



REVISTA INCLUSIONES

INVESTIGANDO EN TIEMPOS DE CAMBIOS

Revista de Humanidades y Ciencias Sociales

Volumen 7 . Número Especial

Julio / Septiembre

2020

ISSN 0719-4706

CUERPO DIRECTIVO

Directores

Dr. Juan Guillermo Mansilla Sepúlveda

Universidad Católica de Temuco, Chile

Dr. Francisco Ganga Contreras

Universidad de Tarapacá, Chile

Editor

Drdo. Juan Guillermo Estay Sepúlveda

Editorial Cuadernos de Sofía, Chile

Editor Científico

Dr. Luiz Alberto David Araujo

Pontificia Universidade Católica de Sao Paulo, Brasil

Editor Europa del Este

Dr. Aleksandar Ivanov Katrandzhiev

Universidad Suroeste "Neofit Rilski", Bulgaria

Cuerpo Asistente

Traductora: Inglés

Lic. Pauline Corthorn Escudero

Editorial Cuadernos de Sofía, Chile

Portada

Lic. Graciela Pantigoso de Los Santos

Editorial Cuadernos de Sofía, Chile

COMITÉ EDITORIAL

Dr. Jaime Bassa Mercado

Universidad de Valparaíso, Chile

Dra. Heloísa Bellotto

Universidad de Sao Paulo, Brasil

Dra. Nidia Burgos

Universidad Nacional del Sur, Argentina

Mg. María Eugenia Campos

Universidad Nacional Autónoma de México, México

Dr. Francisco José Francisco Carrera

Universidad de Valladolid, España

Dr. Pablo Guadarrama González

Universidad Central de Las Villas, Cuba

Mg. Amelia Herrera Lavanchy

Universidad de La Serena, Chile

Dr. Claudio Llanos Reyes

Pontificia Universidad Católica de Valparaíso, Chile

Dr. Werner Mackenbach

Universidad de Potsdam, Alemania

Universidad de Costa Rica, Costa Rica

Mg. Rocío del Pilar Martínez Marín

Universidad de Santander, Colombia

Ph. D. Natalia Milanese

Universidad de Houston, Estados Unidos

Ph. D. Maritza Montero

Universidad Central de Venezuela, Venezuela

Dra. Eleonora Pencheva

Universidad Suroeste Neofit Rilski, Bulgaria

Dra. Rosa María Regueiro Ferreira

Universidad de La Coruña, España

Dr. Andrés Saavedra Barahona

Universidad San Clemente de Ojrid de Sofía, Bulgaria

Dr. Efraín Sánchez Cabra

Academia Colombiana de Historia, Colombia

Dra. Mirka Seitz

Universidad del Salvador, Argentina

Ph. D. Stefan Todorov Kapralov

South West University, Bulgaria

COMITÉ CIENTÍFICO INTERNACIONAL

Comité Científico Internacional de Honor

Dr. Adolfo A. Abadía

Universidad ICESI, Colombia

Dr. Carlos Antonio Aguirre Rojas

Universidad Nacional Autónoma de México, México

Dr. Martino Contu

Universidad de Sassari, Italia

Dr. Luiz Alberto David Araujo

Pontificia Universidad Católica de Sao Paulo, Brasil

Dra. Patricia Brogna

Universidad Nacional Autónoma de México, México

REVISTA INCLUSIONES

REVISTA DE HUMANIDADES
Y CIENCIAS SOCIALES

Dr. Horacio Capel Sáez

Universidad de Barcelona, España

Dr. Javier Carreón Guillén

Universidad Nacional Autónoma de México, México

Dr. Lancelot Cowie

Universidad West Indies, Trinidad y Tobago

Dra. Isabel Cruz Ovalle de Amenabar

Universidad de Los Andes, Chile

Dr. Rodolfo Cruz Vadillo

*Universidad Popular Autónoma del Estado de Puebla,
México*

Dr. Adolfo Omar Cueto

Universidad Nacional de Cuyo, Argentina

Dr. Miguel Ángel de Marco

Universidad de Buenos Aires, Argentina

Dra. Emma de Ramón Acevedo

Universidad de Chile, Chile

Dr. Gerardo Echeita Sarrionandía

Universidad Autónoma de Madrid, España

Dr. Antonio Hermosa Andújar

Universidad de Sevilla, España

Dra. Patricia Galeana

Universidad Nacional Autónoma de México, México

Dra. Manuela Garau

Centro Studi Sea, Italia

Dr. Carlo Ginzburg Ginzburg

*Scuola Normale Superiore de Pisa, Italia
Universidad de California Los Ángeles, Estados Unidos*

