

EFL Faculty Members' and Students' Perception of the Use of Blended Learning during Covid 19 Pandemic

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Abstract

This study aimed to investigate how instructors and students at Sadat Academy for Management Sciences feel about teaching /learning English through blended learning. The qualitative and quantitative methods were used. Thirty faculty members and (400) students from several departments at Sadat Academy for Management Sciences were chosen randomly. Two questionnaires were prepared by the researcher one for faculty members and the other for students to investigate their perceptions toward blended learning during the pandemic Covid 19. Following data collection, a statistical analysis was conducted based on the perceptions of faculty members and students. According to the faculty members, the greatest benefits were its flexible accessibility, saving time, and tracking and reporting. Students' perception was positive one toward blended learning since their primary concern was their health. They found it modular and scalable. There were few obstacles due to technological reasons but blended learning filled the gap during the Covid 19 pandemic.

Keywords: Perceptions, Blended Learning, the COVID-19 pandemic.

اتجاهات أعضاء هيئة التدريس والطلاب تجاه استخدام التعلم المدمج أثناء جائحة كوفيد 19
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المستخلص

هدفت الدراسة الحالية إلى معرفة مدركات أعضاء هيئة التدريس والطلاب بأكاديمية السادات للعلوم الإدارية تجاه تدريس وتعلم اللغة الإنجليزية من خلال التعلم المدمج. وقد تكونت عينة البحث من ثلاثين عضواً من أعضاء هيئة التدريس لمعرفة مدى فاعلية التعلم المدمج في تدريس اللغة الإنجليزية وأربعمائة طالباً من طلاب الفرق الأولى والثانية والثالثة والرابعة بالشعبتين العربية والإنجليزية من مختلف التخصصات للتحقق من مدى استفادتهم من التعلم المدمج في تعلم اللغة الإنجليزية. وقد قام الباحث بتصميم استبيان لأعضاء هيئة التدريس واستبيان للطلاب للتحقق من مدركاتهم تجاه التعلم المدمج خلال جائحة كوفيد 19، وتم تحليل البيانات الإحصائية بعد جمع البيانات عن مدركات أعضاء هيئة التدريس والطلاب. أظهرت النتائج استفادة أعضاء هيئة التدريس لهذا النوع من التعليم لإتسامه بالمرونة وتوفير الوقت وسهولة تبادل المواد التعليمية مع الطلاب، من جهة أخرى أظهرت نتائج استبيان الطلاب استفادتهم من التعلم المدمج لسهولة الحصول على المواد التعليمية ومرونة مواعيد انعقاد المحاضرات وكذلك تسجيل المحاضرات آتاحة للطلاب الفرصة للإستماع للمحاضرات أكثر من مرة، أظهرت النتائج أيضاً تأثيراً سلبياً فيما يتعلق بالتجهيزات التقنية على عملية التعليم إلا أن التعلم المدمج كان فعالاً فيما يخص تقليل فرص الإصابة بالعدوى وهو ما كان له الأولوية لأعضاء هيئة التدريس والطلاب.

الكلمات المفتاحية: اتجاهات، التعلم المدمج، جائحة كوفيد 19 .

Introduction:

Since the advent of Covid 19 pandemic in Egypt, the teaching and learning processes in schools and universities had to be adjusted in such a block down. The main reason is that government regulations forced schools to limit the use of face-to-face teaching and use blended learning instead. Otherwise, the use of online

learning can cause some issues, prompting schools to combine online and offline meetings (Pardede, 2012).

Blended learning or hybrid learning refers to the integration of online and offline learning. In order to support successful teaching and learning in the new era of the covid-19 pandemic, blended learning has become a demand and a trend for teachers and students in Indonesia. This tendency compels teachers to generate online media and content in the teaching and learning process, such as through the use of platforms, social media, and other online sources (Rachman & Phonix, 2021).

A growing number of studies have looked into instructors' and students' opinions of blended learning in the classroom in recent years. Some research (e.g., Friatin, Rachmawati, & Ratnawati, 2017; Pitaloka, Anggraini, Kurniawan, Erlina, & Jaya, 2020) indicated that blended learning has benefits such as usefulness, easiness, flexibility, satisfaction, and efficacy in the learning process.

When blended learning is used in English classes, students can learn more contextually because online media can help students learn how native speakers use the language in everyday situations. According to Lesiak-Bielawska (2012), implementing blended learning in English teaching and learning is an effort to help students learn more successfully. Furthermore, it can boost the pupils' score, indicating that their language mastery is improving.

Furthermore, blended learning is advised for use in the new era. It is also suggested that implementing English mixed learning can boost students' knowledge when compared to either online or face-to-face learning. The rationale for this is that components of face-to-face teaching and learning that cannot be handled in online learning can be covered (Pardede, 2012).

