



# مجلة العلوم الإنسانية

## دورية علمية محكمة تصدر عن جامعة حائل



السنة الثامنة، العدد 25  
المجلد الأول، مارس 2025



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ







جامعة حائل  
University of Ha'il

## مجلة العلوم الإنسانية

دورية علمية محكمة تصدر عن جامعة حائل

للتواصل:

مركز النشر العلمي والترجمة

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## نبذة عن المجلة

### تعريف بالمجلة

مجلة العلوم الإنسانية، مجلة دورية علمية محكمة، تصدر عن وكالة الجامعة للدراسات العليا والبحث العلمي بجامعة حائل كل ثلاثة أشهر بصفة دورية، حث تصدر أربعة أعداد في كل سنة، وبحسب اكتمال البحوث المجازة للنشر. وقد نُحِتَت مجلة العلوم الإنسانية في تحقيق معايير اعتماد معامل التأثير والاستشهادات المرجعية للمجلات العلمية العربية معامل "آر سيف Arcif" المتوافقة مع المعايير العالمية، والتي يبلغ عددها (32) معياراً، وقد أُطلق ذلك خلال التقرير السنوي الثامن للمجلات للعام 2023.

### رؤية المجلة

التميز في النشر العلمي في العلوم الإنسانية وفقاً لمعايير مهنية عالمية.

### رسالة المجلة

نشر البحوث العلمية في التخصصات الإنسانية؛ لخدمة البحث العلمي والمجتمع المحلي والدولي.

### أهداف المجلة

تهدف المجلة إلى إيجاد منافذ رصينة؛ لنشر المعرفة العلمية المتخصصة في المجال الإنساني، وتمكن الباحثين -من مختلف بلدان العالم- من نشر أبحاثهم ودراساتهم وإنتاجهم الفكري لمعالجة واقع المشكلات الحياتية، وتأسيس الأطر النظرية والتطبيقية للمعارف الإنسانية في المجالات المتنوعة، ووفق ضوابط وشروط ومواصفات علمية دقيقة، تحقيقاً للجودة والريادة في نشر البحث العلمي.

## قواعد النشر

### لغة النشر

- 1- تقبل المجلة البحوث المكتوبة باللغتين العربية والإنجليزية.
- 2- يُكتب عنوان البحث وملخصه باللغة العربية للبحوث المكتوبة باللغة الإنجليزية.
- 3- يُكتب عنوان البحث وملخصه ومراجعته باللغة الإنجليزية للبحوث المكتوبة باللغة العربية، على أن تكون ترجمة الملخص إلى اللغة الإنجليزية صحيحة ومتخصصة.

### مجالات النشر في المجلة

تهتم مجلة العلوم الإنسانية بجامعة حائل بنشر إسهامات الباحثين في مختلف القضايا الإنسانية الاجتماعية والأدبية، إضافة إلى نشر الدراسات والمقالات التي تتوفر فيها الأصول والمعايير العلمية المتعارف عليها دولياً، وتقبل الأبحاث المكتوبة باللغة العربية والإنجليزية في مجال اختصاصها، حيث تعنى المجلة بالتخصصات الآتية:

- علم النفس وعلم الاجتماع والخدمة الاجتماعية والفلسفة الفكرية العلمية الدقيقة.
- المناهج وطرق التدريس والعلوم التربوية المختلفة.
- الدراسات الإسلامية والشريعة والقانون.
- الآداب: التاريخ والجغرافيا والفنون واللغة العربية، واللغة الإنجليزية، والسياحة والآثار.
- الإدارة والإعلام والاتصال وعلوم الرياضة والحركة.

## أوعية نشر المجلة

تصدر المجلة ورقياً حسب القواعد والأنظمة المعمول بها في المحلات العلمية المحكمة، كما تُنشر البحوث المقبولة بعد تحكيمها إلكترونياً لتعم المعرفة العلمية بشكل أوسع في جميع المؤسسات العلمية داخل المملكة العربية السعودية وخارجها.

## ضوابط النشر في مجلة العلوم الإنسانية وإجراءاته

### أولاً: شروط النشر

#### أولاً: شروط النشر

1. أن يتسم بالأصالة والجدّة والابتكار والإضافة المعرفية في التخصص.
2. لم يسبق للباحث نشر بحثه.
3. ألا يكون مستلماً من رسالة علمية (ماجستير / دكتوراة) أو بحوث سبق نشرها للباحث.
4. أن يلتزم الباحث بالأمانة العلمية.
5. أن تراعى فيه منهجية البحث العلمي وقواعده.
6. عدم مخالفة البحث للضوابط والأحكام والآداب العامة في المملكة العربية السعودية.
7. مراعاة الأمانة العلمية وضوابط التوثيق في النقل والاقتباس.
8. السلامة اللغوية ووضوح الصور والرسومات والجداول إن وجدت، وللمجلة حقها في مراجعة التحرير والتدقيق النحوي.

### ثانياً: قواعد النشر

1. أن يشتمل البحث على: صفحة عنوان البحث، ومستخلص باللغتين العربية والإنجليزية، ومقدمة، وصلب البحث، وخاتمة تتضمن النتائج والتوصيات، وثبت المصادر والمراجع باللغتين العربية والإنجليزية، والملاحق اللازمة (إن وجدت).
2. في حال (نشر البحث) يزود الباحث بنسخة إلكترونية من عدد المجلة الذي تم نشر بحثه فيه، ومستلاً لبحثه .
3. في حال اعتماد نشر البحث تؤول حقوق نشره كافة للمجلة، ولها أن تعيد نشره ورقياً أو إلكترونياً، ويحق لها إدراجه في قواعد البيانات المحلية والعالمية - بمقابل أو بدون مقابل - وذلك دون حاجة لإذن الباحث.
4. لا يحق للباحث إعادة نشر بحثه المقبول للنشر في المجلة إلا بعد إذن كتابي من رئيس هيئة تحرير المجلة.
5. الآراء الواردة في البحوث المنشورة تعبر عن وجهة نظر الباحثين، ولا تعبر عن رأي مجلة العلوم الإنسانية.
6. النشر في المجلة يتطلب رسوما مالية قدرها ( 1000 ريال) يتم إيداعها في حساب المجلة، وذلك بعد إشعار الباحث بالقبول الأولي وهي غير مستردة سواء أجاز البحث للنشر أم تم رفضه من قبل المحكمين.

