

# **CHAPTER ONE**

## **INTRODUCTION**

The present study entitled “Students’ Perceptions Towards the Relevance of Blended Learning” consists of five chapters. This is an introductory part of the research proposal which includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, and operational definitions of the key terms.

### **1.1 Background of the Study**

Blended learning is an approach to education that combines online educational methods as well as traditional place-based classroom methods. Blended learning is an innovative concept that embraces the advantages of both traditional teaching in the classroom and ICT supported learning including both offline learning and online learning. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace.

Many educationists defined blended learning in a variety of ways for example; Garrison (2004) describes Blended Learning as the “thoughtful integration of classroom face-to-face learning experiences with online learning experiences.” Hartman, Dziuban&Moskal (2007) defined blended learning as course that combines face to face classroom instruction with online learning and reduced classroom contact hours (reduced seat time). Chan (2008) identifies that blended learning is “the ability to combine elements of classroom training, live and self-paced e-learning, and advanced supportive learning services in a manner that provides a tailored learning...” Blended learning allows students to dictate their path and pace through online technologies while being supervised within an educational setting face to face instruction. In its simplest definition, Blended Learning is the merger of face-to-face and technology driven instruction. Blended

learning courses have some face to face class meeting, and some class sessions that are replaced within online instruction.

Blended learning (BL) took root in the late 1990s and early 2000s as a means of offering students and faculty the best of both worlds: combining the advantages of face-to-face (F2F) instruction with the advantages of online learning, while minimizing the disadvantages of each (Bleed, 2006). During the years 1999-2001, the University of Wisconsin ran a collaborative project among five of its campuses that resulted in a faculty development program for teaching blended courses and supported 17 faculties in creating and teaching their first blended course (Graham &Kaleta, 2002). These early experiments helped to solidify the BL movement. Although BL has been defined as combining F2F and fully online (FOL) learning, it is much more than that. Garrison and Kanuka (2004) mentioned that BL is the effective integration of these two components, not merely adding online elements to a F2F class. In 2006, the term Blended learning became more concrete with the publication of the first “Handbook of Blended Learning” by Bonk and Graham. Graham challenged the breadth and ambiguity of the term's definition, and defined "Blended learning systems" as learning systems that "combine face-to-face instruction with computer mediated instruction”.

## **1.2 Statement of the Problem**

The notion of combining face to face and online learning, blended learning have emerged to be a popular method of delivering knowledge in the knowledge era. Yet, higher learning institutions have only taken the idea blended learning as a way to provide learning opportunities for students worldwide in the last decade (Arbaugh, 2014).

Several research studies carried out to investigate the perceptions of ELT teachers towards Blended learning. Such studies showed that ELT teachers have positive

attitudes towards blended learning (Perez & Alastuey, 2013). While several research studies claimed the positive effect of blended learning for teaching and learning (So & Lee, 2013). While researchers have previously investigated the difference in learning outcomes and other instructional condition between face-to-face instruction and online instruction formats. Few studies have compared traditional and blended learning methods that examine differences in learning outcomes or explored mediating mechanisms that may influence learning. Some studies concerned about the adoption of blended learning, but it seemed that no any research study has been carried out to explore the relevance of blended learning in English Language learning. Even there is a huge possibility of blended learning in Tribhuvan University; it is still in the infancy stage in practicing teaching and learning using technology. It seemed that less effort has been made towards practicing blended learning in Tribhuvan University, Kathmandu. It showed that there is a gap in theory and practice of blended learning in the context of Tribhuvan University. So, in this study the researcher tried to explore the students' perceptions towards the relevance of blended learning in English Language learning in the context of Tribhuvan University, Kirtipur, Kathmandu.

In the Department of English Education, T.U., Nepal; though several studies have been done on some related areas like use of ICT, online learning, use of internet, only few studies have been done on blended learning. That's why the curiosity brought the researcher to come up with this topic. The selection of this topic was for the research was to explore the students' perceptions towards blended learning. In addition, the researcher also made an effort to explore the relevance of blended learning in English language learning. That's why; the present study has entitled "Students' Perception towards the Relevance of Blended Learning".

### **1.3 Objectives of the Study**

The present study had following objectives:

- a) To explore the students' perceptions towards blended learning.
- b) To explore the relevance of blended learning in English language learning.
- c) To recommend some pedagogical implications on the basis of the findings.

#### **1.4 Research Questions of the Study**

This research study has explored the answers of the following research questions:

- How do the students perceive blended learning?
- What are the challenges of practicing blended learning in English language learning?
- What are the participants' perceptions towards the future of blended learning in Department of English Education, Tribhuvan University?

#### **1.5 Significance of the Study**

Blended learning has very crucial significance in English language teaching and learning. It has very positive impact on language learners. The role of blended learning is inevitable in English language teaching and learning. It helps learners to better understanding and ease access to language learning. This study is helpful to teachers as well as learners to explore the scope of blended learning in English language learning and to explore effective methodology, proper guidance for self learning. This study is significant to those teachers who want to implement blended learning in ELT classroom or who teaches language by integrating e-devices, it is beneficial for understanding of pedagogy and purpose in using blended learning to support learning. This study aims to receive students' perceptions towards blended learning and explore the relevance in English language learning so; it is significant to the teachers as well students to be familiar with blended learning who have involved in the field of ELT.

In similar way, it is also helpful for policy makers, curriculum designers, textbook, writers, educational administration, teachers and trainers to design the blended learning in English language teaching. This study is also beneficial the researchers who want to undertake research in the area of blended learning in the days to come. It is equally fruitful for those who want to study further in the field of blended learning. Similarly, the entire people who are directly or indirectly involved in teaching profession is benefitted from this research study to get insights on the practical scope of blended learning in English language teaching.

### **1.6 Delimitation of the Study**

The delimitations of the study were:

- This study had been conducted at Master Level of Education.
- This study was limited to Central Department of English Education at Tribhuvan University, Kirtipur, Kathmandu.
- The primary data were collected from thirty students.
- Survey research design was adopted for this study.
- The data were collected through questionnaire.
- Purposive non-random sampling strategy was used to collect the data.

### **1.7 Operational Definition of Key terms**

The key terms that the researcher has used in this study are enlisted below with their contextual meaning;

#### **Blended learning**

Blended learning is teaching approach where class is conducted by the combination of face to face instruction and online instruction.

#### **Onsite learning**

In this study onsite learning refers to the meeting or activities happening face-to-face, in the traditional classroom.

### **Online learning**

In this study online refers to Synchronous or asynchronous activities happening on the World Wide Web or via internet technologies. Through online learners can learn anytime anywhere via internet.

### **Synchronous interactions**

The kind of interaction that happens together in real time is called Synchronous interactions. For instance; web conferencing (Adobe Connect, Go To Meeting), voice-over-IP (Skype, Google Talk), Chat and so on.

### **Asynchronous interactions**

The kind of interaction that happens together at anytime and anywhere is called Asynchronous. For instance, discussion forums, email, wikis and so on.

### **E-learning**

We can define e-learning as courses that are specially delivered via the internet to somewhere other than the classroom.

# **CHAPTER TWO**

## **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

### **2.1 Review of Related Theoretical Literature**

The review of theoretical literature provides the researchers with a strong knowledge base to find out the area of problem and the need of investigating on it. Similarly, for setting the objectives of the study and to conduct appropriate methodology for the study, literature reviews plays crucial role .In order to provide a strong theoretical base to my study, various topics have been dealt with throughout this study which are given below:

#### **2.1.1 Traditional Teaching Learning Process**

The traditional teaching approaches are generally teacher-directed and where students are taught in a manner that is conducive to sitting and listening. The traditional teaching is the most direct and effective method. Teachers control and inspire students effectively when the students encounter problems or arise conflicts, they take flexible teaching method adjusting the content according to actual requirement under the general teaching arrangement, which is not only conducive to cultivate the basic technique but also for the good habit in forming students' self-study ability. Teachers' action and language becomes the target imitated by learners, whose outlook towards right and wrong, attitude, value orientation and academic level have great impact on students. The traditional form of higher education courses encompasses lectures, exercises, consultations and tests (Sinković and Kaluđerčić, 2006).

The traditional mode of teaching in spite of its few shortcomings provides a much needed human touch to the teaching learning process. Personality and behavior of

the teachers directly influences the blooming personality of the students. Only face to face interaction meets the affective objectives along with cognitive and psychomotor (Dangwal, 2017). Face to face traditional approach helps in developing a strong value system. Social skills like cooperation, sharing expression and respecting others' views are more easily developed in traditional mode of teaching. Face to face classroom teaching, non-formal interaction with classmates, formal interaction with teachers and classmates are the parts of traditional teaching learning process.

### **2.1.2 ICT Supported Teaching Learning Process**

The Education system of Nepal runs through ICTs in many college and Universities. To meet the challenges of expansion and for catering individuals need it is trying to adopt new technologies and exploring new paths to reach the goal of quality educational opportunities for all. The use of ICT (Information communication and Technology) in the classroom is very important for providing opportunities for student to learn to operate in an information age. To provide better and quality education ICT mediated teaching learning process has been adopted in the field of Education.

Dawes (2001) views that new technologies have the potential to support the Education across the curriculum and provide opportunities for effective communication between teachers and students in ways that have not been possible before. Wong et al. (2006) point out that technology can play a part in supporting face to face teaching and learning in the classroom. Therefore, ICT is viewed as a “major tool for building knowledge societies” (UNESCO, 20003)

To make students' knowledge correlate with the present technological advancement and globalization, to minimize the teaching errors, to improve the quality, to increase students exposure ICT supported teaching learning process is a good option. ICT supported teaching provides new dimension to teaching learning



process, introduces students to the wide pool of knowledge, all types of learners whether in-service, physically challenged can be benefited by this mode of teaching.

The progress of information technology such as internet surged the growth of online educational programs which change the traditional system of Education (Sher, 2009). Advances in network and communication technologies have shifted the way we deliver instruction to learners. The emergence of technology has become a competitive advantage for higher education institutions as it can provide an alternative approach in providing better quality of learning. Computer assisted learning, online learning, offline individual learning, online group interaction are the major parts of ICT teaching learning process.

### **2.1.3 Blended Learning**

Analysis of both traditional mode of teaching learning process and ICT supported teaching learning process show that both have few merits and demerits, both are catering different needs, demands and expectations from the educational system, so the solution is to provide and design such a system that is based on an integrated approach, a system that incorporate the main features of both traditional approach of teaching and ICT supported teaching. The demand of today is an approach that blends the advantages of both the modes for the student's learning i.e. blended learning.

According to Garrison and Kanuka (2004), Blended learning is thoughtful integration of classroom face-to-face learning experiences with online learning experiences. It is a combination of strengths of traditional class and online class. It has emerged as a new learning approach in the field of language teaching. The main aim of blended learning is to provide enough exposure to language learners to learn themselves. It caters for learner's autonomy in language learning (Guangying, 2014). The major concern in adopting the new technologies for the

convenience and efficiency in the delivery of educational context. Newer ways to blend traditional instructional with technology mediated instructional methods have emerged in an effort to meet the diverse needs of learners' satisfaction and improve their learning levels. According to Graham (2006), Blended learning refers to an arrangement of various instructional methods, online delivery and also includes face-to-face instruction between students and instructors.

Dziuban, Hartman and Moskal (2004), in a research brief for EDUCAUSE titled 'Blended Learning', note that blended learning should be viewed as a pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment, rather than a ratio of delivery modalities.

