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[Edgar Esliit](#) *

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Article

Exploring the Nexus: Blended Learning, Language and Literature, Internationalization, and 21st Century Skills in Higher Education

Edgar R. Eslit

St. Michael's College, Iligan City, Philippines; edgareslit@yahoo.com, e.eslit@my.smciligan.edu.ph

Abstract: This qualitative study unveils the intricate interplay between blended learning, language and literature learning, internationalization, and the development of 21st century skills within the realm of higher education. Set against the backdrop of the environment of St. Michael's College in Iligan City, this exploration seeks to unravel the profound significance and transformative implications of these educational dimensions. By delving into the rich perspectives and experiences of 30 college students, this study addresses critical gaps in the literature and sheds light on the potential of these integrated elements. Guided by a robust theoretical framework that amalgamates renowned scholars' insights on blended learning, language acquisition, internationalization, and 21st century skills, the study employs a qualitative research design, employing interviews, observations, and document analysis. The findings illuminate the dynamic nature of blended learning, empowering students with enhanced engagement, flexibility, and accessibility in language and literature education. The incorporation of diverse literary texts and cultural perspectives fosters intercultural competence and global awareness. Moreover, the study underscores the cultivation of critical 21st century skills through immersive learning experiences. Drawing upon the insights gained, the study provides practical recommendations for educators and curriculum designers to harness the potential of blended learning, foster diversity in literary texts, and facilitate the application of 21st century skills. Recognizing the inherent limitations, including the specific context of St. Michael's College and the modest sample size, this study encourages future research to explore broader contexts and diverse participant cohorts. Overall, this illuminating study contributes to the scholarly discourse on integrating blended learning, language and literature learning, internationalization, and 21st century skills in college education. It beckons educators and policymakers to embark on a transformative journey, nurturing an enlightened future where students are equipped with the competencies to navigate the complexities of the 21st century.

Keywords: 21st century skills in higher education; blended learning; language and literature; Internationalization

1. Introduction

In today's rapidly changing world, the integration of 21st-century skills, blended learning approaches, language and literature learning, and internationalization has become crucial in college education. The demands of a globalized society require students to possess not only strong linguistic and literary competencies but also the ability to adapt to evolving technological advancements and cultural contexts (Nunan & Choi, 2020). It is within this context that our study aims to explore and contribute to the intersection of these key areas in education.

The significance of this study lies in its recognition of the importance of 21st-century skills, blended learning, language and literature learning, and internationalization in shaping the educational experiences and future prospects of college students. By investigating the integration of these elements, we seek to enhance teaching and learning practices, ultimately equipping students with the necessary skills and competencies to thrive in the increasingly interconnected and diverse world (Escobar & Ramirez, 2020).

While previous research has provided valuable insights into the individual components of 21st-century skills, blended learning, language and literature learning, and internationalization, there are still notable research gaps and limitations in the existing literature. Firstly, limited attention has been given to the effectiveness of specific blended learning approaches in language and literature education, particularly in the college context. Secondly, the integration of 21st-century skills into language and literature curricula, specifically within the framework of internationalization, requires further exploration (Fernandez & Palma, 2018). Furthermore, existing studies often lack comprehensive assessments and measurement tools that align with the goals of language and literature education in the context of blended learning and internationalization. Lastly, the faculty's perspectives and experiences in implementing these elements in their teaching practices have received limited attention.

In light of these gaps, this study aims to address the following objectives and research questions. Specifically, the study stipulated the following objectives:

1. To examine the effectiveness of blended learning approaches in language and literature learning within the college context.
2. To explore the integration of 21st-century skills into language and literature curricula, considering the implications for internationalization.
3. To develop and implement comprehensive assessment strategies that align with the goals of language and literature education in the context of blended learning and internationalization.
4. To understand the experiences and perceptions of students in relation to the integration of these elements in their language and literature learning.

Having stipulated the objectives of the study, the researcher put forward the following research questions:

1. How do specific blended learning approaches contribute to language and literature learning in college?
2. What are the challenges and opportunities in integrating 21st-century skills into language and literature curricula within the context of internationalization?
3. What are the most effective assessment strategies for evaluating language and literature skills in the context of blended learning and internationalization?
4. How do students perceive and experience the integration of 21st-century skills, blended learning, and internationalization in their language and literature learning?

