

Impacts of Blended Learning on Students' Learning Motivation and Attitudes: A Case Study of Vietnamese EFL Students

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ABSTRACT

This study investigates the impacts of Blended Learning (BL) on Vietnamese EFL students' motivation and attitudes. It aims to determine whether BL instruction can enhance these aspects of language learning compared to traditional methods. A quasi-experimental design was used with 100 fourth-year EFL students divided into control and experimental groups. The experimental group received BL instruction with online materials and LMS support, while the control group received traditional face-to-face instruction. Both groups completed surveys measuring motivation and attitudes before and after the semester. The findings suggest that BL can improve EFL students' motivation and attitudes. The experimental group showed a statistically significant increase in motivation compared to the control group. Students in the BL class report a stronger desire for self-directed learning and enjoyment in the classes. The study also explores limitations and future research directions, including sample size, short-term impact, and comparative studies.

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INTRODUCTION

We live in an era where technology is at its peak. Technology has revolutionized the way we live, with cutting-edge innovations and, most recently, artificial intelligence, and is becoming increasingly integrated into people's lives (Alemayehu Tegegn, 2024; Boden, 1984). All of the aforementioned actual states point to a promising future of significant advancement in the use of technology, particularly in the field of education in general and English as a Foreign Language (EFL) education in particular. To elaborate further, digital technology has changed the nature and boundaries of education, prompting school institutions around the world to implement technology-mediated integration plans and policies (Timotheou et al., 2023).

In response to the alteration in the digitalized society, educational institutions are recently adopting a variety of technological improvements through Blended Learning (BL) (Kintu et al., 2017). This novel approach to teaching and learning has been swiftly implemented, especially in the post-COVID-19 outbreaks. In Vietnam, BL has become increasingly popular in the context of EFL classrooms in universities, which greatly boosts digital literacy and enthusiasm while promoting in-class learning (L. A. Tran et al., 2023). Furthermore, BL is perceived to be beneficial to both professors and students, as well as viable for implementation in the teaching and learning environment (Dinh et al., 2024).

At the University of Danang - University of Foreign Language Studies (UFLS-UD), BL has been integrated as a practical solution to the new normal state after the COVID-19 pandemic. The implementation

of BL has brought about some changes in learning habits, methods, as well as learning motivation and attitudes. According to Andi (2020), the shift from face-to-face learning to online learning has positive impacts on students' motivation and attitudes towards EFL learning in both direct and indirect ways under the influence of technology usage. Besides, many researchers believe that teachers find adopting BL engaging and have sufficient teaching expertise to apply BL to stimulate students' learning motivation (Dinh et al., 2024). However, several studies reveal that students encounter technical obstacles as well as a lack of self-regulation skills in the BL learning context (Cao, 2023; Dinh et al., 2024; Thi Thu Dao & Thi Kim Le, 2020).

It is evident that the integration of BL has considerable impacts on the learning process in general and the English learning process in particular. Even though many studies have been conducted to investigate the influences of the BL on English learning process, few have specifically evaluated the positive and negative impacts of BL on English learning motivation and attitudes of Vietnamese EFL students at higher education institutions in the post-COVID-19 era, also known as "the new normal state".

Previous research has primarily centered on general educational outcomes, technological integration, learners' experience and perception towards BL learning. For instance, Le and Tran (2024) examined the enhancement of Vietnamese learners' educational experiences by leveraging blended learning systems and eduAI technology through an innovative approach, Alaon and co-authors (2023) explored the effectiveness of Self-Directed Learning in improving English communication skills in classroom contexts where blended and flexible learning modalities are employed, Tran (2024) conducted a survey to find out students' perceptions of the potential advantages and challenges of implementing BL in English language courses at a university in Vietnam, and so on. However, the previous body of research has not thoroughly highlighted how BL influences student motivation and attitudes in Vietnamese EFL higher education settings. Therefore, the researchers decided to carry out this study to get an overview of how the implementation of BL has changed the English learning motivation and attitudes of EFL students, thus suggesting some solutions to improve the English learning feasibility. The research is intended to answer the following questions:

1. *How has BL affected the English learning motivation of Vietnamese EFL students of the UFLS-UD?*
2. *How has BL affected the English learning attitudes of Vietnamese EFL students of the UFLS-UD?*

LITERATURE REVIEW

Blended Learning (BL)

Graham (2006a, p.5) defined BL as learning systems that "combine face-to-face instruction with computer-mediated instruction". This definition emphasizes the use of both in-person and online components in the BL environment. Similarly, as Allan (2007) and Lewis (2017) mentioned, the concept of BL was incorporating technology into teaching and learning, which might occasionally consist of a combination of technology and traditional face-to-face classroom learning. The researchers also emphasize the versatility and adaptability of BL and state that it is a broad field with a variety of approaches. Meanwhile, other researchers (Colis & Moonen, 2001; Malcevski et al., 2011; Singh & Reed, 2001) view blended learning as a combination of various learning approaches, potentially including face-to-face, online, and other modalities. This perspective emphasizes blended learning as a broader concept encompassing different delivery methods.

