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Teachers' and Students' Perceptions towards the Implementation Self-Directed Learning Strategies in Blended Learning

The Case of Third Year LMD Students of English, University of Jijel

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

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Declaration

I hereby declare that the dissertation entitled “Students’ Self-Directed Learning Strategies in Blended Learning” is my own work and all the sources I have used have been acknowledged by means of references. I also certify that I have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, I shall be responsible for the consequences.

Signature 1

Signature 2

Date 12/07/2022

Dedication

To the most precious people to our heart; to the ones who gave birth and meaning to our lives,

To the persons who gave us strength and hope:

To our dear mothers and fathers, we dedicate this work.

To our brothers and sisters

To all our families and families and friends

To all those who helped us

Soumia

Amina

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Abstract

Due to technological advancement across all disciplines, Blended Learning was introduced to the field of Foreign Language Teaching as an educational model that combines both online learning and face-to-face learning. This method is assumed to give students the chance to manage their own learning and become self-directed learners. The present study aims at investigating teachers and students perceptions towards the implementation of self-directed learning strategies in Blended Learning. Thus, it is assumed that teachers' and students' attitudes towards the implementation and use of Self- Directed Learning strategies would be positive. For the sake of reaching the aims out of the study, two questionnaires were used and administered to 20 teachers of 60 of the whole population and 80 third year License Master Doctorate students of 250 of the total population, respectively, at the department of English at Mohammed Seddik Ben Yahia University. The findings revealed that teachers and students perceive this implementation positively. In fact, the integration of Blended Learning program has given students more chance to develop their Self-Directed Learning skills. However the findings revealed a contradiction between teachers' and students' views on students' capacity to choose the best Self-Directed Learning strategies to employ in Blended Learning. Teachers agreed that students possess average level of learning abilities, and they rely more on certain strategies than others, such as creating a self-studying mindset, while students confirmed that they possess a high level of learning capacities to select the appropriate Self-Directed Learning strategies. Accordingly, both teachers and students are recommended to seek out new techniques such as creating lectures that encourage critical thinking and give a chance for students to raise critical questions that result in a development of their self-directed learning strategies in learning.

Key words: Self-Directed Learning, Blended Learning.

List of Abbreviations, Acronyms, and Symbols

BL: Blended Learning

EFL: English as a Foreign Language

E-learning: Electronic learning

F2F: Face to Face

FL: Foreign Language

ICT: Information and Communication Technology

LMD: License Master Doctorate

MOODLE: Modular Object-Oriented Dynamic Learning Environment

Q: Question

SDL: Self-directed Learning

SRSSDL: Self-Rating Scale of Self-Directed Learning

%: Percentage

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General Introduction

1. Background of the Study

Incorporating technology into the teaching and learning process has become crucial in today's world. Several academic institutions throughout the world are working harder to assure the success of these two aspects, namely technology and education. As a result, new teaching/learning techniques, methods, and strategies were introduced in the academic field (Heick, 2020). One of these methods is the Blended Learning (BL henceforth) approach which has lately gained popularity in Algeria and is used by both teachers and students. The BL method could be used as a technique to enhance English language learners' motivation and adaptability throughout their learning process. Recent technological advancements have caused a movement away from conventional methods and toward more independent learning environments. Learners now have opportunities to take charge their own education and grow increasingly independent. Thanks to the chances provided by online activities, they can exercise their autonomy by establishing their own objectives, selecting resources that suit their needs, and assessing their learning process. In light of what has been said before, the concept of "Self-directed Learning Strategies" has become popular in the field of education.

New trends in education seek to enhance students' self-directed learning (SDL henceforth). These trends are influenced by the technological evolution through integrating technology in traditional classrooms. One way of enhancing learners' self-directness is by engaging them in blended learning environment. It was suggested by Sharma and Barrett (2007) that BL refers to language education that incorporates both face-to-face classroom instruction and approved technological use.

Previous studies agreed on the point that blended learning enhances EFL learners' learning skills through practising English outside the classroom. Thus, integrating online

materials, in FL classes, can facilitate learners' ability to depend on themselves when preparing for face-to-face activities.

A study entitled "*The Use of Blended Learning to Improve Student's Self Directed Learning*" was conducted to determine whether the use of blended learning can improve students' SDL and to what level, conducted by Yolandaru Septiana (2015). The research is done through distributing questionnaires to Accounting Class at Yogyakarta. The research shows that the implementation of Blended Learning enables the improvement of students' Self Directed Learning.

Another study entitled *"Investigating Self-Directed Learning and Technology Readiness in Blending Learning Environment"* examined the impacts of self-directed learning, technology readiness, and learning motivation among students in blended and non-blended learning environment by Shuang Geng, Kris M. Y. Law, and Ben Niu (2019). This research used the questionnaire as a data collection instrument that was carried out near the end of the semester, received from Non-blended learning student. The results of this study indicated that the blended learning environment provides good facilitation for students' social involvement in the class. Student's technology readiness plays a stronge role in impacting the teaching role in BL environment than non BL environment. These findings imply that a proper blended learning setting creates a cohesive community and enhances collaboration between students.

The last study entitled *"Teaching and Instructional Design Approaches to Enhance Students' Self-Directed Learning in Blended Learning Environments"* aimed to examine the teaching and the instructional design approaches that enhance students' self-directed learning within a blended learning environment, by Dina Adinda and Najoua Mohib (2020). The main purpose of this study is to identify the teaching and instructional design approaches adopted by lecturers within a blended learning environment, and to analyse their effects on students'

self-directed learning. This research utilized a mixed method approach for data collection, including questionnaires and observations. The sample involves lecturers and their undergraduate students undertaking a blended course. Results show that lecturers who adopt student-centred teaching approaches are not necessarily designing their blended learning courses as a student-centred learning environment. And it is also reveales that students' self-directed learning developed only in three out of seven student-centered blended learning courses. Findings indicate that further research is needed to determine how blended learning environment can better support collaboration and interaction.

This research has similarity and difference with the earlier mentioned studies. The similarity is that the present research focuses on exploring students' self-directed learning in blended learning. The difference is that the previous studies did not focus on the implementation of self-directed learning strategies. This research, however, investigates learners' self-directed learning strategies and their implementation in blended learning.

- **Statement of the Problem**

Technology is one of the aspects that have altered modern human life. The use of internet and technology plays a significant part in education. Therefore, universities around the world adopted the BL method. The use of BL in EFL courses is still uncommon, particularly in the Algerian universities that lack access to the internet and high-tech equipment. As a result, both teachers and students tend to rely on traditional methods of instruction. Actually, anecdotal discussion with Third-year English students at Jijel University revealed that they are hesitant to use online class programs and prefer to rely on their teachers rather than adopting new learning strategies that help them become self-reliant and directed. Furthermore, they continuously seek instruction and are unable to govern their own learning process. As a result, there is a need to investigate whether and how students' self-directed learning strategies are used and encouraged

by the instructors in a blended learning environment that combines online and traditional learning methods in order to establish acceptable conditions for learners to be autonomous and self-directed.

- **Aims of the Study**

This study aims at investigating EFL teachers' and learners' attitudes towards the use and implementation of self-directed learning strategies in blended learning. It's also seeks to tackle EFL teachers' and learners' perceptions and views regarding the integration of technology and online learning with face to face classroom instructions and highlights the importance of self-directed learning strategies in FL learning context.

- **Research Questions**

The present study attempts to answer the following questions:

- What are English EFL students' and teachers' attitudes towards the implementation of Self-Directed Learning strategies in blended learning, case of third year LMD students, University of Jijel?
- What are the students' Self-directed learning strategies used in blended learning?
- What are the teachers' practices adopted to support learners' implementation of self-directed learning strategies in blended learning?
- Does Blended Learning enhance EFL students' Self-directness?

- **Research Hypothesis**

In this study, it is assumed that the implementation of Self-directed learning strategies in English third year LMD classes, University of Jijel is important and has a major impact on the learner's autonomy, particularly in Blended learning. Therefore, it is hypothesized that:

- English Teachers' and students' attitudes towards the implementation and use of Self-Directed Learning strategies would be positive, case of third year LMD students, University of Jijel?
- **Research Tools**

To reach the aims of the study and to validate the hypothesis stated in this research, data needs to be collected through two questionnaires as an only tool. The first questionnaire will be designed to 20 teachers of English at the University of Mohammed Seddik Ben Yahia. The second questionnaire will be distributed to 80 students of third year LMD. This study aims to investigate EFL students' and teachers' attitudes towards the implementation of SDL strategies in BL, EFL students' SDL strategies used in BL, the teachers' practices adopted to support EFL students' implementation of SDL strategies in BL, and to see if BL enhance EFL students' Self-directness.

Structure of the Study

The present research work is organized in the form of two chapters. The first chapter constitutes the review of literature while the second chapter is devoted to the fieldwork. Chapter one is divided into two sections. The first section is entitled "Self-Directed Learning Strategies" which includes its definition and models, with the characteristics of a self-directed learner, in addition to aspects of measuring self-directed learning. It, also, deals with strategies of self-directed learning, ending with steps of implementing self-directed learning in EFL classes. The second section is entitled "Blended Learning". It includes a definition of blended learning, its components and models, then teachers and learners' role in blended learning, as well as blended learning in EFL context. This chapter ends up with blended learning in support of self-directed learning. The second chapter describes the sample of study and the research tools used. It presents the different findings by analyzing and interpreting the results of the teachers' and

students' questionnaires. Moreover, it provides the results to either confirm or reject the already stated hypothesis, and to find the appropriate answers for the research questions. Ultimately, the chapter ends with stating some limitations of the study along with some pedagogical recommendations.

Chapter One: Literature Review

Section One: Self-Directed Learning Strategies

Introduction

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Chapter One: Literature Review

Section One: Self-Directed Learning Strategies

Introduction

This chapter is an overview about SDL strategies in BL.The chapter is divided into two sections. On one hand, the first section provide an overview of the SDL concept. It begins with definition of SDL as well as the characteristics of a self-directed learner. It, then, discusses SDL models and perspectives. Next, it looks into aspects of measuring SDL and the SDL strategies. This section concludes with a description of the steps needed for implementing SDL in Foreign language classes. On the other hand, the second section begins with a description of the concept of BL by presenting some scholars definitions and its components. Then, part two discusses classification of different delivery models of BL by various scholars, to understand the implementation of this new way of learning and how it supports the use of traditional learning strategies. The third point is about teachers' and learners' roles in BL. Fourth, a discussion about the use of technology and its integration into the learning and teaching of Foreign Languages (FL henceforth) is provided. Finally, the last element shows the relevance of Blended Learning for SDL.

1.1. Self-Directed Learning

1.1.2. Definition of Self-Directed Learning

SDL is a learning process in which students direct and take responsibility of their learning, including identifying their learning needs, choosing their learning strategies and materials, and evaluating their learning outcomes. In other words, SDL is the development of knowledge, skill, and achievement of an individual who can bring about his or her own efforts using any method or strategy in different circumstances (Gibbons, 2012). SDL is also considered

as an educational approach in which students take responsibility for their own learning.

The relationship between adult learning and SDL is a very interesting subject that has been explored on both theoretical and practical grounds. Adults' education gave birth to SDL which is now being implemented in universities and secondary schools around the world. Knowles (1975) described SDL as:

> The process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. (p. 18)

Specifically, in this definition, Knowles dictated that, to engage in SDL, students must take initiative to define their learning goals, identify relevant learning sources, schedule learning time and stick to it, and self-evaluate learning outcomes. Students, who take all these factors into consideration in their learning process, are said to have a high level of SDL. Teachers' responsibility within this framework is to provide some forms of scaffolding that is monitored and supervised.

From a different perspective, Guglielmino (1977) argued that the SDL process depends on certain characteristics that self-directed learners exhibit, these characteristics, according to her, ultimately determine whether SDL will take place in a specific situation. More recently, Guglielmino & Guglielmino (1991) proposed that, in addition to the learner's characteristics, the learning environment could influence the SDL process. For example, the lack of resources in the learning environment, authoritarian teachers, and the lack of time, or the unanticipated situations, may cause learners to re-evaluate or re-direct their learning. (Guglielmino & Guglielmino, 1991)

Brockett and Hiemstra (1991) investigated the concept of SDL, saying that it is frequently taught as both an instructional process and a personal characteristic. They used

distinct word to separate these two types of SDL. “Self- Directed Learning” refers to the instructional process, “learner’s self-direction” refers to the personal characteristic. SDL is defined as: "The process in which a learner assumes primary responsibility for planning, implementing, and evaluating the learning process” (Brockett & Hiemstra, 1991, p. 24). Learner self-direction “is centered on a learner’s desire or preference for assuming responsibility for learning” (Brockett & Hiemstra, 1991, p. 24). These two concepts were used by Brockett and Hiemstra (1991), who claimed that SDL stands for “both the external characteristics of an instructional process and the internal characteristics of the learners, where the individual assumes primary responsibility for learning experience” (p.24). In short, there are two distinct yet related dimensions that make up self-direction in learning. The first is a process by which the learner takes ownership of planning, starting, and evaluating the learning process. The second, however, focuses on the learner's personality and willingness to take on the responsibility of learning.

