وزارة التعليم العالي والبحث العلمي

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FACULTY OF LETTERS&LANGUAGES كلية الآداب واللغات
ENGLISH DEPARTMENT الإنجليزية قسم

A Dissertation submitted in Partial Fulfillment of the Requirements for the Degree of Master in English

Field: Foreign Languages
Specialism: Didactics of Foreign Languages

Title

Investigating EFL Students' Interaction and Teachers' Feedback in Face-to-face and Online Learning Settings:
A case study of Third Year at Mouloud Mammeri University

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Academic Year: 2023/2024

Dedication

In the name of Allah, the most merciful and beneficent,

I thank him for all the opportunities.

To my beloved parents for their unconditional love and support.

To my dear brothers and friends.

Thank you.

Lydia ICHIR

To my Faithful Lord, always proud of me

I thank and praise you particularly for your everlasting love

To my Dear family,

My lovely parents for believing in me

My beloved Twin brother

My Dear Twin sisters

My beloved elder brother

Thank you for your support and true love.

Lynda BEDAD

Acknowledgments

We particularly would like to express our profound gratitude to the Almighty Lord, we also would like to express our immense gratitude and appreciation to our supervisor Dr. Radia Kasdi for her invaluable guidance and cooperation all along the journey. We are truly thankful for her support, advice, time and efforts for reading and correcting our work. We are very lucky to work under her supervision.

We extend our deepest gratitude to the board of examiners for accepting to examine and evaluate our work. We thank you for your time and expertise.

We sincerely appreciate the EFL Third year students for their contribution, we thank them for sharing novel insights, for their commitment and the value they bring to our research. We also thank all the teachers who allowed us to attend the lectures, we deeply appreciate their kindness.

Abstract

In the heart of every classroom, the synergy between the teacher and learner interaction and impactful feedback creates an environment where learning flourishes and students thrive. Thus, this current research is attempting to investigate EFL third year students' interaction in Face-to-face compared to Online classes with a particular emphasis on how the teachers' feedback influences the students' engagement and involvement in the courses. The study has three main objectives. First, it aims to reveal which setting do the L3 EFL students prefer the most Face-to-face or Online one. Second, it seeks to identify where the students interact more. As a third objective, this study aims to investigate how the teacher's feedback influences the interaction of the students in both the settings. To attain these objectives of the present study, a mixed methods approach is employed namely a questionnaire and a classroom observation. The questionnaire is distributed to 50 third year students. The findings revealed that students prefer Face-to-face setting, leading to an increased interaction and more effective learning process in that setting. Additionally, the teachers' feedback in the Face-to-face environment enhances learner's motivation. As a conclusion, this present research confirmed that students are more likely to stay motivated when they know their efforts are being closely monitored and appreciated by their instructors. This demonstrates the importance of the teachers' feedback implementation within the classroom to make students feel secure to interact.

Key words:

EFL; Students' interaction; Teacher's feedback; Face-to-face setting; Online setting; Blended Learning.

List of Abbreviations

COI: Community of Inquiry

EFL: English Foreign Language

ICT: Information and Communication Technology

IQ: Intelligence Quotient

MMUTO: Mouloud Mammeri University of Tizi-Ouzou

Q: Question

QCA: Qualitative Content Analysis

TML: Technology- mediated Learning

List of Diagrams

Diagram 1: Students Satisfaction level in traditional Face-to-Face Courses----------45

Diagram 2: Frequency of opportunities for students' engagement during Face-to-face lectures.

----------46

Diagram 3: Progression of learners in developing their answers ----------46

Diagram 4: Evaluation of the amount of feedback received---------- 47

Diagram 5: Peer interaction among students ---------- 48

Diagram 6: Learner experiences in an Online learning environment ----------51

Diagram 7: Platforms utilized for Online instruction ----------51

Diagram 8: Students motivation to engage with the teacher ----------53

Diagram 9: Levels of enjoyment experienced in Online classes ----------54

Diagram 10: Effectiveness of Blended Learning in enhancing the learning process ----------55

List of Tables

Table 1: The influence of Teacher's feedback on students' interaction----------47

Table 2: Teaching strategies that improve interaction ---------- 49

Table 3: Benefits of Face-to-face interaction ----------49

Table 4: Challenges of Face-to-face interaction ----------50

Table 5: Students interaction with their teacher and mates ----------52

Table 6: Means used to communicate ideas during Online courses ----------52

Table 7: The feedback provided by the teacher in Online classes---------- 54

Table 8: Students' involvement in Blended learning course ----------55

Table 9: Settings in which students interact the most ----------56

Table 10: Description of the Relationship between Face-to-face and Online Courses ----------57

Table 11: A rating scale evaluating the Blended Learning Experience----------58

Table 12: Students' perspectives on Blended Learning Experience ----------58

Table 13: The results of evaluating the Course Content in Blended learning courses --------- 59

Table 14: The findings of the Interaction between the teacher and learners----------61

Table 15: The implementation of the teachers' feedback in the classrooms----------62

List of figures

Figure 1: The Community of Inquiry Theoretical Framework ‘Garrison, Anderson and Archer (2000). 34

Table of Contents

Dedication ---------- II

Acknowledgments ---------- III

Abstract ---------- IV

List of Abbreviations ---------- V

List of Diagrams ---------- VI

List of Tables ---------- VII

List of figures ---------- VIII

GENERAL INTRODUCTION

Statement of the Problem ---------- 2

Aims and Significance of the Study ---------- 5

Research Questions and Hypothesis ---------- 5

Methodology and Design of the Study ---------- 6

Structure of the Dissertation ---------- 6

CHAPTER ONE: REVIEW OF THE LITERATURE

Introduction ---------- 9

1.1 Blended Learning ---------- 9

1.1.1 Face-to-face Learning versus Online Learning ---------- 9

1.1.2 The Growth of Blended Learning ---------- 11

1.2 Interaction in Education ---------- 22
1.2.1 Definition of Interaction ---------- 22
1.2.2 Classroom Interaction in Blended Learning ---------- 24
1.2.3 Types of Interaction ---------- 25
1.2.3.1 Learner - Content Interaction ---------- 25
1.2.3.2 Learner - Instructor Interaction ---------- 25
1.2.3.3 Learner - Learner Interaction ---------- 26
1.2.4 The Importance of Classroom Interaction in Blended Learning ---------- 27
1.2.5 Feedback in Classroom ---------- 28
1.2.5.1 Definition of Feedback ---------- 28
1.2.5.2 Teacher's Feedback in Enhancing Classroom Interaction ---------- 29
1.2.5.3 The Importance of Teacher's Feedback in Learning Environment ---------- 10
1.3 An Overview of the Community of Inquiry Theoretical Framework ---------- 32
Conclusion ---------- 37

Chapter Two: Research Methodology and Design

Introduction ---------- 39
2.1 Research Paradigm ---------- 39
2.2 The Procedure of Data Collection ---------- 10
2.2.1 Sample of the Study ---------- 10
2.2.2 Data Collection Tools ---------- 10
2.2.2.1 Questionnaire ---------- 10
2.2.2.2 Classroom Observation ---------- 41
2.3 The Procedure of Data Analysis ---------- 42

2.3.1 Statistical Description---------- 42

2.3.2 Qualitative Content Analysis (QCA) ---------- 42

Conclusion ---------- 43

Chapter Three: Presentation of the Findings

Introduction ---------- 45

3.1 Results of the Questionnaire ---------- 45

3.1.1 Section One: Face-to-face Course ---------- 45

3.1.2 Section Two: Online Courses ---------- 10

3.1.3 Section Three: Blended Learning Course ---------- 55

3.2 Results of The Classroom Observation ---------- 58

3.2.1 Section One: Course Content (Cognitive and Teaching presence) ---------- 59

3.2.2 Section Two: Teacher and Learner Interaction (Social and Teachingpresence) - 61

3.2.3 Section Three: Teachers' feedback (Teaching presence) ---------- 62

Conclusion ---------- 63

Chapter Four: *Discussion of the Findings*

Introduction ---------- 65

4.1 Students' Perceptions towards Face-to-face and Online Classroom Interaction 65

4.1.1 The Benefits and challenges of Online and Face-to-face Classes ---------- 68

4.2 Students' Interaction in Blended Learning ---------- 69

4.3 Teachers' Feedback Influence on the Students' Interaction ---------- 72

Conclusion ---------- 75

GENERAL CONCLUSION ---------- 77

General Conclusion ---------- 78

REFERENCE LIST ---------- 881

Reference list ---------- 82

APPENDICES

Appendices

Appendix 1/ Students' Questionnaire

Appendix 2/ Classroom Observation Scheme

General Introduction

Statement of the Problem

The primary aspect for enhancement of the education system in Algeria was posed at the end of 2019 due to the outbreak of the corona virus pandemic. Suggested solutions consisted of integrating new technologies to enrich and facilitate interactive learning experiences. Nowadays, every educational domain is progressively shifting to the online sphere including E-Books, E-libraries, E education and E learning.

E-Learning is defined as a new method of learning based on digital technologies and other learning materials whose central aim is to improve learning and teaching processes. It is assumed to have a well-established role in higher education enabling students to learn anytime and anywhere, as said by Vonderwell and Tuner (2005) that Online Learning constructs the student capability and knowledge to direct and influence them for active learning. That is to say the online learning is a means to construct and acquire meaning which leads them to be active learners.

Algeria has already launched E-learning system in 2006. The latter was founded in collaboration with both «Thomson & Microsoft » corporation. This section provides 4000 courses and lectures basically designed to teach ICT (Information and Communication Technology), and communication skills (Herzallah, 2024). According to Barro et al, (2006 cited in Diana, 2012) lecturers are told that using computer is convenient, and teaching strategies based only on master classes are no longer adequate for the new generations of digital natives.

Furthermore, knowledge has been traditionally long-established methods used by educators in schools through which it has been transmitted from one generation to another, in a form of Face-to-face teaching and learning instruction involving direct interaction between teachers and students. As a number of studies have revealed that the role of teachers in physical classroom

plays a role in student motivation and achievement (Mentzer, Cryan, & Teclehaimanot, 2007; Meyer, 2007).

As Hannon (2009, p.424) and Kirtman (2009, p.112) state that there are reciprocal understanding of educational practices and strategies in the traditional Face-to-face learning space between teachers and students such as: clear ideas when and where to meet and what occurs during the classroom. A study by Burns (2013) showed that students perceived online courses to be the most convenient whereas face to face courses are seen as more conductive to their learning style.

The modern educational system tends to combine between traditional Face-to-face lectures and online learning which gives birth to the concept of 'Blended Learning' or 'Hybrid Learning'. Blended learning is tailored to meet the specific needs of individual learners, making it a valuable tool for modern education. As suggested by Garrison and Kanuka (2004), who considered the transformative potential of Blended Learning in higher education, a combination of in-class and online learning can be complimentary and motivating for students, given that lesson design is effective and creative. As Lane (2016) argues that the implementation of the Blended Learning model can increase students' employability skills such as improving communication skills, engaging in teamwork, technical skills development, wherein the application of the method in teaching can boost students' critical thinking skills and trigger them to communicate more effectively. Besides, scholars argue that embedding online learning within the program allows students to learn at their own pace which is often referred to as self-directed learning (Hiemstra, 1994). Additional advantages of this mode include accessibility, cost-effectiveness, and flexibility (Sadeghi, 2019). Research has shown that Blended Learning

activities are effective in fostering their knowledge, encouraging them to generate inventive solutions and ideas.

Expanding upon the existing researches concerning the importance of teacher-student interaction in online and Face-to-face instructions. Mahrouk Khadidja and Kerroum Cherifa conducted a research entitled “Investigating Students’ Attitudes towards Online Learning” case of Second year students of English at the university of Jijel. Also Brahim Noureddin has written a dissertation about “The Effectiveness of Classroom Interaction in Improving Students’ Speaking Skills” case of Third year students at the university of Mostaganem. These works have investigated and analyzed the teachers’ and students’ interaction, highlighting their attitudes, performances in Face-to-face and Online Learning classes. The results of the first research reveal that students have positive attitudes towards Online setting thanks to the proficiency of both teachers and students in using online educational technologies, quality of the system and internet connection. Moreover, the results of the second one sheds light on the awareness of the teachers and learners on the impact of classroom interaction and teacher’s feedback on developing the learners speaking skills and improving themselves.

Many researchers have shown the efficiency of the traditional learning (Face-to-face) in improving students’ engagement in classroom. However, the effectiveness and usefulness of the modern online learning has not been extensively studied, despite its significant importance in the higher education institutions in the universities across Algeria. But, still members of the institutions are not aware of the importance and the impact of classroom interaction and teacher’s feedback may have on the students’ development. Since students are still facing many difficulties to share their ideas and communicate their knowledge in classroom environments, this may arise disharmony and insufficient coordination among students and with their teachers (Fang, 2021). For this reason, the present dissertation aims to investigate EFL Third year students’ interaction and highlight the problems they encounter during Blended Learning

courses, besides, observe and seek the influence of teacher's feedback on the improvement of their students' involvement and learning outcomes.

Aims and Significance of the Study

The core purpose of this research is to investigate the Students' Interaction in Face-to-face and Online Classes with a particular emphasis on the Impact of the Teachers' Feedback on their Engagement and Involvement in the Courses. This study is conducted at the University of Mouloud Mammeri at the Department of English.

This work centers its focus on enriching the gap, aiming to compare between these two modes of instruction in terms of Classroom interaction and Teacher's feedback because it is to be vital and paramount for students' improvement as it optimizes the learning process, fosters a positive learning environment, encourages participation and equips students with essential skills for academic success and growth.

