

Teachers and Students' Perception on Blended Learning on Covid -19 Epidemic Situation

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ABSTRACT

This paper's purpose is to discover how tutors and pupils feel about the adoption of a blended way of learning in the English language in the higher education system in Kollam, Kerala. The research approach used in this study is a hybrid of qualitative and quantitative methods. Teachers and students were chosen at random from nine senior high schools in Kollam to participate. The procedure and data recurring are to be carried out by providing a structured questionnaire to every one of the members, which covered seven components of how they responded to the benefits for English blended method of learning for both tutors and pupils. Regarding the collection of data, an analysis was conducted based on the perceptions of teachers and students. According to the teachers, the greatest benefit was that it was difficult for them to prepare data and use the electronic media. For the present, pupils said that the primary benefit was that English blended learning may help them enhance their language skills (69 percent acumen regarding response). Blended learning must continue during this period of Covid 19, according to proposals.

Keywords- English Language, Coronavirus, Blended Learning, Pandemic, Education System.

I. INTRODUCTION

Since the Coronavirus pandemic period hit India, the execution of tutoring and attaining knowledge processes in academic centres are to be altered in accordance to government regulations. This main reason is that government regulations force schools to limit the usage of physical meetings and push them to adopt online meetings. Otherwise, implementing online learning can cause issues, necessitating the need for schools to blend virtual and non-virtual meetings. Blended method of seeking knowledge, also known as hybrid way of learning, is the merging of virtual and non-virtual method learning. By the way, in order to support successful tutoring and acquiring knowledge in the new usual period of epidemic situations, a blended method of seeking knowledge and facts has become an ultimatum and a tendency for tutors and tutees in India. This tendency compels teachers to generate online media and content in the teaching and learning process, such as through the use

of platforms, source of electronic media, and other digital sources. In Kollam, for example, over 164 senior high schools have been obliged to integrate technology into their teaching and learning processes. In light of the new normal period of the COVID-19 pandemic, practically all of Kollam's schools have no optionate but to embrace a blended method of learning as a means of assisting instructors and students in the teaching and learning process. Meanwhile, instructors and students in Kerala's Kollam district have easy access to electronic communication.

When a blended method of learning is used in English classes, tutee can acquire knowledge more conceptually since virtual ways of media method assist them in learning how native speakers use the language in everyday situations. According to Bielawska (2012), implementing a blended method of knowledge letting in English tutoring and acknowledging is an efficiency to assist tutees learn more successfully. Furthermore, Bilarwikas (2015) claims that implementing a blended method of learning increases tutees' scores, implying that

students' language understanding is improving. Furthermore, blended knowledge is to educate and acquire knowledge strategies that are advised for use in the new usual period. According to Syamina (2016), implementing English language blended method of seeking knowledge increases pupils' knowledge when compared to that either virtually or direct method of learning. The rationale for features of face-to-face teaching and learning that cannot be shielded in digital methods of knowledge immerse in the direct way of acquiring knowledge and tutoring.

Still, several flaws are the application of blended methods of learning in English language tutoring and seeking knowledge that have a detrimental impact. Otherwise, research issuance on the impact of blended method of learning executions are still controlled, particularly English tutoring and educating from the perspective of tutee and tutors are instantaneously involved in the performing. As a result, this paper is necessary to evaluate the plus and minus effects in implementing a blended method of knowledge in English tutoring and educating from the perspectives of students and teachers. This research can also serve as a foundation for schools and teachers implementing blended learning.

II. ENGLISH TEACHING AND LEARNING WITH BLENDED LEARNING

In India, the utilisation of automation, specifically knowledge and automation transmission of facts, in education has been increasingly famous during the past ten years. The utilisation in information and communication technology in English tutoring and information seeking increase the quality of both direct and indirect ways of learning. Thus, it cannot be contradicted that incorporating digital methods into English tutoring can boost pupils' vocabulary knowledge and provide flexibility in helping pupils absorb information more easily. The rationale for this is because genuine forms of media, such as videos of a native English speakers using the language, can help to provide the tutoring process. Riley (2000) also claims that using online technology encourages pupils to learn more effectively and improves their learning outcomes. However, there are still some flaws in the adoption of automation in English tutoring and providing knowledge that can be impediments for teachers in facilitating successful teaching and learning for students. As a result, many institutions are adopting a hybrid strategy that combines face-to-face and online learning to address the shortcomings of either online or face-to-face teaching and learning. Since the teaching and learning process should be handled through an online method of tutoring, the execution of English blended method of knowledge seeking in India has become well known. Unfortunately, due to a shortage of online tutoring, some academic institutes, particularly in Kollam district of Kerala, require teachers to undertake a mixed

method of tutoring in virtual and non-virtual ways.

