



Efficacy Of Blended Learning Technique in Enhancing ESL Students' Linguistic Skills



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Abstract: *The present research was conducted to determine the efficacy of blended learning in enhancing ESL students' linguistic skills. The quasi-experimental research design was used, and as a research instrument pretest and posttest questionnaires were used for data collection. The population of the study was the ESL students of a private university in Lahore. Fifty-six students were selected from both genders as a sample to contribute to this research. The participants were divided into controlled and experimental groups; each group was comprised of twenty-eight students. The control group was taught in traditional style whereas the experimental group was taught by using blended learning techniques. The composed data was analyzed by using three techniques pretest, posttest, and independent samples of pretest and posttest. The results showed a significant difference between the scores of the experimental group, which suggests that blended learning is an effective technique in enhancing linguistic skills, thus study proved the efficacy of blended learning techniques.*

Key Words: Blended Learning, Electronic-learning, Face to Face Learning, English Language skills, Productive and Receptive Skills, Experimental Research

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Introduction

The innovation of new technologies has influenced the educational system, and these new emerging technologies have made teaching and learning methods easy for students. Ahmad, Maitlo & Rao (2022) stated that instruction methods have been changing with the passage of time and one of these changes is the usage of technology in classrooms. In the contemporary age, the

education system is not bound or limited to a classroom setting, but now students can learn independently by using the internet anytime and anywhere. The word blended learning comprises internet technology in traditional classroom settings. A face-to-face meeting is measured as traditional learning, meanwhile, these learning events are arranged in the classrooms, whereas in contrast, online learning takes place outdoors in educational institutes by using

new technologies (Menggo & Darong, 2022).

The blended learning technique is becoming more popular and widely used by students of all departments and levels. Blended learning is the mixture of traditional (face-to-face learning), accompanied by online or electronic learning (e-learning). Blended learning is frequently defined as the blend of face-to-face and e-learning (Garrison, 2011). The instruction approach which combines face-to-face and online learning in one setting is called Blended Learning. Face-to-face learning is a traditional style of learning in the classroom at a specific time while electronic learning or E-learning is not bound by time and place teachers can teach and students can learn anytime, anywhere by means of the internet, laptops etc. In blended learning both techniques are mixed, blended learning is a rising tendency in this modern age of new technologies. Blended learning abbreviated as (BL) is a new style of learning, which is becoming more popular and developing rapidly in the educational field (Alrouji, 2020). Blended learning is a practical method in the field of instruction, which is a combination of both new-style and old-style approaches to learning (Yudhana, 2021). The blended learning method is providing the best ways for ESL students to learn standard English in the best environment (Marsh & Debra, 2012). Thus, blended learning has proved itself as a valuable technique in the development of standard English; especially in enhancing four skills of the English language.

Statement of the Problem

Every standard language has four skills i.e. reading, writing, listening and speaking skills and these four skills have significant roles in language acquisition. Similarly, English language as in many other countries of the world, English is used in Pakistan as a foreign or second language. Although, Urdu is the national language of Pakistan; however, English is the official language of Pakistan

and is used with Urdu in almost all government and private departments and organizations. The English language is also used in the Pakistani educational system. Unfortunately, Pakistani ESL students at all levels are facing difficulties in getting mastery in standard English, particularly in the four skills of the English language. Blended learning is a beneficial and contributive technique in an educational setting, enhancing the linguistic skills of ESL students; in this modern age new technologies are developing; blended learning is also being employed as a widespread technique in the Pakistani educational system, employed by teachers in the teaching spaces. Farhat & Dzakiria (2017) stated that in Pakistan, the Government is facilitating students with tablets and laptops for instructive purposes. This accessibility of digital devices signifies that Pakistani management is interested to develop Pakistani institutes to international standards. Thus, blended learning which is a mixture of electronic and face-to-face learning is developing in the Pakistani educational system. Therefore, it needs an hour to conduct research to examine the efficacy of blended learning in enhancing the four skills of the English language.

Research Questions

1. Is there any difference between the mean scores of the experimental and controlled groups in English language skills in the pretest?
2. Is there any difference between the mean scores of the experimental and controlled group in English language skills in the posttest?

To find responses to both research questions, data from tests were analyzed using statistical means to compare the outcomes of these two tests. t-test applied to analyze data.