Dr. Francisco Luis Girardo Gutiérrez

Instituto Tecnológico Metropolitano, Colombia

José Manuel González Freire

Universidad de Colima, México

Dra. Antonia Heredia Herrera

Universidad Internacional de Andalucía, España

Dr. Eduardo Gomes Onofre

Universidade Estadual da Paraíba, Brasil

CUADERNOS DE SOFÍA EDITORIAL

+ Dr. Miguel León-Portilla

Universidad Nacional Autónoma de México, México

Dr. Miguel Ángel Mateo Saura

*Instituto de Estudios Albacetenses "Don Juan Manuel",
España*

Dr. Carlos Tulio da Silva Medeiros

Diálogos em MERCOSUR, Brasil

+ Dr. Álvaro Márquez-Fernández

Universidad del Zulia, Venezuela

Dr. Oscar Ortega Arango

Universidad Autónoma de Yucatán, México

Dr. Antonio-Carlos Pereira Menaut

Universidad Santiago de Compostela, España

Dr. José Sergio Puig Espinosa

Dilemas Contemporáneos, México

Dra. Francesca Randazzo

*Universidad Nacional Autónoma de Honduras,
Honduras*

Dra. Yolando Ricardo

Universidad de La Habana, Cuba

Dr. Manuel Alves da Rocha

Universidade Católica de Angola Angola

Mg. Arnaldo Rodríguez Espinoza

Universidad Estatal a Distancia, Costa Rica

Dr. Miguel Rojas Mix

*Coordinador la Cumbre de Rectores Universidades
Estatales América Latina y el Caribe*

Dr. Luis Alberto Romero

CONICET / Universidad de Buenos Aires, Argentina

Dra. Maura de la Caridad Salabarría Roig

Dilemas Contemporáneos, México

Dr. Adalberto Santana Hernández

Universidad Nacional Autónoma de México, México

Dr. Juan Antonio Seda

Universidad de Buenos Aires, Argentina

Dr. Saulo Cesar Paulino e Silva

Universidad de Sao Paulo, Brasil

Dr. Miguel Ángel Verdugo Alonso
Universidad de Salamanca, España

Dr. Josep Vives Rego
Universidad de Barcelona, España

Dr. Eugenio Raúl Zaffaroni
Universidad de Buenos Aires, Argentina

Dra. Blanca Estela Zardel Jacobo
Universidad Nacional Autónoma de México, México

Comité Científico Internacional

Dra. Elian Araujo
Universidad de Mackenzie, Brasil

Mg. Romyana Atanasova Popova
Universidad Suroeste Neofit Rilski, Bulgaria

Dra. Ana Bénard da Costa
Instituto Universitario de Lisboa, Portugal
Centro de Estudios Africanos, Portugal

Dra. Noemí Brenta
Universidad de Buenos Aires, Argentina

Ph. D. Juan R. Coca
Universidad de Valladolid, España

Dr. Antonio Colomer Vialdel
Universidad Politécnica de Valencia, España

Dr. Christian Daniel Cwik
Universidad de Colonia, Alemania

Dr. Eric de Léséulec
INS HEA, Francia

Dr. Andrés Di Masso Tarditti
Universidad de Barcelona, España

Ph. D. Mauricio Dimant
Universidad Hebrea de Jerusalem, Israel

Dr. Jorge Enrique Elías Caro
Universidad de Magdalena, Colombia

Ph. D. Valentin Kitanov
Universidad Suroeste Neofit Rilski, Bulgaria

Mg. Luis Oporto Ordóñez
Universidad Mayor San Andrés, Bolivia

Dr. Gino Ríos Patio
Universidad de San Martín de Porres, Perú

Dra. María Laura Salinas
Universidad Nacional del Nordeste, Argentina

Dra. Jaqueline Vassallo
Universidad Nacional de Córdoba, Argentina

Dra. Maja Zawierzeniec
Universidad Wszechnica Polska, Polonia

Editorial Cuadernos de Sofía
Santiago – Chile
Representante Legal
Juan Guillermo Estay Sepúlveda Editorial

Indización, Repositorios y Bases de Datos Académicas

Revista Inclusiones, se encuentra indizada en:





REX



UNIVERSITY OF SASKATCHEWAN



Universidad de Concepción



BIBLIOTECA UNIVERSIDAD DE CONCEPCIÓN

**THE EFFICIENCY OF BLENDED LEARNING IN TEACHING THE ENGLISH LANGUAGE
TO STUDENTS OF NON-LINGUISTIC SPECIALTIES**

Ph. D. (C) Elena Yuryevna Kartseva

Peoples' Friendship University of Russia (RUDN University), Russia
0000-0003-2595-3775
lenakartseva@inbox.ru

Ph. D. (C) Daria Vladimirovna Tavberidze

Peoples' Friendship University of Russia (RUDN University), Russia
0000-0002-2727-6803
tavberidze_dv@rudn.university

Fecha de Recepción: 11 de marzo de 2020 – **Fecha Revisión:** 08 de abril de 2020

Fecha de Aceptación: 05 de junio de 2020 – **Fecha de Publicación:** 01 de julio de 2020

Abstract

The authors analyze the implementation of the blended learning approach to teaching the English language to students of non-linguistic specialties. It is shown that the use of blended learning in the modern learning environment entails the utilization of educational resources. These resources enable one to simultaneously use the advantages of classroom-based learning and the benefits of distance learning technologies. Based on students' questionnaires, the authors determine students' attitudes towards the implementation of a blended learning approach during English language classes. In the study, the survey method is used to collect and analyze information that reflects the opinions of students of non-linguistic specialties towards studying the English language with the implementation of a blended learning approach. The survey of students of humanities specialties has indicated certain disadvantages to using the blended learning approach. At the same time, the results of the study have shown that blended learning also has some advantages. A conclusion has been made that the implementation of the blended learning approach in teaching the English language leads to increased efficiency of the education process.

