EFFECTIVENESS OF BLENDED LEARNING APPROACH IN ENGLISH LANGUAGE LEARNING IN THE TERTIARY-LEVEL CONTEXT OF BANGLADESH

By

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

4. I have acknowledged all main sources of help.

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Abstract

Blended learning is a combined learning approach of both online and offline features of learning. Though, in the current Bangladeshi context, online learning has gained popularity, it has some disadvantages too which requires attention in order to be successfully implemented. In order to enable blended learning, the pressing demands of the current world context needs to be taken under serious consideration. The present study discusses the factors that affect blended learning, like poor internet connection, technological and environmental challenges, as well as learners' choices. The study explores the perceptions of the students regarding blended learning and how it is implemented in the tertiary level education of Bangladesh. Furthermore, the study has been conducted through a qualitative research approach and, has analysed the qualitative data obtained from participants. The data has been collected by the application of a semi-structured method i.e., telephonic interviews of the participants. Moreover, the findings of the study show the factors that affect blended learning and also the perceptions of students towards blended learning approach in the context of tertiary level education of Bangladesh.

*Keywords***:** Blended learning, Perceptions, Factors, qualitative research.

Dedication

I would like to dedicate this dissertation paper to my parents.

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Chapter 1: Introduction

1.1 Introduction

Blended learning is a teaching and learning strategy which blends together the traditional face-to-face teaching, remote teaching and learning with the application of technology based tools such as electronic and online media in order to support distance teaching and learning. It provides students with learning opportunities and also increases students' motivation and learning achievement. It creates an easy and convenient learning environment which is more productive. According to Graham.Ch et al (2019), "Blended learning is a strategic amalgamation of in-person and online instruction". This combination of offline and online education enables learners to interact with the teachers both through physical classroom and online platforms. It is needless to mention that the educational system at present has undergone a period of transition. Therefore, to meet the challenges, the need to adopt new technologies and to explore new ideas to reach the goal of quality educational opportunities for the learners (Lalima & Dangwal, 2017) has arisen. So, in this present situation of Bangladesh, blended learning has been a very effective approach in teaching and learning process.

1.2 Background of the study

For judging the popularity period of blended learning, a significant number of studies have been conducted on the effectiveness of blended learning. Among them, six scientific articles published in different journals within 2007 to 2009 were reviewed. In two of the six studies, effectiveness of blended learning was evaluated in general (Deliağaoğlu and Yıldırım, 2008; El-Deghaidy and Nouby, 2009). The effectiveness of the blended teaching and learning was evaluated in the remaining four studies too, with respect to different independent variables such as achievement,

satisfaction, behavior, critical thinking skills, learner support, participation, interaction, affect and retention (Akyüz and Samsa, 2009; Hughes, 2007; Melton et. al., 2009; Woltering et. al., 2009). Hughes (2007) conducted a study which aimed at measuring the effectiveness of blended learning on learner support and retention. Her research was based on third year undergraduate students and she designed a blended teaching and learning course for the students to conduct her study. In the blended course, she increased tutor support especially for 'at risk' students while decreasing the face-to-face contact timing (Hughes, 2007). She preferred to use blended learning and her findings from the study indicate the mixture of well-prepared blended learning with proactive help and encouragement for 'at-risk' learners in order to improve coursework submission and module retention without extra effort (Hughes, 2007). Hence, the findings of the study show that the blended learning is a very effective way of helping teachers to manage their time better. Furthermore, the study of Melton et. al. (2009) on the effectiveness of the blended learning in terms of students' satisfaction and achievement shows the students were more satisfied in the blended learning classes than in the traditional classes (Melton et. al.,2009). The general findings indicated that there is no significant difference on achievements of students between blended learning and traditional learning but on the variables like satisfaction, motivation and drop-out rate for at-risk students, attitude and knowledge retention and blended learning was observed as superior (Deliağaoğlu and Yıldırım, 2008; El-Deghaidy and Nouby, 2009; Hughes, 2007; Melton et. al., 2009; Woltering et. al., 2009). Furthermore, no significant effect has been found on the critical thinking skills of students in a blended learning experiment (Akyüz and Samsa, 2009).

1.3 The problem defined

Blended learning turns out to be an easy way to learn, but there are some issues that need to be addressed. Nowadays, many countries are trying to develop their education system through the use

of these technologies and modern learning methods (the education sector) to keep pace with technological advancement and thereby achieve satisfactory results. Since education is seen as a real investment for any country, therefore, it has been observed that the countries are trying to encourage citizens to make use of technology in students' preparation, curriculum development, and in variety of teaching methods as an attempt to develop the pedagogical process and create a better learning atmosphere. Therefore, the researcher examines the effects of using blended learning on the tertiary level students in the private institutions and describes students' attitudes towards using blended learning in teaching English language.

1.4 Significance of the study

This topic has been chosen because there are not enough researches on this. If we consider Bangladeshi context, the students could not properly get any platform for conducting blended learning. Lately, due to covid19 situation, online learning has become very significant, and different platforms are being made and utilized in order to conduct the process of online learning. However, this method is not suitable in Bangladesh's context as it lacks implementation pr\ocess. As the situation is changing under control and different educational institutions tend to start face-to-face learning, it might get difficult for the students as well as teachers to fully conduct face-to-face learning. Not only that, but also all the platforms created during online classes will go to waste. Again, in order to utilize them, online classes cause students to get deprived off in person learning, and learning as a whole becomes monotonous. Therefore, blended learning will be the most suitable process in the present situation as it is the combination of both online and face to face learning. As per Poon (2013), blended learning is a mixture of face-to-face and online learning method which accompany one another; and students' recognition on its impact like learning

circumstances proceeds and results matter. So, it can be said that the relation between blended learning and students' skills is significant (p. 271).

1.5 Objectives of the study

The aim of this research is to find out the effectiveness of blended learning in English language teaching and assessing the learning levels of tertiary level students in Bangladesh's context in order to cope up with the present situation and come up with maximum solution to make a fruitful English language learning.

1.6 Methodology

For this study, the following method is used:

Here, qualitative method has been used with tertiary level students' interview.

1.7 Limitation of the study

This study has some limitations which are addressed here. Firstly, as the study has been conducted during an ongoing pandemic situation, it became very difficult to conduct in person interviews. Therefore, the data was collected from the participants through telephonic conversations and e-mail communication. Again, as it is a qualitative research, it appeared to be a bit of a difficult task to get the required answers in an elaborate manner through telephone and e-mail surveys. It was even more difficult to reach the interviewees for interviews. Due to the constraints of reaching out interviewees, all of the respondents were selected from the same institution.

1.8 Conclusion

In this chapter, there are discussions about the effectiveness of blended learning. The interview was taken from the tertiary level students in Bangladeshi context of utilizing blended learning. The study presents the problems which are discussed previously. While conducting the survey, the aim of this study, its methodology and limitations were kept under constant consideration.. The main purpose of this chapter is to put forward the blended learning approach in order to make a better education system in the current situation.

Chapter 2: Literature Review

2.1Blendedlearning:

According to Banados (2006), blended learning is considered as a combination of technology used in a flexible way for providing advantages of online practices assessing along with the betterment of whole training program for learning and saving expenditure (p. 534). Neumeier (2005) states that blended learning has the most significant target that brings out effectual and well-organized issues alloying two types of learning settings for making the learning effective individually to achieve the goal of learning considering circumstances; and Tayebinik & Puteh (2013) pointed out its utilization for upgrading more involvement and community than only fully face-to-face setting or online setting (cited in Albiladi & Alshareef, 2019, p. 232).

2.2 Blended learning and four language skills:

2.2.1 Reading

Behjat, Yamini & Bagheri (2012) pointed out the actual notion of reading skill is comprehension which requires cognitive usage for better text comprehension and thus both teachers and students

prefer blended learning for making better language acquisition and reading for various reasons (p. 99). Ghazizadeh & Fatemipour (2017) coined reading skill as the most integral part in language learning for comprehending and it is very important for the teachers and the educational organizers to create proper materials for conducting the skill both in class and outside class as well for improvement (p. 606). Banados (2006) & Barr et al. (2005) found that several researchers utilize CALL (computer assisted language learning) in the process of teaching in order to make progress and become proficient in both reading and speaking skills as they exercise in both CALL and face-to-face setting (cited in Harpiansi & Suryani, 2019,p. 145).

2.2.2 Writing

McCarthy (2010) mentioned that students can interact and connect with one another whenever they are at their place and can respond later, unlike replying immediately which can be done in face-to-face classrooms and they can also communicate further on the matter later in the classroom after online interaction is made (cited in Shih, 2011, p. 829-830). Hussin et al. (2015) gave suggestions regarding the use of online learning platforms in order to lessen students' uneasiness while writing; there are also other opportunities to edit that helps to get feedback from other students and teachers and it also helps to gain knowledge through the usage of internet and through the discussion of ideas online (cited in Challob, Bakar & Latif, 2016, p. 299). Thus, Challob, Bakar & Latif (2016) thought that blended learning can lessen inhibition and bring positive effect towards writing due to the use of both online and face-to-face environment (p. 300).

2.2.3 Listening

According to Vandergrift & Goh (2012), Graham & Santos (2015), through blended learning online, listening tests can be taken which helps to keep the students involved in an adaptable

manner and they can practice speaking this way which helps for acquiring L2 which lacks necessary importance (cited in Caruso, Gadd Colombi & Tebbit, 2017, p. 1). As per Caruso, Gadd Colombi & Tebbit (2017), it is very important to make good practice of listening for better listening skill, and doing this, both online and physical classes make it more effectual (p. 17).

2.2.4 Speaking

Gin aya, G., Rejeki, I. N. M., & Astuti According to Garrison (2011) face-to-face learning process is irreplaceable by online or e-learning methods as it plays an integral role in this regard; thus, the contribution of blended learning combines both online and face-to-face settings is worthy as it assists and discourses more diligently (cited in Ginaya, Rejeki & Astuti, p. 1-2). Wu, Tennyson & Hsia (2009,) & Wu, Tennyson, Hsia & Liao (2008) talked about enormous technical platforms and materials for tasks required for English language learning with more scopes of connecting and making conversation which helps to increase the success of conveying teaching and learning elements and regulates self-instructed and automated learning (cited in Shih, 2010, p. 883). As for Kirkgoz (2011), due to recording, students get the chance of watching the video again many times as they want in order to make self-assessment (p. 2).

2.3 Blended Vs traditional learning

2.3.1 Suitability of blended learning

According to Hamad (2015), there is speedy growth in the structure and technique in education and technological tools influenced traditional learning process (p. 75). Hernandez (2007) explored the result of guiding in EAP courses and found that blended learning is more beneficial to students but it does not notably differ from traditional learning in terms of gaining final scores and investigations by Lukman & Krajnc's (2012) showed blended learning method was more suitable

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than traditional process (cited in Alseweed, 2013, p. 67). In the same article Tanveer (2011) found that while emerging e-learning in the process students supported blended learning and teachers using e-learning in the class were appreciated (p. 67). In the same article, analysis of Ibrahim YasarKazu & Mehmet Demirkol (2014), academically the execution of the students and their test results in comparison of both blended learning context and traditional learning context, blended learning process gave more prosperous consequence than regulating in traditional manner (cited in Hamad, 2015, p. 76).

