



Original article

Learning Support in Blended Language Teaching and the Achievement of Key Competencies

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ABSTRACT

Despite extensive research on blended teaching in higher education, limited attention has been given to how learning support mechanisms facilitate key competency development. This study examines how four types of learning support—resource, community-based, process and tool, and emotional support—contribute to competency development in a blended English language course. Based on the “Five-Stage Learning, Four-Stage Support” model grounded in the Production-Oriented Approach, data were collected from 227 engineering undergraduates through questionnaires, semi-structured interviews, and classroom observations. Findings indicate improvements in four competencies: professional English proficiency, self-regulated learning, collaborative teamwork, and communicative problem solving. Multiple regression analysis showed that community-based support was the strongest predictor of competency achievement ($\beta = 0.593$, $p < 0.001$), while process support ($\beta = 0.195$, $p < 0.01$) and resource support ($\beta = 0.194$, $p < 0.01$) had more modest effects. Results suggest that competency development depends primarily on peer interaction and teacher-guided engagement rather than digital resources alone.

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Keywords: Developing key competencies, learning support mechanisms, blended learning

دعم التعلّم في التعليم اللغوي المدمج وتحقيق الكفاءات الأساسية

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المُستخلص

على الرغم من ازدياد الأبحاث حول التعليم المدمج في التعليم العالي خلال السنوات الأخيرة، إلا أن كيفية تمكين آليات دعم التعلم لتطوير الكفاءات الأساسية بشكل مباشر لا تزال غير مدروسة بشكل كافٍ. هذه الدراسة تستكشف كيف اساهم أربعة أنواع من (الدعم التعليمي، الدعم القائم على الموارد، الدعم المجتمعي، والدعم القائم على العمليات والأدوات، والدعم العاطفي) في تطوير الكفاءات الأساسية اللغة الإنجليزية المدمجة. وباستناد إلى نموذج Five-Stage Learning, Four-Stage Learning "Support" المُستند إلى المنهج الإنتاجي، كما جمعت البيانات من 227 طالبًا جامعيًا في الهندسة وذلك من خلال استبيانات ومقابلات وملاحظة داخل الصف. كما أظهرت النتائج إلى أن الطلاب حققوا تحسنًا كبيرًا في جميع الكفاءات الأربع: إتقان اللغة الإنجليزية المهنية، والتعلم الذاتي، والعمل الجماعي التعاوني، وحل المشكلات. وكشف تحليل الانحدار المتعدد أن الدعم المجتمعي كان أقوى بتحقيق الكفاءات (β = 0.593)، (p < 0.001)، بينما ارتبط كل من الدعم القائم على العمليات (β = 0.195)، (p < 0.01) والدعم القائم على الموارد (β = 0.194)، (p < 0.01) بـ p < 0.01 بمستويات أقل. كما شارته هذه النتائج إلى أن التأثيرات التعليمية الأساسية في التدريب اللغوي المدمج لا يمكن أن تُعزى إلى استخدام الموارد الرقمية الحديثة فقط ولكنها تتبع في المقام الأول من تفاعل الأقران بعضهم مع بعض ومتابعة وإشراف المعلمين لهم.

الكلمات المفتاحية: تطوير الكفاءات الأساسية، آليات دعم التعلّم، التعلّم المدمج

1. Introduction

It is an undeniable fact that the COVID-19 pandemic has transformed education across the globe, into what we now know as a new normal of hybrid learning (which combines online and traditional methods). This transition, while demanding a massive institutional adjustment, has created new educational opportunities as well as challenges. What can teachers do to combat this challenge, and what reflective policies and practices are customary in traditional teaching styles? How might curriculum frameworks change up if teaching is across many media? And how might blended environments support not just knowledge transfer, but also the character development and critical thinking that higher education professes to teach?

These questions are especially relevant for foreign language education in which programmatic integration of educational philosophy—indeed, the "three comprehensive education" model [Note: this term refers to holistic cultivation of both cognitive and non-cognitive skills within students]—with contemporary learning science requires a radical reconceptualization of course design (Wei et al., 2023). The Production-Oriented Approach (POA), a powerful foreign language pedagogy that has risen to prominence in the past two decades, is one option. But achieving POA's ambitions in blended environments requires not only theoretical register, but attention to the practical mechanisms through which support functions. The transition away from teacher-centred to learner-centred instruction, long the drumbeat of pedagogy, becomes both more possible and more

complicated when teaching occurs in concert across digital and face-to-face spaces (Wei et al., 2023; Xiong et al., 2024).

