The effects of Using Blended Learning Approach in English Language Teaching and Learning: A literature Review

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Abstract: **The development of technology has helped a lot in teaching and learning English. Technology can be a tool to help the teacher of English facilitate language learning. There are many aspects of using technology in teaching but, Blended Learning (BL) approach has become a matter of interest to language teachers all over the world. Blended Learning combines the traditional face-to-face teaching and online teaching. It rests on the strengths of both teaching approaches. This study provides a comprehensive review of relevant literature on the use of Blended Learning in teaching and learning English. Moreover, it focuses on the use of technology in general and specifically on Blended Learning approach, its models, tools and advantages. The literature highlighted great benefits of Blended Learning on learning and teaching in general and specifically on English learning and teaching.**

Keywords: **Technology, Blended learning, E-learning, Teaching and Learning English, Language skills.**

1. INTRODUCTION

The use of modern technology in teaching English has become indispensable, especially with the great revolution of advanced technology in all fields and sectors. Modern technology such as the Internet, computers, laptops smartphones and others are used widely in teaching English nowadays to facilitate applying new methods and techniques in teaching that lead to the achievement of the desired goals of teaching. Using technology in English language teaching enriches students thinking and practical language skills and promote improved efficiency in overall teaching and learning (Al-Qahtani, 2019). One of the ultimate goals of using modern technology in teaching English is to maximize learners' skills in English and to actively engage learners in the language learning. Integrating technology in instruction for adult English language learners may offer the flexibility to extend learning beyond that available in a format program thus increase opportunities for language and literacy learning (Cummins, Browns, & Sayers, 2006).

A lot of approaches were experimented and each approach has its benefits and challenges. The new trend approach in education which has been a controversial subject is the "Blended Learning approach". In order to get the ultimate benefits of teaching and to help learners achieve effective integration of online and face-to-face learning, Blended Learning which is a hybrid teaching model emerged. The approach of Blended Learning is considered as the combination of face-to-face instruction with technology-mediated instruction or online learning that reached the most popular among the 21st century skills in today's higher education (Bolanddifar, 2017).

This approach of teaching depends on combining the traditional face-to-face method with using technology. It combines two models to reach the most effective and efficient methods to achieve the learning goals. It combines the benefits of both models. Face-to-face instruction offers the benefit of fluid, real-time interaction with instructors and peers with the

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advantage of immediate assistance, collaboration, and feedback, but is confined to a set time and place. Online instruction offers the convenience of flexible time and space, allows greater parity of student voices, and promotes more individualized instruction, but may restrict the ease with which instructors and peers can communicate and collaborate (Li & Irby, 2008). A Blended Learning method blends the benefits of the two instructions and at the same time diminishes the constraints. This approach is described as a strategic and systematic approach that integrates the best aspects of face-to-face and online interactions using appropriate communication technology, (Abdul Rahman, Azmi & Hassan, 2020). Aguilar (2012) stated that issues with traditional face-to-face instruction such as transportation distances and building costs could be solved with the alignment of technology with education practices.

Blended Learning approach is increasingly used nowadays by various educational administrations to create new teaching methodology that combines e-learning with the traditional classroom methods. In fact, Blended Learning cooperates EFL educators a variety of interactive language activities while it is double component, integration of face-to-face education and technology-generated approaches (Rahim, 2019). Blended Learning is an innovative teaching method that offers students with a flexible teaching environment.

Initially, the concept of Blended Learning was established at the beginning of the 21st century since this terminology was a substantially long time in the early 20th century (Banditvilai, 2016). Aligned with the traditional language teaching and learning approaches, Blended Learning has been broadly applied as another module of education by schools and universities since the 1980s (Pappas, 2018).

American Society for Training and Development (ASTD) listed the approach of Blended Learning as one of the most important emerging trends in the knowledge dissemination industry. Besides, in its final report based on meta-analysis of more than one thousand empirical studies of online learning (BL in this paper) from 1996 to 2008, the US Department of Education pointed out that Blended Learning is the most effective way of learning compared with face-to-face teaching or e-learning (Shen & Liu, 2011). According to Albiladi & Alshareef (2019), Blended Learning is accomplished as a creative idea for linking major fields like teaching approaches, educational technology, and online learning and teaching platforms. Blended Learning courses are going to foster successful language learning if they are carefully designed on the basis of an analysis of the participants' needs and abilities (Neumeier, 2005). Reid-Young (2003) stated that Blended Learning is an approach to education that offers a learning environment to accompany the teaching process by adding more innovative modes of assessment. There are many approaches used for teaching and learning English but, currently, Blended Learning approach is widely used by many institutions since it is an applicable approach that combines the traditional face-to-face education with technological-integrated approaches.

Blended Learning emerged to develop the learning system and to encourage teachers to be more practical and change their teaching methods constantly since it includes online teaching which provides uncountable sources of educational materials available for teachers. Classroom teaching alone may not be enough to suit individual requirements leading to the need for modern technology to serve each student's needs (Banditvilai, 2016). Kintu, Zhu, and Kagambe (2017), mentioned that the best instructors respond to this challenge by embracing different teaching approaches to cater to each student's learning style.

Moreover, the teacher has the flexibility of editing and adapting the online course material to the needs of the students and course intended learning outcomes (Adas & Bakir, 2013). Real-time data, often provided through digital technology in a Blended Learning approach, help teachers differentiate instruction according to students' varied progress (Horn and Staker 2011; Hilliard 2015). Also, blending technology with traditional teaching methods offers more opportunities for teachers to use several different and effective teaching methods (Rivera, 2019). In addition, the uploaded activities are varied. Students may get online sessions; they are asked to upload their written material online in a well-organised way. The blended course is generally based on learner-centred instruction, effective and timely instructor's intervention and feedback, peer to peer/group interaction, and multiple input sources in a highly interactive learning context (Milad, 2017). Blended Learning approach provides the opportunity for language learners to use their brain effectively with ICT spaces to practice the language more authentically (Rahim, 2019).

Blended Learning is viewed as a new method of teaching that does not solely focus on teachers as information providers; it includes students as well (Abdul Rahman, Azmi & Hassan, 2020). It is a considered student-centred method. With educational budget cuts, teacher shortages, and increasing percentages of ELs, the need for quality instruction without the time commitment and resource-heavy elements often seen in intervention studies is becoming increasingly important

(Kazakoff, Macaruso & Hook, 2018). So, the Blended Learning approach has been used to overcome the obstacles in the traditional learning; by using this teaching model, learners can easily access the learning materials anytime and everywhere. Also, it allows teaching and learning activities to be conducted not only inside the classroom, but also outside classroom. It is the online component becomes a natural extension of traditional classroom learning. So, it is considered a powerful solution to improve language learning experience. It was determined that Blended Learning yielded better academic performance compared to learning delivered only online (Slomanson, 2014). Blended learning provides an opportunity for the learners to practice the language through online platforms such as video-conferencing. This will help achieve the ultimate benefits of learning a language.

