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Review research paper

USING BLENDI APPROACH TO IMPROVE THE EFL STUDENTS' LANGUAGE SKILLS

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Abstract. *Modern education system in most countries is built on providing equal education opportunities to all people, regardless of their capabilities and limitations. Hence, most higher education institutions have realized that preserving past learning and teaching practices does not meet the needs of a 21st century student. Many universities and colleges today use online and/or blended learning for most courses they offer. The aim of this article is to discuss the implementation of blended learning for inclusion in teaching English as a foreign language in one of the universities in Oman. This study also looks at how the BLENDI method affects various language components and whether it can help EFL students improve their language skills.*

Key words: *inclusive education, blended learning, foreign language teaching and learning*

1. INTRODUCTION

It can be difficult to learn a new language, especially for students taking English as a Foreign Language (EFL) exam, which frequently makes it difficult for them to improve their language abilities (Kakoulli-Constantinou, 2023). Researchers and educators have been looking for new ways to improve the outcomes of language learning in recent years, and technology is not an exception (Tuzlukova, 2016; Bugon, 2016). The BLENDI strategy, which stands for "Blended Learning for Inclusive Development", is one such strategy that is gaining popularity (Jose & Abidin, 2015). It combines traditional teaching methods with technology-enhanced learning strategies. This study also looks at how the BLENDI method affects various language components and whether it can help EFL students improve their language skills.

Mixed learning offers students exhaustive schooling by coordinating web based learning exercises with face to face guidance. The BLENDI approach, which emphasizes inclusivity and makes use of technology to meet the varied requirements of students, extends this concept (Tuzlukova et al,, 2016). With regards to showing English as an unknown dialect, BLENDI tries to lay out a warm, invigorating climate that obliges a

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scope of learning inclinations and styles. It is common knowledge that incorporating technology into language instruction has the potential to engage students, provide applications for the language in real life, and personalize the learning process. Development in advanced education is generally being driven by society's digitization. While trying to increase instructive expectations, new advances that appear to augment advancing principally by giving pupils more autonomous work and decreasing study hall work have adjusted the manner in which educators teach (Chaikina, et al., 2018).

While completing some of their coursework online, students in formal blended learning programs benefit from full-time study and supervision, maximizing training effectiveness and meeting individual needs (Powell et al., 2015). Also, mixed learning permits educators to invest more energy speaking with pupils with exceptional requirements as opposed to showing the whole class. Working individually or in small groups, teachers can assist these students with precise notions, skills, queries, or learning difficulties (Zavaraki, & Schneider, 2019). Blended learning has great promise in the Omani educational system as a versatile and effective approach to address students diverse learning requirements. In Oman, mixed learning can possibly further develop language capacity and familiarity considerably more, as English is taught as an unseen tongue (EFL (Al Mashaikhi et al., 2020). Since the majority of higher education institutions employ English as their primary language of education, it is crucial that they create and put into place quality assurance mechanisms in their foundation programs. These are necessary to provide pupils with the necessary language skills, which will ultimately influence how well they adjust to their new environment and how successful they are in their chosen fields and future careers (Al Mahrooqi et al., 2015).

1.1. Hypothesis

The BLENDI approach in teaching English as a foreign language enables

1. wider access and exposure to language as a result of online modes of delivery,
2. suitability of blended learning to support diversity in learning styles,
3. motivation and engagement of all the EFL students in various types of activities,
4. promotion of all the EFL students' independent work,
5. development of all the EFL students' digital literacy and critical thinking abilities in addition to their language proficiency.

2. Literature Review

2.1. Inclusive education -The BLENDI approach

Dangwal (2017), defines integrating traditional classroom education with blended learning that is site-specific and online instruction that makes use of electronic communication technology and online learning resources. Blended learning, is also called hybrid learning, gives a group of students individualized, differentiated instruction by combining the finest aspects of traditional education with the merits of online education. The educational community, which is aware of inclusive education, has paid attention to the emphasis on equal opportunities for diverse students. To advance inclusive education, cutting-edge pedagogical strategies like BLENDI (Blended Learning for Inclusive Development) are included.

