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Iraqi EFL University Instructors' Attitudes Towards the Hybrid Learning Model in the Teaching and Learning Process

A B S T R A C T

This paper describes the process of developing and validating a self-assessment survey that measures "technology pedagogical topic knowledge" among preservice instructors studying to teach English as a foreign language (EFL). The questionnaire, called "Technological Pedagogical Content Knowledge" (TPACK), the study aims to provide an assessment tool for preservice foreign language instructors towards the hybrid learning model. The tool used a questionnaire survey. "The sample of the study consist of (30) instructors" (10 male and 20 female) from Baghdad and Tikrit Universities. The results indicate that instructors have superior content, pedagogical, and pedagogical content knowledge, but inferior technical and technological content knowledge. This might be attributed to the lack of digital classroom technology and information assistance in their educational institutions. In general, EFL instructors have favorable opinions on hybrid learning.

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توجهات مدرسي اللغة الإنجليزية كلغة أجنبية في الجامعات العراقية نحو نموذج التعلم المختلط في عملية التدريس والتعلم

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الخلاصة:

وتصف هذه الورقة عملية وضع وإقرار دراسة استقصائية للتقييم الذاتي تقيس "معرفة موضوع التكنولوجيا التربوية" فيما بين معلمي ما قبل الخدمة الذين يدرسون لتدريس اللغة الإنكليزية كلغة أجنبية (EFL).

ويهدف الاستبيان، المسمى "المعرفة المتعلقة بالمحتوى التربوي التكنولوجي "، إلى توفير أداة تقييم لمعلمي اللغات الأجنبية قبل الخدمة من أجل نموذج التعلم الهجين. وتتألف عينة الدراسة من (٣٠ معلماً) (١٠

من الذكور و٢٠ من الإناث) من جامعات بغداد والتكريت، وتشير النتائج إلى أن المعلمين يتمتعون بمضمون متفوق ومعارف تربوية وتربوية ومعارف ذات محتوى تربوي وبيداغوجي، لكن معرفتهم بالمحتوى التقني والتكنولوجي أدنى.

وقد يُعزى ذلك إلى الافتقار إلى التكنولوجيا الرقمية للفصول الدراسية والمساعدة الإعلامية في مؤسساتها التعليمية.

الكلمات المفتاحية: التعليم الهجين، تدريسي اللغة الإنكليزية لغة اجنبية، المعرفة المتعلقة بالمحتوى التربوي التكنولوجي.

1. Introduction

There has been considerable interest in the technological pedagogical content knowledge framework from the teacher education institutions. The method provides instructors with the means of conception and assessment of preservation instructors' expertise and know-how to integrate technologies into their" instruction. "This is critical in the context of teacher" training. In the mixed schools of today, the rapid development of technology demand that instructors continue to use the available resources for teaching through a frameworks such as knowledge of technical pedagogical content (Mishra and Koehler, 2006:1017).

The "Hybrid" Learning Paradigm applies to the combining of educational systems": face-to-face teaching in the classroom and the online world (Doering, 2006:197). Ibrahim defined face-to-face learning as "when students and instructors meet in person and communicate without the use of internet technologies" (Ibrahim, 2011:4). "Furthermore, distance learning as "designed learning that typically takes place in a different place from teaching, involving unique methods of course design and teaching, collaboration through different technology, and particular operational and administrative arrangements. The hybrid active learning, However "blended learning process gives students the opportunity to recognize and address real world challenges through real learning experiences in an immersive learning atmosphere that they value" (Ellis, 2001:84). Hybrid or on-line instruction, "combines with face-to-face learning online. [hybrid] teaching aims at the most efficient and reliable educational atmosphere through the incorporation of methods of delivery (Halverson et al, 2012:381).

1.1 Aim of the Research

The paper aims to provide an assessment tool for English foreign language instructors towards the hybrid learning model at Baghdad and Tikrit" Universities**.**

1.2 Limits of the study

The study is limited to EFL instructors' at Baghdad and Tikrit University during the academic year (2022-2023).

