

UNIVERSITI TEKNOLOGI MARA

BLENDED LEARNING IN TEACHING  
ENGLISH AT SECONDARY SCHOOLS IN  
SARAWAK

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Dissertation submitted in partial fulfilment of the  
requirements for the degree of

**Master of Education**

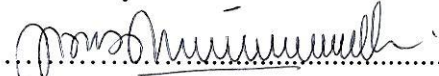
**Faculty of Education**

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## AUTHOR'S DECLARATION

I declare that the work in this thesis/dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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## **Abstract**

The revolutions of technology and Internet have driven the development in education towards applying technology and enhancing Internet in teaching and learning. Educators are taking up the challenges to develop their teaching strategic plans. ESL teachers are having their own ways in applying the principles of teaching to digital learning environments. This paper aims to investigate teachers' why ESL teachers apply blended learning in their lesson. In addition, it also looks into factors of consideration before ESL teachers implement BL and tools used in the BL lesson. Apart from that, the study looks into students' perception towards their blended learning lessons. The study identified characteristics for a BL lesson in ESL, provide suggestions on why applying and using technology into it and provide feedback on students' acceptance levels for the lessons. 27 ESL teachers and 378 students participated in the survey. The data were collected using in-depth interview questions and questionnaire. The findings revealed that ESL teachers applied BL in their lesson using five main tools; video, song, movie, Power Point Presentation and CD/DVD and software provided by the Ministry of Education. The findings also found that students are satisfied with the current BL lesson.

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# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the study

The development in education is in tremendous change due to the revolutions of technology. Additionally, technology and the Internet are slowly taking place in teaching and learning (Stickler et al., 2010). The use of Information and Communication Technology (ICT) whereby teachers are shifting from traditional method of teaching towards the advancement of technology and Internet (Elliot, 2009) due to the demand of technology knowledge. Teachers are formal and informally networking with others as they are aware that technology would enhance their teaching as well as challenge students in their learning by featuring new pedagogies and using the Web 2.0 tools (Brandl, 2002) to further enhance teachers-students development in learning using the latest technologies. Notwithstanding, teachers are starting to apply blended learning (BL) in their lesson with the online interaction, combining both face-to-face and online learning.

The education system in this digital age has benefited in exploring and experimenting new ways of teaching and learning. The usage of technology in teaching and learning is successfully achieved as universities learning system provide greater mobility and