

منشورات جامعة الشهيد حمّـة لخضر - الوادي - الجزائر



# مجلة قبس

للدراستات الإنسانية والاجتماعية  
دورية أكاديمية دولية نصف سنوية محكمة

تصدرها جامعة الشهيد حمّـة لخضر - الوادي - الجزائر

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المجلد السادس (06) العدد الثاني (02) أكتوبر 2022

## افتتاحية العدد

بحلول ذكرى مولد سيد الخلق محمد صلى الله عليه وسلم، ومع احتلال مجلة قيس للدراسات الانسانية والاجتماعية صنف (ج) المرتبة 26 وطنيا من ضمن أكثر من 700 مجلة، واعتمادها من قبل وزارة التعليم العالي والبحث العلمي كمجلة معتمدة في جميع الترقيات العلمية، نتقدم إلى عموم الباحثين والمهتمين بالبحث العلمي في الجزائر الحبيبة وخارجها بالعدد الثاني عشر (المجلد السادس - العدد الثاني أكتوبر 2022) من مجلة قيس الصادرة عن جامعة الشهيد حمه لخضر بولاية الوادي - الجزائر هذه المجلة الدولية المحكمة التي تصدر ضمن الأرضية الوطنية للمجلات الجزائرية والتي تدخل ضمن عدد من المجالات التي تصدرها جامعة الشهيد حمه لخضر بالوادي، وهو ما يعطي صورة عن مدى التنوع والرخم والنشاط الذي تشهده هذه الجامعة الفتية منذ سنوات قليلة في مجال النشر والبحث العلمي وجميع النشاطات المرافقة له. ويتوج هذا العدد من مجلة قيس تظافر جهود جميع القائمين عليها بداية برئيسها مدير جامعة الوادي الأستاذ الدكتور عمر فرحاتي، وباقي أعضاء هيئتي التحرير والتحكيم، والذين قدموا مجهودا كبيرا من أجل تنقية البحوث وتأهيلها للنشر، ناهيك عن الدور الذي تقوم به هيئة التنسيق والمتابعة، وقد تضمن هذا العدد كما معتبرا من المقالات لباحثين من الجزائر وخارجها، فتنوعت المواضيع المنشورة في هذا العدد بين ميداني العلوم الإنسانية والعلوم الاجتماعية بمواضيع أصيلة ومعقدة نتمنى أن تشكل الإضافة في فضاء البحث سعيا لترقية جامعتنا وزيادة لمستوى الإنتاجية في بلدنا. في الختام لا يسعني إلا أن أتقدم بالشكر الجزيل لكل الذين ساهموا في صدور هذا العدد مقدرين جهودهم الكبيرة في سبيل الرقي بالبحث العلمي، وتنقيح وتثمين مضمون هذه المجلة حتى يتأتى لها التطور مستقبلا..

رئيس تحرير المجلة  
د. سليم حاج سعد

## قواعد النشر في المجلة

تعنى مجلة قيس للدراسات الانسانية والاجتماعية بنشر البحوث والدراسات الجادة في مواضيع العلوم الانسانية والعلوم الاجتماعية المكتوبة باللغات العربية أو الانجليزية أو الفرنسية أو الاسبانية على أن تحترم فيها الشروط التالية:


- يجب أن يكون البحث أصليا ومستوفيا جميع شروط البحث العلمي وخطواته المتعارف عليها عالمياً، ولم يسبق أن تم نشره أو تقديمه للنشر بأي شكل من الأشكال.
- يجب أن يتضمن البحث على ملخص متنوع بالكلمات المفتاحية بلغتين من اللغات العربية والفرنسية أو الانجليزية، أو الإسبانية.
- يشترط في البحوث ذات الصيغة النقدية التزام الموضوعية وتجنب العبارات الجارحة.
- أن يتراوح عدد صفحات البحث من عشر صفحات إلى ثلاثين صفحة من الحجم المرفق.
- ترقن البحوث بخط *traditional arabic* مقاسه 16 بمسافة 1.0 بين الأسطر، و12 بالنسبة للحاشية وفق صيغة وورد، وأن تكون الحواشي والإحالات آخر البحث وفق ترقيم تسلسلي متضمنة ذكر البيانات الكاملة للمصادر والمراجع المعتمدة، على أن يكتب العنوان الرئيسي بالخط الخشن *Gras*، أما النصوص باللغة الأجنبية فيستخدم فيها خط *Times New Roman* مقاسه 12.
- يجب أن يذكر الباحث في بداية بحثه: عنوان البحث، واسم الباحث، ورتبته العلمية، ووظيفته والمؤسسة التي ينتمي إليها، وعنوانه الكامل (المهني - الشخصي) ورقم الهاتف والبريد الإلكتروني، وملخص لا يتعدى مائة كلمة مع ترجمة للغة الإنجليزية، مع إسهاد بعدم تقديمه لمجلة أخرى.
- يرسل البحث عبر البوابة الجزائرية للمجلات العلمية، كما يرسل إلى البريد الإلكتروني للمجلة.
- يخضع البحث المرسل للمجلة إلى فحص أولي تجريه هيئة التحرير للنظر في مدى استيفائها لشروط النشر، ثم توجه إلى التحكيم المتخصص بشكل سرّي، ولا يحق للباحث طلب عدم نشر المقال بعد تحكيمه وقبول نشره.
- تمتلك المجلة حقوق نشر البحوث المقبولة فيها، ولا يسمح نشرها لدى جهة أخرى إلا بعد الحصول على ترخيص رسمي من إدارة تحرير المجلة.
- ترتيب المقالات داخل المجلة يخضع لاعتبارات فنية ولا علاقة له بمكانة الباحث وشهرته. كما أن البحوث التي تتلقاها المجلة لا ترد إلى أصحابها سواء نشرت أو لم تنشر.
- كل ما ينشر في المجلة من بحوث يعبر عن وجهة نظر الباحث ولا يعبر بالضرورة عن وجهة نظر المجلة أو هيئة تحريرها.

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## EFL Teachers' Practices of Blended Writing Instruction



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### ***Abstract:***

This exploratory case study aims at investigating teachers' practices under Blended Writing Instruction in terms of the Blended Model adopted, teachers' instructional process, their role, and their assessment practices in the department of English, in Algiers 2 university. The findings revealed that teachers follow a Rotational Blended Model based on flipped classroom where major instruction is firstly delivered online followed by classroom practice. Teachers' role is mainly based on preparing materials and assignments to be posted on the platform, and guiding students practice onsite. Assessment is based on assigning online and onsite practice to improve students' writing. The results of this study are meant to guide authorities to identify the gaps and set effective regulations as far as Blended Writing Instruction is concerned.

***key words:*** Blended Learning; Teachers' Practices; Blended Model; Writing Instruction.

### **1. Introduction:**

The advance of educational technology marked the appearance of new teaching pedagogies known as e-learning, computer assisted language learning (CALL) and Blended Learning (BL). The latter is based on a combination of online and face to face sessions. Interestingly,

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it is adopted in various universities abroad (Jusoff as cited in Ryabkova, 2020). As far as the Algerian context is concerned, the practice of Blended Learning is not totally novel; however, it was officially acknowledged in 2020 as a result of the pandemic situation. In response to this shift, the current paper aims at spotting light on the major practices involved in the department of English of Algiers 2 University. Specifically, it aims at uncovering the BL model adopted and giving an account of onsite and online EFL teachers' practices as far as the writing module is concerned. Hence, this small scale study targets the following research questions:

- Which Blended Model is adopted in Blended Writing Instruction?
- What are teachers' online practices in Blended Writing Instruction?
- What are teachers' onsite practices in Blended Writing Instruction?

To answer the above questions, a questionnaire is administered to the target teachers along with an onsite and online observation of the practices involved. The results are hoped to be significant for teachers to reflect on their practices, and reveal their weaknesses which in return will allow for future improvements in practice.

## **2. Literature review**

The advance of technology with the rise of the Internet reshaped the teaching process of English as a foreign language (TEFL), mainly, at university level. Accordingly, the application of Blended learning pedagogy reflects the changes raised within the contemporary decade (Handoko & Ayumi, 2021).

### **2.1 Conceptual framework:**

Blended Learning (BL) is the type of learning that is facilitated by the effective combination of different modes of delivery, models of teaching and styles of learning (Heinze & Procter, 2004). According to Chew, Jones and Turner (2008), BL involves the combination of two distinct fields of concern: education and educational technology. Shand, Farrelly and Costa (2016) explained that the two distinct fields include face to face instruction and technology-based instruction. Reay (2001) specified BL as a combination of online and offline modes of instruction.

