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Evaluating the Effectiveness of Blended Learning Approaches in ESL/EFL Education

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Abstract

Blended learning, an educational strategy that combines traditional face-to-face instruction with online learning components, has gained significant traction in the field of English as a Second Language (ESL) and English as a Foreign Language (EFL) education. This study aims to evaluate the effectiveness of blended learning approaches in enhancing language acquisition, student engagement, and overall academic performance. Through a comprehensive review of existing literature and a mixed-methods research design involving surveys, interviews, and classroom observations, this research explores the benefits and challenges associated with blended learning in ESL/EFL contexts. Findings suggest that blended learning can offer a more flexible, interactive, and personalized learning experience, whi

Keywords: Blended Learning, ESL Education, EFL Education, Language Acquisition.

1. Introduction

1.1. Background of Blended Learning in ESL/EFL Education

Blended learning has become a focal point in the realm of English language education, specifically in English as a Second Language (ESL) and English as a Foreign Language (EFL) settings. The integration of technology and the rise of online learning, accelerated by events such as the COVID-19 pandemic, have propelled blended learning into the spotlight. This educational approach merges traditional in-person teaching with online elements, creating a comprehensive method for language instruction. Its ability to enrich learning environments, cultivate language proficiency, and boost student motivation in language acquisition has been widely acknowledged.

Recent research has underscored the effectiveness of blended learning in meeting the diverse needs of ESL/EFL learners. By striking a balance between conventional classroom interactions and digital resources, this approach caters to a variety of learning styles. Leveraging social media platforms, mobile applications, gamification features, and other technological tools enhances the interactivity and engagement of language learning. Despite its advantages, challenges like delayed feedback and perceived complexity of digital tools pose hurdles that warrant further investigation.

The expanding body of literature on blended learning in ESL/EFL contexts emphasizes the significance of comprehending its impact on language teaching and learning outcomes. Studies have highlighted how integrating online and offline instruction can enhance student participation, communication, and overall language skills. As educators delve into novel pedagogical strategies, blended learning emerges as a promising avenue for advancing ESL/EFL education by fostering innovative approaches to language instruction. See references: (Ramalingam et al., 2022)^[1], (Majeed & Dar, 2022)^[2], (Grgurovic, 2012)^[10].

1.2. Research Objectives

The main aim of this research is to bridge the gap in our current knowledge about blended learning strategies in ESL/EFL education. By examining previous literature and pinpointing the specific obstacles and long-lasting effects on language acquisition, this study aims to assess the efficiency of blended learning methods for non-native English learners. The central focus lies in evaluating how the combination of online tools and traditional classroom settings impacts the teaching and learning of English in ESL/EFL settings. Using a structured review framework, the research seeks to classify, choose, and critically analyze past studies to address crucial research inquiries. These inquiries involve identifying the blended learning tactics utilized in ESL classrooms, evaluating their influence on student requirements and anticipations, and investigating any shifts in student perspectives throughout a blended learning program. By exploring these research goals, this study hopes to offer valuable insights that could guide future ESL/EFL teaching techniques and elevate the instructional quality for students, instructors, and other individuals involved. See references: (Ramalingam et al., 2022)^[1], (Tabassum & Saad, 2024)^[9].

2. Literature Review

2.1. Definition and Evolution of Blended Learning

Blended learning has become a popular method in ESL/EFL education, combining traditional classroom instruction with online collaboration. This approach is aimed at improving student performance by offering flexibility, customization, and interaction in the language learning process. It's not just about mixing online and in-person activities, but rather integrating resources systematically to achieve academic goals and cater to individual student needs.

The advantages of blended learning in language education are substantial. It creates an ideal environment for teaching and learning English, allowing for self-paced online learning alongside classroom interactions that encourage collaboration, immediate feedback, and spontaneity. This innovative strategy strengthens learning content, enhances language acquisition processes, and ultimately boosts learning outcomes.

However, despite its benefits, implementing blended learning in ESL/EFL education poses challenges. These include incorporating flexibility, promoting interaction, supporting students' learning processes, creating a positive learning atmosphere, and addressing technical issues. Successful implementation requires a structured approach involving thorough needs assessment, appropriate student skills, and consideration of organizational limitations.

In conclusion, blended learning presents a promising opportunity to enhance ESL/EFL education by combining the strengths of traditional and online teaching methods. By carefully designing an effective blend and proactively addressing challenges, educators can harness the benefits of this approach to improve language instruction practices and achieve better outcomes for students. See references: (Alam et al., 2022)^[8], (Challob et al., 2016, pages 1-5)^[6], (Huang et al., 2022)^[4].

2.2. Previous Studies on Blended Learning in ESL/EFL Education

Recent research has underscored the critical role of in-person interaction in blended learning setups for ESL/EFL education. Heilporn et al. (2021) and Moore (2013) stressed the importance of achieving a harmonious balance between virtual and face-to-face communication to enhance English language learning outcomes. Wang, Guo, He, & Wu (2019) and Garrison and Vaughan (2008) further validated this concept by asserting that a moderate level of face-to-face interaction is essential for positive results in blended learning environments. The effectiveness of the flipped classroom model was also explored by Webb and Doman (2016), demonstrating improved learning outcomes for ESL/EFL students in Macau, China, and the US. The study compared academic performance between control and experimental groups, revealing significant enhancements in grammar test scores for the experimental cohorts. Moreover, collaborative-based instructional approaches like MOOCs, group-based game tasks, online blogs, and wikis have been identified as valuable tools for enhancing language proficiency in ESL classrooms (Onah 2020; Kovanovic et al. 2018). Additionally, discussions on learning management systems such as institutional LMS and Google Classroom have shown beneficial effects on students' content access and communication with peers in language learning settings (Azmuddin et al. 2020; Ibrahim and Ismail 2021; Alkhoudary 2020). These research outcomes emphasize the importance of integrating diverse blended learning strategies to tackle the difficulties encountered by ESL/EFL learners in developing reading, writing, speaking, and listening skills effectively. See references: (Ramalingam et al., 2022)^[11], (Majeed & Dar, 2022)^[7], (Webb & Doman, 2016)^[15].

Database	Keyword Used
Scopus	TITLE-ABS-KEY(("blended learning" OR "blended education" OR "blended courses" OR "integrated learning" AND "strategies" OR "techniques" OR "applications" OR "methods" AND "ESL" OR "English as a Second Language"))
Web of Science	TS = (("blended learning" OR "blended education" OR "blended courses" OR "integrated learning" AND "strategies" OR "techniques" OR "applications" OR "methods" AND "ESL" OR "English as a Second Language"))
Science Direct	Blended learning AND strategies AND ESL OR English
Mendeley	Blended learning AND strategies AND ESL OR English

Table 1: The search string used for the systematic review process. (source: reference (Ramalingam et al., 2022)^[11])

Journal	2017	2018	2019	2020	2021
3L: Language, Linguistics, Literature	2	0	0	0	0

Journal	2017	2018	2019	2020	2021
Arab World English Journal	0	0	1	0	1
International Journal of English Linguistics	0	0	2	0	0
Internet and Higher Education	0	1	1	0	0
American Journal of Social Sciences and Humanities	0	0	1	0	0
Asian EFL Journal	1	0	0	0	0
Computer-Assisted Language Learning Electronic Journal	0	0	0	0	1
Computers and Composition	0	0	1	0	0
Computers and Education	0	0	1	0	0
Education and Information Technologies	0	0	0	1	0
Education Research International	0	1	0	0	0
Electronic Journal of e-Learning	1	0	0	0	0
English Language Teaching	0	0	1	0	0
ESP Today	0	0	0	1	0
GEMA Online Journal of Language Studies	1	0	0	0	0
IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)	1	0	0	0	0
Information Technologies and Learning Tools	0	1	0	0	0
Innovation in Language Learning and Teaching	0	0	1	0	0
International Journal of Academic Research in Business and Social Sciences	0	0	1	0	0
International Journal of Academic Research	0	0	0	0	1

