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Investigating the Effect of Hybrid Teaching on EFL Learners' Level: Teachers' and Learners' Perceptions

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Statement of Original Authorship

We hereby declare that this dissertation entitled “Investigating the Effect of Hybrid teaching on EFL learners’ Level : Teachers’ and learners’ Perceptions”, supervised by Mr. Mohammed Amin Medjabra in the academic year (2023/2024), and submitted to the department of English at Chadli Benjedid University, El- Tarf, Candidate for the Master degree, has not been presented to any other examination board and has not been published before. The researchers declare that all the sources used are cited and acknowledged as references.

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Date : / /

Dedications

"Success is best when it's shared."

Howard Schultz

I am deeply thankful to God for guiding me through this journey

I would like to dedicate this work to :

To my precious mom, whose love and support have been my guiding stars

To my dad, my hero, whose courage and wisdom inspire me daily

*To my dear sister Naziha, you have been my closest friend, confidant,
and source of unwavering support*

*To my dear friend, thank you for inspiring and supporting me throughout this
research journey*

I am thankful to each and every person who has believed in my potential.

With sincere appreciation

Bourib Aziza

Dedication

« Alone we can do so little ; together we can do so much. »

Helen Keller

I dedicate this work to :

*My parents, Mr. Kamel and Mrs. Nabila , whose unwavering support
and encouragement have been
the foundation of all my achievements. May Allah protect them.*

*My wonderful cousins Ilyes ,khaoula , ines,cerine, Lina . Your belief in me
has made all the difference.*

The youngest members of my family, Rafik ,isaad.

My intelligent and diligent partner in this work, Ms. Bourib Aziza

*And to all who have believed in me, offered help, and prayed for my
success.*

Thank you for always being there for me

Guemidi Rayene Raja

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Abstract

Hybrid learning, combining online and in-person instruction, holds promise for enhancing flexibility and engagement in educational settings. However, its effectiveness in English as a Foreign Language (EFL) classrooms remains underexplored, particularly from the perspectives of both students and teachers. This study addresses this gap by investigating the impact of hybrid teaching on EFL learners' proficiency levels and exploring perceptions among students and teachers regarding this instructional approach. Employing a descriptive approach within a mixed-method design, the research examines how hybrid learning influences language proficiency among EFL students. The study tests two hypotheses: first, that teachers perceive hybrid learning as more effective than traditional methods in enhancing language acquisition skills; and second, that students find hybrid learning more beneficial for improving their English proficiency compared to traditional in-person instruction. The findings validate both hypotheses. Teachers acknowledge hybrid learning's potential to optimize language acquisition through innovative strategies and flexible learning environments. Students express a preference for hybrid learning, noting its effectiveness in promoting linguistic competence and enhancing engagement through digital tools.

Keywords: *hybrid learning, English as a Foreign Language (EFL), language proficiency, educational technology, student perceptions, teacher perspectives*

يعد التعلم الهجين، الذي يجمع بين التعليم عبر الإنترنت والتعليم الشخصي، وعداً لتعزيز المرونة والانخراط في الإعدادات التعليمية. ومع ذلك، فإن فعاليته في الفصول الدراسية لتعلم اللغة الإنجليزية كلغة أجنبية لا تزال قيد الاستكشاف، وخاصة من وجهات نظر الطلاب والمعلمين على حد سواء. تتناول هذه الدراسة هذه الفجوة من خلال التحقيق في تأثير التعلم الهجين على مستويات كفاءة طلاب اللغة الإنجليزية كلغة أجنبية واستكشاف النظريات بين الطلاب والمعلمين بشأن هذا النهج التعليمي. من خلال نهج وصفي ضمن تصميم ذي طابع منهجي مختلط، تفحص البحث كيفية تأثير التعلم الهجين على مستويات إتقان اللغة بين طلاب اللغة الإنجليزية كلغة أجنبية. تختبر الدراسة فرضيتين: أولاً، أن المعلمين يدركون أن التعلم الهجين أكثر فعالية من الأساليب التقليدية في تعزيز مهارات اكتساب اللغة. وثانياً، أن الطلاب يجدون التعلم الهجين أكثر فائدة في تحسين كفاءتهم في اللغة الإنجليزية مقارنة بالتعليم الشخصي التقليدي. تؤكد النتائج كلتا الفرضيتين. يقر المعلمون بإمكانية التعلم الهجين في تحسين اكتساب اللغة من خلال استراتيجيات مبتكرة وبيئات تعلم مرنة. ويعبر الطلاب عن تفضيلهم للتعلم الهجين، مشيرين إلى فعاليته في تعزيز الكفاءة اللغوية وتعزيز الانخراط من خلال الأدوات الرقمية.

الكلمات المفتاحية : التعلم الهجين , الإنجليزية كلغة أجنبية , كفاءة اللغة , التكنولوجيا التعليمية , ادراك الطالب , وجهات نظر الاستاد

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List of acronyms and abbreviations

EFL : English as a Foreign Language

HL: Hybrid Learning

E-Learning : Electronic Learning

% : Percentages

Chapter One

Introductory Chapter to the Research

Introduction

Hybrid learning, also known as blended learning, has emerged as a prominent educational approach that combines traditional face-to-face instruction with online learning components. In recent years, its utilization in English as a Foreign Language (EFL) contexts has garnered significant attention due to its potential to enhance students' language proficiency and provide flexible learning opportunities. The integration of technology into language learning environments offers various tools and resources to engage learners in interactive and dynamic experiences, supplementing traditional classroom practices. This dissertation explores the effect of hybrid learning on the proficiency level of EFL students, focusing on both students and teachers' perceptions of this instructional model. Understanding how hybrid learning influences language acquisition and classroom dynamics is crucial in the ongoing evolution of language education. By examining the experiences and perspectives of both students and teachers, this study aims to shed light on the efficacy of hybrid teaching in enhancing EFL learning outcomes.

Statement of the Problem

Hybrid learning holds promise for increased flexibility and engagement by blending online and in-person instruction, the extent to which it is effective in EFL classrooms remains relatively unexplored from the perspectives of both students and teachers. This lack of thorough investigation into attitudes and beliefs surrounding hybrid learning in EFL contexts limits our understanding of its implications for language education. Thus, this study aims to address the primary issue of determining the impact of hybrid learning on EFL students' proficiency levels while also exploring the perceptions and experiences of both students and teachers regarding this instructional method. By identifying the challenges, opportunities, and outcomes associated with hybrid learning in EFL environments, this research seeks to offer valuable insights that can guide pedagogical practices and contribute to the ongoing enhancement of language education methodologies.

Aims of the Study

The primary goal of this research is to examine how hybrid learning affects the proficiency levels of English as Foreign Language (EFL) students, particularly focusing on the perspectives and experiences of both students and teachers. Employing a mixed approach, this study aims to investigate the impact of combining online and face-to-face instructional methods on language acquisition and classroom dynamics in EFL environments. Through an exploration of participants' attitudes, beliefs, and first hand encounters, this research aims to shed light on the

effectiveness of hybrid learning in improving language learning outcomes. Furthermore, it endeavors to pinpoint the challenges and opportunities associated with hybrid learning in EFL classrooms. Ultimately, this study aims to contribute to the existing knowledge on hybrid learning in language education and offer insights to guide future pedagogical approaches in EFL contexts.

Research Significance

This dissertation seeks to explore the impact of hybrid learning on the language proficiency levels of English as Foreign Language (EFL) students, considering perspectives from both learners and teachers. Recognizing the growing prevalence of hybrid learning, which blends traditional in-person teaching with online components, is essential. Through examining the perceptions of learners and teachers, this research seeks to shed light on the efficacy of hybrid learning in improving EFL students' language abilities. Ultimately, the insights gleaned from this study have the potential to equip educators and policymakers with a deeper understanding of the advantages and limitations of hybrid learning methodologies, thereby enabling more informed decision-making in curriculum development and instructional strategies.

Research Questions

For the purpose of this study, the following questions were formulated:

1. How does hybrid learning affect EFL students' level?
2. What are the perceptions of both students and teachers regarding the effectiveness of hybrid learning in EFL classrooms?

Research Hypotheses

For these research questions, the following hypotheses were formulated:

1. Hybrid learning significantly enhances EFL students' proficiency levels.
2. Teachers and students will perceive hybrid learning as a more efficient method for enhancing EFL Students' language acquisition skills compared to traditional teaching approaches.

Research Methodology

This study seeks to explore the effect of hybrid learning on the proficiency levels of EFL students, by incorporating both teachers and students' perceptions; the study aims to offer a holistic view of the effects of hybrid learning on EFL education. This research work adopts a descriptive approach coupled with a mixed-method design to investigate the effect of hybrid learning on the proficiency levels of EFL students.

To support this work with more reliable data, a questionnaire will be employed, comprising two distinct sets of questions. The student questionnaire will focus on evaluating their perceptions regarding the efficacy of hybrid learning in enhancing their language skills, and the challenges they may encounter. Likewise, the questionnaire for teachers will seek to gain insights into their experiences with implementing hybrid learning strategies, their perceptions of its impact on student learning outcomes.

Limitation of the Study

During the data collection of this dissertation, many limitations were encountered. A major challenge the limited sample size, due to time constraints and participants availability, fewer respondents participated than desired. Moreover response bias emerged as an issue with some participants giving socially acceptable answers instead of being entirely truthful, which distorted the data. Also the limited time or data collection led to either insufficient data or hurried procedures, compromising the depth and reliability of the findings.

Organization of the Dissertation

Regarding the organization of this work, the dissertation is divided into five main chapters.

The first chapter, which is the introductory one, it highlights an introduction, the statement of the problem, the aims and the significance of the study, the research questions and hypotheses, research methodology, organization of the study and the limitations.

The second chapter is concerned with the literature review, it consists of the definition, historical background, importance of hybrid learning, in addition to the types of hybrid learning, besides advantages and disadvantages of hybrid learning, plus a comparison between hybrid learning and traditional learning, along with the impact of hybrid learning on EFL students.

The third chapter is devoted to the methodology used in this research; it provides a detailed description of the methodology applied including method, participants, the research instrument adopted in collecting data.

