

The Effect of Blended Learning on Student Motivation and Language Proficiency

Priyanka S. Thorat.

Assistant Professor (MA-SET) Department of English Night College of Arts and Commerce, Kolhapur.

Email ID: priyankathorat7755@gmail.com

ORCID ID: 0009-0003-1142-5864

Abstract: This paper examines whether blended learning has any impact on student motivation and proficiency in learning English language. The type of study was a quantitative quasi-experimental design that included 60 students (including a control group and an experimental group: the implementation of blended learning and traditional learning). Data collected was through pre-test and post-test analysis and an organized motivation questionnaire. The results demonstrated that the experimental group demonstrated an outstanding enhancement in the language proficiency in which the mean scores rose by 52.4 in the pre-test to 74.6 in the post one, unlike the control group which fell by 51.9 to 62.3. Moreover, the mean scores of the experimental group rose by 0.2 to 4.3, and in the control group, its level improved insignificantly as the average scores shifted by 0.0 to 0.4. The findings suggest that blended learning was found to have positive effects on cognitive and affective constructs to language learning as it encouraged engagements, flexibility, and interactive learning processes. The research comes up with the conclusion that blended learning is better than traditional teaching techniques in enhancing student achievement. The results will be of great benefit to educators and policy makers who can incorporate technology-enhanced learning methods in language teaching.

Keywords: *Blended Learning, Student Motivation, Language Proficiency, English Language Teaching, Digital Education*

I. INTRODUCTION

The technology nature that has been incorporated in education over the past few years has led to change in the traditional mode of teaching and learning. Among the current changes that have been one of the most remarkable ones is blended learning, which blends classroom training with online and digital training activities. Such a method has received significant acclaim in English Language Teaching (ELT) since it offers flexible, interactive, and student-centred learning experience [1]. As the adoption of digital elements like learning management systems, multimedia in learning, and virtual communication tools continue to increase, blended learning can be used to improve the quality and effectiveness of language learning [2]. What is well known is that student motivation is a major consideration that is applicable when it comes to language acquisition and whether or not it will succeed. Motivated learners will be more active and will be able to engage more in learning materials, as well as become more persevering in conquering challenges. Nevertheless, conventional teaching techniques tend to lessen the interest and engagement levels in students thus, causing decreased levels of motivation. Blended learning potentially can solve these limitations with the use of a wide variety of instruction methods and interactive technologies which serve to offer a more diverse and individualised learning experience.

Simultaneously, language proficiency (including listening, speaking, reading, and writing) is one of the primary objectives of language education. Such skills need practice, meaningful interaction, and exposure to diverse learning materials to improve them [3]. Blended learning provides a chance to engage in continuous learning outside the classroom as students can train language skills at their own pace and get immediate feedback on it



with the help of digital platforms. Although blended learning has become more popular, the element of its effectiveness in increasing student motivation, as well as language proficiency, remains to be critically addressed. Thus, this paper seeks to examine how blended learning has influenced all these critical aspects and this will benefit the teachers and learners in formulating better language learning strategies.

II. RELATED WORKS

The performance of blended learning has already come into the limelight of recent research, which has underscored the method of improving the motivation of the students and their language proficiency. Computer technology, team learning, and conventional learning have been the popular means that have been extensively discussed in numerous learning settings. Chen [15] has done longitudinal research on the topic of digital communities and its contribution to language learning. The results showed that collaborative learning and social capital are quite effective in enhancing the engagement and communication of students. The paper has highlighted that moderated web-based technologies have the potential to produce conducive learning environments, which positively lead to enhanced motivation and language acquisition. Equally, Chuane [16] is of the opinion that a Community of Inquiry (CoI)-based blended learning model can be suggested, which will allow showing that the coordinated action of cognitive, social, and teaching presence can increase vocabulary acquisition and the motivation of learners. Within the framework of listening skills, El-Dakhs et al. [17] also investigated the strategies of the students attending an online EMI (English Medium Instruction) lecture. Their findings showed that online learning spaces facilitate applying various listening strategies, which enhance the results of comprehension. This is in line with the results of Jiang et al. [20], who tested the results of language learning on digital tools like Duolingo and discovered that the skills of both reading and listening improved dramatically in the case of entry-level learners.

