

Fostering academic English writing through blended approach: A study of Bengali learners of English

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Abstract : This study aims to discover the impact of blended learning approaches on developing academic English writing. English is the most dominant language all over the world. In Bangladesh, it is used as a medium of instruction in many educational institutions. It is important to have good proficiency in English to build a good academic career. The purpose of the study is to reveal the effective ways of using blended learning method to develop academic English writing. It has chosen content analysis as the method and progresses it through developing codes, categories, and themes to reach the goal. Basically, blended learning is gaining more acceptance in the education sectors, but still a conventional approach is dominant. But Lack of technological support, ICT-based knowledge and training, devices and motivations are the main reasons behind this. But integrating blended learning has increased the chances of a successful teaching-learning environment. Though it has limitations, it makes academic activities easier by using technology. And government has also taken steps to integrate blended learning method with the conventional approach to develop the pedagogy (“Policy on Blended Learning for Bangladesh”, 2021). To integrate blended learning method of writing pedagogy, the first and foremost thing is to ensure ICT-based training and developed infrastructure. Then choose the blended models that can influence writing skill. The present study focuses on finding out the strategies that can make effective integration of blended learning models with writing pedagogy.

Key-words: writing difficulties, blended learning, motivational factors, integrating blended models, face-to-face institutions, ICT-based training

1. Introduction

In Bangladesh, English is being taught as a foreign language for

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years. In the tertiary level of education, English is being used as a medium of instruction and, as we see it plays an increasingly crucial role in international academic communication, especially in the publication of original articles in international academic journals. So, it is important to develop our academic English writing skill. Basically, there are some strategies through which writing skills can be developed and some teaching methods that can create a successful teaching-learning environment. Here, we can introduce blended learning as a writing pedagogical tool that can increase students' writing proficiency. This study aims to discover the way how the blended learning can be integrated with the conventional approach and how it impacts on the development of English writing proficiency. The aim of the study is:

- a) To identify students' most occurred errors.
- b) To explain the difficulties students face during academic writing in English and propose the effective way to improve it.
- c) To discover the ways of integrating Blended Learning models with writing pedagogy.

2. Approaches to the teaching of writing

Writing is considered as the most difficult skill for both teachers and learners among the four basic skills. Several methods are available to assist writers in developing writing skills. Different approaches can be followed in the classroom to teach writing skills. According to Kumar T. (2020), three approaches are most common in teaching writing, and these are:

- a) The Product-based Approach
- b) The Process-based Approach
- c) The Genre-based Approach

On the other hand, assessment is another important part of teaching. Basically, it is the way in which the teacher gathers information about a student's performance in the classroom and its aim is to improve student's learning.

According to Qasim A. & Qasim Z. (2015), rubric is an effective tool

to assess students' progress in writing. They discussed the viewpoints of Pakistani University teachers on using rubrics to assess writings. The literature and language teachers also appreciated adopting rubric for writing assessment. Rubric helps students to get an idea of their teachers' expectations of writing. In that study, most of the teachers valued mechanics as the main criteria for good writing, but language teachers had made adjustments to fit the criteria. However, the study showed a positive response towards rubric.

3. Commonly Found Writing Difficulties

Learning a second language and acquiring a good command over it is always challenging. Here students face difficulties in grammatical accuracy, vocabulary, spelling, punctuation, and other technical rules. The common occurred problems are:

3.1. Problems with grammar

Bangladeshi students learn the basic grammar at the stage of school and continue the same till twelfth standard. They often face difficulties in writing large sentences. According to Sugeng (2016) common problems they face are:

- Choosing the right masculine or feminine pronouns and singular and plural forms for verbs and pronouns (our daughter wins the prize, and he is very happy)
- Right uses of verbs (they clever)
- Changes of tenses (the patient died before the doctor come)
- Sub-verb-agreement (The student and the team members were present)
- Putting the determiner before countable or uncountable or singular countable nouns (the sultan left for the haj)
- Choosing the appropriate coordinating word (The man is not mad and not crazy)

3.2. Problems with Vocabulary

Vocabulary plays an important role in learning foreign languages and with strong knowledge of vocabulary, people can communicate spontaneously and confidently. There are two types of vocabulary:

- a. **Productive Vocabulary:** Basically, a set of words that are well known or frequently used helps us to produce sentences while speaking and writing.
- b. **Receptive Vocabulary:** A set of words that people can recognize when they hear or see it. But these are less familiar than the productive vocabulary and sometimes difficult to comprehend for the students.