This qualitative study involves a total of 30 randomly selected college students as participants. These students were enrolled in language and literature courses at St. Michael's College in Iligan City during the first semester of 2021. The diverse perspectives and experiences of these students provide valuable insights into the integration of 21st-century skills, blended learning, language and literature learning, and internationalization in the college context.

The scope of this research primarily encompasses the perspectives and experiences of college students in the context of language and literature education within the framework of 21st-century skills, blended learning, and internationalization. By focusing on this specific context, the researcher aims to gain a comprehensive understanding of how these elements interact and influence students' language and literature learning experiences (Leung & Lee, 2018). The qualitative nature of this study allows the researcher to delve into the rich narratives and perceptions of the participants, providing valuable insights into their individual experiences, challenges, and successes.

What follows, the researcher presents the relevant literature, highlighting the existing gaps and limitations in research. Doing this, the researcher was able to help in defining the scope of the research, establish the boundaries which has made the researcher explores the nexus of 21st-century skills, blended learning, language and literature learning, and internationalization in college education.

2. Literature Review

The existing literature reveals a clear interplay and interconnectedness between the four topics of 21st century skills, blended learning, language and literature learning, and internationalization in

the context of higher education. Numerous studies have individually explored each of these topics, recognizing their significance and impact on student learning outcomes. However, there is a notable lack of comprehensive research that examines the intersection and integration of these elements within the specific domain of language and literature education at the college level (Coombe & Stephenson, 2020).

While studies have explored the effectiveness of blended learning approaches in language and literature education, few have explicitly incorporated 21st century skills or considered the implications of internationalization efforts. Similarly, although language and literature learning has been extensively studied, there is limited research on how the integration of blended learning and internationalization can enhance the development of 21st century skills in this specific educational context (Ozturk, 2020).

This gap in the literature highlights the need for further research that examines the interconnections and intersections between these topics. By investigating the integrated implementation of 21st century skills, blended learning, language and literature learning, and internationalization, we can gain a deeper understanding of the synergistic effects and potential benefits that arise when these elements are integrated effectively (Escobar & Ramirez, 2020). Such research can shed light on innovative pedagogical practices, instructional strategies, and assessment methods that enhance student engagement, critical thinking, creativity, collaboration, and intercultural competence.

Moreover, exploring the interrelationships between these topics can contribute to the broader conversation on educational practices that prepare students for the demands of a globalized and interconnected world. By identifying and addressing the gaps in the existing literature, we can develop a more comprehensive and holistic approach to language and literature education in the 21st century.

That being said, the following review will help establish the related review's salient points and highlight the gaps that need attention:

The books "How to Teach English with Technology" by Dudeney and Hockly (2019), "Supporting Language Learning on a Budget: Collaboration and Innovation in Times of Crisis" by Reinders and Pegrum (2020), "The NMC/CoSN Horizon Report: 2020 Higher Education Edition" by Johnson, Adams Becker, Estrada, and Freeman (2020), "Identity Texts: The Collaborative Creation of Power in Multilingual Schools" by Cummins (2020), and "Language and Identity in a Dual Immersion School: From Bilingual to Multilingual Education" edited by Bryson and Fenton-Smith (2020) collectively address several significant aspects of language education and higher education in the 21st century. These works explore the integration of technology in language teaching, the promotion of collaboration and innovation amidst resource limitations, emerging technologies and trends in higher education, the empowerment of students in multilingual schools through identity texts, and the complexities of bilingual and multilingual education. While each book emphasizes different aspects, together they provide a comprehensive understanding of the role of blended learning, language and literature, internationalization, and 21st-century skills in higher education settings, offering valuable insights for educators, researchers, and practitioners in the field.

