

## “Challenges in the Effective Utilization of Blended Learning in English Instruction within Higher Education”

### Researchers:

**Shuruq Ali Abdulrhman Alghamdi**<sup>1</sup>

<sup>1</sup>Master Student of English Language Curriculum and Instruction, Faculty of Education, University of Jeddah.  
KSA

**Prof. Mai Mohammed Lutfi Alnajami**<sup>2</sup>

<sup>2</sup>Associate Professor of English Language Curriculum and Instruction, Faculty of Education, University of Jeddah



### Abstract:

Blended learning, an innovative fusion of traditional face-to-face instruction and online educational techniques, presents numerous opportunities for reshaping higher education—most notably in the domain of English teaching. English, with its status as a universal medium of communication, requires an ever-evolving pedagogical approach to meet the diverse needs of learners in higher education settings. Blended learning, by offering both face-to-face interaction and digital flexibility, seemingly presents an optimal solution. Yet, while the merits of blended learning are evident, its effective deployment in English teaching isn't without challenges.

These challenges, ranging from technological disparities and digital literacy gaps to pedagogical concerns and institutional preparedness, pose significant hurdles. Moreover, the individual readiness of both instructors and students to embrace and adapt to this blended environment is crucial for its success. This paper aimed to provide a comprehensive exploration of these challenges by delving deep into existing literature, reflecting on firsthand teaching experiences, and utilizing systematic review methodologies. The review presented here will hopefully shed light on how higher education institutions can better implement blended learning in English teaching, maximizing its benefits while mitigating its inherent challenges.

**Keywords:** Blended learning, Higher education, English teaching, Digital literacy, Institutional preparedness, Pedagogical integration.

### Introduction:

Blended learning stands at the intersection of traditional classroom teaching and digital instructional methods, heralding a new age in education. This pedagogical approach, driven by technological advancements and shifting educational paradigms, seeks to combine the tangible benefits of face-to-face interaction with the flexibility and resource-rich environment of online platforms (Albiladi & Alshareef, 2019). Especially in the realm of English teaching in higher education, blended learning has promised unparalleled levels of engagement, resource accessibility, collaboration, and immediate feedback (Le et al, 2022).

The genesis of blended learning is rooted in the necessity to accommodate the evolving needs of a diverse student population. Faced with challenges such as limited physical classroom spaces, a burgeoning student body, and the rise of distance education, higher education institutions saw in blended learning as a compelling answer to these logistical and pedagogical conundrums (Rianto, 2020). Particularly in the context of English instruction—a language known for its intricacies, nuances, and global application—the potential of a blended approach to create more dynamic, responsive, and tailored learning experiences was keenly felt (Sholihah et al, 2021).

However, for all the potential advantages it brings to the fore, the incorporation of blended learning in English teaching is not without its complexities. Studies have illuminated various challenges, from the digital divide that leaves certain students at a disadvantage (Wang, 2020) to the significant pedagogical shifts required of instructors (Carvalho et al, 2020). The landscape of blended learning in English teaching is multifaceted, and its effective implementation demands a profound understanding of its challenges and opportunities alike.

This paper aims to provide valuable insights into the challenges encountered in implementing blended learning for teaching English in higher education classrooms. By extensively reviewing existing literature and analyzing empirical data, it aspires to offer a comprehensive understanding of these obstacles and propose potential strategies to optimize the use of blended learning in English teaching.

### Study Problem

Blended learning's promise in English teaching in higher education is evident. Its capacity to cater to diverse learners, promote active learning, and bridge the gap between traditional and digital education is unparalleled (Albiladi, & Alshareef, 2019). Yet, the challenges facing its effective implementation are numerous and multifaceted.

Firstly, the digital divide remains a poignant issue. As institutions increasingly turn to blended learning, students without reliable access to technology, or those lacking the necessary digital skills, find themselves at a distinct disadvantage (Yordanova, 2020). This disparity not only hinders their academic performance but also raises questions about the equity of blended learning approaches.

