Investigating the Integration of Blended Learning Tools to Provide Formative Feedback on Students' Writing in Secondary level English Language Teaching Textbooks in Sri Lanka

RATP Rajapaksha[1#], KJAVO Jayakody[1] and NM Ranasinghe[1]

[1]Faculty of Management, Social Sciences and Humanities, General Sir John Kotelawala Defence University, Ratmalana, Sri Lanka

[#]38-bte-0018@kdu.ac.lk

Abstract

Blended learning is an educational model which makes use of both traditional face-to-face classroom settings and online learning environment. Blended learning approach provides more freedom to adjust the learning process according to learner needs. With the advancement of modern technology, blended learning uses a variety of new ways that can optimize the maximum benefits of traditional teaching methods. In the English Language Teaching (ELT) field, blended learning can be successfully used in several ways in teaching and when giving formative feedback. Formative feedback is an ongoing process which makes learners reflect on their own work and evaluate their learning and providing formative feedback on students' writing drafts increases their confidence and develop better writing practices. This study aims to analyze a secondary English language textbook to determine the extent to which it incorporates blended learning aspects and formative feedback on writing. The study also aims to provide suggestions on effectively integrating blended learning aspects and formative feedback into textbooks. The methodology employed in this study involves a textbook analysis. Various aspects of blended learning, such as the inclusion of online resources, interactive activities, multimedia materials, and opportunities for self-directed learning, are examined. Also, the analysis identifies the strengths and weaknesses of the textbook in relation to formative feedback aspect and highlights areas where improvements can be made. These suggestions are based on best practices and emerging trends in blended learning pedagogy and they provide practical guidance to curriculum developers and educators.

Keywords: *English Language Teaching, Blended learning, Formative feedback, Textbook*