BLENDED LEARNING APPROACH: A COMPLEMENTARY METHOD IN THE EFL PRIMARY CLASSROOM

Rocio Orostivar Espliego

MASTER´S DEGREE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

Universidad de Álcala de Henares

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ABSTRACT

We live in a society in which internet and knowledge are central elements. In the new society, great amount of knowledge is available to all the people and is used to improve the human conditions. The educational system must adjust to this social paradigm to satisfy the necessities of the new era. It is fundamental to implement a complementary approach, within which the new technologies are integrated, the collaborative work will be strength, the development of the autonomy will be promoted, and the environment´s flexibly will be generated. Mastering the English language will be fundamental to improve the human conditions because most of the knowledge will be acquired and built in that language. The aim of this study is to propose a new educational model as a complementary method in EFL primary classroom in Spain to supplement and improve the traditional approach. The complementary model that has been proposed in EFL subject for primary school is blended learning. To do this, it will be revised and analysed the characteristics and the changes the knowledge society and network society has produced, the new abilities and competences people need, blended learning approach definitions, characteristics, models, advantages and disadvantages. Moreover, different successful case studies, in which blended learning has been implemented in EFL for primary schools, will be studied and examined. This study evidences that blended learning approach meets the requirements needed by people in the network and knowledge society and adjusts perfectly to fulfil the gaps the traditional learning approach has. Blended learning facilitates the acquisition of the English language in Primary Education because it is a flexible approach that will be able to adapt to different settings and to the social ´s requirements. It promotes collaborative learning and develops socio-cognitive abilities which are essential for the development of the communicative competence. It considers that students have diverse intelligences and

that they learn differently which allows students to build their own learning and have an active role, it increases students´ motivation through the use of new information and communication technologies which improves the learning-teaching process, and it increases the quality and quantity of resources that may well be used to teach English language. Due to the features, characteristics and models blended learning offers, the implementation of the approach requires a whole reflexion, analysing the operational, structural and financial blended learning model the school needs in order to maximize the benefits. The political, educational, and social institutions must have a leading role in this implementation. New educational laws must be approved, new technology competences should be learnt, public money must be invested on fit out the schools, etc. However, is there anything more important than education?

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Background study

The present society has been subjected to new political, economic, social, cultural, and educational paradigms. The new knowledge and network society is not based on facts, data, and rules. It is based on knowledge and competences, grounded on the principles of the constructivism theory, and requires the development of social and cognitive abilities, creativity, and imagination in teachers and students. It produces the necessity of adjusting the way of building the knowledge and the type of methodology and pedagogy applied in the educational institutions, producing new challenges people must confront and new roles people must acquire.

Fainholc (2005) states that it is necessary to involve defeating anachronous teaching concepts still in place, belonging to the rationality of Aristotle, to Cartesian mechanical divisions, and to Newtonian determinism. These concepts are simple and inflexible today and do not adjust to the changeable and complex information and network society.

Nishanthi (2018) affirms that nowadays English language has an enormous importance and cannot be ignored because it is the greatest mutual language spoken across the world. After the emergence of technology, English language has played an important role in different sectors including education and it is an essential language for professional and personal goals.

The global knowledge and network society requires at least the master of two different languages and demands a deep transformation in foreign language educational programs. English is one of the most important foreign languages all over the world because it is the lingua franca people use to create, share, and apply knowledge offline and online. In the students 'future, English language will be a mean to build their own

knowledge getting the socio-economic development and the well-being. We have said that educational institutions and teachers should adapt the teaching and learning experience to the new paradigm, and it must happen, even to a greater extent, with the English subject.

The learning and teaching process does not have to be a fattening process where teachers give as much contents as they can without considering the quality. The contents must become a tool, the way students must follow to learn how to learn and build their own English knowledge.

That is why the following question must be formulated: Is the traditional approach in EFL subject for primary school students sufficient and suitable according to the society where we live? This question must be set out if we really want English Foreign Language Teaching to be beneficial for the students and to fit into the complex information and network society.

Identification of the problem

According to the information presented above, there is a huge necessity of adapting the learning-teaching process to the new paradigm. We need a real educational ecosystem in which institutions, schools, researchers, and teachers work in partnership to reconsider how the education system can cover the present and future requirements of our society. Fainholc (2005) stated that "As members of this new society with a new culture, we must decide what is appropriate in order to make the transition from the stage of data in the past toward information, knowledge, and comprehension, so that we will reach the future with wisdom"(p.91).

There is a general consent in the educational community to introducing new teaching strategies in the lessons. However, schools and teachers do not only need to

introduce new teaching strategies, they need to implement a complementary model that is compatible with the new knowledge and network society so as to improve the educational process, strengthening collaborative work, promoting global citizenship and generating environment sustainability. The educational model must be modified to update and become competent in the learning and teaching process, getting that the students be involved in an effective, useful and more well-matched learning, adjusting in this way to the new social and cultural paradigm.

That is why I ask the following question: Does the implementation of blended learning approach in EFL subject for primary school students could improve and update the traditional approach?

Justification

According to Castells (2001), cited by Fainholc (2005) "ICT is a strategic tool in the twenty-first century, and much work is still needed to deepen our knowledge of ICT in order to articulate this technology into different learning paradigms. If this is not done, technology and its equipment and artifacts will only be incorporated into old, linear education models" (p.94).

The current education system known as LOE, Fundamental Law of Education, supported by the government in each region, does not consider the blended learning method. Despite this, in the preamble of the Organic Law of Education: (Ley Orgánica de Educación-LOE) (2007) it is written "In the light of the rapid developments in science and technology and the impact of these developments on social trends, it is more vital than ever to ensure that education prepares people to live in the new knowledge based society and be able to face its challenges."(p.19). Technology is seen as a subject and one of the competence students must achieve. The Organic Law of

Education includes that "it is the responsibility of the Education Administrations to provide initial contact with a foreign language in the second cycle of infant education, especially in the last year. They will also provide initial contact with reading and writing skills, introduce basic numerical skills, information and communication technology (ICT) and visual and musical expression" (p.44).

Fainholc (2005) considers that "If the driving force of the twenty-first century is ICT and the Internet, the learning process in this knowledge society becomes an activity, rather than a place, and will be conceived and encouraged only if designed for many different settings and for different processes" (p.97). As Rahim (2019) says the technological-integrated approaches in EFL education do not only have to be seen a learning tool but also, they have to be used to develop the programs for education and as a pedagogical element in educational institutions.

The implementation of the blended learning model, as a complementary approach, in English foreign language elementary education could be a solution for our out-dated educational system. As Rahim (2019) says "Blended learning approach provides this opportunity for EFL educators and encourages them to practice the language inside and outside the classroom. Indeed, blended learning can function as an essential method to learn a foreign language aligned with the current demands of education globally" (p.1165). The present study proposes blended learning approach as a complementary method in the EFL primary classroom and aims to study why it complements, improves, and updates the traditional approach.

This study has different levels of importance:

- Personal and Social impact.

- The improvement of the educational process.

- Emerging theme in the process of evolution.

- Mastery of the theories and methodologies of teaching-learning, especially in online education.

- Management of new ICTs; and their use in the learning process.

- The ability to motivate and guide the student.

- The knowledge of the deficiencies of the teaching processes.