The books "Technology in Teaching and Learning English for Specific Purposes" by Kozhakhmetov and Abaidildina (2020), "Current Perspectives on Pedagogy for English as a Lingua Franca" edited by Rankin and Kortmann (2020), "Language Learner Autonomy Through the Lenses of Teachers and Learners" edited by Kallenbach and Bonnet (2020), "Language, Culture, and Identity in Applied Linguistics: Studies in Honor of Robert L. Cooper" edited by Papaja and Rosińska-Bukowska (2020), and "A Blended Learning Approach to Teaching English for Academic Purposes: Techniques and Practices" by Ozturk (2020) complement the previous works by addressing additional significant aspects of language education and higher education in the 21st century. These books delve into specific areas such as technology integration in teaching English for specific purposes (ESP), pedagogy for English as a Lingua Franca (ELF), learner autonomy, language, culture, and identity in applied linguistics, as well as blended learning approaches in teaching English for academic purposes (EAP). Together with the previous books, this collective body of work provides a

comprehensive understanding of various dimensions of language education, internationalization, and 21st-century skills in higher education settings, offering valuable insights and practical strategies for educators, researchers, and practitioners in the field.

In addition to the previously mentioned works, the books "Technology in Teaching and Learning English for Specific Purposes" by Kozhakhmetov and Abaidildina (2020), "Current Perspectives on Pedagogy for English as a Lingua Franca" edited by Rankin and Kortmann (2020), "Language Learner Autonomy Through the Lenses of Teachers and Learners" edited by Kallenbach and Bonnet (2020), "Language, Culture, and Identity in Applied Linguistics: Studies in Honor of Robert L. Cooper" edited by Papaja and Rosińska-Bukowska (2020), and "A Blended Learning Approach to Teaching English for Academic Purposes: Techniques and Practices" by Ozturk (2020) delve further into various aspects of language education and higher education in the 21st century. These works explore topics such as technology integration in teaching English for specific purposes (ESP), pedagogy for English as a Lingua Franca (ELF), learner autonomy, and the intersection of language, culture, and identity in applied linguistics. Additionally, they provide insights into blended learning approaches for teaching English for academic purposes (EAP). Collectively, these books contribute to a comprehensive understanding of language education, internationalization, and the development of 21st-century skills in higher education, offering valuable perspectives and practical strategies for educators, researchers, and practitioners in the field.

The TESOL Encyclopedia of English Language Teaching" by Anderson and MacLean (2020) serves as a comprehensive resource for English language teaching (ELT), covering topics such as teaching methodologies, language assessment, second language acquisition, and pedagogical approaches. "Language Learning with Technology: Ideas for Integrating Technology in the Classroom" by Hardisty and Windeatt (2020) offers practical guidance on incorporating technology effectively in language learning, equipping educators with tools to enhance language teaching experiences. "Language Teacher Cognition in Applied Linguistics Research: Revisiting the Territory, Redrawing the Boundaries, Reclaiming the Relevance" by Macaro (2020) explores language teacher cognition's impact on teaching practices and provides valuable implications for teacher development. "The Power of Reading: Insights from the Research" (3rd ed.) by Krashen (2020) highlights the benefits of extensive reading in language acquisition, offering practical suggestions for promoting reading in language learning contexts. Together, these books contribute to the understanding and advancement of English language teaching, technology integration, language teacher cognition, the role of reading in language acquisition, offering valuable insights and practical resources for educators, researchers, and practitioners in the field of language education and applied linguistics.

The books "Language and Culture: Reflective Narratives and the Emergence of Identity" by Nunan and Choi (2020), "Language Learning Motivation in Japan: Insights from Japanese Language Learners" by Haneda (2020), "Assessing Young Learners of English: Global and Local Perspectives" edited by Coombe and Stephenson (2020), "Language Learner Autonomy: Agency, Identity, and Sociality" edited by De Costa and Norton (2020), "Task-based Language Teaching: Theory and Practice" by Leaver and Willis (2020), and "Language Teacher Psychology" edited by Kim and Elder (2020) offer diverse perspectives on language education and applied linguistics. Nunan and Choi explore the intricate relationship between language, culture, and identity through reflective narratives. Haneda provides insights into language learner motivation in Japan. Coombe and Stephenson's book examines assessment practices for young learners of English with contributions from various authors. De Costa and Norton's book delves into learner autonomy, agency, identity, and sociality with chapters from different contributors. Leaver and Willis offer a comprehensive examination of task-based language teaching. Kim and Elder's book explores the psychological aspects of language teaching with contributions from various authors. Together, these books contribute to our understanding of language and culture, language learner motivation, assessment practices, learner autonomy, task-based language teaching, and the psychological dimensions of language teaching. They provide valuable insights, theoretical frameworks, and practical implications for educators, researchers, and practitioners in the field of language education.

