

## Chapter 6 - Effects of Blended Learning Approach on English Performance of Students at Primary Level

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### Chapter Highlights

- The objective of this quasi-experimental study was to determine the effects of blended learning on the English performance of grade 3 primary students.
- The students were evaluated in three areas of linguistic proficiency in English: comprehension, verb usage, and punctuation.
- The respondents were divided into two groups: Experimental 30 students and control 19 students from grade three.
- A pre-test was administered at the start of the study and a post-test after 6 weeks of teaching using blended and traditional methods, respectively.
- Three hypotheses and three research questions were formulated to find the effects of blended learning approach on students' performance in English at the primary educational level.
- The results were analyzed using SPSS-25 and the findings showed significant improvement in the students' English skills through blended learning approach.
- The study recommends that advanced technological tools must be used to improve the academic performance of the learners.

## Introduction

The recent advancements in learning tools have revolutionized the teaching and learning landscape, providing students and educators with access to a plethora of learning tools such as mobile phones, personal computers, tablets (Hafeez, 2021a) and internet-based tools that make the learning process interactive, engaging, and creative (Albiladi and Alshareef, 2019; Iqbal et al., 2021; Hafeez et al., 2021). One such approach is blended learning, which combines traditional in-person instruction with online or mobile-based learning. This method is gaining popularity in various domains of education, such as language learning, educational technology, and distance education (Hashemi and Si Na, 2020; Hafeez, 2021b).

Numerous studies have confirmed that students appreciate and value the blended learning approach for its effectiveness in facilitating learning (Hockly, 2018; Simbolon, 2021, Saira et al., 2021). Blended learning shifts from a teacher-centered, lecture-style approach towards a more student-centered approach that empowers students to actively participate in creating their learning environment (Rerung, 2018; Sriwichai, 2020; Ajmal et al., 2022). This method is flexible and can be customized to meet the learner's individual needs, cognitive abilities, and educational level (Hafeez et al., 2023).

Traditionally, drill and imitation techniques taught English in a teacher-centered classroom (Saira et al., 2021). However, with the advent of technology, the approach to English language teaching (ELT) has transformed a more communicative, student-centered, and participatory process. The development of the internet and technology has provided students with access to a wealth of resources, enabling them to explore the language in greater depth than previously possible (Mulyadi et al., 2020; Hafeez et al., 2022). Blended learning offers a structured approach to teaching English as a foreign language that combines in-person instruction with online or mobile-based learning, giving students and teachers access to a wide range of resources and materials (Sari and Wahyudin, 2019; Hafeez, 2021c).

## Background of the Study

### *Technology in EFL Pedagogy*

Blended learning is a new approach to teaching English as a foreign language that combines in-person instruction with online learning to give both students and teachers access to a wide

range of materials and resources that are methodically structured. Technology has dramatically impacted the field of English as a foreign language (EFL) pedagogy (Bidari, 2021; Stroud, 2020). The traditional approach to teaching English, which was focused on drills, imitation, and face-to-face interaction in a teacher-centered classroom, has given way to a more communicative and student-centered approach. The advent of the internet and technology has provided students with access to more resources and has enabled teachers to incorporate online learning into their instruction, leading to the development of blended learning as a pedagogical approach (Hafeez & Akhter, 2021, Basit et al., 2021).

The effectiveness of blended learning has been established in various disciplines including English language and teaching (Isti'annah, 2017; Akbarov et al., 2018; Rahim, 2019). As Blended learning provides an opportunity to blend traditional face-to-face instruction with technology seamlessly, it has rapidly gained popularity as a pedagogical approach in educational environments of all levels, including primary education. The definition of blended learning varies from combining face-to-face and online learning, utilizing technologies, to incorporating different methodologies.

However, according to Oliver & Trigwell (2005), blended learning is best understood as a combination of face-to-face instruction and mobile-based learning. Osguthorpe and Graham (2003) further define blended learning as the integration of face-to-face (f2f) instruction with distance delivery systems, where the combination can take on three forms: a blend of activities, a blend of students in both f2f and mobile-based learning environments, or a combination of both. As blended learning continues to evolve, it remains a highly regarded and sought-after approach in English as a foreign language (EFL) pedagogy (Hafeez et al., 2022).

### **Problem Statement**

The under-researched practical implementation of blended learning in the primary school education sector for early-grade English language and teaching is a pressing issue that requires immediate attention. The current study is crucial in addressing this issue by exploring the effects of blended learning on the English performance of grade three students, filling the gap in the existing research on blended learning in primary education.

## Objectives of the Study

The objective of the current research is to evaluate the impact of blended learning on English comprehension, correct use of verbs, and punctuation accuracy among grade three students at the primary education level. According to Piaget's theory, this population was selected as they belong to the pre-operational and concrete operational stages of cognitive development, making them the ideal age group (5 to 10 years) to assess the effectiveness of blended learning in enhancing their English skills. The aim is to address the limitations of traditional learning approaches in meeting the needs of modern learners and society in the 21st century (Ahmad et al., 2016).

## Significance of the Study

The study has the following significance:

- To offer English language educators with a recent approach to teach English and use them in the design and improvement of English curriculum.
- To discuss the similar difficulties in educational research that relates to teaching English language.
- To advance teaching approaches for English teachers that use new blended learning approaches to replace older learning approaches that are still used in the classroom.
- To enhance the comprehension skills of grade three students in the pre-operational and concrete stages of cognitive development in English language through the integration of technology-based tools with traditional learning methods.
- To encourage English teachers to adopt blended learning methods to improve the quality of education.

## Hypotheses

**Ho1:** There is no significant difference in mean scores of English comprehension in posttest between control and experimental groups of grade three students.

