

Esl Teachers And Students Perceptions Towards Blended Learning During Covid-19 Pandemic

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Abstract

Undoubtedly, the COVID-19 epidemic's worldwide disturbance has brought about countless, indescribable, and widespread problems in the education sector. During the corona virus 2019 limitation, the significance of blended learning (BL) has indeed been highlighted. But there is very little research on students' and teachers experiences with BL, especially when utilizing WhatsApp as among the educational tools. This study examined the perspectives of ESL students and teachers toward utilizing different BL approaches. In an Indonesian university, a mix of in-person lectures and virtual learning is used. The study described in this paper attempts to investigate how students experience about their learning in a BL environment that uses the social media platforms Google Classroom and WhatsApp as teaching tools. It combined descriptive research design with a mixed method to examine how students' and teachers' perspectives of BL education relate to one another. According to the findings, students had a favorable opinion of their BL experience. Students express their issues about the internet connectivity and the clarity of the teaching in the online course resources. The greatest benefit, in the opinion of the teachers, was that it was difficult for them to prepare the material and use the media (93%). It can be suggested that BL can be practiced even after the COVID 19 period.

Keywords: Students perception, teachers' perception, blended learning, COVID19, and English.

1. Introduction

The COVID-19 pandemic started to have an impact on individual's lifestyles, particularly in education, from December 2019. Numerous academic institutes around the globe closed down to stop the transmission of corona virus. The pandemic touched 1.37 billion learners and 60.2 million educators in 138 nations, according to UNESCO's announcement on March 24 [UNESCO (2020)]. Governments declared the suspension of lectures for schools and other academic institutes as aspect of pandemic procedures to reduce viral spread. According to statistics supplied by UNESCO (2020), more than 60% of the student demographic was impacted by the worldwide shutdown of the institutions. The corona virus pandemic has caused "the worldwide disturbance of pre-existing syllabus resulting in

the redesign of educational practices targeted at limiting the educational deficits," according to a study [Polushkina, T. A., & Tareva, E. G. (2021)].

The majority of academic institutes worldwide quickly made the switch from traditional classroom settings to online learning platforms in response to government regulations. The regulations for online learning have been created to preserve learning integrity and aid educators and students in managing home learning. In response to the catastrophe, nations all over the world are moving toward online and remote education, which has created additional issues related to expense, the reliability of resources, and adherence to policies governing the maintenance and utilization of student individual data [Murphy, M. P. (2020)].

Nevertheless, implementing online education also presents certain challenges, necessitating a combination of online and face-to-face meetings at the institutions. Blended learning (BL) or hybrid learning is other terms for the integration of digital and offline education. In attempt to promote successful teaching and studying in the contemporary normal period of the corona outbreak, the introduction of BL has become a need as well as a pattern for students and educators in majority of the countries. Due to this tendency, educators are required to create online resources and materials for use in the learning and teaching process, including portals, social media, and various online resources [Istiqomah, I. (2021)].

Integrating online studying into BL English language courses can also provide certain advantages to students, particularly those studying English as a second language (ESL). In regard to a better ability to give learners with a variety of studying exercises, the usage of multiple types of multimedia, such as WhatsApp, Facebook, and Twitter which are accessible on modern mobile phones, can be used to improve English learning activities. Modern mobile, which include texts and voices, might allow English students to practice the abilities of language in internet based study [Kukulaska-Hulme, A., et.al, (2015)].

1.1 Research Statement

It is a widely held that innovation gives ESL instructors and students the chance to improve the results of educational initiatives. The advantages of BL in ESL settings are especially being suggested by a large number of scholars, educators, and ELTs. They recommended exposing students to this cutting-edge, adaptable technique of studying ESL that is infused with technologies. Because of the Covid-19 pandemic's recent development, ESL students in most of the countries have been experiencing BL. Despite adding technologies to the classroom was a step made to stop the transmission of a fatal virus while maintaining the academic procedures, BL has given ESL students a new perspective. They have the chance to study without being constrained by geography due to it. Since there are offline and online programs, they can participate in regular ESL sessions without frequently changing locations. Students can substantially finish their ESL education online, saving both time and money on vacation.

