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**Blended Learning Effectiveness in Boosting EFL Students' vocabulary
Case Study of EFL students at Ibn Khaldoun University in Tiaret,
Algeria.**

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree
of Masters in Linguistics

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Declaration

We hereby declare that the substance of this master dissertation is entirely the results of our investigations and that due references or acknowledgements is made, whenever necessary, to the work of other researchers.

Dedication I

In the name of Allah the bestower of mercy and Gracious who gave me patient and healthy life to be able to carry out this research.

I dedicate this work

*To My dearest **parents** the pillar and light of my life*

I would be nothing without your douaa, support, and confidence.

*To my beloved sister "**Khadija** " and my brother "**Nadjib** "*

*To my sweethearts **Khiera, Amina, Aya, Mohamed, Youcef.***

I really appreciate YOUR encouragement

*I give special thanks and love to my partners "**Aicha**" and "**Ikram**"*

I will always appreciate all that you have done

Samia

Dedication II

I would like to dedicate this thesis to my family and my friends

A special feeling of gratitude to my parents

Messaoud Boualem and Khoukha

*who thought me to believe in Allah, in myself and my dreams. Whose
prayers make me able to get such a success.*

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I will always appreciate what have you done

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I Would be an honor to dedicate this work

To my faithful father and beloved mother

For their support and guidance.

To my grandparents who raise me to be What I am Now

May Allah bless them.

To all the family members sisters and brothers.

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Abstract

From the beginning of 2020, Covid-19 has caused the most disruption in the educational system, including higher education. This disease forced universities and institutions of higher education to improve their online learning/teaching, this has impacted EFL students because they have faced difficulties adjusting to their new situation, in particular, acquiring English vocabulary, hence, this current study aims to investigate "the effectiveness of blended learning in enhancing students' vocabulary. Subsequently, this study submits the use of online learning based on acquis as statistical data to describe our findings. Thereafter, the data revealed that EFL students have a positive attitude toward the implantation of BL if the university has met all requirements such as building an ICT infrastructure

Key Words: Blended learning BL. Third year students, Master year students, Covid-19, vocabulary.

List of Abbreviations&Acronyms

- ✧ **BL: blended learning**
- ✧ **EFL: English as Foreign Language**
- ✧ **F2F : Face to Face**
- ✧ **ICT: Information and Communication Technology**
- ✧ **LAD: Language Acquisition Device**
- ✧ **LMS: Language Management System**
- ✧ **Q1: Question One**
- ✧ **(num=1): Number One**

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General Introduction

General Introduction

In the year 2020, almost every country in the globe. has been afflicted with the deadly covid-19 virus, resulting in a pandemic. The virus poses an unprecedented threat to all societies and has affected everyone's life either by infecting people in the worst-case scenario or by disrupting their lives through the health regulations enforced by every government in the world, such as wearing masks, avoiding social gatherings, and lockdowns. This has damaged the work of numerous vital institutions. especially education. Evidently, during this pandemic, the educational sector had to adjust to a situation in which a number of universities were compelled to switch from the traditional method of teaching to a far more modern, flexible method that conforms to the pandemic's health rules. In the past two years, this new trending strategy that works both online and offline has had a significant impact on education. Few studies have analyzed its weaknesses and strengths (Wang, 2010) in order to determine its impact on the quality of learning.

Moreover, it is well-known that learning vocabulary is a conscious effort that requires specific steps or strategies that fulfil students' understanding of the language, as well as, its vocabulary, as Wilkins put it; with grammar very little can be conveyed, without vocabulary nothing can be conveyed. Therefore, EFL students must create an enabling environment for study. However, Blended learning (BL) in Algeria was implemented without any research, as it was a sensible decision by the ministry of education considering the situation.

Our research will focus on Ibn Khaldoun University in Tiaret, a Case study of the Third year and Master's students. Where we will evaluate the efficacy of BL in enhancing EFL students' vocabulary. Our topic was derived from a primary observation of students, and teachers that seem to struggle and complain using this approach, Furthermore, we intend to examine how the situation was before and after BL implementation, as well as, how teachers facilitate EFL academic performance and the vocabulary learning process of their students via this approach. Consequently, we decided to conduct a study to determine the impact BL had on EFL learners' vocabulary acquisition in order to answer this question we hypothesed that BL can not enhance students' vocabulary because of it's limited vocabulary cluster and students' have negative attitude towards this application.

1. Statement of the Problem

In the EFL environment, vocabulary plays a crucial role; it is one of the most essential stages in understanding the English language; therefore, learners must improve their vocabulary utilizing a variety of strategies and techniques. In numerous institutions around the globe, including IBN khaldoun university in Tiaret, the traditional technique was the only option. In the last two years, however, the emergence of Covid19 disrupted the educational system and compelled a rapid changeover between the old technique and other methods; therefore, blended learning was the only viable answer to this problem. Due to the fact that it is a novel method of instruction and that EFL students previously studied and relied solely on their teachers, it was seen that EFL students encountered a number of challenges and obstacles in boosting their vocabulary. Importantly, the following research aims to investigate the efficiency of Blended Learning in increasing students' vocabulary learning of the English language.

2. Research Questions

To investigate this research study, the following research questions were formulated:

- ❖ What is EFL learners' attitude toward the use of BL at IBN khaldoun university in improving their Vocabulary?
- ❖ Does the blended learning approach enhance EFL students' vocabulary?
- ❖ Does the use of bl present any challenges for Elf students?

3. The Objective of the Study

research is to determine the effect of blended learning on the vocabulary of EFL students. This research may be significant for students and the university system; it helps students to determine whether this approach improves or diminishes their performance, vocabulary, and motivation towards its implementation at Ibn Khaldun University. It also investigates how EFL students and their teachers will react to the implementation of BL in the learning/teaching process.

4. The Research Hypotheses

Based on the previous questions we hypothesize;

● **Hypothesis 01:**

- At IBN Khaldoun University, EFL students hold a negative attitude towards the implementation of the blended learning approach.

● **Hypothesis 02:**

- BL method requires online sessions and it decreases vocabulary due to its limited Vocabulary cluster, so it cannot effectively increase students' vocabulary.

● **Hypothesis 03:**

- EFL learners couldn't adapt to the BL approach because of its overwhelming serious of challenges.

5. Research Structure

The following study consists of a general Introduction and scope of study, followed by three chapters. The first and second chapters are devoted to the theoretical review of the research study. And only practical Chapter.

The first chapter, covers the history of blended learning and its various definitions, the components of blended learning, the criteria for implementing blended learning, as well as Characteristics, advantages and disadvantages.

The second chapter, is devoted to the context of the study, which represents the educational system in Algeria in the era of covid-19. It also describes the status of English in Algeria , in addition to the significance of vocabulary in language learning.

The third chapter is intended to discuss and analyze the collected data.

Finally, we will end this research paper with a general conclusion, limitations, and suggestions for further research.

Chapter One: Blended Learning

1.1. Introduction

Over the last century, the world has taken a big shift into fully integrating internet communication technology in every aspect of human lives, where it is no surprise that certain electronic devices such as computers, mobile, social media, and the internet, are somehow normal, addictive, and nearly unattachable, since they brought many benefits that range from providing tools that facilitate different daily tasks, to building social platform as alternatives for real interactions, even providing mediated audio-video communication that allows for working, studying, or attending meetings virtually via the internet. The world has never been in desperate need of ICT, until it was hit by a major catastrophic event that has put it at hold, which is now known as the era of covid-19, the virus has affected many fields, but no doubt the most venerable is the educational sector, it effected it by simply preventing social gatherings, hence, closing many scholarly institutions as a result, however, school is a vital part of everyone life, it is the very essence of development, because it helps in raising scientists, teachers, doctors ...etc, luckily, some scholars before covid-19 have thought and managed to establish methods that make education remote, that is to say, the 21st century has rapidly changed the way schools work, especially, with the use of ICT, in that, universities and colleges of higher education have indeed explored methods for learning and teaching that instigates ICT, and they first hand witnessed numerous benefits such as; the increase of productivity and the solving of numerous teaching/learning problems. (Bouarab_Dahman &Rahi,2015,p607) . among those discovered methods, there is blended learning BL which is the most used learning approach during this pandemic, chiefly, it has proven to be the best alternative that works to both keep the value of traditional learning, and at the same time protect students lives by managing social gatherings and increasing students autonomy in learning. Henceforth, this chapter is set to give a very detailed review of the method of blended learning BL, which is used by most school institutions in various parts of the world. The chapter will consist of three sections. The first section will focus on defining and providing the historical background of BL, as well as, its definition, components, characteristics, and the criteria for its implementation. The second section will discuss the advantages and disadvantages of BL in language learning environments, additionally, we will mention its different modules of use, and the mechanisms on how to create a successful BL course. The last section will discuss the role of ICT in building up blended learning courses we will also mention a few factors of ICT on developing education in general.

1.2. The Definition of BL

In general, the concept of blended learning BL or hybrid learning refers to the integration, mixing, or combining of two types of teaching/learning methods which are online learning (technology) and a traditional face-to-face F2F classroom. Additionally, BL covers the entire process that mixes various teaching tools and methods, in order to, create a balanced teaching experience as illustrated by Bersin (2004) who stated that BL is "the combination of different training materials to create an optimal training program for a particular subject" (p. 59). Furthermore, Procter (2003) believes that BL serves the purpose of solving learning/teaching difficulties by stating that "combined learning is an effective combination of different delivery modes of teaching models and learning styles".

Moreover, even though the definition of BL is somehow clear it does not explicitly define what kinds of learning methods are used in it, in that, most teachers believe that BL is dependent on computer-Assisted language learning (CALL) applications, and web technology is the artery vein to run this approach, as emphasized by (Garrison and Kanuka 2004, & Aguilar 2012) who describe BL as the integration of the traditional learning experiences with online learning supported by ICT technologies. However, as we reckon before Issac came up with this approach using a simple mailing process.

In short, BL is a unique approach that combines the advantages of traditional classroom tools and ICT ones. Another important definition shows that BL is an innovative approach that includes the benefits of both traditional classroom instruction and ICT-supported learning, including offline learning and online learning (Lalima & Dangwal, 2017). In addition, Thorne (2003) points out that BL is an opportunity to integrate technological advances and innovative features into traditional learning environments. He also adds that blended learning has been recognized as a tool that can help improve the learning experience for students and teachers which is also a good solution for various challenges that may arise in learning.

1.3. The History of BL

Learning in 21st century has taken a big jump from merely being confined to four walls and a whiteboard classroom to a rather unlimited open virtual space for everyone to learn. That is to say, with the advent of web-based information technology, humanity has found many effective ways of doing things among them education since the internet has opened the doors wide enough for educators and given them full access to various tools and resources that they can exploit to enhance their teaching. Chiefly, via the internet, teachers and students

can now use different materials that can not be available when using the traditional way of teaching such as core analysis and evaluation that can reveal learners' strengths and weaknesses in self-learning, and provide a free stress environment for learners all of which is done in a rather independent way, in particular, using the internet creates autonomy for learners unlike traditional teacher-based learning Moreover, “the increasingly sophisticated web-based technology has made it possible to engage learners in a blended learning approach, which is a combination of traditional classroom teaching and online learning” Djiwandono (2013)

In a way, the blended learning approach was created to be an alternative to the traditional classroom which can be more effective in distance learning or in situations that prevent students or teachers from gathering around, which is the scenario that our world is currently facing thanks to the ever-spreading deadly virus known as the corona. Nevertheless, it is crucial to know how BL came to existence and how it developed in the last decade or so. Accordingly, the very first time blended learning course was done in 1840 by sir Isaac Pitman (Guzer and Caner (2014)) which was in the form of short messages that contain assignments and instructions mailed to learners who have to send back their answers for assessment. Thereafter, the use of computers as we know them now within blended learning, it only initiated around the year 1960, (Guzer and Caner. 2014), It is said that workers were the first to be trained using a mainframe and minicomputer, and their training was conducted through a computer program known as Plato system. According to the dictionary, “Plato system combines automated testing with automated prescription and instruction -- both online and off -- in a flexible, well-aligned system that allows teachers to make fine-grained decisions about their learners”(source). the Plato system was built in 1963 by control data at the University of Illinois, and it was popular for four decades and widely used in local schools, prison inmates, and other universities, courses were taught in a range of subjects, in addition, the system included some useful features for pedagogy, including text graphics, contextual assessment of free-text answers, feedback and the system are still used till now.

Furthermore, between the 1970s and 1980s according to Bersin (2004), the next step in the evolution of the blended method happened when firms began making video networks for employee training, referred to as satellite-based live video. he suggests that students could sit in the classroom to speak with their friends and watch the instructor on TV, as well as ask the instructor some questions. The experience became more dynamic and engaging as a result. according to Maddy (2016), the CD-ROM era began in the 1980s and 1990s, when schools and organizations began to use it to provide increasing amounts of information (graphics,

sound, video, etc.). Moreover, Bersin (2004) argued that the learning experience at the time was rich and thorough, but he acknowledges that people at the time had different learning styles. The CD-ROMs era was a big breakthrough in the past two decades since it had a lot of benefits for both educators and learners, besides, Since 1998, several changes have occurred, according to Bersin (2004), Web-based training has become ubiquitous, in other words, computers have been built, and these new technologies have solved many of the concerns that arose during the CD-ROM era. Graphics, audio, and videos grew more immersive, and consumers could access the internet with little effort, while students could access classes and assignments with a single mouse click. Bersin (2004) acknowledges that blended learning appears and has been employed from the 2000s till today, but organizations and institutions have begun to perceive its benefits. the merging of face-to-face F2F instruction and technology-based learning, according to Maddy (2016), could enhance the educational experience.

In brief, it is becoming easier now to extend learning outside the classroom by merging it with online information technology forming the blended learning approach that helped in overcoming various obstacles that hampered the effectiveness and efficiency of classroom learning. all of which are accomplished in a more or less independent manner.

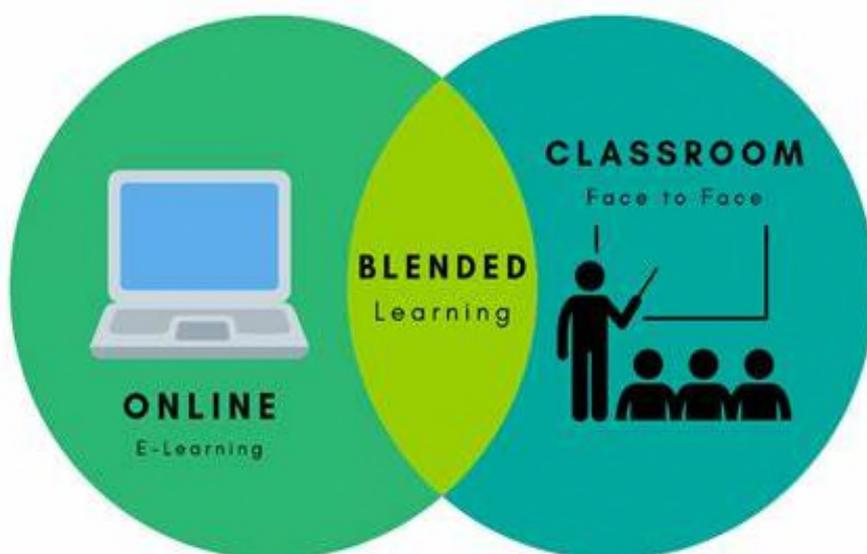


Figure 1.1: Blended Learning Concept

1.4. The Components of BL

BL components were determined by a number of scholars and from various perspectives of researchers such as Bersin and Graham, however, it is clear that blended learning consists of two main components that are F2F learning and online learning can be summarized as follows:

1.4.1. Face-to-Face F2F

It is a style of teaching that refers to the traditional way of teaching where the teacher and students interact in a direct way without any mediation, hence, the face to face expression came from. The traditional classroom is also known as “brick and mortar”, which means that the classroom has a physical aspect where teachers and students socialize in the real space classroom (SO and Brush, 2008). That is to say, the classroom is the one where the learning/teaching process occurs in a synchronous environment, which means that learners should be in the same context at the same time with their instructor for the sake of learning. Besides, in the face to face learning, the interaction happens between learners and the instructor and learners among themselves (Black G. 2002). In addition, Brindra (2018) acknowledges that F2F has various advantages the most important is that learners could share their opinions towards a subject directly with their teachers and peers, and could ask some questions and get answers immediately.

