



THE IMPACT OF BLENDED LEARNING ON ENGLISH LANGUAGE TEST SCORES

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Abstract

This study explores the impact of blended learning on English language test scores, a crucial area of investigation given the increasing integration of technological tools in language education. As educational institutions adopt hybrid instructional models to enhance engagement, autonomy, and access to authentic language use, understanding their effectiveness in improving test performance is vital for refining pedagogical practices. While previous research indicates positive perceptions and skill development through blended learning, there is a notable research gap concerning specific correlations between blended instruction and formal assessment outcomes. The primary aim of this study is to examine how students perceive the influence of blended learning on their test performance and to identify how engagement with digital components affects their preparation and confidence. Employing an interpretive research design, the study involved 19 undergraduate students enrolled in an English for Academic Purposes (EAP) course at a university in Indonesia. Data were collected through semi-structured face-to-face interviews conducted over four weeks, with recordings transcribed verbatim. Thematic analysis was utilized to interpret the qualitative data, following an inductive approach that involved coding, categorization, and pattern recognition, complemented by peer debriefing and member checking to enhance validity. Key findings reveal that students perceive blended learning as facilitating test familiarity, reducing anxiety, and improving confidence through multimedia content and flexible study options. However, challenges such as overreliance on digital tools and lack of alignment between online materials and actual test demands were also identified. The study underscores the importance of pedagogically guided technology integration and the need for learners to develop self-regulation skills. The findings suggest that, when thoughtfully implemented, blended learning can positively influence English test outcomes, informing educators and curriculum designers to optimize digital integration for improved language assessment performance.

Keywords: Blended learning, English language assessment, test performance

INTRODUCTION

Blended learning has emerged as a prominent instructional model in English language education, combining face-to-face classroom interaction with technology-mediated instruction. This approach integrates the strengths of traditional pedagogy with the flexibility and interactivity of online platforms, offering learners more autonomy and varied pathways to language acquisition. As educational institutions respond to technological advancement and shifting student needs, blended learning has become a vital component of English Language Teaching (ELT), particularly in settings where digital tools can enhance engagement and access to authentic language use.

The growing presence of blended learning in ELT warrants systematic investigation, especially in relation to measurable learning outcomes such as test scores. Language tests often serve as a benchmark for proficiency and academic



achievement, influencing students' academic trajectories and institutional evaluations. Given the increasing reliance on blended approaches, understanding how these instructional models influence test performance is critical for refining teaching strategies and aligning instructional practices with learning objectives. The intersection between instructional modality and assessment outcomes deserves close attention, especially as more institutions incorporate technology into their curriculum design.

Recent studies have explored various dimensions of blended learning in ELT contexts. For example, Hidayatun et al. (2021) investigated students' attitudes toward blended instruction and found positive perceptions linked to engagement and autonomy. Similarly, Lestari (2022) reported improved academic performance in blended settings compared to traditional instruction. In another study, Liu and Lu (2024) highlighted how digital components in blended courses supported students' vocabulary and reading skills. While these findings underline the pedagogical promise of blended learning, most research has emphasized either learner perceptions or general performance outcomes, often through experimental or survey-based approaches. Comprehensive analyses that connect blended instruction to test results through in-depth data remain scarce.

Although recent research has provided meaningful insights into students' experiences and overall academic improvement, the specific relationship between blended learning and test outcomes in English language courses remains underexplored. While many studies have measured improvements in language skills, few have examined how blended instruction is perceived by learners in relation to their own test performance. Additionally, limited attention has been given to how learners interpret and respond to the integration of digital resources in ways that influence their preparation and approach to testing situations.

This study investigates how students perceive the influence of blended learning on their English test performance by exploring individual experiences, interpretations, and reflections on the learning process. Unlike previous studies that primarily focused on statistical performance data or general satisfaction, this research centers on how learners articulate their experiences within blended environments and how these experiences relate to their performance on formal assessments. The objective of this study is to explore (1) how students describe the impact of blended learning on their test performance, and (2) how their engagement with blended components affects their preparation strategies and confidence in testing contexts.