Research Questions and Hypothesis

This study aims to answer the following questions:

Q1: What are the students' perceptions towards Face-to-face and Online classroom interaction?

Q2: In which educational settings do students demonstrate the highest level of interaction?

Q3: How does the Teacher's feedback impact the students' involvement in the classroom in Offline compared Online setting?

In an attempt to answer these questions, we suggest the following hypothesis:

1: Students have negative perceptions towards Online setting.

2: Students' interaction level in Face-to-face setting is higher compared to Online setting.

3: Teachers' feedback motivates the students to interact in the face-to-face setting.

Methodology and Design of the Study

This research adopts a Mixed Method approach. Two research instruments are used. First, 50 questionnaires are distributed to L3 EFL students. Additionally, 12 observations (8 face-to-face sessions and 4 online sessions) were conducted. These observations rely on a checklist designed to collect data in real time courses, to provide insights into students' engagement and interaction in addition to teacher's feedback.Indeed, statistical description and qualitative content analysis are used to analyze and interpret the obtained results. Adding to that, a theoretical framework is carefully selected based on specific criteria relevant to the research context.

Structure of the Dissertation

This dissertation follows the traditional simple method. Its structure begins with a General Introduction and ends with a General Conclusion. It includes four (04) chapters which comprise both theoretical and practical parts. The General Introduction includes the statement of the problem, aims and significance of the study, research questions and hypothesis, research techniques and methodology. The first chapter entitled 'Literature review' is concerned with the explanation of the key concepts related to the current study in addition to the presentation of the work's theoretical framework. Then, the second chapter entitled 'Research design and Methodology' deals with the description of the data collection and the data analysis procedures along with the sample of the study. The third chapter deals with the "Presentation of the Findings" of both the questionnaires and classroom observations. Likewise, the fourth and last chapter 'Discussion of the findings' consists of discussing and interpreting the main results

obtained in this work. Finally, it ends with the “General Conclusion” which aims to either confirm or refute the hypothesis advanced in the General Introduction.

Review of The Literature

Introduction

The present chapter presents the review of literature related to our research study. The first section discusses the blended learning concept, highlighting the differences between Face-to-face and Online learning settings. The second section, it introduces the concept of interaction in education by providing several definitions and explanations of Classroom interaction and its importance in blended learning adding to that the different types of interaction inside the classroom with a particular focus on the importance of teacher's feedback. The final section presents an overview of the theoretical framework appropriately related to our research study consisting of "Students' Interaction and Teacher's Feedback in Face-to-face and Online Settings".

1.1 Blended Learning

This section defines the two modes of learning which are Face-to-face and Online settings by comparing them with regard to the students' engagement in Classroom interaction.

1.1.1 Face-to-face Learning versus Online Learning

Face-to-face Learning is commonly known as traditional learning that provides an in-person learning activity in a conventional real classroom setting (Staker and Horn, 2012, cited in Yusny et al., 2021). Traditional learning employs zero online technology as its learning content is provided in 'old-style' written and oral ways (Allen and Seaman, 2013 as cited in Yusny et al., 2021). It is one kind of instruction that involves interaction between teachers and students.

In a typical classroom, students and teachers engage with one another including their peers. According to So and Brush (2008) "Conventional education is additionally known as brick-and-mortar", referring to the actual physical nature of the classroom using textbooks, lectures, specific curriculum, and it signifies that students attend classes in in-person classrooms with Face-to-face interaction and engagement with teachers and peers. In fact, it is believed by some

scholars that Face-to-face settings provide better and efficient immediate interaction between students and their instructor.

In contrast to Online setting, where Bok (2003, cited in Driscoll et al., 2012) highlights that in an Online environment, students do not have the same opportunities for spontaneous open discussion and debates with their professor and peers. Actually, Online learning or E-learning (Electronic learning) is defined as an educational strategy in which the learner is geographically distant from the teacher where the entire educational process is conducted through internet and communicative networks (Ali Ta'amneh, 2021, cited in Alzahrani, 2022). E- learning also refers to the use of Information and Communication Technology (ICT) tools in order to enable teachers and students the access to online teaching/learning resources (Arkofur and Abaidoo, 2014). According to Both Christensson and The Commonwealth of Learning (2015, cited in Boucetta, 2022) saying "E-learning" is a broad term that refers to the use of electronic media or devices for teaching and learning. It often related to the delivery of content or the access to content using (ICT) technologies. For Clark-Ibanez and Scott (2008) "Online environment can provide a more comfortable venue for classroom participation (answering questions, debating, analysing, volunteering in activities) among students who are shy and lack confidence and who may be intimidated by the public setting in Face-to-face classrooms", which means that in an Online or distant course, shy students which can also be called (introverted students) may feel secure in participating and expressing themselves since they are not facially recognised or identified, so they probably enjoy that environment just for being present but invisible.

Additionally, unlike Face-to-face setting, Atkinson and Hunt (2008) believe "the lack of a professor who is immediately present to respond to their questions about the course, may reinforce their focus and must self-regulate their work for the learning process", which means that even when the teacher is physically absent may foster students' curiosity and increase in them self-reliance to fulfil their goals in their studies, it may also allow them to explore new

concepts at their own pace, having independent thoughts and more invested in their education. Learners who are studying at a distance are typically able to use computers connected to a network, allowing them to learn at any time and from any location (Acosta- Tello, 2015). This entails that learners tend to use diverse technological devices to have access to their platform learning, including either the computer, laptops, mobiles and internet (Tossy, 2017). Furthermore, the teacher plays an important role to support his students' learning by providing them with different materials which may help them to more engage and benefit from the course content.

1.1.2 The Growth of Blended Learning

An interesting historical overview expressed by Pappas (2015) that the origin of Blended Learning can be traced back to 1840 with Isaac Pitman who launched the first educational distance course, whose course centered on shorthand. Pitman sent shorthand texts to his students via mailed postcards and they were required to send them back to be graded and corrected. Even though computers and mobile devices were not involved, and would not even be invented for roughly a century, later, effective feedback and assessments were still an integral part of the process. This course has since shaped the way knowledge was delivered. In 1998, computers and internet started to offer greater interactivity around the world which shapes a generation of web-based instruction (Pappas, 2015). Gradually, from 2000 till today, the union between Face-to-face instruction and technology-based learning is producing new and creative ways to enrich the educational experience and make learning fun, exciting, and even more beneficial (Pappas, 2015).

Blended Learning which is also known as mixed' or 'Hybrid Learning', precedes the emergence or the beginning of digital technology (Bryan, 2016). An interesting definition is suggested by Graham (2006, n. p) claiming that "Blended Learning systems combine Face-to-face instruction with computer-mediated instruction", adding to that, Blended Learning joins

together in-person and virtual learning. It is becoming increasingly popular in higher education, as claimed by Allwright (2017) saying that Blended Learning courses have grown significantly and are now a required as part of a college education. These courses include Information and Communication Technology (ICT) as a support to Face-to-face instruction consisting of a variety of Online activities, and subjects that require Online assignments. Blended Learning approaches combine the benefits of synchronous and asynchronous learning processes to enable students to attain notable academic success (Alsalhi et al., 2019, cited in Ali, 2023). Some academics even refer to it as the "new traditional model" (Ross and Gage, 2006, p.167, cited in Graham, 2013, n. p). Consequently, Friesen (2012, p.25, cited in Bryan, 2016) has suggested the need to redefine 'Face-to-face' as 'Co-present'. For Friesen (2012) 'Blended Learning' designates the range of possibilities presented by combining Internet and digital media with established classroom forms that require the physical co-presence of teacher and students" (p. 01), in other words, Friesen believes in the use of traditional classroom teaching methods in conjunction with the use of Online learning method such as public presentations using different devices (Data show, Television, laptops, …), leading to engage in intensive learning experiences.

Due to the widespread of information technology, Blended Learning a teaching approach that blends in-person and virtual instruction, has gained popularity in today's instructional tactics. There are two categories of Blended Learning: Online and Offline instructions based on multiple locations for instructional activities for several decades. Technology has been purchased and provided to schools and classrooms, with careful planning for the use of technological devices so that teachers and students could engage in a collaborative deep meaningful learning such as in oral communication course Technology-Mediated Learning was integrated through the use of video recording tools and online peer review platforms. The course aimed to improve students' public speaking and presentation skills. Furthermore, the integration

of Technology-Mediated Learning (TML) into the classroom has for purpose facilitating and providing the most efficient and effective education experiences possible for students (Bryan, 2016). In fact, Blended Learning is more than technology in the classroom, according to Beams (2017) “Introducing technology for the sake of technology does not work”, which means that without a clear objective and a meaningful application, like having knowledge about how to use the technological tools for academic purposes and use them for acquiring new information that can be beneficial for their learning process, which may bring improvement and efficiency on students’ experiences and performances. On the other hand, some studies give evidence that students prefer e-learning as a platform of downloading materials and submitting online assignments, but not as a platform for teaching and learning (Norberg et al., 2011). Adding to that, e-learning is perceived as self-study and students find it difficult to absorb learning material as there is less focus and motivation on studies, and less communication compared to real-life situations or simply classrooms (Garrison and Vaughan, 2008). This highlights the importance of collaborative learning for the sake of practical exchange between classroom members.

For Cleveland-Innes (2018), while deciding how to combine Online and In-person teaching, and learning activities, many elements need to be taken into account. In certain instances, the majority of interactions between students and teachers occur in person in the classroom, along with the direct delivery of education. Nevertheless, materials and perhaps additions are offered on the internet such as the use of computers, e-books, scholarly articles, and diverse digital tools. In other situations, the majority of class activities take place virtually, with sporadic in-person sessions to address issues and foster community building. Certain Blended Learning arrangements allow students to select which assignments to finish In-person and which ones to do online. Blends should ideally be customised for each learner, taking into account their age, unique circumstances, and educational goals (Cleveland-Innes, 2018).

1.2 Interaction in Education

The following section discusses the concept of interaction, its types, and the relevance of Classroom interaction in education.

1.2.1 Definition of Interaction

The term “Interaction” is defined as an occasion when two people or more, or things communicate with or react to each other. This means that, it takes place when there is a mutual exchange between individuals also in meeting the demands or needs of each others. According to Biddle (1967, cited in Sadeghi, 2012, p.167) “Interaction implies an action- reaction or a two ways influence which may be between individuals or between an individual and a group or between materials and individual”. Additionally, interaction may occur in different places such as schools and other educational settings, in which can be interpreted as a relation activity of various educational elements, educators, administrative staff, and students which is called in this case Educational Interaction (Subakir, 2017).

Educational interaction consists of Teacher-student interaction which is a key part of the education process (Pennings et al., 2018, cited in Xiao et al., 2023, p.3). From a sociocultural perspective, social interaction is placed at the centre of learning, which is the communication between the teacher and students and between the students themselves that is a crucial principle for a good relationship inside the classroom. This may have an influence on one another. As Wagner (1997 cited in Thurmond, 2004) says that “Interactions occur when objects and events mutually influence one another”. That is to say, in the educational context, the teacher may influence the students by providing them with a supportive learning environment, in addition to quick and frequent feedback. Students, as well may influence their teacher by sharing their perspectives and provoking questions, respecting their expertise leading to personal growth for both of them which can inspire and foster dynamic connections and collaborative learning experience (Warren, 2021, cited in Afzal et al, 2023, p. 57). It can be understood that teacher-

students' interaction is a process of reciprocal communication, and that intentional exchange means to have certain goals such as creating a supportive and a fruitful relationship which increases a passion for learning and teaching beyond the Classroom (Curran, 2017, cited in Afzal, 2023, p. 58).

Classroom interaction is one of the primary means by which learning is accomplished in classrooms. Tsui (1995) explains:

> The classroom is not a place where the teacher just carries out predetermined routines, but rather a place where various elements interact. These elements are the students, teacher, including their educational and social background, experiences, knowledge and expectations. (p. 22)

Classroom interaction has a significant role which is both the medium through which learning is realized and an object of pedagogical attention. Through their interaction with each other, teachers and students construct a common body of knowledge. They also create a mutual understanding of their roles and relationships in addition to the norms and expectations of their involvement as members in their classrooms. Classroom interaction is believed by Curry (2018) to be a practice that enhances the development of an important language skill which is speaking among the learners, thus increasing motivation. According to Van Lier (1988), the term "classroom language learning" is defined as "The gathering, for a period of time or more persons (one of when generally assumes the role of instructor) for the purposes of the language learning". That is, the teacher, most of the time, is the guide of his class assembling his/her learners for the sake of cooperative learning process and knowledge construction in an effective way. As Gaies (1980 cited in Hall, 2011, p. 3) notes that "The classroom is the crucible – the place where teachers and learners come together and language learning, [we hope, happens]". In other words, it is the fact that learners tend to bring with them their reasoning and needs inside the classroom that they hope to see satisfied and the teacher bringing experience of learning and teaching too.

As well as Allwright and Bailey (1991), the success of this constant interaction in the classroom cannot be taken for granted. What this entails is that the students need to be assisted and guided by the instructor (facilitator) to guarantee a meaningful immersion among the students in order to establish a strong classroom equilibrium. Indeed, it is a process of being engaged with one another in a productive manner which also means working for the benefits of one another (Teacher to Learner – Learner to Learner) establishing a relaxed atmosphere meeting the needs of each other.

