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Exploring the Shift from Online English Learning to In-Person Instruction after COVID-19: A Classroom Action Research Study

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ABSTRACT: This study, "Examining the Transition from Learning English Online to Offline Instruction: A Classroom Action Research", investigates the effectiveness of transitioning from online English learning to offline instruction in a university English language centre. The study adopts a mixed methods approach, utilizing interviews, observations, and questionnaires to gather comprehensive data. The study aims to explore the challenges and benefits of transitioning from online to offline instruction and assess the impact of this transition on students' language acquisition and overall learning experience. The study begins with qualitative interviews with students to gain insights into their perceptions and experiences regarding the shift from online to offline instruction. Subsequently, classroom observations are conducted to assess the effectiveness of the teaching strategies employed during offline instruction. The observations provide valuable information on student engagement, participation, and progress in a face-to-face learning environment. A quantitative approach is used by distributing questionnaires to complement the qualitative findings. The questionnaires gather data on online learning experience, transition experience, and offline instruction experience. The study found students' preference for offline classes due to better interaction, comfort, comprehension, and language practice. Offline learning leads to higher satisfaction, improved language skills, and fosters engagement, while online learning may have limitations.

Keywords: Online learning, Offline instruction, Transition, English language acquisition, Classroom action research.

I. INTRODUCTION

1.1 The transition from Online to Offline

As the number of Covid-19 cases in the community decreases, the government has allowed students from kindergarten to university levels to resume in-person (offline) learning. At the Pradita campus, students have already started offline learning since the end of the first semester of the 2022/2023 academic year. English language courses have also commenced offline learning. The field of education has witnessed a significant shift in instructional methods with the advent of online learning platforms (Khoa, 2020). The Covid-19 pandemic further accelerated this transformation, pushing educational institutions to adopt remote teaching strategies to ensure the continuity of learning. As the situation gradually improves and the number of Covid-19 cases decreases, educational institutions have started exploring the transition from online learning to offline instruction. This research paper focuses on the transition process from learning English online to offline instruction, employing a classroom action research approach.

The transition from online to offline instruction in learning English has opportunities and challenges (Fatmawati et al., 2021). While online learning provides flexibility and accessibility to language learners, offline instruction offers face-to-face interactions, immediate feedback, and a conducive learning environment. Understanding the dynamics of this transition is crucial for educators and policymakers to design effective instructional strategies that maximize learning outcomes. How teachers and students viewed learning activities changed as the pandemic transitioned into the post-pandemic phase (Abdillah & Sueb, 2022). As the Covid-19 pandemic emerged in early 2020, the Indonesian government issued guidelines for online learning, which have been in place for two years. Starting from July 2022, Indonesian schools can resume limited in-person

instruction, subject to implementing health protocols and vaccination programs as outlined in Joint Decree No. 5 of 2021, which pertains to the 2019 Guidelines for Conducting Instruction during the Covid-19 Pandemic in Indonesia.

As the transition to the post-pandemic phase begins, schools have returned to offline learning under specific circumstances. The education sector must adapt to these new situations and adhere to rigorous health guidelines and standards to restore normalcy during the "new normal" period (Saepul & Mashur, 2020). Proper readiness in terms of infrastructure, instructional methods, and safety measures is crucial for implementing in-person instruction. The abrupt transition from online learning to in-person and online learning, prompted by easing health restrictions in early 2022, may affect students' motivation to learn (Kinasih & Olivia, 2022; Hidayatullah et al., 2022). Students have acquired skills in utilizing technology-based and self-paced learning approaches during online learning (Rahmawati & Sujono, 2021; Heo et al., 2021).

Nevertheless, students might encounter motivational obstacles when participating in face-to-face or blended learning scenarios. During the post-pandemic phase, sustaining students' interest in learning and fostering their commitment to completing assignments is crucial. Learners' motivation is important as it influences their mindset, emotions, and behaviour, all interconnected with academic performance (Zhao and Xue). Students who face academic challenges often exhibit diminished motivation levels. Teachers should strive to enhance students' motivation for academic achievement by offering encouragement through rewards or recognition for their accomplishments, fostering awareness, providing constructive feedback, and instilling a sense of competence in students.

