Journal of ELT and Education
p-ISSN: 2618-1290, e-ISSN: 2663-1482
OPEN ACCESS

Volume 9, Issue 1, 2026, Page: 24-34
Center for Academic Research and Development (CARD)

Original Article

Perceived Benefits of Asynchronous English Learning Opportunities in the Private Universities of Bangladesh

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Abstract: In this digital era of online applications, new methods of teaching and learning English are continuously emerging. Asynchronous learning is one such method, which involves a flexible, self-paced model where learners access pre-planned and pre-developed course materials on their own schedule. This study examined learners' perceived benefits of using asynchronous learning in private universities in Bangladesh to enhance English language education. A quantitative survey method was used to gather data from 100 students across five private universities located in rural and urban areas of the Dhaka district. Descriptive statistics explored the extent to which the learners agree with the necessity of asynchronous learning, and inferential statistics analyzed the data and explored the relationships between different variables influencing learners' beliefs about asynchronous learning. The results show a strong student demand for incorporating asynchronous learning into their English education system. However, the results further show that the degree of needs of this learning system is heterogeneous, as their perceived benefits are impacted by their study discipline, academic year, and the level of language proficiency. The study suggests that private universities should acknowledge and facilitate asynchronous language learning as a crucial component of undergraduate education and invest in developing tailored digital content to promote English language education.

Keywords: Asynchronous learning, perceived benefits, needs analysis, English language teaching

Introduction

The rise of private universities in Bangladesh has changed the higher education scene (Rahman et al., 2024). Now, a large number of tertiary students attend these types of universities. People think learning the English language is important for global competitiveness and access to knowledge economies (Shohel et al., 2024). Therefore, developing skills in the English language is not just an academic subject; it's also a fundamental ability for excelling in academic life and advancing in students' careers (Hoque et al., 2023). The focus on English-language education is a big part of these universities, and that is why they are so popular (Rahman et al., 2024). To facilitate English language education, private universities in Bangladesh offer various English language courses for students in the English discipline, as well as for students from other disciplines (Shohel et al., 2024). Most of the teaching-learning activities of the English language courses are conducted in the classroom settings (Rahman et al., 2024); however, since the pandemic (COVID-19) started, most universities started teaching online (synchronous mode of teaching and learning) (Jahan, 2024). After the pandemic, many of the universities have adopted a hybrid mode (Online+Onsite) of teaching and learning (Shohel et al., 2024). Hence, students are very much accustomed to the technology-based English education in these educational institutions. Even though most English classes are still taught in onsite or in synchronous

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Citation: Rony, S. M. A. A., & Shimu, S. H. (2026). Perceived Benefits of Asynchronous English Learning Opportunities in the Private Universities of Bangladesh. *Journal of ELT and Education*, *9*(1), 24-34. https://doi.org/10.5281/zenodo.18733190

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classrooms, the time after the pandemic, together with more diverse students and more technology in the classroom, has made people more interested in asynchronous learning methods (Rahman et al., 2024).

Students who learn online in an Asynchronous Mode can use the pre-designed module's learning materials, activities, and assignments (Abuhassna et al., 2020). Students can go through the materials at their own pace, do activities, and turn in their work (Butarbutar et al., 2023). The learner can go back to the resources as many times as they need to till they fully comprehend them (Afghari & Khayatan, 2017). Because of this, the process moves at its own pace, allowing a flexible schedule. The Asynchronous Mode of Online Learning (Hung et al., 2020; Martin et al., 2020) gives students more freedom in terms of when and where they can learn. In Asynchronous Mode, learners don't have to be there at the same moment to finish the activity (Reference). Students may also watch pre-recorded videos (Bailey et al., 2020) or access the educational resources (Butarbutar et al., 2023) whenever they want (Mahapatra, 2024). Furthermore, learners can utilize the Online Learning Environment (Perveen, 2016) to collaborate with (Reference) and acquire knowledge from individuals globally (Perveen, 2016). This is feasible as learners may obtain direct access (Ogbonna et al., 2019) to significantly enlarged networks (Bailey et al., 2020) of individuals. Consequently, it can be asserted that the advantages of asynchronous learning, including recorded lectures (Martin et al., 2020), interactive modules (Hung et al., 2020), discussion forums, and self-access digital platforms (Mahapatra, 2024), provide flexibility (Reference), facilitate self-paced study (Bailey et al., 2020), and enable personalization (Martin et al., 2020) of the learning experience. Nonetheless, the imperative for the implementation of asynchronous learning opportunities within the setting of Bangladeshi private universities is sometimes ad-hoc (Rahman et al., 2024) and insufficiently investigated (Jahan, 2024). In light of these factors, the researcher deemed it necessary to undertake the study, aiming to explore the necessity to integrate asynchronous learning. This domain deserves investigation to generate empirical evidence that will enhance the field of educational research.

