

EFL Secondary School Teachers' Views on Blended Learning in Tabuk City

Abdulrahman M. Alfahadi¹, Abdulrhman A. Alsalhi¹ & Abdullah S. Alshammari¹

¹ Curriculum and Teaching Methods Department, Tabuk Univerity, Tabuk, Saudi Arabia

Correspondence: Abdulrahman M. Alfahadi, Medical Sciences Building, second floor, University of Tabuk, Tabuk, 71491, P.O.Box 741, Saudi Arabia

Received: June 5, 2015 Accepted: August 8, 2015 Online Published: August 11, 2015

doi:10.5539/elt.v8n9p51 URL: <http://dx.doi.org/10.5539/elt.v8n9p51>

Abstract

The aim of this study is to investigate EFL Secondary School Teachers' Views on Blended Learning. It also aims to investigate (a) the teachers' views on blended learning content and process, and (b) how blended learning is effective in developing teachers' performance. The study sample included 35 EFL Saudi teachers in Tabuk City, KSA. In order to collect the data required, the researchers developed a questionnaire that consisted of two sections, namely, process and content. The results indicate that the teachers' views toward blended learning were generally positive and very promising in both sections. Moreover, it was interesting to see that EFL teachers were highly optimistic about how blended learning would help them in improving their performance and how it would motivate their students to learn English. Finally, there are no significant differences between teachers' responses to the content and process of blended learning, with regards to qualification, experience, and the amount of training done.

Keywords: blended learning, teachers' views, TEFL

1. Introduction

Our life is rapidly changing due to the effect of technology, which according to (Sethy, 2008) "new findings are generated and become established at breathtaking speed". And much has changed in the field of education as part of this revolution. Djwandono (2013) mentioned that "Learning is no longer confined to the four walls and whiteboard of a classroom", due to a variety of tools and resources that instructors can use to create a rich teaching experience.

In our field of study, which is teaching English as a foreign language (TEFL), we always wondered what has changed in TEFL? What have English teachers done to make learning more about the learners? Teaching English, in our area at least, is still focused on how to teach, not how to learn. Students need to be more involved and more active. Most of their participation in the class consist of just brief and short answers or words, such as, *yes* and *no*, which can't help them to improve their English much. Also, there are other factors like shyness, anxiety and the fear of making mistakes which affect their improvement.

On the other hand, e-learning also has some disadvantages such as preventing individuals from socializing, which is the result of the absence of face-to-face communication (Azizan, 2010). That's why there was a need to combine the strengths of both learning environments, e-learning and face-to-face methods, and come up with a new method called blended learning (Azizan, 2010).

1.1 Statement of the Problem

In Saudi Arabia blended learning is mostly used in higher education. But it is rarely seen in secondary schools, even though students at this stage already possess the needed skills to use the internet. When blended learning is used in teaching and learning the target language, it can give a rich experience to both students and teachers. Teachers will have more time to communicate with their students in the class and to try various kinds of activities. It also gives teachers a chance to cover what skill they lack. For example, a suitable accent, by giving their students online sources that could help them. There is thus a necessity for more studies to be conducted in this area.

The present study is concerned with investigating EFL Secondary school teachers' views on using blended learning processes and content in their teaching.

1.2 Research Questions

- 1- How do Saudi EFL teachers-Tabuk secondary schools perceive blended learning in general?
- 2- What are these EFL teachers' views on the blended learning process?
- 3- What are these EFL teachers on blended learning content?
- 4- How effective in their perspective is blended learning in developing their performance?
- 5- Are there any significant differences between teachers' responses to the content and process of blended learning, taking into consideration their qualification, experience, and amount of training received?

1.3 Aims of the study

- To determine how EFL Saudi teachers view blended learning.
- To investigate the effect of blended learning on EFL teachers' performance from their perspective.
- To show the importance of blended learning in TEFL in Saudi Arabia.

1.4 Significance of the Study

- To describe the blended learning model and some of its features.
- "This study is important to investigate due to the increased use of blended learning, specifically at the secondary and postsecondary levels" (Schwankl, 2013).
- This study may contribute towards a more extensive use of blended learning in the secondary stage.
- It serves to upgrade EFL teachers' knowledge and skills in using blended learning by conducting training session.
- It helps to prepare and improve competent EFL teachers by updating TEFL courses.
- According to our knowledge, this study is the first to explore the perception of Saudi EFL secondary school teachers.
- To determine some of the critical factors that affect the teachers views on using blended learning.
- To aid policy-makers, teachers and curriculum designers in the evolution of pedagogy in Saudi secondary schools.

1.5 Limitation of the Study

1. Population of the study: this study was limited to secondary school teachers of English.
2. This study is confined to Tabuk city.
3. The study will be conducted during the second term of the 2014-2015 (1435-1436 Hijri) academic year.

The following section aims to elaborate further on EFL and blended learning. This section focuses chiefly on the various definitions of blended learning, the advantages and challenges that limit its usefulness.

2. Literature Review

2.1 English as a Global Language

According to TESOL (2008) a new concept has emerged due to the multiple varieties accorded to English worldwide, known as "World Englishes". "These include the standard Englishes spoken in Anglophone countries such as the United States, the United Kingdom, Canada, Australia, New Zealand, and South Africa"(TESOL, 2008). These varieties in the use of English make it easier for non-native speakers to use "their own local words and expressions in their discourse, thus combining communication and culture within these world Englishes". Mydnas (2007) predicted that native speakers might need to become bilinguals in their own language as a result of the increase in spoken dialects. Mydnas also goes as far as to say that English no longer belongs to the native speakers but to the world. Therefore, learning English today is seen as something "essential" not optional (TESOL, 2008).

2.2 English as a Lingua Franca

The expansion of communication worldwide and the exchange of information among individuals called for a common way of communication, which is *Lingua Franca* (Dombi, 2011). *Lingua Franca* is defined by Seidlhofer (2005) as the language chosen by people from different cultures and with different mother tongues as a mean of communication. Abdullah and Chaudhary (2012) mentioned that *Lingua Franca* is the language that is used by the whole world as part of globalization.

Different languages were used as *Lingua Franca* in the past (e.g. Arabic, Roman, French and German). This currently applies to English as it's used globally to share knowledge and communicate with others (Abdullah & Chaudhary, 2012; Jenkins, 2009; Weil & Pullin, 2011). According to Graddol (2006) people whose mother tongue is not English outnumber native English speakers in eighty percent of their exchange of English as a *Lingua Franca*. Dombi (2011) mentions that ELF is increasingly spoken outside of native countries, which highlights the global dimension of the language. In the European Union, for instance, English is used as a common working language and a language of contact and the same goes for many areas in southeast Asia (TESOL, 2008). That being said, ELF's future is dependent on the huge number of non-native speakers of English through them using it as a way of communication (Kuo, 2006). Hülmbauer, Böhringer and Seidlhofer (2008) emphasized that ELF is different from ENL, English as a Native Language, for it has been "democratized and universalized" in a way appropriate for global use. English as a global *Lingua Franca* is considered one of the symbols of our time accompanied by globalization, the Internet, networking and economic integration (Mauranen, 2009).

2.3 Defining Blended Learning

There have been many definitions for Blended Learning, but most of them seem to agree on its general aspects. Blended Learning at its simplest is defined as the type of learning that combines traditional face-to-face model with e-learning model, thus benefiting from both methods, creating a richer learning experience (Usta, 2007; Akkoyunlu & Soylu, 2008). Adas and Abu Shmais (2011) see blended learning as a method that creates a suitable educational environment for students. Garrison and Vaughan (2008) described it as "the thoughtful Fusion of the two models to create a unique learning experience appropriate with the context and Intended educational purpose". In a similar vein, Lim, Morris, and Kupritz (2007) mention that it's a learning method that has more than one way to enhance learning outcomes with a low cost associated.

2.4 Blended Learning Advantages

Blended Learning can encourage learners creativity and simplify the learning environment in order to enhance their self-discipline and motivation (Baker, 2010; Kuh 2009; Ladkin, Case, Gayá, Wicks, & Kinsella, 2009). According to Lo, Johnson, and Tenorio (2011) when students use blended learning their perception level of deep thinking and problem solving is higher. Also, it helps teachers to engage in live instruction in class, using communicative activities which encourage language production (Richards, 2010; Senior, 2010). Moreover, this approach offers flexible resources which make the learning environment more active, by providing students with new experiences and outcomes (Oh & Park, 2009; Davis & Fill, 2007). Al-Jarf (2006) and Barenfanger (2005) argues that online activities help remove anxiety and encourage students to be more self-dependent. Chen and Jones (2007) outlined that using web-based resources deepen students understanding of topics. And because of Web 2.0 tools (such as blogs, wikis, discussion forums, voice and video tools, flash files, etc.) teachers can guide and assess their students (Whyte, 2011).

The Department of Education's National Education Technology Plan in the United States [ED] (2010) emphasized the importance of using blended learning and developing an effective approach to motivate innovation. Graham (2006) predicted that in the future blended learning "may even become so ubiquitous that we will eventually drop the word *blended* and just call it learning".

2.5 Blended Learning Challenges

There have been many developments in using blended learning that could innovate new possibilities (e.g. increasing use of video communication, e-portfolios, and social networking tools such as blogs and wikis), but it still new in Saudi Arabia and few studies have been done to investigate its possibilities and potential in Saudi Arabia (Alebaikan, 2012). According to So and Bonk (2010) to design and apply blended learning in order to deliver efficient content and knowledge with full support of students, you have to make a clear integration between two components of the course (face-to-face and online). Teachers new to blended learning fail to

interact in online components with students because they feel that they are doing the same thing twice (Nakazawa, 2009). Also, blended learning is limited by some of the teachers' perceptions that they need to cover all of the course materials in class (Johnson, 2014). Teachers should focus on the outcomes and how to benefit more from the use of technology as a virtual extension of the classroom (Senior, 2010).

2.6 Types of Blended Learning

Graham (2006) mentioned three types of blended learning which are "enabling blends, enhancing blends, and transforming blends". Enabling blends provide more flexibility to the learners and gives them "the same opportunities or learning experience but through a different modality" (Graham, 2006). Enhancing blends cause some changes to the pedagogy but not a complete change. Finally, transforming blends results in a complete change in the method of teaching and learning.

After conducting an extensive review of related literature and the importance of blended learning in the previous section, this section provides a review of some of the conducted studies about the effectiveness of blended learning on both teachers and students.

3. Previous Studies

Many studies have been conducted recently to explore the effectiveness of blended learning and how it affects teachers' and students' performance. In general, findings were in favor of blended learning, showing how it improves their performance and leaves them with a positive perception.

