AN INVESTIGATION INTO EFL STUDENTS' PERCEPTION OF BLENDED LEARNING AT UNIVERSITY OF FOREIGN LANGUAGES, HUE UNIVERSITY

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Abstract: A survey was conducted with 102 students from Hue University of Foreign Languages (HUFL) English Department who had opportunity to take part in blended courses. In addition, a focus group discussion was also administered with 10 voluntary students. The findings from this study revealed the general perception of blended learning of EFL students and expressed their positive attitudes towards blended learning. The study also indicated that the strengths of blended learning outweighed its weaknesses. Some advantages can be listed as flexibility, usefulness, and increased interaction. In addition, the limitations and problems of blended learning cannot be ignored, inluding technical and Internet problems, time-consuming procedure, heavy workload and plagiarism. Those challenges are followed by a number of practical suggestions for addressing the drawbacks, including solving technical and Internet problems, providing proper training to students, increasing the number of labs blended courses. Students' acceptance of blended learning was also shown from their preference to take another blended course in the future and their liking to recommend for their friends.
Keywords: Blended learning, EFL learners, benefits, challenges

1. Introduction

1.1. Background of study

In the boom era of technology and information, computers and the Internet have had an essential effect on every aspect of human life, especially education. The advances in technology and developments in teaching and learning methodologies have presented new circumstances for more effective implementation of learning programs. Apart from the existence of the traditional face-to-face classroom, the technology development has led to the birth of a new learning environment that is called blended-learning.

One of the areas where the application of blended learning takes place is in higher educational institutions, which include universities and colleges. Over the last decade, blended learning has been growing in demand and popularity in higher education and has become a widespread teaching phenomenon. However, while blended learning is well-received in western societies, levels of success vary in Asian countries because of a number of challenges relating to different cultural backgrounds, different attitudes, as well as issues around implementation (Tham & Tham, 2011).

With the development of information technology, Vietnamese educators have identified the integration of ICT (Information and Communication Technology) in education as one of the vital ways to achieve its aim of developing a modern education system. The use of ICT in education and training has been encouraged to increase. Blended learning, a combination of face-to-face learning and online learning,

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has been introduced to the country with the belief that it can easily broaden the spaces and opportunities available for learning to a large number of learners. Educational institutions in Vietnam are increasingly using blended delivery strategies to deliver course contents to diverse and dispersed student cohorts.

Like many other universities, HUCFL has prioritized the development and application of blended-learning in education in order to up-scale and improve training quality. The material facilities and learning sources are being upgraded and supplemented to meet the students' needs. Expectations and requirements on students in HUCFL are becoming more and more challenging, while they have more time to prepare for the lessons and self-study, which requires both students and teachers to have appropriate learning approach for students' self-studying activities. Hence, the students need to be flexible in their process of learning by simultaneously using other sources of learning, especially online learning, to obtain information besides taking classes in traditional classroom.

1.2. Research questions

1. What are the students' general perceptions of blended learning?

2. What are the students' experiences of blended learning courses?

3. What are students' suggestions to improve the implementation of blended learning in their language learning?

1.3. Significance

The study focuses on examining EFL students' perception of blended learning at HUFL. This will help in understanding the students' perception and experience on blended course delivery process and exploring students' views regarding the advantages and limitations of merging the features of face-to-face language instruction and online language learning in a new pedagogical approach called blended learning. The findings of this study may promote educational leaders in universities to consider and encourage blended learning to create an effective learning environment. In particular, it can help inform the further development and implementation of blended learning in HUFL as well as in other universities.

2. Literature review

2.1. Definition of blended learning

According to Graham (2006), "The term blended learning is being used with increased frequency in both academic and corporate circles" (p. 3). Stacey and Gerbic (2008) suggested that whereas e-learning focuses on the electronic environment, blended learning stresses the relationship between traditional instruction and online instruction. Badawi (2009) defined blended learning as "a flexible approach that combines face-to-face learning activities with online learning practices that allow students to exchange collective and individual feedback on and responses to the four specific areas namely; learner feedback, learner strategies, authentic material, and alternative assessment synchronously and asynchronously" (p. 15).

