

# Blended Learning in EFL Contexts: Lecturers' Perceptions and Its Effect on Students' Performance in Indonesian Higher Education

Muhammad Darrin Zuhri

Doctoral Program of Language Education, Faculty of Languages and Arts, Universitas Negeri Semarang, Indonesia;  
English Education, Faculty of Education, Universitas Madura, Indonesia

Rudi Hartono

Doctoral Program of Language Education, Faculty of Languages and Arts, Universitas Negeri Semarang, Indonesia

Issy Yuliasri

Doctoral Program of Language Education, Faculty of Languages and Arts, Universitas Negeri Semarang, Indonesia

Yuliati

Doctoral Program of Language Education, Faculty of Languages and Arts, Universitas Negeri Semarang, Indonesia

**Abstract**—The main objective of this study was to explore English lecturers' perceptions of blended learning (BL) and its impact on learner performance in three universities on Madura Island, Indonesia. Using a qualitative approach with a case study design, eight EFL lecturers from three universities participated in the study. Data were obtained using semi-structured interviews and questionnaires to understand the effectiveness, implementation experiences, and challenges of the model. The results of this study indicated that lecturers had a positive perception of BL, especially regarding its ability to increase student engagement and learning flexibility. However, some challenges remain, such as limited technological infrastructure, difficulties in preparing online materials, and low motivation among students to actively engage in online learning. The effect of BL on students' writing and listening skills was positive, but their speaking and reading skills still required further improvement. This study recommends increasing technology training for lecturers, strengthening the digital infrastructure, and designing a curriculum that synchronises online and face-to-face learning proportionally.

**Index Terms**—English Language Teaching, online learning, offline learning, digital pedagogy, speaking

## I. INTRODUCTION

Blended Learning (BL) has become an important strategy in current educational schemes, especially with the advancement of technology that supports the establishment of flexible and dynamic learning methods (Kumar et al., 2021; Müller & Mildenerger, 2021). BL combines face-to-face learning with the use of digital platforms and resources to create an interactive and personalised learning environment (Alamri et al., 2021; Albatti, 2023). This strategy allows students to access materials anywhere and at any time and affords them the freedom to learn at their own pace, thus consolidating the quality of their learning experience. Thus, BL provides the much-needed adaptability to accommodate students' various learning styles, enhance their engagement in learning, and support freedom in learning models.

In teaching English as a foreign language (EFL), the adaptation of BL is increasing in line with the development of technology and the need for more modern education (Rahman, 2021). The use of the BL in EFL teaching offers students the opportunity to develop their language skills more thoroughly than traditional teaching. By incorporating online learning, students are able to reach in-depth and relevant material, while in face-to-face learning, it is still used for speaking practice as well as live discussion (Tran et al., 2024). With the use of BL, language learning becomes more interactive as it provides opportunities for students to engage in more collaborative and varied learning activities, which support the improvement of their overall language proficiency. However, although the adaptation of BL in EFL teaching offers various benefits, there is a gap in the research regarding how EFL teachers perceive and apply it in their teaching practices. Most studies on BL tend to focus on the technical aspects of technology implementation or the effectiveness of specific learning platforms; however, very few have examined EFL lecturers' perceptions of how BL directly affects their teaching processes and student performance (Attard & Holmes, 2022; Barfi et al., 2023). This suggests that there is still much room for more in-depth research on how lecturers integrate BL into their teaching practices and its impact on student learning outcomes, especially in EFL schemes.

The challenges faced by EFL lecturers in implementing BL have not been widely discussed in the literature. EFL lecturers often face various technical and pedagogical obstacles, such as limited access to technology, difficulties in

designing curricula that integrate online and face-to-face elements, and challenges in ensuring that students can adapt to this more flexible learning method. This difference suggests the need for further research to identify the barriers that EFL lecturers may face when applying BL and find solutions that can help them maximise its use in language teaching.