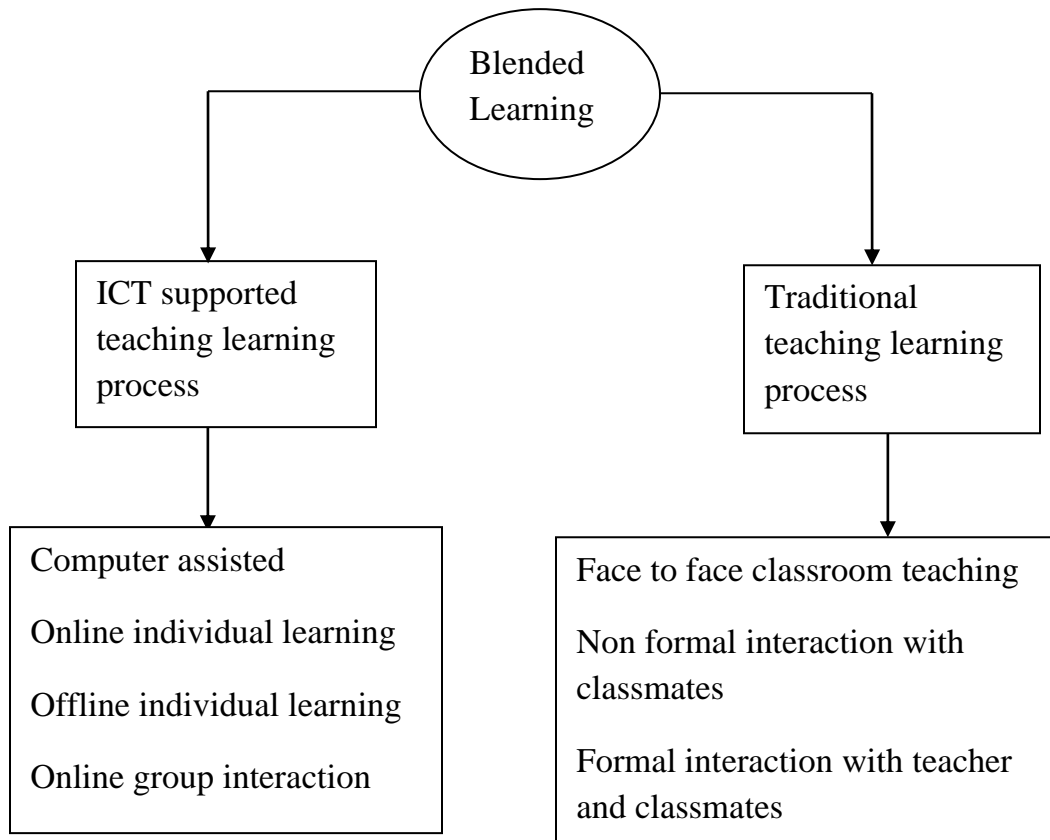
They further say that blended learning should be approached not merely as a temporal construct, but rather as a fundamental redesign of the instructional model with the following characteristics:

- I. A shift from lecture- to student-centered instruction in which students become active and interactive learners (this shift should apply to the entire course, including face-to-face contact sessions).
- II. Increases in interaction between student-instructor, student-student, student-content and student-outside resources.
- III. Integrated formative and summative assessment mechanisms for students and instructor.

The term "blended learning" originated in the business world in connection with corporate training (Sharma and Barrett, 2007), then was employed in higher education ( MacDoland, 2006 ) and lastly it appeared in language teaching and learning. Blended learning is an approach to education that combines online educational materials and opportunities for interaction in online with traditional

place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace.

Blended learning is an innovative concept that embraces the advantages of both traditional teaching and learning in the classroom and ICT supported teaching and learning including both offline learning and online learning. It has a scope for collaborative learning; constructive learning and computer assisted learning (CIA). Blended learning is a popular learning approach among higher education institutions as it integrates face-to-face teaching with web-based learning. Blended learning can be explained by following figure;



(Figure-1)

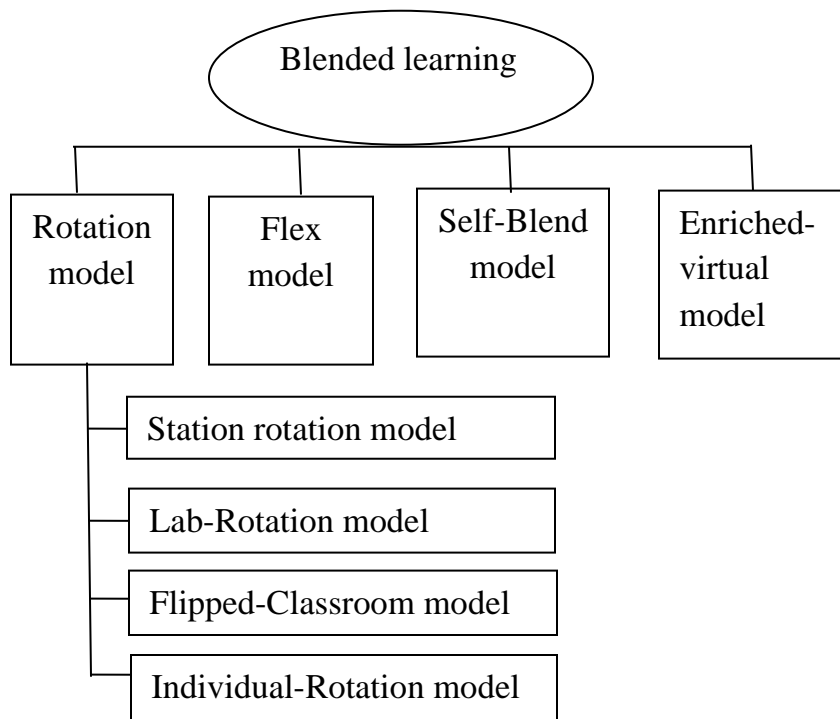
Source: Dangwal (2017).

Blended learning is the concept that includes framing teaching learning process that incorporates both face to face teaching and supported by ICT. Blended learning incorporates direct instruction, indirect instruction, collaborative teaching, individualized computer assisted learning. As figure shows it includes; face-to-face teaching, students interaction with course content, peer group interaction, group discussion and exchange of ideas, accessing e-library, virtual classroom, online assessment, accessioning and maintaining educational blogs, webinars, viewing expert lectures in YouTube, online learning through videos and audios and so on. All these features when blend in one frame that becomes called “blended Learning”.

Immediate access to people and information through technology is increasing, and this is transforming our everyday lives. Using connected mobile tools such as smart phones, tablet and laptops; we purposefully “blend” physical and online activities to create optimal experiences. This is what blended education is all about: situating learning experiences online and onsite based on the relative strengths and weakness of each mode.

#### **2.1.4 Models of Blended Learning**

Blended learning is a formal education program in which a student learns at least in part through online learning with some element of student control over time, place, path, and/or pace and at least in part at a supervised brick-and-mortar location away from home (Micheal & Staker, 2012). The modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience. The majority of blended-learning programs resemble one of four models, i.e. Rotation model, Flex model, Self blend model (A La Carte), and Enriched Virtual model. The Rotation model includes four sub-models: Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation. The models of blended learning can be described by following diagram;



(Figure-2)

Source: Micheal&Staker, (2012)

## 1. Rotation Model

A course or subject in which students rotate on a fixed schedule by which students have face-to-face time with their teachers and then move to online work. In this form of blended learning, students rotate between different stations on a fixed schedule – either working online or spending face-to-face time with the teacher. The Rotation model includes four sub-models: Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation.

### a) Station Rotation

A course or subject in which, students rotate on a fixed schedule or at the teacher's discretion between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and

pencil-and-paper assignments. Students experience the rotation within a contained classroom or group of classrooms.

b) Lab Rotation

In this model students rotate to a computer lab for the online-learning station. The Lab Rotation model differs from the Station Rotation model because students rotate among location on the campus instead of staying in one classroom for the blended course or subject.

c) Flipped Classroom

Flipped class is a teaching method in which the teachers deliver the content through online and students can learn from their own place and later it is discussed in face-to-face classroom. It emphasizes the active participation of students in the teaching and learning process in which students can watch online lectures at home as many times as they like and practice in the classroom.

d) Individual Rotation

In this model students rotate on an individually customized, fixed schedule among learning modalities, at least one of which is online learning. An algorithm or teacher(s) sets individual student schedules. The Individual Rotation model differs from the other rotation models because students do not necessarily rotate to each available station or modality.

## **2. Flex Model**

In this model the content and instruction are delivered primarily by the internet and the students move on an individually customized, fluid schedule among learning modalities, and the teacher-of-record is on-site. The teacher or other adults provide face-to-face support on a flexible and

adaptive as needed through activities such as small-group instruction, group projects, and individual tutoring.

### **3. Self-Blend Model**

It describes a scenario in which students choose to take one or more courses entirely online to supplement their traditional courses and the teacher-of-record is the online teacher. Students may take the online courses either on the brick-and-mortar campus or off-site. The self-blend model gives students the opportunity to take classes beyond what is already offered at their school. For this method of blended learning to be successful, students must be highly self-motivated. This model is also called A La Carte model.

### **4. Enriched virtual**

A course or subject in which students have required face-to-face learning sessions with their teacher and then are free to complete their remaining coursework remotely from the face-to-face teacher. Online learning is the backbone of student learning when the students are located remotely. The same person generally serves as both the online and face-to-face teacher.

Like these different sorts of model can be used according the necessity of students to enhance their learning achievement and to fulfill the objectives of the curriculum.

#### **2.1.5 Need and Importance of Blended Learning**

Blended learning is about effectively integrating ICTs into course design to enhance the teaching and learning experiences for students and teachers by enabling them to engage in ways that would not normally be available or effective in their usual environment, whether it is primarily face to face or distance mode. In many cases the act of “blending” achieves better student experiences and

outcomes, and more efficient teaching and course management practices. It can involve a mix of delivery modes, teaching approaches and learning styles.

The Blended mode enables an enhanced learning experience by enabling diverse learning environment, thus fostering reinforcement, increasing accessibility of learning materials; and helping to build a sense of community and collaboration through the collaborative and communication platforms.

Advances in technology provides new opportunities for teachers to design and deliver their course in ways that support and end enhance the teachers' role, the students' individual cognitive experiences, as well as social environment; three key elements in successful and teaching and learning. Blended learning technologies can;

- Broaden the spaces and opportunities available for learning;
- Support course management activities ( e.g., communication, assessment submission, marking and feedback);
- Support the provision of information and resources to students;
- Engage the motivate students through interactivity and collaboration.

So, it is not just about using technology because it is available; blended learning is about finding better ways of supporting students in achieving the learning objectives and providing them with the best possible learning and teaching experiences, as well as supporting teachers in their role ( including the management and administration of course

### **2.1.6 Characteristics of Blended Learning**

Blended courses provide the opportunity for teachers to mix the best of onsite and online to create a new learning environment for their students. Research suggests



that blended course can have a positive impact on efficiency, convenience and learning outcomes. By moving more of the learning to online environments, blended learning add flexibility to participants' schedules, provide learning benefit through automated and asynchronous online tools, and can tap into the modern, social web to help learners venture beyond the traditional confines of the classroom.

The main characteristics of blended learning are;

**i. Students have the option of two modes**

Students in blended learning get chance to learn from both traditional mode and online mode. They can go through both modes to facilitate their study. According to the nature of content and objectives of the course they can select appropriate mode for language learning.