2. The Hybrid Learning Definition

Hybrid learning, sometimes known as "mixed learning," is the combination of online instruction delivered over the internet with traditional face-to-face instruction (Hentea, Shea, & Pennington, 2003:160). Learners can "meet face to face with instructors of the course and their classmates to debate, discuss, question, and get" feedback through "hybrid learning." Online classes, for instance, would not result in any such bodily involvement. Hybrid education combines "the advantages of both distant and face-to-face learning." When instructors "help students as needed," they "perform the function of instigators and the role of instructors by giving supplemental lessons after the online courses of" students. It has been said that hybrid learning is "a varied and increasing area of design and investigation that mixes face-to-face and online modalities" (Halverson et al. 2013:90).

Additionally, "Hybrid learning" has four facets, including (1) "a mixture of collective learning and independent learning," (2) "a mixture of synchronous learning and asynchronous learning," (3) "a mixture of self-paced and group-paced learning," and (4) "a mixture of structured and non-formal learning in terms of convergence of lifelong learning and/or the environment of learning." When it comes to these four characteristics, as specified by (Nguyen, 2011:75), " "carried in by the mutual intelligence of multi-agent organizations in a common framework that communicates with the instructor in tandem with the instrument," blended learning is a combination of group and individual learning, as well as the strategies, platforms, and tools used to process and disseminate instructional materials. Hybrid learning need particular scheduling because it combines elements of both synchronous learning, like a virtual classroom where students are taught in small groups, and asynchronous learning, which is well-suited to distance education methods (Wang et al, 2009:338).

According to the research of Branon and Essex (2001:36), "online interactive dialogue was supposedly helpful in fostering in-depth," "more thoughtful discussion;" engaging with individual learners on a temporary basis; having active conversations where archiving is required; and encouraging all students to respond to a subject" (Johnson, 2005:46). "Hybrid learning provides an excellent strategy to self-paced learning in process of teaching speed, using rich Internet media resources and/or providing organized or F2F environments for collaborative group" learning (Stanford et al, 2002:253).

2.1 Hybrid learning and Activities

When an in-person course is converted to an online format, there are usually no direct parallels available. While most of the material you're already using may be repurposed, hybrid courses can significantly alter the ways in which instructors and students interact.

Activities in a hybrid course are identical to those in a traditional classroom or online course, so students may feel at ease because they are already familiar with the material. However, the adaptable structure of hybrid courses has the potential to significantly alter how you go about doing practices for your students.

Some instances of hybrid courses that make use of a variety of platforms for in-person delivery are as follows:

In traditional classroom settings, instructors typically take turns giving talks and guiding student discussions.

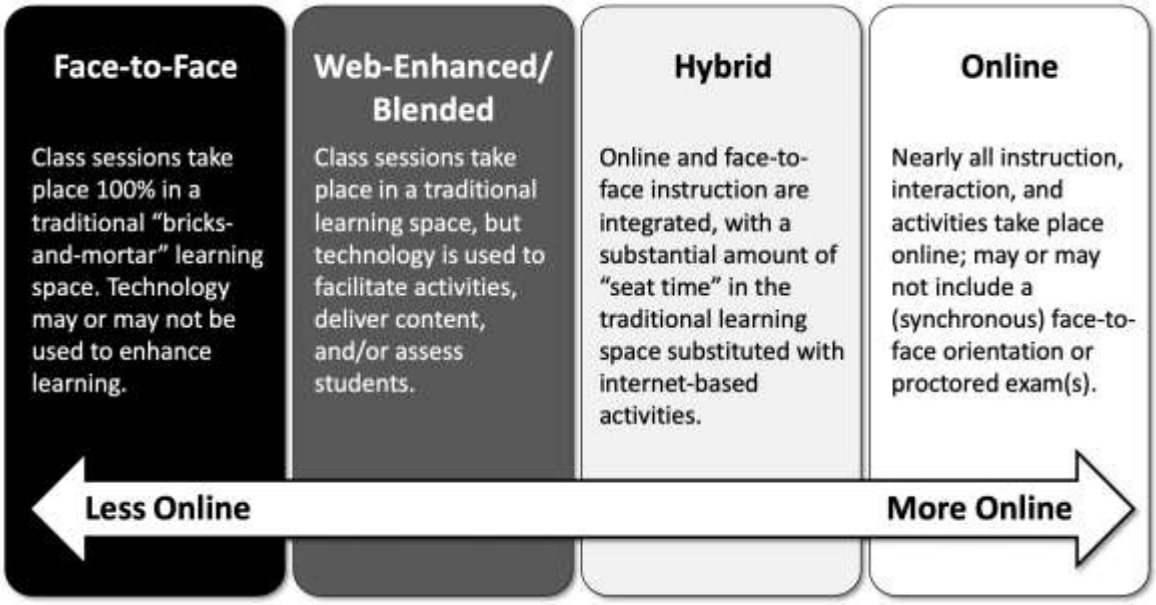
- A lecturer gives online seminars to students utilizing voiceover PowerPoint or streaming video;
- Students complete online assignments based on these classroom activities and publish them to asynchronous discussion boards for online debate. After reading this background information online, students in the classroom will be better prepared to participate in face-to-face events and conversations in smaller groups.
- The class can then analyze and grade the groups' contributions to the online forum discussion once they have prepared for them in advance.

