Blended Learning Implementation for Language Learning in Remote Area after Covid-19 Outbreak: A Convergent Parallel Mixed-method Research Design

Muhammad Yani

Faculty of Languages and Communication
Universiti Pendidikan Sultan Idris, 35900 Tanjong Malim, Perak, MALAYSIA

Mohd Haniff Mohd Tahir

Faculty of Languages and Communication
Universiti Pendidikan Sultan Idris, 35900 Tanjong Malim, Perak, MALAYSIA
MALAYSIA

Ramli

Department of English Education Program
STKIP Taman Siswa, Bima, Nusa Tenggara Barat, INDONESIA

*Syahwil Saputra

Faculty of Languages and Communication
Universiti Pendidikan Sultan Idris, 35900 Tanjong Malim, Perak, MALAYSIA

email: muhyani1999@gmail.com, haniff.tahir@fbk.upsi.edu.my, ramlialfatih88@gmail.com
*Corresponding author: Syahwils@gmail.com

Abstract: Technology integration is now widely used in higher education contexts. It can foster teachers' and students' motivation and engagement in the educational process. Blended learning combines conventional methods with technology-assisted learning, open online resources, and free emerging devices. This study aims to investigate EFL teachers' motivation in implementing the Blended learning technique for language instruction. The research utilized a mixed-method approach (convergent parallel design) by designing the instruments of closed-ended questionnaires and semi-structured teachers' interviews (QUAN and QUAL). This study was conducted at several educational institutions and 30 respondents were purposively assigned. The finding of this research indicated that the implementation is related to EFL teachers' professional training, expertise, and needs. Besides, this technique can leverage teacher aptitudes in digital literacy that lead to a better learning environment and foster academic performance of the students. Pedagogical implications of the implementation of the blended learning approach are discussed and it provides insight to educators and practitioners a better understanding of technology integration in EFL settings, especially blended learning.

Keywords: Blended Learning, EFL Teachers' Motivation, Implementation, Language Instruction, Technology Integration

INTRODUCTION

Technology plays an important role in the globalization period and is viewed as an acceptable circumstance for modern life; many educational approaches to technology integration for language learning have seen widespread adoption over the years (Arifani et al., 2021; Maria Josephine Arokia Marie, 2021; Rasheed et al., 2020; Ulla & Perales, 2021). Teachers are hardly replaced by any modern technological instruments; digital devices, are employed to supplement teaching-learning activities. In a conventional classroom trajectory, teachers can convey knowledge more efficiently without the use of technology (Berge, 1995; Milic & Simeunovic, 2022). On one hand, students nowadays have grown up with the emergence and pervasiveness of modern technology and want to attain fruitful learning experiences based on their world (Huang & Lee, 2022; Maria Josephine Arokia Marie, 2021; Wang et al., 2021). Although with the end of COVID-19 school closure, educational institutions around the world still maintain the education process with the help of technology tools. Therefore, in the field of foreign language education: the implementation of a fit learning technique that integrates with technology devices to empower the school communities' (teacher and students) interest and engagement in rural areas remains a critical issue.

BACKGROUND OF THE STUDY

Blended learning is an approach that has been extensively researched and utilized to improve learning outcomes and experiences in education institutions across the nation (Boelens et al., 2018; Minhas et al., 2021; Wang et al., 2021). With the release of COVID-19, the popularity of blended learning as one of the preferred learning modalities at schools has grown (UNESCO, 2020). Blended learning has the advantage of flexibility, allowing for learning at divergent times and locations. (Chien, 2022; Minhas et al., 2021; Simonova, 2019). It offers a balance between social interaction such as creating a socially, friendly, fruitful learning environment to enhance student's learning experience and gives pedagogical richness and reducing the cost ineffectiveness (Rasheed et al., 2020; Simonova, 2019). It also gives a proper mix of technology interactions and a socially supported, and constructive learning experience which is useful in developing higher-order skills by involving students in authentic and complex tasks within collaborative contexts (Chien, 2022). Blended learning is defined as finding a better trajectory to support students in achieving learning goals, providing them with the finest learning and teaching experiences, as well as supporting teachers in their role (Abusalim, 2020; Minhas et al., 2021). Meanwhile, using the community of inquiry (CoI), a learning process paradigm ideal for blended and online learning settings. (Garrison et al., 2000; Huang & Lee, 2022) asserted that it is a theoretical framework that assists teachers and students in improving virtual learning by encouraging conversation, critical thinking, and critical inquiry. The CoI dimension is separated into three categories: Cognitive Presence (CP), Teaching Presence (TP), and Social Presence (SP). These categories have their standards for meaningful online learning.

