

## **Perceptions of Teachers and Learners on Teaching Methodology used in Online ELT Classrooms**

تصورات المعلمين والمتعلمين حول منهجية التدريس المستخدمة في فصول تدريس  
اللغة الإنجليزية عبر الإنترنت

by

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of the requirements for the degree of  
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## **Abstract**

The objective of this study was to find out the perception of teachers and learners on teaching methodology (TBLT or PPP) used in online English classrooms in an HEI setting in the UAE. Surveys and semi-structured interviews were conducted, as the study took the Mixed Method route. Data was collected from 62 participants and the quantitative data was analyzed by calculating mean and standard deviation on Google Sheets, whereas the qualitative data was analyzed through Thematic Analysis. Findings from learners' data revealed a positive perception overall, towards both PPP and TBLT, but preference for TBLT out of the two methodologies was also observed for reasons such as Groupwork, Interaction, TTT, and Monotony, which were identified through findings of the qualitative analysis. On the other hand, findings from teachers' quantitative data showed a neutral perception towards both methodologies along with mixed preferences which were concluded on the basis of aspects disclosed by findings from the qualitative analysis such as Level of Learners, Administrative Pressure, Familiarity, and Assistance.

### الملخص

الغاية من هذه الدراسة هي استكشاف تصورات المعلمين والمتعلمين حول منهجية التدريس المستخدمة في فصول تدريس اللغة الإنجليزية عبر الإنترنت في إطار التعليم العالي في دولة الإمارات العربية المتحدة، إما منهجية تدريس اللغة عبر المهام ((TBLT أو منهجية العرض\الممارسة\الإنتاج ((PPP. تم تنفيذ استبانات ومقابلات شبه منظمة، حيث اتبعت الدراسة منهج البحث مختلط الأساليب. جمعت البيانات من ستة وعشرين مشاركاً، وقد تمّ تحليل البيانات الكمية عن طريق حساب المتوسط الحسابي والانحراف المعياري من خلال جداول بيانات جوجل، أما البيانات النوعية فقد تمّ تحليلها عن طريق التحليل الموضوعي ( Thematic Analysis).

أظهرت النتائج المستخلصة من بيانات المتعلمين وجود تصور إيجابي بشكل عام تجاه كلا المنهجتين، ولكن لوحظ وجود تفضيل تجاه منهجية تدريس اللغة عبر المهام لأسباب مثل وجود العمل الجماعي، والتفاعل، والوقت المخصص لتحديث المعلم، ووجود ونبرة واحدة. وقد تم تحديد هذه الأسباب من خلال استخلاص النتائج من تحليل البيانات النوعية. ومن ناحية أخرى، أظهرت النتائج المستخلصة من البيانات الكمية للمعلمين وجود تصور محايد تجاه كلا المنهجتين، وكذلك وجود تفضيلات متفاوتة، وقد تم التوصل إليها بناء على الجوانب التي أظهرتها نتائج تحليل البيانات النوعية مثل مستوى المتعلمين، والضغط الإداري، والمعرفة المسبقة، وتوفر المساعدة.

## **Dedication**

To my better half, Aquib, thank you for your relentless support, from encouraging me to signing up for this course to proofreading all my work, from listening to my ideas before writing every paper to giving me valuable insights, from believing in me to being my best friend. I wouldn't have done this without you!

To both my parents for always keeping the conversation about the importance of education alive. Without that seed of education sowed in my heart when I was a child, I wouldn't be here.

To my siblings for their unconditional love and support and ending every call with a prayer that helped me succeed.

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Next, I would like to thank and appreciate all the efforts made by the library staff for their continuous support during the pandemic and for making my dissertation study seamless. Every single book/paper request I made was fulfilled within few hours. I also want to thank all the participants who agreed to take part in the study and lastly, I am also very thankful to my very dear colleague Zainab for always being there as her presence and camaraderie helped prevail comfort and sanity all round the course which was much needed during the pandemic.

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## **List of Abbreviations**

TBLT- Task-Based Language Teaching  
PPP- Presentation-Practice-Production  
HEI- Higher Education Institution  
ELT- English Language Teaching  
GTM- Grammar Translation Method  
CLT- Communicative Language Teaching  
SLA- Second Language Acquisition  
TL- Target Language  
OL-Online Learning  
OE- Online Education  
CALL- Computer Assisted Language Learning  
MM- Mixed Method  
SD- Standard Deviation  
TTT- Teacher Talking Time  
STT- Student Talking Time

# **Chapter 1: Introduction**

## **1.1 Background of the study**

In the field of education, English Language Teaching (ELT) has been a privileged discipline to be widely explored and researched, due to which, numerous teaching methodologies and approaches surfaced. These methodologies ranged from Grammar Translation Method (GTM) in the 19<sup>th</sup> century to Communicative Language Teaching in the 20<sup>th</sup> century. Traditional approaches like GTM were described as synthetic and were heavily criticized for not being able to foster and stimulate the communicative abilities of learners. Long and Robinson (1998) contended that these traditional methods emphasized so much on sentence structure and forms that the meaning is lost as a result, which impedes the communicative competence of learners. Consequently, traditional approaches like GTM and Audiolingual Method were left behind but on the contrary, methods like CLT stayed outside the touch of time, precisely because it rectified the latter mentioned issue by providing a more powerful approach. Task-based Language Teaching (TBLT) and Presentation, Practice, and Production (PPP) are two such approaches that have their roots in CLT and are believed to enhance learners' communicative competence.

TBLT is a strong CLT approach as defined by Richards and Rodgers (2001, p.223), “An approach based on the use of tasks as the core unit of planning and instruction in language teaching.” It provides exposure to authentic language, whilst learners engage in meaningful tasks where the focus is more on the language and on fluency rather than on the form and accuracy. Bygate (2015) advocated that TBLT is one of the most researched “teaching methodologies” in ELT after it originated from Prabhu's “Bangalore Project” in 1987. Moreover, it has also been thoroughly studied by many eminent ELT scholars like Willis (1996), Prabhu (1987), Ellis (2003), Bygate (2018), Nunan (2004), and Skehan (1998). On the other hand, PPP is considered as a soft CLT approach (Pimentel et al., 2020) and is defined by Tomlinson (2011a, xv) as “an approach to teaching language items which follow a sequence of presentation of the item, practice of the item and then production (i.e., use) of the item” (Tomlinson, 2011a: xv). Sanchez (2004) termed these stages as the “school model”. Additionally, Criado (2010) asserted that a lot of ELT textbooks also replicate and model these stages to introduce the language items, and not only that, but PPP is also

taught in renowned Cambridge teacher training courses like CELTA (Certificate in Teaching English to Speakers of Other Languages). As a matter of fact, researchers like Krashen (1998) did not prefer to call PPP as an approach or a methodology but instead called it a “pedagogical strategy”.

Furthermore, not only teaching approaches and methodologies emerged but the tech industry has also aggrandized and hence paved its way in the span of the last two decades. Its combination with education is indeed nonpareil which in turn, provides opportunities and opens up new avenues of disseminating knowledge where “Online Education” (OE) is just one of the many resultants. OE is one of the technology-mediated forms of learning and is also used synonymously with “Distance Learning”, “Distance Education” or “Online Learning”. As Seimens et al. (2015, p.12) explained that in this type of instruction, learners and teachers are “separated by space, time, or both for the majority of the complete duration of teaching and learning”. Its efficacy was realized by the world even more when COVID-19 struck. It challenged every norm the world was aware of and existed side by side with. It not only challenged that but also altered the conventional operations of almost all sectors that are required to run a country. As the number of COVID-19 related cases were on the rise, each sector was affected with immediate disruption and came to a sudden standstill; be it daily life, aviation, retail, transport, hospitality, or education. With respect to education, an alternative platform to continue learning was proposed and implemented overnight to steer the traditional classroom learning towards complete online learning.

## **1.2 Rationale**

Despite the fact that internet and multimedia interfaced with language learning back in 1990, with the development of the first integrative Computer Assisted Language Learning commonly known as CALL (Davies, 2005), it is ironic how the stakeholders in the education sector have started to embrace, implement and accept online learning only recently. The acceptance was boosted by the heavy investments injected by EdTech companies which epitomized in the shape of educational Apps, Learning Management Systems, Multimedia tools, and many more. This had a ripple effect and led to research studies in ELT which primarily was to understand the efficacy of online courses. The outcome of one such study conducted by Lee et al. (2007) suggested that learners and teachers felt a sense of connectedness in the online classrooms. However, a scant number of studies followed. Such studies could have been extremely helpful in understanding the benefits and issues

related to online learning platforms at different levels especially the ones that involved the primary stakeholders' (teachers and learners) perspectives.

Similarly, different teaching methodologies like PPP and TBLT have been around for more than two decades and also have been extensively investigated as well as widely executed in a traditional classroom set-up. As mentioned earlier, these methodologies have been the center of research by eminent scholars of ELT but at the same time, very few studies like that of Nielson (2014), Hampel (2006), and Ortega and Lloret (2014) exist in the present day that have tested and evaluated these methodologies in an online delivery platform.

Therefore, not only bridging the literature gap in studying the implementation of the ELT methodologies in an online classroom setup would be beneficial but also, it is the need of the hour triggered by the pandemic to explore and understand better ways to implement the shift from traditional classroom setup to online instruction. As this pandemic has reshaped the face of the contemporary education system, the after-effects are seen in the form of a blended learning program or complete synchronous online learning.

Hence the purpose of this research is to find out the perceptions of Emirati teachers and learners about the teaching methodology used in online classrooms. It intends to find out which methodology (TBLT or PPP) was used for online classrooms and what are the views of both learners and teachers concerning benefits and challenges experienced? The results from this study will not only be informative but also extremely valuable for the future of the online classrooms as it will provide the corrective measures that can be taken to implement the teaching methodology in an appropriate and desirable way which will maximize the yielded output from both teaching and learning standpoints.



## **Chapter 2: Literature Review**

### **2.1 TBLT**

#### **2.1.1 Historical Background**

The importance of incorporating tasks in language courses first emerged with the development of CLT in the 1970s and 80s which is where the roots of TBLT lie. Research in second language acquisition (SLA) back in that era called into question the use of structural approach where the language is simplified into structures and taught successively, each in turn. According to Willis (2019), there was also a developing acknowledgement for the requirement for communicative approach. Johnson (1982) suggested that learners were in need of “communicative tasks” where they communicated freely without the fear of making grammatical errors.

SLA research that took place in the 1970’s and 80s also instigated the development of TBLT. Corder (1967) advocated that learning of target language did not occur by learning of grammar in a linear manner but with a few structures simultaneously. Further on, Krashen and Terrell (1983) introduced The Natural Approach which stressed on activities that harnessed learners’ attention on meaning and took into account the incidental language acquisition and, TBLT relies on the same principle.

The Natural Approach defined CLT but did not see tasks as units on which a syllabus could be designed. The earliest proposition of TBLT goes back to late 1980s by Long (1985) and Breen (1989) where they concentrated more on logical grounding behind the task-based syllabus and how should it be designed and evaluated. According to Ellis et al. (2019), provision of the very first complete description of task-based course was given by Prabhu (1987) whereas the practical guidance in how to design a task was specified by Nunan (1989).

### **2.1.2 Theoretical Framework**

There are various theories that are often related with TBLT but four primary theories that underpins the theoretical framework are as follows:

#### **Interaction Hypothesis**

The Interaction Hypothesis is one of the SLA theories that specify the role of interaction and communication responsible for fostering learners' language proficiency. Interaction can simply be defined in terms of "negotiation of meaning" and according to Long (1983), it is an important aspect that furnishes learners opportunities for comprehensible input and assists in producing modified output, both of which are essential for language development. While the learners interact, the information exchange provides learners with the chance to get feedback in accordance with their comprehension level where the outcome is an understandable exchange which serves as comprehensible input (Krashen, 1985). Moreover, Ellis (2009) stated that, this negotiation also encourages learners' attention towards the linguistic forms which assist them to notice a gap in their knowledge and cater to learners' needs necessary for learning a target language (TL). Therefore, tasks in TBLT are said to trigger the negotiation of meaning and hence create an atmosphere favorable for SLA.

#### **Sociocultural Framework**

Vygotsky's sociocultural framework is also one of the relevant theories that explain the theoretical framework for TBLT. In a TBLT classroom, students work collaboratively with one another to develop knowledge whilst engaged in the task which actuates cognitive learning required for the progressive growth in the TL. Henceforth, Ellis (2000) asserted that learning is effectuated through social interaction where learners first complete a function with the assistance of a competent peer or a teacher and then becomes an autonomous learner. The difference between the two stages is called Zone of Proximal Development and was later termed as scaffolding. Shehadeh (2005) asserted that in TBLT, the socio-cognitive function considers learners' perception and execution of the task as opposed to innate characteristics of individual tasks. Same tasks can be approached

by learners differently relying on their comprehension and interpretation of the task and helping each other to provide the solution for linguistic problems which otherwise would have been beyond their capacity (ibid).

### **Experiential Learning Theory**

This theory stems from different disciplines like humanistic education, social psychology, and cognitive theory was proposed by Kolb (1984) who believed that learners learn by navigating through their explicit knowledge which is what they already know, and then shift toward implicit knowledge which is the incorporation of new information and aptitude. The implementation of this process takes place by going through an instant learning experience and then moving past this experience through a cycle of reflection and change. In simpler words, this nature connotes to “learning by doing”, where learners’ active participation is not only crucial but also central. According to Nunan (2004), experiential learning is relevant with TBLT and a vivid application of this theory is explained by Kohonen and Bedley (1992) model.

- Knowledge retains with the learner instead of being transmitted by the teacher.
- Urge students to engage collaboratively in groups or pairs.
- Encourage an overall mentality towards the subject matter instead of a static disposition.
- Emphasis on the procedure rather than on the output, also, foster learning by social interaction and communication.
- Encourage autonomous learning rather than teacher directed.
- Foster intrinsic instead of extrinsic motivation.

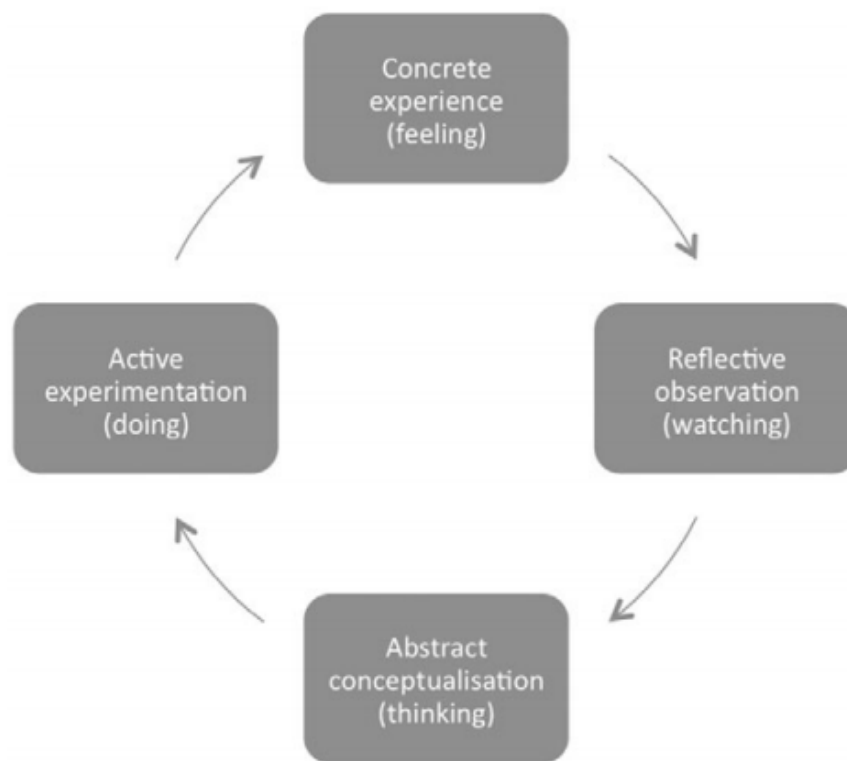


Figure 2-1: Kolb's Experiential Learning Cycle

### 2.1.3 Definition of TBLT and Tasks

Richards and Rodgers defined TBLT as (2001, p.223), “An approach based on the use of tasks as the core unit of planning and instruction in language teaching.” Moreover, Raya also comprehensively (2009, p.60) defined, “TBLT is characterized by use of authentic communication, attention on meaning, focus on form in meaning focused activities, the inclusion of pragmatic properties, importance of interactional processes that crop up in natural language use, integration of language skills and a strong connection to psycholinguistic processes.” Nunan (1989) categorized tasks into pedagogical tasks and target tasks where pedagogical tasks are executed within the class and facilitate in “comprehending, manipulating, producing or interacting in the TL...” (p.4). Whereas the target task is nothing, but the language used outside the classroom.

Further on, the most primary characteristic of TBLT is none other than defining the task and its definition varies from scholar to scholar. Bygate et al (2001, p.11) proposed a definition, “A task

is an activity which requires learners to use language, with emphasis on meaning, to attain an objective, and which is chosen so that it is most likely to provide information for learners which will help them evaluate their own learning”. Also, Willis (1996, p.23) defined tasks as “an activity where the target language is used by the learner for a communicative purpose in order to achieve an outcome”. Additionally, Samuda and Bygate (2008) outlined a more comprehensive explanation of different characteristics of task:

- A task is a work plan. There exists a difference between how a teacher assigns the task which is from the teachers’ standpoint and how learners conceive the task, that is from learners’ perspective.
- The primary focus is on meaning. Reliance on communication assists in carrying out the task with some knowledge or communication gap.
- A task involves the use of language that replicates real-life situations. Real-life tasks that are as per the learner’s need would require a needs analysis, e.g., tasks performed at the workplace or tasks that foster communication between learners.
- Cognitively engaging tasks enhances the language development process as it takes skills like reasoning and problem-solving.
- All task needs to have a communicative outcome that assists the learner to achieve the completion of the task.

#### **2.1.4 Framework of a TBLT Lesson**

The very first framework for TBLT was introduced by Willis (1996) and had been both widely accepted and implemented in the classrooms. There are five stages to the lesson where the first stage is called the “Pre-task” where the purpose of this phase is to act as a groundwork for the execution of the task, for the teacher to introduce the topic, activate learners’ schemata, and provide instructions. Learners require enough language exposure to motivate and prepare them for task activities in the next stage.

Following pre-task, is the task cycle stage which is further divided into three phases: Task, Planning, and Report. During the task phase, learners use the existing language resources at their

disposal to do the tasks in either groups or pairs and after the task phase, is the planning stage where the learners plan together. In all three phases, the teachers' role is to monitor from the distance and guide through.

