International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume 6 Issue 21 (June 2024) PP. 404-418
DOI: 10.35631/IJMOE.621030



INTERNATIONAL JOURNAL OF MODERN EDUCATION (IJMOE)
www.ijmoe.com

THE SIGNIFICANCE AND THE CHALLENGES OF THE BLENDED LEARNING IMPLEMENTATION AT HIGHER LEARNING INSTITUTIONS

Nurul Imtiaz Abd Gani [1*], Sangeeth Ramalingam [2]

[1] School of Languages, Civilisation and Philosophy, Universiti Utara Malaysia, Changlun 06010, Kedah, Malaysia
Email: nurulimtiaz@uum.edu.my
[2] Faculty of Education, Social Sciences and Humanities, Universiti Poly-Tech Malaysia, 56100 Kuala Lumpur, Malaysia
Email: sangeeth@uptm.edu.my
[*] Corresponding Author

Article Info:

Article history:
Received date: 18.04.2024
Revised date: 13.05.2024
Accepted date: 15.06.2024
Published date: 30.06.2024

To cite this document:

Gani, N. I. A., & Ramalingam, S. (2024). The Significance And The Challenges Of The Blended Learning Implementation At Higher Learning Institutions. *International Journal of Modern Education, 6* (21), 404-418.

DOI: 10.35631/IJMOE.621030

This work is licensed under CC BY 4.0

Abstract:

Higher Education Institutions (HEIs) prioritise the development of students who possess intellectual competency in using technology for learning purposes, as well as proficiency in the English language, including abilities in speaking, listening, reading, and writing. Despite the considerable efforts made, a significant number of university students continue to struggle with comprehending and completely grasping the English language. Insufficient skill in English may result in individuals being left behind, particularly in terms of completing assignments and progressing to advanced English courses. The problem of insufficient English language competency among students at HEIs is evidently in need of resolution. Accordingly, this research aims to examine the concept of a blended learning approach in the context of English language teaching and learning, focusing on scholars' viewpoints. The objective of this paper is to examine existing literature on the understanding of the concept of blended learning and elucidate the significance and challenges of using the blended learning approach in the context of English language instruction at HEI. Overall, to ensure congruence with this objective, HEIs in Malaysia are progressively transitioning towards implementing integrated learning models, which are an effective way to teach and learn in the current technological age.

Keywords:

Significance, Challenges, Blended Learning, Implementation, Higher Learning

Copyright © GLOBAL ACADEMIC EXCELLENCE (M) SDN BHD - All rights reserved

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume 6 Issue 21 (June 2024) PP. 404-418
DOI: 10.35631/IJMOE.621030

Introduction

Sustainable Development Goal 4 (SDG4) aims to achieve good quality of higher education. It is very crucial for the tertiary learners to have good language proficiency and intellectual competency to achieve the aim of SDG4. Learners at higher learning institutions are expected to be proficient in English language and be competent in using technology so that they will be able to compete at global level. Furthermore, the significance of English language proficiency has been stated in the Roadmap of English language education 2015-2025 (Ministry of Education Malaysia, 2015a). Nevertheless, past studies reported on the lack of English language proficiency and insufficient intellectual competency among the learners in higher education institutions (Fariza Puteh et al., 2019; Janitha, 2021; Karmila et al., 2019).

Several approaches such as face to face approach and online approach have been taken by the previous researchers to tackle the lack of English language proficiency and intellectual competency. Face to face approaches have been criticized by past scholars as the learners have less responsibilities for their own learning process (Alsaaty et al., 2016; Mongwaketse, 2018). As for the online approaches, students are still facing challenges particularly in comprehending information through virtual platform (Aji et al., 2020). The ninth shift in Malaysian Education Blueprint 2015-2025 which is Globalised Online Learning emphasized on technology integration in teaching and learning (Ministry of Education Malaysia, 2015b). Therefore, blended learning has been implemented in most Malaysian tertiary institutions for ESL teaching and learning. Nevertheless, students complained that they are facing several challenges such as delayed feedback and internet connection problem in ESL classroom which employs blended learning approach (Paudel, 2020; Amalia et al,.2019). Krishnamoorthy, Kalaivani and Mahalecumy (2020) revealed that about 39% of the students expressed disagreement for participating in online activities during blended learning environment indicating the students' readiness. Thus, the aim of this paper is to examine the significance and the challenges of blended learning approach for English language teaching and learning.

Literature Review

In this section, the authors have included the discussion on the various perspectives of blended learning from the scholars in the previous literature. Other than that, the explanation on the spectrum of blended learning delivery modes also has been included. This is the part where the authors discussed different modalities used in blended learning.

Concept of Blended Learning

At the early stage of the learning process, it might be challenging to conceptualise the specific technique that will be used for language acquisition. However, it is widely believed among researchers that Blended Learning (BL) has the potential to emerge as a prominent Teaching and Learning (T&L) paradigm in the future. This article provides a concise summary of the many definitions of BL as proposed by researchers, with the aim of understanding the concept of BL. Table 1 showed the compilation of Scholar's perspectives on Blended Learning from year 2002 until 2020. From a historical perspective, the period between 2002 and 2020 is notable for the development and acceptance of blended learning. This period shows a significant evolution in technology and educational tools, greatly influencing how blended learning was conceptualized and practised. It encompasses the time when blended learning started to get substantial attention and technology enabling online education began to reach a more advanced stage. By confining the analysis to this specific period, the paper may provide

Copyright © GLOBAL ACADEMIC EXCELLENCE (M) SDN BHD - All rights reserved

International Journal of Modern Education
EISSN: 2637-0905
IJMOE
Volume 6 Issue 21 (June 2024) PP. 404-418
DOI: 10.35631/IJMOE.621030

a distinct historical framework for understanding the development of perspectives on blended learning throughout this crucial era.

