



Effectiveness of Blended Learning on Academic Achievement in English Among Secondary School Students of Gaya (Bihar)

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Article Info

Volume 8, Issue 2

Page Number : 68-73

Publication Issue :

March-April-2025

Article History

Accepted : 25 March 2025

Published : 15 April 2025

Abstract : The information and communication technologies of the 21st century have transformed education system, especially in the area of teaching and studying English as a second language. The new digital integrated teaching and learning models have replaced traditional methods. Blended learning is currently in its advanced application stage. It is reforming education and opening doors for efficient learning procedures. Since blended learning combines in-person instruction with technology-based learning, it actually provides ESL (English as second language) students with an extensive array of interactive language activities. In the context of ESL, it conducts a thorough analysis of the literature, practices, and real-world blended learning advances. The research would increase innovative concepts for implementing blended learning in ESL classes.

Keywords: Technology, Blended Learning, ESL, Teaching Approach, Education.

Introduction

Research on the impact of technological devices in teaching and learning has been done ever since technology first emerged and was introduced into education. In fact, technology changed the educational landscape and opened the door for efficient ESL techniques. At the moment, teaching and learning English as a second language depends on technology. It made educational policies easier to implement and is frequently used in education. Also,

a number of digital developments are at center in language instruction. Teaching and learning methodologies, especially in the area of language instruction, are evolving. The primary learning environments that have diverted students' attention are virtual education, remote learning, MOOCs, and LMS.

Since the 1980s, schools and universities have widely implemented blended learning as an additional educational module in the line with

traditional language teaching and learning methodologies (Pappas, 2018). It integrates traditional classroom teaching with cutting-edge methods to offer a wealth of online learning tools to students and teachers. Blended learning, as defined by Albiladi & Alshareef (2019), is a modernized approach to education that integrates traditional classroom teaching with online and remote learning. Due to the uneven use of traditional methods in the past while teaching languages, blended learning is actually a revolution in the teaching and learning of English. Furthermore, while it is a concern for many institutions, student-centered learning is still not used extensively. Therefore, some features of blended learning applications will also support student-centered learning since they assist teachers in creating lessons that are more focused on the needs of the individual students.

While flexible learning platforms are a demanding in 21st-century education, blended learning approaches improve anytime/anywhere learning for effective ESL practices. Ju & Mei (2018) claim that while classroom time is limited, digital methods help students learn throughout their lives. Therefore, the blended learning approach motivates ESL students to use the language both inside and outside of the classroom. In fact, blended learning can serve as an important technique for learning a second language in line with the demands of education that are present around the world today.

After reviewing the literature, the study found that blended learning is frequently proposed for use in ESL classes. It is a useful element in the current learning environment. According to Zhang & Zhu (2018), blended learning is a foundational teaching and learning for higher education since it combines traditional and technological learning. In order to

better understand the relevant concepts, the current conceptual study analyzed recent related literature on the implementation of blended learning in the context of ESL.

Blended Learning as integration of Traditional and Online technologies

A number of technical concepts have been used by teachers in line with the development of technology and its integration into education. Numerous other online approaches, such as MALL (Mobile Assisted Language Learning) and CALL (Computer Assisted Language Learning), are frequently used in educational platforms. One of these digital strategies that successfully applies active language learning into the classroom setting is blended learning. It is challenging to create a suitable learning environment for each student, however Zhang & Zhu (2018) claimed that the blended learning method initiates an adaptable, dynamic, engaging, supportive, and motivating teaching and learning environment. This shows that blended learning modules, which combine traditional teaching with digital approaches, are preferred.

Blended learning, is a useful strategy that uses technology to boost traditional teaching and learning approaches. Dziuban et al. (2018) defined blended learning as approach that combines in-person instruction with platforms created by technology. The idea of blended learning involves integrating traditional teaching methods with online tools. Furthermore, Fakhir (2015) planned for MoEs to conduct additional research on blended learning methodologies.

This suggests that blended learning combines the most recent technologically focused methods with the established teaching and learning practices.

Blended learning is achieved as a novel concept for integrating domains like instructional strategies, educational technology, and online learning/teaching platforms, claim Albiladi & Alshareef (2019). This indicates that the traditional teaching and learning environments are being integrated with technological trends to necessitates the reorganization of a new mindset for the future of education, especially in the teaching and learning of English as a Second Language.

Blended Learning as a flexible learning platform

Blended learning is a method that encourages students to be in charge of their own studies. Blended learning, according to Ghazizadeh & Fatemipour (2017), offers teachers and language learners a tailor-made learning environment. It backs up the notion that blended learning is a strategy that facilitates learning at any time and anywhere. Oweis (2018) thus looked into how blended learning affected students' motivation to learn English and their level of achievement. This suggests that both the motivation of students to practice the language more genuinely and their learning performance are impacted by blended learning. Students will have enough time and space to practice the language both inside and outside of the classroom by using blended learning. This will improve the students' language skills by giving them dynamic language input.

