International Journal of Research in English Education

Attitudes of English-Major Students and Teachers towards Using Blended Learning in the English Department at Hebron University

Mahmood K. M. Eshreteh[1] & Azhar Hisham Siaj[2]

1. English Department, Hebron University, Palestine

2. English Department, Hebron University, Palestine

Email: Maltel2006@yahoo.com

Received: September 2, 2017 Accepted: November 12, 2017 Online Published: December 20, 2017

Abstract

Technology can be a robust tool for converting learning. It can help assert and improve relationships between instructors and learners, change our methods to learning and collaboration, narrow long-standing availability gaps, and modify learning experiences to meet the needs of all learners. This study aimed at investigating the students' perceptions and attitudes towards blended learning in the English Department at Hebron University (HU), learning whether the blended learning approach is suitable at HU or not, and investigating some teachers' attitudes towards blended learning in the English Department. So as to collect data for analysis, a questionnaire was distributed to English-major students and an interview was conducted with professors in the English Department. The major findings of this quantitative and qualitative study have revealed that the blended learning approach has a great acceptance from the students, and the instructors have favorable views towards using it to ensure the success of the teaching/learning process.

Keywords: attitude, blended, learning, technology

1. Introduction

The use of new advances in communication technologies has influenced the process of education all over the world, has led to changes in the role of both learners and instructors in education, and has posed new challenges in the web-mediated instruction. Communication technologies have paved the way to the growth of new methodologies in learning and teaching including blended learning, web-based learning, e-learning, and distance learning.

English is the lingua franca of the world; a large number of people all over the world speak English. It is the language of science and technology. More and more countries are placing big significance on using more of English in every walk of life; states in the Middle East are no exception (Harmer, 2007).

The effectiveness of education has always been a concern to societies. New methodologies have been used to develop the quality of teaching and learning English. Technology has become a trend in education and in the English language teaching in particular. More teachers and education officials have started to realize that the coming of technology (through its different forms) has become a major policy in education (Bates, 2000). Students all over the world like to use technology in everyday communication. They use the Web with all its different options including search engines, e-mails, Skype, etc. The students' use of the internet has greatly helped them in their learning. In fact, technological advances have affected the process of education and shaped up the relationship between teachers and students.

2. Literature Review

In the next sections, the researchers attempt to elaborate the definitions of 'blended learning.' Certain important definitions as provided by some dictionaries and scholars are highlighted in an attempt to clarify the theoretical framework of the study. Different attitudes towards using blended learning are also considered so as to reveal the benefits of using blended learning and technology.

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[DOI: 10.29252/ijree.2.4.51]

2.1 Definition of the Blended Learning Approach

2.1.1 Dictionary Definition

Technology, in general, and blended learning, in particular, has numerous definitions according to different dictionaries. According to the *Cambridge Advanced Learner's Dictionary & Thesaurus*, blended learning is defined as a way of learning that joins traditional classroom lessons with lessons that use computer technology and may be given over the internet. It is also a way of breaking down barriers to education. *Collins English Dictionary* also gives a simple definition of blended learning and states that it is the use of both, classroom teaching and on-line learning.

2.1.2 Scholars' Definitions

Blended learning and technology have many definitions that have been defined by many scholars. In general, research in education defines blended learning as a combination of traditional face-to-face classroom methods with more modern computer-mediated activities (Higgins & Gomez, 2014). Graham (2006) has defined blended learning as "the combination of instruction from two historically separate models of teaching and learning: traditional face-to-face learning systems and distributed learning systems" (p.5).

Al-Hadidi (2013, p.245) defined blended learning as "an integrated system aiming at assisting the learner during every stage of his learning stages, and it is performed of blending between the classical learning and electronic learning, with its different forms inside classrooms." Hadjileontiadou et al. (2015) indicate that the concept of b-learning is embedded in the idea that learning is not just a one-time episode, but also a continuous and dynamic process.

