

Implementing Blended-Learning in EFL Classroom and the Learners' Response: Investigating the Post-Pandemic Hangover at the Tertiary Level in Bangladesh



Tasneem Zaman Nova

Lecturer, Department of English Bangabandhu Sheikh Mujibur Rahman Science and Technology University, Bangladesh.

ABSTRACT: The research work titled: "Implementing Blended-Learning in EFL Classroom and the Learners' Response: Investigating the Post-Pandemic Hangover at the Tertiary level in Bangladesh" tries to initiate innovative approaches to introduce alternative way of teaching and learning English Language in the post-pandemic situation. Due to the disastrous impact of global pandemic COVID-19, the entire education system has come to a grinding halt. Students across the world have lost their valuable time and spirit in their education because of the imposed lockdown amidst the fear of pandemic. In this era of information and communication technology, virtual learning platforms contributed a lot with a view to helping the students to go on with their studies. This research is conducted through mixed method combining both, qualitative and quantitative method. Two procedures are maintained to collect these data: questionnaire and semi-structured interview. For the purpose of research sometimes data are collected from primary sources and sometimes from secondary sources. Primary data are collected directly from the learners. Data are also collected from questionnaire and semi structured interview from the tertiary level student from the EFL learners of five universities in Bangladesh. This research would like to recommend the ways and means of teaching English Language effectively through blended version of learning combining both the traditional classroom along with the multiple uses of online teaching and learning platforms. This process of learning will help the students to go on with their studies without hampering their academic course period and spirit of English Language Learning.

1. INTRODUCTION

The pandemic COVID-19 has brought about the catastrophic change in the world order. People were never prepared for such a disastrous event. Naturally we may conjecture more disastrous effect of this pandemic. It is high time we should be conscious about combating such ordeal. However it is a matter of hope that our education system can be carried out using different ICT-based online platforms for teaching and learning. In recent years, e-learning has become a buzzword in the education sector and become an inevitable part of our day to day life. Since Corona virus is highly contagious, lockdown was imposed intermittently in the all the countries of the world which resulted in the closure of academic institutions. Traditional classroom teaching was suspended and education was conducted through online platform. The emergence of online teaching and learning has evolved in the context of the COVID 19 global pandemic. The preparation took much time to get habituated with e-learning due to lack of technological knowledge. As a result, most of the educational institutions are suffering from session jam. Now a lot of learners have already acknowledged the benefit of e-learning as it is very time-honored issue. Though there are certain loopholes of these types of learning, at present there is no alternative to it to save the learners from the deadlock of session jam without providing them a blended form of learning platform. This research would like to recommend the ways and means of teaching English Language effectively through the multiple uses of Information and Communication Technology along with the traditional classroom. This process of learning will help the students to go on with their studies without hampering their academic course period and spirit of English Language Learning. Though the use of ICT in learning EFL is significantly evident, it is not known to what extent and what aspects of it is being used. It is also unsolved whether it facilitates learning EFL or not. This research is based on a study conducted on teachers and students of tertiary level to address all these issues and determine the extent to which blended-learning plays a supportive or an unfavorable tool in EFL learning. The study also aims at locating the troubles and limitations in using ICT as a complementary learning tool.

1.2 Statement of the Problem

The entire world is engulfed by the effect of global pandemic COVID-19. Due to the outbreak of Corona virus, most of governments all over the world had to closed educational institutions in order to save their students from this life threatening virus. The entire

Implementing Blended-Learning in EFL Classroom and the Learners' Response: Investigating the Post-Pandemic Hangover at the Tertiary Level in Bangladesh

education system has come to a grinding halt. Students across the world are losing their valuable time and spirit in their education during the imposed lockdown amidst the fear of pandemic. These nationwide lockdown affect the students, teachers in every sectors of the whole world. In such situation we need innovative approaches to introduce alternative way of teaching and learning English Language. In this era of information and communication technology virtual learning can substitute for the conventional learning with a view to helping the students to go on with their studies.

1.3: Objective of the Research:

- 1.To state how and to what extent Blended-learning can be a complement to the conventional EFL teaching in the tertiary level incorporating virtual teaching alongside conventional methods of teaching and learning, the research would like to make a blended form of teaching method through which English Language learners will be able to accomplish their assigned textual matters.
2. This research also embodies how the students are responding to the new technique of teaching.
3. The research will also determine the challenges, limitations and will suggest possible solutions for the best use of this new approach of English language learning in tertiary level of education which might be a possible way out from the deadlock that has been created through the serious outbreak of COVID-19.

1.4 Justification of the Study

Post- Pandemic hangover is going on all over the world as schools, colleges, universities and other educational institutions have been closed to protect students and teachers. Such measures have disrupted the normal functioning of educational institutes. Since the educational institutions are not able to hold sessions with students, they are suffering from session jam. At this moment implementing blended learning is a very time-honored issue. Though there are certain loopholes of these types of learning, at present there is no alternative to it. This research would like to recommend the ways and means of teaching English Language effectively through the multiple uses of Information and Communication Technology along with the traditional classroom teaching. This process of learning will help the students to go on with their studies without hampering their academic course period and spirit of English Language Learning.

