Blended Learning in Secondary English Classrooms: Teachers' Perceptions

Christina Anak Albert
SMK Engkilili, 95800 Engkilili, Sarawak
Email: christinaaalbert@gmail.com

Melor Md Yunus, Harwati Hashim
Faculty of Education, Universiti Kebangsaan Malaysia, Bangi 43000 Selangor Malaysia
Email: melor@ukm.edu.my, harwati@ukm.edu.my

Abstract
The ongoing transformation of educational systems worldwide by technology necessitates a greater investigation of its possible influence on language learning, with a special focus on underprivileged areas. This study aims to examine the perceptions of secondary English teachers on the impact of blended learning in ESL classrooms. Blended learning reflects a dynamic response to the changing landscape of education in today's digital world and as the educational landscape continues to embrace technological advancements, understanding the effective integration of technology and pedagogy becomes paramount. In this study, a mixed-methods approach is used which includes qualitative interviews and questionnaires as data collection techniques. Through these methods, the perceptions of secondary teachers regarding blended learning are explored. The findings have uncovered a wealth of positive perceptions among teachers regarding the impact of blended learning in ESL classrooms. From the findings, it emphasizes the multifaceted advantages that blended learning brings to the ESL learning environment.
Keywords: ESL, Technology, Secondary School, Teaching English as Second Language

Introduction
In recent years, the integration of technology in education has emerged as a pivotal transformational force, redefining teaching, and learning across various contexts (UNESCO, 2023 GEM Report). This paradigm shift has been particularly notable in English as a Second Language (ESL) education, where digital tools have opened new avenues for interactive and immersive language learning experiences. While extensive research has explored the benefits of technology integration in diverse educational settings, there remains a need to examine its effects within specific contexts, especially in regions with unique challenges and characteristics.

This study delves into the realm of technology integration within ESL teaching, focusing on the context of secondary schools in Sri Aman district in Sarawak, Malaysia. Sarawak, known

for its rich cultural diversity and vast geographical landscapes, presents a distinctive backdrop that shapes its educational landscape. The introduction of technology into such environments carries implications beyond the conventional benefits observed in urban settings.

A myriad of studies over the past few years have underscored the potential of technology to enhance language learning. A growing corpus of research attests to the positive impact of technology on ESL instruction. For instance, Jiang and Dewaele (2020) found that the incorporation of digital platforms improved students' motivation and engagement in language learning, leading to heightened proficiency levels. Moreover, Platonova et al (2022) explored how gamified language learning applications fostered a sense of autonomy and collaboration among ESL learners, resulting in more interactive learning experiences.

However, as digital advancements continue to reshape pedagogical practices, there is a need to consider the effects of technology integration in specific socio-cultural and infrastructural contexts. This study aligns with the call made by Zhao and Chen (2023), emphasizing the importance of contextually grounded research to grasp the nuances of technology's impact on education. By narrowing its focus to the secondary schools in Sri Aman district, this research seeks to uncover how technology integration, in this study, blended learning, aligns with the educational needs, challenges, and aspirations of educators within this unique context.

Furthermore, the academic landscape of ESL education in Sri Aman has been evolving, with recent publications highlighting the quest for equitable education in rural areas. A report by the Malaysian Ministry of Education (2022) highlights the efforts to bridge the digital divide in rural schools, illustrating the significance of exploring technology integration's effects within this specific geographical context. Additionally, the work of Abdullah et al (2023) underscores the pivotal role of teacher training in leveraging technology for effective ESL instruction, reinforcing the need for comprehensive insights from educators themselves.

In light of these considerations, this study employs a mixed-methods research design, combining qualitative interviews and questionnaires. By eliciting the perspectives of ESL teachers, this study aims to uncover the perceptions of teachers on the impact of blended learning in ESL classrooms specifically in secondary schools in Sri Aman district.

In conclusion, against the backdrop of a dynamic and evolving educational landscape, this study responds to the call for contextually grounded research in technology-integrated education. The convergence of recent literature, policy efforts, and evolving practices underscores the timeliness and significance of investigating technology integration's effects within the ESL classrooms of secondary schools in Sri Aman district. Through this exploration, the study endeavors to contribute nuanced insights that inform pedagogical strategies, teacher training initiatives, and policy recommendations, fostering a deeper understanding of technology's transformative potential in ESL education within the complexities of rural contexts

Literature Review
Teaching and Learning in English

Darling-Hammond et al (2019) report a global shift in English classrooms, with technology playing a key role in redesigning instructional practices. Students need them for access to an abundance of information and knowledge. Technology can improve language acquisition, communication skills, and 21st-century readiness in English language education (Ahmadi, 2018). Academic and research communities communicate in English, and most higher education institutions teach in English (Shahid et al., 2020). Thus, these international contexts could provide a rich tapestry of experiences that demonstrate the global importance of technology in English classrooms. Communication skills are becoming more important in English instruction and acquisition (Moyi & Galadima, 2020). This method emphasizes social communication. Sharif et al (2022) defined communicative competence as linguistic knowledge and social application. This approach emphasizes teaching students' real-world language communication. Studies show it improves student language skills.