The fourth chapter covers analysis of the research findings from the distributed questionnaire.

The fifth chapter is concerned with the discussion of the findings and provides some pedagogical implications and recommendations.

Chapter Two
Literature Review

Chapter Two Literature Review

Introduction

In this chapter, we delve deeper into the concept of hybrid learning and its application within the context of English as a Foreign Language (EFL) education and explore various aspects of hybrid learning, an instructional approach that combines face-to-face and online learning experiences. Our discussion will cover the following key areas:

Definition of Hybrid Learning

Hybrid learning is an approach to education combining the regular classroom instruction with online learning components hence providing a good balance between the traditional face-to-face teaching and digital learning resources for enhanced learning. According to Osguthorpe and Graham (2003), hybrid learning merges traditional classroom teaching with online instruction to craft an enriching learning experience. It harnesses digital resources while keeping the personal connections found in a conventional classroom. Singh (2003) adds that hybrid learning brings together traditional and digital methods to offer students flexibility and variety in their studies. This way, students can set their own pace and engage with material in different ways. Picciano (2014) explains that hybrid learning is a teaching approach that combines traditional classroom lessons with online tools. This creates a lively learning space where students can access online content while still enjoying face-to-face interactions with peers and instructors.

Historical background of Hybrid learning

In order to understand the concept of Hybrid Learning we need to explore its origin and the historical events that shaped its core concepts over time

According to Generoso (2023) the idea of hybrid learning began in the 20th century when early educators tried combining traditional classroom teaching with new educational methods and in the 1960s and 1970s they experimented with TV courses and mailed materials, till 21st century Hybrid learning became trendy due to COVID-19 pandemic here the global health crisis demonstrates the importance of having flexible ways to learn, which are the online tools and platforms that were adapted by the schools during that period. This shows how powerful and adaptable blended learning is, making it an important part of education today

Importance of hybrid learning

Hybrid learning is important in modern educational environments because it combines traditional face-to-face instruction with online learning components. According to Smith (2018), this adaptable method provides students with an engaging learning experience while also developing cooperation skills that are crucial for lifelong learning and career success. Furthermore, Smith's dissertation cites research by de la Varre, Keane, and Irvin (2010), which underlines hybrid learning's transformative potential in creating a learner-centered educational experience. Hybrid learning environments boost student engagement and support the development of crucial 21st-century skills like digital literacy and effective communication. The flexibility and accessibility of hybrid learning cater to a wide range of learning demands, allowing students to access instructional information at their own pace and convenience, resulting in enhanced academic performance and student achievement. The use of hybrid learning models in educational institutions represents a shift toward more inclusive, flexible, and successful methods to teaching and learning.

Types of Hybrid Learning

Michael B. Horn and Heather Staker's book *Blended: Using Disruptive Innovation to Improve Schools* presents a detailed assessment of several hybrid learning models, focusing on their potential to improve educational results through innovative techniques. Here's an outline of what the book says about the several types of hybrid learning:

- ***Rotation model:*** Students switch between face-to-face and online courses on a set schedule. This technique is typically used throughout a course, day, or week and can take many forms, including site rotations, lab rotations, flipped classrooms, and individual rotations.
- ***Flex Model:*** As described by Horn and Staker, most courses are offered online, allowing students to study at their own pace and from anywhere. Personal support is available for coaching or mentoring if needed.
- ***A la carte model:*** Allows students to take certain courses online while continuing to study others in person. This approach allows students to customize their learning experience by choosing courses that fit their interests or schedule.

Literature Review

- ***Rich Virtual Model:*** Rich virtual models combine in-person instruction with online courses. Students can take traditional courses or participate in online learning opportunities to supplement their education.
- ***Self-Blended Model:*** In the self-hybrid model, students select one or more online courses to supplement their in-person courses, allowing them to tailor their learning path to their interests and needs.
- ***Lab Rotation Model:*** Students rotate between traditional classroom instruction and online instruction, usually in a computer lab. This approach enables students to benefit from both traditional and online learning
- **Hybrid Learning versus Traditional Learning**

According to a study by Jaggars and Bailey (2010), the comparison between hybrid learning and traditional face-to-face learning within the context of a meta-analysis conducted by the U.S. Department of Education. The meta-analysis revealed that student learning outcomes in hybrid-online courses were on par with or superior to those in traditional face-to-face courses. The enhanced impact was clear when extra resources and increased study time were included in the hybrid online course things that were not part of the in-person course also they emphasized that the positive effect on online learning outcomes was substantially more pronounced when we compare hybrid-online to face-to-face courses than when we compare fully online to face-to-face courses. This indicates that the merger of online and face-to-face components in hybrid learning can result in enhanced outcomes compared to traditional face-to-face instruction. Another dissertation by Means, Toyama, Murphy, Bakia, and Jones (2010) suggests Hybrid learning has been found to be more effective than traditional in-person instruction; students who study in mixed environments achieve much better outcomes than those who study in face-to-face settings. While standalone online learning is equally effective as traditional classroom teaching, the combination of various elements in blended learning—such as extended learning opportunities, varied educational materials, and collaborative activities—contributes to improved educational achievements. Studies comparing blended learning with purely online instruction generally haven't revealed major differences in student outcomes, emphasizing the key role of instructional components in determining effectiveness. The report underscores the benefits of blended learning approaches in enhancing student learning by merging the flexibility of online education with face-to-face interactions, offering a comprehensive educational experience.

The Impact of Hybrid Learning on EFL Students

Literature Review

Ebadi and Vakili (2023) studies how hybrid learning shapes EFL students' language skill. They found that hybrid learning in a positive way influences students's ability to understand and to be understood in english, and boosts their ability to communicate clearly and effectively. This was possible because hybrid learning provides access to various online resources and opportunities to engage with teachers and peers both in-person and online. The study concluded that hybrid learning helps EFL students become better at using English in different situations.

Picciano (2009) emphasizes the flexibility and adaptability that hybrid learning provides to the educational settings ,hybrid learning allows students to access a range of resources and materials that suits their needs and aligns with their learning styles.

Conclusion

This chapter highlights various theoretical criteria of hybrid learning approach. Starting with definition and theoretical background of the Hybrid learning and its historical development and the main types of Hybrid learning, as well as shedding light on the importance of this approach and its impact on EFL students' level .

Chapter Three

Research Design and Methodology

Introduction

In this Chapter we are going to provide a detailed description about the methodological phase of this study. It highlights the method, the participants, and sample of the study, in addition to the data collection tools and the procedures that were followed to carry out the current research.

Methodology

This study aims to investigating the effect of hybrid learning on EFL students' level. For this research study, a descriptive approach has been selected for conducting the investigation. As stated by Shields and Rangarajan (2013), "The descriptive approach is used to describe systematically the facts and characteristics of a given population or area of interest, factually and accurately."

To fulfill the objectives of the study and evaluate the proposed hypotheses, the researchers have utilized a mixed method in collecting data, by mixing both qualitative and quantitative data collection tools.

Participants

The population of this research is LMD third year EFL students of the department of English in Chadli Bendjedid University – the reason behind choosing this sample is that they have experienced studying online during COVID 19 pandemic, and also they experienced the face to face learning and online learning to answer the questionnaire and to share their opinions, they are regarded as the appropriate sample. In addition to the students, four teachers were selected to participate in the questionnaire.

Data gathering tools

To investigate the effect of hybrid learning on EFL students' level at Chadli BENDJEDID University, we employed a questionnaire as the primary tool. This instrument was distributed to both students and teachers to gather comprehensive insights from both groups. By using a questionnaire, we were able to systematically capture their perspectives and experiences, which are crucial for addressing the research questions and testing the hypotheses.

Students' Questionnaire

The students' questionnaire, consisting of 14 questions, was designed to gather data on students' experiences with hybrid learning; the questionnaire was distributed to 56 students of which 24 responded. The survey comprised a mix of question types including Yes/No questions,

closed-ended questions, and open-ended questions, this diverse questions format allowed participants to share not only straightforward responses but also more nuanced opinions and detailed accounts of their hybrid learning experiences. Through this approach, we aimed to capture a comprehensive understanding of their perspectives, facilitating a thorough analysis of the hybrid learning model's effectiveness and challenges.

Teachers' Questionnaire

The questionnaire was structured into five parts, each focusing on different aspect of hybrid learning. The first part gathered general information, including gender and teaching experience. The second part aimed to understand hybrid learning by asking teachers to define it, state their motivations for using hybrid methods, and identify perceived benefits such as flexibility, access to resources, enhanced engagement, and improved learning outcomes. The third part explored the practical implementation of hybrid learning in EFL teaching, including the types and frequency of hybrid methods used, the resources utilized, and communication methods with students. It also covered teachers' views on the effectiveness and efficiency of hybrid learning compared to traditional approaches. The fourth part examined the impact of hybrid learning on students' language proficiency, motivation levels, and overall academic performance, with teachers identifying improvements in areas such as listening, speaking, reading, writing, vocabulary, and grammar. The final part focused on teachers' experiences with hybrid learning, addressing the challenges faced, assessment methods, and techniques for maintaining student motivation and engagement. Teachers also provided recommendations for enhancing hybrid EFL learning environments. This detailed questionnaire aimed to gather comprehensive data on the implementation and impact of hybrid learning from the teachers' perspectives, contributing to provide valuable insights to our study.

Chapter Four

Analysis of Data (Results)

Introduction

As previously outlined, this study aims to explore the impact of hybrid learning on EFL students' proficiency levels, focusing on the perceptions of both students and teachers. The preceding chapter provided a theoretical foundation, elucidating key concepts pertinent to our investigation. This chapter is dedicated to elucidating the research methodology and data analysis procedures. Employing a descriptive approach, the study utilizes a questionnaire as the primary tool for data collection from participants.

Students' Questionnaire

The questionnaire was tailored to students to gather insights into the impact of hybrid learning on their English proficiency. It aimed to capture various perspectives on how hybrid learning integrates both online and in-person components, affecting language acquisition and overall proficiency.

Analysis of Students' Questionnaire

Q1: How can you describe your English Level proficiency?

