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Students' Response towards Learning English through Using Blended Learning at Tertiary Level in the Middle East

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ABSTRACT

Using technology, particularly the internet, in English classes at the tertiary level is a new trend in the Middle East in general and in Jordan in particular. Educators started recognizing the importance of creating the autonomous learner via merging regular classes with online ones. However, moving away from lecturing and attempting to channel the various technologies at the disposal of students into the educational setting is not an easy task. Additionally, there still isn't enough research on the application, the students' satisfaction level, nor the effectiveness of using blended learning at the tertiary level. Thus, this paper sets out to examine the affective side to this integration on English students in the tertiary level in Jordan. The study was done through using a questionnaire measuring the level of students' satisfaction in pilot classes at a reputable community college in Jordan. The findings of this paper can help other higher education institutions design a better curriculum that will engage students and ultimately help create the autonomous learner.

Keywords: blended learning (BL), tertiary education, e-learning, student response, satisfaction level, English

1. INTRODUCTION

1.1. BACKGROUND AND CONTEXT

Learning in Jordan has undergone major changes due to the introduction of technology, and particularly the internet, in the past few years. More and more educational institutions in both private and public sectors are calling for the implementation of technology and the internet in all subjects, especially in teaching EFL. Universities have only recently caught up to this new trend. However, there still aren't clear guidelines to ease this transition from traditional lecturing to blended learning in the tertiary-level language classes in Jordan. Additionally, there is very little research on how to effectively incorporate e-learning into the traditional instruction of language in the tertiary level, and even less research examining the affective factor for using such approach from the learners' point of view (i.e. their attitudes and perceptions). Thus, this study has set out to examine the university-level students' attitudes towards the integration of online activities and self-study into the traditional English language classroom in Jordan.

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1.2. POSITIONALITY AND RESEARCH QUESTIONS

Blended learning was first introduced a few years ago in some private schools in Jordan and has since spread like wildfire to other educational institutions including public universities. Some of those universities are introducing the concept to their faculty and students for potentially the first time. This has caused the researcher to pose the main research question this paper attempts to answer: What is the students' response towards learning English through using blended learning at tertiary level in the Middle East? Does the learners' attitude towards the used learning method have an effect on their level of learning and achievement in general?

2. LIMITATIONS OF THE STUDY

The community college at which this research was conducted used a mixture of flipped and online learning approaches, yet clear teaching guidelines for classroom applications were not offered to the instructors. This implies that there isn't a systematic approach to the integration of blended learning in the college; thus, results may vary from one educational place to another and even from class to class at the same college. Additionally, the study was conducted during the summer semester which means that it only lasted 8 weeks. This time restraint has made it difficult to measure the full range of the learners' responses to a satisfying degree. A third limitation was the number of students involved in the study. Since blended learning is a quite new approach in Jordan, there aren't many higher-education establishments that use it, and those who do, are still in the experimental phase which makes it difficult to involve a bigger number of participants in the study. This also hinders the achieving of more comprehensive, global results as it is difficult to cover all the different aspects of blended learning when the sample is confined.

Another limitation pertains to the students' willingness to adopt technology in their classes in the Middle East. For many students, technology isn't familiar in their lives and they are not prompt to using it. The students in this sample come from different backgrounds and social classes and some of them have never used a computer before, which naturally would have affected their readiness to accept it as a learning style and, in turn, the outcome of this study.

3. LITERATURE REVIEW

The introduction of the internet and modern technologies into the classroom has created a huge shift in the way classes are conducted, and the way learning takes place. Learning isn't confined to classrooms or educational institutions anymore. Thus, educational institutions and students alike have to evolve, technologically speaking, in order not to be obsolete (Jonassen, *et al*., 2003). Concepts such as e-learning, blended learning, and flipped learning, among others started appearing more frequently in the educational field, and it became vital to understand and study the implications of this huge shift.

