



Master's Thesis :

Perceptions of EFL Teachers on Implementing Blended Learning in Teaching English Language at Azzaytuna University in Tarhouna

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**Perceptions of EFL Teachers on Implementing Blended Learning in
Teaching English Language at Azzaytuna University in Tarhouna**

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Degree of Master of Arts in Applied Linguistics**

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿وَمَا أُرْتَنَمْ مِنَ الْعِلْمِ إِلَّا قَلِيلًا﴾

صَاحِبُ اللَّهِ الْعَظِيمِ

الآية (85) من سورة الإسراء

ABSTRACT

This study aimed to investigate the perceptions of Libyan EFL teachers regarding the implementation of blended learning in teaching English language within the English Language Departments at the Faculty of Languages and Translation and two Faculties of Education at Azzaytuna University in Tarhouna during the academic year 2024-2025. The study problem is that the adoption of blended learning in Libyan higher education remains limited, with a limited understanding of the teachers' perceptions toward its implementation. Therefore, the study employed a mixed-methods approach: quantitative data were collected through an online questionnaire on Google Forms completed by 36 EFL teachers, and qualitative data were collected through semi-structured interviews with eight selected teachers. Furthermore, the questionnaire results were analyzed using the SPSS program, while the interview data were analyzed using thematic analysis. The study findings revealed that EFL teachers have positive perceptions of implementing blended learning and recognize its benefits for both teachers and students, including flexibility, promoting autonomy, and increasing motivation and engagement. However, challenges such as a lack of institutional support, technical issues, insufficient IT knowledge, and a lack of professional training were identified. Based on the study findings, the study recommends enhancing blended learning implementation through continuous professional development for teachers, improving technological infrastructure and campus connectivity, and increasing institutional and governmental support. In addition, it suggests integrating blended learning into EFL curricula and encouraging further research on its impact across Libyan educational contexts. Finally, the implications of this study show that institutions need to improve their support for blended learning and provide proper training so teachers can use it confidently, thereby improving teaching effectiveness and students' learning experiences. The findings of this study offer valuable insights for integrating blended learning in Libyan higher education contexts.

DECLARATION

I, Aisha Mohammed, confirm that the work contained in this thesis entitled "Perceptions of EFL Teachers on Implementing Blended Learning at Azzaytuna University in Tarhoun", is my own work and has not been previously submitted to meet the requirements of an award at this or any other higher education or research institution. Moreover, all sources used have been duly acknowledged.

Signature:.....

Date:.....

DEDICATION

I thank Almighty God for granting me the opportunity to complete this research.

To my beloved parents, for their steady support and belief in me.

To my husband for the continuous support and encouragement he provided.

To my daughter **Areen**, my inspiration.

To my friends who support and encourage me.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter provides an overview of the study. It includes the problem statement, the research aims, and the research questions. The significance of the study and the research methodology are also discussed, along with the organization of the study.

1.1 Background of the Study

The integration of technology into language learning has profoundly transformed modern education, reshaping how knowledge is delivered, accessed, and applied. The use of digital tools and platforms has become an essential component of contemporary pedagogy, providing learners with diverse and dynamic opportunities to engage with language in authentic and interactive ways. Technological tools such as smart classrooms, digital screens, and smartphones have redefined traditional learning environments by enabling students to access multimedia resources and receive immediate feedback. As noted by Jeyabal et al. (2023), such integration not only enhances communication and teamwork among students but also fosters greater motivation, autonomy, and overall language competency.

Recently, higher education institutions worldwide have been increasingly required to shift from conventional teacher-centered models toward approaches that promote active, student-centered learning. Livingstone (2015) emphasizes that in the digital era, learners must play a more participatory role in constructing knowledge rather than passively receiving information. One of the most widely adopted responses to this pedagogical shift is blended learning (BL), which is an approach that combines traditional face-to-face instruction with online learning experiences. According to Graham (2013), BL combines the strengths of

synchronous and asynchronous online learning with the benefits of in-person classroom interaction. This integration allows educators to design flexible, adaptive learning environments that support individualized learning paths, encourage collaboration, and maintain the essential human connection of traditional teaching (Terfas et al., 2021).

Blended learning offers both teachers and learners a more engaging and efficient educational experience. As Graham et al. (2013) explained, this approach enables educators to extend learning beyond the classroom, promoting continuous interaction and access to knowledge anytime and anywhere. Consequently, the combination of digital and face-to-face methods enhances both the quality and inclusiveness of the learning process, supporting diverse learning styles and needs. Furthermore, Garrison and Vaughan (2008) argued that BL provides a framework for integrating various learning environments that improve self-directed and learner-centered education. It encourages students to take ownership of their learning and develop critical thinking and problem-solving skills. In addition, Zurita et al. (2015) stated that BL contributes to the development of essential 21st century skills such as communication, collaboration, information literacy, and technological competence.

Global interest in blended learning has increased as it gains popularity in the field of education. It is a promising concept that covers various important areas, such as teaching methods, educational technology, and online learning. Blended learning utilization in the context of EFL has increased to facilitate effective teaching and learning. Furthermore, teachers and educational institutions are encouraged to integrate the BL approach into English language teaching to improve the learning experience (Rahim, 2019).

1.2 Statement of the Problem

The integration of BL in Libyan higher education is still limited and under-researched, especially in the EFL context (Alkharbash, 2023). Furthermore, most studies on the implementation of blended learning have focused primarily on students' perceptions of this method. Few studies have explored teachers' perceptions as an important component of blended learning, especially in higher education institutions (Apandi & Raman, 2020). This study aims to fill this gap by exploring EFL teachers' opinions, experiences, and challenges with BL. The study provided recommendations based on the study findings to improve the quality of EFL teaching at the university.

1.3 Aims of The Study

The study aims to:

1. Investigate the perceptions of EFL teachers on the implementation of blended learning in English language teaching.
2. Identify the advantages and challenges of integrating blended learning into EFL teaching.
3. Identify the challenges encounter when using blended learning into EFL teaching.

1.4 Research Questions

This study aims to answer these questions:

1. What are the perceptions of EFL teachers of implementing blended learning in teaching the English language?
2. What are the benefits of using blended learning in EFL teaching?
3. What challenges could EFL teachers encounter when using blended learning in EFL teaching?

1.4 Significance of the Study

This study examines the effects of blended learning on English language instruction and investigates EFL teachers' perceptions of its implementation within Libyan higher education. Specifically, it explores how blended learning influences teaching practices, classroom interaction, learner autonomy, and student engagement. By assessing teachers' attitudes and experiences, the research seeks to identify both the pedagogical strengths and the practical limitations of adopting blended learning in English language teaching. In addition, the results of this study will expand the relatively limited body of research on blended learning in Libya, with a particular focus on the context of EFL instruction. Considering that most existing studies on blended learning have been conducted in different cultural and infrastructural contexts, this research will provide context-specific insights that reflect one of the Libyan higher education institutions.

1.5 Methodology

This study employed a mixed-methods approach for data collection. Quantitative data were obtained through a structured questionnaire containing closed-ended items designed to investigate teachers' perceptions of implementing blended learning in EFL instruction. Whereas, qualitative data were collected through semi-structured interviews, which provided deeper insights into EFL teachers' perceptions, experiences, and challenges related to blended learning. A combination of convenience and purposive sampling techniques was employed. Quantitative data from the questionnaire were analysed using SPSS, and the results were presented in tables. Qualitative interview data were transcribed and analyzed thematically to identify recurring themes and key perspectives.

1.6 The Organization of the Study

The study contains five chapters:

Chapter one provides an introduction with an overall view of the study, highlighting the theoretical framework of the study. It begins with the problem statement, followed by the aims of the study and the research questions. Additionally, it discusses the significance of the study and provides an overview of the methodology.

Chapter two presents relevant studies that underpin the current investigation, including prior research addressing similar topics. This chapter also identifies a gap in the existing literature.

Chapter three explains the research methodology used in this study. It also explains the reasons behind choosing this specific method. It also describes the study context, participants, sample, data collection tools, and procedures.

Chapter four presents the analysis of the collected data from both the questionnaire and interviews.

Chapter five presents the discussion and conclusion based on the study's results in relation to the research questions. It also offers recommendations, limitations, and provides suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

1.0 Introduction

This chapter provides an overview of blended learning in EFL instruction. It also discusses how blended learning enhances language learning, exploring its definition, advantages, models, and challenges. Furthermore, it reviews the existing body of literature on blended learning in teaching, especially in EFL contexts, and its implementation.

2.1 Definition of Blended Learning

The global educational landscape has evolved rapidly with the rise of digital learning environments and has continued to develop with technological advancements. This transformation has led to the emergence of blended learning, also referred to as hybrid learning, which combines traditional face-to-face instruction with digital learning resources and activities. In this approach, online and in-person learning components are integrated seamlessly to enhance classroom education, often benefiting learners with diverse needs and geographical constraints (Ali, 2018). In the Libyan context, the adoption of technology-enhanced teaching approaches became particularly prominent after the COVID-19 lockdown, as educators and institutions sought effective alternatives to fully traditional instruction. As a result, teaching methods such as live online lessons via video conferencing, virtual learning environments, and the distribution of worksheets and learning materials through school platforms and messaging applications became widely used (Maatuk, 2022).

The term "blended learning" in the field of language teaching, according to Sharma (2010), was first used in the early 1990s, where it was defined in three ways: "a combination of face to-face and online teaching, a combination of the technologies, and a combination of

methodologies". Sharma stated that the first definition reflects the standard conception of blended learning, in which traditional language instruction is combined with other educational resources provided online. Furthermore, Alowedi (2020) described blended learning as an approach that combines multiple instructional techniques, including face-to-face classroom instruction, online sessions in which teachers interact with students in person, and the provision of English language resources through the Language Management System (LMS). Virtual sessions can be recorded and shared with the LMS for use as a synchronous resource for EFL courses. Moreover, Avazmatova (2020) described blended learning as a combination of traditional face-to-face instruction and online materials, as well as distance learning, emphasizing its growing popularity in educational institutions.

Furthermore, Aleb and Labed (2021) stated that blended learning enhances language learning effectiveness by allowing learners to access materials anytime and anywhere. Through its online components, students can practice their language skills flexibly, revisit lessons, and engage in independent learning. Moreover, this approach fosters autonomy, self-regulation, and collaboration, thereby creating a more interactive learning environment. Similarly, Krasnova (2015) defined blended learning as an educational approach that merges the strengths of personal and online interactive teaching methods to form an organized and continuous learning system. Earlier, in 2003, Procter described blended learning as "an effective combination of different modes of delivery, teaching models, and learning styles". In the same vein, Chew et al. (2008) viewed blended learning as a pedagogical innovation that combines elements of traditional education with educational technology.

