



Effectiveness of Using Blended Learning in Teaching English Language for Students of the

English Department at Badakhshan University

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Abstract

This study examines the effectiveness of blended learning in teaching English to students of the English Department at Badakhshan University. Blended learning combines face-to-face teaching with online learning activities. The study conducted by questionnaires and tests to collect data from students. The results show that blended learning helps students to improve their English skills, especially listening, speaking, and vocabulary. Students were more motivated and active in learning English through online materials and classroom activities. Although there were some problems such as weak internet access, blended learning had a positive effect on students' learning. The study suggests that blended learning can be a useful method for teaching English at the university level.

Keywords: Blended Learning, English Teaching, University Student

Introduction

Blending learning refers to a teaching method that mixes traditional classroom teaching with online digital learning experiences. Today, using technology is a big part of learning. For teaching English, this means using new methods that are better for students. "Blended Learning" is one of these new methods. It mixes two ways of learning: normal classroom lessons with a teacher, and online lessons using a computer or phone. This mix lets students learn in a more flexible and interesting way. This new way of learning could be very helpful for students at Badakhshan University. Right now, students of here often learn English only from books and teacher talks. They might have big classes and not enough new books. This can make it hard for them to practice speaking and using English in real life. This study looks at using Blended Learning for English students at Badakhshan University. This aims to clarifying that, can this method help students learn English better? It will also see if students like this way of learning and feel more involved. The results of this study will help the teachers at the university to decide to use this new teaching method to help their students.

The current methods of teaching English at Badakhshan University relies too heavily on old-fashioned techniques like memorization and teacher-led lectures. This approach is not helping students learn effectively, as they often graduate without the ability to confidently speak or use English in real-world situations. Furthermore, this system fails to use modern technology to make learning more engaging and accessible. This research investigates whether using blended learning—a mix of traditional classroom teaching and online activities—can solve these problems and provide a better way for students to learn English.

Research Questions

Main question:

Do students feel more interested and motivated to learn English with this method?

Sub questions:

1. Does blending learning have any advantages?
2. Do students feel more responsible for their own learning?

Research Significance/ Importance

This research is very important because it can helps to solve real problems in learning English at Badakhshan University. For the students, this study is important because it looks for a better way to teach them. If blended learning works, it can help students become better at speaking and writing English, which will help them get good jobs in the future. For the teachers and the university, this research is like a helpful guide. It can show them the first steps to use technology in their classes and how to mix it with their normal teaching. Finally, this can make the completely English program better and more modern.

Research Objectives

Main objectives: To test how this blending learning model affects students skills.

Sub objectives

1. To find problems of students in learning of English language in English department of Badakhshan University.
2. To give suggestions to university for support (like improving internet and technology)
3. To know do they learn by this method or just by traditional methods.

Literature Review

Blended learning integrates traditional classroom instruction with online or digital tasks, leveraging the strengths of each modality (Al-Biladi & Alshareef, 2019). For instance, Al-Biladi and Alshareef (2019) reviewed literature on English teaching contexts and concluded that blended learning “can be used effectively to develop language skills, enhance the English learning environment, and promote students’ motivation” (p. 234). The idea is to capitalize on the social interaction and immediacy of face-to-face settings, while also harnessing flexibility, autonomy, and multimedia resources offered by online learning.

In China, Li (2011) similarly reviewed the application of blended learning in college English reform and provided an overview of 20 papers, suggesting that blended learning is increasingly positioned as part of modernizing English teaching. Li (2011) argued that the use of blended learning is still emerging and requires deeper investigation into its pedagogical design and implementation. Moreover, Asatullaevna and Khamzayevna (2022) emphasized that blended learning is “a popular educational approach that combines online and offline learning to promote active learning and improve student outcomes” in ESL/EFL contexts.

Albatti (2022) examined a reading and vocabulary-building course in a blended format, finding that the integration of online tools and face-to-face instruction offered more flexible, personalized learning experiences for learners. The study emphasized that digital resources allowed for self-paced vocabulary acquisition and richer reading tasks (Albatti, 2022).

Yang and Chano (2024) found that blended learning was associated with significant improvements across all four English skills: listening, speaking, reading, and writing (Yang & Chano, 2024). They attributed these gains to strategies such as task-based learning, timely feedback in online modules, and collaborative online/offline activities.