Journal	2017	2018	2019	2020	2021
in Progressive Education and Development					
International Journal of Language Education and Applied Linguistics	0	0	0	1	0
International Journal of Mobile and Blended Learning	0	0	0	1	0
International Journal of Technology Diffusion	0	0	0	1	0
Journal of English Language Teaching and Linguistics	0	1	0	0	0
KnE Social Sciences	0	0	0	0	1
On the Horizon	1	0	0	0	0
Reading & Writing-Journal of the Reading Association of South Africa	0	0	1	0	0
TESOL and Technology Studies	0	0	0	0	1
Total	7	4	11	5	5

Table 2: Articles reviewed based on journals. (source: reference (Ramalingam et al., 2022)^[11])

Author and Year	Study Design	Collaborative Based Instruction	Learning Management System	Social Media Application	Technology-Based Instruction
Ho 2020	QL ¹	/			
Anas and Musdariah 2018	QL				/
Alkhouday 2020	MM ²		/	/	/
Majid and Stapa 2017	QL			/	
Bakar et al. 2017	QL	/			
Fadda 2019	QN ³				/
Ibrahim and Ismail 2021	QN		/		
Othman et al. 2019	QN				/
Hamdan et al. 2017	QL			/	/

Author and Year	Study Design	Collaborative Based Instruction	Learning Management System	Social Media Application	Technology-Based Instruction
Zhang and Zhu 2020	QN				/
Le 2021	QL	/			
Hassan et al. 2021	QN			/	/
Azmat Ali et al. 2019	QN				/
Pudin 2017	QN				/
Azmuddin et al.2020	QL		/		/
Setyowati et al. 2021	QN				/
Tengku Sharif et al. 2021	QL			/	/
Hilliard and Stewart 2018	QN				/
Alsowayegh 2019	QN				/
Onah 2020	QL	/			
Fola-Adebayo 2019	QL				/
Ansarimoghaddam 2017	QL	/			
Sotska et al. 2018	QL			/	
Ali et al. 2019	QN				/
Mabuan and Ebron 2017	MM				/
Shlowiy and Lidawan 2019	QL				/
Kathpalia et al. 2020	QL				/
Oweis 2018	QN				/
Arrosagaray 2019	QN				/
Kovanovic et al. 2018	MM	/			
Robinson et al. 2019	QN				/
Sivapalan 2017	MM				/

Table 3: The findings. (source: reference (Ramalingam et al., 2022)^[1])

No	Author and Year	Collaborative Based Instruction
1	Onah 2020 Kovanovic et al. 2018	MOOC

No	Author and Year	Collaborative Based Instruction
2	Ho 2020 Le 2021	Group-based game task
3	Bakar et al. 2017	Online blogs
4	Ansarimoghaddam et al. 2017	Wiki

Table 4: Findings regarding collaborative-based instruction. (source: reference (Ramalingam et al., 2022)^[11])

No	Author and Year	Learning Management System
1	Azmuddin et al. 2020 Ibrahim and Ismail 2021	Institutional LMS
2	Alkhoudayr 2020	Google Classroom

Table 5: Findings regarding learning management system. (source: reference (Ramalingam et al., 2022)^[11])

2.3. Benefits of Blended Learning in Language Education

Blended learning in ESL/EFL education is gaining recognition for its effectiveness in improving language learning outcomes. By combining face-to-face teaching with online activities, it promotes independence and personalized support for students, fostering collaborative learning and engagement. It also allows learners to practice language skills outside the traditional classroom, utilizing various technologies and resources to accommodate different learning styles. Blended learning creates a supportive community, enhancing language skills through peer interactions, teacher support, and immediate feedback. Despite challenges such as time management and internet accessibility, studies have shown positive impacts on academic performance and motivation levels. Overall, blended learning offers a dynamic and interactive environment that caters to a wide range of learner needs, making it a promising approach in ESL/EFL education. See references: (Ramalingam et al., 2022)^[11], (Huang et al., 2022)^[51], (Huang et al., 2022)^[41].

Positive factors	Empty Cell	Empty Cell	Negative factors	Empty Cell	Empty Cell
Theme	Frequency	%	Theme	Frequency	%
Supportive, interactive learning community	8	50 %	Large class size	8	53.33 %
Favourable conditions for active participation	6	37.50 %	Poor classroom conditions	5	33.33 %
Other	2	12.50 %	Teacher cold calling Learner stage fright	1 1	6.67 % 6.67 %
Total	16	100 %	Total	15	100 %

Table 6: Influencing factors in the offline class. (source: reference (Li et al., 2024)^[31])

2.4. Challenges of Implementing Blended Learning in Language Education

Integrating blended learning into ESL/EFL education faces obstacles such as varying levels of technological proficiency among teachers, necessitating training programs. Synchronization of technology and platforms is crucial for a smooth transition between online and face-to-face components. Institutional support is essential for successful implementation. The complexity of designing blended learning requires attention to time management, accessibility, curriculum restructuring, student engagement, and learning styles. Overcoming these challenges through comprehensive teacher training, technology synchronization, clear directives, institutional support, and careful consideration of various factors is key to unlocking the full potential of blended learning in language education. See reference (Alam et al., 2022)^[8].

3. Methodology

3.1. Mixed-Methods Research Design

In the exploration of blended learning in ESL/EFL education, a multi-faceted research approach will be utilized to gather extensive data. This methodology will incorporate both quantitative and qualitative research techniques to ensure a thorough examination of the efficacy of blended learning in language education.

The quantitative aspect of the study will involve the creation and distribution of surveys to participants. These surveys will seek to gather information on various aspects related to blended learning, including student engagement, satisfaction levels, and perceived outcomes. Statistical analysis will then be applied to the survey responses to identify any trends or patterns within the data.

On the qualitative side, interviews will be conducted with both students and teachers to delve deeper into their experiences with blended learning. These interviews will focus on exploring attitudes towards blended learning, challenges encountered, and suggestions for enhancing ESL/EFL education through this approach. The qualitative data gathered from these interviews will be examined for common themes and patterns that may arise.

Moreover, classroom observations will be carried out to offer real-time insights into how blended learning is put into practice. This observational data will complement the survey results and interview findings by providing a firsthand look at student engagement, interactions, and overall classroom dynamics within a blended learning environment.

By combining these diverse research methods, this mixed-methods approach aims to provide a comprehensive understanding of the advantages and obstacles associated with implementing blended learning in ESL/EFL education. It allows for a more nuanced analysis of the subject that surpasses mere quantitative figures or qualitative perspectives. See references: (Ramalingam et al., 2022)^[11], (Wang & Chen, 2024)^[21], (BALCI, 2017, pages 1-5)^[14].