2.2 Models of Blended Learning

Blended learning can take several forms depending on institutional goals, learner needs, and available technology. Sahoo and Bhattacharya (2021) identify four primary models that determine this method:

2.2.1 Rotating Model

In this model, students rotate between different learning activities that combine traditional and online elements. It allows learners to experience diverse learning styles and teaching strategies, such as small-group instruction, peer collaboration, individual digital exercises, and community-based learning projects. Compared to fully online learning, this model typically includes more face-to-face instruction. It is further divided into four sub-models:

- a) Station Rotation Model:** Students in this model move between various educational stations within the classroom. For example, they may begin by receiving direct instruction from the teacher, then participate in group projects or discussions, and finally use laptops or tablets to complete online learning activities. This structure allows for flexibility and interaction, accommodating multiple learning preferences and promoting learner autonomy.
- b) Lab Rotation Model:** This model is similar to the Station Rotation Model, except that students are assigned to a dedicated learning laboratory for online activities rather than completing them within the same classroom. In this model, learners alternate between receiving traditional classroom instruction and conducting online learning in computer labs equipped with devices such as PCs, laptops, tablets, or iPads.
- c) Flipped Classroom Model:** In this model, students study independently outside school hours, typically at home, accessing instructional content and lessons online at their own pace. Classroom time is then devoted to discussions, problem-solving, and the application of learned concepts. The flipped classroom closely aligns with the philosophy of blended learning, as it fosters learner autonomy regarding the time, place, and pace of study.
- d) Individual Rotation Model:** In this model, each student follows a personalized rotation schedule determined by the teacher according to their individual learning needs. Every learner participates in at least one online session, but not all students necessarily rotate

through every activity or station. For example, some students may move to an online learning lab after initial face-to-face instruction, while others might complete practical exercises before engaging in digital learning. This individualized rotation allows flexibility and differentiation, ensuring that each student's learning path aligns with their progress and abilities.

2.2.2 Flex Model

It is an online course that follows the school day. With the help of teachers, students receive clear resources and online training as needed. Teachers and other qualified individuals often provide direct instruction, teach small groups, and conduct group exercises and personal aid. Although certain concepts of flexible models may allow teachers to be trained specifically to complete online learning, others may require direct enrichment.

2.2.3 Self-Blend Learning

In this model, students are encouraged to choose one or more online courses to complete their traditional studies. Here, the Internet training teacher is the official educator. Students can study virtual lessons at home or on campus. Unlike the "enriched virtual model" and full online, this model allows students to take some online courses and other courses with teachers face-to-face, without providing them with a full school experience.

2.2.4 Enriched Virtual Model

This model provides a fully integrated learning experience in which students divide their time between online learning and occasional face-to-face instruction. Initially developed as a fully online model, it later evolved to include periodic in-person sessions to strengthen student-teacher interaction and engagement. Unlike the flipped classroom, students in this model are not required to attend daily classes. Instead, they participate in scheduled meetings for

collaborative activities and discussions while completing the majority of coursework online. Although it promotes learner autonomy, this model still requires strong self-discipline and access to technological resources.

2.3 Theoretical Framework Underpinning Blended Learning

Saarsar (2018) emphasized that constructivist and socio-cultural perspectives offer valuable insights into the design and effectiveness of blended learning strategies. These theoretical frameworks help explain how learners interact with content, peers, and instructors in blended environments. In the context of this study, these perspectives are particularly relevant, as they provide a foundation for understanding how Libyan EFL teachers perceive and experience blended learning in their teaching practices.

1- Constructivist Viewpoint

The building point of view emphasizes that learning is a positive process in which individuals build knowledge through their experience. This view suggests that learners should engage in activities that enable them to actively construct their own knowledge.

- Active learning opportunities, including projects, cooperation, problem-solving activities, and practical experience, are some ways that blended learning can facilitate a positive learning environment. These exercises encourage students to actively interact with equipment, deepen their understanding, and apply what they have learned in realistic situations.
- Personalized learning: Constructionism emphasizes the value of specific learning experiences for each student, considering their essential needs, interests, and knowledge. With the flexibility that blended learning provides in distributing content, educators can offer personalized learning resources and methods to integrate a variety of learning styles and

interests among learners.

- Social interaction is an essential element of the learning process from the viewpoint of constructivism. Online conversations, group projects, and group activities are some ways that blended learning provides a social commitment environment for students.
- The reflection and cognition meaning in the learning process is emphasized by constructionism. Learners can assess their progress, set learning goals, and reflect on their learning experience.

2- Socio-Cultural Perspective

Social and cultural views focus on factors that influence learning, emphasizing the importance of social interaction, cultural context, and cooperative learning experiences.

- Learning Community: By providing opportunities to support, communicate, and cooperate on group projects, online discussion forums, and cooperative exercises, students can participate, exchange views, and create knowledge in a friendly learning environment.
- Cultural Relevance: Effective blended learning considers cultural differences by incorporating diverse examples, perspectives, and materials. This inclusivity supports students from varied backgrounds and promotes equitable learning.
- Authentication Learning Experiences: Based on social-cultural theory, classroom education should be associated with situations and customs in the real world. Difficulties and practices related to the context of learners can be reflected in various forms, including authentication exercises, case studies, simulations, and multimedia resources integrated into blended learning environments.
- Social-Mediated Learning: Social-cultural theory emphasizes the importance of social and group work learning. Blended learning is used to support social mediation, incorporating

social media platforms, online tools for communication, and cooperative technology. These exchanges enable students to create knowledge within a social framework, engaging in meaningful negotiations and participating in important speeches.

2.4 Advantages and Challenges of Blended Learning in EFL Instruction

This section reviews the key advantages and challenges of blended learning in EFL instruction as reported in recent literature, providing a foundation for understanding teachers' perceptions explored in the present study.

2.4.1 Advantages of Blended Learning

Ahmad (2025) examined the advantages and challenges of implementing blended learning in higher education after the COVID-19 pandemic using a qualitative design. The findings of the study highlighted the role of BL in increasing student engagement, improving learning outcomes, and promoting learners' autonomy. Moreover, Al Bataineh et al. (2019) investigated the effects of blended learning on Jordanian EFL students through a mixed-methods approach. The results indicated that blended learning increases flexibility and accessibility, enabling students to access instructional materials easily on mobile devices. Improves grammar performance and promotes interaction between teachers and students. Students also preferred online assessments due to faster feedback and convenience. As a result, researchers advise universities to integrate blended learning in all higher education programs, particularly in English language teaching.

Furthermore, Bukhari and Basaffar (2019) also used a mixed-methods approach in their study at King Abdulaziz University to investigate students' perceptions of the integration of BL in their language learning. The study examined the interaction, autonomy, and motivation of EFL female students. The study found blended learning to be flexible, and effective and to provide a dynamic learning environment. Moreover, it increases student-

teacher interaction, and motivation and promotes learning autonomy. Similarly, Alowedi (2020) used a mixed-methods approach to investigate EFL students at Saudi Electronic University (SEU), distributing a questionnaire that contained both open and closed-ended questions. The study used an experimental design to investigate the impact of Blackboard on students' speaking and listening skills. The study found that students in the blended learning group performed better on the final exam than the control group, while also enhancing learners' autonomy, developing confidence, and fostering a sense of independence.

Furthermore, blended learning increases accessibility for students who may be unable to attend face-to-face classes due to geographical limitations or physical disabilities. In this situation, blended learning helps students to overcome these problems and access the materials easily. Moreover, blended learning increases the effectiveness and outcomes of language learning by combining face-to-face and online learning elements. Therefore, blended learning is considered a beneficial educational approach for language teaching (Alkharbash, 2023).

2.4.2 Challenges of Blended Learning

Despite its benefits, blended learning presents several challenges. Teachers often lack sufficient institutional support, training, and technological resources to integrate BL into their teaching effectively (Soomro et al., 2018). Many educators report insufficient ICT skills, limited time for preparation, and students' lack of motivation and discipline, which makes these difficulties worse (Keong & Juan, 2019). Inadequate experience in creating attractive and effective content is another significant obstacle, alongside unreliable internet connections for students and teachers during the preparation and organization of course materials (Aji et al., 2020). According to Giacosa (2023), the primary challenges that EFL Italian teachers and students encounter in online learning include a lack of device access, poor internet connection, insufficient training and knowledge in online instruction, and an increased

workload. Artini et al. (2022) also reported that most of the EFL Indonesian teachers viewed their students as lacking autonomy and motivation.

Therefore, autonomous learning is essential for students to achieve their learning outcomes as they transition from traditional to online instruction poses challenges due to a lack of technical knowledge, unfamiliarity with online tools, and low levels of interest and motivation among students (Silvhiany, 2022). Some teachers believe that traditional teaching approaches are more effective than blended learning due to their limited knowledge and understanding of this approach (Sheerah, 2020). Moreover, the increased workload associated with blended learning requires teachers to master new skills and apply unfamiliar techniques; however, engaging with students through technology does not always encourage teachers to fully implement blended learning practices (Wu & Luo, 2022). In addition, limited training opportunities, restricted access to learning platforms, insufficient commitment from students, and a lack of necessary resources and equipment continue to complicate the effective implementation of blended learning (Ramalingam et al., 2022).

Furthermore, teachers face difficulties in designing engaging course plans, providing effective instructional materials, and motivating students to actively participate in blended learning sessions. Consequently, incomplete computer and ICT knowledge, combined with the increasing workload required for implementation, often places additional pressure on teachers and may even lead to teacher burnout or attrition (Wahyuningsih & Affandi, 2023). Similarly, teachers' limited ICT competence further increases the pressure to continuously adapt teaching approaches and integrate language instruction into online platforms, thereby intensifying the challenges associated with blended learning implementation (Alkharbash, 2023).

2.5 Teacher's Perceptions and Experiences with Blended Learning

Blended learning offers several advantages over traditional or fully online learning methods. By integrating online learning opportunities with effective instructional practices in face-to-face classrooms, blended learning helps teachers better meet their students' needs (Hensley, 2020). However, poor internet connectivity remains a major obstacle in implementing blended learning, as reliable access is essential for effective use. Unstable connections can disrupt students' understanding and create unequal learning opportunities (Rasmitadila et al., 2020). Moreover, institutional factors such as the availability of educational technology and teachers' expertise in designing digital tools that engage and motivate students can significantly affect the success of blended learning. Therefore, effective implementation depends on strategies such as creating interactive learning environments, providing teacher training, and developing technological skills (Alayeda & AlTit, 2021).

According to Khairunnisa (2022), blended learning provides flexibility that makes it easy to access materials through online platforms, which makes it a valuable approach for "new standards". However, teachers may face challenges with BL implementation, including a lack of student commitment, increased workload, and technical problems. Furthermore, understanding the advantages of BL is essential for effective integration. However, there are potential challenges, especially increasing workloads and student adaptability issues (Cao, 2022). Another challenge is students' lack of motivation, especially in online sessions. Teachers play an essential role in fostering students' commitment and motivation to become active learners. Without enough social interaction, students may get bored. Blended learning, which mixes online and offline elements, provides a solution to facilitate important interactions between teachers and students. Moreover, electrical power presents an additional challenge, as computers and projectors rely on a continuous power supply. Technical issues make it challenging to conduct mixed sessions, which may delay or disrupt the sessions.

(Khairunnisa, 2022). In EFL contexts, blended learning has been shown to enhance language skills and create a more motivating and engaging learning environment, thereby improving the learning process (Alkharbush, 2023). Furthermore, more recent studies highlight that integrating digital components in higher education supports students' personal learning and professional development while improving overall learning effectiveness and satisfaction. However, the successful implementation of blended learning still faces challenges such as limited technological infrastructure, unstable electricity, and internet issues. Therefore, administrators must focus on building institutional capacity and equipping teachers with the necessary tools and training to ensure effective blended learning implementation (Al-Qudimi et al., 2024).