Objectives

General Objective

The general goal of this study is to determine if the blended learning approach could be implemented as a complementary method in the EFL primary classroom in Spain to complement, improve and update the traditional approach.

Specific Objectives

- To investigate and evaluate the blended learning.

- To study and evaluate successful blended learning case study.

- To find out if blended learning could be a complementary approach in EFL primary education.

A theoretical qualitative research has been done in this study. Archival study, documents, multimedia content and case study have been some of the methods used in the study.

Different stages in the work plan have been carried out. First, it has been done and investigation about the characteristics and the changes the knowledge society and network society have produced, and the new abilities and skills people need in order to live in it. Second, it has been done a deep theoretical research about the blended learning approach, studying the different definitions, characteristics, models, advantages, and disadvantages of its implementation. Third, different successful case study in which blended learning has been implemented in EFL subject for primary school students have been examined. Fourth, it has been analysed the theoretical research, and finally the conclusions have been written.

Studying and analysing two successful case study in which blended learning has been applied in primary schools and has been used in teaching English language takes an important part of this study in order to support that this approach can be implemented in the primary stage for the teaching of English language subject. The two-case study, that have been researched and analysed, are in United States of America. Rocketship Public School Redwood City, California, has been the first case study analysed, it was the pioneered in implemented the blended learning approach. Marshall Pomeroy, Elementary School in Milpitas has been the second case study examined.

Literature review

There has been a growing interest in the teaching approaches and pedagogical theories in which blended learning is based. The following lines synthesize the study of different authors whose theories are related to blended learning approach.

Child Computer interaction and learning (CCI). Read & Bekker (2011) describe Child Computer Interaction as a researching area within Human computer interaction. This area is driven from interests in technology use within education and schools. Read & Bekker (2011) explain that in the early days CCI was focused on the implementation and design of computer based tutoring activities. Nowadays, designing for educational contexts is still a high priority for the community.

Social and individual constructivism in the learning process. Vishal & Aarti (2016) assume the idea that learners must construct their own understanding and knowledge independently and cooperatively. The students use their own concepts and skills to construct the knowledge and to resolve problems presented. The role of other learners and the teacher is to deliver the setting, present the challenges, and offer the support needed to achieve the learning.

Athanases & Oliveira (2014) state that scaffolding helps teachers to design activities to link future with the present actions, and it helps learners in their own growth of knowledge. Vygotsky (1978) introduces the zone of proximal development concept as an alternative to static, individual testing (IQ), and he insists on the assessment through collaborative activities.

Collaborative learning. Blended learning promotes the collaborative learning. Laal & Laal (2012) cites that "Collaborative learning is an educational approach to teaching and learning that involves groups of learners working together to solve a

problem, complete a task, or create a product. In the CL environment, the learners are challenged both socially and emotionally as they listen to different perspectives and are required to articulate and defend their ideas. In so doing, the learners begin to create their own unique conceptual frameworks and not rely solely on an expert's or a text's framework. In a CL setting, learners have the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and are actively engaged (Srinivas, 2011)" (p.491).

Smith & MacGregor (1992) utter that collaborative learning represents a significant shift away to the student-centred. They think that some of the teacher-centred processes may not disappear, but other processes based on students- centred may be integrated in the teaching process. Teachers who use collaborative learning approaches have a tendency to think of themselves more as expert creators of intellectual experiences for students, as coaches of a more evolving learning process.

Multiple intelligences and different learning styles. Davis, Christodoulou, Seider & Gardner affirm, basing on the theory of multiple intelligences, developed by psychologist Howard Gardner in the late 1970's and early 1980's, that people have eight or more intelligences. There has been a traditional conception of intelligence measured by IQ tests, and studied by Piaget and other cognitive phycologists. Nowadays we know that there are different intelligences and all of them should be worked. It is known that different intelligences are developed when we use the blended learning approach.

Motivation. Motivation in English language teaching has a vital role, it is a useful mean for learning English language. Blended learning increases student's motivation because blended learning approach follows the motivation model´s principles. According to Keller (2008) Attention, Relevance, Confidence and

Satisfaction model (ARCS) is a systematic way to determine and deal with learning motivation.

Blended learning definitions

Blended Learning term was popularised by Salma Khan, an American professor and computer technician who invented in 2006 a free education organization focused on e-learning called the Khan Academy. Blended learning signifies many and distinct things to people. The definitions have been changing during the years by adding and subtracting different elements, the ones we have today are varied, and could be enormously similar and different.

There are two definitions that have been most often mentioned in literature. Graham (2006) defines blended learning using the following words "Blended learning systems combine face-to-face instruction with computer-mediated instruction" (p. 5). Garrison and Kanuka (2004) describe blended learning as "the thoughtful integration of classroom face-to-face learning experiences with online learning experiences "(p. 96). Therefore, in both definitions we can see a consensus of that there are two fundamental and combined components, the face-to-face and the online component. The first definition defines blended learning as a method which requires that connected things, both components, work together for a particular purpose that is learning, whereas the second one defines it as a thoughtful integration which requires thinking seriously about how these components are combined.

Yeop, Wong, & Goh (2016) define blended learning as the learning ecosystem that exists on the combination of technology in the learning process together with traditional practices. Traditional learning is based on real time interaction between teacher and student in the classroom to help students transfer of learning. While learning via technology is using web-based learning. This definition, which associate traditional

pedagogical practices with face to face learning and technology with ICT learning, is the most convenient for primary school students.

According to Graham (2006) blended learning is part of the continuing convergence of two prototypical learning environments. On the one hand, the first prototypical learning environment is the traditional offline learning that has existed for centuries. On the other hand, the second prototypical learning environment is the modern online learning. This second environment has begun to grow and spread exponentially the last years. In the past, these two prototypical learning environments have remained separate and distant. However, nowadays we can see a progressive conjunction of traditional online and offline environments allowing developing of blended learning systems.

There are other definitions in which face-to face term is not included. Singh, & Reed (2001) affirm that "Blended Learning can be described as a learning program where more than one delivery mode is being used with the objective of optimizing the learning outcome and cost of program delivery "(p. 1). This definition describes blended learning as more than one instructional method. It focuses on the achievement of the best learning results while optimizing the educational process. Singh & Reed (2001) also cite a definition that focuses on the learning goals more than on the method delivery, and takes account the different learning styles students have, and the specific necessities students require at a specific time in their teaching- learning process.

Singh (2003) introduces two terms related to blended learning that are synchronous and asynchronous. Synchronous learning occurs simultaneously for everyone but can be carried out online or offline. Some online synchronous learning activities are conferences, virtual classrooms, messaging, etc. On the other hand, asynchronous learning implies students can learn the same subject matter at different times. It is usually carried through online, but it can also be offline. Kumi-Yeboah

(2014) says that asynchronous learning environment offers students teaching resources for learning outside of the classroom. It also includes the ability to maintain communication with teachers and other students outside the school timetables. They think that asynchronous learning makes an extensive use of software and the Internet. Students have access to post, read and respond to subject instruction, questions and messages all within the same online space.

Blended learning approach searches for using the best features of synchronous teaching, that is usually face to face teaching, with the best possibilities of asynchronous teaching, that is usually online learning to foster active and independent learning.

