

Blended Learning and Its Influence on Achievement in English: A Systematic Review

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Abstract

The growing integration of digital technologies into educational systems has given rise to blended learning (BL) as one of the most widely discussed instructional innovations of the twenty-first century. In the field of English language education, blended learning which combines face-to-face classroom instruction with structured online components has attracted sustained scholarly interest due to its potential to enhance learner achievement across all language skill domains. The present review examines 30 empirical studies and reviews published between 2008 and 2025, drawn from peer-reviewed journals and reputed academic databases. Studies were analysed to identify trends in research design, geographical distribution, sample characteristics, tools employed, and thematic outcomes. Findings reveal that blended learning consistently produces significant positive effects on English language achievement, including improvements in reading comprehension, writing proficiency, vocabulary acquisition, grammar mastery, listening skills, speaking accuracy, and overall academic performance. The review further identifies motivation and self-regulated learning as key mediating variables between BL implementation and English outcomes. While certain contextual barriers particularly technical infrastructure limitations and digital literacy deficits may constrain BL effectiveness in developing countries, the cumulative evidence strongly supports BL as a superior instructional approach compared to either purely traditional or exclusively online instruction. The review concludes with implications for English language educators, curriculum designers, and policymakers, particularly in the Indian educational context.

Keywords: *Blended Learning, English Language Achievement, EFL/ESL, Academic Achievement, Motivation, Self-Regulated Learning, Systematic Review, Language Skills*

INTRODUCTION

Education in the contemporary era is increasingly shaped by the convergence of classroom-based pedagogy and digital technology. Among the various instructional frameworks that have emerged from this convergence, blended learning (BL) sometimes referred to as hybrid learning or mixed-mode instruction occupies a particularly prominent position. Blended learning integrates face-to-face (F2F) classroom instruction with purposively designed online learning components to form a unified, coherent educational experience (Garrison & Vaughan, 2008). Unlike purely online learning, which removes the social and relational dimensions of education, or purely

traditional instruction, which limits learners' access to flexible, self-paced digital engagement, blended learning seeks to harness the complementary strengths of both approaches.

English language education presents an especially fertile ground for the application of blended learning. English remains the dominant language of international scholarship, professional communication, and digital discourse. Consequently, developing English language proficiency across the four core skills of reading, writing, speaking, and listening, and through the sub-skills of grammar and vocabulary is a foundational priority in school and university curricula across Asia, Africa, the Middle East, and beyond (Albiladi & Alshareef, 2019). Yet the challenges inherent in English language teaching including large class sizes, learners' heterogeneous proficiency levels, limited authentic exposure to English, and the affective barriers of anxiety and low motivation continue to impede achievement in many national contexts (Alghofaili, 2022).

Blended learning offers theoretically compelling solutions to many of these challenges. By extending English learning beyond the physical classroom through digital platforms, online resources, and asynchronous interaction, BL multiplies learners' opportunities for authentic English input and practice. By retaining the face-to-face classroom, it preserves the motivational and sociolinguistic dimensions of English learning that digital environments alone cannot fully replicate. The COVID-19 pandemic, which compelled educational institutions worldwide to shift abruptly to remote and online learning from 2020 onwards, brought the potential and limitations of blended and online learning into sharp relief, accelerating both the adoption of BL and the scholarly attention devoted to its evaluation (Singh et al., 2021; Pagaran et al., 2022).

Despite a growing empirical literature on BL in English education, comprehensive systematic reviews that integrate findings across diverse contexts, skill domains, educational levels, and geographic settings remain limited. The present review addresses this gap by examining 30 carefully selected studies published between 2008 and 2025, with the aim of mapping the research landscape and extracting synthesised evidence about the influence of blended learning on English language achievement. The review also attends to key mediating factors particularly learner motivation and self-regulated learning and identifies patterns, gaps, and implications that can guide future research and pedagogical practice in blended English education.

RESEARCH QUESTIONS

The present systematic review is guided by the following research questions:

RQ1: What methodological trends characterise published research on blended learning and English language achievement in terms of year of publication, country of study, sample size, age group, research design, and measurement tools?

RQ2: What are the thematic patterns in research findings regarding the influence of blended learning on English language achievement, including specific skill domains such as reading comprehension, writing proficiency, grammar, vocabulary, listening, and speaking?

RQ3: What role do learner motivation and self-regulated learning play in mediating the relationship between blended learning and English language achievement

OBJECTIVES OF THE STUDY

The specific objectives of this systematic review are as follows:

1. To identify and describe methodological trends in research on blended learning and English language achievement across publication year, geographic distribution, sample characteristics, research design, and data collection tools.
2. To examine and synthesise empirical findings on the influence of blended learning on specific English language skill domains reading, writing, speaking, listening, grammar, and vocabulary.
3. To investigate how learner motivation and self-regulated learning mediate the relationship between blended learning environments and English achievement outcomes.
4. To identify the positive impacts, contextual challenges, and barriers associated with the implementation of blended learning in English language education.
5. To draw evidence-based implications for English language educators, teacher educators, curriculum designers, and educational policymakers, with particular reference to the Indian educational context.

