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The Extent to Which English Language Teachers in Saudi Arabia Adopt the Blended Learning Approach

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Abstract: This study aimed to explore the extent to which English language teachers in Saudi Arabia utilize blended learning. To achieve this, the descriptive-analytical approach was adopted, and a questionnaire consisting of (20) items was developed. After verifying its validity and reliability, it was distributed to a sample of (50) teachers from various schools. The data were statistically analyzed using the (SPSS) program, revealing no statistically significant differences at the (0.05) significance level in the participants' responses regarding the adoption of blended learning based on gender. However, significant differences were found at the same level concerning academic qualification and specialization. Based on these findings, the researcher recommended training teachers on implementing blended learning strategies in instruction, as it plays a crucial role in enhancing English language teaching methods. Additionally, the recommendations emphasized the importance of organizing training courses for teachers and educational supervisors to raise awareness of blended learning concepts, strategies, and implementation mechanisms, as well as developing curricula that consider students' individual differences.

Keywords: Blended Learning, English Language Teachers, Saudi Arabia

1. Introduction

Technological development and the digital revolution have led to the improvement of teaching methods, which resulted in the emergence of modern educational strategies that take advantage of advanced technologies to achieve educational goals, this aims to develop the skills of teachers and prepare them to keep pace with the requirements of the digital age and contribute to knowledge progress, as this development contributes to achieving national visions and promoting global successes through advanced educational systems that respond to the needs of the present and the challenges of the future.

Recent research has suggested that technology gives students and institutions new opportunities but at the same time poses some challenges [1]. It allows them to adopt a self-interactive approach that allows students to control the style, timing and place of their studies and enables them to adjust the course of learning according to their personal needs, through educational systems designed to suit their different styles.

This method helps develop students' interaction on a cognitive and emotional level during learning, which leads to improving their academic performance and increasing their satisfaction with their educational experience. Self-interactive learning can be considered a modern method that integrates technology into the teaching and learning processes, and is an effective way to teach English [2].

Blended learning is one of the modern educational methods that are in line with this trend, as it provides an advanced model that combines multiple tools and strategies,

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which enriches the cognitive and skill side of learners and this method provides an integrated learning environment that mixes modern technologies and traditional teaching methods within the classroom, which enhances deep understanding and scientific comprehension of concepts. Blended learning also contributes to the development of students' abilities and skills, which contributes to providing distinguished education that complies with practical requirements and meets the needs of the times in various Areas of learning [3].

English is one of the primary languages that play an essential role in many scientific fields, however, its teaching still often depends on traditional methods, and its nature as a language includes interrelated concepts and rules that require mastery of integrated language skills, which makes learning it more challenging for students as they may have difficulty understanding its structure and deep meanings, in addition to that, teaching English is a challenge for teachers, which calls for searching for more effective teaching strategies and methods that help In improving the learning process and reducing obstacles that students may face, blended learning has emerged as one of the modern solutions that contribute to the development of English language teaching and enhance its efficiency [4].

Recently, experts and educators have focused on developing English language teaching methods by integrating technology and e-learning environments, which has helped in employing linguistic concepts in daily life and promoting their effective use. Proficiency in English requires the development of a set of integrated skills such as critical and creative thinking, which have become essential to compete in the era of globalization. Knowledge and technological development has contributed to the creation of modern educational strategies, most notably blended learning that combines traditional methods and tools. Digital, which raises the quality of education and helps learners acquire language in more innovative and effective ways [5].

The Ministry of Education in the Kingdom of Saudi Arabia has paid great attention to e-learning in general and blended learning in particular, as it stressed the need to adopt this approach in the next stage to keep pace with technological developments in the field of education, and this trend aims to provide flexible and diverse educational options that enable students to continue their learning in various circumstances In this context, educational institutions and schools have worked to activate e-learning by establishing educational platforms and channels such as the "Madrasati" platform and the "Ain Lessons" channel. In addition to providing digital resources and electronic support for students, the Ministry also stressed the importance of modernizing the educational process and investing in opportunities to meet challenges with a focus on promoting the application of blended learning in the near future [6].

Al-Mathaili in his study, where he pointed out that the blended learning strategy is of great importance thanks to its ability to integrate the advantages of traditional education and digital education through the computer and the Internet, as it is not only limited to transferring knowledge and developing the skills of learners, but also contributes to enhancing the independence of the learner, allowing him to control his learning process and adapt to a modern educational environment that supports self-learning and sustainable learning [7]. Which contributes to improving their educational experience.