The main objective of this study was meant to investigate English lecturers' perceptions of blended learning (BL) implementation in their teaching and its impact on learner performance in EFL classes. By identifying lecturers' views and experiences, this research aims to offer greater clarity regarding the advantages and challenges of implementing BL and its impact on student learning outcomes. Through a more profound understanding of BL implementation, this study hopes to provide recommendations for more effective English language teaching practices.

The research questions posed in this study are as follows: 1) How do English language teaching lecturers perceive the application of blended learning (BL) in their teaching? 2) What is the impact of the BL model on students' performance in English language learning? 3) What challenges do teachers face when integrating BL into their teaching practice? These questions aimed to explore the effectiveness of BL in strengthening students' language skills and to further understand how teachers can overcome barriers to implementing this method.

## II. LITERATURE REVIEW

### A. Definition and Framework of Blended Learning

Blended Learning (BL) is a learning approach that combines face-to-face and online learning. This model leverages the strengths of both methods to create a more flexible and personalised learning experience (Thai et al., 2020). In BL, students participate in face-to-face activities that take place in the classroom, but they are also exposed to tasks, resources, and interactions that take place online. Online learning allows students to access materials anytime and anywhere, while face-to-face interaction provides opportunities for hands-on and more intensive learning experiences. A key component of BL is the effective integration of digital technologies and traditional teaching techniques to support students' skill development.

BL is relevant to higher education schemes and has been widely adopted at different educational levels (Zhao, 2022). Along with the increasing use of the Internet and mobile devices, this learning model has become an effective alternative to overcome the challenges of educational access limited by time and location. With this approach, students have the opportunity to engage in more thorough learning, both independently and collaboratively. Technological developments are increasingly enabling more engaging and varied multimedia-based teaching, which is expected to strengthen students' overall learning outcomes. Therefore, BL is important for supporting education that is flexible, relevant, and accessible to all.

### B. Integrated Learning in Language Teaching

BL plays an important role in language acquisition because it allows for more dynamic and immersive language teaching (DeMolder et al., 2023). In language teaching, BL provides students with opportunities to learn languages through various platforms, ranging from online learning videos and interactive exercises to online collaboration with other learners (Wang, 2021). The use of technology for language learning allows students to access different types of media that can enrich their learning experiences, such as podcasts, articles, and videos in the target language. In this way, students can develop their language skills more thoroughly in terms of oral language comprehension (listening) and speaking, reading, and writing.

The main benefit of BL in language teaching is its ability to provide students with opportunities for independent learning, which is particularly important in communication-based language learning (CBLL) (Holovatska, 2023). With BL, students can access learning materials anytime and anywhere, allowing them to learn at their pace and convenience. In addition, they can use various online learning tools to strengthen their skills, such as vocabulary practice apps, discussion forums, and speaking with native speakers.

### C. Impact of Blended Learning on Learner Performance

The application of BL in language teaching has positively impacted students' academic and cognitive outcomes (Tong et al., 2022). Research has shown that students who engage in integrated learning tend to have a better understanding and can master language skills more effectively than those who use traditional methods of learning. The use of various digital resources in BL allows students to access a wider range of information, practise independently, and receive faster feedback, which strengthens the quality of their learning (Li & Wang, 2022). In addition, BL allows for a more personalised approach where students learn according to their individual needs and rhythms, ultimately strengthening their performances in examinations and other tasks.

However, while there is plenty of evidence supporting the effectiveness of the BL model in strengthening student performance, there are also some challenges to consider. One of these is accessibility, where students from lower economic backgrounds may struggle to afford the technology required for online learning. In addition, while BL can strengthen overall academic performance, its successful implementation depends heavily on technological readiness, curriculum design, and proper teacher training to manage the integrated learning environment. Therefore, although BL has enormous potential, its implementation requires serious attention to the various factors affecting its effectiveness.

### III. METHOD

#### A. Research Design

This research uses a qualitative approach with a case study design to understand English as a Foreign Language (EFL) lecturers' perceptions of the implementation of Blended Learning (BL) in their teaching (Yin, 1981). A qualitative approach was chosen as it provides space to explore a more profound understanding of the experiences, views, and challenges lecturers face in implementing BL. Using a case study design, this research examines the BL phenomenon in detail in a specific setting, namely, a higher education setting on Madura Island in East Java, Indonesia. This design allowed for a more comprehensive analysis of EFL classroom dynamics using the BL approach.