1.5. Research Question:

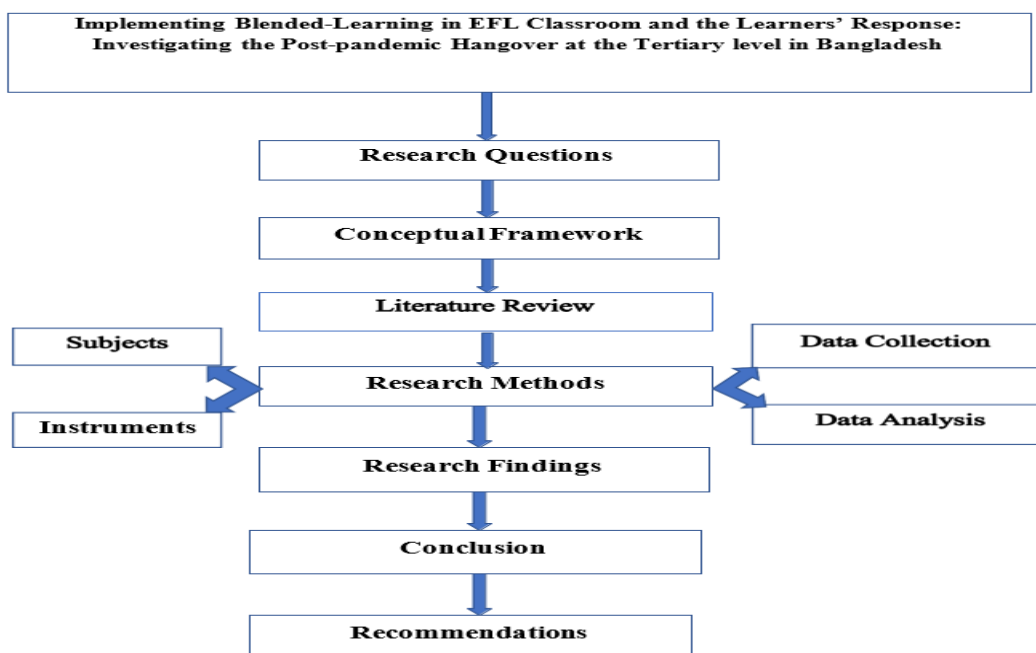
1. What are the learners' perceptions towards blended-learning at tertiary level?
2. How effective blended-learning is in English language teaching during the post COVID era?
3. What is the learners' preference for the future learning platform?

1.6 Hypotheses of the Study:

Ho: The students respond positively toward blended-learning in EFL/ESL during the post-COVID situation. An investigation at the tertiary level

Ho: The students respond negatively toward blended-learning in EFL/ESL during the post-COVID situation. An investigation at tertiary level

2. CONCEPTUAL FRAMEWORK



Implementing Blended-Learning in EFL Classroom and the Learners' Response: Investigating the Post-Pandemic Hangover at the Tertiary Level in Bangladesh

3. LITERATURE REVIEW

“Blended learning” is an amalgamation of online and onsite learning that facilitates teaching and enhance the overall teaching-learning experience. This learning is neither completely face to face class nor completely online class. Blended learning is way for effective teaching and learning. The combination of online classes and traditional classes means students can experience face to face classes with online learning components. Students can be self-disciplined and can study new concepts on their own. It helps teachers to support each student and instruct them to reach their full potential. Language input and purposeful interaction are crucial for an effective blended learning class. These classes allow multi-tasking, networking etc. Blended learning classes are now a part of online education. Most teachers all over the world and Bangladesh are more or less engaged with this learning to a great extent. Blended learning provides students and teachers the opportunity to develop their technology skills and it also shows various ways to make study more interesting. Practices increase student motivation, autonomy, and responsibility, fosters more personalized instruction and flexibly. It changed students' outlook towards learning. Teachers have the opportunity to use online learning materials and technologies to teach the students. These classes provide greater level of interaction than the traditional classes. It helps the students to understand their course effortlessly. According to McBrien et al., 2009 distance education became easy because of the fast advancement in technology. According to Cojocariu (et al. 2014) “in most of the cases, (online learning, open learning, web-based learning, computer-mediated learning, blended learning, m-learning, for ex.) the ability to use a computer connected to a network, which offers the possibility to learn from anywhere, anytime, in any rhythm, with any means”. Online learning is an apparatus by which the teaching-learning method can be more student- friendly, advanced, and flexible. E-Learning can be termed as “learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In such situations, students can be anywhere (independent) to learn and to interact with instructors and other students” (Singh & Thurman, 2019). Students can attend live lectures and they can take part in real-time interactions between teachers and learners and they can get feedback instantly in online platform. Abbas Zare-ee (2011) undertakes a survey on “115 randomly selected faculty members in social sciences, engineering and arts at three major universities in central Iran”. Using a convergent parallel mixed method the analysis of data represents “Iranian university teachers strongly agreed with the educational benefits of ICT in higher education”. The research states “limitations in access to ICTs, lack of support or even opposition in some levels of policy making or at specific time intervals, less openness to global community and inadequate training are factors that can hinder the effectiveness of ICT in the Iranian institutions of higher education”. The researcher suggests that these factors should be treated accordingly to make the best use of ICT in education to boost up the skill and motivation of the students. The present study also tends to find out the factors that hinder the effective use of ICT in education to provide a solution to ensure the best use of technology in the classroom practices in FL teaching.

