# Students' Perception of the Usefulness of Blended Learning at Tertiary Level English Education in Bangladesh

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*Abstract*
*Blended learning can enhance learners' enthusiasm, sovereignty, engagement, and participation in education, both in offline and online modes, in a more challenging but adaptable environment. This study tends to examine students' perceptions of blended learning and its usefulness for learning English at tertiary-level institutions in Bangladesh. The researcher collected data from 100 students through a structured questionnaire. Collected data were processed and analysed through SPSS–26. A quantitative research method was employed to achieve the objective of the study. It observes that blended learning can develop learners' skills, including educational acceleration, academic performance, language subskills, and easier drills. The study also highlights that blended learning fosters learners' autonomy and critical thinking by allowing them to control the pace and style of their learning. The flexible nature of blended instruction supports different learning preferences. It also improves access for students with varying levels of technological skills. Hence, the outcome of employing blended learning in academic activism, in particular, in skills development, proved positive. The study recommends acknowledging and implementing the blended learning approach at the tertiary-level educational institutions in Bangladesh to enhance sustainable English language learning.*

***Key words:*** *Blended learning, Bangladesh, traditional instruction, hybridity, tertiary-level education, skills development.*

## I. Introduction

Nowadays, at the tertiary level, English teaching and learning methods in the contexts of EFL and ESL, teachers and students increasingly have access to using technology-mediated course materials, along with traditional face-to-face instruction across the globe. Bangladesh is a densely populated sovereign country in South Asia. According to its sociolinguistic perspective, it is a monolingual country, where 98% of its people speak Bangla, the national language. Nevertheless, English has had a dominant presence here since the British East India Company introduced and expanded it in the early seventeenth century for business and administrative purposes (Zaman, 2003). Even after its liberation from Pakistan in 1971, Bangladesh has been providing English education from the primary to tertiary levels as a compulsory basis course (Khatun, 1992). In this continuity, the National Education Policy (2010) has taken further measures to emphasize English teaching and learning at all levels of education in Bangladesh. Its main aim is to develop a society based on knowledge and the integration of information technology. The policy has suggested measures to enhance English writing and speaking skills from the primary to the tertiary level, declaring English a compulsory subject alongside Bengali. In this respect, students' opinions appear mixed because they are confronted with diverse aspects of courses and teaching-learning methods or approaches, including various types of course content, suggested books, and specific language skills (Monira, 2022). The National Education Policy (2010) has set a further goal to bring Bangladeshi education to an international standard. It has also emphasized translating English books into Bengali. Therefore, in Bangladesh, tertiary-level institutions, which provide graduate and other postgraduate degrees, cannot but facilitate effective education, supplemented with effective English skills. Complying with the National Education Policy (2010, clause 09), the University Grants Commission of Bangladesh has taken a reformed education policy. It also suggests that teaching and learning English at the tertiary level should be implemented on a mandatory basis, and made English courses compulsory including 100 marks or 03 credits in all the degree (undergraduate) level colleges around Bangladesh. Yet again, in Bangladesh, English has the status of a foreign language (EFL: English as a Foreign Language); whereas for professional or higher research, it is conducted as an ESL (English as a Second Language) course or Lingua Franca, to a certain extent. Different

stakeholders, including teachers, students, guardians, and administrators in universities, emphasise that an effective process of learning and teaching English must be ensured throughout the country to make technology and knowledge-based education sustainable. From this perspective, effective learning and teaching of English still pose some challenges, and cannot warrant an equilibrium between diverse workloads and expenses. Ensuring the decreasing graph of dropout marks is one of the significant challenges in this connection. On the contrary, heightening learners' efficiency graph through autonomous communication in all areas of listening, speaking, reading, and writing, by ensuring sound oratory and accuracy, remains the most crucial challenge for all. However, blended learning, being a modified 'hybridised or mixed method' of the traditional instructions and e-learning, beacons an optimistic aura. Having originated in the business world in connection with corporate training (Sharma and Barrett, 2007; Kumar et al., 2024), this process of learning has drawn special attention from educators in the multidisciplinary fields. Its employment in higher education, including language teaching and learning, therefore seems very pragmatic (MacDonald, 2006). In its most simplified approach, it refers to the practice of traditional direct methods, combined with internet and computer-oriented learning and teaching practices for the same learners studying the same content from the same course. It is a premeditated and effective fusion of face-to-face and e-learning experience (Garrison and Vaughan, 2008). It is a binary approach, where internet-based modern pedagogy is infused with traditional instructional methods. Blending learning thus possesses a bridging quality. Moskal et al. argue that it is a mechanism that bridges the old and new methods of learning by influencing policy and strategic measures virtually at higher level of education (2013). Therefore, blended learning has emerged as a penetrating fusion of web-connected and traditional instructional methods, which shows the potential of sustainable education despite all its challenges for educational stakeholders in Bangladesh.

