Perceptions on Blended Learning towards English for Academic Purposes Practices in Indonesian Islamic Higher Education

by Imroatus Solikhah

Submission date: 15-Jun-2020 07:13PM (UTC-0700)
Submission ID: 1344581867
File name: 8-IIM_ORI_ESP_BLENDED_LEARNING.docx (91.63K)
Word count: 6315
Character count: 36585

Perceptions on Blended Learning towards English for Academic Purposes Practices in Indonesian Islamic Higher Education

Imroatus Solikhah & Ja'far Assegaf

Bioprofile:
Imroatus Solikhah is an Assistant Professor in English Language Education, State Islamic Institute (IAIN) of Surakarta, Indonesia. She holds doctor in Language Education, from the University of Sebelas Maret Surakarta. She is teaching TEFL, EAP, research methodology and language testing. She can be reached in **iimqueenoslo@gmail.com**

Bioprofile:
Ja'far Assegaf is an Associate Professor in Arabic Language Education, State Islamic Institute (IAIN) of Surakarta, Indonesia. Holding a doctor degree in Arabic Language, his teaching expertise covers Linguistics and Arabic education. His research interests include Arabic language, linguistics and semantic. He can be contacted in dua_puteri76@yahoo.co.id

Abstract: This study explores the perceptions of teachers and students of English for Academic Purposes (EAP) in the implementation of blended learning, as well as how teaching learning processes apply blended learning in an EAP program. The gaps to fill in this study indicate that blended learning is applicable dependent on the internet provider and that information technologies for the use of language teaching require teachers that are expert in technology. The gaps are no longer valid as blended learning for EAP programs are prevalent and learning environments have utilized the tools. Using a descriptive approach, this study applied content analysis presented in terms of rate percentage and thematic analysis. The results show that blended learning is well perceived but there is disagreement in its implementation. Tools to use in blended learning are available, such as smartphones, laptops, YouTube, Google Classroom, and so on. Accordingly, these tools are used as the instruction media, such as teaching material sources and testing media. Possible downsides appear to be that blended learning is first defined by the availability of a server to support the program, and applications are mostly dependent upon the internet. In the EAP-teaching context, blended learning has been adopted in a variety of ways.

Affiliation address:
State Islamic Institute (IAIN) Surakarta, Jl. Pandawa, Pucangan Surakarta, Central Java, Indonesia

Keywords: blended learning, EAP, provider, YouTube.

1. Introduction

Teaching English in Indonesia, whether it is set for an English-language department or an English for Academic Purposes (EAP) setting, involves disagreements in some aspects. The ways that English is taught in these two different scenarios show similarity in that they are instructed more in bahasa Indonesia, so exposure to the use of English is limited, and the ways in which English is applied for

academic purposes are restricted. Despite practices clearly being steeped in trivialities, the use of blended learning with technology-based teaching methods is not taken into account yet. Ortega (2018) admits that delivering lecture contents using blended learning gives learners the opportunities for face-to-face student-led interaction that engage with a deeper level of the course materials critically.

Technological developments and the merits of Computer-Assisted Language Learning (CALL) have obviously influenced EAP instruction, similar to as in other educational fields. In EAP instruction, students should acquire the necessary academic and technological skills to be seen as competent members of various academic communities (Jarvis, 2009). The use of technology in EAP instruction is regarded as effective and necessary, with it offering implications for materials development, needs analysis, and methodology for EAP instruction (Ortega, 2018). This way, EAP instruction is divided into a so called EAP, e.g. English for academic writing, and English for Occupational Purposes (EOP), e.g. English for Medical studies (Yahya, Said, Yuyun & Masruddin, 2019). The advent of the internet has also given EAP instructors several choices for developing their materials. More specifically, EAP instructors can make use of multimedia applications and web-based resources to develop discipline-specific materials for their instruction (Tarman, 2016; Jarvis, 2009).

The literature indicates that 85% of EAP studies for master's dissertations and doctoral theses focus more on a rough identification of EAP practices. EAP is viewed as teaching English to students outside the English-language department, so the objective is to educate students about basic grammar and general English (Budiharso, 2016). Academic information that uses needs analysis as the foundation for developing a program is not sufficient (Solikhah, 2013), and teaching resources, such as textbooks and learning outcomes suitable for the needs of academic English, are not well-planned (Solikhah et al., 2014).

Solikhah (2017) posits that EAP programs have been overlapped with General English and Study Skills. EAP has been designed to teach English for academic purposes and improve grammar and English skills. In this context, EAP is devised for students who are not majoring in English, such as in the economics or engineering faculty, and it sets out a higher-education curriculum that offers a four-credit English course to develop their general academic needs.