4. RESEARCH METHODOLOGY

This research is conducted through mixed method combining both, qualitative and quantitative method. Two procedures are maintained to collect these data: observation method and questionnaire method. For the purpose of research sometimes data are collected from primary sources and sometimes from secondary sources. Primary data are collected directly from users of blended-learning. The researcher collects data through questionnaire and semi structured interview from the tertiary level student from the EFL learners of five universities. Questionnaire survey is a quantitative process. In this study, questionnaire survey will be used to gather data about participants' characteristics and also to detect their attitudes towards blended-learning on their achievements. As to Cheng (2004), questionnaires are able to give a general picture of teachers and students reaction. The researcher, therefore, uses students' questionnaire to collect quantitative data and collects marks from the achievement tests for qualitative data. After the questionnaire survey the researcher has conducted a semi structured interview to collect and observe the actual responses of the learners towards e-learning. In order to validate the newly designed questionnaire, a pilot study is conducted twice upon the same students. It is a test -retest method to compute the reliability, validity, and practicality of the instrument. Secondary data will be collected for this study from multiple sources. Such as: Books on implementation of information and communication technology in online education, contemporary issues of blended-learning English, published articles on different journals, published online journals on technology enhanced education, online learning and blended learning as well. The whole research design has been adopted the sampling, instruments which are used to run the study , the participants, settings, the nature and characteristics of respondents who participated in the questionnaire and interview, data collection processes, and data and analysis.

4.1 Sampling of the Study

To carry out the research successfully a random sampling is effective to avoid bias and to draw “statistical inference”. In this sampling, “all populations have the same chance to be selected, and can be calculated in a study”. Morris (1996) suggests “the advantage of random sampling is that it is easy to apply when a big population is involved” (p.17). Robert (1997) opines “random sampling is inexpensive and less troublesome”. Agresti (1983) suggests “a sample must be large to give a good representation”. Therefore, the present study uses "simple random sampling' while selecting the respondents.

Implementing Blended-Learning in EFL Classroom and the Learners' Response: Investigating the Post-Pandemic Hangover at the Tertiary Level in Bangladesh

4.1.1 Settings and Time

The study was administered the survey in four public universities in Bangladesh and collected the learners attitude, perception and reaction on blended -learning during post- COVID 19 pandemic. Students' reaction questionnaire was distributed to and collected from the learners of the four universities.

4.1.2 Respondents

This research follows mainly two types of data collection methods: questionnaire and semi structured interview. Kothari (2004) presents observation method as a data collection procedure through which "information is sought by way of investigator's own direct observation without asking from the respondents" (p. 96). In this study, different individuals' response and recorded how they use online version of English language learning and how satisfied they are. One of the data collection methods is questionnaire survey in which a set of questions or statements are presented to a target group in order for getting particular information. And another data collection process was semi structured interview about the students' perception on blended-learning. In this research, the study was implemented with 180 students from 3 public universities in Bangladesh. From each university, 30 students are randomly selected and total 180 respondents participated in questionnaire responses. They are all involved in tertiary education in different universities in Bangladesh. The questionnaire is conducted through face to face interview; Google forms which are run in internet and semi structured interviews are made with the students about their thinking, responses and reactions on e-learning.

4.2 Instruments:

4.2.1 Questionnaire and Semi Structured Interview:

Questionnaire is a quantitative process. The questionnaire conducted the form of statement with first person addressing and comprised of twenty statements. At the beginning of the questionnaire, some personal information are asked for the research's sake. Answer formats are multiple choices and closed forms (yes/no). In this study, questionnaire survey has been used to gather data about participants' characteristics and also to detect their attitudes towards Blended-learning impact on achievements.

4.2.2 Pilot Study

In order to validate the newly designed questionnaire, a pilot study "is conducted, twice upon the same students". It is a "test - retest method to compute the reliability, validity, and practicality of the instrument. Twenty students at the tertiary level are randomly selected to determine the criterion-related validity of the new version". Some of the students feel problems to understand the message of some questions. Then, based on the information from the pilot study, the questions are "refined, revised, and reframed for clear understanding", and are administered once again on the same group two weeks later. Spearman's (1947) coefficient of correlation formula as used in order to "find the reliability coefficient; and the rating is considered to be sufficient for the purpose of applying the questionnaire". The correlation coefficient obtained between the two series is 0.968 indicating that the questionnaire is valid, reliable and practical.

4.2.3 Observation.

Observation covers students' impression on blended-learning platforms such as Google classroom, Google forms, Google meet, Google stream, YouTube, email, zoom, Facebook groups, posts, comment boxes, chat boxes through the survey and interview by the using analytical reasoning and the response of frequency.

