An Empirical Research on the Effectiveness online and Offline Classes of English Language Learning based on Student's Perception in Telangana Schools

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Abstract: Learning practices commenced to shift from face-to-face offline class learning to online classes with technological networks specifically on sudden COVID-19 crises. . This sort of variation in their learning method sparks question about students' perception of the new learning system. The objective of the study was to compare English language learning, between online classes and Offline-classes and it explicates different students' perceptions of such learning practices regarding the benefits, improvements, and drawbacks of online and offline modes. The research approach of study, proceeds with a quantitative study, using statistical analysis through questionnaire distribution. The participants of the study were the school students, obtained from Government and private schools in Telangana. The quality of the study stands outstanding in addressing the effectiveness of blended learning both online and offline learning and aids to study nature of the approach if integration of learning modes including face-to face and online learning incorporated and the consideration to improvise qualities learning experiences of students. With those aspects, the research is significant to prove the preference of students to elucidate that offline classroom learning is more preferable than online English learning. The value of the research is recognised that it aids the educators, leadership authorities and researchers to understand parameters leading to efficient learning practices, enhanced collaborative student performance outcomes assisting to select the appropriate technologies in case of any pandemic crisis and to inhibit collaborative learning in and out of classroom. The most general obstacles faced by students in online English learning are materials insufficiency, lack of communicative skills training, lacking reading activities participation, absence of interaction, the inability of queries or doubts clarification, and exercise exposure are addressed by the analysis outcomes. The comparative perception outcomes explicated that Offline English language learning stands out as more efficient than the online learning method.

Index Terms: ELT-English Language learning, Online learning, Offline learning, perception, teaching methods, Telangana.

1. Introduction

ELT-English Language Teaching had been gaining high significance and stands as a top-level priority worldwide. The technological advances had resulted in variations in instructors and profiles of students. Hence the researchers were searching for innovative educational techniques which suit our new student profile[1]. With the progress of internationalization and globalization of business and economy, a new drive goal arises in front of education, - the training or teaching practices of professionals capable of efficiently working in varying conditions of global-market[2]. For this objective, the global academic mobility programs turn to become more popular. Hence in 2017, 39th session of the UNESCO General Conference adopted a unique document that provided the green light to continue work

on the academic mobility convention in UNESCO. This is the global convention on the recognition of higher-education qualifications that underlined the significance of global world idea[3]. Despite of extensive progress of those international students who are participating in academic mobility programs, becoming global, scientific conflict of such phenomenon had only commenced traveling under detailed investigation[4].

The development of global academic-mobility interpretation was connected directly with the issue to search out new methods and approaches to teaching practices and student's preparation, to participate in such programs[5]. One of the approaches arrived in the integration task of both online education and offline education, and in preparing students in several academic discourse genres in the English language as a global communication language[6]. The aspect would aid to turn out active participants of some international-program and in developing intellectual global societal products. To determine the efficacy of learning outcomes and effective student participation in education, a comparative analysis of online and offline teaching methods ought to be explored. The first conceptual idea was to assess the theoretical position of those two inter-connected spheres: global academic mobility and model or analysis of incorporating online education and offline education in teaching practices. The second phase is in observing the outcomes of experimental teaching methods in online and offline modes. Some previous research was conducted regarding the perception of teaching professionals of childhood education to online teaching barriers and also pedagogic competencies. The outcomes imply that those crucial barriers in online teaching emergencies seem to have constrained bandwidth and connection, limited online assessment, lack of active student participation, computer viruses, and materials quality. Online learning offers exciting opportunities, to increase education reach and minimize the cost, however, most significantly it must increase the teaching quality and learning practices. But there consists of more aspects for consideration while in online class utilization. The statistics revealed that nearly 58 percent of 100 students related with in-class lessons having high interest and motivation, were because of valued interactions in the classroom, with peers and lecturers and a better understanding of all the skills. Attendance inside the classroom stands as one of the procedures to understand and obtain materials in depth. However, for students and employees of the school, the time aspect and distance are exhibited as two significant preventing factors that make them from attending classes. For such an objective, that learning process indulging both an online class and offline classes, the special attention is essential to focus on the perception of English learning from the perspective of students, therefore this learning process could be facilitated through this perception analysis regarding efficient utilization of Offline and Online teaching.

However certain procedures and policies were required in maintaining the educational continuity amidst of the uncertainties, and the research ought to point out the necessity in creation of more flexible and dynamic learning mode[7]. The need for a good research[8] ought to be pointed out to illustrated the effectiveness of hybrid learning practices and to insists the authentication of online learning of students as in-person-learning[24]. One such study, illustrated the approach to create authentic and dynamic learning process in both offline and online students and their interactivity of the students and their team collaboration with teacher are all learned in the students [25]. The outcomes of the research, exemplifies the newer approaches towards education future to provide flexible and open learning experiences in uncertain and complex works. These approaches makes utilises the potential of various interactive technologies, system, associated pedagogies and tools of education. Even though the approaches addresses the new interactivity and outcomes of students, the perceptions of the students in their learning comfortness and knowledge acquisition paving to the learning outcomes seems to be high important. The existing researchers failed to explicate the factors and the perception of students in different learning and teaching mode in their education.

