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## BICHRONOUS ONLINE LEARNING: L2 LEARNERS' PERCEPTIONS

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### Abstract:

English educators worldwide have been implementing multifarious online learning tools to teach students English, especially since the Covid-19 arrival. Researches on and adoption of online learning have vigorously increased since then to explore the effectiveness of umpteen online learning tools to ensure students get the best of education. With this regard, this paper looked into L2 learners' perceptions towards bichronous online learning - a mixed mode of online learning in tertiary education and employed a quantitative method via questionnaire focusing on eliciting respondents' perceptions on bichronous online learning, the challenges they faced while learning bichronously and the suggestions they proposed to improve bichronous online learning. The respondents involved were 30 first-year students taking the Essential Communication Skills course at Universiti Malaysia Sabah. In recapitulation, the findings portrayed positive perceptions of L2 learners towards bichronous online learning. It was also highlighted that poor internet connection, poor time management and lack of motivation were the core challenges of the blended mode while suggestions to enhance it were mainly on the use of multitudinous learning methods, more interactive platforms and creation of a conducive learning environment. These findings served as a foundation for devising suitable bichronous online learning materials for learning English effectively.

**Keywords:**

Covid-19, L2 Learners' Perceptions, Bichronous Online Learning, English, Synchronous and Asynchronous Modes

**Introduction**

Covid-19 has prompted an abrupt closure of schools and institutions hence causing L2 learners to face challenges in acquiring and refining the English language (Verawardina, Asnur, Lubis, Hendriyani, Ramadhani, Dewi, & Darni, 2020; Ying, Siang, & Mohamad, 2021). Ensuing the pandemic, online learning has also become synonymous in the Malaysian Educational System. To ensure learners are not left behind in online learning including in learning English and to cater to the needs of and narrow down the digital divide between students living in urban and rural areas, educators around the world have been adopting a mix of learning tools encompassing synchronous and asynchronous. Nevertheless, some of the issues reportedly experienced by students in learning online either synchronously or asynchronously were; the struggle to keep pace with assignments and due dates, lack of motivation; self-discipline; social skills; verbal, non-verbal communication and emotional cues; peer interaction, bad internet connection, inclination of being absent due to unexpected situations and teacher-centred learning environments (Murphy & Coleman, 2004; Huang & Hsiao, 2012; Perveen, 2016; Gacs, Goertler & Spasova, 2020; Brennan, 2020; Yoon, 2021). So, how to address such issues? Will the integration of both modes (synchronous and asynchronous) be beneficial to educational agents (teachers and students) in learning online in general and in attaining English competency in particular? This study therewith looked into how efficient the blending of both synchronous and asynchronous online learning is in a learning process enclosing in learning English via students' perspectives.

Educators and learners are reckoned to be familiar with synchronous and asynchronous online learning, but one might not be conversant with the *"bichronous"* term. So, what is *"bichronous online learning"*? Martin, Polly & Ritzhaupt (2020) stated that grounding on the term *"chronous"* which refers to *"personification in time"*, bichronous online learning is the blend of synchronous and asynchronous online learning. They further defined bichronous online learning as *"the blending of both asynchronous and synchronous online learning, where students can participate in anytime, anywhere learning during the asynchronous parts of the course but then participate in real-time activities for the synchronous sessions. The amount of the online learning blend varies by the course and the activities included in the course."* Bichronous online learning is a resort to maximize the benefits and optimize learning outcomes of synchronous and asynchronous online learning by blending them, as opined by Martin et al. (2020) and Pflaum (2020). Martin et al. (2020) went ahead that there was a plethora of studies conducted on synchronous and asynchronous online learning, yet there were very few on bichronous online learning.

This study thus derived to examine how effective bichronous online learning is towards tertiary institution students. In the study, the teacher-researcher adopted a bichronous online learning in teaching second-semester students from proficiency Essential Communication Skills course English language by conducting live classes via Google Meet as synchronous platform and storing and sharing lesson materials asynchronously as written announcements, forums and downloadable lesson documents, videos and recorded lectures for students to access at their own pace via SmartUMS (UMS Learning Management System) and Telegram group chat.

