



An-Najah National University
Faculty of Graduate Studies

**THE EFFECT OF BLENDED LEARNING ON
THE ELEVENTH GRADERS' ACHIEVEMENT
AND CREATIVE THINKING FROM THE EFL
TEACHERS' AND STUDENTS'
PERSPECTIVES IN JENIN CITY SCHOOLS**

By

Roa'a Sultan Mahmoud Al-karam

Supervisor

Dr. Ahmed Raba'

**This Thesis is Submitted in Partial Fulfillment of the Requirements for the Degree of
Master of Methods of Teaching English Language, Faculty of Graduate Studies, An-Najah
National University, Nablus - Palestine.**

2025

**THE EFFECT OF BLENDED LEARNING ON
THE ELEVENTH GRADERS' ACHIEVEMENT
AND CREATIVE THINKING FROM THE EFL
TEACHERS' AND STUDENTS'
PERSPECTIVES IN JENIN CITY SCHOOLS**

By

Roa'a Sultan Mahmoud Al-karam

This Thesis was Defended Successfully on 6/2/2025 and approved by

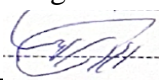
Dr. Ahmed Raba'
Supervisor


Signature

Dr. Ziyad Tanni
External Examiner


Signature

Dr. Walid Salameh
Internal Examiner


Signature

Dedication

I dedicate this thesis to God Almighty, my source of knowledge, inspiration and understanding. He has been the source of my strength throughout this experience.

To the one who honored me by bearing his name, my first teacher, to the one who sacrifices to help me pursue this dream, to the one that this dream would never have been possible without him, my dear father.

To the one I saw from her the path of my success and derived from her my strength, to the one who helped me become the person I am today, my mother.

To my beloved husband who motivates me to achieve my dreams and complete my dissertation.

To the gift of my heart, soul and life, my little prince, my son, Salih, who made me stronger, better and more fulfilled than I could have ever imagined. I love you to the moon and back.

To my brothers and sisters, who have been my constant sources of love and support, throughout my academic journey.

To everyone who supported me throughout my journey.

Acknowledgment

First and foremost, I would like to praise Allah the Almighty, the Most Merciful, for His blessings and guidance that were given to me to accomplish this thesis.

I would like to express my most profound appreciation to my supervisor, Dr. Ahmed Awad Amin Raba', for his extraordinary efforts, patience, support and guidance. He generously provided me with expertise and knowledge. I am thankful and lucky that you took me on as a student. I am very proud that you are a part of my thesis.

I am thankful to the head teachers, EFL teachers, and students in Jenin city schools.

I would also like to thank Dr. Abd Al-kareem Ayoub for his advice and encouragement in order to accomplish my thesis.

Last but not least, I significantly expect my thesis to be valuable and beneficial for readers and future researchers.

Declaration

I, the undersigned, declare that I submitted the thesis entitled:

THE EFFECT OF BLENDED LEARNING ON THE ELEVENTH GRADERS' ACHIEVEMENT AND CREATIVE THINKING FROM THE EFL TEACHERS' AND STUDENTS' PERSPECTIVES IN JENIN CITY SCHOOLS

I declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

Student's name: Roa'a Sultan Mahmoud Al-karam

Signature: Roa'a

Date: 5-2-2025

List of Contents

Dedication	III
Acknowledgment	IV
Declaration	V
List of Contents	VI
List of Tables	VIII
List of Appendices	IX
Abstract	X
Chapter One: Introduction and Theoretical Background.....	1
1.1 Introduction.....	1
1.2 Theoretical background.....	1
1.3 Literature review.....	22
1.3.1 Introduction.....	22
1.3.2 Local studies.....	22
1.3.3 Regional studies.....	24
1.3.4 Global studies.....	27
1.4 Statement of the problem.....	30
1.5 Questions of the study.....	31
1.5.1 The main question of the study.....	31
1.5.2 The sub questions of the study.....	31
1.6 Hypotheses of the study.....	31
1.7 The aim of this study.....	31
1.8 The significance and rationale of the study.....	32
1.8.1 The theoretical significance.....	32
1.8.2 The practical significance.....	32
1.9 Definition of terms.....	32
1.10 Summary.....	33
Chapter Two: Methods	34
2.1 Design	34
2.2 Study population and sample.....	34
2.3 Data collection procedures.....	35
2.4 Study variables.....	36
2.5 Instrumentation.....	36

2.5.1 The questionnaire.....	36
2.5.1.1 Validity of the questionnaire.....	36
2.5.1.2 Reliability of the questionnaire.....	36
2.5.2 The Interview.....	37
2.5.2.1 Validity of the questionnaire.....	37
2.5.2.2 Reliability of the interview.....	37
2.6 Data analysis of the questionnaire.....	37
2.7 Data analysis of the interview.....	38
2.8 Summary.....	38
Chapter Three: Results.....	39
3.1 Introduction.....	39
3.2 Results.....	39
3.2.1 Results of the first question.....	39
3.2.2 Results and analysis of hypotheses.....	41
3.2.3 Results of the interview.....	43
CHAPTER FOUR: Discussion, Conclusion, Recommendations and Limitations.....	45
4.1 Discussion.....	45
4.2 Conclusion.....	47
4.3 Recommendations.....	48
4.4 Limitations.....	49
References.....	50
Appendices.....	59
الملخص.....	ب

List of Tables

Table 1: eleventh grade students sample characteristics	35
Table 2: likert 4-points scale rating	39
Table 3: means and standard deviations of the students' responses to the role of blended learning in improving achievement	40
Table 4: means and standard deviations of the students' responses to the role of blended learning in developing critical thinking.....	41
Table 5: the independent sample t-test outcomes testing the effect of blended learning on the eleventh graders' achievement and creative thinking due to students' gender	42
Table 6: the independent sample t-test outcomes testing the effect of blended learning on the eleventh graders' achievement and creative thinking due to students' stream.....	42

List of Appendices

Appendix A: The questionnaire	59
Appendix B: Teachers' interview transcript	61
Appendix C: Facilitation approval.....	62
Appendix D: The statistical analysis output	63
Appendix E: The interviews transcript	67

THE EFFECT OF BLENDED LEARNING ON THE ELEVENTH GRADERS' ACHIEVEMENT AND CREATIVE THINKING FROM THE EFL TEACHERS' AND STUDENTS' PERSPECTIVES IN JENIN CITY SCHOOLS

By

Roa'a Sultan Mahmoud Al-karam

Supervisor

Dr. Ahmed Raba'

Abstract

This study investigated the effect of blended learning on the eleventh graders' achievement and creative thinking from the EFL teachers' and students' perspectives in Jenin city schools. The students sample included (198) purposively chosen 11th graders and 17 conveniently chosen EFL teachers in Jenin city secondary Schools. A mixed method approach was implemented. The students completed a questionnaire developed for the purpose of the study. The teachers participated in a structured interview. The analysis process was conducted using SPSS for the questionnaire tool data, and thematic analysis was performed to extract data from the interviews. The study results showed that the students believe that blended learning can improve their achievement at a low level and moderately develop their creative thinking skills. Also, the study revealed the in existence of statistically significant differences in the perspectives of 11th graders regarding the role of blended learning in improving their achievement and creative thinking however, mean scores revealed slight differences in both dimensions in favor of female students related to the achievement and creative thinking. Conversely, students enrolled in the literary stream showed believe that blended learning can affect their achievement. Furthermore, scientific streamers think that blended learnings' impact on their creative thinking is higher. For most of the interviewed teachers, blended learning is generally regarded as a promising method that has the potential to improve educational outcomes, though its effectiveness can differ depending on the context and available resources. Some of the interviewed teachers have the same aspiration regarding blended learning improving students' achievement. However, some teachers were skeptical, and some others pointed out that its success is related to other factors. As for the interviewees, they shared some common grounds regarding the effect of blended learning on students' achievement, as some of them didn't think it enhances

students' achievement, while others view it as a means for students to skip assignments and chance to make-up excuses to drop out some lessons, negatively affecting students' results, but developing the students' self-learning skills. The study recommended providing advanced training courses for teachers on applying and implementing blended learning in their classrooms and exploring the factors associated with effective blended learning outcomes in EFL classroom critical and creative thinking skills.

Keywords: Blended learning; EFL; Palestine; Achievement; creative thinking.

Chapter One

Introduction and Theoretical Background

1.1 Introduction

The chapter is an introduction to the study. This opening chapter provides an overview of blended learning and its achievement and creativity, leading to the statement of the problem as basis for highlighting the study objectives, questions and hypotheses. The chapter also features the significance involved with the outcomes expected from the study, as well as outlining the limitations and restrictions related to the study and the operational definition of the core terms of the research.

1.2 Theoretical Background

With the increasing sophistication and complexity of the requirements of our current era, the learning process is no longer a classroom-based activity but has become a presence in all aspects of our lives. In order to keep pace with these ongoing transformations, blended learning emerges as a proven learning method by combining traditional education with modern technologies as a comprehensive learning strategy that enables the individual to interact with his educational and social environment, giving him wider opportunities for growth and development.

Modern trends focus on the concept of blended learning, which is called blended or mixed learning and other synonyms. It is an integrated system that combines traditional face-to-face education and learning with e-learning and aims to employ technology and benefit from it in the service of education and achieve its goals in a deeper and modern way (Kaushal, 2020). It includes many media used in an integrated manner, and has several tools, such as instant virtual collaborative learning software, Internet-based content, television broadcasting, self-learning courses, and learning systems management. It combines traditional face-to-face education inside the classroom with synchronous and asynchronous virtual classes. Blended learning is considered the best type of e-learning because it combines the advantages of face-to-face education and e-learning (Prohorets & Plekhanova, 2015).

Since information technology started to develop and virtual classrooms started to be very popular traditional classrooms have been competing with this new way of learning. "Online learning can be an alternative to traditional classrooms for students who want to obtain a degree faster and cheaper. According to De Silva (2021) e-learning is the opportunity to improve student's IT skills. Also, it allows opportunities to improve critical and creative thinking skills, and e-learning could transform learning experiences in positive ways, resulting in an increase in the e-learning experiences quality.

Blended learning enhances the value of teamwork and team spirit among students, as each student, regardless of their educational level, feels that they are part of the educational process. In addition, this type of education requires the interaction of all students at different academic levels and encourages them to participate in the educational process.

Blended learning has also changed the role of the teacher from a mere lecturer to an inspirational, guiding, and mentoring teacher for students, through the use of various technical media, such as computers, the Internet, and interactive educational programs to deliver information, which motivates students to research and acquire knowledge on their own, expand their horizons, encourage them to be creative and innovative, solve problems in innovative ways, and create an interactive educational atmosphere that encourages cooperation between the teacher and the student.

E-learning environments have some disadvantages such as the lack of an educational and social environment for individuals, whether teachers or students, which led to a lack of direct face-to-face communication; as a result, a new environment has emerged that combines e-learning and traditional education environments. This environment has been called by many names, including blended learning, mixed learning, or hybrid learning. Although the names differ, the primary goal of this new environment in education is to overcome the disadvantages of online education. Since e-learning or traditional education have some weaknesses and strengths, it is better to combine the strengths of the two education environments to develop a new method that enhances educational outcomes called blended learning. Considering this, the application of blended learning has increased rapidly because teachers believe that diverse teaching methods in blended

learning can increase student satisfaction with the educational experience in addition to the results of educational outcomes (Lim et al., 2007).

Al-Hujran et al. (2013) believe that e-learning can't be an alternative way to face education because of its disadvantages such as the absence of vital interaction between the learners and their teacher and the researchers added that e-learning is not suitable for all subjects to the same degree. Also, the researchers added that e-learning is stressful because some students don't have a comfortable atmosphere in their houses to learn and that e-learning makes students deprived of direct communication with their teachers and peers. Dowling § et al. (2003) argues against the claim that e-learning can enhance education quality, asserting that this is applicable and productive merely for selective types of collective assessment. Additionally, e-Learning still struggles with a lot of issues such as, student feedback, social isolation, lack of communication skills and it is limited to certain disciplines (Dumford & Miller, 2018).

Blended learning offers many advantages for both students and teachers. It enables students to learn at their own pace, giving them the flexibility to review material or progress more quickly when needed. By integrating digital tools and resources, students have access to a wealth of information beyond what is available in traditional textbooks. Furthermore, blended learning promotes collaboration and interaction among students, as they can participate in online discussions and collaborative projects. From an educator's perspective, blended learning allows for more individualized instruction, as teachers can monitor student progress and provide targeted feedback. It also opens opportunities for differentiated instruction, catering to students with diverse learning styles and abilities (Richards, 2005).

Adding to the afore said, Muxtorjonovna (2020) believed that the requirement for the students to be in the classroom every day, lack of Interactivity and the lack of equipment in the classroom makes it difficult for many students and instructors to learn and teach effectively. Also, the researcher mentioned that traditional education is too rigid and lacks critical examination; traditional education doesn't encourage critical thinking skills, to gain information students have to experience what they have learned but traditional education emphasizes the role of students as repositories only and that

the teachers are the knowledge dispensers. This style of learning doesn't allow students' deeper levels of understanding lifelong learning. Also, lacks student focused learning. It doesn't place value on the student and doesn't build the curriculum around the questions young students need to answer in order to understand the material. Moreover, it is not open and does not give enough chances for research and improvement; Traditional education has limited scope in terms of content and curriculum.

E-learning is characterized by great flexibility in time and place, as it is not necessary to attend classes at a specific time, but rather it is possible to rely on recorded lessons that are available at any time via electronic platforms on the Internet. Also, in the online learning system, there is no restriction to a specific place from which lessons can be attended, whether they are broadcast live or uploaded recorded on the Internet, but rather it is possible to attend from anywhere in the world provided that there is a good and suitable Internet network. By contrast, conventional learning severely lacks this advantage, as it does not have the temporal flexibility that allows attending classes at any time. Rather, there is a commitment to a specific schedule that cannot be deviated from, and it is difficult to find alternative times for classes. As for spatial flexibility, in-person education also does not have spatial flexibility at all, as it is linked to the place of attendance and holding classes and lectures, and students and teachers must be present in the same place for the educational process to proceed (Sinha & Sahay, 2017).

Blended learning

Blended learning is a teaching strategy in which e-learning is integrated with traditional learning within a single framework, so that e-learning tools, whether computer-based or Internet-based, are employed in learning activities by combining connected and disconnected models of education. Connected models are often online via the Internet or via the Intranet, while offline models occur in traditional classrooms (Bonk & Graham, 2012). Additionally, Garrison and Kanuka (2004) claimed that “Blended learning is the thoughtful integration of online learning experiences with classroom face-to-face learning experiences”.

Blended learning encourages students to work collaboratively by working in groups, which leads to accepting the opinions of others, while at the same time encouraging them to think critically and think innovatively (Horn & Maas, 2013). It can be defined as the process of mixing traditional learning and learning in traditional classrooms with e-learning (computers and Internet networks) in teaching at the university level, either synchronously within the classroom (such as presentations, virtual laboratories, video, the Internet) or asynchronously (such as email, chat programs, forums, blogs) in order to obtain the best educational outcomes (Allen et al., 2007).

There are a number of studies that have addressed the definition of blended learning, including the study of Driscoll (2002) in which it indicated that there are four different meanings of blended learning:

- Mixing different types of Internet-based technology to achieve an educational goal such as: live virtual classes, self-paced teaching, collaborative learning, Video, audio, and texts.
- Mixing any form of technology such as: videotape, web-based training (with face-to-face teacher training).
- Mixing technology in teaching with real work tasks to create actual innovations that affect the harmony between learning and work. Bersin (2004) also indicated that this is the definition of blended learning.

The strategy of blended learning

Blended learning is an amalgamation of years of classroom learning and technology. It lifts the restraint of time and place and can be adjusted according to the needs of students as well as instructors. The most attractive thing about blended learning is that it combines the good points of both traditional and eLearning and avoids the unattractive aspects (McGee & Reis, 2012).

Blended learning is a flexible strategy where both kinds of education, e-learning and traditional, meet halfway. Blended learning strategy developed from early

experimentation, it helps to create a student-centered learning process, using the power of technology to create more engaging and successful learning environments.