Engagement with blended learning does not occur in isolation from learners' perceptions of academic evaluation. Understanding how learners navigate blended environments, utilize digital tools, and reflect on their learning progress offers deeper insights into language development. This research provides nuanced perspectives on instructional practice, classroom engagement, and assessment readiness by drawing from student narratives and experiences. Such insights may

refine course design, inform teacher practice, and support curriculum adjustments tailored to learner needs and institutional goals.

This research contributes to the field of English Language Teaching by offering an in-depth understanding of how blended learning influences test performance from the learner's perspective. It contributes to ongoing discussions about the alignment between pedagogy and assessment and provides educators and curriculum designers with evidence-based insights to refine blended instruction in ways that enhance learning outcomes.

Research questions:

1. How do students describe the influence of blended learning on their English language test performance?
2. In what ways does engagement with blended learning components affect students' test preparation and confidence?

LITERATURE REVIEW

Blended Learning and English Test Performance

Blended learning, which integrates traditional face-to-face instruction with online components, has gained widespread recognition as a pedagogical approach that enhances educational experiences—particularly for students learning English as a Second Language (ESL). This hybrid model redefines instructional frameworks by promoting learner-centered methodologies that foster engagement, autonomy, and improved learning outcomes. Several studies have shown that students in blended learning environments often demonstrate higher levels of motivation, which positively correlates with their performance on English language assessments. For example, Chen (2022) found that tasks aligned with deliberate practice within blended frameworks increase student engagement and improve English proficiency through immediate feedback, a critical component in language learning.

Moreover, self-efficacy plays a pivotal role in determining the effectiveness of blended learning. Chen (2022) emphasized that students' beliefs in their capabilities influence their engagement and academic performance. Similarly, a meta-analysis by Cao (2023) and Teng and Zeng (2022) reported that higher levels of self-efficacy are associated with increased academic achievement. These psychological factors highlight the complex dynamics of blended learning environments, where students' perceptions of their abilities shape their engagement and mastery of English. The interaction between self-efficacy and blended instruction creates opportunities for students to practice language skills in innovative and personalized ways, ultimately leading to increased confidence and improved test performance.

Beyond motivational and psychological factors, the structural and pedagogical dimensions of blended learning contribute significantly to ESL

students' success. The integration of technology facilitates interactive and engaging experiences. For instance, multimedia resources—a key feature of blended learning—support language acquisition through multimodal input, enhancing comprehension and retention (Chang, 2023; Öcal, 2021; Zainon & Yamat, 2021). Research by Zainuddin et al. (2022) demonstrated that incorporating gamification and digital assessments alongside traditional instruction enhances student engagement and performance. This blended approach supports differentiated instruction, addressing the varied needs of ESL learners. As a result, students in blended settings consistently report higher satisfaction with their learning experience, which is essential for fostering positive attitudes toward language learning and success on standardized assessments.

The social interaction afforded by blended learning also plays a significant role in language acquisition. Collaborative learning tools—such as discussion forums, video conferencing, and peer feedback systems—allow students to practice language skills in authentic contexts, facilitating deeper learning and retention (Muratuly et al., 2024). The combination of online and in-person interaction fosters a supportive learning community that can reduce language anxiety. According to Low et al. (2023), students perceive the collaborative elements of blended learning as making difficult content more accessible and enjoyable, thereby improving academic performance. These structured interactions promote critical thinking and communication, skills essential to mastering English.

Blended learning further supports the development of reflective practices that enhance critical thinking. Through online assessments and self-reflective tasks, students are encouraged to monitor their understanding and learning strategies. This self-assessment process enables them to identify areas for improvement and tailor their learning accordingly. Ma and Lee (2021) noted that reflective practices in blended learning significantly contribute to deeper learning outcomes and improved test scores. This emphasis on autonomy prepares students not only for assessments but also for lifelong learning.

Importantly, the benefits of blended learning extend beyond test performance. The model supports the development of adaptability, communication, and problem-solving—skills essential for academic and professional success. Syarifudin et al. (2024) argued that the technological integration within blended learning fosters students' ability to adapt to varied learning contexts, preparing them for global challenges. In language education, this adaptability is vital, as learners must engage with diverse linguistic and cultural contexts. Therefore, blended learning not only supports English proficiency but also prepares students for global citizenship where communication and cultural competence are essential.

