



Research Article

Effect of Blended Learning Strategies on English Language Proficiency among Secondary School Students in Faskari Local Government Area, Katsina State

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Abstract. This study examined the effect of blended learning strategies on English language proficiency among secondary school students in Faskari Local Government Area, Katsina State. The research aimed to determine the influence of blended learning on overall English proficiency, its impact on specific language skills reading, writing, speaking, and listening and the differences between students taught using blended learning strategies and those exposed to traditional teaching methods. A descriptive survey research design was adopted, and a sample of 357 students was selected using stratified random sampling to ensure representativeness across schools. Data were collected through a structured questionnaire and a standardized English language proficiency test, validated by experts

and pilot-tested for reliability. Descriptive statistics and inferential analyses, including one-sample and independent samples t-tests, were employed to test the hypotheses at a 0.05 significance level. The findings revealed that blended learning strategies significantly improved students' overall English language proficiency and enhanced performance across all four language skills. Furthermore, students exposed to blended learning outperformed their counterparts taught through traditional methods. The study concludes that blended learning is an effective instructional approach for enhancing English language proficiency in secondary schools. Recommendations include integrating blended learning into the curriculum, providing ICT resources, and training teachers to implement blended strategies effectively.

Keywords: Blended learning, English proficiency, Language skills, Secondary education, Student Engagement

INTRODUCTION

The rapid advancement of digital technologies has continued to reshape educational practices globally, with significant implications for English language teaching and learning. In recent years, blended learning an instructional approach that integrates face-to-face classroom interaction with online and technology-mediated activities has gained considerable attention as an effective strategy for improving students' academic performance. Scholars have argued that blended learning creates a more flexible, interactive, and student-centered learning environment, enabling learners to engage actively with instructional materials and develop essential language skills. For instance, Graham (2023) emphasizes that blended learning enhances learners' autonomy and engagement, which are crucial for language acquisition, while Boelens et al. (2022) highlight its ability to support differentiated instruction and accommodate diverse learning needs. Blended learning can significantly improve English language proficiency, particularly in the areas of reading, writing, speaking, and listening. Studies by Li and Lalani (2022) and Xu et al. (2023) reveal that students exposed to blended learning environments perform better academically compared to those taught through traditional methods, due to increased access to digital resources and interactive learning platforms.

Similarly, research by Kintu, Zhu, and Kagambe (2022) found that blended learning positively influences students' motivation and academic achievement when effectively implemented. In the context of English as a Foreign Language (EFL), Albiladi and Alshareef (2023) report that blended learning improves learners' communicative competence and confidence, while promoting collaborative learning and critical thinking skills. Despite these advantages, the effectiveness of blended learning largely depends on factors such as availability of technological infrastructure, teachers' competence, and students' readiness to adapt to digital learning environments. In many developing regions, including parts of Nigeria, challenges such as inadequate ICT facilities, limited internet access, and insufficient teacher training continue to hinder the full implementation of blended learning strategies (Adebayo & Oke, 2023; Yusuf & Balogun, 2022). Specifically, in Faskari Local Government Area of Katsina State, secondary school students often rely on conventional teaching methods, which may not adequately support the development

of English language proficiency required for academic success and global competitiveness.

Cao and Phongsatha (2025) conducted an experimental study using an AI-driven blended learning platform and found that students exposed to blended instruction performed significantly better than those in traditional classroom settings. Their findings revealed that the integration of digital tools with face-to-face instruction enhances learners' engagement and promotes deeper understanding of language concepts. Similarly, Kusumastiti (2024) reported that blended learning environments improve students' comprehension and overall academic performance in English by providing flexible and interactive learning opportunities that support individualized learning. In addition to overall proficiency, several studies have shown that blended learning positively influences specific language skills such as reading, writing, speaking, and listening. Yang and Chano (2024), in a systematic review, found that students in blended learning environments demonstrated significant improvement across the four core language skills due to the use of multimodal instructional materials and continuous feedback. Likewise, Gong, Said, and Adnan (2025) observed that combining blended learning with task-based language teaching enhances speaking and writing skills while also improving vocabulary development and learner confidence. Furthermore, Zamri and Narasuman (2023) noted that blended learning fosters students' self-efficacy and active participation, which are essential for mastering language skills.