Comprehensive education, as defined by United Nations Educational, Scientific and Cultural Organization ([UNESCO], 2009), is a way of thinking that encourages every

pupil, regardless of their particular requirements, as well as characteristics, to actively take part in their education. In order to accommodate students from a variety of backgrounds, skill levels, and learning preferences, the goal is to create environments that foster a sense of community and belonging (Ainscow, 2005). With regards to comprehensive schooling, taking care of the necessities of students learning English as an unknown dialect (EFL) with fluctuating language capability is turning out to be increasingly vital (Hornberger & Johnson, 2007).

As part of an inclusive education, blended learning combines traditional in-person instruction with technology-enhanced instruction. The BLENDI system, which depends on mixed learning ideas, puts major areas of strength for incorporation and progress. The goal is to lay out a space that meets the different necessities of students while likewise recognizing the probability that each will have interesting advantages and downsides. According to Hockly (2018), BLENDI is both a methodological framework and a way of thinking that takes into account the unique learning paths of each student.

Center for Applied Special Technology (CAST, 2011), asserts that the beliefs of Universal Design for Learning (UDL), which advocate giving a variety of options for demonstration, participation, as well as countenance, to meet various requirements of pupils, are in line with the inclusion of technology in inclusive teaching (Tuzlukova, & Al Busaidi, 2016). The use of ICT in the English educational curriculum in Oman is criticized in this paper, which also suggests that teachers use blended learning principles in the classroom. The paper surveys five fundamental components, including "The Omani English language curriculum, the blended learning approach, the use of ICT in Oman, issues that arise when using ICT", and suggested methods for using blended learning (Al Mashaikhi et al., 2020).

Exploring instructors' and learners' perspectives on the application of the common variety of education principles in Oman, ELT higher education classrooms can help improve variety in ELT classrooms in advanced learning contexts. The execution of four normal variety standards connected with students: (1) level of proficiency in the English language, (2) culture distinction, (3) utilization of L1, and (4) instructive foundation in view of the examination directed by Al Zadjali et al. (2020), to investigate the same concepts in the context of Omani higher education. This is to gain profound understanding of how these principles are applied in an EFL setting with non-native speakers. In order to enhance value to the form of literature and research on diversity in common and learner diversity in precise, the focus of this work is to enhance the concept of diversity in ELT institutions in non-native educational contexts. The study of Al Zadjali et al. (2020), can affect decidedly on policymaking, educational program arranging, and backing educator schooling and preparing in both Oman and other comparable nations.

The study conducted by Al-Amrani & Al-Ghaithi (2023), experimentally assesses the worth that Omani college students allot to web based learning and instructing, especially in supporting their close and personal schooling inside the mixed learning structure during the pandemic and later on. That is what the discoveries demonstrate. In general pupils communicated fulfillment with the nature of web-based learning and showing materials in the mixed learning setting. Notwithstanding, a few pupils communicated disappointment with the internet-based cooperation and instructor criticism. In particular, the shortfall of individualized educator criticism appears to have adversely impacted pupils' inspiration to participate by exercises and examine them with educators during eye to eye meetings. The review offers academic bits of knowledge into compelling

reconciliation of online advances in instructive projects and the use of online stages for innovation interceded guidance in advanced education.

The purpose of Mourssi and Al Kharosi (2014) study is to investigate the feasibility of "incorporating content and language integrated learning" (CLIL) into English language instruction at the Sultanate of Oman's Higher College of Technology. The study identifies a number of factors to consider when putting this strategy into use in this particular setting. It offers some anticipated advantages, such as language proficiency, attitudes among teachers and students, and culture suitability for this setting. Additionally, executing such new methodology will experience parts of difficulties. As a result, the preparation of teachers, the design of materials, context issues, and learners' levels are the most demanding issues that require in-depth discussion. The review recommends that carrying out CLIL in this setting is conceivable, provided that these difficulties were addressed preceding present the methodology formally.

3. METHODOLOGY

In the present study we have used observational qualitative analysis as a method to describe the BLEDI approach in teaching and learning English as a foreign language. In the process, we have included the description of inclusive education, the BLENDI approach and its main characteristic features, the description of blended instructional methods, the application of the BLENDI method in EFL classrooms in Omani contexts, as well as the strategies for promoting inclusion in the blended learning environment and the execution difficulties.