Studies have been conducted to discover the implementation and EFL teacher's motivation and perception of blended learning in language instruction. Wang et al., (2021) indicated that blended learning enables to create an efficient EFL learning environment and gains positive student performance. in the same sense, Yang & Kuo, (2021) discovered that a blended learning strategy elevates EFL students to develop global knowledge as they communicate with teachers from different social/cultural backgrounds during online interaction. Jiang, (2022), examined the factor effect of EFL teachers to establish blended learning. Sixty-three EFL teachers from four higher vocational colleges in China's Guangdong province using SPOC-based blended teaching. The study found that the three primary categories of SPOC-based teaching intention, the school reward mechanism, curriculum platform satisfaction, and social tradition influenced teachers' SPOC teaching behaviour. SPOC-based teaching intention was the pre-influencing factor, while the other two were situational influencing factors. Similarly, Arifani et al., (2021) explored teacher and student perspectives on the utilization of blended learning for EFL education. The participants of this study were 60 in-service teachers and 120 secondary school students from Indonesia's 24 provinces. It was shown There are no discernible disparities between the viewpoints of in-service instructors' basic pedagogical needs and those of their students. When it came to utilizing IT to connect with others, providing care online, admiring online teachers, and picking up new abilities, learners thought that in-service teachers' relatedness and competence levels were low. The interviews with the two groups of participants showed that at times, the students felt their in-service teachers' basic pedagogical need for relatedness left them dissatisfied with their lack of online concern, empathy, and challenging online assignments.

Meanwhile, teachers as a pioneer of education the class have to ensure the appropriate teacher aptitude delivers the education process. Echevarría, J., Vogt, M., and Short (2012) argued teachers must possess of competencies needed as a professional in establishing fruitful learning, including a leader, a guide, a facilitator, an educator, consultant, and an inspiration. Some aspects of a devout teacher for learners: responsible for carrying out tasks and assistance, paying attention to enthusiasm, encouraging interest, elevating desires to learn, building emotional relationships, supporting fruitful learning, giving feedback and evaluation. Teacher motivation for conducting learning is essential to stimulate an individual's desire and energy to be continually interested and committed to the job, role, or subject, or to try to achieve education goals. Motivation is the result of the interaction of conscious and unconscious factors (Fung & Adams, 2017; Grønmo, 2019), such as the intensity of desire or need, the incentive or reward value of the goal, and the individual's and his/her peers' expectations. The researchers separate seven categories of motivation of an individual in intention to achieve their goals, including, (1) experience: related to previous life and education, (2) awareness: an arousal idea, issue, or concept to contribute social influence, (3) self-improvement: desire to an advanced life. (4) passion: work based on aptitude highly interested in, (5) incentives: obtaining reward or appreciation, (6) change: to see transformation over a self-concern, (7) community: to be engaged with organization and peer.

Numerous approaches to incorporating blended learning into the classroom process, teachers can incorporate PowerPoint slides, multi-media coursework, blogs, online journals, and online quizzes into their classrooms (Wang et al., 2021). The implementation of Blended Learning once investigated by Wu and Luo (2022) Wu and Luo, (2022) revealed that using Massive Open Online Courses (MOOC) integrated with blended 122 second years undergraduate students pursuing English courses had a positive impact in certain ways such as expressing a high level of interaction, flexibility, enhance the learning experience and easy to

understand learning content confirmed by both teacher and learners. Another study, from a teacher's perspective, also shows that using technology to supplement instruction aids in student engagement and reinforces ideas of students sharing what they know using various technologies (Minhas et al., 2021). In the field of foreign languages, future teachers' digital competence must be developed to improve the teaching-learning process that they will carry out with their students. Different intrinsic variables of teachers, on the other hand, can influence their use of information and communication technologies (ICT). According to Guillén-Gámez et al., (2019) incorporating technology into the process of teaching and learning foreign languages leads to increased motivation that impacts the efficient achievement of learning goals.

