



ORIGINAL REVIEW

Blended Learning as a Contemporary Way Towards Effective English Language Teaching: A Critical Review

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Blended learning is new, but one of the most globally accepted forms of teaching-learning methods. The popularity of this hybrid mode has been proved many a time by the researchers for its useful impact in various fields of studies, including English language. This mode has marked its popularity in the field of English language not only because it improves the LSRW skills in learners but also due to its significance in building an interactive, collaborative and motivated learning environment which is often a challenge for English language classes. As the COVID-19 pandemic has marked the importance of online mode of teaching, the interest towards blended learning has increased many folds. But despite its popularity, there are many loopholes in the system that must be addressed to propagate this hybrid learning mode as a routine in the education system. The current review, therefore, provides a unique inspection of more than 50 research papers that has by far evaluated various advantages of blended learning system with special reference to English language and has also drafted multifaceted recommendations that will help in making the blended learning a successful alternative for regular face-to-face teaching.

Keywords: English Language, Blended Learning, Online Teaching, COVID-19 and Online Education.

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Introduction

The impact of increasing inclination of mankind towards virtual digital world is vivid even in the education system. This effect could be seen in the form of growing prevalence of blended learning in education institutes. It was estimated by Young in 2002 that approximately 80- 90% of the courses will become hybrid someday because students are becoming engrossed in multiple activities along with curriculum. Thus, an amalgamation of offline and online teaching styles termed as blended learning is often considered preferable over traditional classroom styles in terms of its flexible mode i.e. its ability to access course materials at anytime, anyplace. Moreover, when it comes to higher education especially in developing countries many adult students prefer doing part time or full-time jobs to support their studies as well as family. In such a scenario blended courses help in providing the balance they need for managing education, work and personal life.

The terms blended learning has attracted the researchers since a long time and hence many attempts have been made by authors in this field to define this unique and hybrid mode of teaching and learning. One of the prominent definitions was given by Garrison and Vaughan (2008) who defined blended learning as a technique of teaching and learning that was developed to strengthen both face-to-face and distance education. Later Bonk and Graham (2012) defined blended learning as the amalgamation of computer-assisted instruction with a traditional face-to-face instruction. Thus, blended learning could be defined as a combination of a traditional classroom lecture along with online learning that is often used to enhance the teaching and learning process (Fig 1). It has been often stated that blended learning has an important aim to find out two most effective and efficient modes which on combining give the maximum understanding of the subject, contexts or objectives (Neumeier, 2005). Thus, the accessible, flexible, active, interactive, encouraging, inspiring and scalable nature of the innovative learning mode helps in creating more learning opportunities for learners as they are motivated to participate both in and outside the classroom settings (Rehm, 2012; Senffner and Kepler, 2015; Zhang & Zhu, 2018). Due to its multi-dimensional use, it is seen that there is fast spread of blended learning methods in the contemporary world because of its capability to stimulate a better sense of engagement amongst the scholars as compared to traditional face-to-face or fully online teaching methods (Tayebinik & Puteh, 2013).