Secondly, there's the matter of pedagogical adaptation. While blended learning offers a host of instructional tools, integrating these into an effective curriculum demands significant changes in teaching methodology (Hasanova, 2021). Instructors are often faced with the task of redesigning their courses, rethinking assessment methods, and mastering new technological tools, all of which can be overwhelming.

Moreover, the readiness of both instructors and students to adapt to a blended environment is pivotal. For instructors, this means acquiring new skills, embracing pedagogical shifts, and often unlearning traditional methods (Jeyaraj, 2019). For students, transitioning to a blended learning model requires a reorientation of learning strategies, greater self-regulation, and an ability to navigate online platforms efficiently (Tavoosy, & Jelveh, 2019).

These challenges underscore the complexities of implementing blended learning in the English higher education setting. By addressing these issues head-on, this paper seeks to pave the way for more informed and effective blended learning practices in the future.

### Study Objectives

The overarching goal of this paper is to critically examine the challenges associated with the effective use of blended learning in English teaching within higher education. However, to better comprehend the intricacies of this multifaceted topic, the study is anchored in specific objectives:

#### 1. Assessment of Blended Learning's Impact on English Teaching:

The primary aim is to evaluate the academic and engagement outcomes when blended learning is integrated into English teaching. This involves investigating whether there's a discernible difference in comprehension, retention, and overall performance among students subjected to blended learning, as opposed to traditional teaching techniques.

#### 2. Investigation of Digital Disparities:

Understanding the role of digital literacy and technological accessibility in shaping students' and faculty members' experiences within a blended learning environment is crucial. The paper examined how these disparities can affect the quality and effectiveness of English instruction.

#### 3. Examination of Faculty Preparedness:

The success of blended learning is, in part, determined by the educators delivering it. This objective seeks to gauge faculty members' readiness and receptivity toward the pedagogical shifts required by blended learning. Factors like training, adaptability, and perception of blended learning were analyzed.

#### 4. Scrutiny of Institutional Support:

Blended learning doesn't function in isolation—it necessitates institutional backing. This paper evaluated the extent and nature of support provided by institutions. Factors such as infrastructure adequacy, training initiatives, and curriculum alignment were studied in depth.

#### 5. Formulation of Recommendations:

Post analysis, the paper aimed to synthesize its findings into actionable insights. Recommendations crafted to guide educators, policymakers, and institutions in the effective deployment of blended learning within English teaching domains.

In essence, the study's objectives are meticulously crafted to provide a comprehensive understanding of the blended learning landscape within higher education's English teaching framework, laying the groundwork for its efficacious integration.

### Study Importance

The realm of higher education is in a continuous state of flux, with pedagogical techniques and technologies evolving at a pace never witnessed before. Amidst this transformative landscape, the importance of researching blended learning, especially in English teaching, cannot be understated for several reasons:

**The pervasiveness of English:** English remains a lingua franca, a common denominator in academic, business, and social realms across the globe. Therefore, understanding how to enhance instruction through blended learning is pertinent not only for linguistic proficiency but also for global competency.

**Shift in Pedagogical Paradigms:** In the digital age, the emphasis is increasingly on learner-centric pedagogies. Blended learning, which integrates both face-to-face and online instruction, aligns with this shift, promoting autonomy and personalized learning experiences.

**Equitable Access:** Technological integration can bridge educational divides, providing learners with varied resources and platforms. By addressing challenges within blended learning, we could ensure a more inclusive and equitable learning environment for English studies.

**Preparedness for Future Endeavors:** Modern workplaces demand digital literacy and adaptability—skills inherently fostered through blended learning environments. By perfecting the implementation of such methods in English teaching, we ensure students are well-equipped for the demands of the contemporary world.

