

Exploring the Efficacy of Blended Learning Approaches in ELT Classrooms

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Abstract

The efficacy of blended learning approaches in improving student engagement, language acquisition, and general academic performance was explored in this study. It was conducted at Cebu Normal University Main Campus during the 2nd Semester of Academic Year 2024-2025.

In order to explore the efficacy of blended learning approaches in ELT environments, this study used a mixed-methods research approach that includes surveys, interviews, and classroom observations in addition to a thorough evaluation of the literature. A total of forty (40) students and five (5) language instructors were the respondents of the study. Twenty students (20) in the experimental group (BA English Language majors) and also twenty (20) students from the control group (BSEd English Language majors), wherein their responses were both analyzed before and after implementing blended learning approaches. According to preliminary findings, there were no appreciable variations in the pre-intermediate language proficiency of the Experimental Group and Control Group. However, following the intervention, the Experimental Group's language proficiency considerably increased. The Experimental Group's post-intervention evaluations showed a significant improvement in their language competency when compared to the Control Group at the pre-intervention levels.

The results indicated that the educational intervention significantly increased the language skills of every student. Overall, these findings demonstrated how blended learning aided ELT students in developing their language proficiency and underscored the need of integrating technology-enhanced teaching approaches into language instruction.

In addition, this paper also explored the application of blended learning in ELT instruction and conducted a thorough analysis of blended learning approaches, literature, and real-world improvements in the context of ELT instruction. In ELT classrooms, the study enhances innovative concepts for implementing blended learning approaches. It showed how the blended learning approaches supports students' academic success, offers a flexible language learning platform, and affects ELT instruction.

The findings revealed how crucial it is to incorporate dynamic and interesting activities into blended learning settings to raise student interest and, ultimately, academic achievement.

Keywords: *blended learning approaches, ELT classrooms, efficacy, control group, experimental group*

Introduction

In the context of teaching English, blended learning has gained popularity, particularly in higher education settings. During and even after the pandemic, the rise of online learning and the incorporation of technology with varied learning approaches, taking blended learning to a new level of prominence has taken into consideration. This educational approach creates a comprehensive technique for teaching languages by combining online components with traditional in-person instruction. It is often known to improve learning conditions, foster language competency, and increase student motivation for language learning.

Instructors are compelled to focus on digitizing pedagogies, particularly those within the past 20 years, due to the demands of neo-millennial learners and the general interaction of technology (Dede, 2004). The pandemic has further impacted the current situation, making online learning mandatory rather than optional (Cabauatan et al., 2021; Majeed et al., 2022). The implementation, potential, difficulties, effectiveness, and results of various types of online teaching and learning are the main topics of discussion in the current educational discourse (Tate & Warschauer, 2022; Ismatullayeva, 2021; Shahzad et al., 2021; Di Vaio et al., 2020a, Zhai et al., 2020). English language schools in the Philippines need these kinds of advances, and digital pedagogies should be applied to enhance instruction.

Recent studies have demonstrated how well blended learning may accommodate the various needs of university students. A range of learning styles are accommodated by this method, which balances traditional classroom interactions with digital resources. Language learning becomes more engaging and interactive when social media platforms, smartphone applications, gamification features, and other technological tools are used. Notwithstanding its benefits, issues such as delayed input and the perceived intricacy of digital tools provide obstacles that call for more research.

The growing corpus of research on blended learning in higher education highlights how important it is to understand how it affects language instruction and learning results. Research has demonstrated how combining online and offline training can improve students' language proficiency overall, communication skills, and involvement. Blended learning presents itself as a promising way to advance higher education by encouraging creative ways to language training as educators explore new pedagogical approaches.

English is a medium of instruction, demonstrating the language's significance in the Philippines. However, the majority of students have below-average proficiency, which shows opposing effects in their mass performance (Ahmad & Rao, 2013; Dar & Khan, 2015; Haidar & Fang, 2019).