Table 1: Compilation of Scholars' Perspectives on Blended Learning (2002 – 2020)

No.	Year	Source	Scholars' Perspectives
1	2020	Joseph John Morgan & Tracy G. Spies	It is a mode of instruction in which some of the information is provided via digital or online media, either inside or outside of the traditional classroom, with students having some level of ownership over the time, pace, and place of instruction.
2	2020	Rui Zhang	BL combines online and face-to-face instruction with the aim to fulfill students' learning environment, achieving thoughtful reflection, and enabling fulfilment of the instruction.
3	2020	Kung-Teck Wong, Gwo-Jen Hwang, Pauline Swee Choo Goha & Siti Khadijah Mohd Arrif	Blended Learning in education is seen as a powerful tool allowing students to learn in a more interactive and non-threatening environment.
4	2019	Jeong-ryeol Kim & Young-hee Kim	On-line learning is combined with off-line learning to maximize the language learning outcomes.
5	2019	Danuse Vymetalkova & Eva Milkova	It is a combination of the present form of teaching/learning and the distant form of teaching/learning.
6	2019	Wen Yu & Xiaozhou Du	An approach in a course design that integrates the best features of traditional face-to-face and the advantages of online learning.
7	2019	Hatice Karaaslan & Nurseven Kılıç	Combination of e-learning and conventional classroom methods as well as providing room for student control over the learning process.
8	2019	Qiang Huang	An important alternative instruction mode that combines the advantages of both Face-to-Face learning (FtF learning) and online learning at different levels of education and across different subject areas.
9	2018	Simonova	It combines the best characteristics of online learning and face-to-face teaching with the aim to enhance the process of instruction.
10	2018	Dziuban, Graham, Moskal, Norberg & Sicilia	Blended learning is referred as the the "new normal with emerging technologies" in the delivery of higher education courses.
11	2017	MacDonald	Courses that have had an on-line component added to off-line component.

Copyright © GLOBAL ACADEMIC EXCELLENCE (M) SDN BHD - All rights reserved

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume 6 Issue 21 (June 2024) PP. 404-418
DOI: 10.35631/IJMOE.621030

12	2016	Basham et al.	Student engagement in some component of the curriculum via a digital learning experience.
13	2015	Im & Kim	The implementation of blended learning environments, in which technology and classroom instruction co-exist.
14	2015	Boelens et al.	A deliberate blending of face-to-face and online instructional activities, with the purpose of stimulating and supporting learning.
15	2014	Wong, Tatnall, & Burgess	Blended learning is a combination of Face-to-Face instruction and online-mediated instruction.
16	2013	Tomlinson & Whittaker	BL integrate face-to-face instruction with technology involving both online and offline activities/materials.
17	2013	Graham, Woodfield, & Harrison	A form of personalized learning, which involves the integration of online learning and face-to-face instruction.
18	2012	Bonk & Graham	Courses that employ a mix of traditional face-to-face (on-class) and on-line learning.
19	2012	Staker and Horn	Blended learning incorporates face-to-face, teacher-led instruction along with digital technology using actionable data to provide students with a personalized educational path.
20	2012	Garrison and Vaughan	The organic integration of thoughtfully selected and complementary face-to-face and online approaches.
21	2012	Huang, Lin, and Huang	BL is a mixed mode instruction.
22	2011	López-Pérez, Pérez-López, & Rodríguez-Ariza	An innovative learning environment that stimulates and improves the teaching and learning process.
23	2010	Bath & Bourke	An effective combination of various modes of delivery, models of instruction and styles of learning as a result of adopting a strategic and systematic approach to the use of technology merged with the best features of face-to-face interaction.
24	2010	Sharma	The integration of technology in education that involves motivation, learning through discovery, allow meaningful feedback to occur in non-threatening interactions.
25	2010	Hodgson	The concept of integrating face-to-face instruction with technology-infused environments that are geared towards constructive interactions among peers and student-to-teacher.
26	2006	Graham	Blended learning is a form of personalized learning, which involves the integration of online learning and face-to-face instruction.
27	2006	Bonk, Curtis, & Graham, Charles	A combination of face-to-face instruction and online computer-mediated instruction.
28	2005	Oliver & Trigwell	Blended learning provides constructive learning experiences and contains elements that may not be found in

Copyright © GLOBAL ACADEMIC EXCELLENCE (M) SDN BHD - All rights reserved

International Journal of Modern Education
EISSN: 2637-0905
IJMOE
Volume 6 Issue 21 (June 2024) PP. 404-418
DOI: 10.35631/IJMOE.621030

			traditional, or face-to-face, instruction, and that can foster higher levels of learning.
29	2004	Garrison, & Kanuka	Integration of Face-to-Face (FtF) and elements of virtual learning.
30	2003	Osguthorpe & Graham	BL consists of three combinations; 1) combination of instructional modalities (or delivery media), 2) combination of instructional methods and 3) combination of online and traditional face-to-face learning systems.
31	2003	Thorne	The mix of traditional and interactive-rich forms of classroom training with any of the innovative technologies.
32	2003	Singh	Learning method with more than one delivery mode to optimize learning achievement and reduced cost associated with program delivery.
33	2002	Driscoll	Blended learning = combining instructional methods with different strategies and methods.
34	2002	Young	A situation where online education is combined with traditional classroom-based instruction.