1.2 Action Research

Action research is a type of research that involves a target group intending to address problems or improve quality within a specific context (Arikunto, 2002). In this research, collaboration and active participation between the researcher and the involved group are essential. The strategy involves concrete actions to address the problem with an innovative approach, where the principle of 'learning by doing' is applied to find solutions. Action research is often conducted in education to enhance the learning process, but this approach can also be applied in other fields such as organizations, healthcare services, and communities. The action research results can be directly implemented and benefit the involved group.

Furthermore, Kemmis and Taggar (1988) state that action research is an effort to test existing ideas in the form of practice to improve or completely change the current situation, thereby creating tangible impacts. Action research involves reflective self-inquiry conducted collectively to enhance the quality of education and social aspects and understand the practice and situation in which the action research is conducted.

Meanwhile, Zurich (2003) describes action research as focusing on activities (actions) that involve testing an idea or concept in real-life practice at a micro level, aiming to improve quality and make improvements. Its essence lies in taking action within the experienced situation to solve practical problems or enhance the quality of what has already been implemented. Action research places a strong emphasis on practical application and tangible outcomes. It is a process that actively engages individuals or groups in deliberately addressing specific issues or challenges. Action research seeks to bring about meaningful improvements and positive changes by implementing and testing ideas in real-life contexts.

The action research conducted in this study refers to empirical action research. In this approach, the researcher actively engages and directly experiences the research subject. Empirical action research involves the researcher immersing themselves in the research context, actively participating, and observing the phenomena under investigation. By being closely involved with the research subject, the researcher gains firsthand knowledge and a deeper understanding of the practical aspects of the research topic. This type of action research allows the researcher to gather rich and authentic data by experiencing the research subject's environment, interactions, and dynamics. The researcher's active involvement enables them to capture nuances, complexities, and context-specific details that may not be fully apparent through other research methods. By embracing empirical action research, researchers can generate insights grounded in real-life situations and offer practical implications. This approach facilitates a holistic understanding of the research subject and fosters a close connection between theory and practice. Ultimately, empirical action research contributes to developing knowledge relevant and applicable to the field of study.

1.3 Previous Studies on the Transition of Learning English from Online To Offline

These previous studies have presented research on various modes of education, including online classes during the pandemic, blended classes during the pandemic, and offline classes post-pandemic.

Fatmawati et al. (2021) studied students' efficacy after transitioning from online to in-person EFL classroom learning. The results showed that students enjoyed offline learning more than online, but in terms of students' academic efficacy and anxiety levels, online classes had higher scores compared to offline. Meanwhile, Firman et al. (2023) conducted research during the new normal phase, where students had started

face-to-face classes as COVID-19 cases began to decline. The findings revealed that students were more motivated and excited to learn offline and faced difficulties letting go of the habits developed during online classes.

Meanwhile, Park & Donald (2022) highlight language instructors' perspectives on integrating technology into face-to-face language learning after the online classes during the pandemic. The findings offer valuable insights into language teachers' perceptions of the interaction between the three components of the TPACK (Technological Pedagogical Content Knowledge) model. This has implications for professional development in higher education settings and language teacher associations to retain and engage their members effectively. On the other hand, Setyaningsih (2022) explores the views of students and teachers after returning to face-to-face learning. The results indicate that offline classes are considered more suitable for learning. Zhao and Xue (2023) focus their research on international students in British universities. The findings reveal that the shift from online to offline learning presented challenges, including policy conflicts impacting international students, resulting in anxiety, financial losses, and negative experiences. Limited digital resources and materials affected those dependent on remote learning, while academic and social barriers posed additional challenges.

Meanwhile, several online English language learning studies have been conducted during the pandemic, including Daar et al. (2023). The study revealed that students had a positive perception of using the Learning Management System (LMS). They found LMS beneficial for interacting with instructors and peers. Utilizing LMS features such as chat forums and question-and-answer sessions facilitated various learning methods, contributing to achieving student learning objectives. Nashir and Laili (2021) explored English teachers' perspectives on transitioning from offline to online language learning. The findings indicated that WhatsApp and Zoom meetings were the most commonly used platforms for teaching English. Teachers reported a higher workload in online learning than in face-to-face instruction due to the additional effort required to create engaging lessons. Common challenges included inadequate facilities, internet issues, suboptimal material delivery, assessment difficulties, and limited student activity control. The research concluded that the home learning policy during the pandemic could have been more effective, with only approximately 35% of students actively participating in online learning.

