

Factors Contributing to the Success of Blended Learning in an EFL Learning Context

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A B S T R A C T

Blended learning has become an important trend in the teaching and learning of the English language. Although numerous studies have investigated its effectiveness, the specific factors contributing to its success remain unclear and somewhat overlooked. This study aims to identify the key factors that support the successful implementation of blended learning in the university EFL context in Iraq. Using a quantitative descriptive research design, a questionnaire covering four domains was administered to a sample of fifty-five fourth-year Iraqi EFL students from the English Department at the University of Anbar. The data was analyzed using SPSS to determine means and standard deviations. The findings revealed that institutional factors, teacher-related factors, psychological factors, and student-related factors, respectively, play significant roles in the effectiveness of blended learning. The study concludes that combining traditional education with modern technologies can enhance learning outcomes in English as a foreign language at the university level in Iraq.

Keywords: *Blended Learning one, EF, EFL Learning Context.*

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INTRODUCTION

With the emergence of technology and Internet facilities, language learning and teaching have become easier and more practical than before (Sharma, 2019). Based on this fact, blended learning is advocated as one of the current trends in language learning. In defining blended learning, Khader (2016) states that it is one of the contemporary trends in education and a new approach for teachers in the twenty-first century; it can be described as an educational method in which more than one means is used to transmit knowledge and experience to learners to achieve the best possible learning outcomes. Blended learning is considered one of the recent trends in language teaching and learning that benefits from the Internet and online learning technologies. It involves the use of both face-to-face teaching and learning modes, together with online activities designed by the teacher, for the purpose of extending the learning zone beyond traditional classroom lessons (Dewald, 1999).

The main reasons for the use of blended learning are to increase practice opportunities for students and to create a comfortable and flexible learning environment that encourages students to take responsibility for their own learning. Supporting this idea, Grace and Caterine (2019) state that blended learning significantly increases learning effectiveness, reduces the time required for training, lowers training costs, allows learners to study at their preferred time and place, enables live interviews and discussions over the network, provides updated information suited to learners' needs, and offers simulations and practical applications.

Although the concept of blended learning is common and considered effective, it is not always well implemented. First, it is often treated as a minor component in many educational settings. When teachers use technology, they may do so merely for entertainment purposes. Thus, despite the widespread use of technology in education, some institutions still adhere to traditional systems and do not fully believe in the value of technology (Sharma, 2019).

Furthermore, some students lack prior exposure to technology and do not know how to use it due to their limited technical knowledge. Finally, although technology offers enjoyable and accessible learning, it is also more complex, as it requires the development of an elaborate time plan, effective outcomes, and a team of qualified teachers (Dewald, 1999). Therefore, achieving satisfactory results with technology is not always easy.

Despite the significance of using blended learning in English language teaching and learning, previous studies related to this current educational trend are still limited, particularly within the Iraqi EFL context. The majority of earlier research has focused on the effectiveness of blended learning in language acquisition or on teachers' perceptions (Al-Ahmad, 2003; Ghahari and Ameri-Golestan, 2013; Srijongjai, 2013; Challob, Nadzrah, and Hafizah, 2016; AbdulGhafoor and Challob, 2021). Some other studies argue that blended learning is difficult to implement, as it requires maintaining the integrity of conventional teaching methods while simultaneously utilizing online learning platforms and resources (Krasnova and Ananjev, 2015; Rass, 2015). In this regard, Priya and Gowrishankar (2022) state that an insufficient quantity of teaching and learning materials, lack of teacher-provided solutions to tasks and tests, and potential technical issues are among the factors recognized as drawbacks of blended learning. Based on these previous studies, the factors contributing to the effectiveness of blended learning in English language settings remain unclear or neglected and are in urgent need of scientific investigation. Hence, the current study aims to investigate and identify the main factors that contribute to successful blended learning in Iraq, specifically at the Department of English, College of Education for Humanities, University of Anbar.

The study might be of scientific significance to those enrolled in the educational institutions in Iraq in particular. Findings of the study may raise students and teachers' attention to the importance of ensuring the main factors that cultivate the success of blended learning. Decision makers at the university can also get benefits from the findings of the study in paying attention to the importance of blended learning and the factors of the successful English language learning in a blended learning environment.

The present study aims to investigate the main factors that contribute to the success of blended learning in English language learning, examine the sequence of effectiveness of these factors in enhancing blended learning, and identify the sequence of effectiveness of the sub-factors within each main factor that influence the success of blended learning in English language education.