Research also explores students’ and teachers’ perceptions of blended learning. For instance, Andriyani et al. (2023) investigated students’ perceptions of learning English through blended learning (including use of WhatsApp-mediated interaction plus face-to-face instruction) and found generally positive attitudes toward the flexibility and increased peer interaction afforded by the blended format. Teachers’ perspectives are also studied: Philip and Din (2023) examined how English literature teachers adapted to blended learning during the COVID-19 pandemic and found that while they valued the balanced affordances of digital plus traditional methods, they faced significant challenges in adaptation, professional development, and connectivity issues (Philip & Din, 2023).

Blended learning has been studied in a variety of national contexts. Al Mashaikhi et al. (2021) reviewed the practice in Oman and emphasized that blended learning offered a flexible platform for English language education, but also noted that empirical research on adoption in that context was limited. Similarly, Alenazi (2023) carried out a systematic review of blended learning in English instruction in Saudi universities, finding that a “significant proportion” of the reviewed studies suggested positive effects on English language learning outcomes (Alenazi, 2023).

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Research Methodology

This study used a quantitative descriptive research design to investigate the effectiveness of blended learning in teaching English to students of the English Department at Badakhshan University. The quantitative approach was selected to systematically measure students' perceptions, experiences, and learning outcomes related to the use of blended learning through numerical data and statistical analysis. The target population of the study consisted of students enrolled in the English Department at Badakhshan University. A total of 57 students participated in the study. The participants were selected using convenience sampling, as they were readily available and actively involved in blended learning courses during the time of data collection. A structured questionnaire was developed to gather students' perceptions of blended learning. The questionnaire included Likert-scale items (Strongly Agree, Strongly Disagree and Very Useful to Not Useful). Data was collected during the academic semester in which blended learning was implemented. The questionnaire was distributed to students after they had sufficient experience with both online and face-to-face instruction. Students completed the questionnaire voluntarily. English language tests were administered under standard classroom conditions. The data collected were analyzed using descriptive statistics, including frequencies, percentages, and charts. The results were presented in tables and graphs to clearly illustrate students' responses and perceptions. The findings were interpreted to determine the overall effectiveness of blended learning in English language teaching.

Results & Discussion

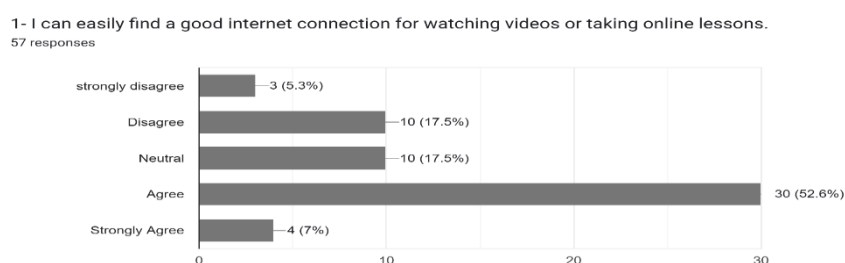


Table 1:

Question 1 asked students whether they could easily find a good internet connection for watching videos or taking online lessons. A total of 57 students responded. The distribution of responses reveals important insights into learners' access to stable internet connectivity. The

largest proportion of respondents, 30 students (52.6%), selected “Agree,” indicating that more than half of the participants generally have access to a reliable internet connection. This suggests that most students are able to participate in online lessons without major connectivity barriers. However, a notable number of students reported difficulties. 10 students (17.5%) chose “Neutral,” showing uncertainty or inconsistent access to good internet quality. More importantly, 10 students (17.5%) selected “Disagree” and 3 students (5.3%) chose “Strongly Disagree.” Combined, these categories represent 22.8% of the participants who experienced challenges in securing a stable internet connection. Only 4 students (7%) reported “Strongly Agree,” meaning that very few students feel entirely confident about always having reliable internet access.

