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Combining the Best of Online and Face-to-Face Learning:
Hybrid and Blended Learning Approach for
Teaching English as a Foreign Language

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Abstract

It is vital to comprehend blended learning, also referred to as hybrid learning, because it is a format now applied more frequently than ever in virtual classrooms, whether teachers are working as freelance online teachers or teaching English online with established tutoring companies. The technological developments have allowed for blended learning and teaching processes in education institutions among learners successfully. Teaching the English language needs the right processes that would enable learners to effectively capture specific concepts and ideas in English. This work explores the importance of hybrid teaching methods among English learners by analyzing blended and hybrid learning and teaching processes. Hybrid coaching approaches are seen as blended teaching that combines online experiences and one-on-one interaction during the education processes. Over the years, various foreign language programs have been designed via online classrooms due to the dependence of online support and educator preparation through substantial studies. Thus, hybrid learning approaches need proper research and planning to be useful and effective for learners, particularly in learning English. They entail the development processes of connected communication skills via the support and preparations of educators based on literature studies. The teaching of the English language among learners is based on language program directors, literature studies, and professional development in particular contexts as provided. The study examines the processes and significance of hybrid teaching and learning approaches that allow professional development in teaching and learning English language among learners. The objective of this work is to motivate foreign language educators at schools to implement hybrid learning and teaching approaches in their classes to improve student involvement with English as a foreign language and offer more prospects to practice English outside the classrooms. I started by describing blended or hybrid learning and some of its strengths, differentiating this mixed approach from the flipped classrooms.

Introduction

Hybrid teaching approaches integrate online and face-to-face teaching to create cohesive experiences among educators and students in English teaching and learning (Cesm 2011). While online, students prefer learning with fewer class sessions, and thus hybrid tutoring approaches improve student engagement and the desire to comprehend English ideas due to the online experiences. Besides, hybrid teaching and learning approaches provide special experiences via planned teaching in more careful structures. Teachers should ensure that hybrid teaching approaches create robust one-on-one teaching and can be felt over the long term (Lin & Huang, 2011). Hybrid teaching balances a few classroom sessions and face-to-face course experiences that are valuable in online instructional education. Information and technology growth and developments have allowed transformations in education systems like hybrid education approaches. Hybrid education approaches blend different teaching and learning methods that use materials and resources to promote comprehension of different subjects like English among learners successfully. Students can successfully interact with peers and learning materials via hybrid education approaches to allow blended learning processes (Chambers & Gregory, 2006). Thus, in teaching English Language, hybrid learning approaches among learners are vital via combinations of one-on-one interactions and online learning for effective accomplishments of the learning objectives.

Learners require about 700 to 1320 hours of instructions to reach advanced-fluency levels in foreign languages, as is well-known (Blake, 2008). Knight (2018) suggested that 200 to 400

hours of language instructions were required in the Common European Frameworks to achieve the next levels. Nevertheless, the realities at higher education institutions where foreign languages such as English are offered as part of curriculum requirements are quite different (Dong and Yu, 2017). Students who enroll in the first level of foreign languages, such as English, compete with other learners for teachers' attention. Also, they will have to accomplish predetermined language proficiency levels in a sum of 280 hours (Güçyetmez and Çam, 2016). Additional challenges are that upon leaving classrooms; learners automatically get back into their indigenous languages, which makes it even harder to keep students engaged with English as a foreign language outside their classrooms. As a result, students do not advance as quickly as their educators wish. Therefore, education institutions should implement hybrid learning and education as recommended solutions to the abovementioned challenges. I will first describe hybrid learning in what follows to explain what hybrid learning is and what it is not (Klimova and Kacetl, 2015). I will share some illustrations of how education institutions can implement hybrid learning and teaching approaches into English language classes.

Blended or hybrid learning is a strategy to learning that integrates traditional place-based classroom approaches with online education materials and opportunities for online interactions (Park, Martin, & Lambert. (2019). Blended or hybrid learning needs the physical presence of both teachers and students, with certain aspects of learner control over speed, path, place, or time. The present period is characterized by speedy transformation originating from technological and scientific advancements, including IT (information technologies) (Pawan et al., 2016). Blended or hybrid learning is an educational model offered through traditional learning methods and digital

networks to share knowledge and education resources between instructors and learners. Besides, e-learning provides learning courses accessed through digital platforms and gadgets utilizing online technologies such as smartphones, tablets, laptops, and personal computers. Denoted as e-learning, these platforms are important in teaching and training students through the internet and wireless technologies (Wichadee, 2015). In any course, offering online learning plays a great role because e-learning provides the students the opportunities of developing their capabilities, specifically in information science courses. In modern education, digital learning is becoming a gradually popular option. The classroom settings moved online from full digital courses to classes held remotely. However, effective communication in a digital learning environment may be hard, particularly when digital learning transition is unplanned or has been sudden (Blake, 2008). Making such massive overhauls are confusing and frustrating for the teachers, learners, and parents.