Alebaikan (2010) investigated Saudi female undergraduate students' perceptions of the advantages, challenges and future of blended learning. The study used Qualitative methods used to obtain rich descriptive data to facilitate the exploration of the phenomena. Findings indicate that blended learning has the potential to offer a successful learning experience in Saudi Arabia. Also, it concluded that a blended learning environment offers Saudi females the flexibility to continue their higher education while maintaining their own cultural values and traditions.

Al Zumor, Al Refaai, Bader Eddin and Aziz Al-Rahman (2013) explored English as Foreign Language (EFL) students' views regarding the advantages and limitations of merging the features using the blackboard and face-to-face instruction. The study also included students' suggestions for improving the quality of Blended Learning courses. The results indicate clear advantages of blended learning. Some of the students' suggestions addressed issues such as, solving technical problems, providing proper training to students, increasing the number of labs, and the recognition of excellent performance for both instructors and students.

Schwankl (2013) investigated the impact of the flipped classroom on students learning and their perceptions toward it. One section of Integrated II Mathematics students received instruction through traditional methods while another section received instruction through a flipped-classroom delivery method. The results show no significant differences, but all scores were higher for the students who received instruction by the flipped-classroom instructional method.

Kuo, Belland, Schroder, and Walker (2014) explored the relationship between student perceptions of three types of interaction and blended learning course satisfaction. The predictive model of student satisfaction including three types of interaction was reliable. Findings indicate that students perceived interaction as important to their learning experiences and were moderately satisfied in their blended learning course. The study also found that the student's personality is a vital factor for interaction and satisfaction in this type of course design.

Adas and Abu Shmais (2011) investigated students' perceptions towards Blended Learning environment using traditional methods in conjunction with OCC (Online Course Container), at An-Najah National University. The study used a questionnaire to measure the students' perceptions towards Blended Learning using (OCC) in terms of, the process, ease of use, and content. Interviews were also conducted to validate the study and elicit more feedback. The results show a positive attitude from students towards blended learning in terms of the three domains.

Aldalalah and Gasaymeh (2014) explored the effects of locus of control and anxiety level on Jordanian educational technology students' perceived blended learning competencies and obstacles. The findings indicate that students with internal locus of control performed significantly better than external locus of control students in blended learning competencies (Knowledge & Technological) and blended learning obstacles. Furthermore, the study showed that moderate anxiety students performed significantly better than low and high anxiety

students in blended learning competencies (Knowledge & Technology) and blended learning obstacles. Finally, the study found that there was no significant difference between the low and high anxiety students in blended learning obstacles.

Badawi (2009) investigated the effectiveness of the blended learning model in developing EFL prospective teachers' pedagogical knowledge and performance. To collect the data required, a blended TEFL course, a pedagogical knowledge test, and a pedagogical performance scale were designed and implemented. Results showed that the blended learning model surpassed the traditional model group in developing prospective teachers' pedagogical knowledge. However, there were no significant differences between the two groups in developing the prospective teachers' pedagogical performance.

Liu (2013) described and evaluated blended learning in an Academic English Writing course (AEW) in terms of course design, material development and presentation, assignment submission and grading, student involvement, teacher reflection, and student evaluation. Findings indicate that students favored and appreciated blended learning in many ways, such as increasing student-student and student-teacher interactions, reducing or even eliminating communication anxiety, motivating them to become (more) independent and autonomous learners, and enhancing their academic English writing ability.

Djiwandono (2013) investigated the effectiveness of blended learning in vocabulary lessons and the students' opinions about the blended learning experience. Results showed an apparent gain in students' command of 5000-level English words. However, they did not make a similarly encouraging achievement in new words from the texts.

Obari (2012) examined the effectiveness of blended learning in improving English language proficiency, including presentation skills with blogs and power point slides. Results showed that mobile technologies can be effective in language learning and improving students' English language proficiency.

From the review of previous studies conducted, the advantages and importance of blended learning have clearly been demonstrated. The review also shows how blended learning can be conducted in various courses with different kinds of students.

4. Definition of Terms

- *Blended Learning*

The current study has adopted the following definition of blended learning as “the type of learning that combines traditional face-to-face model with an e-learning model, thus benefiting from the advantages both has to offer in order to create a richer learning experience” (Usta, 2007; Akkoyunlu & Soylu, 2008).

Abbreviations

- **BL** Blended Learning
- **TEFL** Teaching of English as a Foreign Language.
- **EFL** English as a Foreign Language
- **ELF** English as a Lingua Franca
- **ENL** English as a Native Language
- **TESOL** Teachers of English to Speakers of Other Languages

5. Methodology

5.1 Research Method

The aim of this research is to investigate EFL teachers' perceptions of Blended Learning and to answer the study questions. In order to answer these questions, quantitative data was collected using questionnaire instruments.

This chapter will include the following topics:

- a) The participants in the study
- b) The instrument used in the study
- c) A description of the data collection techniques used to answer the research questions.

5.2 Instrument of Study

The research items were answered by analyzing the teachers responses to Likert scales (1 for SD, 2 for D, 3 for U, 4 for A, 5 for SA) for positive items on the questionnaire, and (5 for SD, 4 for D, 3 for U, 2 for A, 1 for SA) for negative items on the questionnaire. The results for each scale were computed through a calculation of the mean, standard deviation and percentage scores. This provided a measure of how teachers perceived the BL based on the following evaluation key:

- Very Weak (V.W): Percentage from 20% to less than 36%.
- Weak (W): Percentage from 36% to less than 52%.
- Medium (M): Percentage from 52% to less than 68%.
- High (H): Percentage from 68% to less than 84%.
- Very High (V.H): Percentage from 84% to 100%.

To ensure the validity and reliability of the questionnaire, the inter-rater approach was followed.

5.3 Data Analysis

This section describes the data analysis procedures that were performed on the collected data in order to answer the research questions. All qualitative data were coded by the researchers.

Statistical software package SPSS 21.0 for Windows was used to analyze the collected data. SPSS is a comprehensive and flexible statistical analysis and data management system which is, however, easy to manipulate. Many tasks can be accomplished simply by pointing and clicking the mouse.

Statistical treatments are:

- Frequencies, means, standard deviation and the percentage of analysis of samples answers were calculated.
- One-way ANOVA

5.4 Sample

Table 1. Shows the general information about participants

Independent Variable	Categories	N.	%
Qualification	Bachelor	7	20.0
	Educational Bachelor	26	74.3
	Master	2	5.7
	Doctorate	0	0.0
Experience	Less than 5 years	18	51.4
	5 - 10 years	14	40.0
	More than 10 years	3	8.6
Amount of Training	Nothing	2	5.7
	Only on	3	8.6
	Two	6	17.1
	Three or more	24	68.6

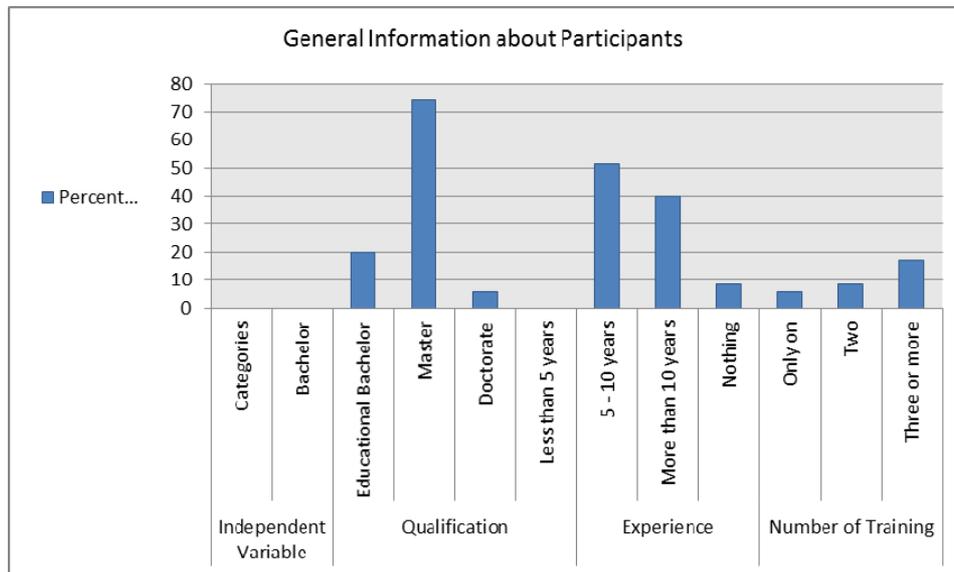


Figure 1. General information about participants

6. Results

After unloading the information of sample results, it was presented as follows:

Results related to answer the question of the study.

Question1: How do Saudi EFL teachers at Tabuk secondary schools perceive blended learning in general?

This question seeks to determine how the teachers in this study perceive blended learning in general. A detailed analysis of the teachers’ responses to two domains in the questionnaire provided the data to answer this question.

Table 2. Shows the frequencies, means, standard deviation, percentage of two domains of the study and their levels

No.	Domain	Mean	S.D.	Percentage (%)	Level
1	Teachers’ Views on BL Process	3.83	0.38	76.6%	H
2	Teachers’ Views on BL Content	3.99	0.45	79.8%	H
Total		3.91	0.36	78.2%	H

The table shows that mean ratings for each domain are generally high, indicating that they agree with the statements in those domains. One of these domains deals with the teachers’ perceptions of the process.

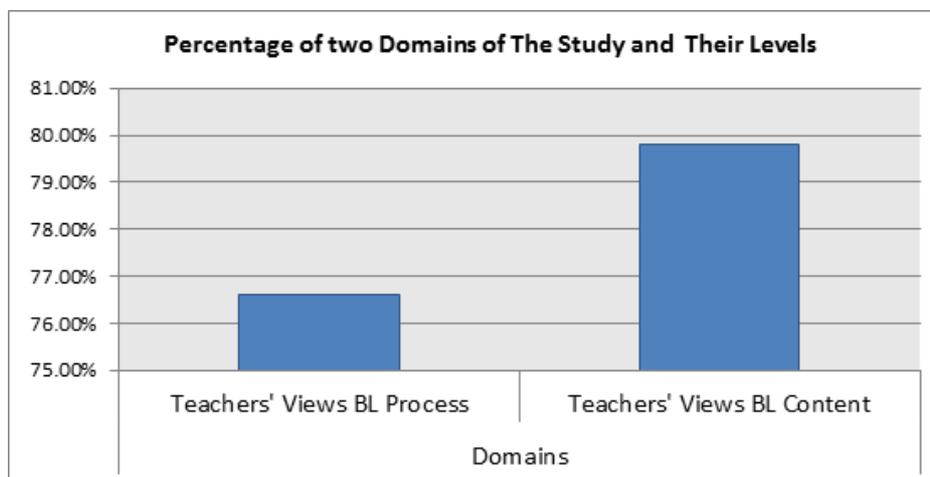


Figure 2. Percentages of two domains

Question 2: What are these EFL teachers views on the blended learning of process?

