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**A Meta-Analysis of The Challenges of Implementing Blended Learning in
Algerian EFL Classrooms.**

Dissertation submitted in partial fulfillment of the requirement for the degree of
Master in didactics of foreign languages

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Declaration

We hereby declare that the dissertation entitled “A Meta-Analysis of The Challenges of Implementing Blended Learning in Algerian EFL classrooms.” is my own work and all the sources we have used have been acknowledged by means of references. we also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

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Dedication

I dedicate this work to anyone who has ever shown me an unconditional act of love.

Abderrahim. A

Dedication

This work is dedicated

to my dad and mom for their endless love, support and encouragement,

to my sisters, who were able to handle my mood swings throughout the journey of this study,

to my brother, who has always been there for me.

You have been my inspiration and my soulmates.

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Abstract

Integrating technology into traditional educational approaches yields a plethora of benefits. However, this kind of integration must take various factors into consideration to ensure its success. The present work identifies the major challenges that Algerian EFL classrooms face while implementing blended learning (BL) in Algerian universities. A meta-analysis research design was employed to answer the research questions. More specifically, descriptive statistical data was collected from 26 previous studies regarding the topic at hand. These studies included master's dissertations and articles that were carried out by Algerian researchers in the context of blended learning. The focus of the dissertation was directed towards three main stakeholders that were concerned with these challenges: institutions, teachers, and students. The findings determined the top 11 most frequent challenges that were faced during the implementation of blended learning in Algerian universities. Amongst the commonest blended learning challenges that this study uncovered are internet-related issues, lack of students' and teachers' training and institutional infrastructure shortage, among other challenges.

Key words: Blended learning, Challenges, meta-analysis, Moodle, information communicating technologies.

List of Abbreviations

- 1- **BL: Blended Learning**
- 2- **EFL: English as a Foreign Language**
- 3- **ICT: Information Communication Technology**
- 4- **MOODLE: Modular Object-Oriented Dynamic Learning Environment**
- 5- **SNS: Social Network Services**

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General Introduction

1. Introduction

During the millennial era, technology began to gradually become a major part of people's daily lives. Many sectors, including education, have changed dramatically since then. Education was formerly considered as a matter of a teacher imparting knowledge to his students in a classroom setting. Today's learners, however, can be on a different place from their instructors and still learn and receive feedback through the use of technology. Blended learning (BL) has emerged as one of the most popular teaching models worldwide. According to Sharma and Barrett (2009), “Blended learning is one of the recent ways which combines face-to-face classroom component with an appropriate use of technology” (p. 07). From another perspective, according to Thorne (2003), “Blended learning is the most logical and natural evolution of our learning agenda. It suggests an elegant solution to the challenges of tailoring learning and development to the needs of individuals”. He added, “it represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning” (p. 2). However, it is necessary to mention that there are some conditions that must be taken into consideration for blended learning to be successfully implemented, including ICTs integration, fundamental infrastructure, students and teachers training, and many others.

Blended learning has managed to reach the Algerian universities and has already been put to use for some years. However, not until the pandemic caused by Covid-19 that BL had known a huge familiarity among students and teachers. The country made great efforts to ensure the success of blended learning in belief that it was the most effective strategy to keep the educational system moving forward. Nonetheless, the application of

blended learning has encountered many challenges while settling into the country's universities.

2. Background of the Study

Many scholars are interested in BL in the setting of English as a foreign language, notably after it was widely implemented during the Covid-19 pandemic worldwide. Various global studies have examined the effectiveness and impact of blended learning on students' academic achievement. Although the majority of studies found blended learning to be beneficial, several of them revealed some significant challenges. According to Feeney (2001), e-learning has received a good amount of scholarly interest recently. The adoption of digital courses in a new e-learning environment is both an organisational aim and a source of data. He also added that higher education institutions confront ongoing technical problems, with e-learning being the most recent technological challenge (as cited in Ja'ashan, 2020, p. 126).

In this vein, Nissen and Tea (2012) indicated that most teachers failed to grasp the blended learning course design, which is similar to traditional language learning courses; they prioritised face-to-face lessons; as a result, they rarely acted as intended in the blended learning setting.

Similarly, Yang (2014), in his research on blended learning, mentioned that teachers and students had difficulty understanding the blended learning course design, and they still perceive blended learning courses as face-to-face classes. Moreover, they do not behave as expected. This could be due to a lack of community building, lack of training in blended learning courses, or unfamiliarity with new systems or technologies.

On the other hand, the investigation of Guemide and Chellali (2012) concluded that Algerians, through their use of the Internet, discovered the fragility of the systems that

hindered them from keeping pace with the developments of the digital age. This is exactly what made the "distance educational system" remain confined to its traditional scope (printed lessons sent to the participants by regular mail).

In their research, Chelghoum and Chelghoum (2020) concluded that the Covid-19 pandemic has affected education. They stated that the majority of instructors were being compelled to make a fast transition from traditional teaching to online instruction. Therefore, a variety of obstacles and challenges have appeared as a result of the rapid transformation.

Lastly, Benabed and Abdelhadi (2021), in their investigation into Algerian EFL students' online learning readiness, claimed that online learning has perceptions of readiness that happen to be one of the challenges surrounding this quick transformation. They also mentioned that online platforms are equipped with a variety of features to help students get the most out of their learning environment, but due to a variety of issues, including technological limitations, not everyone has a positive attitude toward it and is ready to utilise it.

Blended learning in an EFL context was researched by a plethora of scholars and master graduates in Algeria prior to and during Covid-19. Many concluded that BL shows positive results in students' academic achievements. Nevertheless, various challenges have accrued while implementing blended learning in the country. This study is a meta-analysis that tries to analyse the previous studies conducted on blended learning in the Algerian EFL classrooms, that is, to indicate common challenges to blended learning. It is worth mentioning that this study, up to this moment, is unique in the Algerian research gallery and specifically at the university of Mohammed Seddik Ben Yahia.

3. Statement of the Problem

Blended learning is a relatively recent teaching approach at Algerian EFL teaching institutions. Covid-19 was the greatest impetus to adopt BL as a teaching strategy in the last couple of years. Various problems arose throughout the implementation of BL in Algeria, both during Covid-19 and prior to Covid-19, getting in the way of BL attaining its full potential. Consequently, this study inquires into the major challenges that surfaced while implementing blended learning in the Algerian EFL classrooms.

4. Aim and Significance

Algerian EFL classrooms are attempting to keep abreast of worldwide educational changes, as can be seen in the incorporation of blended learning into traditional teaching methods. This study attempts to highlight the most recurring challenges revealed in the literature about the hurdles that face blended learning in Algerian universities. Precisely, the aim of this study is to discover and analyse the challenges of implementing blended learning in Algerian EFL classrooms.

The findings of the study will be addressed to the benefit of teachers, students, and the ministry of higher education. Teachers and students will be informed and therefore prepared to face such challenges that they might encounter during their engagement in any BL situation. On the other hand, the Algerian Ministry of Higher Education can take this study as a sample investigation. Therefore, policy-makers can put the results of this study into consideration before opting for blended learning as a main teaching strategy in Algerian universities.

5. Research Questions

This study poses the following research questions:

- What are the students-related challenges to blended learning in the Algerian EFL classrooms?
- What are the teachers-related challenges to blended learning in the Algerian EFL classrooms?
- What are the institutional-related challenges to blended learning in the Algerian EFL classrooms?

6. Research Methodology

Mclaughlin (2020) defines a meta-analysis as “a method of combining data from multiple independent studies that are investigating the same research question” (Para. 1), and further explains that “a meta-analysis is a statistical test that assesses whether findings from individual studies remain true across a whole body of research” (para. 1). This study is constrained to gathering the largest number of studies regarding BL challenges. Through an extensive analysis of the targeted studies, the most recurring challenges were identified and classified by the researchers manually and also were counted in the same manner. However, this study is not concerned with the application of the statistical test due to the limitation time. It was restricted to gathering data from the results of other studies in order to conduct the meta-analysis.

7. Structure of the Study

The present study consists of two chapters. The first chapter is theoretical, which is divided into two sections: the first section deals with traditional learning versus e-learning, definitions and history, advantages and disadvantages, and tools and platforms. The second section is entitled "Blended Learning". It includes a definition of blended learning, its models and its success factors as well as distinguishing between types of learning that are involved

in a BL situation. The second chapter is the practical part. It introduces, analyses the data and discusses the results. Finally, the study ends with a general conclusion.

Chapter one: From Traditional to Blended Learning

Introduction

In this chapter, an attempt is made to cover the essential information needed to comprehend both the topic and the terms that will be encountered in the meta-analysis. Throughout the first section, the two main components of blended learning (electronic and traditional learning) will be thoroughly presented, including definitions and history, advantages and disadvantages, as well as tools and platforms used in e-learning. Sequentially, blended learning is discussed in a separate section since it holds great value in this meta-analysis. Section two includes a definition of blended learning (BL), its models, success factors, and the distinction between e-learning, online learning, and distance learning.

Section One: Traditional Versus E-Learning

1.1.1. Traditional Learning

1.1.1.1. History of Traditional Learning

Historically, traditional learning is one of the earliest methods of teaching a foreign language. Its roots can be traced back to the teaching of classical languages (Jaramillo, 2019, para. 1). Traditional education's primary pedagogical approach was simply oral recitation. Students frequently sat silently in their seats, sequentially repeating their lesson (Senthilkumar, 2015, para. 2). Today's classroom teacher role is comparable to that of the nineteenth century in many aspects. As Reese (2013) said "in the 19th century, schooling mainly involved didactics instruction taught by "poorly trained individuals" who relied on textbooks as the primary means of instruction and recitation as the main check on student progress" (as cited in Nochumson, 2018, p. 36). In other words, traditional learning is any approach that takes the instructor as a depositor of information into the learners' mental

treasury. This European-adopted system dominated American education until the end of the nineteenth century, when the reform movement introduced European progressive teaching approaches (senthilkumar, 2015, para. 2).

The grammar translation method is the most suitable example for traditional language teaching and learning approach. Thus, traditional teaching strategies, such as lectures and teacher-centered approaches, have been utilized in the majority of schools across the world for many years when a teacher-centered method is used.

1.1.1.2. Definition of Traditional Learning

Face-to-face learning is the most basic description of traditional learning. It occurs when students meet with the teacher at the same time and place, depending heavily on him/her. Traditional learning occurs in a physical setting where the information flow and knowledge is managed and controlled by a teacher who only instructs students face-to-face. Students are required to continue their development of a topic outside of school by completing homework assignments (Achiche and Anseur, 2020, p. 7). According to Anderson (1970), “the traditional classroom is a combination of the teacher-student interaction, the student-subject and method of learning relationship, the interpersonal interaction among students, and the students' perspectives on the classroom structure” (as cited in Achiche and Anseur, 2020, p. 7).

1.1.1.3. Advantages and Disadvantages of Traditional Learning

Traditional methods have proven their efficacy in the field of learning and teaching. Although they showed many advantages throughout the years, there are multiple studies that highlighted some of its disadvantages.

1.1.1.3.1. Advantages of Traditional Learning

Face to Face interaction is one of the key advantages of this method. In this respect, Ahmad et al., (2017) mentioned that the strong connection between teachers and students is critical for boosting students' self-esteem, in which teachers feel more competent as a consequence of student feedback and they become effective communicators as a result of effective contact. Furthermore, the best aspect of classical education is that it is properly planned and executed (p. 60). From another perspective, traditional learning is well known on stimulating team work skills in the classrooms. This idea is elaborated by Chickering and Gamson (1987) who stated that "Learning is enhanced when it is more like a team effort than a solo race...Working with others often increases involvement in learning"(p. 3). Additionally, Keenaghan and Horváth (2014) pointed out in their research to the following benefits of traditional learning (p. 4):

- Knowledge exchange
- Skilldevelopment
- Interaction between learner and teacher
- Socialisation
- Immediate feedback
- Motivatinglearner
- Becoming acquainted with both instructors and students

1.1.1.3.2. Disadvantages of Traditional Learning

Despite all of its advantages for both instructors and students, conventional learning does have certain limitations. Jaebi (n,d) suggested the following as the major disadvantages of traditional learning (para. 1-5):

- **Lack of Student-Focused Learning**

Traditional learning has the disadvantage of emphasizing standards, curriculum and passing assessments above student-centered learning. Traditional learning is based on students' disinterest in and retention of knowledge following assessment.

