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| RESEARCH ARTICLE

## Role of Blended Learning on Bangladeshi EFL Teachers' Pedagogical Performance in the Covid-19 Pandemic

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| ABSTRACT

The research focuses on the role of blended learning on Bangladeshi EFL teachers' pedagogical performance in the Covid-19 pandemic. The research is designed on this topic because my country, Bangladesh, is struggling with her educational management in this pandemic, where blended learning can be an appropriate solution. As I am an EFL teacher, I have thought from an EFL perspective to present an effective result. The research is conducted using a five-point Likert scale item for the exploration of the impact of blended learning during this pandemic. Three open-ended questions are set to elicit the opinions of the participants, all of whom have an EFL background, especially EFL teachers. This paper examines the impact of blended learning on EFL teachers in Bangladesh during this pandemic. The finding of the research helps overcome the ongoing critical situation, which Bangladesh is struggling with in her education sector.

| KEYWORDS

Blended learning, Bangladeshi EFL teachers, Pedagogical performance, Covid-19 pandemic

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### 1. Introduction

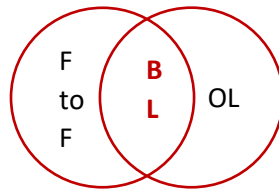
English language learning and acquisition depend on the in-depth knowledge of different aspects of grammar, vocabulary, orthography, and the grasping of different skills, like the improvement of verbal and written forms of the English language. Achieving skills in the four modules (Listening, speaking, reading, and writing) of the English language. The quality of learning and teaching depends on the methods (communicative approach, task-based learning, traditional approach, student-centered approach, teacher-centered approach, etc) that the teachers are adopting for teaching. Even the methods like interactional, structural, and functional methods play a vital role for assessing the pedagogical performance of an EFL teacher. These factors are considered important for achieving pedagogical performance in usual time. But the situation is unusual now. This is the situation of COVID-19 when all the basic factors, such as socio-economic, political, educational, etc, are being severely affected (Tabassum et al., 2021). In this situation, like all other countries, Bangladesh has accelerated the trend of learning termed as blended learning. Blended learning is a type of e-learning with a mixture of traditional learning, which Bangladesh is trying to catch up with, as a standard internet connection is required here (Hossain, 2013). Moreover, this blended learning has some limitations too (Weinhandl et al., 2020). Gokdas & Kayri (2005) added that distance learning faces many obstacles. At the same time, it has some benefits as well (Al-Husban, 2020; Seage & Türegün, 2020). A recent study in India has shown different plus and minus aspects to the implementation of e-learning (Arora & Srinivasan, 2020).

We find numerous works on the negative and positive sides of online learning/ blended learning, but there are very few studies on the impact of blended learning on the pedagogical performance of EFL teachers. But the role of blended learning on Bangladeshi EFL teachers' pedagogical performance in this specific time of the COVID-19 pandemic is rare or not found. This paper aims to explore the impact of this critical situation.

## 2. Literature Review

Blended (mixed) Learning = face to face (f to f) + online learning (Osguthorp & Graham 2003). In the past, classes used to be conducted on campus or face-to-face, but with the invention of technology, classes are being conducted with the use of electronic devices. Technology refers to a combination of processes, techniques, and skills used in making a service easier through scientific investigation (Tomei, 2005). There are different technological devices in different fields. Usually, the devices used in this field are the internet, computers, smartphones, laptops, and tablets (Sheerah, 2020). These devices are used for distance learning in education. The use of technology in teaching, especially in language teaching, is becoming popular day by day. In essence, teachers and students are getting education facilities while staying at home. The current world is going through a disastrous situation of the COVID-19 pandemic, where people cannot come into contact with one another. In this situation, blended learning might be a convenient option for teaching. The use of technology in education is termed as educational technology, which is now used not only for distance learning but also in face-to-face (f to f) classes (in most cases, EFL classes) for making the class more fruitful and effective (Bauer & Kenton, 2005). Online class is one of the main parts of Blended Learning (BL). This online class or distant learning is not possible without using technology like the internet, a computer, and other relevant devices. In the 1950s, the United States of America first used technology (computers) in education (Tencere, 2018). With the spread of lower-cost, smaller computers in the 1960s-1970s, the journey of BL started in the field of education (Bernstein & Franco, 1996). With the passage of time, EFL teachers started using computers for teaching the English language, and they found that teaching a language using technology is more effective as learning sounds needs audio-visual materials. And the online line teaching with on-campus teaching in ELT has been used diversely in the 21<sup>st</sup> century all over the world and has become central to language practice (Graddol, 2000). Bangladesh is not an exception in this regard. Bangladeshi teachers, including English language teachers, started this type of distance teaching-learning almost at the same time. But the necessity of blended learning is badly realised in this horrific situation of COVID-19, because as an overpopulated country, it is not possible to conduct all the classes on campus. As for EFL teachers, blended learning brings the same issues. Before moving further into the issues, we need a clear definition of blended learning from different literature.