Regarding the EFL learning field, there has been a body of research investigating the influences of BL on EFL education. Guan (Guan, 2023) stated that blended learning leads to greater improvement in EFL students' ability compared to traditional classroom instruction, including the improvement in language acquisition and skills development. In addition, many studies highlight that a blended learning environment has positive impacts on students' attitudes towards learning, and at the same time improves learning outcomes and collaboration skills through online interaction and group projects in EFL classroom settings (Al Bataineh et al., 2019; Hadiyanto et al., 2022; Mohamed, 2021).

Key Components of Blended Learning (BL)

Graham (2006b, p.5) investigates the key components of blended learning design, including (1) *Instructional objectives*: Defining learning outcomes for both online and in-person components, (2) *Content selection*: selecting content that is appropriate for both online delivery (e.g., lectures, activities) and offline classroom settings, (3) *Instructional activities*: Creating engaging exercises for both online and offline learning environments to encourage active learning, (4) *Evaluation strategies*: Using a variety of evaluation tools to determine student learning and program performance, (4) *Technology integration*: referring to the seamless integration of technology tools to promote learning (for example, LMS and online materials), (5) *Learner support*: Providing continual assistance to students in using online tools and navigating the blended learning system.

Foreign Language Learning Attitudes

The concept of attitude is discussed in a great amount of research. The term "attitudes" is defined by Baron & Byrne (2021) as "relatively lasting clusters of feelings, beliefs, and behavior tendencies directed towards specific persons, ideas, objects or groups", while Baker (Baker, 1992) claimed that attitudes are theoretical ideas that explain why people tend to act in a particular direction and why those actions persist over time. Besides, many researchers support the idea that learners' attitudes have an influence on their language acquisition, and attitudes are stimulated by several factors. Oxford (1990) stated that a student's attitude towards English could impact their motivation, which in turn affects their success in language skills. According to Oroujlou and Vahedi (2011), starting with a positive and motivated mindset is key to successful language learning. It can make the experience feel smoother and even make time seem to pass more quickly.

In addition, Wenden's framework of attitudes (1991) emphasizes the idea that the way someone thinks about learning (cognitive), feels about it (affective), and behaves in learning situations (behavioral) all contribute to their overall approach to acquiring knowledge. The researcher proposed a definition of attitudes which suggests they consist of three main components.

- *Cognitive*: This component refers to the beliefs and knowledge an individual holds about a particular subject.
- *Affective*: This component encompasses the emotions and feelings associated with the subject.
- *Behavioral*: This component focuses on the actions or tendencies an individual exhibits towards the subject.

Furthermore, it is stated that attitude is a crucial aspect that determines students' behaviors during the teaching and learning process, such as their learning behaviors, effort, and motivation. There is a two-way relationship between learner attitude and foreign language learning success. A positive attitude towards the language can lead to better learning outcomes, which in turn can further strengthen that positive attitude. Conversely, a negative attitude can hinder learning and contribute to feelings of failure (Susanti, 2019).

Foreign Language Learning Motivation

Different researchers have different definitions for the term motivation of second language learning. Crookes and Schmidt (1991) define motivation as the learner's orientation regarding the goal of learning a second language. Ellis (1994) regards motivation as the exertion which learners contribute to learning a foreign language because of their need or desire to learn it. The author argues that motivation has a relationship with elements such as feelings and emotions, environment, and cognition in nature.

According to Gardner (1985, p.10), the term motivation in language learning is considered as "referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity". The motivated individual has a particular goal or objective, and he is persistent in achieving that goal (Gardner, 2010). Gardner (2001, p.1-19) noted that motivation is composed of three elements: effort (the time spent to learn the language), desire (the yearning to achieve a

goal) and positive affect (the enjoyment when learning the language). Orientations play an important role in arousing motivation and directing the individual to reach the goals (Gardner, 1985).

There are different ways to classify the motivation of human behaviour. One of the most prominent theories is the Self-Determination Theory (SDT) developed by Deci and Ryan (Deci & Ryan, 1985, 2000). SDT differentiates between intrinsic and extrinsic motivation:

- *Intrinsic motivation*: People engage in an activity for the inherent enjoyment, satisfaction, or challenge it brings. In the case of EFL learning, intrinsic motivation is the desire to learn English for the inherent enjoyment, satisfaction, or personal growth it brings.

- *Extrinsic motivation*: People engage in an activity due to external rewards or to avoid punishment. When people have extrinsic motivation for learning English, it means that they have a desire to learn the language due to external pressures or rewards.

Extrinsic motivators can be useful for initial engagement, while intrinsic motivation ensures long-term success and a genuine love for learning English.