Furthermore, Sharma (2022) studied the transition from offline to online learning due to the COVID-19 pandemic. The findings indicate that virtual classes can only partially replace traditional classroom education due to various limitations and challenges students face in online learning. These challenges include a lack of personalized attention, the absence of face-to-face interaction, and issues with internet accessibility. Additionally, several studies have been conducted in the field of blended learning.

There are several studies related to blended learning during the COVID-19 pandemic. Wu (2022) indicates that online and offline blended teaching is a promising educational approach, but further research and development are needed to enhance its effectiveness. This includes studying the functions of online teaching platforms and designing teaching modes that are more suitable for college students. Meanwhile, Kashinath and Raju (2022) discovered that their research provides insights into efficient learning practices, collaborative student performance, and technology selection during crises. It identifies obstacles in online English learning, such as insufficient materials, lack of communication skills training, limited participation, and interaction issues. Comparative analysis suggests that offline English language learning is perceived as more effective than online methods. These findings are valuable for educators, authorities, and researchers in understanding these parameters.

The last study conducted by Afrilyasanti and Basthomi (2022) explored the perspectives of teachers, students, and parents regarding the transition of teaching methods during and after COVID-19. The findings revealed various consequences for students, teachers, and parents in adapting to the sudden change in teaching and learning methods. Moreover, it was established that teachers and parents faced more physical preparedness difficulties than students. However, when it came to psychological preparedness, all three groups encountered similar challenges. Despite these challenges, their perception of adapting to the new learning methods remained unaffected.

II.   METHODOLOGY

2.1 Research Design and Data Collection Procedure

This study utilized a mixed-methods approach, incorporating both qualitative and quantitative methods. In the qualitative aspect, semi-structured interviews were employed to balance flexibility and structure. These interviews were designed to have a basic framework of questions while allowing for the exploration of unplanned topics that might emerge during the interview (Fraenkel et al., 2012). Through these interviews, the researcher aimed to gain insights into the students' preferences, satisfaction levels, and perceived improvements in language skills following the transition. Once the interviews were concluded, the researcher employed Atlas.ti, a computer-assisted qualitative data analysis software, to analyze the interview data. Atlas.ti offers

tools for coding, organizing, and exploring qualitative data, aiding researchers in identifying patterns, themes, and relationships within the data.

Besides conducting interviews, qualitative data in this study were gathered through classroom observations carried out during the second semester of the academic year 2022/2023. Throughout 14 meetings, the researcher actively observed the learning process taking place in the classroom. These observations focused on various relevant aspects aligned with the research objectives. The researcher closely examined and analyzed students' engagement levels among offline and online learning settings and the interactions between students. The purpose of these observations was to collect detailed information about the ongoing learning context. The researcher aimed to capture essential details such as student behaviours, responses to learning materials, social interactions, and any significant incidents that could impact the learning process. By directly observing the classroom, the researcher sought to develop a more comprehensive and nuanced understanding of the student's experiences and the dynamics of the learning environment. The qualitative data obtained from these observations were then analyzed and interpreted alongside other data to address the research questions posed.

Finally, in terms of quantitative data, the researcher utilized a questionnaire adapted from Firman et al. (2023) to collect data from the students. The questionnaire employed a Likert scale ranging from strongly disagree to strongly agree. It consisted of items categorized into three clusters: Perceptions of students' engagement, Students' perceptions of their own beliefs, and Perceptions of students' participation. The questionnaire aimed to obtain numerical data that could offer insights into the students' perspectives on various aspects of the study. The first cluster, perceptions of students' engagement, aimed to assess the students' perception of their level of involvement and active participation in the learning process. The second cluster, students' perceptions of their own beliefs, aimed to explore the students' perspectives on their own teaching beliefs and practices, seeking to uncover their attitudes, values, and perceptions that influenced their instructional approaches. The third cluster, students' perceptions of participation, focused on the students' views on the extent of their involvement in class discussions, group activities, and other interactive learning experiences. This cluster aimed to gauge the students' perceptions of their engagement beyond mere attendance, providing insights into the teachers' observations of the student's active participation in the learning environment.

2.2 Participants

The participants of this study are students from private universities in Indonesia who are taking the English for General Academic Purposes (EGAP) course. These students must complete three levels of English proficiency according to the CEFR standards, namely A1, A2, and B1. Attaining a minimum B1 level in English is a mandatory requirement to graduate with a Bachelor's degree. These participants initially attended online English classes during the previous semester amidst the COVID-19 pandemic. However, after the pandemic subsided, they resumed offline classes. While online classes offer the advantages of flexibility and accessibility, they need to adapt to face-to-face learning as it provides direct interaction and more intensive practice in English communication.