- A. Beginner
- B. Intermediate
- C. Advanced

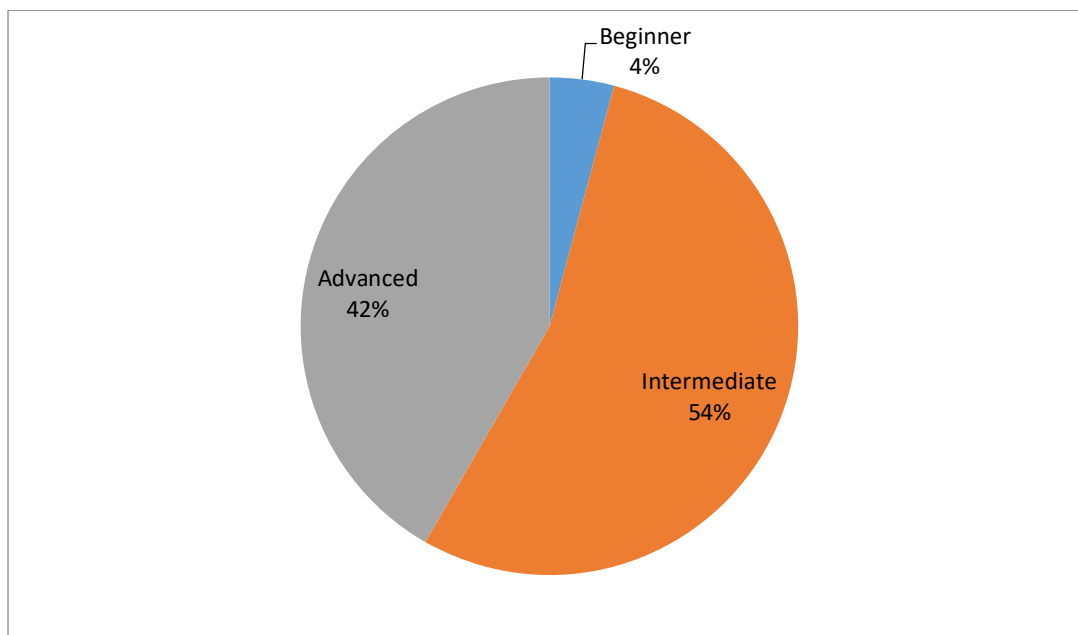


Figure 1. Distribution of English Proficiency Levels Among Respondents

The chart illustrates the distribution of English proficiency levels among the respondents. A majority, 54.1%, identified as having Intermediate proficiency. This is followed by 41.7% who consider themselves Advanced, while only 4.2% of respondents are at the Beginner level. This indicates that most respondents possess a moderate to high level of English proficiency.

Q2. Have you participated in hybrid learning (combination of online and in-person classes)?

- a) Yes
- b) No

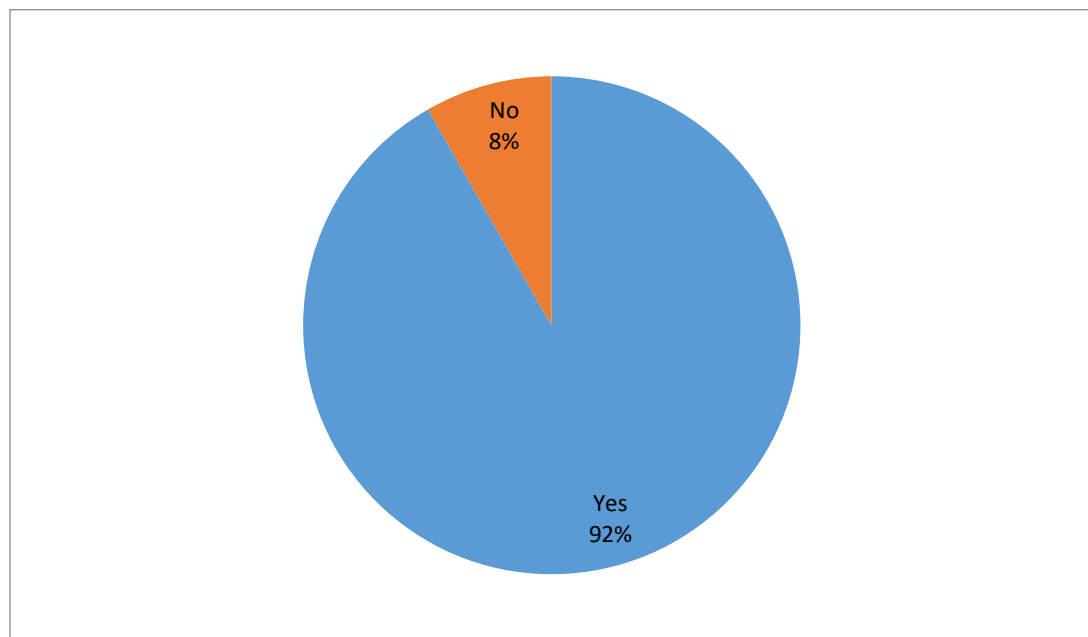


Figure 2. Participation in Hybrid Learning: Students' Experiences

The chart shows that an overwhelming majority of respondents, 91.7%, have participated in hybrid learning, which combines online and in-person classes. Only 8.3% have not experienced this mode of learning. This highlights the prevalence and acceptance of hybrid learning among the respondents.

Q3. How would you rate your overall experience with hybrid learning?

- Satisfactory
- Neutral
- Unsatisfactory

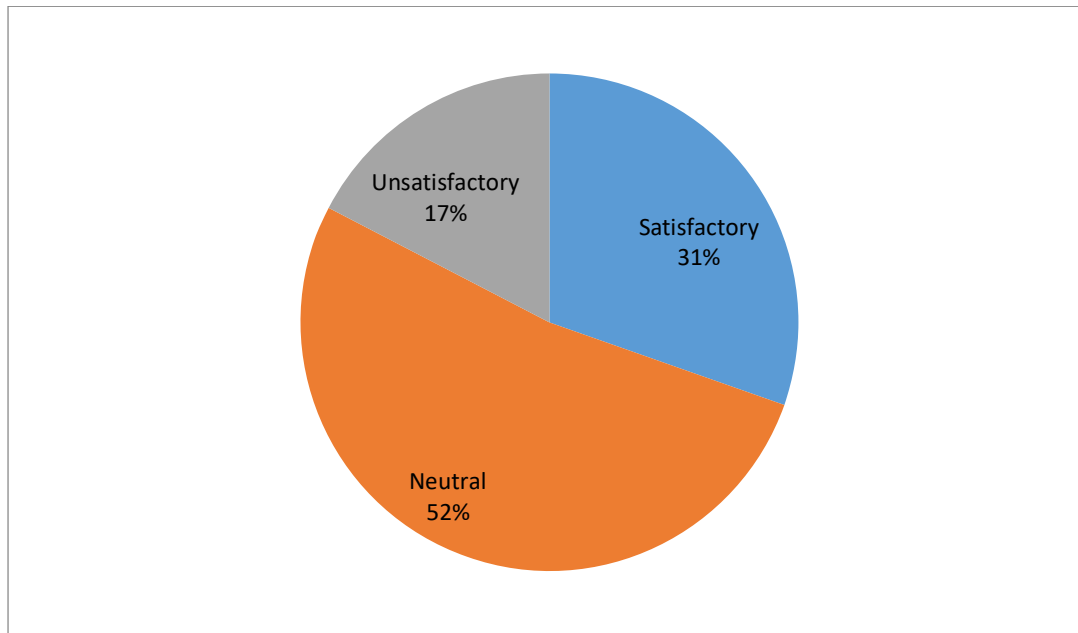


Figure 3. Overall Experience with Hybrid Learning: Students' Ratings

The chart presents the overall experiences of respondents with hybrid learning. A majority, 52.2%, rated their experience as neutral, indicating that they found it neither particularly good nor bad. On the other hand, 30.4% of respondents rated their hybrid learning experience as satisfactory, reflecting a positive view of this learning format. However, 17.4% of respondents found their experience unsatisfactory, suggesting that there are aspects of hybrid learning that need improvement. These results indicate a diverse range of experiences with hybrid learning, highlighting areas for potential enhancement to increase overall satisfaction.

Q4. Do you find hybrid learning more effective than traditional in-person learning for improving your English proficiency?

- Strongly Agree
- Agree
- Neutral
- Disagree

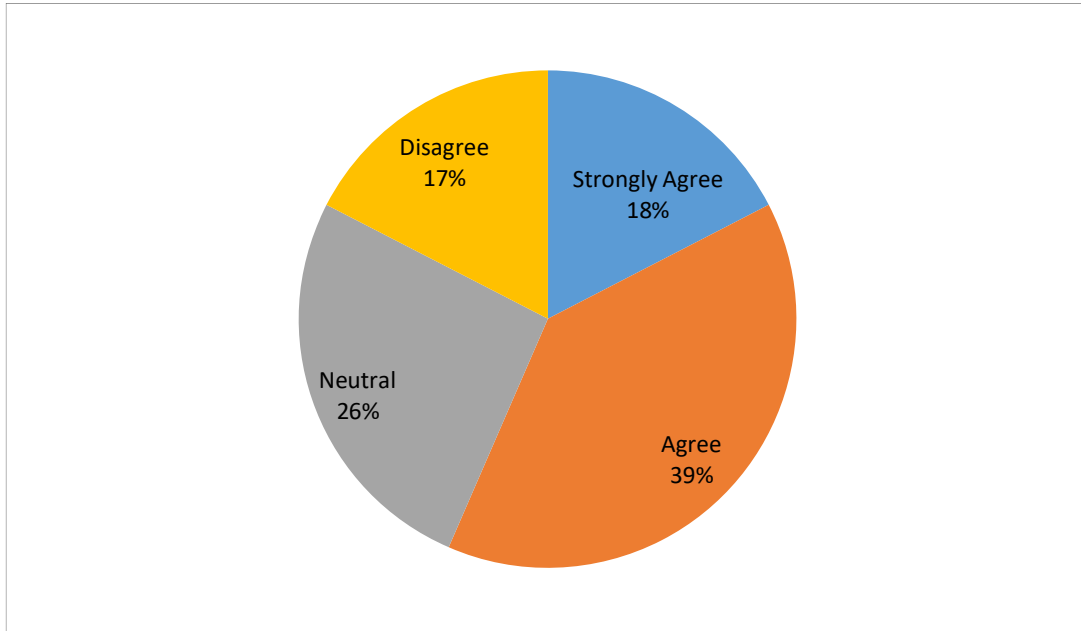


Figure 4. Comparison of Hybrid Learning and Traditional In-Person Learning for English Proficiency Improvement

The chart shows respondents' opinions on the effectiveness of hybrid learning versus traditional in-person learning for improving English proficiency. A combined total of 56.5% of respondents (39.1% agree and 17.4% strongly agree) believe that hybrid learning is more effective. Meanwhile, 26.1% are neutral, indicating no strong preference, and 17.4% disagree, feeling that traditional in-person learning is more effective. These results suggest that a majority find hybrid learning beneficial for their English proficiency, though there remains a significant portion with either neutral or opposing views.

