## RESEARCH ARTICLE

# Enhancing Grammar, Vocabulary, Comprehension, and Creative Expression through Blended Learning in Secondary Schools

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| Manuscript Info | Abstract |
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| *Manuscript History* <br> Received: xxxxxxxxxxxxxxx <br> Final Accepted: xxxxxxxxxxxxx <br> Published: xxxxxxxxxxxxxxx <br><br> *Key words: -* <br> Blended Learning, Interactive Tools, Urdu Language, Digital Education, Secondary Education | In the evolving landscape of education, this study explores the dynamic potential of blended learning in enhancing Urdu language proficiency among secondary school students in Bihar. By merging the immediacy of synchronous interaction with the flexibility of asynchronous access, blended learning creates a rich, interactive environment for mastering grammar, vocabulary, comprehension, and creative expression. Audio-visual tools and digital storytelling breathe life into lessons, fostering deeper engagement and learner autonomy. Anchored by robust learning management systems and supported by India's ambitious digital education initiatives, this study bridges educational gaps and promotes inclusive, student-centered learning. This study investigates the transformative impact of blended learning on the academic performance of secondary school students in Bihar, with a focus on Urdu language development. The research highlighted significant improvements in grammar, vocabulary, comprehension, and creative expression. The findings position blended learning as a powerful, inclusive approach to enriching language education in today's classrooms. The study suggests another long-term research on the impacts of blended learning, exploring regional differences and student perceptions. |

## Introduction: -

In the evolving landscape of education, blended learning has emerged as a transformative approach that integrates traditional face-to-face instruction with digital technologies and online resources. This hybrid model creates a dynamic and flexible learning environment that meets the diverse needs of students, particularly in language education. For secondary school learners, who are at a critical stage of cognitive and linguistic development, blended learning offers opportunities for sustained engagement, personalized instruction, and contextualized exposure to language. The use of interactive digital tools, such as grammar games, vocabulary apps, and audiovisual resources, supports the acquisition of grammar and vocabulary in a more engaging and meaningful way. Immediate feedback from online exercises reinforces learning and promotes self-correction. Blended learning also enhances reading comprehension by allowing students to explore texts at their own pace, revisit complex content, and access a variety of authentic materials that build critical thinking and interpretive skills. Furthermore, creative expression is

nurtured through digital platforms that encourage collaborative writing, blogging, digital storytelling, and discussion forums. These outlets not only support language fluency but also inspire confidence and originality in student communication. Ultimately, blended learning fosters a holistic approach to language development, making it a powerful strategy in equipping secondary students with essential linguistic and expressive competencies for academic and real-world success.

**Emerging Paradigms in Educational Technology**

Synchronous learning brings real-time magic to screens, students and teachers connect live, share ideas, and build community. With scheduled classes and instant feedback, it's structured yet spontaneous, though time zones and tech hiccups remain hurdles (Baba et al., 2021). This setup enables immediate feedback, fosters real-time discussions, and promotes spontaneous language use, which is essential for developing fluency and communicative competence (Hrastinski, 2008). Done well, it's not just online, it's alive (Chafouk&Marjanei, 2024; Jin & Kim, 2024; Martin et al., 2021). Asynchronous learning flips the script, education anytime, anywhere. It suits busy lives and varied needs, empowering learners with flexibility and independence, though it can feel isolating without live interaction (Alzahrani et al., 2023; Hung et al., 2024). This mode encourages reflective thinking, greater autonomy, and deeper engagement with reading and writing tasks (Means et al., 2013). Blending both creates a powerhouse of flexibility and engagement. Audio-visual aids add flair, turning concepts into stories through videos, cartoons, and podcasts. They captivate senses, simplify tough ideas, and improve performance (Dale, 1969; Quarcoo-Nelson et al., 2012; Rubab & Shah, 2023; Adedoyin et al., 2024). They provide rich contextual clues and stimulate both auditory and visual learning pathways, facilitating improved pronunciation, listening comprehension, and vocabulary retention (Mayer, 2009). Virtual learning opened new doors post-COVID, education without borders, personalized and tech-driven (Akpen et al., 2024; Johnston et al., 2024). enhance accessibility and flexibility, catering to diverse learner needs and supporting differentiated instruction (Picciano, 2017). It's flexible, but not flawless. At the core is the Learning Management System (LMS), a digital classroom manager. From Moodle to Google Classroom, it keeps learning seamless, structured, and accessible (Rabeh &Elmotri, 2024; Edouard et al., 2023). Together, these tools are reshaping education, blending innovation, inclusion, and impact.