Technology has helped international classrooms bridge linguistic and cultural gaps (Rizk & Davies 2021). Sweden and Finland, where English is taught as a foreign language, use technology to connect students with authentic English language materials and native speakers through virtual exchanges and online collaborations (O'Dowd, 2021). Video conferencing allows students to have meaningful conversations with peers from English-speaking countries in real time (Safitri & Tyas, 2022) and improves language learning outcomes by giving learners many opportunities to interact with the language. Language learning uses websites, apps, and LMSs. According to research, these technologies can help students learn independently and individually (Jeong, 2022). Such experiences improve language proficiency and expose students to different cultures, increasing global awareness and intercultural competence (Sobkowiak, 2019).

Intercultural communicative competence is another trend in English language learning, along with technology. This method emphasizes intercultural communication and cultural awareness. Litvinova et al (2021) define intercultural communicative competence as the knowledge, skills, and attitudes needed to understand and communicate with people from other cultures. Students' cultural awareness, tolerance, and communication skills improve with this method. In Malaysia, where English is taught as a second language, technology is essential to address language acquisition challenges (Yaccob, Yunus & John 2023). Malaysia's diverse linguistic landscape presents unique challenges, but technology helps tailor instruction to learners' needs (Bui, 2022). Digital platforms and interactive multimedia resources can differentiate support for students of different proficiency levels (Wong & Moorhouse, 2021). Online language learning platforms like Duolingo and Rosetta Stone allow students to self-direct their language learning, reinforcing skills outside of class (Zeng & Fisher 2023).

Technology in English classes help students learn 21st-century skills as well as language (Yunus et al., 2014). English proficiency improves employability and opportunity in the globalised economy (Nesaratnam et al., 2020). Technology integration promotes authentic language use, digital literacy, critical thinking, and collaboration—skills needed in modern workplaces (Van Laar et al., 2020). Online collaborative projects, blogging, and digital storytelling improve language, creativity, and digital communication (Sastre et al., 2022). Finally, project-based learning (PBL) in English language instruction is growing. This method involves students working on a realistic English-language project. PBL boosts student creativity, problem-

solving, and language skills (Badr, 2021). Students can collaborate, develop critical thinking skills, and use authentic language in PBL (Hanh & Duc, 2020).

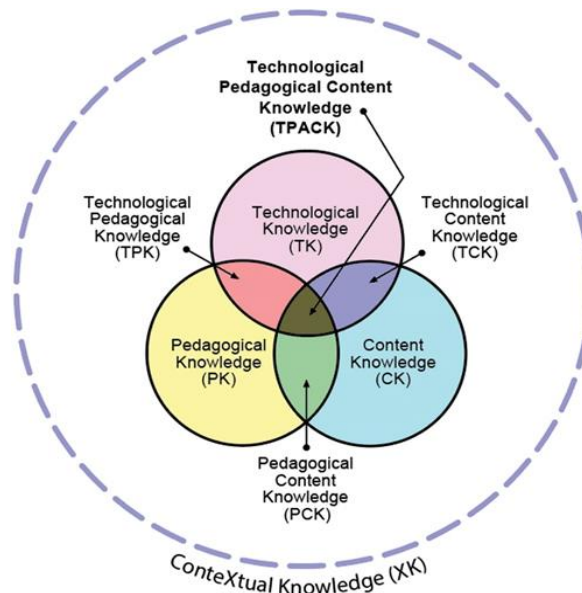**Technological Pedagogical Content Knowledge (TPACK)**

Figure 1: TPACK diagram (Mishra, 2019)

The incorporation of technology in education necessitates a deliberate and educationally sound approach. One prominent model that provides guidance for this integration is the Technological Pedagogical Content Knowledge (TPACK) framework, illustrated in Figure 1. The TPACK model, proposed by Mishra and Koehler (2006), is a comprehensive framework that encompasses three fundamental domains of knowledge: Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK). The reason for using the TPACK model in this study is based on its ability to offer a more comprehensive comprehension of the intricate relationship between technology, pedagogy, and subject matter (Schmidt et al., 2009).

This framework surpasses a simplistic perspective on technology integration by acknowledging that successful teaching with technology necessitates a dynamic amalgamation of these three knowledge domains. Technological Knowledge (TK) encompasses comprehension of the tools, resources, and systems that enable the process of learning. Pedagogical Knowledge (PK) refers to the understanding and application of teaching principles and strategies, whereas Content Knowledge (CK) pertains to one's expertise in a specific subject matter. The combination of these three areas of knowledge, as shown in the overlapping sections of the TPACK Venn diagram, creates the distinct TPACK knowledge.

Within the scope of this study, which examines the use of blended learning in English as a Second Language (ESL) classrooms, this model provides a comprehensive conceptual framework for comprehending the successful integration of technology into language instruction. The model emphasizes that achieving successful technology integration is not limited to acquiring technological skills, but rather requires a seamless alignment of technology with pedagogy and content. TPACK offers ESL educators a framework to

effectively address the complexities and possibilities of blended learning and ensures that technology enhances language learning outcomes, rather than being a superficial addition.

Moreover, the TPACK model is especially pertinent in ESL instruction, as the intricacies of language acquisition necessitate a deliberate and contextually tailored approach. For example, the model emphasizes the utilization of technology to tackle particular obstacles in language acquisition. This includes the provision of multimedia materials to immerse learners in the language, the development of interactive exercises to strengthen grammar and vocabulary, and the facilitation of communication and collaboration among language learners. This research seeks to analyze how ESL educators can utilize their technological, pedagogical, and content knowledge to create and execute successful blended learning experiences, using the TPACK framework.