Q5. How helpful do you find the online components (video lectures, online exercises) of hybrid learning?

- Very Helpful
- Helpful
- Neutral
- Unhelpful

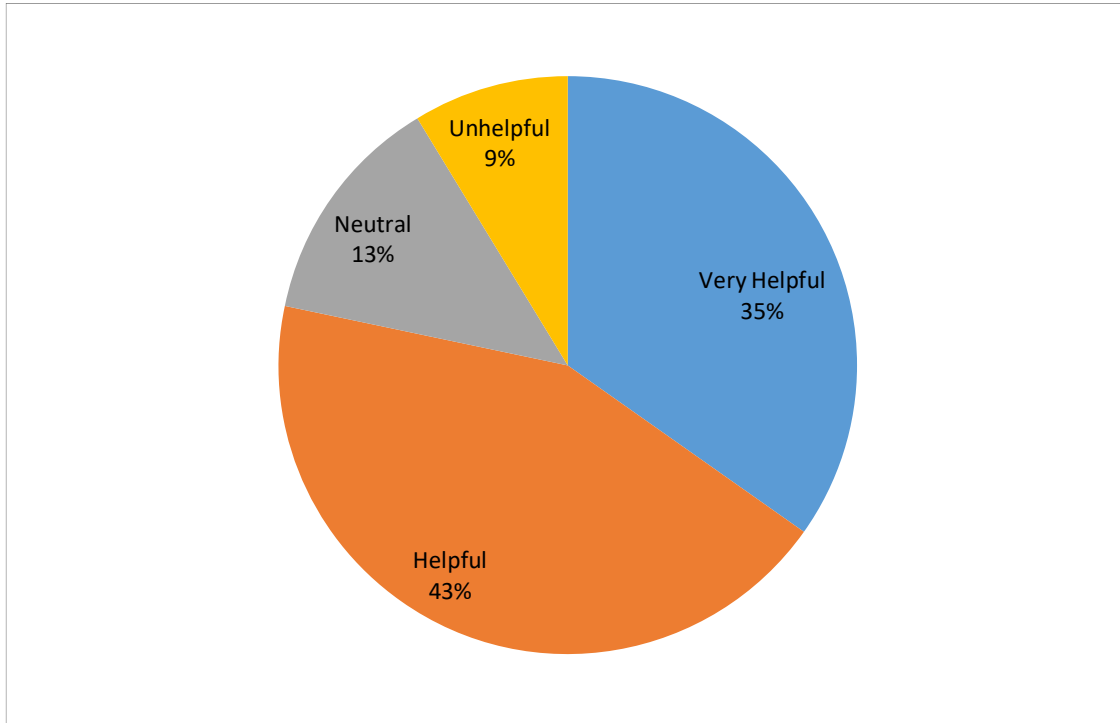


Figure 5. Perceived Effectiveness of Online Components in Hybrid Learning

The chart illustrates respondents' opinions on the helpfulness of the online components (video lectures, online exercises) of hybrid learning. A majority, 78.3% (43.5% helpful and 34.8% very helpful), find the online components beneficial for their learning. 13% of respondents are neutral, neither finding them particularly helpful nor unhelpful. Only 8.7% of respondents consider the online components unhelpful. These results indicate that the online aspects of hybrid learning are generally well-received and play a positive role in the learning experience.

Q6. How helpful do you find the in-person components (classroom activities, face-to-face interactions) of hybrid learning?

- Very Helpful
- Helpful
- Neutral
- Unhelpful

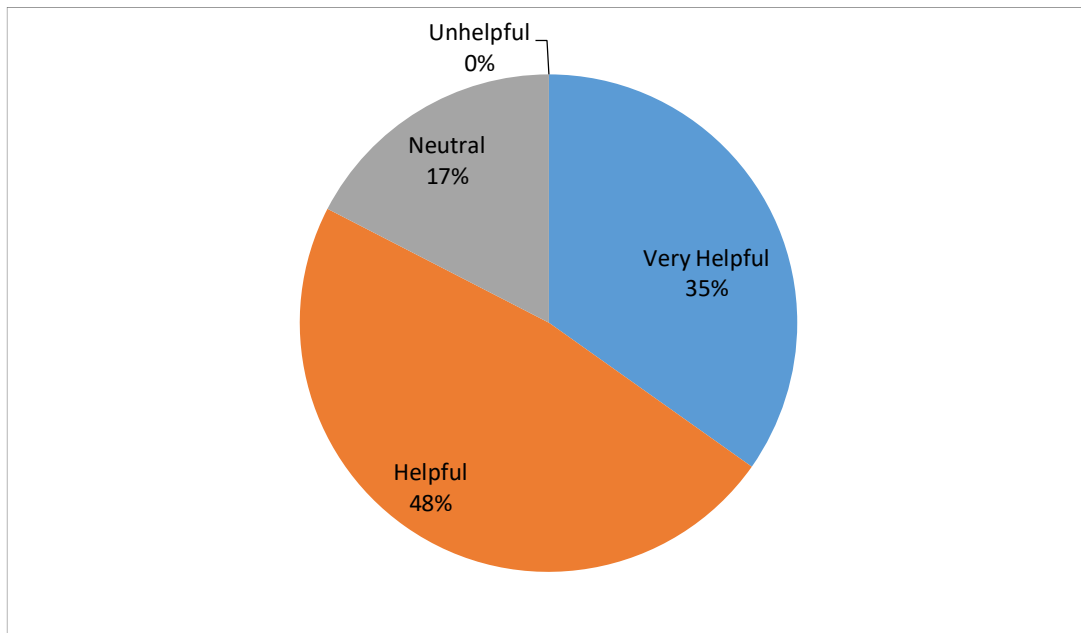


Figure 6. Perceived Effectiveness of In-Person Components in Hybrid Learning

According to the responses, the in-person components (classroom activities, face-to-face interactions) of hybrid learning are highly valued by the majority of respondents. Specifically, 82.6% of participants find them beneficial, with 47.8% stating they are helpful and an additional 34.8% indicating they are very helpful. Smaller but still notable portions, 17.4%, are neutral in their assessment. Remarkably, none of the respondents reported finding the in-person components unhelpful. These results underscore the significance of face-to-face interactions and hands-on activities in enriching the hybrid learning experience, demonstrating their crucial role in facilitating learning and engagement

Q7. Do you feel that the balance between online and in-person instruction is appropriate in your hybrid learning experience?

- Strongly Agree
- Agree
- Neutral
- Disagree

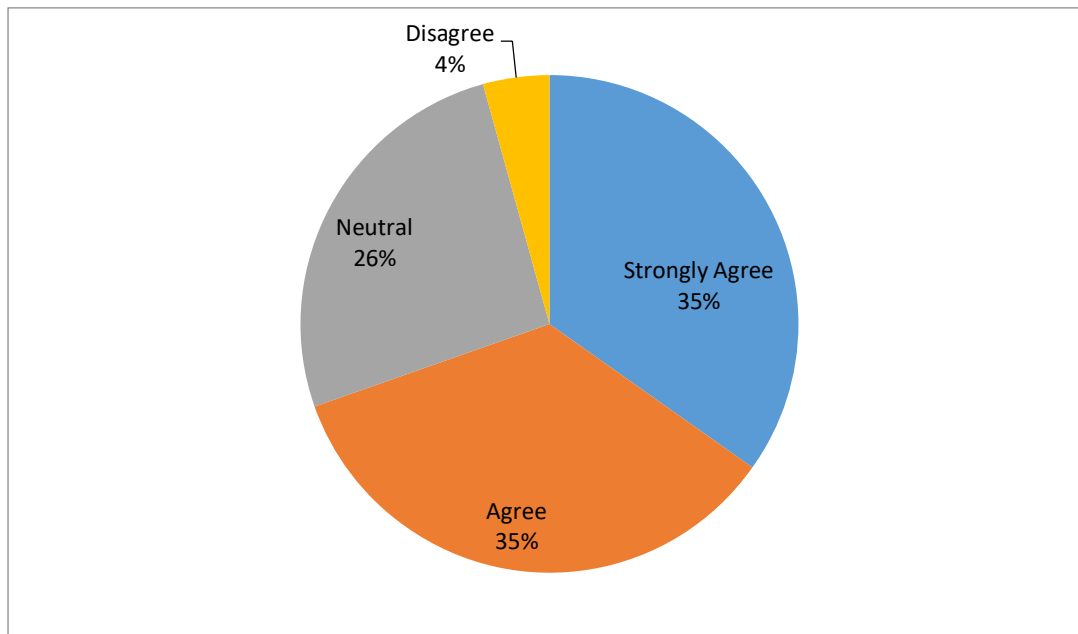


Figure 7. Perception of Balance between Online and In-Person Instruction in Hybrid Learning

The responses indicate a varied perception of the balance between online and in-person instruction in hybrid learning. A combined total of 69.6% (34.8% strongly agree and 34.8% agree) of respondents feel that the balance is appropriate, suggesting satisfaction with the current mix of online and in-person components. However, 26.1% remain neutral on this matter, indicating no strong opinion either way. A small percentage, 4.3%, disagrees with the balance, suggesting room for adjustment. Overall, while the majority perceives the balance positively, there is a notable portion with neutral or differing views, highlighting the complexity of achieving an optimal balance in hybrid learning

Q8. Has hybrid learning increased your motivation to learn English?

