



Integrating E-learning in Classroom-based Language Teaching: Perceptions, Challenges and Strategies

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Abstract

The use of e-learning tools has witnessed a tremendous boost over the last few years from being a tool to provide distance learning to that of an interactive learning technique in classroom-based language teaching. Undoubtedly, the invention and the demand of innumerable and indomitable learning management systems that have come to invade our education industry have clearly necessitated the language educators to familiarize themselves with the use of these electronic gadgets. A number of research studies in the recent past has stressed upon integrating ICT in classroom-based language teaching and strongly recommended the use of e-learning pedagogical tools by language institutions in order to remain on the cutting edge of current developments in knowledge delivery (e.g., see Jaeglin,1998, Beauvois, 1998, Kern, 2006).

This paper will share the findings of a recent research study at Majan University College, Oman, which aims at exploring the perceptions of students as well as teachers regarding the use of e-learning teaching methods in the language classroom, the challenges they face and some strategies to enhance the practical application of e-learning tools in classroom-based language teaching. The paper will focus on areas like integrating networking into curriculum, tailoring web based language tasks to suit module learning outcomes, designing and conducting computer based assessments, giving effective feedback on students' work and how networking can maximize students' learning. In other words, the paper will cover both perspectives; i.e. teachers' perspective in terms of how practically it is more effective to make the best use of e-learning tools and students' perspective in terms of the extent they actively engage in the tasks, their motivation, and overall learning experience in an ICT learning environment. The objective of the research is also to present examples of the different ways e-learning can be used to support classroom learning and enhance the effectiveness of delivery with particular emphasis on language acquisition.