



# Revolutionizing ESL Mastery: The Transformative Impact of Blended Learning on Language Proficiency in Selangor

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## Abstract

Nowadays blended learning, which mixes online instruction with traditional classroom instruction, is quickly becoming a crucial educational tool. This study investigates the effectiveness of blended learning in improving language proficiency among students learning English as a second language (ESL) in Selangor. By examining both language proficiency gains and student experiences, the study seeks to ascertain if blended learning can increase ESL students' language proficiency in Selangor. 110 students from various programs participated in the study, which included a variety of techniques to measure development. Language exams were administered both before and after a year of blended learning, and some students' experiences were explored through interviews. The outcomes demonstrated that following a year of blended learning, pupils' language proficiency increased dramatically. Students felt more involved, supported, and grateful for the blended learning approach's flexibility, according to interviews. On the other hand, technological difficulties underscored the necessity of dependable infrastructure and continuous assistance. This study shows that blended learning can successfully raise the language proficiency of ESL students in Selangor. It also offers educators and policymakers insightful information on how blended learning can raise student support and involvement. Although the results show promise, the study highlights how crucial robust technology support is. Future research should look into the long-term effects of blended learning as well as the role of certain digital tools in different educational contexts.

**Keywords:** Blended Learning, ESL Education, Language Proficiency, Teaching, ESL Students.

**Introduction**

Technology has transformed education in recent years by opening up new and creative ways to improve learning outcomes (Ali & Azamri, 2023). This evolution is best exemplified by blended learning, which combines traditional instruction with Internet resources. This strategy accommodates ESL students' diverse learning styles by combining face-to-face interaction with digital resources such as interactive modules and virtual classrooms. To help ESL students become more fluent in English, educational institutions in Selangor, Malaysia, which has a high level of cultural and linguistic diversity, are gradually adopting blended learning. By educating students for an interconnected world, these efforts support the goals of global education. This study explores the impact of blended learning on the language proficiency of ESL students in Selangor. It addresses theoretical frameworks, current data, and region-specific difficulties in order to improve region-specific teaching practices. Ultimately, this study aims to develop practical approaches to improve ESL teaching and promote language proficiency in Selangor, Malaysia.

**Literature Review**

Blended learning is a widely used but ambiguous term in education, integrating face-to-face and online instruction (Hrastinski, 2019). Definitions have evolved over time, with some researchers proposing more inclusive models that encompass various instructional methods and technologies (Zhang, 2021; Malik & Riasat, 2022). However, this broad interpretation has led to blended learning becoming an umbrella term, potentially diluting its meaning (Hrastinski, 2019). Cronje (2020), argues that current definitions lack theoretical grounding and proposes a new approach based on learning theory, emphasizing a blend of direct instruction and learning-by-doing. The COVID-19 pandemic has highlighted the importance of blended learning in education (Malik & Riasat, 2022). Given the diverse conceptualizations of blended learning, it is crucial for researchers and practitioners to clearly explain their interpretation of the term and consider using more descriptive alternatives (Hrastinski, 2019; Cronje, 2020).

**Theoretical Frameworks Supporting Blended Learning**

Malaysia's Ministry of Higher Education claimed in 2018 that future-proof talents and innovative pedagogies include heutagogy, which is a student-centered teaching and learning technique in which students independently select their learning (Blaschke & Hase, 2019; Bizami et al., 2022). Until recent times, heutagogical practices have been applied in not only social sciences disciplines, but also in nursing, medicine, as well as engineering (Mohammad et al., 2019; Snowden & Halsall, 2017). This is due to its adaptability towards lifelong learning and workplace settings that can be uncertain and unpredictable. In reference to Blaschke (2012), though heutagogy enables learning in a natural human condition, there is still a need to empower it with technology as it could enhance the retention of knowledge as learners are allowed to be proactive in gaining knowledge and understanding independently.

