

Effective Materials for Hybrid Classroom: Focus on Writing Skill

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I, hereby, declare that this dissertation consists of all the original works conducted by me except the quotations and citations. The concepts or ideas taken from other sources have been cited properly. Moreover, this dissertation has not been submitted previously or concurrently in any other institution.

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Abstract

Material is one of the most important issues in education. There have different materials on a particular topic but the real thing is how effective the materials are. A certain material can act differently in certain environments. At present we are talking a lot about two platforms in education, one of them is online class and the other is face to face class. However the mix of these two platforms is called hybrid classrooms. A hybrid classroom can play a significant role in teaching. The Covid like pandemic situation has enlarged the importance of this type of classroom. This research gives much more prominence on the effectiveness of writing material in hybrid classroom. There are different types of materials in writing but all do not perform alike. The material works suitably in regular class may not work properly in online class and even a particular effective material can act differently for the same platform on the basis of students' location and their nurturing ability. Moreover, this study has given importance to the students of remote areas in Bangladesh where it is bit difficult to get mobile network let alone internet.

To do so, the research has been designed three (3) different essay writing topics for both regular and online classes for the students of remote area in Bangladesh. All the participants are from HSC first year from three different institutions. Since most students of this level in Bangladesh are from three different categorizing like Government, MPO and Private, this study focuses on the participants of three particular institutions like them. All are located in the remote rural area of Bangladesh and the participants are from three different sections like Science, Arts and Business. The data are verbalized and explained in descriptive manner.

The findings propose that though the hybrid teaching plays an important role, the participants are significantly behind in the online class. The actions of their regular class are also below the

standard mark. Rural students are far behind compared to urban students. They lack sufficient motivation and are very indifferent to produce language while writing. Apparently the unavailability of the internet acts as a major factor in conducting hybrid classrooms properly in these remote institutions. It is true that the learners have a lot of inclination towards such classrooms and they want such classes, no doubt. Besides, the teachers of such remote institutions must be given training on hybrid teaching. So this research clearly shows that not only the learners' inability but also the surrounding factors like unavailability of internet issue, poor classroom facilities, lack of teachers' training, lack of motivation and unsuitable environment play the important role behind creating a material effective for hybrid classroom.

Dedication

To My Beloved Lamia Tasneem

Acknowledgement

All praises are due to Almighty Allah by whose infinite grace I have been able to complete this research and thanks to Him Who gave me enough patience and courage to finish the study gracefully throughout.

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List of Acronyms

E-learning – Electronic Learning

E-tests – Electronic Test

E-textbooks – Electronic Textbooks

E-workbooks – Electronic Workbooks

F2F – Face to Face

HSC – Higher Secondary School Certificate

MPO – Monthly Pay Order

SSC – Secondary School Certificate

Chapter 1

Introduction

1.0 Introduction

Materials are everything that learners use to their study. They can be visual aids like whiteboard, presentation, printed textbook or can be audio aids like tape recorder, CD even audio visual like video recording, documentaries and virtual classroom. According to Tomlinson, (2010, Chapter 9) “They can be instructional in that they inform learners about the language, they can be experiential in that they provide exposure to the language in use, and they can be elicitive in that they stimulate language use, or they can be exploratory in that they seek discoveries about language use.” “The selection of materials involves matching the given materials against the context in which they \re going to be used and the needs \and interest of the teachers and learners who work within it, to find the best possible fit between them.” (B. Tomlinson, 2014, p. 37)

According to Carrasco and Johnson, (2015, p. 4) “There are significant benefits to hybrid teaching. In a hybrid course, students benefit from f2f interaction, but also are able to work at their own pace in the online environment.” Digital technologies can be harnessed to facilitate collaboration among students and appeal to a variety of learning styles in ways that time constraints preclude in a traditional classroom. From a facilities perspective, administrators can free up valuable classroom space by moving some class meetings online It is very possible to create some outstanding materials for blended learning, no doubt, but most of the cases those materials basically work smoothly in the institutions of city-centric. Village-centric students in most cases depend on some fixed books found in library and are prescribed by their teachers. Materials for online moods seldom work in rural area. It is because of their language ability, unregulated internet, and unsuitable environment and so on. Hence, it can be possible to create a hybrid classroom in the institutions of city-centric but for rural students

Bangladesh Government must take further step to develop infrastructure of rural institutions. According to Dainik Shikkha an online education related news portal in Bangladesh (2022), for blended learning, the Government of Bangladesh wants to establish digital connectivity for more than 1 million institutions like primary school, secondary school, higher secondary school and madrasah by 2025. By 2023, 35 percent, by 2024, 40 percent and by 2025, the remaining 25 percent of educational institutions may be connected.

1.1 Problem Statement

Unsuitable environment and lack of motivation are two important reasons behind hybrid education system in Bangladesh where designing effective material can be the next step after them. Especially the village-centric learners are not having proper environment while learning in hybrid mood. Unavailability of internet, messy classroom environment, untrained teachers may be the factors behind hybrid teaching. Ineptness of using English language, excessive reliance on certain books and lack of creativity are also the reason behind it.

Lack of motivation is a huge obstacle in learning English. They have both lack of intrinsic and extrinsic motivation. Learners are only attending class for passing in their examination not for learning anything because they think if they pass, they will get a good job. According to Rabindranath Tagore in his *An Eastern University* (HSC English For Today, 2015-2016, p. 69), “...It has been thrust aside, and we are made to tread the mill of passing examination, not for learning anything, but for notifying that we are qualified for employments under organizations conducted in English. Our educated community is not a cultured community, but a community of qualified

candidates.” He also said, (p. 69) “In the Bengali language there is a modern maxim which can be translated, he who learns to read and write rides in a carriage and pair.”

1.2 Purpose of the Study

The research intends to find out the writing materials for hybrid learning that are much more effective for the learners of secondary and higher secondary level in Bangladesh. Besides the problems mostly found in terms of giving hybrid teaching is another concern of this study. It also is going to describe the learners’ ability to produce English language, environment and many more related to it. Most of the students of SSC and HSC in Bangladesh hardly know how to write an essay properly specially the students from rural area. They barely cope with hybrid classroom which has been going to be used far and wide recently. So this study will focus on writing skill by which the learners can make themselves operative students for hybrid classroom besides the problem found in such class.

1.3 Significance of the Study

This study will take a noteworthy role in the case of designing writing material for hybrid classroom. Material can be informative and attractive but most of the cases it cannot work properly. How a worthy writing material can be wasted with the environment can be learned through this study. What type of material can be suited for the village-centric students and how it works will be learned by this study as well. It is very natural not to work a particular material properly for a particular situation doesn’t mean it will keep in separate in spite of being a worthy

material. Through this study it would be able to show how that material be adopted to that odd situation.

1.4 Delimitation

Most of the institutions of secondary and higher secondary level in Bangladesh are divided among the following three (3) categories called government, MPO and private. Besides there are also a small number of English medium and vocational institutions found in Bangladesh. Only village-centric students will be focused in this study and they will also be from three different categories like government, MPO (Madrasah) and private. Participation of government will be of different section like science, business and humanities. The participants of MPO madrasah will be from humanities and the participants of private college more specifically Women College will be from humanities and business sections. Village-centric participants will be the part of this research since they are lagging behind comparatively from the students of city-centric.

1.5 Limitation

More specifically there were limited articles and publications on effective writing materials for hybrid classroom in Bangladesh context which basically makes this study a primary one. Moreover, due to time limitation participants of only 2 colleges along with a madrasah were selected to collect data. The findings would be more exact and collected data would be more illustrative if more participants could be taken into consideration for the research determination.

However, the collected data samples are evaluated as profoundly as possible to have a more appropriate idea of the situation.

1.6 Operational Definition

There are certain terms which have been frequently used in this study to support the ideas. They are:

1.6.1 Blended Learning

According to J. Stein and R. Graham (2014), “Blended courses provide the opportunity for teachers to mix the best of onsite and online to create a new learning environment for their students. Research suggests that blended courses can have a positive impact on efficiency, convenience, and learning outcomes. By moving more of the learning to online environments, blended courses add flexibility to participants’ schedules, provide learning benefit through automated and asynchronous online tools, and can tap into the modern, social Web to help learners venture beyond the traditional confines of the classroom. To consistently achieve such benefits, teachers need to go beyond a simple “digital facelift.” Instead, teachers should aim to create transformative blends through an intentional course redesign process.”

1.6.2 On Line Classroom

According to (A. Sam, 2020), “A virtual classroom environment ensures human connection, a vital element of classroom teaching that video-on-demand courses don’t have and sorely miss. In a virtual classroom, teachers interact with students in real time; students can voice their questions and interact with peers similar to how they would in a regular classroom, albeit over the internet.” A virtual classroom may have some features like video conferencing, digital whiteboards, instant messaging, participation controls, video recording and many more like them.

Chapter 2

Literature Review

2.1 Introduction

A hybrid class incorporates the concept of both online and face to face learning together. It is such a learning environment where learners can be present in virtual platform beside their physical classroom. There are different types of hybrid moods in terms of taking classes. Some institutions offer hybrid classes where their learners stay in remote area and cannot be physically present. Another common way of forming a hybrid course is to have distinct days for physical participation, and other days for virtual learning.

Since innovative technologies make hybrid classroom easy for learning and with a view to having some new interesting features, hybrid learning had been more public in former decade. It is actually such a learning environment where instructors may teach a combination of in-person and remote students. “Hybrid as blended presents an approach that focuses on the location of the learner: in a classroom or in an online learning environment. Yet when students have a smartphone connected to the internet, their physical location is irrelevant. Thus, two somewhat static and differentiated states — f2f and online — progress into a more dynamic environment” (Gil, Mor, Dimitriadis and Koppe, 2022, p 15). Actually in hybrid teaching there is no fixed ratio of physically present and distant learners. Instead there is a number of students where a class can physically run smoothly and online class can support properly as well. Engagement is the main fact to make a hybrid class successful. Here a fact is notable that if the learners are unable to cope with the hybrid mood and their activities are less, it would be impossible to make a fruitful class then.

2.1 Hybrid Education System and Bangladesh

In Bangladesh hybrid education system is still innovative. The educational institutions which are basically city based have nearly access to effort hybrid systems but the institutions located in rural area have almost no scope to effort hybrid classes. It happens mostly due to the lack of proper internet facilities. In a pandemic situation almost all the institutions in Bangladesh demand hybrid classroom.