2.2. Blended learning in higher education

With the recognition of technical and pedagogical problems of purely face-to-face learning or online learning, as a combination of online and face-to-face environments, blended learning is proposed to have potential to facilitate improvements in pedagogy towards student-centeredness, increased access and flexibility and increased cost-effectiveness (Graham, 2006). In blended learning environment, researchers

commonly agree that learners can study at their convenience while being kept motivated by socially interacting with the instructor or other learners in some face-to-face sessions (Graham, 2013). Blended learning is fundamentally a new paradigm in higher education that institutions are approaching with a variety of outcomes in mind including expanding access and improving the quality of learning outcomes.

In Vietnam, blended learning can be a solution for high education (HE) institutions since ICT integration is regarded as an important tool to facilitate the realization of HE reform objectives, which are (1) to expand in size and (2) to improve teaching curricula and pedagogy to enhance students' ability to carry out active and collaborative learning.

2.2.1. Benefits of blended learning

There are numerous benefits that blended learning in HE can bring to three main stakeholders of EFL education reported in the literature that are students, teachers and HE institutions.

With regard to students, blended learning research reports several benefits, which is the focus of this study. First, with the help of online learning components, blended learning can provide students with rich sources of language learning materials of different types (Grgurovic, 2010). Second, blended learning provides students with more opportunities to interact with teachers and other students, which can increase the students' motivation, engaging them in high order thinking, cognitive reflection of their understanding and co-construction of knowledge (Stodel, Thompson & MacDonald, 2006). Third, blended learning offers the advantages of pacing and schedule flexibility. The online components in blended learning offer the increase in the flexibility and convenience so that students can complete their own learning tasks from home and at any time that best suits their schedules. Last but not least, blended learning can bring about the improvements in students' academic outcomes. It is reported that students in blended learning course performed better on exams, assignments, discussions, projects and other assessments compared to students of purely face-to-face or online courses (Partridge et al., 2011).

For the teachers, research shows that blended learning has potential to facilitate teachers' understanding of individual students' learning to enhance their reflective learning. The engagement of online communication tools can be used to increase the interactions between teachers and students beyond face-to-face classes. The online assessment tools can also provide teachers with information about students' learning experiences and assist the monitoring of students' progress. Another benefit of blended learning for the teachers is that it enables teachers to promote students' interactive and collaborative learning. The online learning components allow teachers more flexibility in designing lessons and learning activities.

Researchers explored some of the benefits of using blended learning in HE institutions. Graham (2006) considered cost and resource effectiveness as an advantage of blended learning for institutions. Since materials can be placed online and reused for an extended period of time, the costs for institutions might be lowered (Sharma & Barrett, 2007). The use of blended learning can also reduce the staff and students' contact time and, therefore, save on staffing costs.

2.2.2. Limitations of blended learning

Despite various benefits reported in the literature as discussed in the earlier section, blended learning is also seen as posing challenges for learners, teachers, and institutions.

According to Graham (2013), self-regulation is considered as one of the main obstacles to blended learning for students. Not all students are able to carry out the self-regulated practices in a blended learning

environment. Hence, they have to face the difficulties in managing time and controlling their independent learning. Further, some researchers comment that since students have to employ technologies to study blended courses, their lack of experience in applying technology to learning process or their unfamiliarity with technological learning may put pressure on them.

It is said that it can be time-consuming for the teachers to prepare lessons in a blended learning environment. As for those teachers who are familiar with teacher-centered pedagogy, the adoption of a student-centered approach requires radical changes in teachers' pedagogical practices. Consequently, these teachers may encounter problems with giving online feedback, assisting students with online discussions and managing online problems. Some teachers have inadequate knowledge of the potential of online communication tools for language learning, so they prefer face-to-face communication with students.

For HE institutions, one of the risks for institutions is that they may have a "fear of losing control over the course, lower student evaluations, and an uneasiness about how this type of learning model fits into the culture of teaching, research, and service" (Vaughan, 2007, p. 88). Additionally, since blended learning implementation relies on the employment of technology, it can be hindered by poor technical infrastructure at HE institutions, including a lack of additional software to design blended course, a lack of technological stability and reliability, and a lack of the Internet accessibility.

3. Methods

3.1. Participants

The research took place in University of Foreign Languages, Hue University (HUCFL), and there were 102 participants selected for the research. They were undergraduate English-majored students currently studying at HUCFL, ranging from second-year students to fourth-year students. The chosen subjects were students who took up blended learning courses. There were 7 (6.9%) male students and 95 (93.1%) female students, ranging from 20 to 25 years old.

