IConSE 2020: International Conference on Science and Education

The Effects of Using Blended Learning in Teaching and Learning English: A Review of Literature

Aminuddin HASHEMI
Takhar University

Kew SI NA
Universiti Teknologi Malaysia

Abstract: Blended learning has recently been considered a hot topic in education, especially for teachers and students to employ for the enhancement of the English language throughout the world. Therefore, the current paper yields to the related literature of the blended learning effects in teaching and learning the English language. Various related literature has been reviewed to find out the effects of blended learning on the four integrated skills of the English language such as reading, writing, speaking, and listening skills. Hence, the outcome of the reviewed literature present that there are effects of using blended learning in teaching and learning the English language. Blended learning affects each of the integrated skill of the English language positively and it is suggested that using blended learning as one of the 21st-century skills need to be taken into consideration for the teaching and learning the English language in the future..

Keywords: Blended Learning, Effects of using blended learning, English language teaching.

Introduction

Over the past few years, the term blended learning in teaching and learning the English language in various studies have given remarkable attention to the question of how blended learning affects the domains of the language teaching and learning. However, all these questions remained controversial in terms of how and which approaches are most effective in the enhancement of which skills of the language particularly. But, various studies have investigated the effects of using blended learning in teaching and learning the English language generally. Based on the available literature concerning the use of blended learning in teaching and learning the English language, it is indicated that blended learning can enhance the students' ability to learn the language. Hence, it is not indicated which skills of the language has been improved and how effective is blended learning in teaching the English language. To answer this question, the researcher aimed to review some of the literature concerning the effects of using blended learning in teaching and learning the English language.

Literature Review

Blended Learning

Initially, the concept of blended learning was established at the beginning of the 21st century since this terminology was a substantially long time ago in the early 20th century (Banditvilai 2016). Blended learning is considered as the combination of face-to-face instruction with technology-mediated instruction or online learning that reached the most popular among the 21st-century skills in today's higher education (Bolandifar 2017). The term blended learning, then appeared in the domains of English language teaching and learning lastly to take its commonplace in teaching and learning the English language (Whittaker 1976). In other words, blended learning is viewed as facilitating collaboration, abridging the assessment process as well as providing the reference and expanding the engagement among the students to improve their skills in language learning.

Hence, considering the aforementioned views on the use of blended learning for the improvement of language skills, there is a need to figure out whether which skills are affected through the use of blended learning.

On the other hand, blended learning is increasingly becoming a viewpoint for students in higher education. It enables the use of the internet or computer-based techniques to enhance the face-to-face interaction between teachers and learners (Morris 2010). Furthermore, Bock. et al., (2018) indicate that blended learning courses are becoming very popular in every academic sphere today. They referred to those courses where a significant amount of seat time, i.e. time spent in the classroom, is replaced by online activities that involve learners in achieving the goals of the course. The blended learning courses are ranged from 30 to 79 percent of the learning materials are considered as online activities including face-to-face courses account for 29 percent (Allen, Seaman & Garrett 2007). According to AlKhaleel, (2019) blended learning is the careful combination of face-to-face and the experiences of online learning that the attributes of each approach are combined into a single learning experience. It is a basic and essential transformation that changes the teaching and learning approaches as structures of education.

Moreover, Halil Ibrahim Akyüza, (2009) blended learning has been called distance education networks "third generation." The first generation was mail, radio, and television correspondence education, which was used as a one-way instructional delivery system. Single-tech distance education was considered as the second generation which is a computer-based or web-based learning and teaching process. In this study, blended learning has been categorized as the third generation describing the combination of face-to-face learning with online learning where technologies are acting as the basis of online learning. In general, blended learning usually implies any variation of the teaching and learning approaches delivery, which often involves face-to-face teaching with asynchronous and or synchronous technological applications and instruments. Hybrid learning is yet another term used synonymously with blended learning (Halil Ibrahim Akyüza, 2009). Hence, the aforementioned definitions concerning the use of blended learning in teaching and learning seem to be effective and sound logical in terms of the description from different points of view of the scholars other skills well.