This question seeks to determine how the teachers in this study perceive the blended learning process. A detailed analysis of the teachers' responses to this domain in the questionnaire provided the data to answer this question.

Table 3. Teachers' response to items (1-13)

No.	Item	Response	Frequency	Mean	S.D.	Percent age(%)	Level of Perceive
1	I am in favor of applying BL to English courses.	SA	13	4.06	1.03	81.1	H
		A	16				
		U	2				
		D	3				
		SD	1				
2	Applying BL in teaching English courses will make students like English more and display more interest in learning it.	SA	20	4.43	0.74	88.6	V.H
		A	10				
		U	5				
		D	0				
		SD	0				
3	Applying BL in teaching English courses will help students to improve their English language skills (writing, reading, listening, speaking).	SA	19	4.34	0.69	88.6	V.H
		A	12				
		U	4				
		D	0				
		SD	0				
4	I have found the English courses easier to teach when applying BL in teaching.	SA	9	3.94	0.87	78.9	H
		A	18				
		U	5				
		D	3				
		SD	0				
5	BL improves communication between students and teachers.	SA	14	4.20	0.76	84.0	V.H
		A	14				

		U	7				
		D	0				
		SD	0				
6	I enjoy talking with others about BL to encourage them to use BL?	SA	8	3.86	0.81	77.1	H
		A	15				
		U	11				
		D	1				
		SD	0				
7	BL will give students access to authentic English materials.	SA	8	3.83	0.92	76.6	H
		A	17				
		U	6				
		D	4				
		SD	0				
8	I don't want to take part in this BL process again.	SD	6	3.17	1.20	63.4	M
		D	7				
		U	12				
		A	7				
		SA	3				
9	Blended learning will help me teach better.	SA	9	3.91	0.82	78.3	H
		A	15				
		U	10				
		D	1				
		SD	0				
10	Applying BL to English courses will be more interesting and relaxing than using traditional methods.	SA	10	3.86	1.46	77.1	H
		A	11				
		U	13				
		D	1				
		SD	0				
11	BL is a waste of time.	SD	5	2.60	1.11	52.0	M
		D	6				
		U	5				
		A	8				
		SA	11				
12	BL is more convenient than face-to-face learning.	SA	8	3.63	1.00	72.5	H
		A	13				
		U	9				
		D	3				
		SD	2				
13	By applying BL to English courses, the chance of interaction with my students will be enhanced.	SA	11	3.86	0.88	77.1	H
		A	11				
		U	11				
		D	1				
		SD	1				
Total				3.83	0.38	76.6	H

The teacher participants in this study, who all answered a 13 items questionnaire about the BL process, For questions 1 through 13 the Likert Scale included positive items except for items 8 and 11.

As shown in the table, thirteen important processes were reported. The highest rated process was item (2), "Applying BL in teaching English courses will make students like English more and display more interest in learning it" with a percentage of (88.6%) indicating a very high level of positive perceptions. followed by the

question, “Applying BL in teaching English courses will help students to improve their English language skills (writing, reading, listening, speaking)”, having a percentage of (88.6%), indicating a very high level of positive perceptions. The lowest mean of response in this domain are for items (11,8), all of them are medium. We observe that the percentage of most of the items have a rating of (52% - 88.6%).

Turning first to items 1 through 13 the mean ratings for each item is generally high with several topping out at the high point of the Likert scale, indicating that they agree with the statements in those items.

I am in favor of applying BL to English courses

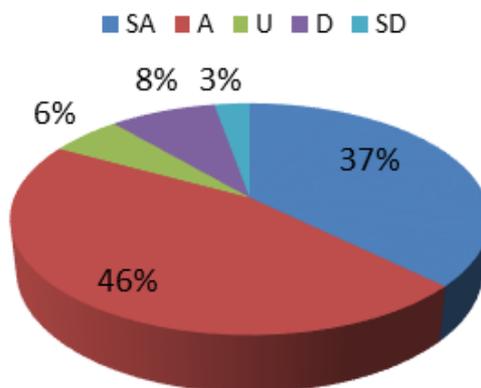


Figure 3. Teachers’ response to item 1

According to Figure 3, the highest rated process was “Agree” followed by “Strongly Agree”.

This finding indicates that EFL teachers are in favor of applying blended learning. This could be because of the spread of technology and the use of internet in education. Also, many options will be available to them. We believe it is a matter of time before blended learning becomes a necessity in education. Ozek, Kesli and Kocoglu (2009) found that EFL teachers had a positive attitude towards blended learning in general.

Applying BL in teaching English courses will make students like English more and be more interested in learning it.

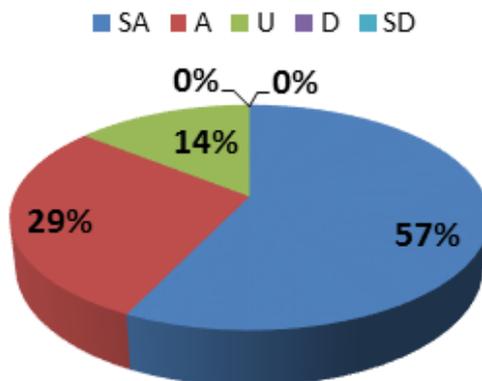


Figure 4. Teachers’ response to item 2

According to Figure 4, the highest rated process was “Strongly Agree” followed by “Agree”.

The result was remarkably interesting with 57% of the teachers answered "Strongly Agree". This could be

explained due to the flexible process that blended learning offers. It gives students more time to learn with an active environment that provides new experiences and outcomes. Not to forget that it helps to decrease students' level of anxiety and shyness. Furthermore, Blended learning provides more guidance and accessibility to students (Alebaikan, 2010).

Applying BL in teaching English courses will help students to improve their English language skills (writing, reading, listening, speaking).

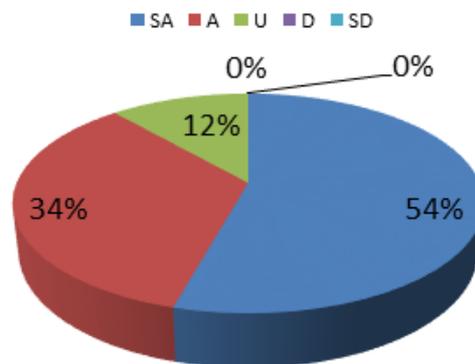


Figure 5. Teachers' response to item 3

According to Figure 5, the highest rated process was “Strongly Agree” followed by “Agree”.

It is expected, since the students will listen to native speakers, they learn different reading and writing techniques, which will give them more time in class to communicate in different activities that improve their speaking skills. Many studies support this finding which shows how important blended learning is in developing teachers skills (Adas & Bakir, 2013; Djiwandono, 2013; Obari, 2012).

I have found the English courses easier for teacher when applying BL in teaching.

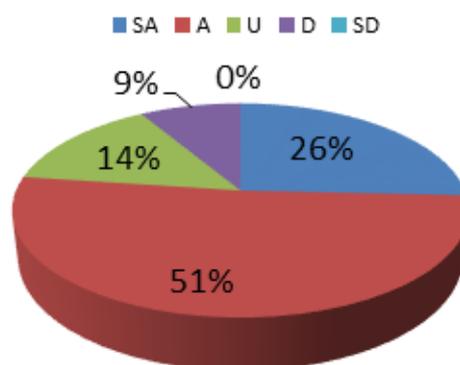


Figure 6. Teachers' response to item 4

According to Figure 6, the highest rated process was “Agree” followed by “Strongly Agree”.

Blended learning can be very helpful for the teacher if applied properly. It gives teachers more time to communicate face-to-face with their students in class to make them participate in various activities and discuss

different topics with them. Students can be given sources to enrich their knowledge and to develop their skills. Adding to that, blended learning can be fun and rewarding when interacting with autonomous and confident students (Johnson & Marsh, 2014).

BL improves communication between students and teachers.

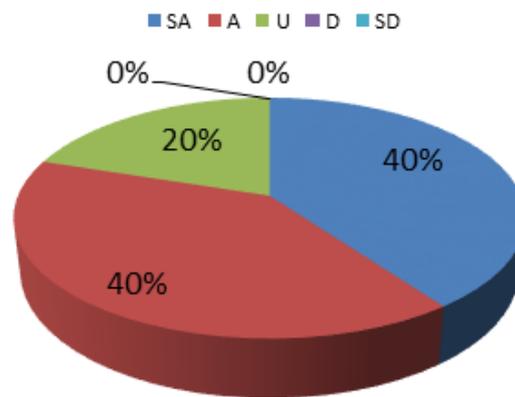


Figure 7. Teachers' response to item 5

According to Figure 7, the highest rated process was "Strongly Agree" and "Agree" having the same percentage. Generally, EFL teachers believe that blended learning helps improve communication between students and teachers. This might be because of how blended learning encourages the students to be active and independent. Al Zumor et al. (2013) emphasized the opportunities blended learning creates for students to communicate with their class-mates and teachers.

I enjoy talking with others about BL to encourage them use BL?

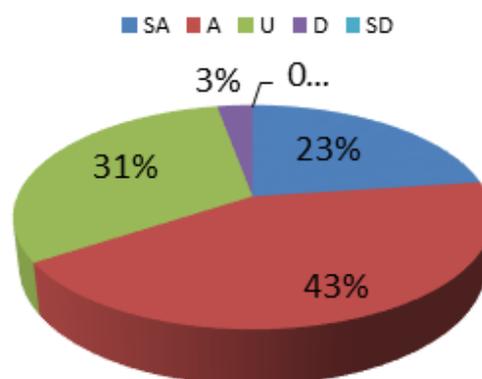


Figure 8. Teachers' response to item 6

According to Figure 8, the highest rated process was "Agree" and "Agree" with same percentage. Most of the EFL teachers expressed their enjoyment in talking about blended learning with others. It is interesting though, that 31% of them are "Undecided" which might be due to different reasons. Some may think that their colleagues might reject the idea. Others might be convinced that the traditional approach of teaching is the best and it is hard to change.

BL will give students access to authentic English materials.