Blended learning means a mixture of online and in-person classes for the betterment of pedagogical performance. JOKSiMOvić et al. (2015) add blended learning or hybrid learning, along with pedagogical benefits and shortcomings, which refers to the convergence of technological devices with physical teaching-learning. In line with this definition, Rahim (2019) says blended learning incorporates a replacement of traditional methods with a technology-based approach of language teaching and learning. Similarly, Zhang & Zhu (2018) suggest blended learning helps encourage, inspire, and create a flexible teaching and learning environment, though it is very difficult to produce an appropriate learning context for all. This means an integration of the traditional approach with the technological approach of education in the field of English language learning. In connection with Zhu, Dziuban et al. (2018) also suggested it is a double component, integrated with in-person class and technology-generated platforms. As it is a mixture of traditional and technological methods, it also combines analogue and digital spaces for EFL teachers. In essence, BL associates the existing education system with new technological education practice. We can conclude the definition of blended learning with the Venn diagram and words of Albiladi & Alshareef (2019), who suggested blended learning as a creative idea of an accomplished system for linking important fields of education, like educational technology, teaching approach, and online teaching and learning platforms.



Blended learning environment: F to F = Face to face, BL= Blended learning, OL= Online (Albiladi & Alshareef 2019),

This is a signpost of establishing a new trend of the education system directed to restructuring a new mindset in future education, particularly in EFL education, and at present, the prime cause of speeding up this trend is nothing but the COVID-19 pandemic (Rahim, 2019). Such is the idea about blended learning we find from different literature reviews, which initially has a role in pedagogical performance and ultimately in the pedagogical performance of Bangladeshi EFL teachers in the COVID-19 pandemic.

For the development of the pedagogical performance of teachers, every day, different methods and techniques are invented and applied. With the rapid development of technology, different technology-based approaches to education have been introduced in second language learning. Blended learning is a form of it from the womb of traditional learning, where Computer Assisted Language Learning (CALL) and Mobile Assisted Language Learning are on the driving seat now (Rahim, 2019). The whole process of online learning has been accelerated in this pandemic, mostly in a developing country like Bangladesh. In fact, this blended learning plays the role of self-motivation for learners' own learning techniques. It is a flexible platform for both students and teachers. It is an anywhere and anytime pedagogical process (Ghazizadeh & Fatemipour, 2017). In connection, Oweis (2018) found that blended learning impacts teachers' pedagogical performances by affecting students' learning performances authentically as well as providing much time and space inside and outside of the classroom, which is termed as pedagogical flexibility. Like the contribution to EFL teachers' pedagogical performance, it endorses the second language learning students' learning performance as well. EFL students get self-motivation for learning, which increases their learning performance. This performance helps contribute to their academic achievements (Akbarov, Gönen & Aydoğan, 2018). *Accordingly, using a blended learning approach, learners evaluate their educational experiences* (Dziuban & Graham, et al, 2018). However, this technology-based blended learning is effective in EFL education settings, as this method of teaching is growing faster because, in this pandemic, only on-campus classes can be the root cause of the rapid spreading of COVID-19 among people. This is a view for all EFL teachers' pedagogical performance, which can also be applicable for Bangladeshi EFL teachers, as the criteria are almost the same for the pedagogical performance of EFL teachers. We can now review some literature as to how the pandemic affects the settings of blended learning for pedagogical performance of overall EFL teachers in a broader sense and specifically in the context for Bangladesh.

In order to protect the people of Bangladesh, the government of the country imposed a "lockdown" throughout the nation from 23 March to 30 May 2020. Since then, the educational institutions have been closed till now, with the exception of opening educational institutions for taking exams, but now it is fully closed as the COVID-19 situation is deteriorating. This is a threat for the pedagogical activities of a country. Keeping this consideration in mind, some teachers, especially EFL teachers (in Bangladesh, most of the learners go for private tuition to learn English), started taking distant classes using Zoom app, Google Meet, and Cloud Meet. But they found difficulty in taking the assessment. Then some of them started taking exams, physically maintaining social distance. Such is the acceleration of blended learning in Bangladesh in this COVID-19 pandemic. Let us see some other overall comments on this topic of discussion.

Faieza (2020) suggested taking short exams, online quizzes, and assignments using the internet in a virtual classroom in Bangladesh during this pandemic. She also suggested arranging training, organizing awareness seminars and programmes for making teachers and students understand the necessity of blended learning in this unusual situation of the pandemic in Bangladesh to develop pedagogical performance.

Harrell & Harris (2006) identified that blended learning has achieved student satisfaction as they have more time for other activities. On the other hand, it also secured overall teachers' satisfaction and positive feedback.