4. BLENDED INSTRUCTIONAL METHODS

4.1. Kinds of mixed learning

One kind of mixed learning is merged learning. Merged learning is an imaginative, yet instructive procedure that solidifies electronic education with regular homeroom direction. Because it presents pupils with the smartest scenario imaginable, it is an extraordinary method for drawing in pupils and students to guarantee that they are learning the same material. For educational systems looking for ways to offer pupils with individualized learning involvements, the strategy may prove to be an excellent option. As the name suggests, mixed education combines conversational classroom instruction and virtual instruction. It has been successful ever since it was officially considered a strategic framework (Schenk, 2023).

4.2. Web-based Driver Model

The Web-based driver model depends on the possibility of a learning climate that puts the necessities of student first and uses the instructor as a facilitator as opposed to an essential wellspring of data. This model's 'driver' is the online component, which provides students with the necessary content and materials for interaction. The speaker guides and supports the pupils all through the course. In order to encourage student collaboration, the instructor can use video conferencing and discussion forums, as well as provide students with access to additional resources that they can use as needed. The educator can actually provide individual

assistance to pupils who have questions or require additional assistance, resulting in a more individualized learning environment (Schenk, 2023).

Instruction based on projects: When given the chance to concentrate on the subjects they need to master and advance when they feel prepared, students are unquestionably expected to engage with the material and acquire a deeper understanding of the material. Students are also taught to think critically and solve difficult problems through a project-based learning approach. Project based learning exercises, for instance, can be created in which students investigate a current issue in their community and create a project to address it (Schenk, 2023).

Modular design: The versatile model, which centers around setting out individual learning open doors for every learner, is one of the most well-known types of mixed learning. It offers pupils individual learning ways that are custom fitted to their particular necessities by joining computerized and ordinary strategies. In addition, the adaptive model provides students with immediate feedback, allowing teachers to swiftly modify their lesson plans and keep their learning progression. It is like working with an educated local escort who will assist you with redoing your excursion in light of their nearby information, group size, and members' inclinations. The features of adaptive learning solutions guarantee the best possible experience for each user (Schenk, 2023).

Model of hybrid learning: The blended learning approach integrates both face-to-face and virtual teaching. In most classrooms, students receive instruction both in person and online, using this model. Much of the time, altered eLearning improvement administrations are conveyed through a web-based stage like a web-based homeroom or a web-based course. On the other hand, a teacher gives instruction in person. In addition to virtual instruction, this type of blended learning offers a wider range of growth opportunities. In addition to virtual components for the creation of individual learning plans for each student, it provides a more individualized learning experience. Students can get individual support that is tailored to their needs with the assistance of virtual tutors, for instance, by combining AI and personalized learning. It enables students to develop and achieve academic success by providing them with specific guidance and support in achieving their learning objectives (Schenk, 2023).

Based on virtual game models: The virtual game-based model combines real and virtual components. A history teacher using a virtual game-based model is an illustration of how to use augmented reality and virtual reality in the classroom. Using actual game pieces, students would take part in a virtual battlefield simulation of a historical battle based on this model. Due to various difficulty levels, this method permits learners to study at their own level and enhances the interactive and engaging nature of the learning process. To confirm that students are challenged and involved, this model also makes it not complex to track advancement, offer feedback, and modify difficulty stages. Communal interaction is also allowed by this model since it is designed for exciting gaming (Schenk, 2023).

Issue based instructing: issue based learning (PBL) procedures that show certifiable circumstances, focusing on pupils having the option to foster information and abilities in taking care of an issue. PBL comprises of five phases in particular: 1) student direction towards issues, 2) arranging pupils into learning, 3) directing pupils to take care of issues, 4) creating and introducing work, and 5) examination and assessment of critical thinking (Yennita and Zukmadini, 2021).