In virtual learning use of technology is found every here and there like different educational sites and it is because we are living in an age of science. Everything we need can be found in internet by browsing and so we all leave the traditional way of learning and leaning towards digital learning. As all the institutions of Bangladesh have been closed for COVID 19 situation, the students of this area have been crippled mostly and their number is in elevation. According to a study of World Bank regarding Bangladesh issue, “COVID-19 related school closures in Bangladesh started on March 17, 2020 and have continued into 2021, affecting about 38 million students and close to one million teachers.” In the case of English learning hybrid classroom is most advantage thing as there are so many things to know at a time, using computer and technology is now a great point for educational section, also it is a best platform for acquire knowledge first as it has so many strategies.

2.2 Secondary and Higher Secondary Education in Bangladesh

Secondary education is considered to be the most important part for the learners as this time they decide what is going to be their further education and how they earn in future. Four stage

education systems exist in Bangladesh. Primary, secondary, higher secondary and higher education are amongst them. There are some cadet colleges in Bangladesh which are usually government owned in most cases also have some English medium school run from UK.

There are three (3) types of education boards in Bangladesh called general, madrasha and technical. Most of the institutions are located in rural area in Bangladesh that's why they don't get proper vive of blended learning. Unavailability of internet connection, lack of digital devices and poverty are the most hindrance to hybrid classroom in Bangladesh.

2.3 Use of Technology in Bangladeshi Education

According to Sayed Laden (2021) from the newspaper NEWAGE, “Bangladesh’s current government has declared a goal of creating a ‘Digital Bangladesh’ by 2021. The word ‘Digital Bangladesh’ refers to four interconnected elements — digital government, digital education, digital business, and digital citizen. Data literacy, as well as availability and usage of computers and digital devices, are critical components of Digital Bangladesh, which necessitates reorganizing the educational system to ensure equitable access to high-quality education. Since the coronavirus started, the country’s educational institutes have been closed for over a year now. As the pandemic stayed, the authorities were forced to regularly reschedule the reopening of schools, colleges, and universities, just like the rest of the world.”

Sayed Laden (2021) also said, “In the meantime, educational development is being hampered by the lack of remote learning facilities, especially for students in primary schools, high schools, and those from low-income families. It also reflects the country’s technological disparities which

will lead to greater educational disparities among students based on their access to remote learning facilities in the future.

The lack of remote learning facilities demonstrates that the country's education system has yet to fully embrace digitalization. As a result, many students around the country are now without access to education, potentially leading to greater inequality in the future.

The lack of trained teachers, laboratory facilities, internet and email connection and above all incomplete and not up to date course curricula is seriously hampering the IT education in Secondary and Higher Secondary levels.”

Moreover Sayed Laden (2021) said, “Talking about ‘Digital Education’, this concept was based on attractive e-learning environments in schools, as well as distance learning through television, radio, mobile, and by using the internet. The government outlined a vision for ‘Digital Bangladesh’ in its ‘Vision 2021 Master plan,’ in which information and communication technology will be used in education, healthcare, and socioeconomic growth. Since the vision’s establishment in 2009, Bangladesh has introduced policies to digitalize education.”

2.4 Improvement of English Writing Skills through Hybrid Classroom

With a view to become skilled in English language, writing is a must. It is sure that learning a language is critical than acquiring it. For ESL learners, writing may be more critical than speaking as it involves handwriting, punctuation, spelling and some other issues where everything is needed to generate into a comprehensible text. In blended learning writing plays an important role as there is less scope to judge this particular skill like others. It is defined as a tactical and methodical attitude that incorporates the best aspects of regular and online interfaces using appropriate communication technology. So, utilizing the hybrid learning approach in the

educational environment could be useful. Learners may gain self-governance and develop their temperaments toward English language learning. Regarding the issues, we need to show a good number of writing materials for the learners. It depends on how teachers prepare for hybrid classrooms. Whether it focuses all the skills of writing, sub skills of writing and everything related to it. To communicate perfectly and for career development, we have to focus on writing skill. Writing skills are an important part of communication. Good writing skill let us to interconnect our message with clarity and ease to a far larger audience than through face to face or telephone conversations. We might be called upon to write a report, plan or strategy at work, write a grant application or press release within a volunteering role, or you may fancy communicating your ideas online via a blog, and of course, a well written CV or resume with no spelling or grammatical mistakes is essential if we want a new job. Writing skill will improve the communication skills. It filters knowledge and brain to the point of value. It communicates the point that is important for others. Good writing skills in the workplace that helps in several ways. It opens new doors to build future career. Good writing skills also let us expressing ourselves help us become more clear and concise and allow us to stand out as compared with the rest.

2.5 Components of Writing

Writing is an art and it shows how beautifully a writer presents himself. No doubt that writing is difficult task, due the effort that the learners must do generating a real piece of writing. That's why they should follow the proper components of writing. According to Don Shiach, (2007, p 6), "Once you have done that preliminary work and you have chosen what is relevant to the assignment, you should then make a plan of how best to employ the notes to create a structured essay. To do this you need to work out a paragraph structure for your essay:

1. Introduction: opening paragraph(s)
2. First paragraph of the development or 'body' of the essay
3. A linked continuation of this development
4. Further paragraphs as required
5. Conclusion: a concluding paragraph.''

To construct well structure writing, topic sentence plays a vital role as it works like a mirror of the whole piece of writing. A topic sentence is the most important sentence in a piece of writing. It actually denotes to as a focus sentence and helps organize the paragraph by summarizing the information in writing. In academic writing, the topic sentence is usually the first sentence in an essay.

The main body of the essay should be divided into paragraphs, each of which begins with a topic sentence and then supports that point with specific ideas and evidence. It develops the main idea of an essay. The first paragraph should follow from the thesis statement, and each paragraph thereafter should follow from the one before.

The conclusion is a very important part of any piece of writing. It's also a great place to remind the reader exactly why your topic is important. A conclusion is more than just "the last paragraph"—it's a working part of the paper. This is the place to push your reader to think about the consequences of the topic.

2.6 Writing Syllabus for SSC and HSC English

English is being taught as a compulsory subject for both SSC and HSC level in Bangladesh. At the very first it is divided into two parts like English first and second paper. Though English 1 is based on the textbook called English For Today, writing part might be seen or unseen for both level. English is completely unseen for both levels.

Given below are the complete structure of writing for both SSC and HSC level:

SSC English 1 contains 50 marks for writing and it is of course for regular syllabus not in short. It is divided into five parts called paragraph writing, story writing, writing graph and charts, informal letter writing and dialogue writing.

English 1 (SSC)

Item	Topic	Marks
1	Paragraph	10
2	Completing Story	10
3	Graph and Charts	10
4	Informal Letter Writing	10
5	Dialogue	10

Table 1

SSC English 2 contains 40 marks for writing part and it is of course a regular syllabus. It is divided into four parts called CV writing with cover letter, formal letter writing, paragraph writing and composition writing.

English 2 (SSC)

Item	Topic	Marks
1	CV Writing	8
2	Formal Letter Writing	10
3	Paragraph	10
4	Composition	12

Table 2

HSC English 1 contains 40 marks for writing when it appears as a full syllabus not in short. It is based on a book called English For Today though the questions are being set for both seen and unseen format. This part is divided into four parts called paragraph writing, completing story, informal letter writing, graph and charts and theme writing.

English 1 (HSC)

Item	Topic	Marks
1	Paragraph	10
2	Completing Story	07
3	Informal letter	05
4	Graph and Charts	10
5	Theme	08

Table 3

HSC English 2 contains 40 marks and this part is completely unseen. A regular syllabus presents four writing portions called formal letter writing, report writing, paragraph writing and composition.

English 2 (HSC)

Item	Topic	Marks
1	Formal Letter	08
2	Report Writing	08
3	Paragraph	10
4	Composition	14

Table 4

2.7 Face to face Learning

Face to face is a traditional way of learning that has been around for many years. Most of the HSC and SSC level institutions in Bangladesh are ongoing by this system. It is being taken by the physical participation of the learners and their instructor. It is the live role of the teacher which makes the great difference. The teacher conducts much more than the scientific information. The teachers bring also the human values with them in the classroom. Much more depth of understanding is accomplished by the live presence of the teacher. In the case of face-to-face classes, the closeness to the student, the personalized treatment, the possibility of illustrating the classes with practical examples and the direct participation of the students are irreplaceable elements in the training process. Face-to-face learning ensures a real time

interaction between student and teachers, and among students themselves. Face-to-face education is the most traditional type of learning instruction. Moreover, it is the most common instructional method in which learning materials are taught in person for either one-on-one learning or, most commonly, a group of students in a closed classroom. In face-to-face education, many tools involve to ensure the best learning process and results for students. They also enable them exercise and interact easily. Attending face-to face classrooms improves various social skills that everyone needs to be a productive individual in the future such as confidence and cooperation. This confidence arises from the students' interaction and the need to speak publicly before the rest to ask a question or clarify a point of view, or solve a particular problem. Working in groups is a vital part of the traditional learning process. This enables students to work effectively and productively in their educational journey. Having a set schedule and deadline allows students to learn organizing their tasks and respecting time. As some students report their inability to schedule classes first and then plan other activities around them. In this case, students prefer to be "forced" to carefully planning their lesson. The traditional classroom atmosphere motivates students unlike virtual classrooms, where procrastination can become a common attitude. Face-to-face education links the act of learning to the physical classroom, preserving a feeling of "now and here" all through the learning process. Face-to-face learning can be the best education method for those who don't like or don't have access to technological devices. Here, the educational process begins with the teacher sharing his knowledge with students, proceeds with discussions between the teacher and the students and ends with the new information written in notebooks.

On the other hand, face to face learning has some disadvantages as well. Face to face learning is not as flexible as virtual learning. A teacher has a strict schedule to follow, which leaves less

time for individualized student support when required. Unlike classes where students get to wake up 10 to 30 minutes before their classes, physical classes will require them to be ready for at least an hour to prepare themselves for their classes and for their daily commute.