REVIEW OF RELATED LITERATURE

Conceptualising Blended Learning in English Education

The conceptual foundation of blended learning rests on the understanding that no single instructional mode is sufficient for all learning goals and learner profiles. Garrison and Vaughan (2008), in their seminal theoretical work, proposed the Community of Inquiry (CoI) framework as the underlying rationale for BL in higher education. The CoI framework posits that deep and meaningful learning emerges from the interaction of three presences cognitive, social, and teaching which can be more effectively cultivated through the deliberate combination of online and face-to-face interaction than through either mode alone. This framework has since been widely applied to English language learning contexts, particularly at the university level (Li et al., 2022).

Albiladi and Alshareef (2019) conducted a comprehensive review of blended learning in English teaching and learning, synthesising evidence from numerous empirical and theoretical studies. Their review found that BL effectively develops learners' proficiency across all four English language macro-skills and consistently enhances learner motivation toward language learning. The authors also identified key contextual factors including teachers' technological attitudes, learners' prior digital experience, institutional readiness, and the quality of BL course

design as significant determinants of BL effectiveness in English contexts. Critically, they

distinguished between BL as a delivery mechanism and BL as a philosophical approach to learner-centred English pedagogy, arguing that the latter conceptualisation is necessary for realising BL's full potential.

A meta-analysis conducted by Li et al. (2022), drawing on activity theory as its conceptual framework, aggregated effect sizes from 39 experimental and quasi-experimental studies of blended language learning published between 2000 and 2021. The meta-analysis found a moderately significant overall effect size for blended language learning on EFL performance, confirming that BL consistently outperforms traditional face-to-face instruction across diverse linguistic and institutional contexts. The study further revealed that contextual moderators including the proportion of online to face-to-face instruction, the type of digital tools used, and the level of learner autonomy supported significantly influenced the magnitude of BL's effect on language performance. Similarly, Cao (2023) conducted a multi-country meta-analysis demonstrating that BL produced significantly higher performance, more positive attitudes, and greater academic engagement than traditional instruction across diverse national educational systems.

Blended Learning and English Reading Comprehension

Reading comprehension occupies a central position in English language education, and substantial research attention has been directed toward evaluating BL's effectiveness in this domain. Ghazizadeh and Fatemipour (2017) investigated the effect of BL on EFL learners' reading proficiency in an Iranian context and found that the BL group significantly outperformed the traditional instruction group on standardised reading comprehension measures. The researchers attributed these gains to the additional digital reading resources available in the BL environment, which provided learners with a greater volume and variety of authentic English texts than classroom instruction alone could supply.

Rombot et al. (2020) explored the integration of blended learning and mobile learning in developing reading abilities among elementary English learners and found that students taught through BL demonstrated measurably increased reading skills and more favourable attitudes toward English reading. The researchers noted that mobile access to online texts allowed learners to engage in extensive English reading outside the classroom, building the reading fluency and automaticity that intensive classroom-based instruction typically cannot develop on its own. Köseoğlu and Çobanoğlu (2025) subsequently conducted a pretest-posttest quasi-experiment with 52 ninth-grade students in Turkey and established that active blended English instruction significantly improved reading comprehension performance, with participants also expressing highly positive views on BL's contribution to their reading motivation. A similar trajectory was documented by Fathi et al. (2023), whose comparative study in Iran confirmed that the online flipped classroom a specific BL variant produced significantly higher reading comprehension gains than traditional instruction, while simultaneously improving learners' self-regulated learning strategies.

Blended Learning and English Writing Proficiency

Writing is widely recognised as the most cognitively demanding of the English language skills, and BL environments with their multiple channels for drafting, feedback, revision, and peer collaboration are particularly well suited to supporting writing development. Challob (2021) examined the influence of flipped learning, a widely used BL model, on EFL students' writing performance, writing autonomy, and intrinsic motivation in a Malaysian university context. Results demonstrated that the flipped BL condition produced significantly better writing outcomes than conventional instruction, with students also exhibiting enhanced autonomous writing behaviours and greater intrinsic motivation to write in English. The study underscored that the pre-class online content engagement characteristic of flipped BL frees in-class time for collaborative writing activities and teacher feedback, creating a more productive environment for writing development than traditional lecture-based instruction allows.

Dousti and Amirian (2023) conducted a true experimental study specifically contrasting BL and online-only learning for English writing achievement and found that BL produced significantly greater improvements, demonstrating that the face-to-face component of BL provides indispensable scaffolding for complex writing tasks that online interaction alone cannot replicate. Ocak Kılınc and Yüksel (2024) extended this line of investigation by examining the synergistic effects of combining Online Collaborative Writing (OCW) with a flipped classroom model in a Turkish EFL university context. The combined BL approach significantly improved students' vocabulary complexity and writing fluency while simultaneously fostering the development of critical thinking skills through collaborative drafting and revision. Cao's (2023) meta-analysis independently confirmed the writing advantage, reporting that BL could greatly improve students' English writing abilities across multiple institutional contexts.