Blended learning is natural evolution of e-learning towards a complete program of various multimedia applied in an ideal way to solve problems, taking into account the individual differences and achieving a distinguished teaching (Keshta & Harb, 2013). The use of Blended Learning method takes advantage of the variety of learning experiences that can be offered by the use of a mix learning environments (Reid-Young, 2003), for example, lectures, workshops, self-pace study, online collaboration, and communication exercises, simulations and the use of interactive multimedia (Draffan& Rainger, 2006). It is a special organization of learning which allows combining classroom face-to-face techniques and online interactive collaboration. Blended learning joins elements of e-learning such as simulations, virtual laboratories, and online discussions into traditional classroom. Learning activities can be improved using Blended Learning, including collaboration and discussion, online quizzes and assignments, online inquiry and exploration, such as individual activities such as e-journals, blogs or e-portfolios. Face-to-face activities can also be applied in a Blended-Learning system, such as tutorials, lab work in the laboratory and project work (Ekayati, 2019). Using various instructional materials like videos, blogs, online forums and other digital tools by the teachers, will promote the learners to practice the language outside the class. This will improve their language skills. It is more versatile, engaging, and adaptable approach for the learners, thus, allowing the teachers to better address their learners' unique needs and requirements while integrating Blended Learning for their teaching process (Hashemi & Na, 2020). Blended Learning synthesizes the online delivery of educational content with the best features of classroom interaction and live instruction in such a way as to personalize learning, allow thoughtful reflection and differentiate instruction from student to student across a diverse group of learners (Watson, 2015). In Blended Learning, technology is used to support three concepts; traditional didactic, active learning, and interactive learning. As a result, the teacher is exposed to varied approaches that address unique and specific needs of the language learner (Tawil, 2018).

Klein, Noe & Wan (2006) stated that the technology used in Blended Learning facilitates more control over when and where learning takes place and provide students with a variety of tools to facilitate learning. So, learners can benefit from this learning method in terms of time and place. Learners could specify the suitable time and place to complete the recommended educational activities which will be of a great motivation for them. In contrast to classical learning environment which poses restrictions on place and time, e-learning provides an environment where the learners can study regardless of time and place restrictions (Keshta & Harb, 2013). By using this method, learners have the opportunity to learn in a classroom with their peers and with a lecturer and then at home they can adjust their time to learn using their laptops and the Internet. It extends the learning process outside the classroom by accessing through the learning resources. Moreover, it makes online course available to learners from other countries. Furthermore, with Blended Learning approach, learners will be in contact with their teachers inside and outside the classroom. It improves learning by giving another chance for students to stay in touch with their teachers and classmates (Adas & Bakir, 2013). Poon (2013) goes along with the idea that Blended Learning is a fundamental redesign of the instructional model with a shift from teacher-centred to student-centred. A transformation of the role of the teacher from lecturer to facilitator enables the students to actively engaged in their learning and take more responsibility for their own learning while receiving support and encouragement from a facilitator (Moores, Akhurt & Powell, 2010).

Ahmad & Al-Khanjari, (2011) mentioned that technology platforms leave more space for learners to work individually and interact with people on an online space. This will help to develop learner's autonomy. Individual working provides skills such as management skills, research and development skills, and more so the intrinsic impetus of learning (Tawil, 2018). With Blended Learning, educators can help learners to realize their own strengths and weaknesses and to carry out their learning process outside the classroom via online learning (Afip, 2014). This will lead instructors to deal with different educational factors such as learners' individual differences, the learners' different personal characteristics and with the variety of learning styles. For instance, learners who have difficulty in establishing communication in the classroom environment find it easier to communicate in the electronic environment (Keshta & Harb, 2013).

Blended Learning approach reflects different aspect in the teaching process. As (Bu, 2019) mentioned, they are: teaching theory, learning style, teaching media, teaching concepts, teaching environment and teaching resources. Teaching theory mixes cognitivism, behaviourism, and constructivism; learning style is a combination of face-to-face, self-paced, and online collaborative learning; teaching media blend traditional media with a variety of modern educational technological media; teaching concept is a mixture of teaching-centeredness and learning -centeredness; the teaching environment combines fixed places and internet access; teaching resources are the digital integration of teachers' experience and various information content.

Based on the potential benefits of Blended Learning over traditional instructional models, Blended Learning approach is gaining popularity not only for targeted populations, but also in general education settings (Horn and Staker, 2011).

According to Aborisade (2013), technological platforms engage learners in an individual presentation and it is easy for the teacher to learn about their cognitive skills, thinking patterns, and knowledge constructivism. This implies that learners can stimulate their cognitive abilities to create knowledge that has positive outcome in relation to what they are learning (Tawil, 2018). It could be an important learning model providing students with additional activities to reinforce the learnt material (Adas & Bakir, 2013). Since, the accessibility of online material nearly 24 hours in addition to the face-to-face interaction give students more practice (O'Donnell, 2006). In this environment, the teacher plays different roles: a facilitator, observant, and supervisor. He facilitates the way to use online materials for the students; He checks learners' mistakes and corrects them immediately; and he supervises the learners' language development.

The term "Blended Learning" is regarded as a new term in relation to the development of the 21st century technology (Wright, 2017). It has been defined by different researchers. Neumeier (2005) explained that "the most important aim of a Blended Learning design is to find the most effective and efficient combination of the two modes of learning for the individual learning subjects, context and objectives." (p.146). In the same context, Krause (2007) explains that Blended Learning is a setting in teaching and learning environments where there is an effective amalgamation of varied delivery platforms, models of teaching and learning approaches. This will encourage critical/higher level thinking skills including: comparing, classifying, inducing, deducing, analysing errors, constructing support, abstraction, and analysing perspectives (Milad, 2017).

The North American Council for Online Learning (NACOL, 2008) defined Blended Learning approach as the combination of online delivery of content with the best features of classroom interaction and live instruction to personalize learning, allow thoughtful reflection, and differentiate instruction from student to student across a diverse group of learners. This definition goes along with what Sivapunniam (2009) stated that Blended Learning is the combination of various aspects of traditional classroom, such as coaching, demonstrating, monitoring, explaining, facilitating etc with the various aspects of online learning. In another definition, Sharma (2010), explained Blended Learning as a system that joins face-to-face classroom teaching with an appropriate use of technology, where technology can refer to a wide variety of components including the internet, interactive whiteboards, and language labs among others.