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According to Serrat *et al.* (2010), the use of blended learning in class should enable learners to achieve and develop their own lifelong learning skills and encourage informal learning instead of memorizing the information. However, while trying to achieve this technological merger, it is vital "to make sure that the focus on technology does not distract from the focus on knowledge" (Bach, Haynes & Smith, 2006). Many researchers such as Laurillard (2002) stress that "a university is defined by the quality of its academic conversations, not by the technologies that service them." Conforming to that view, Marsh (2012) believes that blended learning is originally intended to be a means of support to the traditional method of learning already used in classes rather than a goal in itself. In this context, the role of the computer is seen only as a tool that enables the distribution of materials to learners, and provides drill and practice in which the stimulus is followed by a response and where confirmation or correction immediately ensued (Rogers, 2015). Similarly, Tayebinik & Puteh (2013) argue that face-to-face interactions cannot be completely dispensed with in the educational setting. They maintain that body gestures, voice intonation, facial expression and eye contact play an important role in the processes of teaching and learning and cannot be conveyed by technology alone. To them, blended learning offers this needed balanced mix between technology and face-to-face interactions in classrooms.

Furthermore, Norasyikin *et al.*, (2014) propose that since learners embody different generations, personality types, and learning styles, teachers and educational designers are forced to use various approaches to cater for this wide range of students which ultimately makes the use of blended learning in the educational setting inevitable; particularly in second language classes. Research has confirmed that those modern computer-based learning methods have led to an increase in learners' engagement and to the betterment of the learning experience itself as well as providing learners with various learning opportunities (Wilson & Randall, 2012). Moreover, it caused a significant improvement in the quality of knowledge and an increase in learners' self-awareness (Beyth-Marom, Chajut, Roccas & Sagiv, 2003); it also enhanced learning outcomes, and helped the students gain skills that will enable them for life-long learning and develop their critical thinking abilities. (Farahiza, 2010). When it comes to tertiary education, the nature of a flipped course allows for a wider distribution of learning materials which increases efficiency (Lockhart, *et al.*, 2017).

However, Emelyanova & Voronina (2017) argue that there is no clear evidence that this type of instruction is fully embraced by learners especially in the language field. Alpala & Flórez (2011) suggest that students are "invaded" and overwhelmed by all the information from all the different sources which hinders their learning process. Actually, research shows that most students did not find the use of technology motivating; instead, they deemed traditional instruction in language classroom more useful and productive, or at least preferable (Emelyanova & Voronina, 2017). McNaught, Lam & Cheng's (2012) suggested that students are more likely to be engaged in e-learning when it uses authentic, relatable, and practical activities rather than ones that only provide information. Thus, it becomes the educators' job to keep the online activities focused, engaging, and well-integrated in class (Katernyak & Laboda, 2016).

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DreamBox (2013) suggests that using blended learning allows the teacher the time to give customized individual support and attention where needed. Egbert *et al.* (1999) stress that teachers have the responsibility to give learners constant feedback regarding their achievements and success. This immediacy in providing feedback ensures the engagement of learners while the material is still fresh and where students can understand the gaps in their learning and make timely adjustments which ultimately will help students reach a level of confidence and engagement which will enable them to take responsibility for their own learning (Szeto, 2015). Yet, there is still need for a clear definition of what blended learning in the educational setting is, how it should be employed in the classroom, and what makes it work. It is also vital to examine the learners' willingness to accept this introduction of e-learning beforehand as it will affect their learning behavior drastically (Emelyanova & Voronina, 2017) and, therefore, should be accounted for in the planning stage.

4. RESEARCH DESIGN AND METHOD

The study tool used in this research is made up of two parts. The first part includes the demographical variables of the sample of the study pertaining to their linguistic level, gender, age, marital and work status, nationality, field of study, the accumulative average in the previous semester to the study, number of hours in the semester during which the study was conducted, amount of time spent studying English in and out of the classroom, as well as the students' favorite studying time during the day.

For the second part, the students were given a questionnaire which comprises of 28 clauses. These clauses concern the extent of the students' response towards learning using the blended learning approach. This part of the study utilizes 1-5 points Likert scale and involves two dimensions. The first dimension consists of 14 clauses that deal with the learning process taking place inside the classroom, while the second dimension, also consisting of 14 clauses, deals with the learning that takes place outside of the official classroom- mainly online. Both dimensions aim at measuring the students' response towards learning using the blended learning approach in the tertiary stage of their education in the Middle East.

The study employed various descriptive statistical techniques including the Cronbach's alpha scale of reliability, Independent Sample T-tests, One Way ANOVA tests, Scheffe tests to compare dimensions, in addition to gauging arithmetic averages and standard deviations to measure response levels and deviations.

5. PARTICIPANTS

The sample of this study comprises of 114 learners of English as a Foreign Language, males and females, at a leading community college in Jordan in the Middle East. Due to the limited community of the study, the sample on which this study is based was chosen using the purposive method, and a questionnaire was distributed to the students under the researcher's supervision.