- Yes
- No

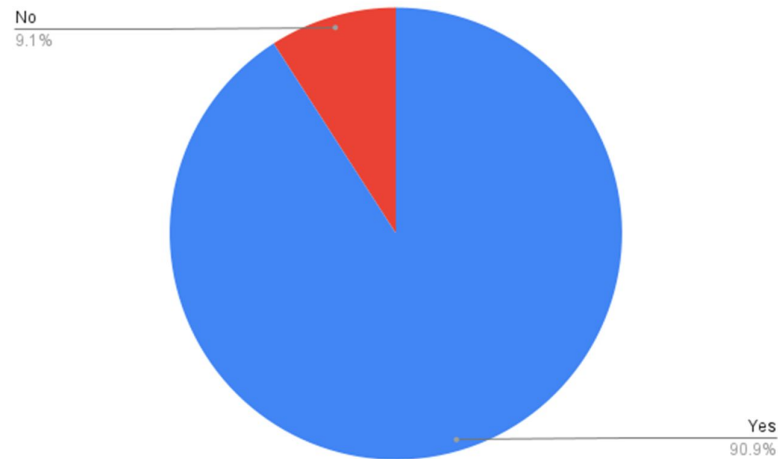


Figure 8. Influence of Hybrid Learning on Motivation to Learn English

The overwhelming majority of respondents, 90.9%, report that hybrid learning has increased their motivation to learn English. This resounding affirmation underscores the positive impact of hybrid learning on learners' motivation levels. Only a small fraction, 9.1%, indicate otherwise, suggesting that for the vast majority, hybrid learning serves as a catalyst for enhanced enthusiasm and commitment to mastering the English language.

Q9. Do you feel more engaged in your English studies with hybrid learning compared to traditional methods?

- Yes
- No

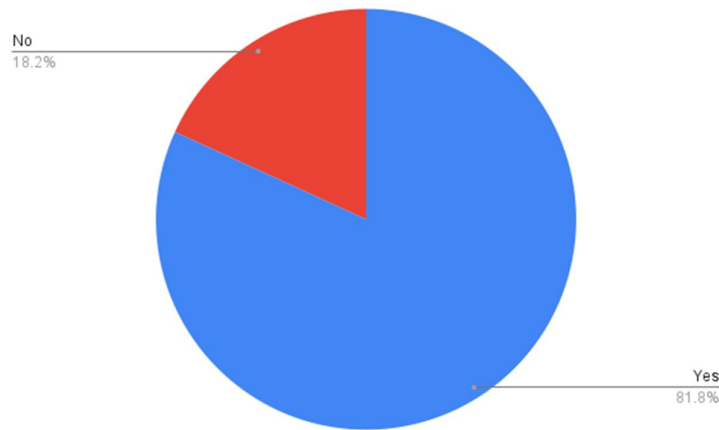


Figure 9. Engagement Levels in English Studies: Hybrid Learning vs. Traditional Methods

The data reveals that a significant majority of respondents, 81.8%, feel more engaged in their English studies with hybrid learning compared to traditional methods. This indicates that hybrid learning has successfully increased engagement levels among learners. Conversely, 18.2% of respondents do not share this sentiment. Nonetheless, the substantial portion of respondents reporting increased engagement highlights the potential benefits of hybrid learning in fostering active participation and interest in English language studies.

Q10. Has hybrid learning improved your overall English proficiency level?

- Yes
- No

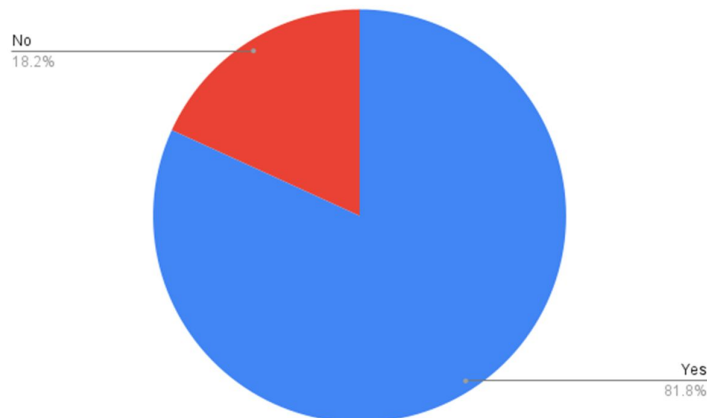


Figure 10. Improvement in Overall English Proficiency through Hybrid Learning

The data shows that a significant majority of respondents, 81.8%, report that hybrid learning has improved their overall English proficiency level. This suggests that hybrid learning has been effective in enhancing language skills for the majority of participants. Conversely, 18.2% of respondents indicate that they have not experienced improvement in their English proficiency through hybrid learning. Despite this, the considerable percentage of respondents reporting improvement underscores the potential benefits of hybrid learning in advancing language proficiency levels.

Q11. How important do you believe hybrid learning is for enhancing your English language skills compared to traditional learning methods?

- Important
- Somewhat Important
- Not Important

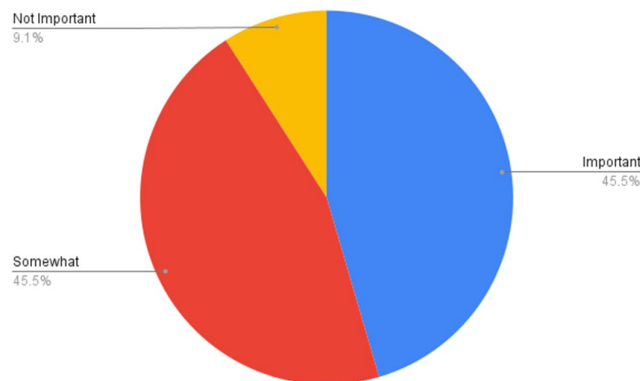


Figure 11. Importance of Hybrid Learning for Enhancing English Language Skills Compared to Traditional Methods

According to the responses, opinions are divided on the importance of hybrid learning for enhancing English language skills compared to traditional methods. An equal percentage of 45.5% of respondents consider hybrid learning to be both important and somewhat important for this purpose, indicating a substantial recognition of its potential benefits. However, 9.1% of respondents believe that hybrid learning is not important in enhancing their English language skills. These results highlight a spectrum of views, suggesting that while many acknowledge the significance of hybrid learning, there are also differing perceptions regarding its importance in comparison to traditional methods.

Q12. Which language skills do you feel have improved the most through hybrid learning?

- Speaking
- Listening
- Reading
- Writing

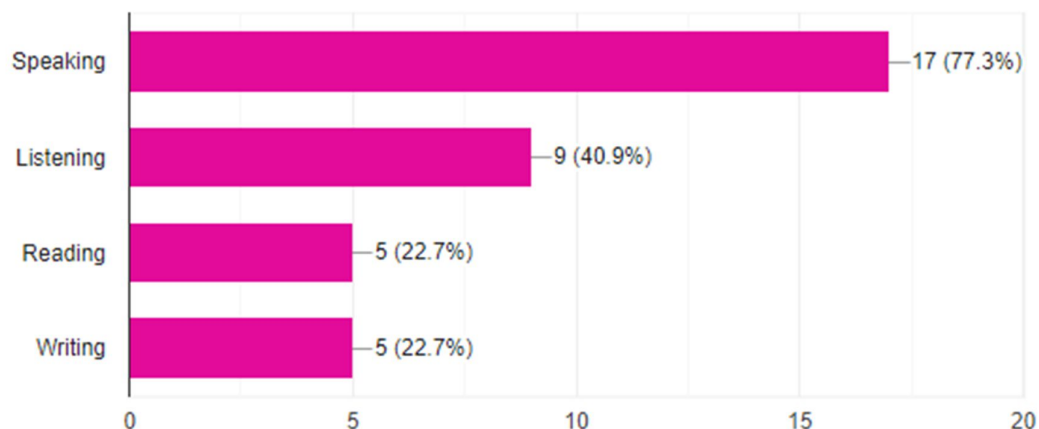


Figure 12. Language Skills Improved Most through Hybrid Learning: Students' Perspective

The data indicates that respondents perceive speaking as the language skill that has improved the most through hybrid learning, with 77.3% of participants selecting this option. Following closely, 40.9% of respondents feel that their listening skills have improved significantly. Additionally, 22.7% of participants each believe that their reading and writing skills have benefited the most from hybrid learning. These results suggest that while speaking is perceived as the skill most positively impacted, listening, reading, and writing also experience notable enhancements through the hybrid learning approach.

Teachers' Questionnaire

A questionnaire designed for EFL teachers at Chadli BenDjedid University. Four teachers have answered this questionnaire.