Blended e-learning relies on the use of various electronic media in delivering lessons in classrooms, communication between teachers and learners, receiving information, and interaction between students and teachers and between students and information sources available in the school. "Blended Learning" is different from other forms of e-learning that have spread because of the revolution in the world of communication and information technology. Blended e-learning has opened new horizons for learners that were not available before. Educational curricula have been reconsidered to keep pace with modern requirements in information society, and attention has been paid to providing individuals with the skills that qualify them to use information technology. The labor market, through its needs for new skills and qualifications, has begun to impose new trends and specializations in the field of education (Chiu, 2021).

In the era of technology and its implications there are different supportive tools that enhance blended learning. Blended learning is supported by adaptive learning tools and programs. Also, it helps teachers to match the right student with suitable content at the right time. It is an important component of a personalized learning model. Accordingly, all blended classrooms are unique to achieve the needs of both the learner and teacher (Powell et al., 2015).

Teacher and learner in blended learning

Blended learning gives the teacher the opportunity to be creative and apply his ideas easily and smoothly, in addition to moving from the stage of indoctrination to the stage of the learning process. The teacher needs to change some of his teaching methods when engaging in blended learning, by allowing more contributions that focus on the student more, such as collaboration, feedback, student choice, classroom planning, and searching for teaching strategies appropriate to technological development.

Among the factors that affect the use of blended learning are the teacher's skills in using computers and the Internet. A teacher who does not have these skills cannot integrate and cannot determine the parts of the content that require electronic presentation

because he does not know the capabilities of the computer and the Internet and how to benefit from them and overcome the problems he faces while teaching his subject. Also, the teacher's tendencies and convictions indirectly interfere in the issue of integration. The teacher may have skills in using computers and the Internet, but he is not convinced of e-learning, so he relies on traditional education, and vice versa. The teacher may be interested in e-learning, so he relies more on electronics and less on traditional (Watson, 2008).

The blended learning environment provides great opportunities for students, helping them engage in activities that require higher-order thinking skills, learning, problem solving and critical thinking, and allowing them to apply many ideas in practice, ask open-ended questions and engage in valuable student-led discussions. Blended learning also gives students the ability to communicate with each other and with the teacher better and gives them independence and the ability to deal with technology with great efficiency.

The learner in blended learning needs to understand that he is a participant in the educational process and must feel that he is interacting with the teacher to reach the goal, so he must have several qualities, including (Isman et al., 2012):

1. To be an important student who participates with the teacher and not just a receiving student.
2. To have the ability to chat on the network.
3. To have the ability to deal with e-mail and exchange messages with his colleagues and teacher.
4. To have the desire to move from traditional education to electronic education.

Thus, the learner has become in the position of a positive participant, and his learning process has become his responsibility, as he is required to interact with visual, audio, written and multimedia educational materials, and he must also Search and interact with many educational sources.

Blended learning has provided an interactive and flexible environment for students, through which a large number of learners can be available. It also relies primarily on the student's role in research and reaching results using the best possible means and tools. It also provides the teacher with an open educational environment for evaluation and study quickly, as it provides accurate and data-storing tools. It also allows him the possibility of smooth change in what meets the needs of students.

Blended learning conditions

Implementing blended learning requires a set of conditions that must be available, as both Abdel-Ati and El-Sayed recommended taking the following into consideration when designing the blended learning environment (Daskan & Yildiz, 2020):

- Good planning for employing e-learning technology in the blended learning environment and accurately defining the function of each medium in the program, and how to use it by teachers and learners.
- Ensuring the skills of teachers and learners in using e-learning technology included in the blended learning environment.
- Ensuring the availability of devices, references and various sources used in the blended learning environment, whether with learners or in the educational institution, so that they do not represent an obstacle to learning.
- Starting the program with a general session that brings teachers and learners together face to face, in which the program's objectives and plan are explained, how to implement it, the strategies used in it, and the role of each of them in learning events.
- Working to ensure that teachers are present at the appropriate time to respond to learners' inquiries well, whether through the Internet or in classrooms face to face.
- Diversifying information sources to meet individual differences among learners.

Advantages of blended learning

Blended learning helps to break down the traditional methods of teaching that don't fit and fulfill all students' needs and interests. But now through access to modern technologies and resources we can choose the best learning experience for each student. Blended learning is the strategy that provides flexible time frames that can be personalized to each person and enable them to learn at their own pace. This strategy allows flexibility for teachers and students. Students are able to enjoy personalized learning that suits their study plan via blended tools. Moreover, Teachers can interact with students effectively by monitoring their achievements and giving direct feedback.

Blended learning is a complement to traditional educational teaching methods, and this education is considered a major tributary to traditional education that relies on lectures, as information technology is not a goal or an end, but rather a means to deliver knowledge and achieve the known purposes of education and upbringing. Therefore, this method is integrated with regular teaching and supports it in an easy, fast and clear way. The use of blended learning will not be successful if it lacks basic factors from the elements available in current traditional education. The latter achieves many tasks indirectly or invisibly, as the group presence of students is an important matter that enhances the importance of joint work and instills educational values indirectly. In addition, communication with written texts is very important, as it prompts deep thinking about the texts being dealt with, which is positively reflected in achieving the student's creative needs and the practical needs of society. Perhaps blended learning is one of the appropriate methods and ways to accustom the student learner to continuous learning, which enables him to enrich his information (Bonk & Graham, 2012).

Blended learning helps students to personalize their learning experiences using additional tools beyond the classroom. Additionally, through blended learning students can recognize areas that need more attention. Teachers can also use this strategy to enhance and improve their lessons (Jayanthi, 2019). Also, Blended learning improves the effectiveness of education by increasing accessibility and convenience. It can be seen as a contemporary approach to teaching that positively impacts the student's

learning experience. This educational method equips students with the skills needed for digital jobs that require proficiency in technology. (Muxtorjonovna, 2020).

Chandra et al. (2022) explore the aspects of gain emerging from implementing blended learning in school environment, according to their study, blended learning:

1. Increasing the effectiveness of education: Blended learning helps greatly to increase the effectiveness of education, by improving education outcomes by providing a better link between the learner's needs and the education program, increasing access to information, and achieving the best results in the field of work.
2. Diversity of knowledge methods Through blended learning, the learner can employ more than one method of knowledge, choosing the appropriate method for his abilities and skills, from among many electronic and traditional methods, which helps the student acquire more knowledge and raise the quality of the educational process.
3. Achieving active learning for learners: The blended learning system relies on learning through activity and focuses on the role of the active learner and his interaction in obtaining his learning by integrating individual and cooperative activities and projects instead of the passive role of the learner represented in receiving information.
4. Achieving interaction during education This system helps enable learners to have the pleasure of dealing with their teacher and colleagues face to face through electronic and traditional means of interaction, which helps to strengthen human and social relations and trends among learners during education.
5. Educational flexibility through the blended learning system achieves sufficient flexibility to meet the individual needs and learning styles of learners at different levels, ages and times.

6. Providing practice and training in the educational environment. This system achieves the possibility of training in the study environment and provides practical training and actual practice of skills and provides appropriate reinforcement of performance to achieve educational goals.

Blended learning in the Palestinian schools

Electronic learning first appeared during the spread of the Corona pandemic in 2019, which was accompanied by the closure of schools and the subsequent disruption of work starting in 2021 due to teachers' strikes to demand the improvement of their living conditions, in addition to the occupation's aggression on the Gaza Strip on October 7, and the occupation's prevention of teachers and students from reaching their schools and assaulting them. The Palestinian Ministry of Education has resorted to relying on blended educational packages and dividing students' attendance into two groups with a three-day in-person attendance system and two days remotely and vice versa, and resorting to the Teams application, the Palestine Educational Channel, and the E-School platform; to save what is possible of basic concepts and skills among students for grades from first to twelfth.

Hashayka and Darwaza (2023) 56% expressed that they faced difficulties in implementing blended learning in their classes, compared to 40% who expressed satisfaction with their experience, while 76% indicated the benefits of blended learning through the use of various technological educational methods to break out of the educational routine in face-to-face classes and the use of various electronic applications. Based on their experiences with blended learning, the participants suggested promoting and marketing the culture of integrated education in the media in various possible ways.

Askar (2023) exploring the actual reality of blended learning implementation in Jerusalem Directorate showed that the reality of blended education from the point of view of upper primary school teachers in the Jerusalem Suburbs Directorate came in a high degree, with a percentage of (74.3%). The field of blended education in terms of usage skill obtained the highest arithmetic average, followed by the field of blended education in terms of expected ease, then the field of blended education in terms of

expected benefit, then the field of blended education among teachers. The results also indicated that there are no differences in the averages of the reality of blended education from the point of view of upper primary school teachers in the Jerusalem Suburbs Directorate attributed to the variables of gender, years of experience, directorate, type of school, and academic qualification, but there are differences in the field of blended education among teachers between (Master's) and (Bachelor's) in favor of (Master's), and between (PhD and above) and (Bachelor's) in favor of (PhD and above).

Academic Achievement

Academic achievement has occupied an important space in research as well as the interest of those responsible for planning and evaluating educational systems at all stages, as it constitutes an important indicator of the reality of the progress of any educational system. Therefore, academic achievement has received attention from all different segments of society. Academic achievement is a basic goal that those responsible for the educational process seek to develop and improve. Therefore, researchers in psychology and education are constantly trying to direct their research in the direction that achieves the goal of improving academic achievement by searching for variables that play a basic and influential role in academic achievement (Wirthwein et al., 2013). Ozcan (2021) believes that academic achievement expresses the degree of acquisition achieved by the student or the level of success he achieves and reaches in a subject or educational field.

Academic achievement is the cognitive or educational goal achieved by the student, teacher or institution during a specific period of time, and is measured either through exams or continuous assessments, and the goal may differ from one individual or institution to another. Lozano Díaz (2003) refers to academic achievement as the knowledge acquired or advanced skills in the designed academic subjects and is usually measured by test scores or marks assigned by the teacher.

The importance of academic achievement

After academic achievement is one of the topics that educators and parents are very interested in, in addition to the interest of the student himself, and the reason for this is due to the role that achievement plays in the life of the student and the life of his family, because it is one of the main factors that educational institutions rely on in accepting students and distributing them to different colleges and departments.

Achievement is considered a basic criterion for the extent to which a student can obtain in the future, as the school gives great importance to the students' grades and their total score, which is the first thing that draws attention to the student's evaluation and guidance, the front in which the student can succeed, and the school, with its own curricula, teaching methods, standards and general features, is concerned with discovering the different readiness of students, as it helps the student adapt to these readiness that has been achieved at this stage, and academic achievement in the school plays a major role in shaping and defining the learning process, and academic achievement, despite its importance, is not the only variable in the learning process, since the learning process is complex and is affected by many factors that interfere in the learning process, as factors often interfere in the learning process, some of which are related to the educational experience and the way it is taught (Steinmayr et al., 2019).

Factors affecting academic achievement:

Students' academic performance is strongly influenced by social, psychological, economic, environmental and personal factors vary from one person to another and from one country to another (Steinmayr et al., 2019).

The factors affecting academic achievement in various learning centers have been identified and analyzed, and the most important factors they have reached are the student's effort during the school year, the parents' educational level, family income, intrinsic motivation, the student's age and learning preferences, class attendance, gender differences, teacher education, teaching style, classroom environment, socio-economic factor, family educational background and the parents' academic qualifications. These

factors also have a significant impact on students' academic performance in various environments (Mlambo, 2011).

There are many factors that share a direct or indirect impact on the level of academic achievement, including those related to the learner and his family, the teacher, the academic environment, or the curricula. There has been increased focus in educational research and studies on studying the impact of various factors on academic achievement at all educational levels (Ozcan, 2021).

The most prominent of these factors can be summarized as follows:

First: Personal factors

The personal factors include everything related to the student, including: the student's health aspects from a physical and psychological perspective; some physical problems such as poor eyesight, hearing impairment, and difficulty speaking may constitute an obstacle to the student's ability to learn and progress academically due to his inability to communicate with the teacher, which causes a decline in the level of academic achievement (Deng et al., 2022). The difference in students' mental abilities also affects the academic achievement process; some students may suffer from a low level of achievement in a particular subject, due to several factors such as weak mental abilities, weak skills, low IQ, and level of motivation (Al Husaini & Shukor, 2022).

The student's tendencies and inclinations towards the subjects he studies also represent an important factor in the academic achievement process; as the level of academic achievement in the subject he loves is positively affected, and the opposite occurs - a decline in academic achievement - in subjects he does not tend to study (Mohamad & Jamaluddin, 2022).

Second: Social family factors

The social family factors incorporate everything related to the student's family; as the family represents the primary institution responsible for preparing and raising the student socially and educationally to integrate into the social construction system, and determines the degree of his success, and his social and economic status. In addition, the

family is responsible for meeting the student's material and psychological needs and satisfying them in the right ways, and providing an atmosphere of love, happiness, warmth and democracy, and involving him in making family decisions, and providing him with support and advice. All of these matters and others when they interact with each other affect the level of academic achievement (Bunijevac, 2017).

Third: Academic factors

The academic factors comprise all aspects related to the educational process itself, including qualifying the teacher and preparing him well to play his effective role in controlling the classroom and the scientific material, the teaching method, the teacher's experience, skills, abilities and qualities he possesses, in addition to applying effective teaching strategies (Munna & Kalam, 2021). The teacher also greatly affects the students' motivation to achieve by encouraging and strengthening them, and the curriculum plays a fundamental role in raising the student's efficiency (Tobgay, 2021). Academic achievement and achievement in terms of the nature of the curriculum content, and the extent to which it suits the abilities, tendencies and trends of students, as well as that the curriculum content is more effective in achieving the goals for which it was established (Ozcan, 2021). Chen et al. (2023) refer to two types of factors that strongly affect students' academic achievement, which are:

1. Internal factors of academic classes include the student's proficiency in the English language, and class schedules, class size, class test results, learning facilities, homework and class environment, complexity of academic materials, the role of teachers in the class, the technology used in the class, and the examination system.
2. Factors external to academic grades include extracurricular activities, family problems, work, and social and financial problems.

Blended learning and students' achievements

Blended learning combines normal classroom learning with online learning in a way that makes sense from an educational point of view (Bryan & Volchenkova, 2016; Kara, 2018). Blended learning focuses on transferring information to students. In a virtual

school, students can keep learning in all conditions because they have both online and face-to-face lessons.

De Bruijn-Smolders and Prinsen (2024) and Glowa and Goodell (2016) say that learners who learn via blended learning have more choices about where and when they can talk, share resources, work together and interact so blended learning gives students more freedom of choice. "Also, blended learning raises the bar for student success. Moreover, in virtual schools' students can easily find course materials and a wider range of teaching methods can be used. Blended learning helps students get better grades and learn more about soft and hard skills for today's world by attracting their full attention on course material (Ali & Juwita, 2020).

Blended learning makes it possible for students to talk to each other any time, which helps them to interact easily, solve problems, use their knowledge in real life and work as a team, Majestic (2024) say that it motivates student-to-student contact because it lets them work together and show the whole class. Also, in virtual classes teachers can give clear instructions for both group and individual work and help them to set goals that can be reached easier. Blended-learning helps students develop 21st-century skills through academic activities done in and out of school.

Creative Thinking

Creativity is an active process involved in the innovation process, and it is an educational habit that requires skill and a specific understanding of the contexts in which creativity is applied. **Kampylis and Berki (2014)** define creative thinking as thinking that enables students to apply their imagination to generate ideas, questions and hypotheses, experiment with alternatives and evaluate their own and their peers' ideas and evaluate final products and processes. Creative thinking is a mental process that raises creativity (McCuen, 2023). Creativity is the ability to generate ideas and work methods to make something new (Desailly, 2015). Creativity requires imagination, intuition, openness, curiosity, and innovation, not to be bound by something or to be independent. The components of creativity include creative products and human and creative processes. A creative person has complete characteristics of ideas, divergent

thinking, spontaneity, and vitality, and can integrate initial knowledge and the situation he faces until he produces something new (Suryandari, 2021).

The creative process is a metacognitive thinking process through four stages: preparation, which is represented in identifying problems, thinking, which is represented in analyzing problems at a specific time, illumination, which is represented in the stage of obtaining new ideas, and verification. It is represented in the stage of applying existing ideas (Nogerbek et al., 2022).