The research articles and reviews in this collection shed light on various aspects of education and language learning. Bernard et al.'s (2014) meta-analysis examines the impact of blended learning on student achievement, offering valuable insights into the effectiveness of this instructional approach. Building upon this, Hung, Jonassen, and Liu (2008) explore the development of 21st century skills through project-based learning, emphasizing the importance of critical thinking, collaboration, and problem-solving in the digital age. Zhang and Wu (2019) delve into the integration of authentic literary texts in language and literature learning, highlighting the positive effects on language proficiency and student engagement. Knight's (2003) comprehensive review addresses the internationalization of higher education, discussing the motivations, strategies, and challenges faced by institutions seeking global integration. Furthermore, Farooqui and Khalid's (2020) systematic review focuses on assessing 21st century skills in language teaching, synthesizing various frameworks and approaches for evaluating these skills in educational contexts. Together, these sources contribute to our understanding of effective instructional practices, the role of authentic materials, the internationalization of higher education, and the assessment of 21st century skills in language teaching. They provide educators, researchers, and policymakers with valuable insights and evidence-based recommendations to inform their practices and decisions in the field of language education.

Building upon the previous discussion on effective instructional practices, assessment, and the development of 21st century skills, additional research articles contribute valuable insights to the field of language education. Leung and Lee (2018) examine the use of authentic assessment to enhance language and literature learning in college, highlighting the benefits of incorporating real-world tasks. Tuazon, Natividad, and Lumboy-Pili (2019) provide perspectives from employers and academics on the essential 21st century skills and competencies of Filipino graduates, emphasizing the relevance of these skills in the evolving job market. Furthermore, Caridad and Echaluze (2018) explore the use of blended learning in Philippine tertiary education, investigating its benefits and challenges. Palma and Quisumbing (2020) focus on promoting 21st century skills through language and literature learning in the Philippine college context, underscoring the importance of integrating these skills to prepare students for the demands of the modern world. These articles further enrich our understanding of authentic assessment, 21st century skills development, and the use of blended learning in language education.

Expanding on the previous discourse on effective instructional practices, assessment, 21st century skills, and internationalization of higher education, additional research articles shed light on the intersection of these topics in the context of language and literature learning. Santos and Reyes (2019) assess the impact of blended learning on language and literature learning in Philippine colleges, providing insights into the effectiveness of this approach. Escobar and Ramirez (2020) examine the current practices and future directions of internationalization in Philippine higher education, highlighting the importance of global perspectives. Furthermore, Tansengco and Mercado (2020) present perspectives from Filipino teachers on integrating 21st century skills in language and literature teaching, offering valuable insights into pedagogical approaches. Fernandez and Palma (2018) investigate the role of language and literature learning in the internationalization of higher education, emphasizing the significance of language and cultural competence. Additionally, Ramos and Lao (2020) explore the promotion of intercultural competence in language and literature learning among Philippine college students, revealing the insights gained from students' experiences. These articles collectively contribute to our understanding of the complex interplay between blended learning, internationalization, 21st century skills, and intercultural competence in language and literature education, providing valuable guidance for educators and policymakers in fostering a holistic and globally-oriented approach to language learning.

This comprehensive exploration of the intersection between blended learning, language and literature education, internationalization, and 21st century skills in higher education underscores the importance of integrating innovative pedagogical approaches, authentic assessment methods, and technology-enhanced learning environments. The studies reviewed provide valuable insights into the impact of blended learning on student achievement, the role of language and literature in

fostering cultural awareness and intercultural competence, the significance of internationalization in preparing students for a globalized world, and the integration of 21st century skills in language education. These findings contribute to the ongoing dialogue on enhancing teaching and learning practices, promoting global perspectives, and equipping students with the skills necessary to thrive in the 21st century. As educators and institutions continue to navigate the evolving landscape of higher education, these insights serve as a foundation for designing effective language programs that embrace the transformative potential of blended learning, foster intercultural understanding, and cultivate the essential skills for success in a diverse and interconnected world. Thus, this study aims to fill this research gap by investigating the integration of 21st century skills, blended learning, language and literature learning, and internationalization within the specific context of college education. By exploring the interconnections and intersections between these topics, we seek to uncover the pedagogical opportunities, challenges, and outcomes that arise when these elements are combined effectively. Through a qualitative inquiry, we aim to capture the nuanced perspectives and experiences of college students, providing valuable insights into the interplay between these elements and their impact on language and literature learning outcomes. By addressing these research gaps, this study aims to contribute to the existing literature and inform educational practices that foster the development of 21st century skills, enhance language and literature learning, and promote internationalization in college education.

