

Addressing the Challenge of Hybrid Learning Environment in Foreign Language Education: Training Lecturers for Blended Teaching Approaches

Abdirahman Abdi Ali*

English Department, Preparatory Year Deanship, Prince Sattam bin Abdulaziz University, 151 Al-Kharj 11942, Saudi Arabia

Khadijah AlQarni

English Language Institute, King Abdulaziz University 42801, Jeddah 21551, Saudi Arabia

Hamzah Faleh Migdadi

English Language Department, Al-Hussan Group for Education and Training, Saudi Arabia

Tahani I. Aldosemani

Prince Sattam bin Abdulaziz University, Kharj, Saudi Arabia

Shadi Majed Alshraah

English Department, Preparatory Year Deanship, Prince Sattam bin Abdulaziz University, 151 Al-Kharj 11942, Saudi Arabia

Abstract—This study investigates the effectiveness of training programs in supporting language lecturers in integrating blended learning methodologies. It underscores the significance of Vygotsky's educational theory and involves 126 university educators through a mixed-methods approach. Interviews and surveys were conducted to explore challenges and solutions. Findings reveal the pivotal role of training in enhancing lecturers' digital literacy and content creation skills and ensuring fair access for all students. Notably, 61.3% of participants recognize the value of training in developing engaging digital content, with 29.88% strongly supporting this perspective. Training is essential for creating multimedia resources and designing online courses to foster student engagement. The study emphasizes the need for tailored training to address diverse technological needs, with 59.74% of respondents acknowledging its importance and 31.53% strongly agreeing. Overall, training empowers lecturers to meet the varying digital accessibility needs of students, including through the development of alternative offline materials and the implementation of asynchronous activities. This research highlights the critical role of training programs in facilitating effective blended learning practices among language lecturers.

Index Terms—blended learning, training programs, language lecturers, Vygotsky's theory, digital literacy

I. STUDY BACKGROUND AND CONTEXT

A. Introduction

With the introduction of blended and hybrid learning methodologies in recent years, there has been a tremendous revolution in the field of foreign language teaching. The way foreign languages are taught and acquired has been revolutionized by combining conventional face-to-face training with online components. The integration of technology, pedagogical developments, and shifting educational environments drives this creative transition. Yet, the unique emphasis of this research lies in addressing the challenges faced by lecturers, particularly foreign language instructors, when implementing a range of hybrid teaching methodologies. While other studies have recognized the advantages and possibilities of blended learning, this study goes further into the demands and education needs of lecturers in this setting. This research intends to improve the standard of foreign language instruction and eventually benefit lecturers and students by examining these issues and suggesting practical training techniques.

B. Study Context

* Corresponding Author

In education, the ideas of blended learning and hybrid learning have become more popular, signalling a radical departure from the static model of the classroom. In order to maximize the advantages of both methods, blended learning refers to the deliberate blending of in-person and virtual learning experiences (Anderson, 2018). This method provides the adaptability and accessibility necessary to successfully engage various learners in the setting of foreign language teaching (Klimova & Kacetl, 2015). By combining diverse teaching and learning modes, such as synchronous and asynchronous interactions, hybrid learning, on the other hand, expands on this idea (Butz & Stupnisky, 2016).

This change in foreign language teaching has been sparked by the recognition that conventional approaches may not adequately address the varied requirements and inclinations of students in the current digital era (Al-Busaidi & Al-Rawi, 2023). Students have more options for individualized learning, self-pacing, and more contact with others via blended and hybrid learning (Bennett et al., 2020). Multimedia, interactive technologies, and internet resources may all help students learn languages more effectively (De la Pea-Bandalaria, 2007).

Despite these benefits, using these cutting-edge strategies poses a number of challenges for foreign language lecturers. At its core, this study aims to thoroughly examine the difficulties faced by foreign language lecturers while using different hybrid learning methodologies. By doing this, it will provide important insights into the particular obstacles and challenges that must be overcome (Rasheed et al., 2020). In order to fully comprehend the relevance of training lecturers in the efficient use of hybrid learning methodologies, the research also intends to collect opinions from educational professionals. The research's findings in this area will help understand the larger educational setting and its effects (Kessler & Hubbard, 2017; Migdadi et al., 2023). Last but not least, the research will investigate a further goal pertaining to the influence and possible improvements of hybrid learning on the teaching of foreign languages.

The findings of this research are very relevant to many stakeholders involved in the field of foreign language study. The initial set of people who stand to gain from the insights and training methods uncovered in this study are foreign language lecturers. Lecturers may improve their teaching practices and consequently improve their students' learning experiences by addressing the issues they confront and giving them the appropriate tools and information (Mumford & Dikilitaş, 2020). The findings of this research will also be useful to policymakers and educational institutions. The research results may help in the creation of efficient policies and training programmes to aid foreign language lecturers in their adoption of hybrid teaching techniques (Correa, 2015). Additionally, students taking foreign language courses will gain enhanced learning experiences as a result of the use of more efficient and interesting teaching strategies (Johnson & Smith, 2023).

This article's importance goes beyond the classroom. It adds to the larger conversation on pedagogical innovation and the use of technology in education. This study advances blended and hybrid learning practices in a variety of educational situations by addressing the unique difficulties experienced in the teaching of foreign languages (Torrissi-Steele & Drew, 2013). In the end, it emphasizes the significance of educating lecturers to successfully negotiate the changing terrain of education.

