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Adapting First World Blended Learning Models for ELT in Bangladesh: A Policy and Practice Framework

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Abstract

This study aims to explore how First World mixed-model blended learning practices can strengthen English Language Teaching (ELT) in Bangladesh. Using a comparative, evidence-based methodology, it analyzes norms and policies, infrastructural readiness, pedagogical processes, teacher training, and assessment patterns from five developed nations—the United States, the United Kingdom, Canada, Australia, and Finland—and evaluates their suitability for the Bangladeshi context. Data were drawn almost from almost 36 documented implementation processes, institutional readiness reports, and digital equity studies. Data were drawn from 36 documented implementation processes, institutional readiness reports, and digital equity studies. The study argues that effective ELT-oriented blended learning rests on five core pillars, including a supportive national policy, adequate infrastructure, localized learning content, strong teacher capacity development, and innovative formative assessment. Despite persistent challenges in infrastructure and teacher readiness in Bangladesh, the research indicates that targeted interventions, such as pilot programs in urban areas, public-private partnerships, and focused professional development, can yield realistic improvements. The study, therefore, proposes a context-specific National Blended Learning Framework and outlines practical implications for policymakers, educators, and institutions seeking to reduce global-local disparities and enhance equity, engagement, and English proficiency.

1. INTRODUCTION

The world's education scene has been fundamentally changed by technological advancements over the last few decades. The invention and explosive growth of computer technologies have revolutionized the process of learning, above all in language instruction. Blended learning is among the most impactful innovations—an educational approach that combines conventional face-to-face instruction with online and digital learning. This is widely seen as one approach that can encourage flexibility, learner autonomy, customized learning experiences, and active engagement. Within the English Language Teaching (ELT) community, blended learning is increasingly being contemplated as a viable pedagogic strategy, especially for countries aiming to develop English competency among their populations. The United States, the United Kingdom, Canada, Australia, and Finland, the First World countries, have led in

comprehensive blended learning models, encompassing policy support, investment in facilities, pedagogical piloting, and innovative assessment techniques.

Bangladesh, a rapidly developing country with an increasing demand for English-language skills as part of its socio-economic growth strategy, is at a crossroads. The adaptation and adoption of developed-world hybrid blended learning models can increase ELT impact, improve educational equity, and prepare learners for the needs of a fledgling digital economy. But to adopt blended learning effectively, Bangladesh must examine its unique social, economic, and infrastructure conditions. The article discusses First World blended learning practices and presents a step-by-step approach to implementing blended learning in ELT in Bangladesh.

2. LITERATURE REVIEW

2.1. Growing Academic Interest in Digital Education Reform in Bangladesh

Initiatives to digitally reform education in Bangladesh are attracting growing academic interest, focusing on equitable approaches to balance pedagogy and technology. Hasan, Hossain, Nayem, and Haque (2022) present a model of digital reform that is sustainable and focuses on teacher training, infrastructure investment, and equity of access to technology for all students, particularly in low-resource contexts.

2.2. Policy Strength but Uneven Classroom Implementation of CLT

While it has strong policy frameworks, classroom implementation is uneven. While CLT is institutionally endorsed at the primary level, it is hampered by ineffective teacher training and communicative materials that result in the homogenization of rote learning practice (Sultana & Ahsan, 2013).

2.3. Rural Infrastructural Barriers Threatening CLT at the Secondary Level

Its success, even at the secondary level, is also under threat. Rahman, Hossain, Karim, and Islam (2010) point out that rural schools are most seriously affected by infrastructural shortages and deeply rooted pedagogical practices. CLT is based on profound changes in local settings; otherwise, its impact is extremely limited.

2.4. Exam-Oriented Instruction and the Neglect of Communicative Competence

Seraj and Mamun (2011) identifies that exam-oriented teaching overlooks the provision of speaking and listening, which is the heart and soul of CLT. Instructors focus on reading and writing skills to perform well in exams, thereby delaying the acquisition of communicative competence.

2.5. Digitalization at the Tertiary Level and Concerns over Emerging Technologies

At the tertiary level, digitalization usually comes in the form of a worry of new technologies like Big Data Analytics. Chowdhury, Islam, and Kamal (2023) think that technologies like these have the capability to enable teaching assistance bettered with personalized learning, but the institutional readiness in Bangladesh is a significant obstacle towards successfully implementing this.

2.6. The Essential Role of Digital Equity in Preventing Further Marginalization

To talk of education technology without digital equity risks placing the marginalized behind. According to Gottschalk and Weise (2023), digital inclusion must be made the priority if existing inequities are not to worsen. Policy interventions prioritizing equity and bottom-up strategies, they argue, hold the key to initiating meaningful education reforms in Bangladesh.

2.7. Literature on Pedagogy–Technology Collaboration and Persistent CLT Challenges

Literature reviews reveal remarkable efforts to digitally transform Bangladesh's education, with a particular focus on pedagogy-technology collaborative approaches. This includes equipping teachers and building infrastructure in order to make it accessible (Hasan, Hossain, Nayem, & Haque, 2022). But while policy-driven, day-to-day practice of Communicative Language Teaching (CLT) at primary and secondary levels is inconsistent due to lack of planning on the part of teachers, inadequate communicative material, and infrastructural issues, much more starkly pronounced in rural areas (Sultana & Ahsan, 2013; Rahman, Hossain, Karim, & Islam, 2010). Test-based pedagogy also omits vital communicative skills, such as listening and speaking (Seraj & Mamun, 2011).

2.8. Institutional and Infrastructural Barriers to Advanced Technologies in Higher Education

In the tertiary market, even though newer technologies such as Big Data Analytics can provide bespoke learning options, infrastructural and institutional readiness are the hindrances to straightforward uptake (Chowdhury, Islam, & Kamal, 2023).

2.9. Scholarly Consensus on Digital Equity and Remaining Structural Obstacles

Surprisingly, and most importantly, there is a strong consensus among experts that the imperative to ensure digital equity to prevent further education inequalities, looking for policies and practices emphasizing inclusion and geography (Gottschalk & Weise, 2023). In general, literature presents a scenario of an environment of promising pedagogical and technological advancements with infrastructural, equity-related, and round-the-clock practical challenges.

Even as several studies result in discussion of digital transformation, pedagogic concerns, and education equity in the context of ELT in Bangladesh, an essential research gap which needs to be filled concerns ultra-importantly the question of how modes of blended learning—particularly ones which have been effectively implemented in first-world environments—are somehow best represented and actualized in the unique socio-educational context of Bangladesh.

Existing literature generally addresses policy, technology, and pedagogy separately and apart, without an integrative, paradigmatic approach that links them adaptively to Bangladesh's infrastructural constraints, cultural context, and teacher readiness. It is with this in mind that contextual frameworks and empirical studies are urgently required to export Bangladesh's ELT classroom blended learning forms from high-tech testing, with local relevance and equity in mind.

3. METHODOLOGY PROPOSED FOR IMPLEMENTATION

3.1. National Policy and Institutional Frameworks

It is recommended using a policy analysis framework seriously to experiment with the impact of national and institutional policies on the adoption of blended learning in Bangladesh. As instances of successful policy interventions remain built in First World realities—e.g., Google Classroom deployment by the New York City Department of Education (New York City Department of Education) and UK blended learning regulations (University of Manchester, n.d.)—research-based models can potentially generate valuable lessons. For instance, the University of New South Wales (Australia) recommends a blended learning strategy that aligns curriculum development and professional

development to facilitate long-term flexibility and student-centered learning (Mirriahi, Alonzo, & Fox, 2015). Within the UK, Policy Connect has proposed (2021) a digitally facilitated blended learning strategy with institutional planning, mass professional development of teachers, and support systems. In the United States, a national survey of blended learning policies implies that coherence in institutional planning and periodic assessment procedures is essential to guarantee achievement (Watson, Murin, Vashaw, Gemin, & Rapp, 2012). On the basis of above observations, Bangladesh is advised to frame a National Blended Learning Framework co-developed under inter-agency cooperation among the Ministry of Education (MoE), University Grants Commission (UGC), and other important stakeholders like Secondary and Higher Education Division (SHED). Pilots need to be launched at flagship universities like Dhaka University and BRAC University to localize implementation plans and scale up evidence-based strategies for national replication.

Bangladesh is encouraged to develop a National Blended Learning Framework. This kind of framework needs to be co-designed through inter-agency coordination in a systematic way between the Ministry of Education (MoE), University Grants Commission (UGC), and other institutions involved such as the Secondary and Higher Education Division (SHED). Pilots need to be launched in flagship institutions such as Dhaka University and BRAC University with a view to localizing implementation plans and generating data for replication at the national level in the future (Alenezi, 2023).

3.2. Infrastructure and Technology Access

To prepare the education system to be technology-oriented, a mixed-methods evaluation framework needs to be applied where quantitative internet and device surveys, particularly in rural and semi-urban areas, are conducted alongside qualitative interviews of key stakeholders from the Bangladesh Telecommunication Regulatory Commission (BTRC), ICT Division, and school and college management. Modeled after successful international examples, Ontario's Virtual Learning Environment (VLE), powered by the Brightspace platform of D2L, offers a broad array of tools like digital portfolios, assignments, and curriculum-linked lessons to support blended learning in K–12 education (D2L Ontario Ministry of Education). Similarly, UNSW employs a flipped classroom approach in which students learn the instructional material outside of class so that the classroom can be used for experiential and interactive learning to facilitate an improved understanding (University of New South Wales). Based on these models, establishing Digital Resource Centres at the upazila level and community-based access centres in Bangladesh could promote the use of low-cost, open-source Learning Management Systems (LMS) like Moodle, customized to provide content in both Bangla and English.

3.3. Classroom Implementation: Theory into Practice

To apply practice from theory in classrooms, pilot studies need to be carried out in English Language Teaching (ELT) classrooms across different socio-economic settings. This aspect involves classroom observation in a structured manner, formal interviews with teachers, and seeking feedback from students. International models like Finland's Seesaw (Virtanen, 2018) and the UK's bilingual online resources provide an example for local replication. National initiatives like 10 Minute School, Khan Academy Bengali, and content developed under a2i may be incorporated into the syllabus.

