Perceptions and Attitudes towards Blended Learning for English Courses: A Case Study of Students at University of Bisha

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#### **Abstract**

This paper presents a case study of students’ perceptions and attitudes towards Blended Learning course in English at University of Bisha. The statement of problem that blended learning of English course annoys students at University of Bisha. Most of the students do not understand well the objectives of e learning through blended learning courses or mostly deal with the blackboard system “Learning Management System” (LMC). This paper identifies the perceptions and attitudes that blended learning provides to students’ learning experiences as well as to investigate negative impressions in blended English courses from the learners’ perception. This paper also outlines the concept of blended learning courses and e-learning from students’ viewpoints. In this paper, the author conducted a survey through a questionnaire at University of Bisha, English department from eight levels of undergraduate program in both boys and girls colleges. There are (130) respondents enrolled in English department. The questionnaire was designed to measure the students’ perceptions and attitudes towards BL. This study concludes that in general the students’ perceptions and attitudes towards BL were positive in terms of the three domains in the questionnaire. Moreover, students are encouraged to take responsibility for their own learning process. As well as learners can decide when and how to use the resources provided. This study also concludes that blended learning is as effective as face-to-face learning in developing and improving knowledge and skills. It reflects the students’ negative impressions in some points as waste of time, easy cheating and social isolation…etc.

Keywords: attitudes blended learning course, learning, learners, and perceptions