Asynchronous mode complements synchronous learning as it caters to the learning needs of those with low internet bandwidth, especially those who live in rural areas. The study aims to identify L2 students' perceptions of bichronous online learning, challenges encountered, and suggestions to elevate the blending of synchronous and asynchronous learning (bichronous online learning). The research questions of this study are:

RQ1: What are the L2 learners' perceptions towards bichronous online learning?

RQ2: What are the challenges encountered by the L2 learners in learning bichronously?

RQ3: What are the suggestions proposed by the L2 learners to improve bichronous online learning?

## Literature Review

### *Asynchronous Online Learning*

Asynchronous online learning refers to students being able to view and access digital learning materials such as audio or video lectures, discussion forums, handouts, links to resources, quizzes or tests, articles and PowerPoint presentations at their convenience and own pace via a virtual platform; a hub that stores course materials, course communications, course management and course assignments known as Learning Management System (LMS) (Perveen, 2016; Pflaum, 2020; Scheiderer, 2021; Yoon, 2021).

Indubitably, asynchronous mode has its own strengths in the light of - it provides a flexible learning environment for students who couldn't attend classes in person for unanticipated situations (Ragusa & Crampton, 2017; Yoon, 2021), encouraging critical thinking and higher-order learning skills (Aviv, Erlich, Ravid & Geva, 2003; Yoon, 2021), and in affective aspect; asynchronous learning mode alleviates L2 learners' anxiety and fear to perform right on the spot (Murphy & Coleman, 2004; Perveen, 2016; Yoon, 2021).

However, it has flaws in which to some students, unless they are motivated and self-disciplined, it is difficult for them to keep up with assignments and due dates as some are prone to submit their work at the eleventh hour which adversely affect their learning quality (Yoon, 2021), satisfaction and motivation (Huang & Hsiao, 2012; Yoon, 2021) and in the worst-case scenario, students might drop out of the class entirely (Yoon, 2021). Also, asynchronous learning settings may cause students to not socialise enough with peers, experience a sense of isolation, be lack of input and be deficient of verbal and non-verbal communications (Gacs et al., 2020; Yoon, 2021).

### *Synchronous Online Learning*

Synchronous online learning, meanwhile, can be defined as "*learning/teaching that takes place real time in a virtual classroom*" (Yoon, 2021). There are numerous synchronous tools comprising voice, chat-rooms, video-conferences and web-conferences (Parveen, 2016). One of the platforms widely used for synchronous lessons is Google Meet, which was also used in this study. It is a platform offered through Google's G-Suite, which allows for live video conferencing of up to 200 people (Rhoads, 2020). Some studies presented Google Meet (GM) as an effective and efficient online learning tool for synchronous online education (Wu & Sung, 2014; Martinez-Nuñez, Borrás-Gene & Fidalgo-Blanco, 2016; Papadakis, Kalogiannakis & Zaranis, 2018; Ironsi, 2021). This study thus serves to identify if the respondents feel likewise

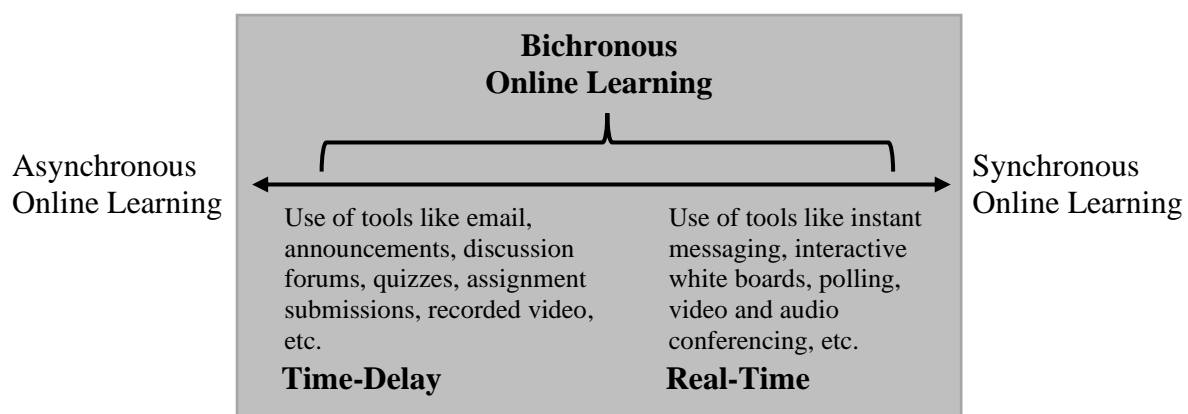
for GM as the synchronous online learning platform and SmartUMS and Telegram as the asynchronous ones.

