



Blended Synchronous Learning: Integrating Remote and Face-to-Face Learners

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COVID-19 pandemic restrictions led to the widespread and rapid adoption of technology to deliver lessons simultaneously to students joining face-to-face (F2F) and remotely, an approach known as blended synchronous learning (BSL). In language teaching, BSL had previously been largely confined to less commonly taught languages, so was new to most teachers of English. The purpose of this paper is to investigate different BSL models in the literature and describe how teachers from a university in Tokyo adapted to BSL, including classroom set-ups, with an assessment of teachers' perceptions and reflections on their overall practice. Although most teachers opted to use a single device (a novel model), results indicate that using two devices to manage BSL lessons was a more satisfactory way of monitoring and facilitating interactions between F2F and remote students. These findings inform recommended BSL practice for two possible future situations: emergency response teaching and increasing accessibility for students who cannot attend regular classes.

新型コロナ禍での制限により、対面とリモートで参加する学生に同時にレッスンを提供するテクノロジーが急速に採用されるようになった。これはブレンド型同期学習 (BSL) として知られている。BSLは多くの英語教師にとって新しいものであった。本論は、さまざまなBSLモデルを調査したうえで、東京の大学教師がどのようにBSLに適応したかを説明する。ほとんどの教師は、1つのデバイス (新しいモデル) を使用したが、BSLレッスンを管理するためには、2つのデバイスを使用する方が、対面と

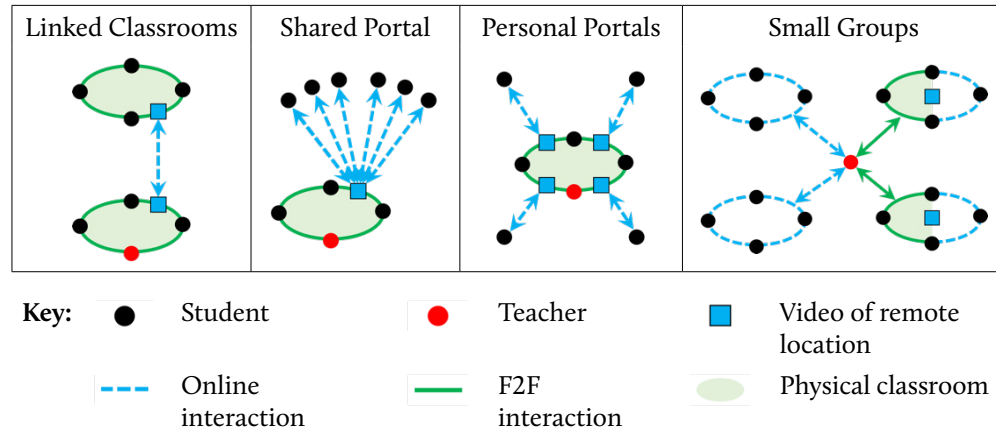
リモートの学生間の相互作用を監視および促進するために、より満足のいく方法であることが本論の結果から導き出された。当該調査結果は、緊急対応の教育と、通常の授業に出席できない学生のためのアクセシビリティ向上という今後可能性のある2つの状況において推奨されるBSLの実践を示している。

Blended synchronous learning (Hastie et al., 2010) has been defined as “learning and teaching where remote students participate in face-to-face classes by means of rich-media synchronous technologies such as video conferencing, web conferencing, or virtual worlds” (Bower et al., 2015, p. 1). Often known simply as “hybrid,” this method of delivery is also referred to synonymously in the literature as “sychromodal” (Bell et al., 2013) and “synchronous hybrid” (Butz et al., 2014). To avoid confusion, Girons and Swinehart (2020) prefer blended synchronous learning (BSL) as it is “emerging as the most consistently used label” (p. 3).

BSL has been used in higher education since the late 1990s (Bell et al., 2013). In language teaching, BSL was, until the recent COVID-19 pandemic, largely confined to the teaching of less commonly taught languages (LCTL) in North America, such as Russian and Japanese, for which teachers might be scarce (Girons & Swinehart, 2020). It allowed students from geographically diverse locations or institutions to attend classes taught by a single teacher. The central challenge of BSL in language teaching is how to integrate remote learners with face-to-face (F2F) learners. Bell et al. (2014) present four models for achieving this using various combinations of computing devices, webcams and microphones.



Figure 1
Four Models for BSL (Bell et al., 2014)



Although Bell et al. (2014) were not language teachers, they were working on a specialised program in custom-equipped classrooms with technical support. This low-frequency, high-resource model was typical of BSL in language teaching at the time. Even with support, these models were technically challenging, and the hardware requirements together with the potential for audio problems presented a barrier to more widespread uptake.

The rise of COVID-19 in 2020, however, saw BSL go from serving a niche market to being widely implemented in language teaching. Pandemic restrictions forced the rapid uptake of online teaching and learning technology in Japanese universities. Before the academic year started in April 2020, emergency measures were being widely recommended. The Ministry of Education, Culture, Sports, Science and Technology (MEXT) reported that around 90% of Japanese universities postponed the first semester. All had started by July, however, with the vast majority offering some combination of F2F and online learning (60.1%) or online learning only (23.8%) (MEXT, 2020).