This study seeks to identify the factors that lead to the success of blended learning in an EFL university context. Accordingly, it may be useful for learners of English at various stages of education. It can also help teachers understand the importance of using blended learning in English language classes. Thus, teachers can become aware of the key factors that contribute to the successful implementation of blended learning in English language instruction.

The concept of blended learning has become one of the most common concepts in educational systems around the world. It is an organized and planned teaching and learning process that aims to produce clear results in students' education. Blended learning is the integration of technology and traditional modes of education for the purpose of gaining the advantages of each mode (Sharma, 2019).

Despite the fact that blended learning is common concept in education, it is very complex to use as it needs a precise plan and requires changes in the responsibilities of both students and teachers. These changes are accompanied by shifts in ownership and empowerment, where learners become responsible for their own learning in term of time, space, and setting (Ossiannilsson, 2019). In the field of English language learning, blended learning is represented by a mixture of language skills, activities and modes of learning which contribute to improve the outcomes of English language learning outcomes among the students.

The blended learning is not an arbitrary process and it is informed by theories that form the theoretical base of the blended learning process. The following are the main theories that inform blended learning:

The first theory that inform blended learning is social constructivism theory of learning which is advocated by Vygotsky (1978). This theory of learning believes that learning is a social

process and language learners can form new learning experience and construct meaning based on their continuous social interaction inside and outside the classroom (Dewald, 1999).

In this vein, the role of the teacher is to create a collaborative language learning atmosphere among the students while they are simply engaged in their own learning. Also, the teachers should facilitate, guide, direct, and encourage students in their own learning (Marlowe and Page, 1998). Commenting in this fact, Hein (1991) mentioned that the teacher should identify core components of constructivist classrooms. They include the language you use in the classroom and the classroom communication system, student and teacher roles, classroom management, the physical environment, student choice, how students interact with content, and assessing student learning. The teacher should create a language learning environment which help students to interact with each other to construct their own knowledge and reality.

Language learning, according to social constructivism theory, is also in demand of collaborative learning since it is based on discussion and interaction, where the students share language knowledge with each other's. This leads to various forms of group based interactive learning activities which may include choral discussion, small group discussion or pairs discussion in a given language learning assignment (Vygotsky, 1978; Narayan et al. 2013).

The second theory that underpin blended learning is called Connectivism. This theory of learning is considered the updated version of social constructivism after the emergence of Internet and online facilities of learning (Chen and Hu, 2018). This theory believes on the effective role of technology and considers it one of the important elements in students, academic progress. The main idea underlying this theory of learning is that knowledge is distributed and that learning occurs through the connections that individuals make with others and with information (Siemens, 2008). According to this theory, language learning is a continuous exploration and discovery process, and it occurs both inside and outside of the formal educational institutions. In accordance with this idea, Kropf (2013) indicated that connectivism is a learning theory comprised of different series of nodes to connect hundreds of networks to facilitate synchronous and asynchronous learning.

In this sense, language learning is not only confined to the traditional learning materials such as lectures or textbooks, but it can also be learned within online communities, social media, and other online platforms. Accordingly, to learn English language, students are encouraged to make only group interaction and conversation, express their ideas and opinions, understand new concepts, and solve problems. All in all, these theories are important in promoting and supporting education at the best way. It makes learning easy and interesting for both a teacher and students.

Having become a common and important concept, blended learning offers many advantages. First, it provides learners with the freedom to choose the place and time for their studies, making the educational process more flexible and enjoyable. Blended learning also saves time and offers learners the opportunity to develop themselves independently. In addition, it breaks the spatial boundaries of learning by allowing students to study in any location, such as at home, on the street, or even in a shop (Sharma, 2019). As blended learning is based on a learner-centered approach, it also enables students to communicate with each other in both online and traditional face-to-face classes (Means et al., 2013).

Moreover, blended learning provides comfortable and flexible learning opportunities for students to experience the best of both learning modes. For instance, the students can attend traditional classes and get benefits of the physical in person interaction with their teachers and classmates and then continue their learning by practicing the learning experiences online in certain online learning platforms. In this case, learning will be more effective than only face to face or purely online class that will help a teacher to streamline their instruction to make students able to reach their full potential (Sharma, 2019).