Ara & Mahmud (2021) found that in this pandemic, Bangladesh is struggling in their education sector. They showed that poor internet connection, unstable electricity supply, teachers' reluctance, inadequacy of internet-based tools, lack of training for operating technology, etc, are the barriers to improving pedagogical performance of Bangladeshi EFL teachers in the COVID-19 pandemic. They also showed that blended learning is one of the best options for facing the ongoing situation in the field of pedagogy in Bangladesh.

Davies et al. (2020) stated that in respect of English language assessment, a problem of plagiarism may arise while submitting an assessment, which is termed as Academic dishonesty by Turnbull et al. (2021), but to solve this problem of academic dishonesty, Davies et al. (2020) suggest using Turnitin and PeerMark.

Neumeier (2005) stated that "the most important aim of a Blended Learning design is to find the most effective and efficient combination of the two modes of learning for the individual learning subjects, contexts and objectives." (p. 164). This mode of learning helps develop the four skills of a language learner. When a learner continues with blended learning other than merely face-to-face or merely online, his/her reading, writing, speaking, and listening abilities can be improved (Adas & Bakir, 2013; Grgurovic, 2011; Ghazizadeh & Fatemipour, 2017; Shih, 2010). To show evidence, Ghazizadeh & Fatemipour (2017) experimented among sixty Iranian intermediate students, where they randomly assigned them to two groups: one was an experimental group, who were given classroom instructions and blended learning aimed to test reading proficiency, and the other was a control group, who were taught the traditional method for teaching English. They were examined before and after the experiment by comparing two groups using a t-test, where it was found that the use of blended learning was significantly positive in reading skills. In the same way, Adas and Bakir (2013) arranged an experiment for exploring writing capability with another sixty Palestinian students, where they divided them into two groups, as discussed before. When the teaching period was over, it was found that the skill of the blended group people was better in writing. The research asserts that blended learning improves writing English paragraphs, punctuation, and spelling of vocabulary. Likewise, Grgurovic (2011) examined BL in an ESL context in the same way as Neumeier's (2005). The study showed the way blended learning is used in EFL classes and how on-campus class is integrated with online classes. The research was conducted in the USA for identify the effectiveness of blended learning in speaking and listening classes. The study was conducted among nineteen EFL students and one EFL teacher. To explore the effectiveness of this model, language class observation, student survey, and teacher interview were applied. The result came as positive. In connection with this study, Albilad & Alshareef (2019) also suggested that blended learning has a positive effect on both EFL students and teachers.

Such is the literature review on the role of blended learning on EFL students and teachers' pedagogical performance all over the world, including Bangladesh. Basically, EFL teachers' pedagogical performance is almost the same all over the world, as the characteristics of blended learning are almost the same, with the exception of the availability of technological support. Now we will go for searching the real scenario from Bangladeshi EFL teachers' context in this COVID-19 pandemic.

## **2.1 Aims/Rationale**

Blended learning is a mixed method of learning where traditional face-to-face learning is combined with a virtual mode of learning (Finn & Buckeri, 2004; Garrison & Kanuka, 2004). Traditional physical learning was available before the 2020 pandemic. Now, the necessity of distance learning has been accelerated in this COVID-19 situation all over the world, including Bangladesh. Bangladesh is struggling most in her education sector because 69.31% learners suffer from poor internet connection and 19.13% of them from logistic support like technological devices (Tabassum et al., 2021). This insufficiency of technological support hinders the implementation of blended learning for all teachers, including EFL teachers in Bangladesh, in this disastrous situation. It is a demand of time to implement distant learning as it is enriched with so many benefits (Al-Husban, 2020; Seage & Türegün, 2020). On the other hand, it has so many limitations too (Weinhandl et al., 2020). There are many works on the merits and

demerits of blended learning. There are gaps to find out how EFL teachers help their students during this lockdown to improve their pedagogical performance in Bangladesh. My aim is to find out what role blended learning plays, especially in Bangladeshi EFL teachers, in this pandemic, to fill the gap.

## **2.2 Research Questions**

*What role does blended learning play in Bangladeshi EFL teachers' pedagogical performance in the COVID-19 pandemic: positive or negative?*