II. LITERATURE REVIEW

A. Introduction

Blended learning has consistently become an important aspect of foreign language pedagogy. As such, arrays of studies have explored the nature of integration of blended learning in foreign language education. In this section, the focus is to critically review pieces of literature on the historical evolution of the integration of blended learning in foreign language education, the various approaches or strategies for blended and hybrid learning in foreign language teaching and learning, and the exploration of the theoretical background of this research. The section also explores the gap in the literature and establishes the areas that are significant in this study, which inform the development of the research questions.

B. Historical Trajectory of the Integration of Blended Learning in Foreign Language Education

The historical progression of blended learning adoption in formal education shows a subtle but fundamental departure from conventional classroom-based teaching. Information and communication technology (ICT) improvements, as well as a rising understanding of the need for more individualised learning experiences, have all contributed to this progression. At its foundation, blended learning integrates the finest aspects of both in-person and digital education in an effort to maximize their respective benefits (White, 2006). In the beginnings of distant learning, printed materials and mail courses established the framework for the notion of blended learning (Helms, 2014; Migdadi et al., 2020).

The use of blended learning in foreign language teaching marks a significant divergence from traditional language training techniques. Traditional foreign language programs often placed a strong emphasis on classroom interaction, textbooks, and memory drills. Nevertheless, the introduction of blended learning brought about an overhaul of paradigms in language instruction by smoothly fusing interactive exercises, internet materials, and multimedia (Lee & Son, 2023). In addition to addressing long-standing issues with foreign language training, this invention has improved language learning experiences.

The development of blended learning in foreign language instruction might be characterized as an ongoing audit of pedagogical strategies and technology resources. Early implementations mainly consisted of adding online materials

and activities to traditional courses (De la Pea-Bandalaria, 2007). But as technology in education advanced, language lecturers began exploring by employing more dynamic and learner-centered approaches. Blended learning environments have developed throughout time to include both synchronous and asynchronous components, giving students the freedom to study the language at their own speed while still gaining the advantages of beneficial face-to-face interactions (Martin & Nunes, 2016).

Blended learning has had a significant influence on language learning. A wide variety of genuine resources, multimedia technologies, and communication aids are now available to learners, greatly enhancing their language abilities (Hazaea et al., 2021). In addition to fostering knowledge of cultures along with digital literacy among language learners, this transformation has gone beyond simple linguistic proficiency (Al Zumor et al., 2013). The COVID-19 pandemic accelerated the use of blended learning in the study of foreign languages. Lockdowns and social isolation policies forced educational institutions throughout the globe to adopt digital and blended teaching strategies (Bailey & Lee, 2020). This sudden change called for a re-evaluation of teaching methods and highlighted the necessity for flexible and technologically advanced methods (Rivera, 2019). Blended learning's dependence on the pandemic not only demonstrated its adaptability but also emphasized its potential to guarantee continuity in language instruction.

However, there were difficulties associated with this quick change during the outbreak. In order to successfully use the virtual classroom, lecturers have to contend with difficulties including digital literacy, student access to technology, and the necessity for professional development (Rybushkina & Krasnova, 2015). The sudden transition to digital and hybrid education highlighted how crucial it is to properly prepare lecturers to handle the challenges of blended learning. The environment of foreign language instruction underwent a time of reflection and change as the epidemic faded. Education organizations and language lecturers understood the long-lasting benefits of integrated learning strategies (Mustafa & Yaqoob, 2023). The need of giving lecturers the appropriate instruction and assistance to make the most of these approaches has increased (Suleiman, 2018). This stage of adaptation emphasizes how crucial it is to provide lecturers with the abilities and information necessary to successfully negotiate the shifting terrain of language education.

In a nutshell, the historical trajectory of the acceptance of blended learning in the study of foreign languages shows a steady transition from conventional methodologies to more modern and technology-driven ones. Incorporating blended learning has improved language learning opportunities while addressing persistent issues in language teaching. The COVID-19 pandemic also sped up the adoption of blended learning by forcing a re-evaluation of educational methods and highlighting the need for continuing professional development. To guarantee the successful implementation of blended learning and its long-term advantages in language education, the post-pandemic environment necessitates a sustained emphasis on training and support for language lecturers.

C. Different Approaches to Blended Learning in Foreign Language Education

Blended Learning (BL) is important for teaching and learning Foreign Languages and supports the development of foreign language competence in higher education students (Velushchak et al., 2021). The concept of blended learning in foreign language education comprises a range of pedagogical techniques and models. One methodology that has gained attention in the aftermath of the global outbreak is the "Emergency Remote Teaching" approach (Hazaea et al., 2021). Although not adhering to the conventional model of blended learning, this approach demonstrates the flexibility of foreign language lecturers in using internet technologies during times of crisis.

The current paradigm, characterized by the rapid shift to remote education, has underscored the need to provide extensive training to language lecturers because challenges exist for educators and students alike in blended teaching classrooms (Kuzmina et al., 2021). This training is crucial in enabling them to proficiently traverse digital platforms and maintain the standard of instruction.

