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RESEARCH ARTICLE

Section: *Digital Humanities*

The impact of blended learning models on enhancing students' confidence and stability in foreign language education

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ABSTRACT

This study focuses on a multitude of variables, encompassing learners' engagement, self-determination, technological tools, and instructors' intervention or support, that collectively impact students' confidence and resilience in the context of foreign language education. Furthermore, ninety-seven (97) research individuals who served as research participants were engaged in an online survey to share their opinions on the efficacy of the use of blended learning models. Their responses which form the basis of the research data were presented and analyzed. Moreover, these responses further answered the two basic research hypotheses, which try to validate the extent to which blended learning models can impact language learners' confidence on one hand, and on the other hand, ensure that they have stability during their language learning acquisition. The findings of the research highlighted engagement, digital tools, motivation, and language instructors' support as basic factors associated with the blended learning models. The findings also explored the effective integration of blended learning approaches in language learning settings, facilitates students' language acquisition, boosting the learners' confidence and further creating a conducive environment for a smooth learning experience. The research, however, recommends constant utilization of this pedagogical method to effectively harness its benefits and provide language learners with constructive feedback to aid in facilitating their language acquisition.

KEYWORDS: blended learning, blended learning models, technology tools, students' confidence and stability, foreign language education

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1. Introduction

Throughout the past few years, blended learning has emerged as a noteworthy and novel pedagogical phenomenon. The study of blended learning is a nascent field that is interconnected with various educational domains, including language pedagogy, the use of educational technology, computer-assisted language learning (CALL), and online learning (Picciano, Dziuban & Graham, 2013). Also, Ivanova et al. (2020) traced the origin of blended learning to the emergence of technological trends in the educational system. The study further claims that the initial objective of the integration of blended learning in the educational setting was to bridge distance learning and facilitate individualized learning.

Meanwhile, blended learning has been delineated as a distinct pedagogical approach that distinguishes itself from conventional or virtual modes of instruction and acquisition. As expounded by Bonk and Graham (2012), the concept of blended learning pertains to the amalgamation of conventional in-person teaching with electronic instruction. Garrison and Vaughan (2008) posited an alternative definition of blended learning, which asserts that it is a pedagogical approach that capitalizes on the advantages of both traditional classroom instruction and remote learning. The pedagogical approach employed in this educational framework amalgamates the conventional didactic method of in-person instruction with the contemporary modality of virtual learning to achieve a comprehensive and effective learning experience. According to Neumeier's (2005), in the description of blended learning, the primary objective is to identify the optimal combination of learning methods that are suitable to individual learners.

Blended learning has emerged as a viable alternative to conventional or web-based learning modalities, owing to its ability to foster a more robust sense of involvement as compared to traditional in-person or exclusively online pedagogical approaches, Tayebnik and Puteh (2012). This definition, with other numerous definitions of blended learning, has paved the way for the establishment of different blended learning models. According to Moradimokhles & Hwang (2022), one of the earliest models is the one proposed by Valiathan (2002). In this model, the blended learning approach was categorized into three, which include skill-driven models, attitude-driven-models, and competency-driven models.

Concerning the use of blended learning models in language acquisition, Albiladi & Alshareef (2019) revealed the incorporation of both traditional and online learning approaches, which is also a feature of blended learning models helping language learners to develop various linguistic skills such as reading, writing, listening, and speaking. Overall benefits of this learning approach are that it makes learning and teaching easier for both language learners and instructors respectively.

1.1. Problem statement

There have been many investigations into the efficacy of blended learning as a whole, but not nearly as many into the varying aspect of blended learning that is crucial to its efficacy. There is a dearth of studies that investigate teachers' perceptions and reactions to blended learning's incorporation into their classrooms. To offer successful professional development and assistance, it is important to have an understanding of the responsibilities of instructors, the problems they face, and the best practices they use while implementing blended learning. By filling these knowledge gaps, researchers, policymakers, and teachers may better understand how to apply blended learning models and increase their positive effect on classroom instruction and students' achievements.

1.2. Research questions

The present study seeks to explore the opinions of students and language instructors on the effect of the blended learning models in foreign language education. As such, the following questions represent the target of this study.

- I. What is the impact of the integration of blended learning on the confidence and stability of foreign language learners?
- II. Does blended learning of students' confidence and stability lead to the development of proficiency in foreign language education?

2. Literature Review

The concept of blended learning models encompasses important terms that when fully understood, pave the way for better understanding and proper integration of these models in the educational setting. However, this section is dedicated to exploring and discussing these relevant terms.