Keywords

Teaching methods – English language – Blended learning – Education process – Online learning

Para Citar este Artículo:

Kartseva, Elena Yuryevna y Tavberidza, Daria Vladimirovna. The efficiency of blended learning in teaching the english language to students of non-linguistic specialties. Revista Inclusiones Vol: 7 num Especial (2020): 580-592.

Licencia Creative Commons Attribution Non-Comercial 3.0 Unported
(CC BY-NC 3.0)
Licencia Internacional



Introduction

The new conditions of professional training of future specialists in the system of higher education are determined by rapid technological development and the changes in approaches to teaching and learning. These conditions provide for the efficient realization of curricula and the simplification of student-teacher communication by introducing unconventional methods characterized by the flexibility of innovative learning technologies. Along with information technologies, the Internet becomes an important medium of teaching and educating young students¹.

The proliferation of Internet technologies enables the design and utilization of a new-generation learning environment that is realistic, authentic and appealing. The use of computer technologies, in particular the Internet, significantly expands educational capabilities available to both students and teachers².

However, the implementation of online technologies in the field of education divided the learning environment into classroom-based and distance environments that remain largely independent as they rely on different ways of presenting information and are aimed at meeting the needs of different audiences. At the same time, the implementation of modern information technologies and the emergence of new approaches to the learning process allows teachers to introduce the optimal approach that enables students to develop and obtain communicative competence – blended learning (BL) which successfully combines online learning and the classroom-based teaching³.

BL is a teaching concept that allows one to use traditional and innovative teaching methods. Students attend "live" lessons in the classroom but also widely use information and communication technologies (ICT) in their learning through various information processing devices: personal computers, digital notebooks, mobile devices, etc.⁴.

The analysis of academic literature indicates that most scholars favor the definition that states that BL is an amalgamation (combination) of different educational technologies (traditional, distance, mobile) and learning strategies⁵.

¹ O. Maximova y D. Tavberidze, Teaching English for Special Purposes: Methods of Academic Reading Skills Development. Seville: ICERI2019 Proceedings. 2019; S. Blinova; T. Dugina y A. Zabolotskikh, Teaching mixed nationality groups (on the example of students from the Northern Caucasus region). Spain: 12th International Technology, Education and Development Conference. March 5-7, 2018 y U. A. Ovezova; M.-N.L. Vagner; D. V. Tavberidze y E. Yu. Kartseva, "Mass Online Courses in The Development of International Cooperation in Higher Education", DCEPV-A&TIC - Dilemas Contemporaneos-Educacion Politica y Valores Núm: Edición Especial (2019): 1-18.

² T. Margaryan y E. Kartseva, The Impact of the Bologna Process on Russian Tertiary Education. Seville: Proceedings of the 12th International Conference on Education, Research and Innovations (ICERI 2019). November 11-13, 2019 y S. A. Barov; E. V. Mussaui-Ulyanishcheva y L. V. Ulyanishcheva, University Networks as a new vector of Development in Education. Palma de Mallorca: Conference: 10th International Conference on Education and New Learning Technologies. July, 2-4, 2018.

³ J. Poon, "Blended learning: An institutional approach for enhancing students' learning experiences", Journal of Online Learning and Teaching Vol: 9 num 2 (2013): 271-288.

⁴ J. E. Rooney, "Blending learning opportunities to enhance educational programming and meetings", Association Management Vol: 55 num 5 (2003): 26-32.

⁵ D. H. Lim y M. L. Morris, "Learner and instructional factors influencing learner outcomes within a blended learning environment", Educational Technology & Society Vol: 12 num 4 (2009): 282-293 y

At present, BL is a teaching approach that is developing rapidly and dynamically. Modern scholars are working on improving the integration of BL into the education process, designing integrated curricula and courses, searching for innovative forms and methods of teaching, creating better conditions for mastering foreign languages, including English, through individualization of teaching, expanding the set of modern technological teaching means and the comprehensive use of unorthodox forms of organizing the learning process at universities.

In particular, the study by J. Bowyer and L. Chambers⁶ justifies the new generation learning environment and its components. D.H. Lim and M.L. Morris⁷ examine the theoretical basis of combined learning and the opportunity to use it in higher education. E. Stracke⁸ and P. Neumeier⁹ describe BL models and ways of implementation in teaching a foreign language at university, R.-C. Shih¹⁰ considers the ways of using video blogs and social networks when teaching English as a second language.

The challenges of integrating students' classroom-based and individual out-of-class work with the use of ICT have been considered in the works¹¹ that have indicated that BL does not require radical changes to the classical model that forms the individual's important sociocultural qualities. However, the utilization of BL results in the activation of students' cognitive activity and develops qualities essential for living and working in the information society.

BL combines two learning environments – traditional classroom-based and distance learning. The analysis of academic publications on the issue under investigation makes it possible to identify general definitions. In particular, in the work by C.P. Johnson and D. Marsh the term BL is viewed through the lens of the following components: web-technologies for achieving a pedagogical or educational goal; pedagogical approaches for attaining the ideal result of studying (with or without ICT); the combination of teaching technologies and the direct teacher-student interaction; the mixture of the learning technology and practical tasks to strike the balance between theoretical and practical knowledge¹².