Moreover, Merriam and Caffarella (1999) claimed that SDL is the process of learning "in which people take the primary initiative for planning, carrying out, and evaluating their own learning experiences" (p. 293). SDL is the process where people take the lead in developing implementing and assessing their own learning experiences.

To sum up, SDL is an effective learning strategy used by students to facilitate their learning process. Based on the opinion of numerous experts, self-directed students learn autonomously and without relying on others to reach their learning goals; they have their own initiative. They will then be responsible for independent learning because they will be able to choose and determine their own learning requirements. Students can benefit from sharing existing learning resources in order to attain their learning goals. In SDL, students must learn independently, motivate themselves, select appropriate learning strategies, and assess their own

learning outcomes.

1.1.3. The Self-Directed Learner

Students are often passive receivers of information in traditional teacher-centered classrooms (Fisher & Sugimoto, 2006, p.31-64). However, in a SDL learning environment, students must comprehend that the educator's duty shifts to that of a facilitator or guide, and that the student can no longer rely on the educator as the exclusive source of knowledge (Ellis, 2007, p.55-60). Students are now described as self-directed students, with key characteristics that include having a high degree of auto-efficiency, being intrinsically motivated, recognizing the needs of their learning, setting objectives based on analysis, deciding on appropriate strategies to achieve those objectives, assessing their goal based on internal evidence and external feedback, and being ready to face new challenges (Pintrich & De Groot, 1990; Schunk, 2005). Garrison (1997) perceived SDL as an approach where learners are motivated to undertake personal responsibility and build meaningful learning results in cognitive procedures: self-monitoring which is a type of data collection in which leaners observe and record specific targets such as their own thoughts, emotions, body feelings, and behaviors in a systematic manner. And in contextual procedures: self-management which is ways to help learners take responsibility for their behavior (p.18-33).

1.2. Models of Self-Directed Learning

To understand SDL, several models have been proposed, from the early 1980s to the late 1990s, divided on the basis of different features or attributes of SDL. Three models were chosen for further discussion because they appear to reveal comprehensive representations of SDL. Table 1.1 covers the main constructs associated with each model. The models are described and explained in the sections that follow.

Table 1.1.*: Perspectives on Self-Directed Learning (adaptation from Song& Hill, 2007)*

Perspectives	Description	Modes		
		Candy (1991)	Brockett & Hiemstra (1991)	Garrison (1997)
Personal Attribute	Moral, emotional, and intellectual Management	Personal autonomy Self-management	Goal orientation (personal attribute)	Self-management (Use of resources) Motivation
Process	Learner autonomy over instruction	Learner control Autodidaxy	Process orientation (learner control)	Self-monitoring
Context	Environment where learning takesplace	Self-direction iscontext Bound	Social context: role of institutions and Policies	

1.2.1. Candy's Model

In this model, Candy (1991) describes SDL into two dimensions; in the first one, learners have complete control over how content is presented, what is studied, and what outcomes are expected. In the other dimension, learners control outside of the formal institutional setting. The student makes learning decisions such as what is to be learned, what learning activities will take place, when and where the learning activities will take place, and how to evaluate the learning outcomes. Candy calls this "Autodidaxy." As seen in table 1.1, Candy (1991, p.22) states that self-direction actually has four important distinct aspects, but related: (1) personal autonomy; (2) self-management; (3) student-control and (4) autodidaxy. Personal autonomy refers to a personal characteristic of learners which shows independence (Loyens, Magda, & Rikers, 2008, p. 414). Self-management refers to the ability to conduct one's own education (Song & Hill, 2007, p.29). Although personal autonomy can describe the hull character, self-management refers to the exercise of autonomy in learning.

1.2.2. Brockett and Hiemstra's Model

Brockett and Hiemstra (1991) established a justification for two key perspectives in establishing knowledge of SDL: process and goal. In the first perspective, SDL is considered as a process in which a learner takes main responsibility for planning, implementing, and evaluating the learning process. SDL is defined in the second perspective as a goal that focuses on a learner's desire or preference for adopting responsibility for learning (Brockett & Hiemstra, 1991, p.24). In their paradigm, Brockett and Hiemstra (1991) merged the process and personal attribute perspectives. They also explored the function of institutions and policies in SDL, which include social context as a component in the model. However, in today's educational setting, the model's context factor is fairly restricted. The social context, according to Brockett and Hiemstra (1991), is characterized by various physical institutions where learning occurs, such as community colleges, libraries, and museums. In today's educational setting, when virtual learning is growing at an exponential rate, focusing solely on face-to-face situations is fairly restricted.

1.2.3. Garrison's Model

Garrison's (1997) SDL model considers SDL as both a personal characteristics and a learning process. Garrison (1997) defines SDL as the combination of three dimensions: self-management, self-monitoring, and motivation. Self-management is described by Garrison (1997) as learners taking control of the learning circumstance in order to achieve their learning objectives. His model focuses on resource utilization, learning strategies, and the desire to learn. He went on to say that learner control did not imply independence, but rather collaboration with others in the context. Garrison (1997), like Brockett and Hiemstra (1991) and Candy (1991), by specifying self-management of resources in a specific context, recognized the context

component in his model. However, the significance of context in Garrison's (1997) model was somewhat shallow, and the dynamic interaction between learning context and SDL was not stated.

The model productions have been far useful in extending the understanding of SDL by investigating process and learner control, as well as the connection between the two. Context was covered to some level in the majority of the SDL models examined. Despite this, the fact that some have raised awareness of the relevance of context in SDL, it has received little attention to date (Candy, 1991; Brockett & Hiemstra, 1991; Garrison, 1997). To add context as a contributor to the whole process, a more thorough SDL model is required.

1.3. Aspects of Measuring Self-Directed Learning

All learning is based on self-direction; be it formal or informal, the success of learning is determined by an individual's motivation. SDL is possible for everyone; however, the level of development differs due to individual differences. Educators and learners must have a comprehensive understanding of the idea and nature of SDL skills. For this purpose, Williamson (2007) developed the self-rating scale of SDL (SRSSDL), which is a tool for assessing one's level of self-directedness in the learning process. Both learners and educators benefited from knowing how self-directed their students are. There are five aspects of SDL covered by the SRSSDL which are: awareness, learning strategies, learning activities, evaluation, and interpersonal skills.

First, Awareness, is an important aspect of SDL refers to students' understanding of the characteristics that help them for independent learning, including forming their ideas or opinions in making a decision. Second, Learning strategies are strategies that students should know in order to be independent in carrying out the independent learning process, according to Weinstein and Underwood (1985). These cover various techniques students should employ. Some strategies

include taking notes, paying attention intently, having a good attitude toward studying, forming relationships, making connections, and time management. They also include reflecting on their knowledge gaps, keeping track of tasks, and guiding learning activities to incorporate new information. In order to improve study habits, comprehension, knowledge application, and students' all-around performance, learning strategies typically involve active learning and management of all learning processes (Weinstein & Underwood, 1985, p.258).

Third, students should engage in self-directed activities independently. Learning activities are SDL activities that are owned and carried out by students to help them learn more effectively such as planning and outlining, summarizing lessons, and using technology as an aid to search for more information. Moreover, students should develop the ability to assess their own development and determine the quality of their education. When it comes to evaluation, this can help them achieve their greatest results. Finally, students' interpersonal skills refer to their capacity to form and sustain relationships with others that may assist participants in gaining a comprehensive understanding. In addition, students can discuss their points of view and practice their socialization skills (Williamson, 2007, p.70).

1.4. Self-Directed Learning Strategies

To be able to achieve your learning goals as a self-directed learner there are some effective strategies. "SDL strategies" refer to "specific actions taken by the learner to make learning faster, more enjoyable, more self-directed, more effective, and more transferable to new situations." It is a set of strategies that learners employ in their learning. The goal of SDL strategies instruction is to increase learning proficiency as well as learner autonomy. According to Jain (2021), in his article "Strategies for SDL: Teaching Methodologies". The following is a list of SDL strategies for students:

The first SDL strategy is **Making SMART Goals.** It means to identify the ultimate goals which are the first step for starting a SDL process. Setting goals for each stage is essential since students tend to lose track of time easily in long periods of time. As a result, setting short-term concrete priorities can help students to stay focused while also improving your learning process. The SMART system is one of the most effective ways to begin SDL. The acronym **SMART** stands for, “specific”: students should imply the amount of specific goals they want to acquire. Goals should not be broad. “Measurable”: college students must set goals that allow them to monitor their progress. “Achievable”: college students ought to set practical goals for themselves, however they should not make them impossible to achieve. “Relevant”: students have to make sure that their goals are relevant and aligned to what they need to attain. And also they need to create possible goals in an effort to keep them encouraged. “Time-bound”: college students ought to establish time limits with the intention to help them in remaining focused and committed Jain (2021).

The second SDL strategy is, **Choose a Learning Method.** SDL allows students to choose a learning method that is tailored to their specific needs. It is critical to analyze the learning process and select methods that correspond to the learners' interests. Different topics require diverse strategies. Hence, students must select the most appropriate one that can even be updated as time goes on (Jain, 2021).

The third SDL strategy is, **Develop a Self-Studying Productive Mindset for Learning.** Building a positive and a "never give up" attitude is important for SDL. This is frequently assessed at each stage of the learning process. Learners must accept that failure is a necessary part of the learning process. Confidence and belief in one's ability to achieve goals are prerequisites for a productive experience in SDL. Furthermore, students would have to deal with

one of the most powerful opponents of learning: procrastination. They will need to persevere and maintain a strong, dedicated mind that stays focused (Jain, 2021).

The fourth SDL strategy is, **Use the Self-Directed Learner Sandbox Method.** Next are the steps involved in setting up sandbox method. First, create your sandbox. It is recommended to create a space where one can explore and develop their skills. It will motivate students to work more actively. Share any completed works with friends, teachers, and family right away. This would assist students in overcoming public fear while also receiving valuable feedback. Second, do some research. To master a skill, diligent research must be conducted on a regular basis. As new ideas are tried and perfected, the sandbox's limits will expand. Books, online courses, blogs, forums, and other similar resources are readily available to assist with research. Third, implement and keep practicing. Students much practice progressively as much as they can. SDL eliminates naive behavior, in which there is always motivation to repeat the same items indefinitely. Instead, SDL encourages the study of concepts followed by their application in various scenarios. This will also expose learning gaps and provide an incentive to fill them. Forth, receive feedback. Constructive feedback provides opportunities for advancement. Having someone who can provide constructive feedback on learning objectives, development, and completed work goes a long way toward making any self-learning project productive (Jain, 2021).

1.5. Steps of Implementing Self-Directed Learning in EFL Classes

SDL in practice has four steps: Planning, Implementing, Monitoring, and Evaluating, the latters have been developed and adapted from Holec's (1981) account of autonomy and Chamot et al's (1999) strategy inventory. As revealed in literature, there are some critical skills that learners can use if they successfully take control of their learning process. The following section

provides real suggestions for teachers who want to help their students acquire these skills.

1.5.1. Planning

In this Stage, self-directed learners are responsible for analyzing their personal situation and determining learning priorities first. This involves more than simply examining current or future linguistic requirements. Learners must consider their own desires and interests. In other words, learners are required to be interested and motivated in order for SDL to be successful (Thornton, 2010, p.162).

Second, after determining which areas of language learners want or need to focus on the following step is to assess their current skill level. For example, a learner who is required to give a formal presentation in English needs to work on his pronunciation; he may really have no problems in this area. Instead, he may lack the academic terminology required to flow between aspects of his presentation. This student can choose specific areas of language to focus on after evaluating his present level in the skills identified in the needs analysis .This can be accomplished by obtaining feedback from a teacher or a classmate on written or spoken performance, or by completing a comprehension activity when reading or listening (Thornton, 2010, p.162).

Third, according to Thornton (2010) learners who are able to examine their own situation and current skill level can define priorities and establish precise goals for SDL. The importance of goal setting in planning SDL has been widely demonstrated in the literature (Dam, 1995; Karlsson et al, 2007; Cotterall & Murray, 2009). Goal setting helps students concentrate on their studies and break them down into manageable chunks. Furthermore, the selection of appropriate learning resources after analyzing their needs and setting goals is very important. There are two types of resources: language learning resources (textbook, dictionaries, and websites) and examples of automatic language use (newspaper, radio or TV programs, podcasts, movies, and

proficient speaker of language). Learners than select how to use the chosen resource to assist them and reach their objectives in the case of the latter resource type. In order to accomplish this, the teacher may need to model and have students experience with various learning strategies in the class.

Finally, once the "what" and "how" of SDL have been determined, learners now are ready to give some kind of official record of their goals. This could be as simple as a list of goals which set a more detailed plan with weekly goals, material, and study activities, or even a learning contract signed by both the learner and the teacher stating that learner will engage in a specific type of study for a specific amount of time each week or month (Thornton, 2010, p.162).