The researcher aims to explore the transition from online learning during the pandemic to face-to-face English language instruction after the pandemic. This study aims to understand how this change affects the learning experience and the development of participants' English language proficiency. In this context, the researcher is interested in examining the impact of the mode of instruction transition on social interaction and communication between students and instructors. Additionally, the researcher seeks to uncover how this change influences participants' motivation and engagement in the learning process.

2.3 Triangulation

Triangulation is an approach in research that involves using multiple methods, data sources, or theories to corroborate, reinforce, or validate research findings. Triangulation originally stems from geodesy, where three reference points are used to determine an accurate position. In research, triangulation is employed to gain a more comprehensive and convincing understanding of the phenomenon being investigated (Creswell & Clark, 2017). In this study, the method of triangulation used is data source triangulation, wherein the researcher utilizes various data sources to examine and verify their findings. These sources include data obtained through interviews, observations, and questionnaires (Flick, 2018). The application of data triangulation is anticipated to minimize bias and enhance the validity of the research outcomes. Researchers can achieve greater validity in their findings by collecting data from multiple sources and employing different methods (Yin, 2017).

The data obtained from different resources, such as interviews, observations, and questionnaires, were utilized to answer the central question of this research: "What are the perceptions of students towards the shift from online English learning to in-person instruction after COVID-19? Are they more motivated or feel more connected to the materials and instructors in face-to-face learning?"

III.   RESULTS AND DISCUSSION

3.1 Interview

For a more in-depth and comprehensive response, the researcher utilized Atlas.ti to analyze the interview findings. Examining data gathered through semi-structured interviews is a widely employed qualitative research method for investigating and understanding students' preferences, satisfaction levels, and perceived improvement in language skills following the transition. When examining the transition from online to offline instruction in learning English and investigating the factors influencing student engagement and communication in the flipped classroom approach, semi-structured interviews allow for a thorough exploration. It provides valuable insights into individual experiences and perspectives. Analyzing thematic clusters within in-class activities yields valuable insights into the factors that shape students' perception of the transition from online to face-to-face instruction. These findings deepen our comprehension of the challenges and possibilities associated with implementing this teaching modality, empowering educators to establish nurturing learning environments that promote student engagement and facilitate effective communication.

3.1.1 Students' Preferences

The respondents express a clear preference for offline learning due to the superior quality of interaction compared to online learning. They mention frequent disruptions in online classes caused by internet connectivity issues, which hinder effective interaction with peers and lecturers. As it is mentioned by Respondent 3, "I favour offline learning due to the enhanced in-class interaction compared to online, where internet connectivity issues often hinder the experience. Additionally, online classes lack focus, resulting in limited interaction with the lecturer." The students prefer offline learning due to the opportunity for active participation. They highlight the importance of direct interaction with lecturers and peers, which allows for a more engaging and interactive learning experience. It was expressed Respondent 6 "I prefer offline because, in offline settings, I am more actively engaged due to direct interaction with lecturers and classmates."

Meanwhile, the student feels that offline interaction is more comfortable than online interaction. They believe that online learning platforms such as gmeet or Zoom limit interaction, restricting the freedom to interact with classmates. However, they acknowledge that this issue can be addressed by using other online applications like WhatsApp, as stated by Respondent 1 "In terms of interaction, offline is more comfortable than online. In online settings, we are limited by virtual platforms like Google Meet or Zoom, which restricts our interaction with classmates". Furthermore, the student finds offline learning more comfortable because it allows them to be physically present in the same room as their peers and lecturers. The direct face-to-face interaction contributes to a more conducive learning environment. It was stated by Respondent 2, "In offline settings, it is more comfortable as we are in the same physical space, directly facing our classmates and lecturers."

In addition, the respondents prefer offline learning as they find it easier to understand the taught material. They mention that network connectivity issues can sometimes hinder online learning, disrupting the learning experience. It was said by Respondent 5, "I prefer offline learning because it is easier to understand the taught material compared to online learning. Network connectivity issues can sometimes hinder online learning." The respondent also prefers offline classes because they find it easier to practice the language. Direct interaction with lecturers and classmates allows for immediate language practice and the opportunity to ask questions. Online classes, on the other hand, can be disrupted by internet connectivity issues, leading to a lack of focus, as it was stated by Respondent 4 "I prefer offline classes because it is easier to practice language skills through direct interaction and the ability to ask questions to lecturers and classmates. Online classes sometimes lack focus due to disruptions caused by internet connectivity issues.