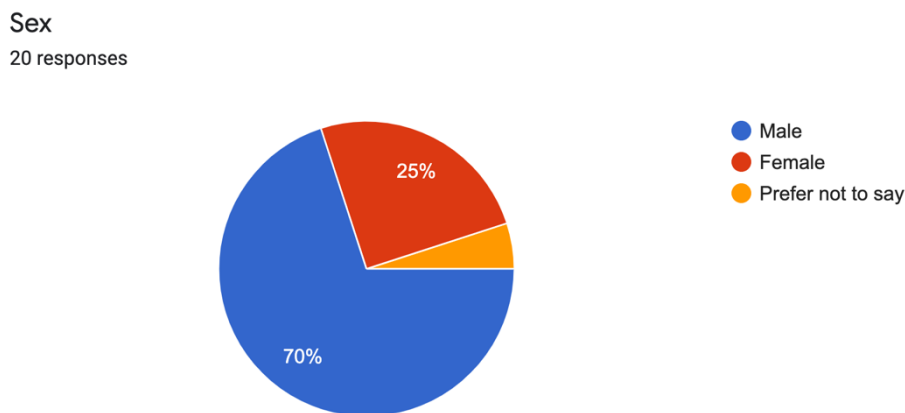
*What is the observation of Bangladeshi EFL teachers about the impact of blended learning in this pandemic?*

## **3. Method, Participants & Procedures**

Primary data was used in this study. Primary data refers to data which are collected from first-hand sources. Questionnaire, survey, experiment, and interview are the methods for collecting primary data. Participants were randomly approached from 20 different colleges in Bangladesh. The gender and age of the participants were not considered as affecting factors. A questionnaire (see appendix) was set for collecting teachers' and students' (participants) views about the impact of blended learning on Bangladeshi EFL teachers' pedagogical performance during this pandemic. The questionnaire used Likert Scale items. Data were collected using a Google form. The respondents answered on a scale from 1 (less) to 5 (more). It used six fixed items along with three open-ended questions. These are convenient for quantitative and qualitative analysis (Sugiyono, 2017). A five-point Likert Scale and three open-ended questions were applied together. The five-point Likert Scale refers to: 1. Strongly Disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly agree with relation to the impact of blended learning on Bangladeshi EFL teachers' pedagogical performance during COVID-19. It took approximately 10 minutes for each participant for complete the questionnaire. After data collection, responses were separately estimated for the Likert Scale items and the three open-ended questions for content analysis.

## **4. Data analysis & Results**

This chapter of the study has shown an analysis of the impact of blended learning on Bangladeshi EFL teachers' pedagogical performance in this disastrous situation. The respondents were EFL teachers of Bangladesh from different intermediate colleges of the country. The respondents, being EFL teachers, clearly understood the questionnaire. They almost perfectly answered the Likert Scale item and open-ended question with a little obscurity and heterogeneity of positive impact of the discussed topic, and a poor internet connection. In one item, some of the respondents say that blended learning plays a positive role for Bangladeshi EFL teachers in the pandemic. In another item, the same respondents opine that due to poor internet connection and insufficient technological support, blended learning shows a negative impact on the pedagogical performance. The cause of this obscurity becomes clear after the analysis of data and the findings.

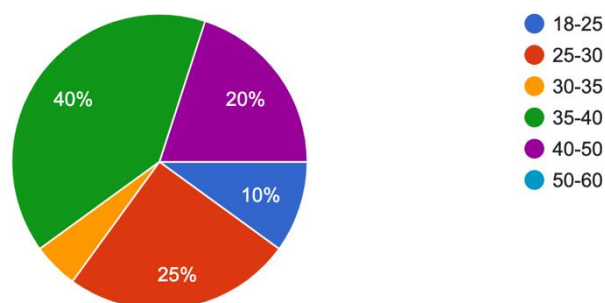


**Figure: 1**

Among the responses, we see 70% are male, 25% female, and 5% did not prefer to disclose their identity. Though the percentage of male and female participants does not matter much, I included this sex identification segment to show the active participation of EFL teachers in this pandemic. (See Figure 1).

#### Age

20 responses

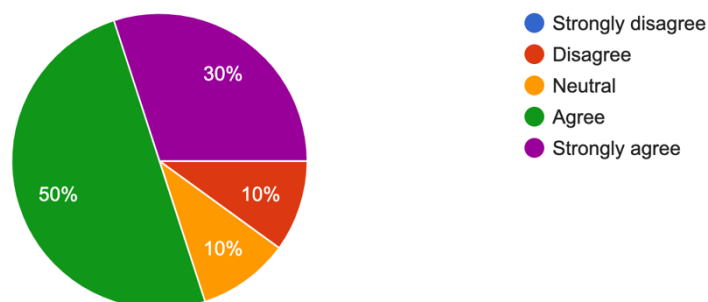


**Figure: 2**

Likewise, 40% of the total participants who participated in the online survey were mostly aged between 35 and 40. It is also seen that 25% of them were from the group of 25-30. Among the Bangladeshi EFL teachers, 20% were from the age group of 40-50, and 10% of them were from 50 to 60. Only 5% EFL teachers participated from the age group of 30-35. The age groups present us with the enthusiasm of using online class materials for taking virtual classes in line with traditional classes, because those who participated in this online class are mainly associated with technological devices. This proves that the more teacher takes part in blended classes, the more they affect the role of their pedagogical performance during COVID-19. This is because in the literature review chapter, we found that not all teachers take part in online classes in Bangladesh due to the insufficiency of technological knowledge. (See figure 2).

