

An-Najah National University

Faculty of Graduate Studies

**The Role of Using Blended Learning on
English Language Learning for 9th
graders from Teachers' Perspectives in
Nablus Governorate**

By

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**This Thesis is Submitted in Fulfillment of the Requirement for the
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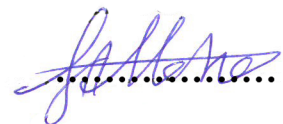
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Dedication

إلى أمي وأبي الذين لولاهم ما خططت شيئاً

إلى أخواني ومهجة قلبي

إلى أصدقاء المهجر الذين حالت بيننا امسافات لكن لم يغيبوا عن القلوب

إلى الروح التي ترافقني لروح أخي الشهيد " خالد النايه "

إلى رفقاء الدرب الذين لم يخلوا علي يوماً بالدعم والمساعدة

إلى أساتذتي الأفاضل

إلى أهلنا الصامدون في الشيخ جراح وسلوان وبيننا

إلى الأصدقاء في الجنوب وإلى روح الشهيد " محمد طحان "

أهدي هذا البحث امثواضع

راجياً امولى عز وجل أن يوفقني

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As I'm putting my last words in its place I cannot help but to think about all the circumstances that the world been through. These same circumstances that lead me to write this research to keep moving forward and believe that nothing is impossible. Also, I can't help but to think with all the people that helped me through this and stood by me.

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الإقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل عنوان

The Role of Using Blended Learning on English Language Learning for 9th graders from Teachers' Perspectives in Nablus Governorate

أقر بأن ما اشتملت عليه هذه الرسالة انما هي نتاج جهدي الخاص، باستثناء ما تم الاشارة اليه حيثما ورد، وأن هذه الرسالة ككل أو أي جزء منها لم يقدم لينال أي درجة أو لقب علمي أو بحثي لدى أي مؤسسة تعليمية أو بحثية أخرى.

Declaration

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.

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**The Role of Using Blended Learning on English Language Learning
for 9th graders from Teachers' Perspectives in Nablus Governorate**

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Abstract

The study aimed to identify the role of blended learning in learning English for the ninth grade from the point of view of teachers in Nablus Governorate.

The researcher used the descriptive approach, and the study was applied to a stratified random sample that consisted of (72) male and female teachers.

The study population consisted of male and female teachers who teach English in the schools of Nablus Governorate in the second semester of the year 2020-2021. To collect data, a questionnaire consisting of 31 items was developed and distributed to the target sample electronically and manually. The sample included teachers from different types of schools (public, private, UNRWA), teachers with different educational experiences (1-7 years, 8-15 years, 15 and more), teachers with different educational qualifications (Bachelor, Masters and higher), teachers with different specializations (English literature, English language teaching methods).

The study problem was determined by answering the main study question and its subsidiary questions related to demographic variables. The study answered the two main questions:

- What is the role of blended education in learning English for ninth grade students from the point of view of teachers in Nablus Governorate?
- Are there statistically significant differences in teachers' views on the role of blended learning in teaching English to ninth grade students in the Nablus Governorate?

The problem of the study was determined by answering the main study question and its subsidiary questions related to demographic variables. The study answered the two main questions:

- What is the role of blended education in learning English for ninth grade students from the point of view of teachers in Nablus Governorate?
- Are there statistically significant differences in teachers' views on the role of blended learning in teaching English to ninth grade students in the Nablus Governorate?

The results of the study showed that there were no statistically significant differences in the averages of teachers' views on the role of blended learning in learning English due to the variables of gender, years of teaching experience, academic qualification, and specialization. However, the study showed that there is a statistically significant difference between the averages of the teacher's answers due to the type of school (public, private) in favor of private schools.

Chapter One

1.1 Introduction and theoretical background:

Over the past couple of decades, the world we have evolved rapidly with the invention of the internet, digital communications, personal computers, smartphones, and other means of communications.

All of the previous inventions made it easier for people from all over the world to communicate easily wherever they are and whenever they wanted to. However, the rapid technological development also affected the way human beings do simple things such as paying the electric bill, or the phone bill. People used to go to the store and pay in cash. Now they can simply do it with a click of a button. This revolution changed the methods of learning, thinking, and teaching. The concept of e-learning emerged and can be defined as, learning system based on formalized teaching but with the help of electronic resources and also known as e-learning (The Economic Times, 2020).

With the emergence of e-learning some disadvantages emerged too. For example, online students' feedback remains limited as students don't get instant feedback from the teacher. However, in customary schoolrooms teachers can provide learners with instant feedback response on their classwork or participation in class. This disadvantage of e-Learning caused students to be less active in the classroom as there is no motivation for them (Armstrong, 2013).

Learner's doing the daily duties and learning activities become unhappy when they didn't have personal feedback. For instance, e-learning means of teaching that are being used in the educational process lead students to be a subject of observation, detachment and a lack of communication. Also, e-Learning contributed to the social alienation of the participating students. As a result for the absence of the human contact many of the students and teachers who unavoidably pass most of their time online will begin to feel social alienation and detachment (Khvilon, & Patru, 2002).

Alienation combined with privation of human contact also contributes to a number of problems regarding mental health issues. Such as depression, anxiety, and negative thinking. Due to these disadvantages of the e-learning system, there came the need of building a system that combines both classroom based teaching with virtual teaching. The Blended learning system emerged which is an 'educational methodology that incorporates prospects of online engagement with schoolrooms approaches in a conventional place. It needs the appearance of both teacher and the learner as both parties must be attending the class. Unlike e-Learning, teachers can record their class for the students to watch at any time. However, the learner have control over a certain degree of time, the location, or the speed of the class", (Mushtaq, & Shoib, & Shah, 2014).

Although, "learners keep on going to brick-and-mortar schools with physical presence of the teacher. Conventional classroom activities are joint with computer-mediated practices regarding content and delivery. However,

this method of learning to have some effects on English language acquisition and on teachers themselves. Learning the language can become more challenging than useful, which will affect its acquisition. In addition, the teachers themselves will be overworked as there will be a great deal of additional work which they will do from home (Johnson, & Marsh, 2014).

Previous studies showed that the blended learning environment improves the students' comprehension and the teachers' performance (Delialioglu, 2012). From a teachers' perspective a study showed that blended learning engage the learners, and act as tool for e-assessment to give more accurate feedback (Horn & Staker, 2011).

Educator's has different point of views regarding the blended learning method. Some results of studies indicated that from a teachers' perspective it is believed that blended learning simplifies individualization, teamwork, improved association and interaction, connected the students more to the reality and student-centered learning. Also, teachers emphasized on the importance of blended learning in improving the technological integration in the learning system in general. This integration allows students to become better self-learners (Sorbie, 2015).

1.2 Theoretical Framework:

From a theoretical perspective, blended learning is based on social constructivism theory, Vygotsky (1978). Social constructivism assumes that learners socially construct knowledge while making sense of their

learning. However, the social constructivist sees that knowledge is not an absolute truth that is undoubtable, it is acquired through a process of learning where the learner and the teacher together form, develop, and build explanations (Driscoll, 2000).

Vygotsky, (1978) focused on how learners and their peers communicate, change, question, and discuss meaning while expressing their different point of view. In other words, making sense of what being learned.