Synchronous mode is perceived as a medium for learners and educators to interact in real time, hence emulating a physical classroom (Perveen, 2016). This ultimately inculcates a sense of togetherness among peers and with instructors (Teng, Chen, Kinshuk & Leo, 2012; Asoodar, Atai, Vaezi & Marandi, 2014; Perveen, 2016) and instils high motivation to consistently being engaged in class activities (Yamagata-Lynch, 2014; Perveen, 2016). Apart from that, by dint of the synchronous nature of allowing users to relay instant feedback and answers as well as displaying facial expressions and tones, students are able to clarify doubts on the spot (Ene & Upton, 2018) and feel more connected to the instructors and peers (Han, 2013).

Albeit synchronous mode offers vast advantages, it comes with challenges for both students and instructors. One of them is the tendency to not be available at set times and days by virtue of unforeseen circumstances (Perveen, 2016; Gacs et al., 2020). Lack of good internet bandwidth (Perveen, 2016; Yoon, 2021) and being more teacher-oriented (Murphy & Coleman, 2004; Brennan, 2020) which results in a lack of students' participation and less verbal and non-verbal emotional cues are also the impediments of synchronous mode to be addressed.

### ***Bichronous Online Learning***

As being fore acknowledged, bichronous is the blending of synchronous and asynchronous online learning (Martin et al., 2020) or in short "*blended learning*" (Pflaum, 2020), contended to potentially reduce some challenges of asynchronous online learning encircling lack of immediacy, community, interaction, and audiovisual communication (Martin et al., 2020). The Conceptual Understanding for Bichronous Online Learning by Martin et al. (2020) (see Figure 1) marks bichronous online learning as "*a continuum between synchronous and asynchronous online learning*", demonstrating that a profusion of online learning courses has long been embracing facets from both domains, it is just that many are not fully cognisant that the mixture of asynchronous modes is termed "*bichronous online learning*".



**Figure 1: Conceptual Understanding for Bichronous Online Learning**

Source: Bichronous Online Learning: Blending Asynchronous and Synchronous Online Learning by Martin et al. (2020) from *EDUCAUSE Review*.

In terms of the advantages of adopting bichronous online learning, Farros, Shawler, Gatzunis & Weiss (2019) connoted that learning outcomes can be honed by adding synchronous discussion in an asynchronous course as students who participated in any number of synchronous sessions performed better in the course. Other researchers also found that the blending of synchronous and asynchronous learning optimizes learning outcomes and is beneficial for language learning (Pérez, 2013; Pflaum, 2020) as students could learn at their own pace with immediate feedback from and by interacting with the instructors and peers during synchronous sessions while enjoying the flexibility of learning and participating in anytime and anywhere asynchronously (Martin et al., 2020). Learners can also seize the opportunity for audio-visual communication with instructors and peers through the mix of synchronous and asynchronous online activities (Martin et al., 2020). Zotti (2017) correspondingly highlighted in his study that a student regarded blending of synchronous and asynchronous as a happy medium, as it provides sufficient flexibility to be involved in an online course with some live sessions. Similarly, Yamagata-Lynch (2014) discovered that, by integrating synchronous and asynchronous modes, students would feel a better sense of connection to their instructors and peers and stay engaged with lesson activities. This condenses that incorporating synchronous and asynchronous communication features results in creating more engaging classes with enriched learning outcomes and instilling positive attitudes and retention in students (Martin et al., 2020).