The outcome-based education theory insisted on the result-oriented and student-centered results on students, closely integrating with own characteristics of school and staffs professionals' talent training-programs. This builds out the reliable ecosystem having blended-teaching to be the core. The evaluation phase of learning course, had focussed in the completion of OBE theory of knowing the approach that aids in achieving the learning-outputs. The English language learning was based on this OBE theory and it utilises the different assessment techniques to evaluate the student learning performance in this kind of blended-learning model. In such teaching model implementation, every learning process of students were assessed in three section, like in terms of performance grade, individual student's grade and the final outcomes of students in assessment. Another theory lying behind in the learning of English language is the behaviourist theory, stated as the process of reinforcement and imitation.

Owing to this, COI-Community of inquiry theory comprises of three elements, including cognitive presence, teaching presence and social presence for meaningful and deep learning. Those three COI elements could be referred to be social, teaching and cognitive presence. This COI offers the appropriate and unique technique for blended-learning and it is turned out to be the theoretical basement to study blended-learning. Hence as as summarisation, the language learning theories were regarded to the primary categories including interactional, function and structural ones. The learners were supposed to acquire language learning, the words meaning for its usage in authentic communication and its grammatical rules[9]. The task-based method were utilised generally for training programs for English at respective workplaces. Hence the language teacher was liberal in adopting different approaches, or methods, seen more appropriate to students having different language learning backgrounds.

Few researchers had been conducted to illustrate the learning perception and learning patterns that revealed the belief of teachers if the online-teaching could improvises the working hours and knowledge of the students. The research resulted had stated that teachers were implementing this online teaching in active and positive way, helped to create determined students. Similarly the young teachers were involved actively in carrying out online class education due to their high familiarity with the technology. Another study conducted by Diningrat, enumerated the perception of

lecturers alone regarding the earlier child-hood education towards pedagogic competence and online teaching barriers. The outcomes implies that crucial online learning barriers were limited bandwidth and connection, lacking of student's active participation, lacking in feedback participation, material's quality, online assessment and computer viruses. The barriers are identified in the research, with correlation with teacher's perception towards the online education learning practices, towards online classes in Dakshin and Udupi District. However the inferences, determined that teachers acquired certain troubles towards online-learning due to the low expansion of learning knowledge and training in education and the low support from other sources in online classes, like their interactivity with other teachers in knowledge sharing and the comfort feel variations of teachers yet the online learning could not does replacement of conventional classroom learning.

From the above researchers, this kind of teacher's perceptions could be utilised to have consideration to provide treatment to enhance the teacher's competence in maintaining learning from home environment. It has been recommended from different studies, for undertaking further research in different dimension that pertains and contribution to the performance outcomes of online-learning process on students to gain their views on this sort of online and offline learning[10].

The efficiency of learning and online teaching were discussed through various researcher globally. But still limitation of online learning and teaching drawbacks in maximizing the advantages must still stay as puzzle[10]. The above researchers discussing above various concepts education concepts, barriers discussion and teacher's perception possess few limitation like in dealing with very small count of analysing participants and the simplified statistical techniques to bring out the summarized results. The recommendation from those inferences yet ought to be meaningful in providing efficient learning and teaching practices[7].

None of researchers had formulated the student's perception and the comparative assessment of online and offline learning and teaching practices specifically the English language learning. The current concentrates on the comparative study of both online and offline English language learning practices, residing from the student's perception, adopted with larger count of participants list studying in Telangana schools. The study elucidated the student's perception of English language learning in online and offline learning and teaching methods. It performed the comparative analysis of English language, in their learning practices, in addressing out the benefits, their challenges during the class practices. Through statistical assessment, the relationship of aspects during learning and teaching practices including reading activities participation, communicative skills level, materials availability, degree of relationship and its impacts causing changes in the perceptions of students attending online and offline English language learning classes, were illustrated in the study.

2. Literature Review

The below section enumerated review analysis of existing researchers, stating English language teaching and learning methods and the inferences of study.

2.1. *The Embodiment of Online Teaching-model and Offline model in English Language teaching*

The introduction of offline and online integrated teaching practices in English language teaching had brought high innovative teaching experience to the students, and unique vitality was injected into teaching theory, teaching means, teaching environment, and teaching resources. This is because of offline and online teaching integration, hence the teachers could adopt high personalized ad targeted teaching and high information-based teaching techniques. It could add the capability to the learning quality of students using micro-class, multimedia enhances the teaching quality and depends on stronger internet resources [22]. In accordance to the research of Nartiningrum , the study utilised fixed-effects models for estimation of variations in the downstrean and contemporaneous academic outputs of students , acquiring virtual classess and face-to face course. The outcomes are determined for credit recovery and initial attempts. From the study, it is detemined that this contemporaneous outputs, were positive for virtual-setting In discussed study settings and the downstream outputs gets varied through th type of attempt. For instance, the first-type course-takers, the students who undetakes the virtual course were related with decreased rate in likelihood in pursuing the passing out the follow-on courses and the readiness in in graduation. Howver the research must peep to the possibility in the evaluation of claims wherein the online-courses provides possibility that geography would cease in determining the acces towards qualified teaching and diversified course offerings.

It gives the option for the teacher to pick out more suitable teaching resources for teaching and students, thus generating certain English-environment exercises application ability of students. In accordance with the environment for the teaching platform, both offline learning and online learning-environment can be analysed one by one, to obtain the advantages and drawbacks of full play. These aspects could be brought to full play, and teaching quality had been guaranteed to some extent. The students could also pick out to acquire learning from their individual defined situations to make a significant contribution to cultivating their ability of students.

