

---

## | RESEARCH ARTICLE

# Blended Learning Approaches for Teaching English: Integrating Online Platforms with Face-to-Face Instruction: A Case Study of the Department of English Language and Literature at Qassim University

**Dr. Mahmoud Sabri Alasal**

*Department of English Language and Literature, College of Languages and Humanities, Qassim University, Saudi Arabia*

**Corresponding Author:** Dr. Mahmoud Sabri Alasal, **E-mail:** [M.Alasal@qu.edu.sa](mailto:M.Alasal@qu.edu.sa)

---

## | ABSTRACT

Mastery approaches like blended learning are more relevant now than they have ever been. In order to show the possibility of the implementation of the said type of learning method in university settings, it is necessary to evaluate students' perception and performance during the period of blended learning. Therefore, the aim of this research is to examine the effectiveness of the integration of virtual methods along with face-to-face lessons in teaching English. The research methodology in this study adopts an experimental design, which in this case involves the sample of students learning English from the intensive course program at the Qassim University's English Language and Literature Department, Saudi Arabia and splits them into two groups. There were 50 students who participated in the study and equal control and experimental groups for each of the students. The blended education division and the face-to-face education division are two different divisions and hence a comparative method of assessment was used. By integrating blended learning into the institutions, the study established that blended learning had a statistically significant improvement. The students of the blended education group scored higher in the English language skills test that covered reading, writing, speaking, and listening than the second group taught in the face-to-face education stream.

## | KEYWORDS

Blended Learning; Online Platforms; Qassim University; Teaching English; Face-to-Face learning; comparative approach

## | ARTICLE INFORMATION

**ACCEPTED:** 01 January 2025

**PUBLISHED:** 06 February 2025

**DOI:** 10.32996/jeltal.2025.7.1.10

---

## 1. Introduction

The transformations that the world experienced after Corona struck paved the way for forced changes in education as traditional methods of teaching transformed into innovative teaching techniques and virtual classes and online learning platforms came into improvising solutions for the continuous process of education. This crisis is seen as a shift of quality wherein the importance of technology in general and the level of education, in particular, tends to get enhanced. This has clearly positioned technology as fulfilling deployment strategies of delivering minimal educational services through the use of the Internet since it meets all the educational settings, students' interactivity, and the way they can easily adjust to new electronic methods.

From this perspective, there was a new form of instruction that integrated conventional instructions with elements of e-learning and this is called the blended learning approach. Graham (2006, p. 6) described the blended learning strategy as a combination of face-to-face and distance learning; Both teaching methods blended into one. For Powell et al. (2015), blended learning is described as a "hybrid learning approach" that consists of the following features:

"[Blended learning] ... combines the best features of traditional schooling with the advantages of online learning to deliver personalised, differentiated instruction across a group of learners. Students in formal blended learning educational programs learn online part of the time yet have the benefit of face-to-face instruction and supervision to maximise their learning and to best fit their own needs" (ibid. 2015, p. 5).

**Copyright:** © 2025 the Author(s). This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC-BY) 4.0 license (<https://creativecommons.org/licenses/by/4.0/>). Published by Al-Kindi Centre for Research and Development, London, United Kingdom.

Zhu, et al. (2021), confirmed that blended learning is gaining popularity because it has shown to be a successful method for accommodating an increasingly varied student body while enhancing the learning environment by incorporating online teaching materials

As a result of his work, Khasawneh (2023) highlighted the positive effects of blended education because this kind of education leads to the following benefits: enhanced learning options, flexibility as it concerns implementation and absorptive control, and performance speed within different educational platforms, as well as support of institutions' current overarching strategic learning and teaching objectives. , including increasing the interactivity of the educational process, arranging curricula in schools, as well as contributing to the improvement of student's performance and learning in a technological world agreeing with their developmental changes so that students can build up the benefits of distance learning without denying the social and human face to face education which is more importance in learning process and as a result of this students become more technological and digital intelligent and develop characteristics like self-responsibility, inter

Over the years, learning institutions have experienced a fusion of information technologies and contemporary practices in teaching. For instance, technological advancement has seen the production of new-generation learning environments that are quick, innovative and creative. Stating the obvious, Osgothorpe and Graham 2003 stressed that the emergence of the Internet has expanded the educational portfolio for learners and teachers.

Synchronous teaching/learning often occurs in the physical classes under the tutor's control and direct communication in a particular setting. On the other hand, distance learning systems particularly used in different education environments emphasize self-learning and telecommunication interactions. The characteristics of an online learning environment centred on the relations between the learner and the content while the characteristics centred on human relations in a face-to-face environment. The phenomenon of online learning becomes the second way of providing higher education after the initial pre-use of technology in the educational period, as the target group of the authors of the paper has a distinct ability to learn at any time and in any place in real-life teaching environments.