**Ho2:** There is no significant difference in mean scores in correct use of Verbs in posttest between control and experimental groups of grade three students.

**Ho3:** There is no significant difference in mean scores in correct use of punctuation in posttest between control and experimental groups of grade three students.

## Review of the Relevant Literature

### *Blended Learning in the ESL/EFL Context*

Research on blended learning approach in English teaching and learning has increased as researchers have looked for ways to use this educational model in teaching English as a second/foreign language (ESL/EFL). Blended learning approach has been the focus of many research studies (Ghazizadeh & Fatemipour, 2017; Zhang & Zhu, 2018; Ramzan & Hafeez, 2021) that investigated the use and the effectiveness of blended learning approach in the ESL/EFL context (Ahmad et al., 2022). Several academic and social benefits of using this learning approach have been identified. For instance, Marsh (2012) mentioned that the use of blended learning could provide many benefits to language learners over traditional learning approaches. Some of these benefits include developing language learners' autonomy, providing more individualized language support, promoting collaborative learning, increasing students' interaction and engagement, providing opportunities to practice the language beyond the class settings, and improving the language skills of language learners. Sharma and Barrett, (2007) mentioned that several factors influence the uptake of a blended learning approach in language courses. These factors are teachers' positive or negative attitudes toward technology use, learners' proficiency levels, teachers' training, teachers' and students' accessibility to technology, and cost. Each one of these factors plays a vital role in decisions regarding implementing a blended learning approach in language classrooms.

### *Blended Learning Approach and Language Learning*

Many studies (Adas & Bakir, 2013; Ghazizadeh & Fatemipour, 2017) have indicated that blended learning approach can be used effectively to develop the language skills of language learners. For instance, learners' speaking, listening, reading, and writing abilities can be developed when using blended learning approach instead of traditional face-to-face learning approach. Grgurovic (2011) investigated the use of blended learning approach in an ESL context. Using Neumeier, (2005) framework of blended learning, the study aimed to determine how blended learning is used in ESL classes and how both face-to-face and distance learning are integrated. The study was conducted in a speaking and listening class in an intensive English program in the USA. The participants were 19 ESL students and one English instructor. The research method included observing the language classes, surveying the students, and interviewing the instructor to explore the effectiveness of blended learning

approach. The findings indicated that blended learning approach could be successfully and effectively used to teach all language skills. Both teachers and students shared positive perceptions and attitude toward integrating blended learning approach in English teaching. They believed that the use of online teaching added to the traditional ways and improved the students' language learning process. The researcher concluded by stating that blended learning approach can be used effectively to teach English in foreign/second language programs.

Adas and Bakir (2013) examined the use of a blended learning approach in developing the writing competency of EFL learners. Specifically, the study aimed to determine whether blended learning can be an effective approach that helps in increasing students' overall performance in writing. Sixty EFL learners in a Palestinian university participated in the study. The students were divided into two groups: one was taught English writing using the traditional face-to-face approach, while the other group was taught using a blended learning approach. At the end of the teaching period, the researchers found that the group that was taught using a blended learning approach performed better in writing than the other group. In other words, the use of blended learning approach helped in developing the writing competencies of the participating EFL learners. The researcher concluded by stating that using blended learning developed many aspects of the participants' writing such as grammar, spelling, punctuation, and paragraph coherence.

As a way of illustration, in a quasi-experimental study, Ghazizadeh and Fatemipour, (2017) examined the effects of blended learning approach in developing the reading skills of English language learners. Specifically, the study aimed to investigate whether blended learning approach can be used to develop the reading proficiency of sixty intermediate-level Iranian EFL learners. The participants were randomly assigned to two groups: an experimental group, which received classroom instructions and blended learning focused on the reading skills, and a control group, which received a more traditional learning approach to English teaching. The two groups were tested before and after the treatment to determine the learners' reading proficiency level. After comparing the two groups using a t-test, the researchers found that the use of blended learning approach resulted in a statistically significant positive effect on the reading proficiency of the EFL learners. In other words, Ghazizadeh and Fatemipour, (2017) asserted that using blended learning approach with language learners has a direct impact on enhancing the reading skills of language learners. Based on the study

results, the researchers also stated that blended learning facilitates the learning process and can be successfully adopted in English reading classes. However, some studies indicated that the use of blended learning does not always have a direct impact on language skills.

Tosun, (2015) investigated the effect of using a blended learning approach in teaching English vocabulary. The study also explored English language learners’ perceptions about blended learning approach in learning English vocabulary. The study included 40 students studying at two classes in an intensive English program in Turkey. The participants were divided into two groups: an experimental group that studied the target vocabulary through a blended learning approach, and a control group that was taught the same vocabulary using the traditional learning approach. At the end of the instruction period, both groups were tested to determine their vocabulary knowledge. The findings indicated that even though the students were satisfied with blended learning approach as a teaching strategy, the use of a blended learning approach did not have any positive effect on students’ vocabulary knowledge. Tosun, (2015) mentioned that their findings did not resonate with many previous research studies that linked the use of blended learning approach to the development of language skills. Tosun, (2015) added that the one possible explanation of these results is the short duration of the study.

As a conclusion, research shows that blended learning approach can be used effectively to develop the language competencies of English language learners. The reviewed studies indicated that language teachers could utilize blended learning approach as a teaching model to develop various skills such as reading, writing, speaking, and vocabulary knowledge. The concept of blended learning approach is shown in Figure 1.