2.1. Exploring the Concept of Blended Learning

The advent of technology in recent times has had an immense effect on every aspect of education, leading to a complete transformation of conventional pedagogical techniques and ushering in novel and innovative approaches. The impact of this phenomenon has yielded enhanced educational achievements and the formulation of novel methodologies to captivate learners through customized and interactive means. One among these digital innovations in the educational field is the development and introduction of blended learning. According to Hilmi & Ifawati (2020), blended learning refers to an instructional approach that integrates traditional in-person teaching methods with online interactive collaboration.

Albiladi & Alshareef (2019) maintained that the blended learning approach operates in a continuous correlation between the two modes of instruction, forming a cohesive system. In other words, the concept of blended learning necessitates the amalgamation of two or more distinct entities, which can subsequently be intermingled. Oliver & Trigwell (2005) argued that for the system to function optimally, its components must be well-balanced and systematically aligned with the programming of educational objectives. In terms of the basic definition of the concept of blended learning, many researchers (Moradimokhles & Hwang (2022), Friesen (2006), and Graham (2009)) have quite varied definitions about this concept. Friesen (2006) defines the concept as the amalgamation of technological tools, pedagogical approaches, and occupational duties. However, this scope of definitions about instructional technology may encompass a wide range of technological tools or be limited to those that are web-based. Alternatively, such definitions may not explicitly have reference to technology but rather emphasize the amalgamation of diverse theoretical frameworks, Moradimokhles & Hwang (2022). Another definition similar to Friesen's is the one proposed by Procter (2003). The scholarly work established a definition for blended learning as the proficient amalgamation of diverse delivery modes, pedagogical models, and learning styles. On the other hand, Gramham (2009) observed that the concept of blended learning entails the amalgamation of traditional classroom-based teaching with computer-mediated instruction.

Before the widespread adoption of the term “blended learning,” the pedagogical approach of combining online and in-person instruction was frequently referred to as “hybrid learning”, Sholihah et al. (2021). However, the two concepts pertain to the amalgamation of conventional in-person teaching methods with digital or online learning elements. Although these terms are frequently employed interchangeably, their usage may exhibit minor discrepancies contingent on the context. Hussein (2021) traces the origin of the concept of “hybrid learning” to the era of integration of online components into traditional face-to-face courses by educational institutions. Nevertheless, the objective was to amalgamate the advantages of face-to-face communication with the adaptability and resources provided by digital platforms. As time progressed, the phrase “blended learning” emerged as the most popular choice in the field of education. The aim for a more all-encompassing phrase that may describe a variety of educational approaches explains the language change. However, the term “blended learning” refers to a teaching method that combines in-person classroom instruction with online study, with the expectation that the two would complement and reinforce one another.

2.1.2. Blended Learning Models; an Overview

Varied definitions by several scholars have accounted for what seems to be the overall notion of blended learning. However, these definitions have given rise to different learning models that try to describe different basic aspects of blended learning systems. One of the earliest models that focusses on the acquisition of skills and knowledge is the one proposed by Valiathan (2002). The model subcategorized blended learning models into three, and they are: skill-driven, attitude-driven, and competency-driven. Regarding the skill driven, Valiathan (2002) maintained that this type of learning is focuses on obtaining particular knowledge and skills, with the instructor providing feedback and support. On the other hand, attitude-driven learning aims to cultivate new attitudes and behaviors, with peer-to-peer interaction and group work being central. Nevertheless, competency-driven learning

aims to capture implicit knowledge, requiring learners to observe experts at work. Bryan & Volchenkova (2016) observed that this typology received criticism from several scholars (Oliver & Trigwell 2005 and Fransen 2006) due to its hybrid composition, which draws from both educational goals and instructional techniques.

Another popular typology is the one proposed by Graham (2006); which expounded upon a model that seeks to identify optimal blends, as opposed to suboptimal blends, that effectively leverage the advantages and circumvent the limitations of both traditional face-to-face learning and online learning modalities. The author's conceptual framework comprises four distinct dimensions, namely spatial (encompassing both physical and virtual realms), temporal (distinguishing between synchronous and asynchronous modes), sensory richness (ranging from high multisensory input to low text-only input), and humanness (referring to the degree of human involvement versus machine automation). These concepts pertain to the notion of blended education, as delineated by the practice of bimodal dissemination. The authors introduce a distinct and disparate classification element by taking into account the level of the subject matter, which encompasses activity, course, program, and institution.