The timetables of hybrid classes might vary greatly:

- It's normal for instructors to spend a few weeks meeting with their students in person before moving the lesson online for a week.
- Alternatively, an individually planned first few weeks of the course should be followed by a prolonged period of online work (for instance one month or over);

- Consider a three-hour-per-week evening course that meets for only 45 minutes each week and has its students do their work online instead of keeping everyone together in the same room the whole time (Shea et al, 2015:539).

When people talk about hybrid learning, they usually mean a course that combines traditional in-person instruction with some useful online components (about 25/75). Remember that any description is only an approximation. However, there is a lack of reliable empirical knowledge that would allow us to quantify the exact educational value of any given mode of instruction (with the apparent exception of entire class sessions). While the terms "hybrid" and "mixed" may come to mind first when thinking about "online learning," these are simply two of many possible terms (Cummings et al, 2017:88).



Figure||1 Online learning spectrum adopted from (Cummings et al, 2017:96).

2.3 "Challenges in the area of distance education in hybrid learning

In order to facilitate university education, the hybrid models incorporate the cultural features from traditional teaching methods and flexible technology and efficient media technologies, 'in particular F2F networking.' While these configurements provide considerable advantages for combined education, when these elements are combined, significant shortcomings and problems arise. The principle of "A Maslow's hierarchy" describes various behaviours, particularly in rural and remote learning environment. Would it imply the following

pedagogical implications on how Maslow's principle of demands is applied?? That's not a whole word. According to the level of proposed needs:

(1) "No behavioral obstacles to access to instructional resources in respect of the physiological colleague" (e.g., "hunger", availability, indistinguishable sounds etc.) must be observed.

(2) The learning process must be able to adapt to disparities in the protection needs of immigrant and/or vulnerable pupils, while also giving peers and instructors the sense of psychological certainty to facilitate involvement in the education process. ;

(3) instructors shall be able to promote a sense of belonging among students, especially in an organized group-based context, in terms of membership requirements;

(4) human development needs to be fostered to encourage successful and autonomous learning in terms of recognition needs; and

(٥) Ultimately, in form of self the learner will be able to achieve a learning experience guided by an intent (Chew et al, 2008:40).

In addition to the realistic aspects found in the "Matthews framework" (1999), the benefits of distance learning have been cited in conjunction with the aforementioned benefits of blended learning, such as (1) increased access to higher education, (2) flexible scheduling based on learner choice, (3) relaxed learning, and (4) emphasizes the importance of education (Matthews, 1999:54).

The author, Spector (2008:78), Substantial "advantages" have been established in hybrid learning validated by scientific evidence documenting the feasibility of e - learning; however, the reviewer also cites important concerns presented by the implementation of curricula in the formal environment of universities and colleges, such as (a) cost-effectiveness, (b) learner social engagement, and (c) faculty satisfaction.

2.4 Hybrid Learning and Technological Pedagogical Content Knowledge

Hybrid learning is, as mentioned earlier by (Spector, 2008:82), comparatively recent in educational terms, while in many open universities, most notably the UK and the U.S.A., the method has already been implemented as e-learning. "Electronic education is a teaching channel and is thus applicable

to diverse teaching practices following constructivist approach or constructive learning, energy learning, teamwork, problem-based learning, narrative-based learning, and situated learning (Nichols, 2003:1-10). An instructional medium is electronic learning. These modes of pedagogy are present in the formal environment of higher learning as defined in the earlier sections (Burton & Ormrod, 2011:201). However, the process of blended learning systems is largely more comprehensive in terms of target students, the course delivered, and the specified goals for learning.

