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Advancing SDG 4 through Blended Learning: A Qualitative Case Study of Lecturers' and Students' Experiences in Non-EFL Reading Classroom

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ABSTRACT

Objective: *The study explored how blended learning was implemented in English reading instruction for non-English-major university students, examined lecturers' and students' perceptions of its benefits and challenges, and considered how their experiences reflected opportunities and barriers to advancing Sustainable Development Goal 4 (SDG 4).* ***Method:*** *A qualitative case study was conducted in the Mathematics Education Study Program at UIN Madura, Indonesia, involving one English lecturer and 35 students. Data were collected through classroom observations, semi-structured interviews, and instructional documentation and examined using thematic analysis. The analysis focused on teaching practices, participants' experiences, and issues of accessibility and participation.* ***Results:*** *The findings described blended learning across pre-teaching, whilst-teaching, and post-teaching activities, combining classroom discussions and guided reading with online materials, assignments, and quizzes. Google Classroom supported access to reading resources, while Google Forms and YouTube supplemented comprehension practice. Participants perceived greater flexibility, opportunities to revisit difficult texts, increased confidence, and more independent reading. However, varying English proficiency, unfamiliar vocabulary, unstable internet access, limited digital skills, and inconsistent online participation constrained learning experiences. The lecturer responded through additional explanations, downloadable materials, group discussions, and flexible deadlines.* ***Novelty:*** *The study offers a context-specific account of blended English reading instruction within a mathematics education program, linking everyday teaching practices and participant experiences to the inclusive and equitable education aims of SDG 4. Rather than assuming that digital access guarantees inclusion, it highlights the simultaneous importance of instructional support, language needs, and technological conditions in shaping learning opportunities for students outside English language degree programs.*

INTRODUCTION

The quick changes in higher education during the digital age have greatly altered teaching methods, learning spaces, and how institutions work to offer fair and high-quality education to all. Universities face growing challenges in developing new teaching methods that meet students' diverse learning needs, promote active academic engagement, ensure accessible education for all, and maintain long-term educational effectiveness. In this context, Sustainable Development Goal 4 (SDG 4), which focuses on providing inclusive, fair, and high-quality education along with opportunities for lifelong learning for everyone, has emerged as a key framework for assessing educational innovations (Cahayana et al., 2026) . In 2025, the United Nations stated that global progress toward SDG 4 remains insufficient, especially in overcoming ongoing disparities in access to education, learning quality, and technological resources. In alignment with this perspective, the UNESCO Global Education Monitoring Report Team (2023) underscored that educational technologies must be designed to address learners' specific requirements and facilitate substantive pedagogical engagement, rather

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