

BLENDED LEARNING IN ENGLISH LANGUAGE TEACHING

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Abstract

Through this document, it was possible to analyze the main characteristics of the volume of scientific production regarding the study of the variables Blended Learning and English Teaching. A bibliometric analysis was proposed to analyze the details such as Year of Publication, Country of Origin of the publication, Area of Knowledge in which the published research is carried out and the Type of Publication most frequently used by the authors of each document published in high impact journals indexed in the Scopus database. during the period between 2017 and 2022. Among the main findings, it was possible to determine that, for the execution of the different research methodologies, the report of 272 scientific documents related to the study of Blended Learning in English language teaching was achieved. The maximum number of publications made in a year was 74 papers submitted in 2022. The country of origin of the institutions that reported the highest number of records in Scopus, was China with 60 documents. The area of knowledge with the greatest influence at the time of executing the research projects that resulted in scientific publications was Social Sciences, which contributed great theoretical material in a total of 184 publications. Finally, the type of publication most frequently used to publicize findings from the

analysis of the aforementioned variables was the Article with 166 copies of this type.

Keywords: Blended Learning, Teaching English.

1. Introduction

Currently, there are multiple methodologies implemented in the teaching of the English language, among these is Blended Learning or Blended Learning, which consists of the use of Information and Communication Technologies (ICT) tools to combine face-to-face and online methodologies, to guarantee impacting greater types of needs that are identified in students. Within the different definitions of what is known as Blended Learning, it is found that "Blended learning systems combine face-to-face instruction with computer-mediated instruction" (Graham, 2006) for Allen and Seaman's(2010) "course that combines online and face-to-face delivery. A substantial proportion of the content is delivered online, typically uses online discussions, and typically has a small number of face-to-face meetings." Therefore. It can be affirmed that any methodology that achieves the combination of these two modalities (face-to-face and virtual) corresponds to Combined Learning, whose intention is to take advantage of the advantages offered by each of these modalities, in order to guarantee a successful teaching process. In the teaching of the English language, this methodology has represented an important support to address certain needs identified in the student community, among them, the expansion of the target audience or educational coverage, as well as the use of technological tools, such as videos, streaming, synchronous and asynchronous sessions, among others, work perfectly in the generation of new knowledge.

Finally, or not of the aspects of the development of current education is in the context of globalization. Therefore, educational institutions must adapt to the conditions of internationalization, which means providing students with a comprehensive education oriented to the development of skills such as the use of technology and knowledge of other languages. In this context, B-L earning is considered an ideal approach for both purposes, as these alternatives go beyond purely economic or market reasons. This learning alternative, called Blended Learning, represents a current and future panorama flexible and progressively adaptable to the needs of students, promoting active, flexible and personalized learning in a combination of virtual and face-to-face environments. This document seeks to know what are the main characteristics that have presented the scientific publications carried out in high-impact journals indexed in the Scopus database during the period 2017-2022 in order to know the details of the volume in it and the position of certain authors regarding the use of the Blended Learning methodology in English language teaching.

2. General objective

Analyze from a bibliometric approach, the characteristics in the volume of scientific production related to the study of Blended Learning in English Language Teaching, registered in Scopus during the period 2017-2022.

3. Methodology

This article is carried out through a mixed orientation research that combines the quantitative and qualitative method.

On the one hand, a quantitative analysis of the information selected in Scopus is carried out under a bibliometric approach of the scientific production corresponding to the study of Blended Learning in the teaching of the English Language.

On the other hand, examples of some research works published in the area of study indicated above are analyzed from a qualitative perspective, starting from a bibliographic approach that allows describing the position of different authors against the proposed topic.

It is important to note that the entire research was carried out through Scopus, managing to establish the parameters referenced in Figure 1.

3.1 Methodological design

Figure 1. Methodological design



Source: Authors.