Particular emphasis is recommended to be given in using the flipped classroom method, combining synchronous (real-time) and asynchronous (self-paced) modes of learning in an attempt to enhance students' engagement and autonomy (University of New South Wales).

3.4. Teacher Training and Capacity Building

This would involve an institutional review of current teacher education with specific emphasis on digital pedagogy and blended learning competencies. There need to be surveys and focus group interviews undertaken among primary, secondary, and tertiary teachers, as well as with EIA and BRAC Education Programme graduates. Considering the best practices around the world, e.g., Arizona State University's online teacher preparation (Arizona State University) and the University of Manchester's e-learning training modules (University of Manchester), Bangladesh National Teacher Education Curricula is recommended to be revised. Collaboration with professional bodies such as British Council Bangladesh, BELTA, and NAPE/NAEM needs to be stronger in order to enhance blended learning training programs under pre-service and in-service models.

3.5. Assessment in Blended Learning Environments

Formative and summative assessment strategies are suggested to be reimagined in a way that supports blended learning models. Flipgrid, Kahoot, and Grammarly, QuillBot, Chat GPT, may be adapted for use in Bangladeshi ELT environments, especially in less-resourced schools. Taking cues from the University of Edinburgh's blended assessment models (University of Edinburgh) and ESP classroom case studies for schools in Australia, teachers would need to be trained to alternate between both digital and analog modes under a blended model. In this regard, liaison with the Bangladesh Open University (BOU) is necessary, as it has age-old experience in distance and digital education assessment practices (Bangladesh Open University).

3.6. Challenges to be Addressed

Several systemic and socio-cultural problems must be confronted foresightedly. They include the digital divide, teacher readiness, student engagement, parental support, and socio-religious resistance to digital change. Blend of ethnography, interviews, and secondary data analysis (from UNESCO, BANBEIS, and World Bank reports) must be employed to arrive at a comprehensive appreciation of these challenges. Special attention must be accorded to under-resourced communities and culturally traditional societies so that policy-making and enforcement are inclusive in orientation.

4. DISCUSSION

4.1. National Policy and Institutional Frameworks

It demands strong policy and institutional machinery for system-wide implementation of blended learning. Governments, the ministry of education, and school principals in high-performing education systems have the responsibility to set direction, quality standards, and machinery for pedagogical innovation.

In the United States and the United Kingdom, for example, education ministries and local education authorities formalized blended learning in formal education policy in an explicit way. A real-life example is the New York City Department of Education (NYC DOE) which calls for the embracing of web-based environments such as Google Classroom to enable teaching continuity and learning outside the physical classroom environment (Smith & Johnson, 2021). Such top-down policy support is relevant in that it gives guidelines, access to resources needed, and frameworks for accountability in the pursuit of mass take-up and uniform quality.

In Bangladesh, this policy assistance would have to be emulated by concerted actions of the Ministry of Education (MoE) and the University Grants Commission (UGC) in

formulating a National Blended Learning Framework. This model would have to set standards for technology usage in schools at all levels—primary and university levels. It would have to make suggestions regarding proper digital platforms, set technical and pedagogical standards, and procure infrastructural development and teacher training under funding.

Its implementation can begin with pilot initiatives in Bangladesh's top schools, such as Dhaka University, BRAC University, and some model schools that have relatively better infrastructures. Pilots will allow data collection, observation of issues, and lessons learning of good practices that can be appropriately transferred to the context. Following a pilot run success, the model is replicated more to rural and semi-urban regions, where changes may need to be done to accommodate different socio-economic as well as technological conditions (Rahman, 2023).

Additionally, policy planning must align with Bangladesh's national goals as a whole, including the government's Digital Bangladesh vision and English language competency strategic emphasis as a key driver of global economic competitiveness. Alignment with such goals will facilitate mobilization of necessary political will and launch cross-sectoral coordination. Coordination with telecommunication operators and NGOs, for example, can launch sharing of resources, utilization of infrastructure, and outreach (Chowdhury & Ahmed, 2022).

4.2. Digital Infrastructure Access

Blended learning also depends upon digital infrastructure—reliable access to the internet, access to sufficient devices, and access to software platforms. The First World countries have heavily invested in the roll-out of level or universal access to such infrastructure.

For example, the province-wide Ontario Virtual Learning Environment (VLE) adopted in Canada utilizes the adoption of tools like Brightspace (D2L) to connect tens of thousands of schools in a way that promotes ease of access for students and educators to engage and exchange content (Brown & Lee, 2020). Similarly, universities in Australia like the University of Melbourne adopt flipped classroom strategies enabled by next-generation Learning Management Systems (LMS). These allow students to learn at their own pace and reserve face-to-face time for very interactive application-based learning (Taylor, 2019).

Infrastructure issues also abound there, such as low penetration of broadband, cost of devices, and load shedding. Everything has been getting better, though. The government, the Bangladesh Computer Council (BCC), and telecom operators like Robi, bKash, and Grameenphone can buy subsidized or zero-rated bundles of education content data so that students have access to it.

Strategically, Digital Resource Centres could be established in upazilas and districts that are adequately facilitated with projectors, computers, and internet connectivity so that schools without connectivity could cluster around it. This will distribute digital resources into remote areas. Public-private partnerships could also be leveraged to share tablets or smartphones loaded with education software and offline content, thereby bypassing connectivity constraints (Islam & Hossain, 2023).

Technologically, low-budget or open-source LMS software like Moodle or Google Classroom minimize expenses without compromising functionality. Solutions are integrated with a range of engaging features like formative assessment, discussion boards,

and assignment submission, all of which are essentials in ensuring effective blended learning (Karim, 2021).

4.3. Classroom Application: From Theory to Practice

While policy and infrastructure establish the foundation, achievement in blended learning is ultimately a function of classroom-level implementation. It has proven through First World countries that blended learning best succeeds when complemented by innovative pedagogies that invite learners to engage with each other in new ways.

For instance, the Finnish Seesaw project makes it possible for early learners to develop portfolios and multimedia reflection of self-directed learning. Apart from motivating the participation of students, it also facilitates home-school connection through the involvement of parents as co-learners in the learning process (Virtanen & Niemi, 2018). Technology-enhanced bilingual education in Britain makes it possible for teachers to facilitate for linguistically diverse classrooms and learn how to accommodate, adapting teaching for inclusion (Baker & Lewis, 2020).

Bangladesh can import and share these ideas by integrating localized digital content as part of ELT courses at secondary and higher secondary levels. Khan Academy Bengali and 10 Minute School are already providing free video classes and practice exercises in English and Bengali that can be integrated as extracurricular learning inputs into schooling.

Teachers can use flipped classroom approaches, where the learning occurs at home by way of teaching video and class time devoted to communicative practice, discussion, and group practice. The approach maximizes quality face-to-face interaction and makes the teacher free for classroom-speaking, listening, and application (Sultana & Rahim, 2022).

Teachers require professional development seminars to equip them with the skills required in applying such practices. Teachers must be educated on how to develop blended lessons by adding student portfolios, quizzes on web-based platforms, and peer learning activities through discussion boards or chat rooms. Through the integration of synchronous (synchronous) and asynchronous (self-paced) modes, teachers can cater to various learning speeds and styles to enable learner autonomy and ownership of learning (Khan, 2023).

4.4. Teacher Training and Capacity Building

Instructional ability is one of the most important indicators of effective blended learning. A lot of money is invested in pedagogical and technical professional development for teachers in First World contexts.

For instance, the University of Manchester offers instructors guidance on managing online student participation and optimizing the use of blended classrooms (Williams & Carter, 2019; Alrefaee et al., 2025). Arizona State University in the United States of America offers an online Master's-level TESOL program that trains educators to integrate technology into language-teaching practice and to manage challenges in blended environments (Jones et al., 2020).

In Bangladesh, institutions such as the National Academy for Educational Management (NAEM) and the Non-Government Teachers' Registration and Certification Authority (NTRCA) must implement blended learning modules for continuing professional development training and teacher certification. The modules must present interactive, real-world workshops on using technology tools such as Zoom for synchronous teaching, Jamboard for brainstorming, Kahoot for assessment, and Padlet for providing feedback and

collaborating on materials. Additionally, with flipped online learning and assessment, pedagogical methods must be placed foremost (Haque & Islam, 2022).

British Council Bangladesh can be a valuable partner in delivering Continuing Professional Development (CPD) training in blended ELT pedagogy. Through such training, teachers remain updated on day's best practices and the latest approaches. In particular, such training assists pedagogic changeover from teachers as banks of knowledge to facilitators of learning, classrooms being interactive, student-centered spaces (Ahmed & Faruq, 2021).

4.5. Assessments in Blended Learning Environments

Assessment methods will also have to change to capture the dynamic and interactive process of blended learning. Innovative and diverse assessment methods have been in the vanguard by pioneering countries, and developing First World nations that have not lagged behind.

For instance, the University of Edinburgh uses Flipgrid, a video discussion platform that supports reflective learning and peer assessment by enabling students to record reflections and provide feedback on each other's reflections (McAllister & Thompson, 2018). In Australia, artificial intelligence applications such as Grammarly are integrated into English for Specific Purposes (ESP) courses to provide real-time machine-generated feedback on students' writing, enabling formative learning and development (Turner, 2020).

Bangladeshi institutions can use these tools to improve the efficiency of English language assessment. Formative assessments include digital quizzes, reflection journals, peer review of discussion board threads, and digital storytelling assignments submitted via LMS tools. These assignments provide continuous feedback, critical thinking, and authentic language use in contrast to plain repetitive memorization.

Furthermore, Bangladesh Open University (BOU), with its experience in distance education, can serve as a model for incorporating assessment practices. BOU partnership with conventional universities can promote sharing skills in formative and summative online evaluation in ELT contexts.