However, there are some downsides to incorporating blended learning as one of the methodologies of teaching. First, these learning environments do not care about students' motivations because, as a rule, the online learning programs do not possess social interaction, the nature of which is demonstrated in a face-to-face environment. Thus although interaction may occur is not as frequent as that of face-to-face communication and where it does it is less likely to be Wi-Fi-based. On the other hand, it minimizes the interaction with others during the learning process for instance in online learning one cannot interact with one's teachers face to face. It can also demotivate the learners in cases of online learning and create a disconnect between the student and the teacher, therefore lowering the efficiency of learning. and educational outcomes of students (Mitra, 2023). A frequent weakness of early learning environments applied to the context of blended learning is that they place students in a position of having to face some issues. However, this responsibility is assumed by the students in higher education and it is evident that they require direction (as cited in Haj Sadr, 2005).

According to Shahzad et al. (2021), the proficient blended learning and teaching of English as a foreign language in its capacities of face-to-face and online teaching has underpinned the learning and teaching process. Teaching and learning employing the method known as blended learning help to conform to these standards and needs of today's generation of learners in many ways as it has many advantages for learners, for example, increasing their level of motivation utilizing social media platforms available today and increases learners' effectiveness in the learning process (Paudel, 2020).

There is no easy way to learn a foreign language such as English because skill acquisition in listening, speaking, reading, and writing takes time. Students study English with many problems due to cultural differences, weaknesses in language, and lack of actual practice. Thus one of the key issues that students encounter is the ability to use language in real-life situations; using English when out of the classroom may be rare. Learners may also face challenges in comprehending the pronunciation of variables, and other tough words also in grammar (Rafiq et al., 2019).

Thus, the concept of blended learning becomes a valuable tool that helps to enhance the process of English as a foreign language acquisition. Introduced as a fusion of traditional classroom learning and the application of technical aspects and communication technology and e-learning applications, blended learning aims at offering an all-rounded face-to-face learning with computer-based learning. Further, English is taught as a foreign language, and it can also deliver numerous teaching aids which hone the student's reading, writing, speaking, and listening in the English language. Integrated learning for materials that teach English as a foreign language and feedback that is both immediate and appropriate for improvement are features available in e-learning (Rajprasit et al., 2015).

However, cultural and linguistic barriers are crucial for an understanding of EFL learning procedures, the primary difficulty of adaptation implies the definition of the proper approach in employing the methods of foreign language teaching and learning in the context of the expectations and interests of the modern generations of digital society. As the technological factor keeps on advancing in all areas of society, it becomes crucial for a method of teaching a language to embrace such tendencies. Today, students base their learning on the experience of interacting with subjects and engaging in multiple performances based on such subjects and using various tools, including information technologies. Consequently, it emerges that lots of changes occurred in the English teacher's profession necessity to use extra caution for modern technologies and the contemporary methods of teaching as well as effectively respond to the students' digital demands. If they are able to do this, they will be able to comply with the

several objectives of being able to give inspiring as well as effective educational directions as being able to enhance success and excellence in the education of learning the English language. This is where blended learning comes into play when it comes to teaching English as a foreign language (Al-Marroof et al., 2021).

In this context, Faize (2011) pointed out that the usefulness of learning English for everyday life has led to the development of internet-based education inside the country's system of education. According to the opinion of learners also, Faize (2011) is right when mentioning that the practice of, or the integration of E-learning into the educational system is a wise way of enhancing the level of education teaching English. Collis (2008) has noted that instructors have to understand that E-learning needs to supplement the English language lessons as the students need to effectively learn info and acquire English communicative competencies.

In a structural equation modelling analysis of the determinants of student satisfaction and perceived learning outcomes, which was carried out within a blended learning environment, Eom et al. (2006). According to Liu, et al. (2024) blended learning was first introduced in the field of corporate human resources training, aiming to overcome the limitations of time and space in face-to-face teaching, including small class size, poor timeliness, and high training cost. Blended learning is a learning mode that integrates face-to-face learning and technology-enabled learning. This shows the proper impact of blending learning through the enhancement of information technology which in turn re-strategises the class by making the environment richly interactive and stimulating thus making the classroom even more conducive a place to learn.

The study found that several elements have significant effects on the students' satisfaction and achievement in a blended learning setting. Scholars have discerned that course organization, assessment feedback of instructors, self-exploitation, mode of study, engagement, and instructional support might all boost students' learning. The author concluded that student delight is a factor that should be given consideration when it comes to the improvement of students' performance in blended learning by the need to develop a conducive learning environment. Hybrid learning, which means that the traditional and online elements are incorporated into a learning model, can help to increase students' satisfaction and effectiveness of learning.

## **2. Statement of the Problem**

Blended learning approaches to teaching English: Blending technologies with face-to-face contact. Among the most widespread effects of scientific and technological processes observed in the sphere of languages, it is essential to note the integration of degrees of online learning and personal contact experience by using the methods of blended learning. This technological advancement has placed a new teaching reality in institutions conveying education replacing the normal classroom environment with more of humans and technology.