In conclusion, the relationship between blended learning and English language test performance is influenced by a combination of motivational, psychological, pedagogical, and social factors. As education continues to evolve in response to technological and pedagogical innovations, blended learning emerges

as a powerful approach to support ESL learners. Continued research in this area will help refine instructional practices to better meet learners' needs and enhance academic outcomes in language education.

Digital Instruction and Language Test Outcomes

The integration of digital technologies into language learning environments has demonstrated significant potential in enhancing language proficiency and learner engagement. As educational technology evolves, it introduces innovative tools and methodologies that reshape traditional instruction and assessment practices. These transformations are particularly impactful in standardized language testing, where digital platforms support adaptive learning, personalized feedback, and streamlined administration.

Technologies such as artificial intelligence (AI) chatbots and computer-assisted language learning (CALL) systems have revolutionized instructional delivery by providing tailored learning experiences. According to Yin and Hanif (2024), the ELTC Framework—which includes a dynamic chatbot environment—significantly boosts learner engagement in standardized English proficiency tests. Their findings underscore technology's role in promoting autonomy and increasing motivation for mastering English. Similarly, Martínez-Carrasco and Chabert (2023) highlighted the benefits of automated corrective feedback in enhancing writing proficiency among English as a Foreign Language (EFL) learners, offering real-time evaluation that accelerates progress.

The growing emphasis on interactive multimedia and mobile learning also contributes to student motivation. Izadpanah (2024) emphasized the effectiveness of multimedia tools in sustaining learner interest. Alahmadi (2024) found that digital reading progress platforms improved both reading comprehension and engagement among Saudi L2 learners. Likewise, Muzaffar and Qadeer (2022) reported substantial gains in writing skills when EFL instruction incorporated technology, highlighting its role in creating positive and effective learning environments.

Mobile technology further supports a learner-centered approach by offering flexible language practice opportunities. Fu et al. (2023) explored the integration of TESOL methodologies with digital tools, emphasizing the socio-cultural value of online interaction in language education. Mobile applications like Elsa Speak also exemplify how learners can engage in skill development outside the classroom (Elsani et al., 2023). These developments align with pedagogical trends that prioritize personalized, context-sensitive learning experiences (Widodo, 2022).

The digital transition brought about by the COVID-19 pandemic prompted educators to reassess instructional strategies. İpek and Ustunbas (2021) noted both opportunities and challenges in the pivot to blended and online platforms. This shift required instructional adaptability, which is essential for sustaining learner

motivation. For instance, Kahar (2023) found that integrating tools such as Edmodo significantly enhanced intrinsic motivation in EFL settings.

The success of educational technology depends not only on the availability of tools but also on pedagogical design. Habibi et al. (2022) highlighted that project-based learning, when combined with digital platforms, can produce meaningful outcomes, even amid disruptions like school closures. Likewise, Izadpanah (2024) reported that smart technologies consistently improve academic performance and learner engagement, particularly among elementary-level English learners. These findings suggest that the thoughtful integration of technology fosters favorable and effective learning environments.

Educator preparedness also plays a critical role. Al-Zeebaree and Ameen (2024) noted that AI tools can transform instructional methodologies and enhance linguistic capabilities when teachers are digitally literate. Similarly, Ramadhona et al. (2022) observed that platforms like Quipper School are well-received by students, leading to more meaningful learning interactions. Nonetheless, challenges persist—such as unequal access and limited digital competence among teachers (Sari & Abrar, 2024).

Collaborative digital platforms have also proven effective in language learning. Çiçek and Savaş (2023) examined online collaborative writing and found that community-oriented practices promote interaction, language development, and collaborative skills. Likewise, the use of Instagram in English for Specific Purposes (ESP) contexts has been shown to enhance writing abilities and engagement (Nugroho & Rahmawati, 2020).

To avoid overly technocentric views, educators must align technological tools with sound pedagogical practices. Gkrimpizi et al. (2023) argued for a balanced understanding of the interplay between context, learner needs, and instructional design. As Wei (2022) emphasized, ongoing research is needed to navigate the complexities of effective technology use in language learning and assessment.