Online or hybrid education is described as the considerate incorporation of online instructions. It combines in-class and face-to-face instructions with considerable amounts of instructions delivered through e-learning (Park, Martin, & Lambert, 2019). Online and hybrid teaching and learning approaches increase access for more students, enable learners to take advantage of the benefits from both methods, and assist students in learning better, according to Park, Martin, & Lambert (2019). Another notable strength of blended or hybrid education over completely e-learning instructions is that learners can be best directed toward successful education because of the in-class components, rather than being forced to overcome the challenges on their

own, as it is always the scenario with e-learning on programs where there are inadequate supports for students, leading to high dropout rates.

Many higher education institutions have opted for a 50/50 case where new contents are introduced, discussed, and illustrated in classrooms and extensively practiced online because most foreign language programs at universities have been traditionally face-to-face, with restricted amounts of time available for practicing the foreign languages (Cennamo, Ross, & Ertmer, 2010). Also, the online components include additional materials learners can freely access, such as practice assignments that prepare learners for the examinations and further clarifications of important cultural information or grammatical points. According to Halverson and Graham (2019), the major purpose why universities and colleges were integrating online and blended learning and teaching approaches are to improve student involvement. The engagement of the student's emotional and cognitive energies ensures that they achieve learning activities that will enhance a sense of community, satisfaction, persistence, and academic achievements among learners (Halverson & Graham, 2019, p. 145). Halverson & Graham (2019) established that learners who work with the online components and attend face-to-face classes regularly have the best opportunities of effectively learning English as a foreign language, while learners who miss the online activities or fail to attend face-to-face classrooms have a greater probability of failing foreign language courses. Halverson & Graham (2019) suggest that foreign language course components are of equal significance to students' learning processes by deciding to give both online and in-class activities equal importance.

However, it is worth noting that blended or hybrid education environments should not be confused with flipped classrooms. This contemporary approach is presently being executed in various educational settings (Chapelle, 2001). The flipped classroom essence moves material delivery outside of official class time for learners to undertake interactive and collaborative tasks suitable to those materials. However, flipped classrooms (sometimes also called inverse or reverse classrooms) are another mixed instruction method (Wang et al., 2019). Nevertheless, in blended or hybrid set-ups, new contents are delivered in classrooms and further practiced through e-learning.

Subject

Blended and hybrid education in the online ESL classes

Hybrid or blended learning is an instructional setting for e-learning learners that integrate asynchronous and synchronous learnings (Cesm 2011). Synchronous learning implies that educators and learners meet via virtual learning platforms simultaneously (that is usually referred to as teaching in real-time). Students and teachers may not require to finish any class assignments outside of the scheduled meeting period. For instance, if a student took an hour-long during a live English language class where they used videos to learn and practice English with their teachers, they would be in synchronous learning environments (Chambers & Gregory, 2006). Asynchronous learning implies that e-learners do not agree with their teachers at a particular time. They complete assignments within deadlines set by the educators and work offline. Assignments are electronically submitted. Trainees do not meet with their tutors at specific periods in these

online courses but instead, work independently at their own pace on assignments. Educators offer feedback, but not in real-time and not face-to-face (Halverson & Graham, 2019, p. 145). There are benefits to asynchronous and synchronous learning for learners and educators. A blend of asynchronous and synchronous methods is common for this reason.

Two educational strategies based on the leaders' learning procedures are asynchronous and synchronous learning (Halverson & Graham, 2019, p. 145). While asynchronous learning self-paced strategy, synchronous learning is teacher-based and takes place with all participants in real-time. Asynchronous learning can happen every time learners want to share their viewpoints without the need to attend at the same time. The synchronous learning environments can include virtual classes or chat rooms in which each student is studying or working simultaneously (Chambers & Gregory, 2006). Besides web-supported textbooks, asynchronous learning settings or environments involve discussion boards, emails, and blogs. Based on the internet usage level, online learning can be used in two different environments: distributed and blended learning environments. Some scholars recommend promoting critical thinking in these settings, such as online discussions and conference systems for distributed environments; and electronic and project-based curricula for blended learning environments (Halverson & Graham, 2019, p. 145). Besides, in online learning environments, various strategies are applied to cultivate critical thinking, such as web-based and collaborative learning approaches.