1.2.2 Classroom Interaction in Blended Learning

Interaction is a crucial concept in a learning environment and makes the environment productive. Interaction is perceived as being multimodal, for instance, its combination of vocal and visual signals, and the exchange between the teacher and learner results a productive act. According to Nunan and Carter (2001) "Classroom interaction refers to the interaction between the teacher and learner and amongst the learners in the classroom" (p.120). Besides, Brown (2000) asserts that Interaction is, in fact, the heart of communication, which explains the importance of classroom discussions, listening and speaking to one another and team-work, so that, the teacher as well as the students benefit from their shared information and encourage a supportive environment for productive learning.

Gebhard (1998, p.6) proposes a model for creative classroom interaction in which he states five (05) factors that should be taken into account:

1/ Reduce the central position of the teacher.

2/ Appreciate the uniqueness of individuals.

3/ Provide chances to students to express themselves in meaningful ways.

4/ Give opportunities for students to negotiate meaning with each other.

5/ Give students choices to say what they want to say to whom they want to say and how they want to say it.

These factors make reference to the importance of letting students feel free to communicate their points of view and promote a more student-centered approach to encourage active participation, have more autonomy and independency to engage in self-directed learning.

1.2.3 Types of Interaction

Michael Moore (1989) is known for his distance educational study in which he proposes three types of interaction that are essential in educational settings.

1.2.3.1 Learner - Content Interaction

The learner's interaction with the content or study matter is the first kind of interaction in an academic context. Since interaction is the process of engaging intellectually with the materials that lead to changes in the learner's understanding, it makes interaction essential in the field of education. Some learning programs rely exclusively on content interaction, according to Moore, this interaction involves the student reading the text, watching videos, and completing interactive quizzes that test their understanding of the material. The student's involvement with the course materials is a component of this kind of interaction. It can take many different forms, including reading, watching films, working through exercises, and taking part in role-playing games. By encouraging students to actively engage with the material rather than just passively absorbing it. The aim is to facilitate their learning process.

1.2.3.2 Learner - Instructor Interaction

The second kind of interaction proposed by Moore is between the student and the subject matter expert, or any other expert. Through this exchange, educators try to accomplish goals that they share with all other teachers. After creating or receiving a curriculum, which is a collection of materials to be taught, educators aim to increase and sustain the learner's interest,

including self-direction and self-motivation, as well as sustain the student's interest in what is to be taught. Next, instructors either create or direct the creation of presentations. These could be informational talks, skill demonstrations, or role models for particular attitudes and beliefs. Instructors then attempt to arrange how their students apply what they have learned, whether it is through the manipulation of offered materials or the practice of skills that have been demonstrated.

1.2.3.3 Learner - Learner Interaction

The third type of engagement suggested by Moore is known as inter-learner interaction, and it can occur alone, in a group, or in the absence of an instructor in real time setting. Throughout education's history, classes and educational groups have typically been formed for purposes unrelated to the needs of the students, meaning that this type of interaction is mainly ignored. Which goes against the idea of, under certain situations, learner-to-learner interaction inside a class or other group can be a very helpful and even necessary learning resource. According to Phillips, Santoro, and Kuehn (1988), interaction between students in an undergraduate class that had to understand group dynamics is crucial. Students communicate and collaborate with one another throughout this kind of interaction. Peer review, group projects, discussion forums, and other methods can be used to make it easier. The objective of this type of interaction is to foster a community of learners who can assist and educate one another, as well as to give students chances to participate and communicate in a team work (Moore,1989). The present research relies on these three categories of interactions identified by Moore (1989), focusing more in the second type of interaction (Learner-Instructor Interaction) which fits appropriately the objectives of the present research study.

1.2.4 The Importance of Classroom Interaction in Blended Learning

The importance of interaction in blended learning has been widely searched (Cleveland-Innes and Wilton,2018). Through the lens of sociocultural theory, classroom interaction can be seen as a mediation for learning where learners develop their knowledge and understanding through collaborative activities and dialogic processes which take place during the learning process within the class. Student- teacher relationship is highly essential in an effective classroom, specifically for students in their short-and long-term education.

First, interaction is important in the short-term education because it creates a thriving classroom environment, it helps students develop self-esteem and improves students' mental health (Buffet, 2019, cited in Coristine, Russo, Fitzmorris et al., 2022). In the same manner, these positive relationships allow the enhancement of critical thinking and problem solving abilities.

Buffet (2019) states also that student- teacher relationship is very important in the long term because it gives students confidence to assure their value and worth; it permits the students to consider the multiplicity of others' perspectives, accept and respond to their opinions. In turn, this allows students to carry this self-assurance and confidence throughout their future years pursuing academics. Another long term effect of interaction is that positive teacher relationships teach students how to build their academic identity and belonging to the classroomcommunity, to handle challenges, to learn from mistakes and grow personally and academically(Coristine et.al., 2022).

Moreover, another reason for the importance of classroom interaction is avoiding poor student- teacher relationships that probably would result from the instructor's lack of awareness. When a teacher fails to perceive an individual student's educational needs, relationship problems between teachers and students arise. As suggested by Tucker (2021, cited

in Coristine, et al, 2022) saying “When possible, teachers should treat each student as an individual who deserves one-on-one attention and specialized, concentrated education”. In addition, Tucker adds “A poor student-teacher relationship will develop if the educator’s main or only priority in the classroom is academics”. This means that students need to feel cared for and have the chance to feel strong emotionally and educators in some ways are responsible for building relationships with students that are less involved or speaking about the fact that teachers not only should care about transmitting the knowledge, but also how to transmit it.

Finally, a strong student- teacher relationship allows students to be more productive and energetic which avoids them to be ‘apathetic’ in the learning activities. In the words of Bondy et.al (2017, cited in Coristine, et.al, 2022) “Social competence, problem- solving abilities, autonomy, and a feeling of a bright future or purpose are protective elementsthat boost resilience, these all can be developed in a supportive teaching atmosphere”. Likewise,educators benefit as well while creating strong relationships with their students as they reinforcetheir own interpersonal and professional skills (Admin, 2017, cited in Coristine 2021).

1.2.5 Feedback in Classroom

The following section seeks to shed light on the concept of teachers’ feedback and its importance in fostering classroom interaction.

1.2.5.1 Definition of Feedback

Feedback is considered as a vital approach to facilitate students’ development as independent learners in order to monitor, evaluate and regulate their own learning (Fugerson, 2011). In other words, Sàrosdy, Poor and Vadnay (2006, p.253, cited in Dridi, 2019) claim that “Feedback refers to the information that learners receive from their teacher about their performance, which will help them take self-corrective action and improve their achievement”.

Indeed, feedback plays an important role in motivating and enhancing students' performances during their course. It is more likely to help learners make connections and engage them in a deeper process in understanding the content, this is best illustrated by "The facilitative feedback which provides comments and suggestions to help guide students in their own revision and conceptualization" (Shute, 2008, p.57).

Researchers such as Mackey (2007, cited in Qin x & Chingyee, Yeung, 2018) distinguishes two different forms of feedback: explicit and implicit feedback. With explicit feedback, the teacher draws students' attention directly to recognize their mistakes andavoid repeating them. In implicit feedback, the teacher usually asks the learner to reformulate their output to be understood and, gives them time to reflect on their responses for the sake of reformulation, this is indirect corrective feedback since the error is not pointed out directly.

Feedback can influence students either positively or negatively. Positive feedback shows the learner where they went wrong and, at the same time, appreciates the learner's effort and encourages them to do better in the next performance. Nevertheless, negative feedback breaks students' motivation and develops a negative attitude where the level of anxiety increases in the classroom and it leads to a stressful atmosphere in which everybody prefers to remain silent instead of being talkative. Existing feedback studies found both implicit and explicit Feedback to be effective. Carroll and Swain (1993, cited in Qin x & Chingyee, Yeung, 2018).

1.2.5.2 Teacher's Feedback in Enhancing Classroom Interaction

Learning is recognized that it is a matter not only of cognitive development ,but also of shared social practices (Walqui, 2006, cited in Zhengdong Gan , et.al, 2021). This means that learning is not solely dependent on mental processes including thinking, problem solving, critical reasoning, but rather it also involves emotional and social aspects enhancing curiosity and motivation, increasing engagement, providing opportunities for collaborations, discussions

and feedback in learners, which can deepen and reinforce communicative skills and learning. In this context Toohey (2000, cited in Zhengdong Gan, et.al, 2021) introduces a model of the learning process involving feedback intervention that functions as a kind of facilitating process enabling learners to master the new knowledge and use it in different and real situations. This depends on whether mistakes or misunderstandings are identified and whether any suggestions are given so that the student's work may be improved. The dominant understanding of feedback in higher education is that it constitutes a teacher who provides comments to a student regarding his or her performances on a learning or assessment task (Carless,2015, cited in Zhengdong Gan , et.al, 2021). Even though feedback is believed to support learner's learning process, some researchers such as Fry et al., (1999, cited in Zhengdong Gan , et.al, 2021) believes that, when academics teach students without having a formal knowledge of how students learn, is likely to have a detrimental effect on their ability to give students insightful feedback that improves learning and fosters growth. This denotes that feedback provided to students is no more effectively helping them improve their learning outcomes and its expected and desired impact is too far to be achieved.

1.2.5.3 The Importance of Teacher's Feedback in Learning Environment

Feedback is an important reinforcement for learning and achievement. It has a major influence on students' academic success. As cited in Caroline and Martin (2012), Gibbs and Simpson (2004) argue that feedback given to students is the most powerful influence on their achievement. Feedback can take various forms such as informal or comments feedback which is instant and spontaneous and it is often the most effective. During informal feedback, teachers can commend their students for their hard work, offer quick remarks, or simply evaluate how well they are doing on the assignments. This allows them to make necessary corrections, learn from their mistakes, and improve their performances, because with the absence of feedback, they might feel neglected or ignored if they don't receive feedback, which could demoralize

them. As an instant for that, William (1999) and Butler (1998) made a research on different types of classroom feedback and found that students made a great progress when they received feedback in the form of comments.

There is also progress feedback which aims to motivate the students and show them clearly the ways in which they can improve in their education. With this type of feedback, students are given multiple opportunities for self-reflection, and self-satisfaction. In other words, positive feedback enables students to build self-confidence and enthusiasm for learning.

On the other hand, some researchers as Brunit, Huguet and Monteil (2000, cited in Binu, 2000) claim that negative feedback has more beneficial effects on learning and believe that there are many evidences confirming that negative feedback or disconfirmation can be more potent than positive feedback or confirmation at the self-level. High proficiency learners are more likely to benefit from negative feedback. They use this kind of feedback for positive verification of themselves as learners and make from it a better performance.

Students tend to appreciate timely, quality feedback. Several studies indicate that there exists another form of feedback which is rarely used, namely Electronic Feedback , students appreciate the latter because of its immediacy and its economic and environmental benefits (Bayerlein 2014; Sopina and McNeil 2015; Ryan, Henderson, and Phillips 2019 et al., cited in Carr et.al, 2021). In other words, teachers can rely on educational technology to give constant feedback while students can view their teachers' comments anytime and anywhere through emails, chats or other kind of technological materials, which can serve and support their learning process. However, it is important to note that electronic feedback does not guarantee quality feedback (Carr et.al, 2021).

Feedback plays a great role in students' educational achievements as it increases their motivation and improvement in classroom instruction. In effect, the impact of feedback on

future practice and development of students' learning were highlighted by Fraut (2006, cited in Bashir et.al, 2016) asserting :

> When students enter higher education … The type of feedback then they receive, intentionally or unintentionally will play an important part in shaping their learning futures. Hence, we need to know much more about how their learning and their sense of professional identity is shaped by the nature of the feedback they receive. We need more feedback on feedback. (p.118)

This passage calls and directs teachers to choose and use the appropriate, and most convenient feedback in the classroom to nurture a particular feeling of optimism and enthusiasm in the students' spirits for learning rather than to weaken their confidence and their vibe of active involvement. Feedback plays a crucial role in guiding their ongoing development and academic success; by continually refining and enhancing feedback mechanism, educators can better empower students to navigate and shape their own educational futures with confidence and competency.

1.3 An Overview of the Community of Inquiry Theoretical Framework

The concept of Community of Inquiry (COI) was first used by Jean Piaget, John Dewey. Each of them made significant contributions to educational practice with distinct emphases. Dewey applied the COI framework in his philosophy of education emphasizing on social interaction and collaboration in the learning process where students actively engage and participate in meaningful learning activities. Piaget focused on the Cognitive development and how students construct knowledge through interactions where students actively explore and experiment to construct their understanding of concepts.

COI is primarily designed for online learning environment, but it can also be applied for Blended Learning and in-person courses. It has, since its introduction in year 2000, become the most influential theoretical framework for online learning (Garisson,2007). Meanwhile, Lipman used this framework in face-to-face courses. Lipman (2003, p. 20) popularize the term 'Community of Inquiry' to describe an educational experience. He states "A Community of

Inquiry (COI) is where students listen to one another with respect, build on one another's ideas, challenge one another's assumptions" which means COI offers an environment in which students can interact about their education by sharing ideas, interpreting, analysing information and raising questions.

For Dewey (1959, cited in Kaczko & Ostendorf, 2023) the development of an individual is rooted in community and inquiry, which are grounded in social interaction and collaborative activities. In other words, he believes that a collaborative learning, which respects the learner, will result in an active constructive meaning. Learning is an active process where people structure their own understanding of a subject and change their attitudes by linking their learning to their environment. So, when a person learns, they do so by observing others and through interacting with their surroundings to construct their own understanding. Knowledge is seen as an entity that is transferred from a person to another and learning can take place while being alone or through a collaboration, but high quality learning requires interaction with students, teachers and materials (Dewey, 1959).