1.4.2. Online Learning (E-learning)

learning has taken a virtual stand thanks to the developments of internet communication technology ICT in that with ICT tools learners can now access online learning and teaching resources and platforms with a click of a button (Arkofur & Abaidoo, 2014) Chiefly. According to Both Christensson (2015) and The Commonwealth of Learning (2015), “e-learning” in general refers to the usage of electronic media or devices for teaching and learning. that is to say, E-learning is a situation where learners can learn outside the classroom anytime, anywhere, and can create a virtual classroom with their teachers and classmates to get ideas, such situations can realize when learners are unable to attend school so they have to study at home (Lalima 2017)... It also refers to the process In which delivery or access of content is done through ICT technologies. In other words, It requires students to use electronic tools such as; computers, mobile phones and tablets, with online students from different geographical locations and at any time able to join and study with their learning facilities institutions with such technologies can be in the form of the system (LMS) that enables students to be synchronous; Synchronized online learning is when students and their

instructors are connected at the same time regardless of their place, in the form of a meeting-based virtual classroom. video conferencing, Live Chat. Zoom, Skype...etc., Smith and Brame (2014) assert that e-learning is one of the most useful technological means that educational institutions are choosing.

1.5. Criteria for Implementing BL

Implementing blended learning should follow certain key factors because it is more than just a case of pick and mix, and it ought to be a suitable learning management system that works to create, achieve, and establish the most suitable blends that insure a well define course structures and clear learning objectives for any educational institution. according to Carman (2005:3-7), blended learning requires four important components that make it successful. Those components are presented in the following table as deduced from Keller, Gagné, Bloom, Merrill, Clark and Gery (as cited in Carman, *ibid*)

Self-Pased learning	B-learning encourages autonomy among learners that is to say it is designed to allow the learners to be self-independent and complete their tasks at their own pace.
Collaboration	Brown (1998 as cited in Carman, <i>op. cit</i>) states that human beings are social beings, and as such, they require the opportunity to collaborate with others to develop new knowledge and understandings.
Events	Bl plans for synchronous events with no regrades to distance but it requires the possession of ICT tools that provide access for bl courses.
Assessment	Bl can provide immediate feedback and assessment in that both formative and summative assessments are used to evaluate the students' knowledge and skills.

Table 1.1:Criteria for Implementing BL

Furthermore, Juwah (2002) emphasized the importance of being careful when designing online learning environments to ensure that students are motivated and their needs are fulfilled. Subsequently, the following table will showcase a set of core elements to

consider when building a BL course as proposed by Epic Performance Improvement Ltd (2010)

Elements to consider	Reasons
<ul style="list-style-type: none"> ● Does the approach serves learning outcomes? 	<ul style="list-style-type: none"> ● To test whether the blending approach is successful or not in terms of students' learning outcomes by observing knowledge grasping.
<ul style="list-style-type: none"> ● Is the blend appropriate for my audience? 	<ul style="list-style-type: none"> ● To check if the students have all the necessary items to study in blended learning.
<ul style="list-style-type: none"> ● Does the blend fit into the culture of my organization? 	<ul style="list-style-type: none"> ● The blending tools should be compatible with the students' culture.
<ul style="list-style-type: none"> ● Do we have the resources to cope? 	<ul style="list-style-type: none"> ● Resources such us technological tools and internet should always be available in order to successfully study in a blended learning environment.
<ul style="list-style-type: none"> ● Can our infrastructure support online components? 	<ul style="list-style-type: none"> ● Departments and educational system should Is the blend scalable? It should be exposed to any change at any moment.
<ul style="list-style-type: none"> ● Is the blend sustainable? 	<ul style="list-style-type: none"> ● Blended learning must be maintained at a certain rate or level.

Table 1.2. Epic Performance Improvement Ltd. (2010) Change management and e-learning: a practical guide

1.6. Characteristics of BL

Blended learning works to combine the best features for both the traditional face to face learning and online learning settings. even though with the inclusion of e-learning people's miss-concept that BL is not direct and thus lacks the interaction part, this is not true due to the future of synchronous coordination which is aided by face-to-face contact mediated by a computer or smart device. this according to (Hall & Villareal, 2015) allows for

immediate feedback, which benefits the teaching-learning process and saves time. as well as, the use of face calls via apps like “Zoom, Skype, and other platforms” has indeed encouraged creativity and innovation among learners and teachers alike when in fact they are more socially engaged (Green, 2015). Moreover, BL side allows for time and geographical flexibility that is not available in a classroom setting.

1.7. Advantage and Disadvantages of BL

As we reckon above Blended learning is an educational approach that integrates two different forms of learning it has evolved rapidly over the last few decades, and it is now more needed than ever, especially in the era of covid-19. B learning takes the best out of the two learning settings, in that, it provides several advantages for students, instructors, and educational institutions (Brown 2003). Consequently, blended learning has various strengths and weaknesses. we will discuss their advantage and disadvantage in the following:

1.7.1. Advantages of BL

A study of blended learning in the Department of Education and Early Childhood Development (2012) conducted by the Ultranet and Digital Learning Branch recognizes some of the benefits of this approach as follow:

1.7.1.1. Time Managementt

Through b-learning Students and teachers can choose the most convenient time for them to hold a meeting online. A time that is more flexible compared to F2F classrooms meetings, in addition, students can control their time online and learn at their own pace by simply adding asynchronous learning. Chiefly, the more time they manage their time the better the learning experience since students and teachers have more time in the classroom for creativity and cooperative activities.

1.7.1.2. Immediate Feedback

Thanks to the technological advancement that are currently used in BL and the various mixed nature BL has to allow it to provide both manual and computer-generated responses (feedback). looking at the fact that BL is interactive and social feedback can hold quality feedback and direct response unlike e-learning. Besides, technical features such as computer software/devices and web resources, allow providing additional types of responses that may not be also available in traditional F2F learning, i.e. machine-driven responses generating capacity.

1.7.1.3. Meta-cognition

Hudson (cited in Stacey and Gerbic in 2002, 2009: 147) emphasizes that blended learning approach flexibility allows for the best convention between teachers and students when designing a blended course supportive taking in mind the context and the content that best builds the most supportive environment for a higher level of education the kind of education that encourages aspect of critical thinking and self-dependent when it comes to learning. He emphasizes the idea by saying "the foundation of thought is rooted in dialogue, giving meaning to thought based on the context of social construction." This can also develop several qualities such as self-motivation, self-responsibility, and discipline among learners.

1.7.1.4. Materials

E-learning as a part of blended learning has the ability to use online resources that can facilitate the learning process. Subsequently, there are many information websites that someone can learn from the likes of encyclopedia, wiki-how even social platforms like Facebook, YouTube, Twitter.... In addition, anyone has access to information by simply using a search engine such as Google Scholar, Research Gate or Academia has more not to forget that with blended learning materials a person can study in the type of text, audio and video format,

1.7.1.5. Flexibility

The "Anytime, Anywhere" and "Anytime, Anywhere" functionality of networked technology expands learning flexibility this can come in very handy when in fact some students are simply not able to attend face-to-face classrooms for whatever reason such they are able to organize a blended course in there at the most convenient time this flexibility can make the learning environment more dynamic and interactive that can result in building a higher level of engagement.

1.8. Disadvantages of BL

One of the biggest drawbacks of using BL is the fact that it requires certain key factors to be successful, exactly as we discussed earlier. In other words, the lack of ICT infrastructure, staff, and materials can limit the use of BL as illustrated by (Tshabalala, NdeyaNdereya, and Merwe (2014) as cited in Namyssova, Tussupbekova, Helmer, Malone, Afzal, & Jonbekova, 2019.) Challenges and benefits of blended learning in higher education, compiled a list of problems that can limit its adoption such as the "lack of policy, lack of faculty support, lack of technology and computer skills, big class sizes, and insufficient technology resources" (p. 108) as an example many will face difficulties in obtaining online course materials if they don't have a proper internet connection, according to Movchan (2018) conducting BL courses can be at a big expense in terms of maintenance cost. as well as

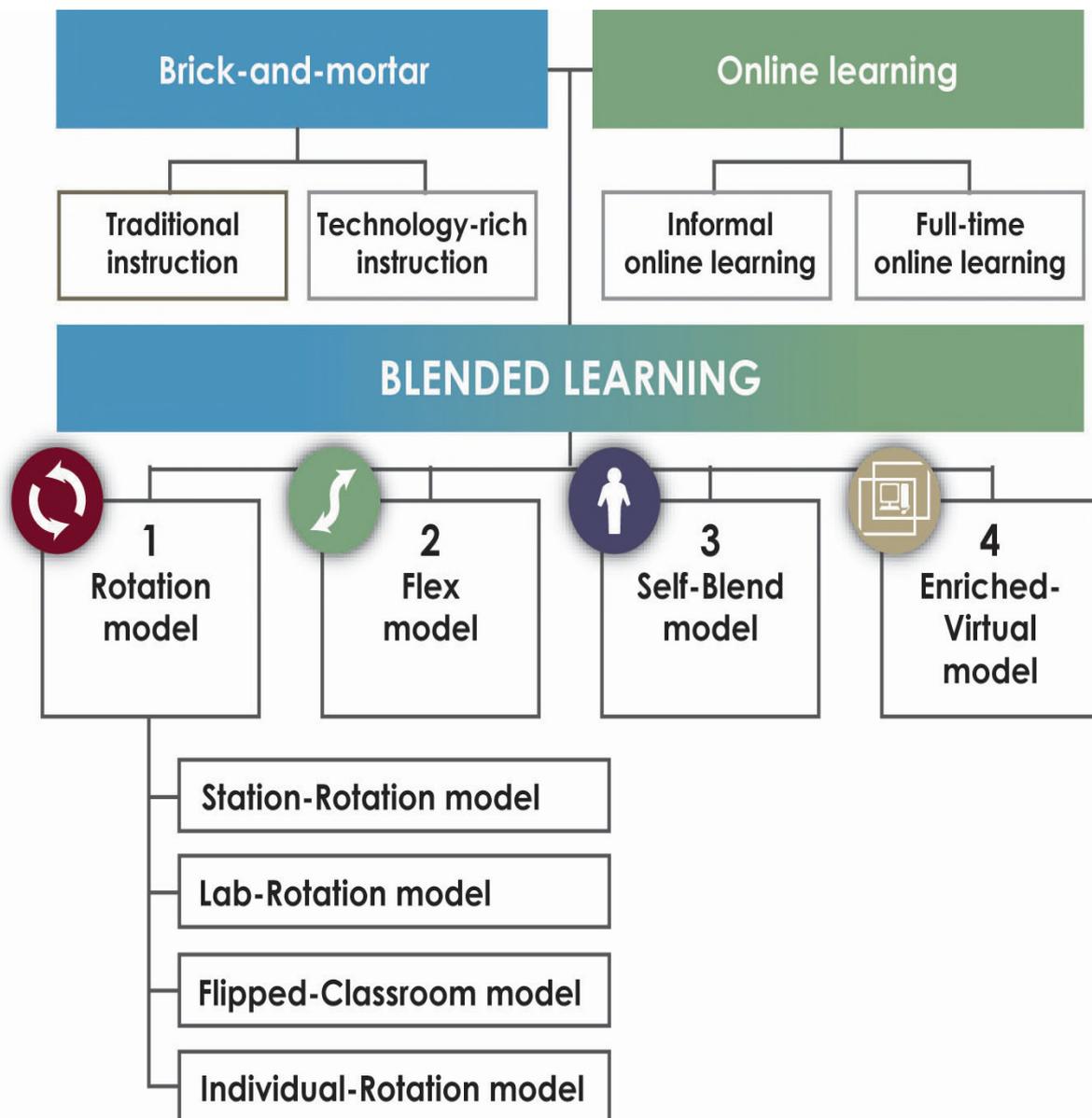
integrating advanced technologies into BL projects. Moreover, according to Zhan Z and Li Xiaohua (2009) even though teachers create and implement BL courses, most of the time teachers are not satisfied with the program's performance and do not want to continue since it can be overwhelming stating that;

Blended learning requires teachers to devote 27 27 significant times to become familiar with the design process and methods of blended learning, the operation of a variety of delivery methods, and the characteristics and use of media in order to design a variety of teaching and learning strategies that are based on curriculum objectives. Make every effort to acquire, organize, and create learning resources

Similarly, Caner (2012) considers the workload faced by teachers in the preparation process as an annoying factor. Because designing and developing online courses and planning F2F components for blended learning is time-consuming for teachers. Therefore, building a blended learning environment requires teachers who are enthusiastic, interested in computer skills, and familiar with the challenges that BL can pose. Furthermore. According to Edger (1946), it is rather hard to have unified performance assessments in blended learning since it is too diverse and changes from one environment to another and students' performance can also be affected by the facilitated technology that they become more dependent on a result it will be difficult to deduct things like plagiarism.

1.9. Models of BL

The Insight Institute reviewed the report "Classification of K12 BL" authored by Research Senior Heather Clayton Staker and Education of Insight Institute Co-Founder and CEO Michael B. Horn, in which they define BL as well as 13 divided it into three models and they classified it into four models as follows: (rotation, flex, self-blending and virtual enrichment models. (see diagram in the figure below)



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Figure 1.2: Blended Learning Models

1.9.1. Rotation Model

Like other models of blended learning, the rotation model makes use of in-person teaching, often delivered in lecture theaters or classrooms, as well as online learning. What makes the rotation model distinct from other forms of blended learning is that it has a scheduled timetable fixed for each of the two education delivery methods

The Rotation Model of Blended Learning Explained - ViewSonic Library (n.d. para: 03)

In other words, this model is designed to create an ideal schedule that manages students time in BL online classes and F2F ones. However, involving rotation between learning

modes, students rotate at least of which are online and classroom learning as groups, whole class instruction, group projects and individual training.

1.9.2. Flex Model

The flex model is a technique of teaching for college students who're non-conventional learners, for instance, in a classroom where most or even all students have a computer. In this class, most of the students' assignments are done independently on these computers. Also, students work at their own pace through a predefined set of materials. In addition, students can take as much or as little time as they need, they have options for more hands-on exploration of certain topics apart from the computer, furthermore, teachers supervise everything and provide one-on-one or small group instruction when needed. Consequently, students must take that course on their campus and receive support from their teachers.

1.9.3. Self-Association Model

The Self-Association blended learning model is a convenient way to provide education to students where this is not possible. However, since virtually all education is provided without a teacher in this model, it can lead to simple misunderstandings that teachers would resolve if teachers were present to support learning.

1.9.4. Rich Virtual Model

This model represents the fourth blended learning model. It was originated from online schools looking to enhance their online courses with mandatory face-to-face interactions (Horn & Staker, 2015). Unlike the previous flex model, rich mode provide physical spaces for learning where students can come together. Moreover, using this model a full school experience can occur, in the sense that students can divide their time between attending school and learning online, in other words, the experience begins with in-person learning (at school) and then concludes the lesson on working online to enrich the virtual experience.

1.10. Blended Learning Course Design Mechanisms

When it comes to Designing blended courses when should consider the way to leverage in-class and out-of-class activities that promotes learning, as well as the use of time effectively in both settings. Special blended courses manage to eliminate time directly from the total spent in participating classroom activities and use it for online time since BL Learning and assessment activities can take place online and in person. Moreover, we must look at the fact according to Graham and Stein (2020) who stated that “there is no single best model for courses combined, some variables specific to advanced technology instruction will influence the design decisions of the courses.” (p.28). that is to say, there is no definite science that dictates the way to design a BL course, however, several common strategies and steps have been established by different scholars and researchers in how to build an effective BL course design. According to Hurix Digital (2020) in a blog post, seven steps should be taken in mind, they are as follow;

1.10.1. Identifying Course Outcomes

This process usually describes the learning that will place across the curriculum through making brief statements, stating specific and measurable terms, about what the student will know and/or be able to do after completing the program, and it is often the first step, into building a course, that includes making crucial decisions such as; which learning strategy is most suitable, and what are the goals and objectives that teachers should strive to achieve, and it requires both teachers and students working together to achieve the ideal results.