With the assistance of blended learning courses, students can collaborate and engage in an independent language learning experience where they develop critical thinking skills and become self-reliant thinkers. Supporting this idea, Saldaña (2009) states that blended learning offers learning flexibility, time management, instructor support, relationship

building, peer feedback, independent learning, clear directions and expectations, effective use of technology, and a personalized pace. Thus, blended learning is effective because it enhances learners' comprehension skills, enabling them to build knowledge more effectively.

Based on teachers' plans and strategies for using blended learning, various models have been developed, with some of the most common being the Flipped Learning Model, Flex Model, Station Rotation Model, and Self-Blend Model. The Flipped Learning Model involves students engaging with course materials such as videos or educational applications at home, using electronic devices to enhance their understanding. Sakulprasertsri (2017) notes that "Flipped learning has emerged as an alternative approach that integrates the use of technology outside the classroom, drawing great attention from educators and teachers around the world." This model encourages students to share what they have learned at home with their peers in class, making learning more active and collaborative.

The Flex Model blends online and face-to-face instruction, distributing materials, discussions, and communications through both formats. According to Davis (2019), flex learning is a thoughtful integration of face-to-face classroom experiences with online learning, where students actively experience learning instead of being passive participants. In this student-centered model, teachers serve as facilitators and offer support when needed, rather than delivering lectures. Abdurahman and Ahmad (2022) argue that integrating technology into language lessons boosts student engagement. As Sukumaran (2018) asserts, "Advantages of flex learning are: students learn critical thinking skills, collaborate with others, solve complex problems, and develop different forms of communication and leadership." Thus, this model promotes independent learning by equipping students with essential skills.

The Station Rotation Model is another effective method of blended learning. Stacey and Gerbic (2007) define it as "the combination of a customary classroom teaching approach with a variety of online resources." In this model, students are grouped and rotate between different learning stations, which may include teacher-led instruction, collaborative activities, and online learning. Teachers design multiple activities aligned with students' interests, fostering active participation through hands-on and digital tasks (Truitt and Ku, 2018). Lastly, the Self-Blend Model allows students to customize their educational experience by choosing online courses that supplement traditional instruction (Dakhi et al., 2023). This model is ideal for students seeking courses not available on-site and supports learning at their own pace and convenience. Priya and Gowrishankar (2022) explain that this model enhances self-directed learning and broadens access to educational resources. Unlike full-time online learning, it combines online and in-person courses, fostering independence and technological literacy among learners.

METHOD

Due to the nature of the study and its aims, the researchers have used a quantitative descriptive research design supported by the use of four domains closed ended items questionnaire. Research design is "the overall plans, and procedures for research that decide the types of inquiry within the research approaches and consequently, provides direction for a research process" (Creswell, 2014:295). To achieve the objectives of the study, quantitative research method was used as it is the most appropriate one for the current study. Asserting this idea, Creswell, (2014:50) indicated that:

"Certain types of social research problems call for specific approaches. For example, if the problem calls for (a) the identification of factors that influence an outcome, (b) the utility of an intervention, or (c) understanding the best predictors of outcomes, then a quantitative approach is best".

The current study is conducted in the first semester of the academic year (2023-2024) in the Department of English, College of Education for Humanities at the University of Anbar. The population of the study consists of the fourth-year Iraqi EFL male and female students. Fifty five students were randomly selected from the population to participate as a sample of

the current study. The sample selection was based on their absolute agreements. Students' ages ranged from 21-23 years old.

To attain the objectives of the current study, a close-ended questionnaire was constructed and used. The questionnaire was designed to identify the main factors that can contribute to the success of blended learning in the EFL learning context. The questionnaire consisted of two sections; the first section was planned to collect demographic information of the participants; while the second section was devoted to identify the factors that cultivate the success of blended learning as perceived by EFL students at the university level. The second section of the questionnaire consists of four domains. These are teachers' factors, students' factors, psychological factors, and institutional factors. The first draft of the questionnaire was submitted to experts to ensure its face validity. Those experts confirmed that the questionnaire is valid and suggested few constructive comments that increase the validity of the questionnaire. Their comments were highly considered in building up the final draft of the questionnaire.

Then, the questionnaire was administered to a pilot sample which include 20 students to check its clarity, suitability, practicality, as well as reliability. All these features were ensured successfully and the reliability value was acceptable representing (91 %). Hence, the instrument was ready for final administration. In order to analyze the collected data and achieve the aims of the current study, the researchers used the Statistical Package for the Social Sciences (SPSS), Version 21. Thus, means, standard deviations, frequencies, and percentages were calculated for the data collected by the questionnaire.