Significance of the Study

From the previous studies, it is clear that, in

Pakistan, many researchers have examined blended learning techniques in improving skills in the English language; but there is no single research which had been conducted on all four linguistic skills of English to detect the efficacy of blended learning in enhancing four linguistic skills of the standard English language. English presently, is the international language and is widely used on the globe to communicate with people from different countries and nations deviling on this globe. Rao (2019) stated that English has developed as an international language, with nearly being used by 360 million native speakers and 500 million English as a Foreign Language (EFL) or English as a Second Language (ESL) users. Nishanthi (2018) stated that the English language is performing a vital part in the industrial, medical, and educational fields. The English language is also used in international communication for trade and education. So, there is a need to learn the English language properly, and this is only possible if we have a good command of all four skills of the English language. For this purpose, various kinds of research were conducted by different researchers at different times. In Pakistan English is used as a second language; however, people face many problems with standard English skills. The researchers observed this problem and decided to conduct research which will prove beneficial for their students in enhancing four skills of the English language.

Limitations of the Study

Though this study comprises all four skills of the English language together, still there are some limitations in this study. Firstly, this study was conducted only in one private-level university, thus the population of the study was limited to this university; research can be conducted in more universities; moreover, this study can be also conducted on other levels as secondary schools' level, colleges level or in other government institutes.

Secondly, the sample size was small only fifty-six ESL students were selected for this study; the sample size can be increased. Thirdly, the treatment given to the groups was limited to two hours daily for two months; the timing of the lesson plan in the treatment can be increased. Fourthly, only the English department students were selected for this research study, the research can be expanded to the other departments because English subject is taught in all classes as a compulsory subject. Lastly, this research is conducted in the district of Lahore, it can be conducted on a divisional level, provincial level, national level and international level.

Literature Review

The literature review comprises blended learning, and the efficacy of the blended learning technique in enhancing English as a second language (ESL) students' four skills of English language, as there are four skills of English language named speaking, writing, listening and reading skills. Productive skills are also known as active skills, and Receptive skills are called passive skills. The first two skills (speaking and writing) are considered productive skills or active skills of the English language, while the other two skills (listening and reading) are considered receptive or passive skills of the English language, followed by the research gap.

Blended Learning and Linguistic Skills

The blended learning technique has developed in the English teaching space for a few decades. The term blended learning was used in the 20th century, but its notion was given at the start of the 21st century (Banditvilai, 2016). Blended learning is the blend of face to face learning with a new technological style of learning, which has gained maximum popularity in the contemporary higher education system (Bolandifar, 2017). Vaughan, (2007) observed the effect of the Blended Learning technique

in the Higher Education system. Blended learning is seen as a helping technique in enhancing ESL students' linguistic skills, and is widely used by new generations. The four kinds of linguistic skills (speaking, writing, reading and listening) are widely taught in ESL teaching spaces. Speaking the English language with confidence is a desire of various people in ESL countries, but frequently, they falter for the reason that; they become anxious about making mistakes and thus feel uncomfortable speaking the English language. Occasionally these mistakes are unescapable, but we can recover our English-speaking power through English-speaking practice. Reading is considered one more significant skill in language acquisition. We can develop our reading if start reading English newspapers regularly every morning which will help in acquiring advanced English words. In blended learning instruction, the internet and laptops are also available, with facet-face communication with an instructor in the classroom.

Productive and Receptive Skills

The four skills of the English language are generally referred to as the productive and the receptive skills of language. Speaking and writing are recognized as productive skills because these skills entail a formula of language production; whereas reading and listening are identified as receptive skills of the English language. On the other hand, productive skills can be represented as active skills, and receptive skills can be represented as passive skills of the English language. The productive skills can be compared with the receptive skills of listening and reading. The productive skills empower ESL students to yield language in both written and spoken forms. The status of productive skills in the instruction of language is vigorous because speaking and writing are significant as these are visible indications of language achievement. Moreover; speakers and writers

yield suitable and comprehensible language, further it plays role in the development of ESL students' language learning process. Productive skills are vital as these communication skills are fundamental skills of life, used to convey information and transfer ideology in spoken and written form. On the other hand, reading and listening skills comprise getting information from speakers and writers, therefore these skills are termed the receptive skills of language. Masduqi (2016) stated that in receptive skills it is not necessary for students to produce language but, they only listen or read it and then comprehend it. He further says that receptive skills are occasionally called passive skills in the English language.