Horn and Staker (2011) mentioned that Blended Learning incorporates face-to-face, teacher-led instruction in conjunction with student-led activities in order to provide students with a personalized educational path. Similarly, Friesen (2012) defined Blended Learning as a formal education program in which a student learns at least in part through delivery of content and instruction via digital and online media with some elements of student control over time, place, path, or pace. This definition goes along with what Powell et al. (2015) mentioned that With Blended Learning, students have some degree of control over the content, pace, time, and location of their learning. Graham (2012) defined Blended Learning as the combination of traditional face-to-face instruction with computer-assisted instruction. In other words, blended learning joins between both types of learning, since the traditional classroom lecture and online learning are used in the teaching and learning process, therefore, it allows for more learning opportunities that motivate students to participate in and outside of the class settings (Albiladi and Alshareef, 2019).

So, online learning is described as anywhere anytime learning, since learners can participate in the learning activities outside the classroom anytime anywhere. The use of Blended Learning term involves combining internet and digital media with established classroom form that require the physical co-presence of teacher and students, (Friesen, 2012). So, interaction between the learners and their teacher is very important. Lack of interaction is deleterious to learning as it leads to negative outcomes, such as withdrawal, lack of concentration, and a feeling of isolation (Tawil, 2018). Comas-Quinn (2011) mentioned that the lack of interaction in a technology platform can best be addressed by face-to-face classroom experience.

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Skrypnyk et al., (2015) stated that Blended Learning as a Tech-Instructive approach and its main objective is to use the technological advances of the digital era to benefit the Education sector in general. In other words, it calls for the simultaneous and systematic use of all methods of delivery, to make the most out of both elements and to achieve the goals outlined (Shraim, 2012).

Kavitha & Jaisingh (2018) and Singh (2003), defined Blended Learning is one of the forms of e-learning in which e-learning is integrated into traditional classroom learning, using a computer, intranet or smart classroom, where the teacher meets the student face-to-face and interaction between students and teachers is built into the course design. In other words, Blended Learning is an approach that integrates technology with teacher-led instruction in the context of a typical classroom (Staker & Horn 2012). This agrees with what Ju & Mei (2018) stated that Blended Learning is the integration of digital tools, techniques, and materials with physical classroom. Similarly, Rao (2019) defined that Blended Learning is an approach that provides innovative solutions through an effective mix of traditional classroom teaching with mobile learning and online activities for teachers, trainers and students. Blended Learning brings the benefits of online instruction as it provides a wide range of varied educational materials that can be practiced outside the classroom. According to Albiladi & Alshareef (2019), Blended Learning is an upgraded educational approach that integrates traditional teaching methodologies with distance and online learning. In other words, it integrates the benefits of both methodologies.

Models of Blended Learning

There are different models of Blended Learning. Staker and Horn (2012) classified blended learning in four major models and sub-models. The classification is as follows:

1. Rotation Model: It is a program that is usually applied within a course or a subject. Learners rotate between different modalities that include online learning and other activities like full-class lectures, group projects, or individual activities. This model comprises four sub-models:

a. Station Rotation: In this rotation, learners rotate on a fixed schedule or at the teacher's discretion among classroom-based learning modalities. The learners should rotate through all the stations, not only those on their custom schedules. In this rotation, both offline and online activities take place in the same class.

b. Lab Rotation: In Lab Rotation, students rotate through physical class and digital learning at fixed schedules. This rotation requires learners to physically change rooms. This method can be applied when there is difficulty in incorporating a large number of learners in the same classroom or experimental lab.

c. Individual Rotation: In this rotation, learners can choose their subjects based on their interest from a custom schedule set by the instructor. This method helps learners to learn depending on their special needs. It is considered the most personalized form of Blended Learning. In this rotation model learners do not necessarily rotate to each available station or modality.

d. Flipped-Classroom Rotation: This model is a course-by-course model. In this model learners rotate on a fixed schedule between traditional instruction at school and online learning from home. This model allows students to choose the location where they receive content and instruction online and to control the pace at which they move through the online elements. This type of rotation encourages students to learn at their own pace, improves the students' knowledge and skill preparation, saves time spent in class teaching, gets rid of the time limit, increases the practical effect of teacher-student interaction, and achieves effective learning (Bu, 2019).

2. Flex Model: In this model, learners receive the content and instruction online through a customized schedule. On-site, there will be a teacher-of-record to provide support through activities like: small-group instruction, group projects, and individual tutoring.

3. Self-Blend Model: In this model, learners choose online courses along with their traditional courses. The online courses could be either on the brick-and-mortar campus or off-site. Learners will be supported by the teacher-of-record who is at the same time the online teacher.

4. Enriched-Virtual Model: This model is a whole-school experience. Learners divide their time between attending a brick-and-mortar campus and learning online. But Learners rarely attend the brick-and-mortar campus every weekday.

From all of the models mentioned, it can be observed that Blended Learning provides a personalized training experience. Teachers provide the topics and the skills of critical thinking and the students choose the tasks and resources that suit their learning styles and level of knowledge. Training materials will be available for the learners around the clock which help them to learn at their own pace. It provides the students with the best of different learning techniques. With the right choice of proper Academic Management System, learning will be more fun for students and easier for teachers to manage. Schools have the opportunity to use various online and Blended Learning models to individualize learning by offering students some choice in where, when, and what they learn (Morgan, 2015). Therefore, institutions can blend between more than one model depending on the learners' generations, learners' needs and the different learning styles. The benefit of multiple modalities was mentioned by Picciano (2009) "They allow students to experience learning in ways in which they are most comfortable while also challenging them to experience and learn in other ways as well" (p.16).

Tools of Blended Learning

There are many tools used to create effective Blended Learning. According to Wang (2010), the implementation of Blended Learning tools in higher learning institutions promotes engagement and interaction among students and thus creates a more learner-centred learning environment.

Higgins & Gomez (2014) abstracted the recommended tools from Allan (2007, p15-45). They gave five categories of tools namely:

A. Technologies used in the classroom such as PowerPoint, interactive whiteboards and audience response systems.

B. Virtual communication tools such as audio files, discussion boards, e-lists, discussion groups, chat or conferencing, email, news groups, polling, questionnaires, web forms and videoconferencing.

C. Social-networking software such as instant messaging and phone calls, podcasts, social-networking sites, video clips, virtual worlds, weblogs and wikis.

D. E-learning systems such as VLEs (Virtual Learning Environments), conferencing systems, group collaboration software and group sites and mobile learning using mobile phones, laptops and tablet PCs.

To make Blended Learning more powerful, teachers can blend various media delivery types to get the ultimate benefit from each tool.

2. LITERATURE REVIEW

1. Effects of Blended Learning Approach on Teaching and Learning English

Over the past few years, various studies have investigated the benefits of using Blended Learning approach and its implementation in teaching and learning English. It is considered one of the providing approaches that can bring self-learning methods to the teaching and learning processes (Sejdiu, 2014). Recent researches have recommended the use of Blended Learning due to the academic and social benefits of this teaching approach since, it depends on the strengths of both the traditional teaching method and the online or distance method. The strength of Blended Learning rests in using both teaching approaches effectively, and that motivates students to interact and engage in the language learning process (Albiladi & Alshareef, 2019).

