

Blended Learning and English Language Teaching: Instructors' Perceptions and Aspirations

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Abstract : Blended learning has become an innovative model that combines face-to-face with e-learning approaches. The Saudi Electronic University (SEU) has adopted blended learning as a flexible approach that provides instructors and learners with a motivating learning environment to stimulate the teaching and learning process. This study investigates the perceptions of English language instructors, teaching the four English language skills at Saudi Electronic University. Four main domains were examined in this study; challenges that the instructors encounter while implementing the blended learning approach, enhancing student-instructor interaction, flexibility in teaching, and the lack of technical skills. Furthermore, the study identifies and represents the instructors' aspirations and plans to utilize this approach in enhancing the teaching and learning experience. Main findings indicate that instructors at Saudi Electronic University experience some challenges while teaching the four language skills. However, they find the blended learning approach motivating and flexible for them and their students. This study offers some important understandings into how instructors are applying the blended learning approach and how this process can be enriched.

Keywords : blended learning, English language skills, English teaching, instructors' perceptions

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