Blended Learning and Productive Skills

Speaking and writing skills are regarded the productive skills in the English language. Chen (2015) Blended learning has achieved a significant place in English instruction, but researches on EFL speaking skill are infrequent. For his study, he selected 23 students from a university in Taiwan. After treatment, information was composed, and the results showed that the EFL learners generally had positive attitudes to words and blended learning skills, and also valued blended teaching for strengthening their knowledge and speaking skills.

Syaifudin (2017) in his research study explored the blended learning effect in developing English speaking skills. He employed the Blended Learning technique in an Indonesian English club to develop English speaking skills. The researcher employed a classroom action research design and used observations, interviews, and tests as research tools. In blended learning, the two types of events were done by means of the internet and facet face class. In e-learning, the instructor sent material by using WhatsApp group whereas, in facet face class, the instructor repeated the themes and material for the learners and ask them for

speaking practice. The results showed that the blended learning technique enhanced the English-speaking skills of the students in both cycles. The students responded that the use of the blended learning technique is enjoyable and cooperative in learning English speaking skills.

Ginaya, Rejeki, & Astuti (2018) studied the effects of blended learning on students speaking skills at the college level. The selected research contributors for this study were fifty-one students from both genders of a higher educational level in Indonesia. The outcomes of the pre-test-post-test of the groups exposed that the learners after giving treatment have enhanced their English-speaking capability. Writing is a very important skill among the four skills of the English language; it has developed as an indispensable aspect of standard English. As Ahmad, Farhat, & Choudhary (2022) in their research pointed out in the four linguistic skills writing is an important skill and is used as a second tool in the communication process; moreover, it is used in books, newspapers and publications. Writing is a very significant skill for future ESL learners, but the problem mostly faced by ESL learners is their incapability to write properly. To study the effects of blended learning in refining English writing skills, Adas & Bakir (2013) stated that teaching and learning settings, just how the English writings were combined in the blended learning consequence. The results disclosed that the blended learning technique is beneficial in increasing the writing capacities of EFL students.

Alkubaidi (2019) studied the challenges confronted by ESL students in writing in a higher educational background. The study exposed that these Saudi Arabian EFL students met problems in growing their English writing skills. Alrouji (2020) conducted six weeks of research on the seventy EFL students of a Saudi Arabian university, and by using a pretest and

posttest, he measured the effects of blended learning in improving writing skills. The findings of the study disclosed notable variances in the scores of the control group (old-style instruction style) and the experimental group (blended learning style). The experimental group demonstrated that the blended learning technique is much more effective in improving writing skills. As Zainab, Farhat, & Basharat (2020) in their research, they analyzed the writing stylishness of Fatima Bhutto, in the same way, English writing skill is analyzed in the present study.

Blended Learning and Receptive Skills

Listening and reading skills are regarded as the receptive skills of the English language. The listening skill in the English language can be enhanced through practice. Sofiana (2015) stated that instruction using (traditional and electronic learning) together, increases students' interest in enhancing listening skills. Kavaliauskienė (2011) stated that for many years researchers and language experts assumed that listening skills could be selected by ESL students, and this is acknowledged as a reality, that the listening skill needs to be educated like other three linguistic skills. The Listening skill of the English language has always been given insufficient attention by researchers, who have not investigated this skill too much and are treated indifferently.

Most importance has been always given to teaching, speaking, and writing skills of language, but surprisingly, the reality is that, in fact, listing skill is mostly used in the daily routine of life. Miller (2003) stated that more than 40% of us every day use listening skills in our communication, 35% in speaking skills, whereas 16% in reading skills, and 09% in writing skills. Despite of this listening skill is widely used in communication and perform a vital role in communication, but remains the minimum understood than other linguistic skills. Jiang and Wang (2021)

examined the effectiveness of e-learning and old-style technique on the listening skill of secondary school students in China. He employed investigation techniques in EFL classes and used listening advancement technological procedures as an instrument. After four months of instruction data were analyzed from the students of both classes by using qualitative and quantitative approaches. The outcomes of the study recommended that the blended learning technique was helpful in improving the listening skills of students and the experimental group presented better results after treatment.