**Digital Design of Education in India**

The Government of India has launched several key initiatives to promote digital learning and make education more accessible and inclusive. PM eVIDYA unifies digital education efforts through multi-platform access, including online platforms, TV, radio, and podcasts, reaching over 25 crore students. DIKSHA provides digital resources in 36 Indian languages, featuring QR-coded textbooks and teacher training tools. SWAYAM offers free courses from Class 9 to post-graduation, with content from top institutions like IITs and IIMs. The National Digital Library of India (NDLI), managed by IIT Kharagpur, hosts a vast collection of multilingual educational materials. e-Kalpa supports design education with rich digital content, while SATHEE, in collaboration with IIT Kanpur, helps students prepare for exams like JEE and NEET through self-assessment tools. The National Digital University provides flexible, credit-based online learning via a hub-and-spoke model. All these initiatives align with the National Education Policy 2020, aiming to integrate technology into education and bridge the digital divide across the country.

**Blended Learning**

Technologies have significantly transformed the educational landscape, gradually shifting from rigid, traditional classrooms to more fluid, tech-integrated environments where physical and digital realms intersect, enabling teachers and learners to collaborate across both spaces (Schaber et al., 2010; Nortvig et al., 2018). As purely face-to-face and fully online models continue to evolve, a hybrid approach—blended learning—has surfaced as a powerful third alternative that harmonizes the benefits of both methods into an engaging, learner-centered experience (Haijian et al., 2011). Originally developed within the realm of corporate training (Sharma & Barrett, 2007), blended learning soon made its way into higher education and language instruction (MacDonald, 2006; Tomlinson & Whittaker, 2013).Blended learning integrates traditional classroom instruction with digital technologies, drawing on a wide array of pedagogical theories and instructional strategies. It promotes adaptability, personalization, and active learner engagement through innovative formats such as flipped classrooms, station rotations, and lab-based modules. Although it lacks a universally defined structure, its strength lies precisely in its flexibility, which enhances student motivation, minimizes disengagement, and nurtures creative thinking (Miskiah et al., 2020). Additionally, it fosters self-regulated learning (Shen & Liu, 2011), encourages meaningful interaction (Keshta& Harb, 2013), and cultivates collaborative learning experiences that tap into Bloom's higher-order thinking skills. This aligns seamlessly with global educational priorities, including Sustainable Development Goal 4, which emphasizes inclusive and lifelong learning opportunities (Trustworthy AI in Education, 2020).As a modern pedagogical strategy, blended learning not only expands access and improves instructional quality but also reimagines the use of classroom time, creating a synergistic relationship between online and offline modalities (Garrison & Vaughan, 2008; Dziuban et al., 2018).

**Importance of Language for Academic Excellence**
Language is crucial in human cognition, social interaction, and cultural transmission. Research by Tomasello (2003) emphasizes that language is foundational to cooperative communication and shared intentionality, setting humans apart from other species. Vygotsky (1978) also highlights the role of language in cognitive development, showing how social interaction and speech shape thought processes. Additionally, studies in neurolinguistics, such as those by Pinker (1994), reveal how language is hardwired in the brain, suggesting its evolutionary significance. Collectively, these studies underscore that language is not just a tool for communication but a core component of human intelligence and societal development.