D. Lowe, "Roadmap of a blended learning model for online faculty development", *Distance Education Report* Vol: 17 num 6 (2013): 121-133.

⁶ J. Bowyer; L. Chambers, "Evaluating blended learning: Bringing the elements together", *Research Matters: A Cambridge Assessment publication* num 23 (2017): 17-26.

⁷ D. H. Lim y M. L. Morris, "Learner and instructional factors influencing learner outcomes within a blended learning environment", *Educational Technology & Society* Vol: 12 num 4 (2009): 282–293.

⁸ E. Stracke, "A road to understanding: A qualitative study into why learners drop out of a blended language learning (BLL) environment", *ReCALL* Vol: 19 (2007): 57-78.

⁹ P. Neumeier, "A closer look at blended learning: Parameters for designing a blended learning environment for language teaching and learning", *ReCALL* Vol: 17 num 2 (2005): 163-178.

¹⁰ R.-C. Shih, "Blended learning using video-based blogs: Public speaking for English as a second language students", *Australasian Journal of Educational Technology* Vol: 26 num 6 (2010): 883-897.

¹¹ S. Hubackova; I. Semradova y B. F. Klimova, "Blended learning in a foreign language teaching", *Procedia - Social and Behavioral Sciences* Vol: 28 (2011): 281-285; E. K. Prokhorets; M. V. Plekhanova y N.G. Scherbinina, "Instructional Design of Foreign Language Blended Courses", *Procedia - Social and Behavioral Sciences* Vol: 215 (2015): 161-169 y E. Stracke, *Conflicting voices: Blended learning in a German university foreign language classroom. Learner Autonomy 9: Autonomy in the classroom* (Duma: Authentik, 2007).

¹² C. P. Johnson y D. Marsh, "Blended language learning: An effective solution but not without its challenges", *Higher Learning Research Communications* Vol: 4 num 3 (2014): 23-41.

Today BL is considered the most practical and beneficial approach to the learning process at university when studying a foreign language as the approach allows students to use the advantages of both classroom-based and distance learning¹³. J. Rivera defines the term BL as a curriculum according to which the students partially study online (while controlling the time, place, ways and/or pace) and partially in the educational facility. Forms and ways of organizing education for the student are designed in such a way as to provide the integrated learning experience¹⁴.

In this study, we share the opinion of N. Vaughan who views BL through the spectrum of the following characteristics:

- within the operation of educational institutions, BL is part of formal education;
- BL is a targeted process of obtaining knowledge, skills and qualifications within certain subjects, and part of the process is realized remotely;
- when studying a subject, ICT and technological learning means are used (PC, mobile phones, tablets, projectors, etc.);
- ICT are used not only to store and deliver training material but also to carry out control activities and organize learning interactions (consultations, discussions);
- the student controls their own time, place, ways and pace of learning¹⁵.

Therefore, BL in studying a foreign language in the modern learning environment contains three main components: traditional, independent and online learning. Independent learning requires students to work by themselves and use various digital resources. Online learning involves the work of teachers and students on the Internet¹⁶.

Such presentation of material based on BL at university combines teacher-assisted learning and online learning which involves elements of self-control in reference to time, place and pace of learning, as well as the integration of learning experience with the teacher and online. The utilization of ICT in the field of higher education has become a necessary and inevitable phenomenon as it positively influences students of humanities specialties. In view of this, there is a need to increasingly focus on the implementation of digital and BL.

The results of the studies have indicated that the utilization of online resources makes studying the subject "Foreign language (English)" appealing for students due to the interactive and multimedia aspects that allow the student to study the material at their own pace, asynchronously with the rest of the group. At the same time, classroom-based learning

¹³ M. Mondejar, Implementing blended learning in foreign language education: Reasons and considerations. N. Sonda & A. Krause (Eds.), JALT2012 Conference Proceedings (Tokyo: JALT, 2013) y S.-C. Cheng; W.-Y. Hwang; S.-Y. Wu; R. Shadiev y C.-H. Xie, "A mobile device and online system with contextual familiarity and its effects on English learning on campus", Educational Technology & Society Vol: 13 num 3 (2010): 93-109.

¹⁴ J. Rivera, "Blended Learning-Effectiveness and Application in Teaching and Learning Foreign Languages", Open Journal of Modern Linguistics Vol: 9 num (2019): 129-144.

¹⁵ N. Vaughan, "Perspectives on blended learning in higher education", International Journal on ELearning Vol: 6 num 1 (2007): 81-94.

¹⁶ C. S. Salcedo, "Comparative analysis of learning outcomes in face-to-face foreign language classes vs. language lab and online", Journal of College Teaching & Learning Vol: 7 num 2 (2010): 43-54.

fosters group solidarity and the sense of being part of the team, facilitates live communication with the teacher and the other students and allows one to get clarifications and explanations immediately as difficulties arise. The use of BL when studying the subject "Foreign language (English)" online allows students to complete practical and creative tasks, use reference materials, audio- and video materials from the Internet, take midpoint and control tests. Basic courses are taught during in-person practical classes and extensive/advanced courses are offered for distance learning¹⁷.