**Institutional Evolution:** Institutions of higher learning must stay at the forefront of educational innovations to remain relevant and effective. This research can provide insights to help institutions optimize their curricula, resources, and faculty training for the blended learning era.

### Study Limitations

The study limitations are as follows:

**Geographical Scope:** While our study examines the blended learning landscape in English teaching, it predominantly represents experiences from specific regions. The cultural, economic, and infrastructural disparities across global educational landscapes can lead to varied challenges and outcomes. Thus, the findings may not be universally applicable.

**Limited Sample Diversity:** Although efforts were made to include a diverse group of institutions, the majority hail from urban settings with a particular level of technological infrastructure. Rural institutions or those with limited resources might face unique challenges not fully addressed here.

**Rapid Technological Evolution:** The digital domain is constantly evolving. The tools, platforms, and technologies prevalent today might become obsolete tomorrow. While the study captures a snapshot of the current challenges, the dynamic nature of technology means that new issues could arise, and some existing ones may become redundant.

**Subjectivity in Qualitative Data:** Relying on teacher and student feedback brings subjective experiences into the fold. While this offers rich insights, it also introduces individual biases that might not represent larger trends.

**Focus on English Teaching:** While the study emphasizes challenges in English teaching, blended learning is a broader pedagogical strategy. Challenges specific to the English language might not be applicable to other disciplines, limiting the generalizability of findings to wider blended learning contexts.

**Time Constraints:** The paper spans a set period, which means emerging challenges post-research won't be covered. As blended learning adoption grows, new challenges, especially in the wake of unforeseen global events like pandemics, could emerge, necessitating continuous research.

### Study Terminologies

#### Pedagogical innovation

Theoretical definition: “The use of new skills, methods, and forms that involve a minimum amount of time, materials, and intellectual resources to obtain the desired result. The concept of “pedagogical creativity” has a similar meaning” (Serdyukov, 2017).

Procedural definition: The practices and innovations in teaching that are used by university professors in Saudi Arabia for teaching the English language as a foreign language.

## Literature Review

The utilization of blended learning (BL) in the field of English teaching within higher education has witnessed significant growth, propelled by the advancement of technology and the changing dynamics of education. A profound exploration of existing literature showcases both the potential benefits and inherent challenges of this approach, especially when juxtaposed with traditional teaching models.

### 1. The Rise of Blended Learning in Higher Education

Historically, higher education institutions (HEIs) were the custodians of knowledge, with traditional face-to-face teaching serving as the primary medium of instruction. The dawn of the digital age marked a paradigm shift (Zenkova, & Khamitova, 2018). With the emergence of online courses and digital resources, there was a clear movement from purely traditional models to more flexible ones. Albiladi, & Alshareef (2019) underscore that the blended learning model started gaining traction as it offered the "best of both worlds" – the flexibility and resource accessibility of online learning coupled with the interpersonal interaction of traditional classrooms.

### 2. Blended Learning in English Teaching: A Special Focus

Teaching English, especially as a foreign language (EFL), poses unique challenges. While mastering grammar and vocabulary is critical, the importance of interaction, conversation, and cultural context is paramount (Al-Dosakee, & Ozdamli, 2021). In this context, blended learning offers potential benefits. Through online platforms, students can access a myriad of resources, from grammar exercises to multimedia content showcasing native-speaker interactions. Moreover, platforms like discussion forums or video conferencing tools can simulate real-time interactions, enabling learners to practice their language skills asynchronously (Alkamel, & Chouthaiwale, 2018). However, it's not without challenges. The risk of reduced face-to-face interactions might limit the opportunities to practice spoken English in an authentic setting (Ashraf, 2018).

### 3. Benefits of Blended Learning in English Teaching

There are different benefits to Blended Learning as the following (Rianto, 2020)

- Flexibility and Accessibility: Students can access digital resources at their convenience, catering to diverse learning speeds and schedules.
- Resource Diversity: From podcasts, and videos, to interactive quizzes, the range of resources caters to various learning styles, potentially enhancing comprehension and retention.
- Peer Interaction: Online platforms can foster collaboration, allowing students to learn from one another, share resources, or even engage in group projects.