1.5.2. Implementing

After completing a full planning process, learners are ready to start implementing their plan. According to Dickinson (1987), self-directed learners may differ in the degree to which the implementation of their learning activities, as determined during the planning process, is considered as autonomous. In various situations, learners may prefer teacher-led teaching over more autonomous learning, in which they choose their own materials and design their own study activities. Furthermore, having a clear record of study is advantageous in situations where learners want to work primarily on their own or without special teacher assistance. This is done for two reasons: first, students can build a portfolio of their work by keeping track of it. This will provide them with a sense of accomplishment and encourage them to continue. At the same time that students are going through their, this record can help them monitor and evaluate their learning (Thornton, 2010, p.163).

1.5.3. Monitoring

Encouragement of learner's self-awareness as well as their awareness of the language they are learning, and keeping detailed learning records are critical to this process. Richards and

Lockhart (1996) recommended many strategies for instructors to monitor and reflect on that work some of these techniques such as task observation or recording may be appropriate for students who want to concentrate on their own learning. Effective monitoring is essential for successful SDL and assures the cycle's recursive nature.

1.5.4. Evaluating

The final step in a successful SDL program is to evaluate the learner progress (what they have learned). While the monitoring stage focuses on the learning process, evaluating deals mainly with the learning process's outcomes. After learners have been doing self-directed study, for a particular amount of time usually at least a month, they are evaluated. Controlled comparison is the most common method for conducting an evaluation. Moreover, teachers may use evaluation in the classroom by asking students to evaluate their own performance and offer methods to improve it in the future after they finish a task. This is especially effective if students have the option of redoing the work (Thornton, 2010, p.163).

In short, it is intended that by breaking down SDL skills into this four- steps framework, the process of becoming more self-directed will be more manageable for both students and teachers who want to assist them in this direction. Teachers may use the clear framework to examine this element of their student's growth, as each of the four phases can be clearly demonstrated using tools like learning plans, reflective Diaries, and learning logs.

Conclusion

To conclude, SDL is a crucial component of adult education. Students are responsible for their learning during this process, which entails determining their learning needs, selecting appropriate learning strategies and resources, and assessing the results of their efforts. The current section on SDL was devoted to understand SDL as a learning process. It began with providing some definitions, and then discusses SDL models and perspectives from various

angles while also, highlighting the strategies and aspects of measuring SDL. Finally, the section comes to a conclusion by outlining the steps for implementing SDL.

Section Two: Blended Learning

1.1. Blended Learning

1.1.1. Definition of Blended Learning

1.1.2. Blended Learning Components

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1.1.4. Teachers' and Learners' Roles in Blended Learning Context

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Conclusion

Section Two: Blended Learning

Blended Learning

1.1.1. Definition of Blended Learning

The emergence of BL as an effective pedagogical technique in higher education, and specifically in the EFL environment, dates back to the early 2000s (Halverson et al, 2014). BL, according to some scholars, is not a new notion in the realm of education. Claypole (2003) contends that BL is not a novel technique, but rather a continuous refinement of existing learning assumptions through the use of a variety of teaching methods. Sharma (2010), also, states that BL is not a new method to successful learning. However, it was first used in the sector of employment for employees as a means of providing them with more opportunities to further their education and work at the same time. BL was, later, introduced to the realm of education as a result of Technology incorporation and implementation both inside and outside the classroom in addition to the various problems and misunderstandings that learners have while learning online.

In fact, several scholars and researchers have attempted to define BL in various ways. However, the most common definition of it is the situation when online teaching and learning methods are combined with face-to-face teaching and learning methods (Koşar, 2016, p. 737). According to Sharma & Barrett (2009):

> Blended learning is one of the recent ways which combines face-to-face classroom component with an appropriate use of technology. The term technology covers a wide range of recent aspects such as the Internet, CD rooms and interactive white board. It also combines the use of computer as a means of communication such as chat and email. (p. 7)

BL combines face-to-face classroom instruction with appropriate technology use, which encompasses a wide range of recent developments, including computer-based

communication methods. BL, according to Boelens et al. (2015), is "learning that happens in an educational context and is characterized by an intentional combination of online and classroom-based interventions to initiate and support learning" (p. 5). This kind of learning is distinguished by the intentional use of online and classroom-based interventions. Driscoll (2002), who has made a significant contribution to the definition of the term, claims that BL encompasses both the concepts of merging web-based technology (Discussion forums via emails ,instant messaging , blogs, etc.) with a pedagogical approach and the concept of combining a kind of instructional technology such as computer-based learning with guided instruction. Sharma and Barrett (2007) suggest that BL refers to a language education that includes a face-to-face classroom component as well as acceptable technological utilization. From a different point of view, BL is perceived, by Yoon & Lee (2010; as cited in Yoon, 2011), as a method of:

> Bringing together the positive attributes of online and offline education, including instructional modalities, delivery methods, learning tools, etc., in relation to language teaching and learning approaches and methods in order to reinforce learning process, to bring about the optimal learner achievement, and to enhance the quality of teaching and learning. (p. 180)

That is to say, Blended learning aims to combine the beneficial aspects of online and offline education in order to support the learning process, promote the highest levels of learner achievement, and improve the effectiveness of both teaching and learning.

Despite the numerous definitions of BL that exist in literature, it is generally agreed that this pedagogical approach integrates both face-to-face and computer-mediated instruction. These definitions demonstrate that the integration and utilization of various teaching and learning delivery methods, both online and face-to-face, is beneficial and effective and leads to enrich the teaching and learning processes.

1.1.2. Blended Learning Components

There are two main components in BL: Face-to-Face learning (traditional classrooms) and E-learning (all types of digital devices connected to the internet). These two components will be explicitly explained as follows:

1.1.2.1.Face-to-Face (FTF) Classroom

Face-to-face (FTF henceforth) classrooms are a type of traditional learning that typically requires the presence of instructors and students in the same place and at the same time (Marsap and Narin, 2009). This teaching method emphasizes the teacher's role as an instructor, guide, and mentor, which is known as FTF interaction in the classroom. This teaching method is heavily dependent on the teacher's role in guiding students in their learning process through discussion and providing feedback on their level and achievements. According to So and Brush (2008), the traditional classroom is distinguished by the presence of interaction between teacher and students, as well as students among themselves. Put differently, according to, (Blended Mode of Teaching and Learning: Concept Note, 2022) face-to-face teaching refers to the various activities that are performed by meeting in the classroom such as:

- Attending instructor’s lectures for introducing or summarizing topics, understanding ambiguous concepts.
- Participating in-group activities in the classroom with peers, mainly for analyzing and applying information sought through the instructor’s lectures.
- Borrowing and accessing books from the library.
- Face-to-face training, physical training, internships, etc.
- Appearing for periodical assessments, summative tests on-campus, etc.

It is any instructional activity for which students and teachers physically meet on the campus

or else out of campus in the same geographical environments in the light of learning outcomes.

1.1.2.2.E-learning (Electronic Learning)

Wentling et al., (2000) defined e-learning as a type of learning that is dependent on the development and adoption of networks and computers over time (p. 5). The sessions can be scheduled and the lectures can be re-watched, since all of this is throughout the internet. Benson & Brack (2009) define e-learning as any form of electronically supported learning and teaching (pp. 71-80). In other words, the role of e-learning is to facilitate the learning and teaching processes.

BL is not an alternative to traditional or online learning; rather, it is a necessary evolution of the learning / teaching process to accommodate the circumstances imposed by current technological trends.

1.1.3. Models of Blended Learning

BL is available in a variety of production models. Bersin (2004) believes that the innovation of BL models appeared from existing materials that were used in specific institutions. The paragraphs that follow summarize and categorize a number of models proposed and classified by various scholars. They can be useful in understanding how e-learning blends and supports the use of traditional learning strategies. According to (Nedermeijer, 2022) BL can be classified into six different delivery models.

First, there is **the Face-To-Face (FTF) model**; it is the most similar to the traditional school structure of all blended learning models. With this approach, the introduction of online instruction is decided on a case-by-case basis, which means that only certain students in a given class will participate in any form of BL. Second, **the rotation model**, in this form of BL, students rotate between different stations on a set schedule, either working online or meeting

with the teacher in person. It is more commonly used in elementary schools. It allows students to learn from online resources and figure out how things work. As a result students became more active learners, frequently challenging themselves to work harder and learn material that they had not previously encountered. Third, **the flex model**, on the other hand, is frequently used in schools that serve a large number of non-traditional or at-risk students. Material is primarily delivered online in this approach. Although teachers are present to provide on-site support as needed, learning is primarily self-directed, as students learn and practice new concepts in a digital environment on their own. This model is introduced for students who have behavioral, academic, and social challenges and involves full online learning under the supervision and assistance of a teacher. It creates a more secure learning environment for them. Forth, **the online lab model,** as schools confront increasing resource restrictions, the online lab model of BL is a realistic option for assisting students in completing courses, particularly those not provided at the specific school site. In this scenario, students learn totally online but must visit a dedicated computer lab to finish their schoolwork. Adults supervise the lab, although they are not certified teachers. This not only allows schools to offer courses for which they do not have a teacher or a sufficient number of teachers, but it also lets students to work at their own pace and in a subject area that suits them without interfering with the learning environment of other students. Fifth, **the self-blend model**, which is popular in high schools, allows students to take classes outside of what is currently available at their school. While these students will attend regular school, they will complement their education using online courses delivered remotely. Self-blend is appropriate for students who wish to pursue additional College Preparatory courses or who are interested in a subject that is not included in the usual course catalog. Sixth, the last model is **the online model** is the total opposite of face-to-face model in that students work remotely and content is primarily supplied through an online platform. Although face-to-face cheek-ins are

optional, students may frequently ask professors questions online. This BL strategy is suitable for students who want greater flexibility and freedom in their daily schedules.

Bersin (2004) concludes that the appropriate BL model is determined by the specific learning needs and audience (p. 35). These models enable students to learn at a pace that best enhances creativity with customized unique courses to give learners opportunities to experience success in a technology-based environment (Tucker et al., 2017)

1.1.4. Teachers' and Learners' Roles in Blended Learning Context

Considering that, learners and teachers are the key participants in the learning process, their responsibilities are important to its success because their work complements one another. This applies not just to traditional learning context, but also to BL context.

1.1.4.1. Teachers' Role in Blended Learning Context

The role of teachers in the teaching/learning process is critical. Their major responsibility is to encourage and support learners in promoting their abilities. They are also regarded as a reliable source of information, wisdom, and guidance. On the other hand, technology may add to such a process, which teachers must maintain organized in order to successfully incorporate students into online classrooms. Teachers continue to play their previous part in BL, in addition to what follows:

By definition, (Motschnig-Pitrik, Derntl, Figl and Kabicher, 2008) stated that BL is "student-centered." During this teaching process, instructors emphasize their planning and assessment of students' needs and abilities. The goal is to make learning more meaningful by presenting topics that are relevant to the students' interests, and needs. On the one hand, teachers see that in a student-centered classroom, learners contribute more to the learning process, do not rely on their instructor as much, and provide feedback to each other's contributions. The teacher, on the other hand, assists, guides, and manages their activities. According to Jones (2007):

> Students can't be "taught" – they can only be helped to learn. The teachers' role in a student-centered classroom is to assist and encourage students to develop their skills while maintaining more their traditional role as a source of information, advice, and knowledge. In a student-centered classroom, the teacher and students collaborate as a team (p.25).

In this perspective, the teachers' roles in a student-centered classroom are to help and encourage students to develop their abilities, while preserving their traditional role. The absence of time restrictions in BL may create some challenges, for those who struggle with time management, and are not used depend on themselves to make their own study schedule. It is the teacher's responsibility to support students in gaining the abilities needed to work independently, especially if this is their first time studying using BL.

The goal of BL is to encourage SDL. However, this does not deny the need for a teacher. A virtual community provides the necessary assistance for a student to use their learning tool outside the classroom. It is up to the teacher to provide the encouraging and friendly online environment that is required for the online lecture to be successful. Regardless of the technology used, BL can provide numerous opportunities for various online activities, with one of the most basic tools being a discussion board. On the other hand, the teacher's role is to guide and manage the interaction in the most appropriate way possible, while keeping in mind that the main task is to facilitate rather than direct the interaction. Until then, the quality of the student's online learning experience will be determined by how the instructor completes the online session.

As a result, it has always been the teacher's responsibility to engage students in the learning process. Marsh (2012) states that, with the help of the teacher as an organizer and motivator, technology could achieve a higher level of engagement in order to integrate learners in online and classroom learning.

