BLENDED LEARNING AND AI IN HIGHER EDUCATION: EFFECTIVENESS AND BARRIERS FOR TEACHERS TO APPLY BLENDED LEARNING IN TEACHING ENGLISH SKILLS TO NON-ENGLISH MAJOR STUDENTS AT THE UNIVERSITY OF FINANCE - MARKETING

The COVID-19 pandemic has changed the face of the world in general and economic, social, scientific and technical activities in particular. COVID-19 has caused a lot of damage and loss of human life and property; however, at the same time, created the premise and foundation basis for future life improvements. Among them, educational activities, especially in higher education, have been witnessing many changes and adjustments to suit the new situation based on scientific, technical development, and infrastructure availability post COVID-19. As a result, the application of blended learning, a form of education that combines both learning via electronic devices as well as online media and face-to-face traditional classroom, in higher education, especially in foreign language courses, is increasingly popular at educational institutions around the world. Moreover, with the dramatic development of AI nowadays, blended learning together with AI can be seen as a powerful combination. This merger carried out in a foreign language class has brought many tremendous advantages and benefits to learners, teachers, and training institutions, but at the same time also caused a lot of barriers that foreign language teachers and institutions need to be trained and adapt themselves in order to overcome those obstacles if they want to successfully apply this model of teaching and learning into their foreign language class. Therefore, by using mixed method, this study aims to evaluate the effectiveness as well as figure out barriers of applying blended learning in teaching English skills to non-English major students at the University of Finance –Marketing. Based on the research findings, recommendations will be provided on teaching methods and curriculum program to enhance the effectiveness of this application.

KEY WORDS
barriers, effectiveness, AI, blended learning, foreign language class, higher education, non-English major

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