Literature Review

Asynchronous mode of Online Learning has been studied widely by many researchers. Woo and Reeves (2008) identified five strategies for designing meaningful interactions in an asynchronous online environment. These strategies were modelling, dividing the class into small groups, giving appropriate feedback, encouraging reflection, and using authentic activities (Shahabadi & Uplane, 2015). On the other hand, the Asynchronous Mode of Online Learning takes the help of Asynchronous communication tools (Riwayatiningsih & Sulistyani, 2020). These tools enable learners to interact and collaborate at their convenience and schedule (Rapanta et al., 2020). Asynchronous communication tools include recorded materials, email, Google groups, Discussion Forums, Social Media Groups, Blogs, Surveys and Polls, Wikis, etc. (Simon, 2021). There are many benefits of the asynchronous mode of language learning. For example, due to their simple interface, discussion forums are easy to use (Ogbonna et al., 2019). They are used for collaborating with peers and exchanging ideas, asynchronously (Hrastinski, 2008). Before posting their opinions, learners get more time to think and evaluate their thoughts (Fabriz et al., 2021). Only extreme caution should be exercised to avoid any misinterpretation of posts made to the discussion forum (Coman et al., 2020). Giving specific feedback (Amiti, 2020) could also be time-consuming (References) due to the ability to post multiple times (Fabriz et al., 2021) and the way the discussion thread develops (Ali, 2020). Besides, weblogs can be used to reflect, share ideas, pose a problem, connect all learners' blogs to get an overview of the thought process, etc (Amiti, 2020). Another study found that while studying factors influencing learner satisfaction with massive open online courses (MOOCs), results indicated that the learner needs, teaching, and learning aspects of the MOOC, and learner-content interaction as important indicators for learners' perceived usefulness of asynchronous learning (Coman et al., 2020). Learner-learner interaction

and learner-instructor interaction did not affect the sample's learner satisfaction with the MOOC (Gameel, 2017).

Creating a balance between rigid content like pre-recorded text materials and flexible content, such as assignments, quizzes, and activities promoting peer-to-peer interaction impact learner satisfaction and is consequently associated with learner needs of asynchronous learning (Lee et al., 2018). In another study, learners' background, experience, collaborative attitude, opportunity of interaction, and autonomy have been found to show positive effects on students' perceived usefulness of asynchronous learning (Abuhassna et al., 2020). In one study, teachers who provided an elaborated online discussion forum as a learning resource found that learners were better able to learn and participate in discussions (Liu et al., 2012). Discussion forums were found to be more effective when learners were engaged with topics that they found interesting and selected by them (Zulfikar et al., 2019). Apart from that, different types of video styles were found to enhance the language learning outcomes of the students (Asoodar et al., 2016). During asynchronous sessions, several types of video styles, namely Classic Classroom (Berestok, 2021), Weatherman, Demonstration (Demo), Learning Glass, Pen Tablet, Interview, Talking Head, and Slides On/Off (Liu et al., 2012) were found to be equally effective in enhancing the language learning outcomes of the learners (Abuhassna et al., 2020).