#### 1. Blended learning increases the quality of interaction between Bangladeshi EFL teachers and students.

20 responses



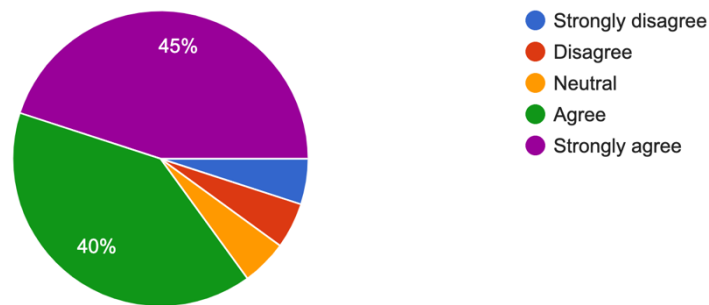
**Figure: 3**

The first section implies teaching implications, which show the impact of blended learning on the interaction between EFL teachers and students during this pandemic in Bangladesh. The data analysis is shown in a pie chart,

which depicts a favourable picture of the increasing quality of interaction between teachers and students. 50% of the total participants agree with the statement, and 30% strongly agree. Overall, 80% participants gave their consent with section one, and among the 20%, 10% are neutral and 10% disagreed, which matters a little. (See figure 3)

2. Blended learning introduces some technological devices which help developing four modules (Listening, speaking, reading and writing) of learning English in the covid-19 pandemic.

20 responses

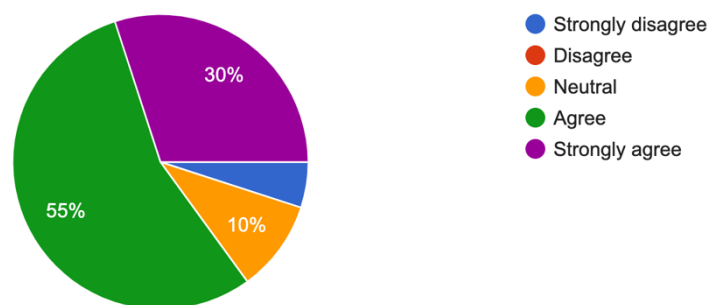


**Figure: 4**

Being technology-based education, EFL teachers mostly benefited from blended learning in Bangladesh because blended learning introduces internet, computers, smartphones, and some other audio-visual devices, which are useful for learning the accent of speaking and listening. Other devices help get materials for reading and writing practice, Albilad & Alshareef (2019). Keeping these considerations in mind, participants accepted the opinion, and 45% of them consented strongly agree, 40% only agree, 15% gave consent in 5% ratio respectively strongly disagree, disagree, and neutral. Thus, the report goes in favour of the statement. (See figure 4).

3. Blended learning keeps running the wheel of education in the covid-19 situation by both EFL teachers and students.

20 responses

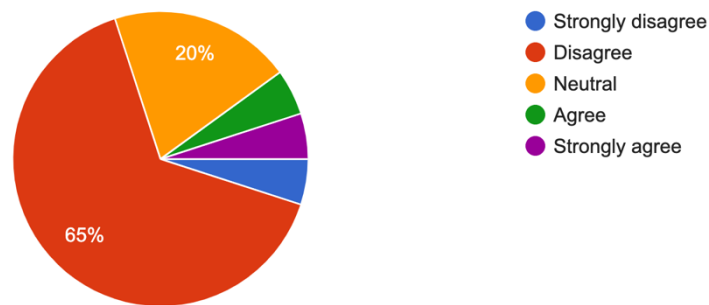


**Figure: 5**

If there were no online learning method, the education system would collapse in this pandemic. In connection with the view, the above opinion was set where we see that 55% agreed and 30% strongly agreed. On the other hand, there was no disagreement, 5% strongly disagreed, and the rest of the 10% neutral. It indicates blended learning helps improve pedagogical performance in Bangladesh during COVID-19. Here, the wheel of education means pedagogical performance. (See figure 5)

4. There are available alternative options easier than blended learning for Bangladeshi EFL teachers to perform in teaching in this pandemic.