Reading skill is very significant in the acquisition of the English language by using the blended learning method. Kim (2014) studied the usage of mobile in blended learning developing reading skills. He conducted his research by dividing 44 students into two groups, after giving treatment, the compared results by using the pretest and posttest method revealed, that the experiment group had enhanced their reading skills. Alnoori and Obaid (2017) employed a blended learning style to improve reading skills at secondary level fifty Iraqi ESL learners and noted significant differences between the scores of the two groups, which showed that employment of the blended learning method has positive effects on the reading skill of the English language.

Ghazizadeh and Fatemipour (2017) determined the efficacy of the blended learning technique on the reading skill of Iranian secondary-level English students. The researchers used a quasi-experiment design, sixty EFL students were divided into two groups, controlled group was taught in traditional style inside the classroom, while the experiment group was taught by using a blended learning technique. The findings showed that blended learning is enhancing students' reading skills. Kheirzadeh and Birgani (2018) revealed the effect of blended

learning on the improvement of reading skills, for this purpose they selected sixty (male and female) ESL students from a university in Iran, and divided them equally into two groups. The students of the experiment group were taught 90 minutes in ten sessions by using a blended learning technique, on the other side the students of the control group were taught by using old style instruction technique in classrooms. The post-test results presented that blended learning is developing students reading capability. Yudhana (2021) studied the effect of the blended learning method on the improvement of learners reading skills by dividing the sixty Thailander research contributors into (experiment and controlled) groups and using pretest and posttest methods. The findings of the study exposed that the blended learning technique is significantly increasing ESL students' writing ability.

Previous Research and Research Gap

Though there were many studies conducted on the English language using blended learning techniques, Banditvilai was the first researcher, who conducted a study altogether on four skills of the English language at the university level in Thailand. Banditvilai (2016) conducted research on the students of Kasetsart University in Thailand, by employing a blended learning technique. The students were divided into two groups named control and experimental groups. The purpose of dividing students into two groups was to measure the effects of the blended learning method on the improvement of four linguistic skills. The study exposed that the technique of blended learning is helpful in the improvement of learners' linguistic skills. Thus, there were various pieces of research conducted by many researchers on the blended learning technique, and its effects on learning the four skills of the English language. However, in Pakistan, no proper research was conducted in this field. Some

researchers have conducted research in this field which is insufficient to guide the students to improve their standard English language skills. Keeping in mind this point, the researchers decided to fill in this gap and selected all four skills for the present study to judge the efficacy of blended learning in enhancing these linguistic skills. This is an effort from researchers which will prove beneficial for ESL students of all levels in Pakistan's educational setting.

Methodology and Design

The methodology of the present study comprises the design of research, the population for this study, the selected research sample which was used to contribute to this present research, the research instruments or tools used to collect data, the data collection process, and in which way this collected data was analyzed and presented. The quantitative research design was used for this quasi-experimental research, this type of research enables researchers to analyze data in numerical forms. The initial valuation of this research displayed that the quantitative research method is much more appropriate than the qualitative to examine the research questions of the study, in the quantitative technique used fixed variables, and in this present research study, the researchers employed fixed independent and dependent variables.

Sampling and Instrumentation

The population of the study was the students of a "Private University in District Lahore", for ethical consideration university name is not mentioned. For the sampling fifty-six available undergraduate-level ESL students from both genders (female and male) were selected as research participants, studying in similar grades, and their ages were between twenty to twenty-five years. According to the results of their admission test, their level of proficiency in four English language skills

was almost equal. The researchers divided these ESL students into two equal groups, each group containing twenty-eight students. The first group was named as "Controlled Group" containing (14 female and 14 male students) and the second group was named as "Experimental Group" also containing (14 female and 14 male students). The "Experimental Group" was taught with the "Blended Learning Technique" and the "Controlled Group" was taught by using the "Traditional Learning Style".

The research tools or instruments were used to collect data. For this current research, an IELTS-type exam was taken to judge the four skills of the English language of these selected undergraduate-level ESL students from a university. The tests were taken as pre and posttest by the researchers. The researchers made two questionnaires (pretest questionnaire and posttest questionnaire) as names signify that the first questionnaire was used before treatment and the second questionnaire was used after giving treatment. Four questions of equal numbers were asked in each questionnaire about (speaking, listening, writing, and reading) skills. The results of these tests were combinedly analyzed and presented in the tables in numerical form.