Group	Age	Major	Females	Males	Total	Proficiency level
EG	19-21	English (Freshmen)	90	16	106	A1
CG	93	11	104			

[Table 7](#): Statistical description of the participants (source: reference (Wang & Chen, 2024)^[2])

3.2. Survey Development and Distribution

A study on EFL students' involvement in blended learning will utilize a mixed-methods approach, focusing on student engagement as a crucial aspect that requires efficient measurement. Previous research emphasizes the use of both quantitative and qualitative methods like surveys, questionnaires, and interviews to gather information on student engagement. This study plans to combine questionnaires and interviews to gain a holistic understanding of student engagement in blended learning activities, aiming to overcome the limitations of each method. The flexibility of engagement across diverse learning environments will be considered, with a focus on capturing real-time engagement during participation in blended learning scenarios. By analyzing how students interact with course materials and different learning modalities, the study aims to produce detailed findings on EFL students' engagement in blended learning environments. This approach aligns with previous studies and highlights the importance of understanding student engagement at the activity level for effective pedagogical practices in ESL/EFL education. See references: (Huang et al., 2022)^[11], (Huang et al., 2022)^[4].

	Cronbach's Alpha	No. of items
Overall OCEQ	0.925	48
Behavioral	0.921	15
Emotional	0.936	16
Cognitive	0.940	17

[Table 8](#): Reliability statistics: online classroom engagement and its components (after removing defective items) (source: reference (Abbasi et al., 2023)^[18])

Kaiser–Meyer–Olkin measure of sampling adequacy	0.944
Bartlett's test of sphericity	
Approx. Chi-Square	15,613.781
<i>df</i>	1540
Sig.	0.000

[Table 9](#): KMO and Bartlett's test: online classroom engagement questionnaire (source: reference (Abbasi et al., 2023)^[18])

Criterion	Eligibility	Exclusion
Timeline	Between 2017 to 2022	<2017
Literature type	Empirical	Systematic reviews, books, chapters in a book, conference proceedings
Language	English	Non-English

Criterion	Eligibility	Exclusion
Scope	Related to blended learning and ESL	Not related to blended learning and ESL

[Table 10](#): The search string used for the systematic review process. (source: reference (Ramalingam et al., 2022)^[11])

3.3. Interview Protocol Development and Implementation

To delve deeper into the qualitative aspect of the research, a mixed-methods research approach was implemented to explore the experiences of learners in both online and offline EFL classes. A total of eight participants were chosen randomly to partake in semi-structured interviews, which are deemed practical and fitting for qualitative research conducted within classroom settings. These interviews were carried out in person in Chinese, with each session lasting between 30 to 60 minutes. The questions posed during the interviews were centered around the participants' learning encounters in online and offline environments, with a focus on how each mode influenced their emotional engagement and anxiety levels. The topics covered included preferences for offline classes, expectations for the course, intentions for utilizing newly acquired skills beyond the classroom, perceived enhancements in listening and speaking abilities, effective learning strategies adopted during the course, and recommendations for enhancing the course. The primary objective was to collect detailed feedback from students regarding their perspectives on the intervention and its effects on their language learning journey. See references: (Li et al., 2024)^[31], (Wang & Chen, 2024)^[21].

Name	Age	Gender	Major	Years of learning English
S1	18	male	Engineering	10
S2	20	female	Engineering	12
S3	19	female	Management	9
S4	19	male	Management	7
S5	21	male	Computer Science	12
S6	18	female	Engineering	10
S7	18	female	Engineering	12
S8	19	male	Engineering	10

[Table 11](#): Interviewee profile. (source: reference (Li et al., 2024)^[31])

No	Question	Theme
1	Please describe your learning experience of this course this semester in keywords: interest, learning creation or habit. (why, how)	IDC
2	What were your expectations for this course? Has it reached your expectations? (why, how)	Listening and speaking proficiency
3	How you want to use the skills outside the classroom after finishing this course? (why)	Interest loop/driven for creation loop

No	Question	Theme
4	What environment would you use the skills in? (why, how)	Driven for creation loop/creation for habit loop
5	What was your listening and speaking improvement from the course? (why, how)	Listening and speaking proficiency; IDC
6	What learning habit do you have that actually works for you from this course? was it helpful? (why, how)	Creation for habit loop; Listening and speaking proficiency;
7	What further comments do you have for this course? Any content or form to improve the course? (why, how)	IDC; Listening and speaking proficiency

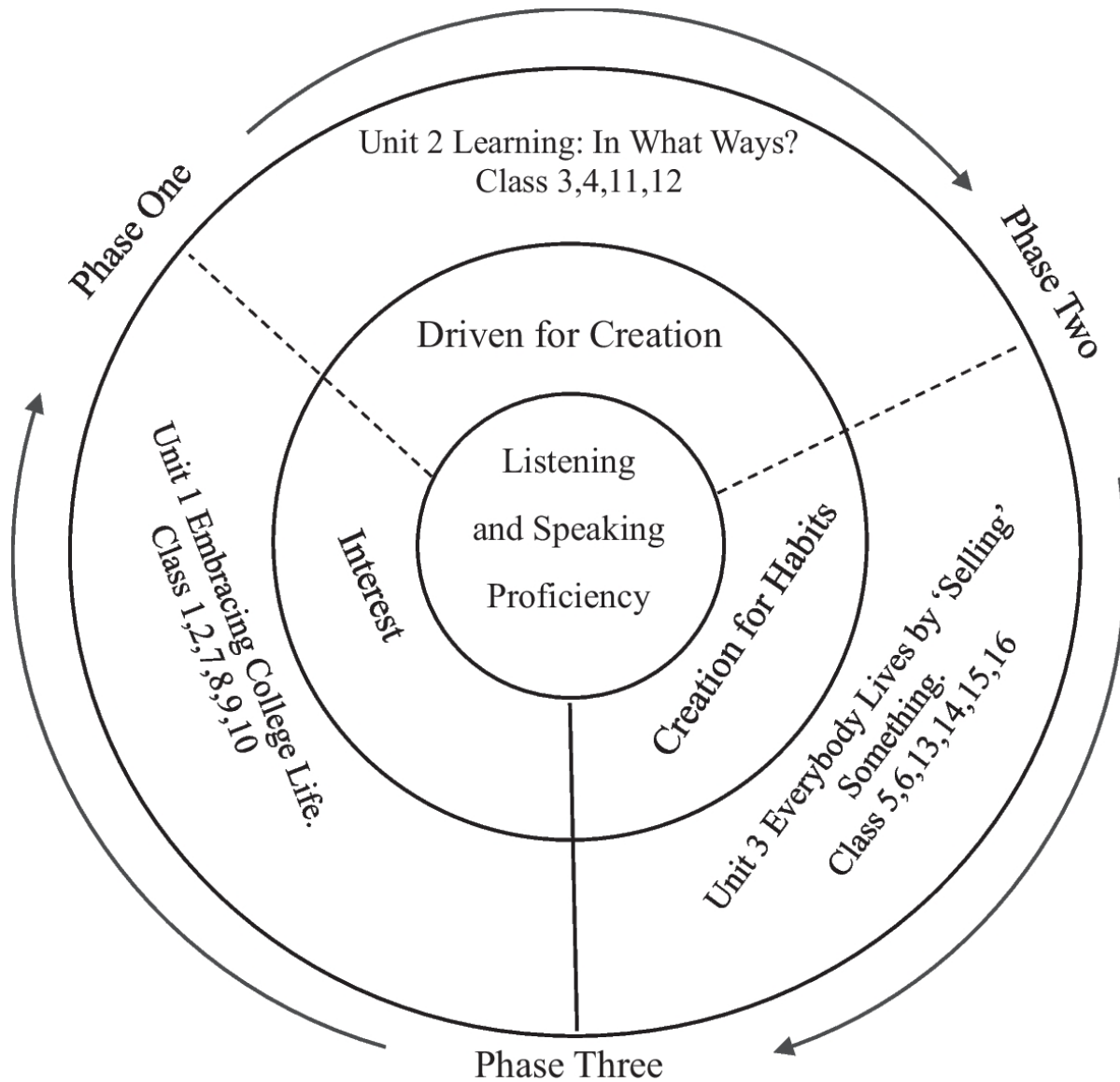
[Table 12](#): Interview Questions (source: reference (Wang & Chen, 2024)^[21])

3.4. Classroom Observation Procedures

The final stages of the learning journey in ESL/EFL education, focusing on honing language abilities and habits, are crucial for student proficiency development. Classroom observations play a pivotal role in assessing students' performance, particularly in class discussions, to improve listening and speaking skills. Encouraging students to provide feedback and express gratitude establishes a 'creator loop for learning habits.' Observing student engagement, technology utilization, and response to teaching methods in a blended learning environment is essential to understanding the impact of blended learning on language education.