The omnipresence of technological education worldwide become a concern for today's learning, and the challenge of how it enhances and support teacher in conducting learning remain debated. It opens the opportunity for education researchers to acknowledge the fit teaching approach for teachers' classroom process in all regions. The use of blended learning courses still deals with challenges in the integration of the context and course design in an EFL learning setting and relatively few studies have explored the implementation of blended learning based on teachers' motivation and perception in diverse geographical contexts such as remote area. Additionally, studies conducted on blended learning focused merely on the impact of the approach; advantages and drawbacks, teacher and learners' perception, and the introduction of technology applications (Chien, 2022; Yang & Kuo, 2021). Due to the recent circumstance of language learning trajectory, this current research is aimed to map EFL teachers' motivation on the implementation of blended learning after Covid-19 outbreak in remote areas; teacher perception is also investigated.

METHODOLOGY

This investigation uses mixed method research design and employs two types of data, both qualitative and quantitative. Basic mixed-method research design, allow researchers to obtain a deeper understanding of contradictions and connections across data and offering participants with several ways to communicate their experiences (Grønmo, 2019; Guan et al., 2023). The participants are 30 EFL teachers who are teaching an English education program in some higher education institutions in remote areas of Indonesia. They were selected by purposive sampling to deliver information-rich cases. The participants are chosen because they possess the information needed: implement blended learning based on their curriculum, conduct teaching in rural areas, and have at least two years of teaching experience in a related field.

Table 1: Respondents' characteristic information.

Variable	Category	F	%
Gender	Male	15	50.0
	Female	15	50.0
Age	<30	11	36.7
	≥30, ≤40	13	43.3
	≥41	6	20.0
Years of teaching	0 to 10 years	14	46.7
	11 to 20 years	13	43.3
	21 to 30 years	3	10.0

Research instruments

This study employs a closed-ended question, in the form of five Likert-scale options whereby the participants' answers can be registered only by choosing the finest option of the question (Grønmo, 2019, p 235). An online form was employed which was composed of ten questions related to individuals' motivation and perception (Fung & Adams, 2017) and designed into three sections, the first section was for participant demographic information (Section A). Seven proposed questions are in the second section: asked about EFL teacher's Motivation (section B), and three proposed questions: EFL teachers' perception (Section C). The questions' content in this instrument aimed to confirm the answer from the other instrument. the data collection in this instrument is supported by a tape recorder from a mobile phone and then transcribed to assist the researcher in analyzing the data.

The thematic content analysis method is used to determine the data in an ordered manner to address both research questions. The results of the questionnaire were analyzed using descriptive statistical analysis to address both research questions. The responses provided by the teachers to the questionnaire items are interpreted utilizing descriptive statistical measures such as mean and standard deviation and SPSS Software Version 26 was used. Additionally, the researcher can look for any patterns of agreement in the data collected. Convergent parallel mix-method design is used for mutual indication (Berman, 2017; Subedi, 2016), comparing and relating the data among participants and the data's authenticity, accuracy, and consistency were ensured; triangulation (convergent parallel design) is utilized to check the validity of the data.

FINDINGS AND DISCUSSION

The questionnaires are designed in the form of five-point Likert-Scale Questions where Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA) are used. Thus, SPSS version 26 is used to analyze the obtained data from the questionnaire to display the results of the study. Meanwhile, the semi-structured teachers' interviews are shown to confirm and support the previous data.

EFL teacher motivation

The following findings presented the data on EFL teachers' motivation in implementing blended learning in their teaching and learning process. Data were collected through a questionnaire and an interview.