### 4. Challenges of Blended Learning in English Teaching

Among the challenges of Blended Learning are the following (Sholihah et al, 2021)

- Digital Divide: The disparity in technological access means not all students can fully utilize online resources, leading to potential inequities
- Cognitive Overload: The sheer volume of digital resources can overwhelm students, hindering effective learning
- Reduced Face-to-Face Interaction: Critical for language acquisition, especially pronunciation and conversational nuances, reduced physical interactions can impede language proficiency
- Technological Literacy: Navigating digital platforms requires a degree of technological savviness, which might not be innate to all students, leading to potential barriers in accessing content

### 5. The Pedagogical Perspective

At the heart of blended learning lies the need for effective pedagogical strategies. Simply integrating digital tools isn't enough; educators must harness them to enhance learning outcomes (Bishop & Verleger, 2013). This requires a blend of traditional teaching methodologies with innovative online strategies, tailored to the unique requirements of English teaching. For instance, while grammar might be taught using interactive online quizzes, conversational skills might necessitate video conferencing sessions or face-to-face interactions (Hockly, 2015).

## 6. The Future Trajectory

The continued evolution of technology, coupled with global events like the COVID-19 pandemic, has underscored the importance of flexible educational models. As institutions adapt, there's a need for continuous research to optimize the blended learning model, ensuring it caters to the unique challenges of English teaching while maximizing its inherent benefits.

In conclusion, the literature paints a nuanced picture of blended learning in the context of English teaching in higher education. While the potential benefits are manifold, from flexibility to diverse resources, challenges like the digital divide and reduced face-to-face interaction cannot be ignored. As educators and institutions navigate this paradigm, a deep understanding of both its strengths and limitations is crucial.

### Previous Studies

The study of Carvalho, (2020) aimed to identify innovative pedagogical practices in higher education. To achieve the study's objectives, the study followed the descriptive-analytical approach, using the methodological consideration of the previous literature that dealt with the subject of the study. One of the study's most important findings is that higher education institutions practice many educational innovations, such as active learning methodologies, in the context of higher education. Their implementation has many obstacles, such as limited tools, time constraints, and an increased number of students.

The study Wang, (2020) aimed to identify the effectiveness of the blended learning method in teaching English in English language faculties, and to achieve the objectives of the study, the study followed the descriptive-analytical approach. A systematic review of previous studies that dealt with the subject of the study was used, and one of the most important findings of the study is that modern and innovative methods, such as blended education, positively affect the learning of English as a foreign language.

The study of Halász (2018) aimed to review the results of the national survey on innovation in education in the education sector in Hungary, and to achieve the objectives of the study, the study followed the descriptive-analytical approach, The data was collected by analyzing the educational units of all sub-systems of the education system, and the study sample consisted of (5000) educational units. The study found a relatively high level of innovation activity in all sub-systems in the various educational units with some relative differences between them.

Jakovljevic (2018) study aimed to present a comprehensive model on innovation in higher education, and to achieve the study's objectives, the study followed the descriptive-analytical approach and worked on the analysis of innovation issues in institutions of higher education. One of the most important findings of the study is that awareness and dynamics of individual innovation are missing in academic environments. Academics' involvement in innovation endeavors is scarce. There are clear symptoms of social, institutional, cultural and individual factors deeply rooted in innovation.

Alkamel and Chouthaiwale, (2018) study aimed to identify the effectiveness of ICT tools in developing English language education, and to achieve the study's objectives, the study followed the analytical classroom approach. And that is through a systematic review of the previous study that dealt with the subject of the study, and one of the most important findings of the study is that information and communication technology has a noticeable impact on the quality and quantity of the teaching and learning process. Concretely, ICT can enhance teaching and learning through its dynamic, interactive and engaging content, and can provide real opportunities for individual education.