In this context, Saputro (2022) states that creative thinking is the ability to generate products in the form of ideas, or products that are different from the usual, and it is the brain's ability to see the relationship between the surroundings, which leads to learning and understanding. Imaginative thinking leads to the creation of new things to meet needs and solve problems arising in daily life. Bloom's theory of cognitive skills describes creative thinking as the ultimate cognitive skill to explain a person's abilities. Students with creative thinking have broad, rapid, and multi-directional thinking abilities, which leads to the discovery of answers that may be new ideas or innovations. As for students who lack creative thinking, their brain processes are close to the point that they cannot integrate the basic ideas arising from learning and experiences into their imagination (Tang et al., 2020). The factors that affect the development of creative thinking are divided into two areas, which are demographic factors such as age, gender, and educational level, and environmental factors such as the current environment, educational management model, and assessment (Tang et al., 2020).

The scientist Gardner (2006) confirmed that creative thinking is a crucial factor in human development and improving his life, and that everyone can learn and apply it in their daily lives. Gardner discussed the concept of creative thinking and innovation in several books, including his book *Creativity and Creative Thinking: What It Is and How to Develop It*, in which he presents his unique view of creativity and the way in which creative thinking can be developed. Gardner pointed out that creative thinking requires teamwork and benefiting from the sum of previous experiences and employing imagination and innovation in finding new solutions to the problems facing society and the world. The scientist Gardner stressed the importance of developing creative thinking

skills in education, work, and life in general. Gardner (2006) emphasized several matters related to creative thinking, including the following

1. Creative thinking depends on imagination, experimentation, and innovation, and can be learned and developed with appropriate training and exercise.
2. Creative thinking requires boldness and a willingness to delve into the unknown and adventure.
3. Creative thinking can be enhanced by developing various creative skills, such as creative visualization, critical thinking, collaboration, and communication.
4. Individuals can learn creative thinking and apply it in different areas of life, whether in work, education, or personal life.
5. Creative thinking is essential to improving life and solving problems and challenges facing society and the world.
6. Creative thinking requires searching for new and different outputs and continuing to improve and develop them on an ongoing basis.

Components of creative thinking:

Creative thinking includes many creative abilities, which include the following:

First: Fluency

Fluency means the multiplicity of ideas that a student can recall, or the speed or ease with which uses, synonyms and benefits are recalled for specific things. The creative student is superior in terms of the number of ideas, and their quantity in a specific topic, and in a fixed time unit compared to others, meaning that the creative student possesses a high degree of ability to fluidity of ideas, and the ease of generating them (Nada & Sari, 2022).

Fluency and the ability to do so have several measures, including, for example: the speed of thinking by giving words with a specific tone that begin with a specific letter or a specific syllable, or giving words that end with a specific letter, as well as the

mental activity in which the child is asked to classify words into special categories, or classify ideas according to specific criteria, or give the largest amount of uses for specific things, as well as the ability to use words in the largest possible number of sentences and phrases with meaning (Shao et al., 2014).

Fluency is important in the thinking of individuals, especially in the thinking of students since childhood, and this importance appears in the form of scientific thinking, as fluency plays a major role in the stage of formulating the hypothesis, as it plays a role in producing a large number of visual and auditory forms, poetry, rhyme, and linguistic wealth in general, and fluency is important for success in many simple and complex tasks that the student performs in primary school and while reading school curricula (Handayani et al., 2021)

Second: Flexibility

Flexibility means referring to the ability to change the mental state with the change of the situation, and it is the opposite of the process of mental rigidity according to which the individual tends to adopt specific mental patterns, with which he faces his various mental situations, and the most creative student is thus more flexible, as he has a high degree of ability to change his mental state to match the complexity of creative situations (Doorley et al., 2020).

Flexibility requires the availability of a large amount of information or extracting this information from the instructions given to the student, while emphasizing the divergence of the solution (Jonker et al., 2020). The nature of the problems that require flexibility in solving them is the associative thinking pattern, and this ability differs from the ability of associative fluency in that fluency is determined entirely within quantitative limits, i.e. by the number of responses, or the speed and issuance of them, or both, while flexibility depends on the qualitative characteristics of the responses, and is measured by the extent of the diversity of these responses (Harold, 2024). Flexibility as one of the creative thinking abilities refers to the student's ability to generate a set of responses between unfamiliar uses of a familiar thing.

Flexibility can consist of two types in this field, which are (Jameel & Mohamood, 2017):

- a. Spontaneous flexibility: It refers to the student's speed in issuing the largest possible number of different types of ideas related to a problem or exciting situations determined by the test prepared for that, and the student is spontaneous in what he issues of ideas, and these ideas are characterized by multiplicity and diversity (Jameel & Mohamood, 2017; Star et al., 2022).
- b. Adaptive flexibility: It refers to the student's ability to change the mental perspective from which he looks at solving a specific problem. This ability also refers to what is the opposite of the process of mental rigidity. Flexibility refers to the student's ability to demonstrate successful behavior in facing the problem, thus adapting to problematic situations and the images they take or appear in. The more this ability increases, the more adaptive creative flexibility he has (Jameel & Mohamood, 2017).

In the era of the explosion of knowledge, the abundance and abundance of information, and the change in the systems in which information is stored, it has become imperative for the educational institution to provide diverse opportunities for students, so that they can train to receive knowledge and adapt to it, and to change the training programs that children receive in their learning, or in their practice of experience at the end of each decade, which has increased the responsibility placed on the educational institution, and those who obtain it must also provide appropriate opportunities for training, in order to provide students with opportunities for adaptive flexibility and automatic flexibility, in the experiences and information they face.

Third: Originality

Originality means the skill that is used by the student to think in a unique and unrepeatable way (Baume, 2013). Here, the idea is new and outside the scope of ordinary or traditional ideas. The idea is considered original if it is an idea that does not repeat the ideas of the people around it, and it is new if it is judged in light of the ideas that emerge in other people, which are ideas that are not subject to common ideas and

are characterized by distinction. The person with original thinking is the one who does not tend to use repetitive ideas and traditional solutions to problems (Thornhill-Miller et al., 2023).

The factors of originality differ from those of fluency and flexibility according to Weiss and Wilhelm (2022) through the following:

1. It does not refer to the quantity of creative ideas that a person proposes, but rather depends on the value of those ideas, their quality, and their novelty, and this is what distinguishes it from fluency.
2. It does not refer to an aversion to repeating one's own ideas or thoughts, as is the case with flexibility, but rather refers to an aversion to repeating what others do, and this is what distinguishes it from flexibility.

Many researchers see that originality is represented by rare ideas as an innovative product, and is outside the ordinary or common, and has connections to many situations, as it is capable of a large amount of ideas related to the exciting situation, and represents a mental ability that appears through the student's performance and production of uncommon ideas, as Starko (2021) indicated that innovative students had strange and unusual ideas, and were sometimes described as extraordinary ideas, and that these students were drawing drawings and producing products described as original, and it was shown that originality is a mood factor in which the student is far from repeating what other students do, as it is the ability to produce original ideas, which are characterized by being new, and are often followed by humor.

Blended learning and creative thinking

A study conducted by Resien and Situmorang (2019) presented that blended learning beneficiates students and teachers since blended learning influences the students' creative and critical skills and problem-solving skills. A similar study conducted by Akyüz and Samsa (2009) summarized that blended learning helps students to learn how to think critically and in creative way and it presented that this strategy helps teachers identify topics that have captured the interest of students, which encourages students to

participate and engage in the learning process. Moreover, a study conducted by Wahjono et al. (2021) indicated the positive impact of blended learning on students' achievement, as it provides a different learning experience shaped following their interests and abilities, in addition to allowing educators to monitor their students' progress, providing teachers with space to personalize the students' learning experiences.

According to Al-Khazalh (2024) the role of blended learning in developing creativity among students in government schools in Mafraq Governorate was high. Intricately, from the teachers' point of view, the students had high levels of flexibility and originality, while fluency was moderately acquired by the students.

1.3 Literature Review

1.3.1 Introduction

The heated agenda in the field of blended learning aroused the researcher's interest in knowing the impact of blended learning on the performance and creative thinking of eleventh grade students. There are many studies that have addressed blended learning in English and in other fields in general. In addition, to demonstrate a meaningful evaluation of the impact of using blended learning on the achievement and creative thinking of eleventh grade students, the researcher reviewed previous studies that addressed the topic in the regional and global fields.

1.3.2 Local studies

Mahmoud and Lotfy (2024) study aimed to evaluate the effectiveness of asynchronous online English language learning in private and public schools in Palestine during the COVID-19 outbreak. This research uses a case-control study design, a form of observational study that identifies and compares two existing groups that differ in outcomes based on pre-specified causal characteristics (Mann, 2003). Asynchronous learning showed a significantly higher meaning in private schools. The study results indicated that the perception of asynchronous learning in reading skills was the highest. This was followed by speaking, writing, and listening skills. The researcher made several recommendations regarding the preparation of asynchronous learning in English

language teaching. These include ensuring that teachers have the appropriate training and qualifications to use educational technology effectively, implementing best practices in online teaching, and advising teachers to carefully plan and design instructional content in line with learning objectives and students' needs.

Ramadan (2021) study aimed to determine the role of blended learning in English language acquisition among ninth grade students from the perspective of teachers in Nablus Governorate. The researcher used the descriptive approach and applied the study to a stratified random sample of 72 teachers. A questionnaire consisting of 31 items was created and distributed to the target sample using electronic and manual methods to collect data. The sample consisted of teachers from different types of schools (government, private, UNRWA), with diverse educational experiences, different educational qualifications, and diverse specializations. The findings indicated the inexistence of statistically significant differences in the average opinions of teachers on the role of blended learning in English language acquisition due to the variables of gender, years of teaching experience, academic qualification and specialization. It also uncovered the presence of statistically significant differences in the average responses of teachers based on the type of school (government versus private), with private schools showing more positive results.

Abuhamdeh (2021) evaluated the effectiveness of blended learning on the English grammar performance of seventh-grade students in Salfit Administration during the COVID-19 pandemic. The researcher used a quasi-experimental design to achieve this goal. The study sample consisted of 46 seventh-grade female students enrolled in Sarta Girls Secondary School in the academic year 2020/2021. The experimental group consisted of 24 students who participated in blended learning, while the control group consisted of 22 students who used the traditional study method. The study data was collected through pre- and post-tests and observation tools. The observation items were categorized into cognitive, effective, and skill domains. The results of the study showed that blended learning significantly improved students' grammar performance and enhanced their independence and enthusiasm as learners.

1.3.3 Regional studies

- **Blended learning and EFL**

Alenezi et al. (2024) employed a mixed-methods research technique, including surveys and interviews, to investigate the influence of e-learning on high school students' English language acquisition, specifically their oral proficiency, in Kuwait. The researchers examined a cohort of 60 participants for the quantitative analysis and 18 students for the qualitative study. All individuals were high school students in Kuwait participating in English courses. The study's findings indicated considerable obstacles related to e-learning, notably poor acceptance rates among students. The majority of students contended that online learning is not an ideal educational instrument, indicating that e-learning does not enhance critical thinking abilities or support effective learning. E-learning also influences learners' skills to articulate their emotions and thoughts. The interviews indicated that e-learning did not enhance the students' proficiency in the English language. Among the issues identified are technological difficulties and the inability to implement pedagogical practices that have proven effective in in-person sessions. The findings suggest that students in Kuwait had an aversion to online learning. In conclusion, e-learning presents a substantial potential for students to enhance their education, but it must be utilized appropriately to promote student engagement.

Alruwaili (2024) investigated the challenges faced by teachers in the implementation of blended learning and its perceived impact on learning outcomes. The study employed a qualitative research design involving 42 randomly selected EFL teachers, representing diverse genders, academic backgrounds, teaching experiences, and levels of technological proficiency. A custom, researcher-designed questionnaire featuring open-ended questions was utilized to gather comprehensive insights into teachers' experiences and perceptions of blended learning in the Saudi educational context. Thematic analysis was employed to identify patterns and themes in the responses. The findings indicate that blended learning methodologies are acknowledged for their ability to moderately improve student engagement by fostering participation, attentiveness, and enthusiasm for learning; however, challenges notably limit their effectiveness. These factors

encompass technological barriers, variations in digital literacy, and the challenges associated with incorporating blended learning into current pedagogical frameworks. The study reveals a measured optimism among EFL teachers regarding the potential of blended learning to enhance educational outcomes, contingent upon the systematic resolution of the identified challenges.

Aswad et al. (2020) examined the effect of the integrated learning technique on students' overall English ability. For this experiment, 64 intermediate EFL learners were selected from a total of 118 students at a junior high school. The selected individuals were divided into two equal groups: one experimental group (integrated learning) and one control group (conventional learning). Subsequently, both groups had a general English accomplishment pre-test. Subsequently, intervention was provided to both cohorts. The integrated learning group received instruction in conventional English idioms with the ability to study via computers and the internet. The control group received instruction in a traditional classroom setting. The conventional classroom lacked computers and the internet, with students receiving instruction only from their textbooks. The post-test for general English achievement was conducted for both experimental groups after the therapy. The experimental group exhibited enhanced performance on the post-test relative to the pre-test, as seen by the results of the paired and independent samples t-tests.

Sheerah (2020) reviewed the literature on the strengths and weaknesses of blended learning as a technology-enhanced educational tool that integrates online and conventional instructional activities, focusing on the expansion of English skills, including its application in teaching English as a Foreign Language (EFL). The article aims to enhance the existing knowledge in blended learning, particularly regarding the acquisition of experience in English as a foreign language. The implementation of blended learning may enhance EFL learning and optimize opportunities for EFL learners to practice the English language at their convenience. Issues that require attention include ensuring that library facilities can support this approach, that online materials adequately assist students in accessing them, and that the design of blended

learning approaches considers students' preferred learning methods and the workload necessary for success.

Alsarayreh (2020) study sought to identify secondary school teachers' perceptions of blended learning during the COVID-19 pandemic in Jordan. A quantitative method was employed, utilizing a questionnaire to gather data from 161 science teachers in secondary schools within the Karak governorate. The findings of this study reported that teachers moderate implement blended learning in their teaching/learning process. No statistically significant differences were observed related to gender and school type.

- **Blended learning and achievement**

Noursi and Hussein (2020) study sought to determine whether a significant difference exists in the English language proficiency of Twelfth-Grade students, as assessed by IELTS, in quasi-experimental approach comparing Blended learning and traditional learning. The purposively selected study sample comprised 63 male twelfth-grade students from a private school in Al Ain, United Arab Emirates (UAE). The findings revealed improvement in students' achievement among the experimental group.

Majeed et al. (2023) investigated the impact of blended learning on the writing accuracy of intermediate Iraqi EFL learners. Seventy intermediate EFL learners from Iraq participated in this study to attain this objective. The participants, aged 18 to 32, were native Arabic speakers and exhibited equivalent levels of English proficiency as determined by the Oxford Placement Test (OPT). The participants were randomly assigned to the experimental group (n=35) and the control group (n=35). The control group was instructed through a traditional face-to-face, teacher-centered method, whereas the experimental group utilized a blended learning approach. Data was obtained through pre- and post-testing and subsequently analyzed using paired sample t-tests and independent sample t-tests. The results indicated that, in the pre-test, the mean score of the control group exceeded that of the experimental group; however, the difference was not statistically significant. The experimental group significantly outperformed the control group following the implementation of the blended learning

strategy. The findings hold implications for EFL educators, materials developers, and policymakers.

- **Blended learning and creative thinking**

Badr (2021) examined the impact of a proposed blended project-based learning program on the development of critical thinking, creative thinking, communication, and collaboration, known as 4Cs skills, among secondary students. A one-group pretest-post-quasi-experimental approach was applied. The instruments used to gather data comprised lists of critical thinking skills, creative thinking skills, communication skills, and collaboration skills, alongside a critical thinking test, a pre- and post-creative thinking test, and observation checklists for both communication and collaboration skills. The outcomes sustain the effectiveness of blended project-based learning in developing the 4Cs skills among students.