2.5.1 Blended Learning in EFL Context

Studies across various countries demonstrate generally positive perceptions of BL among EFL teachers and learners. Mulyono et al. (2021) conducted a study in Indonesia that indicated EFL teachers' perceptions of blended learning. The study results indicated that EFL teachers have a positive perception of blended learning due to its advantages, including flexibility, enhanced communication, and increased motivation. The study has also revealed that teachers lack adequate preparation to create and implement blended learning activities, as well as support and training to manage technical difficulties that may arise during implementation.

Similarly, Dinh et al. (2024) investigated tertiary-level English teachers' perceptions of blended learning (BL) in Vietnam. The research aimed to examine lecturers' attitudes toward its implementation. Using online questionnaires and interviews with 14 EFL teachers, the study found that teachers generally had positive views of BL, recognizing its usefulness for both teaching and learning. Their acceptance of BL was influenced by its perceived ease of use and effectiveness, supported by their teaching experience, technical skills, and available

equipment. However, teachers reported challenges, including weak internet connections, time spent resolving technical issues, and limited student IT skills.

Aji et al. (2020) conducted a study to explore how EFL teachers and students in Indonesia perceived blended learning as an instructional approach during the COVID-19 pandemic. In this study, semi-structured interviews were used as the sole data collection instrument. The findings were categorized into two main themes: teachers' perceptions and students' perceptions. On the one hand, teachers identified several advantages of blended learning, including its effectiveness, ease of use, and support for learner autonomy. On the other hand, they reported encountering a number of challenges, such as poor internet connectivity, time constraints, and a lack of experience in designing appropriate online learning materials. Similarly, students acknowledged several benefits of blended learning, including the development of ICT skills, increased flexibility, enhanced motivation, and improved interactive skills; however, they also identified poor internet connectivity as a major challenge to their learning.

Likewise, Koşar (2016) conducted a study in Turkey to investigate EFL teachers' perceptions of blended learning. The study involved thirty-two instructors from two state universities and employed a mixed set of instruments, including questionnaires with multiple-choice and open-ended questions as well as semi-structured interviews. The collected data were analyzed using SPSS and content analysis. The findings indicated that teachers generally held positive attitudes toward blended learning, particularly valuing its potential to promote learner autonomy and provide flexibility in English language instruction. Nevertheless, despite recognizing its importance and pedagogical benefits, most teachers had not yet implemented blended learning in their teaching practices. One of the key challenges identified was students' teacher-dependent learning backgrounds, which made the transition toward learner-centered approaches gradual and demanding. Therefore, the study suggested

that targeted teacher training could play a crucial role in overcoming these challenges. Furthermore, Pardede (2019) conducted a study in Indonesia to examine pre-service EFL teachers' perceptions of blended learning (BL) in English language education. Adopting a mixed-methods approach, the study collected both quantitative and qualitative data from thirty-two students enrolled in the English Education Department. The findings revealed that participants generally held positive perceptions of blended learning, particularly valuing its flexibility and its ability to enhance student engagement, learner independence, and digital literacy skills. Nevertheless, despite these advantages, the participants perceived traditional face-to-face instruction as more effective, mainly due to opportunities for direct interaction, immediate feedback, and the familiarity of printed learning materials. Furthermore, the study indicated that although students appreciated the blended approach, they required additional time and practice to adapt effectively to online learning platforms.

Similarly, Rianto (2020) investigated university students' perceptions of blended learning implementation in EFL courses in Indonesia. Using a questionnaire as the primary data collection instrument, the data were analysed both descriptively and qualitatively. The results showed that students generally expressed positive perceptions of both online and face-to-face learning modes. However, technical challenges particularly weak internet connectivity and difficulties in using online learning platforms were identified as the main obstacles. Consequently, the study concluded that addressing technological and infrastructural issues is crucial to ensure the successful and sustainable implementation of blended learning in higher education.

2.5.2 Blended Learning in Libyan Context

Research on blended learning (BL) in Libya has grown, yet it remains limited. For instance, Drwish (2023) conducted a study at a Libyan primary school in Malaysia to investigate the integration of ICT (Information and Communication Technology) in English language

teaching from the perspectives of Libyan teachers. Using a case study approach and semi-structured interviews, the study found that audio CDs, social media platforms (mainly WhatsApp), PowerPoint, films, and flashcards were the most commonly used technological tools. Overall, teachers held a positive perception of ICT; however, they faced challenges such as insufficient technological infrastructure, limited institutional support, and inadequate IT knowledge. Similarly, Belazi and Ganapathy (2023) carried out a study in a Libyan high school in Alkhoms to explore teachers' and students' perceptions of blended learning, employing a quasi-experimental design alongside interviews. The results indicated that students were satisfied with the learning outcomes after implementing the SRM model, which also offered benefits such as saving time and increasing motivation among both teachers and students. Nonetheless, the study highlighted several challenges that require attention, including the need for proper training for teachers and students in using SRM and related technologies.

A study conducted by Alkharbash (2023) investigated the perceptions of teachers and students at Zawi University and Sabratah University regarding the implementation of blended learning in English language teaching. The study employed a mixed-methods approach, including an online questionnaire and semi-structured interviews with teachers. The results revealed that most students reported significant improvement in their language competence, considering blended learning a key factor in fostering learner autonomy. Teachers who implemented blended learning also highlighted several benefits, including enhancing the learning process and improving students' language skills. Nevertheless, they identified major challenges, such as insufficient IT knowledge and technological issues. Similarly, Abdulalla et al. (2021) examined the use of Google Classroom for language learning at Sebha University through a mixed-methods approach using interviews and questionnaires. Their findings indicated that Google Classroom positively influenced English language learning, facilitating constant online interaction among students and enhancing

collaborative learning. The study also emphasized that Google Classroom helped save time, improved communication between teachers and students, and enhanced students' technology skills, further supporting the benefits of blended learning in the Libyan higher education context. Moreover, Adrugi et al. (2022) conducted a study at Elmergib University, in the human sciences and scientific faculties, to investigate students' perceptions of blended learning. The study employed a quantitative approach using a questionnaire to collect data. The study found that students have a positive attitude towards BL. It has been found that BL enhances student creativity and improves their time management skills, thereby increasing students' learning outcomes and understanding. Moreover, making learning more comfortable and motivating also improves students' achievement. In a related study, Abdelaty and Saleh (2023) investigated the role of technology in language teaching in the Libyan context. The data for the study were collected using a mixed-methods approach, through a survey and semi-structured interviews. The results revealed that both teachers and students found technology beneficial for language learning, as it provides authentic materials, increases autonomy, engagement, and motivation, and also improves communication. However, the study identified several challenges, such as a lack of technology, insufficient training and support, inadequate institutional support, and limited technology integration within the curriculum.

El Daibani and Elfeitouri (2024) conducted a study to investigate EFL teachers' perceptions of the integration of technology into English language instruction using the TPACK framework at Benghazi University. To collect data from teachers, interviews were employed. The study revealed that teachers were unfamiliar with the term TPACK, and they were applying its elements in their teaching. Furthermore, teachers emphasized the importance of connecting the elements of TPACK for effective integration of technology into language teaching. In addition, several challenges exist, such as the need for teacher training programs, a lack of technological infrastructure, and insufficient technological skills and support.

On the other hand, most studies on the implementation of blended learning focus on students' perceptions of this method. Few studies have considered teachers' perceptions as an important component of blended learning, especially in institutions of higher education, leaving a significant research gap (Apandi & Raman, 2020). Therefore, the present study addresses this gap by investigating the perceptions of Libyan EFL teachers at Azzaytuna University, providing insights that are largely overlooked in previous research and contributing to a clearer understanding of blended learning in the Libyan higher education context.

2.6 Best Practices and Strategies for Implementing Blended Learning in EFL Instruction

A roadmap for the successful blended learning implementation, developed by Darrow et al. (2013). The six components they have created to organize and perform blended learning are leadership, professional development, teaching and education practice, administrative /operations, policies/systems, content, and technology. It provides general guidelines for developing blended learning for teachers in schools. It considers the variations in student needs, the level of teachers' competency, and the diversity of subjects offered at each school. They argue that people are the most important factor in blended learning, and to allow more effective and lasting learning, individuals must be empowered, supported, and encouraged. Therefore, it seems that important factors in the success of blended learning are a coherent lead, cooperation, and support.

Blended learning is a valuable method to combine cooperative learning strategies, such as group and pair work. To effectively integrate blended learning, tools like EDMODO, Khan Academy, and COURSERA can be used. The educational sessions are supported by various learning management systems (LMSs), such as YouTube, WhatsApp, Telegram, Skype, Zoom, Google Duo, Google Classroom, Facebook, and Messenger, which also contribute to

the blended learning process. These tools offer teachers flexible platforms for delivering content and attracting students effectively. The effectiveness of blended learning depends on adapting teaching materials to students' levels and prior knowledge. The instructor must ensure that students can easily access the course content and resources. These techniques make the blended learning method a powerful strategy for improving student learning outcomes and commitment (Alam et al., 2022).

According to Saarsar (2018), effective implementation strategies for blended learning should promote learner autonomy, provide practical assessment mechanisms, and ensure robust infrastructure and technological support. The best practices can be categorized as follows:

1- Technology Infrastructure and Support

- Reliable Infrastructure: A successful blended learning system requires stable access to digital devices (computers, tablets, etc.), educational software, and high-speed internet connectivity.
- Technical Support: Institutions should provide dedicated technical staff to ensure the smooth operation of online platforms and resolve issues promptly.
- Safety Prevention Measures: Student data privacy and cyber security must be safeguarded through institutional policies and monitoring systems.
- Continuous Evaluation: Ongoing review of technological infrastructure is necessary to adapt to evolving educational technology needs.
- Training Courses: Offers intensive courses on how to integrate technology tools effectively.
- Education Support: teachers need help to keep education efficient while integrating technology into their teaching practices.
- Cooperative Learning Community: promotes the participation of educators in these

communities so that they can exchange best practices, acquire each other's knowledge, and update on new developments in educational technology.

3- Autonomy and Self-Regulation of Learners

- **Goal Setting:** Students should be encouraged to take ownership of their learning by setting personal goals and monitoring their progress.
- **Resource Accessibility:** Teachers should provide sufficient digital and print materials to help students become autonomous learners.
- **Flexible Learning Environments:** Learning designs should accommodate diverse learning styles and preferences through adaptable content delivery.

4- Review and Feedback Mechanism

- **Evaluation of Formation:** uses formative assessment techniques to measure student understanding and provide quick feedback.
- **Different Evaluation Techniques:** Using multiple assessment formats such as discussions, projects, quizzes, and presentations provides a comprehensive evaluation of learning outcomes.
- **Technological Compatible Assessment Tools:** using a portfolio of digital investments, online tests, and learning analysis, among other compatible tools such as technology, to collect data and information related to student development.
- **Constructive Feedback:** Providing timely and detailed feedback enables students to recognize their strengths and areas for improvement, reinforcing active learning.

2.7 Cultural and Contextual Considerations for Blended Learning in Libya

In many developing countries, including Libya, the integration of Information and Communication Technology (ICT) into education has gained attention due to rapid technological advancement in the 21st century. Although Libya's adoption of e-learning and ICT is still in its early stages, efforts have been made to incorporate these tools into higher education institutions. Despite facing challenges such as limited ICT knowledge and accessibility, these efforts have opened new opportunities to adopt e-learning, especially in higher education (Salem & Mohammadzadeh, 2018). For instance, a study conducted at Benghazi University to investigate the integration of technology in English language teaching within the Libyan context, among teachers and students. The study used a mixed-methods approach, with a questionnaire and semi-structured interviews. The results indicated that technology integration in ELT offers several advantages for teachers and students, such as access to authentic language, increased motivation, and learner autonomy. However, there are significant challenges that need to be overcome, in addition to several strategies for better integrating technology into language teaching, such as providing teacher training, enhancing infrastructure and resources, providing supportive institutional policies, and integrating technology with curriculum and evaluation needs. (Abdelaty & Saleh, 2023).