The incorporation of technology in higher education has been an ongoing process, transforming teaching and learning methods. Digital technologies like Big Data analytics, Internet of Things, Cloud Computing, and Artificial Intelligence are being adopted to improve service delivery and enhance educational experiences (Varma et al., 2021). These technologies offer benefits such as personalized learning, optimized resource use, and improved campus safety. However, the adoption of technology-integrated methods in higher

education remains controversial, with some viewing them as shallow or expensive, while others embrace them enthusiastically (Epure & Mihaes, 2017). Despite debates, technology has become increasingly common in higher education, helping students acquire maximum knowledge within limited resources and time (Bhowmik et al., 2024). The proliferation of online and distance learning degrees demonstrates the growing acceptance of digital education, offering wider access and revenue opportunities for institutions, albeit with potential changes to the traditional teacher-student relationship (Epure & Mihaes, 2017). Blended learning operates by combining online and face-to-face instruction to help educators achieve their pedagogical goals, as according to a study by Bowyer and Chambers (2017), integration of technology promotes independent learning through personal discoveries.

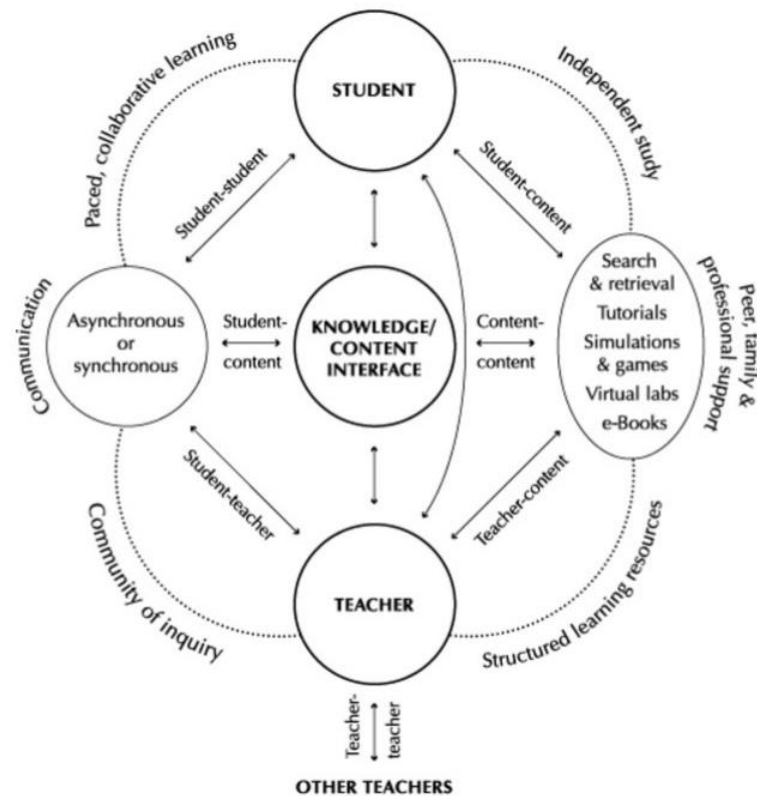


Figure 1: Blended learning environment, leveraging both independent and collaborative learning strategies model (Anderson, 2011, p. 61-62).

The figure above illustrates:

The two major human actors, learners and teachers, and their interactions with each other and with content. Learners can of course interact directly with content that they find in multiple formats, and especially on the Web; however, many choose to have their learning sequenced, directed, and evaluated with the assistance of a teacher. This interaction can take place within a community of inquiry, using a variety of Net-based synchronous and asynchronous activities. These environments are particularly rich, and allow for the learning of social skills, the collaborative learning of content, and the development of personal relationships among participants. However, the community binds learners in time, forcing regular sessions or at least group-paced learning (Anderson, 2011, p. 61-62).