Table 2: Questionnaire Analysis on EFL teachers' perceptions about applying blended learning

Item	Frequency and Percentage (%)					Mean
	SD	D	N	A	SA	
Q1. Relevant to my expertise and experience as an EFL teacher	1 (3.3)	1 (3.3)	6 (20)	18 (60)	4 (13.3)	3.77
Q2. To influence others on the concept of the BLT technique	1 (3.3)		4 (13.3)	20 (66.7)	5 (16)	3.93
Q3. A desire to improve the teaching aptitude in the BLT technique			4 (13.3)	18 (60)	8 (26.7)	4.13

Q4. Connected with my passion and talent	1 (3.3)		4 (13.3)	18 (60)	7 (23.3)	4.03
Q5. Provides supplementary profits	1 (3.3)	3 (10)	6 (20)	18 (60)	2 (6.7)	3.57
Q6. Transforming to a better learning circumstance	1 (3.3)	1 (3.3)	7 (23.3)	12 (40)	9 (30)	3.90
Q7. To be better engaging with the school community among EFL teachers and the institution		1 (3.3)	5 (16)	21 (70)	3 (10)	3.87

The result indicated that in terms of EFL teachers' expertise and professional development, 18 (60%) of the participating teachers chose the agree option, 4 (13.3%) teachers strongly agreed, 6 (20%) teachers chose neutral, 1 teacher (3.3%) emphasize disagree, and 1 teacher (3.3%) chose to strongly disagree. For the interview data, teacher 5 asserted in the interview that the experience has made the teachers use blended learning even after Covid 19 pandemic has ended.

> *"...It was a big solution for the learning process due to everyone having to work from home after Covid-19, to continue the learning, blended learning is one of the ways used by the lecturers in teaching..." (Teacher 5)*

For Item 2, 20 (66.7%) teachers agree that teachers used blended learning to influence their peers, 5 (16%) teachers strongly agree, 4 (13.3%) teachers chose neutral, and only 1 (3.3%) teacher strongly disagree. Besides that, results of item 3 reported on teachers' motivation to improve teaching skills while using blended learning. The data revealed that 18 (60%) teachers agree, 8 (26.7%) strongly agree, and 4 (13.3%) chose neutral. When it comes to the teacher's passion and talent in using blended learning, as for item 4, the data revealed that 18 teachers (60%) agree, 7 (23.3%) teachers strongly agree, 4 (13.3%) were neutral, and only 1 (3.3%) teacher strongly disagree. Data from the interview section showed teacher 3 included blended learning in his teaching due to his interest in integrating it.

> *"...I use this platform because it relates to my area of interest. I want to develop my skills, especially in technology integration learning. Meanwhile, as a teacher, I have to conduct blended learning because it is the most frequent platform used today..." (Teacher 3)*

EFL teacher motivation to implement blended learning to gain additional profits or salaries. 18 teachers (60%) chose to agree on it, 2 (6.7%) teachers strongly agree, meanwhile 6 (20%) teachers were neutral or unsure, 3 teachers (10%) preferred to disagree on the item, and 1 (3.3%) teacher felt using blended learning will give supplementary advantages or fee. Next, the question that explored on EFL teacher motivation to change their learning process into a better learning scenario reported 12 (40%) teachers agree that blended learning is useful to enhance their learning process, while 9 (30%) teachers strongly agree, 7 (23.3%) chose neutral, and both disagree and strongly disagree options was only selected by 1 (3.3%) teacher. The interview data supported the data from the quantitative findings.

> *"...by implementing aspects of F2F and Online learning. Both of these ways have their respective roles, providing more diverse learning patterns and indeed providing opportunities to explore broader activities." (Teacher 1)*

" ...the learning process will be more effective rather than just gathering face-to- face learning. It can be more conditional in some ways, such as the availability of the internet and many online platforms…" (Teacher 5)

In addition, for the last item that emphasizes EFL teacher motivation to be better involved with the school community among peers and intuition, most of the teachers agree (70%) that blended learning offers a better opportunity for them to engage with the school community such as teacher, and institution, 3 of them (10) strongly agree, 5 (16%) teacher preferred to choose neutral, and 1 (3%) teacher strongly disagree. To interpret the mean score displayed in the result, this research adopts a technique of measurement by Jamil (2002) as explained in Table 3.