2- I know how to use websites or apps (like Moodle, Google classroom) for learning.
57 responses

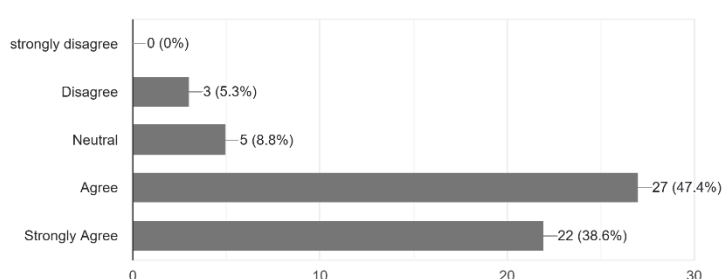


Table 2:

Question 2 asked students whether they know how to use online platforms or applications such as Moodle or Google Classroom for learning. A total of 57 students responded to this question. The results show that the majority of students feel confident in using digital tools for educational purposes. Specifically, 27 students (47.4%) chose “Agree,” and another 22 students (38.6%) selected “Strongly Agree.” Combined, this means that 86% of the participants believe they can effectively use online websites or applications to support their learning. A smaller portion of the respondents expressed uncertainty. 5 students (8.8%) chose “Neutral,” indicating that they may need more practice or training to feel fully comfortable using such tools. Only 3 students (5.3%) selected “Disagree,” and none chose “Strongly Disagree.” This shows that very few students struggle with using online learning platforms.

3- I feel comfortable how to use a new website or app for class.
57 responses

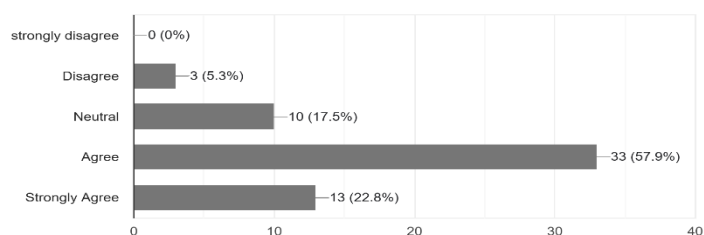


Table 3:

Question 3 asked participants whether they feel comfortable to using a new website or application for class activities. A total of 57 students responded to this question, and the breakdown of their responses provides useful insights into their digital readiness and confidence in navigating new learning technologies. The largest group of respondents, 33 students (57.9%), selected Agree. This indicates that more than half of the participants generally feel comfortable using unfamiliar digital tools for academic purposes. This level of comfort suggests that students possess a sufficient degree of technological literacy and are able to adapt to new platforms without significant difficulty. In addition, 13 students (22.8%) chose Strongly Agree, showing a relatively large subgroup with a very high level of confidence in using new websites or apps. These students demonstrate strong digital competence, and their positive attitude towards technology may support smoother integration of digital tools in the teaching and learning process. A smaller portion, 10 students (17.5%), selected Neutral, implying that group neither feels fully confident nor uncomfortable. Their neutral position may indicate limited exposure to new applications or a need for more guidance and practice to build confidence. Only 3 students (5.3%) responded Disagree, and no respondents (0%) selected Strongly Disagree. This shows that discomfort with using new digital tools is very rare among the participants. The low level of negative responses highlights that technological barriers are minimal in this context

4- Watching short English lesson, videos online , talking online, quizzes and test.

57 responses

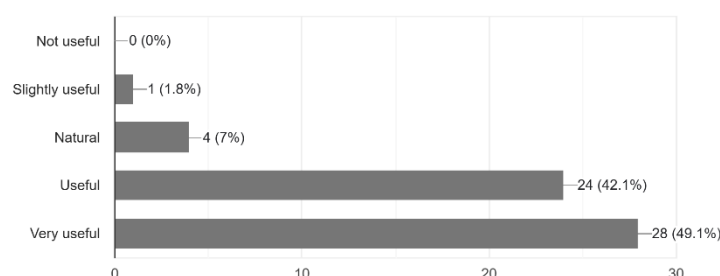


Table 4:

This item examines how students perceive the usefulness of online English learning activities, including watching short lessons, videos, participating in quizzes, and taking tests. A total of 57 respondents participated in this question. The distribution of responses reflects students' attitudes toward digital learning materials and their effectiveness in supporting language learning. The majority of participants, 28 students (49%), rated these activities as Very Useful. This indicates that nearly half of the respondents strongly believe that digital content—such as videos and short lessons—significantly enhances their learning experience. The high percentage suggests that multimedia-based instruction is highly effective and engaging for most students. Additionally, 24 students (42.1%) selected Useful, representing another large group who view online learning tools positively. When combined, over 90% of the participants (52 out of 57) consider digital English learning activities to be beneficial. This overwhelming positive response highlights the strong acceptance of online instructional materials and

supports the integration of multimedia resources in English language teaching. A small number of students, 4 respondents (7%), chose Neutral, indicating that this group may not have experienced strong benefits from online materials or might require additional support to use these tools effectively. Their neutrality suggests neither positive nor negative attitudes. Only 1 student (1.8%) selected Slightly Useful, and no respondents (0%) marked Not Useful. This extremely low level of negative feedback shows that dissatisfaction with online learning resources is almost nonexistent among the participants.

5- Using mobile apps to learn new words and reading articles or e-books online.
57 responses

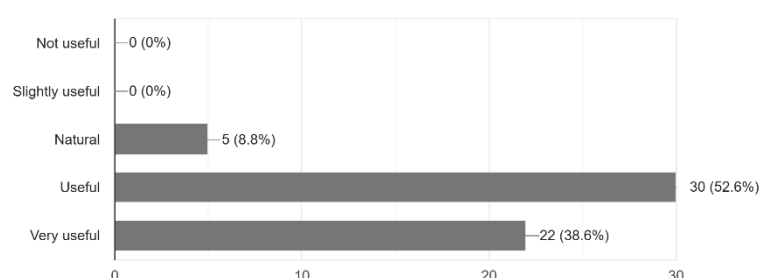


Table 5:

Question 5 examined students' perceptions of the usefulness of mobile applications for learning new vocabulary and reading articles or e-books online. A total of 57 responses were recorded. The findings show a strongly positive attitude toward the use of mobile applications for language learning. The majority of respondents, 30 students (52.6%), rated mobile apps as useful, indicating that more than half of the participants actively perceive mobile applications as effective tools for vocabulary development and reading practice. Additionally, 22 students (38.6%) considered mobile apps very useful, further reinforcing the high level of acceptance and perceived educational value of these technologies. A small proportion of participants, 5 students (8.8%), selected the neutral option, suggesting limited uncertainty or mixed experiences with mobile-based learning. Importantly, no respondents rated mobile applications as slightly useful or not useful (0%), which highlights the absence of negative perceptions among the participants.

6- Listening to English audio, podcasts and doing online exercises for grammar.
57 responses

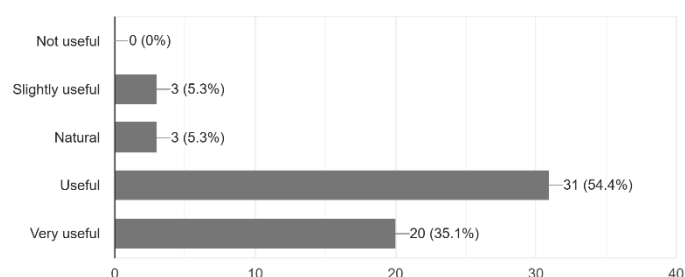


Table 6:

Question 6 investigated students' perceptions of the usefulness of listening to English audio materials, podcasts, and completing online grammar exercises. A total of 57 students participated in this item. The results indicate a predominantly positive perception of these digital learning activities. The largest group of respondents, 31 students (54.4%), rated these activities as useful, suggesting that more than half of the participants find audio-based input and online grammar exercises effective for improving their English skills. Furthermore, 20 students (35.1%) evaluated them as very useful, highlighting a strong endorsement of these resources for language learning. A small minority of respondents expressed neutral or slightly positive views. Specifically, 3 students (5.3%) selected neutral, and another 3 students (5.3%) rated the activities as slightly useful. Notably, no participants (0%) considered these learning methods not useful, indicating the absence of negative attitudes toward this form of technology-enhanced learning.