Kerres and de Witt (2003), Oliver and Trigwell (2005), and Sharma and Barrett (2007) believe that despite the fact that the term blended learning is widely circulated in corporate training, higher education, and ELT, it has been difficult to define. They have stated that the absence of a consensus on its defining lines and borders has led to some kind of difficulty in attempts to define the term. This has led to giving it different names. Some writers named it "hybrid or mixed learning", others named it "e-learning" or "b-learning."

Thorne (cited in Akkoyunlu and Soylu, 2008) sees blended learning as "a way of meeting the challenges of tailoring learning and development to the needs of individuals by integrating the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning" (p.184).

Vignare (2007) has highlighted that blended learning is known as 'hybrid', 'mixed mode', or 'distributed learning', and that it is receiving more and more force in education. For Vignare, blended learning is combining online "learning (mostly asynchronous) with face-to-face learning environments" (p.2).

As we have seen, most of the scholars agree that blended learning is a method that combines face-to-face traditional classes with an update and modern computer-mediated activities to ensure a successful teaching/learning process.

2.2 Benefits of Using Blended Learning and Technology

Using blended learning and technology has a wide variety of advantages. In general, using technology has benefited both the teacher and the student for it is convenient, flexible, cost effective, and motivating as a stimulant to learning. E-learning enables us to update and modify the input easily, maximize communication, supply students with ongoing feedback on their learning, and varies learning resources as well as evaluating methods (Al-Hadidi, 2013).

Along with that, incorporating more of technology has a positive impact on students' achievement and motivation. Programs using more technology are cost-effective in the process of human interaction. However, technology has to be purposeful; it should not be introduced in any program of instruction accidentally; it has to fit the objectives outlined in any lesson plan (Sharma & Barret, 2007). Therefore, blended learning is an unobjectionable method in improving students' participation in classes.

More specifically, blended learning is considered as a very useful approach in various ways. In case of using it as a method in any course, it can support face-to-face learning if students do presentations, it can boost students' learning in large and small groups, and it can also improve self-directed learning by using mobiles during the course. Moreover, it can enhance the communication between the teacher and individual students or groups of students, as well as between students themselves creating a kind of collaboration.

The rationale for employing a blended learning approach has been examined. Singh and Reed (2001) have emphasized on four benefits to using blended learning courses as follows:

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a. They improve students' learning.
b. They extend better achievement.
c. They are cost-effective and time-saving.
d. They cut down on travel expenses, and speed up learning.

According to Akkoyunlu and Soylu (2008, p.184), blended learning "supports all the benefits of e-learning including cost reductions, time efficiency, and location convenience for the learner as well as the essential one-on-one personal understanding and motivation that face to face instructions present."

Moreover, one might use blended courses because they allow more flexibility for both teachers and learners, offer different options for learners to get more involved in learning and be able to display that, provide both teachers and students with bigger opportunity to promote their skills in technology, and appeal to learners who prefer to participate in courses that have online experiences (University of Wisconsin-Milwaukee, n.d.).

2.3 Different Attitudes towards Using Blended Learning

According to Gardner (1980), attitudes are "the sum total of a man's instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic" (p.267). Attitudes are the way one thinks or behaves, a complex mental state involving feelings, values, and dispositions to act in certain ways. Attitude affects a student's ability to learn, but unrelated to talent. Attitudes can represent positive or negative views towards a person, a thing, or an event; sometimes, these views can be conflicting.

Learners possess a group of beliefs about language learning, the target culture, the teacher, the learning tasks, etc. These beliefs are pointed out to as learners' attitudes. They influence learning in a number of ways and very often determine their success. For example, a learner with weak computer literacy skills might have negative attitudes towards participating in an e-learning language program, or even in one adopting a blended learning approach to learning. Thus, attitudes shape up the amount and level of a learner's drive or motivation. Gardner (1980) has pointed out that "individual motivation to learn L2 is controlled by his attitudes towards the other group in particular or by his orientation to learning itself"(p.7).