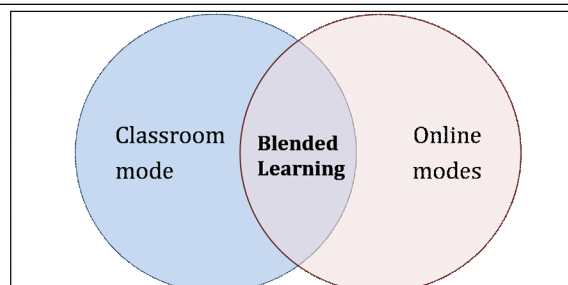


Figure 1: Diagrammatic representation for concept of blended learning

Blended learning has been adapted in almost all the subjects but being a relatively new teaching style, research in blended learning linking it with specific educational fields like computer-assisted language learning, English teaching methodology are very few (Picciano, Dziuban, & Graham, 2013). The famous blended learning framework mentioned by Neumeier (2005) is very important in context of designing effective language learning and teaching through the blended learning process. The six parameters mentioned in this framework viz. mode, model of integration, distribution of learning content and objectives, language teaching methods, involvement of learning subjects, and location, helps the language teachers to determine when and where they need to enrich their classroom teaching practices with online methods using blended learning. Moreover, the blended-learning pedagogical model for teaching and learning the English language through a virtual environment seeks for extra efforts to redesign the course in a way that has effective teacher-led face-to-face classes, interest driven online sessions and mainly it needs a continuous cooperation between the instructional software engineers and designers so as to create more interesting platforms for students to get engaged in linguistic classes.

Thus, the current review paper is focused on blended learning especially in the context to English language teaching. The paper pulls out a brief evolutionary history of blended learning with meticulous definitions. Also, the paper covers various modes of teaching aids used in blended learning to supplement classroom teaching as well as several researched reasons for popularization of blended learning. The theoretical framework in this review paper also gives a special mention to inclination of teaching and learning process towards online modes due to COVID-19 pandemic and its impact on language classes. The paper makes a unique attempt to evaluate the impact of blended learning in context to English language in various aspects and the challenges faced to figure out recommendations for integrating technology into language courses to provide interesting as well as pedagogically sound lessons.

Rationale behind Blended learning

The evolution of blended learning approach

The evolution of blended learning could be traced in three phases. All these phases have significantly affected the development and popularization of blended learning approach worldwide in the education system.

Initial Phase (2000-2002):

The use of blended learning was targeted since invention of computer technology in some form or other, but in 2000 a new wave of interest in this field emerged with a pioneer study of Cooney et. al., 2000 who was the first to use the term “blended learning”. The main aim of the study was to combine elements of play and work for a pre-kindergarten school. Although the study was not very relevant to the current meaning of blended learning, but the study is considered as the idea generator of the entire concept. Later during this phase many authors started to evaluate the impact of blended learning in various streams of education, for different classes of students (Voci& Young, (001; Bonk et al. ,2002; Stewart, 2002)

Definition Phase (2003-2006):

This phase is majorly marked by the research articles that have attempts to define term “blended learning”. One of the most cited articles in this phase defines Blended learning as a combination of face to face learning with online methods to improve distance learning with maximum benefits (Osguthorpe, Graham, 2003. Later many authors came up with various definitions and models of blended leaning (Garrison, Kanuka, 2004; Graham, 2006)

Popularity period (2007 onwards)

Post definition period there was a boom in literature that has evaluated the effectiveness of blended learning based on various parameters concerning students like motivation, satisfaction, achievement, critical thinking skills, attitude, cooperativeness, drop-out rate, knowledge retention, etc. (Deliğaoğlu, Yıldırım, 2008; El-Deghaidy, Nouby, 2009; Hughes, 2007; Melton et al., 2009; Woltering et al., 2009). This phase was marked by popularity of this unique mode of teaching and learning and thus called popularity period.

Tools used to supplement classroom teaching in Blended learning

After the advancement of technology in education system, there were many tools that came into being as prominent ones in terms of imparting effective blended learning. Allan, 2007 gave a comprehensive description of such tools which was later abstracted by Higgins and Gomez, 2014 mentioning five categories of tools that could be used to supplement classroom teaching. They were listed as follows

- i. Technologies for classroom that comprised of PowerPoint, interactive whiteboards and audience response systems

- ii. Internet based virtual communication tools that comprised of audio files, discussion boards, e-lists, online discussion groups, email, news groups, chat or conferencing, polling, videoconferencing, questionnaires, web forms etc.
- iii. Social-networking software that facilitates instant messaging and phone calls, podcasts, social-networking sites, video clips, virtual worlds, weblogs, wikis etc.
- iv. e-learning systems like Learning management systems, conferencing systems, group collaboration software etc.
- v. Mobile learning systems facilitating group interaction and collaboration on portable devices like mobile phones, tablets or laptops.