## II. Review of Literature

Blended learning represents a relatively new approach in twenty-first-century education. It integrates computer-oriented technologies with traditional instructional practices in both formal and informal learning environments. This method can effectively be used to improve learners' speaking, listening, reading, and writing skills, with special attention to their pronunciation, vocabulary knowledge, and grammar (Deniz, 2024). Undisputedly, this method can make an encouraging impression in the learning process. Deniz has demonstrated how blended learning can optimise learners' enthusiasm, sovereignty, engagement, and adaptability in various modes of education, including active in-campus or off-campus learning via e-learning or traditional methods.

Albati observes that blended learning can provide more opportunities for students, who can access a flexible learning environment and personalize their learning experiences (2023). It ensures that learning activities are interactive; hence, conventional face-to-face instructions should be supplemented by modern technologies and resources. His findings show an affirmative impact on students' learning in English, especially their progress in vocabulary building and reading skills. Blended learning also allows teacher educators to apply diverse teaching methods so that they can assess students' progress in a real-time situation. Nevertheless, this learning process, suggests Albati, necessitates achievable planning and coordination for effective implementation of blended learning, which may enhance an inclusive education.

In a quasi-experimental study, Ghazizadeh et al. (2019) explored the effectiveness of learners' reading proficiency by using blended learning in an EFL context in Iran. For the study, he took sixty intermediate-level students on a random basis as respondents, and divided them into experimental and control groups. To the first group, the blended learning process was used, whereas traditional teaching methods were followed. The results of the study showed a statistically positive impact on reading proficiency among the learners chosen for the EFL context.

Besides academic achievements, blended learning can supplement social benefits by developing language skills, enhancing the English learning environment, and promoting students' motivation towards learning the language both in the ESL and EFL contexts (Albiladi and Alshareef, 2019). Their study also shows that this process reveals some challenges, both for the students and teachers, that require fundamental examination, because the strength of the blended learning rests on the teachers who will combine both the traditional and online teaching modes, and the learners who will apply the combined methods to attain their achievement either in the classroom or out of the classroom situations.

Tuan and Mai observe English language proficiency as a strength that can boost learners' success rate in multidisciplinary fields as well (2015). As a matter of fact, students' performance in other academic disciplines, such as science, mathematics, medicine, engineering, business, and computer science, can be significantly altered by improved language ability in English, because the learners' ability to master various skills means a lot (Fakeye, 2014). At this juncture, blended teaching methods in an EFL classroom can facilitate more achievable activities, which can develop their writing performance (Ghahari and Ameri-Golestan, 2014). This process of teaching learning method can indeed be a promising area for interested researchers too.

Hybridity or a mixed approach has made blended learning distinct in quality. By blending both the traditional and internet-based modern pedagogy, this process reveals its binary characteristics. While reviewing the theoretical foundations and components of blended learning in higher education globally, Mitra et al. analyse six articles from five countries published between January 2016 and December 2020. In this process, they diagnose some practical challenges, where time management, responding to technology-oriented teaching and learning materials, managing workload, and maintaining the equilibrium between the conventional and new methods were crucial (2023). To cope with these challenges, they proposed a modified blended learning model for tertiary education, which could be implemented through post-pandemic practices and a machine learning approach. This study eventually recommended blended learning applicable for universities in countries like Bangladesh. They emphasized that by incorporating machine learning algorithms, effective use of technology, adequate training inducement, etc., the best outcomes from the process of blended learning can be achieved consistently (Kumar, 2023; Kumar et al., 2022).

The application of blended learning on a wider scale at various levels of education is possible. This process saw its origin in the business world, and now it has deepened its roots in the world of English Language Teaching (ELT), and has been flourishing its branches in the areas of English for Academic Purposes (EAP), English for Specific Purposes (ESP), teacher education, and general English as a Foreign Language teaching (Knagg, J. 2013). Knagg's case study on the use of blended learning in the multi-disciplinary areas found it helpful for educators or instructors, too. According to him, for the trainee teachers, academic courses in training institutions, and courses for applied linguistics in the language teaching institutions, blended learning seems a great source of inspiration.