Different factors influence learners' attitudes towards blended learning including age, gender, level of education, computer use, internet experience, and professional status (Jaber, & Shaath, 2012). According to Meyer (2003), gender is distinctive and plays an important role in online interactions and exchanges similar to reality. He has pointed out that females are more sympathetic, amenable, and well- mannered. However, males were more controlling of the online exchanges, more inquisitive, and assertive.

The level of education influences also the learners' attitudes towards blended learning. Having high-level educational achievement indicates more agreeable attitudes towards blended learning. Moreover, advanced skills in handling modern technological advances can positively affect learners' engagement and integration in courses adopting a blended learning approach to learning. The more talented and tactful one is with manipulating the benefits of the internet, the more favorable his/her attitudes and perceptions of blended learning can be.

2.4 Related Studies

A lot of researches have been conducted to investigate the effectiveness of blended learning approach in both teaching and learning English. One of the previous studies at the University of Wisconsin-Milwaukee by Garnham and Kaleta indicated that learners have the ability to learn more in blended courses than the conventional ones. Teachers also informed that students were able to write papers in better ways, were skillful in producing qualified projects, were also capable of interacting in blended courses, and their performance in exams was improved (cited in Laura Lloyd-Smith, 2010, p.509).

Along with the first study, another study was conducted at the College of Education in Ankara, by Arikan pointed out to the idea of applying internet technology in teaching literature by using "Internet Groups." The researcher's aim was to examine the way of using "Internet Groups" by students in the learning of literature and to debate the impact of utilizing "Internet Group" on learning literature. The outcomes show that this new tool takes the students' concern, in addition, to analyzing and meeting their needs and interests. The majority of the students showed gratification for

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using the internet, which smoothed their participation in literature courses and paved the way for them to have many literary inputs (cited in Dwaik et al., 2016, p.128).

Chambers and Gregory also confirmed that "modern societies are moving from a word-and-print to an image and-icon world and it would be pertinent for teachers to include elements of this image-and-icon world in their literature classes in order to engage their students" (cited in Dwaik et al., p.129).

According to a study done in Gauhati University by Jain (2012), the use of Information Communication Technology (ICT) in teaching English literature is able to change students' perception of technology and supply extra resources to the traditional way.

3. Theoretical Framework

The models of Staker and Horn (2012) were adopted as theoretical framework of the study. Staker and Horn (2012) created their own models and taxonomy of blended learning. Their taxonomy identifies four models: rotation, flexible, independent, and virtual. In the *rotation model*, the course content is overcome by alternate modalities (traditionally and online). The activities provide lectures to the entire student population or small groups of students, group projects, mentoring, and writing assignments. Rotation of student activities is carried out by a fixed schedule determined by the teacher.

Flexible model presents the students with the content primarily through the Internet. The teacher provides individual consultations, usually through activities such as managing group projects and mentoring. *Independent* model describes the scenario in which the students perform the selection of one or more online courses in order to supplement the traditional teaching. Online courses can be implemented in computer laboratories or at home. Unlike the virtual model, students are left to choose between individual learning and traditional teaching and it involves only the realization of certain courses, not the entire teaching process (cf. Staker & Horn, 2012). *Virtual model* is a model of the entire teaching based on the combining of the traditional teaching and online content that students take from their homes. It is usually implemented in everyday traditional classes, while the access to the online content is optional.

4. Significance of the Study

In spite of the English students' good leading of technology and their passion in using it, learning at the English Department doesn't reflect that. The significance of this investigation can be summed up as follows:

1. This study is expected to provide worthy information on English students' attitudes towards blended learning in education at Hebron University (Dwaik, et al., 2016).
2. This research is expected to serve as a catalyst to take action regarding combining more blended learning systems in schooling (Jain, 2012).
3. This study can encourage Palestinian researchers to start investigating similar topics and open the window for further research.
4. The findings of this study might promote educational leaders to reconsider blended learning for universities in our region to create effective learning environments inside the classroom.