2.3.2 Preferences and Implication

Alseweed (2013) again found noticeable changes in achieving exam marks in blended learning setting and students' point of view showed their preference towards blended learning while considering both the methods; although language teachers have to keep in mind the preference of students but their inefficiency in this field might cause drawback (p. 72). Lisa Berardino (2005) exhibited that though using technological inventions make blended learning, this type of learning cannot substitute face-to-face class (cited in Hamad, 2015, p. 75). Hamad (2015) came to the point that in spite of being less concerned while utilizing blended learning method and home task with technology in start, students became more interested in using blended learning as their approach to learning could receive established English language skills where they did not ever imagine making it a part of daily life event and it became a matter to talk against if blended learning was not used (p. 77-78).

2.4 Why blended learning

2.4.1 Amendments in learning process due to approaches of blended learning

According to Kocoglu,, Ozek & Kesli (2011), the use of information and communication technology (ICT) in the system of education, brought some amendments in the way teachers and learners work, and thus there are exposure of new contexts and processes of teaching and learning, leading to the use of blended learning (p. 1124). Bijeikiene, Rasinskiene & Zutkiene (2011) pointed out that teachers concur a lot about the regulation of the courses through blended learning process as it contains different effective facilities like lectures through videos, presenting theoretically, tasks that are interactive which can be checked by their own, and young peer groups also prefer the establishment of technology spontaneously (p. 126).

2.5 Usefulness of Blended learning

2.5.1 Functionality

Shaykina (2014) says that there is a change in a teacher's role and cooperation between teacher and students is getting easier; student's role is also rising while s/he searches, develops or transforms skills practically along with acquiring knowledge (cited in Shaykina, 2015, p. 255). Vaughan (2007) points out blended learning as the most well organized process to help students learn by saying that it equips the students with a sense of responsibility utilizing ICT facilities which helps to argue the tasks with discussion, communication, modification and demonstration, that are necessary for the tertiary level learning (cited in Suwannasom & Catane, 2016, p. 13). Banditvilai (2016) talked about the effectiveness of blended learning in terms of giving the students opportunities to reiterate exercises with no influence of perception (p. 227). Gustavo

Zurita, Beatriz Hasbun, Nelson Baloian & Oscar Jerez (2005) displayed- there is a magnificent expansion in meaningful learning at the terminal point of the blended learning designed course along with the latent achievement got through this process in higher educational system (cited in Hamad, 2015, p. 76).

2.5.2 Bringing innovation

According to Shaykina (2015), for participating in decision making, critical thinking and self-development students are inspired and to bring innovation in learning that they engross, it is important to make intended self-education (p. 255). He also said that blended learning is a teaching method which is very creative combining various methods using adaptable communicative ways in order to enhance skills and competencies (p. 256).

2.5.3 Bringing Autonomous learning

According to Blake (2008) & Ushioda (2000), as there are enormous ways for providing in blended learning for directing language, it has vital part in the increment of students' learning by their own which brings autonomous learning process and encouragement. Sari & Wahyudin (2019) explained blended learning in terms of augmenting learning process with scopes for its having the features of organized surroundings for learning in the procedure of teaching and learning that makes real-life practices and associations creating more interest among students, and it is comprehended to be beneficiary for making independence and bringing autonomy in the students' learning process (p. 65). Marsh (2012) mentioned- blended learning are more beneficial than traditional teaching methods as it brings learners' autonomous learning, holding language with the supply of individual work, enhancing the opportunity of learning together, expanding communication and involvement of students, getting facilities for language practice outside

classroom, and for the betterment of the learners with regard to language skills (cited in Albiladi & Alshareef, 2019, p. 233).

2.5.4 Opportunities in blended learning

According to Rossett & Frazee (2006), blended learning has opportunities like giving emphasis on learning and presenting, taking many ways of learning, involving no need of shifting for practicing, depending on forcing to use skills, using online platforms for sharing knowledge fit different purposes, reinforcing collaborations and interactions through discussion and instructing while showing path. (p. 2-3). They said that people who prefer to learn independently by their own will, blended learning makes it easier for them to get the chance (p. 5). He further talked about the online communities who can get the scope to present their experience, know-how and culture in informal way through discussion by asking and answering questions in group works (p. 9).

2.6 Impact of Technology in blended learning

Healey (2002) said that there is opportunity to explore huge varieties regarding language input, multimedia, materials and resources in Information Technology (ICT), which helps the students as well as the teachers to have possibilities to follow various learning and teaching styles (cited in Suwannasam & Catane, 2016, p. 11). Banados (2006) said that the necessity of the students to make effective communication in English are additional scopes got by using technology in order to present second language where they can have abundant hours to work independently according to their convenience (p. 535). He further added that students will be able to acquire two objectives of both learning English and having known about (p. 535). According to Daugherty & Funke (1998) & Mosquera (2001), by using different implementations of online communication system, students can be enriched by the teachers with authentic context for learning target language (cited in Suwannasom & Catane, 2016, p. 13).

Ogata & Yano (2005) talked about the impact of mobile technologies in present communication system and L2 learning considering day-to-day circumstances that might have influence in the language (cited in Avci & Adiguzel, 2017, p. 46).

Beethem & Sharpe (2007) coined 'pedagogy before technology' which means the need of technology for the sake of the improvement of pedagogy as it is not only just added to the system but it also supplements the system with more benefits (cited in Council, 2013, p. 14).

2.7 Advantages of Blended learning

2.7.1 Bringing opportunities combining both online and offline settings

Romero Archila (2014) pointed out that due to blended learning, teachers can provide lots of different language learning tasks according to students' requirement with the help of materials using computer and without computer as well (p. 145). Traxler (2013) emphasized on the non-native English speakers that they are deprived of getting any real-life communication source; thus, it helps to bring genuine, organized, pertinent and successful language learning globally with mobile technologies (cited in Avci & Adiguzel, 2017, p. 46). 1. Bañados, E. (2006).

Dziuban (2004) observed that in terms of higher education, the courses that are assigned in blended learning causes the reinforcement in bringing results in the learning process of the students which overcomes the deterioration caused by only courses of online setting and it does the same in case of face-to-face learning process by bringing more effectiveness (cited in Council, 2013, p.18).Garnham & Kaleta (2002) noticed that providing a course only online cannot bring the highest accomplishment which leads to the cause of combining face-to-face direction along with online tools for delivering course materials i.e. blended learning in order to get the best characteristics of classroom, making it more dynamic, helping in learning process by own and attaching adaptability (cited in Kocoglu, Ozek & Kesli 2011, p.1124). Romero Archila (2014)

pointed out that due to blended learning, teachers can provide lots of different language learning tasks according to students' requirement with the help of materials using computer and without computer as well (p. 145).

2.7.2 Students Can Have Both Interaction and Online Platform

Sharma & Barrett (2007) put forward what they comprehend about blended learning and said that in this process of learning, learners can meet the need of interaction with teachers in face-to-face setting and as they can use the privilege of web-based instructions for the purpose of studying by their own in online platform (cited in Bijeikiene, Rasinskiene & Zutkiene, 2011, p. 123). As per Ja'ahsan (2015), inhibited students can get the opportunity to engage and put their thoughts forward with their peers on meeting or in various ways through blended learning (p. 49). Traxler (2013) emphasized on the non-native English speakers that they are deprived of getting any real-life communication source; thus, it helps to bring genuine, organized, pertinent and successful language learning globally with mobile technologies (cited in Avci & Adiguzel, 2017, p. 46). 1. Bañados, E. (2006).

2.7.3 Making the Learning Process More Worthwhile

Dziuban (2004) observed that in terms of higher education, the courses that are assigned in blended learning cause the reinforcement in bringing results in the learning process of the students which overcomes the deterioration caused by only courses of online setting and it does the same in case of face-to-face learning process by bringing more effectiveness (cited in Council, 2013, p.18).Garnham & Kaleta(2002) noticed that providing a course only online cannot bring the highest accomplishment which leads to the cause of combining face-to-face direction along with online tools for delivering course materials i.e. blended learning in order to get the best characteristics of classroom, making it more dynamic, helping in learning process by own efforts

and attaching adaptability (cited in Kocoglu, Ozek & Kesli 2011, p.1124). Gleason (2013) mentioned that due to reduction of interaction and connection which is a significant disadvantage of online based courses, designing the courses in blended learning form helped to solve this problem as through this process teacher can assist more and students can concentrate more (p. 324).

2.7.4 Student-centered Learning Process

Launer (2010) stated that the procedure of learning language extremely follows independent learning and it is very convoluted as well (cited in Banditvilai, 2016, p. 220). As for Ja'ashan (2015), there is reflection of the connection between teachers and students as they get much time to work making the students more responsible for learning on their own and it is up to the learners to make arrangement of time and process for utilizing the given resources, which shows that blended learning is more effective than online learning (p. 48). As per Banados (2006), by the method of evaluating, the students in both face-to-face and online setting it signifies to balance correctly the components of blended learning with the purpose of the course (p. 541). According to Shaykina (2015), it is important for the teacher to assess in blended learning as the learning process is more student-centered, not only in case of providing feedback but the students are required to give final task in written form which can be evaluated by peers through presentation in face-to-face setting or through group work in order to bring competitiveness (p. 257).

2.8 Challenges in Blended Learning

2.8.1Deficiency   in   Teachers'   knowledge

Bonk and Graham (2012) coined six matters while establishing blended learning. They are: (1) "The role of live interaction"; (2) "the role of learners' choices and self-regulation"; (3) "models for support and training"; (4) "dealing with the digital divide"; (5) "cultural adaptation"; and (6) "finding balance between innovation and production" (cited in Albiladi & Alshareef, 2019, p. 236). Bijeikiene, Rasinskiene & Zutkiene (2011) suggested that due to insufficiency of technical tools, teachers face difficulty which needs to be sorted out for betterment; the issues are associated with inefficiency of software and personally not meeting up the demand required for this process due to deficiency of required skills (p. 126). They further demonstrated uncertainty of the benefits of the tasks done virtually like virtual discussions and finding solutions that regards the requirement of apprehending ICT and advancement in this field (p. 126). Kessler (2007) gives suggestion regarding not proper usage of CALL for teachers' inefficiency in the know-how for making and preparing materials through this process which the students utilize (cited in Romero Archila, 2014, p. 144). So & Bonk (2010) called blended learning as a complicated and hard process for many teachers and students; Astin (1999)& Kuh (2009) told the reason of this being so hard as it becomes ominous for teachers while guiding for which the students need to be active and enable to self-study (cited in Johnson & Marsh, 2014, p. 24). Johnson & Marsh (2014) also said that for making fruitful student involvement and converting it into effective progress, teachers are required to work further more on what they already know and should have the urge to work with new techniques, elements and processes like blended learning (p. 24).