Writing is one productive skill among the four language skills. It is viewed as a mechanism for encoding language using tactile or visible markers (Coulmas, 2003). Basically, writing is deemed an essential skill subject instructed in the EFL curriculum. In this respect, Hyland (2003) identified three major approaches of writing instruction:

- ✓ **Product-writing approach:** as the name indicates the product approach is based on the model text and mainly concerned with the final outcome.
- ✓ **Process-writing approach:** the major focus of this approach is on the steps followed in generating a piece of writing. Harmer (2004) suggested four major stages involved in the writing process: planning, drafting, editing and the final version.
- ✓ **Genre-writing approach:** it emphasizes the communicative function of a text in a social context. Instruction is based on teaching specific writing genres.

## 2.2. Theoretical framework

### 2.2.1. Teachers' practices

Teachers' practices are investigated based on an adapted model taken from components and dimensions of approaches to teaching, developed by Kember and Kwan (2000). The model involves five components of a strategy: instruction, focus, assessment, accommodation for student characteristics, and source of experience/knowledge. In the context of this study, teachers' practices target the following three first elements:

- **Instruction:** practices about the nature of instruction in terms of the techniques, and type of activities employed. It also involves the e-learning platforms and ICT tools used for writing course delivery.
- **Focus:** practices about the teacher's role and responsibilities onsite and online.
- **Assessment:** practices about the type and the nature of assessment employed under the Blended Writing instruction.

It is important to note that teachers under BL programmes enjoy diverse roles as they are required to deliver traditional instruction supported with ICT based instruction. Lalima and Dangwal (2017) explained this diversity through indicating the teachers' role in each teaching modality. They suggested that teachers act as motivators, organisers, and source of knowledge in traditional classes, as they perform the role of a guide on the side in virtual instruction. Sharma (2019) elaborated more on their role and added other roles like: facilitator (facilitating the content instructed), coach and tutor (supporting, encouraging and devoting efforts to ensure students' progress), classroom planner (preparing effective planning of curriculum and instructions in

advance) and evaluator (assessing and providing feedback about the students' performance).

### **2.2.2. Blended Writing Instruction:**

The Writing course in Blended Learning is delivered via a combination of onsite sessions together with different forms of virtual engagement. Corbel and Gruba (2004) supported the effective impact of the use of networked computers in writing classrooms which is known as computer assisted writing (CAW). Handoko and Ayumi (2021) proposed a model based on the four stages of writing to be implemented under the BL framework: brainstorming is done in the classroom under the guidance of the instructors. Drafting is virtually executed through supplementing the students with a template skeleton to guide their work. Essay writing can be undertaken virtually through watching videos and reviewing documents. Editing is done via online activities where the lecturers provide feedback to improve students' piece of writing. In addition, face-to-face meetings play a crucial role in discussing the problems faced while writing. In fact, the suggested model showed a significant impact on the students' writing performance.

Undeniably, assessment is part of instruction. In educational practice, assessment is a continuous process that includes a variety of methodological techniques (Brown & Abeywickrama, 2010). It is implemented to bring insights about students' progress in a given instruction. Depending on the aim of the evaluation, instructors can opt for formative assessment (based on assessing students' regularly to gain evidence of their learning process), or summative assessment (implemented by the end of instruction mainly to grade students) (Koç, Liu & Wachira, 2015). Vanek, Simpson, Johnston and Petty (2020) suggested some assessment methods that can be implemented under Blended environments. They mentioned teachers' review of students' online work to enlighten them with appropriate feedback via online tools, the use of culminating activities (engaging students' in online discussions, presentations, projects), and online interaction with students via Zoom or Google Meet to keep in touch with students. Vanek et al., (2020) argued that both formative and summative assessment ought to be implemented onsite and online in BL settings.