Learning based on mastery: blended learning and mastery learning - also known as comprehensive learning - combine to form mastery-based blended learning. It is a methodical educational process that is executed in a systematic and organized way to allow learning to

alter to the requirements of both individual pupils and larger groups of learners. One of the standards of dominance learning is that pupils can advance effectively. These standard permits students to begin advancing by using other gaining assets, particularly from e-learning (Pamungkas et al., 2020). This method permits learners to study at their own speed and concentrate on important topics before moving on. Pupils are encouraged to actively take part in their education and take control of their education with this strategy. The ease with which students can move from challenging to more interesting material and revisit challenging material without having to wait for their peers to catch up is a good illustration of this novel mode (Schenk, 2023).

Cutting-edge: By clubbing virtual education tasks with customary face-to-face teaching, creates a hybrid learning setting in a cutting edge blended learning method. Students are given flexible opportunities and separate instruction for teamwork in this new way approach of cutting edge concept of learning which also progresses learning atmosphere (Shen et al., 2008).

Rotation model: in the pivot model, a popular mixed learning model, pupils alternate between different learning modalities. This is an innovative model. Students alternate between traditional classroom stations and online activities during a station rotation (Christensen et al., 2013). Learning can be tailored to each student's needs and learning preferences using this model (Schenk, 2023).

Model-flex: one more sort of mixed learning is the flex model, in which pupils are versatile, as far as time, spot and speed and most directions are given on the Web (Staker & Horn, 2012). Because it allows pupils to plan their own courses, this model is great for independent students.

Model of a flipped classroom: the enriched virtual model, also referred to as a "flipped classroom", as claimed by Horn & Staker (2014), enables students to complete the majority of their coursework online, and occasionally meet in person for additional support and enrichment. Students can use this model to learn at their own pace, participate in group projects, and have individual discussions to get explanations. Blended learning is not just for K-12 or secondary education, it is also great for language learning environments. Teaching English as an unknown dialect (EFL), for instance, has actually been done using the flipped learning hall model. Pupils can associate with language content on the web and furthermore practice their talking, tuning in, and relational abilities in class (Bergmann & Sams, 2012).

Only one model: as per Staker & Horn (2012), the single model is an even more comprehensive strategy in which students take some classes in person and complete others entirely online. The learning process can be tailored to each student's needs and preferences using this model, and students can choose their courses more freely.

Learning management systems: a critical piece of the innovation coordination that makes mixed learning fruitful is Learning Management Systems (LMS). Learning board frameworks (LMS) like Moodle, Chalkboard, and Material support content delivery, student engagement, and assessment in blended learning settings (Graham, 2006).

5. Application of Blended Learning for Inclusion Method in EFL Classrooms in Omani Contexts

The rising pace of progress in various human exercises is a quality of current life. From the moment of birth, every generation is exposed to rapidly shifting living conditions, which will undoubtedly influence how individuals develop and shape (Tokareva et al., 2019). The digitization of society is a major driver of innovation in university education. New technologies that appear to maximize learning primarily by giving students more independent work and reducing classroom work in an effort to raise educational standards have altered teaching (Chaikina et al., 2018).

One nation that formally embraces ICT in all domains, including training, is Oman. Through the General Telecommunications Organization (GTO), the authorized internet service provider, in January 1997 the Sultanate of Oman became a member of the internet community. Few years after the incident, in His Regal Discourse on the twenty-ninth Public Day of Oman in 1999, His Royal Highness Sultan Qaboos Bin Said articulated his plan for information and communication technology advancement quite clearly. It says: The government and people of Oman must acknowledge how important it is to be ready to face the challenges posed by globalization (Alblushi, 2022). As progress is driven by information, technology, and research, Omanis will strive to fortify Omani state dimensions, create a budget predicated on international efficiency and competitiveness, enhance the functioning of Omani institutions, and strengthen its economy (Al Hosni, 2016). According to Jose and Abidin, (2015), using Moodle e-learning to its full potential is essential while teaching EFL classes. In Omani educational institutions, it might be used with in-person instruction. According to Al Mashaikhi et al. (2020), a flexible framework for teaching English is provided by the blended learning paradigm. The researchers advise Omani English language instructors to fully utilize blended learning approaches and ideas to improve their instruction in Oman.

