# Supplementary material

Descriptive summary of the 60 SSCI-indexed articles regarding blended language learning in the finalized synthesis

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| No. | Author(s) | Title | Journal |
| 1 | Alizadeh, Mehran, Koguchi & Takemura (2019) | Evaluating a blended course for Japanese learners of English: Why quality matters | *International Journal of Educational Technology in Higher Education* |
| 2 | Arrosagaray, González-Peiteado, Pino-Juste, Rodríguez-López & Rodríguez-López (2019) | A comparative study of Spanish adult students’ attitudes to ICT in classroom, blended and distance language learning modes | *Computers & Education* |
| 3 | Barr, Leakey & Ranchoux (2005) | Told like it is! An evaluation of an integrated oral development pilot project | *Language Learning & Technology* |
| 4 | Blake, Wilson, Cetto & Pardo-Ballester (2008) | Measuring oral proficiency in distance, face-to-face, and blended classrooms | *Language Learning & Technology* |
| 5 | Brudermann (2010) | From action research to the implementation of ICT pedagogical tools: Taking into account students’ needs to propose adjusted online tutorial practice | *ReCALL* |
| 6 | Bueno Alastuey (2011) | Perceived benefits and drawbacks of synchronous voice-based computer-mediated communication in the foreign language classroom | *Computer Assisted Language Learning* |
| 7 | Bueno-Alastuey & López Pérez (2014) | Evaluation of a blended learning language course: Students’ perceptions of appropriateness for the development of skills and language areas | *Computer Assisted Language Learning* |
| 8 | Chan (2014) | Building an online library for interpretation training: Explorations into an effective blended-learning mode | *Computer Assisted Language Learning* |
| 9 | Chao & Lo (2011) | Students’ perceptions of wiki-based collaborative writing for learners of English as a foreign language | *Interactive Learning Environments* |
| 10 | Cui (2014) | An experimental research on blended learning in the development of listening and speaking skills in China | *Southern African Linguistics and Applied Language Studies* |
| 11 | De la Cruz-Cabanillas (2013) | The wonderful world of words: A computer-based learning experience | *Revista Española de Lingüística Aplicada* |
| 12 | Ferriman (2013) | The impact of blended e-learning on undergraduate academic essay writing in English (L2) | *Computers & Education* |
| 13 | Galán-Mañas & Pearson (2011) | Translator training tools: Moving towards blended learning | *Babel* |
| 14 | Ge (2012) | Cyber asynchronous versus blended cyber approach in distance English learning | *Journal of Educational Technology & Society* |
| 15 | Gleason (2014) | “It helps me get closer to their writing experience” Classroom ethnography and the role of technology in third-year FL courses | *System* |
| 16 | Gleason (2013) | An interpretive argument for blended course design | *Foreign Language Annals* |
| 17 | Gleason & Slater (2017) | Patterns of tasks, patterns of talk: L2 literacy building in university Spanish classes | *Language, Culture and Curriculum* |
| 18 | Grant (2016) | Peer review process completion rates and subsequent student perceptions within completely online versus blended modes of study | *System* |
| 19 | Hedayati & Marandi (2014) | Iranian EFL teachers’ perceptions of the difficulties of implementing CALL | *ReCALL* |
| 20 | Hilliard & Stewart (2019) | Time well spent: Creating a community of inquiry in blended first-year writing courses | *The Internet and Higher Education* |
| 21 | Hinkelman & Gruba (2012) | Power within blended language learning programs in Japan | *Language Learning & Technology* |
| 22 | Hirata & Hirata (2019) | Applying ‘Sketch Engine for Language Learning’ in the Japanese English classroom | *Journal of Computing in Higher Education* |
| 23 | Huang (2019) | Comparing teacher’s roles of F2f learning and online learning in a blended English course | *Computer Assisted Language Learning* |
| 24 | Jia, Chen, Ding, Bai, Yang, Li & Qi (2013) | Effects of an intelligent web-based English instruction system on students’ academic performance | *Journal of Computer Assisted Learning* |
| 25 | Jia, Chen, Ding & Ruan (2012) | Effects of a vocabulary acquisition and assessment system on students’ performance in a blended learning class for English subject | *Computers & Education* |
| 26 | Kazakoff, Macaruso & Hook (2018) | Efficacy of a blended learning approach to elementary school reading instruction for students who are English Learners | *Educational Technology Research and Development* |
| 27 | Kim (2017) | Flipped interpreting classroom: Flipping approaches, student perceptions and design considerations | *The Interpreter and Translator Trainer* |
| 28 | Kim, Park, Jang & Nam (2017) | Exploring flipped classroom effects on second language learners’ cognitive processing | *Foreign Language Annals* |
| 29 | Kocoglu, Ozek & Kesli (2011) | Blended learning: Investigating its potential in an English language teacher training program | *Australasian Journal of Educational Technology* |
| 30 | Lam, Hew & Chiu (2018) | Improving argumentative writing: Effects of a blended learning approach and gamification | *Language, Learning & Technology* |
