

**BLENDED LEARNING IN ENGLISH LANGUAGE CLASSROOMS IN BUSOGA: A
CASE STUDY OF HOLYCROSS LAKE VIEW SECONDARY SCHOOL**

BALUKA MARGARET VIRGINIA

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DECLARATION:

I **BALUKA MARGARET VIRGINIA** declare that this research report is my original work and is submitted for the award of the degree of bachelor of education of language and literature of Busitema University.

Signature.....*CBM*.....Date.....*12th, august, 2024*.....

ENDORSEMENT BY THE SUPERVISOR:

This research report has been prepared under my supervision upon appointment by Busitema University.

Signature.....

Date.....12/08/2024.....

DR. TENDO SHIRA NAMAGERO

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ABSTRACT

This research report examines the effectiveness of blended learning approaches in English language classrooms. The study employs a mixed-methods approach of qualitative analysis of student performance with qualitative insights from instructor and student interviews. The qualitative component delves into the experiences and perceptions of instructors and students regarding blended learning as a mode of instruction in the contemporary English Language classroom. Findings suggest that blended learning offers flexibility catering to diverse learning styles and preferences. Moreover, both instructors and students express a preference for a blended approach that integrates synchronous sessions with asynchronous components for optimal learning outcomes.

The conditions brought by covid-19 pandemic changed habits of the world including the education sector in Uganda. There are many obstacles of implementing blended learning in schools with low economic abilities for both learners and educators and yet, the method of instruction and learning has proven to be of much importance to all stakeholders in the education sector. This study aims to see the benefits and problems that arise in applying asynchronous learning in English language classrooms.

CHAPTER ONE

INTRODUCTION

This chapter looks at the introduction to blended learning, detailing background to the study, the problem statement, purpose, objectives, structure of the study and significance.

INTRODUCTION TO THE STUDY

Blended learning refers to a pedagogical approach that combines traditional face-to-face instruction with online or digital learning activities to enhance language acquisition and proficiency (Albiladi & Alshareef, 2019). It offers a flexible and interactive approach to language learning, combining the benefits of traditional instruction with the advantages of online learning resources and technologies. It fosters student engagement, promotes independent learning and accommodates diverse learning styles, ultimately enhancing language acquisition and proficiency.

In the past decade online learning has become an increasingly important component of education across the globe and during the same period, teachers in physical schools have increased their use of Internet-based content and resources in their classrooms, sometimes offering to teach students using technological components like computers, projectors, zoom, Skype and the electronic whiteboard (Watson, 2008). This evolution has often been driven by a small number of tech-savvy teachers and technology coordinators seeking new ways to provide enriching content and to extend learning beyond the walls of the school and the confines of the school day. These efforts are usually not a formal stand-alone program or school, and often build on the computer-based instructional materials that pre-date widespread adoption of the Internet (Tamalika, 2020). However, the spread of the Internet has greatly increased the quality of digital classroom resources and has spurred the creation of programs that blend online learning and face-to-face instruction, hence the coinage of the term *blended learning*.

In Africa, blended learning; a combination of online/distant learning and adoption of Internet and digital aspects in the classroom have majorly been pedagogical approaches found active in colleges and universities where students have the capacity and potential to own devices and access the internet. Secondary schools and primary schools have grappled with poor funding and lack of funds to facilitate the approach (Burgess, 2008; Baharun & Porter, 2009). However, with

the coming of covid-19, many governments adopted online-learning and distant-learning where education was eased with students attending classes from the comforts of their homesteads.

In Uganda, the government implemented televised lessons, with audio lessons on radio while online lessons and classrooms also became common. Parents were made aware of the move. This means that the pandemic was a blessing in disguise for the country as the modern approaches to education have remained part and parcel of the country's education sector. Other than this, the new lower secondary level curriculum in the country has also incorporated blended learning as one of the approaches, with all subjects having ICT learning sessions and activities.

