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THE BENEFITS OF USAGE HYBRID EDUCATION FOR FOREIGN LANGUAGE

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Annotation: Throughout history, online and hybrid learning has been questioned, but in this article, we review recent research in online learning and then focus on its application for learning and made 3 main conclusions and benefits in hybrid learning. First, learning a language with the help of games is the most effective and most useful in learning, from which the second conclusion follows, which talks about a more responsible approach to online than offline learning in educational institutions. and finally, the achievement in studies and their statistics

Key words: Hybrid learning, language skills, learning management system (LMS), meta-analysis, teaching experience, educational outcomes

Аннотация: На протяжении всей истории онлайн и гибридное обучение подвергалось сомнению, но в этой статье мы рассмотрим последние исследования в области онлайн обучения, а затем сосредоточимся на его применении для обучения и сделаем 3 основных вывода и преимущества в гибридном обучении. Во-первых, изучение языка с помощью игр является наиболее эффективным и наиболее полезным в обучении, из чего следует второй вывод, который говорит о более ответственном подходе к онлайн, чем к офлайн обучению в учебных заведениях. и, наконец, успеваемость в учебе и ее статистика

Ключевые слова: гибридное обучение, языковые навыки, система управления обучением (LMS), метаанализ, опыт преподавания, образовательные результаты.

Аннотация: Онлайн және гибриді оқыту тарих бойына күмән келтірді, бірақ бұл мақалада біз онлайн оқытудағы соңғы зерттеулерді қарастырамыз, содан кейін оны оқуға қолдануына назар аударамыз және гибридік оқытудағы 3 негізгі қорытынды мен артықшылықтарды аламыз. Біріншіден, ойын арқылы тілді үйрену оқытудағы ең тиімді және ең пайдалы болып табылады, бұл екінші қорытындыға әкеледі, бұл білім беру ұйымдарында офлайн режимінде оқытуға қарағанда онлайн режиміне неғұрлым жауапты көзқарас туралы айтады. және ең соңында, оқу үлгерімі және оның статистикасы

Түйін сөздер: гибриді оқыту, тілдік дағдылар, оқытуды басқару жүйесі (LMS), метаанализ, оқыту тәжірибесі, білім беру нәтижелері.

Some educators and parents have expressed concern that the growth of online learning may undermine the quality of education traditionally held to be the benchmark for face-to-face instruction" (see, for example, the concerns raised in Distance and Online Education in the University of California System, 2010; and Sanders, 2006). However, few consider that traditional classroom teaching methods vary widely in teaching approaches, class sizes, individual attention to students, and teacher skills, which may challenge its privileged position. Similarly, online courses also vary widely not only in format but also in

the technological tools and teaching methods they employ, making it difficult to compare them with other online programs as well as with traditional courses (for a comparison of language courses, see Blake, Wilson, Pardo Ballester, & Cetto, 2008).

Given these research challenges, the U.S. Department of Education commissioned SRI International conducted a meta-analysis of the available data on online learning (U.S. Department of Education, 2009). Notably, the study found virtually no studies that strictly compared online to face-to-face learning at the K–12 level, but it did find studies from higher education programs. The authors focused on undergraduate online courses (N = 51, effect size based on 46 separate studies) and excluded video, audio, and individual computer programs. The results showed that students who participated in either full or partial online learning achieved higher achievement scores than those who participated exclusively in face-to-face learning ($p < .01$). Moreover, students who participated in blended or hybrid learning demonstrated even greater gains than those who participated exclusively in online learning ($p < .001$). The authors concluded that online learning offered a slight advantage over traditional face-to-face instruction, but the effectiveness was largely dependent on time spent on assignments and did not directly address OLL. As expected, online students who spent more time on independent work performed better than their peers who attended face-to-face classes (for language courses, see the Iowa State Online Database by Grgurovich, 2007). However, the data from Annual Review of Applied Linguistics (2011), 31, 19–35. in Current Trends in Online Language Learning suggests otherwise.