A study by Abukhattala (2016) was conducted in Misurata to investigate EFL teachers' attitudes towards the integration of technology in secondary and high schools. The study employed structured and semi-structured interviews. The study found that teachers have a positive perception of technology and are willing to incorporate it into their teaching. However, teachers mentioned some challenges, including the need for training and technological issues. Teachers' decisions were more influenced by perceived educational benefits for students than by personal preferences. The study also highlighted that some institutions adopt new technologies without fully considering pedagogical or contextual

needs, which can limit effective use. Similarly, a study conducted at the University of Tripoli investigated the key factors influencing the integration of online learning and its potential advantages, with particular emphasis on community acceptance and student attitudes. The study used a mixed-methods approach, with a questionnaire and semi-structured interviews. The results indicated relationships between community acceptance and e-learning integration and between student attitudes and e-learning adoption. Students typically find online learning positive and appreciate its flexibility and accessibility. However, they also face challenges, such as a lack of in-person interaction and technological issues. Teachers also mentioned some challenges, such as insufficient technology and training. The study emphasized that cultural acceptance plays a crucial role in adopting new educational technologies, as preferences for traditional methods remain strong in Libyan society (Masoud et al., 2023). Moreover, Alshref et al. (2021) underscored the need for further research on e-learning implementation in Libyan higher education institutions, noting a lack of comprehensive deployment strategies and a limited contextual understanding compared to those in developed nations. This further highlights the importance of the current study, which contributes to filling this gap by exploring EFL teachers' perceptions of blended learning within a Libyan university setting, offering insights that can support more informed and context-appropriate implementation strategies.

2.8 Summary of the Chapter

This chapter reviewed relevant theories, models, and studies concerning blended learning and its application in EFL contexts, with a particular focus on the Libyan educational setting. It discussed the definitions, models, theoretical underpinnings, benefits, and challenges of blended learning, as well as best practices for its implementation. The chapter also highlighted cultural and contextual considerations that influence technology adoption in Libya. The next chapter presents a detailed explanation of the study's methodology.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter outlines the methodology adopted in this study. It describes the research design, participants, and the data collection techniques and instruments used. It also explains how the instruments were administered and discusses the steps involved in collecting and analyzing the data.

3.1 Research Design

This study employed a mixed-methods approach that combined quantitative and qualitative methods to achieve a comprehensive understanding of Libyan EFL teachers' perceptions of the implementation of blended learning in English language instruction. Creswell (2008) stated that when choosing a research method, the nature of the problem, the research questions, and the objectives of the study should be considered. In this study, both quantitative and qualitative approaches were used. The data were collected through an online questionnaire using Google Forms and semi-structured interviews to better understand teachers' perceptions. According to Patton (2002), in qualitative methods, the data are gathered qualitatively rather than numerically, which facilitates analysis that provides a deeper understanding of particular aspects of life. Moreover, using both quantitative and qualitative methods strengthens the study by enabling data triangulation, which enhances the validity and reliability of the findings (Dornyei, 2003).

3.2 Research Instruments

The researcher used two data collection tools: an online questionnaire and semi-structured interviews. The questionnaire was used to investigate teachers' perceptions of blended

learning implementation, while semi-structured interviews were used to provide a more in-depth understanding of teachers' attitudes and challenges.

3.2.1 Structured Questionnaire

Online questionnaires are a cost-effective way to gather large amounts of data quickly, saving both money and time. When properly designed and managed. When designed and appropriately conducted, online data collection can be as reliable and accurate as paper- based questionnaires (Regmi et al., 2016). In this study, the questionnaire was administered online because it was easy to access. The instrument employed a structured format comprising 17 closed-ended items rated on a Likert-type scale (e.g., strongly agree to strongly disagree). This format facilitated quantitative analysis and statistical testing, enabling the researcher to efficiently manage responses.

According to Brown (2001), questionnaires are written materials that require respondents to reply to questions or statements with written answers or select from predetermined choices. Closed-ended questions are particularly effective for statistical analysis because they are structured and unbiased. Moreover, questionnaires have proven efficient in gathering data from large samples (Dornyei, 2010). The questionnaire used in this study was adapted from two previous studies, Aleb & Labed (2021) and Mulyono et al. (2021), and items were modified to suit the context of the present study at Azzaytuna University (Appendix A). Adjustments included paraphrasing specific items for clarity and ensuring conceptual alignment with the study's objectives. To maintain content validity, the questionnaire items were reviewed by the supervisor, who confirmed their appropriateness and relevance.

3.2.2 Semi-Structured Interview

Following completion of the questionnaire, semi-structured interviews were conducted to obtain a deeper insight into teachers' perceptions of BL implementation in EFL contexts and the challenges they may encounter. The qualitative approach's goal is to provide a deeper investigation, allowing participants to share their opinions about experiences, ideas, and social surroundings. The interview form contains a set of open-ended questions designed to provide in-depth responses from interviewees to discover objects (Dornyei, 2007). Semi-structured interviews provide a guided discussion. Furthermore, semi-structured interviews offer a combination of flexibility and structure, making them well-suited for investigating complicated perceptions in detail. This differentiates them from structured and unstructured interviews (Dawson, 2002). The interview questions were adapted from Alkharbash (2023) (Appendix B).

The consistency of quantitative and qualitative elements validated the mixed-methods approach. The interview responses provide perspectives on the questionnaire findings, offering both explanations and deeper insights into the relationship between the datasets. Triangulating approaches in this way increases the research reliability (Creswell & Plano Clark, 2018). Eight EFL teachers were interviewed, and each interview was recorded and transcribed. After transcription, the collected data were analyzed to identify the main themes and ideas. The number of participants considered sufficient for the qualitative investigation to achieve data saturation and allow for in-depth thematic analysis, as recommended by Creswell (2013). According to Guest et al. (2006), data saturation can be achieved with 5-10 participants in small-scale studies. They also added that when the study purpose is to investigate the opinions and experiences of a homogenous sample, 6 to 12 interviews are considered sufficient to achieve data saturation.

3.3 Pilot Study

Before conducting the main study, a pilot study conducted to assess the validity, reliability, and clarity of the research instruments (Abu Hassan et al., 2006). The pilot study aimed to assess the validity and clarity of the data collection tools. Furthermore, it was necessary to determine whether any questions were misleading or confusing and whether any additional questions should be included. The pilot study is the primary assessment of the effectiveness of the data collection tools. The questionnaire was distributed to three EFL teachers at Azzaytuna University to identify any ambiguous or unclear items and to estimate completion time. Based on their feedback, minor adjustments were made to improve clarity. Additionally, the interview schedule was reviewed by two teachers from the same university to ensure that the questions effectively addressed the research aims. The pilot study confirmed that both instruments were clear and appropriate, and no significant modifications were required.

3.4 Context and Population of the Study

The study was conducted during the 2024–2025 academic year in the English Language Departments of the Faculty of Languages and Translation and the Faculties of Education at Azzaytuna University, Tarhouna. The total study population consisted of 36 EFL teachers who completed the online questionnaire, and eight selected teachers participated in the interviews. The researcher chose to conduct the study at Azzaytuna University, not only because she was studying there, but also because there are no studies on this university in this area, which provides a unique context for investigation.

3.5 Sample of the Study

The sample is defined according to Dornyei (2007:96) as the "group of participants that the researcher specifically studies in an empirical investigation". The research sample includes EFL teachers from three facilities at Azzaytuna University, who teach diverse English courses

and hold PhDs and MAs in Applied Linguistics or TESOL. This study employed two non-probability sampling techniques: a convenience sampling method to collect quantitative data. According Rahi (2017), convenience sampling involves collecting information from participants who are easily accessible and available to the researcher, in which EFL teachers who were accessible and willing to participate were involved. The study's sample consisted of 36 EFL teachers from the English Language Departments of Azzaytuna University. Including EFL teachers from different faculties at the university could provide a comprehensive investigation that reflects the diverse experiences and perceptions needed for the study. For the qualitative data collection, a purposive sampling was used, in which teachers who have prior experience in blended learning only are involved. Patton (2002:230) argued that "the logic and power of purposive sampling lies in selecting information-rich cases for study in depth; information rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry". This combination ensured that the data reflected both general and in-depth perspectives on the topic.

3.6 Validity and Reliability

Ensuring validity and reliability is essential for the credibility of research findings. Anastasi and Urbina (1997) defined validity as the degree to which a tool effectively serves its targeted purpose by assessing the particular attitude it was designed to evaluate, as well as its reliability. Creswell (2014) defines reliability as the ability to provide accurate results when measurement procedures are repeatedly employed.

Researchers always try to ensure their work has both content and face validity. Face validity is a quick check to see if the questions are right for what the study is trying to find out. In the researcher's investigation. Sometimes things that look good on paper do not quite work in practice. That is why researchers must check and adjust their work.

To ensure face and content validity, the questionnaire was reviewed by three EFL teachers at Azzaytuna University and by the researcher's supervisor. Their feedback confirmed that the items addressed the research objectives appropriately. This process helped eliminate ambiguity and enhance both reliability and validity (Cohen et al., 2007). Researchers always try to ensure their work has both content and face validity. Face validity is a quick check to see if the questions are right for what the study is trying to find out. In contrast, content validity aims to ensure that each item in the questionnaire matches the objectives and questions of the study.

3.7 Data Collection Procedures

Data were collected in two phases, allowing for both breadth and depth in understanding EFL teachers' perceptions of blended learning implementation. In the first phase, quantitative data were gathered through an online, closed-ended questionnaire distributed to teachers in the English Language Departments at Azzaytuna University. The questionnaire link was shared via widely used social media platforms, namely Facebook and WhatsApp, to ensure accessibility and efficient dissemination. The sample of the study consisted of 36 EFL teachers, representing three faculties. Conducting the questionnaire online helped minimise the logistical challenges associated with arranging in-person meetings, especially given teachers' varying schedules. The online format is also recognised as an effective and time-efficient approach to data collection. The questionnaire remained open for responses from 10 to 25 May 2025, providing participants with sufficient time to complete it at their convenience.

In the second phase, qualitative data were collected through face-to-face semi-structured interviews with eight teachers. These participants were purposively selected based on their prior experience with blended learning to ensure the collection of detailed, experience-based insights. Interviews were conducted inside teachers' classrooms after their lectures, creating a

familiar and comfortable setting that encouraged open discussion. Each interview lasted approximately ten minutes, and the entire process took place over the course of one week. The interview protocol included open-ended questions designed to explore teachers' perceptions, challenges, and examples drawn from their own teaching practices, allowing for richer and more contextualised data. After the survey, face-to-face semi-structured interviews were conducted with eight teachers in their classrooms after lectures. Each interview lasted approximately 10 minutes, and a week was dedicated to gathering the interview data. Participants were asked to provide examples from their teaching experiences. This two-phase procedure allowed for data triangulation and a comprehensive understanding of teachers' perceptions.