The nature, scale, and speed of this change presented huge challenges to teachers, requiring them to adapt courses and lessons for delivery wholly or partially online. As Carrasco and Johnson note, “More online hours means more course preparation up front” (2015, p. 13) so all teachers faced heavier workloads. Communicative language courses were particularly challenging, not only because students interact

with the teacher and each other in real time, but also because “students want to ‘see’ their classmates and need to see them to engage as a cohort ... to connect and form necessary relationships” (Schwenck & Pryor, 2021, p. 5). This need for interaction drove the widespread adoption of web-conferencing services such as Zoom. The immediate challenge of planning courses and creating materials was thus compounded by the need to gain proficiency in the use of technology, leaving little time for reflection and research.

The present paper is concerned with the experiences and perceptions of teachers in Asia University’s Center for English Language Education (CELE). Asia University is a private university in Tokyo with a student population of approximately 6,600. CELE has a staff of 28 teachers who deliver lessons to all first-year students plus some second and third-year classes. In Academic Year (AY) 2020-21, all classes in Asia University were online only. By the start of AY 2021-22, however, attempts were being made to restart F2F classes. To enable social distancing in classrooms, students were only allowed to attend F2F every other week according to their student number, with odd numbers attending one week and even numbers attending the next. Students not attending F2F joined classes via Zoom. All teachers were given institutional Zoom accounts and required to be in the classroom with F2F students, whilst simultaneously delivering the same lesson to remote students online. In other words, all classes in Asia University were to be BSL.

The introduction of BSL was disrupted after just one week when a state of emergency was declared in Tokyo and classes reverted to online only. BSL was re-introduced for the final month of the first semester, but most students opted to join lessons remotely, so F2F attendance was very low. The odd-even number restriction was therefore dropped for the second semester, which was entirely BSL. Although all students were free to attend either F2F or remotely, F2F attendance remained low.

CELE teachers were given a great deal of freedom to decide their own approaches to BSL, including which platforms and technology to use and how to manage the classes. After a year of individual teachers trying and refining different approaches, we realised through observations and discussions that we did not necessarily know what each other was doing in BSL lessons. The present research is therefore an attempt to consolidate and learn from our collective experience. Our first research question sought to establish teachers’ approaches to managing BSL: How did communicative language teachers at Asia University deliver their blended synchronous classes during pandemic restrictions? In addition, we were interested in how teachers evaluated their experience with BSL, so our second research question was: What were teachers’ perceptions of and reflections on their BSL practice?



In reporting the study, we begin by outlining our methods before describing the results. We found that teachers' BSL practice was largely determined by whether they used one or more than one computing device, so we report the results first by outlining commonalities, then looking at the one device and two device set-ups in more detail. This is followed by a discussion of how our findings might inform future BSL practice in two distinct scenarios: emergency response teaching and increasing accessibility to F2F lessons.

Methods

We used a questionnaire to gather initial data, followed by interviews to explore issues in greater depth. A preliminary literature review of BSL was undertaken prior to constructing the questionnaire. As we did not find any similar questionnaires in the literature, we made our own (see Appendix A). The questions were based partly on issues raised in the literature, such as classroom set-up and the number of devices used, and partly on the researchers' own experience of BSL, such as potential classroom management issues. Since the literature on BSL in language teaching is relatively sparse, we made the questionnaire broad in scope based on the assumption that we did not know what factors might prove to be of interest. The questionnaire was distributed via Google Forms to all 28 teachers in CELE.

Data were collected over a two-week period and the responses informed the questions for subsequent 30-40-minute semi-structured interviews with six teachers including the two authors (see Appendix B). Interviews were conducted on Zoom, recorded, and transcribed. The transcribed responses to each question were then grouped together for coding and analysis. Coding was done by noting key words and themes in the margins, then consolidating similar key words/themes into a single code. The codes were thus not predetermined but allowed to emerge from the data. Where a passage was relevant to more than one code, it was included under both for analysis. The coded data was used to determine how many interviewees talked about each theme and what they said, providing a source of illustrative quotes.

All the participants gave informed consent, and the project was cleared with Asia University's Center for English Language Education (CELE). To preserve anonymity, in reporting interview data we have allocated pseudonyms to the interviewees: Adam, Blake, Claire, David, Ethan, and Franco.

Results

Twenty-two teachers responded to the initial questionnaire: a response rate of 78.6%. The majority (86.4%) used a single device (e.g., laptop, tablet) for BSL, while just three (13.6%) used two devices. We report the results in three sections: first, the commonalities, then the one-device set-up, and finally the two-device set-up.