| 31 | Laura Angelini & García-Carbonell (2019) | Enhancing students’ written production in English through flipped lessons and simulations | *International Journal of Educational Technology in Higher Education* |
| 32 | Leakey & Ranchoux (2006) | BLINGUA. A blended language learning approach for CALL | *Computer Assisted Language Learning* |
| 33 | Lee, Cheung, Wong & Lee (2013) | Immediate web-based essay critiquing system feedback and teacher follow-up feedback on young second language learners’ writings: An experimental study in a Hong Kong secondary school | *Computer Assisted Language Learning* |
| 34 | Lee & Huh (2018) | Why not go online?: A case study of blended mode business interpreting and translation certificate program | *The Interpreter and Translator Trainer* |
| 35 | Liu, Lu, Lin & Hsu (2018) | Cultivating undergraduates’ plagiarism avoidance knowledge and skills with an online tutorial system | *Journal of Computer Assisted Learning* |
| 36 | Miyazoe & Anderson (2010) | Learning outcomes and students’ perceptions of online writing: Simultaneous implementation of a forum, blog, and wiki in an EFL blended learning setting | *System* |
| 37 | Nami, Marandi & Sotoudehnama (2018) | Interaction in a discussion list: An exploration of cognitive, social, and teaching presence in teachers’ online collaborations | *ReCALL* |
| 38 | Neumeier (2005) | A closer look at blended learning – Parameters for designing a blended learning environment for language teaching and learning | *ReCALL* |
| 39 | Nissen & Tea (2012) | Going blended: New challenges for second generation L2 tutors | *Computer Assisted Language Learning* |
| 40 | Pérez-Sabater & Montero-Fleta (2015) | ESP vocabulary and social networking: The case of Twitter | *Ibérica* |
| 41 | Romeo, Bernhardt, Miano & Leffell (2017) | Exploring blended learning in a postsecondary Spanish language program: Observations, perceptions, and proficiency ratings | *Foreign Language Annals* |
| 42 | Russell & Curtis (2013) | Comparing a large- and small-scale online language course: An examination of teacher and learner perceptions | *The Internet and Higher Education* |
| 43 | Sanprasert (2010) | The application of a course management system to enhance autonomy in learning English as a foreign language | *System* |
| 44 | Satar & Akcan (2018) | Pre-service EFL teachers’ online participation, interaction, and social presence | *Language, Learning & Technology* |
| 45 | Shih (2011) | Can Web 2.0 technology assist college students in learning English writing Integrating Facebook and peer assessment with blended learning | *Australasian Journal of Educational Technology* |
| 46 | Shih (2010) | Blended learning using video-based blogs: Public speaking for English as a second language students | *Australasian Journal of Educational Technology* |
| 47 | Simonova (2019) | Blended approach to learning and practising English grammar with technical and foreign language university students: Comparative study | *Journal of Computing in Higher Education* |
| 48 | Steel & Levy (2013) | Language students and their technologies: Charting the evolution 2006–2011 | *ReCALL* |
| 49 | Trinder (2016) | Blending technology and face-to-face: Advanced students’ choices | *ReCALL* |
| 50 | Wang (2011) | Using multimodal presentation software and peer group discussion in learning English as a second language | *Australasian Journal of Educational Technology* |
| 51 | Wang, Chen, Tai & Zhang (2019) | Blended learning for Chinese university EFL learners: Learning environment and learner perceptions | *Computer Assisted Language Learning* |
| 52 | Wong, Chen, Chai, Chin & Gao (2011) | A blended collaborative writing approach for Chinese L2 primary school students | *Australasian Journal of Educational Technology* |
| 53 | Yang, Yin & Wang (2018) | Flipping the classroom in teaching Chinese as a foreign language | *Language Learning & Technology* |
| 54 | Yang, Chuang, Li & Tseng (2013) | A blended learning environment for individualized English listening and speaking integrating critical thinking | *Computers & Education* |
| 55 | Yang, Gamble, Hung & Lin (2014) | An online adaptive learning environment for critical-thinking-infused English literacy instruction | *British Journal of Educational Technology* |
| 56 | Yang (2014) | Preparing language teachers for blended teaching of summary writing | *Computer Assisted Language Learning* |
| 57 | Yang (2012) | Blended learning for college students with English reading difficulties | *Computer Assisted Language Learning* |
| 58 | Zhang (2018) | Connecting OER with mandatory textbooks in an EFL classroom: A language theory-based material adoption | *International Review of Research in Open and Distributed Learning* |
| 59 | Zibin & Altakhaineh (2019) | The effect of blended learning on the development of clause combining as an aspect of the acquisition of written discourse by Jordanian learners of English as a foreign language | *Journal of Computer Assisted Learning* |
| 60 | Zorko (2009) | Factors affecting the way students collaborate in a wiki for English language learning | *Australasian Journal of Educational Technology* |