4.3 Data collection

When the questionnaire ensures the validity, the reliability, and the practicality, the final questionnaire includes 20 questions which tried to track the attitudes of learners' toward blended-learning related to EFL teaching and achievement was distributed to the respondents directly by the researcher. The questions were structured to draw out both positive and negative attitudes on the EFT online and their impact on achievements. The data collected for this research are from both primary and secondary sources.

4.3.1: Primary data:

Primary data are collected directly from users of blended-learning. Sniping tool, a computer device used to make image in an internet page, is basically applied to gather these data. **4.3.2 Secondary Data:**

Secondary data are collected for this study from multiple sources. Such as:

1. Books on implementation of information and communication technology in online education, contemporary issues of blended-learning English.
2. Published articles on different journals.
3. Published online journals on technology enhanced education, online learning and blended learning as well.
4. Different statistics and information presented in Internet and newspaper

4.4 Data analyses

Data analysis involves an in depth observation on the questionnaire and semi structured interview. Observed data are presented through sniping figures from the findings from questionnaire. There are 20 (twenty) questions in the questionnaire survey and 5 questions in interview. Multiple choice questions were made to collect the response and it was close ended question and these

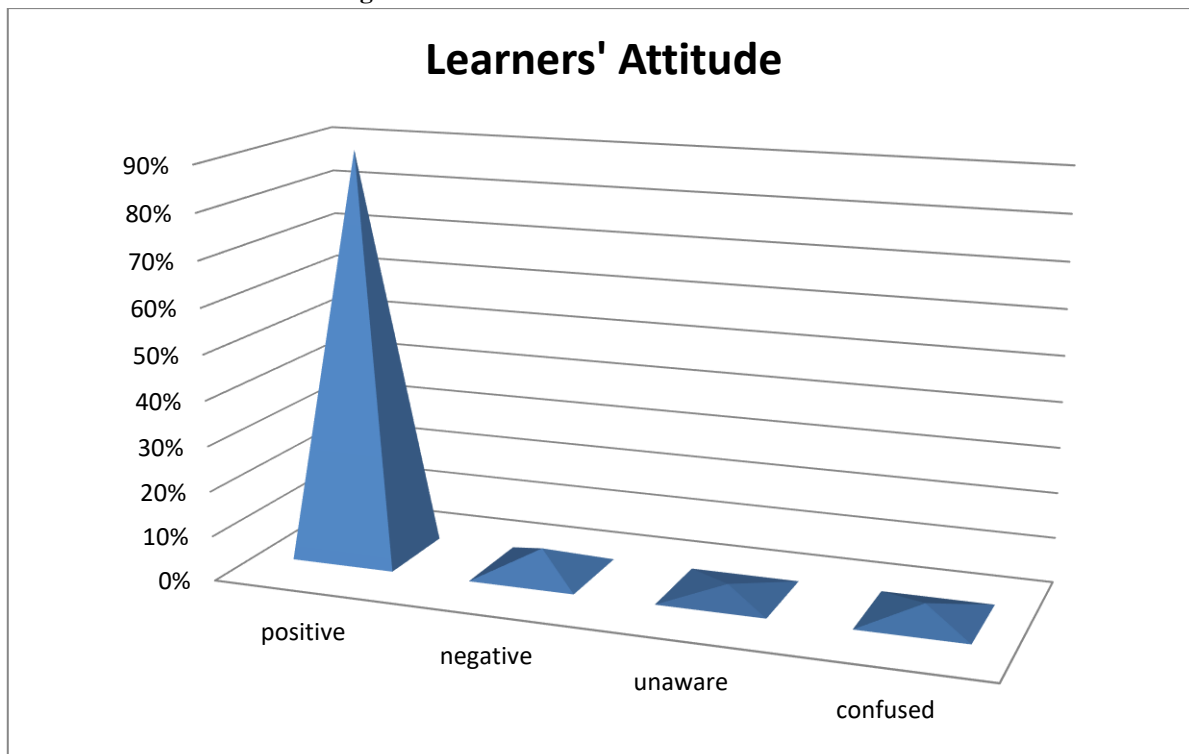
Implementing Blended-Learning in EFL Classroom and the Learners' Response: Investigating the Post-Pandemic Hangover at the Tertiary Level in Bangladesh

responses were analyzed in the quantitative manner through converting the total responses into percentage of frequency. All the collected data are coded, tabulated and analyzed through MS Excel and percentage of frequency. Data are analyzed in different subsections based on learners' responses and a precise summarization on results is also provided.