Nevertheless, there remain certain issues with the application of BL in English learning and teaching that have a detrimental impact. Elsewhere, there hasn't been much research or writing concerning how BL adoption has affected English learning and teaching, particularly from the viewpoint of the teachers and learners who are really implementing it into practice. In attempt to determine the good and negative effects of implementing BL in English learning and teaching from the perspectives of students and teachers, this research was urgently needed. This research can serve as a foundation for educators and schools as they adopt BL.

1.2 Research Objective

The main of this research is to study the ESL students and teachers perception on blended learning (BL) during COVID19 to seek answers for the following questions

- What opinions do the students and teachers in the "ESL" classes have about BL?
- What do students think about their BL experience on English course?

- How beneficial is the utilization of BL in teaching of the ESL?

2. Review of Literature

As per Dangwal, K. L. (2017), if BL is conducted in a well-thought-out and systematic manner, it can combine the benefits the conventional teaching method and the ICT-assisted teaching-learning method. Classic learning and face-to-face communication, which are often conducted offline or in-person in the classrooms, are transferred into online meetings using video conference tools like Google Meet, Zoom, and others. To exchange the contents prior to the planned session, the Learning Management System (LMS) offers the BL framework, which may be customized with additional system like a PPT, URL address, or digital video study. Whereas the planned classroom session can be conducted at the appointed time using alternative media like Zoom, Google Meet, WhatsApp, and so forth.

As per Murphy, K. B. (2019) for new technical resources and advances to be used, teacher adoption is a crucial factor. Study on the factors that affected teachers' perceptions on technology and their willingness to employ it or not were therefore important. This suggests that teachers' adoption of BL can be assessed depending on its various characteristics, which may either encourage them to embrace and implement the method or discourage them from doing so. Teachers' contentment and embrace of new innovations, procedures, and also how they integrate into the teaching were crucial for adoption and ongoing utilization, according to [Gough, E., et.al, (2017)] research, which supported this idea.

Numerous researches have been done in order to better understand how students view BL. According to Cárcamo Berrío, O. D. J. (2018) research BL implementations can help students with their language skills. His study also revealed a favorable assessment of BL's benefits, such as self-paced education, the value of teacher review, and a more efficient method. It also demonstrated the lack of technical tools for BL. The largest barriers to studying that the learners encountered were technical issues and poor internet connectivity. As a result, suggestions for enhancement included effective student preparation, a rise in computer classes, a rise in BL courses, and the resolution of technical issues.

The utilization of BL in studying English for specific reasons has been the subject of numerous researches, but very few have addressed the perspectives of teachers and students on ESL during COVID19. In order to better understand how BL was implemented in ESL during COVID 19, this study will examine the perspectives of both teachers and students.

3. Materials and Methods

3.1 Design of Research

The mix method is utilized to analyze the students and teachers' perspectives on the effects of ESL BL adoption. In this research, the mix method was used to integrate quantitative and qualitative data collecting and analyses.

3.2 Data Collection

The secondary data's were collected from Indonesia University for a survey. 54 first-year students and 9 teachers participated in the survey.

BL was used in student's course utilizing WhatsApp and Google Classroom in this study. Google Classroom intended to replace the Institution's e-learning platform, which had earlier been considered to be less friendly by the same learners. A few factors led to the selection of WhatsApp. The low level of technologies made it easier to utilize in the beginning. This social networking platform is the most widely used by academic students. Secondly, since WhatsApp

combines verbal and textual messages that can be utilized for language learning, it was anticipated that it would tackle the problem of the slow development of communication abilities in online courses.