4.6. Implications

This study defines that blended learning in Bangladesh will only act well if policy, infrastructure, teacher skills and classroom practice move together. The matters taken from countries like the US, UK, Finland and Canada aid us see that technology alone is not enough. So, schools need proper guidelines, trained teachers, and reliable internet services and devices. If these areas are improved, English teaching can become more interactive and meaningful. Thus, students can watch videos at home, practice language in class, use online quizzes and learn in their own way. These ideas give Bangladesh a simple plan to follow so that blended learning grows step by step and supports national goals like Digital Bangladesh.

4.7. Contribution

The main contribution of this study is that it connects global best practices with the real situation in Bangladesh in one clear picture. Many studies discuss technology or teacher training separately, but this paper combines policy, infrastructure, classroom activities, and assessment into one practical model. It focuses how blended learning can truely be used in Bangladeshi English classrooms, not just as theory. By giving examples that resembles

local needs—such as low-cost LMS, teacher workshops and digital storytelling—the study offers a new, easy-to-follow framework that policymakers, universities and teachers can use to guide future improvements in ELT. This makes the study both useful, handy and original. Many studies discuss technology or teacher training separately, but this paper combines policy, infrastructure, classroom activities, and assessment into one practical model. It focuses how blended learning can truely be used in Bangladeshi English classrooms, not just as theory. By giving examples that resembles local needs—such as low-cost LMS, teacher workshops and digital storytelling—the study offers a new, easy-to-follow framework that policymakers, universities and teachers can use to guide future improvements in ELT. This makes the study both useful, handy and original.

5. CHALLENGES

5.1. Digital Divide

The second major issue Bangladesh faces in adopting digital education is the digital divide. The majority of students, especially those from poor or rural communities, own neither computers nor smartphones, nor do they have access to the internet. Because of this, they cannot join online classes nor use learning resources. This makes education unequal for the majority of students in the country.

It is the gap between people having easy access to digital technology and the internet and those who don't. Socio-economic inequality exists in Bangladesh, so the majority of students, especially the poor or rural dwellers, don't own computers, tablets, or smartphones. Moreover, internet connectivity is patchy or even absent in rural areas. Such unequal access greatly hinders the prospects of the majority of students to access online learning resources and materials and, therefore, increases education inequality.

Even though many students have internet access, not all of them know how to use digital tools properly for learning. Some students don't have good devices, quiet places to study, or help from adults at home. Poor and rural students often fall behind because they can't fully take part in online learning. This creates a bigger gap between rich and poor students. To fix this, schools and governments need to provide affordable devices, better internet, and digital training for both teachers and students. Without action, many students will be left behind in the digital classroom (Warschauer, 2004; Van Dijk, 2020).

5.2. Teacher Preparedness

The second critical area is a lack of teachers' preparedness to employ e-learning. The majority of Bangladesh's teachers have had no or little training on digital literacy or technology-based teaching. Lack of training brings to question their ability by the teachers and prevents them from successfully incorporating electronic instruments into the curriculum. Without ongoing professional development and guidance, the electronic advantage of e-learning cannot be realized because teachers hold the power to successful implementation (Ertmer & Ottenbreit-Leftwich, 2010; Mishra & Koehler, 2006).

5.3. Cultural Resistance

Cultural resistance is also among the issues that are accountable for the delay in adopting digital learning, besides training and technical difficulties. There are long-established learning traditions and philosophies which acknowledge classroom learning as the most efficient means of acquiring knowledge. "Parents, teachers, and even students are capable of resisting the adoption of digital methods based on the argument that technology would take a backseat to the quality of education or lead to substitution from familiar methods.

Even resistance can serve as a restraining factor, halting mass-adoption of blended or purely online learning modes in their tracks" (Rogers, 2003; Selwyn, 2011).

5.4. Resource Constraints

Lastly, the availability of resources is also a considerable impediment to digital education in Bangladesh. The absence of funds prevents the government from investing in necessary infrastructure such as high-speed internet, digital technology, and teachers' training programs. Without funds, efforts toward creating an effective digital learning environment are hindered, and most schools are not able to support technology-mediated teaching and learning (UNESCO, 2015; Weller, 2020).

6. RECOMMENDATIONS

6.1. Government-Private Sector Partnerships

To tackle the aforementioned challenges, Bangladesh can facilitate government-private sector partnerships. Partnerships can leverage the capacities and capabilities of private sector firms in expanding internet availability at low prices and making digital equipment affordable for students. Partnerships are necessary in a bid to extend digital infrastructure and technology availability across the country, especially among marginalized communities (OECD, 2016; World Bank, 2021).

6.2. Incremental Implementation

Incremental rollout of digital learning through pilot initiatives is another effective approach. Piloting and learning to start small is not an issue, and modifications are implemented based on experience gained and local conditions. Region- and culture-tailored solutions stand a better likelihood of success when rolled out in phases. Incremental rollout reduces risk and aids in building necessary capacity within teachers and institutions (Fullan, 2016; Kotter, 1996).

6.3. Community Engagement

Engaging parents and communities at the grassroots level is also essential to the sustainability of online learning programs. Once parents are informed of the importance and persuaded, they themselves can become enforcers and facilitators who drive and encourage learners to take an active part. Engaging the community produces a more positive change climate and acts to counteract resistance culturally by increasing awareness and establishing trust around blended learning strategies (Epstein, 2011; Epstein & Sheldon, 2016).

6.4. Continuous Monitoring and Research

Finally, continuous monitoring and research must be done to evaluate the effectiveness of digital education programs. Regular data collection and analysis allow one to understand what works and what doesn't, thus communicating with teachers and policy makers the necessity to change methodologies in the long run to conform to shifting demands, in a way that guarantees the success of blended learning on a long-term basis of its learning objectives (Means et al., 2013; Garrison & Vaughan, 2008).

6.5. Expanding Blended Learning through Public–Private Partnerships

To increase availability of blended learning across Bangladesh, especially in rural and poor areas, the government will collaborate with private companies like Grameenphone, Robi, and bKash. These companies will help reduce the cost of smartphones, tablets, and internet for students and teachers. They will provide free or low-cost internet services to learning

portals and websites. These public-private partnerships will reduce costs and allow more students to participate in online classes.

6.6. Pilot District Implementation for Gradual Nationwide Adoption

Instead of introducing blended learning across the country in one go, it must be introduced step by step. The government can start with a few pilot districts. Pilot districts will permit experiments with different models of blended learning, learn from mistakes, and identify what works. After testing, the working strategies can then be expanded to other regions gradually. This will reduce the chances of failure and increase the overall quality of implementation.

6.7. Integrating Blended Learning into Teacher Training and Professional Development

Blended learning is very dependent on teachers in order to succeed. Blended learning strategies must then be incorporated into teacher training programmes. Institutions like NAEM (National Academy for Educational Management) and NAPE (National Academy for Primary Education) have to train new and current teachers to employ digital tools, teach online classes and incorporate online with face-to-face instruction. Teachers should feel competent and at ease with blended learning before it is able to benefit the students.

6.8. Community Awareness and Trust-Building for Blended Learning Acceptance

In poor and rural communities, they might not know or even be suspicious of online learning. To reverse this, awareness campaigns have to be launched to inform parents, guardians, and community members about the benefits of blended learning. They can be done in local languages with popular and trusted community leaders to build trust. When families and community understand and support blended learning, students will be more motivated.

6.9. Continuous Monitoring, Research, and Data-Driven Policy Improvement

Finally, to make sure blended learning is effective and fair to everyone, there should be regular monitoring and research. The state should work with universities and research institutions so that they can get information on how blended learning is going, who is benefiting from it and who is not, and where changes are required. This will allow policymakers to make data-driven decisions and streamline approaches in the long term. Regular evaluation will make sure the system remains adaptive, inclusive, and student-focused.

7. ACTION PLANS FOR ENGLISH TEACHERS IN BLENDED LEARNING

7.1. Identifying the Core Challenges Faced by English Teachers

The majority of English teachers in poor communities have grave problems. They are not English-trained and routinely teach pupils who are afraid of the language. These pupils come from poor families where no one speaks English. Additionally, teachers use local languages in classrooms because they feel more comfortable using them. Things, however, can improve if we help the teachers in a humane and realistic way.

7.2. Introducing Blended English Instruction as a Practical Solution

Blended English instruction can be the right solution. It is the blend of classroom learning and simple digital materials like videos, audio stories, and mobile applications. It is a warm and adaptable method. It helps teachers and learners enjoy learning without tension.

7.3. Providing Regular, Accessible Training for Teacher Development

Teachers need regular and easy training. The trainings need to provide basic English, i.e., speaking, vocabulary, grammar, and listening. The sessions need to include local examples and bilingual methodologies (English + local language). Teachers learn better if they practice together in a group. Peer support builds up confidence and teamwork.

7.4. Incorporating Simple Technologies into Classroom Practice

Technology may also assist. Simple mobile applications or videos may be used by teachers to teach English stories or songs. These may be presented in class or even assigned as homework. Even low-tech tools can enhance learning if cleverly utilized.

7.5. Using Cultural and Real-Life Contexts to Support Learners

Teachers must utilize real and cultural examples. If lessons are relatable, students will not be afraid of English. They will learn with pleasure because they can relate it to their lives.

7.6. Engaging Parents and Communities to Strengthen Learning Outcomes

The parents and community also need to know why English is important. If they believe in it, students will try harder. Workshops and meetings can change the attitude against English.

7.7. Ensuring Government Support and Incentives for Teacher Progress

Last but not least, the government has to support and reward the better teachers. Giving them certificates, bonuses, or promotions will encourage them to keep learning and teaching better.

8. MODEL INTEGRATION

Blended ELT models from Western developed countries can be implemented and integrated into the Government Schools, Colleges, and Universities of Bangladesh. This is structured in detail under different institutional levels and policy dimensions.

