver the courses and the activities.

Moodle is a well-known learning management system (LMS) used by instructors, administrators, and students in personalized learning environments. Moodle courses include resources and activities of approximately 20 distinct sorts, such as quizzes, assignments, forums, and polls. These activities can help both teachers and learners navigate and complete courses. Consequently, more than 90 million people from both academic and Enterprise settings use it because of its ease of use, lack of licensing fees, multipurpose platform, flexibility, security and privacy, accessibility, free content and courses, and it's availability in different languages (Moodle, 2018).

Moodle is now used in a variety of fields, including education. Many higher education institutions around the world use Moodle as the primary forum for developing an Internet-based learning system as a result of rapid technological advancements. Many universities in Algeria have implemented the Moodle platform to fully use modern technology and construct an e-learning interface. The University of Mila adopted the Moodle learning system in 2020 when the application of e-learning became required due to COVID-19 pandemic lockdown. The platform can be accessed via the university web academic portalhttp://elearning.centre-univ-mila.dz/?lang=en

1.2.3.2. *Roles in Moodle*

According to the Moodle Electronic site, Moodle provides a guide to show the role of each user, and what users can and cannot do in specific areas of Moodle.

Administratorshave the full authority to go everywhere in Moodle. Moodle administrator is responsible for managing the Moodle site, upgrade, plugins installation, reports, integrations etc. A user with site administrator role can reach each part of the Moodle site including all courses, reports and user data.

Teachers have a limited control, not like administrators. They can upload many lectures, lessons and activities for their students. In the same time, they can organize online learning, online exams and tests They can also have a notebook for each class where they can submit the marks.

Students' role is to participate to a course and download the lessons easily. In Moodle platform, students can participate to all activates of the course and see the resources, but cannot modify or see the notebook of the class. They can only see their own marks if the teacher allows.

1.2.3.3. Characteristics of Moodle Platform

It is currently one of the world's fastest open source VLEs (Virtual Learning Environments),it is also known as a learning management system (LMS).This platform has a simple interface that is easy to manipulate, and it is continually updated with new tools and documentation that make it easier to use. This platform is constantly updated, enhanced, and improved to meet the needs of its users, and it is tailored to their current and future needs.Each Moodle consumer can customize it to meet his or her specific needs. We gain financial performance, versatility, and other benefits as a result of using it. According to Lamb (2004),Moodle is self-directed, it enhances learners' autonomy because learners learn by themselves far from the classroom environment.

According to the Official Moodle Platform, a teacher has complete autonomy over the services and activities he or she provides to his or her own course. The teacher is also in charge of the registrations and has the ability to change the course's presentation. Moodle includes a guide that explains how to perform the procedure in greater detail.

When students first log in to Moodle, they are presented with a list of all available courses. They can only see their own courses in the section "my courses" until they have registered or have already registered for at least one course.Administrators and teachers monitor how students log in and what they can do and see in Moodle. These approvals may be applied to each course as well as a variety of different types of activities. In certain situations, students will, for example, correct other students' work, investigate all aspects of a course, and engage with other students. In a different situation, students may be led in a very strict manner, with very little contact with others.

Accordingto Singh(2010), Moodle features can be categorized into eight important features:

a) **Reading Materials.** Reading materials could include a variety of lectures, papers, e-books, and other course-related materials. It can also be very useful for categorizing course materials into different groups. Course divisions aid in the organization of a group of courses under a single heading. Courses may be categorized in a broad sense, such as by developing categories like Linguistics, phonetics, and writing. For example, the case of Mila university e-learning platform, we have a category called "Master 2" within which several courses, like Psycho –pedagogy, Linguistics, Research Methodology and others can be foundAfter categorizing the courses, course settings can be used to handle them. The instructor may specify conditions such as course format, length, start/end dates, and a variety of other options.

b) **Papers and Projects.** The teacher's papers and projects, as well as papers and projects submitted by previous students to the institute (or teacher), can be published and made available to students enrolled in the course. These students will be able to read and review these materials at their leisure because they have registered via the web.This also makes it an excellent archive for storing projects and papers sent to the institute or the professor.

c) **Discussion on the Course Concepts.** To discuss the subject or course discussed on the forum, a chat window or a discussion section may be added. Where the instructor and students can freely engage with one another to construct a discussion atmosphere. This segment will also provide opportunities for students to connect with one another.Since the students can better assimilate the course through these discussions, such a section can boost the learning of the course to the next level.

D)**Forum Relating to the Course.** A forum, similar to a discussion section, can be generated where commonly asked questions can be included to save time for the instructor

and some students who would otherwise be participating in the discussion of thefrequently asked questions FAQ topics. Topics that are related but outside of the course can also be easily placed on the website for discussion by the instructor and other students.

E) Conduction of Quizzes. Students' evaluation via tests and quizzes may also be included in the web via Moodle, and they fall under the Moodle's various activities. The platform can be used to add various types of tests, such as essay questions, short answer questions, and multiple choice questions.

F) Distribution, Collection and Evaluation of Assignments. The distribution of assignments to students is one of the tasks that teachers will organize under various activities. This can be accomplished by picking events and assigning tasks. The instructor will then build a course assignment for the students. The instructor will then send an e-mail to the students informing them of the task. The students can then access the assignment via the website and apply their course assignment. By uploading the file to the assignment submission, a student may submit his or her assignment as a file.

G) Keeping Track of Class Attendance. Since Moodle allows for the teacher's online active participation in the course, a class attendance record can be maintained for students who have taken part in the course. Since each student must log in to the platform and attend the class via it, it can easily be used to keep track of each student's attendance.

H) Recording of Grades. Using the site's database, the teacher will collect and keep track of the grades he gives each student through assessments, quizzes, and assignments, similar to how he keeps track of their attendance. The site keeps track of each student's grades and attendance.

1.2.3.4.Moodle Tools

Moodle provides a collection of tools that allow teachers to include any form of file in their courses. Here are some basic materials that teachers can use in their classes:

a) The Label. It allows the insert of materials (texts, photographs, and videos) explicitly into a portion of the course. To view the mark, students do not need to click on the link, the label's material is still visible on the course's home page.

b) The Folder. Instead of placing links to each file, the list of the folder's files can be seen. Users will see and download the desired files by clicking on the connection for each folder.

c) The File. Users access the file's content by clicking on the link (the name of the link or the folder).

d) The Book. It helps you to create a resource with several pages of content and a table of contents. Users just need to click on the book's link to see the contents of the first page and the table of contents.

e) The Page. It helps you to build a Web page using the HTML editor. The content of the Moodle Web page is viewed by clicking on the link (the page's name).

f) The URL. It allows you to add links to external websites. Users can only access the external website by clicking on it.

Conclusion

The fact that technology has become a major pillar nowadayscannot be denied. The transition from traditional ways of teaching to the use of technology has shaped the field of education completely. BL came to fulfill and consolidate the deficiencies of using traditional ways of teaching offering opportunities for learners to learn better. However, the integration of BL in EFL classes necessitates a constant change in the methods and strategies used by both teachers and learners in order to be able to cope with the rapid growth and development of technology.

Chapter Two: Methodology and Discussion of the Result

Introduction

This present work aims at investigating teachers and learners' attitudes towards the use of Moodle Platform and BL during   the COVID-19 pandemic. The practical side of this research paper is covered in the second chapter. It is devoted mainly to offer details about the analysis and discussion of the results of both teachers and learners questionnaires. Therefore, the work is divided intotwo main sections. The first one is concerned with the methodology followed, while the second deals with data presentation, interpretation and discussion.

Section One: Research Methodology and Results

The major goal of this section is to outline the methodology that was employed to conduct the research. It contains information on the research method, sample, and data collection tools (instruments).

2.1.1. ResearchMethod

The objective of the present research paper is to investigate EFL teachers' and students' attitudes regarding the use of Moodle platform and Blended Learning during the COVID-19 pandemic. Thus, to answer research questions, both qualitative and quantitative research methods are used because of the nature and the type of questions.Then the majority of questions asked to respondents are close-ended ones that require a numerical representation and analysis in tables, graphs and figures.

2.1.2. Research Tools

To collect data to answer research questions, two questionnaires are designed. The questionnaires are a very useful research instrument for they enable the researcher to collect a large amount of data in a short period of time. They can also be easily studied, characterized,

and analyzed. The questionnaire is used with students and teachers because it is more suitable for the descriptive method.

In this research paper, two questionnaires are designed for two distinct groups. The primary one is written for students in order to uncover their attitudes toward the use Moodle platform and blended learning in EFL classroom. The second one is called the follow up questionnaire and seeks to investigate teachers' point of view regarding this type of teaching and whether the Moodle platform facilitates their teaching.

Ideas from previous studies done by Underwood (1989), Rost (1990) and other scholars are used as a support to write both questionnaires. Both students' and teachers' questionnaires include open-ended and close-ended questions to study their attitudes. Both teachers and students are requested to circle the right answer and to provide short responses when necessary to the questions.

2.1.3. Description of Students' Questionnaire

This questionnaire aims at revealing Students' attitudes towards the use of Blended Learning. It includes twenty (20) questions introduced with a brief explanation about what Blended learning which is the integration of technology and online media with traditional methods i.e. using Face -to-face learning with technology since this new term is not common among students. It divided into three sections.

The first section provides general information about students . It includes one question about Educational Level achieved (Q 1). In second section however, students were asked whether they strongly disagree, disagree, agree, or strongly agree to a set of positively stated beliefs statements based on the 21st century skills used in their classroom.

The last section contains four close-ended questions about the technological tools students prefer to use in their studies, (Q 5) seeks to identify the other technological tools which are not mentioned in (Q 4). (Q6 ,Q7 ,Q8, Q9, Q10,Q11,Q12) try to find out whether students know about Moodle platform tools and if they prefer learning via this platform better than face to face learning. (Q13,Q14,Q15,Q16) aim at pointing out the students' attitudes towards blended learning. (Q17, Q18, Q19) seek to uncover the advantages of using Moodle Platform. The last question (Q 20) is about any additions or suggestions towards the use of blended learning.

2.1.4. Description of Teachers' Questionnaire

The Teachers questionnaire includes twenty-five questions divided into close questions answering by "yes" or "no", open ended questions giving their own knowledge and explanation freely, or multiple-choice questions where they are required to choose the appropriate answer. The questions are categorized under three main sections:

This section consists of three (03) questions aiming at gathering personal data about the participants. The first question (Q1) is about specifying their age. The second one (Q2) is about their educational qualification, and the last question (Q3) is about their teaching experience. In this section, the participants are required to choose their answers according to Likert Scale. The Likert Scale helps the participants to measure their attitudes through ticking the appropriate box (strongly agree, agree, disagree and strongly disagree).

The last section consists of twenty-one questions aiming at investigating the use of blended learning and Moodle platform by teachers. The first three questions (Q1, Q2, and Q3) are whether they have already used technology tools in their classes and the type of these tools. In questions (Q5) and (Q6), teachers are asked to describe their competence with using technology and whether or not they have received any training on how to use technology in

EFL classes. The next questions (Q7, Q8, Q9, Q10 and Q11) are about the use of blended learning, its effectiveness, the challenges they have faced while using it, and what they think of it as a method of teaching. The following questions (Q12, Q13, Q14, Q15, Q16, Q17 and Q18) are mainly about Moodle platform, the difficulties they have faced using it and its characteristics. The last questions (Q19, Q20 and Q21) are about giving their opinion concerning this type of e learning and any further suggestions they may give about the topic.