Developing vocabulary is a confused series of actions to achieve the results. It takes a long time to master English vocabulary. It makes the learning process more meaningful. Lack of vocabulary seems one of the major causes of failure of our students. It is the major hindrance in learning process especially English. Academic English very vital in order to language teaching and learning. Mastery in vocabulary will enable the students to enhance is essential for the success of ESL learners in school settings. Knowledge of morphemes and affixes (prefixes, suffixes) are one part of academic English that may increase student's achievement. It has been observed that in most of our public and private schools, the teachers teach the students only by the so-called traditional ways of teaching English vocabulary. Learners have to wrestle with new vocabulary, rules of grammar, pronunciation and more. Word formation is an appropriate strategy for the ESL learners to develop their vocabulary widely and polish their skill.

In learning a second language, vocabulary is the most paramount part. It is the soul and essence of a language. It is also first and leading stair in language acquisition. Its knowledge plays an important role in almost all areas of language. So, the whole process of learning a language depends on learning its vocabulary. The study of prefixes, roots and suffixes is the most utilized word parts that make fifty percent of the English language (Pitman, 2003). English vocabulary is marvelous and becomes the part and parcel of technology and social interaction. Gradual practice of prefixes, roots and suffixes can improve vocabulary of the students (Pitman, 2003). The cognitive, social, and psychological factors involve in learning and retaining of vocabulary. The social indicators of students learning process are parents, peers and teachers who help in refining the learning process of the learners through different literary events.

The current study is about the importance of the role that the processes of word-formation, especially affixes, play in the acquisition of English as a second language in the classroom at secondary level. It intends to investigate the problems, difficulties, needs and interests of the students of elementary level in the area of affixes, and their importance in acquiring vocabulary.

The Effects of Blended Learning on English Language Teaching and Learning

Blended learning allows the students to adopt various learning styles and skills level, at the same time, blended learning uses visual, additive, and interactive tools for the enhancement of offline activities. It also supplements in-person lectures with a secondary resource of online modules and overcomes time and geographical constraints. Despite that, blended learning is considered to one of the providing approaches that can bring real

self-styled learning methods to the teaching and learning processes (Sejdiu 2014). In short, Blended learning is more versatile, engaging, and adaptable for learners, thus allowing the teachers to better address their learners' unique needs and requirements while integrating blended learning for their teaching process. Further, the effectiveness of blended learning in teaching and learning are a) the use of classroom time is more successful, b) the students are more engaged and feel confident of being involved in a different task, c) the students feel more innovative, d) the students are more prepared, and they are more likelihood of providing educational opportunities in its greater sense (Alsalhi, Eltahir, & Al-Qatawneh, 2019).

The implications of promoting integrated learning in English language teaching and learning have been discussed by numerous scholars (Hong & Samimy, 2010; Neumeier, 2005; Stracke, 2007). Hong and Samimy (2010) confirm that, based on the rise in the number of studies focusing on second-language teaching since 2000, this debate has gained prominence. Most of these research discussed blended learning pedagogy and its application, while others observed the learning consequences achieved after blended learning was introduced. Therefore, the following section discusses a range of research findings concerning both the introduction and effects of blended learning in language teaching. Osgerby emphasizes that learners are more successful and effective if they can communicate with their teachers and peers to explain, share ideas, and learn from each other. Face-to-face sessions can be strengthened by other factors such as humor, the quest for various views, non-verbal words, movements, and even realistic examples in class (Osgerby 2013). The most important and significant way is that teachers should not hide behind the "technology curtain" and resume the lecturer's conventional role or trust too seriously on one-way technology, on the other. Blended learning calls for the simultaneous and systematic use of all methods of delivery, to make the most out of both elements and to achieve the goals outlined (Shraim, 2012).

The Effects of Using Blended Learning on Reading and Writing Skills

As one of the language skills, knowing written texts, or comprehension skills, a learner's education forms the stepping-stone. The Dictionary concept of 'reading understanding' is the capacity to interpret a written text to comprehend its contents. The central element of the ability to learn is 'understanding.' It is highly respected by both students and teachers, as it improves the language learning process and lets students learn for different purposes. The most effective readers are those who use cognitive techniques to better understand the text (Behjat, 2012). Poorahmadi's (2010) research on understanding reading found that teachers should concentrate on the type of assignment and activities that help students work cooperatively on completing the task. Salimzadeh and Mohammedi (2009) did empirical work on the utility of tasks and practices used for reading comprehension and found that cooperative reading behaviors such as group paraphrasing, the interpretation of a text contribute to the reading comprehension of Iranian intermediate EFL students. In her work on the role of collaborating, Behjat (2011) claimed that if they participate in activities that allow them to read together, language learners will promote their comprehension.