In this study focussed to identify the efficiency of online and offline learning with two-factor assessment carrying variance approach. The research population of the study consists of students adopting education in Faculty of Teacher training and-education constituting of one-thirty two students. From the research, it could be concluded that exists few

variations in learning effectiveness on the basis of teaching techniques in faculty of teacher-training and education-science at PGRI Bangyuwangi university[11].

2.2. Offline learning

In this offline learning mode, the teacher meets learners in classrooms, in an actual class of walls and bricks, and professionals deliver lectures or lessons. In this traditional or offline classroom, the teachers were challenged for being more innovative or creative, in delivering lessons and in capturing the attention of students. In the pre-technology context, the teacher will be the source or sender, educational material will be a message or information[12]. In order to points out the issues in integration of technology in language learning classroom, it is more essential in identifying the (TPACK) technological pedagogical and content-knowledge of English teachers in Philippine-context and in identifying the technology integrated practices of teaching language. Hence the research on technology integration in teaching, it possess a long path to enhance the pedagogical practices enhancing teaching and learning encounters coping up with learners in digital-age.

The student stands as an information receiver. By delivery-medium, the educator could deliver messages through OHP-Overhead Projector-Transparencies or a chalk-and-talk approach. The students might also even develop a strong identity sense through extended interactions with teachers outside of school, guardians, and parents.

Because of outbreaks of COVID, the temporary education interruption activities occurred globally. The rapid and sudden shift from blended learning or faceto-face learning-mode to sole online-learning mode impacted students perceptions to black-board application and application usage. The research explicated in the investigation of student's perception towards black-board application in learning process in (PY) preparatory year English courses, to be the mere tool in learning process. The impacts of perception of students on blackboard usage of students are illustrated. The inferences recommended that prior e-learning experiences of students through blackboard possess influence to vary the perception of students and the study stands as the evidence for this aspect[13].

2.3. Online learning

Online learning stands as a prominent challenge for teaching professionals in carrying out learning activities, which provides competencies necessary for a student in the future period. Online learning possesses different pedagogical impacts from the face-to-face method of learning. This turns out to be a conflict for teaching professionals in pursuing meaningful activities in online learning. The presence of more online-learning environments or platforms differs from the future and current learning paradigm. The concept is something that ought to get anticipated by teaching professionals through thinking about what sort of online learning strategies has positive pedagogical impacts to internalize several competencies necessary by the student. This is specific competencies, that student demands in the future period. In such circumstances, teaching professionals or lecturers should have peculiar pedagogical capabilities for this online learning that varied from offline face-to-face pedagogy to inside classrooms[14].

The learning practices commenced from face-to-face to virtual meetings originated with the term online learning led from the pandemic situations of COVID. The aspects that caused learning to be carried out less effectively, were the student's failure to understand presented materials by the lecturers, lacking students' concentration during online learning, and the lack of intensive interactions between students and lectures. This could be acquired through an unsupportive learning environment[15]. The implication of the present research provides insights from EFL-student regarding the online learning implementation beyond the classrooms. The students in the research share the challenges to attend online learning classes. Various conflicts such as lessened social interaction, and unstable networks caused weakened learning commitment and low understand ability of materials. The aspects depict the challenges, acquired by students in online-course learning specifically in the COVID era.

Another study that casts the light upon the tools of ICT, could aid in developing teaching process and learning process of English language. The study illustrated how the technology impacts the foreign / second education and how it could be utilised in secondary EFL (English as Foreign language) classroom effectively. The tools consists of non-web-based and web-based tools and how it could be utilised within classroom is elaborated in the study[16].

2.4. Varying Models for Professional Learning

At the time of the COVID outbreak, the sudden shift from offline teaching to online learning using blackboard turns out a prominent challenge propounded by students[17]. The attention of the Government to online-learning implementation seems high crucial, specifically in the provision to support infrastructures and facilities for online teaching and learning environment[10]. This facility if provided could be reached through all categories of students such as remote areas students and underprivileged students. The teaching professionals must care regarding their technological development, hence the corresponding Government should facilitate this by arranging free training to acquire extensive knowledge associated with online-learning platforms, assisting online learning. However various tools are in progress to grab out vast attractiveness in teaching and learning practices. Even though one is not aware of the capability long-term effects of pandemic situation on remote teaching, learning upon the teachers and students, if one proceed in pursuing the quality instruction such as collaborative pedagogies and Trans lingual pedagogies, the population might be capable to yield few positive impacts. The audience could be invited in joining e-learning platform to envision newer possibilities for teaching and learning of English language learning for post-pandemic

education.[18].ICT-Information and communication technologies is one such tool, yielding high attractiveness, in foreign language learning and teaching since more educators, were embracing it. ICT possesses noticeable effects on teaching-learning quality and then quantity. In concrete terms, these ICT tools could improvise learning and teaching through their engaging, interactive, and dynamic content. This could yield out real-opportunities for personalized instructions.