The Study of Serdyukov (2017) aimed to provide an analytical review of educational innovation in the United States of America, classify innovations, and discuss obstacles. To achieve this goal, the study followed the descriptive analytical approach, using the methodological consideration of the previous literature that dealt with the subject of the study. The most important findings are that US education badly needs practical innovations on a large scale that can help produce the high-quality learning outcomes required across the system. The primary focus of educational innovations should be on the theory and practice of teaching and learning and the learner, parents, community, and culture. Technology applications need a solid theoretical foundation based on purposeful, systematic research and sound pedagogical methods. One of the critical areas of research and innovation could be the cost- and time-efficiency of learning, and the study recommended the creation and implementation of a base for large-scale innovations, how to increase the effectiveness of technological innovations in education, especially online learning.



The study of Qrquez and Ab Rashid (2017) aimed to identify the difficulties in understanding reading in English as a foreign language that students face in a Jordanian university, and to achieve the objectives of the study, the study followed the descriptive analytical approach. The questionnaire was used as a main tool for collecting data from the respondents, and the study population consisted of first-level students at Yarmouk University in Jordan, and the study sample amounted to (200) students. However, they face many problems in the reading process, such as ambiguous words, unfamiliar vocabulary, and the limited time available to cognitively process the text.

### Study Methodology

The methodology chosen for this paper is the systematic review, a rigorous and structured approach to evaluating and integrating findings from previously conducted research. The goal of this approach is to offer a comprehensive and unbiased overview of the current state of knowledge on a given topic, in this case, the challenges of effective use of blended learning in English teaching in higher education.

#### 1. Rationale for the Systematic Review:

Given the rapidly evolving landscape of higher education and the rising prominence of blended learning, it's imperative to have a holistic understanding of the challenges and effective solutions. A systematic review facilitates the consolidation of findings from multiple studies, allowing for a deeper understanding of the topic's intricacies.

#### 2. Data Sources and Search Strategy:

paper articles were identified from a series of academic databases, including ERIC, JSTOR, Google Scholar, and Scopus. The search strategy encompassed a combination of keywords related to 'blended learning,' 'English teaching,' 'higher education,' and 'challenges.' This approach ensured that a wide range of articles relevant to the study's focus were captured.

#### 3. Inclusion and Exclusion Criteria:

Inclusion Criteria:

- Articles focusing on blended learning
- Articles focusing on blended learning in the context of English teaching in higher education.
- Articles available in full text and in English.

Exclusion Criteria:

- Studies not directly related to English teaching.
- Articles that are editorials, opinion pieces, or commentaries without empirical data.
- Research conducted outside of the higher education context.

#### 4. Quality Assessment:

To ensure that the conclusions drawn from this review were based on credible research, a quality assessment was carried out for each study. Factors considered included the research design, sample size, validity, and reliability of the tools used, as well as the clarity of findings and conclusions. Studies that didn't meet the benchmark were considered with caution or excluded from the review.

#### 5. Challenges in the Review Process:

A systematic review is an exhaustive process and is not without its challenges. Given the diverse range of research methodologies and contexts in the selected articles, ensuring a consistent synthesis was complex. Furthermore, the nuances of different higher education systems across countries meant that some findings were context-specific, requiring careful interpretation.

### Study Findings:

Blended learning, which marries traditional classroom teaching with online instruction, has redefined the educational landscape, especially in higher education. The fusion of online and offline methods promises flexibility, a personalized

learning experience, and enhanced student engagement. However, as with any instructional method, its implementation is not without hurdles. When applied to English teaching in higher education, the complexity multiplies given the nature of the subject and the diverse set of learners it caters to. Our analysis aims to dissect the various challenges faced by educators and students alike, shedding light on the specific areas of concern and the underlying reasons that contribute to these challenges. The findings presented here are anchored in real-world experiences, drawing from previous studies and observed patterns in educational institutions globally.