Later on the Community of Inquiry Framework was developed by Garrison, Anderson and Archer in 2000. Since then, it is becoming increasingly influential for explaining and giving instructions on how learning should occur and how to be effective in online and blended learning environments. The COI framework's widespread acceptance is due to its collaborative-constructivist approach, focusing on learners actively constructing their own understanding through reflection and meaning-making their new knowledge in a form of representations in their minds. Moreover, believing that learning is not only individual but also collaborative which occurs through interaction with others seeking to understand others' cultural norms and their way of learning. In constructivist classrooms, learning is student-centered, and teachers are responsible to reinforce learning by implementing group activities, facilitating collaborative dialogue and interactive experiences to construct new understanding of the lesson (Kurt, 2021).

In this respect, Cleveland-Innes, Garrison and Kinsel (2007) claim that "Collaborative constructivism is in essence the recognition of the interplay between individual meaning and socially redeeming knowledge, hence a community of inquiry is a personal and public search for meaning and understanding". In other words, collaborative constructivism is a collaborative approach for learning and creation in which everyone's thoughts and understanding come together to produce a better classroom community. It emphasizes the relationship between personal meaning and socially beneficial knowledge, as well as the value of a community of inquiry in investigating ideas. This strategy benefits both individuals and the community by encouraging personal development and collective success.

The present framework of Garrison, Anderson and Archer (2000) assume that learning occurs within a group through an interaction between three (03) major presences: Cognitive presence, Social presence and Teaching presence. As they believe to be dynamic model of these three core elements necessary for both the development of community and the pursuit of inquiry in an educational environment (Swan, Garrison and Richardson, 2009). As it can be seen in figure below

Figure (1): The Community of Inquiry Theoretical Framework of Garrison, Anderson and Archer (2000)

Cognitive presence is the role of students whenever constructing knowledge and approaching problems by communicating to develop critical reasoning, better understanding of the content in order to convey it to their learning community. It is based on questioning both individually and collaboratively their understanding, seeking answers and then confirming understanding and testing solutions (Garrison, 2003). In simple words, it deals with the way to solve dilemmas and ordering thoughts.

It is, in fact, where the actual learning happens. This process identifies four cyclical phases that a learner goes through when constructing new knowledge: (a) Triggering event, which occurs when a problem or an issue is discovered and need more investigation on it. In other words it is like a sense of puzzlement where the individual tries to recognize a problem ; (b) Exploration, which is when students explore the problem both individually and collectively for instance by brainstorming or exchanging information, questioning and reflecting ;
(c) Integration, which is when students construct meaning by connecting ideas from there exploration phase; and (d) Resolution, in this final phase when students find solutions to their dilemmas, they can apply and test their newly acquired information at school.

However, the engagement with the content is seen as insufficient, and learners demand and ought to actively connect with other participants which may allow them develop their critical thinking. These learners are in need to socialize in order to take part in an atmosphere of exchange, full of debates and spirit of criticism which is called Social presence (Garrison et al., 2000). It is defined as freeing the participants to an open communication with a group of individuals and gradually build personal and effective relationships by protecting their unique personalities, as Garrison, Anderson and Archer (2000) refer to it “The ability of participants in the Community of Inquiry to project their personal characteristics into the community, thereby presenting themselves to the other participants as real people” (p. 89).Individuals project their full personality through the medium of communication being used. For Garrison,

Archer and Anderson (2000) an individual can establish a high level of social presence by using texts, but it is easier through the use of videos and audios.

Although the value of these two presences is successful for learning, the need of a director and a guide is still crucial to regulate the learning by assessing the students and evaluating their learning outcomes over the educational learning period, in a way that it shapes the unity of the whole class, thus it makes the classroom environment stable. Teaching presence is a prerequisite for learners' improvement (Garrison and Arbough, 2007) as it sets the climate which allows students to feel safe and communicate naturally. It encourages students to take risks in their contributions, a good climate is the one where we have a key ingredient which is listening that should be developed amongst the learners. Teaching presence focuses also on the instructor's immediacy through instant feedback, frequent communication, establishing the design and curriculum methods in order to foster an interest and motivation regarding what is being taught. The three presences combined together, permit the students to have the best and the most effective educational experience, as it is confirmed by (Ranjan,2018) asserting "The Community of Inquiry is an effective framework for designing a blended learning course".

To conclude, the Community of Inquiry Framework serves in fostering a rich and dynamic learning process in interactive classes through the use of social, cognitive and teaching presences. It facilitates a deep learning, promotes critical thinking and gives a sense for a collaborative learning among students and instructors. As modern education tends to embrace Blended Learning, this framework is particularly well-suited and structured effective approach to receive practical insight into improving classroom interaction, increasing student's engagement and encouraging deeper learning experiences.

create an engaging and meaningful environment chasing students' satisfaction, thus, it can be applied and approached to designing effective Online and Blended environments for effective teaching and learning processes.

Conclusion

As a conclusion this chapter has reviewed the literature concerned with the role of interaction and teachers' feedback in enhancing students' engagement in face-to-face and online learning classes. It is divided four (4) sections. The first section is devoted to Blended Learning and its growth in education. The second section explores classroom interaction in face-to-face and online settings with an emphasis on its importance including an examination of its various types. The third section is about teachers' feedback and its importance in improving students' interaction. Lastly the fourth sections id dedicated to the theoretical framework which provides a detailed explanation of its key elements adopted for the current study.

Research Methodology and Design

Introduction

This chapter presents the research methodology adopted in this study. This chapter encompasses three sections namely: Research paradigm, the procedure of data collections which includes two sub-sections (1) sample of the study, (2) data collection tools. Additionally, the procedure of the data analysis which comprises two sub-sections (1) Statistical description and (2) qualitative content analysis. Our research study is stressed on a specific empirical study

2.1 Research Paradigm

This study has adopted the mixed-methods approach encompassing both the quantitative and qualitative methods of research.

A mixed-methods design offers a number of benefits to approaching complex research issues as it integrates philosophical frameworks of both Post-positivism and Interpretivism (Fetters, 2016, cited in Dawadi, 2021). In other words, the use of mixed-methods approach enables the researchers to answer research questions with sufficient depth and breadth (Enosh, Tzafir, & Stolovy, 2014, cited in Dawadi, 2021). As mentioned above, this study seeks to collect primarily quantitative data as it aims at obtaining statistical numbers about the students' involvement in the classroom interaction. On the other hand, qualitative method is utilized to let students elaborate on their answers and share their points of view about their interactions within the Blended spaces. This combination of the quantitative and qualitative methods aims to provide rich insights to the study addressing its questions and achieve a deep understanding of the research objectives "Students' interaction and teachers' feedback in Face-to-Face and Online learning settings".

2.2 The Procedure of Data Collection

This section is devoted to present the sample and the instruments used in this research study.

2.2.1 Sample of the Study

The current investigation took place at the English department at the University of Mouloud Mammeri of Tizi-Ouzou during the academic year 2023-2024.The study's sample targeted third year license students, since they represent the category of students who have a larger number of online courses. The sample includes fifty (50) L3 students who were randomly selected to respond to the questions of the distributed questionnaire. As part of the data collection procedure, this study has also opted for a classroom observation of both offline and online classes where diverse groups and maintained continuity with the same groups across multiple sessions.

2.2.2 Data Collection Tools

The aim of this work is to investigate the interactive level of learners in both face-to-face and online settings among third year students as well as the teacher's feedback. To attain this goal, the current study has used two main research tools: a questionnaire distributed to the students, and a classroom observation within their courses.

2.2.2.1 Questionnaire

In the first place, we relied on a questionnaire for gathering direct data from the participants. In effect, a questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents (Mcleod, 2023). Additionally, Ammour (2020) stated that questionnaires are the most frequently used tools for gathering data from individuals. This technique encompasses two types of questions: closed-ended questions including yes/no questions, rank and rating scales, also multiple choices and open-ended

questions usually in a form of Wh questions. These latter contribute to the gain of several perspectives, and individual answers allowing us to collect qualitative insights into their points of view. As far as this study is concerned, the designed questionnaire was divided into three (03) sections: The first section is labelled “Face-to-face Course” containing nine (09) questions. The second section entitled “Online Course” has seven (07) questions. The last section“Blended Learning Course” comprises six (06) questions, with additional spaces for any comments and opinions where needed (see Appendix 1). Consequently, the questionnaires weredistributed to different sections and groups during their classroom sessions. Notably, Out of Fifty distributed questionnaires, only 46 were collected.

2.2.2.2 Classroom Observation

Classroom observation is the second tool adopted in this research to collect data in the real practice of learning in both Face-to-face and Online settings. According to Bailey (2001, cited in Alkhaldii, 2019, p. 165). Classroom observation is a purposeful examination of teaching and /or learning environment through the systematic processes of data collection analysis Classroom observation is a method of directly observing teaching practices as it occurs in real time, with the observer or analyst taking notes and / or coding instructional behaviors in the classroom or from videoed lessons (Hora, 2013). By the use of a check list which is defined by Hales, Terblanche, Fowler and Wibbald (2008, cited in Chapparo, Keebler, Lazzara & Diamond, 2008, p. 21) as “A list of actions, items, tasks or behaviors arranged in a consistent manner, which allow the evaluator to record the presence or absence of the individual item”. In other words, it is another source enabling the researcher to gather information about the teachers’ effective teaching practices, feedback, students’ participations and interaction in Blended Learning. We have chosen three (03) specific themes (Course Content, Teacher-Learner Interaction and Teachers’ Feedback) regarding each element of the theoretical framework and each theme encompasses five (05) to seven (07) items describing and reflecting

all the three (03) major presences (cognitive, social and teaching presences) developed by Garrison, Anderson and Archer (2000). Additionally, we have randomly selected the modules to be observed involving eight (08) Face-to-face sessions and four (04) Online sessions with different teachers and different groups in a duration of four (04) weeks with a formal authorization from the head of the department (see Appendix 2).

2.3 The Procedure of Data Analysis

In order to attain a deep comprehension of the topic investigated, and the analysis of the accumulated data, we opted for two (02) methodologies: the quantitative analysis examined by the statistical method called 'numerical data' as well as qualitative content analysis used for interpretation of open-ended responses and the observed performances.

2.3.1 Statistical Description

There are investigations in which the data that are collected and coded are expressible as numbers (Williams and Wiggins, 2022, p. 3). In this type of method, the statistical description is used to describe numerical data collected with the closed-ended questions of the questionnaires. In addition to, the items executed in the observed face-to-face and online sessions. The results are shown in a form of pie charts and tables describing the total number of responses, also their percentages.

2.3.2 Qualitative Content Analysis (QCA)

Qualitative research is very important in educational research as it addresses the "how" and "why" research questions and enables deeper understanding of experiences, phenomena and context. Qualitative research allows you to ask questions that cannot be easily put into numbers to understand the human experience (Cleland, 2017). It is an appropriate method of analysis to address questions on understanding, attitudes and experiences of the research participants in a specific context. In this work, the analysis of open-ended questions of the

questionnaire to explore student's perceptions towards the learning environments and the themes identified from the check list's data are analyzed for understanding students' engagements and the implementation of teachers' feedback based on the theoretical framework COI as will be seen in the discussion chapter.

Conclusion

The current chapter highlighted the methodological procedures employed in this research study. Primarily, it introduced the research paradigm used, including the chosen sample and context for this work. Secondly, it dealt with the explanation of the research methods used to gather data, namely qualitative and quantitative procedures with the use of instruments including questionnaire and classroom observation. Lastly, the chapter ended with the data analysis procedure fostering the statistical method for numbers and percentages and textual method for content analysis.

Presentation of the Findings

Introduction

This chapter is devoted to present the research findings. It compromises two main sections. The first section demonstrates the results obtained from the questionnaire which are displayed in pie charts and tables. The second section provides insight into the different classroom observation data within the offline and online classes.

3.1 Results of the Questionnaire

This section is divided into three sections following the design of the questionnaire.

3.1.1 Section One: Face-to-face Course

This section will present the frequencies and the extent to which the students enjoy, interact and receive feedback from their teachers in the face-to-face classes.

Q1: To what Extent do you enjoy your Face-to-face Courses?

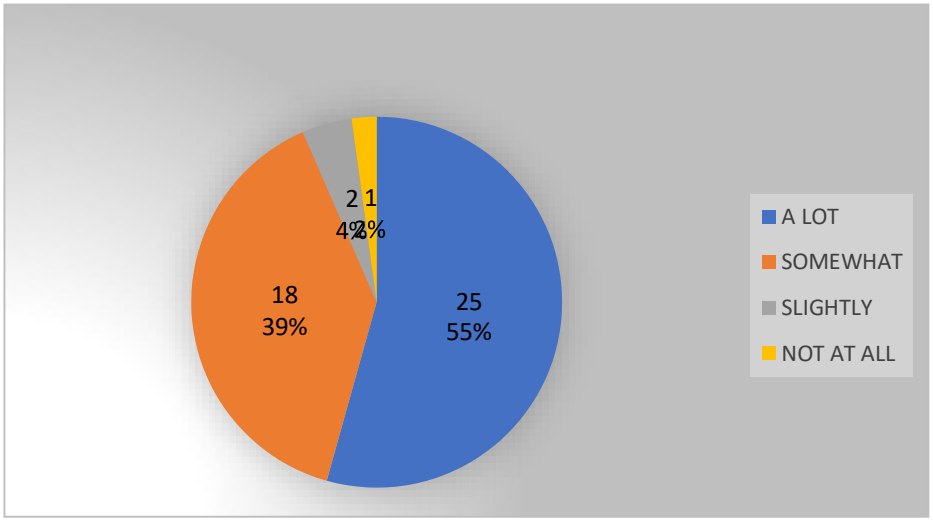

Diagram 1: Students Satisfaction level in traditional Face-to-Face Courses.