Moreover, relationship of motivation of behaviour intentions and collaborative writing for using English language learning-technology were mediated through satisfaction in course. The follow-up open-ended survey method consisting of 65 respondents depicted that students hold positive views for speaking and writing practices entirely but however for various reasons. The implications were discussed in the study in accordance with theoretical inference to model out the e-learning methods having significances to promote transformative learning and instructional training efficiency. The research examined intrinsic value impacts for video synchronous speech practices and collaborative writing practices (online) that inhibit on the course satisfaction of English language learning. In Consequent to this behavioural intention in language learning technology usage [19].

Particularly, another case study implies to investigate what categories of teaching strategies in EFL-English as Foreign-language instructors, having less prior experience in online teaching, utilized to generate an authentic and sustainable-mediated learning environment in language. The research also enumerated how it motivated language learners in their active participation in language utilization and sustainable language development. The study utilized the concepts of adapting lesson plans to online platforms and online designs. It delivers higher quality lessons to make sure that students feel associated with the learning process and acquire sustainable learning experiences in the English language[20]. Owing to this, the drastic shift from offline face-to-face remote learning and teaching had challenged the entire population, including parents, teachers, administrators, and students. Those challenges re-assert opportunities in leveraging interest, knowledge, and experiences to be resources. Additionally both remote teaching and pandemic had forced people to turn high collaborative and creative in instructions[21].In this context, of an entirely online course of foreign language, SEM-structural equation-modelling was utilized in exploring motivations statement for synchronous writing-collaborative practices, satisfaction in the course, and motivation for video-synchronous practices of speaking. The study also explores the mediating impacts, that course satisfaction had upon behavioral intentions in utilizing English-language learning technology[22].

The research does investigation of the domain of English language learning and English learning practices of online practice community, created by (ELT) English language learning in twitter platform to be (PLN) Professional learning-network. The inferences of the study demonstrated that functioned PLN as practicing community where it valued the social-media to be tool with conjunction with high traditional professional learning. The participants stated that social media possess specific benefits such as brevity, low cost and accessibility.

Similarly, another research examined the impacts of intrinsic value for video-synchronous practices of speaking and collaborative online-writing practices had upon course satisfaction of EFL. In accordance with the drawbacks and benefits of available instructional tools of technology and implementation of creativity, it seems possible in planning learning choices that are enjoyable, productive, and engaging for both teachers and students[23].

The lessened social-interaction, unstable network which causes the less understandability in the materials and then weakened environment within learning practices were the major challenges acquired by students, in the phase of online courses. The implication in present study provides the precise insights from EFL-students regarding the online learning implementation beyond class-rooms. The students will share the challenges to attend the online-learning classes.

Likewise, the efforts taken by language teachers, contribute to the perception of students on online and offline-teaching-learning methods. In focusing on the concept, one of the studies delineated exploring how language teachers' design decision impacts the engagement of students in the VLE-Virtual Learning Environment. The findings from fixed-effect models implied that 55 percent of the weekly online-engagement variance in modules was elaborated through the approach that language teachers design weekly their design activities in learning[24].

The main barriers to efficient CLT curriculum implementation were the teacher's grade quality. The study area was obtained in Bangladesh. The teacher's quality was related to experience, professional support, and education. The foremost thing, the education policies in the English language ought to be revised and revisited without the vested western-interest and impacts. The phenomenon condemns English language institutionalization to elitist perception which discriminates often among the students in Bangladesh[25].

The research investigated the growing contribution of global academic mobility process for professional preparation of stags for new growing market conditions. The growing range of skills in entire academic discourse, wherein the students state at the end phase of experiment permitted in giving out the conclusion, such that the model would enlarge the possibilities of students, in becoming active participants of global academic mobility programs.

Along with this, it has been recommended that in-service teaching professional-development administrators assumed incorporate online communities and social media into professional-development models in promoting teacher collaboration in and above corresponding institutions. The research utilised fixed effect-model in the estimation in downstream and contemporaneous academic outputs for the students, who acquire courses attaining virtual classroom for learning. However the researcher must peep to the possibility in further evaluation of the claims such that online-courses provides possibility to addresses the issues of students sitting for face to face class learning and virtual classrooms[26].

The combination of teaching-learning technology had traveled a long way to move and yet continues to stand as an issue for those language teachers. The teaching professionals ought to enhance the technological-pedagogical practices, which improvise engaging learning-teaching encounters with students (learners). It seems significant for curriculum planners and administrators of schools to drop the high emphasis on training and workshops specifically on pedagogical and technological approaches. This sort of emphasis increases pedagogical and technological teacher's knowledge[27]. With the progress of Information-technology, the offline and online blended learning has turned out to the learning platform. For the optimisation and the investigation of online and offline English language learning in high vocational colleges, one such research introduces the COI theory to assess the blended-learning platform. From this above study, it could be depicted that blended-learning not alone conformed to teaching reforms technique of times, but its also possess few vocational students, however the impact of blended-learning seems to nbe non-consistent for students having graded students and student having low grades.

Hence in this scenario, both offline and online education had to be integrated. One such study was formulated to develop suitable models for combining offline and online education that aids educators in initiating students' preparation for global academic mobility. The study also attempts to put a stone to the foundation of the system internationalization of education[28]. To take the offline and online entrepreneurship education teaching mode to the object, on the basis of Kano model. The research elucidated the learning support service-model been applicable towards entrepreneurship education course were set up from technical support perspectives, personnel support resource support and emotional support of both offline and online courses. Based on this assessment system for online and offline entrepreneurship education were built and targeted indicator system were established from various perspectives. By being guided by analysis models been established during teaching implementation, in accordance to theoretical case teaching requirements , the case method application in entrepreneurship education teaching were studies. The objective of the research was in the exploration of high efficient teaching model for the web-based courses and it realises truly the objective to improvise the quality of students by using entrepreneurship education-course.