2. Literature Review

Blended learning—understood as the deliberate combination of face-to-face and online instruction (Xiong et al., 2024; Al-Araji, 2026)—has attracted considerable scholarly attention. Research has documented its potential to enhance learning experiences, cultivate problem-solving capabilities, and facilitate deeper learning (Wainwright, 2011; Ashraf et al., 2021; Zheng et al., 2023). Yet much of this work has concentrated on front-end design decisions: what content to digitize, which platforms to employ, how to structure basic hybrid pedagogies. As practitioners have accumulated experience, attention has shifted toward more fundamental questions about integration itself: what does it mean to blend learning effectively, and how do the components of a blended system interact to produce educational outcomes?

Recent scholarship has started to chart this ground. Zheng (2023) designed a multi-stage blended framework for preparation (before training), in-class engagement and post-class activities—addressing chronic issues: students reported inadequate intellectual challenge, low participation levels, limited effort and difficulty transferring learning to real-world contexts. Lingling (2024, pp.22-31) tackled the problem differently using semantic wave theory to map how knowledge moves between online and offline modalities, how it is repackaged and remade, and the role instructional design has in that movement. Their framework is far broader than content structure—it includes evaluation and reiterative feedback, as well. Fang (2022, pp.2-9) converses the way that learning spaces themselves could be reimagined—not as a permanent entity, but rather temporally and spatially ready plans merged by means of innovation.

These studies have significantly improved our understanding, but there remain some major features underexplored already. The structural and cognitive topology of blended learning disguises an ontological reality: that learning takes place in the domain of human engagement and eco-architecture. There is a need within this field for further sustained attention to what “ecosystems” around learning opportunities actually do: that is, the ecological relationships between the types of supporting structures and how they reinforce one another and are critical in achieving targeted outcomes from a given learning opportunity. Well blended learning is a complex system, and not just another thing that we can decide to do one or another way, drop into the core of education (Lee, 2017, pp. 101–110; Yang and Wang, 2023).

The Production-Oriented Approach provides conceptual tools in this regard. POA is tailored for the particular nuances of higher education and makes headway against persistent tensions between what students learn and can actually do as well as the chasm separating linguistic knowledge from values education claims to circulate (Hannoon, 2022, pp.319-331; Tran, 2023, pp.215-226). POA stresses the teacher is at the core of the constructivist approach acting as a guide and scaffolder by explicit instruction, not allowing knowledge to be built without an appropriate building structure. It continues by arguing that the learning of languages is for a higher order—the building up of character, wisdom, critical judgment. This upbeat view is paired with the effects that blended learning can provide a richer learning environment (Shaojie, 2021, pp.626-631;

Aajami,2026). The conception of “key competencies” that is now imbedded at the core of POA-a group who cannot survive as a species on language and thus must be able to pursue their own questions and work collaboratively-is aligned with what contemporary learning science has shown us can deepen meaningful achievement (Kong, et. al., 2024, pp.1-14).

Recent practitioners have begun applying POA principles systematically to blended contexts. (Li, 2017, pp.101-110; Cronje, 2020; Obaida, et al., 2025) demonstrated how a blended model grounded in POA theory could satisfy the demanding criteria for curriculum quality and student outcomes, successfully advancing students' key competency development. Yet this work has typically focused on course-level design. What remains largely unexplored is the micro-level question: which specific forms of support matter most for competency development, and through what mechanisms do they exert their influence?

This investigation addresses that gap. Rather than asking whether blended teaching works, we ask what kinds of support make it work. Rather than examining course design in isolation, we examine how different support mechanisms interact. Building on pedagogical practice within a single course offered to students at a leading research institution-"Advanced English for Professionals"-we address two questions: 1) Does learning support structured around the principles we have developed actually promote competency achievement? 2) Which types of support prove most consequential, and how do they interact?

3. Research Methodology

3.1. Research Objectives:

This study aims to achieve the following objectives:

- 1- To examine the effectiveness of a "Five-Stage Learning, Four-Stage Support" blended teaching model in promoting key competency development among engineering students learning English for professional purposes.
- 2- To identify the extent to which different types of learning support (community-based, process and tool, resource, and emotional support) contribute to students' achievement of key competencies (technical English proficiency, autonomous learning ability, teamwork capability, and problem-solving communication skills).
- 3- To determine which support mechanisms, have the strongest predictive relationships with competency achievement in a blended learning environment.
- 4- To investigate how different support mechanisms interact and complement one another in facilitating student learning outcomes.

