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STUDENT PERCEPTIONS OF ACADEMIC ENGLISH LEARNING IN A BLENDED LEARNING ENVIRONMENT: KAZAKHSTANI UNIVERSITY-BASED CASE STUDY**Abstract**

This study explores graduate students' perceptions of academic English learning within a blended learning environment at one of the Kazakhstani university. Using a qualitative case study design based on interviews with 20 participants, the research focuses on the key challenges students encounter—such as lack of instructors' feedback, technological disruptions, and poor time management—and presents their recommendations for course improvement. Findings emphasize the need for systematic feedback, enhanced technical support, and structured professional development in time management.

Key words: *blended learning, academic English, higher education, student perception, Kazakhstan, instructor feedback, time management.*

1 Introduction

Technological innovations and evolving educational philosophies have increasingly supported the integration of blended learning (BL) into higher education settings. Blended learning refers to an instructional approach that merges in-person classroom experiences with online educational tools, offering greater adaptability and student autonomy (Sharpe et al., 2006). Its implementation in academic English programs addresses the growing need for flexible learning structures that balance linguistic development with learner independence.

In post-Soviet countries such as Kazakhstan, universities are progressively adopting BL models to modernize instruction and meet global academic standards. Despite these advances, students often encounter difficulties that may hinder their engagement and performance in blended environments. This study investigates such challenges, focusing on the lived experiences of graduate students studying academic English through a blended course at a Kazakhstani university.

Research Relevance

This study explores how graduate students perceive and experience blended learning in an Academic English course. It addresses two key gaps: the limited research on blended learning at the postgraduate level in Central Asia, and the lack of insight into its implementation in Kazakhstani higher education. The findings may inform future studies and support the improvement of Academic English instruction using blended methods. In practice, the results can help educators refine course design and better align it with students' needs.

Research Purpose

The purpose of this study is to examine graduate students' attitudes toward learning Academic English in a blended format. By focusing on their understanding and experiences, the research fills a gap in knowledge about how blended learning is received at the graduate level in Kazakhstan. These insights can support course development and inform policymakers working toward educational goals such as those outlined in the "Kazakhstan–2050" strategy.

Research Question

How do graduate students perceive and experience an Academic English course delivered in a blended format?

A qualitative approach was used, involving semi-structured interviews with 25 Master's students from the Nazarbayev University's Graduate School of Education in Astana. Participants were selected using homogeneous sampling. Interviews explored students' prior and current experiences with blended learning, perceived benefits and challenges, and suggestions for improving the course. The Academic English course focuses on enhancing academic reading, writing, speaking, and listening skills, and is delivered over four semesters using a blended model that combines face-to-face sessions with online learning.

2 Literature Review

Foundational Theories and Frameworks of Blended Learning in Higher Education

Blended learning (BL) is broadly defined as the integration of face-to-face and online instructional modes (Dziuban et al., 2018). Some scholars refer to it as the "new traditional model" or the "new normal" in higher education delivery. This approach is underpinned by constructivist learning theory, emphasizing active, student-centered learning through both physical and virtual interactions. Garrison and Kanuka (2004) highlighted BL's "transformative potential" in higher education, arguing it can enhance the effectiveness and efficiency of meaningful learning while remaining consistent with the core values of traditional institutions.

Traditionally, BL has been viewed simply as a combination of online and face-to-face methods (often termed hybrid learning) (Zhou et al., 2025). However, recent perspectives stress the seamless integration of the two modalities. The Community of Inquiry framework (Garrison & Vaughan, 2008) is one influential model focusing on social, cognitive, and teaching presence in blended environments. Scholars such as Pima et al. (2018) and Drysdale et al. (2013) argue that robust engagement strategies and clear design frameworks are essential for successful implementation.

Applications of Blended Learning in Language and Academic English Instruction

BL has become prominent in English for Academic Purposes (EAP) programs due to its ability to balance autonomy with structured support. Banditvilai (2016) and Nuri and Bostancı (2021) report significant improvements in students' linguistic proficiency using BL methods. Students benefit from asynchronous content to review independently and synchronous sessions to apply language actively. When carefully designed, BL fosters learner autonomy and deeper engagement (Rasheed et al., 2020).

Challenges and Outcomes in the Kazakhstani Context

In Kazakhstan and other post-Soviet systems, the integration of BL is relatively recent. The COVID-19 pandemic forced a rapid shift to online and hybrid learning, revealing challenges such as insufficient feedback, technological infrastructure gaps, and faculty unpreparedness (Amirova et al., 2024; Tussupbekova et al., 2022). Nevertheless, universities have since invested in hybrid classroom infrastructure and digital platforms to improve student experiences. Research shows students in Kazakhstan value the flexibility of BL but still prefer face-to-face sessions for feedback and interaction.