However the impacts of online-language courses associated with face-to-face courses had tends to turn neutral or negative, specifically for poorer performance students. The impacts were a student could obtain courses in an appropriate format that depends on the availability. On the basis of education psychology theory, on such research assess the characteristics of learning psychology and alter law in physical education teaching process of middle-school students, to assess the offline and online hybrid physical education teaching application mode. The study excavated the impacts of offline and online new teaching model in physical education teaching in colleges, and the study discusses the new pathway for physical education-curriculum reforms in colleges, hence it provides references in the promotion of enhancement of teaching quality in those colleges.

Under education psychology theory guidance, study analyses deeply about the existing issues and benefits of hybrid teaching mode in education and the study makes the readers for understanding the existing issues in such hybrid physical education teaching mode in colleges. The study attempted to understand the present physical teaching mode in education in universities and colleges. The study had expectation give forward the suggestions and reflection on physical education mode of teaching in their progress. Under this new offline and online mixed teaching education model, free and rich teaching mode and time-allotment could efficiently improvises the psychological enthusiasm of students for physical education-teaching and it promoted the student to carry the physical education exercise and learning process independently and actively[29].

2.5. Paper organization

The content of the paper was structured as follows. Section I states the introductory concepts of English language learning in offline and online models and problem statements. Section II enumerated the entire review analysis studies, employing different inferences of English language learning and teaching methods and their perception Section III elucidates the research methodology of the study, Sampling technique, data collection method, and entire conceptual framework. Section IV discusses the results analysis of the study, enunciating with various statistical tests for stating the research objective, with study significance. Section V propounds the conclusive part of the study

3. Research Methodology

The research implements the empirical method, assessing the perception of students, in online English Language-teaching, and offline teaching. The research design is expounded to elucidate the significance of inter-relating parameters of benefits and challenges of Online-Offline English language learning, contributing to students' perception of those learning methods. The method, put forth quantitative method, to generate results analysis. The primary data were collected by using a survey assessment (structured interview approach), distributed to students obtaining education in schools in Telangana from the period April 2022 to May 2022. The responses are given based on those material's availability, skills improvement, interaction level, reading activity participation, exercises, and doubts clarification. The results outputs were subjected to a statistical analysis phase through SPSS statistical package to yield appropriate statistical outcomes.
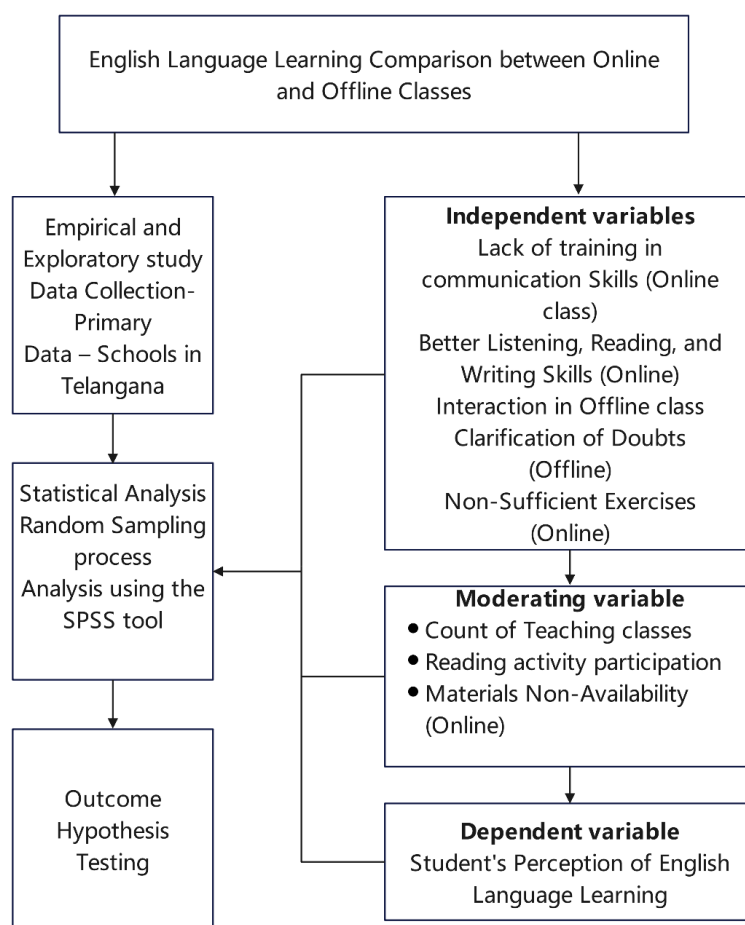
3.1. Conceptual framework

Fig. 1. Conceptual framework of the study

The conceptual framework as shown in above figure 1 was developed based on various independent, dependent, and moderating parameters. The entity of students' perception of English language teaching was focused on as a single independent factor. The perception of students regarding the English Language teaching depends on various independent factors, formulated in the questionnaire. The perception of online and Offline learning relies on Different parameters including skills improvement, reading activity participation, communication skills training, interaction level, exercises, and doubts clarification. The other moderating variables contributing to the impact of both independent and dependent variables are the Count of Teaching classes, non-availability of materials, and the count of total online learning classes.