In addition, the integration of higher-order thinking skills (HOTS) within language instruction is increasingly recognized as essential. Widodo (2022) advocated for digital tools that support both cognitive development and language acquisition. Gamified learning, in particular, has been shown to enhance problem-solving and analytical thinking in language contexts (Pham & Nguyen, 2024).

In summary, educational technology plays a transformative role in language learning by enhancing engagement, enabling personalized instruction, and improving academic outcomes. The evidence supports a multifaceted approach that considers both technological and pedagogical innovation. As the landscape of language education continues to evolve, collaboration among educators, technologists, and researchers is essential to fully realize the benefits of digital tools in fostering language proficiency and effective assessment across diverse contexts.

METHOD

Research Design

This study adopted an interpretive research design to explore learners' experiences with blended learning and its perceived impact on their English language test performance. The design focused on capturing students' individual perspectives, reflections, and insights into how engagement with blended components influenced their test preparation and confidence. Emphasis was placed on understanding subjective meanings, drawing rich descriptions from the participants to gain a deeper understanding of their learning contexts and academic experiences within blended environments. The research design was aligned with the goal of providing a nuanced, experience-based understanding of learning phenomena rather than measuring causal effects.

Participants

The study involved 19 undergraduate students enrolled in an English for Academic Purposes (EAP) course at a public university in Indonesia. All participants had completed at least one semester of blended learning instruction that combined in-person lectures with online modules, multimedia assignments, and digital discussion forums. Participants were selected through purposive sampling to ensure they had adequate exposure to blended learning environments and were able to reflect meaningfully on their experiences. The sample included students from various academic backgrounds, representing diverse levels of English proficiency and learning engagement, which enriched the dataset with a broad range of responses.

Instruments

To obtain comprehensive data, a semi-structured interview guide was developed as the primary research instrument. The interview questions were designed to elicit detailed accounts of the students' experiences with blended learning, focusing on perceived impacts on test performance, preparation strategies, and academic confidence. Open-ended questions allowed for flexibility and depth, enabling participants to elaborate on specific learning episodes, digital tool usage, and emotional responses related to test situations. The guide was piloted with two students not included in the main study to ensure clarity and appropriateness of the questions.

Data Collection

Data were collected over a four-week period through individual, face-to-face interviews conducted in a quiet, neutral setting on campus. Each interview lasted approximately 30 to 45 minutes and was conducted in English, with occasional code-switching to ensure participant comfort and clarity of expression. All interviews were audio-recorded with participants' consent and later transcribed

verbatim for analysis. Ethical approval was obtained prior to data collection, and participants were briefed about the study's purpose, anonymity, and their right to withdraw at any time without consequence.

Data Analysis

Thematic analysis was employed to interpret the transcribed data. Analysis followed an inductive approach, beginning with initial coding of meaningful units related to students' descriptions of their blended learning experiences. Codes were grouped into categories, which were then organized into themes that addressed the research questions. Patterns related to perceptions of test performance, learning engagement, preparation strategies, and self-confidence were examined across participants. The process involved constant comparison and iterative refinement to ensure the themes were grounded in the data. Peer debriefing and member checking were incorporated to enhance the validity and reliability of the findings.

FINDINGS

Table 1 shows that students provided a variety of perspectives on how blended learning influenced their performance in English language tests. Many expressed that digital tools helped them become more familiar with the test structure and question types, making them feel more prepared and confident. Others emphasized the role of repetitive practice and timely feedback in reinforcing core language skills. However, a smaller group raised concerns about the lack of alignment between some digital content and actual test requirements, which led to uncertainty about its usefulness in test preparation.

The largest proportion of students focused on how blended learning improved their test familiarity. Specifically, 11 participants stated that the design of online quizzes closely matched grammar, vocabulary, and reading tasks they encountered in the actual test. Additionally, 8 students highlighted that being repeatedly exposed to similar question formats—such as multiple-choice questions and reading comprehension—made them feel more confident and less anxious. These two sub-themes together account for 19 out of the 45 coded responses, making up 42.2% of the dataset. The consistency between learning tools and assessment types appears to play a critical role in reducing test-related stress and enhancing preparedness.

