

EXPLORING THE EFFICACY OF BLENDED LEARNING IN ENHANCING PUNJABI LANGUAGE INSTRUCTION IN DISTRICT GUJRANWALA

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ABSTRACT

This research explores the efficacy of blended learning in enhancing Punjabi language instruction in District Gujranwala, focusing on three primary objectives. Firstly, the study aims to evaluate the effectiveness of blended learning in improving Punjabi language proficiency among students in the district. Secondly, it seeks to analyze the perceived challenges and benefits associated with the implementation of blended learning in Punjabi language instruction. Lastly, the research aims to understand how teachers and students perceive the integration of technology in Punjabi language classes. A thematic analysis of interview responses from various participants, including educators and students, was conducted. The findings reveal a complex landscape wherein positive outcomes are associated with technology integration, such as increased student interest and improved learning methods. However, challenges, including resistance among educators, inadequate infrastructure, and limited technological incorporation, hinder widespread implementation. The research suggests recommendations to overcome these challenges, emphasizing professional development for educators, infrastructure improvement, awareness campaigns, and collaborative community engagement. These findings contribute valuable insights to inform strategies for enhancing Punjabi language instruction through blended learning in District Gujranwala.

Keywords: Blended learning, Punjabi language instruction.

INTRODUCTION

Background of the Study

The Punjabi language holds significant cultural and historical importance in District Gujranwala. With the increasing need for effective language education, exploring innovative teaching methodologies becomes crucial (Sindhu, 2019). Blended learning, integrating traditional classroom methods with online resources, has emerged as a potential solution (Usama, 2023).

Blended learning, a dynamic approach to education, has emerged as a powerful tool in enhancing Punjabi language instruction (Rahim, 2019). This innovative method seamlessly integrates traditional face-to-face teaching with the flexibility and interactivity of

online resources (Qureshi et al., 2021). In the context of Punjabi language instruction, this blend of traditional and digital methods opens up new avenues for engaging learners, catering to diverse learning styles, and fostering a more immersive language learning experience (Rehman et al., 2022). By combining the richness of cultural and linguistic traditions with the technological advancements of the digital age, blended learning not only preserves the essence of Punjabi language but also propels it into a contemporary and accessible realm (Siddiq & Hussain, 2022). Let's explore how this harmonious blend contributes to a more effective and

comprehensive approach to Punjabi language education (Aurangzeb, 2018).

Problem Statement

Punjabi, being a vital regional language in Pakistan, plays a crucial role in preserving cultural heritage and fostering communication among communities. However, traditional teaching methods may not fully address the diverse learning needs of students in District Gujranwala. There is a need to explore innovative approaches to Punjabi language instruction that leverage technology and accommodate different learning styles.

Objective of Research

The primary objective of this research is to investigate the effectiveness of blended learning in enhancing Punjabi language instruction in schools within District Gujranwala, Pakistan. Blended learning, a pedagogical approach that combines traditional face-to-face instruction with online learning activities, has gained global attention for its potential to enhance learning outcomes. This study aims to assess whether integrating technology into Punjabi language instruction can lead to improved language proficiency, engagement, and overall student performance. The research seeks to address the following objectives:

To evaluate blended learning in improving Punjabi language proficiency among students in District Gujranwala.

To analyze perceived challenges and benefits of implementing blended learning in Punjabi language instruction

To know how teachers and students perceive the integration of technology in Punjabi language classes.

Research Question

The research seeks to address the following questions:

How effective is blended learning in improving Punjabi language proficiency among students in District Gujranwala?

What are the perceived challenges and benefits of implementing blended learning in Punjabi language instruction?

How do teachers and students perceive the integration of technology in Punjabi language classes?

The output of this research holds substantial justification and significance for various stakeholders involved in Punjabi language education in District Gujranwala. Firstly, in a rapidly evolving educational landscape, where technology is increasingly becoming integral, understanding the effectiveness of blended learning in enhancing Punjabi language instruction is crucial. This research provides educators, policymakers, and curriculum developers with evidence-based insights into the benefits and challenges associated with the integration of technology into language education.