Global Trends (2020–2024)

Recent global literature has highlighted the rise of flexible formats such as HyFlex learning, adaptive technologies, and AI tools in BL environments (Detyna et al., 2023; Kohnke & Moorhouse, 2021). Meta-analyses confirm that BL tends to outperform traditional classroom methods when well-designed (Bernard et al., 2014). Institutions worldwide have responded to post-pandemic challenges

by building sustainable BL models that support inclusion, personalization, and resilience (Zhao & Watterston, 2021).

3 Methodology

3.1 Research Design

This study adopted a qualitative case study design to investigate graduate students' experiences with academic English instruction in a blended learning (BL) context. A qualitative approach was deemed most appropriate due to its ability to capture in-depth insights into participants' subjective experiences, perceptions, and challenges (Creswell & Poth, 2018). The case study framework enabled the researcher to focus on a bounded system—one academic English course delivered in blended format within a Kazakhstani university—while exploring the complexity of student engagement within that setting.

3.2 Data Collection Instrument

To explore graduate students' perceptions of studying Academic English through a blended learning model, this study employed semi-structured, one-on-one interviews as the primary data collection tool. As Creswell (2012) notes, interviews are particularly useful for examining central phenomena in depth, making them well-suited for capturing personal insights and experiences. This flexible format combined a predetermined set of open-ended questions with opportunities to probe further or clarify responses, allowing for both structure and adaptability (Bernard, 2000; Merriam & Tisdell, 2016).

The semi-structured approach also fostered a conversational environment, encouraging participants to share their views more openly (Cohen & Crabtree, 2006). A total of ten guiding questions were developed to align with the research objectives. These questions focused on participants' prior and current experiences with blended learning, perceived differences between learning formats, benefits and challenges of the blended approach, and suggestions for improving the course. This instrument was designed to capture a comprehensive view of students' experiences and reflections on the blended Academic English course.

3.3 Research Site and Participant Sample

The study was conducted at the Graduate School of Education at the Nazarbayev University (NU GSE), a higher education institution offering a Master's program that includes a blended-format Academic English course. This course combines in-person instruction with both synchronous and asynchronous online components (Garrison & Kanuka, 2004; Ma'arop & Embi, 2016). Delivered over four semesters, the course aims to enhance students' proficiency in academic speaking, writing, reading, listening, and grammar. The integration of blended learning into the curriculum made NU GSE a suitable setting for examining students' experiences and perceptions of this instructional approach.

A total of 20 Master's students were selected using homogeneous sampling, ensuring that participants shared essential characteristics relevant to the study's aims (Miles & Huberman, 1994). All participants were enrolled in the Master's program at NU GSE, had engaged with Academic English instruction in a blended format, and were either in their first or second year of study. As English is the primary medium of instruction at the institution, participants demonstrated a high level of language proficiency. Each student voluntarily agreed to participate in the interview process. This focused sampling strategy helped ensure the collection of meaningful, context-specific data regarding the shared experience of learning Academic English through a blended learning model.

3.4 Data Collection and Analysis

Data were collected through semi-structured interviews, which allowed for both consistency across participants and flexibility to probe deeper into individual responses. Interviews were conducted either face-to-face or via video conferencing, depending on participants' availability and preference. Each interview lasted approximately 20 to 30 minutes and was audio-recorded with participant consent.

All interviews were transcribed verbatim and analyzed using thematic analysis, guided by grounded theory principles (Charmaz, 2014). The process involved multiple coding cycles to identify recurring themes, patterns, and deviations in participant narratives. Initial open coding generated a broad set of categories, which were subsequently refined through axial coding into three core themes: (1) lack of timely feedback, (2) technological disruptions, and (3) challenges with time management.

3.5 Ethical Considerations

This study adhered to established ethical research standards. Prior to data collection, ethical approval was granted by the Research Committee of Nazarbayev University Graduate School of Education. Participants received detailed information about the study's objectives, procedures, and any potential risks or benefits. They were informed that participation was entirely voluntary and that they could withdraw at any time or decline to answer specific questions without facing any consequences.

Written informed consent was obtained from each participant before the interviews. The consent form outlined data protection measures and assured participants of anonymity and confidentiality. To safeguard identities, pseudonyms (e.g., "Participant 1," "Participant 2") were used, and any potentially identifying details were removed or generalized in the final report. Although the researcher was aware of participants' real identities, this information was not shared with others and was handled with strict confidentiality.

All data, including recordings and transcripts, were stored securely in password-protected digital files accessible only to the researcher. In accordance with the Republic of Kazakhstan's Law on Personal Data Protection (2013), all data will be retained only for the necessary duration of the research project and permanently deleted thereafter. These measures were implemented to protect participants' rights and ensure ethical integrity throughout the study.