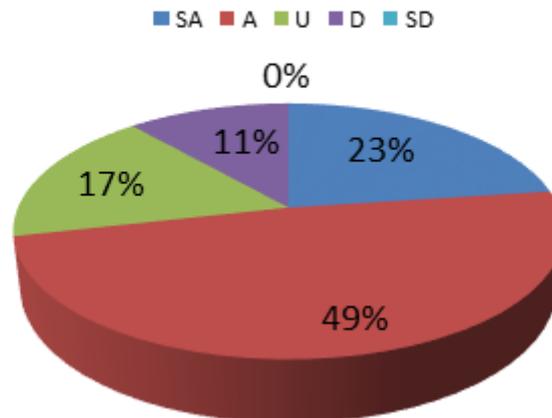


Figure 9. Teachers' response to item 7

According to Figure 9, the highest rated process was “Agree” followed by “Strongly Agree”.

Regarding item 7, which indicates that “BL will give students access to authentic English materials”, most teachers agree with this statement. Students will be exposed to an environment rich in knowledge and with a wide range of activities. It is important to mention that the teacher's role is to guide their students in this experience which is essential “no matter how good the material is” (Garrett, 2009).

I don't want to take part in this BL process again.

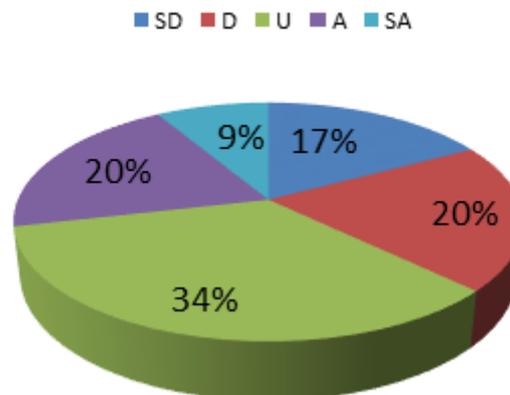


Figure 10. Teachers' response to item 8

According to Figure 10, the highest rated process was “Undecided” followed by “Disagree”.

With regards to item 8, which indicates that the EFL teacher don't want to take part in the blended learning process, it is very interesting to note how close EFL teachers' opinions were, with “Undecided” as the highest rated process. This could be because of a lack of knowledge and training in this method by these teachers.

Blended learning will help me to teach better.

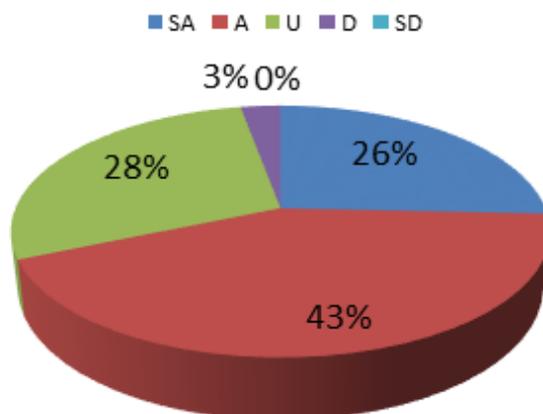


Figure 11. Teachers’ response to item 9

According to Figure 11, the highest rated process was “Strongly Agree” followed by “Undecided”. In general, EFL teachers agree to item 9 but there were teachers who preferred to choose “Undecided”. This could be because some teachers prefer the traditional approach which is to “teach the way they were taught”.

Applying BL for English courses will be more interesting and relaxing than using traditional methods.

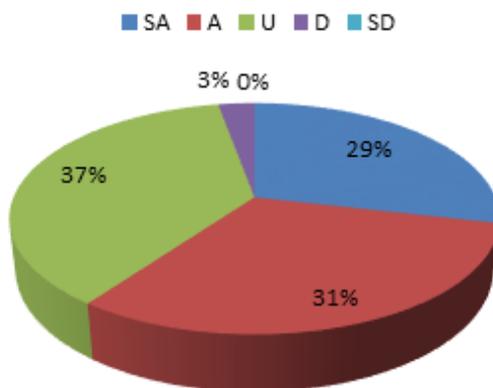


Figure 12. Teachers’ response to item 10

According to Figure 12, the highest rated process was “Undecided” followed by “Agree”. The findings of teachers’ responses to item 10 are interesting. “Undecided” was the highest rated. This indicates that they lack the knowledge and the proper training for blended learning. According to AL-Jarf (2006) students will feel more relaxed using an online environment.

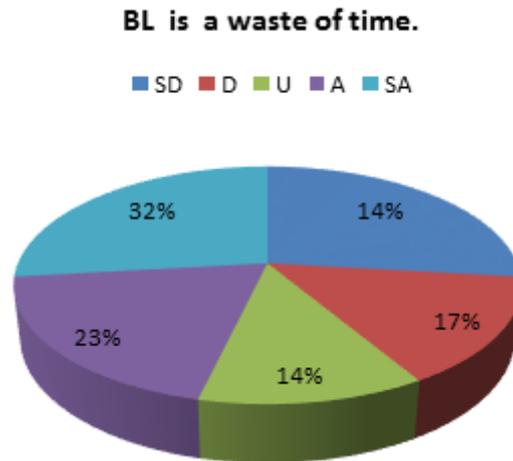


Figure 13. Teachers' response to item 11

According to Figure 13, the highest rated process was “Strongly Agree” followed by “Agree”.

This finding confirms the need for a blended learning training program for EFL teachers. It will help to give them an insight into the importance of blended learning and why it is not “a waste of time”. Some teachers may think that they will give the same materials in class and on the internet. Johnson and Marsh (2014) emphasized “Student proficiency remains the goal—not covering every page of the course book in class”.

BL is more convenient than face-to-face learning .

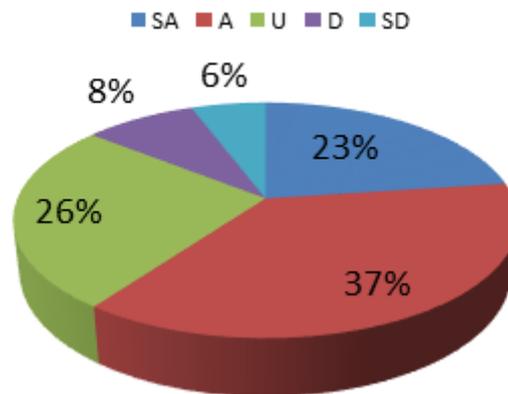


Figure 14. Teachers' response to item 12

According to Figure 14, the highest rated process was “Strongly Agree”, followed by “Agree”.

This finding proves that blended learning is a flexible model of learning and offers a lot of materials and activities for both students and teachers. Marsh (2012) stated that the internet gives students and teachers the opportunity to use various learning and teaching styles for a given task.

By applying BL to English courses, the chance of interaction with my students will be enhanced.

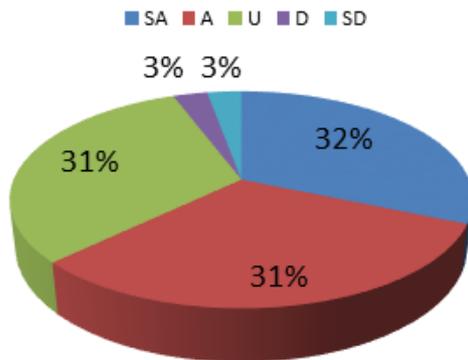


Figure 15. Teachers’ response to item 13

According to Figure 15, the highest rated process was “Strongly Agree” followed by the same rate “Agree” and “Undecided”.

Teachers’ responses are very close but in general they gave positive responses. By conducting part of the subject in class and using the internet for the other part, the teacher will have a lot of time to talk with his/her students and to use more communicative activities.

This interaction also includes guidance, evaluation and giving feedback (Miyazoe & Anderson, 2010).

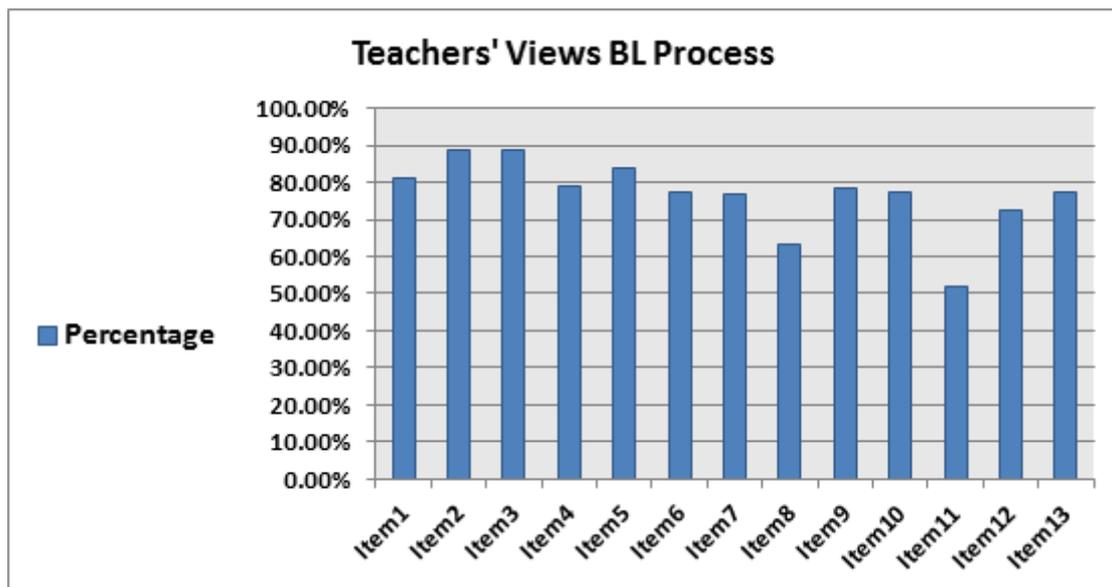


Figure 16. Percentages of Domain A

Question 3: What are these EFL teachers’ views on blended learning of content?

This question seeks to determine how the teachers in this study feel about blended learning of content. A detailed analysis of the teachers' response to this domain in the questionnaire provided the data to answer this question.