### ثالثاً: توثيق البحث

أسلوب التوثيق المعتمد في المجلة هو نظام جمعية علم النفس الأمريكية (APA7)

## رابعاً: خطوات وإجراءات التقديم

1. يقدم الباحث الرئيس طلباً للنشر (من خلال منصة الباحثين بعد التسجيل فيها) يتعهد فيه بأن بحثه يتفق مع شروط المجلة، وذلك على النحو الآتي:
  - أ. البحث الذي تقدمت به لم يسبق نشره (ورقياً أو إلكترونياً)، وأنه غير مقدم للنشر، ولن يقدم للنشر في وجهة أخرى حتى تنتهي إجراءات تحكيمه، ونشره في المجلة، أو الاعتذار للباحث لعدم قبول البحث.
  - ب. البحث الذي تقدمت به ليس مستلماً من بحوث أو كتب سبق نشرها أو قدمت للنشر، وليس مستلماً من الرسائل العلمية للمجستير أو الدكتوراة.
  - ج. الالتزام بالأمانة العلمية وأخلاقيات البحث العلمي.
  - د. مراعاة منهج البحث العلمي وقواعده.
- هـ. الالتزام بالضوابط الفنية ومعايير كتابة البحث في مجلة العلوم الإنسانية بجامعة حائل كما هو في دليل المؤلفين لكتابة البحوث المقدمة للنشر في مجلة العلوم الإنسانية بجامعة حائل وفق نظام APA7
2. إرفاق سيرة ذاتية مختصرة في صفحة واحدة حسب النموذج المعتمد للمجلة (نموذج السيرة الذاتية).
3. إرفاق نموذج المراجعة والتدقيق الأولي بعد تعبئته من قبل الباحث.
4. يرسل الباحث أربع نسخ من بحثه إلى المجلة إلكترونياً بصيغة (word) نسختين و (PDF) نسختين تكون إحداها بالصيغتين خالية مما يدل على شخصية الباحث.
5. يتم التقديم إلكترونياً من خلال منصة تقديم الطلب الموجودة على موقع المجلة (منصة الباحثين) بعد التسجيل فيها مع إرفاق كافة المرفقات الواردة في خطوات وإجراءات التقديم أعلاه.
6. تقوم هيئة تحرير المجلة بالفحص الأولي للبحث، وتقرير أهليته للتحكيم، أو الاعتذار عن قبوله أولاً أو بناء على تقارير المحكمين دون إبداء الأسباب وإخطار الباحث بذلك
7. تملك المجلة حق رفض البحث الأولي ما دام غير مكتمل أو غير ملتزم بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية.
8. في حال تقرر أهلية البحث للتحكيم يخطر الباحث بذلك، وعليه دفع الرسوم المالية المقررة للمجلة (1000 ريال غير مستردة من خلال الإيداع على حساب المجلة ورفع الإيصال من خلال منصة التقديم المتاحة على موقع المجلة، وذلك خلال مدة خمس أيام عمل منذ إخطار الباحث بقبول بحثه أولاً وفي حالة عدم السداد خلال المدة المذكورة يعتبر القبول الأولي ملغياً.
9. بعد دفع الرسوم المطلوبة من قبل الباحث خلال المدة المقررة للدفع ورفع سند الإيصال من خلال منصة التقديم، يرسل البحث لمحكمين اثنين؛ على الأقل.
10. في حال اكتمال تقارير المحكمين عن البحث؛ يتم إرسال خطاب للباحث يتضمن إحدى الحالات التالية:
  - أ. قبول البحث للنشر مباشرة.
  - ب. قبول البحث للنشر؛ بعد التعديل.
  - ج. تعديل البحث، ثم إعادة تحكيمه.
  - د. الاعتذار عن قبول البحث ونشره.
11. إذا تطلب الأمر من الباحث القيام ببعض التعديلات على بحثه، فإنه يجب أن يتم ذلك في غضون (أسبوعين من تاريخ الخطاب) من الطلب. فإذا تأخر الباحث عن إجراء التعديلات خلال المدة المحددة، يعتبر ذلك عدولاً منه عن النشر، ما لم يقدم عذراً تقبله هيئة تحرير المجلة.
12. في حالة رفض أحد المحكمين للبحث، وقبول المحكم الآخر له وكانت درجته أقل من 70%؛ فإنه يحق للمجلة الاعتذار عن قبول البحث ونشره دون الحاجة إلى تحويله إلى محكم مرجح، وتكون الرسوم غير مستردة.

13. يقدم الباحث الرئيس (حسب نموذج الرد على المحكمين) تقرير عن تعديل البحث وفقاً للملاحظات الواردة في تقارير المحكمين الإجمالية أو التفصيلية في متن البحث
14. للمجلة الحق في الحذف أو التعديل في الصياغة اللغوية للدراسة بما يتفق مع قواعد النشر، كما يحق للمحررين إجراء بعض التعديلات من أجل التصحيح اللغوي والفني. وإلغاء التكرار، وإيضاح ما يلزم. وكذلك لها الحق في رفض البحث دون إبداء الأسباب.
15. في حالة رفض البحث من قبل المحكمين فإن الرسوم غير مستردة.
16. إذا رفض البحث، ورغب المؤلف في الحصول على ملاحظات المحكمين، فإنه يمكن تزويده بهم، مع الحفاظ على سرية المحكمين. ولا يحق للباحث التقدم من جديد بالبحث نفسه إلى المجلة ولو أجريت عليه جميع التعديلات المطلوبة.
17. لا تردّ البحوث المقدمة إلى أصحابها سواء نشرت أم لم تنشر، ويخطر المؤلف في حالة عدم الموافقة على النشر
18. يحق للمجلة أن ترسل للباحث المقبول بحثه نسخة معتمدة للطباعة للمراجعة والتدقيق، وعليه إنجاز هذه العملية خلال 36 ساعة.
19. هيئة تحرير المجلة الحق في تحديد أولويات نشر البحوث، وترتيبها فنياً.