Though online learning programs will continue to grow, it seems likely that the percentage of the Blending Learning: The Convergence of Online and Face-to-Face Education student population seeking a fully distance-based education will remain relatively low (although likely much higher than the percentage of students now in fully online programs, given current growth of these schools) (Khan, et al., 2012). However, online learning can be either distance learning or blended learning, with both supported by a new, robust instructional approach that takes advantage of the best elements of both settings (Tamalika, 2020). The advent of learning that combines online and face-to-face delivery is not merely a theory - it is already being developed and implemented by schools throughout the country and the world, and in some cases has been underway for several years. While some persons call this method of teaching "blended," others call it "hybrid," and others don't bother naming it, they're just implementing an approach that they believe is helping their students.

Blended learning has evolved in response to advances in technology, changes in pedagogical practices, and the growing demand for flexible and personalized learning experiences. Today, blended learning continues to play a vital role in the education, offering students a balanced approach that combines the benefits of traditional classroom instruction with flexibility of online learning.

PROBLEM STATEMENT

Ideally, schools should adopt blended learning. Teachers should avail their learners with language materials such as videos, audio recordings, in the computer laboratories, avail them with group activities to make them actively interact with each other availing them with balanced approach. However, the reality is that many schools and teachers do not embrace blended learning because of various reasons such as;

Strategic location of the school: Infrastructure and technological limitations .Some schools may lack the necessary technological infrastructure and the resources to support asynchronous and blended learning, such as well-equipped computer laboratories, and reliable internet access for all learners.

Teacher training and support: teachers may require additional training and support to effectively implement blended learning strategies without proper training; they may feel uncomfortable or unprepared to transition to this model.

Equity concerns: Blended learning models may exacerbate existing inequalities among students particularly those from disadvantaged backgrounds who may lack access to necessary resources or support outside the traditional classroom setting.

Traditional educational culture: Many educators and administrators are accustomed to traditional, in-person teaching methods and may be resistant to change due to concerns about maintaining academic standards or perceived effectiveness of traditional teaching approaches. With all the issues raised above, this study is aimed at assessing the levels of blended in O' level secondary schools in Busoga with Holy Cross Lake View Secondary School as a case study.

PURPOSE OF THE STUDY

The purpose of the study is to investigate how teachers utilize asynchronous and blended learning in their English language classroom.

AIMS OF THE STUDY

The study aims to explore the strategies and techniques employed by teachers to enhance blended learning in their English language classroom.

The study further seeks to examine the impact of blended learning on the learners in an English language classroom.

By gaining insights into the practices and outcomes of using this approach, the study aims to contribute to the existing literature on and blended learning.

OBJECTIVE OF THE STUDY

To investigate the strategies and techniques used by teachers in implementing blended learning in English language classrooms.

To examine the impact of blended learning on the learners in an English classroom.

To assess the teachers perception about the use of blended-learning activities in English language classroom

RESEARCH QUESTIONS

1. What are the strategies and techniques employed by teachers to enhance blended learning in their English language classroom?
2. What is impact of blended learning on the learners in an English language classroom?
3. What is the perception of teachers about the use of blended-learning activities in English language classroom?

SIGNIFICANCE OF THE STUDY

This study holds several significances which include;

Contribution to the pedagogy; the findings of this study will contribute to the existing literature on effective teaching methods in O' level English language classrooms. By examining the strategies and techniques used by teachers in utilizing blended learning approach, the study will

provide insights into innovative teaching practices that can enhance student's engagement and understanding of English language.

Enhancing student learning outcomes; Understanding the impact of blended learning approach on student's understanding, critical thinking skills, and personal connection with the English language reading materials they read will help policy makers and educators in designing curriculum and instructional approaches that promote deeper learning and student engagement.

Integration of technology in the classroom: Investigating the benefits and challenges of incorporating technology to support blended learning effectively will inform educators and policy makers about the potential digital tools and platforms in enhancing student engagement and collaboration in O level English language classroom.

Teacher professional development; by exploring the role of teacher facilitation in implementing blended learning effectively, the study will provide guidance and recommendations for professional development programs aimed at improving teachers instructional practices and pedagogical skills.

HOW THE REPORT IS STRUCTURED:

SCOPE OF THE STUDY:

Geographical scope:

The geographical scope locates the place of the study therefore explains the extent to which the research area will be explored in the work and specifies the parameters within which the study will be operating. The study is a case study, focusing on Holy Cross Lake View Secondary school, located in Wanyange—Jinja.