Institutions build the characteristics of hybrid analysis, illustrated by the combinations of space, time, and distribution. In some situations, students may also tailor their training modules to their course and level of training (graduate or non-graduate), based on the course they are taking (Morgan-Klein & Osborne, 2008:338).

Miliszewska (2008:79) claimed that institutional growth is almost in a similar phase, although certain variables, such as community, the essence of the course, and the requirements of students which alter the components of the hybrid approach.

According to Mishra and Koehler (2006:1017), the TPACK framework comprises seven types of knowledge related to the integration of technology in instruction (see Figure 1): "technological knowledge (TK), pedagogical knowledge (PK), content knowledge (CK), pedagogical content knowledge (PCK), technological pedagogical knowledge (TPK), technological content knowledge (TCK), and TPACK." TPACK is based on instructors' interactive understanding of technologies, teaching, and content, i.e., the use of technology to support instructional activities within a particular topic field. This contrasts with approaches that facilitate technology integration by separating technology from pedagogical and material knowledge (Koehler & Mishra, 2008:16).

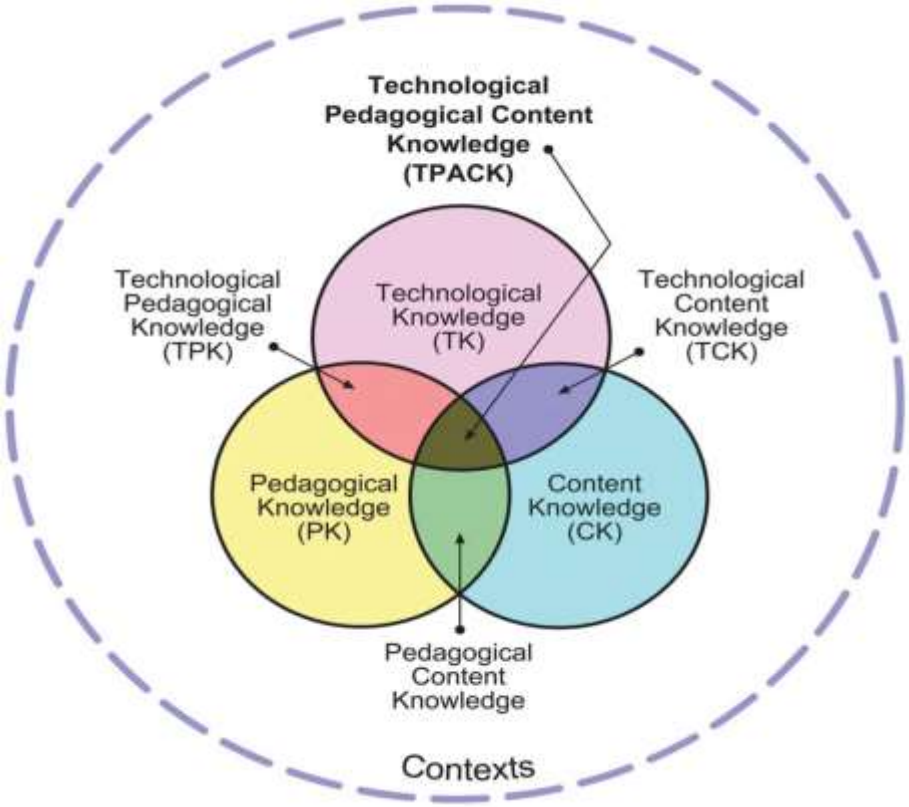


Figure 2. The TPACK framework (http://tpack.org).

TPACK is one of the most used methods for evaluating preservice instructors' survey responses. A TPACK survey provides a rapid and cost-effective method for teacher educators to assess the knowledge and abilities of a vast audience (Graham, 2011:1953). A good TPACK survey is significant in teacher education because it provides a framework for measuring and optimizing our efficacy as teacher educators. Currently, several surveys are recognized as accurate and efficient TPACK easings (Koehler et al., 2012:247).

Nevertheless, there are several recognized issues with current TPACK surveys. Inconsistency between the limitations of the TPACK structures is the primary cause for worry (Graham, 2011:1960). The majority of the works are written in a pretty generic style. Although this enhances their relevance to a larger audience, items written in a broad or general manner are typically more susceptible to prejudice and are more likely to misread the structures from which they are created (Desimone, 2009:181). Moreover, while incorporating technology, each subject area values different teaching strategies (Graham et al., 2009:70). Articles produced for a variety of subject areas do not address subject-specific pedagogical and technical activities associated with a given

topic. There is currently a trend towards building content-specific surveys and addressing recognized validity and usability issues.