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The demographical variables of the study sample's participants are demonstrated in Table 1 as follows:

Table 1.

Frequency and percentage for members of the study

Variable	Frequency	Percentage
Last semester's grade average of student		
60-51	12	10.5
70-61	28	24.6
80-71	32	28.1
90-81	32	28.1
100-91	10	8.8
Total	114	100.0
Number of registered hours for the semester		
Less than 9 hours	72	63.2
More than 9 hours	42	36.8
Total	114	100.0
How often students study online		
Daily	15	13.2
Once a week	29	25.4
Twice a week	25	21.9
Three times a week	20	17.5
More than 3 times a week	1	.9
Only before an exam	17	14.9
Never	7	6.1
Total	114	100.0
Number of hours per day students spend studying online		
Less than an hour	49	43.0
1 to 2 hours	38	33.3
More than 3 hours	11	9.6
Doesn't apply	16	14.0
Total	114	100.0

Variable	Frequency	Percentage
Students' level		
Elementary (A2)	66	57.9
Pre-intermediate	48	42.1
Total	114	100.0
Gender		
Male	51	44.7
Female	63	55.3
Total	114	100.0
Age		
17-20 years old	49	43.0
21-25 years old	53	46.5
26 years or older	12	10.5
Total	114	100.0
Marital status		
Single	102	89.5
Married	12	10.5
Total	114	100.0
Work status		
Unemployed	68	59.6
Full-time job	13	11.4
Part-time job	33	28.9
Total	114	100.0
Nationality		
Jordanian	49	43.0
Syrian	50	43.9
Iraqi	15	13.2
Total	114	100.0
Major		
Scientific stream	79	69.3
Literary stream	7	6.1
Tourism and Hospitality	8	7.0
Commercial stream	20	17.5
Total	114	100.0

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Table 1 indicates eleven different variables on which this study is based. The study clearly indicates that while 5 variables (work status, marital status, number of hours per semester, number of hours spent studying English each day, and favorite studying time) proved to be ineffective for the study, the other 6 variables were extremely significant for the purposes of this research and have had, in fact, a great effect on students' level of satisfaction and degree of learning which this study has set out to establish.

6. INTERNAL CONSISTENCY ESTIMATE OF RELIABILITY OF STUDY TOOLS

To ensure the consistency of clauses with the dimension they belong to, each statement in the scale was measured using Cronbach correlation coefficient scale. As Table 2 indicates, the reliability statistics of Cronbach's alpha is (0.70) or higher which constitutes acceptable medium stakes for the purposes of this study (Hair, *et al*., 2010).

Table 2.

Reliability statistics of research tools using Cronbach's alpha

Variable	Reliability statistics of Cronbach's alpha
Students' response towards learning (in class).	**0.765**
Students' response towards learning (online)	**0.867**

7. LIKERT SCALE RELATIVE IMPORTANCE

The evaluation scores are rated following the Likert-type scale of 1 to 5 where five indicates the highest level of satisfaction and learning progress throughout this study:

Very Low	Low	Medium	High	Very High
1	2	3	4	5

Therefore, the relative importance of the agreement values the study has achieved is assigned based on the following formula:

$$\text{Class Interval} = \frac{\text{Maximum Class} - \text{Minimum Class}}{\text{Number of Level}}$$

$$\text{Thus, in this study, Class Interval} = \frac{5 - 1}{3} = \frac{4}{3} = 1.33$$

Based on the above formula, it was found that the Low degree in this study is estimated between 1.00 - 2.33, while the Medium degree is between 2.34 – 3.67, and finally, the High degree is found to be between 3.68 – 5.00.

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8. DATA ANALYSIS AND INTERPRETATION

To answer the principal question this study poses, the students' choices in the questionnaire were analyzed and calculated via finding arithmetical averages and mean and standard deviations as presented in table 3.

Table 3.
Mean and Standard Deviation for the sample of study in descending order.

Dimension	Mean	Std.	Rank	Level
Students' response towards learning (in class).	3.86	0.49	1	High
Students' response towards of learning (online)	3.50	0.60	2	Medium
Total	3.68	0.49		High

Table 3 indicates that the students' response to learning inside class got a mean deviation of 3.86 and a standard deviation of 0.49 which is considered of a high level. Whereas, their response to learning online ranked second with a mean deviation of 3.50 and a standard deviation of 0.60 which is considered of a medium level, with the high total of mean and standard deviations of 3.68 and 0.49 for both dimensions respectively.