Figure 1. Blended learning teaching.
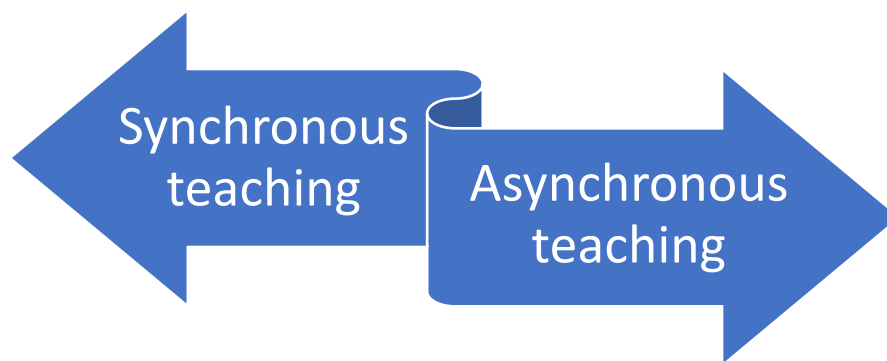
According to Lalima & Dangwal (2017) the following features must be mixed thoroughly to be called blended learning:

Face to face teaching. Students spend a lot of time on interacting with the teacher and other students. Teacher and classmates influence the student 's character, behaviour and principles. Face to face interaction allows simultaneous communication, immediate feedback, and human touch.

Online and offline student interaction with course content. Face to face learning gives students time to interrelate directly with the content through printing material, and

online learning gives students time to interrelate indirectly with their course content in a different and creative way, giving new perspectives to the contents.

Peer group interaction. Students learn by informal and formal means. Informal interactions with the classmates help students to learn life skills and values. These skills and values are learnt during the playground activities and students 'free time.

Group discussion and exchange of ideas. Online and offline teaching allow students to have discussions and exchange ideas with their classmates about different topics. Through discussions and debates students develop their confidence and the whole communication skills.

Accessing e-library and online resources. Online learning provides digital library and online resources that gives students access to different materials related to the course content they are studying. This expands their outlook and enriches their knowledge.

Virtual classroom. It lets students learn at whatever time, whatever place and from anyone. Students can be involved in a virtual lesson with their classmates and teacher wherever they are. Students do not need to attend school regularly and can learnt from other experts and enhance their knowledge.

Online assessment. Online assessment gives immediate feedback that is a crucial in the learning process. Immediate feedback increases learners 'motivation and makes them aware of their strengths and weaknesses. Online assessment makes the evaluation system more constructive, transparent, and faster.

E-tuitions. All the students have different types of intelligences and needs. Most students do not get benefits from face-to face teaching because they require personal guidance and more individualised learning.

Accessing and maintaining educational blogs. The rigid timetable, the pressure of the classwork, the assignments, the stressed exams reduce the development of students 'creativity in face to face teaching. However, educational blogs can be used to show

students creativity, to discuss important topics related to students´ interest and personal development.

Webinars and conferences. Blended learning is a tool that student can use to take part of interesting conferences and seminars. Students can present the tasks, participate in debates, and share knowledge.

Watching lectures in YouTube. Students can watch lectures by well-known experts from different fields related to the contents they are studying. Teachers also can upload videos of the lectures so students can watch them at home.

Videos and audios. On internet students can learn by using recordings, animated videos, etc. Students love using these resources because they are realists and are connecting with real life. It makes students learn abstract and difficult concepts.

Virtual laboratories. It is sometimes difficult to use a physical laboratory because the cost of the establishments or the danger of the experiments, so in those situation students can use virtual laboratories to learn and make experiments.

Main Characteristics of Blended Learning

Blended learning had an original use that was usually connected with the linking of traditional face to face learning to eLearning. However, blended learning has much more learning dimensions. According to Singh & Reed (2001) a blended learning program may mix some of the following dimensions, which have some attributes in common:

Table 1. Attributes combined in blended learning.

Combining Offline and Online Learning	Blended learning combines at least online and offline learning´s forms.
Blending Self-Paced and Collaborative Learning.	Self-rated learning suggests individual learning managed by the learner. Collaborative learning implies collective learning.
Blending Structured and Unstructured Learning	Blended learning can be planned, organised, or formal learning with established structured content but also can be an unstructured learning form.
Blending custom Content with Ordinary Content.	Ordinary content is general content that is not aware of the student's context and needs such us textbooks. Custum content can be customized today with a mixture of live experiences or through content customization.
Blending Labour and Learning.	In the future students will work in a technological environment and they will have to know how to use ICT. More and more people will have blended works and it is important students understand the new paradigm.

According to Lalima & Dangwal (2017) there are specific main features of blended learning:

Table 2. Main features of blended learning.

Pupils have the possibility of more than one model.	Students have the possibility of traditional teaching mode where they can get in person interaction with the classmates and the teacher, and they have online teaching. The nature of content and objectives stablish the most appropriate one.

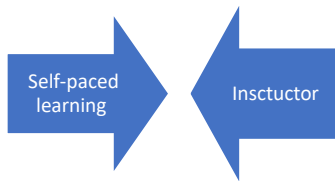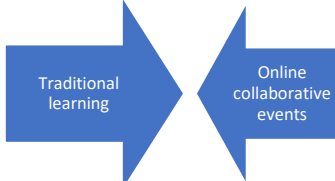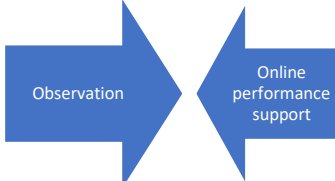|	
Teacher must be able with the different modes.	Blended learning teachers must be able to work efficiently in different formats. It is important they are dynamic and have basic technology skills and dispositions.
Students get personally and virtual space interaction.	Scholars can interact with their classmates inside the school and in virtual space. Their interaction opportunities increase.
Students get full experience in using new technology.	Teachers and students can be illiterate if they are not well versed with modern technologies. For the future, the new technologies will be as important as reading and writing is today.
Students train different life skills.	Blended learning helps students to train some fundamental skills for their future such us empathy, deciding capability, patience, communication, self-management, critical thinking, etc. Some of them will be acquainted in offline learning and other in online learning.
Integral development of the students` personality.	Blended learning provides an integral development of the students. The integral development is formed by the cognitive, physical, and emotional area. It is difficult to achieve with the use of one mode learning.
Physical development is possible with in face-to-face learning.	Student spend time on playing and doing physical activity in face-to-face learning.
Students get wide and new perspectives of the content	The new perspectives and dimensions increase the knowledge.
It has a human component.	Students mature the human component which is necessary for the development of their emotional part.

It gives a multicultural and multidimensional dimension.	Students communicate and share their ideas, views and feeling freely with other students.
Teaching process is child centred.	Students construct their knowledge rather than consuming it. It is related to the constructivism theory.
The teachers have different roles.	Teachers play diverse roles such us motivator, organiser, developer, guide, etc. It makes the teaching process more rewarding.

Blended learning models

We have seen that Blended learning has multiple definitions depending on the range of the concept that is considered. In the same way, we can see different blended learning models that are more and less connected with each definition, and that have been categorised considering different blended learning criteria.