Therefore, it can be concluded that blended learning plays an important and mandatory part in the process of education taking into account the technological advancement after corona pandemic. With the spread of modern means of communication such as computers, the Internet, and other multimedia media, such as audio, picture, and video. Concerning the objectives of the present research, it was imperative to undertake a review of blended learning models and synthesize the outcome of prior research that focused on exploring the effectiveness of disruptive electronic platforms to improve the learning of English in the BLM setting.

## **3. Research Questions**

1. What is the extent of the impact of blended education on the English language proficiency of students at the English Language and Literature Dept. at Qassim University?
2. What are the benefits of blended learning approaches that integrate online platforms with face-to-face instruction in English language teaching?

## **4. Methodology**

The research methodology involves the use of an experimental design that will categorize the sample comprising English language students from the intensive course program of the English Language and Literature Department of Qassim University in KSA into two groups. Instruction of the English curriculum will involve the use of a blended learning method but only the experimental group will undergo this method. On the other hand, the control group shall undergo the direct type of instruction in the same subject in the conventional way through face-to-face mode. This section helps to make a comparison that would enable the identification of the difference in the results for the two groups hence helping in establishing the efficiency of the blended learning paradigm. Therefore, the general objective is to assess and contrast the effectiveness of blended education in the teaching of TEFL in universities. In this way, this study attempts to provide a number of useful findings for the field of language education by investigating the outcomes of the progressive approaches and practices in the given sphere of learning English as a foreign language.

## **5. Study Population and Sample**

The target group included bachelor's degree students in the English Language and Literature Dept. at Qassim University in KSA, particularly in the intensive course program, the participants numbered 50. The researcher then administered a random number

table to split them into either an experimental group comprising 25 students or a control group made up of 25 students. These include section A and section B.

## 6. Procedure

To evaluate students' comprehensiveness of the English Language and Literature Department, at Qassim University, the researcher performed an experimental test. The researcher divided the students in the intensive course program into two groups: the first group was that they were taught through a combination of faculty instructions and technology-based instruction while the second group was taught by traditional classroom instructions.

## 7. English Language Test

The researcher has developed a test consisting of various sections that require the students' understanding of what they read, some vocabulary skills, and writing ability. The format of the assessment includes three sections: It explores a randomly asked general question, a multiple choice question, and a written composition on a given theme.

## 8. Test Validity

This content is the test that at first was shown to a group of nine professionals involved in the field and effectuated to reason. As for their input, we asked specifically about the ambiguity in the question, possible language-related shortcomings, and the extent to which these measures aligned with their goals and objectives. We went further based on the majority rule thus attaining the 80% agreement, where new questions were added and some questions were reformatted.

## 9. Test Reliability

We administered the test to a sample survey of 15 students and replicated the responses using the split-half method in order to establish reliability. To decide on the rationale for undertaking individual and paired item analyses, we first computed Pearson correlations and then a Spearman-Brown correlation coefficient. In the research, we used the reliability coefficient to measure the level of reliability and it was 0.96 hence would be considered both high and acceptable for the purpose of the current study.

## 10. Test Duration

The total number of minutes that the sample survey students took to complete the test was timetabled and found to be thirty-five minutes for the test completion.

Test	Group	Number	SMA	Standard Deviation	T-Value	Sig
English language skills	Experimental	25	23.250	6.4308	0.320	0.896
	Control	25	23.900	6.423		

**Table 1: Correction of English language skills**

## 11. Literature Review

Blended learning is an integrated series that involves face-to-face learning (FACE TO FACE) along with electronic learning through the internet or Web-based e-learning to facilitate the learner at every phase of learning as one of the modern techniques based on the usage of educational technology to design new learning paradigms. In his turn, Dunlosky et al. (2013) defined IBE as the type of learning in which an effective set of multiple presentation techniques, teaching and learning modes is used, which enhances the learning process and is based on the combination of face-to-face teaching method for students and e-learning teaching and learning method. Many of the works concern the subject of blended learning, features, and models of such learning, the presence and influence of which were identified in various educational processes, as well as the possibility of using it to avoid the mastery of English as an avoidance language. In addition, Safranji (2013) compared blended learning approach to the traditional teaching English for Mechanical Engineering for students at Faculty of Technical Sciences, University of Novi Sad. Data was collected from two groups of students over two semesters and analyzed to determine whether the students who were exposed to the blended

environment displayed increased participation in a non-compulsory learning task and higher marks in both in-session and final examinations. The research methodology comprised the t-test and the Levene's test for equality of variances. Results indicated significant improvements in every area of language teaching, supplying valuable evidence that the adoption of a blended approach in learning English for Specific Purposes in higher education can appreciably enhance students' results and experience by providing a more student-centered learning environment.