Another significant theme was the increase in practice opportunities, cited in 17 out of the 45 total responses (37.8%). Among these, 10 participants appreciated the weekly reinforcement of core skills, indicating that regular digital practice solidified their grammar and vocabulary knowledge. Seven students further pointed out the benefits of immediate feedback, which helped them identify and correct errors in real time. However, 9 responses (20%) reflected concerns about the disconnect between digital content and test content. Five students reported that multimedia tasks were engaging but not helpful for test preparation, while four

others found the purpose of certain online modules unclear in relation to assessment criteria. These findings suggest that while blended learning offers clear benefits in terms of practice and feedback, its impact can be limited if content is not aligned with test expectations.

Table 1. Student perceptions of the influence of blended learning on English language test performance

Main Theme	Sub-Themes	Description	Participant Count	Representative Quotes
Improved Test Familiarity	Practice-Aligned Tasks	Online quizzes mirrored grammar, vocabulary, and reading test formats	11	“The structure of online quizzes was very close to what we got in the test.” (P4)
	Familiarity with Question Types	Repeated exposure to MCQs, gap-fills, and reading comprehension tasks increased confidence	8	“The question types were similar, so I felt less anxious.” (P9)
Increased Practice Opportunities	Repetitive Skill Reinforcement	Weekly activities strengthened core skills like grammar and vocabulary	10	“The weekly tasks helped me reinforce what I learned in class.” (P16)
	Immediate Feedback and Error Correction	Online systems provided instant corrections and explanations	7	“After answering incorrectly, the system explained my mistake. It helped.” (P13)
Disconnection with Test Content	Mismatch Between Content and Test Scope	Some digital content emphasized multimedia and creativity rather than direct test preparation	5	“The content was interesting but didn’t help much with the actual test.” (P5)
	Unclear Relevance to Assessment Criteria	Students were unsure how some online modules contributed to test performance	4	“Sometimes I didn’t know how the video activity would help with the test.” (P18)

The data in Table 2 presents how students’ interaction with different components of a blended learning environment influenced their test preparation and confidence. Three overarching themes emerged from the analysis. First, students reported that the flexibility of the learning platform—particularly the ability to study at their own pace and access materials anytime—significantly improved their preparation. The ease of retrieving downloadable and archived resources allowed for continuous review and reinforcement. Second, students found that multimodal

content such as videos, animations, quizzes, and practice tests not only clarified complex concepts but also built their confidence by simulating real test conditions. However, the data also revealed challenges under the theme of technological overreliance. Some students admitted to depending on digital tools for grammar correction, abandoning traditional learning strategies like note-taking, and struggling with self-regulation in online settings without direct supervision.

Table 2. Analysis of how engagement with blended components affected test preparation and confidence

Main Theme	Sub-Themes	Description	Participant Count	Representative Quotes
Flexible Learning Enhances Preparation	Self-Paced Learning	Students appreciated the ability to pause, repeat, and review materials anytime	9	"I reviewed the recordings at my own pace before the test." (P3)
	Time Management Support	Online modules helped students plan study time more effectively	6	"I could study at night and plan my revision better." (P11)
	Resource Accessibility	Ready access to downloadable materials and archived tasks facilitated revision	7	"All the modules and slides were there, so I didn't miss anything." (P14)
Multimodal Content Increases Confidence	Visual and Interactive Engagement	Videos, animations, and quizzes helped clarify abstract concepts	8	"I understood grammar better after watching the animated explanations." (P10)
	Multisensory Learning Support	The integration of audio and visuals catered to different learning styles	5	"Listening to explanations and seeing examples made the lessons stick." (P6)
	Simulated Test Conditions	Practice tests in the online environment reduced performance anxiety	6	"Doing practice under timed conditions helped me prepare mentally." (P7)
Overreliance on Technology	Dependence on Grammar/Spell Check Tools	Students relied on auto-correct features rather than learning rules	4	"I didn't study grammar much because Grammarly fixed my errors." (P18)
	Reduced Note-Taking and Review Skills	Some students skipped manual note-taking, affecting retention	3	"Because everything was online, I stopped writing notes by hand." (P15)

Main Theme	Sub-Themes	Description	Participant Count	Representative Quotes
	Lack of Self-Regulation	Difficulty in staying focused and motivated in unsupervised online settings	4	“Sometimes I left the module running but didn’t pay attention.” (P19)