### **2.2.3. Models of Blended Learning**

Staker and Horn (2012) provided a typology of four distinct Models:

- **Rotation model:** it makes use of in-person teaching delivered in lecture theatres or classrooms accompanied with online learning. This model has fixed scheduled timetables for both delivery methods i.e., students are expected to receive some courses in the

classroom and others are scheduled online. The rotation model is further subdivided into four major types:

- **Station Rotation:** this type of rotation model allows students to rotate through stations based on a fixed schedule, where at least one of the stations is an online learning station.
  - **Lab Rotation:** a course or subject in which students rotate to a computer lab for the online-learning station. The change in environment is the main part of the model.
  - **Flipped Classroom:** under this rotation model, the content and instruction are firstly delivered online. Instructors introduce the content online, then students are encouraged to practice it onsite.
  - **Individual Rotation:** the individual rotation model requires students rotate through their learning on an individual schedule set by the teacher.
- **Flex Model:** this model is based on delivering most content online, but in a traditional school setting. Teachers guide students through learning and provide one-on-one or small group help when needed. Students move on fluid schedules among learning activities in according to their needs.
- **A La Carte Model/ Self Blend Model:** this model combines face-to-face learning with a selected online course elected by the students in accordance with their area of interest and needs.
- **Enriched Virtual Model:** within this blended learning model, students tend to have face-to-face learning sessions with their instructor, and then are free to complete the remaining course remotely (Horn and Staker as cited in Derbel, 2017).

It is worth mentioning that the theoretical framework discussed above is selected to guide the methodology design of the undertaken research.

### 3. Methodology:

This exploratory study aims at exploring EFL Licence teachers' practices of Writing Instruction under Blended Learning. To reach this end, a mixed method approach (the use of different tools) is suggested for its provision of rich body of data.

Given the nature of the research study, two major instruments are used to increase and strengthen the validity of the findings:

- **Questionnaire:** The questionnaire is administered to eight (8) EFL Licence teachers of Writing from the department of English, Algiers 2 university. It aims at gaining insights about the target

teachers' practices under Blended Writing Instruction. The design of the questionnaire adheres to Kember and Kwan's model. Therefore, the questionnaire consists of three major sections; namely, instruction, focus, and assessment (see components of Kember and Kwan's Model above). A mixture of open-ended and close-ended questions is used, as data gathered is qualitatively and quantitatively analysed.

- **Observation:** The overall aim of this instrument is to identify the type of BL instruction adopted and to observe teachers' actual practices online and onsite. The observation scheme is based on Kember and Kwan's model and the collected data is qualitatively analysed. It is worth to mention that three (3) other teachers from the three Licence levels (each from one level) are selected to be observed in both modalities.
  - **Online observation:** Exploring the target teachers' virtual practices involved on the Moodle platform within the second semester (From February to May, 2022).
  - **Classroom observation:** Attending teachers' in-person classes and observing their practices. Each teacher is observed twice (overall six classroom observation sessions).

For ethical considerations, the researcher has obtained the formal consent from the administration for consulting the Moodle platform, as well as the formal consent of the teachers for attending onsite classes.

### 3.1. Results:

#### 3.1.1. Analysis of the Questionnaire:

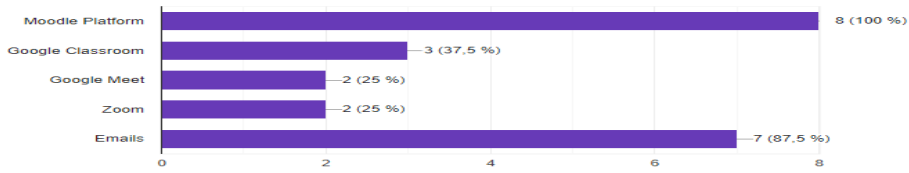
##### Section one: Demographic information

This section revealed teachers' gender, degree, teaching experience of writing and current teaching level. Our sample involves seven female teachers, and one male teacher. Subjects hold different degrees; three own a Doctorate degree, one is a Ph.D student, three others hold a Magister degree, and one has a Master degree. The majority reported teaching writing for less than five years. All participants belong to the Licence level (first, second, and third year) and some reported teaching two different levels simultaneously.

##### Section two: Instruction

*I-Which Internet applications do you use to interact with your students under Blended Writing Instruction?(you can tick many options)*

**Fig.1.** ICT tools of interaction



Teachers appear using diverse ICT tools to keep in touch with students. All participants reported using Moodle, and the majority rely on emails too. Additionally, others opt for Google Classroom, Google Meet and Zoom.

2- Which Mode of online interaction do you opt for?

**Fig.2.** Mode of online interaction



Participants rely on either asynchronous contact or a mix of synchronous and asynchronous modes of interaction equally. Teachers favouring asynchronous contact reported that the big number of students and connectivity problems make the process challenging.

Subjects opting for both synchronous and asynchronous modes reported that each is used for specific purposes. They explained that synchronous tools are used for better grasp of the content and to support students' engagement, while asynchronous tools are employed to allow students to work at their own pace, especially when the task is based on developing pieces of writing.