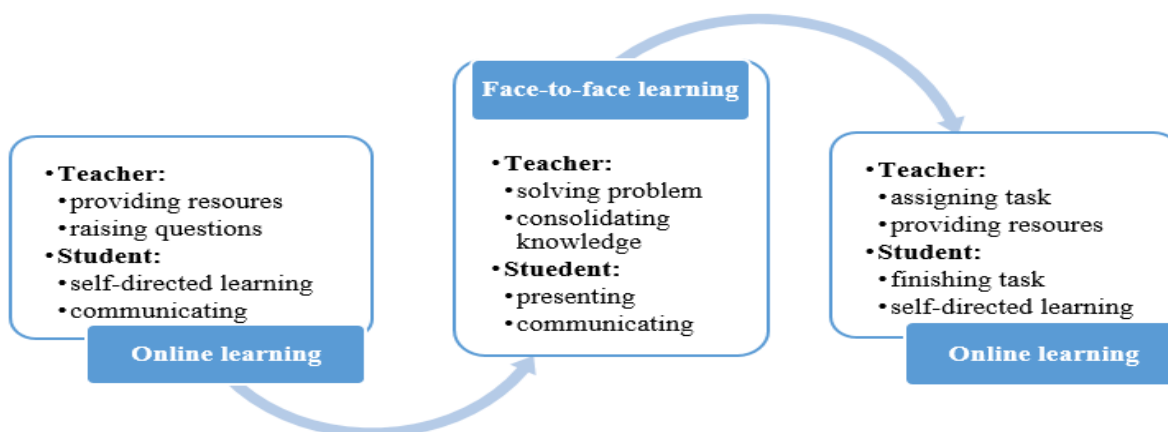


Figure 1. Concept of Blended Learning Approach

## Students' Motivation and Engagement

Perhaps one of the most important benefits of blended learning approach in the ESL/EF context is related to students' motivation, satisfaction, and engagement. Language learners usually showed their satisfaction when both approaches (traditional face-to-face and online or mobile based) were combined. The strength of blended learning approach rests in using both teaching approaches effectively, and that motivates students to interact and engage in the language learning process. Yoon and Lee (2010) investigated students' perspectives and the effectiveness of blended learning approach as a teaching strategy in an ESL writing class. For more than 16 weeks, 47 university language learners in two writing classes participated in the study. Four sources of data were used: questionnaires, pretest, post-test, and midterm examination. The results indicated that students showed positive attitude and perceptions toward the use of a blended learning approach in L2 writing classes. The students believed that this learning approach is useful, motivating, and interacting. Moreover, the use of blended learning approach resulted in a better performance in students' writing abilities. The researcher stated that the use of blended learning approach increased students' motivation and promoted many significant aspects in language learning such as interaction, autonomy, and collaboration.

In another study, Manan, Alias and Pandian, (2012) examined the effectiveness of blended learning approach using one of the social media features. Specifically, the researchers used Facebook groups along with face-to-face instruction in an ESL context. The study included 30 undergraduate ESL learners enrolled in an ESL course at one of the public universities in Malaysia. The students were taught using the conventional classroom teaching as well as online using Facebook groups. According to the researchers, after observing students learning through this blended learning approach and asking their perceptions, it was found that the majority of students showed appositve perceptions toward this learning approach. The students said that using a Facebook group along with classroom instructions was interesting and authentic. They were motivated to interact and collaborate, and that is one of the significant strengths of blended learning approach.

Furthermore, a study conducted by Liu, (2013) examined the effectiveness of blended learning approach in an academic English writing course at a major university in Beijing, China. The study aimed to evaluate several aspects of blended learning approach such as



course design, material presentation, students' involvement, and classroom assessment. The class in which the study was conducted included 90 minutes of classroom meetings each week and one more online hour after the class. Based on the teacher's reflection and students' evaluation of the course, it was found that the students highly appreciated the use of blended learning approach because it had many advantages such as motivating autonomous learning, increasing classroom interactions, eliminating communication anxiety, and improving learners' academic writing competencies. The researcher concluded by stating that because it allows for two different types of learning interactions, the use of blended learning approach is more motivating and inspiring for language learners.

Banditvilai (2016) conducted a study that examined the use of blended learning approach to enhance English learners' language skills and learning autonomy in an Asian university. The study was carried out in an English for specific purpose class and included 60 undergraduate students majoring in English. The study aimed to understand students' attitudes toward blended learning approach in English learning. The researcher used e-lessons, a questionnaire, and achievement tests as instruments to collect data. The findings of the study indicated that the use of an online approach aligned with classroom instruction enhances the language skills of language learners. Also, it was found that blended learning approach can be used effectively to increase autonomous learning and learners' motivation.

Ultimately, the use of blended learning approach has been linked to increasing students' motivation and engagement. Combining the traditional and online or mobile based learning modes allows language learners to interact with the language inside and outside of classroom settings. Different studies showed that this type of learning facilitates language learning and improves students' participation and engagement.

### **Blended Learning Approach and the Learning Environment**

The review of the literature related to blended learning approach revealed that one of the significant benefits of using this learning approach in the ESL/EFL context is enhancing the language learning environment, which plays a vital role in the learning and teaching process. Several studies have indicated that relying on a blended learning approach strategy will result in improving the teaching and learning process. Ja'ashan, (2015) investigated students' perceptions and attitudes toward the use of blended learning approach in an EFL English

course in Bisha University, Saudi Arabia. To understand the students' perceptions and attitudes, a survey was administrated and involved 130 undergraduate English learners. Analysis of the data indicated that students showed positive perceptions toward the use of blended learning approach in English teaching. The participants were satisfied with blended learning approach because they believe this teaching approach can be used to enhance their language skills, develop their learning autonomy, improve student-teacher interaction, enhance the learning process, and allow for interesting learning experiences. The researcher also reported some disadvantages of using blended learning approach as it requires long time to prepare and implement blended lessons.