5.1. Blended learning design

To talk the mixed learning essentials of Omani students, blended learning must be implemented in EFL classrooms. Students in blended learning have access to online data and materials that match their interests and knowledge levels. It improves the teaching environment by providing opportunities for professional collaboration and improving lecturers' time management skills (Owston et al., 2019; Guillén-Gámez & Perrino-Peña, 2020). Mixed learning expands students' energy in their own learning process (Chang-Tik, 2018), empowers them to learn at their singular speed, and better sets them up for the future by giving them commonsense capacities (Ustunel & Tokel, 2018). These abilities assist students with utilizing their instructive information, their ability for self-learning, and obviously their knowledge of PCs to the work environment (Güzer & Caner, 2014; Yeou, 2016).

5.2. Blended learning approach structure

5.2.1. Face-to-face components

Teachers are essential to providing face-to-face instruction because they facilitate students' direct interaction and communication. Up close and personal parts of a comprehensive EFL homeroom utilize a determination of informative procedures to oblige

pupils with various learning inclinations. This entails developing adaptable educational resources and tasks which can be accessible to all students in the Omani EFL context. As a representation, helpful ventures and gathering exercises energize peer connection and establish an inviting learning climate (Rose and Meyer, 2002). According to Tomlinson (2014), in-person instruction needs to be differentiated in order to cater to the particular requirements of a diverse range of students. In-person lessons in an inclusive EFL classroom employ a variety of teaching strategies, such as tiered assignments and flexible grouping, to accommodate varying proficiency levels (Tomlinson, 2005). This helps create a setting where every student can actively participate and receive individualized support. Some examples of face-to-face blended learning in an EFL classroom include, for example, interactive language workshops, literature circles with online discussions, role-playing and simulations, peer review sessions, flipped classroom model, project-based learning (PBL), and language lab activities (Buhl-Wiggers et al., 2022).

5.2.2. Online components

Electronic modules are an essential piece of mixed EFL guidance's customized learning for blended group of pupils in Oman. The online components of inclusive approach in English as a Foreign Language classrooms provide individualized teaching experiences and accommodate a variety of learning styles (Basta, & Pejić, 2023). Virtual platforms like learning management systems and online discussion forums allow students to interact with the material at their own pace through asynchronous interaction (Garrison & Kanuka, 2004). This asynchronous component will be especially beneficial to students who may require additional time or have tight schedules. Technology-enhanced language learning resources, such as language apps and interactive multimedia, can be incorporated into the online component to facilitate differentiated instruction (Chapelle, 2001). Students can use an independent platform to practice language skills to reinforce concepts covered in in-person lessons with the assistance of these resources. Hybrid courses, synchronous virtual classrooms, online learning management systems (LMS), interactive language apps, webinars and guest speakers, virtual reality (VR) or augmented reality (AR) experiences are some illustrations of online blended learning activities in an EFL classroom (Choi-Lundberg et al., 2023).

5.2.3. Blended learning for inclusion

With the objective to oblige different prerequisites of students, mixed learning for consideration in EFL homerooms (Al-Mahrooqi et al., 2015) has potential to boost the advantages of both face to face and online guidance. Online parts adaptability makes it conceivable to apply Widespread Plan for Learning (UDL) standards, which ensure that instructive assets and exercises are usable by all pupils, regardless of their aptitudes or favored strategies for learning (CAST, 2011). By integrating in-person and virtual components, educators can adopt a more inclusive pedagogy that accommodates varying learning preferences and provides a variety of platforms for expression, involvement, and representation (Rose & Meyer, 2002). In accordance with the principles of inclusive education, this strategy fosters a learning environment where every student feels valued and has a chance to succeed.

Implementing a blended learning inclusion strategy in Omani EFL classrooms necessitates judicious usage of a range of tools, platforms, as well as resources to meet

various requirements of students. These are some learning management systems (LMS), for example.

Moodle: creation of online courses is made simpler by Moodle, an open-source learning management system. Because it supports multiple discussion boards, content types, and assessment formats, it can be used for both online and in-person components.

Canvas: with highlights like conversation loads up, mixed media coordination, and cooperative apparatuses, material is a simple to-utilize learning the board framework. Blended learning is made easier by providing a centralized platform for course content and communication.

There are also virtual study halls and video conferencing platforms, for example, Zoom and Meet on Google.

Zoom: Zoom is a popular tool for online education and video conferences. It makes it possible to communicate synchronously, allowing teachers to facilitate live sessions, lead discussions, and assist students in real time.