3- Explain your own process of teaching Writing online.

The majority indicated posting detailed theoretical lectures on the Moodle platform to be carefully reviewed by the students, and assigning work to be done either online or in the upcoming onsite session. Additionally, some explained the nature of writing activities assigned online and mentioned paraphrasing, summarizing, paragraph writing, and essays writing.

4- Explain your own process of teaching Writing onsite.

The majority devote onsite sessions for practicing and producing pieces of writing following the steps and stages of writing. Practice involves writing topic sentences, body paragraphs, essays writing ...etc. Some added discussion of the content and providing feedback about students' work.

### **Section 03: Focus**

*1- What are your main responsibilities in an online Blended Writing instruction?*

Participants under study outlined the following online responsibilities: Preparing and designing the resources (required materials) to be posted online, assigning work to be practiced online or onsite, and providing individual feedback. Furthermore, awareness of the simplicity and clarity of the posted content is another responsibility raised by one participant.

*2-What are your main responsibilities in an onsite blended Writing instruction?*

Apparently, participants play various roles in onsite Blended Writing Instruction: checking students' comprehension, providing feedback, answering students' enquiries, facilitating learning through scaffolding, monitoring their understanding, encouraging practice.

### **Section 04: Assessment**

*1-Explain your process of assessing Writing online.*

Some appear devising online assignments using asynchronous or a combination of synchronous and asynchronous methods to assess students formatively. One subject explained that the assigned activities delivered via Moodle are corrected by the system, while the teacher corrects students' essays. Some teachers acknowledge students' online engagement and consider it as a part of the evaluation process.

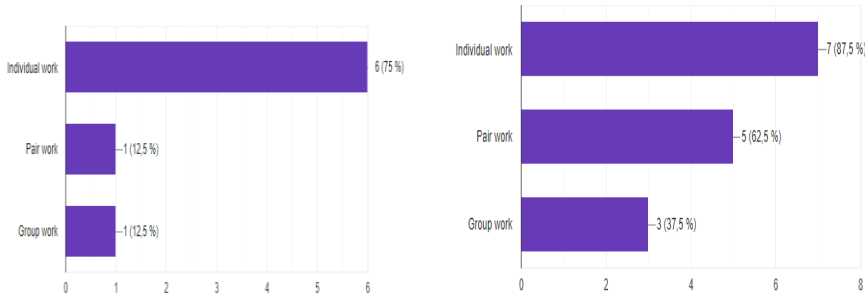
*2-Explain your own process of assessing Writing onsite*

Teachers' onsite assessment of writing generates assigning regular assignments, quizzes, homework and providing feedback. Subjects also reported that summative assessment of writing is implemented onsite. Additionally, students' attendance and engagement (participation) are appreciated and counted in the final evaluation.

*3-How do you assess your students (you can tick many options)?*

**Fig.3.** Online assessment

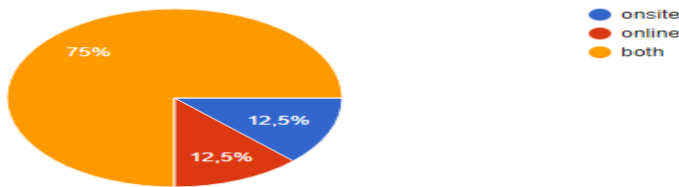
**Fig.4.** Onsite assessment



The majority favour individual work in both modalities for its credibility and believe that writing is an individual task. In addition to individual work, pair work and group work are more encouraged onsite for their significance in developing the students' writing skills. Besides, teachers reported that the large number of students and time limit necessitate the use of pair and group work. However, they seem to be neglected online for ethical issues (to avoid cheating or depending on others).

4-How do you provide feedback under Blended Writing Instruction?

Fig.5. Blended writing feedback



The majority appear using both online and onsite feedback; few others opt for either online or onsite feedback.

5- Explain the process of online feedback.

The majority stated that online feedback is delivered asynchronously via the messaging box of Moodle or posted on the platform. Some admitted emailing detailed feedback to each individual especially when it concerns individuals' written productions. Other participants reported that online quizzes and activities are supported with automatic feedback.

6-Explain the process of onsite feedback.

Accordingly, all subjects indicated that the process of onsite feedback is mostly immediate based on moving around the class to guide students' practice and respond to their questions. Some teachers provide delayed feedback when commenting on students' written productions.