Table 1. Postsecondary Total and Online Enrollments for Fall 2002 Through Fall 2008
(Adapted from Allen & Seaman, 2010)

Fall Term	Total Enrollment	Annual Growth Rate Total Enrollment	Students Taking at Least One Online Course	Annual Growth Rate Online Enrollment	Online Enrollment as a Percent of Total Enrollment
Fall 2002	16,611,710	NA	1,602,970	NA	9.6%
Fall 2003	16,911,481	1.8%	1,971,3976	23.0%	11.7%
Fall 2004	17,272,043	2.1%	2,329,783	18.2%	13.5%
Fall 2005	17,487,481	1.2%	3,180,050	36.5%	18.2%
Fall 2006	17,758,872	1.6%	3,488,381	9.7%	19.6%
Fall 2007	17,975,830	1.2%	3,938,111	12.0%	21.9%
Fall 2008	18,199,920	1.2%	4,606,353	16.9%	25.3%

Games for language learning

Characteristics of language learning games

Recently, computer-assisted learning (CALL) specialists and educational developers have increasingly turned to game environments and the concept of game interaction as an effective method for second language learning (Gee, 2007; Peterson, 2006, 2010; Sørensen & Meyer, 2007; Thorne & Black, 2007). Games combine the developments created within CALL programs with the advantages provided by the digital social environment (Thorne, 2008). This gives students the opportunity not only to study independently, but also to work in groups, using chats for text and voice communication. As a rule, an avatar is used to represent the player in the virtual environment (Peterson, 2010).

Games are always task-oriented or focused on the game process, often requiring teamwork. For example, in World of Warcraft (available in a variety of languages, including English, Spanish, and French), users control characters in a world filled with combat and adventure, completing a variety of quests. In Second Life (SL), users can choose unusual personas to achieve social or educational goals. In Forgotten World, English language learners are immersed in an interactive comic-style story that promotes language acquisition and helps them progress through the story.

It should be noted that game formats vary widely, with single-player games, two-player cooperative games, and massively multiplayer online role-playing games (MMORPGs). Each category has its own dynamics, structures, and mechanics. Many multiplayer games feature chat systems that allow users to interact with other users via text or voice messages. Thorne, Black, and Sykes (2009) identified three main categories of multiplayer games:

- (a) social virtual worlds (Second Life, Active Worlds) (Peterson, 2006, 2010);
- (b) commercial multiplayer role-playing games (World of Warcraft) (Soares, 2010; Thorne, 2003);
- (c) specialized educational gaming environments (Croquelandia) (Sykes, 2011; Sykes, Oskoz & Thorne, 2008).

All these digital platforms are part of the virtual space that can be used for online language learning (OLL).

How do games support learning in general (Gee, 2007; Prensky, 2000; Squire & Jenkins, 2004; Steinkuehler, 2004, 2006) and language acquisition in particular? First of all, they provide people with the opportunity to play, and gaming activities have traditionally supported learning. However, games are not just free entertainment, but carefully designed educational models with specific tasks and established rules (Squire, 2006). Learners accept these rules if the gameplay remains engaging (Klopfer, Osterweil & Salen, 2009). The game environment creates a verisimilitude effect - players perceive what is happening as real or assume its reality, which allows them to become fully immersed in the process. This is comparable to how theater audiences become immersed in a performance by accepting its terms.

Role-playing is another key aspect of game-based learning. It allows users to experiment with new identities in relative anonymity in a constantly functioning virtual space. This experience is similar to the tasks of language teachers who help students adapt to a new language environment and expand their communicative abilities. Kramsch (2009) describes this process as becoming a "multilingual person". The game environment Second Life is an example of a space where users can engage in role-playing interactions, although the platform itself does not always correspond to the traditional definition of a game. Nevertheless, such activities have an impact on language practice. Yee and Bailenson (2007) described this phenomenon as the "Proteus effect": a person's behavior in a virtual space can change depending on the appearance of their digital avatar. In other words, the format of game interaction directly affects the learning process.

