Effect of Blended Learning on Students’ Achievement in English writing skills at Elementary Level

Munwar Bagum, Zahra Hina, Sadia Jamil

Associate Professor, Department of Education, Institute of Southern Punjab, Multan, Pakistan
Email: munwarbagum@isp.edu.pk

M.Phil. Scholar, Department of Education, Institute of Southern Punjab, Multan, Pakistan
Email: zk.zahrakashif@gmail.com

Lecturer, Department of Education, GCW University, Faisalabad, Pakistan
Email: Sadiajamil7@gmail.com

ARTICLE DETAILS

ABSTRACT

The main aim of this research was to analyze the effects of the blended learning on students’ achievement in English at elementary level. Furthermore, the others’ objectives of the study were to find out the effect of blended leaning on the academic achievement of students in the subject of English with respect to pretest and posttest and to analyze the difference in the performance of students taught using blended learning and conventional instructional strategies in English. This study was experimental in nature and quasi experimental pre-test post-test was used as a design study, therefore, All female students enrolled in elementary class of 7th grade in school of Tehsil Multan were selected or taken as population. But, two intact / preexisting sections of grade 7th into Govt. Girls Comprehensive High School Multan having 140 students were selected as sample of study. One section with 70 students (Experimental group) was taught using blended learning model. While the other section with 70 students (Control group) received instructions with conventional methods. The data was obtained on the basis of pretest and posttest method. The data was analyzed by SPSS and by applying descriptive analysis techniques of independent t-test and paired sampling test. It was concluded that significant differences occurred in experimental group students’ academic achievement level who received instructions with blended learning method. More ever, findings of the study suggest that the use of blended learning has a positive effect on English learner. Finally, this study provides the valuable implications for teachers, school administrators and policy makers to improve academic performance of English learners.

© 2022 The authors. Published by SPCR Global Publishing. This is an open access article under the Creative Commons Attribution-NonCommercial 4.0

Corresponding author’s email address: munwarbagum@isp.edu.pk
1. Introduction

Today we live in a digital world where all information is always easily accessible. Even our educational system is not immune to the effect of globalization. As a result, a redesigned learning environment that includes the benefits of both conventional and modern learning is urgently required. As a result, a new learning concept Blended emerges. A blended system, which is defined as a learning programme that includes more than one distribution modality, is the best strategy for improving learning outcomes and reducing programed delivery costs (Singh and Reed, 2001). The idea that education is a cycle rather than a one-time event is the foundation of the blended learning concept. Blending learning gives a variety of benefits over using just one sort of learning delivery method (Singh, 2003).

According to Friesen, the word "blended learning" in its early stages may refer to "virtually any mix of technology, pedagogies, and even job activities." The definitions may not specifically mention technology but instead emphasize the effective blending of various theoretical approaches. For instance, blended learning was characterized by Friesen and Procter as "the successful integration of diverse pedagogical approaches, instructional approaches, and learning styles" in 2003. Blended learning combines the closely connected domains of education and educational technology; claim Chew, Jones, and Turner (2008). Blended learning, according to Chew E. Kasnova, is "a teaching style that combines the most effective in-person teaching techniques with online interactive participation, both of which compose a plan that integrates throughout constant synchronization and makes a single whole." T. Krasnova. The term "blended learning" was first applied to corporate training in the business sphere (Sharma & Barrett, 2007), then to higher education (MacDonald, 2006), and eventually to learning and teaching language.

A formal or informal learning environment called blended learning mixes traditional classroom instruction with online digital content. In addition to the actual presence of the teacher and the student, the learner must have some degree of control over the time, place, and path. Face-to-face learning resources are combined with those mediated by computers while kids are still in school and have a teacher, both in terms of content and delivery. The definition of blended learning by Kavitha (2018) and Singh (2003) is a kind of e-learning in which e-learning is incorporated into conventional classroom instruction using a computer, internal network, or smart classroom, in which the teacher and student interact in person and where the curriculum is designed to encourage learners to interact. It emerged as a logical progression from programmed and electrical learning. According to the previous definitions of blended learning, the researchers determined that this new learning method blends traditional learning in all of its forms with e-learning in all of its models in order to boost student motivation and enhance their academic performance.

Every learner, every instructor, and every learner-teacher relationship are all distinctive, according to Pokriváková (2015). Blended learning can, in turn, be a solution to a myriad of problems. The needs of the student and the goal of employing this approach must always be kept in mind, though. The numerous shortcomings can be addressed, and blended learning helps to make up for them. Jia (2012) made the case that blended learning is beneficial for listening comprehension and improving vocabulary.