Monitoring student behaviors during group activities, online discussions, and individual tasks provides valuable insights into their language acquisition process. Systematic classroom observations, along with qualitative data collection, complement quantitative results from surveys and interviews, enabling a thorough assessment of blended learning in ESL/EFL education. By documenting observations meticulously, educators can identify the advantages and challenges of incorporating blended learning into language education.

Overall, classroom observation procedures are vital for evaluating the effectiveness of blended learning in enhancing ESL/EFL education. Close monitoring of student interactions, engagement levels, and responses to teaching techniques offers valuable insights that can contribute to improving language teaching practices. See reference (Wang & Chen, 2024)^[21].



[Figure 1](#): IDC course design in semester 2022 (source: reference (Wang & Chen, 2024)^[2])

4. Data Collection

4.1. Survey Results Analysis

The study explored the impact of blended learning on ESL/EFL students' listening and speaking proficiency. Initially, no significant differences were found between the experimental and control groups at the A2 level. However, post-intervention results showed significant improvement in both listening and speaking skills for the experimental group. The analysis also demonstrated substantial enhancements in both groups' proficiency after the intervention, with the experimental group outperforming the control group. These findings highlight the effectiveness of blended learning in enhancing language skills among

students. Overall, the study provides valuable insights for educators and researchers aiming to enhance language teaching practices efficiently. See reference (Wang & Chen, 2024)^[21].

Variables	Tests	EG (n = 106)	CG (n = 104)				
<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>		
Listening	Pretest	132.359	7.244	132.019	4.034	0.418	0.676
Speaking	Pretest	134.528	11.138	135.192	5.571	0.545	0.587

Table 13: Results of Independent sample t test listening and speaking pretest (source: reference (Wang & Chen, 2024)^[21])

Variable	<i>M (SD)</i>	<i>M (SD)</i>	<i>t</i>
Pretest	Posttest		
Listening	132.359 (7.244)	159.811 (7.169)	29.238***
Speaking	134.528 (11.138)	155.094 (7.070)	19.203***

Table 14: Results of paired-sample t test of the EG's listening and speaking test (source: reference (Wang & Chen, 2024)^[21])

Variable	Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Listening	Pretest	266.799	1	266.799	4.577	0.034
Group	17,943.547	1	17,943.547	307.809	0.000	
Error	12,066.927	207	58.294			
Total	4,794,500.000	210				
Speaking	Pretest	980.081	1	980.081	25.388	0.000
Group	19,713.024	1	19,713.024	510.643	0.000	
Error	7991.091	207	38.604			
Total	4,478,500.000	210				

Table 15: Results of one-way ANCOVA of the listening and speaking test (source: reference (Wang & Chen, 2024)^[21])

Variable	Group	Adj. <i>M</i>	Adj. <i>SD</i>	<i>n</i>
Listening	EG	159.811	7.169	106
	CG	141.250	8.207	104
Speaking	EG	155.094	7.070	106
	CG	135.865	6.011	104

Table 16: Summary of one-way ANCOVA of the listening and speaking test (source: reference (Wang & Chen, 2024)^[21])

Groups	engagement	Mean	SD	N
Control	Affective	2.9	.697	40
Cognitive	2.9	.649	40	
Behavioral	2.80	.58	40	
Total	2.88	.605	40	
experimental	Affective	3.67	.850	40
Cognitive	3.61	.971	40	
Behavioral	4.01	.651	40	
Total	3.78	.802	40	

Table 17: Means and Standard deviations of the groups' scores on engagement. (source: reference (Han et al., 2024)^[19])

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	69.153a	7	9.879	19.58	.001	.305
Intercept	3538.519	1	3538.519	7016.026	.001	.957
groups	64.080	1	64.080	127.05	.001	.53
engagement	.622	3	.207	.411	.745	.004
groups * engagement	4.033	3	1.344	2.665	.06	.025
Error	157.357	312	.504			
Total	3811.615	320				
Corrected Total	226.510	319				

Table 18: ANOVA for the groups' scores on engagement after the treatment. (source: reference (Han et al., 2024)^[19])

groups	WTC	Mean	SD	N
control	Speaking in class	23.74	1.98	40
Reading in class	18.45	1.69	40	
Writing in class	21.50	2.68	40	
Comprehension	11.95	1.33	40	
Willingness to communicate (Total)	88.32	8.23	40	

groups	WTC	Mean	SD	N
experimental	Speaking in class	23.18	2.073	40
Reading in class	18.00	2.17	40	
Writing in class	21.20	2.92	40	
Comprehension	14.10	14.00	40	
Willingness to communicate (Total)	86.92	9.118	40	

Table 19: T-test for comparing groups' score willingness to communicate before the treatment. (source: reference (Han et al., 2024)^[19])

groups	WTC	Mean	SD	N
control	Speaking in class	24.6	3.3	40
Reading in class	18.6	4.1	40	
Writing in class	24	2.2	40	
Comprehension	12.6	4.3	40	
Willingness to communicate (Total)	79.8	13.9	40	
experimental	Speaking in class	31.3	3.6	40
Reading in class	24.3	4.1	40	
Writing in class	26.5	2.3	40	
Comprehension	18.6	2.4	40	
Willingness to communicate (Total)	107.8	12.4	40	

Table 20: Groups' scores on willingness to communicate after the treatment. (source: reference (Han et al., 2024)^[19])

	Cronbach's Alpha	No. of items
Overall OCEQ	0.897	56
Behavioral	0.881	17
Emotional	0.894	19
Cognitive	0.897	20

Table 21: Reliability statistics: online classroom engagement and its components (source: reference (Abbasi et al., 2023)^[18])

Behavioral	Item–total correlation	Emotional	Item–total correlation	Cognitive	Item–total correlation
Beh1	0.692	Emo1	0.642	Cog1	0.715
Beh2	0.633	Emo2	0.661	Cog2	0.627
Beh3	0.631	Emo3	0.667	Cog3	0.679
Beh4	0.698	Emo4	0.674	Cog4	0.629
Beh5	0.626	Emo5	0.714	Cog5	0.745
Beh6	0.617	Emo6	0.662	Cog6	0.700
Beh7	0.643	Emo7	0.642	Cog7	0.642
Beh8	0.035	Emo8	0.616	Cog8	0.646
Beh9	0.615	Emo9	0.658	Cog9	0.033
Beh10	0.676	Emo10	-0.079	Cog10	0.699
Beh11	0.667	Emo11	0.625	Cog11	0.751
Beh12	-0.016	Emo12	0.659	Cog12	0.691
Beh13	0.611	Emo13	0.715	Cog13	0.048
Beh14	0.674	Emo14	0.037	Cog14	0.727
Beh15	0.619	Emo15	0.691	Cog15	0.657
Beh16	0.632	Emo16	0.654	Cog16	0.728
Beh17	0.650	Emo17	0.040	Cog17	-0.033
		Emo18	0.710	Cog18	0.742
		Emo19	0.693	Cog19	0.653
				Cog20	0.743

