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Article:	Investigating Pakistani Efl Teachers' Attitude towards Face-To Face, Online and Blended Modes of Teaching: A Qualitative Study
Author(s):	Muhammad Younas Assistant Professor of English, Higher Education Department, Govt. of Punjab, Pakistan.
	Beenish Pervaiz Lecturer in English, University of Education, Lahore,
	Muhammad Irfan Janjua PhD English Scholar, University of Sargodha, Sargodha
	Arooj Shahid BS in English, University of Central Punjab, Lahore
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Author(s) Note:	Muhammad Younas is serving as an Assistant Professor of English at Higher Education Department, Govt. of Punjab, Pakistan. Email: younasdanial@gmail.com
	Beenish Pervaiz is serving as a Lecturer in English at University of Education, Lahore
	Muhammad Irfan Janjua is a PhD English Scholar at University of Sargodha, Sargodha
	Arooj Shahid is BS in English from University of Central Punjab, Lahore

ABSTRACT

This study intends to investigate Pakistani EFL teachers' attitudes towards face to face, online and blended modes of teaching. The study is qualitative in nature. The data has been collected through semi-structured interview from 20 teachers who were willing to participate in this study and were also having the experience of teaching in face to face, online and blended modes of teaching. The qualitative data collected through semi-structured interview has been analyzed through thematic analysis approach. The emerging themes, the problems being faced by the teachers in face to face teaching mode, were over-crowded classes, prescriptive syllabus, demotivated students, non-conducive classroom environment and less cooperative management. In online teaching mode, the teachers faced problems such as average or poor computer knowledge, no proper tools for online classes, no positive impact on learning of students, less comfort level while taking online classes, no proper training, and less support and resources from management. The teachers also opine that they have problems in blended mode of teaching as well that are time consuming issue, learning isolation, learners' frustration, anxiety and confusion, and higher class drop out ratio.

Key Words: Attitude, Online, Blended, Face to Face and EFL Teachers

1- INTRODUCTION

The use of technology in the field of EFL teaching and learning is increasing day by day. The face to face EFL teaching and learning mode is transforming into online and blended modes. So, the researcher decided to carry out a research on the attitudes of EFL teachers and learners towards F2F, online and blended modes of teaching and learning at graduate level in Pakistani universities and colleges.

Covid-19 pandemic throughout the world has also added to the relevance of face to face, online and blended EFL teaching and learning modes. The researcher himself is an EFL teacher at college and university level. The researcher listened many EFL teachers around talking about the switching between F2F, online and blended EFL teaching and learning modes and their impact on EFL teaching and learning. In this background, it is the need of time to conduct a study on F2F, online and blended modes of teaching and learning in Pakistani EFL context.

Face to face instruction refers to traditional classroom where the teachers and the learners are devoted to conventional teaching and learning at the same time. In this mode of delivery, teaching and learning takes place on campus during specific days and times of the week over a specific term.

Tseng and Walsh Jr (2016) are of the view that face to face mode has been a standard mode of teaching and learning for many years and it is still being practiced in many institutions. In the beginning, face to face mode was mainly based on lecture method and students were simply supposed to sit, listen and take notes from the teacher presenting course content but now this mode is also supported by collaborative discussion sessions to analyze and debate the information provided by a teacher in his/her lecture.

Online mode of teaching and learning is becoming popular because of technology inclusion into the education. In online teaching and learning and distance learning the instruction is delivered online. An online teaching and learning is a system in which the learners learn subjects, discuss issues with classmates, clarify doubts with instructors, share material and check academic progress with the help of internet based technologies. Means, Toyama, Murphy, and Baki (2013) narrate that there is a growing trend of using technology in the teaching and learning process. Xu and Ebojoh (2007) conclude in their study that the arrival of internet and worldwide web have lead educational organizations to alter their teaching and learning techniques with the inclusion of technology to meet the demands of modern learners.

Blended teaching and learning is the combination of both face to face and online modes. This mode of teaching and learning combines the benefits of both face to face and online teaching and learning. Zhang and Zhu (2018) state that it is a very challenging task to develop a suitable learning context for all students but the blended teaching and learning approach provides a flexible, interactive, active, encouraging and inspiring teaching and learning environment. They further say that the integration of technology base teaching and learning with traditional face to face teaching and learning is an initial teaching/learning factor for higher education.

1.1 OBJECTIVES OF THE STUDY

The major objective of the study is to:

- 1) Explore the attitudes of Pakistani EFL teachers towards face to face, online and blended teaching.

