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What Linguistics Advice on Teaching English as a foreign language Learning using Blended Learning System

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Abstract---Although many studies on blended have been done, very few have studied what linguists advise about teaching English as a foreign language using blended learning-based teaching methods and systems. So, we have collected as much data as possible and began to study it with a phenomenological approach. We get the data by searching electronic engines in well-known journals that discuss the issue of Learning English with a blended teaching system. Because this is a data review study, we focus on the field data evidence published between 2010 and 2021. The data sources include Elsevier journal publications, Google Books, Sage, ERIC, and other national publications. After a series of studies involving in-depth evaluation and coding systems, we can finally conclude our findings with valid and reliable principles, which include, among other things, that mixed teaching allows students to learn all English skills, including writing, listening, speaking, and reading. It is divided into face-to-face and online stages, and both practices listening well to each other, and they can balance the two learning models.

Keywords---blended learning, linguistics, review of scientific publications, teaching English.

Introduction

Although many studies on blended learning have produced many findings recently, very few findings are related to teaching English (Dziuban et al., 2006; Suroso et al., 2021). Therefore, we want to do this better to understand the relationship between the two variables above. Therefore, this discussion will reveal a blended learning-based approach for teachers and students to teach English as a foreign language (Strayer, 2012; Sudarmo et al., 2021). In teaching, the effectiveness of the evaluation uses the old version of face-to-face learning and the new version of blended learning. This approach shows that face-to-face, as well as integrated online learning, has shown a new light (Baugh, 1995; Moore & Schleppegrell, 2014; Canagarajah & De Costa, 2016). Foreign language teaching in several UK countries shows that this learning positively affects the quality of foreign language learning where the basic concept is the right approach to communication and information dissemination (Miyazoe & Anderson, 2010). Likewise, referring to the concept of learning understanding put forward by Miyazoe, which says there is a positive influence of blended learning on student learning outcomes which is said to be supported by linguistics in other words, according to student participation, it is very prominent when they are combined in several blended learning-based approaches (Stockwell et al., 2015; Hubackova & Semradova, 2016). Therefore, there is sufficient evidence from research that says that blended learning allows an excellent potential to improve student learning outcomes by improving the quality of learning (Pace & Mellard, 2016).

Furthermore, blended learning in teaching English where the online learning environment model combines the old ways can be very successful supported by an adequate learning infrastructure (Al-Sharhan, 2016; Hendriarto et al., 2021; Rachmawati et al., 2020). Students and teachers can complete the assignments both in class and online. A reminder when the foreign language teacher who teaches is also not a native speaker, the solution and clone that is learning that combine technology here will allow the teacher to introduce a teaching model that is directly assisted by learning media with the voice of a native English speaker, based on which brain learning is practical, learning English as a foreign language in England (Salmon, 2014; Widiastuti, 2018). Another reason for the application of blended learning in teaching English can be seen from the synchronization between online learning and face-to-face learning where both students and teachers are busy with their respective activities if not face to face so they can meet online with the help of the latest learning technology (Atmojo & Nugroho, 2020; Fareh, 2010; Ihnatova et al., 2021).

It is conceivable that the benefits of blended learning and classroom meeting methods can be combined, which is fun—new for students where they can meet content created by native speakers (Larsen, 2012; Jing, 2017). So, there is no longer any reason to apply this blended learning approach to learning in English as a foreign language class with all its advantages which will undoubtedly give new hope for teachers where they can more freely teach face to face without having to face to face—assisted by online materials whose material is the result of sticker-taking work that helps students to get spoken directly by the speaker as communication occurs in the real world (Edwards & Bone, 2012; Werdistira & Purnama, 2020). Finally, we can consider blended learning that this method

allows teachers and students to continuously practice accelerating various language skills from reading, writing, listening to speaking; this is a breakthrough wherein the context of learning English in Indonesia, for example, an English teacher who is not an ethical speaker, this is a challenge in itself where teaching may focus more on language aspects than skills. However, now blended learning is increasingly popular in language classes, foreign, and in-class subjects. Others, where blended learning combines online technology with face-to-face learning, have provided a new vehicle for teaching English as a foreign language in Indonesia (Carmel Parker White et al., 2010).