Analysis of Teachers' Questionnaire**Q1 : Gender**

- Male
- Female

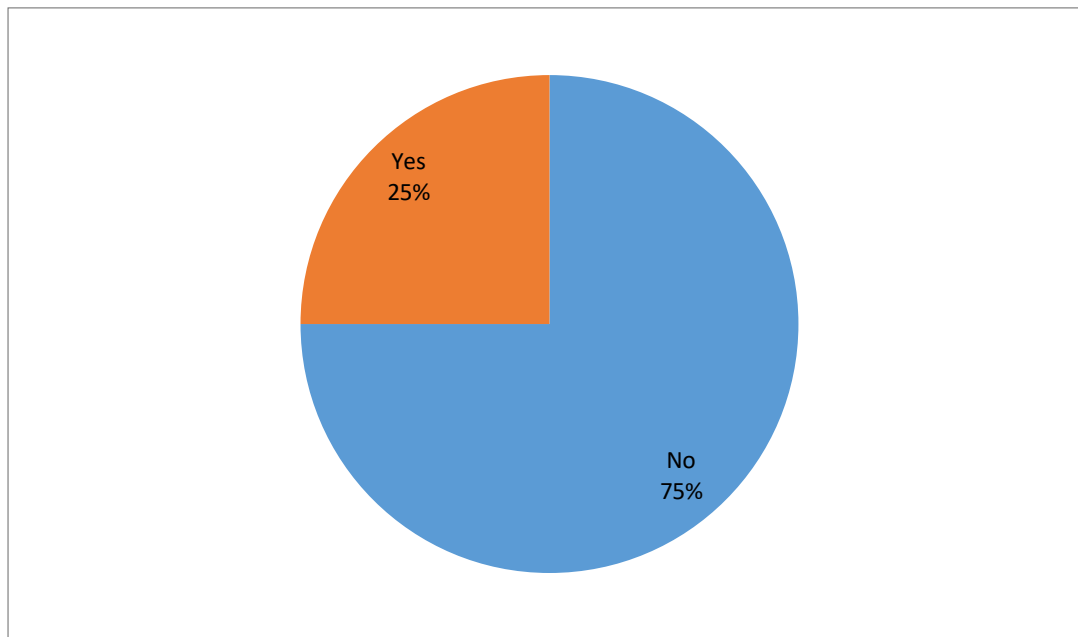


Figure 13: Gender

Q2: How long have you been teaching English ?

Teachers	Answers
Teacher 01	3 years
Teacher 02	6 years
Teacher 03	5 years
Teacher 04	10 years

Table 02: teacher experience

The respondents in our survey possess varying levels of teaching experience, ranging from 3 to 10 years. This diversity in experience enhances the credibility of our questionnaire because it reflects insights and perspectives accumulated through years of practical teaching. Experienced teachers bring a depth of knowledge about classroom dynamics, effective teaching methods, and educational challenges, which enriches the validity and reliability of the responses collected. Their input provides a robust foundation for understanding the nuances of teaching practices and educational contexts, thereby strengthening the overall quality of our questionnaire analysis.

Q3: Which of the following do you think best describes hybrid learning?

- Blended learning
- Fully online learning
- Combination of online and traditional learning

Option	Number	Total
Blended learning	2	50
Fully Online	0	0
Combination of online and traditional learning	4	100

Table 2. Teachers' Perceptions of Hybrid Learning

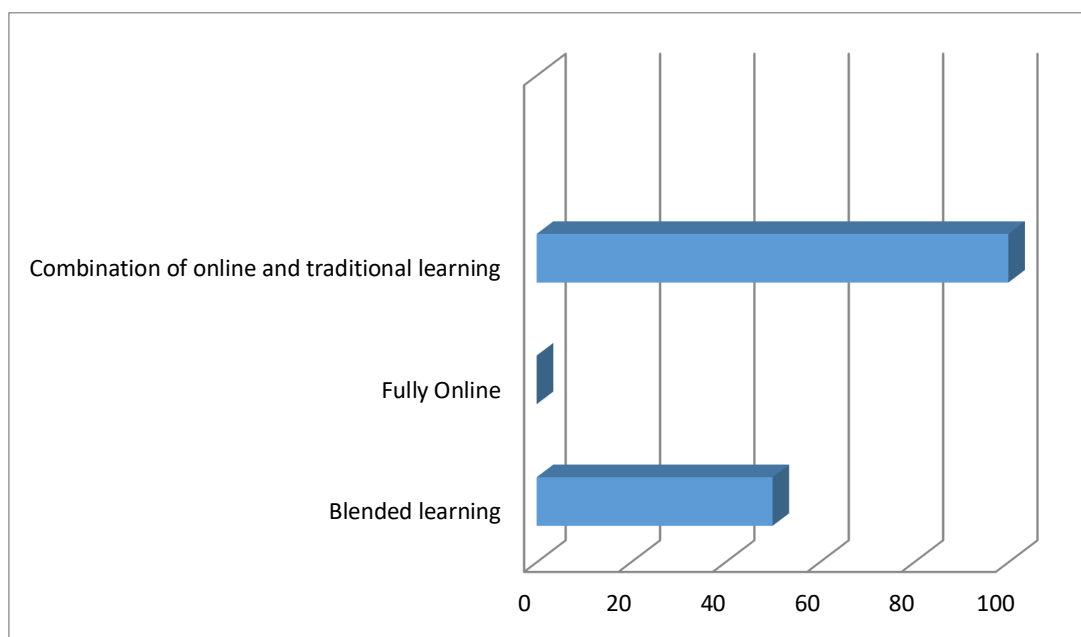


Figure 14: Teachers' Perceptions of Hybrid Learning

Based on the responses, 25% of teachers perceive hybrid learning as blended learning, another 25% view it as both blended learning and a combination of online and traditional learning, and the remaining 50% describe it solely as a combination of online and traditional learning.

Q2: What prompted you to start using hybrid learning methods?

- Interest in new teaching method

- Institutional requirements
- Student demand
- Pandemic restrictions
- Other

Teacher	Answers
Teacher 01	Interest in new teaching method Institutional requirement Student demand
Teacher 02	Interest in new teaching method Student demand
Teacher 03	Institutional requirement

Table 3. Reasons for Adopting Hybrid Learning Methods by Teachers.

The responses indicate that 3 out of 4 teachers (75%) adopted hybrid learning due to an interest in new teaching methods. Additionally, 2 teachers (50%) were influenced by institutional requirements, and 2 teachers (50%) were motivated by student demand. This suggests that while the primary motivator is an interest in innovative teaching approaches, institutional and student-driven factors also play significant roles in the adoption of hybrid learning methods.

Q3: What benefits do you think hybrid learning offers for students?

- Flexibility in scheduling
- Greater access to resources
- Enhanced engagement
- Improved learning outcomes
- Other (please specify)

Teachers	Answers
Teacher 01	Flexibility in scheduling Greater access to resources
Teacher 02	Flexibility in scheduling Greater access to resources
Teacher 03	Greater access to resources Improved learning outcomes
Teacher 04	.Enhanced engagement Improved learning outcomes

Table 4. Benefits of Hybrid Learning for Students as Perceived by Teachers

The table showcases a range of benefits attributed to hybrid learning by four teachers. Teacher 01 and Teacher 02 both emphasized the benefits of flexibility in scheduling and greater access to resources. Teacher 03 highlighted greater access to resources and improved learning outcomes. Teacher 04 noted enhanced engagement and improved learning outcomes. This illustrates a consensus among the teachers regarding the advantages of hybrid learning, with each emphasizing different aspects based on their experiences and observations.

Q4: Do you think hybrid learning should continue in post-pandemic era?

- a) Yes
- b) No

Teachers	Answers
Teacher 01	Yes
Teacher 02	Yes
Teacher 03	Yes
Teacher 04	Yes

Table 5. Teachers' Views on Continuing Hybrid Learning Post-Pandemic

The unanimous agreement among all teachers that hybrid learning should continue post-pandemic reflects a strong endorsement of this educational approach. Their collective stance

suggests recognition of the enduring value and efficacy of hybrid learning beyond the constraints imposed by the pandemic. This consensus underscores a shared belief in the benefits of hybrid learning in enhancing educational outcomes and fostering adaptable learning environments that cater to diverse student needs

Q5: Do you believe hybrid learning offers more flexibility in teaching?

- a) Yes
- b) No

Teachers	Answers
Teacher01	Yes
Teacher02	Yes
Teacher03	Yes
Teacher04	Yes

Table6. Teachers' Consensus on the Flexibility of Hybrid Learning in Teaching

All teachers agree that hybrid learning gives them more freedom to teach in different ways. This shows how valuable hybrid learning is for making education more flexible and adaptable to students' needs.

Q6 : What types of hybrid learning methods do you use most often?

- a) Synchronous online classes
- b) Asynchronous online lessons
- c) Blended in-person and online
- d) Rotational model
- e) Other (please specify)

Teachers	Answers
Teacher01	Blended in-person and online
Teacher02	Blended in-person and online
Teacher03	Blended in-person and online
Teacher04	Synchronous online classes Asynchronous online lessons c.Blended in-person and online

Table 6 Hybrid Learning Methods Used by Teachers

All four teachers primarily use the blended in-person and online method. Only one teacher uses both synchronous and asynchronous online lessons, and none use the rotational model. This indicates a strong preference for blended learning among the respondents.

Q7: How often do you incorporate hybrid learning in your EFL teaching?

- a) Rarely
- b) Occasionally
- c) Regularly
- d) Frequently
- e) Always

Teachers	Answers
Teacher 1	Occasionally
Teacher 02	Occasionally
Teacher 03	Occasionally
Teacher 04	Occasionally

Table 7. Frequency of Incorporating Hybrid Learning in EFL Teaching

All four teachers indicated that they incorporate hybrid learning in their EFL teaching occasionally. This suggests that while hybrid learning is utilized, it is not a constant feature in their teaching methods, but rather used as needed.

Q8: What resources do you utilize in hybrid learning?

- a) Online platforms
- b) Online learning platforms
- c) Printed materials
- d) Other (please specify)

Teachers	Answers
Teacher1	Online Learning Platforms
Teacher 2	Online Platform
Teacher3	Online Platform Online Learning Platform
Teacher 4	Online Platfrom

Table8. Resources Utilized in Hybrid Learning

Most teachers (three out of four) utilize online platforms exclusively for hybrid learning. One teacher additionally uses online learning platforms alongside online platforms. None of the teachers reported using printed materials or other resources. This indicates a strong reliance on digital resources in their hybrid teaching methods.

Q9: How do you communicate with students in hybrid EFL classes?

- a) Email
- b) Messaging apps
- c) Video calls
- d) In-person meetings

Teachers	Answers
Teacher 1	E-mail Messaging App Video calls
Teacher 2	E-mail

	Messaging App Video calls
Teacher 3	E-mail In-person meeting
Teacher 4	E-mail In-person meeting

Table 9. Methods of Communication in Hybrid EFL Classes

All teachers use email to communicate with their students in hybrid EFL classes. Two teachers additionally use messaging apps and video calls, while the other two use in-person meetings. This shows a mix of digital and face-to-face communication methods, with email being the common tool among all teachers.

Q10: Do you find it challenging to keep students engaged during hybrid EFL classes?

