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IMPACT OF HYBRID LEARNING ON STUDENTS' ACHIEVEMENTSIN FOREIGN LANGUAGE CLASSROOMS IN THE CONTEXT OF INTERNATIONAL STUDIES. REVIEW OF THE LITERATURE

Abstract. In contemporary digitized language education, hybrid methods that combine online and face-to-face learning are becoming an important format of education. The findings of studies done in this field highlight the potential of hybrid education to promote language learning through the use of technology and flexible learning resources. The aim of the article is to review previous studies and investigate how hybrid education affects students' academic achievement in acquiring different language skills, their motivation and autonomy. The current review will deepen the teachers' understanding of the role and impact of hybrideducation in foreign language learning and teaching.

Keywords: Hybrid learning, mixed learning, technology, foreign language education, autonomy, language proficiency, motivation

1 Introduction

In the past few years, education on a global scale has undergone significant changes because of the COVID-19 pandemic. Throughout this period, educational practices worldwide gradually transitioned to online formats or technology-enabled learning. Students and teachers have gained valuable experience in online education and blending face to face and technology integrated learning methods. Although the pandemic is now over and life is gradually returning to normal, the field of education has been permanently influenced by the experience of online learning. While there is a gradual shift back to offline forms of education, the lessons learned from online learning have led to the use of above mentioned innovative approaches and models.

The mixed learning models, such as Flipped learning, Hybrid learning and Blended learning, which are increasingly common in curriculum at higher educational institutions worldwide, give institutions and instructors fresh alternatives to the conventional paradigm of education [1]. One of

these modelsthat contains technological integration is Hybrid learning which is a combination of in-person and technology-integrated classes. It aims to enhance students' educational experiences by merging the strengths of both face-to-face and online instruction [2] and [3]. But there is also the concept of blended learning which isoften used interchangeably with hybrid learning. In this study, both of these terms can also be used interchangeably if they were employed in the context of theliterature with the closest possible meaning. However, it is important to note thatsome researchers see a difference between these terms, explaining this difference in their main purposes. Hybrid learning involves purposefully using technology to replace seat time in the classroom and create an effective learning environment, while blended learning combines face-to-face instruction with online learning without necessarily replacing seat time. The proportion of formats in hybrid learning can vary based on the lesson's type and purpose, but it is not simply a mix of the two methods. Instead, it focuses on integrating technology effectively to achieve the best educational outcomes [1].

Innovative teaching strategies and self-directed language learning ways which contain use of technology are becoming more and more popular currently in language education too. Nevertheless, this instance does not reduce the need for face to face learning; on the contrary, it serves to increase its effectiveness. Due to the fact that institutions are experiencing a pandemic period, these models of mixing online and face-to-face formats are even more essential. A hybrid learning environment allows students to comprehend and explore real-world challenges through realistic learning experiences that are guided in an online learning environment [4]. However, when it turns to language education, since the English language study program places more emphasis on communication, it is impossible to fully understand the abstract nature of English material simply by using perceptive skills in online classes. Instead, conversational face-to-face practice is needed to make language learning more contextual and improve students' understanding [5]. Hybrid learning can be a possible solution in such cases as its primary aim is to enhance students' educational experiences by combining the best aspects of both forms of instruction [3]. Moreover, a reviewof the available research finds that multiple studies concluded that the usage of hybrid learning increased learners' academic achievement. The success of hybrid learning in language teaching has been described in the works of Al-Qatawneh et al. and Shams [6] and [7].

There are several studies that show implementation of the hybrid learning model of instruction into language classrooms, its role in foreign language learning, effectiveness, and students' perceptions of it; however, each of them approaches the situation from different angles and covers different contexts. This paper makes a review and analysis of the latest relevant works on the topic.

The main aim of the article is to review previous literature and

investigate how hybrid education affects students' academic achievement in acquiring different language skills, their motivation and autonomy in language education. The paper identifies the role of hybrid learning in foreign language education and defines whether it impacts positively or negatively the students' achievements in language education from the point of view of other researchers.