5. Methodology

In this section, the methodology of the study is highlighted.

5.1 Tools

In order to figure out the students' attitudes towards blended learning, the researchers have used two methodologies. The first methodology that was used to collect data was a questionnaire for students and the second was an interview with different teachers in the English Department at Hebron University. Questionnaire items were constructed to suit the goals of the study. The structure of the questionnaire consists of two sections:

1. Section One requested background data of students, including gender, academic level, GPA, and another two sub-questions which required information on their computer literacy, and on whether they have experienced blended learning during their schooling or not.
2. Section Two is built upon collecting information about the students' attitudes towards the blended learning mode. The questionnaire is presented by five choices which are; *strongly agree, agree, neutral, disagree, and strongly*

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disagree respectively. The first question is made up of 3 statements while the second one consists of 11 statements. Each item has its purpose either in knowing the students' attitudes towards using technology in general or their attitudes towards using blended learning in the English Department at Hebron University.

5.2 Participants

The population of this study consisted of a sample of English-major students from the English Department at Hebron University. They are 40: 8 males (20%) and 32 females (80%) distributed as the following: first year 4 (10%), second year 6 (15%), third year 10 (25%), and fourth year 20 (50%). Their level in computer literacy is the following: poor 0, moderate 4 (10%), good 12 (30%), and excellent 24 (60%). Thirty of them (75%) have had some experience in blended learning, and 10 (25%) have never had any encounter with courses that use blended learning.

5.3 Validity of the Questionnaire

The content validity of the questionnaire was examined against the degree to which the scale of items reflected student attitudes of English-major students' towards using blended learning in the English Department at Hebron University. The researchers investigated the content validity of the instrument through submitting it to experienced specialists in the Faculty of Arts and Education. They gave their comments which were taken into consideration by the researchers. Based on the referees' comments, the instrument was revised until the instrument reached its final format.

5.4 Reliability of the Questionnaire

The questionnaire's reliability was examined. The result showed that the overall Cronbach Alpha Coefficient of the questionnaire is (r=0.81) indicating a very high degree of internal consistency. In other words, the questionnaire is considered a reliable instrument.

5.5 Research Design

This section clarifies the design of the study in an attempt to integrate the different components of the study in a coherent and logical way to ensure an effective addressing the research problem. Therefore, the research problem is identified and research questions and objectives are stated.

5.5.1 Statement of the Problem

Because we live in the age of information technology and the Web, learners need more than traditional methods in learning if they truly plan to enhance their academic achievement and keep close of the broad trends in educational technology (cf. Dwaik et al., 2016; Jaber & Shaath, 2012). Despite our English language students' good access to different modern technologies and their acceptable level of computer literacy, they don't take much advantage of these improvements in studying English at the English Department at Hebron University. The researchers have noticed that some students didn't get used to the blended learning approach, for they stick to the traditional way of learning and that students are not given many opportunities to develop their English Language skills by means of using the technology available.

5.5.2 Objectives of the Study

The study has the following major purposes:

1. Investigating the students' perceptions and attitudes towards technology in general in the English Department at Hebron University,
2. Investigating some students' attitudes towards blended learning in the English Department at Hebron University, and
3. Investigating the teachers' perceptions and attitudes towards technology in general in the English Department at Hebron University.

5.5.3 Research Questions

So as to find out whether the blended learning approach is suitable at Hebron University or not, and based on the literature review, previous studies, and the research problem, this research endeavors to answer the following questions in order to achieve the objectives of the study:

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- What are the students' attitudes towards using technology in general in the English Department at Hebron University? This research question demands the answers from students concerning their general perception of using technology.
- What are the students' attitudes towards blended learning in the English Department at Hebron University? This research question demands the answers from students to show their attitudes towards using the blended learning approach.
- What are the teachers' attitudes towards blended learning in the English Department at Hebron University? This research question demands the answers from teachers to show their attitudes towards using the blended learning approach.