Language proficiency plays a pivotal role in achieving academic excellence, as it underpins critical skills such as reading comprehension, analytical thinking, and effective communication. Research has consistently shown a strong correlation between language skills and academic performance. For instance, Snow, Burns, and Griffin (1998) emphasized in their seminal report for the National Research Council that language development is foundational to reading success and overall academic achievement. Similarly, Cummins' (2000) work on second language acquisition highlights the importance of cognitive academic language proficiency (CALP) for success in academic contexts, particularly for bilingual and ESL students. Furthermore, research by Vellutino et al. (2007) found that early language difficulties are predictive of later learning challenges, reinforcing the critical role of language development from an early age. Recent studies underscore this link; for instance, a 2022 study by Kim et al. in the journal Reading Research Quarterly found that vocabulary breadth and syntactic awareness significantly predicted academic achievement across disciplines in middle school students. Similarly, research by Snow and Uccelli (2021) emphasized the importance of academic language, specialized vocabulary, and discourse structures in enabling students to engage with curriculum content critically and successfully. These findings highlight that strong language skills are not just a support but a foundation for learning across all subject areas.

**Urdu Language**
Urdu is a language with a rich history that evolved in the Indian subcontinent during the medieval period. It is primarily spoken in undivided India, with roots tracing back to the 6th century CE when the region saw the arrival of Persian-speaking Central Asian Muslim invaders. The fusion of local languages, particularly Hindi, with Persian, Arabic, and Turkish led to the development of Urdu as a distinct language. Over time, it absorbed significant influences from Persian and Arabic, especially in its vocabulary and literary forms, while retaining a grammar rooted in the Indo-Aryan family of languages. Urdu flourished as a literary language during the Mughal Empire and became the language of court and culture, and continued to develop through the 18th and 19th centuries. Its literary tradition flourished through poetry, especially in the form of ghazals. The 19th and 20th centuries saw Urdu rise as a prominent language of education, literature, and politics, particularly in India.The importance of Urdu extends beyond its linguistic role. It is a symbol of cultural identity and a significant tool for educational and cultural bridges. Its widespread use in India makes it an essential medium for communication across diverse communities. As a language of poetry, literature, and media, Urdu plays a key role in preserving cultural narratives and traditions. Moreover, the increasing number of Urdu speakers worldwide adds to its global significance in cultural and academic exchanges.According to Hussain and Rehman (2020), Urdu remains central to the identity of millions in South Asia, despite being spoken as a first language by a minority in India. Urdu not only facilitates communication across diverse linguistic groups but also fosters national unity. Siddiqui (2019) highlights the role of Urdu in preserving the cultural and literary heritage of South Asia, pointing to its influence in poetry, music, and cinema, which continues to resonate across generations.

In today's globalized economy, the Urdu language plays an increasingly strategic role in marketing and the corporate sector, particularly in South Asia and among diaspora communities. As a language spoken by over 170 million people worldwide, Urdu holds immense value for businesses aiming to connect with consumers in Pakistan, parts of India, and Urdu-speaking populations across the Middle East, the UK, and North America. Rehman and Khan (2021) found that localized advertising in Urdu significantly increased consumer engagement and brand trust among audiences, compared to English-only campaigns. Similarly, Ahmed and Lodhi (2020) demonstrated that corporations using Urdu in customer service and digital marketing saw higher satisfaction and loyalty scores, as customers perceived these efforts as culturally respectful and more relatable. Moreover, brands that utilize Urdu in their messaging can tap into emotional and cultural nuances that foster deeper connections. As a result, Urdu is not only a medium of communication but a strategic asset in culturally adaptive marketing.

**Literature Review**
Blended learning, often defined as the thoughtful integration of face-to-face and online instructional methods, has become a transformative approach in modern education. It combines the strengths of traditional classroom teaching, such as interpersonal interaction and immediate feedback, with the flexibility and accessibility of digital tools and online content. Research supports its effectiveness: according to a meta-analysis (Means et al., 2013), students in

blended learning environments performed better, on average, than those receiving purely face-to-face instruction. More recently, Hrastinski (2019) emphasized that blended learning fosters deeper engagement and personalized learning experiences by allowing students to access materials at their own pace while still benefiting from teacher support. These findings underscore that blended learning is not just a response to technological advancement but a strategic method for improving learning outcomes and student satisfaction.