Zhang and Zhu, (2018) conducted a study in which blended learning approach mode was compared to traditional face-to-face learning mode. Specifically, the study investigated the effectiveness of blended learning approach compared to the traditional methods used to teach English as a second language in China. The sample size of the study included 5376 students who were enrolled in ESL courses at a major university in Beijing. The researchers analyzed a large database that included students who were enrolled in ESL courses and their performance, gender, grade, and discipline. The results indicated that students who were studying using a blended learning approach had better academic achievement in ESL courses when compared with other students who were taught using the face-to-face mode. In other words, students in blended learning approach performed better in ESL courses than students in face-to-face settings. The researcher indicated that the results showed that the use of blended learning approach has a positive impact on student learning outcomes.

Another study conducted by Akbarov, Gönen and Aydoğan, (2018) investigated students' attitudes toward blended learning approach in the EFL context. The study's sample involved 162 English language learners. The researchers employed a questionnaire, which included questions that examined the learners' perceptions and attitudes toward blended learning approach compared to the traditional classroom in EFL classes. The study's results indicated that most of the EFL students prefer blended learning approach over the traditional approach of English teaching because it enhances their motivation to learn which resulted in improving of the learning process. In other words, they believed that blended learning approach has a direct impact on their learning. Nevertheless, the participants reported that they prefer to be tested using traditional ways rather than digital ways. In summary, research shows that blended learning approach can be used to enhance the learning process and outcomes of

language learners (Abass et al., 2021; Dankers & Stoltenkamp, 2022; Faridah et al., 2022; Gault, & Cuevas, 2022; Ghimire, 2022; Mursid et al., 2022; Silvero et al., 2020). English language learners usually show positive perceptions and attitudes toward the use of blended learning approach as an English teaching approach. These positive perspectives are derived from several directions, including, but not limited to, developing students' language skills in interacting and engaging settings, fostering the learning process, and providing opportunities to be independent learners.

### **Challenges of Using Blended Learning Approach in ESL/EFL Context**

Even though research regarding blended learning approach focuses on the benefits of this learning mode, some challenges have been identified for this learning approach (Chiraz, 2022; Softa, 2022; Strori, 2022). Perhaps one of the most comprehensive discussions to shed light on the issues of blended learning approach can be found in Bonk's and Graham's, (2012) work. The researchers identified six major issues arising when designing a blended learning environment. These issues are: 1. The role of live interaction, 2. The role of learners' choices and self-regulation, 3. Models for support and training, 4. Dealing with the digital divide, 5. Cultural adaptation, and 6. Finding balance between innovation and production.

The first issue is the role of live interaction. This is related to the amount of interaction in both learning mode, face-to-face, and online or mobile based learning. The second challenge is understanding the role of learners' choices and self-regulation. This means understanding students' choices regarding which kinds of blended learning approach they participate in, and how a teacher can guide and affect their learning when using blended learning approach. The third issue is related to the models used for support and training. To use a blended learning approach more effectively, support is needed for both technological aspects as well as pedagogical and instructional teaching. The fourth challenge is the digital divide. Bonk and Graham, (2012) mentioned that "the divide between the information and communication technologies available to individuals and societies at different ends of the socioeconomic spectrum can be great". The fifth issue that arises when designing a blended learning course is cultural adaptation. This is related to the materials that are used in both modes and their relation to the students' culture. The final issue is to find a balance between innovation and production. According to authors, in designing a blended learning classroom, a tension might arise between trying to use the new technological innovation and the ability to produce cost-

effective results. Also, Riel et al. (2016) indicated six sets of challenges that teachers encounter during the implementation process of a blended learning curriculum.

1. Teachers might face issues when working with students on curriculum activities. Students might have difficulty communicating with peers to finish the given tasks.
2. There might be challenges with student self-management. When using a blended learning approach, teachers might have difficulty keeping students focused on their task, so teachers need to keep activities relevant and active.
3. Establishing work expectations is another challenge that might face teachers when implementing blended learning. This refers to setting achievable goals and objectives related to students' learning.
4. Curriculum orchestration concerns organizing the work and finding time to conduct the lesson as well as a time frame to finish the work.
5. When implementing the blended learning approach is outside-of-classroom challenges. One example could be participating in out of the class activities. Scheduling a time for students to participant in out of the class activities can be difficult.
6. Teachers might face technology challenges. These are the technological problems that arise during the implementation process of blended learning.

## Research Questions

**RQ1:** What is the effect of Blended learning approach on learning English Comprehension of grade three students?

**RQ2:** What is the effect of Blended learning approach on learning how to do correct Use Verbs of grade three students?

**RQ3:** What is the effect of Blended learning approach on learning correct use of Punctuation of grade three students?

## Research Methodology

### *Approach of the Study*

The current study employed quasi-experimental approach due to its appropriateness and its capability to attain its objectives by pre and post achievement tests for control and experimental groups. In control group, students were taught the topics of English

comprehension, correct use of verbs and correct use of punctuation from the text book of English for class three published by Punjab Text Book Board, Lahore using traditional learning approach. Experimental group was also taught the same study material employing the blended learning approach (Lecture method+ practice on mobile tablet Samsung Galaxy A6). The Literacy and Numeracy Derive (LND) Application was used for the practice of study material taught by traditional learning approach on the tablet (blended learning approach). The material was taught during the academic year 2022-2023.

### *Research Site and Sample Selection*

This research study was done in a primary school located in one of the village of district Dera Ghazi Khan, Punjab, Pakistan. A placement test was taken from the 50 students of control group and 50 students from experimental group to select the suitable sample for the study. The 19 students from control group and 30 students from experimental group passed the placement test and selected for the study.