3.1.1 Phase 1: Data collection

Data collection was executed from the Search tool on the Scopus website, where 272 publications were obtained from the choice of the following filters:

- TITLE-ABS-KEY (blended AND learning, AND learning AND english) AND (LIMIT-TO (PUBYEAR , 2022) O LIMIT-TO (PUBYEAR , 2021) O LIMIT-TO (PUBYEAR, 2020) O LIMIT-TO (PUBYEAR , 2020) O LIMIT-TO (PUBYEAR, 2020))

2019) O LIMITADO A (PUBYEAR , 2018) O LIMITADO A
(PUBYEAR , 2017))

- Published documents whose study variables are related to the study of Blended Learning in English Language Teaching.
- Works published in journals indexed in Scopus during the period 2017-2022.
- Without distinction by country of origin.
- Without distinction of area of knowledge.
- Regardless of type of publication.

3.1.2 Phase 2: Construction of analysis material

The information collected in Scopus during the previous phase is organized and subsequently classified by graphs, figures and tables as follows:

- Co-occurrence of Words.
- Year of publication.
- Country of origin of the publication.
- Area of knowledge.
- Type of Publication.

3.1.3 Phase 3: Drafting of conclusions and outcome document

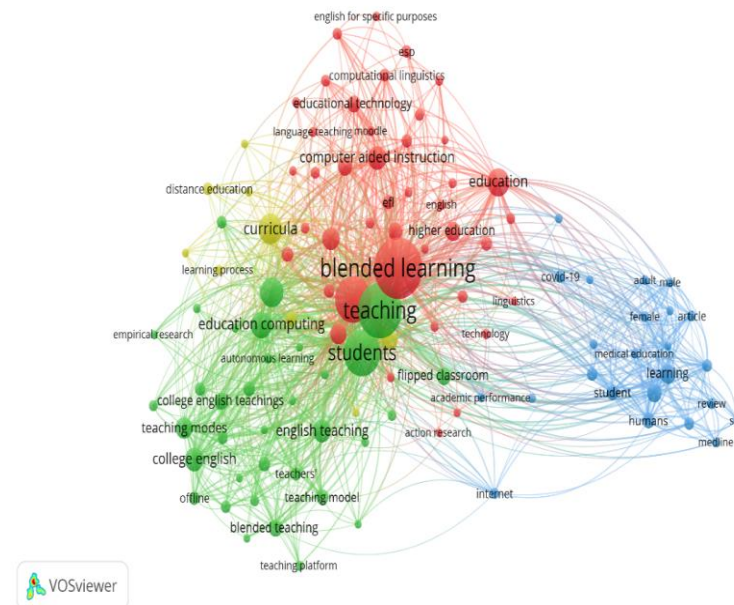
In this phase, we proceed with the analysis of the results previously yielded resulting in the determination of conclusions and, consequently, the obtaining of the final document.

4. Results

4.1 Co-occurrence of words

Figure 2 shows the co-occurrence of keywords found in the publications identified in the Scopus database.

Figure 2. Co-occurrence of words



Source: Own elaboration (2023); based on data exported from Scopus.

Blended Learning was the most frequently used keyword within the studies identified through the execution of Phase 1 of the Methodological Design proposed for the development of this article. Students are also among the most frequently used variables associated with Blended Learning variables in English language teaching. B-Learning offers several advantages to the learning process in any area of the course, but its tools allow you to learn English more effectively because it is a very practical area. The previous subtopic supports the theoretical basis of this approach to knowledge acquisition. Some of the advantages when implementing the B-Learning methodology highlight the following: Reduce stress in the classroom, instant feedback, promote student interest, Interactivity for the development of knowledge, Easy to capture important lessons. Some of the principles underpinning the use of the B-learning approach as an alternative to building knowledge specific to the English language learning process are based on constructivist theory, which emphasizes that some of these assessments are based on the experience of others. international universities that have implemented hybrid models and evaluated their effectiveness in obtaining outcomes that matter for learning and student satisfaction, and teachers.