3.3 Research Tool

Here, Likert scale tool is used in this research. The likert scale survey can be utilised to get participant perspectives from a large community. According to the description in the questionnaires, the likert scale was employed in the research to quantify agree or disagree [Istiqomah, I. (2021).].

4. Result and Discussion

4.1 ESL Students Perceptions on BL Experience during COVID19

The statistical findings on the reliability and validity of the closed queries are presented in Table 1.

Table 1: Validity and Reliability Test Outcomes

Tool Item	Validity	Reliability
ESL is an enjoyable course	0.69	0.58
My English communicating abilities are enhanced when we chat in a WhatsApp groups.	0.4	0.58
My overall English abilities have improved as a result of taking BL ESL	0.604	0.58
The mobile studying in the English program has helped me develop certain IT/technology abilities.	0.734	0.58
My English abilities are improved by getting feedback on the assignments in the English program.	0.633	0.58

As shown in Table 1, the outcomes of the validity analysis reveal that the correlation value (r) score falls between 0.604 and 0.844. At the 95% level of significance, the R table estimate for 54 participants is 0.228. The outcome demonstrates that the survey is valid since the result of R arithmetic was higher than the result of R table. The r-value count for all 5 tool items is 0.58, as shown in Table 1. These statistical findings reveal a significant correlation score that is higher than the table's r-value (0.263), demonstrating the reliability of the tool items.

The cumulative results demonstrated the students' favorable reactions to BL in their English classes. They notably mentioned how utilizing social media improved their vocabulary development, highlighting the advantage of developing abilities when utilizing ICT tools.

Table 2: Outcomes of the questionnaire's statistics

Tool item	Mean Value	SD	Agree	Strongly Agree	Disagree	Strongly Disagree
ESL is an enjoyable course	3.4	0.52	59.2	38.9	1.9	0
My English communicating abilities are enhanced when we chat in a WhatsApp groups.	3.3	0.71	46.3	42.6	9.2	1.9
My overall English abilities have improved as a result of taking BL ESL	3.4	0.52	59.2	38.9	1.9	0

The mobile studying in the English program has helped me develop certain IT/technology abilities.	3.31	0.7	46.3	42.6	11.1	0
My English abilities are improved by getting feedback on the assignments in the English program.	3.35	0.5	64.8	35.2	0	0