New technology shifted rapidly drastically and had a profound impact on all facets of language use. Computer and Internet technology enables the use of hypertext and hypermedia in understanding foreign languages. Although it can often be difficult to understand hypertexts, the use of reading skills and techniques can help one solve this issue. A benefit of reading hypertexts on the net is that learners can access authentic content, as one of several language learners' key objectives is to be able to read what is widely referred to as authentic texts. Verezub and Wang (2008) revealed in their study that how applying the net hypertexts could enable language learners with an enhanced understanding of the texts. Rahimi and Behjat (2011) conducted longitudinal research on online and offline reading comprehension for Iranian EFL learners and concluded that students' reading is promoted to a higher degree when exposed to online texts that have links to other websites that have more reading content. Szymańska and Kaczmare (2011) argued that for learners to become professional readers in a foreign language, they need access to online texts that can help them respond to what they've read authentically. Asadzadeh Maleki and Ahangari (2010) researched the role that computer-assisted instruction plays in writing and reading. The results of their study showed that most EFL learners had a positive attitude in using multimedia tools for the enhancement of their language skills, and enjoyed saving their writing and using multimedia to improve their reading skills. Ehrlich, Radde, Polleti, and Freitag (2011) discussed in their paper the architecture and properties of an e-learning framework that can be used in reading comprehension training. They use authentic texts and a variety of activities on a website. They concluded that this framework was introduced encouraging the learner to consciously apply a wide range of different reading skills and strategies. Reading on the net will also help learners evaluate the text on their own, focus on it and seek to grasp it independently of a teacher requesting help. Szymańska and Kaczmarek (2011) concluded that learners benefited

by using both printed and online texts as regards both recall and interpretation of the texts in a blended learning lecture course.

Blended learning, Technology has implemented new exercises, and learners may use the activities to understand their reading. Various studies have revealed that Wi-Fi access allows students to read widely (Liaw, Chen, & Huang, 2008; Yang, 2009). Izquierdo and Reyes (2009) found out that the Internet soon became a simple tool not just for information and communication, but also for reading understanding in the 21st century. A standard internet-based reading experience allows students to switch to a higher level of reading comprehension tasks such as summing up and paraphrasing, drawing inferences, and interacting with online communication resources such as an email message or blog post. The Internet offers learners the ability to get acquainted with search engines and blogs, in addition to using traditional vocabulary awareness and text structure in information (Coiro & Dobler 2007). On the other hand, Neumeier (2005) studied the parameters for designing a blended learning environment for English language teaching and learning and emphasized that the application of blended learning enables the students to improve their writing skills. This shows that the use of blended learning affects the writing skill and allow both the teachers to teach writing skill through the use of blended learning and for the students to apply blended learning for the enhancement of the writing skill. Therefore, one can observe that the use of blended learning in teaching and learning English language skill are remarkable especially, for the writing skill.

Sharma & Barrett (2009) studied using technology in and beyond the language classroom and believed that using blended learning enables the students to enhance collaboratively their writing skills. Similar work is conducted in different language competencies (Isti'anah, 2018). The research also hires the students for pre-assessment and post-assessment. After a six-week-learning cycle, post-assessment is given. Although the language skills practiced are writing, the grammar skills of the students are also important for exercising the accuracy of the students in writing. It is noted that the writing of the students in the post-assessment is better than before. According to the students' reflection, the student often appreciates blended learning in teaching and learning writing skills. Moreover, Kintu, Zhu & Kagambe (2017) noted the process of giving and receiving among the learners by writing with each other. This can be considered as the accomplishment in the knowledge of the building process from our perspective. Their research further indicates that learners create sense from assignments individually and this stage is referred to as pre-construction, which is a pre-construction for our analysis that helps the learners to practice the writing skills through the use of blended learning.

