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Teachers' Assessment of Blended Learning Approach in Higher Education: The case of the Faculty of Letters and Languages` Teachers at M'hamed Bougara University of Boumerdes, Algeria

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Nora Achili[1]
[1] University of Boumerdes, Algeria,
Email: n.achili@univ-boumerdes.dz

Abstract:

This article examines the effectiveness of blended learning during and after the COVID-19 pandemic by exploring Algerian EFL teachers' assessment of the approach in terms of perceived advantages and disadvantages. In this context, mixed methodology was used by combining an unstructured interview with a structured questionnaire.Thirty-four (34) teachers from the English and French departments of the Faculty of Letters and Languages at M'hamed Bougara University of Boumerdes completed the questionnaire.Ten (10) teachers from the same departments were interviewed concurrently to supplement the questionnaire responses. The results highlighted the teachers' dissatisfaction with the blended learning approach and underlined their concerns about the method's inadequacy in the Algerian context.

Keywords: Blended learning approach; Teachers' attitudes; Blended learning effectiveness; Educational technology; Moodle platform; Algerian EFL context.

Corresponding Author: Nora Achili, **Email:** n.achili@univ-boumerdes.dz

1. INTRODUCTION

Blended learning is an educational approach that combines face-to-face instruction with online resources to teach and learn any given content. Blended learning has seen rapid adoption across the globe in response to the COVID-19 pandemic, forcing a change in learning and teaching paradigms through the use of evolving technologies. Algeria was no exception to this new situation and accordingly developed the online Moodle platform to assist teachers and learners in their teaching and learning, respectively. The platform's objectives were to enable teachers to post their courses and for students to use the posted lessons, assignments, and assessment materials anytime and anywhere online. By supporting the advantages of technology in education, the platform sought to improve instructional practices, the learning environment for students, and stimulate them by participating in online activities.

International concern over the advantages of blended learning has sparked several studies that examined the efficiency of blended learning in enhancing EFL potential, teachers' pedagogical knowledge and skills, the use of blended learning approaches in EFL classrooms, and college students' perceptions of cognitive and emotional engagement in various activities (Min Huang et al., 2022; Badawi, 2009; Rahim, 2019). Additional research looked into the impact of web-mediated, blended, and entirely online teaching environments on EFL learners' writing performance (Dousti & Amirian, 2022); and the reasons why blended learning could be used as a pedagogical model in the EFL classroom where students can explore language learning opportunities (Ochoa Alpala & Roberto Flórez, 2011). Overall, studies on EFL blended learning have shown that this method can offer language learners many advantages over conventional

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teaching techniques such as lectures or tutorials (Min Huang et al., 2022; Rahim, 2019).

In the Algerian context, there have been remarkably few studies on the teaching and learning environment of English during the pandemic and EFL teachers' and students' perceptions of blended learning (Ghounane, 2022; Bara, 2022; Benamor & Adil, 2022). The results of Ghounane's investigation on blended learning in four universities in Algeria—Saida, Tlemcen, Ouargla, and Batna—showed that the abrupt switch to online learning and teaching without much planning or readiness on the part of either party had a negative effect on both teachers and students. The reported negative perceptions of the teachers and students were mainly attributed to the teachers' resistance to change, their lack of experience using technological tools to deliver e-content and assignments, and their lack of technological resources.

In a similar vein, Bara's (2022) work examined the limitations of the blended learning mode and highlighted EFL teachers' and students' perceptions of it. Along with classroom observation, a number of teachers and students in various Algerian departments of English completed an online survey. Despite the positive opinions that teachers and students had of blended learning, the results showed that they had trouble putting it into practice and adopting it due to a lack of ICT usage expertise and technical issues with internet access.

A study on the impact of blended learning and measures adopted by the Algerian ministry included the perceptions of secondary school educators. Benamor and Adil's (2022) study on teachers` perceptions on both aspects revealed that neither the

blended learning model nor the modified curricula had been modified had demonstrated their effectiveness. This was due to long-standing problems in the Algerian educational system, which is afflicted by substandard infrastructures, overloaded curricula (content), a lack of technological resources, and untrained teachers.

