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Impact of Blended Learning on the Speaking Skills of English as a Foreign Language (EFL) Learners at Sohar University

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ABSTRACT The research was conducted only on speaking skills, as language is primarily spoken; oral communication skills in the EFL classroom was the subject of study. The primary aim of this research was to measure the impact of Blended Learning on EFL students' oral communication skills. The study aims to highlight the impact of Blended Learning in EFL teaching and learning and to suggest ways and means to maximize student language acquisition. Although a lot of research has been carried out on EFL speaking skill, the role of Blended Learning has not been subjected to many studies. In the present study in Oman, the blend consisted of face-to-face teaching coupled with digital resources and the online Cambridge Learning Management System to enhance learning. The findings conclusively state that blended learning if implemented on a regular basis results in a definite and steady progress in the speaking skills of the students.

INTRODUCTION

The study on the impact of blended learning at Sohar University was conducted during the period 2013-2015. Hence, most of the review of literature pertains to the period preceding the research period. In Oman, the government schools teach only English as a foreign language but for the past few years both government and private schools teach English as a mandatory foreign language.

The development of the education system is seen as the key to advancement by the government of Oman, and English is considered an integral part of the education system. From 1998, after the Basic Education Reform was implemented in schools, all the students in Oman have to learn English as a compulsory subject during the twelve years of schooling, thereby, resulting in 1200 hours of English class for the students (Al-Lamki 2009).

The additional contact hours for English show the change in the attitude towards the teaching of English in Oman. English is now considered as imperative for the development of Oman as the country has to face the demands and challenges of the 21st century. This change signified that English teaching has been made a "strategic policy imperative" (Al-Jadidi 2009) for the country's Government as it tries to confront the daunting challenges posed by the global economy. Omani education system is broadly classified into Primary and Secondary, Tertiary and Post Graduate. General Foundation Program (GFP) is the largest academic area in any tertiary educational institution in Oman because it is only after the successful completion of the GFP that the students can move to diverse academic disciplines. The learning outcome standards for English of the General Foundation Programme are shown in Table 1.

Related Studies

Many studies in the field of EFL and ESL have emphasized the importance of spoken language, prioritizing it over acquiring the written language. Allan (2007) suggests that blended learning offers a positive environment to blend the best of different worlds in fabricating extensive schemes that are suitable to the specific needs in relation to time, space and technologies of a distinct group of students. Technology presents learners with a web of world-wide proportions

Al-Mansour and Al-Shorman (2012) conducted a research in which students totaling sixty were randomly selected and assigned to experimental and control groups. The experimental group used both online sources and traditional method,

Table 1: Oman academic standards for general foundation programmes

			Having successfully completed GFP English language a student will be able to satisfactorily:
Productive Skills	*Speaking*	a)	Actively participate in a discussion on a topic relevant to their studies by asking questions, agreeing/disagreeing, asking for clarification, sharing information, expressing and asking for opinions.
		b)	Paraphrase information (orally or in writing) from a written or spoken text or from graphically presented data.
		c)	Prepare and deliver a talk of at least 5 minutes. Use library resources in preparing the talk, speak clearly and confidently, make eye contact and use body language to support the delivery of ideas. Respond confidently to questions.
	Writing	d)	Write texts of a minimum of 250 words, showing control of layout, organisation, punctuation, spelling, sentence structure, grammar and vocabulary.
		e)	Produce a written report of a minimum of 500 words showing evidence of research, note-taking, review and revision of work, paraphrasing, summarising, use of quotations and use of references.
Receptive Skills	*Listening*	f)	Take notes and respond to questions about the topic, main ideas, details and opinions or arguments from an extended listening text (for example, lecture, news broadcast).
		g)	Follow spoken instructions in order to carry out a task with a number of stages.
		h)	Listen to a conversation between two or more speakers and be able to answer questions in relation to context, relationship between speakers, register (for example, formal or informal).
	Reading	i)	Read a one to two page text and identify the main idea(s) and extract specific information in a given period of time.
		j)	Read an extensive text broadly relevant to the student's area of study (minimum three pages) and respond to questions that require analytical skills, for example,prediction, deduction, inference.

Source: Author

whereas, the control group used only the traditional method. Data elicited from this study showed that students taught with the aid of online resources fared much better than those who were taught only through the traditi-onal approach.