1.1.4.2. Students' Role in Blended Learning Context

Students, in traditional classroom instruction, were mostly mere recipients of information in the past. However, their role in blended classrooms had changed dramatically. According to Marsh (2012), "The pedagogical rationale behind BL learning is the desire to allow for a higher degree of learner independence in the teaching and learning of second/foreign languages" (p. 1). It is essential to support students and give them the time they need when they are attempting to develop in a new learning environment and adapt to it by utilizing these roles:

Students should be aware of the course schedule, which give them a complete freedom to study whenever they want without being constrained by fixed classroom hours. It includes both class and online hours that should encourage them to plan their own time and select the best time for them to study, thanks to the BL modal. In other words, students must take responsibility for their own learning, make their own decisions, and become accustomed to working independently. Furthermore, students should be guided on how and when to make decisions, and their online progress should be monitored to ensure that they did not leave their online work until the last minute.

Students should learn how to fully utilize the online community in addition to assessing their work. They should be given the necessary tools and opportunities in order to interact with their classmates by working together and helping one another. In BL students receive an immediate score from the online learning materials. However, BL assists students in evaluating themselves, and the correct answers they have achieved provide them with a clear sense of achievement and progress; however, they must know how to act when they get something wrong. Furthermore, BL assists students in identifying their own strengths and weaknesses.

1.1.5. Blended Learning in EFL Context

Due to the advancement of technology, its use and integration, in Education, has become

critical, especially in the teaching and learning of foreign languages. BL has been very effective in the EFL context because it allows students to be more exposed to the English language.

In fact, BL courses are one solution for English learners who do not get enough exposure to the language in use or opportunities to communicate and learn about the language (Tomlinson & Whittaker, 2013, p. 62). This approach is beneficial for both teachers and students when learning and teaching EFL. As for EFL students, it piques their interest in the learning process and helps them develop their language skills. It, also, allows them to learn at their own pace, encourages deeper learning, and facilitates their participation in technology (Abdelhak, 2015, p. 192).

Marsh (2012, p. 4) identifies several advantages of Blended Learning:

More specifically, Marsh (2012, p. 4) identifies several advantages of BL: this learning method is used to improve learners' language skills such as reading, writing, listening, and speaking. It also allows students to access their learning materials from any location and at any time. Another advantage for students is that BL facilitates not only the learning process, but also their integration and involvement in technology. Furthermore, this approach prepares students for the future by teaching them skills that will help them solve real-world problems, such as self-engagement and computer literacy.

On the other hand, BL supplies educators with all of the resources they need to be effective teachers. It, also, aids teachers in being time efficient. According to Ju and Mei (2018), BL improves teaching conditions, provides access to global resources and materials that meet students' levels of knowledge and interest, increases opportunities for collaboration and meaningful professional development, and improves time efficiency. Using BL allows teachers to meet students on their level and focus on their learning needs, while encouraging interactive and collaborative learning outside of the classroom. Furthermore, BL emerged to provide a new environment for language learning, attracting teachers to use it in the field of English language

learning (Lim and Wang, 2016).

1.1.6. Blended Learning in Support of Self-Directed Learning

Even though literature has demonstrated the relevance of BL for SDL (Olivier, 2019), constructing BL environments will not encourage participants to be self-directed. The BL model should be based not only on content preparation, but also on insights about students' personalities and nature (Bosch & Pool, 2019). As a result, the success or failure of a BL environment in fostering SDL characteristics would be heavily dependent on the BL approach and content.

Reinmann et al. (2009) view the great potential of BL to encourage SDL as one of its main benefits. Students can assess their own learning activities at any level of the SDL process. Students may identify their learning needs and goals because it is an autonomous learning process. They can also identify suitable material resources and utilize various learning strategies in practice to assess learning outcomes (Knowles, 1975). Furthermore, SDL improves learning by utilizing several learning methodologies. According to Nadi (2011), in the SDL process, learning control is transferred from teachers to students in order for them to engage in independent learning. It also requires students to be self-motivated in order to achieve their objectives. Although motivation has been identified as a critical component of learner autonomy in distance learning, it remains important to improve those components of motivation that actually contribute to autonomy, most noticeably participants' belief in their own ability and goals (Lynch & Dembo, 2004).

Participants who have a strong belief in their own abilities and goals are motivated by task or achievement goal orientation (Ross et al., 2002). It appears significant that these participants have high levels of self-efficacy (Anderman & Young, 1994), place a high intrinsic value on their learning, and are more likely to attribute effort to their learning (Ames, 1992).

Masie (2006, p. 25) goes on to describe how learners naturally incorporate learning elements: They add what is missing, combine it with what is required, and subtract what is not valuable. They make it social. They discover context. Not only that, but they also convert training and instruction into learning.

As a result, it makes sense to create a BL program that is not solely focused on teaching content. The participant would have to be neither dependent nor independent in this case. The participant's interdependence will dynamically shift in balance between the facilitator and fellow learners (Garrison, 1992). To foster achievement goal orientation as part of a BL program, the most appropriate model and learning strategy must be carefully considered.

Conclusion

To sum up, when designing a BL program, it is important to consider not only the content to be taught, but also the skills to be learned in order for learners to become lifelong self-directed learners. By encouraging learners to set and assess their learning aims, initially and mostly collaboratively but increasingly individually, they will gradually learn to identify their own learning needs and make appropriate choices to meet those needs.

Chapter Two: Fieldwork

Introduction

2.1. Population and Sampling

2.2.Data Collection Tools

2.3. Description and Administration of the Research Tools

2.3.1. Description and Administration of the Teachers' Questionnaire

2.3.2. Description and Administration of the Students' Questionnaire

2.4. Analysis and Interpretation of the Obtained Results

2.4.1.Analysis and Interpretation of the Results of the Teachers' Questionnaire

2.4.2. Analysis and Interpretation of the Results of Students' Questionnaire

2.5. Overall Analysis and discussion

Chapter Two: Field Work

Introduction

The current chapter is about the study's fieldwork. Its goal is to look at the attitudes of both teachers and students on the usage of SDL strategies in BL. The chapter includes a detailed analysis and interpretation of the collected data, as well as a discussion and synthesis of the findings. It also displays the results gathered in order to verify the validity of the hypothesis proposed. Two questionnaires, as a data collection tool, are prepared for both teachers and third year students in the department of English at Mohammed Seddik Ben Yahia University in order to collect accurate and available data, as well as to establish their views toward the suggested concept; SDL strategies.

2.4.Population and Sampling

The first questionnaire was distributed to the teachers' sample which consists of 20 teachers representing (1/3) of the whole population (60teacher) , working at the Department of English, at the University of 'Mohammed Seddik Benyaha, Jijel'. The teachers were selected randomly, due to the fact that this research deals with the implementation of SDL strategies in BL. The questionnaires were distributed to the teachers who were available and willing to participate in this research, regardless of the modules they are teaching. A second questionnaire was distributed to the students. Because it is difficult to investigate the entire population, a sample of eighty students (N=80) was chosen randomly, to represent approximately one-fifth of the total population 250. Furthermore, the students were asked to share their opinions about the use of SDL strategies in BL. Third-year students were chosen specifically because they had three years of recent experience with the blended learning method which was implemented under the appearance of COVID-19 and the quarantine period to restricted it invasion. In addition third year students have sufficient knowledge and experience with the use of technology. This

experience will, presumably, allow students to use self-directed learning strategies to learn independently.

2.5.Data Collection Tools

The questionnaire is a written document that contains a list of questions about the issue being studied, along with space for the researcher to request responses (Kumar, 1992). In order to reach the aim of this research work, two questionnaires were chosen as investigative instruments for the purpose of data collection. They were given to the chosen sample to assist with the study paper and to acquire an observable data such as teachers' and students' views on the use of blended learning in teaching and learning, as well as their viewpoints on the implementation of self-directed learning strategies.

2.3. Description and Administration of the Research Tools

2.3.1. Description and Administration of the Teachers' Questionnaire

The teachers' questionnaire comprises 17 questions (see Appendix A). It contains four sections. Each section has an objective to be attained and it is designed to provide a particular set of information. It includes both closed-ended and open-ended questions. Closed-ended questions require teachers to answer 'yes' or 'no' or to select the appropriate answer from a list of options. The questions are divided into four sections.

Section one, devoted for teachers' background information, includes their degree (Q1), and their experience of teaching English (Q2). These questions paved the way for researchers to know teachers' general information as a way for describing the sample.

The second section entitled "Blended Learning" includes seven questions. It aims at investigating the teachers' attitudes about the implementation of BL. At the beginning, the teachers were asked about their competence in using technology (Q3), this question aims at knowing the teachers knowledge and experience with technology use in EFL classes. In question

4, they were asked about the main resources they use in their teaching. This question is designed to see whether teachers at the Department of English usually use online resources and materials, and the types of resources in their teaching. Questions 5 and 6 were designed to investigate the teachers and students online interaction including, whether the teachers interact with their students, and which internet application they use. The last questions (7,8,9), in this section, were sought to ask the teachers whether they used blended learning in their classes or not, the practices they can do while implementing it, and the possible problems to encounter while using BL, in their opinions.

"Self-Directed Learning Strategies in Blended Learning" is dealt with in the third section. The first two questions (10 and 11) were designed to know if the teachers' roles can lead them to encourage their students to be autonomous and independent learners. Questions 12 and 13 attempt to ask the teachers how much they give their students the opportunity to be self-directed learners in a blended learning environment and through what kind of practices. Then, in Q 14, the teachers were asked to rate their students' level of self-directness. Next, questions (15, 16) were posed to see the teachers' position toward giving their students a constructive feedback during BL and their reason for that. The last question (Q17) was an adaptation of Williamson (2007) "Self-Rating Scale of Self-Directed Learning" (SRSSDL) which has been developed as a tool for assessing one's level of self-directedness in learning. The scale consists of 60 open-ended questions divided into five aspects of SDL which are: awareness, learning strategies, learning activities, evaluation, and interpersonal skills. This scale gives five answers like: 1 (never), 2 (rarely), 3 (sometimes), 4 (often), 5 (always) (Likert Scale). Only 5 statement for teachers and 18 for student Out of 60 statements have been adapted and adopted from the scale to collect data about third year students' level of SDL (see Appendix A). These statements aimed to investigate teachers' views on students' awareness for SDL strategies (identify learning needs,

select methods of learning, self-motivation, planning and setting goals).

The last section aims at exploring teachers' comments and suggestions they would like to add concerning the topic under study.

2.3.2. Description and Administration of the Students' Questionnaire

The students' questionnaire consists of 10 questions (see Appendix B). It includes both closed-ended and open-ended questions. Closed-ended questions require students to answer 'yes' or 'no' or to select the appropriate answer from a list of options. The questions are divided into four sections. Each section has a goal to achieve and is intended to collect a certain collection of information**.**

The questionnaire's first section is headed 'Background Information'. It has one question intended to gather information about student's gender (male or female). The purpose of this question helps to diagnose whether gender may have a role in the use of SDL strategies.

The second section includes nine questions about BL in the EFL classroom. Students were first asked about their experience with technological devices (Q1), whether they utilize technology in their studies (Q2), and which devices they typically used (Q3). Then they were asked about the reasons for employing those devices (Q4). These questions are designed to determine the learners' familiarity with technological devices and whether or not they use technology in their learning .Questions (5), (6), and (7) were designed to investigate teacher and student interaction online, including how frequently they interact together, which internet apps they typically use, and for what purposes they interact together. Moreover, students were asked about the type of online materials their teachers deliver (printed or recorded) and how often (Q8). At the end of the section, students were asked about their attitude towards the impact of blended learning in their studies (Q9). The aim of this question is to determine whether third year students benefit from the implementation of this approach, or it has a negative impact on

their learning.

The third section of the questionnaire was concerned with SDL strategies. As in the teacher's questionnaire, this section was an adaptation of Williamson (2007) SRSSDL scale (see section 2.3.1).In this section, students were asked to tick the right box that best represents their choice in front of each statements. Statements from 1 to 5 aimed to investigate students' awareness of self-directed learning (identify learning needs, select methods of learning, self-motivation, planning and setting goals). Furthermore, statements 6, 7 and 8 were designed to obtain information about student's learning strategies (group discussion, achieving goals, and select strategies). Moreover, statements 9, 10, 11 and 12 focus on investigating students' learning activities. (Planning and outlining, using technology, classroom discussion, analysis and criticism.). Furthermore, Statements 13, 14, 15, and 16 dealt with students' self-evaluation, self-assessment, and self-monitoring. In the end, statements 17 and 18 were designed to investigate students' interpersonal skills such as communication and collaboration with others.

The last section (fourth) is added as a space for further comments and suggestions for students if they would like to add concerning the topic under research.

2.6.Analysis and Interpretation of the Obtained Results

2.6.1. Analysis and Interpretation of the Results of the Teachers' Questionnaire

Section One: Background Information

Q1. What degree do you hold?

a. Master b. Magister c. Doctorate

Table 2.1: *Teachers' Degree*

Option	N	%
A	06	30

B	06	30
C	08	40
Total	20	100

As presented in table 2.1 almost half of the teachers (40%) hold a doctorate degree, whereas 06 teachers (30%) hold a Magister degree. Moreover, the same number (06) hold a Master degree. This may reveal that the majority of the teachers in the English Department teach with a doctorate degree.