The notion of BL emerged from the combination of two terms, namely, blend and learning. The word "blend" pertains to the act of combining different elements, whereas learning denotes the acquisition and assimilation of new knowledge (Tshabalala, Ndeya-Ndereya & Van der Merwe, 2014). The genesis of this notion may be traced back to the realm of higher education during the early 20th century, and its establishment occurred at the onset of the 21st century (Banditvilai, 2016; Huang, 2016). The use of BL is gaining popularity among instructors and learners in Higher Education Institutions (HEIs) due to the advantages and disadvantages of conventional Face-to-Face (FtF) and Online (OL) techniques, as well as the emergence of new technologies.

The use of BL models in diverse educational settings has seen significant growth, resulting in the emergence of several unique labels for BL (Yang, Sun, & Liu, 2017). In addition to the commonly used term "blended learning," this instructional approach is also known as hybrid or mixed learning (Olapiriyakul & Scher, 2006; Osguthorpe & Graham, 2003; Stracke, 2007), b-learning (Bañados, 2013), flexible learning, or flipped classroom (Osguthorpe & Graham, 2003).

The BL has also been denoted as a "third generation" distance education network (Akyüz & Samsa, 2009). The first phase of correspondence education included the use of mail, radio, and television as mediums for educational communication, using a unidirectional approach to instructional delivery. The second generation refers to a kind of educational technology known as single-tech, characterised using computer-based or web-based platforms for learning and teaching purposes. The research also includes an examination of the third generation, which encompasses the integration of FtF instruction inside the classroom and asynchronous OL. This approach utilises technology to support learners' acquisition of knowledge and comprehension.

Within the existing corpus of scholarly literature, it has been observed by researchers that there exists a lack of consensus about the definition of BL. This lack of unity stems from the fact that different scholars provide varying interpretations and a diverse array of definitions for BL (Wong, Hwang, Choo Goh, & Mohd Arrif, 2018). Nevertheless, in light of the advancements

Copyright © GLOBAL ACADEMIC EXCELLENCE (M) SDN BHD - All rights reserved

International Journal of Modern Education
EISSN: 2637-0905
IJMOE
Volume 6 Issue 21 (June 2024) PP. 404-418
DOI: 10.35631/IJMOE.621030

in new media and the enhancements in various educational technologies and learning aids, early definitions remain crucial. Examining the many definitions of BL is of utmost importance. The condensed rendition of BL definitions is included in Appendix A, accompanied with the respective year and source as provided by scholars.

Scholars from several disciplines, including technology, education, medicine, and others, underscore the significance of BL as a combination of two distinct instructional approaches: FtF and OL. In their book titled "The Handbook of Blended Learning: Global Perspectives, Local Designs" published in 2006, Bonk and Graham provided an overview of BL in its first phase. The authors presented three recognised definitions of BL. The concept encompasses a fusion of (i) diverse modalities for delivering training, (ii) various instructional methodologies, and (iii) a blend of in-person and online teaching. Nevertheless, the prevailing interpretation of BL is the third description, which entails a fusion of traditional in-person teaching with online learning. This is due to its ability to encapsulate the fundamental nature of the notion more precisely in comparison to the other two options. Learners have the opportunity to engage in FtF learning experiences while using internet technology to access learning materials, both during scheduled class hours and outside of those hours.

Delivery Modalities Used in Blended Learning

BL is a crucial instructional approach that integrates the advantages of both FtF and OL across different academic disciplines and educational levels (Bath & Bourke, 2010; Garrison & Vaughan, 2012; Huang, 2019; Osguthorpe & Graham, 2003; Tomlinson & Whittaker, 2013). The diagram in Figure 1 illustrates the various delivery modalities used in education, including face-to-face instruction, online learning, and blended learning.

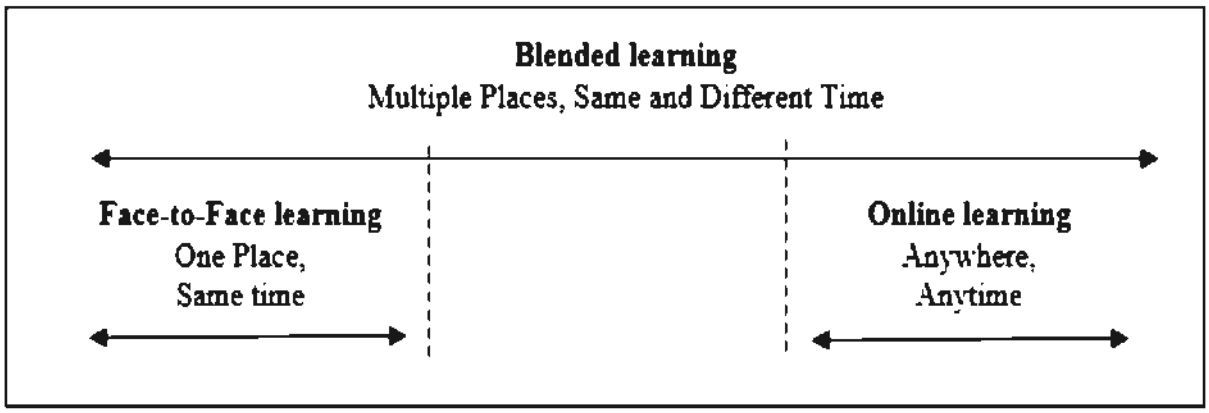


Figure 1: The Spectrum of Delivery Modes

Source: Bencheva (2010)

The spectrum of delivery modes shown in Figure 1 illustrates a range of instructional methods. Traditional classrooms provide the benefit of facilitating synchronous learning within a single physical setting, allowing for simultaneous engagement during scheduled class hours. In contrast, online learning has the advantage of flexibility and convenience, allowing learners to access courses at their preferred time and location, either prior to or after their regular class hours. Hence, the integration of conventional classroom approaches with online learning techniques might result in a mutually reinforcing relationship between these two educational environments.