While a number of researches have been carried out across the globe on the use of technology in ESL contexts, Blended Language learning which integrates technology into classroom learning and teaching is in its infancy, but recent research stipulates that if properly implemented, blended learning can significantly improve the learning experience. Blended learning as an amalgamation of face to face and technology assisted instructional forms and practices has been in the spotlight since 2006 (Friesen 2012). This is at par with most of the definitions advocated by researchers and ELT experts. Blended learning has revolutionalised English language learning and teaching and it has become a force to reckon with in the teaching of speaking skills to EFL students.

In a similar study, Bañados (2006) has attempted an experiment on implementing blended learning at a university in Chile. The study focuses on the benefits of blended learning on the students' language competence and also on the degree to which they were satisfied with this learning approach. Data elicited through administering tests and surveys involving 39 students, revealed that students' proficiency in speaking improved remarkably. It was also found that the students enjoyed the experience of learning the language through this approach.

Blended learning is considered to be more effective in learning as it is flexible and can be a combination of computer aided learning or online instruction and face-to-face instruction. (Oliver and Stallings 2014). Blended learning helps in English language acquisition by improving their learning ability using technology (Shaykina 2015). Literature review for this study was limited to recent studies at the time of this research. The literature reviewed for the purpose of this research

gave useful perspectives on how effectively blended learning could be applied to enhance language acquisition. Web-based learning activities are required as they motivate and kindle students' interest towards language learning, thereby maximizing language acquisition (Ginaya et al. 2018). Blended learning provides motivation as there is a freshness and contents online are innovative, different and interesting (Oweis 2018).

There has not been much study on the effects of Blended Learning on speaking skills in the context of the General Foundation Programme in the Sultanate of Oman. The advent of technology and Computer Assisted language Learning has transformed the way people learn languages. Today technology presents unlimited opportunities to people who wish to learn a foreign language without really moving to the place where the language is spoken or used. This study was propelled by a passion to improve the quality of English teaching and learning in the Sultanate of Oman using blended learning. The students who participated in this research have given very positive feedback, they were satisfied with this approach to language learning, and their performance in oral assessments after the application of blended learning method was better than expected.

Objectives

Nowadays, with the advent of computer and multimedia technology and the internet, the role of computers in teaching and learning has become an important factor. Computer and technology can positively affect EFL classrooms by allowing learners to learn in authentic situations. The aim was to investigate the implementation of Blended Learning, how it may revamp and refine teaching and learning. One of the main objectives of this study was to augment language learning and to improve the quality of teaching by the use of technologies, such as the use of computers, mobile devices and the internet.

METHODOLOGY

In the long history of technology based education, blended learning is the most recent approach to language learning. The most common definition of Blended Learning is that, it combines the power of digital and online learning with classroom face-to-face learning. The absence of direct teacher-student interaction in online learning is compensated in blended learning.

According to Lynch and Dembo (2004), Blended Learning is a distributed education that represents an eclectic blend of technologies and modalities to enable both synchronous (real time) and asynchronous (anytime) teacher-learner and learner-learner interactions in a single course or programme. Graham (2006) expounded Blended Learning as a combination of face-to-face instruction with web based technology. Blended Learning is not only concerned with technological aspects of learning, but also includes pedagogy. This recognises the interdependent nature of technology use and pedagogy and points to the need to integrate the 8 dimensions of BL in a suitable way to achieve an effective blend.

Some theoretical guidance in blending is offered in Sharpe et al. (2006) based on the 8 dimensions of blended learning. The authors identify three theoretical levels of blended lea-rning implementation. A low level of BL implementation can be achieved if first three dimensions are addressed. In this case the predomi-nantly traditional form of learning is 'modernised' by including modem ICT, parti-cularly internet-based technologies, in the traditional teaching practice. A medium level of BL implementation can be achieved if the next three dimensions are addressed too. This results in a form of learning where the learning experience is significantly changed by moving the learning process more to the learner's environment, encouraging them to play an active role as co-designers of the learning program, accompanied by less direct intervention from teachers. At a high level of BL implementation all 8 dimensions are addressed. This fundametally changes the learning experience when compared to traditional teaching, because the learners become equal partners in the management of their learning effort.