The blended learning has also been reported to be effective in overcoming language barriers on the subjects of specialisation. A systematic review discusses the problems with the use of foreign languages in medical education by Hamad et al. [18]. The research proposed that blended learning can be integrated to address the language barrier issue through provision of flexible and accessible learning materials. In addition, Hongli and Goh [19] have also created a blended model using a deep learning approach to sports students and showed significant gains in English proficiency by using context-sensitive digital modules. There is also writing skills and anxiety in the digital world. Jin [21] discovered that social media utilization and digital platforms could have a positive effect on the writing skills of students and the level of anxiety in case these concepts are used in the framework of learning. In the same fashion, Lu [24] demonstrated that AI-generated corpus learning helps to improve grammatical knowledge, lexical development, and willingness to write by students, which means that artificial intelligence is increasingly becoming a part of the blended learning system. Khodabandeh [22] has discussed the role of learners characteristics in blended learning and reported that the ambiguity tolerance plays an important role in the acquisition of grammar under the various learning modes of the study with blended learning offering the most convenient and favorable environment. Lai [23] has also emphasised that blended literature circles are associated with enhanced motivation and self-efficacy in students and supported the significance of interactive and student-centred learning.

Moreover, in their contribution, Luis [25] investigated the combination of digital literacy and learning English by older adults and proved that blended learning could be efficient among different age groups. Lastly, the total efficacy of blended learning in ESL classes has been supported by Majeed and Fatima [26], who reported increased academic performance, interest and satisfaction among those learners. In general, the studies reviewed all point to the fact that blended learning promotes language proficiency and student motivation as a result of interactive, flexible, and technology-driven learning strategies. But, the differences in implementation and learner situations indicate that additional empirical studies are required to help comprehend its efficiency in particular learning institutions.

III. METHODOLOGY

In this research, a systematic and structured approach to research is chosen to determine the impact of blended learning on student motivation and language proficiency. The methodology follows the research design, participants, data collection methods, instruments, procedures and data analysis methods to be used in order to attain intentions of the research [4].

3.1 Research Design

The research design applies a quantitative research methodology based on a quasi-experimental design. This will be suitable since we can compare two sets, namely, an experimental group that will be provided with blended learning and a control group taught using the traditional methods [5]. The pre-test and post-test research design will be employed to assess the changes in the levels of student motivation and language proficiency after a certain time.

Blended learning is the independent variable used in this study and student motivation and language proficiency are the dependent variables. This design will ensure the impact of the intervention is quantifiable through comparing the results at the time of pre-implementation and post-implementation [6].

3.2 Participants and Sampling

The study sample will include students studying English language at a tertiary level. The sample to be used is a total of 60 students who will be sampled using convenience sampling techniques since they are easily available to the researcher.

The respondents will be separated into two groups:

- Experimental Group (30 students) -blended learning was provided.
- Control Group (30 students) - taught with the help of traditional face-to-face means.

The sample is uniform in terms of educational level and medium level proficiency in the English language so that the findings are even.

Table 1: Participant Distribution

Group	Number of Students	Teaching Method
Experimental Group	30	Blended Learning
Control Group	30	Traditional Learning
Total	60	—

3.3 Data Collection Methods

There are two main data collection methods that include tests and questionnaires.

1. **Language Proficiency Test:** The standardized English test is done as pre-test and post-test in order to determine the level of students in reading, writing, listening, and speaking.

2. **Motivation Questionnaire:** The level of motivation among students is assessed with the help of a structured questionnaire with a Likert scale. It entails the expression of interest, involvement, confidence and involvement in learning.

The two instruments are applied at the pre and post intervention to measure changes with time.