Copyright © GLOBAL ACADEMIC EXCELLENCE (M) SDN BHD - All rights reserved

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume 6 Issue 21 (June 2024) PP. 404-418
DOI: 10.35631/IJMOE.621030

BL refers to a set of instructional approaches that enable instructors, learners, and content to be present in multiple locations simultaneously (Driscoll, 2002; Garrison & Kanuka, 2004; Huang, Lin, & Huang, 2012; Im & Kim, 2015; MacDonald, 2017; Simonova, 2018; Wichadee, 2017; Wong, Tatnall, & Burgess, 2014; Young, 2002). The use of BL settings has brought about a renewed approach to delivering postsecondary education courses (Dziuban, Graham, Moskal, Norberg, & Sicilia, 2018; Singh, 2003). Instructors provide FtF learning teaching during in-class time, which is supplemented with reduced in-class seat time for learners via online learning instruction. The BL method offers educators and learners a unique teaching and learning experience that combines the use of technology with traditional classroom training.

Additionally, it has been noted by researchers that BL is a pedagogical approach that allows learners to have a certain degree of agency and is considered a type of individualised teaching (Garrison & Kanuka, 2004; Graham, Woodfield, & Harrison, 2013; Karaaslan & Kılıç, 2019; Staker & Horn, 2012). In a BL strategy, learners assume responsibility for their own learning as they engage in autonomous online activities and get personalised teaching that is matched to their individual skill levels. The integration FtF and OL affords learners with more autonomy and flexibility in terms of their study location (e.g., university campus, dormitory, home, or other suitable environments) and study schedule (i.e., during class hours, morning, evening, or weekends). In order to provide a comprehensive educational experience, educators make decisions about the degree of autonomy afforded to learners and the specific components of a course or topic that should be accomplished using online and offline modalities.

Learners are afforded help in their studies via the use of wireless communication and advanced tools, such as computers, laptops, mobile apps, smartphones, iPads, and tablets, which are given with the most advantageous features in BL through the online (OL) component (Thorne, 2003; Yu & Du, 2019). These resources allow learners to effectively allocate their time towards academic pursuits. BL has been shown to provide a conducive environment for learners to have control over their learning experience (Sharma, 2010; Wong et al., 2020). The learning process facilitates learners' ability to provide replies without experiencing fear of committing errors, facilitates the occurrence of dialogue and relevant feedback, and fosters learning via the process of discovery. BL may manifest in several formats, allowing learners to implement a programme in a methodical manner (Bath & Bourke, 2010). This technique enables learners to adhere to constructive guidelines that align with their pedagogical objectives (Bath & Bourke, 2010; Hodgson, 2010; Oliver & Trigwell, 2005). Therefore, a pragmatic and meticulously crafted BL approach has the potential to operate as a conduit between previous and contemporary policy and strategy initiatives inside HEIs.

According to some scholars (Basham, Hall, Carter, & Stahl, 2016; Boelens et al., 2015; López-Pérez, Pérez-López, & Rodríguez-Ariza, 2011; Zhang, 2020), it was anticipated that the use of BL may enhance the optimisation of the learner environment. Higher education institutions have extensively used a variety of innovative technologies that include both conventional and interactive formats. These technologies include virtual classrooms, video streaming, CD-ROM, multimedia, online animation/video streaming technology, and email/conference calls. The concept of BL often pertains to the integration of both synchronous and asynchronous modes of instruction. The current level of blended learning is characterised by face-to-face interactions between instructors and learners inside a designated class period in a physical classroom setting. In contrast, the remote manifestation of BL is characterised by indirect interaction with the English teacher, such as via online learning.

Copyright © GLOBAL ACADEMIC EXCELLENCE (M) SDN BHD - All rights reserved

International Journal of Modern Education
EISSN: 2637-0905
IJMOE
Volume 6 Issue 21 (June 2024) PP. 404-418
DOI: 10.35631/IJMOE.621030

Methodology

This paper employed a basic qualitative methodology to obtain the information on the significance and the challenges of blended learning implementation at higher learning institutions. Several databases have been used to gather the data for this article such as Scopus (main database) and Google Scholar (supporting database). A quite number of articles have been obtained through the database searching for two weeks. After the screening process, the total number of articles used for this review is 34. All the 34 articles were analysed using the thematic analysis.

Findings

Based on the thematic analysis, several sub-themes have been identified related to the significance of blended learning as well as for the learners' challenges in blended learning environment. Table 2 shows the sub-themes for significance of blended learning.

Table 2: Sub-themes for Significance of Blended Learning

Themes	**Significance of blended learning**		
Sub-themes	Self-confidence	Motivation	Enhances language skill

The Significance of the Blended Learning Approach in Learning English

Blended learning combines in-person and virtual instruction to provide a more engaging learning environment with more effective pedagogical approaches. Learners can gain from the benefits of both traditional in-person and online learning by utilizing blended learning. Blended learning, according to Wang and Siti Maziha (2020), combines the advantages of traditional in-person and online learning environments to produce a better learning environment. Those who employ blended learning work under a belief that there are some intrinsic benefits to both in-person and virtual interactions. The objective of students utilizing blended learning approaches is to achieve the balance between virtual and in-person communication.