Still, it is a challenge for instructors to create a happy middle ground of a/synchronous modes in conducting bichronous online classes as a great deal of familiarity with different technologies and a good comprehension of how each lesson activity contributes to different learning objectives are required to figure out the right balance and the rational and effectual flow of enhanced learning outcome-activities (Martin et al., 2020; Pflaum, 2020).

## **Research Methodology**

### ***Respondents***

Thirty undergraduate students taking a second-semester proficiency Essential Communication Skills course in the Centre for the Promotion of Knowledge and Language Learning (CPKLL), Universiti Malaysia Sabah (UMS) were recruited as respondents for this study. They were learning English as a second language in the course. The duration of the study was five weeks. The respondents were selected grounded on the convenient sampling due to physical classes still not permitted for Covid-19 outbreak concerns. From 30, 86.7% of the participants (n=26) are females while the rest 13.8% (n=4) are males. They come from different ethnicities in which most of them are local Sabahans (63.3%, n=19), 20% (n=6) are Malays while the remaining are Chinese (6.7%, n=2), Indian (3.3%, n=1), and local Sarawakians (6.7%, n=2).

### ***Design and Instrument***

The study utilizes quantitative research design by employing a questionnaire for data collection (Johnson & Larry, 2017) to thirty respondents where they completed a survey about student perceptions towards learning English as a second language bichronously in their Essential Communication Skills course. The questionnaire which is the research instrument was administered in a google form to respondents through Telegram application, which also functioned as the class main communication platform. The 20-item questionnaire comprises five parts of multiple choice, Linkert scale and open-ended questions. The first part provided general instructions to students and explained the definition and examples of bichronous online

learning. The second part elicited respondents' demographic information on gender and ethnicity (items 1-2), whereas the third part fixated on students' perceptions on bichronous online learning where they had to tick the box that best corresponds their choice and rate their options using a 5-point Linkert scale (1=Strongly disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly agree) (items 3-18). The fourth and fifth parts posed open-ended questions on challenges respondents encountered while adopting bichronous online learning (item 19) and suggestions to enhance the blending of synchronous and asynchronous online learning (item 20). The research instrument is an adaptation from the instruments in Students' Online Learning Readiness amid the Covid-19 Outbreak: MCO Phase 1 by Rahim, Osman, Musa & Rahman (2021) and Google Meet as a Synchronous Language Learning Tool for Emergency Online Distant Learning During the COVID-19 Pandemic: Perceptions of Language Instructors and Preservice Teachers by Ironsi (2021).

### Data Analysis

Descriptive analysis was utilized for the quantitative data yielded from items 3 to 18 as frequency counts.

**Table 1: Online Learning Preference**

Online learning mode	Number of respondents (N=30)
Synchronous	0
Asynchronous	4
Bichronous	26

As for item 3 on "What is your online learning preference?", Table 1 reveals that most of the respondents (86.7%, n=26) opted for bichronous online learning (blending of synchronous and asynchronous online learning) while 4 of them (13.3%) went for asynchronous online learning. None of them favoured synchronous mode.

**Table 2: Students' Perceptions of Bichronous Online Learning**

Responses	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
	Number of respondents (N=30)				
The blending of synchronous and asynchronous online learning (bichronous online learning) helped in achieving lesson objectives.			1	13	16
Bichronous online learning made classroom activities more flexible.		1	2	10	17
Bichronous online learning enhanced collaborative learning.			3	10	17
Videos and audios were clear during lessons in bichronous online learning mode.			5	14	11
It was easy to connect to bichronous online learning platforms.			2	13	15