The three theoretical levels of BL implementation represent different levels of change. The more levels are addressed, the more profound will the change in a school be, and the change management literature suggests that it will also result in more potential for resistance (Clegg and Walsh 2004). The three-implementation levels depicted by Sharpe in his dimensions of Blended Learning are of course not the only possible levels, and other blends are possible subject to local conditions and requirements. This demonstrates the flexibility and opportunities found in BL as a

concept, but naturally, this additional degree of freedom in the theoretical model inevitably makes its successful implementation more challenging.

In the current research, the advantages of triangulation were appealing and were used on the data type level so that both quantitative and qualitative data could be clinched. Also, this means that there would be a triangulation on the level of the data collection tools (Miller and Brewer 2003), so that tools for quantitative and qualitative data would be appraised for their relevance. In particular the quantitative was gathered from students only and not teachers. This is due to the practical constraints of not being able to have access to a large number of students and they were the ones experiencing the blended learning process. Students were more open in an anonymous questionnaire rather than in an interview with a teacher. However, the main ideographic foundation for this research remains and the quantitative data would only be used to provide a context and richer understanding and not for homothetic purposes.

The experiment was conducted from September 2013 to July 2015, and data was collected from Sohar University General Foundation Programme. In this study, the methods of data collection that were used included pretest and posttest for the control and experimental groups, questionnaires, unstructured and semi-structured interviews, and observations. As random assignment was not feasible because of the setting, a quasi-experimental study was carried out. "In such circumstances, educational researchers may conduct a quasi-experimental design study, which would not involve randomization" (Shadish et al. 2002).

Data Collection Tools

A combination of methods was used that included qualitative and quantitative in order to triangulate the research design (Cohen et al. 2007), by using a multi-method system to gather data.

Quasi-experimental Design Pretest and Posttest

A pretest was conducted for both the control and experimental groups. The test results showed that there were no major differences between the control and experimental groups. The posttest scores were also collected and analysed.

The pretest and posttest were created based on the rubrics of IELTS examination. The marking criteria were also based on the IELTS band descriptors. Considering the level of the students, only the IELTS band descriptors from 0 to 5 were used for assessment (Table 2). The four aspects of speaking assessment were given a weightage of 5 marks each as shown in Table 3. Each of these four aspects was converted to 25 and then added together to get a total score of 100.

Questionnaire

The questionnaire is mostly used and considered an effective tool for the collection of required information, offering structured and mostly numerical data. It can be administered without the presence of the researcher and is often relatively straightforward to examine (Wilson and Mcclean 1994).

The questionnaire for this study was designed after a review of the literature to ensure its contents were relevant to the study. The questionnaire with 25 questions used in this study had a 5 point scale as shown in Table 4.

Interviews

Interviews are particularly useful as a method of data collection when the aim is to allow people to express their individual opinions or experiences at their ease and with spontaneity which a questionnaire can never do.

Semi-structured interviews and unstructured interviews were used in this study in order to have flexibility in asking questions according to the answer of the interviewees.

Observation

Observation is one of the prominent data collection tactics. Whenever, observation is selected as data collection method, there is always an option either to choose participant or non-participant observation technique. As one of the researcher was teaching during the experiment, he could get ample opportunities to observe students. Therefore, observation can be applied in order to produce qualitative or quantitative data under structured or unstructured patterns.

Observation can be adapted in blended learning environments to explore facilities and phy-sical environments as well as interactions from students and teachers. The use of direct observation enhanced the understanding of blended learning environments as well as contributed to understanding individual experiences of blended learning.