**ii. Teachers are well versed with both modes**

It is an important feature of the blended learning that teachers are very dynamic, techno savvy and fully trained to work efficiently in both formats. They will be equipped in using traditional methods and others modern technologies.

**iii. Students get face to face interaction as well they interact in virtual space**

Students get ample of time to interact with others students pursuing same course. They can interact with them inside college and also in virtual space. Thus, their group became very large and has much diversity so the student's knowledge becomes wide and expands the horizon of knowledge and skills.

**iv. Students get full experiences in using new technology**

In blended learning students get chance to use different technologies in the process of learning. Students involved in blended learning gain capability to exploit available technologies to the fullest of their benefit. Therefore, blended learning helps to make students ICT experience rich.

**v. Students get wide exposure and new perspective of the course**

In blended learning, due to variety of experiences students get wide exposure and content knowledge through face to face interaction and online. They get chance to see various new dimension of content which helps them to gain practical useful knowledge.

**vi. Makes teaching learning process student centered**

Blended learning is designed to provide maximum gain to students and it is more focused on student engagement in learning process and thus it makes teaching learning process student centered.

### **2.1.7 Goals of Blended Learning**

Those who are currently experimenting blended learning environment are doing it with certain purposes in mind, and the purposes often differ from one course to another. The goal of blended learning is different according to the nature of course. Osguthorpe and Graham (2003) identified six goals that educators might espouse as they design blended environments:

**i. Pedagogical richness**

In blended learning, instructional designers and teachers each may employ blended learning environments for a different reasons. Its central goal is to improve student learning achievement. It motives students towards

learning. Student learning can be improved by using class time for rich, in-depth activities, and online time for dispensing information. Blended approaches permit faculty to change the way of their class time and move towards other modes.

**ii. Access to knowledge**

Blended approaches can increase a teacher's pedagogical option, all for the purpose of helping students master and content more effectively. In addition, some teachers may use blended environments to increase accessibility to information for students. The online portion of a blended learning course can be used to enhance accessibility to information for students.

**iii. Social interaction**

The social interaction present in blended learning environments (BLEs) is not present in fully online learning (FOL) systems. Social contact can take place F2F and continue online. In purely distance delivery systems this kind of social contact is absent while blended learning environments enhance the possibilities both in class and online.

**iv. Personal agency**

The development of self-directedness and control by the learner is an important tenet of instructional design. BLEs offer students the opportunity to make choices in their learning, such as what and how they will study. Blended learning environments offer learners how they want to study; it fosters learner autonomy in learning. Blended learning system helps to increase the range of personal choice of learners.

**v. Cost effectiveness**

Blended learning system reduces the cost by reducing time in class; additional tuition-paying, students can enter an institution to fill the seats left vacant by those who are spending part of their time in online learning. Blended approaches also offer the possibilities of replacing full time faculty involvement with less expensive part-time faculty or graduate teaching assistants.

**vi. Ease of revision**

Most blended learning environments are developed by teachers themselves. The online resources for the course are relatively simple and can be changed easily by the teachers themselves according to the necessity of the students and nature of the course.

### **2.1.8 Advantages of Blended Learning**

As blended learning is the combination of face-to-face and online learning. It is good option for teaching language because it has come with the combination of strengths of both modes. In language teaching it has following advantages.

- Learning is done through ICT, online or offline mode so teachers and students get more time in the classroom for creative and cooperative exercise.
- Students gain advantages of online learning and face to face learning without losing social interaction element and human touch of traditional teaching.
- It provides more space for communication cycle which is completed in blended learning that is not possible only from traditional approach.

- Students become more techno savvy and they gain enhanced digital fluency.
- Students have more strengthened professionalism as they develop qualities like self-motivation, self-responsibility, discipline and so on.
- It updates course content and gives new life to established course.
- It focuses on students' engagements in learning and fosters students' autonomy.

### **2.1.9 Prerequisites of Blended Learning**

Implementing of blended learning is not an easy task. It requires certain fundamental preparations in all the elements of teaching learning process- teacher, student, content designing and infrastructure. The following are the basis requirements for practicing a successful blended learning.

- **Well trained teachers**

In blended learning teachers should be well acquainted with the concept of blended learning and fully trained and skilled to blend both types of approaches- traditional and technological. They should be trained to develop online materials and develop blogs and well versed with internet browsing. They should have aware of all the websites which can be beneficial for students.

- **Teachers with scientific attitude**

It is very important that teachers should have scientific attitude. They should have good observation skill, they should be optimistic should have problem solving skills. Scientific attitude will help the teachers to deal positively with failures.

- **Complete facilities like well-furnished computer lab, internet connection, provision for video chatting**

It is the compulsory factor of blended learning. Blended learning largely depends on infrastructure; school should not only have good classrooms but should also have a well-furnished computers lab with sufficient number of computers to cater to all the students of one class and the internet facility, where students can have video chat when they need.

- **Students have access to internet at their private computers**

In blended learning students should have basic hardware support to learn online and offline at their residence too which helps students to learn at any time as they need and enhance their academic achievement.

- **Formative evaluation and continuous internal assessment**

The school authorities and higher educational bodies should be ready to completely implement continuous internal assessment and other tools of formative evaluation. This provision should be made for online examination for making the system more flexible

These are few essentials and basic requirements without which the blended learning cannot be executed successfully. Therefore before practicing blended learning approaches, the school authorities, college administration, policy makers, and stakeholders should be concerned these basic requirements then only the blended learning approach will succeed.

### **2.1.10 Commonly Used Blended Learning Tools in ELT**

In a traditional course the content typically includes the topic of study and the materials associated with them delivered via face to face lectures and/or tutorials.

Utilizing technology can follow content to be more accessible and flexible to students. For example we can record a class session or host a class online and by putting documents online we can create immediate access to a whole range of materials and resources. There are different sort of content and resources which can be used for blended learning course, some of them are mentioned below:

**i. Lectures materials**

Uploading lecture notes and presentation files to a course web site is a common practice and a very effective way to provide students with ongoing access to these resources. While uploading lecture materials online it is worth considering the file size and image compression, timing and release of materials, printing costs, format and purpose of materials. So that it can be access easily among all students.

**ii. Virtual classroom**

A virtual classroom is a real time, online classroom environment that allows individuals to use audio and video to present content such as PowerPoint presentation to a live audience.

**iii. Webcasts**

A webcast is media (audio and video) broadcast over the internet. The idea is that user subscribes to webcasts and can access them using a computer and mobile digital devices, such as iPods or media players or smart phones. A good example of the use of webcasts is how radio and television stations often make their programs available as either podcasts (audio) or vodcasts (video).

#### **iv. Digitized reading documents**

Different kind of document can be used in blended course such as journal articles, book chapters, tutorial guides, work booklets, etc. traditionally these would be made available on students in hardcopy or students would be required to purchase them. Documents can now be digitized and made accessible online subject to copyright provisions. Digitizing involves converting a document from a paper copy to an electronic format such as a PDF.

#### **v. Wiki**

A wiki is simply a webpage or multiple web pages where users can collaborate to create and edit content including text, images, and multimedia elements. Therefore a wiki is a very useful tool for group collaboration.

#### **vi. Blog**

Like a wiki, a blog is a web site to which individuals can contribute text, graphics and video. Blogs consists of regular entries such as commentary or a description of events or other materials and are displayed in reverse chronological order (the most recent is displayed first). However unlike a wiki the focus is not on creating a final product but rather it is on building a series of postings. Therefore blogs are commonly used as online dairies created by individuals or groups.

#### **vii. Discussion Forums**

A discussion forum is an asynchronous communication tool in which discussion forums are created for participants to post and reply to messages over time. They are also known as ‘message boards’ and can help to



facilitate the forming of online communities with a common interest to share information or debate and discuss ideas. A discussion board can have multiple forums and can involve different groups of users.

Like this, above mentioned are some commonly used blended learning tools that can be applied in blended learning approach. The learning achievement of students can be increased if these tools or sources are implemented effectively in English language teaching and learning.

### **2.1.11 Implementation of Blended Learning**

Implementing blended learning needs a full dedication on the part of educational authorities and managements of educational institutes. It needs a well planned design that include all from individual top to bottom of the educational hierarchy. For preparing educational institutes for blended learning we will need to increase educational budgets, it can be done by taking help of NGOs and also coordinating with corporate sector. These sectors can be motivated to give their financial inputs for blended learning execution as these sector will be most benefited if the output from these educational instituted are more effectively groomed for the global market. The other very important issue that has to be considered is development of right type of attitudes towards this ground-breaking concept in all those who are concerned with educational system. For change in attitudes of parents, community, teachers, and students awareness programs, seminars, discussion forums should be organized. These can be utilized to make people aware about the benefits of blended learning so that a right mind set is prepared for its implementation. Mass media can be utilized for this purpose. Teachers training programs both in-service and pre-service have to be reoriented to prepare teachers for blended learning approach.

Klimova & Paulova (2014) maintain that the implementation of blended learning necessitates the principles itemized below:

A thoughtful integration of face to face and fully online instructional components;

- innovative use of technology
- reconceptualization of the learning paradigm and
- sustained assessment and evaluation of blended learning

To conclude, blended learning needs rigorous efforts, right attitude, handsome budget and highly motivated teachers and students for its successful implementation, Blended learning is to some extent is the solution to problems prevailing in educational system. If it is implemented in a well planned, organized way with right type of attitudes it can become the future of educational system.

## **2.2 Review of Related Empirical literature**

Each and every research work requires the knowledge of previous background to obtain the target objectives and to validate the study. So the literature review is the effective evaluation of selected documents on research topic. So, this section is an attempt to review the related studies, articles and report and old thesis. Some research studies have been reviewed here to facilitate this research work. They are as follows:

Joshi (2011) did research on “Effectiveness of Using Technology in Teaching Short Stories.” The aim was to find out the effectiveness of using technology while teaching short stories. Experimental research design was carried out for this study. The pre-test and post-test were the tools for data collection. Fifty students of Shree Krishna Snatak Campus were selected as the sample population for this study. Sample population was divided into two groups i.e. controlled and experimental group. Controlled group was taught through traditional mode and experimental group was taught through the use of technology for thirty days. The result of this study showed that the experimental group, who was taught by the use of technology obtained higher test score than the controlled group. The finding of

this study showed that the use of technology was effective in teaching short stories.

Likewise, Schmidt (2011) carried out research on “The Blended Learning Experience of Community College Students”. The goal of this study was to document the ways in which blended learning has changed the community college learning experience. The study took place at Ulster County Community College, a small rural college in New York. A mixed method and triangulation design was used for this study. The finding of this study showed that the modality of course doesn’t determine the students’ success; it is the teachers’ presence either online or in person is a strong indicator of students’ success and satisfaction. An instructor who is well trained, knowledge of pedagogy of blended learning, a course with skillfully designed and integrated online components and well administration for technical support provide successful blended learning experience.

Guangying (2014) conducted an experimental research to examine the influence of blended language learning on improving learners’ speaking and listening skills. The experimental group was taught in accordance with blended learning approach while the control group participants were taught traditionally. The finding obtained from the scores the participants got from four standardized language exams revealed that the experimental group participants outperformed the control group in terms of scores they got from the exams. Another finding was that blended learning approach was effective in improving learners’ speaking and listening skills and catered for learner autonomy.