Most EAP programs emphasize improving English skills and fully adopting study skills as the mainstream teaching methods. Study skills, in this context, represent an approach for EAP programs where the objective is to improve achievements in TOEFL or IELTS scores, usually for overseas studies. This means that EAP is basically a TOEFL training specifically aimed at academic targets, namely further education in a foreign country (Nuttal, 2009; Solikhah, 2016). The facts reveal that EAP has been inadequately implemented, and EAP standards as a professional teaching program are low. A reorientation of EAP is therefore required to propose reorganized EAP programs, ones that are enhanced based on applied research.

EAP programs in Islamic Universities tend to be of a low quality and deliver inadequate academic English. Studies by Solikhah (2017) have shown that EAP in Islamic universities has been implemented in general EAP and bilingual programs. Neither programs have been developed based on a needs analysis, nor are the syllabus devised by considering the actual needs and resources. In addition, bilingual programs are set in trivialities, and they assign students as mentors to teach their friends. The

goals of these programs are not clearly defined, nor are teaching materials stated for the standard of teaching. Bilingual learning means just teaching in two languages, English and Indonesian in this case, using materials that the "mentor-students" have developed based on their own views. They may translate phrases to English, but the quality of that translation is often not academically sufficient. There are many obstacles to implementing and innovating EAP programs, and opportunities to apply blended learning with the use of technologies are restricted.

Teaching English to students in an English-language department also sees similar characteristics. In this setting, English is used as the instruction medium at a rate of just 30–50%. English teaching materials and resources, as well as the use of English in the classroom and daily interactions, are limited, reducing students' exposure to English in the learning environment. It seems clear that teaching English as EAP and teaching it within an English-language department demonstrate similar settings and characteristics.

This study focuses on an EAP program and excludes teaching English as part of an English-language department. With this focus, the problems of EAP programs were identified as: (1) having no needs analysis, so the goals are blurred; (2) having no standard teaching technique and no standard teaching materials; (3) having no standard learning outcomes; (4) emphasizing TOEFL training; and (5) the program is attached as an additional teaching program.

2. Research Questions

To efficiently research, develop, and adapt EAP programs in the context of Indonesian Islamic universities, this study was directed by the following questions:

1) How do teachers and students of EAP programs in IAIN and UMS perceive the implementation of blended learning?
2) How are teaching–learning processes with blended learning applied in EAP programs at IAIN and UMS?

3. Blended Learning in EAP Programs

The term blended learning originated in the business world in connection with corporate training (Sharma & Barrett, 2007). It was then employed in higher education (MacDonald, 2006) before finally manifesting in language teaching and learning. Hodgson (2010:1) states that blended learning is "the concept of integrating face-to-face instruction with technology-infused environments that are geared towards constructive interactions among peers and student-to-teacher." This definition implies that the term *blended learning* has become a buzzword that will persist in university settings, and the concept of blended learning "tends to recognize the value of both technology and L2 teaching" (Torrisi-Steele, 2011:362). As there is no consensus for a blended-learning environment, we define that one in a university setting involves combining traditional face-to-face classroom teaching with supplemental learning through individual online-learning activities (Tarman, 2018). This definition has not been universally adopted, however, and other terms include "hybrid or mixed learning" (Stracke, 2007:57), "e-learning" (Shepard, 2005), and "b-learning" (Banados, 2006:534). (See Table 1).

Technology has encouraged us to redefine some key terms and concepts used in EAP instruction—including specificity, authenticity, cost-effectiveness, needs

(Arn'o,2012) and computer literacy—to represent students' academic achievement (Tarman, 2016). Jarvis and Pastuszka (2008) stress that EAP learners need to be academically competent and proficient to operate efficiently in academic contexts electronically. This shows that electronic literacy should be included in the broader sense of academic literacy to give it a more comprehensive meaning and a wider scope (Tarman, 2018).

Table1:Taxonomyoftermsrelatedtoblendedleaming(Smith&Kurthen,2007, inGrubaandHinkelman,2012:4)

Term	Definition
Web-enhanced	Subjects that make use of a minimal amount of online material, such as posting a syllabus and making course announcements.
Blended	Subjects that utilize some significant online activities with otherwise face-to-face learning, but at a rate of less than 45%.
Hybrid	Subjects in which online activities replace 45–80% of face-to-face class meetings.
Fully online	Subjects in which 80% or more of the learning materials are conducted online.

White (2003) states that EAP learners also need considerable support and training in computer literacy if technology is to be integrated in to EAP instruction. Arn'o (2012) adds that there have been a plethora of technological breakthroughs and changes recently (Tarman, 2018), so EAP students should be equipped with the necessary technological, communication, and critical skills to study and operate in international and academic environments. In addition, Jarvis (2009)points to the problem of e-literacy for EAP students as a challenge to computer-assisted EAP instruction: "The notion of equipping learners for academic study raises specific challenges of e-literacy for non-native speakers of English, and it is by no means clear whether EAP providers are rising to this challenge" (Jarvis, 2009:57; Tarman, 2016).