3.2. Research Hypotheses:

Based on the Production-Oriented Approach (POA) theory and constructivist learning principles, this study proposes the following hypotheses:

- 1- The implementation of the "Five-Stage Learning, Four-Stage Support" blended teaching model will significantly enhance students' key competencies in technical English proficiency, autonomous learning, teamwork, and problem-solving communication.

- 2- All four types of learning support (community-based, process and tool, resource, and emotional support) will demonstrate positive correlations with students' key competency achievement.
- 3- Community-based support will demonstrate the strongest predictive relationship with competency achievement compared to other support types, given the social-constructivist nature of language learning.
- 4- The four support mechanisms will function interdependently rather than independently, showing significant intercorrelations with one another.

3.3. Research Design:

This study is designed as a mixed-methods research design, which allows for investigating the same problem differently and covering both quantitative and qualitative aspects of learning support mechanisms in blended English language teaching broadly.

- **Quantitative:** Survey data (n = 227); descriptive statistics, correlation and multiple regression. Measure of competence achievement (competency); learning outcome predictive relationships between support types.
- **Qualitative:** Semi-structured interviews (by performance stratification) and student reflective writings (~30,000 words), transcripts analyzed using an open coding approach to examine lived experiences of students and mechanisms of support functioning.
- **Integration:** Specific examples derived from classroom observations contextualized quantitative and qualitative data

3.4. "Five Learnings and Four Supports" Blended Teaching Model

Since adopting the theory of “the Production-Oriented Approach” into senior professional English teaching in 2016, The Government institution has been making efforts to connect courses with what engineering professionals really need: mastery of technical vocabulary and genre conventions; the ability to learn independently; the ability to collaborate on complex projects; training to communicate with diverse audiences about complex problems. This cycles of design, implementation and revision for the curriculum work continued.

The pandemic forced a moment of reconceptualization. Rather than simply transposing courses online, the team asked how blended instruction might strengthen what the course aimed to achieve. Drawing on constructivist learning theory and POA principles, the “Five-Stage Learning, Four-Stage Support” model has been developed (Figure 1&2).

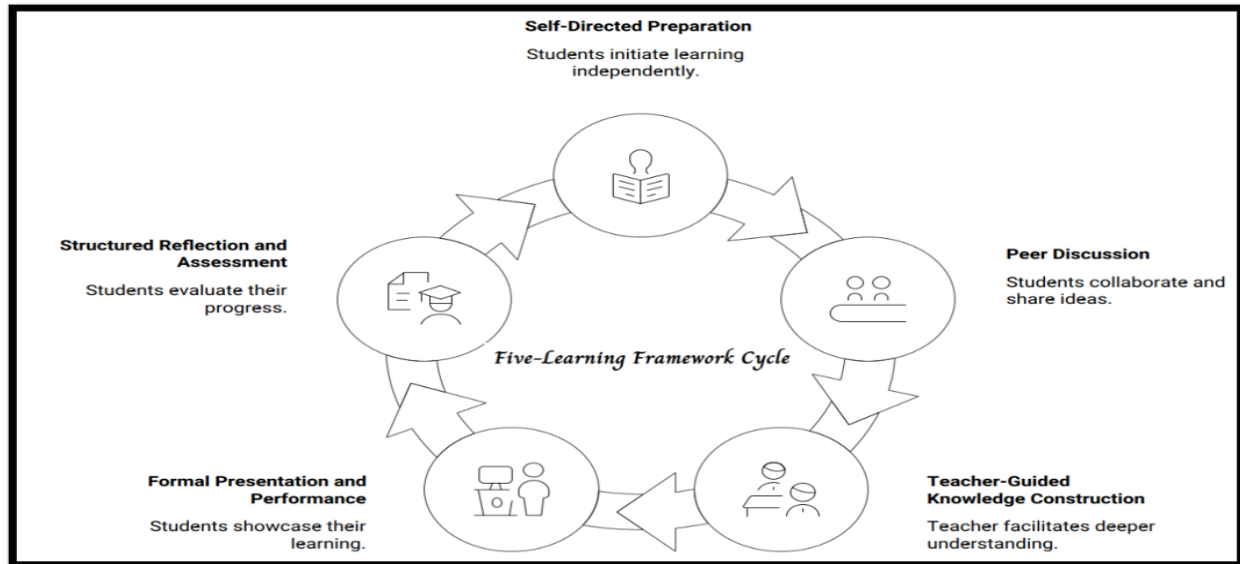


Figure 1. The five-stage learning model.

The “Five-Learning” framework maps students through a flow of lessons: self-directed preparation, peer discussion, teacher-guided knowledge construction, formal presentation and performance, and structured reflection & assessment. The progression is not linear—students loop back through these modes—but they mark an increasingly deep engagement, with content and greater ownership over output quality.