## المشرف العام

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## Enhancing English Writing Instruction: Harnessing the Potential of Blended and Hybrid Learning Models

تعزيز تعليم الكتابة باللغة الإنجليزية: استغلال إمكانيات نماذج التعلم المدمج والهجين

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(تاريخ الاستلام: 2024/10/20، تاريخ القبول: 2025/01/18، تاريخ النشر: 2025/01/30)

### Abstract

Recent changes in the world have shifted many aspects of our lives. With technological advancement, the field of Education, as well as those in the areas of language teaching and applied linguistics have witnessed changes in how language is taught and learned. As a result, new teaching models have risen as a response to these changes. One of these teaching models is blended learning (BL), which combines face to face with online instructions. The review of the current research indicates that even though the use of BL has increased in recent years, it has not been used or applied in Writing courses or on research surrounding BL in Writing courses. Therefore, the study emerged as a response to this limited research. It explored language learners' perceptions and experiences about replacing traditional ways of teaching English Writing with blended model. The findings of the study indicate that BL can be used effectively in Writing courses. This learning model allows for more language flexibility and engagement among language learners. Using this model to teach Writing, however, involves some challenges such as lack of communication and interaction. The study also indicates that blended environments can bridge the gap between language classrooms and the virtual world, and that leads to improvement in their language skills.

**Keywords:** BL, English Writing teaching, English learning, adult language learners, English learning technology

### المستخلص

تغيرت جوانب عديدة من حياتنا بسبب التطورات الحديثة في العالم. مع التقدم التكنولوجي، شهدت مجالات التعليم، بما في ذلك تدريس اللغات واللسانيات التطبيقية، تغييرات ملحوظة في كيفية تدريس اللغة وتعلمها. نتيجة لذلك، ظهرت نماذج تدريس جديدة استجابةً لهذه التغيرات. من بين هذه النماذج، يأتي التعلم المدمج، الذي يجمع بين التعليم الحضوري والتعليم عن بُعد عبر الإنترنت. تشير مراجعة الأبحاث الحالية إلى أنه رغم زيادة استخدام التعلم المدمج في السنوات الأخيرة، إلا أنه لم يتم تطبيقه بشكل كافٍ في مقررات الكتابة أو في الأبحاث المتعلقة بها. لذلك، جاءت هذه الدراسة لتغطية هذا النقص في جوانب البحث في هذا المجال. استكشفت الدراسة تصورات وتجارب متعلمي اللغة حول استبدال الطرق التقليدية في تدريس الكتابة باللغة الإنجليزية بنموذج التعلم المدمج. تشير نتائج الدراسة إلى أنه يمكن استخدام التعلم المدمج بفعالية في مقررات الكتابة، حيث يوفر هذا النموذج التعليمي مزيدًا من المرونة والتفاعل بين متعلمي اللغة. ومع ذلك، يتضمن استخدام هذا النموذج لتدريس الكتابة بعض التحديات، مثل نقص التواصل والتفاعل. كما توضح الدراسة أن البيئات المدمجة يمكن أن تسد الفجوة بين فصول اللغة والعالم الافتراضي، مما يؤدي إلى تحسين المهارات اللغوية للمتعلمين.

الكلمات المفتاحية: التعليم المدمج، تعليم الإنجليزية، تدريس الإنجليزية، تعليم الإنجليزية للكبار، تدريس الإنجليزية بالتقنية.

**Cite as:** Albiladi, Waheeb S, Alghamdi, Musa . (2025). Enhancing English Writing Instruction: Harnessing the Potential of Blended and Hybrid Learning Models. *Journal of Human Sciences at the University of Haik*, 01(25), 69–81

**Funding:** There is no funding for this research

التمويل: لا يوجد تمويل لهذا البحث

## Introduction:

Recently, the world has witnessed rapid changes in all aspects of life, and education is not an exception. These unprecedented changes have shifted how education is delivered to learners across the globe. With technological advancement, the field of Education, as well as those in the areas of Second Language Teaching, Applied Linguistics, and Teaching and Learning of English as a Foreign language have witnessed changes in how language is taught and learned. The Covid-19 pandemic has reshaped our teaching practices forever as more classes shifted to remote and online way of teaching. One of these ways is the rise of Blended Learning (BL), which replaces traditional ways of English teaching and learning.

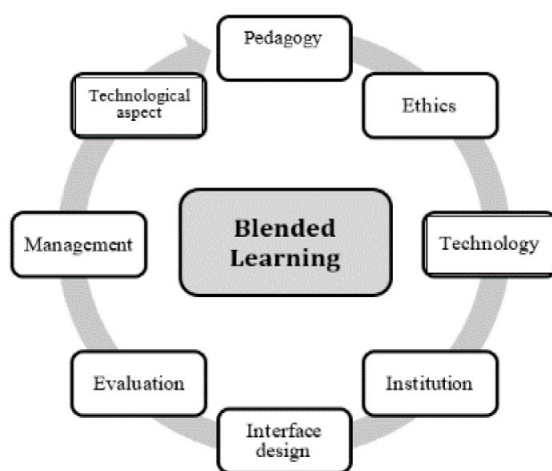
Garrison and Vaughan (2008) and Graham (2006) defined BL as the teaching system in which face-to-face and computer mediated instructions are combined. They added that this learning model was developed from the strengths of face-to-face and distance learning because it combines both types of learning as traditional classroom lectures and online learning are used in the teaching and learning process. Moreover, Garrison and Kanuka (2004) explained that BL is the carefully constructed combination of face-to-face and virtual instructions. Researchers noted that BL and hybrid learning is the same concept as both refer to the combination of face to face and online teaching experiences (Aristika & Juandi, 2021; Grgurović, 2017; Hrastinski, 2019; Quvanch & Na, 2020).