The existence of a relationship between those parameters was explored through this quantitative approach (Correlation test). Random sampling techniques aid in primary data collection from Students studying in Schools in Telangana.

3.2. Research design

This study is a descriptive and empirical research study. The data has been collected randomly from the respondents using simple random sampling techniques. The primary data were collected from the school students studying in the schools of Telangana through structured questionnaires distribution. The collected data were utilized for statistical analysis through the IBM SPSS software package. The hypothesis has been tested based on the objectives of the study. The Descriptive statistics, ANOVA, Regression, and correlation analysis were performed to enumerate the student's perception of online and offline English learning comparatively through the variables selected in the research study. On the other side, the proposed methodology facilitates in learning the quality and the tenacity of language learning effectiveness through learning mode implementation. From the research method, the quality parameter of both online language and offline language learning were relied on various factors including level of education of teachers, style of teaching, interactivity with learning students, strategies in capturing student's attention, co-operation of student according to preferences, active learning outcomes, task spending time, rapid feedback and the encouragement for students with teacher's contacts. The factors and the hurdles faced to student in learning phase, could be explicated by methodology that helps students in attaining high improvement, during online or offline educational learning process.

Hence the student may turn to acquire better quality, gain the learning design principals, availability of materials, characteristics and preferences of students.

3.3. Research Hypothesis

$H_1 1$: There is a significant relationship between challenges, improvement scale, and comfort of students in Online and Offline English language learning impacting students' perception towards online-offline learning classes?

$H_1 2$ There exists a significant relationship among different parameters of students' perception regarding Offline and online English language learning.

3.4. Research Questions

- What are the comparative differences in the student's perception of offline English learning and Online English language learning?
- What are the challenges faced by school students (respondents) in Online English language learning?
- What is the impact or relationship of challenges, benefits, and quality (Improvement) level of learning of students, contribute to a different perception of students regarding online classes and Offline classes?

3.5. Research Objectives

- To enumerate the perception of students of English language teaching in both online-teaching and offline-teaching methods.
- To perform the comparative study of English Language learning practices in online classes and Offline classes
- To explicate the learning obstacles, addressed by students, who were exposed to online and Offline English language teaching classes.
- To propound the inter-relationship of different study parameters such as communicative skills level, reading activities participation, materials availability, degree of relationship, and its impact on student perception of online and offline classes.

3.6. Sampling technique

The samples of the research constitute the school students acquiring education in schools in Telangana. The technique used to fetch out the responses is the random sampling technique. The random sampling technique is defined as a sampling process that allows for randomization of the selection of samples. Every sample possesses the same probability as like other research samples to be chosen to serve as a representation of the whole population.

3.7. Data Collection and instruments

The primary data were gathered for quantitative assessment, accomplished using a structured questionnaire, by distributing a questionnaire to respondents in the form of Google forms. The questionnaire consists of various aspects including the student's understandability in online education, the similarity of online and offline-mode of learning, skills assessment of teachers in both online teaching and offline teaching, interacting perception of students in offline rather than online-language learning, queries clarification level beneficial in offline class, materials availability for student in offline learning, exercise or tasks insufficiency in online-English language learning, lacking communicative Skills training. Reading practices feedback, and reduction in the count of English classes. Likert five-scale is utilized in this questionnaire, for response collection.

3.8. Data Analysis - Statistical tools and methods

IBM SPSS-software package, implemented in this research for data analysis. The statistical methods utilized include tests like exploratory data analysis, descriptive statistics, ANOVA analysis-test, regression, and correlation-test to explicate the relationship among study variables.

4. Results and Discussions

The statistical analyses were performed, to prove the significance of the study, how far the perceptions of students regarding offline and online classes differ to several dependent parameters (questions on their comfort and quality), and how far the relationship exists between any two variables and the degree of relevance among those variables are represented through ANOVA test, correlation tests, and regression test.

4.1. Reliability Test

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
.723	14

The above table 1 defines the reliability test of the dataset outcomes information, considered for quantitative analysis. Cronbach's alpha will tell you how closely related a set of test items are as a group. As per rule of thumb for Cronbach's alpha test 0.72 and above is acceptable and good internal consistency. From Table 2 it is confirmed that the selected 14 items for the study research are highly   acceptable and having good internal consistency.

4.2. ANOVA Test

One-Way analysis of-variance (ANOVA) were utilised to detect if there exists any specific statistically-significance variations occurs between means of two unrelated-groups or more independent-groups.