Population scope:

The population scope entails the number of students in O' level at Holy Cross Lake View Secondary. It has an Ordinary Level population of 1106 but the sample size is 30 students. Two subject teachers were interviewed alongside their students.

Content scope:

The content includes the operational definitions of the study variable and identifies the depth of the study it identifies the range of materials of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter focused on related studies conducted on blended learning, giving detailed definition, application, advantages and disadvantages of blended learning.

REVIEW OF RELATED LITERATURE

Definition of Blended-Learning:

As online learning has been more and more popularized, the integration of traditional face-to-face learning with online learning seems to be inevitable. Therefore, blended learning is fast developing and becoming the main learning mode in recent years. However, the first question that will come to our minds is what blended learning is. This is a section that will give answers to this question according to the available literature.

Starting from the 21st century, blended learning began to develop into a fast model, including the definition of the term blended learning; a combination of face-to-face and online instruction, is seen as one of the most important advancements of this century and a natural evolution of the learning agenda (Thorne,2003) although Gizer and Caner (2014) have identified 2003-2006 as the "definition period" of blended learning, the author of this dissertation believes that the "definition period" of blended learning, this research report asserts that blended-learning actually began in 2001.

The definitions of blended learning in the 21st century are as follows;

Colis and Mooney (2001): Blended learning is a hybrid of traditional face-to-face and online learning so that instruction occurs both in the classroom and online, and here the online component becomes a natural extension of traditional classroom learning.

Singh and Reed (2001): Blended learning can be described as a learning program where more than one delivery mode is being used with the objective of optimizing the learning outcomes and cost of program delivery.

Procter (2003): Blended learning is the effective combination of different modes of delivery, models of teaching and styles of learning.

Clark (2003): Blended learning is the use of two or more distinct methods of training.

Oliver and Trigwell (2005): Blended learning is a combination of media and tools employed in an e- learning environment or the combination of a number of pedagogical approaches.

Klink (2006): Blended learning is a thoughtful integration of classroom face to face learning experience with online learning experiences.

Graham (2006) - Blended learning is the combination of the instruction from two historically separate models of teaching and learning traditional face-to- face systems of distributed learning systems

Li (2007): Blended learning is the optimization selection and combination of all teaching elements which aim to achieve the teaching aims.

Garrison and Vaughan (2008): Blended learning is the organic integration of thoughtfully selected and complementary face-to-face and online approaches and technology.

Safraj (2013): Blended learning refers to a mixing of different learning environments in order to ensure that teaching and learning may go as smoothly as planned by the instructor.

Blended learning is one of the most used methods in education to promote active learning and enhance students learning outcomes. Although blended learning has existed for over a decade, there are still several challenges associated with it .For instance, teachers and students individual differences, such as their behaviors and attitudes, might impact their adoption of blended learning .These challenges are further exacerbated by the covid-19 pandemic, as schools and universities had to combine both online and offline courses to keep up with health regulations. This study conducts a systematic review of systematic reviews on blended learning based on PRISMA (Preferred Reporting Items for Systematic Reviews on Meta- Analysis). Guidelines, to identify blended learning trends, gaps and future directions. The obtained findings highlight that blended learning was mostly investigated in higher education and targeted students in the first place.

Additionally, most of the blended learning research is coming from developed countries, calling for cross- collaborations to facilitate blended learning adoption in developing countries in particular. Furthermore, a lack of ICT skills and infrastructure are the most encountered challenges by teachers, students and institutions. The findings of this study could facilitate the design and adoption of blended learning which is one of the possible solutions to face major health challenges, such as the covid-19 pandemic.

STRATEGIES AND TECHNIQUES EMPLOYED BY TEACHERS TO ENHANCE BLENDED LEARNING IN ENGLISH LANGUAGE CLASSROOMS

The use of technology based activities in the classroom is continually expanding and studies have shown that it facilitates students learning considerably. An approach that has been generally accepted as one that incorporates the best of both worlds is the blended approach that combined traditional classroom learning with computer-moderated instruction. Kerres and De witt (2003) suggest that there should be a balance between traditional elements and technology to ensure positive learning outcomes. However, the composition of the integration varies according to the individual context. Despite that there is a consensus that this approach should emphasize "learning by doing" that encourages students to become active participants in knowledge construction (Watson 2008, Graham 2006, Rooney 2003).