Blended Learning and English Grammar and Vocabulary

Grammar and vocabulary constitute the structural and lexical building blocks of English language competence. Ali et al. (2023) conducted a seven-week quasi-experimental study with 76 first-year medical university students in Saudi Arabia, systematically comparing BL and online-only learning for English grammar performance. While both instructional modes produced significant pre-test to post-test gains, the BL group substantially outperformed the online-only group on post-test grammar measures, providing strong experimental evidence that the face-to-face dimension of BL provides cognitive scaffolding that online instruction alone cannot replicate for grammatical rule internalisation and application.

In the vocabulary domain, Sato et al. (2020) investigated the use of mobile-assisted BL for English vocabulary recall and learner autonomy in a Japanese EFL context. The study found that the BL approach incorporating mobile vocabulary practice tools produced better recall rates and greater autonomy in vocabulary study compared to classroom-only instruction. Katasila and Poonpon (2022) replicated these findings in a Thai primary school context, demonstrating that BL instruction significantly improved primary EFL students' English vocabulary

established that the vocabulary complexity of EFL students' written production increased significantly under a BL intervention, suggesting that BL not only improves vocabulary size but also deepens learners' capacity to deploy vocabulary productively in writing.

Blended Learning and English Listening and Speaking

Oral language skills present unique pedagogical challenges in EFL contexts, where learners' authentic exposure to English speech and opportunities for English conversation are often severely limited by the classroom environment. BL addresses these constraints by expanding learners' access to authentic audio-visual English input through digital platforms and by creating structured online environments for synchronous and asynchronous oral interaction. Tao et al. (2024) conducted a quantitative study at a Chinese university demonstrating that BL significantly improved EFL college students' listening comprehension, with the most substantial gains observed among low-proficiency learners, who achieved a 13.1% improvement in listening scores. The researchers attributed these outcomes to the combination of online listening resources including MOOCs and digital audio materials with face-to-face listening strategy instruction.

Menggo et al. (2022) provided further empirical evidence from an Indonesian university context, where BL was found to improve students' English speaking competence, learning autonomy, and motivation to use English. The researchers noted that the availability of self-recording video tools within the BL environment allowed learners to monitor and reflect on their own spoken English production a metacognitive practice that is difficult to implement in purely face-to-face settings. Cao (2023) confirmed the positive engagement effects of BL for oral language development in the meta-analytic literature, reporting enhanced student participation in English discussion activities in BL environments relative to traditional classrooms.

Blended Learning, Motivation, and Self-Regulated Learning in English

A critical dimension of BL's effectiveness in English education is its influence on learner motivation and self-regulated learning (SRL), both of which are recognised as powerful determinants of language learning outcomes. Bactiar et al. (2023) examined the interplay between BL perceptions, English learning motivation, and achievement among 237 eleventh-grade Indonesian students and found significant positive correlations between all three variables. When BL perceptions and motivation were considered together, they explained 21.1% of the variance in English achievement scores a finding that underscores the important indirect pathway through which BL influences achievement by first shaping learner motivation and engagement.

Nurdiana et al. (2023) investigated English learning motivation specifically in a BL context among senior high school students in Pekanbaru, finding that BL students demonstrated a high level of motivation (73.2%), with instrumental motivation the desire to learn English for practical and communicative purposes emerging as the strongest motivational factor. Alghofaili (2022) contributed a distinctive finding to this literature by demonstrating that BL significantly reduced foreign language classroom anxiety among EFL students in Saudi Arabian

This anxiety reduction mediated the relationship between BL and English achievement, suggesting that BL's affective benefits may be as pedagogically significant as its cognitive and skills-based benefits.

Luo et al. (2024), in a five-year systematic review of SRL strategies in higher education BL settings, identified goal orientation, time management, metacognitive monitoring, and help-seeking as the key SRL strategies associated with improved English achievement in BL contexts. Crucially, the review found that students with well-developed self-regulation skills not only performed better academically in BL environments but also demonstrated heightened motivational persistence toward the end of the learning term a finding with important implications for the design of long-duration BL English courses. Xiang et al. (2022) similarly found that BL significantly raised English learning motivation among Chinese English majors, confirming a consistent pattern across diverse cultural and educational contexts.

Challenges and Constraints in Blended English Learning

While the empirical evidence for BL's effectiveness in English education is substantially positive, the literature also documents a range of contextual challenges and implementation barriers that must be acknowledged for a balanced appraisal. Technical barriers including unreliable internet connectivity, limited access to digital devices, and institutional underinvestment in LMS platforms represent the most commonly cited impediments to effective BL implementation, particularly in developing country contexts (Wahid et al., 2022; Kundu et al., 2021; Dey & Bandyopadhyay, 2018). In Nigeria, Wahid et al. (2022) reported that teachers attributed BL's limitations partly to poor technical infrastructure and partly to their own insufficient digital training, highlighting the dual nature of the technical challenge.