Al-Sofi (2021) recently undertook a study whose purpose was to analyze the impact of employing the blended learning approach that incorporated the Blackboard learning management system on the Intel course outcomes and educational methods among female students at King Saud University. The sample included (46) female students; to junior females, a questionnaire was developed to assess female students' attitudes and perceptions about using computers to assess Cognitive achievement and an evaluation form was designed to assess the ability to design and implement educational methods of and by junior females. By the end of this research, the researcher was able to determine that there were no significant differences between the mean scores of the female students of the experimental group and the mean scores of the female students of the control group for the cognitive achievement test using blended education. Namely, Saleh and AlAli (2022) aimed to investigate the effectiveness of educational software and computers in the blended education context to enhance learning outcomes. It was an experimental research work and the target population was all the students of the Kindergarten in the First Zarqa Education Directorate. The study sample comprised forty- male and female students. The results of the study found that when comparing the score averages of members of the two groups, in the context of the post-scale, they are positive and characteristic of the experimental group that utilized educational software and online learning platforms. Powell et al. (2022) sought to show how educational technology for online learning and communication software combined with face-to-face learning under the philosophy of direct training might foster the development of English language proficiency. The study was experimental based and the research community included all third-grade students in Giza District, the size of the study sample was (60) male and female students, NO male student was excluded from the study and they were randomly divided into two groups; experimental and control groups. From the findings of the study, it is clear that there was a variation in the pre-and post-performance with the two groups, and more so, post-application on the reading skill [ $t(41) = 2.064, p < 0.05$ ] as well as the writing skill [ $t(41) = 2.337, p < 0.05$ ]. It also pointed out that, there is a positive effect with reference to statistical relation regarding the contribution of electronic learning platforms on the Development of students' level of English in blended education.

Al-Farani and Al-Asmari (2021) adopted the research spotlight on the prescriptive study of educational software based on the multiple-intelligence theory where one of online education in Blended Learning to identify its contribution towards the skill of reading comprehension in the English language subject. The sample collection was based on the quasi-experimental approach, while the population comprised all third-grade students. in teaching an English language course the sample size was, (22) female students, purposive sampling was used to obtain the most appropriate samples after administering multiple intelligence scales the students with linguistic and visual intelligence were selected. In this context, the effectiveness of the design of the particular educational platform was established in the context of the study. Es también reflejó la existencia de diferencias significativas en favor del post-test con respecto a los de lenguas. The study conducted by Aslan and Duruhan (2021) intended to show the effects of virtual learning environments implemented in line with the PBL on the success of students and increasing the level of their achievement. The assessment was done using the quasi-experimental approach, whereas the research community was all the seventh graders in a secondary school. The study participants comprised (68) students, and according to an analysis done on the findings of the study, it was established that the means of the two research groups were significantly different at  $p < .05$  in favour of the experimental group as regards their favourable perception towards making lessons more enjoyable through interaction and training and the use of fun, unconventional, complex technological methods. Students also further stated that through ancillary activities they have developed Problem-solving skills across the students across the online platforms.

Zhu et al. (2021) explored effective instructional strategies and technology use in blended learning (BL) in a graduate course in the USA. Varied forms of data were collected, including (1) semi-structured interviews with students, (2) mid-term and final course .evaluations, (3) two rounds of online debates, (4) four weeks of online reflection journals, and (5) the instructor's reflections. Thematical analysis and descriptive statistics were conducted to analyze qualitative and quantitative data respectively. Multiple methods were employed to establish trustworthiness of the study. Effective and ineffective instructional strategies and technology .uses were identified in BL. The findings indicated that students valued real-time interactions with peers and the instructor. However, inappropriate asynchronous discussions were considered less effective in BL. In addition, immediate feedback from peers and the instructor motivated learners and improved the quality of their work. Learning technologies played a critical role in 'BL, but the use of learning technologies should be simplified and streamlined. Technical support was essential to reduce learners .cognitive load

## **12. Blended Learning Approaches**

The educational strategies must always try to be updated to ensure the enhancement of the success of the educational process between different generations. In this regard, there are many general and common features that are typical for the system of blended learning to promote an increase in the efficiency and popularity of the educational process. According to Singh and

Shivam (2015), students can receive knowledge quite effectively through the method in which information is delivered in multiple forms, thus enabling them to understand concepts well and build all-round skills.

Hossam and Youssef (2014) listed some of the features of this approach that include employing diverseness in teaching or learning techniques since it includes face-to-face learning, individual learning and other learning modes that are online and offline type. In addition, blended learning combines communication and learning types and approaches, as this positively impacts the learning process and makes it more effective and versatile. Graham et al. (2005) identified three primary benefits of BL: (1) enhancing pedagogy, (2) increasing access and flexibility, and (3) improving cost-efficiency.

This is again true because through the blended learning model teachers and students have an opportunity to apply different learning techniques thus getting higher and better results in learning. Furthermore, in this model, a number of educational materials are made easily and more conveniently available for students, so that, they learn at their own pace and level.