Towards Implementing and Integrating Blended ELT Models in Government Educational Institutions of Bangladesh

8.1. Foundational Requirements for Implementation

Before applying Western blended ELT models, the following foundational steps must be ensured across all levels:

- Digital Infrastructure Development: High-speed internet, smart classrooms, projectors, digital whiteboards, and basic tech devices (laptops, tablets).
- Teacher Training and Digital Literacy: Professional development programs to train ELT teachers in blended pedagogies and digital tools.
- Curriculum Reformation: Integration of task-based, communicative, and project-based modules aligned with NCTB and UGC frameworks.
- Government Policy and Funding: National-level initiatives by MoE and UGC to institutionalize blended learning as part of NEP (National Education Policy).
- Monitoring and Evaluation Mechanism: To track success, challenges, and scalability.

8.2. Integration at the School Level (Government Primary and Secondary Schools)

8.2.1. Model Integration Strategy:

ELT Model	How to Integrate in Schools
CLT + Digital Tools	Encouraging speaking and writing activities using apps like Duolingo, Google Classroom, and Kahoot for quizzes and collaborative work.
Flipped Classroom + Communicative Practice	Sharing short animated grammar lessons via SD cards, YouTube, or radio/TV (for areas with poor connectivity). Follow up with group speaking practice in class.
Multimodal Learning + Authentic Materials	Using cartoons, children's songs, short video clips (subtitled) to teach vocabulary and pronunciation in a fun, contextualized way.

Practical Steps:

- Introducing a weekly "Digital English Hour" using tablets or school TV/projector.
- Assigning simple home viewing/listening tasks, such as BBC Learning English Kids.
- Launching pilot programs in model government schools with NGO or donor support (e.g., BRAC, British Council).

8.3. Integration at the College Level (Government Colleges)

Model Integration Strategy

ELT Model	How to Integrate in Colleges
TBLT + Project-Based Learning	Introducing mini projects like interview recordings, creating travel brochures, or survey-based research to use English meaningfully.
CLIL + E-learning	Teaching selected topics from ICT, History, or Environmental Science in English via online videos followed by bilingual discussions.
Hybrid/Blended Learning Environments	Combining weekend online modules (e.g., Khan Academy, 10 Minutes School, British Council resources) with weekday classroom sessions.

Practical Steps:

- Developing a blended English module (e.g., "English for 21st Century Skills") for HSC.
- Using platforms like Moodle or Google Classroom for assignment submissions and quizzes.
- Training lecturers via NCTB, NAEM, and teacher training colleges in blended ELT methods.

8.4. Integration at the University Level (Public Universities)

Model Integration Strategy:

ELT Model	How to Integrate in Universities
Lexical Approach + Corpus Tools	Introducing Sketch Engine or COCA in English departments to help students explore real-life usage and collocations.
Sociocultural Approach + Critical Pedagogy	Integrating debate, group discussion, and reflective writing on social issues like gender, climate change, or digital divide.
Flipped Classroom + Communicative Practice	Assigning TED Talks, MOOC videos, and articles as pre-class work; conduct discussions, peer review, and role-play in class.

Practical Steps:

- Introducing a blended General English or English for Academic Purposes (EAP) course for all undergraduates.
- Encouraging departments to use online discussion forums, blogs, or wikis as part of coursework.
- Offering digital pedagogical training to university lecturers via CPD programs supported by UGC and British Council Bangladesh.

8.5. Policy and Administrative Integration

National Level Recommendations

- Developing a National Blended ELT Policy Framework in collaboration with NCTB, UGC, British Council, and other stakeholders.
- Including blended learning as part of teacher training curricula at TTCs (Teacher Training Colleges), IER (DU), and NAEM.

- Setting up regional Blended ELT Resource Hubs with digital content, toolkits, and mentorship.
- Making blended learning part of Annual Performance Agreements (APA) in government institutions.

Institutional Level Initiatives:

- Each institution should have a Blended Learning Committee (BLC) to supervise curriculum, monitor implementation, and train staff.
- Ensuring equity measures by providing tablets, internet subsidies, or offline digital content to underserved learners.
- Encouraging international collaborations for training, certification, and resource sharing.

8.6. Potential Challenges and Solutions

Challenge	Solution
Lack of infrastructure	Start with low-tech blended models (radio, SD cards, TV) in rural schools; gradually scale up
Teacher resistance or low digital literacy	National teacher training programs and incentives
Language anxiety or low proficiency	Scaffold tasks, use code-switching, emphasize fluency over accuracy
Assessment difficulties	Use rubrics, portfolios, and project evaluations rather than traditional grammar tests

The blended ELT models from the First World are not only applicable but urgently needed in Bangladesh's educational system. By carefully adapting these models with local realities in mind, government schools, colleges, and universities can:

- Modernize English teaching with digital tools.
- Increase learner engagement and autonomy.
- Bridge the gap between textbook knowledge and real-life communication.

Bangladesh now needs a strategic, phased, and well-supported implementation plan, beginning with model institutions and expanding nationwide through scalable frameworks.

9. DATA ANALYSIS

Variable Group	Variable Name	Coding Summary	Coding Summary	Coding Summary
1. Policy & Institutional	inst_suppo rt	Institutional Support	Ordi nal	1=Not supportive to 4=Very
	support_p olicy	Support National Policy	Ordi nal	1=Disagree to 4=Strongly Agree
	ppp_suppo rt	Support Govt-Private Partnership	Ordi nal	1=No to 4=Yes Strongly
2. Infrastructure & Access	digital_too l	Most Used Digital Tool	Cate goric al	Multiple options
	main_obst acle	Main Obstacle	Cate goric al	Internet, Training, Fear, Institutional
	access_fre q	Student Access Frequency	Ordi nal	1=Rare to 4=Daily
3. Classroom Implementati on	blended_fa miliarity	Familiarity with Blended Learning	Ordi nal	1=Not at all to 4=Very
	blended_u se	Use of Blended Learning	Ordi nal	1=Never to 4=Regularly
	student_en gagement	Student Engagement	Ordi nal	1=Disagree to 4=Strongly Agree
4. Teacher Training	training_ty pe	Preferred Training Mode	Cate goric al	Videos, Workshops, Mentoring, etc.
	teacher_tra ining_need ed	Training a Priority	Bina ry	0=No, 1=Yes
5. Assessment	assessment _method	Assessment Method	Cate goric al	Online quiz, In- class, Mixed, None
	urban_rura l_gap	Confidence Bridging Urban-Rural Gap	Ordi nal	1=Not confident to 4=Very

9.1. ONLINE DATA ANALYSIS

Online Statistics on the Adoption of Blended Learning in Developing Countries

By 2025, the developing world has progressed significantly towards adoption of blended learning, in which online and traditional classroom-based instruction is combined. For example, Bangladesh has established national policy guidelines on blended education by promoting ICT infrastructure as well as teacher capacity development initiatives (Kabir, 2024). In India, too, with the National Education Policy 2020, blended learning has been capable of gaining speed at an estimated number of 60% of institutions offering higher learning adopting this practice by the year 2023 (Straits Research, 2023). In China too, 68% of the centers had incorporated blended learning courses in 2024, compared to 45% in 2021, as per the Ministry of Education (Straits Research, 2023). In Africa, institutions such as the African Virtual University have set up numerous e-learning centers to facilitate blended learning in Sub-Saharan nations in Africa (Wikipedia, 2025).

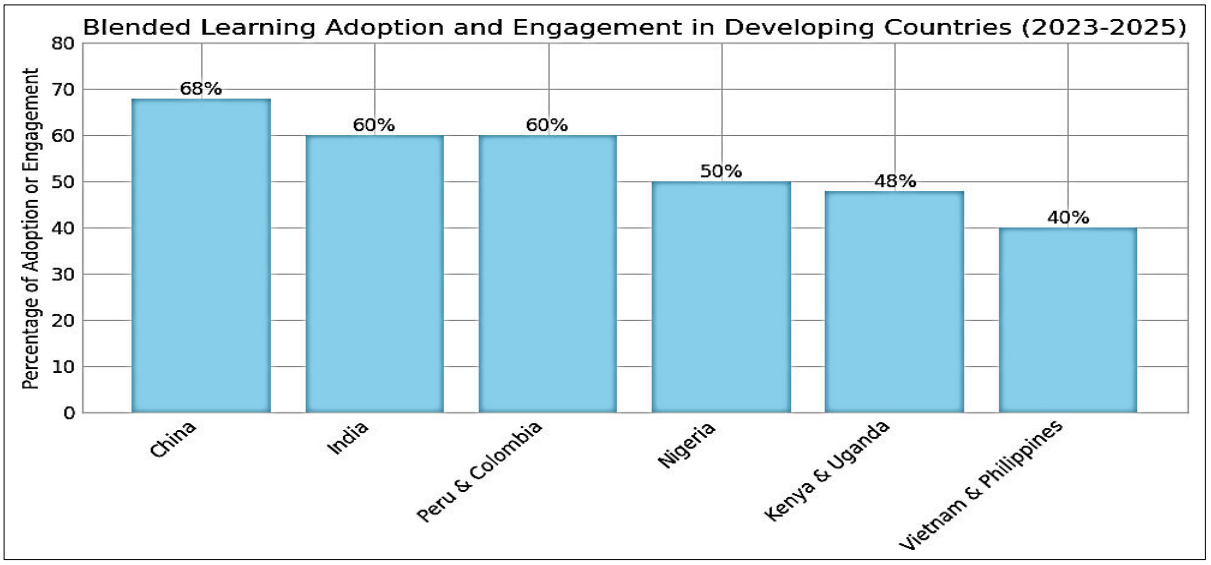
By 2025, the majority of the developing countries in Africa, Southeast Asia, and Latin America have increased adoption of mixed-mode learning despite infrastructural challenges. For example, in Nigeria, over 50% of institutions of tertiary learning have adopted mixed-mode learning, encouraged by state investment in digital campus initiatives and partnerships with technology companies to offer internet connectivity to rural societies (Nipa, N. J., & Hoque, M. R. 2024).