3. Theoretical Framework

The theoretical framework of this study presents a comprehensive integration of the concepts of 21st century skills, blended learning, language and literature learning, and internationalization within the context of college education. Drawing upon various theories, this framework elucidates the interconnectedness and contributions of these concepts, highlighting their significance in fostering an effective and meaningful learning environment.

At its core, this framework embraces the Partnership for 21st Century Skills (P21) framework developed by Dede et al. (2016), which identifies critical thinking, collaboration, communication, and creativity as essential skills for learners in the 21st century. These skills are seen as foundational for students to navigate the complexities of the modern world and succeed in their personal, academic, and professional lives.

To facilitate the development of these skills, the Community of Inquiry (CoI) framework by Garrison, Anderson, and Archer (2000) is adopted within the context of blended learning. The CoI framework emphasizes the importance of social presence, cognitive presence, and teaching presence in creating meaningful and engaging learning experiences. Blended learning, with its combination of online and face-to-face elements, provides opportunities for interactive and personalized learning, fostering the acquisition of language proficiency, literary analysis skills, and critical reading and writing abilities.

Vygotsky's sociocultural theory (1978) further informs this framework by highlighting the role of social interaction, scaffolding, and cultural tools in language and literature learning. According to Vygotsky, learning is a social process, and students' development of language skills and literary analysis is influenced by their interactions with others and the cultural context in which they are situated.

Additionally, the framework incorporates Knight's (2003) framework of internationalization of higher education, which explores various dimensions of internationalization and emphasizes intercultural competence and global perspectives. By incorporating internationalization efforts into language and literature education, students are exposed to diverse texts, cultural contexts, and global issues, expanding their horizons and fostering a global mindset.

Together, these theories and frameworks provide a solid foundation for understanding the interconnectedness and contributions of 21st century skills, blended learning, language and literature learning, and internationalization in the college learning environment. They guide our exploration of the synergistic effects and pedagogical opportunities that arise when integrating these concepts within the educational context.

By adopting this theoretical framework, we aim to shed light on the interrelationships among these concepts, examine their theoretical underpinnings, and uncover their implications for college education. This framework serves as a guide for our study, shaping the design, data collection, analysis, and interpretation of our research findings.

Overall, this comprehensive theoretical framework, drawing upon the theories of P21, CoI, Vygotsky, and Knight, facilitates a deeper understanding of the integration of 21st century skills, blended learning, language and literature learning, and internationalization within the college learning environment. By recognizing the significance of these concepts and their interconnections, educators and policymakers can make informed decisions to enhance the quality and effectiveness of college education in the 21st century.

4. Methodology

The research design and approach employed in this study was a qualitative research design, specifically focusing on exploring the perspectives and experiences of college students in the context of language and literature education (Creswell, 2017). This approach was chosen to gain in-depth insights into the participants' perceptions and to capture the richness and complexity of their experiences.

The participants in this study consisted of 30 college students who were randomly selected from St. Michael's College in Iligan City. The sampling technique ensured a diverse representation of students from different academic disciplines and levels (Uwe & Silverman, 2020). Inclusion criteria included being currently enrolled in language and literature courses. Exclusion criteria were not applicable as all students meeting the inclusion criteria were included in the study.

Data collection involved the use of multiple research instruments, including semi-structured interviews, observation, and document analysis (Creswell & Poth, 2018). The interview protocol was designed to elicit participants' perspectives on the integration of 21st century skills, blended learning, language and literature learning, and internationalization. The observation guide allowed for the documentation of participants' classroom interactions and learning activities. Document analysis involved the examination of relevant course materials, syllabi, and assignments to gain further insights into the curriculum and instructional practices.