In Bangladesh, studies on ELT have primarily focused on classroom challenges, teacher preparedness, and the policy-practice divide (Hoque et al., 2023). Research on technology-enhanced language learning has explored tertiary education (Jahan, 2024) but often centers on synchronous online teaching (Rahman et al., 2024) or attitudes towards generic e-learning (Jahan, 2024), with a paucity of targeted investigation into structured (Shohel et al., 2024), university-provided asynchronous English resources tailored to specific academic and professional needs of private university students (Hoque et al., 2023). Hence, the researchers believe that the current study might contribute to bridging the research gaps and promoting technology-based language teaching and learning in Bangladesh. This study aims to investigate the perceived needs and preferences of students regarding such asynchronous resources.

Methodology

The study employed a descriptive, cross-sectional quantitative research design in the data collection and analysis process. The research design was adopted keeping in mind the research objectives, which were set to explore learners' perceived benefits of asynchronous learning opportunities in the private universities in Bangladesh. The design seems to be appropriate, as this type of method could provide a broad, generalizable snapshot of the current situation and quantify the perfect relationship among variables across any educational setting. The target population comprised the undergraduate students enrolled in any discipline within private universities in Bangladesh. Initially, a list of universities was generated from the official database of the University Grants Commission (UGC) of Bangladesh. A multi-stage sampling technique was used. At the first stage, from the list, stratified random sampling was used to select five private universities. Strata were done based on the location of the university (e.g., urban area, suburban area), university size, and age. 20 Students were selected randomly from each of the university, ensuring representation of different disciplines of study (Business, Engineering, Social Sciences, Sciences) and academic years (Semester 1 through Semester 6), and different competence levels of the students. Finally, the total target sample size was approximately 100, which seemed to be sufficient for robust descriptive and inferential statistical analysis.

The primary instrument for data collection was a structured, self-administered online questionnaire, developed using a platform like Google Forms. The Student Questionnaire was a 5-point Likert Scale (1=Not Beneficial to 5=Extremely Beneficial). In the questionnaire, Section 1 covered demographics such as university, department, year of study, gender, and prior English competency level, and Section 2 explored Perceived benefits & Preferences of asynchronous

facilities. The questionnaire was reviewed by a panel of three experts in ELT, Educational Technology, and Research Methodology. Their feedback was used to refine item clarity, relevance, and comprehensiveness. The internal consistency of the Likert-scale sections was measured using Cronbach's Alpha, with a target coefficient of >0.70, indicating acceptable reliability. Collected data were cleaned, coded, and analyzed using IBM SPSS Statistics (Version 28). Frequencies and percentages were calculated to summarize demographic profiles, usage patterns, perceived benefits, and attitudes. Besides, ANOVA was conducted to compare mean scores of perceived benefits and attitudes across groups (e.g., by learners' educational level, student discipline, learners' English proficiency level).

Participation in the questionnaire survey was voluntary, with the right to withdraw at any time. Moreover, Anonymity and confidentiality of all responses will be guaranteed. No personally identifiable information will be collected.

Findings and Analysis

A student questionnaire was used to survey the perceived benefits of incorporating asynchronous learning in educational institutions to promote English language learning opportunities. The questionnaire had two parts: Part one surveyed the demographic information of the participants, part two surveyed their perceived benefits of asynchronous language learning. The obtained data were analyzed using suitable statistical tools. The results have been discussed below:

Table 1. Demographic Information

		Column N %
Faculty	Arts	28.0%
	Business	48.0%
	Science	24.0%
Current Semester	Semester 1-2 (First Year)	31.0%
	Semester 3-4 (Second Year)	44.0%
	Semester 5-6 (Third Year)	15.0%
	Semester 7+ (Final Year/Masters)	10.0%
English proficiency level	Beginner (Minimal user)	0.0%
	Elementary (Can understand basic phrases)	20.0%
	Intermediate (Can handle basic communication in familiar contexts)	64.0%
	Upper-Intermediate (Can interact with a degree of fluency)	16.0%
	Advanced (Can use the language flexibly and effectively)	0.0%

The table shows the demographics of the people who took part in the study "Perceived Benefits of Asynchronous English Learning Opportunities in the Private Universities of Bangladesh." To ensure participants from different fields of study took part, 100 students were randomly chosen from the faculty of Arts (28%), the faculty of Business (48%), and the faculty of Science (24%). The analysis shows that the most students came from the Business faculty, followed by the Faculty of Arts and the Faculty of Science. The sample distribution indicates that the study's results primarily reflect the perceptions of students in the Business faculty. The participants were also categorized based on their academic year or semester at the time of the survey. According to the table, most students were from the third or fourth semester, comprising 44% of the participants. Additionally, a significant portion of students were from the first year (Semesters 1 & 2), making up 31% of the participants.