Likewise, Hassan (2015), conducted research study on “Perceptions and Attitudes towards Blended Learning for English Courses: A Case Study of Students at University of Bisha” to find out the perception and attitudes towards Blended learning for English Courses at University of Bisha. The statement of the problem was that blended learning of English courses annoys students at University of

Bisha. The objectives of the study were: to identify the perceptions and attitudes of the students, to investigate negative impressions and to outline the concepts of blended learning of English courses and e-learning as students perceive them. In this study the researcher conducted a survey through a questionnaire. There were 130 respondents enrolled to collect the data. The results of this study showed that the satisfaction of students is significant in Blended learning as it enhanced their English language skills and helped to make English learning collaborative, interactive and interesting. The results also showed that the students' negative attitude towards Blended learning were more, as it is time consuming than traditional courses. The study concluded that blended learning is as effective as face to face learning in developing language skills and knowledge.

Likewise, Abdul Rahman, Hussein and Aluwi(2015) conducted research study entitled "Satisfaction on Blended Learning in a Public Higher Education Institution: What Factors Matter?" To examine the relationship between individual factors and students' satisfaction on blended learning and to determine the relationship between situational factors and students' satisfaction on blended learning. A quantitative research design was followed for this study and data was collected by using questionnaire. Five hundred questionnaires were distributed, only 400 were found to be studied. The study was conducted in one public university in Malaysia. The finding of this study indicated that the students were satisfied on blended learning.

Similarly, Kouara (2016) carried out research study entitled "A study of EFL Instructors' Perceptions of Blended Learning". The aim was to uncover EFL instructors' perception towards Blended learning. This study was designed as a descriptive study and conducted with the participation of 32 EFL instructors (22 female and 10 male) working at two states universities in Turkey. Questionnaire and semi-structured interview was used for collecting the data. The collected data was analyzed by SPSS 22 and content analysis. The result of this study indicated

that EFL instructors have positive attitudes towards integrating online learning into face to face instruction.

Neupane (2017) conducted research entitled “Should we Bend Towards Blending? How?” The researcher aim was to facilitate students’ learning by facilitating the recently installed internet and moodle in the Education Department. The study was based on Action research design. It was conducted on Critical Discourse Analysis (CDA) subject of M.ed second semester course. The researcher used class test and questionnaire survey as a tool for data collection. From the Department of English Education 93 students were taken for questionnaire survey where 64 students (i.e. 68.8%) only responded. This study showed that maximum number of students gets benefit from the ICT support tools. Student’s regularly use these ICT tools to enhance their learning. From the questionnaire survey it is found that moodle is useful for leaning and students expressed that it would better if it is used in all subjects. Students showed positive attitudes towards the using of moodle.

Likewise, Lim, Morris and Kupriz (2017) conducted research entitled “Online vs. Blended learning: Differences in Instructional Outcomes and Learners Satisfaction.” The purpose of this research study was to identify the differences in instructional outcomes and learner satisfaction between two groups of undergraduate students who took course through online only and blended delivery format at a southeastern university. A group of undergraduate students was asked to participate in this study. The study used a multi-method approach that combined closed-ended and open-ended questions in an online questionnaire. The first finding of this research study indicated that two learners groups in online and blended delivery formats did not show any significant differences. From this finding the researchers concluded that instructional delivery format may not affect learners’ learning or application of learning to a significant degree. The second finding of this research study showed that the online learners experienced more challenges, obstacles and felt more workload in achieving similar learning levels

than the learners in blended delivery group. This finding suggested that blended delivery methods may provide clearer and learner centered instructions than online only delivery method.

### **2.3 Implication of the Review for the Study**

Review of theoretical and empirical literature play a vital role for the accomplishment of any research study. It helps the researcher from the beginning to end. It provides insights about the objectives, research questions, methodological procedure and other important aspects of research. That is to say, it helps researchers to bring the clarity and focus on research problem, reform methodology and contextualize the findings. In order to accomplish this research study the researcher also reviewed some research works that were already carried out. These researches helped the researcher to find out the topic as well as the gap between what has already existed and what is still there to be found.

In the process of reviewing theoretical literature, the researcher has gone through different books, articles, and journals. Similarly, the researcher has reviewed much empirical literature which is very similar to proposed study. After reviewing the literature, the researcher has found some implications for the completions of this study.

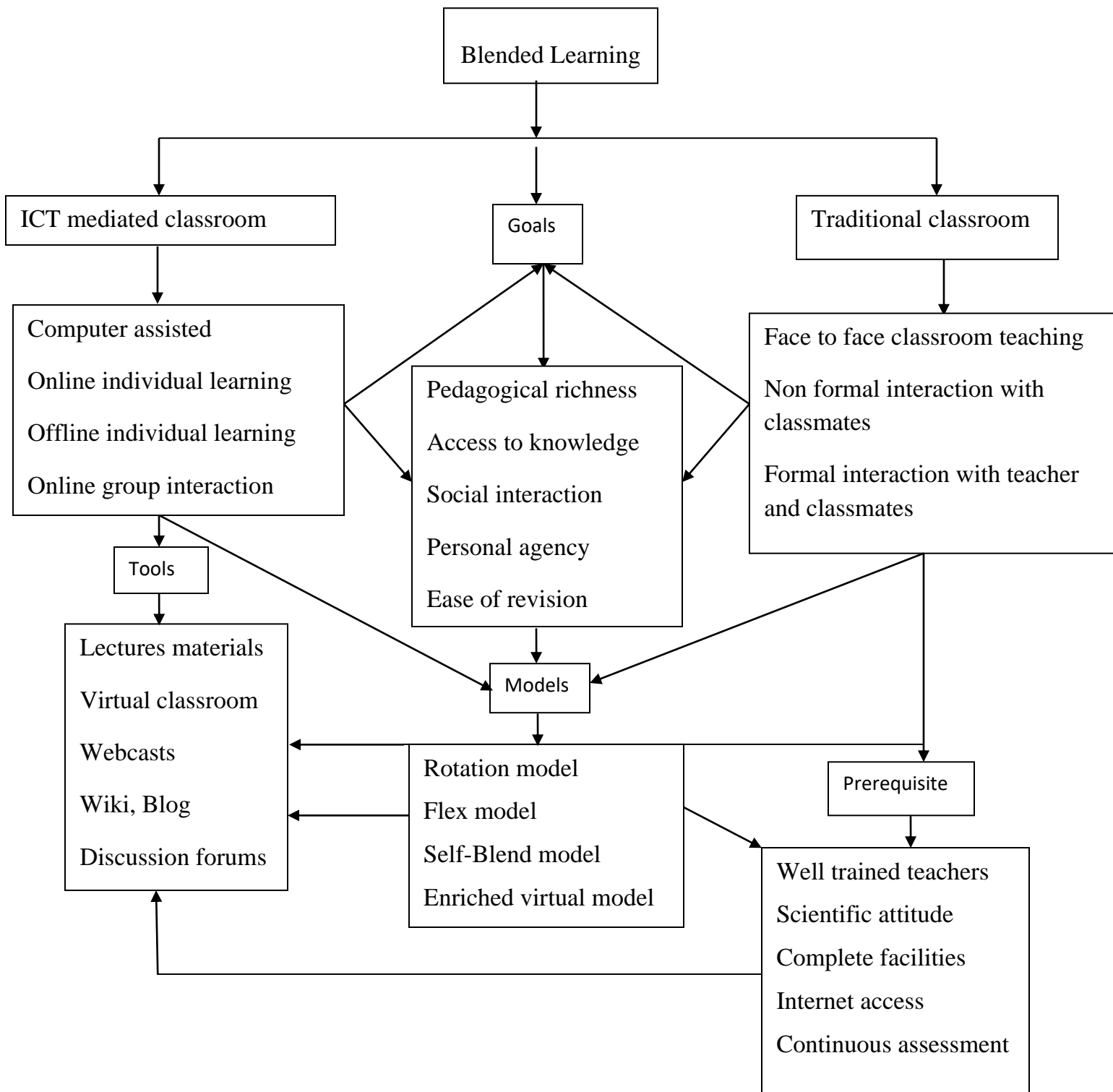
Out of these review, the study of Hassan (2015) helped the researcher understand the theoretical aspect of blended learning and perception and attitudes of students towards Blended learning for English Courses. Similarly, the study of Neupane (2017), helped the researcher gather the idea of effectiveness of blended learning in master level students of Tribhuvan University in Critical Discourse Analysis subject of M. Ed second semester. It also helped the researcher develop the idea of constructing questionnaire and methods of analyzing data. Likewise, the study of , Koshar (2016) helped the researcher familiar with the perceptions of EFL teachers

towards blended learning and also developed idea to construct semi-structured interview and the process of data analysis. Similarly, the study of Rahman, Hussein and Aluwi (2015) helped the researcher know about the satisfaction of Blended learning in Public Higher Education Institution, from where the researcher knew that Students have satisfied from blended learning in Public Higher Education Institution. Similarly, the study of Guangying (2014), supported the researcher design the conceptual framework.

In conclusion, all these reviewed research really helped the researcher to cultivate the ideas regarding theoretical background of blended learning. Moreover, it also became the source of theoretical review and empirical review and expanded the researcher knowledge and skill to conduct this research systematically.

## **2.4 Conceptual Framework**

Conceptual framework is very important for the researchers in the sense that it provides visual representation of the work. The main purpose of this conceptual framework is to see the relationship among various concept and variables of the study. On the basis of all reviewed documents the researcher has developed the following conceptual framework to process this study ahead.





## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

The following methodology was applied to fulfill the above mentioned objectives of the study.

#### **3.1 Design of the Study**

A research design is the road map that directs the researcher to follow during the research journey to find the answer of the research questions as validity, objectivity, accurately, and economically as possible. So, a research design helps researcher to reach up to the destination of the study. According to Kerlinger (1986);

A research design is a plan, structured and strategy of investigation so conceived as to obtain answers to research questions or problems. The plan is the complete schema or program of the research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data (P. 279).

Thus, a research design is a planned, structured and strategy and techniques of the investigation which directs the researcher to find the answers of the research questions or to complete the study appropriately.

The research design of this study adopted to explore students' perception towards the relevance of blended learning in English language learning. The researcher conducted survey research design to achieve the objectives of the study. Survey research design is commonly used research in educational research. Survey is the quantitative research design in which the researcher selects a sample of

respondents from a population and administers standardized questionnaire to them. Survey is the method of collecting data or information from the individuals. It is carried out in large number of population to find their beliefs, attitudes and perceptions. The collected data are analyzed numerically with the help of different statistical tools such as mean, median, mode, standard deviation and so on.

In the words of Kerlingar (1986), survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incident, distribution and inter-relationship of social and psychological variables.

Therefore, Survey is very useful method to collect the data in large and small population to discover and find the inter-relationship between different variables. It gathers standardized data and the finding of survey research can be generalized in large population. Therefore, in this research study the researcher chose to adopt survey research design to fulfill the objectives of this study.

### **3.2 Population, Sample and Sampling Procedure**

The population of this study was all the students of Central Department of English Education of Tribhuvan University, Kirtipur, Kathmandu. Among them, thirty students were selected as sample by using purposive non random sampling procedure.

### **3.3 Data Collection Tools**

The tools are the effective means for data collection. The research tools must be valid, reliable and economy so that the data obtain from the tools will be valid and reliable and gives actual information. In this study, the researcher used a set of

questionnaire as a tool of data collection in which both open and closed ended questionnaire were included.

### **3.4 Sources of Data (Primary and Secondary)**

Both primary and the secondary sources were used for the collection of required information. The primary source was used to get the information about the students' perceptions towards the relevance of blended learning whereas Secondary source was used in the theoretical part of the research.