Peru and Colombia in Latin America report that hybrid learning now covers approximately 55-65% of their higher education offerings through regional networks promoting open educational resources as well as teacher capacity building. Vietnam and the Philippines in Southeast Asia have made mobile learning a key component of blended learning, with 40% of blended learning engagement taking place on mobile-based channels in 2024 because of the high penetration rates of mobile across the region.

Mobile learning has been deployed on several continents in different forms to tackle the specific educational agenda and technology of each continent. It has facilitated digital literacy in Indonesia, adaptive learning in the US and Finland, and equity in Australia and Africa. Provision of equitable access to the internet and localization of materials remain huge challenges nevertheless. Increased investment and enabling policies must be attained in a bid to realize the total potential of mobile learning (Eliza et al., 2024).

Furthermore, in East Africa, countries such as Kenya and Uganda have also incorporated blended learning into national education strategies, with approximately 48% of secondary schools implementing hybrid models of instruction by 2025 as part of donor-funded ICT infrastructure projects (Gbadebo, 2024).

There remain some challenges on equitable access, digital literacy, and ongoing teacher facilitation. Overcoming such challenges is still central to ensuring that the spread of the benefits of blended learning reaches marginalized communities.



9.2. Practical Data Analysis (Survey in Google Form)

Blended Learning in ELT: A Survey of Bangladeshi Educators

About the dataset

This report summarizes survey data collected from 18 educators in Bangladesh regarding their experiences and perspectives on blended learning in English Language Teaching (ELT). The survey, captured via a Google Form, includes a timestamp and collects information such as the respondent's name, current position, educational institution, and mobile number (optional). The core of the survey explores the educators' familiarity with blended learning, its current use in their classrooms, and the digital tools they employ, with Google Meet/Zoom and YouTube being popular choices.

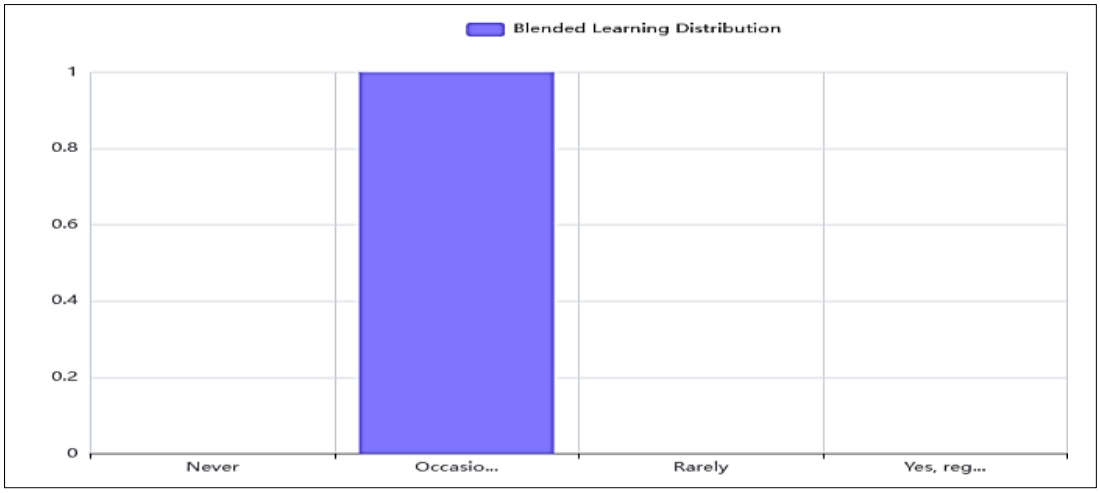
The survey delves into the obstacles faced in implementing blended learning, with student disinterest and lack of internet access being prominent concerns. It also gauges institutional support for blended learning and the frequency with which students access digital resources. Assessment methods in blended environments are explored, revealing a preference for mixed approaches. The survey seeks insights into adaptable blended learning models from First World countries, with the USA being frequently cited, and identifies elements like infrastructure and teacher training as crucial for Bangladesh. AI-driven tutoring is a popular innovation.

The survey also investigates the need for a national blended learning policy, with most educators agreeing or strongly agreeing on its importance. Teacher training and localized digital content are highlighted as priority areas for government intervention. The educators' opinions on government-private partnerships, the importance of bilingual content, and the types of training they need are also gathered. The data suggests a positive outlook on blended learning's impact on student engagement, though some students still exhibit fear and passivity. Collaborative practices among teachers and their interest in fully blended models are also examined. Finally, the survey explores perceptions of technology's role in future classrooms and confidence in blended learning's ability to bridge the rural-urban learning gap, alongside suggestions for initial national steps, such as curriculum development.

Reviewing the first five entries, most respondents are familiar with blended learning and use it occasionally, primarily leveraging tools like Google Meet/Zoom. The biggest obstacles appear to be student disinterest and lack of internet access. There's a general agreement on the need for a national policy and a preference for teacher training as a priority.

Relevant Inquiries:

***Q1. What is the distribution of blended learning usage (Yes, regularly, Occasionally,* Rarely, Never) across different institution types?**



Blended Learning Usage Counts

- **Data Structure**: The analysis grouped data by institution type and counted occurrences of blended learning usage categories. The resulting table, , has rows representing different institution types and columns representing the blended learning usage categories: 'Never', 'Occasionally', 'Rarely', and 'Yes, regularly'.
- **Missing Institution Type Labels**: While the table provides counts for each usage category across 7 distinct institution types, the specific **names or labels of these institution types are not provided** in the detailed data output.

Blended Learning Usage Patterns Across Unidentified Institution Types

- **Institution Type 1**: This institution type reported **1 instance of 'Occasionally'** blended learning usage.
- **Institution Type 2**: This institution type reported **1 instance of 'Yes, regularly'** blended learning usage.
- **Institution Type 3**: This institution type reported **1 instance of 'Never'** blended learning usage.
- **Institution Type 4**: This institution type reported **1 instance of 'Occasionally'** blended learning usage.
- **Institution Type 5**: This institution type showed a more varied usage, with **2 instances of 'Occasionally'**, **1 instance of 'Rarely'**, and **3 instances of 'Yes, regularly'** blended learning usage.
- **Institution Type 6**: This institution type reported the highest number of 'Occasionally' users, with **6 instances of 'Occasionally'** and **1 instance of 'Yes, regularly'** blended learning usage.
- **Institution Type 7**: This institution type reported **1 instance of 'Occasionally'** blended learning usage.

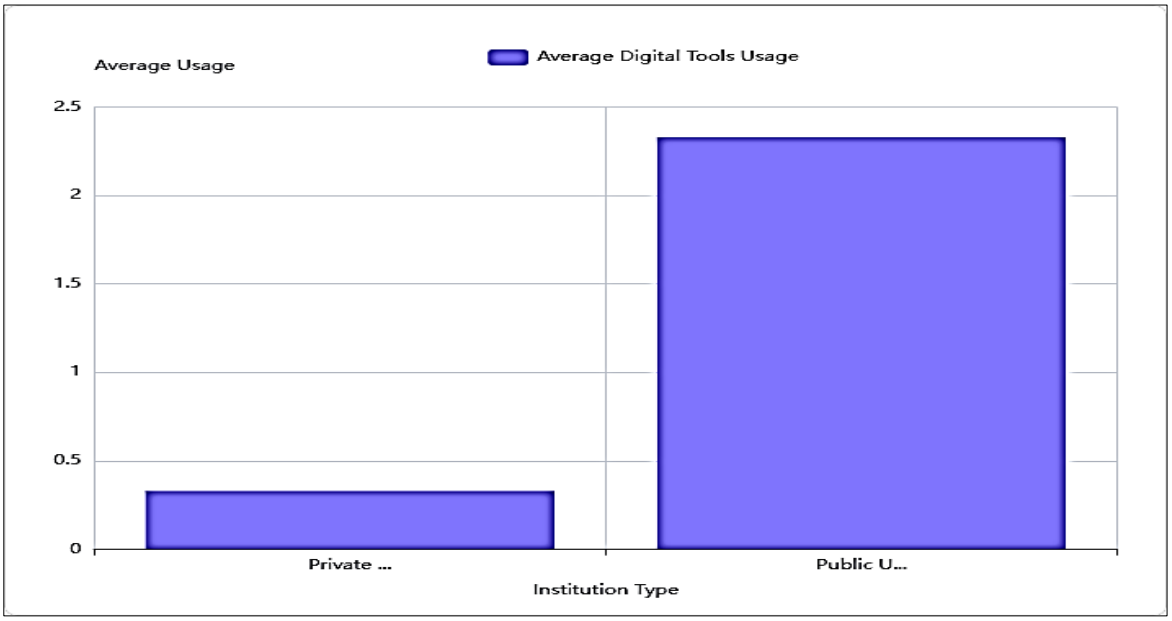
Overall Blended Learning Usage Statistics

- **'Never' Usage**: The mean count for 'Never' usage across institution types is **0.14**, with a maximum of 1.
- **'Occasionally' Usage**: This category shows the highest mean count at **1.57**, with a maximum of 6 instances in a single institution type.
- **'Rarely' Usage**: The mean count for 'Rarely' usage is **0.14**, with a maximum of 1.
- **'Yes, regularly' Usage**: The mean count for 'Yes, regularly' usage is **0.71**, with a maximum of 3 instances in a single institution type.

Conclusion and Insights

- **Varied Usage Across Institutions**: The analysis reveals that blended learning usage varies significantly across different institution types, with some institutions showing no usage in certain categories, while others report multiple instances across several categories.
- **Prevalence of 'Occasionally' Usage**: 'Occasionally' is the most frequently reported category of blended learning usage, appearing in 5 out of the 7 unidentified institution types and having the highest average count.
- **Limited 'Never' and 'Rarely' Usage**: 'Never' and 'Rarely' usage are less common, each appearing in only one of the identified institution types.
- **Regular Usage Present but Not Dominant**: While 'Yes, regularly' usage is present in three institution types, it is not as widespread as 'Occasionally' usage.
- **Data Limitation**: A key limitation in this analysis is the **absence of specific institution type labels**, which prevents a more detailed interpretation of how different types of institutions (e.g., primary, secondary, university) adopt blended learning.
- **Visualization Discrepancy**: The provided visualization does not accurately represent the detailed distribution across institution types and appears to show an aggregated or partial view that does not align with the raw data counts provided in the table . Therefore, it is not used for drawing conclusions about the distribution across different institution types.