Perhaps one of the most comprehensive definitions of BL was written by Allen and Seaman (2010) who mentioned that blended course is the type of course that integrates online and in-person instruction. In blended course a significant percentage of the information is provided online employing web-based interactions and usually features fewer in-person sessions.

In terms of ESL/EFL pedagogy, Tomlinson and Whittaker (2013) pointed out that the use of the combination of traditional and online-based learning allows for more authentic and engaging language teaching and learning. BL bridges the gap between language classrooms and the virtual world that helps students acquire the language. Researchers (e.g., Banditvilai, 2016; Tomlinson & Whittaker, 2013) indicated that digital learning is becoming more widely manipulated in language classrooms as tools for fostering English teaching and learning. However, research showed that BL can be used effectively to teach the English language (Al Zumor et al. 2013; Ramalingam et al., 2021; Syakur, et al., 2020; Quvanch & Na, 2020).

Regarding teaching through BL, Khan (2005) mentioned that for a BL model to be successful and effective, it needs to address eight different elements (see figure 1). These elements are: Pedagogical aspects, technological aspects, institutional aspects, interface design aspect, evaluation aspects, management aspect, resource support aspect, and ethical aspects.

**Figure 1**  
*Elements of successful BL Teaching*



However, there seems to be scarcity in research that examines the use of BL to teach academic Writing and Grammar to language learn-

ers. Liu (2013) reminded us that even though the use of BL has increased in recent years, it has not been used or applied in Writing courses or on re

search surrounding BL in writing courses. Therefore, the study explores the potential of replacing traditional ways of teaching academic Writing and Grammar with BL. The study also aimed to investigate the potential advantages and the challenges associated with the use of BL strategies to teach both Grammar and academic Writing.

### 1.1 Research questions

Accordingly, the present study explored the use of BL to teach English Writing. Specifically, the study aimed to answer the following questions:

1. How do adult Saudi language learners respond to the use of the BL model in writing courses?
2. What potential benefits does the BL model offer specifically for Saudi adult learners in academic writing courses?
3. What challenges, if any, do Saudi language learners face when using the BL model in writing courses?

## 2. Literature Review

Research surrounding the use of BL to teach English written skills is evolving. Several research studies (e.g. Alrouji, 2020; Afrilyasanti et al., 2016; Lam, et al., 2018; Wahyuni, 2018) examined the use of BL to teach different language domains including Reading, Writing, Speaking, and Listening. Most findings highlighted the importance of using this teaching strategy because it allows for more diverse and flexible language input, it can be an effective learning strategy to teach English written skills.

In a research study, Mofrad (2017) investigated the effectiveness of writing practice in a blended learning environment with 60 EFL learners. Participants were randomly divided into four groups: extroverted-blended, introverted-blended, extroverted-traditional, and introverted-traditional, based on their learning styles. In the blended learning environment, students employed various media and technology to enhance their writing skills, while the traditional setting did not incorporate these tools. The results showed that extroverted students outperformed their introverted counterparts, and those in the blended learning environment attained better results than those in traditional classes. Mofrad (2017) concluded by emphasizing that the integration of blended learning in writing courses can significantly enhance student engagement and improve writing outcomes.

Moreover, Wahyuni (2018) looked at how BL can be used when teaching English Writing. Specifically, the study examined the effect of BL models on

developing eleventh grade language learners' Writing abilities. The study included two groups: control and experimental groups on which they taught Writing using a BL model. Both groups were tested to examine how BL affects the Writing abilities. The results of the study showed that using BL has a significant effect on developing students' writing skills as they show obvious and significant differences between their Writing in the pre-test and the post-test. According to the researcher, a BL model allows for more self-learning and learning autonomy as they practice their writing beyond classrooms at their own pace. The researchers concluded by stating that BL enhances students' participation and interaction in the learning process.

In another research, Lam et al., (2018) investigated the effectiveness of using a BL approach to develop students' argumentative Writing skills. The study included three secondary level classes. The first and second classes were taught using a BL approach. The third group was taught argumentative Writing using a traditional direct- instruction approach. Data was collected through pre and post-tests, written essays, and interviews. The findings suggested that the use of a BL approach positively impacted students' writing abilities. The researcher mentioned that BL is recommended over a teacher-led direct-instruction mode because it allows for a more interactive, engaging, and relaxing learning and teaching environment.

In the same vein, Alrouji (2020) conducted a study examining the efficaciousness of BL in developing Saudi university learners' skills in English paragraph writing. To carry out the study, 70 EFL students participated in this study for six weeks. The researcher applied a pre-test and post-paragraph Writing test to collect data. These methods were used to determine the role of BL in reinforcing writing abilities. The findings demonstrate that there was considerable divergence between the group that was taught in traditional methods and the group that was taught through BL strategy in favor of the latter. Alrouji (2020), in this study, states that the finding approves the efficiency of BL strategy to improve Saudi learners' competence in paragraph Writing.

Another research study (Simbolon, 2021) investigated the use of blended learning models in foreign language classrooms. The author explored the importance of blended learning, particularly during the restrictions caused by COVID-19, noting a scarcity of studies on students' learning experiences with tools like WhatsApp. This research was conducted at a vocational university in Indo-

nesia, combining classroom meetings with online learning. It aimed to examine students' perceptions of their learning experiences using WhatsApp and Google Classroom. Data was collected through a questionnaire, open-ended questions, WhatsApp chat history, and student work from Google Classroom. The results indicated that students had a positive perception of their blended learning experience, although they expressed concerns about internet connectivity and clarity of online instructions.

Furthermore, Maghfiroh et al. (2024) explored the various learning strategies used by students to learn English through e-resources in a blended learning environment and identified the factors that influence their choice of these strategies. The study employed descriptive-quantitative methods, involving participants from two universities. The findings indicated that participants favored blended learning approaches that combined online resources with face-to-face instruction, as this method provided greater flexibility and accessibility. Additionally, they reported that blended learning approaches enhanced their motivation to learn English, accommodated individual learning styles, and improved the perceived ease of learning. However, the study also identified several challenges of BL, including technical issues with online platforms, a lack of interaction in virtual settings, and difficulties in time management.