Lastly, Language Focus is the final stage that consists of two phases: Analysis and Practice. The analysis is where the teacher focuses attention on the pertinent language aspects like forms or highlights the text introduced previously. The teacher then calls attention to the language areas depending on the students' requirements that occurred in the former stages. Further, students practice these activities to build their confidence.

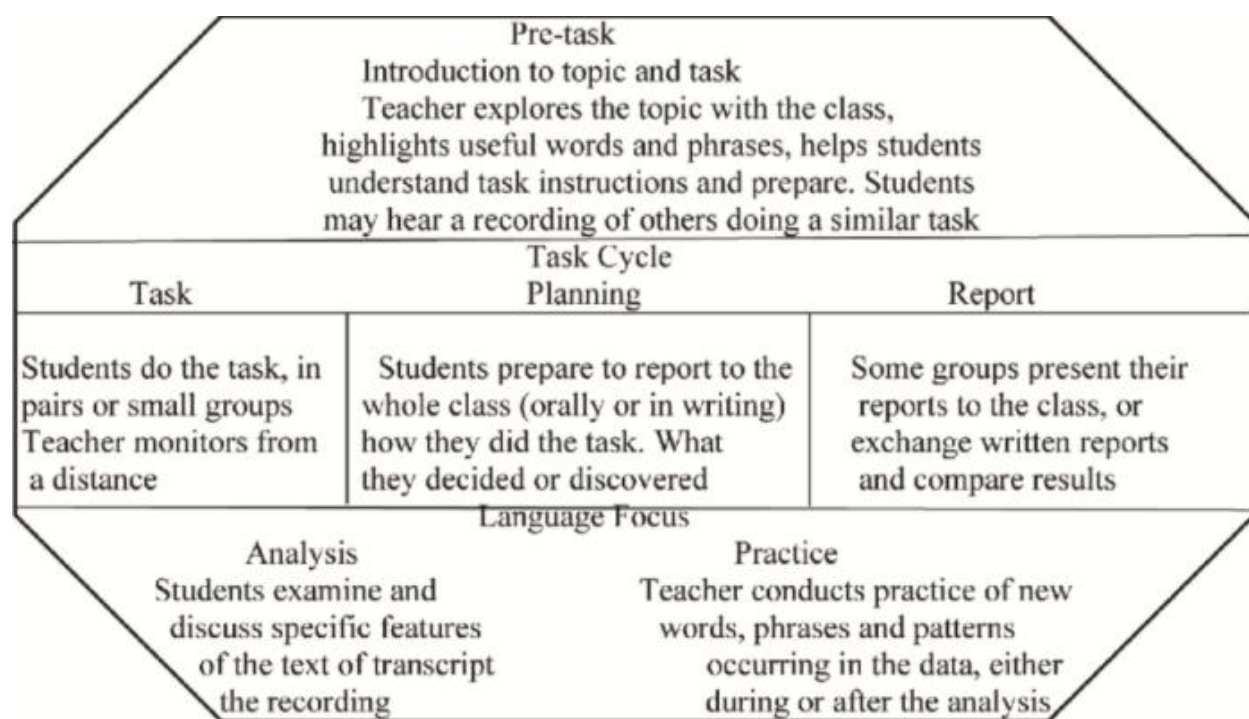


Figure 2-2: TBLT lesson framework  
*Adapted from Willis (1996)*

## 2.1.5 Technology-Mediated TBLT

CALL has developed dramatically as a field in recent years with the emergence of some number of studies, generally aimed at second language learning, have reported about the utilization of technological tools like Web 2.0 applications, wikis, social networking, blogs, etc. (Duman et al., 2015; Baralt and Gomez, 2017; Zeigler, 2016). This technology integration with language learning

encouraged scholars to study “a structured and theoretically-grounded CALL approach” as Chong (2020, p. 71) puts it. Zeigler (2016, p. 137)) had described the consolidation of technology with TBLT, “Tasks and technology are ideal partners in a reciprocal relationship, providing opportunities for researchers seeking to explore how the integration of technology can enhance or facilitate the benefits of TBLT as well as addressing how TBLT can serve as the framework to ground research conducted in CALL contexts.” Moreover, Gonzalez-Lloret and Ortega (2014) simply defined technology-mediated TBLT as an integration of technology with task and also outlined its framework: a) Meaning should be the cornerstone of tasks in technology-mediated TBLT b) All tasks must have a communicative outcome leading to successful execution of task c) Technology-mediated TBLT should be student-centered d) Technology-mediated TBLT must incorporate real-life situations and reflective.

### **2.1.6 Literature that supports TBLT**

Many empirical studies have been carried out to study the implementation of TBLT. A study conducted by McDonough and Chaiktmogkol (2007) in the context of Thai learners revealed that implementation of TBLT supported real-life language needs and enhanced learners’ autonomy. Moreover, results from the study executed by Rahimpour (2008) unveiled that TBLT improved learning for complexity and fluency in comparison with structural approaches to language teaching. Furthermore, an observational research study was carried out by Huang (2016) to gauge the outcome of TBLT on learners’ motivation for speaking and writing tasks through means of a survey to find out the perceptions relevant to TBLT. The results revealed that the level of motivation was elevated as learners showed more interest by participating and learning autonomously; enhanced language skills and retention of new language knowledge were observed. Another such study conducted in inter-cultural light by Aubrey (2017) showed an optimistic impact on learners’ achievement via means of tasks.

Similarly, a few studies were carried out to study technology-mediated TBLT. An outcome of a synchronous online study carried out by Hampel (2006) found the impact of tasks improved learner-learner and teacher-learner interaction that heightened learner’s interest and aided language acquisition. Another synchronous study conducted by Nielson (2014) found out learner’s

participation level and the transfer of language skill to be satisfactory. Moreover, a study by Tavakoli et al. (2019) researched the combination of CALL with TBLT and the results revealed a positive impact on L2 reading with enhanced motivation.

### **2.1.7 Literature against TBLT**

No teaching method is flawless and to make sure the rightful implementation, it is imperative to study the limitations. According to Li (2003), teachers who taught a large number of students discovered students sitting passively during the planning stage and teachers also found classroom management to be challenging. Additionally, an observational research conducted by Lee (2016) disclosed the use of L1 whilst the communicative activities that reduced learner's language exposure. Similarly, Ismail (2017) added that teachers should have an adequate level of language proficiency to be able to integrate TBLT in ESL classes so that the teachers can effortlessly guide students which was in line with Ho (2004) results. Also, during the communicative activity, language avoidance was noticed by Lee (2005).

As for technology-mediated TBLT, empirical evidence in Hampel (2006) study revealed a lack of motivation in some learners as they felt daunted by peers with better linguistic and technological knowledge. At the same time, Nielson's (2014) study indicated challenges were faced by both teachers and learners caused by unfamiliarity with the LMS.

### **2.1.8 Neutral Perspective**

However, Gonzalez-Lloret (2020) also endorsed, to avoid unnecessary hassles in the online classroom, conducting a needs analysis should be a ritual before integrating the collaborative tasks with the online platform. Aspects to consider are needs analysis for learners' and teachers' "technical capabilities, digital literacies, and institutional support" (p. 267) which will expedite the learning process.



## **2.2 PPP**

### **2.2.1 Historical Background**

PPP is rather a traditional method of ELT and much older than TBLT. It first emerged in the mid 70s which evolved out of an earlier version of CLT and was embraced by Structural Methods like Situational Language Teaching (SLT) and Audiolingual Method where the primary aim is to teach structures and also the type of planning is called “Focus on Forms”. Howatt (1984) stated that during this period the SLT was gradually developing into a communicative approach and it first made an appearance as a teaching model in the first edition of Byrne (1978) book called “Teaching Oral English” which became quite prominent in the early 80s for the purpose of training teachers and remained its status quo until early 2000.

### **2.2.2 Theoretical Framework**

Despite PPP being a traditional method and its consolidation with the course books and teachers’ training, it still lacks a strong theoretical premise, unlike TBLT. However, few theories are often related to PPP, are as follows.

#### **Behaviorism**

Behaviorism, also commonly known as behaviorist psychology, that views learning as a matter of habit formation where habits are formed when learners’ responses to external stimuli are positively reinforced. Ritchie (2003, p. 116) explained that, in the controlled-practice stage of PPP where the teacher “makes use of controlled repetition, having students repeat dialogue as a class, between two halves of a class and between pairs. This kind of practice follows behaviorist models of language learning, in which acquisition takes place through habit formation”.

## **Output Hypothesis**

The output in the output hypothesis is nothing but the language produced by the learners (written or spoken) which is considered as not only the acquired knowledge but also an indication of ongoing learning (Swain, 2005). As, contended by Swain (2005) that learners' output instigates them to shift from semantic examination towards syntactic analysis, which reflects conscious demonstration of the language production. Consequently, this prompts the learners to notice the gap in their knowledge and encourages them to fill this gap, which endorses the significance of output that can be understood as learner's use of their cognitive schema. The role output plays in the controlled practice stage as well as freer practice is 1) to create better input as the good quality output is generated from quality input 2) to develop fluency 3) to develop communicative skills. 4) to develop opinions by personalizing to the topic 5) Noticing gap in learners' knowledge (ibid)

## **Skill Theory**

Dekeyser (2007b, p.97) claimed that Skill Acquisition Theory, "is the learning of a wide variety of skills shows a remarkable similarity in development from the initial representation of knowledge through initial changes in behavior to eventual fluent...", which is a commonality in the development of skills in general. This theory was first proposed by Fitts (1964) and later reinforced by cognitive psychology (Anderson, 1984). As advocated by Ur (2018, p.2) the underlying framework of PPP relates to skill theory who states the role of "procedural knowledge is normally, within the context of a formal course, achieved through a three-stage process." The three stages are known as declarative, proceduralization, and automatization. In the declarative stage, learners use their existing schemata to process the teacher's explanation of the rules while in the proceduralization stage learners engage in the 'verbal or physical activity' to become proficient. As for the automatization stage, students are expected to perform effortlessly and naturally without having to review the initial instruction given by the teacher. Henceforth, the presentation phase accords with the declarative stage, practice stage with proceduralization, and production corresponds with automatization.

### 2.2.3 Defining PPP and Lesson Framework

The three Ps in PPP stand for “Presentation, Practice, Production” and also occur in the same sequence in a lesson. Tomlinson (2011a, p.xv) defined it as, “an approach to teaching language items which follows a sequence of presentation of the item, the practice of the item and then production (i.e., use) of the item.” Moreover, this sequence can be modified by the teacher adjusting to the level of learners as per Byrne (1986) ensuring flexibility.

The following is a brief explanation of the three phases which also explains the lesson framework for PPP.

- **Presentation** is the first stage of the lesson where the learning process is teacher-controlled. The language item/structure is presented by the teacher either deductively or inductively. The deductive presentation will provide explicit explanation and modelling by the teacher as well as the textbook while in inductive presentation teacher provides examples and requires students to figure out the rules by themselves.
- **Practice** stage is also controlled by the teacher where s/he check learners’ understanding by engaging them in activities concentrating on TL introduced in the first stage. The main objective of these activities is to achieve accuracy in order to accomplish fluency in the next stage. Practice can be either drilling of lexical items/structures or reading/ listening of texts.
- **Production** phase is more student-centered and allows for freer practice of the TL to foster fluency using autonomous and group activities by the learners. Production activities includes speaking or writing activities like debate, discussion, presentation, and etc.

### 2.2.4 Literature that supports PPP

PPP is one of the traditional methods that have been widely accepted and hence used by ESL teachers. Proponents of PPP suggest that the Presentation and the Practice stages are effective at a psycholinguistic level as they provide explicit exposure to the linguistic item and also allow for learners to notice any gap in their knowledge (Hedge, 2001; Criado, 2013). Ur (2018) also argues that using this sequence saves time as the most important grammatical/lexical items are introduced first, only for learners to acquire at the earliest which assists in production later. This is also

plausible in a situation where class timings are limited like in the case of state schools. On the other hand, PPP has the advantage for rapidly growing learners' range of grammatical and lexical items by exposing and preparing them for communication via the three stages of PPP as compared to "incidental exposure to communicative input." (ibid, p.2)

Moreover, one of the pedagogical advantages, the PPP sequences is that they are used in the teaching materials/course books in the same sequence and that is one of the reasons to use them in the classroom (Ur, 2018). Sanchez (2001) and Cook (2013) believed that the occurrence of these repetitive patterns gives learners a sense of security which contributes to their learning capacity and adds to the optimistic perception.

Norris and Ortega (2001) found out through meta-analysis of studies that were published from 1980-1998 on second language instruction, that explicit teaching of grammar along with practice was considered better than implicit instruction. A study conducted by Spada and Tomita (2010) also had similar results to that of Norris and Ortega (2001). Additionally, a comparative study carried out by Hallström (2015) to analyze the efficacy between PPP and TBLT, discovered that PPP was more effective at teaching grammar items than TBLT as they revealed more improvement for PPP than TBLT. Empirical research conducted by Strait (2015) and Pham Vu Phi Ho (2020) found out that PPP was also effective in improving learners' productive skills.

### **2.2.5 Literature against PPP**

PPP started receiving criticism in the early 1990s and abundant literature appeared since then arguing the weaknesses of this method on linguistic, psychological, psycholinguistic, and pedagogic levels (Criado, 2013).

A major criticism PPP face at the psychological level is that this method does not support the SLA process as learning can take place without having to practice or explicit meta-linguistic demonstration (Johnsons, 1996; Sanchez, 1993). The key assumptions that underpin the theory behind language learning are behavioristic in nature and Willis (1996b) criticized it by suggesting that learning is not a linear process and expectation that language items can be isolated and learned without the requirement of reexamining is unrealistic.

Furthermore, the teaching of the isolated item is also linked with repercussions on the linguistic level as language as a system is comprehended holistically better than practicing in isolated segments that distort its basic characteristic (Woodward, 1993; Lewis 1996). Also, Lewis (1996) disregarded the use of PPP at the linguistic level as he believed that teaching discrete items does not serve the communicative purpose but proposes the use of lexical items like collocations, phrasal, verbs and idiomatic expressions. However, this view was negated by Harmer (1996) as he stated that PPP is not limited to forms but also inculcates the teaching of lexis.

Additionally, at a psycholinguistic level, the criticism lies on focusing on form-accuracy as it does not relate to the natural way of learning that discourages learners to use a variety of structures from their existing implicit knowledge (Willis, 1993). Next, the practice stage is also associated with ALM, precisely the drilling of structures/lexis, also, termed as rote or mechanical (DeKeyser, 1998) and is unlike real-life communication as well as disassociates from meaning.

PPP also receives criticism on its pedagogical aspect that it is prescriptive in nature which leads to outlaying of defined goals and structured lessons that might be useful to an extent but can restrict teacher's growth concerning exploring other methods (Skehan, 1998; Scrivener, (1994). Next, it is also known as a teacher-centered method as in stages 1 and 2, the teacher is more in control than the learners, failing to realize the needs of the learners in these stages.

### **2.2.6 Neutral Perspective**

Despite the divided opinions on PPP even after 40 years of its emergence, it is still used in coursebooks and classrooms as Anderson (2016) insinuated that the reason for its endurance is that learners, teachers, and teacher trainers find it useful and practical. Instead of completely dismissing this method, teacher trainers can gain significantly by assisting teachers in utilizing PPP more effectively (ibid) which can possibly be implemented by reducing TTT, making use of group work, inculcating both form and meaning, interchanging the sequence (P2, P3, P1) using it strategically alongside employing eclecticism and making use of other methods as well (Criado, 2013).

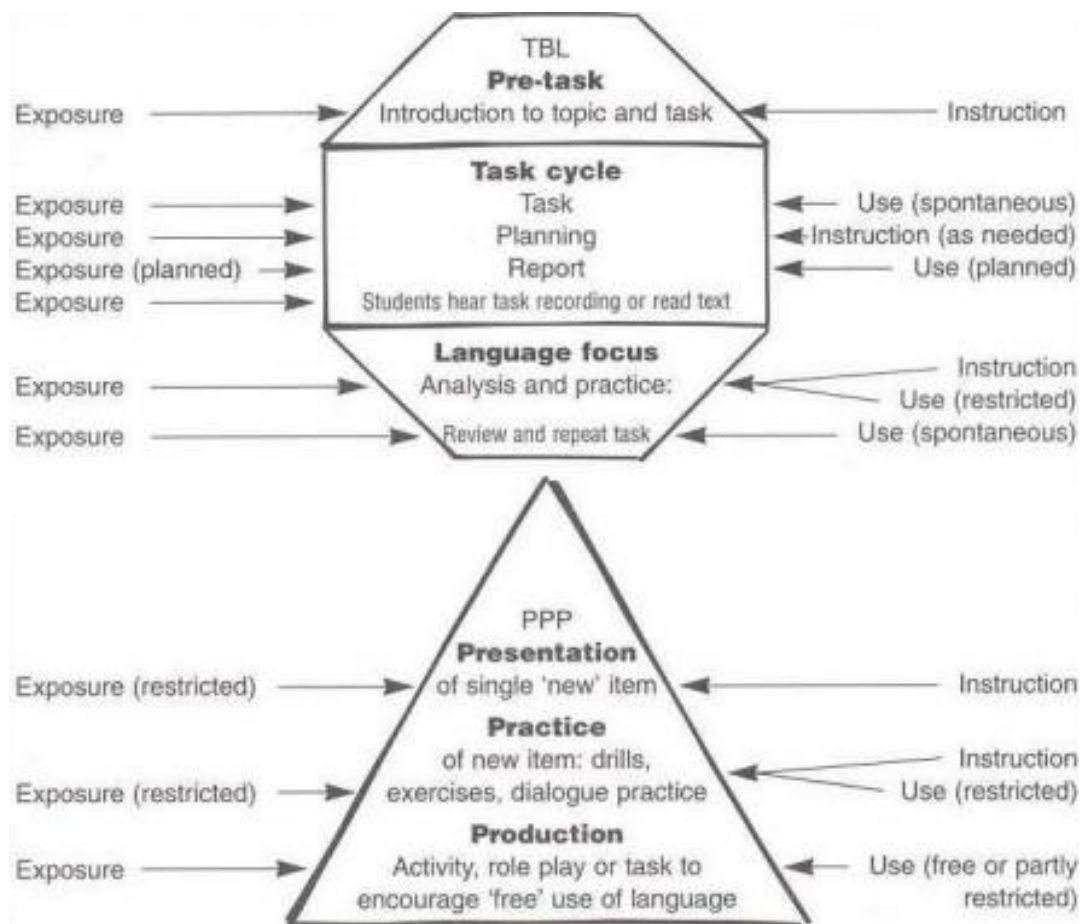


Figure 2-3: TBLT vs PPP  
Adapted from Herrin (2009, p.4)

## 2.3 Online Learning (OL)

### 2.3.1 Definition

Siemens et al. (2015, p.100) proposed a comprehensive definition for OL, “Online Learning is a form of distance education where technology mediates the learning process, teaching is delivered completely using the internet, and students and instructors are not required to be available at the same time and place. It does not include more traditional distance education instruction methods, such as print-based correspondence education, broadcast television or radio, videoconferencing in its traditional form, video cassettes/DVDs, and stand-alone educational software programs.”