3.8 Ethical Considerations

Ethical considerations were prioritized throughout the study to protect participants' rights and ensure research integrity. According to Cohen et al. (2007), researchers must respect participants' dignity and avoid causing harm. All participants were informed about the study's purpose and assured that their responses would remain confidential. No personal identifiers appeared on the questionnaire or interview transcripts. Participation was voluntary, and data were used solely for academic purposes. Dornyei (2007) emphasizes that researchers must safeguard participants from potential psychological or physical harm arising from their involvement.

3.9 Preparing Data for Analysis

Data preparation involved a careful and systematic process of organizing and processing both quantitative and qualitative data to ensure that the subsequent analysis would be accurate, reliable, and meaningful. Initially, the quantitative data obtained from the questionnaires were prepared for statistical analysis by entering responses into SPSS, where descriptive statistics

such as means, standard deviations, and frequency distributions were computed. This step allowed the researcher to gain a clear overview of participants' responses, identify patterns, and detect any anomalies or missing data that needed to be addressed prior to analysis.

The second part of the analysis focused on the qualitative data collected through semi-structured interviews. These interviews were audio-recorded, which provided a reliable way to capture participants' responses accurately. Following this, the recordings were meticulously transcribed verbatim, with great attention to detail to ensure that all verbal nuances, pauses, and emphases were preserved. This careful transcription process was critical for maintaining the integrity and richness of the data.

After transcription, the qualitative data were systematically examined through thematic analysis, where recurring patterns, ideas, and categories were identified. The researcher coded the data, grouped similar codes into broader themes, and interpreted the findings in relation to the study's objectives. Throughout this process, careful attention was paid to maintaining accuracy, consistency, and reliability, which strengthened the results. The combination of statistical analysis of the questionnaire and thematic analysis of the interviews allowed for a comprehensive understanding of the research findings (Dörnyei, 2007).

3.10 Summary of the Chapter

In this chapter, the study methodology was explained, detailing the research design, instruments, data collection procedures, and analytical methods. It also discussed the pilot study, sampling strategies, and measures taken to ensure validity, reliability, and ethical compliance. Moreover, the following chapter presents the data analysis and interpretation of the study's findings.

CHAPTER FOUR

DATA ANALYSIS

4.0 Introduction

This chapter presents the results of the data collected through the structured questionnaire and semi-structured interviews. The analysis was conducted to provide clear and accurate answers to the research questions of this study. According to Cohen et al. (2007), different research methods are appropriate for analyzing different types of data. Therefore, in this chapter, quantitative and qualitative data are analysed separately but interpreted together to achieve a comprehensive understanding of teachers' perceptions of blended learning.

4.1 Analysis the Findings of the Questionnaire

The questionnaire consisted of 17 items designed to explore EFL teachers' perceptions toward implementing blended learning (BL) in English language teaching. Descriptive statistical analysis was performed using the Statistical Package for the Social Sciences (SPSS). The analysis included frequencies, percentages, means, and standard deviations to determine the significance of teachers' responses.

Validity and Reliability

Table (1): The Validity and Reliability of the Questionnaire

Statement	Category	Cronbach's alpha (α)
1 – 9	Benefits for Students	0.6993
10 – 13	Benefits for Teachers	0.7218
14 – 16	Challenges in Blended Learning	0.6100

The validity and reliability of the questionnaire intended to investigate EFL teachers' perceptions of blended learning on the teaching of English are reported in Table (1). The questionnaire was developed based on the research purpose, and its validity was established with the questionnaire content, which covered the important constructs of blended learning, including student benefits, teacher benefits, and challenges. Reliability of the instrument was based on a Cronbach's alpha measure. For the reliability scale, although considered on the threshold of "acceptable" ($\alpha = 0.6993$), along with teacher benefits also being on the threshold of "acceptable" ($\alpha = 0.7218$), the challenges in blended learning category were considered "questionable" ($\alpha = 0.6100$), but still usable with a small number of items to evaluate. Overall, it appeared that the questionnaire showed similar acceptability in validity and supported a generally reliable structure for the intended perceptions.

Table (2): Five-Likert Scale Points of the Questionnaire

Agreement Degree	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Points	5	4	3	2	1

The analysis was performed using SPSS Statistics 29.0.10 software. The questionnaire used a five-point Likert scale to measure participants' levels of agreement with each statement: "Strongly Agree" is assigned a score of 5, "Agree" a score of 4, "Neutral" a score of 3, "Disagree" a score of 2, and "Strongly Disagree" a score of 1, as seen in Table (2).

Table (3): Mean Values of Agreement Level

Level of Agreement	Mean Value
Strongly Agree	4.21 – 5.00
Agree	4.20 – 3.41
Neutral	3.40 – 2.61
Disagree	2.60 – 1.81
Strongly Disagree	1.80 – 1.00

Table (3) shows the mean scores used to describe the level of agreement of respondents to the items of the questionnaire. Mean scores between 4.21 and 5.00 indicate a level of "strongly agree", mean scores between 3.41 and 4.20 indicate "agree", and mean scores that range between 2.61 and 3.40 show a "neutral" response. Moreover, "disagree" responses are associated with mean scores that are between 1.81 and 2.60. Finally, mean scores that are between 1.00 and 1.80 reflect a level of "strongly disagree". This scoring system provides a simple way to categorize the various responses into mean values, conveying an overall perception of participants in an organized and meaningful manner.

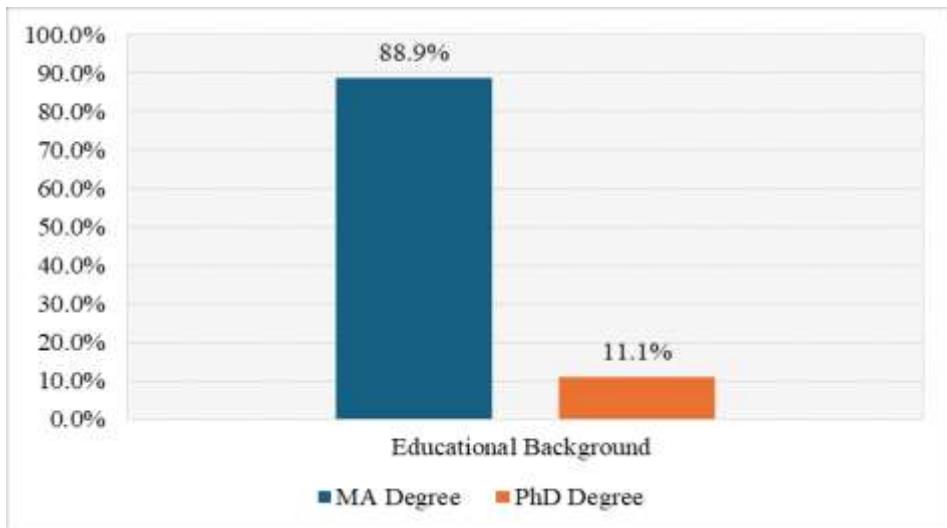


Figure (1): Educational Background Distribution of the Participants

Figure (1) provides an overview of the participants' educational backgrounds. Most of had a PhD. The distribution indicates that the study sample comprises mainly language teachers with advanced academic qualifications.

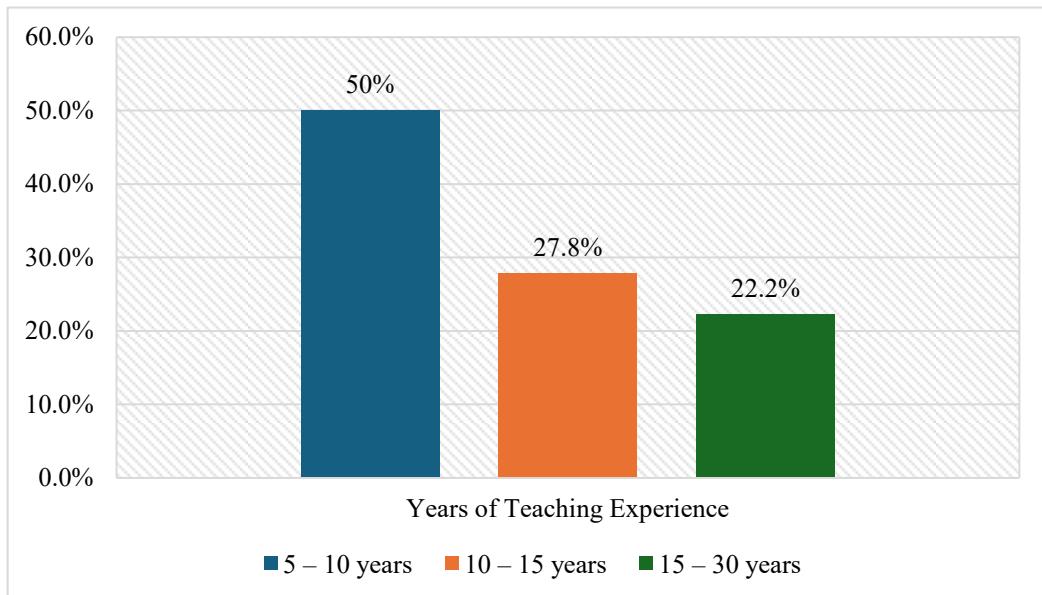


Figure (2): Teaching Experience Distribution of the Participants

Figure (2) displays the distribution of participants based on their years of experience as teachers. The largest group of teachers, consisting of 18 participants (50%) of the total, had some teaching experience, ranging from 5 to 10 years. The other groups included 10 participants (27.8%) with 10–15 years of teaching experience, and 8 participants (22.2%) with 15–30 years of teaching experience. Thus, most of the students were mid-career teachers, with a good amount of professional experience.

Are you familiar with BL?

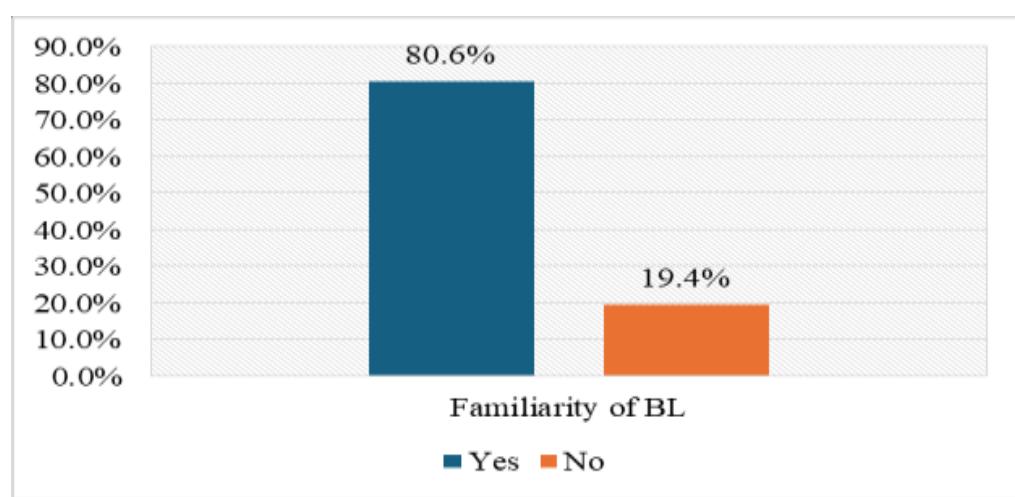


Figure (3): Familiarity with BL

Figure (3) shows the familiarity of blended learning among the subjects. The majority of teachers, 29 participants (80.6%), reported familiarity with the blended learning approach, while only 7 participants (19.4%) reported being unfamiliar with it. This indicates that most teachers had some level of familiarity or knowledge of blended learning. However, it is important to note that unfamiliarity does not necessarily mean a lack of online learning practice but rather suggests that some teachers may not have encountered the term 'blended learning' before or have limited experience with this approach.