6. Analysis

The findings and conclusions of the study are presented by discussing the research questions in light of students' survey questionnaire and the interview of teachers.

6.1 Analysis of the Questionnaire

6.1.1 Analysis of Section One of the Questionnaire

Table 1. Frequencies and percentages of English students' gender

	Frequency	Percent
Male	8	20
Female	32	80
Total	40	100

The previous table shows that the percentage of Males is 20% and the percentage of Females is 80%.

Table 2. Frequencies and percentages of English students' level

	Frequency	Percent
First Year	4	10
Second Year	6	15
Third Year	10	25
Fourth Year	20	50
Total	40	100

The previous table shows that the percentage of First Year level students is 10%, the percentage of Second Year level students is 15%, the percentage of Third Year level students is 25%, and the percentage of Fourth Year level students is 50%.

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Table 3. Frequencies and percentages of the question (What is your ability in using the computer technology in general?)

	Frequency	Percent
Poor	0	0
Moderate	4	10
Good	12	30
Excellent	24	60
Total	40	100

The previous table shows that students' ability in using the computer and technology in general is very high: good (30%) and excellent (60%).

Table 4. Frequencies and percentages of the question (Have you taken any BL course(s) yet?)

	Frequency	Percent
Yes	30	75
No	10	25
Total	40	100

The previous table shows that the percentage of the students who have taken blended learning course(s) before is 75%.

6.1.2 Analysis of Section Two of the Questionnaire

Research question number one: What are the English Students' Attitudes towards Using Technology in General at the English Department?

Table 5. Students' attitudes towards using technology in general

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I enjoy using technology in the learning process.	15%	55%	25%	5%	0%
Technology facilitates the process of learning.	15%	70%	5%	10%	0%
I prefer traditional approaches of learning that don't use technology.	0%	10%	30%	55%	5%

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According to the previous table, results are as the following:

With regard to the first statement, the results indicate that the majority of participating students (70%) agree and strongly agree that technology is enjoyable. They believe that using computers and other technologies make their learning a joyous experience. While only 5% of them disagree with this statement, and 25% have a neutral attitude.

A very high percentage of students (85%) believe that technology (including blended learning) facilitates the process of learning. They simply support using technology in their learning of different subjects in the English Department. A very low percentage (5%) of them has a neutral attitude while 10% disagree with this statement. The above discussion is in line with Dwaik et al. (2016) who state technology facilitates the learning teaching process.

60% of participating students are against using methodologies that don't integrate technology in education. We can say that, as a result of the previous statements and because students think that using technology has a big role in facilitating their learning, they have a positive tendency towards using different technologies in the learning process. The rest of the students are neutral in deciding whether they prefer traditional approaches of learning that don't use technology or not. Maybe this can be because some students are still attached and stuck in using the traditional methods. The above discussion is in line with Jain (2012) and Dwaik et al. (2016) who have highlighted the importance of technology in learning.

To sum up, English-major students have positive and strong attitudes towards incorporating technology in learning in the English Department at Hebron University.

Research question number two: What are the English Students' Attitudes toward Using Blended learning in the English Department at Hebron University?

Table 6. Students' attitudes toward using blended learning

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My grades (GPA) have improved while using blended learning technique.	5%	30%	40%	25%	0%
Blended learning improves my interaction in learning.	5%	75%	20%	0%	0%
Blended learning enhances my motivation and interest to learn.	15%	55%	25%	5%	0%
Blended learning helps me pursue my education in the future.	25%	50%	25%	0%	0%
Blended learning improvise my communication competence.	15%	65%	15%	5%	0%
I have understood the subjects of the courses in a better way.	10%	60%	20%	10%	0%
I have begun saving time.	15%	55%	15%	15%	0%
I have got the benefits of the traditional classroom, along with the flexibility of using blended learning.	10%	45%	30%	15%	0%
The instructor is able to address individual learning needs.	0%	25%	55%	20%	0%

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I get bored during blended learning class.	0%	30%	5%	65%	0%
The learning process has become less effective.	0%	15%	30%	45%	10%

According to the previous table, results are as the following:

For the first statement, the majority of the participants are neutral that their GPA has improved while using blended learning technique. Neutrality indicates that students cannot determine whether blended learning improves or doesn't improve their GPA. A near percentage shows that 35% of the participants agree and strongly agree that their GPA has improved while using blended learning technique. The rest of the participants don't agree.