Furthermore, Wei et al. (2024) examined the challenges associated with using BL models in academic English writing classes for high school students in China. This research addresses a gap in understanding the specific hurdles faced by these students in such contexts. The study utilized semi-structured interviews with students to identify various challenges, including unfamiliarity with technology, language proficiency limitations, communication barriers, and issues with technological adaptation. The findings underscore the importance of peer support and collaborative learning to assist educators and learners in navigating blended

EFL and ESL environments.

Overall, the above researchers have focused on the efficacy of the BL on the different language skills. The findings of these studies vary. BL has been found to play a significant role in developing students' self-learning and autonomy (Wahyuni, 2018). At the same time, BL plays a significant role in enhancing learners' interaction with others. The BL does not only affect the learners' performance, but also it has an impact on education settings. In other words, BL creates interactive, engaging, and relaxed education milieu (Lam, et al., 2018, Ehsanifard et al., 2020).

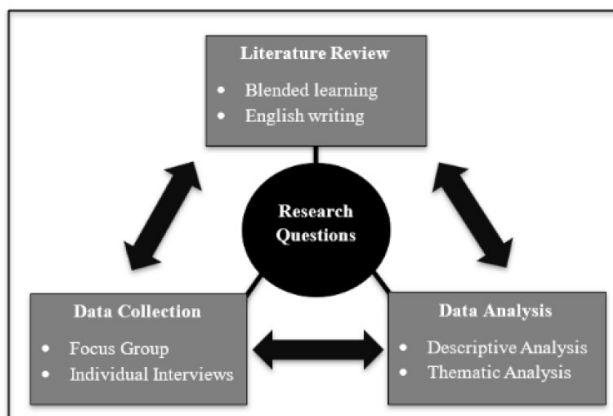
### 3. Method

The study employed qualitative methodology for data collection and analysis processes. This research method allows the researcher to gain a complete picture of the study's topics or phenomenon. Also, the use of qualitative research helped in understanding the participants' opinions and perspectives regarding the use of BL to teach English written skills. Creswell and Poth (2016) pointed out that qualitative research allows for more in-depth understanding of the participants' perceptions and experiences.

#### 3.1 Data Gathering and Data Analysis

In terms of data collection process, focus groups and individual interviews were used to collect the necessary data. The purpose of the individual interviews was to elicit information about how language learners perceive the use of BL to learn English. The interviews were guided by semi-structured protocol with open-ended questions. The focus groups included discussion about the use of BL in Writing courses. The participating language learners and instructors engaged in meaningful and interactive discussion about what they like/dislike about using both components of traditional and online teaching in their courses. Figure 2 illustrates the data collection and analysis process:

**Figure 2**  
*The Data Collection and Analysis Process*



In terms of the data analysis process, thematic analysis was used to answer the research questions. Thematic analysis enables researchers to transcend the process of recording explicit terms and expressions and instead concentrate on the identification and description of both implicit and explicit concepts within the data set (Guest et al., 2011).

Moreover, the data analysis process went through two different phases: initial coding and focused coding (Charmaz, 2014). Initial coding involved reading the participants' responses, marking the underlying ideas, taking notes, making connections, and finally assigning codes. This phase also involved a deep, rich, and open exploration of the data, allowing codes to emerge. The second phases, focused coding, included identifying the most recurrent and significant codes from the initial coding process. This helped the researchers rework the initial coding into more inclusive categorical and broader units, which were later merged into overarching themes. It is worth

mentioning that the data analysis process was guided by the research questions.

### 3.2 Settings And Participants

The study was conducted during the 2021-2022 academic year and covers two consecutive semesters. The participants of the study involved 24 adult language learners enrolled in intensive language programs in Saudi Arabia (see Table 1). Regarding the language learners, the sample included participants with mixed language proficiency levels: beginners, intermediate, and advanced levels. The participants were enrolled in Writing courses which consisted of two main components: Academic Writing and Grammar. The Writing component is designed to develop students' writing abilities and prepare them for the academic Writing used in the university. The Grammar component is designed to equip language learners with a solid grounding in grammar rules and terminology. The following table includes more information about the participants:

**Table 1**  
*The Study Participants*

The Study Participants		
Groups	Numbers of learners	Proficiency Level
1	8	advanced
2	6	High-intermediate
3	5	Low intermediate
4	5	Beginners

### 4. Results & Findings

Given the prevalence of access to the digital world, there is an opportunity to further explore language learning and teaching models. As recent attention to the importance of distance and BL has increased, there is a need to understand the benefits and drawbacks of using these models in language teaching and learning. However, the review of the current literature indicates that there is limited research that examines the use of BL to teach academic Writing and Grammar. Thus, the study explores the potential of replacing traditional ways of teaching academic Writing and

Grammar with BL. The study also investigated the potential advantages, and the challenges associated with the use of BL strategies to teach both Grammar and academic Writing.

To achieve these goals, qualitative research methodology was employed. Analysis of the qualitative data revealed the participants' perceptions and experiences regarding the use of BL models in Writing courses. The following section represents the study findings based on each research question. Figure 3 includes thematic matrix of learners' responses about each research question:



**Figure 3**  
*The Research Questions and Emerged Themes*

	<i>RQs</i>		
	<i>Research Question 1</i>	<i>Research Question 2</i>	<i>Research Question 3</i>
<b>Themes</b>	Blended learning as an instructional model	Flexibility in language learning	Lack of communication
	Blended learning as assessment model	Learning autonomy	Lack of interaction

**Research Question 1: How do adult Saudi language learners respond to the use of the BL model in writing courses?**

One of the objectives of the research study was to explore how language learners in Saudi Arabia perceive the use of BL to teach English Writing and Grammar. The first research question aimed to explore how adult English language learners re-

spond to shifting to BL model in Writing courses. To answer the question, the learners were asked to express their opinions and thoughts on how BL differs from traditional ways of teaching and whether they prefer it over traditional classes. The qualitative analysis of the data revealed two themes: BL as instructional model and BL as assessment model. The following table (Table 2) includes the them descriptions:

**Table 2**  
*Question 1 Themes Description*

<b>Themes</b>	<b>Description</b>
<b>BL as an instructional model</b>	This theme refers to the participants' opinions about implementing BL for instructional purposes in Writing courses. It also reflects the use of a blended environment to deliver language content.
<b>BL as assessment model</b>	This theme reflects the participants' opinions regarding the use of BL as a model to assess their learning progress. It is also related to the relationship between BL model and language assessment.