3.4 Research Instruments

Two primary instruments are used in the research:

- **English Language Test:** The test that is used to test the four language skill areas. The test is validated by following the conventional models of language proficiency.
- **Motivation Questionnaire:** It is composed of 20 questions in which the measurement and scoring were based on a 5-point Likert scale as well as Strongly disagree to Strongly agree.

Table 2: Measurement of Variables

Variable	Instrument Used	Measurement Type
Language Proficiency	English Language Test	Pre-test & Post-test
Student Motivation	Questionnaire (Likert)	Scale-based Responses

3.5 Procedure

This study will take a duration of 8 weeks. First, they are given a pre-test that enables them to determine their initial level of proficiency in the language and they are given the motivation questionnaire [7].

The experimental group will then be taught through a blended learning, which incorporates:

- Online learning platforms
- Multimedia resources (videos, quizzes, interactive tasks)
- Virtual discussions and assignments

In the meantime, the control group is provided with a conventional classroom teaching environment without the introduction of digital technologies.

In the conclusion of the intervention time, the two groups pass the post-test and fill the motivation questionnaire once again. This enables comparison as well as evaluation of the changes in the two variables.

3.6 Data Analysis Techniques

The data collected is analysed in the form of a statistical procedure. The data is summarised in descriptive statistics to detect mean and standard deviation. The inferential statistics, such as the paired sample t-tests and the independent sample t-tests, are employed in order to figure out the importance of the difference between the pre-test and the post-test results and the difference between the two groups [8].

Through the analysis, it is able to determine whether blended learning can affect the student motivation and the language proficiency statistically significantly.

3.7 Ethical Considerations

There are a set of ethical principles that are adhered to during the study. The participation is voluntary and all participants are informed and consent [9]. The participants will remain anonymous and confidential and the data will not be used outside the use in academia.

3.8 Summary

This research approach gives an all-inclusive view of studying the impact of blended learning on student motivation and language competence. The instruments used, the quasi-experimental design, and the correct statistical analysis of the results guarantee validity and reliability of the findings of the research.

IV. FINDINGS AND DISCUSSION

The section provides analysis and interpretation of the data gathered in an attempt to study the impact of blended learning on student motivation, as well as language proficiency. These are presented in two major sections (1) results based on language proficiency and (2) results based on student motivation. This discussion then relates such findings to the body of literature and aims of the study.

4.1 Analysis of Language Proficiency

This was done by evaluating the linguistic competence of students in terms of pre-test and post-test results of the experimental group as well as of the control group [10]. The findings demonstrate that there is a significant change in the experimental group that has been exposed to blended learning-based learning and control group.

Table 4.1: Pre-test Scores of Language Proficiency

Group	Mean Score	Standard Deviation
Experimental Group	52.4	6.8
Control Group	51.9	7.1

The pre-test outcomes indicate that the two groups related in terms of language proficiency in their pre-intervention state. This ascertains that the groups were similar and could be compared [11].

Table 4.2: Post-test Scores of Language Proficiency

Mean Score	Standard Deviation	Group
74.6	5.9	Experimental Group
62.3	6.5	Control Group

According to the post-test results, it is clear that the important increase was achieved with the experimental group having a mean score more than 22 points higher than some 10 points with the control group [12]. This implies that blended learning produced a positive significant impact on language proficiency.

Table 4.3: Improvement in Language Skills (Experimental Group)

Skill	Pre-test Mean	Post-test Mean	Improvement
Reading	53.2	75.1	+21.9
Writing	50.8	73.4	+22.6
Listening	52.5	76.3	+23.8
Speaking	51.1	73.6	+22.5

The advancement of all four language skills indicates how effective blended learning is in availing varying and unending practice. There are some gains in the listening and speaking skills which possibly relates to the greater exposure of these areas to multimedia and interactive activities [13].