For the second statement, the majority of the participants, 80% of them, show agreement on the statement that blended learning improves their interaction in learning. 5% of them strongly agree while 75% agree. The interactivity that blended learning can bring to the English students' learning is needful and indispensable. Using more of the blended mode in their learning will surely strengthen their movement and energy towards their academic responsibilities. 20% of the students are neutral.

A minority of English students (5%) shows disagreement on the third statement while 70% of them believe that blended learning can affect them psychologically, and that introducing it as a learning approach will encourage them to proceed in studying English. It is clear that a very high majority of them concur to the motivational role blended learning can have on them if implemented. 55% of them agree while 15% strongly agree. The rest are neutral.

75% of the participants strongly agree and agree on the fourth statement, that is blended learning will help them continue their education after graduation. Students think that their chances to pursue their postgraduate studies rely on having blended learning. In line with Mezileveska (2007), none of the participants in the current study disagree on this statement.

As regards the communication opportunities that blended learning can offer if used in the English Department, 80% of the students think that this approach will enhance their ability to communicate efficiently with their classmates, teachers, and with the whole world. Such results are also shown in a study by Jaber and Shaath (2012). It is clear that English students lack the sufficient communicative competence in language due to the traditional methods used, the huge number of classes, and the insufficient time given to training communicative skills in English. We can also see that 20% of students were neutral while 5% of them disagree.

For the sixth statement, 70% of the participants agree and strongly agree that they understand the subjects of the courses in a better way. Using the blended learning approach facilitates their learning of different subjects in different courses, whether language courses or literature ones. 20% of them show neutrality while 10% disagree.

As regards time in learning, 65% of the participants show agreement that blended learning helps them to save time. They save more time by using this method in class and use this time in improving the learning outcomes. According to Jaber and Shaath (2012), using this method also allows them to spend less time lecturing in class, supervising assessments, and grading. We can also see that 15% of students are neutral and another 15% disagree.

The statement "I have got the benefits of the traditional classroom, along with the flexibility of using blended learning" gets 55% of agreement. 10% of the participants agree while 45% strongly agree. This percentage indicates that students somehow enjoy using blended learning along with the traditional methods. The rest of the percentages range between neutrality and disagreement. 30% of the students are neutral and 15% of them disagree.

The majority of the participants (55%) are neutral that the instructor is able to address individual learning needs. According to Dwaik et al. (2016), neutrality indicates that students cannot determine whether the teacher meets their needs or not. A slight majority of participants (25%) agree and strongly agree on this statement. The rest of the participants don't agree.

The results of the last statement show that 55% of the English-major students disagree and strongly disagree that the learning process has become less effective. They think that by using the blended learning approach, the learning

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process has become more effective by providing different learning styles. The above discussion is in line with Laura Lloyd-Smith (2010) who has shown the significance of blended learning courses. Generally, it is clear that these results are evidence that blended learning approach has a great acceptance from the students.

6.2 Analysis of the Interview

In an attempt to answer the third research question of the study, the researchers relied on conducting interviews with teachers. In fact, the second methodology that is used in this study is an interview with 4 teachers of the English Department at Hebron University. Its purpose is to have suitable answers to the requested questions in order to get an overview of the teacher's opinion towards using blended learning approach. It consists of five questions in which each depends on the other.