An alternative methodology is the incorporation of diverse multimedia resources, including auditory and visual elements, with the aim of augmenting the acquisition of language skills (Correa, 2015). According to Santoso (2010), these tools facilitate the development of listening and speaking abilities by providing real language input and cultural context. Moreover, it has been observed that interactive language learning platforms and virtual language laboratories provide students with valuable chances to engage in immersive practice and evaluation (Klimova & Kacetl, 2015). Professional lecturers must possess not just language teaching expertise but also the ability to navigate technology-rich contexts, which aligns with the study's focus on lecturer training. Teachers require methodologies and training for effective BL employment in language classes (Rivera, 2019).

In addition, it is worth noting that task-based language teaching (TBLT) techniques are very compatible with blended learning in the context of foreign language education, as highlighted by Butz and Stupnisky (2016). Task-Based Language Teaching (TBLT) places significant emphasis on the use of language in genuine and purposeful activities, hence fostering the development of practical language competencies (Kessler & Hubbard, 2017). Blended learning settings give learners the chance to participate in task-oriented activities via both online and in-person modalities, necessitating lecturers to meticulously develop assignments that effectively harmonize with the mixed format. Therefore, blended learning allows students to learn at their own pace and is adaptable to individual needs, offering a mix of traditional and online teaching methods (Kudryashova et al., 2016). Online components in blended learning environments, such as e-courses, are valuable for foreign language acquisition and support self-study and learner autonomy (Banditvilai, 2016).

Blended learning models for foreign language students have been beneficial, especially during the transition forced by the COVID-19 pandemic (Kaplina, 2021). The COVID-19 outbreak has highlighted the need of using a proactive and technology-integrated methodology in the field of language teaching. The use of emergency remotes teaching solutions, which were employed as a temporary measure to transition language classrooms to an online format during the pandemic, often included the utilization of video conferencing platforms, learning management systems, and digital educational materials (Hazaea et al., 2021). In the wake of the pandemic, educational institutions were reassessing their language education models. This period of reflection has underscored the need of equipping lecturers with the necessary skills to effectively use blended teaching techniques (Rivera, 2019). In relation to the research's emphasis on preparing lecturers for blended instructional methods, it is apparent that the variety of these blended learning techniques requires comprehensive professional training. According to Ismail and Sulaiman (2023), language lecturers are required to possess not only a comprehensive understanding of the technical functionalities of online platforms but also the ability to cultivate effective pedagogical strategies in order to maximize the potential of blended learning settings. The effectiveness of these strategies depends on the capacity of lecturers to provide compelling online materials, foster meaningful engagement, and adapt their instructional techniques to the digital environment (Klimova & Kacetl, 2015).

Overall, the many methodologies used in the implementation of blended learning in the context of foreign language instruction demonstrate a continuous endeavour to address the increasing requirements of language learners and respond to the dynamic nature of educational environments. Indeed, Success in blended learning for foreign language teaching depends on students' preparedness for virtual environments and effective use of ICT by students (Hubackova & Semradova, 2016). These many methodologies, including flipped classrooms, synchronous hybrid learning, and individualized basic language courses, are designed to enhance language learning experiences by making them more interesting and successful. Instructors, in blended learning classrooms for foreign language instruction must incorporate sufficient input, interaction, feedback, and meaningful tasks for effectiveness (Basori, 2018). Nevertheless, the effective execution of these techniques is contingent upon the comprehensive training and ongoing professional growth of language lecturers. This aligns with the primary focus of the research, which aims to tackle the obstacles encountered by lecturers when embracing these methodologies.

D. Theoretical Background

Arrays of theories have been proposed, and some existing theories have been implemented in the discussion of the tenets and applicability of blended learning strategies in foreign language education. Two of the most prominent theoretical frameworks in this direction include Maslow's and Vygotsky's educational theories. Maslow's Hierarchy of Needs and Vygotsky's Socio-Cultural Theory have been extensively explored and used in the investigation of blended learning methodologies and the training of lecturers for their efficient application in foreign language instruction.

Maslow's Hierarchy of Needs, often used in educational contexts, postulates that people have a hierarchy of needs, from physiological and safety requirements to "social, esteem, and self-actualization needs" (Chew et al., 2008, p. 75). Another theory is the Vygotsky's theory. This theory emphasizes the value of social connections, peer cooperation, and mentoring in the blended learning process (Chew et al., 2008). With its options for both online and in-person interactions, blended learning environments are in accordance with Vygotsky's theory since they provide students a place to participate in collaborative learning and get help from other learners (Klimova & Kacetl, 2015). Vygotsky's theory highlights the significance of collaborative professional development and the establishment of communities of practice where lecturers may learn from one another and exchange experiences when evaluating the training of lecturers for blended learning (Suleiman, 2018).

Maslow's Hierarchy of Needs and Vygotsky's Sociocultural Theory both provide insightful analyses of the field of blended learning and the preparation of lecturers for its successful implementation, although Vygotsky's theory seems to be a better fit for this research. Implementing Vygotsky's Socio-cultural theory fits appropriately since it places a strong focus on social interactions, teamwork, and scaffolding in the educational process. There are many chances for students and lecturers to participate in collaborative learning experiences since blended learning, by its very nature, involves parts of both in-person and online interactions (Johnson & Smith, 2023). This is in line with Vygotsky's hypothesis, which contends that social contact is important for the development of cognition (Kessler & Hubbard, 2017).