Table 2: IELTS band descriptors from 0 to 5

IELTS Speaking Band Description (modified to suit GFP Standards)				
Band	*Fluency and coherence*	*Lexical resource*	*Grammatical range and accuracy*	*Pronunciation*
5	* usually maintains flow of speech but uses repetition, self correction and /or slow speech to keep going * may over-use certain connectives and discourse markers * produces simple speech fluently, but more complex communication causes fluency problems	* manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility * attempts to use paraphrase but with mixed success	* produces basic sentence forms with reasonable accuracy. * uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems	* shows all positive features of Band 4 and some, but not all, of the positive features of Band 6
4	* cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction * links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence	* is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice * rarely attempts paraphrase	* produces basic sentence forms and some correct simple sentences but subordinate structures are rare * errors are frequent and may lead to misunderstanding	* uses a limited range of pronunciation features * attempts to control features but lapses are frequent * mispronunciations are frequent and cause some difficulty for the listener
3	* peaks with long pauses*has limited ability to link simple sentences * gives only simple responses and is frequently unable to convey basic message	* uses simple vocabulary to convey personal information * has insufficient vocabulary for less familiar topics	* attempts basic sentence forms but with limited success, or relies on apparently memorised utterances * makes numerous errors except in memorised expressions	* shows some of the features of Band 2 and some, but not all, of the positive features of Band 4
2	* pauses lengthily before most words * little communication possible	* only produces isolated words or memorised utterances	* cannot produce basic sentence forms	* speech is often unintelligible
1	* no communication possible*no ratable language			
0	* does not attend			

Source: Author

Table 3: Conversion of speaking scores

Aspect	*Score*	*Multiplied by 5*	
Fluency and Coherence	5	*5	25
Lexical Resource	5	*5	25
Grammatical range and Accuracy	5	*5	25
Pronunciation	5	*5	25
Total Score	25		100

Source: Author

Table 4: Likert scale used in the study

Assessment	*Strongly disagree*	*Disagree*	*Not sure*	*Agree*	*Strongly agree*
Score	1	2	3	4	5

Source: Author

Data Analysis

The data collected through pretest and posttest were analysed with SPSS statistic software.

The results are presented in tables. The data from questionnaires were analysed with Microsoft excel and the results are presented in graphs and charts. Content analysis was the procedure used for the qualitative data collected through interview and observation.

Population and Sample

This research was conducted with pretest posttest quasi-experimental design. 200 students from Sohar University General Foundation Programme participated in this study. There were 100 students each in the experimental category and the control category. Each of these two groups consisted of 4 classes with a class strength of 25 students each. The classes were single gender. There were 2 boys' classes and 2 girls' classes in each of the groups. The students in both the groups were administered a pretest and a posttest and their scores were recorded for analysis.

The Research Setting

This research was conducted in the General foundation programme at Sohar University. It is necessary to have an idea of the setting as one of the aims of this research is to improve the delivery of blended learning at Sohar University and other such institutions. The programme covers four components English, Math, Computing, and Study Skills. Eight main courses are delivered; three in English, three in Math and two in Computing. They are all offered on campus during the week days' timeframe. After the completion of this course the students can proceed to their majors in Engineering, English Language Studies, Business, Computing Information Technology, and Law, equipped with appropriate English language proficiency, Math and Computing literacy as well as acquiring academic study skills deemed essential for tertiary education.

In terms of technological facilities provided by SU, all teaching rooms, labs and theatres are equipped with computers, data-show and sound systems and internet access. This definitely enhances the teaching and learning quality and facilitates autonomous learning. The GFP is also making use of Outlook, e-register systems, the students' emails, and the Sohar University Learning Management System (SULMS) either for advising, communication,or learning purposes. Almost all students in Sohar University possess a smart phone and every student in the experimental group had a smart phone. The university also provides Wi-Fi facility for both students and staff. Therefore, the students could use the LMS and other application during breaks or in their free time at University. The Cambridge LMS Class Home gives the overview of the teacher's classes. It shows any recent activity on a selection of the tools.

Blended Learning in the GFP with Cambridge LMS

The Unlock Online Workbooks are delivered through the Cambridge Learning Management System (LMS). The Cambridge LMS provides tools, such as Forums, Blogs and Wikis, which help teachers to manage their classes and provide additional opportunities for communicative activities. The Cambridge LMS is accessed by students, teachers and the administrator. The teacher of a class gives the class code to the students of his class and then they join the class. The teacher can view and do all the activities that his students do. When a student completes an exercise, their progress is immediately visible on the LMS Content Tab. It also contains additional writing task or speaking task from the Teacher's book. Students can submit a written response to the task and/or can attach files containing documents, slideshow presentations, and audio to a maximum size of 5 MB. To view students' responses, the teacher can click on the 'Writing Task'/'Speaking Task' in the Content Tab.

The Gradebook gives information about each student's progress, scores and time spent on activities, as well as showing the progress of the class as a whole. This is one way, along with the reports, of collecting valuable data about students' activity. The Gradebook gives a clear visual representation of students' progress using tables, pie charts and bar charts. The Gradebook updates students' scores automatically as they work through the exercises; however, it is also possible for the teacher to add or change a score manually.