Global studies on contemporary ELT classrooms in this context have found that blended learning is a successful teaching strategy for raising students' language proficiency (Ramalingam, Yunus & Hashim, 2022; Heilporn et al., 2021; Jnr et al., 2020, Ramalingham). Asynchronous learning, often known as blended learning, is a type of online learning. Hrastinski (2019) describes it as a combination of online and in-person activities. Students can try out various exercises, watch pertinent videos or lectures, and read handouts on an online portal that is linked with in-person classroom discussions, activities, and lectures

(Wong, Tatnall, & Burgess, 2014). The usage of online learning environments where students can access uploaded course materials in various formats based on their convenience is known as asynchronous learning. These activities typically have lengthy deadlines and allow students to study at their own leisure. According to Phanphech et al. (2022), the course material may be presented in a variety of formats, including audios, videos, multiple-choice questions, handouts, essays, PowerPoint presentations, and more. Through the learning management system (LMS), students can access these. An online classroom that adapts to the curriculum is what an LMS is (Garrison & Kanuka, 2004).

But for blended learning to be implemented successfully, the right infrastructure, skilled personnel, digital literacy, and student motivation are needed (Goos et al., 2020). A review of teaching and learning materials and content is necessary for blended learning in ESL classes, in addition to the previously mentioned considerations. The effective use of blended learning in a marginalized setting is discussed in a variety of literature. In contrast, a study in a Thai university shows that undergraduate students' reading skills significantly improved after the department adopted blended learning (Yudhana, 2021). For example, a study in Vietnam highlights significant disadvantages in the adoption of blended learning in English language classrooms (Le, Allen, Johnson, 2022), highlighting the lack of knowledge and trained staff. Likewise, a Taiwanese study shows that using the blended mode has a favorable effect on students' language acquisition (Wang, 2020). More intriguingly, an empirical analysis of schools in numerous developing nations reveals inconsistent results in various contexts of various sectors of a single nation, highlighting teaching pedagogies, students' computer literacy and access, and resource availability as the primary causes of outcome differences (Teo & Divakar, 2021).

Accordingly, the literature cited shows that using a blended mode in ELT classes in a developing setting can have both positive and negative effects. Therefore, the exploration on the efficacy of blended learning in the Philippine setting is desperately needed. Even though blended learning has been the subject of extensive research worldwide (Jnr et al., 2020), more study is still required to determine the effectiveness of mixed learning in terms of both technological implementation and behavioral response in a compromised setting. Furthermore, in the context of ELT, it is necessary to investigate how students perceive blended learning (Gaol & Hutagalung, 2020). Thus, exploring the efficacy of blended learning approaches in ELT classrooms in raising student engagement, language proficiency, and overall academic achievement of the language major students particularly at Cebu Normal University Main Campus, is one of the study's objectives. It also provides a review of the research related to the use of blended learning in ELT context in general.

Literature Review

Blended learning has emerged as a novel and noteworthy educational innovation in the past few decades. Blended learning research is very new and is related to various areas of education like remote learning, computer-assisted language learning (CALL), educational technology, and English teaching methods (Picciano, Dziuban & Graham, 2013). In order to distinguish this teaching and learning approach from traditional or online learning, blended learning has been defined. For example, the mix of traditional in-person instruction and

computer-assisted training is known as blended learning, according to Bonk and Graham (2012). In a different description, Garrison and Vaughan (2008) stated that blended learning was created by combining the advantages of in-person and online instruction. It incorporates both forms of education since the teaching and learning process uses both online and traditional classroom lectures. "The most important aim of a Blended Learning design is to find the most effective and efficient combination of the two modes of learning for the individual learning subjects, contexts, and objectives," according to Neumeier (2005), who described blended learning (p. 164). Importantly, compared to traditional face-to-face or wholly online teaching and learning approaches, blended learning fosters a better feeling of involvement and community, making it suitable for usage in place of traditional or online learning (Tayebinik & Puteh, 2013). Blended learning, as noted by Senffner and Kepler (2015), is a flexible, scalable, and meaningful method of teaching and learning. In other words, it provides additional learning opportunities that encourage students to engage both within and outside of the classroom. That is, students are not restricted to groups or partners and can learn whenever and wherever they choose thanks to the online component of blended learning. "Blended learning environments give students both online and in-person spaces to meet, collaborate, and work on meaningful projects," claim Riel, Lawless, and Brown (2016). There are unique advantages for effective learning in each of these areas (p. 189). One of blended learning's distinctive features, according to Rhem (2012), is that it enables teachers to conduct class activities both in-person and virtually.

Furthermore, Zhang and Zhu (2018) pointed out that while it might be challenging to find a setting that works for every student, the blended learning method makes it possible to create a teaching and learning environment that is "accessible, flexible, active, interactive, encouraging, and inspiring" (p. 268). Neumeier (2005) offered a concept for creating a blended learning environment in the context of teaching and learning languages. Six characteristics make up this framework, which identifies the essential elements for creating a mixed learning environment for teaching and learning languages. These parameters are as follows: (1) mode; (2) integration model; (3) learning content and objectives distribution; (4) language teaching techniques; (5) learning subjects' engagement; and (6) location.