Despite the growing corpus of research examining instructors' and students' opinions of blended or blended learning implementation, Aji and Arifin (2020) noted that there are still limited studies, particularly in the pandemic corona virus setting. The pandemic corona virus is forcing educational institutions like colleges to swiftly move to distance and online learning. It forces teachers and

students to use blended learning even if they are not yet prepared to teach and learn entirely online.

To fill the gap, the current study investigated faculty members' and students' perceptions of using of blended learning as media learning tool during the pandemic corona virus in Egypt.

Statement of the problem:

Within the context of Egypt University's desire to provide distance education services in light of the exceptional circumstances of Corona virus pandemic, and the resulting necessity for the continuation of the teaching process, and the use of e-learning tools represented by the use of the Blackboard platform with face-to-face education in what is known as blended learning or hybrid learning, and from the researcher's exploratory study to survey the perceptions of faculty members Sadat Academy for Management Sciences about blended learning or hybrid learning that combines regular education and distance one using educational platforms and electronic applications. The researcher found that (85%) of faculty members were dissatisfied with this change in the instructional process, according to the study. For a variety of reasons, including some faculty members' lack of electronic communication skills, the lack of Internet networks, the difficulty of communicating with all students, the fact that distance education lacks interaction, dialogue, and discussions between professors and students, as well as the reasons for students' difficulties with electronic communication and financial assignments, among others.

The study Xiao & Cheng, (2020) also wanted to see how satisfied students were with the Shanghai Open University's blended learning programme. The study used a group of (211) students and found that students were satisfied with hybrid or blended learning to a significant degree. Al-Huneini et al, (2020) revealed the challenges in implementing blended learning in schools due to a lack of teacher knowledge, limited use of technological tools in education, lack of experience of some students in using technology at home or at school, and technology misuse.

However, there are still several flaws, in the use of hybrid or blended learning in English teaching and learning, that have a negative impact. Otherwise, research on the impact of hybrid or blended learning is still limited, particularly in English teaching and learning from the perspectives of students and faculty members who are directly involved in the implementation. As a result, it was critical to investigate faculty members' and students' attitudes on the use of blended learning as a medium learning tool during the pandemic corona virus.

Questions of the study:

The current study aimed to answer the main question:

- What are the perceptions of faculty members and students of learning English using hybrid or blended learning during the COVID-19 pandemic?

Several questions arose from this question, including:

- What is the perception of faculty members of teaching learning English using blended learning during the COVID-19 pandemic?
- What is the perception of students towards learning English using blended learning during the COVID-19 pandemic?

Aim of the study:

The current study aimed to:

The current study aimed to investigate faculty members' and students' perceptions of hybrid / blended learning.

Definition of terms:

Perception:

It is defined in APA as the process or result of becoming aware of objects, relationships, and events by means of the senses, which includes such activities as recognizing, observing, and discriminating. These activities enable organisms to organize and interpret the stimuli received into meaningful knowledge and to act in a coordinated manner.

Operationally , Perception refers to a manner of expressing one's level of favour or disapproval, as well as positive or negative thoughts and views about the use of blended learning in English teaching.

Blended learning:

Graham (2006: 1) defines blended learning theoretically as "a blending of instruction from two historically independent forms of teaching and learning: traditional face-to-face learning methods and computer-mediated learning."

Operationally, it is defined as the type of teaching and learning using both face-to-face and e-learning.

Literature Review

Definitions of blended learning:

Blended learning, according to Hall and Villareal (2015), is learning that blends face-to-face and integrated online-based learning. Learning can take place not only in the classroom but also at any time and in any location. So that the use of blended learning can overcome the space and time constraints that come with face-to-face learning in the classroom.

Blended learning is a method of learning that incorporates face-to-face activities, online learning, and real-world practise (Husamah, 2014). According to Rusman (2012), it is a combination of diverse media technologies and information, such as audio, video streaming, and a website, in an e-learning system path with face-to-face learning.

Akyol (2011) defined it as a paradigm of direct education combined with e-learning. It is a method of teaching and learning that differs from standard methods of information communication.

Blended learning, according to Smythe (2011), is a practical framework that includes a number of operative learning and teaching strategies. It encourages the use of computer technology to aid learning and use a variety of methods to encourage students to become more engaged. In addition, Welker and Berardino (2006) defined the term as the Integration of e-learning tools such as virtual learning environments with face-to-face learning is also defined

Blended learning is a method of learning that incorporates both technology and face-to-face instruction. The goal of blended learning is to mix the best qualities of face-to-face learning with the best features of online learning to increase students' active independent learning while reducing their face-to-face time in class.

Advantages of blended learning

Blended learning, according to Al Fiky (2011), transforms the educational setting by maximising teacher-student, student-student, student-content, and student-outside-resources interaction, integrating evaluation techniques for teachers and students, supporting course management activities (e.g., communication, assessment submission, marking, and feedback), and supporting the provision of information and resources.