5. FINDINGS

Findings from collected response are presented in diagrams, pie charts and other statistical figures. The participant had the flexibility to share his or her actual attitude and reaction about their experiences and opinion about blended-learning. Their responses are analyzed through content analysis and logical reasoning. The findings are summarized in following paragraphs:

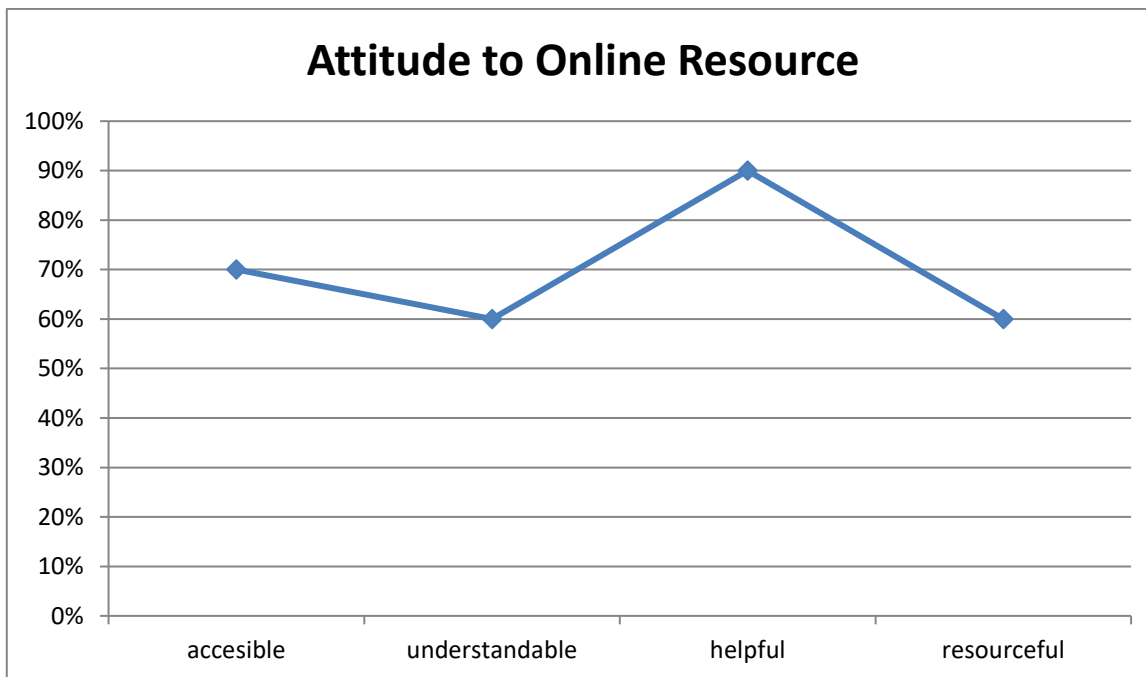
5.1: Attitudes towards Blended-learning:



According to the participants who took part in the questionnaire and interview session reported that blended-learning has come as a blessing to them. This platform paved a new way which enhanced our sphere of learning. Not only the educational institutions came forward but also so many skill development institutions turned their courses online. This made the fees reasonable which motivated the youth and returned the pace of their life. The global pandemic has affected everyone to an extent that we have had to change our lifestyles due to this situation. There was no alternative to learn technical know-how in order to cope with the situation. Some student reported that they are learning how to use technology, especially because they need to do their homework somehow. This experience compares to their experience as a student in a classroom because of the workload. In the era of information and communication technology everyone should be able to use technology to get its benefits and blended-learning is helping the young generation to learn more about the use of technology.

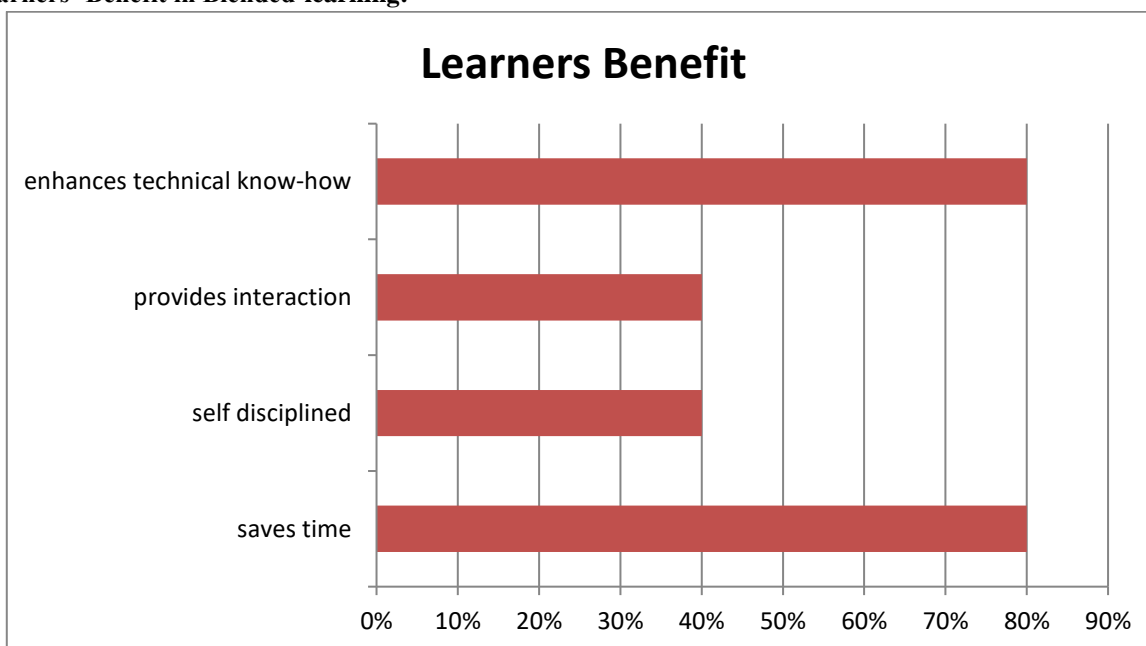
Implementing Blended-Learning in EFL Classroom and the Learners' Response: Investigating the Post-Pandemic Hangover at the Tertiary Level in Bangladesh