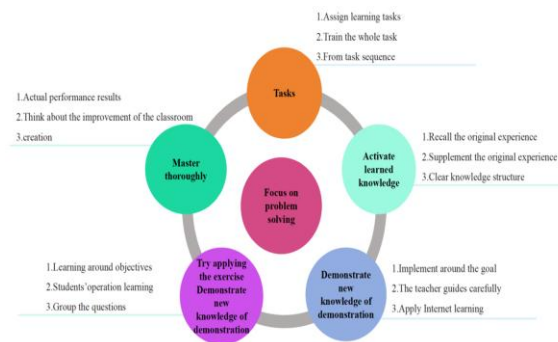


Figure 1: “The Effects of Blended Learning on Learning Engagement in Physical Education”

4.2 Analysis of Student Motivation

Motivation of students was assessed with the help of the Likert-scale questionnaire that was given to the students prior to and after the intervention. The findings show that the extent of motivation is significantly more elevated among students belonging to the experimental group [14].

Table 4.4: Motivation Scores (Pre-test and Post-test)

Group	Pre-test Mean	Post-test Mean	Increase
Experimental Group	3.1	4.3	+1.2
Control Group	3.0	3.4	+0.4

The statistics indicate that students who were subjected to blended learning enjoyed a much greater degree of motivation increment than their traditional classroom counterparts [27]. This indicates that digitization of learning methods and the use of a flexible learning environment have a positive impact on student engagement.

Table 4.5: Motivation Components (Experimental Group)

Motivation Factor	Pre-test Mean	Post-test Mean	Change
Interest	3.2	4.5	+1.3
Engagement	3.0	4.4	+1.4
Confidence	3.1	4.2	+1.1
Participation	3.0	4.3	+1.3

These findings have revealed that there was the most improvement in engagement and interest. This is indicative of the interactive and student-centred aspect of blended learning which facilitates engagement and long attention [28].

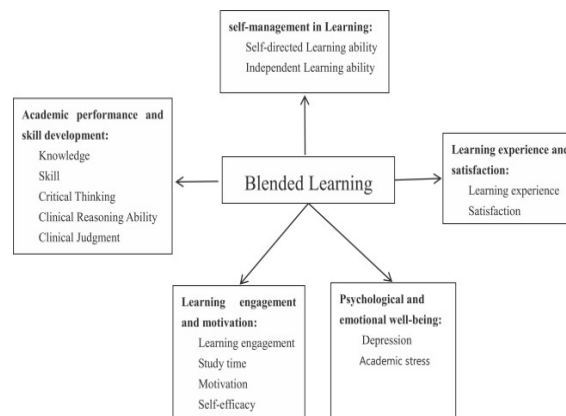


Figure 2: “Effects of blended learning in nursing education”

4.3 Discussion of Findings

As it is seen in the study, it is evident that blended learning is a significant influencing factor on student motivation as well as language proficiency. The experimental group was constantly successful in comparison to the control one in every aspect measured, which confirms the efficiency of such a solution [29].

One, during the language proficiency improvement, the current study is consistent with the prior research that has demonstrated the advantages of applying technology in language learning. Blended learning offers students numerous resources giving the student an opportunity to exercise the language skills outside the classroom. Multimedia application (videos, interactive exercises) contributes to better understanding and memory especially in the aspects of listening and speaking. Secondly, the motivation of students has been enhanced by

the flexibility and autonomy of blended learning [30]. Learners can study at a pace that they prefer, redo work and can access content in a more individualised way. A sense of control and responsibility that is created by such autonomy leads to a major motivator of intrinsic motivation.

Further, online platforms are interactive and hence promote cooperation and interaction between students. Other activities that can be used to make the learning environment dynamic include discussion forums, quizzes and virtual group activities which ensure that the students are not bored. On the other hand, conventional methods of teaching can be based on passive modes of learning that can restrict the students to active interaction.

