

## EFL Learners' Perception about Integrating Blended Learning in ELT

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### Abstract

The study highlights English a Foreign Language (EFL) learners' perceptions about integrating Blended Learning (BL) to facilitate them completing their foundation year English courses at a Saudi university. The focus of the study was to investigate "the EFL learners' perception about integrating blended learning in their English Language Teaching (ELT) process". For this purpose, a survey was constructed in three subsections investigating the learners' viewpoints about BL as a platform: a) to improve learners' interaction, b) to increase their interests, and c) to provide autonomous learning. A mixed approach was adopted for the study to be conducted in one of the largest universities in Saudi Arabia. The participants (n=120) taken as sample were studying intensive English courses at four different levels as per the Common European Framework of Reference (CEFR) during their first year at university. The data was collected by using the designed survey consisting sixteen closed and an open-ended question to investigate the learners' perceptions in depth. The results indicate an overall positive attitude of the learners towards BL integration. ANOVA analysis of the variables shows insignificant effect of the 'level of computer proficiency' and the 'level of learners' language skills' on their perceptions. The results conclude that the learners' perceptions are found in favour of BL. Thus, it is recommended to integrate BL to increase the learners' interest, interaction, and autonomy.

*Keywords:* blended learning, BL integration, ELT, learners' autonomy

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