**Blended Learning and Language Proficiency**

According to Benhadj (2021), Moroccan high school students' language proficiency improved as a result of using blended learning approaches when teaching them the English language. Students who received instruction via blended learning performed significantly better than those who received instruction solely in a face-to-face classroom. A number of comparable investigations were carried out, and nearly identical findings were published (Akut & Abejuela, 2020; Al Bataineh, Banikalef & Albashtaw, 2019; Hussein Al Noursi, 2020). Furthermore, Teng and Zeng (2022) stated that there is a noticeable short and long-term impact of blended learning on the enhancement of oral correctness. The participants in their study demonstrated improved accuracy in both pronunciation and grammar usage. Similarly, participants showed a discernible improvement in fluency as a result of blended learning, able to pronounce more meaningful syllables. Moreover, Zamri and Narasuman (2023), also mentioned that students' self-efficacy and proficiency in speaking, reading, writing, and listening were greatly enhanced by blended learning methods. However, Tongpoon-Patanasorn and White (2020) addressed the problem that blended learning has not been able to achieve its ideal application in English language learning. Due to the absence of professional training on blended learning for educators and teachers, the integration of English language learning and teaching theories with blended learning might be the cause of this failure. Therefore, educators and teachers need training to help them implement blended learning in English language instruction and assessment more successfully.

**Blended learning Challenges in educational institutions**

Blended learning, which combines face-to-face and online components, presents various challenges for students, teachers, and institutions. Students struggle with self-regulation, technological proficiency, and complexity of learning technologies (Rasheed et al., 2020). Teachers face difficulties in using technology for teaching, creating quality online content, and overcoming negative beliefs about technology use (Rasheed et al., 2020). Institutions grapple with providing suitable instructional technology, effective training support, and infrastructure (Wong et al., 2019). Additional challenges include large class sizes, inadequate technical support, and lack of collaboration (Alvarez, 2020). To address these issues, institutions need to assess overall technological proficiency levels of students and teachers, provide appropriate training and development programs, and ensure management support (Rasheed et al., 2020; Wong et al., 2019). Continuous faculty training, course improvement, and alignment with e-learning implementation guidelines are crucial for successful blended learning integration in higher education (Alvarez, 2020; Wong et al., 2019).

In the context of Selangor, Malaysia, where educational institutions are increasingly adopting blended learning approaches, understanding local dynamics, cultural contexts, and institutional readiness is essential. Studies specific to this region can provide insights into how blended learning can be effectively implemented to cater to the linguistic needs of ESL students in diverse educational settings.

**Methodology**

In this study, a mixed method approach combining both qualitative and quantitative data was used to investigate the impact of blended learning on the language proficiency of ESL students at Universiti Selangor over the course of one academic year. The study involved 110 students from different study programs who were randomly selected. Participants were assessed for

language proficiency before and after the study using English placement tests. Data collection began with a baseline assessment at the beginning of the academic year to determine initial language proficiency levels. Throughout the year, participants took part in blended learning activities developed by the English programs. Post-assessments were conducted at the end of the academic year to measure any improvements in language proficiency resulting from the blended learning activities. A quantitative technique is appropriate when the purpose of the research is to quantify data and generalize results from a sample to a population of interest (Idris et al., 2024). The quantitative data from these assessments was analysed using paired t-tests to compare pre- and post-assessment scores within each group, allowing for the measurement of any significant improvements in language skills. Additionally, twenty participants were randomly selected from 110 participants to be interviewed to gain their experiences and perceptions. Qualitative data was gathered through open-ended interviews to gain deeper insights into students' experiences and perceptions of blended learning (see Table 1). For quantitative data analysis, paired t-tests were conducted to compare pre- and post-assessment results. Meanwhile, inductive thematic analysis using 3-step coding of grounded theory was used to analyse the interview protocols. Ethical considerations included obtaining informed consent from participants, ensuring confidentiality of data, and emphasizing the voluntary nature of participation. This methodology aims to create a comprehensive understanding of how blended learning affects the language proficiency of ESL students at Universiti Selangor, providing valuable insights for educational practice and policy in the context of language educat

Table 1

*Open-ended Interview Questions*

No	Open-ended Interview Questions
1.	How do you feel about the balance between online and face-to-face components of your ESL course? Can you provide examples of what you find most engaging or least engaging?
2.	In what ways do online activities and resources contribute to your learning experience?
3.	How do you feel about the balance between online and face-to-face components of your ESL course? Can you provide examples of what you find most engaging or least engaging?
4.	In what ways do online activities and resources contribute to your learning experience?
5.	What challenges or difficulties have you encountered with the online components of your blended learning experience?
6.	How have these challenges affected your learning and language proficiency?
7.	How would you describe the support you receive from your teachers in the blended learning environment?
8.	Can you provide examples of how teacher feedback or support has influenced your language learning progress?
9.	What is your experience with the technology used in blended learning? Are there any issues or advantages you would like to highlight?
10.	How does technology enhance or hinder your learning experience?
11.	How has the flexibility of blended learning impacted your ability to manage your studies and personal life?
12.	In what ways has being able to access learning materials online affected your learning habits?