Later many researchers suggested that with the emergence of Web 2.0 the hybrid mode of teaching gained even more popularity (Ellis et al., 2006; Ibrahim, Yusoff, 2012; Joshi, 2012; Pape, 2010; Pardo-Gonzalez, 2013).

Reasons for the use of blended learning

Many authors in the past have investigated the reasons for popularity of this hybrid mode of learning. Few important studies in this context are tabulated in Table (1)

Table 1: Literature on reasons for preferring blended learning mode.

S.No.	Authors	Reasons
1.	Aborisade, (2013); Anderson, (2007); Ellis et al., (2006)	Supports traditional teaching by enhancing collaborations
2.	Oakley, (2016); Mullamaa, (2010); Anderson, (2007)	Supports classroom face-to-face teaching
3.	Leithner, (2009); Pape, (2010)	Reduces class time
4.	Oakley, (2016); Aborisade, (2013); Filimban, (2008); Pardo-Gonzalez, (2013)	Increases flexible access to learning, study materials at any time and any place
5.	Wang et al., (2009); Palak& Walls, (2009); Ellis et al., (2006)	Enhances communication amongst students and student teacher
6.	Pearcy., (2009)	Creation of interactive sessions
7.	Vernadakis et al., (2011)	Creates a comfortable, student centered learning environment
8.	Eydelman, (2013); Leithner, (2009)	Creates a motivation driven learning environment
9.	Aborisade, (2013) ; Pape, (2010)	Facilities the development of independent learning skills
10.	Mullamaa, (2010)	Helps in raising individual questions for students, which in turn helps teachers to provide individually tailored solution.

Blended learning in context to English language

As compared to other streams or subjects, it was witnessed that in case of linguistics the use of teaching modes other than classroom teaching, was adopted later. Even though incorporating blended learning and online teaching modes in linguistics was not an easy task, but many authors have been studying the impact of blended learning for English language (Adas&Bakir, 2013; Akbarov, Gönen, Aydoğan, 2018; Ghazizadeh, Fatemipour, 2017; Grgurovic, 2011; Liu, 2013; Manan, Alias, Pandian, 2012; Manan et al., 2012; Shih, 2010; Yoon & Lee, 2010; Zhang & Zhu, 2018). It has been reported that blended learning imparts many social and academic benefits over traditional class room teaching such as providing more individualized language support, developing language learners' autonomy, increasing students' interaction and engagement, promoting collaborative learning, providing opportunities to practice the language beyond the classroom settings, and improvement in language skills of language learners (Marsh, 2012). Other than this researchers have also investigated various factors that influence the uptake of blended learning approach in English language courses such as learners' proficiency levels, attitude of students and teachers towards technology use, training of teachers to adopt modern technology, accessibility of technology for both students and teachers, cost effectiveness etc. (Sharma and Barrett, 2007). Many other authors have reported the significant use of blended learning in English language courses for enhancing the teaching model so as to develop an interesting way to improve the learning environment, to enhance the English language skills and to enhance students' engagement in the language courses. These three aspects are described further in the literature.

Impact of Blended learning on various aspects of English language teaching

Development of Language Skills

It has been reported by numerous authors that there is an effective use of blended learning in terms of development of English language skills of the language learners. It has been observed that incorporation of online approach along with a classroom teaching model develops learner's speaking, listening, reading, and writing abilities. Initially the studies were focused more on various ways to integrate blended learning mode in English language courses to develop an effective language skill enhancement and to understand the viewpoints of both teachers and students in this regard. In this context the study by Grgurovic (2011) is prominent as it investigates the use of blended learning in an English language teaching by making use of Neumeier's (2005) framework of blended learning. This study was conducted in a speaking and listening class of an intensive English program in the USA with 19 students and one English instructor. The researcher identified that the use of online teaching modes along with the traditional ways not just improved the students'