To cope with the challenges of modern world education, the National Education Policy (2010) of Bangladesh requires its education system to be more worthwhile in contrast to the conventional system, which will combine it with the updated pedagogy. In this regard, restructuring of the prevailing system seems essential. Together with the public institutions, the private (non-government) higher education institutions must run according to the goals and recommendations of the National Education Policy (2010), which they have undertaken. It virtually means to ensure quality education, in particular, in the areas of science, technology, and business studies in Bangladesh. From this perspective, a conducive education should be facilitated at all levels of the Bangladeshi education structure. Blended learning can be a viable option. It epitomises rapid adaptability for the majority of learners. But it may take 12 to 15 years to be implemented across the country (Hossain, 2013). Hossain's study focuses on the limitations of the blended learning process in Bangladesh and finds that the scarcity of logistic support, including supply of electricity and internet, effective training, social and cultural consistency, infrastructure, etc., unleashes obstacles towards achieving the goals of blended learning in Bangladesh.

From this perspective, in Bangladesh, there is a huge gap between the public and private educational institutions in terms of resources, expenses, support for struggling learners, residential facilities, etc. Compared to private universities, higher education in public universities in Bangladesh has always been less expensive. Whereas, the students in private universities undertake a challenging academic career due to hardship and the threat of dropping out. The process of blended learning from this perspective reveals an interesting result (Haque and Joher, 2018). The implementation of online classes, instead of virtual classroom arrangements, and teachers' training regarding this arrangement have been cost-effective and learner-friendly. Therefore, learners can master the art of maintaining a balance between income-generating work and study equilibrium, resulting in a decrease in dropouts.

### III. Objectives of the Study

As regards learning and teaching methods, both the concepts of learners and teachers must be clear and consistent so that better learning outcomes can be achieved. Blended learning as a new method in Bangladesh poses manifold challenges. From this perspective, this study sets its major objective to know the students' perception of the usefulness of blended learning in tertiary-level English Education. It also tends to assess learners' perception of the implementation of the blended learning process.

### IV. Methodology of the study

The present study commenced with a quantitative approach. A total of 100 graduate students from the Islamic University, Kushtia, Bangladesh, and the Jashore University of Science and Technology, Jashore, Bangladesh, were taken as the respondents for the study. Out of the total number, there were 65 male students, while there were 35 female students. Their age range was 23 to 26 years. For collecting the data, a structured questionnaire was used. The questionnaire was structured with a five-point Likert scale where 1 represented "highly disagree," 2 represented "disagree," 3 represented "neither disagree nor agree," 4 represented "agree," and 5 represented "highly agree". To attain the research objectives, viable primary data were collected on a necessary basis. Relevant data were processed through SPSS-26. While analyzing, all the data were transferred to numerical codes. At this juncture, a codebook was used to record the details of the numerical codes (Kumar,

2025). Some statistical tools were used to achieve the objectives of the study, such as descriptive study, reliability, t-test, correlation analysis, and regression analysis to attain the objectives of the study.

## V. Data Analysis and Interpretation of the Study

### Table 1: Reliability of the Statistics

| Cronbach's Alpha | N of Items |
|---|---|
| .895 | 6 |

*Source: Personal Survey*

For measuring the internal reliability, this study used the Cronbach's Alpha coefficient measures. While carrying on the study, 0.7 or higher reliability, was followed as a compulsory basis. In this respect, this research work took Nunnally's (1978) opinion as granted. Nunnally's opinion is that the Cronbach's alpha value should remain closer to 1, so that it can indicate greater consistency and stability. The value of the threshold was set at 0.60, while SPSS was used after transforming the responses. Again, the Cronbach's Alpha value, shown in Table 1, was .895. It suggests that the instruments used in the study were consistently reliable.