2.8.2 Students' uneasiness and Inadequate Technical Tools

Baharun & Porter (2009) put forward the matter of students' uneasiness, worry and uncertainty while connecting with online tools (cited in Thang, Mustaffa, Wong, Noor, Mahmud, Latif & Aziz, 2013, p. 2). Thang, Mustaffa, Wong, Noor, Mahmud, Latif & Aziz (2013) again obscure direction that becomes the reason for feeling off-track and detached (p. 2). As per Ja'ashan (2015), it is found that blended learning is more time consuming than traditional setting as the interaction is done through email. As a result, discussion becomes broad. As a result, it requires much time than it could be in face-to-face setting. Again, due to internet, having slow network is a reason of facing problems for the students and it may cause anxiety and isolation while comparing with face-to-face class. The guidelines given in blended learning are tough (p. 48-49). Banados (2006) found out that there is preference of face-to-face classes more than online classes as students felt isolated in online classes- through e-learning style. They desire additional scopes for face-to-face setting as learning materials are given by the teachers through online methods (p. 535). Baharun & Porter (2009) mentioned about troubles caused by online technology (p. 6).

2.9 Implementation of Blended learning

2.9.1 Finding out Problems

According to Al Zumor, Al Refaai, Eddin & Al-Rahman (2013), for finding out the problems, it is necessary to take students' recommendations for bringing solutions related to technology, making appropriate arrangements for instructing students, by the increment of the labs' number, understanding magnificent participation of teachers and students; and these should be implemented wisely for making blended learning productive giving good chances to the learners for learning

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the language (p. 106). Yilmaz & Orhan also added that to find out the elements that are collaborated in blended learning it is required to keep in the mind the course content and the type of students in terms of their needs and differences (p. 158). Kerres and DeWitt (2003) recommend maintaining equilibrium between traditional components and technical components for bringing a favorable result and it is also noted that the design differs as per situation individually (cited in Thang, Mustaffa, Wong, Noor, Mahmud, Latif & Aziz, 2013, p. 2). As per Ja'ahsan (2015), it is important to take students' opinions to comprehend the materials required for the course by observing videos of the native speakers online and utilizing personal accessories and networking socially as well (p. 49).

2.9.2 Organizing Blended Learning

Marsh (2012) stated that blended learning is a comparatively new idea in many academic organizations but with research, it is found that proper implementation can make good progress for making better learning practices (cited in Al Zumor, Al Refaai, Eddin & Al-Rahman, 2013, p. 105). As per the suggestion of Sharma (2007), for making worthwhile blended learning, the attempts of the teachers should not be substituted and the merging of the technology should be there as well and both of these should make a combination (cited in Council, 2013, p.16). Reay (2001) gives emphasis on the matter that blended learning is not only about using online tools with normal training process but it is a holistic approach to fulfill the features of all types of learning methods ensuring them to be suitable for the course. Again, Mortera-Gutierrez (2006) gives the idea of prospering BL setting considering the power of various means, learners' involvement in the process, their way of using knowledge gained from the means, and their ability to balance the combination of online and face-to-face processes (cited in Yilmaz & Orhan, 2010, p. 158). According to Johnson & Marsh (2014), for blended learning, the matter of time management and

organizing materials should be given emphasis by proper planning and execution and this should be done with teachers are evident with their parts and duties (p. 27). Gleason (2013) comprehended the matter of discourse analysis which is a vital part of language learning and it is important to make approval for taking steps to create a language learning environment combining online and face-to-face class in such a way that this is fulfilled with proper usage of materials and technology in blended learning method (p. 338).

2.10 Teachers' and Students' Role

2.10.1 Teachers' Role

Sharma and Barrett (2007) talked about some factors like perceptions of teachers about the use of technology, level of learners, training for teachers and students, and expenditure, which has a significant influence on the implementation of blended learning methods for language class (cited in Albiladi & Alshareef, 2019, p. 233). As per Banados (2006), teachers support the students by guiding, collaborating, and giving assessments, and make the learners competent in thinking and making the process of language learning; whereas, students learn by themselves and engage themselves in active learning with their own influence (cited in Shaykina, 2015, p. 256). He also said that teachers are required to enhance the credence of the students for doing the online tasks on their own and provide them instructions online both in group and individually; they are also required to mentor the students in a more convoluted manner and motivate them to communicate and do individual tasks utilizing the online platforms as it is tough for them to match their time with one another collaboratively, and teachers give enormous time for online setting as they get very less time in face-to-face class (p. 540-541). Banados further said that teachers are needed to evaluate and reinforce the thinking process of the students and compose the tasks for language

learning keeping that in mind (p. 539). Richards & Rodgers (2011) noted that it is a must for the teachers to give proper instruction and assessment to efficiently utilize online groups and simultaneously students are required to engage themselves actively and communicate prosperously; McBride (2009) stated that by bringing out learning necessities for the purpose of basic learning self-study occurs which increases students' engrossment and their active participation (cited in Sari & Wahyudin, 2019, p. 65). Writght (2000) stated that although technological tools and online settings have a significant role in the language learning process teachers' role also has a strong influence that cannot be ignored (cited in Behjat, Yamini & Bagheri, 2012, 97). In this regard, Behjat, Yamini & Bagheri (2012) focused on the fundamental of blended learning which gives the benefit of both e-learning and face-to-face environment (p. 97).

2.10.2 Students' Role

Albiladi & Alshareef (2019) mentioned researchers' point of view where most of the students appreciated blended learning criteria and they found engrossment and authenticity in the use of Facebook groups with the face-to-face classroom methods with favorable results (p. 235). Bonk (2010) gave emphasis on the teachers to remain conscious about the fact that the online performance cannot take the place in face-to-face classes but it is the scope for them to make use of the facilities for connecting outside the classroom (cited in Jonson & Marsh, 2014, p. 25). Senior (2010) stressed on the matter that teachers should not try to finish everything in a face-to-face setting, rather, they can utilize technical tools for further extension of tasks depending on students' needs, desires, practices, and objectives keeping more work on classes (cited in Jonson & Marsh, 2014, p. 25). Suannasom & Catane (2016) mentioned that the response of the students regarding blended learning displays that this is suitably adjustable, which goes with engaged life and various

kinds of students (p. 15). According to Sfton-Green, Nixon & Erstad (2009), young learners who own mobile appliances look for techniques that are up to the minute for the purpose of acquiring technical knowledge to know-how outside the school environment unlike their school setting of technologies are (cited in Avci & Adiguzel, 2017, p. 45-46). In Council (2013), it was proved that in tertiary education blended learning helps to control the rates of the students (p. 19).

2.11 The Conceptual Framework of The Study

Wang, Han and Yang (2015) gave a salient overview of all major blended learning theoretical frameworks that are available to give a comprehensive views of the design and blended learning implementation. This study adapted their overview. The Conceptual Framework is as follows:
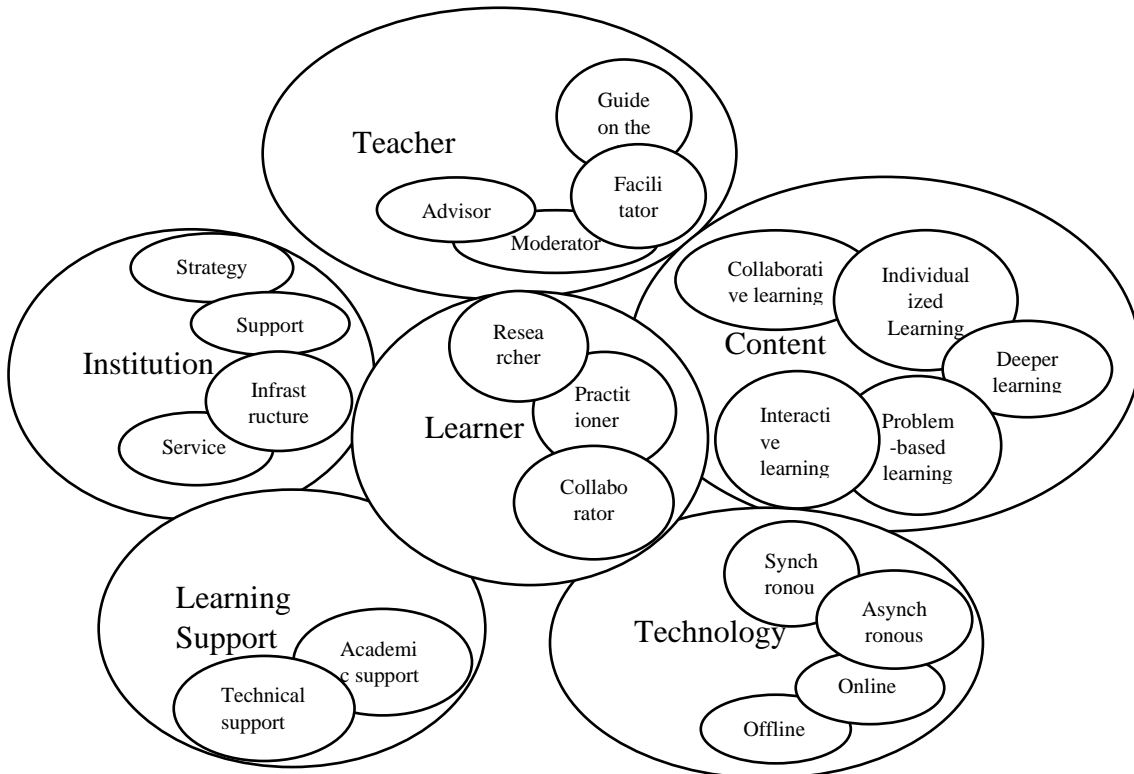
Fig 2.11: **The Conceptual Framework**

Chapter 3: Methodology

3.1 Introduction

This chapter is for discussion about the methodology required for this study. The purpose of this study is to understand the effectiveness of the blended learning approach for tertiary-level students in English language classes in the Bangladeshi context.

The research questions for exploring the research are:

1. What factors affect blended learning in English language learning in tertiary level students in Bangladesh?

2. What is thought about blended learning in English language classes?

Moreover, this chapter explains the reasons for making qualitative research, how the participants were selected, and how the analysis was done on the data collected.

3.2 Method of data collection

In this research, the research methodology that has been used is semi-structured interviews. According to Barriball and While (1994), there are two main reasons for choosing semi-structured interview; firstly, they are appropriate for the survey of the beliefs and point of view of them who responds to convoluted and delicate matters and make an inquiry for getting more knowledge and simplification of responses; secondly, the background of different types of interviewees prevent the usage of standardized interview program (p. 330).

As per Gordon (1975), there is an argument that the arrangement of words done in the questions of the standardized interview is precisely identical for all respondents, for which we can get different answers from different respondents remaining the question as it is cited in Barriball & While, 1994, p. 330.

Here, in this study, I have chosen the collection of data through interviews and analyzed the recordings taken as different perspectives for finding out their thoughts about blended learning for tertiary level students in English language learning in the Bangladeshi context.

3.3 Description of interview for students

The questions asked in the interview came out of the theoretical discussions in chapter 2 (Literature Review). The interview consists of 15 open-ended questions. The areas of the questions came out of are the following:

- Factors pertaining to blended learning

- The perception about the blended learning among the students

(For the questions, see Appendix I)

The section "factors pertaining to blended learning: generated 4 questions. In this section, the interviewee's choice depending on learners is observed. Also, it tries to look at the factors that concern blended learning and how blended learning is derived in the process of English language learning.

The next section "the perception about the blended learning among the students" consists of 11 questions where the students are asked questions regarding different perceptions about blended learning and how it can be implemented, understanding the situation and availability which will make it effective and fulfill requirements.