There are various strategies and techniques teachers employ to enhance blended learning in their classrooms:

In Gordon et al, (2024), blended learning is revealed to require teachers to use different types of instructional materials and strategies. While it may be tempting to stick to one's main textbook, a teacher needs more than that to provide a truly blended experience. Along with the textbooks, teachers have tried supplementing lessons with free resources from the Internet, online discussion groups, home-grown teaching resources, and test prep materials.

Previous studies reveal that contemporary classrooms and curriculums have both standard lessons and laboratory work for learning skills, where teachers have the opportunity to try a few extra things by incorporating technology (Gordon et al., 2024). Technology can be used in a few different ways, including to directly instruct your students, or to reinforce their learning with fun activities or exercises (Graham, 2006). For example, while teaching comprehension, a teacher

may opt to show the passage using a projector in order to enhance learners' reading skills, or download short videos related to the topic other than the previous rigid classroom where the teacher was the only source of information.

Graham (2006) further suggests another technique that teachers use during blended-learning sessions, which is the differentiated approach where students are grouped according to their instructional preferences within the classroom. It explains that, for example, when a group of students disdain the traditional method of instruction and prefer audio-visual projections, they may be put in a corner of the classroom to watch a few videos on the lesson being taught, while those who prefer pictorials may be provided with related pictures about the lesson. By the end of the lesson, the teacher is able to help all categories of learners at one go.

INSTRUCTIONAL USE AND BENEFITS OF BLENDED LEARNING

Blended learning is generally aligned with instructional needs of learners and allows them to have an access to latest sources of knowledge and best practices in instruction and pedagogy according to their pace and convenience (Working Group on Distance Education and Open Learning, 2002). (HP Development Company, 2016). Through their qualitative study, Garcia, Abrevo, and Calvillo (2014) explored perceptions of graduate students and the reasons of adopting blended instruction. The study demonstrated benefits of blended learning by asserting that "the hybrid model" allows for greater flexibility, social interaction and engagement among students, and deeper learning experiences.

Likewise Rosen and Stewart (2013) at Texas Educating Adults Management System described that blended learners performed better than those who attended a traditional classroom only, and also than those who had 50% plus of their contact hours in distance education mode.

Previous studies investigating the effectiveness of the blended learning approach have reported that it meets the educational needs of students such as enhancing flexibility and convenience, allowing the attainment of higher achievement and attitude levels, and imploring language learning skills as well as developing critical thinking skills (Lee and Chong, 2007 & Krupar, 2012)).

However, studies have reported on students' apprehension, anxiety and confusion when interacting with online materials (Burgess 2008, Baharun and Porter 2009). These experiences may happen when students do not have sufficient exposure to technological innovations in the classrooms.

Furthermore, ambiguous instructions and guidelines may cause students to become lost and disengaged. The mixed findings suggest that innovations involving technology should be integrated appropriately and effectively within classrooms in order to improve and maximize student's learning outcomes (Infinity Computer and Communication Company, 2013). This study posits that the incorporation of self-access online reinforcement exercises would have positive pedagogical impact on them.

TEACHERS' PERCEPTION ABOUT THE USE OF BLENDED-LEARNING ACTIVITIES IN SECONDARY SCHOOLS

Teachers utilizing blended learning creates an environment where learning is enhanced through the application of technological tools that students are accustomed to using outside of the classroom (Horn & Staker, 2015; Ssekakubo et al., 2013). This is where teachers use their professional expertise and experiences of what works combined with the appropriate technologies to strategically plan instruction to address the needs of all learners (Kieschnick, 2017; OET, 2017). The selection of the right digital tool or combination of tools to enhance the specific instructional strategy is essential to be effective and efficient in meeting the desired outcomes (Ssekakubo et al., 2013). As the learning goals change, strategies and tools are adjusted to best meet the learning needs of all students (Ssekakubo et al., 2013). Strategic planning enables teachers to understand why strategies and tools work or fail in achieving the learning goal (Kieschnick, 2017).