1.3.4 Global studies

Muxtorjonovna (2020) examined the importance of blended learning in teaching. The researcher added that the blended courses quality can be enhanced by combining the benefits of both online and e- learning. Moreover, the researcher added that blended learning can increase students' motivation and their achievement of the course.

Blended learning and EFL

Hamzah et al. (2021) investigated students' readiness for English language blended learning. A total of 137 public university students enrolled in different courses were part of the study. A questionnaire designed to assess five dimensions of students' readiness for English language blended learning was completed by the participants. Six students were selected for semi-structured interviews to ascertain their perspectives on English language blended learning. The students showed low levels of readiness for English language blended learning, in contrast to traditional classroom settings. The interviews elucidated the rationale for the results derived from the questionnaire. One significant finding is that participants prefer learning English in a traditional classroom setting, as direct interaction with instructors enhances retention and facilitates a deeper comprehension of the material.

Xu et al. (2020) analyzed the effects of a technology-enhanced blended program on students' English course grades and completion rates using administrative data from a prominent public university. The researchers found that blended learning substantially improved students' course grades and completion rates compared to traditional instruction. The enrollment-teacher ratio improved following the reduction of face-to-face instructional time by half in favor of online learning, indicating that blended learning environments may offer effective and economical language instruction.

Blended learning and achievement

Hadiyanto et al. (2022) evaluated the impact of blended learning approaches on two cohorts of 25 EFL students' performance in research methodology and their application of 21st-century skills using quasi-experimental design. A test and a take-home essay on brief research proposal writing were utilized to assess students' competence in research technique, while their application of 21st-century abilities was evaluated by a self-report questionnaire. The findings indicated that the blended learning approach markedly impacted student performance in both domains. The experimental group demonstrated markedly superior proficiency in research technique and 21st-century abilities compared to the control group. The study results elucidate the significance of implementing blended learning to improve research methodological performance and the practice of contemporary skills in the classroom.

Rankin (2022) addressed how students' unfavorable impressions of blended learning affected their academic performance. The goal of this quantitative correlational study was to explore how middle school students' opinions of blended learning affect their academic performance. This research targeted central Ohio middle schoolers. This survey sampled 180 sixth graders. This study used connectivism and cognitive theory of multimedia learning. This investigation was quantitative and correlational. The study was inspired by blended learning and student success research. From the vacuum in the literature, the researcher investigated if students' impressions of the mixed learning environment affect their academic performance in blended learning courses. WebLEI was utilized to obtain perceptual data, while student GPA averages were used to collect academic data. These findings showed a positive association between students' attitudes

and their blended learning academic performance. Practice recommendations included giving middle school students the chance to participate in a mixed learning setting, using technology to engage them, and educating teachers on how to apply it.

Kundu et al. (2021) examined the impact of blended learning on 50 children's academic performance, assessed teachers' perceptions of working in a nontraditional mixed environment, and evaluated blended learning feasibility in disadvantaged primary classrooms. A mixed-methods strategy was employed for data collecting, using achievement exam, and interviews with the educators. The findings indicated substantial changes in accomplishment levels between the two cycles, favoring the post-blended implementation stage, and this difference was gender neutral. The duration of blended learning positively influenced children's academic performance, regardless of gender, with these impacts manifesting over a 10-week period, even in a school characterized by inadequate technical resources and untrained, yet motivated, educators.

Tiedemann (2020) a mixed methods 15-day action research project evaluated how blended learning affects thirteen South Carolina suburban middle-class high school freshman engagement and success in a Reading Seminar classroom. Reading Seminar students' motivation is influenced by the teacher's teaching method, parent engagement, extrinsic incentives like grades, and choice and interest in reading and writing themes. Some of these four motivational factors influenced student success. In pre- and post-study interviews, most students said the teacher's style influenced them most. Direct instruction with class participation was recommended. According to Vygotsky (1978), social learning theory supports this. Many students say grades are the only reason they do their work, while others say parental support helps them succeed. Most students knew the teacher's comments and CommonLit's reading exercise, but their reading and writing scores didn't increase.

Fakhir and Ibrahim (2018) investigated the impact of blended learning on the academic performance of 50 female sixth-grade students in English and their opinions regarding this form of learning in two private elementary schools in Amman, Jordan, adopting a quasi-experimental strategy, constructing an achievement exam and preparing a questionnaire to assess both students' abilities regarding blended learning and their

attitudes towards it. The results indicate statistically significant differences between the two groups on the achievement test, favoring the experimental group.

Blended learning and creative thinking

Miyashita and Wark (2024) action research project look into a one-month extracurricular blended learning program designed to enhance the higher-order thinking skills (HOTs) among 16 participants of English language learners in a public high school in Japan. Data was gathered using forums, a post-survey, and observational notes. The forums reflected some degrees of higher-order thinking possession among the students; but weak mutual interaction among these students, related to controlled social engagement inside the forums. Conclusively, constructivist asynchronous forums can enhance the HOTs of English language learners, provided there is suitable program design, teacher facilitation, and material.

Yang et al. (2022) utilized both quantitative and qualitative approaches to examine the impact of Mobile Blended Active Language Learning (MBALL) on enhancing Thai high school students' English critical reading abilities and their perceptions of MBALL's utilization using pre-and post-questionnaire and individual semi-structured interviews. English critical reading skills of Thai high school students improved following the adoption of the MBALL curriculum, where the students showed eagerness to utilize MBALL.

Putri et al. (2022) adopted a quasi-experimental approach to investigate the impact of blended learning on the creative thinking skills of high school students regarding biotechnology content and used an essay test consisting of 8 questions incorporating 5 indicators of creative thinking ability. Blended learning enhances creative thinking abilities, thereby improving the learning process within the classroom.

1.4 Statement of the problem

Because education is considered as an important and real investment for all countries and their people that encourages us to make a good use of the technology in our education systems, in an attempt to enhance and develop the educational process and to provide better learning and education and to enhance learner's Achievement and

creative thinking, Therefore, the researcher examines the effect of blended learning on the Eleventh Graders' achievement and creative thinking from the EFL teachers' and students' perspectives in Jenin City Schools.

1.5 Questions of the Study

This study tried to answer the following two questions:

1.5.1 The main question of the study

What is EFL teachers' and students' perspective about the effect of blended learning on the Eleventh Graders' achievement and creative thinking?

1.5.2 The sub questions of the study

1. Are there any statistically significant differences at ($\alpha =0.05$) level about the effect of blended learning on the Eleventh Graders' achievement and creative thinking due to teachers (qualification, and experience)?
2. Are there any statistically significant differences at ($\alpha=0.05$) level about the effect of blended learning on the Eleventh Graders' achievement and creative thinking due to student's gender (male and female) and the stream (literary and scientific)?

1.6 Hypotheses of the Study

1. There are no statistically significant differences at ($\alpha =0.05$) level about the effect of blended learning on the Eleventh Graders' achievement and creative thinking due to teachers (qualification, and experience).
2. There are no statistically significant differences at ($\alpha=0.05$) level about the effect of blended learning on the Eleventh Graders' achievement and creative thinking due to students' gender (male and female) and the stream (literary and scientific).

1.7 The aim of this study

The aim of this study is to investigate the effect of blended learning on the Eleventh Graders' achievement and creative thinking from the EFL teachers' and students' perspectives in Jenin City Schools.

1.8 The Significance and rationale of the study

This part of the research presents the importance of study.

1.8.1 The theoretical significance:

We are living in the world of technology and its implementations such as blended learning. Based on this, this study will provide people with some knowledge on the effect of blended learning on the Eleventh Graders' achievement and creative thinking from the EFL teachers' and students' perspectives. It is going to provide some information about this certain topic. At the end of the study people would finally realize if blended learning strategy affected the Eleventh Graders' achievement and creative thinking negatively or positively.

1.8.2 The practical significance

The researcher hopes that other researchers can benefit from this study in order to develop additional insight. Also, this study might be useful for curriculum designers to include the most beneficial technological implementations in the curriculum such as blended learning.

1.9 Definition of Terms

Face- to -face learning: Theoretically, it is the traditional way of learning where teachers and students meet together in one particular place at the same time (Gafour & Gafour, 2020). Operationally, face-to-face learning can be defined as the traditional kind of teaching, depends on the instructor for discussing and explaining topics with the students and takes place inside a classroom.

E-learning: Theoretically, E- Learning: "learning done by studying at home using computers and courses provided on the internet." (Cambridge dictionary) Operationally, E-learning: learning materials at home via electronic devices, on the Internet.

Blended Learning: Theoretically, is a kind of education in which students learn through online media and electronic as well as traditional face-to-face teaching. (Oxford Dictionary) Operationally, Blended Learning: can be defined as a learning approach that

combines face-to-face and online learning experiences. Each will complement the other by using its particular advantages and strengths.

Academic Achievement: Theoretically, it has been defined by Algarabel and Dasi (2001) as the competence of a person in relation to a domain of knowledge by observing his performance. Operationally, achievement can be defined as the amount of knowledge, skills and information that the Eleventh-Grade students acquired after studying a period of time by the use of blended learning strategy.

Creative Thinking: Theoretically, Norman and Zoncita (2020) define it as a way to solve problems from a singular perspective and to think outside the box. This process enables you to find some connections, meet new challenges and look for resolutions that are unusual, original and new. Operationally, Creative thinking is likely to be one of the 21st Century essential skills that allow you solve problems through thinking outside the box.

1.10 Summary

The chapter comprised of an introduction to the thesis main subject, then proceeded to elaborate on blended learning providing a thorough background to its definitions, strategies and benefits the students' gain by implementing it in EFL classroom. In addition, the chapter discussed the relationship between blended learning and both achievement and creative thinking, and its impact on enhancing these core skills. The chapter also reviewed the literature tackling blended learning in EFL field, and its impact on achievement and creative thinking through regional and international articles. The final sections highlighted the study problem statement, based on which the objectives, questions and hypotheses were formulated. The significance of the research was elaborated both theoretically and practically. Lastly, the main terms were defined.

Chapter Two

Methodology

In this chapter the researcher presents the study design, the population of the study, the sample of the study, tools, credibility, reliability, variables, procedures, and statistical processes. This chapter provides the readers with the procedure that has been used.

2.1 Design

A mixed method approach deploying quantitative and qualitative research tools was utilized. The quantitative method focused on a descriptive analytical approach. The descriptive-analytical method integrates two approaches: the descriptive and the analytical. In this framework, the descriptive method serves as the primary technique, while the analytical method assists in examining specific phenomena and identifying appropriate solutions, thereby enhancing the research process. This method is well regarded in scientific research for its flexibility and comprehensiveness. It enables researchers to investigate phenomena thoroughly, uncovering key factors contributing to them. Additionally, it allows for the comparison of the phenomenon in question with similar occurrences, facilitating a detailed analysis of the results (Sharma et al., 2022).

Qualitative research, on the other hand, is on exploring feelings, ideas, and experiences, with the primary aim of uncovering insights that can lead to testable hypotheses. Educators utilize this methodology during the exploratory phases of a study to identify patterns and gain new perspectives. It collects non-numerical data through semi-structured or unstructured approaches, striving to answer the fundamental question of why (Ugwu et al., 2024).

2.2 Study population and sample

The study population is distributed into two different groups, the first group is students of 11th grade enrolled in Jenin schools. Based on the Ministry of Education (2022) statistics report, the total number of 11th graders in Jenin Governorate is (3259) male and female students across the diverse streams. The second group of population is the 11th grades teachers of English in Jenin Governorate. The Ministry of Education (2022) statistics don't provide accurate totals of teachers depending on their teaching subject,

however, according to these statistics, the educational staff in Jenin Governorate schools amounts to (3,467).

The study followed a purposive sampling method to recruit 198 11th graders enrolled in the schools in Jenin Governorate. The sampling of teachers, on the other hand, was chosen conveniently and included 17 teachers.

Table 1

Eleventh grade students sample characteristics

Variable		No.	Percent
Gender	Male	44	22.2%
	Female	154	77.8%
Stream	Science	44	22.2%
	Stream		
	Literary	154	77.8%
	Stream		

The sample included 22.2% male students enrolled in the science stream, while the 77.8% of the sample was dominated by female students enrolled in the literary stream.

2.3 Data collection procedures

The data collection process began with obtaining approvals in the form of facilitation letters from the Deanship of Graduate studies on the commencement of data collection from school students. The attained approval was handed over to the Directorate of Education in Jenin city as primary step to acquire access to the high/secondary schools in Jenin city. The approvals declined due to changes of regulations on school access.

Alternatively, the research as a teacher relied on peer teachers to recruit participants. The parents and students' approval were obtained orally and written, either one reachable.

The questionnaire was digitalized using Google forms. The online questionnaire distribution link was shortened using Google form services. The link was distributed to fellow teachers who in turn send it to their students via different media platforms.

The online completed questionnaires were then extracted into Excell, then referred to specialized statistical analysis expert.

2.4 Study variables

These are the study variables:

The independent variable: is the usage of blended learning.

The dependent variable: Achievement and creative thinking.

2.5 Instrumentation

To obtain essential information about the effect of blended learning on the Eleventh Graders' Achievement and creative thinking, the researcher uses two tools, questionnaire, and interview.

2.5.1 The questionnaire

The questionnaire consists of 18 items that fall into two sections. Nine of these questions address how blended learning affects students' achievements and the other six investigating if blended learning could improve students' creative thinking. The second section of the questionnaire consisted of 9 Likert-type statements and focused on students' achievements and creative thinking skills improved by blended learning.

2.5.1.1 Validity of the questionnaire

The validity of the questionnaire was ensured by a group of specialists in teaching at An-Najah National University and Al-Quds Open University who teach English courses, some English language teachers who teach the eleventh grade, and the English language supervisors in the directorate who reviewed the tool. Based on their recommendations and suggestions, the researcher reformulated some questions of the questionnaire and deleted others, then the questionnaire was organized in its final form. The same thing was done with the second tool, which is the interview.

2.5.1.2 Reliability of the questionnaire

The reliability of the questionnaire was verified by statistical treatment of the tool items carried out by the Cronbach-Alpha test on all questionnaire dimensions and total score. The reliability of the questionnaire was 0.888, proving high levels of reliability. Additionally, the reliability of the first dimension; blended learning, showed high

reliability, scoring 0.764, and the dimension of creative thinking hitting a reliability score of 0.902. Overall, the questionnaire showed high stability.

2.5.2 The interview

The interview consisted of 8 questions, which are designed to be complementary to the questionnaire items. The validity and reliability of the interview was assessed using the inter-rater approach. Three professors of English in the English Department at NNU rated the interview and provided written feedback. The interview was then modified as per the comments and suggestions of the three evaluators.

2.5.2.1 Validity of the questionnaire

The reliability of the interview was evaluated with a cohort of educational specialists from An-Najah National University and Al-Quds Open University, which included eleventh-grade English teachers and English language supervisors from the Jenin Directorate. The researcher meticulously considered their insightful recommendations and suggestions, leading to the modification of specific questions and the removal of others. Consequently, the questionnaire was finalized in its most effective format.

2.5.2.2 Reliability of the interview

The reliability of the interview was ensured through peer review and experts review of the questions. In-service teachers of EFL and educational experts (university lecturers and professors) were asked to review and assess the tool. The comments, suggestions and adjustments of the reviewers were followed under constant review and guidance of the supervisor.

2.6 Data analysis of the questionnaire

The data gathered through the questionnaire was analyzed using SPSS, the Statistical Package for Social Sciences. Frequency and percentages to distribute the sample to their characteristics was performed. Descriptive statistics were performed to extract the participants' responses to the questionnaire. An independent sample t-test was also conducted to identify the possibility of existing differences among the participants in their perspectives on the effect of blended learning on the 11th graders achievement and creative thinking from EFL teachers and students in Jenin schools.

2.7 Data analysis of the interview

Thematic analysis was implemented to analyze the interviews' qualitative information. The analysis adopted priori coding approach which is a top-down approach, and codes are usually themes that can be identified without experience, since the themes/codes are set beforehand and are derived from the research aims and objectives (Holton, 2024).

2.8 Summary

This chapter outlined the design, population, and the sample of the thesis according to the variables of the study, in addition to the data collection procedures. Finally, the instruments dependability and validity were addressed, as well as the data collection and analysis processes.