This means that the student response towards learning using the blended learning approach on the tertiary level in the Middle East has achieved a high level of outcome and benefit to the involved students. This is more evident when examining the mean and standard deviations for each of the statements in the above dimensions as clarified in tables 4 and 5 that follow.

Table 4.
Mean and Standard Deviation for the sample of study in the different statements in the "inside class" part of the study in descending order.

Item	Statement	Mean	Std.	Rank	Level
9	The teacher introduces the activities in a fun, engaging way	4.35	0.81	1	High
4	The teacher uses moderation in class activities	4.17	0.99	2	High
10	The teacher makes clear the relevance of each class activity to the online learned material	4.12	0.86	3	High
11	The teacher explains the difficult parts of the online learned material in class	4.10	0.82	4	High
5	The exam questions correspond to the material covered in class	4.04	1.06	5	High
14	I prefer doing all my studying during school hours	3.94	0.91	6	High
3	I benefit from the online learned material in my studies in the class	3.80	0.94	7	High

7	I notice an improvement in my abilities mainly due to the in-class activities	3.77	0.91	8	High
8	Class time spent on practicing the material learned online is sufficient	3.77	0.96	8	High
12	I feel that blended learning accommodates for my life style in a better way than traditional teaching style	3.77	1.01	8	High
6	I prefer using a textbook in the class	3.65	1.41	11	Medium
2	The in-class learned material is compatible with the online learned material	3.55	0.96	12	Medium
13	I prefer using the blended learning method in my other classes too	3.55	1.15	12	Medium
1	I use the online learned language effectively in class activities	3.39	0.98	14	Medium
Scale Mean Total		3.86	0.49		**High**

Table 4 shows that the items dealing with the way the teacher introduced the material in class and the use of moderation in class activities had scored the highest mean scores. This suggests that the factor of most significance that affected the students' learning in-class relates directly to the teacher. On the other hand, the item dealing with the use of the online learned language in class effectively scored the lowest mean score which suggests poor coordination between the material learned in and out of class.

Table 5.

Mean and Standard Deviation for the sample of study in the different statements in the "online" part of the study in descending order.

Item	Statement	Mean	Std.	Rank	Level
2	I enjoy participating with the lab instructor in virtual classes	3.95	0.92	1	High
14	My abilities have improved due to the online material and activities	3.83	1.01	2	High
7	The exam questions correspond to the material learned online	3.79	1.01	3	High
13	It is easy to use the blended learning online system	3.62	0.89	4	Medium
9	I can use the material learned online with ease	3.54	1.07	5	Medium
3	The teachers on the educational website are highly qualified	3.49	1.01	6	Medium

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6	The cognitive process online is based on knowledge sharing	3.45	0.75	7	Medium
5	The linguistic level of other students in the same virtual class with me matches my level	3.41	0.91	8	Medium
4	The virtual class teachers accommodate my linguistic level	3.40	1.09	9	Medium
8	The online curriculum uses moderation to accommodate for the students' linguistic abilities	3.40	1.05	9	Medium
11	I can do all the exercises online myself without help	3.38	1.08	11	Medium
10	I can deduct the cognitive material introduced in my lessons online without help	3.36	0.96	12	Medium
1	I can understand the material online without the teacher's help	3.25	1.05	13	Medium
12	I find it difficult to gain the cognitive knowledge through the online material	3.19	1.05	14	Medium
Scale Mean Total		3.50	0.60		**Medium**

A review of Table 5 shows that mean scores didn't fall below 3 points which indicates a decent level of both satisfaction with and learning progress in the online part of the course. However, students exhibited a degree of frustration with the material introduced in the online course. Nonetheless, items indicating a level of understanding of expectations and satisfaction with the learning process itself all bore significantly high scores.

Both tables 4 and 5 suggest a high dispersion value in the sample responses as all statements' standard deviation has reached or surpassed the value of (1.00). But, is that in anyway related to the students' linguistic abilities? Thus, the research sets out to see if the students' linguistic level affected their blended learning experience.

Table 6.
The significance of the differences in study sample responses inside and outside class based on students' linguistic level using the Independent Sample T-test.