In addition to Vygotsky's theory, social interaction plays a very important role in student learning. Accordingly, a study conducted by Hurst, Wallace, and Nixon, (2013), examined the impact of social interaction on student learning and on teachers. "On one hand the study found that social interaction among students improves comprehension, makes the classroom a better learning environment, helps students become comfortable and confident, prepares students for the real world, help teachers to get to know students better. On the other hand, the study emphasized that students are not the only ones who need social interaction. Teachers also need to talk and to be listened to as well, as teachers have their fair share of problems coming from the wide variety of students need and negotiation's. Therefore, encouraging social interaction among teachers in one of the most efficient methods for teachers to acquire new ways of solving problems. Like their pupils, teachers socially interacting with their colleagues tend to be highly motivated to improve their curricula and solve their class problems (Hurst, Wallace, and Nixon, 2013).

Accordingly leaning takes place when learners get involved in a useful discussion as they share their different life experiences. Based on this understanding, Woo, & Reeves (2007) emphasized that social constructivism supports practical learning that consists of dialog where there is an interaction among learners in the process where they explain the context. This dialogic interaction among peers is believed to mediate learners' linguistic knowledge construction and contributes to the learning process in the L2 classroom (Swain, Brooks, and Tocalli-Beller, 2009).

Consequently, social interaction is the individual ability to demonstrate their state of being. And so, social interaction is achieved in blended as it is how teachers and students communicate with each other so that learning is achieved. Also, social interaction contributes as a facilitator of the interactive roles of the participants (Jusoff, & Rouhollah, 2009).

The teaching methods of foreign languages are based on the acceptance that learners should be as confident as possible in the process of learning a new language. Therefore the role of the teacher shifted from being a transmitter of the target language to being an instructor of that language (Roger, 1983).

The constructivist approach of learning can be emphasized much better if were combined with blended learning, as the more social interaction we have the more learning can be achieved. This is due to the reason that students build their own knowledge by themselves, with the help of the facilitator (the teacher). This allows students to be more confident in themselves. We conclude from the previous that the constructivist approach is the

fundamental element of blended learning and conventional learning methods (Tarnopolsky, 2012).

The application of the constructivist theory differs in its design whether it is used in elementary school, high school, or any other educational institution. Also, the application of the constructivism theory differs depending on the type of English is being taught, for example; General English, Business English, English for a specific purpose, or English for the occupational purposes (Tarnopolsky, 2012).

An example on how the constructivist approach or theory is applied is giving students research homework, take home exams, or regular homework. This can help students to enhance their research skills and knowledge acquiring, as students will solve their homework or exams on their own, based on the background knowledge that they obtained and the knowledge they obtain from different resources. By default, this allows them to gain new language skills from their self-learning. This is the basis of the constructivist theory which relates to the blended learning in its use.

From a conceptual perspective, blended learning has different variables that affect the learning outcome and quality, in addition to English language acquisition.

Based on the variables that this study deals with, the learning of English language may differ from one teacher to the other due to factors such as age, as older teachers' between the ages of (45-60) for example, might face some

difficulties in using the modern technological methods that are used in blended learning. However, the younger generation of teachers for example may find technological methods easier to deal with as they actually grew up with that technology.

Also, how many years of teaching experience a teacher have is a major factor in using blended learning. From a teacher's perspective the goal of blended learning should be to unite the best features in class teaching with the best features of online learning, to promote active, self-directed learning opportunities for students (Garnham & Kaleta, 2002).

1.3 Statement of the problem

Blended learning is an increasingly important approach that our outstanding Letters & Science faculty and instructional staff use to create deeply engaging courses in schools. The online teaching experience allow learners to gain knowledge outside the conventional walls of the classroom, which in turn allows for creative, and meaningful interaction during face-to-face class time (Scholz, 2018).

During the "Corona pandemic" of 2020 there was a concern over how to deal with the teaching process. The Palestinian ministry of Education decided to use the e-learning system starting from March, 2020 at schools and universities until August 2020. This raised many questions about the efficiency of e-learning in achieving the teaching goals, which lead the

Ministry of Education in Palestine to implement the Blended learning system starting August, 2020.

The researcher conducted interviews with 9th grade teachers about the use of blended learning in schools. The researcher noticed that there was some difficulties for both the teacher and the student. On one hand, some teachers and students don't have the required knowledge to use electronic means of teaching. On the other hand, a number of students face financial problems in obtaining Laptops, or internet access. In addition, the technical issues like the poor internet connection in some areas. This poses a challenge when applying blended learning. However, blended learning has its advantages as well. Students and teachers were able to learn new computer skills. In addition, the use of blended learning helped to maintain a stable epidemiological situation.

This study tried to find out the role of blended learning on English Language learning for 9th graders from teacher's perspectives in Nablus Governorate taking into consideration the challenges and the advantages.

1.4 Objectives of the research

The study aimed at examining the teachers' Perspectives on the Role of Blended Learning on English Language Learning for 9th graders in Nablus Governorate.

It also aimed at discovering if there are any statistical significance differences between teachers' perspectives due to the variables of the study

(gender, years of experience, qualification of teachers, school type). Also, offering solutions to develop the use of blended learning in schools.0

1.5 Research questions

This study will answer the following main questions:

- What is the role of blended learning on English language learning from a teachers' perspective?
- Are there any statistical differences between teachers' Perspectives on the Role of Blended Learning on English Language learning for 9th graders in Nablus Governorate?

From the second question the following sub-question might be retrieved:

1. Are there any statistical significant differences between teachers' perspectives due to gender (male/female)?
2. Are there any statistical significant differences between teachers' perspectives due to years of teaching experience?
3. Are there any statistical significant differences between teachers' perspectives due to qualification level of teachers (Bachelors/ MA/ Other)?
4. Are there any statistical significant differences between teachers' perspectives due to school type (Private/ Public/ UNRWA)?

5. Are there any statistical significant differences between teachers' perspectives due to major (English Literature/ Methods of Teaching English)?

1.6 Research hypotheses

In order to answer the research questions, the following null hypothesis was tested:

- -There are no significant statistical differences at level ($\alpha = 0.05$) between the means of teachers' perspectives about the role of using blended learning due to teacher's gender (male, female).
- -There are no significant statistical differences at level ($\alpha = 0.05$) between the means of teachers' perspectives about the role of using blended learning due to school type (Private, Public, UNRWA).
- -There are no significant statistical differences at level ($\alpha = 0.05$) between the means of teachers' perspectives about the role of using blended learning due to teacher's years of experience (1-7, 8-15, 15- and higher).
- -There are no significant statistical differences at level ($\alpha = 0.05$) between the means of teachers' perspectives about the role of using blended learning due to qualifications of teachers (Bachelors, Masters and higher).
- -There are no significant statistical differences at level ($\alpha = 0.05$) between the means of teachers' perspectives about the role of using blended learning due to Major of studying (English language and literature, Methods of Teaching English).

1.7 Definitions of terms

Blended Learning: (BL) The integration of face-to-face and online instruction (Graham, 2013).

9th grader: the ninth year of school, usually the first year of high school, and the graders are the students.

Operational definitions:

Blended learning can be defined as a method of teaching that combines between e-learning and classroom based learning which was used recently in Palestinian schools due to the Corona pandemic of 2020.

9th graders: they are part of the teaching process as they act as a receiver of information. According to the Palestinian educational system they range between 14-16 years of age

Teachers: they are a part of the study sample that this research is going to deal with, and they are a part of the teaching process as they act as a transmitter of information to the ninth graders.

1.8 The significance of the study

The importance of the study comes from the results and conclusions and that may be reached, and it is hoped that these results will be beneficial to 9th grade teachers.

- 1- It is hoped that this study will help educators to overcome the obstacles that may face them in using blended learning system in Palestine.
- 2- It is hoped that this study will help educators to fill the gaps that they might face in using blended learning.
- 3- It is hoped that the results of the study may help the Ministry of Education to improve their approach in applying blended learning.
- 4- It is hoped that the results will help reduce the gap between the Palestinian curriculum and the blended learning system.
- 5- It is hoped that the results of the study will help provide a training on how to use the blended learning system for teachers and students.