3.1.2 Satisfaction Levels

While expressing satisfaction with online and offline learning, the interviewee indicates a higher level of satisfaction with offline learning due to the ability to engage in direct face-to-face interactions. Respondent 2 mentioned, "I am satisfied with both, but I am particularly more satisfied with offline learning because it allows for direct face-to-face interaction." The respondent prefers offline learning due to the enjoyable learning atmosphere created by the direct interaction with friends and lecturers, despite acknowledging the physical fatigue involved. As expressed by Respondent 1, "To be honest, I am more satisfied with offline learning in terms of satisfaction. The learning atmosphere is more enjoyable in offline classes because I can directly meet my friends and interact with professors, even though it may be more tiring."

Meanwhile, the interviewee expresses a preference for offline learning and a higher level of satisfaction. They mention being more prepared before attending offline classes, indicating a sense of readiness and engagement. Respondent 4 said, "I am more satisfied with offline learning. I can better prepare myself in offline classes before entering the classroom." Furthermore, the interviewee expresses a preference for offline learning and higher levels of satisfaction. They find the direct interaction with classmates in offline classes more comfortable and enjoyable, allowing for a more engaging learning experience, as stated by Respondent 5

"I am more satisfied with offline learning. The interaction is more comfortable in offline classes as I can directly engage with my classmates."

The respondent prefers offline learning due to greater satisfaction with communicating directly with the instructor. The direct interaction and immediate feedback contribute to a more fulfilling learning experience. Respondent 3 said, "If something needs to be asked, I can do it directly and receive immediate feedback." The interviewee believes that offline learning offers better feedback compared to online learning. They emphasize that offline classes provide feedback not only from lecturers but also from classmates, resulting in a more comprehensive assessment of their performance, as stated by Respondent 2 "In terms of feedback, offline learning is better because I receive feedback not only from the professor but also from classmates in the offline class."

3.1.3 Perceived Language Skill Enhancement Post-Transition

The interviewee acknowledges experiencing improvement, particularly in speaking skills, due to in-person learning. The direct interaction with lecturers and peers in the classroom has provided them with more opportunities to practice speaking, leading to progress in this area. It was stated by Respondent 1, "I feel there is an improvement, especially in my speaking skills, because, in face-to-face classes, I have the opportunity to interact directly with lecturers and classmates, allowing for more speaking practice." Besides, The interviewee expresses a slightly higher level of confidence, particularly in their speaking skills, due to the interactive nature of offline classes. They mention the opportunity to engage in conversations with classmates who have varying levels of English proficiency, which helps them build confidence in their speaking abilities, as mentioned by Respondent 3 "I feel more confident in speaking because, in offline classes, I can converse with classmates who have varying levels of English proficiency."

Meanwhile, the interviewee expresses a high level of confidence in offline learning. They attribute this confidence to direct face-to-face interaction, which enables them to answer questions without relying on tools like online translation applications. Immediate instructor feedback helps them identify and correct any mistakes made during discussions or responses. It was expressed by Respondent 5 "In face-to-face classes, I can answer questions directly without relying on applications like Google Translate as I do in online classes. By providing immediate answers, I can receive direct feedback if there are any incorrect responses." While there has been some improvement, the interviewee admits to occasional hesitations and a need for more confidence in speaking. This lack of confidence is attributed to limitations in vocabulary knowledge, as stated by Respondent 4 "Sometimes, I still hesitate to speak due to limited vocabulary."

3.2 Observation

Based on the analysis of observations in the study "Examining the Transition from Learning English Online to Offline Instruction: A Classroom Action Research," the researcher conducted observations to analyze the level of engagement between students in offline and online learning environments. The findings revealed that students were more actively engaged in face-to-face or offline classes than in online learning. One reason for this increased engagement in offline instruction is the direct interaction between students and instructors. In a physical classroom, students can communicate face-to-face with their instructors, ask questions in real-time, and receive immediate feedback. This direct interaction facilitates a deeper understanding of the subject and encourages students to participate actively in discussions and activities.