To integrate technology into EAP instruction, Jarvis and Pastuszka (2008) suggest there should be a close link between EAP and CALL. A wide range of electronic and computer-based materials are used in university courses, higher education, and EAP instruction. Moreover, in EAP courses, students should be able to read authentic academic materials. Computer-based and online resources are commonly rich in authenticity (Plastina, 2003; Tarman, Baytak, & Duman, 2015). Jarvis (2009) suggests two main areas that should be touched upon if computers are to be integrated in to EAP instruction, namely preparing EAP learners for their academic role and facilitating language learning.

For EAP learners, language proficiency is no doubt the biggest challenge. However, the deficit in digital literacy is a major challenge that EAP learners are faced with and to which the curriculum developer or instructor should pay attention to. In a world where technology is developing at a very rapid speed, language and language teaching has been greatly influenced by technology. Walker (2014:581) points out how digital technologies are becoming part of the way that people communicate and a part of the context in which language is used. Simpson and Obdaloargue (2014) argue for the systematic development of digital literacies within the EAP curriculum.

In the Asian context, Mahmood and Reza (2013) suggest the use of the internet in EAP courses as a way to expose learners to a wider range of materials—such as textbooks, journals, and online electronic sources—related to their fields of study in order to widen their awareness of discourse and the general knowledge associated with specific disciplines. Dang (2012), meanwhile, advocates promoting learner autonomy using online and offline environments with computer proficiency. These studies indicate the lack of integration of new technologies into tertiary EAP course curricula in Asian countries. EAP instructors are not keeping abreast with new technology, as demonstrated by the lack of internet-based activities in their classes.

In this regard, Thang et al. (2012) suggest a blended-learning approach, which combines a coursebook with an online component. The blended-learning approach is generally well received by learners. It can help enhance the quality of language learning, break the monotony of the traditional classroom, and open new avenues for learning. Technology-based skills provide learners with more opportunities to exercise autonomy in the learning process, leading to better performance. On the other hand, in the modern academic context, learners should be digitally literate to be successful at university. However, there is a gap between the learners' technology-based skills and what is expected of them. It is therefore proposed that EAP curriculum developers and instructors should integrate adequate technology-based skills into their EAP courses.

Although the idea of blended learning is not new, most people now associate it with using computer, smartphone, and internet technology in the classroom. These tools can be used to extend the range of possibilities for communication between students and teachers. Below are some ideas to experiment with. There are six major issues that Graham (2004) believes a course designer should consider prior to designing a blended-learning course:

- The role of live interaction: How necessary is the face-to-face component of the course? Certainly in ELT, it would seem fair to say that students place a great deal of emphasis on this element of the course and regard it as vital.
- The role of learner choice and self-regulation: How much guidance should students be given when it comes to choosing the type of blended-learning course they participate in, particularly in relation to university courses?
- Models for support and training: How do we support and train instructors and students in a blended-learning environment and provide technological support?
- A balance between innovation and production: How do we achieve this in a cost-effective way.
- Cultural adaptation: Should the materials be adapted to suit local audiences?
- Dealing with the digital divide: Can affordable blended-learning models be developed to accommodate the seat the bottom of the socio economic spectrum?

To illustrate the final statement, three examples of how to use a CD-ROM are given, starting from an individual using it alone at home and continuing to follow-up practice in a self-study session or at home after a class before actually using it in class as part of a presentation. Dudeney and Hockly (2007:138–139) refer to a blended-learning course

where 75% of the content is delivered online and 25% is delivered face-to-face in their list of three possible course designs for online learning in a language-learning environment:

- A100% online language-learning course, where the course is not unlike an online course book.
- A blended-learning language course, where 75% of content is delivered online and 25% is delivered face-to-face.
- A face-to-face language-learning course with additional online materials, soon line tools are used to support and build upon face-to-face lessons.

It may seem odd to think about training students to use technology, since they are already native to the digital world. However, many students have not yet developed a critical mindset when it comes to assessing whether or not information gleaned from websites is reliable or valid. They also may not be very adept at using keywords to search for academic articles and books, resulting in either too many or too few hits or information that is not relevant to their research.