Depending on this research conclusion the Ministry of Education may change its methods of using blended learning, in addition to helping teachers to employ blended learning in the classrooms. Also, it is hoped that this study will help in reaching new and effective methods in applying blended learning, such as minimizing students' number in class, also using advanced technological methods.

1.9 Limitations of the study

This research will be conducted in the second semester of the year 2020/2021, which the blended learning is applied through.

This data will be collected from 9th grade teachers in Nablus Governorate.

The results of the study may be affected by the answers of the teachers on the questionnaire and interview.

Conclusion:

In conclusion, the study will try to answer one main question namely, are there any differences in teachers' perspective on the use of blended learning on English language learning for the 9th grade? The study will reflect the teachers view on blended learning, and its pros and cons, also, the study will hopefully come with a number of recommendations that will help teachers in applying blended learning. The reason the researcher chose this topic is due to the fact that teachers were living through in the use of blended learning, so this study aimed at examining the gaps if found in the use of such method on English language teaching. Hopefully, this study will help teachers to fill any gaps if found in the educational system of blended learning.

Chapter Two

Literature review

2.1 Introduction:

This chapter deals with previous studies and literature on blended learning and its use in teaching English, in addition on how this study differ in its objective. The previous studies will be classified into two sections. The first section dealt with studies from students' perspective. The second section dealt with studies from teachers' perspective.

2.2 Previous studies Studies related to the teachers' perspective

Alipour (2020) conducted a study that investigated the difference between the impact of online learning and blended learning on developing English language vocabulary learning. The participants for the study were 90 Iranian intermediate EFL learners that aged between 17 to 19 years. The participants were divided into three groups, face to face learning, online learning, and blended learning each group consisted of 30 student. The control group received the conventional method of face to face teaching, and the blended learning and online learning groups had vocabulary teaching through LMS instructional model and blended learning instructional model. The participants were tested prior to applying the study and post applying it in which a L2 vocabulary test was used. The study found that both the blended learning group and the online learning group had better results than the

control group which used the conventional face to face learning. Also, there were no significant differences between online and blended learning groups.

Similarly, a research paper conducted by Carrillo, (2020) reviewed the literature on online teaching and learning practices. The paper reviewed a sum of 134 studies in which they were analyzed regarding social, cognitive and teaching according to the Community of Inquiry framework (COL), which is a process of producing a profound and expressive learning understanding through the improvement of three interdependent factors social, cognitive and teaching presence. The study found that we need a more an inclusive understanding of the pedagogy of online learning which combine incorporates technology to aid teaching. The study also found that the rapport between the teacher and student leads to a better experience of online teaching.

Another study shepherd by Alsalhi, & Eltahir, & Al-Qatawneh (2019) examined the effects of blended learning on the ninth grade students' success and their opinion against it. The study compared the outcomes of different methods of teaching science topics and how the students dealt with it. The study was shepherd by means of quasi-experimental design case study. The members of the study were composed of 112 participants and they sorted into two groups; the first group was an experimental group which composed of 61 students and used blended learning. The second group was a control group that consisted of 51 students and used conventional method of teaching. The validity and reliability of the study was measured by designing

an achievement test and a questionnaire. The data collected from the achievement test and the questionnaire were analyzed using SPSS. The study found that there were a statically significant differences between the experimental group and the control group in favor of the experimental group. Also, the findings revealed that students in the experimental group had a positive reaction towards the use of blended learning. The study recommended that there should more research about using blended learning in higher education.

Zhang and Zhu (2018) lead a study comparing mixed method learning to conventional class-based learning method. Precisely, the study examined the effectiveness of mixed method learning in comparison to the conventional methods used to teach English as a second language in China. 5376 students made up the study sample, who were all registered in English as a Second Language classes at a major university in Beijing. The researchers examined the database that included students who were registered in English as a Second Language classes and their performance, gender, grade, and discipline. The results showed that learners' who were learning through the mixed method learning have achieved better in their English as a Second Language courses when comparing them with other students who of which the conventional class-based learning method. In other words, students in mixed method learning had a better achievement in English as a Second Language courses than students in class-based teaching method. The

researcher indicated that the results showed that the use of blended learning has a positive impact on student learning outcomes.

Another study conducted by Akbarov, & Gönen & Aydoğan (2018) examined students' attitudes toward blended learning in the EFL context. 162 English language learners participated in the study, 100 female student and 62 males. A questionnaire was used as a tool for data collection, it composed of questions that investigated the students' opinions and behavior towards blended learning journal of language teaching and research 235 © 2019 academy publication compared to the conventional classroom in EFL classes. Results of the study showed that most of the EFL students' favor blended learning over the conventional method of English teaching as it improves their enthusiasm and desire to learn which resulted in enhancement of the learning process. In other words, they believed that blended learning has a direct impact on their learning. However, the students who participated in the study stated that they prefer to be take tests using conventional ways rather than digital ways. The findings from Akbarov, & Gönen & Aydoğan. (2018) also suggested that the participants believed that the use of blended learning lead to the developing of their English proficiency levels. As such, the researchers concluded by stating that blended learning is an effective learning mode that can be used in an EFL context to improve the teaching and learning process.

Boelens, & De Wever, & Voet (2017) analysed 20 studies to identify the problems of designing blended learning environments. Results indicated that

a limited number of studies offer learners control over the realization of the blend; monitoring students' progress and personalization take place online, while social interaction takes place in the first introductory face-to-face meetings; and finally, instructional activities that foster a collaborative and affective learning atmosphere are paid attention to.

Banditvilai (2016) presented a case study that inspected the use of blended learning to enhance English learners' language skills and learning autonomy in an Asian university. The study was conducted in an "English for specific purpose" class and the participants were 60 bachelor degree students majoring in English. The study was designed to apprehend student's behavior towards blended learning in English. For this research a combination of online classes, a questionnaire, and achievement tests as were used as tools for data collection. The results of the study showed that the use of an online class teaching along with class-based teaching improves the skills of language for the students. Furthermore, the researcher found that the use of blended learning in an effective way, such as implementing more interactive methods of teaching like games and group work increases independent learning and make the students' more eager to learn. Banditvilai pointed out that learners' can learn and apply what they learned wherever and whenever they wanted to, for example, students learning advanced reading skills can apply it in their everyday use like reading new books and articles. This made blended learning a more desirable method for students. The researcher

summed up by stating that “Blended learning is a valuable concept that can be used to more successfully achieve teaching goals.”

Alfahdi, & Alsalhi, & Alshammari, (2015) conducted a study in Saudi Arabia that investigated secondary school teachers' views on blended learning in Tabuk City. The study pointed out how blended learning is effective in improving teachers' performance regarding content and process. The research had a sample of 35 EFL Saudi teachers in Tabuk City, KSA. The data was collected using a questionnaire that consisted of two divisions, namely, process and content. The research concluded that the teachers' views towards blended learning were generally positive and hopeful in both divisions on how blended learning will help in developing their performance and how it encourages the students to learn English. The study concluded that there are no significant differences between teachers' views on the content and process due to educational qualification, experience.