Under the first theme, “Flexible Learning Enhances Preparation,” 9 out of 19 participants (47.4%) appreciated the self-paced nature of the blended format, which allowed them to pause, replay, and review recorded lessons according to their needs. One participant explained, “I reviewed the recordings at my own pace before the test” (P3), emphasizing how autonomy over study time helped reduce stress and increased their readiness. Additionally, 6 participants (31.6%) highlighted improved time management due to the asynchronous structure of online modules. A student remarked, “I could study at night and plan my revision better” (P11), illustrating how the flexibility enabled better integration of study into their daily schedules. Moreover, 7 participants (36.8%) valued having readily accessible learning materials, such as downloadable slides and archived modules. For instance, one student noted, “All the modules and slides were there, so I didn’t miss anything” (P14), underscoring how this access supported continuous and thorough revision. Overall, these findings suggest that the ability to control the pace and timing of study, combined with resource availability, significantly enhanced students’ test preparation efforts.

The second theme, “Multimodal Content Increases Confidence,” demonstrates that varied content delivery methods played a substantial role in improving learners’ confidence and comprehension. A total of 8 participants (42.1%) reported that visual and interactive elements, such as animations and quizzes, helped them better understand complex grammatical structures. One participant stated, “I understood grammar better after watching the animated explanations” (P10), indicating that such features contributed to more effective learning. Additionally, 5 participants (26.3%) found that the integration of audio and visual content supported their retention by catering to different learning preferences. As one noted, “Listening to explanations and seeing examples made the lessons stick” (P6). Furthermore, 6 participants (31.6%) credited simulated test conditions with reducing test-related anxiety and increasing mental readiness. A representative comment was, “Doing practice under timed conditions helped me prepare mentally” (P7). Despite these strengths, some challenges emerged in the theme “Overreliance on Technology.” Specifically, 4 participants (21.1%) admitted relying heavily on tools like Grammarly, which discouraged them from studying grammar rules. Three participants (15.8%) reported a decline in traditional note-taking habits, which may have negatively impacted retention. Another 4 participants (21.1%) expressed difficulty staying focused and motivated in unsupervised online environments. One participant reflected, “Sometimes I left the

module running but didn't pay attention" (P19), highlighting the risk of passive engagement. These findings suggest that while blended learning offers powerful tools for enhancing confidence and comprehension, there is also a pressing need to cultivate self-discipline and maintain active learning strategies.

DISCUSSION

The findings of this study suggest that one of the most significant ways in which blended learning influenced English language test performance was through increased familiarity with test formats and question types. Students frequently reported that online quizzes and digital activities mirrored the structure of grammar, vocabulary, and reading comprehension tasks commonly found in standardized English assessments. This perceived alignment between learning tools and test expectations helped reduce anxiety and instilled a sense of preparedness. These findings resonate with the conclusions of Chen (2022), who found that task-aligned practice within blended frameworks significantly boosts student engagement and performance. The presence of repeated exposure to specific question formats promotes not only familiarity but also psychological readiness, particularly in high-stakes test contexts. Teng and Zeng (2022) and Cao (2023) similarly emphasize the role of self-efficacy, highlighting that when learners feel competent due to structured and familiar practice, their confidence and academic outcomes improve. From a pedagogical standpoint, these experiences underline the importance of constructing digital materials that reflect assessment demands, thereby transforming practice into purposeful preparation. While the value of alignment may appear self-evident, these findings reinforce that even well-designed online modules must consciously replicate test structures to yield tangible performance benefits. Without this connection, the motivational gains afforded by blended learning might not translate into measurable outcomes on standardized assessments.