5.3.2: Attitudes towards Online Resources:



Some students reported that in online platforms they got the chance to record and watch our classes for better understanding and the institutional learning became more flexible and they can access the resources any time. Students can access the online material in order to enrich their knowledge. In the time of COVID-19 pandemic, every educational institution was remaining closed for a long period of time. Students had to stay at home and they had to run their session through online classes. Assignments were given to them in online platform like Facebook, messenger, Google classroom as their homework. Some class tests were also held in online platform such as zoom app, Google meet, Google stream, Skype etc. social networking app. Some students reported that she could reach many resourceful teachers through online and she had learnt a lot of things from the teachers. The student living in the rural area got the opportunity to attend the classes of renowned teachers of the world. E-learning provides students the opportunity to take part in international seminar; symposium and certificates are also given virtually through online platform like email, Facebook, messenger etc. So it can be said that their attitude is quite positive toward online resources.

5.3.3: Learners' Benefit in Blended-learning:

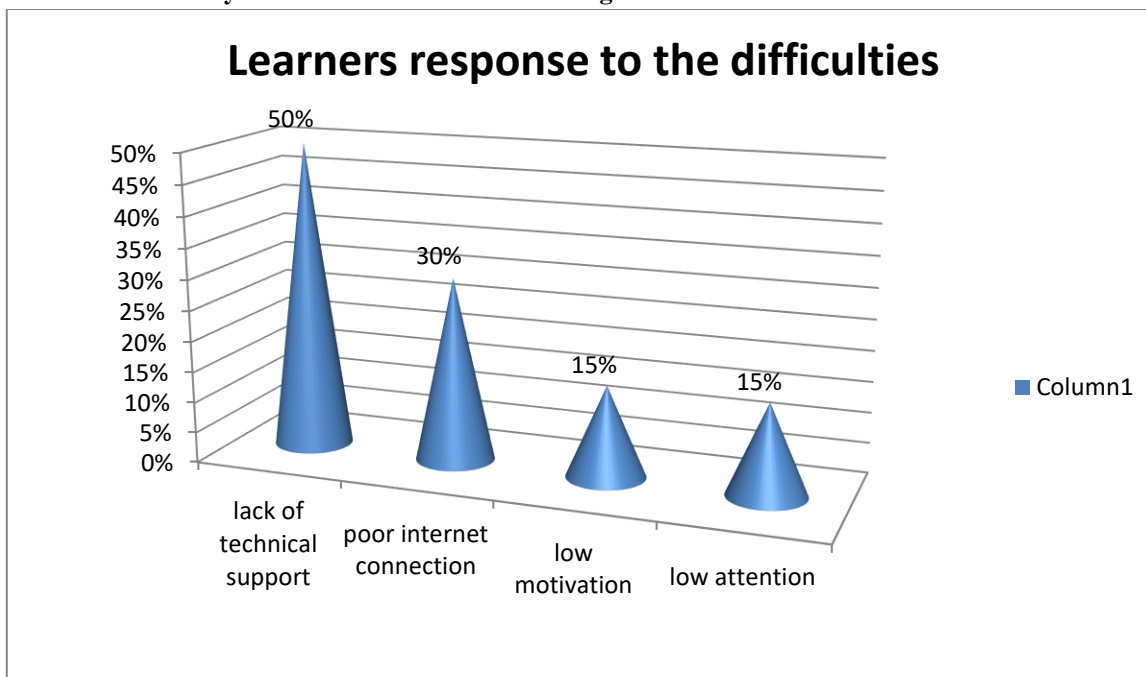


Online classes were beneficial to the students in some ways. Even though it took a while to adjust with the new system, they got used to it later. Online classes saved time and they could attend classes at their convenient time. Online classes helped them to be

Implementing Blended-Learning in EFL Classroom and the Learners' Response: Investigating the Post-Pandemic Hangover at the Tertiary Level in Bangladesh

self-disciplined and study on their own. Though there was less interaction with teachers and other students in online classes, teachers gradually took care of all our problems and helped them even after class using online platforms. Online classes require more facilities than offline classes and it developed their skills of using computer. It taught them using internet wisely and how to imply the blessing in a good way.

5.3.4. The difficulties faced by the learners in Blended-learning:



Lack of technical support and electronic devices also contributed to the minimum accessibility to internet. Due to the poor quality of the internet connection and the students face difficulty, many students have faced some challenges. A student of tertiary level reported that online classes require significantly more motivation and attention and she found it difficult to focus. And many students reported that due to the poor quality of the internet connection and the hardware utilized by the students, they had faced some challenges.