In a similar study, Ja’ashan (2015) examined students’ perceptions and attitudes toward the use of blended learning in an EFL English course in Bisha University, Saudi Arabia. To investigate the students’ perceptions and attitudes, a survey was conducted using a questionnaire which was designed to assess the student's perception and attitudes towards blended learning, the survey included 130 undergraduate English students. After analyzing the data that was collected the indications showed that the learners' expressed constructive behavior towards using mixed method learning in English classes. The students were happy with using blended learning in their English

courses as they believe that this method of teaching can be used to improve their skills of language, enhance their learning independency, increase student-teacher communication, and improve the process of learning. The researcher stated that there were some drawbacks of the mixed method of learning as it is time consuming and it takes a while to arrange and implement blended classes. The results of the study pointed out that the participants who were using mixed method of learning is more useful than the conventional class-based teaching, and that it increases the student's motivation toward learning and developing their skills in the best way possible.

Likewise, Liu (2013), investigated a study that inspected the effectiveness of blended learning in an academic English writing course at a major university in Beijing, China. The research was designed to assess different perspectives of blended learning such as course design, the presented material, the participation of learners', and assessing the classroom. The study took place in class that included 90 minutes of classroom meetings weekly in addition to another hour of an online class afterwards. What the teachers' reflected in addition to the students' evaluation of the course, showed that the use of blended learning was very much valued by the students as it reflected on them in a positive way as the students' became more motivated to communicate more with their peers and their teachers. Blended learning increased their independent learning, in addition to getting rid of their communication anxiety, and enhancing the student's academic writing skills. The study concluded that these results were due to using two diverse types

of teaching. The use of blended learning is more motivating and inspiring for language learners.

Harb, & Keshta (2013), investigated a study on the effectiveness of a blended learning program on developing Palestinian tenth graders' English writing skills. The study aimed at examining the effectiveness of using a blended learning approach on improving Palestinian tenth graders' English writing skills. In order for the study goals to be achieved, the researchers used an achievement test that composed of (40) items which they designed to assess the student's writing skill. The study sample consisted of 40 students from Shohadaa' Rafah Basic School in Rafah Directorate. The blended learning program was used in teaching the experimental group of 20 students, while the conventional class-based method was applied on the control group of (20) students. The duration of the experimentation lasted for eight weeks. The study results showed that there were significant differences at ($\alpha \leq 0.05$) in the mean scores of the test in favor of the experimental group. The findings also pointed out that there were statistically significant differences at ($\alpha \leq 0.05$) in the participants' achievement level before and after implementing the blended program in favor of the experimental group.

At the postgraduate level, Chen & Jones (2007) conducted a study in which they Surveyed MBA students at an American university to compare students' assessments of course effectiveness and satisfaction in a traditional classroom teaching and a blended learning one in which online learning was the primary teaching method with some few classroom meetings. Generally,

both groups of students reported positive 55 perceptions about the course, instructor, and learning outcomes. Most students in the blended learning course revealed that they would take other courses using blended learning, because they felt that they gained appreciation of the essential course concepts. Also, the students reported that the blended learning course improved their analytical skills as well. However, the students were more satisfied with the clarity of course instruction in the traditional classroom. Despite being similar in the final learning outcomes, this research suggests that both courses can be improved if certain aspects of each courseware incorporated into the other. Research highlighted some challenges associated with blended learning.

Similarly, Stracke (2007) investigated the views of three students who left a blended learning course in which learners studied independently on a computer along with the regular face-to-face instruction. Findings revealed that the students left the blended learning course for three reasons. First, they perceived a lack of support and connection between the regular face-to-face and blended learning. Second, they perceived paucity in the usage of the paper medium for reading and writing. Finally, they rejected the computer as a means of language learning.

In a different study, Manan, & Alias, & Pandian (2012) investigated the possibility and effect of blending conventional classroom teaching with online teaching using a social networking platform, Facebook. In detail, the researchers used Facebook groups as a tool for online teaching alongside

with classroom teaching in an ESL context. The sample for the study consisted of 30 BA students who were all registered in English as a Second Language course at one of the public universities in Malaysia. The conventional method of face to face teaching were applied with the learners' in addition to online teaching using Facebook groups. After the observation of students' learning through this mixed method of teaching, and examining the student's perspectives and opinions, the researchers' concluded that the most of the learners' displayed an affirmative perceptions towards this teaching approach. The students stated that the use of Facebook group alongside with class-based teaching was motivating and genuine. The results were remarkable as the students became more encouraged to interact and cooperate, and that is one of the most important strengths of blended learning. You report the results, but there is not really a clear sense of the 'how' – what is it about blended learning, especially the technological side perhaps, which allows for student motivation to be high, and autonomy? What is the inherent quality that leads to success?

Similarly, Yoon, and Lee (2010) conducted a study investigating students' perspectives and the effectiveness of blended learning as a teaching strategy in an ESL writing class. The participants consisted of 47 university language students from two writing classes participated in a study that lasted for more than 16 weeks. The data for the research was collected using: questionnaires, pretest, post-test, and midterm examination. The results showed a positive attitude and perceptions from the learners when using the blended learning

method in L2 writing classes. The learners' believed that this teaching method is beneficial, encouraging, and cooperative. Furthermore, using the blended learning approach lead to an enhancement in the student's performance in their writing skills. According to the researcher the use of blended learning improved students' motivation and encouraged many significant aspects in language learning such as communication, autonomy, and collaboration. Yoon and Lee (2010) stated the learners' "seemed to appreciate the opportunities for interaction and were satisfied with blended learning in L2 writing" (p.198).

Studies related to the teachers' perspective

The previous studies on the effect of blended learning dealt with the students' perspectives on its effect in English as a Second Language courses. The studies showed the advantages of the blended learning system from the students' perspective only. However, a study conducted by Albiladi and Alshareef, (2019) in the University of Arkansas examined how can blended learning be used effectively. The study also aimed at examining the challenges that faces the language teachers when applying the blended learning method. The study found some challenges regarding this teaching method which is derived from Bonk's and Graham's (2012). First, "The role of live interaction". Second, "the role of learners' choices and self-regulation". Third, "models for support and training". Forth "dealing with the digital divide". Fifth, "cultural adaptation", and "finding balance between innovation and production". The first issue deals with the difference in

interaction amount between the conventional face to face method and the blended learning method as it varies in favor of the conventional method. The issue points out the problem that faces the teachers when identifying what are the students' needs and how effective they can be as teachers. The third issue points out on how difficult for teachers to use models of learning. The fourth issue sheds the light on the problem of the limited access for some students to digital aid. The fifth issue examines that the teachers face challenges when adapting the blended learning to the culture. The sixth issue emphasizes that there is a challenge in using new methods in teaching and producing a cost-effective result. This study concluded that even though blended learning is an advanced method of teaching, but it has some challenges that need to be addressed.

Another study conducted by Larsen (2012) inspected teacher and student perspectives on a blended learning intensive English program writing course. The study also aimed at investigating how to prepare English as a second language teachers to produce a creative blended learning environment for English as a second language writing students. In addition, the study tried to find out if the teachers' training on blended learning affected students' understanding of the blended learning writing course. The data was collected from 41 ESL students and five teachers using both the qualitative and quantitative approach. The five ESL teachers received training on blended learning and were given technical support during their teaching period of the semester, then both parties received a questionnaire and were interviewed.

The results of the study showed that teachers don't need much training on blended learning to apply it effectively. The study also found that the availability of technical support for teachers through the semester demonstrated to be very beneficial. Finally, the study emphasized that the teachers practice and attitude have little influence on the blended learning environment, although other results of the study suggested that the teacher experience is a factor of causing student satisfaction.