language learning process but also effectively developed their language skills. It was also seen that integration of blended learning gained a positive perception and attitude from both teachers and students. Authors later focused exclusively on the impact of blended learning on development of language skills in English. Adas and Bakir (2013) conducted a study on English language learners from Palestinian University who were examined for the use of a blended learning strategy in developing the writing competency. The study showed a positive significant impact of blended learning in order to develop the writing competencies in terms of spelling, grammar, punctuation, and paragraph coherence. Earlier to this, another study by Shih (2010) investigated the impact of blended learning approach to teach an English course using instructional blogging. By taking a sample size of 44 English Language College learners, the study depicted a positive impact of online video based blogs on improving multiple aspects in speaking skills of students (like grammar, pronunciation, facial expression, and eye contact), enhancing the learning process and creating a sense of autonomy and collaboration. Similarly, a quasi-experimental study on 60 intermediate-level Iranian learners by Ghazizadeh and Fatemipour (2017) that was designed to examine the impact of blended learning in enhancing the reading skills of English language learners is also another important contribution in this regard. The study resulted in a statistically significant positive effect of blended learning on the reading proficiency of the learners. Another extensive review conducted by Siddiquee et al. 2019 also depicts that blended learning enhances the language skills development, by boosting critical-thinking skills amongst the learners and by enhancing teaching quality of teachers by the generative online learning environment.

Therefore, the reviewed studies indicate that blended learning can be used effectively to develop the language competencies of English language learners in terms of various skills like reading, speaking, writing, and vocabulary knowledge.

Enhancement of Students' Engagement

Building satisfaction in language learners to develop a motivated approach and engagement in the subject is one of the most challenging tasks faced by the language teachers, thus a perfect blend of traditional face-to-face and online learning has been proved to be a boon in engaging learners in the language learning process. Many studies have illustrated this through elaborate studies. One such prominent research in this field is evaluating the impact of social media augmented face to face learning in linguistics. Manan et al. 2012 examined the usefulness of Facebook groups along with conventional classroom teaching in English language classes by analyzing 30 undergraduate English language learners from a private Malaysian university. On evaluating the perceptions of the students learning through this unique strategy, it was interesting to find that the students were highly satisfied with this mode as they

could interact freely, collaborate with each other in the online space beyond the classroom that enhanced the engagement of students which in turn helped in developing their interest for the subject.

In the same notion, Yoon & Lee, 2010 examined the impact of blended learning & teaching strategy in an English writing class taking a sample size of 47 university language learners who were divided into 2 classes: one using traditional teaching and learning strategy and the other using blended learning scheme. After 16 weeks the learners' prospective were evaluated using questionnaires, post-test, pretest, and midterm exams. This indicated a positive attitude of the latter group towards blended learning. The latter group which was supplemented with additional online aids along with classroom teaching was found to develop a superior writing ability as compared to the former one. The authors also reported that the blended learning approach was useful as it made them feel engaged and motivated by helping them to enhance interaction with others.

Andujar et al. 2020 has also attempted to quantitatively analyze perceptions and technological acceptance of students on implementation of blended learning in English Language classes taking in consideration 84 participants of secondary education school who were divided into two groups as per their ages. The authors reported that there was a positive perception of students who found the classes more engaging using mobile devices that made it easy for the learners to watch and learn from the video contents in a flexible manner thus in turn enhancing their receptivity to the overall subject.

Another way that is reported by many authors that makes blended learning useful in engaging learners in learning linguistics is by developing flexibility and autonomy of the learning process. To examine the same, Banditvilai, 2016 examined 60 undergraduate students majoring in English from a university in Asia to evaluate the impact of blended learning in improving learning autonomy which in turn improves language skills. On evaluating the students based on e-lessons, questionnaire, and tests results it was found that when classroom teaching is blended with additional online mode, students find the lessons more interesting and fascinating. It was also reported that as the student can learn and practice the language anytime anywhere, the language skills of the students developed tremendously in short time period. This indicates an increase in autonomous learning.