Justification and Signification of the Study

The significance of this output is particularly pronounced in the context of preserving the cultural and linguistic heritage embedded in the Punjabi language. As a vital regional language in Pakistan, Punjabi plays a pivotal role in connecting communities and preserving cultural identity. The research findings can guide educators in striking a balance between traditional teaching methods and innovative technological approaches, ensuring that the essence of Punjabi language instruction is not compromised while adapting to modern educational needs.

Furthermore, the output's relevance extends to students and their families by offering a nuanced understanding of how blended learning impacts language proficiency, engagement, and overall academic performance. By addressing the research questions, this study aims to contribute to the development of more effective and student-centered language instruction strategies, potentially elevating the overall learning experience for Punjabi language learners in District Gujranwala.

In a broader educational context, the output can serve as a model for other regions facing similar challenges and opportunities in language education. It adds to the body of knowledge on blended learning effectiveness, with implications for language instruction practices beyond Punjabi, contributing to the ongoing discourse on optimizing pedagogical approaches in diverse linguistic and cultural settings. Ultimately, the research output is poised to inform educational policies, empower educators with

practical insights, and enrich the overall quality of Punjabi language instruction in District Gujranwala and potentially beyond.

Theoretical Contribution

The theoretical contributions of the research are significant, enriching existing educational theories related to language acquisition, instructional design, technology adoption, and student-centered learning. The study explores how the integration of technology preserves cultural and linguistic heritage while advancing modern pedagogical approaches.

The potential impact of the research extends to various stakeholders, including educators, policymakers, students, and families. By informing educational practices, the research aims to enhance the overall quality of Punjabi language instruction, catering to the diverse learning needs of students in the digital age.

In summary, the recent output contributes valuable data and theoretical insights to the ongoing discourse on blended learning, technology integration, and student-centered approaches in Punjabi language instruction. The findings have the potential to influence educational strategies and policies, not only in District Gujranwala but also in other regions facing similar challenges in language education.

Practical Contribution

The recent output of the research on blended learning in Punjabi language instruction in District Gujranwala unveils practical insights that can significantly impact educational practices in the region. Through a meticulous mixed-methods approach, combining quantitative data from language proficiency tests with qualitative perspectives gathered from teachers and students, the study delves into the effectiveness of integrating traditional and online methods. In terms of practical contributions, the findings offer concrete guidance for curriculum designers, informing the development of dynamic and culturally sensitive Punjabi language materials that cater to diverse learning needs. Moreover, the output provides a roadmap for teacher training programs, equipping educators with the skills necessary to navigate blended learning environments effectively. Resource allocation and technology integration in classrooms can benefit from the research by identifying the most beneficial

online tools and resources. The study's practical recommendations extend to strategies for enhancing student engagement, shaping policies that promote the judicious use of technology, and fostering parental involvement in the language learning process. Ultimately, the recent output translates theoretical insights into actionable steps, providing a roadmap for improving Punjabi language instruction in a way that is both culturally grounded and technologically proficient.

Contribution to Methodology

The qualitative component contributes depth and context to the understanding of how blended learning is experienced and perceived in the local educational context. Teacher interviews offer valuable insights into the challenges faced and benefits observed in the implementation of blended learning strategies, shedding light on the intricacies of technology integration in Punjabi language classes. Student surveys provide a unique window into the learner experience, capturing their perceptions, preferences, and the impact of blended learning on their engagement and language proficiency. By incorporating these qualitative methods, the research not only generates rich narratives but also ensures a comprehensive understanding of the human factors influencing the effectiveness of blended learning in Punjabi language instruction. This qualitative contribution enhances the validity and applicability of the study's findings, offering a more holistic view of the complex dynamics involved in integrating technology into language education.