3.4 Validity and reliability

As per Patton (2001), validity and reliability are coined as two factors for which it is required for the researcher to keep the factors in mind when planning a study, look over the outcomes and evaluate the quality of the research (cited in Golafshani, 2003, p. 601). He also, considering the capability of researchers, mentions that reliability is a result of validity in the research process (p.

602). According to Barriball and While (1994), for achieving credibility, both validity and reliability must be there in the research activity; and there is an argument by Brink that the vital challenge occurs due to semi-structured interview (p. 238). To ensure validity, participants' descriptions have been provided to assess the transferability of the findings to make it meaningful to other readers. For reliability, I used member-checking strategy and emailed the interview transcription to the participants to make them feel that perspectives have been shown.

3.5 Universe of the study

The topic of the research needs the researcher to collect the data from private universities in Dhaka city to maintain the trustworthiness i.e. validity and reliability of the data collected. A large-scale survey requires huge costs and more time which are not possible and not available for this study. Therefore, the researcher intends to choose definite units of samples to make the data more persuasive. The sources of data collection were chosen keeping in mind time limitations and expense.

3.6 Sampling of the study

For the collection of the data, researcher had to set a sample unit. The researcher chose a university of Dhaka city for the interview and the number of subjects were 5 (all the students were from same university).

Samples selected from the survey are shown in the following table:

Type	Number
Students' interview	5

Detailed Sampling Plan

Institution	Student No.
University A	**5**

3.7 Administering the students' interview

Before administering the main interview, the researcher took a pilot survey from where the identification of the problems was found with the question. For conducting the piloting, I chose one participant and I chose her because of her availability to check whether my topic is feasible, after checking the questions by the supervisor. Before the pilot study, the questions were such that the students got the opportunity not to give examples illustrating a context. The researcher got aware of the problems with the help of the pilot study (students avoiding attaching examples and elaborated answers) and enabled her to make necessary changes in the questions accordingly.

For the main interview, the researcher had to take appointments from all the students of the university so that they could give all the answers together consecutively. She had to explain to them about the research and set them in such a way that they could give the answers together and she could record them which were transcribed later. Due to the current pandemic situation, it was not possible to take interviews in person. Therefore, it was a telephone interview.

3.8 Process of data analysis

This section of this chapter is on discussing how the analysis of the data got through telephone interviews and audio recordings. In regard to finding out the answers to the research questions, a qualitative thematic analysis process was used. Vaismoradi, Jones, Turunen, & Snelgrove (2016) stated that qualitative content analysis and thematic analysis are extensively acknowledged for having transparency and structure in the case of the research process (p. 107). Data analysis plays a vital part as it exhibits the reliability of the study. It is the answers to the questions that are made for the interviewees. In qualitative research, data analysis is made up of arranging and assembling data, lessening data to themes by coding, then showing the data in the whole discussion.

3.9 Participants' Profile

In the table below, the participants' profiles are shown according to their perceptions and opinions about blended learning:

No	Name and gender	Education and medium of instruction	Attitudes towards blended learning in English language learning classroom	Difficulty in English language learning in blended learning system	Problems in blended learning classroom	Perceptions regarding blended learning in English language classroom
01	Jer (F)	Masters in English from BRAC	Prefers traditional learning	Sometimes, cannot submit assignment in time and cannot	Here, issues fully depend on internet	The platforms that are used

		university, medium of instruction is English.	system more than online or blended learning as it is more interactive.	attend quiz, and also miscommunication occurs.	connection which is a major technological barrier. Due to poor internet connection there are problems in online classroom.	can be upgraded. In online, it becomes monotonous to survey all the time online and also painful for eyes. Blended learning can help get rid of these problems.
02	Sri (F)	Masters in English from BRAC university, medium of instruction is English.	Likes blended learning as in traditional learning there is more interaction and in online	In online, the major problems are internet connection and lack of communication.	There are two main problems: technological issues and poor internet connection.	The materials should be upgraded and made more interactive. It should be

			setting there is flexibility and blended learning is a combination of these two.			made short and effective as well.
03	Mit (F)	Masters in English from BRAC university, medium of instruction is English.	Likes blended learning as in online part there is more flexibility.	While working from home, there are many interruptions as the environment is not suitable sometimes for working as distraction may occur.	Sometimes, what is said not properly heard due to internet connection and there might be something needed to make the instructor see but unable to do it properly causing hamper in further tasks.	It may help to make the class more interactive and also may help dealing with internet issues.

| 04 | Ben (M) | Masters in English from BRAC university, medium of instruction is English. | Likes blended learning as it is modern and different online books can be explored. | In online, many technological issues and breakage of laptop. | Sometimes, does not get scope to communicate properly with the instructor in online part and also does not need to buy books and overlooks many things while searching online. | In Bangladeshi context, it will be very suitable and modern; recordings and pre-recordings of the classes will make it more successful. |
| 05 | Ani (F) | Masters in English from BRAC university, medium of instruction is English. | Likes blended learning as they can have the advantage of interacting and exploring | Sometimes, learning becomes disorganized and lengthy due to lack of proper implementation and maintaining | In online part, watching on the screen for so long is most painful and causes eye irritation. | There should be a balance in terms of quantity of covering materials as learning from |

			at the same time.	proper balance of work.		traditional way and then also attending online platforms needs limitation in dividing the tasks properly.

3.10 Conclusion

In this chapter, at the beginning, method of data collection, description of interviewee, validity and reliability and universe of the study were made; then sampling of the study, administering of the students interview and process of data analysis are mentioned. In the next chapter, the result found from the interview will be analyzed and discussed as the study proceeds.

Chapter 4: Findings and Analysis

4.1 Introduction

The data obtained from the semi-structured interviews are carefully analyzed and presented in this chapter:

4.2 Analysis

Each question is discussed under theme(s) and its/their emergent categories.

Question 1.

(How does this blended learning differ from traditional classroom instruction?)

Theme: Learners' preference between traditional learning and blended learning.

Emergent Categories: (i) traditional learning is more effective and preferable, (ii) easier to interact and communicate, (iii) direct teaching,(iv) preferred all, (v) in traditional, communication and interaction, (vi) in online, flexibility, (vii) in traditional, only that time, (viii) in online, more flexible, (ix) proper interaction in traditional setting, (x) blended learning is modern and makes successful learning, (xi) in online, various types of books and articles, (xii) in traditional, only text books, (xiii) in traditional, there is interaction but no exploration, (xiv) both interaction and exploration through blended learning

(a) **Learners' preference between traditional learning and blended learning:**

i) **Traditional learning is more effective and preferable:**

One student thinks that traditional classroom is more effective and preferable than online classroom or blended learning.

ii) **Easier to interact and communicate:**

iii) **Proper interaction in traditional setting:**

Another student thinks, they can interact properly in a traditional setting but in the case of online, they simply cannot do it that well as the interaction is not face-to-face.

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iv) **Blended learning is modern and makes successful learning:**

He also thinks that blended learning system is modern and if this is implemented their learning will become more successful.

v) **In online, various types of books and articles:**

In online they can use various types of books and articles which are not available in traditional setting.

vi) **In traditional, only text books:**

In traditional classroom we mostly use text books which is deprived of modern education system.

She prefers traditional learning more than blended and online learning because she finds it more interactive and there is more communication in this process.

vii) **Direct teaching:**

She thinks teaching is more direct that way, as in, the traditional classroom setting is face-to-face and there is more opportunity for direct contact in that kind of a setting.

viii) **Preferred all:**

Another student thinks that all the teaching methods are preferable. She thinks traditional, online and blended learning all have their own advantages.

viii) **In traditional, communication and interaction:**

According to her, it is easier to communicate and interact in a traditional classroom.

ix) **In online, flexibility:**

Again she thinks online they can take the advantages of flexibility of time whoever has kids and household chores.

x) **In traditional, only that time:**

Another student thinks in a traditional learning classroom, we only get a limited time for interaction and learning.

xi) **In online, more flexible:**

She thinks, in an online setting, we get more time and flexibility.

xii) **In traditional, there is interaction but no exploration:**

Another student thinks, in a traditional classroom though students can interact with the teachers and peers, they miss the exploration part, which is possible in online and blended learning methods.

xiii) **Both interaction and exploration through blended learning:**

So, by blended learning students can have the advantage of interaction and get scope to explore without depending on others i.e. it is more advantageous and there is more exploration.

Therefore, it can be seen that traditional learning is preferred more for interaction and communication, online and blended learning is important for modern education system and exploring more. Thus from the overall view it can be said that blended learning is the most preferable as it has a combination of both online

and face-to-face learning and thus, there is combination of interaction and exploration, making the learning system more modern and suitable for the context.

Question 2.

(What do you prefer in the blended course?)

Theme: Improvement of learning software and interaction in English language classroom

Emergent Categories: (i) two way communication in blended learning, (ii) involved in group activities, (iii) Breakout Rooms, (iv) helpful platforms (v) platforms should be created, (vi) not enough for interaction, (vii) combination is given priority, (viii) more interaction, (ix) materials with a new trend.

(a) **Improvement of learning software and interaction in English language classroom:**

i) **Two way communication in blended learning:**

One of the students believed that there will be two way communication in blended learning which is one of the preferrred parts of this process.

ii) Involved in group activities:

Students can be divided into groups and get involved in group activities.

iii) Breakout Rooms:

She also thinks that students can be divided into smaller groups for them to do some collaborative work through creating 'Breakout Rooms', which can be easily implemented in a zoom meeting.

iv)   Helpful platforms:

Another student thinks that there are many helpful platforms. For example, platforms like bux, facebook group, learning from youtube; all these helped them a lot.

v)   Platforms should be created:

Another student thinks that many other platforms like Bux should be created and used in different institutions.

vi)   Not enough for interaction:

She believes that, only these are not enough to make the courses interactive. Many more improvements are needed.

vii)   Combination is given priority:

Thus a combination of online and face-to-face courses should be given priority for getting the best outcome.

viii)   More interaction:

Again, other students think that there should be more opportutinities to interact and to improve the overall process.

ix)   Materials with a new trend:

Another participant thought that the course materials should follow a new trend that can cope with the new educational system.

Therefore, it can be seen that blended learning helps in making the overall learning process more interactive as there are facilities for two way communication. This is also said to be not enough for interaction. There are also group activities which can be done in both cases. For example, in the online process 'Breakout Rooms' are there for group work. Some of them think that many other online platforms are very helpful like bux, facebook, youtube and also new platforms with new course materials coping up with the new trend are needed.

Question 3.

(What are some examples of typical assignments and deadlines?)

Theme: Lack of technology usage and poor internet connection.