An earlier report by Liu et al., 2013 has also depicted similar results when the impact of blended learning was evaluated in an academic English writing course at a university in Beijing (China) where the students were subjected to a 90 minutes of traditional classroom teaching each week along with an additional online session after the class. On evaluating both teachers and students perspective of this hybrid

teaching style, it was found that students were highly motivated after the completion of the course because they were able to develop autonomous learning, improve classroom interactions by unfastening the communication barrier and anxiety that prevailed in the classroom which ultimately improved the academic writing competencies of the learners.

Thus, such a blend of online and offline teaching mode is always found an authentic, interesting and engaging way to teach in linguistics as it helps in building an environment for the learners to scale up their language skills both inside and outside of classroom settings.

Improvement in the learning environment

One of the most important aspects of the learning process is the learning environment, which also plays a vital role in the language teaching and learning process. Many authors have by far reported the usefulness of blended learning strategy in making the learning environment more interactive as well as impactful for the language learners. On surveying the perception of 130 undergraduate English learners towards blended learning in an English foreign language class of Bisha University, Saudi Arabia by Ja'ashan (2015), it was found that apart from students showing positive attitude towards blended learning implementation; the students also found this mode more convenient. Both teachers and learners believed the mode to be better as it was seen that implementation of blended learning helped the learners to enhance their language skills, develop their learning autonomy, enhance the learning process, improve student-teacher interaction and presented a flexible learning experience which are keys to building a positive learning environment . In the same notion Zhang and Zhu (2018) made a comparative analysis of blended learning and face-to-face learning mode taking in consideration 5376 students who were enrolled in English language courses at a university in Beijing so as to investigate the effectiveness of blended learning as compared to the traditional methods. The researchers found that the learners who were subjected to blended learning mode performed academically better than other students who were taught using the traditional face-to-face mode. The findings indicated that the students found an interactive, personalized learning environment in the blended learning mode that helped them to develop better language skills. Akbarov et al. 2018 has also reported similar findings on investigating attitudes of learners toward blended learning in a language class comprising of 162 English language learners. The comparative analysis indicated that most of the learners preferred blended learning over the face-to-face approach of English teaching as it was believed to provide a motivated, interactive and personalized environment that directly helped them to enhance their English proficiency levels.

Thus, it could be concluded that blended learning provides an extremely interactive and motivating environment for the learners so that they feel more connected to language and in turn enhance their language skills.

COVID-19 and blended learning: Benefits and Challenges in English Language teaching

Covid-19 global pandemic has led to a major setback to the education system due to the quarantine situation. As the learners are unable to move out, the classes are generally shifted towards the online mode. Many researchers and even governments all over the world are favoring the lucrative state of online mode of blended learning in the education to continue the learning process in the COVID 19 pandemic keeping learners safe. This catastrophic pandemic has made the concept of blended learning a must for all academic institutions as the reputation of any educational institution will now be dependent on the how well they adapt to the contemporary online mode of teaching-learning to provide high quality education amidst the crisis. Even before the onset of the crisis many authors had marked the importance of online teaching due to its growing need in the contemporary world (Dolence& Norris, 1995; Katz, 1999; Appana, 2008; Shopova, 2014). This shift of offline to online teaching- learning process has been instrumental in all subjects including English language but with a slow adaptability due to many challenges.

These challenges in adapting online learning in English language classes could be majorly divided into three categories: Cognitive, Meta-cognitive and Psychological challenges.

As defined by Payne (1992) and Puziffero (2008) cognitive part of the learning process is the behaviors needed for the successful acquirement of knowledge when engaging in the learning process. In the online learning process it has been noticed by many authors that a high cognitive ability is required from the end of both language learner and teacher so as to deal with multidimensional aspects of the online learning process such as knowledge and expertise of handling various dashboards, online software & exercises, video conferencing etc.

The second challenge is with the meta-cognitive part of the learning process which is defined as the self-monitoring ability of the learners to prepare and plan for learning, regulating and evaluating their learning process (Pintrich et. al, 1993). In this regard, it has been observed the students who self-monitor their learning process in online or blended learning modes are often academically superior to the others in terms of English proficiency (Chang's 2013), but the challenge in this part increases as in online learning process the students have great freedom and thus they tend to use corruptive measures to befool their teachers (Tsai, 2009).