The Effects of Using Blended Learning on Speaking and Listening Skills

Despite the fact, face-to-face interaction supports the role of technology in blended learning by infusing other features of teaching and learning such as social networking, group collaboration, and daily conversation that would not be spoken if only digital learning and teaching approaches. Online learning often covers a few learning skills, and may not familiarize students with all the language skills required in everyday life. Similarly, Tawil (2018) Observes interaction in the classroom as essential for effective public speaking. Exclusively, the acceptance of online learning can avoid students from emergent special skills such as public speaking. Siew-Enga & Muuk, (2015) states that the experiences of Face-to-face interaction can improve online learning by developing an atmosphere that fosters engagement and improves target language speaking skills. According to Aborisade (2013), the fundamental goal of English language teaching and learning is to be equipped with the required language skills that will help the students handle real-life situations. Hence, speaking is one of the simplest ways to express oneself, which is best developed in the classroom's face-to-face interaction.

In addition to that, Ibrahim & Yusoff (2013) indicates that the blended learning style used for the speaking course offered further opportunities for the students to exercise speaking outside of the classroom. It also enables the students to be encouraged, to develop and publish for real audiences. They also found that the use of a wiki in a blended learning atmosphere is beneficial for the Public Speaking course. Similarly, Miyazoe et al., (2018) believed that blended learning is appropriate for implementing language skills, particularly in courses related to speaking and grammar. In this regard, the students are required to be accountable for the classes they take, including speaking and writing and to exercise their language competency. Yang, Chuang, Li, & Tseng (2013) examined the efficacy of integrating Communication Technology into individualized English listening and speaking instruction through the use of Moodle, a computer-generated learning atmosphere. The study results showed that students contributing to the treatment improved significantly in terms of English speaking and listening. Hence, the use of blended learning can simply enhance the speaking skill as proved in the aforementioned literature.

In the field of English language teaching and learning, few studies have discussed how a blended learning approach can be used to improve speaking skills. Brett (1996) conducted an inquiry into multimedia's affective listening skills domain and found that most students assumed that multimedia could enhance their listening skills. Brett compared students' language recall skills in 2000 using either multimedia, traditional audio, or video accompanied by written tasks. Brett (2000) initiate that, by using multimedia, students had greater memory in recalling the listening tasks. Guangying (2014) investigated a blended learning approach to see if it plays a positive role in improving the speaking and listening skills of college students. The findings are very clear after analyzing the language test scores in HUST. During the study, the experimental group showed much greater progress in both listening and speaking abilities based on their pre-tests. The results for the experimental group were much more evident compared with the control group. The blended approach to learning enhanced the academic performance of the students in listening and speaking skills of the language. Thus, considering the indicated evidence in the literature, blended learning can be considered as the beneficial approaches to the enhancement of the English language skills. which allows both the teachers and students to teach using blended learning and for the students to learn employing. Banditvilai (2016) conducted a study focusing on the enhancement of students' language skills by using blended learning. The result of his study revealed that there are direct effects of blended learning on the listening skills of the language while he believes that blended learning allows the students to be autonomous learners and motivates them to enhance their listening skills. Similarly, Al Zumor, Al Refaai, Bader Eddin, & Aziz Al-Rahman (2013) investigated the perceptions of the EFL students towards the use of blended learning and found out that blended learning can enhance the listening skill along with other skills of the English language. Their findings also suggest that the use of blended learning in terms of the effective application, some supportive learning opportunities are required to create a better environment of using blended learning for the enhancement of the English language teaching and learning. Therefore, based on the evidence indicated earlier concerning the effects of using blended learning on the listening skill of the English language, one can understand that using blended learning improves the listening skill and provide more learning opportunities to the students in enhancing the language skills. Sejdiu (2014) believes that the blended learning approach is the most likely used approach by the teachers and students around the globe that can enable the students to develop their language skills and to overcome their challenges in English language teaching and learning.

Conclusion

Blended Learning remains a properly new concept at many educational organizations; though, recent research seems to suggest that blended learning can substantially enhance the student experience if it is implemented "appropriately". The purpose of the current study was to explore the effects of using blended learning on teaching and learning the English language. Therefore, the researcher reviewed the related literature to figure out the effects of employing blended learning on the four integrated skills of the English language. Hence, the present review of the literature has helped to prove the effects of blended learning on English language teaching and learning. Based on the literature indicated earlier, it is found out that blended learning can be effective in enhancing the four skills of the English language such as reading, writing, speaking, and listening. In conclusion, as one can consider the literature of the present study, the use of blended learning in teaching and learning the English language cannot be neglected. Therefore, this approach can be suggested to the stakeholders and practitioners to consider it for the enhancement of the language learning and teaching process.