Emergent Categories: (i)submitted hard copies in traditional learning, (ii)submitted task online (Bux), (iii) lack of knowledge in using technological equipment or tools, (iv) lack of good internet connection, (v) creating barrier in submitting assignments on time (vi) difficulty in communication, (vii) poor internet connection disturbing submission in time, (viii) lack of proper knowledge about online for submission, (ix) lessening term paper, (x) no issues with deadlines, (xi) in online, missing deadlines, (xii) failed assignment completion, (xiii) laptop breakage, (xiv) finishing the assignments in time

   (a) **Lack of using technologies and poor internet connection:**

   i)   **Submitted hard copies in traditional learning:**

One student says that in traditional learning we used to submit hard copies. Thus, there is less possibility of internet connection issues.

ii) **Submitted task online (Bux):**

She also says that in 'Bux' we submit the soft copy. So, anyone can submit their assignments from anywhere. So, that's an advantage.

iii) **Lack of knowledge in using technological equipment or tools:**

She says that everybody does not have the same ability to use a laptop or technological equipment tools.

iv) Lack of good internet connection:

Many do not have good internet connection which is a major problem for maintaining time.

v) Creating barrier in submitting assignments on time:

All these are the reasons for creating hindrance and barriers while submitting assignments and maintaining the deadline.

vi) Difficulty in communication:

She also says that sometimes it's difficult to make the instructor understand the situation due to lack of communication.

vii) Poor internet connection disturbing submission in time:

Another one says that many have very poor internet connection which may cause disturbance to submit the assignment in time.

viii)   Lack of proper knowledge about online for submission:

Again, another student says that many of them do not have a proper way to submit assignments online due to technological issues. So this may be a problem to submit within the deadline.

ix)   Lessening term paper:

Other students think that there is a wide term paper which should be lessened.

x)   No issues with deadlines:

He has no issues with deadlines as it is announced much before.

xi)   In online, missing deadlines:

Again, another student says that online students often miss the deadline.

xii)   Failed assignment completion:

That may also fail to do the assignment on time due to internet issues.

xiii)   Laptop breakage:

It may also occur due to laptop breakage.

xiv)   Finishing the assignments in time:

They should finish the assignments before the deadlines as they are given time for the deadlines.

Therefore, it can be said that most of the problems occur in submitting assignments due to lack of knowledge about technological issues and poor internet connection. In the traditional learning system we had to submit hard copies but in online soft copies are submitted through different platforms like mail, bux, etc. Sometimes students fail to submit the assignment in time due to poor internet connection or their lack of knowledge about technology, like fixing laptop breakage or using the platforms properly. Thus they may fail to submit the assignment in time. Again, another student says that he has no issues with deadlines as it is announced much before and there is much time to cover it. Actually, the problem may occur during submitting if the internet connection becomes poor and also there is power cut during submission. Again, a student thinks that term papers that are required to submit are wide and these should be lessened so that they can finish it and submit it on time.

Question 4.

(In terms of time and work, are your overall expectations the same as or different from a traditional learning?)

Theme: Learning facilities in blended learning.

Emergent Categories: (i) different in terms of time and place between blended learning and traditional learning, (ii) deprived from class lectures in traditional learning, (iii) get opportunity to attend or get lectures in virtual classroom, (iv) learning category depends on students' personality and multiple intelligence, (v) students' choice and comfort, (vi) in online, limited time (vii) lot of things remain left, (viii) rush but cannot explore the depth, (ix) changed expectations, as system is totally different now

(a) Learning facilities in blended learning:

i) **Different in terms of time and place between blended learning and traditional learning:**

One student says that the overall expectations are different in terms of time and place between blended learning and traditional learning.

ii) **Deprived from class lectures in traditional learning:**

She also thinks that in traditional learning system if students miss any class they cannot get the class lectures.

iii) **Get opportunity to attend or get lectures in virtual classroom:**

Again, in the online based class, they get the opportunity to attend the class that had been missed as s/he is virtually present.

iv) **Learning category depends on students' personality and multiple intelligence:**

Other student thinks that it depends on the students. Some are introvert, some are extrovert. So the learning category happens depending on the students' multiple intelligence whether it's online or it's offline.

v) **Students' choice and comfort:**

Another student thinks that this depends on the choice of the students which way they are comfortable with and they choose accordingly.

vi) **In online, limited time:**

Other student thinks that the online class becomes very limited.

vii) **Lot of things remain left:**

In private universities, they have four months for a semester and there are a lot of things left which they thought to learn.

viii)   Rush but cannot explore the depth:

He believes that they just rush for everything but cannot explore the depth of anything.

ix)   Changed expectations, as system is totally different now:

Another student thinks that the overall expectations have changed a lot as the learning system now is totally different from earlier.

Therefore, it can be said that the overall expectation is different in blended learning. In traditional learning the missed classes cannot be attended again but in online learning there is facility of virtual learning. Again, there are different types of students; some are extroverts and some are introverts. So, the learning style also depends on that. Thus, the combination of both online and face-to-face learning will be suitable for all types of students. Online, there is limited time and many things remain undone. So, more time is needed which will be possible in blended learning as the materials will be set up according to time and work. It is necessary not to rush and explore to the depth so that students get to know more about what they are learning which is possible in blended learning.

Question 5.

(How often and how much will students interact with the instructor and other students?)

Theme: Interaction among peers and teachers.

Emergent Categories: (i) interaction between peers, (ii) interaction between students and teachers, (iii) more interaction in blended learning, (iv) difficult to interact when video is turned off, (v) interaction and relationship in traditional learning, (vi) in online, not much scope for interaction, (vii) maintaining balance, (viii) scope to interact offline, (ix) in online, assignment submission and written discussion

(a) Interaction among peers and teachers:

i)   Interaction between peers:

One student says that in the online class though we are sharing rooms to discuss but we actually don't know each other. So, there is lack of interactions.

ii)   Interaction between students and teachers:

She thinks that though there may be interaction with the instructor but it is not found among peers.

iii)   More interaction in blended learning:

Other student thinks that blended learning will bring scope to interact more than the face-to-face setting.

iv)   Difficult to interact when video is turned off:

Another student says they cannot see one another as sometimes the instructor prefers to turn off the video. This makes it more difficult to make interaction.

v)   Interaction and relationship in traditional learning:

Again, another student says that they can interact and build relationship in traditional learning system.

vi)   In online, not much scope for interaction:

In online they do not get that much scope to interact with peers and instructor.

vii)   Maintaining balance:

Another student thinks that there needs a balance while maintaining both online and offline classroom.

viii) Scope to interact offline:

She thinks that they get the scope to interact offline.

ix) **In online, assignment submission and written discussion:**

She thinks that in online there should be arrangement for submitting the assignments and make written discussion online.

Therefore, it can be said that in terms of interaction and communication in the online learning systems students feel a severe crisis while interacting with peers although they can interact with the teacher but this is also very little compared to the amount of opportunities for interaction needed. Again, in online students and teachers may find it difficult to interact when video is off; there is also no use of metalinguistic features online which makes the communication more difficult. There is also less scope to build up teacher-student and student-student relationships online which is easier in traditional learning systems. So, blended learning is needed to maintain both online and offline classrooms. In online assignment, submission and written discussion can be done and in face-to-face different pair and group activities can be done.

Question 6.

(What are the problems that you are facing in your current class?)

Theme: Technological issues.

Emergent Categories: (i) facing problems in internet connection, (ii) can directly interact with teacher and students in traditional learning, (iii) technological barrier, (iv) two main problems, (v) technological issue, (vi) poor internet connection, (vii) different technical hazards, (viii) no scope to make the instructor see something, (ix) issues in assignments for this, (x) lack of opportunities to contact with teachers, (xi) in offline, buying books and taking them in class, (xii) in online,

buying is not required, (xiii) this causes overlooking many things, (xiv) in only online, watching on the screens of laptop all the time is most painful

(a) <u>Technological issues:</u>

i) **Facing problems in internet connection:**

One student says that there is not enough facility in case of internet connection which is a problem in the online based learning**.**

ii) **Can directly interact with teacher and students in traditional learning:**

But in traditional learning, students can directly interact with the teacher and thus no need to worry about internet connection.

iii) **Technological barrier:**

So, here the issues fully depend on technology which is a major barrier.

iv) **Two main problems:**

Another student says that she is facing two main problems.

v) **Technological issue:**

One is technological issue.

vi) **Poor internet connection:**

And another is poor internet connection.

vii) **Different technical hazards:**

Other student says that there are different technical hazards like sometimes what they want to say is not heard due to technical issues.

viii) **No scope to make the instructor see something:**

She adds that there is no scope to make the instructor see something that she needed.

ix) **Issues in assignments for this:**

She further says that there is also issues to do assignments properly for these reasons.

x)   **Lack of opportunities to contact with teachers:**

Another student thinks that they don't get enough opportunities to contact with teacher if they have any issue.

xi)   **In offline, buying books and taking them in class:**

He also says that while offline they used to buy the books and take them in the class.

xii)   **In online, buying is not required:**

And says that but in online they do not buy books.

xiii)   **This causes overlooking many things:**

Thus, in this way they just go through the books online and overlook many things.

xiv)   **In only online, watching on the screens of laptop all the time is most painful:**

Another student believes that only online the problem that creates most pain is watching on the screen of the laptop as all the things like lectures, assignments, reading from pdf and so on are online.

Therefore, it can be said that technological issues are a major problem in the current situation. In a traditional learning system there is direct contact but in an online-based learning system technology is playing as a major barrier as online learning totally depends on technology and there is a lack of knowledge about technology. Poor internet connection works as another barrier. In the traditional system, students can make teachers see whatever is needed but online it is not always possible or becomes difficult to do so. Again, in the traditional system books have to be bought and in online lots of sources are available free of cost, but it might be a hindrance as watching on

the screen all the time is very painful. Thus, it can be said that blended learning is the best option to overcome these problems.

Question 7.

(What are the supports you want in blended learning classroom?)

Theme: Need uninterrupted technological facilities.

Emergent Categories: (i) uninterrupted learning, (ii) combine blended learning in face-to-face learning, (iii) help of social media can be adapted, (iv) in online, good internet connection, (v) in face-to-face, group and pair work for communication, (vi) can't do group work in person, (vii) in physical classroom, scope to know from others,(viii) support needed for blended learning implementation, (ix) teacher training, (x) many opportunities, (xi) support from govt. and institution, (xii) teacher-student interaction, (xiii) in online, individualistic, (xiv) combination is important to overcome, (xv) only online hampers, (xvi) blended learning lessens this due to combination, (xvii) govt. and institution support for establishment.

    (a) <u>**Need uninterrupted technological facilities:**</u>

i)   **Uninterrupted learning:**

        One student says that this process needs help to have uninterrupted class.

ii)   **Combine blended learning in face-to-face learning:**

        She believes that while face to face learning we can combine blended learning and make a successful learning.

iii)   **Help of social media can be adapted:**

She also added that to make successful some other ways are adapted like facebook group, mail and any other ways. So blended learning helps to overcome the problems in different ways.

iv) **In online, good internet connection:**

Another student says that in the online classroom they need good internet connection.

v) **In face-to-face, group and pair work for communication:**

She added that they have to do group and pair work to make the communication better in face-to-face classroom.

vi) **Can't do group work in person:**

Another student thinks that they can do group work in person along with online classes which will help to make the learning successful.

vii) **In physical classroom, scope to know from others:**

Again, in physical classroom if someone asks question then the rest also get the scope to know about it.

viii) **Support needed for blended learning implementation:**

So, we need support such that blended learning can be implemented.

ix) **Teacher training:**

Teachers are also needed to be well trained.

x) **Many opportunities:**

Another student believes that they will get many opportunities here.

xi) **Support from govt. and institution:**

He believes if they can get support from the govt. and the institution then they can implement those opportunities.

xii)   **Teacher-student interaction:**

He also believes that they can interact both with teachers and with students here.

xiii)   **In online, individualistic:**

He says but in online students become individualistic.

xiv)   **Combination is important to overcome:**

So this combination is important to overcome the problems in the classroom.

xv)   **Only online hampers:**

Another student believes that only online setting hampers the teachers and the students.

xvi)   **Blended learning lessens this due to combination:**

So blended learning will help to lessen this by making a combination of offline and online classroom.

xvii)   **Govt. and institution support for establishment:**

And to establish this arrangement the support of the govt. and the institution is needed.