Researchers have identified some benefits of blended learning environments. The blended learning strategy, according to Terry et al., (2018), not only offers students the best chance in their everyday learning but also encourages them to seek higher education because it has given them a great deal of self-confidence and motivation. Additionally, blended learning helps students gain more confidence as the present generation is so accustomed to using technology, including laptops, tablets, cellphones, and social networking sites (Irum et al., 2020). As blended based assignments require the students to employ social media such as Facebook and WhatsApp and other online platforms, they find the tasks stimulating. The kinds of social media platforms that are employed in the classroom differ based on various sociocultural customs. Social media platforms including Facebook, YouTube, WeChat, WhatsApp, Telegram and Tiktok were utilized in ESL classes to help students learn the language. According to Sotska et al., (2018) use of several social media platforms in ESL classes increased student participation in activities and enhanced language acquisition. Similarly, Abdul Hameed and Siti Hamin (2017) emphasized the usage of scaffolding through Facebook enhances the writing abilities of ESL students. The findings of the studies showed the significance role of social media applications in ESL learning environments.

Copyright © GLOBAL ACADEMIC EXCELLENCE (M) SDN BHD - All rights reserved

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume 6 Issue 21 (June 2024) PP. 404-418
DOI: 10.35631/IJMOE.621030

Most of the research produced favorable findings when it came to the use of virtual learning resources in English language instruction. Research by Hilliard and Stewart (2019) and Robinson et al., (2019) demonstrated that incorporating digital tools into ESL classes can help students write better. Additionally, findings from Anas and Musdariah (2018) showed that using augmented speaking and listening activities improved the learners' English language proficiency. The results of each of these investigations showed how important virtual learning resources are to the process of learning English. Other blended learning tools that were used in ESL classrooms included Wiki and online blogs. Wikis and blogs are two effective resources that ESL teachers use to enhance their in-person instruction. Wikis were used to facilitate group writing of argumentative essays (Ansarimoghaddam et al., 2017). The outcome of the research revealed that Wiki is a good tool for ESL students to use when they are drafting and editing essays. However, as noted by Nadzrah et al., (2017), having the ability to plan online blogging activities contributes to offering ESL students an efficient setting for language acquisition. Hence, blended learning approach has been deemed helpful for the learners' English language learning particularly in terms of the four language skills.

Learners' Challenges in Blended Environment

Table 3: Sub-themes for Learners' Challenges in Blended Environment

Themes	**Learners' Challenges in Blended Environment**	
Sub-themes	Technological Issues	Communication Breakdown

Table 3 shows the sub-themes for learners' challenges in blended environment. It is undeniable that blended learning has a lot to offer learners. However, there are several challenges that students may have when learning in a blended environment. Results from previous research revealed that students had brought up several concerns regarding the use of blended learning in the classroom. Among the main issues mentioned by the students in the previous studies are challenges in terms of technology, communication and interaction.

According to earlier research, one of the main challenges that students highlighted in relation to the adoption of blended learning in their courses was technological issues. When the learners participated in blended learning, they voiced complaints about the unreliability of the internet. This has been shown in the previous studies (Aboagye et al., 2020; Mohammad Nassr et al., 2020; Paudel, 2020; Sakina et al., 2020). Students do not favor studying in a blended learning environment, according to Mohammad Nassr et al., (2020), because the online mode only provides one way for students to interact with lecturers due to issues with internet connectivity. Learners complained about the inability to hear their lecturers' voices clearly. This is consistent with the findings of Aboagye et al., (2020), who discovered that different geographic locations are linked to internet connection instability.

Previous research has shown that one of the difficulties students face in a blended learning environment is communication breakdowns. Delays in providing feedback and communication difficulties were found by earlier researchers to be associated with communication obstacles. Learners have expressed dissatisfaction with receiving inadequate responses from peers in a blended learning environment, as well as occasional delays in receiving feedback (Paudel, 2020). Learners who had become used to interaction with peers have noted that it can be

Copyright © GLOBAL ACADEMIC EXCELLENCE (M) SDN BHD - All rights reserved

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume 6 Issue 21 (June 2024) PP. 404-418
DOI: 10.35631/IJMOE.621030

difficult to communicate or engage with their lecturers and peers online (Mohammad Nassr et al., 2020). On the other hand, Amalia et al., (2019) stated that learners' difficulty interacting with their peers and educators via online is due to larger group size. This indicates differing viewpoints among the scholars for learners' challenges in their interaction in blended environment.

Interaction between learners and instructors is also one of the BL challenges (Dzakiria, Don, & Abdul Rahman, 2012; Moore, 1997). In terms of interactions, learners may not always receive immediate feedback from their instructors. This may affect learners' satisfaction level as they were hoping to get answer on the question they asked instantly. Furthermore, while reading their instructors' feedback, learners may feel perplexed by comments on their work. This, in turn, may lead learners to experiment with various meaning possibilities, developing their knowledge and finding connections to more relevant circumstances, but with the risk of 'being incorrect.' The level of ambiguity in this process may cause learners to lose self-control, decision-making ability, and courage. They make mistakes and continuing to make errors may demotivate them from learning effectively. This may lead to failure, withdrawal and 'push factors' opposing the BL approach to English learning.

Conclusion

To conclude, this paper has examined the concept of blended learning in ESL teaching and learning context by focusing on the viewpoints of the scholars. Various blended learning definitions and applications have been discussed by scholars in the context of ESL. Discussion among the scholars depicted mixed viewpoints related to the implementation of blended learning in English language classroom. Various scholars highlighted the importance of blended learning approach in ESL classrooms. Despite the importance of blended learning, other scholars pointed out several challenges encountered by the learners in blended environment. Serious attention needs to be given to all these challenges by the curriculum designers and ESL educators in higher learning institutions. It is deemed crucial to carry out further actions so that learners' challenges could be reduced in blended environment. The findings of this study have provided the practical contributions to the ESL educators and the curriculum designers. The results of this study particularly the learners' challenges allow the educators and curriculum designers to consider the necessary elements during the implementation of blended learning in English classroom The contribution of the study has been added in the conclusion section. Reducing learners' challenges could help to ensure an effective implementation of blended learning approach for the purpose of English language learning.