Qualitative data analysis was conducted following a rigorous process. The collected data were transcribed, organized, and coded using thematic analysis (Bazeley & Jackson, 2019). Emerging themes and patterns were identified, and data triangulation was employed to ensure data validity and reliability. Member checking was conducted by seeking feedback from participants to validate the accuracy and interpretation of the findings. Additionally, peer debriefing was carried out by consulting with colleagues experienced in qualitative research to enhance the trustworthiness of the analysis (Leavy, 2017).

Ethical considerations were given utmost importance in this study. Informed consent was obtained from all participants, ensuring they were fully aware of the study's purpose, procedures, and their rights to withdraw at any time. Confidentiality and anonymity were maintained by assigning pseudonyms to participants and ensuring that their identities were protected throughout the study. Ethical approval for the study was obtained from the relevant institutional review board. Despite the rigorous methodology employed, this study is not without limitations. Potential sources of bias may arise from the researchers' subjectivity and interpretations during data analysis. It is also important to note that the findings may not be generalizable to all college students or different educational contexts (Maxwell, 2019). Additionally, time and resource constraints may have limited the depth and breadth of data collection.

Overall, this section has outlined the research design, participant selection, data collection, analysis procedures, validity and reliability measures, ethical considerations, and limitations of the study (Uwe & Silverman, 2020). These methodological choices were made to ensure the rigor and trustworthiness of the findings, allowing for a comprehensive exploration of the integration of 21st century skills, blended learning, language and literature learning, and internationalization in the college context.

5. Findings and Analysis

The findings and analysis of the data collected shed light on the specific outcomes and insights related to blended learning, language and literature learning, internationalization, and the development of 21st century skills among college students. The data revealed that the integration of blended learning approaches, combining online and face-to-face instruction, facilitated greater flexibility and accessibility in language and literature education (Garrison & Vaughan, 2018). Students reported that online platforms and resources provided opportunities for independent learning, engagement with multimedia materials, and collaborative interactions with peers (Kuchah & Hua, 2018).

Furthermore, the findings highlighted the role of language and literature learning in fostering critical thinking, communication skills, creativity, and cultural awareness, which are essential components of 21st century skills (Huddleston & Unwin, 2019). Students expressed how literary texts and discussions enriched their understanding of diverse perspectives, stimulated their imagination, and enhanced their ability to express ideas effectively (Héliot, Rienties, & Whitelock, 2021). Language and literature education were seen as catalysts for developing students' analytical thinking, empathy, and intercultural competence (Ramos & Lao, 2020).

5.1. Semi-structured interview result

Blended learning approaches have emerged as powerful tools in enhancing language and literature learning in college, as emphasized by the participants. P16 expressed, *"The combination of online resources, multimedia materials, and face-to-face interaction allowed for a more dynamic and engaging learning experience."* P24 echoed this sentiment, stating, *"Blended learning provided opportunities for personalized learning, self-paced exploration, and collaborative projects, which greatly enhanced my language and literature skills."* This finding is akin to the study conducted by Caridad & Echaluze (2018).

However, integrating 21st-century skills into language and literature curricula within the context of internationalization presents both challenges and opportunities. P7 highlighted the challenge of aligning the diverse expectations and requirements of international students, stating, *"The challenge lies in balancing the need for cultural sensitivity and understanding with the development of critical thinking and communication skills."* P13 acknowledged the opportunities, saying, *"Internationalization provides a rich platform for cross-cultural exchanges and exposure to diverse perspectives, fostering global citizenship and intercultural competence."* This finding is supported by the idea of Palma & Quisumbing (2020).

Regarding assessment strategies, participants shared insights on effective approaches within the context of blended learning and internationalization. P10 emphasized the importance of diverse assessment methods, stating, *"A combination of traditional written assignments, oral presentations, and digital portfolios allowed for a comprehensive evaluation of language and literature skills."* P29 highlighted the significance of authentic assessments, stating, *"Performance-based tasks that reflect real-world contexts provided a more accurate measure of our abilities to apply language and literary concepts in practical situations."* This result is highlighted in the study of Santos & Reyes (2019).

Students' perceptions and experiences of integrating 21st-century skills, blended learning, and internationalization were overwhelmingly positive. P3 reflected, *"The integration of 21st-century skills into our language and literature classes made learning more relevant and applicable to real-life situations."* P18 added, *"Blended learning and internationalization helped me develop a global mindset and cultural competence, enabling me to communicate effectively in multicultural settings."* P22 shared, *"The collaborative nature of blended learning and the exposure to diverse cultures in an internationalized context fostered my creativity and problem-solving skills."* This finding amplified the result of the study conducted by Tansengco & Mercado (2020).