In addition, TPACK is in line with the overarching objectives of promoting 21st-century competencies, such as digital literacy, analytical reasoning, and cooperation, which are essential for acquiring language proficiency. The model prompts educators to contemplate the ways in which technology not only aids in language learning but also fosters the growth of these crucial skills. This framework serves as a flexible and adaptable guide for educators in the ever-changing field of ESL education, besides helps them effectively incorporate technology into their teaching while still prioritizing language acquisition.

Ultimately, the choice to utilize the TPACK model in this study is based on its comprehensive and unified method of comprehending the complex connections between technology, pedagogy, and content in ESL teaching. The research endeavors to provide valuable insights into the field of blended learning in ESL classrooms by employing this framework. It aims to offer practical guidance for educators and enhance the discussion on effective technology integration in language education. Furthermore, this model provides a strong basis for examining the complex connections between technology, pedagogy, and content knowledge, ultimately improving the quality and effectiveness of ESL instruction in the digital era.

Perceptions of Blended Learning in ESL Classrooms
Gaining insight into how ESL teachers perceive the effectiveness of integrated learning is essential for its successful implementation. Research indicates that ESL teachers generally hold a favorable view towards blended learning (Ibrahim & Ismail, 2021). They recognize that integrated learning has the capacity to captivate and inspire students, enhance linguistic abilities, and offer possibilities for personalized instruction. Blended learning, as per their perspective, caters to the varied needs of students and fosters a more engaging and student-centric learning atmosphere.
Nevertheless, research also uncovers discrepancies in teachers' viewpoints. Several educators express apprehension regarding the overreliance on technology, the potential lack of in-person communication, and the necessity for extra time to plan and execute online activities. The technological aptitude, instructional background, and educational principles of ESL instructors can impact their viewpoints and preparedness to employ blended learning approaches. Jerry and Yunus (2021) found that ESL teachers who possessed greater technological competence held more positive opinions regarding blended learning. Similarly, Ndebele and Mbodila (2022) found that teachers' pedagogical beliefs influenced their views

on blended learning, with teachers who embraced constructivist approaches showing more positive attitudes towards incorporating technology.

Teacher acceptance refers to the teacher's openness and willingness to investigate and comprehend how a modern approach, strategy, or technique can be most effectively applied to enhance their teaching and learning. It has the potential to demonstrate their progress in knowledge and skills in the specific field, enabling them to grow professionally and become effective educators in the present era. The acceptance of teachers plays a crucial role in the adoption of emerging technological tools and innovations (Yunus & Arshad, 2014).

Hence, the investigation of the variables that impacted teachers' technology perspectives and their inclination to utilize or abstain from utilizing them held great importance (Bi, Struyven & Zhu, 2023). This suggests that teacher acceptance can be assessed by considering the various characteristics of blended learning that may either enhance or hinder their willingness to adopt and utilize the approach. Dindar et al (2021) endorsed the idea that teacher acceptance is crucial for the adoption and utilization of emerging technologies. They emphasized that teachers' contentment and acceptance of these technologies, as well as their understanding of how they integrate into their teaching, are essential factors for acceptance and subsequent usage.

Past Studies on Blended Learning in ESL Classrooms

Blended learning offers students increased flexibility, personalized learning experiences, and chances for collaboration and interaction (Kukulska-Hulme & Lee 2019). Advocates contend that the implementation of integrated learning has the potential to enhance students' motivation, engagement, and language proficiency.

In a similar vein, Rattanasak (2023) examined the impact of integrated learning on the outcomes of English language acquisition. The researcher found that the implementation of integrated learning improved students' reading comprehension and vocabulary acquisition. Furthermore, they noted that the incorporation of integrated learning yielded superior results compared to solely relying on traditional classroom instruction. The author proposed that the implementation of integrated learning could serve as a highly effective approach for English language learners, specifically in terms of augmenting their language proficiency. A separate study conducted by Jiang et al (2021) examined the impact of integrated learning on the writing proficiency and attitudes of English language learners. The researchers found that the implementation of integrated learning led to a significant improvement in learners' motivation and engagement during the learning process, as well as their writing proficiency. According to Santhanasamy and Melor (2022), the implementation of integrated learning has the potential to enhance the language proficiency and attitudes of individuals learning English as a second language.

Furthermore, Alam et al (2022) present a recent article that examines the obstacles and possibilities associated with incorporating blended learning into English language teaching. The authors note that although blended learning can provide various benefits, such as flexibility and engagement, it necessitates careful strategizing and execution. The authors suggest that blended learning should be utilized as a supplementary tool to traditional classroom teaching, and that instructors should be provided with extensive training and support to ensure the successful implementation of blended learning.

Methodology

Research Design

This study employs a mixed-methods research design, combining both qualitative and quantitative approaches. The qualitative phase involves semi-structured interviews with ESL educators, providing insights into their experiences and perceptions regarding technology integration. The quantitative phase incorporates questionnaires to gather data on student engagement, academic performance, and educator technology proficiency.

Participants

The study involved 100 Sri Aman secondary school English teachers. Participants with blended learning experience in ESL classrooms were selected using purposive sampling. The sample size was based on data saturation, meaning data collection will continue until participants' responses reveal no new information or themes (Ramalingam, Yunus & Hashim 2021).