Table 22: Item-total correlations: components of online classroom engagement questionnaire (source: reference (Abbasi et al., 2023)^[18])

Variable	Teacher’s Q & A	Online discussion	F(p)	η^2		
Mean	SD	Mean	SD			
Emotional engagement	3.64	0.42	3.39	0.61	29.60***	0.17
Cognitive engagement	3.55	0.56	3.37	0.72	10.32**	0.07

Table 23: Results 1 of repeated measure ANOVA (n = 146) (source: reference (Huang et al., 2022)^[5])

	1	2	3	4	5	6	7	8	9	10	11
1. Emotion	–	.50***	.45***	.48***	.55***	.56***	.41***	.41***	.46***	.46***	.54***
2. Cognition	.69***	–	.35***	.42***	.47***	.48***	.52***	.42***	.42***	.36***	.36***
3. Challenge	.29***	.28**	–	.49***	.32***	.36***	.406***	.20*	.24**	.28**	.27**
4. Relatedness	.47***	.46***	.34***	–	.58***	.35***	.37***	.28***	.33***	.37***	.38***
5. Value	.50***	.52***	.34***	.60***	–	.49***	.31***	.45***	.52***	.44***	.48***
6. Interactivity	.47***	.40***	.29***	.35***	.41***	–	.46***	.47***	.45***	.46***	.43***
7. Autonomy	.40***	.55***	.30***	.38***	.40***	.39***	–	.24**	.21**	.24**	.28***
8. Notification	.22**	.26**	.16*	.27**	.39***	0.16*	.21*	–	.73***	.63***	.57***
9. Instruction	.31***	.31***	.32***	.28**	.34***	.45***	.31***	.54***	–	.66***	.64***
10. Encouragement	.33***	.30***	.29***	.33***	.40***	.42***	.30***	.50***	.74***	–	.61***
11. Feedback	.33***	.30***	.33***	.33***	.37***	.48***	.40***	.38***	.76***	.75***	–

Table 24: Pearson correlation analysis (n = 146) (source: reference (Huang et al., 2022)^[5])

4.2. Interview Findings Analysis

The semi-structured interviews carried out within the framework of the Interest-Driven Creator English program for Chinese private college students aiming to improve their listening and speaking skills in a blended environment provided valuable insights. The focus of the interviews was on delving into the students' perspectives regarding the course and their perceived enhancements in listening and speaking proficiency. Participants were tasked with articulating their learning journey using keywords associated with interest, creative learning, or routine. Additionally, they shared their expectations for the course, whether these expectations were met, and how they planned on utilizing the acquired skills beyond the classroom. Furthermore, students deliberated on the settings where they intended to apply these skills and reflected on their progress in listening and speaking resulting from the course. They also discussed the most effective learning habits for them and offered suggestions for enhancing the course.

These interviews yielded a deeper comprehension of how an interest-driven approach can elevate language learning outcomes in a blended setup. By emphasizing student engagement, interest cultivation, and adaptive learning abilities, the program succeeded in establishing a conducive learning atmosphere that fostered language proficiency among students. The feedback from participants underscored the

significance of nurturing interest, providing avenues for active involvement, and backing the cultivation of adaptive learning routines. In essence, these interview outcomes underscored the advantages of integrating student-centered methodologies in blended ESL/EFL education. See reference (Wang & Chen, 2024)^[1].

4.3. Classroom Observation Data Analysis

The insights gathered from classroom observations in the realm of EFL learners' involvement in blended learning settings unveil intriguing revelations. Elements like cognitive, emotional, and behavioral engagements are pivotal in shaping the overall participation levels of students. The observational data suggests that students showcase varying degrees of involvement across diverse activities within the blended learning context.

Of particular note, the findings indicate that engagement is influenced by factors such as the clarity of instructions, relevance of tasks, and the learning environment provided. Notably, students engaged in problem-based blended learning displayed notably higher levels of engagement indicators compared to those in lecture-based blended learning. Furthermore, students who actively participated in online discussions and preparatory work before face-to-face sessions exhibited heightened involvement and active participation during classroom interactions.

Additionally, the observational data underscores the significance of social interaction in fostering student engagement. Engaging in discussions, clarifying concepts online, and posing queries during face-to-face sessions are essential components that contribute to elevated levels of student involvement. Moreover, preparing in advance for class activities instills a sense of responsibility on students for their own learning journey, ultimately leading to increased engagement levels.

In essence, the observational data accentuates the beneficial influence of blended learning on student engagement levels. By incorporating a range of activities that encourage active involvement and interaction among students, educators can establish a more captivating and impactful learning environment within ESL/EFL education. See references: (Huang et al., 2022)^[5], (Hamilton, 2018, pages 21-25)^[17].

Factor	Initial eigenvalues	Extraction sums of squared loadings	Rotation sums of squared loadings						
Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	
1	11.460	20.464	20.464	11.005	19.651	19.651	9.062	16.182	16.182
2	7.666	13.690	34.154	7.217	12.888	32.539	8.009	14.301	30.483
3	6.544	11.685	45.839	6.057	10.816	43.355	7.170	12.804	43.287
4	1.253	2.238	48.077	0.501	0.894	44.249	0.483	0.862	44.149
5	1.202	2.146	50.223	0.451	0.805	45.054	0.443	0.792	44.941
6	1.150	2.053	52.277	0.407	0.727	45.781	0.434	0.775	45.716
7	1.081	1.931	54.208	0.378	0.675	46.456	0.392	0.699	46.415
8	1.062	1.897	56.105	0.364	0.650	47.106	0.387	0.691	47.106

Table 25: Total variance explained: online classroom engagement questionnaire (source: reference)

(Abbasi et al., 2023)^[18]

Factor			
1	2	3	
Cog14	0.774		
Cog11	0.772		
Cog5	0.772		
Cog18	0.766		
Cog20	0.757		
Cog16	0.755		
Cog1	0.750		
Cog6	0.745		
Cog10	0.728		
Cog12	0.725		
Cog3	0.708		
Cog19	0.693		
Cog15	0.688		
Cog8	0.675		
Cog7	0.674		
Cog4	0.661		
Cog2	0.652		
Emo13		0.742	
Emo5		0.740	
Emo18		0.738	
Emo19		0.736	
Emo15		0.731	
Emo4		0.719	
Emo3		0.703	
Emo2		0.702	
Emo16		0.694	
Emo6		0.691	
Emo9		0.685	

	Factor		
	1	2	3
Emo12			0.681
Emo7			0.670
Emo1			0.662
Emo11			0.652
Beh4			0.728
Beh1			0.721
Beh10			0.720
Beh14			0.719
Beh11			0.704
Beh7			0.698
Beh17			0.690
Beh16			0.672
Beh6			0.668
Beh2			0.661
Beh3			0.654
Beh9			0.653
Beh5			0.652
Beh13			0.647
Beh15			0.646

Table 26: Rotated factor matrix: online classroom engagement questionnaire (after removing items with low contributions) (source: reference (Abbasi et al., 2023)^[18])