Q2. Which digital tools are most frequently used by teachers in public universities versus private schools?



Overall Digital Tool Usage Frequency

- **Public University**: Teachers in public universities demonstrate a significantly **higher average usage of digital tools**, with an average usage score of **2.33**.
- **Private School**: Teachers in private schools show a considerably **lower average usage of digital tools**, with an average usage score of **0.33**.

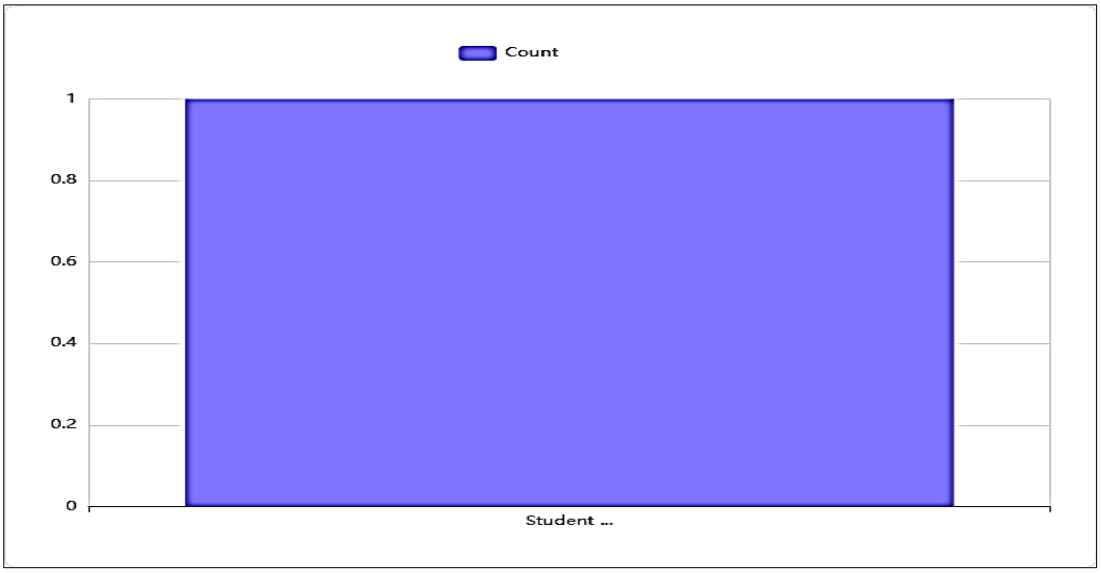
Specific Digital Tool Usage (Limitations)

- **Data Limitation**: While the analysis aimed to identify the counts of each specific digital tool used by teachers in 'Public University' and 'Private School', the provided detailed data () for **lacks the names of the digital tools**. This prevents the identification of which specific tools correspond to the observed usage counts.
- **Observed Counts**: Based on the available numerical counts, it can be inferred that for at least one digital tool, public universities have a usage count of **5**, whereas private schools have a count of **0** for the same tool. Other tools show counts of **1** for both institution types or **0** for both.

Conclusion and Insights

- **Higher Digital Tool Adoption in Public Universities**: Public universities, on average, utilize digital tools **significantly more frequently** than private schools. This suggests a greater integration or reliance on digital tools for teaching within public university settings.
- **Incomplete Specificity**: Due to the absence of digital tool names in the provided analytical results, it is **not possible to identify the specific digital tools** that are most frequently used by teachers in either public universities or private schools. To answer this question definitively, additional context including the names of the digital tools corresponding to the usage counts is required.

Q3. What are the top 3 obstacles to blended learning reported by teachers in secondary schools?



Identified Obstacles

- **Student Disinterest/Fear**: The primary and only obstacle identified from the dataset for secondary school teachers is **"Student disinterest/fear"**, with a count of **1**.

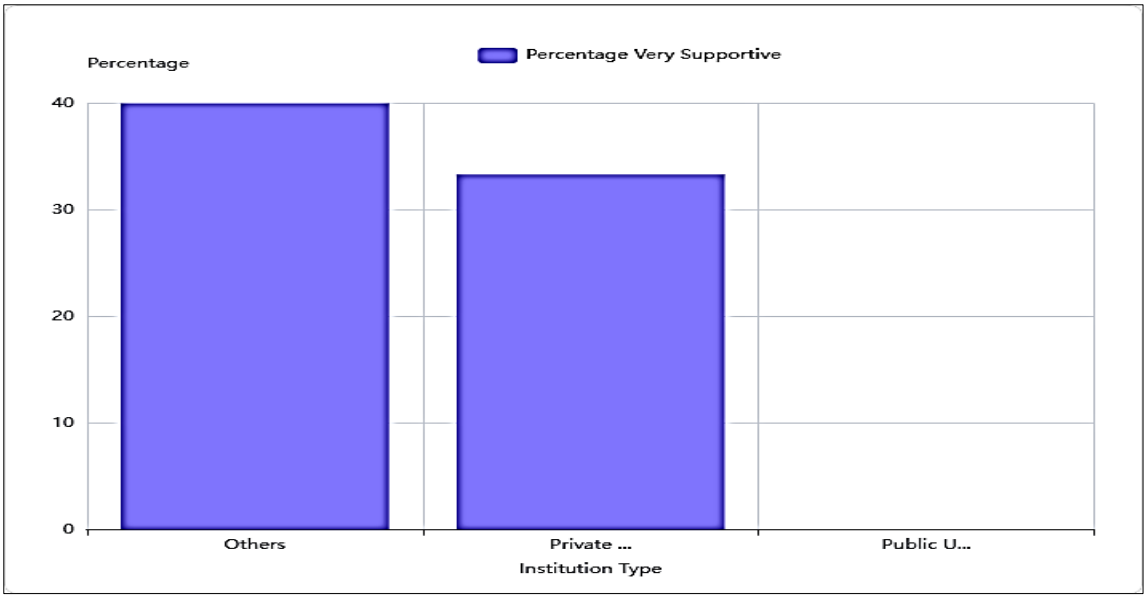
Conclusion and Insights

- **Limited Data for Secondary Schools**: Despite the analysis being set up to identify the top 3 obstacles, the provided data for secondary schools only yielded **one reported obstacle**: "Student disinterest/fear". This suggests that either only one instance of an obstacle was reported by secondary school teachers in the dataset, or only one unique

obstacle was mentioned, or the sample size for secondary school teachers was very small.

- **Potential Data Scarcity**: The result of only one obstacle with a count of one indicates a potential **scarcity of relevant data** for secondary school teachers within the dataset regarding obstacles to blended learning. To identify a comprehensive list of top obstacles, more data from secondary school teachers would be required.

Q4. How does the percentage of teachers reporting "Very supportive" institutions in private universities compare to those in public universities or other institution types?



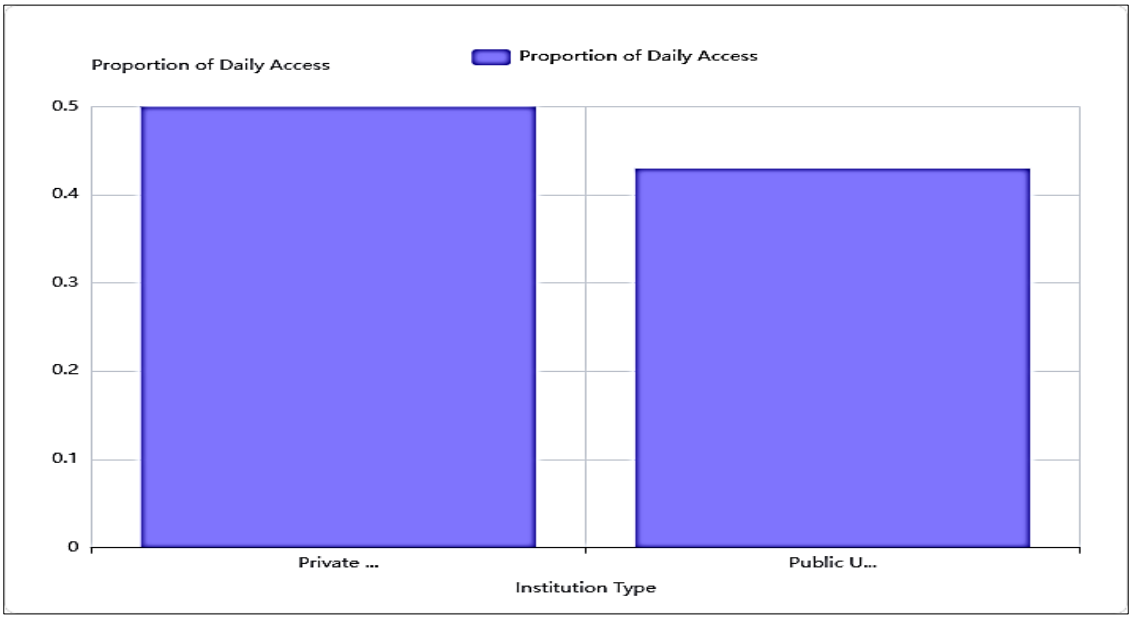
Comparison of Support Levels

- **"Others" Institutions**: A significant **40.0%** of teachers in institutions categorized as "Others" (including Army University, Language Center, Private School, and Secondary School) reported their institutions as "Very supportive" regarding blended learning.
- **Private Universities**: **33.33%** of teachers in private universities found their institutions to be "Very supportive" of blended learning.
- **Public Universities**: **0.0%** of teachers in public universities reported their institutions as "Very supportive" of blended learning.