According to lakmendo (2007) blended methods of providing knowledge are useful and nowadays to extensive knowledge seeking experience because they can access a limitless amount of information from the internet while still receiving direction from a teacher through face-to-face learning. Furthermore, blended learning is thought to increase student engagement in English teaching and learning, allowing them to develop their language abilities in the target language (Wang, et.al, 2009). An example of blended learning deployment is shown below.

III. IN INDIA, TEACHERS' PERSPECTIVES ON TEACHING ENGLISH AS A FOREIGN LANGUAGE

Perspective is defined as a person's method of looking at something, which can serve as a basis for thoughtfulness and discern it. Perception refers to a person's attitude toward a matter, as well as a philosophical concept in which each individual will interpret it differently and subjectively. What is known in our five senses - touch, sight, sense, smell, and taste – is also part of perception. Our perception, on the other hand, is influenced by previous incidents, tenderness, and thoughts. Two distinct people can explain the similar scene in two distinct ways. It can be illustrated by two people looking at the same picture and interpreting it differently.

In terms of the benefit of tutoring and knowledge acquiring English as an adventitious language, monlyer (2011) states that learning a abroad language entails seeking knowledge on how to convey facts in the achievement in goal of speaking language. The fundamental objective of teaching English as a foreign communication tool is to enable pupils to communicate in the language. Furthermore, According to Crookes, vocabulary knowledge necessitates not only "understanding exactly," but also "determining the information" that enables people to communicate adequately elsewhere in their lifestyle using the language. Because English is an international language, it is suggested that learning how to utilise it be infused with the cultural life of the speakers.

Gultom (2015) notes that there are instructors' perspectives in seeing English teaching when it comes to their perceptions of teaching and learning. Many teachers mistakenly believe that teaching English is the same as teaching science, despite the fact that students must comprehend the language's content. Other teachers, on the other hand, believe that English instruction should focus more on teaching language skills, implying that it takes a long time to train children to become competent in English.

Rachman (2015) investigated English teachers'

attitudes toward English instruction. Majority of English high school instructors in Alappuzha believe that tutoring English is a technique of preparing students to pass a test and finish the content on the syllabus without considering the students' needs. As a result, pupils are structured to believe that a cognitive topic is mastered. As a result, many pupils have lost interest in learning English. Only a few teachers believe that tutoring English for pupils is the best way for preparing pupils to communicate effectively in both oral and textual format of English.

IV. IN INDIA, STUDENTS' PERSPECTIVES ON ENGLISH AS A FOREIGN LANGUAGE

In India, English is a challenging dialect for pupils to acquire in school. However, Rachman (2015) claims that, despite the fact that English is a foreign language in India, most students believe that it is an important topic to master because, in order to graduate from high school or university, students must pass an English exam. Furthermore, the students believe that, in today's world, English is extremely beneficial in advancing one's profession as well as socialising with individuals from various nations.

Otherwise, according to Rachman's research, most pupils can perform excellent in vocabulary by selfthought method, be done over the internet. It's because kids can study English relaxed by watching a flick, reading journals, or listening to music on the internet. Furthermore, according to Rachman (2015), most students in metropolitan areas believe that studying English can be studied by using real electronic method from the internet help to understand a lots about how the language is spoken naturally, such as by getting in touch with an English mother tongue people. The logic behind this is because the English learning process in schools is overly serious and focuses solely on improving pupils' abilities to answer exam questions rather than enhancing their language skills. It also has an impact since, according to teachers in India, English tutoring is low, which is insufficient to meet the needs of pupils for strengthening and vocabulary abilities to pass examinations. In light of certain students' perspectives on studying English in India, teachers are now attempting to combine virtual and non-virtual methods in the tutoring as a technique in order to meet the students' need to develop their language abilities as well as the requirement to pass the examination.

The mixed approach is being utilised to look at the study's main topic, which is the tutors and pupils' perspectives on the impact of implementing English blended method of knowledge acquisition. The mix approach described by Anasubi (2013) is used in a study to mix up quantitative and qualitative methods of collecting and analysis. As a result, the statistically collected and analysed likert scale questionnaire will be merged with the qualitatively gathered and analysed

interview. The likert scale questionnaire can be utilised to collect the perspectives of a large group of people. The study's likert scale is a psychometric response scale that measures whether people agree or disagree with a statement in the questionnaire.