**Findings**

A paired samples t-test was conducted to compare the pretest and posttest scores of 110 ESL students. The results indicate a statistically significant improvement in ESL students' language proficiency after participating in blended learning interventions at Universiti Selangor. As shown in Table 2, the mean score on the pretest was 13.2636, which increased to 16.7818 on the posttest, demonstrating an increase in language skills across the measured domains (speaking, listening, reading, and writing). The t-test results with a significance level of 0.00 ( $p < 0.05$ ) indicate that the difference between the pretest and posttest scores is highly significant (see Table 3). This suggests that the blended learning approach implemented over the academic year effectively contributed to enhancing students' language proficiency.

Table 2

*Mean of Pretest and Posttest*

<b>One-Sample Statistics</b>				
	N	Mean	Std. Deviation	Std. Error Mean
PRETEST	110	13.2636	3.47118	.33096
POSTTEST	110	16.7818	3.47305	.33114

Table 3

*Paired Samples T-Test*

<b>One-Sample Test</b>					<b>95% Confidence Interval of the Difference</b>	
	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>	<b>Mean Difference</b>	<b>Lower</b>	<b>Upper</b>
<b>PRETEST</b>	40.08	109	.000	13.26364	12.6077	13.9196
<b>POSTTEST</b>	50.68	109	.000	16.78182	16.1255	17.4381

On the other hand, the qualitative data from interviews with students were analyzed using grounded theory, following a three-step coding process: open coding, axial coding, and selective coding. The analysis aimed to explore participants' experiences and perceptions of blended learning and its impact on ESL students' language proficiency. The findings reveal several key themes as shown in Table 4.

#### Theme 1: Student Engagement

The theme of student engagement in blended learning is illustrated by the positive impact of a well-balanced approach, engaging online features, and effective integration. The balanced approach refers to the effective integration of both online and face-to-face components in blended learning, which contributes to student engagement. As shown in excerpt 1, S45, highlighted that the balance between online activities and face-to-face classes is well-executed. This balance is crucial for maintaining student interest and motivation. Additionally, the incorporation of engaging online features, such as gamified exercises and interactive forums, plays a significant role in capturing students' interest and enhancing their involvement in the learning process. These features not only make learning enjoyable but also encourage students to actively participate and interact with the material. Ayra also appreciated how the combination of interactive online quizzes and in-person classes creates a dynamic learning environment. S30 has also noted the positive impact of this balance but emphasizes a personal preference for online components due to their ability to break the monotony of traditional classroom settings. This suggests that while face-to-face interactions are valuable, a well-balanced blend enhances overall engagement (see excerpt 2).

#### Theme 2: Technological Challenges

The theme of technological challenges in blended learning emerges prominently from student interviews, highlighting issues related to internet connectivity, platform usability, and technical support. As shown in excerpt 3, Asmanah (S71) discussed the significant impact of internet connectivity issues on her learning experience, noting frequent disruptions during video calls and difficulty accessing online resources. These interruptions hinder her participation in lessons and online discussions, adversely affecting her understanding and language practice. Saiful (S55) addressed platform usability concerns, describing the online learning platform as confusing and challenging to navigate. He cited difficulties in locating assignments and submitting work, leading to time wastage and missed deadlines, thereby impacting his language learning consistency and academic performance (see excerpt 4). Nadiah (S37) underscored the importance of immediate technical support, emphasizing delays in resolving issues such as assignment uploads and platform access. (see excerpt 5). These delays disrupt her workflow, affecting task completion and overall learning progress in

English. Collectively, these insights underscore the critical need for robust technological infrastructure and responsive support systems in blended learning environments to mitigate these challenges and ensure seamless learning experiences for students.

