Challenges in The Implementation of Blended Learning for English Instruction in Higher Education: A Systematic Review

Khotrun Nada

Jakarta State University

khotrunnadams.ips2@gmail.com

Sri Sumarni

Jakarta State University

sri.sumarni@unj.ac.id

Abstract

Blended learning is carried out by mixing the learning process with face-to-face and online learning. This study aimed to examine the challenges in the implementation of blended learning for English instruction in higher education. This study used a qualitative approach with a systematic review. A total of 10 peer-reviewed journal articles 2018 to 2022 were accessed from two databases: Publish or Perish and Google Scholar. The following keywords were used: 'blended learning', 'higher education', 'English instruction', and 'challenges'. Titles and abstracts were screened, and studies were included if they met the following criteria: (1) addressed blended learning in higher education, (2) discussed the challenges faced by teachers in implementing blended learning in the teaching process. The result showed that among the challenges faced by the instructors are increased workload, increased time devotion, lack of experience and lack of technological skill to undertake blended learning. In conclusion, a systematic review revealed that the biggest challenges for instructors in implementing blended learning were: (1) lack of technology skills (2) increased time devotion (3) lack of experience to use blended learning. The review also found the importance of staff training, support and networking as a strategy to help instructors address these challenges.

Kata Kunci: *Blended Learning, English Instruction, and Higher Education*

Abstrak

Blended learning dilaksanakan dengan memadukan proses pembelajaran dengan pembelajaran tatap muka dan daring. Penelitian ini bertujuan untuk menguji tantangan dalam penerapan blended learning untuk pengajaran bahasa Inggris di perguruan tinggi. Penelitian ini menggunakan pendekatan kualitatif dengan tinjauan sistematik. Sebanyak 10 artikel jurnal peer-review 2018 hingga 2022 diakses dari dua database: Publish or Perish dan Google Scholar. Kata kunci berikut ini digunakan: 'pembelajaran campuran', 'pendidikan tinggi', 'pengajaran bahasa Inggris', dan 'tantangan'. Judul dan abstrak disaring, dan penelitian dimasukkan jika memenuhi kriteria berikut: (1) membahas pembelajaran campuran di pendidikan tinggi, (2) membahas tantangan yang dihadapi guru dalam menerapkan pembelajaran campuran dalam proses pengajaran. Hasil penelitian menunjukkan bahwa tantangan yang dihadapi instruktur antara lain peningkatan beban kerja, peningkatan pengabdian waktu, kurangnya pengalaman dan kurangnya keterampilan teknologi untuk melakukan blended learning. Kesimpulannya, tinjauan sistematis mengungkapkan bahwa tantangan terbesar bagi instruktur dalam menerapkan pembelajaran campuran adalah: (1) kurangnya keterampilan teknologi (2) peningkatan pengabdian waktu (3) kurangnya pengalaman menggunakan pembelajaran campuran.

Tinjauan ini juga menemukan pentingnya pelatihan staf, dukungan dan jaringan sebagai strategi untuk membantu instruktur mengatasi tantangan-tantangan ini.

Kata Kunci: *Pengajaran Campuran, Pengajaran Bahasa Inggris, dan Pendidikan Tinggi*

INTRODUCTION

Nowadays, blended learning has become a buzzword in many educational settings in recent years. According to Banditvilai (2016) stated that the concept of blended learning was founded at the beginning of the 21st century because this terminology was a long time ago in the early 20th century. Thus, some educational research generally uses the term 'blended learning' to refer to a combination of traditional face to-face classroom methods with more modern and online activities, blended learning has very suitable for the new normal era, where social activities are starting to be reduced without reducing the essence of learning.

Blended learning is becoming a newly emerging trend in higher education as it combines the best of synchronous and asynchronous learning approaches to meet specific educational goals (Levin, Whitsett, & Wood, 2013). However, despite the benefits of blended learning to students, studies have shown that academicians are apprehensive about teaching in blended learning (Brooks, 2008). The are some challenges facing those wanting to introduce blended solutions, especially in terms of dealing with its relative complexity (The Oxford Group, 2013).

Further, blended learning is rampantly used in higher education since students are able to access information and technologies independently. These descriptions indicate that blended learning has offered both students and teachers to communicate in face-to-face instruction and daring learning. On the contrary, blended learning has some challenges. These include lack of sufficient materials, lack of classroom involvement, lack of supporting infrastructure, lack of technological skills, and lack of knowledge (Namyssova et al., 2019; Yang & Kuo, 2021).

This article aims to examine the challenges in the implementation of blended learning for English instruction in higher education. In this review, the following research questions are addressed: (1) what are the challenges in implementing blended learning learning for English instruction in higher education? And (2) what are the solutions or recommendations to deal with the challenges?