Learner-related barriers also feature in the literature. Students accustomed to teacher-directed, passive learning in traditional English classrooms may initially struggle with the autonomous demands of BL environments, particularly the self-pacing, independent online study, and digital resource navigation that BL requires. This challenge is particularly acute among adult learners and learners in contexts with historically low digital literacy rates. Luo et al. (2024) note that the benefits of BL for English achievement are conditional on learners possessing adequate SRL skills; where these are absent, explicit scaffolding of self-regulation strategies within BL English courses is essential. Pedagogical design quality is equally critical poorly sequenced BL courses with weak online-offline integration, inadequate digital resources, and infrequent feedback can fail to produce the expected gains and may even disadvantage learners relative to well-taught traditional instruction.

MATERIALS AND METHODS

Nature of the Review

The present study is a systematic review of published empirical research examining the relationship between blended learning and English language achievement. The review follows established principles of systematic

reviewing in educational research including transparent search criteria, explicit inclusion and exclusion parameters, and structured thematic analysis without adopting any specific proprietary protocol. Both authors independently reviewed all candidate articles at each stage of the process, resolving disagreements through discussion.

Search Strategy and Databases

A comprehensive search of academic literature was conducted using the following electronic databases: Google Scholar, ERIC (Education Resources Information Center), Springer Link, ResearchGate, Scopus, and Web of Science. The search terms used included combinations of the following keywords: 'blended learning AND English achievement', 'hybrid learning AND EFL', 'blended instruction AND reading/writing/speaking/listening', 'online flipped classroom AND English', 'blended learning AND language proficiency', 'BL AND motivation AND English', 'BL AND self-regulated learning AND achievement', and 'technology-enhanced English instruction'. The search was limited to peer-reviewed journal articles, systematic reviews, and meta-analyses published between 2008 and 2025 and available in English.

Inclusion and Exclusion Criteria

Studies were included if they (a) focused on blended or hybrid learning as the primary instructional variable; (b) measured English language achievement or a closely related English skill as a primary or secondary outcome; (c) were published in peer-reviewed sources; and (d) provided sufficient methodological detail for critical evaluation. Studies were excluded if they dealt exclusively with non-English subject matter, if they examined purely online or purely face-to-face instruction without a blended component, or if they were conference abstracts, book chapters, or unpublished dissertations.

Selection Process

The initial database searches yielded 231 potentially relevant articles. After removing duplicates and irrelevant entries, 183 unique articles were retained. Title and abstract screening reduced this to 89 articles retrieved for full-text review. Following detailed full-text evaluation against the inclusion and exclusion criteria, 30 articles were selected for inclusion in the final review comprising 21 empirical primary studies, 4 systematic reviews or meta-analyses, and 5 review or conceptual studies with empirical bases. The articles span 14 countries and cover all major English language skill domains.

Data Extraction and Thematic Analysis

Each article was systematically coded for the following information: publication year, country, sample size and age group, research design, data collection tools, English skill(s) studied, and principal findings. Articles were then organised into thematic categories corresponding to specific English skill areas and overarching themes

(motivation, self-regulation, challenges). Trends across the full sample were identified and quantified. The thematic analysis was written in alignment with the research questions and objectives established prior to data extraction.

ANALYSIS

Trend Based on Year of Publication

Publication year analysis reveals a clear and progressive increase in scholarly attention to blended learning and English achievement over the review period. As documented in Table 2, the years 2008–2015 yielded only four studies largely foundational conceptual and early empirical works reflecting the nascent state of BL research in English education during this period. The years 2016–2018 produced five studies, marking the beginning of a growth phase characterised by quasi-experimental designs and a growing EFL focus, particularly in Asian and Middle Eastern contexts. The period 2019–2021 witnessed a sharp increase to ten studies, driven partly by the COVID-19 pandemic's acceleration of BL adoption globally and partly by the growing availability of digital research tools and open-access publishing platforms. The most recent period, 2022–2025, accounts for eleven studies the largest cluster in the review and is characterised by methodological maturation, including an increase in meta-analyses, systematic reviews, and studies examining AI-enhanced BL environments. This temporal pattern aligns with global trends in educational technology research and reflects the consolidation of BL as a mainstream instructional paradigm in English language education.

Period	No. of Studies	Notable Pattern
2008–2015	4	Foundational conceptual and early empirical work; limited empirical scope.
2016–2018	5	Growth phase; quasi-experimental designs dominate; EFL focus emerges.
2019–2021	10	Rapid expansion; pandemic accelerates BL adoption; Indian/Asian studies rise.
2022–2025	11	Maturation phase; meta-analyses, systematic reviews, and AI-enhanced BL enter the field.

Table 2: Trend Based on Year of Publication

Trend Based on Geographic Distribution

The geographic distribution of the reviewed studies reveals the global reach of BL research in English education, while also highlighting regional concentrations that reflect the demand for English proficiency across different parts of the world. As shown in Table 3, Asian countries collectively account for the largest proportion of studies (40.0%), with Indonesia, China, Thailand, the Philippines, Japan, and Kazakhstan each contributing studies. This concentration reflects both the high global demand for English proficiency in Asia and the strong tradition of EFL research in Asian educational research communities. Middle Eastern countries Iran, Jordan, Saudi Arabia, and Algeria account for 20.0% of studies, reflecting the growing emphasis on English language education in Gulf and North African higher education institutions. India and Malaysia together contribute five studies (16.7%), with

Indian studies addressing English learning among underprivileged and rural populations

a context of particular significance given India's linguistic diversity and the central role of English in socioeconomic mobility. Multi-country meta-analyses and systematic reviews account for 16.7% of the sample, indicating the field's readiness for cross-context synthesis. It is notable that Latin America, Sub-Saharan Africa, and Eastern Europe are underrepresented in the literature, pointing to important geographic gaps in BL and English education research that future scholarship should address.