Students engage in an online lesson individually, for starters: learning vocabulary and sentence structures for discussing technical specifications, taking comprehension checks and recording themselves speaking. So, this phase of it is giving you a little bit of upfront knowledge about self-directed learning.

Then small groups come to meet on an online or in-person basis — what we refer to as peer-supported learning. In here, the group members road-test some initial outputs collaboratively in English alongside one another (talking their way through how this might sell a software product, for example). It’s on experimentation and collaborative problem-solving rather than the pursuit of perfection.

The next stage, the “facilitated learning” phase, students and instructor are increasingly in dialogue with one another. Teachers listen to students’ efforts, perceive the distance between what (the students) can do and the task requires, offer linguistic scaffolds (models, frameworks), cognitive scaffolds (guiding questions, points of difference) and emotional scaffolds (encouragement, normalizing struggle). It is centered around real student work.

“Promoted learning” is an official chance to play. Groups conduct mocked product launches — which correctly we termed “competitive product release” — completely in English. They field extemporaneous questions. Everyone uses a to rate your presentations and give you feedback. They require an integrated use of language, reasoning and collaboration in both prepared and spontaneous interactions.

Lastly, “assessment learning” includes students’ reflection and evaluation. of themselves and each other, as is happening both in situ immediately post-presentation, and thereafter as delayed

written assessments carried out online. Teachers provide written feedback. It is a cumulative effect-building not only metacognitive awareness, but also linguistic competence.

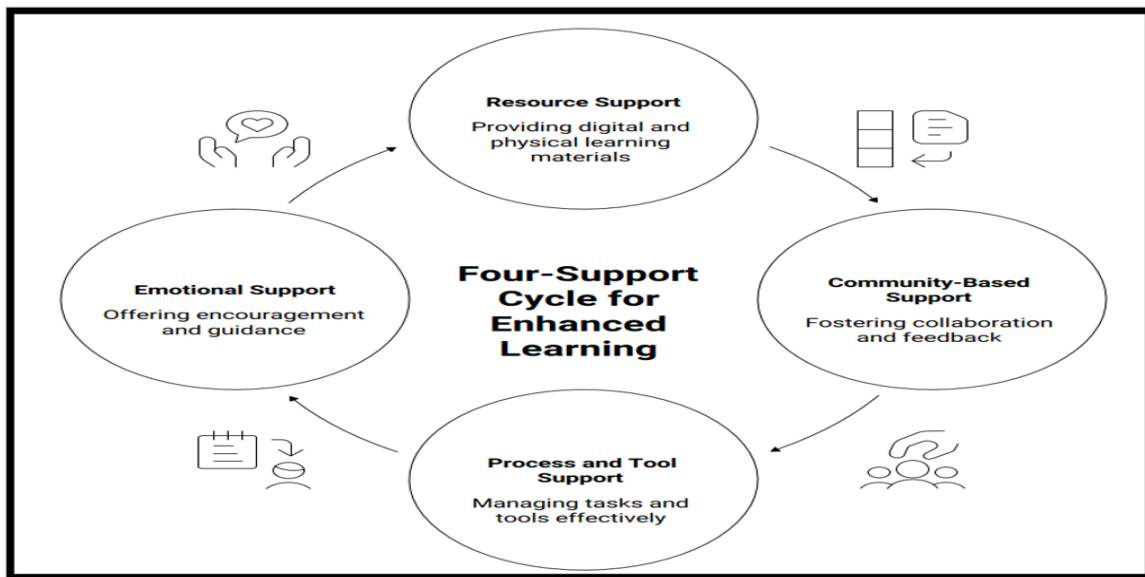


Figure 2: Learning support mechanisms

Some are referred to as Four-Support, which is shown in Figure 2: The configuration of this learning sequence is. Resource support is access to the texts, videos, digital materials, and practice tasks: all the stuff that make independent learning possible. This allows one to resource at one's own pace and per learning styles.

Learning and support rooted in the community operate within small, defined groups. interactions: meetings, discussions, presentations and evaluations that are the lifeblood of collaborative work. Such interactions serve multiple purposes at once: They raise accountability. it, encourage peer teaching, foster social cohesion and counter the alienation that often goes hand in hand with online learning.

Support for processes and tools will include what could almost be considered the infrastructure of learning management: monitoring students' progress, sending reminders or words of encouragement, adapting pacing and difficulty, asking questions that lead to deeper thinking, and so on. In this way, the information that learning platforms make visible supports teachers in responding to the needs of individual students rather than relying on instinct or after-the-fact appraisal.