4. Methods

4.1. Research Design

This study was a qualitative study using content analysis (Holsti, 1952). The main data for this study came from observation and documents about the EAP programs' implementation in IAIN Surakarta and UMS. This study explored the practice of EAP programs in these two universities. The investigation applied a qualitative approach employing questionnaire-based interviews. A set of questionnaires was developed to solicit opinions from lecturers and students. Based on the results of the questionnaires, interviews were specifically developed to deepen and elaborate the information from the outset. Content analysis then analyzed the data. This is a research method for a subjective interpretation of the content of text data through a systematic classification process of coding and identifying themes or patterns (Hsieh & Shannon, 2005:1278). Qualitative content analysis involves a process designed to condense raw data into categories or themes based on valid inferences and interpretation. This process uses inductive reasoning, through which themes and categories emerge from the data through the researcher's careful examination and constant comparison (Zang & Wildemuth, 2014).

4.2. Participants

This study recruited 192 participants from IAIN Surakarta and UMS over two categories: lecturers and students. The participants were selected using purposive sampling, through which the authority and knowledge of the participants in EAP practices are emphasized. Each EAP center recruited its participants for the interviews as suggested in Table 2.

Table 2.
Number of participants

No	EAP Centers	Lecturer	Students	Total
1	IAIN Surakarta	20	64	84
2	UMS	30	78	108
		50	142	192

4.3. Data-collection and data-analysis techniques

Data on the perceptions and descriptions of EAP programs were collected using observations and interviews. The document analysis was developed prior to, and after, the interviews (Campbell, Bridges & Nystrand, 1993). Learning communities involving administrators and lecturers in the four EAP centers were observed, and archival records and physical artifacts were collected. The participants in each EAP center were interviewed at different times. In addition, follow-up interviews were conducted for the administrators in each EAP center to verify observations and obtain further information on the practices and perceptions of their EAP programs.

The data analysis involved three steps. First, interviews were audiotaped and transcribed verbatim using qualitative techniques. The interviews were transcribed, coded, and then developed into themes. The transcript results were then checked for validity through member check (Miles & Huberman, 1994). This way, themes and sub-themes were provided in the follow-up member checks based on the transcripts, codes, and themes (Carpenter, 2014:685). Second, the observation and field notes from the EAP centers provided documentation and physical artifacts for data validity measures. Third, follow-up interviews were set up in accordance with the results of the transcription, coding, and theme development. Transcripts, codes, and themes were then provided to participants for follow-up member checking to ensure the authenticity and validity of the data (Carpenter, 2014:686).

The contents of the documents were sorted taxonomically based on their themes according to a thematic analysis (Cresswell, 2007). Furthermore, the results of the study were analyzed using a grounded theory analysis framework, namely open coding, axial coding, and the theoretical perspective. Open coding examines all data that had been obtained from the content analysis, so the interview results were coded openly. This process made it easy for the researchers to identify the types of data and their categories. In the axial coding, the researchers studied the data that were previously coded. The results of this analysis included a general classification of data types, with each datum being grouped into the appropriate domain. Through this technique, the researcher obtained a description of the features of blended-learning implementation and its problems.

5. Findings and Discussion

5.1. Perceptions of Blended-Learning Tools

Students and teachers' perceptions of the application of blended learning are viewed from the use of technology in the classroom. The tools associated with blended-learning application, both in IAIN and UMS, are as follows:

- Laptop
- Tablet
- Scanner
- Smartphone
- Digital camera
- Online TV
- Google classroom
- Facebook group
- WhatsApp group

- YouTube
- Googlebrowser
- Video calls
- Personal computer

Not all facilities are used during the teaching process, but students normally rely on these technologies when referring to teaching materials as learning media or sources of learning. The results of the student questionnaire about the use of tools appear in Table 3.

Table 3.
Frequency of use for learning technologies by students

Tools	IAIN		UMS	
	F N=64	%	F N=78	%
Laptop	62	96.87	70	89.74
Tablet	12	18.75	8	10.25
Scanner	2	3.13	6	7.69
Smartphone	64	100	78	100
Digital camera	4	6.25	8	10.25
Online TV	30	46.88	42	53.85
YouTube	43	67.72	56	71.79
Google browser	64	100	78	100
Video call	8	12.5	8	10.25
Personal computer	23	33.93	12	15.38

As Table 3 suggests, there is interesting evidence showing that all students at IAIN and UMS use their smartphones as a learning tool. This implies that every student has a smartphone and actively uses it as a learning instrument. In addition, most students also use a laptop as a learning tool, so the teaching–learning process in itself probably employs a laptop. The evidence also shows that internet access and facilities also operate well, such as YouTube and Videocalling. All the students also use the Google browser to search for teaching materials.

When teachers were asked about their intention to use technologies, not all of them said they used technologies. Some teachers only use facilities that serve to demonstrate default teaching materials, while others integrate technologies available through a server. Table 4 shows how the teachers use technologies associated with blended learning when teaching EAP.