As noted above, blended learning is a widely discussed topic in the field of education, and its importance has been recognized in many countries around the world. While there is a considerable amount of research on blended learning from various parts of the world, it is true that there may be limited research on this topic in the Algerian context. Research in the Algerian context can help identify the challenges and opportunities associated with blended learning, including the availability of digital infrastructure, teachers' readiness to adopt and implement blended learning, and students' engagement and satisfaction with this approach.

In this line, the paper intends to contribute to efforts to understand the approach's effectiveness in terms of teaching practices and learning processes, specifically in the Algerian context. The study`s overarching objective is to give voice to the Algerian EFL teachers and account for their perceptions of blended learning efficiency in terms of students` learning and outcomes, instructional facilities, and implementation challenges. To that end, three research questions are presented:

1. How do EFL teachers perceive the use of technology in education?
2. How do they perceive the use of blended learning in their classes?

3. To what extent does blended learning meet their expectations?

2. Literature Review

As mentioned earlier, research has shown interest in the effectiveness of blended learning by examining how the newly adopted approach is perceived and evaluated by teachers and students. According to research on how EFL students perceive blended learning, some studies have shown that students prefer it to traditional classroom instruction (Akbarov et al., 2018; Das, 2021). Research has also shown that blended learning has a positive impact on students' motivation and engagement. Students who use technology have been found to have higher motivation and engagement than those who do not (Askar & Altun, 2008). In a study conducted by Kenney and Newcombe (2011), it was found that blended learning positively affected students' engagement and academic performance.

Additionally, studies have shown that EFL teachers generally have favorable attitudes toward blended learning because it can increase student interaction with the teacher and give students access to a variety of materials and resources organized in a methodical way (Ayasrah et al., 2022; Thi Huong & Le, 2019; Badawi, 2009; Bukhari & Besaffar, 2019, Dousti & Amirian, 2022; Jiang et al., 2021; Singh, 2021). However, the implementation of blended learning can present some challenges. These include students' participation in various blended learning activities, a lack of interest in self-directed learning, issues with scheduling between-class time, and limited access to technology at home. In addition, research has indicated that some types of

students may not benefit from blended learning because they require more individualized attention from instructors (Min Huang et al., 2022; Pammu et al., 2021; Rianto, 2020; Rahim, 2019).

Related local studies have examined how blended learning is used in the ESP discipline in Algeria from the students' perspectives. In a study conducted by Aleb and Labed (2021), the benefits of blended learning were observed among 60 students from the University of Mostaganem who demonstrated statistically significant differences between the experimental and control groups, in favor of the treatment group, both in achievement and attitudes. For the students who were taught in a blended learning environment, the educational experience was satisfactory, which had a positive impact on their academic results. The marks attained in the ESP subject were positively correlated with their perceived satisfaction. Based on the positive findings of the study, implementing computerized teaching in addition to the conventional approach is strongly advised.

Rahmani and Zitouni (2022) assessed the efficacy of blended learning in conjunction with the flipped classroom in Algerian foreign language classes. At Batna-1 University and Barika's University, a sample of 165 students representing various educational levels was used. One of the important conclusions of this study was that flipped classrooms and blended learning effectively encourage students to learn at a high level. Similarly, the outcomes showed that integrating this pedagogical strategy strengthens students' adoption of online learning.

Despite the reported variation in conclusions concerning teachers' and students` perceptions and achievements, many were positive about blended learning. Both teachers and students are favorable to the use of blended learning, as it promotes motivation and individualization. It also provides more flexibility for learning and teaching anytime and helps address the needs of diverse learners (Ayasrah et al., 2022; Thi Huong & Le, 2019; Badawi, 2009, Bukhari & Besaffar, 2019; Dousti & Amirian, 2022; Jiang et al., 2021; Singh, 2021; Askar & Altun, 2008; Kenney & Newcombe , 2011; Rahmani & Zitouni, 2022).