The strategies used in this study were descriptive and interpretive in nature. The descriptive approach aimed to describe clearly and in detail the lecturers' perceptions regarding the use of BL in English language teaching, while the interpretive approach was used to interpret the meaning of these experiences and perceptions. With both strategies, this study aims to provide a more in-depth picture of how BL can be implemented in EFL lessons and how it affects the learning process and student performance at three Indonesian universities.

#### B. Research Location and Participants

This study was conducted at three universities on Madura Island in East Java, Indonesia. The universities involved were Universitas Madura, Universitas Islam Madura, and Institute Agama Islam Negeri Pamekasan (IAIN) Pamekasan. The selection of these locations was based on the diversity of educational institutions that teach English as a foreign language and their willingness to participate in this study.

The participants in this study consisted of eight (8) EFL lecturers who were purposively selected to ensure that they had relevant experience in teaching English using BL. Three EFL lecturers were from Madura University, two from Madura Islamic University, and three from the Pamekasan State Islamic Institute in East Java, Indonesia. The participants were lecturers with varying levels of experience, ranging from those with more than five years of teaching experience to those who were new to teaching, so that the selection could provide diverse views on the implementation of BL. The participants were selected based on their involvement in English language teaching, technology, and online learning. The participants of the semi-structured interviews are listed in Table 1.

TABLE 1  
SOURCE OF RESPONDENT DATA

No	Name	Institution of Origin	Length of Teaching Experience
1	AR	Madura University	5 years
2	BC	Madura University	7 years
3	RKT	Madura University	10 years
4	AFO	Madura Islamic University	4 years
5	MI	Madura Islamic University	6 years
6	GDI	Institute Agama Islam Pamekasan	8 years
7	SH	Institute Agama Islam Pamekasan	3 years
8	RFN	Institute Agama Islam Pamekasan	9 years

#### C. Data Collection

Data were collected using two main instruments: semi-structured interviews and questionnaires (Ambert et al., 1995). Semi-structured interviews offered the researcher the opportunity to explore the lecturers' views, experiences, and challenges in implementing BL in their teaching practice in more depth. This approach allowed the researcher to tailor questions to the responses of the EFL participants, allowing for a more intense and open discussion of the study results. In addition to the interviews, a survey was also used to collect quantitative data to complement the interviews, which provided an overview of lecturers' views on the utilisation of BL and the extent to which they were able to integrate technology into their EFL teaching.

The data collection process involved interviewing each of the lecturers. The interviews were conducted face-to-face and recorded to ensure that all information obtained from the participants was accurately understood. In addition, a survey consisting of closed- and open-ended questions was administered to the lecturers to obtain broader information on the use of BL in their classrooms. The data obtained from both instruments was analysed to identify the main themes related to BL's application and its impact on EFL teaching and learning.

#### D. Data Analysis

Data collected through interviews and surveys was analysed using thematic analysis techniques (Mills & Birks, 2014). The process involved coding the data to identify common themes that emerged in relation to the experiences, perceptions, and challenges faced by EFL lecturers in implementing BL. These themes were then analysed to identify relevant patterns and draw conclusions about the effects of BL on EFL students' performances. Through thematic analysis, this study intends to offer a more complete understanding of the effectiveness of implementing BL in EFL teaching, as well as the challenges that lecturers may face in integrating technology into the learning process.

## IV. RESULTS

This section discusses the research results in terms of EFL lecturers' perceptions of blended learning (BL) and its impact on EFL students' performance. They offer extensive knowledge about traditional learning methods. First, lecturers' views on BL reveal how they understand and implement it in English language learning, including the challenges they face in integrating online and face-to-face learning in the classroom. Next, the effects of BL on students' performance reveal how this approach influences students' motivation, engagement, and achievement and provides perspectives on its effectiveness in strengthening their language skills. Finally, comparative insights are utilised to compare the application of the BL model with traditional teaching methods and identify the strengths and weaknesses of each learning model in supporting the quality of English language learning. The results of this study provide a comprehensive picture of the influence of BL on EFL teaching and how this approach is more effective than conventional methods of teaching.