20 responses

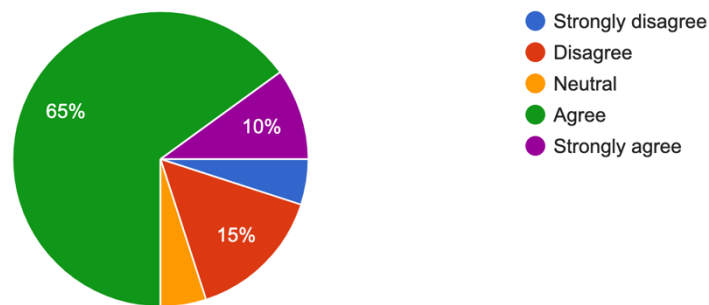


**Figure: 6**

This section was thrown to the participants to get their opinions on whether there are any other convenient ways of keeping EFL teachers' pedagogical performance active in this pandemic, other than blended learning. 65% disagreed and 5% strongly agreed, while 20% were neutral, and the rest of the 15% showed the other three opinions 5%. It implies another positive sign for EFL teachers in Bangladesh to retain their pedagogical performance in this pandemic (See figure 6).

5. In the field of EFL, this trend of Blended Learning will be more popular even after the disaster is over in Bangladesh.

20 responses



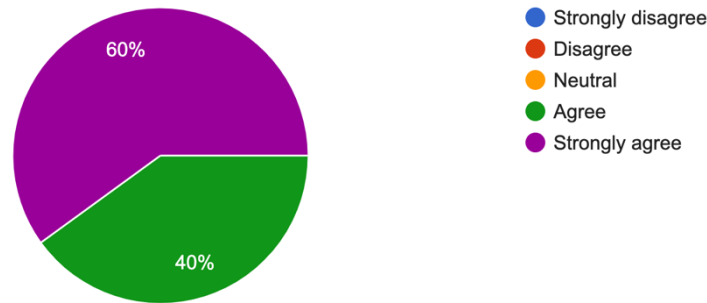
**Figure: 7**

It was a question for getting their opinions on the sustainability after the pandemic. This Likert scale was set because if blended learning retains its popularity, it proves that it has a positive impact on the performance of EFL teachers in Bangladesh. However, the chart shows that 65% participants agreed with the scale and 10% strongly agreed, while 15% disagreed and 5% strongly disagreed, and another 5% were neutral. This is also a positive indicator for blended learning. (See figure 7).



6. Poor internet connection and unavailability of technological devices may hamper EFL teachers' pedagogical performance.

20 responses



**Figure: 8**

The precondition of blended learning is to provide technological support and the knowledge of using it. Here, the technological support is strong internet support and availability of technological devices, and the knowledge of using the devices. To know the practical picture of Bangladesh, this question was produced where 60% strongly agreed and 40% only agreed, while other participants were zero. Thus, everybody agreed with this shortcoming of blended learning for EFL teachers in Bangladesh. This shortcoming negatively impacts the pedagogical performance of Bangladeshi EFL teachers in this pandemic. (See figure 8).

**Table-1: Summary of Likert Scale items**

Item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Comments
1.	00	2	2	10	6	Positive impact
2.	1	1	1	8	9	Positive impact
3.	1	00	2	11	6	Positive impact
4.	1	13	4	1	1	Positive impact
5.	1	3	1	13	2	Positive impact
6.	00	00	00	8	12	Negative impact

The summary of the Likert Scale items shows two different findings. As we see from items 1 to 5, the participants opine positively that blended learning has a positive impact on the pedagogical performance of Bangladeshi EFL teachers during COVID-19. These first five items are directly associated with EFL pedagogical performance, and the first one has direct implications for teaching philosophy. Thus, this positive impact of directly associated items may bring positive findings for the research topic. But item number 6 shows a negative impact on the pedagogical performance due to the poor internet connection and insufficient availability of technological devices, which do not play a direct role in the pedagogical performance of EFL teachers. But without technological devices and sufficient knowledge of them, it is not possible to implement blended learning. Here lies the complication. Now, we may

move to analyse the three open-ended questions and then the 'Results and Discussion' chapter for find a reliable solution.

'Blended learning positively impacts Bangladeshi EFL teachers' pedagogical performance in the disaster of Covid - 19. Could you please give some examples of positive impacts?" is the first open-ended question where 90% answered positively and 10% did not provide any answer, but said 'no'. I can quote some lines for your understanding. One of the participants argued that he became frustrated at the beginning of the pandemic, but when he started talking in a blended class, his frustration was removed, and he found it more effective for teaching the listening and reading module, sharing the screen. Some others commented that he could manage to invite teachers from native speakers very easily. This trend of teaching lightened his load, and he himself came to learn something new from him. Another participant asserted that he can now easily collect his materials and can distribute them very conveniently with a single click. I will conclude this item of first open ended question and move on to the next with this direct quote taken from one of the participants "a) It helps keep teaching running during the pandemic period; (b) We can assess our classes in a better way using blended learning; (c) It is easy to reach and assess the students at our convenient time."