2.1.5. Administration of the Questionnaire

The first questionnaire is administrated to a group of one hundred and one students, while the second one was administrated to a group of ten teachers. Both questionnaires were delivered via Google Forms.

- Students' questionnaire was conducted online at:

https://docs.google.com/forms/d/e/1FAIpQLSfiJchAlDu_PPuNFqC92HpBabtAvTZQ4trIAPPXoQe8i-Bqw/viewform?vc=0&c=0&w=1&flr=0

- Teachers' questionnaire was conducted online at:

https://docs.google.com/forms/d/e/1FAIpQLSd_QrUPvBWaiaVHihXLBx98bCzdOPZpSExmulf91SXKhzj5rA/viewform?vc=0&c=0&w=1&flr=0

All respondents were informed that:

- They can have the time they need to answer the questions.

- Their answers will be treatedanonymously.

- We have been waiting for 15 days for their answers.

2.1.6. Population

This study contains two different samples drawn from two separate target populations. Students from the department of foreign languages at Mila University Center is the primary sample, while the second one   includes teachers from the same department.

Snowball sampling was employed to select our participants. This is a sort of deliberates sampling, according to Creswell (2002). In this situation, the researcher invites a participant or group of participants to recommend or identify other people from the target population who would be interested in participating in the study (Creswell, 2000).

To study their attitudes towards the use of Moodle platform and blended learning in EFL classrooms, students from the department of Foreign Languages at Mila University Center were chosen. All grades are included because they are all familiar with the use of Moodle platform and blended learning recently due to current situation (COVID19)

SectionTwo: Presentation and the Discussion of Results

The first section of the second chapter was dedicated to present the methodology used to carry out the present study. The main purpose of the second part is to present, discuss and interpret the data

2.2.1.Data Analysis

This section will display the information gathered from the two questionnaires. The presentation of the students' questions is followed by the teachers' questionnaires.

2.2.1.1. *The Analysis of Students'Questionnaire*

Section One: Background Information

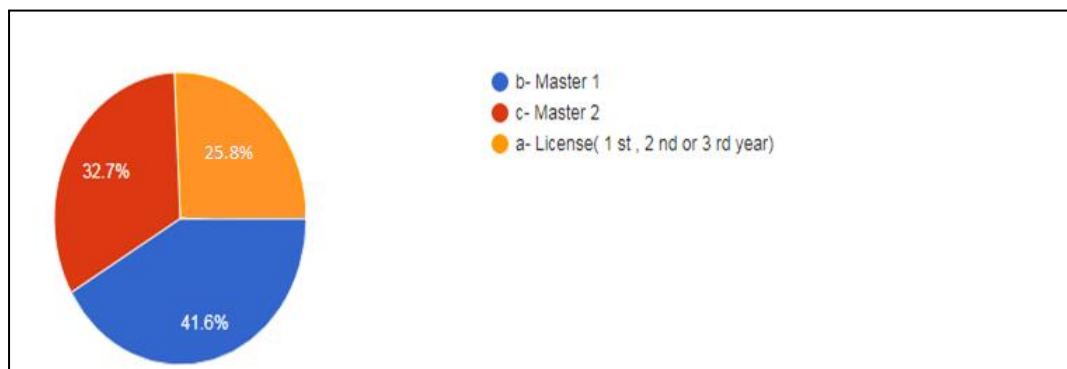**Q.01**   The Educational Levelachieved

Figure 01:The Degree Held

The figure shows thatForty Two students (41.6%) are Master 1 Students , Thirty Three students (32.7%) are Master2 . The rest of the sample (25.8 %) is license Students. Master1 students were so motivated to participate in this research maybe they find the topic very interesting. However, it was so difficult to reach License students and that can prove why only 25.8% who were able to participate in this research.

Section Two: My Classroom

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

Table 01. Students and 21st Century skills.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I am an active participant in my school's success	12 12.12%	22 22.22%	50 50.5%	22 22.22%
I believe that as a student, I should use technology to access information as well as use it for communicating in different ways.	17 17.17	3 3.03%	31 31.31	53 53.53%
I believe teamwork is a necessary part of learning.	10 10.1%	19 19.19	43 43.43	30 30.3
I use a wide range of idea creation techniques (i.e. brainstorming, mapping).	10 10.1	22 22.22	56 56.56	15 15.15
In my classroom I have opportunities to hear and Evaluate different points of view.	7 7.07%	22 22.22%	56 56.56%	18 18.18
I believe that communicating nonverbally is just as important as communicating verbally.	16 16.16%	22 22.22%	46 46.46%	18 18.18%

I use technology as a tool to research, organize, evaluate and communicate information.	13 13.13%	11 11.11%	44 44.44%	34 34.34%
In my classroom I work in teams regularly and I think that collaboration is important for a better learning.	10 10.10%	23 23.23%	53 53.53%	17 17.17%
As a student, I am taught to use problem-solving skills to achieve a common goal.	15 15.15%	21 21.21%	46 46.46%	22 22.22%

The table reveals that the half of the students (50%) agree that they are active participants in their schools' success. 22 of them strongly agree whereas 22 of them disagree and the rest of them (12,12%) strongly disagree with the statement.

Results of the second statement show that 53 (53,53%) students strongly agree that they use technology to access information as well as use it for communicating in different ways. In addition, 31 (31%) of them agree with this. On the other hand, 17 (17.17%) of them strongly disagree with this statement and only 3 (3.03%) disagree with that.

The majority of the students (43.43%) agree that teamwork is a necessary part of learning and 30 (30.3%) of the strongly agree with this. However, 19 (19.19%) disagree and 10 participants (10.1%) strongly disagree with the same statement.

More than halfof the participants (56.56%) agree that they use a wide range of idea creation techniques in the class in same time 15 of them strongly agree with that but 22 students (22.22) disagree and 10 of them strongly disagree with the same statement.

Results of the next statement show that most of the students (56.56%) agree that they have the opportunities to hear and evaluate different points of view, 18 students strongly agree on this. By contrast, 22 of them disagree and 7 of them strongly disagree with this statement.

The following statement's results showthat 46 (46.64%) of participants agree that communicating nonverbally is just as important as communicating verbally. 18 students (18.18%) strongly agree with that, 22 students disagree and the rest (16.16%) strongly disagree.

Results of the next statement reveal that the majority of students (46.46%) agree that they use technology as a tool to research, organize, evaluate and communicate information. 18 of them (18.18%) strongly agree whereas (22.22%) disagree and the rest of them (16.16%) strongly disagree with this.

As for the next statements, more than a half of students (53.53%) agree that they work in teams regularly and they think that collaboration is important for a better learning in same time 17 students (17.17%) strongly agree with this statements. However, 23students (23.23 %) disagree with that and the rest (10%) strongly disagree.

Concerning the last statement, the majority of the participants (46.46%) agree that they are taught to use problem-solving skills to achieve a common goal in addition, 22 students strongly agree with this. By contrast 21 of them (21.21%) disagree with this and the rest (15.15%) strongly disagree.

Participants with a total agreeability score at or above 50 % would be considered to both believe in 21st learning practices and also implement them regularly into their learning process.Those respondents below 50% do not necessarily disagree with the use of 21st century Skills and actions but are considered to believe and implement them less often than those above 50%.

After analyzing the results in the table above we conclude that more than half of students usually use 21st century skills while learning such asCommunication, Collaboration, Critical thinking and Media literacy.

Section 3: The Use of Blended Learning in EFL Classes

Q.01. Have you ever faced a difficulty with the methods used by your teachers when presenting a lesson?
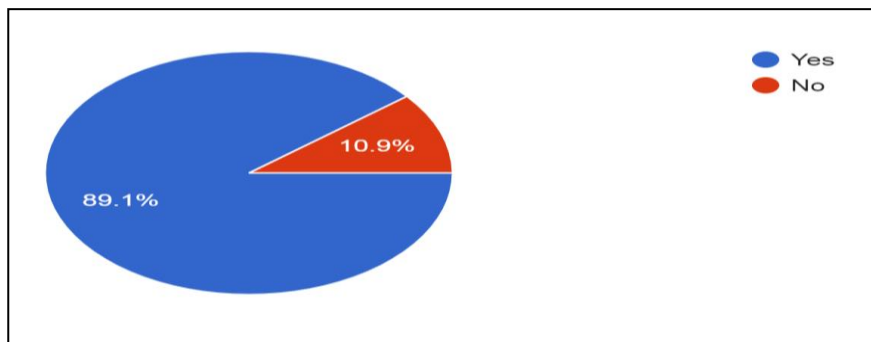

Figure 02: The Difficulty in The Methods Used by Teachers.

From the above table, we can notice that the majority of the respondents (89.1%) have faced a difficulty with the methods used by their teachers when presenting a lesson. However, 11 students (10.9) do not have any difficulty with that. It summarizes that most of teachers stick to the same traditional way of teaching. Maybe they do not vary their teaching methods so that they can meet their learners' needs.

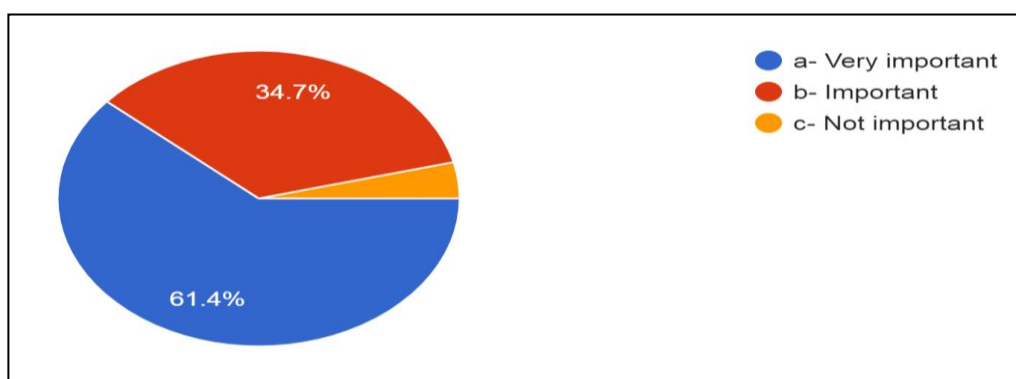**Q.02.** Do you think that the integration of technology in your classes is important?

Figure 03: The Importance of The Integration of technology in Learning Process.

It is concluded from the table above that the majority of the sample (61.4%) think that the integration of technology in the class is "very important" while (34.7%) think that it is also "important" whereas only 4 students see that this integration is "not important". Therefore, most of the sample agreed on the importance of the integration of technology is "important"

due to the unexpected situation "COVID19". Thus, nowadays the use of different technological tools in the classroom becomes a must.