Chapter Three

Results and Discussion

3.1 Introduction

This chapter presents the results of the study according to the study questions. It contains the statistical analysis produced from the tools of the study and a brief summary.

3.2 Results

The adapted questionnaire comprises two main kinds of questions. The first kind includes 18 questions on the Likert scale. Therefore, the reliability coefficient was calculated only on the 18 Likert-scale questions. Cronbach's alpha value of these 18 questions was 0.822, which indicates that the questionnaire is a reliable instrument for the study.

3.2.1 Results of the first Question

The first question "What is EFL students' perspective about the effect of blended learning on the Eleventh Graders' achievement and creative thinking?" The students' responses were analyzed descriptively through means and standard deviations and evaluated using Likert 4-scale rating.

Table 2

Likert 4-points scale rating

Scale range	Degree	Evaluation
1-1.80	Strongly disagree	Very low
1.81-2.60	Disagree	Low
2.61-3.40	Uncertain	Moderate
3.41-4.20	Agree	High
4.21-5	Strongly agree	Very high

The role of blended learning in improving achievement

The following table shows the students' responses to the first dimension of the questionnaire analyzed descriptively using means and standard deviations.

Table 3

Means and standard deviations of the students' responses to the role of blended learning in improving achievement

Item	Mean	Std. Deviation	Degree
Blended learning strengthens learning in general and the learning of English in specific.	2.01	1.135	Low
Blended learning helps students to access all aspects of knowledge.	2.04	1.418	Low
Blended learning promotes self-learning.	2.12	1.423	Low
Blended learning helps students to get immediate feedback.	2.29	1.138	Low
Blended learning enhances students' productivity in all areas.	2.33	1.218	Low
Blended learning increases the role of Blended learning students in classes.	2.25	1.156	Low
Blended learning students get good grades.	2.28	1.193	Low
Blended learning helps students to be more talkative and interact effectively in classroom.	2.17	1.128	Low
Blended learning improves students' achievements.	2.85	1.436	Moderate
The role of blended learning in improving achievement	2.26	.739	Low

The students believe that blended learning has a low effect on their achievement ($M=2.26$, $SD= 0.74$), indicating that blended learning moderately improves students' achievement ($M=2.85$, $SD=1.43$). Furthermore, the students also think that blended learning has a low effect on the enhancement of students' productivity in all areas ($M=2.33$, $SD= 1.21$). Furthermore, the students believe that blended learning at a low level strengthens learning in general and the learning of English in specific ($M= 2.01$, $SD=1.13$).

The role of blended learning in developing creative thinking

Table 4

Means and standard deviations of the students' responses to the role of blended learning in developing critical thinking

Item	Mean	Std. Deviation	Degree
Blended learning helps students to think out of the box	2.63	1.355	Moderate
Blended learning helps students learn problem solving skills	2.58	1.337	Moderate
Blended learning helps students to be creative	2.47	1.510	Moderate
Blended learning raises students' self-confidence	2.45	1.331	Moderate
Blended learning helps students to be more talkative and express their ideas	2.52	1.289	Moderate
Blended learning helps students to challenge their own assumptions	2.67	1.339	Moderate
Blended learning helps to discover new things	2.52	1.365	Moderate
Blended learning encourages self-expression	2.54	1.390	Moderate
Blended learning boosts students' self-esteem	2.60	1.369	Moderate
The role of blended learning in developing creative thinking	2.55	1.023	Moderate

As for the role blended learning in developing creative thinking, the students rate this role as moderate ($M=2.55$, $SD=1.02$). According to the students' beliefs, blended learning moderately helps them challenge their own assumptions ($M=2.67$, $SD=1.33$), as it also helps them think out of the box ($M=2.63$, $SD=1.35$). Moreover, the students think that the blended learning role in raising students' self-confidence is moderate ($M=2.45$, $SD=1.33$), this item ranks the lowest among other items.

3.2.2 Results and analysis of hypotheses

There are no statistically significant differences at ($\alpha =0.05$) level about the effect of blended learning on the Eleventh Graders' achievement and creative thinking due to students' gender.

The hypothesis was tested using the independent sample T-test. The following table shows the results of the test.

Table 5

The independent sample T-test outcomes testing the effect of blended learning on the Eleventh Graders' achievement and creative thinking due to students' gender

Dimension	Gender	N	Mean	Std. Deviation	Sig.
The role of blended learning in improving achievement	Male	44	2.3384	0.65754	0.651
	Female	154	2.2439	0.76148	
The role of blended learning in improving creative thinking	Male	44	3.0884	0.98440	0.273
	Female	154	2.4062	0.98569	

The independent sample T-test outcomes testing the effect of blended learning on the Eleventh Graders' achievement and creative thinking due to students' gender report insignificant differences between male and female 11th grade students. However, the means show slight differences in the 11th grade students' perspectives on the effect of blended learning on the Eleventh Graders' achievement and creative thinking in favor of female students in both dimensions (M=2.24, 2.40, respectively).

There are no statistically significant differences at ($\alpha = 0.05$) level about the effect of blended learning on the Eleventh Graders' achievement and creative thinking due to students' stream.

The hypothesis was tested using the independent sample T-test. The following table shows the results of the test.

Table 6

The independent sample T-test outcomes testing the effect of blended learning on the Eleventh Graders' achievement and creative thinking due to students' stream

Dimension	Stream	N	Mean	Std. Deviation	Sig.
The role of blended learning in improving achievement	Science Stream	44	2.1414	0.54768	0.056
	Literary Stream	154	2.3001	0.78322	
The role of blended learning in developing creative thinking	Science Stream	44	2.8586	1.10186	0.147
	Literary Stream	154	2.4719	0.98658	

The outcomes of the independent sample T-test examining the effect of blended learning on the Eleventh Graders' achievement and creative thinking due to students' stream show insignificant differences between literary and scientific streams 11th grade

students. Nonetheless, the means show slight differences in the 11th grade students' perspectives on the effect of blended learning on the Eleventh Graders' achievement in favor of literary stream students (M=2.30), while the differences are clear regarding developing creative thinking in favor of scientific stream students (M=2.85).

3.2.3 Results of the interview

The interview included 8 questions intersect with the aim and objectives of the study. The questions explored the teachers' basic knowledge of blended learning and their perspectives regarding its usage in the classroom. Also, the teachers were inquired on the challenges facing the implementation of blended learning, and its impact on their students' achievement and creative thinking. All in all, 17 teachers were interviewed separately. Even so, they shared common replies and perspectives across the 8 questions they were asked.

The teachers defined blended learning similarly with different wordings. According to these teachers, blended learning is a combination of traditional, face-to-face, instruction and online, e-learning element.

Blended learning to most of the teachers is beneficial, while some of them, though they agree it is beneficial, believe its success is conditional. One of the conditions for the success of blended learning is having motivated and passionate learning students, which is difficult to maintain. Generally, the teachers indicate that blended learning enhances students' engagement and grants more active participation in the classroom.

Blended learning is an attempt to shift the learning process to be student-centered, yet the teachers' responses disclose that it is still a teacher-centered process. The teachers underlined their centralized role as traditional teachers in the teaching/learning process compared to their minimal role as facilitators. Furthermore, most of the teachers reported having a supportive role for slow and inactive learners, encouraging them to engage in the classroom. Moreover, the teachers realized the personalized; learning experience blended learning offered the students in general and specific groups of students in particular such as shy students.

The current classroom faces uneven difficulties. Some of the participating teachers highlighted limited resources as a major obstacle to effective teaching/learning experience. Others considered the political instability a pivotal deterrent of efficient educational process, dealing with pedagogical challenges such as slow learners as hindrance of the educational situation to some of the teachers, and some others described the technological devices and technical issues as part of the major challenges facing their classrooms.

Obtaining feedback from the students on their learning and lessons is a crucial step towards fostering their learning experience and improvement of the teaching and teachers' efforts. This reality is agreed among the teachers who reported acquiring constant feedback from their students either immediately or regularly using diverse forms such as instant feedback at the end of the lesson or via social media platforms organized for educational purposes of the classroom, where the teachers allow the students to express their opinions.

The teachers were asked about their opinions on the impact of blended learning on the students' achievement. The responses varied between positive and negative and in-between impacts. The respondents share a common attitude that the students can improve their achievements through blended learning, however, some of them linked this positive impact with motivation and pursuing a passion for learning.

Relatedly, the teachers expressed mixed opinions on the impact of blended learning on the students' creative thinking skills. Some of the teachers believe it does affect the students' creative thinking positively while others think it has little impact on their creativity.

Chapter Four

Discussion, Conclusion, Recommendations and Limitations

4.1 Discussion

The study explored the effects of blended learning on the 11th grade students' achievement and creative thinking from their own perspective. The study results showed that the students believe that blended learning can improve their achievement at a low level but moderately develop their creative thinking skills. For most of the interviewed teachers, blended learning is generally regarded as a promising method that has the potential to improve educational outcomes, though its effectiveness can differ depending on the context and available resources.

The positive perspective of students and teachers align relatively with Muxtorjonovna (2020), Noursi and Hussein (2020) conclusions that blended learning improves students' achievement and affects their motivation, although the current study did not address motivation. Moreover, Muhammad khan (2014) outcomes asserted the positive impact of blended learning in comparison to face-to-face learning, significantly improving students' course grades and completion rates compared to traditional face-to-face instruction as reported by Xu et al. (2020). Some of the interviewed teachers (Ts 9, 10, & 12) have the same aspiration regarding blended learning improving students' achievement. However, some teachers were skeptical, and some others pointed out that its success is related to other factors. Teacher (4) described blended learning as "double-edged" elaborating on his experience that he had "seen high school students. Who used to be always active and share their ideas but after months of blended learning gradually began to fall behind".

Focusing on English language skills development, Mahmoud and Lotfy (2024) employed asynchronous learning, ultimately indicating that asynchronous learning positively affected the students' outcomes consecutively in reading, speaking, writing and listening. These outcomes support the current study's outcomes greatly, considering that blended learning is a combination of online learning and conventional learning, establishing blended learning as a higher tool of learning in EFL.

In the same way, Hamzah et al. (2021) investigated students' preparedness for English language blended learning, indicating that students demonstrate low levels of preparedness for blended learning environments, particularly in their perceptions towards these settings when compared with conventional classroom environments.

Contrarywise, Kuwaiti high schoolers stated that online learning is not an optimal educational tool, suggesting that e-learning fails to improve critical thinking skills or facilitate effective learning, in addition to declining to enhance their language proficiency, yet they contended that E-learning enhances learners' abilities to express their emotions and thoughts effectively as revealed by Alenezi et al. (2024).

The study results also go along with Ramadan (2021) that surveyed EFL teachers in Nablus, reporting similar views among the teachers regarding the role of blended learning in English language acquisition, attributable to the variables of gender, years of teaching experience, academic qualification, and specialization. Likewise, Alsarayreh (2020) study found no differences in the implementation and effect of blended learning on students' EFL from the perspective of teachers related to the gender and school type.

Prominently, Tiedemann (2020) findings assert that the teacher's teaching method besides parent engagement, extrinsic incentives like grades, and choice and interest in reading and writing themes influence the students' motivation, consequently affecting their engagement and success. Correspondingly, Teacher (6) asserts that implementing blended learning "process" must not be applied out of nothing. This process must include parents, students, and teachers".

Also, the study revealed the in existence of statistically significant differences in the perspectives of 11th graders regarding the role of blended learning in improving their achievement and creative thinking however, mean scores revealed slight differences in both dimensions in favor of female students related to the achievement and creative thinking. Correspondingly, blended learning positively influenced children's academic performance, regardless of gender as found by Kundu et al. (2021).

Conversely, students enrolled in the literary stream showed believe that blended learning can affect their achievement, consistently with Majeed et al. (2023) and Noursi and Hussein (2020) who reported positive impact of blended learning strategy on high

school EFL students' achievement. Fakhir and Ibrahim (2018) quasi-experimental study on blended learning in EFL 6th graders classroom reported improvement of achievement among students learning through blended learning strategy.

As for the interviewees, they shared some common grounds regarding the effect of blended learning on students' achievement, as some of them didn't think it enhances students' achievement as expressed by T5 and T6 for example, Teacher (6) views it as a means for students to skip assignments and chance to make-up excuses to drop out some lessons. In addition, it "increases the bad results and the low-grade students" as stated by Teacher (9). Even so, it pushes forward their self-learning skills (T5, T7, and T17).

Furthermore, scientific streamers think that blended learnings' impact on their creative thinking is higher as also uncovered by Putri et al. (2022). For example, blended project-based learning program was effective in enhancing the 4Cs (critical thinking, creative thinking, communication, and collaboration) skills among experimental groups in Badr (2021) study. Likewise, Teacher (13) expressed that blended learning "will improve student's critical thinking skill and influence them to analyze and criticizes", which is also pointed out by Teacher (12) in addition to her belief that it can encourage students to " brainstorm ideas, communicate effectively" leading them to "achieve common goal" in addition to advancing their "problem-solving skills" as noted by Teacher (16).

Additionally, constructivist asynchronous forums elevated students' higher-order thinking to some degree in the forums; nevertheless, learner-learner interaction was not as robust as anticipated, mostly due to restricted social engagement inside the forums according to Miyashita and Wark (2024). Plus, English critical reading skills of Thai high school students improved following the adoption of the Mobile Blended Active Language Learning (MBALL) curriculum, indicated Yang et al. (2022) study results.

4.2 Conclusion

Blended learning involves the integration of in-person instruction with technology-based methods to deliver educational experiences. In the technology-mediated aspects of these learning experiences, students are not required to be physically present in one location; rather, they can participate digitally through online communities. A blended

learning course can involve students attending a traditional classroom led by an instructor, while also engaging with online components of the course independently through an online learning platform outside the classroom.

Blended learning improves student learning capacities, access to information, satisfaction, learning outcomes, and peer cooperation and knowledge sharing. Mixed learning has several benefits. Students may cooperate online to learn together. Technology-enhanced education allows students to study anytime and anywhere and provides face-to-face contact. Blended learning encourages student participation and educator-student collaboration. Diverse instructional activities boost interest and comprehension. Students experience social and intellectual expression in an online community of inquiry. Lifelong education requires digital skills, and blended courses help students grasp various technologies.

4.3 Recommendations

The study found that students and teachers have positive perceptions of the effect of blended learning on their achievement and creative thinking. Based on the results, the study recommends the following:

1. Providing advanced training courses for teachers on applying and implementing blended learning in their classrooms.
2. The MoE in collaboration with the internet providers and related ministries joins forces to establish and foster stable internet connection and smart devices in the schools.
3. The MoE in cooperation with local authorities and NGOs in the field of education help provide smart devices and computers to less advantaged students at low costs.
4. The teachers and schools staff work together to improve students' utilization of novel technology through awareness and advancing skills, workshops and training, competitions and rewards.
5. Explore the factors associated with effective blended learning outcomes in EFL classroom critical and creative thinking skills.

6. Assess the impact of blended learning on students' motivation and retention.
7. Conduct quasi-experimental research comparing the academic achievement of EFL students between blended learning and conventional classroom mediating the factor of motivation.

4.4 Limitations

The study is constrained in the following aspects:

Human limitations: only students in 11th grade and teachers in Jenin city schools were invited to participate in the study.

Locale limitations: the application of the study and field of data collection was restricted to Jenin city schools, precisely, its high schools that included 11th graders.

Time limitations: the timeframe for the study was limited for the 1st term of the scholastic year of 2023/2024, limiting the amount of data could be collected and cornering the expansion of the study to other areas.

Subjective limitations: the research focused only on blended learning not delving into its other types, namely, synchronous and asynchronous, and focusing only achievement and creative thinking.