Interactions using bichronous online learning platforms were clear.		1	2	13	14
Bichronous online learning platforms were user-friendly.			2	13	15
Performing classroom tasks was easy with bichronous online learning platforms.		1	3	11	15
Bichronous online learning mode was efficient in English language learning.			6	8	16
Bichronous online learning mode made English language learning enjoyable.			3	9	18
It was fun to use bichronous online learning platforms to interact with instructors and peers.		1	2	10	17
Using bichronous online learning tools brushed up on my participation in the classroom.		2	2	12	14
I developed a sense of community with my instructors and peers when adopting bichronous online learning.			5	12	13
I was content with the utilisation of bichronous online learning tools for learning the English language.			4	10	16
Bichronous online learning boosted my English language skills.		1	2	12	15

Table 2 elicits students' perceptions on bichronous online learning, which in overall amassed positive views. Fifteen items were asked to be rated by the respondents according to 5-point Linkert scale ranging from 'Strongly Disagree' to 'Strongly Agree'. 96.7% of 30 students indicated that bichronous online learning indeed helped achieve lesson objectives. The outcomes also infer that 90% of the respondents perceived classroom activities as flexible and collaborative learning was enhanced with bichronous mode. In addition, 83.3% of the students opined videos and audios were clear when learning online bichronously. They favoured bichronous online learning as it was easy to connect to the blended mode platforms (93.3%) signifying that those platforms were user-friendly (93.3%) therefore contributed to limpid interactions among the classroom community (90%). The results also reflect that performing tasks using bichronous platforms was easy (86.7%) and promoted fun interaction between students and instructors and among peers (90%) thus fairly developed a sense of community within the classroom (83.3%) and enhanced their participation in class activities (86.7%). As to the use of bichronous mode in learning English as a second language, most of the respondents were content (86.7%) and denoted that it was efficient (80%), enjoyable (90%) and amplified their English language skills (90%).

The qualitative data gathered from the two open-ended questions, on the other hand, were analysed using Thematic Analysis (TA) (Braun & Clarke, 2006). Item 19 posed a question on “*What problems did you encounter when learning bichronously?*” and item 20 was on “*How to improve bichronous online learning?*”. Table 3 and 4 below show students’ responses on both prompts - categorized into several themes.

**Table 3: Bichronous Online Learning Challenges**

Item	Themes	Exemplars
19. What problems did you encounter when learning bichronously?	Poor internet connection and technical issues	“ <i>Bad internet connection.</i> ”
		“ <i>Unstable internet connection.</i> ”
		“ <i>The common problem when learning bichronously is the network. It's always stuck and lagging when I don't have a good internet connection.</i> ”
		“ <i>Inconsistent speed of internet connection.</i> ”
		“ <i>Sometimes I have problems with the internet, especially in the rainy season and when there is no electric supply because this thing badly affects the internet in my home area.</i> ”
		“ <i>Internet connection problem because when suddenly there's no electricity, I totally lose my internet connection and I need to walk to another place to search for a good connection.</i> ”
		“ <i>When I'm facing poor internet connection, I cannot join online classes or I cannot hear the lecturer's voice clearly. Plus, it is also difficult to open platforms such as Smartv3 to review works, slides and to submit assessments on time due to poor internet connection.</i> ”
		“ <i>Having an unstable internet connection when it's raining.</i> ”
		“ <i>Sometimes I have connection problems in which my line is not stable.</i> ”
		“ <i>Connection is not stable.</i> ”
“ <i>Sometimes my Wi-Fi is broken.</i> ”		



		<i>"Got internet connection problems."</i>
		<i>"Internet connection."</i>
		<i>"Interrupted internet connection always makes my learning disturbed."</i>
		<i>"Technical issues."</i>
	Poor time management	<i>"Hard to manage time."</i>
		<i>"I don't have enough time to study."</i>
		<i>"Need to be self-disciplined."</i>
	Lack of motivation	<i>"Lack of motivation."</i>
<i>"Introvert."</i>		

Table 3 illustrates that the predicaments faced by some respondents in learning bichronously were mostly on poor internet connection, poor time management and lack of motivation.