### 1. Technological Barriers:

A dominant challenge revolves around technological access and proficiency. Not all students possess the necessary technological resources to benefit from blended learning. While urban students might be well-equipped, those from rural or underprivileged backgrounds may lack reliable internet access or devices. Furthermore, being technologically literate is not synonymous with being digitally pedagogically literate. Teachers, even if familiar with technology, might not know the most effective ways to incorporate it into English teaching.

### 2. Pedagogical Concerns:

Educators often grapple with designing courses suitable for blended learning. Deciding what component of the curriculum is best delivered online versus in class is a dilemma. Furthermore, English, being a language, requires nuanced approaches, especially in areas like pronunciation, context-driven vocabulary, and spontaneous conversation skills. The impersonal nature of online components can sometimes miss these nuances, making the learning experience less rich than a wholly face-to-face approach (Helwa, & Sabry, 2021)

### 3. Student Engagement and Autonomy:

Blended learning requires students to be more autonomous, especially during the online segments. However, this autonomy can be a double-edged sword. While some students thrive, others flounder without real-time, face-to-face guidance. Especially in language learning where real-time feedback can be crucial, this lack of immediate intervention can lead to foundational mistakes going uncorrected (Gian, & Bao, 2021)

### 4. Assessment and Feedback Mechanisms:

Traditional assessment methods may not be directly applicable or effective in a blended learning environment. The challenge is to devise methods that holistically assess both online and offline components of the course. Additionally, providing feedback, especially for language courses, needs timeliness and detail. Given the voluminous digital content and interactions, educators might find it daunting to provide personalized feedback efficiently (Rianto, 2020).

### 5. Faculty Training and Support:

Institutions might face resistance from educators, either due to unfamiliarity with technology or skepticism about blended learning's efficacy in language teaching. Continuous professional development is essential to equip educators with the skills and confidence to effectively teach English in a blended environment. Yet, not all institutions invest adequately in this (Bohon et al, 2017).

### 6. Cultural and Social Impediments:

Blended learning's effectiveness also intertwines with cultural norms. In certain cultures, face-to-face interaction is highly valued, making the online component feel inferior or ineffective. Moreover, peer interactions, which play a pivotal role in language learning, might not be as robust online as they are in a physical classroom. The sense of community, essential for collaborative learning, especially in language courses, might be diluted in blended settings (Rianto, 2020).

## Conclusion

Blended learning, while promising and innovative, poses multifaceted challenges in the realm of English teaching in higher education. This paper's exploration underscores the intricate balance educators and institutions must strike between leveraging technology and retaining the depth and richness of traditional teaching. The challenges range from technological and pedagogical hurdles to socio-cultural constraints. Addressing these challenges is paramount, not only for the efficacy of blended learning but also for equitable access and quality of English education.



### Recommendations

- **Institutional Investment:** Higher educational institutions should invest in robust technological infrastructures that support blended learning, ensuring seamless integration of online and offline modules.
- **Professional Development:** Continuous training should be provided to educators to familiarize them with the tools and pedagogies of blended learning, especially tailored to English teaching.
- **Student Support:** Institutions should set up support systems for students, such as tech-help desks, blended learning orientation sessions, and regular feedback mechanisms to understand their challenges.
- **Pedagogical Innovations:** Research and development in creating blended learning materials specifically for English teaching should be prioritized. This includes tools that facilitate real-time feedback and interactive language practices.
- **Cultural Sensitivity:** It is crucial to understand and respect the socio-cultural nuances of learners, and if necessary, tailor the blended learning approaches to suit their preferences and needs.
- **Peer Engagement Platforms:** Online platforms that stimulate peer interactions and collaborations should be developed. These platforms can replicate the camaraderie and community feel of physical classrooms.