Table 3: Mean Score Interpretation (adapted from Hamzah et al., 2016)

Means score	Interpretation of mean score
3.668-5.000	High
2.334-3.667	Medium
1.000-2.333	Low

According to the means score data displayed in Table 2 and supported by the data from the interview section, it can be interpreted that most of the EFL teachers felt motivated when they implemented blended learning for their teaching and learning process. This is an indication that the blended learning technique provides a highly positive impact on EFL teacher enthusiasm in delivering English language instruction. Therefore, most of the teachers who participated in this study were aware that the blended learning technique inspired them to maintain language teaching.

EFL Teacher perception

The goal of this part is to present EFL teachers' perceptions about applying blended learning. This part also uses a questionnaire and interviews. The C section of the form has three items designed to address the second research question.

Table 4: Questionnaire Analysis on perceptions about applying blended learning

Item	Frequency and Percentage (%)					Mean
	SD	D	N	A	SA	
Q8. Useful to improve the interaction between teachers and learners in EFL teaching and learning		1 (3.3)	7 (23.3)	16 (53.3)	6 (20)	3.90
Q9. Increases learners' academic performance in EFL learning	1 (3.3)	2 (6.3)	5 (16.3)	19 (63.3)	3 (10)	3.70
Q10. It has its benefits and drawbacks			5 (16.7)	15 (50)	10 (33.3)	4.17

As seen in Table 4, EFL teachers' perception of blended usage for their learning consisted of three questions. 16 (53.3%), believed that blended learning is advantageous to increase the interaction between teacher and students in the language learning process, 6 (20%)

teachers gave strongly agree perception on such approach, while 7 (23.3%) teachers chose neutral. The following excerpt from teacher 5 indicated the preference in applying blended learning.

"I think, it's really helpful to implement blended learning for EFL learning, not only for the effectiveness of time, but also helps the learner to be aware of how to gain the use of some online platforms that are good in some ways..." (Teacher 5)

Conversely, only 1 (3.3%) teacher felt that blended learning is less appropriate for classroom interaction or disagreed with item 8.

"...There are so many other techniques to get engaged with students. Learning online can be difficult because it needs the internet and data to connect, not all students can have..." (Teacher 2)

The data for item 9 revealed that 19 (63.3%) teachers experienced that blended learning increased students' academic performance in language instruction, 3 (10%) of the participating teachers strongly agreed with the questions, 5 (16.3%) teachers chose neutral. Meanwhile on the opposite option 2 (6.3%) teachers disagree and 1 (3.3%) teacher have strongly disagreed perception on blended learning. As for item 10 which is the last item in the C section of the questionnaire, half of the participating teachers, chose the option that blended learning has its advantages and disadvantages 15 (50%), 10 (33.3%) teachers strongly agree, 5 (16.7%) teachers chose neutral to indicate uncertainty. Thus, from the result displayed, it can be concluded that EFL teachers' perception of blended learning is high for the three items.

DISCUSSION

In the age of digital education, it is pivotal for EFL teachers to provide a suitable learning atmosphere in which students are fully engaged with the courses and study without interruption. Teachers will always seek appropriate methods to maximize their pupils' learning experience. Blended learning integrates face-to-face and online teaching, and is widely used in higher education, with certain academics referring to it as the "new normal" in course delivery during COVID-19 years. Blended learning is characterized as improved ways to support students in accomplishing learning objectives and providing students with the greatest possible learning and teaching trajectory, as well as supporting teachers as in their responsibility (Huang & Lee, 2022). The present study aims to examine remote EFL teachers' motivation to use blended learning in higher education settings as well as their perspective toward the technique.