## A. Lecturers' Conceptions of Integrated Learning

TABLE 2  
LECTURERS' CONCEPTION OF BLENDED LEARNING

No	Statement	Average Score	Category	Interpretation
1	Intuitively, I understood what blended learning meant.	4.3	Agree	Most lecturers clearly understand the general meaning of blended learning.
2	Blended learning combines the best aspects of online and offline learning.	4.6	Strongly Agree	Professors are aware of the benefits of using the blended approach for teaching.
3	I am not worried about using blended learning models for teaching.	4	Agree	Mixed learning is easy to use.
4	With blended learning, time and resources can be utilised more efficiently	4.4	Agree	One of the benefits that lecturers see in this plan is its efficiency.
5	I need more training to ensure that blended learning works well.	3.7	Neutrals tend to agree.	People still need to be trained, even though some of them think they are ready.

Teachers generally have a positive opinion of blended learning, especially regarding its effectiveness and classroom application. The necessity for training signifies that blended learning has not been completely assimilated into pedagogical practices.

Based on the results of interviews and questionnaires, English as a Foreign Language (EFL) lecturers generally have a positive view of the impact and application of Blended Learning (BL) in English language teaching. Most lecturers reported that BL allowed them to combine the strengths of face-to-face learning and flexible online learning, giving students the opportunity to learn at their pace. One lecturer said, "BL is quite effective in helping students who are faster or perhaps slower than the rest of the group to follow the lesson. They are able to reach the material first and can return to it if needed." This opinion is in line with the results of the study by Müller and Mildenerger (2021), who found that BL provides the benefits of flexibility needed in current education, allowing for more effective and personalised learning.

However, some lecturers expressed concerns about students' ability to maximise their skills in online learning, despite the general consensus that online learning is effective. Some respondents felt that not all students could optimise online learning without adequate guidance from their teachers. For instance, a lecturer expressed that students who are not yet comfortable with technology often struggle to engage in online learning. Although students are able to reach the material, they often have difficulty in adapting to self-learning." This shows that the effectiveness of BL is also quite dependent on the students' readiness and ability to utilise IT technology.

Lecturers' practice of BL in the classroom varied according to their level of experience utilising technology and applying this method to EFL teaching. In general, lecturers who are used to using technology in teaching feel more comfortable integrating BL and utilising various online media to support materials and evaluations. One lecturer said, "I have been using this LMS (Learning Management System) for quite some time in managing assignments and materials; this helps students to access learning materials at any time. This way, students can relatively more easily practise and learn outside of class hours." This statement is in accordance with the research results of McKnight et al., which imply that IT-supported teaching can enhance students' learning experiences, especially in supporting more independent and flexible learning outcomes.

However, lecturers who are less familiar and experienced with IT technology feel more burdened by the need to design customised learning media and materials that can be accessed online. One respondent stated, "I am burdened by the additional task of developing online media and materials, which I am not used to. I am still not well trained in the use of technology." This implies that although BL is capable of providing a lot of potential, the technical challenges in terms of technological skills are still often a significant barrier for some novice lecturers.

Pedagogical challenges, in addition to technical challenges, also arise in the implementation of BL, especially in terms of assembling appropriate materials for online learning. However, most lecturers reported that they needed to adjust their materials and teaching strategies to ensure that students learnt effectively in the blended learning model. A senior lecturer said that "adjusting teaching methods using online media is not an effortless thing. Additionally, it is

crucial to ensure that the provided material is easily comprehensible and appealing to students, particularly those studying independently. These findings show that BL requires a more flexible and creative approach to make the material effective and engaging, especially for students' learning. The results also reinforce the belief that the success of BL learning depends on an effective instructional model that comprehensively integrates online and face-to-face learning.