Table 4.
Frequency use of technologies in learning by teachers

Tools	IAIN		UMS	
	F N=20	%	F N=30	%
Laptop	20	100	30	100
Tablet	4	20	6	20
Scanner	6	30	-	-
Smartphone	20	100	30	100
Digital camera	2	10	4	13.3

Online TV	-	-	2	6.7
YouTube	2	10	6	20
Google browser	20	100	30	100
Video call	-	-	-	-
Personal computer	6	30	8	26.7

Table 3 clearly indicates that all teachers use three technological tools, namely laptop, smartphone, and Google browser. The evidence shows that each teacher operates his or her own tools to ease the teaching–learning process, especially when it pertains to searching for teaching materials.

5.2. Blended learning in the teaching–learning process

Blended learning in the teaching–learning process appears in the classroom when interactions between students and teachers occur. Each class has general conventions in which the teaching–learning process is undertaken through a student-centered model. Activities that provide evidence for this research include:

- Classroom presentations
- Giving oral reports
- Writing written reports
- Recording photo activity
- Recording video activity
- Doing a computer-link-based test
- Doing an online computer-based test

The basic standard for classroom presentation at both IAIN and UMS is the use of an Overhead Projector (OHP) along with an oral presentation. Teachers present their teaching materials using the OHP and students respond orally. In some cases, the classroom activities are recorded, and the class reflects on the contents in their own classroom discussions. More intensive classroom activity takes place when students have an intensive exercise such as taking a Test of English Proficiency (TOEP) or a modified TOEFL test devised by the institution. As TOEP is based on a link-based computer, the institution equips students with a personal computer, either as a link-based computer system or an online-based internet system. The practices that employ technologies in the classroom are shown in Table 5.

Table 5.
Frequency of use for technologies in classroom activities

Tools	**IAIN**		**UMS**	
	F N=20	**%**	**F N=30**	**%**
Classroom presentations	12	60	28	93.3
Giving oral reports	8	40	20	66.7
Writing written reports	10	50	24	80
Recording photo activity	2	10	8	26.7
Recording video activity	4	20	6	20
Doing a computer-link-based test	12	60	26	86.7
Doing an online computer-based test	4	20	6	20

Table 5 suggests that classroom activities employed technologies in three main areas, namely classroom presentations using an OHP (60% and 93.3%), doing computer-based tests (60% and 86.7%), and writing written reports (50% and 80%). The data indicates that teachers at UMS use technologies more frequently than those at IAIN, suggesting that overall teaching activities at UMS use technology more commonly than at IAIN.

5.3. Implementation problems for blended learning

The implementation of blended learning in EAP programs at UMS and IAIN is falling short for various reasons. One complication is how servers can be crowded, because they cover the entire online service of the university. Accordingly, when online teaching is to take place, teachers and students must agree to prepare some tools and requirements. Teachers ask students to submit their assignments online through email, and teachers also reply using email. In other cases, to get a quick response to a certain problem-solving teaching material, teachers create online Google questionnaires, and students respond online as well. Problems pertaining to the implementation of blended learning are listed based on students' responses as follows:

- Limited facilities of the server
- Limited access to the internet
- Crowded service
- Self-service access using smartphone links
- Self-service access using a modem

5.3.1. Implementation of blended learning at IAIN

The implementation of blended learning in IAIN's EAP program is characterized by a lack of facilities and access. Basically, the language center has not yet served up an online system, but services are made available when integrated with the university's central system. The services available for use are limited to internet browsers, computer links, Google browsers, and online materials.

As shortages appear, teachers should prepare themselves to apply a teaching-learning process through their own teaching design. One teacher witnessed:

> "*Our provider has limited access. However, we want effective teaching, and students are encouraged to join in in the classroom. So, we prepare the teaching materials in a way we can serve either online or manual*" (T-1).

The main concerns about using technologies in the classroom, for some teachers, relate to browsing teaching materials and the effectiveness of such materials. To browse materials, teachers use the Google browser or internet access to enhance the variety of their teaching materials. Teachers assign students to browse relevant materials, fix them with the purpose of teaching, and present the materials before the class. Another teacher, T-3 clarifies:

> "*I have planned online teaching materials by topic and asked students to prepare at home prior to their presentation. If problems occur as a result of internet access during a presentation in the classroom, we switch to using an oral presentation with OHP.*" (T-3).

The use of technology in the classroom teaching–learning process for a certain reason must be served, especially for the test service. A test of English proficiency is the

final goal that each student should achieve. Students must therefore receive enough opportunities to have exercises on the test, which may take a manual paper-and-pencil approach or be a computer-link based test. At a minimum, students should have access to the exercise through a tape recorder. To make it practical, teachers set up a tape recorder and input test materials from YouTube through a smartphone. The test coordinator at IAIN explains:

> "*To serve the final test using computer is not replicable. If our online system does not work, we have a prepared 'YouTube-based test.' We use a tape recorder and rely on the test materials through Google service*."