Table 2. Descriptives Statistics

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Similarity of Online and Offline Classes	Agree	45	3.04	1.522	.227	2.59	3.50	1	5
	Strongly Agree	20	2.75	1.333	.298	2.13	3.37	1	4
	Neutral	14	3.64	1.598	.427	2.72	4.57	1	5
	Disagree	15	2.93	1.624	.419	2.03	3.83	1	5
	Strongly Disagree	6	3.00	1.789	.730	1.12	4.88	1	5
	Total	100	3.05	1.520	.152	2.75	3.35	1	5
Teachers' Skills Equivalence Offline Online	Agree	45	2.16	1.127	.168	1.82	2.49	1	4
	Strongly Agree	20	1.50	.513	.115	1.26	1.74	1	2
	Neutral	14	1.86	.770	.206	1.41	2.30	1	3
	Disagree	15	2.27	1.100	.284	1.66	2.88	1	4
	Strongly Disagree	6	2.00	1.095	.447	.85	3.15	1	3
	Total	100	1.99	1.000	.100	1.79	2.19	1	4

Above table 2 denotes the descriptive statistics data for the ANOVA test. The statistical data of the responses of variables that both online and offline similarity and the skills equivalence of the teachers in both online and offline classes were stated. These are defined as independent variables. The standard deviation values, mean values of Agree, Strongly Agree, Neutral, Disagree, and strongly disagree responses to those dependent variables are shown in the table. From the inferences, participants provided agree, and neutral with high mean values, to questions (dependent variables).

Table 3. ANOVA Test

		Sum of Squares	df	Mean Square	F	Sig.
Similarity of Online and Offline Classes	Between Groups	91.467	2	1.735	4.467	.020
	Within Groups	276.809	27	10.235		
	Total	367.750	100			
Teachers' Skills Equivalence Offline Online	Between Groups	7.431	4	1.858	2.790	.048
	Within Groups	91.559	95	.964		
	Total	98.990	100			

Independent variable: More interaction between students and teachers in comprehending Grammar

The independent variable is taken as the perception of students, like how they feel improvement in their listening skills, speaking, and writing skills through online English language teaching. This perception was analyzed in a cross with the above dependent variables. Having this as a dependent variable, the independent variables with teachers' similar skills capability in online and offline classes and students' similarity consideration of both online and offline classes are subjected to the ANOVA test. The inferences of significance value (0.020 and 0.048) with $p<0.05$, in table 3 enunciated that the impact of similarity of online and offline classes and teachers' equivalent skills for online and offline English language teaching shows outcomes on the student's perception of language teaching.

Table 4. ANOVA Test – II

		Sum of Squares	df	Mean Square	F	Sig.
Teachers' Skills Equivalence Offline Online	Between Groups	10.006	4	2.501	2.671	.037
	Within Groups	88.984	95	.937		
	Total	98.990	99			
Similarity of Online and Offline Classes	Between Groups	19.209	4	4.802	2.177	.067
	Within Groups	209.541	95	2.206		
	Total	228.750	99			

Independent variable: Lack of training in Communicative Skills among students

Similarly, in this table 4,the low significance value of 0.037 and 0.06, reveals that dependent variables, of students' perception of thinking skills equivalence of online and offline learning and similar knowledge learning of online and offline, had a dependency on their degree of lacking communicative skills of every student.

4.3. Correlation Test

Table 5. Correlation Test

		Reduce Reading Activities Participation	Lack of Communicative Skills training
Reduce Reading Activities Participation	Pearson Correlation	1	.015
	Sig. (2-tailed)		.009
	N	100	100
Lack of Communicative Skills training	Pearson Correlation	.015	1
	Sig. (2-tailed)	.009	
	N	100	100

The correlation test in table 5, explicated the existence of a relationship between independent variables, lacking communicative skills training among students, and the minimization of participation in reading activities in online language teaching classes. If one factor, increases or decreases, simultaneously the other parameters also get impacted. In this scenario, a positive correlation is depicted among the variables with a Pearson correlation coefficient value of 0.015. The positive correlation implies, that if the participation in reading activities among students in online teaching decreases, then similarly there will be a lack of communicative skills in those students. The factors are significantly correlated.

4.4. Regression Test

Appropriate degree of relation between the parameters can be determined using regression analysis. Using the predictor variable, the result of the outcome variable can be evaluated by finding the degree of correlation.

Table 6. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.933[a]	.871	.870	5.234

Predictors: (Constant), Better Understandability in all Skills

The Regression analysis was carried out in the study, posing Better listening, writing, and speaking skills understandability among students, in online English language teaching as one variable and another variable of insufficient materials availability in online teaching method.

In the result table 6 of regression analysis, the value of R signifies the correlation among the variables. Here, the value of R is .933 , this implies a moderate relation within the considered parameters. The value of R^2 represents the degree of correlation. In this case, the value of R^2 is .871; this value is multiplied with 100 to obtain the degree of correlation. The proportion of 87.10% percentage can be explained as the level of association between the parameters. 87.10 percentage probability of the predictor variable contribute to have outcomes on the dependent variable materials insufficiency in online mode.

Table 7. ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.008	1	4.008	4.784	.031[b]
	Residual	82.102	98	.838		
	Total	86.110	99			

Dependent Variable: MaterialsInsufficiencyOnline
Predictors: (Constant), BetterUnderstandabilityinallSkills

Table 8. Coefficients

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.163	.178		12.174	.000
	BetterUnderstandabilityinallSkills	-.153	.070	-.216	-2.187	.031

Dependent Variable: MaterialsInsufficiencyOnline

The degree of correlation among the variables was exhibited through this regression analysis in Tables 6, 7, and 8. The student's perceptions of where they feel better or do not feel a better understanding of listening skills, writing skills, and speaking skills, were based on the materials insufficiency faced during online classes. If the students, do have access to sufficient materials for language learning then their understanding capability of language, in their listening, speaking, and writing skills will get decrease. The significance value of 0.000 and 0.0341 with p <0.05, exposed the perfect dependency of variables, impacting one another. Hence the objective of the research is satisfied and tests the hypothesis as well. By having the stronger relationship among the variables, stronger degree of correlation among predictor and dependent variable such as that if the participation in reading activities among students in online teaching decreases, then similarly there will be a lack of communicative skills in those students. The impact effects of independent variable on dependent variable like impact of similarity of online and offline classes and teachers' equivalent skills for online and offline English language teaching showing outcomes on the student's perception of language teaching and changes in students' perception of thinking skills equivalence of online and offline learning and similar knowledge learning of online and offline, had a dependency on their degree of lacking communicative skills of every students explicated, the accuracy and the reliability of the statistical analysis are hence proved. Further the reliability of test was verified through reliability test as well.