According to Driscoll (2002), blended learning can occur in four categories: first, by combining different web-based technology platforms; second, by combining different pedagogical strategies; third, by combining any instructional technology with in-person instruction; and fourth, by combining instructional technology with real-world tasks. Blended learning, according to Thorne (2003), is a type
of educational approach that mixes conventional learning and online learning, along with all of the advances and upgrades that come with new technological developments, to promote classroom engagement.

2. Models of Blended Learning

Valiathan (2002) categorizes blended learning into three models based on motivation. The first is the skill-driven learning model, which pairs student initiative with instructor support to help students increase their knowledge and skills in a particular subject. The attitude-driven learning paradigm is the second, and it combines a variety of tasks and teaching strategies to mould specific habits. The third choice is the competency-driven learning paradigm, which brings together informational resources and technology for action to improve classroom competencies.

In terms of how it is delivered, blended learning is divided into six models by Wilson, J.W. et al. (2013). The in-person model, which permits teachers to use technology in the classroom in some circumstances, is suggested for students who are more capable than their classmates to advance and learn more or for students who find it challenging to keep up with the pace of the class, particularly in language learning classes. On the contrary, during scheduled sessions, learners must rotate between a traditional classroom and a lab using the rotation approach. Students have the chance to learn and comprehend concepts by utilizing internet resources for their studies.

For individuals with behavioral, intellectual, and social challenges, there now exists the flexible model, which comprises entirely online education while being overseen and assisted by a teacher. It makes their surroundings at school safer for them. The online research facility model, which is similar to the flexible model, necessitates students' attendance at the online lab in order to take some courses, but this isn't due to the drawbacks of the flex model that have already been mentioned, but rather to the limitations the school has, like not offering that area of study.

Similarly, individuals other than educators are given responsibility for overseeing laboratory work. Students can work at a speed that is right for them while still taking classes that the institution does not offer. The self-blend technique, which involves self-selected learning themes, meets the needs of high school students who seek additional coursework to aid in their applications to universities or to acquire the jobs. The last model is the digital one, which allows students with limited free time to selectively connect with their professors online and participate in conferences or in-person lectures. There is a lot of flexibility in this framework.

3. Significance of the Study

The importance of this research will be that it will offer an enriched way by which we can enhance the student's achievement in English. The study also demonstrates how blended learning contributes significantly to the development of an interactive learning environment, improved socializing, and the development of students' ability to solve problems. Furthermore, it changes the focus of the classroom from teaching to learning, or from a teacher-centered to a student-centered perspective. As a result, the teaching-learning process is of higher quality, its outcomes are strengthened, new chances for long-term, self-directed learning are produced, and the students' English proficiency level is raised. The study is more effective for students as well as teachers to reduce the old traditional strategies of teaching.
It will be beneficial for the students as they will develop their creative skills by using blended learning environment. Additionally, this study will increase students’ engagement in the lesson. Likewise, it improves students' communication abilities, information-gathering capabilities, and interactions with teachers. The blended learning approach saves both the teacher and the student time. The students will get more creative in terms of learning new things and they will also get motivated after learning through Blended Learning.

It will be beneficial for teachers as much easier way will be adopted to enhance their teaching methodology. The teachers will be able to create an interactive atmosphere in the class. By using different teaching aids, the students will be involved and get motivated. It will be beneficial for school heads as they will enhance the quality of education which their school is transmitting. Technology based learning will be catered. Learners can participate in educational activities whenever and wherever it is suited for them. It enables the student a unique way to engage with the curriculum.

It will be beneficial for policy makers as Blended Learning is more efficient. Policy makers will devise a formal approach to education that creates an integrated learning environment with the purpose of giving students a more diverse and engaging learning experience. The policy makers will make the curriculum that will be integrated with Blended learning. The curriculum will be activity based and students will be able to use the technology skillfully.

It will be beneficial for parents as it will be learning without books and it can take place with the help of devices at home also. It will provide activity-based learning and parents will be able to assist students in their home assignments. However, Blended learning makes difficult concepts easier and interesting for the students. Different kinds of activities make the subject matter interactive for the learners.