### *Sample Size*

A sample of 49 students of grade three was taken as the main sample. The sample was divided into two groups named as Control group (n=19) and Experimental group (n=30).

### *Sampling Technique*

The convenient sampling approach was used to take the participants for sample as one of the researchers was working in the school selected for the study.

### *Study Variables*

#### **i. Independent Variables**

- a) Blended Learning Approach
- b) Traditional Learning Approach

#### **ii. Dependent variables**

The English performance marks of students in the pre and post-tests by traditional and

blended learning approaches were selected as the dependent variables.

### Study Tools

The pre and posttests were used as the tools to collect the data and to determine the effects of blended learning approach on student’s English performance of grade three at primary educational level.

### Performance Tests (Pre and Post Tests)

The researchers prepared the Performance tests i-e pre and post-tests to assess the effects of blended learning approach in English performance of grade three students. The pretest and posttests were consisted of 30 questions including 10 questions of English comprehension, 10 questions of correct use of verbs and 10 questions of correct use of punctuation. The correct response to each question on the pretest and posttest received 3 marks, whereas the incorrect response received zero mark.

The test had maximum scores of 90 with 30 marks of each section (English comprehension 30 marks, correct use of verbs 30 marks and correct use of punctuation 30 marks) and a time limit of 60 minutes. The pre-test was taken at the start of the study from control and experimental groups. The teaching topics and demographic information of participants are given in Table 1 and 2. Figure 2 shows the experimental design of the study.

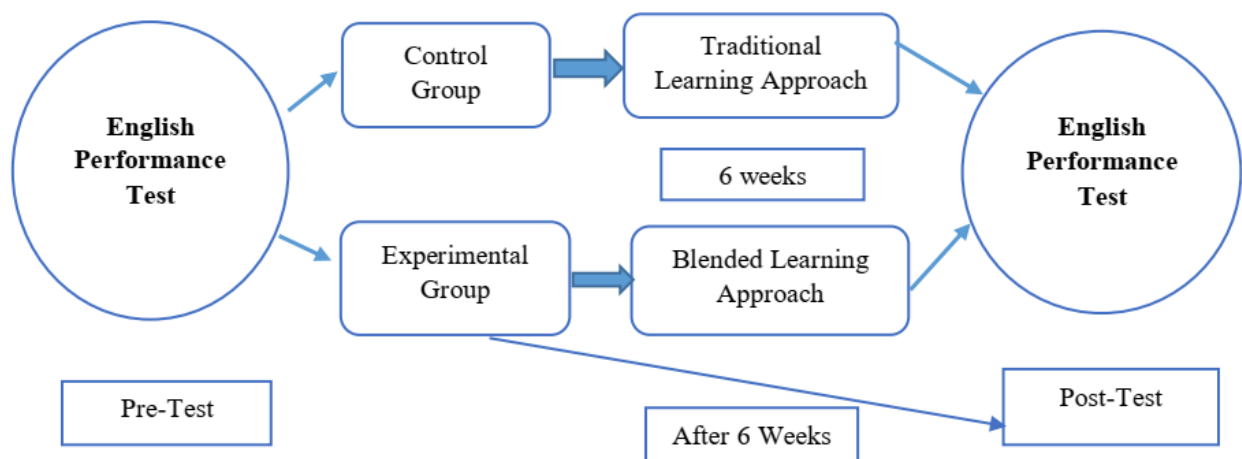


Figure 2. Experimental Design of the Study

Table 1. Teaching Topics

Sr. No	Unit No.	Topic	Pages
1	4, 8,9	Comprehension	44, 90, 117, 123
2	1, 4	Correct Use of Punctuation	10, 46
2	2, 4,7, 8, 9	Correct Use of verbs	20, 86, 41,76, 92, 101

Table 2. Demographic Information of Participants

Group	N	Level	Grade	Age (Years)	Learning Approach
Control	19	Primary	Three	7-10	Traditional
Experimental	30	Primary	Three	7-10	Blended
Total	49				

### ***Procedure for Conducting Post-Test***

The participants were divided into two groups: the experimental group and control group. The control group was taught English comprehension, correct use of verbs and correct use of punctuation related questions through traditional learning approach (whiteboard teaching method). The experimental group was given the extra time after teaching them with traditional learning approach to do the practice of English comprehension, correct use of verbs and correct use of punctuation related questions on the mobile Tablet (Samsung Galaxy TabA6). After six weeks learning with traditional and blended (mobile based) approaches, the post test was conducted. A question paper consisted of 30 questions including 10 questions of English comprehension, 10 questions of correct use of verbs and 10 questions of correct use of punctuation was formulated and conducted as posttest. The correct response to each question on the post-test received 3 marks, whereas the incorrect response to question received zero mark. The test had maximum scores of 90 and a time limit of 60 minutes.

### ***Validity of Data Collection Tools (Pre and Post Tests)***

The pre and post-tests were formulated from the three class English text book published by the Punjab Textbook board, Lahore as the syllabus for class three. The tests were then sent to five school teachers who had done their M.Phil. Degrees in English Linguistic and Literature and had been teaching English at primary level from previous ten years. The correction of the

tests was done according to their suggestions.

### *Reliability of Data Collection Tools (Pre and Post Tests)*

The reliability of the data collection tools (pre and posttests) was verified by the researchers by using test-retest procedure. The reliability coefficient of 0.89 was as suitable for the current study.

### *Statistical Analysis*

The experimental and control groups' pre- and post-test results were collected, and SPSS-25 was used to analyze the collected data. An independent samples t-test was conducted to assess the significant difference between control and experimental groups.

### *Ethical Consideration*

The data of the study was collected by taking the permission from the school's principal.