RESEARCH METHODOLOGY

Research Methods and Sample

This study utilizes both *qualitative* and *quantitative* methods. The researcher uses a *questionnaire* to gather in-depth information from 100 fourth-year EFL students of the UFLS-UD participating in the survey, which helps explore the positive and negative effects of BL on students' motivation and attitudes towards EFL learning. Besides, the study goes beyond surveys to gather more in-depth data. Additionally, *semi-structured interviews* are conducted to gain a deeper understanding of the students' learning experiences and to explore if they have suggestions for minimizing any negative impacts of BL on their motivation and attitudes towards learning English.

Besides, in this study, the *quasi-experimental approach* is employed to examine the impact of BL and interactive materials on EFL students' learning motivation and their attitudes towards English learning. The sample of the study includes 100 fourth-year EFL students of the UFLS-UD who enrolled in the General English Course at UFLS-UD during the second semester of the 2023-2024 academic year. The lecturer randomly assigned the participants into two groups. One group (50 learners) became the experimental group, while the other (50 learners) became the control group. To ensure consistency, one single qualified EFL lecturer taught both groups for 3 hours per week, using the same textbook. The control group received traditional face-to-face lectures only. The experimental group had similar face-to-face lectures, but these were supplemented with learning materials on eUFLS - UFLS-UD Learning Management System (LMS) powered by Moodle, and online modules, assignments, and assessments via Microsoft Teams. To ensure that the experimental group was comfortable with eUFLS and Microsoft Teams, the lecturer provided all students with a one-day training session to introduce the systems, learning materials, and assessment methods, and suggested learning methods in the BL environment. The materials offered included discussion forums, polls, forms, interactive activities, quizzes, and so on.

Research Design

The research was conducted in three stages: pre-test, BL implementation, and post-test. First, at the beginning of the course, both groups completed a questionnaire so that the lecturer could have a first insight into the learner's motivation and attitudes towards English language learning. Students rated their level of agreement or disagreement about their current learning motivation and attitudes towards the language learning process before the course. Second, the lessons were delivered with two groups experiencing two different learning environments, one in the traditional classroom and the other in the BL class. The experimental group was taught in a BL environment with interactive, technology-based materials and the support of eUFLS and Microsoft Teams systems, while the control group's lessons were delivered

with traditional instruction and paper-based learning materials. Finally, both groups completed the questionnaire again at the end of the semester (post-test) to investigate whether learners' learning motivation and attitudes had changed after the implementation of BL. By comparing pre- and post-test results between the groups, researchers aimed to assess the influences of BL in fostering positive attitudes towards English language learning and promoting motivation in EFL education. In addition, students participated in interviews in which their perceptions towards BL were discussed and suggested to improve the implementation of BL were given.

Instruments

Researchers adapted the Survey of Attitudes Towards Statistics (SATS) to assess EFL students' attitudes towards EFL learning before and after the implementation of BL (Schau et al., 1995). The SATS comes in two versions. Both versions use a 7-point Likert scale and focus on post-secondary students' perspectives on statistics. The original 28-item version measures attitudes through four scales: *affect* (students' feelings towards statistics), perceived *difficulty* of the subject, *cognitive competence* (students' attitudes about their intellectual knowledge and skills when applied to statistics), and the *value* of statistics in personal and professional life. Recently, a revised 36-item SATS was created by Schau (Tempelaar et al., 2007). The new version adds two new scales: student *interest* in statistics and the amount of *effort* students invest in learning it. In this study, the 36-item SATS was adapted to assess EFL students' motivation. To better align with the research objectives, the researchers shifted the focus of the scale from how students felt about statistics to how they felt about BL.

Furthermore, the Academic Motivation Scale (AMS) (Vallerand et al., 1992) was utilised. The scale measures *intrinsic motivation* (intrinsic motivation to know, to accomplish things, and to experience stimulation), and *extrinsic motivation* (identified regulation, introjected regulation, and external regulation), and amotivation. As it is a comprehensive tool that can be adapted for various learning contexts, the researchers adapted the scale in this study to examine the motivation for English learning of EFL learners before and after experiencing BL.

Data Collection and Analysis

The researchers created and distributed the questionnaires electronically using Google Docs. Students completed the surveys online. Besides, to answer the research questions, the researchers employed quantitative analysis of the data collected from the pre-tests and post-tests. This analysis likely involved comparing scores between the experimental and control groups using a statistical test like a t-test implemented in SPSS software. Additionally, quantitative analysis was used to examine the average scores (means) and the spread of responses (standard deviations) on the second questionnaire. This analysis aimed to assess the impact of BL on the experimental group's learning motivation and attitudes towards EFL learning in a BL environment. What is more, to analyze the qualitative data, the researchers followed a process called interview analysis. This method involves identifying recurring themes or patterns within the raw interview transcripts. By grouping similar responses into categories, researchers can gain a deeper understanding of the participants' experiences and perspectives on the BL implementation.