1.10.2. Prior Knowledge of Other BL Course Plans

Having insight into other previous BL plan courses will benefit both learners and teachers. In that, they will have a clear idea of how to conduct different lessons and manages time between online and face to face meetings having a plan can help learners keep track of their teachers, as well as, the teachers as course creators can use it to know and ensure that the BL course is progressing at an optimal pace. The plan usually consists of an outline, in the outline content, teachers should define the course objectives, assignments, assignments, and tests related to each lesson that learners must do, and deadlines that learners must meet. In addition, teachers should clarify their expectations regarding student participation and participation. Additionally, teachers must decide which teaching tools, materials, and resources to use to deliver the desired content.

1.10.3. Setting Different Levels of Interaction

There are several interaction types that BL course designers should take in mind when developing courses, for instance, learner-interface interactions; learner-instructor interactions; learner-learner interactions; learner-other human interactions; learner-content interactions; learner-tool interactions; learner-environment interactions. (Karen Rasmussen, 2017), hence, an important benefit of blended learning is increasing learner initiative and social interaction despite the distances. The teacher/course creator must determine how interactive the course is by balancing the two components of blended learning (F2F and online learning). Here, the teacher may have several questions that need to be answered in order to achieve interactions; How much direct learning will be transferred? And how long will it take ?, To what extent will this be self-directed learning through interactive activities?.

1.10.4. Incorporating Collaborative Work

In group learning, learners create with their peers an environment of communication and discussion in which they share knowledge and benefit mutually. Teachers can facilitate group activity using various online sources and apps, for example, target group connects to chat room to discuss and exchange specific issues, they can also use social media platforms to voice their opinion and share it with others. Before creating a successful blended course, teachers should design an effective social learning strategy to take learning beyond the classroom and open discussions and debates to a wider audience. Interactions between members of the group can also help learners with problem-solving, analysis, and rational thinking.

1.10.5. Easing Communication

In this step, teachers must make sure that learners understand how to communicate with each other online. For example, when learners have a question and they email it to their teacher, learners can expect an email response from the teacher within 24 to 48 hours. In addition, teachers do not need to be present in the virtual classroom hours a day and learners are aware that they have a strong support system in place. Finally, teachers should consider ways to gather learner feedback through periodic live chats or a survey at the end of each combined course. It is very important for teachers to send their feedback to learners to make sure that the course is on track and it is at the right pace.

1.10.6. Identifying The Resources

When creating a course, teachers must choose from a wide variety of resources to show learners the authenticity of the reviews they use in their teaching content. Providing learners with resources will help them access the information to validate and also for better understanding of the lesson teachers present and to expand their perspectives towards the subjects they trying to learn.

1.10.7. Assessment Plan

Assessment is an important step in creating an integrated course because; it helps teachers to check learners' progress, effectiveness and development of the target course, it allows learners to recognize their weaknesses for improvement. The assessment plan may include a test at the end of each module, in addition, the teacher may ask learners to summarize the results of a self-study activity for assessment at a time. study and the course itself. Another strategy for assessing learners is to invite them to participate in group discussions on discussion forums. For example, a teacher creating a chat room (online) and adding their students, then asking them can be a direct question that teachers get feedback and assessment easily.

1.11. ICT Role in Education

The term ICT stands for Information and communication technology. ICT refers to technologies that provide access to information through telecommunications. It is similar to information technology (IT) but mainly focuses on communication technology. This includes the Internet, wireless networks, cell phones and other means of communication. (TechTerms, 2022). According to Don Knrzek (date), education without technology is like a doctor operating without his medical utensils. Subsequently, many aspects of learning and teaching had indeed changed by ICT, as it is considered to be a powerful tool that creates several educational opportunities and resources for learning. And according to the renowned Bill Gates, ICT is like a speeding highway that raised educational standards and gave educators and learners a wider field of choice when it comes to teaching/learning methods. (Bill Gates,1990s). Moreover, In recent decades, information and communication technologies have provided society with many new possibilities for communication. For example, people now can communicate in real-time with others in different countries using technologies such as instant messaging, voice over IP (VoIP), and video conferencing. Social networking sites like Facebook allow users around the world to stay in touch and communicate regularly. Thus, ICT literally made the earth a "global village", in which people can communicate with other people in the world as if they were living nearby. For this reason, ICT is handy to education

since it simply facilitates the transformation of education from teacher centre-based to students with reliable content, consequently, it supports students' studies and encourages them to be self-dependent in their learning. In addition, ICTs can enhance the quality of education through their flexibility, autonomy, and availability in terms of place/time, their benefit can be shown in their ability to offer different learning contexts, presenting several types of interaction, allowing students to control their own learning process and of equal importance promotes collaborative work. Furthermore, ICT opens doors for learners from various backgrounds (cultures and countries) to exchange thoughts, studies, opinions, conduct research, and also plan lessons. Furthermore, The most common role of ICT is manifested in three sets of characteristics that helped to facilitate the process of education;

1.11.1. Digital Age Literacy

According to NCTE (2019), Literacy has always been a set of communicative and socio-cultural practices shared among communities. As society and technology change, so does literacy. The world demands that a literate person acquire and consciously apply a wide variety of skills, abilities, and inclinations. That is to say, ICT has given people the ability to use information, engage their language, and express their ideas. For instance, a person is considered literate if he/she can simply use a digital mobile phone as emphasised by Tataleni I. Asino (2020) who stated that; digital literacy can be explained as the ability to identify, understand, create and communicate with the features of mobile phones. There is an interaction between mobile devices & traditional understanding of literacy. traditional literacy is concerned with reading and writing, subsequently, the usage of smart mobile devices needs some form of literacy.

1.11.2. Higher Order Thinking

Higher-order thinking (HOTS), is an educational reform concept based on learning taxonomies (such as Bloom's taxonomy). The idea is that some types of learning require more cognitive processing than others, but also have more generalized benefits. For example, in Bloom's taxonomy, skills related to analysis, evaluation, and synthesis (creation of new knowledge) are considered to be higher than learning, in other words, some facts and concepts require different methods of analysis and teaching. Subsequently, ICT by pushing students to autonomy and providing an unlimited amount of resources with just a click of a button, students can obtain a Higher degree of thinking when they involve themselves in self-learning complex critical skills such as critical thinking and problem-solving. Besides, higher-order thinking is more difficult to learn or teach, but also more valuable because these skills are more likely to be used in new surprising situations that need creative quick thinking.

1.11.3. Inventive Thinking

ICT stimulates students to create new things and take risks by managing a complex world to discover more information. For instance, ICT creates a working environment for students that allows them to invent solutions for particular problems on the spot, through ICT information access, quick feedback, computer graphics, calculative programs...etc students after drawing on their prior knowledge, skills, and experience, are more than able to identify new effective ways for solving problems, and with the use of ICT, the skill of inventive thinking can be analyzed, synthesized and evaluated for better use. Besides, through critical and creative thinking and problem-solving, ideas become reality.

1.11.4. Effective Communication

ICT gives students the ability to work and interact easily with other students in the form of teamwork. In addition, Effective communication is not limited to the exchange of information. It's about understanding the emotions and intentions behind the information, such as the ability to convey messages clearly. ICT has different features that allow students to avoid misunderstandings, frustration, and conflicts that may ensue in traditional face to face conversation. For example, using smartphones you can send many forms of communication text, video, calls...etc. Likewise, ICT supports communication from anywhere and at any time.

In brief, several findings indicate that ICT is important not only for learners but also for teachers because it provides them with new teaching programs and information, consequently, it works at developing their skills by being extrovert to all methods used in teaching across the world, for instance, ICT allows teachers "to experience online learning as part of their ongoing professional development"(white,2003,p.5).In addition, nowadays ICT plays a big role in enhancing teachers' repertoire, also, it gives teachers the ability to use and manipulate their information. Moreover, ICT is marked by a significant shift in teaching and learning programs, especially with the technological revolution, therefore, developing countries consider ICT as a successful key to merging into global education where it can bring various benefits to developing higher educational systems.

1.12. Conclusion

In conclusion, this chapter was indeed divided into three sections, where we mentioned the fundamentals of Blended Learning including its historical background, various definitions, components, and criteria, in addition, we briefly discussed BL models and their importance, also, the knowledge about designing a BL course, where the teacher thrive to achieve an effective learning environment. besides, we listed BLs' pros and cons. Lastly, we clarified the importance and significance of ICT to education in general, and BL in specific

Chapter Two: The Context of The Study

2.1. Introduction

Language is so astonishing in its nature, because till now it still confuses many linguists and scientists alike, who attempt to understand its mechanism due to the fact it is so vivid but abstract at the same time. Language is a complex system with numerous rules and structures, what is amazing about language is how human beings, acquire it. However, the way we acquire language is different in our 21century, especially with The emergence of learning techniques that take advantages of both the traditional and online learning, this has truly piqued the curiosity of language teachers all around the world. one of these techniques as we reckon above in chapter one is Blended learning which is now being used by many higher education institutions as a way enhance students vocabulary acquisition, and their vocabulary development, and most importantly to adopt to covid19 in-forced regulations . As such, this chapter is set to discuss the context of our study. How BL is employed within our environment and its effect on EFL vocabulary. Subsequently, this chapter will be divided into three sections. The first section is about the growth of BL approach in the era of Covid-19, also, providing a general idea about English influence in the world and Algeria. The second section, we will point out the effect of BL on students' vocabulary acquisition. Lastly, a brief insight on EFL teaching/learning in Algeria and its benefits.

2.2. The Growth of BL in The Era of Pandemic Covid-19

On December 31, 2019, the Wuhan Municipal Health Commission in Hubei Province, China, reported the first COVID-19 case (WHO, 2022b). The virus displays cold-like symptoms but has a considerably more lethal effect, and what makes it even more hazardous is how quickly it spreads. invisible to the human eyes coronavirus has travelled across the world creating a state of fear and panic because the number of positive infected and fatalities began to rise alarmingly, the virus has affected more than 213 territories and countries. Until May 2022, the globe had registered 529,174,295 total cases with 6,304,150 total fatalities (Worldometer, 2022). this has forced the World Health Organization to declare the pandemic and provide general instructions as enclosure of different flight, borders and lockdown upon noticing certain symptoms as in the loss of the smelling sense, or dry coughing among many which remain unexplained till now. but of equal importance, the world health centre has commanded that each independent country must decide on its own measures to save its population from this disaster, and one of those countries is Algeria, which has been badly affected by Covid-19. The pandemic was first reported in Algeria on February 25th, 2020, within the state of Blida and day after day the crisis spread throughout the country starting

from the north to the deepest part of the desert in total the pandemic wreaked havoc on Algeria. To avoid being contaminated and to reduce the spread of this contagious disease the government has been forced to shut down everything except the necessities for periods of months, in addition, the Algerian government implemented a social distancing regulation that limited people's contact in public spaces. such as schools, restaurants and also dictating certain measurements like putting on a mask this has resulted in changing the typical lives of all citizens tremendously. More specifically, the coronavirus has negatively changed the education sector as it is the most vital one for the development of any country, that, without any careful thinking by order of the Ministry of Higher Education and Scientific Research of Algeria, blended learning was to them the most ideal solution to encourage students in their learning process. but so far no one exactly no what effect it will have on students' performance and most of all on the language learning criteria, similarly, Di Pietro et al(2020) stated that in underdeveloped countries, not all students have equitable access to digital technology and educational materials nor the Algerian schools have ICT digital infrastructure considering it as a still world third country.



Image2.1: Depicting the corona pandemic effect on schools and students

2.3.English as aGlobal Language

English is one of the most widely spoken languages in the world, with positive effects in almost every sector whether it was economy, culture, education...etc, The status of English as a global language reflects its position as a first and second language of abended countries across the globe. as emphasized by Lingoda, (2022) English is an official language in 67 countries and 27 non-governmental organizations. It is also a widely used commercial language and the official language of many important international organizations, such as the United Nations, NATO, and the European Union.

The prominence of English in abundant fields demands a basic understanding of the language because numerous institutions incorporate English as a model or meditative language in learning other subjects, whether voluntarily or not. for instance; "Doctors require English in order to communicate with overseas patients and to read international medical journals." (Matthew Perry, 2018)

Moreover, as a result of globalization, English now complements many aspects of our everyday lives, such as web browsing, reading IT instructions, communication, and so on despite a significant number of favourable arguments that support the use of native languages. in addition, English aids in the expression of a variety of meanings. It has a large number of words with various meanings and syntaxes that assist the speaker in expressing themselves accurately. as evidenced by the fact that English is widely used in film and music, and artists and singers choose to sing or act in English for higher sales, commercial success, and the possibility of being recognized around the world. Furthermore, English can be used for business purposes. Foreexample, the oil industry in the world is largely controlled by western companies. Thus, countries like Algeria which are still underdeveloped require their employers to learn English in order to conduct business.

In conclusion, according to (The history of English, 2011). Education, economics, science, politics, and trade are just a few of the fields where English is frequently used. Also, "It can thus be shown that the role of English in everyday life is determined by a variety of geographical, historical, cultural, and political elements, not all of which are unchangeable." (English as a foreign language, n.d.p.2.7)

2.4. Status of English in Algeria

In recent years, the English language has become increasingly prominent in Algeria, with many Algerians learning English. Algerians were previously unable to speak or teach English because the government requires them to study colonial French. But English is a global language, Algerians are more than ever keen to learn it even though its state in the country remains the third foreign language because they see the potential it offers ranging from better jobs, providing scholarships, as well as being the world lingua franca which is quite a handful in travelling.

English's first contact with Algerians was around 1980, from then its popularity has kept growing in subsequent years, particularly among young people. the Algerian educational system placed English starting from middle school unlike french which has many privileges starting from primary school. According to Souad Sahraoui (2020), if English has taken so long to establish a place in Algeria's linguistic profile, it is because of French speakers, in an

effort to preserve supremacy. However, English is taught in secondary schools, high schools, and higher education. according to Benrabah (2007). the comfort of studying the English language and the option of learning grades are the key reasons why English has grown so much faster than French in the post-colonial world. Intellectuals, on the other hand, believe that English will not pose a significant threat to a long-established language.

Moreover, fortunately, due to the effects of globalization, French dominance in Algeria has begun to fade, as the latter has brought many factors that strengthen the English position in the country, that is to say, English today represents, in some ways, access to modernity, which can change a country by strengthening its economy and paving an entry into the contemporary world. Algeria, for example, is an oil and gas-rich country, according to (Benrabah b, 2009), with the world's tenth-largest oil resource and seventeenth largest gas reserve. As a result, multinational firms in this industry are anxious for local employees who can also communicate in English. Furthermore, other scholars asserted that it is the language to learn if you want to be open to the world and keep up with current events, citing the fact that various social media networks, such as Twitter and Facebook, primarily use English as the medium language, which has aided in the significant growth of interest in this language. (2009, Benrabah b) In 2009, 13.5 per cent of Algerians (47,0000 people) used the Internet, and the number is growing (Cordel, 2014).

Furthermore, Algerians are fully aware of the value of this language in gaining access to modernity, (Benrabah b, 2009). Perhaps the rise of English in recent years has provided a breath of fresh air and a way to reconcile with the country's linguistic status. He also stated that young people are interested in learning the language since it is not pushed on them, is not viewed as horrible or excellent, or as a betrayal of any portion of the country.

In short. it is now critical for Algerians to master the English language and provide it with a position in our educational system, business, and communication. «Learning a language as a topic in school will not get you far unless you put it to use.» (From Salem Zemali)

2.5. EFL Learning in Algeria as an SLA rather Than FLA

Some scholars prefer to associate SLA with learning. English language in Algeria developed in the late period. Therefore, Algeria has adopted a New educational system to develop education focusing on foreign language teaching to increase the planning of languages in Algeria and modernize it ,and give more importance to the global and powerful language in the World which is English and give thé opportunity to the EFL students by providing capabilities and make for them the easy way to adopt this language.