Commonalities

Zoom was used by all respondents for BSL classes. All 22 used the breakout room and chat functions. Screen sharing was used by 21 of 22 respondents (95.5%). Of those, 20 shared digital textbooks or textbook presentation tools (95.2%), 16 shared their own presentations e.g., PowerPoint (76.2%), 19 shared other documents such as Word or PDF (90.5%), 15 streamed online video (71.4%), 13 played video files on their computer (61.9%), and 15 shared other websites (71.4%), but only seven used a virtual whiteboard (33.3%). Since most teachers were managing all these different resources on a single screen, which was also running Zoom, a lot of switching between applications and functions was required, placing demands on teachers' time and attention. Blake made the point that BSL also places extra demands on students' attention: "So these students, they have a textbook in front of them, they're working with a partner, they are looking at a screen, and there's a teacher."

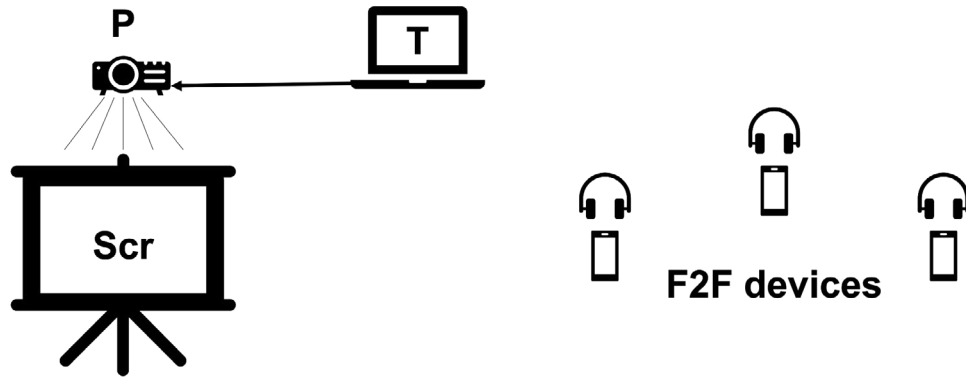
Teachers reported that in most but not all classes there were very few F2F students, or none at all. There was a consensus that higher numbers of F2F students led to better and more enjoyable classes. Many teachers commented that not knowing in advance how many students would attend F2F made effective preparation difficult, and this was a factor in how they approached BSL. Another common complaint was that some students joined Zoom from a train or while walking, which compromised their ability to participate, so many teachers commented on the need to set clear boundaries and expectations.

A One-Device Set-up: The "Flexible Portal" Model

Although most teachers only used one device to manage BSL lessons, 72.7% of respondents had their F2F students log into Zoom on their own devices. Most CELE teachers' BSL practice did not therefore neatly fit any of Bell et al.'s models (2014), all of which require multiple devices. A typical classroom set-up is shown in Figure 2.



Figure 2
A One-Device Classroom Set-up



Key:

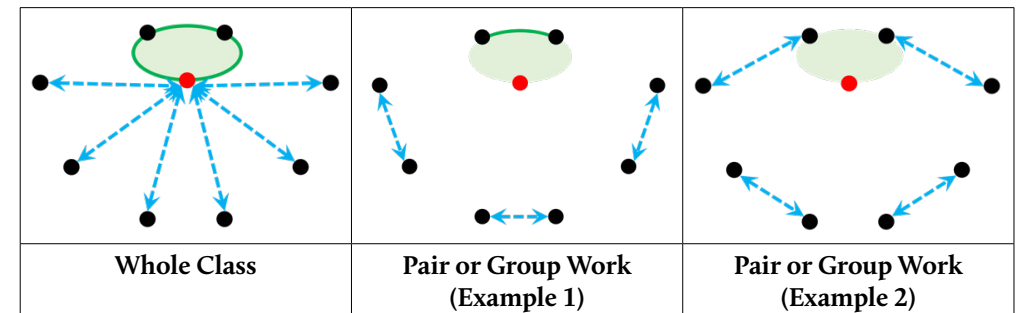
- T = Teacher's device - running Zoom and any presentations; camera pointed at teacher
- P = Projector
- Scr = Screen displaying lesson materials
- F2F devices = F2F students' own devices connected to Zoom

All students, including F2F students, connect to Zoom. The lesson switches between whole class phases in the main Zoom meeting room and pair or group work in breakout rooms (BORs) on Zoom. F2F students may be grouped with each other in the classroom, or with remote students in BORs. The F2F students' devices (smartphones, tablets, laptops) act as portals to interact with remote students. We called this the "Flexible Portal" model to reflect the way in which remote students are not tied to one device in the F2F space but may appear on any device as the teacher moves them in and out of BORs.

The advantages of the flexible portal model are mostly practical. The teacher only requires one device (e.g., laptop) to run the lesson, and it works with any ratio of F2F and remote learners, which is an important consideration when the ratio may vary

from lesson to lesson. It does, however, place a lot of responsibility on F2F students to bring their own devices to class, plus headphones because this set-up is prone to audio feedback if F2F students use speakers. There is little obvious pay off for this extra effort on the part of F2F students. Their remote classmates are not visible to them during whole class activities, and using headphones means that the teacher is forced to monitor BORs via Zoom because the remote students are not audible in the classroom. The F2F experience may end up feeling much the same as the remote experience because so much of the lesson takes place on Zoom. It is debatable whether this really is BSL or not, because the challenge of integrating remote students in the physical classroom has largely been avoided by integrating them in the online space instead. Figure 3 shows F2F and virtual interactions in the flexible portal model. Note that there is no video of remote locations displayed in the classroom except on students' individual devices.