Beyond structural familiarity, students emphasized the value of repeated practice and real-time feedback—core features of the blended learning model used in this study. Digital platforms allowed learners to engage in consistent reinforcement of key language skills such as grammar and vocabulary, while simultaneously providing immediate corrective feedback. This immediacy, as students noted, was instrumental in helping them recognize and correct errors in real-time, creating opportunities for rapid learning. The importance of this feedback loop is well-documented in the literature. Martínez-Carrasco and Chabert (2023) highlight that automated feedback in blended settings enhances writing performance, allowing learners to make adjustments without delay. Similarly, Chen (2022) stresses that feedback-rich environments cultivate learner autonomy and deepen comprehension. The findings also align with the work of Izadpanah (2024), who found that interactive tasks such as quizzes and audio-visual content significantly improve learner retention and engagement. Zainon and Yamat (2021) argue that such multimodal resources, when delivered consistently, foster deeper

processing of language concepts. Yet the benefits of feedback are not automatic; their efficacy depends on whether students actively internalize and apply the information provided. The risk, as noted by Al-Zeebaree and Ameen (2024), is that digital tools may promote passive correction rather than reflective learning unless educators scaffold their use appropriately. Therefore, while the immediacy of digital feedback is a pedagogical strength, it must be supported by strategies that encourage learners to critically analyze their mistakes and understand the underlying rules, rather than simply accept corrections at face value.

At the same time, the study revealed a notable tension between engagement and relevance. Although most students valued the multimedia content for its interactivity and appeal, a smaller subset questioned its usefulness in preparing for standardized English assessments. Some felt that the modules prioritized creative tasks or broad language exposure over direct test preparation, leading to uncertainty about their effectiveness. This perception of misalignment suggests that while engagement is important, it must not come at the expense of clarity regarding learning objectives. The concerns expressed by students reflect similar warnings in the literature. Wei (2022) cautions that educational technologies, when implemented without clear pedagogical intent, can create confusion rather than clarity. Likewise, Gkrimpizi et al. (2023) stress the importance of aligning technological tools with curriculum goals and learner needs, rather than adopting them for novelty or convenience. Even studies that champion the motivational benefits of multimedia tools, such as Fu et al. (2023) and Muzaffar and Qadeer (2022), acknowledge that their effectiveness hinges on being embedded within coherent instructional frameworks. The findings suggest that while technology can enhance learner motivation and engagement, its pedagogical utility is diminished if students cannot easily identify how specific tasks contribute to their learning objectives or assessment readiness. Thus, it is crucial that blended learning modules maintain both instructional relevance and transparency, ensuring that students not only enjoy the learning process but also understand its purpose in the broader context of academic achievement.

Another core finding was the perceived benefit of flexibility in blended learning, particularly the ability to engage in self-paced, autonomous study. Many students reported that being able to pause, replay, and review recorded lessons helped them feel more in control of their learning and better able to manage revision before assessments. These sentiments closely align with the conclusions of Ma and Lee (2021), who found that the reflective opportunities afforded by asynchronous learning environments promote deeper understanding and improved test performance. Syarifudin et al. (2024) likewise argue that digital learning environments cultivate adaptability and self-regulation, qualities that are increasingly essential in modern educational contexts. The ability to access archived resources, downloadable slides, and previously completed modules supports iterative learning, enabling students to revisit challenging concepts as

often as necessary. In addition, as noted by Alahmadi (2024), platforms that facilitate repeated exposure to language inputs enhance reading comprehension and retention. This kind of structured flexibility also supports time management, allowing students to integrate study into their personal schedules more effectively. From a pedagogical perspective, these findings underscore the value of learner autonomy in fostering engagement and academic resilience. However, flexibility also presents a challenge: without proper guidance, it can lead to procrastination, inconsistent study habits, or superficial engagement. As Yin and Hanif (2024) and İpek and Ustunbas (2021) point out, autonomy must be balanced with instructional scaffolding to ensure that learners remain focused and motivated. Thus, while flexible, self-paced learning is a notable advantage of blended instruction, it must be supported by design features that promote accountability and sustained attention.

The confidence that students gained through multimodal content also emerged as a prominent theme. Visual explanations, audio-visual integration, and interactive tasks were consistently mentioned as helping clarify difficult grammar points and improve comprehension. This observation is in line with the extensive body of research emphasizing the role of multimodality in language acquisition. Chang (2023) and Öcal (2021) argue that integrating different media types—text, audio, video—caters to a wide range of learning preferences and cognitive strengths, making complex content more accessible. Furthermore, students reported that simulated test conditions—such as timed online quizzes—enhanced their psychological readiness for formal assessments. This directly supports the work of Zainuddin et al. (2022) and Low et al. (2023), who found that recreating test-like environments in practice helps reduce anxiety and improve performance. Multimodal content also contributes to increased motivation, as noted by Izadpanah (2024), who observed that learners are more likely to remain engaged when instructional materials are dynamic and interactive. These findings suggest that variety in content delivery not only enriches the learning experience but also directly supports test preparation by reinforcing knowledge in multiple formats. Nevertheless, while these benefits are clear, there is a growing concern that such content may lead to passive consumption if students are not taught how to engage with it critically. As Widodo (2022) and Pham & Nguyen (2024) caution, the most effective digital tools are those that support not only cognitive development but also encourage analytical thinking, metacognition, and self-assessment.