2 Previous Studies

2.1 Motivation

Many educational institutions made the transfer to online learning during the pandemic, which demotivated insufficiently prepared learners and caused an abrupt changeover. Nashir and Laili claim that learners' engagement is increasing and getting better in the current new normal era as hybrid learning has been implemented. According to the study, students felt more at ease studying theoretical content online and practicing communication during hybrid learning[5].

Akla also supported this idea, saying that the positive psychological state of the student during hybrid education encourages students to develop a positive attitude to learning, which has a direct impact on learning outcomes. The blend of in-person and online learning sets it apart for students with its flexibility and engaging educational resources, supported by real-life illustrations that enhance comprehension. The author claims that this sense of ease and captivating learning experience in hybrid education fosters enthusiasm and motivation, which led to significant progress in mastering Arabic as a foreign language in his research [8]. Ghazizadeh and Fatemipour, researchers examining blended learning in the Iranian context also assert that incorporating this approach into English as a foreign language education leads to heightened motivation and interest among learners. By integrating technology into the learning process, students find enjoyment in both utilizing technology and acquiring English language skills, thereby creating a positive and desirable connection between the two processes. However, the crucial aspect of this learning model is the requirement to ensure the availability of the internet and necessary online tools for the online component of hybrid education, since possible problems arising in this regard may, on the contrary, demotivate students [9].

Akla emphasizes the significance of ensuring that students and teachers receive sufficient technical literacy and that the university provides the necessary tools to effectively support the implementation of a hybrid learning model in Arabic language education. By equipping teachers with the necessary skills and resources, potential obstacles to implementing hybrid learning can be overcome, enabling a seamless integration of this model [8].

Rianto's study on blended learning embedded in EFL courses in the Indonesian context also states that students' dissatisfaction with many areas of the online part of learning influenced their unfavorable perception of the

department's attempts to improve the quality of blended learning. The students' important suggestions for improving quality were the search for solutions to all technological obstacles, the expansion of the number of laboratories with Internet access and the improvement of mechanisms used on online platforms. In such circumstances, it was expected that the department would pay more attention to the modification of online tools and systems, as this could play a significant role in the effective implementation of their hybrid learning [10].

Considering multiple contexts where hybrid models of foreign language instruction are used, we might conclude that an adequate way of implementation, taking into consideration students' and the institution's technology capabilities, may motivate or engage students. However, if the aforementioned aspects do not operate well and technological issues arise, it is likely that students may get demotivated or dissatisfied with the current way of teaching.

2.2 Autonomy

Another aspect that is influenced by hybrid education is the autonomy of the student during the practice of this educational model. Based on Thi Thao Nguyen et. al., the results of study in the context of Vietnam ESL indicated that both lecturers and students had favorable attitudes towards hybrid learning, as lecturers adjusted their instructional methods to focus on self-directed study of grammar and vocabulary through online lessons. In other words, hybrid learning facilitated a transition in the teaching of grammar and vocabulary from traditional face-to-face instruction to self-paced online lessons [11]. This shift in teaching approach led to students developing greater self-autonomy in their learning.

A study by Behjat, Yamini and Sadegh Bagheri focused on the impact of blended learning on reading comprehension. They compared two groups, one of which was students instructed to read printed texts outside the classroom, and the second were those who were asked to access their reading assignments via an online blog after the lesson. Researchers report that reading materials on electronic platforms stimulates reading, because students can simply click on underlined terms or phrases to access them and go to a new web page. They concluded that reading encourages students to read more material on their own, regardless of what was studied in the classroom, thereby developing students' autonomy during their studies [12]. Banditvilai who investigated blended learning in language education in the context of the Asian university in Thailand also stated that including e-learning in classroom instruction allows students to engage in independent learning and decentralized knowledge transmission [13].

2.3 Language proficiency

The described conditions influence the students' academic achievements and their attainment of specific language skills such as writing, speaking, reading, and listening at a targeted proficiency level, which

constitutes the primary objective of EFL (English as a Foreign Language) education. Various studies using hybrid education in the study of a foreign language focus on different aspects of the language being studied and the impact of hybrid education on the improvement of that aspect [8], [14] and [13].

