

EFL High School Students' Perceptions of the Advantages and Difficulties of Blended Learning

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Blended learning, an instructional approach that combines traditional face-to-face instruction with online learning activities, has garnered increasing attention in educational contexts. This study explores the perceptions of 70 English as a Foreign Language (EFL) high school students in the Mekong Delta regarding the advantages and difficulties associated with blended learning. Employing a mixed-methods design, data was collected through surveys and interviews to provide a comprehensive understanding of students' perspectives. The findings reveal a multifaceted view among EFL high school students regarding blended learning. While many students perceive advantages such as flexibility in pacing, access to a variety of resources, and opportunities for self-directed learning, they also encounter challenges including technological issues, difficulties in time management, and a lack of direct teacher support. Additionally, individual differences in learning preferences and technological proficiency significantly influence students' experiences with blended learning. These insights contribute to the ongoing discourse on effective implementation of blended learning in EFL high school settings. By understanding students' perceptions, educators can better design and implement blended learning environments that cater to diverse learning needs while mitigating potential challenges. The implications of this study extend to curriculum design, teacher training, and educational policy aimed at optimizing the integration of technology in language learning contexts.

Online Profile

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