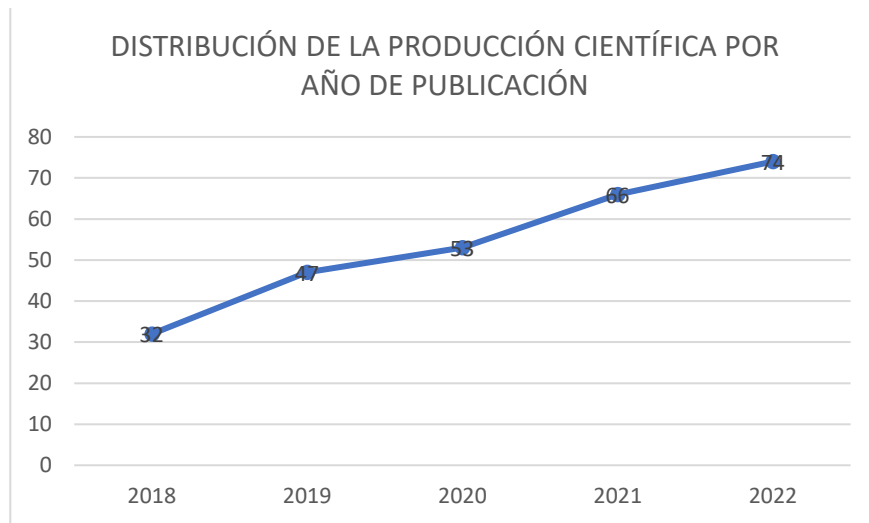
Some of the advantages offered by B-learning to learn English are based on the following: Fluid interaction and communication between teachers and students, Clarity of information. Flexible hours, Exchange

of experience. Exchange information using chat, Availability of information in real time. Encourage independent work, Use forums and discussions as a means to inspire reflection. Strengthen the quality of higher education.

4.2 Distribution of scientific production by year of publication

Figure 3 shows how scientific production is distributed according to the year of publication.

Figure 3. Distribution of scientific production by year of publication.



Source: Own elaboration (2023); based on data exported from Scopus

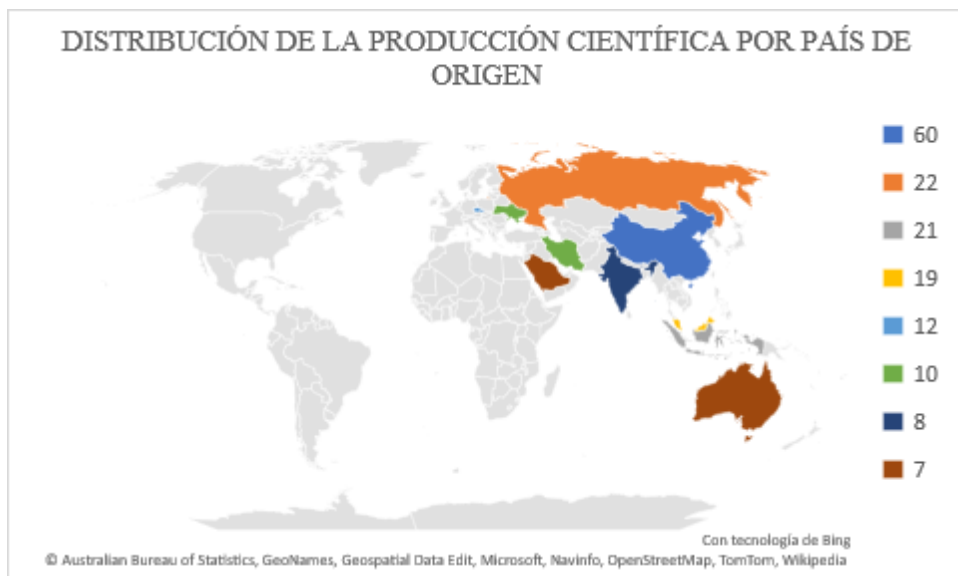
Among the main characteristics evidenced by the distribution of scientific production by year of publication, a level of number of publications registered in Scopus is notorious in the years 2022, reaching a total of 183 documents published in journals indexed in said platform. This can be explained by articles such as the one entitled "Comparing Fourth Grade Students' Perceptions of Self-Directed Learning and Collaborative Learning with Technology in Their English Writing Lessons" (Choy, 2022) The purpose of this study is to examine primary students' perceptions of self-directed learning (SDL) and collaborative learning (CL) with and without the integration of information and communication technologies (ICT) in English writing lessons in Singapore. There were 408 students who participated in this study voluntarily. Results showed that participants' perceptions for SDL and CL were positive in both the control and ICT-enhanced experimental groups, with averages ranging from 3.73 to 3.90 on a 5-point Likert scale. Both groups' perceptions for SDL with technology and CL with technology were consistently lower than without technology, in a range of 2.98 to 3.72. MANCOVA was used to compare the difference in perceptions between the control and experimental groups. The results

showed that there were significant differences between the two groups in perceptions of SDL with technology and CL with technology. The experimental group used a variety of technological tools, such as tablets, online writing assistant tools, and online bulletin boards to facilitate their narrative writing during the five-week intervention. They have opportunities to develop self-directed learning skills through the online writing assistant tool, practiced collaborative learning skills by sharing their narratives, and providing constructive feedback from their peers on online bulletin boards.