### Theme 3: Language Proficiency Improvement

The theme of language proficiency improvement in blended learning settings is highlighted through students' experiences, emphasizing advancements in speaking, listening, and writing skills (Ali & Shanmugam, 2023). As shown in excerpt 6, Suria (S3) noted that blended learning significantly enhanced her speaking skills through online discussion forums and video conferencing tools. These platforms offer regular speaking practice with peers and instructors, which has boosted her confidence and fluency despite some initial technical challenges. Hana (S91) reported considerable improvements in her listening comprehension, attributing this to the diverse online listening exercises and multimedia content (see excerpt 7). The ability to replay audio materials has helped her understand various accents and speech patterns, overcoming issues like faulty audio files. Khairul (S22) highlighted progress in his writing skills, facilitated by the detailed feedback on writing assignments submitted through the online platform. While he faced challenges with assignment submissions and platform navigation, the opportunity to revise his work based on feedback has been invaluable for his development (see excerpt 8). These experiences illustrate that despite some technical and usability challenges, blended learning provides effective tools and opportunities for students to enhance their language proficiency across different skill areas.

### Theme 4: Instructional Support

The theme of instructional support emerges strongly from the students' reflections on their experiences in the blended learning environment. As shown in excerpt 9, Husna (S83) highlighted the consistency and constructiveness of feedback received from teachers, emphasizing how detailed critiques on assignments and participation in discussions have been pivotal in refining her writing skills and building confidence. Alin (S95) underscored the supportive and encouraging nature of her teachers, particularly noting how positive feedback on speaking assignments has enhanced her comfort and engagement in both virtual and face-to-face interactions (see excerpt 10). Luqman (S11) pointed out the accessibility and responsiveness of his teachers, detailing how prompt clarifications and additional resources have helped him navigate complex grammar rules, resulting in significant improvements in his writing and overall language proficiency (see excerpt 11). These excerpts collectively illustrate that effective instructional support—characterized by timely, detailed, and encouraging feedback—is critical for the success of blended learning, significantly influencing students' language learning progress.

### Theme 5: Flexibility and Accessibility

The fifth theme, flexibility and accessibility highlighted the positive impact of blended learning on students' ability to manage their studies alongside personal commitments. As shown in excerpt 12, Aisya (S102) emphasizes how blended learning enables her to balance her academic responsibilities with part-time work and family obligations, as she can access materials and complete assignments online at her convenience. This flexibility allows her to study during evenings or weekends, reducing the feeling of being overwhelmed by coursework. Similarly, Badrul (S69) noted that the flexibility of blended learning has enhanced his time management skills, allowing him to set his own study schedule and access materials



as needed. This self-directed approach has increased his productivity and improved his understanding and retention of challenging topics. Zarina (S17) shared how access to online resources has transformed her study habits, enabling her to review lectures, revisit recorded classes, and engage with exercises at her own pace. This self-paced learning approach helps her grasp difficult concepts and engage more deeply with the content, leading to improved academic performance. Collectively, these excerpts illustrate how the flexibility and accessibility of blended learning foster effective study habits and improve students' ability to manage their educational and personal lives.

Table 4

*Interview Protocols Themes*

Theme	Theme Description	Codes	Example of Responses
Student Engagement	Blended learning significantly enhances student engagement through interactive and varied online activities.	<ul style="list-style-type: none"> <li>● Balanced Approach</li> <li>● Engaging Online Features</li> <li>● Effective Integration</li> </ul>	<p><u>Excerpt 1: S45, Ayra</u>            "I think the balance between online and face-to-face components is really well done. The online activities, like interactive quizzes and discussion forums, keep me engaged because they are dynamic and interactive. For instance, I really enjoy the gamified language exercises where I earn points and badges for completing tasks. On the other hand, the face-to-face classes are great for practicing speaking skills and getting immediate feedback. It feels like a perfect blend of theory and practice."</p> <p><u>Excerpt 2: S30, Farez</u>            "The online activities have definitely made the learning process more engaging. I particularly like the interactive language games and the online discussion boards where we can share ideas and ask questions. These platforms encourage me to be more active in my learning. In contrast, I sometimes find the face-to-face sessions a bit monotonous, especially when</p>