Emotional support is linked to the affective aspect of learning. Virtual spaces can sometimes feel depersonalized and anonymous. This is made even more difficult in blended teaching, where aspects of presence are lessened. Emotional support-seeming confidence in students, recognizing effort, and celebrating progress-helps them stay motivated through the long arc that blended instruction often requires.

3.5. Data Collection

More than 240 (Measured on college level) students from third stage of engineering colleges (Electrical, petroleum, biomedical and Mechanical), University of Baghdad were the sample. They were experienced learners: they had taken some basic English courses, and most of them had passed the College English Test Band 6, which indicated a reasonable communicating competence. Their motivation consisted of a real desire to improve professional communication-not mandatory requirements

Data was collected from three sources: First, a 25-item questionnaire administered two weeks post course completion covered questions with respect to learning habits, satisfaction with the course and perceived achievement of their competency goals as well as reactions to each dimension of support. These items based on previous blended learning research (Liu, et al., 2024; Stephan, et al., 2019, p.109) were iteratively refined through team discussion to reflect our actual pedagogy as closely as possible. Students responded on a five-point Likert scale (strongly disagree to strongly agree); all items were positively worded and ordered randomly to avoid response clusters. We recovered 227 valid responses.

Second, we interviewed students twice: once directly after final examinations and another time two months into the students' internships. Stratified random sampling was used to select ten students from high, medium and low examination score groups. Participants were informed in advance of the purpose and nature of the interview; we obtained their informed consent and guaranteed confidentiality. The interviews produced an abundance of transcripts that the students enriched with weekly reflective writings - around 30,000 words of textual data that were analyzed using open coding in order to pinpoint key themes and patterns.

Third, classroom observations served as real-time documentation of how support mechanisms operated in the act of instruction. These observations were used to interpret findings from the survey and interviews.

3.6. Data Analysis

Internal consistency was assessed by SPSSAU software. Cronbach's alpha for the whole instrument was 0.933, significantly higher than the 0.70 threshold. Cronbach α for individual scales were: key competency achievement ($\alpha = 0.864$), community support ($\alpha = 0.718$), process and tool support ($\alpha = 0.701$), resource support ($\alpha = 0.812$) and emotional support ($\alpha = 0.814$). "Kaiser-Meyer-Olkin testing" was 0.920 with significance at $p = 0.000$, indicating that the structural validity was considerable.

We employed descriptive statistics to address the first research question and correlation and regression analyses for the second. Multiple regression allowed us to examine which forms of support, controlling for others, predicted competency achievement.

4. Results and Discussion

4.1. Learning Support and Competency Achievement

Students reported significant growth across the four competency domains. As shown in (Figure 3):

Firstly, the ability to work in teams scored the highest mean factor ($M = 4.681$).

Secondly, technical English proficiency came at second ($M = 4.623$).

Thirdly, autonomous learning ($M = 4.618$).

finally, problem-solving communication abilities ranked third with $M = (P < .05)$.

Each were greater than (4.5) on the five-point scale, and all differences statistically significant ($p < 0.05$). The small standard deviations between these estimates (0.544 - 0.603) indicate that the students were in substantial agreement: this is largely what they agreed with those judgments.