There are a handful of studies that have been done on Blended Learning or supplementing online learning for face-to-face learning. Most of these students indicate that technology and learning should go hand in hand (Camahalan & Ruley, 2014). It has been shown that Blended Learning approach helps in improving the teaching and learning process. It is a way to apply technology in the teaching and learning English to empower the level of education.

Some studies about Blended Learning were applied on teachers. Siew-Eng & Muuk (2015) searched the reason why English teachers apply Blended Learning and the tools used by them in Blended Learning. The researchers investigated ten reasons why English teachers apply Blended Learning: it supports face-to-face teaching approach, it supports collaboration, it eases communication through social networking, it increases accessibility of learning materials, it reduces class time, it creates interesting lesson, it creates a student-centred learning environment, it creates motivating learning environment, it is flexible (learning time and location) and it develops independent learning skills. In addition, the study mentioned some tools used by English teachers: PowerPoint, audio files, email, social networking sites, mobile phones, laptops and tablet PCs. These results approved that aspects of using Blended Learning will facilitate student-centred

learning as it is providing the learners with collaborative tasks and helps the teachers to design the learning activities more student-centred (Rahim, 2019).

A similar study by Ju & Mei (2018) who investigated foreign language instructors' perception of Blended Learning in teaching. The participants were foreign language teachers. A questionnaire and interviews were used as research instruments. It was found that instructors displayed a generally positive perceptions towards Blended Learning. At the same time, the instructors maintain that the importance of their personal proficiency in computer skills and the application of ICT are necessary to guarantee the effectiveness and productiveness of blended teaching and learning. In another study about English teachers, Ekayati (2019) investigated teachers' perception on Blended Learning model in teaching English at State Vocational School assisted by Edmodo. The study included 10 English teachers. Data collected was collected from questionnaires, observation, and direct interview. The result showed that the English teachers had positive perception of the Blended Learning model assisted by Edmodo. It also showed that this could help to resolve the problems and difficulties in teaching English in the class.

Some studies showed a relation between Blended Learning and comprehending grammar. Chansamrong, Tubsree, & Kiratibodee (2014) studied the effectiveness of Blended Learning and cooperative learning to teach grammar in Thailand. The participants were 100 students separated in two different groups. A pre-test and a post-test and a survey were given. The results revealed that both the above and under average students showed a better score after studying grammar through the blended-cooperative learning. The results also showed that most of the participants had good attitudes about using Blended Learning for learning English grammar.

Similar results can be found in a study done Şahin-Kızıl (2014) who researched learners' perceptions of Blended Learning in tertiary institutions. The study consisted of sixty-eight university students. A questionnaire was used as the study instrument. The results showed that effective learning tends to be achieved when face-to-face interactions are combined with Moodle interventions. Moodle was found to be effective in improving students' grammar and reading comprehension. Moreover, it showed that blended language course can enhance students' satisfaction with the course. Another study that showed a relation between Blended Learning and grammar was conducted by Isti'anah (2017) who investigated the effect of using Blended Learning on learners in a grammar class. The participants were 26 learners from English department at Sanata Dharma University. A pre-test, a post-test, a questionnaire and students' reflective journal were given. The results were consistent with other studies in this regard. The research concluded that Blended Learning was effective to assist the students to learn English grammar. Moreover, most students found that online activities help them comprehend and practice the materials. Students' reflective journals also revealed that Blended Learning was able to improve their understanding and interest in learning English grammar.

Tehrani and Tabatabaei (2012) investigated the effect of Blended Learning and face-to-face instruction on Iranian EFL learners' vocabulary achievement. A pre-test and post-test were used on two groups of participants. Regarding the vocabulary knowledge, the results of the experimental group were much better than the results of the other group. This shows the advantages of Blended Learning approach over the traditional one. The results of this study showed that Blended Learning approach helped learners to improve their vocabulary knowledge. Also, it provided them with more authentic and real-life language which ledges to enthusiasm and excitement. This indicates that Blended Learning approach enhances life-long learning since, it allows the learners to practice the language inside and outside the classroom.

Many studies revealed that learners show positive attitudes towards Blended Learning. Comas-Quinn (2011) concluded that it is difficult to achieve the benefits of Blended Learning if learners had a negative attitude in the class. Therefore, positive attitude is considered the main factor for the learners to help them concentrate and participate in the class work. Wang et al., (2009) investigated the results of implementing Blended Learning in a blended English classroom of 1000 students. The data revealed that Blended Learning activities can engage students much better in the learning process. Students in the blended class changed from passive learners to truly engaged learners who are behaviourally, intellectually and emotionally involved in their learning tasks. These results agree with the fact that Blended Learning engages students in a significant learning experience that suits their personal and academic interests (Krasnova & Ananjev, 2015; Chan & Leung, 2016).

In their study about students' perceptions of a Blended Learning environment, AlZumor, et al., (2013) examined 160 students by using a questionnaire as the study instrument. The students noted that Blended Learning widened their reading

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opportunities and enriched their English vocabulary. Moreover, the results showed that Blended Learning provided an environment for more effective employment of indirect language learning strategies. These results agree with what Westberry (2009), mentioned that Blended Learning enhances higher cognitive skills, promotes reflection, and gives equal opportunities to learners. Similar results were found in a study about learners' perceptions and attitudes towards the use of Blended Learning in an EFL English course, Ja'ashan (2015) employed a survey on a group of English learners. The results of the data showed the learners' positive attitudes towards the use of Blended Learning in the English course. The students showed high satisfaction with the approach of Blended Learning as it enhanced their English language skills and helped them make English learning collaborative, interactive and interesting. This was supported by Emelyanova & Voronina (2017) who believed that the Blended Learning approach is effective in developing self-directed learning and students' motivation intrinsically. As many studies mentioned, Blended Learning can only be effective if students have positive attitudes and a positive technology experience. Saggara and Zapata (2008) found that learners who had not used computers previously felt unmotivated towards Blended Learning, and had a negative attitude regarding their learning outcomes.

Similarly, Akbarov, Gönen & Aydoğan (2018) studied learners' attitudes towards Blended Learning in EFL context. A questionnaire was employed on a group of learners to measure their attitudes towards Blended Learning approach. The results of the study revealed that most of the EFL learners showed positive attitudes towards Blended Learning. The participants preferred using this approach in learning English as it helps in enhancing their motivation to learn English and it improves their English proficiency levels. The study concluded that the approach of Blended Learning is considered an effective learning mode that can be used in an EFL context to get the ultimate benefits of the teaching and learning process. According to Rahim (2019), Blended Learning leads to self-directed learning, develops teaching and learning schemes for English language, enhances learners' language skills, and improves the English language classroom.