**THEME 1: BL AS AN INSTRUCTIONAL MODEL**

The participants reported that the BL model was used for instructional purposes. In other words, participants mentioned this model was utilized effectively for direct and indirect classroom instructions. This includes delivering class content, providing teaching materials, tips, and guidelines, differentiating classroom activities, asking and answering questions, and engaging in meaningful discussion. This was exemplified in these three responses:

The teacher asks us to finish the Writing exercises online. He introduces the lesson in class first. Then, [asks] us to continue the activities on the online board... many materials are uploaded online for us to use and finish. [Participants 12]

What I think of this Writing course is how it transfers to two courses, not only one. Sometimes, I focus more on online courses, other times, I prefer in person for the Writing. We have access to many activities and lessons. We can log in and start Writing immediately. We also receive feedback within the same time. [Participants 4]

The new class is interesting because it is similar to having regular classes but with an online option. The teacher uploads the presentation, explains everything, and we listen then answer the questions. It's like having two classes but in fact it's only one. [Participants 11]

All in all, students' responses indicated that blended environment is an effective and flexible teaching model. This model can be used to deliver instructions as well as introduce Writing topics, lessons, or tasks.

## THEME 2: BLAS ASSESSMENT MODEL

Most of the participants mentioned that a blended environment is effective as an assessment model. This means that BL models allow language teachers to evaluate students' learning and language development in Writing courses. The participants specified that the combination of in-person and online components of the courses increased the chances for more Writing and Reading tasks. As mentioned by these three students:

Yes, I like Writing online and in class too. One of the Writing portfolios was submitted online. We had the score within 2 hours. So it's like having the Writing exam in class. I felt relaxed doing it. It's a good idea to have all our exams online. [Participants 13]

As my class mentioned, the online part was used for Writing quizzes and marked exercises. We had several quizzes online. We had to login and write paragraphs with limited time. It's similar to the classes during the corona lockdown two years ago. But this time, we have both online and

in-class exams. [Participants 19]

I hope we can do that for the Reading and Grammar quizzes and exams. For Writing exam also. We had several activities that we had to finish online. We received feedback for these Writing exercises. [Participants 24]

To sum up, the participants' responses indicated that they think blended model can be used to evaluate their writing skills. According to the participants, blended model can be considered as an effective alternative to traditional testing methods.

### Research Question 2: What potential benefits does the BL model offer specifically for Saudi adult learners in academic writing courses?

Another goal of this research study was to explore the potential benefits of using BL to teach English Writing and Grammar. The data analysis of the data from the focus groups and individual interviews indicated the two emerging themes: Flexibility in language learning and Student-centered learning. Themes were described and defined in Table 3.

**Table 3**  
**Question 2 Themes Description**

Themes	Description
<b>Flexibility in language learning</b>	This theme refers to the participants' opinions about how a BL model promotes flexibility when learning English Writing. Flexibility is continually mentioned as benefits of using a blended environment in Writing courses.
<b>Learning autonomy</b>	Learning autonomy is another benefit of using blended models in Writing courses. According to the participants, a blended environment promotes more self-learning and autonomy.

## THEME 3: FLEXIBILITY IN LANGUAGE LEARNING

One of the most cited benefits of using BL model to teach Writing is flexibility. This refers to the flexibility and freedom to manage and deliver the contents, design classroom materials, interact with students, and assess their progress. Flexibility also means creating a learning environment that is creative, filled with authentic and meaningful activities. As mentioned in these responses:

For me, practicing my Writing in class and online is beneficial. I have more time to finish the activities... I have more time to start thinking, brainstorm, write an outline, and start the Writing process... Sometimes, I don't have the desire to write in class, so writing online fixes this issue.

It's more flexible, comfortable, and easy to do. [Participants 8]

I really love the writing part. We are free to do it at the time and place we like. I mean, we are free to finish the writing tasks in our homes... writing is one of the most difficult subjects. Doing it from home when we are relaxed is great. I hope we can do that for the Reading and Grammar quizzes and exams. [Participants 24]

One of the good points is that we have enough time to practice where and when we want. It's not similar to the classes where we have to sit for limited time. Having the online section helps us practice on our own. In my opinion, this is useful and helpful for me. [Participants 9]

In summary, flexibility in language learning emerged as a key theme regarding the benefits of using the BL model to teach writing. Participants highlighted that blended environments allow for more freedom in terms of when and how they learn English, contributing positively to their overall learning experience. This flexibility, according to the participants, not only accommodates individual learning styles but also alleviates the pressure often associated with traditional classroom settings. By allowing learners to engage with writing tasks at their own pace and in a comfortable environment, the BL model fosters a more relaxed and productive learning atmosphere.

**THEME 4: LEARNING AUTONOMY**

Another cited benefit of using BL model in writing courses is learning autonomy. This refers to the learner’s ability to be responsible for their own learning and support independent learning, which leads to enhanced and improved self-learning skills. Learning autonomy was described by Benson and Voller (2014) as the capacity to make independent choices regarding what one does, rather than being directed or shaped by others. According to the participants, a blended environment provides them with resources and allows them to be autonomous learners and become responsible for the pace and direction of their learning. As mentioned in the following responses:

The thing is that the class is becoming more difficult. Now, we have to do the activities on our own. We have to know when to start and when to finish. It’s like we design our own class with all activities and exercises. I think the students become the teacher and the teacher just observes our work. It’s difficult but enjoyable. [Participants 22]

Yes, I agree with [participants22]. We have

more time to do it ourselves. It’s like we control how and when we write. It’s not like other online classes, because the teacher will follow up with us. So it’s like, you learn, write, finish the task, and then I will check that with you. We have to do all the work. It’s a good thing I believe. [Participants 11]

Actually, there are many helpful and useful things about this new method [blended]. One of it is we can be responsible for what to learn. It’s always a good thing when we have the choice to make some decisions about our own learning. [Participants 16]

Ultimately, increasing self-learning and autonomy was another reported benefit of using BL in writing course. The participants mentioned that this model improves their abilities to be responsible for their own learning, and that enhanced and improved their self-learning skills.