Benefits of utilizing blended and hybrid learning approaches in the online English Language classrooms

There are various benefits for taking blended and hybrid learning methods in the online English language classes that combine asynchronous with synchronous learning (Chapelle, 2003). The most significant benefit is that they allow students to include all the positive elements of both asynchronous and synchronous education. Blended and hybrid learning methods let the students skip the majority of negative attributes (Halverson & Graham, 2019). Also, hybrid teaching of the English language assists educators in maximizing the one-on-one time they have with their learners. Blended and hybrid learning approaches enable learners to practice all four English language skills: speaking, listening, writing, and reading (Lin & Huang, 2011). One greatest problem of teaching English online is that it is harder to offer students writing and reading practices even though they practice listening and speaking. Nevertheless, the blended and hybrid approaches enable learners to practice speaking, listening, writing, and reading skills (Knight, 2018). It is often best to allow students to speak synchronously with the teachers and then set writing and reading as asynchronous activities if the learners are paying for face time with educators.

Blended and hybrid approaches also enable the learners to understand the hard English vocabulary and concepts (Motteram, 2011). The majority of e-learning classes last between twenty minutes to one hour. Usually, this is not long enough for learners to fully comprehend everything they learn. Nevertheless, teachers free up more time for face-to-face and synchronous practices of the concepts by utilizing asynchronous components where learners have time to practice new ideas outside of the programmed class time. These methods make everything more effective and efficient. In English language learning, blended and hybrid education approaches

give learners opportunities of taking responsibility for their learning. Becoming autonomous and self-inspired students is a good practice for all learners to get into (Chambers & Gregory, 2006). Students are allowed to take control of their learning portion by giving students asynchronous activities to finish outside of regular class time.

Blended and hybrid methods also promote community building and student interactions. There can sometimes be a lack of interactions among learners when teaching students online. Students can have no interactions with other learners in the case of face-to-face teaching (Halverson & Graham, 2019, p. 145). Good ways of developing interactions among the learners are to create fun asynchronous tasks that promote collaborations. Teachers and students may never meet, but this does not imply they cannot feel like they are part of a learning community.

The hybrid learning concept in teaching English

In teaching English effectively, hybrid learning incorporates web-oriented and traditional learning methods (Chambers & Gregory, 2006, p.3). These approaches develop and promote English learning through practical activities and active strategies as experienced on the web. In addition, hybrid teaching methods allow learners to solve challenges through the encounters experienced in e-learning strategically. Besides, during the learning processes, the blending of online and face-to-face learning gives the learners opportunities of reflecting and develop specific important critical thinking approaches (Cheung et al., 2013, p.132). Different traditional materials and curriculum activities applied in the teaching of English can be successfully accessed via hybrid learning. In addition, through hybrid learning, learners can sharpen their skills in English due to the opportunities of accessing various educational articles while online physically through hybrid

learning. In promoting learning processes in English, traditional learning ideas are vital due to the skills such as writing the meanings of new words in the English language as presented in traditional education styles (Cesm 2011). Thus, combinations of conventional phenomena in teaching English are part of blended and hybrid learning methods that successfully promote English education.

Also, hybrid and blended learning methods have allowed combinations of online education settings into media tools (Klimova & Kacetl, 2015, p. 477). English language learners can access appropriate information via online platforms to successfully study some particular English components. Online learning settings improve resources for commensurate developments and teaching in higher education practices. Also, in traditional education, dependence on ideologies and increased access to information through e-learning is a vital concept through blended teaching (Wichadee, 2015, p.230). In teaching English, conditions and purposes of students are clearly via ideologies via practices of hybrid learning. Regardless of the technologies utilized when hybrid education approaches are used in teaching English, the combinations of teaching and learning strategies. In teaching English, the mixtures of instructional modalities via hybrid learning self-paces the learning processes successfully (Lin & Huang, 2011). Onsite and web information integrate information that fosters successful education processes to effectively understand the English language. Learners can use media tools like PowerPoint slides, CD-ROMs, and videos provided in English to learn specific elements appropriate in effectively comprehending the English language (Güçyetmez & Çam, 2016, p.6). In addition, instructional approaches via technology-oriented and face-to-face teaching sessions are made possible via blended and hybrid

education to achieve learning objectives and develop preferences that are suitable to promote learning processes effectively.