Highlighting the value of blended learning Marsh (2012) mentioned a few aspects that make it successful and powerful. He explained that it gives a more personalised learning experience since professors may assign different activities to pupils based on their talents and learning styles, something that is difficult to do in a traditional classroom. It also gives more tailored learning aids, such as notes and pointers specific to their individual assignments rather than those that are generic for the entire class. Marsh goes on to say that blended learning encourages autonomous and cooperative learning, enhances student engagement in the classroom, supports and develops a range of learning styles, and provides a relaxed learning environment for previously taught goals.

According to John and Bulges (2012), blended learning offers numerous benefits, which are stated as follows:

- The possibility of altering our attitudes, not just toward the location and time of learning practise, but also toward the resources and technologies that aid learning.
- Saving effort and time for the learner when compared to e-learning - Providing flexibility in time and enrollment time.
- Providing chances for simultaneous involvement as well as coordination and asynchronous cooperation

- Taking into account the learners' individual differences so that each learner is taught according to his or her own needs and ability.
- The expansion of the learning environment beyond the classroom to include the entire world.
- Students can learn at the same time as their peers without falling behind.

Blended Learning Goals:

Blended learning goals can be divided into two categories.

1: The overall goal of blended learning is to improve educational quality.

- Increasing student involvement.
- Improving the efficiency of learning

2: Detailed procedural goals for blended learning: each of John & Bagels(2012) identified a set of goals that blended learning aims to fulfil, such as: - Improving student performance through the use of technology advancements.

- Improving direct and indirect interactions with educators and educational content.

- Spending less money.
- Improving performance and knowledge.
- Self-learning and democracy in education

The Models of Blended Learning

In terms of delivery, Wilson et al. (2013) divided blended learning into six models which are as follows:

- 1- The face-to-face model, which allows teachers to use technology in the classroom in specific situations, is recommended to assist students who have greater abilities than their peers, allowing them to advance and achieve better learning, or to assist students who have difficulty keeping up with the class pace, particularly in language learning classes.
- 2- The rotation model requires students to switch from a typical classroom to a lab in pre-scheduled sessions. It allows kids to learn and figure out how things work using online resources. For kids with behavioural, intellectual, and social issues.

- 3- The flex model, which involves complete online learning under the supervision and guidance of a teacher, is implemented. It creates a more secure learning atmosphere for kids.
- 4- The online lab model requires students to go to an online lab to take some courses, not because of the challenges mentioned above with the flex model, but because of the school's limitations, such as not offering that course. Furthermore, the pupils' work in the lab is supervised by adults rather than teachers.
- 5- The self-blend model, which entails learning self-selected subjects, addresses the needs of high school students seeking additional courses to aid in university entry or career placement.
- 6- The final paradigm is the online model, in which students with limited time can meet their teachers online and then come in for face-to-face lectures or meetings as needed. This paradigm provides a lot of flexibility (Fakhir , 2015).

Blended Learning in English Teaching and Learning

Information and communication technology (ICT) has been widely used in education in Indonesia for the past three decades. The use of ICT in English teaching and learning can increase the quality of teaching and learning in both face-to-face and online settings. It cannot be denied that using internet media in English teaching and learning can boost students' vocabulary knowledge and provide flexibility in helping students absorb information more easily (Shen, 2004). The rationale for this is because authentic and realistic media, such as video of native English speakers using the language, can help to facilitate the teaching and learning process. Furthermore, it is believed that the usage of internet technology encourages pupils to learn more effectively and improves their academic performance.

However, Rachman and Phonix (2021) point out several flaws in the use of technology in English teaching and learning that could be challenges for teachers in providing successful teaching and learning for students. As a result, many institutions are combining face-to-face and online learning as a hybrid strategy to address the shortcomings of either online or face-to-face teaching and learning. Since the teaching and learning process should be completed through online learning, English blended learning has become

increasingly popular in Indonesia. Unfortunately, because there are some gaps in online teaching and learning, some institutions, particularly in Bandung, encourage teachers to combine online and offline learning in English classes.

According to Rachman and Phonix (2021), blended learning can be a learning method for students nowadays to expand their learning experience because they can access endless resources from the internet while still receiving direction from a teacher through face-to-face learning. Furthermore, blended learning is thought to increase student engagement in English teaching and learning, allowing them to develop their language abilities in the target language.

Shift in student roles.

Transitioning to blended learning, according to Jones (2019), will necessitate a change in the role of students as learners. Students will naturally gain more autonomy in their learning in well-implemented blended learning environments. With this autonomy comes the responsibility for students to develop and improve their drive, discipline, self-direction, and time management skills. Students' digital fluency will organically improve as they become more independent learners in blended contexts. According to Jones (2019), transitioning to blended learning would entail a shift in students' roles as learners. In well-designed blended learning settings, students will automatically gain more autonomy in their learning. Students must use their autonomy to develop and strengthen their motivation, discipline, self-direction, and time management abilities. As students become more independent learners in blended environments, their digital fluency will naturally improve.

Shift in teacher roles.