Teachers can view the progress and scores of the whole class on a particular exercise or group of exercises. They can also add comments next to a student's score and progress details.

Reports

Reports can be obtained using the information from the Gradebook. These reports can be accessed at any time and provide details of students'

progress. There are two types of information available, shown on the Cambridge LMS in a table format, which can then be printed as a spreadsheet:

Cambridge LMS Access Report

This report shows the teacher when each student last logged in, how many times in total they have logged in to the Cambridge LMS, and the total amount of time they have spent in the Cambridge LMS.

Student Performance Report

This report tells the teacher how the students are progressing at any given time. It also shows you their scores. Note that watching videos are included in the student's progress, but do not count towards their score.

RESULTS

The overall performance score of students in the speaking pretest and the posttest was compared.The overall scores were converted to 100 for the convenience of calculation. The researchers used SPSS 22 to analyze the data. In order to find out any pre-existing difference in achievement, the pretest scores were compared and revealed no statistical difference between the experimental classes and the control classes. The reason for this was the enrollment of students into different levels after conducting a placement test. It was only after this that the posttest was done. The descriptive statistics of control and experimental groups' performance on pretest is given in Table 5. It shows that the score means of control and experimental groups on pretest were not different from each other. In order to confirm that there is no significant difference between the control and experimental groups regarding their English proficiency, an independent sample t-test was performed (Table 6).

Table 5: Descriptive statistics of pretest

	N	*Minimum*	*Maximum*	*Mean*	*Standard deviation*
Control group pretest scores	100	12	32	21.76	6.037
Experimental group pretest scores	100	14	34	22.16	6.479

Source: Author

Table 6: Independent sample t-test of experimental and control group on pretest

t	*df*	*Sig. (2-tailed)*	*Mean difference*	*Standard error difference*
.226	48	.822	.400	1.771

Source: Author

The results showed that that there is no statistical significant difference between experimental and control group ($t_{2,48}=0.226$, $p>0.01$) in their performance on pretest. Thus, at the beginning of study, the two groups were similar in terms of their English proficiency. The scores of posttest were analyzed to find out whether blended had an effect on the achievement of students. The results of their performance are illustrated by descriptive statistics of Table 7.

Table 7: Descriptive statistics of posttest

	N	*Minimum*	*Maximum*	*Mean*	*Standard deviation*
Experimental group posttest scores	100	48	84	64.56	10.685
Control group posttest scores	100	38	76	53.92	7.582

Source: Author

The results showed that the means of experimental and control groups were different. In order to find out whether there was a significant difference between the control and experimental group in their performance on posttest, an independent sample t-test was performed.

The results in Table 8 show that that there is a statistically significant difference between experimental and control group ($t_{2,48} = 4.060$, $p<0.01$) in their performance in posttest.In order to determine the participants' achievement after they had received the treatments of study, an independent sample t-test was performed.

Table 8: Independent sample t-test of experimental and control group on posttest

t	*df*	*Sig. (2-tailed)*	*Mean difference*	*Standard error difference*
-4.060	48	.000	-10.640	2.620

Source: Author

The results, as is shown in Table 9, indicated that there is a statistically significant difference (t2, 48) = 17.437, p>.001) between the performance of experimental group before and after receiving treatment. In other words, the students English language proficiency improved as a result of blended learning.

Table 9: Independent sample t-test of the experimental group on posttest

t	*df*	*Sig. (2-tailed)*	*Mean difference*	*Standard error difference*
-17.437	48	.000	-42.800	2.45

Source: Author

As part of the triangulation method a student questionnaire was used to collect quantitative data to support the perspective gained from the quantitative data from the pretest and posttest analysed in this study. The aim was to examine and evaluate how effective Blended-Learning was from the point of view of students. Analysis was based on Microsoft Excel, and all questions/ items in the questionnaire were coded in an excel file and analysed. There were 100 students in the experimental group. These students were given a questionnaire containing 25 questions after the experiment in order to find out their experience of blended learning and their attitudes towards blended learning. In the questions on the impact of blended learning on their speaking skills, an overwhelming eighty five percent of students strongly agreed that blended learning helped in the improvement of their communication skills.