Several EFL lecturers also shared that in addressing this issue, it is important for instructors to design maximum tasks and activities that can maintain students' interest and participation. One lecturer emphasised, "It is quite important, personally, for me to plan and prepare challenging and interesting tasks so that EFL students do not feel bored when participating in online learning." This implies that, in addition to independent learning support, BL also requires various elements that can maintain student engagement through relevant and innovative learning activities. De Bruijn-Smolders et al. (2024) argued that the success of BL is dependent on the various task designs given by teachers, which not only provide freedom in learning but are also more challenging for students to keep actively participating.

In general, EFL lecturers reported that blended learning (BL) is an effective model for strengthening student engagement and performance, but various pedagogical, technical, and motivational challenges remain the main obstacles to successfully implementing it. Therefore, educational institutions such as universities need to intensify effective training for lecturers in their respective educational institutions to support technological skills, as well as design more effective materials so that BL can be integrated in learning for better learning outcomes.

### B. The Impact of Integrated Learning on Learner Performance

TABLE 3  
PERCEIVED IMPACT OF BLENDED LEARNING ON EFL STUDENT PERFORMANCE

No	Statement	Average Score	Category	Interpretation
1	Blended learning motivates EFL students to learn.	4.1	Agree	Lecturers assessed blended learning as having a positive impact on student motivation.
2	Blended learning helps EFL students learn independently.	4.3	Agree	Blended learning is seen as improving learning independence
3	The mixed learning method helped EFL students learn English better.	3.9	Agree	recognition of the positive contribution to students' language skills
4	A blended learning system makes it easier for students and teachers to communicate with each other.	3.7	Neutrals tend to agree.	Interaction still tends to focus on the quality of blended learning designs.
5	Blended learning helps EFL students who are not as good at some things to catch up.	3.6	Neutrals tend to agree.	This perception is hopeful but not yet evenly distributed.

Blended learning is thought to help EFL students become more motivated and independent in their learning. However, inconsistent learning designs may have affected diverse perceptions of enhanced engagement and skill equalisation.

The interviews and questionnaires showed that the EFL lecturers showed significant improvement in students' participation, engagement, and learning outcomes in blended learning (BL) classes. Generally, lecturers observed that students exhibited increased levels of engagement when granted the liberty to access EFL learning materials online. One lecturer said, "Students seem more active in their participation during online discussions. Students tend to be more comfortable in expressing their personal opinions online than face-to-face." This implies that BL can create a new space for students who previously seemed less involved in face-to-face learning to contribute more. In addition, the lecturer also mentioned that learning materials that can be accessed at any time can provide many opportunities for students to understand them before a face-to-face meeting in class, which has a positive impact on participation and engagement. Despite the increase in student participation and engagement in EFL, some lecturers have also asserted that not all students are able to utilise this opportunity to the fullest due to various reasons. One respondent said, "Some students are still found to lack discipline in participating in online EFL learning, which causes their participation to not be as optimal as expected by the teacher." This implies that, although BL provides room for flexibility, maintaining student discipline and self-motivation is often a challenge for lecturers as well. Lecturers still need to pay attention and overcome this problem by designing EFL learning activities that are more captivating and effective in maintaining students' participation in both learning models. This is supported by a study conducted by Mulingtapang (2025), who explained that although BL has the potential to strengthen participation and engagement, students still need guidance and support to ensure that they remain motivated to participate in integrated learning (BL).

This study also focused on the impact of BL on EFL students' language skills, particularly speaking, listening, writing, and reading. In general, the lecturers reported that BL positively impacted their students' listening and writing skills. The lecturers revealed that online learning materials involving videos and podcasts provide more opportunities for students to practice their listening skills. One lecturer stated, "My students seem more confident in communicating after the video listening practice, because they can repeat it at any time." This shows that audio-visual media in BL provides students the opportunity to repeat the material, which is crucial for developing listening skills. Montero Perez's (2022) research also supports this finding, stating that the use of audio-visual materials in BL can enrich

students' learning experience and strengthen their language skills, especially in the linguistic aspects of the listening scope.