Acknowledgement

The authors are grateful to the management of Universiti Utara Malaysia and Universiti Poly-Tech Malaysia for their unwavering support and encouragement in completing this research. We also extend our heartfelt thanks to our colleagues and peers for their valuable insights and constructive feedback throughout this study.

References

Abdul Hameed, A. M., & Siti Hamin, S. (2017). The use of scaffolding technique via Facebook in improving descriptive writing among ESL Learners. 3L: Language, Linguistics, Literature, 23(4), 77–88. https://doi.org/10.17576/3L-2017-2304-07.

Copyright © GLOBAL ACADEMIC EXCELLENCE (M) SDN BHD - All rights reserved

International Journal of Modern Education
EISSN: 2637-0905
IJMOE
Volume 6 Issue 21 (June 2024) PP. 404-418
DOI: 10.35631/IJMOE.621030

Aboagye, E., Yawson, J. A., & Appiah, K. N. (2020). COVID-19 and E-Learning: the Challenges of Students in Tertiary Institutions. Social Education Research, 2(1), 109–115. https://doi.org/10.37256/ser.122020422.

Aji, W. K., Ardin, H., & Arifin, M. A. (2020). Blended Learning During Pandemic Corona Virus: Teachers' and Students' Perceptions. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 8(2), 632–646. https://doi.org/10.24256/ideas.v8i2.1696.

Akyüz, H. İ., & Samsa, S. (2009). The effects of blended learning environment on the critical thinking skills of students. Procedia-Social and Behavioral Sciences, 1(1), 1744-1748.

Alsaaty, F. M., Carter, E., Abrahams, D., & Alshameri, F. (2016). Traditional Versus Online Learning in Institutions of Higher Education: Minority Business Students' Perceptions. Business and Management Research, 5(2), 31–41. https://doi.org/10.5430/bmr.v5n2p31.

Amalia, S. N., Asib, A., & Marmanto, S. (2019). Indonesian EFL Learners' Willingness to Communicate in the Instructional Context. Indonesian Journal of EFL and Linguistics, 4(2), 215. https://doi.org/10.21462/ijefl.v4i2.167.

Anas, I., & Musdariah, A. (2018). Being an E-Teacher: Preparing the ESL Teacher to Teach English with Technology. Journal of English Language Teaching and Linguistics, 3(1), 41–56. https://doi.org/10.21462/jeltl.v3i1.102.

Ansarimoghaddam, S., Tan, B. H., & Yong, M. F. (2017). Collaboratively composing an argumentative essay: Wiki versus face-to-face interactions. GEMA Online Journal of Language Studies, 17(2), 33–53. https://doi.org/10.17576/gema-2017-1702-03.

Bañados, E. (2013). A blended-learning pedagogical model for teaching and learning EFL successfully through an online interactive multimedia environment. CALICO Journal. https://doi.org/10.1558/cj.v23i3.533-550.

Banditvilai, C. (2016). Enhancing students ' language skills through blended learning. The Electronic Journal of E-Learning, 14(3), 220–229.

Basham, J. D., Hall, T. E., Carter, R. A., & Stahl, W. M. (2016). An operationalized understanding of personalized learning. Journal of Special Education Technology. https://doi.org/10.1177/0162643416660835.

Bath, D., & Bourke, J. (2010). Blended learning getting started with. In Griffith Institute for Higher Education. https://doi.org/10.1093/elt/ccq043.

Bencheva, N. (2010). Learning styles and e-learning face-to-face to the traditional learning. https://conf.uni-ruse.bg/bg/docs/cp10/3.2/3.2-11.pdf.

Boelens, R., Van Laer, S., De Wever, B., & Elen, J. (2015). Blended learning in adult education: towards a definition of blended learning.

Bonk, C. J., & Graham, C. R. (2006). The handbook of blended learning: Global perspectives, local designs. San Francisco: Pfeiffer.

Bonk, C. J., & Graham, C. R. (2012). The handbook of blended learning: Global perspectives, local designs. https://doi.org/Book Review.

Driscoll, M. (2002). Blended learning : Let's get beyond the hype. Learning. https://doi.org/ID1.

Dzakiria, H., Don, M. S., & Abdul Rahman, H. D. (2012). Blended learning (BL) as pedagogical alternative to teach business communication course: Case study of UUM executive diploma program. Turkish Online Journal of Distance Education. https://doi.org/10.17718/tojde.70379.

Copyright © GLOBAL ACADEMIC EXCELLENCE (M) SDN BHD - All rights reserved

International Journal of Modern Education
EISSN: 2637-0905
IJMOE
Volume 6 Issue 21 (June 2024) PP. 404-418
DOI: 10.35631/IJMOE.621030
Dziuban, C., Graham, C. R., Moskal, P. D., Norberg, A., & Sicilia, N. (2018). Blended learning: the new normal and emerging technologies. International Journal of Educational Technology in Higher Education, 15(1), 1-16.

Fariza Puteh, B., Suzanah, S., Muzhafar, I., Ramiaida, D., Hazlina, A., Noor Saazai, M. S., & Norhaili, M. (2019). Enhancing The Quality of Life Using Multiliteracies Project Approach to Augment Employability Skills Among Malaysian University Graduates. Journal of Islamic Social Sciences and Humanities, 20(1), 96–106. https://doi.org/10.33102/abqari.vol20no2.207.

Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. Internet and Higher Education. https://doi.org/10.1016/j.iheduc.2004.02.001.

Garrison, D. R., & Vaughan, N. D. (2012). Blended Learning in Higher Education: Framework, principles, and guidelines. https://doi.org/10.1002/9781118269558.