The second question was "Blended learning negatively impacts Bangladeshi EFL teachers' pedagogical performance in the disaster of Covid-19. Could you please give some examples of negative impacts? If you do not find any negative impact, please say no." In this section, approximately 60% of the total participants answered 'no'. It means they found no negative impacts of blended learning on Bangladeshi EFL teachers during COVID-19. And the other 40% who produced some negative impacts are not directly related to the pedagogical performance of Bangladeshi EFL teachers, but rather some technological, social, cultural, and economic deficiencies that might indirectly affect it. The comments are like these: 1. Poor internet connection. 2. Students' addiction to the internet. 3. Prolonged culture of teaching. 4. Transparency of examination. 5. Difficult to ensure full student attention. 6. Students' inability to buy technological devices. One of the participants opines, "Negative impact is that children are now using the internet frequently, and it is difficult for the guardians to take care of their kids while they are learning or playing games or so on." These two questions were set to extract overall positive and negative impacts, and the last question was set to have their own experiences regarding the impact of blended learning on Bangladeshi EFL teachers during COVID-19.

Is there anything that you would like to share with regard to your teaching experience during the pandemic?

Though the field of this question was not required, 95% of the total respondents shared their experiences. Most of them are teaching in a blended way. Most of them showed their satisfaction with blended learning, but a few of them also gave some negative comments. They are as follows. Someone says it differently, but it is enjoyable. Some say they are taking an EFL class using Zoom, Google Meet, cloud meet, etc, but sometimes they are taking the pain for a poor internet connection. Some of them say the students from rural areas are reluctant to take part in online classes. Conversely, some other participants say that students are attending class from rural areas of the country, staying at home, which is very positive. For your understanding, I add a direct quotation from one of the participants. "(a) I conducted classes on Zoom and Google meet; (b) I supplied recorded and other materials to the students using Google Classroom, Facebook and emails; (c) I nicely conducted tests and assessments using Google Forms; (d) I record the attendance of the students using Google Forms, and share the attendance status with the students using Google Sheet; (e) I also use the online platform for blended teaching."

#### **4.1 Discussion**

The designed topic aims to find out the role of blended learning on Bangladeshi EFL teachers' pedagogical performance in the COVID-19 pandemic. There are very few publications on this topic in the related area, as COVID-19 is a recent disastrous situation. To continue the education system in this situation, new techniques for education are being adopted. Blended learning is one of the effective modes. To identify our findings, we tried to show a relationship between language pedagogy and the ongoing situation. Then, a relationship of the role of blended learning on this language pedagogical achievement during this pandemic. In the 1950s, with the use of computers

in America, the journey of blended learning started (Tencere, 2018). But the use was limited before COVID-19. The recent pandemic has brought a radical change in the field of blended learning, as only on-campus learning is not possible now. The whole world has adopted the method of blended learning in this pandemic, and it has brought an overnight change in the field of education all over the world. Bangladesh is not an exception. This is the role of COVID-19 in overall educational change. And the change it has brought in English language pedagogy in Bangladesh through blended learning is as follows. There are three principal views for language pedagogy: (1) Interactive, (2) Structural, and (3) Functional. All three views got positive results for the implementation of blended learning in Bangladesh, as found from the response to the questionnaire. In the questionnaire, item 1 asked whether blended learning enhances the quality of interaction. 80% of the total participants answered positively. Interactive view is a very effective pattern for English language teaching and learning. It has been effective since the 1980s (Richards & Rodgers, 2001). As to the structural view, almost all participants showed their positive approaches in an open-ended question. They opined that using technological devices in the classroom is convenient for teaching grammar and vocabulary. They argued that in online classes, technology supports the sharing of materials. There are some apps for teaching vocabulary and grammar. Some of them also said that for taking examinations and assessments, Google Forms and some other apps are very convenient. Many of them also suggested that through online classes, students from different corners of the world can participate in the class, where they can be in touch with native speakers. Sometimes, a guest speaker from an English-speaking country takes the class, where the oral approach and situational language learning become more effective. For situational teaching of functional method, this is a good medium (blended learning) for language learning, they asserted. Aside from these, in respect of the popularity of blended learning even after the pandemic, getting in touch with technological devices, keeping rolling the wheel of education and finding less alternative option other than blended learning, there is almost universal consensus that blended learning plays a very positive role in this pandemic on Bangladeshi EFL teachers. But they found poor internet connection and insufficiency of technological devices are the barriers to implementing blended learning. As we see, these barriers are not directly related to the EFL teachers' pedagogical performance. Bangladesh government should take necessary steps to ensure standard internet service and give a subsidy for making technological devices available for all to survive the education of Bangladesh in this critical situation. If the government can ensure this minor indirect shortcoming for the implementation of blended learning, *Blended Learning can play a very positive role in the pedagogical performance of Bangladeshi EFL teachers in the COVID-19 pandemic.*