3.1.2. Analysis of Observation

➤ **Instruction in the department of English, Algiers 2 University :**

In response to the spread of COVID 19 pandemic, the Ministry of Higher education in Algeria advocated a new teaching pedagogy known as Blended Learning Instruction. Accordingly, each university suggested a protocol which assigns scheduled in-person and online instruction for each level. The current study complies with the protocol officially adopted for onsite sessions during the Second Semester (2021/2022) in the department of English in Algiers 2 University.

Accordingly, the suggested protocol is based on a wave system where onsite instruction is delivered weekly for each level separately followed by two weeks of online instruction for each level. In other words, each time one level receives a scheduled onsite week, the other levels receive online instruction and vice versa.

➤ **Online Observation :**

**Table 1.** Teachers' online practices

<b>Components</b>	<b>Teacher A</b>	<b>Teacher B</b>	<b>Teacher C</b>
<b>Instruction</b>	<p><i>1<sup>st</sup> online week:</i> Posting detailed lectures (on Moodle) followed by supporting documents (each material tackles certain details about the lecture) for more clarifications and better understanding of the content.</p> <p><i>2<sup>nd</sup> online week:</i> Assigning some activities to be done online asynchronously</p>	<p><i>1<sup>st</sup> online week :</i> -Posting new lectures supported by instructional videos and further documents including charts, tables related to the lecture. -Students are expected to review all and prepare for class discussion.</p> <p><i>2<sup>nd</sup> online week:</i> -Assigning quizzes to be submitted online (asynchronously) with a deadline</p>	<p><i>1<sup>st</sup> online week:</i> -Posting detailed lectures and other documents to broaden students' knowledge about the target new content.</p> <p><i>2<sup>nd</sup> online week</i> -Assigning practice to be discussed onsite. -Assigning homework to be submitted online.</p>

	and individually. -Instructing some work to be prepared for the upcoming onsite session.	and time limit. -Assigning activities to be discussed onsite and explaining the nature of instruction of the following onsite session.	
<b>Focus</b>	-Preparing, planning, selecting content, posting materials, assigning online and onsite practice, providing asynchronous feedback.	-Designing and posting lectures, assigning quizzes, evaluating students' online work and providing asynchronous feedback via Moodle.	-Preparing and posting lectures -Assigning homework, providing asynchronous feedback.
<b>Assessment</b>	-Writing activities are assigned based on summarising, paraphrasing, and paragraph writing. -Students' engagement is counted in the evaluation process. -Individual work is appreciated. -Online teacher's feedback is asynchronous.	-Online quizzes and writing activities are widely used. -Students' engagement in online activities is a part of the overall evaluation. -Practice is based on individual work under time limit and deadline. -Teacher's feedback is asynchronous (posted on the platform)	-Homework is widely acknowledged and based on individual work. -Students' participation in online homework is taken into consideration in the final mark (score). -Teacher's Feedback is asynchronous

➤ **Classroom observation :**

**Table 2.** Teachers' onsite practices

<b>Components</b>	<b>Teacher A</b>	<b>Teacher B</b>	<b>Teacher C</b>
<b>Instruction</b>	<p>-Devoting half of the session for a group discussion of the content delivered online and the correction (feedback) of the tasks assigned online.</p> <p>-Introducing new practice in the second half of the session generally a writing task. Students' practise writing in pairs or in groups under the teacher's guidance following the different steps of writing.</p> <p>-Students are expected to finish the work home and send it via Google Classroom.</p>	<p>-Classes are devoted for classroom discussions and debates about the materials delivered online and practicing writing.</p> <p>-At the onset, a review and discussion of the posted content followed by a debate about a topic that was previously introduced in a video online. - The debate is introduced to brainstorm ideas.</p> <p>-Students are encouraged later to write about the raised topic in groups under the guidance of the teacher and</p>	<p>-Classes are devoted for practice mostly.</p> <p>-The lecture is previously posted online.</p> <p>-Students are expected to review all at home and do the practice in the classroom (individually) without prior discussion of the content.</p> <p>-The whole session is devoted to individual practice followed by a discussion of the major parts of the material and feedback about the tasks.</p>