Graham, C. R. (2006). Blended learning systems. The handbook of blended learning: Global perspectives, local designs, 1, 3-21.

Graham, C. R., Woodfield, W., & Harrison, J. B. (2013). A framework for institutional adoption and implementation of blended learning in higher education. The Internet and Higher Education, 18, 4-14.

Hilliard, L. P., & Stewart, M. K. (2019). Time well spent: Creating a community of inquiry in blended first-year writing courses. Internet and Higher Education, 41(November 2018), 11–24. https://doi.org/10.1016/j.iheduc.2018.11.002.

Hodgson, K. (2010). Sharing time in a blended learning space. http://instructify.com/2010/06/10/blendedlearnin-online-face-toface-learning/.

Huang, E. Y., Lin, S. W., & Huang, T. K. (2012). What type of learning style leads to online participation in the mixed-mode e-learning environment? A study of software usage instruction. Computers and Education. https://doi.org/10.1016/j.compedu.2011.08.003.

Huang, Q. (2016). Learners' Perceptions of blended learning and the roles and interaction of FtF and online learning - Linguistics and Language Behavior Abstracts (LLBA) - ProQuest. ORTESOL Journal, 33(2013), 14–33. https://doi.org/N/A.

Huang, Q. (2019). Comparing teacher's roles of FtF learning and online learning in a blended English course. Computer Assisted Language Learning, 32(3), 190–209. https://doi.org/10.1080/09588221.2018.1540434.

Im, J.-H., & Kim, J. (2015). Use of blended learning for effective implementation of English-medium instruction in a non-English higher education context. International Education Studies. https://doi.org/10.5539/ies.v8n11p1.

Irum, S., Bhatti, T., Ahmed Abbasi, W., & Dilshad, M. (2020). Blended Learning: Innovative challenge faced by students at University level in Pakistan. Indian Journal of Science and Technology, 13(42), 4386–4395. https://doi.org/10.17485/ijst/v13i42.1212.

Janitha, N. (2021). MEASURING THE GAP IN EMPLOYABILITY SKILLS AMONG MALAYSIAN GRADUATES. International Journal of Modern Trends in Social Sciences, 4(15), 81–87. https://doi.org/10.35631/IJMTSS.415007.

Karaaslan, H. & Kılıç, N. (2019). Students' attitudes towards blended language courses: A case study. Journal of Language and Linguistic Studies, 15 (1), 174-199. DOI: 10.17263/jlls.547699.

Karmila, R. M. R., Harwati, H., & Melor, M. Y. (2019). MOOC for Training: How Far It Benefits Employees? Journal of Physics: Conference Series, 1424(1). https://doi.org/10.1088/1742-6596/1424/1/012033.

Copyright © GLOBAL ACADEMIC EXCELLENCE (M) SDN BHD - All rights reserved

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume 6 Issue 21 (June 2024) PP. 404-418
DOI: 10.35631/IJMOE.621030

Kim,Jeong-ryeol, & 김영희. (2019). The effects of input/output enhanced instructions on vocabulary and grammar gains in blended learning. Linguistic Research, 36(null), 107–122. https://doi.org/10.17250/khisli.36..201909.005.

Krishnamoorthy, K., Kalaivani, K. & Mahalecumy, N. 2020. Perceptions on Blended Learning in Higher Education among Academics and Learners in SEGI College Penang, Malaysia. Compass: Journal of Learning and Teaching 13(2): 1–16. doi:10.21100/compass.v13i2.1061

López-Pérez, M. V., Pérez-López, M. C., & Rodríguez-Ariza, L. (2011). Blended learning in higher education: Students' perceptions and their relation to outcomes. Computers and Education. https://doi.org/10.1016/j.compedu.2010.10.023.

MacDonald, J. (2017). Blended Learning and Online Tutoring. Blended Learning and Online Tutoring. https://doi.org/10.4324/9781315261492.

Ministry of Education Malaysia. (2015a). English Language Education Reform in Malaysia: The Roadmap 2015-2025.

Ministry of Education Malaysia. (2015b). Executive Summary Malaysia Education Blueprint 2015-2025 (Higher Education). In Ministry of Education Malaysia (p. 40).

Mohammad Nassr, R., Aborujilah, A., Aldossary, D. A., & Aldossary, A. A. (2020). Understanding education difficulty during covid-19 lockdown: Reports on Malaysian university students' experience. IEEE Access, 8, 186939–186950. https://doi.org/10.1109/ACCESS.2020.3029967.

Mongwaketse, O. (2018). Teacher centered dominated approaches: Their implications for today's inclusive classrooms. International Journal of Psychology and Counselling, 10(2), 11–21. https://doi.org/10.5897/ijpc2016.0393.

Moore, M. (1997). Theory of Transactional Distance: Theoretical Principles of Distance Education. Theoretical Principles of Distance Education, 22-38. London, England: Routledge. https://doi.org/10.2307/3121685.

Morgan, J. J., & Spies, T. (2020). Integrating Blended Learning in Middle School ELA Classrooms to Support Diverse Learners: Lessons Learned. Journal of School Administration Research and Development, 5(1), 44-51.

Nadzrah, A. B., Hafizah, L., & Azizah, Y. (2017). Fusion of technology with language learning: Blog community. 3L: Language, Linguistics, Literature, 23(4), 200–211. https://doi.org/10.17576/3L-2017-2304-15.

Olapiriyakul, K., & Scher, J. M. (2006). A guide to establishing hybrid learning courses: Employing information technology to create a new learning experience, and a case study. Internet and Higher Education. https://doi.org/10.1016/j.iheduc.2006.08.001.