Q2. How long have you been teaching English?

a. From 1 to 5 years b. From 5 to 10 years c. More than 10 years

Table 2.2: *Teachers' Experience of Teaching English*

Option	N	%
A	06	30
B	05	25
C	09	45
Total	20	100

As to the teachers' teaching experience, 09 teachers have been teaching English fot more than 10 years, whereas 30% have an experience of teaching English from 1 to 5 years meanwhile, 05 teachers representing 25% of the population have been teaching English from 5 to 10 years.

Q3. How do you describe your competence in using technology?

a. Excellent b. Good c. Average d. Weak d. Very weak

Table 2.3: *Teachers' Competence in Using Technology*

Option	N	%
A	02	10
B	10	50
C	08	40
D	00	00
E	00	00
Total	20	100

According to the findings reported in table 2.3 the majority of teachers (50%) chose the option "Good", and 08 of the participants chose the options "Average". Only two teachers (10%) chose the option "Excellent". These results show that the participants' have a moderate competence in using technology.

Q4. What are the main resources that you use in your teaching?

a. Online courses and quizzes b. E-books, E-videos

c. E-learning websites d. Virtual learning forums, chats

Others……..

Table 2.4: *Teachers' Main Resources for Teaching*

Option	N	%
A	09	45
B	17	85
C	11	55
D	00	00
No answer	01	5

In this question, the teachers' main resources for teaching are investigated. Reviewing

the results in Table 2.4, it is seen that 85% (17) of teachers use e-books, e-videos, whereas 55% (11) of teachers use e-learning websites and 45% (09) use online courses and quizzes. There are other recourses mentioned by the teachers which are: “short films and videos”, “email guidance and online tutoring”. This can be because they are interested in using indirect resources (online courses, e-books and e-videos) to interact and teach their students.

Q5.Do you interact with your students online?

a. Yes b. No

Table 2.5: *Teachers Adoption of Online Interaction in their Teaching*

Option	N	%
Yes	15	75
No	05	25
Total	20	100

The findings presented in table 2.5 show that the majority of teachers 15 (75%) interact online, whereas 25% (05) teachers do not. This data elucidates that the majority of teachers interact with their students online, and this is maybe due to the convenience of this method to complete the course.

Q6. Which internet applications do you use to interact together?

a. Zoom b. Google meet c. Social media d. Gmail

Others……..

Table 2.6: *Internet Applications Used for Interaction*

Option	N	%
A	04	20

B	01	05
C	07	35
D	15	75
No answer	02	10

Table 2.6 findings indicate that the majority of teachers (75%) use "Gmail", whereas 35% use "Social media" and 04 of pupation use "Zoom". Only 5% (01) use "Google meet". Moreover, two teachers suggested "Moodle websites" and "Skype" as two platforms for implementing BL. These results show that the vast majority of the participants' prefer (Gmail) to interact with their students.

Q7. Have you ever used BL in your classes?

a. Yes b. No

Whatever you answer please explain how …….....

Table 2.7: *Teachers Position toward Using Blended Learning*

Option	N	%
Yes	09	45
No	08	40
No answer	03	15
Total	20	10

The data reported in table 2.7 show that almost half of the teachers 09 (45%) did use BL in their classes whereas 40% (08) teachers do not. In addition to 15% (03) of them did not answer. This data shows that the majority of teachers do not have a clear position toward the use of BL. However, participants justified their answers as follows:

If yes because:

- Using a mixture between e-learning class one: posting documents to be prepared, then discussing them in classroom, and giving headings and instructions inside the classroom, then provide more examples and clarifications on social groups (because of time restrictions).
- Amphis are equipped with data show, so I utilize it when lecturing.
- During the covid-19 crisis, the government introduced the practice into Algerian universities.
- I have used online discussions to do practice as the time was not enough to do it in class.
- Simply because it is very useful as students get engaged easily.

If no because:

- Many students claim internet connection is a problem that prevents them from following the progress of the course online.
- For technical reasons.
- The module I teach requires a face-to-face learning.

Q8.What are the practices you can do while implementing BL?

a. Use multiple types of instructional materials

b. Assess the students through online assignments

c. Interact with students online and in-person.

d. Monitor students' activity and performance.

Others……

Table 2.8: *Teachers Practices to Implement Blended Learning*

Option	N	%
A	10	50
B	10	50
C	15	75
D	07	35

Teachers were questioned about the practices they can do while implementing BL. As it is revealed in the above table, the majority of them representing 15 (75%) interact with students online and in-person. Whereas half of the teachers 10 (50%) use multiple types of instructional materials and assess students through online assignments. Only 35% (07) chose monitoring students' activity and performance. There is another practice mentioned by a teacher which is enabling group discussions for students who avoid talking in classes.

Q9.In your opinion what are the problems that teachers might encounter while adopting BL?

a. Using online technologies increases the number of teaching tasks and working hours.
b. Managing students in an online context is quite difficult.
c. Teaching materials in blended environments would quickly become irrelevant if they were not updated and revised.
d. Inappropriate technology tools, devices and techniques may hinder the accomplishment of the learning outcomes in BL environments.

Others……..

Table 2.9: *Teaching Problems while Adopting Blended Learning*

Option	N	%
A	12	60
B	19	95

C	08	40
D	10	50

In this question, teachers were asked about the teaching problems they generally face while adopting BL. As shown in the Table 2.9, the vast majority of teachers (95%) cannot manage their students in an online context, whereas 60% of the teachers stated that there must be an increase in the number of teaching tasks and working hours. However, 50% of the teachers say that they face technical problems. Only 40% chose that they must keep up with the changes in teaching materials. In addition, other problems were suggested "Teachers' ICT illiteracy and lack of training".

It is sum up, in this section that teachers do implement BL in their teaching, and they also gain a good experience to choose the appropriate BL activities even though they encounter many difficulties.

Section Three: Self-directed Learning Strategies in Blended Learning

Q10. What role(s) do you usually take in the classroom?

a. Assistant b. Facilitator c. Collaborator d. Controller

Table 2.10: *Teachers' Roles in the classroom*

Option	N	%
A	10	50
B	17	85
C	04	20
D	07	35

As demonstrated in Table 2.10, the majority of teachers (85%) chose the answer "Facilitator" and half of them (50%) chose the answer "Assistant". On the other hand, only 35%

chose “Controller” and 20% chose “Collaborator”. These results reveal that the vast majority of teachers are guides and helpers and they give their students the chance to depend on their selves.

Q11.Do you encourage students to be autonomous and independent learners?

a. Yes b. No

Table 2.11: *The Teachers’ Attitude towards Encouraging their Students to Be Independent Learners*

Option	N	%
Yes	19	95
No	01	05
Total	20	100

Table 2.11 indicates that approximately all teachers (95%) do encourage their students to be independent learners whereas 5% of teachers do not. The results reveal the students are given the chance to be independent.

Q12.How regularly do you let your students study on their own, in blended learning environment?

a. Always b. Often c. Sometimes d. Rarely e. Never

Table 2.12: *The Frequency of Students Independent Study Time during Blended Learning*

Option	N	%
A	01	05
B	10	50
C	06	30
D	01	05

E	02	10
Total	20	100

In this question, the teachers were asked how regularly they let their students study independently during blended learning. Half of them (50%) chose the option “often”. However, 30% of teachers chose the option “Sometimes” and 10% chose the option “never”. Only 5% chose the options “Always” and “Rarely”. It is clearly observed that the majority of teachers confirmed that studying independently during blended learning is a crucial quality in EFL learners at university. Therefore, it should be given a great attention to be developed by learners.

Q13. Which practices you can do to help your students be autonomous and independent learners?

a. Research and assignments b. suggesting online courses

c. Involving students in group discussion d. Encouraging Out-of-class tasks

Table 2.13: *Teachers Practices to Encourage Students to be Independent*

Option	N	%
A	16	84.21
B	06	31.58
C	11	57.89
D	11	57.89

In this question, the participants were asked about their practices and techniques to encourage their students to be independent. The majority (84.21%) answered “Research and assignments”, whereas 57.89% chose both answers “Involving students in group discussion” and “Encouraging Out-of-class tasks”. Only 31.58% chose “suggesting online courses”.

Q14. How would you assess your students’ level of self-directness in blended learning?

a. Excellent b. Good c. Average d. Weak e. Very Weak

Table 2.14: *The Assessment of Students' Level of Self-Directness*

Option	N	%
A	00	00
B	01	05
C	10	50
D	09	45
E	00	00
Total	20	100

The findings presented in table 2.14 show that the half of teachers (50%) choose the option "Average", and 45% of them choose the option "Weak", whereas (5%) of the participants chose the option "Good". These results show that students have a low level of self-directness.

Q15.Do you feel you should give constructive or helpful feedback to your students during blended learning?

a. Yes b. No

Table 2.15: *Teachers Views on Giving Feedback to Students*

Option	N	%
Yes	19	95
No	01	05
Total	20	100

The findings presented in table 2.15 show that the vast majority of teachers (95%) approved giving feedback to their students during blended learning whereas 5% teachers do not. This data elucidates that the majority of teachers are aware about the importance of feedback and

they usually give their students constructive feedback during BL.

Q16. If yes, what are your purposes for giving feedback to your students?

a. To motivate them to learn

b. To show them how to progress toward their learning objectives

c. To monitor their learning

d. To facilitate their learning process

Others……..

Table 2.16: *The Teachers' Reasons for Giving Feedback to Students*

Option	N	%
A	13	68.42
B	11	57.89
C	09	47.37
D	15	78.95

Data in Table 2.16 reveals that the majority of teachers (78.95%) chose the option "To facilitate their learning process". Next, 68.42% chose the option "To motivate them to learn" and 57.89% chose the option "To show them how to progress toward their learning objectives". The option "To monitor their learning" was chosen by 47.37% of the teachers. Another purpose was added as: to create and raise self-encouragement. This data can be explained and confirmed by the roles they take in the classroom as assistants and facilitators.

Q17 .To what extent do you agree with the following statements:

Table 2.17: *The Teachers' View about Students Self-Directed Learning Level*

In Blended Learning:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total

1. Students can describe personal learning goals and setting objectives.	00 (00%)	07 (35%)	07 (35%)	06 (30%)	00 (00%)	20 (100%)
2. Students have the capacity to determine what they want to learn.	01 (05%)	06 (30%)	06 (30%)	06 (30%)	01 (05%)	20 (100%)
3. Students are able to select the best methods and materials for their learning	01 (05%)	00 (00%)	04 (20%)	12 (60%)	03 (15%)	20 (100%)
4. Students are able to maintain self-motivation	01 (05%)	04 (20%)	09 (45%)	03 (15%)	03 (15%)	20 (100%)
5. Students are able to monitor and evaluate their learning progress	00 (00%)	05 (25%)	07 (45%)	04 (20%)	04 (20%)	20 (100%)

Williamson (2007)

The results indicate that:

Statement 1 is about Students' ability to set learning goals and objectives. 35% of teachers agreed on this and 35% are neutral, whereas 30% disagree with it. This data elucidates that the majority of teachers think that their students are almost capable of setting their goals during blended learning. Considering that, the ability to set goals is a SDL strategy.

Statement 2 is about students' capacity of setting their learning needs. 30% of teachers agreed on this and another 30% are neutral, whereas 30% disagree with it. And only 5% strongly agree in contrast of 5% strongly disagree with this statement.

Statement 3 deals with the students' ability to select their learning methods and materials. The majority of teachers (60%) disagreed on this. However 20% are neutral, whereas 15% strongly disagree with it. And only 5% strongly agree with this statement. This entails that the majority of teachers generally do not agree that their students have the ability to select their

learning methods and materials during blended learning.

Statement 4 is related to the students' ability to stay motivated. 20% of teachers agreed on this and another 45% are neutral, whereas 15% disagree with it and another 15% strongly disagree. And only 5% strongly agree with this statement.

Statement 5 reveals the students' ability to monitor their learning progress. Almost half of the teachers (45%) are neutral, whereas 25% agree with the statement. However, 20% disagree and another 20% strongly disagree with it. The above section is a scale to demonstrate the teachers' view, about their students' abilities and level to choose the appropriate SDL strategy during BL. Further on, the results indicates that students' ability to choose the appropriate SDL strategy is an average level even to less.

Section Forth: Further Suggestions

Please, add any further comment or suggestion

To conclude, the participants were asked to state additional comments or suggestions if they have. They mentioned the following:

- Having access and being able to continuously watch the lessons as they are presented encourage them to engage more and follow.
- Motivation to learn is the primary factors to follow up new and modern methods.
- Before we can talk about the implementation of "blended learning", let us first analyze and consider the situation in real context: is there a digital equity among our students, i.e. Do they have access to the internet? Do they have access to different resources and platforms? Do they have the required skills to successfully shift toward new approach of learning?