In general, technologies have been set up at IAIN, but trivialities exist. The online system as a default teaching system has not been developed properly, so teachers should independently prepare teaching materials that utilize technology as part of a blended-learning approach. If internet access is compromised, an alternate model is employed that uses smartphones, Google browsers, and YouTube.

5.3.2. The implementation of blended learning at UMS

The implementation of blended learning at UMS evidently has a better scope and quality compared to that of IAIN. The EAP programs at UMS show evidence as this as follows:

- Curricula and syllabi are standard.
- Internet and online systems support teaching programs.
- The final TOEP test has been devised properly.
- A teaching–learning process using media has been served.

The EAP program at UMS has been basically designed to prepare students to achieve a target score on TOEP, which is considered equal to the TOEFL test. A 450 to 500 TOEP score applies for every student taking their leaving exam. A student achieving a TOEP score below 450 does not receive a diploma.

The implementation of the teaching process involves manual and technological processes. Basically, teachers use the default teaching materials and media laid down by the institution. In this regards, teaching strategies are served according to three models for each classroom:

- A main teacher serves teaching substance that lays down the teaching topic, which focuses more on TOEP.
- An instructor is recruited as a junior lecturer who equips students with written and oral skills.
- A tutor selects fresh graduate students from the program to help practices in oral academic activities.

The director of the EAP program points out:

> "*The emphasis of the EAP program at UMS is therefore on equipping students with a target TOEP score. Teaching models are basically conventional (i.e., lecturing) but facilities that use technologies are made available. We use media, smartphones, laptops, Google, and other technologies. Our main focus is to equip students for an online computer-based test*." (T-).

6. Conclusion

This study sought to investigate perceptions of the implementation of blended learning in EAP programs, blended-learning processes in teaching, and shortfalls in blended-learning applications. In summary, our study's conclusion is that blended learning is well perceived by both teachers and students. Blended learning can employ some technological tools—namely laptops, smartphones, YouTube, and Google browsers—to assist teachers and students in achieving their targets. Specifically, the implementation of blended learning in classroom processes provides a certain ease, so both teachers and students agree to apply them. Blended learning has been developed through classroom presentations, oral reports, written reports, recorded video activity, and online computer-based tests.

The adoption of technology is considered urgent, and each teacher and student should try to increase their use of ITC. Facilities that make the application of blended learning difficult can be overcome by using other alternatives. The limitations that appear to affect blended learning include the limited default functionality of a server, limited access to the internet, and crowded services. To overcome the problems, teachers and students should apply self-service access using smartphone and modem links.

7. Pedagogical Implications

Blended learning as a model of teaching has been made available for the teaching of EAP in Islamic Higher Education, varying its implementation into classroom teaching using smartphone, laptop, Google classroom, WhatsApp group, Facebooks and Youtube the foundation of which depends on the acquisition of information technologies. This implies that technologies must be used as the main tool in teaching EAP, and the use of smartphone in the teaching process is helpful. Teacher should prepare their teaching materials, teaching methods, and classroom assessment using technologies.

References

Banados, E. (2006). A blended-learning pedagogical model for teaching and learning EFL successfully through an online interactive multimedia environment. *CALICO Journal* 23/3:533–550.

Bolton, K. (2013). World Englishes, globalization, and language worlds. In Nils-Lennart Johannesson, Gunnel Melchers & Beyza Bjorkman (eds.), Of butterflies and birds, of dialects and genres: Essays in honour of Philip Shaw, 227–251. *Stockholm Studies in English*, 104. Stockholm: Department of English, Stockholm University.

Brown, H. and Adamson, J. (2011). Connecting disciplines at a Japanese university: adapting EAP to local academic culture. *Proceedings of the 19th Annual KOTESOL International Conference*, Seoul, Korea, 123-132.

Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program development*. Boston: Heinle & Heinle.

Budiharso, Teguh. (2016). *Evaluating EAP Programs: Where to Go?, Paper presented in a seminar of EAP*. Surakarta, 17 September.

Campbell, R.F., Bridges, E.M., & Nystrand, O. R. (1993). *Introduction to Educational Administration*. Boston: Allyn and Bacon.

Canagarajah, S. (2014). EAP in Asia challenges and possibilities. InI. Liyanage and T. Walker(Ed.), *EAP in Asia Negotiating appropriate Practice in a global context* (pp. 93-102). Rotterdam: Sense Publishers.

Chowdhury, R. & Kamal, M. (2014). Balancing conformity and empowerment critical needs analysis in an EAP course at Dhaka university. In I. Liyanage and T. Walker (Ed.), *EAP in Asia Negotiating appropriate Practice in a global context* (pp. 79-92). Rotterdam: Sense Publishers.