### **2.3.2 History and Growth of OL**

Programmed Logic for Automatic Teaching Operations (PLATO) was the first computer-based instruction that was developed by Suppes (1964). It was pioneered even without the existence of the internet, through a system connecting computer terminals, which made the course content accessible for the learners. Later, PLATO was used to design and develop the world's first online community in the form of message boards, instant messaging, chat rooms, screen sharing and, etc. Further, in the 90s CALL was offered as the very first synchronous online language course which allowed for the interaction between the teachers and learners (Davies et al., 2013). The reliance of OL over technology increased both research and investment in EdTech (Technology for Education Consortium, 2017) and various universities started offering online courses. With technological advancement, LMS was introduced, which provided all OL models an organizational structure to manage both teachings and learning as it assists teachers to deliver the course content and monitor learners' participation while it helps learners to access course, classroom and track progress (Watson and Watson, 2007).

### **2.3.3 Theoretical Framework**

To comprehend how learning is processed, the following are the four theories that assist in understanding the foundation of OL.

#### **Constructivism:**

Constructivists believe that learners construct and build upon the knowledge based on their experiences rather than passively receiving it. Harasim (2017) considered learners as knowledge creators and active instead of passive. Ally (2004) rightly asserted its implication with OL by outlining the role of teachers and learners where the teacher is someone who furnishes learners with opportunities to build information in the online classroom and also assists in forming learning networks through collaboration and participation. Added role of learners is also to be responsible for their learning process which may foster through an elevated level of connection between peers, teachers, and online content.

## Connectivism

Connectivism is the theory of the digital age, proposed by Seimen (2004) who emphasized on the critical part networks and connections plays between individuals that can be manipulated to expedite the learning process. The theory stresses using internet technologies as learning platforms (like YouTube, social networking, web browsers, etc.). Moreover, the exposure to information is intense on the internet but it does not necessarily mean that accumulation of knowledge is the goal. Conversely, it encourages research and discover in accordance with the learning requirement and to associate with it meaningfully. Furthermore, students' role is to seek new information relative to the learning need by connecting to a network where they also share the knowledge received. Whereas the teacher's role is that of a network administrator which is to scaffold the learners along with creating a student-centered online learning session.

### Principles of connectivism:

- Learning and knowledge rests in diversity of opinions.
- Learning is a process of connecting specialized nodes or information sources.
- Learning may reside in non-human appliances.
- Capacity to know more is more critical than what is currently known.
- Nurturing and maintaining connections is needed to facilitate continual learning.
- Ability to see connections between fields, ideas, and concepts is a core skill.
- Currency (accurate, up-to-date knowledge) is the intent of all connectivist learning activities.
- Decision-making is itself a learning process. Choosing what to learn and the meaning of incoming information is seen through the lens of a shifting reality. While there is a right answer now, it may be wrong tomorrow due to alterations in the information climate affecting the decision.

Figure 2-4: Siemens Principles of Connectivism  
*Siemens (2004)*

## Collaborativism

Collaborativism is also a contemporary learning theory and was developed by Harasim (2012) who defined it as a “new theory of learning that focuses on collaborative learning, knowledge building, and internet use as a means to reshape formal, non-formal, and informal education for the knowledge age (p.81).” This theory is strongly rooted in social constructivism which advocates that knowledge is constructed via social interaction in three stages. The first stage is called ‘idea generating’ where learners brainstorm together and gather ideas. The second stage is known as



‘idea organizing’ where comparison, analysis, and categorization of ideas take place. The last stage is of the ‘intellectual convergence’ where the consensus of ideas occurs in the form of a collaborative class assignment or an essay. In this learning scenario, a teacher is the facilitator supporting the learners who take charge of their learning process.

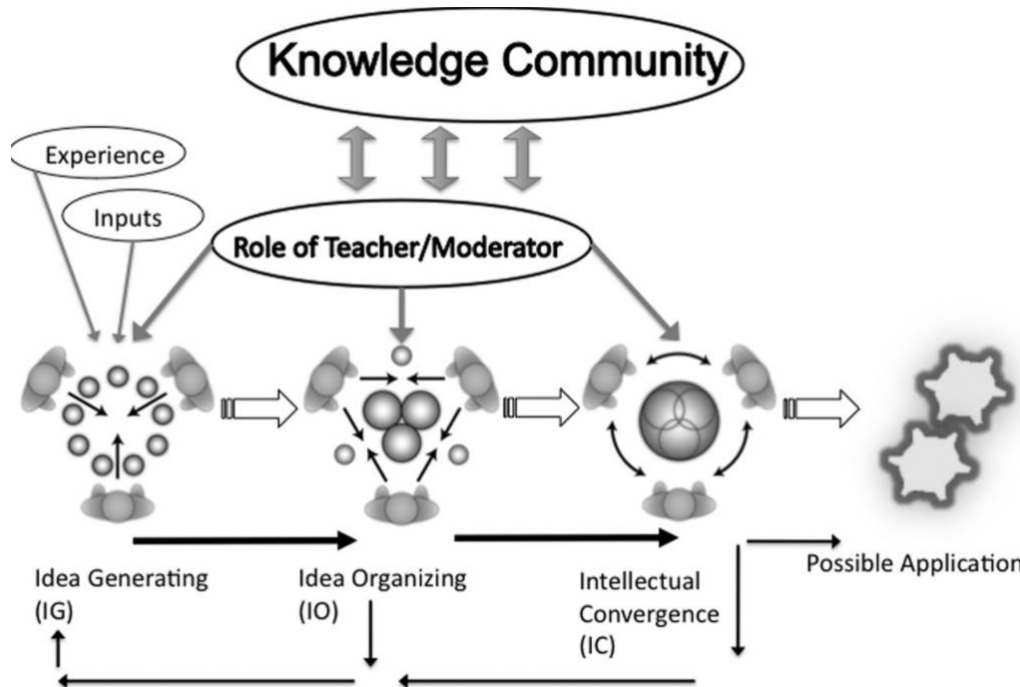


Figure 2-5: Collaborativism Framework  
Harasim (2012, p.95)

### 2.3.4 Types of OL

There are two types of OL, commonly known as Synchronous and Asynchronous. Synchronous learning takes place in real-time where the teacher and students are signed into their classrooms simultaneously (Shi and Morrow, 2006) for instance, Web-Based Learning Model. Conversely, the asynchronous format is when the instruction and learning occur at a different time and place. A learning guideline or pathway is designed by the instructor which the learners can follow at their own pace. Approaches like Blended learning and Flipped Learning take into account both synchronous and asynchronous formats.

### **2.3.5 Literature that supports OL**

OL has been a successful form of instruction for many reasons and the flexibility it offers to its learners is one of them. Robyler (2006) mentioned that it gives learners geographical independence and the liberty to opt for flexible scheduling so that they can finish the course at their own pace along with handling regular life responsibilities like working full time as compared to traditional classroom scenario (Bisciglia & MonkTurner, 2002).

Next, the founder of a popular MOOC called Coursera, Koeller (2012) advocated that if OL courses are designed as small modular units, it not only provides learners an alternative to monotonous lecture-based instruction but also customizes the course as per learners' needs. She also highlighted the key roles of retrieval practices and personalized feedback also added to the advantages of OL has over traditional learning.

Further, Baker (2012) studied the development of an online course in the context of intercultural communication for ESL learners and found out the learners' perception to be optimistic in terms of course contents and delivery via OL. Also, Erarsalan and Arsalan (2020) conducted a qualitative study to analyze learners' experiences of OL and the positive aspects found were, 'time flexibility, comfort zone, practicality, self-discipline and direction, and autonomous learning. Similarly, Karim et al. (2019) also conducted a qualitative study on the design aspect of OL for language learning and found out to be efficacious in terms that expedited the learning process.

### **2.3.6 Literature against OL**

Like other forms of instructions, OL is also not entirely caveat-free. One of the downsides that have been reported in past studies is concerning the "program retention rate" which is not as high as traditional learning. A possible reason suggested by Rovai and Wighting (2005) is the issue of self-discipline or self-direction which may lack in online learners. Additionally, learners may also feel physically isolated from their classmates, teachers, and the university as well (Downey and Rovai, 2010) that potentially leads to dropping out.

Furthermore, another serious impediment to OL space is the untrained teacher/faculty. A quantitative study carried out by Shea (2007) highlighted one of the demotivators for teaching online was inadequate technological knowledge to conduct online classes that led to negative perception towards OL. Repercussions of untrained faculty were also emphasized by Downey and Rovai (2010, p.145) “Poor faculty development can adversely influence online program quality, lead to student dissatisfaction and attrition, and adversely affect the school's reputation and branding”. Also, Hockly and Dudeney (2018) predicted that if teachers are not provided with pre- and in-service trainings prior to the online courses, then teachers may undeniably face challenges in the OL situation.

Additionally, an aspect that requires consideration is the online course design that is not the same as traditional learning courses. OL courses are reported not to be as interactive as the TL courses and entail delayed feedback. Bidlake (2009) asserted that the automated feedback in the online language course called Rosetta Stone would not provide any explanation of the wrong answers as the LMS lacked interactive features. Moreover, Erarsalan and Arsalan (2019), along with positive aspects also highlighted the significant negative aspects that were reported in the qualitative study through a thematic analysis. The identified theme of ‘lack of classroom features’ included lack of interaction and feedback along with online distracters while another theme of ‘challenges of OL’ further covered infrastructure, dangers of comfort zone, and complexity of OL (ibid).

### **2.3.7 Neutral Perspective**

OL definitely needs overhauling but is not impossible to achieve. First, the program retention rate can be strengthened by providing learners with academic and social support (Hockly and Dudeney, 2018) so that they can build connections with the student community online and as a result, do not resort to dropping out. Second, the training for the teachers to teach online should be made mandatory so that they can achieve both pedagogical as well as technological knowledge to teach. Moreover, training also solves the issue of interactive classes as well as feedback (Erarsalan and Arsalan, 2020). With the right technological knowledge, teachers would know how to manipulate the features of the LMS and provide corrective feedback.

## **2.4 Conclusion**

Both TBLT and PPP have been widely used in ESL classrooms and with technology advancing in recent years, these teaching methodologies have merged with emerging platforms like OL. The next two chapters highlight and discuss the findings of the survey and semi-structured interview which unveil the perception of teachers and learners about the teaching methodology used in the online classes and the preferred teaching methodology.

## **Chapter 3: Methodology**

The purpose of this study is to investigate and analyze the perception of Emirati learners and teachers regarding the teaching methodology used in the foundation courses of English which are taught online at the federal university in the UAE. This chapter will describe and explain the 1) Research Questions 2) Sampling 3) Research Methodology 4) Validity and Reliability 5) Instruments for Data Collection 6) Pilot Study 7) Data Analysis 8) Ethical consideration

### **3.1 Research Questions**

The second most important signposts after the research aim are research questions (Creswell, 2014). According to Creswell and Tashakkori (2007), research questions are formed by the motivation of the study which structures the methods and design of the research and they are crucial to any investigation because they help configure the research design, dictate the sample, decide on the instruments to gather the data along with its analysis (Leech and Onwuegbuzie, 2005).

The research questions are as follows:

RQ1 What are the learners' perceptions of the methodology used in an online classroom?

RQ2 What are the teachers' perceptions of the methodology used in an online classroom?

RQ3 Which methodology is preferred by learners in an online classroom?

RQ4 Which methodology is preferred by teachers in an online classroom?

### **3.2 Sampling:**

This research study was carried out at a Federal University in Al Ain, UAE. The total sample size of the study is 62 where 45 university students participated, who were enrolled for foundation English courses in the previous semester (Apr-June 2020) and, had experienced OL during the COVID-19 outbreak when HEI had to close its door for all its staff, faculty, and students. Additionally, 17 ESL teachers took part in the study who have experience in teaching online as the entire learning shifted to the web, as Covid-19 cases rose.

The kind of probability that is relevant for this study is non-probability, as Cohen et al. (2005) suggest that it is used in the case of small-scale research and according to Glen (2015), it is a procedure where the likelihood of a member getting chosen for a sample cannot be determined, unlike probability sampling where it can be measured. Moreover, non-probability sampling is dependent on the researcher's subjective judgement whereas probability sampling entails random selection.

There are many types of non-probability samples and the one which is most suitable for this study is purposive sampling. Cohen et al. (2005, p.103) defined it as the one where “researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality”. It is also commonly known as an expert, selective, or judgmental sample. Lavrakas (2008) contended that the fundamental goal of purposive sample is to construct a sample that can be assumed to be a representation of the population along with concentrating on the population's characteristics that lie within the researcher's area of interest and consequently aid in finding out an explanation for the research questions. This technique is usually appropriate for mixed-method research designs. Further, there are also different kinds of purposive sampling and the one that is relevant for this study is homogenous sampling where the goal is to achieve homogenous sample which are the sampling units like cases and people who possess the same characteristics (e.g., group of individuals who are comparative with pertinent background, occupation, age, etc.). As for this study, the population sample is that of students and teachers belonging to the same institution.

### **3.3 Research Methodology and Paradigm:**

This research study has made use of both “quantitative and qualitative methods” which qualifies as the “Mixed Method Approach” (MM). Creswell (2014, p.43) defined it as a method that “involves combining or integration of qualitative and quantitative research and data in a research study.” On the other hand, Cohen et al. (2005, p. 112) also called MM as “methodological triangulation” and comprehensively describe it as the “techniques in the social sciences attempt to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint and, in so doing, by making use of both quantitative and qualitative data.”

Creswell (2014) also explained the reason why MM was widely acclaimed and practiced. Since all types of data collection methods have some form of prejudice or shortcoming and by using more than one method, the MM approach provides a remedy by validating the data collected. Zohrabi (2013) also advocated that triangulation helps to raise the validity of the data by using different data collection methods (survey, interviews, observations) from different sources (such as learners, teachers and program staff). This was also supported by Cohen et al (2005) as they asserted that one of the advantages of using MM is to ensure that the data collected is valid, by not depending on one method, the researcher's image of reality eliminates any element of predisposition which in turn increases the validity.

Paradigm is referred to a philosophical set of beliefs that are fundamental to provide guidance in carrying out research activities and hence molds the 'perspective or worldview' of the researcher (Lincoln et al., 2011). The terminologies, 'worldview' and 'paradigm' are often used synonymously (Creswell and Clark, 2017). Patton (2002, p.69) defined worldview as "a way of thinking about and making sense of the complexities of the real world". Walsh and Kaushik (2019, p. 1) mentioned "Each paradigm has a different perspective on the axiology, ontology, epistemology, and rhetoric of research". However, the paradigm MM research relates to is "Pragmatism", as it supports both the methodological and philosophical foundation of MM is built on (Creswell, 2014). Tashakkori and Teddlie (2003) perceived that pragmatism revolves around the fact that researchers should be able to employ any methodological and philosophical approach that suits their research study.

Walsh and Kaushik (2019, p.8) concluded that pragmatism for MM research methodology "connects the process of designing the research to the core research question and connects the design concerns to the choice of methods. Thus, research design plays a crucial role of bridging the gap between research questions and research methods."

### **3.4 Research Instruments:**

As the aforementioned section mentions, the study has undertaken the MM approach. Therefore, to address the research questions, both survey and interviews were employed.

### **3.4.1 Survey:**

Conducting a survey is one of the quantitative methods of collecting data. Creswell (2014, p.201) defined a survey as a tool that infers “Numeric description of trends, attitudes, or opinions of a population by studying a sample of that population.” Cohen et al. (2004) mentioned that surveys are not only easy to administer as they can be carried out without the researcher being present but also, are usually not complicated to analyze. They also suggested that a good survey questionnaire is the one which 1) is clear about the objective 2) is sure about that it comprehensively covers all elements that fulfill the objective of the survey 3) generates the rightful and empirical data that serves the research purpose.

There are various steps involved that a researcher needs to consider in designing and execution of the survey questionnaire. Cohen et al. (2004) outlined “practical consideration in questionnaire design” and seeking guidance from it the questionnaires were designed.

The first step is to recognize the reason and rationale of the research that becomes the purpose of carrying out the survey and have been discussed in section 1.0. Keeping that under consideration, the second foremost priority of a researcher is to consider the sample size as it affects the type of questions asked in the survey which can be either open-ended/unstructured or close-ended/structured. In the case of this study, the sample size ranged around 45 learners and 17 teachers. Thus, it seemed plausible to opt for close-ended/ structured questions as Cohen et al. (2004) stated “the larger the size of the sample, the more structured, closed and numerical the questionnaire may have to be, and the smaller the size of the sample, the less structured, more open and word-based the questionnaire may be. Highly structured, closed questions are useful in that they can generate frequencies of response amenable to statistical treatment and analysis”. Next, the type of close-ended questions used in the survey were dichotomous and of rating scales. Dichotomous questions require yes and no response while the rating scales also known as Likert scale allows the target population with a range of responses. Cohen et al. (2004, p.253) asserted their usefulness with regards to its “sensitivity and differentiation of response whilst still generating numbers.” Lastly, there were two separate questionnaires for both students and



teachers, one for PPP and the other one for TBLT but only one was selected and filled, based on the participants' experience.

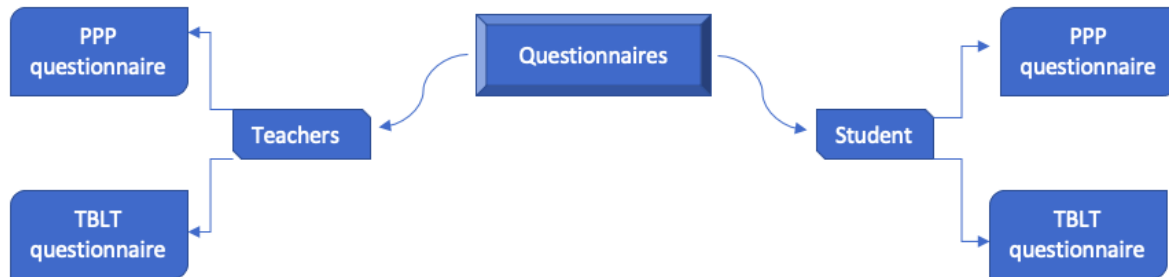


Figure 3-1: Questionnaire Breakdown

Teachers' questionnaire had 16 questions each (Appendix 7) while students' questionnaire (Appendix 8) comprised 17 questions. It was also made sure that questions were unambiguous and simple to understand by keeping them short and precise. Questionnaires were also designed by keeping in mind the following constructs that indicates the perception of both teachers and students.