Therefore, it can be said that for the support that is needed there should be uninterrupted technological facilities. Most of the problems are caused due to interruption caused by poor internet connection or laptop breakage. All are not able to fix these problems which cause hindrance by interrupting the learning process. So, govt. and institutions should contribute to overcome these problems by providing good internet connection and proper training to the students and the teachers. Different social media platforms and other online platforms should be created for

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making learning more modern and successful. There should be opportunities for pair and group work. All these are possible if blended learning is implemented as there is a combination this is effective enough to fulfill the requirements.

Question 8.

(What are the challenges you have faced in blended learning?)

Theme: Problems in submitting learning materials on time.

Emergent Categories: (i) missed deadline of assignments, (ii) cannot attend quizzes on time, (iii) miscommunication occurs, (iv) in online, internet connection and miscommunication (major problem), (v) in traditional, (communication) less challenging than combination,(vi) in traditional, without interruption, (vii) in online, interruption and environmental issues cause distraction,(viii) children cry and odd situation creates, (ix) in online, technological issues, (x) lack of knowledge about fixing it, (xi) well balanced materials, (xii) disorganized due to lack of knowledge about implementation.

    (a) <u>Problems in submitting learning materials on time:</u>

i)   **Missed deadline of assignments:**

        One student says that sometimes they miss deadline and cannot submit the assignments in time.

ii)   **Cannot attend quizzes on time:**

        Again, maybe she has a quiz but cannot attend that.

iii)   **Miscommunication occurs:**

        She also says that sometimes miscommunication occurs.

iv)   **In online, internet connection and miscommunication (major problem):**

Other student says that in online the major problem is internet connection and miscommunication.

v)   **In traditional, (communication) less challenging than combination:**

But in traditional way this is seen less compared to online which becomes a challenge while combining them and making blended learning.

vi)   **In traditional, without interruption:**

Another student says that in traditional learning system, they remain busy with their studies without any interruption.

vii)   **In online, interruption and environmental issues cause distraction:**

In the online class, there is interruption and different environmental issues which cause it difficult to keep concentration on.

viii)   **Children cry and odd situation creates:**

Like sometimes, children cry and it causes interruption in online settings and it sometimes creates odd situations to participate in the class from home as there are also other people.

ix)   **In online, technological issues:**

Another student says that online, many technological issues like internet connection and laptop breakdown occurred.

x)   **Lack of knowledge about fixing it:**

He also added that as they do not know many of the functions of their laptop, they fail to fix it.

xi)   **Well balanced materials:**

Again, other student says that the materials need to be well balanced.

xii)   Disorganized due to lack of knowledge about implementation:

She also believes that sometimes the learning becomes disorganized as many do not know how to implement this properly.

Therefore, it can be said that there are many challenges that cause hindrance in blended learning. Miscommunication may occur sometimes as this is a new system and there might be problems in implementation due to lack of know-how about it. There are also many technological issues which are needed to overcome. Again, in online class these may create some odd situations as the students are learning from home. So, it causes interruption. There is a lack of well-balanced materials as it is new and the materials are needed to be well balanced. Again, sometimes students are unable to give quizzes or submit assignments on time due to poor internet connection and technological issues. Thus, technological issues are the major challenges that are difficult to overcome.

Question 9.

(What suggestions can you provide to help strengthen this blended learning course?)

Theme: Upgrading learning platforms.

Emergent Categories: (i)upgrading the learning platforms, (ii) getting monotonous in class lectures and slides, (iii)causing both physical and mental(cognitive) problems, (iv) improving the curriculums, (v) initiate training for the fresher, (vi) ease of nervousness of using technological tools, (vii) upgraded materials, (viii) more interactive and short, (ix) otherwise, can hamper both mentally and physically, (x) teachers' proper training, (xi) more interactive and good internet connection, (xii) effective platforms and backup, (xiii) govt. and institutions' contribution to lessen internet and electricity bills, (xiv) in Bangladeshi context, recordings and pre-recordings, (xv) balances in quantity of materials,(xvi) limitation in dividing the tasks while combined

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(a) Upgrading learning platforms:

i)   Upgrading the learning platforms:

One student thinks that the platforms that are used can be upgraded.

ii)   Getting monotonous in class lectures and slides:

She thinks that it also becomes monotonous to listen to the lectures and watching slides in online platforms.

iii)   Causing both physical and mental(cognitive) problems:

She further says that it also causes both physical problems like eye pain, headache; and mental problems as well.

iv)   Improving the curriculums:

So it is necessary to keep this in mind and design the curriculum.

v)   Initiate training for the fresher:

There should also have training for the fresher that they can understand the learning system properly.

vi)   Ease of nervousness of using technological tools:

They also need training to get rid of nervousness while learning in this new process which are unfamiliar to them.

vii)   Upgraded materials:

Another student thinks that the materials should be upgraded.

viii)   More interactive and short:

The materials need to be made more interactive.

ix)   Otherwise, can hamper both mentally and physically:

It should be made short as working with laptop and continuously watching make it difficult and also hamper both physically and mentally.

x)   Teachers' proper training:

The teachers should also get proper training so that they can properly implement.

xi)   More interactive and good internet connection:

Another student believes that it is needed to make it more interactive and have good internet connection which also should be provided by the government.

xii)   Effective platforms and backup:

Different platforms should be used effectively to make a proper use of them. There should also have backup.

xiii)   Govt. and institutions' contribution to lessen internet and electricity bills:

The govt. should also lessen the internet and electricity bills as there are many people suffering for these issues. Institutions also need to contribute here.

xiv)   In Bangladeshi context, recordings and pre-recordings:

Other student thinks that in Bangladeshi context, the recordings and pre-recordings of the classes are important to provide.

xv)   Balances in quantity of materials:

Again, another student believes that there should be a balance in terms of quantity of covering materials

xvi)   Limitation in dividing the tasks while combined:

While learning from traditional way and then also attending online platforms, there should be limitation in dividing the tasks properly.

Therefore, it can be said that there are many suggestions that can be provided to strengthen blended learning courses like upgrading the learning platforms, improving the curriculums, upgrading materials, giving proper training to the students and the teachers, making it more interactive and short, effective platforms and backup etc. From them, I would say that the most important thing is dividing the tasks and balancing the limitations and also taking care of both physical and mental health in online class. There should also be proper implementation and help from the govt. and institution.

Chapter 5: Conclusion

5.1 Introduction

This concluding chapter aims for the summarization of the major findings of the study and discusses the effectiveness of blended learning approach in English language teaching in the tertiary-level context of Bangladesh. The study is done to understand the importance of blended learning in English language learning at tertiary level in Bangladeshi context and the situations and challenges regarding the implementation and utilizing this learning process and also the factors that are affecting the process.

The two research questions were:

1. What factors affecting blended learning in English language learning in tertiary level students in Bangladesh?

2. What is thought about the blended learning in English language classes?

5.2 Major Findings In Brief

5.2.1 The Factors Affecting Blended Learning In English Language Learning In Tertiary Level Of Bangladeshi Context

While conducting blended learning, there might have some factors that might affect the learning system. As this is a combination of online and traditional learning systems so the students' point of view could be understood by their experience. Online the major problem is regarding poor internet connection and technological issues which make them deprived of submitting the assignment on time and sometimes miss class. There are other issues like interruption in online class as students have to attend the class from their home so the environment is not suitable for classes. Again, in the traditional learning system, students do not get the chance to attend virtual class if they miss the class and there are also many issues like buying books which make it limited for them to gain knowledge. Again, online, watching at the screen for so long makes it painful. Therefore, all these can affect blended learning when the two learning systems are combined.

5.2.2 The Perception Of Students About Blended Learning In English Language Learning

Students have different perceptions about different learning styles. At present, due to the current situation, students are doing their classes online. Though online is suitable for the present condition, it has many disadvantages which are affecting the learning process. Therefore, students' perception, challenges, advantages and disadvantages about blended learning are required; and according to their perception, blended learning is suitable to get the best outcome in the English language learning system for the tertiary level students in Bangladeshi context.

5.3 Contributions Of The Study

5.3.1 Implication For Knowledge

This study gives the knowledge about blended learning and the learning processes with their suitability in different situations. Thus, this study gives the idea of combining online classroom with face-to-face learning process and how they should be implemented and the other factors which might affect the process and also the factors that might convert the process into a successful learning method coping with the modern learning processes.

5.3.2 Implication For The Theories

In the tertiary level of learning systems some unique facts regarding blended learning are found which the tertiary learners share through sharing their problems and views about blended learning. They also share about getting good technological support and cooperation of the teachers mainly as it plays a significant role in students' life by applying multiple strategies. Thus, this part can be discussed and analyzed further.

5.4 Recommendations

Referring to the findings of the study, I would like to provide several recommendations:

- This study approaches the policymakers of Bangladesh to bring a transformation in the learning system of their universities in the English language learning classroom. If this is implemented, the learning will become more successful.
- English language teachers are advised to conduct the classes by making a combination of both online and face-to-face settings.
- Innovation-based learning should be implemented to encourage the students.
- Technology should be utilized both online and offline for making the learning more interesting.

- The learning should be student-centered to make it suitable for the current situation.

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Appendices

Appendix I

Questions for Students' Interview

A note for the students:

This interview is meant for a postgraduate thesis titled "Effectiveness Of Blended Learning Approach In English Language Learning In The Tertiary-Level Context Of Bangladesh."

Your answers will be strictlyconfidential and used only for the purpose of the research. Thank you for your cooperation.

Section A:

Name:

Educational Background:

Institution:

Section B:

1. Please share your educational background. What do you study at present?

2. In which institution are you in now?

3. What was the medium of instruction in your school/high school?

4. Do you like to learn English language?

5. Do you like to read English books or short stories or any pieces of articles online?

6. How does this blended learning differ from traditional classroom instruction?

7. What exactly is your instructional model?

8. What do you prefer in the blended course?

9. What are some examples of typical assignments and deadlines?

10. In terms of time and work, are your overall expectations the same as or different from a traditional learning?

11. How often and how much will students interact with the instructor and other students?

12. What are the problems that you are facing in your current class?

13. What are the supports you want in blended learning classroom?

14. What are the challenges you have faced in blended learning?

15. What suggestions can you provide to help strengthen this blended learning course?

Appendix II

<u>Student 1:</u>

1. **How does this blended learning differ from traditional classroom instruction?**

   - The following response is included from questionnaire no 1 and the theme have been selected as **"Learners' preference between traditional learning and blended learning".** Emergent Categories are

   divided   as   codes.

Theme- Learners' preference between traditional learning and blended learning.	Emergent codes	Student's response
	*traditional learning is more effective and preferable	The student thinks traditional classroom is more effective and preferable than

		online classroom or blended learning.
	*easier to interact and communicate	It's easier to make interaction and communication
	*direct teaching	Teaching is more direct that way.