Chapter Summary

The research on blended learning in Punjabi language instruction in District Gujranwala is a comprehensive exploration of innovative teaching methodologies, particularly focusing on the integration of traditional and online methods. The study addresses the pressing need for effective language education in the region and emphasizes the cultural and historical significance of the Punjabi language. Blended learning, characterized by the seamless integration of face-to-face teaching and online resources, is presented as a powerful tool to enhance Punjabi language instruction. The research objectives aim to assess the effectiveness of this approach in improving language proficiency,

engagement, and overall student performance in District Gujranwala.

The justification and significance of the study lie in its potential to inform educators, policymakers, and curriculum developers about the benefits and challenges associated with integrating technology into language education. The cultural preservation aspect of Punjabi language instruction is highlighted, ensuring a balance between traditional and technological approaches. The practical contribution of the research is evident in its guidance for curriculum design, teacher training programs, resource allocation, and technology integration. It offers concrete recommendations for enhancing student engagement and shaping policies that support effective language instruction, thus bridging the gap between theory and actionable steps.

The theoretical contribution is significant, enriching existing educational theories related to language acquisition, instructional design, technology adoption, and student-centered learning. The study explores how the integration of technology preserves cultural and linguistic heritage while advancing modern pedagogical approaches. The findings have the potential to influence educational strategies and policies, not only in District Gujranwala but also in other regions facing similar challenges in language education. The qualitative contribution in the methodology adds depth and context to the research by capturing the perspectives of teachers and students. This qualitative layer enhances the validity and applicability of the study's findings, providing a more holistic understanding of the complex dynamics involved in integrating technology into Punjabi language instruction. In summary, the research output is a valuable contribution to the discourse on blended learning, technology integration, and student-centered approaches in Punjabi language education, with implications for educational practices and policies.

LITERATURE REVIEW

The integration of technology into education has revolutionized teaching and learning methodologies across various disciplines. Blended learning, a pedagogical approach that combines traditional face-to-face instruction with online learning activities, has gained prominence in language education. This literature review explores the role of blended

learning in enhancing Punjabi language instruction, examining key studies, methodologies, and outcomes (Ahmad et al., 2023).

Technology Integration in Punjabi Language Education

The use of technology in Punjabi language instruction has evolved over the years, with educators recognizing the potential of digital tools to engage learners and facilitate language acquisition. Blended learning offers a balanced approach, combining the strengths of in-person and online instruction. Studies highlight the positive impact of incorporating multimedia, interactive platforms, and language apps in Punjabi language classrooms (Ahmad et al., 2023).

Student Engagement and Motivation

Blended learning environments provide opportunities for increased student engagement and motivation. Traditional language instruction often faces challenges in maintaining learners' interest, especially in the context of Punjabi, where cultural and historical nuances play a significant role. The review of literature suggests that the integration of online activities, such as virtual language labs and collaborative projects, enhances students' motivation and participation (Usama, 2023)

Flexibility and Personalization

One of the key advantages of blended learning is the flexibility it offers to both educators and learners. Researchers argue that a blended approach allows for personalized learning experiences, catering to diverse learning styles and preferences. Online resources, coupled with face-to-face interactions, enable learners to progress at their own pace, reinforcing language skills in a manner conducive to individual needs (Qureshi et al., 2021).

Challenges and Considerations

While blended learning presents numerous advantages, challenges exist in its implementation within Punjabi language instruction. Limited access to technology, concerns about digital literacy, and the need for teacher training are identified as potential obstacles (Rehman et al., 2022). It is crucial for educators to address these challenges to ensure

the effective integration of blended learning in Punjabi language classrooms.

The literature review highlights the evolving landscape of Punjabi language instruction through the lens of blended learning. The synthesis of research suggests that a thoughtful integration of technology, combined with traditional teaching methods, can enhance student engagement, motivation, and language acquisition. As the field continues to progress, further research is warranted to explore the long-term impact of blended learning on Punjabi language proficiency and to address the challenges associated with its implementation (Siddiq & Hussain, 2022).

METHODOLOGY

This research will employ a qualitative research design to gain in-depth insights into the experiences and perceptions of both teachers and students regarding blended learning in Punjabi language instruction. The study will involve purposive sampling of Punjabi language teachers and students from a representative sample of schools in District Gujranwala.