5.3.5: Learners Preference for future Learning platform:

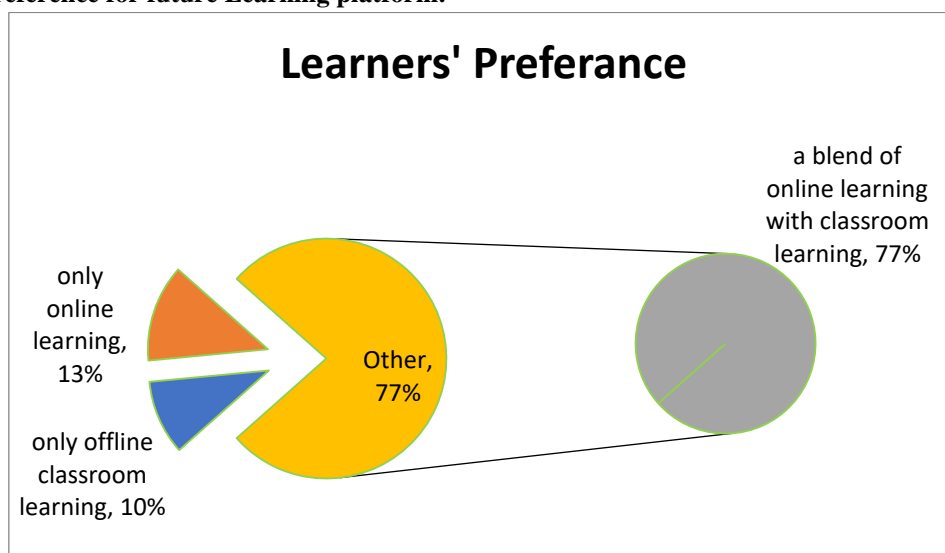


Figure shows the frequency of percentage of the responses about the preference for future learning platform. According to the survey 10% students prefers only offline classroom for the future English language learning platform. And 13% wants only online education and 77% suggests a blended form of online and offline learning for the future English language learning platform.

According to this survey, most of the students are familiar with blended-learning maximum students have attends the online session arranged by their institutions. Many of them enjoy online education and for future learning environment they do not want to depend completely on online or on-site learning rather they prefer a blended form of both platform with a view to saving their

Implementing Blended-Learning in EFL Classroom and the Learners' Response: Investigating the Post-Pandemic Hangover at the Tertiary Level in Bangladesh

valuable time and academic session.

5.4: Overall Discussion: The findings suggest that blended-learning positively influences English language learners at tertiary level. The feedback from the learners' level is quite satisfactory. Students have already developed a fascination for blended-learning. Since COVID-19 has created a huge catastrophe in our education system we should be prepared for further eventualities. Technology based teaching and learning should be strengthened and conducted as a complimentary version of teaching and learning. Students as well as teachers should adapt themselves to this mode of learning.

6. CONCLUSION AND RECOMMENDATIONS

6.1: Conclusion:

The COVID-19 has exercised it tremendously negative influence in the prevailing system in our education. Classes have been hampered, education has been suspended and sessions have been delayed. The students in General have passed in nightmarish situation where no way out was found available. The objectives of blended-learning during the post-pandemic are immense. The internet connectivity can ensure the continuation of learning, to finish the syllabus within the stipulated time, to prevent session jam, to boost the morale of the students, to ensure academic regularity, to make the students confident and active, to encourage the students about their academic progress and to facilitate them to face their examinations. The learners have developed much interest in e-learning during the last two years. It has become a very effective platform for teaching and learning. The learners have become aware of the technical know-how of technology based learning. It is very explicit that the technology integrated online teaching and learning is accepted by the English language teachers and students at the secondary level education in Bangladesh to teach English. It is clear from the data analysis that the young teachers are more interested to teach English using multimedia technology based instruction in ELT classroom. The learners have developed much interest in blended-learning during the last two years. It has become a very effective platform for teaching and learning. The learners have become aware of the technical know-how. As an alternative mode of education, blended-learning has gained very positive reaction from the learners. The virtual learning has gathered in momentum throughout the world. We need to make such a blended version of education sustainable for the sake of our education as well as the generation in future.

6.2: RECOMMENDATIONS

Based on the findings, some recommendations may be made in order to make the best possible use of ICT-based e-learning in teaching EFL.

1. There should be the availability of internet infrastructure.
2. The Internet should be made cost-effective.
3. It should be accessible to all including the underprivileged people and uninterrupted power supply should be insured. Unstable connection and slow browsing speed might create a sense of intolerance and frustration which might have a negative attitude towards the use of ICT in learning/teaching among teachers and students.
4. Cluster wise digital studio can be established so that the educational institutions can run their online classes regularly and expert technicians have to be made available in order to solve the technical problems faced by the students and teachers.
5. Massive training program should be contacted on the technical know-how and the use of different apps.
6. Laptop smart phones etc. smart device should be brought within the purchasing capacity of the ordinary people.
7. Contents of every class should be made available online so that the student may collect them in time of necessity.
8. Active supervision on students should be made in order to ensuring the positive effect of blended-learning.