Student learning freedom is apparent in blended learning since students can educate themselves and acquire knowledge in a specific course through the use of the Internet. Students can also contribute to the teaching discussion and receive opinions from other students who are not in school most of the time; thus increasing students' interaction and communication. Thus, utilizing the online communication tools, a teacher can enhance the teaching process and add more useful materials making the learning process more effective and more comprehensive. It also facilitates a variety of assessment models to ensure that teachers are able to give out tests, and evaluate results better to enhance the quality of education (Bizami et al., 2023).

Concrete files and data available online give the students the possibility to share knowledge and engage each other which helps to accomplish learning outcomes based on students' needs and contribute to collaboration. Thus, the chosen blended learning model improves the variety of educational techniques and means aimed at increasing the attractiveness of the learning process and is conducive to stimulating students to learn more effectively (Agustina, 2024).

Consequently, there is a wide range of approaches that can be characterized as blended learning methods; every such method corresponds to a definite phase of technological advancement. Due to the fast growth of new technologies, there is a proliferation of approaches to blended learning. Abd Al-Bari and Shaaban (2015) categorized the blended learning methods into the following:

### **13. Correspondence Learning Method:**

Correspondence learning entails the use of emails, or postal mail to transmit education materials hence enabling learners to learn on their own and also communicate with the delivery system. Many of the queries or questions put by the learners can be readdressed to the teachers and they get answers and solutions from them. For instance, the Bright School platform offers English language courses via email: subscribers obtain lessons, exercises, and reviews in their e-mail box periodically and can address teachers concerning lessons and questions.

### **14. Multimedia Style:**

The multimedia method involves the use of many items that add sound and vision dimensions in an all-inclusive preferred device to capture learner attention. By adding audio, images, as well as methods of hypertext linking, the learning process is made more appealing and increases effectiveness. For instance, Rosetta Stone is an educational program through which one is able to learn different languages and where various tools like voice, images and techniques with the use of texts are employed as forms of multimedia technology.

### **15. Video Conferencing Method:**

The method of video conferencing enables the teacher to explain the lessons directly to the learners through the use of the Internet where learners can also have a glance at the teacher and hear him and also present their views and questions to him. This method ensures efficiency in direct contact with the respondents and makes it easy to pose questions and engage in discussions.

### **16. Virtual Learning Style:**

The Virtual learning method is the conveyance of the educational content and the communication between the tutors and the learners using the World Wide Web. This encompasses the use of the World Wide Web and electronic mail for the conveyance of knowledge and the sharing of educational materials. This approach is on the rise as the use of technology rises, teachers and students can easily communicate and even interact online.

### **17. Interactive Distance Learning Method:**

The measured approach for distance learning enables learners to communicate with learning materials and tutors through audio-visual media accessories like virtual classrooms or sessions. This method allows the learner to discuss, learn, and interact with teachers and other learners through the use of technology hence improving learners' comprehension of educational content and overall accomplishment of educational objectives.

### **18. Teaching English as a Foreign Language**

English is the most common foreign language taught in almost all the countries of the Arab Near East as the first foreign language in the region and as the second foreign language in all the countries of the Arab Maghreb. It is comparable to a second language being used all over the world and in the course of learning and working, and its significance relates to its capability of being a first language that many areas of study including medicine and engineering can be learned in. Other than the fact that it enhances the manner of reading books, magazines, and research in addition to giving information on popular culture and trends, it supports the provision of job opportunities for persons during the course of job interviews through the use of English. Consequently, there has been the designation of curriculum at local and international levels within the schools in English language and this expects the teacher to have specialization, mastery of the modern learning techniques and ability to develop rapport with his colleagues and students so that he probably does not encounter some of the issues that he may come across in the process of education. Here came the purpose of blended education, which is defined as the creation of a learning plan that incorporates physical class sessions as well as virtual classes through technological tools.

In any case, Swanson et al. (2014) used the argument that it is essential to learn the English language in the context of its increased ability to read magazines, books, and published research that contributes to the formation of science, knowledge, and personal culture among students; and in using a set of media communication with different peoples. This helps in familiarizing with the international popular culture and tradition and thus enjoy many opportunities in seeking jobs as most of the interviews require simple English as admission criteria as a prerequisite to the job for which the applicant is seeking. Mastery of any language depends on four basic skills that are linked to each other to varying degrees: comprehension, production, aural-oral, and graphic-tactile. This means really understanding these skills is of special significance to any learner who is a foreign language. A good teacher here is one who can enhance the student's capacity to practice these skills for the understanding that learning social skills is all that learners need. Furthermore, blended learning is also deemed to be one of the key components of the learning process when it comes to students' English language proficiency since modern computer-based learning technologies that are based on artificial intelligence work offer students a great number of opportunities. It offers group involvement and electronic games to accomplish the desired goals and objectives and compel the students to learn in the most enjoyable and scientifically proven manner. Furthermore, these platforms also give interesting audio stories with repeated ways on how to pronounce the language and constant listening to it enhances understanding or at least helps them to speak English fluently at a faster rate. The following points, Kalamarz (2014) highlighted that applying e-learning technologies in learning languages including the English language in the context of blended learning gives many advantages, which are: Eradicating bounds of place and time, addressing the lack of teachers, providing more flexibility to education, and present more innovative techniques in teaching to the learners. The principles of teaching the English language are to diversify teaching methods and use effective teaching strategies: including play-related schemes, dramatization, cooperative teaching, and learning, student differentiation, and giving the class a fun approach that helps all the members learn efficiently (Tomlinson, 2001).