**Table 4: Bichronous Online Learning Improvements**

<b>Item</b>	<b>Themes</b>	<b>Exemplars</b>
20. How to improve bichronous online learning?	Use various learning materials	<i>"Use some 3D techniques."</i>
		<i>"Use small group discussions."</i>
		<i>"Case study analysis."</i>
		<i>"Strike a balance between entertaining and enlightening."</i>
		<i>"Giving the students some related videos on the topic that they are learning."</i>
		<i>"Provide more activities."</i>
		<i>"Always make enjoyable quizzes for offline learning."</i>
	Use different accessible interactive platforms	<i>"Widen to different platforms that involve more interactions."</i>
		<i>"Use better interactive platforms that use less data so anyone can access and manage the class."</i>
		<i>"Maybe shorten the learning time or use other platforms."</i>
	Create a conducive learning environment	<i>"Be more friendly with each other."</i>
		<i>"Try to communicate with others."</i>
		<i>"All will be well when I have good internet access."</i>

Table 4 displays students' suggestions for improving bichronous online learning by using myriad forms of learning materials and divergent interactive learning platforms, as well as creating a conducive learning environment.

## Results and Discussion

The findings were discussed in tandem with the research questions as follows:

### ***RQ1: What are the L2 Learners' Perceptions towards Bichronous Online Learning?***

When posed a question on preferred online learning, the data depicts that most of the respondents opted for bichronous mode in congruence to previous researches that learners frequently preferred blending mode as it can furnish their multiple needs (Pérez, 2013) and help refine their aptitudes towards learning L1 or L2 (Perveen, 2016). The data (see Table 2) also suggested that bichronous mode helped achieve lesson objectives because achieving objectives of lesson conveys a learning is effective, (Watkins, Carnell, Lodge & Whalley, 1996) ergo evading frustration (McCloskey, Thrush, Wilson-Patton & Kleckova, 2013). Furthermore, most of the participated students reckoned bichronous classes were flexible, provided by its asynchronous nature (Hrastinski, 2008; Yamagata-Lynch, 2014; Ragusa & Crampton, 2017; Zotti, 2017; Yoon, 2021) and collaborative learning was enhanced by its synchronous feature (Teng et al., 2012; Salmon, 2013; Asoodar et al., 2014; Ironsi, 2021; Fabriz, Mendzheritskaya & Stehle, 2021; Yoon, 2021). The inclination to blended mode was also subjected to the clarity of audio-visuals, user-friendly features and lucid interactions promoted by the blended a/synchronous platforms (Giesbers, Rienties, Tempelaar & Gijsselaers, 2013; Martin et al., 2020; Ironsi, 2021). Thanks to those favourable features, fun interaction amongst classroom community was established which consequently developed a sense of belonging among students, instructors and peers and improved class participation (Giesbers et al., 2013; Yamagata-Lynch, 2014; Yoon, 2021). In the sense of learning English, the respondents felt satisfied with the use of bichronous mode as well as found it efficient, enjoyable and sharpen their English language competency corroborating the positive findings by Perveen (2016) and Yoon (2021) on the use of blended mode in teaching a second language.

### ***RQ2: What are the Challenges Encountered by the L2 Learners in Learning Bichronously?***

Though bichronous online learning was the favourable option by the respondents, they also pointed out several issues in which the primary one is poor internet connection. Low internet connectivity was seen as the major constraint for online classes (Parveen, 2016; Xie, Liu, Bhairma & Shim, 2018; Gacs et al., 2020; Rahim et al., 2021; Yoon, 2021). The unstable and low bandwidth internet coverage, as highlighted by a respondent, resulted from the rainy season (Kang & Haskell-Dowland, 2021) and power outage (Sheldon, 2020). Apart from that, since bichronous mode blends both synchronous and asynchronous, some respondents found it was hard to cope with both modes unless they are self-disciplined and motivated (Yoon, 2021) and probably ascribable to having to juggle course obligations while taking part in other course-related activities, personal and job duties (Mullenburg & Berge, 2005). Lack of motivation and low self-esteem (Chen, Liu & Wong, 2007) were also among the hindrances of attaining an efficient bichronous online learning as accentuated by two of the respondents attributable to factors such as no intended reasons to converse with peers, low self-efficacy and time and technology limitations (Xie, Debacker & Ferguson, 2006; Artino, 2007; Cheung, Hew & Ng, 2008; Moos & Azevedo, 2008; Hartnett, St George & Dron, 2011; Fabriz et al., 2021).