Additionally, blended learning results in enhanced ESL platforms for universities. As a result, it shows that the use of blended learning applications as opposed to the traditional approach has produced many advantages for language learners as well as for educational settings. For example, integrating the educational goals of the establishments, encouraging

self-directed learning, creating English language teaching and learning plans, raising language proficiency among students, and enhancing English language classrooms.

Blended Learning and Academic achievement of learners

The learning performances of ESL students are supported by blended learning. According to Akbarov, Gönen, and Aydoğan (2018), ESL students are driven to use blended learning as it improves their performance in the workplace. Actually, students' enthusiasm to use blended learning has a direct impact on their performance, and academic success results from this successful performance. This raises a concern about the need of blended learning applications in ESL settings. Ju & Mei (2018) claimed that blended learning has a good impact on students' learning and opens the door for student-centered education. Blended learning is a successful strategy that raises the academic performance of ESL students. As a result, students assess their educational experiences through blended learning (Dziuban & Graham, et al, 2018).

Even though ESL students can examine how they are learning the language, it will ultimately improve their academic performance. Additionally, blended learning keeps students engaged in collaborative learning. The interactive outputs give guidance on selecting passive or active learning environments for individuals or groups. On the other hand, Oweis (2018) stated that there is a notable change in academic performance and motivation between language learners using integrated learning modules and students receiving traditional instruction. It concludes that blended learning is a useful strategy for improving ESL instruction.

Influence of Blended Learning on ESL

There is a need to reorganize the setting for teaching and learning ESL in light of the many technological advancements in education. Furthermore, technology-based methods, particularly blended learning, have assessed the needs in education. According to Dziuban et al. (2018), educational settings are becoming more and more affected by blended learning implications, outcomes, and future orientations. This shows the need for paradigm shifts in the context of ESL and how quickly these techniques are influencing ESL instruction.

Technology serves as a tool for improving language learning. Most of the technology resources are available in language classes, which positively affect ESL activities. As per Ja'ashan (2015), with the current advancements in education, blended learning can be included as first practice for learning ESL. Furthermore, blended learning helps ESL teachers achieve various pedagogical objectives in addition to the language acquisition process. Thus, the study suggests that a shift in ESL instruction is a problem that can be solved using creative technological approaches. Shebansky (2018) therefore found that the nature of a better education is the transfer from traditional teaching methodologies to technological educational schemas. Blended learning environments undoubtedly help ESL students in improving their language proficiency. It offers many group projects to the ESL students. Using blended learning also provides ESL teachers with contextualized language instruction materials. On the other hand, blended learning has improved language skills development, improved English language learning situations, and motivated

learners to acquire the language in an authentic manner (Albiladi & Alshareef, 2019).

Blended Learning- Execution and Problems

There are still many problems with executing the blended learning in ESL classes. Many researches have asserted that blended learning is widely believed by ESL students and language teachers to be effective in expanding education. Zhang and Zhu (2018) found that the use of blended learning had an impact on students' academic performance in ESL when compared to students who had attended face-to-face courses. Adopting blended learning to replace traditional teaching methods will take. Further study is also needed to support the paradigm shift in the educational setting from traditional to blended learning integration and integration with the ESL context.

According to a review of the literature, factors that affected the adoption of the blended learning in the context of ESL include teachers' ICT skills, curriculum with technology, and a lack of technical help. As there were certain recurring themes about barriers to blended learning applications in the context of ESL, this study looks at the research conducted by Riel, Lawless, and Brown (2016).

Six components that teachers deal with when implementing the blended learning were taken into consideration.

Therefore, the first hurdle is looked into as the students' unwillingness to cooperate in order to complete a curriculum-based work using a blended learning. To complete the activity, students have to deal with their friends' misunderstandings. Second, students struggle with mismanagement when using

a blended learning strategy, and teachers find it difficult to ascertain students' focus on the assigned work. Third, giving tasks to students. It can be challenging to provide student roles for a specific activity when using blended learning. Fourth, curricular alignment and blended learning. It takes time to use blended learning, especially when applying it to every educational activity. Fifth, even if blended learning offers the chance for learning outside of the classroom, there is a barrier for teachers to monitor their students' involvement in extracurricular activities. Sixth, another problem to the use of blended learning is teachers' lack of ICT expertise. These are a few of the problems that could prevent blended learning from being successfully implemented in ESL teaching learning.

Conclusion

According to the study, blended learning—which combines traditional teaching methods with technologies—can be used to improve English as a second language. It offers an adaptable learning environment, supports ESL students' need for real-world language learning, and improves academic performance. Again, ESL students utilizing blended learning methodologies exhibit notable changes in language proficiency and motivation when compared to those receiving instruction in traditional face-to-face classes. Additionally, the study showed how the blended learning strategy benefits ESL students by providing them with interactive language skills and improving their collaborative language activities.

The study also showed that how ESL students and teachers perceive about the blended learning usage and offered encouragement for its effective use.

Nonetheless, studies identified a few problems to the usage of blended learning in the ESL setting.

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