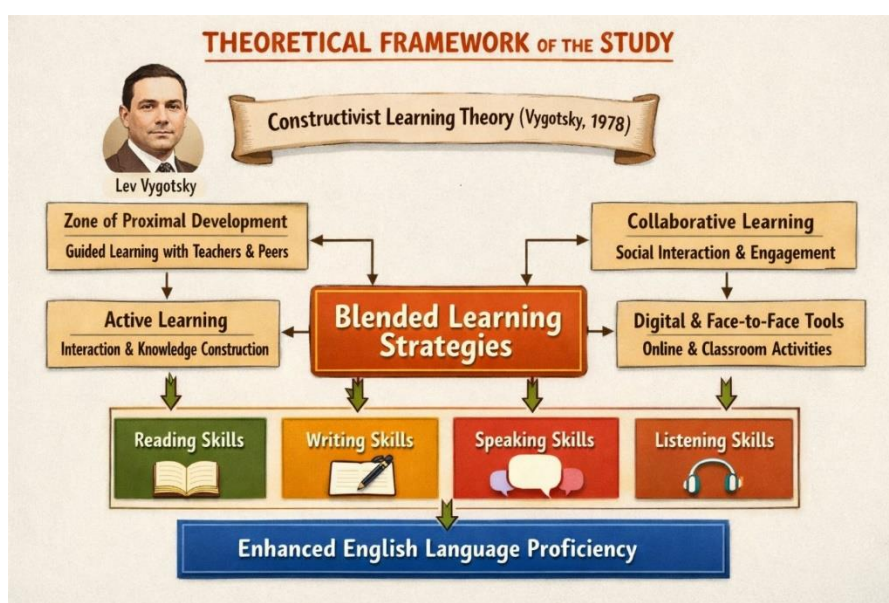
However, the differences between blended learning and traditional teaching methods. Rafique et al. (2026) found that students taught through blended learning approaches exhibited higher levels of motivation, engagement, and academic achievement than those taught using conventional methods. The study attributed this to the flexibility and interactive nature of blended learning, which allows students to learn at their own pace. Similarly, Irsyad and Rambe (2025) emphasized that while blended learning is more effective than traditional instruction, its success depends on proper implementation, including access to technological resources and teacher preparedness. In the same vein, Liu and Chano (2024) concluded that blended learning provides richer and more meaningful learning experiences than traditional classroom methods, leading to improved English language proficiency among learners. Consequently, Many secondary school students in Faskari LGA rely on traditional teaching methods, which may limit their English language development due to insufficient digital resources and teacher training. This highlights the need to explore how blended learning can improve overall proficiency and key language skills.

Theoretical Framework

Constructivist Learning Theory was adopted, the theory originally developed by Lev Vygotsky in 1978. The theory posits that learning is an active and social process in which learners construct knowledge through interaction with their environment and collaboration with others. Vygotsky introduced the concept of the Zone of Proximal Development (ZPD), which explains that learners can achieve higher levels of understanding when guided by more knowledgeable individuals such as teachers or peers. This perspective emphasizes learner-centered instruction, active

participation, and the use of supportive tools to enhance learning outcomes. The relevance of Constructivist Learning Theory in modern, technology enhanced learning environments. Schunk and DiBenedetto (2023) affirm that constructivist approaches promote deeper understanding and critical thinking by engaging learners in meaningful activities and collaborative learning processes. Similarly, Kivunja (2024) highlights that digital and blended learning environments align with constructivist principles by enabling interactive, student-centered learning experiences that enhance knowledge construction and retention. In the same vein, Alenezi (2023) reports that the integration of constructivist strategies in blended learning significantly improves students' engagement and academic achievement, particularly in language learning activities.

Finally, the Constructivist Learning Theory provides a strong foundation for understanding how blended learning strategies can enhance English language proficiency among secondary school students. Blended learning creates opportunities for students to interact with instructional content through both face-to-face and online platforms, thereby facilitating active learning, collaboration, and continuous feedback. Through this approach, students are able to develop essential language skills reading, writing, speaking, and listening by actively constructing knowledge rather than passively receiving information. Thus, the theory underpins this research by explaining how blended learning environments can effectively support improved English language proficiency in Faskari LGA, Katsina State.