On the early typology, Valiathan (2002) explained a blended learning categorization based on three models, considering the skills students have to develop and learnt: the first one is named skill-driven, this model combines individual learning, web-based and books, with teacher, who gives feedback and support through emails, forums and face to face lessons; the second one is named attitude-driven, which combines traditional face to face learning with online collaborative activities, where peer to peer interaction and group work are central; and the third one is named competency-driven learning, where students must observe teachers and specialists at work and it may be combined with online performance support tools.

Table 3. NIIT blended learning models.

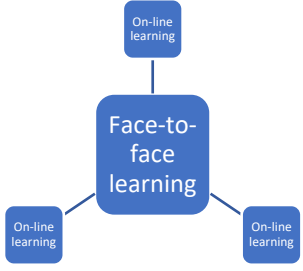| SKILL-DRIVEN LEARNING	ATTITUDE-DRIVEN LEARNING	COMPETENCY-DRIVEN LEARNING
Self-paced learning → ← Insctuctor	Traditional learning → ← Online collaborative events	Observation → ← Online performance support

According to Cleveland-Innes & Wilton (2018) there are different systems of instructional design in blended learning and these use many types of teaching and learning experiences and vary in design and implementation across teachers, programmes, and schools:

The first model is named blended presentation and interaction. The offline learning is the primary component and it is supported by out of class online learning. The flipped curriculum approach is a common example of this model in which students see online resources independently and then they have face-to-face lessons for group learning based on these resources.

The second model is named blended block model or programme flow model, in which a sequence of activities, or "blocks," is designed to incorporate both offline learning and online learning taking into account pedagogical goals and practical constraints. Neither one is more relevant than the other.

The third model is fully online learning, but it incorporates both synchronous and asynchronous learning.

Table 4. Systems of instructional design

BLENDED PRESENTATION AND INTERACTION MODEL	BLENDED BLOCK MODEL	FULLY ONLINE

A more influential approach was presented by Staker & Horn (2012) who consider four models of blended learning reduced from six models originally:

Rotation model. It is a model in which students rotate between different learning modalities, as a minimum one of which is online. It is a course by course model.
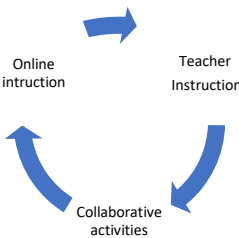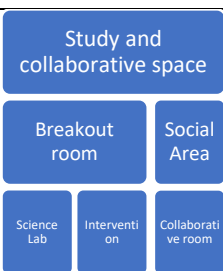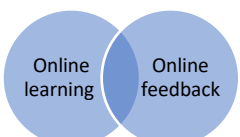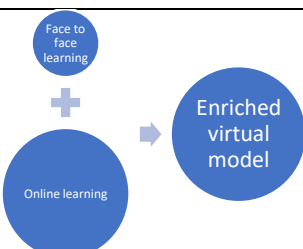
a. Station Rotation. Students rotate among different learning modalities inside the classroom. There is at least one station for online learning.

b. Lab Rotation. Students turn around different classrooms at school. At least one of these classrooms has online modality while the other classrooms have other learning modalities.

c. Flipped Classroom. Students combine face to face learning during the standard school day and online learning after school time. Online learning is the most important delivery of content and instruction.

d. Individual Rotation. Students turn among different learning modalities, being one of them online learning. It differs from the previous ones because students do not necessarily rotate to each modality.

Flex model. It is a model in which the content and the teaching are provided mainly by the Internet. The teacher usually gives face to face help and support through activities such as small-group instruction, group projects, and individual tutoring.

Self-Blend model. Students do a complete online course and teachers gives feedback digitally. It is used in a specific subject or course.

Enriched Virtual model. Students divide their instructional time between attending face to face learning and online learning. Students seldom attend the face-to-face lessons every weekday. It is a whole school experience.

Table 5. Course Models.

ROTATION MODEL	FLEX MODEL	SELF-BLEND MODEL	ENRICHED VIRTUAL MODEL

Chew, Jones & Turner (2008) presented different models as a result of the holistic ideas related to blended learning. There is one that is more representative in EFL subject for primary school students. It is the Inquiry-Based Framework of Garrison and Vaughan, which consider reflexion and discourse as inseparable and fundamental elements for the educational experience. They think blended learning recognises and maximizes this experience because it increases reflection and discourse and it makes rethink and revise the educational process to optimise the students´ engagement continuously. They developed the basis for the Community of Inquiry that consists of learners who build their own knowledge when they collaborate and interact. This model escapes from modes of delivery to learning. Technology's role is to facilitate the linking

of the three main elements: cognitive presence, teaching presence and social presence. It

is not merely adding educational technology into face-to-face instruction; it is using the

technology to get a complete educational experience.

Figure 2. Community of inquiry Framework (Garrison and Vaughan, 2008)
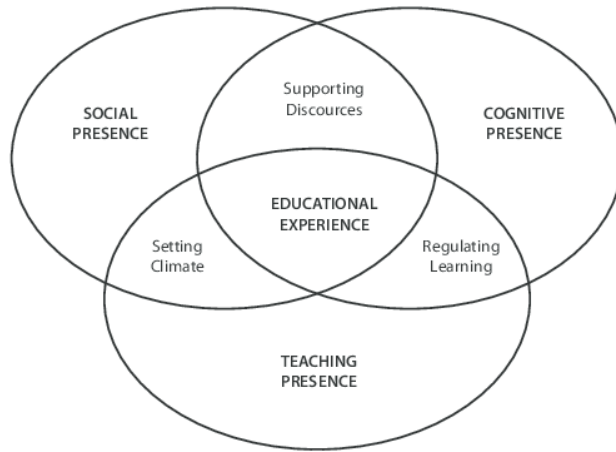
Bryan & Volchenkova (2016) express that future learning systems will be

differentiated on how they blend not on whether they blend. Considering how to blend

will be one fundamental point of the future blended learning models, and nowadays it

has infinite number of possible solutions.

Osguthorpe and Graham (2003) in Graham (2006, p.6) stablished six different motivations in order to use and design blended learning: (1) pedagogical abundance, (2) access to knowledge, (3) profitability, (4) personal agency, (5) social interaction, and (6) ease of correction.

Graham, Allen, and Ure (2003, 2005) in Graham (2006, p.8) realized that, very greatly, people chose blended learning for three reasons: (1) increased cost-effectiveness, (2) increased access and flexibility, and (3) improved pedagogy.

Khan, Qayyum, Shaik, Ali, & Bebi (2012) say that the use of blending learning approach provides more benefits than the use of a single learning delivery type:

Wider and actual resources and methods. Students have access to wider quality and quantity of online and offline resources which enhanced learner's confidence and competency. They do not suffer so much due to dearth of teachers because they have other resources that related with the demand's students will need in the future. Kumi-Yeboah (2014) says that "Through blended learning, students develop skills of analysing, reflecting and critical thinking through active response to Internet resources "(p. 32). Blended learning also allows the use of varied methods at the same time.

Improvement of learning assessment. Blended learning assessment includes some important benefits such as effective and quick feedback. It increases students 'motivation and develops students´ important skills such us critical thinker. The teachers will focus on high level activities and will do a critical analysis of students´ assessment data. The learning assessment provides collective learning giving accurate results for the students and teachers.