The Diagram depicts the extent to which learners enjoy their face-to-face classes, with approximately 39% to 55% enjoying it somewhat and a lot successively. 4% slightly enjoying it, and only 1% claiming to not enjoying it at all.

Q2: Does your Teacher provide you with Time to share your Ideas in Face- to-face Courses?

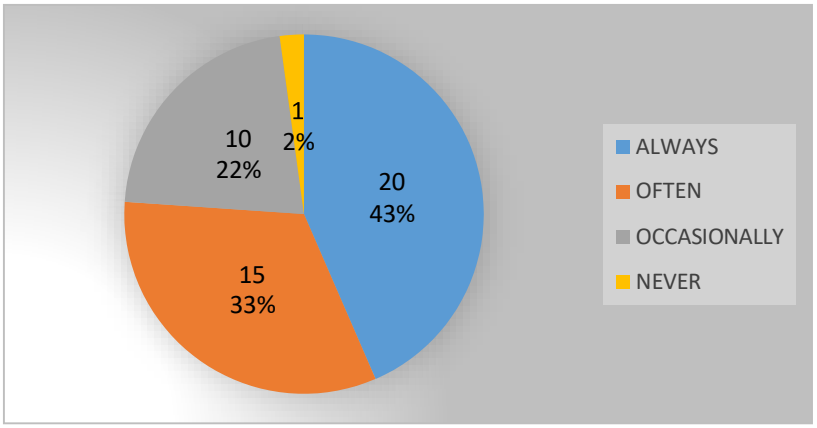

Diagram 2: Frequency of opportunities for students' engagement during Face-to-face lectures.

The data in this pie chart indicate how frequently teachers allow their students to speak freely about their ideas during class. Of those who had this opportunity, 43% have done so consistently, 33% participated so frequently, compared to 22% who said they only occasionally get the chance to share their ideas, and 2% have never had that chance.

Q3: How often does your Teacher give you the Opportunity to develop your Answers?

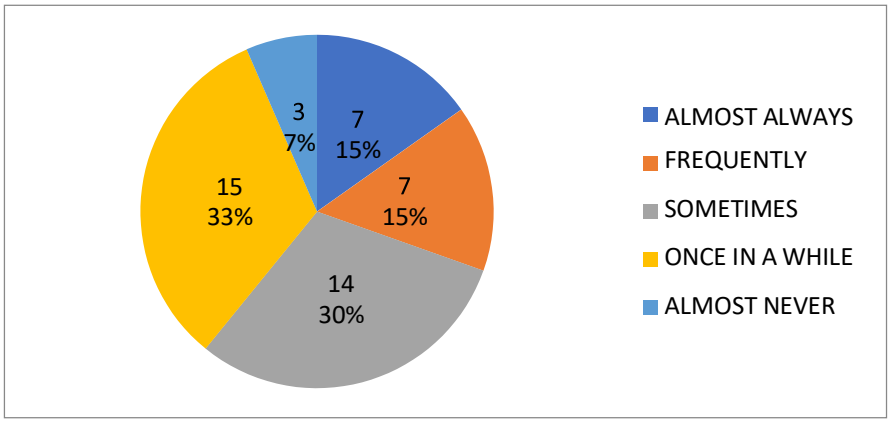

Diagram3: Progression of learners in developing their answers.

Diagram 3 includes the chances that students have to elaborate their responses in the classroom. Surprisingly, 33% of the participants assert that this opportunity is rarely given to

them while, 30% claim “sometimes”, and 15% think it comes frequently. As similar percentage of the student believe that they were always given the chance to develop their answers. Only 7% of respondents selected "almost never."

Q4: Do you get any kind of Feedback from your Teacher?

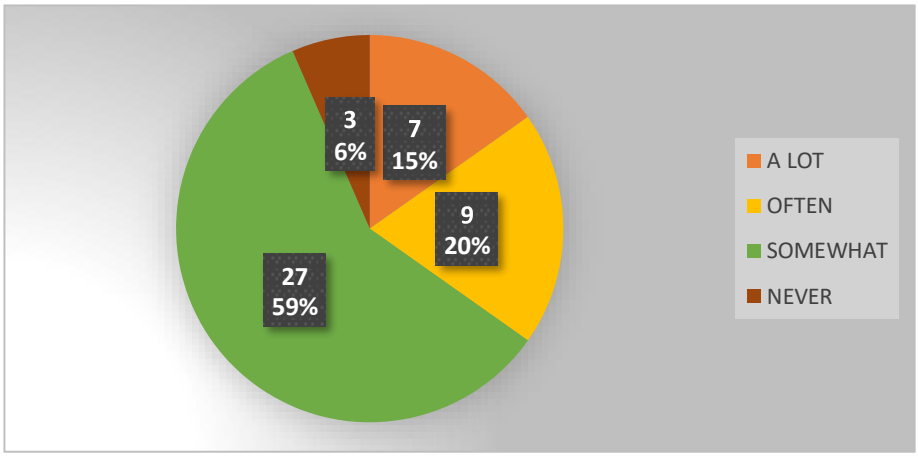

Diagram 4: Evaluation of the amount of feedback received.

Diagram 4 reflects the frequency of the students’ reception of feedback, which show that 20% of respondents obtain somewhat feedback, 59% receive it often, in addition to 15% who hear feedback a lot, while only 6% never get it.

Q5: Does your Teachers’ Feedback influence your Interaction with them during Lectures? How?

	Yes	No
Number of responses	37	9
%	80%	20%

Table 1: The Influence of Teachers’ Feedback on Students’ Interaction during Lectures.

The table reads the influence of the teachers’ comments on learners’ interaction, adding additional spaces to deepen their answers. 80% representing 37 participants confirm the positive

influence of the teachers' feedback on them to interact and participate more while a minority of 9 participants representing 20% confirm the opposite.

The participants were asked to explain how their teachers' feedback affected their interaction with them during lectures. The findings revealed that the teachers' feedback has an influence on both the students' knowledge improvement and their enthusiasm to learning. More than a half of the research participant (63%) state that teachers' feedback expands their knowledge. A humble portion (17%) claim that the instructor plays a huge role in awakening their excitement for learning by valuing their ideas and answers. The remain 20% of the population, however, share that this kind of feedback has no effect on their performances.

Q6: Do your Teachers give you the Opportunity to interact with your Classmates?

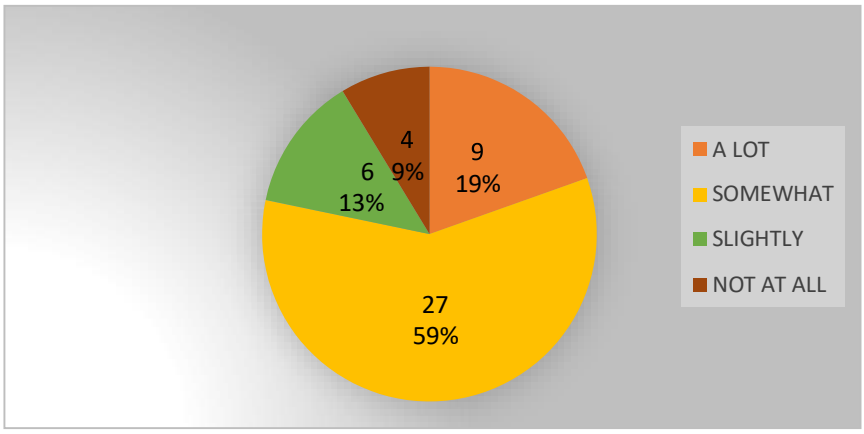

Diagram5: Peer interaction among students.

From the displayed results of the diagram, it is seen that a considerable number of respondents (59%) say that, they have had some opportunities to interact with their classmates in the classroom. 13% are slightly interacting, and 19% have that opportunity. 9% had absolutely no opportunity at all.

Q7: Which of these Teaching Strategies do you think help to ameliorate yourInteraction? Why?

a- Collaborative learning ; b- Debates ; c- Classroom discussion ; d- Work on tasks

	a	b	c	d
Number of responses	7	14	16	9
%	15%	30%	35%	20%

Table 2: The Learning Strategies that improves Interaction.

A ranking item is utilized, consisting of four strategies to increase interaction: collaborative learning, debates, classroom discussion, work on tasks. 35% prefer to collaborate in 'classroom discussion'. 30% find 'classroom debates' more practical. Also, 15% prefer a kind of collaborative learning. Finally, 20% opted for work on tasks.

The participants share two reasons in relation to their selections primarily citing these strategies as beneficial for enhancing classroom interaction, with 85% of the participants believing that those strategies effective helpful in sharing ideas with the instructor and peers. While the other, 15% claim that having more practical sessions.

Q8: What are the Benefits of Face-to-face Learning Interaction?

Benefits	Knowledge improvement	Emotional consideration	Group work
Number of responses	32	9	5
%	70%	20%	10%

Table 3: Benefits of Face-to-face Interaction.

The table illustrates the benefits of face-to-face learning interaction. Those benefits consist of knowledge improvement selected by 32 participants that represent 70% of the population.

Teacher emotionally invest in learners representing a number of 9 participants represented by a percentage of 20%. While, 10% benefited from group work.

Q9: What are the Challenges you encounter in Face-to-face LearningInteraction?

Challenges	No challenge	Social anxiety	The teacher is not cooperative	class management
Number of responses	38	2	3	3
%	83%	4%	6.5%	6.5%

Table 4: Challenges of face-to-face interaction.

The table above illustrates the challenges of face-to-face learning interaction. 2 of the participants experience social anxiety as a problem during their courses which elevates to 4%. Other participants (6.5%) face challenges with their teacher in the class. Adding to that 6.5% of the students notice a failure in the class management. Finally,83% have confirmed to have no challenges while interacting within the classroom.

3.1.2 Section Two: Online Courses

This section is designed to investigate the dynamics of interaction and motivation of third year EFL students in online learning settings and the amount of feedback received from the teacher during the course.

Q10: Is it your First Experience with Online Learning?

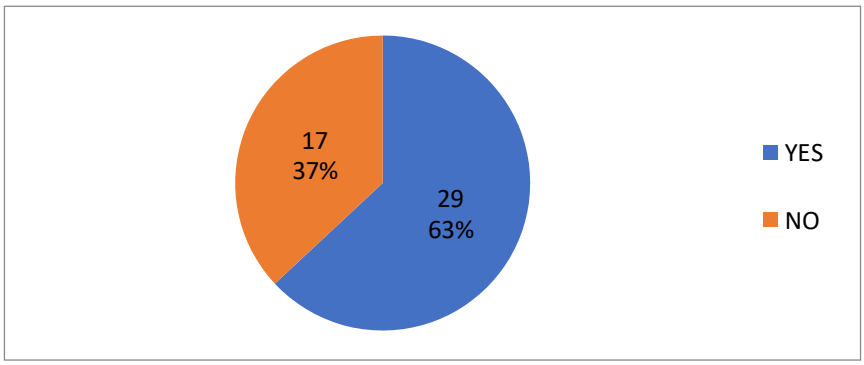

Diagram 6: Learner experiences in an Online learning environment.

This diagram clearly presents the learners' experience in online settings. As the pie charts shows the majority of the respondents (63%) are less familiar with the online setting, whereas 37% of them affirm to be familiar with it.

Q 11: What Platform do you use to attend your Online Courses?

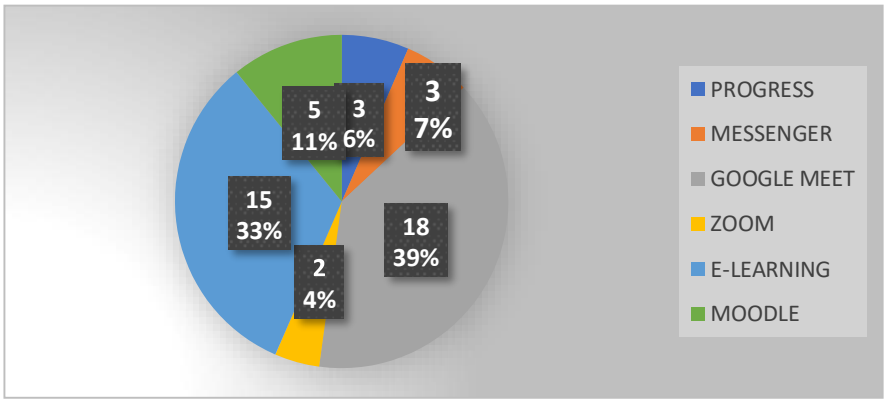

Diagram 7: Platforms utilized for Online instruction

Diagram 7 indicates that diverse platforms are chosen to attend online courses by the English department L3 students of which 39% use Google meet, 33% utilize e-learning, and only 11% access their classes on Moodle, furthermore, from 6% and 7% of the population use progress and messenger successively. The smallest portion of the participants 4% said to be using zoom.

Q12: Do you interact with your Teacher and Mates during the OnlineCourse?

	Yes	No
Number of responses	10	36
%	22%	78%

Table 5: Frequency of Students' Interaction with their Teacher and Mates.

As the table reveals the interactive level between the students and their teachers during online courses. Interestingly, a significant portion of the students (78%) denied the fact of interacting during online sessions, while (22%) of the students answered by "Yes".

Q13: How do you interact or communicate your Ideas during Online Courses?

a- Orally ; b- E-mail ; c- Chat box

	a	B	c
Number of responses	6	4	12
%	13%	9%	26%

Table 6: Means used to interact or communicate Ideas during Online Course.