The first research question aims to explore EFL teachers' motivation in the implementation of blended learning. Motivation is critical to teachers' efficiency and effectiveness. It is critical to investigate teacher motivation since it is linked to various important characteristics such as student accomplishment, adoption of educational changes, and teachers' pleasure and fulfillment (Erarslan & Asmalı, 2022). The result of the finding reported that when using blended learning for English language education, the majority of the EFL teachers who participated in the study highlighted feeling somewhat motivated. Using a five-point Likert scale, for example, when it comes to the motivation to use blended learning as a strategy, EFL teachers tended to use blended learning because it enables teachers to influence their peers with such an approach, practically all teachers believed that blended is a beneficial concept to their learning. And, several teachers felt that using blended learning as a technique in teaching has encouraged them to be better engaged with the school community

(Zhang, 2021).

EFL teachers also experienced that their motivation to use blended learning is due to several aspects of motivation: relevant to professional development and training, improving teaching skills connected with teacher interest and talent, creating better learning scenarios, and providing supplementary profits. The study finding aligned with research conducted by Jiang (2022) investigated the factor influence of EFL teachers in establishing blended learning. In China's Guangdong province, 63 EFL teachers from four higher vocational colleges use blended teaching. The study found that the three primary categories of grounded teaching intention, the school reward mechanism, curriculum platform satisfaction, and social tradition influenced teachers' teaching behaviors. The teaching aim was the pre-influencing element, while the other two were situational influencing factors. In the same vein, Arifani et al., (2021) investigated EFL teacher opinions on the use of blended learning in EFL teaching. This study included 60 in-service teachers from Indonesia's 24 provinces. It was considered that EFL teachers' instructors' relatedness and competency level when it comes to using IT to connect with others, offering care online, admiring online teachers, and learning new skills Furthermore, in the online environment, the motivation expressed by EFL teachers also similar to the theory of inquiry process (Garrison et al., 2000; Huang & Lee, 2022), it consists of cognitive presence, teaching presence, and social presence of teacher and learners, where EFL teacher established some attempts to leverage their online learning environment, for example as for their cognitive presence, EFL teachers implement blended learning to build ability of participants in any particular configuration of a community of inquiry to construct meaning through sustained communication. Teachers' cognitive presence includes the sense of puzzlement, information exchange, connecting ideas, and applying new ideas. The data stated that EFL teachers use the technique because they want to transform the teaching and learning process into a better scenario.

Because of the need to improve aptitudes and competencies, by conducting the teaching and learning process of the blended learning technique, most of the EFL teachers participating in this study believed this technique enhances teaching ability and develops interest in teaching presence. The presence of EFL teachers is most likely the key responsibility of the teacher, the function is the design of the educational experience, comprised of course content selection, organization, and presentation, as well as planning and developing learning activities and assessments. Another reason EFL teachers stated on the data is that blended learning motivated them to influence others or peers of the technique and to better engage with school communities including teachers, students, and institutions. This belief emphasizes the ability of teachers in their social presence where the skill is to reflect their features into the community, presenting themselves to the other participants as "real people." The major significance of this feature is that it serves as a support for cognitive presence, indirectly supporting the critical thinking process undertaken by the community of learners (Garrison et al., 2000; Huang & Lee, 2022), Thus, the result of the present research, indicated that the motivation of EFL teachers in implementing blended learning in English language education significantly comes from various aspects of motivation, for instance, autonomous motivation and controlled motivation (Zhang, 2021). The outcomes of the present study indicated that the EFL teachers felt advantageous in using blended learning in classroom process.

The second research question proposed to investigate EFL teachers' perception toward the implementation of blended learning. Participated teachers were asked whether the implementation of blended learning enabled them to leverage the interaction between teacher and student. The outcome revealed that blended learning is useful in terms of activating language learning. As displayed in the community of inquiry model, teachers' presence of cognition, teaching, and social is needed to create an impactful educational experience (Huang & Lee, 2022). They also believe that this technique increases students' academic performance.