#### ***4.2 Implications***

Before COVID-19, there were no online classes in my working station, Dhaka College. But with the inception of coronavirus in 2020, all educational activities stopped due to the declaration of government closure (Moralista & Oducado, 2020). After a few days, it was felt that education was coming to a standstill, which is detrimental to a nation. Then, a decision was taken to initiate an online class in our institution. I started taking classes using the Zoom app, where I found that almost all the facilities of face-to-face are available in online classes, with some extra advantages. Among the extra advantages, it is found that the class size is almost unlimited, where I can mute all the students. Thus, the class is totally under control and noise-free. Due to the advantage of screen share, I can share all the materials with a single click, which is really helpful for an English language learning class. Audio-visual presentation helps learning a language appropriately. I can write, highlight, and draw pictures for help the students understand the critical topic of phonetics. I can arrange peer work and group work in the breakout room, which is very helpful for the implementation of learner-centred education for EFL students. I can show them video clips of how the native speakers speak in a particular situation, which is considered practical learning. Among these advantages, I found that some students do not participate in the online class due to a slow internet connection and not having a smartphone. I also found that some senior teachers are reluctant to take online classes due to their insufficient knowledge of technology. Hossain (2013) showed that 18% teachers have a lack of technical knowledge, and 20% service is hampered due to an insufficient power supply. By the way, another problem was found in taking the examination. Because a proper assessment was not implemented in using technology that is suitable for our education system. Then, on campus, an assessment system was implemented in a traditional approach. This is the acceleration of blended learning on our campus. However, students who did not have a standard Wi-Fi connection started using mobile data. In the meantime, the reluctant senior teachers came to learn how to operate technology

for taking a blended class. It proves the saying that necessity is the mother of invention. Now, in our institution, blended learning is going on fairly well as there is no better option other than blended learning in this COVID-19 pandemic. Thus, blended learning practically proves its positive impact on EFL teachers in Bangladesh during COVID-19.

## 5. Conclusion

All in all, blended learning is in demand for the time. While people are in touch with one another, there is a rare alternative option other than this mixed method of learning for the survival of pedagogy all over the world, and as a developing country, it is the best solution for Bangladesh. Moreover, blended learning not only helps improve English listening, writing, speaking, and reading but also develops technological literacy, which is very essential for EFL teachers and students to keep pace with the competitive world. It provides learning English in a variety of contexts and gives the opportunity for peer interaction in the classroom (Sheerah, 2020). For example, through this mode of learning, teachers get the opportunity to utilize e-learning synchronous and asynchronous communication technologies for listening and speaking in English. On the one hand, it removes the inconvenience of the huge class size of traditional classes in Bangladesh; on the other hand, it removes the inconvenience of online classes through face-to-face classes. In Bangladesh, not all students get the opportunity to attend a class of a fluent speaker, but due to blended learning, they are getting the chance to attend a class of a fluent native speaker. Other than that, it provides an opportunity to have a recording of a missed class. The only negative side is that 19.13% learners are still suffering from technological support (Tabassum et al., 2021). Now, we can conclude by saying that in most cases, blended learning plays a positive role in Bangladeshi EFL teachers' pedagogical performance in the COVID-19 pandemic. If the government can mitigate this 19.13% technological deficiency, the role of blended learning on Bangladeshi EFL teachers' pedagogical performance in the COVID-19 pandemic will be very positive.

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## Appendix-1

Questionnaire  
approximately 10 minutes to complete.

The survey will take

Title of the Portfolio:

Role of Blended Learning on Bangladeshi EFL Teachers' Pedagogical Performance in The Covid-19 Pandemic.

Sex:

Male:

Female:

Prefer not to say:

Other:

Age

18-25 years

25-30 years

30-35 years

35-40 years

40-50 years

50-60 years

Other:

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.Blended learning increases the quality of interaction between Bangladeshi EFL teachers and students.					
2.Blended learning introduces some technological devices which help developing four modules (Listening, speaking, reading and writing) of learning English in the covid-19 pandemic.					
3.Blended learning keeps running the wheel of education in the covid-19 situation by both EFL teachers and students.					
4. There are available alternative options easier than blended learning for Bangladeshi EFL teachers to perform in teaching in this pandemic.					
5.In the field of EFL, this trend of Blended Learning will be more popular even after the disaster is over in Bangladesh.					
6.Poor internet connection and unavailability of technological devices may hamper EFL teachers' pedagogical performance.					
Blended learning positively impacts on Bangladeshi EFL teachers' pedagogical performance in this disaster of Covid-19. Could you please give some examples of positive impacts? Required*					

Blended learning negatively impacts on Bangladeshi EFL teachers' pedagogical performance in this disaster of Covid-19. Could you please give some examples of negative impacts? If you do not find any negative impact, please say no. Required\*

Is there anything that you would like to share with regard to your teaching experience during the pandemic?