Table 6 shows the means used by the students to interact or communicate their ideas during online lectures. A large percentage (26%) which equals 12 students communicate by "Chat box". Additionally, 13% of the participants representing 6 students claim that they interact "Orally" to share their ideas during online lectures. However, a small percentage (9%) equalling

4 students use the E- mail option as a means to share their views. Interestingly, the rest of the population (24) participants do not interact at all.

Q14: To what Extent are you motivated to interact with your Teacher duringthe Online Courses? What is the Reason behind that?

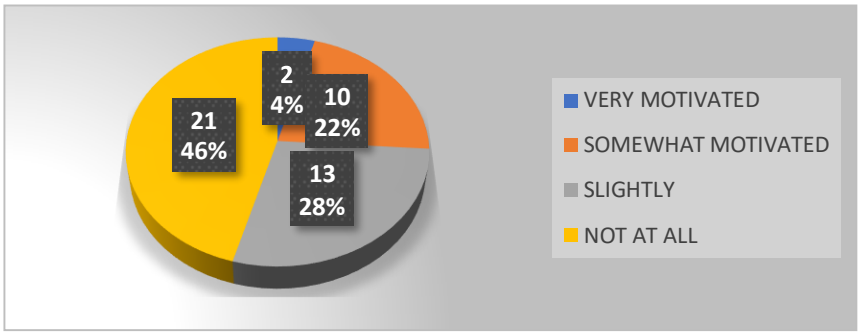

Diagram 8: Student motivation to engage with teachers

Diagram 8, we notice that a very small number of (2) participants reflecting 4% are "very motivated" to interact. Moreover, 22% of the totality representing (10) participants are "somewhat motivated". However, 28% (13) of the participants indicate that they are "slightly" motivated to interact with their teacher. While, 46% (21) of the students are "not at all motivated" to interact during the course.

As far as the reason is concerned, the majority of them 74% (categories "slightly" and "not at all") relate their little or lack of motivation to shyness and their preference to the face-to-face classes while the minority 26% (categories "very" and "somewhat motivated") assert that the content is most of the time clear.

Q15: Do you get any kind of Feedback from your Teacher during the OnlineLectures?

	Yes	No
Number of responses	18	28
%	39%	61%

Table 7: Feedback received from the Teacher during Online Course.

From the data indicated in the table above, we observe a divergence in the participants' views. 39% (18) of the participants answered with "Yes". While 61% totalling of 28 participants said that they don't receive feedback from their teacher during their online lectures.

Q16: Overall, do you enjoy the Online Learning Course? Why?

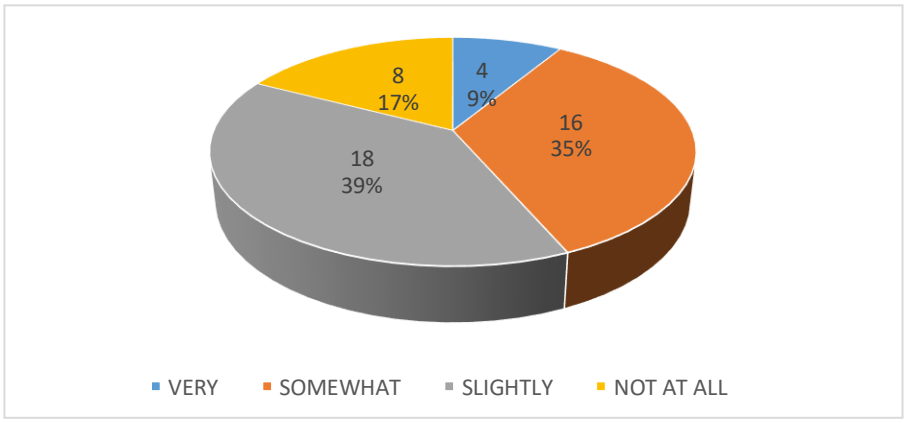

Diagram 9: Levels of enjoyment experienced in Online classes.

The pie chart manifests the frequency of students' enjoyment of online learning course. A surprising number 9% of the participants claim that they enjoy very much the experience. Notably, a very small number of the students 17% are "somewhat enjoying" the online course. The majority, however, with 39% of participants are "slightly enjoying" their online course. Additionally, nearly the same percentage 35% are not enjoying it at all.

The participants gave different justifications for their claims, of whom 11% (categories who selected “very” and a few of “somewhat”) assert that there exists a good interaction in the class. While, 65% (some of the categories who selected “somewhat”, “slightly” and “not all”) supply a motive that is recapitulated in lack of understandings, internet problems, and the passiveness of the teacher’s performance. In addition, 24% (some of the categories “slightly”, and “not at all”) advocate that online sessions are boring.

3.1.3 Section Three: Blended Learning Course

Q17: Have you ever been involved in a Blended Learning Course?

	Yes
N°	46
%	100%

Table 8: Students’ Involvement in Blended Learning Course.

From the results displayed in the table, we notice all the participants (100%) are involved in a Blended Learning course.

Q18: Does the Blended Learning mode facilitate your Learning Process?How?

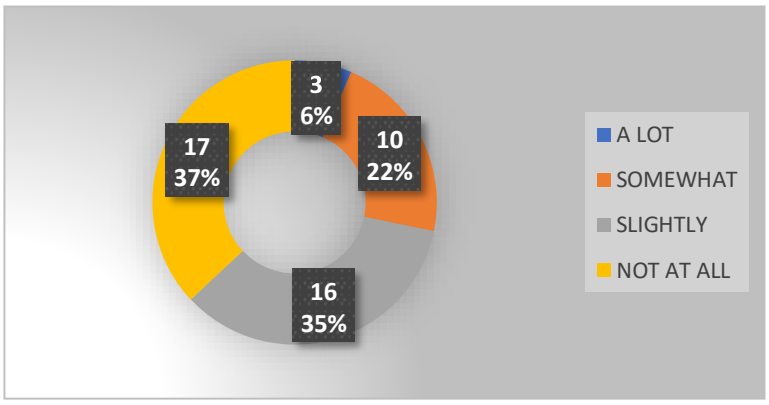

Diagram 10: Effectiveness of Blended Learning in enhancing the learning process.

The findings showed in the pie chart report insights into the students' responses about the degree to which blended learning mode facilitates their learning. Notably, a substantial 22% totalling 10 respondents assert that it "somewhat" facilitates their learning process, 16 participants representing (35%) claim that Blended learning facilitates "slightly" their learning process, and almost the same number 17 participants (37%) responding that it "does not facilitate at all" their knowledge. A minority (6%) note that it facilitates "a lot" their learning.

The participants put forward an explanation for their opinions, where 6% (category "very") clarify that Blended learning mode helps in creating a collaborative and a team-oriented learning process. Also, 22% (category "somewhat") of the students argue that from time to time or often teachers provide them with different supports (handouts, online version of books, visual and audiovisual materials…). However; 54% (categories "slightly", and 'not at all") state that it is a complex and a disturbing teaching and learning method. So it may be understood that Blended Learning mode does not facilitate their learning process.

Q19: Where do you interact more in Blended Learning?

	Face-to-face	Online	Both
Number of responses	34	3	9
%	74%	6,5%	19,5%

Table 9: Settings in which Students interact the most in Blended Learning.

The results of this table make reference to the number of students who interact in different settings. A substantial 74% (34 respondents) note that they interact more easily in a Face-to-face setting. A smaller proportion of 6,5% (3) admit that they interact rather more in Online setting, while, 19,5% (9) participants report that they interact in both modes of learning.

Q20: How would you describe the Relationship between the Online and Face-to-face Learning Course? Why?

a- The connection between online and face-to-face settings is not obvious

b- Online and face-to-face settings are complementary

c- There is a little or no connection between online and face-to-face settings

	a	b	c
Number of responses	15	8	23
%	33%	17%	50%

Table 10: Description of the Relationship between Online and Face-to-face Learning Course.

The results in the table demonstrate that an average number of 15 constituting 33% of the participants seem that the relationship between online and face-to-face settings is not obvious. Besides, nearly the same number (8) representing 17% of the respondents claim that the two modes are complementary. Nevertheless, 23 participants accounting for 50% affirm that there is little or no connection at all between these two learning settings.

The respondents provide a reason, in which 17% arguing that it is a helpful and useful method of teaching, while, 33% of the totality confirm that these two modes of learning are almost different methods of teaching explaining that it is related to the teacher's performance. 50% advocating that mixing between them makes learning more complex and 'badly' handled.

Q21: On a Scale of 1 to 5, rate your Blended Learning Experience.

Rate	1	2	3	4	5
Number of responses	13	20	8	2	3
%	29%	43%	17%	4%	7%

Table 11: Rating scale evaluating the Blended learning experience.

As it is displayed in table 11 the students' rate of their blended learning experience. Remarkably, 43% (20) of the participants rate their experience at the level of 2, meanwhile, 29% (13) participants choose 1. In addition, 17% (8) evaluate it at 3 (neutral). Conversly,7% (3) select the score of 5, and 4% (2) rate at 4.

Q22: What is your Point of view about Blended Learning Experience?

	Good experience	Neutral	Not beneficial
Number of responses	5	15	26
%	11%	32%	57%

Table 12: Students' Perspectives on Blended Learning Experience.

The findings exhibited in table 12 unveil the students' points of view about the blended learning classes of whom 11% corresponding to 5 respondents state that they have a good experience. Nonetheless, 32% (15 participants) maintain neutrality, while, an average amount of participants 26 participants reveal that Blended Learning is not a beneficial experience.

3.2 Results of The Classroom Observation

This section presents the results of our classroom observations of which the checklist was based on the three key concepts of Garrison, Anderson and archer's (2000) Theoretical Framework (Cognitive, Social and Teaching presences).

3.2.1 Section One: Course Content (Cognitive and Teaching presence)

COURSE CONTENT						
Items	Mode					
	Face-to-face			Online		
	EX	P.ex	N.ex	EX	P.ex	N.ex
1-The teacher begins the course by reviewing previous lessons		**X**			**X**	
2- The teacher uses cognitive scaffolding	**X**			**X**		
3- The teacher poses problems to boost students' critical reasoning		**X**				**X**
4-The teaching design considers students' varying intelligence levels		**X**			**X**	
5-The teacher employs visual aids	**X**				**X**	
6-An access to the technological materials within a lesson		**X**			**X**	
7-Providing appropriate technological materials		**X**			**X**	
8-Simple language is used with occasional switches	**X**				**X**	

Table 13: The results of evaluating the Course Content in Blended learning courses.

Our observations of both Face-to-face and Online Learning Settings reveal thatbrainstorming is largely based on earlier lectures. Lecturers begin classes by partially remindingstudents about previous lessons and connecting homework. Also, for a deeper comprehension, a detailed explanation is provided by the teacher to clarify the key concepts of the ongoing course through illustrations and examples. (see Items 1; 2 in Appendix 2)

In Face-to-face setting, instructors generally give the students the opportunity to involve them in critical reasoning around specific module themes rather than posing problems to foster critical thinking; conversely to Online setting in which this technique is completely absent. Nonetheless, in both settings, a portion of the use of distinct teaching designs based on different students' intelligence level is applied (The contribution of handouts, films, or visuals to help and involve the students in the lecture's content) (see Items 3; 4 in Appendix 2). Interestingly, a television was noticed during the Face-to-face lectures being used as a tool to do the presentations and speeches, being a more recent teaching/learning method executed within the department of English and also diffused handouts in a certain platform in Online setting was noticed. As far as language is concerned, in the Face-to-face setting, simple language is employed, and lecturers occasionally switch between languages to bring aid (understand clearly the meaning of words, sentences) to the students' needs and lack of clarity in contrast to Online setting in which it is rarely implemented. (see Items 5; 6; 7; 8 in Appendix 2).

3.2.2 Section Two: Teacher and Learner Interaction (Social and Teaching presence)

Teacher and learner interaction						
Items	Mode					
	Face-to-face			Online		
	EX	P.ex	N.ex	EX	P.ex	N.ex
1-Learners express themselves in various ways	**X**				**X**	
2- The instructor guides students to contribute with new ideas	**X**				**X**	
3- The teacher motivates less engaged students groups		**X**				**X**
4-The teacher prompts learners to ask relevant questions	**X**				**X**	
5-The classroom encourages collaboration	**X**					**X**
6-The teacher helps hesitant students to speak confidently		**X**				**X**
7-The teacher maintains the learner balance	**X**					**X**
8-Effective teaching methods promote interaction	**X**					**X**

Table 14: The findings of the Interaction between the teacher and learners.

In the attended sessions, we found that learners are partially given the opportunity to think and express themselves in multiple ways. In Face-to-face setting, the instructor frequently guides the students to participate by giving new ideas and to ask any question in relation to the evolved topic. While, in Online setting, it is partially executed. Additionally, we have noticed that in Face-to-face setting, the students who hesitate to speak verbally are encouraged to actively participate in face-to-face interaction. However, in Online one, we noticed a complete absence of this aspect of interaction. (see Items 1; 2; 3 ;4 in Appendix 2).

In Face-to-face setting, a collaborative interaction amongst the learners along with the teacher is frequently experienced depending on the teachers' teaching method. Besides, the teacher makes a balance between males and females in the Face-to-face setting. However, these two concepts are not employed in Online setting. (see Items 5; 7; 8 in Appendix 2).

3.2.3 Section Three: Teachers' feedback (Teaching presence)

Teacher and learner interaction						
Items	Mode					
	Face-to-face			Online		
	EX	P.ex	N.ex	EX	P.ex	N.ex
1- The teacher gives prompt feedback	**X**				**X**	
2- Positive guidance is offered	**X**					**X**
3- The teacher gives constructive sensitive feedback		**X**				**X**

4-Feedback promotes engagement and interaction	**X**					**X**
5-Feedback influences student interaction and course involvement	**X**					**X**

Table 15: The implementation of the teachers' feedback in the classrooms.