In Akla's study, hybrid learning models were used to help uninspired Arabic students overcome their learning obstacles. The outcomes showed a notable improvement in motivation and attitude, which resulted in enhanced listening capacities, speech lexicon and grammar understanding, persuasive opinion expression, and improved reading and writing capabilities. The use of audio-visual resources allowed for vocabulary growth through hybrid education. This method, which deliberately combined online and offline components, not only enhanced language learning but also offered plenty of opportunities for in- person speaking practice. The study by Akla (2021) demonstrates the strong effect that hybrid learning may have on complex language acquisition, even in a group that was at first inflexible to learning [8].

The study by Adas and Bakir explored the effectiveness of blended learning in enhancing the students' writing proficiency in EFL. Their primary objective was to determine if this hybrid learning approach indeed contributes to an overall improvement in student performance. The study encompassed 60 EFL students enrolled at the University of Palestine. The participants were divided into two groups: one group received traditional in-person English instruction, while the other group engaged in a blended learning environment. Following the instructional period, the results demonstrated that the blended learning group exhibited superior performance compared to the traditionally instructed group in terms of writing skills. This highlights the significant role that the integration of blended learning plays in elevating the writing capabilities of the EFL participants. The researchers concluded that the utilization of blended learning effectively fostered various elements of the participants' writing skills, encompassing grammar, spelling, punctuation, and the coherence of paragraphs[15].

Likewise, Asadzadeh Maleki and Ahangari investigated the influence of computer-assisted training on writing and reading abilities in their study. The findings demonstrated that the majority of EFL students were enthusiastic about using multimedia tools to improve their language abilities. Furthermore, the process of preserving their written work and employing multimedia tools to improve their reading abilities was enjoyable for the participants. This implies that computer-assisted training can successfully interest students and help them improve their writing and reading abilities [14].

Moreover, according to Ghazizadeh and Fatemipour, a hybrid of online and offline models may be used in English language lessons to speed

up the learning process and has a beneficial impact on the reading skills of Iranian EFL students. This study looked at how blended learning affected the reading proficiency of Iranian Intermediate EFL students. Using an independent t-test, the researchers discovered a substantial gain in posttest reading competence scores for the blended learning group, despite similar pretest scores. As a result,the null hypothesis was rejected, demonstrating that integrated learning improves reading skills. According to the findings, students could considerably benefit from blended learning, which accelerates the acquisition of reading in a second or foreign language both in and out of the classroom. The study claims that blended learning's flexibility allows students to interact at a time and location that is convenient for them, contributing to autonomy and a shift from traditional teacher-oriented paradigms [9].

Another perceptive skill can be enhanced by HL is listening. A study in Korea found that blended learning, which emphasizes formal learning through listening, has more advantages than traditional approaches for developing grammar and listening skills. The study involved three groups of students studying English at a Korean university who scored 300-500 points on the TOEIC test. The control group did not incorporate a new integration into their study approach. In contrast, the experimental groups followed the same training program, with one of them adopting a hybrid learning approach alongside the primary program. Both groups engaged in extra practical grammar tasks as part of their training. However, the group practicing hybrid learning completed these assignments online, while the other group received them in a printed format. The group that implemented blended learning demonstrated a substantial difference in their test results, indicating a favorable response to the efficacy of hybrid education [16].

3 Discussion

According to the findings of the literature review, hybrid learning or "blended learning" in certain similar use cases has a positive impact on enhancing a foreign language by students in diverse contexts in different parts of the world. Studies conducted in different contexts and in different languages show that hybrid learning can lead to improved listening, reading and writing skills. It is important to pay attention to how exactly the format has an impact on the learning outcomes of students.