Blended learning has been shown to positively influence various aspects of language learning, including grammar, vocabulary acquisition, reading comprehension, and creative expression. Blended learning offers flexibility to review lessons at their own pace while also engaging in interactive grammar exercises online. Blended learning environments helped students internalize grammatical rules more effectively due to personalized, adaptive learning tools (Vural and Yıldırım, 2021). Using multimedia tools like videos, podcasts, and flashcards exposes students to language in various contexts. Recent research highlights that this model enhances language learning outcomes, especially in terms of vocabulary development, reading comprehension, and learner autonomy. Alammary (2021) found that language learners in blended settings demonstrated improved engagement and retention compared to those in conventional classrooms. Similarly, Shadiev and Huang (2020) reported that learners using blended methods performed better in listening and speaking tasks due to increased access to multimedia resources and real-time feedback. Technology integration in blended learning enables learners to encounter vocabulary repeatedly in meaningful contexts, leading to better retention and usage in real-world scenarios (Zhang & Zhang 2022). Vocabulary improves in a blended setting (Katasila &Poonpon, 2022).It supports vocabulary acquisition by fostering a more engaging and dynamic learning environment (Bobkina et al., 2025).The interactive and engaging content facility in blended learning can enhance vocabulary acquisition(Zeng, 2023). Blended learning environments allow for an array of reading materials, from online articles to interactive e-books. Blended learning settings showed significant improvement in reading comprehension skills, as they were able to engage with texts at their own pace and access supplementary resources to aid their understanding (Yıldırım & Ozdemir, 2020).Blended learning improves learners' reading comprehension significantly(Al-Mamoori&Hosseinpur, 2023; Pham & Nguyen, 2023; Rahimzadeh &Gilakjani, 2022; Tsegaye Bekele et al., 2024).Creative expression in language learning benefits from blended learning through the use of digital platforms. Students can produce and share content such as podcasts, blogs, or video presentations. Aydin and Yelken (2021) revealed that learners were more motivated to express themselves creatively with digital tools, allowing them to practice language in more personalized, innovative ways. A blended learning environment produced more original and expressive writing (Alghamdi, 2023). Integrating digital storytelling tools in blended ESL classrooms significantly enhanced students' creative language use (Ismail & Yusof, 2022). More exposure and flexibility in blended classrooms guarantee higher creativity in writing and oral presentations (Rahimi & Zhang, 2020). Blended learning proves to be a flexible and powerful tool for enhancing the language range of competencies.

**Significance of the Study**

This study holds great significance as it delves into how blended learning can elevate secondary school students' skills in grammar, vocabulary, comprehension, and creative expression. In a world where educational technology is advancing at lightning speed, blended learning provides a vibrant, student-centered approach that fosters active participation, independence, and tailored learning experiences. Combining real-time interaction, self-paced platforms, multimedia tools, and strong learning management systems creates an engaging and multifaceted learning environment.Through the integration of digital storytelling, podcasts, and collaborative platforms, blended learning not only accelerates vocabulary and grammar acquisition but also enhances reading comprehension and sparks creativity in language use.This approach aligns seamlessly with the goals outlined in India's National Education Policy 2020 and its digital education initiatives, such as DIKSHA and PM e-VIDYA, which strive to create an inclusive, accessible, and technology-driven educational ecosystem.

Highlighting the importance of language as a vital cognitive and cultural tool, this study not only adds to the academic discourse but also bridges theoretical insights with practical pedagogical approaches. It emphasizes the pivotal role of blended learning in the Urdu teaching and learning process. Urdu is a significant language in preserving cultural heritage and advancing literacy across diverse communities. As a language of 170 million people worldwide, Urdu serves as a powerful bridge for businesses seeking to engage consumers across Pakistan, regions of India, and Urdu-speaking communities in the Middle East, the UK, and North America, blending cultural resonance with commercial impact.Ultimately, this research demonstrates the effect of blended learning in fostering creative thinking and enhancing academic achievement in Urduat secondary level in Bihar government secondary schools.

**Objectives**

- To find out the Effect of Blended Learning on the Academic Performance of Secondary School Students of Bihar
- To find the Effect of Blended Learning on Urdu Grammar, Vocabulary, Comprehension, and Creative Expression of Secondary School Students.
- To find the Effect of Blended Learning on Urdu Grammar, Vocabulary, Comprehension, and Creative Expression of Secondary School Students based on Various Demographic Variables.

**Hypothesis**

- H₀: Blended learning has no significant effect on the academic performance of secondary school students in Bihar.
- H₀: Blended learning does not significantly enhance Urdu grammar, vocabulary, comprehension, and creative expression among secondary school students.

