

Blended Learning for the Enhancement of Listening Skills

Priyanwada Jayarathne, and Ashani Gunawardana

Sri Lanka Institute of Advanced Technological Education

<priyanwada.j@sliate.ac.lk>

Abstract – The blended learning approach, the integration of the face-to-face classroom with the virtual classroom, provides ample opportunities for a teacher to extend the teaching-learning experience beyond the mundane textbook, inculcate learner autonomy, and address individual learner differences. Thus, the present study mainly focused on identifying the best-blended learning practices for the enhancement of listening skills of English as a Second Language learners. Also, it aimed to discern the learners' perspectives on blended learning. The study was conducted as a case study with fifty-five first-year Higher National Diploma in English (Full Time) students at the Advanced Technological Institute, Kegalle. Their Listening Skills II course was offered both via in-class and online modes. The listening activities were designed to teach the learners how to listen than to test their comprehension since listening is considered a process. The findings indicated that varied listening tasks, virtual group activities, user-friendly online tools, and online self-learning activities engaged the learners and stimulated their motivation. The flexibility in the blended learning environment was also greatly preferred by the learners. Accordingly, the results signify key considerations in designing new blended learning courses and the initiatives that need to be taken to promote learner autonomy and motivation in the online environment.

Keywords: Blended learning, listening comprehension, English as a Second Language