

Blended language learning: A review of research
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Definition of blended learning

"Blended learning systems combine face-to-face instruction with computer-mediated instruction" Graham, 2006, p. 5

This study

- Examines the current state of research on blended language learning
- Reviews 19 empirical studies which:
 - were published between 2006 and spring of 2012
 - included the term blended/hybrid in the title, abstract, or keywords
 - reported on the experience of language learners and teachers

Research questions

1. What types of contexts were investigated in blended language learning studies?
2. What languages were investigated?
3. What is the number and characteristics of learners?
4. What technologies were used?
5. What are the areas of inquiry?

RQ 1: Context

- All higher education institutions. Location of institutions:
 - North America (14), Europe (2), South America (2), Asia (1)

RQ 2: Languages

- Languages in blended learning studies:
 - Spanish (12), French (5), German (4), English (4): 3 EFL+ 1 ESL, LCTL (1)

RQ 3: Learner characteristics

- Number of learners varies widely: Min: 3 Max: 2,149
- Learners at different proficiency levels were investigated

RQ 4: Technologies

- Learning management systems (LMSs); Online workbooks; CD-ROMs, DVDs;
- Major tools within and outside of LMSs: Discussion boards, Wikis, Blogs, CMC

RQ 5: Areas of inquiry in blended research studies

- A. Comparative studies of blended and non-blended classes (5 studies)
 - No statistically significant differences were found
 - Learners in blended classes are not at a disadvantage when compared to learners in traditional classes
- B. Teacher perceptions (4 studies)
 - Technological, curricular, and pedagogical changes necessary for blended instruction
 - Importance of teacher training in blended contexts
- C. Learner perceptions (12 studies)
 - satisfaction with blended learning courses
 - readiness for blended instruction
 - ways to improve students' blended experience

Studies used in the review

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