REFERENCES

- 1) Asselin, M. & Moayeri, M. (2011). The Participatory Classroom: Web 2.0 in the classroom. *Literacy Learning: The Middle Years*, 19 (2), i-vii.
- 2) Bandura, A. (1997). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.
- 3) Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- 4) Bax, S. (2003). "CALL – past, present and future", *System* 31 (1): 13-28.
- 5) Beatty, K. (2003) *Teaching and Researching Computer Assisted Language Learning*, New York: Longman.
- 6) Biggs, J. B. (1995). Assumptions underlying new approaches to educational assessment. *Curriculum forum*, 4, 1-22.
- 7) Castle SR, McGuire CJ. An analysis of student self-assessment of online, blended, and face-to-face learning environments: Implications for sustainable education delivery. *Int Educ Stud*. 2010; 3:36–40.
- 8) Chapelle, C. A. (2001). *Computer Applications in Second Language Acquisition*: Foundations for Teaching, Testing and Research. Cambridge: Cambridge University Press.
- 9) Foundations for Teaching, Testing and Research. Cambridge: Cambridge University Press.
- 10) Chen CC, Jones KT. Blended learning vs. traditional classroom settings: Assessing effectiveness and student perceptions in an MBA accounting course. *J Educ Online*. 2007; 4:1–15.

Implementing Blended-Learning in EFL Classroom and the Learners' Response: Investigating the Post-Pandemic Hangover at the Tertiary Level in Bangladesh

- 11) Dana A, Wafa AS. Students' perceptions towards blended learning environment using the OCC. *An Najah Univ J Res (Humanit)* 2011; 25:1681–709
- 12) Duffy, T. M. & Cunningham, D. J. (1996). *Constructivism: Implications for the design and delivery of instruction*. New York: Simon & Schuster Macmillan
- 13) Fosnot, C. (1996). *Constructivism: Theory, perspective and practice*. New York: Teachers College Press
- 14) Gilakjam, A. P. (2012). The significant Role of Multimedia in Motivating EFL Learners' Interest in English Language Learning. *I. J. Modern Education asnd Computer Science*, 57-66
- 15) ICT terms, (2010), retrieved from <http://www.techterms.com/definition/ict>.
- 16) Ketsman, O. (2012). *Technology Enhanced Multimedia Instruction in Foreign Language Classroom: A Mixed Methods Study*. Linclon, Nebraska.
- 17) Kothari, c. R. (2004), *Research methodology*, New Delhi: New age International (P) Ltd.
- 18) Motteram. G (Ed.) (2013) *Innovations in Learning Technologies for English Language Teaching* . London SWIA 2BN, UK.
- 19) Naaj MA, Nachouki M, Ankit A. Evaluating student satisfaction with blended learning in a gender-segregated environment. *J Inf Technol Educ Res*. 2012;11:185–99
- 20) Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge: Cambridge University Press.
- 21) Simamora, R. M. (1970, January 1). [PDF] the challenges of online learning during the COVID-19 pandemic: An essay analysis of performing arts education students: Semantic scholar. Undefined. Retrieved March 11, 2023, from <https://www.semanticscholar.org/paper/The-Challenges-of-Online-Learning-during-the-An-of-Simamora/3843b500e2b43396d8626d5eb02066f317edace9> So HJ. San Francisco, California: 2006. Student Satisfaction in a Blended Learning Course: A Qualitative Approach Focusing on Critical Factors. Paper Presented at the Annual Meeting of the American Educational Research Association (AERA)
- 22) So HJ, Brush TA. Student perceptions of collaborative learning, social presence and satisfaction in a blended learning environment: Relationships and critical factors. *Comput Educ*. 2008; 51:318–36.
- 23) Tabor SW. Narrowing the distance: Implementing a hybrid learning model for information security education. *Q Rev Distance Educ*. 2007;8:47–57
- 24) Thao, V. T. P. (2003). The Contribution of Multimedia Tools to EFL Settings Unfamiliar with Technology. *The Asian EFLv Journal*, Vol. 5, Iss. 3.
- 25) Thorne K. London: Kogan Page; 2003. *Blended Learning: How to Integrate Online and Traditional Learning*. (Google Scholar)
- 26) Poon, J. (2013). *Blended learning: An Insituitioanal approach for enhancing students' learning experiences*.
- 27) Pun, M. (2013). The Use of Multimedia Technology in Englisg Language Teaching: A Global Perspective. *International Journal of interdisciplinary Studies*, Vol. 1, No. 1.
- 28) Roehl, A., Reddy, S. L., & Shannon, G. J. (2013). The flipped classroom: An opportunity to engage millennial students through active learning strategies.
- 29) Vygotsky, L. (1986). *Thought and Language*. Cambridge, Harvard University Press.
- 30) Wu, J. & Zhang, Y. (2010), Examining potentials of handheld technology in students' academic attainments, *Eductional Media International*, 47(1), 57-67.
- 31) Young, c. A. and Bush, J. (2004). "Teaching the English Language Arts with Technology: A Critical Approach and Pedagogical Framework." *Contemporary Issues in Technology and Teacher Education* 4.1, 1-22. Print.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.