- Yes
- .No

Teachers	Answers
Teacher 1	Yes
Teacher 2	No
Teacher 3	Yes
Teacher 4	Yes

Table 10. Challenges in Keeping Students Engaged During Hybrid EFL Classes

Three out of four teachers find it challenging to keep students engaged during hybrid EFL classes. This suggests that maintaining student engagement is a significant concern for the majority of the surveyed teachers. Only one teacher reported not experiencing this challenge.

Q11: Do you find hybrid learning to be effective for teaching EFL?

- Yes
- No

Teachers	Answers
Teacher 1	Yes
Teacher 2	Yes
Teacher 3	Yes
Teacher 4	Yes

Table11 .Effectiveness of Hybrid Learning for Teaching EFL

All four teachers believe that hybrid learning is effective for teaching EFL. This unanimous response indicates strong confidence in the hybrid learning approach among the surveyed teachers for teaching English as a Foreign Language.

Q12: Do you perceive hybrid learning as a more efficient method for enhancing EFL students' language acquisition skills compared to traditional teaching approaches?

- Yes
- No

Teachers	Answers
Teacher 1	No
Teacher 2	Yes
Teacher 3	Yes
Teacher 4	Yes

Table12. Teachers' Perceptions of Hybrid Learning Efficiency for Enhancing EFL Students' Language Acquisition Skills

Out of the four teachers who responded, three teachers believe that hybrid learning is indeed a more efficient method for enhancing language acquisition skills compared to traditional methods. However, one teacher disagrees, indicating that there is still some skepticism or differing perspectives on the effectiveness of hybrid learning.

Q13: What aspect of EFL students' language proficiency has improved the most with hybrid learning?

- Listening
- Speaking
- Reading
- Writing
- Vocabulary
- Grammar

Teachers	Answers
Teacher 1	Listening Vocabulary
Teacher 2	Listening Reading Vocabulary
Teacher 3	Listening Speaking Reading Vocabulary
Teacher 4	Speaking Reading Vocabulary

Table 13 .Teachers' Observations on EFL Students' Language Proficiency Improvements with Hybrid Learning

All teachers observed improvements in multiple areas. Listening and vocabulary are consistently highlighted, with three out of four teachers noting improvements in listening skills and all four teachers citing vocabulary enhancements. Reading and speaking skills were also

mentioned by several teachers, indicating a well-rounded positive impact of hybrid learning on various aspects of language proficiency.

Q14: How would you describe the overall impact of hybrid learning on EFL students' academic performance?

- Significant improvement
- Moderate improvement
- Some decline
- Significant decline

Teachers	Answers
Teacher 1	Significant improvement
Teacher 2	Moderate improvement
Teacher 3	Moderate improvement
Teacher 4	Moderate improvement

Table14: Teachers' Perceptions of the Overall Impact of Hybrid Learning on EFL Students' Academic Performance

The majority of teachers observed a positive impact. Three out of four teachers reported moderate improvement, while one teacher noted significant improvement. None of the teachers reported a decline in academic performance, suggesting a generally favorable perception of hybrid learning's effectiveness

Q15: Which aspects of hybrid learning do students seem to benefit from most?

- Flexibility
- Technology integration
- Interactive lessons
- Self-paced learning
- Other (please specify)

Teachers	Answers
Teacher 1	Flexibility Technology integration Self-paced learning
Teacher 2	Flexibility Self-paced learning
Teacher 3	Technology integration Interactive lessons
Teacher 4	Flexibility Self-paced learning

Table15 Teachers' Observations on Aspects of Hybrid Learning that Benefit EFL Students the Most

Flexibility and self-paced learning are the most frequently cited benefits, each mentioned by three teachers. Technology integration is noted by two teachers, while interactive lessons are mentioned by one teacher. This suggests that flexibility and the ability to learn at one's own pace are seen as the primary advantages of hybrid learning for students.

Q16: Do you believe hybrid learning has had a positive impact on EFL students' language proficiency?

- **Yes**
- **No**

Teachers	Answers
Teacher 1	Yes
Teacher 2	Yes
Teacher 3	Yes
Teacher 4	Yes

Table 16. Teachers' Belief in the Positive Impact of Hybrid Learning on EFL Students' Language Proficiency.

All teachers unanimously agreed that hybrid learning has had a positive impact on EFL students' language proficiency. This consensus indicates strong support among educators for the effectiveness of hybrid learning in enhancing language skills.

Q17: Do you notice any difference in students' motivation levels due to hybrid learning?

Yes

No

Teachers	Answers
Teacher 1	Yes
Teacher 2	Yes
Teacher 3	Yes
Teacher 4	Yes

Table 17. Teachers' Observations on Changes in Students' Motivation Levels Due to Hybrid Learning

All teachers observed a difference in students' motivation levels due to hybrid learning. This unanimous response suggests that hybrid learning has a notable impact on student motivation, indicating either an increase or change in how students engage with their learning

Q18: Has hybrid learning made it easier for students to access additional resources for language learning?

- **Yes**
- **No**

Teachers	Answers
Teacher 1	Yes
Teacher 2	Yes
Teacher 3	Yes
Teacher 4	Yes

Table 18. Teachers' Perceptions on Hybrid Learning's Role in Facilitating Access to Additional Resources for Language Learning

Q19: Has hybrid learning improved students' ability to work independently?

- **Yes**
- **No**

Teachers	Answers
Teacher 1	Yes
Teacher 2	Yes
Teacher 3	Yes
Teacher 4	Yes

Table 19. Teachers' Perceptions on Hybrid Learning's Impact on Students' Ability to Work Independently

All teachers unanimously agreed that hybrid learning has improved students' ability to work independently. This consensus highlights the effectiveness of hybrid learning in fostering self-directed learning skills among students

Q20: Has the hybrid learning model significantly improved your students' proficiency in English as a Foreign Language?

- **Yes**
- **No**

Teachers	Answers
Teacher 1	Yes
Teacher 2	Yes
Teacher 3	Yes
Teacher 4	Yes

Table 20 Teachers' Perceptions on Hybrid Learning's Impact on EFL Students' Proficiency

All teachers agreed that the hybrid learning model has significantly improved their students' proficiency in English as a Foreign Language (EFL). This strong consensus indicates that hybrid learning is perceived as highly effective in enhancing students' language skills

Q21: What challenges have you faced while using Hybrid Learning in EFL teaching ?

Teacher 01: technological issues and institutional incapability to work on hybrid mode

Teacher 02: the most obvious challenge is with technology itself

Teacher 03 : most of the students don't know about online platforms or how to use their devices

Teacher 04 : Lack of online acces most of the time due to the net

Q22: How has Hybrid Learnig impacted student's language acquisition and overall performance ?

Teacher 01: students 'overall performance and language skills are lightly enhanced.

Teacher 02: moderate development in fact when learning the language was not their major goal but to learn how this technology is changing their way of learning.

Teacher 04: students have had the opportunity to engage with learning different context both in the classroom and through digital platforms

Conclusion

The objective of this study was to examine the impact of hybrid learning on the proficiency levels of EFL students, focusing on the perceptions of both students and teachers. Quantitative data were collected through various instruments, with a primary focus on a questionnaire designed to address the research objectives. This questionnaire was distributed to EFL students and teachers to gather their perceptions of hybrid learning. The forthcoming chapter will analyze the obtained results in light of the research questions, and will provide insights into the perceptions of both students and teachers.

Chapter Five

Discussion and Recommendations

This chapter seeks to outline and provide a general discussion of the main findings of the previous chapter that are related to the research aims in order to answer the research questions and to prove or disprove the suggested hypotheses.

Discussion of the Obtained Results

Question 01

The first research question sought to understand how hybrid learning affects EFL students' proficiency levels. To delve into this inquiry, students were asked several questions regarding their experiences, motivation, and perceived improvement in English proficiency through hybrid learning

In question 03 the students asked to rate their experience with hybrid learning while the majority reported a neutral experience, indicating neither particularly positive nor negative sentiments, a significant proportion found their experience satisfactory. This aligns with the hypothesis, suggesting that hybrid learning has the potential to enhance proficiency levels as students generally had a positive experience with the learning format. Moreover in question 08 an overwhelming majority of students reported increased motivation through hybrid learning. This aligns with the hypothesis, indicating that hybrid learning can serve as a catalyst for enhanced enthusiasm and commitment to mastering the English language, potentially leading to improvements in proficiency levels. In terms of improvement in English proficiency (Question 10), a substantial majority of students reported positive outcomes. They noted that hybrid learning had effectively enhanced their language skills. This supports the hypothesis suggesting that hybrid learning can indeed contribute to improving proficiency levels among EFL students.

When teachers highlighted benefits such as flexibility in scheduling and greater access to resources in their responses to Question 3, they indirectly supported the hypothesis. These benefits suggest that hybrid learning provides an environment conducive to effective language learning, which can contribute to enhanced proficiency levels among EFL students.

Furthermore, the unanimous agreement among teachers that hybrid learning should continue post-pandemic (Question 4) reinforces the hypothesis. Their endorsement suggests a belief in the effectiveness of hybrid learning as a long-term strategy for improving students' proficiency levels in English. This alignment between teachers' beliefs and the hypothesis underscores the potential of hybrid learning to make a lasting impact on language education.

Additionally, teachers' acknowledgment of hybrid learning's flexibility in teaching (Question 5) further strengthens the connection to the hypothesis. The recognition of this flexibility implies that hybrid learning can adapt to diverse instructional contexts, catering to the individual needs of students and facilitating their language learning journey.

In Question 14, the teachers' feedback provides valuable insights into the impact of hybrid learning on EFL students' academic performance. Specifically, three teachers reported moderate improvement, while one teacher noted significant improvement. This collective feedback suggests that hybrid learning has a generally positive effect on EFL students' academic performance, with variations in the extent of improvement observed.

This feedback aligns with Hypothesis 1, which posits that hybrid learning significantly enhances EFL students' proficiency levels. The responses from the teachers indicate that hybrid learning leads to measurable improvements in students' language skills, supporting the hypothesis. While the degree of improvement varies, the overall trend is positive, underscoring the effectiveness of hybrid learning in enhancing EFL proficiency.

