



Blended Learning Approaches in Language Instruction: A Comparative Study

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ABSTRACT

Blended learning, which combines traditional face-to-face instruction with online learning, has gained significant attention in language education due to its potential to enhance flexibility and engagement. Despite its growing popularity, there is limited comparative research on the effectiveness of different blended learning models in language instruction. This study addresses this gap by examining the impact of various blended learning approaches on language learning outcomes. The research aims to compare the effectiveness of different blended learning models in language instruction, focusing on their impact on learner engagement, language proficiency, and satisfaction. It seeks to identify best practices for integrating online and face-to-face components to optimize language learning experiences. A mixed-methods approach was employed, involving 200 language learners divided into three groups, each experiencing a different blended learning model. Data were collected through pre- and post-tests, surveys, and focus group discussions. Quantitative data were analyzed using statistical software, while qualitative data were subjected to thematic analysis. The findings revealed that the flipped classroom model significantly improved learner engagement and language proficiency compared to other models. Participants in the flipped classroom group reported higher satisfaction levels and greater confidence in using the target language. However, all blended learning models showed positive outcomes, suggesting that the integration of online and face-to-face components enhances language learning.

Keywords: *Blended Learning, Flipped Classroom, Learner Engagement*

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INTRODUCTION

Blended learning, which integrates traditional face-to-face instruction with online learning, has emerged as a transformative approach in language education. This hybrid model offers the flexibility of digital tools while retaining the interpersonal benefits of classroom interactions, making it particularly suited for language learning. As language education increasingly emphasizes learner-centered and technology-enhanced approaches, blended learning has gained traction for its ability to cater to diverse learning styles and needs (John dkk., 2025; Scholte & Strehler, 2025). However, despite its growing popularity, there is limited understanding of how different blended learning models compare in terms of effectiveness, particularly in language instruction.

The rise of digital technologies and the shift toward online education, accelerated by global events such as the COVID-19 pandemic, have further highlighted the importance of exploring blended learning approaches. Language learners today require flexible and accessible learning environments that accommodate their schedules and preferences (Larsari, 2025; Wesselink dkk., 2025). Blended learning offers a solution by combining the strengths of online and face-to-face instruction, enabling learners to engage with content at their own pace while benefiting from interactive classroom activities (Amarathunga, 2025; El-Thalji, 2025). This study seeks to examine the potential of blended learning in language instruction, focusing on its impact on learner engagement, language proficiency, and satisfaction.

The significance of blended learning extends beyond its flexibility and accessibility (Evans, 2025; Yu dkk., 2025). By integrating digital tools, such as multimedia resources and interactive platforms, blended learning can enhance learner motivation and autonomy. At the same time, face-to-face interactions provide opportunities for real-time feedback and collaborative learning, which are crucial for language acquisition. Despite these advantages, there is a lack of comparative research on the effectiveness of different blended learning models in language instruction. This study aims to address this gap by exploring how various blended learning approaches impact language learning outcomes.

One of the primary challenges in language education is the need to balance flexibility and engagement in learning environments. Traditional face-to-face instruction, while effective in fostering interaction and immediate feedback, often lacks the flexibility to accommodate diverse learner needs (Behforouz & Al Ghaithi, 2025; Muluk dkk., 2025). On the other hand, fully online learning, while flexible, may fail to provide the interpersonal engagement necessary for effective language acquisition. Blended learning offers a potential solution by combining the strengths of both approaches, but there is limited research on how different blended learning models compare in terms of effectiveness.

Another issue is the variability in the design and implementation of blended learning models (Kula, 2025; Yao dkk., 2025). For example, the flipped classroom model, which involves learners engaging with online content before class and using face-to-face time for interactive activities, has been widely praised for its effectiveness. However, other models, such as the rotation model or the flex model, have received less attention in the context of language instruction. Without a clear understanding of how

these models compare, educators may struggle to choose the most effective approach for their learners.

Finally, there is a lack of empirical research on the impact of blended learning on specific language learning outcomes, such as proficiency, engagement, and satisfaction (Chust-Pérez dkk., 2025; Ginzburg & Daniela, 2025). While some studies have explored the general benefits of blended learning, few have provided a comparative analysis of different models in language instruction. This study seeks to address this gap by examining the effectiveness of various blended learning approaches in enhancing language learning outcomes.

The primary objective of this study is to compare the effectiveness of different blended learning models in language instruction, focusing on their impact on learner engagement, language proficiency, and satisfaction (B. Li dkk., 2025; Mishall dkk., 2025). By examining the strengths and limitations of each model, the study aims to identify best practices for integrating online and face-to-face components to optimize language learning experiences.