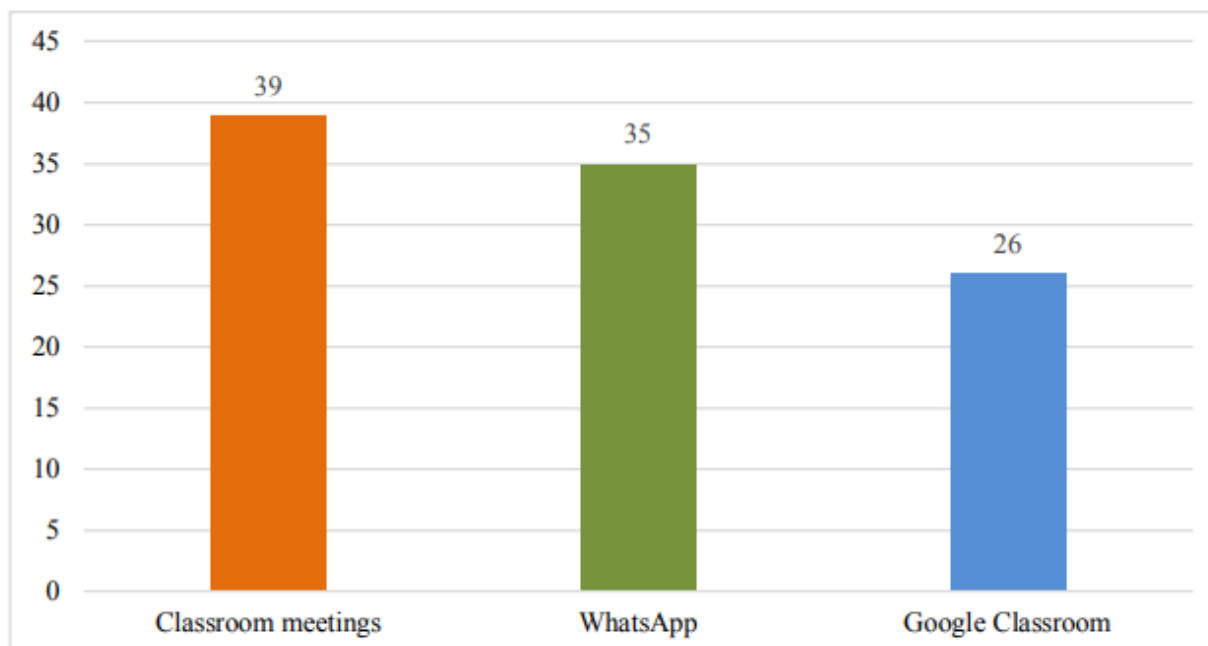


Figure 1: The proportion of students who favor classroom instruction and the resources available for online learning (%).

Table 2's findings demonstrate that largely, students seemed to embrace BL in ESL. The preponderance of students explicitly agrees about Declaration 1: "ESL is an enjoyable course".

This optimistic attitude seems to be related to the advantages they gained from the program. Students rated Declaration 1 and Declaration 2 with the same scores: "My English communicating abilities are enhanced when we chat in a WhatsApp groups". The minimal SD in both statements suggests that there is little variation in the students' answers to the statement. Additionally, the open-ended query replies from students expressly referred to how their vocabulary learning had improved.

The perspective of each learning medium and the resources utilized in the internet based mode were the subsequent questions that were put to the students. The results are displayed in Figure 1. Figure 1 reveals that 39% of students still chose classroom lectures, which was slightly more than the groups who chose the two forms of online educational resources. WhatsApp was chosen by students over the alternative online learning medium. Their participation in the WhatsApp learning exercises demonstrated a favorable view about this social media platform.

It is important to look into the role of comments in student learning involvement in regard to the utilization of ICT tool. However, a few students mentioned certain interconnected problems they ran into when learning online, such as a lack of knowledge with the studying tools, communication with other students, inadequate internet connectivity, and lack of lecture clarity.

4.2 ESL Teachers Perception on BL during COVID19

Table 3: Statistics of Teachers Perception

Tool item	Agree	Strongly Agree	Disagree	Strongly Disagree
Enhancing students' interest to learn English.	6	2	1	0
Improving students' language abilities	2	7	0	0
Enhancing Students' Grammar Understanding	5	2	2	0
Activating students' self learning	4	2	3	0
It is difficult for teachers to prepare materials and utilizing media.	0	9	0	0
Blended Learning assists teachers in filling gaps in digital and offline studying.	0	9	0	0
Assisting students in learning English in contextual.	0	9	0	0