2.8 On line Learning

Online learning is the newest and most popular form of distance education today. Online learning is education that takes place over the Internet. It is often referred to as “e learning” among other terms. However, online learning is just one type of “distance learning” – the umbrella term for any learning that takes place across distance and not in a traditional classroom. Online distance learning meets the needs of an ever-growing population of students who cannot or prefer not to participate in traditional classroom settings. These learners include those unable to attend traditional classes, who cannot find a particular class at their chosen institution, who live in remote locations, who work full-time and can only study at or after work, and those who simply prefer to learn independently. Sufeng and Runjuan (2013) said, “The students in virtual classroom have to learn how to begin their learning, how fast they can go, how to solve some of the problems by themselves. These are really helpful to develop their learning ability. And the students become the main body of learning process. They can learn faster if they can. It is good for individual development. And if they foster the self-learning ability in the virtual classroom, they will benefit from it for all their life.” On line learning is more open as there is no strict time table like traditional classroom. Sufeng and Runjuan (2013) also said, “That is one of the biggest advantages of virtual classroom. Students can register a course without the limitation of time, place, age and other factors. You can learn in the morning, afternoon, or at night if only you have the time because the internet is in service 24 hours a day and 7days a week. You can work while

you attending the virtual classroom and learn whatever you like. It is cheaper. You can save your boarding fees, cost to travel to-and-from the campus.”

On the other hand, it has some demerits that we cannot ignore at all. The most disadvantages is to make isolation for person to person. According to Sam Thompson (updated 2022) says, “Everyone learns in their own manner. Some students possess the ability to work independently, while others find comfort in their community on campus with easy access to professors or their fellow students. The good news is online virtual classroom platforms have been working to bridge those gaps, recreating the feeling of community in the virtual space by producing a series of tools that encourage learners to actively participate in live sessions. Online education must support the social aspect of learning to match the effectiveness of traditional classes.” There is a disrupted internet issue as well. With recurrent technical issues, bandwidth problems and monotonous lectures, online attendance has seen a drastic dip. Most students find learning online boring and often complain of lacking the motivation to make it through a class.

2.9 Material used in Regular Classroom

The usual traditional teaching aids are blackboards or white boards, textbooks, charts, pictures, posters, maps, atlases, globes, flashcards, flip cards, worksheets, science lab apparatus and materials, models, crossword puzzles, quizzes, storytelling, dramatization, one-act plays, dictionaries, encyclopedias, reference books and different handouts.

2.9.1 Material used in On Line Classroom

Effective Materials for Hybrid Classroom: Focus on Writing Skill

The first and foremost criterion of arranging an online classroom is to have internet connection. Computer or mobile phone devices need for conducting on line classes. Besides Digital learning materials or e-learning materials are study materials published in digital format. These include e-textbooks, e-workbooks, educational videos, e-tests, etc. Different apps like Google Meet, Zoom, Webinar, Kahoot, Animoto, Udemy, Coursera, ClassDojo and LinkedIn Learning are the basic platform of online classroom. Video, audio, Power Point Presentation are needed mostly.

Chapter 3

Methodology

3.0 Introduction

This chapter approaches the method that is pragmatic to conduct this study. The design of this research, theoretical framework, instrumentation, data collection and analysis procedure and possible problems of data collection are discussed in this chapter. The justifications for sampling and setting are also discussed here in this chapter. To conduct a research, it is very important to have a proper methodology by which the whole design can be set very clearly. According to Hitesh Bhasin (2019), “The research methodology is referred to the study of methods and to establish an understanding of why these methods were used for the research. Research methodology provides a logical explanation behind the steps taken in the research.” According to Hitesh Bhasin (2019), “A Research methodology is systematic approach to solve the research problem and to reach a new conclusion. The objective of the research methodology is to determine the solution by applying correct procedures of research.”

3.1 Research Design

The main focus of this study is to explore the effectiveness of the materials for hybrid classroom. Different materials are presented for both traditional and online classes. This is completely a practical implication on the participants to find out a better result. Therefore with having qualitative approach, the study is focused analytically. A research design is of collecting data

which should be analyzed in a way that supports the overall features of that particular research. Thus I used here the materials related to classroom. Power point slide, white board, handouts, exercise are the things I have taken. The scientific way of teaching has been set for collecting and analyzing proper data by which I am able to find out the maximum feedback from the students. Suitable assessment of the students focuses the effectiveness of my writing materials used in the classroom. “Generally a good research design minimizes bias and maximizes the reliability of the data collected and analyzed. The design which gives the smallest experimental error is reported to be the best design in scientific investigation. Similarly, a design which yields maximum information and provides an opportunity for considering different aspects of a problem is considered to be the most appropriate and efficient design.” (P. Pandey, and M Mishra, 2015, p. 20)

3.2 Sampling

To select the students of Higher Secondary Level, I have focused on the remote area in Bangladesh. It is clearly visible that most of the institutions in rural area are lagging behind because of lacking the modern facilities. According to a report of The Daily Star, published 14 May 2021, “Educationists observe, most urban students fare better than the rural area students as they have tuition in addition to extensive classroom activities. In an education system swallowed by capitalism students from solvent families achieve glorious results, they added. On the other hand, rural students from poor families struggle to obtain even pass marks as their schools cannot provide them with quality education, they added. They placed stress on more training and monitoring to ensure good education in rural schools, otherwise the gap would be widened further.”

Thus I have selected the students of Higher Secondary Level from remote area. They are from the different institutions like College and Madrasah. With a view to having a better findings I have selected three (3) different categories institutions where one is government institution and other two are MPO and private institutions respectively. I did it because most of the institutions of Bangladesh are from these three categories. So the students of government, MPO and private institutions have been focused in this research. They are from different categories as well. Some of them are from science background and others are from business and arts background. I have selected a women college who are from only business and arts background. All of the students are from HSC and Alim first year and I have selected them because they are now mainly class oriented where the students of second year are focusing their exam related task.

3.3 Setting

I have taken the classes regarding writing material in different setting. The students of Women College have participated in class in their college premises. They are from Arts and Commerce background. As I am the part time teacher of this college, it was easy to take the class with my own choice. Their classrooms were not well set even for face to face class let alone online. They lag behind to get the modern amenities even don't know how an online class should be, which software is being used for online class and how the class is being held. The white boards aren't hanging on the wall rather against the wall let alone set in wall. Classrooms are separated to each other by giving hardboard not in wall. The unnecessary sounds of other classes cause the disturbance of other classes. If I say about the materials of writing, they completely depend on guide and note book found in market that's why the materials are fully restricted. Memorizing is a very common factor that can spoil the creativity of a student.

On the other hand I have selected several participants from a government college and they are from mixed area like science, business and arts. I personally provide them a digital environment in my own study center.

Besides a group of Madrasah students are also the participants of my research. The facilities of hybrid classrooms are beyond imagination there. Most of them are from very poor background and have a lack of idea of such hybrid classes. Classrooms are not well equipped even some of the classrooms don't have a single fan. Like the others, most of the students depend on restricted material suggested from their teacher.

3.4 Writing Material

Material is the first and foremost condition to teach in a classroom. There is a glossary of materials that teachers can apply in their classroom. There are basically two types of material called authentic and restricted. Most of the students in Bangladesh depend on restricted material for learning and so they obtain several guide and note book with them prescribed by their teachers.

With a view to conducting my survey, I have given the participants three essay writing topics called **“Environment Pollution”, “Seasons in Bangladesh” and “Population Problem in Bangladesh.”**In the research I have used different type of materials like Power Point Presentation, handouts, pictures and videos regarding those topics. These materials are basically designed for increasing their creativity for both online and face to face classes. In terms of classroom material, there are regular sitting arrangement like high bench and low bench, white board and marker for the target institutions where a digital classroom is provided for the study

center classroom. Here the participants get a LED TV with laptop for power point presentation, music box and different colored whiteboard markers.

3.5 Data Collection Procedure

The participants whom I have selected are within my assortment. Two groups are from college level and other is from madrasah (Alim). The participants of intermediate level are from two different colleges where a group of students is from a government college and others are from a women college in Barishal. I have taken the face to face class for the students of Government College in a study center where almost all the digital equipment have been provided to them. They are of mixed categories like science, arts and commerce. Likewise for the women's college, I have taken the class in their college premises. And the participants of Alim are from a Madrasah and in the same way I have taken their class in their own premises. Before that I had taken the permission from the Principal of both institutions by giving the description of my research and they warmly accepted. The participants were aware earlier of my research and they spontaneously attended in my classes. Personally I have provided them all the equipment like paper, handouts and others they needed. With a view to boosting their interest I have provided them a pen for each.

In terms of taking face to face classes I have provided the handouts of an easy to all of them. Where a printed essay exists with some pictures related to that topic. I have given them the overall structures of an easy first that how an essay is developed from topic sentence to conclusion. They have little idea on the structures of easy. After giving the description of the structures, I have provided them that handout. Firstly I was reading aloud the easy and then gave

them the meaning of some words I thought which were critical. The vocabularies were provided earlier with the handout. White board and colored markers were used for taking the classes. They were allowed to ask questions frequently.

On the other hand in sphere of taking online classes, at the very first I asked them whether they have personal computer or mobile phone. Who had personal phone or computer were the participants of my online classes. In that case a notable number of students didn't participate in online classes because of not having smart phone with them. And among them most of the students didn't know how to participate an online class as well as the apps used for online class. In order to get them to join my online classroom, I first gave them my Whats App number where I made three (3) groups for three different institutions. And through this group I provided them the particular online class link. Here I had to consider some factors like their regular class time issue, free time, availability of internet and so on. For that before taking classes I gave them a brief discussion on how to attend in an online class and how this app is conducted. Before taking main classes, there were rehearsal period as well so that they won't face in any difficulties during online classes. Some of the students had already been aware on how to participate in an online class and others didn't have idea that's why a rehearsal period had been taken place. The online classes had been arranged out of their regular classes. By the way with a view to online classes I used Google Meet app.

Each group (participants of institutions) had been faced two classes by turn. One was face to face and other was online where different essay topic had been given to them. They were taken different essay topic for different classes.

In the case of sorting out the essay writing topic named "Environment Pollution", "Seasons in Bangladesh" and "Population Problem in Bangladesh." For different group, I randomly selected

them because these are the essay topics that they naturally face in their exam. But every essay topic had been presented single time for face to face class and other time for online class.