Conversely, some studies have shown teachers` reluctance to adopt the approach because of common technical problems with managing online classes, the unaffordability and inaccessibility of the internet, inadequate ICT skills, lack of training on creating and preparing e-content, and the inadequacy of blended learning for all levels of learners (Pammu et al., 2021; Rianto, 2020; Rahim, 2019; Benamor & Adil, 2022).

Overall, there is evidence suggesting that blended learning can be an effective teaching and learning approach. However, the variation in research results highlights the need for more studies to explore the potential benefits and limitations of the approach. By doing so, we can continue to improve and refine blended learning models to enhance students` learning outcomes and improve educational practices.

3. Method

This study examines university teachers' perceptions of the effectiveness of blended learning by exploring their main practices and challenges at both the instructional and assessment

levels, as stated at the outset. Additionally, it seeks to establish the benefits and drawbacks of blended learning in the Algerian academic setting, in general, and among the teachers of the English and French departments of the Faculty of Letters and Languages of the University of Boumerdes, in particular. The study used a structured questionnaire and an unstructured interview. The study selected a purposive sample of thirty-four (34) teachers who were given a 5-point Likert scale questionnaire containing 22 questions divided into two sections.

In order to gauge the teachers' familiarity with technology use in EFL classes, the first section of the questionnaire's two sections explores the teachers` experience of the use of online resources and e-learning tools. To understand their primary attitudes and practices. Teachers were probed about their actual use of blended learning and their major challenges. An unstructured interview with a sample of ten (10) teachers attending the two departments was conducted by asking seven questions to supplement the questionnaire` answers. The interviews were audio-recorded and examined accordingly. To ensure a clear presentation and interpretation of the data, the study presented the questionnaire responses in graphs and statistically analyzed them, while the interview analysis adopted a qualitative content analysis procedure.

4. Results` Presentation and Discussion

The analysis of the questionnaire's two sections begins the results presentation and discussion of this paper. Following that, the interview responses are examined.The questionnaire`s most

important responses are selected, presented in graphs, and discussed accordingly.

4.1 Questionnaire Section 1. E-Learning Tools Use

Q1. I usually use video tutorials, online courses, online games, and internet activities in class.

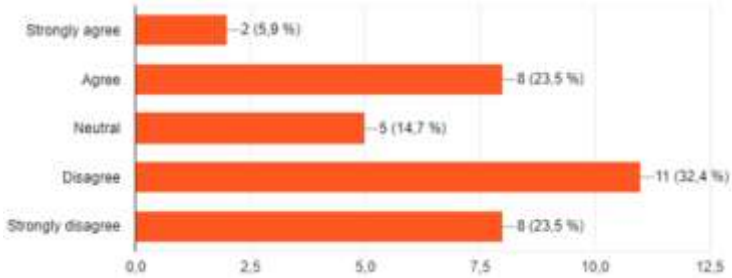
Fig.1. The use of video tutorials, online courses, online games, and internet activities.



The results indicate mixed opinions on the use of e-learning tools, with 29.4% of teachers agreeing and an equal percentage disagree. Significant proportions of the strongly disagree option are also reported among 14.7% of the teachers, with 11.8% of them strongly agreeing on the use of e-learning resources in class. Some teachers recognize the potential benefits of incorporating online activities into their teaching practice and are exploring new ways to leverage technology to support student learning, while others are skeptical of its effectiveness and prefer traditional teaching methods.

Q2. I usually assign online assignments to students, and they answer me back online.

Fig.2. Online assignments use

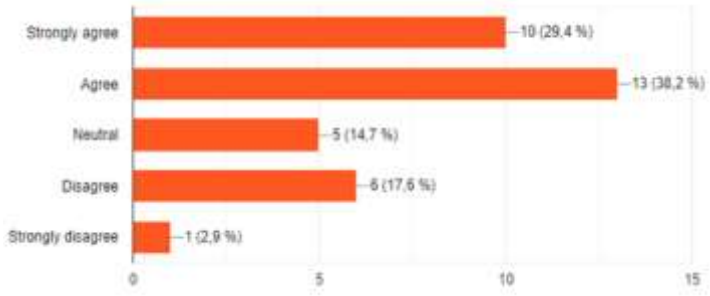


On the use of online assignments, the second graph shows that the majority of teachers (32.4%) underuse online resources in terms of assignments and follow-up activities. The second majority supports the first with 23.5% of the teachers strongly disagreeing with this statement, confirming the teachers` general tendency to ignore the benefits in terms of assignments and individual work that enhance students' autonomy and individualization.