Jones (2019) stated that not only will student roles change as a result of the implementation of excellent blended learning systems, but so will instructor responsibilities. One of the shifts that has been mentioned in the literature is that the teacher's function will move from being primarily a lecturer to that of a facilitator of learning.

Another position that instructors will adopt is that of curator, according to Kassner (2013), because in a blended learning environment, there will be a greater need for them to gather an abundance of high-quality information at various levels to fulfil students' demands. Teachers will also need to change their teaching to accommodate more student-centered activities including collaboration, regular feedback, differentiation, student choice, and physical classroom layout, among others. Another essential shift for instructors' success in implementing mixed learning settings will be regular reflection on both instructional styles and integrated technologies (Anthony, 2019).

Challenges in Implementing B-Learning

According to Sahni (2019), the introduction of blended learning in higher education would confront some hurdles, just like any other new technique. Concerns can be divided into three categories: first, instructor, second, student, and third, technical support. Instructors must adapt the new tools with a new perspective and positive attitude, as they will need more time and dedication to prepare everything ahead of time and provide regular feedback on the eLearning platform. Students must be driven to learn new technology and feel at ease, as well as possess excellent time management abilities. Another important issue is technological support in the classrooms; variations in the speed of the Internet connection in the classroom may reduce the program's effectiveness. As a result, dedicated technical help from the technical centre is required in order to efficiently implement this.

Other challenges that blended learning faces, according to Fakhir (2015), include ensuring participants' ability to use technology successfully, changing teachers' attitudes toward blended learning's effectiveness, administering and controlling learners' progress, finding the best match between delivery medium and performance goals, and ensuring that online resources offer interactivity rather than simply instructing learners. He also mentioned that obstruction, misperception, irritation, and unease that may accompany interaction can have an unfavourable impact on productivity, learning, social relationships, and overall achievement, as well as

posing numerous challenges in evaluation, observation, and classroom management.

The Requirements for Implementing Blended Learning:

Darrow et al. (2013) made a road map for implementing blended learning effectively. Leadership, professional development, teaching/instructional practise, operations/administrative systems/policies, content, and technology are among the six elements they developed for planning and implementing blended learning. It provides instructors in schools with general recommendations for creating blended learning programmes. It takes into account the differences that each school has in terms of student needs, instructor abilities, and subject variety. They claim that the most crucial component for implementing blended learning is people, and that they must be encouraged, empowered, and supported in order to allow more effective and enduring learning. As a result, consistent, collaborative, inventive, and supportive leadership appears to be a critical component of successful blended learning.

According to Fakhir (2015), the critical components to focus on in order to provide an effective framework for blended learning implementation include having vibrant and assessable short and long term goals that are continuously evaluated, employing and selecting the right teachers, providing ongoing tailored professional development based on the needs of teachers and staff that focuses on pedagogy, technology tools, and content, and identifying the indicators of ongoing formative assessments.

Related studies:

Ginting & Hamdani (2021) aimed to provide a sketch of students' perceptions on the possibility of merging face-to-face classes with online learning. This study revealed that students' perceptions of current emergencies influence their chosen style of instructional delivery, using online surveys for data collection and descriptive statistics for data analysis. The pupils appear to be far more tolerant to a variety of obstacles in remote teaching than of the possible concerns of COVID-19 transmission. In this study, the

majority of students preferred entirely online learning over hybrid learning. Their primary concern is their health.

Aji and Arifin (2020) want to know how teachers and students at Indonesia's Parahikma Institute feel about using blended learning as media learning tool during the pandemic coronavirus. The only data collection tools was the semi-structured interviews. The findings of this study were divided into two categories: teacher perceptions and student perspectives. Teachers highlighted various benefits of blended learning, such as effective learning, autonomous learning, and ease of use. Teachers, on the other hand, faced problems in teaching through blended learning, such as a bad internet connection, time constraints, and a lack of experience. Students, on the other hand, acknowledged benefits from blended learning such as flexible learning, motivation, interaction, and the improvement of their ICT abilities. Furthermore, bad internet connectivity and confusing materials were identified as obstacles to their learning.

Furthermore, Pitaloka & Jaya (2020) investigated undergraduate EFL students' perspectives of blended learning reading courses at one public institution in South Sumatera. The goal of this study was to look at what students thought about blended learning in a reading class. Participants were 18 students from the first semester of the English education study programme. The data for this study was gathered by observation, documentation, and semi-structured interviews. The author verified that blended learning has certain benefits when it comes to learning to read. The benefits were broken down into five categories: ease of use, challenging learning, flexibility, simple materials, and learning variants.

In a follow-up study, Aldosemani and Bolliger (2018) reported that 124 teachers from 14 different universities participated in a study about instructors' perceptions in a blended learning setting. The study which was an emerging university in central Saudi Arabia presented a picture of Saudi instructors' perceptions of blended learning. Questionnaires were utilized as the study's instrument. The findings revealed that blended learning can provide real-time access to course content as well as flexibility. Most instructors also stated

that they were aware of the importance of blended learning in teaching.