References

- Abuhamdeh, Y. (2021). *The Effectiveness of Blended Learning on Seventh Graders' English Grammar Achievement in Salfit Directorate in Light of COVID-19* An Najah National University].
- Akyüz, H. İ., & Samsa, S. (2009). The effects of blended learning environment on the critical thinking skills of students. *Procedia-social and behavioral sciences*, *1*(1), 1744-1748.
- Al-Hujran, O., Aloudat, A., Al-Hennawi, H., & Ismail, H. N. (2013). Challenges to E-learning Success: The student perspective. Proceedings of the 2013 International Conference on Information, Business and Education Technology (ICIBET 2013),
- Al-Khazalh, E. (2024). The Role of Blended Learning in Developing Creative Thinking among Students from the Perspective of Teachers in Public Schools in the Qasabat Al-Mafraq District. *Jordan Journal of Applied Science-Humanities Series*, *41*(1), 106-123.
- Al Husaini, Y. N. S., & Shukor, N. S. A. (2022). Factors affecting students' academic performance: A review. *Social Science Journal*, *12*(6), 284-296.
- Alenezi, A. A., Alanezi, M. A., & Alazemi, A. M. (2024). Impact of E-Learning on High School Students' English Language Learning. *Journal of Education and Learning*, *13*(4), 64-75.
- Algarabel, S., & Dasi, C. (2001). The definition of achievement and the construction of tests for its measurement: A review of the main trends. *Psicologica*, *22*(1), 43-66.
- Ali, R. M., & Juwita, M. (2020). Enhancing EFL students' soft and hard skills through blended learning activities. 4th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020),
- Allen, I. E., Seaman, J., & Garrett, R. (2007). *Blending in: The extent and promise of blended education in the United States*. ERIC.
- Alruwaili, S. F. (2024). Blended Learning in the Saudi EFL Classroom: Insights from Teachers on Pedagogical Impact.

- Alsarayreh, R. (2020). Using blended learning during COVID-19: The perceptions of school teachers in Jordan. *Kıbrıslı Eğitim Bilimleri Dergisi*, 15(6), 1544-1556.
- Askar, R. (2023). *Blended learning and its relationship to the educational performance from the point of view of school teachers in the suburbs of Jerusalem Al-Quds University* J. Jerusalem.
- Aswad, M., Hamid, N., & Syafryadin, S. (2020). The Impact of Blended Learning Approach on General English Achievement Among Intermediate EFL Learners. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(9), 9349-9365.
- Badr, A. (2021). The Effect of a Proposed Blended Project-Based Learning Program on Developing the 4Cs Skills for Secondary Stage Students. *Journal of Education Sohag UNV*, 91(91), 49-107.
- Baume, D. (2013). Originality and education. *All Ireland Journal of Higher Education*, 5(2).
- Bersin, J. (2004). *The blended learning book: Best practices, proven methodologies, and lessons learned*. John Wiley & Sons.
- Bonk, C. J., & Graham, C. R. (2012). *The handbook of blended learning: Global perspectives, local designs*. Wiley+ ORM.
- Bryan, A., & Volchenkova, K. N. (2016). Blended learning: definition, models, implications for higher education. *Вестник Южно-Уральского государственного университета. Серия: Образование. Педагогические науки*, 8(2), 24-30.
- Bunijevac, M. (2017). Parental involvement as a important factor for successful education. *Center for Educational Policy Studies Journal*, 7(3), 137-153.
- Chandra, K. R., Tatte, E., Ramachandran, M., & Saravanan, V. (2022). Understanding Blended Learning Advantages and Limitations. *Contemporaneity of Language and Literature in the Robotized Millennium*, 4(1), 10-18.
- Chen, D.-P., Chang, S.-W., Burgess, A., Tang, B., Tsao, K.-C., Shen, C.-R., & Chang, P.-Y. (2023). Exploration of the external and internal factors that affected learning effectiveness for the students: a questionnaire survey. *BMC Medical Education*, 23(1), 49.

- Chiu, Y. Y. (2021). Effectiveness of online learning relies on the dynamic between teachers and students. *Journal of e-learning Research*, 1(4), 61-81.
- Daskan, A., & Yildiz, Y. (2020). Blended learning: A potential approach to promote learning outcomes. *International Journal of Social Sciences & Educational Studies*, 7(4), 103-108.
- De Bruijn-Smolters, M., & Prinsen, F. (2024). Effective Student Engagement with Blended Learning A systematic review. *Heliyon*.
- De Silva, U. J. (2021). *Utilizing technology in the classroom* [Dissertation, Selinus University of Sciences and Literature.].
- Deng, Y., Cherian, J., Khan, N. U. N., Kumari, K., Sial, M. S., Comite, U., Gavurova, B., & Popp, J. (2022). Family and academic stress and their impact on students' depression level and academic performance. *Frontiers in psychiatry*, 13, 869337.
- Desailly, J. (2015). Creativity in the primary classroom.
- Doorley, J. D., Goodman, F. R., Kelso, K. C., & Kashdan, T. B. (2020). Psychological flexibility: What we know, what we do not know, and what we think we know. *Social and personality psychology compass*, 14(12), 1-11.
- Dowling §, C., Godfrey §, J. M., & Gyles, N. (2003). Do hybrid flexible delivery teaching methods improve accounting students' learning outcomes? *Accounting Education*, 12(4), 373-391.
- Driscoll, M. (2002). Blended learning: Let's get beyond the hype. *E-learning*, 1(4), 1-4.
- Dumford, A. D., & Miller, A. L. (2018). Online learning in higher education: exploring advantages and disadvantages for engagement. *Journal of computing in higher education*, 30(3), 452-465.
- Fakhir, Z., & Ibrahim, M. (2018). The effect of blended learning on private school students' achievement in English and their attitudes towards it. *English Language and Literature Studies*, 8(2), 39-51.
- Gafour, O. W., & Gafour, W. A. (2020). Creative thinking skills—A review article. *Journal of Education and e-Learning*, 4(1), 44-58.
- Gardner, H. (2006). *The development and education of mind*. Taylor & Francis Limited.

- Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The internet and higher education*, 7(2), 95-105.
- Glowa, L., & Goodell, J. (2016). Student-Centered Learning: Functional Requirements for Integrated Systems to Optimize Learning. *International association for K-12 online learning*.
- Hadiyanto, H., Sulistiyo, U., Mukminin, A., Haryanto, E., & Syaiful, S. (2022). The Effect of Blended Learning on EFL Students' Performance in Research Methodology and Practice of 21st Century Skills. *Journal of Educators Online*, 19(3), n3.
- Hamzah, F., Phong, S. Y., Sharifudin, M. A. S., Zain, Z. M., & Rahim, M. (2021). Exploring students' readiness on English language blended learning. *Asian Journal of University Education*, 16(4), 161-170.
- Handayani, S., Rahayu, Y., & Agustini, R. (2021). Students' creative thinking skills in biology learning: Fluency, flexibility, originality, and elaboration. *Journal of Physics: Conference Series*,
- Harold, K. J. (2024). Bettering Creative Thought in Young Students. *Creative Education*, 15(5), 758-776.
- Hashayka, S., & Darwaza, A. (2023). Employment of blended learning in public schools in the Directorate of Nablus from the views of principals and teachers. *Arab Journal for Scientific Publishing (AJSP)*, 5(51), 106-123.
- Holton, M. (2024). *Interviewing: The Basics*. Taylor & Francis.
- Horn, M. B., & Maas, T. (2013). Innovating at last? The rise of blended learning in charter schools. *Hopes, Fears, & Reality*, 43-54.
- Isman, A., Abanmy, F. A., Hussein, H. B., Saadany, A., & Abdelrahman, M. (2012). Using Blended Learning in Developing Student Teachers Teaching Skills. *Turkish Online Journal of Educational Technology-TOJET*, 11(4), 336-345.
- Jameel, A. S., & Mohamood, D. (2017). The effect of flexibility and fluency strategies on developing creative writing skills in English language subject of the fourth preparatory literary students. *International Journal of Humanities and Applied Social Science*, 2(1), 37-51.

- Jayanthi, R. (2019). A Study about Blended Learning-Its importance and Concept. *International Journal of Scientific Development and Research (IJS DR)*, 4(4), 387397.
- Jonker, H., März, V., & Voogt, J. (2020). Curriculum flexibility in a blended curriculum. *Australasian Journal of Educational Technology*, 36(1), 68-84.
- Kampylis, P., & Berki, E. (2014). *Nurturing creative thinking*. International Academy of Education (IAE).
- Kara, S. (2018). Blended learning: A model to enhance engagement in reading class. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 18(2), 953-970.
- Kaushal, N. (2020). E-Learning: Meaning, Importance, Principles and Relevance In Higher Education MA Semester Ii Paper: Vii Digital Governance: Theory And Practice Unit II. *Department of Public Administration, University of Lucknow, Lucknow*.
- Kundu, A., Bej, T., & Nath Dey, K. (2021). Time to achieve: implementing blended learning routines in an Indian elementary classroom. *Journal of Educational Technology Systems*, 49(4), 405-431.
- Lim, D. H., Morris, M. L., & Kupritz, V. W. (2007). Online vs. blended learning: Differences in instructional outcomes and learner satisfaction. *Journal of Asynchronous Learning Networks*, 11(2), 27-42.
- Lozano Díaz, A. (2003). Personal, family, and academic factors affecting low achievement in secondary school.
- Mahmoud, I., & Lotfy, S. (2024). Evaluating the Effectiveness of Asynchronous Online English Language Learning in Private and Public Schools in Palestine during the Outbreak of COVID-19. *International Journal of Educational Psychological Studies (EPS)*, 13(3).
- Majeed, Z. J., Khonamri, F., & Bahmani, M. (2023). The Impact of Blended Learning on Writing Accuracy for Iraqi EFL Intermediate School Learners. *Journal of University of Babylon for Humanities (JUBH)*, 31(11), 17-29.
- Majestic, A. E. (2024). Visions of Tomorrow: Using Blended Learning to Increase Student Motivation and Comprehension.

- McCuen, R. H. (2023). *Critical Thinking, Idea Innovation, and Creativity*. CRC Press.
- McGee, P., & Reis, A. (2012). Blended course design: A synthesis of best practices. *Journal of Asynchronous Learning Networks*, 16(4), 7-22.
- Ministry of Education, M. (2022). *Education Statistical Yearbook For Scholastic year 2021/2022 (Schools and Kindergartens Statistics)*.
- Miyashita, H., & Wark, N. (2024). Using Online Discussion Forums in Blended Learning Design to Advance Higher Order Thinking. *Asian Journal of Distance Education*, 19(1), 82-98.
- Mlambo, V. (2011). An analysis of some factors affecting student academic performance in an introductory biochemistry course at the University of the West Indies. *The Caribbean Teaching Scholar*, 1(2).
- Mohamad, S. N. A., & Jamaluddin, N. S. a. (2022). Factor Influences of Students' Inclination Incomprehension in The Learning of Accounting Principles. *International Journal of Advanced Accounting and Auditing*, 3(2).
- Munna, A. S., & Kalam, M. A. (2021). Teaching and learning process to enhance teaching effectiveness: a literature review. *International Journal of Humanities and Innovation (IJHI)*, 4(1), 1-4.
- Muxtorjonovna, A. M. (2020). Significance of blended learning in education system. *The American Journal of Social Science and Education Innovations*, 2(08), 507-511.
- Nada, E. I., & Sari, W. K. (2022). Analysis of Student's Creative Thinking Ability Based on Gender Perspective on Reaction Rate Topic. *Jurnal Pendidikan Sains Indonesia*, 10(1), 138-150.
- Nogerbek, A., Ziyayeva, G., Dastan, J., Sveta, S., & Childibayev, D. (2022). Methods of Forming the Creative Thinking and Learning Technology Competencies of Future Biology Teachers. *Cypriot Journal of Educational Sciences*, 17(7), 2349-2360.
- Norman, P. D., & Zoncita, D. (2020). Understanding the effect of distance learning vs. face-to-face learning experiences on students' engagement in higher education.

Face-to-Face Learning Experiences on Students' Engagement in Higher Education (November 20, 2020).

- Noursi, A., & Hussein, O. (2020). The Impact of Blended Learning on the Twelfth Grade Students' English Language Proficiency. *Arab World English Journal*, 11(4), 508-518.
- Ozcan, M. (2021). Factors affecting students' academic achievement according to the teachers' opinion. *Education Reform Journal*, 6(1), 1-18.
- Powell, A., Watson, J., Staley, P., Patrick, S., Horn, M., Fetzer, L., Hibbard, L., Oglesby, J., & Verma, S. (2015). Blending Learning: The Evolution of Online and Face-to-Face Education from 2008-2015. Promising Practices in Blended and Online Learning Series. *International association for K-12 online learning*.
- Prohorets, E., & Plekhanova, M. (2015). Interaction intensity levels in blended learning environment. *Procedia-social and behavioral sciences*, 174, 3818-3823.
- Putri, D. S., Ratnasari, J., & Ramdhan, B. (2022). The Effect of Blended Learning Model on Creative Thinking Ability in High School Students. *Bioeduscience*, 6(2), 211-219.
- Ramadan, I. (2021). *The Role of Using Blended Learning on English Language Learning for 9th graders from Teachers' Perspectives in Nablus Governorate An-Najah National University (NNU)*. Nablus.
- Rankin, R. D. (2022). *The Relationship between Students' Perceptions of the Blended Learning Environment and Academic Achievement: A Quantitative Study* [Northcentral University].
- Resien, H. S., & Situmorang, J. (2019). The Influence of Learning Strategy (Blended Learning and Expository) and Prior Knowledge on Information Technology and Communication (ICT) Learning Outcomes. Proceedings of the Third Annual Conference of Engineering and Implementation on Vocational Education (ACEIVE 2019), Universitas Negeri Medan, North Sumatra, Indonesia
- Richards, J. C. (2005). *Communicative language teaching today*. SEAMEO Regional Language Centre Singapore.

- Saputro, S. (2022). Trend Creative Thinking Perception of Students in Learning Natural Science: Gender and Domicile Perspective. *International Journal of Instruction*, 15(1), 701-716.
- Shao, Z., Janse, E., Visser, K., & Meyer, A. S. (2014). What do verbal fluency tasks measure? Predictors of verbal fluency performance in older adults. *Frontiers in psychology*, 5, 772.
- Sharma, A. K., Sharma, D. M., Purohit, N., Rout, S. K., & Sharma, S. A. (2022). Analytics techniques: descriptive analytics, predictive analytics, and prescriptive analytics. *Decision intelligence analytics and the implementation of strategic business management*, 1-14.
- Sheerah, H. (2020). Using blended learning to support the teaching of English as a foreign language. *Arab World English Journal (AWEJ) Special Issue on CALL(6)*.
- Sinha, B., & Sahay, S. S. (2017). eContent: An Effective Tool For Blended Learning. National conference on " Emerging Trends in Education,
- Star, J. R., Tuomela, D., Prieto, N. J., Hästö, P., Palkki, R., Abánades, M. Á., Pejlare, J., Jiang, R., Li, L., & Liu, R.-D. (2022). Exploring students' procedural flexibility in three countries. *International Journal of STEM Education*, 9, 1-18.
- Starko, A. J. (2021). *Creativity in the classroom: Schools of curious delight*. Routledge.
- Steinmayr, R., Weidinger, A. F., Schwinger, M., & Spinath, B. (2019). The importance of students' motivation for their academic achievement—replicating and extending previous findings. *Frontiers in psychology*, 10, 464340.
- Suryandari, K. C. (2021). The Effect of Scientific Reading Based Project Model in Empowering Creative Thinking Skills of Preservice Teacher in Elementary School. *European Journal of Educational Research*, 10(3), 1329-1340.
- Tang, T., Vezzani, V., & Eriksson, V. (2020). Developing critical thinking, collective creativity skills and problem solving through playful design jams. *Thinking Skills and Creativity*, 37, 100696.
- Thornhill-Miller, B., Camarda, A., Mercier, M., Burkhardt, J.-M., Morisseau, T., Bourgeois-Bougrine, S., Vinchon, F., El Hayek, S., Augereau-Landais, M., &

- Mourey, F. (2023). Creativity, critical thinking, communication, and collaboration: assessment, certification, and promotion of 21st century skills for the future of work and education. *Journal of Intelligence*, *11*(3), 54.
- Tiedemann, K. E. (2020). *The Impact of Blended Learning on Student Motivation and Achievement in Reading and Writing* [University of South Carolina].
- Tobgay, K. (2021). Effectiveness of Teachers' use of Motivational Skills to Enhance Student's Academic Learning Outcome. *Journal of Humanities and Education Development (JHED)*, *3*(4), 83-89.
- Ugwu, O. P.-C., Alum, E. U., Ugwu, J. N., Eze, V. H. U., Ugwu, C. N., Ogenyi, F. C., & Okon, M. B. (2024). Harnessing technology for infectious disease response in conflict zones: Challenges, innovations, and policy implications. *Medicine*, *103*(28), e38834.
- Wahjono, H., Wiyono, B. B., Maisyaroh, & Mustiningsih. (2021). Development of blended-learning-based semester credit system implementation model to improve learning service. *Information*, *12*(12), 511.
- Watson, J. (2008). Blended Learning: The Convergence of Online and Face-to-Face Education. Promising Practices in Online Learning. *North American Council for Online Learning*.
- Weiss, S., & Wilhelm, O. (2022). Is flexibility more than fluency and originality? *Journal of Intelligence*, *10*(4), 96.
- Wirthwein, L., Sparfeldt, J. R., Pinquart, M., Wegerer, J., & Steinmayr, R. (2013). Achievement goals and academic achievement: A closer look at moderating factors. *Educational research review*, *10*, 66-89.
- Xu, D., Glick, D., Rodriguez, F., Cung, B., Li, Q., & Warschauer, M. (2020). Does blended instruction enhance English language learning in developing countries? Evidence from Mexico. *British journal of educational technology*, *51*(1), 211-227.
- Yang, Y., Dibyamandala, J., & Mangkhang, C. (2022). The Effects of Mobile Blended Active Language Learning on the English Critical Reading Skills of High School Students in Thailand. *Journal of Curriculum and Teaching*, *11*(5), 1-14.