Reliability and Validity

The researchers took steps to ensure the quality of their tests and interview questions. Initially, they received feedback from five English language professors, revising the instruments based on expert advice. Then, they conducted a pilot test to assess the test's internal reliability (consistency) using Cronbach's alpha. The high score (0.88) indicated the test produced consistent results. Furthermore, the pilot test involved both the questionnaire and the interview questions. For the questionnaire, the pilot test aimed to identify any confusing language (face validity) and remove any questions not directly related to the study's objectives (content validity). Similarly, for the interview questions, the pilot test helped identify any errors and ensure

the clarity of the questions asked during interviews (validity). Finally, the study employed thematic analysis, a method for analyzing qualitative data (like interview responses), to compare it with the quantitative data collected from the questionnaires.

Ethical Procedures

This study adhered to stringent ethical guidelines to ensure the integrity of the research and the well-being of the participants. The following ethical procedures were followed:

- *Informed Consent*: Prior to participation, all students were informed about the purpose, procedures, potential risks, and benefits of the study. Detailed information sheets were provided, and consent forms were obtained from all participants, ensuring they understood their participation was voluntary.

- *Confidentiality*: The confidentiality of participants was maintained throughout the study. Personal information was anonymized, and data was securely stored to protect participants' privacy. Only aggregated data was reported in the findings.

- *Voluntary Participation*: Participation in the study was entirely voluntary. Students were informed that they could withdraw from the study at any point without any penalty or negative consequences.

- *Respect for Participants*: Throughout the study, the dignity and autonomy of participants were respected. Feedback from participants was considered, and their contributions were valued in interpreting the study results.

By adhering to these ethical procedures, the study ensured that the research was conducted responsibly and respectfully, safeguarding the rights and well-being of all participants involved.

FINDINGS AND DISCUSSION

The researcher analyzed the data using means, standard deviations, percentages, and ranks. Following the conventions of the Likert scale, scores closer to 7 indicate a more positive attitude towards the English learning process. To see if the implementation of BL had an effect on learners' attitudes and motivation, the researchers used SPSS software to compare the scores of the experimental group (who was taught in a BL class) with the scores of the control group (who was not).

Pre-test Results of Students' Motivation and Attitudes towards EFL Learning

Table 1. Differences in motivation between the control group and experimental group in the pre-test

	Group	N	Mean	Std. Deviation	Sig. (2-tailed)
EFL Students' Motivation	Control	50	4.2100	.66309	.006
	Experimental	50	4.2700	.76405	.006

The results of the pre-test indicate that the experimental group has a slightly higher level of motivation compared to the control group. However, the magnitude of the difference is small when the mean of the experimental group is only 0.06 higher than that of the control group. In addition, the standard deviations suggest some spread in scores within each group. To elaborate further, there are participants in the control group who are more motivated than some participants in the experimental group. It can be understood that both groups lack strong motivation towards learning English before the implementation of BL and interactive materials, with the mean score being 4.21 for the control group, and 4.27 for the experimental group.

Table 2. Differences in attitudes between the control group and experimental group in the pre-test

	Group	N	Mean	Std. Deviation	Sig. (2-tailed)
EFL Students' Attitudes	Control	50	4.0475	.32987	.003
	Experimental	50	4.0243	.30797	.003

As can be seen from the pre-test's results, both groups express a neutral attitude towards EFL learning. When using the Independent Sample T-test to examine statistically significant differences between the two groups' scores on the pre-test, the results show that the pre-test scores for both the control and experimental groups are very similar in terms of both average scores and variability. The mean score of the control group and experimental group are 4.0475 and 4.0243, respectively.

In summary, the pre-test results show that there is a favourable baseline for the experiment as they suggest the two groups are comparable in their initial motivation and attitudes towards EFL learning prior to the implementation of BL.

Post-test Results of Students' Motivation towards EFL Learning

Table 3: Differences in motivation between the control group and experimental group in the post-test

	Group	N	Mean	Std. Deviation	Sig. (2-tailed)
EFL Students' Motivation	Control	50	4.2100	.66309	.004
	Experimental	50	5.3200	.84370	.004

Table 3 shows that there is a statistically significant difference ($p = 0.04$) in motivation between the control and experimental groups in the post-test for EFL students' motivation. It can be seen from the Independent Sample T-test that the experimental group has a higher average motivation score (5.32) compared to the control group (4.21). This suggests that students in the experimental group reported feeling more motivated on average after the experiment. In addition, this finding is particularly compelling because the pre-test results show that the two groups had comparable motivation levels before the implementation of BL. The significant difference in motivation scores between the two groups provides evidence that the BL implemented in the experimental group was effective in increasing motivation for EFL learning. Corroborating this finding, a study by Al Bataineh and co-authors (2019) investigated Jordanian EFL learners' attitudes towards blended learning (BL) using a quasi-experimental design and qualitative interviews. Their results revealed higher levels of satisfaction and motivation amongst the EFL learners within the BL environment compared with those learning in the traditional classroom. Furthermore, their findings indicated that a significant majority of students expressed a belief in the importance of blended learning for enhancing their language learning and development.