#### **a. Primary Source of Data**

The fundamental base of the study was the primary sources of data. Students of Central Department of English Education of Tribhuvan University, Kirtipur, Kathmandu were the primary sources of data. The primary data was collected through questionnaire.

#### **b. Secondary Source Data**

The researcher consulted different books, journals, thesis, articles, and visited some related websites as a secondary sources of data. The researcher consulted different articles and journals such as; Schmidt (2011), Hassan (2015), Rahman, Hussein and Aluwi (2015), Newpane (2017) and so on. And these books were consulted; "The Blended learning Book (2004)", "Blended learning in Higher Education (2008)", "Blended learning in English Language Teaching: Course design and implementation (2013)", "Essential of Blended Learning (2014)", and so on.

### **3.5 Data Collection Procedure**

The researcher adopted the following stepwise methodological procedures to collect the required data.

- At first, the researcher prepared research tools, and then prepared for the field visit. Then, the researcher visited the field and talked to the college administration to clarify the purpose of the visit.
- Then, the researcher visited to the students of Department of English Education, Tribhuvan University and established rapport with them.
- Then, the researcher consulted and explained them about the purpose of the study and requested them to take a part in it.
- The researcher used English language to communicate with respondents and when necessary Nepali language was also used.
- The researcher assured them about the confidentiality in terms of ethics regarding the obtained information through questionnaire.
- Then, the researcher distributed the questionnaire by explaining the process of filling the questionnaire.
- After a week, the researcher collected the questionnaire from the students.
- After collecting the questionnaire, the researcher thanked all the participants heartily for their kind co-operation.

### **3.6 Data Analysis and Interpretation Procedure**

Analysis and interpretation of data is very important aspect of any research study. If, collected data is not analyzed and interpreted properly the finding of the study will not be valid and reliable. The process of data analysis and interpretation is different according to the nature of the research. In this study data were analyzed by using different statistical tools such as percent, table and interpreted descriptively.

### **3.7 Ethical considerations**

Ethical consideration is very important issue that should be concluded in the research study. All profession are guided by some sort of code of ethics that has

evolved over the years to accommodate the changing ethos, values, needs, and expectations of those who had a stake in the profession. According to the Collins Dictionary (1979:502), ethical means ‘in accordance with principles of conduct that are considered correct, especially those of a given profession or group.’ Ethical consideration helps research study to avoid the possibility of causing harm to participants, to maintain the confidentiality, avoiding biasness, preventing incorrect reporting, avoiding inappropriate use of information, preventing the misuse of information and so on. So, to avoid all these things or to make this research confidentiality, bias less and effective the researcher followed following ethical consideration.

- i. At first, the researcher informed the informants about the purpose of the study.
- ii. The researcher maintained confidentiality regarding the information of respondents.
- iii. The researcher did not use the data for any other purpose except for this study.
- iv. The researcher did not make manipulation in collected data.
- v. The researcher did not ask any questions that directly or indirectly harm to informants while collecting data.
- vi. The researcher did will not seek any sensitive information from the respondents.
- vii. The researcher did not analyze data subjectively and it was bias less.
- viii. The researcher fully paid attention on accuracy, validity, reliable, honesty and truthfulness of data in this study.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF DATA**

This chapter is mainly concerned with analysis and interpretation of the collected data. The data were analyzed, tabulated and interpreted to find out the “Students Perceptions Towards The Relevance of Blended Learning”. The researcher has presented, analyzed interpreted and tabulated the data by using simple statistical tools. It includes the process of organizing, summarizing, and synthesizing the data to find the results and conclusion of the study. The researcher has analyzed and interpreted the data quantitatively and descriptively.

#### **4.1 Analysis of Data and Interpretation of Results**

After collecting the data, it was analyzed and interpreted to find out the Students Perceptions towards the Relevance of Blended Learning in English Language Learning. Altogether thirty-five questions were asked through the questionnaire. Among them thirty-two were closed-ended and three were open- ended questions. The data are tabulated, analyzed and interpreted in terms of the responses of all students.

##### **4.1.1 Analysis of Closed-ended Information**

The analysis and interpretations of Closed-ended questions have been subsumed in the following major themes.

- a) Blended learning
- b) Prerequisites for blended learning
- c) Practice of blended learning
- d) Relevance of blended learning
- e) Tools of blended learning
- f) Goals of blended learning

g) Suggestions for blended learning

#### 4.1.1.1 Blended Learning

In this section the gathered data are analyzed and presented on the table on the various heading related to the perceptions of the students towards the blended learning in English language learning. To find out the students perception towards blended learning, eleven different questions had been asked. The items and their respected percentage are presented in the table below:

**Table 1**  
**Blended Learning**

S.N	Statements	Responses									
		Agree		Strongly agree		Neutral		Disagree		Strongly disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Innovative learning approach	17	57	12	40	1	3	-	-	-	-
2	Makes learning easier	13	43	13	43	2	7	2	7	-	-
3	Interesting & useful	14	46	6	20	6	20	2	7	2	7
4	Collaborative	9	30	4	13	14	47	3	10		

5	E-materials are supporting materials	20	67	7	23	3	10	-	-	-	-
6	Full experiences of using technology	10	34	15	50	3	10	1	3	1	3
7	Student centered learning	16	53	8	27	3	10	2	7	1	3
8	Quality of Education will improve	12	40	14	47	4	13	-	-	-	-
9	Educational needs will be met	19	64	4	13	7	23	-	-	-	-
10	No problem in managing time	12	40	2	7	12	40	4	13	-	-

As mentioned above table all the items are related to the perception of blended learning. The first item was ‘blended learning is a new innovative approach in the field of language learning.’ On the basis of the data 96% students believe that BL is a new innovative approach. Where 40% students strongly agreed and 56% agreed, where as 3 % students were neutral. The data shows that maximum students showed positive view towards blended learning as an innovative learning approach in the field of language learning.

Similarly, the second item was ‘BL makes learning easier.’ On the basis of the data gathered by the respondents 86% students opined that BL makes learning



easier. Out of them 43 % students agreed and 43 % students strongly agreed. Where 7 % students were neutral and 7% disagreed on it. The collected data shows that maximum numbers of students agreed on blended learning makes learning easy.

Likewise, the third item was ‘BL course is interesting & useful than f2f learning.’ On the basis of the data 66% students viewed that BL course is interesting & useful than f2f learning. Among them 46 % students agreed and 20% students strongly agreed. Whereas 20% students were neutral and 7 % students disagreed and strong disagreed on this statement. On the basis of the data given by respondents; it shows that maximum of students believe that blended learning course is interesting and useful than f2f learning.

Similarly, the fourth item was ‘BL is collaborative than f2f learning.’ On the basis of the data 43% students opined that BL is collaborative than f2f learning. Among them 30% students agreed and 13 % students strongly agreed. Whereas, 47% students were neutral and 10% students expressed disagree on this statement. The data shows that most of the students are neutral about the collaborative nature of blended learning.

Likewise, the fifth item was ‘E-materials are supporting materials for classroom learning.’ This item was related to the experience of students on using e-materials and their supporting role in learning. On the basis of data 90% students opined that E-materials are supporting materials for classroom learning. Among them 67% students agreed that e-materials supports classroom learning and 23% students strongly agreed on this statement and 10% students were neutral. The data shows that maximum numbers of students believe that e-materials support on their classroom learning.

Similarly, the sixth item was asked about experiences of using technology in blended learning. How much chance does a student get chance if he/she goes

through blended learning? The data showed that 84% students were positive on this statement. Among them 34 % and 50 % students agreed and strongly agreed respectively. Whereas 10 % students were neutral and 3 % were disagree and 3 % students strongly disagreed on this item. The data shows maximum students get chance of using technology in blended learning.

Likewise, the seventh item was asked about the nature of blended learning. The item was 'BL makes learning process child centered.' On the basis of the data 80% students opined that BL makes learning process child centered. Among them 53 % students agree and 27% students strongly agreed on it. Whereas 10% students were neutral and 7 % students 3 % students were disagree and strongly disagree respectively. The data revealed that most of students think that blended learning makes learning child centered and child friendly.

In the same way, the eighth item was asked to find out the quality of Education. The item was 'The Quality of Education will improve if Central Department of English Education practices BL.' The data showed that 87% opined that The Quality of Education will improve if Central Department of English Education practices BL. Among them 40 % students agreed and 47 % students strongly agreed on this statement and 13 % students were neutral. The data revealed that almost 90% students believe that the quality of students will improve if Central Department of English Education practices BL

In the similar way the ninth item was asked to find out the educational needs through blended learning. The item was 'My educational needs will meet through BL.' On the basis of the data, 77% students opined that their educational needs will be met through blended learning. Among them, 64 % students agreed and 13 % students strongly agreed on this item. Likewise 23 % students were neutral. The data revealed that most of the respondents believe that their educational needs will meet through blended learning approach.

The tenth item was asked to find out the problem of managing time between online and f2f learning. For this the item was 'I'll have no problem managing time between online and face to face work.' The data showed that 47% students will have no any problem for managing time. Among them 40% students agreed and 7 % students strongly agreed on it. Whereas 40 % students were neutral and 13 % students expressed disagree on this item. The collected data revealed that 40% students will not have any problem of managing time and 40 % were neutral. The data shows that managing time in blended learning is a big issue.

In nutshell, the maximum of students showed positive attitude towards the blended learning. They perceived blended learning as innovating learning approach, interesting and useful, collaborative, e-materials as supporting materials, full experiences of using technology, student centered learning. They also perceived that BL makes learning easier and their educational needs will be met through BL and enhance the quality of Education. The students perceived that managing time in BL is a big challenge for them in BL.

#### **4.1.1.2 Prerequisites for Blended Learning**

Implementing of blended learning is not an easy task. It requires certain fundamental preparations in all the elements of teaching learning process- teacher, student, content designing and infrastructure. Regarding the pre-requisite elements of the blended learning four different questions had been asked. The items with their respective percentage are presented in the table below.

**Table 2**

**Prerequisites for Blended Learning**

S.N	Statements	Responses									
		Agree		Strongly agree		Neutral		Disagree		Strongly disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Personal laptop	13	44	9	30	7	23	1	3	-	-
2	Access of internet	15	50	13	44	2	6	-		-	-
3	Blended learning training	23	77	5	17	-	-	2	6	-	-
4	Must considerable While practicing BL approach	Responses									
		Well trained teachers		Teachers with scientific attitude		Well furnished computer lab at campus		Students have access to internet at campus as well as at home			
		No.	%	No.	%	No.	%	No.	%		
		10	34	1	3	1	3	18	60		

The table 2 shows students' attitudes towards the pre-requisite elements for blended learning. The first item was asked about the necessity of personal laptop for blended learning. The data showed that 74% students opined that personal

laptop is necessary in blended learning. Among them 44 % students agreed and 30% students were strongly agreed on this item. Where 23% students were neutral and 3% students expressed disagree on this item. The data revealed that personal laptop is basic pre-requisite element for blended learning.

Likewise, the second item was asked about access of internet for blended learning. The data presented in table 2 shows that, 94% students opined that internet access is necessary for blended learning. Among them 50% students agreed and 44 % students strongly agree where 6 % students were neutral with the statement that Access of internet is essential for BL. The gathered data shows that maximum numbers of students thinks that access of internet is necessary for blended learning.

Similarly, the third item was asked about the blended learning training for the students. The item that was asked to respond is we need BL training for better learning. In this item 94 % students opined that they need BL training. Among them 77% students expressed agreed and 17 % students expressed strongly agreed and 6% students expressed disagreed. The data presented in table 2 shows that almost all students need blended learning training for better learning in blended environment.