Moreover, 15% of the participants were from semesters 5 or 6, followed by 10% from the final semester or MA. Regarding the distribution of the participants based on the English proficiency level, most of the participants (64%) believed that they had an intermediate level of English language proficiency, who can handle basic communication in a familiar context. However, 20% of the participants categorized them as elementary language users, having the ability to understand basic phrases. Hence, it can be said that the outcomes of the study mainly address the intermediate level of learners.

Quantitative Analysis of Student Perceptions on Asynchronous English Learning

The table illustrates the findings from the analysis of the questionnaire data, reflecting the participants' perceptions of the advantages of asynchronous English learning materials. The subsequent section delineates the survey results. To facilitate data interpretation, the two alternatives (very beneficial + extremely beneficial) have been merged into very beneficial.

Table 2. Analysis of Student Perceptions on Asynchronous English Learning

		Column N %
A comprehensive video library on academic writing	Not Beneficial	0.0%
	Slightly Beneficial	2.0%
	Moderately Beneficial	47.0%
	Very Beneficial	25.0%
	Extremely Beneficial	26.0%
Interactive grammar and vocabulary exercises	Not Beneficial	0.0%
	Slightly Beneficial	0.0%
	Moderately Beneficial	37.0%
	Very Beneficial	31.0%
	Extremely Beneficial	32.0%
Recorded model presentations and speaking drills	Not Beneficial	0.0%
	Slightly Beneficial	6.0%
	Moderately Beneficial	28.0%
	Very Beneficial	27.0%
	Extremely Beneficial	39.0%
Listening practice with Bangladeshi and international accents	Not Beneficial	4.0%
	Slightly Beneficial	2.0%
	Moderately Beneficial	20.0%
	Very Beneficial	30.0%
	Extremely Beneficial	44.0%
A curated list of recommended apps and free online tools	Not Beneficial	4.0%
	Slightly Beneficial	5.0%
	Moderately Beneficial	28.0%
	Very Beneficial	35.0%
	Extremely Beneficial	28.0%
Online peer discussion forums on specific topics	Not Beneficial	6.0%
	Slightly Beneficial	8.0%
	Moderately Beneficial	29.0%
	Very Beneficial	37.0%
	Extremely Beneficial	20.0%
Simulated IELTS/TOEFL practice opportunities with automated feedback	Not Beneficial	8.0%
	Slightly Beneficial	6.0%
	Moderately Beneficial	26.0%
	Very Beneficial	27.0%
	Extremely Beneficial	33.0%

The first statement of the questionnaire surveyed whether a comprehensive video library on academic writing would be beneficial for the development of the learners' English writing skills. The table shows that the majority of the participants (47%) perceived a comprehensive video library on academic writing as moderately beneficial for their English writing development. In the same way, 51% of the participants believe that a comprehensive video library on academic writing might be very beneficial for their language development. Here, we see a consensus of the participants on the agreement of the benefit of asynchronous English learning resources. The second statement of the questionnaire surveyed whether the facility of interactive grammar and vocabulary exercises would be beneficial for the development of the learners' English grammar and skills. The table shows that many of the participants (37%) perceived interactive grammar and vocabulary exercises as moderately beneficial for their English language skills development. In the same way, 63% of the participants believe that interactive grammar and vocabulary exercises might be very beneficial for their language development. Here, we also see a consensus of the participants on the agreement of the benefit of asynchronous English learning resources. The third statement of the questionnaire assessed the potential benefits of recorded model presentations and speaking

drills for enhancing learners' English-speaking abilities. The data indicate that a significant portion of participants (28%) regarded recorded model presentations and speaking drills as moderately advantageous for the enhancement of their English language abilities. Similarly, 66% of participants felt that recorded model presentations and speaking drills might significantly enhance their language development. It seems that the participants reached a consensus about the advantages of asynchronous English learning tools.