It will be beneficial for curriculum designers as they seek to equip school teams with tools (toolkits) and training on how to revolutionize conventional education by fusing in-person instruction with online learning. Curriculum developers can specify different activities integrated within the curriculum to make the learning process more interactive. Curriculum developers can devise specific activities in the content that will make the curriculum a blend of traditional and online learning.

4. Objectives of the Study
The main objective of this study was:
1. To find out the effect of blended learning on the student’s achievement in English at elementary level.
2. To analyze the difference in the performance of students taught using blended learning and traditional instructional strategies in English at elementary level.
3. To suggest measure the effect blended learning on students’ achievement in Pre and Posttest.

5. Research Methodology
Pre-test and post-tests were used in this study along with a controlled and experimental group using a quasi-experimental methodology. The study’s methodology was a quantitative one. Participants in quasi-experiments are assigned to groups, but not at random. Since educators typically employ intact groups (schools, universities, or school districts) in studies, quasi-experimental designs will be used frequently. This is because the investigator was unable to arbitrarily establish the groups for the experiment. In this work, a quasi-experimental design with pretest and posttest, experimental and control groups, was adopted. This investigation will be quantitative in style.
5.1 Population and Sample
Public girls Higher Secondary School Multan was selected for the sample of the study. The study was an experimental in nature. The researcher has taken two intact groups for this study. There were 70 elementary students enrolled in one section (A & B) of school in class 7th. The overall population of the elementary portion of the school was 347.

5.2 Instrumentation
In this study, the pretest was developed consisted of first ten chapters of English as well as from the exercise of these chapters which had already taught to students by school’s teacher. The pretest was prepared having fifty marks containing the MCQs, synonyms, antonyms, picture descriptions, verbs, and nouns look and choose the correct answer and comprehension. The distribution of the marks was allocated according to the scheme of studies of English at Elementary level and first question was consisted of compound adjectives that was selected from these ten chapters and exercise, each having one mark and overall, four marks were given to this question. The content of chapters and exercise of these chapters were used according to the level of students to develop the research tool The content selection was used in pretest was meaningful, easy to comprehend and stem of questions were justifying and simple.

5.3 Validity and Reliability of the Instrument
Following procedure was used to check the validity of research tool.

5.3.1 Expert Opinion
Content and face validity of the pretest checked out with the help of some senior teachers who were teaching to the class. All the senior expert teachers independently evaluated the pretest and questionnaire items. After analyzing the questionnaires used in pretest, they provided their suggestions. If the comments of all experts 'senior teachers encouraged regarding structure language and wording of the questions of the pretest, then a competent test took as to finalize the pretest. They check out the content statement according to the standard of class 7th at elementary level and checked it according to the previous tests that had been taken in school. They made assessment about the student’s knowledge and discussed the difficulty level of the pretest. After all, they were agreed on the content validity, pattern and structure of the question used for the test. Finally, items for questions were selected as a pretest.

5.3.2 Pilot Testing
To make further improvements in the pretest, a pilot testing would be conducted with students randomly selected from 7th class of public girls Higher Secondary School of Multan. A request was made to the participants to specify any difficulty about wording and understanding of the pretest items. During the execution of pilot testing, it was instructed to the participants to check the wording, understanding level of all the questions. The structure and selection of the content, after conducting the pilot test, and reviewing the views of participants, a final decision was made about the test’s item and finally, a pretest was made and taken by the students for the processing of the study. If wording, understanding level of all the items will be found so easy and understandable, then a revised or scaffolding test would be finalized the pretest items. Before finalizing the test, it would be kept in mind all the suggestions of expert as well as participants comments were received during pilot testing.

Data was collected through Achievement test. The first lesson was served as an orientation to the course and the form of instruction for both the blended learning group and the traditional learning group. The same course learning objectives, delivery structure, and evaluation was used for the 8 weeks
of teaching, which was given to all students in a 4-hour block. Online collaboration, asynchronous project-based learning, and online tutoring will make up the blended learning delivery. A post-test was scheduled following 8 weeks of blended learning.

5.3.3 Reliability of the Tool

It was a tool used to verify the reliability of a test's consistency. Reliability is a negative indicator of continuity across time. The degree to which a test was free from estimating errors was noticed or perceived as reliability, as the more estimation blunders occurred, the less reliable and proven the testing would be. (Fraenkel and Wallen, 2003; Schumacher and McMillan, 2006; Moss, 1994). Reliability of the measuring of results and their consistency could be checked out by IBM, SPSS statistics software and the appropriate alpha value was decided to increase the reliability. The pre-post-test will be used. The test on a sample of 140 students from two sections of total population of the class will be taken and after instructing them 8 weeks through Blended learning. The reliability of the test will be tested through Cronbach alpha and the value of Cronbach Alpha was found 0.8.