This result of teachers' perception in the present study seemed parallel to an empirical study by Wu and Luo (2022) researched EFL teacher perceptions of blended learning to investigate teachers' perceptions. As for students, this blended course is positive, citing increased interaction, flexibility, a better knowledge of the learning content, and a richer learning experience. The instructors agreed that blended learning was beneficial, but they also asserted that it increased their time commitment to their employment. Students and teachers' experiences with impediments in the blended learning process must be examined. In line with Minhas et al., (2021) stated the importance of professional development in elevating teacher efficacy. It also revealed the role of self-learning and casual communities of practice in varying teacher insights, which expands efficacy. The study emphasized effective communication, course materials, course design, and the configuration of blended learning environments as critical components of an effective blended learning model as well. Teachers perceived these factors to be the most influential on student success.

Moreover, as professional teachers, they must ensure that they have the professional competencies required to establish meaningful learning in the classroom, which include. Leadership; entails working together and supportively with the pupils. Facilitator; interesting and entertaining classes. Inspirator; encouraging kids to believe that with enough work, anything is achievable. Educator: creating entertaining exercises for kids and allowing them to demonstrate their abilities and talents through demanding yet feasible activities. Work with them to address their interests and needs as a guide. Consultant; cultivating a climate of respect and trust in the learning environment Echevarría, J., Vogt, M., and Short, (2012). In addition, the teachers were also asked about their point of view toward blended learning in language instruction and whether this technique has its strengths and limitation, the answer of the respondents on the data shows that most of the teacher experienced that blended learning has its advantages and disadvantages. For instance, lack of IT belongings, overloaded tasks, and lack of internet and data (Arifani et al., 2021). This result agrees with the study conducted by Rasheed et al., (2020), the research result highlighted that students' main challenges include self-regulation issues and difficulties with learning technologies. Teachers' main challenges revolve around the usage of technology in the classroom. The main obstacles that educational institutions confront are difficulties in providing appropriate instructional technologies and effective training support to teachers.

Therefore, from the present study, it is proven that most remote EFL teachers implement blended learning commonly due to its beneficial features. It was found as an approach that enabled the teachers to improve in teaching and learning: transforming to better learning circumstances, better engaging with communities, and increasing learners' engagement and academic performance. Parallel to Marie Maria Josephine Arokia Marie (2021), blended learning leverages students' pedagogical performance and suggests that educational institutions should implement blended learning into innovative teaching and learning processes. This technology integration technique creates effective learning scenarios and promotes self-learning for students. As shown in the result of the study, it is evidenced that the blended learning technique is useful even in rural education. This will give English educators a clear picture of an appropriate educational approach to implement in different situations of learning. Besides, the present study will inform teachers worldwide that blended learning techniques are one of the most fitted techniques that meet the needs of the student and school community in future education (Jiang, 2022).

The present research goals are to define EFL teacher motivation and perception of blended learning teaching in English language education in remote areas after the COVID-19 outbreak. However, some limitations experienced by the researcher may contribute to the quality of the study. First, the study is restricted by focusing solely on EFL teacher motivation and perception of the implementation of blended learning without considering students' and

institutions' points of view to give a comprehensive portrait of the blended learning technique. Secondly, lack of teaching experience for EFL teachers because most of the respondents were new teachers with insufficient teaching experience. Another shortcoming of the current research, several of the respondents of this study also came from the same institutions, these respondents may give similar answers during data collection. Nevertheless, this study should be adequate in providing a road map for future blended learning research.

CONCLUSION

The present study purposed to answer the two proposed research questions in which to understand EFL teachers' motivation and perception in utilizing blended learning as a technique in teaching English as a foreign language at remote higher education after Covid-19 outbreak, this research employs online questionnaires and interviews to gather data from the respondents. As the first research question, the result of the research revealed that EFL teachers revealed various motivations experienced while using blended learning in their language teaching process, for instance, to enhance teaching ability in the blended learning technique, relevant to skill and experience , concerning their passion and talent, provides additional earnings, to persuade people of the blended technique's premise, changing to a better learning environment, EFL teachers and the institution must improve their engagement with the school community. The present study also addressed the second research question about EFL teachers' perceptions of blended learning approaches. The participated teachers believed that the technique is effective for improving language learning interaction for the current circumstance. They also stated that blended learning is one of the approaches that can be used to improve students' academic performance. Yet, blended learning, like most educational teaching techniques, has advantages and disadvantages.

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