Table (4): BL Benefits for Students from the teachers' perspective

Statement	SA	A	N	D	SD	M	St. D	χ^2	P-value	Agreement Level
1. BL supports learners to become autonomous learners.	8 (22.2%)	4 (66.6%)	3 (8.3%)	0 (0.0%)	1 (2.8%)	4.06	0.25	54.2	0.000	Agree
2. The BL courses help students to get a better comprehend of the topic.	7 (19.4%)	9 (52.8%)	6 (16.7%)	4 (11.1%)	0 (0.0%)	3.81	0.18	28.1	0.001	Agree
3. BL helps to improve the language skills of EFL students.	13 (36.1%)	20 (55.6%)	2 (5.6%)	1 (2.8%)	0 (0.0%)	4.25	0.22	43.7	0.000	Strongly Agree
4. Students can access course materials anytime and anywhere easily with implementation of BL.	12 (33.3%)	0 (55.6%)	2 (5.6%)	2 (5.6%)	0 (0.0%)	4.17	0.21	40.6	0.000	Agree
5. BL provides a motivating atmosphere for learning. It empowers the integration and involvement of students.	16 (44.4%)	6 (44.4%)	2 (5.6%)	2 (5.6%)	0 (0.0%)	4.28	0.20	36.2	0.000	Strongly Agree
6. BL allows students to have more time for extracurricular tasks.	6 (16.7%)	17 (47.2%)	8 (22.2%)	5 (13.9%)	0 (0.0%)	3.67	0.15	21.5	0.002	Agree

7. Students can get the benefits of face- to-face classes, along with the flexibility of using BL.	12 (33.3%)	20 (55.6%)	2 (5.6%)	2 (5.6%)	0 (0.0%)	4.17	0.21	40.6	0.000	Agree
8. Students pay more attention in class when they have already got the course material online.	5 (13.9%)	24 (66.6%)	4 (11.1%)	3 (8.3%)	0 (0.0%)	3.86	0.24	50.9	0.000	Agree
9. The learning process has become more effective.	10 (27.8%)	19 (52.8%)	4 (11.1%)	3 (8.3%)	0 (0.0%)	4.00	0.19	31.5	0.000	Agree

The data presented in Table (4) reflect the descriptive statistics of EFL teachers' perceptions regarding the benefits of blended learning (BL) for students. Analyzing the mean and standard deviation for each item provides insight into the overall level of agreement and the consistency of responses. The mean scores range from 3.67 to 4.28, indicating that teachers generally perceive BL positively, with the highest agreement for statements highlighting motivation and language skill improvement. Specifically, items such as "BL provides a motivating atmosphere for learning" (Mean = 4.28, SD = 0.20) and "BL helps to improve the language skills of EFL students" (Mean = 4.25, SD = 0.22) show strong agreement, reflecting that teachers recognize the pedagogical benefits of BL in enhancing student engagement and language acquisition. In contrast, the statement "BL allows students to have more time for

"extracurricular tasks" scored the lowest mean (3.67, SD = 0.15), which still indicates agreement, suggesting slightly less emphasis on time management as a perceived benefit. The low standard deviations across all items (ranging from 0.15 to 0.25) demonstrate that respondents' opinions are relatively consistent, with minimal variability in their perceptions of BL benefits.

Regarding the chi-square (χ^2) test, p-value, and level of agreement, the results in Table (4) indicate statistically significant agreement among teachers on all items. Chi-square values range from 21.5 to 54.2, with all corresponding p-values equal to or less than 0.002, which is well below the conventional significance threshold of 0.05. This indicates that the distribution of responses is not due to random chance and that there is a strong consensus among participants. Items with the highest chi-square values, such as "BL supports learners to become autonomous learners" ($\chi^2 = 54.2$, p = 0.000) and "Students pay more attention in class when they have already got the course material online" ($\chi^2 = 50.9$, p = 0.000), further confirm a high level of agreement. The levels of agreement are generally marked as "Agree" or "Strongly Agree", reflecting that teachers perceive BL as an effective strategy that enhances autonomy, engagement, and overall learning effectiveness for students in EFL contexts. Overall, both descriptive and inferential statistics provide compelling evidence that EFL teachers value the integration of BL in their teaching practices.

Table (5): BL Benefits for Teachers

Statement	SA	A	N	D	SD	M	St.D	χ^2	P-value	Agreement Level
10. When teaching in blended learning, teachers can incorporate more resources as compared to traditional learning.	8 (22.2%)	20 (55.6%)	5 (13.9%)	3 (8.3%)	0 (0.0%)	3.94	0.19	33.1	0.001	Agree
11. BL offers efficient and regular feedback since teachers are available for more one-on-one interaction with students. Thereby, students can ask questions and get immediate answers for complex items.	9 (25.0%)	20 (55.6%)	5 (13.9%)	1 (2.8%)	1 (2.8%)	4.00	0.20	34.5	0.000	Agree
12. The flexibility provided by blended learning benefits me as a teacher.	9 (25.0%)	20 (55.6%)	6 (16.7%)	1 (2.8%)	0 (0.0%)	4.06	0.20	35.9	0.000	Agree
13. The interaction in blended learning is higher than in a traditional face-to-face class.	6 (16.7%)	17 (47.2%)	7 (19.4%)	6 (16.7%)	0 (0.0%)	3.67	0.15	20.9	0.003	Agree

The data in Table (5) illustrate EFL teachers' perceptions regarding the benefits of blended learning (BL) for teachers themselves. The mean scores for all items range from 3.67 to 4.06, indicating overall agreement that BL has a positive impact on teaching practices.

Specifically, teachers rated the flexibility provided by BL highest (Mean = 4.06, SD = 0.20), suggesting that they appreciate the adaptability and control it affords in planning and delivering lessons. Similarly, the use of multiple resources (Mean = 3.94, SD = 0.19) and the opportunity for efficient, regular feedback (Mean = 4.00, SD = 0.20) were highly rated, reflecting the perception that BL enables richer instructional content and more immediate interaction with students. Although slightly lower, the item concerning increased interaction compared to traditional classes (Mean = 3.67, SD = 0.15) still demonstrates agreement, indicating that teachers acknowledge enhanced engagement. Furthermore, the chi-square test results support the statistical significance of these perceptions, with values ranging from 20.9 to 35.9 and p-values between 0.000 and 0.003, confirming that the observed agreement is highly unlikely to have occurred by chance. Overall, these findings suggest that EFL teachers recognize BL as a valuable approach that enhances teaching flexibility, interaction, resource availability, and feedback opportunities, contributing positively to their instructional effectiveness.

Table (6): BL Implementation Challenges

Statement	SA	A	N	D	SD	M	St.D	χ^2	P-value	Agreement Level
14. Technical difficulties make the online component of blended teaching frustrating.	7 (19.4%)	20 (55.6%)	8 (22.2%)	1 (2.8%)	0 (0.0%)	3.94	0.20	35.3	0.000	Agree
15. Students often feel overwhelmed during BL classes.	0 (0.0%)	16 (44.4%)	15 (41.7%)	4 (11.1%)	1 (2.8%)	3.31	0.19	33.1	0.001	Agree
16. The lack of institutional support makes it difficult and confusing for me to implement blended learning in my teaching.	14 (38.9%)	11 (30.6%)	10 (27.8%)	1 (2.8%)	0 (0.0%)	4.08	0.16	22.0	0.001	Agree

The data in Table (6) reflect EFL teachers' perceptions of the challenges associated with implementing blended learning (BL). Teachers rated the lack of institutional support as the most significant challenge (Mean = 4.08, SD = 0.16), indicating that inadequate guidance, resources, or administrative backing can hinder the effective implementation of BL. Technical difficulties in the online component also emerged as a notable challenge (Mean = 3.94, SD = 0.20), suggesting that connectivity issues, software problems, or digital literacy barriers can create frustration for both teachers and students. Additionally, teachers agreed that students often feel overwhelmed during BL classes (Mean = 3.31, SD = 0.19). Chi-square

test results further support the significance of these findings, with values ranging from 22.0 to 35.3 and p-values between 0.000 and 0.001, confirming that the observed agreement is statistically meaningful. Overall, these results suggest that while BL offers educational benefits, EFL teachers recognize that technical, institutional, and student-related challenges must be addressed to ensure the successful implementation of BL.

4.2 Analysis of Teachers' Interviews

This qualitative analysis examines EFL teachers' beliefs about incorporating BL into English language teaching. The research involved qualitative data collected through interviews with eight teachers. The qualitative data were thematically analyzed using codes to explore patterns related to the teachers' experiences, motivation, perceived benefits, obstacles, and challenges, as well as experiences and attitudes towards BL. The analysis followed Braun and Clarke's (2006) thematic analysis framework. It began with the systematic task of transcribing the data, followed by reading the transcripts many times to ensure a deep understanding and familiarity with the data, and the recording of initial ideas. Significant units were then systematically coded, and the researcher organized these codes into bigger themes and subthemes. Furthermore, teachers' transcriptions were labeled as teacher 1, teacher 2, teacher 3, teacher 4, teacher 5, teacher 6, teacher 7, teacher 8.

Theme 1: Teachers' Perceptions on Using BL in Language Teaching

The data obtained from the interview indicated that all teachers perceive blended learning as an effective approach for teaching the English language, even though some teachers don't use it in their teaching. One of the teachers said, *'I believe that blended learning is an effective teaching approach, but I prefer the traditional way of teaching, and I think face-to-face teaching is more than enough with my students'*. Another teacher reported, *'Despite the fact that BL is a very beneficial way for teaching, I think the subject I teach needs face-to-face*

classes to be taught, not online, and applying such a teaching approach needs facilities and support we don't have, which makes it difficult to apply blended learning'.

It is very clear that teachers appreciate the valuable effect of blended learning in the process of language learning and teaching and the several benefits BL provides for teachers and students. Teacher 2 said he found it more effective than the traditional way: *'It is more beneficial than just teaching the traditional way'*. Teacher 4 added, *'Of course, face-to-face teaching is still effective and important, but also blended learning is considered very beneficial, especially for students who are lazy and always create excuses not to attend the classes'*. Teacher 8 defined blended learning as *'It combines the face-to-face teaching with online objectives'*. One of the greatest benefits of BL that teachers mentioned is exposing students to authentic language input and diverse learning materials. As teacher 2 said, *'I found it very beneficial for students to be exposed to real language context to improve their language skills'*, emphasizing the necessity of natural exposure to native speakers to improve the language skills for students, as teacher 5 stated, *'I am positive that blended learning is much better than the traditional way in which students can be exposed to real-life language'*.

These answers reflect a consistent understanding of BL as a combined approach of teaching that combines the benefits of both learning methods. The teachers' responses indicate that they have a greater opportunity to implement BL effectively.

Theme 2: Reasons for Using BL

The data gained from the teachers revealed that they have different reasons to use BL based on their experiences and backgrounds. They gave a number of reasons for implementing blended learning approach. Three main reasons for adopting BL emerged. First, the COVID-19 pandemic forced teachers to use online tools in their teaching. As Teacher 1 said, *'I started to use blended learning in the pandemic. During the lockdown, we needed to use online*

applications such as Zoom to communicate with students'. Teacher 4 stated, 'I used it before COVID-19 but not that much, and I completely depended on it at the pandemic time because we were obligated to'. Teacher 2 said that he started using blended learning with face-to-face classes years before COVID-19: 'I used to use online learning with my students before the pandemic; I found it very helpful for my students'.