Similarly, 87.5 percent of the students agreed that BL has given them the confidence to speak in English. Therefore, the analysis of the students' responses clearly shows that students believed blended learning help them to learn better.

Questionnaire also addressed style and strategy. The students' responses show that they enjoy blended learning as it has much to offer than traditional learning. From Table 10, it can be concluded that blended learning accommodates the students' styles and language learning strategies. The student responses from the analysis of the questionnaires clearly illustrates students were quite optimistic towards blended learning which in turn supports the results of the quantitative analysis.

DISCUSSION

The analysis of the test results indicated that the experimental class outperformed the control class. Therefore, it is proven that the students belonging to the experimental group who used blended learning achieved significant progress, compared with that of the control group in the face-to-face traditional classroom teaching model. The hypothesis that the application of blended online instruction has any significant effect on Omani elementary EFL learners' level of language proficiency in speaking is proved. It should be noted that the students who attended the blended learning had the face-to-face component where they could practice speaking. These students had the advantage of being exposed to English through videos and audio and other online materials which were uploaded by teachers. This study also proves that computer assisted instructional approaches pave way for a significant improvement in language acquisition (Ngoc

Table 10: Learning styles and strategies

Learning styles and strategies	*SA*	*A*	*NS*	*DA*	*SDA*	*Mean*
I like BL activities such as games and quizzes in the LMS because they are interactive and motivating.	49	47	3	1	0	4.44
BL has made it possible for me to practice language without feeling shy or embarrassed.	45	36	10	8	1	4.16
I can learn from the LMS in my own style.	34	56	8	2	0	4.22
I find BL more interesting than face to face learning.	45	44	6	3	2	4.27
I am able to understand the lessons better when e-learning and face-to-face lessons are combined.	30	40	20	6	4	3.86
Blended learning helps me to be better prepared for the class.	33	34	16	12	5	3.78
I am more engaged and motivated to learn because of blended learning.	43	39	9	7	2	4.14

Source: Author

2017). The review presented suggests that blended learning helps in improving the speaking skills of the students. A recent study by Ginaya et al. (2018) reiterates that computer assisted learning enhances language learning. More studies are being carried out to show that there is a significant increase in oral communication of the students after implementing blended learning approach. A study conducted in China (Zhang and Zhu 2018) has also proved that a combination of online and traditional face-to-face learning is rapidly becoming an important approach to language teaching and learning. Benefits of blended learning include enriching the learning process and provide an environment which is conducive for language learning (Albiladi and Alshareef 2019). Many studies have shown that blended learning is a very reliable tool to improve the communication skills of the students especially in EFL contexts.

CONCLUSION

This research attempt was a pioneering study conducted in a GFP context in Oman. Educational institutions in Oman are slowly moving towards the blended way and this study further proves that blended learning if implemented on a regular basis, students can experience a remarkable progress in their use of the English language. This study highlights the effectiveness of blended learning for EFL learners in the GFP at Sohar University; it is applicable in other EFL contexts too. Blended learning could be implemented in other educational institutions such as schools and colleges in other developing countries such as India.

RECOMMENDATIONS

Computer and technology can exert a positive influence in EFL classrooms by allowing learners to learn in authentic situations. As computers are widely used in classrooms, English teachers must contemplate on facilitating language teaching and learning with the assistance of web based resources. This research investigated whether Blended Learning could impart students with a more potent method of learning the English language with the support of computers, mobile phones and the online resources. The outcome of this study could usher in a gratifying change in the mindset of educational administrators of Oman and teachers. This could steer the way for formulating efficacious teacher training programs and introduce constructive reforms in the curricula. The researchers recommend further study using this method to explore the effectiveness of blended learning in other skills.

LIMITATIONS

This research was conducted in Sohar University in the Sultanate of Oman. It was limited to General Foundation Programme students at Sohar University. The study was also limited to investigating the efficacy of Blended Learning in the development of speaking skills. It is advocated that a more large-scale sampling is deployed to endorse the current findings and also to provide a more accurate and deep understanding of the impact of blended learning across the three levels of General Foundation Programme. Future research could be done on the efficacy of Blended Learning on other skills. An entire research could be devoted to framing the curriculum for teaching English in schools and colleges using Blended Learning. This would definitely help the teaching community and the student community to a great extent.

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