- **Lack of Emphasis on Critical Thinking**

Traditional classroom instruction does not promote critical thinking abilities or the capacity to actively apply knowledge learned through experience and reasoning. Instead, conventional education stresses instructors' roles as information dispensers and students' roles as reservoirs. This learning technique does not allow children to achieve deeper levels of knowledge necessary for complex topics and lifetime learning.

- **Lack of Process-Oriented Learning**

Traditional education emphasizes passing exams regardless of whether or not students grasp the material being assessed. As a result, the learning process is neglected, and students are discouraged from understanding the methods, strategies, and abilities needed to obtain answers.

- **Lack of Emphasis on Larger Concepts or Structures**

Rather than focusing on larger concepts and taking into consideration student context, traditional learning concentrates on basic abilities and gradually builds to a whole. While this simplifies learning, it lacks context, which may cause learners to lose interest.

1.1.2. E-Learning

1.1.2.1. History of E-Learning

The real birth of e-learning came with the opening of the University of Britain in 1980, where mail and television were the main means of instruction (Bouhezam and Bouchene, 2021, p. 24). In 1999, the term "e-learning" was coined at a Computer Based Training (CBT) session. Since then, other scholars have attempted to define this concept more precisely, using terms such as "online learning" and "virtual learning". The principles of e-learning, on the other hand, have been reported historically with evidence indicating that early types of e-learning appeared as early as the nineteenth century (Epignosis, 2014, p. 8).

Nowadays, higher education institutions are obligated to invest in new evolving education models such as e-learning in order to meet the required needs and to open new doors for teachers and learners for effective learning. This is in response to great technological development and the need for significant forces at work outside and from the inside as well as the most recent exceptional circumstances of the spread of coronavirus that is worldwide (Bouhezam, 2021, p. 25).

1.1.2.2. E-Learning Definition

E-learning is a multiple concept that has been defined in different ways. There is no consensus among researchers on a fixed definition. However, the prevalent definition of the concept of e-learning centers on acquiring and applying information that is predominantly provided and supported electronically (Malkharang and Ghinea, 2013, p. 1). Broadly defined, Urdan and Weggen (2000) stated that "the delivery of content via all electronic media, including the internet, intranets, extranets, satellite broadcast, audio/video tape, interactive TV, and CD-ROM" (p. 11). Similarly, Tinio (2002) supported this idea and added

that e-learning is a program that uses an information network such as the internet, an intranet (LAN), or an extranet (WAN), entirely or partially, for course delivery, interaction and/or facilitation (p. 4). From a different perspective, e-learning is often referred to by a variety of different terms such as online learning, virtual learning, and distance learning. However, according to Chitra and Raj (2018), "the term e-learning comprises a lot more than online learning, virtual learning, distributed learning, networked or web-based learning" (p. 11). He added:

the letter "e" in e-learning stands for the word "electronic", it would incorporate all educational activities that are carried out by individuals or groups working online or offline, and synchronously or asynchronously via networked or standalone computers and other electronic devices. (p. 11)

As a result of the wide range of tools, methods of use, models, and methodologies e-learning covers, as well as the ongoing evolution of technology, it is difficult to come up with a single accepted definition for the term "e-learning". Additionally, e-learning is employed in a variety of sectors, and each sector defines it according to its field of employment.

1.1.2.3. E-Learning Pros and Cons

The widespread usage of e-learning is clearly inspired by the multiple advantages it offers. On the other hand, it is worthy to mention that some shortcomings accrue while applying it.

1.1.2.3.1. Pros

Despite popular appreciation for e-learning, human teachers will never be completely replaced by computer technology. However, it is important to specify the benefits of e-learning. In this regard, Chitra and Raj (2018) said that e-learning is beneficial for students because it is a cost reduction. This price decrease is due to the fact that learning happens

swiftly and effortlessly in this mode. E-learning, as opposed to traditional classroom teaching, is a method of delivering lessons quickly (the courses are brief and may be finished in a single session). This strategy also allows learners to set their own learning speed. In addition, access to high quality education means improving the efficiency of knowledge and certifications through access to a wide amount of information, including access to experts and utilizing global institutions (p. 12). From a different angle, to underscoring the importance of e-learning Al-Rousan (2014) argued that e-learning advantages can be summarized as (p. 12):

- Improving teacher effectiveness and increasing the number of learners in various academic fields.
- Assisting instructors in the preparation of instructional materials for learners and compensating for part of their lack of expertise.
- Providing an electronic version of the educational portfolio to both the instructor and the student and having the Curriculum Development update it constantly.

1.1.2.3.2. Cons

Although it is well-known for its advantages and benefits, e-learning has several drawbacks. One of the major and most common downsides of e-learning is the lack of self-discipline. Flexibility in e-learning that may appear to be a positive feature can also be a major disadvantage for students who have trouble with time management and self-discipline because they will be less motivated to study, which leads to procrastination. Students are also more likely to be easily distracted by social media and other websites (Chitra and Raj, 2018, p. 13).

The absence of essential personal interactions is one of the most obvious downsides of e-learning, both among colleagues and between instructors and students (Islam et al.,

2015, p. 102). Similarly, this idea was advanced by Stelzer and Vogelzangs (1994) who argued that learners may also feel isolated and unsupported while learning since the instructors and instructions are not always available as may become bored with no interaction (p. 60). Another disadvantage of e-learning that is emphasized by Chitra and Raj (2018) is health problems; they mentioned that spending too much time on a smartphone or computer causes strained muscles, reduced eyesight, and other problems (p. 13).

1.1.2.4. Synchronous Versus Asynchronous E-Learning

It is also worth noting that the notion of e-learning includes both synchronous and asynchronous capabilities.

1.1.2.4.1. Synchronous E-Learning

Buzzetto-More (2007) stated that synchronous learning means the “environment where the teacher and the students meet online on a specific online platform for teaching and communicating about a lesson” (p. 62). The synchronous mode allows learners to communicate with instructors and each other through the internet at the same time utilising technologies like chat rooms, videoconferences, and other similar methods, with the benefit of receiving feedback on the set (Algahtani, 2011, p. 52). Synchronous e-learning can be summarised as a setup in which participants share the same communication platform simultaneously. Nowadays, the most popular platforms among students and teachers that can be considered synchronous e-learning are Zoom and Google Meet.

- **Characteristics of Synchronous E-Learning**

Synchronously learning can hold both negative and positive characteristics. According to Skylar (2009), “Advantages of using a synchronous learning environment include real time sharing of knowledge and learning and immediate access to the instructor to ask questions and receive answers” (p. 71). However, this type of environment requires a

set date and time for meeting, and this contradicts the promise of “anytime, anywhere” learning that online courses have traditionally promoted. Nevertheless, Synchronous sessions allow e-learners feel more like participants than isolated individuals (Hrastinski, 2008, p. 2). Both students and teachers find synchronous e-learning to be more social and less irritating since questions are asked and answered in real time.

1.1.2.4.2. Asynchronous E-Learning

Asynchronous e-learning opposes synchronous e-learning in one thing which is the condition of being in a live setup in order for the process of communication between students and teachers to happen. According to Hrastinski (2008), “Asynchronous e-learning, commonly facilitated by media such as e-mail and discussion boards, supports work relations among learners and with teachers, even when participants cannot be online at the same time” (p. 1). Similarly, Algahtani (2011) mentioned that the asynchronous mode allows students to communicate with teachers and each other through the internet at different times, rather than all at once, utilising technologies like e-mail, thread discussion, and other similar strategies (p. 52).

- **Characteristics of Asynchronous E-Learning**

Asynchronous online learning does not involve a live video lecture component and gives students the freedom to view the weekly course materials whenever they choose. According to Perveen (2016), “Asynchronous environments provide students with readily available material in the form of audio/video lectures, handouts, articles and power point presentations. This material is accessible anytime anywhere” (p. 22). However, Huang and Hsiao (2012) asserted that in an asynchronous e-learning situation it can be challenging to keep students engaged and interested in since only a well-developed set of methods can support motivation, confidence, involvement, problem solving, analytical, and higher order

thinking abilities in this type of learning environment. Furthermore, it is a self-paced system in which students must be self-disciplined in order to be active and engaging to maintain track of their electronic activities. Moreover, deviating from the topic can sometimes be distracting as well as delayed feedback can be considered an issue (as cited in Perveen, 2016, p. 22). Asynchronous e-learning can be suitable for those who have a busy schedule; this learning style gives them more freedom to access learning materials at a preferable time.

1.1.2.5. Tools and Platforms of E-Learning

Global researches that concerns with investigating the integration of technology in learning has shown that interaction is one of the most essential factors in impacting e-learning effectiveness. E-learning, as has been defined above, is the use of electronics in a learning and teaching situation. Moreover, there are a plethora of tools and platforms that can be put to use in a e-learning environment.

1.1.2.5.1. Information Communication Technology

Information and communication technologies are often abbreviated as ICTs. Accordingly, Unesco (2009) defined ICTs as:

A diverse set of technological tools and resources used to transmit, store, create, share, or exchange information. These technological tools and resources include computers, the Internet, live broadcasting technologies such as television and radio, recorded broadcasting technologies (podcasting, audio and video players, and storage devices), and telephony, whether fixed or mobile, also satellite and video-conferencing. (p. 120)

In addition, ICTs are widely used in the educational field, especially in foreign and second language teaching. Students tend to learn things as “static facts”. However, the use of ICTs changed the very traditional standards and norms. ICTs provide different choices and many options for both teachers and learners (kagugu, 2011, as cited in Melikechi and Banouh, 2021, p. 20). Numerous cutting-edge teaching techniques have been implemented

in language classrooms with the help of information and communication technologies, particularly computers and smart phones.

- **Integrating ICTs in EFL Classrooms**

ICT integration in the English language classroom provides a multitude of genuine educational materials. The use of instructional technology and ICT, in particular in the English language classroom, may enhance and maximise students' language acquisition, significantly inspire them to pursue their education and spark their enthusiasm and creativity (Azmi, 2017, p. 111). In a similar context, Ramirez (2010) argues that "web-based platforms can provide a safer, more anonymous space in which to practice English". He added, "Beginners can be reticent and uncomfortable speaking in class, sharing their writing with peers in a face-to-face situation" (p. 3). Additionally, technology can improve the range and diversity of learning opportunities and surroundings, as well as the quality of the learning experience by making class materials more diversified and available to practically every individual student. This will lead to more learner engagement and involvement (Pennington, 1996, as cited in Azmi, 2017, p. 111). On the other hand, Evans (2009) emphasised the benefits of online materials by stating, "The Internet provides a wealth of information which can support and extend pupils' knowledge and skills within English lessons" (p. 43). ICTs provide students with a wide range of advantages that can increase their chances of learning a foreign language successfully.

1.1.2.5.2. Moodle

Moodle is an acronym for "Modular Object-Oriented Dynamic Learning Environment". It is an online learning platform that provides students with individualized learning environments. Teachers may use Moodle to create lessons, manage courses, and communicate with both students and other teachers, while students can use it to check the

class calendar, submit assignments, and connect with other students. Furthermore, virtual classrooms, in which students may access videos, papers, and assessments, can be created and managed by teachers and class administrators. Moodle is utilized by hundreds of educational institutions worldwide to provide an organized and centralized interface for e-learning (Christensson, 2018, para. 1-2). Jeong (2017) summarized the characteristics of Moodle by saying "Moodle combines all instructional strategies and tools in one space" (p. 4846).