Some studies showed the effects of Blended Learning in higher education. Jiang & Li (2012) conducted an empirical study of Blended Teaching model in University English Teaching. The study experimented both teachers and students. The study was based on Blended Teaching model and a questionnaire was used to analyse data. The results showed that all teachers agreed that Blended Teaching model was helpful for students to develop their ability in learning English. Similarly, the students in this study showed positive attitudes towards the online learning as it helped them control their academic progress. Those results approved that in a Blended Learning, learners could search for their practice material online and that will be so sufficient in their language acquisition. This will achieve student-centred learning. Similarly, Abdul Rahman, Hussein & Aluwi (2015) studied the satisfaction of Blended Learning in a public higher education institution. Data was collected from students of a public higher education institution using questionnaires. The study concluded that Blended Learning can enhance the quality of learning by attracting students and giving a better platform and exposure. This means education can be more effective if the advantages of a web environment are blended with face-to-face interaction in courses that contain more visual elements. These findings are consistent with the results of a study by Zhang & Zhu (2018) who compared learning outcomes of Blended Learning and traditional Learning of University Students in ESL Courses. The results of the study showed that the group of learners who were taught through Blended Learning approach had better academic performance in ESL course than the group of learners who were taught through the traditional approach. The results indicated that the use of Blended Learning approach had a positive impact on the learners' learning outcomes. The researchers stated that by integrating features of technology and traditional learning, Blended Learning is an initial teaching and learning factor for higher education. This conclude that in both higher education and high schools, Blended Learning is being used to personalize learning by providing students with a larger variety of courses than can be offered in traditional classes (Hilliard 2015; Picciano et al. 2012). Blended Learning is becoming an interest for higher education learners, since it enables the use of the internet or computer-techniques which are of a big interest for young people.

In a study that shows the relationship between Blended Learning approach and learning cognitive levels, Al-Masry (2012) searched the effectiveness of using electronic Blended Learning in teaching a unit in English course at the cognitive levels (recognition, comprehension, and application) on second year secondary students. The participants were (56) students, divided into two group. An achievement test was used to collect data. The results revealed that the experimental group showed great results in the achievement test at the " recognition ", "comprehension" and "application" level. Those results explain that the most effective readers are those who use cognitive techniques to better understand the text (Behjat, 2012). If the learner has the ability to understand what is written, this will improve the language learning process.

All the results of the mentioned studies ensure the effectiveness of mixing the advantages of face-to-face instruction and online learning. Many educators think that this blend will make teaching and learning English meaningful. Blended Learning as an approach which motivates the learners to be responsible for their own learning strategies (Rahim,2018). It provides a flexible learning platform for language learners and teachers (Ghazizadeh & Fatemipour, 2017). This learning flexibility will provide the learners with a dynamic language input and promote their language proficiency (Rahim, 2019). Blended Learning increases the learners' interest in learning, it prepares them for future life and they will gain several skills such as computer literacy, self-learning skills, research skills, and self-engagement skills.

Generally, several studies proved that Blended Learning helps educators improve the teaching conditions; Also, it offers educators access to a wide range of resources and materials that meet learners' level of knowledge and interest; It also helps educators to improve their time efficiency; and it provides educators with a wide range of tests and assessments forms that help them in preparing tests and quizzes and also in calculating learners' final results.

2. Blended Learning and Language Skills

The main goal of teaching English is to be able to master the four language skills to help the learner deal with real-life situations. These skills are: Listening, speaking, reading and writing. Many studies approved that Blended Learning approach help learners to improve their language skills.

Many studies have shown a great correlation between using online learning in the language classroom and a higher achievement in language skills proficiency. The implication of Blended Learning has been proved effective in improving foreign language skills (Rivera, 2019).

Blended Learning provides cost-efficient, collaborative learning and encourages learners to communicate with instructors and peers and develops learners' skills (Lai & Kritsonis, 2006). According to Aborisade (2013), language learners should be equipped with the target language skills that will help them address real-life situations. A Blended Learning approach capitalizes on the ability of technology to deliver systematic practice and instruction that targets individual student's skill gaps and can reduce the amount of time spent in tutorial sessions (Kazakoff, Macaruso, & Hook, 2018).

Many studies have shown the effects of Blended Learning in improving the learners' four language integrated skills. In a study about using e-learning Moodle to develop EFL students' language skills, Soliman (2014) studied e-learning Moodle software, which was being used successfully in the British University in Egypt. It was concluded that Moodle enhanced students' language skills and independent learning. Similar results were found in a study about enhancing Students' Language Skills through Blended Learning, Banditvilai (2016) found that supplementing e-learning in teaching and learning English has many benefits. It helps to develop students' language skills better than in-class-only teaching, it encourages students to study independently and spend more time engaging in the English language to improve their language proficiency, it transfers the teaching process from being teacher-centred to student self-centred and it enables the learners to become more motivated and more involved in the learning process. Those results approved that Blended Learning helps teachers achieve several pedagogical goals, improves students' skills and improves teaching qualities.

Several studies discussed the approach of Blended Learning and its effect on the skills of language. The following two sections focus on findings regarding studies that discuss the effect of Blended Learning on listening, speaking skills and reading, writing skills.

2.1. The Effects of Blended Learning on Listening and Speaking Skills

Listening and speaking are two primary fundamental skills in learning a language. They are considered significant parts of a learner's communication skills. Listening is the first step of communication. By listening, the learner receives the information, tries to explain and understand it; then he moves to the other skill which is speaking. It is a receptive language skill while reading is considered a productive language skill. These two integrated skills become a perfect combination of a successful communication (Rahmawati, 2019).

The review of literature revealed that Blended Learning has positive influence on the learners' acquisition of listening and speaking skills.

Several researches have studied the effect of Blended Learning on Listening and speaking skills. The association between Blended Learning and the students' achievements in the classroom has been investigated by Banados (2006) stated that successful implementation of Blended Learning in learning language may result in remarkable improvement in students'

speaking skills along with important improvements in all skills. Moreover, the students show high satisfaction with the Blended Learning program. These finding are consistent with another study by Shih (2010) who studied the use of Blended Learning with video-based blogs in teaching English. After the experiment of college learners, it was found that Blended Learning model using video-based blogs could be an effective approach for learners to learn public speaking productively and efficiently. It enhanced the learners' speaking skills, developed a sense of autonomy and collaborations, and improved the learning process in general. Shih (2010) mentioned that Blended Learning helped in developing learners' language abilities such as: their pronunciation, grammar, eye contact, and facial expression. Moreover, the students expressed great appreciation for, interest in, and satisfaction with the Blended Learning course. Similar results can be found in a study by Yang et al., (2013) investigated the use of Moodle in teaching listening and speaking. The study shown that when applying the approach of Blended Learning by using Moodle, learners improved significantly in terms of English speaking and listening and in critical thinking skills. Similarly, in a study about teaching public speaking in a Blended Learning environment, Ibrahim & Yusoff (2013) found that the Blended Learning approach used for the speaking course, empowered the learners and offered them more opportunities to practice speaking outside the classroom. In other words, Blended Learning approach helps learners to get the most benefits of their teacher from the classroom and at the same time they can learn at their own pace at home. Guangying (2014) who investigated the role of Blended Learning approach in improving listening and speaking skills. The study involved two groups of students; 59 students in each group. During the experiment, four standardised English language examinations were collected and statistically analysed. After the experiment, the results showed great progress in listening and speaking skills. Moreover, the study showed that the approach is effective in promoting teacher and student initiative and in enhancing learner autonomy.