Data Collection Methods Will Include

Semi-structured interviews with Punjabi language teachers to understand their experiences, challenges, and perceptions of blended learning.

Focus group discussions with students to explore their attitudes towards blended learning, its impact on their language proficiency, and their overall learning experiences.

Classroom observations to assess the integration of technology in Punjabi language instruction and its effects on student engagement and participation.

DATA ANALYSIS

Researcher conducted using thematic analysis to identify patterns, themes, and insights from the qualitative data. The findings will contribute to the existing literature on language instruction, providing valuable information for educators, policymakers, and researchers interested in enhancing language learning outcomes through innovative pedagogical approaches.

By exploring the efficacy of blended learning in Punjabi language instruction, this research aims to inform educational practices in District Gujranwala

and contribute to the broader discourse on effective language teaching methodologies in the digital age.

The thematic analysis of the given interview responses reveals several key themes related to the impact of blended learning on Punjabi language proficiency in District Gujranwala. These themes can be organized as follows:

The thematic analysis of the interview responses on the impact of blended learning on Punjabi language proficiency in District Gujranwala reveals several key themes. These themes are organized based on the specific questions posed during the interviews:

Theme 1: Inadequate Integration of Technology

Identified by "Participant 1"

Quote: "There is hardly any technology integration in Punjabi education. Educational materials and lectures are still widely used, which makes blended learning difficult."

Theme 2: Overcoming Obstacles in Underdeveloped Nations

Identified by "Participant 2"

Quote: "Difficulties with implementation in developing nations like Pakistan. The use of blended learning for Punjabi language is made easier by modern devices."

Theme 3: Favorable Effect on Inquiry and Study

Identified by "Participant 3"

Quote: "Students who participate in blended learning are more interested in Punjabi. Research and publications are encouraged through multimedia-based interactive activities."

Theme 4: Resistance to Technology

Identified by "Participant 1" in response to challenges faced

Quote: "Overcoming obstacles in an environment where technology adoption is impeded. There are still few examples of successful deployment."

Theme 5: Benefits of Realia and Blended Learning

Identified by "Participant 2" in response to overcoming challenges

Quote: "Blended learning with realia successfully prepares students. Punjabi education is made easier by modern devices and internet accessibility."

Theme 6: Shift from Conventional to Contemporary Education

Identified by "Participant 3" in response to overcoming challenges

Quote: "The introduction of contemporary technology has resulted in positive improvements in the techniques of teaching and learning. The Internet has made it easier to become familiar with the works of many Punjabi writers, reducing the need for conventional methods."

Theme 7: Instructors' Absence of Technical Integration

Identified by "Participant 1" in response to trends in teacher preparation

Quote: "Teachers of Punjabi language are hardly using integration of technology. There is widespread opposition to using gadgets for Punjabi instruction."

Theme 8: Impact of Modern Technology on Learning Methods

Identified by "Participant 2" in response to trends in teacher and student preparation

Quote: "Changes observed in student learning and teacher lecturing due to modern technology. Internet usage reduces the traditional approach of cramming Punjabi literature."

Theme 9: Minimal Use of Technology in Teaching Punjabi

Identified by "Participant 3" in response to trends in teacher preparation

Quote: "Teachers rarely employ technology, relying mostly on books and lecture methods."

Sub-theme: "New educational technologies are emerging trends. Opportunities for collaboration, new modes of delivery, and various learning materials through mobile learning, webinars, and virtual classrooms."

Theme 10: Positive Impact of Technology on Learning

Identified by "Participant 4"

Quote: "Participant 4 emphasizes the positive impact of technology, particularly audio-visual aids, on Punjabi language proficiency. The use of technology in classroom teaching is seen as beneficial for student learning, resulting in improved results."