4 Findings

The analysis of interview data revealed three major themes reflecting the primary challenges experienced by students in the blended academic English course. These include (1) lack of timely instructor feedback, (2) persistent technological issues, and (3) difficulties in managing time effectively. Each theme is discussed in detail below, supported by representative participant narratives.

4.1 Lack of Instructor Feedback

A recurring concern among participants was the delay or absence of instructor feedback on assignments and assessments. In fact, over half of the students (12 out of 20) reported feelings of uncertainty and frustration when feedback was not delivered promptly, which they perceived as an obstacle to academic progress. Several students indicated that timely feedback was critical for maintaining motivation and understanding course expectations. One participant noted, "Without regular feedback, it's hard to know if I'm improving or just repeating mistakes." This lack of communication was particularly problematic in the blended format, where face-to-face interactions were limited and asynchronous learning required greater self-direction.

Some participants also felt that instructors did not always provide timely guidance on important course tasks. For example, one student shared that at the beginning of the course they "did not know how to write a research proposal at all" and that the instructor was "a little bit late to explain how to write this kind of assignment." This student suggested that better course planning and coordination among faculty – "discussing [the syllabus] with other instructors" – would help students more easily achieve the intended results.

4.2 Technological Problems

Participants also reported frequent technological issues that interfered with their learning experience. Approximately half of the participants encountered unreliable internet connections, platform outages, and difficulties accessing or uploading course materials. Technical failures not only caused delays in assignment submission but also heightened student stress levels. One student shared, "The platform sometimes crashed or my connection was weak, leaving me stuck in the middle of an

online lesson with no immediate help.” Many participants expressed a need for more responsive technical support and better-designed digital platforms. The frustration with technical issues was compounded by the lack of real-time assistance, which often left students without immediate solutions during critical study periods.

4.3 Poor Time Management

The third major theme identified was poor time management, which students linked to the increased autonomy required in a blended learning environment. Roughly half of the participants admitted that they struggled to manage their time effectively in this format. Without the structure of regular in-person classes, participants reported difficulty adhering to deadlines and managing academic responsibilities alongside personal and professional commitments. Procrastination emerged as a common behavior, with several students acknowledging their struggle to stay on task without external accountability. Some participants attributed this to a lack of preparation for self-regulated learning, while others cited workload imbalance and overlapping responsibilities. One student admitted, “It was difficult for me to meet the deadlines. I was overloaded with work and spent so little time with my children that I did not have time to complete the assignments properly, which affected their quality and my grades.” There was a clear call for institutional support, including time management training and academic coaching, to better equip students for success in blended courses.

4.4 Student Recommendations

In addition to highlighting challenges, participants offered several recommendations to improve the blended course. Many students suggested introducing more in-person sessions to reduce feelings of isolation and to provide more immediate feedback. As one student recommended, “We need at least one intensive face-to-face session to help solve a lot of these issues with feedback and communication.” Others proposed mentorship or training for instructors new to the blended format, so that less experienced teachers could learn effective strategies from senior faculty. These student-driven suggestions were aimed at addressing the identified problems and enhancing the overall learning experience.

5 Discussion

The present study explored students’ experiences with blended learning and revealed several critical challenges: delays or absence of instructor feedback, technological disruptions, and students’ own struggles with time management. Despite these difficulties, participants were proactive in offering constructive suggestions for improving the blended learning environment. These included professional development courses in time management and institutional oversight to ensure timely instructor feedback.

A recurring theme across interviews was the importance of prompt and constructive feedback from instructors. Participants emphasized that feedback was essential for understanding academic progress and maintaining motivation. The more detailed, objective, and relevant the feedback, the more confident students felt in their learning trajectory. These insights align with Sher (2009), who argued that student–instructor relationships are foundational to online learning success, and Small et al. (2012), who found that timely feedback is a critical component of student satisfaction and performance in virtual settings.

Technological issues emerged as another significant challenge. Participants reported frequent disruptions caused by unstable internet connections and malfunctioning learning platforms, which created anxiety and impacted assignment completion. These findings reflect earlier studies by Ramos et al. (2011), who noted that while technology plays a central role in BL, it should never become an obstacle that jeopardizes the learning process. Accordingly, timely technical support and effective troubleshooting mechanisms are vital to ensuring a seamless student experience in blended environments.

Another dominant theme was poor time management. Many participants admitted to procrastinating or falling behind in their coursework. This behavior was often attributed to the high level of autonomy required in blended learning, which students were not adequately prepared for.

Kenney and Newcombe (2010) identified time management as a common struggle among students in hybrid learning formats. In this study, some participants also cited external responsibilities—such as employment and family obligations—as contributing factors to their inability to manage time effectively.