7- Practicing speaking English with other students in groups.
57 responses

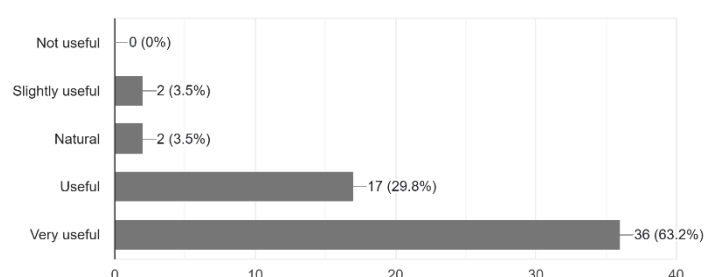


Table 7:

Question 7 explored students' perceptions of the usefulness of practicing spoken English through group interaction with peers. A total of 57 responses were collected. The results demonstrate a highly positive perception of group-based speaking practice. Most respondents, 36 students (63.2%), rated practicing speaking English in groups as very useful, indicating that collaborative speaking activities are widely perceived as an effective method for improving oral communication skills. In addition, 17 students (29.8%) considered this practice useful, further reinforcing the strong endorsement of peer interaction in language learning contexts. Only a very small number of respondents expressed neutral or limited usefulness. Specifically, 2 students (3.5%) selected the neutral option, and another 2 students (3.5%) rated the activity as slightly useful. Importantly, no participants (0%) viewed group speaking practice as not useful, highlighting the absence of negative attitudes toward this learning strategy.

8- Asking the teacher questions directly and getting immediate answers.

57 responses

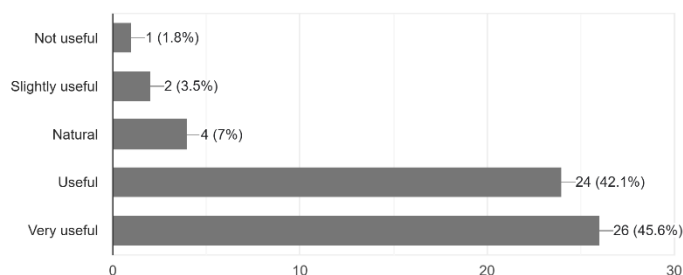


Table 8:

Question 8 investigated students' perceptions of the usefulness of asking the teacher questions directly and receiving immediate answers. A total of 57 respondents participated in this item, providing insight into how direct teacher–student interaction is valued in the learning process. The results indicate a strongly positive perception overall. Most respondents rated this practice as Very useful (26 students, 45.6%) or Useful (24 students, 42.1%). Together, these two categories account for 87.7% of all responses, demonstrating that most students perceive immediate teacher feedback as highly beneficial for their learning. A smaller proportion of students expressed a Neutral view (4 students, 7%), suggesting that for a limited number of learners, direct questioning may not significantly influence their learning experience. Very few respondents considered this approach to be of limited value, with slightly useful chosen by only 2 students (3.5%) and not useful selected by just 1 student (1.8%).

9- Doing activities or games in the classroom and practicing English conversation with whole class.

57 responses

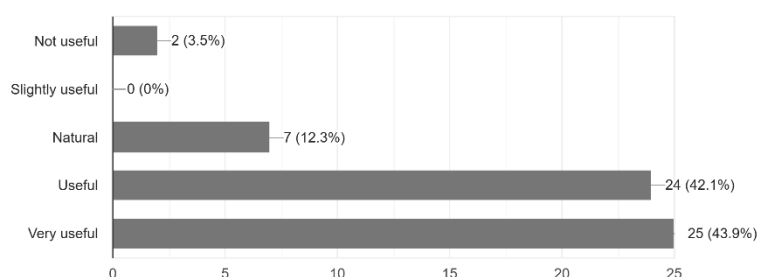


Table 9:

Question 9 examined students' perceptions of the usefulness of doing activities or games in the classroom to practice English conversation with the whole class. A total of 57 responses were recorded for this item. The findings reveal a strongly positive attitude toward the use of classroom activities and games for practicing English. The largest proportion of respondents rated this practice as Very useful (25 students, 43.9%), followed closely by those who selected Useful (24 students, 42.1%). Combined, these two categories account for 86% of all responses, indicating that the majority of students perceive activity-based and game-oriented instruction as highly beneficial for improving conversational English skills. A smaller group of respondents expressed a Neutral opinion (7 students, 12.3%), suggesting that while these activities are generally effective, they may not equally meet the learning preferences or needs

of all students. Notably, no respondents selected the slightly useful option (0%), reflecting an absence of mild dissatisfaction. Only 2 students (3.5%) rated this approach as not useful, representing a very limited level of negative perception .