5.3.4 Data Collection

The two equivalent groups were made to administer the sample of study by pretest. During the experimental duration, the experimental group was treated in blended learning and the control group was instructed through lecture and traditional method, and the treatment group at least 8 weeks. As the treatment was over, the posttest was conducted and administered to get the measuring results of my study. The experiment was administered in classroom on a controlled and experimental group. Data was collected through pre-test and post-test when once teaching through blended learning was finished.

6. Data Analysis

Independent t-test was taken here to analyze the results of study. The data collection from pretest and posttest was analyzed through independent sample t-test. The data was treated by using Statistical Package for the Social Sciences (SPSS). Both descriptive as well as inferential statistical technique was applied to analyze the data collected from sample participants. First descriptive statistical test was performed. Second independent sample t-test will be used. In the end on the paired sample t-test was applied between the same group to check the difference in academic performance before and after experiment.

The value 0.05 was taken as alpha value for this study. The SPSS statistical package was used to examine the data. First, test of normality was taken and according to the size of the sample, once the assumption of non-normality was identified.

Utilizing descriptive statistics, correlations, and hypothesis testing, the results were examined. Pretest results were used to assist reduces error variance and provides stronger tests. When there are differences between the traditional learning group (control group) and the blended learning group (experimental group), the validity of the test measures how likely it is to find those differences (Dimitrov and Rumrill, 2003).

- Descriptive statistics (mean and standard deviation)
- Inferential statistics (T-test, Paired sample T-test)
Tables were used to display statistical analysis of this study.

There is no significant difference between the overall mean score of experimental and control group with respect to pretest of picture description.

Table 4.10: Independent Sample T-Test for Experimental and Control Group Pretest of Picture Description

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T</th>
<th>df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>70</td>
<td>2.74</td>
<td>.440</td>
<td>-12.725</td>
<td>138</td>
<td>0.00</td>
</tr>
<tr>
<td>Control</td>
<td>70</td>
<td>5.84</td>
<td>1.990</td>
<td>-12.725</td>
<td>75.736</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Table 4.10 displays results of an independent-samples t-test that was applied to compare the overall mean score of experimental and control group with respect to pretest. In accordance with the pretest, Table 4.10 also shows that the p values for the total mean scores of the experimental and control groups were 0.00. The Experimental group's mean is 2.74, while the Control group’s mean is 5.84, according to the data. The control group had a -12.725 t-test value. Table 4.10 interpreted that the both groups are not equal in academic performance in picture description test in English at the end of experiment or after the treatment through blended learning method and there is a significance difference in academic achievement at that time. Table 4.10 has a conclusion that the value of significance level is greater than 0.05. From Table 4.10, it can, thus, be inferred that there is null hypothesis is rejected.

H_{010}: There is no significant difference between the overall mean score of experimental and control group with respect to posttest of picture description.

Table 4.11: Independent sample t-test for experimental and control group posttest of picture description

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T</th>
<th>df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>70</td>
<td>12.2571</td>
<td>.87949</td>
<td>24.665</td>
<td>138</td>
<td>0.00</td>
</tr>
<tr>
<td>Control</td>
<td>70</td>
<td>5.8429</td>
<td>1.99009</td>
<td>24.665</td>
<td>94.962</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Table 4.11 the results of an independent-sample t-test used to compare the posttest mean scores of the experimental and control groups are shown in this Table. The overall mean score of the experimental and control groups' p values for both groups were 0.00, as shown in Table 4.11. The Experimental group's mean is 12.2571, while the Control group's mean is 5.8429, according to the data. The value of t-test 24.665 and control group was 24.665. Table 4.11 interpreted that the both groups are not equal in academic performance picture description test in English at the end of experiment or after the treatment through blended learning method and there is a significance difference in academic achievement at that time. Table 4.11 has a conclusion that the value of significance level is greater than 0.05. From Table 4.11, it can, thus, be inferred that there is null hypothesis is rejected.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>t</th>
<th>df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest and Posttest Experiment</td>
<td>70</td>
<td>4.43</td>
<td>1.071</td>
<td>-10.658</td>
<td>69</td>
<td>0.00</td>
</tr>
<tr>
<td>Pretest and Posttest Experiment</td>
<td>70</td>
<td>5.71</td>
<td>.903</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.21 indicates that a paired-samples t-test was conducted to compare the significant difference between the overall mean score of comprehension passage test of control group with respect to pretest and posttest. There was a significant difference in the scores for pretest control group (M=4.43, SD=1.071) and post control group (M=5.71, SD=.903) and the standardized value of p is 0.00 (p=0.005). These results recommend that there is an increase in the academic performance of students in English. Specifically, our results advocate that when treatment like blended learning is given to the experimental group, there is utmost increase in their performance. More ever, from Table 4.21, can also conclude that the value of p is 0.00 which is greater that the assigned value i.e. 0.005, so the hypothesis is rejected because the value of p (0.00) illustrates that there is a significance difference in these two groups with respect to their academic achievement in comprehension test.