Meet on Google: Google Meet is a component of Google Workspace that integrates video conferencing capabilities. It facilitates teacher-student communication and encourages group document editing (Eraković & Topalov, 2021).

Creation of interactive content is another possibility.

Articulate Storyline: online learning materials can be dynamic and engaging with Articulate Storyline. It is effective for creating online courses that complement in-person instruction.

Captivate by Adobe: Adobe Captivate is yet another program for creating interactive e-learning materials. By facilitating the integration of simulations, assessments, and multimedia, it enhances the online component of blended learning (Moreinis, 2015).

Another group includes language learning applications.

Duolingo: this notable language-learning application can be incorporated into mixed learning methodologies. It can be used outside of the classroom to improve language proficiency and provides personalized language practice.

The Rosetta Stone: as an extra asset for pupils to rehearse language abilities all alone, Rosetta Stone gives language learning programming (Aslan, 2023).

Tools for communication and collaboration involve *Microsoft Teams*, for example. Microsoft Teams is a platform for working in teams that makes file sharing, communicating, and working on group projects easier. Both simultaneous and non-concurrent connections can utilize it. There is also *Slack*. The messaging app Slack facilitates teamwork and communication. It very well may be used for local area working among pupils, asset sharing, and conversations.

Tools for Evaluation can be illustrated by *Turnitin.* Turnitin is an instrument for distinguishing occasions of counterfeiting and offering remarks on composed undertakings. It supports the valuation component of inclusive approach and contributes to academic integrity (Mujahid, 2020).

To keep students interested in both in-person and online classes, *Kahoo*t game-based learning tool can be used to create interactive tests and quizzes (Holbrey, 2020). Also, to make language learning more participatory and pleasurable, *instructive games* can be brought into EFL classes (Spanjers et al., 2015). Al Musawi et al., (2022) claim that, the consideration of games in Omani classrooms worked on pupils' inspiration and assisted

them with procuring the language. By accommodating a variety of learning styles and skill levels, games can promote diversity.

Additionally, there are *advanced identifications.* As a visual portrayal of pupils' achievements, computerized identifications can motivate students, while likewise recognizing their accomplishments. Computerized identifications can be utilized in the Omani setting to perceive achievements in language capability or the achievement of specific language errands, advancing a sensation of inclusivity and achievement (DeNoyelles, et al., 2014). Moreover, by using *case studies*, students can improve their skill to ponder critically and solve difficulties in the EFL curricula of Oman (Al Zakwani, 2018). Al-Musawi et al. (2020), emphasizes the significance of case studies in putting language learning into real-world situations.

6. Strategies for Promoting Inclusion in the Blended Learning Environment

To promote inclusion in Oman's blended learning environment, it is necessary to implement strategies that cater to various types of students. According to Sousa and Tomlinson (2011), differentiated instruction must be implemented immediately. By tailoring content, procedures, and assessment to each students' specific needs, it is ensured that all learners, regardless of proficiency or learning style, can actively participate in the blended environment and succeed. Additionally, implementing the principles of Universal Design for Learning (UDL) is consistent with the educational context in Oman (CAST, 2011). UDL encourages the creation of adaptable learning environments that accommodate a variety of abilities and experiences in order to enhance inclusivity overall. Cooperative learning activities can likewise be extremely useful in fostering a feeling of help and local area. As per Rose and Meyer (2002), bunch ventures and friend helped learning open doors to advance student cooperation and establish a positive learning climate. Furthermore, the utilization of advanced stages to work with steady correspondence and input channels empowers continuous help and adjustment of educational strategies to all the more likely meet the differed needs of Oman's student population (Al-Musawi, et al., 2020).