The framework shows that Constructivist Learning Theory (Vygotsky, 1978) supports the use of blended learning strategies, where students learn through interaction, collaboration, and active participation. By combining online and face-to-face instruction, blended learning helps develop reading, writing, speaking, and listening skills, leading to improved English language proficiency.

Research Objectives

1. To examine the effect of blended learning strategies on students' overall English language proficiency in secondary schools in Faskari LGA.
2. To determine the influence of blended learning strategies on specific language skills (reading, writing, speaking, and listening) among secondary school students in Faskari LGA.
3. To assess the difference in English language proficiency between students taught using blended learning strategies and those taught using traditional teaching methods in Faskari LGA.

Research Questions

1. What is the effect of blended learning strategies on students' overall English language proficiency in secondary schools in Faskari LGA?
2. How do blended learning strategies influence students' reading, writing, speaking, and listening skills in English language?
3. What difference exists in English language proficiency between students taught using blended learning strategies and those taught using traditional methods?

Research Hypotheses

1. H_{01} : Blended learning strategies have no significant effect on students' overall English language proficiency in secondary schools in Faskari LGA.
2. H_{02} : Blended learning strategies have no significant influence on students' reading, writing, speaking, and listening skills in English language.
3. H_{03} : There is no significant difference in English language proficiency between students taught using blended learning strategies and those taught using traditional teaching methods.

Research Methodology

Descriptive survey research design was adopted to investigate the effect of blended learning strategies on English language proficiency among secondary school students in Faskari Local Government Area, Katsina State. The choice of this design was informed by its suitability for collecting detailed information from a relatively large population while enabling the researcher to analyze relationships between instructional approaches and student performance. The target population comprised all senior secondary school students in Faskari LGA, from which a sample of 357 students was selected using a stratified random sampling technique to ensure representation across schools and classes. Data were collected using a structured questionnaire and a standardized English language proficiency test developed to measure overall proficiency and specific skills in reading, writing, speaking, and listening. The instruments were subjected to content and face validity by expert judgment from English language educators and pilot-tested to establish reliability, achieving a Cronbach's alpha of 0.82 for the proficiency scale. Collected data were analyzed using one-sample t-tests and independent samples t-tests to test the hypotheses at a 0.05 significance level. Ethical considerations, including informed consent from students and school authorities, confidentiality, and voluntary

participation, were strictly observed to ensure the integrity and credibility of the study. This methodology enabled a comprehensive examination of the impact of blended learning strategies on students' English language proficiency.

Results

Table 1: One-Sample t-test on Overall English Language Proficiency
(Test value = 2.50 – neutral midpoint)

Variables	N	Mean	SD	t-value	df	Sig. (p)	Decision
Overall English Language Proficiency	356	3.18	0.74	16.45	355	0.000	Reject H_{01}

Table 1 revealed that blended learning strategies have a statistically significant effect on students' overall English language proficiency. The one-sample t-test showed that the mean score ($M = 3.18$, $SD = 0.74$) was significantly higher than the test value of 2.50, $t(355) = 16.45$, $p < .05$. This indicates that students exposed to blended learning strategies demonstrated a higher level of English language proficiency than the average expected level. Therefore, the null hypothesis (H_{01}), which states that blended learning strategies have no significant effect on students' overall English language proficiency, was rejected. This implies that blended learning is an effective instructional approach for enhancing students' overall performance in English language.

Table 2: One-Sample t-test on Language Skills
(Test value = 2.50 – neutral midpoint)

Variables	N	Mean	SD	t-value	df	Sig. (p)	Decision
Reading Skills	356	3.22	0.71	18.10	355	0.000	Reject H_{02}
Writing Skills	356	3.15	0.76	15.02	355	0.000	Reject H_{02}
Speaking Skills	356	3.10	0.79	13.85	355	0.000	Reject H_{02}
Listening Skills	356	3.25	0.70	19.20	355	0.000	Reject H_{02}

Table 2 showed that blended learning strategies have a significant influence on specific English language skills, including reading, writing, speaking, and listening. The analysis indicated that reading skills ($M = 3.22$, $SD = 0.71$), writing skills ($M = 3.15$, $SD = 0.76$), speaking skills ($M = 3.10$, $SD = 0.79$), and listening skills ($M = 3.25$, $SD = 0.70$) were all significantly higher than the test value of 2.50, with corresponding t-values of 18.10, 15.02, 13.85, and 19.20 respectively, all at $p < .05$. Based on these results, the null hypothesis (H_{02}) was rejected. This suggests that blended learning strategies positively and significantly enhance the development of all four core language skills among secondary school students.