In addition, games contribute to the development of an active position of the learner, allowing him to not only assimilate information, but also to participate in the creation of meanings. They form a sense of competence, independence and involvement in players, providing the opportunity to study the material at an individual pace. In a game environment, users are free to experiment, try out different roles, apply different amounts of effort and interpret what is happening.

Gee (2007) argues that games make users not only consumers but also creators, developing in them a sense of control and responsibility. Players are forced to think analytically: to build hypotheses, explore the virtual environment, analyze the results of their actions and repeat this process to achieve more successful results.

This stage is largely related to practice. Purushotma, Thorne and Wheatley (2008) point out that in the process of designing games it is important to pay attention not only to possible successes but also to failures, a principle that is widely used in interactive language learning (iCALL) programs. In other words, repeated repetition with constructive feedback should be an integral part of the game process, since it is through this approach that learners most effectively acquire a second language. This principle is also a key element of any CALL learning.

To conclude games are an effective tool for language learning, combining interactivity, role-playing, and elements of a digital social environment. They help develop communication skills, create motivation, and allow learners to immerse themselves in the language environment. Game mechanics such as repetition, feedback, and analysis contribute to deeper learning. These features make gaming technologies a valuable addition to traditional language teaching methods.

Moderator Analysis

The study examines the influence of moderators including (a) assessment parameters, (b) hybrid course features, and (c) digital technology development. Tables 5 and 6 present the results of the between- and within-group comparisons.

The first part of Table 5 shows the effect of hybrid learning on language skills (e.g. speaking and listening). The category “other” includes measures (pronunciation, vocabulary, fluency, grammar, etc.) that were examined in only one study. At least two studies are needed for each measure.

The differences between the groups were insignificant, except for writing (see Table 5). This means that hybrid students develop language no worse than students in traditional face-to-face classes. Speaking skills were at the same level in both modes of study ($d = 0.07$).

Hybrid learning has a positive effect on writing ($d = 1.20$). Thoms (2014) explains this by the frequent reading and writing tasks in the online environment. However, the confidence interval ($[-0.44, 2.65]$) is too wide, making it difficult to draw definitive conclusions.

The results suggest that hybrid students may be slightly inferior to significantly superior to face-to-face students in writing skills. Further research will help clarify the impact of hybrid learning on writing.

TABLE 5
Between-Groups Moderator Analysis

Contrast	<i>k</i>	<i>M_d</i> (weighted)	<i>M_d</i> (unweighted)	<i>SE</i>	95% CIs	
					Lower	Upper
Outcome measures						
Reading	2	.02	.02	.159	-.29	.33
Writing	2	1.20	1.10	.788	-.44	2.65
Listening	2	.13	.13	.121	-.11	.37
Speaking	7	.07	.04	.192	-.33	.42
Other ^a	10	-.08	-.05	.123	-.29	.19
First-time hybrid						
Yes	5	.07	.07	.175	-.27	.41
No	11	.14	.15	.252	-.35	.64
LMS used						
Yes	15	.20	.34	.183	-.02	.69
No	9	-.18	-.17	.147	-.46	.12
Publisher activities						
Yes	6	.09	.06	.143	-.22	.34
No	11	.14	.16	.260	-.34	.67

Note. *SE* = standard error; CIs = confidence intervals; LMS = learning management system.

^aThis category grouped measures including pronunciation, vocabulary, fluency, overall proficiency, grammar and editing skills, composite scores for reading and writing, and composite scores for grammar and vocabulary.