Table 4. Teachers' response to items (14-30)

No.	Item	Response	Frequency	Mean	S.D.	Percentage (%)	Level of Perceive
14	With BL, I will be able to encourage my students to listen and watch videos more than once in order to improve their pronunciation.	SA	22	4.57	0.61	91.4	V.H
		A	11				
		U	2				
		D	0				
		SD	0				
15	BL will give me the chance to teach English through discussion forums.	SA	9	3.86	0.94	77.1	H
		A	15				
		U	9				
		D	1				
		SD	1				
16	Activities on forums: Listening and commenting on podcasts.	SA	10	4.00	0.84	80.0	H
		A	17				
		U	6				
		D	2				
		SD	0				
17	Activities on forums: Watching videos and being engaged in discussion forums.	SA	14	4.17	0.82	83.4	H
		A	14				
		U	6				
		D	1				
		SD	0				
18	Activities on forums: Being engaged in error analysis exercises.	SA	9	3.83	0.91	76.6	H
		A	14				
		U	9				
		D	3				
		SD	0				
19	Activities on forums: Doing an online quiz.	SA	13	4.00	1.03	80.0	H
		A	13				
		U	6				
		D	2				
		SD	1				
20	Using visual aids with Blended learning will make learning English more interesting.	SA	26	4.69	0.58	93.7	V.H
		A	7				
		U	2				

		D	0				
		SD	0				
21	The discussion forums will help to increase students writing skills.	SA	12	3.89	1.11	77.7	H
		A	12				
		U	8				
		D	2				
		SD	1				
22	The videos uploaded on the forums are boring.	SD	4	3.14	1.06	62.9	M
		D	7				
		U	17				
		A	4				
		SA	3				
23	The online videos will allow the students to listen to native speakers.	SA	26	4.63	0.73	92.6	V.H
		A	6				
		U	2				
		D	1				
		SD	0				
24	The discussion forums are interesting.	SD	7	3.69	1.02	73.7	H
		S	16				
		U	7				
		A	4				
		SA	1				
25	The discussion forums don't encourage me to interact with my students.	SD	4	3.23	1.03	64.6	M
		D	10				
		U	12				
		A	8				
		SA	1				
26	The BL content will motivate me to teach better.	SA	17	4.20	0.93	84.0	V.H
		A	10				
		U	6				
		D	2				
		SD	0				
27	The BL content will motivate students to learn better.	SA	12	4.06	0.87	81.1	H
		A	15				
		U	6				
		D	2				
		SD	0				
28	BL activities allow me to teach reading more.	SA	10	3.86	1.12	77.1	H
		A	16				

		U	6				
		D	0				
		SD	3				
29	BL activities allow my students to express their opinions more.	SA	11	3.97	0.92	79.4	H
		A	15				
		U	6				
		D	3				
		SD	0				
30	BL activities allow me to interact with my students more.	SA	16	4.14	1.03	83.9	H
		A	12				
		U	4				
		D	2				
		SD	1				
Total				3.99	0.45	79.8	H

The teacher participants in this study, all answered a 17 item questionnaire about BL of content. For questions 14 through 30 the Likert Scale included positive items except for items 22 and 25.

As shown in the table, seventeen important contents were reported. The highest rated content was the item (20) “Using visual aids with blended learning will make learning English more interesting” with a percentage of (93.7%) indicating a high level of positive perception (23) “The online videos will allow the students to listen to native speakers. “with a percentage of (92.6%) indicating a high level of positive perception. The lowest mean of response in this domain are items (22,25), all of them are medium. We observe that most of the percentages of items have a rating of (93.7% - 62.9%).

Turning first to items 14 through 30 the mean ratings for each item are generally high with several topping out at the high point of the Likert scale, indicating that they agree with the statements in those items.

With BL, I will be able to encourage my students to listen and watch videos more than once to improve their pronunciation.

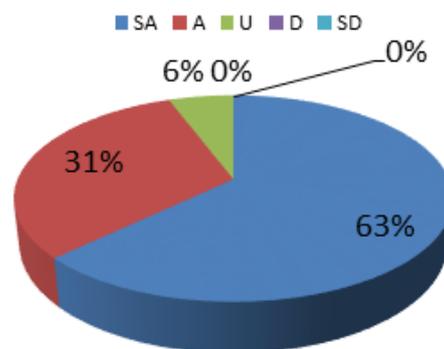


Figure 17. Teachers' response to item 14

According to Figure 17, the highest rated process was “Strongly Agree” followed by “Agree”.

This finding contributes to the importance of blended learning in developing pronunciation and vocabulary in general. Students will have the chance to listen to the native speakers more often and how they pronounce the

words properly. Al-Zumor et al. (2013) stated that Students' contributions to discussion boards, the possibility of repeated listening and watching of online recordings, and the private space to make mistakes enhance students' confidence.

BL will give me the chance to teach English through discussion forums.

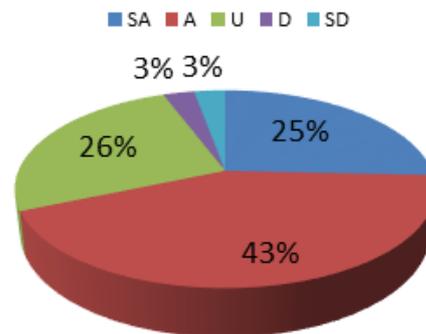


Figure 18. Teachers' response to item 15

According to Figure 18, the highest rated process was "Agree" followed by "Strongly Agree".

The majority were in favor of using discussion forums. This could attribute to the manner in which teachers can have more resources and materials to present to their students.

Activities on forums: Listening and commenting on podcasts.

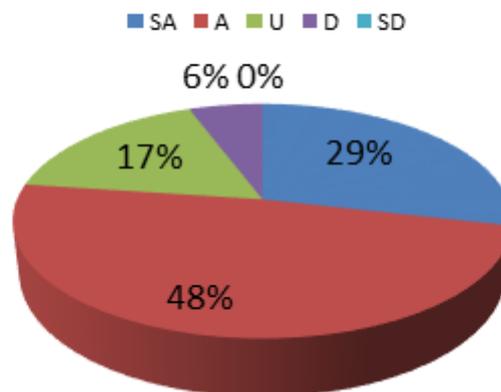


Figure 19. Teachers' response to item 16

According to Figure 19, the highest rated process was "Agree" followed by "Strongly Agree".

The majority of the responses were in favor of "Listening and commenting on podcasts". Podcasts give students the chance to listen to different topics in English, which improve students' vocabulary and pronunciation. Also, they have the chance to express their thoughts and opinions relevant to that matter.

Activities on forums: Watching videos and getting engaged in discussion forums.

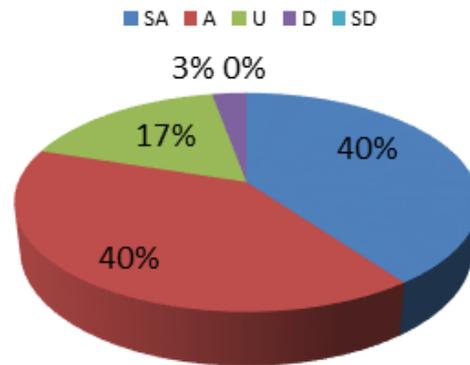


Figure 20. Teachers' response to item 17

According to Figure 20, the highest rated process was “Strongly Agree” and “Agree”.

In general, the responses to item 17 were “Strongly Agree” and “Agree”. This may be because watching videos makes students aware of the target cultures and how English vocabulary are used in different situations.

Activities on forums: Getting engaged in error analysis exercises.

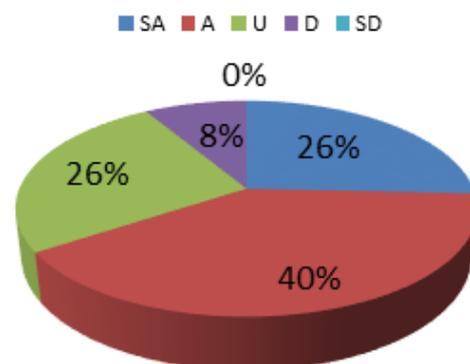


Figure 21. Teachers' response to item 18

According to Figure 21, the highest rated process was “Agree” and “Strongly Agree”.

The findings confirm the importance of forums in error analysis exercises. Teachers will be able to give their students an instant feedback. Forums will give them the chance to monitor their students' improvement.

Activities on forums: Doing an online quiz.

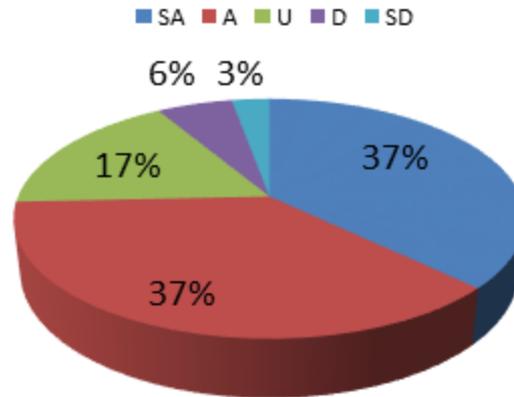


Figure 22. Teachers' response to item 19

According to Figure 22, the highest rated process was “Strongly Agree” and “Agree”.

The majority of responses were highly positive for “doing an online quiz”. This finding could be attributed to the expected advantages of activities on forums, since they remove anxiety and the usual stress students face in exams.

Using visual aids with Blended learning will make learning English more interesting.

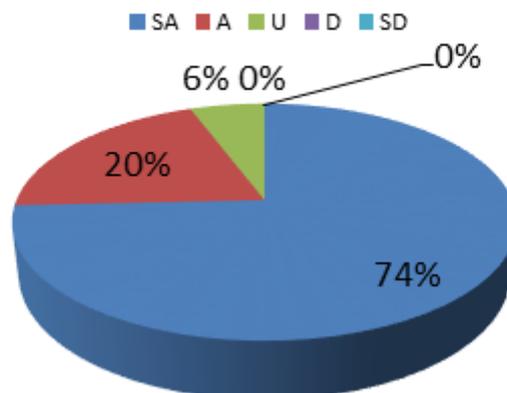


Figure 23. Teachers' response to item 20

According to Figure 23, the highest rated process was “Strongly Agree” followed by “Agree”.

The responses regarding item 20 were expected, since visual aids help to explain many phrases and words. They also help to capture students' attention and remove boredom. Pictures and videos make English easier to understand than just learning abstract information.

The discussion forums will help to increase students writing skills.

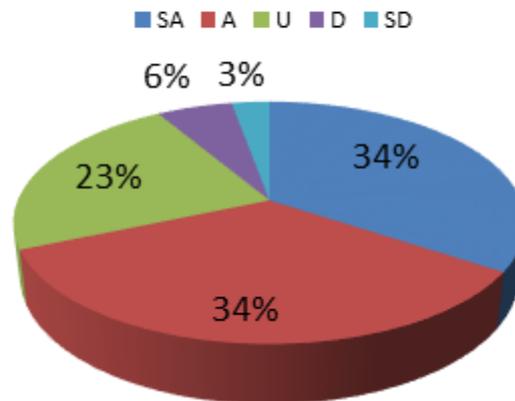


Figure 24. Teachers' response to item 21

According to Figure 24, the highest rated process was "Strongly Agree" and "Agree".

This finding reveals positive responses of how discussion forums help improve writing skills. Student will have the chance of practicing their writing skills through discussion forums, blogs and wikis at their own pace (Miyazoe & Anderson, 2012; Marsh, 2014).