A study Jaraydah and Rabie also confirmed the importance of taking advantage of interactive media and integrating them with mirrored classroom models within blended learning environments, noting their effective role in increasing students' interest in learning English, and the study also showed that integrating flexible learning methods by employing multiple components was an effective option during the Corona pandemic, as it contributed to ensuring the continuity of learning, enhancing self-motivation, and increasing students' interaction with the educational process [8].

Blended learning has received wide attention in educational research, as many studies have dealt with the extent of its application in the educational process and its effectiveness in developing students' skills and motivating them to learn, and research has focused on highlighting its advantages, including its role in improving English language

teaching, as it contributes to the development of students' language skills by combining traditional teaching methods and modern technologies, which enhances interaction and raises the efficiency of the educational process, and several studies have confirmed these benefits, such as Cyan and Momani which addressed its positive impact on the quality of education and modern teaching methods, on the other hand, some research highlighted technological innovations and their role in enabling teachers to apply blended learning as mentioned in the study [9],[10].

In light of the above, blended learning emerges as one of the modern strategic options in the educational system, as it represents an advanced model of e-learning and constitutes an effective alternative in times of crises and emergencies to meet the challenges of increasing the number of students, lack of teachers and overcrowding in the classrooms, as well as playing a key role in providing a flexible educational environment that supports the continuity of learning and promotes the principle of active and sustainable learning, which contributes to the development of advanced skills and qualitative capabilities necessary to acquire knowledge, especially in the areas of English language teaching and learning.

This trend is in line with the educational systems' endeavor to take advantage of technical developments in enhancing language learning, which makes the integration of technology in teaching English a pivotal element in achieving more effective educational outcomes, as there is a close link between technology and language acquisition. Studies and research specialized in language education, including English, also confirm various technical means, whether physical such as interactive whiteboards, images and drawings, or digital such as computer programs and the Internet, play an important role in improving Teaching English and developing its multiple skills. In addition, modern educational strategies such as e-learning, blended and collaborative learning are employed to maximize the benefit of these technologies.

Study problem and questions

Blended learning is one of the most prominent results of scientific and technological progress in the field of education, as this development has imposed a new reality on educational institutions, and to ensure the maximum benefit of this pattern, an integrated electronic environment should be provided along with an advanced digital infrastructure and modern technical equipment, and most importantly, it requires enabling teachers to acquire the necessary skills to keep pace with rapid technological developments and deal with them effectively. From the researcher's experience, it was noted that teaching English needs intensive efforts by Teachers to ensure the transfer of knowledge effectively, due to the low level of interaction between the student and the teacher, so teaching using blended learning requires the employment of innovative strategies and methods that contribute to enhancing the effectiveness of education, and accordingly, the problem of the current study revolves around answering the following questions:

1 – What is the degree to which English language teachers rely on blended learning in Riyadh?

2- Are there statistically significant differences at the level of significance (0.05) in the average responses of the study sample members on the extent to which English language teachers adopt blended learning in the city of Riyadh according to the gender variable?

3 - Are there statistically significant differences at the level of significance (0.05) in the average responses of the study sample members on the extent to which English language teachers adopt blended learning in the city of Riyadh according to the variable of scientific qualification?

4 – Are there statistically significant differences at the level of significance (0.05) in the average responses of the study sample members on the extent to which English language teachers adopt blended learning in the city of Riyadh according to the variable of specialization?

Objectives of the study

This study aimed to:

1- Determining the extent to which English language teachers in Riyadh rely on blended learning.

2 - Examination of statistically significant differences between the averages of the responses of the sample members on the extent of adoption of blended learning among English language teachers according to the gender variable.

3- Studying the statistically significant differences between the averages of the responses of the sample members with regard to the extent of adoption of blended learning based on the variable of academic qualification.

4- Analysis of statistically significant differences between the averages of the responses of the sample members on the extent to which blended learning is adopted among English language teachers according to the exact specialization variable.

The importance of the study

The results of this study can contribute to introducing workers in the educational field to the importance of blended learning, which may stimulate its application in different educational stages. It also highlights the need to renew the methods of teaching educational skills by adopting modern strategies that emerged after the Corona pandemic, which can be adopted by English language teachers to enhance the effectiveness of teaching. The study also indicates the need to keep pace with technological development in education because of its role in modernizing and developing the educational process in addition to that. The results of the study may contribute to the development of students' creativity skills in the English language, which is reflected on them by their teachers, and the study also provides insights on effective methods in the application of blended learning and may draw the attention of decision-makers and curriculum developers to the importance of this model in all curricula and finally this study represents an important addition to the methods of teaching English using blended learning and is a valuable source for specialists in the development of modern teaching methods.