While describing blended learning as a continuum, Watson (2008) delineated seven distinct modes of educational delivery, each with varying degrees of both online and traditional face-to-face components. The first mode is characterized by entirely online education, with no in-person instruction. The second mode also offers a fully online education, but with the choice of face-to-face teaching, albeit not mandatory. The third mode is mostly or fully online, with chosen days requiring attendance in a physical classroom or computer lab. The fourth mode is similar but with daily attendance in a classroom or computer lab. The fifth mode involves in-person training supplemented by crucial online elements that extend beyond the typical educational day. The sixth mode integrates online tools into classroom instruction but offers few or no necessities for students to engage with these tools. Finally, the seventh mode is a traditional face-to-face setting with minimal online tools. The Inquiry-Based Framework developed by Garrison & Vaughan (2013) posits a paradigm wherein both students and educators are regarded as active participants within a Community of Inquiry. The classification in question is derived from Farnsworth et al. (2016), in their scholarly research on 'communities of practice'. In a manner akin to a community of practice, a Community of Inquiry is comprised of a collection of interactive students who, through their interactions, engender the construction of their unique knowledge. This is achieved through the sharing of common interests and the pursuit of enhanced proficiency in the subject matter at hand. The present model effectively diverts the focus from delivery modalities to the acquisition of knowledge.

The impacts of blended learning models for professionals are contingent upon their particular objectives and the degree to which they successfully confront the obstacles linked to the use of these models. For instance, an educational experience that focuses on collaborative learning is likely to adopt an online group discussion typology. However, Graham (2006) asserted that whichever model practitioners wish to adopt, it is necessary that it should reflect learning curriculum and objectives.

2.1.3. Blended Learning System in Foreign Language Education

The utilization of blended learning has garnered considerable momentum in the field of foreign language education, owing to its capacity to augment language acquisition results and furnish a more multifaceted and captivating pedagogical experience. However, Ju & Mei (2018) posited that the integration of technology as well as internet tools into foreign language education offers students a multifaceted and engaging learning experience. Through the integration of both virtual and physical pedagogical approaches, these models effectively augment language acquisition outcomes, foster cross-cultural appreciation, and enable adaptable and individualized learning opportunities.

Furthermore, the scholarly work also highlighted various aspects of blended learning system in foreign language education, to include, flipped classroom (entails the preeminent acquisition of fundamental linguistic ideas and resources via online platforms, prior to the physical attendance of classes), online language lab (provide a plethora of engaging tasks, speaking drills, and interactive materials that enable students to engage in self-paced learning and personalized practice at their convenience), virtual online exchanges (where digital technologies such as online forums, videoconferencing applications, and social media networks enable instantaneous exchange of ideas and social norms, thereby providing realistic possibilities for learning a language), mobile language learning app (furnish language-oriented exercises, vocabulary-enhancing drills, and

grammatical explications), gamification and simulation (a dynamic approach to learning a foreign language by providing dynamic instances, role-playing opportunities, and language games that emulate actual scenarios, thereby augmenting the process of mastering a new language), and blended assessment (examinations in digital format, interactive multimedia assignments, and audiovisual demonstrations).

Several researchers have explored the use of blended learning systems in foreign language acquisition. Amongst them is the work of Chenoweth et al. (2006). The scholarly work that compared the use of blended learning with face-to-face learning method in acquiring the French language at Carnegie Mellon University observed that the blended courses were efficacious and exhibited a progressive degree of contentment as time elapsed; there was no statistically significant variance between the grades achieved by pupils in the two courses. In other words, the acquisition of knowledge by students in both settings was comparable.

In contrast, Banados (2006) observed a total positive outcome with the use of a blended learning system. The scholarly work explored the effects of implementing a pilot ESL blended program at an academic institution situated in Chile, with a focus on assessing the linguistic proficiency of learners and their overall satisfaction levels. The empirical investigation, which relied on both a survey and a terminal examination, yielded the finding that the student's oral proficiency evinced a marked enhancement. Additionally, there was observable advancement in all other aptitudes.

Albiladi & Alshareef (2019) observed that the integration of a blended learning system in foreign language education benefits not only language learners but also language instructors. For the language instructors, it improves their working conditions by giving them more time to spend with students, greater chances to collaborate with other teachers, and more vital opportunities for professional growth. On the other hand, blended learning is beneficial because it piques students' interest in their education, gives them the freedom to progress through their coursework at their own pace, and helps them get career-ready by teaching them practical language skills such as reading, writing, listening, and speaking skills, they can immediately put to use.