Method

In this section, we will explain how we carried out this study. Many researchers have described mixed teaching between online and offline learning, but we are very confident that they will learn what linguists suggest about teaching English as a foreign language with the blended learning method using internet-based and face-to-face teaching methods and systems (Porter et al., 2016; Soliman, 2016). So, we have collected as much data as possible and started to study it with a phenomenological approach. We obtained this data by searching electronic machines in well-known journals that discuss learning English with the blended teaching system. As this is a data review study, we focused on evidence from field data published between 2010 and 2021 (McKenney & Reeves, 2013; Suryasa et al., 2019). The data sources include Elsevier journal publications, Google Books, Sage, ERIC, and other national publications. After a series of studies involving in-depth evaluation and coding systems, we can finally conclude our findings with valid and reliable principles. We design this study with descriptive qualitative by following a study that has been carried out on how to understand outstanding English teaching with the help of blended learning. All the advice of our experts is reviewed until we get a deep understanding (Caldera et al., 2019).

Discussion

Blended learning in teaching English

The question arises, what are the real advantages of an internet-based ESL program that uses a blended learning approach? There are several benefits to joining coordinated and asynchronous learning techniques in a web-based ESL program (Albiladi & Alshareef, 2019). The main advantage is that it empowers teachers to consolidate each of the beneficial attributes of collaborative and non-concurrent learning while at the same time distancing themselves from most of the disadvantages. ESL blended learning also allows schools to increase face-to-face time with students. How about we investigate the advantages of taking web-based English illustrations in mixed styles. Students can practice each of the four language skills in varied learning situations: reading, writing, listening and speaking (Tomlinson & Whittaker, 2013). One of the most challenging parts of displaying English online is that although students may be working on speaking and listening, it is complicated to practice reading and writing. A mixed strategy, again, empowers children to practice each of the four abilities. If students seek to have one-on-one meetings with an instructor, it is usually ideal to allow them to

work on speaking and listening continuously with the teacher before allocating reading and writing as asynchronous exercises (Al Zumor et al., 2013).

Thus, students will want to accept complex thinking. Most online courses last between 20 and 60 minutes. This duration is often a short time for students to understand what they want to learn (Rasheed et al., 2020). Teachers can save even more the ideal opportunity for simultaneous face-to-face practice of new thinking by using the offbeat component, where students have the freedom to practice other ideas outside of the allotted class time. This blended learning framework helps things run more efficiently. ESL's mixed learning climate allows students to be in charge of the school. Being an independent student is a significant tendency for all students to be creative. It empowers students to participate in their learning by offering them non-concurrent assignments outside of regular class time (Bouilheres et al., 2020). It also encourages students to step in and get a feel for the local area. When teaching students on the web, sometimes there is no relationship between them, or because of one-on-one tutoring, students may not join other students in any way. Incorporating great offbeat exercises that promote collaboration is a great way to get students more interested in learning content. Regardless of whether students have never met, they may, however, feel part of the area of learning in and outside the classroom online (Bouilheres et al., 2020).

Blended learning into internet classroom

Thus, students will want to accept complex thinking. Most online courses last between 20 and 60 minutes. This duration is often a short time for students to understand what they want to learn (Rasheed et al., 2020). Teachers can save even more the ideal opportunity for simultaneous face-to-face practice of new thinking by using the offbeat component, where students have the freedom to practice other ideas outside of the allotted class time. This blended learning framework helps things run more efficiently. ESL's mixed learning climate allows students to charge the school (Mendieta Aguilar, 2012). Being an independent student is a significant tendency for all students to be creative. It empowers students to participate in their learning by offering them non-concurrent assignments outside of regular class time (Bouilheres et al., 2020). It also encourages students to step in and get a feel for the local area. When teaching students on the web, sometimes there is no relationship between them, or because of one-on-one tutoring, students may not join other students in any way. Incorporating great offbeat exercises that promote collaboration is a great way to get students more interested in learning content. Regardless of whether students have never met, they may, however, feel part of the area of learning in and outside the classroom online (Bouilheres et al., 2020).