Conclusion

Based on the data gathered from the questionnaire that has been presented and analyzed

in these sections, some facts were revealed concerning self-directed learning strategies in blended learning. The teachers' response to the questions of the first section entitled Background Information clearly shows that the majority of teachers in the English Department of English hold doctorate degree; they have a long experience in teaching English. With regard to 'Blended Learning", it is clearly mentioned that teachers have a high competence in using technology; which they use it in their teaching to provide their students with online resources and to interact with them online for the purpose of implementing blended learning. Moreover, the findings of the third section show that most of the teachers support their students to be self-directed learners regularly. And it is shown in the table 2.17 that the majority of teachers have a positive view on their students' ability to acquire self-directed learning strategies.

2.6.2. Analysis and Interpretation of the Results of the Students' Questionnaire

Section One: Background Information

What is your gender?

Male Female

Table 2.18: *Student's Gender*

Options	N	%
Male	15	18.75%
Female	65	81.2 5 %
Total	80	100 %

Table 2.18 explores the distribution of students' gender in the participants' sample. It provides the number of males and females, as well as the percentage. It shows that the majority of participants 65 are females representing (81.25%) of the sample, while male students are 15 represent only (18.75%).This clarifies that females are the prevailing category in the sample of

third year students in the department of English at the university of Mohammed Seddik Ben Yahia-Jijel. This may mean that females are more interested in studying English as a foreign language than males.

Section Two: Blended Learning

Q1. How do you evaluate your mastery of using technological devices?

3. Excellent b. Good c. Average d. Weak e. Very Weak

Table 2.19: *Students' Evaluation of their Mastery of Using Technological Devices*

Options	N	%
A	10	12.5
B	48	60
C	20	25
D	1	1.25
E	1	1.25
Total	80	100

Table 2.19 displays the students' mastery of using technological devices. It shows that 48 students (60%) represent a good level, 25% of them have an average level. Moreover, 12.5% of the participants have an excellent level in using technological devices, while one student reported that his level is weak. The remaining percentage of students (1.25%) representing one student holds a very Weak level. This can be because the lack of technological tools.

Q2. Do you rely on any type of devices in your studies?

Yes No

Table 2.20: *Student Reliance on Technological Devices while Learning*

Options	N	%

Yes	74	92.5
No	6	7.5
Total	80	100

Relying on the data in Table 2.20, it is noticed that the vast majority 74 students (92.5%) rely on different types of technological devices in their studies. While only 6 students (7.5%) do not use technological devices in their studies. This can attributed to their lack of knowledge in using technology.

Q3. Which device do you usually use in your learning?

4. Desktop b. Lap top c. Smartphone d. Tablet

Others……

Table 2.21: *Types of Technological Devices Students Rely on in Their Studies*

Option	N	%
A	5	6.25
B	27	33.75
C	71	88.75
D	6	7.5

Table 2.21 represents the types of technological devices that students use in their studies. The majority of students representing (88.75 %) use smartphones, while 27 student use laptop. On the other hand, 7.5% of the students use tablet. The remaining percentage of students 6.25% use desktop. This indicates that smart phones and laptops are the most common devices for students. This can be explained by their easiness to be hold and used anywhere and anytime. In addition to those options, two students suggested " **printer** ".

Q4. For which purposes do you usually use those devices?

5. Communicating with your classmates
6. Interacting with your teachers (receiving feedback and assignments)
7. Access online libraries, to search for relevant information.
8. Access to your university platform (Download online courses)
9. Discuss group assignment.
10. Recording lessons and taking notes.

Others……

Table 2.22: *Students' Purposes for Using Technological Devices*

Option	N	**%**
A	50	62.5
B	32	40
C	30	37.5
D	37	46.25
E	16	20
F	40	50
All of them	8	10

Table 2.22 represents students' purposes behind using technological devices. Based on the data stated in the table , the majority of students representing 62.5% used technological devices specifically to communicate with their classmates. While 40 students used them to record lessons and for taking notes. 46.2% of the participants use technological devices to interact with their teachers. Other students suggested other purposes which are: **checking information, Google translate, printing handouts, and getting more information.**

Q5. How often do your teachers interact with you?

s. Always b. Often c. Sometimes d. Rarely e. Never

Table 2.23: *Students and Teachers Interaction Online Frequency*

Option	N	**%**
A	02	3.39
B	8	13.56
C	32	54.24
D	14	23.73
E	3	5.08
Total	59	100

The above table indicates that 54.24% of the students interact with their teachers sometimes, and 23.37% of the participants rarely interact with their teachers online. Besides, 13.65% of the students said that they often participate in online interactions, whereas only 3.39% never interact with their students online. This is maybe because of time constraints or teachers lack of the necessary recommendations for online teaching

Q6. Which internet applications do you use to interact with your teachers?

a .Zoom b .Google meet c. Social media d. Gmail

Others……

Table 2.24: *Students' Application They Use to Interact With Their Teachers*

Option	N	%
A	4	5
B	6	7.5

C	52	65
D	56	70

This table's data presents the applications used for interaction. The majority of students between 70% and 65% admit using Gmail and social media as a tool for communicating with their teachers. On the other hand, the minority of students use Google meet (6.5%) and Zoom (5%) this maybe because social media and Gmail are easier to use in comparison to Zoom and Google meet or because of their unfamiliarity with such applications.

Q7. For which purposes do your teachers interact with you?

11. To explain the online lectures.

12. To provide you with clarifications on assignments.

13. To evaluate you

14. To send you your grades, exams evaluation, and announcements

Others ……

Table 2.25: *Online Interaction Purposes*

Option	N	%
A	13	16.25
B	42	52.5
C	10	12.5
D	44	55

Based on the results stated in the table n2.25, the vast majority (55%) of students agree that their teachers interact with them online to send them their grades, exam evaluation, and announcements. In addition, 52.5% chose the option "to provide them with clarification about the online assignment". Meanwhile, the minority of students (12.5%) said that their teachers'

interaction aims to evaluate them and 16.25% explain the online lecturers.

Q8. Do your teachers suggests online materials (Printed materials and Recorded materials)?

Yes No

Table 2.26: *Students View about Teachers' Posting of Online Materials*

Option	N	%
Yes	62	77.5
No	18	22.5
Total	80	100

The results show that the vast majority of students (77.5%) confirmed that their teachers suggest online materials. On the other hand, 22.5% of students confirmed that they don't receive online materials. This can maybe be attributed to the teacher's lack of the necessary knowledge to prepare and post online material, the difficulty in doing so, and limitation of time

If yes, how often?

15. Always b. Often c. Sometimes d. Rarely e. Never

Table 2.27: *Students' Views on their Teachers Frequency of Posting Online Materials*

Option	N	%
A	7	11.29
B	16	25.8
C	32	51.61
D	4	6.45
E	3	4.84
No answer	00	00

Total	62	100

Based on the data stated in the table, most participants (51.61%) who answered with "Yes" in the previous question claimed that their teachers post online materials sometimes. others (25.8%) select "often". Students that represent 11.29% confirmed that their teachers suggest online materials always, whereas only 4 students, with the percentage of 6.45% chose the option "rarely" and 3 students (4.84%) mentioned that their teachers never suggest online materials.

Q9. Which impact does the incorporation of online learning along with traditional classroom learning (i.e. blended learning) has on your studies**?**

16. Positive b. Negative

Table 2.28: *The Impact of Blended Learning on Students Studies*

Option	N	%
Positive	52	65%
Negative	28	35%
Total	80	100%

The question was handed to students to see whether the incorporation of online learning along with classroom learning had a negative or a positive impact on their learning. The majority of students (65%) agree that this combination has a positive impact, whereas 35 % of students feel the opposite (negatively) it has been approved that student appreciated the integration of blended learning in EFL classes.

To conclude, the above section of the questioner in title Blended Learning seeks to investigate students' attitudes toward the integration of blended learning approach and

technology in EFL classes. The findings revealed that students were proficient in the use of technology; the majority of them preferred smartphones for quick information access and regular communication with teachers and peers via social media tools. Teachers use online communication to provide grades, explanations, and announcements to their students. Students eventually concluded that blended learning was beneficial to their learning.

Section Three: Self-Directed Learning Strategies in Blended Learning

Q10. How often do you use the following strategiesl ?

Tick the right box that best represents your choice in front of each of the following statements:

Table 2.29: *Students' Self Rating Scale of Self-Directed Learning Strategies in Blended Learning*

	Strategies	**Always**	**Often**	**Sometimes**	**Rarely**	**Never**	**Total**
1	I identity my own learning needs	23 (28.75%)	32 (40%)	22 (27.5%)	03 (3.75%)	00 (00%)	80 (100%)
2	I am able to select the best methods for my own learning.	29 (36.25%)	28 (35%)	21 (26.25%)	02 (2.5%)	00 (00%)	80 (100%)
3	I consider teachers as facilitators of learning rather than providing information only.	20 (25%)	20 (25%)	29 (36.25%)	07 (8.75%)	04 (5%)	80 (100%)
4	I am able to maintain self-motivation.	36 (45%)	18 (22.5%)	20 (25%)	04 (5%)	02 (2.5%)	80 (100%)
5	I am able to plan and set my learning goals.	34 (42.5%)	17 (21.25%)	21 (26.25%)	06 (7.5%)	02 (2.5%)	80 (100%)
6	I participate in group discussion.	20 (25%)	15 (18.75%)	17 (21.25%)	18 (22.5%)	10 (12.5%)	80 (100%)
7	I regard problems as challenges	35 (43.75%)	23 (28.75%)	09 (11.25%)	06 (7.5%)	07 (8.75%)	80 (100%)
8	I am able to decide my own learning strategy	43 (53.75%)	19 (23.75%)	12 (15%)	03 (3.75%)	03 (3.75%)	80 (100%)
9	I am able to use information technology effectively	27 (33.75%)	26 (32.5%)	22 (27.5%)	03 (3.75)%	02 (2.5%)	80 (100%)
10	I raise relevant questions in teaching-learning sessions	10 (12.5%)	20 (25%)	28 (35%)	13 (16.25%)	09 (11.25%)	80 (100%)

11	I am able to analyze and critically reflect on new ideas information or any learning experiences	15 (18.75%)	17 (21.25%)	31 (32.75%)	17 (21.25%)	00 (00%)	80 (100%)
12	I keep an open mind to others' point of view	40 (50%)	21 (26.25%)	15 (18.75%)	02 (2.5%)	02 (2.5%)	80 (100%)
13	I self-assess before I get feedback from instructors	23 (28.75%)	28 (35%)	21 (26.25%)	05 (6.25%)	03 (3.75%)	80 (100%)
14	I am able to monitor my learning progress	27 (33.75%)	25 (31.25%)	25 (31.25%)	03 (3.75%)	00 (00%)	80 (100%)
15	I am able to identify my areas of strength and weakness	43 (53.75%)	15 (18.75%)	14 (17.5%)	06 (7.5%)	02 (2.5%)	80 (100%)
16	I accept that failure is a necessary part of the learning process.	47 (58.75%)	11 (13.75%)	10 (12.5%)	09 (11.25%)	03 (3.75%)	80 (100%)
17	I find working in collaboration with others easy.	20 (25%)	12 (15%)	26 (32.5%)	14 (17.5%)	08 (10%)	80 (100%)
18	I am successful in communicating verbally	36 (45%)	13 (16.25%)	23 (28.75%)	06 (7.5%)	02 (2.5%)	80 (100%)

Williamson (2007)

The above table consists of 18 statement intended to explore how frequently the students can identify the aspects of self-directed learning.

The first five statement where intended to gather information about student awareness of SDL **Statement 01** indicates that 32 student (40%) can often identify their learning needs whereas 23 student (28.75%) answer with always. Almost the same number of students (27.5%) does it often. The rest three students (3.75%) identify their needs rarely. Moreover, **Statement 02** attempts to figure out how frequently students are able to select the best method for their learning, 36.25 % of the students declare their ability to do that always. On the other hand, 35 % of the participants can do it often, while 26.25% of the students clarify that they do so sometimes. Only 02 students (2.5%) are not able to select the best method for their learning. **Statement 03** is intended to explore whether students consider teachers as facilitators of learning rather than providers of information only. 36.25% of them sometime agree on this statement and

other 25% students do so always and often. On the other hand, 15% of the participants say rarely. And only four student say never. **Statement 04** is designed to measure how frequently the students can maintain self-motivation. The results indicate 45% of the students can maintain self-motivation always. Others representing 25 % are kept motivated sometimes. And almost the same percentage (22.5%) raises their motivation often whereas only 2.5% of the participants can never maintain self-motivation. Furthermore, **Statement 05** sought to determine the frequency with which students are able to plan and set learning goals. 42.5% of students responded that this was always the case. 26.25% of them, on the other hand, can do it sometimes. Additionally, 17 student (21.25 %) clarifies that they plan and set goals often 2.5% of the simple are unable to plan and set goals.

According to the data gathered from the mentioned statements, the majority of students have a high degree of awareness regarding self-directed learning strategies, and almost all students exhibit self-directed learner characteristics. Thus, students are able to analyze and identify their needs and select the best method of learning based on the need analysis. Moreover students are well motivated to learn independently, they consider teachers as facilitator. In contrast few students are not aware of SDL and they did not share the attribute of a self-directed learner this can be because of their lack of ability to learn by themselves or due to the lack of previous experience that allows them to put in situations that required learning independently.

