TOWARDS A WIDER PERSPECTIVE ON THE INSTITUTIONAL ADOPTION OF BLENDED LEARNING IN SAUDI HIGHER EDUCATION: CHALLENGES AND BENEFITS.

BL Approach

The BL approach, which falls under the broad sphere of technology, is regarded as a modern educational tool that can be used to promote the learning process. In the field of TESOL and ELT, it is considered a famous and useful pedagogical approach that has been used for a long period of time (Arnó-Macià, 2012). Badawi (2009) stated that BL has the capability of generating thriving mutual learning strategies. Consequently, learners can derive maximum benefit from both traditional and virtual learning. When implementing BL in a learning environment, specific measures should be considered, such as how much in-class teaching and virtual learning is needed, since this might affect both education as well as students' proficiency in particular subjects.

Theoretical Frameworks
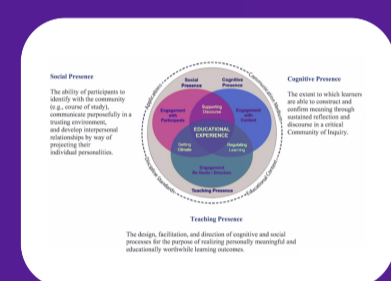
COI Framework (Garrison, Anderson & Archer, 2000)
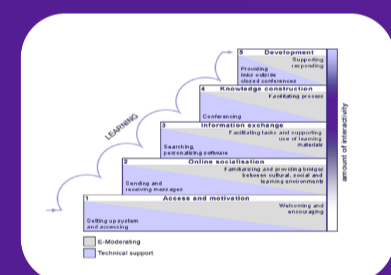
E-moderating Model: The Key to Teaching and Learning Online (Salmon, 2011)

Methodology

Exploratory Research Design

Questions

- How do EFL instructors and undergraduates interact and perform in Blended English language courses?

- What are the potential factors that influence the implementation of BL?

- What are the challenges that instructors and students face in BL classes?

- What are the views and attitudes of EFL faculty members and undergraduates regarding the implementation of BL?

- What role does BL approach play in the overall English language Learning Experience of students?

Instruments

Semi-structured Interviews with faculty members
Focus Group Interviews with undergraduates

Context

• The majority of Saudi local universitites seek sustainable developments and commitment to meet the objectives of vision 2030 in its operations, pedagogies and research.

• Technological implementation in Saudi higher education has rapidly increased and expanded to take on several roles in administrative and teaching tasks. The utilization of Information and Communication Technology (ICT) has a remarkable impact on the Saudi educational context and has created an innovative learning mode which has required academic instructors to be skillful in technology (Al-Asmari & Khan, 2014).

• Despite the kingdom's massive investment on educational technologies and the availability of ICT and technical programs at universities, it is discovered that there is still inadequate usage and inefficient implementation of technology in academic teaching and learning as a result of several barriers and challenges (Albugami & Ahmed, 2015).

Scholars

Rationale for the Study

1. The recent radical transformation that the world has had due to technology has changed people's way of communication and acquiring knowledge which, therefore, necessitates academic institutions to meet intellectuals' demands of learners (Garrison and Kanuka, 2004). Currently, the BL approach has habitually been employed in the majority of the leading universities around the world. In spite of the fact that universities have adopted this approach to promote the learning experience and improve the quality of teaching and learning, faculty members seem to fail integrating this approach accurately and successfully (Anthony et al., 2021).ddddddddddddddddddddddddddddddddddddddddddddd dd

2. Having reviewed the literature on the use of technology in EFL/ESL education and, more specifically, the implementation of BL, it is noted that limited research has been done in Saudi higher education. Therefore, this research is intended to bridge the existing gap and address the limitations that were discovered in previous research.

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