In the same way, almost 20% of the participants believed that the opportunity of English listening practice with native and Bangla accents would moderately benefit them. However, 74% of the participants believed that this opportunity would be very beneficial for their English language development. Besides, 28% of the students perceived that a curated list of recommended apps and free online tools is moderately beneficial for learning English, but 63% of them consider this opportunity to be very beneficial. Moreover, online peer discussion forums on specific topics have been considered as moderately beneficial by 29% of the participants. Conversely, 57% of them think it is very beneficial for them. Finally, the seventh statement of the questionnaire assessed the potential benefits of simulated IELTS/TOEFL practice opportunities with automated feedback. The data indicate that a significant portion of participants (26%) regarded simulated IELTS/TOEFL practice opportunities with automated feedback is moderately beneficial for the enhancement of their English language abilities. Similarly, 51% of participants felt that simulated IELTS/TOEFL practice opportunities with automated feedback might significantly enhance their language development. It seems that the participants reached a consensus about the advantages of asynchronous English learning tools.

Table 3. Comparison of Perceived Benefits Among the Students of Different Faculties, One-way Analysis of Variance (ANOVA)

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
A comprehensive video library on academic writing	Between Groups	10.077	2	5.039	7.557	.001
	Within Groups	64.673	97	.667		
	Total	74.750	99			
Interactive grammar and vocabulary exercises	Between Groups	2.351	2	1.176	1.717	.185
	Within Groups	66.399	97	.685		
	Total	68.750	99			
Recorded model presentations and speaking drills	Between Groups	14.698	2	7.349	9.344	.000
	Within Groups	76.292	97	.787		
	Total	90.990	99			
Listening practice with Bangladeshi and international accents	Between Groups	6.146	2	3.073	2.945	.057
	Within Groups	101.214	97	1.043		
	Total	107.360	99			
A curated list of recommended apps and free online tools	Between Groups	9.553	2	4.776	4.747	.021
	Within Groups	97.607	97	1.006		
	Total	107.160	99			
Online peer discussion forums on specific topics	Between Groups	3.456	2	1.728	1.483	.232
	Within Groups	113.054	97	1.166		
	Total	116.510	99			
Simulated IELTS/TOEFL practice opportunities with automated feedback	Between Groups	8.441	2	4.221	2.963	.056
	Within Groups	138.149	97	1.424		
	Total	146.590	99			

The table presents the results of the one-way Analysis of Variance (ANOVA), which was administered to explore whether there exists any significant difference among the students of different faculties regarding their perceptions of the benefits of asynchronous English learning facilities at their universities. The table shows that, in some cases, there is a significant difference (at the $p < .05$ level) regarding the perceived benefits of the asynchronous English learning facilities. However, according to the ANOVA results, in most cases, students are not divided in their opinions. Hence, it can be said that there is a common consensus among the students of different faculties about the benefits of asynchronous English learning facilities at their universities.

The results show that their opinion differs significantly about the necessity of a comprehensive video library on academic writing (F-2, 97 = 7.56, p = .001), and about the benefits of recorded model presentations and speaking drills (F-2, 97 = 9.34, p < .001). On the other hand, regarding the perceived benefits of other facilities, students do not hold significant divided opinion. In those cases, the p value does not come below 0.5.