The use of blended learning for educational purposes is growing in popularity. It combines online and in-person instruction to produce a more productive learning environment (Brew, 2008). By implementing the BLENDI approach to improve the EFL students' language skills, the researchers have noticed a significant improvement. Before implementing BLENDI approach, the students' results were only 66 percent. The results were significantly improved with 93 percent after introducing BLENDI approach. This indicates from widening access to fostering digital literacy, each facet contributes to a holistic and engaging language learning experience. The positive impact on language proficiency, motivation, and cognitive abilities positions BLENDI as a promising avenue for the evolution of EFL education. In the realm of English as a Foreign Language (EFL) education, leveraging the BLENDI approach holds promising potential. The integration of online modes expands language access, addressing varied learning styles. Blended learning fosters motivation and engagement among EFL students through diverse activities, promoting independent work. It not only advances language proficiency but also cultivates digital literacy and critical thinking skills, preparing students holistically for the linguistic challenges of the modern world.

The following section will answer the research hypotheses:

Hypothesis 1: Wider Access and Exposure

The BLENDI approach harnessed the power of online modes, offering a broader spectrum of language resources. Through virtual platforms, students gained access to a wealth of diverse materials, enriching their language exposure beyond traditional classroom boundaries. This not only accommodated various learning paces, but also aligned with the dynamic, technology-driven nature of contemporary language acquisition.

Hypothesis 2: Suitability for Diverse Learning Styles

Blended learning emerged as inspiration for accommodating diverse learning styles within the EFL landscape. By combining traditional classroom settings with online elements, the BLENDI approach catered to visual, auditory, and kinesthetic learners. This versatility ensured that each student received a tailored learning experience, enhancing comprehension and retention across different modalities.

Hypothesis 3: Motivation and Engagement

BLENDI approach increased the motivation and engagement by introducing a variety of activities into the EFL classroom. Whether through interactive online exercises, multimedia presentations, or collaborative projects, students were invigorated by a dynamic learning environment. This not only cultivated a passion for language acquisition but also created a positive, interactive community among EFL learners.

Hypothesis 4: Promotion of Independent Work

The BLENDI approach empowered EFL students to take charge of their learning journey. Incorporating online components encouraged self-directed study, enabling students to delve into language resources independently. This fostered a sense of autonomy and responsibility, crucial elements for long-term language proficiency development.

Hypothesis 5: Development of Digital Literacy and Critical Thinking

Beyond language skills, BLENDI approach equipped EFL students with essential digital literacy and critical thinking abilities. Navigating online platforms, evaluating digital resources, and engaging in collaborative online discussions honed students' EFL skills vital for the current information age. BLENDI approach not only prepared students linguistically but also cultivated the learners' cognitive skills necessary for navigating an increasingly digital and interconnected world.

6.1. Execution Difficulties

Although certain scholars argue about the effectiveness of online education and skill acquisition, the appropriateness of online resources for academic goals, and the success of online language learning, others highlight the advantages of blended learning and CALL in general. Nevertheless, other scholars find little to no impact on learning outcomes for the various learning methods. According to Kofar (2016), EFL teachers encountered difficulties in the blended learning environment, such as growing workload of educators, availability of several modes of learning, and challenges with internet network connectivity. Teachers found it difficult to engage inactive and unmotivated students in a blended learning setting, as Fryer and Bovee (2016) confirmed.

One issue is the computerized partition, which mentions to the chance of inconsistent admittance to innovation and the web for students (Al-Musawi, et al., 2020). Because of this

dissimilarity, a few learners might be less drawn in and ready to take part in mixed realizing, which could decrease its viability. Oman's Cycle One pupils study with technology deeply ingrained in their education due to the rapid advancement of technology. With the intention of improving young learners' educational experiences, technological tactics and methodologies are included into the curriculum (Al-Musawi et al., 2020). As more and more higher education institutes transition to entirely online and blended learning settings, they face numerous issues in the classroom. According to Banerjee (2011), a student's level of contentment with blended learning is primarily determined by the difficulties of the material, the extent to which problem solving and autonomy in learning are necessary, and the potency of the pedagogies used to integrate in-person and online instruction.

