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Blended Learning for Quality Education (SDG 4) in an EFL Critical Reading Course: Lecturer's and Students' Perceptions

S. Sumihatul Ummah MS*, Syafi'ul Anam, Slamet Setiawan

State University of Surabaya, Surabaya, Indonesia

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ABSTRACT

Objective: *The study explored the lecturer's and students' perceptions of blended learning implementation in an EFL critical reading course, its perceived benefits and challenges, and its potential contribution to quality education under Sustainable Development Goal 4 (SDG 4).* ***Method:*** *A qualitative case study design was employed in a university context. Data were collected through interviews, classroom observations, and course documentation and analyzed using reflexive thematic analysis. Trustworthiness was addressed through methodological triangulation, contextual description, an audit trail, and researcher reflexivity.* ***Results:*** *Participants perceived blended learning as a connected sequence of online preparation, classroom discussion, and reconsideration of textual interpretations. Perceived benefits included repeated access to materials, opportunities to prepare responses, engagement with alternative perspectives, and guidance in supporting interpretations with textual evidence. Challenges involved uneven preparation, difficulty evaluating arguments and expressing interpretations in English, additional instructional workload, unstable connectivity, and dependence on mobile devices. The potential contribution to SDG 4 was interpreted through opportunities for guided analytical participation and flexible engagement, while equitable participation remained conditional on accessible resources and appropriate support. These perceptions did not establish causal improvements in critical reading or SDG 4 attainment.* ***Novelty:*** *The study connected lecturer and student perspectives on instructional integration with a contextual interpretation of quality, inclusion, and equity in blended critical reading. It highlighted how pedagogical coherence and practical access conditions jointly shaped perceived opportunities for quality education, offering an account of SDG 4 that extended beyond technology provision to the conditions supporting meaningful participation in university EFL critical reading.*

INTRODUCTION

Quality education is central to Sustainable Development Goal 4 (SDG 4), which calls for inclusive and equitable education and lifelong learning opportunities for all. In higher education, this commitment requires attention to whether students can access learning resources, participate meaningfully in academic activities, and receive support responsive to their diverse needs. UNESCO's International Commission on the Futures of Education (2021) situates educational renewal within a commitment to social justice, cooperation, and education as a common good. In this case, English as a Foreign Language (EFL) education should provide opportunities for students to engage actively with texts, exchange perspectives, and develop critical thinking alongside linguistic competence. Liang's (2023) research synthesis supports this pedagogical direction by identifying independent study, critical thinking practice, interaction, collaboration, and reflection as principles for technology-supported English language education. Similarly, Bates (2022) emphasizes the importance of designing digital learning around learners' needs, appropriate teaching methods, and accessible learning environments. However,

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