We all know that a second language acquisition is not easy and not more difficult .specially for the EFL students in Algeria students rather than adult people English language is not easy for them to acquire and this is followed by many reasons First Algerians are Arab and Muslims people in which we can not force them to acquire or learn a foreign language easily. Since they have been colonized by French population and the colonial force them to speak and write French Language. In addition to this, the government was against and do not give the importance to English. Also we can mention that English was not an important language in that Time. Since the Algerian linguistics background is very rich.

This language is becoming a design of teaching in schools and universities which create big number of students who wants to learn this language and respect the EFL students. EFL students: Now they take a huge part in the society because there are many of our adults or teenagers want to practice this language as we know in learning any language we pass through a set of difficulties and obstacles .since it's a foreign language and we do not have a linguistics background to talk with fluency and it is not approved in the administrations and social department. This study aims to answer questions that comes into a researcher or a students of the English language to know more about: What are the difficulties that the Algerian EFL students face ? What are the advantages that an EFL students get in learning this language?

In Algeria, English is not used as daily communication and it is very limited interaction ,and this is one of the most reason that a student face in learning this language. Besides, the French environment of our parents who can interact in Arabic or in French. Also the lack of encouragement. In addition to this WE also meet problems of mastering the language ,so we face difficulties in spelling ,pronunciation, vocabulary, word formation and so on. More than that we found another situational problem which is social and Academic language acquisition : This one focus on thé learning capacities as the example of English that it needs to be learned in a social situation known as «Basic interpersonal language skills”. Which can take two years to acquire ,and for the classroom «cognitive Academic language Proficiency »(CALP),refer to the Academic learning abilities, which can take seven years to master it. Now that we know the difficulties and the challenges of learning English as a foreign language or a second one, we may wonder or ask about the advantages that we take from and the benefits that can be assumed behind learning this language as stated under;

2.5.1. Access to Higher Education

Many institutions of higher education nowadays use English as the language of interaction even if they are not based in English speaking countries. and by learning this language we can have access to these programs.

2.5.2. Better Job Propositions

English is the most widely spoken language across the globe, this language will give you access to many opportunities. Social and cultural benefits: learning English as a foreign language or as a second can have many social and cultural benefits. since we Can be able to actively engage and communicate with others, and reach out to share our common language.

2.6. Vocabulary Definition

Vocabulary can be defined in several ways, however, In applied linguistics, vocabulary is considered as any central component of Linguistics competence, that must be mastered before mastering any given language skills. Also, vocabulary is defined by online Oxford Learner's Dictionary as:

- All the words that a person knows or uses.
- All the words in a particular language.
- The words that people use when they are talking about a particular subject.
- A list of words with their meaning, especially in a book for learning a foreign language.

Furthermore, vocabulary learning has attracted the attention of many experts the likes of Richard and Shimtt (1997:241) who stated that knowing a word means knowing how often it occurs, the company it keeps, its appropriateness in different situations, its syntactic behaviour, its underlying form and derivations, it's word associations and its semantic features. Similarly, Hubbard(1983, P.67) said that vocabulary can be defined as a means for creating meaning.

2.7. The Importance of Vocabulary for EFL Students

Any language's vocabulary is its foundation. Even those who have mastery of grammar may struggle to communicate if they lack vocabulary. Many foreign language students have experienced the frustration of not being able to recall the correct term in a discussion due to a limited vocabulary. This sense of inadequacy frequently obstructs the language's further growth. Vocabulary, on the other hand, aids language learners in forming sentences and expressing themselves in meaningful ways. Many studies have shown that it is strongly linked to the acquisition of L2. Chiefly, there is no doubt that vocabulary plays a vital role in acquiring and learning a foreign language, and if an EFL student wants to speak clearly and

communicate effectively in English his first step is to learn as much vocabulary as he can as illustrated by Tozcu and Coast(2004:473) who point out that learning vocabulary is an important aspect of language as well as for academic achievement Similarly, Wilkins(1972) emphasises that: there is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... " (pp.11_112). It means grammar in front lack of vocabulary is useless other as Smitch (2000) state that "lexical knowledge is central to communicative competence and the acquisition of the second language (p.55) . Moreover, Using web-based applications to learn vocabulary isn't exactly a new trend. According to Marsh (2012), we have always used a "blend" of teaching methodologies to give our students with as rich a learning environment as feasible. What's new is our students' "expectations" that they will use technology in and out of the classroom as part of their learning. In terms of individual learner differences and classroom instruction, Lightbown and Spada (2013) feel that teachers can assist students in expanding their repertoire of learning strategies and therefore developing greater flexibility in their language learning approaches. As a result, a variety of educational materials, such as videos, blogs, online forums, and other digital tools, allow students to practice their language outside of class. there are not enough studies on the effect that BI has on vocabulary this is one of the strongest reasons that aid our choice of this topic.

2.8. Conclusion

This chapter has attempted to present the main context of our study, which is a combination of situational explanation of how bl was more needed than ever in this time of the pandemic, as well as the value of learning English and why it is getting popular in Algeria and it relation to BL. Besides, we determined the value of vocabulary to language learning as emphasised by Smitch (2000) "lexical knowledge is central to communicative competence and the acquisition of the second language "(p.55) That is to say, a limited vocabulary impedes a successful communication. Similarly, according to Nation (2001) language use and vocabulary knowledge complete each other: language use leads to an increase in vocabulary knowledge

Chapter Three: Data Analysis & Discussion

3.1. Introduction

This chapter illustrates the various data acquired from the viewpoints of our participants. The data are provided in the form of graphs, charts, and numerical statistics. In order to shed light on the influence of BL on Vocabulary Acquisition and the attitudes regarding the usage of BL during the Pandemic at the University of Ibn Khaldoun Tiaret, as such multiple interpretations are permitted. In addition, the objective of this chapter is to provide adequate answers to the research questions and validate our hypothesis. This chapter will henceforth be divided into three sections. The first section introduces the data and methodology in which a description is given of the participants and the questionnaire. In the second section, the data obtained will be discussed, and finally, we will conclude the chapter provided with a brief insight into the main points we discussed.

3.2. Research Methodology

As largely exploratory research, we employed both qualitative and quantitative investigation, thus, the current study is based on a mixed methodology. Moreover, Students at the University of Ibn Khaldoun of Tiaret have participated in a semis structured questionnaire in order to determine several things, such as whether the use of BL affects their acquisition of vocabulary. Furthermore, the acquired data were analyzed using the Quantitative technique. This Questionnaire was issued on May 10, 2022,/ 2023 via Google form to the English language department group at IBN khaldoun University for a duration of one month, until April 16, 2022.

3.3. Population and Sampling

Our study participants consisted of two convenient samples and an extra random sample with a total number of 96. The first is formed by master's students, the second is formed by third-year students, and the third is a random six participants. The two first samples were Chosen diligently for the reason that both of them underwent the BL approach in different situations, where the first have studied using the traditional method, then, the BL method, while the second was forced to study solely through the bL method. Others were used to verify our results.

3.4. Instrument of Data Collecting (Questionnaire Design &Settings)

The questionnaire consists of 22 diverse questions organized into three sections. The first twenty questions are closed-ended as they cover a set of alternatives in order to get quantitative findings, however, the last two questions are open-ended and allow students to offer their unique views and opinions.

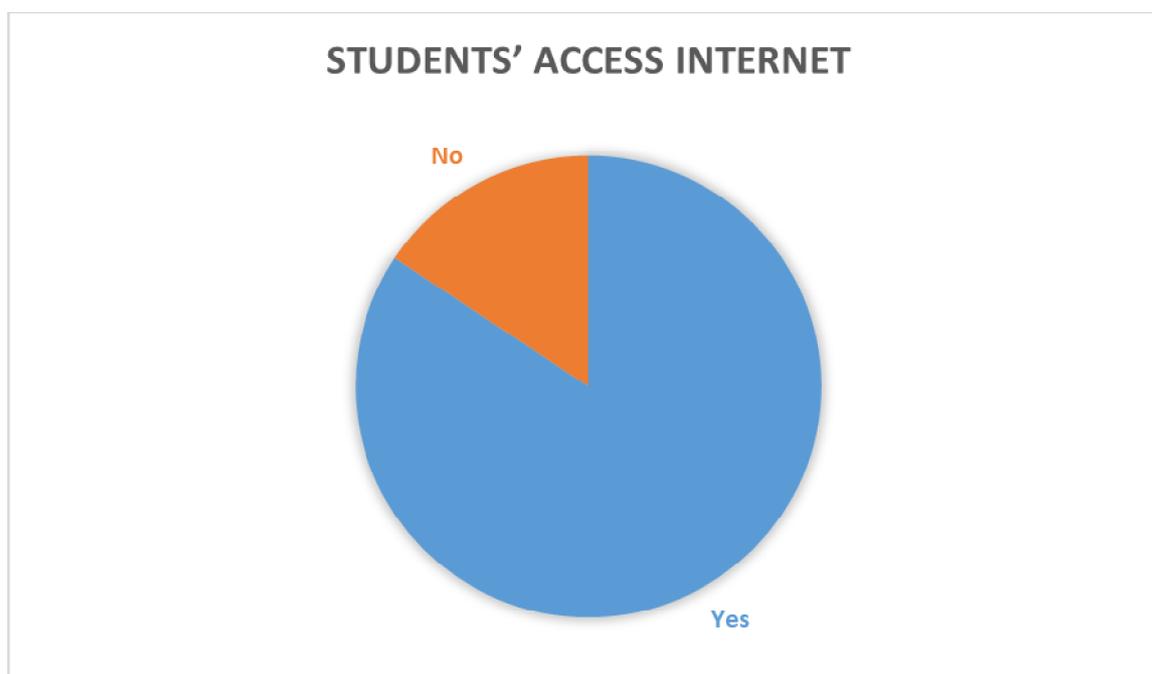
The first section is titled "Background information" and consists of three questions (Q1-Q6) designed to collect information from pupils. (Q1) and (Q2) are designed to assess students' technology/Internet skills, question (Q3) is designed to assess students' English proficiency.

The second section consisted of eleven questions starting from (Q4-Q14) on which they are designed to analyze the usage of BL and the students' attitudes toward this method. chiefly, (Q4) and (Q12) is an inquiry about students' preferred and most convenient approach. (Q8 Q9) and (Q11) ask about their opinions toward BL at IBN khaldoun University during pandemic covid 19, whereas (Q13) seeks to determine in which area BL is most advantageous for them. In this part of the BL technique, students are questioned about obstacles they have faced (Q12).

The third component is consists of six questions and is titled "The Relation between BL and Second Language Acquisition and Vocabulary." Questions from (Q18) seeks to determine whether or not BL can improve students' vocabulary .

I. Section One : Personal Information**• Q1: Do you access the Internet?****Table 01** : Students' access Internet

Students' Response	Number of participants	Percentage
Yes	81	84,4 %
No	15	15,6 %
Total	96	100 %

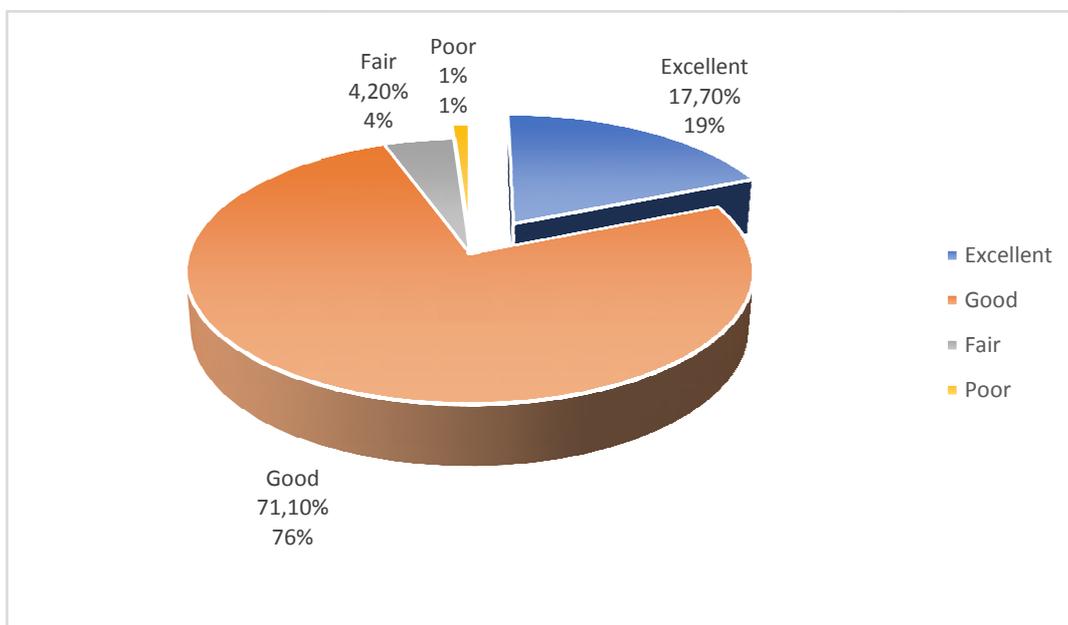
**Chart 3.4: Students' access Internet**

As it is mentioned in the table and the graph, the majority of respondents 84,4% (num=81) say yes, they have available access Internet. However, 15,6% (num=15) do not have . Results of the fourth question reveal that most students have no problem with technology.

- Q2: Rate your level of English

Table 02 : Students' proficiency in using technology

Students' Response	Number of participants	Percentage
Good	74	71,1 %
Excellent	17	17,7 %
Fair	4	4,2 %
Poor	1	1%
Total	96	100 %

**Chart 3.5: Students' proficiency in using technology**

Based on the data collected in this table and the pie chart obtained, we observe that 71,1%(num=74) respondents consider themselves good at using Technology, while 17 participants (17,7%) see themselves as excellent, however only 4 students (4,2%) are fair in technology usage, and just one of them answered that he is poor in using technology. So this validates that most of them are knowing how to use the internet.

- **Q3: Can you evaluate the use of online learning at Ibn Khaldoun during this covid-19 period?**

Table 03 : Students' level of English

Good / very bad	Number of participants	Percentage
1	15	15,6 %
2	17	17,7 %
3	30	31,3 %
4	26	27,1 %
5	6	6,3 %
6	2	2,1 %
Total	96	100 %

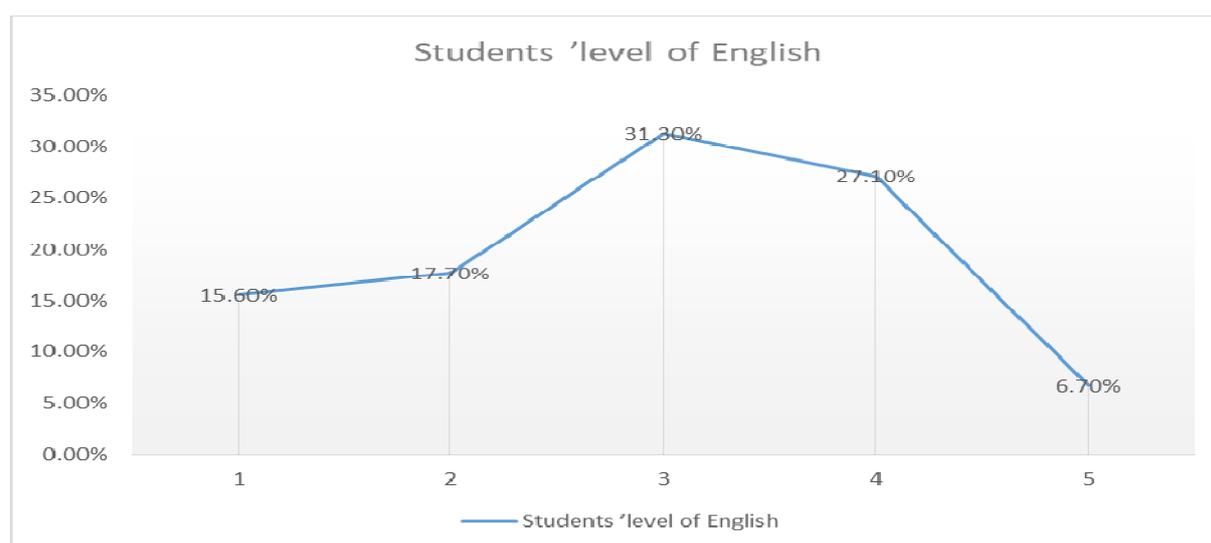


Figure 3.1: Students' level of English

The obtained results demonstrate that our respondents have different levels in which 31,3% of them are average in the English language, followed by 17,7% with a good level, then 15,6% show that they have an excellent level. 27,1% see themselves well in English, and also 6,3% are bad. The fewest number 2,1 % argued that they have a very bad level.