A total of 180 pupils and 8 English teachers from three distinct Kollam education institutions took part in the study to share their thoughts on the deployment of English collaborative learning. The three schools were selected for their extensive adoption of English collaborative learning for numerous years, particularly during the COVID-19 outbreak. Furthermore, the schools are aggressively incorporating the Learner Management Framework into English classrooms, allowing tutors and pupils to employ a blended method of seeking knowledge.

Regarding the data collection, all pupils from the three schools were asked to respond to a questionnaire created by the scholar. By adding, three students from every academic centre asked to share their viewpoints during researcher's interaction. To gather information regarding teachers' perspectives, nine teachers were asked to complete a data part researcher interacted with ine tutors from every schooling institution to obtain qualitative facts. Following the data collection, the number of pupils who believe a blended method of learning is beneficial, and the instructor's opinions, must be calculated.

V. RESULTS

The first segment uses data from a survey and an interview to explore the instructors' thoughts on English blended learning; the second half uses data from a survey and a conversation to examine the pupils' aspects on English blended learning. The second section is on pupils' perspectives on English blended learning execution, which is backed up by evidence from a survey question and an assessment.

VI. PERSPECTIVES OF TEACHERS

This study focuses on seven factors to inspect regarding the tutors' perspectives for implementation of blended methods of learning. Students' motivation to study, improve skills in language, grammatical aspects broadly, and independent way of knowledge seeking are all addressed through blended methods of learning. Other matters of difficulty for tutors in implementing English blended learning. Last but not least, teachers believe that blended learning can compensate for the gaps that occur in virtual methods.

According to the results of the survey, the majority of teachers believe that incorporating blended learning into ELT can help students become more motivated to learn. In the interview, the professors also stated that the majority of students participate in a knowledge seeking method in an easy way, particularly on virtual methods of learning activities including

discussions in the Learning Management System, and virtual method of pupils' task. The pupils were previously submissive in their studying might readily become active participants in virtually any method of learning. The logic for this implementing a blended method of learning helps pupils develop a pleasant frame of mind, and can lead to increased motivation in the learning process.

All of the teachers feel that implementing a blended method of learning in ELT helps pupils enhance their language abilities and shown in these three academic institutions, pupils do better in virtual meetings than they do in offline meetings. The rationale given by the tutors for a direct way of interaction is that because kids are classed, it is easier for them to use online learning. Furthermore, modern media such as YouTube, social media, and websites give limitless materials that students can utilise to learn English as a foreign language, allowing them to learn at their own pace. It cannot be denied that most students enjoy watching English videos and reading English news or articles that can help them enhance their language skills.

The lecturers also remarked that using English teaching methods can help learners develop their language abilities since it allows us to learn the linguistic knowledge of just how English was included by native English speakers. Therefore, while people can gain the content as well as phrases and expressions acknowledged by instructors in offline training, pupils can see how the pronunciation and utterances are utilised naturally by fluent speakers in digital training by viewing videos. Since many trainees prefer to look via electronic platforms because it is more fun for them, all of the professors think that incorporating English teaching methods can improve English more quickly.

When it relates to pupils' grammatical comprehension, seven teachers agree that applying differentiated instruction can significantly promote' linguistic ability to comprehend when compared with their prior and post-mixed learning scores. The teachers mentioned in the discussion that using English learning websites like the British Council, BBC Training English, and Duolingo can assist more pupils learn grammar independently. Readers can better comprehend English grammar by using the website's appealing media, such as photographs and movies. Isti'annah (2017) also validates her findings that blended training can help pupils' vocabulary achievement in ELT since reports indicate it is tough to describe grammatical in class regarding online sessions that present users with a variety of resources.

The execution of English blended method of learning has a lot of beneficial effects in English blended learning. All teachers firmly believe execution of blended method learning is highly important for them, based on results received from the questionnaire. The rationale for this is that professors should generate more resources that can be used not just in offline meetings but also in online meetings. Furthermore, teachers may have difficulty locating relevant online material that is compatible with

available resources, which disputes the pupils' language level, and the selected aim in language that the students acquired.

When it comes to the execution of both virtual and non-virtual meetings, tutors view there are always flaws in both. As a result of the survey, all tutors agree that a blended method of learning can assist teachers in filling gaps in both online and offline learning. Some materials will be harder for pupils to learn in online learning since they still require direct direction from the teacher. Otherwise, because of the offline time constraint, some goal knowledge acquired is achieved if the seeking of knowledge approaches is solely undertaken not in virtual mode of meetings. As a result, teachers can fill in the gaps created by online and physical meetings through blended learning.