Using technology also gives them instant feedback and correction of mistakes.

The videos uploaded on the forums are boring.

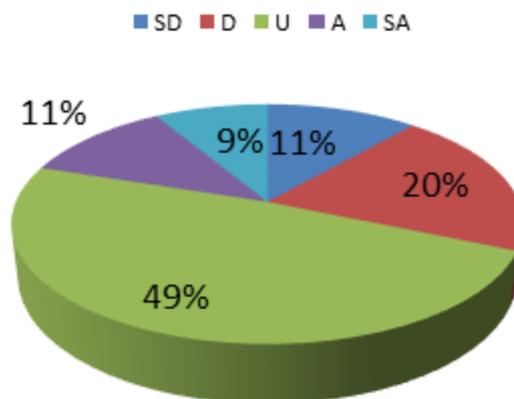


Figure 25. Teachers' response to item 22

According to Figure 25, the highest rated process was "Undecided" followed by "Disagree".

The majority chose "Undecided" as a response. This might depend on the uploaded material. The teacher has to be smart about this. The videos have to be useful, have to have a purpose and be interesting. Landry Jr. (2014) stated that today's technology makes learning more fun for students instead of "having them have their noses buried in a textbook" all the time.

The online videos will allow the students to listen to native speakers.

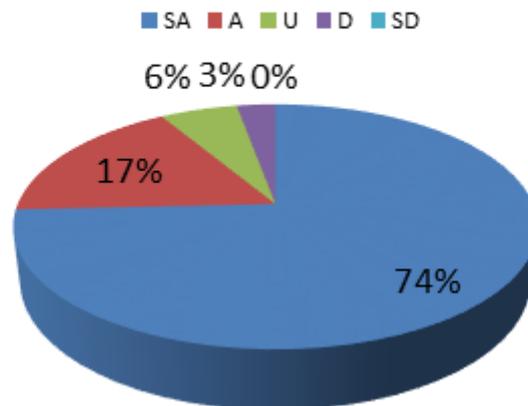


Figure 26. Teachers' response to item 23

According to Figure 26, the highest rated process was “Strongly Agree” followed by “Agree”.

This finding is highly expected. Sometimes, the only way that students could listen to native speakers is through online videos. Online videos according to Marsh (2014) prepare students to communicate with native speakers in “real-life”.

The discussion forums are interesting.

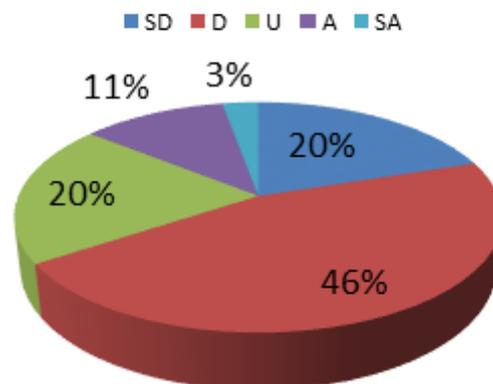


Figure 27. Teachers' response to item 24

According to Figure 27, the highest rated process was “Disagree” followed by “Strongly Disagree”.

The responses were highly positive in general. This could be attributed to the rich variety of materials and activities the discussion forums offer. Also, Burgon and Williams (2003) explained that blended learning stimulates students' interest and increases their satisfaction especially by using e-mails and forums.

The discussion forums don't encourage me to interact with my students .

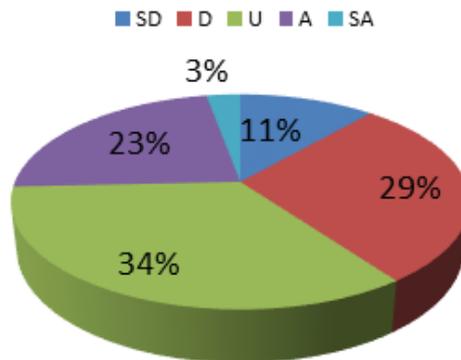


Figure 28. Teachers' response to item 25

According to Figure 28, the highest rated process was "Undecided" followed by "Disagree".

It is interesting to note how close the responses (Undecided, Disagree and Agree) are. According to Nakazawa (2009) teachers new to blended learning fail to fully communicate with their students because they think they are doing the same thing twice.

The BL content will motivate me to teach better.

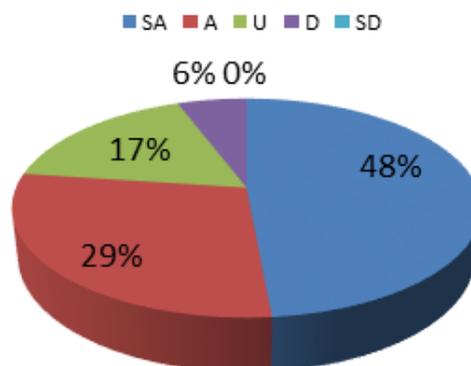


Figure 29. Teachers' responses to item 26

According to Figure 29, the highest rated process was "Strongly Agree" followed by "Agree".

The majority of the responses were highly positive regarding item 26, which indicates that blended learning can motivate teachers to teach better. This finding is expected, since it gives the teacher freedom and creativity in teaching. Teachers will have more time for face-to-face communicative activities in class. They can also give online activities, online quizzes, feedback and monitor their students' progress. Adding to that, they will discover new resources and materials they can use in teaching (Lorenzetti, 2011)

The BL content will motivate students to learn better .

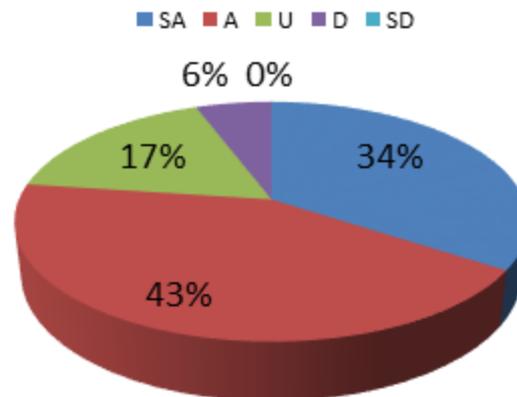


Figure 30. Teachers' response to item 27

According to Figure 30, the highest rated process was “Agree”, followed by “Strongly Agree”.

Teachers' responses to item 27 were highly positive. This may be because students will have a chance to express their opinions more and be more confident. Moreover, they will be able to listen to native speakers more often. A well-trained teacher can help his/her students to reduce the levels of anxiety and give them more confidence through communicating with their class-mates in both online and face-to-face models (Richards, 2010).

BL activities allow me to teach reading more.

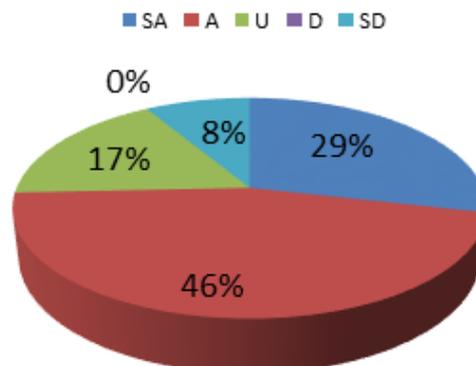


Figure 31. Teachers' response to item 28

According to Figure 31, the highest rated process was “Agree” followed by “Strongly Agree”.

This finding can be attributed to the more time the teacher will have in class and online.

There will be more time for teachers to communicate with their students and read new topics, which gives them the chance to correct their students' mistakes. The internet can be used also to develop students' reading skills. For Example, teachers can give assignments which include reading an article on the internet then writing a review about it. Marsh (2014) confirmed “Students can develop listening and reading skills in their own time and at their own pace”.

BL activities allow my students to express their opinions more.

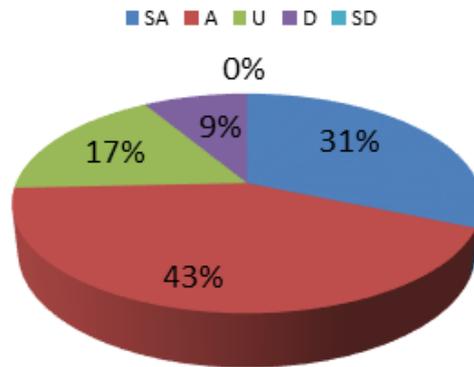


Figure 32. Teachers' response to item 29

According to Figure 32, the highest rated process was "Agree" followed by "Strongly Agree".

This finding confirms that blended learning gives students confidence and removes shyness. Students will have more time to communicate with each other in class by using online forums. They could find interesting topics that encourage them to express their opinions and be more active. Gülseçen, Uğurlu, Ersoy AND Nutku (2005) found that blended learning enhances students' curiosity and increases their satisfaction.

BL activities allow me to interact with my students more.

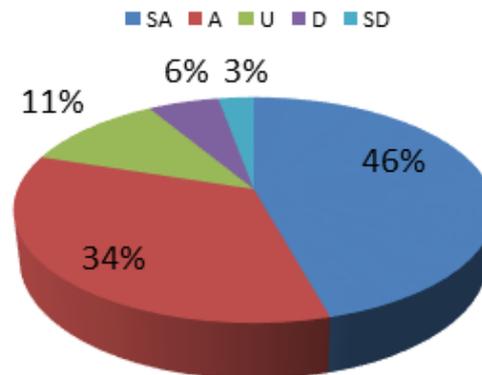


Figure 33. Teachers' response to item 30

According to Figure 33, the highest rated process was "Strongly Agree" followed by "Agree".

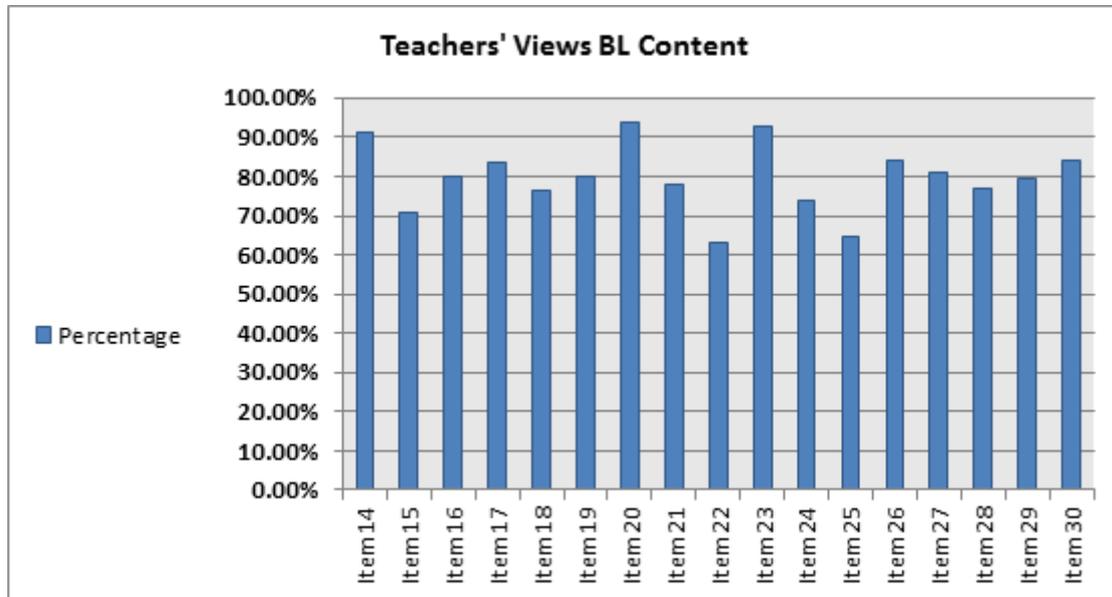


Figure 34. Percentages of Domain B

Question 4: How effective according to their perspective is blended learning in developing their performance?