Furthermore, students in the experimental group exhibit a positive shift in intrinsic motivation. This is evidenced by their reports of increased enjoyment and satisfaction while acquiring new EFL skills and knowledge ($M = 6.0$). Notably, students express a heightened sense of pleasure associated with discovering information that they have never seen before ($M = 6.14$). This phenomenon can be attributed to the emphasis on student-centered learning within BL classrooms. Here, students actively participate by leading topic presentations, allowing them to delve into areas of the English language that pique their curiosity and interest. Preparation for these presentations necessitates independent information gathering through search engines, videos, and online materials, fostering a sense of discovery. The instructor adopts a facilitatory role, providing learning resources via the LMS and offering individualized and group support through online meetings and discussions on Microsoft Teams.

While a pronounced intrinsic motivation towards accomplishment may not be clearly present, a notable portion of students ($M = 4.12$) acknowledge satisfaction upon exceeding personal expectations in their EFL studies. Qualitative interview data reveals that students attribute their gradual skill development and enhanced confidence within the EFL classroom to the technological support offered by the BL environment. While the BL program cannot be solely credited for these improvements, the findings suggest that the experience of learning English with increased technological and instructor support fosters a higher intrinsic

motivation to engage in language learning and invest greater effort in improving English language proficiency. The following section presents a record of conversations held with a selection of participants.

S04	"I wouldn't say I'm super keen on attending every single BL class, but it feels good when I do better than I thought I would in English class. I like the experience and find it useful."
S15	"The technology stuff, like the online resources and regular online meetings with the teacher, really helps me learn at my own pace. It makes me feel like I'm actually getting better, and that makes me want to participate more in class."
S24	"Getting a good grade is nice, but honestly, what keeps me going is seeing how much my English has improved. The supplemented online exercises and quizzes really challenge me, and when I finally get it, it's like a mini-victory!"
S43	"English class can be tough sometimes, but the online part of the course is a lifesaver. I can practice speaking and listening at my own pace in some sections of the course, and it feels like I'm actually making progress. That makes me feel more confident to speak up in class, even if I make mistakes."

What is more, the findings show that the implementation of BL has fostered positive learners' intrinsic motivation for experiencing stimulation within EFL studies. The development is driven, to some extent, by students' engagement with independent research and exploration of captivating topics relevant to the General English course, which is fostered by the lecturer's encouragement. Interview data indicates that some students were previously unaware of available online resources for EFL reading materials. Following lecturer's guidance towards finding engaging and accessible online texts, these students report an incline in their EFL learning motivation. These results corroborate earlier research demonstrating that positive influence on intrinsic motivation can be witnessed after the BL implementation because students can develop autonomous learning in BL classes (Li, 2023; Malinina, 2013).

Table 4: Post-test intrinsic motivation of the experimental group

I learn English...	Mean	Std. Deviation
Because I experience pleasure and satisfaction while learning new things.	6.00	1.088
Because my EFL learning allows me to continue to learn about many things that interest me.	5.92	1.383
For the pleasure I experience when I discover new things never seen before.	6.14	.969
For the pleasure I experience while surpassing myself in my studies.	4.12	1.003
For the satisfaction I feel when I am in the process of accomplishing difficult EFL activities.	3.94	.740
For the pleasure that I experience when I read interesting English authors.	4.16	.912
For the great feeling that I experience while reading about various interesting English subjects.	4.68	1.058

An examination of extrinsic motivation reveals minimal pre- and post-experiment differences within the experimental group. This stability stems from the participants' pre-existing, job-oriented goals of EFL learning. The primary motivation for most participants, as evidenced throughout the interview, appears to be securing a financially stable future position and career advancement. While a slight increase in overall

motivation scores was observed, the data is insufficient to definitively conclude a significant impact of BL on students' extrinsic motivation, specifically their focus on English language acquisition for future employment and career preparation. The results on the minimal impact of BL on extrinsic motivation for EFL learning are similar to the findings of Dörnyei and Ushioda's research (2013) which found that while blended learning improved students' self-efficacy (confidence in their learning abilities), it did not significantly impact their instrumental motivation (learning English for practical reasons like a job). The table below highlights key extrinsic motivators valued by participants:

Table 5: Post-test extrinsic motivation of experimental group

I learn English...	Mean	Std. Deviation
Because I think that an EFL education will help me better prepare for the career I have chosen.	4.62	.725
Because I want to show myself that I can succeed in my studies.	3.10	.614
In order to obtain a more prestigious job later on.	3.54	.788
In order to have a better salary later on.	4.90	.789