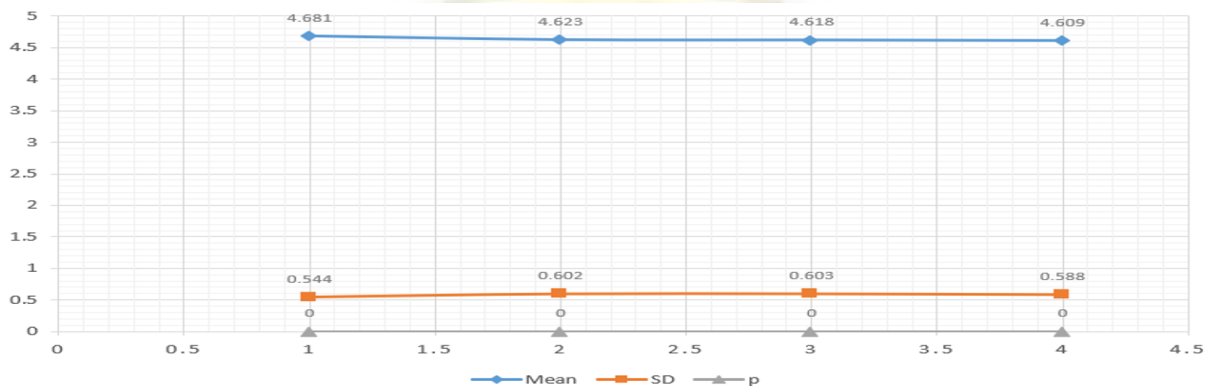


Figure 3. Competency achievement: Descriptive statistics

What led to the significant improvements in student performance? The teaching method placed them into small groups, where they would collaborate on tasks that simulates real-world work environments. Instead of honing their skills, students accessed resources, collaborated with peers, sought help from teachers and shared out the work they had done with the class. These wraparound supports — resources that are there when you need them, people who can't pick up the slack, teachers who watch and cheer and emotional validation of effort — got students through two large hurdles: The isolation that online learning sometimes brings, and a lack of clarity on what it felt like to make progress when minimal feedback could leave people feeling stuck.

Student narratives illuminated this mechanism. “W,” an intern now, at the experience was: *“When we had to submit video recordings and everyone’s on camera at once and everybody on the same screen all at once, because everybody worked really hard preparing. With each presentation, my English improved. I learned terms specific to the industry that I use today”*. that student grows in complexity (immediacy + visibility)

In contrast, development of technical skills and teamwork felt somewhat intuitive for many others. Other competencies developed differently. *“I had a bad impression of taking English in third year,”* “X” wrote about early resistance. *“It was fun but showed me that in a career, you need to work with your group as communication is very important. That shifted my attitude.”* It wasn’t merely the dissemination of information — it fundamentally changed how students perceived what they were learning. Similarly, “Y” observed that *“the class required tons of independent study, and was rigorous at times. But I learned how to study — and study for real.”* These remarks seem to suggest that “learning to learn,” or even “learn to solve your own problems”, is less about direct instruction than experiencing complexity, with some support.

This corroborates the growing body of research on character development and the humanistic facets in foreign language education efforts: institutional frameworks, human relations and physical surroundings collectively constitute the ecology in which learning occurs (Charistos & Sigalas, 2011; Kong, 2023; Ali, 2025). We believe that the model worked because it took all three dimensions into account simultaneously.

4.2. Differential Impact of Support Types

Some forms of support systems were not as impactful. Correlation analysis (Figure 4.) showed that community-based support had the highest correlation with competency achievement ($r = 0.712$, $p = 0.000$). The next most significant support type was process and tool support ($r = 0.591$), followed by resource support ($r = 0.574$) and emotional support ($r = 0.564$). Importantly, the support mechanisms were themselves highly intercorrelated indicating they act as synergistic models rather than independent constructs.