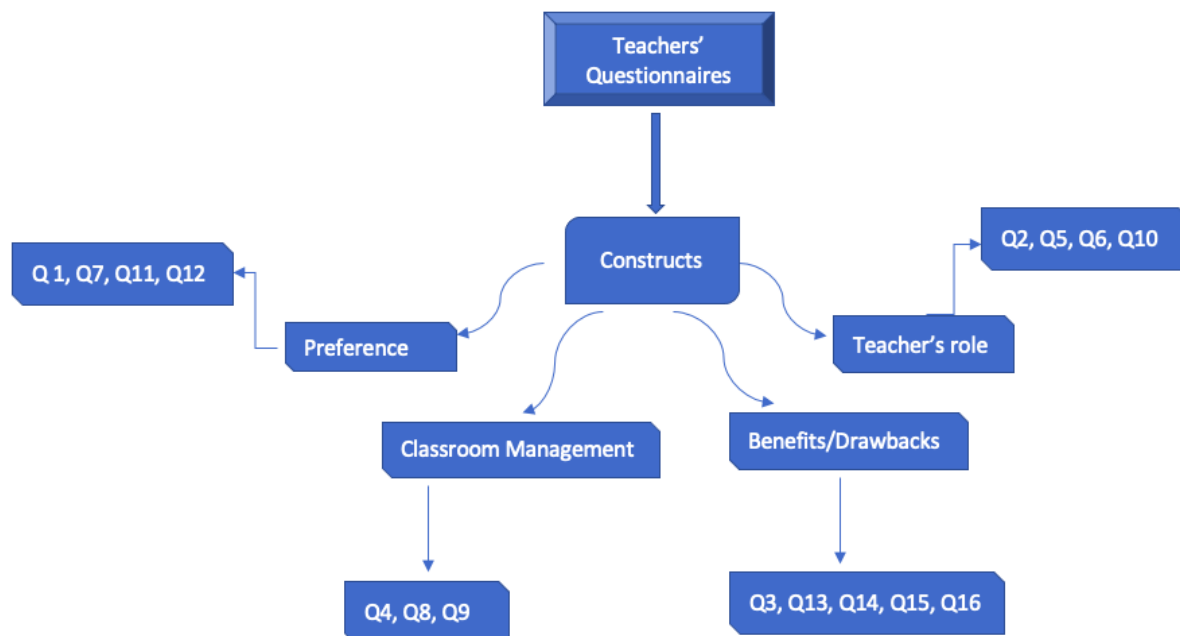


Figure 3-2: Construct Breakdown for Teachers' Questionnaire

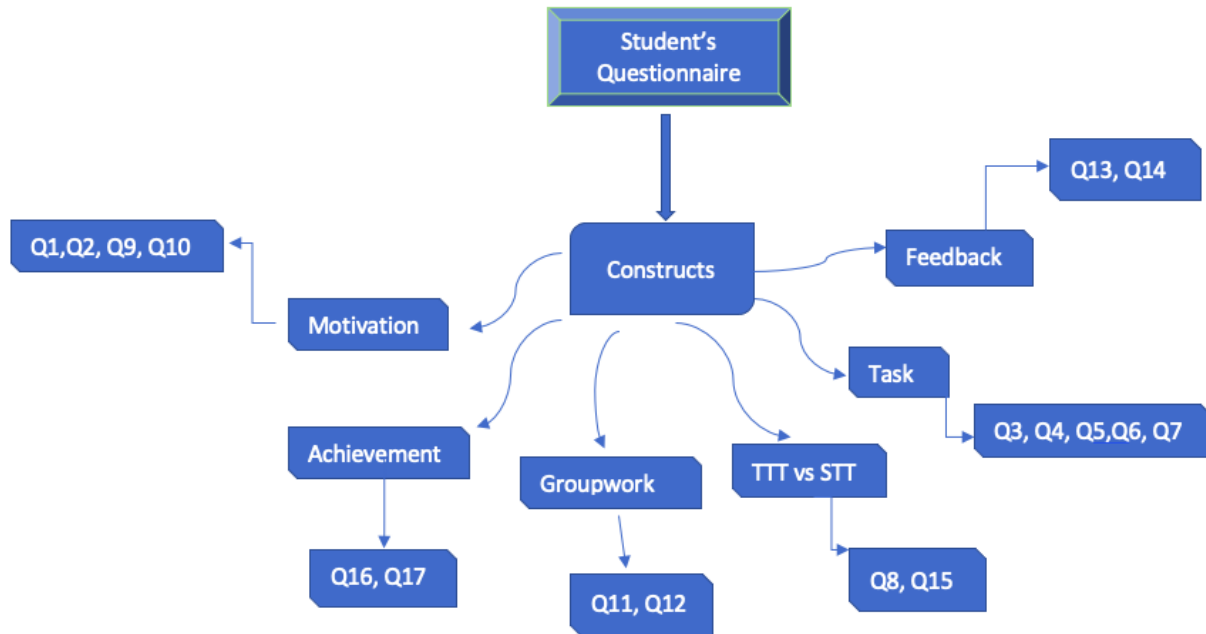


Figure 3-3: Construct Breakdown for Students' Questionnaire

Moreover, surveys can be conducted by handing out questionnaires to the sample population. They can either be physically distributed or can be carried out online on platforms like Google Forms, Survey Monkeys, etc. As for this study, the survey was administered via Google Forms. Few advantages of using the online survey recognized by Chang and Vowels (2013) are 1) convenience of gathering the data as the respondents are able to answer at their own time, pace, and feasibility which in turn increases the response rate 2) Online surveys are both time and cost-effective as compared to the traditional face to face method 3) the responses in an online survey are usually saved on the cloud and provides uncomplicated data handling.

### 3.4.2 Interview

The close-ended questions used in the survey do not permit the respondents to answer the questions freely because if they do not feel the given rating scales or yes/no replicates their desired answer they would just select any answer randomly leading to inaccurate responses. Also, this may jeopardize the data and hence risk its reliability and validity. Therefore, to remedy this issue, it was necessary to employ interviews.

Ryan et al. (2009) defined interview as one of the widely employed methods in qualitative research where a social interaction in the form of conversation takes place between the interviewer and the participant for the sole purpose of obtaining the unquantifiable data like participants' perception, encounter, and experiences which adds to an exhaustive data collection. Flicke (2006, p.160) "to reveal existing knowledge in a way that can be expressed in the form of answers and so become accessible to interpretation." There are various types of interviews in qualitative research which include structured (standardized) vs unstructured (unstandardized). Mcleod (2014) defined structured interviews as the one where the interviewer seeks information from the interviewee based on the prepared close-ended question and adheres to a schedule and follows a framework of questions that does not permit the interviewees to go off-topic whereas unstructured interview does not possess a peculiar framework for asking questions and is more like a casual conversation about a chosen topic where the questions are open-ended. However, there also exists a compromise between the two types, known as "semi-structured interview", also known as "standardized open-ended interviews". It is considered as a flexible approach which allows for unanticipated responses whilst the questions being prepared in advance on a specific topic and all participants are asked the same questions and in the same order (Tod, 2006). Consequently, to address the issue of closed-ended questions used in the survey, this study has availed "semi-structured interview" (Appendix 9) which provided the selected interviewees an opportunity to express freely without posing any restriction. Out of 62 participants, 4 students and 4 teachers were randomly selected who also consented to take part in the interview.

### **3.5 Validity and Reliability**

Validity and reliability are concepts, frequently used to assess the quality of research. They signify how well a method, test or technique measures consistently and accurately. Knapp (2008, p. 938) defined validity as "a measurement term, having to do with the relevance of a measuring instrument for a particular purpose, but it has been broadened to apply to an entire study", while Cohen et al. explains it in simpler words that it refers to how precisely a method estimates or measures what it purports to measure. As mentioned in section (3.3) that using the triangulation of method aids in increasing the validity of the data since the researcher does not depend on only one type of data collection method which helps in eradicating the researcher's inclination towards pre-

conceived notions about the constructs or variables. On the contrary, Knapp (2008, p.713) defined reliability as “a measuring instrument is said to be reliable if it yields consistent results”. Moreover, Cohen et al. (2004) added that this term is used synonymously with consistency and replicability with respect to time, groups or respondents. If research needs to be considered reliable then it has to produce same results when conducted on a similar population.

### **3.5.1 Validity and Reliability of Interview Data:**

Interviewing is a type of qualitative method employed in the study. One of the problems that undermine this method is that of “bias” which is defined as the consistent tendency to exaggerate the exact value of a trait or an attribute quite frequently in the same direction (Lansing, Ginsberg, and Braaten, 1961). Additionally, bias originates from the characteristics of the interviewer and respondent and from the wordings of the questions (Cohen et al., 2004). Precisely, they are incorporated in interviewer’s “viewpoint and expectations”; interviewers’ proclivity in seeing the responses of the interviewee in their perspective; interviewer’s inclination towards attaining the responses according to their own preconception; questions misinterpreted by the respondents; judgmental error made by the interviewer comprehending the answers (ibid).

Reliability on the other hand is often undermined by altering the wordings of the questions, contexts, and stressing (Oppenheim, 1992) which would mean every single question would be different for each participant. Silverman (1993) proposed that this situation can be rectified by piloting the interview questions and schedules, by providing coaching sessions to the interviewers on how to carry out an interview and incorporating both closed and open-ended questions. As for this study, the survey questionnaires were closed-ended, hence, the interview only included the open-ended questions but highly structured ones in order to gather reliable data. The significance of these type of structured and open-ended questions are that they allow the interview to express their viewpoint in accordance with how they view the world (ibid).

Wherefore, the aforementioned sources of problems concerning validity and reliability had been especially considered while conducting the interview to raise both the validity and reliability of data collected.

### **3.5.2 Reliability and Validity of Survey Data**

Cohen et al. (2004) mentioned that incorporating both closed-ended and open-ended questions should be included in the survey in order to make data collection more valid and reliable as if only closed-ended questions are included then “coverage and authenticity” might be risked whereas in the case of only using open-ended questionnaires would make participants reluctant in writing down the answers as it could be deemed by them as a cumbersome process and hence both validity and reliability jeopardized. Therefore, it was necessary to employ a combination of both types in order to maintain validity and reliability. Furthermore, according to Chang and Vowels (2013), an online survey is a method that does not involve the physical presence of the researcher; hence, bias is non-existent which increases the reliability of the survey. They also contend that if online surveys are carefully planned, designed, and executed, the data collected would be valid (ibid).

### **3.6 Pilot Survey and Interview**

A pilot study is a crucial phase in the research process. Hassan et al. (2006, p.70) defined it as “a small study to test research protocols, data collection instruments, sample recruitment strategies, and other research techniques in preparation for a large study”. Gudmundsdottir and Brock-Utne (2010) emphasized the reasons for its importance. First, through the pilot study, the aim is to discover how to lead the research project all the more viably by altering the needful future actions by the “learning” that takes place during the pilot study. Second, not only it allows the required change in the research process but also makes the result generated in the later study more valid.

Thereby, having considered the importance of the pilot study, a pilot survey was carried out with 7 students and 4 teachers while pilot interviews were conducted with 2 participants each. Results from the pilot survey highlighted the ambiguity of 3 questions which were later edited and made clear. On the other hand, results from the piloting the interview also pointed towards complex lexical words, which hampered in comprehending the questions correctly. Thereby, simpler vocabulary was employed to make the questions easy to comprehend for both teachers and students.

### **3.7 Data Analysis:**

#### **3.7.1 Quantitative Data:**

Google sheet was used to analyze the statistical data collected from the survey. Mean and standard deviation were calculated which were used to explain the final outcome of the survey. Moreover, google forms also generated the frequencies and percentages along with visual charts which also aided in analyzing the data.

#### **3.7.2 Qualitative Data:**

The qualitative data collected from the interview was analyzed through a well-known research method called thematic analysis. Braun and Clark (2006) described it as an adaptable and a useful research instrument which can possibly be a source of rich and detailed data which can be investigated by the researchers extensively and methodically.

Braun and Clark (2006) outlined six basic steps to conducting a thematic analysis; 1) collect the data 2) engage/familiarize with the data 3) code the extracts from the data 4) categorize the generated codes 5) conceptualize the themes 6) contextualize and present the findings

Aforementioned steps were followed by going through the quotes from both teachers' and students' data thoroughly, key words and phrases were highlighted, and codes identified generating 13 codes which were combined and paired together to form prospective themes. Following are the codes and themes.

## TEACHERS

## STUDENTS

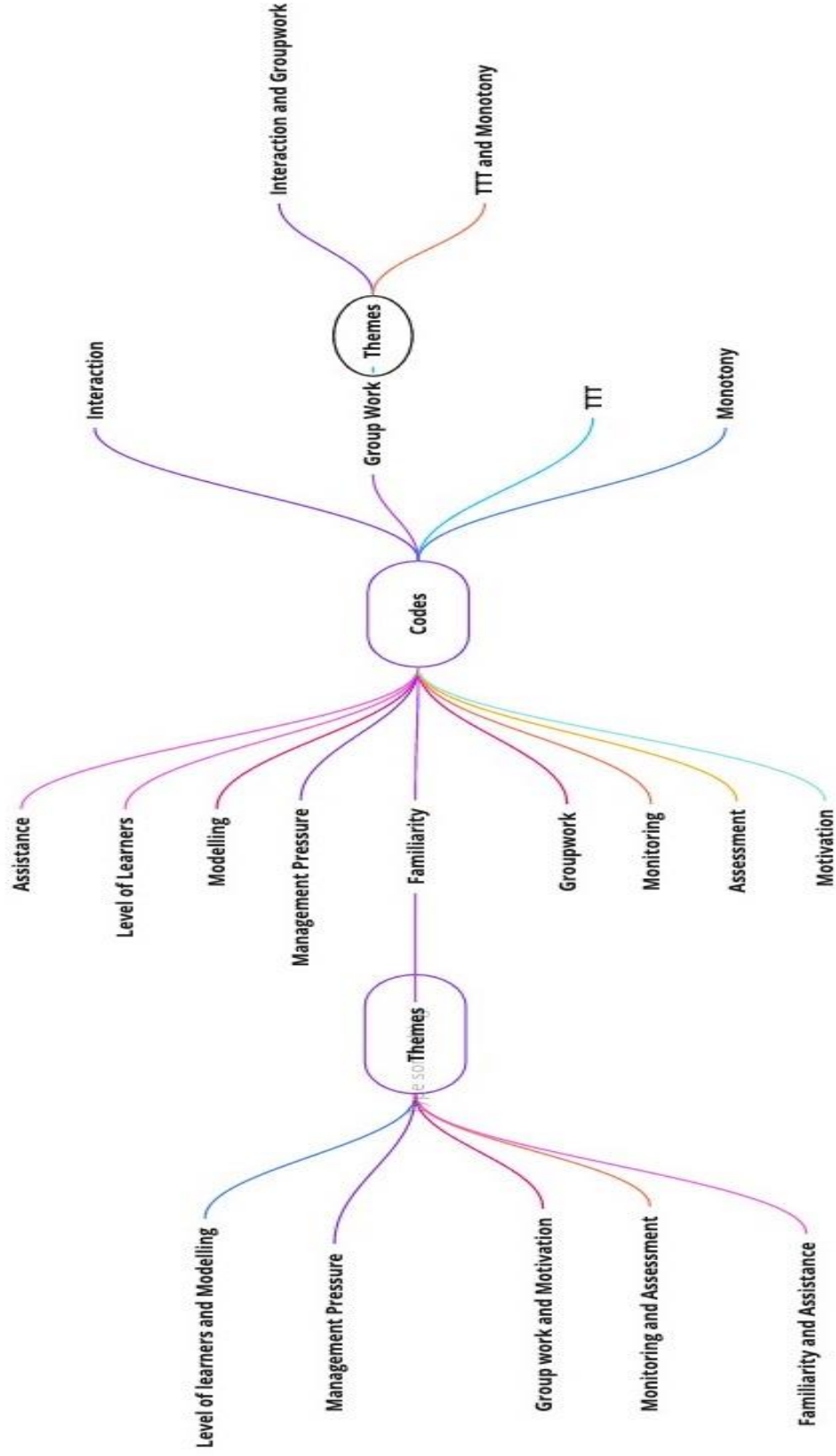


Figure 3-4: Codes and Themes from Teachers' and Students' qualitative data.

### 3.7.3 Mixed Method Data Analysis:

As the research design of this study is that of mixed method, therefore it is imperative to analyze both quantitative and qualitative data in parallel and establish a connection between them before reaching the final interpretation of the study which is also known as “convergent parallel mixed methods” (Creswell, 2014).

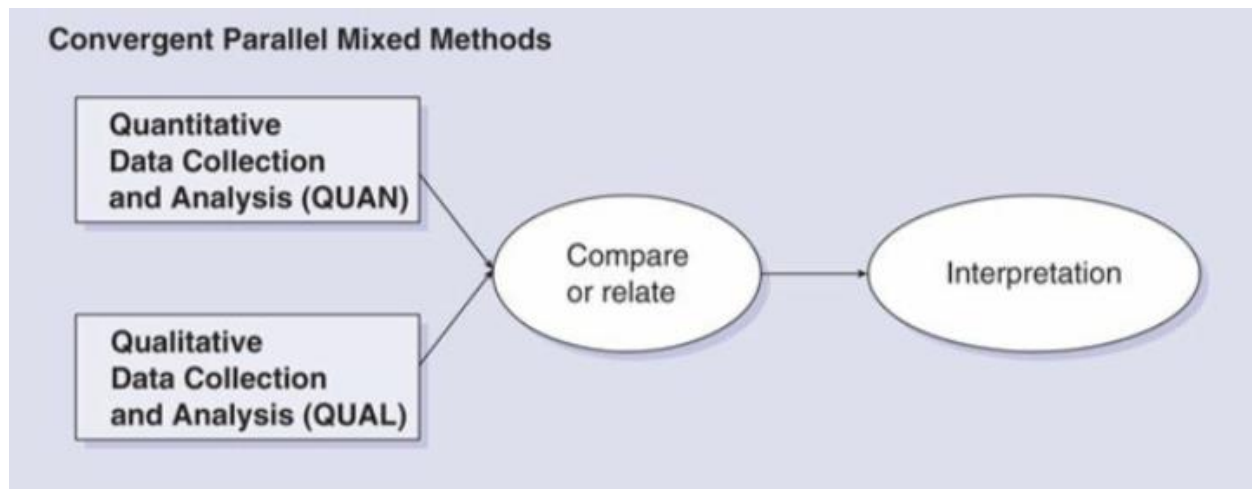


Figure 3-5: Convergent Parallel Mixed Methods  
*Adapted from Creswell (2014)*

### 3.8 Ethical Consideration:

Ethical consideration is a mandatory requirement and needs to be carefully thought over, before and during the research process. Prior to this study, before collecting the data from the survey and interview, participants were informed, and their consents were taken as Soble (1978) stressed that during all the strategies and procedures that will be involved, an informed consent from the participant is an important principle to adhere to. Therefore, the consent forms were presented to all the participants (Appendix 5 and 6) which encouraged them to participate but were also given the option to withdraw whenever they will. Besides that, confidentiality and anonymity were also primary elements that were guaranteed and ensured.