From what has been presented, it is clear that the study has two main importances:

First: Theoretical importance

This study deals with a recent topic that needs further research, which is the extent to which English language teachers in the Kingdom of Saudi Arabia apply blended learning and its importance lies in expanding understanding about this educational method and its role in improving the educational process as it is characterized by being one of the few Arab studies that dealt with this topic in the Kingdom in the English language, which enhances its scientific value and contributes to adding new knowledge to the educational field.

Second: Applied Importance

The practical importance of this study is to provide results that may help those responsible for developing educational policies in finding solutions to the challenges that teachers face when applying blended learning, especially in teaching English due to its importance. The study also contributes to providing educational experts and teachers with a deeper understanding of the concept of blended learning, which enhances their experience and ability to employ it effectively. In addition, this study is a valuable source of feedback, as public schools can benefit from its recommendations and enhance educational effectiveness. It contributes to improving student learning outcomes.

Limitations of the study

The current study is limited to the following limits and determinants:

1- Human limits: The study was applied to English language teachers in the city of Riyadh.

2- Spatial boundaries: This study was limited to schools in Riyadh.

3- Time limits: The study was applied in the first semester of the academic year 2025 AD

Study terminology

Blended learning: According to the definition of (Alshaya and Al-Ayed, 2020), it is education in which attendance is distributed between traditional classrooms and electronic environments through e-learning tools and systems.

As for procedurally blended learning: it is an educational approach that combines traditional teaching methods and modern e-learning technologies, where educational activities are designed in an integrated manner so that they are presented in a physical

and remote manner according to an organized plan with the aim of enhancing interaction between students and English language teachers and achieving educational goals effectively.

Previous studies

Within the framework of enhancing the skills of the twenty-first century, the study Rashwan and Abdullah focused on measuring the effectiveness of the blended learning program in teaching writing with the aim of enhancing the use of students of the Faculty of Education, Department of English, of twenty-first century skills such as critical thinking, creative thinking, communication and cooperation [11]. The study relied on semi-experimental design, in which (60) students from Minia University participated, and they were divided into two equal groups (30 Students in each group) The study used a pre- and post-test to measure the skills as well as a note card to assess these skills The experimental group underwent training using the blended learning program and then the research tools were re-applied after a while The results showed the effectiveness of the program in improving the skills of the twenty-first century among learners .

On the other hand, the study Hassan explored the impact of blended learning on the English language proficiency of Kurdish graduate students studying in the Kurdistan Region of Iraq, and the study relied on a semi-experimental design that included (104) students who were divided into two groups: the first experimental received blended education and the second controlled based on traditional teaching methods The experiment was conducted in language centers at public universities in Sulaymaniyah, and lasted six weeks with a total of (100) Hours of study The results showed the superiority of the experimental group over the control group, where the students in the experimental group made greater progress compared to the level of the control group students, and these results confirm the effectiveness of blended learning in improving language skills and provide valuable guidance to English language teachers [12].

The study Al-Harthy which explored the importance of blended learning from the perspective of English language teachers in the intermediate stage in Taif, dealt with the use of the descriptive survey approach [13]. A questionnaire was applied during 2021 to a random sample of (171) female teachers, the results showed that teachers highly appreciate blended learning and that their use of this style in teaching English was also at a high level, and the study did not show any statistically significant differences in the teachers' opinions about the importance of Blended education or the degree of its use based on the variables of experience and qualification In addition, the study revealed (17) obstacles that limit the adoption of blended learning in teaching English at the intermediate stage.

At the same level, a study Abu Al-Ghanam dealt with the extent of the application of blended learning in teaching English and its impact on the academic achievement of fifth grade students in public schools in Madaba Governorate from the teachers' point of view The study relied on the descriptive analytical approach and the sample included (95) teachers from Madaba district schools and to achieve the objectives of the study, the blended learning scale was used after confirming its psychometric properties [14]. The results showed that the activation of blended education positively affected student achievement. According to the opinions of teachers, the study also showed that there are statistically significant differences at the level of (0.05) attributed to the gender variable in favor of females as well as to the variable of years of experience in favor of teachers with less than five years of experience, and based on these results, the study recommended the need to provide the necessary resources for the application of blended education in schools in Jordan and the training of educational staff .