3. Research Methodology

3.1. Study Approaches

Based on the nature of the present study, the research employed the use of quantitative methodology to explore the utilization of the concept of blended learning models in the field of foreign language education. This method goes further to take into account a significant number of viewpoints of language students and language instructors using an online questionnaire.

3.1.1. Study Sample

Language students and instructors who participated in this research are 97 in number. However, they were randomly selected from different locales for better reflection of the inclusion of relevant stakeholders in the field of blended learning systems. Furthermore, the research participants were chosen through various digital mediums as well as internet forums for discussion. Conversely, there was a discrepancy in the distribution of demographic factors of the research participants, such as their gender, age, and employment history, among others. The study also recognized the importance of ethical considerations in the data collection method. To ensure the protection of the confidentiality of the research participants, informed consent was obtained before data collection. The table below is a sample of the distribution of the demographic information of the participants.

Table 1: Demographic variables of samples

Categories	Variables	Frequencies	Percentage
Gender	Male	40	41.2%
	Female	57	58.8%
Educational Qualification	Bachelors	50	51.5%

	Masters	25	25.8%
	PhD	22	22.7%
Years of Experience (for language instructors)	Less than 5years	24	24.7%
	5-10 years	35	36.1%
	11-15 years	22	22.7%
	More than 15years	16	16.5%
Age	18-25	42	43.3%
	26-35	18	18.6%
	36-45	12	12.4%
	46-55	11	11.3%
	56 and above	14	14.4%

Below is the interpretation of the demographic table.

- I. The majority of the research participants which is 58.8% are females, while the remaining are males.
- II. The research respondents with bachelor's degrees are 50 (51.5%) in number. Those with master's degrees are 25 (25.8%), and PhD holders are 22 (22.7%).
- III. Also, the research participants who have less than five years of work experience in their areas are 24 (24.7%), while those with 6 years and above are 73 (75.3%).
- IV. Based on the age range of the participants, those within the range of 18-25 (43.3%) years constitute the larger a population, while those from 46-55 (11.3%) years constitute the smaller population. However, the remaining participants (26-35, 36-45 and 56 and above) are 44 in number.

3.1.2 Study Instrument

The major instrument used in the study is a questionnaire. However, this questionnaire aligns with the major concerns of this study, the questionnaire is divided into three sections.

- I. The first section represents the basic demographic information of the research participants, including their gender (male and female), and their academic qualifications (bachelor's, master's, and PhD).
- II. Section B centres on the validation of the two proposed hypotheses developed for this study, and is subcategorized into two, as listed below.
- III. The integration of blended learning impacts the confidence and stability of foreign language learners.
- IV. The impact of blended learning on students' confidence and stability leads to the development of proficiency in foreign language education.

3.1.3 Validity of the Study instrument

The current study used a sample size of 57 language students and 40 language teachers to test the reliability of the two hypotheses proposed for this research. Within each subsection of Section B, respondents discussed their thoughts and opinions about the survey's items. The survey questions were revised and edited to reflect the responses of the respondents.

3.1.4. Statistical Measures of the Data

Mean, standard deviation, frequencies, and other statistical metrics were used to examine the data. A summary of the study's statistical methods is provided below.

- I. Validity of each hypothesis is determined by calculating the mean, standard deviation, t-values, standard errors, and p-values.
- II. T-tests are employed to either accept or reject each of the hypotheses.
- III. Jamovi statistical software was used to organize the statistical measurements.
- IV. Finally, the research presented its findings in the form of a descriptive statistics table.

4. Results

The essence of this section is to present and analyze the opinions of the research participants to validate the two research hypotheses.

4.1. H1: The integration of blended learning impact on the confidence and stability of foreign language learners

The question items contained in the above hypothesis are listed above.

- I. The use of blended learning models increases language learners' confidence.
- II. The utilization of blended models ensures the stability of language learners in their course of learning a foreign language.
- III. Language learners are assured of a personalized learning experience with the use of a blended learning system.
- IV. The use of blended learning encourages corroborative learning.
- V. The use of blended learning increases the motivation and engagement of language learners.

Table 2. Impact of Blended learning on the confidence and stability of language learners

Question Items	Mean	Standard Deviation	T-value	Standard Error	Degree of Freedom	P-value
Q1	4.2	0.9	3.56	0.1	96	0.001
Q2	4.4	0.6	4.21	0.08	96	0.001
Q3	3.2	0.8	-2.94	0.09	96	0.003
Q4	3.5	0.9	-1.32	0.01	96	0.003
Q5	4.6	0.5	6.32	0.08	96	<0.001

The above table is a statistical one representing the responses of the research participants on the influence of blended learning models on language learners' confidence and stability. The following is the interpretation of this table.