## Chapter 4 Findings

### 4.1 Introduction

This chapter presents the results attained from quantitative and qualitative research instruments (survey and interviews) in an attempt to answer the RQs of this study where the main objective is to find out the perceptions of teachers and learners about the teaching methodology used in their online ESL classrooms. Google Forms was used to gather the survey data from both teachers and students and was analyzed on Google Sheets. In addition, semi-structured interviews of randomly selected teachers and students were conducted and analyzed through thematic analysis.

#### 4.1.1 Response Rate

The sample size for this study was 62 which includes both teachers and students. There were two questionnaires, one for students and one for teachers. Before filling out the survey, participants had to answer the following question.


Please watch the following two videos. Decide, if your online English class look like

☐ Video 1

☐ Video 2

---

Video 1



---

Video 2




Figure 4: Lead-in Question

Based on the option selected, Video 1 (TBLT) or Video 2 (PPP), the survey further led to alternative sets of questions. Following were the number of responses and response rate (RR) for students' and teachers' survey.

	<b>Sample Size</b>	<b>Responses for TBLT</b>	<b>Responses for PPP</b>	<b>RR TBLT</b>	<b>RR PPP</b>
<b>Students</b>	45	17	28	37.77%	62.22%
<b>Teachers</b>	17	8	9	47.05%	52.9%
<b>Total</b>	62	25	37	40.32%	59.67%

Table 4-1: Survey Response Rate

As evident from the above table, the response rate was higher for PPP than TBLT for both students and teachers where 62.22% of students opted for PPP as the teaching methodology used in their online classroom whereas 37.77% was the response rate for TBLT. Moreover, 52.9% of teachers selected PPP as the teaching methodology while 47.05% of teachers chose TBLT.

## 4.2 Quantitative Findings

### Findings for RQ1: What are the learners' perceptions of the methodology used in an online classroom?

The findings from the surveys are explained based on how they were designed using the constructs mentioned in section 3.4.1. The questionnaires consisted of a 5-point Likert scale (from never =1, rarely =2, sometimes =3, usually =4 to always =5) questions. Standard Deviation (SD) and Mean values were calculated for the responses. Both PPP and TBLT had similar questionnaires, therefore, the findings were analyzed along the same constructs.

## Survey Findings

### 4.2.1 Motivation

Learners' perceptions concerning motivation for their TBLT or PPP online classes are reflected in question number 1, 2, 9 and 10 where, Q1 and Q2 represents the learners' motivation to communicate and staying attentive during the online classroom. Moreover, Q9 is about looking forward to the online English lesson and Q10 depicts learners' feelings towards participating for tasks in an online.

As for TBLT, Q1 and Q2 mean scores were 4.71 and 4.17 and SD values were 0.587 and 1.01 whereas the mean value for Q9 was at 4 and SD at 0.86. On the other hand, for Q10 revealed a mean value of 3.94 and SD as 1.24.

	<b>N</b>	<b>R</b>	<b>Mean</b>	<b>SD</b>
<b>Q1</b>	45	17	4.71	0.58
<b>Q2</b>	45	17	4.17	1.01
<b>Q9</b>	45	17	4	0.86
<b>Q10</b>	45	17	3.94	1.24

Table 4-2: Learners' perceptions for Motivation (TBLT)

For PPP data, Q1 and Q2 mean score were 4.62 and 4 and on the other hand the SD values stayed at 0.96 and 1.24. As for Q9 and Q10, the mean values were 4.22 and 4.33 whereas the SD scores was 1.01.

	<b>N</b>	<b>R</b>	<b>Mean</b>	<b>SD</b>
<b>Q1</b>	45	27	4.62	0.96
<b>Q2</b>	45	27	4	1.24
<b>Q9</b>	45	27	4.22	1.01
<b>Q10</b>	45	27	4.33	1.01

Table 4-3: Learners' perceptions for Motivation (PPP)

### 4.2.2 Task

Learners' perceptions towards the tasks assigned online were reflected in Q3, Q4, Q5, Q6, and Q7.

Q3 conveys the perception related to the tasks given by the teacher while Q4 conveys the perception related to the completing the task and Q5 represents task comparison with online vs in classroom. Moreover, Q6 and Q7 reflects creativity and learning something new during task activity.

For TBLT, the mean for Q3 was calculated as 4.35 with 0.86 as the SD. Moreover, Q4 mean value was 4 and SD stood at 1.36. As for Q5, the mean score was around 3.47 and SD at 1.37. Lastly, for Q6 and Q7, the mean values were 3.94 and 4.05 while SD scores were 1.19 and 1.08 respectively.

	<b>N</b>	<b>R</b>	<b>Mean</b>	<b>SD</b>
<b>Q3</b>	45	17	4.35	0.86
<b>Q4</b>	45	17	4	1.36
<b>Q5</b>	45	17	3.47	1.37
<b>Q6</b>	45	17	3.94	1.19
<b>Q7</b>	45	17	4.05	1.08

**Table 4-4: Learners' perceptions for tasks (TBLT)**

Data from Q3 and Q4 for PPP revealed mean values of 4.33 and 4 while the SDs were 0.14 and 1.10. Further, the mean value for Q5 was 3.33 and SD 1.24 while for Q6 and Q7 the mean values were 4.25 and 4.11 whilst the SD values were 1.02 and 1.15.

	<b>N</b>	<b>R</b>	<b>Mean</b>	<b>SD</b>
<b>Q3</b>	45	27	4.33	0.14
<b>Q4</b>	45	27	4	1.10
<b>Q5</b>	45	27	3.33	1.24
<b>Q6</b>	45	27	4.25	1.02
<b>Q7</b>	45	27	4.11	1.15

**Table 4-5: Learners' perceptions for tasks (PPP)**

### 4.2.3 TTT vs STT

Q8 and Q15 are representative of TTT and STT. Q8 was about TTT for the explanation of grammar and vocabulary while Q15 depicts learners' preference towards STT.

For TBLT, data provided a mean value of 4.40 while SD was 1.19. Whereas, for Q15 the mean value was 3.88 and SD 1.66.

	<b>N</b>	<b>R</b>	<b>Mean</b>	<b>SD</b>
<b>Q8</b>	45	27	4.40	1.15
<b>Q15</b>	45	17	3.88	1.66

Table 4-6: Learners' perceptions for TTT & STT (TBLT)

For PPP, Q8 reflects a mean of 4.40 and a SD of 1.15 whereas for Q15 mean was 3.55 and SD at 1.25.

	<b>N</b>	<b>R</b>	<b>Mean</b>	<b>SD</b>
<b>Q8</b>	45	27	4.40	1.15
<b>Q15</b>	45	27	3.55	1.25

Table 4-7: Learners' perceptions for TTT & STT (PPP)

### 4.2.4 Achievement

Q16 and 17 typifies the learners' achievement with regards to their online classes. Q16, concentrates on the comparison of learners' achievement in their online vs traditional classes whereas Q17 relates to the students' confidence they achieve by the end of the lesson.

For TBLT, Q16 revealed a mean of 3.70 and SD 0.98 while for Q17 the mean value was 3.94 and SD as 1.14.

	<b>N</b>	<b>R</b>	<b>Mean</b>	<b>SD</b>
<b>Q16</b>	45	17	3.70	0.98
<b>Q17</b>	45	17	3.94	1.14

Table 4-8: Learners' perceptions for Achievement (TBLT)

For PPP, the mean value for Q16 was 3.51 and SD 1.12 whereas for Q17 mean was 4.18 and SD 1.

	<b>N</b>	<b>R</b>	<b>Mean</b>	<b>SD</b>
<b>Q16</b>	45	27	3.51	1.12
<b>Q17</b>	45	27	4.18	1

**Table 4-9: Learners' perceptions for Achievement (PPP)**

#### **4.2.5 Groupwork**

Q11 focuses on motivation to work in a group and Q12 is aimed at the perception of learners towards improving communication through discussion.

For TBLT, mean for Q11 stood at 4.41 and for Q12 at 4.11 whereas the SD values at 1.06 and 1.05 respectively.

	<b>N</b>	<b>R</b>	<b>Mean</b>	<b>SD</b>
<b>Q11</b>	45	17	4.41	1.06
<b>Q12</b>	45	17	4.11	1.05

**Table 4-10: Learners' perceptions for Groupwork (TBLT)**

As for PPP, mean value for Q11 was 3.88 and for Q12 at 3.96 whereas the SD values at 1.31 and 1.25 respectively.

	<b>N</b>	<b>R</b>	<b>Mean</b>	<b>SD</b>
<b>Q11</b>	45	27	3.88	1.31
<b>Q12</b>	45	27	3.96	1.25

**Table 4-11: Learners' perceptions for Groupwork (PPP)**

#### **4.2.6 Feedback**

Q13 and Q14 emphasized on the aspect of receiving feedback from teacher compared to peers.

TBLT data unveiled mean values for Q13 and Q14 are 4.11 and 3.64 while the SD values were 1.06 and 1.32 respectively.

	<b>N</b>	<b>R</b>	<b>Mean</b>	<b>SD</b>
<b>Q13</b>	45	17	4.11	1.06
<b>Q14</b>	45	17	3.64	1.32

**Table 4-12: Learners' perceptions for Feedback (TBLT)**

For PPP, mean score for Q13 was 4.70 with SD at 0.72 and as for Q14 mean value was 3.40 and SD at 1.42.

	<b>N</b>	<b>R</b>	<b>Mean</b>	<b>SD</b>
<b>Q13</b>	45	27	4.70	0.72
<b>Q14</b>	45	27	3.40	1.42

**Table 4-13: Learners' perceptions for Feedback (PPP)**

#### **Findings for RQ4: Which methodology is preferred by teachers in an online classroom?**

##### **4.2.7 Preference**

Q1, Q7, Q11 and, Q12 deal with teachers' preference for methodology used for their online classrooms.

Results from the TBLT survey revealed responses for Q1 which analyzes whether or not the teachers use the same methodologies for online platforms as well as in-classroom. All 8 teachers opted for Yes which is a 100% response rate as TBLT is the methodology which they use for both online and in-classroom ESL classes.

1. TBLT is the methodology that I use in my traditional face to face classroom  
8 responses

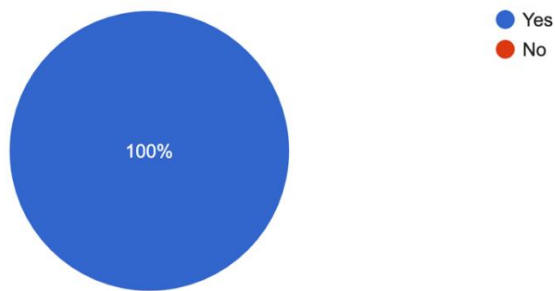


Figure 4-1: Teachers' preference (TBLT)

Same results were observed from the PPP survey, 100% i.e., all 9 teachers voted for Yes.

1. PPP is the methodology that I mostly use in my traditional face to face classrooms  
9 responses

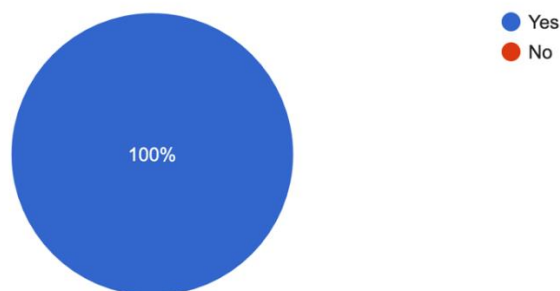


Figure 4-2: Teachers' preference (PPP)

Q7 also shows teachers' preference for their online methodology as a better teaching approach. For TBLT, the mean and SD values were 3.37 and 1.18.

	N	R	Mean	SD
Q7	17	8	3.37	1.18

Table 4-14: Teachers' preference (TBLT)



For PPP, the mean values were 3.22 with SD at 1.22.

	<b>N</b>	<b>R</b>	<b>Mean</b>	<b>SD</b>
<b>Q7</b>	<b>17</b>	<b>8</b>	<b>3.22</b>	<b>1.22</b>

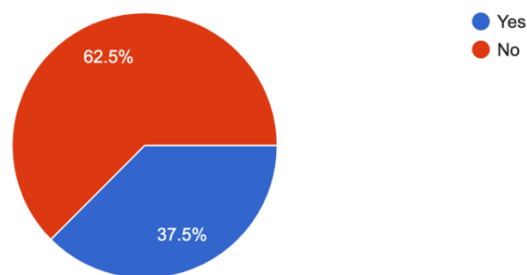
**Table 4-15: Teachers' preference (PPP)**

Q11 and Q12 present teachers' personal perception in regard to preference of switching to any other teaching methodology other than the one they already use.

TBLT survey responses disclosed, 62.5% opted for No while the rest of the 37.5% selected Yes.

11. If you were given the option to use any other teaching methodology other than TBLT, would you prefer to switch?

8 responses



**Figure 4-3: Teachers' preference to switch (TBLT)**

For PPP, which 55.6% teachers voted for a Yes while the rest of 44.4 % opted for a No.

11. If you were given the option to use any other teaching methodology other than PPP, would you prefer to switch?

9 responses

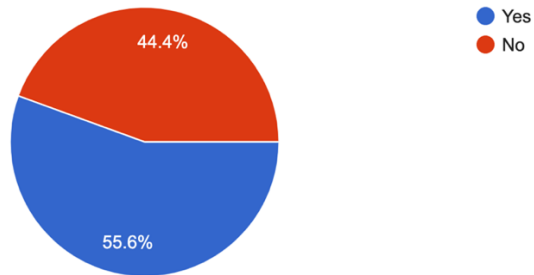


Figure 4-4: Teachers' preference to switch (PPP)

Teachers who selected Yes then proceeded to answer Q12, which asked for the methodology preferred over the one being used.

For TBLT, out of the three responses only one answer was received i.e., “Modelling”, while other two responses remained unanswered.

As for PPP, five teachers who selected Yes also responded to Q12 out of which 3 teachers answered TBLT while 1 teacher preferred direct instruction and one option was left unanswered.

12. If you chose Yes for Q11, mention the teaching methodology you would prefer

Short-answer text

## **Findings for RQ2: What are the teachers' perceptions of the methodology used in an online classroom?**

### **4.2.8 Role of a teacher**

Purpose of Q2, Q5, Q6, 10 was to analyze the role of a teacher for the virtual classroom where Q2 represents the role of a teacher as a facilitator and Q5 deals with the teachers' role of providing input. Q6 and Q10 depicts the role of a teacher to create real life tasks and finding ease in planning an online lesson.

For TBLT, responses for Q2 revealed mean value of 3.5 and SD 1.31 and for Q5 mean value was 3.1 and SD 0.83. As for Q6 the mean was 3.12 and SD 1.45 and for Q10 had the mean value of 3.25 and SD of 1.16.

	<b>N</b>	<b>R</b>	<b>Mean</b>	<b>SD</b>
<b>Q2</b>	17	8	3.5	1.31
<b>Q5</b>	17	8	3.1	0.83
<b>Q6</b>	17	8	3.12	1.45
<b>Q10</b>	17	8	3.25	1.16

**Table 4-16: Role of a teacher (TBLT)**

For PPP, mean and SD values for Q2 was 3.11 and 0.6 whereas for Q5, the mean value was 3.55 and SD 1.13. Moreover, Q6 mean value SD were 4 and 0.86 while for Q10 the mean and SD were 3.44 and 1.13 respectively.

	<b>N</b>	<b>R</b>	<b>Mean</b>	<b>SD</b>
<b>Q2</b>	17	9	3.11	0.60
<b>Q5</b>	17	9	3.55	1.13
<b>Q6</b>	17	9	4	0.86
<b>Q10</b>	17	9	3.44	1.13

**Table 4-17: Role of a teacher (PPP)**

#### 4.2.9 Classroom Management

Q4, Q8, and Q9 indicate how a teacher is able to manage an online classroom. Q4 is about how a teacher handles group/pair work online. Q8 and Q9 reflects teachers' perception about managing and monitoring learners while they engage in tasks.

For TBLT, the mean score for this Q4 was 3.37 and the SD at 1.50. Additionally, Q8 and Q9 mean scores were 3.62 and 3.71 while the SD were 1.40 and 1.25.

	<b>N</b>	<b>R</b>	<b>Mean</b>	<b>SD</b>
<b>Q4</b>	17	8	3.37	1.50
<b>Q8</b>	17	8	3.62	1.40
<b>Q9</b>	17	8	3.71	1.25

**Table 4-18: Classroom Management (TBLT)**

For PPP, the mean and SD values were 3.66 and 1.22. Furthermore, Q8 the mean and SD scores were 3.55 and 1.13 and for Q9 the mean value was 2.87 while SD was 0.83.

	<b>N</b>	<b>R</b>	<b>Mean</b>	<b>SD</b>
<b>Q4</b>	17	9	3.66	1.22
<b>Q8</b>	17	9	3.55	1.13
<b>Q9</b>	17	9	2.87	0.83

**Table 4-19: Classroom Management (PPP)**

#### 4.2.10 Benefits/ Drawbacks

Q3, Q13, Q14, Q15, and Q16 are representative of teacher's perception of TBLT on a scale of benefit and drawback. Firstly, Q3 reflects whether the teachers perceive that the methodology used promotes learning by doing/collaborative learning. Q13 revolves around teachers' views on learners being comfortable with PPP as they are already used to the lesson sequence while Q14 indicates teachers' perception regarding student-centeredness of online lessons. Further, Q15 is

concerning teachers' perception about online methodology same as in-classroom methodology. Lastly, Q16 depicts teachers' views for recommending online employed methodology to other ELT teachers.

For TBLT, Q3 mean and SD scores were 3.62 and 1.06 whereas for Q13 the mean score was 2.12 and SD 0.83. Next, the mean value of Q14 was 3.37 and SD was 1.18 while responses for Q15 revealed the mean score to be 3.12 and SD 1.12. Lastly, Q16 the mean value is 3.62 and SD at 1.30.

	<b>N</b>	<b>R</b>	<b>Mean</b>	<b>SD</b>
<b>Q3</b>	17	8	3.62	1.06
<b>Q13</b>	17	8	2.12	0.83
<b>Q14</b>	17	8	3.37	1.18
<b>Q15</b>	17	8	3.12	1.12
<b>Q16</b>	17	8	3.62	1.30

**Table 4-20: Benefits/Drawbacks (TBLT)**

For PPP, Q3 mean and SD scores were 3.11 and 1.05 while for Q13 mean and SD scores were 4 and 0.70. Further, Q14 mean and SD score were 3.11 and 0.78 whereas for Q15 the mean and SD values were 2.66 and 0.86. Lastly, Q16 revealed the mean and SD scores of 3.55 and 0.88.

