

Measuring EFL Students' Perceptions towards Blended Learning: Case of Second Year Undergraduate Students at Djillali Liabes University, Sidi Bel Abbas

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Abstract

The struggle against the coronavirus pandemic has increasingly affected the global learning outcomes. This study aims to outline how Algerian EFL students perceive Blended learning opportunities and how exposure to e-learning platforms can affect their academic performance.

The study is also an attempt to elicit information about the obstacles encountered when implementing blended learning and explore whether the fluctuation between e-learning and face to face learning represent a hindrance or a satisfaction. The investigation is led through an attitude questionnaire addressed to second year EFL students at Djillali Liabes University of Sidi Bel Abbas. Then, interviews with teachers who used e-learning platforms are gathered to measure their feedback and their ability to mix between both contexts. The results indicate that students hold mixed attitudes towards blended learning and teachers who are used to traditional methods struggle to use platforms. Furthermore, the analysis of data reveal that the adaptation of blended learning in an Algerian EFL context needs significant efforts to change students' perceptions and teachers' practices to create a balance between e learning and classroom instruction.

Keywords: blended learning, e-learning, feedback, traditional methods, perception.