Hybrid Learning Approaches in Teaching English

There is a single approach of education to integrate one-on-one education with e-learning or online learning to teach the English language (Chambers & Gregory, 2006). The blended learning models are known as education models that combine one-on-one learning and e-learning. Online learning and blended learning models improve English skills of students. When students' demands to access learning materials outside lecture hours and lack of time are overcome on campus, e-learning-oriented learning is beneficial for learning planning (Halverson & Graham, 2019, p. 145). The online learning aspects are designed in the form of websites with components consisting of learning animations, videos, materials, lesson schedules, profiles, and major menus.

In teaching English among learners in various higher education institutions, hybrid and blended learning is one of the effective methods (Chambers & Gregory, 2006, p.2). The approach determines specific vital knowledge fields that are essential for successful communications in teaching the English language among learners. Also, hybrid and blended learning approaches combine face-to-face and computer-based traditional English language education as the major methods. The blending is possible via diverse technological strategies that combine instructional and traditional classroom teachings, appropriate for integrating specific vital components of English (Klimova & Kacetl, 2015, p. 479). In addition, hybrid learning approaches introduce pedagogical methods to teaching English which combines the efficiency of socialization prospects within classrooms. Hybrid teaching methods improve technological elements for potentials of

active learning within e-learning environments to foster developments and teaching of concepts and ideas among university students (Cheung et al., 2013, p.356). Blended education methods utilize audio-oriented tasks vital for comprehension and oral teachings in the English language promotion. Learners can comprehend the concepts and ideas vital in English for comprehension writing and Essay (Pawan et al., 2016, p.102). In addition, learners can successfully write text-oriented tasks as communication forms in English due to the strategies integrated via hybrid education approaches.

Hybrid education approaches enable integrations of the management system and informatics methods and strategies (Klimova & Kacetl, 2015, p. 481). The teachers allow written tasks such as projects to be submitted via e-learning networks and platforms for self-studies and further reference while reading. A teacher can follow students' discussions and face-to-face teachings in specific fields of challenges to foster online works and meet goals. Besides, educators can detect errors and mistakes and explain specific significant points that could have been prepared in the projects and submitted digitally. In hybrid teaching, the interactions and discussions that students and educators have been vital in allowing correct understandings of concepts and ideas in the English language (Chambers & Gregory, 2006, p.6). In addition, the English language becomes interesting and easy in its teaching and learning methods. Definition of particular vital English vocabularies is accessed and learned easily for correct communications and writings.

Furthermore, learners can input crucial materials for coursework and explanations of English ideas presented on the websites through written information or videos. The combinations

of websites and coursework companions via hybrid education allow for expanding concepts and tasks that are successfully exercisable in studying English (Cesm, Lin, &Huang, 2011, p.23). In hybrid learning, blended learning targets cultural languages via useful situational videos and YouTube videos suitable for teaching the English language.

Learners who typically take online programs interact with the subject matters and their projects via e-learning management systems (Cesm 2011). The students must spend time familiarizing themselves with the interfaces and their particular assignments, whichever learning management systems their courses use. Typically, things run in modular formats in online classes. Often, students do not have those physical reminders of being in the classrooms that works are due. Participation is important to success whether a student is taking on-campus or online courses. Active participations indicate that the student is learning and ready to put in the efforts needed to be successful (Lin & Huang, 2011). Participation turns learning into an active process even though it is usually perceived as a passive process. The blended learning models are known as education models that combine one-on-one learning and e-learning. Online learning and blended learning models improve the critical thinking skills of students. When the demands of students to be able to access learning materials outside lecture hours and lack of time is overcome on campus, e-learning-oriented learning is beneficial for the planning of learning (Chambers & Gregory, 2006). The online learning aspects are designed in the form of websites with components consisting of learning animations, videos, materials, lesson schedules, profiles, and major menus.

Designing for intellectual and reflective engagements online can be challenging but relevant for student English learning experiences (Halverson & Graham, 2019, p. 145). For better

pedagogical discourse and understating English concepts, knowledge of the infamous Bloom's Taxonomy can be handy for designing and applying online instructional strategies. Multimedia engagements can be guided by using Dale's Cone of Experience to improve the English learning architecture. In fact, several instructional models and appraisals abound to guide the design, development and assessment of English skills (Halverson & Graham, 2019, p. 145). Many available virtual learning tools and platforms provide essential features and functionalities to engage both faculty and students effectively. For these reasons and many more, educators must plan for technology integration as a vital educational tool, intended not only for knowledge acquisition but for productivity and critical thinking. Educators must not depend on technological infrastructure and devices solely as mediating components for learning outcomes since that could result in misdirection and misrepresentations (Chambers & Gregory, 2006). The fact is, inadequate knowledge in the applicable theories can result in frustrations, and faculty may tend to blame students for under-performance and under-achievement.

