

B-Learning in The Teaching and Learning of English in University Students: A Systematic Review

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Abstract

A relevant factor of study is the impact of technologies in education, and the incidence of Blended Learning in the teaching of a foreign language. Develop a systematic review of the literature that studies the incidence of BL for English language teaching and its incidence from the point of view of teaching and learning. We used the search in databases such as EBSCO, REDALYC, SCIELO and ERIC for the terms (in Spanish and English) *Blended Learning and English language teaching*, selecting 33 articles, using the PRISMA methodology, being the selection criteria studies of publication after 2019, cross-sectional. The results show that the BL has contributed to the understanding and instruction of the English language, but it has also been determined that, although there is bibliographic information regarding Blended Learning, institutions should continue to improve their methodologies and strategies for the application of this modality. The importance of the BL was found as an agile environment in the improvement of the English language, in higher education.

Keywords: English proficiency; blended learning; Blended learning; education superior; university.

1. Introduction

This paper evaluates articles that emphasized the use of BL in English language teaching in Peruvian and foreign universities. It is very important today since last year given the Covid-19 pandemic, universities have had to assume a more dynamic role to teach classes at a synchronous and asynchronous level due to the need for virtual classes. In addition, this pandemic caused changes in various sectors of human activity, with education being one of the most affected by the massive closure of educational centers worldwide, generating the modality of distance education, through digital support, which was an opportunity to maintain the continuity of the educational offer (García, 2020), increasing the differential gap between the education provided by Peruvian and foreign universities.

Blended Learning in Peru was implemented late, in order to know the satisfaction of the application of this methodology in a Peruvian university, a questionnaire was applied to 90 students of Arts and Engineering who took classes through Blended modality. The results show levels of satisfaction in relation to the purposes, expectations, choice of modality, but not with respect to the resources used, so it invites us to analyze the implementation of improvement processes and certain adjustments to be able to carry out a quality procedure (Turpo et al., 2019).

In Peru, the Ministry of Education, faced with this panorama, incorporated portals and educational platforms in order for teachers to develop their work, promoting collaborative learning considering the use of avant-garde

methodologies. This implementation occurred at the levels of regular basic education. Despite these advances, in higher education there were no policies to regulate and establish educational platforms (Llamoca, 2021).

In foreign universities this methodology has been applied for many years, for example, in the Ajman University of the Arab Emirates, a quasi-experimental study was carried out with 268 students divided into two groups, one of them applied the Blended methodology and the other the traditional one, giving positive learning results with the application of Blended Learning so its application is recommended in various fields of study (Rajeh et al., 2021).

In Mexico, at the Autonomous University of Chihuahua, a quasi-experimental study was conducted to determine the benefits of BL, it was identified that there are satisfactory results in the approval of this model by students, especially if we refer to commitment, perceptions and teaching processes (Álvarez et al., 2022).

This paper considers an important answer to the central question: What is known about the application of the BL in the teaching of English and what is its difference between national and foreign universities? Also, what are the principles of b-Learning in the administration of universities? Is there a regulation that guarantees a policy of attention or regulation to the application of these modalities? (Belén Espejo Villar et al., 2020)

On a general level, higher education centers at an international level are able to provide different methodological teaching alternatives in the virtual modality, including tutors that allow students to carry out their studies satisfactorily, in addition to supporting them synchronously and asynchronously. On the other hand, the conception of the b-Learning modality is visualized for developed countries such as Indonesia where, the institutions have taken into account the organizational arrangement that will be applied to carry out the learning, particularly blended learning. A clear division of roles and responsibilities are critical to creating an effective learning environment; each person in charge (teachers and educational staff) will know how to complete tasks, what to achieve, and how to achieve educational goals (Sahara et al., 2021). This planning has certainly not been given in two years, but has led to several to improve and reinforce what they already have. However, if we talk about the adaptation of the virtual modality for the teaching of a foreign language, multiple advantages can be found, for example, the insertion of extensive online resources in language classes allows quick and easy access to countless interactive materials that allow them to practice the written and oral part of the language.