Accordingly, a study shepherd by Ince (2015) aimed at investigating English language teachers' perspectives towards blended learning in English language learning, two levels were inspected. The first level that the study inspected is Teachers' perceptions towards the contribution of blended learning in English language teaching. The second level is examined the challenges and limitations that faces language teachers in applying blended learning in English language teaching. The study sample consisted of 60 English language teachers from public, primary, secondary, or high schools in Batman, Turkey, and the data was collected using a three-part questionnaire. The results of the study showed that the majority of teachers believe that blended may have a positive effect on English language teaching. In addition, English language teachers who participated in the study stated that blended learning allows learners to learn inside and outside the classroom through technological means and resources. The study also found that the use of technological means helps both teachers and learners in acquiring new skills. However, there were some challenges to using blended

learning according to teachers that have an effect on applying it. On one hand, some teachers stated that they don't have the necessary electronic equipment and stable internet connection at their schools. On the other hand, some teachers stated that they don't have any computer or internet access at their institutes. In addition, some teachers don't have the correct knowledge or experience in using technology.

Conclusion

Some of the previous studies like Harb, & Keshta (2013), and Ja'ashan (2015) inspected the students' perspective on the role of blended learning on English language learning. The study's results emphasized that students find blended learning easier to deal with and more fun. However, other study's that investigated the teachers' perspective on the use of blended learning in English language learning like Albiladi, & Alshareef (2019) pointed out that there are challenges that face teachers in applying this method. This study will measure the effect of blended learning on English language acquisition from the teachers' perspective. In addition, this study deals with different school types which can contribute in extra data on blended learning. Also, this study will provide data for future researchers in Palestine who want to conduct more research in the same field hoping that it will make blended learning an acceptable teaching environment. It is hoped that it will reveal the strengths and weaknesses in the blended learning system as seen by the teachers' in Nablus governorate, and how it can be dealt with.

Chapter Three

Methodology and Procedures

The current study aimed at investigating the role of blended learning on English language learning from a teachers' perspective. This chapter includes the methodology, study population, study sample, and the study tool. Below is the description of the mentioned elements:

3.1 Methodology

The descriptive approach was followed in this study as quantitative data was collected using the questionnaire as a study tool. This methodology is more suitable in achieving the objectives of the study.

3.2 Population of the study

The study population consisted of male and female teachers who teach English to the ninth grade students in the Nablus Governorate (Public, Private, and Unrawa schools). The number of this population is (167) male and female teachers.

3.3 The study sample

In this study, a stratified random sample was selected from the study population, where the number of the sample individuals reached (72), which forms 43.7% of the population (167).

Table (1): Distribution of the study sample according to the variables

Study Sample				
Gender	Male	Female		Sum
	30	42		72
School Type	Public	Private	Unrawa	
	53	13	6	72
Major	English Language and Literature	Methods of Teaching English		
	24	48		72
Educational Qualification	Bachelor's	Masters	Diploma	
	61	10	1	72
Years of teaching experience	1-7	8-14	15 and more	
	21	20	31	72

The sample represent a wide geographical area of teachers of which one teacher was chosen from each school in the study sample.

3.4 instrument of the study

In order to achieve the objectives of this study and collect the necessary data to achieve the goals, a questionnaire was developed by the researcher as a tool of the study.

3.5 The questionnaire

After reviewing the related literature and previous related studies, a questionnaire was developed by the researcher, which aimed at collecting data on teachers' perspectives on the use of blended learning. The validity and reliability of the study tool was verified. The researcher started by writing the introduction page of the questionnaire then putting the variables in the correct

order. The items for the questionnaire was a written after careful review of previous studies and aimed at measuring the teachers' perspectives. The questionnaire's items was 31 in its final form using Likert scale. To analyze the questionnaire, each item was a given a value, with a score of strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1).

3.6 Validity of the instrument

The validity of the questionnaire was verified through the following steps:

- After reviewing the related literature and previous studies the study tool was prepared in its first form which consisted of 40 items.
- The study tool was presented to a group of juries that consisted of university professors and school teachers from local schools and universities in Nablus governorate, whom names are listed in appendix (1). The group of juries were asked to examine and review the language of the questionnaire and how suitable it is for the objective of the study.
- The juries made some valuable comments on the questionnaire, some of which were taken into consideration. There was deleting, adding, adjusting on some items. For example; the first paragraph in the introduction was changed into "The researcher is conducting a study titled "The Role of Blended Learning on English Language Learning from a Teachers' perspective for the ninth grade in Nablus Governorate" as a requirement to obtain the Master degree. The aim of the study is to understand the role of blended learning on English language leaning as

perceived by English teachers". Also, all of the sentences were transformed to the simple past for example; the first paragraph was "The students **like** electronic activities" that changed into "The "students **liked** electronic activities". Another example; some items were deleted as they were open questions which the juries recommended to be deleted, such as; "Mention the most efficient activities that had the most efficiency during the computer based classes". Such questions takes time to answer and will make the teacher feel bored.

- After taking into consideration the comments of the juries the questionnaire was prepared in its final form as it contained (31) questions. The questionnaire can be examined in Appendix (2)

3.7 Reliability

The reliability of the study was verified by testing it on the study sample using Cronbach's Alpha equation which had a value of (0.89) which is an acceptable coefficient for the purpose of the study.

3.8 Research design

The descriptive approach was followed and the study included the following variables:

Independent variables: the teacher's gender, (male teacher, female teacher), years of teacher experience, three levels (1-7, 8-15, 15- and higher), the teacher's educational qualification, three levels (Bachelors, Masters and Diploma), School type, three levels (Private, Public, UNRWA).

The dependent variable: the teachers' answers to the questionnaire.

3.9 The study procedures

- The research title was chosen and the approval for the proposal was obtained.
- Read related literature about "Blended Learning"
- Wrote the research proposal and handed it to the faculty of graduate studies.
- Prepared the study tool that composed of the questionnaire that measured the role of blended learning on English language learning.
- Distributed the study tool on the stratified chosen sample of English language teachers in Nablus Governorate.
- Collected the data and analyzed it statistically to get results.
- Write and discuss the results.
- Write the recommendations.

3.10 Statistical procedures

In order to analyze the data and examine the null hypotheses in this study, the following statistical procedure will be used: means, standard deviations, correlation, one-way analysis of variance ANOVA, and T-test for two independent samples.

Chapter Four

Results of the Study

This chapter includes the results of this study that was concluded.

4.1 The results related to the main question of the study.

The study main question was "what is the role of blended learning on English language learning from a teachers' perspective?".

To answer this question, the mean and the standard deviation for the teachers' answers on the questionnaire was calculated for each one of the questionnaire items. Also, the total mean and the standard deviation for the questions of the questionnaire was calculated. The answers is shown in table (2).

Table (2) the mean and standard deviation for the teachers' answers on the questionnaire.