Furthermore, Warman (2018) investigated the impact of using WhatsApp as a blended learning tool on reading comprehension. The participants were 40 STMIK-AMIK Riau second semester students. He discovered the advantages of blended learning. Data was collected via a questionnaire and an interview. The findings revealed that blended learning via WhatsApp can assist students learn English in useful, beneficial, and practical ways. It can also boost students' motivation in the classroom by incorporating blended learning.

Friatin and Ratnawati (2017) surveyed students' perceptions of their digital reading demands as they transitioned into academic reading. The goal of this study was to find out how students in Ciamis, West Java, felt about blended learning in terms of utility, satisfaction, and motivation. Thirty students enrolled in academic reading participated in the study. Questionnaires were used to gather information. The findings revealed that blended learning can improve students' utility, motivation, and contentment in the classroom. Furthermore, blended learning concepts may encourage students to participate actively in their education.

Fakhir (2015) investigated the impact of blended learning on sixth-grade students' achievement and attitudes toward it. To meet the aim of the study the researcher used a quasi-experimental design and used an achievement test as well as a questionnaire to assess students' attitudes. A total of 50 female students were selected from two Amman schools for the study. The results revealed that there were statistically significant differences in attitudes of English students toward blended learning at the level of (0.05) between the means of the two groups, with the difference favouring the experimental group who was taught using blended learning.

Comment on the previous studies:

Some studies were concerned with students' perceptions towards blended learning such as :Ginting & Hamdani (2021), Pitaloka & Jaya (2020), Sari and Wahyudin (2019), Warman (2018), Friatin and Ratnawati (2017), Fakhir (2015).Some other studies were

concerned with teachers' perceptions towards blended learning such as : Aldosemani and Bolliger (2018). A third type of studies were concerned with teachers' and students' perceptions towards blended learning such as: Aji & Arifin (2020). The researcher benefitted from such studies reviewed in the instruments and data collection tools. He also benefited from the blended learning concepts and the statistics used.

Method of the Study

Data collection instruments

Population and Participants of the study

The study involved (400) students from Sadat Academy for Management Sciences in the first, second, third, and fourth grades. In addition to thirty faculty members from several fields.

Instruments of the study

A. Perceptions Questionnaire

In light of the study questions, an instrument was created to assess teacher and student attitudes regarding blended learning: The scale was developed based on a review of comparable studies on attitudes toward blended learning. There were fourteen items in all the following attitudes about English were considered:

- 1- If the percentage of pupils with favourable attitudes is between 71% and 100%, they have positive attitudes.
- 2- If the pupils' attitudes range from 51 percent to 70 percent, they are considered average.
- 3- If the percentage of pupils with unfavourable attitudes is less than 50%, the students' attitudes are negative.

A .faculty's perceptions questionnaire.

1-Aim of the questionnaire

The questionnaire aimed at collecting data about faculty members (n=30) concerning the use of blended learning during Covid 19.

2-Description of the questionnaire

The questionnaire consisted of 6 statements that reveal faculty members' perceptions concerning blended learning during Covid 19 as follows:

Items	Agree strongly (4)	Agree (3)	Disagree (2)	Disagree strongly (1)
Perceptions of professors towards learning English using blended learning				
1- Improving the students' language abilities.				
2- Activating students' self-directed learning.				
3- Increasing students' interest in learning English.				
4- Assisting students in learning English in context.				
5- Blended Learning assists teachers in filling in the gaps between online and offline learning.				
6- Activating students' self-directed learning.				
7- Professors have difficulties in developing materials and employing media.				

3- Validity of the questionnaire

The researcher relied on the validity of the jury members to validate the questionnaire. Validation of jury members and internal consistency took place.

(Content Validity): The questionnaire was submitted to 7 jurors in TEFL to validate it. They agreed at the items/statements of the questionnaire and stated that the questionnaire is valid. The researcher has done the modifications agreed upon by the jury (80.00% and more).

Cooper's equation was used to calculate the percentage of agreement among the jury members. The rate of agreement among the jurors on validation levels of the questionnaire ranged between (90.00% - 100.00%), as the percentage of agreement on the questionnaire as a whole reached (91.67%), which is a high percentage indicating the validity of questionnaire, after making the modifications approved by the jury members, they included modifying some of statements. The researcher made the modifications referred to by the jury members, which included rewording some items of questionnaire and omitting one. The final

questionnaire became (6) items, after making the modifications approved by the jury members.

C. Internal consistency

The internal consistency was calculated by administering the questionnaire to 7 professors outside those participating in the study.

Calculation of correlation coefficients among questionnaire items and total score of questionnaire are shown in table (1)

Table (1)
Correlation coefficients between questionnaire items and total score of questionnaire

Item	Correlation Coefficient of questionnaire items and total score of	Item	Correlation Coefficient of questionnaire items and total score of
1	0.705**	4	0.826**
2	0.552**	5	0.870**
3	0.810**	6	0.825**

**** Correlation is significant at the at level (0.01)**

The previous table (1) shows the correlation coefficients between questionnaire items and total score of questionnaire ranged between (0.552) and (0.870), all of which are statistically significant at the level of (0.01). This indicates the correlation and coherence of the items, and their internal consistency.