This research seeks to identify the differences in the adaptation of Blended Learning between Peruvian and foreign universities given the context of the pandemic, since the closure of physical environments such as classrooms in universities and confinement generated an unstable situation for teachers and students. Likewise, it seeks to identify the difference in the adaptation of the same for each environment, since it has been visualized that there are countries that have been developing for several years the establishment of virtual environments adapted to their needs. On the other hand, it seeks to know if students would be familiar with this modality, in the university context, students have multiple alternatives for the choice of subjects and ways of learning, for example, they can choose who to work with or go to online databases or the library. Therefore, the experience must consider the different dimensions of its learning (Han & Ellis, 2020). Finally, it seeks to determine if English language teaching can be adapted to b-Learning, an innovation option that contributes to foreign language learning and helps at the same time to maintain the required distance and the development of required skills (Calderón Rojas & Córdova Esparza, 2020). This is important considering that the Universities in Peru will resume face-to-face classes this year, so they will not get rid of the virtual modality and will work under a b-learning approach, so we must know if we are really prepared or what conclusions we have reached after its application in our environment and educational reality compared to the regular practice that already occurred in other countries, Therefore, this literature review will help to visualize what we can continue to improve and what we are going to face.

2. Methodology

For the present qualitative research work, a documentary review and an inductive and deductive analysis were carried out, as mentioned in the literature review. The question of the study was: What is known about the application of the BL in the teaching of English and what is its difference between national and foreign

universities? Likewise, the objective of the study was to describe what is known about the application of the BL in the teaching of the English language and its difference between national and foreign universities. Obtaining as inclusion terms: Spanish or English language, Scientific articles that are between 2019 and 2021, Quantitative or qualitative articles, articles that have the variables B-Learning, Blended Learning, blended learning or blended learning, articles that have the variables English language learning, articles on Higher Education and as exclusion terms: articles prior to 2019. For this, the PRISMA methodology (Preferred reporting items for systematic reviews and metaanalyses) was used. In addition, the review and analysis of articles that were related to concepts such as the adoption of Blended Learning in higher education centers with an impact on the teaching of the English language was made, for this, the data collection work was extensive and thorough. We searched databases such as: EBSCO, REDALYC, SCIELO and ERIC, repositories of scientific articles from universities and grey literature. The descriptors reviewed were "blended learning*", "English learning", "English learning*" and "higher education", "higher education", "university" and "University" considered as keywords or as terms in the title. In addition, the Boolean operators "AND" and "OR" were used to relate the descriptors.

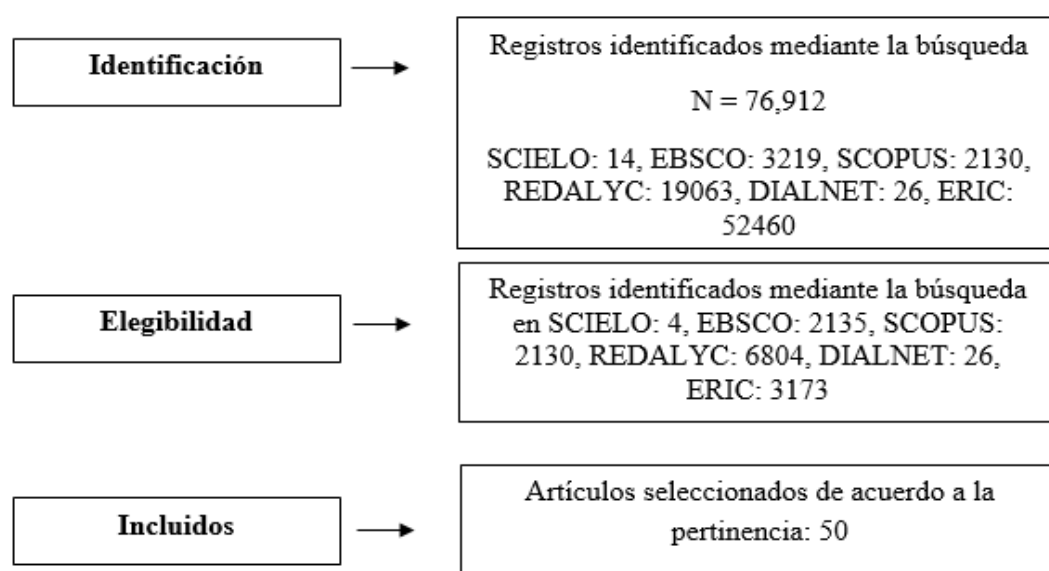


Figure 1. Own elaboration

3. Results

It has been understood that the adoption of blended learning has vast literature at the international level however not much literature has been found on its adoption and more influencing the teaching of a foreign language in universities in the country, this implies a growing concern since Blended Learning has had a positive impact and has generated the development of various platforms to facilitate interaction with the student. A systematic review of 33 scientific articles was carried out, among which it was highlighted that most of the research is quantitative.