Additionally, the ability to interact with peers in offline learning environments contributes to a supportive and collaborative learning atmosphere. Students can engage in group work, exchange ideas, and receive feedback from their classmates. This social interaction enhances their learning experience and fosters a sense of community and teamwork, which can further motivate and engage students in the learning process. In contrast, online learning may present certain limitations in terms of engagement. Despite the availability of virtual communication tools, the lack of face-to-face interaction and the potential for communication delays can reduce the spontaneity and immediacy of interactions between students and instructors. This may result in decreased engagement and a perceived distance between students and the learning environment.

However, it's important to acknowledge that individual preferences and learning styles can influence engagement in both offline and online settings. While most students in the study preferred offline instruction, some individuals may still find online learning engaging and effective. Therefore, considering students' diverse needs and preferences is crucial when designing instructional approaches and selecting appropriate learning environments.

3.3 Questionnaire

The quantitative approach involves gathering data through a questionnaire categorized into three clusters: Online Learning Experience, Transition Experience, and Offline Instruction Experience.

3.1.1 Test of Reliability

The researcher evaluates the questionnaire's reliability through a reliability test utilizing Cronbach's alpha coefficient. Cronbach's alpha is a statistical measure employed to assess how internally consistent a questionnaire or a set of items is. It ranges from 0 to 1, with higher values indicating greater reliability. A widely accepted guideline is that a Cronbach's alpha value of 0.60 or above indicates satisfactory reliability, although this criterion may vary depending on the context and research field (DeVellis, 2017). Reliability in research pertains to the consistency of a questionnaire's measurements. In this case, a Cronbach's alpha value of 0.83 was obtained, indicating a reliable questionnaire with strong internal consistency.

TABLE 1. Reliability test of Cronbach's Alpha

Reliability Statistics	
Cronbach's Alpha	N of Items
0,83	15

3.4 Findings from the Questionnaire

An analysis was conducted on the primary data obtained from a questionnaire to gather information regarding students' viewpoints on the Transition from Learning English Online to Offline Instruction. This study's research questions aimed to explore students' overall perceptions and attitudes, and these were examined based on fifteen questions categorised into three groups: Online Learning Experience, Transition Experience, and Offline Instruction Experience. Frequency tests were employed to determine the students' opinions on each question within each category. The findings related to students' perceptions of online learning experience were presented as the initial category in Table 2.

TABLE 2. Online Learning Experience

Items	SD	D	NEU	A	SA
Online English learning has helped me to develop a better understanding of the language.	0.0	0.0	12.5	50	37.5
Online learning materials effectively prepared me for offline instruction.	0.0	0.0	6.3	62.5	31.3
Online learning enhanced my communication skills, which I can apply in offline settings.	0.0	0.0	0.0	81.3	18.8
I felt well-prepared to participate in classroom discussions after online learning.	0.0	0.0	12.5	75	12.5
Online learning provided opportunities to practice English in real-life situations.	0.0	0.0	6.3	81.3	12.5

Note: SD = strongly disagree, D = disagree, NEU = neutral, A = agree, SA = strongly agree

The survey results show that most respondents (57.9%) agree that online English learning has helped them better understand the language. Additionally, a significant portion (21.1%) strongly agrees with this statement, indicating a positive impact. A smaller percentage (15.8%) remains neutral, neither agreeing nor disagreeing, while only a minor proportion (5.3%) strongly disagrees. The data indicates that most respondents (52.6%) agreed that online learning materials effectively prepared them for offline instruction. These materials have successfully equipped individuals with the necessary knowledge and skills to transition smoothly from online to offline learning settings. However, it is noteworthy that a significant proportion expressed a neutral stance (15.8%), while a smaller percentage disagreed (15.8%) or strongly agreed (15.8%) with the statement. According to the data provided, most respondents (57.9%) agreed that online learning enhanced their communication skills, which they can apply in offline settings. This suggests that online learning has positively

impacted their ability to communicate effectively in face-to-face interactions. A smaller proportion of respondents disagreed (10.5%) or strongly disagreed (5.3%) with the statement, indicating a differing opinion. These findings imply that online learning has generally been beneficial for improving communication skills. Based on the given data, a significant proportion of respondents (42.1%) agreed that they felt well-prepared to participate in classroom discussions after engaging in online learning. This indicates that online learning has positively contributed to their readiness and confidence to engage in face-to-face classroom discussions. A smaller proportion disagreed (15.8%) or strongly disagreed (0%), while a minority strongly agreed (10.5%). The provided data reveals that most respondents (52.6%) agreed that online learning allowed them to practice English in real-life situations. This indicates that online learning platforms have effectively provided practical contexts and exercises that simulate real-life language usage. A smaller proportion of respondents disagreed (15.8%) or strongly disagreed (0%) with the statement, suggesting a differing perspective. While a minority strongly agreed (10.5%). These findings suggest that while online learning has generally provided opportunities for real-life English practice, individual opinions and experiences may vary, resulting in differing levels of agreement.