Groups	Engagement	Mean	SD	N
Control	Affective	2.80	.73	40
Cognitive	3.00	.78	40	
Behavioral	2.80	.68	40	
Total	2.90	.68	40	
experimental	Affective	2.72	.70	40
Cognitive	2.90	.53	40	
Behavioral	2.80	.60	40	

Groups	Engagement	Mean	SD	N
Total	2.88	.57	40	

Table 27: Means and Standard deviations of the groups' scores on engagement. (source: reference (Han et al., 2024)^[19])

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.362 ^a	7	.337	.839	.555
Intercept	2578.5	1	2578.5	6415.7	.000
groups	1.089	1	1.089	2.710	.101
engagement	.886	3	.295	.735	.532
groups * engagement	.381	3	.127	.316	.814
Error	125.394	312	.402		
Total	2711.778	320			
Corrected Total	127.756	319			

Table 28: ANOVA for the groups' scores on engagement before the treatment. (source: reference (Han et al., 2024)^[19])

No	Author and Year	Technology-Based Instruction
1	Alkhouday 2020 Hamdan et al.2017	Audio video materials
2	Ali et al. 2019	Mobile assisted learning
3	Setyowati et al. 2021 Shlowiy and Lidawan 2019	Online authentic materials
4	Hajan and Padagas 2021 Fadda 2019 Azmuddin et al. 2020	Web-based system
5	Mabuan and Ebron 2017 Fola Adebayo 2019 Robinson et al. 2019 Hilliard and Stewart 2018 Fadda 2019 Zhang and Zhu 2020 Anas and Musdariah 2018 Alsowayegh et al. 2019 Kathpalia et al. 2020 Oweis 2018	Virtual learning

Table 29: Findings regarding technology-based instruction. (source: reference (Ramalingam et al., 2022)^[11])

5. Findings

5.1. Quantitative Results from Surveys

The research delved into examining the listening and speaking skills of ESL/EFL students in the experimental group (EG) and control group (CG) before and after implementing a blended learning approach. Initially, there were no notable disparities in listening and speaking capabilities between the EG and CG, indicating similarity at the A2 level. However, following the intervention, the EG exhibited a significant enhancement in both listening and speaking proficiencies. The post-intervention assessments for the EG showcased a substantial uptick in listening ($M = 159.811$, $SD = 7.169$) and speaking ($M = 155.094$, $SD = 7.070$) skills compared to pre-intervention levels.

On the contrary, the CG showed slower progress in listening skills and did not experience noteworthy growth in speaking abilities without the intervention. The paired-sample t-test outcomes revealed a slight improvement in listening for the CG from pre-intervention ($M = 132.019$, $SD = 4.034$) to post-intervention ($M = 141.250$, $SD = 8.207$), while speaking scores remained relatively constant from pre-intervention ($M = 135.192$, $SD = 5.571$) to post-intervention ($M = 135.865$, $SD = 6.011$).

Furthermore, a one-way ANCOVA analysis was executed to compare the post-intervention scores of both groups while adjusting for pre-intervention scores. The results indicated that the educational intervention significantly boosted both listening and speaking proficiencies for all students involved.

Overall, these results underscore the beneficial impact of blended learning on language proficiency development among ESL/EFL students, emphasizing the value of integrating technology-enhanced approaches into language education methodologies. See reference (Wang & Chen, 2024)^[21].

Variable	<i>M (SD)</i>	<i>M (SD)</i>	<i>t</i>
Pre-test	Post-test		
Listening	132.019 (4.034)	141.250 (8.207)	11.469***
Speaking	135.192(5.571)	135.865 (6.011)	1.044

Table 30: Results of paired-sample t-test of the CG's listening and speaking test (source: reference (Wang & Chen, 2024)^[21])

Variables	Teacher's Q & A	Online discussion	F(p)	η^2		
Mean	SD	Mean	SD			
Challenge	3.47	0.66	3.45	0.67	0.09	0.00
Relatedness	3.50	0.79	3.62	0.84	2.44	0.02
Value	3.92	0.56	3.86	0.69	1.18	0.01
Interactivity	3.82	0.63	3.1781	0.84	95.93***	0.40
Autonomy	3.51	0.76	3.4041	0.78	1.94	0.01

Table 31: Result 2 of repeated measure ANOVA (n = 146) (source: reference (Huang et al., 2022)^[51])

5.2. Qualitative Insights from Interviews

Insights gathered from interviews conducted to assess the effectiveness of blended learning in ESL/EFL settings provide valuable information. One positive aspect highlighted by students was the flexibility and convenience offered by online classes, allowing for self-paced learning, unrestricted access to resources, and time-saving benefits. This element was highly valued by learners. The interviews also revealed how interest-focused English courses could impact students' listening and speaking skills. Teachers played a crucial role as facilitators, posing stimulating questions to spark students' interests and ensure active participation in the learning process. The curriculum included supplementary materials and activities aimed at maintaining student interest, ultimately fostering the development of adaptable learning patterns. Moreover, the concept of a learning cycle in language acquisition was explored through efforts to reinforce listening and speaking abilities. Participants successfully established routines with support from teachers and peers, leading to sustained involvement in the blended learning environment. The analysis indicated that consistent practice resulted in a natural progression towards habitual engagement among students, contributing significantly to their overall language proficiency.

In conclusion, these qualitative findings underscore the significance of nurturing student curiosity and maintaining engagement through innovative teaching strategies in ESL/EFL education within a blended learning framework. See references: (Li et al., 2024)^[3], (Wang & Chen, 2024)^[2].

Anxiety/Emotional Engagement	Class	N	Mean	SD	t	p	Cohen' d
Anxiety	Online	180	3.37	0.61			
	Offline	180	3.18	0.67	-0.71	0.004sub-ref-*	0.296
Emotional Engagement	Online	180	3.50	0.75			
	Offline	180	3.65	0.70	2.60	0.041sub-ref-*	0.207

Table 32: Paired samples t -tests of anxiety and emotional engagement. (source: reference (Li et al., 2024)^[3])

Positive factors	Empty Cell	Empty Cell	Negative factors	Empty Cell	Empty Cell
Theme	Frequency	%	Theme	Frequency	%
Learning flexibility and convenience	8	53.33 %	Technology and environment induced distraction	8	42.10 %
Personalised and controlled learning environments	5	33.33 %	Poor internet connections	6	31.57 %
Other	2	13.33 %	Technology induced health problems	3	15.78 %
			Other	2	10.52 %

Total	15	100 %	Total	19	100 %
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Table 33: Influencing factors in the online class. (source: reference (Li et al., 2024)^[3])

Emergent themes	Sub emergent themes
Interest loop for listening and speaking	1. Interest is the core foundation
2. Interest links to further learning	
3. Interest initiated the advanced listening proficiency	
4. A sustainable state of curiosity	
5. Interest naturally aroused when they were engaged in the Interest loop	

Table 34: Interest loop (source: reference (Wang & Chen, 2024)^[2])

Emergent themes	Sub emergent themes
A. Listening proficiency	A1. The key hub for improving listening skills
A2. Learning creation reinforced listening proficiency	
A3. Learning creation is useful continuum and extension in proficiency	
A4. Learning creation resolved listening proficiency problems	
A5. A practical solution on listening proficiency previously neglected	
B. Speaking proficiency	B1. The link for improving speaking skills
B2. Learning creation strengthened speaking proficiency	
B3. Learning creation is useful continuum and extension in proficiency	
B4. Learning creation resolved speaking proficiency problems	
B5. A better extension on speaking proficiency	