Quick feedback from the teacher is utilized (confirmation, corrective and refuting feedback). In In-person setting, we have identified that, when the learner is facing challenges during the lecture, the teacher dedicates some time to give advice and directions (see Items 1; 2 in Appendix 2). Adding to that, they give them constructive and positive feedback, taking into consideration their emotions resulting on an active engagement and an interactive atmosphere (see Item 3 in Appendix 2). Nevertheless, in the Online setting, teachers may occasionally dedicate extensive periods to solely lecturing, sometimes overlooking the individual struggles and challenges faced by students. Additionally, teacher's feedback is limited to (Yes! ; No! ; Right, thank you!) with no additions or in some cases, not correcting the students' mistakes. Consequently, in the Online environment, an absence of involvement, either form the teacher or the learners, is remarkably settled. (see the Items 1; 4; 5 in Appendix 2).

Conclusion

This chapter highlighted the results obtained from the questionnaire and classroom observation. The first part of this chapter was devoted to interpret the results of the questionnaire which consists of three section namely "Face-to-face course, Online course, and Blended learning course". The second part interpreted the results of the classroom observation followed the three main themes of the checklist: Course content, Teacher / learner interaction, and Teacher's feedback. The following chapter will discuss these findings in details.

Discussion of the Findings

Introduction

This chapter discusses the results of the questionnaires distributed to third year English department students at MMUTO and observations made in the classroom comparing Face-to-face and Online settings. It is divided into three sections: The first section addresses how students perceive in-person and virtual classroom interaction. The second section, deals with the degree of Interaction in Blended Learning and the last section, highlights the influence of teachers' feedback in fostering Classroom Interaction. This chapter serves to confirm or refute the hypotheses advanced in the General Introduction.

4.1 Students' Perceptions towards Face-to-face and Online Classroom Interaction

Relying on the results displayed in the previous chapter, it appears that students enjoy Face-to-face learning interaction considerably (see diagram 1). It has been confirmed in the observed Face-to-face and Online sessions, that before the start of any course, the instructor reviews previous lessons with the learners by refreshing their memories about the preceding lessons and explaining them in case of ambiguities. As said by Ausbel (1968, cited in Cottingham, 2023) "The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly". In other words, what the learner already knows is what matters most when it comes to learning. According to Ausbel, before beginning new classes, teachers should find out what the student already understands. Additionally, the teacher employs cognitive scaffolding to give detailed explanations (Examples, Illustrations, Tasks...) in order to help the students understand efficiently. Only in the Face-to-face setting, in the modules of 'listening and speaking'and English for specific purposes (Esp), interesting topics like (debating the concept of fashion or the lyrics of celebrities' songs in relation to religion) are evolved within the classroom to develop the students' ability to reason critically and come up with solutions and different

perspectives. This makes reference to the Community of Inquiry (COI) framework developed by Garrison (2013), the concept of "Cognitive presence" is important. It involves "critical" thinking, which, according to Lipman (2003, p. 3) means "reasoning, evaluation, and judgment." These skills help improve and refine our thinking abilities. It is believed by Garrison et.al (2000) that “Cognitive presence is a condition of fostering critical thinking skills, and its development is an explicit goal of higher education”. Overall, it means that in the Face-to-face setting, teachers and students tend to somehow use this category which makes the in-person environment more creative in fostering discussions and judgments among the learners and with the instructor. In the words of Garrison (2009, p. 352, cited in Kaczkó and Ostendorf, 2023) “An educational community of inquiry is a group of individuals who collaboratively engage in purposeful critical discourse and reflection to construct personal meaning and confirm mutual understanding”. In-person environment moderately applies this specific strategy that increases motivation and more engagement in the course’s content, depending on the teachers’ teaching method or the module’s curriculum itself.

In the Face-to-face setting, the instructional strategy is adapted to various types of Intelligence Quotient (IQ) among students, which measures cognitive abilities such as logical reasoning, problem-solving, and analytical skills (Cherry, 2024). The teacher employs visual aids including handouts, pictures, and videos. Technological resources are brought into the classroom in the “Listening and Speaking module” which made students more collaborative and engaging in classroom discussions during the session. As Felder and Silverman (1988) assert that “Students learn in many ways, by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing”. This means that teachers should use a variety of teaching methods to help all students learn effectively.

Teachers employ a basic vocabulary to guarantee that the entire class understands the material, and some teachers shift between languages on a regular basis, allowing others to focus only on mastering and using the English language, as was the case with the teachers we observed.

In Online Classes, however, only a few students are motivated to interact (4%) and most of them either are slightly or not at all motivated to participate in the classroom interaction (see diagram 8) which may be related to shyness or preference to Face-to-face classes (as displayed in diagram 8, of Question 14). In this respect, Stodel et al (2006) believe that "Students express a desire for more Face-to-face contact after participating in Online courses as they missed the Face-to-face interaction with the teachers and the ability to ask questions and receive immediate feedback". It is argued by Bullen (1997) a researcher who conducted a case study examining students' participation and critical thinking in a college level undergraduate course utilizing computer-mediated conferencing. The case study showed that some students felt disconnected from others in this type of learning environment, citing lack of facial expressions and other features common to a traditional classroom environment. So, it could be argued that the Social Presence element between the teacher and the students might be decreased, potentially impacting the overall classroom dynamics and student engagement.

From our observed sessions, we can infer that in Online setting, opportunities to interact are not really enhanced, which totally neglects the crucial element (collaboration) of COI's Social presence which needs to be reinforced in every single class, because, creating opportunities for interaction and communication among members leads the way for Social presence, which Richardson and Swan (2003) describe as: "The degree to which a person is perceived as 'real' in mediated communication" (p 70).

In effect, this could clearly be seen in our observed Face-to-face sessions, where learners are rather given opportunities to participate, give new ideas and express themselves in multiple

ways. However, in Online setting, such opportunities are rarely noticed, which goes against the Social and Teaching presence's course strategy of Beck's (2015) highlighting that in his Online courses, a unit for discussions that facilitates discourse and encourages students to reflect and explore key ideas and resources to situations from familiar experiences, also ask students to explore an aspect of the content in greater depth and embedding reflection about what is being taught in a meaningful way.

Overall, it can be concluded that interaction in the Face-to-face setting is preferred by the majority of the students, since a high percentage of the population (35% and 39%) do not enjoy the Online learning course (see diagram 9).

4.1.1 The Benefits and challenges of Online and Face-to-face Classes

Regarding their motivation and involvement in the classroom interaction, the participants were asked to highlight, and share their opinions concerning advantages and disadvantages of the two modes of learning. As far as the Face-to-face setting is concerned, 70% of the respondents claim that it improves their knowledge, and it helps building certain relationships with their teachers, in addition to enhancing peer work. The rest of the participants (30%) assert that the teachers are equally treating their students considering their emotions which may lead to an optimistic relationship (see table 3). Table 4 proves that Face-to-face mode serves more in reducing the students' challenges as we notice 83% have no complaints about it. However, a small amount of participants (2 to 3) encounter social anxiety and some of them struggle with a 'bad' atmosphere within the class. This may underscore an impressive and significant succession of Face-to-face interaction setting despite its few challenges. Nevertheless, within the Online setting, the students' motivation is low due to their struggle with shyness (see diagram 8) as was confirmed by our observations to the different lectures. Students most of the time hesitate to ask or respond to questions due to the fear of rejection and judgment. For

instance, in one of the observed classes, the teacher asked one of the students to answer a question then, the student hesitated to answer orally so he muted himself and chose to respond in the chat box writing two to three words only.

Overall, the results of this section gathered during the research confirm the first hypothesis since they prefer Face-to-face classroom interaction. This latter confirms the Garrison's Theory of cognitive and Teaching presences which is based on questioning their understanding both individually and collaboratively and motivating them to engage in the classroom.

4.2 Students' Interaction in Blended Learning

Classroom interaction plays a focal role in the field of education in general. As stated by Seddiki (2022) "Classroom interaction is considered as one of the significant educational strategies to develop students' language teaching-learning process, it is the process of exchanging knowledge between at least two participants through using a variety of strategies". As displayed in the aforementioned chapter, in Face-to-face classes (see diagram 2), a considerable number of students confirm that they "always" , "often" or "approximately" each single student receive and get the opportunity to share their thoughts whereas 4% admitted to refrain from participating in the classroom communication, as (Beck, 2015) says "Never let a student feel invisible", which is generally noticed in the in-person classes where even the student feels valued and esteemed whenever the teacher appreciates their efforts. This also confirms the factors advanced by Gerhard's (1998) model (see the sub-section 1.2.2 in the First Chapter). However, in the Online setting, table 5 showing that the majority of the population (78%) avoid interacting along with the teacher and their classmates which surpasses the amount of the students who interact and it can be noticed in table 6 that even those who interact do not communicate orally but rather most of the time write in the chat box. It was observed that even the teachers sometimes do not share their faces to encourage students to incorporate facial

expressions while speaking. These noticeable “real-time” results, reflecting a lack of interaction, do not align with what previously mentioned in the chapter one by Clark-Ibanez and Scott (2008) saying that “Online environment can provide a more comfortable venue for classroom participation (answering questions, debating, analyzing, volunteering in activities) among students who are shy and lack confidence and who may be intimidated by the public setting in Face-to-face classrooms”. Likewise, it does not coincide with the COI Social presence principle which was put forward by Beck (2015) consisting of encouraging students to become active participants in their own learning process by exposing them to voluntarily and independently sharing personal examples and viewpoints.

Table 9 puts it into evidence as it shows that 74% of the observed students prefer Face-to-face setting, since physical and emotional interaction significantly occur in such an environment and 19.5% said that even mixing Face-to-face and Online methods in a way that facilitates communication (see diagram 10).

According to Moore (1989), there is three types of interaction: Learner-instructor, Learner-learner, and Learner-content. This latter, learner-content is also called the internal didactic conversation. The results of the data collected in the Face-to-face setting reveal the existence of these three types of interaction in the observed sessions confirming that Learner-instructor interaction occurred within the classroom environment. For instance, the teacher asks questions, then the students respond. Also, the learner, when facing ambiguities, tends to search for clarifications in order to understand more. This one, correlates with the COI’s Teaching presence in which the student and the instructor ask and respond to general questions related to the course or specific assignments. In addition to the existence of the Cognitive presence in creating a learning environment that allows students developing their own questions and responses.

Additionally, learner-content is used while engaging the learners in the lessons by exposing them to text-reading, sharing instructional videos related to the topic invested, and diffusing lesson's summary on their Gmail professional accounts. This confirms Moore's Interactive model, where in this kind of interaction, the students are wholly engaged with the content materials which serve to facilitate their understanding. Occasionally, learner-learner interaction is seen in the Face-to-face sessions where the learners request clarification or negotiating meaning and debating free topics amongst them which does not fully correlate with COI's Social presence that stresses the concept of group work (group projects, peer review, debates, …) but rather they frequently give chance to students to work and learn individually.

This contradicts the Online setting where we noticed a non-collaborative work. Learners are passive with no reaction to the teachers' explanations. This contradicts Moore's model of learner-learner interaction and the significance of social presence. that points out the importance of community in the classroom, in other words, it is obvious that students learn better in community. As cited in Broda (2018) where Pelz and Banner, 2012) assert "Students don't learn in isolation. They learn with and from other learners". Similarly, Boettcher and Conrad (2010, p. 79) note that, "communication and collaboration foster strong learning communities".This means that in such an environment, students need to cooperate and collaborate on the learning process otherwise they may feel demotivated or even may not attend the courses againbecause of the passiveness of that class atmosphere. Lack of course and classroom managementis noticed which does not coordinate with the claim of Tieben, Bekker and Schouten (2011) mentioned in the chapter one, that says "Effective interactions often begin with a problem or aquestion that triggers curiosity and stimulates engagement". This statement is observed in the Face-to-face setting where the teacher asks questions related to the real world which requires acertain critical thinking. For instance, teachers tend to involve students with a complex real-

world problem. It can be political or even in business and ask them to analyze it and consider various perspectives then proposing ideal solutions.

The classes that we attended, in the Face-to-face setting, learners were given the freedom and the opportunity to think and express themselves in several ways. Additionally, the teacher facilitates their students' participation by offering them novel concepts such as inviting them to incorporate the teacher's status to present a lesson. We have also noticed that the teacher inspires a less motivated student. Additionally, Students are encouraged to ask questions about the material to the teacher. In the classroom, group projects, exercises, assignments, and debates foster collaborative interaction between the teacher and the students. The instructor also gives the students who shy away from speaking confidently to speak up. The teacher also maintains equilibrium between the males and females then, they use an effective teaching technique to promote interaction. For instance, in order to get students, think deeply about their answers and challenge their presumptions, the teacher asks follow-up questions by saying "Can you provide an example with your explanation?". All this is nearly absent in the online setting.

Table 10 describes the nature of the relationship that exists between Face-to-face and Online learning environments in which we can state that there is a slight or no connection between them or even are different and complex teaching methods. In conclusion, it can be perceived in (table 12) that Blended Learning experience is either not beneficial or not very much appreciated. In effect, the results gathered during the research confirm the second hypothesis in which students' interactive level in Face-to-face setting is higher compared to Online one.

4.3 Teachers' Feedback Influence on the Students' Interaction

This third section addresses the teachers' feedback received, and how it influences students. Feedback is considered as a vital approach to facilitate students' development as independent learners in order to monitor, evaluate and regulate their own learning (Fugerson, 2011).