However, it has also been found that there are more articles from non-Latin American countries, it should be remembered that these countries and institutions were the first to be prepared to face a remote education, and that the others had to learn and adapt along the way, so it is necessary to work more information on the application of the Blended Learning system not only at the level of teachers and students but also from the authorities to promote the application of this modality.

With this review it has been confirmed the fact that the scientific community considers Blended learning as an important factor in addition to relating it significantly with the sustained learning of foreign languages, especially

English, in addition to not only publications have been found in relation to learning but also to teaching, in addition to working with various methods, Techniques and types of instruments.

Finally, it is observed that one of the constant conclusions in Peruvian universities is that teachers should be supported to improve their skills in the use of information technologies and that the management of universities should constantly supervise the use of platforms for continuous improvement, while in foreign universities priority is given to continue developing more and better alternatives in relation to this modality for continue to contribute to its development.

4. Discussion of results

When analyzing the recovered articles regarding the teaching subdimension, it was evident that there are high levels of satisfaction with respect to the blended learning modality, in aspects such as satisfaction, resources used, and satisfaction with the subject (Turpo et al. 2019). Allowing to obtain new strategies that help close digital gaps between the actors of the educational system to achieve the purposes of learning (Pivneva et al. 2020). Since it shows an improvement in academic performance and quality that is perceived by the student, considering advances with respect to traditional teaching and that has allowed to have more dynamic and flexible environments (Maroto, 2021).

Therefore, this modality is effective, although it represents a strong investment because it improves the professional capacity of the teacher and the motivation of the student. (Du et al. 2022). Thus, the level of satisfaction highlights aspects such as flexibility in schedules and acquisition of digital skills for autonomous work, suggesting that teachers incorporate active methodology and didactic resources, which can have an adequate scheduling and make visible the means of communication among the educational community (Area et al., 2020).

It is important to use teaching strategies to motivate student participation in environments such as blended learning that improve the experience and trust relationships by taking advantage of synchronous and asynchronous modes (Heilporn et al. 2021). This evidenced a positive attitude of teachers towards the Blended learning modality, since they perceive that it is a strategy that will support them to improve important aspects such as; their personal image and the results in the evaluation of students, however, the importance of improving the infrastructure for its correct implementation and development is mentioned (Martin et al. 2019). The teacher must previously be trained on the potentialities and use of the system, even more so it must be essential to understand what is meant by blended learning and if it is perceived by all actors as an innovation that integrates virtual and face-to-face environments to raise awareness of its application (Martin et al. 2021). Given this reason, institutions must train their teachers, adapt teaching and assessment strategies, creating environments that generate positive experiences for the learner (Echauri et al 2021).

It was determined that the blended learning modality favors the teaching of the English language; considering oral skills, grammar, motivation, critical thinking and interaction (Calderón and Cordova, 2020). On the other hand, within the negative aspects with the modality it was verified that not all teachers relied on virtual tools, but if they were aware of their importance, so it was concluded that it is important to influence the blended learning modality to improve the speaking and listening skills of students through the use of technology aimed at improving their skills (Varas, et al. 2020). In the perceptions of the student after teaching, various disadvantages considered by the student were found, such as that the university did not adapt adequately to virtual teaching, the necessary resources were not applied and many of them consider that their academic performance dropped considerably, so in conclusion the measures adopted were insufficient and the level given in the virtual modality was not maintained (Gil, 2020).

When carrying out the analysis of the recovered articles regarding the learning subdimension, it was determined that blended learning has a positive impact on the academic success of students in higher education institutions, which is why these institutions are currently focused on developing learning strategies and integrating technology as it turns out to be an alternative to the problems of low motivation and commitment found by following traditional models of learning (Rajeh et al 2021). Determining that learning improves substantially when an active

and autonomous evaluation is integrated with the support of educational technologies, it is therefore recommended to develop experiences in higher education that favor the integration of computer resources that can renew evaluation strategies (Maureira, 2020).