In a study about using Blended Learning to develop Listening Skills, Caruso, Gadd & Tebbit (2017) implemented online listening quizzes in a course of English learning. A set of online listening quizzes was used as a tool for formative and summative assessment. Around 100 students were assessed. The study summed up that students thought that the online environment was flexible and the online quizzes were effective in developing their listening skills as well as their overall language proficiency. Those findings are compatible with what Aji (2017) pointed out in a study about the implementation of Blended Learning in teaching Listening. The researcher experimented 28 students. Online listening materials and activities were used. An interview, observation and a questionnaire were used as the study instruments. The results of the study revealed that Blended Learning is an effective teaching method to develop the students' listening skill. It also influenced the students' speaking skill as well. Similarly, Rahmawati, (2019) studies the use of Blended Learning in an English Listening and Speaking Course. The experiment took place in a private university. The participants were English language major students. In-class and online activities and materials were used. The online instruction was through Moodle web-based application. At the end of the experiment, the students perceived that Blending Learning for the listening and speaking course was an effective delivery mode; It included various learning materials and interactive yet challenging activities; It suited the students' proficiency level; It was relevant to the course syllabus; flexible, and it improved language skills. Those results support what Siew-Enga & Muuk (2015) stated that face-to-face interactions support speaking skills in language learning.

By going through the previous literature, it can be noticed the positive effects of Blended Learning approach in enhancing the performance of the learners in the listening and speaking language skills.

2.2. The Effects of Blended Learning on Reading and Writing Skills

Reading and writing are considered part language skills that should be mastered by the learner to achieve the ultimate goals of learning a language. The skill of reading is receptive language skill while writing is considered a productive language skill. Reading comprehension is defined as reading understanding that means that the learner should have the ability to interpret a written text to comprehend the contents. Undoubtably, the frequent access to the internet will encourage learners to read widely. A standard internet-based reading experience allows learners to switch to a higher level of reading comprehension tasks such as summing up and paraphrasing, drawing inferences and interacting with online communication resources such as an email message or blog post (Hashemi & Na, 2020). Writing skill is seen as the most important invention in human history because it provides relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations and theories (Carroll,1990).

Several studies searched the effect of Blended Learning on the skill of reading. Maleki & Ahangari (2010) investigated the impact of computer-assisted instruction on improving the skill of reading comprehension. To carry out this study, fifty

learners, majoring in Teaching English as a Foreign Language were selected. A quasi-experimental design with pre-test, post-test, and two questionnaires were used. The researchers found out that most learners have positive attitudes towards using multimedia tools since as it helped in improving their reading skills. Also, learners appreciated recording and saving their own writing and making use of multi-media resources in developing their reading skills. Similar results can be found in a study by Wahyuni, et al. (2014) who conducted using Blended Learning in teaching reading. The participants were second years EFL learners who studied at Faculty of Teachers Training and Educational Sciences in Bogor. three instruments were used in the study: classroom observation, documentation of student's gained score, student result in online learning activity and interviews. The results proved that Blended Learning improved students' scores and it could be an interactive way in teaching reading skills. In another words, If the learners participate in activities that allow them to read together, they will promote their comprehension (Behjat, 2011).

These results went parallel with what Zahedi & Tabatabaei (2015) found in their study about the effect of Blended Teaching on reading strategy used by Iranian EFL learners. The participants were 60 students divided into two groups. The results proved that Blended Learning instruction was more effective than face-to-face instruction on the performance of students' reading strategies. The study concluded that Blended Learning results in better and more fruitful learning.

In a study about implementing Blended Learning by using Edmodo (a social networking site) in teaching reading comprehension, Pratama (2015) experimented the first-grade students of non-English Department of a State University in West Java class. The total number of students were 60 divided into two groups. Pre-test and post-test of reading comprehension, a set of questionnaire, interview and observation were used in the experiment. The results of the study revealed that students showed positive attitudes toward the implementation of Blended Learning using Edmodo in teaching reading comprehension. Using of Edmodo site enhanced the students' interest and motivation in learning reading comprehension successfully. In the context of teaching and learning, particularly reading comprehension, Edmodo seems to have the potential to facilitate reading interactivity, build autonomous learning, and share and communicate ideas (Abitt, 2007; Bosch, 2009).

Another study that searched the effect of Blended Learning on EFL learners' reading efficiency, by Ghazizadeh & Fatemipour (2017). The researchers selected 90 students divided into two groups for the experiment. The experimental group took additional lessons and tests. A language proficiency pre-test and a post-test were used. The results revealed that Blended Learning has significant effects on the learners' reading proficiency. Bataineh, & Mayyas (2017) used Moodle site to search for the effect of Blended Learning on EFL reading and grammar. The results showed that Moodle was effective in improving students' grammar and reading comprehension. The results revealed a statistically significant difference in scanning, skimming, and overall reading comprehension in favour of the experimental group. These sub-skills of reading which are skimming and scanning help students to comprehend and deal with a specific text.

A new concept of results appeared in Kazakoff, Macaruso, & Hook (2018) study. The researchers investigated the efficacy of a Blended Learning approach to elementary school reading instruction for students who are English learners. An online program was designed to accelerate reading skills in students who are behind their peers as well as sustain and increase progress for on-level and above-level readers. The study found that the Blended Learning approach helped build comprehension first through listening comprehension activities designed to enhance vocabulary and an understanding of story structure (e.g., main idea, sequencing) and then progressed to reading comprehension strategies in later grades. The study concluded that Blended Learning approach—integrating teacher-led instruction with online, digital activities—contributed to significant gains in reading in a large sample of English learners. As Dawley (2007) mentioned that online learning encouraged learners to search for the information, evaluate it, share it collaboratively, and transform it into their own knowledge.

Similar results were found by Alnuari (2018) in a study about using Blended Learning model in teaching students' reading comprehension of exposition text. The study experimented 20 students divided into two classes from second grade of senior high school. Pre-test and post-test were used. The study concluded that using Blended Learning is effective and it improved the students' reading comprehension. The study showed that blended learning increased students' motivation and responsibility towards learning. These positive results could be a solution for the what Djiwandono (2008) found that tertiary students of non-English departments get bored with reading comprehension classes, due to the fact that the process of teaching and learning English are not fun and monotonous.