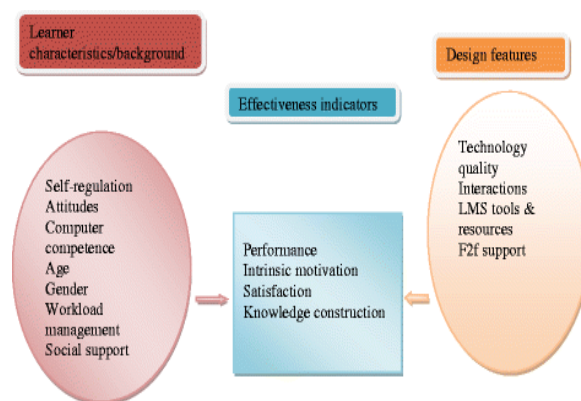


Figure 3: “Blended learning effectiveness”

The findings also point out that proficiency and motivation have a close relationship. The more motivated students are, the more time and effort they will invest in learning which will result in better performance. That supports the notion that successful teaching techniques must be aimed at both cognitive and affective developments of learning.

The study, however, also recognizes some issues that are related with blended learning. These are the necessity of the good internet connection, digital proficiency, and appropriate guidance of the trainers. The effectiveness of blended learning might be undermined without them.

4.4 Implications of the Study

The conclusions made would encourage educational institutions to consider incorporating blended learning in language teaching curriculum. The teachers must be provided with the training on the effective use of digital tools and creation of interesting activities to study. Also, schools ought to make sure that the students have the required technological facilities.

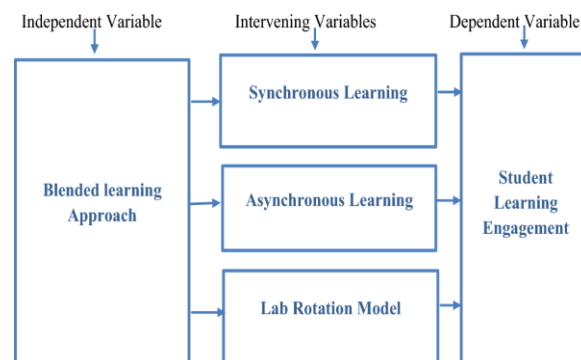
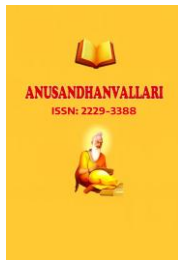


Figure 4: “The effect of blended learning approach on students' learning engagement”



4.5 Summary

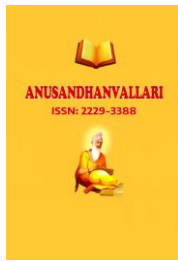
Conclusively, the results have shown that blended learning can greatly improve students' motivation as well as proficiency in the language used. The combination of various instruction tools, a higher level of flexibility and interactivity leads to the high result of learning. These findings affirm the increased usage of blended learning in the current education system and necessitate it as a useful method of teaching in education.

V. CONCLUSION

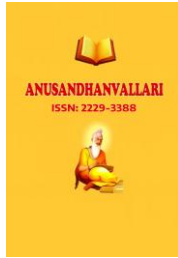
The impact of blended learning on student motivation and language proficiency has been looked at in this study, with definite results of the model on boosting the language learning results of learning English. The results indicated that students subjected to blended learning made much more improvement in their language proficiency than those who were taught using traditional methods. All language skills were noted to be improved especially on listening and speaking, as a result of more exposure to interactive and multimedia works. Moreover, it was revealed that the student motivation increased significantly, the level of engagement, interest, confidence, and involvement in the learning process was higher. The autonomy and flexibility provided in blended learning spaces enabled students to have a higher level of control over their learning process, and this enabled intrinsic motivation and long-term study engagement. Also, the introduction of digital tools enhanced lifelong learning outside of the classroom, which led to the enhanced performance and comprehension. Nevertheless, blended learning has certain limitations, including the necessity of technological access and digital literacy, but the benefits of blended learning are more than the shortcomings of that educational strategy. This paper, consequently, leads to the conclusion that blended learning is a very efficient method of instruction positively affecting cognitive and affective processes of language acquisition. It is advisable that blended learning strategies are employed and introduced by the educators and institutions to improve teacher performance, as well as, to improve student learning in English language education.

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