Motivation. Students are more responsible of their learning helping them be self-motivated. Yeop, Wong & Goh (2016) affirm that "Studies have indeed shown that the use of technologies in schools can have a beneficial effect, not only on the students' achievement but also on their motivation to learn their learning atmosphere in the classroom, and the teachers' willingness to experiment with a new and innovative instructional approach" (p.37).

Quick feedback. Students have more effective and quick feedback about their performing and better communication. It allows efficient data collection, instant feedback and grades and reduces the correction´s time, so teachers have more time to check the progress and provide assistance to students.

Space and time flexibility. Students can learn whenever and wherever, having more educational opportunities. It removes limits of traditional learning related with space and time.

Easy access to contact teachers. Teacher and students take part in collaborative activities which will help to improve the students level of enjoyment and improve educational performance. Kumi-Yeboah (2014) affirms Students can contact teachers for assistance after online or offline instruction if they do not understand some of the explained contents.

More learning opportunities. It provides more learning opportunities to everyone who needs learning in different ways.

Other advantages blended learning gives that have been said by Kumi-Yeboah (2014) are:

Best learning atmosphere. Teachers can concentrate on the best learning and teaching strategies and innovative ideas to apply it to the classrooms. They can monitor the

students 'progress and vary the strategies to fit the needs of all the students. Teachers can use their teaching time for more students at a pace and meet their individual's needs.

More opportunities to participate. Online activities give more opportunities to participate and demonstrate the learning abilities. Alvarez (2005) in Kumi-Yeboah (2014, p.33) affirms that blended learning allows students to review content at whatever time. It lets students understand or work ahead depending on their learning rate.

Students' progress at different levels. Students can access to the learning resources and progress at different levels according to their needs. It allows and promotes differentiated learning.

Improvement students´ learning outcomes. Blended teaching offers a lot of different dimensions and activities that cover much more students´ learning styles. Blended learning also helps students learn and participate actively which facilitates a deeper learning and the understanding of abstract information. Dede, 2009; Gee, 2010 in Kumi-Yeboah (2014, p.31) affirm that blended learning facilitates and transfer understandings through multiple perspectives, immersive experiences and activities.

Development of fundamental future skills. Yeop, Wong & Goh (2016) say that blended learning initiates independence in learning and personal responsibilities that are essential skills for the students 'development. It is vital for educators to use technologies as a tool to facilitate students' learning to educational goals since the impact of technology in society has increased significantly.

One big challenge we meet when we think about the application of blended learning in primary education is that it is not considered as an approach by the education system. There are not specific laws and guidelines created for blended learning, it is not included into our current educational system. Moreover, most blended learning programs are starting and there is not any reference or blended learning cases in the Spanish elementary schools.

According to Graham, C. R. (2006) there are some relevant issues we must consider when we design blended learning systems and become challenges when we want to implement blended learning. The most important ones are:

The Role of Live Contact. Finding an equilibrium between face to face and computer mediated learning is a challenge. We should blend learning to offer equivalent experiences and help the students to have the best learning environment.

Role of Learner Selection and Self-Regulation. Students do not have enough experience and skills for self-regulation because our educational system do not develop the students 'autonomy and self-discipline.

Models for Support and Training. The lack of qualified teachers is a major problem to managing successful blended learning programs. Learners and teachers need more instruction and support to succeed in blended learning. Teachers should have technological and technical skills and provide students with technological skills to succeed in Computer mediated environments. Yeop, Wong, & Goh (2016), say that "Most interviewed teachers think that they have not clear guidelines and monitoring tools in the implementation of blended learning in teaching and learning" (p.37).

Digital Divide. Institutions and citizens do not have the same availability for the information and communication technologies. Blended learning should be created to cover the needs of different students with distinct socioeconomic situations around the world. Some students 'families can afford computers, basic software, internet, etc.

Cultural Adaptation. Face-to-face learning is fundamental in our society, especially if we refer to primary school education. Institutions, politicians, teachers, parents, students, etc, do not want to integrate blend learning yet because our learning environment has always been presential.

There are other challenges we should take into account that have been considered by other authors:

Blended learning is not easy to adopt. Khan, Qayyum, Shaik, Ali, & Bebi (2012) utter that "Developing learning staff knowledge and skills, learning authority, funding, sufficient technology support and infrastructure, administration, resources and change management all have to be addressed to overcome the challenges associated with blended learning"(p.25).

Connectedness between teacher and students. Tawil (2018) cites Willing and Johnson (2009) who feel that too much lack of interaction leads to withdrawal and disconnection from the teacher and the class.

Kumi-Yeboah (2014) says that teachers and politicians are sometimes unaware of the basic's information on how **blended programs operate**. They do not know about the curriculum content of online courses, and how students can learn online as compared to traditional learning.

ANALYSIS OF SUCCESSFUL CASE STUDY

Studying and analysing different successful case study in which blended learning has been applied in primary schools and has been used in teaching English language takes an important part of this study in order to support that this approach can be implemented in the primary stage for the teaching of English language subject.

The LOMCE (2014) cites that "The widespread incorporation into the educational system of Information and Communication Technologies (ICT), which will take into account the principles of design for all people and universal accessibility, will allow education to be personalized and adapted to the needs and rhythm of each student. or student. On the one hand, it will serve to reinforce and support in cases of low performance and, on the other, it will allow the knowledge transmitted in the classroom to be expanded without limitations. Motivated students will thus be able to access, according to their ability, the educational resources already offered by many institutions at the national and international levels. The Information and Communication Technologies will be a fundamental piece to produce the methodological change that leads to achieving the objective of improving educational quality." (p.9). The technologies are considered in the educational law. In Europe, blended learning approach has been implemented successfully in a few formal education high schools. However, there is not any primary school where blended learning has been implemented officially, and a lot less in English language subject.

The case study chosen to be analysed are two schools located in USA. Both schools use a model in which online learning is included in the school timetable, so students rotate around different learning modalities to archive different goals, and the time they spend on the different learning modalities could be change if the assessment data of the students inform that they have more or less specific needs. Including the online learning into the school timetable guarantee to avoid the digital divide, the

cultural maladjustment, and prevent most of the disadvantages that the blended learning approach have. Moreover, students get used to online instruction and it could be used to a greater extend if it is required. Most of the students who attend these schools are Spanish speaking, and one of the strongest challenges they must achieve is to become fluently in English language, getting the same mastery level as native speakers. These schools are in high-need neighbourhood in California, whose students were traditionally behind academically, and were founded some years ago, which is an important data because the schools 'results will be analysed and presented as an evidence of the approach´s success . The schools have shown remarkable results on the California state assessment. Blended learning approach´s implementation required the implication of all the education actors: institutions, schools 'headmaster, teachers, etc., and the reflexion of the instructional model, operational mode, and the financial model the schools want to stablish. The instructional model determines the features, characteristics, instructional decisions, and the role of online instruction and teachers. The operational model determines the human capital, the professional development, the technology, and the data integration. The financial model determines the upfront investments and ongoing additional costs.

Rocketship public school.