Three justifications for creating or utilizing blended learning over alternative teaching methods were noted by Graham, Allen, and Ure (2003, 2005). These include enhancing cost-effectiveness, expanding access and flexibility, and improving teaching and learning pedagogies. Teachers, trainers, or students may select blended learning over other forms of instruction and learning for the three reasons listed above. Additionally, Graham (2006) distinguished between four levels of blended learning: activity-, course-, program-, and institutional-level mixing. Depending on the type of learning activity, course, program, or institution each of these levels combines traditional teaching methods with online components (Graham, 2006).

In ELT instruction, blended learning has gained popularity as a way to combine online collaboration with traditional classroom instruction. By providing flexibility, customization, and involvement in the language learning process, this method seeks to improve student performance. To accomplish academic objectives and meet the needs of each individual

student, it is not enough to simply combine online and in-person activities; rather, resources must be strategically integrated.

Blended learning has many benefits for language learners. By enabling self-paced online learning in addition to classroom interactions that promote cooperation, prompt feedback, and spontaneity, it establishes the perfect setting for teaching and learning English. This creative approach improves language acquisition procedures, reinforces learning materials, and eventually raises learning results.

Nevertheless, there are difficulties in integrating blended learning into ELT instruction, even with its advantages. These include of fixing technical challenges, encouraging interaction, supporting students' learning processes, fostering a positive learning environment, and integrating flexibility. An organized strategy that takes into account organizational constraints, suitable student competencies, and a comprehensive needs assessment is necessary for successful implementation.

In summary, by fusing the advantages of online and traditional teaching approaches, blended learning offers a promising chance to improve ELT instruction. Teachers can use the advantages of this strategy to enhance language teaching methods and increase student outcomes by carefully planning an efficient mix and proactively resolving issues. Refer to the following sources: (Huang et al., 2022) [4], (Challob et al., 2016, pages 1–5) [6], and (Alam et al., 2022) [8].

The efficacy of blended learning in ELT instruction in raising language learning results is becoming more widely acknowledged. Students are given more autonomy and individualized support when in-person instruction is combined with online activities, which encourages group learning and participation. With a variety of tools and technology to suit diverse learning preferences, it also enables students to hone their language proficiency outside of the conventional classroom. By fostering a network of support, peer interactions, teacher assistance, and instant feedback, blended learning improves language proficiency. Positive effects on academic performance and motivation levels have been demonstrated in research, despite obstacles like time management and internet accessibility. Blended learning is a promising strategy in ELT teaching because it provides a dynamic and interactive environment that meets a variety of student demands.

Barriers to incorporating blended learning into ELT instruction include teachers' differing degrees of technological competence, which call for training initiatives. Technology and platform synchronization is essential for a seamless transition between online and in-person components. For implementation to be successful, institutional support is necessary. The intricacy of blended learning design necessitates consideration of learning styles, student engagement, curriculum redesign, time management, and accessibility. Unlocking the full potential of blended learning in language education requires overcoming these obstacles through thorough teacher training, technology synchronization, explicit instructions, institutional support, and careful evaluation of numerous elements (Alam et al., 2022) [8]).

It has been shown in numerous research (Adas & Bakir, 2013; Grgurovic, 2011; Ghazizadeh & Fatemipour, 2017; Shih, 2010) that blended learning can be employed to help language learners improve their language proficiency. For example, utilizing blended learning in place of traditional face-to-face or wholly online approaches can help learners improve their speaking, listening, reading, and writing skills.

Ghazizadeh and Fatemipour (2017), for example, looked at the impact of blended learning on improving English language learners' reading abilities in a quasi-experimental study. The specific goal of the study was to find out if blended learning may help sixty intermediate-level Iranian EFL learners improve their reading. Two groups were randomly selected from among the participants: a control group that received a more conventional method of teaching English, and an experimental group that received classroom instruction and blended learning centered on reading abilities. To find out how proficient the students were in reading, tests were given to both groups both before and after the treatment. The researchers discovered that the usage of blended learning had a statistically significant favorable impact on the EFL learners' reading proficiency after comparing the two groups using a t-test. Put differently, Ghazizadeh and Fatemipour (2017) claimed that implementing blended learning with language learners directly affects their ability to improve their reading abilities. According to the study's findings, blended learning can be effectively implemented in English reading classrooms and speeds up the learning process.