The goal of this study was to create a TPACK survey that evaluates the knowledge of preservice instructors using technology for teaching English as a foreign language (EFL). For pedagogy instructors, the survey, dubbed TPACK-EFL, is a self-assessment that focuses primarily on TPACK within the content field of the EFL. The need for a survey like this is high.

While some research (Abbitt et al., 2011:4238) has focused on the effective production of content-specific TPACK surveys in a variety of subject areas, such as science and mathematics, an explicit and accurate TPACK survey for EFL instructors has not yet been developed. As in many other regions of the world, including China, Russia, Germany, Spain, Egypt, and Brazil, English is the most learned foreign national language where this survey was conducted (Crystal, 2003:238). An EFL-specific TPACK survey will provide educators with a tool for assessing the capacity of prospective EFL instructors to integrate technology into their classrooms. In addition, EFL learning experiences that use technology are seen as unique and different. Social networking, such as social networking sites, is encouraged as a tool for learners to meaningfully utilize language when acquiring information with other learners (Jonassen et al, 2008:92).

3. Methodology

3.1 Population

Best et al. (2006:13-16) explain that a population is any group of people who share one or more traits. The population of this study consists of male and female university instructors in Baghdad and Tikrit. This study's sample is restricted to EFL instructors (male and female) at two institutions in Baghdad and Tikrit for the academic year 2020/21. The sample consists of thirty university professors (10 male and 20 female). They were selected at randomly.

3.2 Instruments

As a research tool, a questionnaire "includes data collection equipment via which respondents answer questions or react in writing" Baser et al. created the questionnaire that was utilized (2015). Comprise seven characteristics: "Technical Knowledge, Content Knowledge, Pedagogical Knowledge, Pedagogical Content Knowledge, Technological Content Knowledge,

Technological Pedagogical Knowledge, and Technological Pedagogical Content Knowledge." The scale responses were "Agree (3)," "Neutral (2)," and "Disagree (1)."

3.3 Validity

The first element to be tested when designing some sort of instrument is validity. Bynom (2001:13) "describes validity as "the degree to which a test (instrument) measures or can be effectively used for the purpose for which it is intended to be measured"."

There are several types of validity, including face validity, text validity, construct validity, etc. Material validity is the approach utilized to establish whether or not the instrument is accurate for achieving the research's objectives. The questionnaire was presented to a panel of certified English as a foreign language instructors in order to determine the instrument's substantive validity.

3.4 Reliability

Reliability is one of the essential qualities of any quality equipment. It should relate to the consistency of measurement that makes validity feasible and reflects the degree of trust in a test's outcomes (Veram and Beard, 1981:860).

It is well known that even when the same examination is administered to the same group of test takers under identical conditions, it is impossible to generate identical scores. Using the Alpha-Cronbach Formula, the questionnaire's reliability coefficient was estimated to be (0.88), which is regarded satisfactory.

4. Data Collection and Analysis

The next stage in this study includes frequencies of the responses of the instructors‟ on the questionnaires. The collected questionnaires were first computed into SPSS 23.0 and then processed by descriptive analysis. To identify the demotivates, factor analysis was conducted.

Table (1)
Technological Knowledge

Item	Agree		Neutral		Disagree	
	N	%	N	%	N	%
1-"I can use basic technological terms (e.g., operating system, wireless connection, virtual memory, etc.) appropriately."	24	80.0	2	6.7	4	13.3
2-I can adjust computer settings such as installing software and establishing an Internet connection.	27	90.0	2	6.7	1	3.3
3- "I can use computer peripherals such as a printer,	27	90.0	1	3.3	2	6.7

a headphone, and a scanner."						
4- "I can troubleshoot common computer problems (e.g., printer problems, Internet connection problems, etc.) independently."	26	86.7	2	6.7	2	6.7
5- "I can use digital classroom equipment such as projectors and smartboards."	25	83.3	2	6.7	3	10.0
6- "I can use Office programs (i.e., Word, PowerPoint, etc.) with a high level of proficiency."	27	90.0	2	6.7	1	3.3
7- "I can create multimedia (e.g., video, Web pages, etc.) using text, pictures, sound, video, and animation."	3	10.0	5	16.7	22	73.3
8- "I can use collaboration tools (wiki, Edmodo, 3D virtual environments, etc.) in accordance with my objectives."	0	0	6	20.0	24	80.0
9- "I can learn software that helps me complete a variety of tasks more efficiently."	26	86.7	1	3.3	3	10.0