Table 4. Variation in Perceived Necessity of Asynchronous Resources by Academic Yea (ANOVA Results)

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
A comprehensive video library on academic writing	Between Groups	7.278	3	2.426	3.452	.020
	Within Groups	67.472	96	.703		
	Total	74.750	99			
Interactive grammar and vocabulary exercises	Between Groups	5.740	3	1.913	2.915	.038
	Within Groups	63.010	96	.656		
	Total	68.750	99			
Recorded model presentations and speaking drills	Between Groups	11.842	3	3.947	4.788	.004
	Within Groups	79.148	96	.824		
	Total	90.990	99			
Listening practice with Bangladeshi and international accents	Between Groups	12.428	3	4.143	4.189	.008
	Within Groups	94.932	96	.989		
	Total	107.360	99			
A curated list of recommended apps and free online tools	Between Groups	14.154	3	4.718	4.870	.003
	Within Groups	93.006	96	.969		
	Total	107.160	99			
Online peer discussion forums on specific topics	Between Groups	12.086	3	4.029	3.704	.014
	Within Groups	104.424	96	1.088		
	Total	116.510	99			
Simulated IELTS/TOEFL practice opportunities with automated feedback	Between Groups	17.902	3	5.967	4.452	.006
	Within Groups	128.688	96	1.341		
	Total	146.590	99			

Table 4 shows the results of a one-way Analysis of Variance (ANOVA) that explored how students' academic year affected their thoughts about the benefits of seven proposed asynchronous English learning facilities. The 100 respondents were divided into groups based on their academic year: First Year (Semesters 1-2), Second Year (Semesters 3-4), Third Year (Semesters 5-6), and Final Year/Masters (Semesters 7+). The ANOVA results indicate that the academic year significantly influenced the perceived necessity of all seven asynchronous learning opportunities. In most cases, statistically significant differences were found in the mean assessments between at least two academic year groups (Such as First Year and Second Year) at the $p < .05$ level. The significant difference in the case of all resources suggests that academic progress is vitally related to the evolving demands and goals of the language learning mode. In Table 4, the most important effects were seen in facilities like "Simulated IELTS/TOEFL Practice" ($p = .006$) and “Curated App Lists” ($p = .003$). This suggests that the need for developed and organized self-study materials and the urgency around standardized testing are very different for students at different academic levels.

On the other hand, significant differences in "Model Presentations" ($p = .004$) and "Listening Practice" ($p = .008$) indicate that the perceived value of advanced productive and receptive skills is not constant.

Table 5 presents the results of the one-way Analysis of Variance (ANOVA), which was administered to explore whether there exists any significant difference among the students of different English language proficiency levels regarding their perceptions of the benefits of asynchronous English learning facilities at their universities. The participants were divided into three proficiency groups: Elementary, Intermediate, and Upper-Intermediate.

Table 5. Comparison of Perceived Benefits among the Learners of Different Proficiency Levels

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
A comprehensive video library on academic writing	Between Groups	3.091	2	1.545	2.092	.129
	Within Groups	71.659	97	.739		
	Total	74.750	99			
Interactive grammar and vocabulary exercises	Between Groups	.966	2	.483	.691	.504
	Within Groups	67.784	97	.699		
	Total	68.750	99			
Recorded model presentations and speaking drills	Between Groups	10.081	2	5.040	6.043	.003
	Within Groups	80.909	97	.834		
	Total	90.990	99			
Listening practice with Bangladeshi and international accents	Between Groups	4.673	2	2.336	2.207	.116
	Within Groups	102.688	97	1.059		
	Total	107.360	99			
A curated list of recommended apps and free online tools	Between Groups	11.610	2	5.805	5.893	.004
	Within Groups	95.550	97	.985		
	Total	107.160	99			
Online peer discussion forums on specific topics	Between Groups	4.326	2	2.163	1.870	.160
	Within Groups	112.184	97	1.157		
	Total	116.510	99			
Simulated IELTS/TOEFL practice opportunities with automated feedback	Between Groups	2.931	2	1.465	.989	.376
	Within Groups	143.659	97	1.481		
	Total	146.590	99			

The table shows that, in some cases, there is a significant difference (at the $p < .05$ level) regarding the perceived benefits of the asynchronous English learning facilities. However, according to the ANOVA results, in most cases, students are not divided in their opinions. Hence, it can be said that there is a common consensus among the students of different English language proficiency levels about the benefits of asynchronous English learning facilities at their universities. The results show that their opinion differ significantly about the necessity of recorded model presentations and speaking drills ($F\text{-}2, 97 = 6.0$, $p = .003$), and about the benefits of a curated list of recommended apps and free online tools ($F\text{-}2, 97 = 5.8$, $p < .001$). On the other hand, regarding the perceived benefits of other asynchronous English learning facilities, students do not hold significant divided opinion. In those cases, the p-value does not come below 0.5.