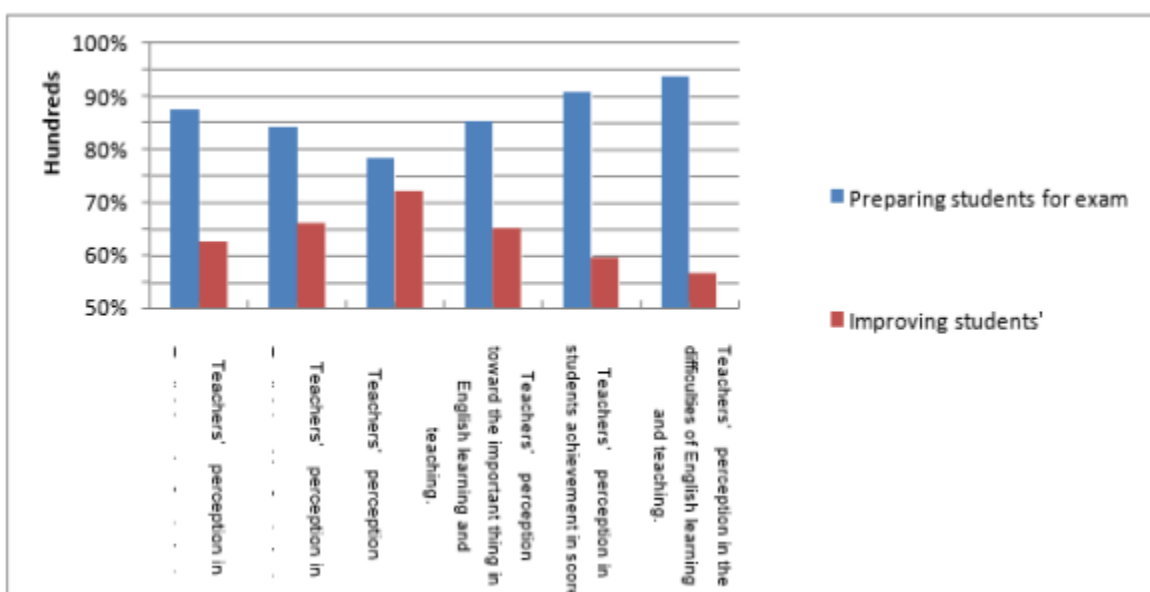


Figure 2: Teachers' perspectives on teaching English through BL

The results of the survey from table 3 show that the majority of the teachers believe that using BL in ELS can boost students' passion for learning. The majority of students significantly participate in the learning activity, particularly when it comes to online learning activities like group discussions, according to the teachers who were interviewed. The adoption of BL in ELS, according to all teachers, can help students' language proficiency. The teachers also said that the deployment of BL allows students to acquire the language more contextually by observing how English is utilized by English native speakers, which is another factor why English BL can enhance students' language proficiency. Since most students choose to learn through online resources that are more enjoyable for them, all professors believe that implementing English BL can assist learners in learning the language more successfully. As an outcome, using BL can encourage students to become more independent when studying English. Seven teachers who are concerned with students' grammar understanding believe that the use of BL can improve students' understanding of grammar when compared to their scores prior and after the use of BL. Even if the application of BL in English has a significant positive impact on BL, according to survey data, all teachers strongly believe that BL

implementation presents significant difficulties for teachers. Accordingly, based on the survey, all teachers believe that BL can assist teachers in filling in the gaps that arise in both digital and offline teaching. Consequently, using BL, teachers can compensate any gaps that arise from digital and offline sessions.

5. Conclusion

The study sought to explore ESL learners experience in BL from the perspectives of both students and teachers. Data analysis was done using a mixed-method technique. The study discovered that utilizing social media for BL, such as WhatsApp, as well as receiving teacher's comments on their work, has some advantages for students. Additionally, it stated that students' vocabulary knowledge had improved; indicating the possibility of social media as among the primary tools in BL. Utilization of WhatsApp to practice language skills online appears to be possible. Additionally, the absences of clarity on the learning activities and the students' inadequate experience with the usage of ICT learning tools were two problems that students had with BL, according to the study.

It is reported that among the 7 statements utilized to evaluate how teachers perceived about the adoption of BL, there were 10% flaws and 90% strengths. As per students' and teachers opinions, the research's findings generally support the notion that BL has several favorable effects: It is difficult for teachers to prepare materials and utilizing media; Blended Learning assists teachers in filling gaps in digital and offline studying; Assisting students in learning English in contextual.

As a consequence of the study, it is suggested that teachers choose and provide courses more carefully when applying this BL. Students are also required to be ready and prepared to benefit from the present learning by staying more engaged and actively involved in it. To get the best outcomes from using BL, both sides must comprehend and be aware of all of its benefits and drawbacks.

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