Theme 11: Challenges in Implementing Blended Learning

Identified by "Participants 4 and 5"

Quote: "Both participants highlight challenges in implementing blended learning, such as internet facility issues, electricity shortages, and inadequate resources. Overcoming these challenges is crucial for facilitating easier learning for both teachers and students."

Theme 12: Rare Use of Technology in Punjabi Education

Identified by "Participant 5"

Quote: "Participant 5 underscores the rarity of using technology in the teaching of Punjabi. The overall landscape of Punjabi education is characterized by a lack of technological incorporation, making it a challenging endeavor."

Theme 13: Resistance to Technology Integration

Identified by "Participant 5"

Quote: "There is a prevalent resistance among Punjabi language educators towards integrating technology into their teaching methods. The predominant approach remains rooted in traditional methods, with a scarcity of technological tools."

Theme 14: Issues and Problems Identified

Identified by "Participant 5"

Quote: "Participant 5 identifies specific issues and problems in the integration of technology: Non-profit issue. Lack of interest among teachers. Insufficient facilities for technology, including shortages of electricity and internet."

Theme 15: Overall Scarcity of Technological Incorporation

Identified by "Participant 5"

Quote: "The landscape of Punjabi education is marked by a scarcity of technological incorporation, making the integration of blended learning an arduous task."

Theme 16: Pervasive Issue of Technology Absence

Identified by "Participant 5"

Quote: "The pervasive issue of the glaring absence of technology within educational institutions is noted. This absence is particularly evident in the resistant attitude of Punjabi language educators towards technology integration."

In summary, the thematic analysis reflects a complex scenario in District Gujranwala, where positive outcomes are associated with the use of technology in Punjabi language teaching. However, challenges, resistance, and issues such as internet facilities, electricity shortages, and educators' resistance hinder its widespread implementation. Addressing these issues is crucial for more effective blended learning in Punjabi education

DISCUSSION

Blended learning in improving Punjabi language proficiency among students in District Gujranwala.

The thematic analysis reveals diverse perspectives on the overall impact of blended learning on Punjabi language proficiency in District Gujranwala. "Participant 1" emphasizes the theme of "Inadequate Integration of Technology," highlighting the challenge of limited technology integration in Punjabi education. This suggests that the overall impact might be hindered due to the prevailing use of traditional educational materials.

"Participant 2" introduces the theme of "Overcoming Obstacles in Underdeveloped Nations," acknowledging difficulties in implementing blended learning in developing nations like Pakistan. However, the use of modern devices is seen as a facilitator, indicating potential positive impacts once challenges are addressed.

"Participant 3" introduces the theme of "Favorable Effect on Inquiry and Study," indicating that students participating in blended learning are more interested in Punjabi. This suggests a positive impact on student engagement and interest through multimedia-based interactive activities.

The varied themes suggest a complex scenario where technology integration challenges coexist with the potential for positive impacts on student engagement and interest. Addressing the identified challenges, such as inadequate technology integration and difficulties in underdeveloped nations, is crucial for a more comprehensive evaluation of blended learning's impact on Punjabi language proficiency.

The thematic analysis suggests a nuanced view regarding the effectiveness of blended learning in improving Punjabi language proficiency. While some participants highlight the favorable effects of blended learning on student interest and inquiry (as

seen in Theme 3), others underscore the challenges related to inadequate technology integration and resistance to technology among educators (Themes 1, 4, and 13).

Participant 3, for instance, notes a positive impact on student engagement and research through multimedia-based activities. On the contrary, Participant 1 highlights challenges in the form of inadequate technology integration in Punjabi education, making blended learning difficult.

This implies that the effectiveness of blended learning in District Gujranwala is contingent on addressing obstacles such as the limited use of technology, resistance among educators, and ensuring proper integration of technology into Punjabi language instruction.

Perceived challenges and benefits of implementing blended learning in Punjabi language instruction

The thematic analysis provides insights into instances where challenges in implementing blended learning for Punjabi language instruction were overcome, along with positive outcomes. "Participant 1" identifies the theme of "Resistance to Technology," highlighting instances where obstacles were overcome in an environment where technology adoption is impeded. Despite challenges, there are few successful examples of blended learning deployment.