Figure 3
Interactions in The Flexible Portal Model



- Key:**
- Student
 - Teacher
 - Online interaction
 - F2F interaction
 - Physical classroom

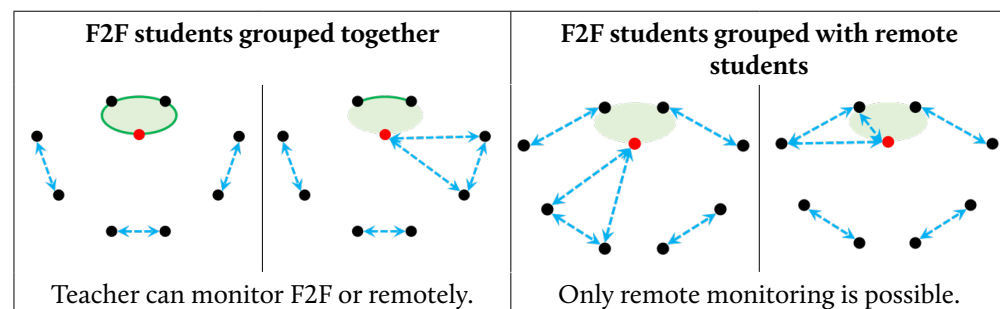
For CELE teachers coming to BSL after a year of online-only teaching, the flexible portal model offered a comfortable and relatively simple transition to BSL. Indeed, it was the only practical option for BSL that some could envisage. Claire, for example, commented that "I couldn't figure out any other way of doing it without just wanting to flop down at the end of every lesson and take a nap!"



One advantage of the flexible portal model from a teaching point of view, mentioned by four survey respondents (18.2%), was the ease and speed of grouping and mixing students in Zoom breakout rooms compared to F2F lessons. This promoted a greater variety of interactions in class, and Adam commented that “after you’ve done that for a few weeks, everybody in the class pretty much knows everybody else, and the atmosphere in those classes benefits quite a lot.”

Breakout rooms also changed the way that teachers monitored activities. With F2F students grouped together, the teacher can monitor them in the classroom while remote students work in breakout rooms. Alternatively, the teacher can monitor a breakout room via headphones while F2F students work together in class. If F2F students are grouped with remote students, there is no F2F interaction in the classroom. The teacher can only monitor by joining BORs one at a time. Even if the teacher wants to monitor a F2F student’s group, it is via Zoom so that the remote student(s) can be heard (because the F2F student is wearing headphones).

Figure 4
Possible Monitoring Configurations in the Flexible Portal Model



Opinions about monitoring differed. One teacher, Claire, felt “the fact that I can monitor breakout rooms by using the chat box—with my camera and microphone off—usually means that students seem less self-conscious or nervous when I join their

group.” She also mentioned that breakout rooms allow the teacher to focus on one group without being distracted by the rest of the class. Other teachers, however, found this to be a disadvantage because it prevented them from scanning the classroom while monitoring. Franco, for example, felt that “in a real classroom setting you can immediately see who’s participating without even having to walk around the classroom. But in breakout rooms . . . it was impossible to visit each room each exercise and, honestly, I couldn’t really gauge a lot of people’s abilities.”

Ethan also considered monitoring to be the biggest challenge posed by Zoom lessons “because you can set up an activity as best you can, but there’s no guarantee that students will do it, especially if they feel like, in their room, maybe their partner doesn’t have the camera on.” This echoes Schwenck and Pryor’s (2021) observation about the importance of students being able to see their classmates. It also reflects what teachers reported being the biggest classroom management issues in BSL classes: students not communicating in breakout rooms (85.7%) and students not speaking English in breakout rooms (81%). Other classroom management issues reported by a majority of teachers were students not paying attention (61.9%), unmotivated students (57.1%) and students not using video on Zoom (52.4%), so it seems that engagement and participation were generally considered to be problems in BSL lessons.

Teachers also commented that having F2F and remote students all log into Zoom felt like teaching an online lesson in which some students just happened to be in the classroom. Franco felt a loss of “energy” in the F2F classroom, while Blake, Adam and Claire all mentioned wanting to reward students who chose to attend F2F, which suggests they felt the F2F experience was insufficient reward in itself.

