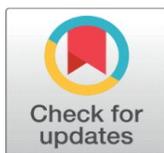# B.ED. COLLEGE TEACHERS' PERCEPTIONS OF BLENDED LEARNING IN ENGLISH INSTRUCTIONS

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ABSTRACT

Blended learning, which combines online and traditional face-to-face instructional strategies, has progressively more become an indispensable part of teacher education. This paper examines B.Ed. college English teachers' perceptions regarding the effectiveness, challenges, and support systems related to blended learning. Drawing from a complete review of secondary literature, the paper outlines how educators view this instructional approach and identifies key areas that influence their engagement with blended learning methodologies.

Keywords: B.Ed., Blended learning, English Educators, Perceptions

1. INTRODUCTION

In the sprouting landscape of teacher education, the role of technology in teaching has stretched significantly. One of the most outstanding innovations in pedagogical practice is blended learning, which amalgamates digital instruction with conventional classroom teaching. B.Ed. English instructors, who conventionally rely on discourse-based, interpretative pedagogies, face both opportunities and restrictions when adapting to this model. Understanding their perspectives is essential to assessing the overall success and sustainability of blended learning within English education in teacher training programs.

2. REVIEW OF LITERATURES

Definitions and Pedagogical Foundations Blended learning is broadly understood as an instructional model that links online digital media with traditional classroom methods. According to Graham (2006), this model chains both asynchronous and synchronous learning experiences, allowing suppleness and accessibility. Garrison and Vaughan (2008) further elaborate on this by introducing the Community of Inquiry (CoI) framework, which emphasizes three key

elements: cognitive presence, teaching presence, and social presence. These components together form a supportive environment that develops critical thinking and meaningful contact in blended classrooms.

Benefits Perceived by English Educators Many B.Ed. English language educators observe blended learning as an important tool for enhancing students' learning engagements. It permits student-teachers to access a varied range of resources, interact with peers outside the physical classroom, and develop critical thinking through self-paced activities. Studies have revealed that teacher educators be grateful for the expanded possibilities for individualized instruction, multimedia integration, and greater learner autonomy. For instance, Khairunnisa (2022) highlights that teachers found blended learning effective in balancing interactive face-to-face discussions with online exercises that reinforce pedagogical and language skills.

Challenges in Implementation Despite its benefits, the transition to blended learning is not without difficulties. A commonly cited issue is the technological gap: not all teacher education institutions provide the infrastructure required for seamless implementation. Teacher educators often struggle with unreliable internet access, inadequate technical support, and a lack of training in digital tools. Moreover, redesigning curriculum to suit both modes of delivery requires additional time and effort. In studies conducted in various educational contexts, such as those by Hoang (2015) and Minhas et al. (2021), faculty reported high levels of stress and reluctance due to unfamiliarity with learning management systems and insufficient administrative support.

Institutional and Socio-cultural Factors Teachers' perceptions towards blended learning are also shaped by institutional culture and peer group influence. B.Ed. colleges that invest in teacher training, create communities of practice, and foster an innovation-friendly environment tend to see higher adoption rates. In some cultures, traditional lecture-based approaches remain dominant, making it harder for blended strategies to gain reception. Social pressure and collegial encouragement have been found to influence teacher willingness to experiment with technology-enhanced instruction. Thus, a supportive professional environment is crucial for positive teacher engagement with blended learning models.

3. RESEARCH METHODOLOGY

This research amalgamates findings from peer-reviewed journal articles, doctoral dissertations, and educational reports to explore the perceptions of B.Ed. English educators. It reviews the views of the teachers expressed through questionnaires for the previous researchers. The selection criteria included relevance to English language instruction, teacher education context, and explicit discussion of blended learning practices. The review covers studies from diverse geographical settings, enhancing the generalizability of insights. The paper does not administrate any specific questionnaire rather collected views from the existing research outputs.

4. FINDINGS AND ANALYSIS
4.1. OPTIMISTIC PERCEPTIONS WITH PEDAGOGICAL ADVANTAGES

Many B.Ed. educators value the flexibility that blended learning provides. It facilitates differentiated instruction, caters to various learning styles, and permits student-teachers to revisit content at their own pace. English teacher educators often utilize digital storytelling tools, forums for literature discussions, and grammar or pedagogy-based quizzes to supplement in-person lectures. These strategies reportedly increase student-teacher motivation and comprehension.

4.2. BARRIERS RELATED TO TECHNOLOGY AND TIME:

The accomplishment of blended learning is hindered by practical barriers such as scarcity of time to design hybrid content, lack of experience with digital tools, and minimal institutional incentives. Faculty frequently express that preparing materials for both online and in-person formats doubles their workload. Without structured support or time allowances, many B.Ed. teachers feel overwhelmed.

4.3. THE NEED FOR PROFESSIONAL DEVELOPMENT

Training programs that focus on pedagogical as well as technical skills are a determining factor in teacher educators' acceptance of blended models. Workshops that give them to explore real-life classroom applications of learning management systems (LMS), digital assessment tools, and collaborative platforms foster greater confidence. When B.Ed. faculty members are trained alongside peers and supported post-training, their willingness to integrate blended practices increases.

4.4. CULTURAL READINESS AND PEER SUPPORT

Teacher perceptions are influenced by the norms and expectations of their immediate teaching communities. In B.Ed. institutions where peers actively use blended models, new educators are more likely to follow suit. Conversely, if the institutional culture is risk-averse or rigidly traditional, even technologically skilled B.Ed. teachers may hesitate to innovate.

5. DISCUSSION

The perceptions of B.Ed. English teachers toward blended learning are shaped by a complex interplay of pedagogical ideals, technological realities, and institutional frameworks. Teachers generally appreciate the model's capacity to enhance learning but remain cautious due to logistical and structural constraints. Recognizing and addressing these concerns through investment in infrastructure, training, and a supportive teaching culture is essential for widespread adoption in teacher education programs.

6. RECOMMENDATIONS

After viewing the exiting literatures related to blended leaning, the following ideas can be considered as recommendations.

- **Invest in Training:** B.Ed. institutions should provide ongoing workshops and certification programs that focus on blended pedagogy specific to English language and teacher education.
- **Enhance Infrastructure:** Reliable internet, interactive digital tools, and user-friendly LMS platforms are prerequisites for successful blended learning.
- **Foster Collaboration:** Peer mentoring and communities of practice can help teacher educators share effective strategies and build confidence.
- **Curriculum Redesign Support:** B.Ed. faculty should be given time and resources to develop hybrid materials tailored to their course objectives and teacher-training goals.

7. CONCLUSION

Blended learning represents a transformative opportunity in English language education at the B.Ed. college level. The success of such approaches depends heavily on the perceptions, experiences, and readiness of the educators who implement them. By addressing institutional, technical, and cultural barriers, and promoting a shared vision of innovation, blended learning can become a powerful mode of instruction that enriches the teaching and learning experience in teacher education.

CONFLICT OF INTERESTS

None.

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