	Phrase	Mean	Standard Deviation
1	The students liked electronic activities.	3.64	0.91
2	e-learning activities helped students learn English better	3.49	0.87
3	The students preferred the English lessons in the computer lap.	3.47	0.98
4	The activities helped students improve their grammar skills	3.26	0.96
5	The students enjoyed face to face classroom activities more than blended learning	4.24	0.94
6	Blended learning helped developing students' reading skills	3.10	1.08
7	Blended learning helped developing students' writing skills	2.76	1.13
8	Blended learning helped developing students' speaking skills	3.22	1.09
9	Blended learning helped developing students' listening skills	3.32	1.05

10	Students usually communicated with each other through social media.	3.85	1.06
11	Blended learning encouraged students to engage in teamwork.	3.18	1.12
12	Balancing between the electronic and classroom activities led to students' better learning.	3.35	1.06
13	The limited access of internet decreased the efficiency of blended learning	4.01	1.00
14	Students needed technical support during blended learning classes	3.94	0.90
15	The students understanding of blended helped in increasing their learning.	3.29	1.09
16	The students preferred to learn English language using blended rather than face to face learning	2.49	1.27
17	The instructions for the blended learning activities were easy and clear for the students	3.49	0.98
18	Students facing technical issues quite every time they used blended learning faced a challenge for their learning.	3.60	0.88
19	The students managed to use blended learning easily which increased their learning.	2.99	0.96
20	Blended learning helped students achieving their learning goal in learning English Language	2.90	1.08
21	Blended learning helped students discover their interests.	3.04	1.13
22	The students felt bored from using blended learning at the end of the school year.	3.74	1.15
23	Blended learning helped students to participate in class more frequently	3.07	1.18
24	Blended learning caused social isolation.	3.17	1.09
25	Slow internet connectivity is a major problem when using blended learning that affected students' learning.	4.43	0.80
26	Technical support is always available when using blended learning.	2.74	1.21
27	All students' have computer or internet access	2.38	1.36
28	Students felt more confident when using blended learning.	3.11	1.06
29	Students preferred to learn face to face more than blended learning.	3.97	1.01
30	I think blended learning is difficult to apply for the 9 th grade.	2.57	1.07
31	I believe that blended learning improves my technical skills.	3.92	1.04
	Total	3.35	0.38

Referring to table (2), item number 25 in the questionnaire has the highest mean between all the items with a mean of 4.43 which states that "Slow internet connectivity is a major problem when using blended learning that affected students' learning", and it has a standard deviation of .80. After, item number 27 has the lowest standard deviation and mean with a mean of 2.38 and standard deviation of 1.36 which states that "All students' have computer or internet access". The total mean for all of the items is 3.35 and standard deviation of .38 which is above neutral.

4.2 Results of the Hypothesis:

4.2.1 There are no statistical differences at level ($\alpha = 0.05$) between the means of teachers' perspectives about the role of using blended learning due to teachers gender (male, female).

To test hypothesis the first hypothesis the mean and the standard deviation were calculated for the teachers' answers on the questionnaire using SPSS statistics. Table (3) represents the mean and standard deviation for the answers of male and female teacher's.

Table (3) the mean and standard deviation for the answers of male and female teacher's.

Gender	N	Mean	Std. Deviation
Male	32	3.2470	0.38174
Female	40	3.4242	0.37331

From the table above it is noticed that the mean of the female teachers' answers on the questionnaire is higher than the male teachers' answers. To compare the means, T- test for two independent samples was tested using SPSS. The results of testing the hypothesis is presented in table (4).

Table (4) represents the T-test for two independent samples for mean differences due to gender.

	F	sig	t	df	Sig (2-tailed)	Mean difference	Std. error difference	95% confidence interval of the difference	
								Lower	Upper
Equal variances assumed	0.341	0.561	-1.982	70	.051	-.17722	.08943	-.35558	.00114
Equal variances not assumed			-1.977	65.913	.052	-.17722	.08965	-.35622	.00179

Since " α " from table (4) equals 0.561 which is greater than 0.05, means that there is no significant difference between the answers of the teachers due to gender, which means that we can't reject the hypothesis.

4.2.2 There are no statistical differences at level ($\alpha = 0.05$) between the means of teachers' perspectives about the role of using blended learning due to school type (Private, Public, UNRWA).

To test the second hypothesis the means and standard deviations for the teachers' answers on the questionnaire were calculated using SPSS statistics for the three types of schools. Table (5) presents the means, and standard deviations of school type (Public, Private, Unrawa).

Table (5), the mean, sum, and the standard deviation of the school type.

ADchool type	Mean	N	Std. Deviation
Public	3.2739	53	0.36208
Private	3.5236	13	0.32181
Unrawa	3.5914	6	0.52992
Total	3.3454	72	0.38476

The highest mean is for the Unrawa schools with a mean of 3.5914, and the lowest is for the Public schools with a mean of 3.2739. To test the hypothesis between the three groups, one way analysis of variance (ANOVA) was used using SPSS. Table (6) shows the results of the (ANOVA) test.

Table (6), one way analysis of variance due to school type.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.047	2	0.523	3.816	0.27
Within Groups	9.464	69	0.137		
Total	10.511	71			

From Table (6), " α " equals 0.027 which is less than 0.05 which means that there are significant differences between the groups. This means that the null hypothesis is rejected.

To see which group contributes the significance of the references between the groups LSD post hoc test was used. Table (7) shows the results of the post hoc test.

Table (7) LSD post hoc test to check the differences between group contributions.

1.S+B: ADchool type:	2.S+B: ADchool type:	Mean Difference 1-2	Std. Error	Sig.	95% Confidence Interval Lower Bound Upper Bound	
Public	Private	-0.24968*	0.11462	0.033	- 0.4784	-0.0210
	Unrawa	-0.31751	0.15952	0.051	- 0.6357	0.0007
Private	Public	0.24968*	0.11462	0.033	0.0210	0.4784
	Unrawa	-0.06782	0.18279	0.712	- 0.4325	0.2968
Unrawa	Public	0.31751	0.15952	0.051	- 0.0007	0.6357
	Private	0.06782	0.18279	0.712	- 0.2968	0.4325

*. The mean difference is significant at the 0.05 level.

From table (7) we noticed that there is a group difference between public schools contribution with a mean of 3.2739 and private schools contribution with a mean of 3.5236 in favor of the private schools. The other groups has no differences within.

4.2.3 There are no statistical differences at level ($\alpha = 0.05$) between the means of teachers' perspectives about the role of using blended learning due to teacher's years of experience (1-7, 8-15, 15- and higher).

To test the third hypothesis, the mean and standard deviation were calculated for the teachers' answers on the questionnaire using SPSS statistics. Table (8) represent the number of teachers based on the educational qualification, mean, and standard deviation.

Table (8), the mean and std. deviation for years of teaching experience.

Years of teaching experience	Mean	N	Std. Deviation
1-7	3.4086	21	0.39022
8-14	3.3194	20	0.36808
15 and more	3.3195	31	0.39887
Total	3.3454	72	0.38476

The highest mean is for the group of teachers with 1-7 years of teaching experience with a mean of 3.4086, and the lowest is for the group of teachers with 8-14 years of teaching experience with a mean of 3.3194.

To test the hypothesis between the three groups, one way analysis of variance (ANOVA) was used using SPSS. Table (9) shows the results of the analysis.

Table (9) one way analysis of variance of years of teaching experience.

	Sum of Squares	Df	Mean Square	F	Sig
Between Groups	0.118	2	0.059	0.393	0.677
Within Groups	10.392	69	0.151		
Total	10.511	71			

From Table (9) " α ": equals 0.677 which it is greater than 0.05 which means that there is no significant difference between the groups which means that we can't reject the null hypothesis (3).

4.2.4 There are no statistical differences at level ($\alpha = 0.05$) between the means of teachers' perspectives about the role of using blended learning due to qualifications of teachers (Bachelors, Masters and higher).

To test the forth hypothesis, the mean and the standard deviation for the teachers' answers on the questionnaire were calculated using SPSS statistics. Table (10) represent the number of teachers based on the educational qualification, mean, and standard deviation.

Table (10), the sum of teachers based on educational qualification, mean, and standard deviation.

Educational qualification	Mean	N	Std. Deviation
Bachelors	3.3675	61	0.37841
Masters	3.2000	10	0.43032
4.00	3.4516	1	.
Total	3.3454	72	0.38476

From the table above it is noticed that the mean of the teachers' answers with a bachelor's degree has the highest mean on the questionnaire and it is higher than the teachers' answers with a master's degree. To compare the means, one way analysis of variance was tested using SPSS which is represented in table (11).