The following three statements are organized to investigate student learning strategies. **Statement 06** aims to determine how frequently students participate in group discussion. From the results presented in the table n2.29, it appears that students are not interested to participate in group discussion; only 25 % said that they always involve themselves in such discussions. Others representing 21.25 % of the participants confirm that they sometimes participate. Almost the same number representing 22.5 % of the students rarely get involved in group discussions,

while only 18.75 % of them often do so. The rest of students representing 12.5 % have never been involved in group discussions. **Statement 07** attempts to explore whether these students regard problems as challenges. The results show that 43.75% of the participants always agree on the statement. Besides 28.75% of the students often do so. Other students reply with 'sometimes', representing 11.25% of the whole sample, whereas only few members declare that they rarely and never view problems as challenges. **Statement 08** is designed to figure out how frequently students are able to select their own strategies. The result shows that half of the students representing 53.75% are able to do so always. 23.75% confirm that they are able to decide on their learning strategies often. Others representing 15% can do it sometimes , whereas the same percentage 3.75 % is devoted for students who do so rarely and never.

As a result, the data collected from statements 6, 7 and, 8 explore that almost all student adopt SLD strategies , student views learning problems as challenge they appreciates involving in group discussion., however an amount of student representing one third of the population abominate participating in group discussion; maybe Because they lack the appropriate communication skills ,or they lack self-confidant.

Next, the following four statement are about the SDL learning activates .**Statement 09** was to determine how often students are able to use information technology effectively. The outcome reveals that 33.75% can do so always. Moreover, they can often use technology effectively, according to 32.5% of respondents. Others (27.5 %) sometimes do it, while 13.75 % of the same amount is allocated to students who do so rarely and never. **Statement 10** sought to ascertain how frequently participants are able to raise relevant questions in teaching-learning sessions. The results show that 35 % of the participants are capable of doing so sometimes. Furthermore, according to 25 % of respondents, they can often participate in teaching-learning sessions' discussion. Others (12.5%) do so always, while 18.25 % of the same amount is given

to students who do so rarely or never. **Statement 11** intends to determine how frequently participants can examine and critically reflect on new ideas, information, or learning experiences. According to the findings, 32.75 % are sometimes capable of doing so. Furthermore, 40% of respondents believe they can always and frequently do so. While students who rarely analyze and critically reflect on new ideas, information, and learning experiences receive 21.25% of the same amount. **Statement 12** is designed to assess how frequently students can retain an open mind to other people's points of view. According to the statistics, 76.25% are always and frequently capable of doing so. Furthermore, 18.75 % of the participants feel they can do so sometimes. And students who rarely or never accept other people's points of view make up only 5% of the total population.

As a result, the data collected from statements 9, 10, 11, and 12 explore that almost all students are able to participate in self-directed learning activities. Such as efficiently using technology, communicating with people, reflecting critically on their views, and respecting their points of view.

Additionally, the next four statements are concerned with self-evaluation as an aspect of SDL. **Statement 13** is set to examine how frequently students may self-assess prior to receiving feedback from instructors. Statistics show that 63.75 % are always and usually capable of doing so. Furthermore, 26.25 % of the respondents believe they can do so sometimes. Students who rarely or never assess themselves account for barely 10% of the total amount. **Statement 14** is developed to investigate how frequently students may track their learning progress. Accordingly, 65 % of the students can always and frequently do so. Furthermore, 31.25 % of them feel they can do so sometimes. Students who rarely have the ability to monitor their own learning progress represent only 3.75 % of the total sample. **Statement 15** aims to investigate how frequently students can recognize their areas of strength and weakness. According to the results, 72.5 % can

always and often do so. Furthermore, 17.5% believe they can do so on sometimes. Students who are unable to identify their own areas of strength and weakness account for only 10% of the whole sample. **Statement 16,** designed to investigate the students' acceptance on the point that failure is a necessary part of the learning process, reveals that more than half of the students (58.75%) answer with always to this. And also the percentages 13.75% and 12.5% of the participants respond with often and sometimes sequentially. On the other hand, 11.25% of the students are rarely able to accept failure, and 3.75% of them feel that they can never be able to do so.

As a result, the data collected from statements 13, 14, 15, and 16 explore that almost all students are able to self-evaluate their learning process which can be accomplished by identifying their areas of strength and weakness so that they can evaluate before obtaining comments from teachers.

Statements 17 and 18 are set to explore students' interpersonal skills. The results show that the majority of students (79.5% from statement 17 and 90% from statement 18) are able to involve in collaborative activities and successfully communicate verbally.

Section Five: Further Suggestions

Please, add any further comment or suggestion

To conclude, the participants add some comments and suggestions as follows:

17. BL is effective sometimes, but nowadays people use technology just to communicate.
18. Thank you for giving me this experience it was very educative to me because I had no idea about BL.
19. BL gives students more space so it decreases stress and also helps in developing vocabulary level.
20. Students must change their strategies of study in order to find the best way for them.

Based on the data gathered from analyzing students' questionnaire, students do support the implementation of BL as an approach to enhance students' SDL strategies. From the results obtained in the first section of the questionnaire, it is noticed that most participants in this questionnaire are females. Next, the second section shows that technology plays an important role in students' language learning. The majority of students have a good level in using technological devices such as laptop, smart phone to communicate with their classmates and teachers and also access their university platforms. By the end of this section, more than half of students agreed that the implementation of BL has a positive impact on their studies. The third section reveals that the majority of participants have a high level of self-directness in BL; almost all students employ SDL strategies in their learning process.

20.4. Overall Analysis of Results

Based on the results from teachers' and students' questionnaires, it is concluded that both teachers and students hold positive attitudes towards the implementation and use SDL strategies in BL. However, some obstacles were revealed.

The findings obtained reveal that both teachers and students support the implementation of BL as an approach to enhance students' SDL strategies. The findings show that both teachers and students are familiar with BL. However, implementing it results in an overload in their teaching tasks and working hours, and they would have to keep updating their teaching material since it becomes irrelevant quickly. Students can interact and get feedback and review of their work during BL, even though it is not immediate feedback because teachers do not interact and communicate with their students using virtual learning forums, such as Zoom and Google Meet, which do not allow the educational process goes continuously. The results, also, show that the majority of teachers confirmed that studying independently during BL is a crucial characteristic for EFL learners at the university. Therefore, teachers, acting as guides, give their students the

chance to depend on themselves through involving them in group discussions, collaborating and monitoring their progress without instruction. However, data demonstrates that there is a mismatch: the majority of teachers believe that their students have an average level of learning abilities to decide the proper SDL strategy in BL, despite the fact that students' questionnaires show a high of students' capacity to be independent. They noted that students rely on certain strategies more than others, such as developing a self-studying mindset; yet, they are unable to select the proper learning strategy to successfully fulfill their learning goals. Furthermore, according to the students' questionnaire, they are able to estimate their development needed to receive feedback from teachers; nevertheless, teachers do not concur with this. This paradox would be Interpreted by the students' inability to recognize SDL strategies since their responses do not correspond to the data generated from the teachers' questionnaire. And because teachers have more experience of teaching during BL, their answers are more trustworthy. Furthermore, based on teacher questionnaires, students were shown to be unable to choose the educational content they want to study in BL since they have a flexible learning schedule; instead, they chose to learn things outside of the curriculum.

The results obtained from the questionnaire confirm the research hypothesis which stated that teachers' and students' attitudes towards the implementation and use of SDL strategies in BL would be positive. This data answered also the research questions. First, teachers and students hold a positive attitude towards the use and implementation of SDL strategies in BL because it helps in rising student responsibility toward their learning and make them more independent. Second, with respect to students' SDL strategies used in BL, it is clearly revealed that most students are able to identify their needs, set goals, select appropriate materials and resources in addition to evaluate their learning outcomes. Moreover, students use planning and

outlining to manage their learning process. They also appreciate involving in group dissections and working in collaboration with others. Third, to support learners in the implementation of SDL strategies in BL, teachers adopted some practices such as involving students in group discussions where they can express new ideas and critically reflect on others' ideas and encourage out of class tasks. They, also, rely on feedback as a technique that enables students to assess their own learning. Moreover, the results also demonstrate that BL improves EFL student self-directness by increasing students' accountability for their education and helping them become more autonomous and self-reliant.

Conclusion

This chapter represents the practical part of the current study, which aims to investigate EFL students' and teachers' attitudes toward the use of SDL strategies in BL. It includes a presentation of the research instruments, which are two questionnaires distributed to a sample of students and teachers. It also analyzes and interprets the data collected. The findings revealed that both students and teachers had a positive attitude towards the implementation of SDL strategies in BL.

General Conclusion

Blended learning is a newly-introduced concept in FLT. It was incorporated for the sake of bringing changes to the traditional way of teaching foreign languages using technology. This learning approach; blended learning, reverses homework activities and classroom lectures by providing students with online lectures to read at home before class time; whereas class time is devoted to discuss the content and activities. Blended learning is just a tool that inspires EFL students to enhance their language skills and to make the educational environment more convenient for students and instructors to achieve their goals. Moreover, some students indirectly felt comfortably practising their own communication skills at an individual pace using self-directed learning strategies, to promote themselves as self-directed learners, since blended learning model serves all kinds of EFL learners. The current study has provided information about teachers and students views on SDL strategies that are implemented during BL.

The overall research work is divided into two major chapters: the first chapter covers the theoretical framework of the study, while the second covers the practical part. The theoretical part, itself, is divided into two sections. The first section provides an overview of the most important issues concerning SDL strategies. It highlights various scholars' perspectives on SDL, with a reference to the characteristics of self-directed learners and aspects to rate their level of self-direction. The steps for implementing SDL in an EFL context and the strategies used to do so are the last elements discussed in this section. The second chapter, on the other hand, sheds light on defining BL, with a special emphasis on the roles of teachers and students in BL, as well as the use of blended learning in the EFL context. At last, a description of SDL in relation to BL is provided. Correspondingly, the second chapter, which represents the practical part of the study, outlines the methods and procedures used to collect data. Indeed, the procedure used to investigate the problem under investigation is a questionnaire handed out to students and another

distributed to teachers. Furthermore, the chapter provided a thorough analysis and interpretation of the data gathered.

The findings supported the research hypothesis that teachers' and students' attitudes toward the implementation and implementation of SDL strategies would be positive. Where they helped in answering the research questions. First of all, SDL strategies are used and implemented in BL with a positive attitude by teachers and students because they increase students' responsibility for their learning and foster greater independence. The majority of students can be clearly noticed to use their self-directed learning strategies in blended learning such as: identifying their needs, setting goals, choosing the best materials and resources, and assessing their learning outcomes. Additionally, students use planning and outlining to help them manage their learning process. They also value participating in group discussion and working cooperatively with others. Third, teachers adopted some practices to support learners in the implementation of SDL strategies in BL, such as involving students in group discussions where they can express their ideas and critically reflect on others' ideas and encouraging out of class tasks. They, also, provided feedback that allows students to assess their own learning. The results also demonstrate that BL improves EFL student self-directness by increasing students' accountability for their education and helping them become more autonomous and self-reliant.

Limitations of the Study

Some of the current study's limitations must be acknowledged, as this may serve as a guide for future research in this field. One of the major limitations is that there are few resources on SDL because it is a relatively new concept in the field of language learning and teaching. The lack of previous studies on the topic narrowed the scope of the current study. Furthermore, this study used a questionnaire to collect data, which has some limitations. Some students, for

example, answered the questionnaire at random, resulting in contradictory responses, particularly in the table of student frequency of using SDL strategies. Some students selected the entire line, whereas, others were copying their friends' answers. Classroom observation is one of the best options as a research tool in this study since it gives the opportunity to detect any changes over time. However, it was difficult to use it because of the time constraints, which was itself one of the major problems that the researchers encountered during conducting this research and devoted to that. As for as the teachers, some of them refused to answer the questionnaire because they were not available or busy preparing for the exams.

Pedagogical Recommendations

Based on the questionnaire responses from teachers and students, it is important to make few recommendations.

For administration

To successfully implement the BL model, the administration must provide students and teachers with the necessary resources, such as internet access at the university.

For Teachers

Teachers should value the latter, as the current research shows that implementing BL increases the student's self-directness. Teachers should seek out new techniques that result in the best combination of two distinct learning modes, such as: developing creative exercises to advance design thinking, providing students with chances in the classroom to create their own critical inquiries about the course material, and creating learning environments that inspire, empower, and encourage students to use SDL. In this way, they should attempt to combine various online supplements with good classroom instruction. They are also required to continue facilitating, monitoring, and guiding students to complete their learning activities and help them develop awareness of and employ their strategies to become self-directed learners, particularly,

in BL. In addition, teachers should be well-prepared before applying BL program and need special training in order to use online teaching along with face-to-face lecturing. Students, on their part, are recommended to be active and serious in revising the online materials, provided by their teacher in order to improve their learning abilities.