Appendices

Appendix A

The questionnaire

Do you want to answer this questionnaire?

. yes

. no

Dear students,

The questionnaire that is presented below is the research tool which is developed to collect data necessary for finalizing the M.A thesis in title "**The Effect of blended learning on the Eleventh Graders' Achievement and creative thinking from the EFL teachers' and students' perspectives In Jenin City Schools**". Complete the information in the appropriate place that you feel fits. Be sure that your answers will be for scientific purposes.

Thanks for your cooperation.

The researcher,

Roa'a Al-karam

Section (2): this section contains the questionnaire items, which are classified into two components, the role of blended learning in improving the Eleventh Graders' Achievement and the role of blended learning in developing creative thinking.

The role of blended learning in improving achievement					
Item	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
Blended learning strengthens learning in general and the learning of English in specific.					
Blended learning helps students to access all aspects of knowledge.					
Blended learning promotes self-learning.					
Blended learning helps students to get immediate feedback.					
Blended learning enhances students' productivity in all areas.					
Blended learning increases the role of Blended learning students in classes.					
Blended learning students get good grades.					
Blended learning helps students to be more talkative and interact effectively in classroom.					
Blended learning improves students' achievements.					
The role of blended learning in developing creative thinking					
Blended learning helps students to think out of the box					
Blended learning helps students learn problem solving skills					
Blended learning helps students to be creative					
Blended learning raises students' self-confidence					
Blended learning helps students to be more talkative and express their ideas					
Blended learning helps students to challenge their own assumptions					
Blended learning helps to discover new things					
Blended learning encourages self-expression					
Blended learning boosts students' self-esteem					

Appendix B

Teachers' Interview Transcript

Please answer these questions, which are designed to be complementary to the questionnaire items.

1. How is blended learning defined?
2. What's your opinion about using blended learning in teaching and learning process to help students to play an active role in classroom?
3. What will be your role in blended learning?
4. What are the problems that you are facing in your current classroom and how will blended learning help you to overcome these problems?
5. How will you take feedback from your students?
6. Do you think blended learning impacts learning, explain?
7. Do you think blended learning impacts students' achievements, explain?
8. What do you think is the impact of blended learning in improving students' creative thinking?

Appendix C

Facilitation Approval

An-Najah
National University
Faculty of Graduate Studies



جامعة
النجاح الوطنية
كلية الدراسات العليا

التاريخ : 2022/11/2م

حضرة السيد الدكتور مدير عام مركز البحث والتطوير التربوي المحترم
وزارة التربية والتعليم

تحية طيبة وبعد ،

الموضوع: الطالبة / رؤى سلطان محمود الكرم، رقم تسجيل (11952665)

تخصص ماجستير اساليب تدريس اللغة الانجليزية

تهديكم عمادة كلية الدراسات العليا في جامعة النجاح الوطنية في فلسطين أحر تحياتها وتود اعلامكم أن الطالبة/ رؤى سلطان محمود الكرم، رقم تسجيل (11952665) تخصص ماجستير اساليب تدريس اللغة الانجليزية، هي احدى طلبة كلية الدراسات العليا في جامعة النجاح، وهي بصدد اعداد الاطروحة الخاصة به بعنوان:

أثر استراتيجية التعليم المدمج في تحصيل طلاب الصف الحادي عشر وتفكيرهم الإبداعي من منظور معلمي وطلاب اللغة الإنجليزية كلغة أجنبية في مدارس مدينة جنين

يرجى من حضرتكم تسهيل مهمتها في جمع بيانات من خلال اجراء مقابلات وتوزيع إستبانة على معلمي اللغة الانجليزية في الصف الحادي عشر في المدارس الحكومية التابعة لمديرية التربية والتعليم في محافظة جنين، وذلك لاستكمال مشروع البحث.

شاكرين لكم حسن تعاونكم.

د. كفاح برهم

رئيسة قسم كلية الدراسات العليا

للعلوم الانسانية



مع وافر الاحترام

فلسطين، نابلس، ص.ب 7-707 هاتف: 2345115، 2345114، 2345113 (09)(972) * فاكسيل: (09)(972)2342907

3200 (5) Nablus, P. O. Box (7) *Tel. 972 9 2345113, 2345114, 2345115

* Facsimile 972 92342907 *www.najah.edu - email fgs@najah.edu

Appendix D

The statistical analysis output

Custom Tables

		Count	Table N %
gender	Male	44	22.2%
	Female	154	77.8%
Qualification	Science Stream	44	22.2%
	Literary Stream	154	77.8%

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	198	100.0
	Excluded ^a	0	.0
	Total	198	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.888	18

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	198	100.0
	Excluded ^a	0	.0
	Total	198	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.764	9

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	198	100.0
	Excluded ^a	0	.0
	Total	198	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.902	9

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
It strengthens learning in general and the learning of English in specific	198	.00	5.00	2.0101	1.13545
Helps students to access all aspects of knowledge	198	.00	5.00	2.0455	1.41886
promotes self-learning	198	.00	5.00	2.1212	1.42332
helps students to get immediate feedback	198	.00	5.00	2.2980	1.13866
enhances students productive in all areas	198	.00	5.00	2.3384	1.21815
increase the role of students in classes	198	.00	5.00	2.2525	1.15625
students get good grades	198	.00	5.00	2.2879	1.19345
help students to be more talkative and interact effectively in classroom	198	.00	5.00	2.1768	1.12835
improve students' achievements	198	.00	5.00	2.8535	1.43692
Blended learning	198	.00	4.78	2.2649	.73910
Valid N (listwise)	198				

Descriptives

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
help students to think out of the box	198	.00	5.00	2.6364	1.35523
help students to learn problem solving skills	198	.00	5.00	2.5808	1.33711
Helps students to be creative	198	.00	5.00	2.4798	1.51040
raise students' self-confidence	198	.00	5.00	2.4596	1.33134
help students to be more talkative and express their ideas	198	.00	5.00	2.5202	1.28920
help students to challenge their own assumptions	198	.00	5.00	2.6768	1.33920
helps to discover new things	198	.00	5.00	2.5202	1.36568
Encourage self-expression	198	.00	5.00	2.5455	1.39085
Booster students' self-esteem	198	.00	5.00	2.6010	1.36950
Creative thinking	198	.00	4.89	2.5578	1.02320
Valid N (listwise)	198				

T-Test

Group Statistics					
	gender	N	Mean	Std. Deviation	Std. Error Mean
Blended learning	Male	44	2.3384	.65754	.09913
	Female	154	2.2439	.76148	.06136
Creative thinking	Male	44	3.0884	.98440	.14840
	Female	154	2.4062	.98569	.07943

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Blended learning	Equal variances assumed	.206	.651	.747	196	.456	.09452	.12648	-.15493-	.34396
	Equal variances not assumed			.811	79.007	.420	.09452	.11658	-.13754-	.32657
Creative thinking	Equal variances assumed	1.210	.273	4.050	196	.000	.68218	.16845	.34998	1.01438
	Equal variances not assumed			4.053	69.560	.000	.68218	.16832	.34643	1.01793

T-Test

Group Statistics

	Qualification	N	Mean	Std. Deviation	Std. Error Mean
Blended learning	Science Stream	44	2.1414	.54768	.08257
	Literary Stream	154	2.3001	.78322	.06311
Creative thinking	Science Stream	44	2.8586	1.10186	.16611
	Literary Stream	154	2.4719	.98658	.07950

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Blended learning	Equal variances assumed	3.689	.056	1.258	196	.210	-.15873	.12616	-.40753	.09007
	Equal variances not assumed			1.527	98.483	.130	-.15873	.10392	-.36495	.04749
Creative thinking	Equal variances assumed	2.120	.147	2.233	196	.027	.38672	.17316	.04522	.72823
	Equal variances not assumed			2.100	64.011	.040	.38672	.18416	.01883	.75462

Appendix E

The interviews transcript

1. T1

Q1: It is a method that mixes two way of teaching, online and face to face.

Q2: It is an excellent way to make students more active.

Q3: You will be a monitor; you just direct them and watch. Sometimes you may add or clarify something.

Q4: some students don't follow up what they have studied. Blended learning could follow up and develop their language.

Q5: Asking them Exams sheet work Papers.

Q6: yes, it affects learning a lot if students use it properly.

Q7: Yes, it will develop what they have taken and this improves language.

Q8: They will become aware of what they have learnt. Make them explore other related things, become more creative and critical.

2. T2

Q1: Blended learning is type of education that combines online education Program like Zoom using certain programs like zoom or teams with tradition place-based classroom methods.

Q2: Using Blended learning in teaching and learning Process helps students to play an active role in classroom, because it gives the Student the chance to participate especially with this technological generation.

3- Teacher is the owner of the groups in online groups, so he/she has to prepare the material, videos or any enrichment material in advance. At the same time, the teacher has to make balance between what has taken in classroom to make with online class. And to make sure to emphasis the important notes in classroom.

4-I think teachers have a better chance to manage and run the class in online courses and the participation is more active, especially with shy students

5- exams, work sheet, questions, brain storm questions and observe.

6- Yes it affects learning positively and negatively.

Positive: it enriches the material with different sources.

Negatively: If students don't have net or smart phone they will not attend the class.

7- Yes some student feel that less mark than usual.

8- giving student projects or Small researches helps them to be creative.

3. T3

1) It is a combination between e- learning and face to face learning in the class because of some Situations.

2) Using blended learning in teaching is very important in helping the students to play an active role in classroom because they can interact on their computers and complete their tasks in classrooms.

3) my role will be giving information, explaining new words, new grammar rules then let the students asking questions. Then let the students use these things in sentences, filling gaps, answering questions.

4) Blended learning can solve many problems such as

- going to school every day.

- talking with each other in the class.

- having political situations put on us by Israeli occupation.

5) I can get feedback from my Students in the class by asking and answering questions. By giving them tasks on papers and collect these papers later and order the Students groups to do some tasks or in pair's. When using Computers they can do certain tasks and I then check them.

6) I think that blended learning can impact learning by making a solution for students to interact with teacher. Also, it enhance the teaching-learning process.

7) I don't think that blended learning can affect Students' achievements negatively. I think that it affects Students positively because it is a solution for any problem.

8) Blended learning give the students a very important chance to be Creative because teachers will ask them to do different tasks. Which need thinking.

4. T4

1-Blended learning is the process that combines online learning with traditional face-to-face learning.

2- First of all, teaching and learning are based on learner. IF the target learner is willing and have the passion to learn, this kind of hybrid learning is perfect and will encourage the learner to make a good progress in learning. However, there are students that we call them "slow learners" Would definitely suffer while learning with such a learning system.

3- Speaking as an experienced teacher, my role is Organizing and instructing learners to follow specific steps. In order to get the best results as much as possible. But sometimes you have to make a room for learners to take Control of their own learning.

4. Generally speaking, -teachers suffer when dealing with slow learners, because they have to come up with extraordinary Methods of teaching still, blended learning may provide More time and space for teachers to upgrade their teaching techniques.

5. Well, that is the most important part of teaching and learning process. I believe taking feedback from learners will improve the whole educational process for both the sender and the receiver.

6. As I stated before, Blended learning might help improve the learning process. However, it has some negatives. In my humble opinion through the last 4 years of blended learning in Palestine, it has lowered the quality of learning for students who need face to face interaction

7. Yes Indeed, I've seen high school students. Who used to be always active and share their ideas but after months of blended learning gradually began to fall behind. I would Say it's not always negative but surely it's double-edged.

8. Creative thinking improvement is a must in the learning process. I would take it as an advantage for Blended learning because it encourages students to figure out solutions for many problems that arise throughout the learning process.

5. T5

1- It is the combination between online learning & face to face learning.

2- I think it is a good way to help students to depend on them also to motivate them to find some answers to suck questions (to be self-learner)

3- guidance, directing, steering

4- The current problems that are connected with (slow-learners) they need more time to understand or even to simplify the simple things we can overcome this problem by giving simple tasks that suit their levels.

5- By completing the tasks correctly and successfully

6) Just the (slow learners) who want everything to be ready for them.

7- I didn't think it affects the achievements, I think it improves their levels in self-learning they will have lots of tasks.

8) I think it is the right way if we want to create a better student who recognizes, realizes and analyses What to read, to search and find the best answer to any question.

6. T6

1- Blended learning is combining learning in person with online learning. Students have to attend classes at school, and they have to attend online classes or do some online assignments.

2- One of the main problems that we face as teachers is having many students who are inactive in the classes. Blended learning plays a vital role in giving a room for inactive students to have an opportunity to be more active. In fact, blended learning could make students more confident because they can express their opinions freely without the fear of making mistakes that might be in a class. Therefore, having more active students will lead in improving the process of teaching.

3- My role in blended learning must be very effective. For example, I must be sure that the online part of learning is connected with learning in person because there might be a gap.

4- I have many problems. First, as you know students do not miss classes but online classes are easy to miss. Students might do this because there is no accountability if they miss online classes. Furthermore; they feel that online classes lessons are going to be repeated at school. Another problem is that blended learning might lead to the isolation and boredom off students who take part in online classes as we have to repeat what we have taken in the online lesson. I can notice that students get frustrated for repeating lessons which lead them not to find it useful to attend online classes.

5-i usually at the end of classes I ask students to give their feedback and suggestions. By the way, receiving feedback is way easier because they are lots of social media platforms that can help students give their feedback freely.

6-Blended learning theoretically is awesome, but from a personal experience it is not as helpful as experts say. Why? This process must not be applied out of nothing. This process must include parents, students, and teachers. Also, we know that blended learning depend on using computers and smartphones, and these are used by the students for entertainment, so we have to change their mindset and how they see these tools.

7-Blended learning actually does not affect the achievements of the students they find it an opportunity not to do some assignments that i ask them to do online. Their response is simple -we were not there- and other excuses.

8- Blended learning does not improve creative thinking for all the students. Only the best students who can benefit from blended learning.

7. T7

1. How is blended learning defined? We can define blended learning as a methodology in which a teacher can use different ways to convey ideas about the curriculum. In other

words, blended learning is a system which enables you to use a technology device in a day and make sure student have got what you said in a face-to-face class in another day.

2. What's your opinion about using blended learning in teaching and learning process to help students to play an active role in classroom? In my opinion, Blended learning is a great step forward to the world of technology that we're living today. Some students maybe shy to participate inside the classroom for some reasons ,but in blended learning you can encourage them to participate and this could make them feel positive about themselves and then participate in the actual classroom. Moreover, using different teaching method is a healthy way to make students active and at least use technology in an effective way.

3. What will be your role in blended learning? As a teacher, I should use blended learning as a facility to enrich students with information ,ideas ,assignments and everything related to material. Also, blended learning is a good way to keep up with your students and their academic study.