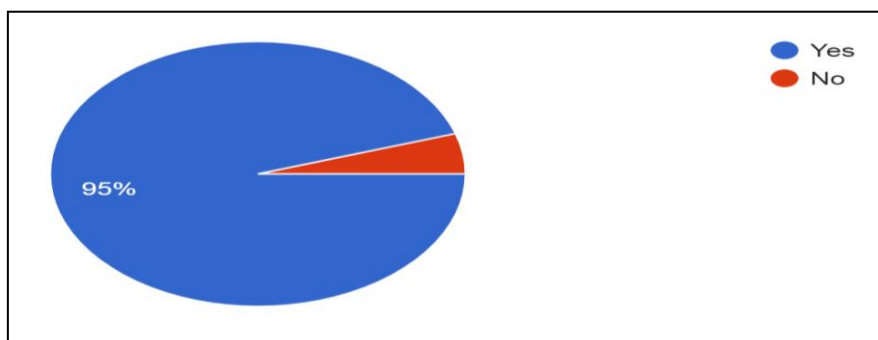**Q.03.** Do you enjoy using technological tools when learning?

Figure 04: Students' Feelings about Technology

As it illustrated in the figure above the majority of the sample (95%) enjoy using technological tools when learning but 5 students do not like using them. It seems that the use of technological tools facilitate their learning process.

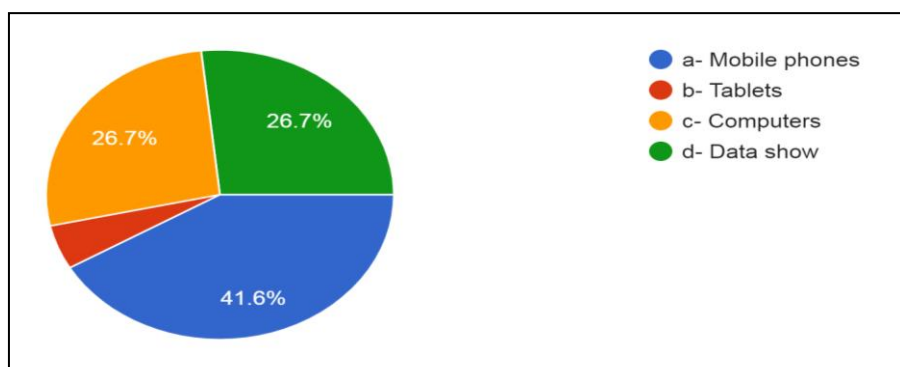**Q.04.** What sort of technological tool do you prefer using?

Figure 05:Types of Technology Tools Students prefer to Use.

The graph above shows that 42 students (41.6%) prefer using "Mobile phones". 27 students (26.7%) like using "Tablets"and also other 27 students enjoy using "Computers". The rest of the sample (5%) chooses "Data show". Therefore, it concludes that students prefer using "Mobile phones" better than any other device maybe it is very useful because it can be taken

everywhere and in same time it is affordable. At least each student can buy one rather than others tools which are somehow expensive.

Q.05. Others,

Concerning this question, No one has mentioned a new technological tool which is different from the ones mentioned in the previous question.
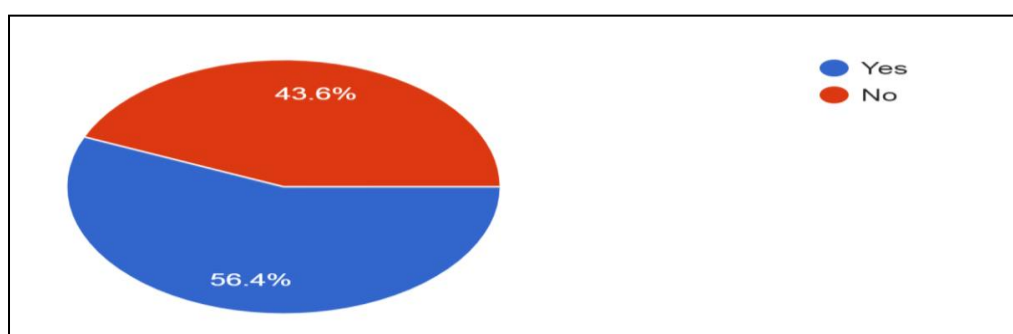
Q.06. Have you taken an online class before?

Figure 06: Online classes Taken By Students.

According to the results shown in the graph above, most of the students (56.4%) have already taken anonline class while the other respondents (43.6%) they said "No we have not taken any online class". Therefore, students who were not able to take an online class can be related either to the weak internet connection or the teaching methods used by their teachers; Face to Face teaching rather than organizing an online class.

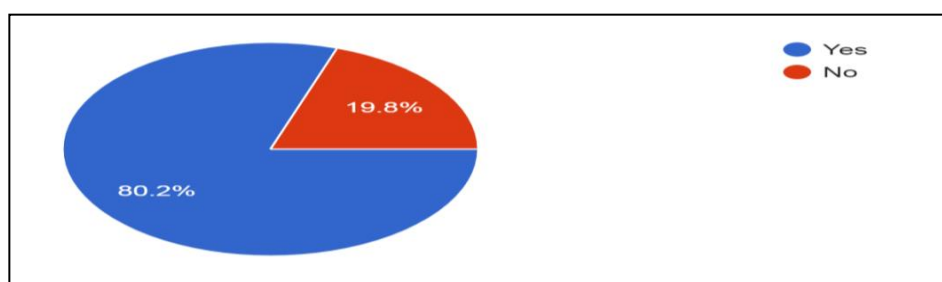**Q.07 .**Have you used the e-learning (Moodle Platform)?

Figure 07 : Students ' Knowledge of Moodle Platform

As shown in the table above a huge difference in the percentage. (80.2%) from the sample have already used "The Moodle Platform" , but only 20 students (19.8%) have not used it. Students use "Moodle" because recently teachers upload all courses in this platform and students need to download them to prepare for their exams and for the others who did not use it, maybe they do not have access to internet connection.

Q.08. During the COVID 19 pandemic, did the Moodle platform facilitate your learning process?
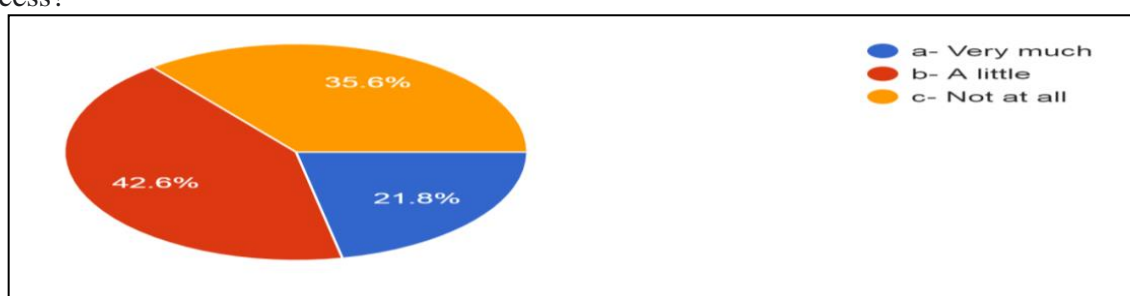

Figure 08 :Students' Opinions about Moodle Platform

The results of this question reveal that 43 students (42.6%) see that Moodle Platform facilitate their learning process a little bit during the COVID 19 pandemic. (35.6%) of them said"Not at all", but 22 students (21.8%) have a different opinion, they see that Moodle Platform facilitates their learning very Much. Therefore, it concludes that "Moodle platform" did not really facilitate the learning process of the majority of the students since it is a new way of learning. So, they are not really familiar with the use of this platform.

Q.09. What are the difficulties that you have faced during the use of the Moodle platform?
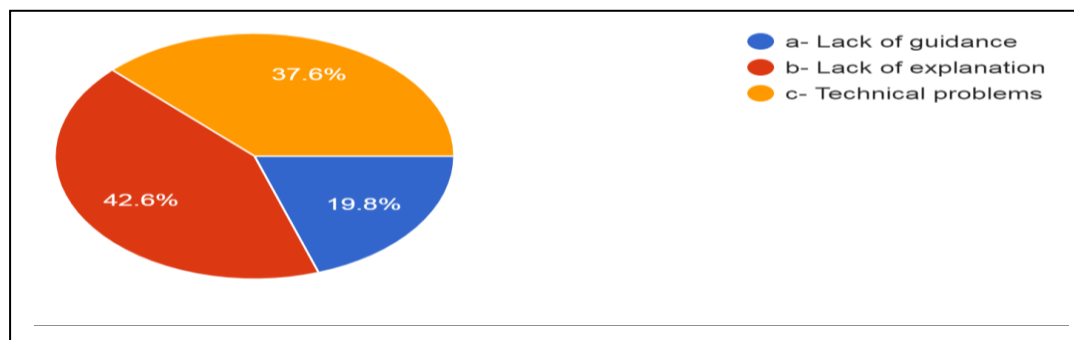

Figure 09: The Obstacles Faced When Using Moodle

From the figure above, 43 students (42.6%) have faced some difficulties during the use of the Moodle platform because of "the lack explanation" and (30.6%) said that this difficulty is due to "Technical problems". Only 20 of them think that it is cause of The lack of guidance". The majority of students'answers indicate that the big faced obstacle is related to the lack of explanation. They did not have the enough time they need to understand how this platform works. So, it was very challenging for them to use it appropriately.
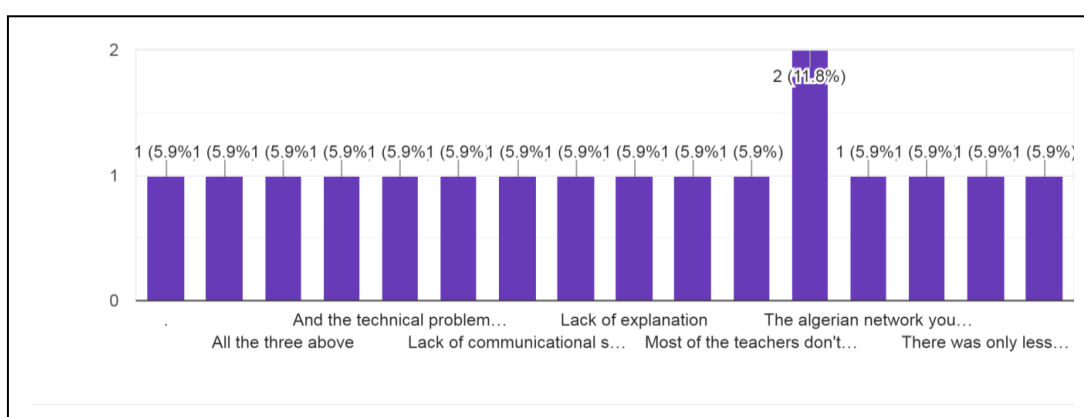
Q.10 Others,……………………………………………………………………….

Figure 10: Others Obstacles Faced When Using Moodle.

Concerning this question, Students mentioned others obstacles faced by them when using Moodle platform .

The first group of students thinks that they face obstacles with Moodle Platform because of the weak internet connection. The majority of them replied with"Weak internet access".The second group of students sees that this difficulty is due to all the three cited problems in (Q9).The third group of the participants believes that these obstacles are related to the lack of organization, lack of communication and teachers do not use the other tools of Moddle Platform.