Table (11), one way analysis of variance for teachers answers based on the educational qualification.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.253	2	0.126	0.849	0.432
Within Groups	10.258	69	0.149		
Total	10.511	71			

From Table (11) " α " equals .432 which is greater than " α " equals 0.05 which means that there is no significant difference between the groups which means that we can't reject the null hypothesis (4).

4.2.5 There are no statistical differences at level ($\alpha = 0.05$) between the means of teachers' perspectives about the role of using blended learning due to Major of studying (English language and literature, Methods of Teaching English).

To Test hypothesis the fifth hypothesis the means and the standard deviations for the teachers' answers on the questionnaire were calculated using SPSS. Table (12) represent the mean, and standard deviation of teachers answers based on their majors.

Table (12), Distribution of teachers based on major, mean, and standard deviation.

Major	Mean	N	Std. Deviation
English Language and literature	3.3784	48	0.37245
Methods of teaching English	3.2796	24	0.40833
Total	3.3454	72	0.38476

From the table above it is noticed that the mean of the teachers' answers with a major in English language and literature on the questionnaire is higher than the teachers' answers with a major in methods of teaching English. To compare the means, T- test for two independent samples was tested using SPSS which is presented in table (13).

Table (13) represent the T-test for two independent samples.

	F	sig	t	df	Sig (2-tailed)	Mean difference	Std. error difference	95% confidence interval of the difference	
								Lower	Upper
Equal variances assumed	.360	.550	1.027	70	.308	.09879	.09615	-.09298	.29056
Equal variances not assumed			.996	42.515	.325	.09918	.09918	-.10130	.29888

Since " α " equal 0.550 and it is greater than " α " equals 0.05 which means that there is no significant difference between the answers of the teachers due to major. We can't reject the hypothesis.

Chapter Five

Discussion, Conclusion and Recommendations

5.1 Introduction: -

This chapter includes a discussion of the results reached by the researcher in this study. The study aimed at investigating the role of blended learning in English language learning from a teachers' perspective in Nablus governorate, as well as identifying the role of some demographic variables (Gender, School type, Major, Educational qualification, Years of teaching experience) in the subject of the study.

The study included a set of questions, and the researcher will try to discuss the relevant results through the statistical analysis of the study questions. In addition, putting forward some recommendations in the light of the results of his study.

5.2 Discussing the results related to the main question of the study

The main question state: "Are there any statistical differences between teachers' Perspectives on the Role of Blended Learning on English Language Acquisition for 9th graders in Nablus Governorate"?

The responses of teachers' answers on the questionnaire was closer to neutral which means that they neither agree nor disagree with the role of blended learning on English language learning. This result may be attributed to the fact that teachers has different access of resources that helps them apply

blended learning. On one hand, teachers have the same moderate experiences in blended learning. Also, teachers have approximately the same circumstances and this may affect their responses to the questionnaire items. On the other hand, blended learning is a relatively new experience.

From this main question, the following sub questions are retrieved.

5.3 Discussing the results related to the first sub question

Which stated: " Are there are no statistical differences at level ($\alpha = 0.05$) between the means of teachers' perspectives about the role of using blended learning due to teachers' gender (male, female)".

The results showed that there are no statistical differences in the means of teachers' answer due to teachers' gender on the role of blended learning on English language learning.

The researcher attributes the reason for the lack of statistically significant differences according to the variable of teachers' gender to the fact that both female and male teacher's undergo the same training and educational courses before starting to practice educational activity. In addition, The Ministry of Education periodically provided training on the use of blended learning which contributed to their understanding of the new method of teaching that came due to the Covid-19 pandemic. Also, male and female teachers started to apply blended learning at the same time so they have the same challenges.

5.4 Discussing the results of the second sub question

The question stated: " Are there any differences between teachers' perspectives due to years of teaching experience"?

The results showed that there are no significant differences in between the means of teachers' answers on the role of blended learning due to the years of teaching experience.

The researcher attributes the reason for the lack of significant differences according to the variable, years of teaching experience to the fact that those with few years of teaching experience (new teachers), have undergo the same training and have the same resources and materials.

The results of this study supports the findings of Alfahdi, & Alsalhi, & Alshammari (2015) study, which showed that there are no significant differences in the teachers' view regarding the teachers' teaching experience when using blended learning.

5.5 Discussing the results related to the third sub question

The question stated: "Are there any differences between teachers' perspectives due to qualification of teachers (Bachelors/ MA/ Diploma)"?

The results showed that there are no significant differences between the means of teachers' answers on the role of blended learning due to educational qualification.

The researcher attributes this result to the fact that regardless of the educational qualification of the teacher they had to use the same methods in applying blended learning as the Ministry of Education provided teachers with the same software in order to proceed with blended learning. Also, all teachers teaches the same curriculum.

The results of this study also supports the findings of Alfahdi, & Alsalhi, & Alshammari (2015) study, which showed that there are no significant differences in the teachers' view regarding the teachers' educational qualification.

5.6 Discussing the results related to the forth sub question

The question stated: "Are there any differences between teachers' perspectives due to school type (Public, Private, Unrawa)

The results showed that there are significant differences between the means of teachers' answers on the role of blended learning due to school type. The difference was mainly manifested between the public schools and private schools in favor of the private schools.

The researcher attributes this result to the fact that public schools has a larger number of students in classes which leads to a challenge in applying in blended learning. On the one hand, public schools has limited resources that stops them from applying blended learning in its full capacity. On the other hand, Private schools has a fixed moderate number of 25 to 27 students in classes in general which helps teachers apply the blended learning method

in a more advanced and effective way. Also, the resources that private schools has are more advanced and compatible with the method of blended learning.

The results of this study agrees with a study conducted by Albiladi and Alshareef in the University of Arkansas that examined how can the blended learning be used effectively. The study shed the light on the issues that faces teachers when applying blended learning. Specifically, this study agrees with the point that limited access for some students to digital aid poses a challenge for teachers in public school to apply blended learning. The reason for this similarity between the two studies may be attributed to the fact that students in both studies may have the same financial circumstances.

5.7 Discussing the results related to the fifth sub question

The question stated: "Are there any differences between teachers' perspectives due to major (English Literature/ Methods of Teaching English).

The results showed that there are no significant differences between the means of teachers' answers on the role of blended learning due to major (English Literature/ Methods of Teaching English).

The researcher attributes the result of this study to the fact that regardless of the major of the teacher, the same curriculum are taught and used in the EFL class.

5.8 Conclusion

From teachers' perspective the study found that there are no significant differences in the role of blended learning on English language learning is taking into consideration teacher's age, gender, years of teaching experience, and major of study. However, the study pointed that there are significant differences in the role of blended learning between private and public schools. The researcher attributed this difference due to the fact that private schools has fixed moderate number of students within class from 22-25 students per class. On one hand, private schools has their own private source of funding which means that they can afford more advanced technological devices in their schools to use blended learning. On the other hand, public schools cannot have the same resources as the government follow a certain financial plan in funding schools. Also, private schools students usually have better income than the public which means that they have easier access to internet and blended learning.

5.9 Recommendations

In the light of the results of the study, a number of recommendations and suggestions are offered:

For the Ministry of Education: -

- 1- Review the methods that are being used in applying blended learning in public schools, and make it more compatible with the teaching process.

- 2- Provide technical support around the clock for both teachers and 9th grade students.
- 3- Integrate the current curriculum with activities that support the full capacity of blended learning.
- 4- Provide around the year training for new teachers and old teachers on how to use blended learning.
- 5- Obtain feedback on the teaching process using blended learning to address any current or upcoming issues.