3.6 Data Analysis Procedure

The responses from all the participants were analyzed using qualitative method. After taking face to face classes, the participants got single day to prepare them for giving responses. Till then I had provided them exam scripts personally.

On the other hand after taking online classes, they got single day to prepare. After that I arranged a face to face exam so that I could judge them directly where there was no chance to do unfair means. The participants of online classes didn't attend any online exam because there has a strong chance to do unfair means in online class.

In terms of doing assessment some factors had been considered like the structures of an essay. Whether a topic sentence was written perfectly, how ideas were developed and how a conclusion was on paper. I tried to find out whether the background information was written in correctly that makes actually a proper sense on given essay and that enable them to see how the argument develops and where extra ones are needed. The responses were checked by showing whether the supporting sentences were formed properly. The combination of each paragraph should be logical and so I considered that issue in their responses as well and how each and every paragraph was developed. How a conclusion designed in their paper was also the considerable issue. Whether the focal points and sense were designed correctly also were the issues on my assessment. Using connectors for making coherent is a notable issue on writing paragraph. I

checked in their responses whether they were used appropriately. Spelling mistake was another issue that was also considered in my assessment. Vocabulary skill was also checked.

3.7 Obstacle Encountered

A number of notable obstacles were encountered during collecting data. Though having permission from the Principals of each institution was not so difficult but maintaining online classes, I had to sweat a lot. Most of the students were not well known to online class. It was very interesting that some of the participants were asked for internet data to me. It was also difficult to train together for each group on participating in an online class, how can rejoin providing internet connection lost particular related issues. However the unavailability of the network was a big issue to conduct online classes. Classroom environment of each institution was not up to the mark except the study center. The sounds of the next room were very annoying. Some of the participants were not attending in terms of taking exam though their number was noteworthy.

Chapter 4

Findings and Discussion

4.0 Introduction

The purpose of this chapter is to show the data found from the participants of the different category students from different institutions. All the participants were from different groups like science, humanities and business who earned different CGPA in SSC and Dakhil exam. Here everything possible result was trying to find out regarding from the writing material given to the participants of Higher Secondary Level where effectiveness of classes had to be the main focus. According to Zoltan Dornyei (2007, p 247), “qualitative data expands quickly, and novice researchers often find that the real challenge is not generate enough data but rather to generate useful data.”

Different criteria of evaluating writing had been applied in the research like content, structure, language, grammar and so on. The three essay topics were the following:

1. Environment Pollution
2. Seasons in Bangladesh
3. Population Problem in Bangladesh

Since they test at number 14 in their exam, I have followed the same number. Marking remarks are as following:

Excellent	13-14
Very Good	11-12
Good	8-10
Average	5-7
Pass	4
Fail	0-3

Table 5

4.1 Findings from the Participants of the Government College

HSC first year students from the different groups were the participants of this area. On the whole, there were 15 participants for face to face class and among them 12 were attended in exam after taking their face to face class and the percentage was 80.27. On the other hand 11 students from the same participants were attended in my online class and among them 9 students were present in direct exam and the percentage was 90.63. Both (Face to face and Online) exams were taken in front of me.

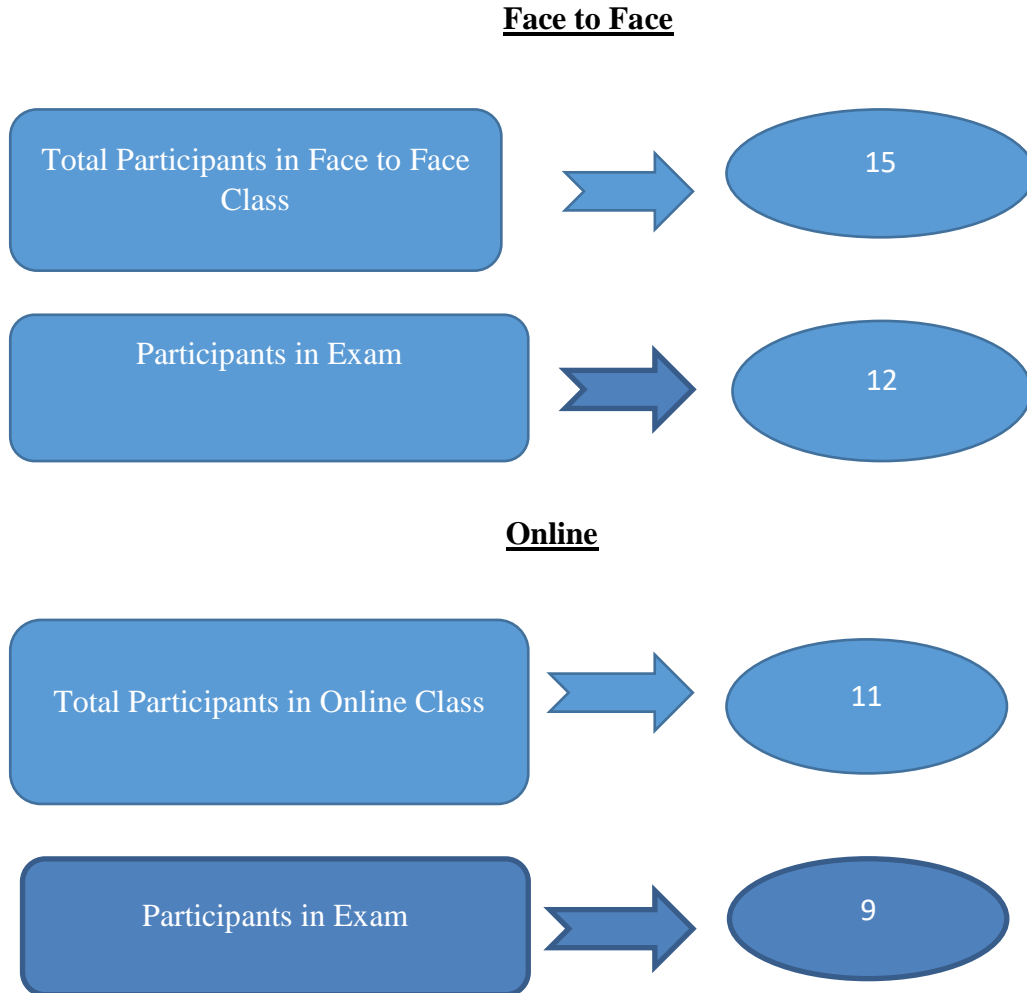


Figure 1

4.2 Result from Face to Face Class

The essay called 'The Population Problem in Bangladesh' was given the participants of the Government College in face to face class. After taking exam of 12 participants, they earned 47.02% marks on average. And among them the highest mark was 11 from a participant out of 14 which was remarked as very good and two participants earned lowest mark which was 4 respectively remarked only pass mark.

4.2.1 Content

The contents of the participants of Government College found from their easy writing were quite satisfactory though most of them collected their writing materials from the same sources. In this case, they followed the prescribed book from their teacher which is found from the library and so all they contain same book. In overall I can say they are basically following the restricted materials. However their essay writings were relevant and connected to the topic no doubt and a satisfactory number of information related to the topic found in their writing. They were able to show the causes of population problem in Bangladesh but those causes were shown only in the form of point from a notable number of students.

4.2.2 Structure

Though the starting was almost same for a good number of students, they dispersed their writing after 2-3 sentences. Some of the participants tried to find their writing sources from the Google search engine. All they tried to gather some information but most of the cases, that information were hardly enough. On the other hand several participants provided such type of information that is comparatively large enough to an introduction like growth rate of population, density of population per kilometer and so on and that proves that even in sphere of Google searching, some of them used the same sources.

Body paragraphs show the complete unit of developing the idea of an essay and it is the longest part as well. Elaborating idea of a particular topic is the principal concern of it. As it is divided into different paragraphs, the students have to write some supporting detail related to their topic. But 5 participants out of 12 did not divide their body into paragraphs. They wrote only one

paragraph though enough information was there to disperse the paragraphs. Except the two (2) students who earned 10 and 11 marks respectively, no one was able to write proper body paragraphs for developing their ideas. Most of the participants provided only 1-2 body paragraph which hardly enough to present the information of the essay called The Population in Bangladesh.

The purpose of a conclusion is to summarize the main points of an essay that helps the reader understand properly about that particular topic and it is the last opportunity to bring together what the essay writers have been presenting very clearly. It is considered as synthesis of some key points as well. From the essay topic, The Population Problem in Bangladesh, given to the participants of Government College did not present a proper conclusion. 8 participants out of 12 who earned below 7 out of 14 did not write proper conclusion.

4.2.3 Using Transitional Words

No doubt, the transitional words are considered as important factor for connecting ideas in an essay. They ensure the smoothness of writing and help giving a flow to the numerous paragraphs in any piece of writing and so Jess Ashworth (2016) says, “The real key to writing good essay in English is to use plain language which will convey your points clearly, using linking words to balance your argument.” It is a matter of shocking that only 1 participant who earned 11 out of 14 provided some transitional words like *moreover*, *however* and some other though they were not enough. Besides a poor number of students used the transitional words which is not notable.