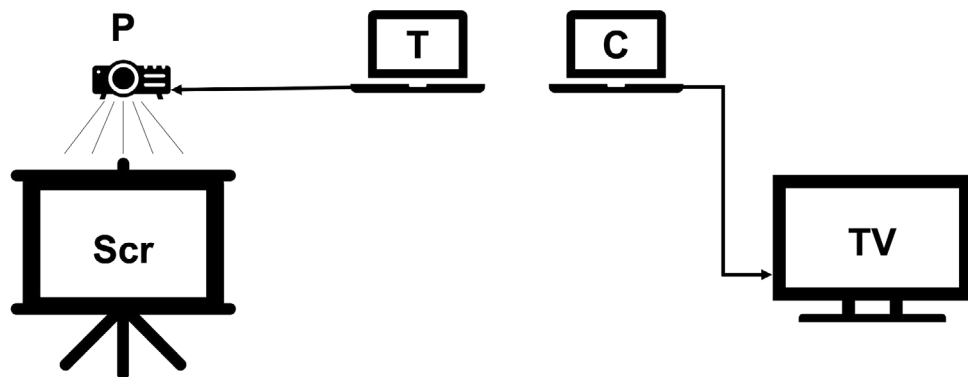
Overall, reflections on the flexible portal model tended to be quite negative. Its popularity stemmed from practicality rather than satisfaction with outcomes. This contrasts with the experience of teachers who used a two-device set-up.

A Two-Device Set-up: Switching Between BSL Models as the Lesson Progresses

Only three teachers used two devices in the classroom. One, David, agreed to be interviewed and described his set-up in more detail. David had a teacher’s device and a classroom device (see Figure 5). He used these two devices to switch between two different models of BSL as described by Bell et al. (2014), consistent with Girons and Swinehart’s observation that “BSL environments are likely to utilize multiple aspects of each model over time or even simultaneously” (2020, p. 22).



Figure 5
David's Two-Device Classroom Set-up



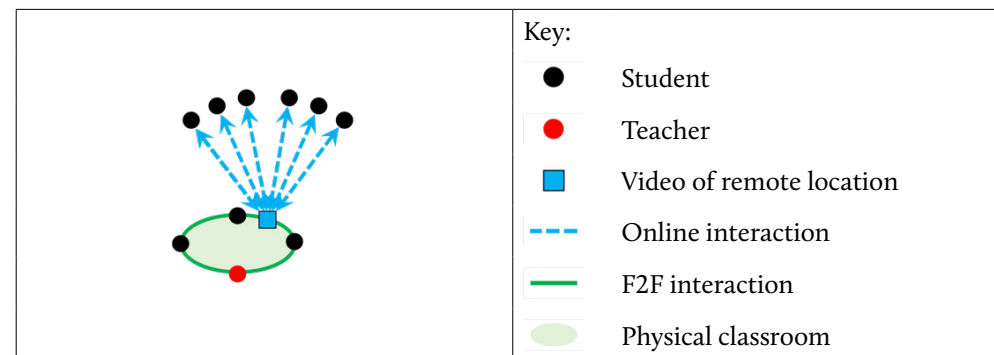
Key:

- T = Teacher's device - running Zoom and any presentations; camera pointed at teacher
- P = Projector
- Scr = Screen displaying lesson materials
- C = Classroom device - connected to Zoom; camera pointed at F2F students
- TV = Television screen displaying remote students on Zoom

One key difference between this set-up and the flexible portal model was that F2F students did not log into Zoom on their own devices. Instead, the classroom device facilitated F2F and remote student interaction.

For whole class activities, the classroom device displayed remote students on a screen in the classroom. Remote students were able to see F2F students on Zoom via the classroom device's camera. This is Bell et al.'s shared portal model (2014).

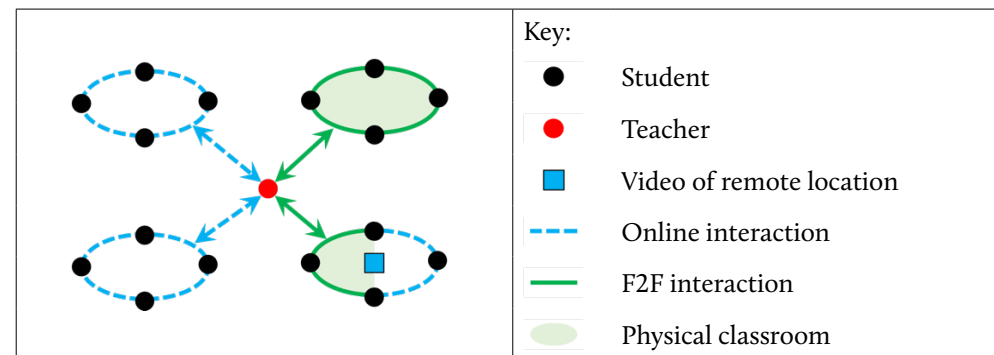
Figure 6
The Shared Portal model (Bell et al., 2014)



David felt that this helped F2F and remote students to feel that they were part of the same class, commenting that: "my immediate concern when starting BSL lessons was ensuring a strong sense of community, and even acting as an incentive for remote students to attend F2F classes."

During pair or group work, David grouped F2F students with remote students via the classroom device. This constitutes an adaptation of the small groups model (Bell et al., 2014) using one web-conferencing application (Zoom) instead of two.