For future researchers:

- 1- Conduct new studies on the blended learning method in the light of its increasing use due to the Covid-19 pandemic to find new ways to full achieve it.
- 2- Advise the researcher to conduct other studies on the subject in different cities across Palestine in order to be able to conduct comparative studies in the future.

For teachers:

- 1- Find new ways and activities to make blended learning more interactive.
- 2- Conduct meetings with students' parents to make sure that the students are fully comprehensive of what they are being taught, and to discuss any obstacles that faces the 9th grade students in blended learning.

In conclusion, the study results showed that there are no significant differences in teachers' perspectives due to the variables, (age, years of teaching experience, major, and qualification of teacher). However, the results showed that there are a significant difference due to school type between the public and the private schools in favor of the private schools. The researcher recommends to reconsider the methods that are being used in applying blended learning in schools in order to achieve its goals fully.

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Appendix

Appendix (1) list of juries

Name	Organization
Dr. Keffah Barham	An Najah National University
Dr. Suzan Arafat	An Najah National University
Dr. Ayda Bakier	Al Quds Open University
Mrs. Olaya Shtaya	Beita Secondary School for Girls
Dr. Khaled Dweikat	Al Quds Open University
Dr. Omar Ghanam	An Najah National University

Annex (2) the questionnaire



An-Najah National University

Faculty of Higher Education

Dear Teacher

The researcher is conducting a study titled “The Role of Blended Learning on English Language Learning from a Teachers’ perspective for the ninth grade in Nablus Governorate” as a requirement to obtain the Master degree. The aim of the study is to understand the role of blended learning on English language leaning as perceived by English teachers.

The data from this questionnaire will provide better data to achieve the aim of the study. Considering your knowledge and experience, you are being invited to participate in this

study. I hope from you to answer the questions of this questionnaire with complete honesty. The questionnaire should not take more than 10 minutes

The data from this questionnaire will only be used for research purposes. Thank you very much, and I appreciate your help in promoting this research endeavor.

Researcher

Ibrahim Mahmmoud Ramadan

First Part: General Information

Questionnaire No. _____

Please indicate:

School type:

a. Public

b. Private

c. UNRWA

Gender:

a. Male

b. Female

Educational qualifications:

a. Diploma

b. Bachelors

c. Masters

d. above

Major: English Literature / Methods of Teaching English.

Years of teaching experience

a. 1-7 years

b. 8-14 years

c. 15 and more

Do you use the computer lap during the reading and writing classes with your students?

a. Yes

b. No

Second part: Measuring teachers' perspective on the blended learning for the ninth grade.

Please note that this section is designed only for English teachers who used blended learning in their teaching.

Note: please fill only this part of the questionnaire if the English language teacher used the blended learning method for the ninth grade.

Please indicate the degree of your agreement or disagreement with each of the following statements using the scale shown below. And put a tick (x) in the box appropriate for you

Phrase	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The students liked electronic activities.					
2. e-learning activities helped students learn English better					
3. The students preferred the English lessons in the computer lap.					
4. The activities helped students improve their grammar skills					
5. The students enjoyed face to face classroom activities more than blended learning					
6. Blended learning helped developing students' reading skills					
7. Blended learning helped developing students' writing skills					
8. Blended learning helped developing students' speaking skills					
9. Blended learning helped developing students' listening skills					

10. Students usually communicated with each other through social media.					
11. Blended learning encouraged students to engage in teamwork.					
12. Balancing between the electronic and classroom activities led to students' better learning.					
13. The limited access of internet decreased the efficiency of blended learning					
14. Students needed technical support during blended learning classes					
15. The students understanding of blended helped in increasing their learning.					
16. The students preferred to learn English language using blended rather than face to face learning					
17. The instructions for the blended learning activities were easy and clear for the students					
18. Students facing technical issues quite every time they used blended learning faced a challenge for their learning.					
19. The students managed to use blended learning easily which increased their learning.					
20. Blended learning helped students achieving their learning goal in learning English Language					
21. Blended learning helped students discover their interests.					
22. The students felt bored from using blended learning at the end of the school year.					
23. Blended learning helped students to participate in class more frequently					

24. Blended learning caused social isolation.					
25. Slow internet connectivity is a major problem when using blended learning that affected students' learning.					
26. Technical support is always available when using blended learning.					
27. All students' have computer or internet access					
28. Students felt more confident when using blended learning.					
29. Students preferred to learn face to face more than blended learning.					
30. I think blended learning is difficult to apply for the 9 th grade.					
31. I believe that blended learning improves my technical skills.					

دور استخدام التعليم المدمج في تعلم اللغة الإنجليزية لطلبة الصف التاسع من وجهة نظر المعلمين في محافظة نابلس

إعداد

إبراهيم محمود رمضان

إشراف

د. فواز عقل

قدمت هذه الأطروحة إستكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب تدريس اللغة الإنجليزية في كلية الدراسات العليا، في جامعة النجاح الوطنية، نابلس فلسطين.

2021

ب

دور استخدام التعليم المدمج في تعلم اللغة الإنجليزية لطلبة الصف التاسع من وجهة نظر
المعلمين في محافظة نابلس

إعداد

إبراهيم محمود رمضان

إشراف

د. فواز عقل

الملخص

هدفت الدراسة إلى التعرف على دور التعلم المدمج في تعلم اللغة الإنجليزية للصف التاسع من وجهة نظر المعلمين في محافظة نابلس.

استخدم الباحث المنهج الوصفي ، وطبقت الدراسة على عينة طبقية عشوائية تكونت من (72) معلماً ومعلمة. تكون مجتمع الدراسة من معلمين ومعلمات يقومون بتدريس اللغة الإنجليزية في مدارس محافظة نابلس في الفصل الدراسي الثاني من العام 2020-2021. لجمع البيانات تم تطوير استبيان مكون من 31 فقرة تم توزيعها على العينة المستهدفة إلكترونياً ويدوياً. اشتملت العينة على معلمين من أنواع مدارس مختلفة (عامة ، خاصة ، أونراوا) ، مدرسين ذوي خبرات تعليمية مختلفة (1-7 سنوات ، 8-15 سنة ، 15 وأكثر) ، مدرسين بمؤهلات تعليمية مختلفة (البكالوريوس والماجستير وأعلى) ، مدرسين بتخصصات مختلفة (أدب إنجليزي، طرق تدريس اللغة الإنجليزية).

تحددت مشكلة الدراسة من خلال الاجابة عن سؤال الدراسة الرئيس والأسئلة المتفرعة منه والمتعلقة بالمتغيرات الديموغرافية. أجابت الدراسة عن السؤالين الرئيسيين:

– ما هو دور التعليم المدمج في تعلم اللغة الانجليزية لطلبة الصف التاسع الاساسي من وجهة نظر المعلمين في محافظة نابلس؟

– هل هناك فروق ذات دلالة احصائية في وجهات نظر المعلمين حول دور التعليم المدمج في تعليم اللغة الانجليزية لطلبة الصف التاسع الاساسي في محافظة نابلس؟.

أظهرت نتائج الدراسة عدم وجود فروق ذات دلالة إحصائية في متوسطات وجهات نظر المعلمين حول دور التعلم المدمج في تعلم اللغة الإنجليزية تعزى إلى متغيرات الجنس ، سنوات الخبرة التدريسية ، المؤهل العلمي ، والتخصص. إلا أن الدراسة أظهرت أن هناك فرقاً دال احصائياً بين متوسطات إجابات المعلم تعزى إلى نوع المدرسة (عامة ، خاصة) لصالح المدارس الخاصة.