### Table 3: Normality Test

| Construct | N | Minimum | Maximum | Mean | Skewness | | Kurtosis | |
|---|---|---|---|---|---|---|---|---|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| The Integration of Blended Learning is a fruitful way of learning English Language courses. | 100 | 1.00 | 5.00 | 3.9500 | -1.499 | .241 | 2.384 | .478 |
| Blending of face-to-face and online teaching-learning methods is the best way of delivering course content. | 100 | 1.00 | 5.00 | 3.8800 | -1.104 | .241 | 1.036 | .478 |
| Blended Learning helps learners to have better academic performance. | 100 | 1.00 | 5.00 | 3.7600 | -1.206 | .241 | 1.193 | .478 |
| Blended Learning facilitates the learners' access to essential resources. | 100 | 1.00 | 5.00 | 3.8700 | -1.179 | .241 | 1.736 | .478 |
| The integration of Blended Learning accelerates educational progress. | 100 | 1.00 | 5.00 | 3.7900 | -1.054 | .241 | .519 | .478 |
| Blended Learning makes the language learning drills easier. | 100 | 1.00 | 5.00 | 3.7400 | -1.024 | .241 | 1.339 | .478 |
| Valid N (listwise) | 100 | | | | | | | |

*Source: Personal Survey*

Kim (2013) mentioned that data display a normal distribution when the sample size falls within the range of 50<n<300 and the z-scores range from ±3.29, and when the sample size is n<50 with z-scores ranging from ±1.96. Therefore, the researcher accepted this range, representing a normal distribution (Demir, 2021). The mean values for all constructs range between 3.74 and 3.95. It means that they indicate a positive perception as regard blended learning. All negative values of Skewness suggest that the responses are more favorable rather than neutral. Kurtosis values mostly indicate a peaked distribution, implying consistency in responses.

### Table 4: Correlation statistics

| Construct | | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| 1. The Integration of Blended Learning is a fruitful way of learning English Language courses. | Pearson Correlation | *1* | .636** | .715** | .594** | .697** | .617** |
| | Sig. (2-tailed) | | .000 | .000 | .000 | .000 | .000 |
| | N | 100 | 100 | 100 | 100 | 100 | 100 |
| 2. Blending of face-to-face and online teaching-learning methods is the best way of delivering course content. | Pearson Correlation | .636** | 1 | .624** | .546** | .459** | .506** |
| | Sig. (2-tailed) | .000 | | .000 | .000 | .000 | .000 |
| | N | 100 | 100 | 100 | 100 | 100 | 100 |
| 3. Blended Learning helps the learners to have better academic performance. | Pearson Correlation | .715** | .624** | 1 | .578** | .611** | .524** |
| | Sig. (2-tailed) | .000 | .000 | | .000 | .000 | .000 |
| | N | 100 | 100 | 100 | 100 | 100 | 100 |
| 4. Blended Learning facilitates the learners' access to essential resources. | Pearson Correlation | .594** | .546** | .578** | 1 | .606** | .617** |
| | Sig. (2-tailed) | .000 | .000 | .000 | | .000 | .000 |
| | N | 100 | 100 | 100 | 100 | 100 | 100 |
| 5. The integration of Blended Learning accelerates educational progress. | Pearson Correlation | .697** | .459** | .611** | .606** | 1 | .518** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | | .000 |
| | N | 100 | 100 | 100 | 100 | 100 | 100 |
| 6. Blended Learning makes the language Learning drills easier. | Pearson Correlation | .617** | .506** | .524** | .617** | .518** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | |
| | N | 100 | 100 | 100 | 100 | 100 | 100 |

**. Correlation is significant at the 0.01 level (2-tailed).

*Source: Personal Survey*

In a statistical study, correlation refers to a tool that shows the strength and direction of the relationship between two variables. The value of correlation ranges between +1 to -1. It means that these values manifest both strong positive and negative relationships. When the value 0 represents no relationship, the relationship remains significant at α 0.01. The coefficient correlation values appeared here: 0.636, 0.715, 0.594, 0.697, and 0.617. That means they demonstrate positive relationships. The results prove that the aspects of blended Learning—such as access to resources, academic performance, and teaching methods—are interrelated. The strongest correlation exists between "Blended Learning helps the learners to have better academic performance" and "The Integration of Blended Learning is a fruitful way of learning English Language courses" (r = .715), suggesting students perceive improved academic performance as a key benefit.

*Table 5:  Summary of the study model*

| R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|
| .827ª | .684 | .667 | .57039 |

*Source: Personal Survey*

The results of the multiple regression analysis have been presented in Table 5. Since its R value is 0.827, it indicates that the level of prediction was good. Again, the R-Square value of the study shows 0.684. It specifies the variance of the dependent variables' proportion (The Integration of Blended Learning is a fruitful way of learning English Language courses). Technically, the regression model shown above suggests a variation of proportion beyond the mean in the model. From our value of 0.684 found here, we can assert that the five independent factors can explain 68.40% of the variability concerning the dependent variable, $VO_2max$.