In view of this, the rational solution to the problem of forming speech competence in students of non-linguistic specialties is the creation of the distance course "Foreign language (English)" on the platform Moodle which enables one to use various approaches and methods of exploring the educational material and structuring the students' independent learning. In this case, teachers should systematically go through special training on creating educational content and using different tools on the digital learning platform Moodle. The teacher's goal is to create a course and arrange the learning material in such a way that one would need to study it during practical classes, independently, during individual classes and when working in groups¹⁸.

We believe that the study of students' attitude towards using BL during foreign language (English) classes is a necessary part of improving the training system for future specialists and will become a push for the modification of the existing curriculum. However, there are currently no applied studies that would comprehensively and specifically outline the attitudes of students of non-linguistic specialties towards the introduction of the BL approach to the English language course and ensure the improved implementation of BL at universities and the creation of integrated curricula.

The purpose of the study is to analyze the use of the BL approach when studying the subject "Foreign language (English)" at higher education facilities and find out the students' attitude towards using BL during English language classes.

The hypothesis of the study: the use of the BL approach during English language classes with students of non-linguistic specialties is an important aspect of future specialists' training while it has both advantages and certain disadvantages. The results of the study allow us to conclude that the goal of the study has been accomplished.

Methods

To conduct the experiment, we used a complex of general scientific theoretical, empirical and statistical methods, namely: synthesis, the conceptualization of theoretical knowledge to form core provisions of the work; systemic analysis of academic studies on the problem under investigation that allowed us to identify the possible aspects of consideration; the descriptive method; classification and abstraction used to identify the set of characteristics according to the purpose of the study.

¹⁷ Z. Kocoglu; Y. Ozek y Y. Kesli, "Blended learning: Investigating its potential in an English language teacher training program", *Australasian Journal of Educational Technology* Vol: 27 num 7 (2011): 1124-1134.

¹⁸ S.Y. Ju y S.Y. Mei, "Perceptions and Practices of Blended Learning in Foreign Language teaching at USIM", *European Journal of Social Sciences Education and Research* Vol: 12 num 1 (2018): 170-176.

To assess the efficiency of BL, the methods of testing, interpretation and generalization of study results were used.

For the study, we used the survey method to collect and analyze personal information about those surveyed. The collected information expressed the students' opinions studying the English language in the BL mode and their sufficient level of preparation for it.

The survey was completed by first- and second-year students of humanities specialties. There were 71 students in total aged 17-18. The study was carried out during the second semester of the school year.

The purpose and the structure of the survey were explained to the students before they started filling out the survey forms. The questionnaire was provided to students on paper and written in the Russian language. During the interview, all interlocutors communicated in Russian.

The procedure of the study consisted of the following stages:

- inviting the interested participants;
- handing out and collecting the survey materials;
- processing and verifying the integrity and significance of survey data.

The data was collected through a questionnaire prepared based on the objective review of the literature connected to the field. The questionnaire was developed to find out the students' attitudes towards the utilization of the BL approach during English language classes. Some questions required multiple answers.

The questionnaire was aimed at identifying:

- the students' positive attitude towards BL of the English language;
- the students' negative experiences with BL of the English language;
- the students' perception of the BL approach.

Results

In answer to the question “Which means of BL do you use when studying the foreign language (English)?”, 75% (53) of replies indicated active use of the textbook and 72% (51) named the Internet. However, the distance learning platform Moodle was less popular among the surveyed – 35% (25). Only 7% (5) students chose the option of the university's library and lecture notes (Table 1).

Nº	Reply option	Number of replies (people)	% of sample
1	Textbook	53	75
2	Internet (chats, online testing, academic competitions, email, Skype)	51	72
3	Moodle	25	35
4	Other	5	7

Table 1
Means used for BL of the foreign language

In reply to the question, "Does BL facilitate the understanding of the material in the subject "Foreign language (English)"?", 79% (56) of students replied "yes", 20% (14) were undecided and only 1% (1) replied "no" (Fig. 1).

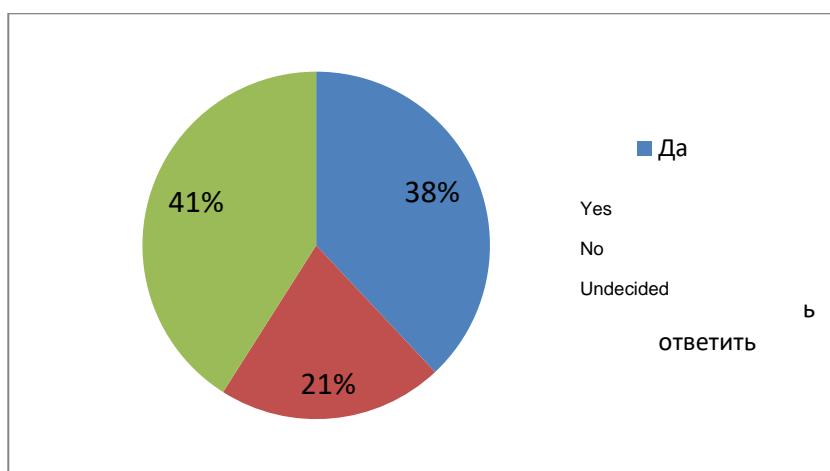


Figure 1
Assessment of degree of material understanding through the BL approach in the subject "Foreign language (English)"

Among the advantages of BL of the English language, 65% (46) of the students named the opportunity to study at home, 52% (37) noted the flexible schedule and pace of learning, 49% (35) mentioned the chances to independently study the learning material, 45% (32) noted the time saved during the BL of the English language, 18% (13) agreed that BL increases the interaction between the teacher and the student and only 7% (5) did not see any particular advantages to BL (Table 2).