Reflective assignments, in this case, involve synthesis of ideas, creativity, judgment, and applied knowledge rather than declarative and reproducible knowledge and contents (Cesm 2011). The processes involve the demonstration of cognitive maturity, metacognition, problem-solving, and application. Students get engaged in both individual and team projects with the purpose of creating their own and shared vision of learning cultures that are relevant to students' learning goals and future aspirations (Lin & Huang, 2011). Again, projects are developed to respond to diverse communities of interest and expertise in the various fields and scholarships as applied within the contexts of work experience and requirements. Indeed, helping students develop

English skills means adopting an effective communication style regarding the ability of the faculty member to moderate and keep focused during class interactions. It is unsurprising that English language skills are recognized as a major skill for job placement across the globe and considered one of the most important skills for success in higher education (Halverson & Graham, 2019, p. 145). It allows students to evaluate sources of information for reliability, develop analytical skills, demonstrate intellectual capabilities, and apply them in real-life contexts.

Hybrid Learning Implementation

Higher education institutions integrates different e-learning apps to support additional out-of-class learning (Halverson & Graham, 2019, p. 145). While some applications provided online additional practices and assessments in English language skills that also represent a vital part of students' course grade, others are not part of the learners' grade and serve as tools for involving learners in the English language beyond the classrooms. Higher education institutions use the social learning video platforms and learning management system blackboard for assessments and additional practices of students' reading, listening, and speaking skills. Nevertheless, the colleges and universities have established based on the writing results conducted online and without the assistance of the teachers that practicing the writing skills is more successful when carried out directly in classrooms under the teachers' supervision who are also available questions as learners are working on various writing activities. Schools also use Duolingo, Quizlet, Pinterest, YouTube, Facebook, and Instagram to involve students in additional out-of-class tasks. Colleges and universities offer learners additional handouts worth half of the in-class tasks grade for the in-class tasks.

Learners use online learning platforms such as Edmodo and Schoology to influence and improve critical thinking skills. In learning planning lectures, the variations indicate that the critical thinking skills of students obtain average scores by learners during the lecture processes using online learning. Learners actively express their viewpoints search for and solve problems provided in e-learning lectures so that they get new expertise using chat facilities and forums. According to constructivism theory and models, learners check new information with old guidelines, discover themselves, construct knowledge, and review again when these instructions apply to construct knowledge in which guidelines are no longer used (Halverson & Graham, 2019, p. 145). Primary points of the approach are that learners can build their information through learning utilizing e-learning.

There are various approaches to playing with asynchronous and synchronous education and blending them in the English language classes (Cesm 2011). The activities the educators need to prepare to vary according to the level and age of the students depending on whether the teachers are teaching adults or children. When teaching young learners, teachers can use cooking class” projects, Karaoke parties, Children’s book introduction, product reviews, and unboxing videos as blended and hybrid learning activities.

In education sectors that use e-learning technologies, educators are the major players in an educational context. Thus, teachers' knowledge aspects need to be considered important and should be included in the technology acceptance models and implementation of online learning in schools and other learning institutions such as colleges and universities (Lin & Huang, 2011). The knowledge variables have been identified conceptually and tested empirically. Besides

information validity and authenticity, inadequate support from school management and lack of training in applying online learning technologies are some reasons for failures to integrate e-learning.

Conclusion

Hybrid education approaches compensate for the disparities that exist in teaching English as a foreign language. A learner is exposed to vital resources and resources that integrate education approaches for language development in English. In addition, interactions between educators and learners are improved via hybrid and blended learning approaches to identify errors and mistakes while concentrating on learning processes. The blending of students and teachers is vital for special encounters of student-educator relationships during the learning process. Communications in the English language are made perfect via hybrid education approaches due to the intense exploitations of resources and tools in both traditional and modern ideas of learning and studying English. Using the internet and web-based technologies helps learners improve primary English language skills such as writing, reading, and listening. In addition, access to media technologies such as CD-ROM gives the learning opportunities of revisiting seminars and lecturers to internalize English learning and refresh memories.

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