The results of table (1) show that the degree of Technological Knowledge was very high on items (2, 3, and 6), where the percentage of response on these items was (90.0%-90.0%-90.0%). where the percentages of response on item (7, 8), the most disagree these items with percentage is (73.3%-80.0%).

Table (2)
Content Knowledge

Item	Agree		Neutral		Disagree	
	N	%	N	%	N	%
1- "I can express my ideas and feelings by speaking in English."	29	96.7	1	3.3	0	0
2- "I can express my ideas and feelings by writing in English."	27	90.0	1	3.3	2	6.7
3- "I can read texts written in English with the correct pronunciation."	28	93.3	2	6.7	0	0
4- "I can understand texts written in English."	28	93.3	2	6.7	0	0
5- "I can understand the speech of a native English speaker easily."	28	93.3	1	3.3	1	3.3

The results of table (2) show that the percentage of agreement of Content Knowledge was high on all items. Where the percentages of response on these items were between (93.3%-96.7%). this refers that all instructors strongly agree about these items.

Table (3)
Pedagogical Knowledge (PK)

Item	Agree		Neutral		Disagree	
	N	%	N	%	N	%
1- "I can use teaching methods and techniques that are appropriate for a learning environment."	28	93.3	1	3.3	1	3.3
2- "I can design a learning experience that is appropriate for the level of students."	28	93.3	1	3.3	1	3.3
3- "I can support students' learning in accordance with their physical, mental, emotional, social, and cultural differences."	22	73.3	3	10.0	5	16.7
4- "I can collaborate with school stakeholders (students, parents, instructors, etc.) to support students' learning."	29	96.7	1	3.3	0	0
5- "I can reflect on the experiences that I gain from professional development programs to my teaching process."	27	90.0	1	3.3	2	6.7
6- "I can support students' out-of-class work to facilitate their self-regulated learning."	25	83.3	2	6.7	3	10.0

The result of this table (3) shows that most instructors agree with Pedagogical Knowledge (PK) items and the high percentages were on items (5, 1, 2, and 4). Where the percentage of response on these items range between (90.0%-96.7%).

Table (4)
Pedagogical Content Knowledge

Item	Agree		Neutral		Disagree	
	N	%	N	%	N	%
1- "I can manage a classroom learning environment."	29	96.7	1	3.3	0	0
2- "I can evaluate students' learning processes."	29	96.7	1	3.3	0	0
3- "I can use appropriate teaching methods and techniques to support students in developing their language skills."	29	96.7	1	3.3	0	0
4- "I can prepare curricular activities that develop students' language skills."	24	80.0	6	20.0	0	0
5- "I can adapt a lesson plan in accordance with students' language skill levels."	29	96.7	1	3.3	0	0

The result of this table (4) shows that most instructors agree with Pedagogical Content Knowledge items and the high percentages were on all

items. Where the percentage of response on these items range between (80.0%-96.7%).

Table (5)
Technological Content Knowledge (TCK)

Item	*Agree*		*Neutral*		*Disagree*	
	N	*%*	*N*	*%*	*N*	*%*
1- "I can take advantage of multimedia (e.g., video, slideshow, etc.) to express my ideas about various topics in English."	28	93.3	1	3.3	1	3.3
2- "I can benefit from using technology (e.g., web conferencing, discussion forums) to contribute at a distance to multilingual communities."	29	96.7	0	0	1	3.3
3- "I can use collaboration tools to work collaboratively with foreign persons (e.g., Second Life, wiki, etc.)."	27	90.0	1	3.3	2	6.7

The result of this table (5) shows that the most of instructors agree with Pedagogical Technological Content Knowledge (TCK) items and the high percentage was on all items. Where the percentage of response on these items range between (90.0%-96.7%).