4.3 Distribution of scientific production by country of origin.

Figure 4 shows how scientific production is distributed according to the nationality of the authors.

Figure 4. Distribution of scientific production by country of origin.



Source: Own elaboration (2023); based on data provided by Scopus.

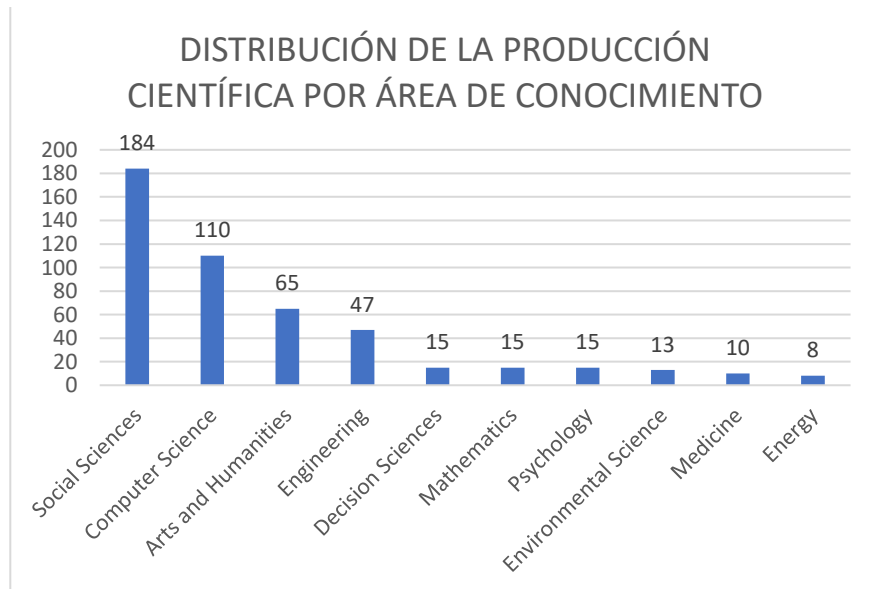
Within the distribution of scientific production by country of origin, records from institutions were taken into account, establishing China, as the country of that community, with the highest number of publications indexed in Scopus during the period 2017-2022, with a total of 60 publications in total. In second place, Russia with 22 scientific papers, and Indonesia ranking third presenting to the scientific community, with a total of 21 papers among which is the article entitled "I want to learn English after retirement": the blended learning experiences of older adults " (Dos Santos, 2022) whose scope of study is to understand the motivations and learning experiences of a group of older people in Hong Kong, particularly with regard to the use of blended learning mode as a medium of instruction during the COVID-19 pandemic. With the coordination of the adult learning center, 40 participants who were

taking a combined course of English as an additional language joined the study. Semi-structured interviews and online focus groups were used. According to social cognitive motivation and career theory and self-efficacy theory, the results indicated that: (1) achieving my personal goals, (2) I want to speak English as my additional language, and (3) lifelong learning. Like my development, were the main themes. The results of this study provided some suggestions to program administrators, course leaders, school principals, and human resource planners for directions in lifelong learning and foreign language learning or additional languages for seniors in metropolitan regions.

4.4 Distribution of scientific production by area of knowledge

Figure 5 shows the distribution of the elaboration of scientific publications from the area of knowledge through which the different research methodologies are implemented.

Figure 5. Distribution of scientific production by area of knowledge.



Source: Own elaboration (2023); based on data provided by Scopus.