Second, some teachers were introduced to BL through colleagues, workshops, and teacher training programs that promoted adaptation. Teacher 3 stated, *'First I heard about it from my colleagues when they started to use it, and I started to use it in the Corona'*. Teacher 2 said, *'I heard about it first online; actually, it has been used here in college, in which we use some online resources such as videos and some articles'*. Teacher 6 added, *'I first learned about blended learning through teacher training programs'*.

Third, pedagogical reasoning, in which teachers try to get the benefits of traditional and online learning. Teacher 8 illustrated that *'BL helps us to bring together the advantages of both methods to achieve more efficient learning'*. Some teachers indicated that they first used blended learning when they were studying and doing their Master or PhD. Teacher 7 said, *'It was a core method of my learning in master'*.

Theme 3: Benefits of Utilizing BL

During the interview, teachers reported multiple benefits of employing blended learning in teaching language. First, all teachers reported that flexibility that BL provides for both teachers and students. Several teachers explained that BL enables students to have access to learning material anytime and anywhere, which makes the learning process more productive.

In addition, create more opportunities for communication between teachers through the communication channels supported by BL that facilitate continuous interaction and rapid feedback. Teacher 1 stated, *'I can interact with my students, and we keep in touch with each*

other at any time, and they can ask me if they have any questions even after the class time. I use WhatsApp groups to communicate and give them assignments, and it helps me to stay up-to-date'. Teacher 2 said, 'Sometimes I have emergency circumstances, so I can make an announcement in advance to let my students know'. Teacher 3 highlighted that BL helps teachers to provide faster and efficient feedback for their students: 'I sometimes send some materials for my students not related to the curriculum as extra information, and it is easier to give feedback online'. Teacher 8 added, 'Flexibility is one of the most obvious benefits of BL'.

In addition to flexibility, teachers reported that blended learning saves time noting that online elements enable lessons to be carried on outside the class and allow students to go back over materials at their own pace. It offers time management for both teachers and students and that allows teachers to use the time of class for more discussion and practice. As teacher 1 mentioned it helps to manage the limited class time: '*sometimes the lecture time is not enough to finish the lesson so we can complete it online so BL saves time for both teachers and students, you can say it saves time and effort*'. Teacher 3 added: '*it saves time so the time of the lecture become enough to finish the lesson*'. Teacher 5 stated: '*the lecture time is limited so that students don't have time to discuss everything so it provides them time outside the class to do that, it helps me to better organize my time I focus on key concepts in class and while leaving additional tasks online*'. Teacher 6 added it offers students accessibility to the materials anytime and anywhere at their own pace, which gives students more responsibility for their learning and encourages them to participate more: '*It allows students to review materials at their own pace and encourages more participation from shy or less confident students during online tasks and supports continuous learning outside the classroom*'. Teacher 2 added, '*Students come to the lecture well prepared*'. Teacher 7 said, '*It is flexible for both sides; if students missed anything, they can go over the lesson at any time*'. Teacher 4

said, 'It gives time for students to prepare themselves and make good discussion about the lesson'. This indicates that BL helps teachers to make classes more interactive and focused and shows how teachers make a balance between in-person and online sessions.

Another benefit indicated by teachers was the potential of blended learning to encourage student autonomy and engagement, as it provides various modes of learning. Teachers explained that integrating technology into teaching makes classes more interesting, which increases students' engagement in learning. Teacher 1 said, '*It gives students more opportunities for practicing language outside the classroom, and you can give them feedback online quickly and don't wait for the class time*'. Teacher 2 mentioned BL helps for better understanding of the course material: '*It helps to make students feel comfortable and relaxed, and my students found the lectures more interesting than before, and to prepare themselves for the lecture, I hope to use it at schools and universities so students can practice language more*'. In addition, teachers revealed that BL increases student motivation, as teacher 3 said, '*It makes classes more interesting and enjoyable compared to the traditional way, and it is an enhanced way of teaching, and students will gain more information when they use it*'. In addition, students like using videos and online quizzes, so their engagement increased. Some teachers reported that BL supports active learning that helps passive students to be active and independent, which helps students to develop their independent learning skills, as Teacher 4 said: '*BL makes learning much easier, and students become more confident and improve their language skills. It helps students to become independent learners*'. Furthermore, teachers confirmed the effect of BL on language development was highly valued by teachers, as it helps students to improve their language skills. Teacher 5 highlighted, '*I noticed that my students' language proficiency improved, so I wish all Libyan schools and universities would adopt it and make it a part of our teaching process*'. Teacher 6 stated, '*The combination of traditional methods with online tools gives students the chance for better language practice*

and improves the learning process through different learning styles, in addition to making classes more interactive and engaging through digital resources'. Teacher 4 said, 'Increased engagement in which the combination of BL makes students more engaged'.

In summary, the responses of the interviewees varied regarding the advantages of BL based on their experiences and backgrounds. Flexibility and a time-saving approach were the most frequent responses. Providing autonomous learning and engagement and motivation. In addition, it helps teachers and students to have better interaction. Some other advantages mentioned by the teachers were availability, diversity, and practicality. Finally, BL gives students the opportunity to be exposed to native speakers of the language.

Theme 4: Challenges of Using BL

The data obtained from the interview teachers expressed different challenges they face when implementing blended learning. The research figured out there are three main types of challenges that teachers face when they implement a blended learning approach.

Increase the workload, in which most of the teachers mentioned that applying blended learning increased the academic workload in which teachers spend too much time to create and choose appropriate content for their students' level that matches the course objectives. As they said, developing high-quality online materials and managing online and offline components was perceived as time-consuming and raising teachers' workload. Teacher 3 stated, '*I wouldn't choose difficult materials for my students; I try to make it as simple as I can*'. Teacher 2 stated, '*BL is beneficial, but the workload is doubled. You need to manage your time for preparing the materials for two environments*', which suggested that the effective implementation of blended learning requires careful planning. Teacher 4 said, '*Here we have a shortage of resources, and we don't have electronic libraries, so we have to go online and search for online materials that are suitable for students, which makes it difficult*

to prepare materials'. Teacher 6 said, '*Preparing appropriate digital content takes extra time and effort; sometimes I spend hours to create an online activity*'. Teacher 7 added: '*it is difficult to find resources that suitable for my students level*'.

Students-related challenges in which students may have some problems, such as managing their time outside the classroom and being obligated to do their online study. Teachers reported that some students are not motivated for independent learning, and they failed to get involved in online tasks or offered excuses for not preparing. Teacher 1 said, '*Sometimes when I upload a video for my students to watch, they don't, and they bring excuses like the video was too long, I was busy, and things like that*'. Teacher 4 stated, '*Some students don't care about preparing themselves before the lectures even if they get the materials, and they create excuses for that*'. Teacher 6 added, '*Some students are not motivated to complete online tasks independently, and they postpone more when it is online*'.

Challenges of infrastructure There are some technical problems that teachers mostly encounter when implementing blended learning approach. The internet connection issues and was frequently mentioned by teachers and lack of devices. Teacher 1 said, '*The weak internet connection is the key challenge and some other technical problems*'. Teachers 2 and 3 said, '*Some students have poor internet connections, and we don't forget the blackout. Sometimes the electricity cuts during the session, so we couldn't finish*'. Teacher 4 stated, '*There is a lack of facilities to support BL implementation inside the classrooms, and I think the institutions should provide support to improve the learning process*'. Teacher 6 stated, '*Some students lack consistent internet access or proper devices*'. Teacher 7 added, "*Some students don't have internet access or devices, in addition to a lack of facilities and equipment*".

Theme 5: The Need for Training and Support

All the teachers indicated a positive attitude toward using BL in the teaching, but they stressed the high need for essential institutional support and ongoing teacher training for effective implementation of this approach. Teacher 3 mentioned, '*Blended learning is great, but without proper training it will be difficult to apply effectively*'. Teacher 2 added, '*I think there should be training courses for teachers to learn how to implement BL effectively in their teaching*'. Some teachers reported that they feel they don't have the sufficient IT knowledge to use online tools effectively, as Teacher 3 illustrated: '*I think we need to learn more about using online learning with our students effectively*'. Teacher 4 stated, '*We need training. I think the university should provide workshops and support to use blended learning better*'. In addition to a lack of knowledge of IT, some teachers have difficulties when using some applications and platforms, such as Zoom and Google Classroom, and there is a lack of formal training courses to adopt this teaching method effectively, which undermines confidence. The teachers highlighted the need for professional development. Teacher 4 stated, '*The first time I used Zoom, I was confused, and the same thing happened with my students*'.

To sum up, there are a number of challenges that teachers face while implementing blended learning approach. First, teachers have problems in preparing and selecting appropriate materials for the students, and it takes more time. Second, there is no institutional support for this process either technically or by providing training courses for teachers to adapt technology in their teaching. Third, student self-management, which is difficult for teachers to keep students concentrated on their tasks. Finally, teachers might encounter technical problems that come up when implementing. The majority of teachers mentioned the same problems, including poor internet connection and technical issues, in addition to lack of IT knowledge.

4.3 Conclusion

Overall, the findings revealed that EFL teachers hold positive perceptions of blended learning and view it as an essential and effective approach for teaching English language. Teachers emphasized that blended learning enhances the teaching and learning process by fostering greater learner autonomy, improving communication, and increasing engagement through flexible and motivating instructional environments. Teachers believe that blended learning supports the development of language skills and provides opportunities for students to learn independently and interactively. However, they also stressed that successful implementation requires strong environmental support, technological readiness, and reliable infrastructure. Technical issues, limited institutional support, and insufficient professional training remain significant challenges that affect the successful adoption of blended learning. The interview results complemented the questionnaire findings, collectively highlighting that while teachers value the benefits of blended learning, there is a need for improved institutional policies, enhanced professional development, and adequate technological support to ensure its effective implementation.

4.5 Summary of the Chapter

This chapter presented the analysis of data collected from both the questionnaire and the semi-structured interviews. The findings revealed generally positive perceptions of blended learning among EFL teachers, both in terms of student and teacher benefits. The next chapter will provide a detailed discussion of these findings, connecting them to the research questions and reviewing them in relation to relevant literature.

CHAPTER FIVE

DISCUSSION AND CONCLUSION

5.0 Introduction

In this chapter, the results of the questionnaire and the semi-structured interviews are discussed. It also presents the study's conclusion, limitations, recommendations, and suggestions for further research.

5.1 Teachers' Perceptions Toward Blended Learning

The findings of the questionnaire demonstrated that EFL teachers hold highly positive perceptions of blended learning (BL), a result that aligns closely with previous studies conducted in different educational contexts (Koşar, 2016; Pardede, 2019; Mulyono et al., 2021; Dinh et al., 2024; Khairunnisa, 2022; Rianto, 2020). Quantitatively, teachers expressed strong agreement regarding the pedagogical benefits of BL, particularly its effectiveness in enhancing student motivation (Mean = 4.28, SD = 0.20) and developing students' language skills (Mean = 4.25, SD = 0.22). They also believed that BL benefits teachers by providing greater flexibility in teaching (Mean = 4.06, SD = 0.22) and improving opportunities to deliver effective feedback (Mean = 4.00, SD = 0.20). These perceptions reflect a growing recognition of BL as a powerful instructional approach that enriches the teaching-learning process.