In the same way, the fourth item was about the most essential component of blended learning from the students' perspective. The data from the table shows that 34 % students responded on 'well-trained teachers', 3% students responded on 'teachers with scientific attitude', 3 % students responded on well furnished computer lab at campus and 60 % students responded on 'students have access to internet at campus as well as at home'. The gathered data revealed that maximum number of students believe that access of internet at campus as well at home is basic requirement for blended learning.

In nutshell, the maximum students perceived that personal laptop, access of internet, blended learning training are basic requirements for BL. In the same way the maximum students perceived that access to internet at campus as well as home is must considerable component while practicing blended approach.

#### **4.1.1.3 Practice of Blended Learning**

Even there is no any policy about blended learning in the context of Nepal, students and teachers somehow go through the blended mode of teaching and learning. Teacher sometime teaches orally f2f sometime via computer, projector, sometime sending learning materials online. So, in practice we are in blended mode. To know about the students practice in blended learning four different items had been asked. The items with their respective percentage are presented in the table below.

**Table 3**

**Practice of Blended Learning**

S.N	Statements	Responses									
		Agree		Strongly agree		Neutral		Disagree		Strongly disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Online materials help in learning	19	63	9	30	2	7	-	-	-	-
2	Socials networks	18	60	9	30	3	10	-	-	-	-
3	Expanding existing knowledge	21	70	6	20	2	7	1	3	-	-
4	Regularly get learning materials	13	43	5	17	5	17	5	17	2	6

The data of table 4 shows the current students' practice of blended learning. The first item was asked about the effectiveness of blended learning and the item was 'Online learning materials help in learning and enhance learning achievement.' On this item 93% students opined that Online learning materials help in learning and enhance learning achievement. Among them 63 % students responded agree and 30% students responded strongly agree where 7 % students were neutral. The collected data revealed that most of the students get benefits from the online materials and enhance learning achievement.

Similarly, the second item was asked about the support of social sites in learning and the item was 'Socials networks sites help in learning.' The majority of students ( i.e. 90%) opined that social sites help in their learning. Among them 60% students responded agree and 30 % students responded strongly agree. And 10% students were neutral. The data shows that maximum numbers of students get benefit from social sites.

In the same way the third item that was asked is 'I expand my existing knowledge through e-materials.' In this item 70 % students responded agree and 20 % students responded strongly agree, 7 % students were neutral and 3 % students expressed disagree. From this data it can be said that maximum numbers of students expand their existing knowledge through e-materials.

Likewise, the fourth item was asked about the collaboration between students and teachers and the item was 'I regularly get learning materials from teachers through e-mail.' The data collected shows that 60 % students regularly get learning materials from teachers. Among them 43 % students responded agree and 17 % responded on strongly agree. Whereas, 17 % students were neutral, 17 % students responded disagree and 6 % students responded strongly disagree. The gathered data revealed that maximum numbers of students get learning materials from the teachers through online.

In conclusion, students perceived that online materials, social sites, e-materials help in their learning. The majority of students opined that they regularly get learning materials from teachers through online which support their learning.

#### **4.1.14 Relevance of Blended Learning**

Blended learning is the concept that includes framing teaching learning process that incorporates both face to face teaching and supported by ICT. Blended learning incorporates direct instruction, indirect instruction, collaborative teaching,



individualized computer assisted learning. From above explanation it can be said that blended learning can be applied in learning to facilitate the language learning effectively. It enhances the language learning environment and gives good exposure to learners for better understanding. To find out the relevance of blended learning five different items had been asked to the respondents. The items with their respective percentage are presented in the table below.

**Table 4**  
**Relevance of Blended Learning**

S.N	Statements	Responses									
		Agree		Strongly agree		Neutral		Disagree		Strongly disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Increases the interaction	15	50	10	33	3	10	2	7	-	-
2	Gives enough exposure	19	63	6	20	3	10	2	7	-	-
3	More convenient	14	47	1	3	9	30	4	13	2	7
4	Provides more knowledge and skill	15	50	3	10	6	20	6	20	-	-

The table 4 shows the relevance of blended learning in language learning. To find out the relevance of blended learning different items had been asked. The first item that was asked to respondents was ‘BL increases the interaction between students-students and students-teachers.’ In this item 83% students opined that BL increases the interaction between students-students and students-teachers. Among them 50% students responded agree and 33 % students responded strongly agree. Whereas 10 % students were neutral and 7 % students responded disagree. The gathered data show that blended learning has vital role to increase the interaction between students-students and students –teachers.

Similarly, the second item was ‘BL gives enough exposure to enhance language skills.’ In this item 83% showed positive response. Among them 63 % students agreed and 20% students strongly agreed. Whereas 10 % students were neutral and 7 % students disagreed. According to the given data it can be said that blended learning provide huge exposure to the students to enhance their language skills.

In the same way, the third item that was asked to respondents was ‘BL is more convenient than face to face learning.’ in this item 50% students showed positive response. Among them 47 % students agreed and 3 % students strongly agreed. Whereas 30 % students were neutral and 13 % students disagreed and 7 % students strongly disagreed. **On the basis of data half of the respondents think that BL is more convenient than f2f learning and half respondents were neutral and disagree on this item.**

Likewise, the fourth item was ‘BL provides more knowledge and skill than classroom knowledge.’ In this item 60% students opined that BL provides more knowledge and skill than classroom knowledge. Among them 50 % students were agree and 10% students were strongly agree whereas 20 % students were neutral and 20 % students were disagree. According to the collected data it is found that

60% students believe that BL provides more knowledge and skill than classroom knowledge.

To sum up, the majority of students perceived that blended learning increases the interaction between students-students and students-teachers and gives enough exposure to enhance language skill. In the same way they opined that BL is more convenient than face-to-face learning and provides more knowledge and skills than classroom knowledge.

#### **4.1.1.5 Tools of Blended Learning**

In a traditional course the content typically includes the topic of study and the materials associated with them delivered via face to face lectures and/or tutorials. Utilizing technology can follow content to be more accessible and flexible to students. For example we can record a class session or host a class online and by putting documents online we can create immediate access to a whole range of materials and resources. There are different sort of content and resources which can be used for blended learning course. The blended tools that can be used in blended approach are different according to the nature of course. To know the students perceptions about blended learning tools following items had been asked to respondents. The items with their respective percentage are presented in the table below.

**Table 5**

**Tools of Blended Learning**

S.N	Statements	Responses							
		Email		Face book		Twitter		Discussion forum	
1	Best way to interact.	No.	%	No.	%	No.	%	No.	%
		5	17	1	3	3	10	21	70
2	Best tool	Responses							
		Online lecture materials		Virtual classroom		Wiki/blog/Website		Discussion forum	
		No.	%	No.	%	No.	%	No.	%
		6	20	10	33	5	17	9	30
3	Best method	Responses							
		F2F learning with online activities.		F2F learning with offline activities.		Both			
		No.	%	No.	%	No.	%	No.	%
		11	37	2	7	17		56	

The table 5 shows the data of the respondents regarding the tools of blended learning. The first item was about the best way to interact with teachers and the item was ‘Which is the best way to interact with teacher?’ On the basis of data 3% students respondents on face book, 10% students respondents on twitter 17% students respondents on Gmail, and 70% students respondents on discussion forum. The gathered data shows data maximum numbers of students think that discussion forum is the best way to interact to teachers in blended learning.

Likewise, the second item was asked about the best tool for blended learning and the item was ‘For you which can be the best tool for BL?’ in this item 17% students responded on Wiki/blog/websites Likewise, 20% students responded on online lecture materials whereas 30% students responded on discussion forum. Similarly, 33 % students responded on virtual classroom. From the collected it can be said that maximum numbers of students think that virtual classroom and discussion forum can be the best tools for blended learning.

Similarly, the third item was about the best method that can be implied in blended mode and the item was ‘Which can be the best method for blended learning?’ On the basis of data 37% students responded on ‘Face to face learning with online activities’, and 7% students responded on ‘Face to face learning with offline activities’ where 56% students responded on both method. The gathered data shows that the students want both online and offline activities with the combination of f2f learning in blended learning.

To conclude, the majority of students opined that discussion forum is the best way to interact with teachers and discussion forum is the best tool for BL. And they also perceived that online and offline activities with the combination of face-to-face learning can be the best method for blended learning.

#### **4.1.1.6 Goals of Blended Learning**

Those who are currently experimenting blended learning environment are doing it with certain purposes in mind, and the purposes often differ from one course to another. The major goal of blended learning is provide enough exposure to learners to facilitate their learning and promote learner autonomy. To find out the students' perceptions towards the goals of blended learning following items had been asked. The items with their respective percentage are presented in the table below.

**Table 6**

**Goals of Blended Learning**

S.N	Statements	Responses									
		Agree		Strongly agree		Neutral		Disagree		Strongly disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	High Access knowledge.	21	70	5	17	4	13	-	-	-	-
2	Increases Interaction	20	67	5	17	4	13	1	3	-	-
3	Personal agency	18	60	4	13	6	20	2	7	-	-
4	Easily achieving goal	Responses									
		Pedagogical richness		Access to knowledge		Social interaction		Personal agency			
		No.	%	No	%	No	%	No	%		
		11	37	12	40	5	17	2	6		

The table 6 shows the data of respondents about the goals of blended learning. The first item was about the access of knowledge in blended learning and the item was ‘Access of knowledge is very high in BL.’ The data shows that 87% students

opined that access of knowledge is very high in BL. Among them 70% students expressed agree and 17% students expressed strongly agree whereas 13 % students remained neutral. The collected data shows that the majority of students believe that access of knowledge is very high in blended learning.

Similarly, the second item was about the interaction of students and teachers and the item was 'Interaction with classmates as well as with teachers can be increased through BL.' On the basis of data 84% students opined that interaction with classmates as well as with teachers can be increased through BL. Among them 67% students agreed and 17% students strongly agreed where 13% students remained neutral. And 3% students disagreed on this statement. The collected data shows that the interaction between students-students and students-teachers is more in blended mode.

Likewise, the third item was about the personal agency of student in blended learning and the item was 'Personal agency is the main issue of BL as it fosters learners' autonomy and engagement in learning.' On the basis of data 73% students perceived that personal agency is the main issue of blended learning. Among them 60% students agreed and 13% students strongly agreed where 20% students were neutral. And 7% students expressed disagree on this item. The gathered shows that students perceive that personal agency is the heart of blended learning approach as it fosters learners' autonomy and engagement.

In the same way, the fourth item was about the easily achieving goal of blended learning for this the item was 'If you go through BL approach among them which goal will you easily achieve? According to the gathered data 37% students responded on 'Pedagogical richness' where 40% students responded on 'Access to knowledge'. In the same way, 17% students responded on 'Social interaction' and 6% students on 'Personal agency.' The data shows that, the pedagogical richness goal can be easily achieved through blended learning.



In nutshell, the majority of students perceived that the access of knowledge is very high in blended learning and increases the interaction between classmates and teachers. They also perceived that personal agency is the main issue in blended learning and access to knowledge is easily achieving goal in blended learning.