I. Section Two: Students' attitude towards the application of BL learning approach

● Q4: In your opinion, which method is better for language learning?

Table 04 :Students' preferable method in language learning

Response	Number of participants	Percentage
Traditional Face to face	36	37,5 %
Online learning	1	1
Mixture of online and face to face	59	61,5 %
Total	96	100 %

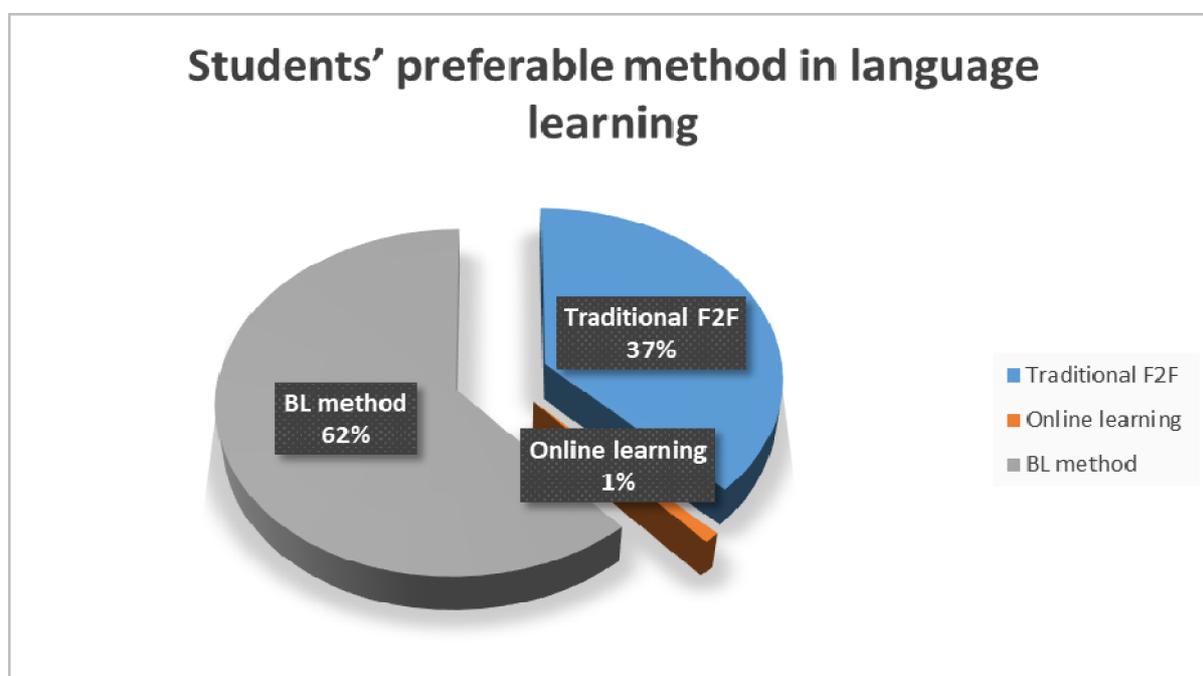


Chart 3.6: Students' preferable method in language learning

It is noticeable in the table and pie chart in particular, that 61% of responses are with BL it is about 59 participants, 36 students prefer face to face method and only one student 1% votes for online learning. That is to say, most students saw that BL is a suitable solution for language learning.

● **Q5: Your position regarding the application of BL at Ibn Khaldoun university ?**

Table 05 : Students' evaluation of the use of online learning at IBN khaldoun University during the Covid_19 period

Evaluation useful/ useless	Number of participants	Percentage
1	9	9,4%
2	11	11,5 %
3	26	27,1 %
4	16	16,7 %
5	34	35,5 %
Total	96	100 %

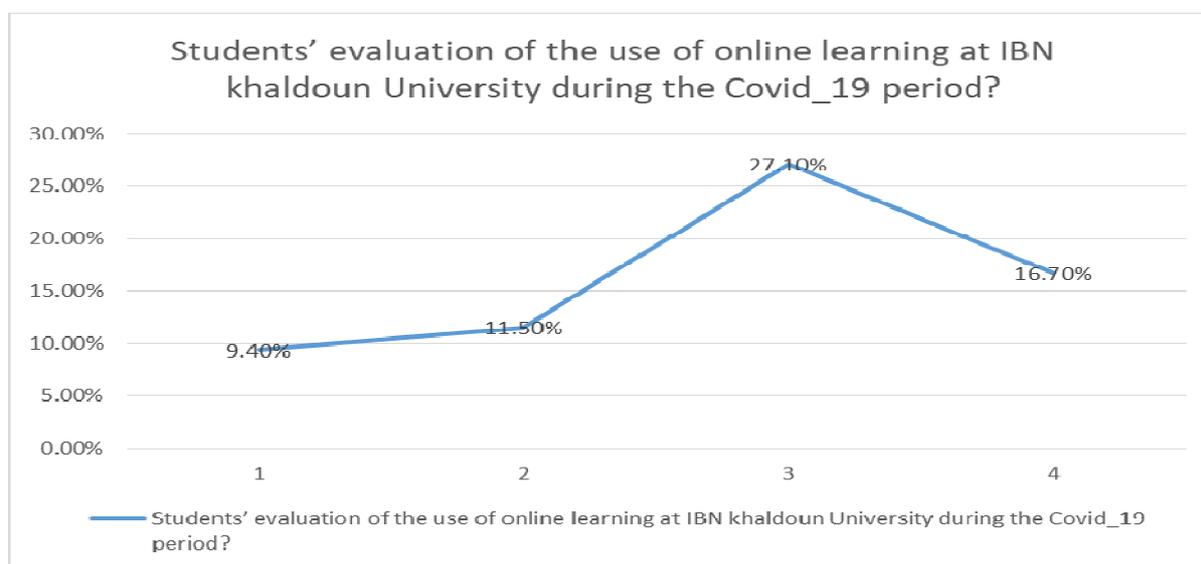


Figure 3.2: Students' evaluation of the use of online learning at IBN khaldoun University during the Covid_19 period

This item was addressed for our participants in order to know how they evaluate the use of online learning at IBN khaldoun University. Most of them 35,4% answered that online learning in our university is useless, 27,1 % consider it as somehow useful, followed by 16,7% for not useful, unlike others 11,5 % seeing it interesting, and the fewest number of them found it useful. So these results indicate that the majority are dissatisfied where they do not give it importance.

● **Q6: Your position regarding the application of BL at Ibn Khaldoun university ?**

Table 06: Students' position regrading application of BL in Ibn khaldoun university

Students' Response	Number of participants	Percentage
With	16	16,7 %
Against	24	25 %
Neutral	56	58,3 %
Total	96	100 %

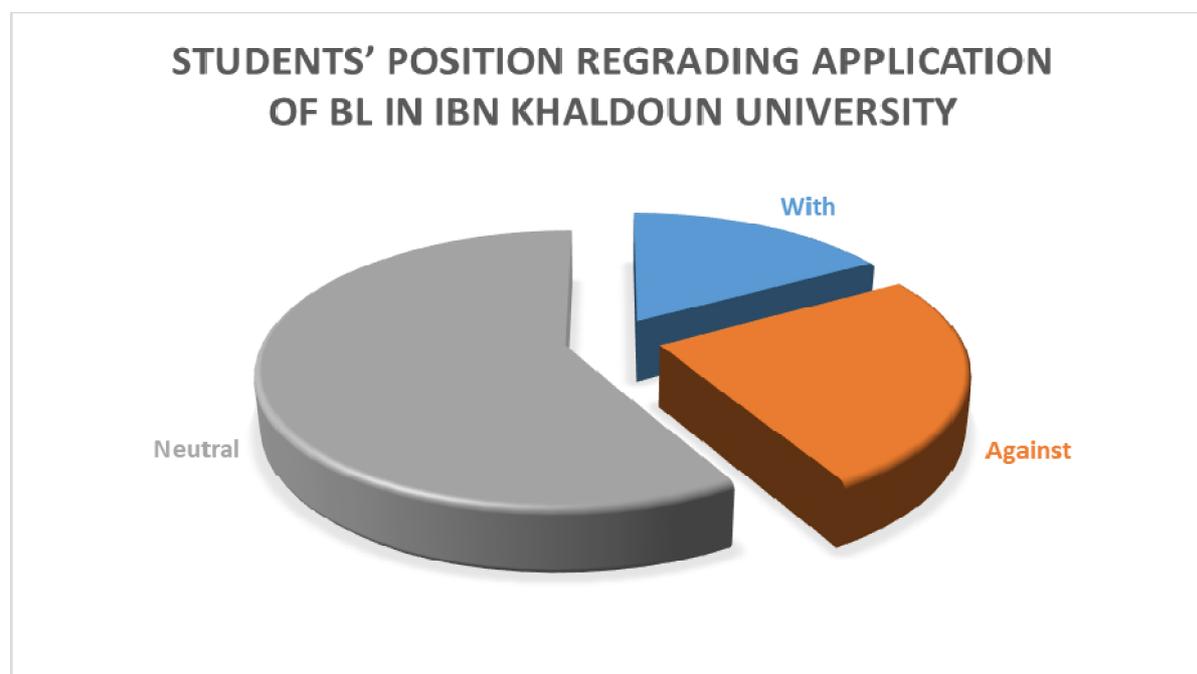


Chart 3.7: Students' position regrading application of BL in Ibn khaldoun university

The table shows that the huge percentage represents 58,3% of neutral which means they are neither with nor against This application of BL, in addition, 25% of them are against, and only 16,7% are with.

- **Q7: Are you satisfied with Ibn Khaldoun university's blended courses? (how they use this approach)**

Table 07 : Master students' attitudes towards the use of BL at University

Students' Response	Number of participants	Percentage
Very Satisfied	2	2,1 %
Satisfied	7	14,6 %
Neutral	16	33,3 %
Dissatisfied	20	41,7 %
Very dissatisfied	4	8,3 %
Total	49	100%

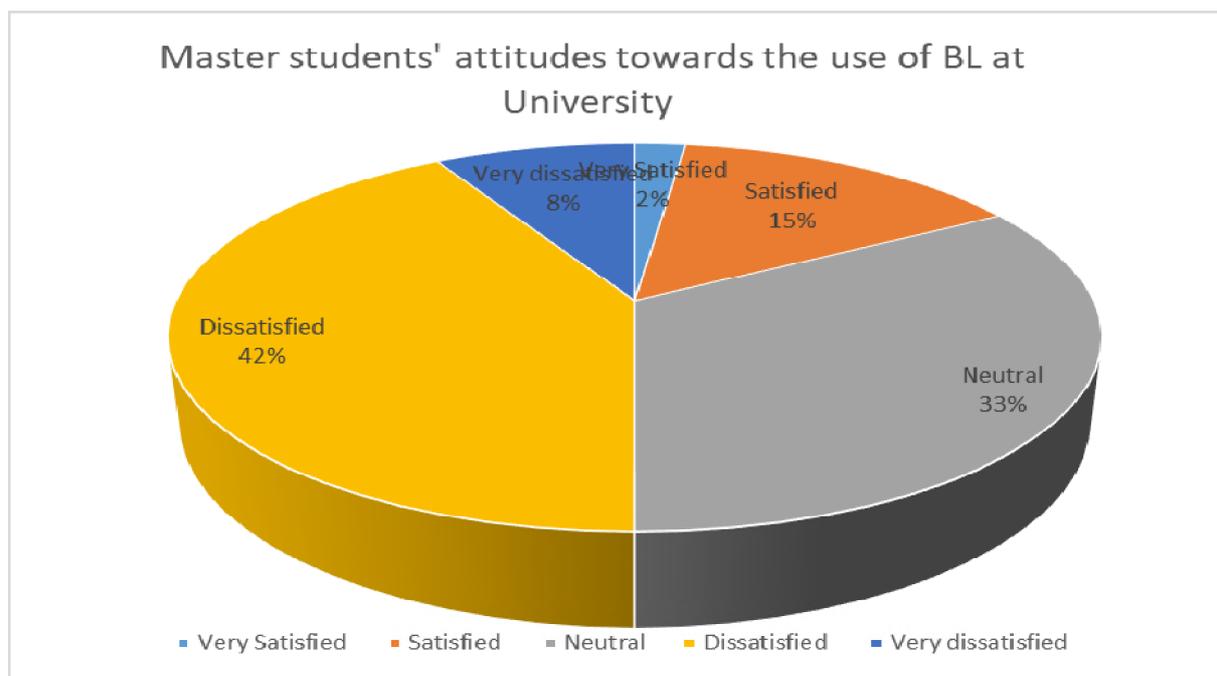


Chart 3.8: Master students' attitudes towards the use of BL at University

The reason behind this question is to deduce master students' attitudes toward the use of bl at University. So we find out that only 2 students (2,1%) are very satisfied and 7 (14,6%) announced that they are satisfied, while 16 students (33,3%) declared that they are neutral, however the higher percentage in this investigation is 41,7 % for dissatisfied.(20), furthermore, there are 4 students (8,3%) who are very dissatisfied. That is a means students of Ibn khaldoun University support BL but most of them are not well satisfied with this method.

● **Q 8: Master students only, how was your experience undergoing these courses?**

Table 08 : Master students experience undergoing BL courses

Students' Response	Number of participants	Percentage
Good	11	21,7 %
Neutral	27	55 %
Bad	11	23,3 %
Total	49	100 %

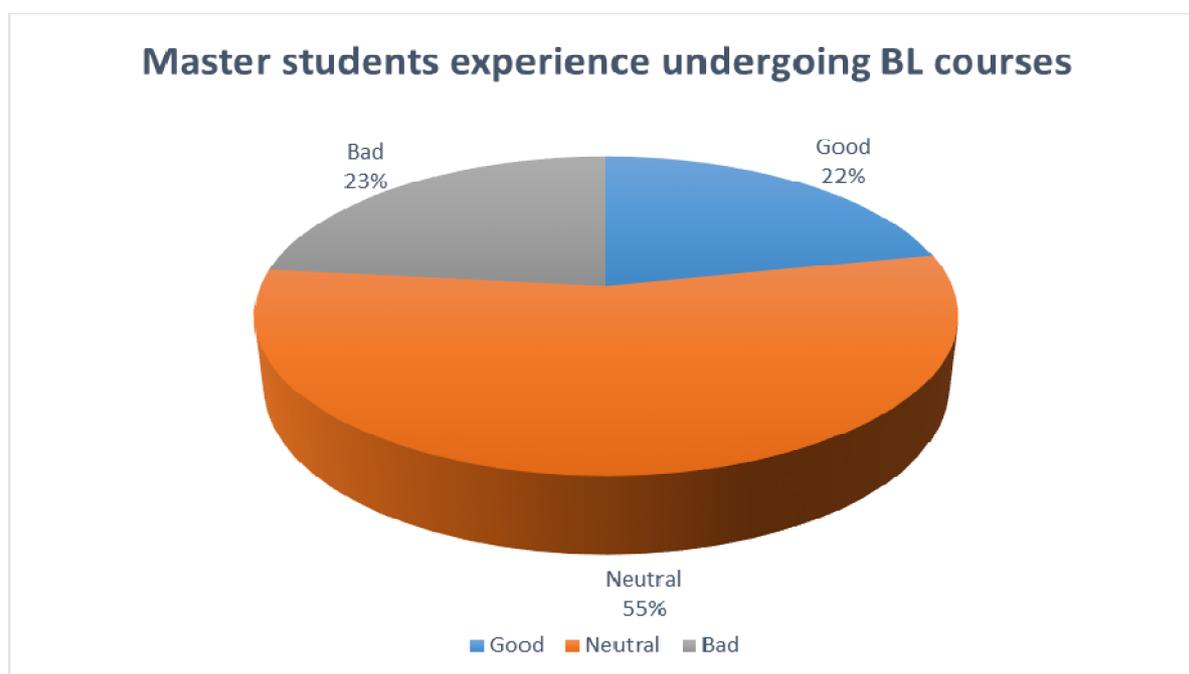


Chart 3.9: Master students experience undergoing BL courses

This question is designated only for Master students in which we asked students about their experience undergoing these BL courses, so the table and the figure above demonstrate that 11 students (21,6%) describe their experience as good. Moreover, 11 respondents (23,3%) vote for bad , and 55% (num=27)participants are about neutral.