Table 35: Driven for creation loop (source: reference (Wang & Chen, 2024)^[2])

Emergent themes	Sub emergent themes
A. Listening proficiency	A1. Learning habit reshape listening proficiency
A2. Learning creation led to listening habit	
A3. Learning habit determined listening proficiency	
A4. Learning habit is guideline for proficiency extension	
B. Speaking proficiency	B1. Learning habit gained confidence in speaking proficiency
B2. A positive and sustainable speaking endeavour	
B3. Learning habit after learning creation in IDC served greater speaking proficiency	

Table 36: Creation loop for learning habits (source: reference (Wang & Chen, 2024)^[2])

Emotion engagement	Teacher's Q & A		Cognitive engagement						
	B	SE	β	T(p)	B	SE	β	T(p)	
constant	0.99		0.22		4.34***	0.68	0.32		2.13*
Challenge	0.10		0.04	0.16	2.33*	0.02	0.06	0.033	0.44
Relatedness	0.04		0.04	0.08	1.05	0.07	0.06	0.106	1.25
Value	0.14		0.06	0.19	2.30*	0.13	0.08	0.139	1.58
Interactivity	0.16		0.05	0.24	3.11**	0.10	0.07	0.119	1.44
Autonomy	0.04		0.03	0.08	1.10	0.24	0.05	0.33	4.44**
Notification	-0.01		0.06	-0.02	-0.24	0.12	0.08	0.135	1.39
Instruction	0.01		0.06	0.01	0.12	0.11	0.09	0.123	1.16
Encouragement	0.02		0.05	0.04	0.50	-0.01	0.07	-0.021	-0.22
Feedback	0.18		0.06	0.23	2.74**	-0.04	0.09	-0.038	-0.43
F(p)	17.25***					12.55***			
R ²	0.52					0.44			

Table 37: Result 1 of Multiple linear regression analysis (n = 146) (source: reference (Huang et al., 2022)^[41])

Emotion	Online discussion		Cognitive						
	B	SE	β	T(p)	B	SE	β	T(p)	
Constant	1.09		0.32		3.38**	0.44	0.36		1.21
Challenge	0.03		0.06	0.04	0.49	0.02	0.07	0.02	0.27
Relatedness	0.13		0.06	0.19	2.15*	0.10	0.07	0.13	1.53
Value	0.18		0.08	0.21	2.29*	0.25	0.09	0.25	2.81**
Interactivity	0.18		0.06	0.25	2.99**	0.10	0.06	0.12	1.45
Autonomy	0.10		0.06	0.13	1.67	0.33	0.06	0.36	4.78***
Notification	-0.01		0.07	-0.02	-0.21	0.02	0.08	0.03	0.31
Instruction	0.03		0.09	0.04	0.36	0.09	0.10	0.11	0.93
Encouragement	0.05		0.09	0.06	0.56	0.01	0.10	0.01	0.11
Feedback	-0.05		0.09	-0.08	-0.65	-0.12	0.10	-0.15	-1.25
F(p)	9.40***					11.90***			
R ²	0.38					0.44			

Table 38: Result 2 of Multiple linear regression analysis (n = 146) (source: reference (Huang et al., 2022)^[41])

5.3. Observations from Classroom Visits

Throughout my analysis of blended learning in ESL/EFL classrooms, I observed a strong focus on encouraging student participation through a variety of engaging activities. The incorporation of problem-based learning (PBL) into blended learning has been shown to have a significant impact on students' behavioral, cognitive, and emotional engagement levels. This method not only enriches the learning process but also leads to enhanced academic performance.

One notable discovery was the importance of facilitating interactions among students, teachers, and peers. This aligns with the principles of constructivist theory, which highlight the significance of social interaction in meaningful learning experiences. By encouraging participation in activities like Teacher's Q & A sessions and online discussions, students' emotional engagement is increased, resulting in greater satisfaction with their educational journey.

Moreover, the utilization of real-life scenarios, group study sessions, and the cultivation of effective learning strategies were identified as effective methods for promoting student engagement in blended learning environments. These approaches not only boost student involvement but also contribute to a more fulfilling academic experience.

In summary, my observations underscore the value of incorporating interactive and stimulating activities in blended learning settings to enhance student engagement and ultimately elevate academic achievements. See references: (Huang et al., 2022)^[5], (Zhao et al., 2023)^[12].

Countries	2017	2018	2019	2020	2021	Total
Malaysia	6	0	2	1	3	12
Saudi Arabia	0	0	3	0	0	3
Indonesia	0	1	0	0	1	2
United State of America	0	0	2	0	0	2
China	0	0	0	1	0	1
Hong Kong	0	0	0	1	0	1
Jordan	0	1	0	0	0	1
Netherlands	0	1	0	0	0	1
Nigeria	0	0	1	0	0	1
Pakistan	0	0	1	0	0	1
Palestine	0	0	0	1	0	1
Philippines	1	0	0	0	0	1
Singapore	0	0	0	1	0	1
Spain	0	0	1	0	0	1
Ukraine	0	1	0	0	0	1
United Kingdom	0	0	0	1	0	1

Countries	2017	2018	2019	2020	2021	Total
Vietnam	0	0	0	0	1	1
Total	7	4	10	6	5	32

Table 39: Distribution of articles based on countries. (source: reference (Ramalingam et al., 2022)^[11])

6. Discussion

6.1. Comparison of Findings with Existing Literature

The available literature on blended learning in ESL/EFL education sheds light on various factors that enhance the effectiveness of this instructional approach. Research highlights the significance of student engagement in blended learning, focusing on learner characteristics and the online platform. It has been noted that satisfaction in blended learning is influenced by emotional engagement and the perceived enjoyment of the platform. Educational technology, such as blogs, mobile learning, and assessment tools, has been recognized as effective in fostering student engagement.

Moreover, different activities within blended learning settings like Teacher's Q & A and Online discussion have demonstrated varying levels of teacher guidance and feedback. While face-to-face activities allow for more direct and immediate feedback, online discussions may lack prompt feedback due to their asynchronous nature. The relationship between task features and teacher roles with students' emotional and cognitive engagement further highlights the importance of these components in improving learning outcomes.

Additionally, technology-based instruction has become a popular strategy in ESL teaching, offering advantages such as flexibility, self-directed learning, and increased learner independence. Tools related to technology empower students to access resources at any time and from any location, promoting self-directed learning habits. While technology-based instruction remains a prevalent approach, other strategies like social media applications and group-based games also play a vital role in addressing language learning obstacles.

In conclusion, the comparison of findings from existing literature emphasizes the significance of engagement, effective teacher-student interactions, and technology integration in ESL/EFL blended learning environments. These insights can guide instructional methods and contribute to enhancing language education results. See references: (Ramalingam et al., 2022)^[11], (Huang et al., 2022)^[51], (Huang et al., 2022)^[41].