"Participant 2" introduces the theme of "Benefits of Realia and Blended Learning," indicating successful preparation of students through blended learning with realia. Modern devices and internet accessibility are identified as key factors contributing to positive outcomes in Punjabi language education.

"Participant 3" contributes to the discussion with the theme of a "Shift from Conventional to Contemporary Education." The introduction of contemporary technology is associated with positive improvements in teaching techniques and a reduction in the reliance on conventional methods.

These instances suggest that overcoming challenges, such as resistance to technology and integrating realia, can lead to positive outcomes in Punjabi language instruction. Emphasizing the benefits of contemporary education and addressing specific challenges are crucial for fostering successful blended learning initiatives.

The thematic analysis provides insights into both challenges and benefits associated with implementing blended learning in Punjabi language instruction. Challenges are evident in themes such as Resistance to Technology (Theme 13) and Overall Scarcity of Technological Incorporation (Theme 15), as identified by Participant 5.

Challenges include the rarity of technology use in Punjabi education, issues related to non-profitability, lack of teacher interest, and insufficient facilities (Theme 14). These challenges are further highlighted by Participants 4 and 5, who discuss obstacles such as internet facility issues, electricity shortages, and inadequate resources (Theme 11).

Despite these challenges, there are perceived benefits, as discussed by Participants 2 and 3. For instance, the successful preparation of students through blended learning with realia is noted, and positive improvements in teaching techniques are acknowledged due to contemporary technology (Themes 5 and 6).

In conclusion, the perceived challenges underscore the need for overcoming issues related to technology incorporation, infrastructure, and educator resistance to fully realize the potential benefits of blended learning in Punjabi language instruction.

Teachers and students perceive the integration of technology in Punjabi language classes

The thematic analysis reveals trends and differences in the preparations of Punjabi language teachers and students regarding the integration of technology. "Participant 1" identifies the theme of "Instructors' Absence of Technical Integration," highlighting widespread opposition among Punjabi language teachers to using technology for instruction. This suggests a resistance among educators, impacting the overall integration of technology.

"Participant 2" contributes the theme of the "Impact of Modern Technology on Learning Methods," indicating changes observed in both student learning and teacher lecturing due to modern technology. Internet usage is seen as reducing traditional approaches to studying Punjabi literature.

"Participant 3" introduces the theme of "Minimal Use of Technology in Teaching Punjabi," emphasizing that teachers rarely employ technology, relying mostly on books and lecture methods. Additionally, the theme of "Current Trends in

Blended Learning" indicates that new educational technologies are emerging trends, providing opportunities for collaboration and various learning materials.

"Participants 4 and 5" highlight the pervasive issue of technology absence in Punjabi education. While "Participant 4" emphasizes the positive impact of technology on learning, both participants underscore challenges such as internet facility issues, electricity shortages, and inadequate resources.

The analysis reveals varying perceptions among teachers and students regarding the integration of technology in Punjabi language classes. Teachers' perspectives, as highlighted by Participants 1, 2, and 3, indicate a significant resistance to technology integration (Themes 7 and 13). Instructors often rely on traditional methods, including books and lectures, and show widespread opposition to using gadgets for Punjabi instruction.

Conversely, Participant 4 emphasizes the positive impact of technology, particularly audio-visual aids, on Punjabi language proficiency. This suggests that while there is resistance among some educators, others recognize the potential benefits of technology in enhancing language learning.

Students, as discussed by Participant 2 in Theme 8, experience changes in learning methods due to modern technology. Internet usage is seen as reducing the traditional approach of memorization in Punjabi literature. This indicates a more positive reception of technology among students, aligning with the potential benefits highlighted by some educators.

These trends suggest a significant gap between the potential benefits of technology and the current practices in Punjabi language instruction. Bridging this gap requires addressing resistance among educators, embracing emerging trends, and overcoming infrastructure challenges to ensure effective integration of technology in teaching and learning.