Data Collection

Qualitative Phase (Semi-Structured Interviews)

Semi-structured interviews were conducted with 5 ESL educators from different secondary schools across Sri Aman district. The interviews were audio-recorded with participants' consent and transcribed verbatim for analysis. The interview questions covered perceptions of technology integration, strategies employed, and observed effects on student engagement and learning outcomes.

Quantitative Phase (Questionnaires)

The quantitative survey uses a structured questionnaire. The questionnaire from Jerry & Yunus (2021) was carefully tailored to the study's focus on using the Technological Pedagogical Content Knowledge (TPACK) model in blended learning for ESL instruction. The adapted questionnaire collects standard responses from a larger sample of ESL teachers using Likert-scale questions. The instruments were thoroughly reviewed for their ability to capture the desired data and meet the research objectives. The identified instruments' queries were carefully examined for clarity, relevance, and suitability. A strict modification and personalization process was used to ensure the adapted instruments were suitable for their intended use. The original questions were refined to fit this study's context and goals. The modifications made the instruments relevant to Sri Aman district ESL secondary teachers and accurately captured their views on blended learning's efficacy.

Data Analysis
Qualitative Analysis

Thematic analysis was employed to identify recurring themes, patterns, and insights from the interview transcripts. The process involved data familiarization, generating initial codes, searching for themes, reviewing and refining themes, and writing the final report.

Quantitative Analysis

Descriptive statistical analysis will be conducted on survey data to summarize educator perceptions, benefits and challenges on the effectiveness of blended learning in their classrooms.

Research Procedure
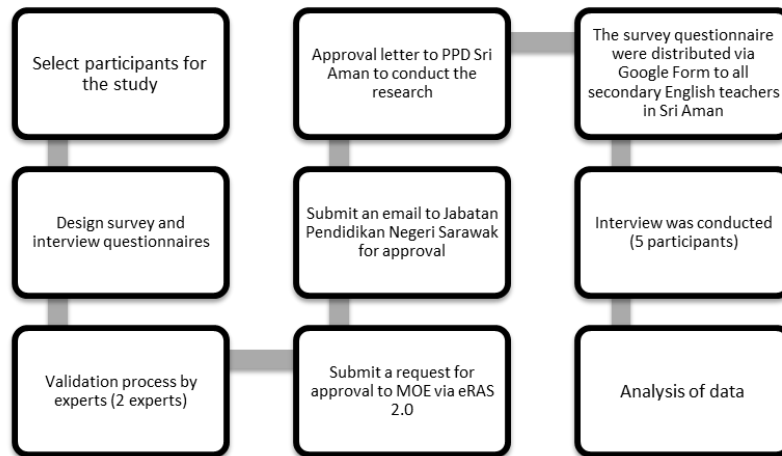The researcher performed the following process (Figure 2) to conduct the research.

Figure 2: Research Procedure

The study collected data over the course of four weeks, with a two-week deadline for completing the survey and interview. They had plenty of time to finish the survey and get ready for the interview because of this. Following collection, the data underwent both quantitative and qualitative analysis. SPSS was used to code and enter the survey data as 1 (Strongly Disagree), 2 (Disagree), 3 (Neither Agree nor Disagree), 4 (Agree), and 5 (Strongly Agree). A pilot study was conducted prior to the research to determine the reliability of the questionnaire and the Cronbach Alpha value of 0.954 showed that the questionnaire is reliable (Forero, 2014). We calculated statistical measures like mean and percentage. The interviews were transcribed, tabulated, and recorded. Transcriptions were compared, allowing for categories and themes to emerge through the six-step thematic coding (Rutten 2021).

Findings

Teachers' Perceptions and Experiences on Blended Learning in ESL Classrooms

Table 1

Perceptions of Blended Learning

	Item	Perceptions of Blended Learning							
		1 (SD) %	2 (D)%	3 (N)%	4 (A)%	5 (SA)%	Mean	S.D	Total (N)
1	Blended learning enhances ESL students' language acquisition.	-	-	42	54	4	3.62	0.565	100
2	Blended learning provides opportunities for personalized instruction.	-	-	43	54	3	3.60	0.550	100
3	Blended learning promotes learner autonomy.	-	3	37	58	2	3.59	0.588	100
4	Blended learning increases student engagement in ESL instruction.	-	1	18	75	6	3.86	0.513	100
5	Blended learning improves access to authentic language resources.	-	-	13	79	8	3.95	0.458	100
6	Blended learning supports collaborative learning among ESL students.	-	-	17	77	6	3.89	0.536	100
7	Blended learning facilitates the development of digital literacy skills.	-	-	37	60	3	3.66	0.536	100
8	Blended learning improves ESL students' motivation to learn.	-	1	10	68	21	4.09	0.588	100

SD – Strongly Disagree; D – Disagree; N – Neutral; A – Agree; SA – Strongly Agree

The information presented in Table 1 offers valuable insights into the perspectives of ESL (English as a Second Language) secondary teachers in the Sri Aman district regarding the impact of blended learning in teaching ESL. The research question sought to investigate these

perceptions across multiple dimensions of language instruction. A Likert scale was employed, spanning from strongly disagree (SD) to strongly agree (SA), and including a neutral option (N) for participants (Robie et al., 2022). The mean and standard deviation (S.D) provides a numerical summary of teachers' overall opinions, while the percentage distribution offers a nuanced view of the extent of agreement or disagreement among the sample.