1.2 RESEARCH QUESTION

- 1) What is the attitude of Pakistani EFL teachers towards face to face, online and blended modes of teaching?

2- LITERATUREREVIEW

In EFL context, BL has been evolving as one of the most popular modes of teaching and learning (Halverson, Graham, Spring, Drysdale, & Henrie, 2014). Wong, Tatnall, and Burgess (2014) conclude in their study that no significant difference and preference is found between face to face and online modes of learning among male and female learners.

Agustina and Cahyono (2017) state that online classes are considered as modern tool for managing issues during the learning process, the researcher himself believes that online classes save the students from academic loss when face to face classes are not possible in unforeseen conditions like COVID-19. Kebritchi, Lipschuetz, and Santiago (2017) conclude in their study that online classes are convenient and less costly but some students are not as successful in online classes as they are in face to face classes. The researcher is also of the view that the learners who are not used to technology are likely to confront difficulties in online classes.

Scriven and Paul (2004) reveal in their study that the blended learning is advantageous for the students because it develops critical thinking of the student through skillful analysis and synthesis of the learning material. The blended learning is teacher centered and focuses on the skills of the students. Gulc (2006) narrates that the blended learning makes learning possible anytime and anywhere. It is an easy way of teaching and learning. Güzer and Caner (2014) evaluate in their research that there is no significant difference between blended learning and face to face learning in general. But for satisfaction, motivation, knowledge retention and less drop-out ratio, BL is considered superior to face to face learning.

Ullah, Ashraf, Ashraf, and Ahmed (2021) determine that online teaching cannot bring good results as the most of the Pakistani students cannot have access to the online classes due to technical and financial reasons. The researcher being the insider of the teaching and learning process has the same opinion. Adnan and Anwar (2020) also conclude in their study that the Pakistani students don't have access to internet for online classes because of technical and monetary issues. They further highlight that the students do have concerns about online teaching by pointing out the issue such as the absence of face to face interaction between student and teacher and the lack of traditional classroom socialization.

Abid, Zahid, Shahid, and Bukhari (2021) explored the opinions of teachers about online teaching in Pakistani context. The findings of their study reflect that the experience and young teachers have different attitudes towards online teaching. Both the experienced and young

teachers agreed that the online teaching experience gave us awareness for online teaching and prepared us for blended mode of teaching.

Irum, Bhatti, Abbasi, and Dilshad (2020) recommend in their study that the proper policy for instruction should be formulated for effective use of blended mode of teaching and learning in Pakistani context. They further highlight that the proper training and skill development programs need to be organized so that the teachers may be in a position to effectively integrate technology with their teaching. Jumani, Malik, and Akram (2018) highlight the need of training sessions for both students and learners to make them aligned with blended teaching and learning. The researcher himself is in line with this suggestion. Rizvi, Gulzar, Nicholas, and Nkoroi (2017) suggest in their study that the adequate mentorship programs are essential for the skill development of the faculty to make them able to integrate technology with teaching in an adroit way. Soomro, Soomro, Bhatti, and Ali (2018) conclude in their study that the teachers have positive attitude towards the use of technology in teaching and they are having expertise in using technology in teaching and learning process. They further opine that several steps are needed to be taken by the universities for implementing blended mode of teaching and learning at full length.