Carpenter, D. (2014). Leadership for School Success: Lessons from Effective Principals. *International Journal of Education Management*. Vol. 28 Issue 7, pp. 798-811. DOI: 10.1108/IJEM-08.2013-0125.

Carpenter, D. (2015). School Culture and Leadership of Professional Learning Communities. *International Journal of Education Management*. Vol. 29 Issue 5, pp. 682-694. DOI: 10.1108/IJEM-04.2014-0046.

Dashtestani, R. & Stojkovic, N. (2015). The Use of Technology in English for Specific Purposes Instruction: A Literature Review. *The Journal of Teaching English for Specific and Academic Purposes*, Vol. 3 No. 3, pp. 435-456.

Dewar, T . & Whittington, D. (2004). *Calliope Learning: Blended Learning Research Report*.Availableonlineatwww.calliopelearning.com/wp-content/uploads/2012/08/blended.pdf

Dudeney, G. & Hockly, N. (2007). *How to...Teach English with Technology*. Harlow: Pearson Education Limited.

Evans, S. & Morrison, B. (2011). The first term at university: implications for EAP. (English for academic purposes). *ELT Journal*. 65:4, 387-397.

Flowerdew, J. & Peacock, M. (2001). Issues in EAP: a preliminary perspective. In J. Flowerdew & M. Peacock, (Eds.), *Research perspectives on English for Academic Purposes*. Cambridge: CUP.

Gao, Y. M. & Brendan, B. (2014). Opportunities and Challenges for Negotiating Appropriate EAP Practices in China In I. Liyanage and T. Walker (Ed.), *EAP in Asia Negotiating appropriate Practice in a global context* (pp. 13-31). Rotterdam: Sense Publishers.

Graham, C. (2004). *Blended Learning Systems: Definition, Current Trends, and Future Directions*. Available online at www.publicationshare.com

Gruba, P. & Hinkelman, J. (2012). *Blended Technologies in Second Language Classrooms*. Basingstoke: Palgrave Macmillan.

Hadley, G. (2015). *English for academic purposes in Neoliberal Universities: A critical grounded theory*. London and New York: Springer.

Hamp-Lyons, L. (2001). English for academic purposes. In D. Nunan & R. Carter (Eds.). *The Cambridge guide to teaching English to speakers of other languages* (pp. 126-130). Cambridge, UK: Cambridge University Press.

Hamp-Lyons, L. (2011). English for academic purposes. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (Vol.2, pp. 89-105). New York: Routledge.

Hyland, K. (2006). *English for Academic purposes: An advanced resourcebook*. London: Routledge.

Hyland, K. & Hamp-Lyons, L. (2002). Issues and directions. *Journal of English for Academic Purposes*. 1, 1-12.

Hsieh, H.-F., & Shannon, S.E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research,* 15(9):1277-1288.
Miles, M., & Huberman, A.M. (1994). *Qualitative Data Analysis*. Thousand Oaks, CA: Sage Publications.
Ortega, G. A. (2018). A Case for Blended EAP in Hong Kong Higher Education. *Asian EFL Journal*. 20(9.2): 6-34. http://www.asian-efl-journal.com
Osguthorpe, R. T. & Graham, C. R. (2003). Blended learning systems: Definitions and directions. *Quarterly Review of Distance Learning* 4/3:227–234.
Reid-Young, A. (n.d.). *The Key to E-learning is B-learning*. Available online at www.hci.au/hcisite5/library/materials/B-learning.htm
Sharma, P. (2007). Try a blend that creates a new class of learning. *Guardian Weekly* (16February2007).
Sharma, P. & Barrett, B. (2007). *Blended Learning*. Oxford: Macmillan.
Sharma, B. K.(2013). Hinduism and TESOL: Learning, teaching and student-teacher relationships revisited. *Language and Linguistics Compass, 7*(2), 79-90.
Shepard, J. (2005). An e-recipe for success. *EL Gazette* 312, December:5.
Singh, H. & Reed, C. (2001). *A White Paper: Achieving Success with Blended Learning*. Available online at www.p2partners.co.uk
Shing, R. S. & Sim, S. T. (2011). EAP Needs Analysis in Higher Education: Significance and Future Direction. *English for Specific Purposes World*, Issue 33, Volume 11, 1-11.
Stracke, E. (2007). A road to understanding: A qualitative study into why learners drop out of a blended language learning (BLL) environment. *ReCALL*19/1:57–78.
Sujito; Budiharso, Teguh; Solikhah, Imroatus & Muttaqin M, Wildan. (2019). The effect of analogy variation on academic writing: How Indonesian EFL students perform with different cognitive style. *Journal of Social Studies Education Research (JSSER)*, 10(1): 116-132. www.jsser.org.
Tarman, B. (2016). Innovation and Education. *Research in Social Sciences and Technology*, *1*(1). Retrieved from http://ressat.org/index.php/ressat/article/view/3
Tarman, B. (2018). The Awareness of Social Studies Teacher Candidates' Regarding Special Area Competencies and the Overlap Level of These Competencies with Social Studies Degree, *Journal of Ethnic and Cultural Studies, 5* (2), 16-28
Tarman, B., Baytak, A., & Duman, H. (2015). Teachers' views on an ICT reform in education for social justice. Eurasia Journal of Mathematics, Science and Technology Education, 11(4), 865-874. 10.12973/eurasia.2015.1445a
Ting, Mao. (2017). Challenges of English for Academic Purposes in Asia. *Journal of Foreign Language Education and Technology*, Vol. 2 No. 2, pp. 36-53.
Thang, M.S., Wong, F.F., Noor, M.N., Mustaffa, R., Mahmud,N. & Ismail, K. (2012). Using a blended approach to teach English for academic purposes: Malaysian students' perceptions of redesigned course materials, *International Journal of Pedagogies and Learning*, 7:2, 142-153, DOI: 0.5172/ijpl.2012.7.2.142.
Tomlinson, B. & Whitaker C. (2013). *Blended Learning in English Language Reaching: Course Design & Implementation*. London: British Council.
Solikhah, I. (2013). English for Academic Voices: A Survey on Practices and Challenges in the State Universities of Central Java, Indonesia. *International*