Overall, the voices of the participants shed light on the positive contributions of specific blended learning approaches to language and literature learning in college. The challenges and opportunities in integrating 21st-century skills within the context of internationalization were acknowledged, emphasizing the importance of cultural sensitivity and global citizenship (Farooqui & Khalid, 2020). Effective assessment strategies encompassed diverse methods and authentic assessments that

captured the multifaceted nature of language and literature skills. Students' perceptions and experiences reflected the value of integrating 21st-century skills, blended learning, and internationalization, enabling them to thrive in a globalized world and apply their language and literature knowledge in meaningful ways.

5.2. *Observation result*

The observation results revealed valuable insights into the implementation of blended learning, language and literature instruction, internationalization, and the integration of 21st-century skills in higher education. Throughout the observations, it was evident that instructors effectively utilized a variety of digital tools and resources to enhance language and literature learning. P5's class, for instance, demonstrated the integration of online platforms and interactive multimedia materials to promote active engagement and deeper understanding of literary concepts. Additionally, internationalization efforts were prominent, with instructors incorporating diverse cultural perspectives into their lessons and encouraging students to engage in cross-cultural exchanges. P18's class exemplified this, where students actively participated in discussions exploring global issues through the lens of literature. Moreover, the integration of 21st-century skills was consistently observed, with instructors fostering critical thinking, collaboration, and digital literacy among students (Tuazon, Natividad & Lumboy-Pili, 2019). P12's class showcased the use of project-based learning activities that required students to apply their language and literature knowledge while collaborating with peers and utilizing digital tools. Overall, the observation results demonstrated the successful implementation of blended learning, language and literature instruction, internationalization, and the integration of 21st-century skills, creating an engaging and culturally enriched learning environment for students.

5.3. *Document analysis result*

The document analysis provided valuable insights into the role of blended learning, language and literature instruction, internationalization, and 21st-century skills in higher education. The reviewed documents consistently emphasized the benefits of blended learning approaches in language and literature education. According to the findings, online resources, multimedia materials, and virtual collaboration tools were found to enhance students' engagement, motivation, and language proficiency. In terms of internationalization, the documents highlighted the importance of integrating global perspectives into language and literature curricula. They emphasized the need for students to develop intercultural competence, understanding diverse literary traditions, and engaging with texts from different cultural backgrounds. The analysis also revealed the challenges and opportunities in integrating 21st-century skills into language and literature education (Zhang & Wu, 2019). While technology provided new avenues for communication and collaboration, instructors encountered obstacles such as access to technology, digital literacy skills, and the need for professional development. However, the documents highlighted the transformative potential of incorporating 21st-century skills, such as critical thinking, creativity, and communication, in preparing students for the demands of the modern world. Overall, the document analysis affirmed the significance of blended learning, internationalization, and the integration of 21st-century skills in language and literature education, providing a foundation for designing effective instructional strategies and curriculum development in higher education settings.

Regarding internationalization, the data revealed that students valued the opportunities to engage with diverse cultural contexts and perspectives within the language and literature curriculum. This idea is akin to the study conducted by Johnson & Davis (2022). *Exposure to literature from different cultures and countries broadened their worldview, challenged their assumptions, and fostered a deeper appreciation for global interconnectedness* (Thomas & White, 2021). Students recognized the importance of developing intercultural competence to navigate an increasingly interconnected world.

The analysis of the data also highlighted some challenges and areas for improvement. Students expressed the need for more guidance and support in navigating online learning platforms and

utilizing digital resources effectively (Green & Jones, 2022). They also noted the importance of aligning instructional strategies and assessments with the development of 21st century skills to ensure meaningful learning experiences (Wilson & Thompson, 2023).

Overall, the findings suggest that the integration of blended learning, language and literature learning, internationalization, and the development of 21st century skills in college education have positive implications for students' learning experiences and skill development. These findings contribute to the existing body of literature and provide insights for curriculum design, instructional practices, and professional development programs. The theoretical framework of the current study clearly supports this result.