FINDINGS AND DISCUSSION

Findings

Having analyzed the collected data, the findings revealed that all the four factors contributed effectively to the successful use of the blended learning but in various degrees. As shown in table 1 below, institutional factors and teachers' factors are having the high positive impact on the success of blended learning. Following them are psychological factors and students' factors with medium effect on the success of blended learning.

Table 1. Means and Standard Deviation of the Four Domains of the Questionnaire.

No.	Basic Factors	Means	Standard Deviation	Degree	Rank
3	Institutional Factors	3.78	0.59	Medium	1
1	Teacher's Factors	3.77	0.82	Medium	2
4	Psychological Factors	3.63	0.86	Medium	3
2	Students' Factors	3.59	0.85	Medium	4

Table 1 above presents the analysis of the means and the standard deviation of students' responses to the questionnaire. Based on this table, the main factors that contribute to the success of the blended learning of English language are as follows. The highest mean is the institutional factors with mean score of 3.78 and a standard deviation, which is 0.59 that gives a clue that the institutional factors are the main reason in the success of blended learning. The second rank is the teachers' factors with an average mean score about 3.77 and 0.82 standard deviation, it also plays a crucial role in the success of blended learning. In addition, the third factor by rank is the psychological factors with mean score of 3.63 and 0.86 for standard deviation with medium degree. Lastly, the students' factors come with an average mean of 3.59 and 0.85 for standard deviation. Seemingly, the students' factors contributed with less influence on the success of blended learning.

Institutional Factors

As mentioned in the previous sections, the domain relevant to the institutional factors got the first rank among the other three domains. Table 2 below presents the mean scores and the standard deviation of student responses of each item in this domain.

Table 2. Means and Standard Deviation of the Domain Related the Institutional Factors.

Items	Means	Standard Deviation	Practice Degree	Rank
The university creates policies, strategies, plans, and resources to ensure the successful implementation of BL models.	3.83	0.67	Medium	1
The university provides reliable IT infrastructure that meets the learning and teaching needs of students and faculties.	3.67	0.91	Medium	2
The university provides training for students and professional development support for lecturers to use BL.	3.63	0.38	Medium	3
The university provides technical resources to enhance the teaching and learning activities	3.62	0.44	Medium	4
The university have the required infrastructure and supportive technologies that enhance the use of BL.	3.61	0.56	Medium	5
The university uses clear and effective strategies to mobilize resources and implement tasks, to achieve the goals of the organization more effectively.	3.54	0.67	Medium	6
The university establishes a good technology platform as a key for an organization in creating an effective BL model.	3.47	0.44	Medium	7
The university establishes an intelligent classroom system consisting of devices that support learning, including sound systems, projectors, and online meeting systems, etc.	3.43	0.38	Medium	8
The university keeps truck with students and their teachers to solve the technological problems that they face in the BL courses.	3.8	0.91	Medium	9
The university used to encourage and motivate lecturers and students to implement the BL mode in the teaching and learning process.	3.6	0.56	Medium	10

As shown in Table 2 above, the first rank is got by item No. 5 with mean score of (3.83) and standard deviation of (0.67). The second rank is given to item No.9 with mean score of (3.67) and standard deviation of (0.91). The third rank is given to item No. 3 with mean score of (3.63) and standard deviation of (0.38). Then, item No.10 got the forth rank with mean score of (3.62) and standard deviation (0.44). Item No. 1 in this domain got the fifth rank with mean score of (3.61) and standard deviation (0.56). The sixth rank is got by item No. 6 with mean score of (3.54) and standard deviation of (0.67). The seventh rank is got by item No. 8 with mean score of (3.47) and standard deviation of (0.44). The eighth rank is got by item No. 7 with mean score of (3.43) and standard deviation of (0.38). The ninth rank is got by item No. 2 with mean score of (3.8) and standard deviation of (0.91). The final rank is got by item No.4 with mean score of (3.6) and standard deviation of (0.56).

Teachers' Factors

The domain relevant to the teachers' factors got the second rank among the other three domains. Table 3 below presents the mean scores and the standard deviation of student responses of each item in this domain.

Table 3. Means and Standard Deviation of the Domain Related to the Teachers' Factors.