This research presents the findings of the raised questions in the interview. Teachers believe that blended learning is an effective learning tool as it contributes to the students' performance, motivation, and allows for more freedom of thought and discussion. The discussion in this section is in line with Akkoyunlu and Soylu (2008, p.184) who state that blended learning "supports all the benefits of e-learning" including cost reductions and time efficiency. One of the teachers pointed out that, in his courses and some of his papers, he found that teaching in a blended learning environment promoted learners interaction with the content, and with their peers. In addition to that, their interaction with him increased and this had a positive influence on them. They liked the online and classroom activities.

As regards the second question, which is "Does blended learning offer you (as s teacher) with varied choices in teaching?" the teachers answer is that they definitely can assign different tasks to students and this will allow for more freedom of thought and discussion. Students can prepare at home and discuss in class. Thus, the blended approach to language learning aims to improve the quality of learning by facilitating access, increasing flexibility, and maximizing interaction or collaboration.

Teachers are also asked if blended learning improves interactivity in language courses or not. Their answers are yes. Blended learning can present opportunities that enable learners to improve their learning and interactivity inside the class; it is a highly effective means of addressing diverse student's needs and expanding access to flexible learning opportunities and improving the quality of interactivity in class. Learners in blended learning are capable of submitting assignments electronically and instructors can provide feedback efficiently.

Regarding the fourth question, teachers point out to the different aspects in which blended learning benefits students. One of the teachers concurs that this technique saves students' time especially when they miss a face-to-face meeting. He also comes to an agreement that it benefits students in finding more electronic sources. In addition to that, he mentions that the use of blended learning technique reduces the need for actual rooms that are usually busy.

Another one mentioned different aspects which are access, engagements, flexibility, collaboration, authentic audience, motivation, independence, problem-solving, and critical thinking. According to Dwaik et al. (2016), all of this allows for more effective pedagogical practices and increased access and flexibility. Accordingly, blended learning is highly beneficial since it provides multiple learning opportunities to learners.

Concerning the last question in the interview, one of the teachers says that as he mentioned in one of his papers, blended learning environment should be extended to other courses in the English Department and other departments and faculties as well. It is not a must. As he says, it is a teaching tool and it contributes to effective learning environments and that teachers should use a variety of tools. On the other hand, some teachers say that blended learning technique should be an obligatory tool of instruction at Hebron University, at least in certain courses where online materials and technological infrastructure are available.

7. Discussion

Although there are many advantages of blended learning, it is rather complex. The findings of the previous discussion reveals that teachers request additional training and they need the examples of cooperation, expert opinions, help with research resources, and building competences for online communication. Students already use online discussions, podcast, blog, web sites, and other different forms of online communication. This fact has already set up a problem for teachers of differentiation of traditional and online learning.

The current study confirms one important point that is also mentioned by Staker and Horn (2012). Staker and Horn state that the introduction of blended model of learning in the classroom encourages the development of group work,

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[DOI: 10.29252/ijree.2.4.51]

motivation, and better integration of contemporary technological solutions in everyday practice. In fact, blended learning can easily integrate the model of problem solving teaching into the process of learning in which students achieve outcomes on several levels simultaneously.

The study reveals that using online resources by teachers offers students a better quality of participation in the process of learning, and therefore the students in online environment can achieve better outcomes on different levels. Online lectures can improve student-teacher communication. Traditional teaching presents a relatively small part of the activity. This point is also highlighted by Mezilevska (2007) who concludes that students generally have positive attitude towards blended model of learning, noting that they still use traditional approach as the simplest for discussions on the content and for receiving feedback from the teacher.

The traditional teaching has to be adjusted to the needs of the new "digitally literate" students. The findings confirm the thesis that the teachers acquire advantages relatively quickly and easily, thus indirectly they point out the principle of collaborative teaching in pedagogical work. Moreover, the blended learning model can improve the outcomes of learning, increase student satisfaction, and make subject more accessible to a wider range of students.