Other studies focused on the effect of Blended Learning on writing skills. Yoon & Lee (2010) searched the learners' perspectives and the effectiveness of Blended Learning as a teaching approach used in an ESL writing class. Two groups of learners from different universities were tested for more than 16 weeks. Questionnaires, pre-test, post-test and midterm test were used. The results of the study showed the learners' positive attitudes towards Blended Learning and their performance in writing became much better. Also, the learners believed that Blended Learning approach is useful, interacting and motivating. The study concluded that Blended Learning increased the learners' motivation and enhanced the learners' interaction, autonomy and collaboration. These activities were recommended by Poorahmadi (2010) who stated that teachers should concentrate on the type of assignment and activities that help students work cooperatively on completing the task.

Similar results were revealed by Larsen (2012) who investigated teachers' and students' perspectives on a blended learning intensive English program writing course. The results of the study revealed that Blended Learning helped learners to work autonomously and responsibly which are fundamental tools for language learning. The results also showed that Blended Learning improved students' writing skills, they became more confident which helped them develop positive attitude towards learning.

The effects of the electronic portfolio on developing the English language writing skills were searched by Sayed (2012). The participants were 60 students from second grade preparatory school. They were divided into two groups. A post writing test was administered. The results showed there was a statistically significant difference between the results of the experimental group and the control group in favour of the experimental group. It was concluded that the electronic portfolio had a great effect on the writing skills of second year preparatory school students.

Additionally, Adas & Bakir (2013) searched for writing difficulties and new solutions. The researchers experimented two groups of learners from Palestinian universities to investigate the problem of writing in English by using Blended Learning approach. The study has shown that the learners in experimental group have improved significantly their writings using a topic sentence, improved their spelling and grammar, used the punctuation marks and capitalization better than in the pre-test, and developed better coherent paragraph. Another study on university students was made by Liu (2013) about the effect of Blended Learning on a University EFL writing course. The study aimed to train students to write academic English (more) competently and largely depending on the online classroom platform. The results revealed that using Blended Learning approach motivated autonomous learning, increased classroom interactions, eliminated communication anxiety and enhanced the students' academic English writing abilities.

A study on tenth grade students was prepared by Keshta & Harb (2013). The study investigated the effectiveness of a Blended Learning program on developing Palestinian tenth graders' English writing skills. The sample of the study consisted of (40) students The results of the study showed a lot of benefits from using Blended Learning; It enhanced self-learning strategies and reflected on the students' achievement of English language; Also, it stimulated students towards independent practice of English language; Moreover, it motivated shy students and low achievers towards participation and interaction; It provided students with enjoyment, pleasure, enthusiasm and variation which were significant enough to affect the students' achievement positively; Self-evaluation tasks with immediate feedback gave students a chance for confidence and self-evaluation to support self- learning strategies; The availability of on-line and off-line resources enabled students to revisit the language anywhere anytime. Those results prove that teachers are using technology to support student collaboration, project-based learning and problem solving (Ellis et al., 2006).

Camahalan & Ruley (2014) searched the relationship between Blended Learning and teaching writing. The research employs pre-assessment and post-assessment to the students. The results revealed that students showed more improvement in all writing assessments used throughout the study. Also, it was obvious that Blended Learning had a positive effect on most students in this class and teachers would incorporate this learning tool in more of the writing lessons along with the reading curriculum.

Similar topic and results could be found in a study by Ghahari and Ameri-Golestan (2014) who investigated the impact of Blended and classroom teaching methods on Iranian EFL learners' writing performance. Two groups of EFL learners were set as an experimental group and a control group. The results revealed great development in students' writing performance. Also, it showed that a Blended Teaching method provided the learners with a more desirable condition that helped them improve their writing performance. Nearly all the mentioned literature review almost similar results about the positive effects of Blended Learning on the writing skills. In a study about using the e-mail to teach writing, Mabuan &

Ebron (2017) found that online writing via e-mail as an academic tool can help learners to develop their English writing skills in context, and as a social tool, it provides them opportunities to engage, collaborate, and learn from and with their peers, and as a technological tool that can afford them additional means of learning along with in-class learning. Collaboration, group work and pair work are very good techniques in practicing language activities. Collaboration in the classroom setting is associated with group support for problem-solving skills (Wang et al., 2009).

In addition, more positive results could be found in a study by Milad (2017) who employed Web-Quests (WQs) to improve academic writing skills. Data were collected from AOU 31 students registered in the Academic Writing course. Questionnaires, pre-test and post-test were used to measure learners' performance. The results concluded that the proposed blended course had a large effect on developing and improving the target students' academic writing by integrating reading and writing research skills. Learners could plan and organize their writing by using effective aids such as brainstorming, clustering, concept maps, issue trees, and/or graphic organizers. Those results ensure that technology-mediated platforms enhance face-to-face language teaching in development of writing skills, since technology gives learners a platform to practice their writing abilities and receive expert guidance (Tawil, 2018).

More studies could be found about the positive results of Blended Learning on the writing skills. In a study about the improvement of English writing skills through Blended Learning among university students in Malaysia, Abdul Rahman, Azmi & Hassan (2020) experimented a group of university students to explore the benefits of Blended Learning in developing students' writing skills. The findings reveal that Blended Learning approach helped students to improve their written communication skills, self-esteem, and interest in learning English writing. Moreover, it provided the learners with the opportunity to learn in a flexible and conducive learning environment that has positive impacts on their writing. Clearly, Blended Learning generates interest in the class, enhances students' language skills, fosters deeper learning, motivates students, as well as makes them inspired, active, and more involved in technology (Abdelhak, 2015).

In another study about the impact of Blended Learning on reading and writing skills of EFL learners, Shaikh, Lohar & Shah (2020) found that the participants were satisfied with this approach. Moreover, it had a positive impact on the reading and writing skills of the ESL learners. Also, the results showed that this approach provided the learners with other skills as well as subskills.

As seen from the results of the literature review, it has been approved that Blended Learning approach has positive effects in developing the English language competencies. The reviewed studies mentioned that Blended Learning could be used by educators as an educational approach to improve the learners' English language skills which are listening, speaking, reading and writing.

Advantages of Blended Learning

Literature has reported why many educators recommend using the approach of Blended Learning in teaching and learning. Due to its plenty of benefits, many educational institutions around the world are applying this approach in teaching. Some of the advantages associated with Blended Learning included easy access to knowledge, improve pedagogy, cost-effectiveness, ease of revision of learning content, and personal presence (Rivera, 2019).

In his study about Blended Learning as an Educational Design, Al Fiky (2011) summarizes the benefits of blended leaning as follows: 1. It increases students' interaction and participation; 2. It improves students' learning and performance; 3. It affects teachers' approaches of other subjects; 4. It creates independent learners; 5. It increases the learning outcomes of students; 6, It reduces instructional costs; 7. It maximizes classroom space; 8. It helps institutions to offer more classes; It reduces paper and photocopying costs.