According to Al-Musawi et al. (2020), the majority of Omani educators seem to employ Android apps like TeacherKit, QR code readers, and supplemented authenticity apps like HP Reveal to project lesson information onto displays for all students in attendance. Instructors have discovered that utilizing these programs enhances students' capability to surmise critically and solve problems. It is doubtful, though, that these educators are very knowledgeable in digital skills for the twenty-first century. Even though English is a powerful tool for achieving a variety of objectives, learning the language has never been easy for Omani students. As a result, findings were published in a study titled "A student perspective on low English proficiency in Oman" by Al-Mahrooqi, 2012. One hundred students of Sultan Qaboos University who had earlier completed public educational institutions made up the sample for the aforementioned study. According to the findings in the study, 85% of these students thought that their poor English proficiency was mostly due to the behaviors and output of their instructors. Specifically, these pupils mentioned teacher-centered, antiquated traditional learning approaches. According to Emenyeonu (2012), in a typical educational setting, learners only participate as passive recipients of knowledge from teachers. Additionally, the learning environment is set up with pupils working in straight lines without assistance from one another, which hinders communication and minimizes the use of the English language.

6.2. Future Perspectives

It is evident that the subject of educational technologies is one that is constantly evolving. Several scholarly investigations have demonstrated the impact of modern technologies and computer systems on the educational process across several domains, encompassing language instruction and acquisition (Schacter and Fagnano, 1999). But the majority of these researches have focused only on how e-learning affects performance without integrating any in-person training. When it comes to the efficacy of integrating online learning with regular classroom instruction, Omani English language instructors are divided on the subject. While some English language teachers believe that using electronic information with their pupils is unnecessary and a waste of time and effort, many prefer to utilize it no more than twice a week. To achieve the best results in English language instruction, some instructors of English support combining traditional content with electronic digital materials (Al Mashaikhi et al., 2020). Below is a discussion of some educational implications and suggestions for future perspectives.

Giving efficient digital input: although the majority of students stated that their instructors had given them adequate online feedback, several of them voiced discontent. This emphasizes how crucial it is to give students fast, helpful digital input. Future studies

should examine useful methods for giving feedback in virtual settings, such as utilizing technological platforms and instruments that provide customized and insightful input. Additionally, assessing the choices and expectations of students regarding their interactions with online education may be used to guide the creation of realistic educational courses that provide teachers the skills they need to effectively teach in blended learning environments (Al-Amrani & Al-Ghaithi, 2023).

Deep learning evaluations: a few learners expressed dissatisfaction with excessive emphasis on memorization in tests, advocating for a change to tests that encourage deeper learning. Future research should look into innovative blended learning evaluation strategies that improve knowledge usage, analytical thinking, and problem-solving abilities. This might be accomplished by including real-world and genuine evaluation tasks, utilizing summative, formative, as well as continuous tests to offer continuous input, and skillfully merging contemporary technology to facilitate engaging and collaborative examinations (Al-Amrani & Al-Ghaithi, 2023).

Satisfying learner requirements and interests: during the interviews conducted by Al-Amrani & Al-Ghaithi (2023), a number of learners revealed that they had different perspectives and preferences about blended learning environments. Future studies have to focus more on how individual variances in technical readiness and individual characteristics influence experiences of learners with blended learning. This knowledge may be used to build customized educational experiences, assist in the selection and integration of appropriate technology, and promote development of student-centered learning strategies in blended learning environments.

7. Conclusion

Considering English is now the language of choice for many fields like politics, science, international relations, communication, information technology, and many more, its significance as a global language cannot be understated (Bisong, 1995; Crystal, 2003; Altbach, P. 2010). Owing to its significance, Omani stakeholders have connected the nation's advancement and development to its citizens' fluency in the English language. English is therefore seen as a tool for communication with non-Arabic speakers worldwide, even if it is not as crucial for regulating technology and science in Omani society. It is also viewed as a vital launching platform that the nation may use to go to the leading edge of global growth (Al Mashaikhi et al., 2020). The blended learning approach helps students develop their digital literacy and critical thinking abilities in addition to their language proficiency. Because of its versatility, BLENDI can be used with a wide range of students and learning environments, which makes it an invaluable tool for EFL pedagogy. The BLENDI approach shows promise as a practical way to meet the changing needs of EFL students, as educators continue to navigate difficulties of language instruction in the digital age. Future studies should focus more intently on particular BLENDI implementation components, investigating issues like student motivation, teacher facilitation, and the long-term effects on language proficiency. In general, this study supports the incorporation of the BLENDI approach as a forward-thinking and successful technique for enhancing the language proficiency of EFL students in modern educational settings.

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