However, based on the results of progress in the listening and writing aspects of language skills, some lecturers felt that students' speaking and reading skills were still inadequate. Despite numerous online discussions, one respondent asserted that students' speaking skills remain inadequately developed. Students still often feel awkward when speaking English. This suggests that although BL has been shown to support more passive skills such as writing and listening, speaking skills, which still require interaction, remain a challenge in teaching English. Similarly, although students were provided with more reading materials, their reading skills did not seem to be as developed as the other skills because of the lack of direct supervision from the lecturers. This is supported by Geng et al. (2019), who stated that reading and speaking skills in BL still require a more intensive one-to-one approach to achieve maximum mastery.

Lecturers' perceptions of students' ability to adapt to the BL method yielded mixed results. In general, lecturers observed that students, especially those who are familiar with IT technology, can adapt faster and feel more comfortable using online learning platforms. One lecturer said, "Younger students seem to adjust faster to IT technology. Students do not feel inhibited by the online learning platform and can use it optimally." This indicates that the age and technological capabilities of individual students can influence the speed at which they master BL methods. Heilporn et al. (2021) also revealed that age and technology experience are important factors influencing the success of BL adaptation by students, with younger students appearing to adapt faster. However, some lecturers noted that some students still had difficulty adopting online learning methods. One lecturer stated, "Several students who come from more traditional conditions or are less able to get used to IT technology still find it difficult to follow online learning, especially in achieving individualised materials." This suggests that while blended learning (BL) offers more advantages, the disparity in students' technology skills remains a significant issue, particularly for those lacking reliable Internet access or who are less proficient in using the necessary IT tools for online learning.

### C. Comparative Insights

TABLE 4  
COMPARATIVE INSIGHTS

No	Aspects Assessed	Conventional Average	Blended Average	Critical Interpretation
1	Concept understanding	4.5	4.1	Most teachers are more comfortable with traditional approaches, although they know a lot about blended learning methods.
2	Effectiveness of material delivery	4.2	4	Both approaches are thought to work, although the traditional approach is still thought to be more direct.
3	Interaction with students	4.3	3.7	People believe that face-to-face conversations are warmer and more responsive than online conversations.
4	Student learning independence	3.6	4.4	Blended learning allows students to learn independently.
5	Time & workload management	3.2	4.1	Blended learning is flexible, although it requires some initial adjustment.
6	Technology adaptation	2.5	4.5	Blended learning requires more technology, whereas traditional learning is more stable.
7	Quality of learning	4	4	The quality is graded as balanced based on the design and its implementation.
8	Teaching satisfaction	4.1	4.2	Lecturers are pleased with how blended learning is both challenging and creative in nature.
9	Institutional support	3.9	3.6	Institutions have superior digital support compared to regular places.
10	Future development potential	3.5	4.6	Lecturers think that blended learning will be better in the long run.

A comparison between blended learning (BL) and traditional/conventional teaching methods revealed significant differences in student performance and participation. The results of the questionnaires and interviews revealed that most lecturers stated that the BL model provided a significantly higher level of student engagement than traditional teaching. One EFL lecturer said, "In a class using traditional methods, although there is discussion, students tend to be passive and listen more. However, with BL, students are more active because they have the opportunity to participate in online learning discussions and master the material before the class meeting." This suggests that traditional teaching methods, which tend to centre on face-to-face interaction in class, often limit student engagement, whereas BL provides broader opportunities for students to interact with the material and receive more in-depth EFL instruction.

In addition, a comparison of student performance showed that while the traditional method had its strengths compared to the collaboration between direct teaching and face-to-face discussion, the BL model provided more positive results in terms of flexibility and access to additional materials. For example, one respondent stated, "BL offers students the opportunity to learn at their own pace, which is very helpful for students who need more time to understand the material. Meanwhile, in the traditional method, all students need to follow a uniform class rhythm." This supports the results of Albiladi and Alshareef, who showed that BL enables students to learn independently by giving them more

control over their individual learning experiences, which in turn strengthens their EFL comprehension and learning outcomes.