Figure 7
The Small Groups model (Bell et al., 2014)

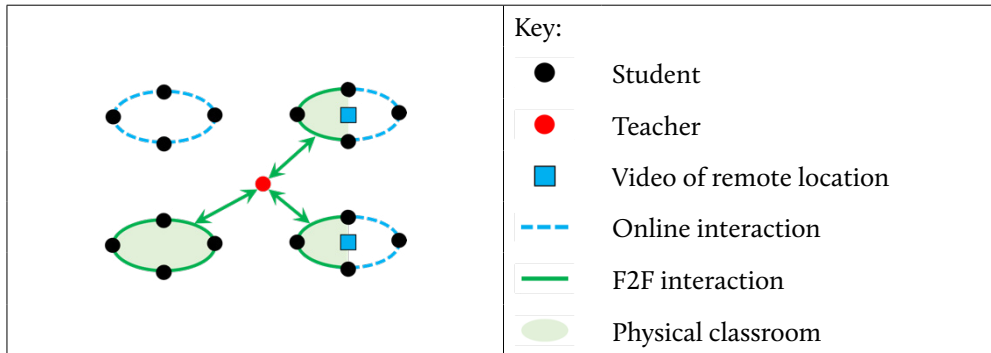




In this set-up, only one group has a mixture of F2F and remote students, so David had F2F students take turns interacting with remote students and rotated which remote students they were interacting with. This helped to promote interactions between the two groups and a sense of cohesion as a class. In addition, because F2F students were listening to remote students via speakers rather than headphones, David was able to monitor groups of F2F and remote students simply by listening in the classroom rather than having to monitor mixed groups via Zoom as in the flexible portal model.

In classes with a larger number of F2F students, David sometimes used the teacher's device as an additional portal for F2F and remote student interaction (see Figure 8). This affords more opportunities for F2F and remote student interaction, but it means that the teacher is unable to monitor any groups composed entirely of remote students.











Figure 8
Using the Teacher's Device as a Portal for F2F and Remote Students to Interact



As they are not connected to another device except when interacting with remote students, there are fewer competing demands placed on F2F students, so they can focus on learning tasks. This set-up therefore preserves elements of the F2F experience such that F2F students do not feel like they are in an online lesson. However, David mentioned several disadvantages for the teacher including managing competing demands and getting accustomed to the computer set up. “My role was tech support, monitor, classroom manager, online manager, and teacher. It also required time to set up the computers and get used to tweaking the audio connections to eliminate audio feedback.” This echoes teacher cognitive overload mentioned by both Szeto (2015) and Bower et al. (2015).

Audio difficulties appeared to be one reason why a two-device set-up was not popular. Franco, for example, initially tried the shared portal model but found it difficult to manage, citing audio feedback as one of the main reasons why he switched to the flexible portal model. Despite feeling that he lost the “energy” in the room, he persisted with it because he found classes less “chaotic.” Audio problems are relatively easily overcome, however. Given the apparent benefits of a two-device set-up, it is worth it for teachers to familiarise themselves with the microphone and speaker settings needed to avoid feedback (see Figure 9).

Figure 9
Audio Settings for Whole Class vs. Group Work

	Whole class	Group work (breakout rooms)
Teacher's device 	 	 
Classroom device 	 	 

Discussion

Our findings indicate that two (or more) devices are preferable to a single device for managing BSL in communicative language teaching. The optimal approach probably depends on the ratio of F2F and remote learners. Here we present two possible scenarios and suggest the best models to integrate F2F and remote learners.

Emergency Response Teaching

Emergency response teaching might, for example, follow a future pandemic or natural disaster in which large numbers of students are unable to attend F2F. In this situation, the two-device set-up is indicated, switching between the shared portal and small groups

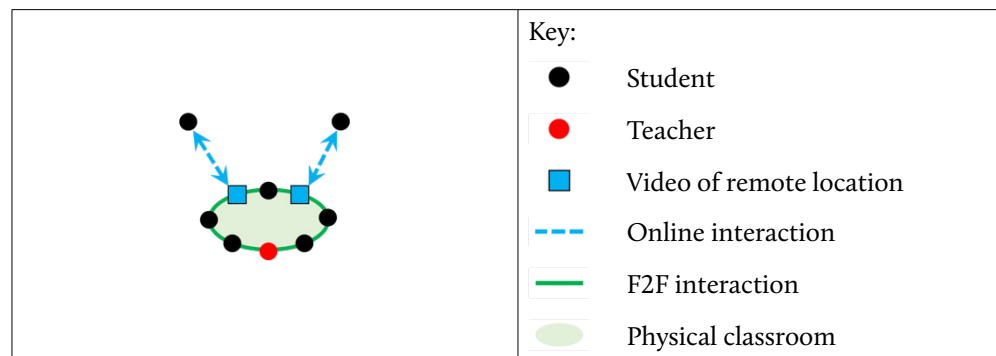


models as implemented by David. It facilitates interaction, promotes a sense of being part of a class, makes monitoring easier, and is not excessively demanding in terms of equipment and technical expertise.

Increasing Accessibility

In non-emergency situations, it is likely that a relatively low proportion of students will be unable to attend at any given time, for example, due to individual illness or injury. In this case, it may be possible to have each remote student represented on a dedicated device, giving them a physical presence in the room. This is Bell et al.'s personal portal model (2014), as shown in Figure 10.

