

Engaging Students through Blended Learning Activities to Augment Listening and Speaking

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Abstract

Present study examines pedagogically the effect of blended learning activities to augment listening and speaking at tertiary level. Teachers provided content online that allowed measuring the students' engagement, satisfaction, teacher's role, and content and examination. Using the tools online on Blackboard®, discussion on forums and listening activities, the teacher provided the blended learning activities. The three-step strategy (3SS) framework was adopted for language learning. It provided students strategies that generated, supported and manipulated the blended learning activities for learning in the face to face sessions. The study investigates how blended learning activities motivate the engagement of students, their satisfaction, the role of the teacher, content and assessment from the students' point of view. The study uses a population of 38 students from two sections of a listening and speaking class (control G1 $n = 20$ and blended G2 $n = 18$), a placement test, examination results and responses from a questionnaire as instruments for examining the effect of blended learning activities on the students' engagement, satisfaction, teacher's role, content and examination. The results using descriptive statistics demonstrate positive effects of using blended learning activities in supporting the improvement of students' learning on listening and speaking at elementary level. In brief, using the evidence from the study reveals that exposing foundation year students to blended learning activities have positive effects on students' engagement, satisfaction, teacher's role, content and examination when learning English. The paper situated itself in the discussion of providing enriched language learning content online for supporting and measuring learning through the objective measurement of the content from the opinion of the students.

Key Words: blended learning, EFL online content, engagement, learning strategy, pedagogic innovation, student opinion