Ark & Dobyns (2018) introduce Rocketship Public School, pioneered an elementary blend of offline and online learning in a Bay Area networking in 2007. Blended learning approach was implemented in Pre-K-6 students, so in kindergarten and primary school. It was the unique approach used by the schools, so it was not be implemented as a complementary approach. In Rocketship public school, there is a learning environment in which the technology is integrated with traditional learning

practices. Most of the students are learners of English from low income families. The blended learning features, characteristics and attributes presented in the theorical research are included in this school. The blended learning model used by the school is the rotation model, in particular the Lab rotation, in which students rotate between different classrooms at school. The school uses different instructional methods, the most important ones are autonomous learning, small group teaching, and adaptive online learning programs in the learning Lab. The combination of instructional methods expands teacher-focus instruction and provides useful time for students to develop more control of their learning and get the mastery they need to improve. Fensterwald (2014) says that the learning lab helps some students strengthen and reinforce basic skills and contents and allows other students to advance faster.

Rocketship school does a summative assessment and collects the data every year. It also analyses the results of the norm referenced NWEA MAP in math and reading to understand the students´ progress. Heterogeneous groups of students are placed into small homogeneous groups for classroom instruction. They divide the school timetable into blocks of 100 minutes. They have a schedule consisting of two blocks of literacy instruction, one block of math instruction, and one block of Learning Lab in the same classroom. In the learning lab block, thirty to forty minutes are spent in the Enrichment Center, and sixty to seventy minutes are spent on maths and literacy activities on the computer.

Figure 3. Rocketship Blended Learning Model in the Learning Lab. (Bernatek, Cohen, Hanlon & Wilka, 2012)
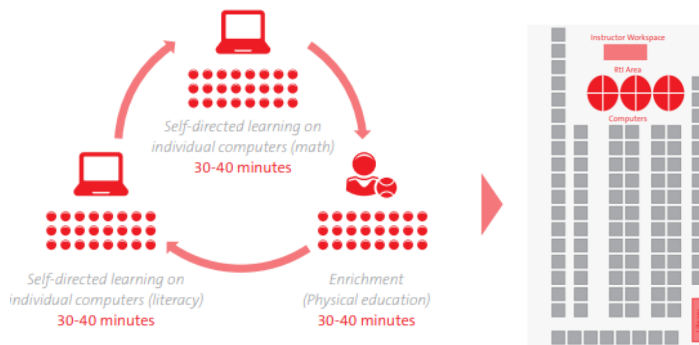
Bernatek, Cohen, Hanlon & Wilka (2012) show that Rocketship 's students have been evaluated in the California state assessments and have demonstrated extraordinary results since blended learning model has been implemented. RMS got an API score of 925 in 2010, and the first year Rocketship Sí Se Puede Academy was opened got an API score of 886. Rocketship 'students had an API score of 863 for its three schools in 2011. It was higher compared to the average API score of 803 in nearby districts and 808 for California.

Marshall Pomeroy Elementary School

Blended learning done right: Marshall Pomeroy finds Common Core Success (n.d.) introduces the effective application of blended learning at Marshall Pomeroy Elementary School in Milpitas, CA. This school embraced a blended learning approach to working the Common Core and getting students ready to access to the college.

In Marshall Pomeroy elementary school there is a learning environment in which the technology is integrated with traditional learning practices. Most of the blended learning features, characteristics and attributes presented in the theorical research are used. The blended learning model used by the school is the rotation one, in particular the station model, because students alternate between classroom-based learning

modalities: independent or collaborative work (with online, offline resources, and additional teacher-created materials), teacher-led small group offline instruction, and online assessment and teaching (online modality). The school applied Professional Learning Community (PLC) conferences to get together and promote discussions around pedagogical strategies and tools and data currently in use. Teachers use the information from online reports to make decisions for their teaching and grade levels during the professional learning community meetings.

Figure 4. Blended learning model at Marshall Pomeroy Elementary School. (Slusser, 2015)
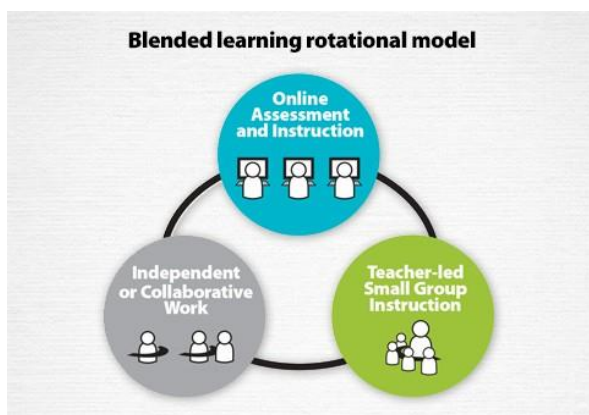
Some of the benefits teachers saw after having implementing blended learning were the improvement of the learning assessment, the students´ motivation, quick feedback, space and time flexibility, more learning opportunities, and best learning environment, students´ progress at different levels, improvement students´ learning outcomes, development of fundamental future skills. Under the blended learning model, the Marshall Pomeroy Elementary school has the following results. In the 2016-2017 school year, the 67% of the students achieve proficiency in maths, which is higher than the California state average of 38%, and the 73% of the students achieve proficiency in reading/language arts, which is higher than the California state average of 48%. Marshall Pomeroy Elementary School ranked in the top 10% of all schools in California for overall test scores.

Having demonstrated that we live in a new social, educative, cultural paradigm, having lived a pandemic with the Covid-19 which has evidenced that the educational system is not ready, and having studied the benefits blended learning provides, are different reasons why blended learning should be implemented as a complementary approach in the EFL primary classroom in Spain.

First, we live in a **changeable and flexible society** and we must be educated in a flexible and adaptable educational system. However, our traditional education system is rigid and out-dated. The teaching of English language subject in primary school requires a flexible approach which could adjust to the changes that external events produce, the changes that English language suffers, the different development that students make in the learning an teaching process, the different needs that students have during the learning process, the different learning styles and intelligences, the different skills students have to develop and learn, the different goals that have to be achieved. This approach may facilitate several learning modalities, resources, and possibilities.

We have verified that Blended learning approach is a flexible education system because of different reasons. Blended learning definition has been changing and modifying during the years because the approach has been also progressed as well as the society. Most definitions agree with the convergence of more than one different environment and the use of ICT resources, something necessary nowadays. Lalima & Dangwal (2017) introduced some features that have to be mixed, but they did not indicate the quantity or the way these features must be used because it depends on the students´ characteristics and goals, and the educational process. One of the features that demonstrate the flexibility of the approach is the virtual classroom feature, which lets students learn anywhere, anytime and from anyone. Furthermore, Singh & Reed (2001) presented different attributes that could be combined in the blended learning approach,

but they affirmed that a blended learning program does not need to combine all the dimensions, which confirms us again the flexibility. One of the presented attributes is blending well-defined and formless learning, in which we see that blended learning offers different possibilities, it can be planned, structured, or formal learning program with organized content but also unstructured learning forms. Lalima & Dangwal (2017) determined the specific features of blended learning, such us students use more than one model, students get face to face and virtual interaction, diverse role of the teacher, etc, these features reaffirm the flexibility of the approach. Another important point that argues the approach´s flexibility is the huge quantity of different blended learning models, considering different criteria. Analysing the benefits of blended learning, Graham (2006) finds that it increases access and flexibility, and Khan, Qayyum, Shaik, Ali, & Bebi (2012) list the space and time flexibility as one of the blended learning advantages. So, we can affirm that blended learning approach is flexible and adaptable.