The use of a blended learning approach to improve EFL learners' writing skills was also studied by Adas and Bakir (2013). The study's specific goal was to ascertain whether blended learning could be a useful tactic for raising students' composition scores overall. Participating in the study were sixty EFL students from a Palestinian institution. One group of students received English writing instruction using a traditional face-to-face method, whereas the other group received instruction through a blended learning paradigm. The researchers discovered that the group that received instruction through blended learning outperformed the other group in writing at the conclusion of the instructional period. Stated differently, the implementation of blended learning aided in the growth of the participating EFL learners' writing skills. According to the researcher's conclusion, the use of blended learning improved the participants' writing in a number of areas, including grammar, spelling, punctuation, and paragraph coherence.

Furthermore, Grgurovic (2011) looked into blended learning's application in an ESL setting. The goal of the study was to ascertain how blended learning is applied in ESL classes and how in-person and remote learning are combined using Neumeier's (2005) framework of blended learning. In the United States, the study was carried out in a speaking and listening class for an intensive English program. One English teacher and 19 ESL students participated. In order to investigate the efficacy of this learning paradigm, the research methodology comprised surveying the students, interviewing the instructor, and watching the language lessons. The results showed that teaching all language skills through blended learning may be done successfully and effectively. When it came to incorporating blended learning into English instruction, both teachers and students had favorable opinions and attitudes. They felt that the usage of online instruction enhanced the traditional methods and enhanced the language learning experience for the pupils. The researcher concluded by

saying that English instruction in foreign and second language programs can be successfully delivered through blended learning.

Similarly, Shih (2010) looked into teaching an English course using a blended learning approach in another study. The project specifically sought to develop a blended learning environment that uses instructional blogging with ESL students. In this study, forty-four college ESL students participated. A number of study techniques, such as surveys of student satisfaction, comments from teachers and students, student self-reflection, and interviews, were employed to examine the effects of the blended learning style. The study's findings showed that combining video-based blogs with blended learning had a number of advantages, including boosting the learning process, helping students become more independent and collaborative, and improving their speaking abilities. According to Shih (2010), one advantage of implementing a blended learning strategy is that it helps students become more proficient speakers as well as in other language skills including grammar, pronunciation, eye contact, and facial expression.

Other research, however, suggested that language proficiency is not necessarily directly impacted by the usage of blended learning. Tosun (2015), for example, looked into the impact of teaching English vocabulary through a blended learning approach. The study also looked at how English language learners felt about learning vocabulary in English through blended learning. Forty students enrolled in two classrooms of an intensive English program in Turkey were involved in the study. The participants were split into two groups: a control group that received training in the target language using the conventional teaching method (face-to-face instruction) and an experimental group that studied the vocabulary using a blended learning approach. Both groups were assessed to ascertain their vocabulary knowledge at the conclusion of the lesson. According to the results, students' vocabulary knowledge was not improved by the use of blended learning, despite their satisfaction with the teaching method. Tosun (2015) noted that their results did not align with a large number of earlier studies that connected the usage of blended learning to language proficiency improvement. Tosun went on to say that the brief study period is the only explanation for these findings.

Overall, studies indicate that blended learning can be a useful tool for improving English language learners' language proficiency in the context of ELT. According to the analyzed studies, language instructors could use blended learning as a teaching paradigm to help students improve their vocabulary, speaking, writing, and reading comprehension.

Improving the language learning environment, which is essential to the teaching and learning process, is one of the major advantages of implementing this teaching approach in the ELT context, according to the review of the literature on blended learning. According to numerous research, using a blended learning approach will enhance the process of teaching and learning.

In a study published in 2018, Zhang and Zhu compared blended learning to traditional face-to-face learning. The study specifically examined the efficacy of blended learning in comparison to the conventional approaches utilized in China for teaching English as a second

language. The study's sample size comprised 5376 students enrolled in ESL courses at a renowned Beijing institution. A comprehensive database comprising the performance, gender, grade, and discipline of students participating in ESL courses was examined by the researchers. Comparing students who were taught in-person to those who were taught through blended learning, the results showed that the former had higher academic accomplishment in ESL classes. Put differently, blended learning students outperformed their face-to-face counterparts in ESL classes. The results, according to the researcher, demonstrated that blended learning improves student learning standards.