To validate their answers, we asked them about justification, and it was as follows:

A) For bad :

- Lessons were so long and unexplainable, teachers expected us to understand from the given PDF so they made the questions in the exams as hard as usual even though we studied nothing in sessions leading to catastrophic deliberations

- I didn't see any change in the level of students
- They are the worst ever
- It wasn't very useful for me. I am fond of the traditional method of learning.
- Not well organized
- It is not enough for us to study just 15 days
- A lot of courses with no explanations videos or summaries
- I even couldn't enter the site of learning
- The lack of technological devices and programs
- Because there were no good connection between students and teachers
- I didn't get anything till now

B) For neutral

- Face to face teaching and learning Is better since it has more interaction between learners and teachers. Moreover, i face some difficulties in accessing module platform and i don't have access to module all the time. So for me is a challenge.
- Some platforms were well managed

C) For good

- No attendance
- Keeping students motivated
- It was good for the limited contact with people
- It makes learning good and understandable
- It helped us to be autonomous Learners by searching and looking for new information
- **Q9: Third-year students only, which is more convenient for you ?**

Table 10 :Convenient method for third-year students

Students' Response	Number of participants	Percentage
Traditional	32	77,4 %
Blended learning	9	22,6 %
Total	41	100 %

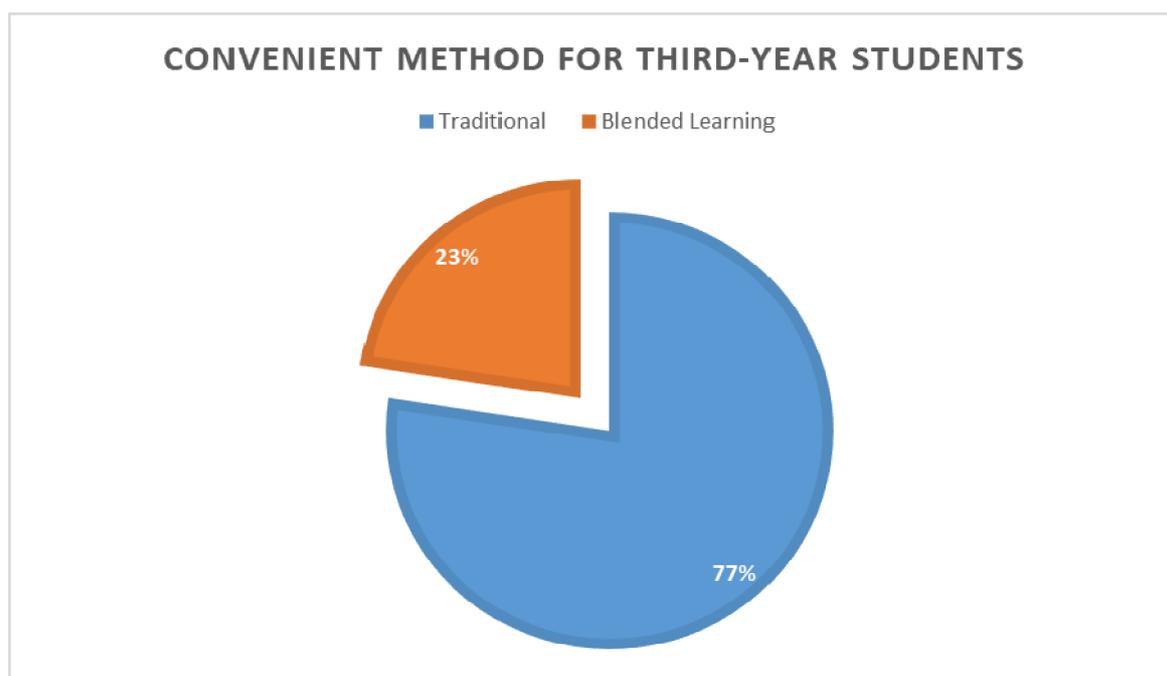


Chart 3.10: Convenient method for third-year students

The purpose of this question is to recognize which method is more convenient for third-year students. The table and the pie chart above show that there is a huge difference between participants' choices, where 77,4% (num=32) go for the traditional face to face method, while, the rest 22,6% (num=9) choose BL.

● **And they resolve their answers by the following views:**

a) For Traditional method :

- Because it's more common and efficient for all learners
- U can ask questions, concentrate better
- Well,1st because some of students do not have internet at home, 2nd when you are in classroom u can share your thoughts your mistakes so that the teachers can correct them spelling or writing mistakes.. the most important thing in learning the language is talking and communicating oral conversation between teachers and students and that will be possible by learning face to face in classroom..
- It's easier and efficacious
- Because learning requires both interaction and technology nowadays
- Absorption more and focus

- Documents are not enough
- We can get informations from students
- Better understanding
- I think that face to face learning because it gives motivation to study
- I manage to understand the course as well
- There IS no culture of E- learning and no potentials
- Traditional is the best because here the teacher directs us ,he correct our faults and we practice activities in which we learn more words and get more information
- Traditional learning is more effective than online because we practice more activities where the teacher guides us and give us more Informations
- Since online learning is not working in our university it's more convenient to use face to face learning because it is somehow beneficial
- It's easier for students to understand lessons when they're in class since they can ask for something to be repeated or explained
- In addition to ur information the teacher will add more
- My focus level is high only during classrooms
- Because online lessons are not available to all students, not all students have a smartphone, and also, the student cannot understand online lessons without the teacher's explanation
- For me i can understand just when i learn in classroom science
- Poor internet with bad methods....
- It helps me to get the idea well
- Because it's more clear way
- From our first year we used to learn with this method (bl) and unfortunately we have got no new information we have no baggage so I think the traditional method is more helpful

more effective because you'll be in-front of your teacher where he/ she guides us give us things we can not find in other sources

- When I get my baccalaureate I were study with the traditional method it so useful however in university I found another method during 3 years method I haven't got any level I felt that I still in secondary
- It's the most useful method which increase all the skills that we really need as we are English student so we can't develop ourselves with just online method or bl we need traditional one we need teachers
- because in face to face learning we can react on our study or give our opinion about our study directly
- Our study or give our opinion about our study directly

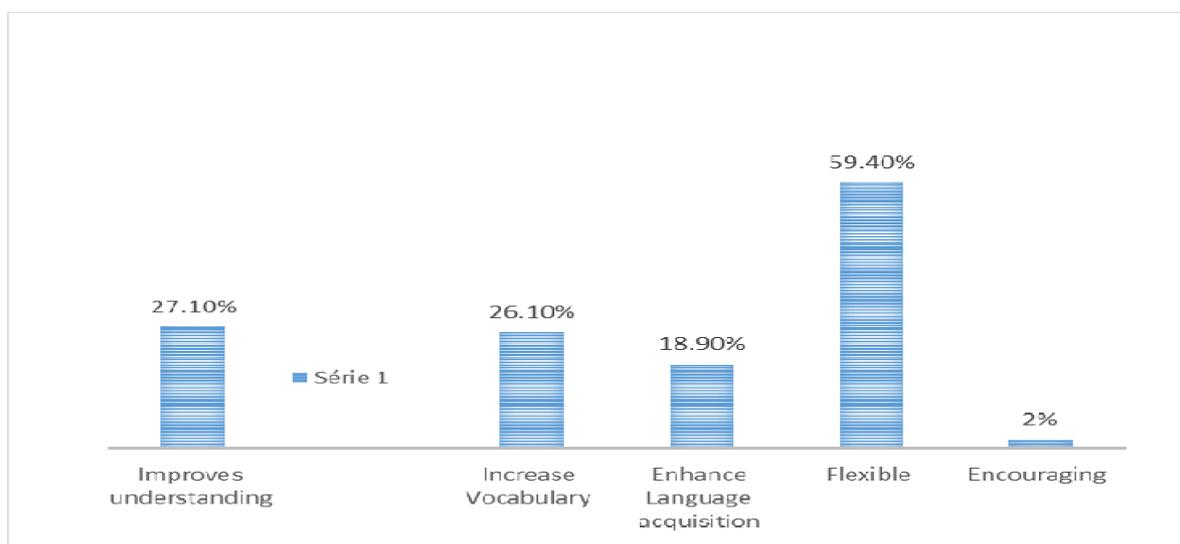
For Bl :

- Not only in learning,using a combination of method is always useful and beneficial. Mixture and variety means to minimize the shortcomings of each side.
- It is more available
- Blended learning is very helpful .
- It does not obligate thé presence of the learner si WE CAN attained pour lessons online
- Because learning requires both interaction and technology nowadays
- Absorption more and focus
- Because blending learners Can focus on content like New vocabulary or pronunciation and by our on Time
- It helps us to memorize ideas more effectively,we deal with explanation and formsand pics
- I manage to understand the course as well
- Diversity, the choices help the students learn at their own pace.
- Save some time to do another things
- Learn much in a short time
- It's easy for us and helpful

● **Q10: Choose the areas in which BL is more beneficial**

Table 10 : The area in which BL is more beneficial

Students' Response	Number of participants	Percentage
Improves understanding	26	27,1 %
Increase vocabulary	25	26,1%
Improves Language acquisition	18	18,8 %
Flexibility of time and place	57	59,4 %
Help to ask freely without being complex or shy	2	2%



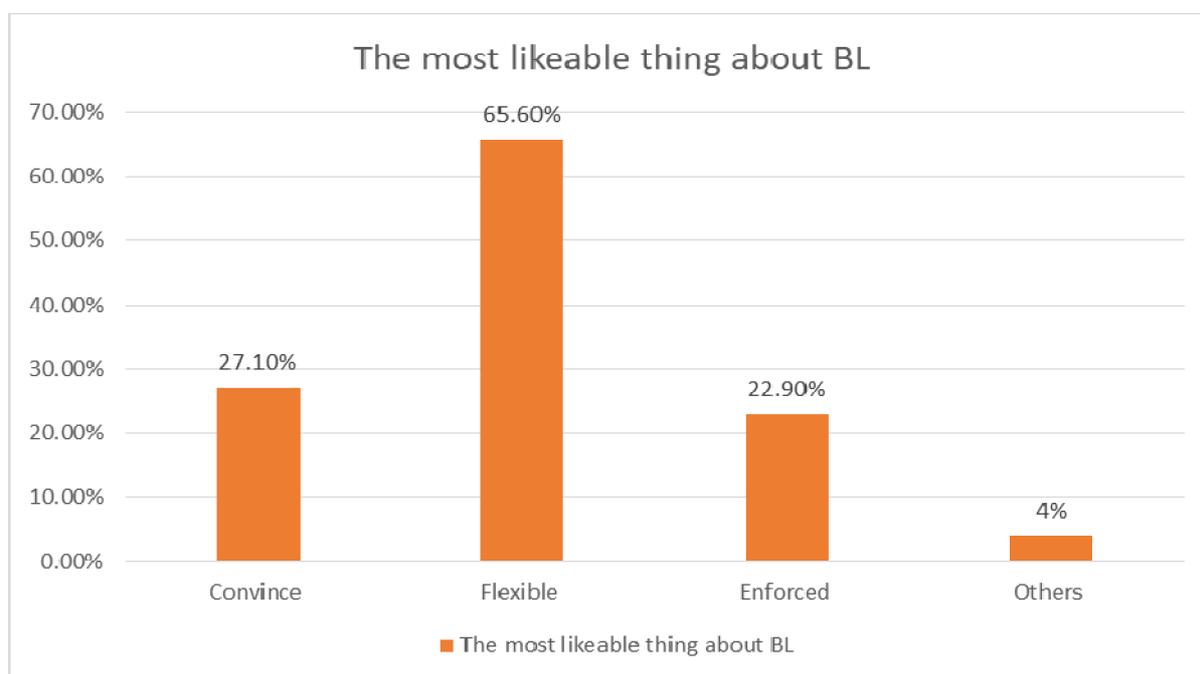
Graph 3.1: The area in which BL is more beneficial

Through this item, we intend to know in which area BL is more beneficial. So the data collected shows that more than half of participants 59,4% find that BL is helpful in the flexibility of time and place, 27,1% say that BL improves learners' understanding, however, 26% of respondents declare that it is helpful in the increase their vocabulary, while 18,8% mention that overall it improves Language acquisition, and only two participants proposed another area so he says that it helps students to ask freely without being shy or complex. So that BL is beneficial in all areas.

- **Q11: What do you like the most about the blended learning approach ?**

Table 11: The most likeable thing about BL

Students' Response	Number of participants	Percentage
Convince of not having to come to classes	26	27,1 %
The flexibility of being able to complete assignments anytime and anyplace	63	65,6 %
It was the only option for you	22	22,9 %
Other's	4	4 %

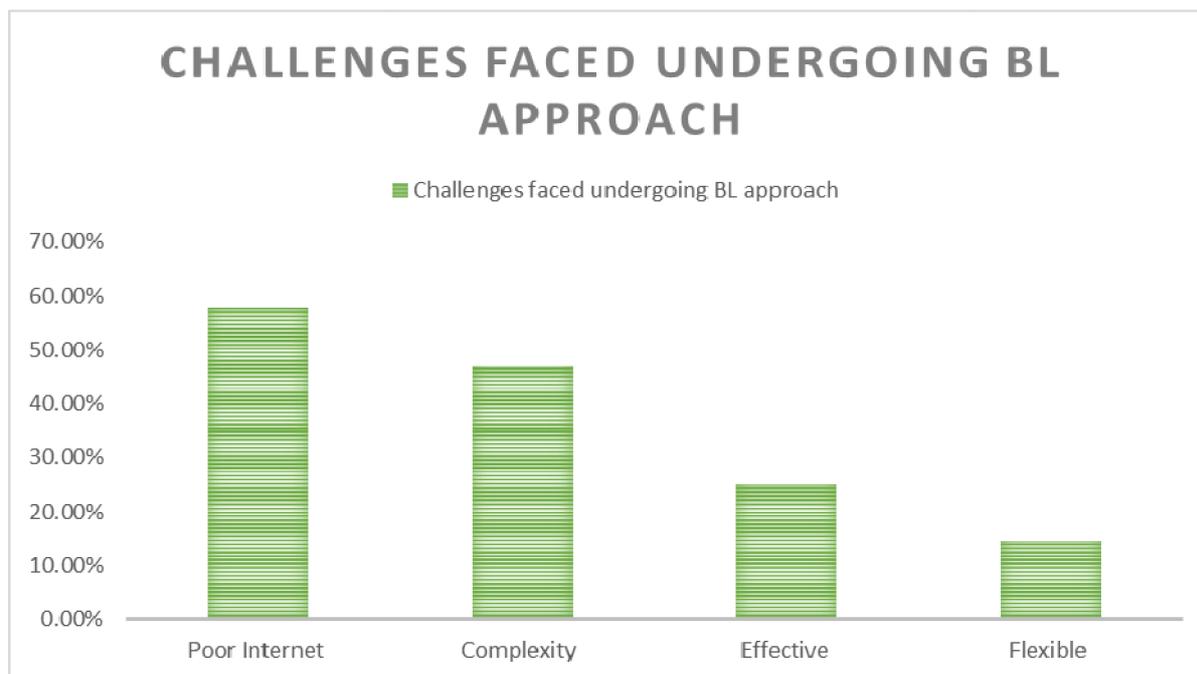
**Graph 3.2: The most likeable thing about BL**

This question is concerned with students' overview regarding BL, and what they most like in this approach. From the above data, we notice that students who choose the flexibility of being able to complete assignments anytime and anyplace are nearly more than half participants and it is the highest one by 65,6%. followed by 27,1% for those who choose BL as a convenient method to not have to come to classes, however, 22,9% of participants say that it was the only available option for them.