To contextualize our findings about an increase in learning motivation, it is crucial to compare them with existing research in ELFL learning and teaching contexts. It is agreed by researchers in the education field that BL approaches which facilitate a shift from instructor-centered teaching to student-centered and problem-solving methods encourage students to apply activities and content learnt in their classroom to the real world and therefore motivate students. An investigation by (Malinina, 2013) highlights that BL also personalizes education, allowing students to study at their own pace, time, and place, increasing motivation and engagement. Furthermore, the use of information technologies in BL classrooms enables learning, practice, and revision in a more engaging, stimulating, and ultimately more effective manner. Previous survey results also found that BL help gauge students' motivation levels to learn English before and after implementing blended learning (Peng & Fu, 2021). An analysis by Zainon and Yamat (2021) reveals that BL significantly boosts students' motivation to learn English. This increase in motivation is attributed to students feeling more confident in communication and interacting with the teacher more frequently compared to traditional face-to-face classrooms.

What is more, our results, which demonstrate the positive impacts of BL implementation on intrinsic and extrinsic motivation in EFL education, align with findings of research in other educational backgrounds. For instance, findings from surgical studies indicate a comparable increase in learner motivation when utilizing BL approaches (Jawaid et al., 2024). Similar results from a studies of physics education illustrate BL learning significantly enhance students' overall motivation for learning physics, including improvements in self-efficacy and the perceived value of learning physics (Radulović et al., 2023). This study utilized a one-group pretest-posttest control group design, incorporating pretests before the intervention and posttests afterward. The results demonstrate the effectiveness of the blended learning model in enhancing vocational education students' motivation. This is due to the flexibility of the blended learning system and the support provided by the internet as a learning resource. In addition, this study's findings are consistent with those of another study in the field of vocational education, which also incorporated pretests before the BL implementation and posttests afterward. The results demonstrate the effectiveness of the blended learning model in enhancing vocational education students' motivation. This is due to the flexibility of the blended learning system and the support provided by the internet as a learning resource (Nur et al., 2020). By examining these parallels, we can better understand the broader implications and potential benefits of blended learning across various educational contexts.

Post-test Results of Students' Attitudes towards EFL Learning

Table 6: Differences in attitudes between the control group and experimental group in the post-test

	Group	N	Mean	Std. Deviation	Sig. (2-tailed)
EFL Students' Attitudes	Control	50	4.2608	.47539	.005
	Experimental	50	5.6652	.31570	.005

The data in Table 6 reveals that EFL students in the experimental group have a more positive attitude towards EFL learning ($M = 4.2608$) than the students in the control group ($M = 5.6652$) after they experience lectures in the BL class. The difference between the means suggests a substantial positive change in attitudes for the experimental group compared to the control group. This finding is supported by the work of Aida. M. Bakeer (2023) investigated the influences of using BL approaches in EFL classrooms. The study supports the idea that BL can positively impact students' attitudes towards learning English. Specifically, it is stated that students in the experimental group who experienced blended learning with interactive materials showed a significant increase in positive attitudes towards EFL learning compared to those who did not participate in the experiment.

Table 7: Post-test attitudes of the experimental group

Attitudes	Mean	Std. Deviation
Affect		
I enjoy taking EFL courses	6.61	.493
I am not under stress during EFL learning class	6.25	1.055
I am not scared by EFL learning	3.83	1.046
Cognitive Competence		
I understand EFL exercises	6.14	1.132
I have no idea of what's going on in this EFL learning course	6.31	.616
I find it not difficult to understand EFL concepts	4.45	.966
Value		
Learning EFL is worthwhile	5.73	1.282
I have applied for EFL learning in my profession	6.61	.723
Difficulty		
English exercises are easy to understand	4.04	2.181
Learning English in an EFL learning class is not complicated	3.71	1.045
EFL learning involves massive technology usage	6.18	.590
Learning English requires a great deal of discipline	5.84	1.419
Interest		
I am interested in understanding how to learn EFL effectively	4.04	2.181
I am interested in learning new skills and EFL knowledge	6.18	.590
Effort		
I plan to complete all of my online and offline English assignments	5.84	1.419
I plan to work hard in my course with the supplement of interactive materials	5.67	1.337
I plan to attend every EFL lecture	6.14	.895

Table 7 illustrates the results of some notably changed attitudes towards EFL learning of the experimental group after the implementation of BL in EFL class. It can be seen that learners generally enjoy taking EFL courses with a mean score of 6.61 (on a scale likely ranging from 1 to 7, with higher scores indicating stronger agreement). Scores for stress (6.25) and fear (3.83) during EFL classes present a more complex picture. The mean score of 6.25 for "not under stress" suggests most learners might not experience

overwhelming stress during EFL classes in a BL environment. However, the standard deviation (1.055) indicates some learners might experience higher stress levels than others. Semi-structured interviews with participants reveal that while participants acknowledge the appeal of exciting videos, quizzes, and interactive activities, they also expressed anxieties due to perceived proficiency gaps compared to their peers. This comparative anxiety, coupled with the fear of being called upon in class due to their perceived lower English level, suggests a need for addressing these concerns within the BL framework to ensure an inclusive and supportive learning environment for all EFL learners. Some excerpts from the interview transcript which illustrate these points are shown in the table below:

S10	"I really enjoy the videos in the online modules. They make learning vocabulary much more interesting, but sometimes I feel "intimidated" because I know other students seem to understand the material more quickly."
S29	"The forum discussions on eUFLS and Teams are a great way to practice writing and get feedback from classmates, yet the online discussions can be a bit overwhelming because everyone else seems to be expressing themselves so well."
S36	I worry that if I'm called on in class, online or offline, I won't be able to answer the question correctly because my English isn't as good as others.
S40	I feel stressed when participating in group activities because I don't want to slow the others down.

Furthermore, the results show that EFL learning is believed to be generally worthwhile by a large proportion of participants ($M = 5.73$) and there is a strong perceived professional application of EFL after learners' experience BL class and interactive materials ($M = 6.61$). To elaborate further, interviewees highlight the online modules' mini-research projects on English-speaking cultures, culminating in presentations. This engagement solidifies the connection between EFL and its practical application in a globalized world, where participants themselves recognize English's importance for international communication and collaboration.

Regarding the difficulty aspect, the mean score for 'English exercises are easy to understand' was 4.04 ($SD = 2.181$), indicating that some learners find the exercises straightforward, while others might find them more challenging. Similarly, the mean score for "Learning English in an EFL learning class is not complicated" was 3.71 ($SD = 1.045$). This indicates a perception of the course leaning more towards manageable rather than highly complex. However, the standard deviation highlights that some learners might find the course more demanding than others. Following the same pattern, the mean score of 5.84 ($SD = 1.419$) for "Learning English requires a great deal of discipline" highlights that learners acknowledge the importance of consistent effort for successful language acquisition. The standard deviation suggests some variation in the perceived importance of discipline among learners. Besides, the score of 6.18 ($SD = 0.590$) for "EFL learning involves massive technology usage" suggests a generally positive perception towards the level of technology integration in the course.

In addition, experimental participants exhibit a positive attitude towards acquiring effective learning strategies as evidenced by the mean score of 4.04 for "understanding how to learn EFL effectively." The interview data shows that regular online meetings and email support from the lecturer help some students learn how to use technology effectively for their English learning. Furthermore, a high mean score of 6.18 ($SD = 0.590$) for "learning new skills and EFL knowledge" indicates a widespread desire among learners to expand their English language proficiency and skillset. The low standard deviation on this measure indicates a high degree of consensus among learners regarding their interest in language acquisition. This is one of the most notable changes in attitudes after the BL implementation. BL EFL classes offer a dynamic environment for acquiring new skills and knowledge. Students benefit from a combination of online modules on eUFLS with rich resources and interactive activities that build grammar, vocabulary, and comprehension provided by the

lecturer. At the same time, offline sessions provide opportunities for practicing communicative skills like speaking and collaborating with classmates. Many interviewees agree that technology plays a key role, with online platforms and apps delivering personalized learning, gamified activities, and chances for self-directed exploration. Participants also emphasized that regular online meetings and support from instructors, alongside peer interaction, create a supportive environment fostering confidence and knowledge sharing. This blend of online and offline experiences creates a powerful learning experience for students in the EFL classroom. The transcript of some qualitative data is presented as follows.

S07	"These online modules are fantastic! They're packed with resources, and the interactive activities are way more engaging than just textbooks."
S17	"The best part of the offline classes is getting to practice speaking with others. It's much easier to build confidence when we can actually have conversations."
S28	"I think understanding how to learn is just as important as the actual learning itself. This class is helping me figure that out."
S30	"The online meetings and email support from the teacher are great! They've helped me learn how to use some of the online tools and apps more effectively for studying English."
S39	"This Blended Learning format is the best! It combines the benefits of online learning with the value of in-person interaction. I feel like I'm learning more effectively and having more fun at the same time."
S44	"I used to dread English class because it felt so traditional. BL is completely different! The online activities and gamified elements make learning engaging, and I actually find myself looking forward to class discussions."

CONCLUSION

Conclusion and Recommendations

This research investigated the impact of BL on EFL students' motivation and attitudes. The findings suggest that BL can be an effective approach for improving both motivation and attitudes towards English language learning. To be more specific, regarding the BL's impacts on motivation, the experimental group, who participated in BL classes, shows a statistically significant increase in motivation compared to the control group. This suggests BL fosters a more engaging and stimulating learning environment. Furthermore, students in the BL class report a stronger desire for self-directed exploration and discovery while learning English. This intrinsic motivation is driven by factors like engaging in online resources, student-led presentations, and instructor support. In terms of BL's influences on attitudes, BL leads to a more positive overall attitude towards EFL learning in the experimental group. Students report enjoying the classes more, feeling less stressed, and perceiving the learning materials as valuable and relevant.