### **Results**

The gender wise frequency distribution, percentage of male and female learners and their marks distribution in English performance test are shown in Table 3. From the total of 30 students in experimental group, 20 were male students and 10 were female students. The percentage of male students was 66.67% and it was 33.33% for female students.

Table 3. Students' Variables in the Experimental Group

<b>Variables</b>	<b>Levels</b>	<b>f*</b>	<b>%*</b>
<b>Gender</b>	Male	20	66.67
	Female	10	33.67
	Total	30	100

The performance of students in English comprehension in posttest of control and experimental groups is shown in Table 4. In control group, no student got super excellent



marks (30/30), 5.26% students got excellent marks (26-29), 15.79% students got very good marks (22-25), 36.85% students got good marks (18-21), 26.31% students got satisfactory marks (14-17) and 15.79% students got unsatisfactory marks (below 14). So, the traditional learning approach does not prove to be very effective in learning of English comprehension for grade three students at primary level. On the other hand, the marks of students in English comprehension were remarkably good in experimental group learned by blended learning approach. In experimental group, 6.66% students got super excellent marks (30/30), 26.67% percent students got excellent marks (26-29), 46.66% students got very good marks (22-25), 13.35% students got good marks (18-21), 6.66% students got satisfactory marks (14-17) and no students got unsatisfactory marks (below 14). So, the blended learning approach proved to be very effective approach for learning English comprehension for three grade students at primary level.

Table 4. Frequency Distribution of Posttest Results of Control and Experimental Group in English Comprehension

Performance Factor	Marks and Remarks	Frequency		Percentage (%)	
		Control	Experimental	Control	Experimental
Performance in English Comprehension	30/30 Super Excellent	0	2	0	6.66
	26-29 Excellent	1	8	5.26	26.67
	22-25 Very Good	3	14	15.79	46.66
	18-21 Good	7	4	36.85	13.35
	14-17 Satisfactory	5	2	26.31	6.66
	Below 14 Unsatisfactory	3	0	15.79	0
	Total	19	30	100	100

The performance of students in correct use of verbs in posttest of control and experimental groups is shown in Table 5. In control group, no student got super excellent marks (30/30), 5.26% students got excellent marks (26-29), 10.52% students got very good marks (22-25), 26.31% students got good marks (18-21), 36.85% students got satisfactory marks (14-17) and 21.06% students got unsatisfactory marks (below 14). So, the traditional learning approach does not prove to be very effective in learning of correct use of verbs for grade three students at primary level. On the other hand, the marks of students in correct use of verbs were remarkably good in experimental group learned by blended learning approach. In

experimental group, 3.34% students got super excellent marks (30/30), 16.66% students got excellent marks (26-29), 56.66% students got very good marks (22-25), 20% students got good marks (18-21), 3.34% students got satisfactory marks (14-17) and no students got unsatisfactory marks (below 14). So, the blended learning approach proved to be very effective approach for learning correct use of verbs for three grade students at primary level.

Table 5. Frequency Distribution of Posttest Results of Control and Experimental Group in Correct Use of Verbs

Performance Factor	Marks and Remarks	Frequency		Percentage (%)	
		Control	Experimental	Control	Experimental
Performance in Correct Use of Verbs	30/30 Super Excellent	0	1	0	3.34
	26-29 Excellent	1	5	5.26	16.66
	22-25 Very Good	2	17	10.52	56.66
	18-21 Good	5	6	26.31	20
	14-17 Satisfactory	7	1	36.85	3.34
	Below 14 Unsatisfactory	4	0	21.06	0
	Total	19	30	100	100

The performance of students in correct use of punctuation in posttest of control and experimental groups is shown in Table 6. In control group, no student got super excellent marks (30/30), 5.27% students got excellent marks (26-29), 15.79% students got very good marks (22-25), 36.84% students got good marks (18-21), 26.21% students got satisfactory marks (14-17) and 15.79% students got unsatisfactory marks (below 14). So, the traditional learning approach does not prove to be very effective in learning of correct use of punctuation for grade three students at primary level.

On the other hand, the marks of students in correct use of were remarkably good in experimental group learned by blended learning approach. In experimental group, 3.33% students got super excellent marks (30/30), 10% students got excellent marks (26-29), 63.34% students got very good marks (22-25), 20% students got good marks (18-21), 3.33% students got satisfactory marks (14-17) and no students got unsatisfactory marks (below 14). So, the blended learning approach proved to be very effective approach for learning correct use of punctuation for three grade students at primary level.

Table 6. Frequency Distribution in Post-test of Experimental Group in Correct Use of Punctuation

Performance Factor	Marks and Remarks	Frequency		Percentage (%)	
		Control	Experimental	Control	Experimental
Performance in Correct Use of Punctuation	30/30 Super Excellent	0	1	0	3.33
	26-29 Excellent	1	3	5.27	10
	22-25 Very Good	3	19	15.79	63.34
	18-21 Good	7	6	36.84	20
	14-17 Satisfactory	5	1	26.31	3.33
	Below 14 Unsatisfactory	3	0	15.79	0
	Total	19	30	100	100

### *Pre-test Results*

#### *English Comprehension*

The descriptive statistics for results of pre-test in English comprehension for control and experimental groups are given in Table 7. The table indicates that mean scores for experimental and control group are approximately same for learning English comprehension. The standard deviation is also approximately same for both the groups. So, it can be determined that before learning with blended learning approach, the students of control group and experimental group have same capabilities for learning English comprehension.

Table 7. Descriptive Statistics for Pre-test Results of Experimental and Control Groups for English Comprehension

Group	N	Mean	Standard Deviation
Control	19	16.67	1.79
Experimental	30	16.91	1.72

#### *Correct Use of Verbs*

The descriptive statistics for results of pre-test in correct use of verbs for control and experimental groups are given in Table 8.