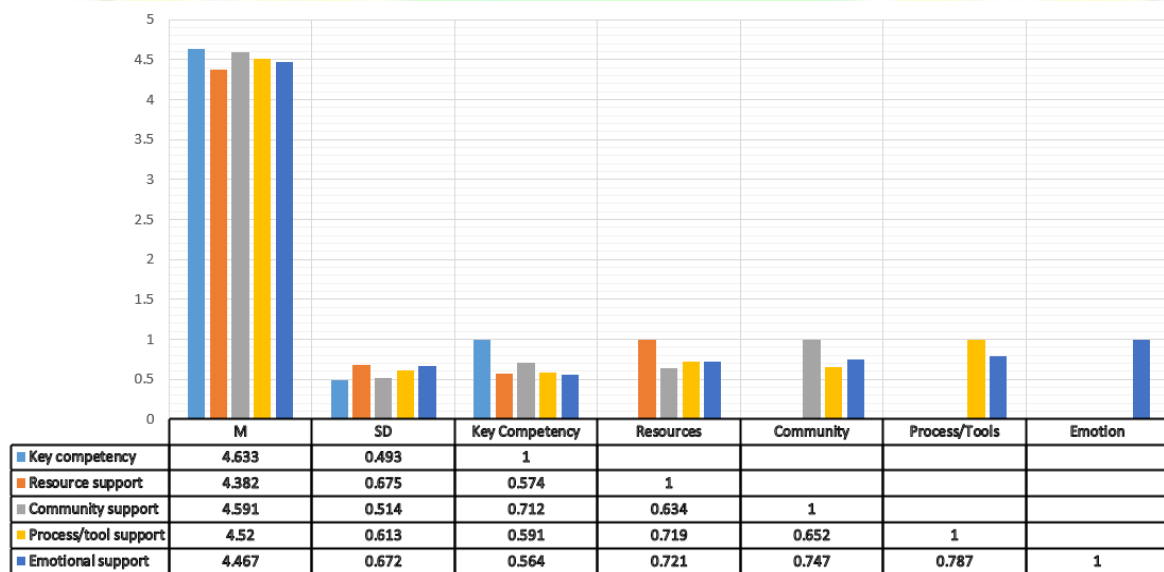


Figure 4. Correlations among support dimensions and competency achievement

A multiple regression analysis (figure 5) clarified the predictive strength of each variable as independent from any potential confounding effect by other variables. The most significant unique variance was explained by community-based support ($\beta = 0.593$, $p = 0.000$). Support in terms of process and tools played an important role ($\beta = 0.195$, $p = 0.020$), as well as support through resources ($\beta = 0.194$, $p = 0.016$). Emotional support showed only borderline significance as a direct predictor ($\beta = -0.177$, $p = 0.054$), although this likely is due to suppression effects given its high correlations with other variables. In total, the four support dimensions accounted for 55.7% of variance in competency achievement.

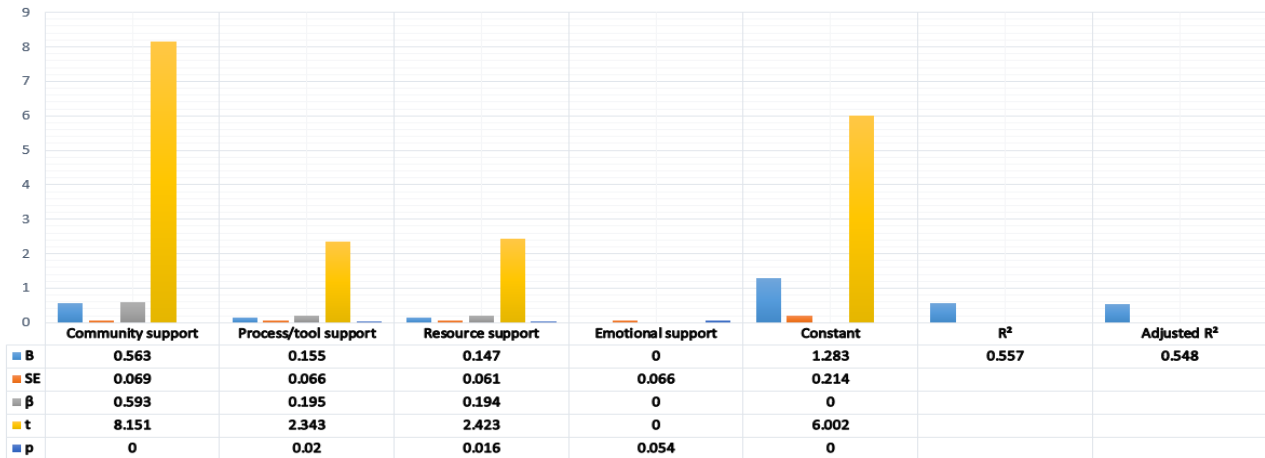


Figure 5. Multiple regression: Predicting competency achievement (Numb. = 227)

4.2.1. Community-based learning as primary mechanism

The prevalence of community support begs explanation. Why is interaction with peers and colleagues more important than resources or tools? Our interview data point to various mechanisms. First, increased affective investment through collaboration. The student “D” wrote: *“I was worried about group work, in the beginning I thought it could be a bit awkward; but it turned out that discussing with classmates is great. We’d do assignments, and also just talk-it helped. Big lectures make you feel alone; these small-group discussions made me feel like I belonged.”* Psychological skew-diminished isolation, enhanced sense of agency-also seem inextricable from the learning results.

Second, peer interaction countered individual effort in ways that simply cannot be matched. The student “Z” wrote: *“When groups competed to present outputs, we felt pressure, especially when the instructor selected one group as a model. We didn’t want to let the group down, we wanted good scores from teammates.”* The group responsibility, public evaluation, and peer assessment were powerful incentives for engagement and quality.

Third, in peer groups students taught each other. It seems this peer teaching was especially well-suited to technical learning. This scaffolding comes from a peer who struggled with the same material not long ago, and explaining concepts to one another deepens understanding. Now working professionally, the student “F” observed: *“Peer learning should not be lost. As with any workplace, collaboration and efficient teamwork are key components to functioning properly. That skill was more important than anything the textbook taught.”*

Constructivist learning theory supports these observations: knowledge is built rather than transferred; the essential ingredient is discussion and co-construction of meaning (Onishchuk, et al., 2020; Nie, 2023; Al-Chaqmaqchi, 2026). This was perhaps counter to our expectations, but it turns out that the blended environment supported this much better than normal instruction since it enabled dedicated spaces and time for sustained peer interaction.