5. Discussion

In the earlier 2020, global pandemic situation broke out and it impacted the educational advances globally, that boosted online learning development simultaneously. In similar to the above research another study aims to assess online and offline learning effectiveness to those college candidates. The study was carried within India, Malaysia, Indonesia comprising of hundred respondents wherein the primary responses gathered from young population. That population undertakes Master and bachelor programs. The inferences suggested that online education effectiveness were dismal since the student find it tedious in respect to the adjustment to online education method and offline method remained to be most prioritized education method especially after pandemics. The desire in utilising e-learning platforms was effected by usage simplicity perceived by tools utilisation and platform utilisation in accordance to (TAM) Technology admission-model. On the basis of research findings the students could have feeling the online learning-materials, were more interesting[30], accurate and useful. But various researches having multiple advantages in offline learning like the improvised outcomes upon information assimilation that adopts the courses to objectives and abilities of students are illustrated. But the preference of students differs from one research to another, the present study illustrated the inferences that is correlated with previous discussion, that priorities of students in education methods moves its pace towards offline learning mode, so that the interactivity with teacher, materials availability and clarification in doubts, collaboration in knowledge sharing in live classrooms. The study analysis outcomes insisted that interaction level of students on teachers and vice versa had significant impacts on similarity perception of students on online and offline classes. The same parameters possess significant impacts on teacher skills equivalence range as well. The correlation test explicated that there is stronger correlation between lacking of communication skills and reading activities reduction, stating the drawbacks of online-learning education.

On the basis of discussion of past section, the conclusion could be described that offline learning stands as more efficient than online-learning practices. The student had preferences towards offline-learning due to the materials under stability, easy communication approach, the students could be able to have abstract focus, enjoyment and active learning, during course lessons. While the online learning explicated not efficient due to few factors. The parameters is that the lecturers and students could not meet and directly ask the questions to teachers, inability of students in dividing study time and work time, low interactivity and understanding difficulties. Hence by listing out the data analysis outcomes, the researcher recommend to go for offline education learning, to improvise the performance and to upgrade knowledge acquisition, given the technology advancement could be used at time of crisis circumstances alone. The materials and language learning medium should be implemented skilfully in course enhancement.

Even though certain solutions framed from different existing researchers, to address the students difficulties in their education learning practices, the research inferences obtained in the study, could be utilised for education professionals in reflecting on teaching practices. The teachers could attain significant feedback system from the student perception to frame out a suggestive education learning practices in schools, preferring either offline English language learning or to arrange online mode of learning, by rectifying the specified obstacles of students addressed in outcomes, thus it aids to perform better in any sort of education platform for English language learning. The research call for high awareness on teacher and students part wherein the issues can be minimised, making the language learning mode effective for welfare of students, teacher's career growth and in enhancement education institution.

6. Conclusion

The goal of the research was to highlight the impacts of online and offline English language learning among school students, and indulge in performing research to assess the significance of online and offline learning in promoting the quality of their learning and the challenges faced by students in the online learning-teaching method. Based on the analysis discussion, the conclusion could arrive that student's perception of their comfort and quality outcomes in skills, depends on the varying independent parameters, like lack of interaction in Online learning, materials insufficiency in online learning, their queries or doubts clarification level in both modes, exercises exposure, and their better understandability in listening, speaking and writing skills. The responses of statistical methods imply that major of students prefer the Offline learning method, rather than online methods based on the dependency learning outcomes, although the understandability through online mode is attained. The One-way ANOVA outcomes inferred that perception of students (Dependent factor) in their learning method like their understandability in listening, speaking, and writing skills depends on different skills improvements and their benefits in learning. The inter-relationship between the lack of reading participation of the student in online learning and their Lack of training in Communicative Skills among students were positively correlated, through correlation analysis. The dependencies and inferences delineated that Offline English language learning seems more efficient than online learning, as the student's perceptions, differ to understand materials, communicative skills, interaction, and overall quality learning in both learning methods. Moreover, the challenges as the real world problems, the research stands as optimistic, such those solutions could be provided properly through offering sufficient facilities to students, that aids to rectify the learning issues of students. The researcher suggested that English language learning could be performed through Offline classes more prominently. Similarly, utilization of online-technology advancement and materials through online classes can also be implemented skillfully, at times of crisis, in course enhancement, however, it must not undermine the significance of face-to-face interactive offline Language-learning method. Another recommendation is that teachers ought to be creative to choose appropriate learning-teaching-strategy, so qualified outcomes for a student can be yielded, whilst utilizing online-teaching techniques as well.

7. Declaration

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