- I. In the first item, the mean score which is 4.2 with a standard deviation of 0.9 indicates that a greater population of the participants agrees that blended learning models increase learners' confidence. However, with the t-value of 3.56 and p-value of 0.001 (which falls below the conventional threshold of significance at 0.05), it shows that there is a statistically substantial disparity between the sample mean and the predicted population mean. Also, there is a solid proof to refute the null hypothesis and infer that a statistically noteworthy correlation exists between the implementation of blended learning and the augmentation of language learners' confidence.
- II. From the second item, it can be observed that the research participants exhibited almost the same responses as in the first item. The average responses of the second item which is 4.4 suggest a positive agreement among the research participants. The level of disparity in the responses seems small as represented by the standard deviation of 0.6. Furthermore, the t-value 4.21 along with the p-value of 0.001 indicates highly significant evidence to support the idea that blended learning ensures stability of language learners.
- III. The result from the third item shows that the average responses of the participants are 3.2 with 0.8 disparities. This indicates that there is moderate agreement among the participants that blended learning assures a personalized learning experience.
- IV. The average for the fourth item is 3.5, indicating moderate agreement. It's worth noting, too, that the mean score is lower than it is for the other items, suggesting a lower level of consensus among the respondents. Nevertheless, the statistical significance of the obtained results, assuming the null hypothesis to be true, is relatively low, as indicated by the p-value of 0.003. The obtained results surpass the conventional significance threshold of 0.05, suggesting insufficient statistical substantiation to corroborate the proposition that blended learning effectively fosters collaborative learning.
- V. Finally, the mean score of 4.6 shows a greater agreement among the participants regarding the fifth item. Also, the statistical significance of the mean difference between the observed scores and the hypothesized population mean is confirmed by the t-value of 6.32. and this indicates a compelling substantiation to corroborate the conjecture that the integration of blended learning methodologies results in a noteworthy

augmentation of the motivation and engagement levels of individuals who are acquiring a new language. The obtained results of the p-value which is 0.001 exhibit a considerable deviation from the widely adopted significance level of 0.05. This suggests a robust statistical substantiation for the conjecture that the implementation of blended learning effectively enhances the motivation and engagement levels of language learners.

4.2.H2: The impact of blended learning on students' confidence and stability leads to the development of proficiency in foreign language education.

The content of the above hypothesis is listed as under.

- I. The impact of blended learning on students' confidence and stability improves the language proficiency of language learners.
- II. A blended learning system provides language learners the platform to practice their language skills.
- III. Integration of a blended learning system improves the overall language proficiency of learners.
- IV. Blended learning mostly reflects the overall objectives of the curriculum or teaching goals.
- V. A blended learning system provides a conducive learning environment for the language proficiency development of learners.

Table 3. Blended Learning Models on Learners' Language Proficiency

Question Items	Mean	Standard Deviation	T-value	Standard Error	Degree of Freedom	P-value
Q1	4.2	0.9	2.65	0.1	96	0.001
Q2	3.8	1.2	-1.78	0.13	96	0.002
Q3	4.5	0.7	4.21	0.08	96	<0.001
Q4	3.2	1.1	-3.32	0.12	96	0.002
Q5	4.4	0.8	3.15	0.09	96	0.001

The above table is interpreted as follows.

- I. The first item shows that the participants generally affirmed that the impact of blended learning on their confidence and stability aids in language proficiency improvement with a mean score of 4.2. A standard deviation of 0.9 indicates that answers are quite constant, suggesting that participants have a positive impression of the benefits of blended learning. The t-value of 2.65 shows that there is a 95% confidence that the mean score of 4.2 and a p-value of 0.00, the result points to the fact that blended learning has a good effect on students' assurance and steadiness, which in turn improves their language skills.
- II. The mean score of 3.8 in the second item shows that there is moderate agreement among the participants on whether the blended learning system provides language learners the platform to practice their language skills. However, at the level of confidence indicated by the p-value (0.02), the t-value (-1.78), shows that the mean score (3.8) is not substantially different from the hypothetical population mean (3.5). This indicates that there is insufficient proof that blended learning regularly offers a useful platform for language learners to practice their abilities.
- III. The average responses (4.5) of the participants with regard to the third item indicate a higher significant agreement among them. The t-value of 4.5 shows that the mean score of 4.5 is substantially different from the projected population mean of 3.5 (at the p-value of 0.001 confidence level). This result strongly supports the premise that blended learning has a favorable effect on students' total language competency.
- IV. Regarding the fourth item, there is a moderate response (3.2 mean score) from the participants. Furthermore, the t-value of -3.32 suggests that the mean score of 3.2 is significantly different from the hypothetical population mean at a confidence level determined by the p-value (0.002). This indicates that there is strong evidence to support the claim that the participants perceive a partial alignment between blended learning and the overall objectives of the curriculum or teaching goals.
- V. Finally, there is a high mean score in the fifth item, which shows higher agreement by the research participants. Nevertheless, at the level of confidence indicated by the p-value (0.001) and the t-value of 3.0. This lends credence to the argument that students who engage in blended learning find it to be an optimal setting in which to advance their language skills.