In the context of EFL, Akbarov, Gönen, and Aydoğan (2018) looked into students' perceptions of blended learning in another study. A sample of 162 English language learners participated in the study. The researchers used a questionnaire that asked about the learners' attitudes and views regarding blended learning in EFL classrooms as opposed to traditional classroom settings. According to the study's findings, blended learning is preferred by the majority of EFL students over the conventional method of teaching English because it increases their drive to learn, which elevates the educational process. They felt that blended learning directly affected their learning, to put it another way. However, the participants stated that they would rather be examined in a traditional manner as opposed to a computerized one. According to the results of Akbarov et al. (2018), the participants also seemed to think that using blended learning helped them become more proficient in English. In order to enhance the teaching and learning process in an EFL context, the researchers concluded that blended learning is an effective learning modality.

Ja'ashan (2015) also looked into how students at Bisha University in Saudi Arabia felt about the use of blended learning in an EFL English course. A survey with 130 undergraduate English language learners was administered to learn more about the attitudes and perceptions of the students. Data analysis revealed that students had favorable opinions about the use of blended learning in English instruction. The participants expressed satisfaction with blended learning because they felt that it could help them improve their language proficiency, increase their sense of autonomy in their education, improve their interactions with teachers, improve the learning process, and provide engaging learning opportunities. Another drawback of blended learning, according to the researcher, is that it takes a lot of time to plan and execute mixed sessions. Teachers must implement both in-person and online teaching and learning activities. The participants indicated that blended learning is more convenient than traditional face-to-face instruction, and that it boosted their motivation to study and advance their skills in line with that, according to Ja'ashan (2015).

As a result, studies demonstrate that blended learning can improve language learners' learning outcomes and process. The utilization of blended learning as an English teaching approach is typically viewed favorably by English language learners. These constructive viewpoints stem from a number of sources, such as enhancing students' language proficiency in dynamic and stimulating environments, supporting the educational process, and giving them the chance to learn on their own.

The body of research on blended learning in ELT classes clarifies a number of elements that contribute to this teaching strategy's increased efficacy. Research on learner characteristics and the online platform emphasizes the importance of student engagement in blended learning. It has been observed that emotional engagement and the platform's perceived enjoyment have an impact on blended learning satisfaction. Blogs, mobile learning, and assessment tools are examples of educational technology that has been shown to be successful in increasing student involvement.

Furthermore, different activities in blended learning environments, such as online discussions and instructor's Question and Answer, have shown differing degrees of teacher direction and feedback. Online discussions may not provide rapid feedback since they are asynchronous, but in-person interactions allow for more direct and immediate input. The significance of these elements in enhancing learning outcomes is further shown by the connection between task characteristics and instructor roles and students' emotional and cognitive engagement.

In addition, technology-based instruction has gained popularity in ELT programs due to its benefits, which include greater learner independence, flexibility, and self-directed learning. Technology-related tools enable students to access resources from anywhere at any time, encouraging self-directed learning practices. While technology-based instruction is still widely used, other tactics, such as group games and social media applications, are equally essential for overcoming language learning challenges.

The comparison of results from previous research highlights the importance of technology integration, successful teacher-student interactions, and engagement in ELT blended learning settings. These realizations have the potential to direct teaching approaches and improve language learning outcomes.

Teaching approaches in language instruction can benefit greatly from the lessons discovered from studies on integrated learning in ELT classrooms. Facilitating student contact, whether in-person or online, with peers and teachers through a variety of activities is an essential component. Social contact is the key to meaningful learning, according to constructivist theory, which emphasizes how important it is for students to engage with both their teachers and one another. Emotional involvement can be increased by activities that promote these kinds of interactions, which will increase learning satisfaction. Additionally, in order to boost student engagement, blended learning activities must incorporate the idea of task value. Students' willingness to interact with the content can be influenced by task value, which includes their opinions on the activity's relevance, purpose, significance, and level of effort. By creating tasks that emphasize their worth, teachers can inspire students to take an active role in their education.

Strong student involvement in ELT settings also depends on encouraging learner autonomy. Students who practice learner autonomy take charge of their own education by establishing objectives, selecting instructional strategies, keeping track of their progress, and assessing results. Developing learner autonomy-promoting activities can help students become more self-reliant learners, which will increase their motivation and level of engagement.