Despite the generally positive responses to blended learning, the study also uncovered significant concerns regarding students' overreliance on technology. Several participants reported depending heavily on tools such as grammar checkers, which in some cases led them to neglect the study of underlying language rules. Others admitted to abandoning note-taking altogether, relying instead on the assumption that all necessary content would be digitally archived. These behaviors are reflective of broader issues raised in the literature. Widodo (2022) highlights the risk of superficial learning in digital environments, especially when learners are

not encouraged to take ownership of their cognitive processes. Similarly, Sari and Abrar (2024) point out that while digital tools can enhance access and convenience, they can also erode essential academic skills if not used responsibly. The decline in manual note-taking observed in this study may have implications for memory retention, as active writing is closely linked to deeper cognitive processing. Furthermore, some students struggled with maintaining focus and motivation in self-directed online learning environments, a challenge noted by Wei (2022) and Fu et al. (2023), who argue that learner autonomy requires a high degree of self-regulation that not all students possess. These findings suggest that while technology offers significant pedagogical advantages, it must be implemented with careful attention to instructional design and learner training. Teachers must provide guidance on how to use digital tools in ways that support active learning rather than passive dependence, and learners must be equipped with strategies to maintain discipline and focus in less structured environments.

In summary, this study demonstrates that blended learning can significantly enhance English language test preparation by offering practice-aligned tasks, multimodal engagement, flexible pacing, and immediate feedback. These features contribute to greater test familiarity, reduced anxiety, and improved comprehension. However, the effectiveness of blended learning is not guaranteed; it depends on thoughtful instructional design, alignment with assessment goals, and active learner engagement. The concerns raised around content misalignment, overreliance on automated tools, and passive learning behaviors point to the need for a more critically guided integration of technology in language education. While the promise of blended learning is substantial—as confirmed by both empirical findings and a wide body of research—it must be harnessed through pedagogical intentionality and ongoing learner support to realize its full potential.

CONCLUSION

The findings of this study show that students generally described blended learning as having a positive influence on their English language test performance, particularly in terms of preparation and confidence. They emphasized that digital tools and online practice tasks helped them become more familiar with the structure and types of test questions, which in turn reduced anxiety and increased their readiness. The flexibility to study at their own pace, access resources anytime, and receive immediate feedback contributed significantly to their sense of control over their learning process. Students also appreciated the variety of multimedia content, such as videos and quizzes, which made complex topics easier to understand and improved their engagement. However, some students expressed concerns about the relevance of certain digital materials, indicating that not all online components were clearly aligned with the actual test requirements. Others admitted to developing a reliance on automated tools and experiencing difficulty staying focused in unsupervised settings. These mixed experiences highlight both the strengths and the

challenges of using blended learning in language assessment contexts. While it can support deeper learning and improved test preparedness, its success depends heavily on the quality, alignment, and delivery of the digital components.

This study, while offering valuable insights, has certain limitations rooted in its interpretive research design. It focused on a small, context-specific group of students and relied on their personal reflections, which may not represent broader learner experiences. Because data were collected through self-reporting in interviews, the findings may be influenced by memory biases or the tendency to present oneself favorably. Furthermore, the study did not incorporate other sources of evidence, such as classroom observations or test performance data, which could have enriched the analysis and confirmed the reported outcomes. For future research, it is recommended to use a mixed-methods approach that combines qualitative insights with quantitative data to capture a fuller picture of the relationship between blended learning and language performance. Expanding the participant pool to include learners from different institutions and backgrounds, and exploring specific digital tools or instructional strategies, would also help identify the most effective elements of blended learning in language education.

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