3.2. Data collection instruments

A questionnaire delivered to the participants consisted of 26 questions classified into 4 parts. The first part of the questionnaire aims at investigating the participants' social and demographic aspects like age, gender, course(s) taken... The second part helped in identifying students' general perception on blended learning. The third part helped in analyzing the effectiveness of the blended courses as well as the attitudes of the students towards blended learning through the experiences they gained during the learning process. This part also assisted in identifying challenges students had to face while taking up the blended courses. The final part helps in contributing to the improvement of applying blended learning to teach and learn English in the university. The questions from part 2 to part 4 are presented in a Likert scale format. The Likert scale ranges from 1 to 5 where 1 represents (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), 5 (Strongly Agree).

A focus group discussion was also conducted to explore in depth the students' perception about blended learning. The focus group discussion was addressed with the support of 10 voluntary participants. The open-ended questions helped students to express their insight related to the benefits and challenges of the blended courses, as well as students' recommendation for future improvement on blended learning, which might not be embraced by the survey.

4. Results

4.1. Students'demographic

The number of previous blended courses that participants enrolled is shown in Table 1. It is obvious that most of the students involved in the research participated in only 1-2 blended courses, and they did not have much experience on applying blended learning to their studying in their previous courses.

Table 1. Students' participation in blended learning courses

Type	Categories	No.	Percentage
	1-2	81	79.4%
Number of blended courses	3-4	19	18.6%
	> 4	2	2%

4.2. Students' general perceptions

Table 2. Students' general perceptions on blended learning

General insights on blended learning	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Blended learning is one of the most effective ways to learn English	0%	3.9%	14.7%	55.9%	23.5%
2. Blended learning allows for more flexibility and more convenience	0%	2.9%	12.7%	68.6%	15.8%
3. Blended learning helps to learn in-depth about a matter/subject	0%	3.9%	20.6%	54.9%	20.6%
4. Blended learning creates an innovative and independent learning environment to study language	0%	4.9%	17.6%	52%	25.5%
5. It is necessary to apply blended learning to more courses in universities	0%	2.9%	14.7%	49%	33.4%

As shown in Table 2, more than three-fourths of the students had positive perceptions on blended learning during their learning process due to the efficiency, flexibility, the depth understanding of courses and self-regulation it provided for them. Students also agreed that more blended courses should be added in the university. The flexibility and convenience rated the highest with 84.4% of students' agreeing with it, followed by the necessity for applying blended learning courses with 82.4%. In the group discussion, most of the participants agreed that blended learning was really an effective way to improve their language skills and understanding regarding to the benefits it offered to students. They also expressed their satisfaction with the flexible scheduling, increasing interaction and deeper understanding of the subjects when taking blended courses.

4.3. Students' experiences

4.3.1. Benefits

Table 3. Benefits of blended learning

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Learning anytime and anywhere	0 %	2.9 %	10.8 %	58.8 %	27.5 %
2. More time for complex topics	0 %	4.9 %	13.7 %	61.8 %	19.6 %
3. Self-paced learning	0 %	6.9 %	17.6 %	58.8 %	16.7 %
4. In-depth understanding	0 %	2.9 %	13.7 %	48.0 %	35.4 %
5. Good preparation before attending class	0 %	3.9 %	23.5 %	54.9 %	17.7 %
6. Self-involvement	0 %	6.9 %	24.6 %	58.8 %	09.7 %

7. Interacting with other students	0 %	9.8 %	20.6 %	57.8 %	11.8 %
8. Helping students appreciate different perspectives	0 %	6.9 %	10.8 %	62.7 %	19.6 %
9. Getting prompt feedback from teachers	0 %	12.8 %	17.6 %	57.8 %	11.8 %

As indicated in the result, most of the students, a vast majority of participants had positive feedback to blended learning and they also had positive attitudes towards it, with the results revealing that their responses to the benefits of blended learning mainly ranged from "Agree" to "Strongly agree". The highest rated advantages were the flexibility in learning anytime and anywhere and the in-depth understanding about a matter/subject. The students also appreciated the benefit of the learning management system in spending more time for complex topics, self-paced learning and helping students appreciate different perspectives. However, the students' responses revealed uncertainty when they were asked if blended learning assisted their self-involvement in the learning process, interaction among students and prompt feedback from teachers since nearly one-fourth of students were not sure about them.