TABLE 6
Within-Group Moderator Analysis

Contrast	<i>k</i>	<i>M_d</i> (weighted)	<i>M_d</i> (unweighted)	<i>SE</i>	95% CIs	
					Lower	Upper
Outcome measures						
Listening	3	1.32	1.25	.169	.92	1.58
Speaking	6	.62	.58	.320	-.05	1.21
Cultural knowledge	4	1.06	1.03	.279	.48	1.58
Other ^a	11	1.82	1.46	.318	.84	2.09
First-time hybrid						
Yes	5	.42	.41	.212	-.01	.82
No	10	1.39	1.23	.208	.82	1.64
LMS used						
Yes	12	1.72	1.72	.188	1.35	2.09
No	12	.55	.53	.194	.15	.91
Publisher activities						
Yes	8	1.42	1.22	.144	.93	1.50
No	8	1.35	.98	.398	.20	1.76

Note. *SE* = standard error; CIs = confidence intervals; LMS = learning management system.

^aThis category grouped measures including pronunciation, vocabulary, fluency, overall proficiency, grammar and editing skills, composite scores for reading and writing, and composite scores for grammar and vocabulary.

In the within-group analyses (Table 6), hybrid instruction showed a medium effect in teaching cultural awareness and a large effect in the development of listening and other language skills. The effect on speaking was small ($d = 0.62$).

The small gains in speaking are not related to the teaching format, as the between-group analyses (Table 5) show similar results for hybrid and face-to-face courses. However, this contradicts the findings of Winke et al. (2020), according to which students in the first years show the greatest gains in speaking. The discrepancy may be due to the fact that Table 6 only analyzes data from the first two semesters of study. Since the samples for listening ($n = 3$) and speaking ($n = 6$) are limited, further research is needed to draw firm conclusions.

Experience in teaching hybrid courses was an important factor. Courses that had already been taught in this format had a significantly larger effect size ($d = 1.39$) than courses that were taught for the first time ($d = 0.42$). This is because instructors adapt learning tasks and use new technologies. This finding is important for administrators planning a transition to hybrid learning, as it is important to collect data over several semesters before evaluating its effectiveness.

The use of learning management systems (LMS) also influenced the results. In between-subject studies, courses without an LMS showed a negative effect size ($d = -0.18$), while courses with an LMS showed a small positive effect size ($d = 0.20$). Within-subject studies revealed a larger difference: courses without an LMS ($d = 0.55$) were inferior to those with an LMS ($d = 1.72$). However, the impact of LMSs depends on how they are used. They can move course materials into a digital environment,

organize audio exercises, test video comprehension, or enable collaboration. Although online resources from textbook publishers did not show a significant effect, assignments adapted by teachers were no less effective. This is important when choosing textbooks: the key factor is not efficiency, but the availability of resources and time to adapt materials.

In conclusion, hybrid learning has a significant positive effect on writing ($d = 1.20$) and listening ($d = 1.32$) skills, while the effect on speaking remains moderate ($d = 0.07 - 0.62$). Using an LMS contributes to higher scores ($d = 1.72$ in within-group studies), and repeating hybrid courses improves their effectiveness ($d = 1.39$ vs. $d = 0.42$). Online resources from textbook publishers did not show a significant effect.

List of literature: Annual Review of Applied Linguistics (2011), 31, 19–35. © Cambridge University Press, 2011, 0267-1905/11 \$16.00 doi: 10.1017/S026719051100002X “Current Trends in Online Language Learning Robert J. Blake” https://www.cambridge.org/core/services/aop-cambridge-core/content/view/FCF6C4BFE08CAB0B50F8AAAE73C77F1C/S026719051100002Xa.pdf/current_trends_in_online_language_learning.pdf

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“Hybrid learning and its current role in the teaching of foreign languages” 4th WORLD CONFERENCE ON EDUCATIONAL TECHNOLOGY RESEARCHES, WCETR2014 Blanka Frydrychova Klimovaa *, Jaroslav Kacetla a University of Hradec Kralove, Faculty of Informatics and Management, Rokitanskeho 62, Hradec Kralove 3, 500 03, Czech Republic <file:///C:/Users/Lenovo/Desktop/1-s2.0-S1877042815031055-main.pdf>

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ОНЛАЙН ЖӘНЕ АРАЛАС ТІЛДІК ОҚЫТУ

Шора Аяулым Қанатқызы

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