However, while BL addresses some anxieties regarding the complexity of the course, some students still feel stressed or scared by perceived proficiency gaps compared to their classmates. Addressing these concerns through inclusive teaching practices and fostering a supportive atmosphere can further enhance the BL experience. Therefore, the research identifies areas where the BL experience could be further enhanced to address student anxieties and support a more inclusive learning environment.

- Teacher Considerations:

+ Growth Mindset Strategies: The implementation of growth mindset strategies within the BL curriculum could be explored. This could involve emphasizing the value of effort and continuous learning, celebrating progress over perfection, and framing mistakes as opportunities for growth. Teachers can incorporate activities that highlight the importance of persistence and effort, for example assisting students in a learner-centered environment and facilitating them to making improvement in their study through

autonomy. This could involve setting up projects where students track their progress over time, reflecting on their improvements rather than focusing solely on final outcomes.

+ **Inclusive Classroom Environment:** Further research could be conducted to identify strategies for fostering a safe and inclusive classroom environment within the BL framework. This might involve investigating the use of collaborative activities, positive reinforcement techniques, and methods to build student confidence in participation. Teachers could design group work that encourages cooperation and peer learning can help build a sense of community, or utilize techniques like jigsaw activities, where each student is responsible for a piece of the overall task, ensuring active participation.

+ **Addressing Proficiency Gaps:** Strategies for addressing perceived proficiency gaps warrant further exploration. Investigating the effectiveness of grouping students based on similar skill levels, offering targeted support groups, and providing additional resources could be beneficial. Furthermore, personalized learning paths could be developed based on student assessments that can address varied learning needs. Tools like learning management systems (LMS) that offer adaptive learning can tailor content to individual student performance.

+ **Technology Integration:** The research underscores the positive role of technology in the BL environment. Exploring the use of online platforms with adaptive learning features and personalized feedback mechanisms could be a fruitful area for further development. Using a mix of technological teaching tools such as Kahoot!, Quizzes, Padlet, and so on, can cater to different learning styles. Teachers could also incorporate multimedia resources, hands-on activities, and traditional lectures can engage a broader range of learners.

- *Student Considerations:*

+ **Self-Directed Learning:** The research suggests a need for fostering self-directed learning skills among students. Strategies to encourage students to take initiative in their learning, explore online resources, practice speaking outside of class, and find ways to make learning enjoyable could prove beneficial. Tasks that require students to plan, execute, and reflect independently could be set by students during their self-learning process.

+ **Peer Support and Communication:** The importance of peer support and communication within the BL environment was highlighted. Encouraging students to utilize online forums and discussions to connect with peers and seek support from instructors and classmates could be explored further. Students could participate in peer-mentoring programs to receive academic or mental support and guidance from their peers when learning in a BL classroom.

+ **Addressing Student Needs:** The findings suggest that establishing clear channels for students to communicate their needs and concerns regarding the BL experience could be valuable. This could involve anonymous feedback surveys or open discussions to identify areas for improvement. Students could give feedback on teaching strategies, learning curriculum and support mechanisms so that teachers could make adjustments and enhance the overall BL learning and teaching experience.

Research Limitation

This study provides insights into the impact of BL on EFL students' motivation and attitudes. However, some limitations and opportunities for further research exist.

- **Sample Size and Generalizability:** The study's generalizability might be limited due to the sample size and potentially specific characteristics of the participant pool. Replication with larger and more diverse populations could strengthen the generalizability of the findings.

- **Short-Term Impact:** The research focused on the immediate impact of BL. Longitudinal studies could offer valuable insights into the sustained effects of BL on motivation and attitudes over time.

Further Research Suggestions

Building on these considerations, future research directions include:

- Comparative Studies: Conduct comparative studies to specifically measure the effectiveness of BL in comparison with traditional face-to-face EFL instruction in improving student outcomes, such as language proficiency, motivation, and engagement. These studies could use controlled experiments to assess differences in learning gains between the two instructional methods.

- Qualitative Research: Undertake qualitative research, such as more in-depth interviews or focus groups, to explore students' personal experiences and perceptions of BL. This research could delve into specific aspects of BL that enhance motivation and foster positive attitudes, such as the use of multimedia resources, interactive activities, and the flexibility of learning schedules.

- Longitudinal Studies: Implement longitudinal studies to track the long-term effects of BL on students' motivation, attitudes, and language proficiency over several semesters or academic years. These studies could provide valuable data on how the sustained use of BL influences student outcomes and retention rates in EFL programs.

By addressing these limitations and pursuing further research suggestions, more general impacts of BL in EFL education can be further explored and optimized for student success.

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