Q.11. Do you think that your lessons are better delivered through the Moodle platform than using face-to-face learning only?
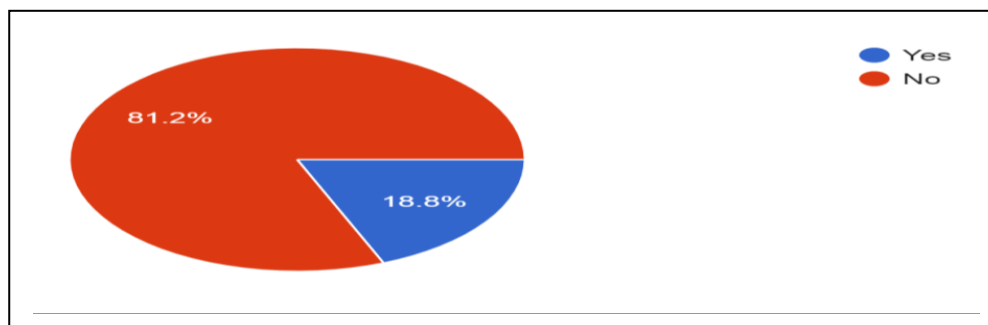

Figure 11 : Comparison between Moodle and Traditional Teaching Methods

As shown in the graph abovea huge difference in the percentage (81.2%) think that lessons are not better delivered through the Moodle platform. However, only 19 of them (18.8%) say that it does and the lessons are better delivered than face to face learning. Therefore, it concludes that students prefer using face to face learning because of the obstacles faced by them while using Moodle platform.

Q.12. Why?(Justification of question 12)

The majority of the sample agree that face to face of learning is more effective than blended learning (Moodle) and we can group their justifications into two groups. Their Justifications are as following:

The first group which is about 60 students think that face to face learning is more effective than Blended Learning because they believe that Face to face learning provides explanation, more engagement and concentration and in same time it gives the opportunity to have a class debate. In addition to that, they see that face to face interaction cannot be substituted with distance education for the reason that the teacher may notice the learners' body language and vice versa for better understanding. Moreover, for them the presence of the Teacher is an essential step in learning process and Machines can never replace human

being and it this raises the understanding level since they can ask questions when it is needed.

However, the second group which is composed of 41 students believe that face to face learning is the most effective method of learning due to the obstacles faced by them while using Moodle platform. They stated that Moddle platform is sophisticated. Both teachers and learners need support from professionals to use the other tools that exist in Moodle platform so that they will be able to have an online class where they can interact and understand the uploaded lessons. In addition to Lack of experience, technical problems and the irresponsibility of both teachers and learners while using this platform. Another obstacle was that teachers are not serious in using the Moodle platform. They only share lessons .As a result, both teacher and learners need an intensive training on that so that we can see the effectiveness of Moodle platform in our teaching learning process.

Q.13. Do you think that Blended Learning should be integrated in all your university courses?
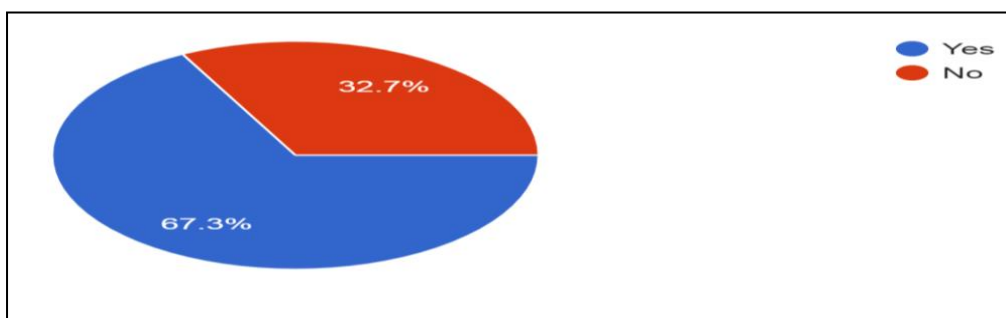

Figure 12 : The Integration of Blended Learning

Depending on figure above, we notice that the majority of the students (67.3%) are with the integration of Blended Learning in all university courses, whereas (32.2%) of them are against that. So, most of students are with the integration of blended learning because they like using

technological tools while learning and this is already mentioned in one of the previous questions.

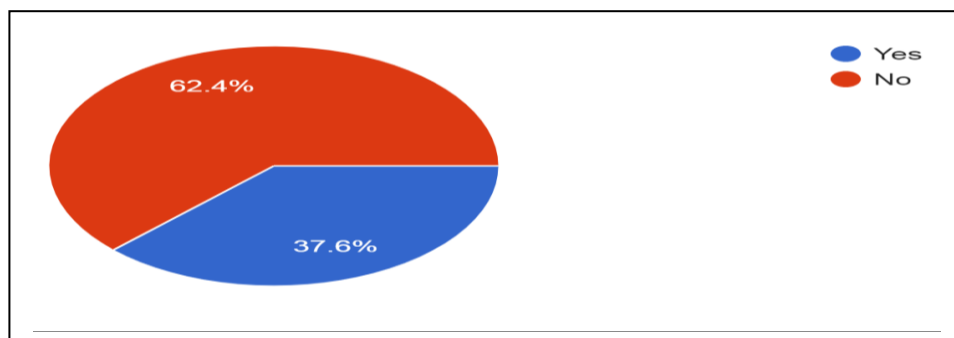**Q.14.**Do you think that Blended Learning is more effective than the use of face to face learning only?

Figure 13: The Effectiveness of Blended Leaning.

According to the graph above, the findings assert that (62.4%) of informants think that Blended Learning is less effective than the use of face to facelearning. However, few of them (37.6%) agree that Blended Learning is more effective. Therefore, Blended learning is less effective for them due to the obstacles they faced while using this method.

Q.15. Why?(Students' Justifications)

Sixty five students out of 101 agreed that Blended Learning is less effective than face to face Learning. I quoted some of their justifications:"The use of technology only to deliver the lesson is not really helping I need to interact with my teacher and ask face to face questions to better understand" and also "Face to face learning involves all steps which contribute to its success. Interaction is the major one"

Twenty five students had a different point of view towards the effectiveness of Blended Learning. They believe that BL is effective and it can have a positive impact in our learning process but we should know how to best integrate it in our educational system. I quoted some

of their responses:"In the blended learning model a learner can benefit from e-learning software to practice vocabulary and grammar rules but also work with a teacher to practice talking and listening skills.", "It helps learners develop their autonomy and research skills"in same time"Blended learning opens the door for diversity in learning which attracts the attention of learners and keeps them motivated."

The last group which is composed of eleven students, they were neutral. They think that bothface to face learning and BL are effective equally because it depends on the situation and the lesson that is going to be delivered in the class. Here some of their justifications;"They complete each other", "We need to use both of them to achieve better results"

This question item is meant to notice the students' opinions towards the effectiveness of Blended Learning. Many justifications were given most of them were negative this is due to the wrong implementation of blended learning since it is a new way of teaching and learning and both teachers and learners need more time to cope with that.

Q.16. Did the use of Blended Learning help you to develop your skills and increase your interest in the course?
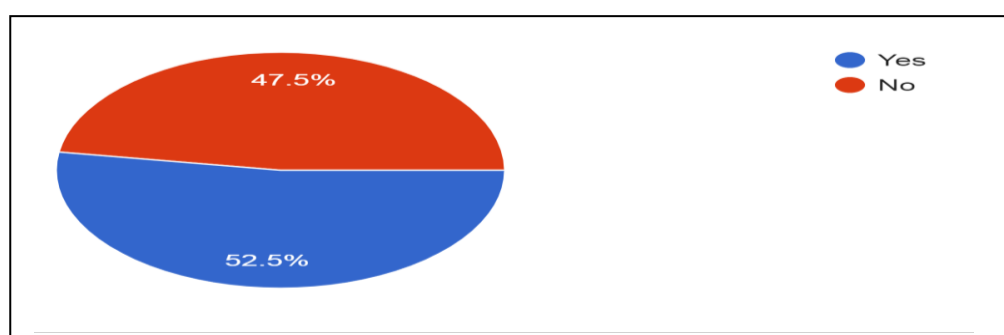

Figure 14: The Use of Blended Learning can raise The Learners' interests in The Course.

The findings were analyzed as indicated on the table above, and we find that out of 101 students, (52.5%) students respond that the use of Blended Learning help them to develop

their skills and increase their interests in the course . While, (47.5%) of the respondents said
"No",this is mean that they neither develop their skills nor their interests in the course while
using BL. Despite the fact that students faced many obstacles with blended learning but they
did not deny that it helped most of them to raise their interests in the course.

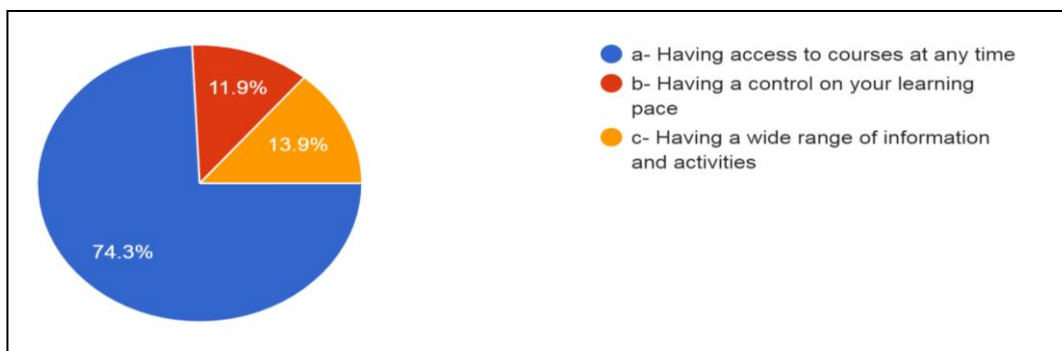**Q.17.** What are the advantages of using Moodle Platform?

Figure 15 : The Advantages of Moodle Platform.

The graph above indicates that almost all the participants (74.3%) choose the first category
"having access to courses at any time" and it is the advantage behind the use of Moodle
Platform. While (13.9%) of the sample answer that the advantage of this platform is having a
wide range of information and activities". Only a few students select the second category
(11.9%) that show that the advantage of Moodle is in having a control on the learning pace.
Most of them selected the first option because it is the only Moodle's tool used by teachers.

Q.18 Others,

The others advantages of Moodle mentioned by students are: Moodle platform makes them
feel more comfortable rather than face to face learning where interactional insecurities may
exist. Therefore, Moodle platform offers more anonymity.

Q.19. Have you achieved better results in your exams using the Moodle platform pedagogy?
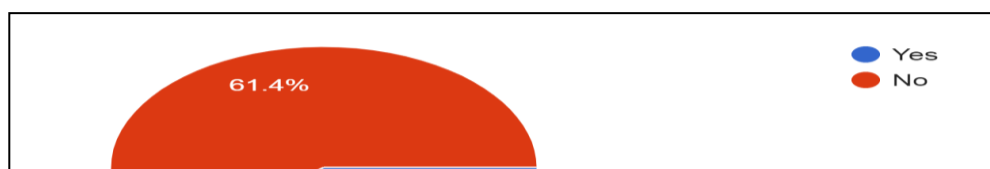
Figure 16: The Impact of Moddle Platform on Students' achievements

The results of the survey questionnaire indicated that 62 students out of 101 (61.4%) choose "No", the Moodle platform pedagogy had a negative impact on the results in their exams. But (38.8%) of the sample have a different opinion. They think that Moodle platform pedagogy had a positive impact to achieve better in their exams. From the above analysis, we conclude that the impact of Moodle's platform on students' results was negative and this is due to the misuse of this platform.