Additionally, Vygotsky's theory emphasizes the value of cultural context in learning and the importance of language and communication in the creation of knowledge (Kessler & Hubbard, 2017). Vygotsky's paradigm offers a solid basis for creating successful blended learning experiences in the context of foreign language instruction, where language acquisition and cultural awareness are key. By adopting Vygotsky's viewpoint, this research can better investigate the importance of social contact, peer cooperation, and culturally appropriate information in the preparation of lecturers for blended teaching methodologies. Additionally, Vygotsky's theory is helpful in answering the study's research questions. It provides information on how professors might be prepared to provide blended learning settings that are socio-culturally diverse and improve students' linguistic and cultural competency. Lecturers may better create and support blended learning experiences that connect with their students' backgrounds and needs by understanding the socio-cultural dynamics of language acquisition.

E. Gap in the Literature and Research Questions

One significant result of this literature review is the need to establish the fact that arrays of studies have been conducted in the understanding of the nature, importance, and challenges of implementation of blended learning strategies in foreign language education. However, it has become obvious that previous studies may not have considered the need to look into how training of lecturer in the implementation of blended learning the major solution to the challenges can be. As such, it is important to explore the views of lecturers on the importance of their training in blended learning. To that extent, the following research questions are pursued in this study:

- A. What is the degree of usage of blended learning strategies by the participants in foreign language teaching and learning?
- B. What are the challenges lecturers face in the full integration of blended learning strategies in foreign language education?
- C. To what extent does the lecturers' training on blended learning approaches mitigate the challenges in its full implementation in foreign language education?

These three research questions directly form the basis for collecting the required data in this study and also serve as the main direction in the data analysis.

III. STUDY METHODOLOGY

A. Study Approach

Mixed methodology has become common in recent studies as it is necessary to explore the intricate nature of certain topics from qualitative and quantitative dimensions. This study adopts the mixed method approach in exploring how lecturers training in blended learning approaches can solve the problems they face in fully integrating hybrid learning in foreign language education. The choice of mixed method in this study is motivated by the need to explore the nuances of the challenges lecturers face in the full integration of blended learning in a foreign language, and to statistically analyse their views on their degree of usage of blended learning strategies and how their professional developmental training in this regard has transformed their integration of blended learning in foreign language education.

B. Study Design

With the adoption of a mixed method approach, this study integrates triangulation design in the study of the challenges of the hybrid learning environment in foreign language education and how lecturers training in blended learning can help in addressing these challenges. Triangulation is a popular research design in which data from multiple sources are explored to expand the reliability and validity of research findings. As such, both qualitative data and quantitative data are triangulated to further strengthen the findings and necessary conclusions in the study.

C. Study Community

It is important to engage critical stakeholders in foreign language education at the university level. The participants in this research include lecturers in foreign languages and professors who teach post-graduate students in foreign language education. It is pertinent to engage these professors as their insights unveil what they have experienced in training lecturers in foreign languages.

D. Study Sampling

The random sampling technique has become popular as a primary sampling technique for deciding study participants. As a result, the random sampling technique is adopted for this study. Through this method, 103 lecturers in foreign languages and 26 professors in post-graduate studies were engaged in the survey. The table below illustrates the demographic variables:

TABLE I
DEMOGRAPHIC VARIABLES

Groups	Categories	Variables	Percentages
Lecturers	Gender	Male	N=71 68.94%
		Female	N=32 31.06%
	Years of experience	1-4 years	N=65 63.10%
		5-9 years	N=29 28.16%
		10 years and above	N=9 8.74%
	PG Professors	Gender	Male
Female			N=12 46.16%
Years of experience		5-10 years	N=9 34.61%
		11 years and above	N=17 65.39%

Table 1 summarizes the demographic variables and offers insights into the important information of the study participants.

E. Instruments of the Study

Both the survey questionnaire and the interview were used as instruments to collect the study data. The survey questionnaire was developed to answer the first and third research questions. As such, it contains three main sections, including the questions developed to answer the first and third research questions and the demographic variables. A total of 101 university lecturers and 24 professors participated in the survey questionnaire. Interviews were also conducted to answer the second research question. Two foreign language lecturers and two professors were interviewed on different occasions.

F. Data Analysis

The data derived from the questionnaire was analyzed using relevant statistical measures, including the calculation of the percentile values of the variables. The data obtained from the interviews were analyzed using the narrative technique.

IV. RESULT AND DISCUSSIONS

The gathered data are presented in this section, which is mainly anchored on the three research questions of the study. This section has been presented into two sub-headings; the former is the presentation of results, and the latter is the discussion of the findings.

A. Results

The results are further divided into three sub-sections in accordance with the research questions.