Researchers have indicated that blended learning environments hold real promise to enhance student learning and improve teacher pedagogy (Delialioglu, 2012; Wang 2011 & Muyinda et al, 2008). However, many researchers contend that much more could be done to understand how a Learner Management System (LMS) influences teaching and learning (Klobas & McGill, 2010; Ssekakubo et al., 2013). Delialioglu (2012) revealed that students were more engaged in meaningful learning with blended learning but believed further research is needed to investigate

instructor practices with technology and the impact on student engagement, teachers' daily tasks, and teaching practices in general. Similar conclusions were reached by AlAni (2013), in attempting to research effective teacher use of the learning management system MODEL.

Furthermore, Al-Busaidi and Al-Shihi (2012) investigated instructor satisfaction using a LMS, but clearly believed that more research is needed to understand the outcomes of using a LMS for the instructors and what are the factors for instructional satisfaction. Blanco and Ginovart (2012) recommended further research should be completed on using an LMS as an e-assessment tool. Blanco and Ginovart and Wang (2011) provided evidence that e-assessments serve as a positive method for formative assessment, but Blanco and Ginovart argued that continued work with e-assessment tools across various disciplines would deem useful.

KNOWLEDGE GAPS IN REVIEWED LITERATURE

Overall, researchers such as Al-Ani (2013), Blanco and Ginovart (2012), and Delialioglu (2012) believed the integration of technologies into teacher pedagogy directly impacts student learning. These same researchers conceded the need for further research into teacher practice and satisfaction, which will directly address the Minnesota district's problem of underutilization or lack of utilization of technologies and LMSs (Al-Ani, 2013; Blanco & Ginovart, 2012; Delialioglu, 2012). In conclusion, understanding what influences an instructor to assimilate technologies into his or her practice can serve as a model for greater Information and Communication Technologies (ICT) integration (Aguti & Fraser, 2006). That is why this study seeks to investigate the use of blended learning in Busoga, putting an emphasis on teachers' perception about the approach.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter presents the study area, population, sampling criteria, research tools and instruments used, data analysis procedures, validity and reliability of the methods used, ethical considerations and limitations to the study.

Study Area

The study was focused on the use of blended learning in Busoga sub-region, found in the Eastern part of Uganda. The emphasis was on secondary schools, with Holy Cross Lake View Secondary School as the case study. The school is located in Jinja City, in Wanyange, 5 kilometers away from Bugembe Town Council.

Study Population

The study population entails the total number of variables from which the sample target is selected. The study area has a total number of 1,418 students (636 boys and 782 girls). However, the researcher put emphasis on ordinary level of the school.

Sampling Criteria

The study was centered on the four classes of the lower secondary education. 30 students were selected to participate in study spanning the four classes. 15 of these were girls, while 15 were boys. The researcher also interviewed the subject teachers available on ground (two subject teachers). The researcher opted for the ordinary level only due to the adoption and implementation of ICT tools in the new lower secondary schools curriculum.

The 30 participants were selected using random sampling because English language is a compulsory subject, hence each student attending the four classes has the ability and expected responses for the study.

Research Tools and Instruments

The researcher employed guided interviews with both the students and teachers. The questions asked focused on the use of blended learning in the school, the impact it had on the learners and teachers and also questioning the perception of the teacher(s) on blended learning. Interviews provide researchers with a physical touch with the variables, giving them the chance to assess the respondents' emotional and physical reactions to the questions asked.

The researcher also used observation to gather information from the study environment. From attended English language classrooms openly to discretely observing the teaching and learning sessions, the researcher was able to observe the use, implementation and response of students in blended English language classrooms.

The researcher also used document analysis. Here, teacher's reports on the use of ICT tools for English language activities were viewed. Students' books were also checked for activities that needed ICT tools or use of media for research in order to track the depth of blended learning within the school.

Data Analysis Procedures

Bickle and bogdan (1992) maintain that data analysis is a systematic process which involves working with data, organizing and breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is learnt and deciding what to tell others.

For the success of this study, data was analyzed using mixed-method analysis. The researcher first presented a numerical demography of the students, citing their class. Later, the recordings from the interviews were analyzed before delving into the data collected from observation and document analysis, citing the discourses, narratives and contents.