#### **4.1.1.7 Suggestions for Implementing Blended Learning**

Some items had been given to the respondents to find out their perceptions for implementing blended approach in Central Department of English Education, Tribhuvan University. The items with their respective percentage are presented in the table below

**TABLE 7**

**Suggestions for Implementing Blended Learning**

S.N	Statement	Responses									
1	Students will feel comfortable.	Agree		Strongly agree		Neutral		Disagree		Strongly disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
		18	60	6	20	5	17	1	3	-	-
2	Time to shift blended learning.	Responses									
		Agree		Strongly agree		Neutral		Disagree		Strongly disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
		11	37	15	50	4	13	-	-	-	-
3	Best model for practicing BL.	Responses									
		Rotational model		Flex model		Self blend model		Enriched model		No idea about model	
		No.	%	No.	%	No.	%	No.	%	No.	%
		5	17	2	7	2	7	4	13	17	56

The table 7 shows the perceptions of students for implementing blended approach in Central Department of English Education, Tribhuvan University. Three items had been asked for this. The first item that was asked was ‘Students will feel comfortable if BL approaches practices in Central Department of English Education.’ In this item 80% students opined that students will feel comfortable if BL approaches practices in Central Department of English Education. Among them 60 % students were agree and 20 % students were strongly agree. Whereas 17 % students were neutral and 3 % students were disagree. The data revealed that students will feel comfort if Central Department of English Education practices blended learning approach.

Similarly, the second item was ‘It is the time to shift blended learning approach in Central Department of English Education.’ In this item 87% students responded positively. Among them 37 % students agreed and 50 % students strongly agreed whereas 13 students were neutral. According to the collected data it is found that almost 90% respondents want blended approach in Central Department of English Education, Tribhuvan University.

Likewise, the third item was about the model for practicing BL approach and the item was ‘Which can be the best model for practicing BL approach in Central Department of English Education, T.U?’ On the basis of data 17% students responded on ‘Rotational model’ where as 7% students responded on ‘Flex model.’ In the same way 7% students responded on ‘Self blend model’ and 13% students responded on ‘Enriched model’. Likewise, 56% students responded that they have no any idea about the model of blended learning. The gathered data shows that maximum of students are unknown about the blended learning model and only few students are familiar with it.

In a nutshell, the majority of students opined that they will feel comfortable if, BL approach practices in Central Department of English Education, Tribhuvan

University and it is time to shift blended learning approach. And the maximum students opined that they have no any idea about the model that can be practiced in Central Department of English Education, Tribhuvan University

#### **4.1.2 Analysis and interpretation of Open-ended Information**

To explore the students' perceptions towards the relevance of blended learning three different open-ended questions had been asked to take their personal and free perceptions towards the blended learning. The data collected from the open-ended questions have been analyzed descriptively under following thematic heading

##### **a) Implementation of Blended Learning**

The first question was asked about students 'view of practicing of blended learning in Central Department of English Education in Tribhuvan University and the item was 'What is your view of practicing blended learning in Central Department of English Education in Tribhuvan University? In this item students' responded that, it is a new approach in the field of education as it contains online, offline and face to face activities it should be practiced in Central Department of English Education to improve the quality of Education. One student responded: *"I think it is an effective technique in the field of education through online educational materials and interaction between the teachers and students. It helps to develop the quality of Education."* In this way maximum numbers of students opined that blended learning should be practiced in Tribhuvan University to improve the quality of education and increase the interaction between students and teachers.

Course completion on time very big issue in Tribhuvan University it is found that maximum of courses complete just few days before the examination. Regarding to this problem students believe that if blended learning approach come to practice the course can be completed on time. To support this

statement the researcher want to present one response of the student *“If the central Department Of English Education use the blended learning, it will be beneficial to the students and teachers both because it makes the students active in learning and there is a high possibility of finishing the course on time.”*From this view of student it was found that if blended learning practices in Central Department of English Education in Tribhuvan University the course will complete on time which is very big issue in Tribhuvan University so by implementing blended approach this issue can be solved easily.

Respondents also believe that blended is beneficial for both students and teachers, it makes learner active in learning and increases the participation.

The researcher again wants to present one more response of the student which clearly shows the view to practice blended learning. *“In my point of view blended learning is one of the most dominant and popular teaching learning method, which helps students to be active as well as creative in their learning. It is a kind of newly emerged in educational field which makes teacher more qualified as well as more participatory in their profession.”* In this way, as it is new and popular teaching method, as it makes earner active and creative, as it makes teachers more qualified and participatory in their profession students views that it should be practiced in Central Department of English Education, Tribhuvan University.

Maximum of students viewed, blended learning should be practiced in Central Department of English Education because of following reasons.

- It is new and popular learning approach in the field of Education.
- It makes teachers more qualified as well as more participatory in their profession.
- It makes students more active and creative.

- It is more applicable in master level as it contains both face-to-face teaching as well as ICT
- It is student centered and makes classroom interactive and productive.
- Students will feel comfortable in learning.
- Address the problem of learning and makes learning system individualized where learner can learn according to their needs and interest.
- It is time flexible.
- Increase the interaction between students-teachers.
- It maintains the quality of education.
- It deals with the good concept of communication through email, internet, face book, twitter, etc with the help of teacher.

Above mentioned are the responses are the views of the students which have given with the regarding of practicing blended learning in Central Department of English Education. Maximum of students viewed, blended learning should be practiced in Central Department of English Education to maintain the quality of Education.

#### **b) Benefits of Blended Learning**

There are several benefits of blended learning in the field of language learning. For example it gives enough exposure to learner to practice with authentic language; it makes learners active and participatory in learning and increase the interaction between students and teachers. Therefore to take students perceptions towards the benefits of blended learning following item had been asked: ‘Do you think that blended learning will be beneficial for you, how? With regarding to this question students responded that blended learning will be beneficial for them as it contains both face-to-face interactions and online interaction. It is beneficial for them as it is collaborative and makes learning

child centered and increase the interaction with teachers. In blended learning students can learn according to their interest and needs. It is also beneficial as students can learn from anywhere, anytime and anything. The researcher want to present one response of the students; *“I think, it will be beneficial because it consists the presence of teacher and student, face-face-interaction, through online too we get chance to interact. It is a new way to enhance the quality of Education.”* Students viewed that blended learning will be beneficial for them as it contains both f2f and online interaction and enhance the quality of education by giving different parameter of learning.

Here, the researcher has again presented one more response of the student which will clarify how blended learning will be beneficial for the learners;

*“Yes, I think blended learning will be beneficial for me because;*

- *It is new innovative concept in the field of education.*
- *It combines online educational method as well as traditional classroom methods.*
- *It includes face to face teaching, peer group interaction, virtual classroom, online assessment, online learning through videos and audios and so on.”*

As it contains face-face-interaction, online interaction, peer group interaction, online assessment it is beneficial for the students.

Students viewed that blended learning will be beneficial for them as it contains;

- Face-to-face instruction with online and offline instructions.
- Collaborative learning and addressing students’ needs.
- Providing more authentic and supporting resources through online and websites.
- Learner autonomy.

- Huge exposure for learning all language skills.
- Learning by doing.
- High interaction
- More active, creative and productive.

In nutshell, with the combination of face-to-face and ICT mediated teaching learning process learners get enough exposure to learning and develop their learning potential. As it contains collaborative learning process, active learning, fosters learner autonomy, increase interaction, high motivating for learning, a huge exposure, it is beneficial for the learners.

### **c) Challenges of Blended Learning**

Blended learning is new learning approach in the field of teaching. It is the combination of face-to-face instruction and ICT mediated instruction. In ICT mediated instruction also there is online instruction and offline instruction. So, it is very challenging task for both teachers and students. A lot of challenges come while going through Blended approach. Well trained teachers, well developed infrastructure, computer lab, high speed internet, highly motivated teachers are basic criteria for blended learning. With the absence of any one of them the blended learning cannot be successful and learning achievement will be less. So, while practicing blended learning these all things must be considered.

Therefore, to take students perceptions about the challenges of blended learning in the context of Tribhuvan University one open question had been asked to express their perceptions and the question was ‘What can be the challenges in practicing blended learning in Tribhuvan University.?’ With the response of given question they responded that lack of internet, lack of e-library, access of lab for each students, diversified classroom, different interest of the students, trained teachers, physical structure can be the main challenges of blended learning while practicing in Tribhuvan University.



To explain the challenges of blended learning from the students view the researcher has presented some responses of the students; *“it is very difficult to apply blended learning approach at Central Department of English Education T.U, lack of e-library utilization, laptop access, intention of the students, diversified classroom structure, lack of the knowledge of internet, different capacities or interest of the students etc are burning challenges in practicing blended learning in Tribhuvan University. Where another students responded; “The following challenges can be arisen in practicing blended learning in Tribhuvan University;*

- *Lack of skilled teacher with internet attitude*
- *Lack of e-materials for learning activities.*
- *No free internet service for students*
- *Difficult to manage this approach as it is costly*
- *Difficult to manage e-class*
- *Students would be wonder from learning activities.”*

Like this, maximum numbers of students opined that access of internet, e-library, well trained teachers, physical infrastructure, high cost, personal laptop are the major challenging in blended learning approach. The challenges those are encountered by the respondents are described briefly below;

- Lack of well trained teachers and experienced teacher.
- Lack of regular supervision from the administration.
- Lack of high speed internet access to all.
- Lack of e-materials and e-library.
- Difficult in managing e-class.
- No friendly policy for blended learning.
- High costly
- Physical infrastructure

- Lack of well equipped computer lab at campus
- Diversified classroom
- Access of personal laptop
- Electricity Backup

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

This chapter presents the findings and conclusion of the study on the basis of analysis and interpretation of data from the participants. Finally, this study also provides some recommendations related to policy, practice and further research area.

#### **5.1 Findings**

Findings of the study have been analyzed and summarized as follows.

##### **5.1.1 Findings of Closed-ended Information**

The findings of closed-ended information which was gathered from the students' responses regarding to the perceptions towards the relevance of blended learning are presented thematically below.

###### **a) Blended learning**

The study found that, blended learning is taken as new and innovative learning approach in language learning, more than 90% students showed positive perception towards blended learning as an innovative learning approach in the field of language learning. The majority of students (i.e. 86%) believe that blended learning makes learning easier and it is interesting, collaborative & useful than f2f learning. The majority of students (i.e. 87%) believe that that the Quality of Education will improve if Central Department of English Education practices BL.

###### **b) Pre-requisites of Blended Learning**

The majority of students opined that personal laptop, access of internet is necessary for blended learning. In the same way, the majority of students (i.e.60%)

students opined that access of internet at campus as well as at home is most essential component for blended learning. Likewise, the majority of students (i.e.94%) students opined that they need BL training for better learning..

### **c) Practice of Blended learning**

The majority of students (i.e.94%) opined that online learning materials help in learning and enhance learning achievement. Likewise, the majority of students (i.e.90%) students opined that Socials networks sites help in their learning. Similarly, the study found that the majority of students (i.e.90%) students expand their existing knowledge through e-materials.

### **d) Relevance of Blended Learning**

The majority of students (i.e.83%) believe that BL increases the interaction between students-students and students-teachers. In the same way the majority of students (i.e.83%) students opined that BL gives enough exposure to enhance language skills. Similarly, the majority of students (i.e.50%) students opined that BL is more convenient than face to face learning. Likewise, maximum number of students (i.e.60%) opined that BL provides more knowledge and skill than classroom knowledge (face-to-face setting).

### **e) Tools of Blended Learning**

The study found Discussion Forum and Virtual Classroom are the best way to interact with teacher .Similarly, the majority of students (i.e.56%) students opined that Face to face learning with online as well as offline activities can be the best method for blended learning.