3.3. Problems with spelling and punctuation

i. Spelling

Spelling error is the most common errors in writing English. Many researches have been done on error analysis, where it is found that spelling is one of those most occurred errors. Here are some types of errors:

- a. Substitution (necesary>necessary, deer>dear)
- b. Insertion (useing>using)
- c. Omission (ignor>ignore)
- d. Transposition (deid>died) (Al-Oudat, 2017, p. 45)

ii. Punctuation

Often, errors occur in using punctuation within or between parts of the sentence. Here are some examples of most occurred punctuation errors:

Errors in using comma while writing the name or title of a person in a sentence.

Incorrect: Will he the leader appear in court tomorrow?

Correct: Will he, the leader, appear in court tomorrow?

Comma errors in separating the days, months, years, and location.

Incorrect: The program will be held on July 15 2022.

Correct: The program will be held on July 15, 2022.

Semi colon is another commonly occurred error in English grammar. Basically, it is used in long sentences, but often students get confused where to insert semi colon or comma in long complex sentences.

Incorrect: If it is possible; we should try to organize a ‘planning committee’, they can sort out these.

Correct: If it is possible, we should organize a ‘planning committee’, they can sort out these.

Apostrophes should be used when letters have been left. (Jacobs, 2019, pp. 50-65)

So, it is necessary to develop writing skills among students to lessen these errors. We should find out the reason behind it and work on it. Basically, in Bangladesh a single classroom is required for many students. And the classroom environment is more teacher centric. Thus, it becomes tough to make a healthy teacher-student relationship. It is not possible to change the conventional classroom situation overnight. It is difficult to change the school time, the curriculum and so on, but we can bring a change by integrating other methods with the conventional approach. Here, we can introduce blended learning methods which are the combination of traditional and techno-based methods. It will provide the opportunity to participate outside the classroom and get connected with the teacher.

Bansal (2014) found blended learning as a successful medium of a pedagogical tool in Indian higher education and stated that blended learning can prove a powerful strategy if learning experiences are well-designed. The study showed that blended learning approach has a positive impact on Indian higher education and both the academic staff and students had a positive intention to adopt the new approach.

In Malaysia, blended learning and flipped classroom has become more popular during pandemic. Tan et al. (2022) have stated that blended learning is a proven multidisciplinary but independent curriculum and pedagogy redevelopment is important to make it

effective. And such effective pedagogy lays onto collaborative efforts between various stakeholders, including educators, students, institutions, policymakers, and guardians.

According to Phosa (2020) in Thailand, blended learning approach has a positive impact on English writing proficiency. From his survey at Buriram Rajabhat University, he discovered students were more friendly with modern technology. They prefer to use websites, online dictionaries as learning tools. They were highly satisfied with English writing instruction framework in a blended learning approach. And these English writing strategies have increased their English writing proficiency.

According to Rahman et al (2020) in Malaysia, students at the University of Sultan Zainal Abedin had participated in a focused group discussion to explore the benefits of blended learning in learning writing skills. And the findings showed that the blended learning approach helps students to develop written communication skills, self-esteem, and interest in learning writing. The students were provided with the opportunity to learn in a flexible and conducive learning environment that creates a positive impact on their writing.

All of these researches inspired us to find out the way of the integration of blended learning with writing pedagogy as well as developing academic English writing skills through it.

4. Blended Learning as a Pedagogical Method

4.1. Salient Features of Blended Learning

Blended learning is a method which has brought some significant changes in the education system. It incorporates direct instruction, indirect instruction, collaborative teaching, and individualized computer assisted learning. Blended Learning is also sometimes seen as a form of flipped classroom, hybrid learning, CALL. Basically, BL is a combination of traditional and techno-based learning, and the flipped classroom is a form of blended learning approach where it offers both face-to-face learning and web-based learning. On the other hand, hybrid learning also offers face-to-face instructions and

online instruction where traditional teaching style and online teaching practices are mixed. And CALL (Computer Assisted Learning) is another techno-enhanced learning which refers to the implementation of software or internet-based activities in second or foreign language teaching-learning process. So, these all are a form or variation of Blended Learning and share some common features.