References

Aborisade, P. A. (2013). Blended learning in English for academic purposes courses: a Nigerian case study. In B. Tomlinson & C. Whittaker (eds.), *Blended learning in English language teaching: Course design and implementation*. London British Council, UK.

Allen, I. E., Seaman, J., & Garrett, R. (2007). *Blending in: The extent and promise of blended education in the United States*. Needham, MA: Sloan Consortium. Retrieved from http://sloanconsortium.org.

Al Zumor, A. W. Q., Al Refaai, I. K., Bader Eddin, E. A., & Aziz Al-Rahman, F. H. (2013). EFL students' perceptions of a blended learning environment: Advantages, limitations, and suggestions for improvement. *English Language Teaching*, *6*(10), 95–110. https://doi.org/10.5539/elt.v6n10p95.

AlKhaleel, A. (2019). The Advantages of using blended learning in studying english as a foreign language at the university of Tabuk. *Modern Journal of Language Teaching Methods (MJLTM)*, 1–7.

Alsalhi, N. R., Eltahir, M. E., & Al-Qatawneh, S. S. (2019). The effect of blended learning on the achievement of ninth-grade students in science and their attitudes towards its use. *Heliyon*, *5*(9), e02424. https://doi.org/10.1016/j.heliyon.2019.e02424.

Asadzadeh Maleki, N. & Ahangari, S. (2010). The impact of computer-assisted instruction on improving Iranian EFL learners' reading comprehension. In *Proceedings of the Second International Conference on E-learning and E-teaching (ICE LET)*, Amir Kabir University, Tehran.

Banditvilai, C. (2016). Enhancing Students ' language skills through blended learning. *The Electronic Journal of E-Learning*, *14*(3), 220–229.

Behjat, F. (2012). Blended learning : A ubiquitous learning environment for reading comprehension. *International Journal of English Linguistics*, *2*(1), 97–106. https://doi.org/10.5539/ijel.v2n1p97

Bock, A., Modabber, A., Kniha, K., Lemos, M., Rafai, N., & Hölzle, F. (2018). Blended learning modules for lectures on oral and maxillofacial surgery. *British Journal of Oral and Maxillofacial Surgery*. DOI: https://doi.org/10.1016/j.bjoms.2018.10.281.4.

Bolandıfar, S. (2017). *Effects of blended learnıng on readıng comprehensıon and crıtıcal thinking skills of undergraduate esl students*. Unpublished Doctoral Dissertation. Universiti Putra Malaysia.

Brett P. (1996). Using multimedia: An investigation of learners' attitudes. *Computer Assisted Language Learning 9*, 191−212.

Coiro, J., & Dobler, E. (2007). Exploring the comprehension strategies used by sixth-grade skilled readers as they search for and locate information on the Internet. *Reading Research Quarterly, 42,* 214–257.

Ehrlich, J., Radde, S., Polleti, A, & Freitag, B. (2011). Designing an e-learning platform for reading comprehension. Retrieved from www.fim.uni-passau.de/fileadmin/ files/lehrstuhl/ freitag/ERPF07.pdf on 8 July 2011.

Guangying, C. (2014). Experimental research on blended learning in the development of listening and speaking skills in China. *Southern African Linguistics and Applied Language Studies, 32*(4), 447–460.

Akyüz, H. İ., & Samsa, S. (2009). The effects of blended learning environment on the critical thinking skills of students. *Procedia-Social and Behavioral Sciences, 1*(1), 1744-1748.

Hong, K. H. & Samimy, K. K. (2010). The influence of L2 teacher's" use of CALL modes on language learners" reactions to blended learning. *CALICO Journal, 27*(2), 328-248.

Ibrahim, A. H., & Yusoff, Z. S. (2013). Teaching Public Speaking in a Blended Learning Environment. *International Journal of Social Science and Humanity*, *2*(6), 573–576. https://doi.org/10.7763/ijssh. 2012. v2.175

Isti'anah, A. (2017). The effect of blended learning to the students' achievement in grammar class. *IJEE (Indonesian Journal of English Education), 4*(1), 16-30.

Izquierdo, B. L. & Reyes, L. E. (2009). Effectiveness of blogging to practice reading at a freshman EFL program. *The Reading Matrix, 9*(2), 100-117. Retrieved from www. reading matrix. com/articles/sept_2009/izquierdo_reyes.pdf on 6 Feb 2011.