4.3.2. Students' attitudes

Table 4. Students' attitudes toward blended learning

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Students' enjoyment	0 %	4.9 %	22.5 %	58.8 %	13.8 %
2. Taking another blended courses in the future	0 %	6.9 %	13.7 %	56.7 %	22.7 %
3. Recommending blended courses to others	0 %	6.9 %	10.8 %	60.8 %	21.5 %

It is obvious that most of the students satisfied with their experiences on blended learning. Students agreed to take another blended courses in the future and recommend blended courses to others. By examining students' behavior to blended learning, it can be seen that they took a positive attitude towards blended learning as a beneficial learning approach, which helped them improve their English and enhance more knowledge.

4.3.3. Challenges

Table 5. Students' challenges in experiencing blended learning

Challenges	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Time-consuming	4.9 %	27.5 %	48 %	12.7 %	6.9 %
2. Heavy workload	2.9 %	19.6 %	51 %	16.7 %	9.8 %
3. Facilitating cheating	2.9 %	17.5 %	44.1 %	20.6 %	14.9 %
4. Technical problems	6.9 %	15.7 %	20.6 %	34.3 %	22.5 %
5. Internet connectivity	4.9 %	4.9 %	10.8 %	45.1 %	34.3 %

From the data analysis, it is obvious that the salient limitations reported in this study were Internet connectivity and technical problems that encountered by students. The other limitations were not rated in the same manner as the first two; they are less significant, including the heavy workload, facilitation for cheating and time-consumption. These challenges occurred in the uncertainty category. In other words, the students were not sure that these limitations create difficulty or prohibit their involvement in using technology for learning. This finding is consistent with Al Zumor et al. (2013), whose study investigated that "Internet connectivity problems and technical problems were the most serious challenges" (p. 104).

4.4. Students'suggestions

Table 6. Students' suggestions for improving the blended learning experience

Suggestions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Increasing number of blended curses	4.9 %	9.8 %	24.6 %	48.0 %	12.7 %
2. Increasing number of Internet labs	0 %	2.9 %	12.8 %	61.8 %	22.5 %
3. Solving technical problems	0 %	2.0 %	08.8 %	63.7 %	24.5 %
4. Providing e-learning training	0 %	2.9 %	11.8 %	51.0 %	34.3 %

The statistics support the findings of the previous component on limitations. What were considered limitations in the previous section are suggestions for improvement regarding solving technical problems, providing proper e-learning training and increasing the number of e-learning labs. These three suggestions scored the highest among all suggestions. The last suggestion, which is related to the increasing blended courses in English department, is rated lower than others with approximately 60% of the respondents agreed with that.

5. Discussion & recommendations

5.1. Students'general perception on blended learning

It can be seen that most of the students considered blended learning as one of the best ways to learn and improve their English. Most of the participants also believed they benefited from the flexible and convenient scheduling of the blended learning courses. Similarly, it is obvious that blended learning enabled to provide the in-depth understanding of subject/matter contents for students by various available material resources. The result demonstrated that many students agreed that blended learning really assisted them to better their English by setting up an advanced and self-regulating environment. Since blended learning consists of online component, which is extremely helpful in the boom era of technology and information, it enables learners to explore huge source of information and learning materials related to what they are studying. Hence, learners may become more active and independent in their learning by using the online materials they can find on the Internet. Consequently, it is easily understandable why many students supported larger-scale implementation of blended learning. The main reason may due to the benefits, including the efficiency, depth understanding of a subject, flexibility, self-regulation, etc., that it offered for the students, teachers and HE institutions.

5.2. Benefits of blended learning and students' attitudes towards blended learning

5.2.1. Flexibility and convenience

The results indicated that most students agreed that blended learning courses provided them with the flexibility and convenience in learning by their own. More than half of respondents believed that time flexibility allowed students to be able to study at any time and in any place, even at night or at work whenever they could arrange for it. This would be suitable for those who have to work and study at the same time, which is very common to HE students. With blended learning, students can still understand the content of the lessons if they miss a few periods in class thanks to the materials the teachers provided. In addition, when taking part in blended learning courses, many students like the ideas that they can have more time for further discussion of complicated topics to help them understand about the subject, while they can self-explore easier matters later at home by using available online reading materials. In addition, most of the participants believed that blended learning creates an independent and self-regulating environment for them to study at their own pace and advance as fast as they want, not having to be held back by others in the classroom that may be at a different level. Students may practice and tackle new material with timing

that is perfect just for them, which means they can control the pace of their learning. It can promote deeper learning, reduce stress, and increase student satisfaction.