Moodle is employed in a variety of industries, including education. With the fast growth of technology, many higher education institutions throughout the world utilise Moodle as the primary foundation for developing an Internet-based learning environment. Most universities in Algeria use a Moodle platform, including the university of Mohammed Seddik ben Yahia. The platform has many other labels such as e-learning space, virtual learning, virtual campus or other names. The platform can be accessed on <http://elearning.univ-jjel.dz>.

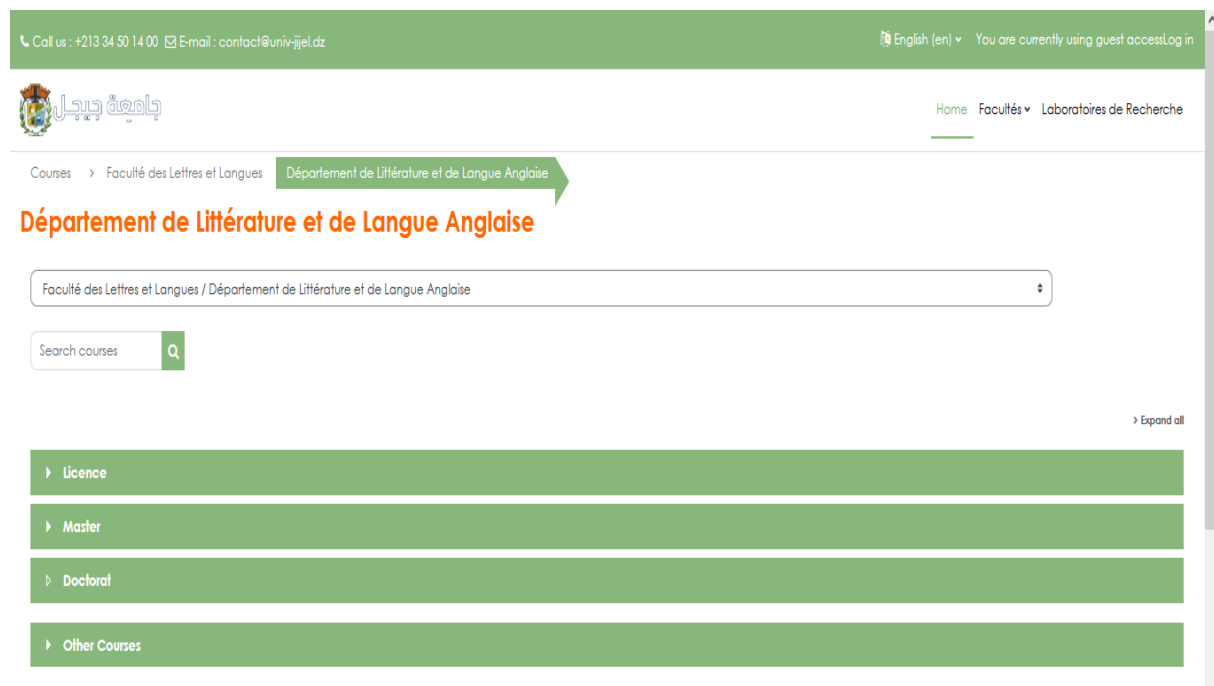


Figure 1: Moodle Platform of the University of Mohammed Seddik Ben Yahia

1.1.2.5.3. Virtual Classrooms

A virtual classroom can be a video conferencing platform where teachers and students interact with one another and the course materials. According to Martin and Parker (2014), a virtual classroom is a digital learning environment that allows teachers and students to connect in real time. They can connect synchronously in virtual classrooms by employing capabilities such as audio, video, text chat, interactive whiteboard, application sharing, quick polling, and breakout rooms (p. 193). Such platforms are intended to duplicate the experience of real classrooms, with the added benefits of file sharing, quick feedback, and interaction. In this respect, Park and Bonk (2007) listed the major benefits of using a synchronous virtual classroom as: providing immediate feedback, encouraging the exchange of multiple perspectives, enhancing dynamic interactions among participants, strengthening social presence, and fostering the exchange of emotional support and supplying verbal elements (p. 310). Additionally, these online platforms can be accessed from multiple locations using a portable computer or a mobile device (Dilaniand and Gedera, 2014, p. 95). Furthermore, a virtual classroom is an online teaching and learning environment where teachers and students may present course materials, engage and communicate with other virtual class members, and work in groups. It is differentiated by the fact that it occurs in a real-time, synchronous setting. Although online education may include pre-recorded, asynchronous information, virtual classroom environments require live interaction between instructors and students (Barron, 2020, para. 3). Put simply, a virtual classroom student receives synchronous education, which implies that the teacher and students are both logged into the virtual learning environment at the same time similar to a traditional classroom.

1.1.2.5.4. Social Networking Services

A social networking service (SNS) is an Internet-based platform enabling people to create and deepen social relationships. It allows users to engage online with individuals who share the same interests (Sadiku et al., 2019, p. 126). According to Greenhow et al., (2009), “Social networking sites (SNSs) have the potential to facilitate interaction, communication, and collaboration, and as a result have been prominently featured in discussions centering on the use of technology to support and amplify educational endeavors” (as cited in Dafoulas and Shokri, 2014, p. 222). A good example of a SNS platform is Facebook, since it has been identified as a possible educational tool and also happens to be widely utilised among students from all levels. Bowers (2008) mentioned that “The group feature of Facebook renders it especially helpful in empowering students to take responsibility for their own learning goals”. He added, “Facebook is student-friendly, student-centered and student-controlled; the social nature of Facebook invites participation instead of mandating it” (p. 82). Social media platforms are being utilised in education frequently, giving students a platform through which they may actively communicate with one another and their professors, exchange experiences, collaborate together and learn.

1.1.3. A Comparison between Traditional Learning and E-Learning

As there are certain aspects of traditional learning and e-learning that contradict with one another, Buzzetto-More (2007) suggested the following table for the purpose of comparing between traditional learning and e-learning.

Table 1: Traditional Versus E-Learning (Table by Buzzetto-More. 2007, p. 6).

Model Feature	Traditional education model	Distance education system (e-Learning)
Principle Knowledge sources	Teacher	knowledge bases in education system, any knowledge source accessed physically or electronically
Additional Knowledge Source	books, manuals, audio and video materials	traditional sources, teacher
Assessment	only by teacher	System and teacher who is responsible for final assessment
Quality of education	dependents on teachers' quality, degree of knowledge, and ability to teach that knowledge	depends on electronic knowledge sources quality, other didactic materials, and the teaching style (such as collaborative learning)

Section two: Blended Learning

1.2.1. What Is Blended Learning?

Blended learning, as the name implies, blends two distinct training environments: traditional face-to-face learning and e-learning. While classroom learning offers immediate face-to-face interaction, e-learning offers self-paced personalized learning through interactive media such as games, videos, tutorials, quizzes, and so on. Blended learning expands learning outside the classroom walls to meet the changing needs of today's learners, allowing students to access courses both online and in person via various electronic devices (Gupta, 2021, para. 3). According to Friesen (2012), BL designates the range of possibilities presented by combining Internet and digital media with established classroom forms that require the physical co-presence of teacher and students (p. 1). On the other hand, Saliba et al., (2013) defined blended learning as "a strategic and systematic approach to combining times and modes of learning, integrating the best aspects of face-to-face and online interactions for each discipline, using appropriate ICTs"(p. 4). Furthermore, Chew et al.,

(2008) asserted that "blended learning involves the combination of two fields of concern: education and educational technology" (p. 2).

1.2.2. Blended Learning Models

Blended learning comes with a variety of different models, allowing for various ways of material distribution and learning activities. One of the most influential studies on the matter of blended learning models is the study of Michael and Staker (2014). In their book, they mentioned:

blended learning is still in the messy early stages of its development; schools are thinking about blended learning in hundreds of ways as they experiment to figure out what works best for them. As a result, at first glance many educators say that their programs defy categorization, that they are completely different from any other. (p. 37)

These authors found that most blended courses fit somewhere within the broad parameters of four main models: rotation, flexibility, a la carte, and enriched virtual (pp. 37-50).

1.2.2.1. Rotation

Teachers prefer a rotation approach in which students alternate between several learning modes. Online learning, small-group instruction, and pencil-and-paper assignments are all examples of this. The key is that when the clock or the teacher indicates that it is time to rotate, everyone moves to their next allocated course activity. Students study mostly on a school campus, in a classroom with their instructor, in the Rotation model. The Christensen Institute identified four sub-models within the Rotation model: Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation (Michael and Staker, 2014, p. 37).

1.2.2.1.1. Station Rotation

This rotation occurs within a single classroom or a multiple classroom. Students cycle between all learning activities on the same timetable, whether directed by their instructor or the clock (Michael and Staker, 2014, p. 39).

1.2.2.1.2. Lab Rotation

Students proceed to a computer lab for the online learning section of the course, which is comparable to Station Rotation. By employing a computer lab and a distinct staffing structure for the online component, institutions were able to save time, money, and classroom space. Teachers are beginning to combine computer time with classroom time to create a seamless course (Michael and Staker, 2014, p. 41).

1.2.2.1.3. Flipped Classroom

Students learn subject independently outside of school using online video lectures, and class time is subsequently used for "homework." Alternatively, the classroom structure may be changed such that the instructor is no longer the main knowledge provider. Teachers no longer utilise class time to offer direct instruction; instead, they use it to direct supervised activities and provide individual assistance as required (Michael and Staker, 2014, p. 42).

1.2.2.1.4. Individual Rotation

In an individual rotation, students rotate on a schedule that is customized to them. Individual Rotations are different from conventional rotation models, for the reason that students are not required to cycle to every available station or modality; instead, their daily schedules are personalised to their own personal playlists (Michael and Staker, 2014, p. 45).

1.2.2.2. Flexibility

Alternative education facilities and credit recovery laboratories are leading the way in a new kind of integrated learning outside of traditional classrooms. Online lessons are available for advanced students, high school dropouts, and those in need of summer education (Michael and Staker, 2014, p. 46).

1.2.2.3. A La Carte

The A La Carte approach is the most frequent type of blended learning in high school. Any course that a student takes totally online while concurrently attending a traditional school fall under this category. During study hall or after school, students can take Mandarin or physics, for example. They are taking these classes in addition to their usual classes on campus. A La Carte courses, like Flex courses, can feature offline components. The main difference between the two is that with A La Carte, the teacher of record is an online instructor, but with Flex, the teacher of record is a face-to-face instructor (Michael and Staker, 2014, p. 49).

1.2.2.4. Enriched Virtual

Enriched Virtual is the fourth blended-learning model. This model describes courses that require students to attend face-to-face sessions but allow them to do the majority of the work online. Some classes, for example, may meet in person on Tuesdays and Thursdays and allow students to work independently on online lessons whether they are on campus or off campus (Michael and Staker, 2014, p. 50).

1.2.3. The Role of Teacher and Student in Blended Learning

A traditional classroom setting that has established its own platforms, which are normally offered by the teacher to post the syllabus, pertinent data, lessons, assignments,

resources, and test results, exemplifies this duality of face-to-face versus electronic. (Annetta et al., 2010 p. 153). As a consequence, it is necessary to explain the key roles that teachers and learners play in the blended learning strategy.