Despite the benefits of BL, some lecturers recognised that traditional teaching methods have the advantage of direct supervision and fuller interpersonal participation. One lecturer stated, "Although BL is effective in strengthening students' engagement in learning, I still feel the need to have face-to-face sessions in class so that I can offer immediate feedback and address students' barriers more individually." Therefore, some lecturers thought that combining the best parts of both models would be more effective—utilizing BL for flexibility and face-to-face teaching for more individualised interaction and direct supervision of students' learning improvement.

To improve BL for better EFL learning outcomes, lecturers generally suggested the need for training and professional development (PD). "We need to give lecturers more in-depth training on the use of IT technology and online learning platforms," one lecturer stated. Without a solid understanding of technology, BL cannot be effective." This implies that although BL can provide more opportunities to strengthen learning, the technical and pedagogical challenges faced by lecturers in using IT require serious attention and supervision from universities to be overcome. Tong and his colleagues (Tong et al., 2022) corroborate this, supporting this, stating that the development of technology skills among lecturers is a key factor for success in implementing BL in the classroom.

In addition to training for lecturers, respondents generally suggested that institutional support should be improved, such as the provision of more and better infrastructure, including stable access to devices and more adequate internet access. One respondent stated, "Adequate facilities and technical support are essential for the smooth implementation of BL learning. Without adequate internet connection and qualified devices, online learning cannot be effective." This support is consistent with the study by Jiang (2024). The study suggests that the success of BL depends on having the necessary technology and resources to support it. Without a well-established infrastructure, the use of BL in the classroom can be hampered, which can reduce its effectiveness in improving the quality of learning EFL.

Regarding curriculum design, respondents suggested that BL could be designed in a more structured way, integrating a balance of online and face-to-face learning in the classroom. One respondent said, "It is important to design activities in a complementary way between online and face-to-face; however, if these two cannot be integrated well enough, students may feel lost in the objectives of each session." This highlights how the success of BL depends not only on the use of IT technology but also on the way activities and materials are organised and measured to harmoniously integrate online and face-to-face learning in the classroom.

## V. DISCUSSION

The findings of this study showed that lecturers teaching English generally have a favourable opinion of integrating blended learning (BL) into their teaching practices and are receptive to innovation. Most lecturers have a broad understanding of blended learning and know that it may be a powerful way to combine the best parts of online and offline learning in a way that works effectively. The high average scores on the metrics of ease of using BL and conceptual understanding demonstrate this view. Most lecturers also agree that blended learning is useful because it allows students to learn at their pace and make better use of their resources. This is especially important when academic workloads are constantly changing. However, people know that to get the most out of BL, they still need training and techno-pedagogical capacity building. Some lecturers said that it was difficult to create digital products that suit the needs of their students and that they needed to learn how to use ever-changing digital platforms. This implies that even if individuals perceive BL as beneficial, they still require time to adjust to it.

The effect of blended learning on EFL students' performance is also important, especially in terms of making them more independent and motivated to learn. Students who are part of blended learning tend to be more active participants, especially when they can use flexible online materials and interactive multimedia. According to the lecturers' perception scores, BL makes students more responsible for their learning, especially in terms of writing and listening skills. Students can cover the content at their pace using videos, podcasts, and online discussion forums. This helps them feel more confident and understand the subject more effectively than before. However, the performance improvement was not uniform across all areas. The lecturers said that the BL scheme did little to help the children's speaking and reading skills. Some students may not be good at online learning or speaking directly. Therefore, when designing lessons for BL, lecturers should consider how to ensure that interactivity and feedback are balanced and useful.

Although blended learning has significant pedagogical potential, educators face many hurdles in incorporating it into their routine instructional practices. These problems are not one-dimensional; they encompass technological, educational, and student-specific issues. From a technological standpoint, the biggest problems include infrastructure issues such as unreliable Internet connectivity, different levels of digital capability, and not using the Learning Management System (LMS) in the best way possible. From a teaching perspective, lecturers struggle to create engaging online material and mix it well with in-person learning methods. Students often become lost or confused when trying to follow the learning flow when the design is not properly integrated into the learning process. Another issue is students' motivation to learn. Some lecturers said that children are often unruly, do not respond well to online learning, and still need hands-on leadership. This suggests that students need to improve their digital literacy and self-management skills. Thus, the BL strategy can be more than just a temporary solution; it can also make learning more successful over the long term.