Table 8. Descriptive Statistics for Pre-test Results of Experimental and Control Groups for Correct Use of Verbs

Group	N	Mean	Standard Deviation
Control	19	14.87	1.15
Experimental	30	14.47	1.27

The table indicates that mean scores for experimental and control group are approximately same for learning of correct use of verbs. The standard deviation is also approximately same for both the groups. So, it can be determined that before learning with blended learning approach, the students of control group and experimental group have same abilities for learning correct use of verbs.

### *Correct Use of Punctuation*

The descriptive statistics for results of pre-test in correct use of punctuation for control and experimental groups are given in Table 9. The table indicates that mean scores for experimental and control group are approximately same for learning correct use of punctuation. The standard deviation is also approximately same for both the groups. So, it can be determined that before learning with blended learning approach, the students of control group and experimental group have same capabilities for learning correct use of punctuation.

Table 9. Descriptive Statistics for Pre-test Results of Experimental and Control Groups for Correct Use of Punctuation

Group	N	Mean	Standard Deviation
Control	19	15.45	1.67
Experimental	30	15.04	1.75

### *Post-Test Results*

#### *English Comprehension*

The results of descriptive statistics of post-test for control and experimental groups are given in Table 10.

Table 10. Descriptive Statistics of Post-test Results for Experimental and Control Groups in English Comprehension

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>
<b>Control</b>	19	19.23	2.09
<b>Experimental</b>	30	25.83	1.34

Table shows that mean scores for experimental group is 25.83 and the mean scores of control group is 19.23. So, there is greater difference in the mean scores of experimental and control groups for English comprehension. It is revealed from the table that blended learning approach increased the learning abilities of learners in English comprehension as compared to the learners who has learnt with traditional learning approach. There is also a greater difference in the standard deviation of the control and experimental groups for learning English comprehension. The SD for control group is 2.09 and it is 1.34 for experimental group.

### *Correct Use of Verbs*

The results of descriptive statistics of post-test for control and experimental groups are given in Table 11.

Table 11. Descriptive Statistics of Post-test Results for Experimental and Control Groups in Correct of Verbs

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>
<b>Control</b>	19	17.19	1.89
<b>Experimental</b>	30	25.09	1.20

Table shows that mean scores for experimental group is 25.09 and the mean scores of control group is 17.19. so, there is greater difference in the mean scores of experimental and control groups for correct use of verbs. It is revealed from the table that blended learning approach increased the learning abilities of learners in correct use of verbs as compared to the learners who has learnt with traditional learning approach. There is also a greater difference in the standard deviation of the control and experimental groups for learning correct use of verbs. The SD for control group is 1.89 and it is 1.20 for experimental group.

***Correct Use of Punctuation***

The results of descriptive statistics of post-test for control and experimental groups are given in Table 12. Table shows that mean scores for experimental group is 26.13 and the mean scores of control group is 16.83. so, there is greater difference in the mean scores of experimental and control groups for correct use of punctuation. It is revealed from the table that blended learning approach increased the learning abilities of learners in correct use of punctuation as compared to the learners who has learnt with traditional learning approach. There is also a greater difference in the standard deviation of the control and experimental groups for learning correct use of punctuation. The SD for control group is 1.99 and it is 1.29 for experimental group.

Table 12. Descriptive Statistics of Post-test Results for Experimental and Control Groups in Correct Use of Punctuation

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>
<b>Control</b>	19	16.83	1.99
<b>Experimental</b>	30	26.13	1.29

***Hypotheses Testing***

***H01:*** *There is no significant difference in mean scores in English comprehension in posttest between control and experimental groups of grade three students.*

To find the significant difference between the control and experimental groups in mean scores of posttest in English comprehension, the researchers tested H01 by using independent samples t-test. The results of t-test are shown in Table 13. The results of t-test indicated that there was a significant difference between the mean scores of posttest of experimental group who taught by blended learning approach and control group who taught by traditional learning approach. The t-value was obtained as -3.234 and p-value was 0.0001. As the p-value is very less than 0.05, so, the results are highly significant and proved that the blended learning approach had greatly affected the performance in English comprehension of students of experimental group of grade three at a primary educational level and rejected the Hypothesis H01. The blended learning approach really improved the students’ academic

achievement in English comprehension.

Table 13. Results of t-test for Posttest between Control and Experimental Groups for English Comprehension

Group	N	Mean	SD	t	p	Result
Control	19	19.23	2.09			
Experimenta l	30	25.83	1.34	-3.234	0.0001	Significant

Significant at a significance level of 0.05

*Ho2: There is no significant difference in mean scores in correct use of Verbs of posttest between control and experimental groups of grade three students.*

To find the significant difference between the control and experimental groups in mean scores of posttest in correct use of verbs, the researchers tested Ho2 by using independent samples t-test. The results of t-test are shown in Table 14.

Table 14. Results of t-test for Posttest between Control and Experimental Groups in Correct Use of Verbs

Group	N	Mean	SD	t	p	Result
Control	19	17.19	1.89			
Experimenta l	30	25.09	1.20	-4.892	0.00001	Significant

Significant at a significance level of 0.05

The results of t-test indicated that there was a significant difference between the mean scores of posttest of experimental group who taught by blended learning approach and control group who taught by traditional learning approach. The t-value was obtained as -4.892 and p-value was 0.00001. As the p-value is very less than 0.05, so, the results are highly significant and proved that the blended learning approach had greatly affected the performance in learning correct use of verbs of experimental group of grade three at a primary educational level and rejected the Hypothesis Ho2. The blended learning approach really improved the students' academic achievement in correct use of verbs.

