

## Blended Learning in Language Teaching: A Review

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### Abstract

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In recent years, mixed learning has become a flexible educational method with the changing needs of the times by blending both face-to-face and online learning activities. The purpose of this study was to examine trends and research findings regarding blended learning in language learning. For this purpose, a database of highly reputable publishers was reviewed from 2015-2020. A systematic review was used as the methodology for this study. Articles were analyzed using the content analysis method. The research findings show that blended learning in language learning consists of various skills that can be improved in language competence. The research methods most often used in language learning are found in quantitative and mixed methods. In language learning, most of the blended learning classes are applied in linguistics learning. Besides, research that reviews the effectiveness of blended learning methods mostly shows the many advantages of blended learning methods to improve student's abilities in language learning.

**Keywords:** blended learning, language, teaching

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## INTRODUCTION

Advances in technology have become an inseparable part of the world of education, especially for the implementation of learning and teaching activities in the classroom (Salam, Awang Iskandar, Ibrahim, & Farooq, 2019). In recent years, blended learning has become a flexible educational method with the changing needs of the times by combining face-to-face and online learning activities. Various technological devices have been used for teaching and learning in schools (Blevins, 2018). Students also have technological devices that can access class lessons and at home at any time. Technology has also created a flexible learning environment. This is because the variety of website models in language learning helps students to get more information at home. This means that the learning process can be carried out outside the classroom. The variety of literature involving the evaluation of learning technologies makes it challenging to obtain an accurate (Lai & Bower, 2019).

Technology-based learning resources can be accessed and utilized for educational purposes, then it needs to be considered properly as a support for learning. Nowadays, many students are closer to technology and it is part of their life, such as mobile device can use to learn in class or at home (Fu & Hwang, 2018).

This situation can be used properly and as much as possible to involve technology in the teaching and learning process so that targets in learning are achieved. Mobile technology has become popular worldwide with a wide variety of users, including students of all educational levels. Although the impact of mobile technology on the classroom has been studied extensively, little is known about teachers' perceptions of how mobile technology impacts learning and its relationship to the use of Applications in the classroom (Domingo & Garganté, 2016)

In connection with technological developments in the world of education, online learning is widely used to full students' need. So, an alternative learning combination between face-to-face and online learning technology (Blended Learning) can be applied. Blended learning offers learners a flexible teaching environment where online learning is a continual extension of face-to-face learning.

Thus, the purpose of this study was to examine trends and research findings regarding blended learning in language learning. This research is expected to contribute to the diversity of knowledge about the development of blended learning today. Moreover, technological advances have also demanded and forced everyone to use them for everyday life. Everyone can access all the information that is happening in the world quickly. So, the concept of blended learning should also be able to be understood as a way to improve the quality of education today.

## METHOD

This study used content analysis through a systematic review. The process of review referred to the articles published in a reputable journal. The review process consists of ten stages, including 1) initial review, 2) categorizing data according to the research concept, 3) identifying research questions, 4) reviewing the literature, 5) selecting titles and abstracts, 6) submitting papers, 7) identifying article content, 8) data assessment by the focus of the study, 9) data analysis and synthesis, and 10) editing and drawing conclusions (Boland, Cherry, & Dickson, 2017). Data is taken from a database of highly reputable publishers was reviewed from 2015-2020. There are 30 articles. The data is categorized from the aspects of a technology device, impact, knowledge, learning environment, and taxonomy tools. The technique of data analysis used 1) reduction data. It identifies the data from some reputable publishers and selected based on the research problems. 2) Display data. It makes the data category and analyzes the data. 3) Taking conclusion is taken from the result of the analysis data.

## RESULT AND DISCUSSION

The data analysis shows that blended learning in language learning consists of various skills that can be improved in language competence. The following is the articles' content finding;

Table 1. The Article Published in 2015-2020

	2015	2016	2017	2018	2019	2020
1	(Ozkan, 2015) used wiki and blogs	(Martin & Whitmer, 2016) used adaptive learning	Pinto-Llorente, Sánchez-Gómez, García-	(Abdul Rahman, 2018) gave positive	(Handoko & Antaridha, 2019) used learning media	Alsarayreh (2020), the use of technology for blended

			Peñalvo, & Casillas-Martín (2017) used technology device	impact on writing learning		learning
2	(Rajabi & Hashemian, 2015) increased student's knowledge about pronoun	(Lancellotti, Thomas, & Kohli, 2016) used online video	(Wichadee, Edmodo (2017) used	(Wahyuni, 2018) applied blended learning in writing learning	(Albiladi & Alshareef, 2019), blended learning is effective	(Gustiani, Sari, Yusri, & Simanjuntak, 2020) blended learning was for writing
3	(Tosun, 2015) made differences technology device	(Moos & Bonde, 2016) used online video	(Graham, McLean, Read, Suchet-Pearson, & Viner, 2017) the used flipped classroom approach	(Muhtia, Suparno, & Sumardi, 2018), blended learning has a positive effect on paragraph writing skills.	(van Alten, Phielix, & Janssen, 2019) the used flipped classroom approach	(Naro et al., 2020) used the digital source
4	(Pop, 2015) used technology device	(Chan & Leung, 2016) used social media and Twitter	(DeLozier & Rhodes, 2017) the used flipped classroom approach	(Zhang, Wei; Zhu, 2018), blended learning has become an effective learning	(Yao, 2019), blended learning create the comport environment	(Hasanah & Malik, 2020), increasing critical thinking
5	(Gluchmanova, 2015) used technology device	(Margulieux, McCracken, & Catrambone, 2016) used taxonomy tools to create blended learning	(Lo & Hew, 2017) used flipped classroom to build a positive impact	(Akbarov, Gönen, & Aydoğan, 2018), the students have given a positive attitude	(Syaiful Romadhon, Rahmah, & Wirani, 2019) used social media	(Tamrin & Basri, 2020), online classes using Edmodo

Table 1 shows the five aspects found in blended learning in articles that have been published in 2015-2020. It has been within 6 years that the blended learning used is related to the use of technological devices for online learning activities. Also, many media are used as the implementation of learning activities in blended learning such as wiki, blogs, online videos, social media,

Edmodo or flipped. The results of using blended learning create a comfortable and diverse learning environment for students. Also, the impact that arises from learning activities using the concept of blended learning includes positive attitudes, achievement of learning, learning is more effectively and efficiently, building interactive communication, increasing motivation, and increasing critical thinking.