**Research Question 3: What challenges, if any, do Saudi language learners face when using the BL model in writing courses?**

The third research question highlighted the challenges that were expressed by the participants regarding the use of BL in writing courses. The analysis of the data from the focus groups and individual interviews indicated two emerging themes: lack of communication and lack of interaction. According to Azmat & Ahmad (2022), the absence of social connection in online classrooms diminished learning efficacy. In the same vein, Matei (2022) found that the primary challenge for students during online learning was the lack of opportunity to engage in practical tasks physically. lack of student involvement, less social connection, and little teacher-student interaction.

Themes were described and defined in Table 4

**Table 4**  
**Question 3 Themes Description**

Themes	Description
<b>Lack of communication</b>	Lack of communication refers to the absence of teacher-student and student-student communication in writing courses as a result of using a blended environment.
<b>Lack of interaction</b>	Lack of interaction refers to the diminished classroom engagement and interaction between students and teachers, as well as among the students themselves.

**THEME 5: LACK OF COMMUNICATION**

The first theme that emerged from the data about the challenges of using BL in writing courses is

the lack of communication. This idea was echoed through all the participants and is, therefore, presented as one theme. The participants argued that the online part caused a lack of communication between



them and their instructors. Also, the participants pointed out that there was no teacher-student and student-student communication in writing courses as a result of using a blended environment. This was illustrated in these responses:

We don't have enough time to discuss or ask questions. The online part is not clear. I mean, the timing, the location, and the problems with the internet. We have questions for the teacher and with each other. In-person classes are clearer and more convenient. That why we think the online part there is no connection and communication with our teacher. [Participants 3]

I believe the problem is that we cannot communicate with the teacher. We can send an email, but sometimes, we need immediate response. In online classes, we have to wait until the teachers reply to our posts or questions. It takes a long time to receive answers or feedback for our writing. [Participants 17]

At the beginning, we were asked to write in class. Then, if we don't have enough time, we are asked to complete the task online. It's good but sometimes we missed the instruction, and we need to wait to receive emails. There is no direct connection with the teachers. For me, this was not helpful. [Participants 12]

Eventually, there was a sense of disappointment among the participants about the lack of communication when using blended model to teach writing. This lack of communication was caused by the online component of the course.

#### THEME 6: LACK OF INTERACTION

In addition, multiple participants mentioned the lack of interaction as a challenge of using blended models in writing courses. Learning writing requires consistent direct and indirect interaction and engagement between students and their classmates or their teachers. The participants believed that these types of interaction were not available to them because of the hybrid nature of the course. As these participants explained:

No, the problem is that we can't speak with our teachers about writing mistakes. We can see our scores without any correction or discussion. Sometimes, we correct our own writing and our classmates' writing. Online, we can't do that because of the class time and location. [Participants 2]

The issue is that there is no live discussion and the sessions where we ask questions and revive answers. Regular classes are like workshops. We can

ask questions and correct our mistakes in the same time. [Participants 20]

No, I think it's difficult to ask questions about the topics. When we meet, we can ask as many questions as we like. There is no time for that in online classes. Also, we can't talk to each other like in classes. [Participants 17]

Ultimately, the participants mentioned that blended environment lacks continued interaction between students and their teachers or/and with their classmates. This challenge not only affects their learning experience but also hinders their ability to receive timely feedback and support, which are crucial for developing their writing skills.

#### 5. Implications

The implementation of BL in language teaching and learning carries many academic benefits for both language instructors and learners. It bridges the gap between fully online courses and traditional models. The study findings support the claims that the learning process as well as the learning outcomes are positively affected by implementing BL. Therefore, based on these findings, three implications are proposed.

To begin with, English writing-focused courses should increasingly adopt BL approaches instead of relying solely on traditional teaching methods or fully online courses. This teaching model increases the flexibility of language teaching and allows for more learning and teaching "freedom". BL provides greater leeway in how languages are taught, as pointed out by Osman and Hamzah (2020). They expand by saying that adaptability stems from a number of sources, including the following: the nature of the activity itself, the accessibility of resources, the preservation of face-to-face meetings between instructors and students, and the celebration of individual diversity. Flexibility in language teaching and learning is perceived as a tool that promotes and leads to creativity.

Moreover, more training opportunities should be provided for language instructors using BL models to enhance communication and create more interactive content. Many participants noted challenges in communication with their instructors, suggesting that limited accessibility and options might have contributed to this issue. They felt that the activities designed by instructors could be enhanced to better promote meaningful interactions, which would positively impact their overall learning experience. This lack of communication caused disturbance to the

class flow and overall class interaction. This implication is supported by Simbolon's research (2021), which highlights the necessity for lecturers' professional development to enhance student success in blended learning environments. Singh (2021) reminded us that to ensure effective utilization of the online components, instructors need to be equipped with knowledge and skills to succeed in teaching using a BL approach. The training should focus on every element of a blended model such as building, designing, implementing, and evaluating blended courses. Ma'arop and Embi (2016) and Gedik et al., (2013) pointed out that it is important to provide continuous training for language instructors on BL theory and pedagogy to increase their knowledge about this teaching approach.

Furthermore, the training should include some practical components to develop the necessary skills needed to conduct the course and to continuously enhance the effectiveness of delivery. So and Lee (2013) emphasized the urgent necessity for training language teachers in blended environments, as it necessitates educators to deliver content, provide feedback on students' writings, engage with students using diverse learning tools, encourage communications, oversee the writing process, and handle time effectively.