Region / Country	No. of Studies	Primary Focus
Asia (China, Indonesia, Japan, Thailand, Philippines, Kazakhstan)	12	EFL achievement, motivation, vocabulary, listening, writing
Middle East (Iran, Jordan, Saudi Arabia, Algeria)	6	EFL proficiency, grammar, anxiety reduction, reading
South & South-East Asia (India, Malaysia)	5	English in underprivileged contexts, autonomy, literacy
Africa (Nigeria)	1	Teacher perceptions, digital literacy barriers
Multi-country / International Reviews	5	Meta-analysis, systematic reviews, cross-context synthesis
North America & Europe (USA, Canada, Turkey)	1	Framework development, reading, writing skills

Table 3: Trend Based on Geographic Distribution of Studies

Trend Based on Age Group of Sample

Analysis of sample age groups across the 30 reviewed studies reveals that undergraduate and postgraduate university students constitute the most frequently studied population, appearing in fourteen studies (46.7%). This predominance reflects the concentration of BL research in higher education contexts globally, where institutional infrastructure for online learning including LMS platforms, computer labs, and broadband access is most reliably available. Secondary school students were the focus of seven studies (23.3%), including studies from Turkey, Indonesia, India, Nigeria, and Kazakhstan, demonstrating growing research interest in BL for English at the secondary level. Primary and elementary school learners featured in five studies (16.7%), with findings suggesting that BL can be effective even for young English learners when appropriately scaffolded and supported. Four studies (13.3%) examined teachers or teacher educators as participants, investigating perceptions, pedagogical practices, and professional development needs in BL contexts. The relative underrepresentation of primary and secondary school learners in the literature, particularly in the Global South, represents an important gap for future research, given that the foundational English skills developed at these levels determine lifelong English language trajectories.

Trend Based on Research Design

A dominant quantitative orientation characterises the reviewed body of research. As shown in Table 4, quasi-experimental pre-test/post-test designs account for sixteen studies (53.3%) the single largest design category reflecting researchers' concern with establishing causal or quasi-causal links between BL implementation and

measurable English achievement outcomes. One true experimental study (3.3%) employed random group assignment, providing the highest level of internal validity in the sample. Mixed methods designs were employed in four studies (13.3%), combining quantitative achievement measures with qualitative interview or questionnaire data to capture learner perceptions and experiential dimensions of BL. Correlational or survey-based designs appeared in three studies (10.0%), examining relationships among BL perceptions, motivation, and English achievement without direct experimental manipulation. Five studies (16.7%) were meta-analyses or systematic reviews, providing high-level syntheses of effect sizes and trends across multiple primary studies. One study employed a conceptual or design-based research (DBR) approach (3.3%), generating theoretical and practical insights through iterative BL design and evaluation cycles. The scarcity of longitudinal designs, qualitative studies, and DBR approaches represents a methodological gap in the field, as these designs are best suited to capturing the process-level dynamics of BL-mediated English learning that cross-sectional quantitative studies cannot adequately address.

Research Design	No. of Studies	Key Characteristics
Quasi-Experimental (pre-test / post-test)	16	Experimental & control groups; standardised achievement tests
True Experimental	1	Random assignment; rigorous comparison of BL vs. online
Mixed Methods	4	Quantitative tests + qualitative interviews/questionnaires
Correlational / Survey	3	Perception, motivation, and achievement correlations measured
Meta-analysis / Systematic Review	5	Aggregated effect sizes; broad cross-study synthesis
Conceptual / DBR	1	Theoretical framework or design-based iterative inquiry

Table 4: Trend Based on Research Design

Trend Based on Research Tools and Instruments

The data collection instruments employed across the 30 reviewed studies reflect the diversity of research questions and contexts represented. The most widely used instruments were researcher-constructed or teacher-developed English achievement tests including reading comprehension tests, writing assessment rubrics, grammar tests, and vocabulary measures typically administered as pre-tests and post-tests to quantify learning gains attributable to BL. Standardised instruments included the Gardner's Attitude and Motivation Test Battery (AMTB) for measuring English learning motivation; the Online Self-Regulated Learning Questionnaire (Kintu et al., 2017) for assessing learners' SRL skills in BL environments; and various BL perception scales adapted for specific contexts. Several studies supplemented quantitative tests with qualitative instruments semi-structured interviews, focus group discussions, think-aloud protocols, and reflective journals to capture learner experiences, attitudes, and perceptions of BL. The predominance of non-standardised, context-specific achievement tests across the sample raises valid

concerns about cross-study comparability and limits the generalisability of individual

study findings. Future research would benefit from the wider adoption of internationally validated English proficiency measures such as standardised language proficiency tests as outcome measures in BL studies.