Upon analyzing the data presented in Table 1, it is apparent that ESL teachers generally have a favorable perception of blended learning. The average scores for all items range from 3.59 to 4.09, suggesting a mostly positive perspective. The item 'Blended learning improves ESL students' motivation to learn' has the highest mean score, which is 4.09. Teachers view blended learning as a motivating factor for students, which can potentially enhance their engagement and proactivity in the learning environment. Furthermore, it is worth mentioning that items 4 and 5 obtained significantly high average scores. According to the results, item 4 titled 'Blended learning increases student engagement in ESL instruction' received a score of 3.86. This score suggests that teachers strongly believe that combining traditional and online teaching methods improves student engagement. Similarly, item 5, 'Blended learning improves access to authentic language resources', received a score of 3.95. This indicates that ESL teachers view blended learning as a way to enhance students' access to genuine language materials, which is an important factor in language acquisition.

The TPACK framework employed in this study is consistent with the findings. Teachers' positive responses to items 4 and 5 can be understood as an acknowledgment of the improvement in their pedagogical knowledge (PK) resulting from the use of technology to provide engaging content and authentic language resources. In addition to items 2 and 3, the statements 'Blended learning provides opportunities for personalized instruction' and 'Blended learning promotes learner autonomy' also received relatively high mean scores of 3.60 and 3.59, respectively. ESL teachers acknowledge the capacity of blended learning to accommodate individual needs and promote learner autonomy. These findings are consistent with the TPACK framework, as they demonstrate that teachers recognize the significance of adjusting pedagogical approaches to cater to the varied requirements of ESL learners, while incorporating technology to individualize the learning process.

Moreover, item 8, titled 'Blended learning enhances the motivation of ESL students to learn', attaining a mean score of 4.09, signifies the conviction that integrating technology into ESL teaching has a positive influence on students' motivation. This is consistent with the TPACK framework as it highlights the importance of technology in improving teaching methods and subsequently having a positive impact on students' motivation.
Nevertheless, it is crucial to recognize the moderate ratings on certain aspects, such as item 1, 'Blended learning enhances ESL students' language acquisition', which has an average score of 3.62. Although generally positive, the moderate score implies that teachers may have differing views on the specific influence of blended learning on language acquisition. The variation in perception can be ascribed to factors such as personal styles, classroom dynamics, or the particular combination of online and traditional methods employed.

Ultimately, the data offers significant insights regarding the perceptions of ESL teachers regarding the effectiveness of blended learning. The widespread favorable response is consistent with the TPACK framework, which demonstrates the incorporation of technology,

pedagogy, and content knowledge in ESL teaching. These findings provide educators and researchers with a basis for further investigation and advancement of blended learning strategies in ESL settings, highlighting the importance of continuous professional development to improve teachers' Technological Pedagogical Content Knowledge (TPACK).

Table 2
Teacher Experiences with Blended Learning

Themes	Selected Interview Excerpts
Positive Impact	*"… found blended learning in ESL instruction to be incredibly effective…"* *"Blended learning has been a game-changer for ESL instruction."* *"My experience with blended learning in ESL has been transformative … online components provide additional resources for students to practice language skills independently …"*
Flexibility and Personalization	*"… allows for a personalized learning experience, catering to different learning styles …"* *"The combination of face-to-face interaction in the classroom and the convenience of online resources creates a well-rounded learning environment …"* *"…also allows teachers to track progress more efficiently and tailor their instruction to address specific needs …"* *"…helps reinforce classroom learning, and the flexibility in accessing materials outside of school hours is a big advantage …"*
Interactive Learning	*"… interactive online modules help reinforce classroom lessons, making language acquisition more dynamic …"* *"…a modern approach that resonates well with today's tech-savvy students …"*

Table 2 shows data from interviews with 5 English teachers from 3 different schools in Sri Aman district. An important recurring theme that arose from the interviews is the beneficial influence of blended learning on the field of ESL instruction. The excerpts emphasize the profound impact of blended learning, with teachers acknowledging its efficacy and regarding it as a revolutionary innovation. As stated by Teacher 2 and Teacher 3 during the interview session,

"My experience with blended learning in ESL has been transformative … online components provide additional resources for students to practice language skills independently …" (Teacher 2, SMK B)
"… found blended learning in ESL instruction to be incredibly effective…"

(Teacher 3, SMK B)
The sentiment expressed in these excerpts is consistent with the quantitative data, which indicated high average scores for items on the positive influence of blended learning on the language acquisition, motivation, and engagement of ESL students. As an illustration, the data reinforces the quantitative discovery of motivation, as evidenced by the excerpt from Teacher 1 which states,

"Blended learning has been a game-changer for ESL instruction."
(Teacher 1, SMK A)
This matches item 8 in Table 1, where teachers agree that 'Blended learning improves ESL students' motivation to learn' with a mean score of 4.09. This data shows that teachers view blended learning as effective and transformative in ESL classrooms.

The theme of flexibility and personalization in Table 1 and 2 supports ESL teachers' positive views of blended learning. According to Teacher 4,

"… allows for a personalized learning experience, catering to different learning styles…"(Teacher 4, SMK C)
emphasizes personalized learning and accommodating diverse learning styles. Item 2 in Table 1, 'Blended learning provides opportunities for personalized instruction', had a high mean score of 3.60. Table 5 highlights the benefits of combining face-to-face interaction with online resources to create a well-rounded and flexible environment. Table 2 emphasizes the use of technology for personalised pedagogy, which aligns with the TPACK framework. Table 2 shows interactive learning, which matches Table 1 on student engagement. According to Teacher 2 and Teacher 5, interactive online modules emphasize the dynamic nature of language acquisition and resonate with tech-savvy students.