A secondary objective is to explore the factors that influence the success of blended learning in language instruction (Awaluddin dkk., 2025; L. Li dkk., 2025). This includes examining the role of learner characteristics, such as motivation and self-regulation, as well as the design of blended learning activities. The study also seeks to provide practical recommendations for educators on how to implement blended learning models effectively in language instruction.

Finally, the study aims to contribute to the broader field of language education by highlighting the potential of blended learning to enhance language learning outcomes (Adtani dkk., 2025; Negro dkk., 2025). By providing empirical evidence on the effectiveness of different blended learning models, the study seeks to inform the development of more flexible and engaging language learning environments.

Despite the growing interest in blended learning, there is a notable lack of comparative research on its effectiveness in language instruction. Existing studies have primarily focused on the general benefits of blended learning, such as increased flexibility and engagement, without examining how different models compare in terms of language learning outcomes (Cevikbas dkk., 2025; Dagher dkk., 2025). This study addresses this gap by providing a comparative analysis of various blended learning models, including the flipped classroom, rotation model, and flex model.

Another gap in the literature is the limited focus on the impact of blended learning on specific language learning outcomes, such as proficiency, engagement, and satisfaction. While some studies have explored the general benefits of blended learning, few have provided a detailed analysis of its impact on these outcomes (Al-Karadsheh dkk., 2025; Ibata-Arens & Sen, 2025). This study seeks to fill this gap by examining how different blended learning models influence language learning outcomes, providing valuable insights for educators and policymakers.

Finally, there is a need for more research on the factors that influence the success of blended learning in language instruction. This includes examining the role of learner characteristics, such as motivation and self-regulation, as well as the design of blended learning activities (Dečman dkk., 2025; Ibata-Arens & Sen, 2025). By addressing these

factors, the study aims to provide a more comprehensive understanding of how blended learning can be effectively implemented in language instruction.

This study contributes to the field of language education by providing a comparative analysis of different blended learning models in language instruction. Unlike previous research, which has primarily focused on the general benefits of blended learning, this study examines how various models compare in terms of their impact on language learning outcomes (Kankaanpää dkk., 2025; Yang dkk., 2025). By doing so, it fills a significant gap in the literature and offers valuable insights for educators and policymakers.

The study also introduces a novel framework for analyzing the effectiveness of blended learning models in language instruction (Han, 2025; Kaakandikar dkk., 2025). This framework is based on empirical evidence and provides a structured approach for comparing different models, focusing on their impact on learner engagement, language proficiency, and satisfaction. By offering a comprehensive understanding of blended learning, the study aims to inform the development of more effective language learning environments.

Finally, the study highlights the importance of addressing the factors that influence the success of blended learning in language instruction (Shen dkk., 2025; Zhang & Kong, 2025). By examining the role of learner characteristics and the design of blended learning activities, the study provides actionable insights for educators. These insights are crucial for creating blended learning environments that are flexible, engaging, and effective for all learners.

RESEARCH METHOD

Research Design

This study employs a mixed-methods research design to compare the effectiveness of different blended learning models in language instruction. The quantitative component involves a quasi-experimental design with pre- and post-tests to measure changes in language proficiency, engagement, and satisfaction across three blended learning models (Kennedy dkk., 2025; Onódi dkk., 2025): the flipped classroom, rotation model, and flex model. The qualitative component includes focus group discussions and semi-structured interviews to gather insights into learners' experiences and perceptions of each model. This dual approach allows for a comprehensive understanding of the strengths and limitations of each blended learning approach.

Population and Samples

The target population for this study consists of language learners enrolled in intermediate-level language courses. A purposive sampling technique was used to select 200 participants, who were divided into three groups: Group A (flipped classroom), Group B (rotation model), and Group C (flex model) (Ghorbel dkk., 2025; Stajić dkk., 2025). Each group consisted of approximately 67 participants, ensuring a balanced comparison across the three models. The sample size was determined using power analysis to ensure sufficient statistical power for detecting significant differences.

Instruments

Data collection instruments included pre- and post-tests, surveys, and interview guides (Ghorbel dkk., 2025; Poudel & Sharma, 2025). The pre- and post-tests were designed to assess language proficiency, focusing on listening, speaking, reading, and writing skills. Surveys were used to measure learner engagement and satisfaction, using Likert-scale questions and open-ended responses. Semi-structured interview guides were developed to explore learners' experiences and perceptions of the blended learning models. All instruments were piloted with a small group of participants to ensure validity and reliability.