		submit the final version online.	
<b>Focus</b>	-Checking students' understanding, explaining ambiguity, providing immediate feedback, encouraging participation, guiding turn taking, evaluating students' practice.	-Guiding the discussion, welcoming students' questions, controlling the debate, and encouraging students' engagement.	-Introducing the practice, guiding participation, responding to students' enquiries, supporting participation and peer's feedback.
<b>Assessment</b>	-At the beginning of the session, the teacher checks whether students completed the tasks assigned online before correcting them in open class. -The teacher's feedback is immediate. -Peers' feedback is highly appreciated. -Attendance is counted.	-Assessment is based on group work and discussions. -Participation and students' engagement in class discussions are part of evaluation. -Attendance is not counted.	-The practice introduced is a part of a continuous evaluation for students. -Assessment is based on individual work. -Peers' immediate feedback is encouraged. - Participation is counted.

### 3.2. Discussion: Major Findings

On the basis of the questionnaire findings and observation of teachers' practices on Moodle and onsite, we can describe teachers' practices as well as the adopted Blended Model to Writing Instruction, and so answer the formulated research questions.

#### 3.2.1. The adopted Blended Learning Model:

The suggested protocol by the department of English of Algiers 2 University denotes that instruction is delivered via two different modalities based on a fixed schedule for each mode of delivery in a rotational manner. Accordingly, the assigned protocol responds to the features of the Rotational Blended Model. Staker and Horn (2012)

explained that the Rotational Model makes use of in-person instruction delivered in classrooms accompanied with online learning. They added that the model has a fixed scheduled timetable for both delivery methods (as cited in Derbel, 2017) i.e., students are expected to receive some courses in the classroom and others are delivered online which in return appears to be the case in the context of the current study.

Correspondingly, the Rotational Model is further subdivided into four other types, mainly: station rotation, lab rotation, flipped classroom, individual rotation. The findings obtained from the questionnaire and the observation (onsite/online) indicate that most instruction is delivered online (2 weeks online and 1 week onsite). Additionally, instructional materials are first delivered online (posted on the Moodle platform) with some sort of practice. In-person classes are mostly devoted to practicing previously posted material through reflections, discussions, debates, writing activities and quizzes, or thoroughly devoted for producing pieces of writing following the stages of the writing process. Such practices exhibit the nature of flipped classrooms. In fact, under this rotational type, the content and instruction are firstly delivered online and students are encouraged to practice all onsite (staker and Horn as cited in Derbal, 2017).

### **3.2.2. Teachers' online practices:**

**Instruction:** Instruction is delivered mostly online since the time allotted for online instruction is two weeks. Instructional materials and new content are first introduced online based on posting detailed theoretical lectures supported by instructional documents, videos, charts, tables, to enhance students' understanding. Such diversity of input reflects teachers' awareness of the students' differences and their efforts in facilitating the instructed content.

Different sorts of practice is assigned: quizzes, activities, and homework to be either submitted online or discussed onsite. Writing activities include summarizing, paraphrasing, paragraph writing, and essay writing. Interestingly, the nature of the assigned practice is based on training students to write effectively and master writing which adheres to the overall aim of instructing the writing course.

All participants reported using different ICT tools to deliver instruction like Moodle, emails, Google Classroom, Google Meet and Zoom, Moodle is widely acknowledged for instruction and assignment delivery. Emails are used to deliver feedback mainly. Both synchronous and asynchronous modes are appreciated, but asynchronous mode is more acknowledged due to the large number of students and Internet issues. However, synchronous meetings remain possible when necessary.

In fact, teachers explain that the nature of the writing course does not require regular synchronous meetings.

**Focus (Teachers' role):** Such practices as designing and planning for detailed and clear theoretical lectures, selecting appropriate supporting materials, explaining instruction, assigning activities, quizzes, homework, and providing synchronous and asynchronous feedback about online work reflect some of the roles listed by Sharma (2019) as being planners of the lectures, facilitators, coaches and evaluators.

**Assessment:** Formative assessment is widely acknowledged; teachers assign different forms of online practice like quizzes, activities, essays writing, and homework to be done either synchronously or asynchronously. It is important to note that asynchronous work is more used under time limit and deadline due to the nature of the assigned activities.

Online Writing assessment is mostly based on individual work for its credibility. Teachers believe that writing is an individual task that must be accomplished individually as students should be autonomous writers. Pair work and group work are appreciated by few teachers who admitted their effectiveness in developing students' writing skills, but discouraged by the majority for cheating and plagiarism issues. Accordingly, teachers seem to be aware of students' unethical practices in virtual learning and advocate assessing students regularly and individually to be familiar with their level.