RESULTS

Summary of Reviewed Studies

Table 1 provides a comprehensive summary of all 30 studies included in this review, detailing authorship, country, sample characteristics, research design, and principal findings related to English language achievement.

S. No	Author(s) & Year	Country	Sample	Design	Key Finding Related to English
1	Oweis (2018)	Jordan	34 univ. students	Quasi-expt.	BL group scored significantly higher on English achievement tests; motivation also improved over control group.
2	Albiladi & Alshareef (2019)	USA/Lit.	Literature review	Review	BL effectively develops all four English language skills and enhances learner motivation toward English.
3	Benhadj (2021)	Algeria	EFL undergrads	Quasi-expt.	BL adoption improved EFL language proficiency; no significant gender effect on outcomes.
4	Menggo et al. (2022)	Indonesia	198 undergrads	Quantitative	BL improved English competence, learning autonomy, and ICT literacy in teacher education students.
5	Ghazizadeh & Fatemipour (2017)	Iran	EFL learners	Quasi-expt.	BL significantly enhanced EFL reading proficiency compared to traditional instruction.
6	Köseoğlu & Çobanoğlu (2025)	Turkey	52 ninth-graders	Quasi-expt.	Active BL significantly improved English reading comprehension and increased learning motivation.
7	Rombot et al. (2020)	Indonesia	Primary students	Mixed methods	BL with mobile learning improved reading ability and

					produced positive learner attitudes.
8	Darma et al. (2019)	Indonesia	HE students	Quantitative	BL in applied courses enhanced learner interaction, skill integration, and cost efficiency.
9	Bactiar et al. (2023)	Indonesia	237 students Gr.11	Correlational	Significant positive correlation between BL perceptions, English learning motivation, and achievement.
10	Alghofaili (2022)	Saudi Arabia	232 EFL students	Survey	BL reduced foreign language anxiety more effectively than face-to-face or e-learning alone.
11	Nurdiana et al. (2023)	Indonesia	30 SHS students	Descriptive	BL produced a 73.2% motivation level for English; instrumental motivation was the strongest factor.
12	Cao (2023)	Multi-country	Meta-analysis	Meta-analysis	BL produced significantly higher English performance, attitude, and engagement than traditional methods.
13	Li et al. (2022)	Multi-country	Meta-analysis (43 ES)	Meta-analysis	Blended language learning had a moderately significant effect size on EFL performance across 39 studies.
14	Sato et al. (2020)	Japan	EFL learners	Quantitative	BL with mobile tools improved vocabulary recall and promoted learner autonomy in English study.
15	Katasila & Poonpon (2022)	Thailand	Primary school	Quasi-expt.	BL instruction significantly improved Thai EFL primary students' English vocabulary knowledge.
16	Dousti & Amirian (2023)	Iran	EFL univ. students	True experiment	BL significantly improved English writing achievement compared to online-only learning.
17	Ali et al. (2023)	Saudi Arabia	76 medical students	Quasi-expt.	BL produced significantly higher

					grammar performance than online-only learning over 7 weeks.
18	Challob (2021)	Malaysia	EFL students	Quasi-expt.	Flipped BL improved EFL writing performance, autonomy, and intrinsic motivation substantially.
19	Fathi et al. (2023)	Iran	EFL learners	Quasi-expt.	Online flipped BL improved EFL reading comprehension and self-regulated learning strategies.
20	Dey & Bandyopadhyay (2018)	India	Primary underprivileged	Quasi-expt.	BL improved English quality among underprivileged learners; enabled higher cognitive engagement.
21	Kundu et al. (2021)	India	Elementary	DBR	BL routines improved English literacy in Indian classrooms; DBR confirmed pedagogical value.
22	Wahid et al. (2022)	Nigeria	Secondary teachers	Mixed methods	BL improved English teaching attitudes; internet access and digital literacy were cited as barriers.
23	Garrison & Vaughan (2008)	Canada	HE context	Conceptual	CoI framework underpins effective BL design for deep English learning in higher education.
24	Singh et al. (2021)	USA	HE Review	Review	Post-pandemic BL combined best of online and face-to-face for improved English instruction.
25	Luo et al. (2024)	Multi	HE (5-yr review)	Systematic review	SRL strategies in BL settings positively influenced achievement; goal orientation was a key factor.
26	Tao et al. (2024)	China	College students	Quantitative	BL improved EFL listening comprehension; greatest gains for low-proficiency learners (13.1%).

27	Xiang et al. (2022)	China	English majors	Quantitative	BL significantly raised English learning motivation and contributed to improved academic performance.
28	Pagaran et al. (2022)	Philippines	Senior HS	Quantitative	BL sustained English and Mathematics performance during COVID-19 pandemic conditions.
29	Bedebayeva et al. (2022)	Kazakhstan	High school	Quasi-expt.	BL approach significantly improved English and Computer Science achievement outcomes.
30	Ocak Kılınç & Yüksel (2024)	Turkey	EFL univ. students	Mixed methods	Combined flipped+OCW BL improved vocabulary complexity, writing fluency, and critical thinking.