**Q.20 .**Any further suggestions about the topic? (Students' suggestions)

Some students suggest the following:

"The topic is by all means interesting to explore, and it is an area which is massively neglected in our university. I would suggest that you provide not a mere account of the outcomes of using such a type of learning, but rather a more detailed outline on how to actually implant it in our university."

2.2.1.2 The Analysis of Teachers' Questionnaire

As mentioned above, teachers'' questionnaire consists of three main sections.The first sections deals with the background information about the teachers. The second section deals with the 21st century skills and the last one is devoted to The Use of Blended Learning in EFL Classes.

Section 1: Background Information
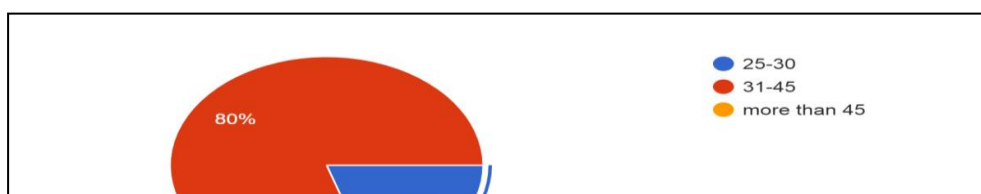
Q.01 Age:

Figure 17: Teachers' Age

The figure shows that 8 teachers (80%) are from 31-45 years old whereas the rest are
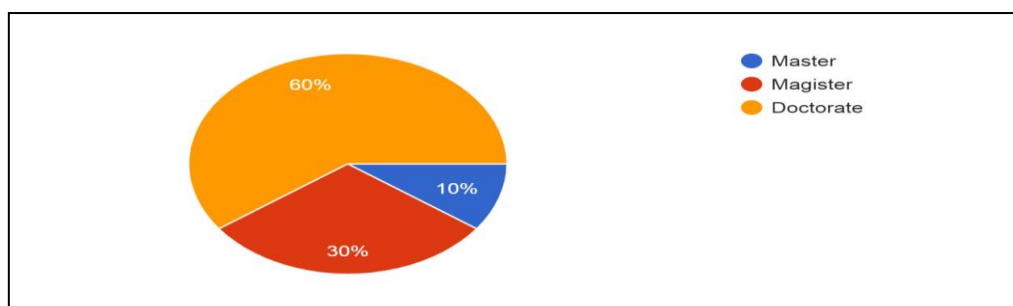
from 25-30 years old.

Q.02 What is your educational qualification?

Figure 18:Educational Qualification

The figure above shows that the majority of teachers have a doctorate degree (60%). 30%

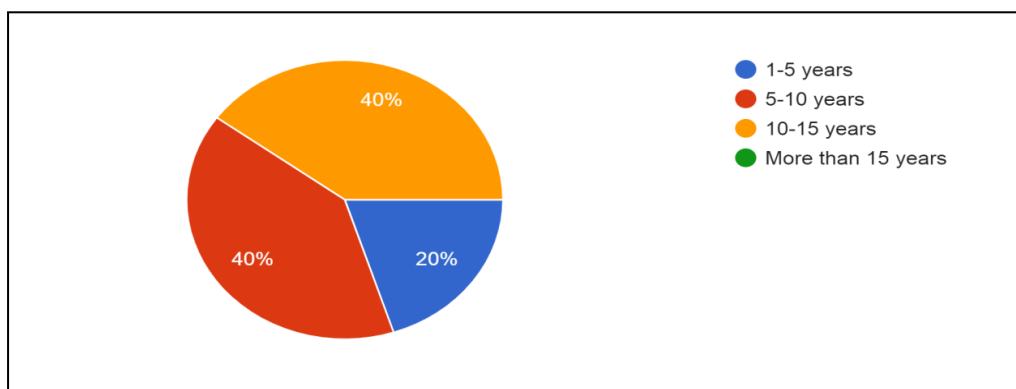of them have Magister and the rest (10%) have a Master degree.

Q.03 TeachingExperience

Figure19 :Teaching Experience

We notice that 4 teachers (40%) have been teaching English for a long period of time (10-15 years). While 4 of them (40%) have a teaching experience that goes from 5-10 years. The remaining two teachers (20%) have been teachers of English from 1-5 years. This implies that most teachers have quite a good experience in teaching English as a foreign language.

Section 2: Your Classroom

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

Table 02 : Teachersand 21st Century skills.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I am an active participant in my school's success	0 00%	1 10%	6 60%	3 30%
I believe students should use technology to access information as well as use it for communicating indifferent ways.	0 0%	0 0%	6 60%	4 40%
I believe teamwork is a necessary part of learning.	0 0%	0 0%	5 50%	5 50%
My students use a wide range of idea creation techniques (i.e. brainstorming, mapping).	0 0%	5 50%	4 40%	1 10%
My students have opportunities to hear and evaluate different points of view.	0 0%	1 10%	7 70%	2 20%
My students understand that communicating nonverbally is just as important as communicating verbally.	1 10%	2 20%	6 60%	2 20%

My students use technology as a tool to research, organize, evaluate and communicate information.	0 0%	1 10%	6 60%	3 30%
My students work in teams regularly to better understand collaboration and compromise.	0 0%	3 30%	6 60%	1 10%
My students are taught to use problem-solving skills to achieve a common goal.	0 0%	4 40%	5 50%	1 10%

The table reveals that the majority (60%) agree that they are part of their school's success. 3 of them (30%) strongly agree and the rest (10%) disagree. Results of the second statement show that6 teachers (60%) agree that students should use technology to access information as well as use it for communicating indifferent ways. While 4 of them (40%) strongly agree with this. Half of the participants (50%) strongly agree that teamwork is a necessary part of learning, while the rest (50%) agree with this statement. The majority of teachers (50%) disagree that their students use a wide range of idea creation techniques in their classes. 4 of them (40%) agree and one teacher (10%) strongly agree with this.

Results of the next statement show that 7 teachers (70%) agree that their students have opportunities to hear and evaluate different points of view. 2 teachers (20%) strongly agree and the rest (10%) disagree with that. 6 teachers (60%) agree that their students understand that communicating nonverbally is just as important as communicating verbally. 2 teachers (20%) strongly agree with that, two other teachers (20%) disagree and the rest (10%) strongly disagree.Results of the next statement reveal that the majority of teachers (60%) agree that their students use technology as a tool to research, organize, evaluate and communicate information.3 of them (30%) strongly agree whereas (10%) disagree. As for the next

statements, 6 teachers (60%) agree that their students work in teams regularly to better understand collaboration and compromise. 3 teachers (30%) disagree with that and the rest (10%) strongly agree. Concerning the last statement, half of the participants (50%) agree that their students are taught to use problem-solving skills to achieve a common goal. 4 of them (40%) disagree with this and the rest (10%) agree.

Apparently, the results show that the majority of teachers stress on being active in the learning process, integrating technology in their classes and motivate their learners to use it, acknowledging collaboration and giving the chance to their learners to be more autonomous. Therefore, the majority of the sample implements 21st Century skills while teaching like Collaboration, Communication, Critical thinking as well as Media literacy.

Section 3: The Use of Blended Learning in EFL Classes

Q.01 Have you ever used technology tools while presenting a lesson?
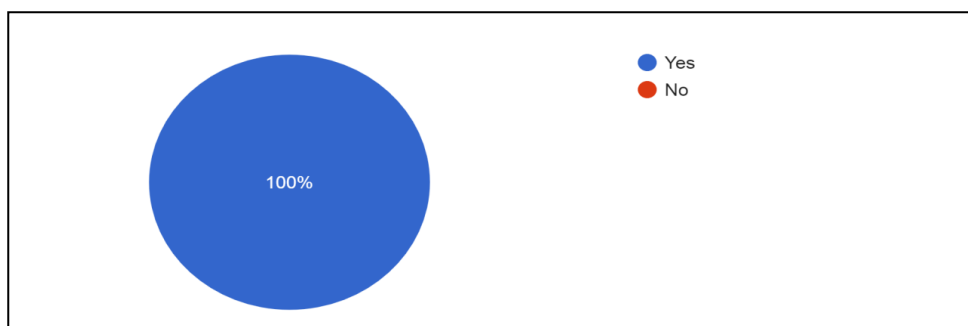

Figure 20: The Use of Technological Tools While Presenting a Lesson.

The above figure illustrates that all teachers (100%) have already used technological tools in their classes. This is due to the significant help that these tools provide when presenting lessons.

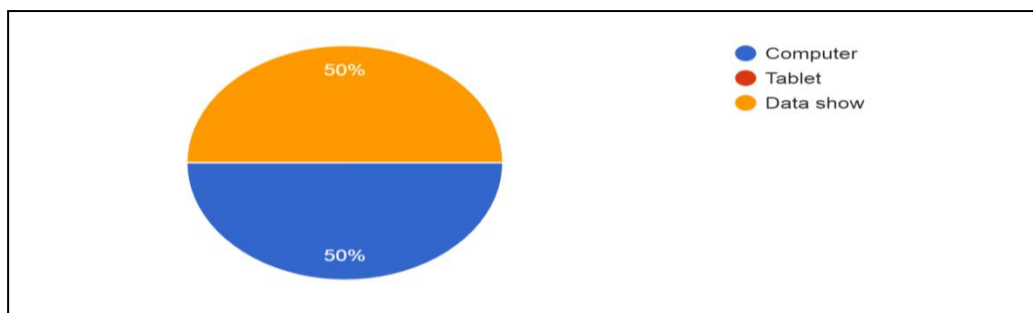**Q.02** If yes, which tools do you use?

Figure 21:Types of Tools Used

The figure reveals that half of the participants (50%) agree on the use of computers while the other half (50%) use data shows, this is due to their availability at the university.

Q.03 Others

"Moodle, Facebook" and "smartphone" are the two others tools used by teachers.

Q.04 How do you describe your competence with the use of technology?
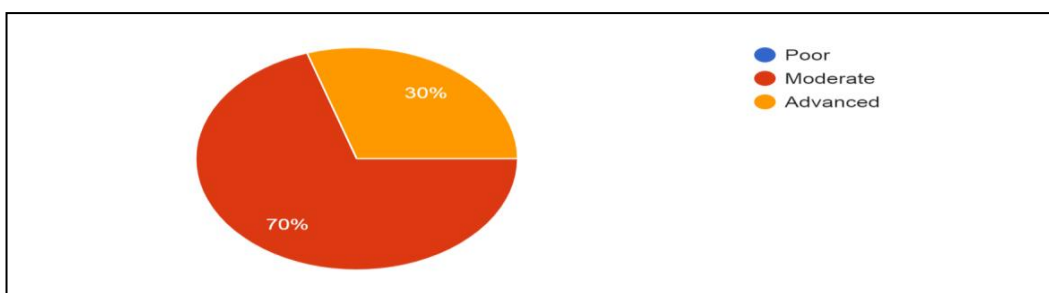
Figure 22:Teachers' Competence with the Use of Technology.