This model was effective because it reduced the student dropout that was had, with the result that its application improves the percentage of approval of the course and learning in students, so its implementation is recommended (Osorio, 2019). Likewise, it was evidenced that the number of enrollees increased when virtual learning was combined with face-to-face learning, which means that combined environments or the blended modality support improving the quality of the teaching-learning process in languages in university students (Xu, 2020). Therefore, it is recommended that students be trained to adopt this modality and serve to enrich their knowledge in technological tools (Al-Kahtani et al. 2022)

Blended learning is important in the learning of a foreign language, especially to encourage interaction between teacher and student, in this sense, students benefited analytically and their motivation was strengthened, however it is important to have the necessary resources to guarantee its correct functionality and encourage the transformation of traditional learning to mixed modality to take advantage of each and develop commitment. in the student (Lalatsa, 2019).

Finally, certain problems were evident, one of the most relevant being that the student is more predisposed by face-to-face learning to take English courses, this because they consider that direct evaluation makes it easier to understand, support and visualize their individual progress. Although they consider that the blended environment is important, they highlight the importance of improving the technical aspects of this modality (Rianto, 2020). Given this, it is considered important to strengthen autonomous learning for the development of classes, recommending iterative designs, and generating monitoring mechanisms to evaluate student progress (Martinic et al. 2019). This implies that the student assumes prominence in their learning, making the class a collaborative environment and not only transmitting and finally changing from the type of summative to formative evaluation that is essential in combined environments (Núñez, 2019). Therefore, a reflection on the implementation of blended learning in public institutions is required, so public-private partnerships are suggested for this, it is considered that the role of the teacher is passive in the face of technological environments and that they are the ones called to improve this situation to improve its application and not be considered a threat (Espejo et al. 2020). Since, in reading skills, blended learning has certain limitations, since the modality should consider diverse perceptions and not only be dominated by technology (Yudhana, 2021). The improvement is important since there is a positive perception of the student regarding the blended modality, however, certain limitations are identified such as stress, connectivity deficiencies, absence of internet access, problems for acquisition of devices. Therefore, it is stressed that this is a good proposal to improve current teaching, however, everything necessary must be necessary to maintain a quality environment (Escalante et al. 2020).

When analyzing the recovered articles regarding the teaching-learning subdimension, it was evidenced that blended learning enhances the student's educational process and experience. And for this, it is necessary to have creative tools that help recreate and innovate pedagogical practices, improve technological infrastructure and develop autonomous and collaborative work (Benitez, 2019). Positive experiences were evidenced, students reported that this type of learning was made more accessible by the management of information in various environments, for this teachers are recognized as agents that enable this transition and under this premise they must be trained in the design of blended courses to motivate student participation (Tongpoo and White, 2020). It is determined that the highest incidence of research on the subject occurs in the postgraduate part, in which more experimental designs and correlations were made, so it is recommended to continue investigating training aspects, resources and interactions between subjects (Turpo et al. 2020).

For this reason, the importance of working this modality under an adequate management process is highlighted, this process must include planning curricula, organizing infrastructure, developing adequate systems and monitoring the work that is being done to evaluate the quality of learning (Sahara et al. 2020). For example, an investigation was carried out in 3 Chilean universities and it was determined that only one had conceived this

proposal as an institutional strategy and had become aware of its importance, so its implementation was successful, while in the other two the use of technological tools is encouraged but there is no general practice and it is not visualized that all the actors involved are committed to the process. so it is concluded that the difference lies in the resources and performance of each university for its implementation and application (Costa et al. 2019). In addition, to enhance its use, it is recommended to maintain a current academic offer, and open to overcoming challenges, taking advantage of opportunities, constantly self-evaluating to improve its position and be included in quality processes (Varas et al. 2020).

It is considered important to ensure access to the necessary equipment for its development, as well as a constant participation of all those involved for the success of this proposal (Janes et al. 2022). With this evidence, it is necessary to guarantee access to the necessary equipment for its development, as well as a constant participation of all for the success of this proposal (Janes et al. 2022).

It was evidenced that students of some institutions do not have a positive attitude towards the English course under the blended modality since they enjoy having direct communication with their teachers to reinforce more what they have learned and have direct feedback, for this reason it is recommended to improve the technological infrastructure in the institutions and make the blended environments have that collaborative and human environment that is requested by the student (Hamzah et al. 2020).