As far as our investigation is concerned, we have asked the students about the influence of their teachers' feedback in improving their interactive level in the classroom. The kind of feedback provided in the Face-to-face courses are positive in the case of grammatical or vocabulary errors. From our observation sessions, we have noticed a prompt feedback is frequently used such as: corrective, confirmative feedback "Yes, good" which can be seen in diagram 04 with 59% of the research participants who claim that they received "often feedback", and only 6% who state the opposite. It is highlighted in table 01 that 80% of the students are usually influenced by feedback regarding their interaction in the classroom , in a way that it facilitates improving their knowledge , enhancing their critical thinking and awakening their excitement for learning when their ideas are valued and a small amount of students 20% claim that it does not impact their interaction because they think that it is a matter of self-motivation .As it is said by Mahmudul (2024) "Feedback from teachers plays an important role in improving the critical thinking ability of students effectively" (p. 1), he adds "Recognizing the efforts of each student and providing feedback accordingly helps them stay engaged and survive tough challenges in academic courses" (p. 3). As it is observed in the face-to-face sessions, the teacher tends to provide always quick and constructive feedback considering their students' emotions supporting their efforts. It is believed by Mahmudul (2024) that "Positive and constructive feedback from teachers is able to boost the motivation of students to learn with extra efforts" (p. 2), also Tanis (2020, cited in Mahmudul, 2024, p. 1) states that "The use of positive and constructive feedback can help improve the confidence of students to do better next time and reduce the errors in studies effectively". This way of thinking enhances their skills to avoid repeating the same errors.

Moreover, in the attended sessions, the instructor provides guidance and encouraging advice (You can do it! Its better now than later! Believe in your capacities!). These directions include step by step guidance, explaining procedures or specifying expectations regarding a

task or a lesson. It is needed that the instructor fulfils the dual roles of a psychologist and a guide, as it was carefully observed in the (Listening and Speaking module session), taking into account the emotions of the students in person. As it is pointed out by Stamp (2019) saying that teachers have a tremendous ability to help students learn by keeping treating all students as capable learners. He adds, asserting that *emotional* well-being influences educational performance, learning, and development. For example, one of the teachers of Oral module uses psychological aids to get a student rid of stress by saying "Take a deep breath and relax" or "Take time to prepare your answers". These aids and guidance make reference to the Teaching presence of COI which is a key ingredient for a successful learning.

Adding to this approach, teachers encourage groups that are less motivated by having them work together to overcome shyness and isolation. For example, when a student is presenting an individual work, the teacher asks the whole group to get involved in the topic's debate. The opinions of both boys and girls are valued equally. As another instance, in the module of listening and speaking, the teacher addresses the girls' as well as boys' names to get the same chance to communicate. However, these techniques are noticed to be absent in the Online setting.

Relying on the gathered data of the questionnaire and the observed sessions in the Face-to-face setting, the teachers' immediacy on providing comments and advice in addition to creating an environment of a community ,which corresponds with the Garrison and Anderson's (2000) Theoretical Framework .Asserting that the teachers' presence and immediacy in providing feedback in the class is highly required to settle a good climate, promote open-communication, establish confidence and good relationship between them and their students.

However, in the online environment, it is perceived in table 07 that a high number of participant (61%) do not receive at all feedback and, while 39% do. In this case, we can assert

that in online setting feedback is partly ignored as the teachers' feedback is either not implemented at all or is limited to "Okey, thank you", "Yes, no", "Right" depending on these teachers' performance, their teaching method or the time limit.

This can cause a dead and passive interactive atmosphere in the class. It may be concluded that in the online courses, feedback is 90% ignored and dropped which does not correlate with Lakkof and Johnson's Conceptual Metaphor Theory (1980, cited in Jensen et al, 2021) saying that feedback is a magic ingredient that educators can add to their online courses in order to improve learning outcomes, which is metaphorically considered as "Feedback is a Treatment" which leads to a higher learning performance (Thai et al, 2017, cited in Jensen et al, 2021). This entails that the instructor chooses to provide feedback (treatment) and the learner has just to take the "medicine" to better perform and learn effectively.

To sum up, Rowntree (2017) claims that "Students can only make improvements if they actively receive, digest and act upon feedback". This means that a healthy learning environment fostered by a classroom culture that encourages feedback can consequently become helpful for the academic improvement of students. This section confirms the third hypothesis of teacher's feedback in motivating students' interaction only and solely in the Face-to-face setting.

Conclusion

This chapter has discussed and interpreted the findings obtained from the questionnaires and classroom observations. The results of this section answered and confirmed all the hypothesis mentioned in the general introduction. Besides, it is shown that Moore's model of interaction is implemented in face-to-face setting adding to that the three presences of the COI Garrison's framework, conversely to online setting in which it is rarely or somehow applied. Furthermore, the outcomes revealed that face-to-face environment is the most appropriate mode of teaching in helping students to interact and engage in course content. Additionally, Teacher's feedback

is taken into account which result an active and motivated classroom climate in contrast to online teaching mode which lacks interaction and ignores the importance of feedback. As a result, students switch and prefer face-to-face learning setting thanks to its advantages in reinforcing classroom interaction.

General Conclusion

General Conclusion

This study has investigated L3 students' interaction with their teachers in both Face-to-face and Online teaching-learning settings at the English department MMUTO. The aim of the study was to examine and determine where do students engage more in these two distinct environments and how they perceive the modern Blended learning mode with a specific emphasis on the impact of their Teacher's feedback on their interactive activity.

In order to answer the research questions asked and confirm or refute the hypotheses advanced in the General Introduction, a mixed methods approach was used joining together the quantitative and the qualitative research methods for data collection and data analysis. Indeed, two distinct research instruments were adopted for this research namely a questionnaire and a classroom observation. This study's sample consisted of fifty (50) third year licence (L3) students from different sections and different groups who were randomly selected to answer the questionnaire. Besides, classroom observations were conducted to check some vital items related to the topic and key themes of the theoretical framework COI adopted to fulfil the objectives of our research study. For the analysis of data, the statistical description has been used for the evaluation of the numerical data, in addition to a qualitative content analysis was used to interpret the collected data from the open-ended questions of the questionnaire and classroom observation items.

Relying on the discussion made on the data of the questionnaires and those of classroom observations, answers are provided to the research questions. The results of the questionnaire reveal that in face-to-face setting, students are very motivated to interact, they are given opportunities to express and participate freely in the classroom discussions. According to the students, face-to-face learning environment allows them to feel comfortable since the teacher is physically and emotionally involved. Students have positive attitudes towards the Face-to-

face learning environment. This contrast with the online settings where students are less motivated to interact due to distance and the reduced opportunities for teacher-student or student-student. This confirms the first hypothesis suggested in the general introduction.

Relying on Moore's model (1989) and the Community of Inquiry (COI) framework considered in the first chapter, which emphasizes three types of interaction and three core presences that foster a strong teacher-student relationship. These interactions and presences are fully applied and experienced in Face-to-face settings. In contrast, in Online settings, these crucial elements are often partially implemented or not enforced at all. Notably, the research confirms clearly that Face-to-face environment is preferred by the majority of the students for its high interactive and feedback existence which is very essential in the educational environment. This confirms the second hypothesis.

Relying on the data collected from the classroom observation of the Face-to-face classes, it has been proved that collaborative interaction, stimulation of the less motivated students, prompt and constructive feedback are provided which reduce their challenges and facilitate their learning process and clear language as well as technological materials are used to simplyaccess and understand the lessons. Conversely, in the Online setting, interaction and the teachers' feedback is almost absent. Additionally, a partial course support is noticed. Therefore, the Blended Learning mode is slightly appreciated by the students who emphasized the elevated status and esteem attributed to in-person setting. This confirms the third and last hypothesis advanced in the general introduction chapter.

Despite our persistent efforts to complete our dissertation, we encountered several essential limitations that should be mentioned. First, L3 students faced difficulties in completing the entire questionnaire. A small percentage of participants did not elaborate on the open-ended questions, seemingly to avoid detailed responses. Furthermore, gathering online data required

a longer period to accumulate the necessary information, we had only 4 sessions out of 8 sessions in 4 weeks. However, it is anticipated that these restrictions will not have a detrimental effect on the significance of the research and the data gathered.

To conclude, since we have focused on students' challenge with blended learning methods. Further researches may focus on rather Teachers' challenges and difficulties while teaching in the Online space. This theme delves at the various obstacles that educators face when switching to online learning environments. Through an analysis of teachers' experiences and the techniques they use to work beyond these obstacles, the research will provide practical methods for assisting instructors in the delivery of online courses.

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Appendices

Appendices

1/ Students' Questionnaire

Introduction

Dear students,

We are Masters 2 students conducting research entitled "Investigating the students' perceptions in both online and face-to-face instructional settings". This questionnaire seeks your perception towards Blended Learning.

We would be grateful if you could provide us with your perceptions and opinions about your experience with Blended Learning courses. If you do not mind tick the most suitable choices for you or provide explanations/comments whenever required. Your answers will be kept confidential and will be used for professional matters only.

We thank you in advance for your valuable answers and your precious collaboration.

Questionnaire

Section One: Face-to-face course

1-Do you enjoy your face-to-face courses?

☐ A lot ☐ Somewhat ☐ Slightly ☐ Not at all

2-Does your teacher provide you with time to share your ideas in face-to-face courses?

☐ Always ☐ Often ☐ Occasionally ☐ Never

3- How often does your teacher give you the opportunity to develop your answers?

☐ Almost always ☐ Frequently ☐ Sometimes ☐ Once in a while ☐ Almost never

4- Do you get any kind of feedback from your teacher?

☐ A lot ☐ Somewhat ☐ Rarely ☐ Not Sure ☐ Not at all

5- Does your teachers' feedback influence your interaction with them during lectures? How?

Yes No

……..

6- Do your teachers give you the opportunity to interact with your classmates?

A lot Somewhat Slightly Not at all

7- Which of these teaching strategies do you think help to ameliorate your interaction? Why?

Collaborative Learning

Debate

Classroom discussion

Work on tasks

Others

……

8-What are the benefits of face-to-face learning interaction?

……

9- What are the challenges you encounter in face-to-face learning interaction?

……

Section Two: Online course

10-Is it your first experience with online learning?

Yes No

11- What platform do you use to attend the online courses?

Google meet

Zoom

Progress

Moodle

Others

……..

12- Do you interact with your teacher and mates during the online course?

Yes NO

13- How do you interact or communicate your ideas during online courses?

Orally

E-mail

Chat box

Others

…….

14- To what extent are you motivated to interact with your teacher during the online courses? What is the reason behind that?

Very motivated Somewhat motivated Slightly Not at all

……

15- Do you get any kind of feedback from your teacher in online lectures?

Yes No

16- Overall, do you enjoy the online learning courses? Why?

Very enjoying Somewhat Slightly Not at all

……..

Section Three: Blended Learning course

Definition of Blended learning: It is an educational technique that mixes traditional face-to-face instruction with online learning activities, allowing students to interact with course materials both in the classroom and on digital platforms. This technique combines multiple teaching methods and technologies to give students a flexible and individualized learning experience. In simple words It is the combination of face-to-face and online reference.

17- Have you ever been involved in a Blended Learning course?

Yes No

18: Does the Blended Learning mode facilitate your learning process? How?

A lot Somewhat Slightly Not at all

……

19: Where do you interact more in Blended learning?

Face-to-face Online Both

20: How would you describe the relationship between the online and face-to-face learning course? Why?

The connection between Online and Face-to-face settings is not obvious.

Online and Face-to-face settings are complementary.

There is a little or no connection between Online and Face-to-face settings.

……..

21: On a scale of 1 to 5, rate your Blended learning experience.

1 2 3 4 5

22: What is your point of view about Blended Learning experience?

……

2/ Classroom Observation Scheme

Theme	Item content	Ex		P. Ex		N. Ex	
		F	O	F	O	F	O
Course Content and support (Cognitive and Teaching presence)	1- The teacher starts the course by refreshing the students' memory about the previous lessons. 2- The teacher uses the cognitive scaffolding to provide in-depth explanation for the learner to learn effectively (Examples, Illustrations, Tasks …) 3- The teacher creates a problematic to increase a sense of critical reasoning in the students' mind in order to find solutions. 4-The teaching design is based on different students' intelligence level 5- The teacher uses visual materials to boost their interaction (handouts, images, diagrams ...) 6- There are accessible technological materials brought into the classroom 7- The use of appropriate technological platforms to have access to the lesson. 8- The use of simple language and switching from time to time.						
Teacher and learner interaction (Social and Teaching presence)	1-Learners are given the time and opportunity to think and express themselves in multiple ways. 2-The instructor guides the students to participate by giving new ideas. 3-The teacher stimulates less motivated group of students. 4-The teacher encourages the learners to ask questions in relation to the topic. 5-The classroom has a collaborative interaction among the learners and with the teacher (Group work, activities, tasks, debates …). 6-The teacher guides the students who evade speaking to speak confidently. 7- The teacher makes a balance between the learners. 8- The teacher uses an effective teaching method to foster interaction.						
Teachers' feedback (Teaching presence)	1- The teacher provides quick feedback. 2- Positive advice and directions are given whenever the learner is facing challenges during the lecture. 3- The teacher tends to use appropriate and constructive feedback considering their emotions. 4-The teachers' feedback results an active engagement and interaction. 5- The teacher's feedback influences the students' interaction and involvement in the course.						

Abbreviations

EX= Executed ; **P. EX**= Partially Executed ; **N. EX**=Not Executed

F = Face-to-face setting ; **O** = Online setting