The graph illustrates that the majority of teachers (70%) think that their competence with using technology is moderate, while the rest (30%) think it is advanced. This implies that teachers are familiar with technology and development and that they will not face serious problems using technology tools in their classes.

Q.05 Have you received any training on how to use technology in EFL classes?

Figure23:The Training on How to Use Technology in EFL Classes.

The figure shows that 6 teachers (60%) didn't receive any kind of training on how to use technology in their classes, while 4 of them (40%) revealed that they had. This suggests that special training programs should be dedicated to teach future teachers how to integrate technology in their classes.

Q.06 Have you ever used blended learning in your classes
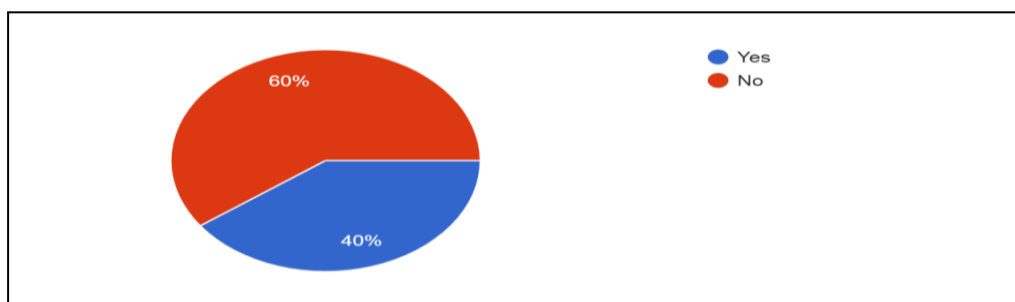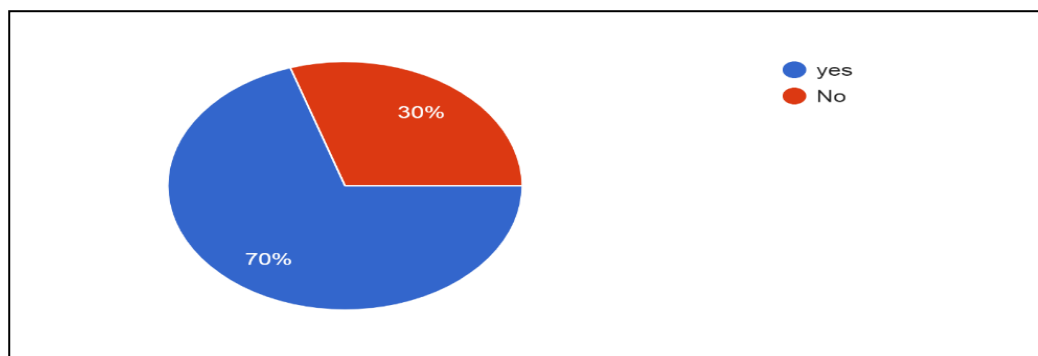

Figure24: The Use of Bended Learning in Class.

The results show that the majority of teachers (70%) have used BL in presenting and delivering their lessons. However, the remainder (30%) revealed that they did not. This indicates that most teachers shifted to the use of technology while the few others still prefer using their traditional methods of delivering their lessons.

Q.07 Explain,

To answer this question, the 10 teachers tried to give arguments on why they have or have not used BL Approach in the classes. The great majority explained their use of BL in their classes by trying to cope with technology or meeting learners' needs. However, the rest gave the argument that BL is not necessary to be used or there is a lack of technological equipment at the university.

Q.08 How do you rate the effectiveness of Bended Learning Approach in teaching?
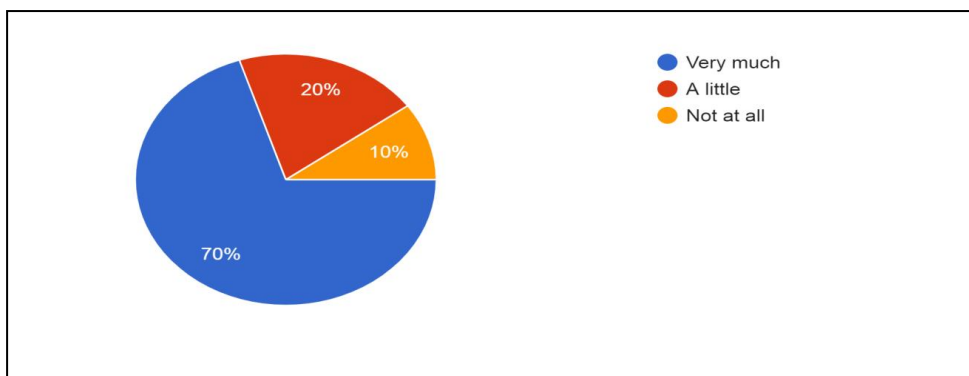
Figure 25:The Effectiveness of BL in Teaching

The figure shows that the majority of teachers (70%) agree that BL Approach is very effective in teaching. 2 teachers (20%) believe that it is a little effective, while the rest (10%) see that it is not effective at all. This denotes that the majority of teachers are aware of the benefits that BL offers as a method of teaching.

Q.09 Are there any challenges that hindered the teaching process while implementing Blended Learning in your classes?

When implementing BL in EFL classes, teachers faced some problems that hindered their teaching process. Among these problems are the lack of access to the internet especially by learners, lack of equipment and training.

Q.10 Do you think that Blended learning enhances learning and must be integrated in EFL classes?
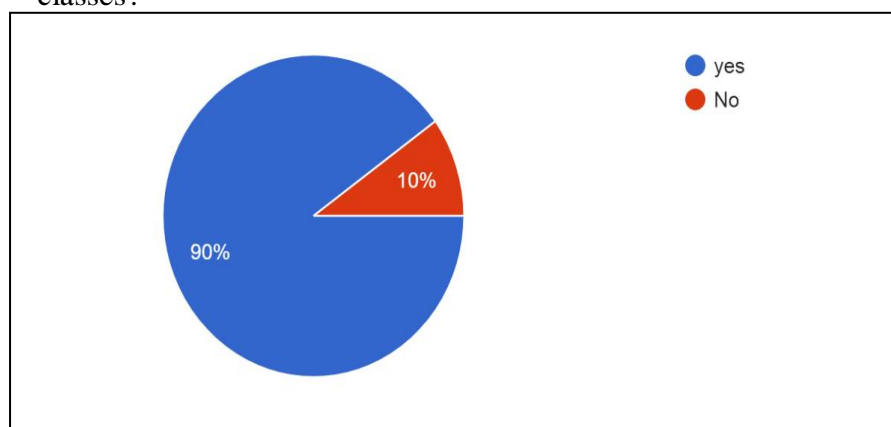
Figure 26: The Integration of BL in EFL Classes

The results illustrates that the majority (90%) agree that BL is beneficial and must be integrated in EFL classes. The rest (10%) believethatitis not.

Q.11 Why?

The results illustrates that the majority (90%) agree that BL is beneficial and must be integrated in EFL classes. The rest (10%) believe that it is not. This points out that the majority of teachers recognize the great impact BL has in EFL classes and that its integration will certainly enhance the learning process.

Q.12 Are you familiar with the Moodle Platform?
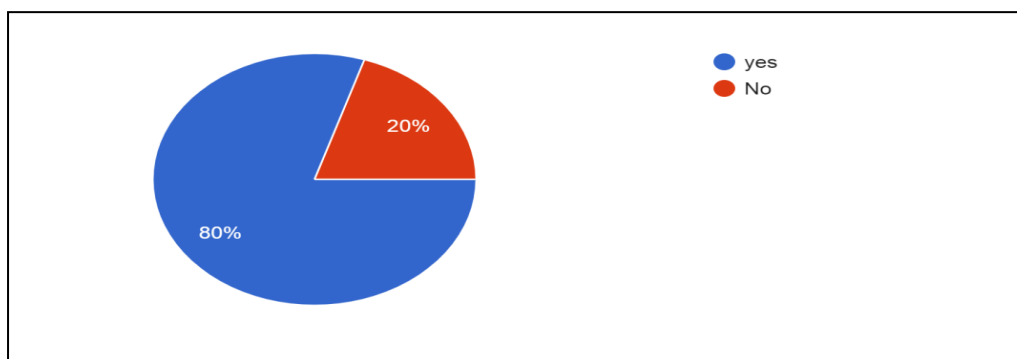
Figure27: Familiarity with Moodle Platform

The figure reveals that 8 teachers (80%) are familiar with the Moodle Platform while the rest (20%) don't have an idea about it. This might suggests that most teachers won't face any problems when using Moodle platform.

Q.13 During the COVID 19 pandemic, have you used the university Moodle Platform to present your lessons?
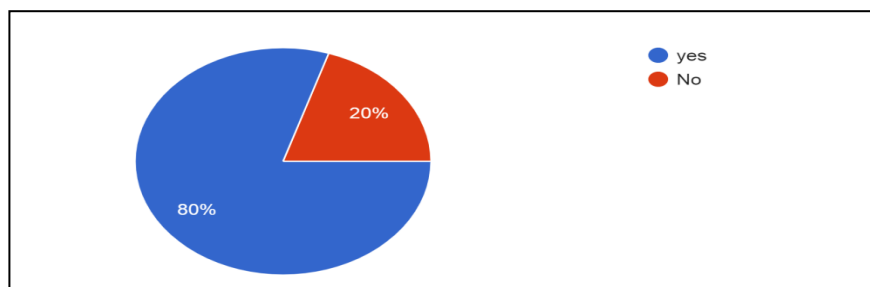
Figure 28:The Use of Moodle Platform

The results of this question show that the majority of teachers used Moodle Platform to present their lessons during the COVID-19 pandemic. While the rest did not and maybe relied on the traditional method to present their lessons. This implies the paramount importance of Moodle platform in helping teachers presenting their lessons during the pandemic.

Q.14 What are the difficulties that you have faced when using the Moodle platform?
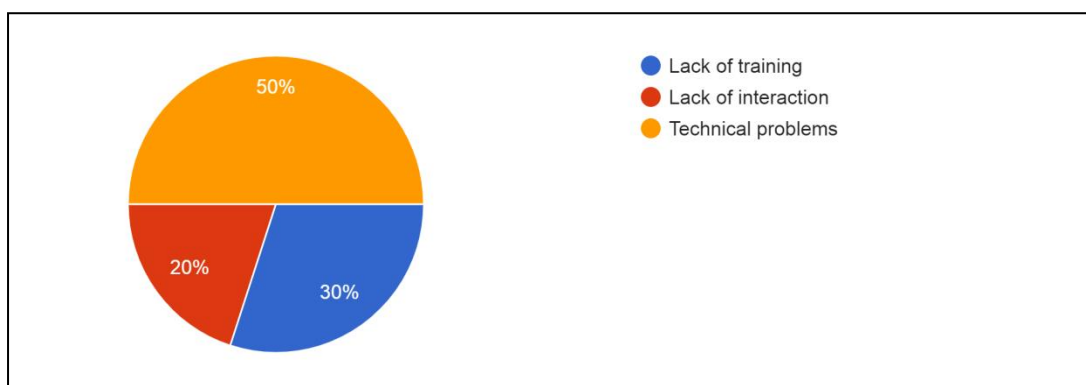
Figure29 :Problems Faced When Using Moodle Platform

The figure reveals that half of the teachers (50%) faced technical problems when using Moodle Platform. 3 of them (30%) suffered from the lack of interaction and the rest (20%) faced problems because of their lack of training. This suggests that technical problems represent an obstacle that should be solved to facilitate the process as well as offering special programs for teachers to train them on how to use technology in their classes.