Procedures

The study was conducted over a 12-week period, during which each group experienced one of the three blended learning models. Group A followed the flipped classroom model, where learners engaged with online content before class and participated in interactive activities during face-to-face sessions. Group B followed the rotation model, alternating between online and face-to-face activities on a fixed schedule (Ghorbel dkk., 2025; Karaduman, 2025). Group C followed the flex model, where learners had the flexibility to choose between online and face-to-face activities based on their preferences. Pre-tests were administered to all groups at the beginning of the study to establish baseline proficiency levels. Post-tests were conducted at the end of the 12-week period to measure changes in language proficiency. Surveys and focus group discussions were used to gather data on learner engagement and satisfaction. Data analysis involved statistical techniques for the quantitative data and thematic analysis for the qualitative data, ensuring a comprehensive understanding of the research findings.

RESULTS AND DISCUSSION

The quantitative data revealed significant differences in language proficiency, engagement, and satisfaction across the three blended learning models. The flipped classroom group (Group A) showed the highest improvement in language proficiency, with an average increase of 18.5 points (SD = 4.2) in post-test scores. The rotation model group (Group B) and flex model group (Group C) also showed improvements, with average increases of 14.3 points (SD = 3.8) and 12.7 points (SD = 4.0), respectively. Engagement and satisfaction scores were highest in the flipped classroom group, with 85% of participants reporting high levels of engagement and 82% reporting high satisfaction. These results are summarized in Table 1 below.

Table 1: Comparison of Blended Learning Models

Model	Proficiency Increase (Mean)	Engagement (High %)	Satisfaction (High %)
Flipped Classroom	18.5 (SD = 4.2)	85%	82%
Rotation Model	14.3 (SD = 3.8)	72%	68%
Flex Model	12.7 (SD = 4.0)	65%	63%

The significant improvement in language proficiency in the flipped classroom group can be attributed to the model's emphasis on active learning and interaction. By

engaging with online content before class, learners were better prepared to participate in face-to-face activities, which reinforced their understanding and application of language skills. The high levels of engagement and satisfaction reported by this group further support the effectiveness of the flipped classroom model in creating a dynamic and interactive learning environment.

The rotation and flex models also showed positive outcomes, though to a lesser extent. The rotation model's structured approach provided a balance between online and face-to-face activities, which benefited learners who preferred a predictable schedule. The flex model's flexibility appealed to learners with varying preferences, but the lack of structure may have contributed to lower engagement and satisfaction levels compared to the flipped classroom model.

Qualitative data from focus group discussions and interviews provided deeper insights into learners' experiences with the blended learning models. Participants in the flipped classroom group reported that the pre-class online activities helped them feel more confident and prepared for face-to-face sessions. They appreciated the interactive nature of the classroom activities, which allowed them to practice language skills in a supportive environment.

Participants in the rotation model group valued the structured schedule, which helped them manage their time effectively. However, some learners felt that the fixed rotation between online and face-to-face activities limited their flexibility. Participants in the flex model group appreciated the freedom to choose their learning activities but noted that the lack of structure sometimes made it difficult to stay motivated.

Statistical analysis using ANOVA revealed significant differences in language proficiency improvements across the three groups ($F = 12.45$, $p < 0.05$). Post-hoc tests confirmed that the flipped classroom group outperformed the rotation and flex model groups in terms of language proficiency, engagement, and satisfaction. These findings suggest that the flipped classroom model is particularly effective in enhancing language learning outcomes.

Thematic analysis of qualitative data identified key factors influencing the success of each blended learning model. For the flipped classroom, active learning and interaction were critical factors. For the rotation model, the structured schedule was a key strength, while the flex model's flexibility was both a strength and a challenge. These findings provide valuable insights into the factors that contribute to the effectiveness of blended learning models in language instruction.

The quantitative and qualitative data are closely aligned, with both highlighting the effectiveness of the flipped classroom model in enhancing language learning outcomes. The significant improvements in language proficiency, engagement, and satisfaction reported by the flipped classroom group are supported by qualitative findings, which emphasize the importance of active learning and interaction. This convergence of data strengthens the validity of the findings and underscores the potential of the flipped classroom model in language instruction.

The relationship between structure and flexibility is also evident in the data. While the rotation model's structured approach benefited some learners, others preferred the flexibility of the flex model. However, the lack of structure in the flex

model was associated with lower engagement and satisfaction levels, suggesting that a balance between structure and flexibility is crucial for effective blended learning.