Main features of Blended Learning are given below:

- i. Students are facilitated with the opportunity to select the preferable mode of learning. They can participate either in the traditional or the techno-based learning system. Basically, it supports two modes of learning approach.
- ii. Through this approach, students can enjoy the interaction with the course content in a versatile and diverse interesting way. It provides blogs, videos, audio clips, pdf files, which helps student to get interacted with the courses indirectly outside the classroom environment.
- iii. Students can share their knowledge with their mates through peer group discussion, what was rare possible in face-to-face learning due to time limitations.
- iv. It provides the opportunity of group discussion and exchange.
- v. It provides students with the opportunity to access e-library.
- vi. Blended learning approach enables students construct knowledge rather than consuming it. (Lalima and Dangwal, 2017, pp. 129-135)

4.2. Incorporating Blended Learning and Pedagogy

In tertiary level, one teacher is dedicated to many students. It is difficult to make quality teaching for individuals and often hard to provide the full knowledge within limited time. But it would be easier by integrating blended learning model with the traditional method.

Basically, the blended learning method has three parameters on

which the success of effective learning depends on

- a. The knowledge that students gain and its pedagogical form.
- b. The organization of the teaching process
- c. Creating learning resources (Aleksić & Ivanović, 2013)

However, by integrating blended learning with the traditional approach, the teaching process can be improved, and students can get more opportunities to get involved in the courses.

In Bangladesh, the classroom is more teacher oriented. Incorporating blended learning models with our existing teaching pedagogy can bring an effective change. Blended learning is a systematic integration of online and offline teaching-learning activities. In our context, it would be easier to make a successful learning environment for the huge number of students; to adopt the blended learning models and integrate them with our traditional approach. Here the teacher can follow face-to-face model, driver model, rotation model, flex model, labs model, self-blend model, online driver models to lessen his workload and make a good interaction with his students. (Ara and Mahmud, 2021). These can make both teacher and student technologically and technically skilled and our education system will also be upgraded.

5. Feasibility of Blended Learning in Bangladesh

5.1. Technological Facilities

Today's world has become more techno oriented. We are so connected to social networks like Facebook, Twitter, Instagram, Messenger, Blogs, Vlogs and so on. And these can play an important role in our education sector too.

Our educational institutions can make sure the proper uses of computers for both the administration and teaching purposes. And it is impressive that most of the educational institutions provide computer lab facilities to their students. Besides this, the Computer Skill Analysis Questionnaire (CSAQS) can identify students' digital skills and reading writing skills in their study. (Milad, 2017)

In tertiary level, institutions can provide the opportunity for free

writing access through blogs. Teachers or others can appreciate them in comments, which will help to develop their writing skill and overcome the inertia. Also, multimedia projectors can be used as a teaching tool to share videos, lectures, or presentations. (Khalid & Sire, 2022)

5.2. Institutional Patronization

Our government has planning and policies for education. Blended Learning has brought a new dimension to the educational system where both teacher and student can get the opportunity to get connected through online classes and can take part in physical classes. Now to incorporate blended learning with traditional approach and make it a smooth way, our university grant commission has taken some policies where the need to adopt blended learning models in our existing education system is focused on. Here, the policies made by UGC are given below:

Blended Learning Policies in Bangladesh:

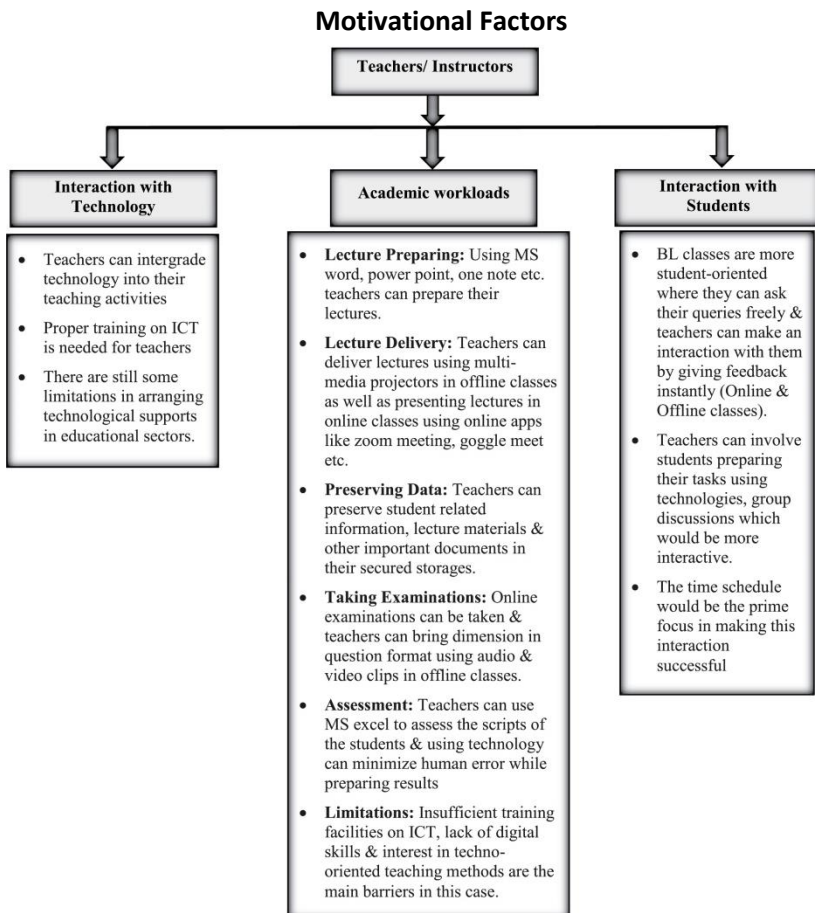
- a. Universities should get prepared to incorporate blended Learning.
- b. Appropriate pedagogical methods should be followed for blended learning.
- c. Necessary technological infrastructure should be emplaced for blended learning.
- d. Universities should corroborate effective design and support for blended learning.
- e. Proper assessment strategies related to blended learning should be in proper place for content, courses, programs, students, and teachers.
- f. Universities should manage developing and maintaining infrastructure to observe blended learning requirements, with proper support and resources to ensure meaningful learning environment.
- g. Ethics, culture, equality, and legal issues should be measured in blended learning. (“Policy on Blended Learning for Bangladesh”,

2021, p. 7)

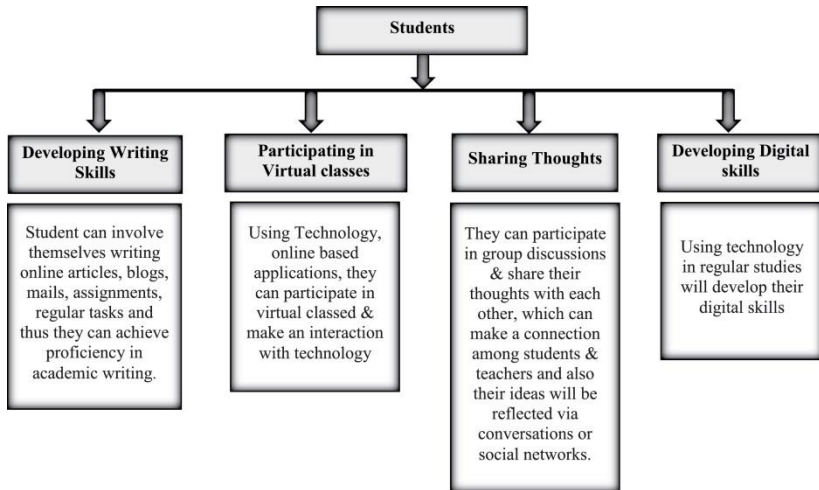
Moreover, teachers and students all should follow these rules to cooperate with each other.

5.3. Motivational Factors

Blending the online-offline opportunities together means to make the teaching-learning process easier and shorter. There are some motivational factors that inspire us to adopt the techno-oriented method.