(a). Results of the Degree of Implementation of Blended Learning Strategies

The direction of the first research question was to unveil the extent to which foreign language lecturers integrate blended learning strategies in foreign language education. Furthermore, the first research question seeks to unveil to extent to which professors in post-graduate studies also integrate blended learning strategies in the training of lecturers in foreign languages. The findings are aggregated into three values as seen in Figure 1 below:

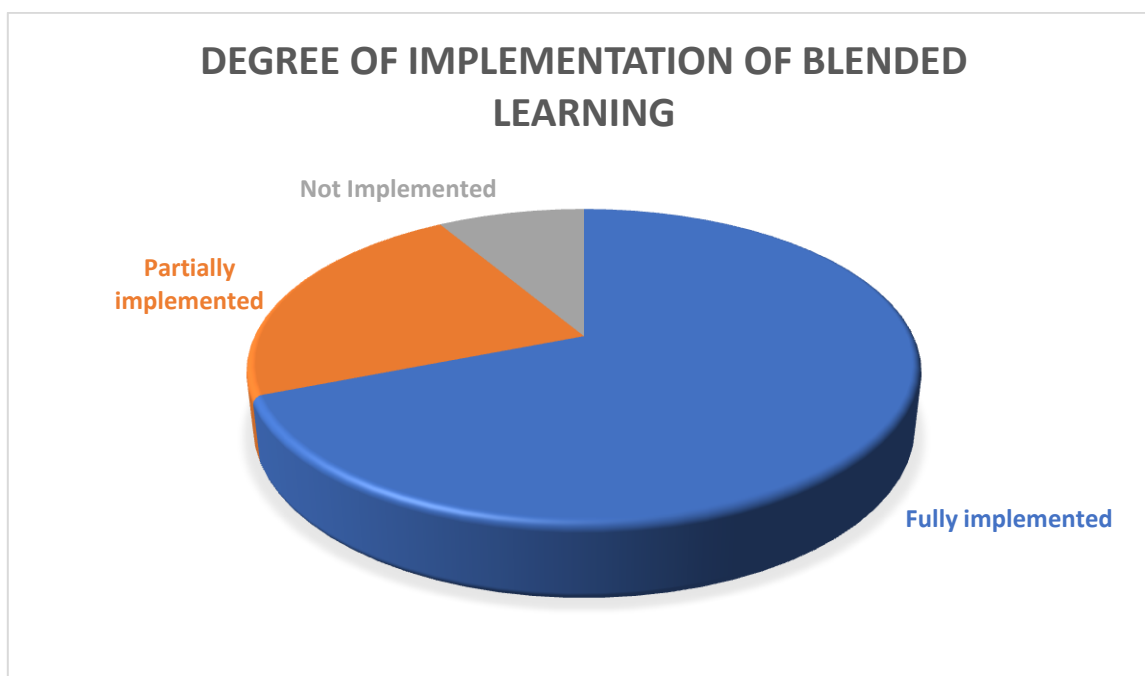


Figure 1. Result of the Degree of Implementation of Blended Learning

Figure 1 gives a thorough breakdown of how often blended learning methodologies are integrated in studies by the participants. The data show that there are three different categories: "Fully Implemented", "Partially Implemented", and "Not Implemented". These conclusions have significant ramifications for the study and offer light on the current state of blended learning methodologies in the context of foreign language teaching. The results of the chart on the use of blended learning methodologies, in summary, show the different levels of adoption among the study's lecturers. These findings give opportunities to customize lecturer training programs to address the varied demands of lecturers at various phases of implementation, and they offer insightful information about the environment of blended learning in foreign

language instruction. It would be advantageous to investigate the variables impacting each category's decisions and experiences, drawing on pertinent references to thoroughly inform the research to further enhance the study's findings.

(b). The Result of Hybrid Learning Environment Challenges in Foreign Language Education

The second research question focuses on unveiling the problems lecturers face in implementation of hybrid learning strategies in foreign language education. Also, the question seeks to unveil how the training of lecturers can be a panacea to solving the problems. Interviews were conducted, and the results of the interview of two lecturers and two professors are presented below:

1. Lecturer 1: *“The early difficulty with expertise and confidence in efficiently utilizing technology is one of the biggest obstacles we face as lecturers when we fully embrace blended learning methodologies in foreign language teaching. Many of us had training in conventional teaching techniques, and it's possible that we didn't get enough instruction in how to use digital resources into our teaching approaches. As a result, utilizing digital platforms, educational management systems, as well as other technology-enhanced materials has a high learning curve. For people who are less tech-savvy, this may be extremely daunting. The key to overcoming this difficulty is training. By providing lecturers with thorough training programs that concentrate on the actual use of technology in language education, lecturers may progressively develop the knowledge and self-assurance required to operate in the digital environment. To ensure that lecturers are well-equipped to effortlessly incorporate technology into their teaching, these training sessions have to include a variety of subjects, from fundamental technical abilities to advanced online pedagogy. Additionally, continuing coaching and mentorship may be quite helpful in assisting lecturers in overcoming their early reservations and successfully using blended learning methodologies. Effective training may also stress how crucial it is to coordinate the use of technology with pedagogical objectives. It is important to consider how technology might improve the learning process rather than just employing it for its own sake. Training may persuade lecturers to choose blended learning as significant resources for teaching foreign languages by highlighting its advantages, such as greater engagement and tailored learning.”*
2. Professor 1: *“In terms of training, we've seen that lecturers often struggle to provide interesting and dynamic online material for their blended learning courses. Even while they could be skilled at using conventional face-to-face teaching techniques, it might be difficult to modify their content for an online setting. This often raises questions regarding the value and efficacy of their courses' digital components. By providing useful guidance and tools, training may play a significant part in resolving this problem. Lecturers may acquire the information and abilities necessary to create engaging online modules and activities via workshops and conferences for professional growth. The use of interactive technologies, the development of multimedia material, and the integration of asynchronous and synchronous learning components are some of the best practices in online course design that these training programs might investigate. In addition, training may promote a pedagogical change toward student-centred instruction. It is possible to expose lecturers to learner-centric strategies that encourage participation and independent study in online settings. This change gives students greater control over their learning process, which may result in blended learning experiences that are more successful.”*
3. Lecturer 2: *“Ensuring that all students have fair access to technology as well as digital resources, especially in the context of foreign language teaching, is a significant problem we face. Different learners may not have equal access to technology or a reliable internet connection, which might affect how they study. How to successfully meet these many requirements concerns lecturers often. Training can provide lecturers the tools they need to overcome this obstacle and build inclusive learning environments. It may help them develop lessons that accommodate students with different degrees of digital access by providing a variety of learning routes. To guarantee that all students can engage completely, training can investigate the creation of alternate offline resources, such printed materials or offline exercises. Additionally, lecturers may get training in the facilitation of asynchronous activities that let students interact with the course material at their own speed, decreasing the need for real-time online meetings. In addition to accommodating students with restricted internet access, these solutions also encourage flexibility, a crucial aspect of blended learning. Furthermore, training may stress how crucial it is to communicate with students clearly on the expectations and needs using technology. Lecturers may establish a welcoming and encouraging learning atmosphere that guarantees all students have the chance to achieve by outlining clear expectations and providing assistance to those who need it while using technology.”*
4. Professor 2: *“The evaluation and monitoring of student progress in a mixed learning environment is a key problem that lecturers encounter in fully integrating blended learning methodologies. Lecturers could be unsure of how to properly modify their evaluation techniques to fit both the online and in-person components. This problem often raises questions regarding the validity and fairness of evaluations in blended courses. In order to fully address this difficulty, training is crucial. It may provide lecturers with direction on creating genuine tests that complement their learning goals while taking into account the blended structure of the courses. These training courses may cover a range of assessment techniques, including peer assessments, online quizzes, and project-based assessments, and show how to incorporate them into blended learning settings. Additionally, training may expose lecturers to evaluation methods and approaches that provide*

prompt feedback and improve student learning. This might involve using learning management systems to simplify grading procedures, provide quick feedback, and efficiently track student progress. In order to continuously evaluate and modify their courses, lecturers might benefit from knowing about the significance of formative evaluation approaches in blended learning."

Overall, the data indicate that the multiple challenges encountered by lecturers in effectively incorporating blended learning methodologies into foreign language instruction need a deliberate and all-encompassing strategy. Training plays a crucial role in resolving these problems by providing lecturers with the essential skills, information, and methods required to effectively traverse the intricacies of blended learning. The use of technology enables the lecturers to surmount their initial reservations, create compelling online materials, cater to the varying requirements of students, and execute efficient evaluation techniques. By placing emphasis on the alignment of pedagogy and highlighting the advantages of blended learning, training programs may effectively encourage lecturers to use these tactics as important resources in the field of foreign language instruction. This, in turn, has the potential to significantly enhance the overall learning experience for students.

(c). Results on the Impacts of Lecturer Training

The third research question aims to unveil the extent to which the training of lecturers can facilitate the integration of blended learning strategies in foreign language education. Table 2 below summarizes the results of research question 3:

TABLE 2
RESULTS OF THE IMPACTS OF LECTURERS' TRAINING IN BLENDED LEARNING STRATEGIES

Question Items	SA	A	N	D	SD	Mean	Std. Dev
Strengthening lecturers' self-assurance and competence with digital technologies requires training programs that highlight their actual usage in the classroom.	43.75	31.84	14.59	9.82	-	3.86	1.02
Training lecturers in the techniques of creating interesting digital content can help them better adapt their traditional lecture materials for online students.	29.88	61.3	3.11	2.732	2.98	4.86	0.83
In order to guarantee that all students have similar possibilities for success in blended learning settings, lecturers need training that emphasizes the need of accommodating different student access to technology and resources.	31.53	59.74	4.11	2.63	1.99	4.66	0.82
Lecturers who get professional development in student-centered pedagogical strategies are more likely to design blended learning courses that encourage student engagement and autonomy.	44.39	27.52	18.64	6.91	2.54	3.47	1.35
Effectively assessing students' progress in both the online and in-person components of a blended course requires lecturers to have received training that provides assistance on aligning assessment methodologies with mixed course formats.	47.83	35.94	11.51	4.72	-	4.06	0.85
Training lecturers in formative assessment methods may improve student learning in blended classes by improving lecturers' ability to deliver timely feedback.	38.02	31.55	20.15	7.61	2.67	3.47	1.97
Blended classrooms benefit from training programs that encourage open and regular dialogue between lecturers and students on the use and maintenance of technology.	49.72	36.09	8.19	4.06	1.94	4.08	0.73

To conclude, the results of the study highlight the significance of training programs in tackling the primary obstacles encountered by lecturers when incorporating blended learning into foreign language instruction. The difficulties include enhancing digital proficiency, generating captivating digital materials, and guaranteeing equal opportunities for all students to utilize digital resources. The percentile values indicate the degree to which participants see training as an effective solution to certain difficulties. The results of this study are consistent with previous studies and emphasize the importance of training in improving the competencies of lecturers within the framework of blended learning.