Table (6)
Technological Pedagogical Knowledge (TPK)

Item	*Agree*		*Neutral*		*Disagree*	
	N	*%*	*N*	*%*	*N*	*%*
1- "I can meet students' individualized needs by using information technologies."	27	90.0	1	3.3	2	6.7
2- "I can lead students to use information technologies legally, ethically, safely, and with respect to copyrights."	0	0	1	3.3	29	96.7
3- "I can support students as they use technology such as virtual discussion platforms to develop their higher-order thinking abilities."	23	76.7	4	13.3	3	10.0
4- "I can manage the classroom learning environment while using technology in the class."	27	90.0	1	3.3	2	6.7
5- "I can decide when technology would benefit my teaching of specific curricular standards."	28	93.3	2	6.7	0	0
6- "I can design learning materials by using technology that supports students' learning."	27	90.0	1	3.3	2	6.7
7- "I can use multimedia such as videos and Web sites to support students' learning."	15	50.0	1	3.3	14	46.7

The result of this table (6) shows that the most of instructors agree with Pedagogical Technological Pedagogical Knowledge (TPK) items and the high percentages were on items (1, 3, 4, 5, and 6). Where the percentage of response on these items range between (76.7%-93.3%). where the response of disagreement on items (2, 7). the percentage is (46.7%-96.7%).

Table (7)
Technological Pedagogical Content Knowledge (TPACK)

Item	*Agree*		*Neutral*		*Disagree*	
	N	*%*	*N*	*%*	*N*	*%*
1- "I can use collaboration tools (e.g., wiki, 3D virtual environments, etc.) to support students' language learning."	1	3.3	0	0	29	96.7
2- "I can support students as they use technology to support their development of language skills in an independent manner."	28	93.3	1	3.3	1	3.3
3- "I can use Web 2.0 tools (animation tools, digital story tools, etc.) to develop students' language skills."	0	0	1	3.3	29	96.7
4- "I can support my professional development by using technological tools and resources to continuously improve the language teaching process."	28	93.3	0	0	2	6.7

The result of this table (7) shows that the most of instructors agree with Technological Pedagogical Content Knowledge (TPACK) items and the high percentages were on items (2, and 4). Where the percentage of response on these items is (93.3%). where the response of disagreement on items (1, and 3). The percentage is (96.7%).

4.1 Discussion of Result

In addition to participating in a quantitative survey, instructors were given other questions. The responses to the first question on computer-mediated instruments that instructors and students use in and outside the classroom indicated that all online-classroom instructors employ technical equipment such as laptops and CD-players. PowerPoint and video channels were the I-tools most commonly suggested (Teacher Tube, School Tube, YouTube, etc.) Quizlet and online diaries are heavily utilized. Internet resources such as Voice Thread, Online Quiz Creator, and Flickr were listed as uncommon I-tools. Students mostly utilize computers and PowerPoint to create and give presentations. In

addition, they utilize Google Docs, video channels, and occasionally Blogs and Quizlet, depending on the directions provided.

Instructors also lamented the absence of contemporary technology such as projectors and smart boards in the classrooms. As regards I-tools, the most popular were video channels (Teacher Tube, School Tube, YouTube, etc.), Wikis, and Google Docs. However, the instructors' options are limited by the absence of a high-speed Internet connection in the classrooms. It may be anticipated that Internet connectivity would enable them to use a greater variety of mobile applications and software to study English. In addition, the majority of instructors expressed anxiety over the integration of virtual learning platforms into their teaching practices. Academic staff felt that hybrid learning's advantages outweigh its limitations, which may be restricted to their educational institutions' working environments. Importantly, they stated a willingness to participate in a training course or obtain other forms of informational assistance in order to enhance their "TPACK." Along with other elements such as knowledge or technological learning, epistemic factors are vital for instructors' perception of innovations.

5. Conclusions

Due to the exponential growth of information and communication technology, new and exciting methods of instruction have emerged in the world of higher learning. Hybrid learning is one of them; it's an instructional strategy that merges traditional classroom instruction with online tutorials. Data from quantitative and qualitative surveys showed that EFL university instructors have quite high content, pedagogic, and pedagogical content knowledge; this article analyzed the perspectives of English language instructors on hybrid learning and offered suggestions for improving the quality of this innovative teaching practice.