**Methods:**

The study discovered the impact of blended learning on the enhancement of Urdu Grammar, Vocabulary, Comprehension, and Creative Expression.A true experiment with a randomized single-group pre-test–post-test design was adopted. Using proportional stratified sampling (Gay et al., 2012; Creswell, 2012), 80 students were selected from two government secondary schools, one Urdu-medium and one Hindi-medium, in Purnia, Bihar. A 15-day instructional plan was implemented after the conduct of a pretest. The group was engaged in blended learning using tools like Wordwall, Quizizz, Padlet, and Blendspace. Data collected through pre- and post-tests were analyzed using SPSS 26, employing paired t-tests and p-values to evaluate the effectiveness of the intervention and provide evidence-based insights into the role of blended learning in enhancing Urdu language'sfour components.

Table 1: Demographic Information of the Sample

| Demographic details | | Frequency | % |
|---|---|---|---|
| Gender | Male | 40 | 50 |
| | Female | 40 | 50 |
| Medium of study | Urdu | 40 | 50 |
| | Hindi | 40 | 50 |
| Parental education | Graduates | 21 | 26.25 |
| | Below graduates | 59 | 73.75 |
| Parental occupation | Salaried | 19 | 23.75 |
| | No salaried | 61 | 76.25 |

**Results**

Table 2: Analysis of the treatment based on Pre-test and Post-test scores

| Treatment | N | Mean | S. D | Df | t-value | Sig | Decision |
|---|---|---|---|---|---|---|---|
| Pretest | 80 | 21.8 | 6.1 | 79 | 18.1 | .05 | there is sig. diff. |
| Post test | 80 | 40.5 | 5.8 | | | | |

Table 2 highlighted a remarkable improvement in language component acquisition in a blended learning setting. The present findings align closely with a growing body of literature indicating the efficacy of blended learning in facilitating language acquisition, as evidenced by the works of Neetika (2021), Sripriya (2022), and Cole (2020), among others. This pedagogical approach has also been supported by empirical studies conducted by Gambari et al. (2017), Oweis (2018), Zhang and Zhu (2018), and Ginaya (2018), all of which highlight its capacity to enhance language learning outcomes. Conversely, these results diverge from earlier investigations by Tosun (2015) and Kazu and Demirkol (2014), who reported more limited benefits of blended methodologies. More recent contributions by Shurygin et al. (2024) and Naz et al. (2024) further reinforce the argument, demonstrating that blended learning improves academic performance and fosters greater learner engagement.

Table 3: Analysis of the treatment based on four Language components (Grammar,
Vocabulary Comprehension, Creative Expression)

| Components | N | Mean | S.D. | df | t-value | sig | Decision |
|---|---|---|---|---|---|---|---|
| Vocabulary | 80 (Pre-test) | 6.1 | 2.2 | 79 | 24.1 | .05 | there is sig. diff. |
|  | 80 (Post-test) | 12.7 | 1.3 | | | | |
| Grammar | 80 (Pre-test) | 4.3 | 1.8 | 79 | 9.7 | .05 | there is sig. diff. |
|  | 80 (Post-test) | 6.9 | 1.9 | | | | |
| Comprehension | 80 (Pre-test) | 8.4 | 2.5 | 79 | 7.7 | .05 | there is sig. diff. |
|  | 80 (Post-test) | 11.4 | 2.6 | | | | |
| Creative Expression | 80 (Pre-test) | 4.5 | 1.8 | 79 | 8.8 | .05 | there is sig. diff. |
|  | 80 (Post-test) | 7.1 | 1.9 | | | | |

Table 3 provides compelling empirical evidence indicating that the implementation of the blended learning model produced statistically significant improvements across all four assessed domains of language acquisition: Grammar, Vocabulary, Comprehension, and Creative Expression. The findings explicitly suggest that the integration of digital and traditional instructional modalities substantially enhanced the Urdu language proficiency of ninth-grade students in government schools of Bihar. These outcomes emphasize the pedagogical efficacy of blended learning in fostering multidimensional linguistic development in the context of secondary education. Blended learning can improve language vocabulary (Behera & Mishra, 2024; Mohammed Nuri et al., 2023). Vasbieva et al. (2016) observed that blended learning positively improves vocabulary in the English language. Blended learning positively affects learners' vocabulary. (Chuane et al., 2022). Blended learning is a mechanism to enhance language grammar skills for secondary school learners (Singaravelu & Elangovan, 2023; Amitabranjan et al., 2022). Tsegaye et al. (2017) highlighted the positive effect of BL on reading comprehension because of the versatility, accessibility, and flexibility of Blended learning.