METHODS

This study presents a systematic review of research that examines the challenges in the implementation of Blended learning for English instruction in higher education. A total of 30 peer-reviewed journal articles 2018 to 2022 were accessed from two databases: Publish or Perish and Google Scholar. The following keywords were used: 'blended learning', 'higher education', 'English instruction', and 'challenges'.

Titles and abstracts were screened, and studies were included if they met the following criteria: (1) addressed blended learning in higher education, (2) discussed the challenges faced by teachers in implementing blended learning in the teaching process. A final number of 10 articles were decided to be included in this review.

RESULTS AND DISCUSSION

This review included 10 publications (Table 1). This study focused on the challenges in implementing blended learning for English instruction in higher education. The challenges in implementing blended learning extracted from the studies are summarized in Table 1.

Table. 1 Analysis of Selected Paper

Authors	Method	Challenges of Blended Learning
Soomro et al (2018)	Mixed method	• Blended learning can be time-consuming and requires more effort. • There is no motivation and encouragement for the teachers who are using BL components into their teaching.
Keong & Juan (2019)	Survey method	• Lack of pedagogical and technical skills. • Increased time devotion: regular preparation time doubled in the online environment. • Lack of readiness of students: student discipline & responsiveness.
Aji et al (2020)	Qualitative approach	• Lack of experience: lack of making interesting material and less proficient in applying blended learning. • Time-consuming: the teachers felt that they must have much time to compile and organize the material to be

		taught. • Internet connections: not all students have a good network.
Asaad & Sheerah (2020)	Literature review	• Lack of technological skills. • Lack of internet connectivity. • Insufficient knowledge. • Blended learning is considered less efficient for some teachers.
Bruggeman et al (2021)	Qualitative approach	• Lack of technological skill: feeling anxious towards technology. • Prioritizing other tasks over teaching. • Lack of knowledge: having an unclear view on blended learning.
Wu & Luo (2022)	Survey method	• lack of confidence in technological competence for senior lecture. • Increased workload: BL requires more time, learning new techniques and skills, and in interacting with students.
Ramalingam et al (2022)	Qualitative approach	• Lack of pedagogical and technical skills. • Insufficient of training and courses for educators. • Limitation of several learning platforms. • Lack of student engagement. • Inadequate facilities.
Wahyuningsih & Affandi (2022)	Narrative inquiry	• In preparing interesting material design, accessible and

		wonderful teaching media, and encouraging students to be more active in blended learning classes.
Le et al (2022)	Qualitative approach	• Lack of experience for using BL. • Lack of technological knowledge and IT skills. • Increased workload: their demotivation and the amount of time consumed by implementing BL.
Kemaloglu & Bayyurt (2022)	Mixed method	• Increased workload: BL requires more time in redesigning the course.

Based on the data collected from these publications, there are challenges faced by instructors in implementing blended learning in higher education. Instructors are dealing with several challenges such as increased workload, increased time devotion, and lack of technological skill to undertake blended learning. The instructors find that blended learning requires more time and efforts. The teachers felt that they must have much time to compile and organize the material to be taught (Kemaloglu & Bayyurt, 2022; Le et al., 2022; Wu & Luo, 2022; Aji et al., 2020; Soomro et al., 2018). Lack of technological skill being the most frequently reported challenge among the instructors (Le et al., 2022; Ramalingam et al., 2022; Wu & Luo, 2022; Bruggeman et al., 2021; Asaad & Sheerah, 2020; Keong & Juan, 2019). Furthermore, instructors lack of pedagogical and knowledge is also a challenge for them (Le et al., 2022; Ramalingam et al., 2022; Bruggeman et al., 2021; Asaad & Sheerah, 2020*;* Keong & Juan, 2019). The data revealed that some instructors who aim to implement blended courses lack motivation and encouragement in using blended learning components into their teaching (Soomro et al., 2018; Ramalingam et al., 2022). They also lack in making interesting material design and less proficient in applying blended learning (Wahyuningsih & Affandi, 2022; Aji et al., 2020). Another challenge faced by instructors is lack of internet connectivity because all students do not have a good network or some situations like poor weather could compromise the Internet connections (Aji et al., 2020; Asaad & Sheerah, 2020).

CONCLUSION

As a conclusion, the biggest challenges to instructors are: (1) lack of technological skills (2) increased time devotion (3) lack of experience for using blended learning.

The following are some key points for successful blended learning implementation summarized from the studies: (1) Create a support system for instructors and dealing with technological fault in order to promote smooth delivery of the program (2) Carefully select a blended learning model that is most suitable (3) Provide training for teaching staff including instructors when skills are required.

REFERENCES

Albiladi, W. S., & Alshareef, K. K. (2019). Blended Learning in English Teaching and Learning: A Review of the Current Literature. *Journal of Language Teaching and Research*, *10*(2), 232. https://doi.org/10.17507/jltr.1002.03

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

Asaad, H., & Sheerah, H. (2020). *Using Blended Learning to Support the Teaching of English as a Foreign Language*. *6*, 191–211.