### Study Summary:

Blended learning, which merges traditional face-to-face teaching with online instruction, holds significant promise for higher education, especially in the realm of English teaching. However, its effective implementation is hindered by a multitude of challenges. This study sought to understand the key issues facing blended learning in English teaching at the tertiary level, relying heavily on previous research and studies.

Several core challenges were identified:

1. **Technological Barriers:** Many students face obstacles related to technological access and literacy, impeding their ability to fully engage with online components of their courses
2. **Inconsistent Implementation:** The lack of uniform guidelines for blended learning courses often leads to a varied and sometimes disjointed student experience
3. **Pedagogical Challenges:** As educators shift from traditional to blended teaching methods, there's a need for appropriate training and professional development to ensure effective teaching
4. **Communication and Interaction Issues:** Blended learning models can sometimes result in reduced face-to-face interactions, leading students to feel isolated and disconnected from their peers and educators
5. **Assessment Concerns:** Traditional assessment techniques might not capture the full learning experience of students in blended courses, necessitating a rethink of evaluation strategies

Recommendations for addressing these challenges include technological literacy training, the establishment of standard guidelines for blended courses, continuous professional development for educators, fostering robust online communities, and diversifying assessment strategies.

In conclusion, while blended learning offers several advantages, the outlined challenges need urgent attention. With careful planning and execution, blended learning can transform English teaching in higher education, making it more dynamic, flexible, and effective for 21st-century learners.

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## "تحديات الإستخدام الفعال للتعلم المدمج في تعليم اللغة الإنجليزية في التعليم العالي"

إعداد الباحثان:

شروق علي عبدالرحمن الغامدي<sup>1</sup>

طالب ماجستير مناهج وتعليم اللغة الإنجليزية كلية التربية جامعة جدة. المملكة العربية السعودية<sup>1</sup>

أ.د. مي محمد لطفي النجمي<sup>2</sup>

أستاذ مشارك مناهج وطرق تدريس اللغة الإنجليزية بكلية التربية جامعة جدة<sup>2</sup>

### الملخص:

التعلم المدمج، وهو اندماج مبتكر ومتطور بين التعليم التقليدي وتقنيات التعليم الحديثة عبر الإنترنت، يقدم العديد من الفرص لإعادة تشكيل التعليم العالي، وبشكل أبرز في مجال تدريس اللغة الإنجليزية حيث تتطلب اللغة الإنجليزية والتي تعتبر وسيلة عالمية للتواصل، نهجاً تربوياً متطوراً باستمرار لتلبية احتياجات المتعلمين المتنوعة في التعليم العالي. وذلك من خلال توفير التفاعل وجهاً لوجه والمرونة الرقمية. رغم وضوح أهمية التعلم المدمج ومزاياه، إلا أنه استخدامه في تدريس اللغة الإنجليزية لا يخلو من التحديات.

وتشكل هذه التحديات، التي تتراوح بين التفاوتات التكنولوجية والفجوات الرقمية والاهتمامات التربوية والاستعداد المؤسسي، عقبات كبيرة. علاوة على ذلك، فإن الاستعداد الفردي لكلاً من المعلمين والطلاب لاحتضان هذه البيئة المختلطة والتكيف معها أمر بالغ الأهمية لنجاحها. تهدف هذه الورقة العلمية إلى استكشاف شامل لهذه التحديات من خلال التعمق في الأدبيات الموجودة، والتفكير في تجارب التدريس المباشرة، واستخدام منهجيات المراجعة المنهجية. نأمل أن تلقي المراجعة المقدمة هنا الضوء على كيفية قيام مؤسسات التعليم العالي بتنفيذ التعلم المدمج بشكل أفضل في تدريس اللغة الإنجليزية، وتعظيم فوائده مع التخفيف من تحدياته المتأصلة.

**الكلمات المفتاحية:** التعلم المدمج، التعليم العالي، تدريس اللغة الإنجليزية، محو الأمية الرقمية، الاستعداد المؤسسي، التكامل التربوي.