Although there has been an increase in the use of technology in education, it is still true that the majority of teachers still do not rely solely on online instruction to give assignments to students. Many teachers still prefer traditional methods of giving assignments, such as distributing handouts or writing assignments on the board. However, this does not mean that teachers are opposed to using technology in the classroom. Some teachers (23.5%) incorporate online instruction and assignments as a supplement to traditional methods, recognizing the potential benefits of technology in enhancing student learning.

Q3. The only technology I use is a data show (head projector)

Fig.3. Technology used in class



As shown on the graph, teachers` use of technology is limited to the use of data projectors in class, with 38.2% of teachers agreeing with this statement and 29.4% strongly agreeing. These answers are highly informative as they confirm the above answers on the limited use of technology in EFL classes. While it is possible that in some classrooms, the only technology used by teachers is a data projector.

While this may be true in some cases, it is important to note that the use of technology in education has become more prevalent in recent years. However, the extent to which teachers use technology in the classroom can vary depending on a range of factors, including access to technology and the preferences and comfort levels of individual teachers.

Q4. e-Learning tools have a positive impact on students' learning.

Fig.4. E-Learning tools' impact on students`learning



On the possible effect of e-Learning on students` learning, most teachers (41.2%) expressed their indecision by opting for a neutral stance. This indicates the teachers` incapacity to prove the tools' effect in a more practical way, so they remain neutral. The second category of teachers strongly agreed with the statement, with 26.5% of the participants believing in the positive effect of e-Learning tools on learning. It is true that many teachers may not have a clear idea about the effect of online learning on student learning and outcomes.

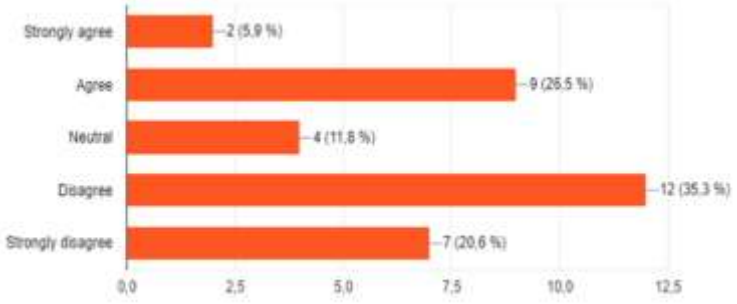
The use of technology in education is still a relatively new development, and an ongoing debate exists about the effectiveness of online learning compared to traditional classroom instruction, as seen in the literature review.Some studies suggest that online learning can be just as effective, if not more effective, than traditional classroom instruction, especially for certain types of learners or subject matter.

However, other studies suggest that online learning may be less effective in promoting student engagement and interaction, potentially leading to negative effects on learning outcomes. Ultimately, the impact of online learning on student learning and outcomes can vary depending on various factors,

including the quality of online instruction and the learning environment, the level of student engagement and motivation, and the subject matter being taught.

Q5. You are up-to-date with the latest technology in education

Fig.5. Teachers`accordance with the latest technology.



Regarding the teachers` technological skills, the majority of the respondents (35.3%) disagree with the statement, expressing their outdated knowledge of the use of technology in education. This might indicate the teachers` resistance to technology or simply a lack of training that most teachers seem to require. Although many educators acknowledge the potential benefits of integrating technology into their teaching practice, some may feel uncertain about how to effectively incorporate it into their lessons.