Reliability of the Questionnaire

The reliability of the questionnaire was computed by Cronbach's Alpha and Split-Half, as follows:

A. Cronbach's Alpha: The researcher used this method to compute the reliability of the questionnaire by applying it to 7 professors Cronbach's Alpha for whole questionnaire was (0.832).

B. Split-Half: The reliability coefficient of questionnaire was computed with the Split-Half method. This is shown in the following table (2):

Table (2)
Results of reliability coefficient values for questionnaire as whole

questionnaire	Number of items	Correlation between forms (Pearson)	(Spearman-Brown) Coefficient
Professors' perceptions of using blended learning during the COVID-19 pandemic questionnaire	6	0.709	0.848

These values indicate that the questionnaire has an appropriate degree of reliability, and this means that the values are appropriate to be reliable and indicate the reliability of the questionnaire.

A students' perceptions questionnaire

Aim of the questionnaire

The questionnaire aimed at collecting data about students concerning the use of blended learning during Covid 19.

2-Description of the questionnaire

The questionnaire consisted of 7 statements that reveal faculty members' perceptions concerning blended learning during Covid 19 as follows:

Perceptions of students towards learning English using blended learning				
1- I find online and offline learning enjoyable.				
2- Activating your self-directed learning.				
3- Blended learning has made it easier for me to comprehend the information.				
4- Blended English learning has improved my grammar.				
5- My English blended learning skills have improved.				
6- I am inspired in English blended learning,				
7- I can manage my learning time with blended learning.				

Validity of the students' questionnaire

Validity of the students' questionnaire took place through content validity. The questionnaire was submitted to 7 jurors in TEFL to validate it. They agreed at the items/statements of the questionnaire and stated that the questionnaire is valid. The researcher made the modifications agreed upon by the jury (80.00% and more).

Cooper's equation was used to compute the percentage of agreement among the jury members. The rate of agreement among the jurors on validation levels of questionnaire ranged between (80.00% - 100.00%), as the percentage of agreement on the questionnaire as a whole reached (92.86%), which is a high percentage. The researcher made the modifications referred to by the jury members, which included rewording some items of questionnaire. Thus, the final questionnaire became consist (7) items, after making the modifications approved by the jury members.

Internal consistency

The internal consistency was calculated by administering the questionnaire to a group of (40) students other than those participating in the study.

Calculation of correlation coefficients among questionnaire items and total items of questionnaire .This is shown in the following table (3)

Table (3)
*Correlation coefficients between questionnaire items
and total score of questionnaire*

Item	Correlation Coefficient of questionnaire items and total score of	Item	Correlation Coefficient of questionnaire items and total score of
1	0.800**	5	0.490**
2	0.715**	6	0.777**
3	0.843**	7	0.841**
4	0.729**		

**** Correlation is significant at the at level (0.01)**

The previous table (3) shows the correlation coefficients between the questionnaire items and the overall questionnaire ranged between (0.490) and (0.843), all of which are statistically significant at the level of (0.01). This indicates the correlation and

coherence of the items, and the questionnaire as a whole. This indicates that the questionnaire has internal consistency.

The Reliability of the Questionnaire

The reliability of questionnaire was computed through Cornbach's Alpha , and Test-retest, as follows:

A. Cronbach's Alpha: The reliability of the questionnaire took place by administering it to a group of (20) students. Cornbach's Alpha coefficients for whole questionnaire was (0.859).

C. Test re-test: The reliability of the test was computed by test retest method. The researcher re-administered the questionnaire on (20) students after two weeks. The reliability coefficient was (0.833) at the level (0.01).This indicate that questionnaire has an appropriate degree of reliability.

Results and Discussion

A) Results of faculty members' perceptions of using blended learning during the COVID-19 pandemic Questionnaire:

This part of the study includes the results of overall questionnaire's items, each separately as well as each of the items of the questionnaire. This is shown in the following table (4):

Table (4)
Frequencies, Percentages, Averages, and Standard Deviations of the faculty's perception using blended learning questionnaire (N = 30)

N	Statement	Frequency	Responses				Mean	Standard Deviation	Ranking	Availability
		Percentage	Disagree strongly	Disagree	Agree	Agree strongly				
1	Improving the students' language abilities.	Freq.	2	5	20	3	2.80	0.714	3	High
		%	6.7	16.7	66.7	10.0				
2	Activating students' self-directed learning.	Freq.	2	25	2	1	2.07	0.521	6	Low
		%	6.7	83.3	6.7	3.3				
3	Increasing students' interest in learning English.	Freq.	2	25	0	3	2.13	0.681	5	Low
		%	6.7	83.3	0.0	10.0				