VII. PERCEPTION OF STUDENTS

The research describes a number of aspects, including the trainees' perception on English digital literacy successful execution. The elements of English learner autonomy are ambition, grammatical competence, language abilities, and cognition in English learning. This summarises the results of a survey on pupils' perceptions of English differentiated instruction. 60% of participants agreed that English differentiated instruction can make them change their English proficiency, according to the graph. In the discussion, the pupils also mentioned that they can use the instructor's resource to practise and learn more about the vocabulary that was provided in the physical meeting, as well as practising in the official meeting. So, they can get much elaboration out of the data in the online conversation, such as the BBC channel or the British Council Learning Website, besides just from the tutor in the offline meetings, this incorporating component gives a validation function for the readers to develop the grammatical structures. According to Isti'annah (2017)'s inquiry into the effects of teaching methods on grammatical pupils, pupils' punctuation accomplishment can certainly be improved with the deployment of blended learning since internet media can enrich trainees' learning resources. Additionally, the descriptions that pupils can obtain through Netflix and websites as excellent teaching tools in ELT may be a useful addition for educators to comprehend the issue. As a consequence, this statement is in line with information from a poll, which found that 90% of colleagues say blended learning makes it possible for them to comprehend the material in English lessons.

Otherwise, 38% of pupils disagree that implementing English mixed can help them enhance their grammatical skills. Pupils seeking knowledge explained by the tutors in conventional meetings and combined in practice and described in virtually meetings, the pupils stated in the interview require some conventional meetings outside of the methodological consultations, to help them better utilisation of resources. According to

Chen & Lu (2013), one of the shortcomings of blended learning is that students have fewer possibilities to communicate organically with the teacher, which can only be accomplished in an offline meeting.

According to data obtained from a questionnaire, 89 percent of students agree that learning through blended learning implementation is more enjoyable and fun for them than learning offline. This aligns with teachers' perceptions that students in the Y Generation prefer virtual methods of learning to offline learning. According to the students, In the digital literacy execution, there is an interactive meeting may allow pupils are encouraged to pursue knowledge and have access to opportunities endless resources and tools they require in order to comprehend the information or perhaps develop skills. Online learning, according to Wall & Ahmed (2008), Garrison & Kanuka (2004), and Poon (2012), can be enjoyable for students because a variety of media can be accessible and utilised. It is consistent with Engstrom and Jewtt's (2005) study of blended method of learning, in which the pupils were divided into different groups in order to manage the websites. The findings revealed that the pupils who took part in the study were satisfied with their education. The students stated that their experience was the most positive.

When it comes to enhancing language abilities, 93 percent of students think that when online meetings are combined with offline meetings, their language skills have improved. Students can learn more about several types of media that can help them enhance vocabulary skills. In the interview, the pupils also mentioned that because they enjoy watching videos, one of the platforms, such as YouTube, could give them confidence in their English communication skills.

According to Johnson and Swain (1997), YouTube is an effective educational medium for English teaching and learning, as well as for assisting teachers in discovering new ways to improve students' listening and speaking abilities. Furthermore, in accordance of Banditvilai (2016)'s assertion that blended learning may increase students' language skills, students in the interview stated that they can improve their language skills through online learning from their self-learning activity. The reason for this is that students have less time to explore their language skills in offline meetings, but students in online meetings have more opportunity to learn independently and increase their language skills.

According to the results of the survey, 74% of students believe that blended learning can help students become more independent in their English learning since they can control their learning time. Godwin and Jones (2011) agree that online learning, such as computer assisted learning, can help students learn more independently, particularly when learning a second or foreign language. The students may access the materials and exercises whenever they are ready, which can make them love studying English and motivate them to do so, as evidenced by the statistics in the table above, which

shows that 88 percent of students believe blended learning motivates them to learn English.

Around 69 percent of students responded in favour of this explanation, stating in an interview that lack of time for mastering a single subject adequately because all disciplines use bended method of learning and additionally through virtual mode. It cannot be denied that after the implementation of blended learning, most teachers have given more exercise and material to their pupils than before the implementation of blended learning. As a result, one aspect for implementing blended learning in India is for schools to plan ahead of time in order to avoid overburdening students with homework and to ensure that students can manage their time well enough to learn all subjects during the execution of virtual mode.

VIII. CONCLUSION

Blended Learning is becoming more popular as Internet connectivity and interactive Web apps become more widely available. However, establishing Blended Learning is a complex procedure because instructors must decide the ideal balance of face-to-face and internet - based educational activities when building courses, preliminary data indicates that students prefer Blended Learning to conventional teaching methods. Tutors will need to collaborate in the long term and share equal responsibility in defining the finest principles for a method that epitomises what it means to help students improve. Furthermore, schools should utilise technological advancements or enhancements that are both cost-efficient and deliver exciting and engaging education that personalised instruction for all pupils.

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