4.2.2. Process and tool support functioning indirectly

Process and tool support-tracking, reminding, questioning, adjusting difficulty-predicted competency outcomes, but with smaller effect size than community support. Interview data help explain why: these mechanisms functioned largely to enable and sustain community-based

learning rather than to work independently. Teachers could track their progress and encourage them. This is what the student “D” experienced firsthand: *“I normally do not talk in face-to-face classes because of anxiety. But I engaged in online conversations without the same fear. It helped to have my instructor respond to my posts with encouragement. That created confidence for class speaking.”* It changed how teachers could support the individual-student thinking was now visible and provable through platforms of learning. They also could recognize struggling groups and intervene, they could ask questions that led to deeper discussion, they could celebrate small progress that might otherwise go unacknowledged.

In peer-review tasks, process support was heavily utilized. One of the corollaries for a lesson learned in how teachers received much of positive feedback was that by having students critique each other’s work according to established standards, they were asked to evaluate each other’s work. As student “W” noted: *“The presentations from other student groups and reading the teachers’ and peers’ feedback helped me learn far more than a textbook could have”*. It was a professional, specific and helpful evaluation. When I say data-driven teaching in this context, I’m not saying treat students like numbers but create space for smarter and responsive teaching.

4.2.3. Emotional support's complex role

Emotional support — encouragement, appreciation and reassurance — did not have independent effects on becoming competent. But it’s too early to consider it a secondary, rather than integral and reliable, system. Qualitatively, a few students were less anxious and felt more confident. Student “H” explained the group challenges they faced: *“In our group with friends in discussions, sometimes we disagreed and argued because of different opinions. But we were gradually educated to take issue with them on concepts, not the individual. So, when we finished a task, the teacher had an important role in cheering us on — ‘You did this’ — which was a genuine accomplishment.”*

Why was emotional support not a strong independent predictor? One explanation: its effects were mediated by other pathways. Community support that does not provide emotional security is counterproductive; emotionally supportive teachers enhance process monitoring; emotionally engaged students deploy resources more effectively. In this reading, emotion does not exist in another realm but pervades the system. Its absence would likely have rendered the effectiveness of other types of support ineffective; its presence seems necessary but not sufficient.

4.2.4. Resource support as foundation

Resource support—textbooks, videos, templates, assessments—challenged the weakest connection to outcomes but abolishing resources would clearly destroy the system. Why? Resources act as inputs that need to be activated by other mechanisms. Without engaged peer discussion, rather than used in dynamic ways, materials are inert. Tools with no emotional connection will be bureaucratic. According to the constructivist theory, successful learning happens at high levels of social presence, teaching presence and cognitive presence; information and resources alone do not trigger any of these (Draffan & Rainger, 2013). Resources are the materials that lend weight to learning; other support systems kick off their usage and guide its application.

5. Conclusions

This study followed the process of how different support dimensions converge to foster developing professional competencies for blended language teaching. They signal an important difference, one between teaching infrastructure that wants, teaches (does what it needs), types of platforms and tools to fulfill these resources and human labor conviction-facilitation-guidance-recognition that makes this infrastructure work for meaningful learning. Without thinking through how to be part of the community, what presence means in a teaching sense or addressing the emotional tone, the tech is just that: tech.

The practical implication follows directly. In structuring blended courses, teachers need to consider the pedagogy of peer engagement: They must design group work intentionally, scaffold collaboration purposefully, facilitate reciprocal teaching among students. In these communities, the teacher is visible and responsive; they ask questions that deepen thinking, give feedback that lifts competency, assign action steps to maintain engagement. The emotional register also matters: Students learn better when they believe the teacher knows them; when effort is rewarded, not just achievement; and when struggle feels like a normal part of something we're trying to do together, rather than some shameful thing.

This model emerged from practice created by educators grappling with the literal leftover wreckage pandemic-era teaching left in its wake. It might apply to other circumstances/fields but the particular structures would need to be otherwise. If true, there may be much wider applicability of this underlying concept — that different aspects of learning support exist as a holistically-ordered, mutually-enabling system and purified by the action of engagement in community acting as the immediate generative force leading to teaching better responsive to it, such that good affectively safer-feeling-in-learning environments are created. Early evidence, though, certainly points to what research is progressively confirming: That for those of you designing language curricula that address the emerging expectations of schoolchildren in Iraq's changing educational landscape — where character development and competency growth have become the rolling goal of education — such meaningful learning is still first and only a human endeavor with digital technologies as aid but not alternative (and certainly no substitute).

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