Social Sciences was the area of knowledge with the highest number of publications registered in Scopus with a total of 184 documents that have based their Blended Learning and English Teaching methodologies. In second place, Computer Science with 110 articles and Arts and Humanities in third place with 65. The above can be explained thanks to the contribution and study of different branches, the article with the greatest impact was registered by the Social Sciences area entitled "A systematic review on the effectiveness of metacognitive strategies and multimodal tools in the blended learning English classroom" (Monika M, 2022) The purpose of this study is to systematically review published

research on blended learning from 2010 to 2021. The study investigates the effectiveness of blended learning specifically in English classrooms. Blended learning relies heavily on the English language tools and strategies employed during teaching. Therefore, the study analyzes the various metacognitive strategies and English-language-based multimodal tools used in the blended learning classroom. The study reviews the method, approach, and strategies used in the blended learning classroom. We selected 25 quantitative studies for the systematic review. The study uses 'Preferred reporting elements for systematic reviews and meta-analyses' and Cochrane systematic review guidelines to analyse selected studies. Blended learning appears to be effective among English language learners and has significantly developed student attention, academic performance, student learning engagement, student engagement, active learning, student interaction, learning process, language proficiency, English language skills, Learning motivation improves concentration and provides a new learning experience. However, variables such as English language skills, various multimodal tools, and metacognitive strategies can significantly affect the effectiveness of the blended learning approach.

4.5 Type of publication

In the following graph, you will observe the distribution of the bibliographic finding according to the type of publication made by each of the authors found in Scopus.

Figure 6. Type of publication.



Source: Own elaboration (2023); based on data provided by Scopus.

The type of publication most frequently used by the researchers referenced in the body of this document was the Journal Article with about 166 publications on the total production identified for analysis,

followed by Document of Sesion with about 70 publications. Chapter of the Book are part of this classification, representing 16 publications of research papers published in journals indexed in Scopus. In this last category, the one entitled "What are the factors that enhance metacognitive skills in nursing students? A systematic review" (Asadzandi, 2022) The objective of this systematized review was to determine the factors that enhance metacognitive skills in nursing students. Materials and methods: For data collection, we searched the databases of PubMed, Ovid, Cochrane, Scopus, Web of Science, ProQuest, Springer, EMBASE, Science Direct, PsycInfo, Nursing and Allied Health, and ERIC until the end of March 2019. , using the keywords of the study. We used the PRISMA flowchart to report the results of the study. Our review included peer-reviewed articles in English that address factors that improve metacognition in nursing students. We used the Critical Appraisal Skills Program (CASP) checklist to assess the quality of the included studies. Results: Of 2355 studies, 16 were included for the review. Several factors, namely 'specific curricular activities', 'self-regulated e-learning modules', 'e-portfolio', 'cognitive learning', 'classroom-specific teaching techniques and experimental environments', 'metacognitive envelopes', 'problem- Inferred learning, 'blended learning', 'grain' and 'clinical record', which improve metacognition in nursing students. Conclusions: The findings of our study may contribute to planning for the improvement of students' metacognitive skills. However, there is a need for future research to determine other factors that influence the metacognitive skills of nursing students.

5. Conclusions

Through the bibliometric analysis carried out in the present research work, it was established that China was the country with the highest number of records published for the variable variables Blended Learning and English Teaching with a total of 60 publications in the Scopus database. In the same way, it was established that the application of theories framed in the area of Social Sciences, were the most frequently used in the measurement of the impact generated by the implementation of the B-learning approach uses technological means in a mixed way, supported by the advancement and use of technological resources, ICT and knowledge management. which helps to facilitate the correct use of these digital didactic resources to facilitate teaching and learning. The process requires, in addition to the handling of material in English, that it encourages participation and interaction between teachers and students. Several advantages of the hybrid model in the virtual platform, such as B-learning in the process of teaching English, we emphasize flexible communication between students and teachers, clarity of information, professional and academic

flexibility, exchange of experience during the development of thinking, virtual exchange of ideas, that can stimulate the development of competences, promoting independent work and language teaching, which are related to raising the quality of higher education. The introduction of B-learning is possible in the teaching of English at higher levels, provided that the participants of the process have access to the technological resources necessary to carry out activities to achieve the established objectives. Considering that blended learning aims to meet current educational needs, this review highlights the need for research to offer solutions to the challenges students and teachers face when using blended learning for high-level English teaching. Focus on strengthening the capacity of educational participants in academic and professional training, promoting autonomous and cooperative learning in the learning process, providing them with tools and strategies that allow them to find solutions to the various problems related to foreign language learning.

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