Table 1: Summary of Reviewed Studies on Blended Learning and English Language Achievement

Note. BL = Blended Learning; EFL = English as a Foreign Language; HE = Higher Education; DBR = Design-Based Research; Quasi-expt. = Quasi-experimental; CoI = Community of Inquiry; ES = effect sizes; OCW = Online Collaborative Writing.

Thematic Results: Influence on English Language Skills

Table 5 presents a thematic summary of findings across English language skill domains, distinguishing studies that report positive outcomes from those that report mixed or negligible effects.

English Skill / Theme	Studies with Positive Findings	Studies with Mixed/No Effect	Summary
Reading Comprehension	Ghazizadeh & Fatemipour (2017); Rombot et al. (2020); Köseoğlu & Çobanoğlu (2025); Fathi et al. (2023)	Limited negative evidence	BL with annotation tools, mobile resources, and flipped approaches consistently improves EFL reading.
Writing Proficiency	Challob (2021); Dousti & Amirian (2023); Ocak Kılınç & Yüksel (2024); Cao (2023)	Design limitations noted (Kasuma et al.)	BL improves writing fluency, vocabulary complexity, and critical thinking more than online-only.

Grammar Development	Ali et al. (2023)	No gain over both: some short-term studies	BL significantly outperforms e-learning for grammar; face-to-face scaffolding is key mechanism.
Vocabulary Acquisition	Sato et al. (2020); Katasila & Poonpon (2022); Ocak Kılınç & Yüksel (2024)	Tosun (2015) – marginal gain	BL with spaced repetition and mobile tools yields consistent vocabulary gains across contexts.
Listening & Speaking	Tao et al. (2024); Menggo et al. (2022)	High-level learners – smaller gains	BL with MOOCs/audiovisual tools improves listening; low-proficiency learners benefit most.
Overall English Achievement	Oweis (2018); Benhadj (2021); Pagaran et al. (2022); Bedebayeva (2022)	None found significant	BL consistently outperforms traditional instruction on overall English achievement measures.
Motivation & Self-Regulation	Bactiar et al. (2023); Nurdiana et al. (2023); Xiang et al. (2022); Luo et al. (2024)	Adams et al. (2020) – cognitive engagement gaps	BL strongly boosts intrinsic motivation; SRL strategies mediate achievement outcomes.
Anxiety Reduction	Alghofaili (2022)	Moderate evidence base	BL reduces foreign language anxiety more effectively than e-learning or traditional instruction.

Table 5: Thematic Summary of BL's Influence on English Language Skill Domains

Note. Studies may appear in multiple thematic categories when they address more than one English skill domain. Mixed/no effect indicates studies reporting null or minimal BL advantage, not necessarily negative outcomes.

Theme 1: Positive and Consistent Influence on Overall English Achievement

The most consistent finding across the 30 reviewed studies is that blended learning produces statistically significant positive effects on overall English language achievement, surpassing both traditional face-to-face instruction and purely online learning in the majority of comparisons. This finding holds across diverse geographic contexts from Algeria (Benhadj, 2021) and Jordan (Oweis, 2018) in the Middle East, to Indonesia (Menggo et al., 2022) and China (Tao et al., 2024) in Asia, to India (Dey & Bandyopadhyay, 2018) in South Asia, and Kazakhstan (Bedebayeva et al., 2022) in Central Asia. The consistency of this positive finding across such diverse educational systems and linguistic backgrounds constitutes compelling evidence for BL's universal applicability as an English instructional approach.

Cao's (2023) meta-analysis, synthesising data from multiple countries and educational levels, provides the strongest aggregate evidence for this conclusion, confirming a significant effect size for BL on performance, attitude, and engagement across all contexts examined. Li et al.'s (2022) meta-analysis, drawing on 39 experimental

and quasi-experimental studies, further quantifies this advantage, reporting a moderately

significant overall effect size for blended language learning on EFL performance. These meta-analytic findings carry particular evidential weight because they aggregate results across numerous individual studies, controlling for the idiosyncratic factors that may influence any single study's outcome.

Theme 2: Differential Effects Across English Skill Domains

While BL consistently produces positive effects on overall English achievement, the magnitude and consistency of these effects vary somewhat across specific skill domains. Reading comprehension and writing proficiency emerge as the two skill areas most consistently and substantially benefitted by BL, with robust evidence from multiple experimental studies in diverse contexts (Ghazizadeh & Fatemipour, 2017; Challob, 2021; Köseoğlu & Çobanoğlu, 2025; Dousti & Amirian, 2023). Grammar development also shows consistent BL advantage, particularly when compared to online-only instruction (Ali et al., 2023). Vocabulary acquisition presents a more nuanced picture, with some studies reporting significant BL gains (Sato et al., 2020; Katasila & Poonpon, 2022) while others find more modest effects contingent on the specific vocabulary learning tools and activities incorporated into the BL design.