*Table 6: ANOVA analysis of the study*

|  |  | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
|  | Regression | 66.167 | 5 | 13.233 | 40.675 | .000b |
|  | Residual | 30.583 | 94 | .325 |  |  |
|  | Total | 96.750 | 99 |  |  |  |

*Source: Personal Survey*

In this study, the ANOVA table, presented above, measured that the F-ratio (see Table 6) was a good fit. It was set by the overall regression model for the data. The table illustrated that the independent variables statistically appeared significant and predicted the dependent variable, $F_{(5, 94)} = 40.675$, $p < .0001$ (i.e., the regression model was a good fit of the data). The results determined that the predictors significantly influenced the dependent variable. They suggested that learners' perception of blended learning was strongly shaped by the selected factors.

*Table 7: Test Regression analysis of the study*

| Relationships | B | Std. Error | Beta | t | Sig. | Comments |
|---|---|---|---|---|---|---|
| Blending of face-to-face and online teaching-learning methods is the best way of delivering course content. | .208 | .076 | .214 | 2.729 | .008 | Accept at 1% level of significance |
| Blended Learning helps learners to have better academic performance. | .256 | .078 | .280 | 3.267 | .002 | Accept at 1% level of significance |
| Blended Learning facilitates the learners' access to essential resources. | -.005 | .092 | -.004 | -.052 | .959 | Reject at 5% level of significance |
| The integration of Blended Learning accelerates educational progress. | .293 | .071 | .330 | 4.103 | .000 | Accept at 1% level of significance |
| Blended Learning makes the language learning drills easier. | .204 | .082 | .194 | 2.478 | .015 | Accept at 1% level of significance |
| a. Dependent Variable: The Integration of Blended Learning is a fruitful way of learning English Language courses. | | | | | | |

*Source: Personal Survey*

In Table 7, the test regression analysis of the study is shown. The data were analyzed by means of a confidence level of 95 percent. The significance level of 5% or 0.05 was set as the basis for accepting or rejecting the relationships. The above table shows that some variables, such as the blending of the internet based online teaching and learning and the face-to-face conventional instructional methods, are the best way of providing course contents; blended learning helps the learners to have better academic performance; the integration of blended learning accelerates education progress; and blended learning makes the language learning drills easier. All these variables have significantly interacted with the blended learning process, which proves that blended learning is a fruitful way of learning English Language courses.

## VI. Recommendations

This study reveals blended learning to be an effective mechanism for learning English language courses in Bangladesh. Yet, it cannot ignore some significant challenges while implementing the methods. Therefore, it has set some recommendations to be employed for further development in this area. These are as follows:

i.  Institutions should make credible efforts to enhance blended learning implementation by prioritizing a combination of face-to-face and online learning methods to optimize students' engagement and academic performance.
ii.  Despite students' positive perception of blended learning, access to essential resources needs to be strengthened. Universities should arrange improved digital infrastructure, online materials, and other technical assistance.
iii.  Since improved academic results are highly correlated with blended learning, educators should focus on academic enhancement by ensuring well-structured course delivery and assessment methods.
iv.  As blended learning shows effectiveness in language drills, courses should integrate interactive activities, AI-driven tools, and real-time feedback systems to promote language learning efficiency.
v.  Higher education institutions should inspire institutional support by arranging training for instructors so that they may feel energized and motivated to use the blended learning approach in an interactive and congenial atmosphere.

## VII. Conclusion

Blended learning, which combines traditional and technology-mediated learning, has attained acceptance as a thriving trend in worldwide education. Despite being a new system, its course resources have demonstrated substantial effectiveness in the academic domain. Different universities in Bangladesh, along with various stakeholders, including the graduates, existing faculty members, and students, have been implementing this method. With its features of spatial expansion outside the classroom and self-determination, blended learning retains the potential to promote learners' autonomy, proving itself as an effective method of English language learning and teaching. Therefore, learners demonstrate an assertive impact on their performance in their desired fields of study. In this course, they can also contribute to developing strategies themselves and play thoughtful roles in choosing learning methods that best suit them. Therefore, blended learning, with its positive exercises of learners' autonomy and teachers' interaction, can indeed help develop their skills in effective communication, receiving information, and interaction among the stakeholders.

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