Question 02

In exploring Research Question 2, which investigates perceptions of hybrid learning in EFL classrooms, the findings align closely with Hypothesis 2, indicating a generally positive view among both teachers and students towards this blended approach to education.

Teachers' responses (Question 12) when asked whether they perceive hybrid learning as more efficient for enhancing EFL students' language acquisition skills compared to traditional methods, the majority of teachers responded affirmatively. This supports the hypothesis that educators would recognize hybrid learning as an effective strategy

Students' responses (Question 4): Students were asked if they find hybrid learning more effective than traditional in-person methods for improving their English proficiency. A significant majority expressed a preference for hybrid learning, indicating that they perceive it as a more effective approach. This finding reinforces the hypothesis that students would view hybrid learning positively for enhancing their language skills through a combination of online and face-to-face interactions.

The responses gathered from both teachers and students provide valuable insights into their perceptions of hybrid learning in EFL classrooms. The overall alignment with Hypothesis 2 suggests that hybrid learning is widely perceived as an efficient method for enhancing language acquisition skills compared to traditional approaches

Recommendations for EFL Teachers

Based on the findings reviewed through research, the following recommendations are proposed to enhance the teaching-learning process for EFL learners in a hybrid teaching environment:

- EFL teachers should use technology in their teaching. Digital tools and resources help create fun lessons that suit different ways students learn.
- Teachers should attend training sessions and workshops about hybrid teaching to learn new technologies and teaching methods.
- Teachers should use both online and in-person teaching to be flexible and help students learn better.
- Encourage collaborative learning by creating opportunities for students to work together on projects and assignments. This can be done through online discussion forums, group activities, and peer feedback sessions.
- Provide regular and constructive feedback to students. This helps students understand their progress, identify areas for improvement, and stay motivated.
- Employ various strategies to maintain student engagement in both online and offline settings.
- Interactive activities, multimedia resources, and real-life applications of language skills can make lessons more appealing and effective.

Recommendations for EFL students

The following suggestions are proposed for EFL students to help them maximize their learning in a hybrid environment:

- Students should actively participate in both online and face-to-face classes. Engaging in discussions, asking questions, and contributing to group activities can enhance their understanding and retention of the material.

- Make use of the digital resources and tools provided by teachers. This includes educational apps, online exercises, and multimedia content, which can support independent learning and reinforce classroom instruction.
- Develop effective time management skills to balance online and offline learning activities. Creating a study schedule can help students stay organized and meet deadlines.
- Actively seek feedback from teachers and peers. Constructive feedback can provide valuable insights into areas that need improvement and guide learners in their learning journey.
- Work collaboratively with peers on projects and assignments. Collaboration fosters a sense of community and allows learners to learn from each other.
- Stay motivated and take responsibility for your own learning. Setting personal goals and tracking progress can help maintain focus and drive.

Suggestions for Further Studies

To continue improving the teaching-learning process in hybrid environments, the following areas are suggested for further research:

- Conduct longitudinal studies to examine the long-term effects of hybrid teaching on EFL learners' language proficiency and academic performance.
- Compare the effectiveness of hybrid teaching with traditional and fully online teaching methods.
- Such studies can provide insights into the advantages and challenges of each approach.
- Investigate the impact of specific technological tools and platforms on EFL learners' engagement and learning outcomes. This can help identify the most effective tools for hybrid teaching.
- Examine the effectiveness of different teacher training programs focused on hybrid teaching.
- Research can identify best practices and areas for improvement in professional development.
- Explore students' perceptions and experiences of hybrid teaching to understand their preferences, challenges, and needs. This information can guide the development of more student-centered teaching approaches

- Study the implementation of hybrid teaching in diverse educational contexts and regions. This can provide a broader understanding of how hybrid teaching can be adapted to different cultural and educational settings.

Recommendations for the Ministry of Education

The Ministry of Education has the responsibility to create an enabling environment for hybrid teaching. Strategic policies and resources can significantly support its successful implementation.

- Investing in robust technological infrastructure, including high-speed internet and advanced learning management systems, is crucial for the seamless execution of hybrid teaching.
- Implementing comprehensive training programs for teachers to equip them with the necessary skills and knowledge for effective hybrid teaching.
- Developing and promoting a curriculum that supports hybrid teaching methods and integrates digital literacy as a core component.
- Allocating sufficient funding and resources to institutions to ensure they have the necessary tools and materials to support hybrid learning.
- Establishing a clear policy framework that outlines guidelines, standards, and best practices for hybrid teaching to ensure consistency and quality across educational institutions.

Conclusion

This study explores the effect of hybrid learning on EFL students' proficiency levels, focusing on perceptions from both teachers and students. Central to this investigation are two hypotheses: first, those teachers will perceive hybrid learning as a more efficient method for enhancing EFL students' language acquisition skills compared to traditional teaching approaches; and second, that students will find hybrid learning more effective than traditional in-person methods for improving their English proficiency.

Through research and analysis, this study validates both hypotheses. Teachers' positive perceptions of hybrid learning underscore its potential to optimize language acquisition strategies through innovative instructional practices and flexible learning environments. Similarly, students' preference for hybrid learning signifies its perceived effectiveness in fostering linguistic competence, leveraging digital tools to bolster engagement and autonomy in language learning processes.

Understanding the impact of hybrid learning on EFL students' proficiency levels holds significant implications for educational practice and policy. By elucidating the benefits and challenges associated with this evolving instructional model, educators can strategically integrate technology-enhanced pedagogies to maximize learning outcomes and cater to the diverse linguistic needs of students in multicultural classrooms.

This dissertation proceeds with a detailed examination of teachers' and students' perceptions regarding the effectiveness of hybrid learning in EFL classrooms, followed by an analysis of the findings in relation to the formulated hypotheses. The discussion provides insights into the nuanced perspectives shaping educational practices in the realm of language acquisition, offering recommendations for future research and practical implications for instructional design.

In essence, this study contributes to the ongoing discourse on innovative pedagogical approaches in EFL education, advocating for the integration of hybrid learning as a transformative tool to enhance students' proficiency levels and cultivate lifelong language skills in an increasingly interconnected world.

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Appendices

Appendix A

Students' Questionnaire

Dear Students, We are conducting a study to understand the effects of hybrid learning on EFL students' level. Please take a few minutes to complete this questionnaire. Your honest and thoughtful responses will play a crucial role in enhancing our understanding and improving educational practices.

Q1. How can you describe your English level proficiency?

- Beginner
- Intermediate
- Advanced

Q2. Have you participated in hybrid learning (combination of online and in-person classes)?

- Yes
- No

Q3. How would you rate your overall experience with hybrid learning?

- Satisfactory
- Neutral
- Unsatisfactory

Q4. Do you find hybrid learning more effective than traditional in-person learning for improving your English proficiency?

- Strongly Agree
- Agree
- Neutral

- Disagree

Q5. How helpful do you find the online components (video lectures, online exercises) of hybrid learning?

- Very Helpful
- Helpful
- Neutral
- Unhelpful

Q6. How helpful do you find the in-person components (classroom activities, face-to-face interactions) of hybrid learning?

- Very Helpful
- Helpful
- Neutral
- Unhelpful

Q7. Do you feel that the balance between online and in-person instruction is appropriate in your hybrid learning experience?

- Strongly Agree
- Agree
- Neutral
- Disagree

Q8. Has hybrid learning increased your motivation to learn English?

- Yes
- No

Q9. Do you feel more engaged in your English studies with hybrid learning compared to traditional methods?

- Yes
- No

Q10. Has hybrid learning improved your overall English proficiency level?

- Yes
- No

Q10. How important do you believe hybrid learning is for enhancing your English language skills compared to traditional learning methods?

- Important
- Somehow Important
- Not important

Q11 Which language skills do you feel have improved the most through hybrid learning?

- Speaking
- Listening
- Reading
- Writing

Appendix B

Teachers' Questionnaire

Dear teachers, we kindly ask for your participation in this questionnaire that aims to investigate the impact of hybrid learning on EFL students' level and the perceptions of both students and teachers. Your valuable insights and experiences will help us better understand the effects of hybrid learning on the educational process and contribute to improving teaching practices for EFL students. We would be very grateful if you could answer the questions below.

Part One: understanding hybrid learning

1. Which of the following do you think best describes hybrid learning?

- a. Blended learning b. Fully online learning c. Combination of online and traditional learning

2. What prompted you to start using hybrid learning methods?

- a. Interest in new teaching method b. Institutional requirement c. Student demand, Pandemic restrictions d. Other
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3. What benefits do you think hybrid learning offers for students?

- a. Flexibility in scheduling b. Greater access to resources c. Enhanced engagement d. Improved learning outcomes e. Other (please specify)
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4. Do you think hybrid learning should continue post-pandemic ?

Yes No

5. Do you believe hybrid learning offers more flexibility in teaching?

Yes No

a.Listening b.Speaking c.Reading d.Writing e.Vocabulary f.Grammar

14.How would you describe the overall impact of hybrid learning on EFL students' academic performance?"

a.Significant improvement b.Moderate improvement c.Some decline d.Significant decline

15. Which aspects of hybrid learning do students seem to benefit from most?

a.Flexibility b.Technology integration c.Interactive lessons d.Self-paced learning e. Other (please specify)

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16.Do you believe hybrid learning has had a positive impact on EFL students' language proficiency?"

Yes No

17.Do you notice any difference in students' motivation levels due to hybrid learning? Yes

No

18.Has hybrid learning made it easier for students to access additional resources for language learning?

Yes No

18. Has hybrid learning improved students' ability to work independently?

19. Yes No

20.Has the hybrid learning model significantly improved your students' proficiency in English as a Foreign Language?

Yes No

Please feel free to provide any additional comments or insights about the impact of hybrid learning on EFL students' proficiency levels.

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Part four: Teachers' Experiences with Hybrid Learning

21.What challenges have you faced while using hybrid learning in EFL teaching?

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22.How has hybrid learning impacted students' language acquisition and overall performance?

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..... **Thank you for your cooperation**