The combination of internet materials and individual practice in this method results in a more thorough and contextual comprehension of the language. It is notable that research indicates that the level of language proficiency is further increased by computer-based learning and multimedia integration. Moreover, several studies state that students' motivation and the opportunity for independent learning made possible by the incorporation of technology into the learning process are the main drivers of improvement in

academic performance. In other words, when hybrid education was implemented, students were motivated and this desire was the cause of their higher achievements [8], [9] and [5]. Moreover, it allows them to become independent learners and promotes independence and responsibility in language learning. It offers flexible learning resources and encourages students to take control of their learning process through online platforms [13], [11].

However, according to Rianto, if technological issues disrupt the educational process, a corresponding consequence is a decrease in student motivation. Thus, the success of hybrid education depends on overcoming technical obstacles and providing reliable Internet access. Respectively, the commencement of implementing hybrid learning should coincide with the institute's complete readiness to offer all essential resources including methodical guides and recommendations for both online and in-person components of this educational model [10].

4 Conclusion

The implementation of technologies in hybrid education is becoming more popular every year, offering innovative teaching strategies and promotingindependent learning.

Moreover, the introduction of hybrid education has had a positive impact on various aspects of language proficiency. Studies have demonstrated improvements in listening skills, vocabulary, grammar proficiency, as well as reading and writing skills through the use of multimedia tools and online resources. In addition, hybrid learning increases student engagement and their attitude to learning.

Overall, the review of literature emphasizes the positive influence of hybrid education in foreign language instruction, stressing its role in promoting student involvement, autonomy, and language competency. Hybrid learning, which combines the finest parts of online and face-to-face learning, has the potential to fulfill the changing demands of language learners in the digital era. As a result, studies propose utilizing it to enhance the effectiveness of the educational process if educators and instructors see a need for it.

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ГИБРИДТІ ОҚЫТУДЫҢ ХАЛЫҚАРАЛЫҚ ЗЕРТТЕУЛЕР КОНТЕКСТІНДЕГІ ШЕТ ТІЛІ САБАҚТАРЫНДАҒЫ ОҚУШЫЛАРДЫҢ ҮЛГЕРІМІНЕ ӘСЕРІ. ӘДЕБИЕТКЕ ШОЛУ

Аңдатпа. Қазіргі цифрлық тіл білімінде онлайн оқыту мен бетпе-бет оқытуды біріктіретін гибридті әдістер білім берудің маңызды форматына айналуда. Осы салада жүргізілген зерттеулердің нәтижелері технология мен икемді оқу ресурстарын пайдалану арқылы тіл үйренуге ықпал ету үшін гибридті білім берудің әлеуетін көрсетеді. Мақаланың мақсаты-алдыңғы зерттеулерді талдау және гибридті білім беру студенттердің әртүрлі тілдік дағдыларды игерудегі академиялық жетістіктеріне, олардың мотивациясы мен автономиясына қалай әсер ететінін зерттеу. Ағымдағы шолу мұғалімдердің гибридті білім берудің шет тілдерін үйрену мен оқытудағы рөлі мен әсерін түсінуін тереңдетеді.

Түйін сөздер: гибридті оқыту, аралас оқыту, технология, шет тіліндегі білім, автономия, тілді меңгеру, мотивация

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ВЛИЯНИЕ ГИБРИДНОГО ОБУЧЕНИЯ НА УСПЕВАЕМОСТЬ УЧАЩИХСЯ В КЛАССАХ ИНОСТРАННОГО ЯЗЫКА В КОНТЕКСТЕ МЕЖДУНАРОДНЫХ ИССЛЕДОВАНИЙ

Аннотация. В современном цифровом языковом образовании гибридные методы, сочетающие онлайн-обучение и очное обучение, становятся важным форматом образования. Результаты исследований, проведенных в этой области, подчеркивают потенциал гибридного образования для содействия изучению языка за счет использования технологий и гибких учебных ресурсов. Цель статьи - проанализировать предыдущие исследования и исследовать, как гибридное образование влияет на академические достижения студентов в приобретении различных языковых навыков, их мотивацию и автономию. Текущий обзор углубит понимание учителями роли и влияния гибридного образования на изучение и преподавание иностранных языков.

Ключевые слова: гибридное обучение, смешанное обучение, технология, образование на иностранном языке, автономия, владение языком, мотивация