Conclusion and Insights

- **Highest Support in "Others" Category**: The highest percentage of teachers reporting "Very supportive" institutions is found in the **"Others" category (40.0%)**, indicating that a substantial portion of these diverse institutions are highly supportive of blended learning.
- **Moderate Support in Private Universities**: Private universities show a **moderate level of support (33.33%)**, suggesting that while a good portion of them is very supportive, it's not as high as the "Others" category.
- **No Reported Support in Public Universities**: Public universities stand out with **no teachers (0.0%)** reporting their institutions as "Very supportive," which suggests a significant gap in perceived support for blended learning compared to private universities and other institution types.

Q5. What is the proportion of students who have "Daily" access to digital learning resources in public versus private institutions?



Calculated Proportions

- **Private University**: The proportion of students with daily access to digital learning resources is **0.50** (or 50%).
- **Public University**: The proportion of students with daily access to digital learning resources is approximately **0.43** (or 43%).

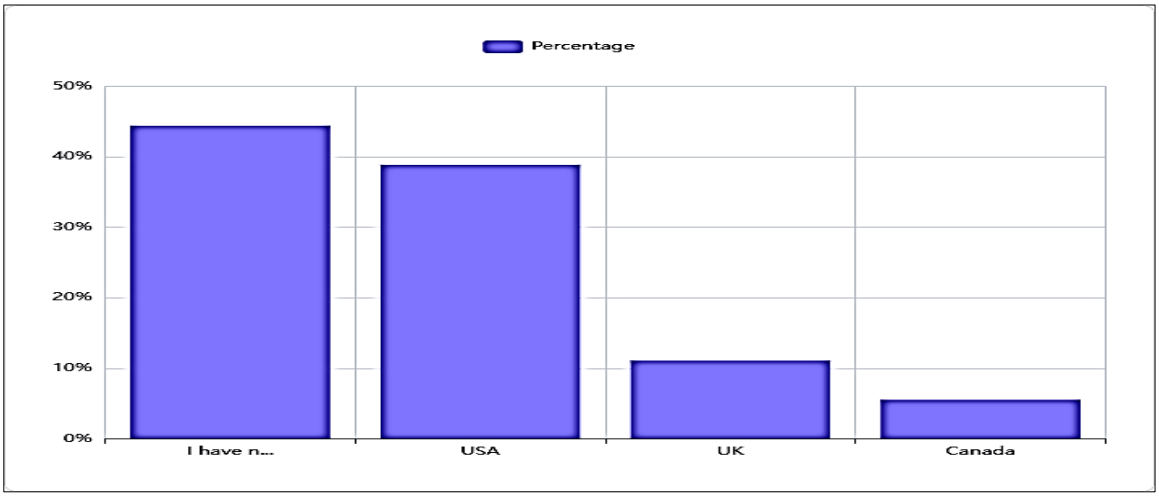
Visual Representation

- **Bar Chart Comparison**: A bar chart visually represents these proportions, showing a bar of height 0.5 for Private University and 0.43 for Public University.

Conclusion and Insights

- **Higher Daily Access in Private Universities**: Students in **Private Universities** have a higher proportion of daily access to digital learning resources (0.50) compared to students in **Public Universities** (0.43).
- **Difference in Access**: There is a noticeable difference, with private university students being **7 percentage points more likely** to have daily access to digital learning resources than their public university counterparts.

Q6. What is the percentage distribution of preferred First World blended learning models for Bangladesh?



Distribution Overview

- **"I have no idea"**: This response accounts for the largest share, at **44.44%** of the total responses.
- **USA**: The United States is the most frequently chosen country, with **38.89%** of respondents finding its blended learning model most adaptable to Bangladesh.
- **UK**: The United Kingdom is considered adaptable by **11.11%** of the respondents.
- **Canada**: Canada is the least chosen country among the options, with **5.56%** of respondents selecting it.

Conclusion and Insights

- **Uncertainty is High**: A significant portion of respondents (**44.44%**) indicated they had no idea which First World country's blended learning model would be most adaptable to Bangladesh. This suggests a potential lack of awareness or clear preference regarding specific models.
- **USA as the Leading Preference**: Among those who expressed a preference, the **USA's blended learning model is overwhelmingly favored**, accounting for nearly 39% of all responses and the majority of specific country preferences. This indicates a strong perception of the USA's model as suitable for adaptation in Bangladesh.
- **Limited Interest in UK and Canada Models**: The blended learning models of the **UK and Canada received considerably less interest**, suggesting that these models are either less known, less perceived as adaptable, or less relevant to the Bangladeshi context compared to the USA's model.

Q7. What percentage of respondents "Agree" or "Strongly agree" that Bangladesh needs a National Blended Learning Policy?

Response Category	Count	Percentage
Agree/Strongly Agree	18	100
Other	0	0

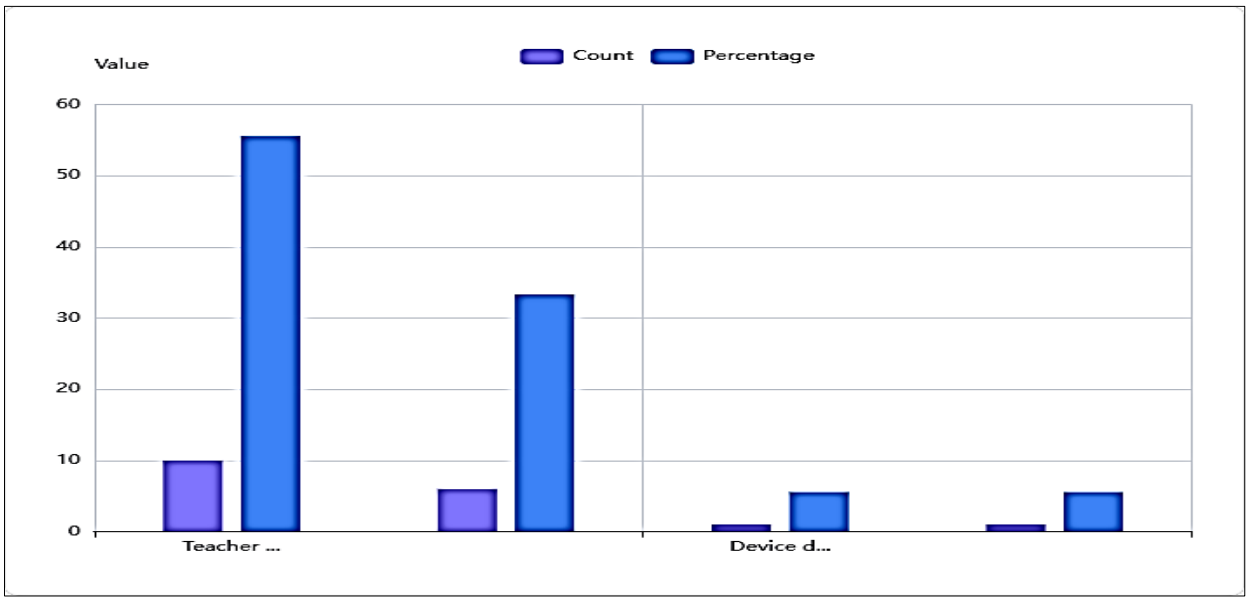
Percentage of Agreement

- **High Agreement**: **100.0%** of respondents **Agree/Strongly Agree** that Bangladesh needs a National Blended Learning Policy.
- **No Disagreement**: There were **0** respondents in the 'Other' category, indicating no responses that were not 'Agree' or 'Strongly agree' among the valid responses.

Conclusion and Insights

- **Unanimous Support**: The analysis reveals **unanimous agreement** among respondents regarding the necessity of a National Blended Learning Policy in Bangladesh. This strong consensus suggests a clear perceived need for such a policy within the surveyed group.

Q8. What is the distribution of responses regarding the government's top priority for blended ELT?



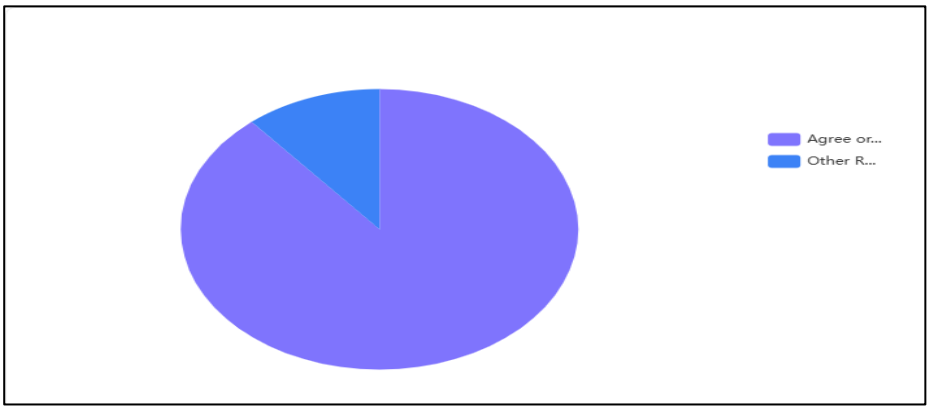
Distribution of Prioritization Areas

- **Teacher Training**: This area is identified as the **highest priority**, with **10 responses**, accounting for **55.56%** of the total.
- **Urban Pilot Projects**: This is the second most prioritized area, receiving **6 responses**, which represents **33.33%** of the total.
- **Device Distribution**: This area received **1 response**, making up **5.56%** of the total.
- **Localized Digital Content**: Similar to device distribution, this area also received **1 response**, accounting for **5.56%** of the total.

Conclusion and Insights

- The analysis clearly indicates that **teacher training** is overwhelmingly considered the **most critical area** for the government to prioritize first for blended English Language Teaching (ELT), garnering more than half of all responses.
- **Urban pilot projects** are also seen as a significant priority, suggesting a need for practical implementation and testing in specific urban settings.
- **Device distribution** and **localized digital content** are considered lower priorities compared to teacher training and urban pilot projects, indicating that foundational elements like human capacity building and strategic implementation are viewed as more pressing.