### **19. Discussion and Analysis**

The first advantage of blended learning is that it is capable of aggregating efficacy by choosing the most suitable mode for a specific learning topic. Blended learning has the flexibility that would be expected or could offer courses or training, blended in a proper manner. As highlighted in According to, there exists as many BLM types as there are organizational challenges. For this reason, one can come up with his own preferences and patterns in a way that suits the learning needs of the workforce. Some of these methods include; Course model Reference-based learning and Pre-assessments. Language acquisition is thought to be a vital component of English as a second language students' experience. But nowadays it has become an issue of concern for ESL students who still show some weakness in their skills of reading, writing, speaking and listening ability. A study that was conducted in the past showed that ESL learners face challenges in times that they engage in language-related classes and other Language activities. These concerns might be resolved with the appropriate integration of blended learning strategies into the ESL classroom to extend learners' language skill deficiencies.

Table (3): Results of the Analysis of Covariance (ANCOVA) for identifying differences between the mean scores of the study groups in the post-test of English language skills

Effect size	Eta square	Sig	F	DF	Set of Squares	Source of variance	Fields
0.363 high	0.602	0.00	21.615	1	207.025	Between Groups	English language teaching
				38	363.950	Within Groups	
				39	570.975	Total	

Using a comprehensive literature review and the research evidence from the benchmark studies, the need for substantive interest could be created in the incorporation of blended learning approaches to EFL/ESL classrooms, specifically by combining online activities with traditional face-to-face instruction. As has been demonstrated in the examples, this approach has been seen to result in differing outcomes among the various methods and can be useful in helping to determine how best to enhance the learning process and pair it with the overall learning objectives. Prior research has shown that students who participate in most blended learning activities online can perform as well as face-to-face learners since the initial outlines introduced in the program correspond to those in a regular classroom. Thus, it can be concluded that the use of e-learning with face-to-face gratification has the potential to enhance the learning process. At the same time, the results suggest that there is rather high variability of outcomes when it comes to the methods used in online education, as the effects may vary across different aspects, such as the learning outcomes, perceptions, and attrition rates, which means that one should take into account the factors which may underlie the variability and modify the educational model.

Table (4) The arithmetic means for the experimental and control groups in English language Text

Adjusted Arithmetic Mean	Group	Fields
20.500	Experimental	<b>English Language Teaching</b>
15.950	Control Group	

From Table (3), thus, it can be concluded that there are differences in the mean scores between the experimental and control groups on the post-test of English language skills for bachelor's students at the University of Jordan after the application of the intervention. F value was equal to 21.615 at the significance level of 0. It comprised a total of 44 participants, male and female, with an average age of 37 years; the Significant value SD was 0.00, and the effect size was high.

To comprehend these differences, the mean was computed we followed the steps as depicted in Table (4) it can be observed that the post-application English language skills test portrays a marked difference with the experimental group obtaining a higher mean score of 20. 50 as against the control group.

The received result, pointing to the fact that the impact of the blended strategy on students' English language skills is rather great, can be explained by the specific features of this form of presenting material. It will also deviate from the stereotypical teaching that relies on Which uses traditional, non-deep methods that can weaken the educational climate and decrease learners 'performance in the subject of the English language.

The findings thus indicated that integrated education in universities plays a big role in enhancing students' performance in the skills in English language subjects. This action helps to reveal and elaborate the notions and terms of the subject by increasing the students' interest, stimulating them, and making them active participants in the learning process. Education transmutes into an interactive and exciting process. In this regard, we have technology which assists in motivating the students and helps in creating

an environment that is favourable to learning. Educational software on multimedia, for example, is capable of being used to explain ideas, and this could help the students to get a deeper understanding of the issues being taught. Moreover, as a result of using the embedded technology, there is the possibility of immediate feedback or at least immediate follow-up that can significantly enhance the student's language and communicative competencies.