The capacity to develop multimedia materials and collaborate via visual conferences, webinars, wikis, etc., was, on the other hand, correlated with a lower level of technological expertise and topic knowledge. However, one's high numbers in other areas may be attributable to a lack of self-criticism or a fear of seeming inadequate. Instructors' thoughtful analysis of the benefits and drawbacks of hybrid learning demonstrates their commitment to and enthusiasm for this cutting-edge method of education. Also, it is safe to conclude that instructors have strong TPACK and are capable of implementing hybrid learning at a high level, despite a clear discrepancy between the large variety of

I-tools utilized by instructors and the absence of contemporary equipment and high-speed Internet connection in the classrooms. The studies' aggregate results indicate that educators see hybrid learning favorably and are open to using it in their classrooms. However, they require guidance on how to best utilize today's I-tools and improved pedagogical technology.

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APPENDIX (A)

Questionnaire

Technological Knowledge

Item	Agree	Neutral	Disagree
1-I can use basic technological terms (e.g., operating system, wireless connection, virtual memory, etc.) appropriately.			
2-I can adjust computer settings such as installing software and establishing an Internet connection.			
3-I can use computer peripherals such as a printer, a headphone, and a scanner.			
4-I can troubleshoot common computer problems (e.g., printer problems, Internet connection problems, etc.) independently.			
5-I can use digital classroom equipment such as projectors and smart boards			
6-I can use Office programs (i.e., Word, PowerPoint, etc.) with a high level of proficiency.			
7-I can create multimedia (e.g., video, Web pages, etc.) using text, pictures, sound, video, and animation.			
8-I can use collaboration tools (wiki, Edmodo, 3D virtual environments, etc.) in accordance with my objectives			
9-I can learn software that helps me complete a variety of tasks more efficiently.			

Content Knowledge

Item	Agree	Neutral	Disagree
1-I can express my ideas and feelings by speaking in English			
2-I can express my ideas and feelings by writing in English			
3-I can read texts written in English with the correct			

pronunciation.			
4-I can understand texts written in English.			
5-I can understand the speech of a native English speaker easily.			

Pedagogical Knowledge (PK)

Item	Agree	Neutral	Disagree
1-I can use teaching methods and techniques that are appropriate for a learning environment.			
2-I can design a learning experience that is appropriate for the level of students.			
3-I can support students' learning in accordance with their physical, mental, emotional, social, and cultural differences.			
4-I can collaborate with school stakeholders (students, parents, instructors, etc.) to support students' learning.			
5-I can reflect the experiences that I gain from professional development programs to my teaching process.			
6-I can support students' out-of-class work to facilitate their self-regulated learning.			

Pedagogical Content Knowledge

Item	Agree	Neutral	Disagree
1-I can manage a classroom learning environment.			
2-I can evaluate students' learning processes.			
3-I can use appropriate teaching methods and techniques to support students in developing their language skills.			
4-I can prepare curricular activities that develop students' language skills.			
5-I can adapt a lesson plan in accordance with students' language skill levels.			

Technological Content Knowledge (TCK)

Item	Agree	Neutral	Disagree
1-I can take advantage of multimedia (e.g., video, slideshow, etc.) to express my ideas about various topics in English.			
2-I can benefit from using technology (e.g., web conferencing, discussion forums) to contribute at a distance to multilingual communities.			
3-I can use collaboration tools to work collaboratively with foreign persons (e.g., Second Life, wiki, etc.).			

Technological Pedagogical Knowledge (TPK)

Item	Agree	Neutral	Disagree
1-I can meet students' individualised needs by using			

information technologies.			
2-I can lead students to use information technologies legally, ethically, safely, and with respect to copyrights.			
3-I can support students as they use technology such as virtual discussion platforms to develop their higher order thinking abilities.			
4-I can manage the classroom learning environment while using technology in the class.			
5-I can decide when technology would benefit my teaching of specific curricular standards			
6-I can design learning materials by using technology that supports students' learning.			
7-I can use multimedia such as videos and Web sites to support students' learning.			

Technological Pedagogical Content Knowledge (TPACK)

Item	Agree	Neutral	Disagree
1-I can use collaboration tools (e.g., wiki, 3D virtual environments, etc.) to support students' language learning.			
2-I can support students as they use technology to support their development of language skills in an independent manner.			
3-I can use Web 2.0 tools (animation tools, digital story tools, etc.) to develop students' language skills			
4-I can support my professional development by using technological tools and resources to continuously improve the language teaching process			