Methods of Data Collection and Analysis

The researchers gathered data by using a pretest and posttest. (Rogers, [2020](#)) defined pre-test and post-test as learning techniques to analyze the variation in results. The researchers divided the pre-test questionnaire before treatment, and post-test questionnaire after treatment in these fifty-six undergraduate ESL students of the university for data collection, and analyzed each question to reach data analysis, after analyzing all four questions of each questionnaire, an overall analysis of these questions were presented in the pretest,

posttest and independent samples tests for both pretest and posttest. As Chen (2008) stated, pre-test and post-test are suitable methods to analyze test results and examine variations in performances. The collected data was analyzed by using the "Statistical Package of Social Sciences" which is generally abbreviated as SPSS. For the purpose to maintain equality in the analysis, the statistical data analysis software is regarded as very effective, as a quantitative data analysis software; which is an organized way to analyze the numerical data (Zyphur, 2017). The collected data was analyzed systematic way with the help of statistical software, SPSS and the test used for data analysis independent sample t-test and frequency analysis.

Ethical Concerns and Treatment

Ethical issues are basically accepted norms which tell the researchers about the term and conditions that are important while conducting experimental research. It is the duty of researchers to take permission from the subjects and the consultant for the conduct of the experiment. They should have information about the research and the importance of the experiment and its results.

Demographic Analysis

Table 1

Gender of the Participants.

Gender	Groups	Numbers	Separate total groups	Total
Male	Controlled	14	28	A total of 56 students of both genders participated in the present study.
	Experimental	14	students	
Female	Controlled	14	28	
	Experimental	14	students	

Table 1.1 shows the gender of the participants, as there was a total of fifty-six participants from both female and male gender, separated equally into controlled and experimental groups, each of these groups contained twenty-eight students. In the control group, there was an equal frequency of students

Before the start of the research study in this private university, the researchers required permission from the Head of the English Department of this university. Moreover, the researchers were visiting lecturers in the English department of this private university and were taking classes on usual days, to build trust they assured to Head of the English Department that the results of the study will be used only for research purposes and university name will be not mentioned in the present study. The students were asked to use polite language the purpose to avoid any kind of moral issue during the experiment time. Contributors were free to discuss the problems during the experiments. The treatment time was managed by the researchers according to the given time of this private university. The treatment was given for two months from 15th January to 15th March 2023. This period comprises eight weeks and fifty working days excluded Sundays and official vacations. Each week six lectures were given to the ESL students. Therefore, forty-eight lectures were delivered by the teachers. A blended learning technique was employed for an experimental group while the control group was taught only by using the traditional method.

from both genders as (14 females and 14 males) students. In the same way, the frequency of the male and female students was equal in the experimental group.

Results and Findings

The results are presented in the tables below.

Pretest data was composed before treatment and post-test data was gathered after giving the treatment to know the statistical

difference between pretest and post-test scores, t-test independent sample was also used to analyze the current data.

Table 2

Pretest and Posttest Statistical Data.

	Groups	Numbers	Mean	St. Deviation	Std. Error Mean
Pretest	Controlled	28	17.29	1.718	.325
	Experimental	28	17.23	1.803	.341
Posttest	Controlled	28	17.39	1.474	.279
	Experimental	28	19.29	.763	.144

The pre-test statistical data is presented in Table 1.2. The control group was contained of 28 students, the results of this group presented that, the pretest and posttest mean scores of this group were (17.29 and 17.39), std. deviation were (1.718 and 1.474), and std. error mean was (.325 and .279). The experimental group which was also consists of 28 students, the pretest and posttest mean scores of this group were (17.23 and 19.29), std. deviation were (1.803 and .763), and std.

error mean was (.341 and .144). There is no significant difference between the scores of the two groups in the pretest, while the posttest scores show a significant difference between the groups, as the experimental performed better after the treatment. Dimitrov and Rumrill (2003) stated that Pre-test and post-test are commonly employed in experimental research, mainly their aim is to compare group scores and measure variation in the results after giving treatment.

Table 3

Independent Samples Test for pretest and Posttest.