And highlights the benefits of blended learning A study Al-Waqfi where the level of application of blended learning requirements in teaching English for the secondary stage in Zarqa Governorate during the Corona pandemic was evaluated according to teachers' estimates between 2021 and 2022 The study relied on the descriptive analytical approach and covered the study population (654) teachers, the sample was selected according to scientific foundations and was limited to (197) Retrieved questionnaire The study showed that there were statistically significant differences in the application of blended learning

based on gender variables and practical experience, and the results also revealed that teachers faced difficulties at an average level and did not show statistically significant differences with regard to gender or practical experience based on these results, the study recommended the need to intensify research on blended learning, especially in the Corona pandemic, due to the dwindling studies that dealt with this topic [15].

Blended learning as an effective teaching approach is highlighted in the study of Luis on the effectiveness of blended learning in teaching English as a foreign language in private middle schools in China through a survey of five teachers. The results showed that the use of blended learning is widespread, but the proportion of online learning compared to traditional teaching varies based on teachers' opinions, lack of resources and the level of institutional training [16]. The study indicated that improving teacher training and providing modern resources may improve the effectiveness of blended learning, reduce the gap between planned and actual learning, and significantly improve the efficiency of English language learning.

As for the study Chaimae through a systematic review, a recent analysis of practitioners of teaching English for Special Purposes with the aim of exploring the impact of blended learning in this field, it reviewed (28) studies published during the period between (2012-2022) that were selected according to specific criteria to provide a comprehensive perception of the role of blended learning in developing language skills among university students, the results showed that this educational style contributes to improving language skills [17]. Most studies have benefits that include flexibility and enhanced independence in addition to encouraging cooperation between students. On the other hand, some students faced difficulties such as low motivation and the presence of technical problems. Based on these results, the study recommends that these factors should be taken into account when applying blended learning, which contributes to providing valuable guidance to teachers and researchers in the field of English language teaching.

The study Meruyert & Ziyoda addresses teachers' views on the use of the blended learning model, its benefits, challenges and effectiveness, in addition to making proposals for its development. The study relied on a research approach that combines quantitative and qualitative methods, where qualitative data were analyzed within a quantitative framework and additional data was collected using a qualitative approach. To achieve this, semi-targeted interviews were conducted with English language teachers in order to obtain their opinions on the application of the blended learning model [18]. The results showed that teachers believe that this model meets Students' interests, however, Most faced difficulties when working in groups, while duo work was more effective, and the study also addressed teachers' views on improving the model and their suggestions for future development.

The study Alvin provides evidence of the effectiveness of blended learning, as it conducted a survey of (30) Thai students studying English as a Foreign Language (EFL) about blended learning environments and the role of teamwork in improving their learning. The results of the interviews showed that collaboration in groups plays a key role in improving communication, understanding topics, accomplishing tasks, as well as developing relationships and building trust among students. Sense of responsibility and teamwork in blended learning environments It also contributes to deepening understanding in this area, emphasizing the importance of blended learning to improve the learning experience [19]. These outcomes have important implications for teachers, program designers and decision-makers.

Finally, the study Mzamani & Maluleke aims at South Africa, where the teaching of English as a Foreign Language (EFL) is gradually moving away from the traditional method and increasing efforts are being made to arouse the interest of learners by integrating information and communication technology (TIC) into online learning with the aim of encouraging teachers even those who have not received training to use blended learning, the study relied on a qualitative methodology using semi-structured interviews to collect data from (15) Teachers of English as a Foreign Language were carefully selected based on their reliance on online learning as an addition to traditional classroom learning

The results showed that the combination of blended learning and traditional education was key to improving English language teaching [20].

Previous studies clearly demonstrate that blended learning has become an effective way to enhance English language teaching and develop students' skills in the modern era. Research has shown its role in promoting critical and creative thinking as well as improving cooperation and communication between students [21]. The results also showed that this model contributes to raising success rates and achieving tangible progress in language skills. Despite these benefits, some studies have shown challenges associated with its application, such as the need to train teachers efficiently and provide the required resources [22]. With reduced student motivation and technical obstacles that may affect the effectiveness of learning on the other hand, encouraging teamwork among students in blended learning environments is key to improving their experience and enhancing interaction between them [23].