5.2.2. Usefulness

As indicated in the result, 68.5% - 83.4% of students agreed blended contents, including available online and offline materials, helped in providing documents for learning, creating understanding of each lecture before attending them and self-involvement in class. This is quite reasonable as in face-to-face classroom, the knowledge is only provided in the textbooks and some reference books, which was not so sufficient for students' learning. Compared to traditional approach, by using blended learning, the knowledge now can be provided by various sources of materials and by the teachers based on their experiences. Thus, students will be more active in approaching the problems in different ways thanks to those information resources. Moreover, they will be encouraged to involve in the learning process with the knowledge and ideas they prepared before attending the lectures.

5.2.3. Interaction

The result showed that most of the students could get benefits from the interaction with their peers and teachers. In face-to-face class, because of the limitation of time, students did not have opportunities to listen to all of their friends' opinions; similarly, teachers could not give every student feedback in a timely manner. But with blended learning, the interaction between students with their teachers and peers can be significantly increased by means of communication tools. Students may also feel free to express their ideas at any time to get involved in online class discussions. Additionally, a large number of students agreed that different opinions from other peers could help them approach the problem from different angles, which was very helpful for the development of their lateral thinking.

5.2.4. Attitude

From the result, it is obvious that most of the students satisfied with their experiences on blended learning course. Thanks to the benefits that blended learning provided during the course delivery, many students might choose to take more blended courses in the future. Additionally, there was a strong agreement that blended learning should be recommended to students who had no experience of it before. It seemed students were very enthusiastic about introducing blended learning to their friends. This is understandable since blended learning was a very efficient learning approach that is pretty new to students, especially those who have been studying in HUCFL. By examining students' behavior to blended learning, it can be seen that they took a positive attitude towards blended learning as a beneficial learning approach, which helped them improve their English and enhance more knowledge.

5.2.5. Students' challenges in experiencing blended learning

Five statements were presented in the survey in this category, and the students were requested to express their opinions using the five-point Likert Scale as explained in the methodology section. Of those statements, Internet connectivity problems and technical problems rated the highest and were the most serious challenges. This finding is quite significant and must be seriously considered by institutions before and during introduction of technology to EFL students if students are to accept technology in their learning. Moreover, in the students' answers to the open-ended question regarding the problems and limitations of the e-learning mode, most of the students mentioned technical and the Internet problems as the major challenge to their learning process.

The remaining limitations and problems as shown in table 5 are less significant, including the heavy workload, facilitation for cheating and waste of time. However, the other limitations cannot be underestimated, since there were about 20.5% - 32.5% of students who still agreed to the undesirable aspects of blended learning, which comprise "Blended learning is time-consuming", "Blended learning can lead students to cheating and other unethical practices" and "The workload of online component of blended learning is too heavy". The reason for a few of these disagreements could be the free and uncontrolled access to the online contents and lack of time management skill.

5.3. Students'suggestions

The centrality of students in the instructional process has become integral in academic institutions of higher education today. Surveying students' suggestions for improving their learning environment is expected to be crucial in enhancing students' satisfaction. Table 5 shows the students' suggested priorities for a better blended learning environment. Solving the students' technical problems, providing them with proper training, and increasing the number of labs are believed to be key suggestions for creating an environment conducive to successful blended learning. The fact that students agreed with these suggestions indicates their dissatisfaction with the manner in which the current infrastructure serves their desired purposes. Recognition of students' distinguished performance is effective in contributing to their increased use of technological systems for learning.

The last suggestion, which is related to the increasing blended courses in the English Department, is rated lower than others with approximately 60% of the respondents agreed with that. However, there were nearly one-fourth of the participants who neither supported nor rejected the increasing number of blended courses in learning process. Those students might think that it may lead to aggravating students' suffering as they could spend too much time only finishing the online tasks so that they would not have enough time for other subjects.