B. Discussion of Findings

The three research questions in the current study were developed to underpin the direction of the study, and the results offered answers to the questions. Figure 1 gives a thorough breakdown of how often blended learning methodologies are integrated into studies by the participants. It is important to note that a sizeable majority of participants, roughly 68.99%, reported having fully included blended learning methodologies into their teaching

practices. This significant percentage shows that lecturers are strongly committed to integrating blended learning into their foreign language training. This result is consistent with another study that highlighted the rising acceptance and potency of blended learning in language instruction (Al-Busaidi & Al-Rawi, 2023). According to Abdelrahman and Khalifa (2023), it appears that many lecturers are adopting this pedagogical method because of the potential advantages it may provide for increasing language learning experiences.

On the other hand, a sizable percentage of participants, roughly 22.49%, reported implementing blended learning methodologies to some extent. This implies that although some lecturers have begun using blended learning in their lesson plans, there may be different levels of dedication or difficulties they encounter in fully implementing these tactics. This result supports the idea that successfully implementing blended learning can be a challenging task that necessitates lecturers to traverse both pedagogical and technological factors (Anderson, 2018). This group gives an excellent opportunity to evaluate the difficulties and potential drivers for lecturers who have not yet used blended learning methodologies, making them an important target for the study.

It is crucial to think about the implications for the purpose of study, especially in terms of preparing lecturers for blended teaching methods, in order to develop a more nuanced view of these findings. There may be a need for advanced training to improve lecturers' skills in this field given the large percentage of completely implemented solutions, which indicates that many lecturers are currently utilizing blended learning in their teaching. While the group not implementing blended learning presents an opportunity for intervention and capacity-building, the group reporting partial implementation may benefit from focused support to overcome obstacles and transition to full integration (Suleiman, 2018). According to Bennett et al. (2020), developing customized training programs can benefit from an awareness of the incentives and difficulties experienced by lecturers in each category.

The results of the interviews are consistent with the body of research on the difficulties of blended learning in the teaching of foreign languages. One of the key issues, the lecturers' initial lack of technical knowledge and assurance, is consistent with other studies. As suggested by Abdelrahman and Khalifa (2023), lecturers making the move to blended learning settings may have trouble adjusting to digital technologies, particularly if they have little previous expertise. Participants stressed the need of training in overcoming this technology divide (Johnson & Smith, 2023).

As Professor 1 pointed out, creating interesting online material is a topic that has been extensively covered in the literature. In mixed-learning environments, engaging students requires effective online course design (Bennett et al., 2020). The participant's suggestion to include interactive features and multimedia material is in accordance with best practices for online course design (Klimova & Kacetl, 2015). Training programs may provide lecturers with the abilities they need to create engaging online courses that match the material with pedagogical objectives (Ma'arop & Embi, 2016). Lecturer 2's concern about equitable access to technology highlights the significance of inclusion in blended learning. According to research by Hazaea et al. (2021), there are differences in pupils' access to digital technology, and lecturers must address these gaps. The training proposals, which include allowing asynchronous activities and developing alternative offline resources, are in line with initiatives to provide equitable access to educational possibilities (Torrison-Steele & Drew, 2013).

As Professor 2 underlined, a crucial component of blended learning is evaluating and tracking student progress. It has been well-documented that it might be difficult to modify evaluation techniques for both online and in-person components (Zhang & Zhu, 2018). The participant's advice to use formative assessment techniques and match assessments with learning goals is consistent with studies on efficient assessment procedures in blended learning (Correa, 2015).

In summary, the results of the interviews are consistent with previous studies on the problems and potential solutions associated with blended learning in the study of foreign languages. Programs for training lecturers on how to successfully negotiate the intricacies of blended learning settings are emerging as a critical technique to solve these problems. This will eventually improve the learning experience for students.

The findings, presented in Table 2, demonstrate that a notable percentage of participants (43.75% Strongly Agree, 31.84% Agree) acknowledge the significance of instructional initiatives that prioritize the practical use of digital technology within educational settings. This finding is consistent with the notion that focused training has the potential to address the disparity in technical proficiency among lecturers (Abdelrahman & Khalifa, 2023). According to Abdelrahman and Khalifa (2023), lecturers who undergo training specifically designed to align with the practical use of technology in language instruction may progressively acquire the necessary expertise and confidence to successfully navigate digital contexts.

The results of the study indicate that a significant proportion of participants (61.3% in agreement) recognize the value of training in developing engaging digital content as a means for lecturers to modify conventional materials for online learners. Furthermore, a considerable subset of respondents (29.88% strongly in agreement) strongly support this perspective. The aforementioned statement underscores the significance of training programs in providing lecturers with the necessary competencies to develop captivating online courses (Bennett et al., 2020). The creation of multimedia resources and the design of online courses play a crucial role in promoting student involvement within the context of blended learning (Klimova & Kacetl, 2015). This finding supported Alshraah et al. (2023), who claimed that "The findings underscored the significance of learner autonomy, technological integration, and educators' willingness to adapt in enhancing effective foreign language education (p. 293).