Discussion

The study investigated the perceptions of the learners studying at different private universities in Bangladesh regarding the benefits of asynchronous English learning opportunities. The researchers analyzed the students' responses based on their affiliated faculties, academic year, and self-reported English language proficiency. The findings of the study demonstrate strong support from the students for these resources; however, significant differences were noticed in perceived needs while considering learners' academic and language skills levels. Overall, the response made by the students shows that they typically like asynchronous English learning techniques. A lot of respondents were interested in technology-based language learning support that could be very flexible for them, as shown by the fact that no resource was significantly disliked by them.

However, the data analysis resulted in a clear ranking of the perceived benefits of the asynchronous learning choices. According to the results from the analysis, the most in-demand was "Listening and speaking practice opportunity with Bangladeshi and international accents." This shows that there is a big demand for understanding accents that link local and global English settings. This is a necessary ability for doing well in school and being ready for work in a world that is becoming more connected (Salam and Sharmeen, 2023). The findings also show that stimulated IELTS/TOEFL practice with feedback opportunity and the opportunity of interactive grammar/vocabulary exercises also receive strong support. It indicates that the students of the private universities are very eager to go abroad for higher education, and hence, IELTS/TOEFL

practice opportunities through asynchronous learning opportunities have gained importance for them. It should be mentioned here that the facility of an online peer discussion forum got the lowest positive rating, indicating learners' reluctance toward pure technology system-based learning opportunities, rather they favour a hybrid mode of learning opportunities where an expert can intervene to give feedback. This happens because they may have concerns about the accuracy of the peer feedback, or they may have a desire for more guided practice (Banu and Sussex, 2021).

The researchers also meticulously evaluated the responses provided by the students, considering their respective academic disciplines, years of study, and self-assessed English language proficiency. The findings of the study indicate a strong preference among students from almost all categories for these learning programs. However, some students exhibited divergent views concerning their academic and linguistic requirements. According to the students' feedback, it appears that they predominantly favor asynchronous English language learning facilities. A significant segment of the respondents expressed interest in technologically-enhanced language learning tools that exhibit high adaptability to their individual needs. The analysis of the data clearly highlighted which asynchronous learning options were significantly superior.

Recommendations

Based on the findings of the study, the researchers have put forward the following recommendations:

a) The universities that are habituated with the use of technology in education should use asynchronous learning approaches to make the process of teaching and learning English more effective.
b) Simultaneously, it is recommended to provide educators with both theoretical understanding and practical expertise in utilizing an asynchronous system within an online context. Therefore, educational institutions are advised to facilitate training programs or encourage instructors to participate in training programs offered by other institutions focused on the development and implementation of asynchronous learning methodologies.
c) Educational institutions that continue to provide courses through traditional face-to-face instruction are advised to progressively adopt more modern learning modalities such as online learning and blended learning. Simultaneously, they may initiate using fundamental asynchronous resources in these educational settings. This transition would be incremental and facilitated by ongoing assistance through training programs for educators.
d) All things considered, these modifications have the potential to contribute to the creation of a more favorable learning environment for all of the students and to actively include students in the process of learning.

Conclusion

The research work reveals in a clear and compelling manner that students attending private universities in Bangladesh recognize the value of the asynchronous English learning opportunities. In addition, the findings of the study indicate that the students have a particular interest in enhancing both their receptive and proactive abilities in the English language. In light of this, they desire to be provided with opportunities for autonomous acquisition of those two abilities. Because of this, they find asynchronous options to be quite appealing. The researchers, on the other hand, recommend that future researchers carry out more studies that include a greater number of students and faculty from both public and private universities in Bangladesh.

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The authors declare the originality of the paper.
The journal authority is not accountable for any estimations of the author presented in the article.