"…a modern approach that resonates well with today's tech-savvy students …"
(Teacher 2, SMK B)
"… interactive online modules help reinforce classroom lessons, making language acquisition more dynamic …" (Teacher 5, SMK C)
Item 4 in Table 1, 'Blended learning increases student engagement in ESL instruction', had a high mean score of 3.86. Table 5 highlights the modern approach to blended learning and its compatibility with modern student preferences. The TPACK framework emphasizes the role of technology (T) in making pedagogy (P) more engaging and effective. To understand ESL teachers' perceptions, the qualitative (Table 2) and quantitative (Table 1) must be linked. Quantitative data show perceptions numerically, while qualitative data explain them. For instance, 'online components provide additional resources for students to practise language skills independently', according to the qualitative data, while the quantitative data may show that teachers agree that blended learning improves language acquisition.

In summary, the incorporation of both qualitative and quantitative data strengthens the reliability of the results regarding ESL teachers' views on the effectiveness of blended learning. The qualitative themes of positive impact, flexibility and personalization, and interactive learning not only corroborate the quantitative data but also offer a nuanced comprehension of the reasons behind the positive perception of blended learning. The correlation between these discoveries and the TPACK framework emphasizes the significance

of technology in improving teaching methods, subject knowledge, and overall instructional efficiency in ESL classrooms.

Discussion

Teachers' Perceptions on the Impact of Blended Learning in ESL Classrooms

Figure 1. Teacher Perceptions in Blended Learning

The research question was to explore teachers' perspectives on the impact of blended learning in English as a Second Language (ESL) classrooms. The data unveiled a predominantly favorable reaction. Teachers observed that blended learning enhanced the accessibility of genuine language materials and facilitated cooperative learning. The incorporation of technology into the educational process was regarded as a catalyst for heightened student motivation and proficiency in language acquisition. Moreover, the students' capacity to autonomously engage in language skill practice, combined with the convenience of accessing resources outside of regular school hours, fostered a more vibrant and interactive learning atmosphere. According to the research conducted by Kukulska-Hulme and Lee (2019), blended learning offers increased flexibility, personalized learning experiences, and additional opportunities for students. These findings indicate that teachers acknowledge blended learning as a valuable tool for effectively transforming ESL classrooms.

Previous research has emphasized the importance of authentic language materials in language acquisition (Ibrahim & Ismail 2021). This research provides evidence that teachers perceive blended learning as a means to improve the accessibility of authentic language resources, thereby enhancing the authenticity and quality of the ESL learning process. This supports the assertion made by Ibrahim and Ismail (2021) that these resources play a significant role in establishing a more captivating language learning environment.

Collaborative learning, a crucial component of blended learning, has also been extensively analyzed in recent academic literature. The study conducted by Johnson and Wang (2020)

highlighted the advantageous impact of collaborative learning on students' level of engagement and comprehension. Our study aligns with this idea, as educators observed that blended learning supports cooperative learning, fostering a feeling of camaraderie among English as a Second Language (ESL) students and enabling interaction between peers. This not only validates previous findings but also strengthens the argument for integrating blended learning in ESL classrooms.

The impact of technology on the process of acquiring language has been a focal point of research, with motivation and language acquisition being commonly explored areas of inquiry (Jiang et al. 2022). This research corroborates these perspectives, indicating that educators perceive blended learning as a catalyst for augmenting student motivation and enhancing language acquisition (Jiang et al. 2021). The results of Jiang et al. (2021) support the idea that blended learning is successful in catering to different learning styles and preferences. This further substantiates the assertion that integrating technology has a beneficial effect on ESL classrooms.

A study conducted by Choi and Lee (2021) has highlighted the importance of participating in autonomous language practice beyond the traditional classroom setting. This research confirms this, as educators recognized the importance of blended learning in promoting students' independent acquisition of language proficiency. The primary discovery of the study underscores the capacity to retrieve resources outside of regular school hours, aligning with Choi and Lee's (2021) emphasis on the imperative of flexible learning environments that accommodate the diverse schedules of students.

While the literature provides a strong foundation, it is crucial to acknowledge the limitations of the study. It is important to consider teacher perceptions, even without directly obtaining feedback from students, and also consider the possibility of response bias. To address these constraints, forthcoming studies could incorporate the viewpoints of students and employ a broader range of research methodologies.

This study contributes to the ongoing conversation about blended learning in ESL classrooms by using recent literature to reinforce the previously recognized positive effects acknowledged by teachers. Through the correlation of the findings with existing research, this study establishes a solid foundation for the claim that blended learning offers substantial benefits in terms of authentic language resources, collaborative learning, motivation, and language acquisition. This study offers educators and policymakers evidence-based insights to enhance and refine ESL teaching practices, rendering it a valuable resource in the dynamic realm of education.

Conclusion
This study examined the perspectives of teachers regarding the impact of implementing blended learning in English as a Second Language (ESL) classrooms. The objective was to enhance the development of language education by disseminating evidence-based findings. From the findings it revealed that ESL instructors hold a multitude of favorable perspectives regarding blended learning. The teacher received feedback on various aspects, such as the enhancement of genuine language resources, assistance in collaborative learning, encouragement of student motivation, facilitation of language acquisition, promotion of independent language practice, flexibility in accessing materials, and effectiveness in monitoring student progress. These findings illustrate that blended learning offers numerous advantages for ESL learning and carries significant implications for knowledge acquisition.