Online feedback is delivered asynchronously via emails or posted on the platform. As the majority believe that writing is an individual task, they opt for delivering detailed feedback for each student to be more effective in fixing their individual writing problems. Synchronous feedback is discouraged by the majority due to the nature of the writing tasks that are mainly based on generating pieces of writing. Therefore, teachers have to carefully review students' individual productions and provide detailed feedback for each.

The overall assessment practices discussed above adhere to some of the assessment methods proposed by Vanek et al., (2020). Interestingly, they suggested reviewing students' online work and providing online feedback (synchronously or asynchronously) via different ICT tools.

Students' online engagement, participation in quizzes, and submission of homework are taken into account in the overall process of writing evaluation. Besides, summative assessment of writing is not implemented online. This latter fact goes against Vanek et al., (2020) view who argued that teachers have to include formative and summative

assessments in both modalities (online and onsite) under BL environments.

### **3.2.3. Teachers' onsite practices:**

**Instruction:** Onsite sessions are devoted to teacher-students discussions about the posted material to make sure they grasp the instructed content. Additionally, much practice is introduced; teachers either discuss activities previously posted online and provide feedback about such concerns, or introduce new practice to be done individually, in pairs or in groups under the teachers' guidance. Evidently, onsite practices involved in this study resemble those experienced in flipped classrooms.

The type of writing activities assigned (based on training students on writing topic sentences, developing paragraphs and essays) denotes that process writing is the adopted approach. Accordingly, the major focus of this approach is on the steps followed in generating a piece of writing (Hyland, 2003). Additionally, teachers seem to be aware of the major stages involved in the writing process suggested by different scholars mainly Harmer (2004) who labelled them as planning, drafting, editing and the final version.

**Focus (Teachers' role):** the teachers perform different roles: encouraging students' interaction and engagement, appreciating their comments, facilitating input, responding to students' enquiries, evaluating students' work, providing immediate and delayed feedback, tutoring students, and guiding participation and turn taking. In fact, Sharma (2019) indicated such roles using similar terminology as facilitators, evaluators and tutors, while Lalima and Dangwal (2017) specified teachers' traditional classes as motivators (through encouraging participation) and organisers (guiding students' understanding).

**Assessment:** onsite sessions under this study are mostly devoted to practice, which in return helps the teacher to check students' understanding of the content, recognize their weaknesses and support their learning as part of formative assessment.

Teachers' feedback is mostly immediate (especially when guiding students' work), and it is only delayed once it concerns correcting students' previous written productions. Additionally, peers' feedback is highly recommended. Teachers introduce different forms of practice with the purpose of developing the students' writing competence. Furthermore, they appreciate individual, pair and group work, but individual work is more acknowledged. Criteria of onsite assessment consider students' engagement and participation in classroom discussions, attendance, and accomplishment of the assigned practice.

Summative assessment is done onsite by the end of the term and the final mark takes into account all the aforementioned criteria.

The overall assessment practices involved manifest teachers' efforts towards building a good mastery of the writing competence through assigning and encouraging much practice regularly. In fact, the purpose of formative assessment as indicated by Koç, Liu & Wachira (2015) is to gain evidence of students' learning process. However, teachers under study admitted its contribution to the final mark together with attendance and participation.

#### **4. Conclusion:**

This research aimed at revealing EFL Licence teachers' practices under Blended Writing Instruction as well as identifying the Blended Model adopted in the department of English from Algiers 2 university. A questionnaire and two types of observations (onsite/online) were used to collect the target data. The findings revealed that online instruction is based on planning and posting instructional documents and assigning different sorts of practice, while onsite instruction is thoroughly devoted to practicing writing and discussions of the content. Teachers perform different roles and act mainly as planners of lectures and assignments, facilitators, guides, evaluators, and tutors. Also, assessment practices reveal that writing is formatively assessed in both modalities based on quizzes, producing pieces of writing mainly; however, summative assessment is only implemented onsite. The Rotational Blended Model based on flipped classroom appears to reflect the suggested protocol and teachers' instructional practices. It is important to mention that the findings of the current study are hoped to be significant and motivate future research to deeply elaborate on teachers' practices under BL environments in general, evaluate their validity, explore the challenges confronted in the process and suggest solutions and improvements for better practices.

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