- **Q12: What are the challenges you face while undergoing this blended learning experience?**

Table 12 : Challenges faced undergoing BL approach

Students' Response	Number of participants	Percentage
Poor internet	55	57,6 %
Complex documents to understand and to memorize	45	46,9%
An efficient materials used by teachers	24	25%
Time and place management	14	14,6 %



Graph 3.3: Challenges faced undergoing BL approach

In this section, we would discover the challenges faced by students undergoing this BL process .57,3% of our participants choose the first option which is poor internet access, moreover, 46,9% of them were found complex documents and courses in which they can not understand it and memorize it. Also, we have a portion of 25 % who claimed that the teacher used efficient material. Only 14,6% of respondents face problems with place and time management. After these results, we can deduce that bn khaldoun students faced different challenges and issues during that period of the BL approach.

- **Q13 : Do you think that Ibn Khaldoun University has successfully implemented the blended learning approach?**

Table13 :Students opinion about IBN khaldoun university implementation of BL approach

Students' Response	Number of participants	Percentage
Yes	17	17,7 %
No	79	82,3 %
Total	96	100 %

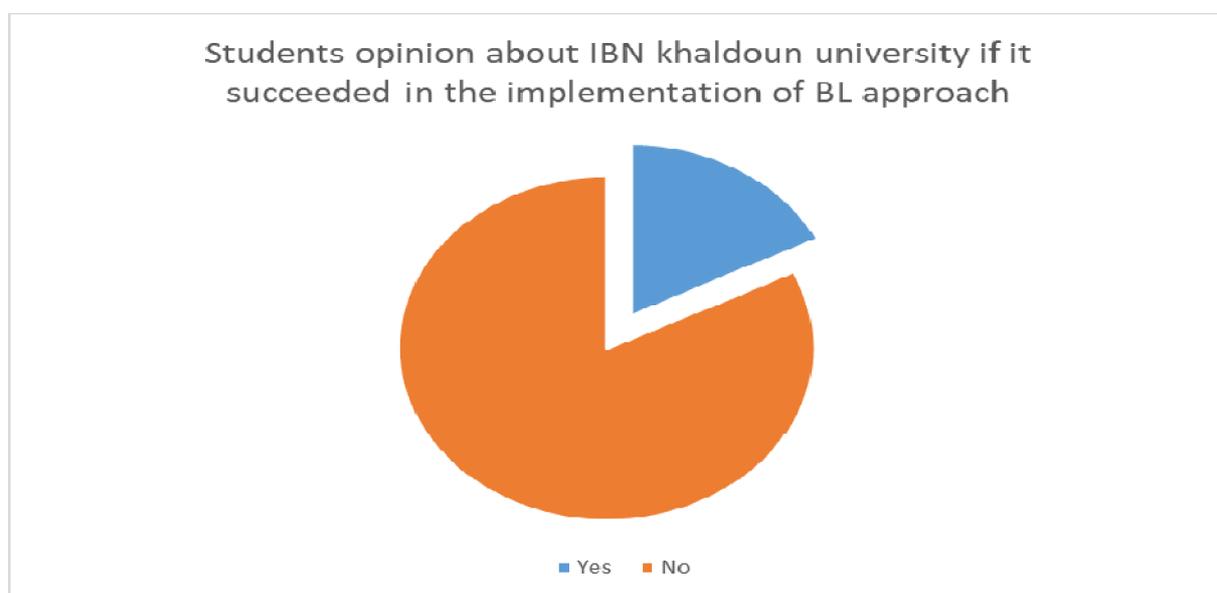


Chart 3.11: Students opinion about IbnKhaldoun university implementation of BL approach

This part indicates that the majority of students are not satisfied with the implementation of BL learning in Ibn khaldoun university, where 82,3% of students said NO the university did not succeed in the BL approach, however, ,17,7% said YES which means they are satisfied. It is Worthy to mention that approximately all students did not really like how ibn khaldoun university implements BL approach since they have faced many challenges.

- **In order to understand their position we have demanded from them to justify their answers :**

a) For NO

- ◆ Neither the teachers nor the administration were able to make the experience successful. Us students faced difficulties memorizing and understanding the courses. They didn't stick with us or basically we were given the very minimum for lessons and next year we were supposed to know much more than that which led to our teachers facing problems in rescheduling the previous year lessons with the present year lessons. Those who actually made it to the next year barely, found themselves lacking knowledge needed to pass the year, unable to comprehend everything at once (leading to hate the courses) and failing their next exams.
- ◆ Because 15 days are not enough and helpful at all in fact there is no BL in our university, only Moodle but it doesn't work and long pdfsND in classroom the teacher explains two lessons ND it's too much we get no
- ◆ As I said before, blended learning is somehow complicated not only at IBN Khaldoun university but in all Algeria. This is due to many reasons among of it, bad quality internet, some teachers are not used to teach or deal with online courses, some students cannot afford internet or digital devices...etc. Blended learning should be enhanced and developed more to meet
- ◆ Because 15 days is not enough, in one session the teacher explains several lessons and here the student does not understand and Ibn Khaldun did not provide the appropriate atmosphere for studying, the teachers offer long lessons that are difficult to summarize and study and it's hard to enter in the platform to download lessons
- ◆ Many students they don't come to learn in classroom nor in online classes. So, of course they face challenges in blended learning as an example (problems in access to moodle platform)
- ◆ We can't access easily to the Moodle of platform we faced a lot of challenges poor internet, long pdfs, and in the classroom teachers explain more than two lessons so it's not helpful at all.
- ◆ They not have experience before thus they failed in giving the courses
- ◆ because this approach need proficiency and in our university there is a lack of competence

b) for YES

- ◆ •Because it helped me to perform well
- ◆ We deal with it above 3 year and it is getting better every year
- ◆ Because now we can complete our assignments anytime without going to classes

◆ **Section Three: The relation between BL, second language acquisition, and vocabulary learning**

● **Q14; Using the BL approach can improve your English vocabulary**

Table 15 : Student’s opinion about the idea that “BL can enhance their English vocabulary ”

Students’ Response	Number of participants	Percentage
Strongly Agree	8	8.3%
Agree	38	39.6%
Neutral	34	35.4 %
Disagree	14	14.6%
Strongly Disagree	2	2.1%
Total	96	100%

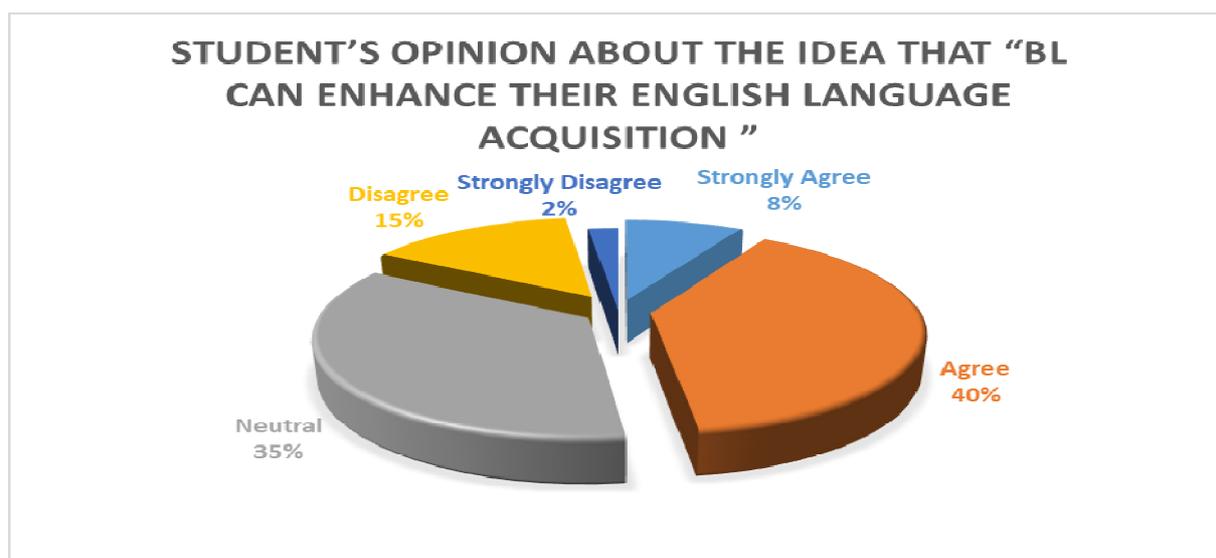


Chart 3.12: Student’s opinion about the idea that “BL can enhance their English vocabulary

Besides this question, we have found that 39,6% of our informants agree with the idea of Bl can enhance vocabulary acquisition .35,4% neither agree nor disagree (neutral). Moreover, 14,6% disagree, also the fewest number of the with 8,3% are strongly agreed, and the remaining 2,1 % were definitely against this idea which means they strongly disagree. We conclude that English vocabulary acquisition can be improved by using the BL approach.

Q15: From your perspective, What are the most effective factors that influence learners' vocabulary acquisition?

Table 15 : Students' perspective about the most effective factors that influence Learners ' second language acquisition

Students' Response	Number of participants	Percentage
Learners' personality and attitudes	14	14,6 %
Social interaction	17	17,7 %
Learning motivation	18	18,8 %
Learning style	18	18,7 %
Learning environment	28	29,1 %
All of them	1	1 %

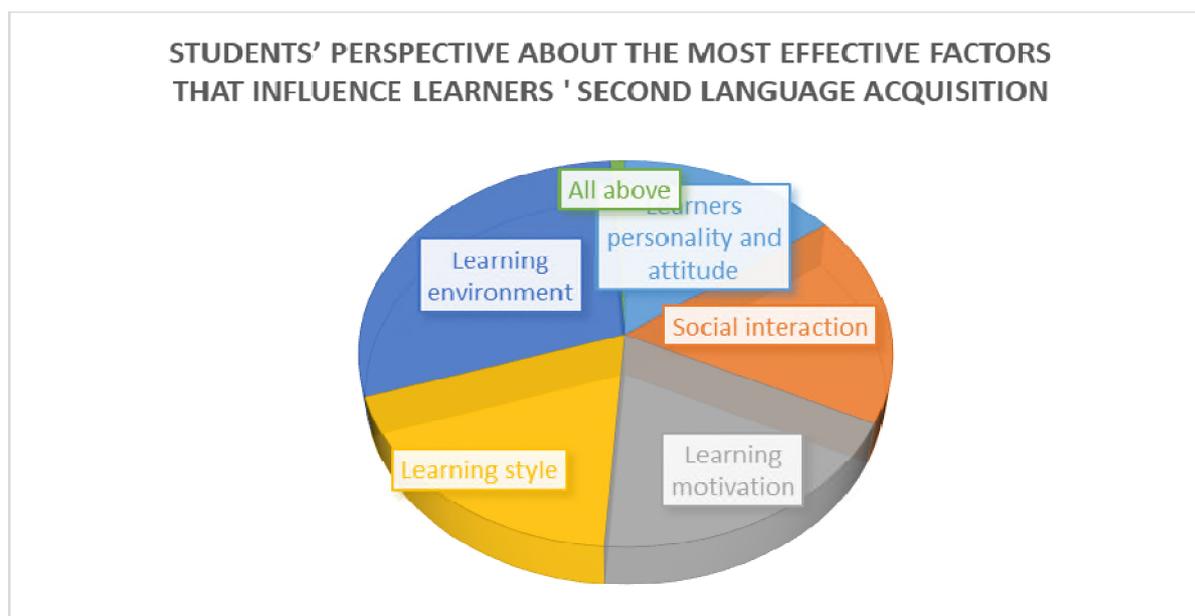


Chart 3.13: Students' perspective about the most effective factors that influence Learners ' vocabulary Acquisition

As it is described in the table above, 28,1% were for the five-choice; learning environment, while 18,8% were for the learning motivation, 18,7% with the factor of learning style, and approximately in ratio with 17,7% choose the social interaction. , Then a portion of 16,6% find themselves influenced by personality and attitudes. The rest of two per cent; 1% for the environment and the other one 1% for all of them. So we resolve that environment has a vital role in language acquisition.

● **Q16: Can Using BL can enhance your vocabulary acquisition?**

Table 16 : Students opinion about the idea that BL can enhance their vocabulary

Students' Response	Number of participants	Percentage
Strongly agree	3	3,1 %
Agree	42	43,8 %
Neutral	33	34,4 %
Disagree	13	13,5
Strongly disagree	5	5,2 %
Total	96	100 %

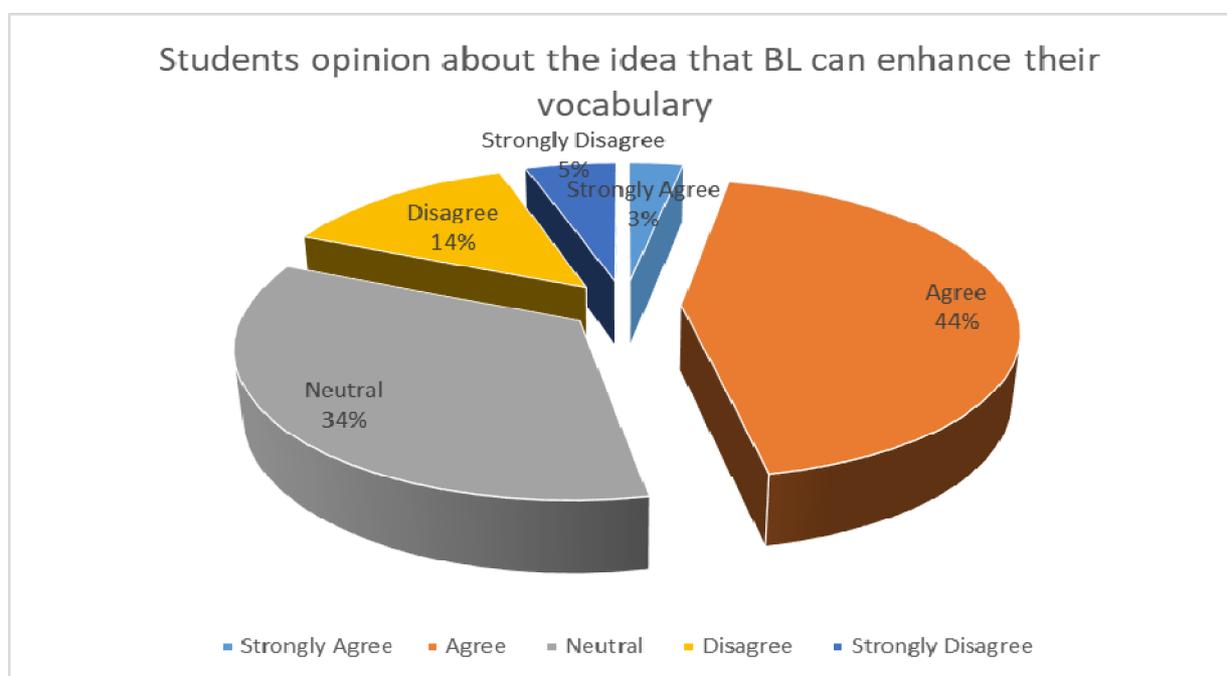


Chart 3.14: Students opinion about the idea that BL can enhance their vocabulary

According to the above table, we can recognize that 43,8% of students agree with the idea of bl can enhance vocabulary acquisition, while 34,4% are neutral maybe it depends on the way it is implemented. Moreover, 13,5% disagree, few numbers of participants strongly agree it is about 3,1 %, however just 5,2% were definitely against this idea they strongly disagree.