Table 5. Teachers' response to items (9,26,28)

No.	Item	Mean	S.D.	Percentage (%)	Level
Item	Blended learning will help me to teach better.	3.91	0.82	78.3	H
	The BL content will motivate me to teach better.	4.20	0.93	84.0	V.H
	BL activities allow me to teach reading more.	3.86	1.12	77.1	H
Total		3.99	0.71	79.8	H

Table 5 presents the available data relevant to this question, which are items (9,26,28). All of these items are observed to fall within the (agree) response category by the teachers with a variance in the degree of uncertainty in descending order as shown in the table. It is quite interesting to observe the teachers' perspective of the effect of BL, which is (78.8%). It is clear that the teachers found that there is a strong effect, in their perspective, of blended learning in developing their performance.

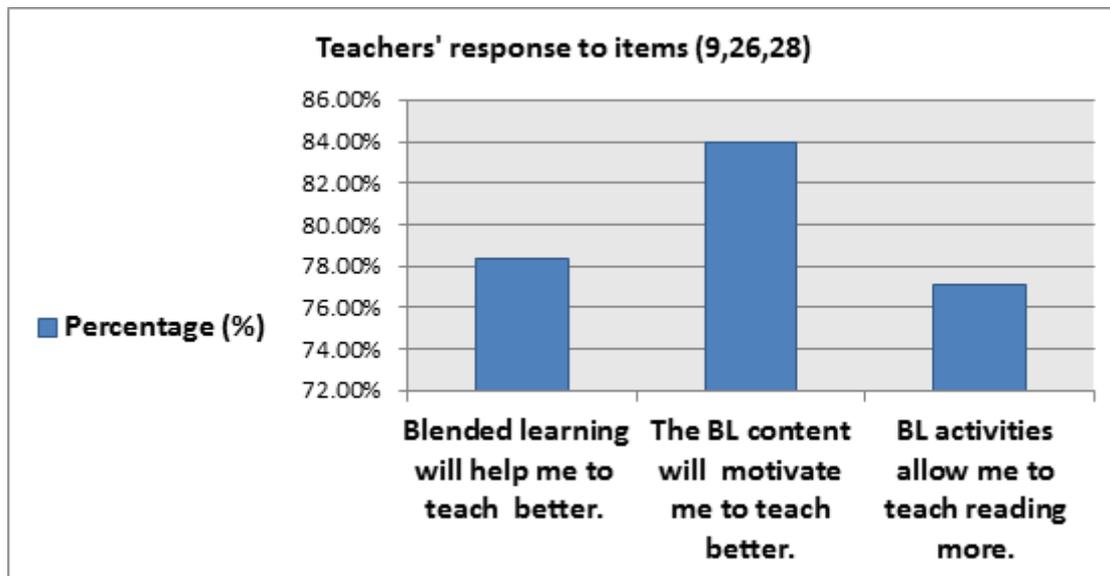


Figure 35. Percentages of Items (9,26,28)

Question 5: Are there any significant differences between teachers' responses to the content and process of blended learning, in terms of qualifications, experience, and the number of training?

To answer this question, the statistics in this section show the results of the analysis of possible variance (ANOVA) in perceptions based on teachers' qualification (Bachelor, Education Bachelor, Master, Doctorate), experience (Less than 5 years, 5-10 years, More than 10 years), number of training (Nothing, one, two, three or more).

Table 6. Significant differences between teachers' qualification and their perceptions of Blended Learning (ANOVA)

		Sum of Squares	df	Mean Square	F	Sig.
Mean of Domain A	Between Groups	.987	2	.494	3.981	.129
	Within Groups	3.968	32	.124		
	Total	4.956	34			
Mean of Domain B	Between Groups	1.356	2	.678	3.967	.069
	Within Groups	5.470	32	.171		
	Total	6.827	34			
General Mean	Between Groups	1.164	2	.582	5.347	.110
	Within Groups	3.483	32	.109		
	Total	4.647	34			

Table 7. Significant differences between teachers' experience and their perceptions of Blended Learning (ANOVA)

		Sum of Squares	df	Mean Square	F	Sig.
Mean of Domain A	Between Groups	.179	2	.090	.600	.555
	Within Groups	4.777	32	.149		
	Total	4.956	34			
Mean of Domain B	Between Groups	.693	2	.346	1.807	.181
	Within Groups	6.134	32	.192		
	Total	6.827	34			
General Mean	Between Groups	.350	2	.175	1.304	.285
	Within Groups	4.297	32	.134		
	Total	4.647	34			

Table 8. Significant differences between teachers' amount of training and their perceptions of Blended Learning (ANOVA)

		Sum of Squares	df	Mean Square	F	Sig.
Mean of Domain A	Between Groups	.849	3	.283	2.137	.116
	Within Groups	4.107	31	.132		
	Total	4.956	34			
Mean of Domain B	Between Groups	.187	3	.062	.291	.832
	Within Groups	6.640	31	.214		
	Total	6.827	34			
General Mean	Between Groups	.444	3	.148	1.090	.368
	Within Groups	4.203	31	.136		
	Total	4.647	34			

Tables (6,7,8) indicate that there are no significant differences between teachers' responses to the content and process of blended learning in terms of qualification, experience, and the number of training.

7. Conclusion

With regards to the first domain, which shows EFL teachers' views on the blended learning process, the teachers expressed a highly positive perception in general. They believe that blended learning will make students more interested in learning English and it will help them to improve their language skills (speaking, listening, reading and writing). This could be attributed to the flexibility and accessibility that blended learning environment offers. Also, it was very interesting to see that EFL teachers were highly optimistic about how blended learning will help them in improving their performance. Teachers will have more time to interact with their students in class through communicative activities. Students will be more relaxed and motivated to express their opinions. Blended learning also offers a variety ways on how to teach and learn for both teachers and students respective.

Regarding the second domain, which is teachers' views on blended learning of content, teachers views were in favor of using discussion forums and they believed that it would be interesting for the students. They believe that listening and watching videos of native speakers will develop their students' listening and speaking skills.

Moreover, it will help in preparing them to communicate with native speakers in real-life (Marsh, 20014). Discussion forums give shy students self-confidence and reduce anxiety levels. In addition, “blended learning provides more productive engagement among students in the online environment and in course content as well” (Ziegler, Paulus, & Woodside, 2006). Teachers also believed that discussion forums will increase students' writing skills.

8. Recommendations

- Teacher training programs for blended learning should be developed.
- Implementing blended learning in English curriculum for secondary schools.
- There is a need for further studies on blended learning in Saudi high schools.
- Integrating blended learning into the high school English curriculum.
- Teachers should share their ideas and experiences about blended learning.

References

- Abdullah, S. S., & Chaudhary, M. (2012). *English as a Global Lingua Franca*. International Conference on Education, Applied Sciences and Management, Dubai.
- Adas, D., & Abu, S. W. (2011). Students' Perceptions Towards Blended Learning Environment Using the OCC. *An - Najah Univ*, 25(6), 1681.
- Adas, D., & Bakir, A. (2013). Writing Difficulties and New Solutions: Blended Learning as an Approach to Improve Writing Abilities. *International Journal of Humanities and Social Science*, 3(9), 254-266.
- Akkoyunlu, B., & Soyulu, M. (2008). A study of student's perceptions in blended learning environment based on different learning styles. *Educational Technology & Society*, 11(1), 183-193.
- Alebaikan, R. (2010). *Perceptions of blended learning in Saudi universities*. Unpublished doctoral dissertation. University of Exeter. United Kingdom.
- Alebaikan, R. (2012). The future of blended learning. *World Academy of Science, Engineering and Technology*, 63, 484-488.
- Aldalalah, O. A., & Gasaymeh, Al-Mothana, M. (2014). Perceptions of Blended Learning Competencies and Obstacles among Educational Technology Students in Light of Different Anxiety Levels and Locus of Control. *Journal Contemporary Educational Technology*, 5(3), 218-238.
- Al-Jarf, R. S. (2006). *Impact of Blended Learning on EFL college*. Riyadh: Readers. King Saud University.
- Al Zumor, A. W. Q., Al Refaai, I. K., Bader, E., Eyhab, A., & Aziz Al-Rahman, F. H. (2013). EFL Students' Perceptions of a Blended Learning Environment: Advantages, Limitations and Suggestions for Improvement. *Journal of English Language Teaching*, 6(10), 95. <http://dx.doi.org/10.5539/elt.v6n10p95>
- Azizan, F. Z. (2010). *Blended Learning in Higher Education Institution in Malaysia*. Proceedings of Regional Conference on Knowledge Integration in ICT. 2010
- Badawi, M. F. (2009). Using blended learning for enhanced EFL prospective teachers' pedagogical knowledge and performance. *Conference Paper: Learning & Language – The spirit of the Age*. Cairo: Ain Shams University.
- Baker, C. (2010). The impact of instructor immediacy and presence for online student affective learning, cognition, and motivation. *The Journal of Educators Online*, 7(1), 1-30.
- Barenfanger, O. (2005). Learning management: A new approach to structuring hybrid learning arrangements. *Electronic Journal of Foreign Language Teaching*, 2(2), 14-35.
- Burgon, H., & Williams, D. D. (2003). Bringing off-campus students on campus: An evaluation of a blended course. *The Quarterly Review of Distance Education*, 4(3), 253-260.
- Campbell, R. (2014). The 4 Basic Models of Blended Learning. Retrieved from <https://www.noodle.com/articles/the-4-basic-models-of-blended-learning>