According to the proposed taxonomy of Saker and Horn (2012) and after interviewing some teachers in the English Department at Hebron University, it is clear that the rotation model stands out as the primary model at the English Department. In fact, creating taxonomy of blended learning presents a step leading to the right direction. It enables future standardization and development of the model. Our results presented in this paper confirm the findings of other authors (Mezileveska, 2007; Staker & Horn, 2012) who dealt with similar themes. The blended learning model can improve the outcomes of learning and increase students' satisfaction.

8. Conclusion

In conclusion, the researchers point out that this study focuses on a variety of purposes. Firstly, it investigates the students' perceptions and attitudes towards blended learning in the English Department at HU, learning whether the blended learning approach is suitable at HU or not. Another minor purpose is investigating some teachers' attitudes towards blended learning in the English Department at Hebron University. It's clear from the data collection by means of questionnaire and interview that the majority of students have favorable views towards blended learning for they engage actively with this technique. Students believe that they understand the subjects of the course in a better way, the teaching process has become effective, and they save their time during the learning process. The results are evidence that blended learning approach has a great acceptance from the students. Students and teachers simply want this mode of learning to be implemented more in the different courses at the English Department of Hebron University. The researchers think that, in general, introducing blended learning in the schooling will have a significant impact on the students' professional career. In addition to that, it's an effective learning style which pushes students to be more self-knowledgeable. It can open up room for them to connect with the world via the technological advances, and become omniscient of the issues they are exposed to while studying.

9. Recommendations

In light of the findings of this study, the researchers have the following recommendations:

1. It is recommended that the number of courses that use the blended learning method in teaching must be expanded. The reason is that the minority of students who don't like using blended learning tools will probably be able to engage in using this method and try not to stick to the traditional way of learning.

2. Instructors should utilize all available opportunities and resources to offer more motivating classroom learning environment.

3. It is recommended that Hebron University should start adopting the blended learning approach gradually not only in the English Department but also in other departments.

4. Moreover, this study recommends providing permanent Internet connection in the Department of English at Hebron University in order to enable students to access the internet easily to examine the subjects of the course and to limit students' lack of interest in the course.

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Appendix 1

Questionnaire

Attitudes of English-Major Students and Teachers towards Using Blended Learning in the English Department at Hebron University

The researchers intend to investigate English students' attitudes towards using blended learning in the English Department at HU. The information you provide will be helpful in meeting your needs and will be used for research purposes only. Thanks for your corporation.

Please fill in the blanks with the appropriate information or tick (✓) the appropriate box:

Section One: Background information

- Gender: □Male □Female
- Level: □First Year □Second Year □Third Year □Forth Year
- GPA: □60-69 □70-79 □80-89 □90-95
- What is your ability in using the computer (technology in general):
  □ poor □moderate □good □excellent
- Have you taken any blended learning course(s) yet?
  □ Yes □ No

Section Two:

A. What are the English Students' Attitudes towards Using Technology in General in the English Department?

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I enjoy using technology in the learning process.					
Technology facilitates the process of learning.					
I prefer traditional approaches of learning that don't use technology.					

B. What are the English Students' Attitudes towards Using Blended Learning in the English Department at Hebron University?

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My grades (GPA) have improved while using blended learning technique.					
Blended learning improves my interaction in learning.					

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Blended learning enhances my motivation and interest to learn.

Blended learning helps me pursue my education in the future.

Blended learning improves my communication competence.

I have understood the subjects of the courses in a better way.

I have begun saving time.

I have got the benefits of the traditional classroom, along with the flexibility of using blended learning.

The instructor is able to address individual learning needs.

I get bored during blended learning class.

The learning process has become less effective.

Thank You

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Appendix 2

An interview with teachers.

Attitudes of English-Major Students and Teachers towards Using Blended Learning in the English Department at Hebron University

1. Do you think that blended learning is an effective teaching style? How?

2. Does blended learning offer you (as a teacher) with varied choices in teaching?

3. Do you think that blended learning improves interactivity in language courses?

4. In what other aspects does blended learning benefit students?

5. Do you think that blended learning should be an obligatory tool of instruction at Hebron University?

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