Second, the learning of the English foreign language in primary school requires the development of **socio-cognitive abilities.** The communicative competence is the ability to understand and use the language to communicate in authentic environments. Communicative competence proficiency requires the development of grammatical competence, sociolinguistic competence, strategic competence, and discourse competence, all of them matched to socio-cognitive abilities. It is the mean goal of language learning so the teaching of English language subject in primary school requires a collaborative approach which could develop socio-cognitive abilities and all the competences involved in the communicative approach. Blended learning facilitates the collaborative work, both online and offline. Blended learning is a collaborative approach in which teachers are expert creators of educational experiences for students who work together to get a goal. According to Lalima & Dangwal (2017) peer interaction, collaborative discussion and exchange ideas are some features and through

blended learning students develop all their personality, which is difficult to achieve by using traditional approaches. Analysing the main attributes combined in blended learning we find out self-paced and live and collaborative work. There are different models, and collaborative work is included in all of them. Valiathan (2002) explained three blended learning models, in the second one named attitude-driven learning, classmate interaction and group work are essentials. In the classification proposed by Staker & Horn (2012) collaborative work takes an important role in two of the models, the rotation and the flex model. Moreover, Chew, Jones & Turner (2008) presented Garrison and Vaughan´s Inquiry-Based Framework model, that is based on three elements, being social presence one of them, defending that blended learning increases reflexion and discourse. Analysing the benefits of blended learning Graham (2006) finds that it increases social interaction, and Khan, Qayyum, Shaik, Ali, & Bebi (2012) list easy access to contact teachers, providing collaborative activities between teacher and students. So, we can affirm that blended learning develops socio-cognitive abilities and collaborative learning.

Third, it has been demonstrated that to get a meaningful learning of EFL in primary school, students must gladly learn and take an active role in the knowledge´s building. The teaching of English language subject in primary school needs a constructivism approach in which learners could build their knowledge individually and collectively. Blended learning is a complementary approach based on the **constructivism theories**. In the study Fainholc (2005) states that "As members of this new society with a new culture, we must decide what is appropriate in order to make the transition from the stage of data in the past toward information, knowledge, and comprehension, so that we will reach the future with wisdom" (p.91). The blended learning approach helps us to make this transition, focusing on information, knowledge and principally comprehension because it defends the idea that students actively build

their own knowledge and understanding from their experiences isolated, and in cooperation and understanding with others. Blended learning approach lets the use of scaffolding and zone of proximal development learning, which have essential importance in the EFL learning. As it has been written in the blended learning definitions, the most important purpose of blended learning approach is to promote active learning. According to Lalima & Dangwal (2017) features, students have online and offline interaction with the course content, in the online learning students interact in an adaptable and interesting way giving new perspectives to the contents and letting students to comprehend and build their own knowledge. Lalima & Dangwal (2017) determined the specific main features of blended learning related to the constructivism theory, such us making the instructional process child centred, in which students construct their knowledge and, providing multicultural and multidimension approach, where students can share their ideas with other students all over the world becoming a fundamental part in the building of the knowledge. Regarding blended learning models, most of them favour the constructivism approach. Valiathan (2002) explained a model named skill-driven, which combines individual learning with teacher who provides scaffolding and develops the Zone of proximal development. Cleveland-Innes & Wilton (2018) introduce different models, the first model named blended presentation and interaction promotes the constructivism approach, in which students see online resources independently and face to face lessons are used for group learning based on the resources. Staker & Horn introduce four different models, within the rotation model we can see the flipped classroom modality that promotes constructivist approach too. Analysing the benefits of blended learning Kumi-Yeboah (2014) say that blended learning improves the depth of reflexion and the learning of the students. Blended learning helps students to be active learners which leads them to develop deeper learning and to understand abstract information. Moreover, Dede, 2009; Gee, 2010 in

Kumi-Yeboah (2014) affirm that blended learning facilitates and transfer understandings through multiple perspectives and immersive experiences.

Fourth, all the primary school students learn English language in a different way and rate. It is because some of them have been more or less in contact with the English language, because all of them have different intelligences and learning styles, because they have different motivation, because they are more or less extrovert, because they have more or less tolerance to the frustration, etc. The **different intelligences** and therefore **different learning styles** determine considerately the level of mastery that students get in the EFL. The complementary approach that must be implemented should consider the different intelligences and learning styles to achieve the highest mastery. Blended learning contemplates the different learning styles that students have because it combines different models, different types of instruction, and different learning environments, so all the students can build their learning through their best learning style and their different intellectual abilities. Moreover, it is important that the complementary approach also develops the student´s future skills. Singh & Reed (2001) refines a blended learning definition that takes account the different learning styles students have and the specific necessities students require at a specific time in their learning process because they realise that students are unique individuals with different intelligences. Lalima & Dangwal (2017) include e-tuitions as a blended learning feature. In e-tuitions, it is considered that all the students have different types of intelligences and needs, and that blended learning gives benefits through personal guidance and more individual learning. Lalima & Dangwal (2017) also explain that by using blended learning students train and learn different life skills such us empathy, decision making, communication, management, etc. Analysing all the models we can understand that all of them promote the building of knowledge via different learning modalities, offering variety of learning styles. Analysing the benefits of blended

learning Graham (2006) finds that it increases pedagogical richness. Graham, Allen, and Ure (2003, 2005) in Graham (2006) also noticed that blended learning improves pedagogy. Khan, Qayyum, Shaik, Ali, & Bebi (2012) say that it gives additional learning opportunities because it provides access to everyone by providing learning in different ways. There are four important advantages that Kumi-Yeboah presents related to the fourth point, which are, the improvement of the learning environment, the different progression of the students, the improvement of students´ outcomes, and the improvement of fundamental abilities. Teachers can monitor the students' progress and change the strategies to fix the needs of all the students, they can use the instructional time for more students at a pace and meet their individual´s need. Students can also access to the learning resources and progress at different levels according to their needs allowing and promoting differentiated learning. Blended learning offers a lot of different dimensions and activities that cover much more students´ learning styles and develop essential skills for the students´ development.

Fifth, the knowledge and network society require a learning approach that motives students. **Motivation** in EFL learning has a vital role and it is fundamental for the building of the knowledge. The complementary approach must promote students´ motivation following the motivation model´s principles. Blended learning approach follows the attention, relevance, confidence, and satisfaction motivation model´s principles. This approach promotes motivation because of immediate feedback, effective feedback, online assessment, the diverse teacher´s role (motivator), the utilization of ICT resources, the increase of students 'responsibility, etc. In the face to face teaching and online assessment features that Lalima & Dangwal (2017) present, immediate feedback is included. It is also written that immediate feedback motivates the learners and make them aware of their strengths and weaknesses. In the blended learning models, the first model explained by Valisthan (2002) named skill-driven

learning, within which the feedback and teacher´s support take an important role. In the self-blended model consider by Skater & Horn (2012) teachers give feedback digitally. Regarding the benefits of implementing blended learning, Khan, Qayyum, Shaik, Ali, & Bebi (2012), provide two related to motivation, the improvement of the learning assessment, in which students will be motivated because the immediate and effective assessment and feedback, and the use of technologies. The use of technological resources increases motivation and develops the important future abilities students will need to manage the personal and professional life challenges. It is one of the blended learning attributes that Singh & Reed (2001) utter, blended work and learning. Lalima & Dangwal (2017) cite two blended learning features related to ICT, teachers are well versed with the different models, and students use and experiment with technologies.