Figure 10
The Personal Portal Model (Bell et al., 2014)



Bell et al. (2014) reported that remote students tend to contribute more in this “personal portal” model than in the “shared portal” model. It is recommended that F2F students act as buddies for remote students, orienting their devices to point the camera, etc.

One challenge identified by Bell et al. (2014) is the potential for audio feedback with so many speakers and microphones active. This can be avoided on Zoom, however, by putting each remote student into an individual breakout room, allowing the microphones and speakers to remain on throughout the lesson without the risk of feedback. The personal portal model was not appropriate at Asia University during the

pandemic due to the high proportion of remote students. However, both authors have subsequently tried it for students unable to attend F2F classes and found it practical and effective.

Conclusion

Adaptability and ease of implementation made the flexible portal model described above an understandably popular choice for CELE teachers when faced with the challenge of BSL. Simply by bringing two devices to the classroom instead of one, however, teachers can expand their options for integrating remote students into the F2F space more effectively and avoid compromising the F2F students’ experience of the lesson. BSL may be part of an emergency response in the future, and it has the potential to increase accessibility in F2F classrooms. To help BSL realise its potential, we recommend avoiding the flexible portal model in favour of the alternatives described above.

Suggestions for Future Research

This was a small-scale study in one context, so it is not known to what extent the findings are generalisable. Similar research in other institutions would be a welcome and useful addition. Also, this study concentrated on teachers, so it would be interesting to know how it correlates with students’ experiences and perceptions of BSL.

Bio Data

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Appendix A

Google Forms Questionnaire: Blended Synchronous Teaching

Survey about teaching practices for blended synchronous classes taught by CELE teachers. For the purpose of this survey, “blended synchronous” means a real-time class that students have the option of attending in-person or online, so the teacher is simultaneously teaching some students in the classroom and others online (including classes where all the students opt to join online).

1. How many computers and/or tablets do you use to teach blended synchronous lessons?
 - a. One
 - b. Two
 - c. More than two
2. If you use more than one computer/tablet, what do you use the additional device(s) for?

3. Which online platforms do you use with your classes? (Choose all that apply)
 - a. Google Classroom
 - b. Manaba
 - c. Microsoft Teams
 - d. Other

Using Zoom

If you use Zoom, we would be interested in finding out which features you use and how you use them.

4. How do you communicate the Meeting ID and Passcode to students? (Choose as many as apply.)
 - a. Post a link to students on Manaba
 - b. Send an invitation through Google Calendar



- c. Via an email to all students
- d. Other

If you chose “other,” briefly describe how you communicate the Meeting ID and Passcode to students.

5. Which Zoom features do you regularly use? (Choose as many as apply)

- a. Waiting Room
- b. Polls
- c. Chat
- d. Share Screen
- e. Record
- f. Breakout Rooms
- g. Reactions
- h. View (Gallery, Standard, Side-by-side, etc.)
- i. Whiteboard
- j. Spotlight
- k. Annotation
- l. Other

If you chose “other,” briefly describe the feature(s).

6. Which THREE Zoom features are the most useful for you?

- a. Waiting Room
- b. Polls
- c. Chat
- d. Share Screen
- e. Record
- f. Breakout Rooms
- g. Reactions

- h. View (Gallery, Standard, Side-by-side, etc.)
- i. Whiteboard
- j. Spotlight
- k. Annotation
- l. Other

Why are these the most useful in your opinion? & If you chose “other,” briefly describe the feature(s).

7. Which Zoom features would you like to learn more about?

- a. Waiting Room
- b. Polls
- c. Chat
- d. Share Screen
- e. Record
- f. Breakout Rooms
- g. Reactions
- h. View (Gallery, Standard, Side-by-side, etc.)
- i. Whiteboard
- j. Spotlight
- k. Annotation
- l. Other

Why would you like to learn more about this/these feature(s)?

8. How often do you share your screen when teaching blended synchronous classes on Zoom?

- a. Every lesson or almost every lesson
- b. Usually but not always
- c. Sometimes



- d. Occasionally
 - e. Never, or almost never
9. When screen sharing, what do you share? (Choose as many as apply.)
- a. Digital Textbook Presentation Tool or Online Textbook
 - b. Your own PowerPoints (or other presentation software)
 - c. Other documents (e.g., PDF, Word, etc.)
 - d. Video streaming sites
 - e. Video from your computer
 - f. Online Whiteboard
 - g. Other websites
 - h. I never share my screen
10. Do you join Breakout Rooms with your students?
- a. Every time or almost every time
 - b. Usually but not always
 - c. Sometimes
 - d. Occasionally
 - e. Never, or almost never
11. Why do you join Breakout Rooms with students? (Choose as many as apply)
- a. To monitor whether students are on task
 - b. To ensure students are speaking English
 - c. To answer questions and clarify instructions
 - d. To assess students' English
 - e. To gauge understanding
 - f. Other

Assessment

We are interested in how you assess your students in blended synchronous classes.