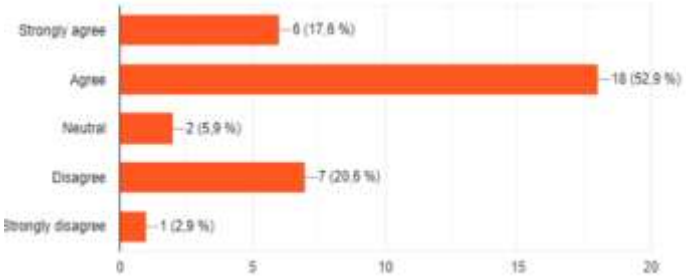
Additionally, access to technology and training can vary depending on factors such as school budgets and resources, which can impact the ability of teachers to stay up-to-date with the latest tools and technologies. However, it is important to note that some teachers (26.5%) are actively seeking professional

development opportunities and resources to help them improve their use of technology in the classroom.

4.2. Questionnaire Section 2. Blended Teaching and Learning Use

Q1. Posting the courses on the platform is the only blended form of teaching I use with students

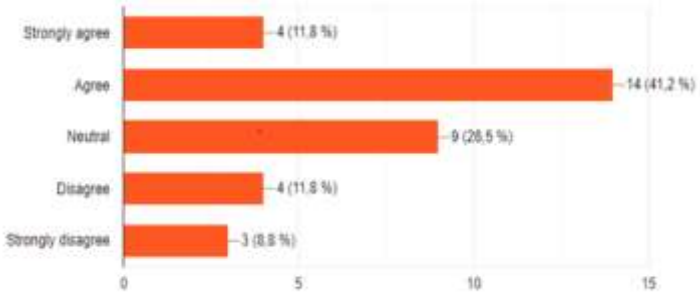
Fig.6. The use of the Moodle platform



Although online learning has become more prevalent in recent years, it is still relatively uncommon for teachers to incorporate online platforms into their teaching practice. However, among those who do use online platforms, the majority of respondents (52.9%) tend to use them only for posting and distributing course materials. While there are certainly benefits to using online platforms in more interactive ways, such as facilitating online discussions or conducting virtual classroom sessions, the use of the Moodle platform is limited to exclusively sharing course materials.

Q2. Posting courses on the platform is a good idea for EFL students

Fig.7. Posting courses on the Moodle platform

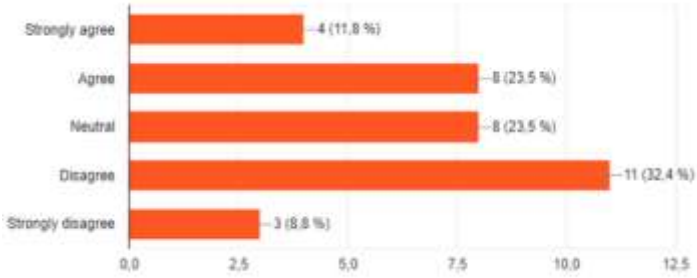


According to the results, posting courses online is an excellent idea for most teachers (41.2%) to provide learning opportunities to a wider audience. By utilizing online platforms, educators can share their expertise with students beyond their physical classrooms and offer flexible learning options.

For many scholars, online courses also provide a convenient way for students to access materials at their own pace and on their own schedule. Furthermore, with the rise of digital technologies, posting courses online has become increasingly accessible and user-friendly, making it easier for teachers to create engaging and interactive learning experiences for their students.

Q3. Online platform courses provide plenty of opportunities to develop the four skills.

Fig.8. Online courses and the four skills development

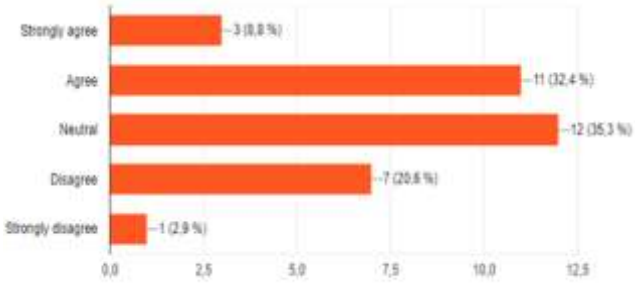


As shown on the graph, most teachers (32.4%) are skeptical about the actual impact of online courses on the development of the four skills. Although online courses offer students access to a plethora of resources and learning opportunities, some educators may worry that they may not provide the same level of interaction and engagement as traditional classroom instruction.