Based on these studies, we can conclude that blended learning is one of the influential educational methods that require support in training and providing resources to overcome challenges and achieve outstanding results.

2. Materials and Methods

To achieve the objectives of the study, the descriptive analytical approach was adopted, which aims to study the situation or phenomenon in its reality without interference and this approach aims to provide an accurate description of the phenomenon, whether qualitatively by analyzing its characteristics and factors affecting it or quantitatively using statistical numbers and tables to clarify the extent of its impact and spread. The most common research method in the sciences of education and social sciences, as it provides accurate data that helps in drawing conclusions based on scientific facts, in addition to that, it allows comparing the results with previous studies, which enhances the reliability of the study and contributes to the development of practical solutions based on clear and strong evidence.

Population and sample of the study

The study population included a number of English language teachers in the city of Riyadh, and an available sample of (60) teachers was selected to whom the questionnaire was distributed, where (50) questionnaires valid for analysis were restored, and the following is a presentation of the characteristics of the study sample according to its variables (Table 1):

Table (1) Distribution of Study Sample by Variables

Percentage	Number	Variable classifications	Variable
50	25	male	Sex
50	25	Female	
100	50	Total	
70	35	Bachelor	Qualification
30	15	Graduate	
100	50	Total	
60	30	English Language Education	Specialization
40	20	English Language Arts	
100	50	Total	

Study Tool

The researcher designed the study tool represented in the questionnaire based on a review of scientific literature and previous relevant studies. The questionnaire included two sections: the first includes the identification data of the participants, while the second section is concerned with the variables of the study, where the tool contained (20) paragraphs. The paragraphs were designed according to the Likert five-point scale, where

all of them were formulated in a positive direction and the weights were distributed as follows: "Strongly agree" (5 marks), "Agree" (4 marks), "Neutral" (3 marks), "Disagree" (two marks), and "Absolutely disagree" (one score).

Believe the tool

The validity of the study tool was verified by presenting it to a group of specialized arbitrators with experience in the field of educational sciences and teaching methods, the arbitrators were asked to provide their opinions on the paragraphs of the questionnaire in terms of their suitability to the subject of the study with the suggestion of any necessary amendments or additions, and based on their observations, the tool was modified until it reached its final form, including (20) paragraphs, so it can be said that the tool enjoys the sincerity of the content.

Tool stability

To achieve the stability coefficient, the researcher used the Cronbach alpha equation, where the stability coefficient was (0.87), which indicates an appropriate level of stability that meets the purposes of the study and enhances the reliability of its instrument.

Statistical processing

After collecting, coding and processing the data using appropriate statistical methods across the Statistical Program for the Social Sciences (SPSS), the researcher used frequencies, arithmetic averages, standard deviations in addition to the Cronbach equation, and the T test for two independent samples to analyze the data and draw conclusions.

3. Results

This study aims to explore the extent to which English language teachers in the Kingdom of Saudi Arabia adopt blended learning strategies and to achieve this goal, the researcher relied on a questionnaire consisting of (20) items, where the questionnaire was distributed to a sample of (50) teachers of the English language in schools in the city of Riyadh and to interpret the results of the study (Table 2), the researcher used the following arithmetic averages:

Table (2) Distribution of Study Sample by Variables

Problem level	Arithmetic mean
Low	Less than 5, 2 degrees
Medium	5, 2 - , 5 3 degrees
High	Greater than 3.5 degrees

4. Discussion

First question: What is the degree to which English language teachers rely on blended learning in Riyadh?

To answer this question, the arithmetic averages and standard deviations of each paragraph of the tool were calculated, and the following is a breakdown of that:

The data in the table 3 indicate that the level of use of blended learning among English language teachers in Riyadh is high. The results showed that all paragraphs related to the level of use of blended learning were high, as the arithmetic averages ranged between (4.52) and (4.04), while the general average level of use of blended learning among teachers was (4.315)., which is a high number, which indicates that English language teachers in the city of Riyadh have a wide use of blended learning and the researcher explains this good performance through the use of multiple strategies by English language teachers such as applying blended learning electronically to explain some lessons and preparing lessons using PowerPoint slides to display them during the lesson, in addition to entering grades electronically and sending notes on the level of students to their parents via e-mail.