10- Getting feedback on my pronunciation from the teacher.

57 responses

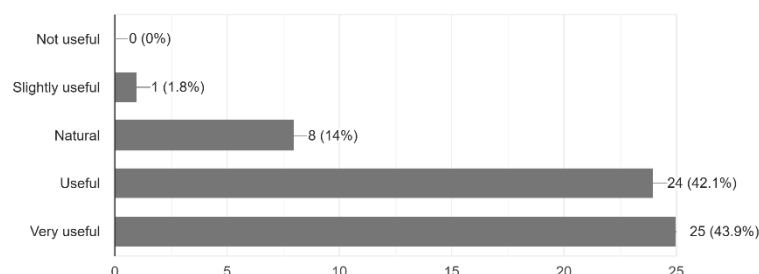


Table 10:

Question 10 explored students' perceptions of the usefulness of receiving feedback from the teacher on their pronunciation. This item was answered by 57 respondents, providing insight into the perceived role of corrective and formative feedback in pronunciation development . The findings demonstrate a highly positive evaluation of teacher-provided pronunciation feedback. A substantial proportion of respondents rated this practice as Very useful (25 students, 43.9%) or Useful (24 students, 42.1%). Collectively, these responses account for 86% of the total, indicating that the majority of learners strongly value direct feedback from teachers to improve their pronunciation skills .A smaller group of students selected Neutral (8 students, 14%), suggesting that while pronunciation feedback is generally beneficial, its impact may vary depending on learners' proficiency levels, confidence, or learning preferences. Only one respondent (1.8%) rated this practice as slightly useful, and notably, no students (0%) considered it not useful, reflecting an absence of strong negative perceptions .

11- I like mixing online work, classroom work, and learning online helps me understand the lessons in class better.

57 responses

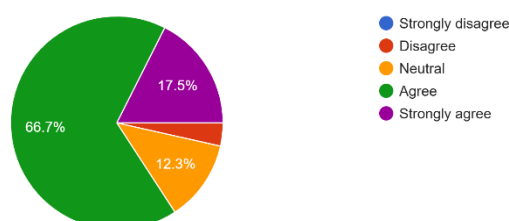


Chart 1

The pie chart illustrates students' perceptions of blended learning that combines online and classroom instruction. The results show a strongly positive overall attitude toward this approach. A clear majority of respondents agreed with the statement (66.7%, approximately 38 students), indicating that most learners perceive blended learning as beneficial for

improving their understanding of lessons. Additionally, 17.5% (about 10 students) strongly agreed, further reinforcing the positive reception of integrating online and face-to-face instructional methods. A smaller proportion of students expressed neutrality (12.3%, around 7 students), suggesting that while they do not oppose blended learning, they may not experience strong benefits from it. In contrast, only a very small minority disagreed (approximately 3–4%, around 2 students), and strong disagreement was negligible or absent, indicating minimal resistance to this instructional model.

12- My English become better because of the online activities and feel more confident to speak English because of this mix.
57 responses

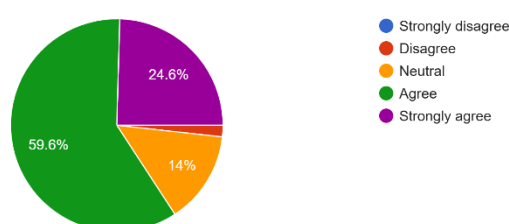


Chart 2:

The pie chart presents students' perceptions of the impact of blended learning (online activities combined with classroom instruction) on their English language development and speaking confidence. Overall, the findings demonstrate a strong positive effect of this instructional approach. A substantial majority of respondents agreed with the statement (59.6%, approximately 34 students), indicating that most learners believe online activities have contributed to improving their English proficiency and confidence in speaking. Furthermore, 24.6% (around 14 students) strongly agreed, reinforcing the view that blended learning plays a significant role in language improvement and oral confidence. A smaller group of students (14%, about 8 respondents) selected neutral, suggesting that while they did not experience clear negative effects, the perceived benefits were moderate or unclear for them. In contrast, only a very small proportion disagreed (approximately 2%, about 1 student), and strong disagreement was negligible or absent, indicating minimal dissatisfaction with this learning approach. In total, over 84% of respondents (agree + strongly agree) reported positive outcomes, highlighting the effectiveness of online activities in enhancing English language skills and speaking confidence.