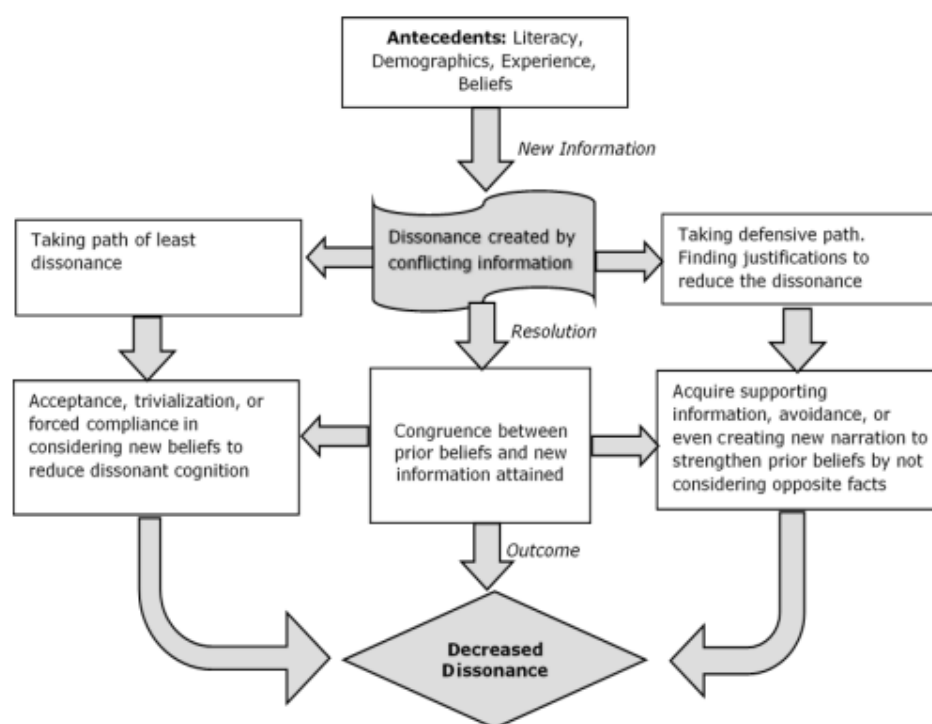
2.1 THEORETICAL FRAMEWORK

Since the major objective of the research study is to investigate the attitudes of EFL teachers and learners towards online, face to face and blended modes at graduate level, the theoretical framework for this reach will be based on the theories regarding formation of attitude. The major theories of attitude formation are Functionalist Theory (Katz, 1960) and Cognitive Dissonance Theory (Festinger, 1957a). Generally, the research study will be grounded in these two theories but will mainly be based on Cognitive Dissonance Theory (CDT) presented by (Festinger, 1957a).

Festinger (1957b) states that cognition refers to any form of knowledge, opinions, beliefs, or feelings about someone or something and people tend to seek consistency among their cognitions reducing the dissonance to feel more comfortable and secure. Festinger (1964) explores that the dissonance and inconsistency among cognitions is created by the four major causes which are logical inconsistency, cultural values, prior experiences and forced compliance. Festinger and Carlsmith (1959) opine that the excessive pressure and punishment might produce obedience for time being but it will not bring permanent change in attitude. Katz (1960) suggests that attitudes are formed according to how a particular person or thing meets our needs. Attitude can generally be defined as a social inclination either favorable or unfavorable towards someone or something. Yahya & Sukmayadi (2020) narrate in their review paper that the cognitive dissonance theory has become one of the most widely accepted theory in explaining human behavioral change and many other social behaviors.

Keeping in view the above cited studies, this study will mainly be based on Cognitive Dissonance Theory (CDT) which is presented by Festinger in 1957. CDT suggests that inconsistencies among cognition (knowledge, opinion, belief or attitude about the environment, phenomenon and person etc) generate an uncomfortable motivating feeling. This theory holds that when an individual's behavior is inconsistent with her or his own thoughts and beliefs, an

underlying psychological tension is created. This underlying tension then encourages an individual to change his or her attitude, resulting in harmony between thoughts and behaviors. CDT highlights that when there is inconsistency (dissonance) between attitudes and behaviors, something has to be done to remove the dissonance. In case of dissonance between attitudes and behaviors, it is most likely that the attitude will change to accommodate the behavior. Diagrammatic representation of cognitive dissonance theory is as under:



(Fig-1: Diagrammatic Representation of Cognitive Dissonance Theory CDT Adapted from (Yahya & Sukmayadi, 2020).

2.2 Studies Conducted in Pakistan

Ullah et al. (2021) determine that online teaching cannot bring good results as most of the Pakistani students cannot have access to the online classes due to technical and financial reasons. The researcher being the insider of the teaching and learning process has the same opinion. Adnan and Anwar (2020) also conclude in their study that the Pakistani students don't have access to internet for online classes because of technical and monetary issues. They further highlight that the students do have concerns about online teaching by pointing out the issue such as the absence of face to face interaction between student and teacher and the lack of traditional classroom socialization.

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3- METHODOLOGY

3.1 RESEARCH DESIGN

The research design of this study is qualitative as the study intends to explore the phenomenon of attitude in depth.

3.2 POPULATION

All the Pakistani EFL having the experience of face to face, online and blended modes of teaching will be the population for this study.