The importance of developing engaging and meaningful learning experiences in mixed ELT classrooms is emphasized throughout these lessons. Prioritizing student-teacher interactions, stressing the importance of tasks, and promoting learner autonomy are all ways that educators can increase student engagement and, eventually, enhance language learning results.

Objectives of the Study

This study explored the efficacy of blended learning approaches in raising student engagement, language proficiency, and overall academic achievement of the language major students (BA and BSEd) at Cebu Normal University Main Campus during the second semester of Academic Year 2024–2025. Moreover, this study also aimed to fill in the knowledge gaps about blended learning approaches used in ELT classes. In order to explore the efficacy of blended learning approaches for English language learners, this study reviewed prior research and identify the particular barriers and enduring impacts on language acquisition. The main goal was to assess how teaching and learning English in ELT contexts are affected by the mix of traditional classroom settings with online resources. The study also sought to categorize, select, and critically explore earlier research using a structured review approach in order to answer important research questions.

Methodology

In the exploration of blended learning approaches in different ELT classes of BA & BSEd majors, a multi-faceted research approach will be utilized to gather extensive data. This methodology will incorporate both quantitative and qualitative research techniques to ensure a thorough examination of the efficacy of blended learning in language classes.

Surveys were created and distributed to participants as part of the study's quantitative component. The purpose of these surveys was to collect data on a number of topics pertaining to blended learning, such as perceived results, student involvement, and satisfaction levels. The survey responses would thereafter be subjected to statistical analysis in order to find any patterns or trends in the data.

Interviews were done with teachers and students to understand more about their experiences with blended learning from a qualitative perspective. These interviews centered on examining opinions regarding blended learning, difficulties faced, and recommendations for improving ELT instruction using this methodology. The researcher analyzed the qualitative information obtained from these interviews to look for recurring themes and trends.

Additionally, in order to provide real-time insights into the implementation of blended learning, classroom observations were conducted. By offering a firsthand look at student involvement, interactions, and general classroom dynamics within a blended learning setting, this observational data supplemented the survey and interview results.

This mixed-methods approach helped to give a thorough grasp of the benefits and challenges of implementing blended learning in ELT language classrooms by integrating these various research techniques. It was made possible by examining the topic in greater detail than could be done with just quantitative data or qualitative viewpoints.

Using a mixed-methods approach, a study on ELT students' participation in blended learning focused on student engagement as a critical component that needs effective measurement. In order to collect data on student participation, prior research focused on using both quantitative and qualitative techniques, such as surveys, questionnaires, and interviews. In order to address the drawbacks of each approach, this study intended to integrate questionnaires and interviews to provide a comprehensive knowledge of students' participation in blended learning activities. With an emphasis on recording real-time engagement during participation in blended learning scenarios, the flexibility of involvement across various learning settings was taken into consideration. The study sought to provide comprehensive insights on ELT students' involvement in blended learning environments by examining how they connect with course content and various learning modes. This method supported earlier research and emphasized how crucial it is to comprehend student participation at the activity level in order to implement successful teaching approaches in ELT classes.

A mixed-methods approach was used to examine learners' experiences in both online and offline ELT classes in order to further investigate the qualitative component of the study. Forty individuals were selected at random to participate in semi-structured interviews, which are considered useful and appropriate for qualitative research carried out in classroom environments. Each of these in-person, English-language interviews lasted 30 to 60 minutes. Interview questions focused on the participants' experiences learning in both online and offline settings, emphasizing the ways in which each mode affected their anxiety levels and emotional engagement. Preferences for offline classes, expectations for the course, plans to use newly learned skills outside of the classroom, perceived improvements in speaking and listening skills, successful learning strategies used during the course, and suggestions for improving the course were among the subjects discussed. The main goal was to get in-depth input from students about how they felt about the intervention and how it affected their language learning process.

Student competence development depends on the last phases of the learning process in ELT sessions, which concentrate on improving language skills and habits. When it comes to evaluating students' performance, especially during class debates, classroom observations are essential for enhancing speaking and listening abilities. A 'creator loop for learning habits' is created by encouraging students to give feedback and show gratitude.' To understand how blended learning affects language learning classes, it is crucial to observe how students use technology, engage with the material, and react to different teaching philosophies.

Keeping an eye on how students behave in class, online, and on their own assignments can provide important details about how they are learning the language. In order to conduct a comprehensive evaluation of blended learning in ELT classes, systematic classroom

observations and qualitative data gathering are used to supplement quantitative findings from surveys and interviews. The benefits and difficulties of integrating blended learning into language instruction can be determined by teachers through careful observational documentation.