Bruggeman, B., Tondeur, J., Struyven, K., Pynoo, B., & Garone, A. (2021). *Experts speaking : Crucial teacher attributes for implementing blended learning in higher education*. *48*(February 2020).

Hamila, A., & Embi, M. A. (2016). *Implementation of Blended Learning in Higher Learning Institutions : A Review of the Literature*. *9*(3). https://doi.org/10.5539/ies.v9n3p41

Hashemi, A., & Si Na, K. (2020). The Effects of Using Blended Learning in Teaching and Learning English : A Review of Literature. *The Eurasia Proceedings of Educational & Social Sciences (EPESS)*, *18*(4), 173–179.

Higgins, D., & Gomez, A. (2014). Teaching English studies through blended learning. *The Higher Education Academy*, *July*, 14.

Ihnatova, O., Poseletska, K., Matiiuk, D., Hapchuk, Y., & Borovska, O. (2021). Application of Digital Technologies in Teaching a Foreign Language in a

Blended Learning Environment. *Linguistics and Culture Review*, *5*(S4), 114–127. https://doi.org/10.21744/lingcure.v5ns4.1571

Jalinus, N., Verawardina, U., Krismadinata, K., Azis Nabawi, R., & Darma, Y. (2021). Developing blended learning model in vocational education based on 21st century integrated learning and industrial revolution 4.0. *Turkish Journal of Computer and Mathematics Education*, *12*(8), 1276–1291. https://turcomat.org/index.php/turkbilmat/article/view/3035

Journal, C. (2011). Blended Learning in an ESL Class: A Case Study. *CALICO Journal*, *29*(1), 100–117.

Kemaloglu, E., & Bayyurt, Y. (2022). Implementation of Blended Learning in English As a Lingua Franca (Elf)-Aware Pre-Service Teacher Education. *Turkish Online Journal of Distance Education*, *23*(1), 60–73. https://doi.org/10.17718/tojde.1050353

Kosanke, R. M. (2019). *The Implementation of Blended Learning Approach in Teaching English as a Foreign Language Classroom at SMA Islam Athirah Bone*. *June 2018*.

Le, T. N., Allen, B., & Johnson, N. F. (2022). *Blended learning : Barriers and drawbacks for English language lecturers at Vietnamese universities*. *19*(2), 225–239. https://doi.org/10.1177/20427530211048235

Man Keong, S., & Cai Juan, S. (2019). A Study of Blended Learning in Higher Learning Education: Implementation and Challenges in 21 st Century. *INTI JOURNAL | EISSN*, *2019*(June), 6.

Martanto, S. D., Pramono, S. E., & ... (2021). The Implementation of Blended Learning in Social Studies Learning for 21st Century Skills Enhancement. *Journal of Educational ...*, *10*(1), 9–18. https://journal.unnes.ac.id/sju/index.php/jess/article/download/44502/19475

Ramalingam, S., Yunus, M., & Hashim, H. (2022). *Exploring English as a Second Language Educators ' Challenges of Teaching Communication Skills in Blended Learning Environments : A Malaysian Scenario*. *6*(2), 1388–1405.

Ramalingam, S., Yunus, M. M., & Hashim, H. (2022). Blended Learning Strategies for Sustainable English as a Second Language Education: A Systematic Review.

Sustainability (Switzerland), *14*(13), 1–17. https://doi.org/10.3390/su14138051

Sari, L., Salija, K., & Abduh, A. (2019). The Implementation of Blended Learning Approach in Teaching English as a Foreign Language Classroom at SMA Islam Athirah Bone. *English Education Study Program State University of Makassar, Indonesia.*

Soomro, S., Soomro, A. B., Bhatti, T., & Ali, N. I. (2018). Implementation of blended learning in teaching at the Higher Education Institutions of Pakistan. *International Journal of Advanced Computer Science and Applications*, *9*(8), 259–264. https://doi.org/10.14569/ijacsa.2018.090833

Vithanapathirana, M. (2021). *Blended Learning as an Emerging Approach to Teacher Education in Higher Education in Sri Lanka : Lessons from a State-of-the-Art Review*. *2*(1), 61–78.

Wahyuningsih, S., & Afandi, M. (2022). Incorporating English Skills in Blended Learning During the COVID-19 Pandemic: A Narrative Inquiry. *Elsya : Journal of English Language Studies*, *4*(3), 227–239. https://doi.org/10.31849/elsya.v4i3.9902

Wu, H., & Luo, S. (2022). Integrating MOOCs in an Undergraduate English Course: Students' and Teachers' Perceptions of Blended Learning. *SAGE Open*, *12*(2). https://doi.org/10.1177/21582440221093035