The study's findings further underscore the need to implement training programs that specifically cater to students' diverse technological and resource-related needs. A significant proportion of participants (59.74% in agreement, 31.53% strongly in agreement) acknowledge the importance of this training in promoting equal chances for achievement in mixed learning environments (Hazaea et al., 2021). According to Hazaea et al. (2021), training may assist lecturers in formulating approaches to cater to students with diverse levels of digital accessibility. This may include the development of alternative offline materials and the use of asynchronous activities.

V. SUMMARY OF ANALYSIS AND CONCLUSIONS

This research examines how training programs could assist lecturers in overcoming obstacles that prevent them from fully using blended learning methodologies in the teaching of foreign languages. The study starts by giving a thorough history of blended learning in foreign language education, noting its development after the COVID-19 epidemic and different implementation strategies. It also addresses the theoretical framework, highlighting the value of Maslow's and Vygotsky's educational theories in comprehending and putting blended learning methodologies into practice. It looks at how different theories might influence the development of lecturers and the relevance of choosing one theory to define the purpose of the study.

Interviews with professors and lecturers in postgraduate programs are part of the research approach to learn more about the problems and possible solutions. Participants' answers are examined to determine the nature of difficulties and how training might successfully address them. Additionally, a survey was included to gather quantitative information on lecturers' perceptions of the influence of training on different areas of blended learning. The survey's findings show how crucial training programs are for improving lecturers' digital literacy, sharpening their content production abilities, and guaranteeing fair access for all students.

This study is consistent with Alshraah et al. (2024), who stated that "training in linguistic diversity and variation would be helpful in developing more effective methods of instructing students of many languages simultaneously in the field of foreign language learning" (p. 66). The result of this research emphasizes the critical importance of training programs in addressing the difficulties faced by foreign language lecturers while utilizing blended learning methodologies. Interviews and surveys make it clear that training is necessary to improve lecturers' digital proficiency, provide them with the ability to produce interesting digital material, and guarantee fair access for all students. The research also underlines the usefulness of using Vygotsky's educational theory to direct the training process. These results highlight the value of providing lecturers with the tools they need via training, which will eventually boost their competence, confidence, and student engagement in blended learning contexts. Overall, this study highlights the value of inclusive training programs that may help lecturers manage the changing environment of foreign language instruction in the digital age.

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Abdirahman Abdi Ali is currently a lecturer at Prince Sattam bin Abdulaziz University (PSAU), Kharj, Kingdom of Saudi Arabia. He has 20 years of experience as a lecturer in the English department in King Saud University and PSAU. His interest is in ESP, Sociolinguistics and sociopragmatics and education.

Khadijah ALQarni is a full-time English Language Instructor who was working at the ELI of King Abdulaziz University, Jeddah, SA. She has almost seven years of experience in teaching the foundation year students. She obtained a bachelor's degree in English Language from University of Tabuk with an excellent evaluation and a class honor. She is highly interested in different fields of language study such as linguistics, computational linguistics, teaching English as a second/foreign Language. khadijahalqarni2015@gmail.com. <https://orcid.org/0009-0004-1861-5289>

Hamzah Faleh Migdadi is an assistant professor of English. He specializes in applied linguistics. His research interests mainly focus on general linguistics, varieties of English, socio-linguistics, Second Language Research, Language Learning Strategies and Corpus Linguistics. He currently works as a supervisor of English at Al-Hussan Group for Education and Training, Saudi Arabia. He works also at the department of English and translation at Islamic University of Minnesota, USA (Part-time). He has several publications in Indexed Journals. ORCID: <https://orcid.org/0000-0003-4683-0416>

Tahani I. Aldosemani is an associate professor of Educational Technology and Instructional Design at Prince Sattam bin Abdulaziz University, Saudi Arabia. She also serves as Program Director for Skills and Lifelong Learning at the Education and Training Commission in Saudi Arabia. She is a Certified Professional in Talent Development from the Association of Talent Development, an alumnus of the MIT Digital Transformation program, and holds a certificate in Online Learning Global Leadership from the Online Learning Consortium. She earned her PhD from the University of Wyoming, USA in 2014. Dr. Aldosemani's research interests include distance online education tools, resources and approaches, instructional design, open educational courses and resources, virtual environments, and skills development.

Shadi Majed D. Alshraah, Ph.D. is Jordanian who is currently a lecturer at Prince Sattam bin Abdulaziz University (PSAU), Kharj, Kingdom of Saudi Arabia. He has 12 years of experience as a lecturer in the English department and a two-year experience as an English teacher in the Ministry of Education, Jordan. He holds PhD in linguistics from University of Sains Islam Malaysia (USIM). He obtained his master's and bachelor's degree in applied Linguistics from Jordan University of Science and Technology

(JUST), Irbid, Jordan. His interests revolve around pragmatics, socio-pragmatic, and teaching English as a second/foreign language (ESL/EFL). Affiliation: | Prince Sattam bin Abdulaziz University (PSAU), EMAIL: s.alshraah@psau.edu.sa. <https://orcid.org/0000-0003-4656-2917>