4. What are the problems that you are facing in your current classroom and how will blended learning help you to overcome these problems? Face to face learning is the best way to convey an idea especially to lower-class students, however, not all class have modern technology, and this sometimes make things harder than what they actually are. So, you need technology to make some ideas easy to be understood by students.

5. How will you take feedback from your students? When it comes to feedback, you can use different ways to make sure that your students are doing well. for example, I made a Facebook group which I gathered in all my students in one class to send and receive feedback from them. You can also use what's up, teams and different apps to do this.

6. Do you think blended learning impacts learning, explain? Of course it impacts learning in different ways. It can be positive and sometimes negative. It depends on the way you use it. One positive impact is it make learning vary and more fun. On the other hand, you don't know if students are keeping up with you all the time or just pretending to.

7. Do you think blended learning impacts students' achievements, explain? In my opinion, if it's used correctly the impact would be great and positive. For example, if you give students an assignment in an online class, you need to make sure that they did it in the face-to face class and encourage them to keep up the good work.

8. What do you think is the impact of blended learning in improving students' creative thinking? In my opinion, blended learning can sometimes be a good way to make students seek knowledge about things they don't know especially via the internet. Seeking knowledge and self-learning combined by the teachers follow up make students able gather a great deal of information.

8. T8

1. How is blended learning defined?

A way of learning that combines traditional classroom lessons with lessons that use computer applications given over the internet.

2. What's your opinion about using blended learning in teaching and learning process to help students to play an active role in classroom?

Blended learning is useful in the learning – teaching process when the internet access is available for students and teachers as well.

3. What will be your role in blended learning?

The teacher is a facilitator of learning, guiding students and supporting them to explore and interact with the content

4. What are the problems that you are facing in your current classroom and how will blended learning help you to overcome these problems?

The lack of technical devices inside the classrooms. Virtual classrooms make it easier to use many applications and step out of the schools limited abilities need more classroom flexibility Blended learning does not eliminate the role of creative teaching in the classroom. Instead, it takes a large, intimidating group of students and breaks it down into more manageable chunks. This way, more creative lesson ideas can go through an iterative process. My students need more time to learn The differentiated instruction blended learning provides improves the quality of learning time in the classroom by allowing students to work at their own pace and making it possible for the teacher to group students for small-group instruction by their areas of need

5- How will you take feedback from your students?

By direct contact using students chat- notes or using emoji to express their reaction towards the content they are receiving.

6- Do you think blended learning impacts learning, explain?

Blended learning impacts learning positively especially for students who are shy to participate in real classes. Those students usually find their chance to standout.

7- Do you think blended learning impacts students' achievements, explain?

Blended learning could contribute to higher learning achievements than traditional one. However, It affects some students negatively because they don't have the motivation to use this way of learning and take it seriously as well. Struggling students who can move on at their pace and get customized support where they are stuck. But for other students it is a good way to understand and realize the content easily while they are at home, allow them to work collaboratively, share ideas and create a supportive learning environment.

8. What do you think is the impact of blended learning in improving students' creative thinking?

It should be characterized by flexibility that allows students to choose and discover alternative ways to solve problems, provides a high degree of excitement and motivation to encourage students to try without fear of error, and provides them with opportunities to interact with each other and with the teacher. Creative thinking is a refined process represented in the ability of the individual to produce the largest possible number of alternatives, solutions or ideas that are characterized by originality, flexibility, sensitivity to problems, reorganization, a sense of difference, calibration, rebellion against the old, and embracing positively.

9. T9

- 1- It is a learning style that combines face-to-face and online Learning.
- 2- I think it is an abortive method. Our learning system is not qualified to deal with this type.
- 3- It totally depends on teacher
- 4- The main and most serious problem is that students are with no clear vision for the future, without motivation and target. I think (blended learning) deepens this problem.
- 5- It is too hard to get real. Feedback through online, only inside the class room.
6. Of course it effects on learning, but it is so boring with bad interaction.
7. I certainly believe it impacts students' achievements, but negatively. It increases the bad results and the low-grade Students
- 8- It never strengthens the Creative thinking. Students are only listeners it lets students totally dependent.

10. T10

1. Blended learning is an educational approach that combines traditional face-to-face classroom instruction with online learning activities.
2. In my opinion using blended learning in teaching and learning is really helpful because the combination of multimedia resources and interactive activities can make learning more engaging.
3. Teachers have to plan, facilitate and assess online and face to face components. Such as; direct instructions, interactive sessions, content creation and online engagement.
4. There are many problems may face teachers during teaching in classroom. For-example, limited individual attention with large class sizes and engagement issues.

Blended learning helps to overcome these problems. Some content is delivered online so the teacher can use classroom time more effectively for small group activities leading to increase individual attention. Furthermore, interactive online tools and multimedia resources can make learning more engaging.

5. Taking feedback using online discussions and online surveys and questionnaire.
6. Blended learning has significant impact on learning offering many benefits; students can learn at their own pace, access resources and revisiting materials as needed. Moreover, group projects and collaborative tasks can be managed more effectively online, allowing students to work together.
7. Blended learning impacts students' achievements positively by offering personalized learning experiences, increasing engagement, providing access to a wide range of resources, enabling timely feedback, and utilizing data. These factors collectively contribute to improved understanding, retention, and overall academic performance.
8. Blended learning environments often include components like discussion forums and e-portfolios, which encourage students to reflect on their learning experiences. This reflection can lead to insights and new ideas, fostering creative thinking.

11. T11

- 1- Blended learning is combining the online learning with the traditional one that takes place inside classroom.
- 2- Blended learning seems to become a necessity these days. And if it is utilized properly, it does help integrate the learners in a more stimulating environment where the internet can be actively used.
- 3- As a teacher, I have to facilitate and guide the blended classes through using teaching strategies (group work, activities, worksheet, designing assignments. etc.) Planning is also important besides searching for the needed resources.
- 4-Well, I have problems with teaching reading and writing. Students seem to find these skills challenging. I could have online classes where technological apps and learning websites can be adopted to upgrade these skills.
- 5- I could ask them to write reflection paper to give feedback. I could open a discussion talking explicitly about the learning experience.
- 6- Yes it does. Technology is an inevitable part of our life and this generation is affected by the internet and the online world. Then blended learning has an important role in completing the learning scene. The internet is full of resources and authentic environment which motivate the students and help enrich their skills. Therefore, this helps achieve student- center classrooms where students can take charge of their own

learning. Face to face classrooms have also a great role in learning where learners socialize and interact with their peers and the tutors.

7- Yes it impacts their academic achievement because it differs from traditional classrooms and increase learner autonomy notion where they complete their own activities besides having face to face interaction.

8- As I mentioned before blended learning stimulates the learning as it combines between the virtual world where they do learning activities by themselves and the face to face world where they are able to interact with each other. In addition, blended learning requires using modern teaching tools like portfolios. This indeed helps students think out of the box and try new things.

12. T12

1. How is blended learning defined?

Blended learning is an educational approach that combines traditional face-to-face classroom instruction with online learning activities. This approach aims to enhance student engagement. Improve learning outcomes, and make education more accessible.

2. What's your opinion about using blended learning in teaching and learning process to help students to play an active role in classroom?

In my opinion, blended learning can be incredibly effective in engaging students and fostering active participation in the classroom. By combining traditional face-to-face instruction with online learning tools and resources, it creates a dynamic learning environment that caters to different learning styles and preferences. One of the key advantages of blended learning is its ability to personalize the learning experience.

3-blended learning, my role as a teacher would involve integrating traditional classroom instruction with online learning components.

4- As a teacher in Jenin City, Palestine, I face a unique set of challenges in my classrooms, which can include limited resources, overcrowded classrooms, political instability, and restricted movement.

5- Taking feedback from students is crucial for improving teaching methods, course materials, and overall learning experiences.

6- Blended learning can have a significant impact on learning, and its effectiveness depends on how it's implemented and integrated into the educational context.

7. Yes, blended learning can have a profound impact on students' achievements across various academic levels and subjects.

8. Blended learning can have a significant impact on improving students' creative thinking skills in several ways: 1. Diverse Learning Resources: Blended learning

integrates a variety of learning resources, including multimedia presentations, interactive simulations, and online research tools. Exposing students to diverse learning materials stimulates their imagination and encourages creative thinking by presenting information in different formats and perspectives. 2. Interactive Activities: Blended learning often incorporates interactive activities and games that challenge students to think creatively to solve problems or complete tasks. These activities engage students in hands-on learning experiences that encourage experimentation, innovation, and out-of-the-box thinking. 3. Collaborative Projects: Blended learning fosters collaboration among students through online discussion forums, group projects, and virtual team activities. Collaborative projects require students to brainstorm ideas, communicate effectively, and think critically to achieve common goals. Working with peers from diverse backgrounds encourages creative thinking by exposing students to different viewpoints and approaches.

13. T13

1- A cutting-edge educational approach which Integrates conventional I in person techniques with online and digital instructional resources.

2-It encourages the students to be more interactive in learning.

3. Mentoring and facilitating

4. Large numbers of students, lack of passion to engage

Blended learning lessons

5. Share their thought and feedback during discussion

6. Improve the outcomes

7. I think it will do positively, especially their achievement.

8. It will improve students' critical thinking skill and influence them to analyze and criticize.

14. T14

1-It is a system of learning which connects traditional learning with e-learning.

2) I think blended learning can give us and achieve better results; it develops students. They Can get the knowledge by themselves.

3) My role is controlling and directing. Going and giving Students guidelines.

4) Our school lose prepared Labs for this method of learning, lack of networks and weakness of internet.

5) Through random exams / assignments etc.

- 6) It can support learning. It makes it more interesting and useful.
- 7) Students will achieve good learning and they don't depend totally on their researchers.
- 8) They can think better, seek for information, and cooperate with their colleagues.

15. T15

- 1-It is a way of learning which connects traditional learning with e-learning.
- 2) blended learning can give us better results, it develops students. They Can get the knowledge by themselves.
- 3) My role is controlling and directing. Going and giving Students guidelines.
- 4) Our school lose prepared Labs for this method of learning, lack of networks and weakness of internet.
- 5) Share their thought and feedback during discussion
- 6) It can support learning. It makes it more interesting and useful.
- 7) Students will achieve good learning and they don't depend totally on their researchers.
- 8) They can think better, seek for information, and cooperate with their colleagues.

16. T16

- 1. Defined as a type of learning that combines active learning and experiential learning, where skills are integrated into interactive educational experiences. 2. Using blended learning in teaching can be very effective, as it can integrate curriculum content in diverse and engaging ways, enhancing students' understanding and practical application.
- 3. In blended learning, my role is to guide students and support them in exploring the material in various ways, motivating them to participate in discussions and practical activities.
- 4. The challenges I face revolve around academic and work pressures, in addition to the presence of Israeli occupation in our country. Blended learning will help me develop a deeper provide opportunities for effective communication and expression of opinions.
- 5. I will receive feedback from my students through various means, such as in-class discussions, surveys, and assessment activities. Students can also provide their feedback and opinions individually during school hours
- . 6. Yes, I believe that integrated learning positively impacts the learning process. By using various techniques, students can better comprehend the material and apply it in different and suitable ways.

7. Blended learning can enhance independence, critical thinking, and problem-solving skills, which positively impacts their academic performance.

8. By blending practical experiences, interactive learning, and technology usage, students can develop their creative skills in new ways.

17. T17

1- It is the combination between online learning & face to face learning.

2- I think it is a good way to help students to depend on them also to motivate them to find some answers to suck questions.

3- guidance, directing, controlling

4- The current problems that are connected with (slow-learners) they need more time to understand.

5- By completing the tasks correctly and successfully

6) Just the (slow learners) who want everything to be ready for them.

7-, I think it improves student's levels in self-learning they will have lots of tasks.

8) I think it is a way to create a better student who recognizes, realizes and analyses What to read, to search and find the best answer to any question.



جامعة النجاح الوطنية
كلية الدراسات العليا

أثر التعلم المدمج في تحصيل طلاب الصف الحادي عشر وتفكيرهم
الإبداعي من منظور معلمي وطلاب اللغة الإنجليزية كلغة اجنبية
في مدارس مدينة جنين

إعداد

رؤى سلطان محمود الكرم

إشراف

د. أحمد رباع

قدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب تعليم اللغة الانجليزية، من
كلية الدراسات العليا، في جامعة النجاح الوطنية، نابلس - فلسطين.

2025

أثر التعلم المدمج في تحصيل طلاب الصف الحادي عشر وتفكيرهم الإبداعي من منظور معلمي وطلاب اللغة الإنجليزية كلغة اجنبية في مدارس مدينة جنين

إعداد

رؤى سلطان محمود الكرم

إشراف

د. أحمد رباع

الملخص

هدفت هذه الدراسة إلى معرفة أثر التعلم المدمج على التحصيل والتفكير الإبداعي لدى طلبة الصف الحادي عشر من وجهة نظر معلمي وطلاب اللغة الإنجليزية في مدارس مدينة جنين. وقد شملت عينة الطلبة (198) طالباً وطالبة من الصف الحادي عشر تم اختيارهم قصدياً و(17) معلماً ومعلمة تم اختيارهم طبقاً للعينة المتيسرة من مدارس مدينة جنين الثانوية. اتبعت الدراسة منهجاً مختلطاً يجمع بين الكمي والنوعي. وقد أكمل الطلبة استبانة تم تطويرها لغرض الدراسة، فيما شارك المعلمون في مقابلة منظمة. وتم إجراء عملية التحليل باستخدام برنامج SPSS لبيانات أداة الاستبانة، وتم إجراء تحليل موضوعي لاستخراج البيانات من المقابلات. وأظهرت نتائج الدراسة أن الطلبة يعتقدون بدرجة منخفضة أن التعلم المدمج يمكن أن يحسن تحصيلهم ويطور بدرجة متوسطة مهارات التفكير الإبداعي لديهم. كما كشفت الدراسة عن وجود فروق ذات دلالة إحصائية في وجهات نظر طلبة الصف الحادي عشر فيما يتعلق بدور التعلم المدمج في تحسين تحصيلهم والتفكير الإبداعي، إلا أن متوسط الدرجات كشف عن فروق طفيفة في كلا البعدين لصالح الطالبات فيما يتعلق بالتحصيل والتفكير الإبداعي. وعلى العكس من ذلك، أظهر الطلبة المسجلون في الفرع الأدبي اعتقادهم بأن التعلم المدمج يمكن أن يؤثر على تحصيلهم. علاوة على ذلك، يعتقد الباحثون العلميون أن تأثير التعلم المدمج على تفكيرهم الإبداعي أعلى. بالنسبة لمعظم المعلمين الذين تمت مقابلتهم، يُنظر إلى التعلم المدمج عموماً على أنه طريقة واحدة لديها القدرة

على تحسين النتائج التعليمية، على الرغم من أن فعاليته يمكن أن تختلف حسب السياق والموارد المتاحة. لدى بعض المعلمين الذين تمت مقابلتهم نفس الطموح فيما يتعلق بتحسين التعلم المدمج لتحقيق الطلاب. ومع ذلك، كان بعض المعلمين متشككين، وأشار البعض الآخر إلى أن نجاحه مرتبط بعوامل أخرى. أما بالنسبة للمُقابلين، فقد تشاركوا بعض القواسم المشتركة فيما يتعلق بتأثير التعلم المدمج على تحصيل الطلاب، حيث لم يعتقد بعضهم أنه يعزز تحصيل الطلاب، بينما يرى آخرون أنه وسيلة للطلاب لتخطي المهام وفرصة لاختلاق الأعذار للانقطاع عن بعض الدروس، مما يؤثر سلباً على نتائج الطلاب، ولكنه يطور مهارات التعلم الذاتي لدى الطلاب. أوصت الدراسة بتوفير دورات تدريبية متقدمة للمعلمين حول تطبيق وتنفيذ التعلم المدمج في فصولهم الدراسية واستكشاف العوامل المرتبطة بنتائج التعلم المدمج الفعالة في مهارات التفكير النقدي والإبداعي في فصول اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: التعليم المدمج اللغة الإنجليزية، التحصيل التفكير الإبداعي، فلسطين.