5. Discussion

The essence of the present study is to explore the concept of blended learning models in the field of foreign language education, taking into account the perceptions of two relevant stakeholders such as language learners and instructors, on the subject matter. These research participants who are ninety-seven (97) in number were issued an online questionnaire to share their views, by answering the basic hypotheses developed for this research. From the data presented and analyzed, it can be observed that there is strong agreement among the participants specifically, on the benefits of the utilization of blended learning models in the foreign language educational setting.

The first hypothesis tries to ascertain the impacts of blended learning models on the confidence and stability of foreign language learners. However, the results from the data presentation unveiled strong support for this notion as evident in the given mean scores of the first and second items in the second section of the questionnaire. Learners' confidence is increased when they are opportune to experience an effective learning method like the blended learning system, Ju & Mei (2018). According to Albiladi & Alshareef (2019), the nature of the learning environment provided by a blended learning system ensures a smooth learning experience for the students. In terms of motivation and engagement, blended learning models have proven to offer a great deal to language learners; thereby enabling them to develop positive attitudes in any language-related task.

Furthermore, the third and fourth items unveiled the limitations of the use of this approach. One of these limitations is the lack of an approach recognizing customized personalized learning. Ivanova et al. (2020), suggested that language instructors along with the developers of the online resources used for the blended learning method are duty-bound to recognize learners' needs and preferences when designing and implementing this said approach. A similar suggestion by Hussein (2021) posits that further intervention by language instructors in terms of support and constructive feedback should be prioritized to help this challenge.

Another limitation as evident in the findings of this research is the lack of more explicit collaborative learning in the blended learning features. Bryan and Volchenkova (2016) argued that the essence of collaborative learning allows learners to engage in teamwork; sharing the important ideas and feedback that will enable them to achieve basic learning goals. However, the explicit absence of this feature may hinder effective utilization and positive outcomes of this approach. As such, while integrating this learning approach in the classroom setting, language instructors need to create a learning environment that encourages collaboration among learners.

The second hypothesis emphasized the improvement of language proficiency because of the impact of a blended learning system on the confidence and stability of language learners. The responses of the respondents regarding this assertion show that this approach does not only benefit learners in improving their language proficiency but aids in the overall development of language skills such as, listening, speaking, reading, and writing skills. Despite these benefits of the blended learning system, there is a moderate consensus among the research respondents on the inability of this approach to fully capture learning objectives. In this situation, Graham (2006) suggested that practitioners can combine more than one typology to reflect learning curriculum and objectives. Hussein (2021) also proposed that language instruction should be deliberate in integrating learning models that capture the overall teaching goal. Ju & Mei (2018) further recommend re-evaluate of instructional design, pedagogical techniques, and accessible resources.

6. Conclusion

The concept of the blended learning approach can be defined based on the objective of its utilization. It can be defined as a teaching method as well as a learning method. The present research combined both the teaching and learning features of this approach. Hence, blended learning can be seen as a pedagogical approach that combines both technological-based and traditional or face-to-face pedagogical methods.

Regarding this research, the overall perceptions of the research participants on the utilization of the blended learning approach in the field of foreign language education have given relevant insight into better strategies that can be adopted for the effective implementation of blended learning models in foreign language education.

However, the findings of this research focus on the benefits of the blended learning approach along with its limitations. The research unveiled that the effective integration of blended learning approaches in a language learning setting facilitates students' language acquisition, boosting their confidence and further

creating conducive environment for a smooth learning experience. Furthermore, the research, recommends constant utilization of this pedagogical method to effectively harness its benefits and it also provides language learners with constructive feedback to aid in facilitating their language acquisition.

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