Source	Linguistic level	Frequency	Mean	Std.	(t) value	df	Sig.
Students' response towards learning (in class).	Elementary	66	3.84	0.50	0.280	112	0.780
	Pre-intermediate	48	3.87	0.49			
Students' response towards learning (online).	Elementary	66	3.63	0.57	2.588	112	*0.011
	Pre-	48	3.34	0.60			

	intermediate						
Total	Elementary	66	3.73	0.48	1.410	112	0.161
	Pre-intermediate	48	3.60	0.50			

*Significance ($\alpha \geq 0.05$)

Table 6 suggests that the students' linguistic level had no impact on their learning nor affected their level of satisfaction in class. However, the table also shows that elementary level students benefited from and enjoyed the online learning experience a bit more than advanced students of English.

The Independent Sample T-test in table 7 examines the effect of students' gender on their level of satisfaction in the blended approach.

Table 7.

The significance of the differences in study sample responses inside and outside class based on students' gender using the Independent Sample T-test.

Source	Gender	Frequency	Mean	Std.	(t) value	df	Sig.
Students' response towards learning (in class).	Male	51	3.87	0.51	0.199	112	0.843
	Female	63	3.85	0.49			
Students' response towards learning (online).	Male	51	3.53	0.61	0.376	112	0.707
	Female	63	3.49	0.60			
Total	Male	51	3.70	0.48	0.331	112	0.742
	Female	63	3.67	0.50			

The students' responses were very close in both dimensions which suggests that gender is irrelevant to the students' level of satisfaction, although male students seemed to enjoy it slightly more than their female classmates. Moreover, it shows that both male and female students responded more positively to the in-class learning part compared to the online component.

Age was another factor that yielded significant responses. Tables 8 and 9 clarify this point.

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Table 8.

The level of significance in study sample responses inside and outside class based on students' age using the One-Way ANOVA.

Source		Sum of Squares	df	Mean Square	(f) value	Sig.
Students' response towards learning (in class).	Between Groups	0.355	2	0.178	0.723	0.487
	Within Groups	27.241	111	0.245		
	Total	27.597	113			
Students' response towards learning (online).	Between Groups	2.597	2	1.299	3.776	*0.026
	Within Groups	38.171	111	0.344		
	Total	40.768	113			
Total	Between Groups	0.795	2	0.397	1.669	0.193
	Within Groups	26.414	111	0.238		
	Total	27.209	113			

*Significance ($\alpha \geq 0.05$)

Table 9.

The source of differences in study sample responses outside class based on students' age using the Scheffe Test.

Age (I)	Age (J)	Mean difference (I-J)	Sig.
17-20	21-25	.07723	.802
	26 or older	.51737*	.027
21-25	17-20	-.07723-	.802
	26 or older	.44014	.068
26 or older	17-20	-.51737*	.027
	21-25	-.44014-	.068

*Significance ($\alpha \geq 0.05$)

It is evident from the previous tables that age didn't play a role in the students' responses in the in-class part of their learning. However, it yielded significant reading in the online part of their education. The age group 17-20 had the highest level of satisfaction in learning online than any other age group in the sample as shown in the tables above.

Students' fields of study also appeared to affect the students' learning progress and satisfaction level. Tables 10 and 11 examine that hypothesis.

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Table 10.
The level of significance in study sample inside and outside class based on students' field of study using the One-Way ANOVA.

Source		Sum of Squares	df	Mean Square	(f) value	Sig.
Students' response towards learning (in class).	Between Groups	2.503	3	0.834	3.658	*0.015
	Within Groups	25.093	110	0.228		
	Total	27.597	113			
Students' response towards learning (online).	Between Groups	5.905	3	1.968	6.211	*0.001
	Within Groups	34.863	110	0.317		
	Total	40.768	113			
Total	Between Groups	3.879	3	1.293	6.096	*0.001
	Within Groups	23.33	110	0.212		
	Total	27.209				

*Significance (α≥0.05)

Table 11.
The source of significance in study sample responses outside class based on students' field of study using the Scheffe Test.

