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CHALLENGES OF BLENDED LEARNING IN ENGLISH LANGUAGE TEACHING

New technologies, which are used in blended learning for English language instruction, bring new benefits as well as challenges to the dynamic of language learning. Advantages contain the ability to expand language learning beyond the time in the classroom. Computer tools (blogs, discussion forums, voice and video tools, etc.) allow for extended practice as well as instruction, which a teacher of English can guide, monitor, and assess [4]. Also, the tools allow for unlimited individual, peer-to-peer, small group, and whole group activities, projects, and assignments [1].

Blended learning changed approaches to language teaching, the changes present many challenges, but for a number of the teachers these changes are bringing considerable benefit to their teaching experience. The teachers are confident that technology is not there to replace them, but to give support in their teaching. With an open attitude towards technology, experimentation and innovation we have possibilities for information and communication technologies (ICT) incorporation in a blended learning environment. Student autonomy is thought to be the major contributing factor to successful blended learning. From the teacher's perspective, many students have not yet reached the required level of maturity. When students commit to an active, participative role in a blended learning English course dynamic, positive changes indeed occur [2].

Teachers who are new to blended instructional formats feel that they are teaching or doing the same thing twice and, therefore, fail to engage fully with students in the online part of a blended course [3, 407]. The issues of time and resource management require consideration through the appropriate design and implementation of blended learning, and the teachers are clear about their roles and responsibilities.

The appropriately-trained teachers, who believe they are competent and effective educational providers, are likely to demonstrate confidence in their

instructional practices in blended learning. Many preservice or inservice teacher training programs, however, often fail to prepare their teachers to integrate technology into their teaching, which leaves them unprepared for the challenges of computer-based or blended instruction. Many teacher training programs generally focus on preparing teachers for service at the primary and secondary levels of education and do not pertain to instruction in higher education, where faculty often have little or no training regarding teaching and the facilitation of learning [1]. A lot of English language instructors do not receive preparation in the use and incorporation of ICT in their teaching practice as part of their initial, preservice, and formal training.

Many teachers say that their students lack the autonomous motivation required to engage in meaningful practice and study online. Also, time management became a critical factor. The teachers admit that students have sufficient time (taking into account the student responsibilities to family, work, and dedication to other subjects) but do not take, or schedule, the time necessary to engage with English course content outside of the classroom.

Most teachers emphasize the accessibility of teaching with films, videos and songs, they admit the advantages of having guidance while teaching English. Challenges and barriers to implementation from the perspective of the participant provide valuable insights into the pedagogical concerns within blended instructions. With the help of understanding the instructor's and students' viewpoints, further pedagogical improvements can be made.

Literature

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