To address these issues, students recommended professional development sessions focused on time management, which would help them navigate academic responsibilities more efficiently. This recommendation is supported by Lotrecchiano et al. (2013), who argued that time management training not only improves student performance in university courses but also fosters long-term professional skills.

Another recommendation concerned institutional accountability for instructor feedback. Participants stressed that when learning occurs at a distance, students are particularly dependent on timely instructor responses. Instructors' delays in giving feedback stalled student progress and created uncertainty. Therefore, it was suggested that course administrators establish formal mechanisms to ensure instructors remain responsive, including oversight from senior faculty or program coordinators.

In sum, the findings of this study reinforce existing literature showing that student success in blended learning depends on three main pillars: prompt and meaningful feedback, stable technology infrastructure, and effective self-management skills. Furthermore, students proposed practical solutions—such as professional development in time management and accountability structures for feedback—that could enhance blended course delivery and student engagement.

6 Conclusion

This study examined the experiences of graduate students at a Kazakhstani university enrolled in a blended academic English course. The findings revealed several consistent challenges: difficulties in managing time, insufficient or delayed instructor feedback, and technological barriers. While blended learning emphasizes learner autonomy, students clearly articulated the continued importance of human interaction—particularly timely and formative feedback from instructors. Additionally, despite advances in technology, technical failures still disrupt learning and create stress for students.

Based on the students' insights, the study offers several actionable recommendations. First, blended learning instructors should be accountable to senior program administrators for the timeliness and quality of their feedback. This could involve setting up clear guidelines and expectations at the course outset. Second, universities should implement pre-course professional development sessions in time management to help students adapt to the demands of blended learning. These sessions could improve not only academic performance but also long-term professional readiness. Finally, IT departments must be equipped to respond swiftly to technical problems, ensuring that online platforms operate smoothly and reliably.

Incorporating these suggestions can significantly improve the effectiveness and appeal of blended learning programs. By addressing students' concerns and integrating their recommendations into course design, universities can move closer to delivering a blended learning experience that supports both academic success and student well-being.

Further research is necessary to extend these findings. The current study was limited to a sample of 20 participants, and while their insights were rich, they may not capture the full scope of student experiences in other contexts. Future studies should include larger and more diverse participant groups and might examine variables such as discipline, prior online learning experience, or language proficiency. Such research could deepen our understanding of student satisfaction and success in blended learning environments and inform the continuous improvement of hybrid academic programs.

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САТУБАЛДИНА, А.

СТУДЕНТТЕР АРАСЫНДА АКАДЕМИЯЛЫҚ АҒЫЛШЫН ТІЛІН ҮЙРЕНУГЕ ДЕГЕН КӨЗҚАРАС: АРАЛАС ОҚЫТУ ФОРМАТЫНДАҒЫ ҚАЗАҚСТАНДЫҚ ТӘЖІРИБЕ

Бұл мақалада Қазақстандағы университеттерінің бірінде аралас форматта оқытылатын академиялық ағылшын тіліне докторанттардың көзқарастары зерттеледі. Зерттеу сапалық тәсілге негізделген және 20 қатысушымен жүргізілген сұхбаттарға сүйенеді. Негізгі қиындықтар – оқытушылардан кері байланыстың болмауы, техникалық мәселелер және уақытты басқарудағы қиындықтар. Мақалада курс сапасын арттыру бойынша студенттердің ұсыныстары берілген. Нәтижелер жүйелі кері байланыс, техникалық қолдау және өзін-өзі басқару дағдыларын дамыту қажеттігін көрсетеді.

Түйінді сөздер: аралас оқыту, академиялық ағылшын, жоғары білім, студенттердің көзқарасы, Қазақстан, кері байланыс, тайм-менеджмент.

САТУБАЛДИНА, А.

КАК СТУДЕНТЫ ВОСПРИНИМАЮТ ИЗУЧЕНИЕ АКАДЕМИЧЕСКОГО АНГЛИЙСКОГО В СМЕШАННОМ ОБУЧЕНИИ: ИССЛЕДОВАНИЕ В КАЗАХСТАНСКОМ УНИВЕРСИТЕТЕ

Данная работа посвящена изучению восприятия аспирантами академического английского языка в условиях смешанного обучения в одном из университетов Казахстана. При использовании качественного метода исследования и интервью с 20 участниками, были выявлены основные трудности: отсутствие своевременной обратной связи от преподавателей, технические сбои и сложности с тайм-менеджментом. В статье представлены рекомендации студентов по улучшению курса. Результаты подчёркивают необходимость системной обратной связи, технической поддержки и развития навыков самоуправления.

Ключевые слова: смешанное обучение, академический английский, высшее образование, восприятие студентов, Казахстан, обратная связь, тайм-менеджмент.

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