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**A Description of EFL Secondary Stage Teachers' Practices
and Attitudes towards Blended Learning
in Tabuk**

A Thesis Submitted in Partial Fulfillment of the Requirements for the
Master Degree in EFL Curricula and Instruction

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1438H – 2016

Abstract

This study investigated secondary stage teachers' current practices and attitudes towards Blended Learning (BL) in Tabuk city. Two research instruments were developed and used by the researcher to collect quantitative and qualitative data from a random sample of 50 EFL teachers: (1) structured interviews to examine EFL teachers' current practices of BL, and (2) a questionnaire to measure their attitudes towards it. The results of the interviews indicated that 84% of EFL teachers were neither familiar with the term BL nor had ever designed BL activities. Although, few percentage of teachers 16% stated that they were familiar with BL and provided examples of their current practices, those practices reflected their misconceptions about real implementation of BL method. Some of them thought that using simple technology like PowerPoint presentations with traditional textbook activities was a type of blending. None of the participants used language learning websites, mobile applications or online activities in their daily instruction. While 38% of EFL teachers did not communicate with students outside the classroom, the majority 62% used communication tools like email, WhatsApp and twitter. Although they had no trouble identifying benefits of BL in English teaching, they lack a clear vision of BL pedagogy, lesson/activity design and implementation. The findings of the attitude questionnaire indicated teachers' satisfaction and positive attitudes towards BL and highlighted the need to provide them with training sessions, resources, capabilities and support for effective implementation.