In addition, Rao (2019) summed up the advantages of using Blended Learning method in teaching in his paper about Blended Leaning as a new hybrid teaching methodology. The advantages as mentioned are: 1. Blended Learning is an efficient instruction that leads to student's achievement; 2. It leads to student's autonomy; 3. It helps teacher organize their instruction; 4. It provides collaborative learning experience for students; 5. It improves students' learning attitudes; 6. It leads teachers for better student's evaluation by using online qualitative and quantitative assessment modules; 7. It reduces educational expenses; 8. It helps teachers to customize their instruction and assessment; 9. It provides a variety of resources for students; 10. It promotes students to use educational technology outside the classroom; It personalized education; 11. It helps students work at their own pace; 12. It is the virtual learning environment where there is an interaction between teachers and students.

One of the noticeable advantages of Blended Learning is like what Suresh, Priya, & Gayathri (2018) mentioned is that updating electronic content is easier than updating printed material. Another advantage of Blended Learning is that it allows users to adapt a program that best fits their pedagogical goals and physical setting (Kazakoff, Macaruso & Hook, 2018).

3. RECOMMENDATIONS

Blended Learning remains a relatively new concept at many academic institutions; however, recent research appears to indicate that when "appropriately" implemented, Blended Learning can significantly improve the learning experience (Marsh, 2012). Based on the results of the review of literature, it has been clear that Blended Learning approach contributes in motivating the learners to learn English. Different educational institutions around the world are heading to apply the Blended Learning approach in their educational system. There are basic elements that enhance a successful implementation of Blended Learning in language teaching. The first element is the quality of the technology system in an institution. To establish a successful Blended Learning, a free, good quality of internet connections should be applied to provide efficiency, reliability, and ease of navigation. Generally, it is recommended that the technology used in the training courses should be user friendly and easy to master, since educators and students do not need to practice high levels of technology in language courses.

The second element is related to the syllabus and the type of teaching platform used. The educational institutions need to upgrade the English language platform in a way that blends between face-to-face instruction and online instruction. Learning opportunities in the online environment should emphasize deep processing of information, multi-modal learning elements, problem-solving experiences, and learning through personal experimentation and exploration (Milad, 2017).

The third element is related to instructors. Language teachers are recommended to implement new methodology of Blended Learning to fulfil the needs of learning in new technology era. To increase the effectiveness of Blended Teaching and Learning, instructors should improve their personal proficiency in computer skills and the application of ICT (Information and Communication Technology). Therefore, the educational institutions should provide instructors with methodologies and computer training courses. Dudeney & Hockly (2008) claimed that there is a need for language instructors to use the latest computer technology, software and the latest internet technology. The training courses should be around the year and should include all aspects related to this method: the ways to apply it, how to prepare the suitable material that could blend between the two instructions, its benefits, the challenges that may face the instructors and the learners and how to deal with those issues. Hong and Samimy (2010) mentioned that teacher training and support is necessary in creating an effective Blended Learning in the language teaching process. Teacher training and support simply refers to establishment of programs that give teachers an opportunity to engage with the Blended Learning components and methods (Tawil, 2018). Therefore, it is important for teachers to learn how to use new technologies in ways that the realization of maximum benefits for all stakeholders (Sejdiu, 2013). Teachers need to be keenly aware of the affordances and constraints of face-to-face, blended and online environments, and need to develop courses for each format according to the needs of their students, schools, and districts (Keengwe & Kang, 2013). The U.S. Education Department's National Education (USDOE, 2016) recommended a Technology Plan that calls for teacher education programs to "provide pre-service and in-service educators with professional learning experiences powered by technology to increase their digital literacy and enable them to create compelling learning activities that improve learning and teaching, assessment, and instructional practices" (p. 37). The effectiveness of ICT (Information and Communication Technology) depends mainly on the teachers' motivation and the way it is used. Teachers should choose the suitable technological tool for each method of teaching. To be considered an efficient tool, ICT requires an actual engagement of teacher and a well-defined pedagogic project (Houcine, 2011).

The last element is related to the learners. Learners should possess at least basic computer skills before integrating in a Blended Learning course. Therefore, the educational institutions need to prepare training course for the learners in order to know how to deal with the educational online platforms. Since computer and internet technology enables the use of hypertext and hypermedia in understanding foreign languages (Hashemi & Na, 2020), learners should be trained to read hypertexts so that will be able to access authentic content, as one of several language learners' key objectives is to be able to read what is widely referred to as authentic texts. The success of the training courses either for educators or for learners, is affected by their attitude towards using technology in teaching and learning, their skills in using technology and how easy dealing with online platforms. The effectiveness of Blended Learning is highly dependent on closer

collaboration among administrators, instructors, and IT personnel who play crucial role in enabling a positive language learning environment (Tawil, 2018). Sharma and Barrett (2009) mentioned that several factors influence the uptake of a Blended Learning approach in language courses. These factors are teachers' positive or negative attitudes toward technology use, learners' proficiency levels, teachers' training, teachers' and students' accessibility to technology, and cost. Each one of these factors plays a vital role in decisions regarding implementing a Blended Learning approach in language classrooms.

4. CONCLUSION

Blended Learning is considered a new educational approach that is used in many institutions. It is a trend in the era of technological education. It approved to be a great method that fulfils several benefits. It is an effective method in improving the learners' capacity in learning English if it is implemented appropriately. Blended Learning is a valuable concept that can be used to more successfully achieve teaching goals (Banditvilai, 2016).

The main purpose of this study was to investigate the benefits of using Blended Learning approach on learning and teaching English. Many related studies have been reviewed to find out the effects of applying Blended Learning in teaching and learning English and specifically, the effect of this approach on acquiring the four integrated skills of English: listening, speaking, reading and writing. This review approved the great positive effects of using Blended Learning in teaching and learning English. Blended Learning approach can be considered as the beneficial approach to the enhancement of the English language skills (Hashemi & Na, 2020). Sejdiu (2014) stated that the approach of Blended Learning could be the most appropriate teaching and learning approach for teachers and learners around the global, since it enables the teachers to overcome the challenges in teaching English and at the same time it helps the learners to develop their language skills. Moreover, as been mentioned that this approach combines the traditional face-to-face teaching and online teaching therefore, it helps learners to interact with the language constantly inside and outside the classroom. This facilitates the language learning process and improves the learners' performance in English.

When implementing high-quality Blended Learning program, it will provide a lot of benefits for learners, educators and the whole educational system. A good Blended Learning program provides learners with skills including strong communication and collaboration skills, expertise in technology, innovative and creative thinking skills, and the skill of solving problems. With all these skills, the learner will be well-prepared for future job. Some indicators of excellent Blended Learning programs are "facilitating student learning, communicating ideas effectively, demonstrating an interest in learning, organizing effectively, showing respect for students, and assessing progress fairly" (Hartman, Moskal & Dziuban, 2005).

Blended Learning provides students with an opportunity to deal with technology and gain varied skills to be ready for e-university, e-work, and e-life.

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