## **20. Conclusion**

The researcher established that the use of combined delivery methods has a statistically significant impact. On the result of the English language skills test that included Reading, Writing, Speaking and Listening the blended education group fared better than the second school group that employed a face-to-face education approach. The study also pointed out that the arrangement of the classes created in a blended learning environment was more interesting and engaging, which positively impacted the activity level of students and their overall comprehension of the material. On the other hand, the previous form of learning in the second year was boring and non-engaging, which affected students' achievement of their goals as well as their understanding of the course in the modern world.

Thus, the positive outcomes which could be received during the application of BL along the process of education in learning a foreign language could be explained by the qualities of the English language subject, which includes electronic methods containing sound and images, which is more effective in learning languages in the framework of the BL approach.

This form of learning has killed the traditional teacher who transmits and displays information between him and the learner or between learners; who is only a transmitter and recipient and listener with no interaction between him and the learners and who is satisfied just to be a transmitter and listener of the information in order to be forgotten and not be retained in the learners' brains. However, the teacher focuses on blended learning and has a different function now. Depending on the objective it expands into such positions as a guide, planner, organiser, and coordinator to seek information and to initiate communication between the student and the instructor in teaching English as a foreign language.

In this respect, blended learning methods offer multiple chances to transfer knowledge with better efficiency, as they can be planned in accordance with the learner's requirements, free time, and motivation. These methods help stimulate the students and thus instil in them more desire to learn through the explanations provided, the workout given and clarifications to make the students understand better and thus improve on their achievement levels in the subject area that is English language.

In addition, with the use of blended learning, the network of communication between students and teachers is widened, which is a plus factor given that it involves a highly elated English language subject. Online lectures and exercises also offer multiple opportunities for the presentation of educational material using audio, visual, and motion attributes, ensuring that they are up to date with innovations observed in the sphere of education science. Blended learning is also centred on increasing the individuality of learning and encouraging learners to search and discover by themselves. Through this approach, the author brings out a level of self-assessments that aid the student; this is in conformity with the findings made in earlier research that highlighted that online learning initiates a higher level of efficiency in education and comes out with fruitful outcomes in teaching students the English language.

**Funding:** This research received no external funding.

**Conflicts of Interest:** The authors declare no conflict of interest.

**Publisher's Note:** All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

## **References**

- [1] Abd Al-Bari, M. Sh., & Maher Shaaban. (2015). Presentation of the Arabic Language Book for Special Education Teachers: Educational Foundations and Procedures. *Journal of Special Education and Rehabilitation*, 2(6), 281-297.
- [2] Agustina, L. (2024). Research on Blended Learning in Secondary Schools: Trends and Patterns (1982–2022). *Journal of Research in Mathematics, Science, and Technology Education*, 1(1), 1-11.
- [3] Al-Farani, L. A., & Al-Asmari, A. A. (2021). The Effect of an Educational Software Based on Multiple Intelligences Theory on Developing Reading Comprehension Skill in English Language. *Journal of Education / Al-Azhar University*, 40(190), 79-121  
doi: 10.21608/jsrep.2021.185392
- [5] Al-Marouf, R. S., Alnazzawi, N., Akour, I. A., Ayoubi, K., Alhumaid, K., AlAhbab, N. M., & Salloum, S. (2021). The effectiveness of online platforms after the pandemic: Will face-to-face classes affect students' perception of their behavioural intention (BIU) to Use online platforms? In *Informatics* (Vol. 8, No. 4, p. 83). MDPI.
- [6] Al-Sofi, B. B. M. A. (2021). Student satisfaction with e-learning using blackboard LMS during the Covid-19 circumstances: realities, expectations, and future prospects. *Pegem Journal of Education and Instruction*, 11(4), 265-281.
- [7] Aslan, S. and Duruhan, K. (2021) The Effect of Virtual Learning Environments Designed According to Problem-Based Learning Approach to . Students' Success, Problem-Solving Skills, and Motivations. *Education and Information Technologies*, v26 n2 p2253-2283