Nº	Reply option	Number of replies (people)	% of sample
1	Opportunity to study at home	46	65
2	Flexible schedule and pace of learning	37	52
3	Independent study of the learning material	35	49
4	Time saving	32	45
5	Increased interaction between the teacher and the student	13	18
6	There are no particular advantages to BL	5	7

Table 2
Advantages of BL

In reply to the question, "Did the learning results improve during BL compared to traditional learning?", 38% (27) of the surveyed noted that they did not feel a particular difference; 34% (24) agreed that BL helped them to improve their knowledge; 18% (13) were undecided and 11% (8) noted the efficiency of traditional learning (Fig. 2).

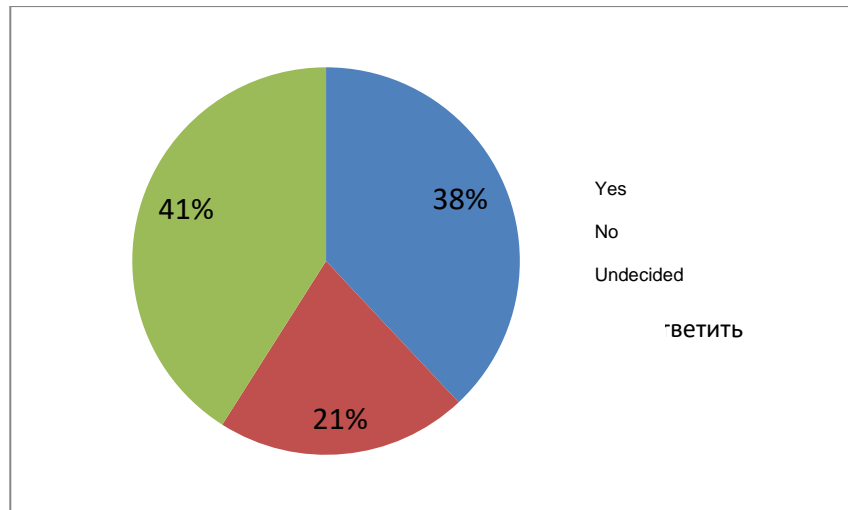


Figure 2
Comparison of BL and traditional learning results

The students were also given a list of potential disadvantages during BL of the English language. Most respondents, namely 53% (38) believed that BL did not always show the actual level of knowledge. 41% (29) noted certain technical problems during the organization of BL. 22% (16) agreed with the idea of poor motivation for learning (laziness). 20% (14) did not experience particular difficulties during BL, however, 17% (12) noted the difficulties in the course content and the social isolation that, they believe, is increased by BL (Table 3).

Nº	Reply option	Number of replies (people)	% of sample
1	Does not always show the actual level of knowledge	38	53
2	Technical problems	29	41
3	Difficult to make oneself study	16	22
4	No particular difficulties	14	20
5	Problems associated with the difficulty of the course content	12	17
6	BL increases social isolation	12	17

Table 3
Disadvantages of BL

In reply to the question, "Did you experience the need for in-person communication with the teacher during BL?", 38% (27) of the students replied that they experienced the need for in-person communication, 21% (15) felt that digital communication fully replaced in-person communication and 41% (29) were undecided (Fig. 3).