The role of passive students is replaced by learner autonomy in BL. Blended learning educators emphasize student-centered learning in both online and face-to-face settings. That is, students must take responsibility for their own learning by shifting from being consumers to creators of knowledge. This idea was supported by Sharma (2019), who stated that “in the traditional model, the teacher is the provider of knowledge. Blended Learning, on the other hand, positions the student as an active pursuer of knowledge” (p. 326). Yet, learners still require their teacher's guidance in learning process. Teachers in blended learning are playing different roles. They can act as motivators, guides, or organizers, freeing themselves from the monotony of traditional roles. In this context, Sharma (2019) has listed various roles that the teacher can play in blended learning, including:

- **A Classroom Planner and Content Experts**

In the blended classroom, teachers are required to be able to plan a long-term curriculum and instructions (Sharma, 2019, p. 326). That is to say, Content materials for curriculum development and teaching practices must be well-planned and produced by the teacher. Additionally, teachers are required to master the use of electronic tools in order to create appropriate content in both face-to-face and online environments. According to Sharma (2019), “the teacher role is to render that content in different formats such as video, tutorials, learning through doing, eBooks, online lectures, podcasts, and others, so as to capture the learning style of diverse students in their classrooms” (p. 326).

- **A Coach and Tutor**

It refers to the teacher's responsibility in assisting learners in achieving specified goals as well as coaching them to create positive change. According to Sharma (2019), “A teacher needs to encourage students and celebrate their successes” (p. 326).

- **A Facilitator and An Evaluator**

In blended learning, the teacher’s main role is to facilitate the gaining of knowledge and to help students understanding the information represented in the course (Sharma, 2019, p. 326). Additionally, Teachers should be able to provide a clear evaluation technique as well as feedback to learners. In which, they will get closer to the learners and will be able to assist them in identifying their issues, which frequently function as barriers to learning.

1.2.4. Success Factors for Blended Learning

The effectiveness of blended learning is determined by a diversity of teaching techniques as well as a variety of requirements and factors. However, it is worth mentioning that the absence on the following success factors will automatically lead to the failure of implementing BL.

1.2.4.1. Institutional Success Factors

The institutional building blocks hold a great share in the success of blended learning, including organisational preparedness, technological resources and staff commitment and support. According to Garrison and Kanuka (2004), establishing a supportive institutional culture is critical for successful educational transformation (p. 102). Management and organisation are viewed as critical components in ensuring institutional commitment and leadership (Garrison and Vaughan, 2013, p. 25). However, Garrison and Kanuka (2004) stated that:

technical resources that are dependable and transparent are required to ensure that the technology can enhance the learning process rather than obstruct it. This requires having course management tools in place that have the capability of meeting the learning needs, is up-to-date, and the technical tools are reliable and easy to use. (p. 101)

Moreover, Blended learning should be implemented as a scholarly and innovative redesign process within the institution that rebuilds and creates blended e-learning environments, designs activities, and tutors and supports students through them, rather than simply adding technology (Sharpe et al., 2006, p. 74).

1.2.4.2. Success Factors Regarding Teachers

The development and delivery of blended learning courses requires the use of human resources. Individuals with instructional design and technology skills are needed to assist in educating teachers who are new to blended learning. Furthermore, people who can provide personal attention and motivating strategies for training instructors who are not convinced of the benefits of blended learning approaches are also essential (Garrison and Kanuka, 2004, p. 101). Accordingly, Vaughan (2007) argued that teachers' anxieties of losing control, poorer student feedback grades, and general apprehension about the influence of e-learning on classroom relationships should all be taken into account. Furthermore, the value and necessity of ongoing professional development for teachers with adequate time for growth should be recognised (cited in Stacey and Gerbic, 2008, p. 966). On the other hand, Gamer & Rouse (2016) stated that:

the role of the teacher in fostering the learning outcomes through his/her social presence also emerged from this study as being critical in influencing learner satisfaction. When the teacher was deemed to be not present, then student perceptions of their learning satisfaction were lowered. (p. 33)

They also added, "Online learning is largely asynchronous in nature, creating a context where feedback is not instantaneous" (p. 33). Teachers who are inexperienced in using

technology sometimes hold the misconception that simply adapting an activity for BL would ensure students' success. However, any poor pedagogical design will lead to a disappointment in students' academic achievement.

1.2.4.3. Success Factors Regarding Students

Students are one of the key actors in each BL scenario, and the effectiveness of BL is mostly determined by their achievement. Thus, students' learning maturity and preparedness for BL with its demands for self-regulated learning skills must be taken into consideration. Watson, (2008) mentioned that BL should be characterised as a student-centered approach to learning in which students become active and engaged learners (p. 5). To achieve learner satisfaction there are also needs for discussions, collaboration and emotional support (So and Brush, 2008, as cited in Mozelius and Hettiarachchi, 2017, p. 47). Regarding affordability, Vakiri (2010) in his study concluded that students with low socioeconomic levels have difficulty accessing technology equipment such as a personal computer and internet connection, which has a negative impact on their self-esteem and motivation. As a result, they were at a disadvantage in comparison to kids from other socioeconomic categories (p. 943). Additionally, according to Vaughan (2007), more effort is needed to dispel the misconception among students those fewer face-to-face classes imply less effort. Furthermore, students must assume greater responsibility for their education, and time management skills must be taken into account (as cited in Badawi, 2009, p. 11).

1.2.5. Distinguishing between Different Types of Learning

As stated above, blended learning combines two distinct teaching environments: traditional face-to-face learning and E-Learning. However, many academics tend to use the terms E learning, distance learning and online learning interchangeably. Although, they may relate to each other, they represent different learning styles.

1.2.5.1. E-Learning

E-learning has been developed to enable students to complete their foundational education and develop their abilities. Through e-learning, individuals can benefit from the application of technology inside their classrooms to accomplish small tasks, such as using an e-dictionary, to obtain a degree certificate without ever setting foot inside a classroom or a university. According to Christensson (2015), “E-learning, or electronic learning, is an umbrella term that describes education using electronic devices and digital media. It encompasses everything from traditional classrooms that incorporate basic technology to online universities” (para. 1-2). For further explanation, Christensson (2015) added:

E-learning in a traditional setting may include educational films and PowerPoint presentations. These types of media can provide students with content that is more dynamic and engaging than textbooks and a whiteboard. Edutainment, or content that is designed to be educational and entertaining, may be used to keep students' attention while providing knowledge about a particular topic. A documentary film, for example, may be both engaging and informative. (para. 2)

In this sense, Anderson (2005) stated that e-learning is a broader concept than online learning since it includes all electronic media, including CD-ROM and DVD, which are both offline media, as well as web technology. In contrast, e-learning is a subset of distance learning that also employs print media (p. 5).

1.2.5.2. Online Learning

Online learning, as the name implies, is a form of learning that can be implemented only with the use of tools that can grant access to online materials. In this concern, Nichols (2003) claimed that:

the term online learning describes education that occurs only through the Web, it does not consist of any physical learning materials issued to students or actual face-to-face contact. Purely online learning is essentially the use of e-learning tools in a distance education mode using the Web as the sole medium for all student learning and contact. (p. 2)

In the same context, online learning, according to Dhull and Sakshi (2019), is a type of distance learning that uses a variety of technologies such as the internet, email, chat, new groups and texts, audio and video conferencing to deliver education via computer networks. It allows the student to progress at their own speed and at their leisure (p. 32). Therefore, web learning is a critical component of e-learning and distance learning, aiming to enhance users' knowledge and improve learning quality (Davis, 1989, as cited in Jomezai et al., p. 2). Additionally, Bates, (2005) argued that e-learning can encompass any form of telecommunications and computer-based learning, while online learning means using specifically the internet and the web (p. 08). With that being said, online learning is only accessible through using of the internet, while e-learning is not just restricted to the internet and may occur on any electronic device.

1.2.5.3. Distance Learning

The phenomena of distant learning have been referred to by many different terms. Merriam Webster dictionary defines distance learning as "a method of study where teachers and students do not meet in a classroom but use the internet, email, mail, etc., to have classes" (para. 1). On the other hand, distance learning was defined by Honeyman and Miller (1993) as "a process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both"(p. 68). Similarly, Moore (1990) defined distance learning as "all deliberate and planned learning that is directed or facilitated in a structured manner by an instructor, separated in space and/or in time from the learners"(as cited in blue 1990, p. 23). To be precise, at least at some phases of the learning process, the student is physically separated from the teacher (Rosenblit, 2005, pp. 469- 470). Berg and Simonson (n.d) mentioned that common versions of distant learning include e-learning and online learning, which are terms used when the internet is the medium and often apply to courses taken outside of a classroom (para. 4). Besides,

teachers nowadays are familiar with distance learning, mostly in an online learning setup. More specifically, the internet is the medium that is usually used to operate in any distance learning situation. With that being said, distance learning can be referred to as online learning if it was conducted online.

Table 2 is created based on the existing literature above for the reason of clarifying the difference between the mentioned types of learning.

Table 2: Types of Learning in Blended Learning (Authors' Data)

Indicators	Types of learning in BL			
	Electronic learning	Distance learning	Online learning	Traditional learning
Use of technology	Yes	Yes	Yes	No
Printed materials	No	Yes	No	Yes
In distance	Yes	Yes	Yes	No
Inside the classroom	Yes	No	Yes	Yes
Online	Yes	Yes	Yes	No
Offline	Yes	Yes	No	Yes

Conclusion

This chapter emphasises the difference between traditional learning, e-learning, distance learning and online-learning. The distinction of the learning styles embedded in BL can be identified by the pattern in the learning environment's terminology. It is worth mentioning that e-learning takes place inside the walls of a learning institution and not only in the distance. Additionally, e-learning combines all learning styles and strategies that operate with the use of technological devices. Therefore, online learning is considered as e-

learning since it is impossible to be implemented without the use of technology. Distance learning, on the other hand, can be classified as e-learning if it includes the use of technology. Moreover, online learning can be classified as distance learning itself if it is implemented in a BL situation.

Chapter Two: Research Methodology and Data Analysis and Interpretation

Introduction

In the previous chapter, the researchers shed light on the main components of blended learning, which are traditional learning and e-learning. Additionally, blended learning was thoroughly explained. In this chapter, an attempt will be made to answer the research questions through a meta-analysis of 26 studies that looked into obstacles to blended learning in Algerian EFL classrooms. The chapter introduces, analyses the data and discusses the results.

2.1. Research Methodology

Crowford (n.d) mentioned that research is essentially a methodical and disciplined way of thinking that uses specialized tools, methods, and procedures to arrive at a better answer to a problem than would otherwise not be attainable (as cited in Singh, 2006, p. 3). From a different perspective, Creswell (2009) stated that "research method is the major element in the framework that involves the forms of data collection, analysis, and interpretation that researchers propose for their studies" (p. 31). On the other hand, research approaches are research plans and procedures that cover the study steps from general assumptions to precise data collection, analysis, and interpretation methodologies. Depending on the nature of the research problem, a research study may involve one or more approaches. Quantitative, qualitative, and mixed methodologies are the three main approaches (Creswell, 2003, p. 22).

Since a meta-analysis is the study of other studies, it represents the most appropriate method to achieving the research objective. The current research seeks to uncover the challenges of implementing BL in Algerian universities. Whereby, a quantitative approach is used to gather the findings of 26 Algerian studies that dealt with the context of blended

learning. The findings were sorted out to throw light on the major challenges faced by the Algerian universities in implementing EFL blended learning.

2.2. Sampling

The present study is concerned with investigating the challenges that are faced by the Algerian universities while implementing blended learning in EFL classrooms. It was conducted in the second semester of the academic year 2021–2022 at the University of Mohammed Seddik Ben Yahia. The sampling consisted of 26 studies; 16 articles and 10 Master graduation dissertations between the years 2018 and 2022. The 26 studies were chosen based on their field of research and content. The researchers gathered these studies from google scholar, Algerian universities online platforms (d-spaces) and journal websites.

2.3. Data Collection

Tables, figures and graphs play an important role in improving the quality of manuscripts. Scientific tables and graphs can be used to efficiently portray large amounts of numerical or statistical data (Rodrigues, 2013, p. 1). Table 3 was created based on the data gathered from the findings of 26 studies that were included in this meta-analysis. All the challenges that were sorted out from those studies were categorised within the same context using terms that cover all the similar challenges. For example, challenges such as having no internet access, internet unavailability, internet low speed and internet instability were all categorised under the term "internet issues". (All the sources that this meta-analysis entails are provided in appendix A).