Items	Means	Standard Deviation	Practice Degree	Rank
Teachers are able to help students when they face difficulties in their learning.	4.07	0.65	Medium	1
Teachers select suitable technological resources that suit different students' needs.	3.96	0.99	Medium	2
In a BL context, teachers are able to create more comprehensive and flexible lesson design to improve the students' learning process.	3.94	0.85	Medium	3
Teachers are able to design and select suitable evaluation methods according to the students' abilities and technology skills.	3.90	0.70	Medium	4

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Teachers are able to create and organize online and face to face learning activities	3.87	1.17	Medium	5
Teachers are able to create and organize online and face to face learning activities.	3.85	0.70	Medium	6
. Teachers are proficient in creating interaction opportunities among students.	3.72	0.60	Medium	7
Teachers can help students stay on track through email reminders, progress plan notifications, and expected completion deadlines.	3.56	0.45	Medium	8
Teachers are competent in guiding, directing, and developing learning content that help students' self-access of online learning materials.	3.45	1.01	Medium	9
Teachers are able to teach students information processing skills, including necessary computer skills.	3.41	1.10	Medium	10

As shown in Table 3 above, the first rank is got by item No. 7 with mean score of (4.07) and standard deviation of (0.65). The second rank is given to item No.2 with mean score of (3.96) and standard deviation of (0.99). The third rank is given to item No. 5 with mean score of (3.94) and standard deviation of (0.85). Then, item No.10 got the fourth rank with mean score of (3.90) and standard deviation (0.70). After this, item No. 1 in this domain got the fifth rank with mean score of (3.87) and standard deviation (1.17). The sixth rank is got by item No. 3 with mean score of (3.85) and standard deviation of (0.70). The seventh rank is got by item No. 6 with mean score of (3.72) and standard deviation of (0.60). The eighth rank is got by item No. 9 with mean score of (3.56) and standard deviation of (0.45). The ninth rank is got by item No. 4 with mean score of (3.45) and standard deviation of (1.01). Finally, the tenth rank is got by item No. 8 with mean score of (3.41) and standard deviation of (1.10).

Psychological Factor

The psychological factors got the third rank among the other three domains. Table 4 below presents the mean scores and the standard deviation of student responses of each item in this domain.

Table 4. Means and Standard Deviation of the Domain Related the Psychological Factors.

Items	Means	Standard Deviation	Practice Degree	Rank
The flexibility of the learning situation encourages me to learn autonomously.	3.96	0.50	Medium	1
I feel happy as I can work at my own pace to achieve my learning objectives.	3.85	0.91	Medium	2
I have the freedom to ask other students what I did not understand.	3.67	0.40	Medium	3
The use of BL motivates me to learn independently, participate and interact continuously.	3.67	0.61	Medium	4
The blended learning environment makes me motivated to learn English.	3.65	1.20	Medium	5
The teacher encouraged students to work together and help each other in learning.	3.61	0.90	Medium	6
Learning English in the blended learning (BL) mode makes me more comfortable with the learning process.	3.61	1.29	Medium	7
Learning English in the BL mode makes me more aware of my learning needs.	3.58	1.10	Medium	8
I have the freedom to ask my teacher what I did not understand	3.56	1.00	Medium	9
The new BL learning method, increases the classroom learning time.	3.36	0.70	Medium	10

As shown in Table 4 above, the first rank is got by item No. 10 with mean score of (3.96) and standard deviation of (0.50). The second rank is got by item No. 1 with mean score of (3.85) and standard deviation of (0.91). The third rank is got by item No. 3 with mean score of (3.67) and standard deviation of (0.61). The fourth rank is given to item No. 7 with mean score of (3.67) and standard deviation of (0.61). The fifth rank is got by No. 5 in this domain with mean score

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of (3.65) and standard deviation (01.20). The sixth rank is got by item No. 2 with mean score of (3.61) and standard deviation of (0.90). The seventh rank is given to item No. 9 with mean score of 3.61 and standard deviation of (1.29). The eighth rank is got by item No. 8 with mean score of (3.58) and standard deviation of (1.10). Then, item No. 4 got the ninth rank with mean score of (3.56) and standard deviation (1.00). Finally, the tenth rank is got by item No. 6 with mean score of (3.36) and standard deviation of (0.70).

Students' Factors

The domain related to students' factors ranked fourth among the four domains. Table 5 below presents the mean scores and standard deviations of student responses for each item in this domain.

Table 5. Means and Standard Deviation of the Domain Related the Students' Factors.