Specifically, some teachers may be concerned that online courses may not offer sufficient opportunities for students to practice their speaking and listening skills, which can be challenging to develop in an online environment.Once again, the impact of online courses on the development of the four skills may depend on various factors, including the quality of course materials and instruction, the level of student engagement and motivation, and the learning environment.

Q4. Online platform courses motivate students.

Fig.9. Online courses and students`motiation

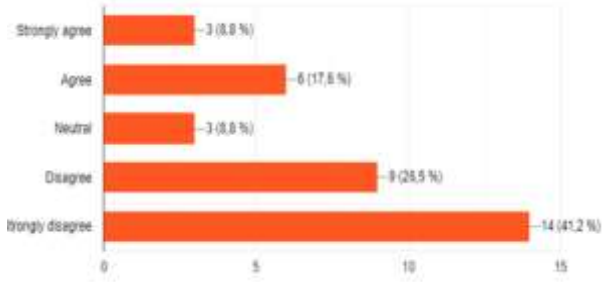


According to the results, there is a clear mixed review among teachers regarding the effect of online courses on students` motivation. Although some educators (32.4%) believe that online courses can be highly motivating for students, the majority of teachers (35.3%) do not have a clear idea about the topic and prefer to provide a neutral answer. Since motivation is a psychological construct that is challenging to assess or prove conclusively, research supports the notion that the flexibility and accessibility of online courses can be highly motivating for students who may encounter obstacles to traditional classroom learning, such as geographical distance or scheduling conflicts.

Due to the complexity of psychological factors, the impact of online courses on student motivation may differ based on various factors, such as the quality of course materials and instruction, the level of student engagement and interaction, and the individual learning preferences and needs of students.

Q5. With online platform courses, students come to class more prepared than usual

Fig. 10. Online courses and students` course preparation

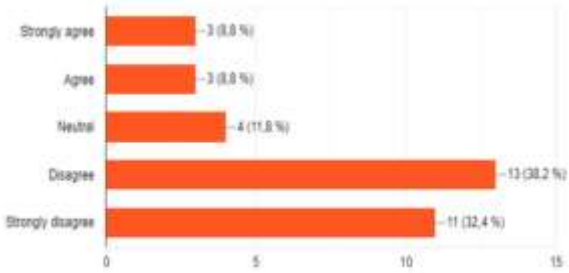


As noted on the graph, the majority of teachers (41.2%) claim that despite the availability of online courses, students still come to class unprepared. This may be due to a range of factors, such as students not fully engaging with course materials or not having access to necessary technology or resources outside of class. Additionally, some students may not have the self-discipline or motivation to complete online coursework on their own, leading to a lack of preparation when they attend class.

However, it is important to note that teachers should find ways to incorporate online learning into their classroom instruction to help students prepare better for class. Ultimately, the effectiveness of online courses in preparing students for class may depend on various factors, such as the quality of course materials and instruction, the level of student engagement and motivation, and the learning environment.

Q6. e-Learning can replace face-to-face instruction someday

Fig. 11. E-Learning vs. Face-to-face instruction



According to the teachers' responses, it is clear that many of them firmly believe that online instruction can never fully replace face-to-face instruction. This is probably due to the teachers` perceptions about the fact that online courses may not provide the same level of interaction, engagement, and socialization as traditional classroom instruction. In this way, online courses may not fully address the individual learning needs and preferences of each student in the same manner as face-to-face instruction.

However, it is also important to note that the success of blended learning and online learning should start with a change in the teachers` attitudes and perceptions, as the way we perceive online instruction can affect teaching practices positively or negatively. Blended learning can be viewed as a valuable supplement to traditional classroom instruction, and efforts should be made to explore new ways to enhance student learning and engagement.