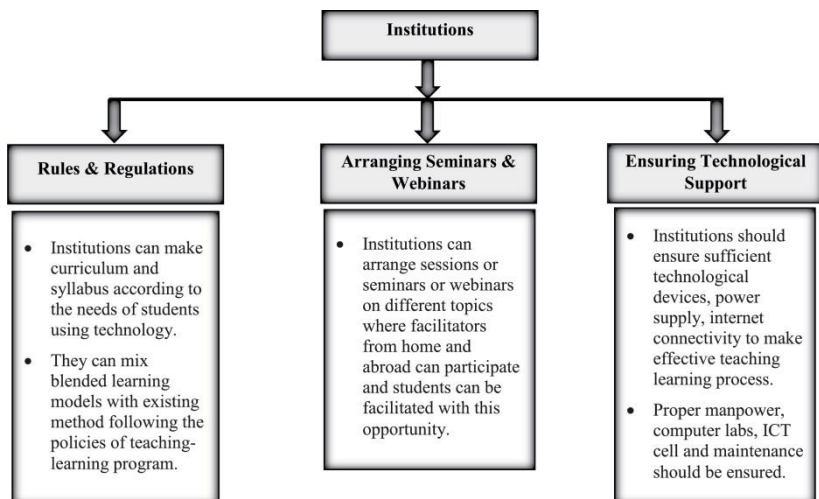


(Kaur, 2013, pp. 612-617)



Limitations

The very first limitation is lack of institutional support and improper technological skills. The unavailability of devices and internet connection is also one of the reasons. It is also a matter that sometimes technological support is costly and unaffordable. (Ibrahim & Nat, 2019).



Limitations

Sometimes the planning and policies are not properly followed. Institutions cannot provide technological support because of insufficient budget. Lack of human resources is another reason behind this. (Bansal, 2014)

5.4. Pedagogical Challenges

Blended Learning can bring a change in the educational system. It enhances the chances of interacting with technology and makes an effective teaching-learning environment. There are so numerous advantages we get through blended learning, but still some limitations are also existing.

The challenges we face in blended learning are:

- a. **Technical Support:** Lots of issues can arise while integrating technology with the teaching-learning process. But it should be ensured the proper integration of the technology with the teaching tool.
 - **ICT based training:** Institutions can arrange training or sessions on ICT for both teachers and students that can make a successful participation in using technology.
 - **Adoptability:** To adopt a new method users should be encouraged to get connected with the technology and ensure the availability and simplicity of using technology.
 - **Maintenance:** To maintain the policy, the proper power supply, human resources, and efficient devices should be ensured for teachers as well as learners.
- b. **Institutional Support:** Already policies have been made for Blende Learning and institutions have adopted so many. But still there are challenging issues in applying these effectively.
 - **Digital Skills:** Lack of digital skills demotivated the users in adopting the new method and they still support the use of the traditional method based on their experiences.

Institution should arrange sessions before introducing new methods to motivate the users.

- **Updating:** Pedagogical practices should be updated according to the needs of students. It should be focused on ensuring a comprehensive and interesting learning environment, making online offerings interactive, and coordinating all the elements effectively.
- **Monitoring:** monitoring the participation and progress of students.

Blended learning has a great impact on Chinese educational practices. The advantages are- it fosters stronger academic achievement, student engagement, cognitive engagement and learning flexible and quick communication skills, faster interactional skills, technical skills, and adaptability to ever changing educational practices. Besides these, it has brought some pedagogical difficulties for both learners and practitioners. It suffers from the technical incompetence of teachers and students, the inefficiency of learning management systems and the unavailability of required resources such as devices and the internet connection. Some Chinese Universities have successfully adopted it, and some didn't find it as effective. (Ashraf et al. 2022)

6. Methodology

6.1. Research Context

This study focuses on the development of students' English writing skills in tertiary level education. We have collected 50 answer scripts from the students at the University of Chittagong and evaluated their copies by following the rubric. The chosen context was an instructor-centered traditional education. Here, we identified some common errors in their writings. If the instruction and environment were techno-oriented, it would be a different picture. As we can see, in the Universidad de Concepción in Chile, their communicative English Program was designed using blended learning models which includes using software, online monitoring, face-to-face EFL teacher-led classes and conversational classes with

native speakers. Their online software was an interactive multimedia environment which provides all material and ICT tools that students need in one central web platform. Using the module, they found a substantial improvement in students' language skills. (Bañados, 2006)

As this study also focuses on developing students' writing skills, implementation of blended models can bring fruitful outcomes. To see the effectiveness of integrating blended models with existing conventional method, we have chosen different texts based on Blended Learning Approach and its implications as our data, which will be discussed through content analysis.