4.2.4 Language Use, Vocabularies and Spelling Mistake

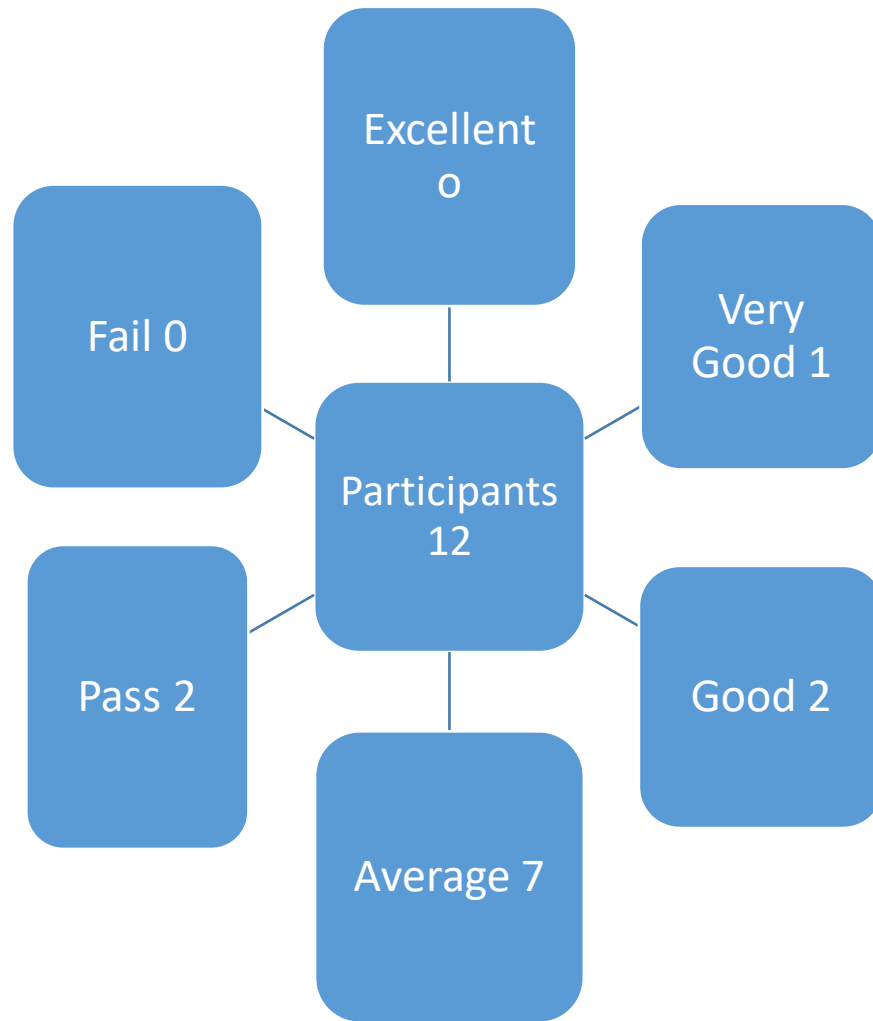
According to Jess Ashworth (2016), “The real key to writing good essay in English is to use plain language which will convey your points clearly, using linking words to balance your argument.” So language use is another important factor of writing an essay. Very simple language the participants used in their writing that we find in our everyday writing. Bold words were found rarely in their writing. Most of the students had a strong tendency to copy the same words from the essay given to them. The participants who had followed the restricted material provided the words given to that writing part. In this case no creativity was found in their writing except 2-3 participants. They are the strong users of restricted materials provided by their teacher.

In terms of using vocabularies, every participant did mistake but that is in tolerable stage. Most of the cases when they used some new bold words, they mistakenly used them. Besides some did slight mistake in sphere of using particular easy words like, “*necessaries, square, then, growth, afford, problem, family, planned*” and such other. In some cases, using capital letter was found problematic but that was not significant. Most of the participant of this section properly used punctuation except in the slight case.

4.2.5 Grammar

According to William Bradshaw (2013), “The better the grammar, the clearer the message, the more likelihood of understanding the message’s intent and meaning,” Without correct grammar, writing would be messy. Surprisingly in very rare cases they made grammatical mistakes. Most students’ writing was grammatically correct. It might be because they did not write enough and what they wrote was almost in memorizing.

4.2.6 Marking Criteria through Radial Cluster



**Participants of Government College
Result Criteria of Face to Face Class**

Figure 2

4.3 Result from Online Class

The essay called ‘Seasons in Bangladesh’ was given the participants of the Government College in online class. After taking exam of 9 participants, they earned 38.89% marks on average. And among them two (2) participants earned 10 mark for each which was the highest mark. On the other hand two (2) participants got 3 marks for each which was lowest out of 14 and these 2 participants actually failed considering the marking criteria.

4.3.1 Content

The participants of the Government College exposed below average performance in terms of presenting the content of that particular essay. They did not write enough but what they wrote was related to the topic. Except two (2) participants all are used most probably same sources with a view to writing their essay. Almost every participant mentioned the name of the six seasons in Bangladesh and from then they wrote in proper content as much as they wrote. Almost everyone had described only two seasons called *summer and rainy*. Any unnecessary content found rarely in their writing.

4.3.2 Structure

Everyone except 2 had the same starting sentence that means they used the same sources to write the given essay called Seasons in Bangladesh though at a time they dispersed to each other in their writing but that was below average writing. The sentences they wrote same to each others are “*The earth moves around the sun in year. It is called the annual motion of the earth. It causes six seasons in Bangladesh*”. After that they mentioned the name of the six seasons in here.

I already mentioned that body paragraph is the longest part of an essay and how much marks they earned mostly depends on how beautifully they write body paragraphs, how elaborately they described and so on. Everyone except 2 had described only two seasons called summer and rainy

and that means they mentioned only two body paragraphs. That is why there is a great shortage in terms of developing the idea of the essay. Besides whatever they wrote was not enough to describe those two seasons.

It is a matter of sorrow that everyone except 1 participant did not write any conclusion. Almost all they stopped their writing after writing on summer and rainy season. A detail discussion was given to them in online class about the importance of writing conclusion like the other part. As they did not write any conclusion except one almost all get below average marks.

4.3.3 Using Transitional Words

The participants hardly used transitional words in their writing. A few number of participants used transitional words which is not significant. Poor memorizing ability and poor selection of writing source are the reasons behind not using any transitional words.

4.3.4 Language Use, Vocabularies and Spelling Mistake

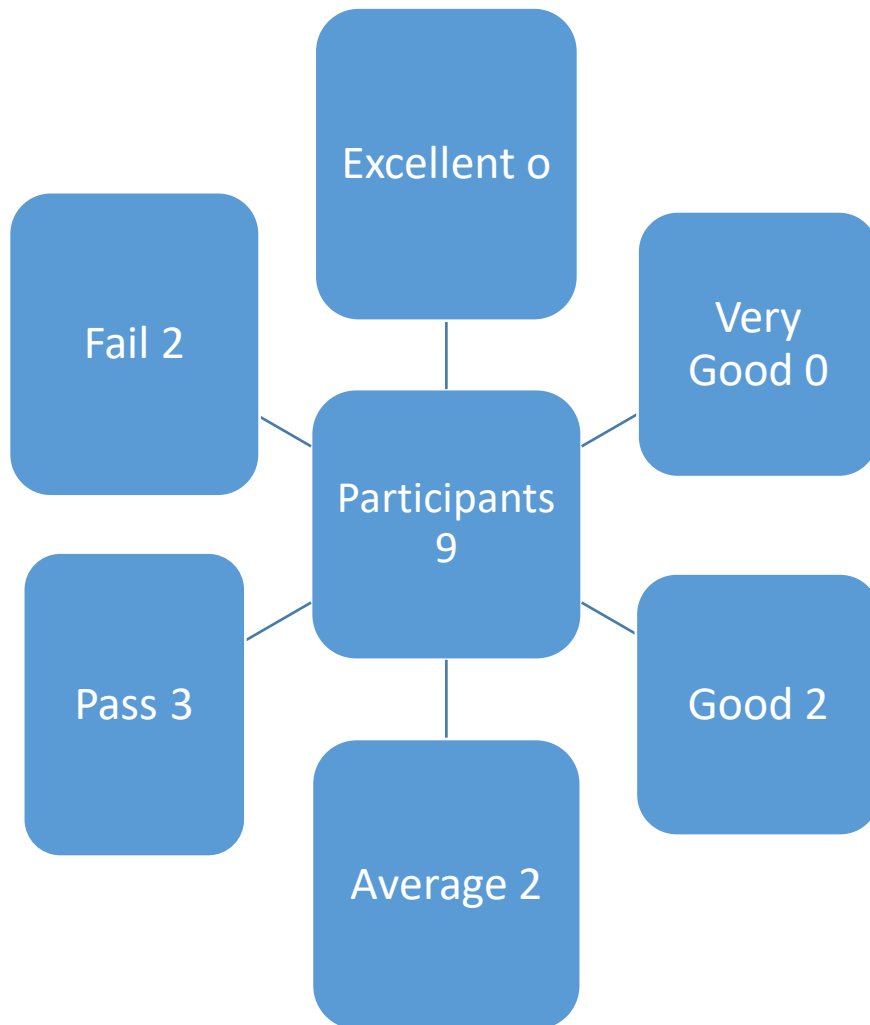
Very simple language basically they used in their writing. No creativity found there. Most of the cases they wrote the name of the six seasons in sphere of writing introduction. Some of the fruits' names were found in their writing. Scenario of the clear sky, pond, water, dry seasons, paddy field type words were found in writing the essay called Seasons in Bangladesh.

In terms of using vocabularies, every participant did mistake enough. Very simple spelling mistake found in their writing like, “*different, autumn, each, four, fruits' names, moves, rainfall, spring, summer*” and so on. They hardly used punctuation imperfectly.

4.3.5 Grammar

Some grammar mistakes had been found in the participants' writing of this section. They made a mistake in using verbs. Somewhere they did not use any verb to write their sentence. In sphere of using singular and plural verb, they did mistake.

4.3.6 Marking Criteria through Radial Cluster



**Participants of Government College
Result Criteria of Online Class**

Figure 3

4.4 Findings from the Participants of MPO Madrasah

All the participants of Madrasah were from same group called Humanities who were the students of Alim (HSC) first year. Overall 31 students were attended in my face to face class and among them 21 joined the exam I have taken. 67.75% students were attended as the participant in face to face class of this section. On the other hand only 7 students were attended in online class and among them all were joined their exam so in here the attendance rate was 100%. Both exams were taken place in front of me in their Madrasah classroom.