- **Q17: What are the strategies you use most when you are learning English vocabulary ?**

Table 17 : The strategies that students use most when they learning English vocabulary

Students' Response	Number of participants	Percentage
Dictionary, memory and social strategies	49	51 %
Dictionary strategies	19	19,8 %
Dictionary and guessing strategies	12	12,5 %
Autonomy learning	9	9,4 %
Memory strategies	5	5,2 %
Movies , songs and online chats with foreigners through Facebook	1	1 %
Translation and podcasts of native speakers	1	1 %

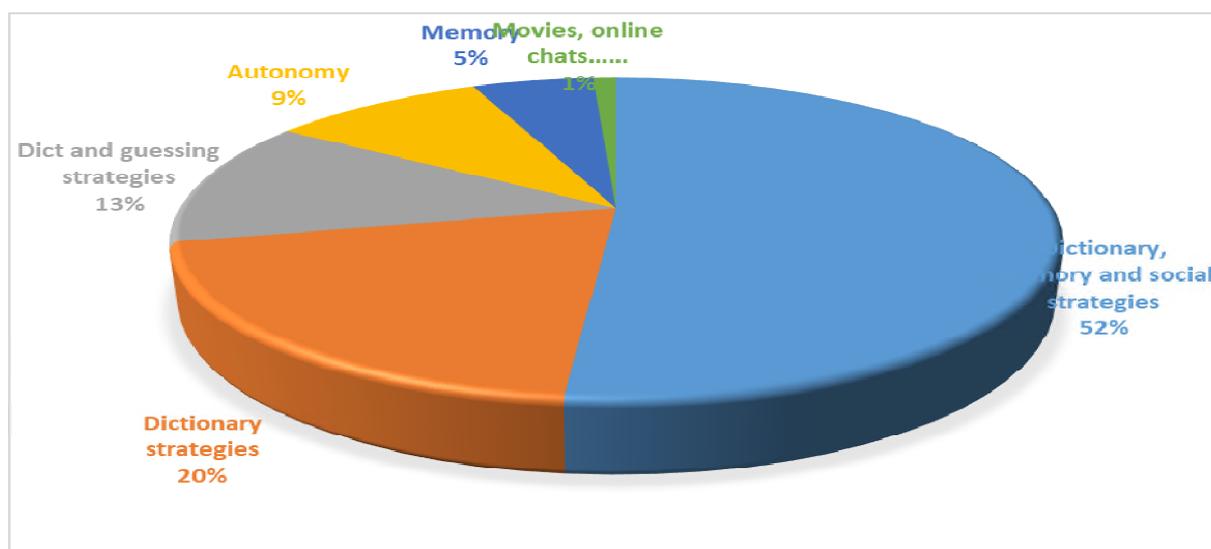


Chart 3.15: The strategies that students use most when they learning English vocabulary

Learning strategies differs from one learner to another so that we tried to discover what strategies or tools students most use when they learn English vocabulary and we have suggested many choices for them , after analysing the results we find that nearly more than half of them (51%) use dictionary memory and social strategies ,on the other hand 19,8% of students learn vocabulary through dictionary electronic or written ones . Moreover 12,4% use also dictionary and guessing , however 9,4% learn it autonomously, 5,2% choose memory

strategies and two participants were different from the others one seeing that movies sound and online chats with foreigners through Facebook help him learn English vocabulary and the other one through translation and podcasts of native speakers.

Q18 :How can BL enhance students' vocabulary?

In this item, we asked students about how can bl enhance their vocabulary since it is an important step in language learning, as a result, we have got many different responses in which each participant explain briefly how he enhance his/ her vocabulary through the BL course and these are some of their responses for this question : It will enhance the vocabulary level because of communication;

- ◆ May be if teachers engage students in online sessions, or assigning them projects that can help them improve their vocabulary.
- ◆ Bl enhance student's vocabulary because of reading a lot of courses and facing a bunch of new and difficult words that need to be translated by a dictionary till it will be memorize
- ◆ It enhance the student learning experience by creating opportunities for student to improve their understanding through their own exploration of topics
- ◆ Learning in two different methods give us the chance to know more words more vocabulary more synonyms different ones where when we learn a new word in online learning we ask the teacher about it therefore he gives us it's definition it's synonym
- ◆ Since teachers going to explain a lecture in class then in online class so learner will get more vocabulary because of repetition
- ◆ We can learn vocabulary in autonomous learning by our selves and in classroom we learn others and new words where we can ask the teachers about so that our vocabulary will be different and plenty
- ◆ Learning vocabulary is not that easy thing so learners have to use tools and methods in order to enrich their vocabulary so yes bl can enhance our vocabulary by learning autonomously where learner with online learning for instance with his / her friends in chatting groups can take and get new words new vocabulary, and in classroom he ask the teacher about these words moreover he (teacher) give him definitions and synonymy for that words so that he find himself has a strong baggage
- ◆ By using dictionaries If they do not understand something they google for it or search for it in dictionaries and like that they will acquire new background acquire new language

- ◆ By learning different and more vocabulary in online by ourselves we get new words through videos or chatting with teachers or online courses like zoom or Skype then in classroom with our teachers where we can ask them for synonymy of those word we have leant through online method
- ◆ this is by electronic resources to provide and have a good level in vocabulary
- ◆ by learning autonomously in online learning where thé learner gain New word from different sources and in classroom apply and use them with his teacher also through Reading ans analysing understood pdfs (courses)
- ◆ Through autonomously learning by our selves and in classroom we learn others where we can ask the teachers about so that our vc will be different
- ◆ Students are constantly reading written lectures and articles , doing assignments in a written way , thus this will undoubtedly have a positive impact on the enhancement of the writing skills and allow the student to enrich his/her vocabulary .
- ◆ Vocabulary is from the most important thing in learning new lge so that BL gives the opportunity of learning in two different ways methods and that make you memorize and learn different vc.

3.6. Discussion

The purpose of this study was to examine the use of BL at IBN Khaldoun University and its relationship to EFL students' vocabulary throughout the pandemic covid-19. In order to achieve these objectives, the study provided answers to the 22 research questions listed above. Several implications can be drawn from the aforementioned data by correlating the responses of participants to the three sections of the questionnaire. From the data analyzed The majority of students have no difficulty utilizing technological equipment because we live in a technological age(Q1).

Regarding the opinions of students at IBN khaldoun University towards the implementation of BL, the majority agreed that BL is an appropriate method for learning a language (Q7). The majority of them are dissatisfied with the execution of this approach at IBN khaldoun University (Q9) (Q16), due to numerous difficulties they have encountered, for example, according to (Q 15), the most significant obstacle is the absence of internet access. Internet connectivity is a prerequisite for blended learning. It cannot be successfully implemented without an internet connection.

In order to understand the relationship between the BL approach and vocabulary, the results demonstrated that BL can increase English language vocabulary in connection to numerous elements, such as the learning environment and other strategies, as they have stated: By employing dictionaries they do not understand something, they Google it or look it up in a dictionary, and as a result, they will acquire vocabulary by learning autonomously in online learning where the learner gain New word from different sources, and in the classroom they can apply and use them with their teachers. by reading and analysing comprehended PDF (courses) » (Q21) (Q22). Therefore, students agree that BL is a useful way of acquiring a larger vocabulary.

3.7. Conclusion

This chapter was devoted to the fieldwork required to fulfill our research and confirm or deny our hypotheses. It opened with the reason behind why as researcherers selected the third-year and master's-year samples for the present study. Additionally, we opted a questionnaire as a research instrument, followed by in-depth questionnaire analyses. In view of the findings of this empirical investigation, it is essential to assert that BL is an effective strategy for increasing EFL student's vocabulary knowledge. The majority of third-year and master's level students have a favourable attitude regarding the use of BL in learning SL, but only if it is implemented.

General Conclusion

In reaction to the spread of the Corona Virus, students in higher education were forced to switch from the traditional learning method to a hybrid mix that integrates online learning. called blended learning, there have not been many studies about the effect of BL on second language acquisition, as such, we conducted research to find the significance of blended learning in influencing EFL students' vocabulary . Case study of both third-year and Master's students at the University of Ibn Khaldoun, Tiaret, who underwent this approach in different settings.

This research study was composed of three chapters. The first chapter provides an introduction to the historical context of blended learning, as well as the course design and issues faced by students using this methodology. In the second chapter, we attempt to shed light on the growth of BL in the era of Covid19 and the status of English in Algeria in addition to vocabulary definition. The third chapter is the practical portion of the research, in which we collect data from a questionnaire to discuss the selection of the sample and analyze the results.

According to our discussion and findings, EFL students have a favourable view of blended learning and agree that BL can improve their vocabulary. however, they are not satisfied with how the university of Ibn Khaldoun is implementing the BL approach for reasons like the poor ICT infrastructure, teachers who are not yet adopted remote teaching, and poor use of materials, such as; using complex PDF as an alternative for actual lessons. Therefore, blended learning can be an effective method for boosting students' vocabulary and EFL students' acquisition. This method, however, requires proper execution.

❖ **Limitations of the Study**

In order to gather the needed data in our research, certain limitation as a challenge since we were obliged to collect students responses in period of time It was harder to collect huge sample , it took more than month just to collect data because some of them are busy with work also in time . In addition, to the ambiguous a, unclear and uncompleted responses. Second our study is to explore the efficacy of bl in enhacing EFL students vocabulary, few studies were done about it so that we found difficulties in gathering sources .

❖ **Recommendations**

Based on the findings of our research study these following recommendation can be made :

- 1) Teacher must take into consideration student obstacles specially student who have weak network
- 2) Teacher should to simplify lesson send in format of PDF as much as they can.
- 3) Teachers and Universities need to be more aware because neither teachers nor University were able to make the experience of bl successful

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A study about Blended Learning BL effect on EFL learners' vocabulary.

Hello, everyone, we hereby invite you to participate in our study questionnaire, we will appreciate your contribution, our topic is "the effect of blended learning (BL) on students' vocabulary acquisition during the years of covid19". If you are not familiar with the concept of Blended Learning (it is a learning approach that combines traditional face-to-face learning "classroom" with online learning via internet platforms), we need your feedback, and it will be appreciated. Thank you in advance for your collaboration, time, and interest.

***Required**

Skip to question 1 *Skip to question 1*

Background Information

1. Do you have available internet, and smart devices to access online courses?*

Mark only one oval.

Yes

No

2. Rate your proficiency in using technology *

Mark only one oval.

Excellent

Good Fair

Poor

3. Rate your level of English*

Mark only one oval.

	1	2	3	4	5	6	
Good	<input type="radio"/>	Bad					

Questions about

Students' attitude towards the application of BL learning approach

4. Can you evaluate the use of online learning at Ibn Khaldoun during this covid-19 period?

Mark only one oval.

	1	2	3	4	5	
Useful	<input type="radio"/>	Useless				

5. In your opinion, which method is better for vocabulary learning?

Mark only one oval.

- Traditional way of teaching (face to face)
- Online learning, using Technology
- Mixture of Online and Face to Face methods

6. Your position regarding the application of BL at Ibn Khaldoun university?

Mark only one oval.

- With Neutral
- Against
-

7. Are you satisfied with Ibn Khaldoun University's blended courses? (how they use this approach)

Mark only one oval.

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied
-

8. Master students only, how was your experience undergoing these BL courses?

Mark only one oval.

- Good
- Neutral
- Bad

Justify your answer, why?

9. Third-year students only, which is more convenient for you?

Mark only one oval.

- Traditional face-to-face learning (classrooms)

Justify your answer, why?

10. Choose the areas in which BL is more beneficial*

Tick all that apply.

- Increases learners vocabulary
- Improves learners understanding
- Flexibility of time and place
- Overall improves language acquisition
- Other:
-

11. What do you like the most about the blended learning approach?*

Tick all that apply.

- Convenience of not having to come to classes
- The flexibility of being able to complete assignments (anytime/anyplace)
- It was the only available option for you
- Others

1. 12. What are the challenges you face while undergoing this blended learning *experience?

Tick all that apply.

- Poor internet access
- Inefficient materials used by teachers
- Complex documents to understand and memorize
- Time and place management
- Other: _____

13. Do you think that Ibn Khaldoun University has successfully implemented the *blended learning approach?

Mark only one oval.

- Yes
- No

2. Justify your above choice?*

The relation between BL, second language acquisition, and vocabulary learning

3. 14. Using the BL approach can improve your English language acquisition*

Mark only one oval.

- Strongly
- Agree
- Neutral
- Disagree
- Strongly Disagree

4. 15. From your perspective, what are the most effective factors that influence learners' second language acquisition?

Mark only one oval.

- social interaction
- learning style
- motivation
- learner's personality and attitude
- learning environment
- Other: _____

5. 16. Using BL can enhance your vocabulary acquisition*

Mark only one oval.

- Strongly
- Disagree
- Neutral
- Agree
- Strongly agree

6. 17. What are the strategies you use most when you are learning English vocabulary?

Mark only one oval.

Dictionary Strategies Au

tonomy Learning Memo

ry Strategies

Dictionary, memory and social strategies Dictionary and Gue

ssing Strategies

Other: _____

7. 18. How can BL enhance students' vocabulary?*

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Abstract

From the beginning of 2020, Covid-19 has caused the most disruption in the educational system, including higher education. This disease forced universities and institutions of higher education to improve their online learning/teaching, this has impacted EFL students because they have faced difficulties adjusting to their new situation, in particular, acquiring English vocabulary, hence, this current study aims to investigate "the effectiveness of blended learning in enhancing students' vocabulary. Subsequently, this study submits the use of online learning based on acquired as statistical data to describe our findings. Thereafter, the data revealed that EFL students have a positive attitude toward the implantation of BL if the university has met all requirements such as building an ICT infrastructure

Key Words: Blended learning BL. Third year students, Master year students, Covid-19, vocabulary.

Résumé

Depuis le début de l'année 2020, le Covid-19 a causé le plus de perturbations dans le système éducatif, y compris l'enseignement supérieur. Cette maladie a obligé les universités et les établissements d'enseignement supérieur à améliorer leur apprentissage/enseignement en ligne, cela a eu un impact les étudiants EFL car ils ont fait face à des difficultés d'adaptation à leur nouvelle situation, en particulier, l'acquisition du vocabulaire anglais, par conséquent, cette étude vise à enquêter sur "l'efficacité de l'apprentissage mixte dans l'amélioration du vocabulaire des élèves. Par la suite, cette étude soumet l'utilisation de l'apprentissage en ligne basé sur l'acquis comme données statistiques pour décrire nos résultats. Par la suite, les données ont révélé que les étudiants EFL ont une attitude positive envers l'implantation de BL si l'université a satisfait à toutes les exigences telles que la construction d'une infrastructure TIC.

Les mots clés : Apprentissage mixte, étudiants de troisième année licence, étudiants de master, Covid_19, vocabulaire

ملخص:

منذ بداية عام 2020 ، تسبب Covid-19 في معظم الاضطرابات في النظام التعليمي ، بما في ذلك التعليم العالي. أجبر هذا المرض الجامعات ومؤسسات التعليم العالي على تحسين التعلم / التدريس عبر الإنترنت ، وقد أثر ذلك على طلاب اللغة الإنجليزية كلغة أجنبية لأنهم واجهوا صعوبات في التكيف مع وضعهم الجديد ، على وجه الخصوص ، اكتساب مفردات اللغة الإنجليزية ، وبالتالي ، تهدف هذه الدراسة الحالية إلى التحقق من " فعالية التعلم المدمج في تعزيز مفردات الطلاب. بعد ذلك ، تقدم هذه الدراسة استخدام التعلم عبر الإنترنت بناءً على المكتسبات كبيانات إحصائية لوصف النتائج التي توصلنا إليها. بعد ذلك ، كشفت البيانات أن طلاب اللغة الإنجليزية كلغة أجنبية لديهم موقف إيجابي تجاه غرس التعليم المختلطة إذا استوفت الجامعة جميع المتطلبات مثل بناء البنية التحتية لتكنولوجيا المعلومات والاتصالات

الكلمات المفتاحية: التعلم المختلط، طلاب السنة الثالثة الجامعية، طلاب الماجستير، كوفيد19 ، المفردات