Apart from that, blended learning in language education has a beneficial effect that is in line with current trends and offers valuable insights to educators, curriculum developers, and policymakers. ESL classrooms must persistently incorporate blended learning approaches and technological advancements to foster dynamic, engaging, and efficacious language learning environments. This study is consistent with recent research papers and aims to enhance our comprehension of the advantages of blended learning in the context of ESL education. Besides, this study integrates theoretical and practical classroom observations to offer a comprehensive viewpoint for influencing future educational methodologies.

Nevertheless, it is important to recognize the constraints of this study. Teacher perceptions, in the absence of student feedback and without response bias, may introduce subjectivity. Incorporating student viewpoints in future research is imperative for gaining a more comprehensive understanding of the impact of blended learning on ESL learners. In addition, the utilization of longitudinal studies or mixed methods approaches has the potential to enhance the reliability of future research. Given these constraints, this study proposes additional investigation into the implementation of blended learning in English as a Second Language (ESL) classrooms. Subsequent investigations may explore the enduring impacts of blended learning on linguistic aptitude, the incorporation of cultural diversity in its execution, and the effectiveness of particular blended learning instruments. ESL educators should persist in their ongoing professional development in order to proficiently incorporate blended learning. Policymakers ought to integrate blended learning strategies into the design of curriculum and aid schools for their implementation. Promoting collaboration among educators to exchange blended learning strategies and experiences can facilitate the effective implementation of such approaches in various ESL settings.

Ultimately, this study sheds light on the implementation of blended learning in ESL classrooms, providing valuable insights for educators, researchers, and policymakers. This study acknowledges its merits and limitations, promoting further investigation into pioneering language education approaches within a dynamic educational environment.

References

Ahmadi, M. R. (2018). The Use of Technology in English Language Learning: A literature review. *International Journal of Research in English Education* 3(2): 115–125.

Alam, S., Albozeidi, H.F., Al-Hawamdeh, B.O.S. & Ahmad, F. (2022). Practice and Principle of Blended learning in ESL/EFL Pedagogy: Strategies, techniques and challenges. *International Journal of Emerging Technologies in Learning (Ijet)* 17(11): 225–241.

Badr, B. A. A. (2021). The effect of a proposed Blended Project-Based Learning Program on developing the 4CS skills for secondary stage students. *Al-Maǧallaẗ Al-tarbawiyyaẗ (Print)* 91(91): 49–107.

Bi, M., Struyven, K., & Zhu, C. (2023). Variables that influence teachers' practice of differentiated instruction in Chinese classrooms: A study from teachers' perspectives. *Frontiers in Psychology* 14.

Darling-Hammond, L., Flook, L., Cook-Harvey, C. M., Barron, B., & Osher, D. (2019). Implications for educational practice of the science of learning and development. *Applied Developmental Science* 24(2): 97–140.

Dindar, M., Suorsa, A., Hermes, J., Karppinen, P., & Näykki, P. (2021). Comparing technology acceptance of K-12 teachers with and without prior experience of learning management systems: A Covid-19 pandemic study. *Journal of Computer Assisted Learning* 37(6): 1553–1565.

Forero, C. G. (2014). Cronbach's Alpha. *Springer eBooks*, hlm. 1357–1359.

Hạnh, H. T. H., & Nguyen, C.-D. (2020). FOSTERING LANGUAGE AND THINKING SKILLS THROUGH ENGLISH AS a FOREIGN LANGUAGE CLASSROOM INTERACTION. *Tạp Chí Nghiên Cứu Nước Ngoài* 36(6): 17.

Ibrahim, S. M. I., & Ismail, F. (2021). University ESL Instructors' Reflections on the Use of Blended Learning in their Classrooms. *TESOL and Technology Studies* 2(1): 25–35.

Jeong, K.-O. (2022). Facilitating Sustainable Self-Directed Learning Experience with the Use of Mobile-Assisted Language Learning. *Sustainability* 14(5): 2894.

Jerry, M., & Yunus, M. M. (2021). Blended learning in rural primary ESL classroom: do or don't. *International Journal of Learning, Teaching and Educational Research* 20(2): 152–173.

Jiang, Y., Chen, Y., Lu, J. & Wang, Y. (2021). The effect of the online and offline blended teaching mode on English as a foreign language learners' listening performance in a Chinese context. *Frontiers in Psychology* 12.

Jiang, Y., & Dewaele, J. (2020). The predictive power of sociobiographical and language variables on foreign language anxiety of Chinese university students. *System* 89: 102207.

Kukulska-Hulme, A., & Lee, H. (2019). Mobile Collaboration for Language Learning and Cultural Learning. *The Handbook of Informal Language Learning*: 169–180.

Litvinova, T. (2021). Retracted Article: Developing Students' Intercultural Communicative Competence through Online Learning. https://www.learntechlib.org/p/220108/.

Ministry of Education Malaysia. (2013). Malaysia Education Blueprint 2013 - 2025. Ministry of Education Malaysia.:

Mishra, P. (2019). Considering contextual knowledge: the TPACK diagram gets an upgrade. *Journal of Digital Learning in Teacher Education* 35(2): 76–78.