- [8] Bizami, N. A., Tasir, Z., & Kew, S. N. (2023). Innovative pedagogical principles and technological tools capabilities for immersive blended learning: a systematic literature review. *Education and Information Technologies*, 28(2), 1373-1425.
- [9] Blurton, C., "New Directions of ICT-Use in Education". Available online <http://www.unesco.org/education/educprog/lwf/dl/edict.pdf>; accessed 7 August 2002.
- [10] Collis, K. F. (2008). Adult Cognition: Development and Characteristics. In *Adult Educational Psychology* (pp. 289-318). Brill.
- [11] Deng, Z., Zhu, Z., Johanson, M., & Hilmersson, M. (2022). Rapid internationalization and exit of exporters: The role of digital platforms. *International Business Review*, 31(1), 101896.
- [12] Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 14(1), 4-58.
- [13] Eom, S.B., Wen, H.J. and Ashill, N. (2006) The Determinants of Students' Perceived Learning Outcomes and Satisfaction in University Online ,Education: An Empirical Investigation. *Decision Sciences Journal of Innovative Education*4.215-235  
<https://doi.org/10.1111/j.1540-4609.2006.00114.x>
- [14] Faize, F. A. (2011). Problems and prospects of science education at secondary level in Pakistan (Doctoral dissertation, INTERNATIONAL ISLAMIC UNIVERSITY, ISLAMABAD).
- [15] Hossam, O. & Youssef, N (2024). Deep Learning-Based Integration of IoT and Intelligent Infrastructure: Enabling Real-Time Decision-Making in Smart Environments. *Journal of Sustainable Technologies and Infrastructure Planning*, 8(4), 71-90.
- [16] Graham, C.R. (2006) Blended Learning Systems: Definition, Current Trends, and Future Directions. In: Bonk, C.J. and Graham, C.R., Eds., *Handbook of Blended Learning: Global Perspectives, Local Designs*, Pfeiffer Publishing, San Francisco, 3-21.
- [17] Graham, C., Allen, S., & Ure, D. (2005). Benefits and challenges of blended learning environments. In *Encyclopedia of Information Science and Technology* (1st ed.) (pp. 253-259). IGI Global.
- [18] Kalamarz, R. (2014). Blending foreign language learning with key competences. Does e-learning do the trick?. *International Journal of Continuing Engineering Education and Life Long Learning*, 24(1), 77-95.
- [19] Khasawneh, M. A. S. (2023). Exploring the Benefits and Challenges of Blended Learning Models in Higher Education. *Onomázein*, (62 (2023): December), 81-91.
- [20] Liu, M., Zhao, G., Zhong, Z., Ma, J., Wang, W. (2024). Theoretical Foundations for Blended Learning. In: Li, M., Han, X., Cheng, J. (eds) *Handbook of Educational Reform Through Blended Learning*. Springer, Singapore. [https://doi.org/10.1007/978-981-99-6269-3\\_1](https://doi.org/10.1007/978-981-99-6269-3_1)
- [21] Mitra, S. (2023). Metaverse: A potential virtual-physical ecosystem for innovative blended education and training. *Journal of Metaverse*, 3(1), 66-72.
- [22] Osguthorpe, R. and Graham, Ch. (2003) Blended Learning Environments: Definitions and Directions. *Quarterly Review of Distance Education*. 4(3), 227-234
- [23] Paudel, P. (2020). Online Education: Benefits, Challenges and Strategies During and After COVID-19 in Higher Education. *Int. J. Stud. Educ.* , 3, 70-85. [CrossRef]
- [24] Powell, A., Watson, J., Staley, P., Patrick, S., Horn, M., Fetzer, L., & Verma, S. (2015). Blending Learning: The Evolution of Online and Face-to-Face Education from 2008-2015. Promising Practices in Blended and Online Learning Series. International association for K-12 online learning.
- [25] Rafiq, K.R.M.; Hashim, H.; Yunus, M.M. (2019). MOOC for Training: How Far It Benefits Employees? *J. Phys. Conf. Ser.* 1424, 012033. [CrossRef]
- [26] Rajprasit, K., Pratoomrat, P., and Wang, T. (2015). Perceptions and Problems of English Language and Communication Abilities: A Final Check on Thai Engineering Undergraduates. *English Language Teaching*. 8(3)
- [27] DOI:10.5539/elt.v8n3p111
- [28] Safranji, J. (2013) Using Information Technology in English Language Learning Procedure: Blended Learning. *Social and Behavioral Sciences* 83:514-521
- [29] DOI:10.1016/j.sbspro.2013.06.099
- [30] Saleh, S., & AlAli, R. (2022). Digital learning tools (Institutional-Open) and their relationship to educational self-effectiveness and achievement in online learning environments. *Przestrzeń Społeczna (Social Space)*, 22(3), 226-256.
- [31] Shahzad, A.; Hassan, R.; Aremu, A.Y.; Hussain, A.; & Lodhi, R.N. (2021). Effects of COVID-19 in E-learning on higher education institution students: The group comparison between male and female. *Qual. Quant.* 55, 805-826
- [32] Shivam, R. & Singh, S. (2015). Implementation of Blended Learning In Classroom: A Review Paper. *International Journal of Scientific and Research Publication*, 20(1): 370] <https://archives.palarch.nl/index.php/jae/article/view/11907/1050>
- [33] Swanson, L. H., Bianchini, J. A., & Lee, J. S. (2014). Engaging in argument and communicating information: A case study of English language learners and their science teacher in an urban high school. *Journal of Research in Science Teaching*, 51(1), 31-64.
- [34] Tomlinson, C. A. (2001). How to differentiate instruction in mixed-ability classrooms. *Ascd*.
- [35] Zhu M, Berri S, & Zhang K. (2021) Effective instructional strategies and technology use in blended learning: A case study. *Educ Inf Technol (Dordr)*. 2021;26(5):6143-6161.
- [36] doi: 10.1007/s10639-021-10544-w.