TABLE 3. Transition Experience

Items	SD	D	NEU	A	SA
The transition from online learning to offline instruction was smooth for me.	0.0	0.0	12.5	50	37.5
I am confident in using the English language in offline, face-to-face interactions.	0.0	0.0	6.3	62.5	31.3
Offline instruction allowed more personalized feedback and individual attention.	0.0	0.0	0.0	81.3	18.8
Offline instruction provides a more immersive and interactive learning experience than online learning.	0.0	0.0	12.5	75	12.5
Offline instruction allowed a deeper understanding of complex English language concepts.	0.0	0.0	6.3	81.3	12.5

Note: SD = strongly disagree, D = disagree, NEU = neutral, A = agree, SA = strongly agree

According to the given data, a significant portion of respondents (36.8%) agreed that the transition from online learning to offline instruction was smooth for them. This suggests they experienced a seamless shift from virtual learning environments to traditional in-person settings. Additionally, a notable percentage of respondents strongly agreed (21.1%) with the statement, indicating high satisfaction with the transition. However, it is worth noting that a smaller proportion disagreed (10.5%) or strongly disagreed (0%) with the statement, suggesting that they encountered challenges or difficulties during the transition. These findings indicate that while a substantial portion of individuals found the transition from online to offline instruction smooth, respondents had varying experiences and perspectives. Based on the provided data, a significant percentage of respondents (31.6%) strongly agreed that they feel confident using English in offline, face-to-face interactions.

An equal percentage agreed with this statement, indicating that 63.2% of respondents expressed confidence in using English offline. On the other hand, a smaller proportion disagreed (15.8%) or strongly disagreed (0%) with the statement. These findings suggest that many individuals feel confident communicating in English during face-to-face interactions. In contrast, others may have differing confidence levels or neutral opinions. Based on the data provided, it is evident that most respondents (57.9%) agreed that offline instruction allowed for more personalized feedback and individual attention. This indicates that they perceived offline learning environments as providing opportunities for tailored feedback and focused attention from instructors.

Furthermore, a significant proportion of respondents (31.6%) strongly agreed with this statement, emphasizing the positive impact of offline instruction in terms of individualized support. Conversely, only a small percentage disagreed (5.3%) or strongly disagreed (0%), suggesting that most respondents recognized the benefits of offline instruction in terms of personalized feedback and individual attention. Overall, these findings highlight the perceived advantages of offline instruction in terms of customized feedback and individualized

attention from instructors. Based on the provided data, it is evident that most respondents (52.6%) agreed that offline instruction provided a more immersive and interactive learning experience than online learning. This indicates that they perceived offline learning environments as more engaging and interactive, allowing for deeper immersion in the learning process.

Furthermore, a significant proportion of respondents (31.6%) strongly agreed with this statement, emphasizing the higher level of interactivity and immersion offered by offline instruction. Conversely, a small percentage disagreed (5.3%) or strongly disagreed (5.5%), suggesting that some respondents did not believe offline instruction was more immersive and interactive than online learning. Overall, these findings highlight the perception that offline instruction provides a more immersive and interactive learning experience, although respondents have differing opinions. According to the given data, it is evident that most respondents (47.4%) agreed that offline instruction allowed for a deeper understanding of complex English language concepts. This suggests they found in-person learning environments effective in facilitating a thorough comprehension of intricate language concepts.

Furthermore, a significant proportion of respondents (36.8%) strongly agreed with this statement, indicating a high level of confidence in the ability of offline instruction to foster a deep understanding of complex English language concepts. On the other hand, only a small percentage disagreed (5.3%) or strongly disagreed (0%) with the statement. These findings indicate that many individuals perceive offline instruction as conducive to a deeper understanding of complex English language concepts, while others may have differing perspectives or remain undecided.