For Students

Students should devote time to learning outside of the classroom using technology devices to achieve more fruitful learning outcomes. Then, students are expected to develop their self-directed learning skills by seeking out additional information rather than relying solely on teachers.

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Appendices

Appendix (A): The Teachers' Questionnaire
Appendix (B): The Students' Questionnaire

Appendix (A)

The Teachers' Questionnaire

Dear teachers,

Your willingness to fill in this questionnaire will provide us with the necessary data to bring out a master's dissertation to its end. This questionnaire aims at investigating students' Self-Directed Learning Strategies employed in Blended Learning at the department of English at the University of Mohamed Seddik Ben Yahia- Jijel.

Your cooperation and your time devoted to answer the questionnaire are really appreciated. Your answers will be treated with utmost confidentiality. Please choose the appropriate answer and write full statement where necessary.

Key Definitions:

Blended Learning: Blended learning is an approach to learning that combines face-to-face and online learning experiences. It also defined as a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.

Self-Directed Learning: is a learning process in which the students manage, direct and take responsibility of their learning, including identifying their learning needs, choosing their learning strategies and materials, and evaluating their learning outcomes.

Section One: Background Information

Q1. What degree do you hold?

a. Master ☐ b. Magister ☐ c. Doctorate ☐

Q2. How long have you been teaching English?

a. From 1 to 5 years ☐ b. From 5 to 10 years ☐ c. More than 10 years ☐

Section Two: Blended Learning

Q3. How do you describe your competence in using technology?

a. Excellent ☐
b. Good ☐
c. Average ☐
d. Weak ☐
e. Very weak ☐

Q4. What are the main resources that you use in your teaching?

a. Online courses and quizzes ☐
b. e-books, e-videos ☐
c. e-learning websites ☐
d. Virtual learning forums, chats ☐

Others……..

Q5.Do you interact with your students online?

a. Yes ☐ b. No ☐

Q6. Which internet applications do you use to interact together?

a. Zoom ☐
b. Google meet ☐
c. Social media ☐
d. Gmail ☐

Others……..

Q7. Have you ever used blended learning in your classes?

a. Yes ☐ b. No ☐

Whatever you answer please explain …….....
……

Q8. What are the practices you can do while implementing blended learning?

a. Use multiple types of instructional materials ☐
b. Assess the students through online assignments ☐
c. Interact with students online and in-person. ☐
d. Monitor students' activity and performance. ☐

Others……

Q9. In your opinion what are the problems that teachers might encounter while adopting blended learning?

a. Using online technologies increases the number of teaching tasks and working hours. ☐
b. Managing students in an online context is quite difficult. ☐
c. Teaching materials in blended environments would quickly become irrelevant if they were not updated and revised. ☐
d. Inappropriate technology tools, devices and techniques may hinder the accomplishment of the learning outcomes in blended learning environments. ☐

Others……..

Section Three: Self-directed Learning Strategies in Blended Learning

Q10. What role(s) do you usually take in the classroom during blended learning?

a. Assistant ☐
b. Facilitator ☐
c. Collaborator ☐
d. Controller ☐

Q11. Do you encourage students to be autonomous and independent learners?

a. Yes ☐ b. No ☐

Q12. How regularly do you let your students study on their own, in blended learning?

a. Always ☐
b. Often ☐
c. Sometimes ☐
d. Rarely ☐
e. Never ☐

Q13. Which practices you can do to help your students be autonomous and independent learners?

a. Research and assignments ☐
b. Suggesting online courses ☐
c. Involving students in group discussion ☐
d. Encouraging Out-of-class tasks ☐

Q14. How would you assess your students' level of self-directness in BL?

a. Excellent ☐
b. Worthy ☐
c. Average ☐

d. Weak ☐
e. Very Weak ☐

Q15. Do you feel you should give constructive or helpful feedback to your students during blended learning?

a. Yes ☐ b. No ☐

Q16. If yes, what are your purposes in giving feedback to your students?

a. To motivate them to learn ☐
b. To show them how to progress toward their learning objectives ☐
c. To monitor their learning ☐
d. To facilitate their learning process ☐

Others……..

Q17. Tick the right box that best represents your choice in front of each of the following statements:

In Blended Learning:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Students can describe personal learning goals and setting objectives.					
2. Students have the capacity to determine what they want to learn.					
3. Students are able to select the best methods and materials for their learning					
4. Students are able to maintain self-motivation					
5. Students are able to monitor and evaluate their learning progress					

Williamson (2007)

Section Fourth: Further Suggestions

Please, add any further comment or suggestion

……
……
……

Thank you a lot for your cooperation.

Appendix (B)

Students Questionnaire

Dear Students,

This questionnaire is a part of a Master dissertation that aims at investigating students' use of Self-Directed Learning strategies in Blended Learning. We would be very grateful if you take the following questionnaire seriously and accept completing it. You are kindly requested to fill this questionnaire either by putting a cross (×) in the corresponding box or by writing the suitable answer.

Key Definitions:

Blended Learning: Blended learning is an approach to learning that combines face-to-face and online learning experiences. It also defined as a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.

Self-Directed Learning: is a learning process in which the students manage, direct and take responsibility of their learning, including identifying their learning needs, choosing their learning strategies and materials, and evaluating their learning outcomes.

Section One: Background Information

Gender:

Male: ☐ **Female:** ☐

Age: ……..

Section Two: Blended Learning

Q1. How do you evaluate your mastery of using technological devices?

f. Excellent ☐
g. Good ☐
h. Average ☐
i. Weak ☐
j. Very weak ☐

Q2. Do you rely on any type of devices in your studies?

a. Yes ☐ No ☐

Q3. Which device do you usually use in your learning?

2. Desktop ☐
3. lap top ☐
4. Smartphone ☐
5. Tablet ☐

Others……

Q4. For which purposes do you usually use those devices?

b. Communicating with your classmates. ☐
c. Interacting with your teachers (receiving feedback and assignments). ☐
d. Access online libraries, to search for relevant information. ☐

e. Access to your university platform (Download online courses). ☐

f. Discuss group assignment. ☐

g. Recording lessons and taking notes. ☐

Others……

Q5. How often do your teachers interact with you?

b. Always ☐

c. Often ☐

d. Sometimes ☐

e. Rarely ☐

f. Never ☐

Q6. Which internet applications do you use to interact together?

b. Zoom ☐

c. Google meet ☐

d. Social media ☐

e. Gmail ☐

Others……

Q7. For which purposes do your teachers interact with you?

2 To explain the online lectures. ☐

3 To provide you with clarifications on assignments. ☐

4 To provide you with feedback on your online assignments. ☐

5 To evaluate you. ☐

6 To send you your grades, exams evaluation, and announcements. ☐

Others ……..

Q8. Do your teachers suggest online materials (Printed materials and Recorded materials)?

Yes ☐ No ☐

If yes, how often?

21. Always ☐

22. Often ☐

23. Sometimes ☐

24. Rarely ☐

25. Never ☐

Q9. Which impact does the incorporation of online learning along with traditional classroom learning (i.e. blended learning) have on your studies**?**

b. Positive ☐ b. Negative ☐

Section Three: Self-Directed Learning Strategies in Blended Learning

Q10. Tick the box that best represents your choice in front of each of the following statements:

	Strategies	Always	Often	Sometimes	Rarely	Never
1	I identity my own learning needs					
2	I am able to select the best methods for my own learning.					
3	I consider teachers as facilitators of learning rather than providing information only.					
4	I am able to maintain self-motivation.					
5	I am able to plan and set my learning goals.					
6	I participate in group discussion.					
7	I regard problems as challenges					
8	I am able to decide my own learning strategy					
9	I am able to use information technology effectively					
10	I raise relevant questions in teaching-learning sessions					
11	I am able to analyze and critically reflect on new ideas information or any learning experiences					
12	I keep an open mind to others' point of view					
13	I self-assess before I get feedback from instructors					
14	I am able to monitor my learning progress					
15	I am able to identify my areas of strength and weakness					
16	I accept that failure is a necessary part of the learning process.					
17	I find working in collaboration with others easy.					
18	I am successful in communicating verbally					

Williamson (2007)

Section Four: Further Suggestions

Please, add any further comment or suggestion

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Thank you a lot for your cooperation

Resumé

En raison des progrès technologiques dans toutes les disciplines, l'apprentissage mixte a été introduit dans le domaine de l'enseignement des langues étrangères, en tant que modèle éducatif combinant à la fois l'apprentissage en ligne et l'apprentissage en face à face. Cette méthode est supposée donner aux étudiants la possibilité de gérer leur propre apprentissage et de devenir des apprenants autonomes. La présente étude vise à enquêter sur la mise en œuvre de stratégies d'apprentissage autodirigé dans l'apprentissage mixte ainsi qu'à explorer les perceptions des enseignants et des étudiants quant à l'utilisation de ces stratégies dans l'apprentissage mixte. Ainsi, on suppose que les attitudes des enseignants et des élèves envers la mise en œuvre et l'utilisation des stratégies d'apprentissage autodirigé seraient positives. Afin d'examiner l'hypothèse, deux questionnaires ont été adoptés et administrés à 20 enseignants et 80 étudiants de troisième année LMD, respectivement, au département d'anglais de l'Université Mohammed Seddik Ben Yahia. Les résultats ont révélé que les enseignants et les élèves perçoivent positivement cette mise en œuvre. En fait, l'intégration du programme d'apprentissage mixte a donné aux étudiants plus de chances de développer leurs compétences d'apprentissage autonome. Cependant, les résultats ont révélé une contradiction entre les points de vue des enseignants et des élèves sur la capacité des élèves à choisir les meilleures stratégies d'apprentissage autodirigé à utiliser dans l'apprentissage mixte. Les enseignants ont convenu que les élèves possèdent un niveau moyen de capacités d'apprentissage et qu'ils s'appuient davantage sur certaines stratégies que sur d'autres, comme la création d'un état d'esprit d'auto-apprentissage, tandis que les élèves ont confirmé qu'ils possèdent un niveau élevé de capacités d'apprentissage pour sélectionner les stratégies d'apprentissage autodirigées appropriées. stratégies. Enfin, il est suggéré à

l'administration de fournir aux étudiants et aux enseignants les circonstances nécessaires telles que l'accès à Internet à l'université. Il est recommandé aux enseignants et aux étudiants de rechercher de nouvelles techniques telles que la création de cours magistraux qui encouragent la réflexion conceptuelle et donnent aux étudiants la possibilité de soulever des questions critiques qui entraînent un développement de leurs stratégies d'apprentissage autodirigées dans l'apprentissage.

ملخص

نظرًا للتقدم التكنولوجي في جميع التخصصات، تم تقديم التعلم المدمج في مجال تدريس اللغات الأجنبية، كنموذج تعليمي يجمع بين التعلم عبر الإنترنت والتعلم وجهًا لوجه. يُفترض أن تمنح هذه الطريقة لطلاب الفرصة لإدارة تعليمهم و أن يصبح المتعلمين موجهين ذاتيًا. تهدف الدراسة الحالية إلى تحقيق من تنفيذ استراتيجيات التعلم الذاتي في التعلم المدمج وكذلك استكشاف تصورات الاساتذة والطلاب تجاه استخدام هذه الاستراتيجيات في التعلم المدمج. وبالتالي ، من المفترض أن تكون مواقف الاساتذة والطلاب تجاه تنفيذ واستخدام استراتيجيات التعلم الذاتي إيجابية. من أجل فحص الفرضية، تم اعتماد استبيانين وإدراجهما على عشرين أستاذ و ثمانين طالبًا في السنة الثالثة على التوالي في قسم اللغة الإنجليزية بجامعة محمد الصديق بن يحيى. كشفت النتائج أن الأساتذة والطلاب ينظرون إلى هذا التطبيق بشكل إيجابي. في الواقع، أعطى تكامل برنامج التعلم المدمج للطلاب فرصة أكبر لتطوير مهارات التعلم الموجه ذاتيًا. ومع ذلك، كشفت النتائج عن تناقض بين وجهات نظر المعلم والطالب حول قدرة الطلاب على اختيار أفضل استراتيجيات التعلم ذاتية لتوجيه لتوظيفها في التعلم المدمج. اتفق المعلمون على أن الطلاب يمتلكون مستوى متوسطًا من قدرات التعلم ، وأنهم يعتمدون على استراتيجيات معينة أكثر من غيرها ، مثل تبني فكرة التعلم الذاتي ، بينما أكد الطلاب أنهم يمتلكون مستوى عالٍ من قدرات التعلم لاختيار استراتيجيات التعلم الذاتي المناسبة. أخيرًا ، يُقترح على الإدارة تزويد الطلاب والمعلمين بالظروف اللازمة مثل توفير شبكة الإنترنت في الجامعة. يُنصح كل من المعلمين والطلاب بالبحث عن تقنيات جديدة مثل إنشاء محاضرات تشجع التفكير التصميمي وتعطي فرصة للطالب لطرح أسئلة مهمة تؤدي إلى تطوير استراتيجيات التعلم الموجه ذاتيًا.