Q9. What percentage of respondents "Agree" or "Strongly agree" that blended learning increases student engagement?



Survey Results

- **Agree or Strongly Agree**: **88.89%** of respondents believe that blended learning increases student engagement in learning English.
- **Other Responses**: The remaining **11.11%** of respondents provided other responses to the question.

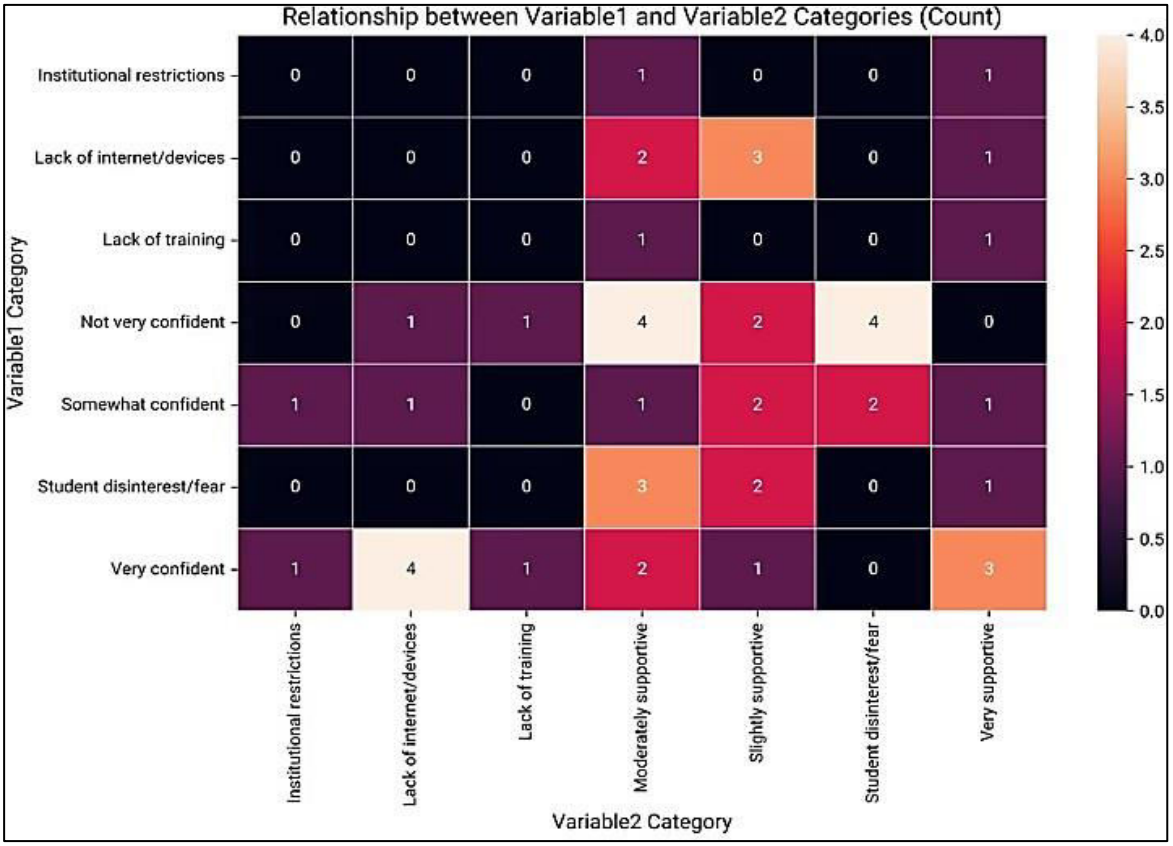
Visual Representation

- **Dominant Agreement**: The donut chart visually confirms that the vast majority of respondents, specifically **88.89%**, agree or strongly agree that blended learning enhances student engagement in English learning, represented by the large blue segment.
- **Minority Other Responses**: A smaller green segment, representing **11.11%**, indicates the proportion of other responses.

Conclusion and Insights

- **Overwhelming Positive Perception**: A significant majority (**88.89%**) of respondents hold a positive view, believing that **blended learning effectively increases student engagement** in learning English. This strong consensus suggests a high level of perceived benefit from blended learning approaches in the context of English language teaching.
- **Implications for Educational Strategies**: The high percentage of agreement indicates that blended learning is widely seen as a valuable method for fostering student engagement, which could support its **further adoption and integration** into English language teaching curricula.

Q10. Analyze if there's a correlation between teachers' confidence levels in reducing the rural-urban learning gap and the perceived obstacles to implementing blended learning, or the level of institutional support they receive.



Statistical Significance and Association Strength

- **Confidence vs. Obstacles**: The relationship between teachers' confidence in reducing the rural-urban learning gap and the biggest obstacles to blended learning shows a **Cramer's V of 0.50**, indicating a relatively strong association within the observed data. However, the **p-value of 0.238** suggests that this association is not statistically significant at a conventional alpha level (e.g., 0.05), meaning we cannot confidently conclude that this relationship exists in the broader population.
- **Confidence vs. Institutional Support**: The association between teachers' confidence and the level of institutional support is characterized by a **Cramer's V of 0.40**, also indicating a relatively strong association. Similar to the previous pair, the **p-value of 0.281** indicates that this association is not statistically significant.
- **Obstacles vs. Institutional Support**: The correlation between perceived obstacles and institutional support has a **Cramer's V of 0.33**, suggesting a moderate association. The **p-value of 0.743** further confirms that this observed association is not statistically significant.

Detailed Contingency Insights

- **Confidence vs. Obstacles**:
- Teachers who are **"Not very confident"** in blended learning's ability to reduce the learning gap most frequently cite **"Student disinterest/fear"** as the biggest obstacle (4 instances).
- Conversely, teachers who are **"Very confident"** most often identify **"Lack of internet/devices"** as the primary obstacle (4 instances).
- There are no instances where "Not very confident" teachers reported "Institutional restrictions" as an obstacle.
- **Confidence vs. Institutional Support**:
- Teachers who are **"Not very confident"** are most frequently supported **"Moderately supportive"** by their institution (4 instances), followed by "Slightly supportive" (2 instances).
- Notably, **no "Not very confident" teachers** reported their institution as **"Very supportive"**.
- Teachers who are **"Very confident"** are most often supported **"Very supportive"** (3 instances), followed by "Moderately supportive" (2 instances).
- **Obstacles vs. Institutional Support**:
- The most common combination is **"Student disinterest/fear"** as an obstacle with **"Moderately supportive"** institutions (3 instances).
- **"Lack of internet/devices"** is also frequently cited as an obstacle when institutions are **"Slightly supportive"** (3 instances).
- There are no instances where "Institutional restrictions" or "Lack of training" were reported as obstacles when institutions were "Slightly supportive".

Conclusion and Insights

- **Lack of Statistical Significance**: Despite some observed relationships, the analysis indicates **no statistically significant correlation** (p-value > 0.05 for all pairs) between teachers' confidence levels, perceived obstacles, and institutional support in the broader population. This suggests that any observed patterns in the sample might be due to chance, or the sample size might be too small to detect a statistically significant relationship.
- **Observed Association Strengths**: Within the collected data, there is a **relatively strong observed association** between teachers' confidence and both perceived obstacles (Cramer's V = 0.50) and institutional support (Cramer's V = 0.40). A **moderate observed association** exists between obstacles and institutional support (Cramer's V = 0.33). These Cramer's V values suggest that if a larger sample were to confirm these trends, these relationships could be meaningful.

Key Observed Patterns:

- Teachers with **lower confidence** tend to perceive **student disinterest/fear** as a major obstacle and are less likely to report **very supportive institutions**.
- Teachers with **higher confidence** are more likely to report **lack of internet/devices** as an obstacle and are more frequently supported by **very supportive institutions**.
- The most common obstacle reported in moderately supportive environments is **student disinterest/fear**.

10. CONCLUSION

This study, "Implementing Blended Learning in English Language Teaching (ELT) in Bangladesh: Lessons from First World Practices," analyzed the practice of blended learning adopted by other countries like the USA, UK, Canada, Australia, and Finland in teaching English to ascertain that Bangladesh too can implement it but the program has to be tailored proportionate to the country's needs and problems.

Bangladesh is confronted with a number of issues. Most of the English teachers are poorly trained, most students are English-fearful, and the majority of schools don't have internet and digital resources. But this research offers easy action plans to overcome these problems step by step. Blended learning—combining classroom instructions with easy digital aids such as videos or mobile apps—can help teachers and students learn more effectively in an active and relaxed state.

Towards this purpose, teachers need regular and handy training, with contextual reference to their area and in local language and English. The teachers need to assist one another through teamwork. Parents and the community need to be educated about why they need English, so that they can provide support to learners. Even basic computer software is useful if utilized judiciously by teachers.

The study suggests that Bangladesh has to develop a national policy on learning hybrid English. It has to make policies, availability of internet and devices, local content, teacher training, and other forms of testing learning complement each other. Provided the strategy starts somewhere first and progresses step by step with the assistance of the government and the private sector, it will probably succeed.

In short, taking from other countries and fitting the ideas into the needs of the region, Bangladesh can make the process of English education better. It will boost confidence among teachers as well as students both in English and in the new world. "To equip students for the 21st century, education must shift toward student-centered instruction supplemented by technology. This involves not only inducting teachers with new knowledge but also changing their assumptions and the school culture that pervades them. Teachers must be engaged in the process of change and shown clear examples of what current, technologically grounded instruction looks like in real classrooms. There is also a need for the teachers to believe that they can introduce these changes within their schools. When they know how technology helps their students to learn more, they are prompted to make use of it. The professional development must focus on how students learn and how teaching through technology will improve learning outcomes for any change to be made. Once teachers accept that effective teaching cannot do without the correct use of ICT tools, quality teaching change becomes a reality" (Ottenbreit-Leftwich, 2010, pp. 277-278).

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