



## **A survey of English teachers' attitudes toward the interactions of educational components in conventional, virtual and hybrid learning**

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### **Abstract**

The purpose of this study was to investigate English teachers' attitudes toward the interactions of educational components in conventional, virtual, and hybrid learning. Therefore, this study is a quantitative, descriptive, and survey study. The statistical population of the present study includes language teachers in Tehran during the academic year 2021-2022. Using the method of random sampling, 150 of them were selected as the sample for this study, and the questionnaire of Karimi et al. (2020) was used to collect data. The content validity of the questionnaire was assessed by experts in the field, and its reliability was evaluated using Cronbach's alpha test. The research data were analyzed using the t-test to compare the mean scores and the Friedman test to rank the teaching methods. The results indicate that teachers' attitudes toward the interaction of educational components with a variety of conventional, virtual, and hybrid teaching methods are desirable ( $p < 0.05$ ). In addition, the ranking of the three teaching methods showed that the hybrid, virtual, and conventional methods ranked first to third, respectively. Based on the research results, it is recommended for the administrators of the education system to be more cautious when teaching languages using e-learning methods.

**Keywords:** Interactions of educational components, conventional learning, e-learning, hybrid learning