Table 3: Frequency and Percentage of the Blended Learning Challenges

Challenges	Frequency	Percentage
Internet issues	21	80%
Lack of teachers' and students' training	21	80%
Students' unpreparedness	20	77%
Institutional infrastructure shortage	16	61%
Online platforms issues	15	57%
Unsuitable teaching methodologies	13	50%
Lack students and teacher's interaction	12	46%
Students' Low socioeconomic Status	10	38%
Assessment and Evaluation	8	30%
Lack of students' time management skills	7	26%
Technophobia	7	26%

2.4. Data Analysis and Interpretation

2.4.1. Internet Issues

Throughout the 26 studies, 21 (80%) studies mentioned that students have internet issues. The latter took the highest score from the rest of the challenges that were highlighted in this meta-analysis. The Internet is considered to have a significant role in online learning activities. Those issues surfaced through multiple factors: the quality of the internet provided by the telecommunication companies in the country, the location where students live, being on campus, as well as having access to the internet inside the teaching institutions.

The poor quality of the internet makes it difficult for many students and academics while trying to accomplish their online tasks. This statement comes into accordance with the results of Melikechi and Banouh (2021). In their study, they concluded that 55% of the students participating in their study have poor quality internet connections (p. 35).

In Algeria, internet availability may be affected by the location where students live. Rural areas lack internet access via Asymmetric Digital Subscriber Line (ADSL); additionally, the 4th generation services that may not be available due to the lack of network coverage in these areas. Similarly, Dambriand and Mehiri (2021) found in their study that student might have high quality internet if the reside in privileged areas. Nonetheless, other students who reside in rural location lack adequate internet (p. 23).

Students who spend the majority of their academic year on campus have no access to a solid internet connection. This issue positions college students at a disadvantage since they cannot keep pace with their classmates. Accordingly, Benadla and Hadji (2021) in their study concluded that internet access is a major issue, especially for students who reside on campus (p. 63).

The internet is not available at all Algerian universities, and even if it is available, students still complain about its quality. Similarly, Bellatrache and Aloutti (2020) discovered in their study that the poor flow of the Internet is the most critical technological problem facing the consolidation of e-learning in light of the challenges that universities face (p. 273).

2.4.2. Teachers' and Students' Training

80% of the studies included in this meta-analysis mentioned that students' and teachers' skills in using ICTs as well as using online platforms was problematic in the process of implementing blended learning. Teachers and students claimed that they did not receive any training in using electronic devices as well online platforms such as Moodle, Zoom and Google Meet for educational purposes. Therefore, they have no experience or knowledge on such matters. Some studies conducted during the Covid-19 pandemic argued that the fast shifts to e-learning methods hindered the overall performance since they were obliged to participate without any pre-training. The latter statement was confirmed by the study of Bouhezam (2020), who concluded that e-learning was not used appropriately due to students and teachers being obliged to participate in it without any pre-training (pp. 120-122).

2.4.3. Lack of Students and Teachers' Interaction

12 out of 26 (46%) of the studies included in this meta-analysis mentioned that having no physical and social interaction as well as a lack of communication between students and teachers showed negative results in implementing BL. The majority of studies that were involved in this matter, especially during the pandemic of Covid-19, mentioned that the absence of interaction between teachers and students throughout the pandemic was challenging to students since they are not used to engaging in self-regulated learning. This concurs with the study of Lakihel and Benssaisi (2021) that revealed students' incapacity to

absorb information without the help of their teachers due to a lack of interaction and autonomy (p. 1075).

2.4.4. Students' Unpreparedness

It can be noticed from Table 3 that students' unpreparedness is the second major challenge faced by Algerian universities in implementing BL (80%). The term "student's Unpreparedness" includes all the challenges that are related to a student's motivation, engagement, anxiety, distraction, and all the psychological issues that students face when using e-learning.

Students are experiencing stress, anxiety, and boredom, which have hampered their ability to learn outside of the classroom. Therefore, one of the most prevalent issues experienced by Algerian educators is keeping students interested and motivated. According to the studies included in this meta-analysis, students are less motivated and engaged in BL, and they also experience anxiety, stress, and confusion, especially when they are distant from their teachers (distance learning). This goes hand in hand with what Kadri (2018) said in his study, "Remote learning makes students feel isolated from the academic community, unsupported during the learning process, and demotivated" (p. 14).

Students lack discipline while studying using their smart phones. They get distracted and lose focus, as well as they acquire procrastinating habits that prevent them to accomplish their tasks. In this regard, Abakumova et al., (2020) made a compelling argument that "EFL students are less interested in utilizing the internet and social media for learning and education; rather, they prefer to utilize them for pleasant chat (as cited in Chefchouf and Benzaoui, 2020, p. 33). In the same context, Sorbie (2015) added that technology is being used by students for entertainment rather than improving their education (p. 50).

2.4.5. Institutional Infrastructure Shortage

Lack of institutional infrastructure was mentioned in 16 studies out of 26 (61%). Since blended learning is an approach based on the use of electronic media and devices, any limitations in the institutional infrastructure (lack of technical support, lack of full online infrastructure, gadget-related issues, etc.) will affect the learning process negatively.

From the gathered data, it is found that most students and teachers have difficulties in this new modality of education. They suffer from a lack of equipment and gadget-related issues. It was mentioned that e-learning laboratories were not allowed to be used for English classes, considering it less important than other scientific subjects. Additionally, it can be noticed that most of the teachers did not use ICTs in their lectures because the lack of materials like internet connectivity, electricity sockets, and projectors, which are often insufficient or even absent in some departments. In this vein, Tshabalala et al., (2014) constructed a list of challenges that add to the constraints in the implementation of blended learning: "lack of policy, lack of faculty support, lack of technological and computer skills, large class sizes, and inadequate technological resources" (p. 108).

Most blended learning models, such as the rotation model, need laboratories that allow students to work independently and access resources and learning materials. Those labs are highly expensive to be provided. This is something that not all schools can afford. Consequently, the lack of a solid infrastructure leads to the appearance of more challenges. This is what was accentuated by Beaver et al., (2014) who held that "implementing blended learning models must address several needs at the school and system levels" (p. 15).

2.4.6. Online Platforms Issues

15 studies out of 26 (57%) mentioned that online platforms either lack the right options that ease interaction, or are considered unsuitable for education. A plethora of studies were conducted on Moodle platforms as well as the usage of social media services such as Facebook in an educational context. Students shared negative attitudes towards Moodle platforms for a variety of reasons. Facebook, on the other hand, was not perceived as an educational platform for teachers.

The majority of the Algerian universities possess a Moodle platform that can be labelled as an e-learning space or virtual learning, among other terms. These platforms were used in Algeria prior to and during Covid-19 pandemic to merely share lessons in the form of PDFs. A lot of studies argued that sharing PDFs is not considered to be an act of blended learning. This was advocated by Sarnou (2021), who concluded that uploading courses to Moodle in PDF or PPT format is not effective or beneficial for both teachers and students. Moreover, he mentioned that the Moodle platform did not provide either synchronous or asynchronous interaction between students and teachers (p. 361).

Facebook was mentioned in 2 studies out of 26. Teachers hold negative attitudes toward the use of Facebook inside the classroom as well as using it as an educational platform. This idea was supported by the conclusion of the study of Ghounane (2020), who mentioned that "teachers did not favour joining Facebook to upload lectures and assignments since they regard it as an informal setting for learning" (p. 33). She also added that students can use fake names, which may cause anonymous insults for teachers as well as loss of privacy (p. 35). In addition, Facebook does not promote English language learning since most students communicate using the Algerian dialect mostly (Ghounane, 2021, p. 88).

2.4.7. Unsuitable Teaching Methodologies

The findings presented in Table 3 above show that 8 out of 26 (50%) of the studies mentioned challenges related to methodology, such as course design and the uncertainty of the used teaching methods.

The majority of universities faced difficulty in selecting the correct learning methods for BL. They had difficulties balancing face-to-face and e-learning, and some were even unsure about the methods used. The sudden shift to blended education has caused a preparation shortage. This finding is consistent with what Lassoued et al., (2020) who concluded that "this unanticipated move to blended education has produced shock and tension among students and faculty members, in addition to other uncommon challenges for schools and universities such as poor infrastructure and inadequate digital content" (p.2).

The teachers' inability to adopt effective instructional methods and design courses that are suitable for BL caused them to not reach the full potential of BL. This concurs with the study of Rivera (2019). She found that teachers need appropriate training on the designing of BL courses and activities to teach foreign languages to students (p. 140).

2.4.8. Students' Low Socioeconomic Status

10 out of 26 (38%) studies mentioned that students' socioeconomic status affects their participation in blended learning. University students usually count on their parents to support their learning expenses. The affordability of technology is considered challenging to many students, including affording to pay for internet bills, owning personal computers and smartphones, as well as having personal space to participate in virtual classrooms. Most studies agree that if a student comes from a low-income family, he/she is most likely to lag behind. These results were identical to those stated by Graham (2004). He asserted that "e-learning is often perceived as being an approach that favors the advantaged. This means that

blended learning is suitable only to those who can afford it and those who can't will be eliminated" (p. 32). Similarly, Vakiri (2010) examined the correlation between parents' socioeconomic position and their children's perceptions of technology, and found that disadvantaged students were less motivated and less confident about utilising ICTs (p. 947).

2.4.9. Evaluation and Assessments

The assessment process was recalled 8 times out of 26 studies as a critical challenge in implementing BL (30%). Evaluation-related issues are mentioned in different forms, such as the difficulty of detecting cheating, the use of plagiarism, the lack of online tests, and the absence of a distinct evaluation technique.

It is difficult for instructors to detect students cheating and plagiarism. Cheating is challenging to uncover, especially when students submit their assignments and assessments by email or an online survey. This is similar to the result of Lee (2009) who held that "In administering online tests, authenticating test-takers is one of the major challenges due to the inability to directly monitor the exam takers" (p. 2). Moreover, it also concurs with what Lassoued et al., (2020) said in their exploratory study that "The lack of clarity in the evaluation methods leads to everyone expecting difficulties in the evaluation of electronic exams" (p. 9). They added that "it is difficult to achieve some pedagogical activities, such as conducting tests, within the e-learning environment" (p. 9).

2.4.10. Lack of Time Management Skills

26% of the studies mentioned challenges related to time management and time limitation. Some studies indicated that students complained about the load of lessons provided by teachers to be dealt with in a short amount of time. This was confirmed by Bentaleb (2021), who concluded in his study that "students faced difficulties completing work/assignments within a given time" (p. 50). On the other hand, multiple studies mention

that students lack sufficient time management skills in order to self-regulate their work and assignments. Unlike traditional learning, which gives the power to manage time to the teacher in the classroom, students may find themselves responsible for managing their own time in a blended learning situation, especially when they are separated from their instructors. Dambri and Mahiri (2021) reached the same result. They found that half of the students in their sample (21 students) did not manage their time properly in a distance learning situation (p. 19).

2.4.11. Technophobia

The gathered data indicates that 26% of the studies mention technophobia-related issues as a challenge in implementing BL. According to the findings, teachers are resistant to the use of social media in the classroom. They refused to use Facebook as a platform for e-learning. Furthermore, aged teachers are plagued by technophobia. They are resistant to change and refuse to adapt to the new uses of technology in education. The reason for holding some sort of negative attitude might be due to their unfamiliarity with this concept. This finding goes along with the findings of Koohang and Durante (2003). They argued that "The more experience a user has with the technology, the more he or she tends to accept it" (p. 107). On the other hand, other studies have mentioned that many instructors possessed personal computers, phones, and internet access, all of which are essential components of BL. However, they did not employ them. The lack of teachers' training in using technology in an educational context led to the development of such a kind of phobia.