R.Q.: How do we integrate blended learning models of writing pedagogy?

6.2. Method

This study finds out the effectiveness of Blended Learning Approach to develop writing skills and therefore, we selected qualitative content analysis. For this purpose, we have selected some texts as meaning units to reveal the themes. We are following selecting texts, condensing the meaning, coding, categorizing, and presenting the theme.

6.2.1. Content Analysis

Content analysis is a research tool used to develop the meaning of the data and make a relationship between the texts. According to Zhang and Wildermuth (2000), "through careful data preparation, coding and interpretation, the result of the qualitative content analysis supports the development of new theories and models, as well as validate existing theories and provide a thick description of particular settings."

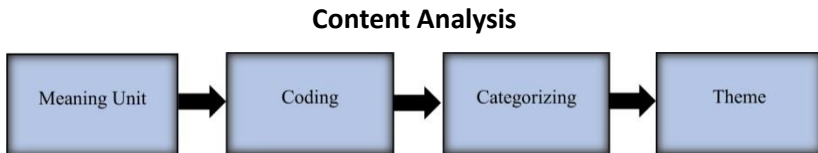
Basically, two types of content analysis are used as a research tool:

- i. Conceptual Analysis, that is used for examining the existence and frequency of concepts in human communication.
- ii. Rational Analysis, used to study the relationship of concepts in

human communication.

6.2.2. Process of Content Analysis

There are some processes through which the author can analyze texts, and these are shown below:



7. Data Collection Design

7.1. Inductive Content Analysis

We have chosen inductive content analysis to discover the themes from written materials. In this method, we are going to study some relevant articles and identify themes by coding and categorizing them.

- Our first step is to observe the data.
- Find out the familiar things from the materials.
- Next is to identify meaning units.
- Then code those meaning units.
- After coding, specify the meaning units by categorizing.
- Finally, present the themes from those meaning units.

7.2. Analysis of Students' Essay

To reach the findings, we assessed some answer scripts of the students' following rubric. The students were asked to write an essay on "Use of Technology in Education". We followed rubric and the score scale was 10 (spelling- 2, mechanics- 2, content and structure- 3 and cohesion- 3).

7.3. Interpretation of data

The data analysis has revealed emergence of two major categories in relation to show identify the approach (conventional or techno-

oriented) that can help students in developing writing skill. And here it has developed four themes:

- a. Presentation Style
- b. Mechanics or Grammatical Accuracy
- c. Cohesion
- d. Appropriateness of Vocabulary

7.3.1. *Presentation Style*

We are observing the presentation style of both conventional approach and techno-oriented learning approach to find out the effectiveness-learning process.

- a. Face-to-face instruction: In the conventional approach, the teacher instructs his students face-to-face or in physical platform. He uses the traditional teaching tools like chalkboard or white-board, or dictating from books or written materials, etc. In the Blended Learning approach teacher uses white board, marker, projector, etc. inside the classroom to provide lectures. But he can arrange this virtual arrangement using online zoom, google meet or other platforms to connect the students outside the classroom. He can also use the whiteboard, share the documents, and speak to the students just like in the physical classroom environment.
- b. Syllabus design: In conventional approach, the product-oriented (structural or grammatical syllabus) is more emphasized than the process-oriented syllabus. And in the techno-oriented approach, it designs process-oriented syllabus (task-based syllabus) to identify the fact 'how' (it happens) rather than 'what' (happens). Here, we can integrate the task-based syllabus with the grammar-based syllabus to ensure a good practice environment in the classroom.
- c. Learning Environment: In a conventional approach, the learning environment is classroom-based. They take part in the classroom provided with benches or desks, blackboard or white board, chalk, or marker. On the other hand, in techno-oriented

approach, it provides both physical and online platforms for learning. Here, students can join class from a distant place, and they can also practice their lessons in the classroom environment and the outside of the classroom environment.