Blended learning for students in their twenties

This movement follows the current YouTube (or another real-time video stage) trend of people filming themselves unpacking and presenting their latest gadgets. Most students have seen this kind of recording before and are familiar with how it works (Herbe, 2018). Students can place their favorite toy or family heirloom in a box and then record themselves as if the toy was new, explaining what it is, what

they think of it, or how it affects them. Students can view their classmates' recordings and comment or discuss them in class (Phillips et al., 2016). Essential Tip: This is a fantastic exercise to use when talking about feelings and emotions. Product evaluations get students to make item ratings from their favorite movies or gadgets to interact with them, which is documented as an online print assignment. They may do this anonymously, and teachers can then find their survey and respond to it or continue to investigate it. When people responded positively to their audits, the children were in a rush. This way is the best way to give some accurate positive comments (MacDonald, 2017).

Book serving Children love books and bedtime stories, and students likely have plenty of books at home to read. Teachers can ask students to make videos of themselves presenting their favorite books and post them on the learning platform they use (Abrosimova et al., 2019). Different students can look at their friends' notes and discuss their top picks during the face-to-face time, or the teacher can even decide to pick the most famous book. Expert Tip: Increasing the intensity of ESL sessions for young children will increase their motivation and enthusiasm (Bryan & Volchenkova, 2016). Instead, the teacher can create a karaoke party based on the student's character. This way may be advantageous and enjoyable on one-off occasions, such as before a New Year's celebration. Alternatively, teachers can make it a tradition for each student's birthday celebration. Have each student learn a nursery rhyme, pop melody, or any song they want to sing (as long as it does not contain harsh words or other prohibitions) and practice independently. Every student will perform if an excellent example is followed and everyone gathers! Some students may be too shy to participate in performances that involve singing, but if a lively and dynamic group surrounds the class, this activity is worth doing (Al Zumor et al., 2013).

Join our new Micro Bridge accredited course, Games, and activities for online classes: Young learners, for even more game ideas for kids. Adult students can participate in various learning activities—discussion groups/sheets (Bueno-Alastuey & López Pérez, 2014). Conversation papers are a great way to encourage students who have never met before to connect. Conversation sheets allow students to observe and comment on the cognitive processes of their classmates. Conversation sheets can be used in a variety of ways. If the teacher works for a web-based school, the learning management system will include a discussion board feature, making things a lot easier. If a teacher is independent, that teacher can create a Facebook page or other community forum and invite all students focused on similar courses and working on the same level to join and post on the Facebook page as a discussion forum. Is it better for teachers to work in web-based training companies or become self-employed instructors? Find. Here are some ideas for discussion board assignments that teachers and students can use as a guide (Ginaya et al., 2018).

Effective language learning with blended learning

As explained earlier, blended learning combines online activities with study rooms and virtual homeroom instructions provided by professional mentors (Aloraini & Cardoso, 2018). These activities will address the specific needs of students by providing valuable tips, and, most importantly, help develop the teacher's verbal

language skills so that both teachers and students stay energized and concentrated in return with the instructor – and in the course of gathering with colleagues (Shahrokni & Talaeizadeh, 2013). With blended learning, students and teachers can take advantage of the advantages of both forms of learning. One of the benefits is knowing what to practice on PC, tablet, or phone, regardless of location or time. Another benefit is getting help from a professional, one-on-one mentor who will provide individual assistance to communicate in a new dialect safely and adequately throughout the process and achieve the teacher's specific goals (e.g., expressive language skills or tests). Maintaining consistency is very important in language acquisition. When students focus on small 15-minute study sessions regularly instead of spending several hours learning a language once a week or even once a month, the teacher thinks (Sehic, 2017). "Love it." students can improve the teacher's unknown dialect talent while on a business trip or while traveling in an open car using internet-based tools. As a result, teachers and students can adapt even if the teacher has a limited amount of time or money and still achieve the teaching goals (Shahrokni & Talaeizadeh, 2013).