Kintu, M. J., Zhu, C., & Kagambe, E. (2017). Blended learning effectiveness : the relationship between student characteristics, design features, and outcomes. *International Journal of Educational Technology in Higher Education*, *4*, 10–118. https://doi.org/10.1186/s41239-017-0043-4

Liaw, S. S., Chen, G. D., & Huang, H. M. (2008). Users' attitudes toward Web-based collaborative learning systems for knowledge management. *Computers & Education*, *50*(3), 950-961.

Miyazoe, T., Anderson, T., Yang, Y. T. C., Chuang, Y. C., Li, L. Y., Tseng, S. S., … Barrett, B. (2018). Teaching public speaking in a blended learning environment. *English Language Teaching*, *6*(1), 67–82. https://doi.org/10.15390/EB.2015.2592

Neumeier, P. (2005). A closer look at blended learning - parameters for designing a blended learning environment for language teaching and learning. *ReCALL*, *17*(2), 163–178. https://doi.org/10.1017/S0958344005000224.

Morris, I. (2010). *Why the west rules-for now: The patterns of history and what they reveal about the future*. Profile books.

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

Osgerby, J. (2013). Students' perceptions of the introduction of a blended learning environment: An exploratory case study. *Accounting Education*, *22*(1), 85-99.

Poorahmadi, M. (2010). The effect of employing scaffolding strategies and classroom tasks in teaching reading comprehension. *The Journal of TEFLL, 1*(3), 107-118.

Rahimi, A., & Behjat, F. (2011). On the screen or printed: A case of EFL learners' online and offline reading the press. i-m*anager's Journal on English Language Teaching*, April-June issue.

Salimzadeh, R., & Mohammadi, M. (2009). The effect of cooperative learning strategy on reading comprehension of EFL learners. In *the proceedings of the 7th International TELLS Conference on New Horizons in Language Education, Yazd University, Iran*.

Sejdiu, S. (2014). English language teaching and assessment in blended learning. *Journal of Teaching and Learning with Technology*, *3*(2), 67–82. https://doi.org/10.14434/jotlt.v3n2.5043.

Sharma, P., & Barrett, B. (2009). *Blended learning : Using technology in and beyond the language classroom creating material for the interactive whiteboard*. MacMillian.

Shraim, K. (2012). Moving towards e-learning paradigm: Readiness of higher education instructors in Palestine. *International Journal on E-Learning, 11*(4), 441–463.

Siew-Enga, L. & Muuk, M. (2015). Blended learning in teaching secondary schools' English: A preparation for tertiary science education in Malaysia. *Procedia - Social and Behavioral Sciences 167*, 293 – 300.

Stracke, E. (2007). A road to understanding: A qualitative study into why learners drop out of a blended language learning (BLL) environment. *ReCALL, 19*(1), 57-78.

Szymańska, A., & Kaczmarek, A. W. (2011). Reading efficiency in a blended learning context. *Teaching English with Technology*, *11*(2), 29-42.

Tawil, H. (2018). The blended learning approach and its application in language teaching. *International Journal of Language & Linguistics*, *5*(4), 47–58. https://doi.org/10.30845/ijll.v5n4p6.

Verezub, E. & Wang, H. (2008). The role of metacognitive reading strategies instructions and various types of links in comprehending hypertexts. *Proceedings ascilite Melbourne. Retrieved 13 January 2011 from* *www.ascilite.org.au/conferences /melbourne08/procs/verezub.pdf*.

Whittaker, J. K. (1976). Blended learning in English language teaching: Course design and implementation. In *Child Care Quarterly* (Vol. 5). https://doi.org/10.1007/BF01555231

Yang, Y. C., Chuang, Y., Li, L., & Tseng, S. (2013). A blended learning environment for individualized English listening and speaking integrating critical thinking. *Computers & Education*, *63*, 285–305. https://doi.org/10.1016/j.compedu.2012.12.012.

Yang, S. H. (2009). Using blogs to enhance critical reflection and community of practice. *Educational Technology & Society, 12* (2), 11–21.

Author Information

Aminuddin Hashemi
Takhar University
Taloqan, Takhar, Afghanistan
 Contact e-mail: aminuddin.hashemi@gmail.com

Kew Si Na
University Teknologi Malaysia
Language Academy, Faculty of Social Science and Humanity,
Johor Bahru, Johor, Malaysia