**Ho3:** *There is no significant difference in mean scores in correct use of punctuation of posttest between control and experimental groups of grade three students.*

To find the significant difference between the control and experimental groups in mean scores of posttest in correct use of punctuation, the researchers tested Ho3 by using independent samples t-test. The results of t-test are shown in Table 15. The results of t-test indicated that there was a significant difference between the mean scores of posttest of experimental group who taught by blended learning approach and control group who taught by traditional learning approach. The t-value was obtained as -5.321 and p-value was 0.001. As the p-value is very less than 0.05, so, the results are highly significant and proved that the blended learning approach had greatly affected the performance in learning correct use of verbs of experimental group of grade three at a primary educational level and rejected the Hypothesis Ho3. The blended learning approach really improved the students' academic achievement in correct use of punctuation.

Table 15. Results of t-test for Posttest between Control and Experimental Groups in Correct Use of Verbs

Group	N	Mean	SD	t	p	Result
Control	19	16.83	1.99			
Experimental	30	26.13	1.29	-5.321	0.001	Significant

Significant at a significance level of 0.05

## Discussion

BL is a modern educational strategy that has replaced e-learning gradually in most educational institutions. BL is a logical and scientifically acceptable alternative to e-learning, has higher yields, is less expensive, and incorporates more sophisticated types of learning (Hamad, 2015). BL is a term that explains the various attempts made by teachers to incorporate the element of technology into the traditional classroom setting, because of the efficiency this arrangement brings. BL aims at interactive learning, resulting in the blending or mixing of a teacher's role in a traditional classroom with that in the virtual one. The technology applied in BL is often intended to generate optimal performances by students. BL systems are intended to promote learning by facilitating the integration of visual cues and



educational concepts (KM Eshreth & Hisham Siaj, 2017). The use of virtual environments acts to capture the attention of the audience involved while augmenting interactions between subject parties.

BL has many benefits, including the following: making computers and local and global networks of information available for learners; developing teachers' roles as leaders and mentors to their students in terms of their expertise in computers and networks of local and international information, in addition to being producers rather than importers of knowledge; enabling learning groups to use multimedia, e-mail, virtual libraries, and all internet data collaborative software; having the ability to combine different possibilities for different schools and universities in productive ways; and overcoming the problem of lasting change in the content of educational materials. The problem addressed in this study stems from the need to diversify the teaching approach used in the field of learning and education, particularly in the English. The aim of this research was to determine the effects of blended learning approach on English performance of grade three students at primary level of education. Three research questions were formulated to determine the effects of blended learning approach. The results related to each research question are presented in the following lines:

### *Results Related to RQ1*

The first research question of this study was “what is the effect of blended learning approach on the performance in English comprehension in posttest for grade three students at primary educational level”? To find the answer of this research question, hypothesis (Ho1) was tested at a significance level of 0.05 to find the significance of blended learning approach for learning English comprehension for grade three students. The outcomes found concerning the first research question showed that there was a significant difference between experimental and control groups taught by blended and traditional learning approaches as the null hypothesis (Ho1) was rejected. The results were favoring towards the blended learning approach. The results presented in table 13 show that the mean scores for blended learning approach were 25.83 and 19.23 for traditional learning approach for control and experimental groups in posttest for learning English comprehension. As there was much difference in the mean scores of experimental and control groups of posttest so, it is concluded that blended learning approach has a positive effect on English comprehension performance of grade three students.

### *Results Related to RQ2*

The second research question of this study was “what is the effect of blended learning approach on students of grade three that how to use correct verbs”? To find the answer of this research question, hypothesis (Ho2) was tested at a significance level of 0.05 to find the significance of blended learning approach for learning how to use the correct verbs for grade three students. The outcomes found related to second research question showed that there was a significant difference between experimental and control groups taught by blended and traditional learning approaches as the null hypothesis (Ho2) was rejected. The results were favoring towards the blended learning approach. The results presented in table 14 show that the mean scores for blended learning approach were 25.9 and 17.19 for traditional learning approach for control and experimental groups in posttest for learning how to use the correct verbs. As there was much difference in the mean scores of experimental and control groups of posttest so, it is concluded that blended learning approach has a positive effect on the students’ performance in learning how to use correct use of verbs in grade three students.

### *Results Related to RQ3*

The third research question of this study was “what is the effect of blended learning approach on students’ performance in correct use of punctuation in grade three”? To find the answer of this question, hypothesis (Ho3) was tested at a significance level of 0.05 to find the significance of blended learning approach on the performance in correct use of punctuation for grade three students. The outcomes found concerning the third research question showed that there was a significant difference between experimental and control groups taught by blended and traditional learning approaches as the null hypothesis (Ho3) was rejected.

The results were favoring towards the blended learning approach. The results presented in table 15 show that the mean scores for blended learning approach were 26.13 and 16.83 for traditional learning approach for control and experimental groups in posttest in correct use of punctuation. As there was much difference in the mean scores of experimental and control groups of posttest so, it is concluded that blended learning approach has a positive effect on the performance of students in correct use punctuation in grade three.

## Conclusion

The objective of this study was to find the effects of blended learning approach on the English performance for three grade students at primary educational level. Three areas of English namely English comprehension, correct use of verbs and correct use of punctuation were investigated by applying the blended and traditional learning approaches. The quasi-experimental (pre and posttests) designed was formulated to find the effects of blended learning approach on the performance of students in English at grade three. The outcomes of the study showed that the usage of blended learning approach had a positive impact on three grade student's English performance. The students performed better in three areas of English namely English comprehension, correct use of verbs and correct use of punctuation by applying blended learning approach as compared to the traditional learning approach. So, on the basis of results, it is recommended that we should use the modern learning tools like blended learning to improve the academic performance of the learners.

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