2.5. Overall Summary of the Findings

This chart (Figure 2) was made to ease the comparison process between the results of this study.

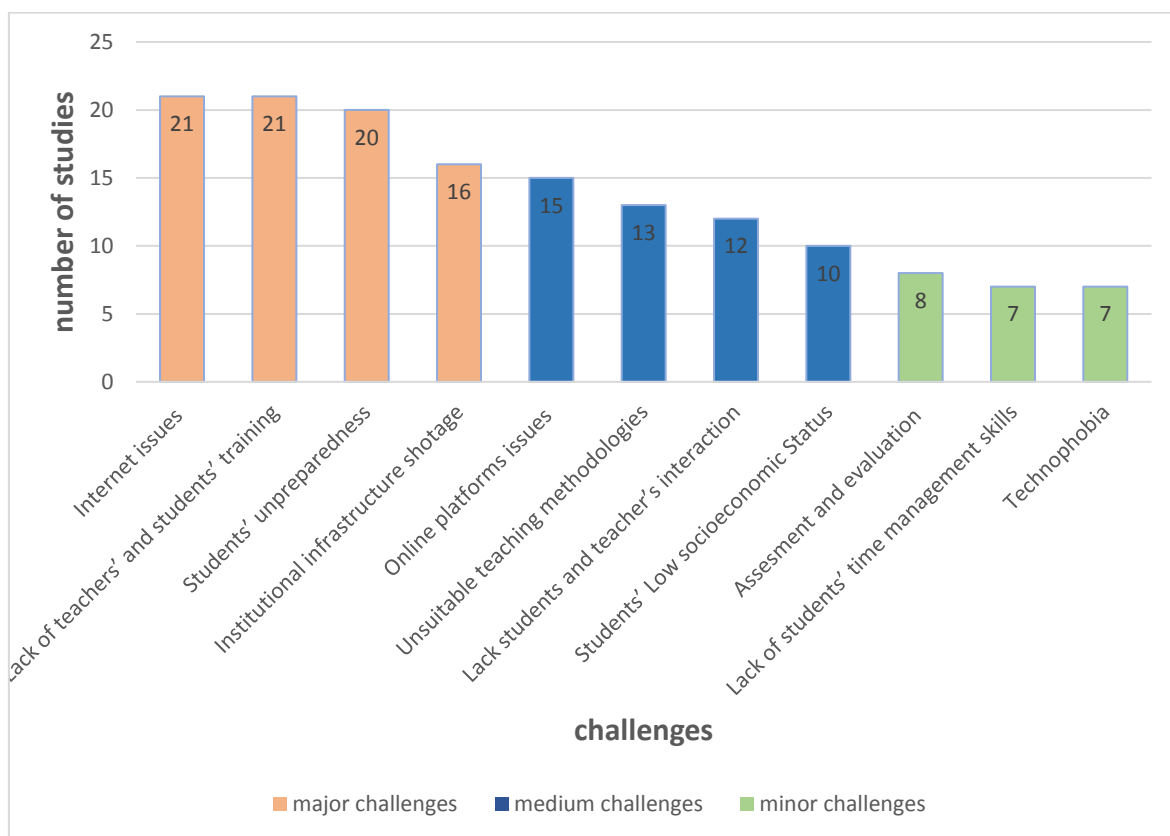


Figure 2: Local Frequency of Blended Learning Challenges

As can be noticed from Figure 2, internet issues, teachers' and students' training, student readiness and institutional infrastructure were the ones that took the highest stand in terms of blended learning challenges. 21 studies concluded that Internet-related issues are a major challenge. Similarly, lack of teacher and student training in using technology for educational purposes was reported in 21 studies. Additionally, students' readiness for blended learning was pursued negatively by the researchers in 20 studies. Lastly, the shortage of institutional infrastructure was mentioned as being a significant obstacle that faces the implementation of BL.

The category of medium-range challenges includes online platforms, teaching methodology, teachers' and students' interaction, and also students' economic status. The issues related to online platforms (such as Moodle) that were used for educational purposes received a good amount of interest from the Algerian researchers. 15 studies mentioned that

the latter holds negative attitudes among students and teachers for the reasons that were mentioned in the discussion. On the other hand, choosing unsuitable methodologies and course design for BL was mentioned in 13 studies. Additionally, students' and teachers' lack of interaction that was caused by many factors while engaging in BL was mentioned in 12 studies. Finally, students with low socioeconomic status were found in 10 studies to be less likely to engage in BL in the first place.

Lastly, the category that includes the less-mentioned challenges consists of time management, technophobia, and assessment and evaluation. The difficulty in assessing and evaluating students in a BL was considered to be a challenge in 8 studies. Seven studies concluded that students had difficulty managing their time, in addition to dealing with a large number of lessons in a limited time. Similarly, 7 studies mentioned that some teachers suffer from technophobia.

2.6. Revisiting the Research Questions

The progress of this synthesis is based on the findings acquired from the meta-analysis. From the previously mentioned results, we can conclude that there are three main stakeholders that are concerned with these challenges: Institutional challenges, teacher-related challenges, and learner-related challenges.

2.6.1. Research Question N°1 (The Students-Related Challenges)

This synthesis intended to answer the first research question regarding the major challenges that Algerian EFL students encountered in blended learning. According to the previous research, EFL students experienced the following challenges: internet issues, online platform concerns, training issues, socioeconomic level issues, and psychological issues.

Internet-related issues are shared by all Algerian students. However, students who reside on the university campus as well as those who live in rural areas are the most affected. Those students struggled to access online resources to further their education due to a lack of consistent access to high-quality internet service. Furthermore, other students complained about difficulty of using online platforms and ICTs for educational purposes because of their unpreparedness.

On the other hand, Algerian students' social and economic standing are not encouraging or conducive to adopting such teaching model. It can be noted that many students, due to their low socioeconomic status, do not have access to Internet, not to mention possessing personal technological devices. Besides that, they encountered inconvenience in terms of space. In other words, since most Algerian students share rooms with their siblings, as well as share computers and phones, they struggle to find a private area at home in order to attend online courses, which impede their learning process. Additionally, lack of student-teacher interaction leads students to feel isolated, anxious, confused, and occasionally demotivated while utilizing e-learning.

The aforementioned challenges affected negatively the students' psychological status. Consequently, students' unpreparedness caused a decrease in their motivation to engage in blended learning, in addition to increasing their stress and anxiety levels.

2.6.2. Research Question N°2 (The Teacher-Related Challenges)

This synthesis devoted to answering the research question regarding teachers'-related challenges. According to the data that was gathered, teachers faced a number of challenges, including teacher training, using suitable teaching methodologies and technophobia.

Teachers are considered to be one of main actors in any blended learning situation. The collected data revealed that teachers are not ready to be involved in a blended learning situation for several reasons. In this regard, teachers lack training in integrating ICTs in an educational situation as well as training to use online platforms such as Google Meet, Zoom and Moodle platforms. In the context of training, teachers are not trained to apply new teaching methodologies that fit in a blended learning approach. In addition, they lack the ability to design courses for online learning as well as for distance learning. Moreover, it was mentioned in several studies that teachers do not apply the essentials of blended learning. Many researchers stated that BL is not merely sharing lessons in a form of PDFs via email or online platform. Another challenge is technophobia; it was mentioned that some teachers resist change and they stick to their traditional learning methods. This phenomenon is mainly confined to senior teachers mostly.

2.6.3. Research Question N°3 (The Institutional-Related Challenges)

This synthesis is devoted to answering the research question that target the institutional-related challenges. According to the data that was gathered, it is noted that Algerian universities have an institutional infrastructure shortage both in hardware and software.

Blended learning consists of the integration of technology and equipment that may not be available in institutions. It was mentioned that universities are not ready to adopt blended learning as a teaching approach due to a shortage of infrastructure. These studies mentioned that universities lack computer laboratories, internet connections, data shows, and even electricity sockets, among other equipment. From another perspective, using the Moodle platform, which is considered a university property, lacks options to ease the interaction between students and teachers. For example, creating a video conference among

other options. The issues mentioned on Moodle platforms lead teachers and students to seek another platform for communication, such as Facebook. However, many teachers disagree with using Facebook for educational purposes. In their view, Facebook causes loss of privacy and helps to create an informal environment between students and teachers.

2.7. Limitation of the Study

This research, like any others researches, cannot be free of criticism and limitations. Based on that statement, the researchers admit that the current study ran into certain challenges that challenged its execution and resulted in some limitations. The following are limitations that the researchers faced:

- Lack of resources on blended learning challenges in the Algerian EFL classrooms, precisely prior to Covid-19. Therefore, data was collected from studies that have ranged between 2018 to 2022 that are considered a narrow time frame for such research.
- The samples included in this study are relatively small, which is caused by the limitation of time and the resources; including a large number of samples may help achieve broader results.

2.8. Pedagogical Recommendations

Due to the nature of the emergency situations in which we live, blended learning has become an essential requirement for higher education institutions. In reality, it is in response to the request for a contemporary educational system that incorporates technology and fosters adaptability in the learning environment in order to accomplish educational security and enhance universities achievements. The following are some recommendations drawn from this study for establishing high-quality blended learning:

- Institutional infrastructure needs to be updated. Providing computer laboratories, internet connection and hiring competent maintenance staff is a necessity to ensure the success of blended learning.
- Updating Moodle platforms by including more options such as creating video conferences, online exams and options that can facilitate the communication process between students and teachers.
- offering faculty members ongoing training and educational opportunities in the area of blended learning. Precisely, teachers and students must be provided with training on using ICTs for educational purposes.
- Adopting modern teaching methodologies that suit a blended learning environment as well as creating engaging courses that can boost students' motivation for participating in BL.
- Bettering the internet quality as well as providing internet access for students that reside on the University campuses and also students who live in rural areas.
- Teachers before implementing blended learning must take into consideration the socioeconomic status of their students and their ability to afford and access technology.
- Increasing the variety of e-learning activities to boost student motivation and encourage self-learning.

Conclusion

This chapter was devoted to collecting data from 26 studies that were conducted by Algerian researchers in Algerian universities in order to solve research questions that relate to blended learning or one of its concepts. Through a thorough analysis of these studies, the

researchers collected data from the findings of each one of them in order to conduct a meta-analysis for the purpose of determining the major challenges that face institutions, students and teachers while implementing blended learning inside the Algerian EFL classrooms. The study has managed to answer the research questions successfully through the results concluded from the meta-analysis. It was found that BL faced 11th major challenges shared between students, teachers and institutions.

General Conclusion

The implementation of blended learning in English as Foreign Language classrooms is a necessity due to the benefits it brings. However, developing countries such as Algeria may not benefit from such implementation for various reasons. Many factors must be taken into consideration before integrating blended learning into any educational system. This study aimed to investigate the major challenges that face the Algerian EFL classrooms within their universities through conducting a meta-analysis of different studies that were carried out by Algerian researchers targeting blended learning in different EFL contexts.

This study consists of two chapters: the first one is devoted to a theoretical framework, while the second one consists of a meta-analysis, which is considered the practical part of this study. Concerning the theoretical part, it is divided into two sections. The first section compared traditional learning and e-learning, which are the two main components of blended learning. The second section was titled "blended learning." The latter was introduced and defined thoroughly. It also included its success factors as well as a comparison between various learning approaches that can be included in a blended learning situation. Sequentially, the second chapter represents the main investigation of the study, which is considered the practical part, which consists of three sections. The first section is titled "research methodology." It explains the nature of the study along with the methodology used in data collection and the full procedures. The second section provides details of the sampling included in the meta-analysis. Finally, the final portion presents a thorough analysis of the data that has been gathered and the conclusions drawn from it.