The b-learning modality is being part of the new reality, since many centers are opting for its application in recent years, as a result of the advance of technology that allows the development of new learning spaces, as well as current teaching and evaluation strategies (Maureira-Cabrera et al., 2020). So its application and therefore conception has been developing in a similar way both in the national and foreign panorama. Although in both scenarios it differs in terms of the investment deployed for the development of applications, platforms, tools and training, it can also be seen that incorporating this methodology has not been an easy job and have needed to involve various actors for its success, since an important challenge for educational technologies is in the definition and validation of pedagogical conditions for the design and implementation of Blended Learning environments (Quitán & Gonzalez, 2020)

The review of the scientific literature also places us in a diverse context, with limitations and positive results, on the one hand there is not much literature on the adoption of blended learning and its impact on English language teaching in Peruvian universities, the worrying thing in this limitation is that Peru has been one of the countries that had to face the adoption of this modality, So it was assumed that more information would be found regarding its adoption in universities in the country and impacts as well as possible improvement plans, less than a third of the reviewed literature was found, so it is necessary to continue investigating in order to contribute to improving this modality. The Blended Learning modality in Higher Education has been identified, its strengths and weaknesses during the application, as well as the satisfaction in students and teachers, based on the study it has had a positive impact on universities, allowing interactions and improvements in the development of learning, however, one of the problems visualized is the insufficiency of resources to have it at an optimal level. It is critical that instructors identify the right resources for a specific, high-quality activity that are tailored to the intended learning outcomes.

On the other hand, the implementation and problems during the development of this modality have been understood. In addition, it highlights the use of virtual classrooms, under this modality, to encourage interaction between students and language teachers, as well as the importance of using the material in all its varieties through classrooms or virtual platforms for learning English. Europe and Asia are the main emitters of research in relation to the subject, probably because the adoption of this modality in these countries was not as an alternative solution to sustain education but as an additional means to continue strengthening their virtual education, since they had been working with synchronous and asynchronous platforms and tools for many years.

Finally, its application in Foreign Universities and Peruvian Universities in relation to the teaching of the English language is highlighted, the conception it has had in recent years and whether or not we have been prepared as a

country to be able to face these changes in recent years, it is evident that there are high levels of satisfaction with BL training, fundamentally with the objectives and expectations of the subject and the potential choice of the modality of its study. (Turpo-Gebera et al., 2019) So much so that most of the national research refers to a positive attitude towards the use of the blended modality, as well as generating a greater motivation towards learning by the use of various resources such as content to classes, support materials, and adaptation of activities through the virtual classroom and the intranet. Likewise, the teacher considers that the use of these platforms allows an extended evaluation process through the use of questionnaires and more dynamic means. This is possible if the teacher has the necessary knowledge for the use of digital resources and technologies, in this way the use of these means allows optimal results in the teaching-learning process (Llamoca, 2021). It is determined in the same way that although the students had no problems understanding the new resources and means adopted, the main point against were the connection problems to carry out their studies normally and satisfactorily. While if we talk about the international aspect, fundamental components have been prepared to accommodate learning in a combined format that includes face-to-face meetings and online interactions and administrative function that seeks to organize learning activities, human resources, budgets and available facilities, such as the library and laboratory resources: Responsible for managing the implementation of blended learning based on its conditions. (Sahara et al., 2021). In addition, another of the suggestions made by the researchers is that, although there is satisfaction, you must have the support of the management and you must manage a control of the operations carried out on an ongoing basis.

5. Conclusions

Through this research work it is demonstrated that Blended Learning is a relevant factor in the teaching of the English language in Higher Education institutions, a fact that is supported by the multiple bibliographies found on this subject, making known its application, incidence and conclusions obtained.

There is a notable difference because as already demonstrated, the blended learning modality was adopted many years ago by the international level, being our country one of those that had the need to adopt it in the face of the pandemic, and we were learning over time and based on the errors of the process, so it is necessary to consider the results of this comparison to continue learning about this modality and its future impacts, even more so in the understanding of foreign languages.

It is necessary, in turn, not only to invest in the development of new technologies to adopt the blended method but also to invest in the training of teachers for their correct use and exploitation and thus achieve educational quality within public facilities that are gradually reinforcing their use and conditioning.

Just as the adoption of this methodology is important, it is also important to consider that there has been a correct adaptation to it by the English language, thanks to the fact that the understanding of this language is done in a didactic way and there are multiple tools that can contribute to their learning.

In the same way, emphasis should be placed on the fact of continuing to do research in our country that involves the recognition and application of a system that is here to stay and that not only provides benefits to the private community but also to public institutions that can continue to improve but that need more bibliography and scientific support to continue betting on the improvement of their teaching platforms.

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