**There is no significant difference between the overall mean score of experimental and control group with respect to posttest of comprehension passage.**

**Table 4.19 Independent sample t-test for experimental and control group posttest of passage**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T</th>
<th>df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>70</td>
<td>9.1429</td>
<td>1.10710</td>
<td>25.606</td>
<td>138</td>
<td>0.01</td>
</tr>
<tr>
<td>Control</td>
<td>70</td>
<td>4.4286</td>
<td>1.07098</td>
<td>25.606</td>
<td>137.848</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.19 displays results of to compare the overall mean scores of the experimental and control groups with regard to the posttest, an independent-samples t-test was used. Also included in Table 4.19 are the p values for the overall mean scores of the experimental and control groups, which were both 0.01. It shows that the Experimental group’s mean is 9.1429 while the Control group’s mean is 4.4286. T-test result: 25.606; control group: 25.606. Table 4.19 interpreted that the both groups are not equal in academic performance comprehension type test in English at the end of experiment or after the treatment through blended learning method and there is a significance difference in academic achievement at that time. Table 4.19 has a conclusion that the value of significance level is greater than 0.05. From Table 4.19, it can, thus, be inferred that there is null hypothesis is rejected.

**There is no significant difference between the overall mean score of comprehension passage of experimental group with respect to pretest and posttest.**

**Table 4.20 Paired sample t-test for experimental group with respect to pretest and posttest of comprehension passage**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T</th>
<th>df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest and</td>
<td>70</td>
<td>9.14</td>
<td>1.107</td>
<td>-5.013</td>
<td>69</td>
<td>.000</td>
</tr>
<tr>
<td>Posttest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiment</td>
<td>70</td>
<td>9.56</td>
<td>.792</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.20 indicates that a paired-samples t-test was conducted to compare the significant difference between the overall mean score of comprehensive tests of experimental group with respect to pretest and posttest. There was a significant difference in the scores for pretest experiment group (M=9.14, SD=1.107) and post experiment group (M=9.56, SD=.792) and the standardized value of p is 0.00 (p=0.005). These results recommend that there is an increase in the academic performance of students in English. Specifically, our results advocate that when treatment like blended learning is given to the experimental group, there is utmost increase in their performance. More ever, from Table 4.20, can also conclude that the value of p is 0.00 which is greater that the assigned value i.e., 0.005, so the hypothesis is rejected because the value of p (0.00) illustrates that there is a significance difference in these two groups with respect to their academic achievement in comprehension type test.
7. Discussion

The main objective of quasi experimental pre-test post-test design study, therefore, was to analyze the effect of Blended learning on students’ academic performance in English at elementary level. Furthermore, the objectives of the study were to find out the effect of Blended learning on the academic achievement of students in the subject of English and to analyze the difference in the performance of students taught using Blended learning and conventional instructional strategies in English. All 347 female students enrolled in elementary school of District Multan were selected or taken as population. But, two intact / preexisting sections of grade 7th into Govt. Comprehensive School Multan having 140 students were selected as sample of study. A section (Experimental group) with 70 pupils was taught using a blended learning approach. While the 70 pupils in the other portion (the Control group) were instructed using traditional ways. The data was obtained on the basis of pretest and posttest method. The data was analyzed by SPSS and by applying descriptive analysis techniques of independent t-test and paired sample test.