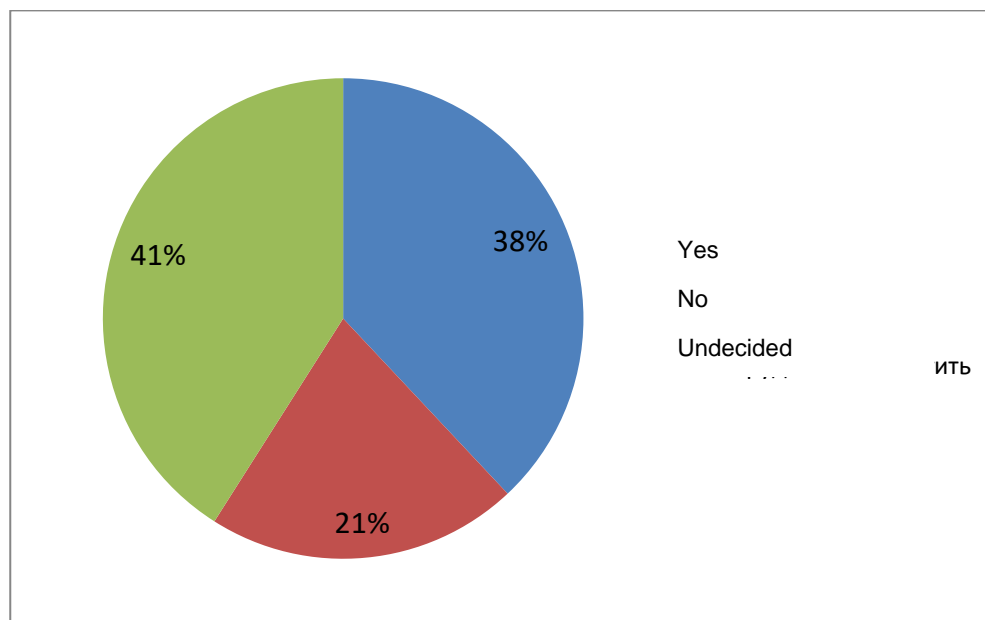


Figure 3
Assessment of the students' need for in-person communication

During the study, it was important for us to identify whether the course for the subject "Foreign language (English)" needed improvements from the student's rather than the teacher's perspective. That is why the question "What exactly would you like to change or add to BL at your university?" was aimed at identifying the possible routes for modifying the course. Thus, 76% (54) of the respondents noted that they were completely satisfied and only 24 % (17) pointed out that they saw the improvement of BL in increasing the number of interactive classes, holding online conferences and using social network applications that facilitated foreign language learning.

We believe that an important task is to identify how exactly BL influenced the students' understanding of the materials in the subject "Foreign language (English)". 51% (36) of the surveyed noted the improvement in general skills of working with information, 45% (32) noted the improvement of their computer skills. An equal share of respondents 37% (26) confirmed the improved understanding of their skills and interests and the constant exercise of memory during BL. 32% (23) agreed that BL improved their communicative and information competence and 27% (19) confirmed the improved skills of planning learning activities. 3% (2) noted the chance to study remotely (at home) and the same number did not agree with any of the above (Table 4).

№	Reply option	Number of replies (people)	% of sample
1	Improvement in general skills of working with information	36	51
2	Improvement of computer skills	32	45
3	Improved understanding of one's own skills	26	37
4	Memory training	26	37
5	Development of communicative and information competence	23	32

6	Improved skills in planning learning activities	19	27
7	Chance to study remotely	2	3
8	None of the above	2	3

Table 4

The influence of BL on the understanding of the material of the subject "Foreign language (English)"

The students noted that digital resources helped them to learn better the English language as the resources allowed them to listen to recordings by native speakers, watch videos with native speakers and use social network applications. At the same time, the students recognized the appealing presentation of course materials and pointed out that the use of computer programs and mobile devices allowed them to obtain more information, inspired self-improvement and motivated for success.

Discussion

The survey of the students indicates that the students take an active part in BL that improves their level of the English language and helps to make the language learning process interactive and interesting. Moreover, BL improves the interaction of teachers and students and gives them enough time to complete tasks. BL oriented towards students' personal goals helps them develop skills of independent learning and self-control. Such learning gives students new opportunities to study English both in class and online at a convenient time and thus prepare for tests and quizzes in class; gives access to reference and additional materials.

Therefore, the implementation of the BL approach in English language classes contributes to students' high level of work in the context of insufficient classroom-based studies, which significantly increases the efficiency of studying the subject "Foreign language (English)" and is an efficient way of solving the issue of developing and introducing learning materials that meet the requirements of smart-education.

We believe that the introduction of BL into the educational process of students of non-linguistic specialties contributes to individual organization and planning of work, independent knowledge analysis, search and selection of information, the formation of project presentation skills, improves the quality of academic research, etc.

The use of BL during English language classes increases the efficiency of the learning process as it allows one to solve several tasks that are important to both teachers and students. First, due to the decreased number of classroom-based lessons, BL allows one to spend as much time learning the foreign language as needed in each case. Second, BL facilitates the reduction of the gap in foreign language level between students due to the individual approach to learning. Third, BL complies with the key trend in the modern development of the education system due to the utilization of information educational technologies in the learning process.

Conclusion

Thus, the study has shown that the use of the BL approach during English language classes at universities was an important aspect of future specialists' training. The results prove that BL has significant advantages, namely, helps students to improve speech skills during English classes by watching online videos featuring native speakers; enables students to work at their own pace due to the use of personal devices (mobile phone, mp3

player, etc.); allows students to use modern computer programs; give students the opportunity to study the advanced course (additional materials) and obtain test results online; allows students to share ideas with their group mates on forums.

The results of the study have confirmed the hypothesis that the use of the BL approach during English language classes for students of non-linguistic specialties is an important aspect of future specialists' training while it has both advantages and certain disadvantages.

In conclusion, one should stress that the question of using BL remains open for teachers and scholars alike. That is why we see the prospects of further studies in the diagnostic assessment of the system of organizational and pedagogical conditions that allow students of non-linguistic specialties to overcome professionally significant communicative barriers.

Acknowledgments

The publication was prepared with the support of the “RUDN University Program 5-100”.

References

Barov, S. A.; Mussaui-Ulyanishcheva, E. V.; Ulyanishcheva, L. V. University Networks as a new vector of Development in Education. Palma de Mallorca: Conference: 10th International Conference on Education and New Learning Technologies. July, 2-4, 2018.