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			we're just going over grammar rules. Having a variety of online tasks helps break up the routine and makes learning more enjoyable."
Technological challenges	Students encountered several technological issues that hindered the learning process.	<ul style="list-style-type: none"> <li>● Internet Connectivity Issues</li> <li>● Platform Usability</li> <li>● Technical Difficulties</li> </ul>	<p><u>Excerpt 3: S71, Asmanah</u>                  "I often experience slow internet connections, especially during video calls or while accessing online resources. This leads to frequent disconnections and interruptions in my learning. It's frustrating because I sometimes miss out on important parts of the lesson or have trouble participating in online discussions, which affects my overall understanding and language practice"</p> <p><u>Excerpt 4: S55, Saiful</u>                  "The online learning platform can be quite confusing to navigate. I've had trouble finding certain assignments or understanding how to submit my work. This confusion wastes a lot of time and sometimes leads to missed deadlines, which affects my grades and my ability to practice language skills consistently"</p> <p><u>Excerpt 5: S37, Nadiah</u>                  "There isn't always immediate technical support available when I face issues with the online platform. When I encounter problems, such as trouble with uploading assignments or accessing certain features, it can take a while to get help. This delay impacts my ability to complete tasks on time and affects my</p>

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Language Proficiency Improvement	Blended learning positively impacts students' language proficiency, particularly in speaking, listening, and writing skills.	<ul style="list-style-type: none"> <li>● Enhanced Speaking Skills</li> <li>● Improved Listening Comprehension</li> <li>● Better Writing Skills</li> </ul>	<p>overall progress in learning English."</p> <p><u>Excerpt 6: S3, Suria</u>          "Blended learning has really helped me improve my speaking skills. The online discussion forums and video conferencing tools allow me to practice speaking with peers and instructors from the comfort of my home. Despite some initial technical glitches, the opportunity to engage in regular speaking practice has made a significant difference in my confidence and fluency."</p> <p><u>Excerpt 7: S91, Hana</u>          "The online listening exercises and multimedia content have been incredibly beneficial for my listening comprehension. Even though I faced issues with some audio files not playing properly, having access to diverse listening materials and being able to replay them as needed has greatly improved my ability to understand different accents and speech patterns."</p> <p><u>Excerpt 8: S22, Khairul</u>          "The writing assignments and feedback provided through the online platform have helped me enhance my writing skills. I've had the chance to receive detailed feedback on my essays and written tasks, which has been very valuable. While there were some challenges with submitting assignments and navigating the platform, the ability to review and revise my work based on feedback has contributed to my improvement."</p>
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Instructional Support	Effective instructional support from teachers is critical for the success of blended learning.	<ul style="list-style-type: none"><li>● Consistent and Constructive Feedback</li><li>● Encouragement and Motivation</li><li>● Accessible and Responsive Support</li></ul>	<p data-bbox="981 190 1406 235"><u>Excerpt 9: S83, Husna</u></p> <p data-bbox="981 235 1406 1086">"The support I receive from my teachers in the blended learning environment is incredibly consistent and constructive. Whenever I submit assignments or participate in online discussions, my teacher provides detailed feedback that highlights both my strengths and areas for improvement. For example, after a recent essay submission, my teacher pointed out how I could enhance my argument structure and provided examples of effective transitions. This feedback has been instrumental in helping me refine my writing skills and build my confidence."</p> <p data-bbox="981 1086 1406 1131"><u>Excerpt 10: S95, Alin</u></p> <p data-bbox="981 1131 1406 1870">"My teachers are very supportive and encouraging in the blended learning environment. They often acknowledge our efforts and motivate us to keep improving. I remember struggling with speaking assignments at first, but my teacher's positive feedback and encouragement to participate more in virtual discussions helped me become more comfortable. This support has significantly boosted my confidence in speaking English and has motivated me to engage more actively in both online and face-to-face sessions."</p> <p data-bbox="981 1870 1406 1915"><u>Excerpt 11: S11, Luqman</u></p> <p data-bbox="981 1915 1406 2020">"The support from my teachers is both accessible and responsive. They are quick to</p>
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answer questions and provide assistance when I face challenges. For instance, during a grammar module, I was confused about some complex rules, and my teacher promptly clarified my doubts via email and shared additional resources for practice. This immediate support helped me overcome my confusion and apply the grammar rules correctly, leading to noticeable improvements in my writing and overall language proficiency."