- d. **Group Discussion:** In the traditional approach, group discussion is less familiar. It is a more teacher-centered program where the teacher talks most of the time and students are the listeners. But in a techno-oriented approach, the teacher divides students into peer groups and gives different tasks to complete as a team. It is an encouraging and interesting way to interact with partners as well as teachers.

7.3.2. Mechanics

We have analyzed 50 formal writings of students in tertiary level education and found the regularly occurred errors from those texts. In this case, our concern is to develop their writing skills using technology:

- a. **Netspeak or Wordnet:** Basically, students are so much involved in social networks and teachers can use it effectively. He or she can encourage them by giving assignments or tasks based on informal topics (media language, describing drama or advertisement, content analysis of sports or entertainment pages from newspapers, etc.). Thus, students can easily pick their words or search words from netspeak, they can gather further word knowledge and usage of those words from web which will improve their spelling and pronunciations.
- b. **Spell-checker:** students can avoid spelling mistakes by using computer spell-checker, predictive-text, and auto correction applications and it can improve their spelling and right use of vocabulary.
- c. **E-mailing:** Teacher can also encourage them by using e-mail or SMS which can also help them recover from spelling mistakes and to get the spirit of writing.
- d. **E-rater:** E-rater is another kind of engine that identifies the

errors in putting articles and preposition in proper place, capitalization, and other mechanics in writings. (“Technology-Supported Writing Instruction”, 2010)

Though we suggested informal writings, it will help them write English with accuracy, which will help them develop their academic writing skill.

7.3.3. Cohesion

Cohesion is one of the most occurred errors. We can integrate technology with writing pedagogy to lessen the percentage of errors. Here we can follow:

- a. Writing blogs or web pages can help students in developing their writing with flexibility and creativity. They can go through hypertext, which will help them gather vocabulary knowledge with the use of words in sentences.
- b. Juggling-act is a transcribing way in which the writer juggles:
 - Planning what to say and how to say.
 - Selecting words, sentence, and discourse structures
 - Producing text.
 - Revising what has been written.

And to juggle all these things, writers can use Word Processors, Word Prediction and Cueing and Speech Recognition. (“Technology-supported Writing Instruction”, 2010)

7.3.3.4. Appropriateness of Vocabulary

Basically, it needs more practice to be competent in using appropriate vocabulary. Here teachers can follow the student-centered model to engage them in formal and informal activities such as- group projects, portfolios, class participations by keeping himself the authority figure.

As Indah (2015) suggested that integrated computer assisted media (ICAM) can play an important role in improving vocabulary achievement of the students. (Masita, 2020, p: 130) To ensure the

right use of words, students can follow:

- Hyper-text
- Spell-checker
- Net-speak or word net.

These all can help students to use vocabulary appropriately.

8. Findings

In this study, we focused on the implication of the blended learning approach in writing pedagogy. Blended learning approach has acquired popularity, but in most cases, the conventional learning approach is more active than the blended learning approach. Though face-to-face instruction is more popular in the conventional approach in the tertiary level education it is combined with the techno-based approach. Instructors are using and providing technological support. Learners can make error-free writing, develop vocabulary skill through using spell-checker, e-rater, writing email, blogs and so on, but all they need is a good proficiency in using technology.

Though integrating blended models in writing pedagogy has positive impact on students' skill development, some issues should be considered. First, using computers in writing can make the user lazier. Sometimes they feel discouraged in using pen, paper, and book. Though spell checker can reduce the spelling error, sometimes more depending on spellchecker also make errors. Because it can not help to identify proper names, detect improper homonyms and often it shows the correct word as incorrect. Other impacts of Using mixed approach on students are cognitive load, learning styles and working conditions. Teachers' workload also increases as they use both technology and traditional method at a time. Though some suggests blended learning as a cost-effective method but practically it is not. It needs strong internet connection, sufficient devices, ICT-based training, manpower, and so on which are sometimes not accessible to everyone. However, our government has taken some steps according to the educational policies where it is mentioned to integrate technology with the

pedagogy. Many institutions have already implemented blended learning models in their pedagogy during covid. Besides limitations if both government and educational institutions ensure the proper technological support and motivation among people to adopt a new method it would be fruitful in future.