Table 4 Analysisof the treatment based on demographic variables (post-test scores)

| Variables | Mean | N | S. D. | Df | t-value | Sig | Decision |
|---|---|---|---|---|---|---|---|
| Male | 40.60 | 40 | 5.62 | 78 | .077 | .05 | No sig. diff. |
| Female | 40.50 | 40 | 5.97 | | | | |
| Urdu Medium | 40.98 | 40 | 5.77 | 78 | 5.39 | .05 | Sig. diff. |
| Hindi Medium | 30.45 | 40 | 10.89 | | | | |
| Graduate parents | 39.57 | 21 | 5.94 | 78 | 2.07 | .05 | Sig. diff. |
| Below Graduate parents | 34.34 | 59 | 10.99 | | | | |
| Salaried | 39.30 | 20 | 5.96 | 78 | 2.45 | .05 | Sig. diff |
| Non salaried | 34.52 | 60 | 10.98 | | | | |

Table 4 offers insightful evidence on the impact of blended learning on all four components in Urdu. Gender appeared to play a negligible role in enhancing grammar, vocabulary, comprehension, and creative expression. It has been confirmed that thereis no statistically significant gender difference. Comparable findings were echoed in the works of Kazu and Demirkol (2014), Ali and Singh Gyan Pratap (2015), Egara and Mosimege (2024), as well as Khader N. S. K. (2016) and Hijazi A.,Jayaraman et al. (2022) and Nayak et al. (2024) affirmed that gender plays no significant role in the context of blended learning, thereby reinforcing the findings of the current study.D. & A. L. Natour A. S. (2020) observed that female students outperformed their male counterparts. However, this contrasts with the findings of Smith (2013), while the studies by Isiaka Gambari et al. (2017) and Kintu et al. (2017) have also challenged and rejected the conclusions drawn in the present research.

The medium of instruction proved to be a significant factor, with Urdu-medium students outperforming their Hindi-medium counterparts. Intriguingly, Jayaraman et al. (2022) reported contrasting results, suggesting that the medium has minimal impact, emphasising the influence of contextual differences on educational outcomes. Parental education emerged as a key determinant of student performance in language performance. Learners whose parents

held graduate degrees achieved noticeably higher scores than those from less-educated backgrounds. These findings resonate with prior research by Ali (2021), Liu (2018), Idris et al. (2020), among others, all of whom accentuate the positive impact of parental education on academic success. Nonetheless, this correlation is contested by Pathak & Bhatia (2019) and Jayaraman et al. (2022), who suggest that the relationship may not be as clear-cut.Finally, the occupation of parents appeared as a crucial influence on student achievement. Learners hailing from salaried households significantly outshone their counterparts from non-salaried backgrounds. These findings align with the conclusions drawn by Owuor et al. (2022) and Hussain (2021), who emphasized the academic advantages tied to stable parental employment. However, it's worth noting that Moneva et al. (2020) offered a nuanced perspective, suggesting that while occupation may not directly affect self-esteem, a related yet separate construct, its influence on academic performance remains evident.

**Conclusion:**

This study highlights the strong potential of blended learning to boost language skills among secondary school students, notably in grammar, vocabulary, comprehension, and creative expression. Urdu-medium ninth graders in Bihar showed marked improvement, with results suggesting that combining digital and traditional methods creates a balanced, effective learning environment. Gender had little impact, indicating inclusivity, while factors like medium of instruction, parental education, and occupation played a more decisive role in performance. Future research should explore long-term effects, regional variations, and learner perceptions. Investigating the role of advanced technologies, such as AI, could further enhance blended learning's impact and adaptability across diverse educational contexts.

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