Validity and Reliability of the Methods Used

The researcher employed interviews purposely because interviews give the researcher the physical chance to observe the reaction of the respondents, and also solicit information that they could have hidden from the observations and questionnaires. However, this method was of

advantage because there was no confirmation as to whether the respondents were being honest and open to the researcher.

The questionnaires also gave the researcher the opportunity to solicit information that respondents could have feared to share during physical interviews. However, the questionnaires might not have been reliable due to the fact that the questions given provided no opportunity for respondents to openly share their feelings and emotions, hence crediting the interviews conducted.

The observations gave the researcher the chance to gain information that respondents may have left out during interviews and on their questionnaires. Particularly, the discrete observation gave the researcher a hidden identity where information could be retrieved without the attention of the respondents. However, the observations may also have been of disadvantage because the respondents' mood and emotions could not easily be predicted.

Ethical Consideration

All necessary permissions required for the research process were formally requested and all necessary documents required were attached to the final report.

The study also considered beneficence (do not harm). This ethical principle of beneficence refers to the Hippocratic 'be of benefit, do not harm.' The researcher ensured that both parties (the researcher and the participants) benefitted from the study, with no party getting harmed in any way, emotionally, physically, mentally and psychologically.

The researcher ensured informed consent of each participant. According to Armiger (1997), informed consent means that a person knowingly, voluntarily and intelligently and in a clear and manifest way, gives his consent.

The research also ensured respect for anonymity and confidentiality. The researcher ensured that information given by participants was kept confidential and the identity of the each participant was anonymously kept from public view for fear of endangering their lives.

Special consideration was also given to the vulnerable group of participants who were prone to danger, and were already physically, emotionally and physiologically disturbed during the conducting of the research.

The research further ensured that the privacy of the participants was highly upheld. According to Levin (1976), Privacy is the freedom an individual has to determine the time, extent and general circumstances under which private information is shared with or withheld from others.

Limitations to the Study

The study on blended learning in English language classroom in Busoga was limited to a smaller area/case study (Holy Cross Lake View Secondary School) due to the nature of the research design (case study) which requires in-depth analysis of phenomenon.

Being a small sample population, the research might have been subjected to the effects of the fallacy of generalization, where the findings may only be consistent to the case study or consistent with the few respondents used during the study.

There was also a possible content limitation due to failure to solicit or motivate the respondents of the study to positively give feedback or contribute to the research throughout the interviews.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

Introduction

This deals with analysis and interpretation of the data collected. It includes discussion of the Questionnaire, data retrieved from observations and interview results. The data was based on the two hypotheses:

1. Teachers of English language have adopted blended learning method into the English language classroom for improvement of performance And;
2. Teachers of English language have not adopted blended learning method into the English language classroom.

DATA PRESENTATION

Demographic characteristics of respondents

Table 1: class and sex of respondents

CLASS	MALES	FEMALES
S.1	3	4
S.2	4	3
S.3	4	4
S.4	4	4

Of all the 30 respondents, 15 were girls and the remaining 15 were boys. In senior one, 3 girls were chosen while 4 boys represented, while in senior two, 4 girls represented and 3 boys also responded. This was in a bid to balance the gender in the two lowest classes of the ordinary level. In senior three, the number was balanced at 4 for each, which is the same case for senior four. The reason as to why the two upper classes were given one more participant than the lower classes was because they are more advanced in the curriculum and the researcher decided to give

each of the two remaining respondents to them. However, due to various streams, each student was not grouped under their stream, hence only the class was used.

