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ESL Students' Attitudes and Preference towards Learning the English Language through Blended Learning

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Methods of teaching and means of learning English language have undergone profound changes due to the development of information technology, especially the advancement of computer networks. Technology enhanced blended learning approach in the ESL pedagogical realm has thus become a considerable means of teaching English while engaging students in an authentic virtual learning space. Accordingly, blended learning a combination of face-to-face and online instruction is seen as a significant recent advance which can appreciably extend the amount of learning, students' results and experience by providing a more student centered learning environment. The purpose of this study is to examine the ESL students' attitudes and preferences towards learning English using blended learning and the study further makes some implications and suggestions in order to employ technology-mediated language learning in ESL contexts as a means of fostering students' language learning experience. The study will be carried out at the University of Kelaniya using the undergraduate students who are learning English as a compulsory subject at the English Language Teaching Unit. A questionnaire will be conducted in order to identify students' attitudes and preference towards blended learning. The results will indicate students' perspectives and show their inclination to learn English in a blended learning environment.

Key words: Technology-mediated language learning, blended learning, ESL pedagogy, Sri Lanka, universities