Journal of Academic Research, 5(4): 121-125. DOI: 10.7813/2075-4124.2013/5-4/B.17.

Solikhah, I. (2015). Designing Academic Literacy Framework of EAP Programs for Indonesian Learners. *Journal of Language and Literature*, 6(2): 32-37. DOI: 10.7813/jll.2015/6-2/5.

Solikhah, I. (2015). Reading and Writing as Academic Literacy in EAP Programs for Indonesian Learners. *Dinamika Ilmu*, 15(2): 323-339.

Solikhah, I., Nurkamto, J., Waluyo, H. J., & Slamet, St. Y. (2014). A competency-EAP textbook for the learners of non-English program (Research and Development at State Universities in Central Java and DIY, Indonesia). *Journal of Language and Literature*, 5(3): 301-307. DOI: 10.7813/jll.2014/5-3/51.

Tarman, B. (2012). Prospective Teachers' Beliefs and Perceptions about Teaching as a Profession, *Educational Sciences: Theory & Practice* - 12(3), 1-24.

Tarman, B. (2018). The Awareness of Social Studies Teacher Candidates' Regarding Special Area Competencies and the Overlap Level of These Competencies with Social Studies Degree, *Journal of Ethnic and Cultural Studies, 5* (2), 16-28

Tarman, B. (2010). Global Perspectives and Challenges on Teacher Education in Turkey, *International Journal of Arts & Sciences* (IJAS), 3(17): 78-96, United States.

Valiathan, P. (2002). *Blended Learning Models*. Available online at www.purnima-valiathan.com/readings/Blended-Learning-Models-2002-ASTD.pdf

Walker, A. (2014). Technologies. In E. de Chazal (Ed.), *Oxford handbooks for language teachers: English for academic purposes* (pp.581-620). Oxford: Oxford University Press.

Wang, S.R. & Yao, C.H. (2013). Some thoughts on English for academic purposes (EAP) teaching, *Foreign Languages in China*, 5,4-10

Yahya, Amalia; Said, Ruqiyyat, Yuyun & Masruddin. (2019). Developing Appropriate English Learning Materials for Syariah Economic Law Study Program Students as IAIN Palopo, Indonesia. *The Asian ESP Journal*, 15(1.2): 22-33.

Zang, Y. & Wildemuth, B. (2014). *Content Analysis*. M & D Forum. Henan Polytechnic University, Henan: China

Perceptions on Blended Learning towards English for Academic Purposes Practices in Indonesian Islamic Higher Education

ORIGINALITY REPORT

8%	6%	4%	5%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	open.uct.ac.za Internet Source	1%
2	ijaedu.ocerintjournals.org Internet Source	1%
3	Daniel Carpenter. "Intellectual and physical shared workspace", International Journal of Educational Management, 2018 Publication	1%
4	ijla.net Internet Source	1%
5	nus.edu.sg Internet Source	1%
6	Mahmood Reza Atai, Reza Dashtestani. "Iranian English for academic purposes (EAP) stakeholders' attitudes toward using the Internet in EAP courses for civil engineering students: promises and challenges", Computer Assisted Language Learning, 2013 Publication	1%

7	Submitted to University of Essex Student Paper	1%
8	Submitted to University of Duhok Student Paper	1%
9	usir.salford.ac.uk Internet Source	1%

Exclude quotes	Off	Exclude matches	< 1%
Exclude bibliography	On		