	<b>N</b>	<b>R</b>	<b>Mean</b>	<b>Standard Deviation</b>
<b>Q3</b>	17	9	3.51	1.05
<b>Q13</b>	17	9	4	0.70
<b>Q14</b>	17	9	3.11	0.78
<b>Q15</b>	17	9	2.66	0.86
<b>Q16</b>	17	9	3.55	0.88

**Table 4-21: Benefits/Drawbacks (PPP)**

### **4.3 Qualitative Findings**

The next step after conducting the survey was to collect the qualitative data through semi-structured interviews. First, the interviews were carried out with four students and then with four

teachers. Next, the data collected was transcribed (Appendix 1 and 2) and then thematically analyzed. To ensure ethical consideration, names of the participants are not revealed and assigned numbers instead, throughout the analysis.

Following sections present the findings from the data collected in order to answer the research questions followed by the generated codes and extracted themes.

#### **4.3.1 Findings for RQ3: Which methodology is preferred by learners in an online classroom?**

First, students were greeted and after quick warm-up questions, the very first interview question that they were asked was which methodology did they select when they answered the survey questions.

**Interview Q1** In the survey, which video did you choose (Video 1 or Video2)

Following were the responses from the students:

Student	Response
1	Video 2
2	Video 2
3	Video 1
4	Video 2

Table 4-22: Responses for interview Q1

The purpose of this question was to find out which methodology was used to teach the learners for their online classroom 3 out of 4 students answered Video 2 (PPP) and only 1 student mentioned Video 1 (TBLT).

After asking Q1, the next question was posed to the students which was RQ3. Q1 and Q2 are connected and the purpose of asking these two questions were to see which methodology was actually being taught, which one was preferred and the reasons behind it. Following are the excerpts from verbatim quotations from learners' responses.

**Interview Q2** Do you prefer teaching in Video 1 or Video 2? Why?

Student	Response
1	"I prefer video 1 because you can talk with your classmates and teacher can see your effort and guide..."
2	"I prefer video 1 because of how more interactive it is between students and also with teacher. You just don't have to sit idle..."
3	"Video 1 because we always learn something new in the class. I like how it is almost like the physical class..."
4	"Video 1 because in our class teacher talk more and we do work by ourselves. Video 1 seem like that we can work together with classmates more."

Table 4-23: Responses for Interview Q2

As evident from the above quotations all four students preferred teaching methodology shown in video 1.

Student	Methodology Taught	Methodology Preferred
1	Video 2	Video 1
2	Video 2	Video 1
3	Video 1	Video 1
4	Video 2	Video 1

Table 4-24: Methodology taught vs preferred (Learners)

#### **4.3.2 Findings for RQ1: What are the learners' perceptions of the methodology used in an online classroom?**

Next, the students were asked the third question which is related to learners' perceptions about the benefits of the methodology used in the online classroom. Following are the excerpts from verbatim quotation for Q3. Finally, students were asked the last question Q4, which was again concerning RQ1 in order to determine areas for improvement according to learners' perspective.

Following are the excerpts from verbatim quotations for Q3 and Q4.

**Interview Q3** Do you feel teaching method in your online English classroom has any benefits? If yes, explain what are they?

Student	Response
1	"I don't see any benefit because we listen to teacher talk more as he read from the slide. I find this very boring."
2	"There is no benefit for online class as we cannot see other students and cannot work in groups like in our class before COVID-19. We listen to the teacher speak..."
3	"They are not like the physical classes, but they do have some benefits. One, the classes are engaging, and I like I can work with my classmates in groups..."
4	"I like how we have the chance to work with classmates. We normally don't get to see each other. I look forward to this class as we can see each other"

Table 4-25: Responses for Interview Q3

As evident from the above quotations students who were being taught PPP (Student 1, 2, and 3) did not see many benefits and the only positive response was given by student 3 whose taught methodology was TBLT.

**Interview Q4** How can your online lessons be improved? Give a few suggestions.

Student	Response
1	"My suggestion would be interaction with the students as much as you can... Do not read the slides because I can do that by myself."
2	"By interacting more with the students and engage more activities for the students to work on during the class... otherwise its boring."
3	"Can be made more engaging by more entertaining group works using organized party chats. Allowing for more two-way communication rather than listening the instructor only."
4	"I don't like when teacher talks a lot, and we listen. Maybe it can be improved by being more interactive by engaging students in group work. Teacher can also use different online interactive features..."

Table 4-26: Responses for Interview Q4



### 4.3.3 Findings for RQ4: Which methodology is preferred by teachers in an online classroom?

Teachers were met and interviews were carried out at a time of their convenience. After the conventional greeting and warm up to make the interviewees comfortable, the very first question was asked which was to see which teaching methodology was used by them for their online classrooms? Following is the Q1 along with teachers' responses

**Interview Q1** In the survey which video did you choose (Video 1 or Video 2)?

Teacher	Response
1	Video 2
2	Video 1
3	Video 2
4	Video 2

Table 4-27: Methodology Taught (Teachers)

As Table 4-24 shows, 3 out of 4 teachers chose Video 2 which is the PPP method while only 1 teacher had chosen Video 1 that is TBLT.

Next question (Q2) that was asked to the interviewees was RQ4. Q1 has a connection with Q2 which is to identify teachers' preference for the methodology they use in their online classroom. Following are the verbatim responses of the teachers.

**Interview Q2** Which teaching methodology do you prefer Video 1(TBLT) or Video 2 (PPP)? Why?

Teacher	Methodology taught	Methodology preferred
1	PPP	PPP
2	TBLT	TBLT
3	PPP	TBLT
4	PPP	PPP

Table 4-28: Methodology taught vs preferred (teachers)

After the teachers had responded to the first part of Q2, they were then asked why did they prefer the said methodologies? Following are the excerpts from teachers' verbatim responses.

<b>Teacher</b>	<b>Response</b>
1	"I believe PPP is better for my students as their level is low. With tasks in task based because it is better for higher levels...as you can give them examples and then you give them task."
2	"I prefer the TBLT method as it works fine for my classes as the level of learners are intermediate to upper intermediate and are also used to of this method before the pandemic."
3	"...I am using PPP because we were stressed out to give the objective of the lesson in a very structured way."
4	"I use it because I had been using it since a long time with my students and they are used to and very comfortable. Teachers were also asked by the management to provide a very structured online lesson plan..."

Table 4-29: Responses for Interview Q2

#### **4.3.4 Findings for RQ2: What are the teachers' perceptions of the methodology used in an online classroom?**

Furthermore, the next question (Q3) that was asked to the interviewees was in regard to RQ2. Teachers were asked about the benefits they experienced in their online classrooms. The final question the interviewees responded to (Q4), was again related to RQ2 which was to see if the teachers perceived any probable areas for improvement. Following are the excerpts from teachers' verbatim quotations for Q3 and Q4.

**Interview Q3** Does the teaching methodology you prefer, has any benefits for online classrooms? If yes, what are they?

Teacher	Response
1	“Regarding to this question. PPP has helped me a lot. It helps to plan all the activities. I only adjust the methodology a little bit to make it work online just how well it works in face to face.”
2	“The TBLT method can be implemented effectively in online classes as you can differentiate...”
3	“This teaching methodology assist my low-level learners a lot. As all of us were unaware of how things work online that include both teachers and students... PPP was a safe method to use it which did not confuse student and was encouraging.”
4	“I think the benefits is that I am able to use the same PPP I used in face-to-face classroom. My students are familiar with it and I can also give examples in detail...”

Table 4-30: Responses for Interview Q3

**Interview Q4** What suggestions do you have for further improvement of the teaching methodology used in online classrooms?

Teacher	Response
1	“I believe teaching methodology should depend more on two things in the online classroom. Using technology, its better if we track the students’ performance individually using the online platform...”
2	“We can have some formative assessment to check their understanding, there are platforms online to do that...”
3	“As a teacher I mainly suffer in how to make students work in groups... Students do work individually they give me their work individually, so I am suffering in helping the students think together...”
4	<p>“I really wish I could monitor the group activity by recording the breakout rooms. In classroom as you can see everybody working right in front of you but in online classroom...”</p> <p>“Apart from the monitoring being restricted may be student engagement can be increased by giving them projects, assigning grammar explanation beforehand as homework...”</p>

Table 4-31: Responses for Interview Q4

#### 4.3.5 Thematic Analysis

All of the responses to the four interview questions were carefully read, coded, and then categorized into potential themes from both teachers' and students' interviews. Appendix 3 and Appendix 4 represents the Thematic Analysis.

#### 4.3.6 Generated Themes

<b>Codes</b>	<b>Themes</b>
Interaction	Interaction and Groupwork
Groupwork	TTT and Monotony
TTT	
Monotony	

Table 4-32: Themes from Learners' Qualitative Data

<b>Codes</b>	<b>Themes</b>
Level of Learners	Level of learners and Modelling
Modelling	Pressure from the Administration
Management Pressure	Familiarity and Assistance
Familiarity	Group Work and Motivation
Assistance	Monitoring and Assessment
Groupwork	
Motivation	
Monitoring	
Assessment	

Table 4-33: Themes from Teachers' Qualitative Data

## **Chapter 5 Discussion**

### **5 Introduction**

This chapter analyzes and discusses the quantitative and qualitative findings from both surveys and interviews and is divided into four sections. The first section discusses the quantitative findings from the online survey with both teachers and students. The second section reports an analysis of the qualitative findings of the semi-structured interviews and the third section is of MM analysis which integrates both qualitative and quantitative discussions which is followed by the conclusion, implication, and limitations of the study.

#### **5.1 Qualitative Analysis of Learners' Data**

The findings from the semi-structured interviews unveiled codes through which the following themes were generated from students' interview data: 1) Interaction and Groupwork; 2) TTT and Monotony; while from teachers' interview data following themes were extracted 3) Level of Learners and Modelling; 4) Pressure from the Administration; 5) Familiarity and Assistance; 6) Group Work and Motivation; 7) Monitoring and Assessment.

The undermentioned discussion is written as per the sequence of the interview questions (Appendix 9) asked from learners and teachers.

#### **RQ3 Which methodology is preferred by learners in an online classroom?**

RQ3 corresponds to interview Q1 and Q2. The students' responses (Table 4-22 and Table 4-23) in section 4.3.1 indicate that they preferred TBLT as the teaching methodology. The following discussion for RQ1 on the themes specifies the reasons for favoring TBLT over PPP. RQ1 was addressed by interview Q2, Q3, and Q4.

## **RQ1 What are the learners' perceptions of the methodology used in an online classroom?**

### **5.1.1 Interaction and Group work**

Learners also perceive groupwork a primacy for online classrooms as all 4 interviewees voted for it to be one of the ways to improve learning in an online space.

Groupwork and interaction are strongly embedded in the theoretical framework that TBLT is built upon and also in the production stage of PPP, as mentioned in section 2.1.2 and 2.2.3. The three theories (Socio-Cultural Framework, Experiential Learning, and Interaction Hypotheses) advocate that learning is a social, interactive, and experiential process that requires active participation from learners. While learners use the language in a natural context in order to carry out tasks, they are bound to interact in groups created by their teacher. Larsen-Freeman and Anderson (2013) stated that interaction between the students aids language acquisition through the negotiation of meaning during tasks. Curtis and Lawson (2001) suggested that the medium whether online or a physical face-to-face class, collaborative learning skills assist to create a more constructive learning system.

### **5.1.2 TTT and Monotony**

Responses from the learners revealed that one of the downsides of the online classes was the higher amount of TTT. Learners also associated TTT with monotony as they find listening to teachers extremely boring, for instance, teachers reading from the presentation slide.

CLT encourages communication by the participation of learners in groups or pairs, which enhances the process of language acquisition. Conversely, the learners have reported their online classroom experience to be on the contrary where TTT seems to be greater than STT. Also, stated in section 2.2.5 earlier, one of the downsides of PPP is higher TTT. Cardenas (2013) asserted that if learners are not involved enough, it eventually results in monotony and loss of attention. Therefore, if teachers want to implement PPP and TBLT correctly, they should make sure that they can restrict their TTT by engaging learners more in activities and ensuring that they are learning by doing as then it will be at par with the CLT ideology.

## **5.2 Qualitative Analysis of Teachers' Data**

### **RQ4 Which methodology is preferred by teachers in an online classroom?**

Teachers' responses to interview Q1 and Q2 revealed teachers' preferred methodology. Tables 4-24 and 4-25 in section 4.3.4, depict mixed responses. Justification for their preference is discussed in the context of the extracted themes below.

#### **5.2.1 Level of Learners and Modelling:**

One of the reasons why and how teachers preferred PPP or TBLT was because of the level of learners. One teacher had mentioned that her preference for PPP was determined by the level of her students while another teacher mentioned that TBLT works great for her intermediate to the upper-intermediate learner. As mentioned in section 2.2.3, Byrne (1986) advocated that the sequence in PPP can be modified by teachers, depending on the level of learners, making it more appropriate for even lower levels. Moreover, Harmer (2008) also believed that deductive approaches like PPP are suitable for low level-learners. However, PPP restricts advanced level students in terms of providing them with opportunities to use the TL. Willis and Willis (2013) proposed that the tasks in TBLT require learners to use their existing schemata to complete the tasks, which is possible with a higher proficiency level.

The second reason for methodology preference was given as 'Modelling'. Teachers who used the PPP approach mentioned that it allows them to provide learners with some examples before handing out the tasks. Criado (2013) stated that the presentation phase can be deductive where the teacher models the target language which aids the lower-level learners to practice it effectively in the practice and production stage which is not the case with TBLT.

#### **5.2.2 Pressure from the Administration**

Teachers have explicitly mentioned in the interview that another reason why they use a specific methodology is nothing but fulfillment of the demands of the administration. Only the teachers

who used PPP have reported this pressure to provide extremely structured lesson plans. One of the teachers, however, keenly indicated that she would also prefer to try TBLT in her online classroom if the administration allows it. According to Pelletier and Sharp (2009), pressurizing teachers undermine their autonomy affecting the motivation to teach that can transform them into controllers. Thus, the controlling nature of the teacher in turn can also hamper students' motivation.

### **5.2.3 Familiarity and Assistance**

Teachers have reported that being familiar with a teaching methodology, added to the reasons behind the preference for that methodology. 2 out of 4 teachers have mentioned that both learners and teachers were well attuned to the PPP lessons while one of the teachers who employed TBLT in the classroom also preferred to use it for the online classroom because of a similar reason. Graetz (2006) explained that learners usually use their cognitive resources in ways they have used it previously in a given learning environment. Hence, a teaching methodology known to both teachers and learners not only assisted but also created a safe environment for the unfamiliar online classroom.

## **RQ2 What are the teachers' perceptions of the methodology used in an online classroom?**

### **5.2.4 Groupwork and Motivation**

Groupwork and Motivation appeared as predominant themes as teachers deemed them to be important aspects of their online classrooms regardless of whether it was already implemented, or it was a struggle to do so. One of the teachers mentioned that dividing students into groups enhanced the level of motivation of learners which is at par with Experiential Learning Theory and also assisted the teacher by allowing to employ differentiation in the online classroom. Conversely, two of the teachers reported, even though they wanted to utilize the advantages of groupwork but were unable to do so, due to the limitations caused by the LMS. Leiberman (2018) is a proponent of assigning tasks online collaboratively, as groupwork is to develop productivity and creativity.



Furthermore, Sainsbury and Walkers (2012) remarked that according to sociocultural theory, collaborating in a group can have consequential benefits of enhanced learning and motivation.

### **5.2.5 Monitoring and Assessment**

Teachers have also highlighted the importance of monitoring the online classrooms to keep a check on classroom activity as well as tracking students' performances even though the online classroom dynamics are quite distinct from face-to-face classrooms. Budhai (2016) advocated that monitoring online classroom spaces is significant to help develop a teacher's presence which is primarily used for guiding, engaging, and providing feedback to the students.

Teachers also considered assessment as a paramount feature of virtual classrooms to check learners' understanding where some teachers can incorporate while others are not. Budhai (2016) recommended consolidating online assessments by providing students with both individual and group assessments to make learners more accountable and clearer of their roles.

## **5.3 Quantitative Analysis of Learners' Data**

This section discusses the findings from the survey in which both teachers and students participated. The total number of respondents was 62 out of which, 45 were students and 17 teachers. The following discussion compares the findings from both TBLT and PPP questionnaires.

### **Discussion for RQ1: What are the learners' perceptions of the methodology used in an online classroom?**

#### **5.3.1 Motivation**

Q1, Q2, Q9, and Q10 represent the construct of motivation. Data for both TBLT and PPP revealed learners' inclination towards a positive perception as the mean values are generally higher and SD

lower. However, the highest mean and lowest SD values for Q1 in both surveys stood out which shows an elevated level of motivation in learners to communicate.

Reasons for such a positive perception for both methodologies in the online classroom stems from the use of technology. As Tavakoli et al (2019) suggested that technology is one of the aspects that breakthrough the limitation of conventional classrooms and hence motivate learners. Adair-Hauck (2000) reported that technology-enhanced language learning also reduces affective filters in language classes as learners feel less pressured in the absence of peers and teachers. Ellinger et al. (2011) studied the use of the internet in language classrooms and asserted that it strengthened learners' autonomy and brought eagerness and created a positive aura in the classroom. Moreover, Mayora (2006) also supports this view that using multimedia technology enhances learners' interest.

### **5.3.2 Tasks**

Q3- Q7 represents learners' perception towards tasks assigned in the online TBLT and PPP classes. Outcomes for both TBLT and PPP data unveiled optimistic perception. However, Q5 received the lowest mean value and the highest SD which means learners do not fully agree with the statement that tasks are more fun in an online class than face to face.

The positive perception for the tasks assigned by the teachers is possibly because the technology-mediated tasks assist learners to improve communication of the TL and encourages them to take charge as an expert, as contended by Reinders and Wang (2020). Thereby, when technology is combined with either of the methodologies, the consequences are positive perception towards tasks. On the other hand, when the comparison was made between the tasks being more fun in online vs in-classroom, learners opted for online irrespective of the methodology. The reason could arise from the fact that learners may find the difficulty level of tasks in online classrooms to be more than in-classroom tasks (Reinders and Wang, 2020).

### **5.3.3 TTT vs STT**

Q8 and Q15 indicate learners' perception towards TTT and STT. Surprisingly, both TBLT and PPP shared a similar trend. As for Q8, learners' views showed a lean towards TTT connection to grammar and vocabulary explanation as the mean value was higher and SD lower. On the other hand, students were also skeptical for TTT to be more than STT as the mean value is lower than Q8 and SD higher.