There were some interesting ideas appearing in the qualitative data. Some participants proposed that teachers should balance the classwork and online homework to reduce stress for students. They suggested that the online work should be split into small task and be given clear deadline. A few of them gave the idea that teachers should instruct them carefully how to apply blended learning to their learning. It is understandable as there was lack of e-learning training for students in the university, hence the teachers had to play the role of technical trainers to instruct students how to apply technology in their learning.

5.4. Recommendations

For teachers in higher education, they should develop a clearer course delivery standard to balance the online and face-to-face course time. Additionally, teachers should equip themselves with sufficient knowledge about the online tools or software before applying them to the blended course to teach students. They should also be aware of their students' needs and abilities and choose the suitable software for them. Finally, teachers can employ communication tools online to create more opportunities for students' collaborative learning.

For university leaders, the ICT directorate should give an emphasis by installing and maintaining wired and wireless Internet access. Similarly, lack of ICT infrastructure that could affect students' course commitment should be solved by providing more Internet labs with sufficient devices. Lastly, institutions should provide - and actively promote - training for students in the use of technologies that students will use in their courses.

6. Conclusion

Blended learning remains a relatively new concept at many academic institutions; however, recent research appears to indicate that when "appropriately" implemented, blended learning can significantly improve the learning experience (Marsh, 2012). The present study has contributed to investigating students' perceptions on blended learning and proving the strengths of blended language learning for EFL learners. The component on advantages clearly demonstrates how blended learning provides an environment for more effective employment of language learning. Additionally, a vast majority of participants had a positive attitude towards blended learning because of its benefits they experienced on blended courses. Despite of its positive perception, a few students in this study indicated some challenges hindering the effectiveness of the blended learning environment. Technical problems, especially problems with the Internet transmission, were reported as the main obstacle to students' learning experiences. The other limitations were less significant, including waste of time, heavy workload and cheating problems. These challenges occurred in the uncertainty category since many students answered that they were not sure whether those limitations could create difficulty for their involvement in blended learning environment. The institution leaders must take such obstacles quite seriously. To address these problems, students' suggestions for solving their technical problems, providing proper training to students, increasing the number of labs, etc... should be translated into an action plan and a road map to enhance the effectiveness of using blended learning to create supportive learning opportunities for language learners.

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NGHIÊN CỨU VỀ NHẬN THỨC CỦA SINH VIÊN TIẾNG ANH
ĐỐI VỚI VIỆC HỌC KẾT HỢP
TẠI TRƯỜNG ĐẠI HỌC NGOẠI NGỮ, ĐẠI HỌC HUẾ

Tóm tắt: Một cuộc khảo sát được tiến hành trên 102 sinh viên Khoa Tiếng Anh, Trường Đại học Ngoại ngữ, Đại học Huế đã có cơ hội tham gia vào các khoá học kết hợp. Bên cạnh đó, một buổi thảo luận nhóm tập trung cũng được tổ chức với 10 sinh viên tự nguyện tham gia. Những phát hiện từ nghiên cứu này cho thấy nhận thức chung của sinh viên học tiếng Anh với việc học kết hợp cũng như biểu đạt thái độ tích cực với cách học này. Nghiên cứu cũng chỉ ra những điểm mạnh của việc học kết hợp vượt xa những khó khăn mà nó mang lại. Một số ưu điểm có thể liệt kê ra bao gồm tính linh hoạt, hữu dụng và tương tác. Bên cạnh đó, chúng ta cũng không thể bỏ qua một số vấn đề và hạn chế của việc học kết hợp, bao gồm vấn đề về kĩ thuật và kết nối Internet, quá trình thực hiện tốt thời gian, khối lượng công việc nặng và vấn nạn đạo văn. Những thách thức này có thể được giải quyết bởi một số kiến nghị thiết thực, trong đó có các giải pháp như giải quyết các vấn đề về kỹ thuật và kết nối Internet, cung cấp cho sinh viên chương trình đào tạo phù hợp, tăng số lượng phòng máy cũng như số lượng các khoá học kết hợp. Sự hoan nghênh của sinh viên đối với phương pháp học kết hợp cũng đã được thể hiện qua sự yêu thích và mong muốn có thể tham gia các khoá học kết hợp khác trong tương lai cũng như mong muốn có thể giới thiệu chúng đến với bạn bè xung quanh.
Từ khoá: Học kết hợp, sinh viên học tiếng Anh, thuận lợi, thách thức