Previous studies have similarly reported high levels of enthusiasm among teachers toward BL. For instance, in his study of 32 Turkish EFL instructors, Koşar (2016) found that teachers perceived BL as beneficial for increasing engagement and supporting continuous interaction. Likewise, Pardede (2019) found that Indonesian pre-service EFL teachers valued BL for its flexibility, accessibility, and ability to foster learner independence. These studies show a

consistent global trend: EFL teachers regard BL as a meaningful, flexible, and pedagogically effective approach.

The interview findings in the present study reinforce the questionnaire results. Libyan EFL teachers explained that their awareness of BL came from different sources, including colleagues, training workshops, online educational communities, and earlier teaching experiences. Many teachers noted that the shift caused by the COVID-19 pandemic accelerated their familiarity with and reliance on digital tools, making BL a natural extension of their teaching practices. Teachers highlighted a range of perceived benefits, including enhanced communication, increased student involvement, greater opportunities for independent learning, and easier access to varied and authentic digital resources. These perceptions directly correspond with findings from Koşar (2016) and Pardede (2019), who observed that BL improves interaction, strengthens engagement, and builds digital literacy.

Importantly, the quantitative results of the present study demonstrated strong internal consistency. Chi-square values ranging from 21.5 to 54.2 and p -values ≤ 0.002 indicate statistically significant agreement among teachers across multiple questionnaire items. This aligns with Mulyono et al. (2021), who reported significant associations between teachers' skills, motivation, and their positive perceptions of BL. The consistency of findings across multiple studies from different countries such as Indonesia, Vietnam, and Turkey, suggests that BL is widely recognized as a modern, innovative, and pedagogically sound approach for EFL instruction. Overall, the evidence from both the questionnaire and the interviews confirms that Libyan teachers view BL as a highly beneficial and effective instructional method capable of improving students' learning experiences and outcomes.

5.2 Challenges in Implementing Blended Learning

Despite the overwhelmingly positive attitudes toward blended learning, the study also revealed several challenges that hinder its successful adoption in Libyan higher education. Questionnaire data showed that teachers face a lack of institutional support (Mean = 4.08, SD = 0.16), limited training opportunities, and considerable technological difficulties (Mean = 3.94, SD = 0.20). These obstacles align with challenges reported in previous research. Mulyono et al. (2021) and Khairunnisa (2022) found that insufficient institutional support, inadequate internet access, and limited training opportunities make it difficult for teachers to design, manage, and conduct blended lessons effectively. Without proper administrative backing and technological resources, teachers struggle to integrate BL smoothly into their instructional practices.

The interview results further emphasized these concerns. Teachers described various practical barriers, including unstable internet connectivity, a shortage of digital devices, outdated infrastructure, and limited access to suitable digital platforms. They also noted student-related challenges, such as low motivation, poor time management, and lack of responsibility when learning online. These issues reduce the effectiveness of blended learning by limiting students' engagement and participation. Rianto (2020) also highlighted similar problems, reporting that students frequently struggled with internet instability and technological difficulties, which negatively affected their performance in BL environments.

Moreover, teachers expressed concerns about the time demands of preparing blended lessons, explaining that BL requires more effort compared to traditional teaching, particularly when creating digital materials, managing online platforms, and monitoring students' online learning behaviors. Previous studies support these findings. Khairunnisa (2022) reported that EFL teachers experienced significant workload increases due to the need to prepare digital content and maintain consistent communication with students.

Teachers also emphasized that although BL improved students' preparedness, engagement, confidence, and language skills, these benefits can only be sustained when adequate technological and institutional support is available. Studies by Pardede (2019) and Dinh et al. (2024) similarly found that BL enhances student engagement and supports independent learning, but only when supported by a reliable digital infrastructure and well-prepared instructors.

Overall, the present study shows that while teachers strongly believe in the pedagogical value of blended learning, its implementation remains constrained by infrastructural limitations, technological instability, insufficient institutional support, and a lack of systematic training. Therefore, the effectiveness of BL in Libyan higher education depends heavily on overcoming these challenges through coordinated efforts involving universities, policymakers, and teacher training institutions.

5.3 Conclusion

This study examined the perceptions of EFL teachers regarding the implementation of blended learning at Azzaytuna University in Tarhouna, with the aim of understanding both the benefits and challenges associated with this instructional approach within the Libyan higher education context. The findings indicated that teachers hold highly positive perceptions of blended learning, recognizing its potential to enhance EFL teaching and learning through increased flexibility, improved student motivation, greater learner autonomy, enriched engagement, and opportunities for authentic language exposure. These perceptions were further supported by evidence from both the questionnaire and interview findings, demonstrating that blended learning can create more effective and interactive learning environments for EFL students.

Despite the positive attitudes, the study also revealed notable challenges that hinder the effective implementation of blended learning. These included limited institutional support, inadequate technological infrastructure, insufficient training in digital competencies, increased teacher workload, and issues related to poor internet connectivity. Such challenges reflect systemic constraints that affect the quality, consistency, and sustainability of blended learning practices in Libyan universities.

Overall, the study concludes that blended learning is a promising and valuable pedagogical approach for EFL instruction in Libyan higher education. To ensure its successful integration, universities and educational policymakers must prioritize developing technological infrastructure, offering continuous professional development, improving teacher digital literacy, and providing supportive institutional policies. Addressing these challenges will enable Libyan institutions to enhance the quality of language education, support innovation in teaching practices, and equip students with the essential skills required for academic and professional success in the 21st century.

5.4 Recommendations

The study offered the following recommendations:

- 1- Universities should offer continuous professional development workshops specifically for EFL teachers, focusing on blended learning design, digital pedagogy, and instructional technology integration.
- 2- The university administrations should assess the quality of classroom technology and campus Wi-Fi to ensure reliable connectivity and adequate digital resources for both teachers and students.
- 3- The Ministry of Higher Education should allocate targeted funding and policy support to

enhance technological infrastructure and promote blended learning across universities.

4- EFL teachers should receive continuous training on digital tools, Learning Management Systems (LMS), and online assessment strategies to enhance their confidence and competence in blended teaching environment.

5- Syllabus designers should incorporate blended learning into the EFL curricula to promote student engagement and autonomy.

6- The Ministry of Education and universities should actively promote further research on blended learning across diverse Libyan educational contexts, with particular emphasis on examining its impact on learners' achievement, motivation, and digital competence.

5.5 Limitations of the Study

First, the results may not apply to the largest group of EFL teachers in Libya due to the sample size and the non-probability sampling technique used. In addition, this study involved only one university, which may not reflect the diverse experiences and perceptions of EFL teachers at other Libyan universities. The study's limited timeframe, which relied on self-reported data from questionnaires and interviews, is another limitation. Teachers can answer about what they really think is essential, or in a positive light. Using a more representative sample technique, such as expanding research to different universities and integrating triangulated data with observations or students' opinions, these problems can be addressed in future research.

5.6 Suggestions for Further Research

To further develop understanding of blended learning in the Libyan higher education context, several areas are recommended for future research. Future research may include investigating the effectiveness of blended learning in other Libyan universities to increase the

generalizability of the results, as well as examining students' perceptions from different fields regarding the implementation of the blended learning approach. It would also be beneficial to investigate the institutional role and infrastructure support needed for successful implementation. Additionally, future studies could explore the long-term effects of blended learning, using longitudinal designs to assess its impact on students' achievement. Finally, further research may compare the advantages and disadvantages of traditional, online, and blended learning approaches in Libyan universities.

5.7 Summary of the Chapter

This chapter discussed the findings from the questionnaire and interview data and drew conclusions about EFL teachers' perceptions of implementing blended learning at Azzaytuna University. It summarized the key results, highlighted limitations, recommendations, and suggestions for further research.

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Appendix A: Questionnaire Form

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Perceptions of EFL Teachers on Implementing Blended Learning in Teaching English Language

Perceptions of EFL Teachers on Implementing Blended Learning in Teaching English Language

Dear Teacher,

This questionnaire is a part of an MA dissertation that aims to investigate EFL teachers' perceptions on using a blended learning approach in teaching English language.

You are invited to participate in this questionnaire, and your response will be very helpful for me. Many thanks for your time and effort.

Blended learning is a practical approach to achieving educational goals that combines traditional face-to-face learning with online learning. It offers students the opportunity to expand and run a qualified language and have access to course materials outside the classroom, anytime, anywhere.

BL = blended learning

* تشير إلى أن السؤال مطلوب

Section A: Demographic Information

1. Educational Background *

حدد دائرية واحدة فقط.

Master Degree

PhD

2. Years of Teaching Experience*

حدد كل الإجابات الملائمة.

5-10 years

10-15 years

15-30 years

Section B: Perceptions of Blended Learning

Please indicate your level of agreement with each statement)

1 = Strongly Agree | 2 = Agree | 3 = Neutral | 4 = Disagree | 5 = Strongly Disagree

3. Are you familiar with the concept of BL ?(If yes, proceed to the next questions, and if no, your opinion is very appreciated) *

حدد دائرة واحدة فقط.

Yes

No

4. BL supports learners to become autonomous learners*

حدد دائرة واحدة فقط.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

5. The BL courses help students to get a better understanding of the topic*

حدد دائرة واحدة فقط.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

6. BL helps to improve the language skills of EFL students *

حدد دائرۃ واحدۃ فقط.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

7. Students can access course materials anytime and anywhere easily with the implementation of BL *

حدد دائرۃ واحدۃ فقط.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

8. BL provides a motivating atmosphere for learning. It empowers the integration and * involvement of students

حدد دائرۃ واحدۃ فقط.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

9. BL allows students to have more time for extracurricular tasks*

حدد دائرۃ واحده فقط.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

10. Students can get the benefits of face-to-face classes, along with the flexibility of using BL *

حدد دائرۃ واحده فقط.

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

11. Students pay more attention in class when they have already got the course material online *

حدد دائرۃ واحده فقط.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

12. The learning process has become more effective*

حدد دائرۃ واحده فقط.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

13. When teaching in blended learning, teachers can incorporate more resources as compared to traditional learning *

حدد دائرۃ واحده فقط.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

14. BL offers efficient and regular feedback since teachers are available for more one-* on-one interaction with students. Thereby, students can ask questions and get immediate answers for complex items

حدد دائرۃ واحده فقط.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

15. The flexibility provided by blended learning benefits me as a teacher *

حدد دائرة واحدة فقط.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

16. The interaction in blended learning is higher than in a traditional face-to-face class*

حدد دائرة واحدة فقط.

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

17. Technical difficulties make the online component of blended teaching frustrating *

حدد دائرة واحدة فقط.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

18. Students often feel overwhelmed during BL classes *

حدد دائرة واحدة فقط.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

19. The lack of institutional support makes it difficult and confusing for me to implement blending learning in my teaching *

حدد دائرة واحدة فقط.

Strongly Agree

Agree

Neutral

Strongly Disagree

Disagree

لم يتم إنشاء هذا المحتوى ولا اعتماده من قبل Google.

نماذج Google

Appendix B: Interview Form

- How did you first learn about BL?
- How long have you been using BL
- Why do you use blended learning?
- From your experience, what are the advantages of using blended learning in teaching English language?
- What are the challenges that you face while using BL?
- Have you noticed an increase in students' achievement comparing to traditional methods?
- Do you recommend teaching by using BL? Why? Why not?