9. Discussion

According to Putra, using flipped classroom had a significant impact on developing writing than using conventional technique in the classroom in SMAN 1 Kutacane. The author used flipped classroom in the experimental class and conventional techniques in the control class and found that the students who were taught by using flipped classroom got higher score than others. Here students got good scores because they could explore their thinking skill in writing and take part in the online group discussion through WA group. Teachers had also a lot of time to interact with students to improve their writing skills. Students can relearn the topic and review the instruction time after time. Thus, it helps students to develop writing descriptive text.

In Chile, in the Universidad de Concepción, English language learning program was designed as a combination of task-based language learning approaches with content-based instruction and computer-supported collaborative learning. Here the computer is used as a tool that provides the opportunity to access information and to make interaction with the native speakers. It is also used to deliver input in multimodal channels in learning tasks and that allow students to practice their language skills. In this English learning program, an online software was introduced which contained all the materials and ICT tools in one central web platform that a learner needs. (Bañados, 2006).

These are the inspirations from which we can integrate blended models with our existing writing pedagogy which is basically follows the conventional method. Regarding our current accessibility to technological support, we can integrate blended models in teaching learning environment.

To integrate blended learning method of writing pedagogy, the first and foremost thing is to ensure ICT-based training and developed infrastructure. Then choose the blended models that can influence writing skill. There are many blended models used in the teaching-learning process. According to Staker and Horn, the six models are:

- a. Face-to-face driven Model
- b. The Rotation Model
- c. The Flex Model
- d. The Online Lab Model
- e. The Self-blend Model.
- f. The Enriched Virtual Model (Bryan & Volchenkova, 2016)

According to Graham, blended learning has four dimensions, with four levels and three types. These dimensions are:

- a. Space (face-to-face/virtual)
- b. Time (synchronous/asynchronous)
- c. Sensual richness (high- all senses/low- text only)
- d. Humanness (high human- no machine/low human- high machine) (Bryan and Volchenkova, 2016)

In developing writing pedagogy, we can also integrate 1) face-to-face driven model where classroom learning is supplemented by online learning and, 2) 'Flipped Classroom' version of the rotation model where students choose their classroom location to get the basic content and instructions. And this type of classroom is used for higher-order tasks like discussions and evaluations with the existing pedagogy. We should also focus on the dimensions Graham mentioned before. As we are integrating blended models with the traditional method, we should keep in mind that it cannot be a fully techno-oriented process. Here we should blend it with the physical facilities. So, from Grahams' models we can pick humanness (low human- high machine) and integrate these models for writing pedagogy.

To ensure the proper integration of blended models of writing skills, we should focus on:

- Technological Dimension (infrastructure planning and ensuring the accessibility to necessary hardware and software).
- ICT-based training (making ICT-based training compulsory for both teachers and student)
- Budget and Skilled-manpower (government should provide full financial support in tecno-oriented learning and ensure skilled manpower and maintenance)

If we apply these policies practically, it would be possible to overcome the challenges. Private universities in Bangladesh are using blended learning as a pedagogical tool for years, but it is high time to adopt this approach to develop our four language skills, including writing skill. 'budget' and 'incompetency in digital skills' are the major issues in using technologies in the education sector. Our govt. has already made policies on it, but it should be made compulsory to ensure an effective teaching-learning environment.

10. Conclusion

The result of the study shows the influences of blended learning on writing pedagogy. Different contents stated the integration of blended learning models into their pedagogy which help us demonstrate the picture of techno-based learning to compare to the face-to-face learning. This analysis has made the path easy to declare blended learning models as an effective pedagogical tool. The study showed that integrating the face-to-face driven model with the flipped classroom learning can bring a change to the teacher-centered classroom. And enhances the chances to take part in group discussion, learn from the place learners want and also make an effective teacher student interaction. But the study has also investigated the challenges of using technology in education.

It has both advantages and disadvantages. The feasibility of techno-based learning is not easier to all. But the mentality of adopting a new method and making it successful is always challenging. Though there are many policies that have been made on blended learning integration, it should be applied with full attention in the education

sector. The changes will bring a new dimension to language teaching and learning methods. This study has already mentioned the major sides or policies on which government should work on. Finally, institutions also can play an active role in applying and maintaining these rules or laws to integrate blended learning effectively.

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