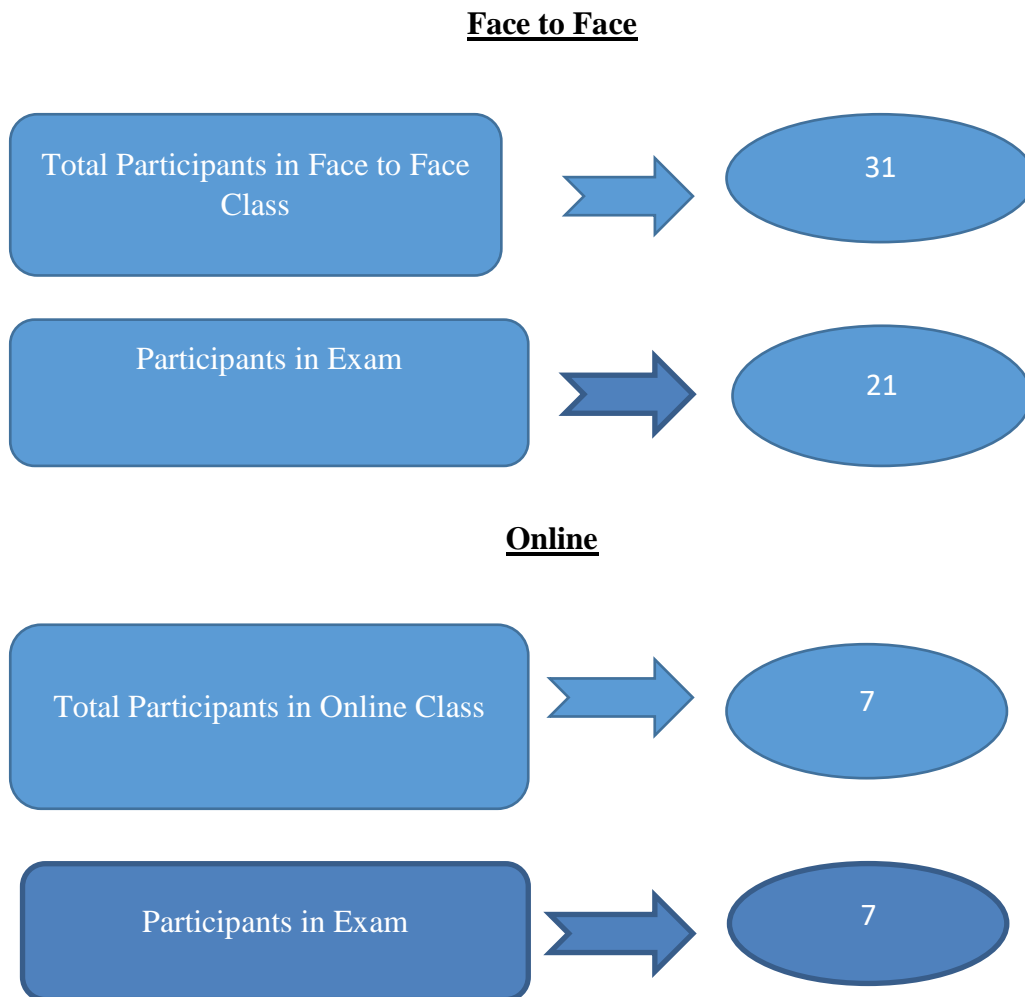


Figure 4

4.4.1 Result from Face to Face Class

The essay called 'Environment Pollution' was given to the participants of Madrasah students in their face to face class. Only on average 14.30% marks they were able to earn which was actually shocking findings no doubt. They earned lowest average marks among the three (3) groups I had selected. Out of 14 only 2 participants earned 5 marks for each that was highest as well. Eight (8) participants out of 21 earned no mark which was really shocking.

4.4.2 Content

As eight (8) participants earned no mark in the exam, there is an incongruous finding the proper content. Only few numbers of participants who were able to write nothing but an introduction presented something relevant. For example the participants who earned 5 marks were able to write a paragraph only and if it would be a paragraph, it would be a bit better. For a composition, more information needed. Some participants could only write the names of different types of pollution like air, water, soil and noise. And the other who earned 2 to 3 wrote by memorizing as much as they could. Rest of the participants wrote everything irrelevant whatever they penned.

4.4.3 Structure

The handout I had given to them was their main source of writing introduction though there was a futile attempt to add something extra. A few number of students tried to write something new but

experience was bitter in that case as well. They completely failed to provide background information and found zero impression that could attract a reader.

Terrible results had also been found in the case of body paragraph writing. Only 3 participants were noticed trying to write body paragraph in vain and those writing did not earn a single mark actually. While taking their face to face class I signposted some arrows how to write body paragraph in terms of writing the essay called Environment pollution. It is a matter of sorrow that some of them gave those signposts in their writing.

It is a pity that none of the participants could write the conclusion part in spite of giving them a brief discussion on the importance of writing conclusion in essay writing. I insisted them again and again to write conclusion, but they did not.

4.4.4 Using Transitional Words

Roughly no participants used transitional words in their writing and it was very natural as there was no development of that particular essay. Only a participant penned a transitional word called ‘on the other hand’.

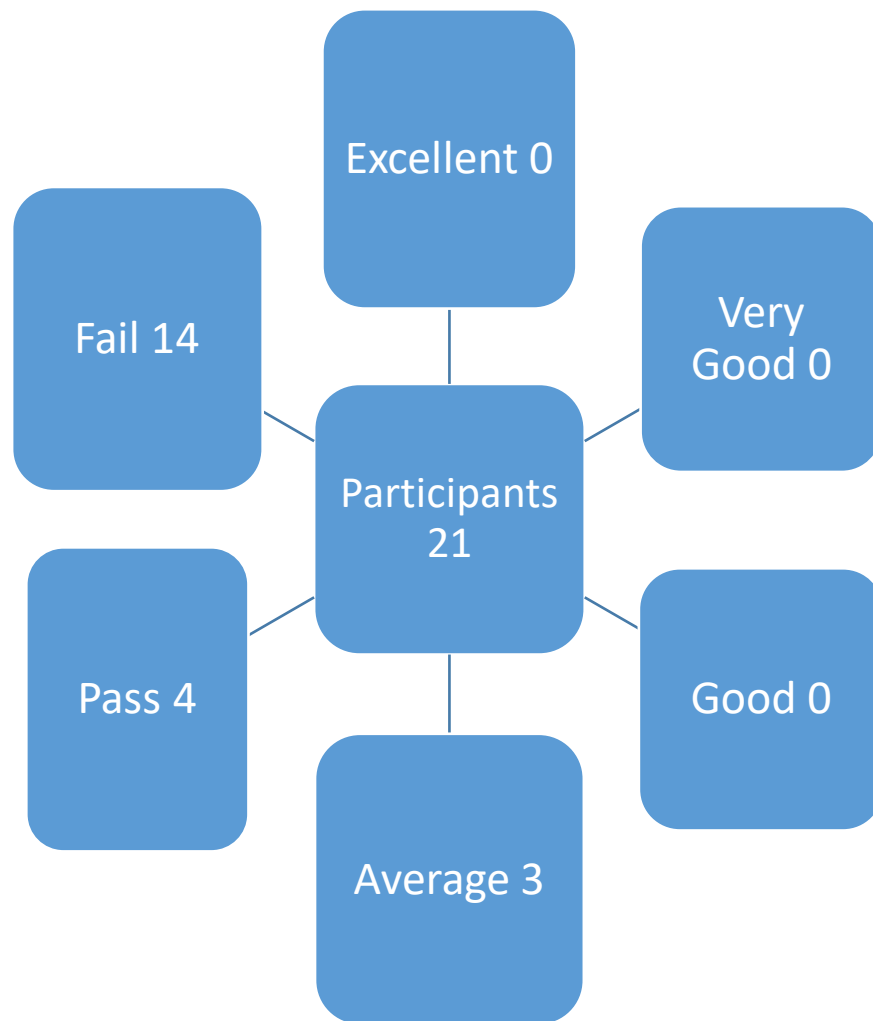
4.4.5 Language Use, Vocabularies and Spelling Mistake

No creativity was found in the case of using language except for one or two participant. Basically the participants used those vocabularies that I had given to them in handout. A few number of participants inscribed some new vocabularies but those were from their own book and that case no creativity was found too. There was a glossary of irrelevant writings and among them most of the words found spelling mistake as well. The participants who wrote something had found enough spelling mistake. Some of the spelling mistakes are as following: ‘*support, anything, ecosystem, harmful, responsible, nature, surrounded, impact, and so on*’.

4.4.6 Grammar

Grammatically correct sentences were found from those students who basically got 3 to 5 marks but their number is low enough. The participants, who got the marks like 1 and 2, made enough grammar mistakes. And the rest of the students wrote irrelevance and found almost everything grammatically incorrect.

4.4.7 Marking Criteria through Radial Cluster



**Participants of MPO Madrasah
Result Criteria of Face to Face Class**

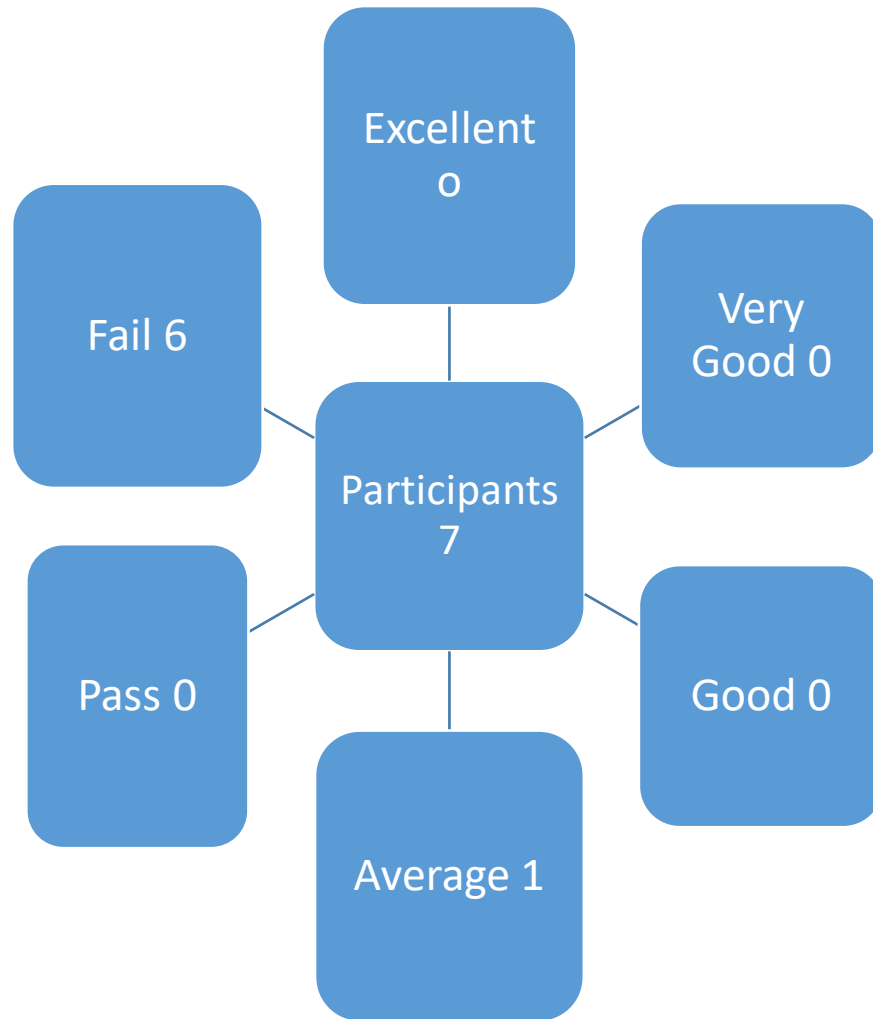
Figure 5

4.5 Result from Online Class

The essay called ‘Population Problem in Bangladesh’ was given to the participants of MPO Madrasah as their online class. The findings of this section were below the standard and they had got the lowest average number among the 3 teams. They earned only 6.12% marks on average in the exam of online class. Only 2 participants were able to score and among them 1 had got 5 marks and another got 1 mark only. Rest of the participants did not earn a single mark.