Blinova, S.; Dugina, T. y Zabolotskikh, A. Teaching mixed nationality groups (on the example of students from the Northern Caucasus region). Spain: 12th International Technology, Education and Development Conference. March 5-7, 2018.

Bowyer, J. y Chambers, L. “Evaluating blended learning: Bringing the elements together”. Research Matters: A Cambridge Assessment publication num 23 (2017): 17-26.

Cheng, S.-C.; Hwang, W.-Y.; Wu, S.-Y.; Shadiev, R.; Xie y C.-H.; “A mobile device and online system with contextual familiarity and its effects on English learning on campus”. Educational Technology & Society Vol: 13 num 3 (2010): 93-109.

Hubackova, S.; Semradova, I. y Klimova, B. F. “Blended learning in a foreign language teaching”. Procedia - Social and Behavioral Sciences Vol: 28 (2011): 281-285.

Johnson, C. P. y Marsh, D. “Blended language learning: An effective solution but not without its challenges”. Higher Learning Research Communications Vol: 4 num 3 (2014): 23-41.

Ju, S. Y. y Mei, S. Y. “Perceptions and Practices of Blended Learning in Foreign Language teaching at USIM”. European Journal of Social Sciences Education and Research Vol: 12 num 1 (2018): 170-176.

Kocoglu, Z.; Ozek, Y. y Kesli, Y. “Blended learning: Investigating its potential in an English language teacher training program”. Australasian Journal of Educational Technology Vol: 27 num 7 (2011): 1124-1134.

Lim, D. H. y Morris, M. L. "Learner and instructional factors influencing learner outcomes within a blended learning environment". *Educational Technology & Society* Vol: 12 num 4 (2009): 282–293.

Lim, D. H. y Morris, M. L. "Learner and instructional factors influencing learner outcomes within a blended learning environment". *Educational Technology & Society* Vol: 12 num 4 (2009): 282–293.

Lowe, D. "Roadmap of a blended learning model for online faculty development". *Distance Education Report* Vol: 17 num 6 (2013): 121-133.

Margaryan, T. y Kartseva, E. *The Impact of the Bologna Process on Russian Tertiary Education*. Seville: Proceedings of the 12th International Conference on Education, Research and Innovations (ICERI 2019). November 11-13, 2019.

Maximova, O. y Tavberidze, D. *Teaching English for Special Purposes: Methods of Academic Reading Skills Development*. Seville: ICERI2019 Proceedings. 2019.

Mondejar, M. *Implementing blended learning in foreign language education: Reasons and considerations*. N. Sonda & A. Krause (Eds.), JALT2012 Conference Proceedings. Tokyo: JALT. 2013.

Neumeier, P. "A closer look at blended learning: Parameters for designing a blended learning environment for language teaching and learning". *ReCALL* Vol: 17 num 2 (2005): 163-178.

Ovezova, U. A.; Vagner, M.-N. L.; Tavberidze, D. V. y Kartseva, E. Yu. "Mass Online Courses in The Development of International Cooperation in Higher Education". *DCEPV-A&TIC - Dilemas Contemporaneos-Educacion Politica y Valores num Edición Especial* (2019): 1-18.

Poon, J. "Blended learning: An institutional approach for enhancing students' learning experiences". *Journal of Online Learning and Teaching* Vol: 9 num 2 (2013): 271-288.

Prokhorets, E. K.; Plekhanova, M. V. y Scherbinina, N. G. "Instructional Design of Foreign Language Blended Courses". *Procedia - Social and Behavioral Sciences* Vol: 215 (2015): 161-169.

Rivera, J. "Blended Learning-Effectiveness and Application in Teaching and Learning Foreign Languages". *Open Journal of Modern Linguistics* Vol: 9 num (2019): 129-144.

Rooney, J. E. "Blending learning opportunities to enhance educational programming and meetings", *Association Management* Vol: 55 num 5 (2003): 26-32.

Salcedo, C. S. "Comparative analysis of learning outcomes in face-to-face foreign language classes vs. language lab and online". *Journal of College Teaching & Learning* Vol: 7 num 2 (2010): 43-54.

Shih, R.-C. "Blended learning using video-based blogs: Public speaking for English as a second language students", *Australasian Journal of Educational Technology* Vol: 26 num 6 (2010): 883-897.

The efficiency of blended learning in teaching the english language to students of non-linguistic specialties pág. 592

Stracke, E. "A road to understanding: A qualitative study into why learners drop out of a blended language learning (BLL) environment". ReCALL Vol: 19 (2007): 57-78.

Stracke, E. Conflicting voices: Blended learning in a German university foreign language classroom. Learner Autonomy 9: Autonomy in the classroom. Duma: Authentik. 2007.

Vaughan, N. "Perspectives on blended learning in higher education". International Journal on ELearning Vol: 6 num 1 (2007): 81-94.

CUADERNOS DE SOFÍA EDITORIAL

Las opiniones, análisis y conclusiones del autor son de su responsabilidad y no necesariamente reflejan el pensamiento de **Revista Inclusiones**.

La reproducción parcial y/o total de este artículo
Puede hacerse sin permiso de **Revista Inclusiones, citando la fuente**.