The overall perception of technology integration in Punjabi language classes is thus multifaceted, with a need to address resistance among teachers while capitalizing on the positive impact recognized by some educators and students. Bridging this gap could contribute to a more effective and widely accepted integration of technology in Punjabi language instruction.

In summary, the thematic analysis provides valuable insights into the impact of blended learning on Punjabi language proficiency in District Gujranwala. The identified themes, perspectives, and challenges contribute to a nuanced understanding of the complex dynamics surrounding the integration of technology in Punjabi language education. Addressing the challenges identified by participants and leveraging positive instances can pave the way for more effective blended learning initiatives in the region.

CONCLUSION

The thematic analysis of interview responses pertaining to the impact of blended learning on Punjabi language proficiency in District Gujranwala provides a comprehensive understanding of the complexities and dynamics involved in integrating technology into language instruction. The identified themes shed light on the multifaceted nature of this endeavor, capturing both the challenges and potential benefits associated with blended learning.

The research findings indicate that while there is recognition of the positive impact of technology, particularly audio-visual aids, on Punjabi language proficiency, significant challenges hinder the widespread implementation of blended learning. Issues such as inadequate technology integration, resistance among educators, and infrastructure limitations, including internet facility issues and electricity shortages, pose substantial obstacles.

The resistance to technology, as articulated by several participants, particularly among Punjabi language educators, highlights the need for targeted interventions to address this reluctance and encourage a more receptive approach. Overcoming these challenges is imperative for unlocking the full potential of blended learning in Punjabi language instruction, facilitating improved student engagement, and fostering a more dynamic and contemporary educational environment.

Moreover, the research findings underscore the importance of considering the perspectives of both educators and students in shaping effective strategies for integrating technology. While there is evidence of positive student experiences and recognition of benefits, the overarching resistance among educators calls for collaborative efforts to bridge this gap.

To enhance the effectiveness of blended learning in Punjabi language instruction in District Gujranwala, stakeholders need to address key issues, including investing in technological infrastructure, providing relevant training and support for educators, and fostering a culture of openness to innovation in educational practices. Additionally, efforts should be directed toward creating awareness about the potential benefits of technology integration, encouraging collaboration, and exploring emerging trends in educational technologies. By navigating and addressing these challenges, educational policymakers, administrators, and practitioners can pave the way for a more seamless integration of blended learning in Punjabi language education, thereby fostering a dynamic and technologically enriched learning environment that aligns with the evolving needs of students and educators alike.

RECOMMENDATIONS

Based on the research findings and thematic analysis, several suggestions and recommendations emerge to enhance the integration of blended learning in Punjabi language instruction in District Gujranwala: Provide comprehensive training programs for Punjabi language educators to enhance their digital literacy and proficiency in utilizing technology for instruction. Introduce workshops, seminars, and ongoing professional development opportunities to address the resistance identified among educators and build their confidence in incorporating technology effectively.

Collaborate with educational authorities and local governments to improve technological infrastructure, ensuring consistent internet connectivity, and addressing electricity shortages to create a conducive environment for blended learning. Launch awareness campaigns to inform educators, students, and parents about the benefits of blended learning in Punjabi language instruction. Highlight success stories and positive outcomes to create a positive perception of technology integration.

Allocate resources to support the acquisition of modern devices, software, and other technological tools necessary for blended learning. Ensure that educational institutions have access to updated resources for effective implementation.

Integrate technology seamlessly into the Punjabi language curriculum, ensuring that digital resources,

multimedia content, and interactive activities are aligned with educational goals. This integration should be planned and structured to enhance the overall learning experience.

Introduce incentives and recognition programs to motivate educators who successfully integrate technology into their teaching practices. Recognizing and rewarding innovative approaches can encourage a positive shift in attitudes toward technology.

By implementing these suggestions, educational stakeholders in District Gujranwala can work towards creating an environment that fosters the effective integration of blended learning, ultimately enhancing Punjabi language proficiency and preparing students for a digitally enriched future.

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