- Chen, C. C., & Jones, K. T. (2007). Blended Learning vs. Traditional Classroom Settings: Assessing Effectiveness and Student Perceptions in an MBA Accounting Course. *The Journal of Educators Online*, 4(1).
- Christensen Institute. (2012). *Blended Learning Model Definitions*. Retrieved from <http://www.christenseninstitute.org/blended-learning-definitions-and-models/>
- Davis, H. C., & Fill, K. (2007). Embedding blended learning in a university's teaching culture: Experiences and reflections. *British Journal of Educational Technology*, 38(5), 817-828. <http://dx.doi.org/10.1111/j.1467-8535.2007.00756.x>
- Dombi, J. (2011). English as A Lingua Franca in Intercultural Communication. *Bulletin of the Transilvania University*, 4(53).
- Djiwandono, P. I. (2013). A Blended Learning Approach to Enhance College Students' Vocabulary Learning. *Electronic Journal of Foreign Language Teaching*, 10(2), 210-220.
- Garrett, N. (2009). Computer-assisted language learning trends and issues revisited: Integrating innovation. *The Modern Language Journal*, 93, 719-740. <http://dx.doi.org/10.1111/j.1540-4781.2009.00969.x>
- Garrison, R., & Vaughan, H. (2008). *Blended learning in higher education: Framework, principles and guidelines*. San Francisco: Jossey-Bass.
- Graddol, D. (2006). *English next*. London, England: British Council. Retrieved from <http://www.britishcouncil.org/learning-research-english-next.pdf>
- Graham, C. (2006). Blended learning systems: Definitions, current trends, and future directions. In C. J. Bonk, & Graham, C. R. (Eds.).
- Gülseçen, S., Uğurlu, I., Ersoy, M. E., & Nutku, F. (2005). A Comparative Research in Blended Learning: State University vs Private University, *Advancing the Potential for Communication, Learning and Interaction*, 8th Human Centered Technology Postgraduate Workshop, June 28th - 29th 2005, University of Sussex, Brighton, United Kingdom.
- Hinkelman, D. (2005). Blended learning: Issues driving an end to laboratory based CALL. *JALT Hokkaido Journal*, 9, 17-31.
- Hülmbauer, C., Böhringer, H., & Seidlhofer, B. (2008). Entroducing English as a Lingua Franca (ELF): Precursor and partner in intercultural communication. *Synergies Europe Journal*, 2, 25-36
- Jenkins, J. (2009). English as a lingua franca: interpretations and attitudes. *Journal of World Englishes*, 28(2), 200-207. <http://dx.doi.org/10.1111/j.1467-971X.2009.01582.x>
- Johnson, C. P. (2014). *Increasing students' academic involvement: Chilean teacher engagement with learners in blended English as a foreign language courses*. Doctoral dissertation, Walden University.
- Johnson, C. P., & Marsh, D. (2014). Blended Language Learning: An Effective Solution but not Without Its Challenges. *Higher Learning Research Communications Journal*, 4(3), 23-41.
- Kuh, G. D. (2009). The national survey of student engagement: Conceptual and empirical Foundations. *New Directions for Institutional Research*, 141, 5-20.
- Kuo, Yu-Chun, Belland, B. R., Schroder, K. E. E., & Walker, A. E. (2014). K-12 teachers' perceptions of and their satisfaction with interaction type in blended learning environments. *Distance Education*, 35(3), 360-381. <http://dx.doi.org/10.1080/01587919.2015.955265>
- Ladkin, D., Case, P., Gayá Wicks, P., & Kinsella, K. (2009). *Developing leaders in cyber-space: The paradoxical possibilities of on-line learning*. *SAGE Journals*, 5(2), 193-212. <http://dx.doi.org/10.1177/1742715009102930>
- Landry Jr., Dave. (2014). *The Benefits of Blended Learning*. Retrieved May 20, 2015, from <http://www.efrontlearning.net/blog/2014/09/benefits-of-blended-learning.html>
- Lim, D., Morris, M., & Kupritz, V. (2007). Online vs. blended learning: Differences in instructional outcomes and learner satisfaction. <http://dx.doi.org/10.1108/14684520710764203>

- Liu, M. (2013). Blended Learning in a University EFL Writing Course: Description and Evaluation. *Journal of Language Teaching and Research*, 4(2), 301-309. <http://dx.doi.org/10.4304/jltr.4.2.301-309>
- Lo, C. C., Johnson, E., & Tenorio, K. (2011). Promoting student learning by having college students participate in an online environment. *Journal of the Scholarship of Teaching and Learning*, 11(2), 1-15.
- Lorenzetti, J. P. (2011). *The Benefits of Blended Learning Explained*. Retrieved May 20, 2015, from <http://www.facultyfocus.com/articles/distance-learning/the-benefits-of-blended-learning-explained/>
- Marsh, D. (2012). *Blended Learning: Creating Learning Opportunities for Language Learners*. New York: Cambridge University Press
- Mauranen, A. (2009). *English as a Lingua Franca: Studies and Findings*. Cambridge Scholars Publishing.
- Miyazoe, T., & Anderson, T. (2010b). The interaction equivalency theorem. *Journal of Interactive Online Learning*, 9, 94-104.
- Mydnas, S. (2007). Across cultures, English is the word. *The New York Times*. Retrieved from <http://www.nytimes.com/2007/05/14/world/asia/14iht14englede.5705671.html?pagewanted=all>
- Nakazawa, K. (2009). Student engagement in online language learning: A case study examining the online delivery of tertiary language courses. *The International Journal of Learning*, 16(7), 405-114.
- Obari, H. (2012). *The Effect of Blended Learning in EFL*. PC Conference.
- Oh, E., & Park, S. (2009). How are universities involved in blended instruction? *Educational Technology & Society*, 12(3).
- Ozek, Y., Kesli, Y., & Kocoglu, Z. (2009). Integrating a web-based learning program into a traditional learning environment: Students' attitudes and expectations. *US-China Education Review*, 6(11), 80-86.
- Richards, J. C. (2010). Competence and performance in language teaching. *RELC Journal*, 41(2), 101-122. <http://dx.doi.org/10.1177/0033688210372953>
- Schwankl, E. R. (2013). *Blended Learning: Achievement and Perception*. Master Dissertation, Southwest Minnesota State University.
- Seidlhofer, B. (2005). English as a lingua franca. *ELT Journal*, 59(4), 339-341. <http://dx.doi.org/10.1093/elt/cci064>
- Senior, R. (2010). Connectivity: A framework for understanding effective language teaching in face-to-face and online learning communities. *RELC Journal*, 41(2), 137-147. <http://dx.doi.org/10.1177/0033688210375775>
- Sethy, S. S. (2008). Distance Education in the Age of Globalization: An Overwhelming Desire towards Blended Learning. *Turkish Online Journal of Distance Education*, 9(3), 29.
- So, H.-J., & Bonk, C. J. (2010). Examining the roles of blended learning approaches in computer supported collaborative learning (CSCL) environments: A Delphi study. *Educational Technology & Society*, 13(3), 189-200.
- Staker, H., & Michael, B. (2012). *Classifying K-12 Blended Learning*. innosight institute.
- Teachers of English to speakers of other languages [TESOL]. (2008). *Position Statement on English as a Global Language*.
- Thomson, H. (2008). Wikis, Blogs & Web 2.0 technology. University of Melbourne: *Wikis, Blogs & Web 2.0 technology Journal*, 1.
- United States Department of Education [ED]. (2010). *The national education technology plan, transforming American education: Learning powered by technology*. Retrieved from <http://www.ed.gov/technology/netp-2010>
- Usta, E. (2007). *Blended Learning and Online Learning Environments: The Effect of Academic Success and satisfaction*. Unpublished Doctorate Dissertation. Ankara: Gazi University. Graduate School of Egitim.
- Weil, M., & Pullin, P. (2011). English as a Lingua Franca in Education: Internationalization Speaks English. *Education Permanente*. Retrieved from http://www.afh.uzh.ch/aboutus/publikationen/EP_2011-1_Weil_Pullin_e.pdf

Whyte, S. (2011). Learning theory and technology in university foreign language education: The case of French universities. *Arts and Humanities in Higher Education*, 10(2), 213-234. <http://dx.doi.org/10.1177/1474022210364783>

Ziegler, M., Paulus, T., & Woodside, M. (2006). Creating a climate of engagement in a blended learning environment. *Journal of Interactive Learning Research*, 17(3), 295-318.

Appendix

Instrument of study

Teacher's Name:

- 1- **Qualification:** Bachelor () Education Bachelor ()
 Master () Doctorate ()
- 2- **Experience:** Less than 5 years () 5-10 years ()
 More than 10 years ()
- 3- **Amount of Training:** Nothing () One () Two ()
 Three or more ()

Views on Blended Learning Questionnaire

SA	A	U	D	SD	
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree	
أوافق بشدة	أوافق	غير متأكد	أعارض	أعارض بشدة	
Items	SA	A	U	D	SD
Domain A: teachers' Views toward blended learning (BL) process:					
1. I am in favor of applying BL to English courses.					
2. Applying BL in teaching English courses will make students like English more and be more interested in learning it.					
3. Applying BL in teaching English courses will help students to improve their English language skills (writing, reading, listening, speaking).					
4. I have found the English courses easier to teach when applying BL in teaching.					
5. BL improves communication between students and teachers.					
6. I enjoy talking with others about BL to encourage them use BL?					
7- BL will give students access to authentic English materials.					
8. I don't want to take part in this BL process again.					
9. Blended learning will help me teach better.					
10. Applying BL for English courses will be more interesting and relaxing than using traditional methods.					
11. BL is a waste of time.					
12- BL is more convenient than face-to-face learning.					

13. By applying BL to English courses, the chance of interaction with my students will be enhanced.					
B. Domain B: teachers' Views toward BL content:					
14. With BL, I will be able to encourage my students to listen and watch videos more than once to improve their pronunciation.					
15. BL will give me the chance to teach English through discussion forums.					
16. Indicate how strongly you agree or disagree with the following activities on forums: a. listening and commenting on podcasts.					
17. b. watching videos and getting engaged in discussion forums.					
18. c. getting engaged in error analysis exercises.					
19. d. doing an online quiz.					
20. Using visual aids with Blended learning will make learning English more interesting.					
21. The discussion forums will help to increase students writing skills.					
22. The videos uploaded on the forums are boring.					
23. The online videos will allow the students to listen to native speakers.					
24. The discussion forums are interesting.					
25. The discussion forums don't encourage me to interact with my students.					
26. The BL content will motivate me to teach better.					
27. The BL content will motivate students to learn better.					
28. BL activities allow me to teach reading more.					
29. BL activities allow my students to express their opinions more.					
30. BL activities allow me to interact with my students more.					

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/3.0/>).