Moyi, M. I., & Galadima, S. (2020). Enhancing Communicative Competence in English through Conscious Efforts and Good Reading Culture: A Study of some Universities in Northern Nigeria. *East African Scholars Journal of Education, Humanities and Literature* 3(10): 525–540.

Ndebele, C., & Mbodila, M. (2022). Examining Technology Acceptance in Learning and Teaching at a Historically Disadvantaged University in South Africa through the Technology Acceptance Model. *Education Sciences* 12(1): 54.

Nesaratnam, S., Salleh, W. H. W., Von Foo, Y., & Hisham, W. M. W. S. W. (2020). Enhancing English Proficiency and Communication Skills Among Malaysian Graduates through Training and Coaching. *International Journal of Learning and Development* 10(4): 1.

O'Dowd, R. (2021). What do students learn in virtual exchange? A qualitative content analysis of learning outcomes across multiple exchanges. *International Journal of Educational Research* 109: 101804.

Platonova, R. I., Orekhovskaya, N. A., Dautova, S. B., Martynenko, E., Kryukova, N. I., & Demir, S. (2022). Blended learning in Higher Education: Diversifying models and practical recommendations for researchers. *Frontiers in Education* 7.

Ramalingam, S., Yunus, M. M., & Hashim, H. (2021). Exploring ESL learners' blended learning experiences and its' effectiveness through web-based technologies. *International Journal of Evaluation and Research in Education* 10(4): 1436.

Rattanasak, S. (2023). The interplay between the Internet-based reading resources and learner-to-learner interactions in blended language learning. *Online Journal of Communication and Media Technologies* 13(2): e202321.

Rizk, J., & Davies, S. (2021). Can Digital Technology Bridge the Classroom Engagement Gap? Findings from a Qualitative Study of K-8 Classrooms in 10 Ontario School Boards. *Social Sciences* 10(1): 12.

Rutten, L. (2021). Toward a theory of action for practitioner inquiry as professional development in preservice teacher education. *Teaching and Teacher Education* 97: 103194.

Safitri, H. U., & Tyas, P. A. (2022). STUDENTS' PERCEPTION USING VIDEO CONFERENCING PLATFORM IN LEARNING ENGLISH DURING ONLINE LEARNING. *JELL (Journal of English Language Learning)* 6(2): 119–132.

Sastre, M. S. I., Pifarré, M., Cujba, A., Cutillas, L., & Falguera, E. (2022). The role of digital Technologies to promote collaborative creativity in language education. *Frontiers in Psychology* 13.

Santhanasamy, C., & Melor. (2022). A Systematic Review of Flipped Learning Approach in Improving Speaking Skills. European Journal of Educational Research 11(1): 127–139.

Schmidt, D., Baran, E., Thompson, A.D., Mishra, P., Koehler, M.J. & Shin, T.R. (2009). Technological Pedagogical Content Knowledge (TPACK). *Journal of Research on Technology in Education* 42(2): 123–149.

Shahid, C., Ong, E. T., Wong, K. T., & Perveen, A. (2020). EXPECTATIONS AND REALITY OF LEARNER AUTONOMY AND COMMUNICATIVE COMPETENCE IN PAKISTANI HIGHER EDUCATION INSTITUTIONS: A REVIEW. *International Journal of Education, Psychology and Counseling* 5(34): 91–101.

Sharif, T. I. S. T., Noor, M. Y. M., Omar, S. R., & Seong, T. K. (2022). HUMANISING MOBILE ONLINE ESL BLENDED LEARNING MODEL. *Journal of Nusantara Studies* 7(2): 473–494.

Sobkowiak, P. (2019). The impact of studying abroad on students' intercultural competence: An interview study. *Studies in Second Language Learning and Teaching* 9(4): 681–710.

Technology in education - 2023 GEM Report. (2023). . https://gem-report-2023.unesco.org/technology-in-education/.

Van Laar, E., Van Deursen, A.J.A.M., Van Dijk, J. & De Haan, J. (2020). Determinants of 21st-Century Skills and 21st-Century Digital Skills for Workers: A Systematic Literature review. *SAGE Open* 10(1): 215824401990017.

Wong, K., & Moorhouse, B.L. (2021). Digital competence and online language teaching: Hong Kong language teacher practices in primary and secondary classrooms. *System* 103: 102653.

Yaccob, N. S., Yunus, M. M., & John, D. S. (2023). Global education movement: English as a second language teachers' perceptions of integrating volatility, uncertainty, complexity, and ambiguity elements in lessons. *Frontiers in Psychology* 14.

Yunus, M. M., & Arshad, N. D. M. (2014). ESL Teachers' Perceptions toward the Practices and Prospects of Autonomous Language Learning. Asian Social Science 11(2).

Yunus, M. M., Salehi, H., Embi, M. A., & Salehi, Z. (2014). Future of ICT as a pedagogical tool in ESL teaching and learning. Research Journal of Applied Sciences, Engineering and Technology 7(4): 764–770.

Zeng, C., & Fisher, L. (2023). Opening the "Black Box": How Out-of-Class use of Duolingo impacts Chinese junior high school students' intrinsic motivation for English. *ECNU Review of Education*: 209653112311716.

Zhao, C., & Chen, B. (2023). ICT in education can improve students' achievements in rural China: The role of parents, educators and authorities. *Journal of Policy Modeling* 45(2): 320–344.