In general, blended learning is regarded as a good way to teach English as a second language, and a favourable attitude among lecturers is an important part of creating teaching methods that are flexible and sensitive to societal changes. However, the effectiveness of blended learning in improving students' language proficiency significantly depends on institutions' willingness to embrace digital change and lecturers' ability to create humanistic, adaptable, and student-focused learning experiences.

## VI. CONCLUSION

The study's results indicated that lecturers have positive perceptions of blended learning (BL), particularly regarding its effectiveness in enhancing student engagement and offering flexibility in English as a Foreign Language (EFL) learning. Generally, lecturers observed that BL enriches students' learning experience by enabling them to achieve personalised EFL in materials and actively participate in EFL learning. However, challenges such as pedagogical, technical, and motivational challenges are still often obstacles that need to be resolved, such as limited IT technology tools or infrastructure, obstacles in designing effective online materials, and the lack of motivation of some students in using online learning to its full potential. The impact of BL on students' language skills, especially writing and listening, shows positive results, but reading and speaking skills still need more supervision in the integration of the BL model.

The implications of this study for EFL learning practices show that although BL offers various benefits, its implementation needs to be closely matched with training for lecturers and increased IT infrastructure support. The main recommendation for strengthening the integration of BL in language education is to provide intensive training for lecturers in the utilisation of technology and to increase the facilities and accessibility of media and the Internet for students.

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**Muhammad Darrin Zuhri** is a lecturer at Universitas Madura, East Java, Indonesia. His current research focuses on the teaching and learning process, especially on speaking. He is also a member of journal management at Universitas Madura (The Elite Journal). His contact e-mail is [darrin@unira.ac.id](mailto:darrin@unira.ac.id)



**Rudi Hartono** is a professor at the Department of English Language and Literature, Faculty of Languages and Arts, Universitas Negeri Semarang (UNNES), Indonesia. Born in Tasikmalaya on September 7, 1969, his academic expertise focuses on translation linguistics, and he teaches courses in *translation* and *writing*. He holds the rank of *Pembina Tk. I (IVb)* and has been serving as a civil servant since 2004. His research interests include translation studies, linguistics, and academic writing. He can be contacted at [rudi.hartono@mail.unnes.ac.id](mailto:rudi.hartono@mail.unnes.ac.id)



**Issy Yuliasri** is a professor at the Department of English Language and Literature, Faculty of Languages and Arts, Universitas Negeri Semarang (UNNES), Indonesia. She has been a lecturer at Universitas Negeri Semarang (UNNES) since 1990. Her research interests cover Translation and ELT. She has contributed in the writing of "Alice in a World of Wonderlands: The Translations of Lewis Carroll's Masterpiece" published by Oak Knoll Press in cooperation with The Lewis Carroll Society of North America, New Castle (2015). The contact in E-mail: [issy.yuliasri@mail.unnes.ac.id](mailto:issy.yuliasri@mail.unnes.ac.id)



**Yuliati** is an Assistant Professor at Universitas Negeri Semarang (UNNES), Indonesia, and the Coordinator of the English Education Study Programme, Faculty of Languages and Arts. She earned her PhD in Education from the University of Bristol, UK (2022), under the supervision of Dr Lisa Lucas and Dr Sue Timmis. Her research focuses on higher education curriculum and policy from decolonial perspectives, particularly the intersection of internationalisation and decoloniality in Global South contexts. She leads international academic collaborations through the Decoloniality Research Centre at UNNES and serves as a consultant for curriculum and policy development in Indonesian universities. The contact in E-mail: [yuliati@mail.unnes.ac.id](mailto:yuliati@mail.unnes.ac.id)