2. **What do you prefer in the blended course?**

   - The following response is included from questionnaire no 2 and the theme have been selected as **"Improvement of learning software and interaction in English language classroom"**. Emergent Categories are

   divided as codes.

Theme- Improvement of learning software and interaction in English language classroom.	**Emergent Codes**	**Student's Response**

	*two way communication in blended learning	She believes that there will be two way communication in blended learning which is a preferable part of this process.
	*involved in group activities ***Breakout Rooms**	Like, in zoom meeting, students can be divided for group work through creating 'Breakout Rooms'.

3. What are some examples of typical assignments and deadlines?

- The following response is included from questionnaire no 3 and the theme have

been selected as **"Lack of using technologies and poor internet connection"**.

Emergent Categories are

divided   as   codes.

Theme- Lack of using technologies and poor internet connection	Emergent Codes	Student's Response
	*submitted hard copies in traditional learning *submitted task online (Bux)	In traditional learning, we used to submit hard copies. However, in 'Bux' we submit the soft copy. So, anyone can submit their assignments from anywhere.
	*lack of knowledge in using technological equipment or tools *lack of good internet connection	But, everybody does not have same ability to use laptop or does not have good internet connection. So, this can cause hindrance in submitting

	*creating barrier in submitting assignments on time	assignment and maintaining the deadline.
	difficulty in communication	Sometimes it's difficult to make the instructor understand the situation due to lack of communication.

4. **In terms of time and place, are your overall expectations the same as or different from a traditional learning?**

- The following response is included from questionnaire no 4 and the theme have been selected as **"Learning facilities in blended learning"**. Emergent Categories are

- divided   as   codes.

Theme- Learning facilities in blended learning	Emergent Codes	Student's Response

	*different in terms of time and place between blended learning and traditional learning	The overall expectations are different in terms of time and place between blended learning and traditional learning.
	*deprived from class lectures in traditional learning ***get opportunity to attend or get lectures in virtual classroom**	In traditional learning system, if students miss any class they cannot get the class lectures but in online based class, they get the opportunity to attend the class that had been missed as s/he is virtually present.

5. **How often and how much will students interact with the instructor and other students?**

- The following response is included from questionnaire no 5 and the theme have been selected as **"Interaction among peers and teachers"**. Emergent Categories are

- divided   as   codes.

Theme- Interaction among peers and teachers	Emergent Codes	Student's Response
	*Interaction between peers.	In online only though we are sharing rooms to discuss but we actually don't know each other. So there is lack of student to student interaction.
	*interaction between students and teachers	Though there may be interaction with the instructor but it

Theme-Technological issues	Emergent Codes	Student's Response
		is not found among peers.

6. What are the problems that you are facing in your current class?

- The following response is included from questionnaire no 6 and the theme have been selected as **"Technological issues".** Emergent Categories are
- divided   as   codes.

Theme-Technological issues	Emergent Codes	Student's Response
	*facing problems in internet connection	There is not enough facility in case of internet connection which is a problem in online based learning.
	*can directly interact with	But in traditional learning, students

	teacher and students in traditional learning *technological barrier	can directly interact with the teacher and thus no need to worry about internet connection. So, here the issues fully depend on technology which is a major barrier.

7. What are the supports you want in blended learning classroom?

- The following response is included from questionnaire no 7 and the theme have been selected as **"Need uninterrupted technological facilities"**. Emergent Categories are divided as codes.

Theme- Need uninterrupted technological facilities	Emergent Codes	Student's Response

	*uninterrupted learning ***combine blended learning in face-to-face learning** ***help of social media can be adapted**	This process needs help to have uninterrupted class. While face to face learning we can combine blended learning and make a successful learning. To make successful some other ways are adapted like facebook group, mail and any other ways. So blended learning helps to overcome the problems in different ways.

8. **What are the challenges you have faced in blended learning?**

- The following response is included from questionnaire no 8 and the theme have been selected as **"Problems in submitting learning materials on time"**. Emergent Categories are

divided   as   codes.

Theme- Problems in submitting learning materials on time	Emergent Codes	Student's Response
	*missed deadline of assignments *cannot attend quizzes on time *miscommunication occurs	Sometimes they miss deadline and cannot submit the assignments in time. May be she has a quiz but cannot attend that. Sometimes miscommunication occurs.

9. What suggestions can you provide to help strengthen this blended learning course?

- The following response is included from questionnaire no 9 and the theme have

been selected as **"Upgrading learning platforms"**.Emergent Categories are

divided   as   codes.

Theme- Upgrading learning platforms	Emergent Codes	Student's Response
	*upgrading the learning platforms	The platforms that are used can be upgraded.
	*getting monotonous in class lectures and slides ***causing both physical and mental(cognitive) problems** ***improving the curriculums**	It also becomes monotonous to listen to the lectures and watching slides in online platforms. It also causes both physical problems like eye pain, headache; and mental problems as well. So it is necessary to keep this in mind

		and design the curriculum.
	*initiate training for the freshers' ***ease of nervousness of using technological tools**	There should also have training for the freshers that they can understand the learning system properly and get rid of nervousness while learning in this new process which are unfamiliar to them.

<u>Student 2:</u>

1. **How does this blended learning differ from traditional classroom instruction?**

    - The following response is included from questionnaire no 1 and the theme have been selected as **"Learners' preference between traditional learning and blended learning".** Emergent Categories are

        divided   as   codes.

Theme- Learners' preference between traditional learning and blended learning.	Emergent codes	Student's Response
	*preferred all	All are preferred as traditional, online and blended learning have advantages.
	*in traditional, communication and interaction	In traditional, it is easier to communicate and interact.
	*in online, flexibility	In online they can take the advantages of flexibility of time whoever has kids

		and household chores.

2. What do you prefer in the blended course?

- The following response is included from questionnaire no 2 and this theme has been selected as **"Improvement of learning software and interaction in English language classroom".** Emergent Categories are divided as codes.

Theme- Improvement of learning software and interaction in English language classroom.	**Emergent Codes**	**Student's Response**
	*helpful platforms	Platforms like bux, facebook group, learning from youtube all these helped them a lot.

3. What are some examples of typical assignments and deadlines?

- The following response is included from questionnaire no 3 and the theme have been selected as **"Lack of using technologies and poor internet connection"**. Emergent Categories are

divided   as   codes.

Theme-Lack of using technologies and poor internet connection	Emergent Codes	Student's Response
	*poor internet connection disturbing submission in time.	Many have very poor internet connection which may cause disturbance to submit the assignment in time.

4. In terms of time and work, are your overall expectations the same as or different from a traditional learning?

- The following response is included from questionnaire no 4 and the theme has been selected as **"Learning facilities in blended learning"**. Emergent Categories are divided   as   codes.

Theme- Learning facilities in blended learning	Emergent Codes	Student's Response
	*learning category depends on students' personality and multiple intelligence	It depends on the students. Some are introvert, some are extrovert. So the learning category happens depending on the students' multiple intelligence whether it's online or offline.

5. **How often and how much will students interact with the instructor and other students?**

   - The following response is included from questionnaire no 5 and the theme has been selected as **"Interaction among peers and teachers"**. Emergent Categories are divided as codes.

Theme- Interaction among peers and teachers.	Emergent Codes	Student's Response
	*more interaction in blended learning	Blended learning will bring scope to interact more than the face-to-face setting.

6. **What are the problems that you are facing in your current class?**

   - The following response is included from questionnaire no 6 and the theme have been selected as **"Poor internet connection"**. Emergent Categories are

divided   as   codes.

Theme-Technological issues	Emergent Codes	Student's Response
	*two main problems ***technological issue** ***poor internet connection**	She is facing two main problems which are technological issues and poor internet connections.

7. **What are the supports you want in blended learning classroom?**

    - The following response is included from questionnaire no 7 and the theme have

      been selected as **"Need uninterrupted technological facilities"**. Emergent Categories

      are

    - divided as codes.

Theme- Need uninterrupted technological facilities	Emergent Codes	Student's Response
	*in online, good internet connection	In online classroom they need good internet connection.
	*in face-to-face, group and pair work for communication	They have to do group and pair work to make the communication better in face-to-face classroom.

8. What are the challenges you have faced in blended learning?

-   The following response is included from questionnaire no 8 and the theme have

    been selected as **"Problems in submitting learning materials on time"**. Emergent

    Categories are

    divided   as   codes.

Theme- Problems in submitting learning materials on time	Emergent Codes	Student's Response
	*in online, internet connection and miscommunication (major problem)	In online the major problem is internet connection and miscommunication.
	*in traditional, (communication) less challenging than combination	But in traditional way this is seen less compared to online which becomes a challenge while combining them and making blended learning.

9. What suggestions can you provide to help strengthen this blended learning course?

- The following response is included from questionnaire no 9 and the theme have

been selected as **"Upgrading learning platforms"**. Emergent Categories are

divided   as   codes.

Theme-Upgrading learning platforms.	Emergent Codes	Student's Response
	*upgraded materials *more interactive and short *otherwise, can hamper both mentally and physically.	The materials should be upgraded and made more interactive. It should be made short as working with laptop and continuously watching make it difficult and also hamper both physically and mentally.
	*teachers' proper training	The teachers should also get proper

		training so that they can properly implement.

Student 3:

1. **How does this blended learning differ from traditional classroom instruction?**

   - The following response is included from questionnaire no 1 and the theme have been selected as **"Learners' preference between traditional learning and blended learning".** Emergent Categories aredivided as codes.

Theme- Learners' preference between traditional learning and blended learning	Emergent codes	Student's Response
	*in traditional, only that time	In traditional classroom, we get only that time in class.

	*in online, more flexible	But in online, we get more time and flexibility.

2. What do you prefer in the blended course?

- The following response is included from questionnaire no 2 and the theme have been selected as **"Improvement of learning software and interaction in English language classroom".** Emergent Categories are divided as codes.

Theme- Improvement of learning software and interaction in English language classroom	Emergent Codes	Student's Response
	*platforms should be created	Many other platforms like Bux should be created

		and used in different institutions
	*not enough for interaction	Only this is not enough to make the course interactive.
	*combination is given priority	So combination of both online and face-to-face courses are given priority.

3. What are some examples of typical assignments and deadlines?

- The following response is included from questionnaire no 3 and the theme have been selected as **"Lack of using technologies and poor internet connection"**. Emergent Categories are divided as codes.

Theme- Lack of using technologies and poor internet connection	**Emergent Codes**	**Student's Response**

	*lack of proper knowledge about online for submission.	Many of them do not have proper way to submit assignments online due to technological issues. So this may there be a problem to submit within deadline.

4. **In terms of time and work, are your overall expectations the same as or different from a traditional learning?**

- The following response is included from questionnaire no 4 and the theme have been selected as **"Learning facilities in blended learning"**. Emergent Categories are divided as codes.

Theme- Learning facilities in blended learning	**Emergent Codes**	**Student's Response**

	*students' choice and comfort.	This depends on the choice of the students which way they are comfortable with and they choose accordingly.

5. **How often and how much will students interact with the instructor and other students?**

   - The following response is included from questionnaire no 5 and the theme have been selected as **"Interaction among peers and teachers"**. Emergent Categories are divided as codes.

Theme- Interaction among peers and teachers	Emergent Codes	Student's Response
	*difficult to interact when video is turned off	They cannot see one another as sometimes the

		instructor prefers to turn off the video. This makes it more difficult to make interaction.