The participant who earned 5 marks out of 14 wrote very well whatever she penned though it was not enough because there was not a single body paragraph and conclusion as well. She basically penned nothing but a paragraph. The rest of the students’ writing was found structurally blank. Almost every sentence was grammatically incorrect. Irrelevant words and sentences were found every here and there. There was no transitional word there at all. Using new vocabularies found blank. Actually they wrote some words not sentence. If I talk about creativity, it would probably be foolish for me. Everything I told them in online class though that was also described at first while attending face to face class. By the way the participant who earned 5 marks in this essay for online section was absent in face to face class.

4.5.1 Marking Criteria through Radial Cluster



**Participants of MPO Madrasah
Result Criteria of Online Class**

Figure 6

4.6 Findings from the Participants of the Women College (Private College)

HSC first year students from the group of humanities and business were the participants of this section for both face to face and online class. There were no science students here. There were 30 participants in face to face class and among them 28 participated in exam. On the other hand 14 students attended in online class and they were the participants from face to face class

actually. Among them 13 were joined in my online class. From both classes 93.33% students attended in the exam of face to face class and 92.86% students participated in the exam of online class.

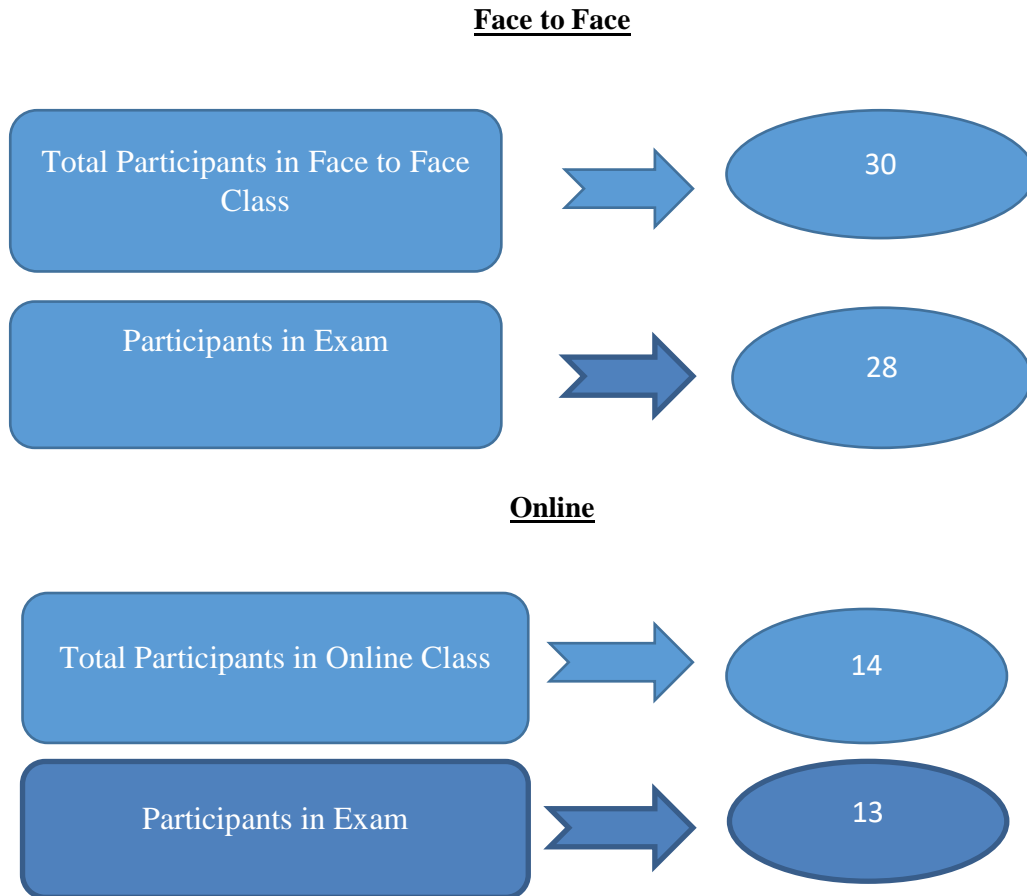


Figure 7

4.6.1 Result from Face to Face Class

The essay called 'Seasons in Bangladesh' was given to the participants of Women College. Their results were also relatively very poor. They were able to gather only 18.37% marks in the exam of this section. Only 5 participants were able to earn the pass mark (4) and 3 participants got only 3 marks for each.

4.6.2 Content

The overall contents of the participants of Women College were very shocking. Each and every participant penned their essay from the handout I had given to them. No creativity was found in their writing. This basically refers to the inability to demonstrate the overall idea of that particular essay. Absence of the proper function of language through critical and creative writing made their inscription disgraceful. No effective response was found at all except memorizing.

4.6.3 Structure

Every participants of this section were unable to gain my attention especially. Very poor impression found here because of ineffective hook. Almost everyone's starting was same and the topic sentence had been collected from the handout I have given to them. Only the name of six seasons was found in their introduction. They were able to vomit their memorization out as much as possible.

It is really shocking information that 16 out of 21 participants were unable to write the body paragraphs must needed to development the idea of that particular essay. Without body paragraph there writing seems to be nothing but a paragraph which in no way can be a composition. Absence of body paragraph means there was no evidence supporting to the topic. The rest of the participants who had somehow been able to write only a body paragraph were also of very low quality and were unable to bring such a good score in their writing.

No one write any conclusion in their writing. Almost all the participants were able to write only the name of two seasons. So no tendency was found to write conclusion from them. They are actually callous to create a well sequenced essay for the development of themselves.

4.6.4 Using Transitional Words

As only five (5) participants were able to earn minimum pass mark, there found a few transitional words in their writing. Actually they were able to create some words only for their writing. They could not realize the importance of using transitional words in essay writing. Even the participants did not know the meaning of most transitional words.

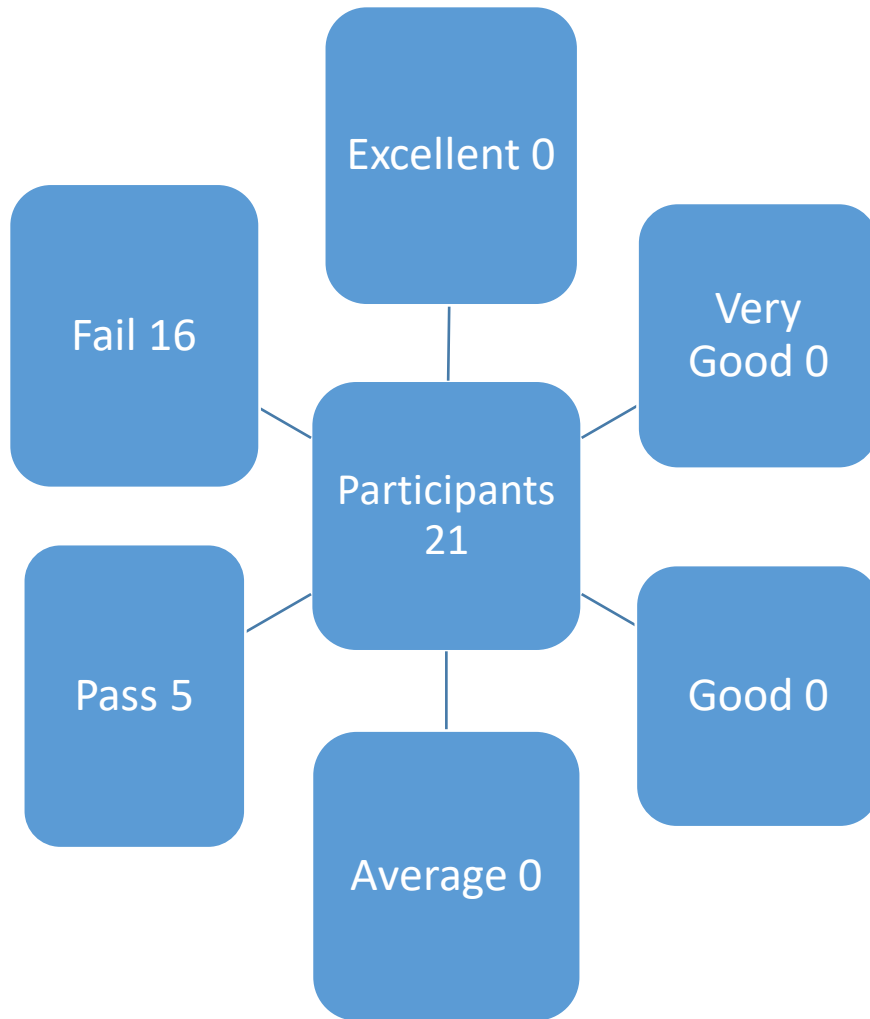
4.6.5 Language Use, Vocabularies and Spelling Mistake

No creativity was found in using language as the participants had been an over tendency to memorize. Everything they penned was penned from the given handout. The best thing they could do was to write a few sentence before and after to each other. No new vocabulary found in their writing. A glossary of spelling mistake was found in their writing.