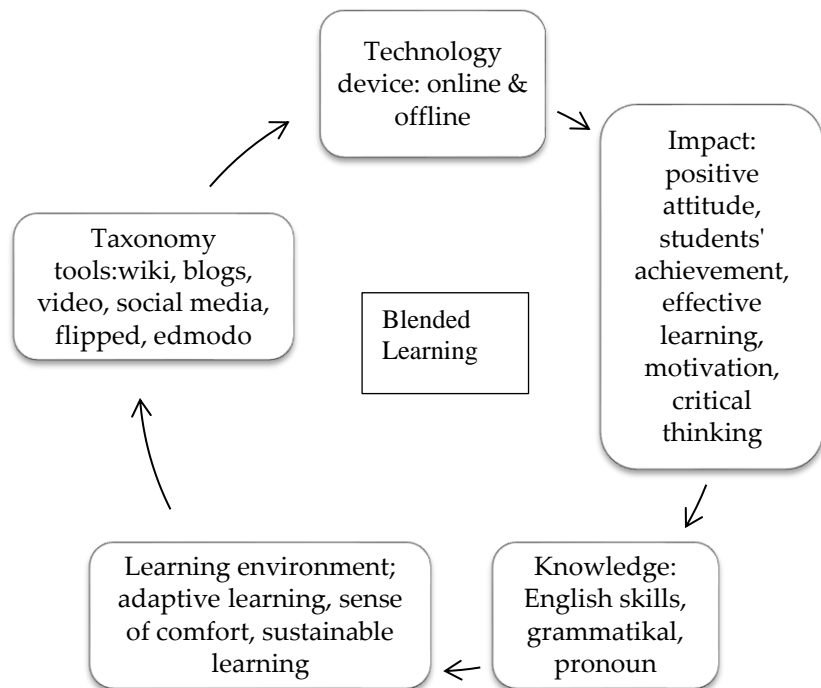


Figure 1. Blended Learning Implementation

The research method is used by some articles are qualitative, quantitative and mixed methods. In language learning, most of the blended learning classes are applied in linguistics learning and English skills. Also, the advantages of blended learning methods have improved the students' abilities in language learning or another science. Students' attitude on the strategy of learning is positive because blended learning gives the new challenge for students in using technology devices (Golshan & Tafazoli, 2014)

The learning environment in the blended learning model can be used separately because it uses a combination of different media and methods. It is used for the needs of different audiences (students). For example, face-to-face learning typically occurs in a teacher-directed environment with person-to-person interactions in live synchronous (time-dependent direct learning) and high-fidelity environments. While the distance learning system emphasizes self-paced learning and learning with material interactions that occur in an asynchronous (independent of time) and low-fidelity environment (text only).

Blended learning itself is a combination of face-to-face and online learning that is optimally integrated so that the strengths of each are mixed into a unique learning experience that is by the intended context and educational goals. By using the Blended learning model, it is expected that students' creativity can be maximized when they are outside the face-to-face class because they can seek inspiration

wherever they are by continuing to carry out the learning process online. Furthermore, when face-to-face activities take place, students can exchange ideas with their peers.

With the combination of two learning concept, it is expected to provide flexibility for students to explore their knowledge so that they can stimulate creative ideas that can be written and is a restructuring of face-to-face class contact hours to increase engagement and to expand access to internet-based learning opportunities. In this lesson, creative writing is not only done face-to-face but can also be done online which they can access by utilizing the Moodle LMS platform anytime and anywhere.

Based on several previous studies, the use of Blended Learning in writing classes can provide significant results on students' writing skills. Students and lecturers can conduct live events, namely face to face both in class (face-to-face) and outside the classroom (online) by zoom, video online, etc (Mohammadian, Amir|Saed, Amin|Shahi, 2018). In the learning process both face-to-face and online, students can collaborate between students and lecturers by exchanging opinions. When online learning takes place, students can learn and seek their knowledge at any time with the help of existing technology sources. The study of blended learning gave the implication on students' interest level in online learning. Teacher's creativity refers to the online media of learning. It can be seen from using the technology device at school or university which supported the learning process.

## CONCLUSION

Blended learning helps the teacher to achieve the learning goals. The teacher and students can do learning activity in class and at home. thus, students and teachers have a positive attitude in using the technology device in the language learning process. In blended learning can complete using multimedia like as video online, learning website, online learning system, or technology tools. It is a mixture of learning based on the needs of students, computer-assisted learning and online learning. It is seen as a combination of online and face-to-face learning experiences. Thus, it can be said that blended learning is a mixture of face-to-face learning and computer-assisted learning at that time. In essence, online learning is supported by supporting infrastructure by utilizing advances in computer technology and internet networks. This is a system that can facilitate students to learn broader, more and more varied so that students can learn anytime and anywhere.

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