Analysis and interpretation of data to validate hypothesis one

The first hypothesis that the research followed was that teachers of English language have adopted blended learning method into the English language classroom. To test this hypothesis, questionnaires were administered to the students and their teachers were interviewed. The findings were presented as follows:

Use of blended learning in classroom:

Table 2: Tabular presentation of presence of blended learning in classroom

CLASS	YES	NO	DON'T KNOW
S.1	7	0	0
S.2	7	0	0
S.3	8	0	0
S.4	8	0	0

How often the teacher uses blended learning

Table 3: Frequency use of blended learning

CLASS	Daily	Often	Rarely
S.1	1	5	1
S.2	1	6	0
S.3	4	4	0
S.4	3	4	1

ICT tools and features used in English language classroom

Table 4: some tools identified in blended learning classroom

CLASS	Projector	Audio-visual	Audio	Pictorials	Internet
S.1	6	7	7	7	6
S.2	7	7	7	7	6
S.3	8	8	8	8	8
S.4	8	8	8	8	8

The effect of blended learning on performance of learners

Table 5: How blended learning impacts learners' performance of English language

CLASS	Positively	Negatively	Both	I don't know
S.1	5	0	1	1
S.2	3	0	4	0
S.3	6	0	0	0
S.4	7	0	1	0

From the interview held with the two teachers, the teachers confirmed the use of the various blended learning tools mentioned by the students as available in the school. The administration has decreed the use of the tools for effective teaching and learning in the new lower secondary school curriculum.

Discussion of results

General findings:

From the interviews conducted and questionnaires administered, it was discovered that blended learning was employed by teachers in their classroom for better learning experiences. The evidence is clearly indicated from what the subjects executed in their English language evaluation test. In analyzing their books, the researcher that discovered that teachers gave research work and group projects to be conducted using ICT tools and the internet. Here, learners performed slightly better than work that required traditional classroom tools of pen and paper.

In the topics of *Finding Information* (topic two of book one,), Information Communication Technology (topic two of book two) and Media (topic two of book four) in the learner's books for English Language, teachers basically employed blended learning the classroom, giving learners tasks using ICT tools and research work on the internet.

However, the subject teachers confirmed that blended learning was useful but the students misused the tools for their own non-class related activities. This forces the teachers to conduct regular checks on the students during research or project times.

The teachers also confessed to not knowing how to use certain tools such as the projectors which required the presence of a technician. This gives the teachers an extra task of either learning or sourcing for the technicians even when they would be absent. These, they cited as the major challenges towards the effective implementation of blended learning in the area of study.

Furthermore, the teachers reacted positively towards blended learning. They asserted that with proper training to use the ICT tools available, teaching and learning can become more effective and more interesting for both the learners and teachers.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

After a detailed discussion of the findings of the study a summary of the study, conclusion and general recommendations were made.

Summary

The researcher used both learners and teachers in the school selected. The learners were specifically ordinary level students from form one to form four. They were interviewed and issued with questionnaires that aimed at finding the availability and use of blended learning method and tools in English language classrooms. The results expressed the use of blended learning method by teachers in teaching English language. On the other hand, teachers were also interviewed, majorly on their perception on blended learning. They confirmed that with necessary training and assistance, blended learning could be one of the most effective methods in teaching and learning, especially of English language.

Conclusion

From the findings of this study the following conclusions about the use of blended learning in teaching and learning process of English language were drawn;

There is a very significant relationship between the use of blended learning methods and tools and the performance of students. From the above conclusion, the method therefore has a direct impact on the performance of students of English language, where learners performed significantly better when blended learning was employed.

Furthermore, teachers also exhibited great knowledge and potential in adopting and employing blended learning to give a better experience to their learners even though they faced challenges of ‘technical knowhow’ (the ability to operate certain tools).

Recommendation

Refresher courses should be organized by the Ministry of Education to equip teachers with ICT skills and knowledge on innovations in order to enable them to easily adopt and implement blended learning in teaching English language.

Similarly, the schools should take initiative to organize internal trainings and workshops for teachers to make them conversant with the tools of ICT, internet and the World Wide Web. Knowledge of this can ease access to vast information on the internet, and also end teachers' dependence on external assistance from experts during time of class.

Other than these, the administrations should ensure availability and accessibility of tools required for the implementation of blended learning any time.

Teachers should ensure strict follow-up and observation of learners during blended learning sessions in order to stop them from deviating from the classroom activities into what could be irrelevant.

All projects and activities for the students should be ICT based in order to give them the chance to accept and have hands on experiences with the tools employable in a blended learning classroom.

The head teachers should liaise with parents to make them follow up their children's performance. They should be sensitized to provide their children with materials such as text books, newspapers, magazines and supplementary readers.

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