4.3 Interview Results` Presentation and Discussion

As previously stated, the interview consisted of seven essential questions aimed at supplementing the questionnaire

findings to more accurately answer the research questions. For the first question, "*What tools do you typically use to deliver your lessons?"*, most teachers responded by referring to YouTube, PowerPoints, and videos.According to the interviewees, these resources are especially effective in courses such as civilization and oral classes, where visual aids and interactive materials can assist students in comprehending complex concepts and engaging with course material.

However, teachers` exclusion of technological tools in the teaching of other subjects like grammar, listening and speaking, literature, and linguistics revealed their restricted view on the use of technology tools and platforms, which cover almost all subjects and skills. Therefore, the effectiveness of these resources depends on a good knowledge of the sources and their most appropriate applications, both online and offline.

To the question "*Do you feel that teachers are up-to-date with the latest technology?",* all of the teachers claimed that they are not and require training. It is common for teachers to feel that they lack the necessary skills and training to effectively use technology tools in education. In fact, many teachers report feeling that they could benefit from additional training and support to better integrate technology into their teaching practices.

This is particularly true as new technologies and tools continue to emerge, and the demand for innovative and engaging learning experiences grows. By providing teachers with the resources and training they need to use technology effectively in education, we can help ensure that students receive high-quality

instruction and are prepared to succeed in a rapidly changing world.

As for the third question, "*Do you think that e-Learning tools can have a better impact on learning than face-to-face instruction?",* most teachers expressed doubts about the effectiveness of e-Learning tools on student learning, and some indicated that they do not have a strong opinion on the matter. While online resources can offer such things as increased access to course materials, flexibility, and the ability to personalize learning experiences, some educators are concerned that online courses might not be able to fully replace the benefits of traditional classroom instruction, such as direct interaction with teachers and peers, hands-on learning experiences, and the social and emotional benefits of in-person instruction. Additionally, some teachers worry that e-Learning tools may not be suitable for all students or may require additional support or resources to be effective.

Regarding the question "*What are the pros and cons of blended learning in EFL classes?"* most teachers emphasized the positive aspects of distance learning, referring to the ability to study from home and the flexibility in terms of time and course duration. By providing students with the option to study remotely, blended learning can make education more accessible and convenient for students with busy schedules or other commitments. However, some teachers also expressed concerns about the potential drawbacks of blended learning, such as the lack of direct contact with students and the potential for students to become disengaged or unmotivated without the structure and support of traditional classroom instruction. Additionally, some

teachers noted that not all students might have equal access to the technology and resources needed for effective e-Learning, which could create disparities and inequities in student outcomes. These concerns are particularly acute in situations where internet access or affordability is an issue for some students.

To the question "*Do you think that this type of teaching is a good idea for EFL* classes?", the majority of teachers believe that blended teaching is not adequate for all subjects, all students, and all classes. Some teachers worry that online courses might not fully replicate the cultural and linguistic immersion that is essential for effective language learning. On the other hand, some teachers express the opposite view, maintaining that online courses and blended learning can offer a range of benefits. They provide students with more opportunities to practice speaking and listening skills, receive direct feedback from teachers, and interact with peers in real-time.

Regarding the teachers` attitudes towards online assessment by answering the question: *How do you think the blended learning approach can serve assessment/ testing in the classroom?*, all the teachers were skeptical regarding distance testing and emphasized the importance of class-based forms of assessment. Many teachers argued that in-person testing provides a more accurate and reliable measure of student learning. It allows them to directly observe and evaluate students' skills and abilities. Some teachers also expressed concern over distance testing, as it may be more prone to cheating and make it difficult to ensure the integrity and fairness of online exams.

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To the seventh and final question "*Do you think the use of blended learning is worth maintaining?",* half of the teachers preferred going back to face-to-face forms of teaching because of the lack of technological equipment and limited knowledge of technology use in most Algerian universities. The second half of teachers claimed that teaching in Algeria and around the world would shift to more e-learning forms of teaching and testing. Some teachers affirmed that the pandemic has accelerated the adoption of technology in education and that this trend is likely to continue in the years ahead.