The findings of this study show that Algerian universities generally and EFL classrooms specifically are not ready for the full implementation of blended learning. The results of this study show that there are 11 major challenges that face the implementation of

BL frequently. Moreover, this study highlighted challenges that face institutions, teachers and students. These challenges can be as trivial as the absence of electricity sockets in classrooms to as significant as a lack of internet connection on campus and in rural areas, which prevent students from keeping pace with their classmates, or teachers being untrained to participate in blended learning.

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Appendices

Appendix A: Meta-Analysis Full Data

References	Challenges
<p>Benmansour, S. (2022). Google Meet during COVID 19 Pandemic: When Teachers Raise the Challenge. <i>Arab World English Journal (AWEJ) 2nd Special Issue on Covid 19 Challenges</i>, (2), 169-182. DOI: https://dx.doi.org/10.24093/awej/covid2.11</p>	<ul style="list-style-type: none"> • teachers resist the change and are disinclined to teach technology (p. 179). • teachers' lack of training (p. 179). • lack of ICT competencies, and computer fretfulness (p. 179). • shortage of technical maintenance (p. 179). • feeble internet connection (p. 179).
<p>Ghounane, N. (2022). Learning in the Algerian Context during the Pandemic Is it online or offline. Moulay Tahar University of Saida. <i>Algeria. Arab World English Journal (AWEJ) 2nd Special Issue on Covid 19 Challenges</i>, 492- 503. DOI: https://dx.doi.org/10.24093/awej/covid2.33</p>	<ul style="list-style-type: none"> • Lack of training on how to use educational platforms (p. 496). • Network problems (p. 496). • Low social status (p. 496). • Access and use of digital technologies (p. 496). • Ownership of computers, smartphones (p. 496). • Ineffective feedback (p. 496). • Non-mastery of the ICT tools by students and teachers (p. 496). • Lack of interaction and communication between teachers and students (p. 496). • Lack of e-readiness (p. 496). • Difficulty for teachers to adapt to new teaching methodologies (They resist change) (p. 501). • Lack of tech materials. (p501)
<p>Benabed, A. & Abdelhadi, A. (2021). Investigating Algerian EFL Students' Online Learning Readiness. <i>Journal La Edusci, 02(04)</i>, 014-022. DOI : https://dx.doi.org/10.37899/journallaedusci.v2i4.433</p>	<ul style="list-style-type: none"> • Not owning personal digital device (p. 20). • Access to Internet (p. 20). • Lack of experience on online learning (p. 20). • Lack of self-directed learning abilities (p. 20). • Lack of time management skills (p. 20). • Low motivation (p. 20).

	<ul style="list-style-type: none"> • Lack of online communication/participation in interaction (p. 20).
<p>Benadla, D., & Hadji, M. (2021). EFL Students Affective Attitudes towards Distance E-Learning Based on Moodle Platform during the Covid-19the Pandemic: Perspectives from Dr. Moulay Tahar University of Saida, Algeria. <i>Arab World English Journal (AWEJ) Special Issue on Covid 19 Challenges</i> April 2021, 55-67 DOI: https://dx.doi.org/10.24093/awej/covid.4</p>	<ul style="list-style-type: none"> • Infrastructure shortage (p. 60). • Internet connectivity or trouble with WIFI due to the lack of the technical capacity to deliver optimal for online learning conditions (p. 60) • Students’ lack of adequate technologies for participating in online learning has overlapped with these issues (lack of laptops/computers, the mobile connection that partially offers access to resources provided by Moodle platform, especially those who live on the campus) (p. 61). • Teachers lack the necessary technical skills to be able to either adapt their teaching style or to appropriately interact with students in the online environment (p. 61). • Teachers are not well experienced in designing activities suitable for distance learning (p. 61). • Students’ lack of interaction with their teachers (p. 62). • Limited timing and time management (p. 62). • Learners became very distracted and might lose focus and even motivation (p. 62). • Students tend to develop procrastinating habits to do their assignments (p. 62). • Students’ low engagement (p. 62). • Challenge of internet connectivity is even worse, particularly for girl students who live on campus (p. 63). • Teachers’ training (p. 63). • Learners descending from poor social backgrounds could not all have access to the internet (p. 63). • Lack of internet connectivity in rural areas “people of the shadow” (p. 63). • Students’ high anxiety caused by lack of experience (p. 63). • Poor assimilation of the courses (p. 63). • Notably telephone lines (p. 64).

	<ul style="list-style-type: none"> • Teachers' incapacity to adapt sound methods of teaching, mainly when designing challenging courses (p. 64).
<p>Bouhezam, R. (2021). <i>E-Learning in the Algerian Universities During Covid-19 pandemic: Is E-learning Restricted to the Mere Use of Moodle Platform?</i> [Master dissertation, Larbi Ben M'Hidi University. Oum El Bouaghi]</p>	<ul style="list-style-type: none"> • Teachers lack of experience on e-learning (p. 65). • Lack of interaction between students and teachers (p. 65). • There was no evaluation of students Understanding of lectures (p. 65). • Some teachers do not have e-learning required facilities (p. 66). • The majority teachers did not receive training on ELT (p. 77). • Teachers did not apply the basics of e-learning (especially interaction), did not use its appropriate techniques (like video conferencing, audio conferencing ...) (p. 118). • Teachers were unacquainted with all the activities available in Moodle (p. 119). • Most students did not experience the e-learning (p. 120). • The interaction between students and teachers was very minimal if not nihilistic to some students (p. 120). • Students lacked facilities (internet access, tech device) to engage in an e-learning journey (p. 120). • The heavy and difficult load of lectures sent by teachers, especially that there was no interaction with teachers to ask for explanation and illustrations (p. 120). • Difficulty in accessing the Moodle platform for not having an active personal account, because of the poor internet access, and for the difficulty of manipulating the platform itself (p. 120). • The Moodle platform was used only to deliver lessons to students, no more than that (p. 120).
<p>Ghounane, N. (2021). Facebook as a learning platform in Algeria during the COVID-19 pandemic. <i>Global Journal of Foreign Language Teaching</i>. 11(2), 80–93. https://doi.org/10.18844/gjflt.v11i2.5555</p>	<ul style="list-style-type: none"> • Students lack of awareness to realize the between entertainment and intellectual engagement (p. 88).

	<ul style="list-style-type: none"> • Most of the students tend to communicate through Algerian dialectal Arabic (p. 88). • Teachers' loss of privacy while using Facebook as an e learning platform (p. 88). • Student motivation (p. 88). • Learning environment (p. 89). • Choosing appropriate strategies to use of Facebook (p. 90). • Absence of face-to-face interactions (p. 91). • Teachers show resistance towards the use of social media in classrooms (p. 91).
<p>Guessabi, F. (2021). Flipped Classrooms in Higher Education in Algeria during Period of COVID19: Challenges and Difficulties. Tahri Muhammed University of Bechar-Algeria. <i>International Journal of Linguistics, Literature and Translation (IJLLT)</i>, 2(4), 2617-0299. DOI: https://doi.org/10.32996/ijllt.2021.4.2.23</p>	<ul style="list-style-type: none"> • Most of the teachers did not use the ICT in their lectures because of a lack of materials as the data show and sockets of electricity in the classrooms (p. 201). • Teachers are against recorded lectures because it may empty the university from students and encourages them to neglect their duties and activities (p. 201). • Internet is not available on the campus so they cannot access their lectures (p. 201). • Sending the recorded lectures can help the students to be lazy and to be absent and this will lead them to miss their practical activities (p. 201). • Lack of materials (p. 201). • Flipped classroom is a rejected way in Algeria (p. 201).
<p>Dambri, L. M. (2021). <i>An investigation of the major challenges encountered by Algerian EFL teachers and their impact on the students' academic performance during the coronavirus pandemic</i> [Master dissertation, Mohamed Khider University of Biskra. Algeria].</p>	<ul style="list-style-type: none"> • Time management (p. 9). • Learners' engagement (p. 9). • Gadget-related issues (p. 9). • Learners' motivation (p. 9). • Administrative challenges (p. 9). • Technological literacy (p. 9). • Setting the learning environment (p. 9). • Insufficient time to provide an accurate assessment (p. 11). • Anxiety (p. 11). • The lack of student's personal device (p. 14).

	<ul style="list-style-type: none"> • The lack of variety in educational resources (p. 21). • Lack of interaction and communication (p. 21). • Cheating& unfair evaluation (p. 21). • The lack of adequate Internet coverage / slow Internet connection in rural Locations (p. 23).
<p>Khattala, S. (2021). <i>teachers' and students' perceptions and practices towards blended learning</i> [Master dissertation, University of Mohamed Boudiaf. M'SILA, Algeria].</p>	<ul style="list-style-type: none"> • Most student don't have personal computers (p. 56). • Internet access and availability (p. 56). • Affordability of technological devices (families with low income) (p. 57). • Phones are a distraction and can't be used for blended learning (p. 57). • Female students cannot teleconference with male teachers and colleges for the fear of being miss-understood by the parents (p. 57). • Old aged teachers' resistance to use technology in education (p. 58). • Teachers lack unfamiliarity with online learning (p. 58). • Unsuitable course book for the blended learning approach (p. 60). • Teachers lack of awareness and training (p. 60). • Labs are only used for scientific subject, and not language learning (p. 61).
<p>Benmansour, S. (2021). <i>zoom sessions in distant learning: Algerian EFL students' perceptions and attitudes</i> [Master dissertation, Mohammed Ben Ahmed University of Oran 2, Algeria].</p>	<ul style="list-style-type: none"> • Students lack of interaction with their classmates and teachers using zoom (p. 272). • Zoom Facilitate plagiarism (p. 272). • Students lack motivation (p. 272). • Lack of training on ICT (p. 272). • Computer anxiety (p. 272). • Technical breakdowns on zoom sessions (p. 272). • Lack of time in Zoom sessions (p. 272). • Student lack training and experience (p. 272). • Lack the sense of human interaction (p. 273).

	<ul style="list-style-type: none"> • Old aged teachers having technophobia (p. 275). • Lack of ICT skills (p. 275). • Lack of technical support or weak internet connection (p. 275).
<p>Boudebza, F., & Djoufelkit, H. (2021). <i>Investigating EFL Students' Attitudes towards the Integration of Google Meet Application for Oral Classes</i> [Master dissertation, Mohamed Seddik Ben Yahia University, Jijel, Algeria].</p>	<ul style="list-style-type: none"> • Participants did not have reliable Internet connection (p. 49). • Lack of adequate learning space (p. 49). • Poor quality of telecommunication services. (p49) • Students have ICT phobia (p. 49).
<p>Sarnou, H., & Sarnou, D. (2021). <i>Investigating the EFL Courses Shift into Moodle during the Pandemic of COVID-19</i> [Master dissertation, University of Abdelhamid Ibn Badis. Mostaganem, Algeria].</p>	<ul style="list-style-type: none"> • The slow internet connection (p. 360). • The lack of online learning training (p. 359). • No Moodle guide was submitted to students (p. 359). • Students could not access the platform (no synchronous or asynchronous interaction with the students) (p. 360). • Poverty (p. 360). • Lack of training for both teachers and students (p. 360). • No access to the internet in rural areas (p. 360).
<p>Lakehal, B., & Benaiss, b. f. (2021). <i>learner autonomy in distance learning under the circumstance of corona virus: challenges and opportunities</i> [Master dissertation, DjillaliLiabes university of sidi bel abbes. Algeria].</p>	<ul style="list-style-type: none"> • Bad network quality (p. 1074). • Lack of motivation (p. 1074). • Being stressed and lost as well as having anxiety, and boredom (psychological instability) (p. 1074). • Lack of materials and technological devices (p. 1074). • Lack of understanding and interaction with teachers (p. 1074). • Limited contacts with teachers (p. 1074). • A discrepancy between teachers and students (p. 1074). • Too much information available online which caused confusion among students (p. 1074). • Internet problems (p. 1075). • Lack of training for both teachers and students (p. 1075).