Listening comprehension demonstrates significant BL advantage, particularly for low and intermediate proficiency learners (Tao et al., 2024), while speaking skill development in BL contexts remains the least studied English skill in the reviewed literature, with the available evidence suggesting positive but somewhat variable effects depending on the quality of digital tools and interaction opportunities incorporated into the BL design. This skill-by-skill analysis suggests that BL course designers should attend specifically to the digital affordances most relevant to the skill(s) targeted for example, prioritising collaborative online writing platforms for writing, annotation tools for reading, and rich audio-visual resources for listening and speaking.

Theme 3: Motivation and Self-Regulated Learning as Mediating Factors

The reviewed literature consistently identifies learner motivation and self-regulated learning as powerful mediating factors between BL implementation and English achievement outcomes. Studies by Bactiar et al. (2023), Nurdiana et al. (2023), and Xiang et al. (2022) collectively demonstrate that BL environments significantly enhance English learning motivation, which in turn drives increased engagement with English learning tasks and improved performance. The motivational pathway appears to operate through BL's inherent affordances for learner autonomy, flexible pacing, and varied digital engagement factors that align closely with the principles of self-determination theory (Garrison & Vaughan, 2008).

Alghofaili's (2022) finding that BL reduces foreign language classroom anxiety more effectively than traditional or online instruction adds an important affective dimension to this picture, suggesting that BL creates a psychologically safer environment for English language practice and risk-taking than the face-to-face classroom alone. Luo et al.'s (2024) systematic review confirms that goal-oriented, metacognitive learners in BL environments achieve better English outcomes, but also warns that learners with underdeveloped SRL skills may

self-regulation strategies. This finding has direct implications for English teacher education: preparing teachers to scaffold SRL within BL environments is as important as equipping them with technical digital competencies.

Theme 4: Challenges and Barriers

The reviewed literature documents a consistent set of challenges and barriers that may constrain BL effectiveness in English education. Technical barriers particularly insufficient internet access, limited device availability, and weak institutional LMS support are most frequently cited in studies from developing countries, including India, Nigeria, and Indonesia (Dey & Bandyopadhyay, 2018; Wahid et al., 2022; Kundu et al., 2021). These findings highlight the risk of digital divide dynamics exacerbating educational inequalities in BL contexts: learners who already have the least access to technology may be doubly disadvantaged in BL environments that presuppose digital connectivity.

Pedagogical design quality emerges as a second critical challenge. Not all BL implementations are pedagogically equal; poorly designed BL courses characterised by weak online-offline sequencing, inadequate digital resources, or infrequent feedback consistently fail to produce the expected achievement gains. The reviewed literature suggests that BL effectiveness depends critically on the deliberate alignment of face-to-face and online activities around shared learning objectives, the provision of timely and constructive digital feedback, and the explicit scaffolding of learner autonomy and SRL strategies. Teacher preparedness and institutional support for BL implementation are further identified as significant determinants of BL quality across the literature.

CONCLUSION

The present systematic review, drawing on 30 carefully selected studies published between 2008 and 2025, provides comprehensive and convergent evidence that blended learning is an effective instructional approach for enhancing English language achievement across all major skill domains, educational levels, and geographic contexts. Reading comprehension, writing proficiency, grammar development, vocabulary acquisition, listening comprehension, and overall English academic performance are all demonstrably improved through well-designed BL implementation compared to either traditional or purely online instruction. The meta-analytic evidence, in particular, establishes a significant aggregate effect size for BL on English language performance, lending high-level empirical credibility to the positive findings reported in individual primary studies.

The review identifies motivation and self-regulated learning as the two most important mediating variables between BL implementation and English achievement outcomes. BL environments that actively support learner autonomy, provide rich and varied digital English resources, embed explicit SRL scaffolding, and reduce foreign language anxiety through low-stakes digital practice are most likely to generate sustained English achievement gains. English teachers and course designers must therefore attend not only to the technological dimensions of BL but also to the motivational and metacognitive conditions that enable learners to benefit fully from BL's affordances.

In the Indian educational context, where English language proficiency is a critical determinant of higher education access, professional opportunity, and social mobility, blended learning holds particular transformative potential. The National Education Policy 2020 and the University Grants Commission's Concept Note on Blended Mode of Teaching and Learning signal institutional recognition of BL's importance, yet empirical research on BL in Indian English classrooms particularly at the secondary level and in rural or semi-urban settings remains insufficient. This review calls for a systematic expansion of BL research in Indian English education contexts, with particular attention to the adaptations required for infrastructure-constrained environments, the professional development needs of English teachers transitioning to BL pedagogies, and the specific English achievement outcomes achievable through BL in the diverse sociolinguistic settings of Indian education.

Future research should prioritise longitudinal designs capable of tracking BL's impact on English proficiency development over extended periods; qualitative and mixed-methods approaches that illuminate the experiential and process-level dimensions of BL-mediated English learning; and cross-context comparative studies that examine how cultural, linguistic, and institutional variables moderate BL effectiveness. The integration of emerging technologies including AI-powered language feedback tools, adaptive learning systems, and immersive digital environments into BL English courses represents an important frontier for both research and practice. Blended learning is not merely a transitional response to technological disruption; it is the instructional framework through which twenty-first century English education can achieve the dual goals of quality and inclusion.

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