In general, approaches for observing classes are essential for assessing how well blended learning improves ELT instruction. Thorough observation of student interactions, levels of involvement, and reactions to instructional strategies provides insightful information that can help to enhance language teaching methods and approaches.

Findings

The study examined the efficacy of blended learning approaches in ELT classes. Before and after adopting a blended learning approaches, students in the experimental group (BA English Language majors) and control group (BSEd English Language majors) were examined. Initial results showed that the Experimental Group and Control Group were similar at the pre-intermediate level, with no discernible differences in their language abilities. Nevertheless, the Experimental Group's language skills significantly improved after the intervention. In comparison to the Control Group at the pre-intervention levels, the Experimental Group's post-intervention evaluations demonstrated a significant improvement in their language proficiency.

The findings showed that all of the students' language proficiency was greatly improved by the educational intervention. Overall, these findings highlighted how blended learning helped ELT students improve their language skills and emphasized the importance of incorporating technology-enhanced teaching methods into language instruction.

Interviews performed to evaluate the efficacy of blended learning in ELT contexts yield insightful information. The flexibility and convenience of online learning, which permits self-paced learning, unfettered access to materials, and time-saving advantages, was one advantage that students emphasized. Learners placed a high value on this element. The impact of interest-based English classes on students' language proficiency was also disclosed by the interviews. By asking thought-provoking questions to stimulate students' interest and guarantee active engagement in the learning process, teachers played a critical role as facilitators. Additional resources and activities were incorporated into the curriculum with the goal of sustaining students' interest and eventually encouraging the growth of flexible learning styles. Furthermore, via initiatives to strengthen language skills, the idea of a learning cycle in language acquisition was investigated. With assistance from peers and teachers, participants were able to successfully create routines, which resulted in continued participation in the blended learning environment. According to the investigation, regular practice led to a gradual increase in students' habitual involvement, which greatly improved their overall language ability.

These qualitative results highlighted how important it is to retain student interest and curiosity in ELT classes using creative teaching approaches within a blended learning environment.

The study found that promoting student participation through a range of interesting activities was a major focus of blended learning in ELT classrooms. It has been demonstrated that integrating problem-based learning (PBL) into blended learning significantly affects students' levels of behavioral, cognitive, and emotional involvement. This approach improves academic performance in addition to enriching the learning process.

One noteworthy finding was how crucial it is to encourage connections between peers, teachers, and students. This supports the ideas of constructivist theory, which emphasizes the value of social interaction in fulfilling educational opportunities. Encouraging students to participate in online forums and Teacher's Question & Answer sessions increases their emotional engagement, which in turn increases their pleasure with their educational experience.

Additionally, group study sessions, the development of successful learning approaches, and the use of real-life scenarios were found to be excellent ways to encourage student participation in blended learning settings. These methods and approaches lead to a more satisfying academic experience in addition to increasing student involvement.

In conclusion, the researcher's findings highlight how important it is to include engaging and interactive activities in blended learning environments in order to improve student engagement and, eventually, academic performance.

Conclusion

Blended learning, according to the study's findings, is an excellent way to improve ELT instruction by combining traditional teaching approaches with online instruction. It offers a versatile learning environment, supports the drive of ELT students to use real-world language learning approaches, and improves academic performance. Furthermore, learners who are exposed to blended learning approaches and those who are taught in traditional face-to-face classrooms differ significantly in terms of language proficiency and motivation.

In addition, the study demonstrated how the blended learning approaches helps ELT students develop their interactive language skills and collaborate on language activities. Additionally, the study revealed how ELT teachers and students felt about the blended learning approach and presented a favorable outlook for its effective utilization. Further research is necessary to address the barriers that studies identified for the use of blended learning in ELT instruction.

Studies have indicated that the implementation of blended learning, as opposed to traditional or online teaching methods alone, yields numerous advantages for both the learning environment and students. Developing language abilities, improving the English learning environment, and improving the English learning process are a few of these advantages. Notwithstanding these advantages, blended learning may present certain difficulties. The literature that looks at the problems teachers have while implementing a mixed learning strategy in the context of ELT is, however, lacking. The viewpoints of ELT

teachers on the difficulties they face while implementing blended learning in English instruction and learning require further investigation.

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