6. What are the problems that you are facing in your current class?

- The following response is included from questionnaire no 6 and the theme have been selected as **"Technological issues"**. Emergent Categories are

divided   as   codes.

Theme- Technological issues	Emergent Codes	Student's Response
	*different technical hazards	Different technical hazards like sometimes what they want to say is not heard due to technical issues.

	*no scope to make the instructor see something	Again, there is no scope to make the instructor see something that she needed.
	*issues in assignments for this	There is also issues to do assignments properly for these reasons.

7. **What are the supports you want in blended learning classroom?**

- The following response is included from questionnaire no 7 and the theme have
  been selected as **"Need uninterrupted technological facilities"**. Emergent Categories
  are
  divided as codes.

Theme- Need uninterrupted technological facilities	Emergent Codes	Student's Response

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	*can't do group work in person	They can do group work in person along with online classes which will help to make the learning successful.
	*in physical classroom, scope to know from others	Again, in physical classroom if someone asks question then the rest also get the scope to know about it.
	*support needed for blended learning implementation ***teacher training**	So, we need support such that blended learning can be implemented and teachers are well trained.

8. What are the challenges you have faced in blended learning?

- The following response is included from questionnaire no 8 and the theme have

been selected as **"Problems in submitting learning materials on time"**. Emergent

Categories are

divided as codes.

Theme- Problems in submitting learning materials on time	Emergent Codes	Student's Response
	*in traditional, without interruption	In traditional learning system, they remain busy with their studies without any interruption.
	*in online, interruption and environmental issues cause distraction	In online, there is interruption and different environmental issues which cause it difficult to keep concentration

		without any distraction.
	*children cry and odd situation creates	Like sometimes, children cry and it causes interruption in online setting and it sometimes creates odd situation to participate in the class from home as there are also other people.

9. **What suggestions can you provide to help strengthen this blended learning course?**

- The following response is included from questionnaire no 9 and the theme have been selected as **"Upgrading learning platforms"**. Emergent Categories are divided as codes.

Theme-Upgrading learning platforms	**Emergent Codes**	**Student's Response**

	*more interactive and good internet connection	To make it more interactive and have good internet connection which also should be provided by the government.
	*effective platforms and backup	Different platforms should be used effectively to make a proper use of them. There should also have backup.
	*govt. and institutions' contribution to lessen internet and electricity bills	The govt. should also lessen the internet and electricity bills as there are many people suffering for these issues. Institutions also

		need to contribute here.

Student 4:

1. **How does this blended learning differ from traditional classroom instruction?**

   - The following response is included from questionnaire no 1 and the theme have been selected as **"Learners' preference between traditional learning and blended learning"**. Emergent Categories are divided   as   codes.

Theme- Learners' preference between traditional learning and blended learning	Emergent codes	Student's Response
	*proper interaction in traditional setting	They can interact in traditional setting but in online they

		cannot properly do so.
	*blended learning is modern and makes successful learning	Blended learning system is modern and if this is implemented their learning becomes more successful.
	*in online, various types of books and articles ***in traditional, only text books**	In online they can use various types of books and articles but in traditional classroom we mostly use text books.

2. **What do you prefer in the blended course?**

    -   The following response is included from questionnaire no 2 and the theme have

        been selected as **"Improvement of learning software and interactionin English**

        language classroom". Emergent Categories are divided as codes.

Theme- Improvement of learning software and interaction in English language classroom	Emergent Codes	Student's Response
	*more interaction	The possibilities of interaction need to be more.

3. **What are some examples of typical assignments and deadlines?**

- The following response is included from questionnaire no 3 and the theme have been selected as **"Lack of using technologies and poor internet connection"**. Emergent Categories are

  divided   as   codes.

Theme- Lack of using technologies and poor internet connection	Emergent Codes	Student's Response

	*lessening term paper	There is a wide term paper which should be lessened.
	*no issues with deadlines	With deadlines there are no issues as it is announced much before.

4. **In terms of time and work, are your overall expectations the same as or different from a traditional learning?**

- The following response is included from questionnaire no 4 and the theme have been selected as **"Learning facilities in blended learning"**. Emergent Categories are divided   as   codes.

Theme- Learning facilities in blended learning	**Emergent Codes**	**Student's Response**
	*in online, limited time	In online time becomes very

	*lot of things remain left	limited. In private universities they have four months for a semester and there are a lot of things left which they thought to learn.
	*rush but cannot explore the depth	They just rush for everything but cannot explore the depth of anything.

5. **How often and how much will students interact with the instructor and other students?**

- The following response is included from questionnaire no 5 and the theme have been selected as **"Interaction between peers and teachers"**. Emergent Categories are divided as codes.

Theme- Interaction	Emergent Codes	Student's Response

between peers and teachers		
	*interaction and relationship in traditional learning	They can interact and build relationship in traditional learning system.
	*in online, not much scope for interaction	In online they do not get that much scope to interact with peers and instructor.

6. **What are the problems that you are facing in your current class?**

- The following response is included from questionnaire no 6 and the theme have been selected as**"Technological issues"**. Emergent Categories are divided as codes.

Theme- Technological issues	Emergent Codes	Student's Response

	*lack of opportunities to contact with teachers	They don't get enough opportunities to contact with teacher if they have any issue.
	*in offline, buying books and taking them in class ***in online, buying is not required**	While offline they used to buy the books and take them in the class but in online they do not buy books.
	*this causes overlooking many things	In this way they just go through the books online and overlook many things.

7. What are the supports you want in blended learning classroom?

- The following response is included from questionnaire no 7 and the theme have

been selected as **"Need uninterrupted technological facilities"**. Emergent Categories are

divided as codes.

Theme- Need uninterrupted technological facilities	Emergent Codes	Student's Response
	*many opportunities *support from govt. and institution	They will get many opportunities here if we can get support from the govt. and the institution.
	*teacher-student interaction	They can interact both with teachers and with students here.
	*in online, individualistic	But in online students become individualistic.

	*combination is important to overcome	So this combination is important to overcome the problems in the classroom.

8. What are the challenges you have faced in blended learning?

- The following response is included from questionnaire no 8 and the theme have been selected as **"Problems in submitting learning materials on time"**. Emergent Categories are

divided   as   codes.

Theme- Problems in submitting learning materials on time	Emergent Codes	Student's Response
	*in online, technological issues	In online, many technological issues like internet connection and

		breakdown of laptop occurred.
	*lack of knowledge about fixing it	As they do not know many of the functions of their laptop they fail to fix it.

9. What suggestions can you provide to help strengthen this blended learning course?

- The following response is included from questionnaire no 9 and the theme have been selected as **"Upgrading learning platforms"**. Emergent Categories are divided as codes.

Theme-Upgrading learning platforms	Emergent Codes	Student's Response
	*in Bangladeshi context, recordings and pre-recordings	In Bangladeshi context, the recordings and pre-recordings of the

Theme- Learners' preference between traditional learning and blended learning	Emergent codes	Student's Response
		classes are important to provide.

1. How does this blended learning differ from traditional classroom instruction?

- The following response is included from questionnaire no 1 and the theme have been selected as **"Learners' preference between traditional learning and blended learning"**. Emergent Categories are divided as codes.

Theme- Learners' preference between traditional learning and blended learning	Emergent codes	Student's Response
	*in traditional, there is interaction but no exploration	In traditional classroom though students can interact with the teachers

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		and peers but they cannot get the part of exploring.
	*both interaction and exploration through blended learning	So, by blended learning students can have the advantage of interaction and get scope to explore without depending on others.

2. **What do you prefer in the blended course?**

   - The following response is included from questionnaire no 2 and the theme have been selected as **"Improvement of learning software and interaction in English language classroom"**. Emergent Categories are divided as codes.

Theme- **Improvement of** **learning software** **and interaction in**	**Emergent Codes**	**Student's** **Response**

English language classroom		
	*materials with a new trend	The materials of courses should follow a new trend.

3. What are some examples of typical assignments and deadlines?

- The following response is included from questionnaire no 3 and the theme have

   been selected as **"Lack of using technologies and poor internet connection"**.

   Emergent Categories are

   divided   as   codes.

Theme- Lack of using technologies and poor internet connection	**Emergent Codes**	**Student's Response**
	*in online, missing deadlines	In online, students often miss the deadline and fail to

	*failed assignment completion *laptop breakage	do the assignment on time due to internet issues or breakage of laptop.
	*finishing the assignments in time	They should finish the assignments before the deadlines as they are given time for the deadlines.

4. **In terms of time and work, are your overall expectations the same as or different from a traditional learning?**

- The following response is included from questionnaire no 4 and the theme have been selected as **"Learning facilities in blended learning"**. Emergent Categories are divided as codes.

Theme- Learning facilities in blended learning	Emergent Codes	Student's Response

	*changed expectations, as system is totally different now	Overall expectations have changed a lot as the learning system now is totally different from earlier.

5. **How often and how much will students interact with the instructor and other students?**

- The following response is included from questionnaire no 5 and the theme have been selected as **"Interaction among peers and teachers"**. Emergent Categories are divided as codes.

Theme- Interaction among peers and teachers	Emergent Codes	Student's Response
	*maintaining balance	There needs a balance while maintaining both

		online and offline classroom.
	*scope to interact offline	They get the scope to interact offline
	*in online, assignment submission and written discussion	And submit the assignments and make written discussion online.

6. What are the problems that you are facing in your current class?

- The following response is included from questionnaire no 6 and the theme have been selected as **"Technological issues"**. Emergent Categories are divided as codes.

Theme- Technological issues	Emergent Codes	Student's Response
	*in only online, watching on the screens of laptop	In only online the problem that creates most pain is

	all the time is most painful	watching on the screen of the laptop as all the things like lectures, assignments, reading from pdf all the things are online.

7. What are the supports you want in blended learning classroom?

- The following response is included from questionnaire no 7 and the theme have
been selected as **"Need uninterrupted technological facilities"**. Emergent Categories
are
divided as codes.

Theme- Need uninterrupted technological facilities	**Emergent Codes**	**Student's Response**

	*only online hampers	As only online setting hampers the teachers and the students.
	*blended learning lessens this due to combination ***govt. and institution support for establishment**	So blended learning will help to lessen this by making a combination of offline and online classroom. And to establish this arrangement the support of the govt. and the institution is needed.

8. **What are the challenges you have faced in blended learning?**

   -   The following response is included from questionnaire no 8 and the theme have

      been selected as **"Problems in submitting learning materials on time"**. Emergent

      Categories are

      divided   as   codes.

Theme- Problems in submitting learning materials on time	Emergent Codes	Student's Response
	*well balanced materials	The materials need to be well balanced.
	*disorganized due to lack of knowledge about implementation	Sometimes the learning becomes disorganized as many do not know how to implement this properly.

9. What suggestions can you provide to help strengthen this blended learning course?

- The following response is included from questionnaire no 9 and the theme have been selected as **"Upgrading learning platforms"**. Emergent Categories are divided   as   codes.

Theme- Upgrading learning platforms	Emergent Codes	Student's Response
	*balances in quantity of materials	There should be a balance in terms of quantity of covering materials.
	*limitation in dividing the tasks while combined	While learning from traditional way and then also attending online platforms, there should be limitation in dividing the tasks properly.