Teachers and other learning communities can also use blended learning to refresh and improve current foreign language skills (Sehic, 2017). Here it is clear the proper role of the blended learning approach in schools. It is a two-layer method where students learn the language they need only through an easy-to-understand online stage. Simultaneously, prepare and reinforce appropriate spoken and written language materials by attending individual examples (Skype, in-house group training, or virtual study rooms). Here are the latest facts regarding the stages of our web-based BLENDED LEARNING framework: They are easy to understand and cover all A1-C1 compliant APK levels in each of the five languages (English, German as a Foreign Language, French, Italian, and Spanish) (Hilliard, 2015). There is a meager dropout rate, so he chooses the appropriate course or level based on our free position assessment to speed up school learning. We love to encourage students! Each course follows a similar basic structure: Best-in-class captioned videos show important everyday content while introducing teachers to the new culture behind the language (Farrell, 2015).

There will also be new vocabulary and structures introduced. In the exchange text, the new academic language is used (Grgurovic, 2011). After that, teachers can practice and integrate learning knowledge using a variety of intuitive and varied exercises. Practice all learning materials and review case by case, depending on the student's pace. In other words, the teacher decides how often and when the teacher needs to do something to adequately master what students have learned (Albiladi & Alshareef, 2019). Teachers take at least three intermediate exams and a final exam to evaluate students' learning progress. Students can advance to the next level after completing the previous level exam. When ordering web-based language training, what options are available? Teachers can sign up for 2, 4, or 8 courses, lasting 3, 6, or one year. Can the teacher request a quote from us? The teacher can learn many languages with one pass, such as polishing students' English while preparing for a student's journey in Italy with an Italian course! As fast learners, students can complete courses at the teacher's own pace. For example, if a student completes two courses in six weeks instead of the usual twelve, the student can quickly advance to the next level (Ja'ashan, 2015).

With Portland's web-based concept, students have complete autonomy and control over the student learning process! Within the BLENDED LEARNING framework, teachers will learn online as students would in traditional study rooms or virtual homerooms (individual or in-house group preparation). Develop the same learning; online preparation requires preparation that is not too close and personal. As a result, teachers will have much money to invest. The homeroom or virtual study room focuses primarily on verbal and written communication and condensation of learning content. Our qualified mentors ensure this. As a result, the teacher continues it and continues to achieve the student's goals! BLENDED-LESSONS for the benefit of students (Tarnopolsky, 2012). Teachers combine the benefits of online and in-class learning. The teacher adjusts the students' own time and pace. With the help of experienced mentors, students can further enhance the teacher's language skills safely and purposefully. Students have experienced and compassionate fighting partners in individuals with whom students can safely elevate student speech information to greater heights (Tomlinson & Whittaker, 2013).

Conclusion

The final part of this paper will summarize the results of a publication review that examines the opinions and views of linguists in terms of blended learning in teaching English as a foreign language. We have reviewed several publications, and we believe this review has answered the core problem of the study, which aims to gain new insight on how to apply the blended learning system in teaching foreign languages in many non-English speaking countries. Our data relies on secondary data from previous studies that we obtained through online database searches. As for our findings, we can conclude, among others, that the effectiveness of learning English with a blended learning system, the blended learning approach is suitable for students learning foreign languages whose age is still accessible and happy with the use of learning technology, internet tools as a means of learning foreign languages with a technology orientation system. Moreover, teaching English in the technological era is assisted by virtual learning application tools. We hope the results of this study are helpful for many parties.

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