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Pretest Score	Equal variances assumed	.216	.644	-.114	54	.910	-.054	.471	-.997	.890	
	Equal variances not assumed			-.114	53.876	.910	-0.54	.471	-.997	.890	
Posttest Score	Equal variances assumed	12.731	0.001	6.034	54	.000	1.893	.314	1.264	2.522	
	Equal variances not assumed			6.034	40.494	.000	1.893	.314	1.259	2.527	

To know the statistical difference between the pretest and posttest scores of both experimental and controlled study groups, the researchers employed a t-test independent sample. The t-test is a kind of

statistical test which is used to make a contrast between the mean score of both groups. The independent t-test is also called Student's t-test. There is a noteworthy difference in the scores of experimental

groups in the pretest and posttest after giving treatment, as shown in Table 1.3 above, which revealed that so-called blended learning is helping to improve linguistic skills.

Discussion

The aim of the present study was to determine the efficacy of blended learning in enhancing ESL students' linguistic skills. In this regard, two groups were made. To find answers to the research questions, the data was examined with SPSS to compare the outcomes of these two tests and a t-test was applied for data analysis. The results showed a significant difference among the score of these two groups in the post-test, as the experimental improved after treatment. The results of the study justify the results of many previous studies. These results are similar to the results of the studies of these researchers (Adas & Bakir (2013); Kim (2014); Chen (2015); Sofiana; (2015); Banditvilai, 2016); Alnoori and Obaid (2017); Ghazizadeh and Fatemipour (2017); Syaifudin (2017); Ginaya, Rejeki, & Astuti (2018); Kheirzadeh and Birgani (2018); Alkubaidi (2019); Alrouji (2020); Jiang and Wang (2021); (Yudhana, 2021). All these studies were conducted on different skills, at different times and different places but most of these studies revealed that blended learning is helpful and beneficial learning method playing a vital role in improving skills in the English language. Similarly, the consequences of this study proved that blended learning is helpful in improving ESL students' linguistic skills. Thus no one can deny the efficacy of blended learning.

Conclusion

Overall, the Pakistani educational system is quickly changing to meet the requirements of international standards, for this purpose different types of new technologies and methods are used in the instruction. To meet the criteria of standard English many

researches were conducted by different researchers. Many researchers studied the different skills of the English language and which techniques are more helpful in improving four skills of the English language, in the same way, the contemporary study is also an effort to explore the effect of new technology in improving English language skills. The researchers mainly focused on the efficacy of blended learning techniques in enhancing four linguistic skills of ESL students in a Pakistani educational setting. Blended Learning is proven a suitable technique for language learning in the contemporary age, the present research study suggested BL is an effective technique; enhancing four skills of the English language. The ESL teachers and students are aware of its efficacy, which is why this technique is widely employed in the Pakistani educational system, especially in higher education. The results of this study showed the positive effects of the blended learning technique on students' four skills in the English language. As we compared the results of the experimental and controlled groups in the pre-test and post-test, there we observed many differences. We find that the twenty-eight ESL students of experimental which were given treatment for one hour daily by using the blended learning technique were more competent in four skills rather than those ESL students, which were taught in the old traditional style in a classroom setting. The outcomes also exposed the teachers and learners who prefer to use blended learning techniques in their educational system because it helps ESL students to learn and understand new concepts. The nutshell of the whole study is that the blended learning technique should be applied in all classrooms especially in ESL classrooms to refine the four skills of the English language of ESL students.

Recommendations

The researchers give some recommendations on the basis of the pre-test and post-test

results of the present study. Firstly, the researchers recommended that English teachers should employ blended learning techniques in the classrooms because it is most beneficial for ESL students as the pre-test and post-test results exposed. The second recommendation made by the researchers of the current study is that English teachers should know about blended learning and how to teach ESL students by using this technique. They also suggested that different types of speaking, writing, reading, and listening activities and competitions should be arranged by the institutions to grow linguistic skills, and moreover, give awareness to the students

about the use of new technologies. Although the researchers applied the blended learning technique at university level undergraduate ESL students, it can be also applied at the elementary level, secondary level, college level, and also to graduate and post graduates level ESL students as well. In the same way, this technique of blended learning can be employed in the classes of all other departments on all levels. Blended learning is a demand of this modern age, and students want to learn in a different style, so maximum students do not like to learn through traditional methods of teaching, and they prefer to learn through new technologies.

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