These results signify that learners do require the teacher's input which is given to them in the form of teacher talk but students can at the same time work independently as well. Irrespective of the methodology, this situation reflects Vygotsky's Zone of Proximal Development (ZPD) theory (Vygotsky, 1978) as mentioned in section 2.1.2. The lower level is where learners learn autonomously, while in the upper level, learners require support from teachers. Furthermore, Ushida (2005) found out that computer-assisted classroom discussion (CACD) instigates learner-led discussion more than teacher-led which assists in motivating learners to speak.

### **5.3.4 Achievement**

For both TBLT and PPP, the data showed a similar trend. Q16 and Q17 reflect the perception of learners' achievement. The mean value for Q17 is higher and SD lower than Q16 which represents learners' views on feeling confident by the end of the online class. The response to this question also generalizes the overall positive perception trend towards online classroom which could perhaps be because learners in this study are motivated to learn in an online classroom and motivation is said to have a direct correlation with learners' achievement (Gilbert, 2001; Brandl, 2002). However, Q16 low mean score value suggests that learners do find online classes interesting but only to an extent in comparison to their physical classrooms. Rovai and Downey (2010) think that this mixed feeling probably depicts physical separation from the peers and university which may cause negative emotion of being lonesome.

### **5.3.5 Groupwork**

Q11 and Q12 cover groupwork and as from TBLT data, the mean value for both questions were high and similar SD values too, which reflects an overall optimistic view concerning enjoyment yielded from it as well as improving communication via groupwork in online classes. Perhaps, the positive view is most likely because TBLT is associated with building collaboration amongst learners to carry out and complete the tasks assigned (Chong and Reinders, 2020). Evidence from their study suggested that learners use a variety of communicative strategies in their online TBLT classes replicating situations from physical classrooms which results in improved speaking skills.

On the other hand, data from the PPP survey indicated lower mean and higher SD values than that of TBLT. This contrariety is presumably because of the difference in PPP lesson sequence which only has one stage of freer practice when learners are allowed to communicate freely in groups while the rest of the stages are controlled practice. This is not the case with TBLT as discussed in section 21.4.

### **5.3.6 Feedback**

Q13 and Q14 exhibit the views of learners concerning feedback received by both teacher and peers. Mean values for Q13 in both TBLT and PPP data are more than Q14. Q13 is about teacher feedback, which is generously voted for, by the learners. Since teachers are subject-specialists, they should be the ones providing feedback. Findings from Ismail et al. (2008) suggested similar results. Further, Q14 received lesser mean and higher SD values but still an average value. This mixed emotion towards online peer feedback may be rooted in a less threatening and challenging atmosphere of online classrooms that channelizes better participation by the students (Guardado and Shi, 2007).

## **5.4 Quantitative Analysis of Teachers' Data**

### **RQ4 Which methodology is preferred by teachers in an online classroom?**

#### **5.4.1 Preferences**

Q1, Q7, Q11, and Q12 indicate teachers' preference for the teaching methodology for their online classroom. First, teachers preferred using the same methodology for their online classrooms as they had employed for the face-to-face physical classrooms. This is presumably because most of the teachers in UAE were inexperienced in online teaching when a shift from face-to-face to online space happened overnight. Kennedy and Archambault, (2012); Rakes and Dunn (2015) argue that teachers untrained for teaching online showed concerns and anxiety. It was only safe for teachers to use the same method that provided stability and maintained the status quo for them and assisted in avoiding the change fatigue as an excessive number of modifications can prompt regrettable implementation of those changes (Dilkes et al., 2014). Besides, the teachers did not possess the technological knowledge, their safe place was the known pedagogical knowledge.

Second, findings from Q11 revealed, fewer TBLT teachers opted for Yes in response to switching to any other methodology than PPP. Also, TBLT teachers mentioned that they preferred to switch to PPP, but few PPP teachers wanted to try TBLT for their online lessons. Currently, teachers have at least 10 months of online teaching experience and some feel safer to try alternative methods. Goldspink (2007) suggested that teachers' experience can have an impact on their motivation and commitment to adopt new ideas.

### **RQ2 What are the teachers' perceptions of the methodology used in an online classroom?**

#### **5.4.2 Role of a teacher**

The findings from Q2 suggest a perception tilt towards an agreement with the role of teachers as a facilitator in the online TBLT as well as PPP classes. Moreover, Q5, Q6, and Q7 are also inclined towards positive outcomes with teachers' role in providing input, creating and assigning tasks, and planning online lessons. Taylor Massey (2015) outlined the role of a teacher is not only to facilitate

technically but also pedagogically by organizing and planning a lesson and tasks for the students to be able to process it without any hurdle. She also added that teachers also take up a role as a social director whose job is to create the harmony of interaction where students are at ease in groups whilst doing tasks.

However, a difference in the mean and SD values was noted for Q6 between PPP and TBLT results which are higher and lower, respectively, for PPP than TBLT. This question deals with creating tasks for students. The difference is most likely because of the nature of tasks as TBLT deals with tasks that replicate real life which is not always found in books and can take a lot of effort for teachers to design. Chong and Reinders (2020) identified two main reasons. First, teachers find getting acquainted with the technology difficult and, second, integrating the task with technology is cumbersome, which is probably faced by PPP teachers too.

#### **5.4.3 Classroom Management**

Findings for Q4 and Q8 unveiled mid-level mean scores and SD values. This shows somewhat a positive perception towards dividing learners into groups and also able to manage them in both TBLT and PPP lessons. A possible reason behind this could be the current version of the learning management system (LMS) which has some great features, like breakout rooms, hand raising, and chat option, which allow for student-centered learning in the form of group work and peer interaction (Berry, 2019; Martin et al., 2012).

However, for both PPP and TBLT the mean and SD values indicated a disagreement with the teacher's ability to monitor. These breakout rooms may enhance learner-to-learner interaction but do not allow teachers to monitor all these rooms at a glance, unlike physical classrooms. Also, depending on the LMS in use, these rooms sometimes do not have the recording feature either, for the teachers to remedy this limitation. Also, teachers may be untrained to use these software applications.

#### **5.4.4 Benefits/Drawbacks**

The mean and SD scores for TBLT Q3, Q13, Q16 revealed a tilt towards a somewhat positive response for both TBLT and PPP, whereas Q14 indicated a neutral response for both teaching methods. However, TBLT Q15 unveiled neutral responses, but PPP Q15 was inclined towards a negative opinion.

Generally, teachers believe that TBLT fulfills the experiential learning philosophy. Moore (2018, p.1) asserted that there are plenty of theories that TBLT's theoretical framework is compliant with, but experiential learning theory relates with it the most by "analyses of real-world tasks and by the design, staging, and implementation of related pedagogic tasks". On the other hand, the practice stage of PPP is related to collaborative learning. Skehan (1998, p.18) related the practice stage with collaborative activity as students develop discourse skills when they work together to build "conversation and negotiate meaning".

Further, Q14 relates to the student-centeredness of both methodologies in the online learning space just as in the face-to-face physical classrooms. Both methodologies are generally connoted with student-centered learning approaches but TBLT is known for being more student-centered than PPP (Harmer, 2008; Swan, 2005), which is also reflected in the mean and SD scores, though not drastically.

Lastly, Q15 deals with a comparison of the two methodologies to determine the degree of similarity between virtual and in-classroom spaces. Reasons behind the perception inclining towards neutrality as well as negativity are possibly because of teachers' ability/inability to use breakout rooms, hand-raising function, and chatrooms effectively to replicate the dynamics of actual classrooms. Hogle (2017) suggested, while a few components of a traditional classroom can be translated effectively into the online classroom, others require change and learning on part of both instructors and learners.

## **5.5 Mixed-Method Analysis**

Before concluding the study, it is imperative to analyze both quantitative and qualitative data in parallel to establish a connection between them. The first phase was to collect the quantitative data and next came the qualitative phase.

### **5.5.1 MM Analysis of Learners' Data**

The outcome of the survey revealed the perceptions of learners towards the six constructs; Responses for the Motivation construct unveiled positive views especially learners being motivated to communicate in the online classroom for both TBLT and PPP. Additionally, learners also expressed positive perception of receiving feedback from the teacher rather than from peers for both TBLT and PPP which is also a norm within a traditional classroom space.

Furthermore, findings for the construct of Achievement and Task conveyed a neutral viewpoint but when both constructs were compared with traditional classroom space, learners voted for the latter. Lastly, learners also indicated positive perception in reference to groupwork, STT, and TTT. Nonetheless, students also intimated that they prefer TTT in the form of input from the teacher but not at the cost of STT.

Finally, it was inferred from the qual findings that the learners were not precisely aware of the two methodologies but when they watched the implementation in the videos before going through the survey, they clearly indicated their preference for TBLT irrespective of the methodology used in their virtual classrooms. Further, the thematic analysis of the interview responses revealed the reasons behind this preference. Students who were deprived of interactive online classes voted for implementing Groupwork to make the classes livelier and enjoyable while the students whose classes already employed groupwork confessed that it motivated them to look forward to studying online. Besides groupwork and interaction, both PPP and TBLT students acknowledged that a higher level of TTT made the online classes really monotonous.



Given the fact that the outcomes of quant and qual findings seem to be converging, it can be deduced that learners' perceptions are generally positive towards both the methodologies and the recurrence of the constructs of Groupwork and TTT as themes in the qual findings validates the learners' data to an extent. Also, learners favor TBLT more than PPP as they believe it appears more student-centered than PPP.

### **5.5.2 MM Analysis of Teachers' Data**

The outcome of the teachers' survey revealed their perception as well as preference for teaching methodology for their online classes. The constructs around which the survey questionnaires were designed were Preference, Role of a Teacher, Classroom Management, and Benefits/Drawbacks. The results for the questions that sought teacher's preference for methodology found out that all teachers used the same methodology for their online class as they were using in the traditional classroom space for both TBLT and PPP. Also, teachers for both methodologies showed neutrality for deeming the used methodology as a better teaching approach. Moreover, 37.5% of TBLT teachers whereas 55.6% of PPP teachers voted to shift to any other methodology if given a chance. This shows a bit of dissatisfaction or flexibility to try any other method. Further, teachers hold a neutral to positive perspective towards their role in the online lessons for both methodologies they use, relevant to providing input, assigning, and creating tasks. Nevertheless, creating tasks received a negative perception from TBLT teachers while it was received positively by the PPP teachers. This is probably because tasks in TBLT take quite an effort for teachers to create in comparison with tasks for PPP.

Next, the constructs of Classroom Management where groupwork and managing learners online received positive perception whereas monitoring learners online was seen negatively for both methodologies. This is probably because of the unavailability of features like recording the classroom or untrained teachers for using LMS.

Furthermore, the construct of benefit revealed that teachers perceived fulfillment of learning by doing and collaborative learning neutrally for TBLT and PPP. Also, teachers of TBLT find their online classes to be more student-centered and they also see that the online methodology is similar

to in-classroom one which can be seen as a benefit. However, PPP teachers find their online classes less student-centric and they also feel that it's not similar to traditional classroom space which can be deemed as a drawback.

Additionally, the qual findings disclosed the themes; Level of Learners and Modelling, Pressure from the Administration, and Familiarity and Assistance which were the justification provided by teachers for their preference of the online methodology. Teachers were of the opinion that the choice of methodology was rooted in the level of learners as they deemed PPP suitable for lower levels because it allowed for them to use instructional strategies like modelling which assisted the learners whereas TBLT seemed appropriate for upper-intermediates as the tasks got more challenging and fun. Another reason for preference of methodology was Pressure from the Administration that enforced the selection for methodology like PPP. Moreover, thematic analysis unveiled another prominent theme of Familiarity and Assistance, with the already in use methodology in traditional class space, provided teachers the comfort level and a safe space during a dire and unpredictable situation of moving from real to virtual space. Apart from these reasons, qual findings also disclosed the predominant themes of Group Work and Motivation as well as Monitoring and Assessment which fall under the perception of teachers.

Finally, if teachers' quant and qual data are studied in parallel, it can be seen that the construct of Preference emerged during the thematic analysis phase and the reasons for teachers' preference were discussed under the themes. Moreover, the construct of classroom management also reappeared as themes of groupwork and monitoring. Therefore, it can be drawn from the MM findings that the results do coincide, and teachers have a neutral to positive perception along with a mixed preference for the online teaching methodology.

## **5.6 Conclusion**

The interaction of technology with education had become mainstream in the past two decades and is also widely accepted by the stakeholders but unfortunately, very few studies have been carried out to realize the efficacy of language learning in the context of online learning platforms especially from the perspective of students and teachers. Furthermore, the approaches and

methodologies like PPP and TBLT have been extensively researched in a traditional classroom setup but conversely not in a virtual classroom format. Also, it is one of the pressing needs to understand online instructional methods as it became the only means to continue learning amid a pandemic.

Thereby, this study intended to address the gap considering the implementation of these ELT methodologies in an online classroom platform. The objective of the study was to find out the perception of Emirati learners and teachers relevant to the teaching method used in their online classes in the context of HEI. The following research questions guided the study.

RQ1 What are the learners' perceptions of the methodology used in an online classroom?

RQ2 What are the teachers' perceptions of the methodology used in an online classroom?

RQ3 Which methodology is preferred by learners in an online classroom?

RQ4 Which methodology is preferred by teachers in an online classroom?

Hence, the research design employed the MM approach and availed 5-point Likert scale survey questionnaires and semi-structured interviews to address the research questions. There were 62 participants in the study and the findings from the quantitative and qualitative data revealed a positive perception of learners towards both TBLT and PPP but TBLT was preferred over PPP mainly for reasons like Groupwork, Interaction, TTT, and Monotony which was later identified through qualitative findings. However, teachers' quantitative data unveiled neutral perceptions towards both TBLT and PPP and also disclosed mixed preferences for the said teaching methodologies for reasons like Level of Learners, Administrative Pressure, Familiarity, and Assistance.

## **5.7 Implications**

In view of the key findings of this study, a few courses of action are proposed for academics and administrators of HEI.

Firstly, learners watched the videos at the beginning of the survey to determine which methodology their online class replicates with. Considering, learners have no knowledge of the dynamics of both TBLT and PPP, all of them had settled for TBLT as their preference because they perceive it to be more interactive with more groupwork that tends to increase the level of motivation. By watching the videos, learners also identified that TBLT had lesser TTT than PPP. However, PPP can also take advantage of groupwork and lesser TTT by consciously inculcating them as interviewees of TBLT also clearly mentioned that they would prefer to see more groupwork by employing different features of the LMS. Therefore, it is not a matter of which teaching methodology but rather percipient demands of the learners to transform both TBLT and PPP online classes to become more student-centered.

Secondly, to implement the first course of actions, it is incumbent for the HEI to provide the teachers with required trainings which would educate them about different features of the LMS and what it takes to teach in an online classroom. This would not only facilitate to plan and organize online lesson stages but also assist teachers to embed groupwork and learner to learner interaction which would eventually help with the reduction of TTT.

Thirdly, pressure on the teachers to deliver in a certain way is understandable to a degree by the HEI administration but not at the cost of teachers' autonomy. As mentioned in section 5.2.2, excessive controlling hampers teachers' motivation to teach and if the enhanced quality of teaching for virtual education is desirable then new policy formulation should take place to maintain teachers' autonomy and ameliorate both online teaching and learning process.

## **5.8 Limitations:**

This study also has some limitations relevant to the sample size, participants, and research design. First, the intended sample size was to have at least 100 participants in order to increase the validity and reliability of the results but due to the slow response rate and time limitation, the questionnaires were closed for further responses. Other than that, the data from the participants was collected only once instead of multiple times during the academic year because reaching out to learners and students was made difficult due to the closure of HEI amidst the ongoing pandemic. Second, the

study was carried out at only one HEI, therefore the findings cannot be subjected to generalizability. Also, participants include teachers and learners, but the study do not take account of people from the administration for their angle of perception would have added further depth to the findings and hence increase reliability. Next, apart from the survey and interviews, classroom observation would have made the triangulation of the MM approach even more reliable, but because of privacy reasons, permission from the HEI was not granted.

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## **APPENDICES**

### **Appendix 1**

#### **Transcription of Students' Qualitative Data**

**Q1** In survey which methodology did you choose (Video 1 or Video 2)?

Student 1 “Video 2”

Student 2 “Video 2”

Student 3 “Video 1”

Student 4 “Video 2”

**Q2** Do you prefer teaching in Video 1 or Video 2? Why?

Student 1: “I prefer video 1 because you can talk with your classmates and teacher can see your effort and guide you when you need guidance. Attending these classes can prepare your mind mentally for the class so you can focus more.”

Student 2: “I prefer video 1 because of how more interactive it is between students and also with teacher. You just don’t have to sit idle but you can do speaking and writing activities together with classmates.”

Student 3: “Video 1 because we always learn something new in the class. I like how it is almost like the physical class as we can work with other students.”

Student 4: “Video 1 because in our class teacher talk more and we do work by ourselves. Video 1 seem like that we can work together with classmates more.”

**Q3** Do you feel teaching methods in your online English classroom has any benefits? If yes, explain what are they?



Student 1 “I don’t see any benefit because we listen to teacher talk more as he read from the slide. I find this very boring.”

Student 2 “There’s no benefit for online class as we cannot see other students and cannot work in groups like in our class before covid. We listen to the teacher speak and do the activities alone. I wish the teacher can make us do more activities together and not only read slide or make the student watch videos.”

Student 3 “They are not like the physical classes, but they do have some benefits. One, the classes are engaging, and I like I can work with my classmates in groups even though we cannot meet each other in person. Two the ability to search online for translation or definition of words quickly is also the benefit.”

Student 4 “I like how we have the chance to work with classmates. We normally don’t get to see each other. I look forward to this class as we can see each other”

**Q4** How can your online lessons be improved? Give few suggestions.

Student 1 “My suggestion would be Interaction with the students as much as you can. Maybe we could do work with group like in our actual classrooms and do more speaking activities. Do not read the slides because I can do that by myself.”

Student 2 “By interacting more with the students and engage more activities for the students to work on during the class. I feel its more fun that way and I like this kind of class otherwise its boring.”

Student 3 “Can be made more engaging by more entertaining group works using organized party chats. Allowing for more two-way communication rather than listening the instructor only. More engaging with other students is fun.”

Student 4 “I don’t like when teacher talks a lot and we listen. Maybe it can be improved by being more interactive by engaging students in group work. Teacher can also use different online interactive features. Our classes are very long so may be class can be divided activities with breaks in between.”

## **Appendix 2**

### **Transcription of Teachers Interview Data**

**Q1** Which methodology do you use in your online classroom?

Teacher 1: “I use PPP.”

Teacher 2: “I use TBLT.”