N	Statement	Frequency	Responses				Mean	Standard Deviation	Ranking	Availability
		Percentage	Disagree strongly	Disagree	Agree	Agree strongly				
4	Assisting students in learning English in context.	Freq.	2	4	23	1	2.77	0.626	4	High
		%	6.7	13.3	76.7	3.3				
5	Blended Learning assists teachers in filling in the gaps between online and offline learning.	Freq.	1	2	24	3	2.97	0.556	2	High
		%	3.3	6.7	80.0	10.0				
6	Professors have difficulties in developing materials and employing media.	Freq.	1	0	13	16	3.47	0.681	1	Very High
		%	3.3	0.0	43.3	53.3				
Questionnaire as a whole						2.70	1.448	High		

It is clear from the previous table (4) that the overall reached (2.70) with a standard deviation (1.448). It confirmed the faculty members perceptions were high. This is because the weighted means of this level within scale category (2.50 to 3.24), which are considered high from the faculty members' perceptions.

- **First Rank:** There is a level of agreement on item (6) with mean (3.47), and it is one of the indicators of first category (3.25 to 4.00), which confirms the statement as very high.

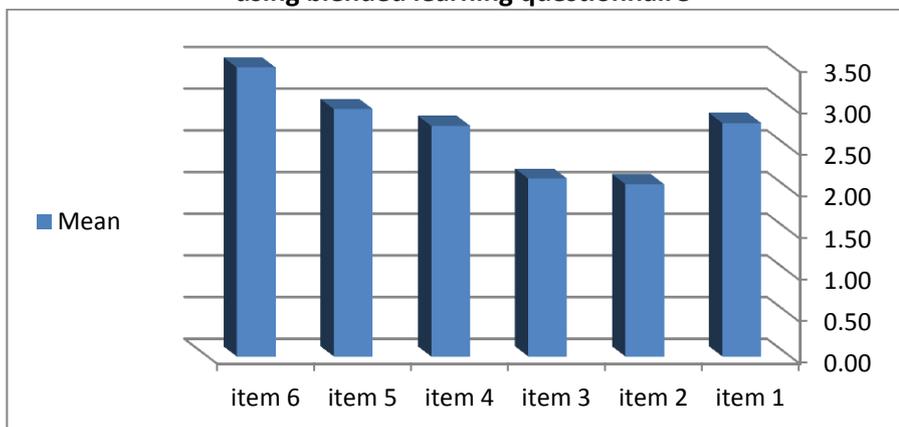
- **Second Rank:** There is a level of agreement on items (1,4,5) with average ranging from (2.77 to 2.97), and it is one of the indicators of second category (2.50 to 3.24), which confirms statements as very high .

- **Third Rank:** There is a level of disagreement on items (2,3) with average ranging from (2.07 to 2.13), and it is one of the indicators of third category (1.75 to 2.49), which confirms unapproved of questionnaire sample on these statements are an indication of dis agreement of this items, and that the point of view of questionnaire sample tends to a negative trend towards disagreement of these statements.

These results can be illustrated graphically in figure (1):

Figure (1)

Means of professors towards learning English using blended learning questionnaire



B) Results of students' perceptions of using blended learning during the COVID-19 pandemic Questionnaire:

This part of the study included the presentation of results of the students' overall as well as each of the questionnaire items:

Table (5)

Frequencies, Percentages, means, and Standard Deviations of students' items and overall items of the questionnaire

N	Statement	Frequency	Responses				Mean	Standard Deviation	Ranking	Availability
		Percentage	Disagree strongly	Disagree	Agree	Agree strongly				
1	I find online and offline learning enjoyable.	Freq.	7	17	356	20	2.97	0.403	2	High
		%	1.8	4.3	89.0	5.0				
2	Activating your self-directed learning.	Freq.	1	4	387	8	.01	.200	1	High
		%	0.3	1.0	96.8	2.0				
3	Blended learning has made it easier for me to comprehend	Freq.	10	5	383	2	.94	.338	3	High
		%	2.5	1.3	95.8	0.5				

N	Statement	Frequency	Responses				Mean	Standard Deviation	Ranking	Availability
		Percentage	Disagree strongly	Disagree	Agree	Agree strongly				
	information.									
4	Blended English learning has improved my grammar.	Freq.	13	13	373	1	.91	.395	6	High
		%	3.3	3.3	93.3	0.3				
5	My English blended learning skills have improved.	Freq.	15	8	373	4	.92	.416	5	High
		%	3.8	2.0	93.3	1.0				
6	I am inspired in English blended learning,	Freq.	11	7	382	0	.93	.350	4	High
		%	2.8	1.8	95.5	0.0				
7	I can manage my learning time with blended learning.	Freq.	21	369	5	5	1.99	0.339	7	Low
		%	5.3	92.3	1.3	1.3				
Questionnaire as a whole							.81	.049	High	

The previous table (5) shows that the overall mean reached (2.81) with a standard deviation (1.049). It confirms the students' perceptions of the questionnaire. This is because the weighted means ranged (2.50 to 3.24), which is considered high.