Table (3) Arithmetic averages and standard deviations of the paragraphs of the extent to which English language teachers rely on blended learning in schools in Riyadh city

Degree of accreditation	Standard deviation	Arithmetic mean	Paragraphs	M
High	0.71	4.45	The blended learning strategy is used electronically to offer some English language classes	1
High	0.93	4.52	Prepare a set of lessons on PowerPoint slides to be presented during the English lesson	2
High	0.92	4.46	Students are recorded in English using electronic means	3
High	0.85	4.45	Feedback on students' level in English is sent to parents via electronic means	4
High	0.74	4.44	Students' writing skills are enhanced through its use on social media	5
High	0.81	4.42	Organizes English language competitions on social media platforms to enhance interaction between students	6
High	0.73	4.41	Online meetings are held between different classes to exchange educational experiences	7
High	0.73	4.37	Worksheets and educational materials are sent to students through email	8
High	0.93	4.43	Electronic recordings of classroom lessons are attached for students to refer to when needed	9
High	0.88	4.33	Educational videos are offered that help clarify concepts and enhance students' understanding of the content	10
High	0.70	4.32	Projectors are used while delivering English lessons to make the explanation clearer	11

5.

6.

Degree of accreditation	Standard deviation	Arithmetic mean	Paragraphs	M
High	0.81	4.30	Groups are formed on social media platforms to discuss English language exercises among students	12
High	0.57	4.27	Students are directed to educational websites specialized in English language	13
High	0.88	4.25	Students use their email to send inquiries related to English	14
High	0.86	4.20	The annual plan for the English language subject is published on the official page of the school	15
High	0.55	4.21	Sets homework assignments that require searching electronic resources to enhance students' skills	16
High	0.83	4.17	I use the interactive whiteboard while teaching English.	17
High	0.63	4.15	I conduct an online assessment of students in some English .language assessments	18
High	0.62	4.08	.English homework is often delivered electronically	19
High	0.61	4.04	Electronic resources are used instead of paper to enhance the English language material.	20
High	0.54073	4.315	Total Grade	

The second question: Are there statistically significant differences at the level of significance (0.05) in the average responses of the study sample members on the extent to which English language teachers adopt blended learning in the city of Riyadh according to the gender variable?

To answer this question related to the sex variable, the (T) test was used for independent samples, and the results of the following table illustrate this.

Through the data contained in the table 4, it appears that there are no statistically significant differences at the level of (0.05) between the averages of the responses of the study sample members on the extent of the use of blended learning by English language teachers in schools in Riyadh according to the gender variable, the resulting value of the significance level showed (0.40) which is greater than (0.05) This indicates that English language teachers in Riyadh face the same challenges and educational opportunities

equally regardless of being male or female due to the fact that most teachers follow the same teaching methods and work in similar environments and conditions, which reduces the impact of the gender variable on their use of blended learning.

Table (4) Results of (T) Test for Independent Samples to Indicate Differences in the Extent of Adoption of Blended Learning among English Language Teachers in Riyadh City According to Gender Variable

Significance level	Value (T)	Deviation	Average	Number	genre	Variable
0.40	0.837	0.47034	4.25	25	male	Sex
		0.34691	4.11	25	Female	

The third question: Are there statistically significant differences at the level of significance (0.05) in the average responses of the study sample members on the extent to which English language teachers adopt blended learning in the city of Riyadh according to the variable of scientific qualification?

To answer this question related to the qualification variable, a test (T) was performed for independent samples and the results are presented in the following table.

The data in the table 5 indicate that there are statistically significant differences at the level of (0.05) between the averages of the responses of the study sample members on the use of blended learning by English language teachers in schools in Riyadh according to the variable of academic qualification. The significance level value was (0.001) which is less than (0.05), which indicates that there were statistically significant differences between teachers' responses. The table shows that these differences were in favor of teachers with postgraduate degrees. The researcher explains This result is that highly qualified English language teachers have more experience in various teaching methods, both traditional and electronic, which contributes to their better adoption of blended learning. In addition, their exposure to the latest educational developments and their effective use of technology enhance their ability to integrate modern teaching methods more effectively.

Table (5) shows the results of the (T) test for independent samples to determine the significance of the differences in the extent of adoption of blended learning among English language teachers in the city of Riyadh according to the variable of scientific qualification.

Significance level	Value (T)	Deviation	Average	Number	genre	Variable
0.001	3.520	0.47034	3.91	35	Bachelor	Qualification
		0.34691	4.74	15	Graduate	

Fourth question: Are there statistically significant differences at the level of significance (0.05) in the average responses of the study sample members on the extent to which English language teachers adopt blended learning in the city of Riyadh according to the variable of specialization?