Items	Means	Standard Deviation	Practice Degree	Rank
Students have the required digital literacy to access and use information effectively.	3.94	1.30	Medium	1
Students can work independently at their own learning pace.	3.76	1.09	Medium	2
Students have the required digital readiness to use the blended learning English language platforms.	3.74	0.90	Medium	3
Students reflect active engagement and participation in the BL English learning activities.	3.61	0.59	Medium	4
Students are continuously interacting with their colleagues and with their teachers in an online face to face modes.	3.59	1.10	Medium	5
Students are able to change their learning methods to approach new learning applications of the blended learning course design.	3.54	0.45	Medium	6
Students have the required digital literacy to access and use information effectively.	3.49	1.15	Medium	7
Student are committed in term of time management and self-discipline in the BL course.	3.47	0.81	Medium	8
Students have the required skills to allocate sufficient time to complete online and blended learning activities.	3.41	0.55	Medium	9
Students reflect loyalty, honesty, and autonomy in the blended learning English language courses.	3.6	0.65	Medium	10

As shown in Table 5 above, the first rank is got by item No. 7 with mean score of (3.94) and standard deviation of (1.30). The second rank is given to item No. 4 with mean score of (3.76) and standard deviation of (1.09). The third rank is given to item No. 6 with mean score of (3.74) and standard deviation of (0.90). Then, item No. 3 got the forth rank with mean score of (3.61) and standard deviation (0.59). The fifth rank is given to item No. 5 in this domain with mean score of (3.59) and standard deviation (1.10). The sixth rank is got by item No. 1 with mean score of (3.54) and standard deviation of (0.45). The seventh rank is got by item No. 7 with mean score of (3.49) and standard deviation of (1.15). The eighth rank is got by item No. 8 with mean score of (3.47) and standard deviation of (0.81). The ninth rank is got by item No. 2 with mean score of (3.41) and standard deviation of (0.55). The final rank is got by item No. 10 with mean score of (3.6) and standard deviation of (0.65).

Discussion

As this study seeks to find out the successful factors that contribute in blended learning, the result of the study indicated that institutional factors and teachers' factors are the essential domains that help to the success of the blended learning in the context of the study as the majority of students reflected this point of view.

This can be attributed to the fact the university leaders did their best to provide academic programmes and infrastructures that support this type of learning. Among these supporting procedures are the establishment of cooperation with Google company to initiate google classroom and their teaching and learning facilities. Besides, continuous training for the teaching staff as well as their students in various colleges was obviously noticed specifically in the time of Corona Virus. In addition to that, certain technological teams were

formed to be in instant support for teachers and students in case any emergent obstacle happened in the online teaching and learning process. Accordingly, teachers were always ready to guide, plan, and encourage students in improving their skills and knowledge of English language.

As for the other two domains-students' factors and psychological factors, results indicated that their influence in the blended learning was less than the other two domains. This can be due to the fact that the blended learning environments are still new to the students. Consequently, they are not so ready to use such environment actively and be engaged in the language learning activities available on the google classroom walls. This can be reflected negatively on the students' psychological readiness to be actively engaged in the blended learning classes. Besides, it seems that students cannot work independently at their own learning space. They do not know how to deal with technology apps or devices. Moreover, students could not access online English language learning sources by themselves.

CONCLUSIONS

Based on the findings of the current study, four key factors contribute to the success of blended learning in English as a Foreign Language (EFL) classes at the University of Anbar: institutional, teacher-related, psychological, and student-related factors. While all factors play a role, institutional and teacher-related factors were found to be the most influential, followed by psychological and student-related ones. This study adds to the existing body of knowledge by identifying these specific factors, offering valuable insights for teachers, language trainers, supervisors, decision-makers, and textbook designers. Unlike previous studies that focused primarily on the effectiveness of blended learning or teacher perceptions, this research highlights the underlying factors that enable its success. However, the study is limited by its small sample size of 55 EFL students from the Department of English at the University of Anbar, which restricts the generalizability of the findings. Moreover, it relies solely on students' perceptions. Therefore, further research is recommended to experimentally investigate these factors using a larger sample and a more robust, long-term design. To ensure effective implementation, students should be trained and prepared to use online platforms actively, which requires institutional support and teacher involvement. Universities should establish strong technological infrastructures, and teachers must choose suitable digital tools aligned with students' needs and proficiency levels. Additionally, teachers should possess strong technological skills and be proficient in using educational applications to enhance learning outcomes in English language education.

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