The third challenge is the one dealing with psychological issues like computer and internet anxiety. It is often sequestered due to lack of face to face interactions.

Being a critical and highly specific subject, those English language learners who are under skilled in internet technology often are left behind in terms of understanding and following the lessons that induces a significantly negative impact causing anxiety and fear in the students (Aydin, 2011; Ekizoglu & Ozcinar, 2010; Saadé & Kira, 2009).

These challenges are not unidirectional but rather the challenges in adapting e-language learning is multi directional including challenges from teacher's and institution's end as well. Even though the blended learning approaches included the online mode in language learning to make the process more learner-centered (Sun, 2011) but it has created new challenges for teachers as they need to design and facilitate such e-learning language modules that bring in front the proactive teaching role, a supportive learning community and impactful knowledge generation by adapting to various online tools and making the entire process specialized as well as personalized for different strata of students (McDonalds, 2006). Thus, digitally trained teachers are those who can survive these challenges and could adapt better during these tough times and even ahead. Moreover, as mentioned earlier the institutions that adapt these changes and shift swiftly towards the online learning mode would be better recognized in the coming times. But it could be another hurdle in English learning and teaching process as to make the process easy to be adapted by the students and teachers both of them have to be trained for upgrading their digital awareness as per recent trends and also the teachers need to collaborate with software developers of the institutions so as to make the entire learning process engaging.

Future Recommendations & Conclusion

The above review clearly depicts that blended learning is very helpful in developing LSRW skills in English language learners due to its dynamic and multifaceted approach in an interlinking manner such as by providing online video lectures, dialogues, seminars, inspirational clippings, news reports through online learning platform that builds a language laboratory and in turn helps in developing both listening and speaking skills which are very important in effective oral communication. Also, these online platforms provide learners with more time and space to interact with each other in the desired language that helps in developing speaking skills that is often a point of hesitation in traditional face to face classrooms. Similarly, integration of discussion boards, online debating sessions, chat rooms, flash cards, substitution drills etc. further help in building confidence of speaking in students. Furthermore, writing skills are often correlated to reading skills that help in comprehending any language. So, to enhance this correlated element of the English learning process, blended learning could be of greatest benefit as the use of e-learning sources and pronunciation software gives orientation to the learner on

correct pronunciation, modulations and intonation. Also, the use of reading comprehension worksheets and exercises that give instant feedback helps in self-monitoring of the learner.

Apart from reading, the presence of various writing platforms on the web and knowledge about its usage for enhancing English writing efficiency is a crucial part of blended learning. It not only helps learners to communicate using correct language in the future but also introduces learners to various forms of writing like blogging, micro-blogging instant messaging, emailing etc. Thus, Blended learning pedagogy is a unique course design to strengthen the English language teaching and learning process using the transformative power of digital tools that operate online provides an interactive learning environment for the language learners. But, despite all these benefits many parts of the world are yet to adapt the blended learning process. Even though the COVID19 pandemic has shifted the education system from boards to desktops, adaptability and its reach worldwide is still not up to the satisfactory mark.

Thus, few recommendations are made in this regard after reviewing various suggestions made in previous researches. In general, the most important part of any class is the hassle-free flow of the lecture, and with the online mode of blended learning the most distractive issue is the technical difficulties from teacher's end. This could easily be prevented by rehearsing or prerecording video lectures, testing the lectures for technical glitch and if lecture is to be taken live, always keeping a second plan ready to combat any technical flaw. Apart from this, a centralized system of reminders for classes must be set by the educational institution to make the students alert and attentive about the classes.