To answer this question related to the specialization variable, the T test was used for independent samples and the following table shows the results in detail.

The data in the table 6 show that there are statistically significant differences at the level of (0.05) between the averages of the responses of the study sample on the reliance on blended learning among English language teachers in schools in Riyadh according to the variable of specialization The value of the significance level was (0.001), which is less than (0.05), which indicates the existence of these differences in the use of blended learning and the table shows that these differences were in favor of English language teachers specializing in English language teaching methods, especially graduates of College of Education, Department of English This is due to the fact that these teachers possess extensive experience and deep skills in modern teaching methods, as they have received intensive training in integrating technology into effective educational methods, in addition to that, their specialization requires them to keep pace with the latest

educational strategies, which enhances their benefit from blended learning in improving the quality of education and increasing students' interaction with the content.

Table (6) shows the results of the (T) test for independent samples to determine the significance of the differences in the extent of adoption of blended learning among English language teachers in the city of Riyadh according to the variable of specialization

Significance level	Value (T)	Deviation	Average	Number	genre	Variable
0.001	4.562	0.8740	4.61	30	English Language Education	Specialization
		0.8535	3.97	20	English Language Arts	

7. Conclusion

In conclusion, the study confirmed that English language teachers in Riyadh exhibit a high level of adoption of blended learning practices, integrating both traditional and digital methods to enhance the learning experience. The findings revealed that while gender did not significantly affect the use of blended learning, notable differences were observed based on academic qualifications and specializations. Teachers with postgraduate degrees and those specializing in English language education demonstrated a higher tendency to employ blended strategies, likely due to their advanced training and familiarity with contemporary educational tools. These results underscore the importance of targeted professional development to ensure all educators, regardless of background, can effectively utilize blended learning.

The study highlights the growing relevance of blended learning in meeting the evolving needs of modern education, particularly in the realm of language acquisition. As technological integration becomes increasingly vital, the successful implementation of blended learning depends on equipping teachers with the necessary skills and resources. Therefore, strategic efforts from educational institutions and policymakers are essential, including the development of training programs, digital infrastructure, and supportive curricula. These steps will ensure that blended learning not only enhances English language instruction but also fosters independent, collaborative, and flexible learning environments that align with the demands of the 21st century.

Recommendations:

Based on the results reached, a set of recommendations were proposed, most notably:

Recommendation to the Ministry of Education on academic qualifications: The Ministry of Education should organize specialized blended learning training courses for English language teachers with a bachelor's degree in order to enhance their skills in employing modern technology in the educational process.

Recommendation to the Ministry of Education on academic disciplines:

The Ministry of Education should provide advanced training programs for English language teachers with English literature majors to enable them to effectively apply blended learning methods in their teaching.

Recommendation for English teachers on teaching strategies:

English teachers are recommended to continue activating the blended learning strategy electronically when explaining some classes because of their role in enhancing interaction and motivating students to self-learn.

Recommendation for English language teachers on lesson preparation:

It is preferable for English language teachers to continue preparing lessons using PowerPoint slides and presenting them during lessons, as this has a positive impact on simplifying concepts and consolidating information among students.

Recommendation for English Language Teachers on the Exchange of Educational Materials:

It is important that English teachers continue to email worksheets and learning materials to students in order to provide additional learning resources that support comprehension and comprehension.

Recommendation for comparative studies:

Research bodies are recommended to conduct future studies on the same topic of blended learning with a focus on comparing its impact among English language teachers from different disciplines, which contributes to the development of educational strategies that suit different academic disciplines.

Recommendation to integrate modern technologies into teaching:

It is recommended to increase teachers' reliance on multimedia and interactive applications in teaching, which contributes to raising the efficiency of blended learning and achieving better learning outcomes.

Recommendation to develop e-learning platforms:

The Ministry of Education should work on developing integrated electronic platforms that support blended learning so that they provide interactive content that helps teachers employ technology more effectively.

Recommendation to enhance collaboration among teachers:

It is preferable to encourage teachers to share experiences and successful practices regarding the application of blended learning through workshops and e-learning forums.

Recommendation to involve students in e-content design:

It is recommended to involve students in creating digital educational content such as presentations and educational videos to enhance their digital skills and motivate them to interactive learning.

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