Prior to the treatment using a blended learning model, the pre-test mean scores for both groups were found to be nearly identical. Additionally, inferential statistics showed that before the treatment, the academic standing of pupils in both groups was comparable (Creswell, 2012). While it was determined from the inferential statistical results of the post-test data that there were significant disparities in the academic achievement levels of experimental group students who received instruction using the blended learning approach (Kenney & Newcombe, 2011). Moreover, Hypothesis like “There is no significant difference between the mean scores of overall experimental and control groups with respect to posttest” was rejected. Because, p value is less than the table value. Results portrayed a positive effect of Blended learning on the academic performance of students in English at elementary level.

Likewise, the study performed by other researchers also discovered results that were similar (Students prefer blended learning in language education because they can use their own learning styles and strategies, according to Kvashnina & Martynko’s (2016) study. The study also demonstrated that students who learn English in blended classes outperformed their traditional teaching counterparts in terms of grade performance. Sharma and Barrett (2009) investigated the use of technology in and outside of the language classroom and concluded that blended learning enables students to improve their writing skills collectively. Similar work is done at various levels of linguistic proficiency (Isti’anah, 2018). Guangying (2014) looked into the efficacy of a blended learning technique in enhancing college students’ speaking and listening abilities. After examining the language test results, the conclusions are pretty obvious. Based on their pre-test results, the experimental group demonstrated much more improvement in both listening and speaking skills throughout the study.

Finally, it was found that the students’ performed better in English after treatment like Blended learning model. The study gave importance on the use of Blended learning because it has a positive effect on English learner and their academic achievements. Similarly, this study offers important recommendations for educators, school leaders, and decision-makers to boost English language learners’ academic achievement. On the other hand, Neumeier (2005) did study on the needs for establishing a blended learning environment for the teaching and learning of English. He found that using blended learning allows students to improve their writing skills. This demonstrates how the usage of blended learning influences the capacity to write, and it enables teachers to teach writing ability using blended learning while simultaneously allowing students to utilize blended learning to develop their writing ability.
Similar work is done at various levels of linguistic proficiency (Isti’anah, 2018). Students are hired by the research as well for pre- and post-assessments. A learning cycle of six week is followed by a post-assessment. Even while students develop their language abilities through writing, their grammar knowledge is just as crucial for honing their writing accuracy. It has been seen that pupils' writing has improved after the initial assessment. In their reflections, students frequently express their appreciation for the benefits of blended learning when learning and teaching writing skills.

8. Conclusion

In corporate training, the phrase "blended learning" was coined to describe a mix of teaching and learning methods. The phrase is now used to describe a type of education that combines online and traditional teaching methods. This has been frequently utilized to enhance learning mechanisms necessary for the development of writing and comprehending skills in language classes for English as a first, second, and foreign language. Hinkelman (2013) highlighted the connection between online and offline technologies, which are not mutually incompatible. Both cannot be researched separately or individually from an ecological standpoint; they must be examined as a whole ecosystem.

Despite the fact that blended learning is still a relatively new concept in many educational institutions, recent research tends to suggest that, when implemented "adequately," it can greatly enhance the educational experiences. The current study set out to investigate how blended learning influenced both the teaching and learning of English. In order to determine the impact of implementing blended learning on the four integrated English language skills, the researcher evaluated the pertinent literature.

Thus, the current literature study has contributed to the demonstration of the positive impacts of blended learning on the teaching and learning of the English language. According to the literature cited previously, blended learning can be useful for improving the four English language abilities of reading, writing, speaking, and listening. For instance, it can be observed from the study's text, blended learning cannot be disregarded when it comes to teaching and learning the English language. In order to improve the language learning and teaching process, this strategy might be recommended to practitioners and stakeholders.

9. Recommendations

The study recommends the following strategies should be used during the academic activities of elementary schools especially in the teaching of compulsory subject as English. The higher authorities and educational ministers should pay a special attention on the Blended learning during the preparation of lesson planning. The educational institutions that are responsible for the CPD (Continuous Professional Development) training courses for the improvement of pedagogy of teaching staff should ensure that the Blended learning strategy should be included in their training manual. For the improvement of generic skills of students, the teacher should deliver a positive discussion and play a key model role before the class that expose the Blended learning strategy as a supplementary and supporting method of teaching or delivering the content to the class. The educational seminars, workshops, conferences, and feedback sessions should be arranged to promote the Blended learning strategy for teaching in the classroom for the betterment of results. Here, it is also seen that the Blended learning is a good way of teaching in which any activity should be given to the students and monitor directly and easily by the teachers.
References