Source	Field of study (I)	Field of study (J)	Mean difference (I-J)	Sig.
Students' response towards learning (in class).	Scientific Stream	Literary Stream	.55464*	.039
		Tourism and Hospitality	.29826	.422
		Commercial Stream	.12505	.779
	Literary Stream	Scientific Stream	-.55464*	.039
		Tourism and Hospitality	-.25638-	.783
		Commercial Stream	-.42959-	.247
	Tourism and Hospitality	Scientific Stream	-.29826-	.422
		Literary Stream	.25638	.783
		Commercial Stream	-.17321-	.861
	Commercial Stream	Scientific Stream	-.12505-	.779
		Literary Stream	.42959	.247
		Tourism and Hospitality	.17321	.861
Students' response towards learning (online).	Scientific Stream	Literary Stream	.87988*	.002
		Tourism and Hospitality	.17835	.866
		Commercial Stream	.30692	.198
	Literary Stream	Scientific Stream	-.87988*	.002

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		Tourism and Hospitality	-.70153-	.129
		Commercial Stream	-.57296-	.153
	Tourism and Hospitality	Scientific Stream	-.17835-	.866
		Literary Stream	.70153	.129
		Commercial Stream	.12857	.960
	Commercial Stream	Scientific Stream	-.30692-	.198
		Literary Stream	.57296	.153
		Tourism and Hospitality	-.12857-	.960
Total	Scientific Stream	Literary Stream	.71726*	.002
		Tourism and Hospitality	.23830	.586
		Commercial Stream	.21598	.325
	Literary Stream	Scientific Stream	-.71726*	.002
		Tourism and Hospitality	-.47895-	.263
		Commercial Stream	-.50128-	.111
	Tourism and Hospitality	Scientific Stream	-.23830-	.586
		Literary Stream	.47895	.263
		Commercial Stream	-.02232-	1.000
	Commercial Stream	Scientific Stream	-.21598-	.325
		Literary Stream	.50128	.111
		Tourism and Hospitality	.02232	1.000

*Significance ($\alpha \geq 0.05$)

The two tables above show that the students' field of study had a tremendous effect on their level of satisfaction in-class and online. The students in the scientific stream showed a higher level of satisfaction compared to the other majors particularly online.

9. CONCLUSIONS AND RECOMMENDATIONS

9.1. SUMMARY OF RESEARCH FINDINGS

Emelyanova, & Voronina (2017) suggest that although integrating online instruction in regular classes makes learning more available, opportune, and more affluent in content, it may not do much in terms of increasing the level of learners' involvement in the online material. This creates a huge challenge for teachers trying to engage students in e-learning and its various sources. In the Middle East in general, and in Jordan in particular, technology in blended learning is used as a rich source for information, but is not yet developed enough to be used as a teaching approach specially in tertiary-level education. Classroom teaching is still the main stream although many educational institutions are becoming aware of the importance and applications of blended learning. And, although it is still in its early "experimental" stages at the

time this paper was composed, the results are still very indicative. It was interesting to see the students' attitudes towards this new format introduced in their classes for probably the first time.

The paper reveals that students' responses were generally favorable towards blended learning as it helped them discover the advantages computer-based learning offers in terms of enabling them to build the confidence needed to acquire a language in an engaging, relatable way outside of traditional classes. This, in turn, will ultimately help them grow as autonomous learners. The results of this research indicate that students had very positive responses and a generally good attitude towards using blended learning in their English class. The study has also indicated that the students' work status, marital status, number of hours per semester, number of hours spent studying English each day, and favorite studying time had no significance whatsoever on the students' level of satisfaction in learning English in the blended approach. On the other hand, factors such as age, gender, linguistic level, and field of study have a more significant effect on the students' level of involvement particularly in the online part of the class. However, the comparison of figures throughout the paper has indicated that students in the tertiary level in Jordan still favor traditional classes although they have accepted the blended learning approach. The fact that the difference in preferring traditional teaching was very small indicates the students are willing to adopt this new approach of learning that probably fits their modern life styles and satisfies their tech-needs even though they are somewhat reluctant towards fully embracing it.

9.2. RECOMMENDATIONS

It is evident that much more data than has already been discussed in this paper could have been extracted from this research but weren't due to the various limitations this study faced. However, despite the limitations, the findings of this paper are highly indicative of the students' attitudes towards blended learning. However, it is still a relatively new concept, and its implications haven't been fully examined in this part of the world. Thus, more research is still needed to understand how to employ and integrate technology in regular classes in the best way that will eventually lead to maximizing the students' competence level. Therefore, both teachers and students in the Middle East need to rethink the learning-teaching process and consider the implications for using technology in class.

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