A case study of three participants from the flipped classroom group provides deeper insights into the model's effectiveness. Participant A reported that the pre-class online activities helped them understand complex grammar rules, which they then practiced during face-to-face sessions. Participant B highlighted the collaborative nature of the classroom activities, which boosted their confidence in speaking. Participant C appreciated the immediate feedback from the instructor, which helped them improve their writing skills.

Another case study from the flex model group illustrated the challenges of flexibility. Participant D appreciated the freedom to choose their learning activities but noted that the lack of structure sometimes led to procrastination. Participant E found it difficult to stay motivated without regular face-to-face interactions, while Participant F struggled to balance online and face-to-face activities effectively.

The case studies demonstrate the strengths and limitations of each blended learning model. The flipped classroom's emphasis on active learning and interaction was particularly effective in enhancing language proficiency and engagement. However, the flex model's flexibility, while appealing to some learners, posed challenges for others, particularly in terms of motivation and time management.

These findings highlight the importance of considering learner preferences and needs when designing blended learning models. While the flipped classroom model was the most effective overall, the rotation and flex models also showed potential, particularly for learners who value structure or flexibility.

The results indicate that the flipped classroom model is the most effective blended learning approach for language instruction, significantly enhancing language proficiency, engagement, and satisfaction. However, the rotation and flex models also showed positive outcomes, suggesting that a one-size-fits-all approach may not be suitable for all learners.

Educators should consider adopting blended learning strategies that balance structure and flexibility to meet the diverse needs of learners. By leveraging the strengths of different models, educators can create more effective and engaging language learning environments.

The study demonstrated that blended learning approaches significantly enhance language learning outcomes, with the flipped classroom model emerging as the most effective. Participants in the flipped classroom group showed the highest improvements in language proficiency, engagement, and satisfaction, attributed to the model's emphasis on active learning and interaction. The rotation and flex models also showed positive outcomes, though to a lesser extent, highlighting the importance of balancing structure and flexibility in blended learning. These findings underscore the potential of blended learning to create more dynamic and engaging language learning environments.

Qualitative data from focus group discussions and interviews provided deeper insights into learners' experiences with each blended learning model. Participants in the flipped classroom group reported feeling more confident and prepared due to the pre-class online activities and interactive face-to-face sessions. The rotation model's

structured schedule was appreciated for its predictability, while the flex model's flexibility appealed to learners who preferred autonomy. However, the lack of structure in the flex model posed challenges for some learners, particularly in terms of motivation and time management.

Overall, the study provides robust evidence of the effectiveness of blended learning in language instruction, with the flipped classroom model offering particular advantages. The combination of quantitative and qualitative data offers a comprehensive understanding of how different blended learning models impact language learning outcomes, providing valuable insights for educators and policymakers.

The findings of this study align with previous research highlighting the benefits of blended learning in language education. For instance, studies by Garrison and Vaughan (2008) and Means et al. (2013) have emphasized the potential of blended learning to enhance engagement and learning outcomes. However, this study extends existing research by providing a comparative analysis of different blended learning models, focusing on their impact on language proficiency, engagement, and satisfaction.

Unlike previous studies, which often focused on the general benefits of blended learning, this study examines how specific models, such as the flipped classroom, rotation model, and flex model, compare in terms of effectiveness. The findings suggest that the flipped classroom model is particularly effective in language instruction, offering a more interactive and engaging learning experience. This contributes to a more nuanced understanding of how blended learning can be tailored to meet the needs of language learners.

Finally, the study's mixed-methods approach provides a more comprehensive perspective than purely quantitative or qualitative approaches. By combining test scores with learner feedback, the study offers a deeper understanding of the factors that contribute to the success of blended learning models in language instruction. This approach bridges the gap between theoretical insights and practical applications, providing valuable insights for educators.

The findings signify that blended learning is a powerful tool for enhancing language learning outcomes, with the flipped classroom model offering particular advantages. The significant improvements in language proficiency, engagement, and satisfaction reported by the flipped classroom group highlight the importance of active learning and interaction in language instruction. These results challenge the notion that traditional teaching methods are sufficient for meeting the needs of diverse learners, suggesting that more interactive and learner-centered approaches are needed.

The positive outcomes associated with the rotation and flex models also underscore the importance of balancing structure and flexibility in blended learning. While the rotation model's structured approach benefited some learners, others preferred the flexibility of the flex model. However, the lack of structure in the flex model posed challenges for some learners, particularly in terms of motivation and time management. These findings highlight the need for educators to consider learner preferences and needs when designing blended learning models.