Oliver, M., & Trigwell, K. (2005). Can 'blended learning'be redeemed?. E-learning and Digital Media, 2(1), 17-26.

Osguthorpe, R. T., & Graham, C. R. (2003). Blended learning environments: Definitions and directions. Quarterly review of distance education, 4(3), 227-33.

Paudel, P. (2020). Online Education: Benefits, Challenges and Strategies During and After COVID-19 in Higher Education. International Journal on Studies in Education, 3(2), 70–85. https://doi.org/10.46328/ijonse.32.

Robinson, J., Dusenberry, L., Hutter, L., Lawrence, H., Frazee, A., & Burnett, R. E. (2019). State of the Field: Teaching with Digital Tools in the Writing and Communication Classroom. Computers and Composition, 54(2019), 102511. https://doi.org/10.1016/j.compcom.2019.102511.

Copyright © GLOBAL ACADEMIC EXCELLENCE (M) SDN BHD - All rights reserved

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume 6 Issue 21 (June 2024) PP. 404-418
DOI: 10.35631/IJMOE.621030

Sakina, R., Kulsum, E. M., & Uyun, A. S. (2020). Integrating Technologies in the New Normal: A Study of Blended Learning. International Journal of Quantitative Research and Modeling, 1(4), 183–193. https://doi.org/10.46336/ijqrm.v1i4.90.

Sharma, P. (2010). Blended learning. ELT Journal, 64(4), 456-458.

Simonova, I. (2018). Tourism and management study programme through blended learning: development and results. Open Learning, 33(2), 131–141. https://doi.org/10.1080/02680513.2018.1454831.

Singh, H. (2003). Building Effective Blended Learning Programs. Educational Technology. https://doi.org/10.1021/es2033229.

Sotska, H. I., Paziura, N. V., & Trynus, O. V. (2018). the Use of Social Networks in the Process of Learning English As a Second Language. Information Technologies and Learning Tools, 63(1), 242–250. https://doi.org/10.33407/itlt.v63i1.2033.

Staker, H., & Horn, M. B. (2012). Classifying K-12 Blended Learning. In Classifying K-12 blended.

Stracke, E. (2007). A road to understanding: A qualitative study into why learners drop out of a Blended Language Learning (BLL) environment. ReCALL. https://doi.org/10.1017/S0958344007000511.

Terry, L., Zafonte, M., & Elliott, S. (2018). Interdisciplinary Professional Learning Communities: Support for Faculty Teaching Blended Learning. International Journal of Teaching and Learning in Higher Education, 30(3), 402–411. http://www.isetl.org/ijtlhe/.

Thorne, K. (2003). Blended Learning: How to Intergrate Online Learning and Traditional Learning. In Kogan Page.

Tomlinson, B., & Whittaker, C. (2013). Blended Learning in English Language Teaching: Course Design and Implementation. Blended Learning in English Language Teaching: Course Design and Implementation. https://doi.org/10.1002/tesq.215.

Tshabalala, M., Ndeya-Ndereya, C., & Van der Merwe, T. (2014). Implementing Blended Learning at a Developing University: Obstacles in the Way. Electronic Journal of E-learning, 12(1), 101-110.

Vymetalkova, D., & Milkova, E. (2019). Experimental verification of effectiveness of English language teaching using MyEnglishLab. Sustainability (Switzerland), 11(5), 1357. https://doi.org/10.3390/su11051357.

Wang, L., & Siti Maziha, M. (2020). Relationship Between Assessment for Learning and English Learning Motivation of University Students in Blended Learning Environment. Journal of Education and Practice, 11(5), 65–71. https://doi.org/10.7176/jep/11-5-09.

Wichadee, S. (2017). A development of the blended learning model using edmodo for maximizing students' oral proficiency and motivation. International Journal of Emerging Technologies in Learning. https://doi.org/10.3991/ijet. v12i02.6324.

Wong, L., Tatnall, A., & Burgess, S. (2014). A framework for investigating blended learning effectiveness. Education and Training. https://doi.org/10.1108/ET-04-2013-0049.

Wong, K.-T., Hwang, G.-J., Choo Goh, P. S., & Mohd Arrif, S. K. (2018). Effects of blended learning pedagogical practices on students' motivation and autonomy for the teaching of short stories in upper secondary English. Interactive Learning Environments, 1–14. DOI:10.1080/10494820.2018.1542318.

Wong, K. T., Hwang, G. J., Choo Goh, P. S., & Mohd Arrif, S. K. (2020). Effects of blended learning pedagogical practices on students' motivation and autonomy for the teaching of short stories in upper secondary English. Interactive Learning Environments, 28(4), 512-525.

Copyright © GLOBAL ACADEMIC EXCELLENCE (M) SDN BHD - All rights reserved

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume 6 Issue 21 (June 2024) PP. 404-418
DOI: 10.35631/IJMOE.621030

Yang, L., Sun, T., & Liu, Y. (2017). A bibliometric investigation of flipped classroom research during 2000-2015. International Journal of Emerging Technologies in Learning. https://doi.org/10.3991/ijet.v12i06.7095.

Young, J. R. (2002). "Hybrid" teaching seeks to end the divide between traditional and online instruction. The Chronicle of Higher Education.

Yu, W., & Du, X. (2019). Implementation of a Blended Learning Model in Content-Based EFL Curriculum. International Journal of Emerging Technologies in Learning, 14(5).

Zhang, R. (2020). Exploring blended learning experiences through the community of inquiry framework. Language Learning and Technology, 24(1), 38–53. https://doi.org/10.125/44707.

Copyright © GLOBAL ACADEMIC EXCELLENCE (M) SDN BHD - All rights reserved