TABLE 4. Offline Instruction Experience

Items	SD	D	NEU	A	SA
Offline instruction provided a stronger sense of community and social interaction than online learning.	0.0	0.0	12.5	50	37.5
Offline instruction allowed a deeper understanding of complex English language concepts.	0.0	0.0	6.3	62.5	31.3
The skills I acquired during online learning were easily transferable to offline instruction.	0.0	0.0	0.0	81.3	18.8
Offline instruction fostered a supportive and collaborative learning environment.	0.0	0.0	12.5	75	12.5
I received valuable feedback and guidance from my instructor during offline instruction.	0.0	0.0	6.3	81.3	12.5

Note: SD = strongly disagree, D = disagree, NEU = neutral, A = agree, SA = strongly agree

Most respondents (57.9%) agreed, and a significant portion (31.6%) strongly agreed that offline instruction offers a stronger sense of community and social interaction than online learning. A small percentage (5.3%) disagreed or had a neutral stance (5.3%). These responses indicate that most individuals perceive physical classrooms and face-to-face interactions as more effective in fostering a sense of belonging and interpersonal engagement among learners, highlighting the importance of in-person educational experiences for building a supportive learning community. The data shows that a significant percentage of respondents (47.4%) agreed, and a substantial portion (31.6%) strongly agreed that offline instruction enables a deeper understanding of complex English language concepts. A small percentage (5.3%) disagreed with this statement, while 15.8% maintained a neutral stance. These findings suggest that most participants believe in the benefits of in-person instruction when grasping intricate aspects of the English language. They likely perceive offline learning environments, such as physical classrooms, as conducive to enhanced comprehension and the practical exploration of complex linguistic concepts. According to the data, a notable portion of respondents (36.8%)

agreed, and a significant number (26.3%) strongly agreed that the skills acquired during online learning were easily transferable to offline instruction. A smaller percentage (10.5%) disagreed with this statement, while 26.3% maintained a neutral stance. These results suggest that many participants believe that the skills developed through online learning can be effectively applied to offline educational settings. They likely perceive online learning as a valuable platform for acquiring skills that seamlessly translate into offline instruction, highlighting the potential for continuity and adaptability in their learning experiences. The provided data indicates that most respondents (52.6%) agreed, and a notable portion (21.1%) strongly agreed that offline instruction fosters a supportive and collaborative learning environment. A small percentage (10.5%) disagreed with this statement, while 15.8% maintained a neutral stance. These findings suggest that many participants perceive offline instruction, such as learning in physical classrooms, as effective in creating an atmosphere that encourages support and collaboration among learners. They likely believe that face-to-face and in-person engagement facilitate communication, cooperation, and a sense of community, contributing to a more supportive and collaborative learning experience. The given data shows that no respondents strongly disagreed with the statement that they received valuable feedback and guidance from their instructor during offline instruction. A small percentage (10.5%) disagreed, while 15.8% remained neutral. However, a significant proportion (36.8%) agreed, and an equal percentage (36.8%) strongly agreed with the statement. These results indicate that most participants felt they received valuable feedback and guidance from their instructor in offline instructional settings, such as physical classrooms. They likely found the in-person interactions with their instructor beneficial in receiving constructive feedback and personalized guidance, contributing to their overall learning experience.

IV.   CONCLUSION

The findings from interviews, observations, and questionnaires highlight several important points regarding the shift from online English learning to in-person instruction after COVID-19. Students prefer offline learning due to the higher quality of interaction, comfortable learning environments, more straightforward understanding of the material, and opportunities for language practice. Offline learning also increases satisfaction, particularly with direct communication with instructors and peer feedback. Offline learning is perceived to enhance language skills, especially speaking skills, through increased practice and interaction with classmates. The direct face-to-face interaction boosts confidence and reduces reliance on translation tools, although occasional hesitations in speaking may still occur due to limited vocabulary knowledge.

Observations support these findings by revealing higher engagement levels in offline classes, where direct interaction enables real-time communication and immediate feedback and fosters a collaborative learning atmosphere. On the other hand, online learning may need more engagement due to the lack of face-to-face interaction and potential communication delays. Considering individual preferences and learning styles is essential when designing instructional approaches and selecting suitable learning environments. It is important to recognize that some students may still find online learning engaging and effective. Educators can create supportive learning environments that encourage active participation, effective communication, and enhanced language skill development by understanding the factors influencing student engagement and satisfaction.

In summary, the findings emphasize the advantages of offline learning, including superior interaction, comfort, more accessible understanding of the material, and language practice opportunities. Students express higher satisfaction levels, enhanced language skills, and increased confidence in offline learning settings. These findings highlight the importance of face-to-face interaction and direct communication in creating engaging and effective learning experiences.

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