### **f) Goals of Blended Learning**

The majority of students (i.e.87%) believe that ‘Access of knowledge’ is very high in BL. Similarly, the majority of students (i.e.84%) opined that interaction with

classmates as well as with teachers can be increased through BL. Likewise, the majority of students (i.e.40%) students opined that ‘access to knowledge’ is easily achieving goal of blended learning.

### **g) Suggestions for Implementing Blended Learning**

The study found that students will feel comfortable if BL approaches practices in Central Department of English Education, Tribhuvan University. The majority of students (i.e.87%) opined that it is the time to shift blended learning approach in Central Department of English Education, Tribhuvan University.

### **5.1.2 Finding of Open-ended Information**

Blended learning is a new approach in the field of education as it contains online, offline and face to face activities it should be practiced in Central Department of English Education to improve the quality of Education. This study found that if blended learning approach practices in Central Department of English Education in Tribhuvan University the course will complete on the time. Enough exposure to learner to practice with authentic language makes learners active and participatory in learning, increase the interaction between students and teachers, makes learning collaborative, caters learners’ autonomy, address learners needs and interest etc are the benefits of blended learning. Maintaining well trained teachers, developing well computer lab, accessing high speed internet, developing physical infrastructure, designing a blended course, managing e-class and e-library are the main challenges of blended learning.

### **5.2 Conclusion**

The 21<sup>st</sup> century is synonymous to the age of Information and Communication Technology. Students are learning different skills, techniques and knowledge from ICT. Blended learning is a learning approach that consists both face to face and

ICT mediated instruction. Blended learning is taken as hybrid learning approach which addresses the learners' needs and interest.

This research study was mainly concerned to find out the students' perception towards the relevance of blended learning. The data has been collected through the questionnaire from the thirty students of Central Department of English Education, Tribhuuvan University, Kathmandu, Nepal.

Through the analysis and interpretation of collected data, it can be said that blended learning is a new innovative learning approach in the field of language learning. The quality of Education will improve if Central Department of English Education practices Blended learning. The students will feel comfortable if BL approaches practices in Central Department of English Education and students' educational needs will be met through BL approach. On the basis of this research study it can be said that, it is the time to shift blended learning approach in Central Department of English Education, Tribhuvan University. Maintaining well trained teachers, developing well computer lab, accessing high speed internet at campus, developing well physical infrastructure, designing a blended course, managing e-class and e-library are the main challenges of blended learning so, while implementing 'Blended approach' the campus administration and related stakeholder should concern these things to practice blended learning effectively.

## **5.2 Recommendations**

On the basis of findings and conclusion some recommendations have been made to be applicable in:

### **5.3.1 Policy Related**

To practice blended learning effectively there should be policy for implementing BL in Faculty of Education, Tribhuvan University. There should be also policy to train teachers to handle blended learning effectively. Curriculum designer and text

book writer should make curriculum and text books that applicable for both face to face and online mode and should instruct some method and techniques to teacher to imply effectively. Curriculum designers and textbook writers should determine the proper methods and technique of English language learning through the use of ICT. Different training related to ICT mediated instruction, online and offline instruction should be provided to university level teacher to enhance the quality of Education of Tribhuvan University

### **5.3.2 Practice Related**

This research is equally advantageous to those who are at practice level. Their research is very much significant for the students and teachers. Teachers should be well prepared for the use of both face-to-face and ICT mediated tools in English language. Concern authorities should provide wealth sufficient blended learning tools in their institution and. This research study found that some of the blended learning tools and technique are being used in Central Department of English Education, Tribhuvan so; the concern authority should provide sufficient infrastructure and tools to the institution to practice blended learning effectively. For the improvement of quality of Education of Tribhuvan University, government should expose teachers to the latest trends in language teaching and to familiarize teachers with authentic and useful language learning sites and software.

It is suggested that teacher and student should practice blended learning tools such as online discussion, face-to-face discussion, virtual classroom, discussion forum, Email, YouTube, Smart phone, Television, Internet, Face book, Computer, Twitter, Viber and Tablet for English language learning.

### **5.3.2 Further Research**

No work is final and no research is complete in itself. This study also could not cover all the areas of the research. It might have some limitations as well. This

study was only limited to master level it can be done for bachelor level too, in the same way this research has done in Tribhuvan University it can also be done in other universities too. Like this further research can be done to explore the blended learning in the field of language learning.

So many researchers have to involve investigating the relevance of blended learning in English language learning.

Some further research can be:

- Effectiveness of Blended Learning in English Language Learning.
- Challenges of Blended Learning in English Language Learning.
- University Level Teachers' Views towards the Blended Learning.
- Comparative Study on Face-to-Face instruction and ICT mediated instruction.
- Impact of Blended Learning in English Language Learning.

At last these three aspects namely policy, practice and further research areas should be considered to improve to practice blended learning in English language teaching and learning. If we have sufficient concerned about the practice of blended learning in English language learning then definitely we will have a good practice of blended learning in Nepal which will enhance the quality of Education.



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## **Appendix 1**

Dear student,

This questionnaire is a part of the research study entitled “Students’ Perceptions towards the Relevance of Blended Learning in English Language Learning “as the partial fulfillment of the Master’s Degree in English Education under the supervision of respected Guruma Dr. Prof. Anjana Bhattarai, Professor of Department of English Education, T.U., Kirtipur, Kathmandu. Your cooperation in the completion to this questionnaire will be the great value for this research study. I would like to request you take part in this research study and help the researcher to fulfill the objectives of this research study. The researcher assures you that responses made by you will be confidential and only be used for present study. If you have any query related to this study feel free to talk with me. You can mail me on [nawarajshah99@gmail.com](mailto:nawarajshah99@gmail.com) or contact on 9805399977.

**Researcher**

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Department of English Education,  
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## **Blended Learning**

Blended learning is an approach to Education that combines online educational methods as well as traditional classroom methods. Blended learning is an innovative concept that embraces the advantages of both traditional teaching in the classroom and ICT supported learning including both offline learning and online learning. It requires the physical presence of both teacher and student. Garrison (2004) describes Blended Learning as the “thoughtful integration of classroom face-to-face learning experiences with online learning experiences.” In its simplest definition, Blended Learning is the merger of face-to-face and technology driven instruction.

Blended learning is the concept that includes framing teaching learning process that incorporates both face to face teaching and supported by ICTs. Blended learning incorporates direct instruction, indirect instruction, collaborative teaching, individualized computer assisted learning. It includes; face-to-face teaching, students’ interaction with course content, peer group interaction, group discussion and exchange of ideas, accessing e-library, virtual classroom, online assessment, accessioning and maintaining educational blogs, webinars, viewing expert lectures in YouTube, online learning through videos and audios and so on. All these features when blend in one frame that becomes “Blended learning”.

In blended learning students can learn through two modes i.e. face-to-face and online that engages them in their own learning themselves and it triggers learners’ autonomy. In blended learning students get face to face interaction as well online interaction and students get full experiences in using new technology, which makes learners active, creative and productive in learning process and make learning students’ centered Lectures materials, Virtual classroom, Webcasts, Digitized reading documents, wiki, blogs and discussion forums are commonly used blended learning tools in ELT. Well trained teachers, teachers with scientific attitude, well-furnished

computer lab, internet connection are basic requirements for practicing blended learning effectively.



**Name of the student:**

**Date:**

**Faculty: Education**

**Level: Master**

**Semester:**

**College Name: Department of English Education, T.U., Kirtipur, Kathmandu**

### **GROUP-A**

#### **Closed-ended Questionnaire for the students**

Please tick on one alternative which you think best to show your opinion towards the given statement

1. Blended learning is a new innovative learning approach in the field of language learning with the combination of face to face and ICT mediated classroom.  
a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
2. Blended learning makes learning easier as it contains both face to face and online instruction.  
a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
3. Blended learning course is interesting and useful than face to face learning.  
a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
4. Blended learning is collaborative than face to face learning.  
a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
5. E-materials are supporting materials for face to face learning or classroom learning.  
a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
6. In blended learning students get full experiences of using technology and that technology makes learning active, productive and creative.  
a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
7. Blended learning makes teaching learning process student centered.  
a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree

8. The quality of education and learner will improve if Central Department of English Education, Kirtipur practice blended learning.
  - a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
9. Students will feel comfortable in learning if blended learning approach practices in Central Department of English Education, Kirtipur.
  - a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
10. I feel that my educational needs will meet through blended learning.
  - a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
11. I will have no problem managing my time between online and face-to-face work.
  - a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
12. Access of internet is essential for blended learning.
  - a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
13. Personal laptop is necessary for blended learning.
  - a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
14. We need blended learning training for better learning.
  - a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
15. Following all are the essential components of blended learning, if you are asked which of the following at first must be considered to practice blended learning then what will be your response.
  - a) Well trained teachers
  - b) Teachers with scientific attitude
  - c) Well furnished computer lab at campus.
  - d) Students have access to internet at campus as well as at home.
16. Materials which are available in online sources help me in learning and enhance learning achievement.
  - a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
17. Social network sites (Face book, twitter, email...) help in my learning.
  - a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree

18. I expand my classroom knowledge/existing knowledge through e-materials.  
a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
19. I regularly get learning materials from teachers through e-mail that helps in my learning.  
a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
20. Blended learning increase the interaction between students-students and students-teachers.  
a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
21. Blended learning gives enough exposure to enhance language skill.  
a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
22. Blended learning is more convenient than face to face learning.  
a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
23. Blended learning provides more knowledge and skill than classroom knowledge.  
a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
24. It is time to shift from traditional teaching learning process to blended learning approach in Central Department of English Education, Kirtipur as it engages learner in face to face as well as in online interaction which motivates students towards success.  
a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree
25. Which can be the best method for blended learning?  
a) Face to face learning with online activities  
b) Face to face learning with offline computer activities  
c) Both
26. ....is the best way to interact with teacher.  
a) E-mail b) Face book c) Twitter d) Discussion forum

27. The Following are the essential tools for blended learning among them for you which can be the best tool for your blended learning or from where you can get content easily.

- a) Online lecturer materials      b) Virtual classroom
- b) Wiki/blog/websites              d) Discussion forum

28. The following are the goals of blended learning and all have the same place in blended learning, if you go through the blended learning approach among them which goal will you easily achieve?

- a) Pedagogical richness
- b) Access to knowledge
- c) Social interaction
- d) Personal agency
- e) Cost effectiveness

29. Access of knowledge is high in blended learning where students can easily access to that knowledge which they need either face to face or online with self effort or from the teachers.

- a) Agree   b) Strongly agree   c) Neutral   d) Disagree   e) Strongly disagree

30. As traditional learning has less interaction, social interaction as well as personal interaction with classmate as well teachers can be increased through blended learning.

- a) Agree   b) Strongly agree   c) Neutral   d) Disagree   e) Strongly disagree

31. Personal agency is the main issue of blended learning as it fosters learners' autonomy and engagement in their own learning, where learners can learn in their own place, path, or pace.

- a) Agree   b) Strongly agree   c) Neutral   d) Disagree   e) Strongly disagree

32. The following are the models for blended learning if you know about the models then, which will be the best model for practicing in Central Department of English Education, Kirtipur?

- a) Rotation model
- b) Flex model
- c) Self blend model
- d) Enriched model
- e) No idea about model

### **GROUP-B**

#### **Opened-ended questionnaire for the students**

1. What is your view of practicing blended learning in Central Department of English Education, Tribhuvan University?
2. What can be the challenges in practicing blended learning in Tribhuvan University?
3. Do you think that blended learning will be beneficial for you? How?