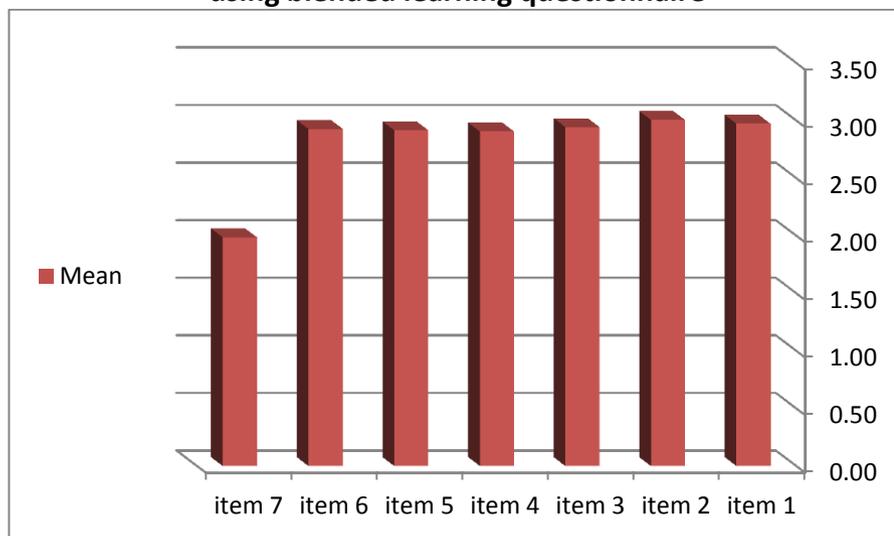
- **First Rank:** There is a level of agreement on items (1,2,3,4,5,6) with mean ranged from (2.91 to 3.01), and it is one of the indicators of second category (2.50 to 3.24), which confirms the statements as very high.

- **Second Rank:** There is a level of disagreement on item (7) with mean (1.99), and it is one of the indicators of third category (1.75 to 2.49), which confirms unapproved of questionnaire participants on this statement as an indication of disagreement of this item.

These results can be illustrated graphically in figure (2):

Figure (2)

Means of students towards learning English using blended learning questionnaire



Discussions of the Results:

The statistical analysis presented above showed the achievement of the study main aim which was investigating faculty and students' perceptions toward blended learning at Sadat Academy for Management Sciences throughout the use of questionnaires. The results of the study revealed that students' benefitted from blended learning in a positive way since they were primarily care for their health. This is in consistent with Ginting & Hamdani (2021) study that showed the majority of students preferred entirely online learning over hybrid learning. Their primary concern was their health.

Blended learning was of many benefits that helped students to develop their language skills. Students found blended learning flexible tool by which they can study at any time. This was agreed with Pitaloka & Jaya (2020) study that figured out many benefits of blended learning such as ease of use, challenging learning, flexibility, simple materials, and learning variants.

Some students found blended learning good chance to participate actively in discussions since they were not in face-to-face situation which increased their motivation. This is consistent with Friatin and Ratnawati (2017) study that revealed that blended learning can improve students' utility, motivation, and contentment in the classroom. Furthermore, blended learning concepts may encourage students to participate actively in their education.

In terms of teachers perceptions , teachers found blended learning useful tool for teaching English to students during unusual circumstances. It enabled them to interact easily with students and share materials with them during the pandemic. Teachers found blended learning good chance for choosing flexible appointments and they were able to record lectures to be available for students at any time. This is in consistent with Aldosemani and Bolliger (2018) study that revealed that blended learning can provide real-time access to course content as well as flexibility.

On the other hand, professors and students faced some obstacles in blended learning such as bad internet, and lack of experience in dealing with soft wares and online teaching/learning. One of the mistakes in the adoption of blended learning is that professors focus too much on the network platform and plan too many activities to allow students to learn more. However, doing so increases the cognitive burden of the students, rendering blended learning ineffective.

Furthermore, students from various backgrounds have varied learning methods; for example, some students are accustomed to reading a textbook, and they like summaries and notes in textbooks. This is agreed with Aji and Arifin (2020) study who divided into two categories: teacher perceptions and student perspectives. Teachers highlighted various benefits of blended learning, such as effective learning, autonomous learning, and ease of use. Teachers, on the other hand, faced problems in teaching through blended learning, such as a bad internet connection, time constraints, and a lack of experience.

Recommendations

In light of the results of the study, the following recommendations are suggested:

- 1- The necessity for specific training programmes for professors to teach and to test students' online.
- 2- More emphasis should be placed on developing students' digital skills.

Suggestions for Future Research

- 1- Further research is needed to examine the effect of blended learning on students' achievement in various areas of education.
- 2- Further research is suggested to investigate the effect of virtual reality (VR) in developing language skills and to examine the students' perceptions toward it.

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