Table 3: Independent Samples t-test on Teaching Methods

Group	N	Mean	SD	t-value	df	Sig. (p)	Decision
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Blended Learning	178	3.50	0.68					
Traditional Teaching Group	178	2.85	0.73	6.75	354	0.000	Reject H_{03}	

Table 3 indicated a statistically significant difference in English language proficiency between students taught using blended learning strategies and those taught using traditional teaching methods. The independent samples t-test revealed that students in the blended learning group ($M = 3.30$, $SD = 0.68$) performed significantly better than those in the traditional teaching group ($M = 2.85$, $SD = 0.73$), $t(354) = 6.75$, $p < .05$. Consequently, the null hypothesis (H_{03}) was rejected. This finding implies that blended learning strategies are more effective than conventional teaching methods in improving students' English language proficiency.

Discussion of Findings

The first finding of this study revealed that blended learning strategies have a significant effect on students' overall English language proficiency. The rejection of the first null hypothesis indicates that students exposed to blended learning performed better than expected in their overall language ability. This finding is consistent with the earlier empirical evidence presented in this study. For instance, Cao and Phongsatha (2025) found that students taught through blended learning environments demonstrated higher levels of language proficiency due to increased engagement and access to digital learning resources. Similarly, Kusumastiti (2024) reported that blended learning enhances students' comprehension and overall academic performance by providing flexible and interactive learning experiences. This agreement suggests that the integration of online and face-to-face instruction creates a supportive environment that promotes effective language learning.

The second finding revealed that blended learning strategies significantly influence students' reading, writing, speaking, and listening skills. The rejection of the null hypothesis implies that blended learning positively contributes to the development of core language skills. This finding aligns with the work of Yang and Chano (2024), who reported that blended learning improves all four language skills through the use of multimodal instructional materials and continuous feedback. In the same vein, Gong, Said, and Adnan (2025) observed that blended learning combined with task-based activities enhances speaking, writing, and vocabulary development, while also boosting learners' confidence. Furthermore, Zamri and Narasuman (2023) emphasized that blended learning fosters active participation and self-efficacy, which are critical for mastering language skills. The consistency of these findings underscores the effectiveness of blended learning as a comprehensive approach to language development.

The third findings related to the third hypothesis showed a significant difference between students taught using blended learning strategies and those taught using traditional teaching methods, with the blended learning group outperforming their counterparts. This result supports the superiority of blended learning over conventional instructional approaches. It corroborates the findings of Rafique et al. (2026), who reported that blended learning leads to higher student

motivation, engagement, and academic achievement compared to traditional methods. Similarly, Irsyad and Rambe (2025) noted that blended learning provides more flexible and personalized learning opportunities, which contribute to improved learning outcomes when properly implemented. In addition, Liu and Chano (2024) concluded that blended learning offers richer and more meaningful learning experiences than traditional classroom instruction. The agreement between the present findings and previous studies reinforces the view that blended learning is a more effective strategy for enhancing English language proficiency among secondary school students.

CONCLUSION

The study concluded that blended learning strategies significantly improve students' English language proficiency in secondary schools in Faskari LGA, Katsina State. The findings revealed that blended learning not only enhances overall language performance but also positively influences core skills such as reading, writing, speaking, and listening. Furthermore, students exposed to blended learning performed better than those taught using traditional teaching methods, indicating that blended learning is a more effective and innovative instructional approach for English language teaching.

Recommendations

1. Schools should integrate blended learning strategies into the English language curriculum to enhance students' proficiency.
2. Government and educational stakeholders should provide adequate ICT facilities and internet access to support effective implementation of blended learning.
3. Teachers should be trained regularly on the use of digital tools and blended learning techniques for effective instruction.
4. Students should be encouraged to actively participate in both online and face-to-face learning activities to improve their language skills.
5. Educational policymakers should develop supportive policies that promote the adoption of blended learning in secondary schools.

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