Q.15 Others, (No one has mentioned others problems)

Q.16 Do know that Moodle is not only about posting lectures?
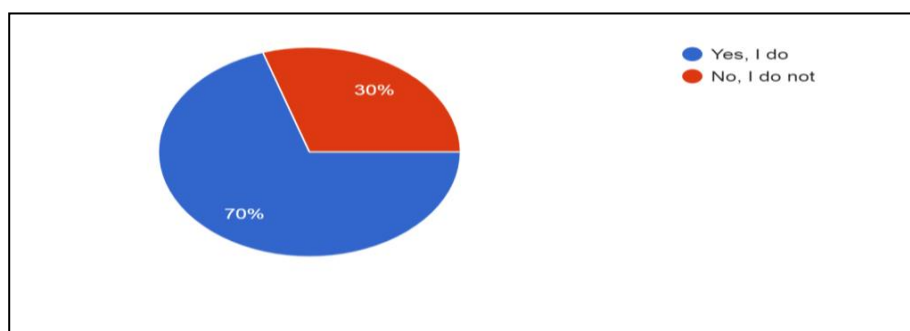
Figure 30:The Use of Moodle Platform

The results of this question reveal that 7 teachers (70%) know that Moodle Platform is not meant only for posting lectures, however; it offers other activities, while the rest (30%) did not know that.

Q.17 Have ever used Moodle activities rather than posting lectures?
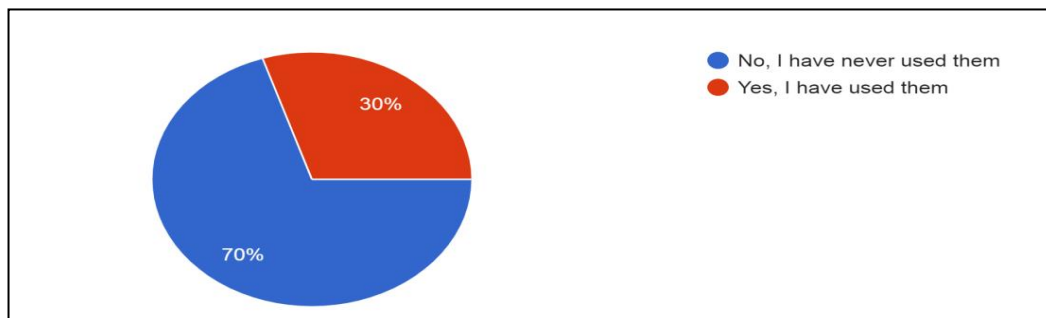
Figure 31: The Use of Other Moodle Activities

The figure shows that the majority of teachers (70%) have never used Moodle's other activities while the rest (30%) have. This implies that most teachers are aware of the other characteristics of Moodle and might have applied them while presenting their lessons.

Q.18 Explain,

When asked whether they have used the other activities of Moodle or not, teacher answered that some Moodle features were not activated, not all students hadaccess to the online classes and that itwasn't a helpful way presenting lessons

Q.19 Do you think this type of e-learning Platforms is beneficial to facilitate the teaching/learning process?
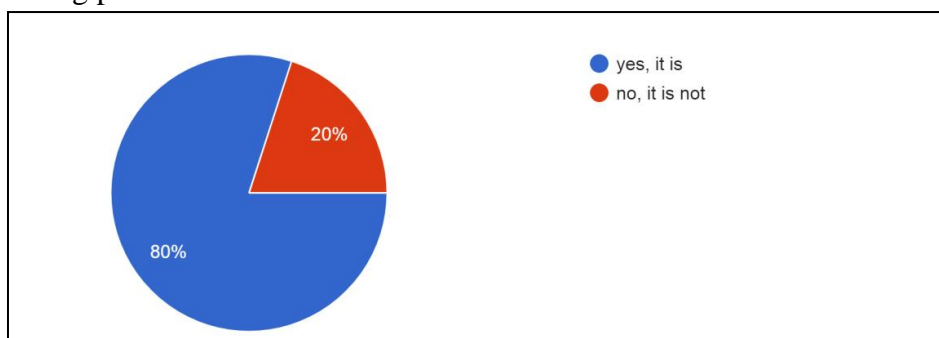
Figure 32: The Benefit of E-Learning

Results show that the majority of teachers (80%) agree that this type of e learning facilitates the teaching and learning process. The remainder (20%) believe that is not. This is due to how e-learning facilitates the learning process despite the present conditions (covid-19).

Q.20 Explain,

To explain whether this type of e learning facilitates the teaching and learning process or not, teachers gave the following arguments saying that it facilitated the learning process for both teachers and learners, made teaching easier, saved time and efforts, helped evaluating students and offered different types of materials that could be used to teach. However, other teachers thought that it wouldn't be successful due to the poor quality of internet in Algeria, it was time and effort consuming and it made learners passive

Q.21 Any further suggestions about the topic?

Teachers suggested that net speech should be increased and both teachers and learners should receive training on how to use technology since it represents a good aid in the teaching and learning process.

2.2.2Discussion of the Results

As motioned before, both students' and teachers' questionnaires seek touncover learners' and teachers' attitudes toward the use of Blended Learning and Moodle Platform in an EFL classroom. This section of the research paper aims atinterpreting and discussing the data collected.

According to the results,the analysis of the students' questionnaire reflects certain facts; the majority of the students are Master 1 students. They think that the integration of technology in EFL class is very important. Since, they enjoy using technological tools while learning. When asked about the type of technology they prefer the majority of them answered

"Mobile phones". Most of them have already taken online class and also used the e-learning platform "Moodle". Results revealed that during the COVID19 pandemic Moodle platform facilitate their learning a little bit because they faced many difficulties with the use of this platform; they stated that although they were guided, they failed to appropriately use the platform.

Despite the fact that students enjoy using technological tools, they found many difficulties in using "Moodle platform". Therefore, students declared that lessons were better delivered face to face rather than via Moodle platform. In addition, as it was mentioned before most of the students agreed on the integration of BL in all University course. However, they believed that face to face learning is more effective than BL due to the same obstacles mainly the importance of having discussions for students with their teachers in addition to the absence of organizing online classes by teachers since they only upload lessons on the platform. Students did not deny the fact that BL helped them to develop their skills and increase their interests in the course.

Moreover, they also agreed that Moodle platform has many advantages but due to the wrong implication of BL, they did not really benefit from it. Therefore, they did not achieve better results in their exams while using Moodle platform Pedagogy.

Finally, according to the results obtained from the students' questionnaire and the interpretation above, we assume that students have negative attitudes towards Blended Learning in EFL classroom due to the way it was implemented and also the time and the sudden shift from face to face learning to BL. In addition, learners prefer the use ofthe traditional way of learningbetter than blended learning in EFL classrooms at Mila University center.

In the light of the findings the teachers' questionnaire, the results gave details about teachers' attitudes towards the use of Blended Learning in their classes. The results also

revealed that most teachers asserted that BL was a very effective approach in teaching. Furthermore, when presenting their lessons, most teachers affirmed that they utilized technological tools such as computers and data shows. Additionally, when they were asked if they thought that BL enhanced learning and must be integrated in EFL classes, the absolute majority of them agreed with that. Moreover, the results revealed that most teachers use 21st century skills through encouraging the integration of technology in their classes, acknowledging collaboration, teamwork and communication between their learners, in addition to granting their learners the chance to think critically in an organized manner to achieve a certain goal.

When it comes to the use of technology in general and Moodle platform particular, most teachers reported that they had not received any training on how to use technology in their classes which implies that teachers should undertake special training programs to help them learn how to use technology tools. Furthermore, they also admitted that Moodle Platform was of a great benefit and that they had used it to present their lessons despite the difficulties that had faced using it. On this basis, the results of the study seemed to prove that teachers do have positive attitudes towards the use of BL in EFL classes. Therefore, our research assumption is half confirmed since it has proven that teachers have positive attitudes towards the integration of blended learning rather than students who faced many difficulties to cope with it.

2.2.3. Conclusion

In a nutshell, the results of teachers' questionnaire showed that most teachers had positive attitudes towards BL and agreed on implementing it in their classes. Learners' questionnaire on the other hand revealed positive attitudes towards the use of technological tools when learning, however; it also revealed that most learners preferred face to face

learning over BL because it provides explanation, more engagement and concentration and in same time it gives the opportunity to have a class debate.

General Conclusion

Education is a continuously changing environment and educational reform increases pressure on teachers and learners' acceptance of this change. The integration of Blended Learning in our educational system has become a must due to the current situation of the COVID19 pandemic. Therefore, the aim of this piece of work is to investigate and shed lights on the attitudes of EFL teachers and learners at the Mila University Center towards using blended learning and Moodle platform during this pandemic. It is divided mainly into two chapters. The first one is a review of literature that is divided into two sections dealing with CALL, BL, Moodle Platform and 21st Century Skills. The second chapter is devoted to the practical part in an attempt to confirm or deny our research assumption which suggests that "both teachers and learners have positive attitudes towards the integration of Blended Learning in EFL classes at the university Center of Mila" through two questionnaires administrated to both teachers and learners.

After gathering and analyzing the data, the results confirm that teachers have positive attitudes towards BL and agree with the idea of implementing it in their classes despite the obstacles they may face and it answers our research question "c". Learners, however; revealed positive attitudes towards the use of technological tools to learn, however; they still prefer the traditional way of teaching instead of BL because it offers more explanation and engagement and this can answer our research question "a & b". Moreover, the tools used by teachers to implement blended learning are Moodle's platform tools (research question "d").

The current research faced some constraints and limitations that made the process of checking the research assumptiona bit hard. The mostsignificant limitation of the presentstudywas the COVID-19 pandemic. Althoughwewanted to test ourresearch assumption through an experiment in an ordinary EFL classroom, the present situation forced us to follow a medicalprotocolthatemphasizes social distancing and avoidinggatherings. In addition to that,

after the Ministry of Education suggestedteachingthroughbatches, itwas a hard task for us to submit the questionnaire to the requirednumber of students. As a result, wehad to decrease the number of respondents in order to be able to fulfill the work.

Pedagogical Implications

On the basis of the previous discussion and results, the study validates the main hypothesis which suggests that the integration of Blended Learning in EFL classes has a positive on both teachers and learners' attitudes.Therefore, the following recommendations are suggested in order to be usedfor a better integration of BL in EFL classes

- The Ministry of Education should work on the implementation of Blended Learning in all educational institutions for the sake of meeting teachers and learners' needs, interests and demands.