The use of group forums, social media tools and software often helps in humanizing the online experience that further helps in generating a positive learning environment. Specifically in case of English language learning and teaching process the important determinant is interaction and it has been recommended in the past that the effectiveness of any blended teaching programme depends on how well it is designed in terms of creativity, interactivity, relevancy, student-centered approaches, and group-based approaches (Partlow& Gibbs, 2003). Thus the English educators and the institutions could make use of the implementation process mentioned by Aborisade, 2013 in a book of British council namely "Blended Learning in English Language Teaching: Course Design and Implementation" that establishes a gradual process through which blended learning could be implemented in the English language teaching and learning process without causing any chaos or confusion amongst the learners. The six staged process has been implemented and tested for eight consecutive years and has shown appreciable results. The process has been described in Fig 2.

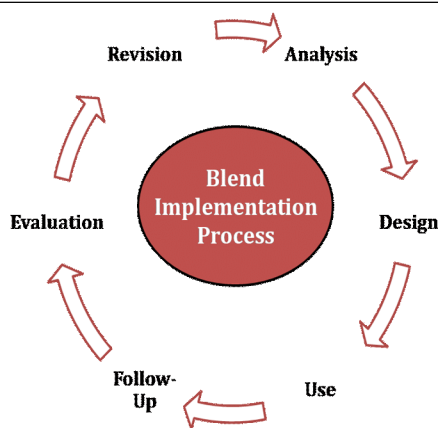


Figure 2: Process for incorporations in the blend in English language teaching & learning process (Aborisade, 2013)

Other than this, the system could also be improved by evaluating the hybrid or sole online classes with regular students' assessments and learners' feedback that will help in redesigning and broadening teachers' horizon in terms of the course content (Keeton, 2004). With regards to the institution, they must not just focus on introduction of technology but also should emphasize on making students and academic staff digitally literate and updated so as to increase collaborative learning by introduction of project-based learning through online platforms which in turn will strengthen entire blended learning system (Kim & Bonk, 2006). Thus, being a promising idea, interlinking many prominent technologies such as teaching methodology, educational technology, online teaching and learning; blended learning is the way for the future education and seeks for more research so that a perfect blend of offline and online teaching mode becomes the part of routine education system.

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یادگیری ترکیبی به عنوان یک روش نوین در جهت آموزش موثر زبان انگلیسی: یک بررسی انتقادی

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یادگیری ترکیبی جدید است اما به عنوان یکی از اشکال روش‌های آموزشی-یادگیری در سطح جهانی بسیار پذیرفته شده است. محققان محبوبیت این حالت ترکیبی را چندین بار به دلیل تأثیر مفید آن در زمینه‌های مختلف مطالعات از جمله زبان انگلیسی ثابت کرده‌اند. این حالت محبوبیت خود را در زمینه زبان انگلیسی مشخص کرده است نه تنها به این دلیل که مهارت‌های LSRW را در زبان آموزان بهبود می‌بخشد بلکه به دلیل اهمیت آن در ایجاد یک محیط یادگیری تعاملی، مشارکتی و انگیزه‌ای است که اغلب برای کلاس‌های زبان انگلیسی چالشی است. همانطور که، بیماری همه‌گیر COVID-19 اهمیت نحوه آموزش آنلاین را مشخص کرده است. علاقه به یادگیری ترکیبی چندین برابر افزایش یافته است. اما علی‌رغم محبوبیت آن، نقاط ضعف زیادی در سیستم وجود دارد که باید برای انتشار این حالت یادگیری ترکیبی به عنوان یک روال در سیستم آموزش و پرورش رفع شود. بنابراین بررسی انتقادی فعلی، بازرسی منحصر به فردی از بیش از پنجاه مقاله تحقیقاتی ارائه می‌دهد که تاکنون مزایای مختلف سیستم یادگیری ترکیبی را با اشاره ویژه به زبان انگلیسی ارزیابی کرده و همچنین توصیه‌های چند وجهی را تهیه کرده است تا آموزش ترکیبی را برای آموزش حضوری منظم به عنوان یک گزینه موفقیت آمیز به شما معرفی کند.

واژه‌های کلیدی: برجسب‌گذاری واژگانی، زبان‌های نوشتاری لاتین، زبان‌های نوشتاری غیر لاتین، زبان

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