Despite the acknowledged benefits, some teachers also expressed concerns about the potential for e-Learning to exacerbate existing inequalities as well as the quality and effectiveness of online instruction and testing. Eventually, the future of blended learning in Algerian education may depend on a range of factors, including the availability and affordability of technology and internet access, the quality of e-learning course materials and instruction, and the willingness of teachers and students to adopt new forms of teaching and learning.

5. CONCLUSION

A review of the literature on teachers' perceptions of the effect of blended learning on learners revealed a variety of studies that suggest both positive and negative impacts on learning, learning outcomes, and motivation. Studies have found that online teaching can provide a more personalized learning experience, allowing for more individualized instruction and providing more opportunities for student-teacher interaction. Regarding this research, it appears that teachers have a generally

negative and skeptical attitude towards e-learning and blended learning.

On the first research question on how EFL teachers view the use of technology in education, teachers emphasized their reluctance towards the use of technology due to their limited knowledge of the different tools that can be used in education, their lack of training on these tools, and the lack of technology equipment within their workplaces. Regarding the second research question on blended learning, most teachers emphasized the importance of face-to-face instruction and expressed concerns about potential drawbacks of distance learning, such as lack of contact with students, issues with student motivation and preparation.

However, some teachers recognized the potential benefits of e-learning, such as greater flexibility and accessibility for students, and suggested that the future of education may involve more online education. Meanwhile, the majority of teachers were skeptical about blended learning, as they valued traditional face-to-face teaching more. Other teachers believed that blended learning was unsuitable for all subjects, learners, and classes, as it was limited to certain topics, oral sessions, advanced students, and small classes. At the assessment level, most teachers, online tests are not trusted because they are not reliable and are mostly uncontrolled due to the teachers` lack of training in online assessment and cheating control and detection.

Regarding the third research question on the teachers` expectations of the use of a blended learning approach, the questionnaire and interview findings showed the teachers` disillusionment concerning the expected benefits of blended

learning and online courses, which were believed to provide a more personalized learning experience, allowing for more individualized instruction and providing more opportunities for student-teacher interaction. In practice, the abrupt introduction of blended learning modes of instruction to most unprepared teachers can be disruptive, mainly for those who didn't take time to adjust.

In addition to the lack of adequate training and poor technology skills, teachers faced several challenges, including difficulty adapting content for blended learning, decreased motivation due to difficult internet access, and the absence of adequate technological equipment. Furthermore, blended teaching cannot reach its full potential given the teachers' limited knowledge of the teachers` on the various uses of online activities and platforms. The results show the teachers` limitation in posting courses on the Moodle platform and the use of head projectors as the only technological means in classes.

Teachers' attitudes towards e-learning and blended learning appear to be complex and multifaceted, reflecting a range of concerns and perspectives that might hinder the successful implementation of this approach. To mitigate the cited challenges, teachers need support by providing them with the communication tools they require to navigate hybrid-learning environments, such as access to technology and resources. Moreover, many teachers lack sufficient knowledge and skills in basic computer programs such as PowerPoint and applications such as Zoom and Google Meet.

In this respect, teachers should consider using varying tools such as discussion boards and video conferencing to foster

collaboration and communication between students and teachers.Distance teaching activities for EFL teachers can include a variety of games and activities that engage students and help them practice their English language skills. ESL games, such as the Bragging Game and Classmate Speculation are suitable for teaching online to teenagers or adults. Additionally, teachers can use printable and digital activities from Teachers Pay Teachers (TPT) or other websites to provide personalized learning for students. By taking these steps, teachers can help create an effective learning environment for their students, even when they are learning from a distance.

Insights from this study also suggest ways curriculum designers can create more up-to-date lesson plans with fully technology-enhanced instruction. This will encourage teachers to incorporate the latest technology into their lessons. Additionally, stakeholders and administrators can initiate more teacher training sessions or professional development programs that advance educators' careers by introducing new teaching and learning practices that make the blended learning approach a success for all.

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