13- The teacher is available to help when I have problems with online work.

57 responses

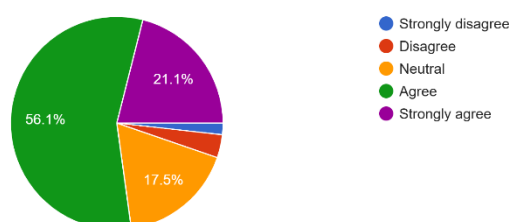


Chart 3:

The pie chart illustrates students' perceptions of teacher availability when they face problems with online coursework. The results indicate a predominantly positive response pattern. Most respondents expressed agreement with the statement. Specifically, 56.1% of the students selected Agree, while an additional 21.1% chose Strongly Agree. Combined, these findings show that 77.2% of participants believe their teachers are accessible and supportive during online learning activities. This high level of agreement suggests that instructor presence and responsiveness are generally effective in the online learning environment. Meanwhile, 17.5% of respondents selected Neutral, indicating a moderate level of uncertainty or inconsistency in their experiences. This group may represent students whose access to teacher support varies depending on circumstances such as time, platform, or course structure. In contrast, only a small minority of respondents reported negative perceptions. Those who selected Disagree or Strongly Disagree constitute a very limited proportion of the sample (together less than 6%). Although minimal, this negative response highlights that some students still experience challenges in receiving timely or adequate support during online learning.

Conclusion

This study examined students' perceptions of blended learning and its effectiveness in teaching English at the university level. Overall, the findings reveal a strongly positive attitude toward the integration of online learning activities with face-to-face classroom instruction. Most students reported that blended learning enhanced their English language skills, particularly in listening, speaking, vocabulary development, and pronunciation. Interactive online materials such as videos, quizzes, audio resources, and mobile applications were widely perceived as useful or very useful, indicating that technology-enhanced instruction plays a significant role in supporting language learning.

The results also demonstrate that most students possess adequate digital literacy skills and feel confident using online platforms and new digital tools for learning. High levels of comfort with educational technologies suggest that blended learning is feasible and can be effectively implemented in the studied context. In addition, collaborative activities, including group speaking practice, classroom games, and peer interaction, were highly valued by students, highlighting the importance of communicative and learner-centered approaches in English language teaching.

Furthermore, direct interaction with teachers and immediate feedback—especially in areas such as pronunciation and problem-solving during online coursework—were considered highly beneficial. The strong perception of teacher availability underscores the critical role of

instructor presence in enhancing student engagement, confidence, and academic success in blended learning environments.

Despite these positive outcomes, the findings also reveal certain challenges, most notably inconsistent access to reliable internet connectivity for a portion of the students. Although the majority reported adequate access, nearly one-quarter experienced connectivity difficulties, indicating the presence of a digital divide that may affect equitable participation in online learning activities.

In conclusion, the data clearly indicate that blended learning is an effective and well-accepted instructional approach for teaching English at the university level. When supported by reliable technological infrastructure, appropriate digital resources, and active teacher involvement, blended learning can significantly enhance students' language proficiency, motivation, and confidence. Therefore, it is recommended that universities continue to adopt and expand blended learning practices while simultaneously addressing technical limitations and providing additional support to ensure inclusive and effective learning experiences for all students.

Recommendations

1. Universities should improve internet infrastructure to ensure stable and equal access for all students.
2. Blended learning should be widely implemented in English language courses due to its positive impact on learning.
3. Basic training should be provided for students who need support in using online platforms and digital tools.
4. Teachers should receive professional development on blended and technology-enhanced teaching methods.
2. Regular teacher–student interaction and timely feedback should be maintained in both online and classroom settings.
3. Mobile applications and multimedia resources should be integrated into English language instruction.
4. Communicative and group-based activities should be emphasized to enhance students' speaking skills and confidence.
5. Further research is recommended to examine the long-term effects of blended learning in different contexts.

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