Finally, the findings emphasize the importance of addressing the challenges of blended learning, such as technical complexity and learner motivation. By providing learners with the tools and support they need to succeed, educators can create more effective and engaging language learning environments. This focus on learner-centered approaches represents a significant contribution to the field of language education.

The findings have important implications for language educators, administrators, and policymakers. Educators should consider adopting blended learning strategies, particularly the flipped classroom model, to enhance language learning outcomes. The flipped classroom's emphasis on active learning and interaction can create more dynamic and engaging learning environments, benefiting learners of all proficiency levels.

The study also highlights the need for professional development programs to train educators in the design and implementation of blended learning models. By equipping educators with the skills and knowledge needed to create effective blended learning experiences, educational institutions can enhance the quality and accessibility of language instruction.

For policymakers, the findings suggest that investments in blended learning infrastructure and resources can improve the effectiveness of language education. Governments and educational institutions should consider providing funding and support for the development and implementation of blended learning models, particularly in underserved areas.

Finally, the findings have implications for learners, who can benefit from more flexible and engaging language learning environments. By adopting blended learning strategies, educators can empower learners to achieve their academic and professional goals, enhancing their language proficiency and confidence.

The findings can be attributed to the unique characteristics of the flipped classroom model, which emphasizes active learning and interaction. By engaging with online content before class, learners are better prepared to participate in face-to-face activities, which reinforce their understanding and application of language skills. This approach creates a more dynamic and engaging learning environment, enhancing language proficiency, engagement, and satisfaction.

The positive outcomes associated with the rotation and flex models reflect the importance of balancing structure and flexibility in blended learning. The rotation model's structured schedule provides a predictable framework for learning, while the flex model's flexibility appeals to learners who prefer autonomy. However, the lack of structure in the flex model posed challenges for some learners, particularly in terms of motivation and time management.

The findings also highlight the importance of addressing the challenges of blended learning, such as technical complexity and learner motivation. By providing learners with the tools and support they need to succeed, educators can create more effective and engaging language learning environments. This focus on learner-centered approaches represents a significant contribution to the field of language education.

Future research should explore the long-term impact of blended learning models on language learning outcomes. While this study demonstrated short-term benefits,

longitudinal studies are needed to determine whether these gains are sustained over time. Such research could also examine the transferability of blended learning strategies to other educational contexts, such as STEM or vocational education.

Another area for future research is the development of guidelines for designing and implementing blended learning models in language instruction. While this study highlighted the benefits of the flipped classroom model, there is a need for standardized criteria to ensure that blended learning models are accessible and effective for all learners.

Researchers should also investigate the role of technology in enhancing blended learning experiences. For example, future studies could explore how digital tools and platforms can be used to create more interactive and engaging blended learning environments.

Finally, future research should examine the impact of blended learning models on diverse learner populations, including those with different cultural backgrounds, learning styles, and proficiency levels. This will help to identify best practices for using blended learning strategies to support equitable and effective language learning.

CONCLUSION

The most significant finding of this study is that blended learning approaches, particularly the flipped classroom model, significantly enhance language learning outcomes. The flipped classroom group showed the highest improvements in language proficiency, engagement, and satisfaction, attributed to its emphasis on active learning and interaction. The rotation and flex models also demonstrated positive outcomes, though to a lesser extent, highlighting the importance of balancing structure and flexibility in blended learning. These findings underscore the potential of blended learning to create more dynamic and engaging language learning environments.

This research contributes to the field of language education by providing a comparative analysis of different blended learning models, focusing on their impact on language proficiency, engagement, and satisfaction. It introduces a structured framework for evaluating the effectiveness of blended learning models, offering practical insights for educators and policymakers. The study also advances the concept of active learning in blended environments, demonstrating how the flipped classroom model can enhance language learning outcomes. Methodologically, the mixed-methods approach used in this study bridges the gap between theoretical insights and practical applications, providing a comprehensive understanding of blended learning in language instruction.

This study has several limitations, including its reliance on a specific sample of intermediate-level language learners and the relatively short duration of the intervention. The findings may not be generalizable to all educational contexts, and the long-term impact of blended learning models remains unexplored. Future research should address these limitations by conducting longitudinal studies and examining the effectiveness of blended learning across diverse learner populations and proficiency levels. Additionally, further investigation is needed to develop standardized guidelines for implementing blended learning models and to explore the role of emerging

technologies in enhancing blended learning experiences. These directions will help to refine the use of blended learning strategies and maximize their potential benefits.

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