12. Which of the following do you use to assess students in blended synchronous classes? (Choose as many as apply.)
- a. Online automatically scored test (e.g., Google Quiz, Manaba test, etc.)
 - b. Online manually scored test (e.g., via Google, Manaba, etc.)
 - c. Homework assignment (e.g., via Google Classroom, Manaba assignment, etc.)
 - d. Live oral presentation (e.g., in-person, via Zoom, MS Teams etc.)
 - e. Recorded oral presentation (e.g., via Flipgrid, uploaded video, etc.)
 - f. Live group discussion (e.g., in-person, via Zoom, MS Teams, etc.)
 - g. Recorded group discussion (e.g., via Flipgrid, uploaded video, etc.)
 - h. Oral exam (e.g., in-person, via Zoom, MS Teams, etc.)
 - i. Group projects (e.g., in-person, via Zoom, Manaba projects, MS Teams, etc.)
 - j. Participation (e.g., in-person, via Zoom, MS Teams, etc.)
 - k. None of the above
 - l. Other

Why do you use the format(s) you chose to assess students? & If you chose "other," briefly describe the assessment format(s).

13. What issues (if any) have you experienced in trying to assess students' English online?
-

14. What do you think the benefits are (if any) of assessing students' English online?
-



Classroom Management

In this section, we would like to find out about your classroom management of blended synchronous classes.

15. Do your in-person students also participate in the lesson by Zoom?
 - a. Yes
 - b. No
 - c. Sometimes

16. How do your in-person students interact with online students?
 - a. On Zoom using their own device
 - b. On Zoom using a shared “classroom” device
 - c. Using another application such as ‘Nearpod’ but not Zoom
 - d. In-person students do not interact with online students

17. What classroom management issues have you encountered in blended synchronous classes? (Choose as many as apply.)
 - a. Poor attendance
 - b. Unmotivated students
 - c. Frequent lateness
 - d. Students not paying attention
 - e. Students not using video
 - f. Students leaving in the middle of class
 - g. Students not communicating in Breakout Rooms
 - h. Students not using English in Breakout Rooms
 - i. Other

In your opinion, what is the reason for these classroom management issues? & If you chose “other,” briefly describe the classroom management issue(s).

18. In your experience, are there any benefits of blended synchronous classes in terms of classroom management? Please briefly explain.
-

And finally...

A general reflection on blended synchronous teaching and some information about you. (When the results are reported, all data will be anonymised. We are asking about you simply to see whether or not there are any relevant trends in the data we collect.)

19. Which type of classes do you prefer?
 - a. In person
 - b. Online
 - c. Blended Synchronous

 20. Why do you prefer this type of class?
-
21. Which year are you in at Asia University?
 - a. My 1st year
 - b. My 2nd year
 - c. My 3rd year
 - d. My 4th year
 - e. My 5th year

 22. How many years of teaching experience do you have in total?
 - a. 1-2
 - b. 3-5
 - c. 6-10
 - d. 11-15
 - e. 16-20
 - f. +21



23. Would you be interested in meeting for a short interview to discuss your answers to this survey?

- a. Yes
- b. No

If you would be willing to be interviewed, please leave your email address here so that we can contact you. Thank you!

Appendix B

Semi-Structured Interview Questions: Blended Synchronous Teaching

Core questions (asked to all interviewees)	Possible follow-up questions / prompts
How much experience do you have teaching online or blended synchronous classes?	<ul style="list-style-type: none"> How did you find teaching blended synchronous classes for one year?
One of the challenges of blended synchronous teaching is whether and how to integrate the online students with the students in the classroom. How did you approach that?	<ul style="list-style-type: none"> How well do you feel that worked? (Why?) On reflection, is there anything that you would do differently next time? (Why?)
From your perspective, what other challenges were associated with blended synchronous classes?	<ul style="list-style-type: none"> How did you deal with these challenges? Do you feel these were effective?
Did you find any benefits to blended synchronous teaching?	<ul style="list-style-type: none"> Was there anything you did with your blended synchronous classes that you wouldn't have been able to do with a face-to-face class?
How did your students respond to blended synchronous teaching?	<ul style="list-style-type: none"> Did you notice any differences in students' motivation or engagement?

Are there any features of online or blended synchronous teaching that you plan to continue using in face-to-face classes?	<ul style="list-style-type: none"> How about using learning management systems (LMS)? How about assessment?
If we find ourselves teaching blended synchronous classes again in future, what changes would you like to see? From the university's perspective, individual teacher's perspective and students' perspective?	<ul style="list-style-type: none"> On reflection, are there any changes that you would like to make in your own approach to blended synchronous teaching? Is there anything the university could change that you feel would help? Is there any training that you feel you might benefit from for example in-person training sessions, instructional videos or small group discussions, having a colleague mentor you, etc.? Is there any training that you feel students might benefit from?
Is there anything else you'd like to say about online or blended synchronous teaching?	<ul style="list-style-type: none"> What's the most valuable thing you learned through teaching blended synchronous classes?