Flexibility and Accessibility	Blended learning offers greater flexibility and accessibility, allowing students to learn at their own pace.	<ul style="list-style-type: none"> <li>● Balanced Study and Personal Life</li> <li>● Improved Time Management</li> <li>● Enhanced Learning Habits</li> </ul>	<p><u>Excerpt 12: S102, Aisya</u>                      "Blended learning has significantly improved my ability to balance my studies with my personal life. Because I can access course materials and complete assignments online at any time, I can fit my studying around other responsibilities, like part-time work and family commitments. For instance, I often study in the evenings or on weekends when I'm less busy. This flexibility has allowed me to stay on top of my coursework without feeling overwhelmed."</p> <p><u>Excerpt 13: S69, Badrul</u>                      "The flexibility of blended learning has helped me develop better time management skills. Being able to set my own study schedule and access materials whenever I need them has made it easier to organize my time effectively. I can plan my study sessions around my other activities and responsibilities, which has</p>
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made me more productive. I've found that I can spend more focused time on challenging topics and review materials as needed, which has improved my understanding and retention."

Excerpt 14: S17, Zarina

"Access to online learning materials has transformed my study habits. I can review lecture notes, rewatch recorded classes, and practice exercises at my own pace, which has helped me grasp difficult concepts better. For example, if I didn't fully understand a topic covered in a live session, I can revisit the online resources and take my time to master it. This self-paced learning approach has allowed me to engage more deeply with the content and improve my academic performance."

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The discussion of these themes provides a comprehensive understanding of the multifaceted impact of blended learning on students in ESL classrooms. Student engagement is enhanced through a well-balanced integration of online and face-to-face learning, with interactive features that capture students' interest and motivate participation (Shanmugam et al., 2022). This balance is crucial in maintaining engagement and interest, as shown by students who appreciate the dynamic learning environment created by this blend. However, technological challenges present obstacles such as internet connectivity issues and platform usability problems, which can hinder student participation and learning consistency. These challenges emphasize the necessity of robust technological infrastructure and responsive support systems (Ali, 2021). Despite these challenges, blended learning significantly contributes to language proficiency improvement, offering students opportunities to advance in speaking, listening, and writing skills. Platforms that facilitate regular practice and provide detailed feedback are instrumental in this improvement, helping students overcome initial technical hurdles. Furthermore, instructional support is critical, with effective teacher feedback and encouragement playing a pivotal role in students' language development and confidence. Teachers' consistent and constructive feedback helps students refine their skills and engage more deeply with learning materials. Lastly, flexibility and accessibility of blended learning empower students to manage their academic and personal lives more effectively. The ability to access course materials at any time fosters self-directed learning and improves time management skills, allowing students to study at their own pace and balance other

commitments (Ali, 2021). Together, these themes illustrate the potential of blended learning to enhance language proficiency while highlighting areas that require attention for optimal implementation.

### Conclusion

In conclusion, the study highlights the transformative impact of blended learning on ESL students' language proficiency by integrating traditional and digital teaching methods. The five themes student engagement, technological challenges, language proficiency improvement, instructional support, and flexibility and accessibility—collectively illustrate how blended learning can enrich the educational experience. While student engagement is significantly enhanced through a balanced mix of interactive online and in-person activities, technological challenges remain a notable barrier, underscoring the need for better infrastructure and support. Despite these obstacles, students report notable improvements in their language skills, attributed to the effective use of online resources and teacher support. The flexibility of blended learning enables students to balance their academic pursuits with personal commitments, fostering independent learning and better time management. This study underscores the importance of addressing technological and support-related challenges to fully realize the benefits of blended learning, ultimately enhancing students' language proficiency and overall educational experience.

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