In terms of future research, the present study addresses a need for change in how language classes are delivered for adult English language learners. While the study shed light on the importance of using BL in learning and teaching of English, some questions about the effectiveness of this teaching model are still unanswered. Therefore, future study should focus on investigating the effectiveness of BL on the learning process. That is, more research studies should examine how BL models can lead to increased and enhanced learning progress and achievement. Moreover, the participants of this study include only language learners. Thus, future research should also focus on exploring language instructors' perceptions and experiences about the use of BL to teach English various skills. Also, more research could focus on the potential of using BL as differentiation tools. BL has the potential to provide challenging and engaging language activities for learners regardless of their language proficiency.

## 6. Discussion and Conclusion

In recent years, the world has witnessed changes in how language is taught and learned. The pandemic impacted the teaching practices used to teach and

learn English across the globe. One of the teaching approaches that helps in bridging the gaps in these transition years is BL. Research shows that BL is a teaching method that can be used to replace traditional ways of teaching and learning. However, several questions remain unanswered regarding the effectiveness of this method on students' achievement and their language learning. Therefore, this research was conducted in a response to these concerns and answers these questions regarding the use of BL in writing courses.

The findings indicated that language learners showed a positive attitude and perceptions toward using BL to learn English, specifically writing. This model increases language teaching and learning flexibility and creativity. It also allows for more engagement among language learners. These results are supported by research (e.g. So & Lee, 2013; Quvanch, & Na, 2020) which consider BL approaches as effective, useful, and helpful models to improve writing skills. The importance of using BL lays in having a flexible environment that can be modified according to the learning environment and academic need (So & Lee, 2013). With a blended environment, language teachers can provide students with plenty of writing activities that match their academic needs and language proficiency. The flexibility of a blended model can be also beneficial in terms of evaluating learners' written skills and assessing their writing progress (Quvanch & Na, 2020).

Another significant finding is the freedom associated with the use of BL for learning English in general and writing in particular. The model accommodates personalized learning paces, enabling learners to study whenever and wherever it is convenient for them. This flexibility not only caters to individual learning styles but also alleviates the pressure often found in traditional classroom settings. By allowing learners to engage with writing tasks at their own pace and in a comfortable environment, the BL model fosters a more relaxed and productive learning atmosphere (Wu et al., 2024). This, in turn, enhances motivation and encourages deeper engagement with the writing process, ultimately leading to improved outcomes.

It is noted that the study, however, raised some questions about the lack of communication when using BL in writing courses. Communication is an important component of writing courses. When it comes to writing in a FL, immediate and continuous communication with learners is essential to avoid frustration and low self-efficacy. Adas and Bakir

(2013) stated that communication is important in a BL model in order to create a supportive and motivating environment for all learners. This will improve their independent writing skills in terms of quality and quantity (Wahyuni, 2018).

One of the challenges raised by the participants is the lack of immediate feedback they receive for their performance, which can hinder their learning process in several ways. Without immediate feedback, learners may not fully understand their mistakes when they occur, leading to repeated errors and confusion in future tasks. Additionally, the absence of prompt responses can reduce motivation, as students may feel disconnected from their progress and less encouraged to engage with the material. Delayed feedback also restricts learners' ability to make timely adjustments to their strategies or approaches, ultimately impacting their development and mastery of skills.

Another concern raised by language learners is lack of interaction between students and instructors. Teaching writing requires teachers to provide implicit and explicit feedback about their writing. In person interaction, according to the participants, helps them not only receive immediate feedback but also engage in meaningful interaction about their writing errors.

Ultimately, as a result of rapid changes in our world, language teaching and learning need to be flexible and effective. This study as well as current research indicate that the use of digital, hybrid, and blended environments usually resulted in more motivating and inspiring language classes. BL replaces and becomes an alternative for both traditional and online classes because it provides effective teaching and learning environments (Rasheed et al., 2020). Blended environments can be the bridge that help both language practitioners and learners fully benefit from the strengths of face-to-face and distance learning models when teaching and learning English writing.

### 6.1 The study limitations

The present study involved some limitations in terms of research procedures and study findings. The first limitation concerns the scope of the research study, which was limited to only 24 language learners. This restricted sample size makes it challenging to generalize the findings to all language learners, as the perceptions and experiences of this small group may not accurately reflect those of a larger population. While the study provides valuable insights, it is essential to approach the conclusions with caution

and recognize that broader applicability may be limited. Future research with a larger and more diverse sample could help validate or expand upon these findings.

The second limitation relates to the learners' responses during focus groups and interviews. Due to their low proficiency levels, some participants chose to answer questions in Arabic, believing this would allow them to convey their opinions more effectively. Although their responses were translated into English, this process may have resulted in the loss of nuance or meaning, potentially impacting the reliability of the data.

The third limitation is associated with the qualitative nature of the study. While qualitative methods offer depth of understanding, incorporating quantitative elements could have provided a more comprehensive picture of participants' perceptions regarding the use of blended learning (BL) in writing courses. A mixed-methods approach would allow for a more extensive analysis and could enhance the generalizability of the results by capturing a broader spectrum of learner experiences and perceptions.

In summary, while this study sheds light on the perceptions of the specific group of Saudi language learners, further research with a larger and more varied population is necessary to draw more definitive conclusions and support broader generalizations about the effectiveness of blended learning in language education.

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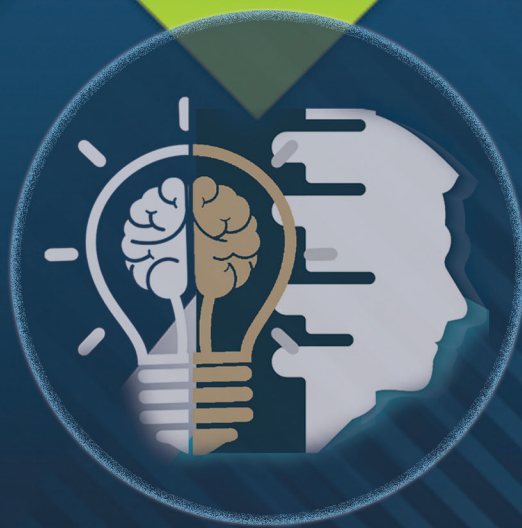
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**Eighth year, Issue 25**  
**Volume 1, March 2025**