- It should provide and equip all educational institutions with the necessary technological material and tools to create a better learning experience for both teachers and learners.

- Teachers who intend to use Blended Learning should be competent in using technological tools or undergo a special training programsto improve their abilities.

- Teachers should tolerate the new changes occurring in the field of educations due to technology and try to cope their methods and strategies to meet learners' needs.

- Further studies should be conducted on how to integrate Blended Learning in EFL classes to achieve better results.

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Appendices

Appendix A

Students' Questionnaire

Conducted onlineat :

https://docs.google.com/forms/d/e/1FAIpQLSfiJchAlDu_PPuNFqC92HpBabtAvTZQ4trIAPPXoQe8i-Bqw/viewform?vc=0&c=0&w=1&flr=0

Dear students,

The following questionnaire represents a tool to gather data to accomplish the Master

Degreeresearch that is going to be about the use of Blended Learning pedagogy.

<u>Note: Blended Learning: is the integration of technology and online media with</u>

<u>traditional methods i.e. using Face -to-face learning with technology.</u>

Please tick ($\sqrt{}$) the appropriate box or answer the question.

Section1: Background Information

Q.01   EducationalLevelachieved

   a- License(1st, 2nd or 3rd year)

   b- Master 1☐

   c- Master 2☐

Section 2:YourClassroom

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

Choose only one answer in the scale.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I am an active participant in my school's success.	☐	☐	☐	☐
I believe that as a student, I should use technology to access information as well as use it for communicating in different ways.	☐	☐	☐	☐
I believe teamwork is a necessary part of learning.	☐	☐	☐	☐
I use a wide range of idea creation techniques (i.e. brainstorming, mapping).	☐	☐	☐	☐
In my classroom I have opportunities to hear and Evaluate different points of view.	☐	☐	☐	☐
I believe that communicating nonverbally is just as important as communicating verbally.	☐	☐	☐	☐
I use technology as a tool to research,organize, evaluate and communicate information.	☐	☐	☐	☐
In my classroom I work in teams regularly and I think that collaboration is important for a better learning.	☐	☐	☐	☐

As a student, I am taught to use problem-solving skills to achieve a common goal.	☐	☐	☐	☐

Section 3: The Use of Blended Learning in EFL Classes

Q.01 Have you ever faced a difficulty with the methods used by your teachers when presenting

a lesson?

a-   Yes☐

b-   No ☐

Q.02 Do you think that the integration of technology in your classes is important?

a-   Very important☐

b-   Important☐

c-   Not important☐

Q.03 Do you enjoy using technological tools when learning?

a-   Yes☐

b-   No☐

Q.04 What sort of technological tool do you prefer using?

a-   Mobile phones☐

b-   Tablets☐

c-   Computers☐

d-   Data show☐

Q.05 Others…………………………………………………………………………………

………………………………………………………………………………

Q.06   Have you taken an online class before?

a-   Yes☐

b-   No☐

Q.07   Have you used the e-learning (Moodle Platform)?

a- Yes☐

b- No   ☐

Q.08   During the COVID 19 pandemic, did the Moodle platform facilitate your learning

  process?

a- Verymuch☐

b- A little☐

c- Not at all☐

Q.09   What are the difficulties that you have faced during the use of the Moodle platform?

a-   Lack of guidance☐

b-   Lack of explanation☐

c-   Technicalproblems☐

Q.10   Others,………………………………………………………………………………

    ……………………………………………………………………………………

Q.11   Do you think that your lessons are better delivered through the Moodle platform than

    using face-to-face learning only?

  a-   Yes☐

  b-   No☐

  Q.12 Why?………………………………………………………………………………

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

Q.13 Do you think that Blended Learning should be integrated in all youruniversity courses?

a- Yes☐

b- No☐

Q.14 Do you think that Blended Learning is more effective than the use of face to face learning only?

a- Yes☐

b- No☐

Q.15 Why?..

....

Q.16 Did the use of Blended Learning help develop your skills and increase your interest in the course?

a- Yes☐

b- No☐

Q.17 What are the advantages of using Moodle Platform?

a- Having access to courses at any time.☐

b- Having a control on your learning pace. ☐

c- Having a wide range of information and activities. ☐

Q.18 Others...

....

Q.19 Have you achieved better results in your exams using the Moodle platform pedagogy?

a- Yes☐

b- No☐

Q.20 Any further suggestions about the topic?

....

....

Thank you!

Appendix B

Teachers' Questionnaire

Conducted online at:

https://docs.google.com/forms/d/e/1FAIpQLSd_QrUPvBWaiaVHihXLBx98bCzdOPZpSExm ulf91SXKhzj5rA/viewform?vc=0&c=0&w=1&flr=0

Dear teachers,

The following questionnaire represents a tool to gather data to accomplish the Master Degree Dissertation. Your contribution and answers will be very important to complete this work and will be treated anonymously.

 Please tick (√) the appropriate box or answer the question.

Section 1: Background Information

Q.01   Age:

a-25-30 ☐

b-31-45☐

c-More than 45☐

Q.02 What is your educational qualification?

 a-Master☐

b-Magister ☐

c-Doctorate ☐

Q.03 . Teaching Experience

a-1-5 years ☐

b-5-10 years ☐

c-10-15 years ☐

d-More than 15 years ☐

Section 2: Your Classroom

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

Choose only one answer in the scale.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I am an active participant in my school's success.	☐	☐	☐	☐
I believe students should use technology to access information as well as use it for communicating in different way.	☐	☐	☐	☐
I believe teamwork is a necessary part of learning.	☐	☐	☐	☐

My students use a wide range of idea creation techniques (i.e. brainstorming, mapping).	☐	☐	☐	☐
My students have opportunities to hear and Evaluate different points of view.	☐	☐	☐	☐
My students understand that communicating nonverbally is just as important as communicating verbally.	☐	☐	☐	☐
My students use technology as a tool to research,organize, evaluate and communicate information.	☐	☐	☐	☐
My students work in teams regularly and I think that collaboration is important for a better learning.	☐	☐	☐	☐
My students aretaught to use problem-solving skills to achieve a common goal.	☐	☐	☐	☐

Section3: The Use of Blended Learning in EFL Classes

Q.01.Have you ever used technology tools while presenting a lesson?

a-Yes☐

b-No☐

Q.02. If yes, which tools do you use?

a-Computer☐

b-Tablet☐

c-Data show ☐

Q.03. Others ………………………………………………………………………….

Q.04.How do you describe your competence with the use of technology?

a- Poor ☐

b-Moderate ☐

c-Advanced ☐

Q.05.Have you received any training on how to use technology in EFL classes?

a-Yes ☐

b- No ☐

Q.06. Have you ever used blended learning in your classes

a-Yes ☐

b-No ☐

Q.07.Explain,

………………………………………………………………………………………

Q.08. How do you rate the effectiveness of Bended Learning Approach in teaching?

a-Very much ☐

b-A little ☐

c-Not at all ☐

Q.09.Are there any challenges that hindered the teaching process while implementing Blended Learning in your classes?

………………………………………………………………………………………

Q.10. Do you think that Blended learning enhances learning and must be integrated in EFL classes?

a-Yes☐

b-No   ☐

Q.11.Why?………………………………………………………………………………

Q.12. Are you familiar with the Moodle Platform?

a-Yes☐

c-No   ☐

Q.13. During the COVID 19 pandemic, have you used the university Moodle Platform to present your lessons?

a-Yes☐

b-No   ☐

Q.14. What are the difficulties that you have faced when using the Moodle platform?

a-Lack of training   ☐

b-Lack of interaction   ☐

c-Technical problems ☐

Q.15. Others

……………………………………………………………………………………………

Q.16. Do know that Moodle is not only about posting lectures?

a-Yes, I do   ☐

b-No, I do not ☐

Q.17.Have ever used Moodle activities rather than posting lectures?

a-No, I have never used them☐

b-Yes, I have used them ☐

Q.18. Explain

…………………………………………………………………………

Q.19. Do you think this type of e-learning Platforms is beneficial to facilitate the

teaching/learning process?

a-Yes, It is ☐

b-No, It is not ☐

Q.20.Explain

……………………………………………………………………………

Q.21. Any further suggestions about the topic?

....

Thankyou.

Résumé

Vu que l'Algérie a connu une période de quarantaine nationale en raison de la pandémie de COVID-19, tous les établissements ont opté pour l'enseignement à distance car c'est la seule option disponible pour terminer leurs travaux universitaires. Désormais, cette étude vise à enquêter et à explorer sur les attitudes et les comportements des enseignants et des apprenants envers l'adoption de l'apprentissage mixte afin d'enseigner l'Anglais comme langue étrangère nationale au niveau du Centre Universitaire- Mila. Pour accomplir et atteindre les objectifs de cette étude, deux questionnaires ont été remis, à un échantillon de 101 étudiants des deux sexes et de différents niveaux, ainsi qu'un autre a 10 enseignants du département de langues étrangères. Après avoircollecter et analyser les informations, les données ont révélé que l'intégration de l'apprentissage mixte pour enseigner l'Anglais comme langue étrangère était une approche éducative très efficace pour les enseignants, mais inefficace pour les apprenants qui ont eu du mal à s'adapter avec la nouvelle situation d'apprentissage. Ils ont rencontré de nombreux obstacles avec cette méthode. Par conséquent, ils préfèrent l'apprentissage en face à face au lieu de l'apprentissage mixte. En plus de cela, la plupart des enseignants et des apprenants ont admis que l'utilisation de la technologie dans le processus d'enseignement et d'apprentissage est d'un grand avantage sur leur processus de travail. L'étude s'est terminée par quelques suggestions et recommandations.

الملخص

لقد لجأت مجمل معاهد الجزائر التعليمية إلى تقنيات التعليم الإلكتروني كنتيجة حتمية للحجر الصحي ،الذي شهدته البلاد جرّاء جائحة كورونا ، و يعزى ذلك إلى كونه الخيار الوحيد المتاح لهم لإتمام الأعمال الأكاديمية العالقة .و عليه فإنّ العمل الذي بين أيدينا يرمي إلى بحث و استقصاء مواقف الأساتذة و المتعلمين من استخدام التعلم المختلط في أقسام تعليم الإنجليزية كلغة أجنبية على مستوي جامعة ميلة المركزية .و بغية بلوغ الأهداف المرسومة لهذه الدراسة قد تم تسليم استبيانين لعينة من 101 طالب من الجنسين و ذوي مستويات مختلفة ، و كذلك لعشرة أساتذة من قسم اللغات الأجنبية. و عقب جمع و تمحيص البيانات، كشفت المعطيات مدى فاعليّةإدراج تقنيات التعلم المختلط بالنسبة للأستاذ في حين كان من الصعب على الطلاب التكيّف مع الوضعية التعليمية الراهنة. إذ واجهتهم جملة من العراقيل بخصوص المنهجية و بالتالي هم يفضلون تقنيات التعلم وجها لوجه بدل التعلم المختلط. ناهيك عن أن معظم الأساتذةو المتعلمين اتفقوا على مدى نجاعة استخدام التكنولوجيا في العملية التعليمية. لقد أردفت الدراسة بعدد من الاقتراحات و التوجيهات