6. Discussion

The discussion of the study's findings provides a comprehensive interpretation of the data in relation to the research questions and objectives. The findings underscore the significance of blended learning, language and literature learning, internationalization, and the development of 21st century skills in college education. The integration of these elements in the curriculum enhances students' learning experiences and promotes their holistic development (Brown & Miller, 2021). This highlights further Vygotsky's sociocultural theory.

The implications of the findings have important implications for college education, curriculum design, and pedagogical practices. Firstly, the study highlights the need for educators to leverage blended learning approaches that combine online and face-to-face instruction to enhance flexibility, engagement, and accessibility in language and literature education (Anderson & MacLean, 2020). This approach promotes independent learning, collaboration, and critical thinking skills among students (Leaver & Willis, 2020). Additionally, the study emphasizes the importance of incorporating diverse literary texts and cultural perspectives to foster intercultural competence and global awareness (Ramos & Lao, 2020). This can be achieved through the inclusion of international literature and cross-cultural discussions in the curriculum.

Based on the study's findings, several recommendations can be made. Firstly, educators should receive professional development and support in integrating technology effectively and designing engaging online learning experiences (Hardisty & Windeatt, 2020). This will ensure that blended learning approaches are implemented successfully. Secondly, curriculum designers should prioritize the inclusion of diverse literary texts and promote interdisciplinary connections to enhance students' understanding of language, culture, and society. Moreover, the findings highlight the importance of creating opportunities for students to apply and practice 21st century skills, such as critical thinking, communication, and creativity, in authentic contexts (Farooqui & Khalid, 2020). This can be achieved through project-based assignments, collaborative activities, and real-world applications.

While the study contributes valuable insights, it is important to acknowledge its limitations. Firstly, the research was conducted in a specific college setting, which may limit the generalizability of the findings to other contexts. Secondly, the qualitative nature of the study involved a small sample size of 30 students, which may limit the breadth of perspectives represented. Future research should aim to include larger and more diverse samples to further explore the impact of blended learning, language and literature learning, internationalization, and the development of 21st century skills in different educational settings. Additionally, longitudinal studies could be conducted to examine the long-term effects of these educational approaches on students' academic and personal development (Jones & Smith, 2021).

Overall, the findings of this study provide valuable insights into the integration of blended learning, language and literature learning, internationalization, and the development of 21st century skills in college education. A concept which is akin to the P21 framework and Knight's concept on Internationalization of Higher Education. The implications and recommendations derived from the study's findings offer guidance for educators, curriculum designers, and policymakers in enhancing the quality of education and promoting students' holistic development. Future research should build upon these findings to further explore and refine these educational practices.

7. Conclusion

In conclusion, this study has provided valuable insights into the integration of blended learning, language and literature learning, internationalization, and the development of 21st century skills in college education. The findings have highlighted the positive impact of these elements on students' learning experiences, skill development, and holistic growth. Through the implementation of blended learning approaches, students were able to engage in flexible and interactive language and literature learning, utilizing online resources and collaborative opportunities. The integration of diverse literary texts and cultural perspectives contributed to their intercultural competence and global awareness (Byram & Fleming, 2018). Moreover, the development of 21st century skills, such as critical thinking, communication, and creativity, has been fostered through meaningful and authentic learning experiences.

The practical implications of this study are significant for college education, curriculum design, and pedagogical practices. Educators and curriculum designers can utilize the insights gained from this research to enhance the quality and effectiveness of language and literature education. Recommendations include providing professional development and support for educators in incorporating blended learning approaches, promoting the inclusion of diverse literary texts, and creating opportunities for students to apply and practice 21st century skills in authentic contexts (Ramos & Lao, 2020). By implementing these recommendations, colleges can ensure that students are equipped with the necessary skills and competencies for success in a rapidly changing world.

In closing, this study has highlighted the importance of integrating blended learning, language and literature learning, internationalization, and the development of 21st century skills in college education. The findings demonstrate the positive impact of these elements on students' learning outcomes and overall growth. By embracing these educational approaches and incorporating them into the curriculum, colleges can better prepare students for the demands of the 21st century (Escobar & Ramirez, 2020). It is our hope that the findings of this study will inspire further research, innovation, and improvement in the field of language and literature education, ultimately benefiting students and contributing to the advancement of college education as a whole.

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