

Ravindran, S.  
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**Technology-enhanced Blended Learning in an ESL Program**

S. Ravindran, University of Jaffna

Despite the fact that English tends to be a compulsory subject for most university students throughout Sri Lanka, lack of active student interest and involvement serve as unique challenges for many English language teachers. Several studies have suggested that there are specific reasons why many freshmen students, in particular, lack the necessary motivation to pursue English. These reasons have ranged from student dissatisfaction of teaching methods and materials to a more general feeling of post-university entrance exam exhaustion.

Blended learning, a combination of face-to-face and online instruction, is seen as one of the most important advancements of this century and a natural evolution of the learning agenda (Thorne, 2003). Blended learning allows learners to benefit from many sides of both traditional and new ways of learning, make innovation in an otherwise traditional university setting, and enjoy the experience. Integrating research and practical examples offers a good base for initiating change in universities that by definition are based on research. In this study it is intended to study the effects of technology enhanced blended learning in the first year Arts program of the University of Jaffna.