4.6.6 Grammar

The participants who were able to score 3 to 4 marks, basically they had written in proper grammar and it was possible because their writing were very little. And rest of the students did mistake every here and there.

4.6.7 Marking Criteria through Radial Cluster



**Participants of Private College
Result Criteria of Face to Face Class**

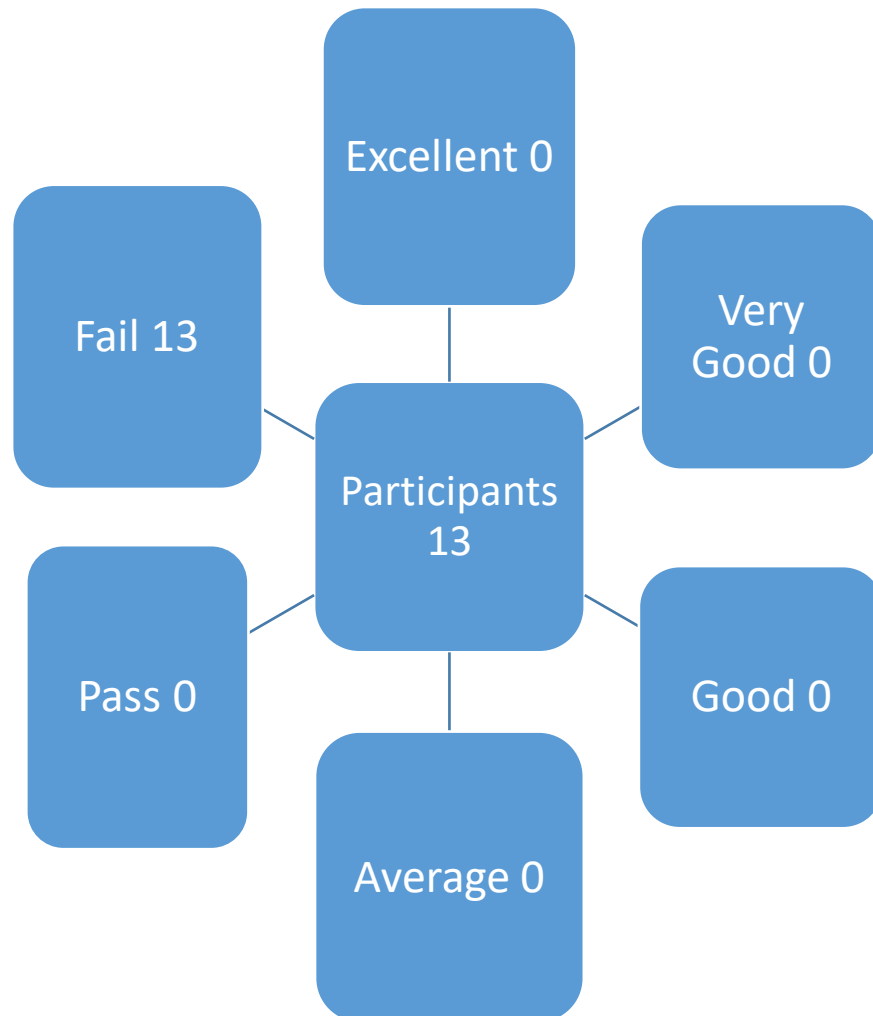
Figure 8

4.7 Result from Online Class

The essay called ‘Environment Pollution’ was given to the participants of Women College for their online class. Every participants of online class had attended face to face class as well. By the way all the participants cut a very sorry figure where none passed in the exam. They were

able to earn only 12.10% marks on average for the exam of this section. They got the marks like 1, 2 and 3 and a participant got 0. However only a few introductions found in their writing and all were directly copied from their book. Everyone's starting was almost same. Only six (6) participants were found to write a body paragraph but those bodies actually earned a very little mark. There was nothing to see the idea development in that body paragraph. No conclusion was found at all. A few creativity found in their writing as whatever they wrote was from their memorization. Enough spelling mistake detected. Besides there was little space to judge the grammar issue in here since their writing was so sparse.

4.7.1 Marking Criteria through Radial Cluster



**Participants of Women College
Result Criteria of Online Class**

Figure 9

Chapter 5

Conclusion

5.0 Introduction

The environment plays a very important role in education. Without a quality environment it is not possible to provide proper education most of the cases. Before considering classroom environment, we have to consider first the entire environment where the institutions located. It is more important to see if learners are getting the right learning environment first. In the context of Bangladesh, city-centric students get more facilities than the students from rural centric. Most of the school and colleges in Bangladesh are located in rural area. Therefore, it will never be possible to develop the education of a country by leaving these village-centric students behind. Most of the cases the use of technology plays an important role for this difference. The learners of rural area cannot get proper environment in terms of using modern technology. There are many places in rural area where it is difficult to get a mobile network, far from getting internet facilities. So when it comes to the question of hybrid classroom, the issue on online class will be barrier here as most of the rural learners are not habituated to attend their online class. Besides the lack of getting proper classroom environment is another big issue for face to face class as well.

To explore the findings, 3 institutes were selected in rural area of Bangladesh. Total 76 students of these institutions participated in the research for face to face class from 3 institutions like Government, MPO and Private. They were also from different group like science, business and arts that has already been discussed in the chapter 3.2. By the way 80.27% students attended in their exam for face to face class.

On the other hand 32 participants from face to face class attended in online classes where a few number of students did not anticipate in regular (face to face) class. Amongst them 90.63% students attended in exam that has also been discussed in different portion of chapter 4.

As the research focuses on writing, the essay part has been selected since it carries the highest mark amongst all items in their question. The participants were judged based on their writing content, structure, grammar and vocabularies.

5.1 Summary of the Findings

Though the blended learning is effective, the village-centric students are not habituated to it. Most of the students are habituated to attend in face to face class where they are able to show their minimum performance. On the other hand they are far behind in online classes. It is a matter of great concern that no participant of private college did not pass in the exam of their online class. In the comparative way the result of face to face class is better than the result of online class. For both exams no student can earn excellent remark where amongst all participants only 2 earned very good remark on the whole.

Most of the students of secondary and higher secondary level have a strong tendency to memorize their task. They basically follow the books found in library and so their writing was almost same. A few number of students tried to make their writing creative but unfortunately most of them used the same source from Google search engine. However most of the cases the handouts provided by the their teachers can be the best writing material since almost all the students follow them giving much more concern and whatever they write is written from those materials. So, these materials have to be creative.

If I describe the effectiveness of the material, I can say before judging effectiveness; we have to make sure that the rural students must take proper technology facilities. It is really a big issue to ensure the internet facilities in the remote area of Bangladesh. The Government of Bangladesh are trying to set an ICT lab in every institution of secondary and higher secondary level. But before establishing it, they must think over the frequent internet facilities for the remote area where internet is not available. Hybrid classroom plays an important role for the development of education no doubt and in pandemic situation this type of classroom is crying need. Day by day we will go backward unless the hybrid classroom practice is available for students as we keep pace with the world. As the students of rural area of Bangladesh are not habituated of online class properly, the teacher should arrange seminar on conducting online class as well as focus on creative writing.

As we find that face to face class is more effective than online class especially in rural context, we must habituate the learners in online class beside their regular (face to face) class. It is true that in online class, material may be more effective and be of different variation that's why available internet facilities must provide them. The participants praised on online material than face to face materials but they did not habituate in it. No training on online class is given to them on behalf of the institution that's why they cannot cope with online material. Teachers should create some informative power point presentation on different topic and can provide students for their homework. Besides they can suggest the source on particular writing topic by which students can take help.

Students have enough lacking on the structure of writing where a good number of students were not able to present their writing b=giving proper structure. Little tendency of using new

vocabularies was found to them. They are almost reckless to use transitional words in their writing and so most of their tasks were below quality.

5.2 Contribution to Research

Since hybrid classroom is almost a new concept in Bangladesh where regular class and online class function together, the students of Bangladesh have not habituated it yet. There is not much significant research on hybrid classroom in Bangladesh especially in secondary and higher secondary level of students. So, this study can be cooperative as a piece of literature in Bangladesh perspective. Moreover if researchers of other context want to study more about materials on hybrid classroom, they can take help from here. Besides, many researchers can get lend a hand from here on effective material design where this research can be their primary source as well.

5.3 Practical Implications

The readers will get to know the challenges we face on teaching the secondary and higher secondary level students of Bangladesh especially of village-centric by going through the research. How a material should be design, how them should provide and what infrastructures have to be increased are the core concern of this study so the authority can properly superimpose them for the betterment of the students of secondary and higher secondary level students of Bangladesh getting help from this study.

5.4 Recommendation

The following suggestions could be considered for the successful learning of secondary and higher secondary level students of Bangladesh especially on developing writing skill regarding this study.

- ✓ According to the findings of this study, it can be said that most of the HSC learners in Bangladesh especially from rural areas are closely tied with traditional way of learning process. However, with the change of era, students should adopt new technologies related to teaching-learning approach so that they can advance in new ventures. Hence, both teachers and students should proliferation our acceptance the new dimension of teaching learning methods with a view to keeping them moving forward.
- ✓ As the students especially in rural area don not know properly how to participate in online class, the teacher must provide them some session on conducting online class.
- ✓ As there is an internet issue in rural area, it is not possible for most of the cases to participate online class. So the teacher can prepare some effective power point presentation and must provide the students for their home task. It is noted that almost every students has multi-functional mobile set.
- ✓ Writing material should not be on just the combination of some words and sentences rather it must be of images, charts and some other related issues make learning interesting besides words. So these must be added for having a better result from the students.
- ✓ Students need to be discouraged on using restricted material some cases because the common book sources from library lessen their creativity.
- ✓ Online material must provide for offline task of the students and if it is possible, students can utilize them despite the unavailability of internet.
- ✓ Teachers should be trained first for hybrid classroom.

5.5 Further Study

Students from three (3) institutions were focused in this study. Further studies can be done taking more institution from both rural and city-centric. Teachers from different institutions can be the

considering part for future studies beside students because findings from the teachers related their teaching method would be more effective to find a solution. Further studies may be focused on some technical and vocational students of secondary and higher secondary level students in Bangladesh beside general as it is proved that students from financially backward families and weak are admitted in these technical and vocational institutions.

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