Sixth, the complementary approach must allow students to access to diverse input to build the knowledge and to learn the English language in primary school. The importance of **input** in the EFL classroom has been demonstrated. The EFL students need massive amounts of quality and quantity input to get effective learning. It is known that nowadays internet develops an important role offering update information and connecting people from all over the world. Lalima & Dangwal (2017) utter different features related to diverse ways students can get input and information. Using different resources, educational blogs, web seminars and conferences, online videos and audios, laboratories, etc, are some examples of the possibilities this approach gives in the learning and teaching process. These options provide digital and online resources related to the content they are studying in EFL, expanding their outlook, increasing the students 'creativity, and enriching their knowledge. Sing & Reed (2001) include blending custom content with off-the shelf content among the blended learning attributes. Blended learning offers a lot of possibilities to customize the off the shelf content. One of the main features of blended learning that Lalima & Dangwal (2017)

present is that students get wide exposure and perspectives of the contents, they see new dimensions and gain practical useful knowledge. Regarding the blended learning benefits Osguthorpe and Graham (2003) in Graham (2006) identity, the access to knowledge is one of them. Khan, Qayyum, Shaik, Ali, & Bebi (2012) also cite one of the benefits related to input, the wider and actual resources and methods, students have access to a wider quality and quantity of online and online resources which enhance students 'confidence and English language competency. So, we can affirm that blended learning approach gives opportunities to receive extensive input outside and inside the classroom and maximize the resources and material´s possibilities teachers could offer to the students.

DISCUSSION AND CONCLUSIONS

It has been demonstrated that blended learning is a flexible approach, within which the new technologies are integrated, grounded on constructivism principles, that cultivates socio-cognitive abilities, autonomy, creativity, and invention in EFL students. Blended learning approach also increases students´ motivation and takes into consideration the students´ needs and learning styles. As has been said before, due to the features, characteristics, models, and disadvantages blended learning offers, the implementation of the approach requires a whole reflexion. Therefore, I would like to present some reflexions on the study and analysis done.

Different blended learning definition has been presented in this study, however it does not make sense to focus on blended learning definitions in which face to face learning is not considered because face to face learning environment has a fundamental role for EFL primary school students. The role of live teaching is important and must be proportionate. Finding a balance between offline synchronous learning and online asynchronous learning to offer equivalent experiences and help the students to have the best learning experience must be an important point. Yeop, Wong, & Goh (2016) present a blended learning definition that is the most appropriate for EFL primary school students. They present blended learning as a learning approach that exists on the integration of technology together with traditional teaching. Traditional practices refer to face to face learning, which is the direct interaction between teacher and learners, and technology refers to online learning, which is the direct interaction between ICT and children, both lead to transfer knowledge. It does not mean that when teachers use new technologies at school, they are using blended learning. The implementation of this complementary approach must be stablished and included previously in the syllabus and course plan design, defining the objectives, competences, contents, skills, etc, that will be taught and assessed in the offline and online environments.

Selecting the specific blended learning features, attributes, characteristics, and models that best fit primary school education will be also an important point to guarantee a correct implementation. It has been enumerated and analysed the blended learning features, attributes, and characteristics. However, even if *virtual classroom feature* promotes flexibility, it should not be applied for primary school students because students need to attend the school regularly in order to avoid connectedness between teacher and students, and to guarantee the development of important socio-cultural and communication EFL skills and competences. *Blended unstructured learning attribute* also promotes flexibility, but it should not either be used in EFL subject, because it is needed a planned, structured and formal learning program, mainly in the first stages of the approach 'implementation. Moreover, the *teachers are well versed with the different model characteristic* hardly ever happens. There are not qualified technological teachers, and models for supporting and training. Teachers and learners need more technological and technical skills, and more training and support to succeed in blended learning. Blended learning implementation requires teachers must be able to work efficiently in the online environment having basic technologies skills and dispositions. However, teachers usually are unaware of how blended programs operate, how to program the curriculum`s knowledge, skills and competencies that students should learn in EFL, and how to use complementary approaches to get the best results. It happens because blended learning approach is not included in the Spanish Education Law, in the syllabus and curriculum design, and it is not study at university by future teachers.

As it has been studied and analysed in the theoretical research and the case study there are different models. The first typology based on the skills students must develop and learn is not the most suitable because EFL students develop and learn different skills at the same time. Cleveland- Inness & Wilton (2018) present a different typology

with tree models. The first and unique that could be used for EFL primary school students is named presentation and interactional model. The part in which students see online resources independently could carry out at the school for 1st, 2nd , and 3rd primary school students, and after having worked in online and offline learning environments at the school, older primary school students also could work this part at home. Younger students do not have enough maturity and capabilities for self-regulation and need to be supported by the teachers. The model used in both success case study is the rotation model. This model is the best option to be implemented in EFL subject, because students move among classroom-based learning modalities, at least one of which is online learning, at the school. Primary school students are not enough self-sufficient to develop the online learning modality at home. They need some time working at the school, being monitoring by a teacher, before becoming confident with the online learning. The first case study uses station model, in which all the learning modalities are in the same classroom, and the second uses lab model, in which the online learning has a specific classroom. The best rotation blended learning model chosen will depend on the school classrooms and technological devices. The Inquiry-based framework model could be integrated with the rotation model because it is based on collaborative learners who construct their own knowledge, and technology facilitates the linking of cognitive presence, teaching presence and social presence. So, both can be used simultaneously.

As it has been analysed, the implementation of the complementary blended learning approach has a lot of advantages. The most important ones cited in this study are that blended learning facilitates several learning modalities, resources, and possibilities. It facilitates the collaborative work, both online and offline and the development of cognitive abilities. It lets learners construct their own knowledge individually and collectively considering the different intelligences and learning styles

to achieve the highest mastery of English language. It increases student's motivation, and it enables a wider quality and quantity of resources and possibilities that can be used for EFL teaching.

The implementation of the complementary blended learning approach could have some disadvantages difficult to solve without social, educative, political, and economic changes. The most important ones are related with the lack of regulation in the educational system, with the cultural adaptation, with the digital devices and with the initial stage of most blended leaning programs. These disadvantages require legislative and policy measures. As far as the institutions realise the necessity of adjusting the educational system to the new paradigm and to the new challenges, and realise the benefits blended learning implementation produces in EFL learning, the laws will be written, the technological competence will be learnt, and the investments will be done. This study evidences that blended learning approach adjusts, improves, and updates the traditional learning approach in EFL primary school students, changing the way of building the knowledge and overcoming anachronous models. As it has been shown, blended learning is difficult to adopt, it requires an operational, structural, and financial analysis. Blended learning needs to develop teacher's knowledge and skills, funding, adequate technology support and infrastructure, resources, etc. This implementation demands an institutional, legislative, educative, and political work. All the educational actors must develop a collaborative and cooperative work inside and outside the schools, which implies a huge effort and the real willingness to achieve the educational excellence. There is a huge field research related to blended learning, but without a doubt the future investigations must lead to study how to implement this present and future approach.

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