Variable	Teacher's Q & A	Online discussion	F(p)	η^2		
Mean	SD	Mean	SD			
Notification	4.11	0.61	4.22	0.73	3.34	0.02
Instruction	4.03	0.61	3.73	0.80	19.89***	0.12
Encouragement	3.95	0.68	3.88	0.76	1.46	0.01
Feedback	4.05	0.52	3.83	0.81	12.64**	0.08

Table 40: Result 3 of repeated measure ANOVA (n = 146) (source: reference (Huang et al., 2022)^[41])

	1	2	3	4	5	6	7	8	9	10	11
1. Emotion	–	.50***	.45***	.48***	.55***	.56***	.41***	.41***	.46***	.46***	.54***
2. Cognition	.69***	–	.35***	.42***	.47***	.48***	.52***	.42***	.42***	.36***	.36***
3. Challenge	.29***	.28**	–	.49***	.32***	.36***	.406***	.20*	.24**	.28**	.27**
4. Relatedness	.47***	.46***	.34***	–	.58***	.35***	.37***	.28***	.33***	.37***	.38***
5. Value	.50***	.52***	.34***	.60***	–	.49***	.31***	.45***	.52***	.44***	.48***
6. Interactivity	.47***	.40***	.29***	.35***	.41***	–	.46***	.47***	.45***	.46***	.43***
7. Autonomy	.40***	.55***	.30***	.38***	.40***	.39***	–	.24**	.21**	.24**	.28***
8. Notification	.22**	.26**	.16*	.27**	.39***	0.16*	.21*	–	.73***	.63***	.57***
9. Instruction	.31***	.31***	.32***	.28**	.34***	.45***	.31***	.54***	–	.66***	.64***
10. Encouragement	.33***	.30***	.29***	.33***	.40***	.42***	.30***	.50***	.74***	–	.61***
11. Feedback	.33***	.30***	.33***	.33***	.37***	.48***	.40***	.38***	.76***	.75***	–

Table 41: Pearson correlation analysis (n = 146) (source: reference (Huang et al., 2022)^[41])

Variable	Teacher's Q & A	Online discussion	F(p)	η^2		
Mean	SD	Mean	SD			
Notification	4.11	0.61	4.22	0.73	3.34	0.02
Instruction	4.03	0.61	3.73	0.80	19.89***	0.12
Encouragement	3.95	0.68	3.88	0.76	1.46	0.01
Feedback	4.05	0.52	3.83	0.81	12.64**	0.08

Table 42: Result 3 of repeated measure ANOVA (n = 146) (source: reference (Huang et al., 2022)^[51])

6.2. Implications for ESL/EFL Teaching Practices

Lessons learned from the research on blended learning in ESL/EFL education can provide valuable insights for teaching practices in language education. One crucial aspect is the facilitation of student interaction with both teachers and peers in various activities, whether in person or online. According to constructivist theory, meaningful learning is achieved through social interaction, underscoring the

importance of students engaging with each other and their instructors. Activities that encourage such interactions can boost emotional engagement, resulting in higher satisfaction with the learning process. Furthermore, incorporating the concept of task value into blended learning activities is essential for increasing student engagement. Task value, which encompasses learners' perceptions of the interest, usefulness, importance, and effort required for a task, can impact students' willingness to engage with the material. By designing activities that highlight task value, educators can motivate students to actively participate and invest in their educational journey.

In addition, promoting learner autonomy is key to fostering strong student engagement in ESL/EFL environments. Learner autonomy involves students taking responsibility for their own learning by setting goals, choosing methods, monitoring progress, and evaluating outcomes. Creating activities that support learner autonomy can empower students to become more independent learners, leading to enhanced engagement and motivation.

Overall, these lessons stress the significance of creating interactive and meaningful learning experiences in blended ESL/EFL classrooms. By prioritizing interactions between students and instructors, emphasizing task value, and encouraging learner autonomy, educators can boost student engagement and ultimately improve language learning outcomes. See reference (Huang et al., 2022)^[5].

6.3. Recommendations for Future Research

Future research in blended learning for ESL/EFL education should focus on key areas to improve understanding and application of this method. Evaluating content used in programs is crucial for optimizing student outcomes, while action research on classroom strategies can highlight effective teaching methodologies. Addressing educator reluctance to change and assisting with adjustment to blended learning is essential for successful implementation. Additionally, expanding study samples to include public schools can provide a more comprehensive understanding of the efficacy of blended learning across different settings. Prioritizing these areas will enhance the effectiveness and implementation of this innovative approach in ESL/EFL education. See reference (Majeed & Dar, 2022)^[7].

7. Conclusion

7.1. Summary of Key Findings

Upon delving into the realm of blended learning for ESL/EFL education, numerous significant discoveries have surfaced from the extensive literature and research in this domain. One pivotal aspect that stands out is the favorable impact of incorporating various online writing tools, including forums, blogs, and wikis, on the linguistic advancement of students. This innovative approach has demonstrated promising results in bolstering language acquisition and communication proficiency among learners (Mak et al.). Furthermore, it is essential for educators to develop tasks that encourage learner independence to ensure heightened levels of student involvement. By integrating technical, psychological, and socio-cultural viewpoints in blended learning settings, teachers can cultivate a sense of accountability and critical thinking in students (Oxford, 2003). Additionally, insights into the perceptions of blended learning among both students and instructors have been explored in diverse contexts, such as within an intensive English program at Dokuz Eylul University in Turkey. Research findings indicate that blended learning instruction can effectively cater to the needs and expectations of students while also transforming their viewpoints over the course duration (Balci). Through the integration of online platforms like Macmillan Online Workbook & Resource Centre with traditional course materials, educational

institutions have effectively boosted student engagement and performance through continuous practice and monitoring (Balci). These key revelations underscore the importance of blended learning in ESL/EFL education and underscore its potential to revolutionize language teaching methodologies for enhanced learning outcomes. See references: (Miyazoe & Anderson, 2010)^[16], (BALCI, 2017, pages 1-5)^[14], (Huang et al., 2022)^[4].

7.2. Limitations of the Study

The exploration into blended learning for ESL/EFL education revealed valuable insights but also highlighted certain constraints. The study's limited scope calls for larger surveys conducted by governmental organizations to formulate well-informed policies. The ever-evolving landscape of blended learning presents uncharted territories and challenges that need further exploration. The study focused on undergraduate students and older individuals, neglecting K-12 learners, emphasizing the importance of research across diverse learner demographics. Time allocation, curriculum design, and teaching approach differences between online and traditional classrooms must be carefully considered in interpreting findings. Overall, while the study provides valuable insights, there is a need for future research to address these limitations and enhance our understanding of blended learning methodologies in varying contexts. See references: (Means et al., 2010, pages 71-75)^[13], (Ramalingam et al., 2022)^[1], (Alam et al., 2022)^[8], (Means et al., 2010, pages 16-20)^[13].

7.3. Contribution to the Field of ESL/EFL Education

Blended learning in ESL/EFL education has shown promising results by addressing traditional educational system deficiencies. It creates a technology-driven teaching environment with enhanced pedagogical capabilities, leading to increased student involvement and academic achievements. Studies indicate that blended learning supports lifelong learning goals and personalized language education. Interest-driven creator courses have been successful in improving Chinese students' listening and speaking skills by focusing on individual interests and learning patterns. This approach boosts self-confidence and proficiency in English through active participation and ongoing improvement. Future research recommendations include evaluating content impact in blended learning programs and conducting action research on teaching strategies, particularly in self-directed learning at the tertiary level. Overcoming educator resistance to change and expanding studies to diverse student samples can further advance blended learning in ESL/EFL education. The value of blended learning lies in its ability to offer dynamic, student-centered approaches that enhance language proficiency through tailored experiences and active participation. By implementing innovative tactics like IDC courses and considering future research suggestions, educators can optimize the benefits of blended learning for language learners worldwide. See references: (Ramalingam et al., 2022)^[1], (Wang & Chen, 2024)^[2], (Majeed & Dar, 2022)^[7].

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