<p>Mahrouk, K., & Kerroum, C. (2021). <i>Investigating students' attitudes towards online learning</i> [Master dissertation, Mohammed Seddik ben Yahia University, Jijel, Algeria].</p>	<ul style="list-style-type: none"> • The online learning tools and technologies are not sufficient (p. 50). • Students have difficulties in using the platform (p. 51). • The proficiency in using online educational technologies (p. 52). • Quality of the system (the university platform is not reliable) (p.52). • Internet connexion quality (p. 52). • Lack of teachers' interaction (p. 52). • Students' psychological issues (p. 52).
<p>Bentaleb, I. (2021). <i>The Emerging of Online Education in Teaching English as a Foreign Language in Response to COVID-19</i> [Master dissertation, University of Oran 2, Algeria].</p>	<ul style="list-style-type: none"> • Lack of ICTs (p. 48). • Poor access to the net (p. 48). • Technical issues, especially on the Moodle and Progress platforms (the platform encountered glitches) (p. 48). • Students' lack of interest (p.49) • difficulty to detect cheating, use of plagiarism and copy-paste answers (p. 49). • The lack of the necessary equipment (p. 49). • The lack of free access to the internet (p. 49). • Their inability to purchase computer hardware (p. 49). • The difficulty of using the MOODLE platform (p. 49). • Students encountered inconvenience in the space ((Algerian students struggle to find a comfortable area at home to attend online courses.) (p. 50). • The complete absence of vital personal interactions (p. 50). • Difficulties in completing work/assignments within a given time (p. 50).
<p>Melikechi, L., & Banouh, L. (2021). <i>EFL learners' beliefs about distance learning</i> [Master dissertation, University of Mohamed Boudiaf, M'sila].</p>	<ul style="list-style-type: none"> • Most students suffer from a lack of internet connection (p. 53). • The students stated that they cannot login to Moodle because their password was rejected (p. 53). • Students complained about the large number of handouts they had to study and the lack of online lessons that could explain the lessons included in these handouts (p. 53).

<p>Magoura, M., & Chaabi, k. (2021). <i>EFL teachers and students' perceptions and attitudes towards virtual teaching and learning</i> [Master dissertation, Mohammed Boudiaf University, M'sila].</p>	<ul style="list-style-type: none"> • lack of proper training and development for doing online classes (p. 61). • technical issues are the major problem for the effectiveness of the online classes (p. 61). • students are not getting enough support from teachers (p. 62). • teachers are not experienced and equipped enough with the pedagogical skills to teach online classes (p. 62). • teachers are incompetent in conducting online learning experience (p. 62). • technological constraints (p. 62). • lack internet connectivity, devices and software requirements (p. 63). • both the teachers and learners are not well with technology and they suffer from lack of tools and lack of skills in addition that there is no training (p. 63). • lack of tools and materials, internet problems, lack of training equipment (p. 64). • student's readiness (p. 64) • lack of solid infrastructure (p. 65). <p>lack of effective training and IT workshops for teachers (p. 65).</p>
<p>Boudehane.R., & Zouraghi. C. (2021). <i>Moodle and Google-Meet Delivered Distance-Learning Lessons: Teachers' and Students' Estimates of their Pedagogical Effectiveness on the Writing Skill</i> [Master dissertation, AbdelhafidBoussouf University Center-Mila].</p>	<ul style="list-style-type: none"> • The lack of materials prevents a lot of students from being involved in this digital phase (p. 94). • lack of training led to the overt misuse of the two technological devices (p. 94). • All learners fear distance education's negative effect that may aggravate their already existing problems (p. 94). • The newly adopted method provided teachers and learners with a new and equally challenging experience (p. 95).
<p>Berbar, k. (2020). <i>EFL teachers' perceptions and experiences with the Moodle platform during covid-19 pandemic</i> [Master dissertation, MouloudMammeri University, Tizi-Ouzou, Algeria].</p>	<ul style="list-style-type: none"> • Students lack of motivation (p. 15). • the absence of interaction (p. 15). • lack of contact and feedback (p. 15). • The lack of face-to-face communication (p. 15). • lack of training and knowledge (p. 16). • teachers did no provide assessment tasks (p. 16). • teachers just support the continuation of teaching by posting lectures in PDF, Word, and PowerPoint formats (p. 16).

	<ul style="list-style-type: none"> • Moodle platforms lack teaching and learning options (p. 18). • Lack of preparation and experience to handle online classes (p. 18). • mess in the organisation of the Moodle platform and the (p. 19). • inaccessibility of this platform by the majority of students (p. 19). • weak Internet connection (p. 19).
<p>Belabed, N., S. (2020). <i>the breakthrough of educational technology in the Algerian EFL classroom</i> (blended learning) [Master dissertation, University of Abdelhamid Ibn Badis, Mostaganem, Algeria].</p>	<ul style="list-style-type: none"> • Teachers fear the Use of the internet in the classroom for other purposes than learning (p. 40). • Technophobia (p. 40). • Uncertainty of the used methodology in blended learning (p. 40). • Teacher’s training (p. 41). • Availability and adequacy of tools such as computers, internet, printers, project data, modern language labs in each school (p. 43). • Insufficient power supply (p. 43).
<p>Lassoued, Z., Alhendawi, M., & Bashitialshaaer, R. (2020). An exploratory study of the obstacles for achieving quality in distance learning during the covid-19 pandemic. <i>the education sciences article,10</i>, 232. <u>Doi:</u> https://dx.doi.org/10.3390/educsci10090232</p>	<ul style="list-style-type: none"> • Students lack motivation (p. 7). • The difficulty of students’ understanding of some subjects in the absent of classroom engagement (p. 7). • The absence of clarity in distant evaluation techniques (p. 7). • Lack of preparing the university community to deal with distance learning (p. 7). • Weak internet flow (speed) (p. 7). • Security and confidentiality of data and information. (Protection against piracy on the internet (p. 7). • Lack of training in the use of technology (p. 7). • Inadequate technological compatibility (p. 8). • Increased student’s frustration and confusion (p. 8).
<p>Chelghoum, A., & Chelghoum, H. (2020). The covid-19 pandemic and education: big changes ahead for teaching in algeria. <i>ALTRALANG Journal, 02(2)</i>, 1-15.</p>	<ul style="list-style-type: none"> • Keeping the students engaged and motivated represents the most frequently seen problem among Algerian teachers (p. 128). • Learners’ unfamiliarity with the novel teaching instruction (p. 128).

	<ul style="list-style-type: none"> • Distance learning makes the students feel less secure and uncomfortable (p. 128). • Students show less motivation (p. 128). • Hard to create a friendly atmosphere (p. 128). • Online classroom management is an inescapable problem (p. 128). • Teacher’s training (p. 128). • Internet connectivity (p. 128). • The Algerian educational system lacks readiness (p. 129). • Most of the teachers are forced to quickly shift from their classical teaching way to online teaching (p. 129). • Implementing technology and different online resources is compulsory (p. 129).
<p>Ghounane, N. (2020). Moodle or Social Networks: What Alternative Refuge is Appropriate to Algerian EFL Students to Learn during Covid-19 Pandemic. <i>Arab World English Journal</i>, 11 (3), 21-41.</p>	<ul style="list-style-type: none"> • Teachers refused to use Facebook as an e-learning platform, considering it an informal setting for learning (p. 33). • Students using pseudo names in the e-learning platforms, which can lead to anonymous insults to teachers or loose privacy (p. 35). • Students and teachers lack of training of the used of software and applications that support virtual learning such as GOOGLE MEET or ZOOM (p. 36). • The ability to design lectures that suits e-learning (p. 36). • Old aged teachers facing a state of technophobia, refusing to cope with the new use of technology in teaching (p. 36).

<p>Guemide, B., Boudiaf, M., & Maouche, M. (2020). Assessment of Distance Learning in the Algerian Universities during the COVID-19. <i>International Journal of Distance Education and E- Learning (IJDEEL)</i>, 6(1), 18-46.</p>	<ul style="list-style-type: none"> • Internet access and availability (p. 27). • High cost of foreign online study programs (p. 28). • Lack of experience to online educational programs (p. 28). • Total reliance on traditional education by the universities (p. 28). • Lack of full online infrastructure implementation in the universities (p. 28). • The mastery of educational technology, and online education (p. 28). • Lack of motivation (p. 28). • Technology affordability (p. 29). • No Personal space (p. 29). • Social media addiction (p. 30). • The lack of students' computer skills (p. 40). • The absence of teachers' feedback (p. 40). • Not all subjects can be taught online using MOODLE electronic system (p. 40). • Lack of interaction between students and teacher (p. 40). • Lack of online testing, assessment, and examination (p. 40).
<p>Fihakhir, A. (2018). <i>The application of mobile assisted language learning</i> [Master dissertation, university of Ahmed Draia. Adrar, Algeria].</p>	<ul style="list-style-type: none"> • Internet Connectivity problems (p. 53). • Lack of skills/ knowledge to use mobile devices for academic Purposes (p. 54). • Use of mobile devices in learning is distractive tools (p. 54). • The abundance of information (p. 54).
<p>Mekki, M. (2018). <i>Testing the Learners' Perception of Distance Courses in EFL Classrooms</i> [Master dissertation, Abdelhamid Ibn Badis University, Mostaganem].</p>	<ul style="list-style-type: none"> • Less engaging teaching methods (p. 30). • Lack of an e-learning infrastructure (p. 30).

Résumé

L'intégration de la technologie dans les approches éducatives traditionnelles offre une multitude d'avantages. Toutefois, ce type d'intégration doit tenir compte de divers facteurs pour assurer son succès. Le présent travail identifie les principaux défis auxquels l'anglais algérien en tant que salles de classe de langue étrangère est confronté lors de la mise en œuvre de l'apprentissage mixte dans les universités algériennes. Une méta-analyse a été utilisée pour répondre aux questions de recherche. Plus précisément, des données statistiques descriptives ont été recueillies à partir de 26 études antérieures portant sur le sujet à l'étude. Ces études comprenaient des mémoires de maîtrise et des articles rédigés par des chercheurs algériens dans le contexte de l'apprentissage mixte. La thèse s'adressait à trois principaux intervenants qui se préoccupaient de ces défis : les établissements, les enseignants et les étudiants. Les résultats ont déterminé les 11 principaux défis auxquels les universités algériennes ont été confrontées lors de la mise en œuvre de l'apprentissage mixte. Parmi les défis les plus courants en matière d'apprentissage mixte figurent les problèmes liés à Internet, le manque de formation des élèves et des enseignants et la pénurie d'infrastructures institutionnelles, entre autres.

ملخص

يأتي دمج التكنولوجيا في مناهج التعليم التقليدية بفوائد جمة. غير أن هذا النوع من الدمج يجب أن يأخذ بعين الاعتبار عوامل مختلفة لضمان نجاحه. يهدف هذا العمل الى تسليط الضوء على أبرز التحديات التي واجهتها اقسام تدريس اللغة الإنجليزية كلغة اجنبية في الجامعات الجزائرية أثناء تطبيق منهج التعليم المختلط . إستخدم منهج التحليل التلوي للإجابة على اسئلة البحث، حيث تم استعمال نهج كمي احصائي وصفي للبيانات التي تم جمعها من 26 دراسة، من بينها مذكرات ماستر ومقالات قام بها باحثون جزائريون في سياق التعليم المختلط. تستهدف نتائج هذه الدراسة ثلاثة أطراف معينين بهذه التحديات: المؤسسات، الأساتذة والطلبة. من خلال هذه الدراسة تم الكشف عن التحديات الإحدى عشرة الأكثر شيوعاً التي واجهتها الجامعات الجزائرية أثناء تطبيق منهج التعليم المختلط. من بين تحديات التعلم المختلطة الأكثر شيوعاً القضايا المتعلقة بالإنترنت ونقص تدريب الطلاب والمعلمين ونقص البنية التحتية المؤسسية وغيرها.