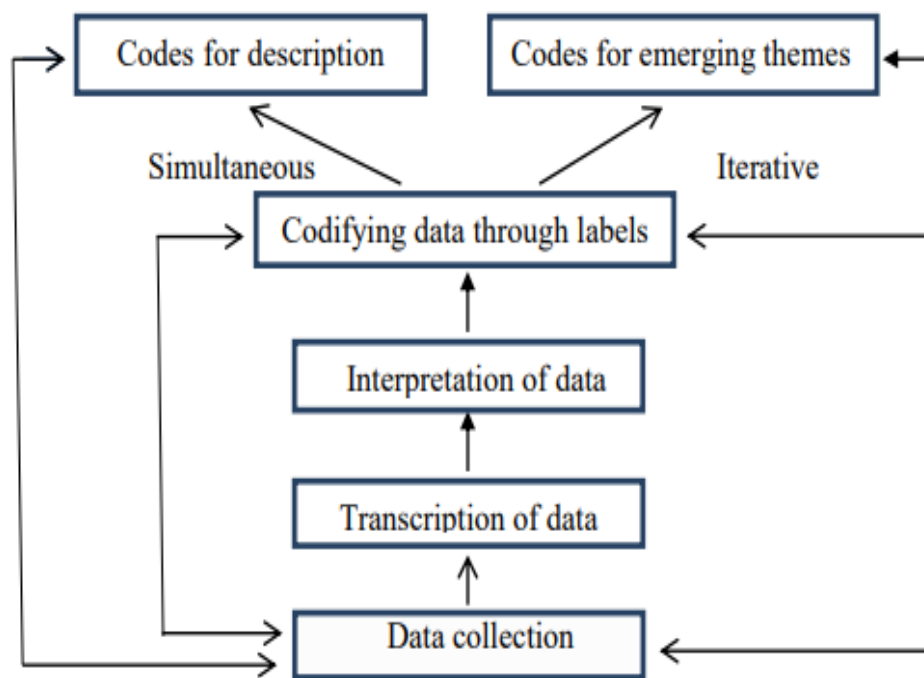
3.3 SAMPLE

The purposive sampling is employed to administer semi-structure interview to collect qualitative data from EFL teachers. This sampling is based on the judgment of the researcher that determines who is most likely to supply the most useful information in order to attain the goal. In this type of sampling, the researcher only contacts those individuals who, in his or her view, are most likely to possess the necessary knowledge and are willing to share it with the researcher (Kumar, 2018). In order to achieve thematic saturation for this qualitative data, at least 20 EFL teachers are interviewed, as suggested by the interview sample size standards, which imply that between 20 and 30 interviews will be sufficient. Participants in the interviews and note takers agree that thematic saturation, defined as the point at which no new thoughts arise from subsequent interviews, can be accomplished after the conclusion of 20 interviews (Patton, 2002). These 20 EFL teachers for interview are purposively selected with their willingness to participate in this study.

4- DATA ANALYSIS

Data is collected through semi-structured interview developed by the researchers themselves after reading the relevant and latest research studies and literature and data is analyzed through thematic analysis approach.

Diagrammatic Representation of Thematic Analysis



(F, 2013).

Figure 3 illustrates that thematic analysis is carried out step by step. The First step was to collect data. Secondly, transcription of data is done. At the third level, the data is interpreted. Finally, the data is codified through labels and emerging themes are discussed.

5- Results, Discussions and Conclusions

5.1 TABLE OF EMERGING THEMES

S.NO	Mode of Teaching	Emerging Themes
1	Face to Face	Over-crowded classes Prescriptive Syllabus De-motivated students Non-conducive classroom environment Less Cooperative Management
2	Online	Average or poor computer knowledge No proper tools for online classes No positive impact on learning of students Less comfort level while taking online classes Non proper training Less support and resources from management
3	Blended	Time consuming issue Learning isolation Learners' frustration, anxiety and confusion Higher class drop out ratio

The study concludes that Pakistani EFL teachers confront different problems in face to face, online and blended modes of teaching. The data revealed that the problems being faced by Pakistani EFL teachers in face to face teaching mode are over-crowded classes, prescriptive syllabus, de-motivated students, non-conducive classroom environment and less cooperative management. In online teaching mode, the teachers faced problems such as average or poor computer knowledge, no proper tools for online classes, no positive impact on learning of students, less comfort level while taking online classes, no proper training, and less support and resources from management. The teachers also opine that they have problems in blended mode of teaching as well that are time consuming issue, learning isolation, learners' frustration, anxiety and confusion, and higher class drop out ratio.

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