### ***RQ3: What are the Suggestions Proposed by the L2 Learners to Improve Bichronous Online Learning?***

The Respondents Came Up With Several Suggestions In Which Teaching Bichronously should deploy legions of learning materials to retain students' motivation to stay engaged in lessons; constituting the utilization of diversified English teaching tools, adopting case study analysis and related videos on English acquisition, varying lesson activities and holding offline (asynchronous) quizzes at the end of every lesson. They also proposed the use of different interactive platforms consuming less data and suggested a conducive online learning environment by being friendly to each other and promoting peer interaction during lessons. A convenient digital learning environment can also be established once good internet access is achieved as orated by a respondent. All in all, these suggestions are relatable to what has been pointed out by Gacs et al. (2020) that multi-layered aspects such as scrutinous preparation of the course outline that cater to educators' and learners' requirements comprising technology, workload and accessibility, efficacious communication, connection and engagement and supportive learning environment have to be contemplated in creating an effective virtual teaching.

### **Conclusion**

To encapsulate, the findings exhibit that L2 learners perceived the blending of synchronous and asynchronous online learning or in other words, bichronous online learning positively in the sense of achieving lesson objectives, clear audio-visual settings, easy connection to the platforms, convenient to use, promoting clear communication and fun interaction within class community and enhancing class participation (Watkins et al., 1996; Hrastinski, 2008; Teng et al., 2012; Giesbers et al., 2013; McCloskey et al., 2013; Pérez, 2013; Salmon, 2013; Asoodar et al., 2014; Yamagata-Lynch, 2014; Perveen, 2016; Ragusa & Crampton, 2017; Zotti, 2017; Martin et al., 2020; Fabriz et al., 2021; Ironsi, 2021; Yoon, 2021). In terms of self-efficacy, students felt satisfied with and enjoyed the use of bichronous mode in acquiring English; signalling that it was an efficient English learning tool (Perveen, 2016 & Yoon, 2021). Those perceptions were indeed a help in expanding a greater comprehension of the connections between content, pedagogy, technology and the context of the existing instructional design (Koehler & Mishra, 2005) in second language teaching (Perveen, 2016).

Despite garnering positive perceptions among learners, the issues faced and suggestions proposed to perk up bichronous online learning ought to be cogitated as measures to develop a better understanding of how bichronous online learning could be ameliorated. As evinced in the findings, leading challenges to be addressed were internet coverage issues, poor time management and less motivation (Muilenburg & Berge, 2005; Xie et al., 2006; Chen et al., 2007; Artino, 2007; Cheung et al., 2008; Moos & Azevedo, 2008; Hartnett et al., 2011; Parveen, 2016; Xie et al., 2018; Gacs et al., 2020; Sheldon, 2020; Fabriz et al., 2021; Kang & Haskell-Dowland, 2021; Rahim et al., 2021; Yoon, 2021) while major solutions suggested by the respondents were using assorted learning tools, enticing interactive digital platforms and promoting a jovial interaction among peers with stable internet coverage (Gacs et al., 2020). This research gave inklings to the researcher to devise suitable and optimal L2 lesson activities to captivate L2 learners' interest henceforth increase their motivation to learn English bichronously.

It is recommended that more researches on bichronous online learning be conducted with more respondents; inclusive students and educators to obtain holistic findings and suggestions in

levelling the blended mode up and figuring out “*various degrees of digital integration*” to aid “*educators and students prepare for the foreign language teaching/learning in its transition and future.*” (Yoon, 2021).

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