Teacher 3: “I am using PPP.”

Teacher 4: “I use PPP.”

**Q2** Which teaching methodology do you prefer Video 1(TBLT) or Video 2 (PPP)? Why?

Teacher 1: “Regarding this question, I believe PPP is better for my students as their level is low. With tasks in task based because it is better for higher levels. However, PPP is nicer for low levels as you can give them examples and then you give them task. This is why I prefer PPP. Both of these methodologies are great.”

Teacher 2: “I prefer the TBLT method as it works fine for my classes as the level of learners are intermediate to upper intermediate and are also used to of this method before the pandemic.”

Teacher 3: “Before the pandemic I used to prefer Task-based learning but these days unfortunately I am using PPP because we are stressed out to give the objective of the lesson in a very structured way, in a controlling way so in order for the students to comprehend quickly.”

Teacher 4: “I use it because I had been using it since a long time with my students and they are used to and very comfortable. Teachers were also asked by the management to provide a very structured online lesson plan when the pandemic began, and I think PPP provides just that than any other teaching method.”

**Q3** Does the teaching methodology you prefer has any benefits for online classrooms? If yes, what are they?

Teacher 1: “Regarding to this question. PPP has helped me a lot. It helps to plan all the activities. I only adjust the methodology a little bit to make it work online just how well it works in face to face.”

Teacher 2: “The TBLT method can be implemented effectively in online classes as you can differentiate. What you can do is I create different groups online and we use google meet to teach so I have different google meets so different rooms, so the students are categorized by levels and they have different tasks. And they have the sense of achievement because they are working together and when they finish the tasks the go the next. By this you can build a success criterion for them. So, I think it is encouraging.”

Teacher 3: “This teaching methodology assist my low-level learners a lot. As all of us were unaware of how things work online that include both teachers and students. Students depend on teachers to deliver, they practice, and they produce it in a control way. Now all of us are experienced in teaching online and PPP was a safe method to use it which did not confuse student and was encouraging. May be next term we can introduce TBLT gradually.”

Teacher 4: “I think the benefits is that I am able to use the same PPP I used in face to face classroom. My students are familiar with it and I can also give examples in detail. and so, it is the greatest advantage because teachers were asked to switch to online classes within a day and without any training, so it made sense to use what I already know works for my classroom already.”

**Q4** What suggestions do you have for further improvement of the teaching methodology used in online classrooms?

Teacher 1: “I believe teaching methodology should depend more on two things in the online classroom. Using technology, its better if we track the students’ performance individually using the online platform. Sometimes I am unable to divide students in groups because of feature is sometimes not working.”

Teacher 2: “As I said before, my suggestions is to use this method to use for differentiated groups. They can still chat they can still discuss the can also go about search online for different topics. The best way to do is to make sure is the group you assigned have some roles. Students are clear

about their roles and don't sit idle. Most likely also, we can have some formative assessment to check their understanding, there are platforms online to do that. Gulastic is a good example as it gives the teacher assessment report instantly and you can share it with your students."

Teacher 3: "As a teacher I mainly suffer in how to make students work in groups. I use Microsoft teams. Students do work individually they give me their work individually so I am suffering in helping the students think together, producing something in a group so I wish if we can help them find a platform that helps them help them collaborate together in order to have influence of peer and peer teaching is important in our domain. These days unfortunately we are lacking that in our domain as students are working individually. We do use platforms like Padlets or like Nearpod. These platforms also give individual assessments not collaborative assessment."

Teacher 4: "I really wish I could monitor the group activity by recording the breakout rooms. In classroom as you can see everybody working right in front of you but in online classroom, I can only enter the room one by one and check on the progress and make sure if everyone is participating. If these rooms were recorded, I can check later and make note of students not participating. Apart from the monitoring being restricted may be student engagement can be increased by giving them projects, assigning grammar explanation beforehand as homework and spend time on group work in classroom. If the management allows maybe, I'll also try other methods like TBLT."

### Appendix 3

#### Thematic Analysis for Student Data

Texts	Students	Codes	Themes
<p>I prefer video 1 because you can talk with your classmates and teacher can see your effort and guide you when you need guidance.</p> <p>My suggestion would be interaction with the students as much as you can.</p>	Student 1	<p>I prefer video 1 because you can talk with your classmates and teacher</p> <p>Interaction with the students.</p>	Interaction
<p>I prefer video 1 because of how more interactive it is between students and also with teacher. You just don't have to sit idle but you can do speaking and writing activities together with classmates.</p>	Student 2	<p>I prefer TBLT because of how more interactive it is than PPP.</p>	
<p>Video 1 because we always learn something new in the class. I like how it is almost like the physical class as we can work with other students.</p>	Student 3	<p>I like how in TBLT we can interact with other students</p>	

<p>Video 1 seem like that we can work together with classmates more.</p> <p>May be, it can be improved by being more interactive by engaging students in group work.</p>	Student 4	<p>In TBLT, students can interact with each other</p> <p>PPP can be improved by more interactive work like in groups</p>	
<p>...we listen to teacher talk more as he read from the slide. I find this very boring.</p> <p>We listen to the teacher speak and do the activities alone. I wish the teacher can make us do more activities together and not only read slide or make the student watch videos.</p> <p>I don't like when teacher talks a lot and we listen. May be, it can be improved by being more interactive by engaging students in group work. Teacher can also use different online interactive features</p>	<p>Student 1</p> <p>Student 2</p> <p>Student 4</p>	<p>Reading from slide by the teacher is boring.</p> <p>Listening to teacher speak and reading from slide.</p> <p>I don't like when teacher talk a lot</p>	Teacher Talking Time

<p>Maybe we could do work with group like in our actual classrooms</p> <p>we cannot see other students and cannot work in groups like in our class before covid.</p> <p>and I like I can work with my classmates in groups even though we cannot meet each other in person.</p> <p>Can be improved by being more interactive by engaging students in group work.</p>	Student 1	We could work in group.	Group work
	Student 2	We cannot work in groups	
	Student 3	I cannot work with my classmates in groups.	
	Student 4	Can be improved by engaging students in group work.	
<p>I don't see any benefit because we listen to teacher talk more as he read from the slide. I find this very boring.</p> <p>By interacting more with the students and engage more activities for the students to work on during the class. I feel it's more fun that way and I like this kind of class otherwise its boring.</p>	Student 1	Listening to teacher talking is boring.	Monotony
	Student 2	If classes are not made engaging, I feel it gets boring otherwise.	

## Appendix 4

### **Thematic analysis for Teachers' qualitative data**

Texts	Teacher	Codes	Themes
<p>Regarding to the first question I believe PPP is better for my students as their level is low.</p> <p>With tasks in task based because it is better for higher levels.</p> <p>I prefer the TBLT method as it works fine for my classes as the level of learners are intermediate to upper intermediate and are also used to of this method before the pandemic.</p>	<p>Teacher 1</p> <p>Teacher 2</p>	<p>I believe PPP is better for my students as their level is low.</p> <p>task based because it is better for higher levels.</p> <p>It works fine for my classes as the level learners are intermediate to upper intermediate.</p>	<p>Level of learners</p>
<p>PPP is nicer for low levels as you can give them examples and then you give them task. This is why I prefer PPP</p> <p>My students are familiar with it and I can also give examples in detail. and so it is the greatest advantage</p>	<p>Teacher 1</p> <p>Teacher 4</p>	<p>PPP is nicer for low levels as you can give them examples and then you give them task</p> <p>I can also give examples in detail. and so, it is the greatest advantage</p>	<p>Modelling</p>
<p>Before the pandemic I used to prefer Task-based</p>	<p>Teacher 3</p>	<p>I am using PPP because we are stressed out to</p>	<p>Pressure from the Administration</p>



<p>learning but these days unfortunately I am using PPP because we are stressed out to give the objective of the lesson in a very structured way, in a controlling way so in order for the students to comprehend quickly.</p> <p>Teachers were also asked by the management to provide a very structured online lesson plan when the pandemic began, and I think PPP provides just that than any other teaching method.</p> <p>If the management allows may be, I'll also try other methods like TBLT.</p>	<p>Teacher 4</p> <p>Teacher 4</p>	<p>give the objective of the lesson in a very structured way, in a controlling way so in order for the students to comprehend quickly.</p> <p>Teachers were also asked by the management to provide a very structured online lesson plan</p> <p>If the management allows</p>	
<p>I prefer the TBLT method as it works fine for my classes as the level of learners are intermediate to upper intermediate and are also used to of this method before the pandemic.</p>	<p>Teacher 2</p>	<p>The learners are used to of this method before the pandemic.</p>	<p>Familiarity</p>

<p>PPP is the methodology that I use in my online classroom. I use it because I had been using it since a long time with my students and they are used to and very comfortable.</p> <p>My students are familiar with and so am I is the greatest advantage because teachers were asked to switch to online classes within a day....</p> <p>PPP was a safe method to use it which did not confuse student</p>	<p>Teacher 4</p> <p>Teacher 3</p>	<p>I use it because I had been using it since a long time with my students and they are used to and very comfortable.</p> <p>My students are familiar with and so am I</p> <p>PPP was a safe method to use</p>	
<p>....so different rooms, so the students are categorized by levels and they have different tasks. I think it is encouraging (Q2)</p> <p>PPP was a safe method to use it which did not confuse student and was encouraging.</p>	<p>Teacher 2</p> <p>Teacher 3</p>	<p>Differentiation is encouraging.</p> <p>PPP did not confuse student and was encouraging.</p>	<p>Motivation</p>

<p>I am unable to divide students in groups because of feature is sometimes not working.</p> <p>I create different groups online and we use google meet to teach so I have different google meets (Q2)</p> <p>The best way to do is to make sure is the group you assigned have some roles.</p> <p>And they have the sense of achievement because they are working together and when they finish the tasks they go the next. (q2)</p> <p>I am suffering in helping the students think together, producing something in a group so I wish if we can help them find a platform that helps them find a platform that help them collaborate together (Q3)</p>	<p>Teacher 1</p> <p>Teacher 2</p> <p>Teacher 3</p> <p>Teacher 4</p>	<p>I am unable to divide students in groups.</p> <p>I create different groups online</p> <p>the group you assigned have some roles.</p> <p>helping the students think together, producing something in a group.</p> <p>I wish if we can help them help them collaborate together.</p> <p>student engagement can</p>	<p>Group work</p>

<p>Apart from the monitoring being restricted may be student engagement can be increased by giving them projects, assigning grammar explanation beforehand as homework and spend time on group work in classroom.</p>		<p>be increased by group work in classroom.</p>	
<p>Using technology, its better if we track the students' performance individually using the online platform.</p> <p>I really wish I could monitor the group activity by recording the breakout rooms.</p>	<p>Teacher 1</p> <p>Teacher 4</p>	<p>track the students' performance individually</p> <p>I could monitor the group activity by recording the breakout rooms.</p>	<p>Monitoring</p>
<p>Most likely also, we can have some formative assessment to check their understanding, there are platforms online to do that.</p> <p>Gulastic is a good example as it gives the teacher assessment report instantly and you</p>	<p>Teacher 2</p>	<p>Most likely also, we can have some formative assessment to check their understanding.</p> <p>It gives the teacher assessment report instantly</p>	<p>Assessment</p>

<p>can share it with your students.</p> <p>We do use platforms like padlets or like nearpod. These platforms also give individual assessments not collaborative assessment.</p>	<p>Teacher 3</p>	<p>These platforms also give individual assessments not collaborative assessment.</p>	
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## Appendix 5

# SURVEY CONSENT FORM

**Title of Research Study:** Perceptions of Teachers and Learners on Teaching Methodology used in Online ELT Classrooms

**Name of the Researcher:** Hera Aquib Moin

Note: This form is intended to take the consent of the participants of survey to analyze and understand your perception towards the methodology used in the online ESL classroom. In order to gather information, online questionnaires will be circulated amongst the participants.

I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. ☐

I understand that my responses will be kept strictly confidential. ☐

I agree for the data collected from me will be used for Master's Thesis Research. ☐

I agree to take part in the above research study. ☐

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Name of Participant

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Signature of Participant

## Appendix 6

### INTERVIEW CONSENT FORM

**Title of Research Study:** Perceptions of Teachers and Learners on Teaching Methodology used in Online ELT Classrooms

**Name of the Researcher:** Hera Aquib Moin

Note: This form is intended to take the consent of the participants of survey to analyze and understand your perception towards the methodology used in the online ESL classroom. In order to gather information, interviews will be conducted with the participants.

I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. ☐

I understand that my responses will be kept strictly confidential. ☐

I agree for the data collected from me will be used for Master's Thesis Research. ☐

I agree to take part in the above research study. ☐

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Name of Participant

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Signature of Participant

## Appendix 7: TBLT Questionnaire (Teachers)

### Option 1



Task- Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching – Richards and Rodgers (2001)

Please select the most appropriate answer from each questions below.

1. TBLT is the methodology that I use in my traditional face to face

☐ Yes

☐ No

2. In an online TBLT classroom, the teacher's role is more of a facilitator

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

3. TBLT in an online classroom, promotes "learning by doing"

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always



4. In your online classrooms, are you able to divide students in groups or pairs to do the tasks?

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

5. It is easier to provide input in an online TBLT class

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

...

6. It is easier to create real-life tasks for online TBLT classroom

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

7. Do you think TBLT is a better teaching approach for online classrooms?

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

8. It is easier to manage learners in an online TBLT classroom, while the learners are doing tasks

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

9. It is easier to monitor learners in an online TBLT classroom, while the learners are engaged in tasks

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

10. It is easier to plan an online TBLT lesson

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

11. If you were given the option to use any other teaching methodology other than TBLT, would you prefer to switch?

☐ Yes

☐ No

12. If you chose Yes for Q11, mention the teaching methodology you would prefer

Short-answer text

.....

13. Learners are not used to online TBLT sequence, so they feel demotivated

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

14. I feel online TBLT is just as student-centered as TBLT in classroom

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

...

15. I feel teaching TBLT lesson in an online classroom is same as TBLT in classroom

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

16. I would highly recommend other ELT teachers to use TBLT in their online classrooms

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

## PPP Questionnaire (Teachers)

### Option 2



Presentation, Practice, Production (PPP) is an approach to teaching language items which follow a sequence of presentation of the item, practice of the item and then production (i.e. use) of the item (Tomlinson, 2011).

Please select the most appropriate answer from each questions below.

1. PPP is the methodology that I mostly use in my traditional face to face classrooms

☐ Yes

☐ No

2. In an online PPP classrooms, teachers role is more of a facilitator's

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

3. Online PPP classrooms promotes collaborative learning

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

4. In your online classrooms, are you able to divide students in groups or pairs to do the tasks?

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

...

5. It is easier to provide input in an online PPP lesson

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

6. It is easier to create tasks for students in an online PPP lesson

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

7. Do you think PPP is a better teaching approach for online classrooms?

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

8. It is easier to manage learners in an online PPP classroom

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

---

9. It is easier to monitor learners in an online TBLT classroom, while the learners are doing tasks

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

---

10. It is easier to plan an online PPP lesson

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

---

11. If you were given the option to use any other teaching methodology other than PPP, would you prefer to switch?

☐ Yes

☐ No

---

12. If you chose Yes for Q11, mention the teaching methodology you would prefer

Short-answer text

13. Learners are used to PPP as a teaching methodology so they feel comfortable with online PPP lessons

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

14. I feel online PPP lesson is just as student-centered as PPP in classroom

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

15. I feel teaching PPP lesson in an online classroom is same as PPP in classroom

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

...

16. I would highly recommend other teachers to use PPP in their online classrooms

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Appendix 8: TBLT Questionnaire (Student)

### Option 1

Description (optional)

Please mention the following: Year of Study and Major

Short-answer text

1. In an online classroom, I am more willing to communicate in English

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

2. In my online classroom, I am more attentive

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

3. In my online classroom, I am able to understand the tasks given by the teacher

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always



4. In my online classroom, I am able to finish all the tasks assigned before the class ends

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

5. I find the tasks more fun and meaningful in my online class than in face to face

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

6. I feel we have more opportunities to become creative while completing the tasks

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

7. I learn something new while completing the tasks

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

8. I wish the teacher could provide more explanation on grammar and vocabulary tasks

1	2	3	4	5
---	---	---	---	---

9. I look forward to online English lessons

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. I feel encouraged to participate actively in the in-class tasks/activities.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

11. In my online classroom I enjoy working in a group

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

...

12. In my online classroom, I feel my communication skills improve through group discussion

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

13. In my online classroom, I prefer feedback from my teacher after every task

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

14. In my online classroom, I think feedback from my classmates is fun

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

15. In my online classroom, I wish teacher talking time could be more than the student

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

16. I feel online lessons are more interesting than classes I take at university campus.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

17. By the end of online English class, I feel more confident

1	2	3	4	5
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## PPP Questionnaire (Student)

### Option 2

Description (optional)

Please mention the following: Year of Study/

Short-answer text

1. In an online classroom, I am more willing to communicate in English

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

2. In my online classroom, I am more attentive

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

3. In my online classroom, I am able to understand the tasks given by the teacher

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

4. In an online classroom, I am able to finish all the tasks assigned before the class ends

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

5. I find the tasks more fun and meaningful in my online class than in face to face classroom at University

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

...

6. I feel we have more opportunities to become creative while completing the tasks

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

7. I learn something new while completing the tasks

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

8. In my online classroom, I prefer to listen to teacher's explanation of grammar and vocabulary

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

9. I look forward to online English classes

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

10. I love to participate in the class activities

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

11. In my online classroom I enjoy working in a group

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

12. I feel my communication skills improve through group discussion

1	2	3	4	5
---	---	---	---	---

13. I prefer feedback from my teacher after every task

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

14. In my online classroom, I prefer feedback from my classmate

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

...

15. In my online classroom, I wish students talking time could be more than the teacher

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

16. I feel online lessons are more interesting than classes I take at university campus.

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

17. By the end of online English class, I feel more confident

1	2	3	4	5
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## **Appendix 9**

### **Interview Questions (Student)**

**Q1** In the survey, which video did you choose (Video 1 or Video 2)

(<https://forms.gle/ShGWYAXaBKks4nGC8>) In case you want to refer to the survey video

**Q2** Do you prefer teaching in Video 1 or Video 2? Why?

**Q3** Do you feel teaching methods in your online English classroom has any benefits? If yes, explain what are they?

**Q4** How can your online lessons be improved? Give a few suggestions.

### **Interview Questions (Teachers)**

**Q1** In the survey, which video did you choose (Video 1 or Video 2)?

**Q2** Which teaching methodology do you prefer Video 1(TBLT) or Video 2 (PPP)? Why?

**Q3** Does the teaching methodology you prefer, have any benefits for online classrooms? If yes, what are they?

**Q4** What suggestions do you have for further improvement of the teaching methodology used in online classrooms?